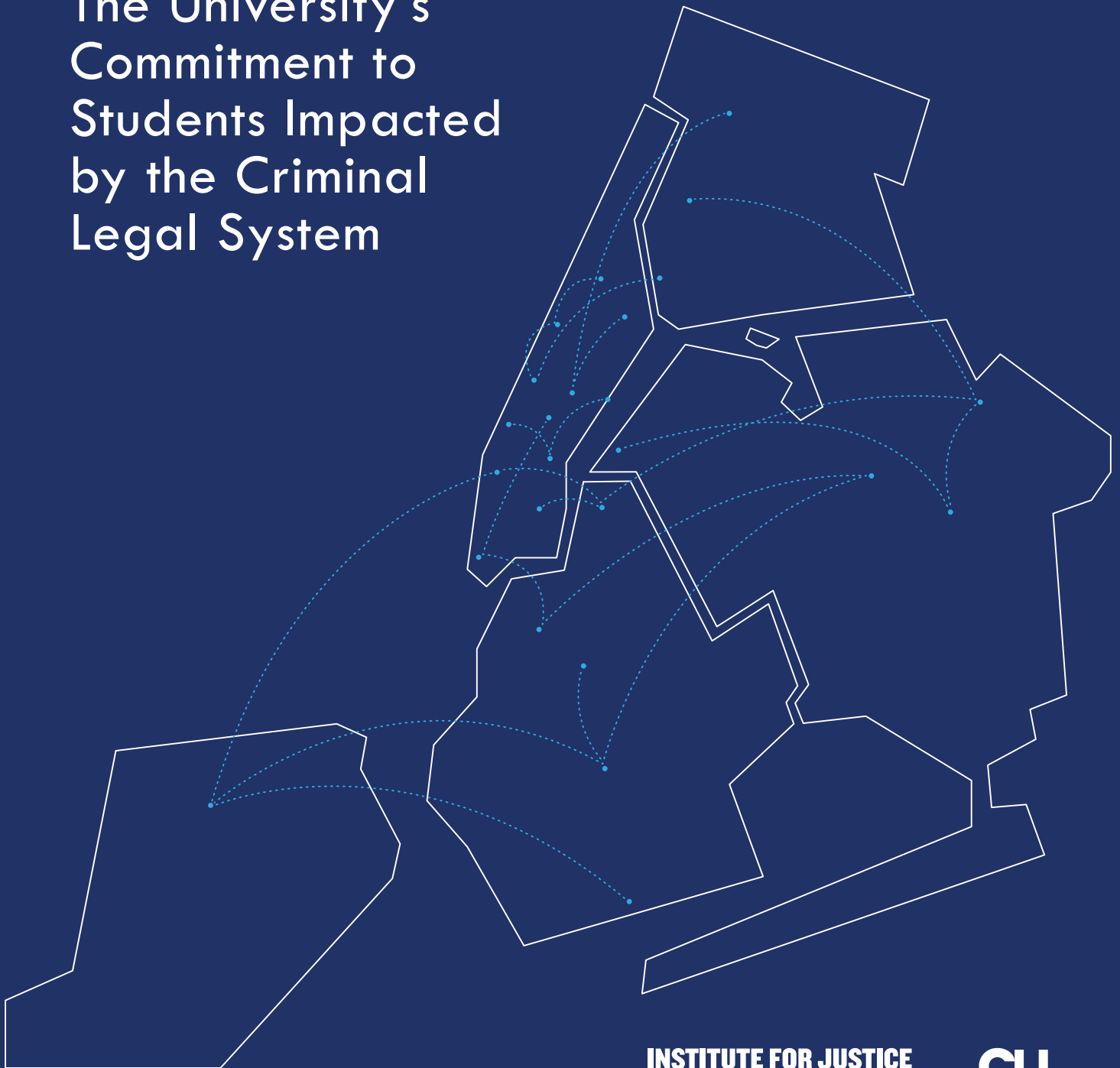


MAPPING THE CITY UNIVERSITY OF NEW YORK:

The University's
Commitment to
Students Impacted
by the Criminal
Legal System



**INSTITUTE FOR JUSTICE
AND OPPORTUNITY**
at JOHN JAY COLLEGE

CUNY

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John Jay College of Criminal Justice

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The Institute for Justice and Opportunity (the Institute), formerly known as the *Prisoner Reentry Institute*, is a center of research and action at the John Jay College of Criminal Justice/CUNY. The Institute is committed to providing opportunities for people to live successfully in the community after involvement with the criminal legal system. Capitalizing on its position within a large public university and recognizing the transformational power of education, the Institute focuses much of its work on increasing access to higher education and career pathways for people with conviction histories. The Institute's comprehensive and strategic approach includes direct service, research, technical assistance, and policy advocacy.

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FOREWORD

A Note from the Executive Vice Chancellor and University Provost

In my first year as Executive Vice Chancellor and University Provost, I have been struck both by the outstanding work of our colleges and by how thoroughly our students, faculty, and staff embrace CUNY's mission to be a vehicle of upward mobility, to provide access and opportunity, and to serve our State and City. All of us at CUNY can be justifiably proud that our colleges have collectively become the leading engine of social mobility among the nation's higher education institutions. With more than 1,400 academic programs at 25 colleges, we provide an education that enables more than 500,000 students each year to embark on their path to intellectual enrichment and life-sustaining work.

And yet, as I speak with our colleagues throughout the CUNY community, there is an underlying sense that the University is scratching the surface of what it can accomplish. With our remarkable pool of talent and our shared sense of mission, CUNY could achieve so much more, simply by better aligning our efforts.

To do this, the CUNY community will need to find new ways to collaborate — across colleges, disciplines, and areas of expertise. We will need to engage in a discovery process to learn who is doing what, why, and to what effect. We will need to identify and examine examples of excellence throughout CUNY, elevate best practices, and share strategies. Likewise, we will need to discover the barriers to our success and collectively figure out ways around them. Most importantly, we will need to embrace our mission of access and inclusion by seeking and serving broader prospective student populations, especially those whom we have sometimes overlooked in the past.

One of our most overlooked populations is those students who have been incarcerated. It is no secret that the United States' criminal legal system is rife with prejudice, and those who have been at the mercy of this inequitable system find walls erected before them as they pursue an education in an effort to better themselves and contribute to their community. In my view, it is nothing less than the duty of higher education to tear down those walls and offer a second chance to anyone who seeks it.

If the key component of our higher education mission is equity, then we must place new emphasis on developing and implementing policies and practices that ensure access and academic success for those who have been incarcerated. Across the nation, equity-focused organizations such as the Education Trust have been working assiduously to do just that, advocating to lift the ban on Pell grants and applying high-quality data to design strategies that improve degree completion for incarcerated people.

In sympathy with the aforementioned efforts, the Institute for Justice and Opportunity's new report, *Mapping the City University of New York: The University's Commitment to Students Impacted by the Criminal Legal System*, provides an important example of the type of analysis and strategy that is necessary. The report is the result of a thorough review of existing efforts to serve system-impacted students. More than 85 CUNY colleagues across eleven colleges and the central office were consulted and interviewed for the report. This included faculty as well as staff from academic affairs, student affairs, continuing education, adult education, student success programs, enrollment management, and information technology.

The report showcases CUNY programs that serve system-impacted students; it is upfront about problems and challenges; it addresses how we can work as a system and achieve scale; and it recommends several actionable steps to better serve system-impacted students. Ultimately, the report proposes the creation of a University-wide learning community “to share information about promising practices and challenges, to engage in collective problem solving, and to disseminate information across CUNY.”

With such system-wide thinking and collaboration, we can build a CUNY that is bigger, bolder, and more accountable. In short, we can mold the University into a stronger, nimbler, and more inclusive engine of social mobility, educational access, and achievement. With this in mind, I invite you to consider the recommendations of this report.

José Luis Cruz

Executive Vice Chancellor and University Provost

A NOTE ON LANGUAGE

As topics related to criminal justice reform receive increasing attention and support, consideration must also be given to the language used to describe the people impacted by the system and the system itself. In this report we've chosen to adopt the term **criminal legal system**, rather than criminal justice system. The omission of the word "justice" is a reflection of the growing acknowledgement that our systems of criminalization, policing, prosecution, and punishment are not always "just."¹ Instead, these systems much more accurately involve legal practice, and we chose to adopt terminology that describes just that.

We also urge the use of person-first language in all discussions related to supporting the experiences of people impacted by the criminal legal system. Person-first language avoids the conscious or subconscious nominalization of someone based on a single characteristic.² Words like "criminal," "convict," "felon," "inmate," and "prisoner" are powerful. They possess the ability to restrict people to categories that do not speak to their larger human identity and reinforce existing stereotypes about people with conviction histories.

The power of language was recognized by John Jay College President Karol Mason when she was the U.S. Assistant Attorney General, heading the Department of Justice's Office of Justice Programs. President Mason issued an agency-wide policy directing the Office of Justice Programs to replace words like "felon" and "offender" with person-first language in an effort to "solidify the principles of individual redemption and second chances that our society stands for."³ More recently, the Berkeley Underground Scholars Initiative, a group of formerly incarcerated and system-impacted academics at the University of California, Berkeley, created a terminology guide for communicating about those impacted by the criminal legal system.⁴ The Underground Scholars terminology guide grew from the work of the late Eddie Ellis, founder and director of the Center for NuLeadership on Urban Solutions; a research training and advocacy think tank committed to elevating the full humanity and potential of all people.⁵

In short, we have learned that language matters. As we continue to advance the dialogue about the importance of education and the City University of New York's (CUNY) role in supporting people who have been impacted by the criminal legal system, we will be using person-first language throughout this document. In doing so, we acknowledge and recognize the complexity of experiences of students on our campuses, where system-involvement may sit at the intersection of multiple identities.

1 Benjamin Levin, "Rethinking the Boundaries of 'Criminal Justice,'" *Ohio State Journal of Criminal Law* 15, no. 619 (2018): 620; Lucy Lang, "The Punishment Bureaucracy Has Nothing to Do With Justice," *Slate*, last modified November 18, 2019.

2 Valerie Johnson, "Why Nonprofits Need to Switch to Person-first Language Immediately," *Generocity*, accessed September 9, 2019.

3 Tom Jackman, "Guest Post: Justice Department Agency to Alter its Terminology for Released Convicts, to Ease Reentry," *the Washington Post*, accessed September 9, 2019.

4 "Language Guide for Communicating About Those Involved in the Carceral System," *News, Berkeley Underground Scholars*, accessed September 9, 2019.

5 "Language Letter Campaign," *Human Justice Campaigns, Center for NuLeadership on Urban Solutions*, accessed November 25, 2019.

Experiences with the criminal legal system vary among New Yorkers, and more specifically among CUNY students. There are students enrolled in the University who have been incarcerated and are now released, students who have been arrested but were not convicted, students who have been deeply affected by police practices including stop and frisk, and those whose family members or friends have been directly impacted. This is in addition to students taking CUNY classes at several correctional facilities across the city and state.

For the purpose of this report we are using the term **system-involved** to describe individuals who have experienced direct contact with the criminal legal system through an arrest, conviction, and/or incarceration. We use **system-impacted** to describe individuals who have direct contact and/or have a family member or friend who has experienced contact with the criminal legal system. Both terms encapsulate the range of individual experiences with the system. Additionally, we recognize that there are many systems that impact our students, like the immigration and foster-care systems. Our use of the term **system**, in this report, references the impact of the criminal legal system in the lives of students.

Recognizing the power of language, we changed our name from the Prisoner Reentry Institute to the Institute for Justice and Opportunity in April 2020. Our new name better reflects our values and our mission to create opportunities for people to live successfully in the community after involvement with the criminal legal system. We collaborated with staff from all of our programs, and surveyed students and partners at multiple points throughout the process, until we ultimately decided on the Institute for Justice and Opportunity. Whereas the words “prisoner” and “reentry” carry negative connotations and speak to a singular narrative, the words “justice” and “opportunity” create space for us to envision students in relation to the environments where the opportunities for success and transformation are abundant—such as college and community. The Institute for Justice and Opportunity speaks to the many opportunities that are facilitated by our programs, services, and advocacy, and speaks to our continuing work toward a more just society.

ACKNOWLEDGEMENTS

The Institute for Justice and Opportunity would like to express our sincere gratitude to the Andrew W. Mellon Foundation and especially to our program officer, Gene Tobin, for making this project possible.

We would also like to thank the Office of the Executive Vice Chancellor and University Provost of the City University of New York, hereafter CUNY Provost's Office, for partnering with us on this project. We especially want to acknowledge Robert Maruca, University Associate Provost for Planning, who has been an incredible thought partner at every stage of the development of this project, including his review of the final report. We want to thank former University Provost Vita Rabinowitz and former Interim University Provost Jane Bowers, for their deep commitment to diversity and to the inclusion and success of students who have been involved in the criminal legal system. Former Provost Rabinowitz was unreserved in her expressions of support for system-impacted students as an important expression of CUNY's mission as a public university system.

We are grateful to be part of the larger community of CUNY scholars and practitioners who took the time to provide their insight and share their experiences regarding engagement and support of CUNY students who have been impacted by the criminal legal system. Without their contribution, the execution of this project would not be possible. These individuals are listed in the directory, recorded in appendix A.

A special thank you to those who offered insightful feedback on drafts of this report: Jane MacKillop, Dean of Continuing and Professional Studies at Lehman College; Margaret Egan, Executive Director of the Board of Correction; Lucinda Zoe, Senior University Dean and Vice Provost for the City University of New York; Carla Barrett, Associate Professor and Academic Director for the Prison-to-College Pipeline at John Jay College; and Daniel Stageman, Director of Research Operations at John Jay College.

Many Institute staff contributed to this project. Thank you to Tommasina Faratro, Special Projects Coordinator, for leading this project and authoring the report. We are also grateful to Ann Jacobs, Executive Director; Alison Wilkey, Director of Public Policy; Jessica Jensen, Director of Statewide Educational Initiatives; Matthew Bond, Communications Coordinator; and Zoë Johnson, Policy Coordinator. Lastly, we want to thank MESH Design and Development for designing the final product.

We hope that we have done justice to the work that is being done at CUNY and that this process, and this report, provide a useful foundation for our continued collaboration.

INTRODUCTION

The Institute for Justice and Opportunity (the Institute) at the John Jay College of Criminal Justice, which was founded in 2005, provides opportunities for people to live successfully in the community after their involvement with the criminal legal system. Capitalizing on our position in the City University of New York (CUNY), much of the Institute's work is focused on creating access to higher education and supporting college success for people who have been involved in the criminal legal system. The Institute's projects include policy research and advocacy as well as direct service to over 1,200 people per year both during and after their incarceration. Over 400 students are enrolled in the Institute's College Initiative (CI) program and are attending as many as 22 different CUNY campuses at any one time. The Institute also operates CUNY's only credit-bearing, college-in-prison program, the Prison-to-College Pipeline (P2CP), and provides a pathway to CUNY for students who seek to continue their education when they return to the community.

In the course of our work, we recognized that we have many colleagues throughout the CUNY system with an interest in, or specific focus on, system-impacted students. We assumed that there were others engaged in work that we had not discovered yet. It seemed that many of our colleagues were working in relative isolation on their campuses and that we were missing opportunities to complement and support each other. By better aligning our efforts, we knew that we could increase our effectiveness in supporting system-impacted students.

In 2016, CUNY joined the Obama Administration's Fair Chance Higher Education Pledge, calling for higher education institutions to invest in communities and eliminate unnecessary barriers

for individuals with conviction histories.⁶ Former Chancellor Milliken and Provost Rabinowitz were consistent supporters of the Institute's work and expressed their commitment to expanding CUNY's efforts to successfully engage the participation of system-impacted students at CUNY. Included in their support was the designation that John Jay College be the lead Second Chance Pell CUNY institution. With their encouragement, we partnered with the University Provost's office, and specifically with Robert Maruca, University Associate Provost for Planning, on the design and execution of this project to "map" resources at CUNY; we called this the CUNY Mapping Project. In so doing, we sought to identify colleagues that shared our commitment to system-impacted students; understand what they are doing; and identify their successes, frustrations, and aspirations. Out of that process, we sought to generate recommendations for a more comprehensive and integrated network of policies and programs that will produce more university participation and success for people who have been involved in the criminal legal system.

This report is the result of in-depth interviews with more than 85 CUNY colleagues across eleven schools and four divisions of CUNY's central office. It is our goal for this project to serve as the catalyst and foundation for more collaborative work across the University. We know that the University serves many system-impacted students; while there is a great deal of work taking place, there are opportunities to be more intentional about supporting students' educational and professional development. Together, we can foster a more welcoming environment across our campuses that is explicitly attentive to the experiences of system-impacted CUNY students.

⁶ "Fact Sheet: White House Announces New Commitments to Fair Chance Higher Education Pledge," Archived Information, U.S. Department of Education, accessed October 30, 2019, <https://www.ed.gov/news/press-releases/fact-sheet-white-house-announces-new-commitments-fair-chance-higher-education-pledge>.

SUMMARY OF FINDINGS

CUNY's mission is to serve as a vehicle for upward socioeconomic mobility for the diverse communities of New York City. Communities that have been disproportionately impacted by the criminal legal system are an important part of that constituency, especially when considering diversity and inclusivity on CUNY campuses. Therefore, supporting the educational and professional advancement of system-impacted people is an important continuation of CUNY's mission. Through interviews with our colleagues, we learned that:

THERE IS A GREAT DEAL OF ENTHUSIASM TO SUPPORT SYSTEM-IMPACTED STUDENTS.

Many of the faculty and staff that we met over the course of this year described supporting New Yorkers who have been impacted by the system as both a personal commitment and a prime example of the CUNY mission.

MANY WITHIN CUNY ARE COMMITTED TO INCREASING ACCESS TO HIGHER EDUCATION FOR SYSTEM-IMPACTED PEOPLE, AND EACH STAKEHOLDER UPHOLDS THIS COMMITMENT IN A DIFFERENT WAY.

Students come to CUNY through many different pathways. This is evidenced in the various examples outlined in this report and highlights how our colleagues raise awareness about CUNY to system-impacted people. While this is a strength of the University, there is also an opportunity to strengthen the connection between students and the resources that are available to them—both resources that explicitly support system-impacted students and resources available to all CUNY students.

OUR CUNY COLLEAGUES ARE LARGELY UNAWARE OF THE INSTITUTE'S SERVICES AVAILABLE TO STUDENTS ACROSS THE UNIVERSITY WHO HAVE SYSTEM-INVOLVEMENT.

System-impacted CUNY students may not be fully realizing the resources available to them. Our meetings with partners were not only opportunities for the Institute to learn about their work, but for our partners to learn about the Institute.

MOST OF THE WORK BEING DONE ON BEHALF OF SYSTEM-IMPACTED STUDENTS IS DONE IN ISOLATION; THERE IS LITTLE COLLABORATION AMONG THE DIFFERENT BRANCHES OF CUNY THAT SUPPORT SYSTEM-IMPACTED STUDENTS.

Sometimes the activity taking place at a particular college is an expression of individual initiative and not of a commitment from the college with which the individual is affiliated.

SYSTEM-IMPACTED STUDENTS FACE CHALLENGES SIMILAR TO OTHER CUNY STUDENTS, BUT WITH ADDITIONAL OBSTACLES UNIQUE TO THEIR CONTACT WITH THE CRIMINAL LEGAL SYSTEM.

More than 26 percent of CUNY undergraduates are adult learners, and 61 percent are Pell Grant recipients.⁷ Forty percent come from households with an income of \$20,000 or less, and 44 percent are the first in their family to go to college.⁸ Like many CUNY undergraduate students, system-impacted students face food and housing insecurity and juggle multiple responsibilities outside of their academics. However, the criminal legal system may impose other requirements that impact their academic performance. For example, parole officers can mandate curfews and travel restrictions, and often require people on parole to prioritize work over school.

THERE IS POTENTIAL TO DO MORE, TOGETHER.

There is an opportunity to leverage the expertise, skills, passion, and commitment of CUNY to support system-impacted students through their academic journey. Rather than continue to work in isolation from one another, we can develop strategic relationships that create streamlined, supported pathways for system-impacted students. In the process, we can create more informed, welcoming, and supportive campus climates that not only serve system-impacted students, but all CUNY students.

The CUNY Mapping Project has already identified a number of opportunities to change policy, programs, and practice. The recommendations of this report are a call to action for CUNY to align its current efforts in order to advance a more integrated and comprehensive system of outreach, engagement, enrollment, retention, graduation, and ultimately improved employment outcomes for system-impacted CUNY students.

⁷ "A Profile of Undergraduates at CUNY Senior and Community Colleges: Fall 2017," Student Profile/ Demographic Information, The City University of New York, accessed July 30, 2019.

⁸ The City University of New York, "Profile of Undergraduates."

PLACING HIGHER EDUCATION IN THE CONTEXT OF MASS INCARCERATION

The United States criminal legal system incarcerates more people per capita than any other nation in the world. As of 2016, there were more than 6 million people under correctional supervision: over 4 million people were under community supervision via parole or probation,⁹ and more than 1.5 million people were incarcerated in state and federal prisons.¹⁰

The number of people incarcerated on a particular day represents only a fraction of the people who are seeking to build lives for themselves with the additional burden of a criminal record. One in three American youth report being arrested by age 23,¹¹ and an estimated 70 million U.S. adults—nearly 30% of the entire population—have a criminal record.¹²

Mass incarceration is the term used to describe the policies and practices that have resulted in unprecedented levels of incarceration in the United States. Mass incarceration has disproportionately targeted African American and Latinx communities. African Americans account for 12 percent of the general population, yet account for 44 percent of the prison population in state and federal correctional facilities;¹³ one in three African American males is likely to be imprisoned in his lifetime.¹⁴ Additionally, people who are incarcerated experience lower levels of economic and educational attainment.¹⁵ About one-fifth of individuals with family incomes lower than \$30,000 have ever been incarcerated, compared to five percent of individuals with incomes over \$90,000.¹⁶

⁹ Danielle Kaeble and Mary Cowhig, *Correctional Population in the United States, 2016* (Washington, DC: Office of Justice Programs, 2018), 2.

¹⁰ Wendy Sawyer and Peter Wagner, *Mass Incarceration: The Whole Pie 2019*, (Northampton, MA: Prison Policy Initiative).

¹¹ Robert Brame, Michael G. Turner, Raymond Paternoster, and Shawn D. Bushway, “Cumulative Prevalence of Arrest from Ages 8 to 23 in a National Sample,” *Pediatrics*, 129(1), 21-27 (2012).

¹² Michelle Natividad Rodriguez and Maurice Emsellem, *65 Million “Need Not Apply”: The Case for Reforming Criminal Background Checks for Employment* (New York, NY: National Employment Law Project, 2011), 3; Chidi Umez and Rebecca Pirus, *Barriers to Work: People with Criminal Records*, (Washington, DC: National Conference of State Legislatures).

¹³ Wendy Erisman and Jeanne Bayer Contardo, *Learning to Reduce Recidivism: A 50-state Analysis of Postsecondary Correctional Education Policy* (Washington, DC: The Institute for Higher Education Policy, 2005), 2.

¹⁴ Elizabeth Hinton, LeShae Henderson, and Cindy Reed, *An Unjust Burden: The Disparate Treatment of Black Americans in the Criminal Justice System*, (New York, NY: Vera Institute of Justice, 2018); Sarah K.S. Shannon, Christopher Uggen, Jason Schnittker et al., “The Growth, Scope, and Spatial Distribution of People with Felony Records in the United States, 1948-2010.” *Demography* (2017) 54: 1795; The Sentencing Project, *Fact Sheet: Trends in U.S. Corrections*, (Washington, DC: The Sentencing Project, 2017), 5, <https://perma.cc/G3Y4-JE3L>.

¹⁵ Wendy Erisman and Jeanne Bayer Contardo, *Learning to Reduce Recidivism: A 50-state Analysis of Postsecondary Correctional Education Policy* (Washington, DC: The Institute for Higher Education Policy, 2005).

¹⁶ Diane Whitmore Schanzenbach et al., *Twelve Facts About Incarceration and Prisoner Reentry* (Washington, DC: The Hamilton Project), 10.

Ninety-five percent of people incarcerated in state prisons will be released.¹⁷ Each year, more than 600,000 people return to their communities after spending time in correctional custody; this does not include the number of people with conviction histories who have served alternative sentences. Hundreds of thousands of people are now navigating a society with a criminal conviction. Their experiences will differ based on length of time served, family support, educational attainment and prior work experience, history of substance use, and parole and probation obligations.¹⁸ Many will be reentering a society that looks vastly different than the one left years ago, one that increasingly requires some level of postsecondary education and basic technology skills in order to obtain and sustain employment.¹⁹

In New York State, the number of people trying to rebuild their lives with a conviction is considerable. There are more than 47,000 people incarcerated under custody of the New York State Department of Corrections and Community Supervision (DOCCS), and almost 8,000 people under custody of the New York City Department of Correction.²⁰ More than 20,000 people are released from DOCCS each year, and an estimated 42 percent are returning to the five boroughs of New York City. Given the volume of individuals in New York City that have been directly impacted by the criminal legal system, and the role that higher education can play in promoting upward socioeconomic mobility, the City University of New York (CUNY) is an important stakeholder in supporting the educational and professional advancement of system-impacted people.

CUNY is a University system that consists of 25 campuses across the five boroughs of New York City. As one of two public university systems in New York State, CUNY is an economic mobility engine and affords students who are typically underrepresented on most college campuses the opportunity to move up the socioeconomic ladder. In a 2017 study by the National Bureau of Economic Research, nine CUNY senior colleges ranked in the top 20 for upward socioeconomic-mobility rates among public, four-year institutions, and two CUNY community colleges ranked in the top five among public, two-year institutions.²¹ CUNY serves more than 270,000 students across undergraduate and graduate programs, and an additional 275,000 students are served across CUNY's seventeen continuing and professional education departments.²² Collectively, CUNY provides more than half a million people in New York City with opportunities to move up the socioeconomic ladder. This is particularly important for system-involved students who, on average, experience lower rates of academic achievement and under-employment compared to the general population.

17 Timothy Hughes and Doris James Wilson, *Reentry Trends in the United States*, (Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics), accessed February 28, 2020, <https://www.bjs.gov/content/reentry/releases.cfm>.

18 Christy A. Visher and Jeremy Travis, "Transitions from Prison to Community: Understanding Individual Pathways," *Annual Review of Sociology* 29 (June 2003), accessed July 31, 2019.

19 Anthony Carnevale, Nicole Smith, and Jeff Strohl, *Help Wanted: Projections of Jobs and Education Requirements Through 2018* (Washington, DC: Georgetown University Center on Education and the Workforce, 2010); Anthony Carnevale, Nicole Smith, and Jeff Strohl, *Recovery: Job Growth and Education Requirements Through 2020* (Washington, DC: Georgetown University Center on Education and the Workforce, 2013).

20 "DOCCS Fact Sheet," New York State Department of Corrections and Community Supervision, accessed September 10, 2019.; "NYC Department of Correction at a Glance," New York City Department of Correction, accessed September 10, 2019.

21 Raj Chetty et al., *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility* (Cambridge, MA: National Bureau of Economic Research, 2017).

22 "Total Enrollment by Undergraduate and Graduate Level, Full-time/Part-time Attendance, and College," Historical Student Data Book Tables – All Semesters, The City University of New York, accessed September 26, 2019.

The number of system-involved CUNY students is not known – which is one of the things CUNY can be proud of, as CUNY has never required applicants to disclose their conviction history at admission.²³ Higher education institutions that employ a conviction history question on their application reportedly do so to maintain campus safety. However, questions about conviction history are poor predictors of campus crime. Crimes on college campuses are more likely to involve people with no prior criminal record, and more likely to be committed by individuals off-campus who are not affiliated with the college.²⁴ Therefore, it is consistent with the University’s mission that CUNY does not ask applicants to disclose their conviction history.²⁵

CUNY has a long-standing commitment to increasing access to higher education for disadvantaged people in New York City. CUNY’s legislatively-mandated mission is to provide “equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes.”²⁶ Given the dramatic growth in incarceration rates in the United States and in New York City over the past fifty years, and the number of African American and Latinx communities impacted by the criminal legal system, supporting access to higher education for system-involved and system-impacted students is an important continuation of CUNY’s longstanding commitment to the needs of its urban constituency.

²³ Although CUNY does not ask applicants to disclose their conviction history, the New York State Division of Criminal Justice Services is required to notify the director of public safety at each college of the presence of Registered Sex Offenders (RSO) on campus, along with certain identifying information, in accordance with the New York Sex Offender Registration Act.

²⁴ Center for Community Alternatives, *The Use of Criminal History Records in College Admissions* (New York: Center for Community Alternatives, 2010), 5.

²⁵ Center for Community Alternatives, *Boxed Out: Criminal History Screening and College Application Attrition* (New York: Center for Community Alternatives, 2015).

²⁶ “Mission & History,” the City University of New York, accessed July 30, 2019.

**IT IS OUR GOAL
FOR THIS PROJECT TO SERVE
AS THE CATALYST AND
FOUNDATION FOR MORE
COLLABORATIVE WORK
ACROSS THE UNIVERSITY.**

PROJECT OVERVIEW

The Institute for Justice and Opportunity (the Institute) is a center of research and action at the John Jay College of Criminal Justice. Serving as a bridge between the criminal legal system and higher education, our efforts include direct support services to students during and after system-involvement, as well as efforts to improve systems. Through our policy advocacy work, we target policies and practices that dehumanize and marginalize people with conviction histories. As a technical assistance provider, we support college-in-prison providers and help communities in New York State build out services for incarcerated students to continue their education upon their release.

Our College Initiative program supports system-impacted students throughout the CUNY system. At the time of this writing, College Initiative is working with over 400 students enrolled across 22 different CUNY schools. Through our work, we have collaborated with many CUNY colleagues that engage and support students with system-involvement. We embarked upon an effort to map the formal and informal efforts that support the experiences of system-impacted CUNY students to develop a comprehensive understanding of how system-impacted students were being supported across the University and how we might work together more effectively. What follows is a report on the processes employed during the CUNY Mapping Project.

In this section, we outline the purpose of the project to “map” CUNY and our methodology for connecting with branches of CUNY activity centered on system-impacted students. We describe the format we followed for our interviews with CUNY colleagues, followed by a synthesis of the findings uncovered. As we were speaking with stakeholders, we developed a typology of efforts taking place across the University system. Our meetings with CUNY colleagues informed our recommendations, which encourage the creation of a more welcoming environment across the University that supports the enrollment, retention, graduation, and post-college employment success of system-impacted students. The creation of such an environment not only benefits those impacted by the criminal legal system, but all students.

METHODOLOGY

The foundational goal of this project is to understand how CUNY can better support the success of students who have experienced contact with the criminal legal system. Within that goal, our purpose is three-fold:

1. Identify and acknowledge the range of CUNY activities that engage and support system-impacted students,
2. Inquire into the successes, frustrations, and aspirations of people doing this work; and begin to define roles in which our work complements one another, and
3. Explore how to integrate and elevate the work taking place across the University into a more integrated and comprehensive system of outreach and engagement that can support students, from matriculation to improved post-graduation employment outcomes.

Our methods for data collection included one-on-one and small-group interviews with stakeholders across the University system. To kickoff this project, the University Provost sent an email to each campus president or chief executive officer, asking each campus to identify a liaison that would guide our inquiry at the campus or school. We initially received responses from five campuses. Following the identification of campus liaisons, we scheduled phone calls with the liaison to outline the purpose of the project and its intended goals. Each phone call concluded with the identification of colleagues on their campus that engage and support system-impacted students. The Provost's Office also identified people within divisions of the central office for this project.

We compiled a list of campus and central office colleagues, and scheduled in-person, one-on-one, or small-group meetings. Each meeting centered around five topics, aimed at examining existing efforts to support system-impacted students on each CUNY campus and across the University:

- **Individual-Level Engagement:** what independent projects are you engaged in that support system-impacted students, if any?
- **Department/Division-Level Engagement:** what projects are your department/division at the college engaged in that support system-impacted students, if any?
- **Campus-Level Engagement (if applicable):** in what ways does your campus think about and address the needs of system-impacted students?
- **Gaps, Challenges, and Aspirations:** what are the gaps in services and resources in your current work, what challenges do you confront in your work, and what aspirations do you have for your campus and/or CUNY to better support system-impacted students?
- **University Opportunity:** what is the opportunity for CUNY to further develop a welcoming environment for system-impacted individuals? What would you like to see CUNY develop or adopt that would better support our system-impacted CUNY students?

At the close of each meeting, we asked campus stakeholders if there were any additional colleagues or programs, either on their campus or across the University, that engage and support system-impacted students. This snowball method of sampling allowed us to continuously expand our participant list, as well as the number of institutions that participated in the project.

After surveying stakeholders within the campus or division, we developed a cumulative campus report. The report outlined stakeholder interviews, types of engagement taking place, reported gaps in existing work, aspirations for supporting system-impacted students both on campus and within the University, and identification of additional colleagues who engage system-impacted students. We shared segments of the report with interviewees to confirm the accuracy of information captured. We reviewed each report for themes and commonalities among campuses. The identification of these themes also informed future interviews with our colleagues. Over the course of the project, we held presentations at various central office governance councils and campuses to share and test our observations. Each of these steps contributed to the creation of this report.

FINDINGS

Between September 17, 2018 and April 30, 2019, we met with more than 85 colleagues from across the University system. Our colleagues represent 11 CUNY campuses and four divisions of CUNY’s central office. Our inquiry began with the campuses that identified a liaison for this project, as well as any additional partners across CUNY that surfaced from our interviews with campus stakeholders. Despite the breadth of our outreach, we recognize that the schools, faculty, staff, and initiatives we investigated may not be wholly representative of all activity happening at each CUNY campus.

The campuses denoted in the findings of this project include the CUNY Graduate Center, the CUNY School of Labor and Urban Studies, the Borough of Manhattan Community College, Brooklyn College, Bronx Community College, Hostos Community College, the John Jay College of Criminal Justice, LaGuardia Community College, Lehman College, the Silberman School of Social Work at Hunter College, and Queensborough Community College. The divisions of CUNY’s central office include the Central Office of Academic Affairs, the Central Office of Continuing Education and Workforce Programs, CUNY K-16 Initiatives, and the Central Office of Student Affairs.

The following sections outline the emerging typology of efforts to serve system-impacted students taking place in the CUNY system, including a brief description of the category and examples of efforts that fall within the typology. The examples listed are not all-encompassing of the efforts that engage and support system-impacted students. See table 1 for a list of campuses represented in this project and the typology of activities on each campus. Table 2 provides an additional breakdown of the typology of activities by their location, either inside of correctional facilities or in the community.²⁷

²⁷ Although “Faculty Mentors” is part of the typology of this report, it is not a category represented in Tables 1 and 2.

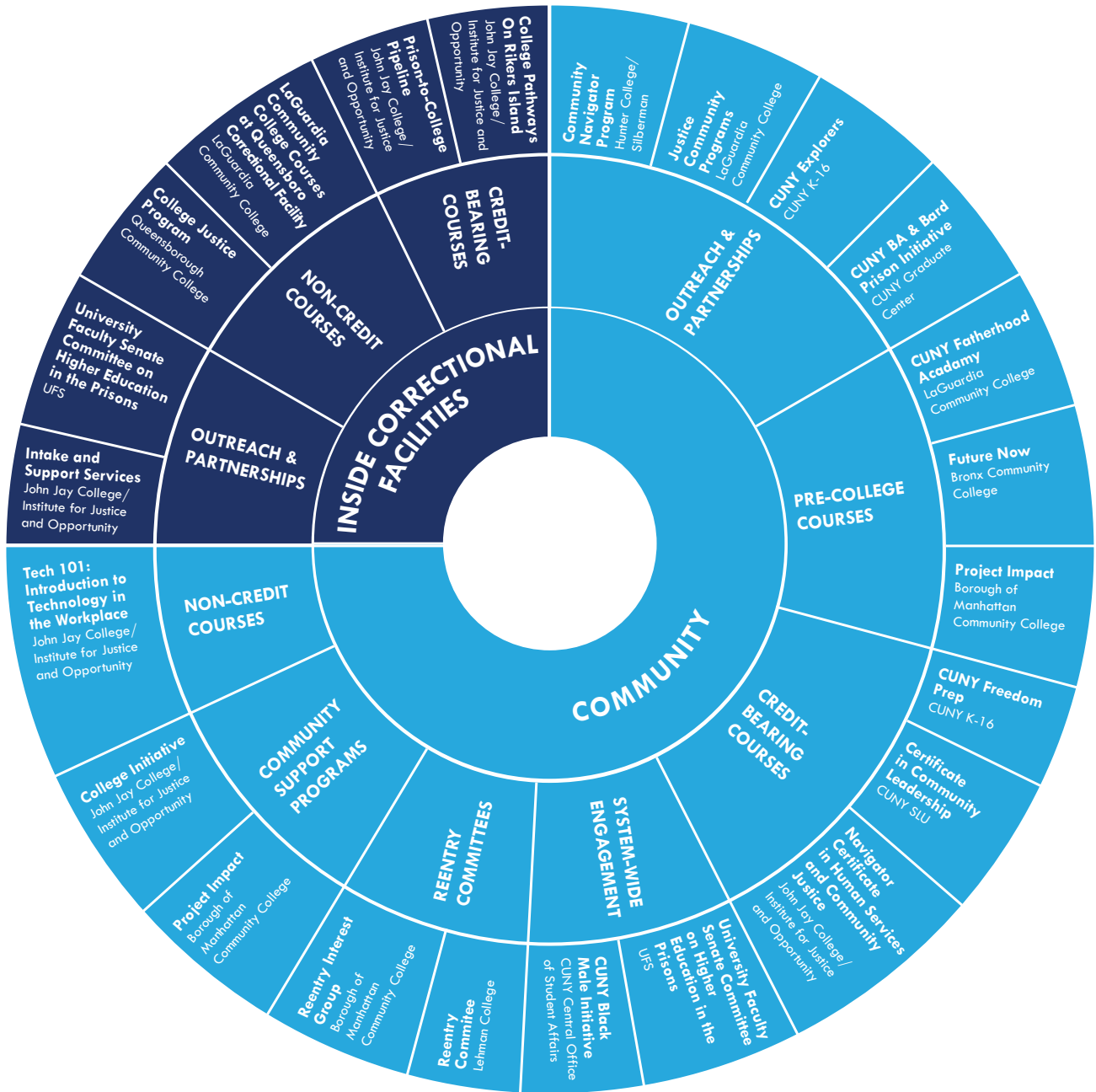
TABLE 1

Typology of Activities and Campuses

OUTREACH & PARTNERSHIPS		
Intake and Support Services John Jay College/Institute for Justice and Opportunity	CUNY BA & Bard Prison Initiative CUNY Graduate Center	CUNY Explorers CUNY K-16 Initiatives
University Faculty Senate Committee on Higher Education in the Prisons UFS	Justice Community Programs LaGuardia Community College	Community Navigator Program Hunter College/Silberman School of Social Work
CREDIT-BEARING COURSES		
College Pathways on Rikers Island John Jay College/Institute for Justice and Opportunity	Prison-to-College Pipeline John Jay College/Institute for Justice and Opportunity	Intake and Support Services John Jay College/Institute for Justice and Opportunity
Certificate in Community Leadership CUNY School of Labor and Urban Studies	Navigator Certificate in Human Services and Community Justice John Jay College/Institute for Justice and Opportunity	CUNY Freedom Prep CUNY K-16 Initiatives
NON-CREDIT COURSES		
Tech 101: Introduction To Technology In The Workplace John Jay College/Institute for Justice and Opportunity	LaGuardia Community College Courses at Queensboro Correctional Facility LaGuardia Community College	College Justice Program Queensborough Community College
PRE-COLLEGE PROGRAMS		
Project Impact Borough of Manhattan Community College	Future Now Bronx Community College	CUNY Fatherhood Academy LaGuardia Community College
COMMUNITY SUPPORT PROGRAMS		
College Initiative John Jay College/Institute for Justice and Opportunity	Project Impact Borough of Manhattan Community College	
REENTRY COMMITTEES		
Reentry Interest Group Borough of Manhattan Community College	Reentry Committee Lehman College	
SYSTEM-WIDE ENGAGEMENT		
CUNY Black Male Initiative CUNY Central Office of Student Affairs	University Faculty Senate Committee on Higher Education in the Prisons UFS	

TABLE 2

Typology of Activities Broken Down by Location



SYSTEM-WIDE ENGAGEMENT

CUNY institutions have discretion in how they organize themselves. Although there are many offices that exist on all CUNY campuses, the types of programs and support offered to students vary by institution. Additionally, the committees and initiatives undertaken by faculty, staff, and administrators also vary by institution. However, there are several efforts that span the campus boundaries of the institution. Several groups and programs are committed to increasing access to higher education for system-impacted people. We have identified two examples of activity that cut across multiple CUNY institutions.

THE UNIVERSITY FACULTY SENATE COMMITTEE (UFS) ON HIGHER EDUCATION

IN THE PRISONS is a consortium of faculty and staff across the CUNY system coordinated by the University Faculty Senate. The committee was founded in 2010 as a mechanism for organizing CUNY faculty interested in supporting the educational aspirations of incarcerated people. Faculty and staff within the consortium volunteer their time to participate in projects including hosting resource fairs at correctional facilities, delivering classes to incarcerated students, and assisting students returning to the community through the CUNY enrollment process. The committee operates as a forum where faculty and staff share projects taking place on their campus, or their own scholarship, related to criminal justice and the experiences of those reentering their communities.

There are a number of faculty across the University that want to do more to support students inside of correctional facilities and in the community. However, because of their campus obligations, (i.e. committee participation, teaching load, and individual scholarship), not all faculty have the flexibility to do more work inside prisons; this appears to vary greatly by campus as well as academic department. This UFS committee is an example of an organizing entity that facilitates cross-campus information and resource sharing that supports system-impacted students.

THE CUNY BLACK MALE INITIATIVE (BMI) is part of the Central Office of Student Affairs. The CUNY BMI began in 2004 as the University Task Force on the Black Male Initiative.²⁸ The Task Force was charged with developing recommendations that would result in projects aimed to increase the admission and graduation rates of black males at CUNY colleges. One of these recommendations included developing ways to contribute to the reduction of the incarceration rate of black males.²⁹ It is inherent in BMI's mission to support system-impacted students and BMI's socio-emotional programming and peer-mentorship is designed to support the retention, grade point average, credit accumulation, and ultimately graduation of system-impacted students.

BMI is now a CUNY-wide initiative whose mission is to encourage and support the inclusion and educational success of students from groups typically underrepresented in higher education, particularly students from black communities. The goals of BMI

²⁸ "Task Force Final Report," CUNY Black Male Initiative Task Force Report, accessed July 30, 2019.

²⁹ Recommendation Six of the Task Force Report recommends that CUNY "develop ways to contribute to the reduction of the incarcerated rate for Black Males," by implementing projects that enroll "adolescents and young adults in specifically designed alternative to incarceration as well as post-incarceration programs at CUNY colleges." This recommendation is explicit about CUNY's commitment to supporting people with system-involvement.

are to increase enrollment, matriculation, retention, academic grade point average, and graduation rates of underrepresented students. CUNY BMI campus projects are founded on six pillars—socio-emotional programming, diversity recruitment, academic enhancement and enrichment, development of institutional commitment, an advisory committee, and culturally competent peer-to-peer mentorship. BMI is the funder of several campus projects that support the system-impacted community, primarily funding the peer mentorship component of their programs. These programs include:

- **College Initiative, the Institute for Justice and Opportunity at John Jay College.** A college access program for system-impacted students that serves individuals seeking to attend any CUNY campus.³⁰ College Initiative offers students front-end support with the college application process, as well as retention support throughout their enrollment. At the time of this writing, BMI is also supporting legal services to assist students in correcting errors on their RAP sheets and in applying for sealing and certificates of relief.
- **Urban Male Leadership Academy (UMLA), Borough of Manhattan Community College (BMCC).** A peer mentorship program at BMCC. The peer mentors of UMLA are also the peer mentors of BMCC's Project Impact, a campus-based support program for system-impacted people.
- **CUNY Fatherhood Academy, LaGuardia Community College.** A high school equivalency program targeting young fathers between the ages of 17-30, some of whom have a history of contact with the criminal legal system.
- **Future Now Program, Bronx Community College.** A high school equivalency program for out-of-school or formerly incarcerated youth 17-24 years old. Future Now also provides postsecondary education transitional support to students who earn their high school equivalency.

CAMPUS COMMITTEES

Individual campuses have created their own committees to identify stakeholders on their campus, get themselves organized, brainstorm possibilities, and coordinate efforts being made to support system-impacted students at the college level. Members of these committees also participate in the UFS Committee. These campus committees take a more localized approach and think through how their college can better support system-impacted students. The Borough of Manhattan Community College (BMCC) and Lehman College have reentry committees comprised of administrators, faculty, staff, and students. Committee goals vary by campus.

BMCC'S REENTRY INTEREST GROUP, founded in March 2016, began meeting regularly in the 2018 spring semester. The Interest Group consists of individuals who represent different divisions of the college and recognize the challenges confronted by system-impacted students. The group includes deans, faculty, advisors, program directors, and students. Additionally, a member of the BMCC Foundation Board actively participates in the group. The group creates a forum where stakeholders meet regularly to discuss the ways they currently support students and brainstorm possibilities for BMCC to support prospective and current system-impacted students. Community-based organizations are also invited to present on their work and learn about ways to collaborate with BMCC.

³⁰ College Initiative students can attend any college. Although a majority matriculate at a CUNY institution, some students attend SUNY schools and private colleges.

The Reentry Interest Group was crucial to the development of Project Impact, a pilot project that launched in spring 2019 for system-involved students. Project Impact has two tracks: a high school equivalency track for students who have not yet earned their high school credential and a college-ready track to help students from admission to BMCC through graduation.

LEHMAN COLLEGE'S REENTRY COMMITTEE was created in the fall 2017 semester. The Committee is the result of several faculty members' interest in social justice and providing an equitable education and environment to all students. The committee convenes once per month to examine Lehman College's on-campus resources and ways in which existing campus services can better support system-impacted students.

Lehman College was also a recipient of College and Community Fellowship's (CCF) THRIVE Technical Assistance Program.³¹ During the three days of training, THRIVE provided Lehman faculty, staff, and administrators with information about the obstacles that formerly incarcerated students encounter. The program sparked various projects on campus including: 1) the development of a presentation, used to inform colleagues about the barriers confronted by students with conviction histories, 2) the creation of a brochure with information about supports available to Lehman College students with conviction histories, 3) the development of workshops for students, including financial literacy and trauma awareness workshops, and 4) the organization of social justice events for the college community. The members of the Reentry Committee support the implementation of the above-mentioned goals and have hosted two successful community-wide social justice events. The efforts of the committee have led the president of Lehman College to form a *Social Justice Talk Series*. The *Social Justice Talk Series* collaborates with the Reentry Committee to showcase films and facilitate panel discussions that speak to post-incarceration barriers, such as voting rights after incarceration.

PRE-COLLEGE PROGRAMS

In addition to the breadth of postsecondary education programming offered across the University, CUNY offers a variety of pre-college programs designed to support students in earning a secondary education credential and ultimately transition students into postsecondary education. The programs outlined in this section describe pre-college programming offered within CUNY that support system-impacted students. These programs vary by institution and by location—for example, whether they operate inside of correctional facilities and/or within the community. It should be noted that some programs target young adults, 24 years old and younger. Therefore, while the services might be beneficial to older students coming to school after system-involvement, adult learners will not be eligible for all pre-college programs.

CUNY FATHERHOOD ACADEMY (CFA) is housed on three CUNY campuses: Hostos Community College, LaGuardia Community College, and Kingsborough Community College. The program at LaGuardia Community College is the original CFA program and was developed to provide educational, career development, and parenting support to young fathers, 18-24 years old. Originally proposed as a five-semester project, the program's main components included parenting workshops, high school equivalency programming, and employment training. CFA has since expanded its eligibility criteria to fathers between the ages of 18 and 30 years old. CFA supports a significant number of system-impacted students and partners with the New York City Housing Authority and the New York City Department of Probation in Queens. These partnerships create a pathway to educational and professional opportunities for low-income, system-impacted, young fathers.

There are three components to the LaGuardia CFA program: 1) high school equivalency preparation, 2) college and career preparation, and 3) peer mentorship. For students looking

³¹ College & Community Fellowship is a community-based organization in New York City that enables women with criminal convictions to earn college degrees so that "they, their families, and their communities can thrive." College & Community Fellowship accomplishes this mission through their direct services, technical assistance programming, and policy and advocacy work. For more information about College & Community Fellowship visit <https://www.collegeandcommunity.org/>.

to earn their high school equivalency, there are three cycles offered throughout the academic year—two, 16-week sessions that meet three days per week, and a 12-week session that meets four days per week. Students take the Test Assessing Secondary Completion (TASC) exam at LaGuardia Community College through their Division of Adult and Continuing Education. Alongside their high school equivalency courses, students also participate in parenting and personal development workshops to help them develop skills to create and maintain healthy relationships with their families. For students who have successfully earned their high school equivalency, CFA offers a College and Career Preparation (CCP) component that helps students prepare for the CUNY Assessment Test (CAT), a three-part exam designed to measure college readiness for incoming students.³² CFA supports students through the admissions process, pays for their application fee, and walks students through their financial aid applications for federal and state aid. Students are referred to the Adult and Continuing Education (ACE) Advisement Center at LaGuardia Community College for additional registration support. The CUNY Black Male Initiative provides funding for the peer mentorship component of the program. Students who are working toward their high school equivalency and express interest in college enrollment are paired with a peer mentor. Mentors are college students and participate in extensive BMI peer mentor training.

FUTURE NOW AT BRONX COMMUNITY COLLEGE is a free high school equivalency preparation program designed to be a pathway to postsecondary education. Since 1998, Future Now has been providing out-of-school or formerly incarcerated youth between the ages of 17-24 years old with a clear pathway from high school equivalency attainment to postsecondary education graduation. Although Future Now does not exclusively support system-involved students, program staff find that many Future Now students are system-impacted. Future Now serves about 1,500 students per year and offers high school equivalency program-

ming through the Department of Education. On average, it takes students two months to complete their program, sit for the TASC, and earn their high school equivalency credential.

Future Now embraces three values: students are competent, confident, and connected. They take a strengths-based approach to their work to help students cultivate an academic identity. Students receive a multitude of support services on their way to and beyond earning their high school equivalency. Future Now is also a pipeline program to Bronx Community College. Each student has a program advisor assigned to them when they enroll in the program; this advisor continues to be their program advisor once they enroll in a degree-granting program at the college.

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S COLLEGE READINESS PROGRAM ON RIKERS ISLAND launched in the fall of 2017 to prepare incarcerated students on Rikers Island for matriculation at CUNY when they return to the community. Growing out of the Institute's College Initiative program, College Readiness consists of three elements: 1) college information workshops, 2) college readiness classes, and 3) post-release follow-up.

College Readiness classes on Rikers Island are designed to support students in passing the CUNY Assessment Test and to prepare them for college-level work. College Readiness class cycles take place three days a week for four weeks, totaling 12 class sessions. At the end of the cycle, students take part of the CUNY Assessment Test. Because of a lack of computer and internet access on Rikers, students can only take the CUNY Assessment Test in writing, one of three portions of the test. CUNY Assessment Test scores are valid for life. If a student chooses to enroll in CUNY upon release, and they pass the exam, they will be exempt from any remedial writing courses.

The program is designed to generate an interest in college by offering information sessions that debunk myths about eligibility for admissions and

³² There are three CUNY Assessment Tests (CAT) designed to measure college readiness in reading, writing, and math. These exams have been a critical component of admission to a four-year CUNY institution, and determine whether or not students need remedial education at the community colleges. CUNY is phasing out the CAT exams. This will affect a number of the college readiness programs outlined in this report in ways that may not yet be defined.

financial aid, and provide prospective students with an overview of different colleges and degrees offered, costs of attending college, and the support services offered by the Institute's College Initiative program. Students then have the opportunity to enroll in a College Readiness class cycle. College Readiness and College Initiative staff begin to develop relationships with students and track their release dates. When students return to the community, they are invited to John Jay for an opportunity to review the results of their scores from the class, learn more about CUNY, and become part of the College Initiative community. If students are interested, they begin the process of applying to college with a College Initiative academic counselor.

In the spring of 2019, in anticipation of the phase out of CUNY's Assessment Tests, the program structure was modified through a partnership with the Borough of Manhattan Community College to provide a credit-bearing class on Rikers Island. The new program is described in the section below.

CREDIT-BEARING COURSES

Inside Correctional Facilities

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S COLLEGE PATHWAYS ON RIKERS ISLAND is a credit-bearing college course offered to incarcerated students. College Pathways is the result of a partnership between the Institute and the Borough of Manhattan Community College. This partnership enables incarcerated students to accumulate college credits and sharpens their ability to think critically and effectively. College Pathways creates an on-ramp to CUNY upon students' return to the community through the Institute's College Initiative program.

During the program's pilot semester, students were offered CRT 100: Critical Thinking. The course offerings have since expanded to include CRT 120: Social Justice and Critical Thinking. These courses are free to students and are transferable to any CUNY college, should students choose to matriculate upon their release. Both courses fulfill the "Individual and Society" requirement of CUNY's Common Core.

College Pathways has been well received on Rikers Island. Although the current model offers one course per cycle, the program aspires to expand the number of courses offered each cycle and develop an infrastructure that enables the program to be offered at multiple facilities throughout the Island.

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S PRISON-TO-COLLEGE PIPELINE (P2CP) program operates at Otisville Correctional Facility, a state prison in Otisville, New York. It is a credit-bearing, non-degree awarding, program that offers CUNY general education courses to incarcerated students. The Institute launched the program in 2011 and serves as the administrator of the program. P2CP is a reentry-focused model and accepts applicants within five years of release who are returning to New York City. The goal is for students to start their college education while incarcerated, and with academic-focused reentry support from the Institute, continue their education and complete degrees in the community after their release.

P2CP strives to mirror the opportunities and services that are available to students on campus. Higher education institutions have a responsibility to uphold a quality education curriculum in prison that meets specific learning outcomes; these outcomes must challenge students to “think, question, learn, and grow, just as they would in the classroom on campus.”³³ The delivery of a college-in-prison program is extremely labor-intensive. As the administrator of P2CP, the Institute takes on the responsibility of processing each student’s college and financial aid application, and amassing supportive documentation required by each major division at the college. The Institute does this by working closely with John Jay’s offices of admissions, financial aid, registrar, bursar, and academic advisement. In coordination with the P2CP Academic Director, the Institute is responsible for coordinating the master schedule of courses offered, delivering course materials to the students, as well as supporting faculty’s travel to the facility. All this work must be carried out in coordination with the Department of Corrections and Community Supervision (DOCCS).

During the 2018–2019 academic year, prospective students were recruited from multiple DOCCS facilities across New York State that do not have college programs, in addition to their already-existing recruitment at Otisville Correctional Facility. In order to be considered for admission, students must have earned their high school diploma or its equivalent, submit the CUNY admissions application and personal statement, and take and pass the CUNY Assessment Test writing exam. The CUNY Assessment Test writing exam is the only portion of the CUNY Assessment Test that can be administered inside a correctional facility because students do not have access to internet-based tests.

Students take, on average, three credit-bearing courses per semester. While incarcerated, students are connected to the Institute’s College Initiative

program. When students return to the community, they work with an assigned College Initiative academic counselor. The academic counselor assists students with their matriculation at a college campus, many of which are CUNY institutions. P2CP thus creates an important bridge to CUNY for incarcerated people.

Upon admission into the program, students are considered matriculated John Jay students. Courses are taught by tenure-track faculty at John Jay and adjunct faculty. Tenure-track faculty can teach on-load; courses count for one, three credit-hour course toward their annual teaching load requirement. The program has expanded since its inception in 2011; a time when the Institute had to privately fundraise full tuition for its students. In fall 2016, John Jay was selected to participate in the U.S. Department of Education’s Second Chance Pell (SCP) program, which now covers some tuition costs.³⁴ P2CP serves approximately 55 students and continues to grow. Incarcerated students enrolled in the program earn between 12 and 27 credits per academic year. The program offers twelve unique classes, in addition to one, year-long, two-section, Learning Exchange course. The Learning Exchange is a three-credit course that introduces students to topics in the liberal arts. The course meets once per month at Otisville Correctional Facility over two semesters (one academic year), as two unique course sections. Each month, guest professors lead a discussion on a unique topic. John Jay students in the community (outside students) travel to Otisville to take courses with John Jay students incarcerated at Otisville (inside students).

In the Community

CUNY FREEDOM PREP is a credit-bearing, college transition program for court-involved young people offered at Bronx Community College and LaGuardia Community College. The program is supported by CUNY’s K-16 Initiatives

33 Ruth Delaney, Ram Subramanian, and Fred Patrick, *Making the Grade: Developing Quality Postsecondary Education Programs in Prison* (New York, NY: Vera Institute of Justice, 2016), 18-19.

34 Second Chance Pell, an Experimental Sites Initiative authorized by the U.S. Department of Education, enables select colleges and universities to waive the ban on federal financial aid eligibility for people incarcerated in federal and state correctional facilities. This allows incarcerated students to use financial aid to subsidize the costs of their college education. Originally proposed as a three-year initiative, Second Chance Pell is now an indefinite commitment, as congress explores different proposals for its continuation.

and provides 16- to 24-year-old individuals with system-involvement an opportunity to connect to college. Students earn three college credits through a free course, and they receive college counseling and advising through CUNY programs such as the Foster Care Initiative, Early College Initiative, College Now, and CUNY Start.

CUNY Freedom Prep's free course is called Reading the Biography. The course introduces students to critical reading topics. At the time of this writing, 27 students successfully completed the course and program. CUNY Freedom Prep does not require students to be enrolled in a high school nor are students required to have their high school equivalency. However, students who plan to matriculate into CUNY upon completion of the course must have a high school credential; the program does not offer high school equivalency programming. CUNY Freedom Prep intentionally partners with organizations that support system-involved people. These organizations include exalt Youth, Friends of Island Academy, the Center for Alternative Sentencing and Employment Services (CASES), Girls Educational & Mentoring Services (GEMS), Good Shepherd Services, New York City Department of Probation, Osborne Association, and Getting Out and Staying Out (GOSO).

CUNY SCHOOL OF LABOR AND URBAN STUDIES CERTIFICATE IN COMMUNITY LEADERSHIP has partnered with the Credible Messenger Justice Center and the NYC Department of Probation to offer Credible Messenger mentors an opportunity to build on their experiences with the criminal legal system. The Certificate in Community Leadership is a credit-bearing certificate that helps students cultivate skills that will allow them to participate effectively in political processes on behalf of their communities. The Certificate in Community Leadership is open to the public; it is not exclusively for students with system-involvement. However, given the importance of this work, a future curriculum will include a course on topics related to criminal justice and how mass incarceration impacts communities.

Credible Messenger mentors who choose to apply for the Certificate in Community Leadership are eligible for a scholarship. The scholarship is sponsored by the Department of Probation and covers the cost of tuition for the certificate. Priority is

given to Credible Messenger mentors who work at a community-based organization under contract with a New York City government agency.

Undergraduate students who earn a Certificate in Community Leadership can apply 16 credits toward the bachelor's degree in Urban and Community Studies at the CUNY School of Labor and Urban Studies. Students who have already earned a bachelor's degree and complete an Advanced Certificate in Community Leadership can apply the 12 graduate credits earned toward the Master of Arts in Urban Studies degree program at the college.

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S NAVIGATOR CERTIFICATE IN HUMAN SERVICES AND COMMUNITY JUSTICE

is a full semester of college-level coursework that covers theory and ethics of human services and the skills needed to be effective practitioners. Human services skills development includes understanding workplace culture and communication, navigating and accessing social services, strengthening emotional regulation through neuroscience-based skills for self-care and direct services, and using evidence-based practices like Motivational Interviewing. Navigator students complete a field placement as part of the Certificate program.

Supported by the NYC Mayor's Office of Criminal Justice (MOCJ), the Navigator Certificate is free, and enrollment is open to people who have been directly impacted by the criminal legal system who want to draw on their life experience to pursue jobs and careers in human services. The program is offered by the Institute in partnership with John Jay Professional Studies, which grants the Navigator Certificate to students who complete the program. Navigator Certificate graduates who enroll at John Jay are awarded six college credits, which fulfills three credits toward the new Human Services and Community Justice major and three elective credits. With an additional focus on developing students' technology and writing skills for human services, the Navigator Certificate curriculum prepares students for entry and advancement in the human services workforce as well as for postsecondary education.

NON-CREDIT COURSES

There is a lot of enthusiasm across the University, particularly among faculty, to do work inside of correctional facilities. Many of the CUNY faculty members that deliver programming inside of correctional facilities do so as volunteers, and often their teaching does not count toward their teaching load and campus obligations. Nonetheless, these academic, non-credit courses provide incarcerated students with a taste of college-level work and help students cultivate an academic identity, while positioning CUNY as an option for further education upon students' return to the community.

Inside Correctional Facilities

COLLEGE JUSTICE PROGRAM (CJP) is non-credit, college exposure course taught by volunteer faculty from Queensborough Community College (QCC). CJP provides college-level instruction to incarcerated students at Edgecombe Correctional Facility, a minimum-security facility that provides residential substance use treatment for men and work-release programming for women. The program operates on a three-week cycle. Course topics include literature, composition, creative writing, poetry, and public speaking. It is designed to give students a flavor of college-level course work.

At the end of the three-week course, students receive a certificate of completion and are encouraged to connect with CUNY upon their return to the community. There is no streamlined service that connects students to QCC upon their release. The instructors represent various academic departments of the college, which include English, Criminal Justice, Speech Communication, and Theatre Arts. Although volunteer faculty are from Queensborough Community College, the program is not formally affiliated with the institution.

There are no eligibility requirements for participation. Students are not required to have their high school diploma or high school equivalency. However, students who choose to continue their education upon release and want to pursue a college education do need to hold a high school equivalency. Recruitment for the program is facilitated through corrections staff. Corrections counselors host orientations and explain the programs available. The CJP program is included in the orientation. If an individual expresses interest, they then participate in the three-week cycle.

COLLEGE WAY AT RIKERS ISLAND was founded by CUNY Law students as a way to engage CUNY faculty members across CUNY to teach on Rikers Island. Classes focus on the college application process and exposure to different academic disciplines. This six-week course meets two times per week on Rikers Island. Students who complete the course receive a certificate of completion as well as the contact information of faculty who taught the course. The College Way model changed in December 2018. Instead of offering college exposure courses across multiple disciplines, College Way decided to focus on one subject that would result in granting college credit through LaGuardia Community College. At the time of writing, College Way had not yet identified a mechanism to finance the cost of a credit-bearing course.

LAGUARDIA COMMUNITY COLLEGE'S COURSES AT QUEENSBORO CORRECTIONAL FACILITY are facilitated by professors of LaGuardia Community College and introduce incarcerated students to postsecondary education possibilities upon their return to the community. Each semester, LaGuardia offers three, non-credit workshops designed to expose students to LaGuardia Community College and college-level coursework. Workshop topics include Philosophy and Freedom, Creative Writing Groups, and Skills for Life, which addresses soft skills that are necessary for success in all areas of life. Students are encouraged to participate in all workshops. Workshop instructors are volunteer faculty members from LaGuardia Community College and are recruited to participate by a professor at the college who coordinates the workshops. At the time of this writing, an intern was hired to support students through the CUNY application process upon their release and return to the community. The Prison-to-College intern is also responsible for attending any orientations, resources fairs, or other events at the facility.

In the Community

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S TECH 101: INTRODUCTION TO TECHNOLOGY FOR THE WORKPLACE is a free, five-week, entry-level course that introduces fundamental technology skills needed in today's workforce and gives students hands-on experience with technology in workforce readiness applications. In today's workplace, the ability to use technology is central to nearly all business-related operations, and typically starts with the job application process. The gap in basic computer literacy is one of many obstacles confronted by formerly incarcerated people looking for gainful employment. Individuals often return to their communities unable to set up an email account. This course is designed for people with lived experience in the criminal legal system who are completely new to computers or who want more instruction to prepare for an entry-level position in today's job market.

COMMUNITY SUPPORT PROGRAMS

Support programs on college campuses and within the community are designed to provide students with the supplemental services needed to thrive academically and professionally. Across CUNY, there are a few support programs that have been established to support those who have a history of contact with the criminal legal system.

JOHN JAY COLLEGE, THE INSTITUTE FOR JUSTICE AND OPPORTUNITY'S COLLEGE INITIATIVE PROGRAM is a college access program designed to support system-impacted individuals. College Initiative is based at the John Jay College of Criminal Justice but serves over 400 people across 22 CUNY campuses and many other postsecondary education institutions including the State University of New York and a number of private schools. Students are pursuing a college degree, and sometimes a second or third college credential. College Initiative services include outreach, academic counseling, assistance in obtaining financial aid and enrollment, peer mentoring, legal assistance in cleaning up RAP sheets, supportive services, professional and personal development workshops, and an alumni network.

Each College Initiative student is assigned a College Initiative academic counselor, who assists students through each step of the college process. Counselors work closely with students to set academic and employment goals, support students in choosing a campus and field of study, and provide support through the enrollment and financial aid process. In addition to the support provided by academic counselors, first-year students who are just beginning their college journey are paired with College Initiative peer mentors. Peer mentors are active senior students and alumni with solid academic track records and leadership skills.

College Initiative is a crucial element of the Institute's educational continuum of services that begins inside of correctional facilities and continues into the community. College Initiative engages in outreach to students while they are still incarcerated and encourages students to pursue college when they return to the NYC metropolitan area. In 2019, College Initiative embarked on a partnership with the Manhattan Education Opportunity Center (MEOC) to provide access to high school equivalency courses and testing. MEOC operates under the oversight of BMCC. This Institute/MEOC partnership fills a significant gap. It creates an opportunity for older students to earn a high school equivalency and provides a pathway to college.

PROJECT IMPACT AT THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE is a campus-based support program for system-involved students interested in attending BMCC. Project Impact launched in the 2019 spring semester, growing from the work of the BMCC Reentry Interest group. The program has two supportive service tracks: a high school equivalency track for those who have not yet earned their high school credential but are interested in attending college, and a college-preparation track for those who have earned their high school credential and are ready to matriculate at the college. Project Impact helps students from admission to BMCC through graduation.

Project Impact delivers high school equivalency programming to system-involved youth between the ages of 17 and 24, in partnership with the New York City Department of Education (DOE) Pathways to Graduation (P2G) program. BMCC has also partnered with the Future Now program at Bronx Community College to learn about the development and implementation of their high school equivalency program. Project Impact tailored their high school equivalency program to meet the needs of students at BMCC. Once students earn their high school equivalency, they receive supportive services and are placed on the college-preparation track. The college-preparation track has no age limit. If a student earns their high school equivalency prior to coming to BMCC, they are eligible for Project Impact's supportive services. Students in need of high school equivalency programming that age out of Project Impact eligibility criteria are eligible to participate in high school equivalency programming at MEOC.

The program model for both tracks includes recruitment, intake, peer-mentorship, and college-acculturation. Project Impact partners with community-based organizations who are part of the New York Reentry Education Network.³⁵ These organizations operate as feeder organizations to both the high school equivalency and college-preparation tracks. Students are paired with peer mentors through the BMCC Urban Male Leadership Academy (UMLA), a CUNY BMI project. Project Impact peer mentors are students with system-involvement currently matriculated at BMCC or BMCC graduates with excellent academic skills.

FACULTY MENTORS

Many CUNY faculty members have a rich history of supporting system-impacted students. Their professional and volunteer experience—in correctional facilities and in the community—make them acutely aware that networks of support are critical to student success, especially after contact with the criminal legal system. Faculty members have acted as informal mentors, helping students navigate the complexities of postsecondary education and often streamlining the CUNY bureaucracy. For example:

- **Professor Carl Mazza at Lehman College currently serves as a campus navigator to more than 30 mentees, many of whom are referred to him by other students, departments on campus, and external organizations.**
- **Through her work with College Way, LaGuardia Professor Cory Rowe connects students returning to the community with Federal Work Study opportunities in LaGuardia’s Department of Social Sciences.**
- **Professor Sandy Figueroa at Hostos Community College pioneers initiatives in partnership with on-campus programs and community-based organizations to support system-impacted students in passing their developmental education requirements.**

Examples of faculty engaging and supporting students are endless, and they are not limited to the examples provided above. Writing letters of recommendation, engaging students in the academic advisement process, and supporting students through the process of obtaining clinical internships are all critical in supporting a positive academic experience.

OUTREACH AND PARTNERSHIPS

Various entities across CUNY have a deep history of collaboration with community-based organizations and other public agencies. Throughout this report, we outlined several CUNY entities that center partnership and outreach in their work. In this section, we highlight deliberate partnerships and projects that increase access to postsecondary education for system-impacted people, as well as projects that intentionally work with criminal legal system entities or engage with communities that have been impacted by the criminal legal system. This includes partnerships with city agencies, including the New York City Department of Education and the New York City Department of Correction, and with community-based organizations.

³⁵ The New York Reentry Education Network (NYREN) is a New York City-based coalition of individuals from community-based organizations, government agencies, and institutions of higher education, committed to increasing access to a quality education that best fits the needs of system-impacted individuals and communities affected by mass incarceration. NYREN is committed to making education a core component of the reentry policy, strategy, and practice in New York City.

JUSTICE COMMUNITY PROGRAMS AT LAGUARDIA COMMUNITY COLLEGE started in 2012 and was grounded in the belief that increasing academic achievement, civic engagement, and workforce education reduced crime and poverty. The initiative was funded by the NYC Department of Probation and NYC Opportunity to reduce the crime and poverty rate of people from Jamaica, Hollis, St. Albans, South Ozone Park, and Springfield Gardens—the districts of Queens Community Board 12. Because the program supported the people of Community Board 12, Justice Community operated out of the Queens Educational Opportunity Center in Jamaica, Queens. The program maintained strong relationships with parole and probation officers. Effective July 2019, the Justice Community programs are no longer offered through LaGuardia Community College.³⁶

The Justice Community programs served two age demographics: Justice Community served individuals 16 to 24 years old and Justice Plus served individuals 25 to 30 years old. Program participants had contact with criminal court or were on supervised release. The program model placed a strong emphasis on civic engagement within the community and was funded to do workforce education. Operating on a six-month cohort schedule, Justice Community programs offered individuals opportunities to develop their leadership skills through community service projects—hands-on construction projects and volunteering in community soup kitchens and food pantries. Participants also gained job skills, including OSHA training and conflict resolution/anger management workshops. Participants were referred to various internship and employment opportunities. The program also provided transportation support to students who actively participated in the program. Students who came to the Justice Community programs with their high school diploma or high school equivalency and expressed an interest in college were provided with financial assistance for their college applications. The program facilitated a hand-off to the Adult and Continuing Education Advisement Center at LaGuardia Community College.

CUNY BA PROGRAM AND THE BARD PRISON INITIATIVE (BPI) partnered to provide BPI alumni, who have earned college credits or an associate degree while incarcerated, with support to enroll in the CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA). BPI is an associate- and bachelor's-granting college-in-prison program that operates in six New York State correctional facilities. After students earn their associate degree, they begin working toward a bachelor's degree. As students prepare for their return to their communities, they work closely with a Continuing Education Specialist. The BPI and CUNY BA partnership allows the BPI Continuing Education Specialist to work two to three days per week at CUNY BA. The Continuing Education Specialist helps students through the admissions and financial aid processes, the gathering of student transcripts, and navigating campus policies.

BPI students choose to become part of CUNY BA because of the mission alignment between the two entities. The model and flexibility of the CUNY BA program is an attractive option for formerly incarcerated students, especially students coming from BPI. BPI students typically come to CUNY with 90+ college credits and a variety of academic courses. Students interested in applying to the CUNY BA program work closely with the Continuing Education Specialist on their application. Once BPI students are admitted to CUNY BA, they continue to receive ongoing support from the Continuing Education Specialist. Although CUNY BA does cap transfer credit eligibility at 90 credits—as do most institutions because of in-residency credit requirements—CUNY BA's flexibility with transfer credits makes it simple for students to meet the CUNY general education requirements. CUNY BA also offers life experience credits, enabling students to earn an additional 1-15 credits toward their degree requirements. In order to take advantage of earning life experience credits, students prepare a portfolio of their work experience prior to their incarceration. The CUNY BA program serves roughly ten BPI students per academic year.

³⁶ However, there are several organizations throughout New York City who still facilitate these programs. For more information please use the following websites: Justice Community <https://www1.nyc.gov/site/probation/services/justice-community.page> and Justice Plus <https://www1.nyc.gov/site/probation/services/justice-plus.page>. These programs will not be listed in Appendix B of this report.

THE BRONX CORRIDORS TO COLLEGE PROJECT

was an initiative designed to energize the South Bronx by increasing access to high-quality, postsecondary education through strategic partnerships between the community, students, and college partners. Bronx Corridors identified that the South Bronx confronts significant challenges in promoting postsecondary education access and success due to low rates of educational completion and inadequate educational preparation. These low levels of educational attainment are associated with the lower rates of financial earnings in the South Bronx, affecting the academic aspirations and opportunities of those living there.

The Bronx Corridors to College Project was a collaboration between Hostos Community College, Bronx Community College, and the Center for Institutional and Social Change (CISC) at Columbia Law School. Through convenings and working groups with college partners, students, families, and community-based organizations, the project empowered information sharing and cultivated leadership in the South Bronx to meet residents' academic and non-academic aspirations. While the initiative is no longer active due to loss of funding, it created a foundation and relationships that continue to support work in the Bronx.

THE COMMUNITY NAVIGATOR PROGRAM, housed at the Silberman School of Social Work at Hunter College, is a community referral program that connects the residents of the East Harlem community to quality, community-based services. The program hires Navigators to locate, connect, and engage program participants by identifying services that meet participants' unmet needs. Navigators serve as a bridge between the participants and different city agencies and organizations. Navigators are typically from the East Harlem community. The program engages youth between the ages of 14 and 24 years old who are at risk of or have had contact with the criminal legal system; the program also works with participants' families. The program receives funding from the District Attorney of New York's Criminal Justice Investment Initiative (CJII), designed to provide an investment back into the community and to empower community-based organizations. The program launched in April 2017.

Since its inception, the Navigators have served more than 1,000 participants from the East Harlem Community. A community asset mapping of East Harlem was instrumental in the program's launch. The initial mapping identified East Harlem services such as municipal services, youth programs, immigrant services, residences for people experiencing homelessness, and domestic violence agencies. A key contact was established at each organization which enables Navigators to facilitate the bridge between participants' needs and quality services. Prior to engaging with the community, Navigators undergo a training on fundamental social work principles and ethics. Topics include confidentiality, transference, and countertransference. This training allows Navigators to identify the needs of participants and to support participants in meeting unmet needs.

THE CUNY EXPLORERS PROGRAM is part of CUNY's K-16 Initiatives and is an example of how the New York City Department of Education and CUNY are interconnected. CUNY Explorers is part of the Mayor's College Access for All Initiative, an initiative aimed at providing every seventh-grade middle school student a visit to a college campus to promote high school, college, and life success. The message of CUNY Explorers is three-fold: you can go to college, you can pay for college, and you can take steps as early as middle school to think about college.

Since its inception, CUNY Explorers expanded the College Access for All Initiative to include students in District 79 schools, the New York City Department of Education's Alternative Schools District. District 79 schools provide secondary school programming to students in juvenile justice settings, substance use treatment facilities, and mental health treatment facilities. Students in District 79 schools can be enrolled in temporary or involuntary programming. The District 79 schools included in the College Access for All expansion include Restart Academy and Passages Academy. Both schools enable students who have been arrested or incarcerated to attend school. Through the CUNY Explorers program, several CUNY institutions have prepared campus visits for Restart and Passages Academy students. CUNY Explorers works to identify campus tour guides and guest speakers with lived experience in the court and criminal legal systems who can speak about their experiences and transition to college.

RECOMMENDATIONS

As this research illustrates, there are a significant number of administrators, faculty, staff, and programs across CUNY focused on engaging and supporting the college success of students who have been involved in the criminal legal system. However, existing efforts are largely unconnected to each other, and not occurring at a scale that matches the need that exists. There is a lack of continuity in services that support students from enrollment through post-graduation success, and we do not know much about the effectiveness of different interventions. The research also identified policies that could be refined to better support system-impacted students.

So much more is possible. The following recommendations emerged from our interviews and highlight the importance of conscious and deliberate planning and coordination of efforts, committed leadership, collaboration, communication, and modifications of policies and programs to accommodate the special circumstances of students, many of whom are older and all of whom are still facing the collateral consequences of convictions.

RECOMMENDATION 1

Create robust pathways for students to and through CUNY that provide multiple access points, recognize the diversity of students, and provide individualized support to meet the multifaceted challenges that students confront throughout their education.

Programs and services that delineate pathways to credentials and degree completion are important for all students because they provide clear roadmaps to graduation and post-graduation success. Programs that streamline the bureaucracy have a tremendous impact on the retention and graduation of those students.³⁷ Students who have been involved in the criminal legal system have a special need for this kind of clarity and support. They may have been out of school for some time and can be overwhelmed and confused by CUNY's bureaucracy. They are almost always juggling multiple demands outside of school which include family, work, homelessness, and in some instances, parole and probation requirements. Without encouragement and guidance, it is easy to get discouraged and give up.

1. Cultivate bridges between corrections and CUNY.

There are likely tens of thousands of former and potential college students incarcerated in the city and state corrections systems, under probation and parole supervision, and hundreds of thousands who have been involved in the criminal legal system at some point in their lives. It is often while people are incarcerated or after they are released that they are most motivated to reinvent themselves, to put their lives on a different trajectory.³⁸ But people involved in the criminal legal system are often from under-resourced communities and families in which college is not the norm. They may lack the information and encouragement to think of higher education as a possibility for themselves. They may even mistakenly think that, because of earlier school experience, they are “not college material” or that, because they have a felony conviction, they are not eligible for college.

CUNY must consistently bring information to potential students to combat these misconceptions. A mechanism for doing this exists through the Institute's established network of relationships with criminal justice agencies and community-based organizations. During its regular outreach and informational sessions, the Institute is both engaging individual potential students and equipping the staff that work with them to more effectively make referrals to CUNY in the future. When people come to the Institute, the College Initiative continuum of supportive services makes it possible to assess students' college readiness, make needed social service referrals, support students through the enrollment and financial aid process, and direct them to the CUNY campus that best meets their academic and professional aspirations. Peer mentoring and community activities bring students from across CUNY back to College Initiative for support.

Although the Institute's College Initiative program may be the largest “on-ramp” for students with system-involvement, it is not the only way that system-impacted students get to CUNY. Future Now at Bronx Community College provides a similar

³⁷ Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins, *What We Know About Guided Pathways* (New York, NY: Columbia University, Teachers College, Community College Research Center, 2015).

³⁸ Halkovic and Fine, *The Gifts They Bring*, 12, 16-17.

pathway for young people who have not yet earned their high school equivalency—providing students with the opportunity to enroll at Bronx Community College upon earning their high school credential. Through Project Impact, the Borough of Manhattan Community College has adapted the Future Now model to support pre-college, system-impacted students and provides a clear pathway to the college upon completion.

The institutions that are effective at engaging, enrolling, and supporting the success of these students have several characteristics in common. Among them are committed faculty and staff who help students navigate the bureaucracy, including leadership of the college and key contacts in offices like admissions, financial aid, and the bursar. This network of support should be consciously cultivated at more colleges and deliberately communicated to potential and new students.

2. Provide academic, social, and financial assistance to make it possible for students to engage, persist, and succeed in college.

System-impacted students are often older, with families and a range of responsibilities that make it challenging to find the time and money to go to college. They also often have a range of developmental and educational needs. CUNY's already celebrated, campus-based opportunity programs provide crucial support to many students, including system-impacted people. Programs like ASAP, ACE, CUNY Start, Math Start, SEEK, and College Discovery provide a wealth of services—like skills building, transportation, textbook assistance, and intersession tuition support—that could be invaluable to system-impacted students. However, age restrictions and requirements that students take full-time loads need modification to enable many system-impacted students to access them.

RECOMMENDATION 2

Eliminate barriers to student enrollment and increase access to courses of study connected to professional licenses.

During our research, we noted several CUNY policies and practices that, while they have a rationale, are effectively keeping students from enrolling in college and pursuing the fields of study and professions that they desire. They warrant reconsideration.

1. Develop a retroactive withdrawal policy for students with system involvement.

There are many system-involved students seeking reenrollment in CUNY. Sometimes these students have experienced a disruption in their attendance—mid-semester or between semesters—because of an arrest or conviction. Additionally, there are students enrolled in college-in-prison programs who are transferred out of the facility mid-semester and who are not able to officially withdraw from their courses. This disruption creates an inability for students to attend the remainder of their classes, and in many cases, occurs too late to allow official withdrawal from the college. The result is a transcript with incompletes, unofficial withdrawals, and failed courses. Students who seek to return to school after their incarceration are left with negatively impacted grade point averages, outstanding university balances, and are out of compliance with the academic progress required to receive federal student aid. When students prepare to re-matriculate, these consequences will delay or prevent them from enrolling in college.

We recommend a policy to allow students to retroactively withdraw from their courses when system involvement prevented their completion of courses. This would enable students to re-matriculate into the University.

2. Alleviate financial barriers to encourage student enrollment and reenrollment.

There are many financial costs associated with enrollment and reenrollment. While these costs affect all students, they pose significant barriers for system-impacted people. A seemingly modest application fee may prevent students from submitting a CUNY application. Prior outstanding debt at a CUNY campus may be insurmountable and could affect enrollment at any other CUNY institution. This extends to currently incarcerated students who are interested in enrolling in the Institute's Prison-to-College Pipeline or College Pathways on Rikers Island programs, but cannot because of outstanding CUNY debt. Eliminating such barriers could dramatically increase the number of students who enroll in higher education and increase the resulting revenue that would come to CUNY.

CUNY is already exploring ways to remove these financial obstacles for other students. The Adult Degree Completion Network is a network of committed CUNY colleges who are working in partnership with the central office to improve the University's policies and practices related to adult learners. They identified debt forgiveness for returning adult learners as a priority. CUNY should extend this initiative to system-impacted people, especially to those whose prior enrollment was disrupted because of contact with the criminal legal system.

3. Equip administrators, faculty, and staff with information and resources to appropriately guide students through decision-making regarding courses of study and the occupational and professional licensing process.

CUNY offers more than 1,750 academic programs for degree-seeking students. Some lead to professional certification and licensure. Over the course of our research, we observed administrators, faculty, and staff discouraging students with conviction histories from pursuing certain programs because they presume that students with convictions are automatically barred from those professions. This occurs despite the removal of outdated, blanket bans on most licensed occupations in New York State. Under New York law, licensing agencies must consider applicants on an individualized basis. To that end, the State has developed guidelines to evaluate qualified applicants for state occupational licenses.³⁹ In fact, 86% of people with conviction records who applied for state occupational licenses were approved in 2018.⁴⁰

Academic departments should continually update their understanding of a conviction history's impact on a student's ability to practice a profession or get an internship or fellowship. They should not proactively bar a student from the pursuit of a degree or course of study, or play a gatekeeper role, especially as the law and practice changes rapidly. Rather, they should advise students of the potential risks so that students can make an informed choice for themselves.

³⁹ "New York State Council on Community Re-entry and Reintegration," New York State, accessed December 15, 2019, <https://www.ny.gov/criminal-justice-reform/new-york-state-council-community-re-entry-and-reintegration>.

⁴⁰ "New York State Council on Community Re-entry and Reintegration," New York State, accessed December 15, 2019, <https://www.ny.gov/criminal-justice-reform/new-york-state-council-community-re-entry-and-reintegration>.

To aid colleagues in understanding the law, the Institute is currently expanding its set of professional license guides to help students with conviction histories navigate professional and occupational licensure.⁴¹ The expanded version will include guides for system-involved people seeking licensure in 15 additional professions, including Registered Professional Nurse, Lawyer, Licensed Master Social Worker and Licensed Clinical Social Worker, and Teacher Certification. Using the expanded licensing guides, the Institute will work closely with key partners in CUNY—including offices within the CUNY Office of Academic Affairs, Health and Human Services, and Teacher Education Programs—to assist them in properly advising system-involved students seeking to work in these professions.

4. Refine CUNY's guidance on the admission of students who may pose a risk to a college.

Unlike many colleges and university systems, CUNY does not, and has never had, a conviction history question on its undergraduate application. Therefore, information on an applicant's past involvement in the criminal legal system is not a part of the admissions process, and that information should not be known by the college. This is appropriate because, in fact, there is no data that establishes that students with conviction histories present a greater campus safety risk than do other students.⁴² However, each campus is given the right to deny admission to any student who poses a "risk" to the safety or security of the college or the college community.⁴³ No guidance is given on how to make this assessment, nor is it clear how the college would even be in possession of conviction history information on a student.

There is one category of offense that will be reported to the college. Under state law, people on the Sex Offender Registry are required to report to the New York State Division of Criminal Justice Services when they enroll in a school.⁴⁴ The school is notified by the Division of Criminal Justice Services and higher education institutions have discretion about whether to disseminate or act on that information. Although not required by law, existing CUNY policy gives campuses the discretion to deny admission to people on the Registry.

Campuses like John Jay College do not respond by automatically denying admission to a student on the Registry. Rather, they have established a protocol for evaluating and managing risk. John Jay requires that the student meet with officials from Public Safety and Student Affairs, who then make an individualized assessment of risk. Students are encouraged to provide documents that evidence their character and accomplishments. They may also be accompanied to the meeting by people who know them.

41 "Getting to Work With a Criminal Record: New York State Licensing Guides," The Prisoner Reentry Institute, last modified May 18, 2018.

42 Center for Community Alternatives, *Use of Criminal History Records in College Admissions*; Bradley Custer, "College Admission Policies for Ex-Offenders."

43 "Admission of Students Who May Pose a Risk to a College," Student Policies and Procedures, the City University of New York, accessed August 6, 2019, <https://www2.cuny.edu/about/administration/offices/ovsa/policies/>.

44 In accordance with the Sex Offender Registration Act, the New York State Division of Criminal Justice Services (DCJS) notifies the Director of Public Safety of a college about the presence of an individual convicted of a sexual offense on a campus, along with certain identifying information. Once the college receives that information, it is at the discretion of the college to disseminate that information to the campus community. If the college chooses to disseminate such information, it must do so in compliance with the law, and the information that can be disseminated will vary by risk level. See "Changes to Laws Regarding Dissemination of Information About Convicted Sex Offenders on Campus," OGC Advisories, the City University of New York, accessed October 28, 2019, <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/advisories/info-about-convicted-sex-offenders.pdf>.

At John Jay, the Institute's College Initiative staff who are working with the student will attend, if the student wants them there. The College may decide to set conditions on the student while on campus. For example, the student may be restricted from the area adjacent to the day care center. They will also establish a system for monitoring compliance in a manner that does not label or stigmatize the student. The conditions are then periodically reviewed and are often reduced from semester to semester.

CUNY's policy on the admission of students who pose a "risk" to the college community is distinct from the policy guidance provided for students convicted of sexual offenses; however, the two policies are often inappropriately conflated. Further, "risk" is not defined in the guidance. Because the current policy is inconsistent with CUNY's well-known practice of inclusion and commitment to not asking students about conviction history, we recommend eliminating the general "risk" policy and replacing it with an affirmative statement that system-involved students are welcome at CUNY. Regarding students on the Sex Offender Registry, we further recommend revising the guidance to campuses to establish a protocol for a consistent and transparent process for individualized evaluation of risk and risk management.

RECOMMENDATION 3

Create opportunities for more CUNY participation in correctional education.

Currently, the Institute's Prison-to-College Pipeline (P2CP) is the only CUNY, credit-granting college program in a New York State prison. There is considerable interest across CUNY in expanding the University's contribution to education programs inside correctional facilities. Many faculty members teach or have taught in prison programs run by non-CUNY institutions. Others, on their own initiative and on a volunteer basis, sometimes teach non-credit classes and workshops to incarcerated people. Several campuses are actively considering the creation of college-in-prison programs. This broad interest in connecting higher education to prison is further illustrated by the consistent participation of the University Faculty Senate Committee on Higher Education in the Prisons in educational resource fairs at correctional facilities across the city and state.

There is an incredible opportunity to harness this energy and enthusiasm in a more coordinated, purposeful manner that increases CUNY's impact on students and on the corrections system. At present, the potential for starting CUNY college programs in more prisons is limited. The prisons within commuting distance from the City already have college programs run by other institutions, and the Department of Corrections and Community Supervision will not allow the introduction of a second academic program. Further, college-in-prison programs are costly and administratively labor-intensive. They require a big commitment and continual fundraising by the college. However, the University is well-positioned to look at more cost-effective ways to increase its presence in correctional education within the City and State:

1. Expand opportunities for faculty from other CUNY institutions to teach on-load in John Jay's Prison-to-College Pipeline program.

It would be advantageous for the University to connect the existing enthusiasm to teach in prison with the Institute's knowledge and expertise in delivering such programming. Enabling full-time faculty from other CUNY institutions to teach on-load in the Prison-to-College Pipeline would allow the program to maintain a high-quality

pool of diverse and experienced faculty as the student body grows. Additionally, the program would be able to expand the breadth of courses offered. Conceiving of the Prison-to-College Pipeline as a CUNY-wide, college-in-prison program would also be consistent with the goal of making it into a degree-granting program.

2. Explore opportunities for CUNY colleges to offer career, technical, and vocational education programs inside correctional facilities.

There are eleven state correctional facilities within a two-hour commute of New York City. While the Department of Corrections and Community Supervision would not currently allow CUNY to operate an academic program in those facilities because of already-existing college programs, it is likely that the Department would enthusiastically welcome the introduction of career and technical education. Some CUNY campuses even have continuing education programs that offer a non-credit-to-credit option. The Institute, in partnership with the CUNY Central Office of Continuing Education and Workforce Programs and CUNY's seventeen continuing education departments, should explore creating career and technical education pathways for students incarcerated in facilities that are in proximity to New York City.

3. Recognize the contributions that faculty are already making through their volunteer work, by considering it as "Service to the Public" in decisions related to their tenure and promotion.

Faculty participation in correctional education looks different from campus to campus. Much of their engagement is on a volunteer basis and is more indicative of their individual commitment than an official program of a college. There is not a consistent practice across campuses concerning whether this work is recognized in decisions related to faculty tenure and promotion. Some academic departments allow volunteer work to count toward "Service to the Public" in decisions related to tenure, while others do not.

We recommend that faculty who volunteer their time and effort to engage system-impacted students be rewarded in decisions related to tenure and promotion either through "Service to the Public" or "Service to the Institution." Engaging currently incarcerated students through programming in prison is certainly an expression of CUNY's mission as a public institution. Additionally, volunteer programs inside of correctional facilities plant a seed in students' minds that CUNY is an option when they return to their communities.

RECOMMENDATION 4

Create ongoing mechanisms for information sharing and coordination across the University related to supporting the college success of students who have been involved in the criminal legal system.

There is clearly alignment between CUNY’s mission and an affirmative effort to engage and support the college success of people who have been involved in the criminal legal system. Many faculty and staff care about these students and are actively working to include them in CUNY and to effectively address their needs. However, these efforts are largely isolated and unconnected. As a result, students are either not aware of or not fully utilizing the resources available to them. And the people and programs seeking to serve these students are left to figure everything out for themselves. We propose a more deliberate and collaborative approach to working together in which we seek to complement each other’s work rather than compete with each other. To fully realize the opportunity, we make the following recommendations:

1. Leadership must set the expectation at the University- and campus-level.

As a signatory to the Fair Chance Higher Education Pledge,⁴⁵ CUNY has already made explicit its commitment to higher education for system-impacted people. This commitment needs to be consistently reiterated and reflected in the priorities established by leadership at the University and college level. The Chancellor, college presidents, and executive officers can make it clear that system-impacted students are important and should be addressed as part of planning and administration, as are other student populations like immigrants and veterans. We ask specifically that the recommendations outlined in this report be incorporated into University and college priorities. Periodic reflection on our progress at all levels of CUNY will help keep attention on this area of work over the long-term.

2. Create a learning community for information sharing and collaborative work across campuses.

We propose establishing a learning community that meets regularly to share information about promising practices and challenges, to engage in collective problem solving, and to disseminate information across CUNY. The University Faculty Senate Committee on Higher Education in the Prisons offers an example of the power in convening colleagues across campuses around a shared vision. We propose complementing that work by providing a forum for broader and more diverse participation of students, staff, and faculty.

This forum, with staff support provided by the Institute, would take on specific projects like the creation of the directory that was requested by many of the colleagues interviewed for this report. The directory would include two distinct components: 1) a list of key contacts within the offices of admissions, registrar, financial aid, bursar, academic support programs, and academic advisers at each campus who understand the unique experiences of students with system-involvement and can serve as liaisons,

⁴⁵ “Fact Sheet: White House Announces New Commitments to Fair Chance Higher Education Pledge,” Archived Information, U.S. Department of Education, accessed October 30, 2019, <https://www.ed.gov/news/press-releases/fact-sheet-white-house-announces-new-commitments-fair-chance-higher-education-pledge>.

and 2) a directory of resources, programs, and services across CUNY that support students with system-involvement.

The learning community is also an ideal forum for exploring the components of a classroom and campus climate that is welcoming and supportive of system-impacted students. Participatory action research by Dr. Michelle Fine for the Institute explored the experiences of college students who had previously been incarcerated. *The Gifts They Bring* pointed to ways in which students feel uncomfortable, as well as ways in which they feel supported and encouraged.⁴⁶ There are already good examples of work taking place at campuses that address some of these issues, like becoming more trauma-informed and conscious about person-first language. These efforts could be further developed and replicated at other institutions.

We would expect the learning community to evolve over time. System-impacted students should be actively included in efforts at both the system- and campus-level. Their direct experience makes them both closest to problems and especially insightful on the approaches that can realize CUNY's goal of being more welcoming and inclusive. To that point, we would expect a learning community to express a compelling interest in the recruitment and inclusion of staff, administrators, and faculty with system involvement, as well.

⁴⁶ Halkovic and Fine, *The Gifts They Bring*, 16.

CONCLUSION

This report has described a range of efforts across CUNY that emerged and have grown organically to meet the needs of students who have been involved in the criminal legal system. CUNY now has an established presence in correctional facilities in both New York State and New York City, and some robust programs and services on several campuses. The challenge — and the opportunity — is to develop a more comprehensive and integrated strategy for providing clear pathways for students to earn degrees and credentials. The pathways must have multiple “on-ramps,” and allow for students to progress at different rates depending on their individual circumstances.

Undertaking this planning and coordination of efforts will require communication, coordination, and a commitment to learn from and complement each other. Together, we can pursue innovative, collaborative efforts that attract more system-impacted students to CUNY, better support students’ academic and professional success, and enable their continued contribution to the community.

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APPENDIX A

Directory of People Interviewed

The purpose of this project was to survey the CUNY system and identify campuses, programs, staff, and faculty that engage and support system-impacted people. Over the course of this project, we interviewed more than 85 people that represent the breadth of the University, as well as partners from external organizations. We thank them for their contribution to this report.

AABHA ADHIYA	Director of Fostering College Success Initiatives	<i>CUNY Central Office of Academic Affairs</i>
ROSE-MARIE AIKAS	Professor of Social Sciences	<i>Queensborough Community College</i>
JULIE APPEL	Program Coordinator for Project Impact	<i>Borough of Manhattan Community College</i>
TAMMY ARNSTEIN	Freshman Year Success Adjunct Faculty & Co-Coordinator	<i>Bronx Community College</i>
CLAUDIA BALDONEDO	Executive Director of the Workforce Education Center	<i>LaGuardia Community College</i>
CARLA BARRETT	Associate Professor & Academic Director of the Prison-to-College Pipeline	<i>John Jay College of Criminal Justice</i>
REBECCA BEEMAN	Associate Director of Community Partnership and the Network for College Success	<i>CUNY K-16 Initiatives</i>
SHAWN BEST	University Director of the CUNY Black Male Initiative	<i>CUNY Central Office of Student Affairs</i>
MARSHA BETHEL-MILAN	Senior Admissions Advisor	<i>Hostos Community College</i>
CHRISTINE BRONGNIART	Interim University Executive Director of CUNY ASAP	<i>CUNY Central Office of Academic Affairs</i>
RAHEEM BROOKS	Program Manager of the CUNY Fatherhood Academy	<i>LaGuardia Community College</i>
JOHN CHANEY	Professor of Social Sciences	<i>LaGuardia Community College</i>
ALISON CIMINO	Lecturer of English	<i>Queensborough Community College</i>
PEGGY CONNER	Professor & Graduate Program Director of Speech-Language-Hearing Sciences	<i>Lehman College</i>
CURTIS DANN-MESSIER	University Director of Continuing Education and Workforce Programs	<i>CUNY Central Office of Continuing Education and Workforce Programs</i>

JEAN DIDIER YAO	Program Coordinator for Future Now	<i>Bronx Community College</i>
BAZ DREISINGER	Professor of English & Founding Academic Director of the Prison-to-College Pipeline Program	<i>John Jay College of Criminal Justice</i>
ARIANA DURANDO	Administrative Coordinator Master's Programs	<i>CUNY Graduate Center</i>
BARBARA ELIAS	Adjunct Professor of English	<i>Queensborough Community College</i>
FRANCA FERRARI	Professor of Communications	<i>Queensborough Community College</i>
SANDY FIGUEROA	Professor and Office Technology Coordinator	<i>Hostos Community College</i>
MICHELLE FINE	Distinguished Professor	<i>CUNY Graduate Center</i>
DAVID FLETCHER	Professor of Education	<i>Lehman College</i>
ANDREA GABBIDON-LEVENE	Director of CUNY Start and Math Start	<i>Hostos Community College</i>
DUNIA GARCIA	Director of the Community Navigator Program	<i>Silberman School of Social Work at Hunter College</i>
MICAH GERTZOG	Assistant Director of Workforce Programs	<i>CUNY Central Office of Continuing Education and Workforce Programs</i>
STEPHANIE GILLMAN	Project Director	<i>CUNY K-16 Initiatives</i>
STEPHEN GREENFELD	Urban Studies Program Manager	<i>CUNY School of Labor and Urban Studies</i>
ADJOA GZIFA	Director of the Workforce Education Center	<i>LaGuardia Community College</i>
MAVIS HALL	University Director for the Office of Special Programs	<i>CUNY Central Office of Student Affairs</i>
KARA HEFFERNAN	Interim Assistant Dean for Student Success Initiatives	<i>CUNY Central Office of Academic Affairs</i>
SARAH HOILAND	Professor of Sociology	<i>Hostos Community College</i>
ASHTIAN HOLMES	Director of the Urban Male Leadership Academy	<i>Borough of Manhattan Community College</i>
RONALD JACKSON	Vice President for Student Affairs	<i>Brooklyn College</i>
ROBERT JAFFE	Senior Advisor to the President	<i>LaGuardia Community College</i>
ANGIE KAMATH	University Dean for Continuing Education and Workforce Development	<i>CUNY Central Office of Continuing Education and Workforce Programs</i>

KIM HARTSWICK	Academic Director	<i>CUNY Baccalaureate for Unique and Interdisciplinary Studies at the CUNY Graduate Center</i>
JANE KEHOE HIGGINS	Director of the Literacy Center	<i>Lehman College</i>
LUTFUL KHAN	Assistant Director of the Foster Care Initiative	<i>CUNY Central Office of Academic Affairs</i>
JEANETTE KIM	Interim Assistant Dean for Pre-Matriculation Programs and Assessment	<i>CUNY Central Office of Academic Affairs</i>
DONNA LINDERMAN	Associate Vice Chancellor of Academic Affairs	<i>CUNY Central Office of Academic Affairs</i>
JOHNNY LOZADA	Academic Advisor for the Adult Degree Program	<i>Lehman College</i>
JANE MACKILLOP	Dean for the School of Continuing and Professional Studies	<i>Lehman College</i>
JOSE MAGDALENO	Vice President for Student Affairs	<i>Lehman College</i>
BRANDI MANDATO	Director of Sector Innovations	<i>CUNY Central Office of Continuing Education and Workforce Programs</i>
MANUEL MARTINEZ	Lecturer of English	<i>Queensborough Community College</i>
OLIVIA MAYER	Director for Pre-College Academic Programming	<i>LaGuardia Community College</i>
CARL MAZZA	Professor & Chair of Social Work	<i>Lehman College</i>
SARAH MCCONNELL	Director of Campus Engagement Programs	<i>CUNY K-16 Initiatives</i>
KATE MCPHERSON	Senior Academic Advisor	<i>CUNY Baccalaureate for Unique and Interdisciplinary Studies at the CUNY Graduate Center</i>
JOHN MOGULESCU	Senior University Dean of Academic Affairs & Dean of CUNY School of Professional Studies	<i>CUNY Central Office of Academic Affairs</i>
TRICIA MULLEN	Director of the Adult Learning Center	<i>Lehman College</i>
MANOJ PARDASANI	Acting Provost for Graduate and Professional Education, Principle Investigator for the Community Navigator Program	<i>Silberman School of Social Work at Hunter College</i>

ELIZABETH PAYAMPS	Assistant Director of Future Now	<i>Bronx Community College</i>
BRIAN PETERSON	Dean of Academic Initiatives and Strategic Innovation	<i>CUNY Graduate Center</i>
MANFRED PHILIPP	Professor Emeritus	<i>Lehman College</i>
ROCHEL PINDER-CUFFIE	Director of Student and Community Affairs	<i>CUNY School of Labor and Urban Studies</i>
MICHELE PISO MANOUKIAN	Associate Director of the Center for Teaching and Learning	<i>LaGuardia Community College</i>
PENNY PRINCE	Professor of Music	<i>Lehman College</i>
MARITZA PRITSOS	Acting Director of Adult Basic Skills & Bridge to College and Careers	<i>LaGuardia Community College</i>
SHANNON PROCTOR	Professor of Humanities	<i>LaGuardia Community College</i>
CARLOS QUINTANA	Director of College Access at the Institute for Justice and Opportunity	<i>John Jay College of Criminal Justice</i>
CLAUDIA RAMIREZ	Director of Future Now	<i>Bronx Community College</i>
SUZETTE RAMSUNDAR	Associate Director of Campus Life and Student Affairs	<i>Lehman College</i>
SHAUN RASMUSSEN	ASAP Associate Director for External Relations and Engagement	<i>CUNY Central Office of Academic Affairs</i>
ANNE RICE	Professor of Africana Studies	<i>Lehman College</i>
MICHELLE RONDA	Professor & Program Coordinator of Criminal Justice	<i>Borough of Manhattan Community College</i>
CHRISTOPHER ROSA	Assistant Vice Chancellor for Student Inclusion Initiatives	<i>CUNY Central Office of Student Affairs</i>
LISA ROSE	Professor & Program Coordinator of Human Services	<i>Borough of Manhattan Community College</i>
CORY ROWE	Professor of Social Sciences	<i>LaGuardia Community College</i>
ANTONIA SALERNO	Academic Counseling Coordinator for College Initiative at the Institute for Justice and Opportunity	<i>John Jay College of Criminal Justice</i>
JUAN SANTIAGO	Program Coordinator for the Community Navigator Program	<i>Silberman School of Social Work at Hunter College</i>
LILY SHAPIRO	Senior Policy Advisor	<i>NYC Department of Probation</i>

ELENA SIGMAN	Director of Collaborative Learning at the Institute for Justice and Opportunity	<i>John Jay College of Criminal Justice</i>
MIA SIMON	Program Director of CUNY Start and Math Start	<i>CUNY Central Office of Academic Affairs</i>
DAVID SPEAL	Academic Program Specialist for the CUNY Fatherhood Academy	<i>LaGuardia Community College</i>
BETH SPEKTOR	Interim Director of Sector Innovations	<i>CUNY Central Office of Continuing Education and Workforce Programs</i>
JOHN SUTTER	BMCC Foundation Member	<i>Borough of Manhattan Community College</i>
EMILY TAI	Professor of History	<i>Queensborough Community College</i>
JULMAN TOLENTINO	Academic Program Specialist	<i>CUNY School of Labor and Urban Studies</i>
JED TUCKER	Director of Reentry and Alumni Affairs	<i>Bard Prison Initiative</i>
AGNIESZKA TUSZYNSKA	Professor of English	<i>Queensborough Community College</i>
NAKITA VANSTORY	Program Director of Justice Community Programs	<i>LaGuardia Community College</i>
ELYS VASQUEZ-ISCAN	Professor of Education & Presidential Fellow	<i>Hostos Community College</i>
NIKKO VAUGHN	Continuing Education Specialist	<i>CUNY Baccalaureate for Unique and Interdisciplinary Studies & Bard Prison Initiative</i>
ALYSSA VINE	University Director of Adult Learner Initiatives and Communications	<i>CUNY Central Office of Academic Affairs</i>
ROBERT WALTON	Student Advocate & Ombuds Officer	<i>LaGuardia Community College</i>
STEVE ZEIDMAN	Professor of Law & Co-Director of the Defenders Clinic	<i>CUNY School of Law</i>
LUCINDA ZOE	Senior University Dean & Vice Provost for Academic Programs and Policy	<i>CUNY Central Office of Academic Affairs</i>
JANICE ZUMMO	Assistant Dean of Academic Support Programs	<i>Borough of Manhattan Community College</i>

APPENDIX B

Resource Directories

B-1: RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

Appendix B-1 is a directory of the services and programs outlined in the report. The directory includes:

1. program descriptions,
2. general program requirements,
3. contact information, and
4. website addresses.

These programs and services are categorized according to the typology outlined in the report, then in alphabetical order by college.

B-2: RESOURCE DIRECTORY OF ADDITIONAL PROGRAMS AND SERVICES AVAILABLE ON CUNY CAMPUSES

CUNY offers a variety of programs designed to foster student success. The programs outlined in Appendix B-2 are not exclusively for system-impacted people, but provide important resources that support students academically, financially, and socially.

RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

CLASSIFICATION	CUNY AFFILIATION	PROGRAM NAME	DESCRIPTION	REQUIREMENTS	CONTACT PERSON	ADDRESS	WEBSITE
SYSTEM-WIDE ENGAGEMENT	<i>CUNY Central Office of Student Affairs</i>	CUNY Black Male Initiative (BMI)	CUNY BMI creates model projects throughout the University intended to provide additional layers of academic and social support for students from populations severely underrepresented in higher education; in particular, African, African American/Black, Caribbean, and Latino/Hispanic males. For a list of BMI projects, please visit the BMI website.	Campus projects are open to all academically eligible students, faculty, and staff without regard to race, gender, national origin or other characteristic.	Shawn Best, University Director; e: Shawn.Best@cuny.edu Jorge Alguera, University Assistant Director; e: Jorge.Alguera@cuny.edu	CUNY Central Office of Student Affairs 555 W 57th St, Suite 1401, New York, NY 10019	www1.cuny.edu/sites/bmi/
SYSTEM-WIDE ENGAGEMENT	<i>CUNY University Faculty Senate</i>	University Faculty Senate Committee on Higher Education in the Prisons	A consortium of volunteer faculty and staff across CUNY, coordinated through the University Faculty Senate, who support the educational aspirations of incarcerated people in New York State. Committee projects include coordinating conference and research on criminal justice and reentry matters, organizing faculty participation in resource fairs within New York State prisons and New York City jails, and coordinating classes for incarcerated students.		Professor Emily Tai, Chair of the Committee and Professor of History at Queensborough Community College; e: etai@qcc.cuny.edu		www1.cuny.edu/sites/cunyufs/committees/senate/affiliated/higher-ed-prisons/
CAMPUS COMMITTEES	<i>Borough of Manhattan Community College</i>	Reentry Interest Group	The Reentry Interest Group consists of representatives from different divisions of the college, experts in the field, and community-based organizations serving system-impacted students. The group examines ways in which the college currently supports system-impacted students and opportunities for BMCC to better support the experiences of prospective and current system-impacted students.		Dr. Janice Zummo, Assistant Dean of Academic Support Services; e: jzummo@bmcc.cuny.edu; p: 212-776-6256	199 Chambers Street, New York, NY 10007	
CAMPUS COMMITTEES	<i>Lehman College</i>	Reentry Committee	The Reentry Committee was founded in 2017 to educate the Lehman community and provide support and resources for returning students and their families.		Dr. Penny Prince, Professor of Music; e: Penny.prince@lehman.cuny.edu; p: 718-960-7796	250 Bedford Park Blvd West, 311M, Bronx, NY 10468	
PRE-COLLEGE PROGRAMS	<i>Bronx Community College</i>	Future Now	A free high school equivalency preparation program for out-of-school or formerly incarcerated youth between the ages of 17 and 24 years old. Additional services include peer mentorship and transitional support to postsecondary education.	Age requirement 17-24 years old; Residency Requirement Must be a New York City resident; Placement Exams Students must pass the Future Now assessment test; Miscellaneous Requirements: Attend a Future Now Interview and Orientation.	Claudia Ramirez, Assistant Director; e: Claudia.Ramirez@bcc.cuny.edu	Bronx Community College, Gould Residence Hall, 5th Floor, 2155 University Avenue Bronx, NY 10453	www.bcc.cuny.edu/academics/student-success-programs/future-now/

RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

CLASSIFICATION	CUNY AFFILIATION	PROGRAM NAME	DESCRIPTION	REQUIREMENTS	CONTACT PERSON	ADDRESS	WEBSITE
PRE-COLLEGE PROGRAMS	John Jay College of Criminal Justice	College Readiness Program on Rikers Island, the Institute for Justice and Opportunity	A pre-college course for students incarcerated in the EMTC building on Rikers Island. The course prepares students for college-level writing and provides a pathway to the Institute for Justice and Opportunity's College Initiative program when students return to the community.	<p>General Program Requirements</p> <ol style="list-style-type: none"> 1. Must be housed in EMTC Correctional Facility on Rikers Island, and 2. Must have enough time left in their sentence to complete the course. 	<p>Veronica Dingwall, Outreach and Student Support Coordinator; e: vdingwall@jjay.cuny.edu; p: 212-621-4081</p> <p>Miguel Molina, College Readiness Coordinator and Instructor; e: mimolina@jjay.cuny.edu; p: 646-781-5117</p>	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	<i>justiceandopportunity.org</i>
PRE-COLLEGE PROGRAMS	LaGuardia Community College	CUNY Fatherhood Academy	A program that provides high school equivalency preparation, college and career preparation, and peer mentorship to young fathers between the ages of 18 and 30 years old. Students are also offered parenting and professional development workshops to help develop the skills needed to maintain healthy relationships with their families.	<p>General Program Requirements</p> <ol style="list-style-type: none"> 1. Must be 18-30 years old, and 2. Must be a father or expecting a child. 	<p>David Speal, Academic Program Specialist; e: dspeal@lagcc.cuny.edu; p: 718-730-7336</p>	29-10 Thomson Avenue, Room C225, Long Island City, NY 11101	<i>www.laguardia.edu/ce/pages/pre-college-and-high-school-equivalency/cuny-fatherhood-academy/hood-academy/</i>
CREDIT-BEARING COURSES	John Jay College of Criminal Justice	College Pathways on Rikers Island, the Institute for Justice and Opportunity	A credit-bearing course offered to students incarcerated in the EMTC building on Rikers Island. Credits are transferrable to any CUNY institution, and students are provided with support from College Initiative to continue their education upon reentry. The program is delivered by the Institute for Justice and Opportunity in partnership with the Borough of Manhattan Community College.	<p>General Program Requirements</p> <ol style="list-style-type: none"> 1. Must have a high school credential i.e. HSE or diploma 2. Must be housed in EMTC Correctional Facility on Rikers Island 3. Must have enough time left in their sentence to complete the course. 	<p>Veronica Dingwall, Outreach and Student Support Coordinator; e: vdingwall@jjay.cuny.edu; p: 212-621-4081</p> <p>Miguel Molina, College Readiness Coordinator and Instructor; e: mimolina@jjay.cuny.edu; p: 646-781-5117</p>	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	<i>justiceandopportunity.org</i>
CREDIT-BEARING COURSES	John Jay College of Criminal Justice	Prison-to-College-Pipeline Program, the Institute for Justice and Opportunity	A credit-bearing, college-in-prison program at Otisville Correctional Facility in Otisville, New York, that provides CUNY courses to incarcerated students. Students are matriculated John Jay students and upon reentry are eligible to continue their education at John Jay College or any other CUNY institution, with support from College Initiative.	<p>General Program Requirements</p> <ol style="list-style-type: none"> 1. Have a high school diploma or equivalent credential, 2. Be incarcerated at New York State Otisville Correctional Facility, 3. Be within six years of release, and 4. Preference is given to people returning to New York City. 	<p>Eric Seligman, Prison-to-College Pipeline Program Coordinator; e: eseligman@jjay.cuny.edu; p: 212-393-6352</p>	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	<i>justiceandopportunity.org</i>

RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

CLASSIFICATION	CUNY AFFILIATION	PROGRAM NAME	DESCRIPTION	REQUIREMENTS	CONTACT PERSON	ADDRESS	WEBSITE
CREDIT-BEARING COURSES	John Jay College of Criminal Justice	Navigator Certificate in Human Services and Community Justice	A free, semester-long program to prepare people with lived experience in the criminal legal system for jobs and career advancement in human services. The Navigator Certificate curriculum combines the theory and ethics of human services with development of professional skills, and was developed in partnership with John Jay faculty, employers, and people with lived experience in the criminal legal system to build skills for success in the workplace. The Institute for Justice and Opportunity operates the program, and John Jay Professional Studies confers the Certificate.	<p>General Program Requirements A high school degree or equivalent is required for this college-level program, and students who earn the certificate and enroll at John Jay College receive six credits. Students must commit to full program attendance and must complete a field placement as part of the program, in addition to coursework.</p> <p>Age requirement Must be at least 18 years old.</p>	Sue Batkin, Deputy Director of Programs, the Institute for Justice and Opportunity; e: sbatkin@jjay.cuny.edu	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	justiceandopportunity.org
CREDIT-BEARING COURSES	CUNY K-16 Initiatives	CUNY Freedom Prep	Freedom Prep offers court-involved young people ages 16-24 the opportunity to participate in a specially-designed “on-ramp” (or introduction) to college, which includes a free college course, Reading the Biography, and support transitioning to college degree programs.	<p>General Program Requirements Freedom Prep is open to court-involved students. Court-involvement can be past or current. Students can be currently enrolled in a high school or HSE program or have a high school diploma or HSE diploma.</p> <p>Age requirement Must be 16-24 years old.</p>	Stephanie Gilman, Project Director; e: stephanie.gilman@cuny.edu; p: 917-202-3856	CUNY K-16 Initiatives, 16 Court Street, 3rd Floor Brooklyn, NY 11241	www.cuny.edu/academics/school-college-partnerships/freedom-prep/
CREDIT-BEARING COURSES	School of Labor and Urban Studies	Certificate in Community Leadership	In partnership with the Department of Probation’s Credible Messenger Justice Center (CMJC), CUNY’s School of Labor and Urban Studies (SLU) provides Credible Messengers the opportunity to earn a certificate in Community Leadership, either undergraduate or graduate-level depending on the student’s academic preparation. The undergraduate certificate is made up of four courses, which yields 16 credits that can be fully transferred to SLU’s Bachelor’s Degree in Urban and Community Studies; the graduate certificate program is made up of four courses, which yields 12 credits that can be fully transferred into SLU’s Master’s Degree in Urban Studies. Through CMJC, tuition scholarships are available to Credible Messengers who have a demonstrated impact in a New York City community.	<p>Undergraduate Program General Requirements Candidates must possess a high school diploma or a High School Equivalency (HSE) diploma from New York State (also known as TASC or GED).</p> <p>Graduate Program General Requirements Candidates must possess a bachelor’s degree with a 2.5 cumulative grade point average or higher from an accredited undergraduate institution.</p> <p>Additionally, applicants for either certificate program are required to write a personal statement.</p>	Julman Tolentino, Program Coordinator; e: julman.tolentino@slu.cuny.edu; p: 212-642-2012,	25 West 43rd Street, 19th Floor, New York, NY 10036	slu.cuny.edu/

RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

CLASSIFICATION	CUNY AFFILIATION	PROGRAM NAME	DESCRIPTION	REQUIREMENTS	CONTACT PERSON	ADDRESS	WEBSITE
NON-CREDIT COURSES	John Jay College of Criminal Justice	Tech 101: Introduction to Technology in the Workplace, the Institute for Justice and Opportunity	A free, twelve-session (six-week), entry-level course that introduces fundamental technology skills needed in today's workforce. The course covers the essential features of Microsoft Office, Google Suite, and basics of online job searching. This course is designed to bridge the gaps in technological skills of those returning to the community after incarceration.	<p>General Program Requirements No high school degree required; 8th grade reading level required. Must meet attendance and other course requirements to earn Certificate, conferred by John Jay Professional Studies.</p> <p>Age requirement Must be at least 18 years old.</p>	Drew Oldfield, Director of Employment Services; e: doldfield@jjay.cuny.edu; p: 212-887-6182	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	justiceandopportunity.org
NON-CREDIT COURSES	LaGuardia Community College	Courses at Queensboro Correctional Facility	Non-credit courses at Queensboro Correctional Facility are taught by volunteer faculty from LaGuardia Community College. Course topics include philosophy and freedom, creative writing, and skills for life. All courses are designed to expose students to LaGuardia Community College and college-level coursework.	Must be incarcerated at Queensboro Correctional Facility	John Chaney, Professor of Criminal Justice; e: jchaney@lagcc.cuny.edu; p: 718-482-4210		
NON-CREDIT COURSES	Queensborough Community College	College Justice Program	A three-week, non-credit college exposure course at Edgecombe Correctional Facility. The course is taught by volunteer faculty at Queensborough Community College. Course topics include: literature, composition, creative writing, poetry, and public speaking.	Must be incarcerated at Edgecombe Correctional Facility	Agnieszka Tuszynska, Professor of English; e: atuszynska@qcc.cuny.edu; p: 718-631-6302		
COMMUNITY SUPPORT PROGRAMS	Borough of Manhattan Community College	Project Impact	Project Impact is a campus-based support program for students impacted by the criminal legal system. Project Impact's purpose is to support students by providing access to wraparound services and consistent support. Project Impact has a strong peer mentoring program, a high school equivalency program offered in partnership with the New York City Department of Education, and a credit-bearing course on Rikers Island offered in partnership with the Institute for Justice and Opportunity.	<p>Age requirement for the High School Equivalency Program: 17-24 years old; there is no age requirement for other supportive services.</p>	Julie Appel, Director of Project Impact; e: jappel@bmcc.cuny.edu; p: 212-776-7212	199 Chambers Street, Room S430-Q, New York, NY 10027	www.bmcc.cuny.edu/academics/success-programs/project-impact/

RESOURCE DIRECTORY OF PROGRAMS AND SERVICES HIGHLIGHTED IN THE FINDINGS

CLASSIFICATION	CUNY AFFILIATION	PROGRAM NAME	DESCRIPTION	REQUIREMENTS	CONTACT PERSON	ADDRESS	WEBSITE
COMMUNITY SUPPORT PROGRAMS	<i>John Jay College of Criminal Justice</i>	College Initiative, the Institute for Justice and Opportunity	A college access program for system-impacted people looking to continue their education at any higher education institution. Program services include outreach, academic counseling, peer mentorship, and legal assistance focused on RAP sheet cleanup.	<p>General Program Requirements</p> <ol style="list-style-type: none"> 1. Must have a high school diploma or the equivalent credential, and 2. Must be impacted by the criminal legal system. 	Antonia Salerno , College Initiative Program Manager; e: asalerno@jjay.cuny.edu ; p: 646-781-5113	<p>Physical Address: 555 W 57th Street, 6th floor, Room 609B New York, NY 10019</p> <p>Mailing Address: The Institute for Justice and Opportunity at John Jay College of Criminal Justice, 524 W 59th Street, BMW 609B, New York, NY 10019</p>	<i>justiceandopportunity.org</i>
OUTREACH AND PARTNERSHIPS	<i>CUNY K-16 Initiatives</i>	CUNY Explorers	CUNY Explorers is a partnership between the New York City Department of Education and CUNY to expose every 7th grade middle school student to college. District 79 schools (the New York City Department of Education's Alternative Schools District) are included in this partnership. District 79 schools include Restart Academy and Passages Academy.	New York City Department of Education, 7 th grade middle school students.	Sarah McConnell , Director of Campus Engagement Programs; e: sarah.mcconnell@cuny.edu ; p: 718-254-7198		<i>k16.cuny.edu/explorers/program-overview/</i>
OUTREACH AND PARTNERSHIPS	<i>Graduate Center</i>	CUNY BA and the Bard Prison Initiative	A partnership between the CUNY Baccalaureate for Unique and Interdisciplinary Studies (CUNY BA) and the Bard Prison Initiative (BPI) that provides a pathway to the CUNY BA program, and other CUNY institutions, for BPI alumni. Students are provided academic support by the Continuing Education Specialist. Academic support includes: navigating admissions, financial aid, transcript gathering, and campus policies.	Must be an alumnus of the Bard Prison Initiative.	Nikko Vaughn , Continuing Education Specialist; e: nvaughn@bard.edu ; p: 212-817-8239	<p>Upstate Office Bard Prison Initiative, Bard College, PO Box 5000, Annandale-on-Hudson, NY 12504</p> <p>City Office CUNY BA, The Graduate Center, 365 5th Avenue, New York, NY 10016</p>	<p>Bard Prison Initiative <i>bpi.bard.edu</i></p> <p>CUNY BA <i>cunyba.cuny.edu</i></p>
OUTREACH AND PARTNERSHIPS	<i>Hunter College, Silberman School of Social Work</i>	Community Navigator Program	A community referral program, housed at the Silberman School of Social Work, that connects residents of the East Harlem Community to quality, community-based services. Navigators connect participants to services that meet any unmet needs and serve as a bridge between participants, city agencies, and organizations.	<p>General Program Requirements</p> <p>Must be a resident of East Harlem and be at risk of contact, or have had past contact, with the criminal legal system. Family members of someone who meets the requirements listed above can participate in the program. Survivors of domestic violence/intimate partner violence are also eligible for services.</p> <p>Age requirement</p> <p>Must be between 14 and 24 years old.</p>	Juan Santiago , Program Coordinator for the Community Navigator Program; e: js6615@hunter.cuny.edu	181A East 119th Street, New York, NY 10035	<i>navigator.silbermanssw.org/#AboutUs</i>

RESOURCE DIRECTORY OF ADDITIONAL PROGRAMS AND SERVICES AVAILABLE ON CUNY CAMPUSES

PROGRAM NAME	PROGRAM DESCRIPTION	GENERAL PROGRAM REQUIREMENTS	CONTACT PERSON/ INFORMATION	WEBSITE/ADDRESS
Adult Learning Center, Lehman College	The Adult Learning Center (ALC) provides free education opportunities to low-income Bronx residents. Education programs include English for Speakers of Other Languages (ESOL), Basic Literacy (BE), and High School Equivalency preparation (HSE).	Age requirement 19 years and older	Tricia Mullen, Director; e: patricia.mullen@lehman.cuny.edu ; p: 718-960-7359;	
College Discovery/SEEK	The College Discovery (CD) and Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) Programs are the NYS opportunity programs at CUNY. They provide access and comprehensive academic, financial, and social supports to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances.			www.cuny.edu/academics/academic-programs/seek-college-discovery/
CUNY ASAP	CUNY’s Accelerated Study in Associate Programs (ASAP) helps students earn associate degrees within three years by providing a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, waivers for tuition and mandatory fees, MTA MetroCards, and additional financial assistance to defray the cost of textbooks.	Apply for financial aid each year (FAFSA and TAP) and accept any federal and state grant aid awarded (PELL, SEOG, TAP); Enroll full time each semester and maintain good academic standing; Complete any developmental courses in reading, writing, or math within the first year; Meet regularly with your academic advisor, career specialist, and tutors, and attend any required enrichment activities.	Shaun M. Rasmussen, ASAP Director for External Relations and Engagement, e: shaun.rasmussen@cuny.edu	www1.cuny.edu/sites/asap/
CUNY EDGE	CUNY EDGE supports matriculated, CUNY undergraduate students who are receiving cash assistance from the New York City Human Resources Administration (HRA), achieve academic excellence, graduate on time, and find employment. Students can receive academic, personal, and professional advisement; personal development workshops and seminars; case management assistance with HRA; and paid work opportunities for select CUNY EDGE participants. CUNY EDGE is a partnership between HRA and CUNY, serving over 5,700 students at all CUNY senior and community colleges across the five boroughs of New York City.	General Program Requirements Be an HRA cash assistance recipient and be a matriculated undergraduate student at any CUNY senior or community college.	Varies by campus - follow the link to the website	www1.cuny.edu/sites/cunyedge/directory/
CUNY Start	CUNY Start provides intensive preparation in English, math, and “college success” advisement for students entering CUNY with significant remedial needs. The goal of the program is to help students prepare for college-level coursework and meet CUNY’s proficiency standards prior to starting credit-bearing courses. CUNY Start operates on nine CUNY campuses and offers two program models: 1) A full-time program for 25 hours per week that provides instruction in both math and English (Reading and/or Writing) and 2) a part-time program for 12 hours per week that provides instruction in English, and operates during the fall and spring semesters.	CUNY Start’s full-time program is recommended for students who are found to have developmental education needs in both English and math; CUNY Start’s part-time English Program is recommended for student with a “deep” English Need (Reading and Writing).		www1.cuny.edu/sites/cunystart/program/cuny-start/

RESOURCE DIRECTORY OF ADDITIONAL PROGRAMS AND SERVICES AVAILABLE ON CUNY CAMPUSES

PROGRAM NAME	PROGRAM DESCRIPTION	GENERAL PROGRAM REQUIREMENTS	CONTACT PERSON/ INFORMATION	WEBSITE/ADDRESS
Foster Care Initiative	The CUNY-ASAP Foster Care Initiative (FCI) offers youth in care a pathway to completing an associate degree through CUNY's Accelerated Study in Associate Programs (ASAP). In addition to the financial, academic, and personal supports received in ASAP, students connected to FCI also receive assistance with the CUNY admissions and financial aid processes, a CUNY application fee waiver, opportunities for free summer and winter courses, and support with accessing free, year-round on-campus housing.	Students currently and formerly in foster care are eligible.	Aabha Adhiya, Director; e: aabha.adhiya@cuny.edu	
Fostering College Success Initiative	Fostering College Success Initiative (FCSI) is a college residential support program. FCSI students reside year-round in one of three residence halls —on the Queens College and City College campuses, as well as at John Jay College's "New Yorker" residence. Students attend any CUNY college and receive support to cover the full cost of attendance—including 12 months of room and board, waiver of any tuition/fee balances after application of federal and state financial aid, and any special program resources, textbooks, and transportation costs. In addition, FCSI students are matched with CUNY academic success/opportunity programs that provide a range of financial, academic, and personal supports to enhance academic momentum and to ensure that students are fully supported in their degree pursuits.	Students must be in active foster care.	Aabha Adhiya, Director; e: aabha.adhiya@cuny.edu	
Math Start	Math Start is CUNY Start's specialized math program and operates during the semester for 12 hours weekly or for shorter 8- to 12-week cycles, and includes an integrated college success advisement program. The goal of the program is to help students understand math so that they can meet CUNY's proficiency standards and thrive as CUNY college students. Math Start operates on 10 CUNY campuses throughout the semester, with some evening options for students	Math Start is recommended for students who have "deep" developmental needs in math (previously referred to as pre-algebra/algebra needs).		www1.cuny.edu/sites/cunystart/program/math-start/
Math Start Adult Learner Hubs	The Math Start Adult Learner Hubs are a unique opportunity for adult learners, particularly graduates of HSE programs. The Hubs are operated at the Borough of Manhattan Community College, Hostos Community College, and LaGuardia Community College. In addition, adult learners are also able to be served in specialized programs at the College of Staten Island and Queensborough Community College, with some evening options available for students who cannot attend during the daytime.	Math Start Adult Learner Hubs are recommended for adult learners who have "deep" developmental needs in math (previously referred to as pre-algebra/algebra needs).		www1.cuny.edu/sites/cunystart/program/math-start/

MAPPING THE CITY UNIVERSITY OF NEW YORK:
The University's Commitment to Students
Impacted by the Criminal Legal System

**INSTITUTE FOR JUSTICE
AND OPPORTUNITY
at JOHN JAY COLLEGE**

