

**USC** Race and  
Equity Center

# **HOW CAN CALIFORNIA COMMUNITY COLLEGES HOLISTICALLY SUPPORT SYSTEM- IMPACTED STUDENTS?**

**Elif Yücel and Dr. Royel Johnson**

***Supporting Justice-  
System Impacted  
Students***

February 2023

# BIOGRAPHY



## **Elif Yücel** **(she/her/hers)**

### ***Doctoral Candidate***

Elif Yücel is a PhD candidate in the Urban Education Policy program in the Rossier School of Education at the University of Southern California. Elif's research focuses on higher education policy, namely around equity issues affecting access and opportunity in community colleges. Her work has examined transfer policies, developmental education, and programs and services for incarcerated and formerly incarcerated students. Elif earned her BA in Chinese from Trinity University and M.Ed. in Education Policy and Planning from the University of Texas at Austin. She has volunteered for the Texas Prison Education Initiative and Prison Education Program throughout her master's and doctoral programs, respectively, where she has taught in juvenile and adult correctional facilities. As a system-impacted student herself, Elif's work both inside and outside the classroom prioritizes advocating for individuals and families impacted by the legal system.

# BIOGRAPHY



## **Dr. Royel Johnson (He/Him/His)**


### ***Associate Professor of Higher Education***

Dr. Royel M. Johnson is an Associate Professor of Education at the University of Southern California. He also serves as the Director of Student Engagement at the USC Race and Equity Center and is faculty in the Pullias Center for Higher Education. He is known for his expertise on issues related to educational access, racial equity, and student success, with a particular focus on Black and multiply marginalized students. Dr. Johnson has over 60 academic publications, including two books: *Racial Equity on College Campuses: Connecting Research and Practice* and *Enacting Student Success: Critical and Alternative Perspectives for Practice*. His work has received funding from organizations such as the Spencer Foundation, Institute of Education Sciences, and Department of Health and Human Services, totaling over \$5.1 million. Dr. Johnson holds a B.A. in Political Science and an Ed.M. in Educational Policy Studies from the University of Illinois at Urbana-Champaign and a Ph.D. in Higher Education and Student Affairs from The Ohio State University.

# INTRODUCTION


The murders of George Floyd and Breonna Taylor in the summer of 2020, amplified long-standing concerns with our nation's criminal punishment system, which disproportionately incarcerates communities of color. Consider data indicating that California has one of highest incarceration rates in the world, with over 239,000 people currently behind bars, and almost 100,000 people being released every year (Jones, 2018). Like the rest of the nation, racial/ethnic disparities in California's criminal punishment system are considerable. Black people constitute roughly 20- and 28% of those in jail and prison, respectively, despite representing only six percent of the state population (Vera Institute of Justice, 2019). Further, youth of color are disproportionately disciplined and pushed out of schools and into contact with the legal system, which greatly impacts their educational opportunities. These inequities are further accentuated by lack of access to high-quality postsecondary education for folks during their incarceration (Castro & Zamani-Gallaher, 2018). This educational exclusion, which is compounded by the historic nature of racist and gendered practices of incarceration, has led to extremely low rates of educational attainment for formerly incarcerated people. In fact, more than half of formerly incarcerated people only hold a high school diploma or GED and fewer than four percent hold a college degree, which has significant implications for employability (Couloute, 2018).

Still, there is evidence suggesting that people who are incarcerated value education and see it as essential to their personal goals and aspirations (Baranger et al., 2018). Yet, those who wish to continue their education upon release often face challenges of discrimination in college admissions,



experience barriers of geography (parole/probation restrictions), tuition/cost barriers, and/or lack general knowhow of how to navigate college-going decisions or steps (Halkovic et al., 2013)—the impositions of which are much greater for four-year institutions. These challenges are likely even greater for Blacks and other minoritized groups who already experience structural barriers to 4-year postsecondary education. As such, community colleges present extremely viable options for students due to their cheaper tuition rates, open-access admissions process, and greater geographical opportunity. In fact, in California, community colleges represent a larger share of in-prison education programs (Royer et al., 2021). Community colleges further represent a greater share of colleges providing reentry support to formerly incarcerated students on college campuses (Yücel, 2022). There is growing legislative support in California to support these students; Assembly Bill 417 (AB417) established the Rising Scholars Network, a network of community colleges dedicated to serving incarcerated and formerly incarcerated students across the state of California. However, these supports are still very nascent and there is much to be done on behalf of higher education institutions and their practitioners to adequately and holistically support formerly incarcerated college students.

In this brief, we draw on findings from research on the college-going experiences of formerly incarcerated students to inform recommendations we present for improving the material conditions of this overlooked and underserved group in California. To center and amplify the voices of students, we draw on direct quotes from participants in published studies that we reviewed. College leaders and state officials have an institutional responsibility to ensure that *all* students, no matter their background, have equitable opportunities for access to high-quality and humanizing educational experiences.



We both come to this work with a background of longstanding advocacy for those who are currently and formerly incarcerated. For Elif, her experiences as a system-impacted student and prison educator have shaped the lens in which she sees the world and operates within it and have informed her educational and career trajectory. For Royel, his exposure to racial inequities in the criminal punishment system as youth on the Westside of Chicago compelled him to become an advocate and critical scholar committed to improving the lives and opportunities for system-impacted people. These experiences have led us to approach this work with an abolitionist stance and commitment to dismantling the oppressive structures of the criminal punishment system.

**“COLLEGE LEADERS  
AND STATE OFFICIALS  
HAVE AN INSTITUTIONAL  
RESPONSIBILITY TO ENSURE  
THAT ALL STUDENTS, NO  
MATTER THEIR BACKGROUND,  
HAVE EQUITABLE  
OPPORTUNITIES FOR ACCESS  
TO HIGH-QUALITY AND  
HUMANIZING EDUCATIONAL  
EXPERIENCES.”**

**INSIGHTS FROM  
RESEARCH  
ON FORMERLY  
INCARCERATED  
COLLEGE STUDENTS**

# “IT WAS A LIFE-OR-DEATH DECISION.”

Johnson & Manyweather, 2022

Formerly incarcerated college students often frame their pursuit of higher education as an extremely important decision in their life, one that evokes

opportunity and hope. As the quotation here suggests, for many, it also both literally and figuratively represents a decision of life and death (Johnson & Manyweather, 2022). College not only represents a path to a new chapter in students' lives, but it also provides tangible resources, social support, and structure (Torres, 2020), which can make students' reentry transitions much easier. Moreover, for some students, not attending college might put them at risk for parole or probation violations and potential reincarceration. Ultimately, pursuing higher education can provide students with a sense of pride and a newfound joy and passion for their educational studies and help provide a greater sense of purpose (Halkovic et al., 2013; Hernandez et al., 2022).

## *Recommendations for Institutions:*

- ***Colleges should create seamless pathways for students to continue pursuing their education once released.***

Incarcerated students often take college courses in prison and many colleges offer courses and programming for incarcerated students in prisons and jails. If a college is offering a prison education program, then it should also be providing support to formerly incarcerated students on campus and working to create pipelines for these students to continue their degree (Yücel, 2022).

- ***Colleges should work with local correctional facilities and probation departments to apprise students of educational opportunities available.***

Staff can go into local jails and prisons to work with individuals who are close to release to assist with their transition. They can also work with probation departments to alert individuals of educational opportunities at their college and assist potential students with the admissions and enrollment processes. For example, Cerritos College in Los Angeles County, offers a Court to College Program that provides an educational and career bridge program to assist adults on probation.

- ***Colleges should provide financial aid and other forms of material support to help offset the cost of college and reduce barriers during reentry.***

Formerly incarcerated students face greater financial need than other students due to the vast legal barriers imposed upon them that limit access to employment, housing, and social services (Johnson & Abreu, 2013; McTier et al., 2020). These barriers present even greater challenges, especially for formerly incarcerated Black men, due to the racial discrimination they experience during reentry



(Prescott & Starr, 2019; Lindsay, 2022; Pager, 2003; Pager & Quillian, 2005). As such, colleges must prioritize assisting formerly incarcerated students with financial aid applications and connecting them to other scholarships and material resources. Admission and financial aid offices should have information on their websites that references formerly incarcerated students and provides resources they can use to navigate these processes more easily. This can even be as small as including a question and answer on a FAQ page that provides information about formerly incarcerated students. The Education Trust has released a toolkit to assist California colleges advocating for this impacted by the legal system. The Department of Education has also released a financial aid FAQ page for formerly incarcerated students. Legal exclusions have made reentry an extremely arduous process emotionally and bureaucratically, and colleges must ensure they are not adding to this challenge, but instead lessening the student burden.

**“CAN I BE NORMAL?  
CAN I BE AVERAGE?  
CAN I BE TREATED  
LIKE SOMEBODY ELSE  
WITHOUT BEING, ‘LET  
ME SEE YOUR PAST?’”**

McTier et al., 2020

As the student quote here epitomizes, formerly incarcerated students often experience stigmatization and face discrimination due to being labeled as ‘formerly incarcerated’ (Strayhorn et al., 2013; Halkovic et al., 2013; Hernandez, 2019; McTier et al., 2020).

They often fear having their identity disclosed (Halkovic et al., 2013) for fear of being treated differently by their professors and peers. Worrying about people judging them for their background can negatively influence their academic studies. Many students also experience imposter syndrome—that they do not belong in college—due to feeling stigmatized for their background (Hernandez, 2019). Such feelings can be codified by institutions’ formal discrimination in the form of their policies and practices that can deny students admission or access to key resources like on-campus jobs and housing support (Halkovic et al., 2013; Johnson, Alvarado & Rosinger, 2021; McTier et al., 2020). Community colleges are open-access, mission-driven, designed to serve the community’s needs, and serving formerly incarcerated students without judgment and bigotry falls under those responsibilities.

### **Recommendations for Institutions:**

- **Colleges must reevaluate policies and practices to ensure they do not explicitly or covertly discriminate against formerly incarcerated students.**

For example, McTier et al. (2020) found that formerly incarcerated students were often denied access to housing communities, which negatively affected their college experience and sense of belonging. This extends to Human Resources hiring policies as well. Colleges should reexamine their hiring and vetting practices to ensure that individuals are not being penalized for their background.

- **Colleges must also reexamine their campus safety procedures.**

Who and what practices are being reported to campus police? What is your relationship with the community police department (PD)? Formerly incarcerated students are often under greater supervision due to their background and thus face the risk of parole or probation violations if they encounter campus PD. Further, given that campus policing remains a highly racialized structural practice embedded in higher education institutions (Johnson & Dizon, 2021), if college campuses are truly committed to engaging in racial justice on their campuses (Dizon et al., 2020; Dizon, 2021), it must enact and engage in policies and practices that “integrate campus safety and racial equity as joint, rather than separate, institutional priorities” (Dizon, 2021, p. 12). The Pullias Center for Higher Education released a guide for college practitioners to use to initiate conversations and reflect on their policing practices and procedures.

- **Colleges should offer expungement clinics to help students clear their record or reduce felonies.**

These clinics should be offered to both campus and community members. Colleges can partner with local non-profits, legal firms offering pro-bono services, and even other colleges with law schools. For example, Laney College’s Restoring Our Communities program implements a Clean Slate Clinic in conjunction with the Alameda County Public Defender’s Office to provide expungement opportunities for students.

**“I FEAR THAT YOU HAVE FAILED TO NOTICE THE GIFTS I, AND MANY OTHERS, CAN BRING TO UNIVERSITY LIFE.”**

Halkovic et al., 2013

Formerly incarcerated students hold multifaceted forms of knowledge and bring “gifts” to the classroom that should be honored and validated. Students possess

a deep desire to learn and excel in their academic endeavors, taking advantage of every opportunity presented to them (Halkovic et al., 2013). Their “street skills”

and “hustle” allowed students to navigate college life, access resources, and thrive academically (Hernandez, 2019; Hernandez et al., 2022). In some cases, being labeled or stigmatized for their background served as an additional motivation and form of empowerment to succeed and challenge existing deficit beliefs around what it means to be formerly incarcerated (Strayhorn et al., 2013; Hernandez, 2019; Halkovic et al., 2013). Although institutional policies and practices enforce many barriers that restrict formerly incarcerated individuals’ freedoms, students find joy, strength, and fulfillment in pursuing their education and interacting with others who support their journeys and seek to uplift them.

### ***Recommendations for Institutions***

- ***Departments on campus should receive professional development and training on working with formerly incarcerated students.***

Colleges should connect with local organizations to develop and implement professional development and ally training for faculty and staff that emphasizes intersectional approaches and self-reflection. They should be apprised of specific policies that can affect students both on and off campus and devise resources to support students in navigating these policies. Academic and career counselors should especially be cognizant of employment policies, as students’ backgrounds can potentially limit their future work opportunities. Practitioners can utilize resources from the Rising Scholars Network and organizations like Homeboy Industries, Root and Rebound, Initiate Justice, among others for organizing and training. Although professional development is often voluntary, departments on campus that work with formerly incarcerated students (e.g., Financial Aid, Career Counseling, EOPS, among others) should have policy guidelines and sensitivity training built into their new hire orientations and trainings/meetings at the beginning of every academic year.

### ***Recommendations for Practitioners***

- ***Where relevant, faculty can include readings in their syllabus related to the criminal legal system to increase awareness among both faculty and students.***

The criminal legal system is interwoven with nearly every other social sector and its impact extends far. English professors could include memoirs of formerly incarcerated individuals in their reading lists. Math professors can incorporate examples of the racial inequities within the criminal legal system or data visualization assignments related to portraying these. History and sociology professors can include readings about history of incarceration and reentry. There are so many opportunities for faculty to weave in readings and assignments related to the criminal legal system that can help increase awareness across campus.

**“I HAD NO  
TRANSPORTATION,  
NO CLOTHES, NO  
INTERNET ACCESS,  
NO PHONE, NOTHING.”**

Yücel & Ortega, 2021

The quotation from this student captures the dearth of belongings with which individuals often leave prison. As such, the access to immediate material resources is extremely important (Huerta et al., 2018;

McTier et al., 2020; Torres, 2020; Yücel & Ortega, 2021). Students face severe financial barriers and need programmatic and institutional support to offset the costs associated with reentry and to support their educational journeys; receiving academic, social, and material supports are imperative (Hernandez, 2019; Huerta et al., 2018; Manyweather, 2018; Torres, 2020). Because some students may have been imprisoned for long periods of time, they may need more hands-on academic support when it comes to navigating college. Additionally, social connections with peers and staff can help create a stronger sense of belonging for students on their campuses. Students appreciate the relationships they can build with their professors and staff on campus, which make them feel validated in their educational pursuit (Hernandez et al., 2022; Strayhorn et al., 2013; Torres, 2020; Yücel & Ortega, 2021).

***Recommendations for Institutions:***

- ***Colleges should create programs on campus to support students during reentry and as they pursue higher education.***

These programs (discussed in a later section) can provide specific resources attuned to students' needs and are often led by practitioners who are formerly incarcerated or system-impacted themselves.

**“...RECEIVING  
ACADEMIC,  
SOCIAL, AND  
MATERIAL  
SUPPORTS ARE  
IMPERATIVE.”**

### **Recommendations for Practitioners:**

- **Colleges are already serving formerly incarcerated students and they must make sure their students are knowledgeable and have access to support services.**

Departments on campus like Extended Opportunity Programs and Services, Disability Services and Programs for Students, Health Services, or CalWORKS offices must make a concerted effort to ensure formerly incarcerated students are aware of services and resources to which they have access. Because formerly incarcerated students may be reticent to disclose their background, they may be unaware they are eligible for certain services. College practitioners should ensure that admission and orientation sessions explicitly name the types of resources and support available to formerly incarcerated students on campus. Such practices can ensure students are apprised of resources without feeling like they need to disclose their background. Colleges could create a brochure or pamphlet that describes the services available on campus to formerly incarcerated students. They could also work with local organizations and probation offices to develop a guide for community resources off campus. For example, the Riverside County District Attorney's Office created a countywide resource guide describing the local services and organizations that assist formerly incarcerated individuals' transitions from incarceration.

**“YOU SHOULDN'T BE  
ASHAMED OF YOUR  
BACKGROUND.”**

Hernandez, 2019

The student in this quotation alludes to a conversation they shared with a staff member on campus where a faculty member affirmed their identity. As mentioned

above, having supportive staff members on campus plays an important role in fostering students' sense of belonging and emotional and academic wellbeing. Having these supportive relationships can help students feel like they belong in college and support the creation of strong social networks (Johnson & Manyweather, 2022; Strayhorn et al., 2013). Staff also provide connections to key resources on campus and can serve as a go-to person when students need assistance (Hernandez et al., 2022; Torres, 2020).

### **Recommendations for Institutions:**

- **Colleges should create institutional messaging and services that destigmatize what it means to be formerly incarcerated or impacted by the legal system.**

The criminal punishment system is designed to dehumanize people while they are incarcerated. Colleges can incorporate language and reference both incarcerated and formerly incarcerated

students when they discuss the student populations they serve on their institutional websites. Further, April is Second Chance Month, which is designed to increase awareness of the needs and experiences of those who are formerly incarcerated. Colleges can highlight this fact on their institutional calendars and administrators can work with departments on campus as well as local community organizations to implement actions and events to celebrate Second Chance Month. Such actions can be as small as having the library implement a reading list and provide books about incarceration or memoirs from formerly incarcerated authors to larger scale events like hosting a panel or putting on an expungement clinic.

### **Recommendations for Practitioners:**

- **Faculty and staff must adopt humanizing language when referring to the legal system and those impacted by it.**

Language is very powerful, and practitioners should critically evaluate the language, terminology, and rhetoric they use in referencing the criminal punishment system and its impacts. They must reflect on their own biases and preconceived notions, especially racialized and gendered notions of who and what behaviors are considered deviant, and actively work to disrupt them. For example, the Underground Scholars program at UC Berkeley has established a language guide. Practitioners can incorporate and embed this guide into their annual training and PD practices. They must also ensure efforts to support students are not siloed in specific departments or organizations; it should be a cross-campus and cross-community effort.

**“I KNOW I DO  
BELONG HERE AND  
I’M IN THE RIGHT  
PLACE, FOR SURE.”**

Huerta et al., 2018

The student in the quotation above describes feelings of belonging and care from their reentry program at their college. Reentry programs serve as critical hubs of support for formerly incarcerated students, providing targeted resources

attuned to students’ specific needs as they adjust upon release from incarceration or while navigating the legal system (Hernandez et al., 2021; Morton, 2020; Torres, 2020; Yücel & Ortega, 2021). These programs provide key resources and support all in one space (Abeyta et al., 2021; Eddy et al., 2019; Huerta et al., 2018; Yücel, 2022). They often have designated staff, such as program heads and advisors, that provide individualized support to students, which can provide a greater sense of belonging and assurance for students. Because of their unique backgrounds, greater sensitivity to students’ needs is

required, and these programs can provide safety and community, and honor students' lived experiences, instead of stigmatizing them (Huerta et al., 2018; Torres, 2020; Yücel & Ortega, 2021).

#### ***Recommendations for Institutions:***

- ***Colleges should create institutionalized programs and support for formerly incarcerated students to have a safe space specifically dedicated to them.***  
Colleges and districts must build in funding in their budget so that these programs are not dependent on grants and at-risk of losing funding. Colleges that cannot implement fully-fledged programs can begin by offering a student-club for students to join, as this can help raise awareness for those impacted by the legal system across campus. Further, colleges that implement these programs should prioritize the hiring of formerly incarcerated individuals to run these programs.

#### ***Recommendations for Practitioners:***

- ***Faculty (especially those with tenure) and staff must be more involved in advocating for these programs and supporting students impacted by the legal system.***  
They can volunteer in local in-prison programs, serve as faculty advisor for clubs and programs for formerly incarcerated students, and advocate for students and programming in campus and district meetings.

**“...HAVING SUPPORTIVE  
STAFF MEMBERS ON  
CAMPUS PLAYS AN  
IMPORTANT ROLE IN  
FOSTERING STUDENTS’  
SENSE OF BELONGING  
AND EMOTIONAL AND  
ACADEMIC WELLBEING.”**

# CLOSING

In this brief, we sought to summarize key themes emerging from extant research around formerly incarcerated students in higher education.

For each theme, we provided key takeaways and recommendations for colleges and practitioners to implement on their own and as a communal campus effort. As Angela Davis reminds us, calls for racial and social justice are insufficient without naming and attending to the politics of the criminal legal system, and if colleges are actively, rather than just symbolically, committed to repairing the racial inequities that pervade higher education institutions, they must divest from carceral practices and work toward building a community does not criminalize students for their backgrounds and truly serves all its students.

**“BECAUSE SOME STUDENTS MAY HAVE BEEN IMPRISONED FOR LONG PERIODS OF TIME, THEY MAY NEED MORE HANDS-ON ACADEMIC SUPPORT WHEN IT COMES TO NAVIGATING COLLEGE.”**



# REFERENCES

Abeyta, M., Torres, A., Hernandez, J. L., & Duran, O. (2021). Rising scholars: A case study of two community colleges serving formerly incarcerated and system-impacted students. *Journal of Applied Research in the Community College*, 28(1), 99–109.

Baranger, J., Rousseau, D., Mastrorilli, M., Matesanz, J., & Gould, M. (2018). Doing Time Wisely: The Social and Personal Benefits of Higher Education in Prison. *The Prison Journal*, 98(4), 490–513. <https://doi.org/10.1177/0032885518776380>

Castro, E. L., & Zamani-Gallaher, E. M. (2018). Expanding quality higher education for currently and formerly incarcerated people: Committing to equity and protecting against exploitation (ASHE-NITE Report Series). *Association for the Study of Higher Education*. <https://nite-education.org/wp-content/uploads/2020/02/Expanding-Quality-Higher-Ed-FINAL-11.26.pdf>

Couloute, L. (2018). Getting back on course: Educational exclusion and attainment among formerly incarcerated people. *Prison Policy Initiative*. <https://www.prisonpolicy.org/reports/education.html>

Halkovic, A., Fine, M., Bae, J., Campbell, L., Evans, D., Gary, C., Greene, A., Ramirez, M., Riggs, R., Taylor, M., Tebout, R., & Tejawi, A. (2013). Higher Education and Reentry: The Gifts They Bring. Institute for Justice and Opportunity. <https://justiceandopportunity.org/research/higher-education-and-reentry-the-gifts-they-bring/>

Hernandez, J. L. (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 (Publication No. 13815149) [Masters Dissertation], California State University, Long Beach. ProQuest Dissertations Publishing.

Hernandez, J. L., Murillo, D., & Britton, T. (2022). Hustle in higher education: How Latinx students with conviction histories move from surviving to thriving in higher education. *American Behavioral Scientist*, 00027642211054827. <https://doi.org/10.1177/00027642211054827>

Huerta, A., Venegas, K., & Estrada, J. (2018). Break it to make it program evaluation. <https://strindberglaboratory.com/wp-content/uploads/2018/08/BITMI-evaluation-08-07-18.pdf>

Johnson, R. M., & Abreu, J. (2019). Engaging justice-involved students in higher education. In S. J. Quaye, S. R. Harper, & S. Pendakur (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (3rd ed., pp. 273–286). Routledge.

Johnson, R. M., Alvarado, R. E., & Rosinger, K. O. (2021). What's the “problem” of considering criminal history in college admissions? A critical analysis of “ban the box” policies in Louisiana and Maryland. *The Journal of Higher Education*, 92(5), 704–734.

Johnson, R. M. (2020). Five things student affairs professionals can do to support justice-involved college students. *NASPA research and policy institute issue brief*. *NASPA-Student Affairs Administrators in Higher Education*. <https://doi.org/10.13140/RG.2.2.26238.61765>

Johnson, R. M., & Dizon, J. P. M. (2021). Toward a conceptualization of the college-prison nexus. *Peabody Journal of Education*, 96(5), 508-526.

Johnson, R. M., & Manyweather, L. (2022). Examining the experiences of formerly incarcerated black men at community colleges: The role of community cultural wealth. *International Journal of Qualitative Studies in Education*, 1-14. <https://doi.org/10.1080/09518398.2022.2127015>

Jones, A. (2018). Correctional control 2018: Incarceration and supervision by state. *Prison Policy Initiative*. <https://www.prisonpolicy.org/reports/correctionalcontrol2018.html>

Lindsay, S. L. (2022). Damned if you do, damned if you don't: How formerly incarcerated men navigate the labor market with prison credentials. *Criminology*, 60(3), 455-479. <https://doi.org/10.1111/1745-9125.12307>

Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 108(5), 937- 975.

Pager, D., & Quillian, L. (2005). Walking the talk? What employers say versus what they do. *American Sociological Review*, 70(3), 355-380. <https://doi.org/10.1177/000312240507000301>

Prescott, J. J., & Starr, S. B. (2019). Expungement of criminal convictions: An empirical study. *Harvard Law Review*, 133(8), 2460-2555. <http://dx.doi.org/10.2139/ssrn.3353620>

Strayhorn, T. L., Johnson, R. M., & Barrett, B. A. (2013). Investigating the college adjustment and transition experiences of formerly incarcerated black male collegians at predominantly white institutions. *Spectrum: A Journal on Black Men*, 2(1), 73-98. <https://www.jstor.org/stable/10.2979/spectrum.2.1.73>

McTier Jr., T. S., Briscoe, K. L., & Davis, T. J. (2020). College Administrators' Beliefs and Perceptions of College Students with Criminal Records. *Journal of Student Affairs Research and Practice*, 57(3), 296-308. <https://doi.org/10.1080/19496591.2019.1648273>

McTier, T. S., Smith, C. T., Smith, G., Hodges, A., & Bah, S. (2020). Full-Time Students With Part-Time Benefits: How Being Denied On-Campus Housing Affects College Students With Criminal Records. *Journal of College Student Retention: Research, Theory & Practice*, 0(0). <https://doi-org.libproxy2.usc.edu/10.1177/1521025120960667>

Royer, C. E., Castro, E. L., Gould, M. R., & Lerman, A. E. (2021). The landscape of higher education in prison 2019-2020. *Alliance for Higher Education in Prison*. [https://assets-global.website-files.com/5e3dd3cfob4b54470c8b1be1/619db1bc9daf730844a239e6\\_TheLandscapeofHigherEducationinPrison-2019-2020\\_v3.pdf](https://assets-global.website-files.com/5e3dd3cfob4b54470c8b1be1/619db1bc9daf730844a239e6_TheLandscapeofHigherEducationinPrison-2019-2020_v3.pdf)

Vera Institute of Justice. (2019). Incarceration Trends in California. *Vera Institute of Justice*. <https://www.vera.org/downloads/pdfdownloads/state-incarceration-trends-california.pdf>

Yücel, E., & Ortega, J. (2021). "These people really rooted for me:" An exploration of formerly incarcerated students' advising experiences. *National Resource Center for Students in Transition*. [https://sc.edu/nrc/system/pub\\_files/1629743468\\_o.pdf](https://sc.edu/nrc/system/pub_files/1629743468_o.pdf)

Yücel, E. (2022). Analyzing the landscape of reentry services for formerly incarcerated Californians in higher education. *The Urban Institute*. <https://www.urban.org/research/publication/analyzing-landscape-reentry-services-formerly-incarcerated-californians-higher>

## **CONTACT**

**Dr. Adrián Trinidad**

*Associate Director for Community College Partnerships*

altrinidad@usc.edu

**Dr. Minh Tran**

*Director of Racial Equity Research Partnerships*

mctran@usc.edu