



Illinois Criminal Justice Information Authority

HIGHER EDUCATION IN PRISON TASK FORCE

Minutes

HJR27

Friday, April 8, 2022
10:00 AM to 11:30 AM

Location
Via WebEx Video Conference/Teleconference

Attendees

Task Force Member Attendance	Present (VIDEO)	Telephone	Absent
Orlando Mayorga, Chair	X		
Rep. Carol Ammons	X		
Sen. Terri Bryant			X
Sen. Kimberly Lightford			X
Yaacov Delaney	X		
Director Rob Jeffreys, IL Dept. of Corrections (IDOC)			X
Dr. Lynne Mock, ICJIA	X		
Dr. Eric Lichtenberger, IL Board of Higher Education	X		
Nathan Wilson, IL Community College Board	X		
Antoinette Burton, University of Illinois, Champaign-Urbana			X
Sarah Ross, Art Institute of Chicago	X		
Dr. Quintin Williams, The Joyce Foundation	X		
Dr. Rebecca Ginsburg, University of Illinois, Champaign-Urbana	X		
Gwyneth Troyer, John Howard Association of Illinois			X

Also present were:

- Miranda Gills (Proxy for Sen. Lightford), Senior Advisor and Communications Specialist
- Emma Holzauer (Proxy for Rep. Carol Ammons), Support Staff
- Alyssa Williams, IDOC
- James Pagano, IDOC
- Maria Miller, IDOC
- Ashton Hoselton, Education Justice Project

Jaquelyn Gilbreath, ICJIA Research Analyst
Crystal Johnson, ICJIA, Office of the General Counsel
Sharon Varallo
Stephanie Schmitz-Bechteler
Susan Giberson

A. Call to Order and Roll Call

1. Chair Mayorga called the meeting to order at 10:03 AM
2. Crystal D. Johnson took roll
3. Quorum was established

B. Motion to Approve the Agenda for March 24, 2022 (Voice Vote)

1. Moved by Dr. Lynne Mock
2. Seconded by Representative Carol Ammons
3. All were in favor
4. No oppositions
5. No abstentions
6. Motion passed

C. Motion to Approve Minutes for March 10, 2022 (Voice Vote)

1. Rebecca Ginsburg offered corrections to the meeting minutes.
2. Dr. Lynn Mock asked for a clarification of the acronym "CCW".
3. James Pagano offered a correction for the name "Jennifer Billingsley."
4. Meeting Minutes as Amended Moved by Rebecca Ginsburg
5. Seconded by Dr. Lynne Mock
6. All were in favor
7. No abstentions
8. No oppositions
9. Motion passed

D. Education Programs Community Scan Excel Document

- a. Chair Mayorga asked members to reference the excel spreadsheet identifying the facilities within Illinois that offer higher education in prisons. He stated this will serve as a document that we can that we can all fill in as a task force related to information that we hope to gather. He stated the document would be beneficial for our final recommendations, and would give the members a scan of the programming that exists in Illinois. Chair thanked Rebecca for her amendments to the report.
- b. Sarah Ross asked if the members were to add onto the document itself or in this forum?
- c. Chair Mayorga stated together we can begin to fill it in if we allot time within the meeting. He stated I think it will be beneficial for us to also carve out time to discuss not only what it is that we're hearing, but also what it is that we hope to recommend for the final recommendation. He stated we are not having discussions around our learning as we are going.
- d. Dr. Lynne Mock stated she suggested that discussion around the document take place during the meeting so that it is recorded in the meeting minutes. She stated the template include the number of people that completed certificates and degrees so that the members can start compiling a baseline of what's happening now to help with goal planning in the future. She also stated there should be a line and at the bottom that tells the members where the source of this information is coming from, if the information is in administrative records, is it in a database, and who who is submitting? She stated this

information should be at the bottom of the document, and also their contact information, if we have any questions.

- e. Sarah Ross stated on line 12 it says the number of people with life/ life without- that's important. She stated I also feel like that there's people who have kind of a “defacto life sentence” and she is not sure what the department is describing as as life or life without? She stated some states say life is 40 years or more, but she just wanted to make sure that we're capturing folks that do have those kind of long term, but middle sentences because there's just a huge gap between 5 years and life with/ life without.
- f. Chair Mayorga thanked Sarah for bringing up the discussion and stated the de facto is 40 years and people who were sentenced prior to the Truth In Sentencing Law would be able to fall under that if they were sentenced to 40 years, but would only have to serve 20 years. He stated the question for the task force, would be how do we term people with long term sentences so that we at least have a baseline definition of who it is that we're trying to capture because the more people that we are able to capture based on time limitations and time restrictions will be helpful. He stated in reference to the final recommendation, a question to consider what is long term sentence? What is de facto life and what is the definition we hope to use for people who are serving those long sentences in IDOC.
- g. Sarah Ross stated she wanted to add that 1 for folks who might be unfamiliar or something that we have been working with folks with long term sentences for a long time and actually people with long term sentences do get out. She stated there's a generous amount of students who have left because laws have changed, for example juvenile life without federal laws have changed and their ability to use their degree is viable on the outside. She stated, I feel that's 1 of the sort of metrics that are is often used and while I don't think it should be the only one, I jwant to plug the need to support people with life and long sentences because it doesn't mean that they're going to be there forever necessarily. She stated the 2nd thing that that is a little bit outside this document, but I also think needs definition in this committee is, what are we talking about when when we talk about higher education, we talked about this a couple of meetings ago, and a lot of programs that currently are running or offer classes that are not credited. She stated they also offer classes that are accredited and a lot of community colleges, in the free world offer continuing education classes that are not accredited. She stated when we talk about higher education in order to even look at this document with some of the sections around programs for instance, I just want to be clear that this task force or somebody, some entity somewhere should make a definition of what we're talking about when we talk about higher education in prison. She stated you've already heard me argue that this is a pretty wide ecology, not necessarily only certificate or degree bearing programs, given that, as I mentioned before many programs do both. She stated I don't know if we could just add that to the docket as something to define or if other people find that urgent. I find it urgent as as a person who is part of a program that has that ecology.
- h. Dr. Lynn Mock stated it would be great to have as an agenda item how do we as a task force define higher education and what programs will fall underneath those categories.
- i. Representative Carol Ammons asked if the document is supposed to be blank or are there supposed to be marks in the columns where these things exist, Or is this a frame document that IDOC is going to complete?
- j. Chair Mayorga responded it is a framed document that we will all be completing, based on the information that we may know together we will start plugging in information and presenting it to the task force so that we can review it together. He stated he would hope to start looking at it and plugging in information that we know individually and then come to the meeting prepared to start filling it in together or send the information that you have to ICJIA, which is what has been requested so that they can fill it in for us. He stated we can actually begin to fill in together during our future meetings.
- k. Rep. Ammons stated the document itself needs to be filled in first by IDOC and then we compare it with stories or people who may have been through some or any of those programs and compare their experiences with what it provides. She stated I don't know how individuals outside of IDOC fill this in,

unless they have been involved in an education program like, Rebecca or Sarah or even someone who may have been in IDOC themselves and at the facility they were at, they had something that's not on this list, but without completing the form itself, it's hard for me to see what it is and what is not. She stated this the form is hard to fill out so I couldn't contribute anything to this form in reality unless IDOC gave me the starting point. She stated as I look at the form, I think IDOC needs to complete it based on their own analysis.

- l. Crystal Johnson stated our goal was to get the information the committee wants prior to presenting the report to IDOC and ask them to complete the report with the information requested.
- m. Dr. Lynne Mock stated she had a question about the part that says other programs. She asked if that section was needed because there's so many other programs that could help students directly. She stated programs like visual and hearing screenings. She stated she is not sure why we need to know about sex offender treatment, substance use disorder, treatment or volunteer programs.
- n. Chair Mayorga stated he wanted to make sure that that language has to be updated to reflect 1st person language. He stated he did not refer to people with convictions of the sexual nature as sex offenders. He stated the spreadsheet will be updated and the reason its there was because it was a suggestion that was made prior to it being created by one of the subject matter experts, in relation to the conversation around programming that doesn't require for credit classes. He stated those are some of the programs that I can add information about what is needed based on options for everyone who was incarcerated, not just for people seeking higher degrees. He stated wanted to apologize to Representative Ammons because he wasn't clear on exactly what information the task force would be able to fill and he wanted to repeat what was said by ICJIA representatives that we don't expect anyone to fill in information they don't know about. He stated but there are people on here who know about what programs exist that technically aren't involved in higher education programs, so whatever information you may be privy to, is the information that we hope to fill in.
- o. Rebecca Ginsburg stated she did not think it a good use of task force time to request that we use the meeting to compile information on the document. She stated we should send the information to ICJIA for them to complete and they present us with a document that has information already filled in. She stated I added the questions for rows 14 and 15 and I'm interested in knowing with respect to each of the numbers enrolled in the program for facility over the past 5 years, and the size of the waitlist over the past 5 years demographic information. She stated Brian suggested that we be particularly concerned with race, gender and gang affiliation and age. She stated if they have information, about age length to completion, time remaining on sentence and class of offense from which they were incarcerated to make sure that there is not a particular population within. She stated what we want to see is whether the particular populations within the system are more likely to receive educational services than others and which populations may not be getting access to those services. She stated for that reason, I'm suggesting that we ask IDOC to break down the numbers of people who are receiving those services by demographic group. She stated the last question I have is in reference to row 208, is, does the prison provide proctoring services to students who are enrolled in correspondence education. She stated the reason I ask is because I hope that as we consider our definition for Illinois of the definition of the purview of this task force with respect to higher education in prison, I hope that we are thinking about considering students who are involved in correspondence courses of their own. She stated 1 of the obstacles that we have run into a lot is that students who are enrolled in correspondence courses have not been afforded the availability of a Proctor to take the exams related to those courses and there's a lot of red tape to ensure that they can take the exams that allow them to proceed with their correspondence courses. She stated this seems to be very common institution to institution and I'm interested in knowing whether at each of the institutions, they provide accommodation for students who are involved outside of the volunteer contractual programs to complete those programs to take their exams. She stated I also want to second the concern that we put aside some time and I don't think we can do it before we hear from a community college board. She stated as a task force we are not going to handle every educational endeavor that could take place in a prison as a task force. She stated

our focus be providing a stronger ecology for higher education, prisons and Illinois and what sorts of programs we want to include in our understanding of higher ed.

- p. James Pagano member of the public from IDOC stated he did have some confusion about the document as it currently exists. He stated there is a pure spreadsheet perspective where we're asking for a whole bunch of data, and a whole bunch of different types of formats, where we're asking for numbers, we're asking for yes no responses and were asking for would appear to be narrative responsive as well as well as some questions that I think that maybe don't appear to be obviously related to the topic at hand and I just want to flag that. He stated while this maybe seems like a really straightforward request is actually going to turn into a lot of work for a lot of people in different departments, to pull us all together and put it into a format that is comprehensible. He stated in a previous role I had while working at Harvard, we took a year and a half to put together a program database for DOC and we're talking about 2000+programs that are constantly changing, especially when you consider volunteer programs that are in or out and much harder to track. He stated I think that the task force is likely to get a better and more useful set of responses with a tighter request. He stated he also wanted to flag Rebecca's question about the access to education. He stated the department was recently granted a Department of Justice grant around adult, basic education and as part of that application we ran some numbers on the breakdown of access by race. He stated it was a TABE results by race and we found that people of color were scoring lower on the TABE at intake at a disproportionate rate so that gets them to being influenced by statute on who's required take for flagging. He stated we've done some of that digging already and it is something that that surprisingly we do see.
- q. Dr. Eric Lightenberg stated I'd be interested in the funding mechanism and this could be a program attribute and it could be narrative driven like, how specific programs are funded. He stated I think that would be an interesting question and another Nathan, and I could help to capture information on, plans for what they hope to do in anticipation of the new guidance that's going to be released on access to see, who's planning on changing anything. He stated those would be the two areas I would hold and I'd be interested in the funding mechanism for the specific programs and what the providers are planning to do with the anticipated change and access to Pell grants for incarcerated individuals.
- r. Dr. Quintin Williams asked if the institutions would have information on individuals that participated in the program. He stated whatever it is, whether it be, they came back to DOC, or any other information that they have, what happens after they leave the program. He stated I want to ask James in terms of the capacity to collect the information and how long it might take? He asked James given the way that it's set up currently, would it be more feasible to take some slices of this and if it would be workable?
- s. Sarah Ross stated two other pieces that I have are where, and what facilities have restrictions on students they cannot get into programs based on X, X X. She stated I think that some of that material might be gathered in the document that Rebecca shared with us early on for programs that are not the community college these are all self funded programs. She stated I'm wondering if there's restrictions any other in any other place for example we have some students here that we've been told are on a no education list. She stated we don't know why and we want to know what that's about. She stated the other question that I have here is there are currently at college students writing papers with golf pencils and I think a question about ability to access materials to be a college student is also an important.
- t. Rebecca Ginsburg stated I really appreciate the comprehensive nature of this document and question whether or not we should provide IDOC and other entities with our timeline and that if we provide them? She stated as it currently stands, it would take a year at least given IDOC's capacity to complete it. She stated given that EJP we do provide information about the funding mechanisms of each of the independent programs I'm sure that Nathan is going to eventually provide information about the funding mechanisms of the community college programs. She stated maybe we can slice off a narrow bit to provide to IDOC. She stated I am the one that's really big on subcommittees, but I do recommend that we assign a couple of people to do the job of narrowing down the scope of this spreadsheet, so

that we present questions that they can reasonably get back to us within 2 weeks or a month because I am concerned about the delays that would be that would a result from us given this whole thing.

- u. Chair Mayorga thanked the members for their comments and contributions.

New Business

1. **Presentation: Community College Programs in Correctional Facilities: Janelle Washington, Director for Career and Technical Education, Illinois Community College Board, Jennifer Billingsley, Dean of Correctional Programs North, Lake Land College, Nathan Wilson, Deputy Director for Research and Information Technology Illinois Community College Board and Question Facilitator, Dr. Josh Bullock, President at Lake Land College**
 - a. Chair introduced Jennifer Billingsley and read her bio to the task force. Chair later introduced Janelle Washington and read her bio to the task force.
 - b. Introduction: Janelle Washington provided information on the Illinois Department of Corrections' (IDOC) Office of Adult Education and Vocational Service (OAEVS) oversees educational opportunities within correctional facilities.
 - c. Funding: Ms. Washington stated IDOC pays the community colleges for wages, benefits and supplies that are necessary to facilitate post secondary education and provided information on the following programs:
 - a. Perkins V sites that receive funding
 - b. ISBE for Secondary Education
 - d. Colleges: Ms. Washington outlined the programs at Danville, Kaskakia College and Lakeland College and the programs provided amongst the facilities.
 - e. Enrollment Data: Ms. Washington outlined data from ICCB centralized data systems from the colleges where enrollment data is collected.
 - a. Ms. Washington outlined low enrollment due to COVID-19 at Lake Land.
 - b. Ms. Washington stated Richland no longer provided data after 2016 and Lakeland College was able to continue their program.
 - c. Ms. Washington provided career and technical enrollment data for Kaskakia College, Lake Land College, Danville Area and Richland College.
 - f. Opportunities for Improving Educational Outcomes: Ms. Washington outlined a program that would allow adult students to earn their high school equivalency along with their post secondary education requirements.
 - g. Jennifer Billingsley stated Lake Land College's mission is to provide lifelong education and access to diverse communities. She stated it's very important to understand that the programming that we have in place right now didn't happen overnight. She stated it was progressive and each generation of educators and administrators have learned ways of improving upon the programming that exists right now. She stated part of the reason we are so successful is that it's been many years of work on these programs to get them where they are in our partnership with Department of Corrections.
 - h. Branch Campuses: Ms. Billingsley outlined enrollment data from 23 campuses in correctional facilities and two campuses in juvenile facilities. She stated the data was from their last most comprehensive year prior to the pandemic which would have been 2020.
 - i. Student Demographic: Ms. Billingsley stated we have 5,388 students that we served certainly a majority of them are male students, reflecting the populations in the Department of Corrections. She stated they serve the two female sites at Logan and Decatur. She stated they were able to break it down into demographics with 45% being white, with 40.9% as African American, and 11% as Hispanic. She said it is self-reported and they are able to breakdown the information in terms of age and she is happy to provide it to the task force upon request.

- j. Program Configuration: Ms. Billingsley stated each Lake Land College program at a correctional center is reported to the Higher Learning Commission as an additional site and subject to HLC visits to affirm compliance with the Criteria for Accreditation. Each program is also subject to IDOC Administrative Directives and subject to audit review.
- k. Student Achievement: Ms. Billingsley stated students in correctional facilities share the same recognizable credentials and awards as our on campus students. She stated our may earn an approved degree or certificate, or they may transfer those credit hours to similar college programs upon release. She stated our correctional students are also awarded academic honors if they complete 6 hours of courses, so they can earn the President's honors. She stated they also earn high honors and they also can graduate with high honors we do provide graduations at each facility and we always enjoy when our partners and corrections join us because really they have participated in the classrooms, and they have helped our enrollment and especially if it's counselors or the warden. She highlighted the needs of individual students in relation to release dates and court dates and stated students can enter and exit a program at any time. She stated those with longer sentences are able to continue in the program.
- l. Quinton Williams stated I remember, back, way back when I was really getting back into school from, the previous life I lived and it was so crucial that I had credits from Lake Land and it wasn't necessarily connected to a particular program-It was the actual credits, being able to get the credits that mattered for me when I eventually came home. He stated if people are there for a long time finishing a degree program obviously is critical, but I do want to continue to make space just for the ability for individuals to get college credits is very useful particularly when people come home.
- m. Crystal Johnson read Rep. Carol Ammons question from the chat: Does ICCB receive any reporting regarding equipment, supplies, contractual services purchase and from whom? She also asked does ICCB track job placement once the student completes the training program and job services?
- n. Presenter Janelle Washington responded as we administer the partners grant with with Perkins dollars, it has to be approved, because that's the federal guidelines. She stated we do have mechanisms to track what's being purchased. She called on Nathan to answer the question about the data capabilities.
- o. Nathan Wilson stated we have a strong partnership and relationship with the Illinois Department of Employment Security and we track students as part of federal accountability reporting. He stated we track performance accountability annually as part of those grant funds, but separate from that, we have connectivity as part of a couple of initiatives in the State of Illinois where we tracks graduates and attach that data to wage data. He stated you can track the graduates, for instance Nathan graduates from Lincoln Community College and we know what graduate programming he graduated in, the earnings and what occupation and industry. He stated we know this data from the time he graduates He state the colleges have this data information available locally and we also have it available at the state level.
- p. Rebecca Ginsburg asked if Perkins funds support academic courses and is Richland currently offering programs at Decatur? With respect to those academic courses that are not able to be funded by Perkins and what's the mechanism by which those courses are supported?
- q. Nathan Wilson stated in terms of separate from Perkins funds, there's, a portion of the formula that's based state funding based operating grants and that's really based off performance of students, completing courses. He stated if a student completes a course, they generate a certain amount of funds for each credit hours, they complete, so that's part of our funding formula and that's separate from, grant funds. He stated it's a little more nuanced but that's sort of a high level description state funding and I welcome my colleagues to talk more about the data capabilities.
- r. Rebecca Ginsburg asked if those funds go to the state funds that are supporting the courses that cannot be supported by Perkins funds- it's not federal funds?
- s. Nathan Wilson replied right and, in terms of the embedded genetic courses, within the Aes funds, I would have to talk to my colleagues in terms of if that's supported by Perkins funds or not, or if it's part of the program. He stated my assumption is that it can be supported by Perkins funds, but then, but again, I would need to to talk with my colleagues on that.

- t. Janelle Washington replied Perkins funds do not cover any tuition and fees and its only part of the program so it doesn't cover individual students. She stated it only covers your equipment, supplies, things like that. She stated disbursements are beyond her purview but the reimbursement that the colleges received for students earning, credit hours is how they're able to attend classes without having to pay.
- u. Jennifer Billingsley stated classes that are normal classes, like, history-those classes are not on our Department of Corrections contract, but we do have an agreement with them to provide them to students. She stated they are actually funded through the, credit hour generation that is through the classes, the students complete credit hours. She state the college is reimbursed for tthat credit hour generation and that is how we fund those. She stated we do not require any of the students to pay for any tuition, and the Department of Corrections doesn't provide funding, we are able to sort of a self fund programming and we certainly don't draw upon the Lake Land taxpayers to support those funds either. She asked Dr Bullock to provide more information.
- v. Dr. Josh Bullock stated Lakeland college essentially receives credit reimbursement for those students who participate in the course, and it's typically, depending on the type of academic course, it could be 30 to 35 dollars a credit hour. Roughly. He stated our sole goal is to break even so that we have enough students in the course essentially to pay the faculty member who's teaching that course because generally you're teaching as an adjunct faculty member and even if there are a full time, faculty member will not be part of their normal course mode, so our whole goal in doing that is to ensure that there is access to education and that's why we've been so proud to be a partner with Department of Corrections is because we're helping to provide education for those who really need us the most.
- w. Rebecca Ginsburg asked Am I correct that there isn't a separate agreement between the Illinois Community College Board and the Department of Corrections to offer credit our reimbursement to students enrolled and, not to students enrolled in the academic courses, the non vocational courses?
- x. Dr. Bullock replied there is no separate funding mechanism from the Department of Corrections for those academic courses and that is strictly being provided through Lakeland college and it's not part of our contractual agreement with the Illinois Department of Corrections. He stated even with credit our reimbursement for those programs that we provide any credit card reimbursement, that is received through the Illinois D3 College Board that goes back to the Illinois Department of corrections to offset the contract for the CTE courses.
- y. James Pagano asked could Lakeland elaborate a little bit more on the role of support staff and how those positions are funded and what student support services they offer?
- z. Jennifer Billingsley replied our support staff, there's a lot of logistics as many correctional, educational providers can testify to that, even the signing students getting students to class movement, supplying attendance, and student payroll that we have to complete. She stated there is a lot of extra effort to screen students for eligibility so our support staff are vital to that process to ensure that we're following not only the Department of Corrections requirements, but the colleges requirements, and getting the paperwork completed so that we are always following not only administrative directives but the College Board policies and it's really crucial to have the staff on site who can act as a liaison with department and provide real resources not only to myself who is off site, but to the warden on site and provide some explanations as to when we need a clearance for something to come in when we're doing the purchase and make sure it is something that security would permit to have us on grounds to provide a project to our students. She stated we report everything back to the department and we make sure there are approvals done and all of that comes through our support staff on site, so that additional credit, or reimbursement does not come directly to Lakeland college, goes to offset the contract for the courses which is separate from the administration and mechanism by which the questions are information as well.
- aa. Rebecca Ginsburg asked if we can have a sense of the size of those waitlist either by facility, or across the state.

- bb. Jennifer Billingsley replied I wasn't ready to provide that information, so I didn't gather and collect any of that. I know that certainly the pandemic has delayed a lot of our enrollments lately, but as the quarantines have been lifted, we are processing a lot of new students, so I am sure if the task force wants that information, we could provide it, and work with Department of Corrections to do so. She stated I will say that each institution in each individual program itself within that institution has a waitlist, and we process those waitlist and then when somebody rises up on the waitlist, we assign them to class immediately without delay.
- cc. Rep. Ammons asked can we receive any reporting related to the completion of, or degrees and the correlation job placement reports?
- dd. Nathan Wilson replied So, there's a couple aspects for that so we certainly have that for non incarcerated individuals so we track that statewide and by community college. He stated we'll delve a little deeper to see if we can Isolate that population for incarcerated individuals and if we're able to, generate that or compile it we will certainly share it with the group.
- ee. Rep Ammons asked If a student is taking an auto mechanics class, the person completes that program and they get out of the institution what mechanism supports job placement in the field that they just completed? Are there barriers once you get this certificate or this AA degree that we in the general assembly can remove so, that student can actually find a career in the thing that you just paid for them to get? She stated I think that the disconnection for me is that we have these programs according to what's been presented, but, members in the general assembly in their constituency receive any number of complaints about them, not being able to get jobs. She stated it seems that there's something missing here and I don't know if it's just a modification of this process that doesn't end in that person, getting the job or the barriers that we can remove to make your work easier when you're trying to present, academic degree programs in the institution. She stated whatever we're purchasing- I get lots of emails about students, not having supplies or have an access and I'm just wondering, where is the breakdown in this and how do we make education thatreal driver to reduce recidivism and provide actual re-entry and not just programs. She stated the reports that you all mentioned, I would love to see them and how the money is being used and who's the contractual, for whatever program that's being used as a program and what kind of suppliers they actually provide? She stated it doesn't match what we receive from the institutions. She asked if you could just send me whatever you report to the federal or to the state-I'd just like to see that.

F. Members Updates

- a. Chair Mayorga asked that in the interest of time member updates be reserved for the next task force meeting April 21, 2022.

G. Public Comments

- a. Greg Gaither, Woodlawn Reentry Program stated I've heard a couple of points raised that seem to resonate with re-entry services delivery. He stated someone was speaking about what happens to students in terms of supplies, what happens to students when they're exiting college in prison programs, returning to communities, what happens in the community college systems. He stated I just wanted to say that as a community services community range services provider and Nonprofit organization that the grassroots services are not actually being accessed by systems such as the higher education in prison programs or they're not being accessed as they should in terms of using grassroots provider services to build out the infrastructure in communities, so that we're talking about students who are going to college programs and then exiting those programs coming back to the same communities. He stated that in large measure, they are entering into incarceration we're talking about under resourced, underserved communities and so that when they finish these programs and come back into communities where we're not focusing enough on how to build a capacity of communities and 1 way to do that is to strengthen community based to reinforce services providers particularly the nonprofit grassroots organizations that are working down on the ground.
- b. Chair Mayorga replied thank you so much for the public comment and, before we wrap it up in the journey, I want to make sure to highlight that it's about the resources, but it's also about the

collaboration and the communication needed to make sure that this seamless process within the transition from prison, to school, to a community or both is something that is done very collaboratively. He stated that means education institutions and that especially means community based organizations on the ground that are providing services that education institutions cannot.

H. Adjournment

1. Moved by Dr. Lynne Mock
2. Seconded by Nathan Wilson
3. All were in favor
4. No oppositions
5. No abstentions
6. Meeting adjourned at 11:36 AM