



# **Redeeming Scholars Assessment Report**

Oregon Solutions | February 2021

## **Acknowledgements**

Oregon Solutions greatly appreciates all those who generously gave their time to inform this assessment and report.

## **Authors**

Karmen Fore, Director, Oregon Solutions  
Amy Delahanty, Project Manager, Oregon Solutions

## **Contact**

Oregon Solutions  
National Policy Consensus Center  
Hatfield School of Government  
Portland State University  
Urban Center, Room 720  
506 SW Mill Street  
Portland, OR 97207-0751

(503) 725-9077, [npccdesk@pdx.edu](mailto:npccdesk@pdx.edu)  
[www.orsolutions.org](http://www.orsolutions.org)

Editing and layout: Cat McGinnis, National Policy Consensus Center  
Cover photo: iStock



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## 1. INTRODUCTION

Research shows that formerly incarcerated individuals who achieve any amount of post-secondary education are less likely to recidivate than their peers. Also, people who have access to a post-secondary education are better positioned to contribute to the health and well-being of their communities. During the summer of 2020, Oregon Solutions heard from individuals with a desire to improve post-secondary educational opportunities for formerly incarcerated individuals. Specifically, they want to create a campus-based, peer mentor program to help formerly incarcerated individuals access post-secondary education, including the trades, community colleges, and universities. The idea is based on a similar program active in California.

To explore this opportunity, they asked Oregon Solutions to conduct an assessment to determine if there is interest in a program like this in Oregon. Project sponsors want to work collaboratively with key institutions (academic, corrections, nonprofits organizations, parole and probation, courts, foundations, etc.) to develop the program framework and identify systemic challenges that may need to be addressed. They were also interested in understanding any unique conditions in Oregon that need to be considered when forming a collaborative effort of this kind.

The goal of this assessment was to determine if there was enough substantive interest from stakeholders and key institutions to (a) engage a collaborative effort of this nature and (b) meaningfully contribute to and support this type of educational program. This report reflects the findings from our assessment interviews.

## 2. METHODS

In the fall and winter of 2020, Oregon Solutions conducted forty-five individual and group interviews of agency directors, policy advisors, and key stakeholders representing key interests related to a Redeeming Scholars-type program. The interviews were intended to help us (1) learn about the issues and the parties' interests, (2) identify resources that people and

### ABOUT OREGON SOLUTIONS

Oregon Solutions is the state of Oregon's program to help communities address community-based problems and opportunities through sustainable solutions. We do this by creating a collaborative platform where businesses, governments, nonprofits, community-based organizations, sovereigns, and other stakeholders can align resources and pool efforts to achieve desired results.

### OUR PROCESS

Oregon Solutions' engagement starts with an assessment. When invited, Oregon Solutions begins an assessment to explore whether and how a collaborative approach might be structured to address a particular community issue. The assessment is composed of a series of one-on-one or small group interviews. If an assessment finds there is a project that can be conducted by Oregon Solutions, it will go before the governor for consideration of a designation as an Oregon Solutions project.

organizations would potentially commit toward a project, and (3) determine whether and how to design an effective collaborative process to help participants achieve their goals.

We were not able to interview everyone with an interest in a Redeeming Scholars-type program. However, we made every effort to ensure we heard diverse perspectives. Our goal in conducting assessment interviews is to have all interested parties feel their perspectives and interest will be represented by those interviewed. A list of interviewees is available in appendix A.

Most interviews were held via Zoom and others by phone. Before each interview, individuals were briefed about the purpose of the assessment. All interviews were voluntary and lasted approximately one hour. Interviewees were informed that this report would aggregate responses into key issues without individual attribution.

The report is not intended to be a comprehensive review of the fields of corrections, rehabilitation, and education. Instead, it reflects what Oregon Solutions heard from interviewees at a single point in time. It is an overview about the key topics of interest to parties engaged in activities related to this potential effort.

### 3. BACKGROUND

#### 3.1. The costs of “tough on crimes” policies are being reexamined

The United States has experienced a 500 percent increase in the rate of incarceration over the last 40 years as a result of “tough on crime” changes in law and policy.<sup>1</sup> Mandatory minimum sentences, changes in sentencing for drug offenses, and longer sentences for property and violent crimes, during periods when the rate of these crimes declined, all contributed to this increase.<sup>2</sup> This resulted in the United States having one the highest rates of incarceration per 100,000 persons in the world,<sup>3</sup> and being “home to the largest total number of prisoners in 2020.”<sup>4</sup>

In the wake of decades of these “tough on crime” policies, which cost taxpayers \$80 billion per year,<sup>5</sup> a national rethinking is underway on the impact of corrections versus rehabilitation and the hidden costs of incarceration.<sup>6</sup> Today, the effectiveness of these policies and their long-term impacts on individuals, families, communities, and society are in question. When examining the effectiveness of society’s recent approach to corrections,

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1. “Criminal Justice Facts,” The Sentencing Project (website), accessed February 3, 2021.

<http://www.sentencingproject.org/criminal-justice-facts/>.

2. “The Hidden Cost of Incarceration,” The Marshall Project (website), December 17, 2019.

<https://www.themarshallproject.org/2019/12/17/the-hidden-cost-of-incarceration>.

3. “Countries with the Largest Number of Prisoners per 100,000 of the National Population, as of June 2020,” Statista (website), accessed February 3, 2021. <https://www.statista.com/statistics/262962/countries-with-the-most-prisoners-per-100-000-inhabitants/#:~:text=As%20the%20statistic%20above%20illustrates,large%20industrialized%20nations%20in%20incarceration>.

4. “Countries with the Largest Number of Prisoners, as of June 2020,” Statista (website), accessed February 3, 2021.

<https://www.statista.com/statistics/262961/countries-with-the-most-prisoners/>.

5. Nicole Lewis and Beatrix Lockwood, “How Families Cope with the Hidden Costs of Incarceration for the Holidays,” *New York Times*, December 20, 2019, <https://www.nytimes.com/2019/12/17/us/incarceration-holidays-family-costs.html>.

6. “The Hidden Costs of Incarceration.”

some ask whether the criminal justice system can achieve rehabilitation if, like a bicycle, it is “stuck in one gear: the prison gear?”<sup>7</sup>

### **3.2. Black, Indigenous, and other people of color are disproportionately incarcerated**

The consequences of these changes to sentencing and incarceration also impacted racial groups unevenly. The Sentencing Project reports that while people of color make up 37 percent of the United States population, they account for 67 percent of the overall prison population.<sup>8</sup> They go on to say the following:

“... African Americans are more likely than white Americans to be arrested; once arrested, they are more likely to be convicted; and once convicted, they are more likely to face stiff sentences. Black men are six times as likely to be incarcerated as white men, and Hispanic men are more than twice as likely to be incarcerated as non-Hispanic white men.”<sup>9</sup>

Similar trends are found in Oregon where “[w]hites are underrepresented in the incarcerated population while Blacks, Latinos, and American Indians are overrepresented.”<sup>10</sup>

### **3.3. Education is on the rehabilitation continuum**

Today in the United States, “formerly incarcerated people are often relegated to the lowest rungs of the educational ladder; more than half hold only a high school diploma or GED, and a quarter hold no credential at all.”<sup>11</sup> Formerly incarcerated people are also “eight times less likely to complete college than the general public.”<sup>12</sup>

Researchers have found that “many formerly incarcerated people are subject to punitive practices in schools and neighborhoods that funnel them ... into the juvenile and criminal justice system.”<sup>13</sup> This is a process often referred to as the school-to-prison pipeline. Moreover, researchers say “their educational exclusion persists during and after incarceration.”<sup>14</sup>

Education is “especially critical for people seeking employment after release from prison.”<sup>15</sup> Formerly incarcerated individuals face a “staggering 27 percent unemployment rate,”<sup>16</sup> which is “higher than peak unemployment during the Great Depression.”<sup>17</sup> Much of

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7. “Criminal Justice Facts,” The Sentencing Project.

8. “Criminal Justice Facts.”

9. “Criminal Justice Facts.”

10. “Oregon Profile,” Prison Policy Initiative (website), accessed February 3, 2021.

<https://www.prisonpolicy.org/profiles/OR.html>

11. “Oregon Profile,” Prison Policy Initiative (website).

12. “Oregon Profile.”

13. “Oregon Profile.”

14. “Oregon Profile.”

15. “Oregon Profile.”

16. “Oregon Profile.”

17. “Oregon Profile.”

this is attributed to these individuals having low levels of education and access to far fewer low-skilled jobs than were available as far back as the mid-1980s. These rates are even worse for formerly incarcerated Black, Indigenous, and other people of color.

Educational attainment also has an impact on rates of recidivism. The US Bureau of Justice Statistics reports that nationally there are “high rates of recidivism among released prisoners.”<sup>18</sup> But rates of recidivism for formerly incarcerated individuals who participate in education programs drop precipitously. In fact, “the higher the degree, the lower the recidivism rate is: 14 percent for those who obtain an associate degree, 5.6 percent for those who obtain a bachelor’s degree, and 0 percent for those who obtain a master’s degree.”<sup>19</sup> (The National Institute of Justice found the recidivism rate for a person with vocational training drops to approximately 30 percent.)

### **3.4. California’s Project Rebound provides a model**

California has long been at the center of our nation’s justice conversation—first with “tough on crime” policies, and today with efforts “to reintegrate formerly incarcerated people into society.”<sup>20</sup> One notable example is Project Rebound, a program that has been decades in the making, and that has been described as an alternative to the revolving door policy of the criminal justice system.<sup>21</sup> It is the brainchild of Professor John Irwin, a formerly incarcerated individual who later became a sociology professor at San Francisco State University, and who is an internationally recognized advocate for the rights of individuals in custody.<sup>22</sup>

Project Rebound (which serves released Californians only) helps formerly incarcerated students “prepare, apply, enroll, and graduate with a degree.”<sup>23</sup> Initial services include customized pre-matriculation advising and support for currently and formerly incarcerated people who aspire to apply to a California State University campus.

Once a formerly incarcerated individual is on campus, the program offers them “academic and financial counseling, peer mentoring and tutoring, and career placement.”<sup>24</sup> They further help individuals with food vouchers, transit fare, money for books if needed, or other connections to help them navigate college.<sup>25</sup> And, “if a participant has problems with

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18. “Benefits of Prison Education,” Northwestern University (website), accessed February 3, 2021.

<https://sites.northwestern.edu/npep/benefits-of-prison-education/>.

19. “Benefits of Prison Education,” Northwestern University (website).

20. Heather M. Harris and David Harding, “Can California’s Colleges Help Reintegrate Former Prisoners?” *The Daily Californian*, December 11, 2020, <https://www.dailycal.org/2020/12/11/can-californias-colleges-help-reintegrate-former-prisoners/>.

21. Associated Students Inc., “Project Rebound: A Program for People in and from the Criminal Justice System.”

<https://asi.sfsu.edu/wp-content/uploads/2019/10/PR-Brochure.pdf>.

22. Matt Reed, “Project Rebound Marks 50 Years of Educating Former Prisoners,” San Francisco State University (website), September 28, 2017, [https://develop.sfsu.edu/project-rebound-marks-50-years-educating-former-prisoners?gclid=CjwKCAiA\\_eb-BRB2EiwAGBnXXiNHdZhZsbr9hCojFh-GyEM1ZNLqht025GoRV7-jPjldtCY8DW34RRoCmc0QA\\_vD\\_BwE](https://develop.sfsu.edu/project-rebound-marks-50-years-educating-former-prisoners?gclid=CjwKCAiA_eb-BRB2EiwAGBnXXiNHdZhZsbr9hCojFh-GyEM1ZNLqht025GoRV7-jPjldtCY8DW34RRoCmc0QA_vD_BwE).

23. “Project Rebound,” Prison Activist Resource Center (webpage), accessed February 3, 2021,

<https://www.prisonactivist.org/resources/project-rebound>.

24. “Project Rebound,” Prison Activist Resource Center (webpage).

25. Reed, “Project Rebound Marks 50 Years of Educating Former Prisoners.”

parole or trouble receiving a state license for work such as nursing or counseling, [the program is] there to assist.”<sup>26</sup> They note that by offering these “resources and connections with supportive entities, [the program helps] students with their basic needs so that they can concentrate on gaining expertise in their field of study and achieve educational and personal empowerment.”<sup>27</sup>

The centerpiece of Project Rebound’s mission and model is their staff, who have their own incarceration experience, and who, themselves, have successfully navigated a university setting. Their staff members act as peer mentors helping these incoming students transition from the correctional system to the post-secondary world. This mentorship offers students someone to connect with on campus who shares a unique awareness of needs and issues that a formerly incarcerated individual experiences when entering college.<sup>28</sup>

Today, a group of Oregonians interested in the success of those coming out of prison wants to work on such a mentor-based approach.

## 4. FINDINGS

This section details findings from assessment interviews. It outlines what we heard on a range of questions related to a potential post-secondary program for formerly incarcerated individuals, and it details considerations of barriers and opportunities for a project of this kind. These findings are not exhaustive, but summarize key themes that we heard.

The first section details our general findings and the second section details process findings. Interview questions are available in appendix B.

### 4.1. General findings

This section outlines interviewees’ overarching comments about a post-secondary program serving formerly incarcerated individuals in Oregon.

#### 4.1.1. *There is strong support for a Redeeming Scholars-type program*

- Interviewees were universally supportive of a Redeeming Scholars-type program.
- Many interviewees saw a potential program filling one important gap in Oregon’s strategies to improve the prison-to-community transition, and to help reverse the school-to-prison pipeline.

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26. Reed.

27. Associated Students Inc., “Project Rebound: A Program for People in and from the Criminal Justice System.”

28. Jill Hamilton, “Amid challenges, CSUF’s Project Rebound keeps supporting formerly incarcerated students,” *The Orange County Register*, September 24, 2020, 11:45 a.m., <https://www.ocregister.com/2020/09/24/amid-challenges-csufs-project-rebound-keeps-supporting-formerly-incarcerated-students/>.



- Others saw this program as a pathway to help formerly incarcerated individuals build a community of support, personal resilience, and confidence so they can achieve education and a meaningful career.
- Several interviewees saw a potential to build relationships between individuals and institutions, build relationships between siloed institutions, and provide a benefit to public safety by reducing recidivism.

#### *4.1.2. There is movement away from punitive corrections toward rehabilitation*

Most interviewees noted the need to shift away from punitive corrections toward rehabilitative opportunities for those who have served their sentences. Many generally acknowledged that new programs that create greater opportunities for formerly incarcerated individuals are needed in order for these individuals to successfully reintegrate into society.

#### *4.1.3. The risk tolerance of educational institutions is a potential issue*

Some interviewees questioned the risk tolerance of educational institutions if they face pressure from key stakeholders not to serve some members of this population. For some, this question related to whether educational institutions would limit admission of formerly incarcerated individuals convicted of certain crimes—sex crimes being the most often cited by interviewees.

#### *4.1.4. Any effort should be centered around formerly incarcerated individuals*

- Nearly all interviewees said that any program like this should be informed by and centered on the lived-experience of formerly incarcerated individuals—youth and adults.
- Several interviewees expressed the importance of formerly incarcerated individuals receiving mentorship from those who have similar lived-experience, and who have successfully navigated the post-secondary system. They noted mentors would better understand the unique adversities these students face and would be best able to communicate about successful reentry pathways.

#### *4.1.5. Training in the trades should be included*

- A number of interviewees want to include trades education and community colleges as part of this post-secondary education program.
- Many interviewees saw trades education and apprenticeship programs as important components that could broaden pathways for currently and formerly incarcerated people. Some interviewees said these programs would increase access to higher-skilled, well-paying jobs and provide more options for individuals to create a higher sense of self-worth.

#### *4.1.6. Program should align with institutional missions*

Several interviewees said the Redeeming Scholars concept aligns with existing educational institutions' missions to broaden opportunities for Oregonians to improve themselves and to strengthen communities.

#### *4.1.7. Program should dovetail with in-prison education activities*

- Some interviewees noted that Oregon currently has a series of in-prison education activities, such as institution-provided education, general education development, community college courses at inmate expense, English as a second language, and the Inside-Out prison exchange courses involving students and faculty from the University of Oregon, Oregon State University, and Portland State University.
- Coordinating and working with these educational programs in correctional institutions was seen as beneficial and complementary to the existing Legislative Task Force on Prison Education.

Note: After we completed our assessment interviews, Congress restored federal Pell grants for incarcerated individuals as part of a second COVID-19 relief and stimulus package, reversing a ban that was part of the 1994 crime bill.<sup>29</sup>

#### *4.1.8. Formerly incarcerated individuals need help with basic needs and transition*

- Many interviewees noted that formerly incarcerated individuals face challenges when reintegrating into society, such as fulfilling basic needs for housing and food, meeting conditions of parole, and maintaining mental health. These interviewees said these challenges make it particularly difficult for this population to access post-secondary education.
- Consequently, many interviewees said any program should consider connecting with existing local supportive entities, such as community-based organizations, faith-based entities, and on-campus supports to offer an appropriate range of resources and connections.
- Some interviewees said a good function for a Redeeming Scholars-type program could be to help under-resourced parole and probation and corrections offices by completing as much work as possible to set up this population for success. This support could include helping participants fill out applications, apply for financial aid, and connect with community-based organizations for additional wrap-around services.
- While not directly responding to questions we asked, a couple of interviewees spoke to the importance of expanding in-prison education and trade opportunities, and a need to help adults in custody become better versed in technology before release.

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29. Erica L. Green, "Financial Aid Is Restored for Prisoners as Part of the Stimulus Bill," *New York Times*, December 23, 2020, <https://www.nytimes.com/2020/12/21/us/politics/stimulus-law-education.html>.

#### *4.1.9. Equity must be considered*

- Some interviewees raised the issue of equity as a value. Some spoke of the importance of providing better resources to populations disproportionately impacted by the corrections system, specifically to Black, Indigenous and other people of color, and poor communities.
- Others raised concern about disproportionate levels of community-based resources across counties in Oregon to serve these populations.
- Others said that it is important for victims to be considered and heard while any program like this is considered.

#### *4.1.10. There is low to moderate cross-sector knowledge*

- We found there to be low to moderate cross-sector knowledge among interviewees. We presume this is likely due to the diversity of individuals, institutions, and organizations we interviewed. This limited cross-sector knowledge was evidenced by our open-ended questions about the nature of low-level criminal offense; how parole and probate works; and knowledge of the intersection of trades, community colleges, and higher education in Oregon.

#### *4.1.11. Near-term funding during the COVID-19 pandemic could be a challenge*

- Several interviewees shared uncertainty about the near-term availability of public funding for a Redeeming Scholars-type program from local and state budgets due to budget impacts of the COVID-19 pandemic. We did not find that this concern impaired interviewees' support for the project. Instead, they were simply acknowledging the challenges of starting any new program during a time when public employees are being furloughed and public services cut.
- While public funding might be challenging today, some interviewees highlighted potential funding opportunities through grants, donors, and other funding streams that could support an initial program.

#### *4.1.12. Oregon's fragmented system of government could be a challenge*

- One interviewee noted that Oregon's governmental structure (state and local) is generally fragmented. This sentiment was echoed by other interviewees who spoke of the challenge to creating longstanding systemic change in education or corrections in Oregon. While not seen as insurmountable, it was something some interviewees felt should be understood and discussed by any future project team.

## **4.2. Process findings**

This section outlines themes we heard regarding an effective collaborative process to create a Redeeming Scholars-type program.

- Several interviewees expressed concern about potential "co-optation" of a collaborative table if the structure is too "top heavy." These interviewees said any collaborative process should **center the voices of the formerly incarcerated** and

ensure the spirit and intent of a program stays true to those it is intended to serve. This included ensuring a collaborative table that includes formerly incarcerated youth and adults who are included in the decision-making process.

- There was near universal agreement that if this project is designated by the governor as an Oregon Solutions project, **a project team needs to include decision makers, subject matter experts, and formerly incarcerated individuals**. This was seen as important in order to address barriers, streamline approvals, address issues of security, provide needed expertise, and put formerly incarcerated individuals at the center of the project team.
- Several interviewees stressed the importance of **representation from state corrections departments and academic institutions** in order for a project team to be successful.
- Some interviewees said it would be important for a project team to develop a **unified mission and vision** as it begins its work. This was seen as important to provide structure and ensure the integrity of the concept when it is replicated across the state. It was also seen by some as one step to address challenges brought on by Oregon's fragmented system of government.
- Interviewees commented on the need for an **agreed upon scope** for any project. We found there is great passion for this work. Such a broad array of institutional and community interests could distract the focus of a project team. To address this, a project team must agree to its scope from the outset.
- Interviewees almost universally reported that a project team should consider **phasing a rollout** of a Redeeming Scholars-type program and begin with those institutions and communities first willing to start and support a program. Nearly all interviewees said they want to see this program in every part of the state. But most suggested a regional rollout could best ensure the program's success by creating an opportunity to vet what works and what doesn't in the first communities willing to commit to the project. This approach would provide the best roadmap for success statewide.
- Several interviewees shared the **importance of data**, assessment, and evaluation to identify program outcomes and strategies and to help demonstrate the value and success of the program. Some said any project team should prioritize data use as one of the key early and ongoing tasks.
- A project team will likely need to vet and explore **short-term and longer-term funding options** for this potential project being mindful of near-term concerns about the adequacy of public budgets in the wake of the COVID-19 pandemic.

## 5. RECOMMENDATION

We found there is strong enthusiasm for a Redeeming Scholars-like program. There is general recognition that help is needed to create rehabilitative opportunities for formerly incarcerated individuals, and that there are real world examples that show a project of this kind has potentially great benefits for these individuals, their families, and their communities. While there is concern about the availability of public funds to support such a program in the near-term, there is strong desire to identify other resources to fill that gap. Also, this type of program aligns with the social missions of most of the organizations we interviewed.

Consequently, we believe the conditions exist for a meaningful Oregon Solutions process. There is universal willingness to engage in a collaborative effort to consider the development of a Redeeming Scholars-type project in Oregon. There is interest in working on institutional buy-in, cross-sector challenges, and project design for a program that could be replicated statewide. There is also interest from several partners to contribute resources toward a potential solution. To that end, Oregon Solutions recommends that the governor designate this effort as an Oregon Solutions project.

If the effort is designated as an Oregon Solutions project, the following phased process could work well:

### **Phase one: agreement-seeking**

- *Identify a clear scope and charge.* An Oregon Solutions project team will want to identify the desired short-and long-term goals of a project team, develop a clear timeline, and validate a work plan.
- *Engage participants.* Discuss ways to meaningfully center the voices of formerly incarcerated individuals in the Oregon Solutions process and discuss representation.
- *Create a unified program mission, vision, and guiding principles.* Work bottom-up and top-down to create a unified program mission, vision, and guiding values, to set the program design team in motion. The vision will strive to address the multiple interests of the advisory group or collaborative process, and articulate a shared outcome or future state the group would like to see.
- *Develop a shared understanding.* Create a shared understanding and general knowledge about respective sectors and identify potential opportunities or considerations.

- *Determine scale and phasing.* Discuss and confirm desired scale of implementation (for example, phases, locations, and so on).

## **Phase two: program design, funding, and commitments**

- *Design the program.* Work collaboratively to develop program elements, staffing, and proposed program evaluation.
- *Address barriers to implementation.* Identify and address potential barriers. Formerly incarcerated individuals will be invited to highlight these specific barriers through storytelling.
- *Identify funding.* Identify and validate available funding for agreed upon phases.
- *Develop the message.* Develop key messaging as part of a potential long-term funding strategy.
- *Establish cost-sharing.* Agree on cost-sharing to fund identified pilots or phases.
- *Conclude with a signed Declaration of Cooperation.* Conclude with an Oregon Solutions Declaration of Cooperation that articulates the shared commitments between community leaders, private sector partners, and civic champions committed to implement the project.

We anticipate it could take twelve to fourteen months to secure a Declaration of Cooperation that is effective and meaningful for the overall project.

## **APPENDIX A: LIST OF INTERVIEWEES**

Acosta, Hon. John, US Magistrate Judge, District of Oregon

Aiken, Hon. Ann, US District Judge

Arthur, Deborah, Associate Professor, Portland State University

Bandurraga, Abby, Deputy Apprenticeship Director, Oregon Bureau of Labor and Industries

Birmingham, Jordan, Executive Director, Corrections Education, Chemeketa Community College

Cain, Josh, student

Cannon, Ben, Executive Director, Oregon Higher Education Coordinating Commission

Capps, Lindsey, Education Policy Advisor and Chief Education Officer, Office of Governor Kate Brown

Cohen, Shaul, Associate Professor & Director of Prison Education Program, University of Oregon

Daniels, Nakeia, Deputy Director, Oregon Youth Authority

Dembrow, Senator Michael, Oregon State Legislature

Feser, Edward, Provost and Executive Vice President, Oregon State University

Ford, Lisa, Apprenticeship Director, Oregon Bureau of Labor and Industries

Frener, Nathaline, Assistant Director of Correctional Services, Oregon Department of Corrections

Garvin, Meg, Executive Director, National Crime Victim Law Institute and Clinical Professor

Grubbs, Whitney, Executive Director, Foundations for a Better Oregon

Guyer, Eric, Jackson County Community Justice Center, Oregon Department of Corrections

Hamann, Greg, retired, President Linn Benton Community College

Hanson, Jon, Operations and Policy Analyst, Oregon Department of Corrections

Hightower, Tracie, Education Administrator, Oregon Department of Corrections

Interbitzin, Michelle, Associate Professor, Oregon State University

Johnson, Gunner, Outreach Coordinator, Project Rebound

Johnson, Laura, Director of Program Development, Sponsors Inc.

Kersey, Hon. Alycia, US Circuit Court Judge of Klamath County

Kinkade, John, Reentry Affairs Coordinator, Sheridan Federal Correctional Institution

Kirk, Christine, Public Policy and Government Relationships Manager, Oregon Youth Authority

Laschober, Kristy, Community Resource Director, Reclaiming Lives

Miller, Eloisa, Business and Economic Equity Policy Advisor, Office of Governor Kate Brown  
Morton, Matt, Equitable Education Portfolio Director, Meyer Memorial Foundation  
Nelson, Alex, Educational Services Coordinator, Oregon Youth Authority  
Pacheco, Manny, faculty, Rogue Community College  
Percy, Stephen, President, Portland State University  
Phillips, Patrick, Provost and Senior Vice President, University of Oregon  
Preus, Cam, Executive Director, Oregon Community College Association  
Roemeling, Emily, Public Safety and Education Assistant Policy Analyst, Office of Governor  
Kate Brown  
Rogers, Andrew, Executive Director, Oregon Student Association  
Schott, Linda, President, Southern Oregon University  
Severe, Constantin, Public Safety Policy Advisor, Office of Governor Kate Brown  
Shaw, Randy, Homeless Veterans Outreach  
Shikli, Peter, Coordinator, Access2Online  
Stallman, Jeanne, Associate Vice President Government Relationships and Outreach,  
Southern Oregon University  
Stoudamire Wesley, Serena, Chief Cultural Change Officer, Oregon Department of  
Administrative Services  
Walraven, Trevor, Co-Founder and Director of Public Education and Outreach, Oregon  
Youth Justice Project  
Washington, Rakeem, Director, Access and Reentry, Portland Community College  
Williams, Max, President and CEO, Oregon Community Foundation  
Withnel, Dick, civic leader, Marion and Polk counties



## APPENDIX B: INTERVIEW QUESTIONS

1. Have you been involved in any previous effort like this before? Explain: what/ when/ why/ how/ where/ with whom.
2. What are your primary interests, needs, or goals specific to efforts to improve post-secondary education opportunities for currently incarcerated and post-incarcerated individuals?
3. How do you see your participation in this process helping your interest(s)? What would you see as contributions you or your organization could make to the success of this effort?

Questions related to process for an Oregon Solutions project:

1. From your perspective, what are the most important priorities and /or project goals should this become an Oregon Solutions project? What would you see as the most important logical starting point to achieve those priorities?
2. What do you think this project needs in order to be successful? Who / what might be able to meet those needs?
3. What are the challenges or barriers (critical issues) that need to be addressed to resolve these topics?
4. Are any of these unattainable because of differing views? What is the potential for resolution? Are there differences regarding technical data or policy? Do you have suggestions for how they might be overcome?
5. What are the authorities or approvals that you know of that need to occur for this project to succeed?
6. Who do you think should sit at the project team table—public, private, key stakeholders? (Consider social justice, diversity, and equity issues, and share interviewee your list of others being interviewed.)
  - a. Would you or your organization be willing to participate in an Oregon Solutions project focused around this topic? What resources could you / your organization bring to support the process / project team?
7. If this were to become an Oregon Solutions project, should the group first focus on a system wide approach or a pilot project? (Please explain the benefits/drawback as you see them from your perspective.)
8. What would happen if an Oregon Solutions process were not convened?

9. Who do you think would be a good convener(s) for this project?

10. Do you have any questions for us? Is there anything else you want to address that wasn't addressed already?