# 13th National Conference on Higher Education in Prison

## Event Schedule

### Thu, Nov 09, 2023

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>Breakfast</td>
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<td><strong>8:00 AM - 9:45 AM, Nov 9</strong></td>
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<td></td>
<td><strong>Grand Ballroom</strong></td>
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<tr>
<td>9:00 AM</td>
<td>Opening Remarks</td>
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<td><strong>9:00 AM - 9:30 AM, Nov 9</strong></td>
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<td></td>
<td><strong>Grand Ballroom</strong></td>
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<tr>
<td>9:45 AM</td>
<td>Opening Session: Higher Education and Administrative Support in Maine Prisons</td>
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<td><strong>9:45 AM - 11:00 AM, Nov 9</strong></td>
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<td></td>
<td><strong>Grand Ballroom</strong></td>
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<tr>
<td>11:00 AM</td>
<td>Lunch</td>
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<td><strong>11:00 AM - 12:30 PM, Nov 9</strong></td>
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<td></td>
<td><strong>Grand Ballroom</strong></td>
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<td>Lunch will be served outside of the Grand Ballroom and overflow seating will be located in Cascade and Highland Ballroom.</td>
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### Financial Aid Support Office Hours

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<tr>
<td>11:00 AM</td>
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**ASK NASFAA at NCHEP 2023**

- Is your program just beginning, and do you have questions about the role of federal financial aid?
- Are you interested in understanding what the impacts of FAFSA simplification will be in the 2024/2025 award year?
- Does your program understand the relationship between Cost of Attendance, Tuition, and calculation of Pell grants?
- Does financial aid verification concern you?
- Can you explain concepts like LEU and SAP to your students, or do you need some support clarifying these concepts?
- Would you like to understand the details of how drops and withdrawals can impact the return of financial aid?
- Do you understand how to determine a projection of the amount of financial aid your students may receive?

Please stop by the ASK NASFAA table during the conference for some one-on-one support!

*For a repository of information about financial aid for Prison Education Programs, visit our Web Center at nasfaa.org/pep. If you have questions about financial aid, feel free to contact NASFAA at pep@nasfaa.org.*

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**Speaker**

Sheila Meiman  
National Association of Student Financial Aid Administrators
Ready for Pell (Closed Meeting)

11:00 AM - 12:30 PM, Nov 9

Meeting

An opportunity for grantees and coaches from JFF’s Ready for Pell Initiative to gather, network, and celebrate recent milestones from their time in the initiative.

From the Inside Out: Systemic Political Transformation in Action

12:30 PM - 2:00 PM, Nov 9

Presentation...

The Colby College Justice Think Tank includes 12 currently and formerly incarcerated Fellows who are funded by the National Alliance to conduct research of their design, supported by Colby College faculty and staff. The Think Tank is working on three research areas: mapping the criminal legal system in Maine to identify points where restorative diversion should be introduced; proposing revisions to certain parts of the Maine Criminal Code to enhance restorative rather than punitive outcomes; and creating a template for a restorative and supported reentry process. The Fellows will be present in person and on zoom to share their research and methodology.

Speakers

Leo Hylton
Think Tank Fellow
Colby College Justice Think Tank Fellowships

Abdi (Lalee) Awad
Student/Resident
Colby College Justice Think Tank Fellowship

Victoria Scott

Shaun Libby
Grad Student/Intern
JFF/CJEA

Mark Van Sickle

Todd Gilday

Linda Small
Executive Director
Reentry Sisters

Daniel Porter
University of Maine

Chandler Dugal

Student Representing Maine Correctional Center
<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date and Time</th>
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<tr>
<td>Institutional Collaboration in Colorado HEP</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<tr>
<td><strong>2 Subsessions</strong></td>
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<tr>
<td>⚫ Turning Graduates into Professors</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>⚫ Peer Mentorship and Support in Colorado</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>Wraparound Reentry Services and Creative Learning as Student Support</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>⚫ Creative Arts and Education Inside Prison</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<tr>
<td>⚫ Building the Bridge Home: Supporting Student Self-Determination During and Beyond Imprisonment</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<tr>
<td>Library</td>
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<tr>
<td>Closing the Distance in GA: HEP Partnerships</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<tr>
<td>⚫ Art as a Form of Freedom</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>⚫ Closing Distances Through Higher Education in Prison in Georgia</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>Transformative and Restorative Reentry</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>⚫ Prison-to-Deportation Pipeline</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>⚫ The Awakening</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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<td>Humans of Life Row: Narrating Our Lives and the Power of Education</td>
<td>12:30 PM - 2:00 PM, Nov 9</td>
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Humans of Life Row is a narrative project that explores the human beings who inhabit 'life row,' people who are serving life or de-facto life sentences of thirty years or more. During this session, members of the Justice Think Tank, an initiative of the Prison+Neighborhood Arts/Education Project, will read excerpts of their narratives and discuss the role of education in their lives as men serving life or defacto life sentences. With this project and this session, the Think Tank aims to surface the experiences of people serving long sentences and how learning behind the wall serves as a practice of freedom.
The Importance of Community Education

This panel conversation between Alabama Prison Arts + Education Project Founder and Director Kyes Stevens and long-time program participants is prompted by conversation on the role of pathway classes for people inside. Much of the HEP field hinges on classes offered only for credit, and during this conversation we would like to emphasize the importance of community education classes and the opportunity they present for expanding access and increasing participation, as well as talk specifically about student experiences and the possibilities opened up to them through engaging with APAEP Community Education Courses.
The session will be a panel discussion with currently incarcerated students in the Missouri Department of Corrections (Transition Center of St. Louis, TCSTL) and the Maryland Department of Public Safety and Correctional Services (Maryland Correctional Institute for Women in Jessup, MD). The moderators will be UHE leaders, Dr. Stanley Andrissé and Judith Negron. The students from St. Louis and Baltimore will join via Zoom, simultaneously, and will be led in a discussion about the good, the bad, and the ugly regarding higher education programming at the prisons they are at or have been at.

**Speakers**

- Ceci Baucom
- Joseph Rompe
- Johnny Warner
- Marlon Luckett
- Judith Negron
- Stan Andrisse

**Building Learning Communities and Leadership Models in HEP**

2 Subsessions

- **Building a Community from the Inside to the Outside**
  
  2:15 PM - 3:45 PM, Nov 9

- **How We Lead: Thoughts from Auburn University/Alabama Prison Arts + Education Project Student Council**
  
  2:15 PM - 3:45 PM, Nov 9

**Shifting Narratives and Sharing Power in Maine HEP**

2 Subsessions

- **Bridging the Gap Between Personal and Academic Writing**
  
  2:15 PM - 3:45 PM, Nov 9

- **Shared Power: How Can Incarcerated Scholars Collaborate with Non-incarcerated Scholars?**
  
  2:15 PM - 3:45 PM, Nov 9
The field of higher education in prison is increasingly concerned with program evaluation. Participatory evaluation is an especially popular option, as it allows incarcerated learners themselves to contribute to the design and implementation of any assessments. This summer, students at Rayburn Correctional Center will take a program evaluation course as the first step in launching a participatory evaluation of the higher education in prison program Loyola University New Orleans established there in the fall of 2022. The course will include units on the field of higher education in prison, program evaluation in general, as well as Jesuit principles for evaluation (given that Loyola is a Jesuit institution and a member of the Jesuit Prison Education Network). Loyola-Rayburn students propose to present on their experience in the class, as well as their ongoing evaluation efforts, and plan to be in public conversation with students from the Restorative Justice Lab at the University of North Alabama and the Alabama Prison Arts and Education Project at Auburn University, who are participating in similar efforts. The format for this presentation will include brief opening statements from each group and then open discussion among the groups, along with the audience. Questions students might ask of each other include: What have you learned about participatory evaluation? What are opportunities and challenges this method presents? What principles can we share with others who are considering developing and implementing participatory evaluations? The goal is to close the distance between students and evaluators, between incarcerated and non-incarcerated people, and between incarcerated students themselves.
Introduction to The Shakespeare Prison Project

Founded in 2004 by Artistic Director Jonathan Shailor, The Shakespeare Prison Project is a partnership between the Wisconsin Department of Corrections and the University of Wisconsin-Parkside. Through the study and performance of Shakespeare's plays, incarcerated citizens expand their moral imagination and develop their capacities for self-expression, self-awareness, communication, relational responsibility. Hundreds of prisoners have been positively impacted by the program, and many of their success stories have been shared in research articles, and in the media. In addition to directing the project, Dr. Shailor has published a number of essays on prison theatre, and edited the book *Performing New Lives: Prison Theatre* (Jessica Kingsley, 2010).

On the opening day of the 13th NCHEP, Jonathan Shailor will host an hour-long Introduction to The Shakespeare Prison Project. After an introduction to the work, Jonathan will screen a short documentary featuring recent rehearsals for an upcoming production of *As You Like It*. Then, several of the actors will join us for a conversation via a ZOOM link to Racine Correctional Institution in Sturtevant, Wisconsin.

FICGN Networking Event

Join the Formerly Incarcerated College Graduates Network (FICGN) for an enriching networking session. This event is a prime opportunity to connect with fellow formerly incarcerated educators, practitioners, and advocates who share a passion for advancing education for people with lived experience. The networking session is open to all conference attendees and will be preceded by a few words by FICGN Executive Director Terrell A. Blount.
The Funder Meet and Greet will be an open opportunity for all interested NCHEP participants to engage in informal conversations with members of the higher education in prison and reentry philanthropic community. We invite program leaders, staff, students/alumni, Board members, etc., to attend the meeting and encourage all participants to bring questions and/or topics to discuss.

Higher education in prison has been shown as an important tool in preparing individuals for future career opportunities. Key to building momentum to expand career opportunities is having access to new data and content to keep this issue a priority.

During this panel, Vera will share new research on state-level job markets that considers strong career opportunities, educational pathways, and legislative barriers. This information can help corrections, colleges, and other key stakeholders make informed decisions about degree pathways to offer in prison. Vera will also provide an overview of the Fair Chances to Opportunity program, which works with corrections and community stakeholders in three sites to establish collaborative solutions that result in stronger connections between employers and education programs. Fair Chances to Opportunity is funded by the US Department of Justice, Bureau of Justice Assistance. Representatives from one of the participating sites in the Fair Chances to Opportunity program will reflect on how they are using this data in their jurisdictions. This panel will also include justice-impacted experts who will share their experiences.

Speakers

Kelsie Chesnut
Senior Research Associate
Vera Institute of Justice

Karen Jones
Director of HR/GPEP Alum
Goucher Prison Education Partnership

Andre Bethea
Policy Advisor
Bureau of Justice Assistance, U.S. Department of Justice
From Statewide to Nationwide: Navigating Barriers to HEP Expansion

2 Subsessions

  10:00 AM - 11:30 AM, Nov 10
- Pennsylvania HEP in Context: Organizing a Coalition
  10:00 AM - 11:30 AM, Nov 10

Projects as Professional Development: Research Experiences for Incarcerated Students

2 Subsessions

- Empowerment Through Early Career Research: Initial Findings from the Indiana Higher Education Initiative Access Project
  10:00 AM - 11:30 AM, Nov 10
- Barriers and Facilitators to Research Conducted in Prisons: Insights from Students Incarcerated at San Quentin Prison
  10:00 AM - 11:30 AM, Nov 10

The End from the Beginning: Reentry as a Pillar of Higher Education in Prison

2 Subsessions

- Thinking about Pell implementation and reentry: Next steps for strengthening the continuity of care between higher education in prison programs and reentry support
  10:00 AM - 11:30 AM, Nov 10
- Embedding Reentry Planning in PEP Admissions and Beyond
  10:00 AM - 11:30 AM, Nov 10

Learning and Unlearning: Abolition in and through Higher Education in Prison

2 Subsessions

- Abolition-Feminism and Anti-Racist Teaching in the Prison Classroom
  10:00 AM - 11:30 AM, Nov 10
- Black Feminist Pedagogical Interventions in Carceral Spaces
  10:00 AM - 11:30 AM, Nov 10

Toward Tech Justice: Data, Coding, and Research
PEPs and Their Paperwork

Formal Prison Education Programs (PEPs) were statutorily permitted beginning in July 2023. As colleges and universities enter this field, the processes and documentation required are often overwhelming. The first two documents that need attention are the PEP application itself, with its accompanying support materials, and the FAFSA form, which students who are incarcerated will need guidance in completing. This session is a workshop focused on those two documents. Experienced staff from schools will guide attendees through these two documents, talking about real PEP applications that have been submitted, along with their required attachments. We will also step through the new 24/25 FAFSA that represents the future of financial aid engagement for our students. We will share samples, how-to tips, and suggestions for handling the tough questions. There will be time to explore audience questions and discuss real scenarios.

 Speakers

Sheila Meiman
National Association of Student Financial Aid Administrators

Kochie Vaughan
Regulatory Specialist
NASFAA

Nathan Hall
LA Delta

Nahlee Suvanvej
Director, Higher Education in Prison (HEP)
Portland State University
The History and Hope of Higher Ed in Prison: Learning from the American Prison Newspapers Collection

The American Prison Newspapers collection (APN) is a first-of-its-kind archive of prison journalism, spanning from the 1800s through today. Prison journalism closes the distance between “inside” and “outside,” working both as a tool to share prison conditions out and to bring news in. At over 200,000 pages, this collection strives to preserve prison journalism nationwide, honoring the acts of resistance that created the work. Mainstream media historically failed to report on issues affecting incarcerated people, whose voices were stifled and rights curtailed. Prison journalism filled the gap, but previously had a limited reach. Now, it’s online open access.

This presentation will use the lens of APN to show the key junctures and inflection points of how higher education in prisons has evolved over the decades, through hundreds of articles written by incarcerated people across centuries. Preserving these sources is critical to gain a fuller understanding of incremental change, and to inform critical considerations for future change. Discussion will allow the community to recognize that education in prison doesn’t occur in isolation, and reflect on ways the prison press has been—and will continue to be—an agent of change.

 Speakers

Morgan Godvin
Engagement Editor
JSTOR Daily / ITHAKA

Anne Ray
Managing Editor
Reveal Digital / ITHAKA
In 2021, Ed Trust initiated the Justice Fellows Policy Program (JFPP) as part of its mission to address the disparities in educational opportunities disproportionately affecting students of color and those from low-income backgrounds. JFPP assembled a diverse cohort of eight individuals from across the nation who had personal experiences at the intersection of higher education and the criminal justice system. Leveraging their unique perspectives and a structured framework, the Justice Policy Fellows collaborated with local higher education and justice advocates to conduct an in-depth analysis of state support for currently and formerly incarcerated students.

The landscape of higher education within the criminal justice system had undergone a drastic transformation, starting with the 1994 Crime Bill's removal of Pell Grant eligibility for incarcerated individuals. This policy shift led to a sharp decline in the number of higher education programs in prisons, plummeting from 800 to a mere 12 by 2005. However, in a significant corrective measure, Congress fully reinstated Pell Grants for incarcerated individuals in the 2022-2023 academic year, opening up the opportunity for more than 400,000 incarcerated individuals to access higher education. Yet, this reform is merely the initial step in a broader plan aimed at enhancing college access and success for individuals impacted by the criminal legal system.

Regrettably, various state policies, whether by design or inadvertence, continue to erect formidable barriers for justice-impacted students, hindering their access and affordability to higher education. In 2022, Ed Trust launched the second cohort of the Justice Fellows Policy Program. The Fellows wanted to author a blog series, shedding light on the persistent barriers faced by justice-impacted individuals even after the reinstatement of Pell Grants. This series aims to foster a deeper understanding of the issues at hand.

Remarkably, the Department of Education furthered these efforts a week after the Fellows' group project planning session by releasing comprehensive "Beyond the Box" guidance for four-year institutions. This guidance provided a roadmap for institutions to better support students with justice system involvement, marking a positive step towards a more equitable and inclusive educational landscape. The collective actions of Ed Trust's Justice Fellows and the Department of Education underscore the ongoing commitment to breaking down barriers and advancing the cause of justice-impacted students in higher education.

© Moderator

William Freeman
Justice Fellow for Higher Education
The Education Trust
Speakers

Shannon Ross
Justice Fellow
The Education Trust

Maria Garza

Quinton Reynolds

Kittrell Bernard Decator

Kareemah Hanifa
GCHEP Board Member, EdTrust Justice Fellow
GCHEP, Life University, EdTrust

Nikcole Whipple

Antonio Reza

Dolfinette Martin

11:00 AM
Break
🔗 11:00 AM - 1:30 PM, Nov 10

11:30 AM
Financial Aid Support Office Hours
🔗 11:30 AM - 6:00 PM, Nov 10
📍 Meeting Room 1

ASK NASFAA at NCHEP 2023

- Is your program just beginning, and do you have questions about the role of federal financial aid?
- Are you interested in understanding what the impacts of FAFSA simplification will be in the 2024/2025 award year?
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For a repository of information about financial aid for Prison Education Programs, visit our Web Center at nasfaa.org/pep. If you have questions about financial aid, feel free to contact NASFAA at pep@nasfaa.org
This discussion will feature formerly incarcerated scholars in Georgia, including current and former students, reentry specialists who have worked for GA universities, and leaders of advocacy efforts to make schools more welcoming and inclusive. Panelists will share data on education and reentry in Georgia as well as their experiences of education in and after prison. They will consider what it would look like for universities to welcome and support students through their transition home.

The discussion will touch on multiple aspects of the experience, from navigating restrictive policies to engaging in campus life and connecting with student support services. The panel will be of value to university administrators and faculty, to current and prospective students, and to anyone who wishes to build a campus in which formerly incarcerated students feel that they belong.

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California's Best Practices: Pathway from Prison to College

This panel will showcase best practices for supporting formerly incarcerated students in higher education across the country. Panelists will discuss strategies for improving access, support, and success for this population, including partnerships with community organizations, support for academic and personal growth, and effective reentry programs. Attendees will leave with ideas and resources to help their own institutions support formerly incarcerated students.

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California's Best Practices: Pathway from Prison to College

1:30 PM - 3:00 PM, Nov 10

Guided Conversations

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This discussion will feature formerly incarcerated scholars in Georgia, including current and former students, reentry specialists who have worked for GA universities, and leaders of advocacy efforts to make schools more welcoming and inclusive. Panelists will share data on education and reentry in Georgia as well as their experiences of education in and after prison. They will consider what it would look like for universities to welcome and support students through their transition home.

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The Smart Justice Think Tank convened higher education leaders, policy experts, and directly impacted leaders to develop California's Best Practices: Pathways From Prison to College, a set of detailed strategies that stakeholders can implement to support students across three key phases of the carceral impacted student experience. The Best Practices seek to tackle the unique challenges that prevent incarcerated and formerly incarcerated scholars from beginning or continuing their education during and after incarceration.

Informed by directly impacted students, leaders, and experts with lived experience, the Best Practices seek to encourage higher education solutions, reduce the reliance on jails and prisons, and forge brighter, more prosperous futures for incarcerated and formerly incarcerated scholars. We hope to disseminate and gather feedback on these Best Practices in order for them to be adopted nationwide. We would begin by having a facilitator providing an overview of the Think Tank and introduce the Best Practices. Followed by a breakdown of the Best Practices inside prisons, transitioning out of prison, and finally thriving on a college campus. We will also have a Q&A before concluding.

**Speaker**

Kenia Miranda Verdugo  
Smart Justice Program Manager  
Michelson 20MM

**Cultivating Intersectional, Gender-Responsive HEP Programming**

**2 Subsessions**

- **They're Survivors Too: Gender-Responsive Programming for Justice-Impacted Survivors of Gender-Based Violence (GBV)**
  
  1:30 PM - 3:00 PM, Nov 10

- **TRANSforming Reentry in HEP**
  
  1:30 PM - 3:00 PM, Nov 10

**Ban the Box in Higher Education: Get Involved in Passing Legislation in Your State**

**Speakers**

- **Kristy Laschober**  
  Pre-Release Support Coordinator  
  Operation Restoration

- **Deborah Arthur**  
  Professor/Associate Director  
  Portland State University

- **Andrew Winn**  
  Executive Director  
  Insight Garden Program

- **Morgan Godvin**  
  Engagement Editor  
  JSTOR Daily / ITHAKA

- **Kimberly Haven**  
  CEO/Executive Director  
  Forward Justice Maryland

- **Abby Cook**  
  Campaign Manager  
  Beyond the Box
**Envisioning How You Can Use Reentry Guides in Your HEP Program**

1:30 PM - 3:00 PM, Nov 10

2 Subsessions

- How to use Mapping Your Future, National edition with your program participants
  1:30 PM - 3:00 PM, Nov 10
- Create your own reentry guide, evaluating your capacity, considerations before beginning
  1:30 PM - 3:00 PM, Nov 10

**Connecting Campuses: Critical Perspectives from Peer and Professional Interactions**

1:30 PM - 3:00 PM, Nov 10

2 Subsessions

- Supporting Justice-Impacted Youth and Young Adults within Carceral Spaces through Higher Educational Programming
  1:30 PM - 3:00 PM, Nov 10
- Emory, Equity, & Education: Emory Students’ Commitment to Equal Opportunities for Incarcerated Peers
  1:30 PM - 3:00 PM, Nov 10

**Beyond Bars: Establishing a Literary Journal for Incarcerated Writers**

1:30 PM - 3:00 PM, Nov 10

This presentation focuses on the early development and implementation of the Mellon sponsored project, Beyond Bars: A Journal of Literature and Art. Beyond Bars is a journal specifically designed to publish the work of artists and writers and members of their supporting communities who are or have been incarcerated.

Dr. Beth Gylys will discuss the initial motivation for seeking financial support for this project: the pressing need for venues open to the work of incarcerated creatives. Jada Ford, Beyond Bars’ Communications Specialist, will outline the outreach she has done to educators and leaders working with incarcerated populations. She will give an overview of the challenges she has faced establishing a submissions database as well as the process of developing ongoing connections within the community. Our editorial team of Ph.D. students will address their experiences reading the work of our submitters and establishing and developing relationships with our team of incarcerated editors.

Our hope is that the journal will provide inroads for communication and understanding between those inside and outside the carceral system, paving the way for a more inclusive and collaborative world. The presentation will give an overview of the early stages of the journal.
Higher Education in Prisons at the Digital Crossroads: The Present and Future of the Field
1:30 PM - 3:00 PM, Nov 10

2 Subsessions

- Technology in Higher Education in Prison Programs: A Report on Survey Findings
  1:30 PM - 3:00 PM, Nov 10
- Technology Justice in Higher Education in Prisons: A Guided Discussion
  1:30 PM - 3:00 PM, Nov 10

Embedding Supportive Systems: PEP-Based Reentry
1:30 PM - 3:00 PM, Nov 10

2 Subsessions

- TBA
  1:30 PM - 3:00 PM, Nov 10
- Closing the Distance Through Community Engagement
  1:30 PM - 3:00 PM, Nov 10

Light Fires: Indigenous Art as Resurgence and Resistance
1:30 PM - 3:00 PM, Nov 10

The Indigenous Prison Arts and Education Project will facilitate a workshop, centered around critical Indigenous theory, anti-colonial abolition and arts-based education practices. The workshop will include an introductory level presentation around the history of prisons in Canada, Indigenous peoples experience in the prison system, the prison systems role in the ongoing dispossession of Indigenous peoples from their relations: self, the land, other-than human relationships, and human relationships. Indigenous peoples have long used art as a form of resistance to colonialism, ensuring the survival of their laws and governance systems, traditions, culture, and language. The workshop will centre Indigenous prison resistance, Indigenous prison art creation and dissemination, as embodiments of Indigenous knowledge systems. We will explore our responsibilities as prison educators, and art as a tool to close the distance that Indigenous peoples experience through colonial dispossession. Through an exploration of nehiyaw (Cree) laws of Wahkotowin (Kinship) and miyo-wicetowin (Good relations), participants will look at the possibilities and limitations of “closing the distance” created by the prison system, through art-based education.
Speakers

Karrie Auger  
Manager, Indigenous Prison Arts and Education Project  
University of Alberta

Nancy VanStyvendale  
Director, Indigenous Prison Arts and Education Project  
University of Alberta

Tasia Natewayes  
Research Assistant, Indigenous Prison Arts and Education Project  
University of Alberta

Measuring and Closing Higher Education Gaps through a University System

1:30 PM - 3:00 PM, Nov 10

The 64-campus State University of New York is working to enhance education opportunities for incarcerated and formerly incarcerated people across facilities and communities in New York State, guided by data and analysis. We will discuss SUNY’s combination of research, support, and coordination to improve education access, quality, and completion for New Yorkers in and out of prisons and jails. The session will consider how public university systems can discern how incarcerated and formerly incarcerated students are faring—and to use that understanding to guide improvements in educational opportunity and equity.

Three members of the SUNY Office of Higher Education will discuss 1) analyses of higher education metrics, drawing from a longitudinal data system that links education and corrections information; 2) qualitative research, including interviews with formerly incarcerated SUNY students; and 3) supporting and assisting individual programs.

Questions are welcome throughout the presentations, after which discussants will facilitate a discussion of university systems and how they can close the gap in educational access and outcomes.

Speakers

Thomas Gais  
Provost Fellow  
State University of New York, System Administration

Jose Pineda  
Assistant Director for Prison Education  
State University of New York

Klarisse Torriente  
Reentry Project Coordinator  
State University of New York

Rising Scholars: Building Pathways and Power Across California

3:15 PM - 4:45 PM, Nov 10

2 Subsessions

- Organic Intellectuals: Social Transformation Within Theory and Practice  
  3:15 PM - 4:45 PM, Nov 10

- Underground Scholars Student Leaders: Closing the Distance from Prison to Campus and Beyond  
  3:15 PM - 4:45 PM, Nov 10

Confessions of HEP Cohort Leaders
What’s one thing you wish you knew when you first began working in higher education in prison?

This is the question the Alliance Cohort Members asked themselves in preparing this session. The Alliance Cohort Program brought together twelve higher ed in prison leaders nationwide to engage in peer learning for one year. Through engaging with one another about this unique work, we have identified critical learnings regarding ethical and effective leadership in HEP. This session will address topics such as the importance of having directly impacted people be part of program design, participating in state coalitions, navigating university administration, and, of course, acquiring funding.

What These Walls Won't Hold Film

Set against the backdrop of the COVID-19 pandemic, Adamu Chan's powerful documentary, What These Walls Won't Hold, transcends the pandemic, instead shining a light on the transformative power of solidarity amidst adversity at San Quentin State Prison. As a former inmate himself, Chan offers a poignant, first-hand perspective as he chronicles his journey back to freedom, interweaving the stories of his loved ones both inside and outside prison walls. Through their accounts, Chan illuminates a vibrant community built on trust, resilience, and a shared commitment to advocating for a brighter future for those behind bars. The film's inspiring blueprint for resistance and liberation is a call to action for all, urging us to envision a world free from incarceration and oppression.

Speaker

Adamu Chan
Filmmaker
Boundless Films, LLC

The Embodied Observer: Writing History in Prison

This guided conversation features formerly incarcerated students and faculty partners from 4 prison-based educational initiatives that center historical research: the Freedom Education Project Puget Sound, in which incarcerated and formerly incarcerated individuals at Washington Correctional Center for Women are researching the incarceration of women and girls in WA since the late 1800s; the Prison Education Project at the University of Utah, which is instituting a new history BA program; the Community Education Project at the Tomoka Correctional Institution in Florida, which investigated the history of enslavement on a plantation located near the prison; and the Indiana Women’s Prison History Project, which recently published the edited collection Who Would Believe a Prisoner? Women’s Carceral Institutions in Indiana, 1848-1920. As Michelle Daniel Jones writes in the introduction to Who Would Believe a Prisoner?, an incarcerated historian is an “embodied observer that views the archive from the position of the captive.”

Our conversation will explore collaborative archival research as critical pedagogy, addressing how incarcerated students’ interpretations of carceral history can contribute to abolitionist theory and praxis.
Creative Problem-Solving: Research and Writing in Carceral Environments

3:15 PM - 4:45 PM, Nov 10

2 Subsessions

- Deconstruction to Reconstruction: Constructing Access to College Research in the Contemporary American Literature and History Prison Classrooms
  3:15 PM - 4:45 PM, Nov 10
- Teaching Literature in the Age of Mass Incarceration
  3:15 PM - 4:45 PM, Nov 10

Ethics in Tech-Supported Learning

3:15 PM - 4:45 PM, Nov 10

2 Subsessions

- What do we do with ed tech? The challenges of integrating technology and humanity
  3:15 PM - 4:45 PM, Nov 10
- Advancing Educational Justice: A Tool for Ethically Tracking Program Access and Success
  3:15 PM - 4:45 PM, Nov 10

A Decarceral Ethos for Higher Education: A conversation among graduate students

3:15 PM - 4:45 PM, Nov 10

Guided Convers...
This panel is intended for graduate students to connect and engage in a critical dialogue guided by an expert in the field. Folks supporting grad students and undergraduates can also benefit from the discussion. Grad students will show how their respective work in higher education represents a generative space for integrating decarceral logics and abolition. We espouse the belief that issues of equity and access are exacerbated in prison, while prominent education research organizations make little of inquiry within the prison contexts. We intend for participants to leave with tools for engaging in similar critical dialogues in their respective spaces with a broader goal of ensuring support and visibility in the context of higher education. The reimplementation of Pell Grants will undoubtedly bring about dilemmas of inequity affecting students inside, warranting a deliberate review of higher education’s stake in, and potential for supporting decarceration. Prison higher education research and advocacy within higher education studies is imperative for ensuring that generations of future graduate students have the communal tools of support to navigate the complex contexts of prison higher education and abolition in education.

### Speakers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title &amp; Affiliation</th>
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<tbody>
<tr>
<td>Cydney Caradonna</td>
<td>PhD Student, University of Utah</td>
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<tr>
<td>Charlen &quot;Cha&quot; McNeil Wade</td>
<td>PhD Student, University of Utah</td>
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<tr>
<td>Estefanie Aguilar Padilla</td>
<td>PhD Student, University of Pennsylvania</td>
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<tr>
<td>Armando Lizarraga</td>
<td>PhD Student; Director of Pedagogy &amp; Practice, University of Texas at Austin; Texas Prison Education Initiative</td>
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### Destigmatizing Trauma and Supporting Healing-Centered Reentry

- **Finding Reentry Success**
  - 3:15 PM - 4:45 PM, Nov 10
- **Bridging the Gaps to Self and Re-entry**
  - 3:15 PM - 4:45 PM, Nov 10

### Closing the Distance between Education and Careers

- **College to Careers: College-Based Reentry & Restorative Justice Programming on Campus**
  - 3:15 PM - 4:45 PM, Nov 10
- **Building Pathways to Meaningful Employment in HEP: Closing the Distance Between Work and Learning**
  - 3:15 PM - 4:45 PM, Nov 10

### Between Campuses: Equitable Transition Support

- **3:15 PM - 4:45 PM, Nov 10**
**Facilitating a Conversation about 'Prison Education' for the Reentry Population**  
🕒 3:15 PM - 4:45 PM, Nov 10

**Examining Equity: Test-Optional Policies and Justice-Impacted BIPOC Students**  
🕒 3:15 PM - 4:45 PM, Nov 10

**Closing the Distance in the Natural World: Plants, Animals, and Experiential Learning**  
🕒 3:15 PM - 4:45 PM, Nov 10

**Introducing the research projects of incarcerated scholars at Mt. Tamalpais College (San Quentin)**  
🕒 3:15 PM - 4:45 PM, Nov 10

**"Dialogue through Writing: the Liberation First-Year Seminar**  
🕒 3:15 PM - 4:45 PM, Nov 10

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**Community Fair**  
🕒 5:00 PM - 9:00 PM, Nov 10

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**Reception**  
🕒 5:00 PM - 6:00 PM, Nov 10  
📍 Reception - Grand Ballroom

**Excerpts from "Lyrics From Lockdown"**  
🕒 6:00 PM - 6:45 PM, Nov 10

**Remarks**  
🕒 6:45 PM - 7:00 PM, Nov 10

**Games and Tabling**  
🕒 7:00 PM - 9:00 PM, Nov 10

**Open Mic**  
🕒 8:00 PM - 9:00 PM, Nov 10

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**Sat, Nov 11, 2023**

**Community Run**  
🕒 8:00 AM - 9:00 AM, Nov 11

**Luggage Check**  
🕒 9:00 AM - 7:00 PM, Nov 11  
📍 Ivy 2

Whether you are staying at the conference hotel or not, we have reserved space and an attendant to check in your luggage at the Grand Hyatt so you can attend Saturday events.

**Emerging Practice: Establishing Statewide Multi-Stakeholder Groups and Consortia for Prison Education Programs**  
🕒 9:30 AM
Pell Grant eligibility was restored to incarcerated people in July 2023. The US Department of Education’s Pell Reinstatement regulations require oversight entities to gather stakeholder feedback while evaluating whether Prison Education Programs (PEPs) are operating in the best interest of incarcerated students. Developing a statewide consortium can serve as a mechanism for relevant stakeholders to provide such input to the oversight entities. The session will discuss the emerging practice of establishing a statewide consortium for higher education in prison and highlight the Formerly Incarcerated Colleges Graduates Network (FICGN) and how to engage incarcerated individuals in the development of a consortium; the Tennessee Higher Education Initiative (THEI) and the development of their statewide plan for Pell Reinstatement with relevant stakeholders; and the Oregon Coalition for Higher Education in Prison (OCHEP) and their statewide collaboration of colleges, OR Department of Corrections, OR State Legislature, and many more. The facilitated discussion will uplift the perspectives of incarcerated students, colleges, and nonprofit organizations to showcase the successes and benefits of developing a multi-stakeholder group.

 Speakers

Laura Ferguson-Mimms
Executive Director
Tennessee Higher Education Initiative

Terrell Blount

Deborah Arthur
Professor/Associate Director
Portland State University

Faiza Chappell
Emerging Practice: Establishing Statewide Multi-Stakeholder Groups and Consortia for Prison Education Programs
Vera Institute of Justice

Program Evaluation: Centering Student Engagement and Experience

2 Subsessions

- College-in-Prison Survey of Student Engagement
  9:30 AM - 11:00 AM, Nov 11
- Involving Students in Program Development: Challenges and Creative Solutions from the Ready for Pell Cohort
  9:30 AM - 11:00 AM, Nov 11

Finding a Way: Overcoming Barriers to Student Engagement and Support

2 Subsessions

- Applied Principles of Democratic Education in Asynchronous Writing and Communication Support for Students in Prison
  9:30 AM - 11:00 AM, Nov 11
- Reaching Students in Solitary and Beyond: The Utilization of Correspondence Packets for College Readiness
  9:30 AM - 11:00 AM, Nov 11

Brilliance Behind Bars

9:30 AM - 11:00 AM, Nov 11
How does Brilliance Behind Bars© fit into the theme of “Close the Distance?” Here are our thoughts.

- Let’s close the distance on the perception that incarcerated don’t deserve education versus the other side that education has been one of the most formidable tools to transform formerly incarcerated (who will enter back into society potentially as your neighbors) to turn around their lives.

- Let’s close the distance between the idea that incarcerated are just generally “bad” people and instead talk about the “brilliance” that lies behind bars. Can that brilliance be patterned?

- Let’s close the distance between the idea that incarcerated students and traditional students at college campuses on the outside should not mix. On the contrary, the dedication and enthusiasm by incarcerated students surpasses that of most traditional students.

- Finally, let’s close the distance between elitism (traditional college students) and the incarcerated (incarcerated in education programs behind bars). Morehouse did it. More HBCUs should do it. What are some early comments we can begin to make?

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**Speakers**

**Kathryn Rice**
Advisory Council Member of National Incarceration Association (NIA)
National Incarceration Association (NIA)

**Roland Washington**
Chief Operating Officer
National Incarceration Association

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**Texas Meeting on the State of Higher Education in Prison**

📍 9:30 AM - 11:00 AM, Nov 11

This meeting is poised to bring together Texas-based practitioners of Higher Education in Prison (HEP), formerly incarcerated alumni, and additional supportive stakeholders. This collaborative forum holds considerable significance as Texas is responsible for the largest prison system in the nation and is host to some of the longest-standing HEP programs. The main objective of the gathering is to engage in an in-depth discourse centered on the identified needs and perceived gaps within the rehabilitative opportunities offered by the Texas Department of Criminal Justice. Of critical interest will be the exploration of the availability—or notable scarcity—of ongoing educational opportunities for individuals transitioning back into society upon their release from incarceration. The significant scale of Texas's prison system and the historic legacy of its higher education programs amplify the urgency and relevance of these discussions.

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**Speakers**

**Brandon L. Warren**
Director of Reentry Services
Lee College Huntsville Center

**Alexa Garza**
Policy Analyst
The Education Trust- Texas

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**Cultivating Anti-racist HEP: Black Feminisms, Abolition, and Care in Practice**

📍 9:30 AM - 11:00 AM, Nov 11

2 Subsessions

- **TBA**
  📍 9:30 AM - 11:00 AM, Nov 11

- **Building an Abolitionist Front in Higher Education in Prison**
  📍 9:30 AM - 11:00 AM, Nov 11
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:30 AM</td>
<td>Ethics of Carceral Archiving (Closed Meeting)</td>
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<td>Money Talks: Economic Mobilization toward Community Safety</td>
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<td>2 Subsessions</td>
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<td>- Closing the Distance in the Racial Wealth Divide</td>
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<td>- Bridging Prison Education and Post-release Career Success: A new program from Resilience Education</td>
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<td>11:00 AM</td>
<td>Lunch</td>
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<td>Financial Aid Support Office Hours</td>
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<td>ASK NASFAA at NCHEP 2023</td>
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<td>- Is your program just beginning, and do you have questions about the role of federal financial aid?</td>
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<td>- Are you interested in understanding what the impacts of FAFSA simplification will be in the 2024/2025 award year?</td>
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<td>- Does your program understand the relationship between Cost of Attendance, Tuition, and calculation of Pell grants?</td>
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<td>- Does financial aid verification concern you?</td>
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<td>- Can you explain concepts like LEU and SAP to your students, or do you need some support clarifying these concepts?</td>
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<td>- Would you like to understand the details of how drops and withdrawals can impact the return of financial aid?</td>
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<td>- Do you understand how to determine a projection of the amount of financial aid your students may receive?</td>
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<td>Please stop by the ASK NASFAA table during the conference for some one-on-one support!</td>
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<td>1:00 PM</td>
<td>Freedom and Captivity Project</td>
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<td>Speaker</td>
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<td></td>
<td>Sheila Meiman</td>
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<td>National Association of Student Financial Aid Administrators</td>
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For a repository of information about financial aid for Prison Education Programs, visit our Web Center at nasfaa.org/pep. If you have questions about financial aid, feel free to contact NASFAA at pep@nasfaa.org.
We will workshop our collaborative process for creating and teaching three courses from the Freedom & Captivity abolitionist visioning project. Our workshop offers a model for how to create community-building pedagogies of inclusivity, care, and learning. The Freedom & Captivity courses are designed by our team of incarcerated, formerly incarcerated, justice-impacted and other folks, and are taught by incarcerated facilitators to community groups. The three courses are 'Loss, Repair, and Transformation'; 'Journeys of Trauma, Healing, and Forgiveness'; and 'What is Liberation?'. Each course engages with the themes of accountability in the wake of harm, community safety, radical love, transformative justice, and abolition. We will cover the project's goals, divide into small groups to workshop the courses, and discuss challenges with this form of community outreach and organizing. Our workshop offers one model for building bridges across prison walls to connect incarcerated people and those on the outside in collaborative projects of mutual education and creative visioning about alternative futures that prioritize community safety and well-being and that do not involve prisons.

 Speakers

 Catherine Besteman
 Professor of anthropology
 Colby College

 Brandon Brown
 Campaign Manager, PhD Candidate, Teacher
 Freedom and Captivity (Colby College), George Mason University

 Antonio Jackson

 Linda Small
 Executive Director
 Reentry Sisters

 Creating a Carceral Studies Curriculum

 At its core, higher education helps shape students’ view of themselves and of the world. It can provide inspiration, knowledge, and skills necessary for students to be active participants in civil society, and to envision and achieve change where it is most needed. Helping students envision the end of mass incarceration, abolition, and alternative methods of criminal justice requires a focused pedagogical approach. Students in both prison and at traditional higher ed institutions should have access to education that prepares them to work toward systemic carceral change and a model that is more equitable, just, and humane. The proposed meeting, facilitated by Brandeis University professor of Legal Studies Rosalind Kabrhel, will focus on creating a curriculum in carceral studies and ask participants to contribute their ideas for a robust, comprehensive course of study in an undergraduate institution. This meeting will be interactive; participants will create reading lists, suggest class topics, and share ideas for hands-on student experiences that contribute to their understanding of the carceral state and its human impact. Currently and formerly incarcerated students are encouraged to contribute to this discussion.

 Speaker

 Rosalind Kabrhel
 Chair, Legal Studies Program, Brandeis University; Co-Founder, Brandeis Educational Justice Initiative
 Brandeis University

 MTSS (Multi-tiered Support Systems) and Justice Impacted Scholars

 At its core, higher education helps shape students’ view of themselves and of the world. It can provide inspiration, knowledge, and skills necessary for students to be active participants in civil society, and to envision and achieve change where it is most needed. Helping students envision the end of mass incarceration, abolition, and alternative methods of criminal justice requires a focused pedagogical approach. Students in both prison and at traditional higher ed institutions should have access to education that prepares them to work toward systemic carceral change and a model that is more equitable, just, and humane. The proposed meeting, facilitated by Brandeis University professor of Legal Studies Rosalind Kabrhel, will focus on creating a curriculum in carceral studies and ask participants to contribute their ideas for a robust, comprehensive course of study in an undergraduate institution. This meeting will be interactive; participants will create reading lists, suggest class topics, and share ideas for hands-on student experiences that contribute to their understanding of the carceral state and its human impact. Currently and formerly incarcerated students are encouraged to contribute to this discussion.
The Prison Teaching Initiative (PTI) is a service-driven organization that extends post-secondary opportunities to incarcerated students. Our program has engaged with justice-impacted scholars in several spaces, including higher education in prison programs, summer internships, and mentorship initiatives. To help our students reach their academic goals, we’ve implemented a multi-tiered support system; MTSS is a framework that acknowledges student challenges and highlights the importance of support systems. In this session, we will review common challenges our justice-impacted scholars encounter during and post-incarceration; we will use the personal narratives of our program alums to highlight the necessity of multi-tiered support systems and inform audience members on different people-centered strategies they can implement in their organizations to build their own support systems.

Speakers

Christopher Etienne  
STEM Program Coordinator  
Princeton University

Paul Boyd  
Student  
NJ-STEP/Rutgers University

Ali Muslim  
Student  
NJ-STEP/Rutgers University

Dameon Stackhouse  
Community Police Alliance Supervisor  
NJ-STEP

Strategies for Support and Safety: Sustaining Staff in Carceral Spaces  
1:00 PM - 2:30 PM, Nov 11

2 Subsessions

- The Scrappy HEP Coordinator: You’re Not Alone  
1:00 PM - 2:30 PM, Nov 11

- (re) Imagining Joy in Learning and Teaching: A Discovery Session  
1:00 PM - 2:30 PM, Nov 11

Disability Access to College Classes Inside  
1:00 PM - 2:30 PM, Nov 11

Disabilities affect 38% of those who are incarcerated (Maruschak et al., 2021). These are students enrolled in college classes in correctional facilities. Join a college faculty, a formerly incarcerated student, and the college’s disability services director to hear about the barriers facing disabled students who are incarcerated and seeking higher education inside. Special focus will be on communication access for D/deaf/hard of hearing incarcerated individuals and how colleges can provide that in the constrained setting of the prison. Hear from the perspective of the student, the faculty, and the disability services staff as they worked together to provide access. Learn what similar processes other colleges can implement to include a range of students with disabilities in their college classes. A case study scenario will be discussed by the participants to propose solutions and barrier removal. Research-developed tools from disability services will be shared out with participants to take back to their college programs.
Closing Distances: A Design Thinking Approach to Improving Higher Education in Prison

1:00 PM - 2:30 PM, Nov 11

Guided Convers...

A focused group of 10-15 participants will be guided through the workshop by Belen Enriquez and Judith Negron, formerly incarcerated advocates with significant Design Thinking experience. The workshop aims to develop innovative strategies to improve higher education outcomes in correctional facilities, aligning with the conference's theme of "closing distances". In a hands-on engagement with the five stages of Design Thinking, participants will gain insights into practical, real-world solutions for correctional education. By the workshop's end, they'll possess a solid understanding of Design Thinking, potential strategies for improvement in their fields, and an appreciation for NCHEP's ecosystem approach to prison education.

Space is limited!

From Transitional to Transformative: Housing, Healing, and Higher Education in Prison

1:00 PM - 2:30 PM, Nov 11

2 Subsessions

- Dreams Encouraged: The Nations Very First Transformative Housing Initiative for Formerly Incarcerated Students in Higher Ed
  1:00 PM - 2:30 PM, Nov 11
- Building a Better Future with New Beginnings Transitional Housing
  1:00 PM - 2:30 PM, Nov 11
| Details | TBA |