

Liberating Scholars Educational Training
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Liberating Scholars Educational Training

Notes



Liberating Scholars Educational Trainning
Scenario Questions



During Class:

Alfredo gets a call from his Probation Officer during an in-class exam. Alfredo asks to step out and takes the call. The probation officer calls Alfredo in immediately to drug test. Alfredo comes back into class and informs you that he needs to leave and can't finish the test, because he needs to see his probation officer.

After Class:

While facilitating group work in class, you notice the same student continues to be left without a group to work with. After class, the student shares that he feels alienated, and he's upset because he thinks other students don't want to work with him because he's a formerly incarcerated student.

Student Services:

Vanessa comes in to the office to drop off her Progress Verification Report. You notice that she's "above average" in all her classes except math, which she is failing for the second semester in a row. During a sit-down conversation with Vanessa about her progress, she discloses that she visited her math instructor during office hours to share her history of incarceration and ask for understanding, but the instructor responds by saying, "this is the real world, get over it." Vanessa now plans to drop the class, placing her in a position to fall below Satisfactory Academic Progress once again, making her ineligible to enroll in the program the following semester.

FORMERLY INCARCERATED STUDENTS AT CALIFORNIA COMMUNITY COLLEGES

California community colleges have been serving formerly incarcerated students (FIS) for decades, but recently efforts to ensure their targeted success have emerged on many campuses. To better understand the needs and interest among community colleges in serving this population of students, we recently conducted a statewide survey. The response rate was robust; 73 colleges completed the survey. Most respondents (60%) were Presidents or Vice Presidents. The results are summarized below.

A large majority (78%) of the colleges that responded already have a formal or informal program for FIS, or are seeking to build a program.¹ This represents half of the colleges in your system, and we can assume that some number of the colleges that did not take the survey are similarly supporting these students. Eleven colleges do not have a program for FIS and do not plan to create one.

Estimates varied for the number of FIS on campus each semester: 26% estimated between 1 and 20, 30% between 21 and 50, 22% between 51 and 100, and 22% estimated having more than 100 FIS each semester. 30 colleges estimate having 51 or more FIS each semester. Ninety percent of the colleges estimating FIS enrollment at 51 or higher, have total enrollment of 10,000 or more. Sixty percent of the colleges estimating FIS enrollment at 51 or higher have a formal or informal program for FIS, 27% do not have a program but would like to create one, and 7% do not have a program and do not plan to create one (6% answered “other”).

By a wide majority, **the top three overall challenges for all survey respondents were “lack of financial resources to compensate dedicated program staff,” “knowing who is formerly incarcerated,” and “meeting students’ non-academic needs.”** Notably, the challenge of knowing who is formerly incarcerated was identified by a larger percentage of colleges that do not yet have a program, and by a smaller percentage of colleges with an existing formal program. It can be inferred that knowing who is formerly incarcerated becomes easier as a program develops and becomes more formalized. This is consistent with the fact that the most common means by which colleges identify FIS is through informal referrals from staff and fellow students.

The **top financial need was “paying college personnel to staff the program”** (77% of colleges with existing or intended programs chose this as a top need). The top non-financial need was “securing employment opportunities for the students” (62% of colleges with existing or intended programs chose this as a top need).

The most common on-campus service for FIS is “networking and peer support from other formerly incarcerated students” (38% offer this), along with “a designated faculty or staff contact” (35%) and “partnerships with community organizations to address non-academic needs” (33%). EOPS and targeted educational advising were also common. The least common

¹ A formal program is one with a dedicated staff person or faculty member who is compensated for his or her work with formerly incarcerated students and is officially assigned to work with these students. An informal program is one that exists through a student group and/or has a staff or faculty leader who does the work but is not officially recognized as being dedicated to these students.

services were priority course admission (5%) and targeted career counseling or job placement (9%). Only 11% offer a dedicated space and only 11% offer financial support for non-academic needs.

The top three services and supports colleges do not offer but would like to are: “targeted career counseling and/or job placement,” “partnerships with community organizations to address non-academic needs,” and “direct financial support for non-academic needs.”

Half (51%) of respondents do not believe they will face resistance to a program for FIS from their college, community, or Board of Trustees. A small percent (14%) have faced or believe they will face resistance, and 21% do not know.

For colleges with a formal FIS program and dedicated staff:

- 80% have not faced resistance from their college or community.
- Even though the staff is paid, 67% identify “paying college personnel to staff the program” as a top financial need.
- 73% use a partnership with probation and/or parole to identify and recruit FIS.
- The top two biggest challenges are a “lack of financial resources to compensate dedicated program staff” and “meeting students’ non-academic needs.”

For colleges with informal programs or student groups, but no dedicated staff:

- 81% identify “lack of financial resources to compensate dedicated program staff” and “meeting students’ non-academic needs” as biggest challenges.
- 45% partner with community organizations to address students’ non-academic needs.
- 90% identify “paying college personnel to staff the program” as their biggest financial need.

For colleges that do not have a program but intend to create one:

- 87% identify “knowing who is formerly incarcerated” as their biggest challenge.
- 75% identify “paying college personnel to staff the program” and “covering students’ non-academic needs” as their biggest financial needs.
- 88% identify “professional development on serving FIS for program staff” as their biggest non-financial need.

For colleges that do not have a program and do not intend to create one:

- 67% believe there are between 1-20 FIS on their campus.
- The most-selected biggest challenge to starting a program was “knowing who is formerly incarcerated” (43%).
- 50% identified “paying college personnel to staff the program” as the biggest financial need.
- 38% have faced or believe they will face resistance from their college or community and 38% do not know if they will face resistance.

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Liberating Scholars Educational Training

Matching Key Terms Exercise



1. Coalition
_____ Someone who has been accustomed to everyday rules, norms, and guidelines of an institution
2. Recidivism
_____ A current or former student who possesses the skills, attitudes, and knowledge as a result of surviving difficult and dangerous environments capable of translating their knowledge into navigating foreign or unfamiliar institutional environments such as post-secondary education and/or the professional field (Hernandez and Duran, 2019)
3. Prison Industrial Complex
_____ A technique of telling the story of those experiences that are not often told...and a tool for analyzing and challenging the stories of those in power and whose story is a natural part of the dominant discourse
4. Institutional Racism
_____ People that have been previously incarcerated experience confined and hostile conditions creating a relationship between incarceration and PTSD
5. Systemic Oppression
_____ An Alliance for combined action
6. Streetwise Scholars
_____ Subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously
7. Counter-Storytelling
_____ A disorder that can occur when an individual has experienced and/or witnessed a traumatic event (American Psychiatric Association)
8. Micro-Aggression
_____ The intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group (gender, race, class, sexual orientation, language, etc.) (National Equity Project)
9. School to Prison Pipeline
_____ An individual's re-arrest, reconviction, or return to incarceration for a new crime or a violation of parole supervision after a previous period of incarceration or other sanctions
10. Institutionalized
_____ The overlapping interests of government and industry that use surveillance, policing, and imprisonment as a solution to economic, social, and political problems (Ralston, 2018)
11. PPTS—Post Prison Traumatic Stress
_____ Policies and practices that push disproportionately Black and Brown children out of school and into incarceration
12. PTSD—Post Traumatic Stress Disorder
_____ The systemic distribution of resources, power, and opportunity in our society to the benefit of people who are white and exclusion of people of color (National Equity Project)

Liberating Scholars Educational Training
Language Dos and Do Nots



DO:

- Using person centered Language
 - “Students with Incarceration Experiences” (Ralston, 2019)
 - Formerly Incarcerated
 - Just call them Students
 - Understanding PTSD from a street and/or incarceration perspective
 - System Impacted
 - (In)Justice System
 - Criminal Legal System
 - Carceral System
-

Do Not:

- Inmate
- Convict
- Parolee
- Felon

Do not ask questions like:

- “What were you incarcerated for?”
- “How long were you incarcerated?”
- “Were you in a gang? Where were you from?”
- “Have you ever stabbed someone?”...etc.
- Mentioning prison politics or stereotypes learned from the media
- Probing questions regarding an individual’s time while incarcerated (i.e.--Were you in solitary confinement? Were you ever in a riot? What was it like?)



An Open Letter to Our Friends on the Question of Language

"When there is emotional pain, psychiatrists like me believe that we can help. But before we act we need to find some handle for the problem, some name to guide action. Once in awhile, we realize that these names are inadequate for the problems we are seeing. Then we search for new names, or new ways to group old names."

-- Mindy Thompson Fullilove, M.D., "Root Shock," 2005

Dear Friends:

The Center for NuLeadership on Urban Solutions is a human justice policy, advocacy and training center founded, directed and staffed by academics and advocates who were formerly incarcerated. It is the first and only one of its kind in the United States.

One of our first initiatives is to respond to the negative public perception about our population as expressed in the language and concepts used to describe us. When we are not called mad dogs, animals, predators, offenders and other derogatory terms, we are referred to as inmates, convicts, prisoners and felons—all terms devoid of humanness which identify us as "things" rather than as people. These terms are accepted as the "official" language of the media, law enforcement, prison industrial complex and public policy agencies. **However, they are no longer acceptable for us and we are asking people to stop using them.**

In an effort to assist our transition from prison to our communities as responsible citizens and to create a more positive human image of ourselves, we are asking everyone to stop using these negative terms and to simply refer to us as **PEOPLE**. People currently or formerly incarcerated, **PEOPLE** on parole, **PEOPLE** recently released from prison, **PEOPLE** in prison, **PEOPLE** with criminal convictions, but **PEOPLE**.

We habitually underestimate the power of language. The bible says, **"Death and life are in the power of the tongue."** In fact, all of the faith traditions recognize the power of words and, in particular, names that we are given or give ourselves. Ancient traditions considered the "naming ceremony" one of the most important rites of passage. Your name indicated not only who you were and where you belonged, but also who you could be. The worst part of repeatedly hearing your negative definition of me, is that I begin to believe it myself *"for as a man thinketh in his heart, so is he."* It follows then, that calling me inmate, convict, prisoner, felon, or offender indicates a lack of understanding of who I am, but more importantly **what I can be.** I can be and am much more than an "ex-con," or an "ex-offender," or an "ex-felon."

The Center for NuLeadership on Urban Solutions believes that if we can get progressive

publications, organizations and individuals like you to stop using the old offensive language and simply refer to us as “**people**,” we will have achieved a significant step forward in our life giving struggle to be recognized as the human beings we are. We have made our mistakes, yes, but we have also paid or are paying our debts to society.

We believe we have the right to be called by a name we choose, rather than one someone else decides to use. We think that by insisting on being called “**people**” we reaffirm our right to be recognized as human beings, not animals, inmates, prisoners or offenders.

We also firmly believe that if we cannot persuade you to refer to us, and think of us, as people, then all our other efforts at reform and change are seriously compromised.

Accordingly, please talk with your friends and colleagues about this initiative. If you agree with our approach encourage others to join us. Use positive language in your writing, speeches, publications, web sites and literature.

When you hear people using the negative language, gently and respectfully correct them and explain why such language is hurting us. Kindly circulate this letter on your various list serves.

If you disagree with this initiative, please write and tell us why at the above address or e-mail us at info@centerfornuleadership.org. Perhaps, we have overlooked something. ***Please join us in making this campaign successful. With your help we can change public opinion, one person at a time.***

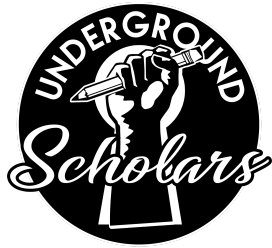
Thank you so much.

In Solidarity and Love,

Eddie Ellis
Founder

4 Easy Steps To Follow

- 1. Be conscious of the language you use. Remember that each time you speak, you convey powerful word picture images.**
- 2. Stop using the terms offender, felon, prisoner, inmate and convict.**
- 3. Substitute the word PEOPLE for these other negative terms.**
- 4. Encourage your friends, family and colleagues to use positive language in their speech, writing, publications and electronic communications.**



Underground Scholars Initiative

*Building the Prison
to University
Pipeline*

UC Berkeley
UC Irvine
UC Los Angeles
UC Riverside

Language Guide for Communicating About Those Involved In The Carceral System

Increasing attention is being given to the language people use when discussing individual or group identities and experiences. In large part, marginalized people must demand the respect to create and amplify language that they consider more humanizing than the negative narratives imposed on us by dominant society. The late Eddie Ellis, a wrongfully convicted member of the Black Panther Party for Self Defense, established the first academic think tank run by formerly incarcerated people: Center for NuLeadership in NY. Paroling in 1994 with multiple degrees, Ellis worked to advance the dialogue around those who have been system impacted. Twenty five years later and our collective struggle to be recognized for the fullness of who we are as people remains.

Language is not merely descriptive, it is creative. For too long we have borne the burden of having to recreate our humanity in the eyes of those who would have us permanently defined by a system that grew directly out of the the institution of American slavery, an institution that depended on the dehumanization of the people it enslaved. It is in this spirit that we, the formerly incarcerated and system-impacted academics who identify as the Underground Scholars Initiative (USI) at the University of California, Berkeley, call on the media, students, and public to utilize the following terminology when discussing our population individually or collectively. This is not about euphemisms or glossing over people's actions, rather it is about reclaiming our identity as people first. It is important to note that this style guide is equally applicable when talking about similarly situated populations outside of the United States.

Thank you in advance for respecting us enough to treat us as humans.

In solidarity,

Underground Scholars Initiative (USI)

Terminology Guide

Incarcerated Person refers to anyone currently incarcerated. It makes no claim about guilt or innocence (contrary to words like “convict”), nor does it attach a permanent identity to an often temporary status (like “prisoner” etc.)

Formerly Incarcerated Person refers to anyone who has been in a carceral setting and is now released. Prison, immigration detention centers, local jails, juvenile detention centers, etc. are included under this umbrella term. Attaching the prefix ex- to anything (ex-convict, ex-felon, etc.) is a clear indication that it, and the root word itself, are unacceptable.

System Impacted includes those who have been incarcerated, those with arrests/convictions but no incarceration and those who have been directly impacted by a loved one being incarcerated. While those close to us, as well as the broader society are negatively impacted by our incarceration, it is often our partners, parents, children and/or siblings who face the most significant disadvantages behind our absence and thus, categorically merit this designation.

Carceral System is far more accurate than the ubiquitous term “Criminal Justice System.” Not all who violate the law (commit a crime) are exposed to this system and justice is a relative term that most people in this country do not positively associate with our current model. In this context, Carceral System is best understood as a comprehensive network of systems that rely, at least in part, on the exercise of state sanctioned physical, emotional, spatial, economic and political violence to preserve the interests of the state. This includes formal institutions such as, law enforcement and the courts, surveillance and data mining technology, NGO / non-profit consultants, conservative criminologists, those who manifest and/or financially benefit from modern slave labor, corporate predation on incarcerated people and our communities, the counterinsurgency in communities of color through ‘soft-policing’, etc.

People Convicted of (Drug Violations / Violent Offenses / etc.) Calling people “violent offenders”, “drug offenders” etc. continues to reduce one’s identity to a particular type of conviction. It is rarely necessary to specify the type of crime an incarcerated or formerly incarcerated person was convicted of, however, and when doing so, it should be phrased in line with this guidance.

Gang Member is the one term on this list for which there is not a replacement. It is a subjective term that has zero probative value in discourse around communities that experience high rates of violence and/or marginalized people. If people choose to self-identify as such then that is their right. The label should never be placed on another.

Person on Parole / Probation instead of “parolee” or “probationer.” Again, it is about articulating the person first, not whatever temporary or circumstantial qualifiers may be perceived. Be mindful to preserve the privacy of those who may be on probation or parole.

People with No Lawful Status are those with no legal status and who are not engaged with the immigration system at this time for whatever reason.

Undocumented People refers to people who are engaged in the asylum, DACA, etc. process but it is not complete to the point of providing guaranteed citizenship.

Resident should replace “citizen”, including in the phrase “returning citizen” that has been adopted by some to describe formerly incarcerated people. Citizens carry rights and responsibilities that many incarcerated people, formerly incarcerated people, undocumented people, and people without status do not have. Millions of people are legally denied the right to vote, the right to serve on a jury, the right to run for an elected office, the right to travel freely, etc. Citizenship is exclusive and the word should only be used when intended to refer to people who carry all the rights of citizenship.

Sexual Assault Survivor refers to anyone who has experienced molestation, rape, sexual assault, etc. While far too many people have experienced abuse; that does not make the sexual assault survivor a victim.

Sex Trafficking Survivors are also sexual assault survivors, yet with the added trauma of being kidnapped and exploited for the economic gain of others. The survivors are often incarcerated for the very acts they were forced to do, exacerbating a cycle of abuse. Not all Sex Workers, most often female and LGBTQ people, have been, or are being trafficked. Caution must be taken to not conflate the two.

Sex Workers are people voluntarily engaged in any work, whether legal or illegal, that centers around sex. This includes street prostitution, webcam workers, escorts, etc. of any gender identity. It does not include exotic dancers who choose not to engage in off-stage business as described, nor is it the proper designation for sex trafficking survivors.

Communities that Experience High Rates of Violence is preferable to “violent communities” and its evil twin “bad/disadvantaged neighborhoods.” Labeling a community as “violent” demonizes all people within it. It places the burden of such a disparaging label on the community itself without highlighting the systemic factors that are necessary for a community to repeatedly experience such trauma.

Drug / Substance Use is more accurate than “abuse”. One does not abuse heroin, meth, alcohol etc., they use it to feel the anticipated effects of the substance. The classification and prohibition of substances is political, not medical, and has always been a tool to police communities of color. To misidentify users as abusers is a continuation of the strategic propaganda employed to dehumanize and vilify particular populations who use drugs. Drug and substance use among marginalized people is often a means of self-medicating for us who are denied meaningful access to local, culturally competent, and affordable mental health services by the same systems that perpetuate the abuse from which we seek relief. People who are abused cannot then be called abusers for a private, personal attempt at self-preservation.

Topical Guide

Public Safety All of us are in favor of public safety even as many are rightfully critical of law enforcement. The two concepts are not synonymous, and in fact are typically in conflict, as evident when one views videos of police killing residents, destroying property and harassing people traveling by foot, car, bus or plane. We encourage those writing about police/community relations to challenge both sides on what public safety looks like, particularly in communities where many residents find the police to be a destabilizing force operating contrary to safety.

War on Crime / Drugs / Gangs are failed policies of the US government executed here and abroad and should be exposed as such in any discourse that chooses to use this verbiage lest the public continue to believe these are efforts that deserve support.

Violent vs. Non-Violent Crimes is a pseudo-dichotomy. Burglary can be a “violent crime” while rape may be “non-violent”. Furthermore, the vast majority of people incarcerated in non-immigration detention centers are classified as violent thus, any substantive reform must include them / us. Lastly, we know the threat of incarceration is not a meaningful deterrent, and with programs like higher education for the incarcerated, people can leave prison and be successful regardless of their commitment offense.

Good vs. Bad in any context of human beings is flawed at best and violent at worst. Juxtaposing “good immigrants” who do things the right way with “bad immigrants” who don’t, or “good people” who change their life with “bad people” who don’t, or “good girls” who appear to accept patriarchy with “bad girls” who clearly don’t, are all value judgments dependent on the perspective of the person framing the narrative. These narratives are overwhelmingly white, heterosexual, cis-gendered, middle-or upper-class, male, Protestant perspectives. Those of us who do not fit in that mold have and will find ourselves misrepresented, devalued, and differentiated.

*Direct inquiries to UndergroundScholars@berkeley.edu

MYTH: A person with a criminal record is not eligible to receive federal student financial aid.

FACT: Individuals who are currently incarcerated in a federal, state, or local correctional institution have some limited eligibility for federal student aid. In general, restrictions on federal student aid eligibility are removed for formerly incarcerated individuals, including those on probation, on parole, or residing in a halfway house.

- Through the Department of Education's [Second Chance Pell](#) pilot program, an estimated 12,000 eligible incarcerated individuals can now receive Pell Grants to pursue postsecondary education.
- Although an individual incarcerated in a federal or state prison is eligible to receive a Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work-Study (FWS), he or she is unlikely to receive either FSEOG or FWS due to the FSEOG award priority, which is that the grant must be given to those students who also will receive a Federal Pell Grant, and due to the logistical difficulties of performing an FWS job while incarcerated.
- Those incarcerated in correctional institutions other than federal or state institutions are eligible for a Federal Pell Grant, FSEOG, and FWS but not for federal student loans. Also, it is unlikely that incarcerated individuals in correctional institutions other than federal or state institutions will receive FSEOG or FWS due to school funding limitations and to the logistical difficulties of performing an FWS job while incarcerated.
- Incarcerated individuals may not receive federal consolidation loans.
- Upon release, most eligibility limitations (other than those noted below) will be removed. In addition, you may apply for aid in anticipation of being released so that your aid is processed in time for you to start school.
- You may be able to have your federal student loans deferred while you are incarcerated, but you must apply for a deferment and meet its eligibility requirements. To apply for deferment, contact the servicer of your loan(s). To find out what kind(s) of loan(s) you have, and/or to find contact information for your loan servicer, call 1-800-4-FED-AID (1-800-433-3243) or visit www.nsls.ed.gov.
- If your incarceration was for a drug-related offense or if you are subject to an involuntary civil commitment for a sexual offense, your eligibility may be limited as indicated in the two bullets below.
- A student convicted for the possession or sale of illegal drugs may have eligibility suspended if the offense occurred while the student was receiving federal student aid (grants, loans, or work-study). When you complete the *Free Application for Federal Student Aid* (FAFSASM), you will be asked whether you had a drug conviction for an offense that occurred while you were receiving federal student aid. If the answer is yes, you will be provided a special worksheet to help you determine whether your conviction affects your eligibility for federal student aid. You may preview the worksheet in the FAFSA Information section at www.studentaid.ed.gov/pubs.
- If you have been convicted of a forcible or nonforcible sexual offense, and you are subject to an involuntary civil commitment upon completion of a period of incarceration for that offense, you are ineligible to receive a Federal Pell Grant.

For More Information:

Guide to Federal Student Aid for Students with Criminal Convictions:
<https://studentaid.ed.gov/sa/eligibility/criminal-convictions>

How Do Drug-Related Convictions Affect My Student Loan Eligibility?:
<https://www.whitehouse.gov/sites/default/files/ondcp/recovery/afsa.pdf>

Federal Student Aid Eligibility for Students Confined in Adult Correctional or Juvenile Justice Facilities:
<https://studentaid.ed.gov/sa/sites/default/files/aid-info-for-incarcerated-individuals.pdf>

What is a REENTRY MYTH BUSTER? This Myth Buster is one in a series of fact sheets intended to clarify existing federal policies that affect formerly incarcerated individuals and their families. Each year, more than 600,000 individuals are released from state and federal prisons. Another 11.4 million cycle through local jails. When reentry fails, the social and economic costs are high -- more crime, more victims, more family distress, and more pressure on already-strained state and municipal budgets.

Because reentry intersects with health and housing, education and employment, family, faith, and community well-being, many federal agencies are focusing on initiatives for the reentry population. Under the auspices of the Cabinet-level interagency Reentry Council, federal agencies are working together to enhance community safety and well-being, assist those returning from prison and jail in becoming productive citizens, and save taxpayer dollars by lowering the direct and collateral costs of incarceration.

For more information about the Reentry Council, go to: <https://csgjusticecenter.org/nrrc/projects/firc/>

Request for Status Information Letter

This is a fillable form. Please type in ALL CAPS before printing, or PRINT clearly using BLACK INK

Before you fill out and submit this form, please check to verify your registration status with the Selective Service System at <https://www.sss.gov>. If you cannot check or verify your registration online and you are not claiming an exemption, or if you have already received a Status Information Letter (SIL) from us in the past, please call (888) 655-1825.

Please check each item. You should only submit this form if the following are true:

- You have passed your 26th birthday
- You have verified that you are in fact "NOT REGISTERED"
- You were born after December 31, 1959
- You are claiming that you were exempt from the requirement to register
- You were born male or you are transgender (born female)
- You have not received a Status Information Letter from us in the past

YOU MUST PROVIDE AT LEAST ONE RESPONSE to each of the seven (7) Sections below. We cannot process your letter until we receive the required information and documents. Never send originals. KEEP A COPY of this form and any documents or correspondence you send to us.

SECTION 1 - GENERAL INFORMATION

Type or Print Clearly (ALL CAPS) – Must be Readable.

Full Legal Name: _____
First Name Middle Name Last Name(s)

List any other names used (Include multiple last names): _____

Social Security Number: _____ Date of Birth: _____
Month / Day / Year

Current Mailing Address: _____

City State Zip Code

Daytime Telephone Number: _____

Email Address: _____

What is your reason for this SIL?

☐ Financial Aid ☐ Citizenship ☐ Employment ☐ Security Clearance ☐ Other _____

List each City & State (Country if overseas) where you lived between your 18th and 26th birthdays.
Use a separate sheet if needed:

SECTION 2 - MILITARY

If you served in the U.S. military, attach your proof of military service, such as a copy of your DD Form 214, NGB Form 22, DD Form 4 (if still on active duty), etc. If you attended a service academy or military school, provide a letter from the school or a transcript showing the dates.

To obtain proof of military service (DD Form 214, Official Military Personnel File), visit this website [Proof of military service \(DD Form 214, Official Military Personnel file\)](#).

Have you ever served in the U.S. military or attended a military service academy/school?

☐ Yes (Please Continue) ☐ No (SKIP to Section 3)

☐ US Army ☐ US Navy ☐ US Marine Corps ☐ US Air Force ☐ US Coast Guard

List dates of active duty service: _____ to _____

List dates of reserve duty service: _____ to _____

Did you attend a military service academy?

- ☐ The United States Military Academy (USMA)
☐ The United States Naval Academy (USNA)
☐ The United States Air Force Academy (USFA)
☐ The United States Coast Guard Academy (USCGA)

List dates of attendance: _____ to _____

Were you enrolled in an officer procurement program at a military school or university?

- ☐ The Citadel
☐ University of North Georgia
☐ Norwich University
☐ Virginia Military Institute
☐ Texas A&M
☐ University of Virginia Polytechnic and State University

List dates of attendance: _____ to _____

SECTION 3 - INCARCERATED / INSTITUTIONALIZED / HOSPITALIZED

Please attach proof if you were CONTINUOUSLY incarcerated, institutionalized, hospitalized, or home confined for the entire period from your 18th through 26th birthdays. If you were released, escaped, or otherwise out of custody for 30 days or more, you do not need to complete this form. Call us at (888) 655-1825.

Were you **CONTINUOUSLY** incarcerated, institutionalized, hospitalized, or home confined for the entire period of time between your 18th and 26th birthdays?

☐ Yes (Please Continue) ☐ No (SKIP to Section 4)

Please indicate the type of confinement and provide start and release dates. (Attach separate sheet if necessary)

☐ Institutionalized ☐ Incarcerated ☐ Hospitalized ☐ Home Confined

_____ to _____ _____ to _____ _____ to _____

_____ to _____ _____ to _____ _____ to _____

SECTION 4 - TRANSGENDER

The Military Selective Service Act, including the requirement to register, applies to all individuals who were designated male at birth. If you were born female and have transitioned to male, you must provide a copy of your female birth certificate (or medical documentation to show that a transition has taken place) and legal documentation to show any changes to your name.

My sex at birth was:

☐ Male ☐ Female (I have or will transition to male)

SECTION 5 - US CITIZENSHIP & IMMIGRATION STATUS

The Selective Service System does not share any information about an individual's immigration status with outside agencies such as U.S. Immigration and Customs Enforcement (ICE).

Are you a citizen of the United States by birth (born in the US, or overseas to qualifying US parents)?

☐ Yes (SKIP to Section 6) ☐ No (Please continue)

Did you become a Naturalized Citizen more than 30 days before your 26th birthday?

☐ Yes _____ (SKIP to Section 6) ☐ No (Please continue)
Naturalization Date

Did you become a Permanent Resident (Green Card Holder) more than 30 days before your 26th birthday?

☐ Yes _____ (SKIP to Section 6) ☐ No (Please continue)
Resident Since Date

You must provide documentation to support your claim. Valid documentation includes the date of entry stamp in your passport or visa, I-94, or I-20 with date of entry stamp, or any other official document that was accepted, stamped, or signed by USCIS and clearly states your arrival date. If you submit the electronic version of the I-94, you must include the accompanying travel history. **Please note, your Permanent Resident Card (Green Card) cannot be used to document the date you arrived in the United States, even if the dates are the same.**

If you entered the United States illegally, undocumented, without inspection, or for any other reason you cannot show proof of your arrival date, you must provide documentation that shows you were living outside of the United States for each year between your 18th and 26th birthdays. This could include school records, employment records, rent and utility receipts, participation in a health insurance plan, tax returns, etc.

When did you first enter the United States and what was your immigration status?

Arrival Date USCIS Status

Was the above date **later than** 30-days before your 26th birthday?

☐ Yes, I was **never** in the United States (at any time, in any status) **prior to** this date. (Skip to Section 6)

☐ No (Please continue)

Was the above arrival date **earlier than** your 18th birthday **AND** you left the country prior to your 18th birthday **AND** you did not return to the United States (at any time in any status) until **after** the date that was 30 days before your 26th birthday?

☐ Yes, I was never in the United States (at any time, in any status) between my 18th birthday and 30 days before my 26th birthday.

Arrival Date USCIS Status

(Skip to Section 6)

☐ No (Please continue)

For each period shown, you must provide documentation that shows you entered the United States as a valid non-immigrant and that you adhered to the terms of your visa. For example, if you entered the United States as an international student and remained in that status until your 26th birthday, you would need to provide documentation indicating that you were admitted on an F-1 visa, attended school full-time as required, and either left the country or changed status when required. Acceptable documents may include copies of your I-20s, visa, and transcripts, or a letter from the school stating the dates you attended there as a full time international student. If OPT is authorized, the copy of the I-20 must reflect this. If you were on an H-1 visa, you must provide documentation of your arrival/start date and a copy of the approved "Notice of Action", an official company letter showing your authorized dates of employment, or a W2 form showing you worked for the company that sponsored your visa.

The same applies for all non-immigrant statuses held. You must show your arrival/start date and documentation that shows you remained in good status for the entire period. If you left the country, send a copy of the date stamp showing your arrival back

into your country. If you remained in the US and requested a change of status, send a copy of the approved "Notice of Action" you received from USCIS.

You must include any times that you entered the United States illegally or without inspection, (no documentation is necessary). Likewise, you must list any times when you violated the terms of your visa, overstayed your visa, or for any other reason became an undocumented immigrant.

You should provide as much information as possible. We will use the information you send to determine your registration status. For a list of acceptable documents, please see our [List of acceptable documents](#).

Please list your immigration history showing all arrivals, departures and other changes in status, starting with the date of arrival that first put you in the United States between your 18th and 26th birthdays and continuing until you were past your 26th birthday. Use a separate sheet if necessary.

_____ Arrival / Start Date	_____ Good Until Date	_____ Departure / End Date	_____ USCIS Status
_____ Arrival / Start Date	_____ Good Until Date	_____ Departure / End Date	_____ USCIS Status
_____ Arrival / Start Date	_____ Good Until Date	_____ Departure / End Date	_____ USCIS Status

SECTION 6 - REASON FOR FAILURE TO REGISTER BEFORE AGE 26

Provide a written explanation for not registering with the Selective Service System. If you believe you did register, please provide a detailed explanation in the space provided below stating when, where, and how you registered. Include all addresses you may have used at that time.

SECTION 7 - YOUR SIGNATURE

Sign, date, and return this form to the address listed below with copies of ALL supporting documents showing proof of your claim. You may include any other supporting information you would like us to consider. **IMPORTANT:** Do not send original documents. The Selective Service System may not return original documents. You should retain a copy of all documents and correspondence submitted.

_____ Signature	_____ Month / Day / Year
--------------------	-----------------------------

**Selective Service System
ATTN: SIL
PO Box 94638
Palatine, IL 60094-4638**

HELPFUL INFORMATION

- Please print this form. This form cannot be submitted online. Please type all requested information on the form before printing. ATTACH A COPY of all supporting documentation (**DO NOT submit originals**), and mail them to the address provided.
- This form is for use only by men born after December 31, 1959, who are not registered and are now 26 years and older or transgender who were born females.
- This form is not a registration form. Submitting this form will not register you with the Selective Service System.
- We will issue a Status Information Letter based on the information you provide. KEEP the original copy in your permanent files for future reference.
- If you are denied a right, benefit, or privilege because you are not registered, submit a copy of your Status Information Letter from the Selective Service System, and a separate letter in which you explain, to the best of your ability, the reasons for your failure to register to the agency administering the right, benefit, or privilege. That agency, NOT the Selective Service System, will make the final determination regarding your eligibility. The Selective Service System does not approve, disapprove, or make any recommendations to determine your eligibility for any right, benefit, or privilege you are seeking.
- Immigrant men over the age of 31 who are seeking naturalization and who did not register are no longer required to provide a "status information letter" or documentation of their status from the Selective Service System to USCIS. If asked for a status information letter, these men may print a form letter concerning their request for a letter for use with USCIS from <http://www.sss.gov>.

May 2019

California Community Colleges Fair Chance Hiring Policy Guidance **Frequently Asked Questions for Community College Students**

The following FAQs were developed for community college students with an arrest or conviction record to learn about their rights and responsibilities when seeking employment with a local California community college. Paving the way for California's higher education system to expand employment opportunities for people with arrest and conviction records, the California Community Colleges Chancellor's Office recently issued a "fair chance hiring best practices" [policy guidance](#), as well as a legal advisory ([Office of General Counsel Advisory 2018-04](#)) that detailed the laws regulating the use of criminal history records in hiring, promotion and retention decisions by the community colleges and districts.

1. What is "fair chance hiring?"

"Fair chance hiring" refers to a range of laws and hiring practices that seek to ensure that qualified job applicants with an arrest or conviction record are able to compete fairly for employment. As described by the Chancellor's new policies, the basic goal of fair chance hiring is to establish a hiring process that takes into account all the positive skills and experience that each job applicant brings to the position, rather than automatically rejecting an applicant based solely on his or her criminal record.

2. What laws apply to the hiring of people with an arrest or conviction record by a California community college?

As the Chancellor's legal advisory explains, the California community colleges are required to comply with the following employment laws that regulate the process of hiring people with arrest and conviction records.

- Civil Rights Laws: Title VII of the Civil Rights Act of 1964 is a federal law and prohibits discrimination against people of color and other protected groups. Because criminal background checks for employment disproportionately impact people of color, Title VII requires employers to conduct an "individualized assessment" of each job applicant taking into account the age of the offense, the nature of the offense, and the relationship of the offense to the specific position.
- The "Ban the Box" Law: California's "ban the box" law, which is called the "Fair Chance Act," requires certain employers to wait until the end of the hiring process to conduct a criminal background check rather than asking the criminal history question on the job application. It still permits employers to ask the question; they simply must wait until a conditional offer of employment is made before they run a background check or ask the question. The law also requires employers to consider evidence of rehabilitation. As described below, the Fair Chance Act/"ban the box" law applies to some community college jobs, but not all.
- Education Laws: California's Education laws regulate the state's community college system and include certain restrictions that limit hiring of people with records. Most importantly, the community colleges are restricted from hiring people convicted of drug and sex offenses for academic and most other staff positions. However, the law also requires the community colleges to determine if the applicant has been rehabilitated if the drug or sex offense is more than five years old.

3. Are students treated differently under the laws compared to non-students seeking employment with a local community college?

Yes, most students with a conviction record seeking employment with a community college have far more legal rights than non-students. Specifically, the Education law that restricts hiring people with drug or sex convictions does not apply to students seeking non-instructional positions (including most work-study positions). In addition, most students seeking non-instructional positions are entitled to all the protections of the state “ban the box” law described below. However, the law does not apply to non-students seeking academic and most other staff positions. Also, it is important to emphasize that the community colleges may still deny a non-instructional position to a student with a conviction record provided they first determine that the student’s offense is directly related to the job and consider evidence of rehabilitation, as required by the “ban the box” law.

4. What steps are the local community colleges required to take when considering hiring students for non-instructional positions who have an arrest or conviction record?

As described above, the Chancellor’s legal opinion clarifies that California’s “ban the box” law applies to students seeking non-instructional positions with a community college, but not to non-students seeking employment with the community college system. Specifically, the “ban the box” law requires the community colleges to follow each of these five steps before denying a job to a student with a conviction record for a non-instructional position:

- **Step 1:** The community college may not ask about a student’s criminal record on the job application. Instead, it must wait until the end of the hiring process (called the “conditional offer or employment”) before it conducts a criminal background check or asks about the applicant’s record.
- **Step 2:** After the background check is conducted, the community college must find that the student’s conviction is directly related to “successful performance on the job,” taking into account the duties of the job, the level of supervision and other factors. In making this determination, the community college may not consider the applicant’s arrests, juvenile adjudications, or dismissed, sealed and expunged records.
- **Step 3:** If the criminal record is found to be job-related, the community college must provide a “preliminary notice” to the student taking back the job offer. The community college must include a copy of the rap sheet in the notice provided to the student and describe the applicant’s rights to challenge the accuracy of the record and produce evidence of rehabilitation. (Applicants should carefully review the rap sheet and seek legal assistance if necessary to challenge its accuracy. Also, while the community college is not permitted to consider certain records as noted in Step 2, the LiveScan rap sheet may include this information.).
- **Step 4:** The community college must next evaluate the evidence of rehabilitation provided by the student (as described in more detail below) and any information provided by the student showing that the criminal history report relied on by the community college is actually inaccurate or incomplete.
- **Step 5:** After the community college has considered all the information provided by the student, it must issue a “final notice” to the student, either hiring or not hiring the applicant for the job. In addition, the final notice must include information describing the student’s right to file a [complaint](#) with the state civil rights agency (the California [Department of Fair Employment and Housing, or DFEH](#)) challenging the community college’s final determination.

5. Are the local community colleges required to consider evidence of rehabilitation submitted by a student with a conviction record seeking employment?

Yes, as described in Step 4 above, the community college must consider evidence of rehabilitation for students

applying for a non-instructional position, even when the individual's conviction is found to be directly related to the job. This is a critically important process for students with conviction records to take advantage of because it allows them to demonstrate all they have done to pursue an education and turn their lives around. Students should assemble and submit all relevant information to help document evidence of rehabilitation, including:

- The age of the student when the offense was committed, and the period of time that has passed since the offense.
- Evidence of work history, especially any training or work experience related to the position.
- Completion of, or active participation in, rehabilitative drug or alcohol treatment.
- Additional evidence of educational, training or work activities, including activities that took place during any period of incarceration.
- Letters of reference from people who knew the student either during a period of incarceration or since the student was released from a correctional institution, including previous work supervisors, faculty, probation officers, and parole agents.
- Additional references, including character statements from community members, clergy and others who can speak to the student's rehabilitation and involvement in community activities.

6. What steps should students take if they believe a community college has violated their rights?

A community college may be violating the "ban the box" law if it doesn't follow the specific steps and provide the specific notices described in Question 4 (keep in mind that it depends on what type of job the student is seeking if the "ban the box" law applies.). Thus, students seeking employment with a community college should keep an accurate record of all their documents and communications related to the hiring process. If a student believes the community college has not complied with the law, it can be helpful to share the DFEH [summary](#) of the law to provide the college with an opportunity to explain its decision and/or correct the situation. If necessary, the student may also file a [complaint](#) with DFEH alleging a violation of the law.

7. Are there any positions where the community colleges are not required to comply with the protections of the "ban the box" law?

Yes, there are some positions where the community colleges do not have to follow the requirements of the "ban the box" law, including instructional positions (e.g., teaching assistant) and employment with a child care center on campus. When applying for instructional positions specifically, students are treated like other workers, which means that they can be automatically disqualified if they have been convicted of a drug or sex offense unless the offense occurred more than five years ago and the individual can demonstrate that he or she has been rehabilitated.

8. Are there other actions that the California Community College Chancellor's Office recommends the local community colleges take to promote a fair chance hiring culture on campus?

Yes, what's described above are just the minimum steps that the community colleges should take when students with arrest or conviction records are being considered for employment. The Chancellor's [legal advisory](#) and [policy guidance](#) includes additional recommendations for the community colleges to follow to fully embrace a culture of fair chance hiring on campus:

- The leadership of the community college should communicate and publicize the core goals and vision of fair chance hiring to the campus community.
- The community college should forge partnerships with directly-impacted students and community members, and adopt humanizing language in their communications and policies to destigmatize people with criminal records.
- The community college should make critical investments in people with criminal records and promote employment opportunities at all levels of responsibility.

- The community college should leverage its contracts with vendors and other relationships to create employment opportunities for people with criminal records.

ORGANIZATIONS SUPPORTING THOSE IMPACTED BY INCARCERATION

A New Way of Life Reentry Project

9512 S. Central Avenue
Los Angeles, CA 90002
(626) 563-3575

www.anewwayoflife.org

Nonprofit reentry program that provides housing and support to formerly incarcerated women for successful community reentry, family unification, and individual healing, as well as reentry legal services in Los Angeles, California.

Center for Health Justice

900 Avila Street, Suite 102
Los Angeles, CA 90012
Hotline: (213) 229-0979
(213) 229-0985

www.centerforjustice.org

The Center for Health Justice is a bridge organization that eases the transition between incarceration and release. Provides education in health literacy, risk reduction, substance abuse, medication adherence, partner communication, anger management, self-esteem and nutrition. The Center provides support group meetings, transitional case managers and peer navigators.

Collateral Consequences of Conviction Justice Project (CCCJP)

Loyola Law School
Center for Juvenile Law & policy
Founders Hall 2nd Floor
919 Albany Street
Los Angeles, CA 90015
(213) 736-8339
cjlp@lls.edu

Elie Miller, Supervising Attorney
(213) 736-1310
Emille47@lls.edu

CCCJP provides free legal services to justice-affected individuals to overcome consequences of conviction. Other services include State licensing board hearings, expungement services, child support issues, DMV consults, and correction rap sheet errors.

Community Re-entry and Resource Center - LA Sheriff's Department

450 Bauchet Street
Los Angeles, CA 90012
(213) 423-6990

Transitional housing, mental health services, social services, drug and alcohol program referrals, case management, probation reporting instructions, employment referrals, transportation assistance and systems guidance for formerly incarcerated individuals.

Flintridge Center

236 West Mountain Street, Suite 106
Pasadena, CA 91103
(626) 449-0839

www.flintridge.org

Flintridge Center provides programs and services to individuals of high-risk and high-need circumstances living in Los Angeles County. Participants range from middle school youth to adults and includes the formerly incarcerated and previously gang-involved. They provide the Apprenticeship Preparation Program for formerly incarcerated adults, reintegration services, and individualized case management to community members.

Friends Outside

464 E. Walnut Street
Pasadena, CA 91101
(626) 795-7607
www.friendsoutside.org

Parenting programs for parents returning from incarceration and support for family members.

Los Angeles Regional Reentry Partnership (LARRP)

742 North LaBrea Blvd.
Inglewood, CA 90302

www.lareentry.org
info@lareentry.org

LARRP is a network of agencies and advocates working to provide for the reentry needs of individuals and communities through increasing access to reentry resources, especially in the area of housing, health, and employment, and through policy reform.

Parole-AB 109

300 E. Walnut Street, Suite 200
Pasadena, CA 91101
probation.lacounty.gov

AB 109 allows for the supervision of formerly incarcerated individuals released from California State at local County levels.

Project 180

470 E. Third Street, Suite C
Los Angeles, CA 90013
(213) 620-5712
www.project180la.com
infor@project1a.com

Project 180 is a forensic treatment program providing in-jail and community based services for justice-involved individuals. Goal is to facilitate reintegration into the community that decreases recidivism bringing families together. Services include case management, mental healthcare, substance abuse treatment, 24/7 crisis support and family unification.

Providence Tattoo Removal Program

6801 Coldwater Canyon Avenue
Suite 1A
North Hollywood, CA 91605
(818) 847-3860

Removal of tattoos for residents of San Fernando or greater Santa Clarita Valleys. By appointment only and must do 48 hours of community service.

*Data collected via:
Pasadena City College's Community Overcoming
Recidivism Through Education (CORE)
Student Handbook, 2019*

Root & Rebound

1320 E. 7th Street, Suite 260
Los Angeles, CA 90021
(510) 270-4662
www.rootandrebond.org
info@rootandrebond.org

Root and Rebound provides direct support to individuals with arrest and conviction histories through a reentry legal hotline, legal clinic trainings, and embedded advocates in impacted communities.

They also provide online resources to support individuals in reentry and those preparing for release. The website provides a comprehensive guide “Roadmap to Reentry: A California Legal Guide”. The guide covers key areas of housing, employment, family and children issues, parole and probation, education, record cleaning, ID and voting, public benefits, court-ordered debt, trial issues and immigration.

Root & Rebound also provides additional toolkits and resources to support individuals in reentry and preparing for release along with their significant others. The Reentry Planning Toolkit provides three additional resource guides:

- *Reentry Planning Toolkit: For People in Reentry and Arrest and Conviction Records*
- *my Education, my Freedom: A Toolkit for Formerly Incarcerated and System-Impacted Students Pursuing Education in California*
- *California Employers’ Fair Chance Hiring Toolkit*

Serving California

www.servingcalifornia.org

Provides programs assisting ex-offenders, crime victims, veterans, and their families. Programs include substance abuse treatment, shelter for domestic abuse victims, and prison ministries. Special emphasis on holistic rehabilitative and pre-release support services.

Homeboy Industries

130 W. Bruno Street
Los Angeles, CA 90012
(323) 526-1254
www.homeboyindustries.org

Provides training, and support to formerly gang-involved and previously incarcerated men and women to redirect their lives and become contributing members of the community. Specific services include areas of case management, legal, educational, mental health, substance abuse, domestic violence and tattoo removal.

OTHER EXTERNAL RESOURCES

CHILD CARE/ AFTERSCHOOL PROGRAMS

Aspires West Pasadena (AWP)

119 E. Washington Blvd.
Pasadena, CA 91103
(626) 797-0789
aspirewestpasadena.com

AWP is a cooperative partnership between Scott United Methodist Church and other local faith-based organizations, Pasadena Unified School District, PCC, and other local academic institutions and the local business community. AWP provides training in academic and social skills for students and parents in areas of mentoring, child development, job skills, youth advocacy, and academic assistance to elementary, middle and high school students.

Boys and Girls Club of Pasadena

2020 N. Fair Oaks Avenue
Pasadena, CA 91103
(626) 798-3925
Info@bgcpasadena.org

Boys and Girls Club offers child development programs for children ages 5-17 years. It also offers homework assistance, tutoring, mentoring, leadership training, art, sports, computer classes, music, basketball training, summer field trips, private swim lessons, and a free food program during summer.

Flintridge Center

236 W. Mountain Street, Suite 106
Pasadena, CA 91106
(626) 396-5610
info@flintridge.org

Flintridge Center provides a wide range of after-school programs for high school youth to enhance academic achievement, foster job and life skills, and promote artistic expression and exploration. Activities include tutoring, SAT preparation, computer training, digital photography and graphic design, personal health, cooking, yoga, art performance, and leadership and job training.

Head Start Pasadena

464 W. Woodbury Road, Suite 210
Altadena, CA 91101
(626) 204-8900

Head Start Pasadena is a federally funded half-day preschool program for three and four-year old children. Services are free to qualifying families.

Options for Learning-Pasadena Office

2465 E. Walnut Street
Pasadena, CA 91107
(626) 449-8221
www.optionsforlearning.org

Options for Learning is a nonprofit childcare and early learning agency. It provides child development, childcare and after school programs.

Pasadena LEARNs After-School Program

351 S. Hudson Avenue, Room 207
Pasadena, CA 91109
(626) 396-3614
pasadenalearn@pusd.us

The Pasadena LEARNs After-School program is a structured, school-based program that offers a wide range of classes and support that assists students succeed in school, and develop study skills. All academic enrichment classes are standards-based and include writing activities.

Data collected via:
*Pasadena City College’s Community Overcoming
Recidivism Through Education (CORE)
Student Handbook, 2019*

OTHER EXTERNAL RESOURCES

YMCA Pasadena - Foothill Valley

50 N. Hills Avenue, Suite 301
Pasadena, CA 91106
(626) 299-8433
www.ywca-pasadena.org

The YMCA Pasadena-Foothill Valley offers a free-multi-disciplinary program for girls ages 10-14 years that serves to foster a sense of community and self-confidence. Activities include printmaking, crafts, painting, 3D printing and design, robotics and hands-on science experiments.

YMCA Pasadena - Sierra Madre

611 E. Sierra Madre Blvd.
Sierra Madre, CA 91024
(626) 355-5261
www.ymcala.org/pasadena

The YMCA provides before and after school programs that focus on academic and physical enrichment activities for children ages 5 – 13 years. Activities include homework, sports, arts, and crafts. The YMCA youth sports program offers basketball, flag football, indoor soccer.

GENERAL COMMUNITY RESOURCES

211 LA County

P.O. Box 726
San Gabriel, CA 91778-0726
(800) 339-6993
www.211la.org

For any youth or adult in need of supportive services, LA County provides free, confidential information and services. Key areas include substance abuse, reentry assistance, emergency shelters, domestic violence, mental health, transitional housing, food/shelter hotlines and veteran's housing.

County of Los Angeles, Department of Social Services (Pasadena Branch)

955 North Lake Avenue
Pasadena, CA 91104
(626)-569-1399
Customer Service: (866) 613-3777
dpss.lacounty.gov

CalFresh benefits, employment services, public assistance-to-work programs, financial and homeless assistance for families through

CalWORKS, In-Home Supportive Services for the disabled and elderly population, Medi-Cal and access to other healthcare plans, and General Relief.

Department of Rehabilitation, Pasadena Branch

150 S. Los Robles Ave, #300
Pasadena, CA 91101
(626) 304-8300
dor.ca.gov

Employment and independent living services for individuals with disabilities.

Peace Over Violence (POV)

892 N. Fair Oaks Avenue, Suite D
Pasadena, CA 91103
(626) 584-6191
www.peaceoverviolence.org

POV is a nonprofit, multicultural community based and volunteer center organization dedicated to building healthy relationships, families and communities free from sexual, domestic and interpersonal violence. Services include case management, legal services, counseling, support groups, hotlines and emergency response teams.

Special Services for Groups (SSG)

903 E. 8th Street
Los Angeles, CA 90021
(213) 553-1800
www.ssg.org

SSG is a nonprofit health and human services organization dedicated to building and sustaining community based programs that address the needs of diverse communities. Programs include advocacy, mental healthcare, substance abuse, employment training, older adult programs, homelessness/basic needs, and legal services.

24-Hour Hotlines

Central LA (213) 626-3393
South LA (310) 392-8381
W. San Gabriel Valley (626) 793-3385

Domestic violence, stalking, child abuse, counseling for survivors of sexual and domestic violence, prevention programs including self-defense and curriculum based programs, information on violence prevention, guidance for survivors of sexual and domestic violence in the legal system. All services provided at no cost.

OTHER EXTERNAL RESOURCES

EMPLOYMENT SERVICES

Chrysalis

522 S. Main Street
Los Angeles, CA 90013
(213) 806-6300
www.changelives.org

Chrysalis is a nonprofit organization dedicating to creating a pathway to self-sufficiency for homeless and low-income individuals by providing the necessary resources and support to find and retain employment. They offer job-readiness workshops, and individual appointments to prepare clients for successful job search. Post-employment support includes case management, support groups, job retention training, and seminars. Other services include legal assistance, scholarships, bus tokens, and computer/internet access.

Foothill Workforce Investment Board (FWIB)

1207 E. Green Street
Pasadena, CA 91106
(626) 796-5627 (call for appointment)
foothilletc.org

FWIB provides a variety of services such as job search strategies, interviewing in a competitive market, and, resume and cover letter assistance.

People Ready

2982 E. Colorado Blvd., Suite 102-B
Pasadena, CA 91107
(626) 440-8225
www.laborready.com

Connects workers to temporary jobs in construction, manufacturing, hospitality, events, restoration, auto services, logistics and warehousing, retail support, waste and recycling.

Pasadena Community Job Center

500 N. Lake Avenue
Pasadena, CA 91101
(626) 440-0112
www.pasadenajobcenter.com

Day labor opportunities including moving, painting, repairs, gardening, general construction, demolition, etc. Applications/registrations accepted daily from 6 a.m.–9 a.m..

Union Station Homeless Services

825 E. Orange Grove Blvd.
Pasadena, CA 91104
(626) 240-4591
unionstationhs.org/programs/sources

Union Station Homeless Services is a nonprofit organization committed to assist homeless individuals and families rebuilt their lives. Its services include transportation assistance, customized career development services, job development and placement, career technical educational counseling, resumes, cover letters and mock interviews, and a resource room with computers and telephones.

FAMILY SERVICES

Be Strong Families

Flintridge Center
235 W. Mountain Street #210
Pasadena, CA 91103
(800) 805-2505
info@bestrongfamilies.net
www.bestrongfamilies.net

Partners with numerous organizations to assist families. They offer technical assistance and trainings to create peer-to-peer discussions to promote positive family dynamics in the areas of parent engagement services, child services, and training.

Child Support Services - Los Angeles County

South Los Angeles Division
8300 S. Vermont Avenue
Los Angeles, CA 90044
(866) 901-3212
cssd.lacounty.gov

Establishes and enforces support orders when a child receives public assistance or when a parent or legal caretaker needs assistance.

Families Forward Learning Center (Mother's Club)

980 N. Fair Oaks Avenue
Pasadena, CA 91103
(626) 792-2687
www.familiesforwardlc.org/contact

A non-profit organization that provides free education and social services to low-income families in Pasadena and Altadena to children from birth to five years. All services include a two-generation learning model that empowers both parents and children to gain knowledge and skills to improve the family. Other programs include a Teen Parenting Program, Father's Support Group and Early Reader's Book Club.

Foothill Family Services

118 Oak Knoll Ave
Pasadena, CA 91101
(866) 304-4337 or (626) 993-3000
foothillfamily.org

Provides court-ordered parenting classes. Eligibility screening and an appointment is required. Call for information for the Relative Support Services for kinship caregivers. Initial fee charged for intake. Foothill Family Services does charge fees for parenting skills development sessions. There no fees for other services.

OTHER EXTERNAL RESOURCES

Pasadena/Altadena Coalition of Transformative Leaders (PACTL)
236 West Mountain Street, Suite 201
Pasadena, CA 91103
(626) 765-9150
pactl.org

Promotes healthy families by providing parenting classes and youth workshops. Parenting classes free but there is a fee for materials.

Pasadena Mental Health Center
1495 N. Lake Avenue
Pasadena, CA 91104
(626) 798-0907
www.pmhc.org

Parenting classes held weekly in addition to mental health services. There are fees for parenting classes. Spanish-speaking classes available.

Talk About Parenting with Shirlee Smith
(626) 296-2777
talkaboutparenting@gmail.com
www.talaboutparenting.org

Provides educational planning programs to improve and strengthen the quality of family life. Workshops for currently and formerly incarcerated parents are available.

FOOD PANTRY

All Saints Episcopal Church
132 N. Euclid
Pasadena, CA 91101
Hours: Monday 9 a.m.–12 p.m.
(626) 796-1172
allsaints-pas.org/more/ministries-e-k

Covina Assembly of God Project 29:11
418 N. 2nd Avenue
Covina, CA 91723
San Gabriel/Pasadena Areas
Hours: Tue. – Fri. 2 p.m.–5 p.m.
(626) 966-4488 x222
sfutter@covinaag.org

Delaware Avenue Food Pantry
1845 20th Street
Santa Monica, CA 90404
Santa Monica/Venice/West LA Areas
Hours: Sunday 1 p.m.–2 p.m.
(310) 450-0919
[delaware.adventistfaith.org/
community-services](http://delaware.adventistfaith.org/community-services)

First Church of the Nazarene
3401 W. 3rd Street
Los Angeles, CA 90020
Hours: Friday 4 p.m.–6 p.m.
(213) 385-6345
www.la1stnaz.org

Foothill Unity Center
415 W. Chestnut Avenue
Monrovia, CA 91016
Call for hours
(626) 358-3456
[foothillunitycenter.org/
how-we-help/food-programs](http://foothillunitycenter.org/how-we-help/food-programs)

Food for Faith Ministry
404 E. Washington Blvd.
Pasadena, CA 91104
Hours: Mon., Wed., Fri. 6 p.m.–7 p.m.
(626) 794-2951
www.pasadenachurch.com/page-66

Food for Faith Pasadena Church
404 E. Washington Blvd.
Pasadena, CA 91104
Mon., Wed., and Fri. (call for hours)
(626) 794-2951
info@pasadenachurch.com

Fred Jordan Mission
445 Towne Avenue
Los Angeles, CA 90013
Metro LA/Downtown Areas
Hours: Saturday 8 a.m.–3 p.m.
(626) 915-1981
fja.org

Friends in Deed Food Pantry and Norma's Nook
444 E. Washington Blvd.
Pasadena, CA 91104
Hours: Tue., Wed. 10 a.m.–3:30 p.m.
(626) 797-6072
pantry@friendsindeed.org

Our Savior Center
4368 Santa Anita Avenue
El Monte, CA 91731
Hours: Tue., Thu. 10 a.m.–1 p.m.
(626) 579-2190
www.our-center.org/outreach

Salvation Army Social Science
1000 E. Walnut Street
Pasadena, CA 91106
(626) 773-4404

Village Food Bank
5607 N. Barraca Avenue
Azusa, CA 91702
(626) 335-4013
foodbank@villagecov.com/food-bank

HEALTH

Arcadia Mental Health Center
330 East Live Oak Avenue
Arcadia, CA 91006
Hours: Mon – Fri 8 a.m.–5 p.m.
Walk-ins Mon, Tue and Thurs; will serve first 8-10 clients
(626) 821-5858

BRIDGES Wellness Center
11927 Elliot Avenue
El Monte, CA 91732
Hours: Mon.–Fri. 8 a.m.–4:30 p.m.
(626) 350-5304

Community Health Alliance of Pasadena (ChapCare)
(626) 396-6300 for appointments
www.chapcare.org

Full range of medical and dental care, behavioral health services, outreach services and Covered California enrollment guidance. Accepts Community Health Plan, LA Care, Healthy Families, HWLA, Medi-Cal, Medicare, CHDP, and Family Pact. Sliding discount fee schedule based on household income. No one is declined service due to inability to pay.

*Data collected via:
Pasadena City College's Community Overcoming
Recidivism Through Education (CORE)
Student Handbook, 2019*

OTHER EXTERNAL RESOURCES

Community Mental Health Services of Aviva Family & Children Services

3580 Wilshire Blvd., Suite 800
Los Angeles, CA 90010
Hours: Mon.–Fri. 9 a.m.–5 p.m.
(213) 637-5000

Good Samaritan Patient Procurement Program

404 S. Figueroa Street, Suite 522A
Los Angeles, CA 90071
(424) 228-0418
gspps.org

Provides veterans and low-income families with access to quality oral health care.

Health Advocates

21540 Plummer Street
Chatsworth, CA 91311
(818) 995-9500
www.healthadvocates.com

Provides assistance to qualify for Medi-Cal, Social Security, and other health insurance benefits.

Huntington Ambulatory Care Center

711 Fairmont Avenue
Pasadena, CA 91105
(626) 397-5638
www.huntingtonasc.com

Provides primary and specialist care for adults (does not provide gynecology, ophthalmology, pediatrics, and urology). Accepts Medi-Cal, Medi-Care, and PPO but does not accept HMO or Medi-Cal Managed Care.

John Wesley Community Health Institute

1845 N. Fair Oaks Avenue
Pasadena, CA 91103
(562) 867-7999
jwcinstitute.org/primary-medical-care/wesley-health-centers-pasadena

Provides primary health care, HIV care and treatment, behavioral health, food pantry services, dental services, and specialty referrals for low-income individuals. Accepts most health insurance coverages.

Northeast Mental Health Center

5321 Via Marisol
Los Angeles, CA 90042
(323) 478-8200
Hours: Mon.–Fri. 8 a.m.–5 p.m.

Pasadena Community Urgent Care

3160 E. Del Mar Blvd.
Pasadena, CA 91107
(626) 270-2400
huntingtonmedical.com/urgent-care

Medical treatment for medical issues that do not require emergency room assistance but need immediate attention. Accepts self-pay, PPO and HMO insurance.

HOUSING

Elizabeth House

760 Santa Barbara Street
Pasadena, CA 91101
(626) 577-4434
www.elizabethhouse.net

Shelter and family-focused support to homeless pregnant women and their children through a comprehensive program that addresses physical, emotional, spiritual, and economic needs. Limited spaces available. Residents are required to focus on employment, volunteer work, or school therapy, and classes. Classes in parenting, health education, chemical dependency, and job skills available.

Door of Hope

669 N. Los Robles
Pasadena, CA 91101
(626) 304-9130
www.doorofhope.us

Transitional housing from three to five months for two-parent families and single parents. The focus on finding full-time employment and building financial savings. Full-time after school program for school-aged children.

Transitional Domestic Violence from six to 12 months of transitional housing for single mothers that have employment and savings. Handles domestic violence issues. Full-time after school programs for school-

aged-children. Referrals required through an emergency shelter.

Foothill Unity Center

191 N. Oak Avenue
Pasadena, CA 91107
(626) 584-7420
foothillunitycenter.org

Multiservice food pantry assisting neighbors in crisis attain self-sufficiency. Good access, social services to meet basic needs, health services, case management services, crisis intervention, health service navigation, work experience job training, transportation, CalFresh, free cellphones, and large event services offered at Back-to-School, Thanksgiving, and Holiday events.

Housing Rights Center

1020 N. Fair Oaks Avenue
Pasadena, CA 91103
(626) 701-0211
www.housingrightscenter.org

Free landlord-tenant consultation, housing discrimination, complaints, outreach and public education, and impact litigation.

Pacific Asian Consortium in Employment (PACE)

1055 Wilshire Blvd, Suite 1475
Los Angeles, CA 90017
(213) 353-3982
pacela.org

Provides employment resources, credit counseling, tax assistance, affordable housing and repair, and PACE Care (for seniors).

PATH Los Angeles

340 N. Madison Ave
Los Angeles, CA 90004
(323) 684-2200
www.epath.org

Provides a variety of services for individuals experiencing homelessness that includes employment training, housing navigation, medical and mental healthcare, parenting education, benefit advocacy.

OTHER EXTERNAL RESOURCES

LEGAL ASSISTANCE

Inner City Law Center (ICLC)

1309 E. Seventh Street
Los Angeles, CA 90021
(213) 891-2880

www.innercitylaw.org/services
info@innercitylaw.org

ICLC provides a variety of legal services focused mainly on housing and homelessness to low-income individuals and families.

Law Project of Los Angeles

8939 S. Sepulveda Blvd. #110-746
Los Angeles, CA 90045
Metro LA/Downtown Areas
(213) 254-2405

info@lawprojectla.org

Assists clients address their criminal record by identifying any potential background issues before they interfere with employment and/or occupational licensing opportunities. Services include expungement workshops, employment and legal assistance, and probation/parole assistance.

Legal Aid Foundation of Los Angeles (LAFLA)

(800) 399-4529
www.lafla.org

LAFLA is a nonprofit law firms that protects and advances the rights of underserved communities. It assists individuals in civil legal matters by providing direct legal representation and other legal assistance for low-income individuals across the Greater Los Angeles region

Los Angeles Office Locations:

East Los Angeles Office

5228 Whittier Blvd
Los Angeles, CA 90002

Ron Olson Justice Center

1550 W. 8th Street
Los Angeles, CA 90017

South Los Angeles Office

7000 S. Broadway
Los Angeles, CA 90003

Inner City Law Center

1309 E. 7th Street
Los Angeles, CA 90021
(213) 891-2880

www.innercitylaw.org/services

Inner City Law Center is a nonprofit law firm that provides free legal services focused mainly on housing and homelessness to low-income individuals and families.

Los Angeles Center for Law and Justice

5301 Whittier Blvd, Fourth Floor
Los Angeles, CA 90022
(323) 980-3500

www.laclj.org

Provides high quality free legal representation, education and advocacy to low-income residents and communities of East, Northeast, and South Los Angeles. They specialize in family, housing and government benefits law.

Neighborhood Legal Services of Los Angeles County

(800) 433-6251

www.nlsla.org/contact-us

Neighborhood Legal Services of Los Angeles County provides access to safe and affordable housing; assistance to individuals struggling to obtain coverage and resolves problems with health plans; assists low-income individuals and families attain economic security; and provides access to the courts and to protection of the law.

Office Locations:

1102 E. Chevy Chase Drive
Glendale, CA 91205

3029 Santa Anita Drive
El Monte CA 91731

PERSONAL COUNSELING

Foothill Family Service

118 South Oak Knoll Avenue
Pasadena, CA 01101
(626) 798-0907

www.foothillfamily.org

Private, non-profit, United Way-funded center for counseling of individual, marital or family problems; no medication or emergency services; bilingual/bicultural Latino counseling program.

Fuller Psychological & Family Services (Fuller Graduate School of Psychology)

180 North Oakland Avenue
Pasadena, CA 91182
(626) 584-5555

www.fuller.edu/fuller-psychological-and-family-services

Private, non-profit counseling center; individual and marital counseling; moderate fees (accepts insurance plans).

Pacific Clinics

66 Hurlbut Street
Pasadena, CA 91106
(626) 441-4221

www.pacificclinics.org

Private, non-profit service: medication evaluation and outpatient mental health care; low to moderate fees or Medic-Cal; services to adults, children, and geriatric patients.

Pasadena Council on Alcoholism & Drug Dependency

1245 East Walnut Street, Suite 117
Pasadena, CA 91106
(626) 796-9127

socialmodelrecovery.org/pasadena-council-alcoholism-and-drug-dependence-pcadd

Information and referral for all alcohol and other drug related problems. Up-to-date listing of 12-step (recovery) meetings, inpatient programs, outpatient counseling services, and prevention activities in the San Gabriel area.

OTHER EXTERNAL RESOURCES

Pasadena Mental Health Center

1495 North Lake Avenue
Pasadena, CA 91104
(626) 798-6807

5acres.org

Private, non-profit, very low cost counseling for personal or family problems; information and referral; no medication or hospitalization services; bilingual/bicultural Latinx counseling program.

SUBSTANCE ABUSE

Altadena Recovery Center

3025 Lincoln Avenue
Altadena, CA 91001
(626) 765-6905

www.altadenarecoverycenter.org

Inpatient and outpatient treatment for substance abuse, domestic violence, anger management and parent classes.

City of Pasadena Public Health - Substance Abuse Treatment

1845 North Fair Oaks
Pasadena, CA 91103
(626) 744-6001

**cityofpasadena.net/publichealth/
SubstanceAbuseTreatment/**

Outpatient substance use treatment program that provides group and individual counseling sessions.

Glendale Adventist Medical Center - Alcohol and Drug Services

1509 Wilson Terrace
Glendale, CA 91206
(818) 242-3116

**www.addicted.org/directory/item/
glendale-adventist-alcoholdrug-
servs-2-2.html**

Substance abuse treatment services, including intervention, assessments, detoxification, day and outpatient treatment, residential treatment, and continuing care.

Grandview Foundation

1230 Marengo Avenue
Pasadena, CA 91103
(626) 797-1124

www.grandviewfoundation.com

Outpatient individual and group counseling. Outpatient care if often combined with sober living. Affordable sober living homes are also available and cost varies by program.

IMPACT Drug & Alcohol Treatment Center

Main Office:
1680 N Fair Oaks Avenue
Pasadena, CA 91103
(626) 798-0884

Outpatient Treatment Center:
1450 N. Lake Avenue
Pasadena, CA 91103
www.impacthouse.com

Substance abuse treatment services. Offers a 30-day or 90-day residential program supplemented by counseling and AA meetings, and a variety of outpatient treatment options, and family support.

Prototypes - Community Assessment Services Center (CASC)

2555 East Colorado Blvd., Suite 308
Pasadena, CA 91107
(626) 449-2433

**information@prototypes.org
www.prototypes.org/contact**

Provides residential and outpatient addiction treatment, detoxification, mental health services, and parenting support for men, women and children.

24-HOUR HOTLINES

Access - LA County Department of Mental Health Referral
(800) 854-7771

Center For Pacific Asian Families
(877) 727-4747 (toll free)

Haven House
(626) 564-8880
(323) 681-2626 (Hotline)

Pasadena YMCA Rape Hotline
(626) 793-3385 (English/Spanish)

Emergency Outreach Bureau
(800) 854-7771

National Domestic Violence
(800) 799 -SAFE

Suicide Prevention Center
(877) 727- 4747 (toll free)

Formerly Incarcerated Re-entry Students Thriving (FIRST) Program



FIRST is a program designed to provide academic and basic needs support to formerly incarcerated and system-impacted students, while addressing systematic barriers they may face. FIRST's focus is to empower and support formerly incarcerated individuals by providing training, support groups, and counseling assistance that directly promotes collaboration among various campus entities.

Program Services:

- One on one academic/career counseling support
- Basic Needs Assistance: Cal Fresh Application support, Warrior Closet free clothing, & Warrior Pantry assistance
- Group Dialogue Sessions
- General academic advising on admissions and transfer opportunities

Contact Info:

Email: FIRST@elcamino.edu

Phone: 323-380-0688

Program Coordinator - Ricky Gonzalez

Email: rigonzalez@elcamino.edu

Counselor - Vilma Fuentes

Email: vfuentes@elcamino.edu

FIRST Associate: Isabel Gonzalez

Email: igonzalez@elcamino.edu



Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.

- BOOKER T. WASHINGTON



The El Camino Community College District is committed to providing an educational and employment environment in which no person is subjected to discrimination on the basis of actual or perceived race, color, ancestry, national origin, religion, creed, age (over 40), disability (mental or physical), sex, gender (including pregnancy and childbirth), sexual orientation, gender identity, gender expression, medical condition, genetic information, marital status, military and veteran status, or retaliation; or on any other basis as required by state and federal law.

Program Directory

Allan Hancock College

Santa Maria, CA

Operating In

- Lompoc Federal Correctional Institution (federal prison)
- on campus

Programs Offered

- AA in Liberal Arts (non-transfer Social and Behavioral Sciences)
- AA in Social Science
- AA in Psychology
- BIGE - Beyond Incarceration, Greater Education (campus)

Contacts

- Rick Rantz (prison)
rrantz@hancockcollege.edu
- Edwin Hodges (campus)
Edwin.hodges@hancockcollege.edu

Antelope Valley College

Lancaster, CA

www.avc.edu

Operating In

- California State Prison, Los Angeles County (LAC)

Programs Offered

- AA-T in Communications Studies

Contacts

- Cathy Hart
chart8@avc.edu
(661) 722-6412

Bakersfield College

Bakersfield, CA

Operating In

- Kern Valley State Prison (KVSP)
- North Kern State Prison (NKSP)
- California State Prison, Corcoran (COR)
- California Substance Abuse Treatment Facility (SATF)
- Wasco State Prison (WSP)
- Delano MCCF (contract prison - City of Delano)
- McFarland Female Community Re-Entry Facility (contract prison - GEO)
- Shafter MCCF (contract prison - City of Shafter)

Programs Offered

- CSU Breadth General Education
- Free on the Outside (FOTO) student club

Contacts

- Angelica Perez
Program Manager
angelica.perez@bakersfieldcollege.edu
- Sabrina Aguilar
Program Manager
sabrina.aguilar@bakersfieldcollege.edu
- Bryan Hirayama
Faculty Member
bryan.hirayama@bakersfieldcollege.edu

Berkeley City College

Berkeley, CA

Operating In

- on campus

Programs Offered

- Underground Scholars Initiative

Contacts

- Stacey Shears
sshears@peralta.edu
(510) 981-2820

Butte College

Butte, CA

Operating In

- Butte County Sheriff's Office Day Reporting Center
- on campus

Programs Offered

- Non-credit workforce readiness, Career Technical Education and General Education courses
- Ascending Scholars student club (on campus)

Contacts

- Teresa Ward (Campus/Jail)
WardTe@butte.edu
- Lori Koehnen (Club Advisor)
WardTe@butte.edu
- Benito Gutierrez (Club President)
gbenito2019@gmail.com

Cabrillo College

Aptos, CA

Operating In

- on campus

Programs Offered

- Forgotten Scholars

Contacts

- Club President
Tommy Alejandre
alejandreztommy@gmail.com
- Faculty contact
Sadie Reynolds
sareynol@cabrillo.edu

Cal Poly Pomona

Pomona, CA

cppprojectrebound.org/

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Renford Reese
rrreese@cpp.edu
- Sara Rodriguez
sarar@cpp.edu
(562) 334- 2126

Cal State East Bay

Hayward, CA

Operating In

- on campus

Programs Offered

- Level V

Contacts

- Noe Gudiño
noe@prisonerswithchildren.org
(510) 932-0422

Cal State LA

Los Angeles, CA

www.calstatela.edu/engagement/prison-graduation-initiative

Operating In

- California State Prison, Los Angeles County (LAC)
- on campus

Programs Offered

- BA in Communication Studies (prison)
- Project Rebound (campus)
- Second Chance Pell Grant Site

Contacts

- Taffany Lim (BA program contact)
tlim@cslanet.calstatela.edu
(323) 343- 5421
- Project Rebound
projectrebound@calstatela.edu
(323) 343- 5230
- Summer Brantner (Program Coordinator)
sbrantn2@calstatela.edu
(323) 343- 5230

California State University Dominguez Hills

Carson, CA

Operating In

- on campus

Programs Offered

- Scholars United

Contacts

- Jacquelyn Ramirez and Cynthia Blake
Dh.scholarsunited@gmail.com

Cerritos College

Norwalk, CA

Operating In

- on campus (alternative to incarceration)

Programs Offered

- Court to College

Contacts

- Vice President of Student Service and acting Dean of Counseling
Dr. Dilcie Perez
dilcieperez@cerritos.edu

Cerro Coso Community College

Ridgecrest, CA

Operating In

- California City Correctional Facility (CAC)
- California Correctional Institution (CCI)

Programs Offered

- AA in Administration of Justice (transferable)
- AA in Anthropology (transferable)
- AA in Business Administration and English (transferable, only at CAC)
- AA in Liberal Arts - Social & Behavioral Sciences (transferable)
- AA in Psychology (transferable)

Contacts

- Lisa Stephens
lisa.stephens@cerrocoso.edu

Chabot College

Hayward, CA

chabotcollege.edu/apss/rise/

Operating In

- on campus

Programs Offered

- RISE: a collaboration between Open Gate and Chabot College

Contacts

- Stacey L. Thompson
slthompson@chabotcollege.edu
- Jamal Cooks
jcooks@chabotcollege.edu
510-723-6805

Chaffey College

Rancho Cucamonga, CA

Operating In

- California Institution for Women (CIW)
- California Institution for Men (CIM)
- on campus

Programs Offered

- AS in General Business
- Second Chance Pell Grant Site
- Turning Point (prison)
- Pinto Club (campus)

Contacts

- Rob Rundquist (CIM and CIW)
robert.rundquist@chaffey.edu
- Roy Robles (Pinto Club)
roblesroger32@yahoo.com

City College of San Francisco

San Francisco, CA

Operating In

- on campus
- San Francisco County Jails

Programs Offered

- Certificates in Post Prison Health Worker, Community Health Worker, Youth Worker, and Drug & Alcohol (campus)
- Courses in College Success, Diversity and Social Justice (jail, in partnership with Five Keys)
- Way-Pass (Women's After Care Program)

Contacts

- Alma Avila (campus)
aavila@ccsf.edu
- Tim Berthold (Post Prison Certificate program, on campus)
tberthol@ccsf.edu
- Eric Lewis (Drug & Alcohol Certificate program, on campus)
edlewis@ccsf.edu
(415) 452-5159
- Selma Gardner (Way-Pass, on campus)
waypass@gmail.com

Coastline College

Fountain Valley, CA

Operating In

- 35 state prisons, several federal prisons, and some county jails

Programs Offered

- *Distance Correspondence*: AA's in American Studies, Arts & Humanities, Social & Behavioral Sciences, Science & Math, Business, Sociology; Certificate in Business

Contacts

- Shelly Blair
sblair12@coastline.edu
- Nathaniel Harrison
nharrison@coastline.edu
(714) 241-6291

College of Alameda

Alameda, CA

alameda.peralta.edu/new-dream/

Operating In

- on campus

Programs Offered

- New D.R.E.A.M Program

Contacts

- Dean, Special Programs & Grants
William Bruce
wbruce@peralta.edu
(510) 748-2135

College of San Mateo

San Mateo, CA

Operating In

- on campus
- San Mateo County juvenile hall

Programs Offered

- Project Change Educational Services
- Services for preparation to transition to community college on-site at the juvenile youth facilities

Contacts

- Linda Allen
Retention Specialist
allen@smccd.edu
- Katie Bliss
Founder of Project Change
kbliss@ylc.org
- Steve Petelo
Retention Specialist
petelos@smccd.edu

College of the Canyons

Santa Clarita, CA

Operating In

- Los Angeles County Jail - Pitchess Detention Center

Programs Offered

- Credit courses in English, Counseling, Sociology, and Philosophy.

Contacts

- Jasmine Ruys
jasmine.ruys@canyons.edu
(661) 362- 3466

College of the Redwoods

Eureka, CA

[facebook](#)

Operating In

- Pelican Bay State Prison (PBSP)
- Humboldt County Correctional Facility (jail)

Programs Offered

- ADT (prison)
- Non-credit courses in academic support, basic skills, and career readiness (jail)

Contacts

- Rory Johnson (PBSP)
rory-johnson@redwoods.edu
- Tory Eagles (PBSP)
tory-eagles@redwoods.edu
- Margaret Talcott (Jail)
Margaret-Talcott@Redwoods.edu

Columbia College

Sonora, CA

Operating In

- Sierra Conservation Center (SCC)
- on campus
- Pine Grove Youth Conservation Class
- Tuolumne County Jail
- Mother Lode Regional Juvenile Detention Facility

Programs Offered

- AA in Human Services (SCC)
- CTE courses in Firefighting, Wastewater Treatment, Culinary Arts, Hospitality Management, and Business/Entrepreneurship (SCC)
- Making Alternative Transformations (campus)
- Transition and matriculation support (Mother Lode Regional Juvenile Detention Center)
- Fire Classes (Pine Grove Youth Conservation Class)
- Transition workshops and matriculation support (Tuolumne County Jail)

Contacts

- Michelle Walker (SCC)
walkerm@yosemite.edu
- Alicia Kolstad (campus)
kolstada@yosemite.edu
- Motherlode Educational Opportunity Center (all locations)
Columbiatrio@yosemite.edu
209-588-5066

Compton College

Compton, CA

Operating In

- on campus

Programs Offered

- Formerly Incarcerated Students in Transition Program (F.I.S.T.)

Contacts

- Joseph Lewis
jlewis@compton.edu

Contra Costa College

San Pablo, CA

Operating In

- on campus

Programs Offered

- The Registry Program
- Corrections to College club

Contacts

- Kenneth Reynolds
kreynolds@contracosta.edu

Cosumnes River College

Sacramento, CA

Operating In

- Folsom Women's Facility (FWF)

Programs Offered

- Culinary Arts Management Program

Contacts

- Kim Harrell
Kimberley.Harrell@crc.losrios.edu

CSU Bakersfield

Bakersfield, CA

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Jacqueline Mimms
jmimms@csub.edu
- Michael Dotson
mdotson1@csub.edu

CSU Fullerton

Fullerton, CA

fullerton.edu/rebound | [facebook](https://www.facebook.com/fullerton.edu)

Operating In

- on campus

Programs Offered

- Project Rebound
- Rebound Scholars

Contacts

- Romarilyn Ralston
rebound@fullerton.edu

CSU Long Beach

Long Beach, CA

Operating In

- on campus

Programs Offered

- Rising Scholars

Contacts

- Joe Louis Hernandez
joelouish@gmail.com
- Irene Sotelo
irenesotelo777@gmail.com

CSU Northridge

Northridge, CA

[facebook](https://www.facebook.com/csunorthridge)

Operating In

- on campus

Programs Offered

- Revolutionary Scholars

Contacts

- Lilia Gonzalez
Lilia.Gonzalez.4@my.csun.edu

CSU San Bernardino

San Bernardino, CA

csusb.edu/project-rebound

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Annika Anderson
annika.anderson@csusb.edu
- Paul Jones
paul.jones@csusb.edu
(909) 537-4351
- projectrebound@csusb.edu

CSU San Marcos

San Marcos, CA

Operating In

- on campus

Programs Offered

- Transitions Collective

Contacts

- Martin Leyva
jleyva@csusm.edu
(805) 708-6305
- Xuan Santos
xsantos@csusm.edu
(760) 750- 8031
- Christopher Bickel
cbickel@csusm.edu
(760) 750- 8278

CSU Stanislaus

Turlock, CA

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Danica Bravo
dbravo1@csustan.edu

Cuesta College

San Luis Obispo, CA

Operating In

- California Men's Colony (CMC)

Programs Offered

- ADT in Sociology
- CSU General Education
- AA in Human Development
- AA in Liberal Arts
- Certificates in Addiction Studies and Culinary Studies
- Second Chance Pell Grant Site

Contacts

- Matthew Green
mgreen@cuesta.edu
- Sharese McGee
smcgee@cuesta.edu
(805) 546-3252

Cuyamaca College

El Cajon, CA

Operating In

- on campus

Programs Offered

- Academic counseling and assistance with registration and enrollment

Contacts

- Octavio Leal
octavio.leal@gcccd.edu
(619) 660-4302

Cypress College

Cypress, CA

Operating In

- on campus

Programs Offered

- FITE club

Contacts

- Anne-Marie Beck
ambeck@cypresscollege.edu
(714) 484-7120
- FITEStudentClub@gmail.com

East Los Angeles College

Monterey Park, CA

www.elac.edu/Student-Services/Education-Justice

Operating In

- on campus

Programs Offered

- Education Justice Scholars Program East Los Angeles College

Contacts

- Elizandro Umaña (Program Coordinator)
umanae@elac.edu

El Camino College

Torrance, CA

Operating In

- on campus
- FCI Terminal Island

Programs Offered

- Academic Counseling and assistance with registration and enrollment (on campus)
- Welding, parenting, and small business training courses (FCI Terminal Island)

Contacts

- Bobby Becka
rbecka@elcamino.edu
(on campus)
- Ricardo Gonzalez
rigonzalez@elcamino.edu
(on campus)
- Star Van Buren
svanburen@elcamino.edu
(FCI Terminal Island)

Feather River College

Quincy, CA

Operating In

- 28 state prisons (distance correspondence)
- Mule Creek State Prison (MCSP) (hybrid interactive correspondence)

Programs Offered

- *Distance Correspondence*: AA in Humanities (CSU transferable), AAT in Sociology, AA's (nontransferable) in Social and Behavioral Science and Humanities
- *Hybrid Interactive Correspondence*: Certificate in Entrepreneurial Business (MCSP)

Contacts

- Kim Beaton
kbeaton@frc.edu
- Kelly Conner-Hall
isp_email@frc.edu

Five Keys Schools & Programs

San Francisco, CA

Operating In

- San Francisco County Jails - in partnership with San Francisco Sheriff's Department

Programs Offered

- In partnership with CCSF: Transferrable General Education classes (9-12 units per semester) in multiple disciplines.
- In partnership with San Francisco State University: Roots of Success

Contacts

- Dorick Scarpelli
doricks@fivekeyscharter.org

Folsom Lake College

Folsom, CA

Operating In

- Folsom Women's Facility (FWF)
- Folsom State Prison (FSP)
- Mule Creek State Prison (MCSP)
- Sacramento Youth Detention Facility (SYDF)
- on campus

Programs Offered

- Stackable certificates to AA's in Business and Human Services (FWF, FSP, MCSP)
- Rev It Up (campus)
- Human and Career Development (SYDF)

Contacts

- Barbara Fisher (campus)
fisherb@flc.losrios.edu
(916) 608-6905
- Mari Peshon McGarry (in-prison)
PeshonM@losrios.edu

Fresno City College

Fresno, CA

Operating In

- on campus

Programs Offered

- EOPS academic advising and tri-semester academic check-ins, counseling and Referrals services, one on one tutoring, textbook support
- Unbound Scholars

Contacts

- Mark McNiff (EOPS)
Mark.mcniff@fresnocitycollege.edu
- Thom Gaxiola-Rowles (EOPS)
Thom.gaxiola@fresnocitycollege.edu
- Unbound Scholars
unboundscholars.fcc@gmail.com

Fresno State- Project Rebound

Fresno, CA

fresnostate.edu/studentaffairs/projectrebound/ | [facebook](#)

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Jennifer Leahy
projectrebound@mail.fresnostate.edu
(559) 278-2313
- Emma Hughes
emhughes@csufresno.edu

Gavilan College

Gilroy, CA

Operating In

- San Benito County Jail

Programs Offered

- Writing Workshop
- High School Equivalency Preparation
- Career Preparation

Contacts

- Dr. Randy Brown
rbrown@gavilan.edu
(408)848-4847

Glendale Community College

Glendale, CA

Operating In

- on campus

Programs Offered

- Reentry Pathways
- System Impacted Intellectuals

Contacts

- Special Assistant to the Dean
Travis Leach
reentrypathways@glendale.edu
(818) 240-1000 ext.5780
- Student Ambassador
Freddrick Thomas
reentrypathways@glendale.edu

Grossmont College

Santee, CA

Operating In

- Las Colinas Detention and Reentry Facility

Programs Offered

- Pathways to Success Academy
- Courses offered in Reading, Communications, Mathematics, Keyboarding and College and Career Success

Contacts

- Michael Reese
mike.reese@gcccd.edu
(619) 644- 7104
- Susan Schwarz
susan.schwarz@gcccd.edu

Hartnell College

Salinas, CA

Operating In

- Salinas Valley State Prison (SVSP)
- Correctional Training Facility (CTF)

Programs Offered

- AAT in Psychology/Sociology

Contacts

- Ana Gonzalez
Academic Affairs Director,
Continuing Education Programs
agonzalez@hartnell.edu
- Brenda Jones
College Pathways Coordinator,
Inmate Education
bjones@hartnell.edu

Imperial Valley College

Imperial, CA

Operating In

- Calipatria State Prison (CAL)
- California State Prison, Centinela (CEN)
- Imperial County Jail
- on campus

Programs Offered

- Courses in Welding, Air Conditioning Technology, OSHA Safety and Standards 30-Hour Card (County Jail)
- Alcohol & Drug Studies Certificate (Jail – Inside/Out Program)
- Associate Degree for Transfer in Sociology (CAL), Associate Degree for Transfer in Psychology (CEN)
- FIRST (Formerly Incarcerated Resilient Students in Transition)

Contacts

- County Jail, FIRST, and Inside/Out Program Contact: Eduardo Pesqueira
eduardo.pesqueira@imperial.edu
- Gaylla Finnell
gaylla.finnell@imperial.edu
- Aruna Patel
aruna.patel@imperial.edu

LA City College

Los Angeles, CA

Operating In

- on campus

Programs Offered

- High Risers Club
- Break it to Make it

Contacts

- Leo Lovato (High Risers)
lacchighrisers@gmail.com
- Mario Escalante (Break it to Make it)
escalama@lacitycollege.edu

Lake Tahoe Community College

South Lake Tahoe, CA

Operating In

- Folsom State Prison (FSP)
- California State Prison, Sacramento (SAC)
- Folsom Women's Facility (FWF)
- High Desert State Prison (HDSP)
- Growlersburg Conservation Camp (GCC)
- Sierra Conservation Center (SCC)
- Center Placer County Juvenile Facility

Programs Offered

- *Hybrid Interactive Correspondence: AAT in Sociology ("Enhanced One-On-One" Model)*

Contacts

- Shane Reynolds
screynolds@ltcc.edu

Laney College

Oakland, CA

laney.edu/restoringourcommunities/ | [facebook](https://www.facebook.com/laneycollege)

Operating In

- on campus

Programs Offered

- Restoring Our Communities

Contacts

- Vincent Garrett
vgarrett@peralta.edu
- Roger Chung
rchung@peralta.edu
(510) 464-3411
- Alejandra Landin
abautista@peralta.edu

Lassen College

Susanville, CA

Operating In

- High Desert State Prison (HDSP)
- California Correctional Center (CCC)
- 41 state prisons, 6 federal prisons, 3 youth facilities, and Lassen County Adult Detention Facility (distance correspondence)

Programs Offered

- AST in Business Administration
- Certificate in Entrepreneurship
- *Distance Correspondence*: AS in Social Science, AA in General Studies: Emphasis in Social Science

Contacts

- Amy Langslet (in-person)
alangslet@lassencollege.edu
(530) 257-6181 x 8920
- Dana Armeson (distance)
darmeson@lassencollege.edu
(530) 251-8875
- Julie Williams (distance)
jwilliams@lassencollege.edu
(530) 251-8875

Long Beach City College

Long Beach, CA

Operating In

- on campus

Programs Offered

- Justice Scholars

Contacts

- Annahita Mahdavi
amahdavi@lbcc.edu
(562) 938-3961

Los Angeles Mission College

Sylmar, CA

Operating In

- on campus

Programs Offered

- College Culture Reentry Hub (CCRH)

Contacts

- Cecilia Gonzalez
Gonzalezcecilia@lamission.edu
(818) 833-3321
- Larry Resendez
resendcl@lamission.edu

Los Angeles Trade-Tech College

Los Angeles, CA

college.lattc.edu/bridges/contact-us/

Operating In

- on campus

Programs Offered

- Reentry Pathway Program

Contacts

- Carlon L. Manuel MS
(213) 763-5560
manuelc@lattc.edu

Merced College

Merced, CA

Operating In

- Valley State Prison (VSP)
- Central California Women's Facility (CCWF)

Programs Offered

- AA (VSP)
- Credit and noncredit courses in English and Math (VSP)
- Credit courses in Humanities, Social and Behavioral Sciences, Counseling, Business, Management, and Kinesiology (VSP)
- Courses offered in Remedial English and Guidance (CCWF)

Contacts

- Jennifer McBride
mcbride.j@mccd.edu
- Candace Taylor
candace.taylor@mccd.edu

Merritt College

Oakland, CA

Operating In

- on campus

Programs Offered

- Street Scholars (with The Gamble Institute)

Contacts

- Ron Moss
ron@gambleinstitute.org

MiraCosta College

Oceanside, CA

Operating In

- on campus

Programs Offered

- Transitions Program

Contacts

- Thao L. Ha
tha@miracosta.edu

Mission College

Santa Clara, CA

[facebook](#)

Operating In

- on campus

Programs Offered

- Student support services

Contacts

- Connor Keese
Connor.Keese@missioncollege.edu

Modesto Junior College

Modesto, CA

Operating In

- On campus
- Stanislaus County Juvenile Probation

Programs Offered

- Reentry to Success Network

Contacts

- Ashley L. Griffith
griffitha@yosemite.edu

Norco College

Norco, CA

Operating In

- California Rehabilitation Center (CRC)

Programs Offered

- ADT in Sociology

Contacts

- Jessica Cobb
Jessica.Cobb@norccollege.edu

Palo Verde College

Blythe, CA

Operating In

- Chuckawalla Valley State Prison (CVSP) (in-person)
- Ironwood State Prison (ISP) (in-person)
- 17 state prisons (distance)

Programs Offered

- Courses in American Sign Language and Concert Choir
- *Distance Correspondence*: AS in Business Management, five AA's, two Certificates of Achievement, seven Certificates of Career Preparation

Contacts

- Scott Bauer
Scott.bauer@paloverde.edu
(Instruction and Student Services)
- Graciela Milke
graciela.milke@paloverde.edu
(Distance)

Palomar College

San Marcos, CA

www2.palomar.edu/pages/transitionsprogram/

Operating In

- Vista Detention Facility
- on campus

Programs Offered

- transfer courses
- Summer Transition Program
- Transitions Collective Student Club

Contacts

- Suzanne Sebring
ssebring@palomar.edu
- José Briceño
jbriceno@palomar.edu

Pasadena City College

Pasadena , CA

Operating In

- on campus

Programs Offered

- Formerly Incarcerated Radical Scholars Team (FIRST)
- Community Overcoming Recidivism through Education (CORE)

Contacts

- Anthony Francoso
FIRST advisor
firstpcc1@gmail.com
(626) 585-7576
- Anthony Francoso
CORE Program Coordinator
core@pasadena.edu
(626) 585-7576

Pitzer College

Claremont, CA

Operating In

- California Rehabilitation Center (CRC)

Programs Offered

- Credit courses in Cultural Studies, Sociology, History, Political Studies, and Psychology

Contacts

- Tyee Griffith
tyee_griffith@pitzer.edu
(909) 607-6120
- Tessa Hicks
tessa_hicks@pitzer.edu
- Nigel Boyle
nigel_boyle@pitzer.edu
(909) 607-3061

Prison University Project (in partnership with Patten University)

San Quentin, CA

prisonuniversityproject.org

Operating In

- San Quentin State Prison (SQ)

Programs Offered

- AA in Liberal Arts
- Transfer Courses
- College Preparatory Program

Contacts

- Jody Lewen
jlewen@prisonuniversityproject.org
(415) 455-8088 ext 3
- info@prisonuniversityproject.org

Rio Hondo College

Whittier, CA

riohondo.edu/rise

Operating In

- on campus

Programs Offered

- R.I.S.E. Scholars

Contacts

- Oscar Duran
oduran@gmail.com
- Joe Louis Hernandez
jlhernandez@riohondo.edu
(562) 463-3133
- Cecilia Rocha
crocha@riohondo.edu

Sacramento City College

Sacramento, CA

www.scc.losrios.edu/reemergingscholars/

Operating In

- on campus

Programs Offered

- ReEmerging Scholars

Contacts

- Student contact
Nicole Shaw
openshaw.nicole90@gmail.com
- Faculty contact
Shane Logan
logans@scc.losrios.edu
(916) 558-2234

Sacramento State

Sacramento, CA

csus.edu/student/projectrebound

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Project Rebound
projectrebound@csus.edu
(916) 278-6794
- Andrew Winn
winn@csus.edu
(916) 278-4057

San Bernardino Valley College

San Bernardino, CA

Operating In

- on campus

Programs Offered

- All of Us or None

Contacts

- Spencer Layman
sbvc.studentsenatorsl.asg@gmail.com

San Diego City College

San Diego, CA

Operating In

- on campus

Programs Offered

- Urban Scholars Union club
- City Scholars Program

Contacts

- City Scholars Contact
Nesha Savage
wsavage@sdccd.edu
- Patrick Wallace
gatoru.pw@gmail.com
(619) 368-4134

San Diego Mesa College

San Diego, CA

sdmesa.edu/student-services/eops-care/project-restart.shtml

Operating In

- on campus

Programs Offered

- Needs assessment and practical supports
- Project Re-Start
- Borderless Scholars

Contacts

- Larry Maxey
lmmaxey@sdccd.edu
- Jesus Gaytan
jgaytan@sdccd.edu
(619) 388-2706

San Diego Miramar College

San Diego, CA

miramarreact.com/usu/

Operating In

- on campus

Programs Offered

- Urban Scholars Union

Contacts

- Laura Pecenco
lpecenco@sdccd.edu
(619) 388-7533

San Diego State University

San Diego, CA

Operating In

- on campus

Programs Offered

- Project Rebound

Contacts

- Alan Mobley
amobley@mail.sdsu.edu

San Francisco State University

San Francisco, CA

Operating In

- on campus
- SF Women's Jail

Programs Offered

- Project Rebound
- Educational Empowerment classes (non-credit courses)

Contacts

- Doris Fendt
projectrebound@asi.sfsu.edu

San Joaquin Delta College

Stockton, CA

Operating In

- Deuel Vocational Institution (DVI)
- on campus

Programs Offered

- Associates Degree for Transfer in Psychology
- Phoenix Project

Contacts

- Dr. Ricky Gutierrez-Maldonado
Phoenix Project Advisor
empowerment@deltacollege.edu
(209) 954-5836
- Edward Aguilar
edward.aguilar@deltacollege.edu
(209) 954-5377
- Vivie Sinou
vivie.sinou@deltacollege.edu

San Jose State University

San Jose, CA

Operating In

- Santa Clara County Jail - Elmwood Correctional Facility

Programs Offered

- Courses in Kinesiology, English 1A, Philosophy (Logic and Critical Reasoning, plus, Moral Issues), Career Exploration, Public Speaking, and Child Development
- Student Success: Education and Career Planning workshops

Contacts

- Michele Burns
michele.burns@sjsu.edu

Santa Ana College

Santa Ana, CA

Operating In

- Santa Ana City Jail

Programs Offered

- Noncredit courses in ten subjects

Contacts

- Leticia Quiroz
quiroz_leticia@sac.edu

Santa Barbara City College

Santa Barbara, CA

Operating In

- Santa Barbara County Jail
- on campus

Programs Offered

- Credit courses in Personal Development; Noncredit courses for ServSafe certificate, GED preparation, and computer skills (jail)
- Transitions Program (campus)

Contacts

- Noel Gomez
gomezn@sbcc.edu

Santa Monica College

Santa Monica, CA

Operating In

- on campus

Programs Offered

- The Homeboy and Homegirl Scholars of SMC

Contacts

- Rebecca Romo
Romo_Rebecca@smc.edu

Santa Rosa Junior College

Santa Rosa, CA

student-services.santarosa.edu/

Operating In

- Sonoma County Jails - Main Adult and North County Detention Facilities
- on campus

Programs Offered

- Courses in Basic Math, Basic English, Counseling, Intro to Culinary (jail)
- Second Chance Program and Student Club (campus)

Contacts

- Robert Holcomb
rholcomb@santarosa.edu
- Jail contact
Regina Guerra
rguerra@santarosa.edu
- Campus contact
Rhonda Findling
rfindling@santarosa.edu

Santiago Canyon College

Orange, CA

Operating In

- Orange County Jails
- on campus

Programs Offered

- Ten Noncredit courses
- Certificates in Receptionist/Information Clerk and Commercial and Institutional Food Preparation
- Academic counseling services
- Project Rise (campus)

Contacts

- Robert Felipe
felipe_robert@sccollege.edu
- Lori Fasbinder
fasbinder_lori@sccollege.edu
- Campus Contact
Rosalba Hernandez
hernandez_rosalba@sccollege.edu
(714) 628-5904

Shasta College

Redding, CA

Operating In

- on campus (alternative to incarceration option)

Programs Offered

- Shasta Technical Education Program United Partnership (STEP-UP)
- AA's and Certificates in Technical Education in Office Administration, Business Entrepreneurship, Heavy Equipment Operations, Automotive Technology, Welding, Agriculture, Culinary Arts, Social Services, and Psychology

Contacts

- Robert Bowman
rbowman@shastacollege.edu
(530) 242-7639
- Misti Hardy
mhardy@shastacollege.edu
(530) 242-7639
- Billy Miller
bmiller@shastacollege.edu
(530) 242-7608

Skyline College

San Bruno, CA

skylinecollege.edu/projectchange/

Operating In

- on campus
- San Mateo County juvenile hall

Programs Offered

- Project Change (on campus)
- Preparation to transition to community college services (juvenile hall)

Contacts

- Skyline College Project Change
skyprojectchange@smccd.edu
(650) 738-7964
- Chris Burwell-Woo
Program Services Coordinator
wooc@smccd.edu
- John Skovgaard
Program Coordinator
skovgaardj@smccd.edu
- Danni Redding Lapuz
Dean, Social Science/Creative Arts
reddinglapuzd@smccd.edu

Solano Community College

Fairfield, CA

<http://www.solano.edu/soar/>

Operating In

- California State Prison, Solano (SOL)
- California Medical Facility (CMF)
- Solano County Juvenile Detention Center
- Solano County Jails (Stanton and Claybank Correctional Facilities)
- on campus

Programs Offered

- ADTs in Business and Psychology (CMF)
- ADTs in Political Science and Sociology (CSPS)
- Students Overcoming Adversity & Recidivism (campus)

Contacts

- Damany Fisher, Ph.D.
Director of Corrections Education and Reentry Services
Damany.Fisher@solano.edu
(707) 864-7278
- Soar@solano.edu
(707) 864-7194

Southwestern College

Chula Vista, CA

www.swccd.edu/administration/office-of-student-equity-programs-and-services/restorative-justice/index.aspx | [facebook](#)

Operating In

- Richard J. Donovan Correctional Facility (RJD); Adult Males
- San Diego County Jail - East Mesa Reentry Facility; Adult Males
- on campus

Programs Offered

- ADT/Business Administration, ADT/Communications, Certificate of Completion/American Sign Language, and CSU General Breadth Requirements (prison)
- Personal Development, Reading, Communication, Financial Literacy, Sociology, Geography, Keyboarding and Computer Skills (jail)
- Second Chance Pell Pilot Grant Site
- Urban Scholars Union (on campus student organization)

Contacts

- Raquel Funches
rfuncches@swccd.edu
- Patrice Milkovich
pmilkovich@swccd.edu
- John Rieder
jrieder@swccd.edu

Taft College

Taft, CA

Operating In

- Taft MCCF (contract prison - City of Taft)
- Taft Correctional Facility (federal prison)
- both hybrid, and face-to-face courses in each facility

Programs Offered

- *Distance Correspondence*: AS in General Business and AA in Liberal Arts (Business and Technology)

Contacts

- Chris Flachmann
cflachmann@taftcollege.edu
(661) 763-7858

UC Berkeley

Berkeley, CA

undergroundscholars.berkeley.edu | [facebook](#)

Operating In

- on campus

Programs Offered

- Berkeley Underground Scholars

Contacts

- Director
Azadeh Zohrabi
azadehzohrabi@berkeley.edu
(510) 642-2873

UC Davis

Davis, CA

Operating In

- on campus

Programs Offered

- Beyond the Stats

Contacts

- Tina Curiel-Allen
beyondthestatsucd@gmail.com
- Daniel Mendoza
beyondthestatsucd@gmail.com

UC Irvine

Irvine, CA

[facebook](#)

Operating In

- on campus

Programs Offered

- Underground Scholars Initiative

Contacts

- Hector Cervantes
uciundergroundscholars@gmail.com

UC Riverside

Riverside, CA

[facebook](#)

Operating In

- on campus

Programs Offered

- Underground Scholars Initiative

Contacts

- Fidel Chagolla
fchag001@ucr.edu
(909) 870-7306
- Jazmin Garcia
jgarc231@ucr.edu
(626) 252-7715

UCLA

Los Angeles, CA

Operating In

- on campus

Programs Offered

- Underground Scholars Initiative

Contacts

- undergroundscholarsatucla@gmail.com

University of Southern California

Los Angeles, CA

[facebook](#)

Operating In

- online
- on campus

Programs Offered

- Unchained Scholars (graduate student interest group)

Contacts

- Genna Rimer
geneviej@usc.edu

Victor Valley College

Victorville, CA

Operating In

- on campus

Programs Offered

- RamFORWARD

Contacts

- Phylcia Deam, Ed.D.
Phylcia.Deam@vvc.edu

West Hills College Coalinga

Coalinga, CA

Operating In

- Avenal State Prison (ASP)
- Pleasant Valley State Prison (PVSP)

Programs Offered

- ADT in Business
- Transfer-Level Courses

Contacts

- Mark Gritton
MarkGritton@whccd.edu
- Sarah Shepard
SarahShepard@whccd.edu

West Los Angeles College

Culver City, CA

Operating In

- on campus

Programs Offered

- Reentry Success Pathway Program

Contacts

- Dr. Laura Manyweather
manywelh@wlaac.edu
(310) 287-4493
- General Contact
WLAC-colcareerprep@laccd.edu
(310) 287-4404
(310) 287-4546

Toolkit: Fostering Success for Formerly Incarcerated Students on Campus

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Fostering Success for Formerly Incarcerated Students on Campus

Essential Program Elements and Services

Formerly incarcerated college students – like all students – are often managing challenges that can compromise their ability to persist through to credential or degree, but promising practices that support them in their matriculation and graduation goals can be found throughout California’s public colleges and universities. Programs supporting these students vary in their structure, funding streams, and staffing patterns, but they share a commitment to addressing students’ academic and non-academic needs, and to partnering with campus offices and/or external agencies that can lend critical support.

If your college or university is considering launching a program to assist formerly incarcerated students, consider incorporating these essential elements and services:

Key Program Elements



Staff with a program director or coordinator who has personal experience with the criminal justice system

- Ideally, the program director or coordinator will be formerly incarcerated. First person experience builds important rapport between the program and students. The person can also be a consistent voice mitigating potential concerns of college personnel about formerly incarcerated students.
- The director or coordinator should be able to devote sufficient time to ensure student and programmatic success. This usually requires it to be a full-time position.
- Programs often include a program director, administrative support, and affiliated faculty.
- All staff must be able to navigate important relationships with campus departments and external partners.



Be an officially recognized campus program with a dedicated central campus location with meeting space, mailing address, and phone number

- Having a place on campus where current and prospective students can gather and meet on a regular basis builds community and fosters informal mentoring relationships, which positively affects persistence and completion.
- The program should secure status that allows it to reserve rooms for meetings, training sessions, and other events.



Build support and competency from a broad range of college stakeholders

- Developing broad-based buy-in may take time, but it is critical to long-term success as the program will need to respond to changes in campus leadership.
- Programs should have at least one tenured faculty champion who is active in the Academic Senate. A faculty board of advisors and/or a campus team committed to advocating for the program and representing it with the President, Vice Presidents, Deans, and other administrators can also be valuable.
- Support from top administration is critical. A job of the program director and faculty champion should be to educate campus administration about the program, introduce administrators and others to student participants, and build that support.
- Programs should identify friendly staff in admissions, financial aid, counseling, and student services, and guide student participants towards those staff.

- Faculty and other staff should be provided with professional development to enable them to effectively serve formerly incarcerated students, including addressing trauma arising from incarceration and educating them about the unique barriers created by a criminal record, particularly employment and licensing bars.



Offer and make accessible a range of student supports to address academic and non-academic needs

- Programs should be intentional about their process for student advising, class planning, course registration, tutoring, and other academic needs that are critical for student success. Programs may connect students with these services rather than provide them directly, but it can be effective to establish personally tailored tutoring for students in need. Without intentionality in the program model, formerly incarcerated students may fail to seek out these services on their own, negatively impacting their persistence and completion.
- Non-academic needs such as housing, transportation and assistance in interacting with probation and parole can similarly be addressed through on- and off-campus partnerships. Formerly incarcerated students may also have mental health needs that can interfere with their academic progress. Program leadership should be aware of these potential student needs and viable partners who can assist in addressing them, and should actively engage student participants in identifying and addressing those needs.



Foster formerly incarcerated peer mentors, either through structured peer support with other formerly incarcerated students, or by creating time and space for students to connect with and support each other

- Being able to relate to and glean lessons from other formerly incarcerated students can have a much greater positive impact on the student than interactions with campus staff who do not share the student's prior experience.



Develop and maintain strong relationships with external partners

- Seek out a range of partners, including the local jail, probation department and parole agency, nearby colleges and universities, and reentry service providers that can assist students with housing, legal services, and other needs.



Leverage a range of available funding sources to support the program

- Funding could come from Student Equity, SSSP, EOPS, AEBG, and Strong Workforce Funds.



Be able to provide or connect students with direct student financial support for critical needs

- These needs include books, transportation, meals, supplies, and application and test fees.

Key Program Services

Provide services directly or partner with other campus offices to ensure that students receive the service.



Reach out to and respond to prospective students, particularly those in jail or prison

- Respond to letters and other inquiries.
- Share information about the program with local prisons, jails, community corrections centers, juvenile facilities, and reentry organizations so staff can distribute it to potential students.
- Visit prisons, jails, and detention centers for "Introduction to College" and similar presentations.



Help students apply and matriculate

- Review transcripts and provide feedback about missing requirements and educational pathways. Students may have taken courses while incarcerated and may need to retrieve transcripts from multiple colleges.
- Help students apply for admission.
- Help students apply for financial aid and programs like EOPS that can provide financial assistance and foster student success.
- Help students enroll and register for courses.
- Offer a "bridge" program introducing students to each other, walking through admission and registration, providing financial planning, honing time management and study skills, and developing familiarity with the campus.
 - If possible, introduce the students to specific friendly contacts across campus including in financial aid and student services.
 - Bridge programs can be two or three days, but successful programs have run up to eight weeks.



Support students to graduation

- Build a community with social gatherings, organized events or excursions, and opportunities to connect.
- Publicize the program to reach potential student participants already enrolled on campus.
- Foster the transformative student identity by integrating student participants into campus, including encouraging them to attend sports events, health fairs, speaker presentations, social activities, and campus meetings.
- For students who are interested, encourage them to amplify their voices on campus through student panels and other events.
 - Consider encouraging students to reach out to an organization such as JustLeadershipUSA or the Anti-Recidivism Coalition (ARC) or to get involved in California's formerly incarcerated student network, to develop leadership and speaking skills regarding when and how to tell the story of their incarceration.
 - Encourage students to pursue opportunities for student representation in campus governance or other on-campus groups.
- Help students understand course requirements, especially in their first semester.
- Help students develop study skills and other "soft" skills needed to succeed.
- Connect students to tutoring services.
- Check in with faculty and with parole or probation officers who may be aware of difficulties that a student is facing; advocate for the student if possible and where appropriate.
- Actively reach out to any student participant who has missed class or stopped participating in the program; attempt to find out why the student is struggling and search for a solution.

- Provide connections and referrals to community-based organizations that can assist students with housing, employment, legal and other needs.



Celebrate success of students and staff, and amplify the positive experiences of student participants

- Host recognition and celebration events.
- Highlight student success on campus website and in publications.



Be aware of academic and career barriers

- Make students aware of potential occupational restrictions before they begin their educational path. Students may face occupational restrictions from having a criminal record that can affect their academic and career options. Certain jobs have categorical bans for some kinds of convictions, and others have barriers that can be waived but legal help is generally needed for the waiver process. Forge a strong connection with a legal resource that can provide more specific information to the student.
- Encourage students to obtain copies of their rap sheet so they can clean up mistakes, apply to seal, and expunge or purge the record where possible. Students should know what is on their record when applying for internships, jobs, certificates, or licenses. Students should also know the dates and specifics of prior convictions so they can adequately answer questions on a job or licensing application. A local legal services provider may be able to help.

Fostering Success for Formerly Incarcerated Students on Campus

Informal Strategies for Student Success

A fully staffed and supported program for formerly incarcerated students is the most effective way to achieve student success.¹ While that program is being built, however, there are ways for faculty, staff, and administrators to create a more supportive campus environment and contribute positively to the academic success of formerly incarcerated students.



Sponsor or Organize a Student Group

- A formerly incarcerated student group fosters a peer mentor community, which contributes to student persistence and retention. It can also amplify the students' presence on campus, raising awareness amongst leadership.
- The group should seek funds available to campus-based student groups, which generally requires a faculty sponsor and formal registration. The group should also network with faculty, staff and other student groups to learn how additional funds can be accessed.
- A faculty sponsor can assist in navigating administrative procedures and developing campus connections.
- With the students, advocate for the group to have access to a dedicated space on campus where current and prospective students can gather and meet on a regular basis.
- Develop group bylaws; examples can be found in the "Resources" section of [CorrectionsToCollegeCA.org](https://www.correctionstocollegeca.org).
- Encourage the student group to join the statewide network of formerly incarcerated students. Contact: Danny Murillo, Soros Justice Advocacy Fellow, danny@theopportunityinstitute.org.
- Ask potential student participants about issues that might impact the success of a student group, such as conflicts between certain neighborhoods in your community. If these issues exist, the students may prefer to have an informal network, rather than a formal student group.



Host a Professional Development or Training Day

- Organize an event to discuss the importance of supporting formerly incarcerated students and to identify concrete actions that can be taken by attendees to increase student success.
- Open the event to all college faculty, classified staff, and administrators including President and Vice Presidents, EOP/EOPS counselors, adjunct faculty, CTE programs, financial aid, SSSP, Student Equity, AEBG staff.
- Include a student panel to highlight the first-person needs, experiences, and successes of formerly incarcerated students. Include students currently enrolled at the college, along with students who have transitioned into employment or further education.
- Set a goal of creating a to-do list; attendees should leave with a concrete task for themselves or their office.
- Consider using Student Equity and SSSP funds to support the professional development or training day.
- In addition to identifying concrete actions that will support formerly incarcerated students, consider inviting speakers who can educate attendees about issues that may interfere with the students' academic goals, such as past trauma.



Build a Campus Network

- Identify other campus colleagues who are interested in supporting the success of formerly incarcerated students. The professional development or training day can be a way to meet and network with these allies.

- Reach out to EOP/EOPS counselors and AEBG staff, who can be very helpful in connecting students to a range of resources and who may already be working with formerly incarcerated students.
- Create a working group or regular meeting for the on-campus network to coordinate activities, to ensure that the work is distributed among staff, and to jointly advocate for campus funding to create a full program with permanent staff.



Advocate to Include Formerly Incarcerated Students in the Student Equity Plan

- The California Community Colleges Chancellor's Office clarified in February 2017 that Student Equity funds can be used to support currently and formerly incarcerated students; see the "Resources" section of CorrectionsToCollegeCA.org.
- As of February 2017, only seven community colleges mention incarcerated or formerly incarcerated students in their equity plans.
- Begin a discussion with the Student Equity Office and campus administration to add formerly incarcerated students to the school's plan.



Publicly Identify Allies of Formerly Incarcerated Students

- Faculty can indicate their support by making a notation on syllabi such as "My classes and office are safe spaces for formerly incarcerated students."
- Staff members and others can place a "safe space for formerly incarcerated students" sign outside of their office doors.



Build a Network of Off-Campus Partners

- Identify nearby community colleges and four-year colleges that are already serving formerly incarcerated students.
- Reach out to “feeder” education organizations such as adult schools.
- Connect with criminal justice agencies in the area. This could include the jail, which is run by the county Sheriff and which should have a deputy in charge of programming. It could also include juvenile camps, halls, or detention facilities.
- Connect with community-based organizations that assist formerly incarcerated community members with housing, job placement, and other services.
- These partners can provide resources for formerly incarcerated college students. They can also build pathways to the college and increase student presence and visibility, which may assist with advocacy efforts to secure funding for a fully staffed program.
- A monthly or quarterly meeting to build the network and identify and work towards shared goals can be useful.



Develop a Resource List

- Develop a document highlighting resources available on campus and in the community for formerly incarcerated students, such as tutoring centers, food banks, housing agencies, and physical and mental health clinics.
- Provide locations and phone numbers for relevant offices on campus and in the community.

- Disseminate the document broadly on campus and to the student group, including in student centers, libraries, main offices, and eateries.
- It may be easier to develop this document in cooperation with the off-campus network, as many of the off-campus partners may already be familiar with the available resources. The student group may also be able to help develop the document.



Raise Awareness with Campus and District Administrators and District Trustees

- Facilitate meetings between students and senior campus administrators, especially CEOs.
- Draft and present a resolution to regional leadership, the Trustees, the district, and/or the college urging the college to develop a plan to support formerly incarcerated students in reaching their academic goals. In the resolution, identify who should take leadership of the plan. Leadership will differ by college and district but the Chief Student Services Officer is often appropriate.
- If in a district with multiple community colleges, identify a point of contact at the district level.
 - There may be more than one college reaching out to formerly incarcerated students or the organizations working with those students.
 - A key point of contact at the district level can organize and coordinate activities amongst the colleges, often through a quarterly meeting.
 - The combined voice of multiple colleges may more successfully result in financial support for a campus-based staff person who can run a program for formerly incarcerated students.



Amplify the Student Voice

- Sponsor student panels or events with formerly incarcerated student speakers, to educate the campus and community at large about the educational needs and accomplishments of formerly incarcerated students and graduates.
- Host discussions or other events on issues that affect formerly incarcerated students, such as mass incarceration, social justice policy, or racial justice. Include students in the planning and as speakers, where possible and appropriate.
- Help students learn how and when to tell their stories. Encourage students to reach out to organizations such as the Anti-Recidivism Coalition (ARC) or to become involved with California's formerly incarcerated student network, where they can develop leadership skills and learn how and when to share their story of incarceration.

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1. See *Essential Program Elements and Services* for examples of key program elements and key program services.

Fostering Success for Formerly Incarcerated Students on Campus

The Student Perspective

Formerly incarcerated college students and graduates across California have shared perspectives about their success on college campuses. **Students want:**

To see themselves as part of the campus community

- Form a recognized student group
- Be part of the associated student body
- Engage in community service and volunteer work
- Join student cohorts such as Puente, Umoja, and First Year Experience

To receive support for their transition to work

- Learn and develop work skills
- Create a resume
- Obtain letters of reference
- Think creatively about how to find employment with a limited work history
- Develop financial planning skills

To work with faculty and staff who understand their hurdles, which may include:

- The need to report to a probation or parole officer
- Probation or parole conditions that may limit their ability to do certain things or go certain places at certain times
- Their need to address the trauma of prior incarceration
- Potentially unsupportive family members or probation or parole officers
- The need for a safe way to share personal information about their criminal history
- Their lack of experience with financial planning
- Struggles with basic needs like housing and transportation that are compounded by barriers arising from having a criminal record
- Debt that likely requires them to work in addition to attending college

To become knowledgeable about specific academic processes that can help or hurt them

- Students highlight the drop deadline and the “W” as issues they did not fully appreciate until it was too late
- Students express great appreciation for tutoring centers but note that they were often unaware of them when they began their education
- Students identify office hours as an extremely helpful academic resource but many hesitate to utilize them
- Students often lack financial literacy and have difficulty managing their spending after receiving financial aid
- Students lack familiarity with scholarships and transfer processes, including the Golden Four, Blue & Gold scholarships, T.A.G. Transfer Agreement Guarantee, T.A.P. Transfer Agreement Program, and Transfer Student Program

► Advice from Students, to Students

When asked what advice they would give to new students who are formerly incarcerated, current students and graduates say:

- Remember that information is gold
- Educate yourself about the resources available on your campus and in your community
- Attend office hours
- Visit professors in your field of study or desired career
- Find at least one mentor
- Create an academic plan and stay focused
- Find a counselor who builds you up
- Resist getting tracked
- Join organizations like Puente and Umoja
- Enter an honors program
- Get involved with your campus and community
- Build your network
- Utilize the tutoring center
- Ask for help, especially for mental health needs
- Build your financial planning skills, learn to budget
- Find work study jobs to create a work history
- Be proactive
- Have a game plan
- Plan ahead or suffer later
- Keep a copy of all important documents including copies of letters of recommendation and transcripts

Become informed about and connected to campus resources such as:

- EOPS / CARE
- Learning Centers for support with math, reading and writing tutoring
- Career Services
- Academic Counseling Services
- Disabled Student Program and Services
- Early Success Program
- Financial Aid
- LINC
- Puente/Umoja
- Reentry Programs for adults returning to college after a gap
- Associated Students
- Student Health Services
- Transfer Center
- Honors Program
- Phi Theta Kappa

Liberating Scholars Educational Training

Suggested Resources/Readings



Resources/Must Read-Watch (Working List)

- Alexander, Michelle (2010): *The New Jim Crow, Mass Incarceration in the Age of Colorblindness*
- Binnal, James (2018): *Summoning criminal desistance: Convicted felons' perspectives on jury service.*
- Davis, Angela (1998): *Masked Racism, Reflections on the Prison Industrial Complex*
- DuVernay, Ava (2016): *13th--Documentary*
- Ellis, Eddie: *An Open Letter to Our Friends on the Question of Language*
- Giraldo, Luis; Huerta, Adrian & Solórzano, Daniel: *From Incarceration to Community College, Funds of Knowledge, Community Cultural Wealth, and Critical Race Theory*
- Giraldo, Luis (2016). *From incarceration to community college to work: Racial microaggressions and reintegration in the prison-to-school pipeline*
- Gonzalez, Lily; Rodriguez Javier & Weide, Robert (2020): *Good Trouble*
- Halkovic, A. (2014). *Redefining possible: Re-visioning the prison-to-college pipeline.*
- Halkovic, A., & Greene, A. (2015). Bearing stigma, carrying gifts: What colleges can learn from students with incarceration experience.
- Hernandez, Joe Louis (2019): *YOU ARE ABOUT TO WITNESS THE STRENGTH OF STREET KNOWLEDGE: HOW FORMERLY INCARCERATED LATINX/A/O STUDENTS TRANSFER THEIR KNOWLEDGE ACQUIRED THROUGH THEIR LIVED EXPERIENCES TO FIND SUCCESS IN HIGHER EDUCATION AND BUILD RESILIENCY*
- Indigenous Action Media (2014): *Accomplices Not Allies: An Indigenous Perspective & Provocation*
- Leyva, Martin (2019): *Working With Formerly Incarcerated Students—Presentation*
- Leyva, Martin (2010): *From Corrections to College: The Value of a Convict's Voice*
- Madrigal-Garcia, Yanira & Acevedo-Gil, Nancy (2016): *The New Juan Crow in Education: Revealing Panoptic Measures and Inequitable Resources That Hinder Latina/o Postsecondary Pathways*
- Manyweather, Laura (2018): *Escaping the Prison Industrial Complex: The Share Experiences of Formerly Incarcerated Black Male Students on a California Community College Campus*
- Macillas, Jorge David (2018): *The Normalization of Violence in Everyday Life: Traumatic Loss in Los Angeles Gang Culture*
- **Mukamal, Debbie; Silbert, Rebecca & Taylor, Rebecca M. (2015): *Degrees of Freedom, Expanding College Opportunities for Currently and Formerly Incarcerated Californians***
- Ralston, Romarilyn (2018): *Revisiting the Prison Industrial Complex*
- Rodriguez, Javier (2018): *Education Beyond Incarceration*
- Tuck, Eve (2009): *Suspending Damage: A Letter to Communities*



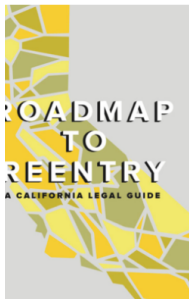
Liberating Scholars Educational Training

Suggested Resources/Readings



Resources/Must-Visit (*Working List*)

- ACLU
 - <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/>
- **Corrections to College/Toolkit**
 - <https://correctionstocollegeca.org/>
 - <https://correctionstocollegeca.org/assets/general/Toolkit-6-29-17.pdf>
- CSG Justice Center/Reentry MythBusters
 - <http://csgjusticecenter.org/nrrc/projects/mythbusters/>
- Homeboy Industries
 - www.homeboyindustries.org
- Legislative Analyst's Office
 - https://lao.ca.gov/PolicyAreas/CJ/6_cj_inmatecost
- National Center for Transgender Equality: LGBTQ People Behind Bars
 - <https://transequality.org/sites/default/files/docs/resources/TransgenderPeopleBehindBars.pdf>
- National Equity Project
 - <https://nationalequityproject.org/resources/featured-resources/lens-of-systemic-oppression>
- Prison Policy Initiative
 - <https://www.prisonpolicy.org/>
- Project Rebound
 - <http://asi.sfsu.edu/asprograms/project-rebound/>
- (Revised) California Community Colleges Fair Change Hiring Best Practices
 - https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Legal-Advisories/Revised-Policy-Guidance_California-Community-Colleges-Fair-Change-Hiring-Best-Practices-2.ashx?la=en&hash=88A2A65A29F555BC574CC37E27BFD92B435CB9FC
- **Root and Rebound/Roadmap to Reentry/My Education, My Freedom Toolkit**
 - <http://www.rootandrebound.org/>
 - <http://www.rootandrebound.org/roadmap-to-reentry-guide>
 - <http://www.rootandrebound.org/education-toolkit>
- The Appeal Podcast/The School to Prison Pipeline with Danny Murillo
 - <https://theappeal.org/the-appeal-podcast-the-prison-to-school-pipeline/>
- The Sentencing Project
 - <https://www.sentencingproject.org/>
- Underground Scholars Initiative/Language Guide
 - <https://undergroundscholars.berkeley.edu/>
 - <https://undergroundscholars.berkeley.edu/news/2019/3/6/language-guide-for-communicating-about-those-involved-in-the-carceral-system>
- UCLA Million Dollar Hoods
 - <http://milliondollarhoods.org/maproomv3://milliondollarhoods.org/maproomv3/>
- Vera Institute of Justice/Price of Prisons
 - <https://www.vera.org/publications/price-of-prisons-2015-state-spending-trends>
- Youth Justice Coalition
 - <https://youthjusticela.org>



Toolkit:
Fostering Success for Formerly
Incarcerated Students on Campus

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**my education,
my freedom:**
A Toolkit for Formerly Incarcerated
and System-Impacted Students
Pursuing Education in California

