Creating the Prison-to-College Pipeline: Examining the Barriers to Post-secondary Education for Formerly Incarcerated Women
Kendra L. Bell

PURPOSE
To explore the academic identities of formerly incarcerated women, critically examine the post-secondary educational system through the lens of feminist standpoint theory and counter-storytelling, and develop recommendations for effective university outreach programs.

PARTICIPANTS
The target population is formerly incarcerated women who did not attend a post-secondary institution before prison, who have, or are in the process of getting, a high school diploma or GED, and have not attended a post-secondary institution after prison.

RESEARCH QUESTIONS & DATA COLLECTION

<table>
<thead>
<tr>
<th>RQ 1</th>
<th>How do formerly incarcerated women describe their past, current, and future selves within the educational system?</th>
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<tbody>
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<td>RQ 2</td>
<td>How do formerly incarcerated women describe their past, current, and future expectations for a college education?</td>
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<td>RQ 3</td>
<td>How have learning experiences influenced college-going behavior and attitudes among formerly incarcerated women?</td>
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<td>RQ 4</td>
<td>How do formerly incarcerated women experience a college readiness program designed to support their expectations for a college education?</td>
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<td>RQ 5</td>
<td>How can colleges and universities develop and sustain outreach programs to support formerly incarcerated women’s expectations for degree attainment?</td>
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Before
In-depth Interviews
Composite Narratives

During
Education Journey Mapping
Possible Selves Questionnaire
Post-session Debrief
Researcher Journal

After
Photo-elicitation Interview
Website Analytics

“Prisons do not disappear social problems, they disappear human beings.”
Angela Davis

FRAMEWORKS
- Feminist Standpoint Theory
- Possible Selves
- Social Cognitive Career Theory

THE INTERVENTION: CAP

- Practical Knowledge
  - Understanding what is possible may serve to both raise academic self-efficacy and lower perceived structural barriers and all the participants to more fully engage with the next activities

- Possible Selves
  - Exploring past, current, and future selves through educational journal mapping and group learning centered on motivation

- SCCT
  - Utilizing the me3 career and major exploration tool to show the participants what is possible in an engaging way to increase the perceived value of a college degree and facilitate the next step

- Roadmap
  - Working as a group to find the information necessary to take the next steps into college and giving the participants a small success in the form of a tangible document with a road map for going forward