

MAPPING THE CITY UNIVERSITY OF NEW YORK:

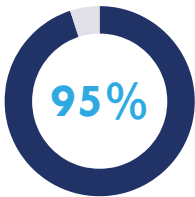
The University's Commitment to Students Impacted by the Criminal Legal System

ABOUT THE INSTITUTE FOR JUSTICE AND OPPORTUNITY

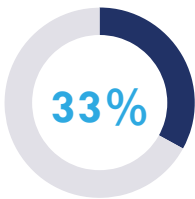
The Institute for Justice and Opportunity (the Institute), formerly known as the Prisoner Reentry Institute, is a center of research and action at the John Jay College of Criminal Justice/CUNY. The Institute is committed to providing opportunities for people to live successfully in the community after 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.



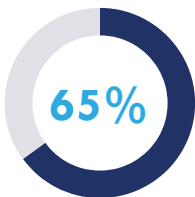
1.5 million people are incarcerated in state and federal prisons¹



at least 95% of people incarcerated in state prisons will be released²



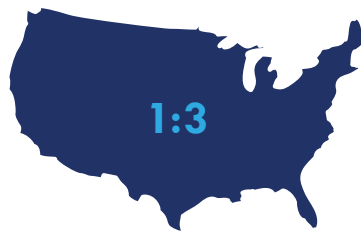
an estimated 77 million adults in the United States has a criminal record — 33% of the entire population³



In 2020, 65% of jobs in New York State will require some postsecondary education or training beyond high school;⁸

LAW ENFORCEMENT HAS DISPROPORTIONATELY TARGETED BLACK AND HISPANIC COMMUNITIES;

the lifetime likelihood of imprisonment for Black men in the United States is:

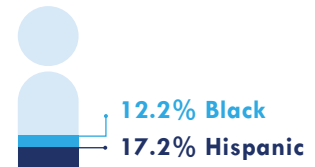


in New York State the racial disparity in incarceration rates is:



College graduates with bachelor's degrees earned **\$32,000 more per year** than high school graduates with no college⁹

THE UNITED STATES EDUCATES MORE THAN 19 MILLION PEOPLE THROUGH HIGHER EDUCATION, Black and Hispanic students are significantly underrepresented; 12.2% and 17.2% respectively¹⁰



↑
10%

Employment rates among students who participate in college-in-prison would increase by 10%¹¹, if 50% of those academically eligible were to enroll in college-in-prison

↓
43%

Although its not the only justification for providing access to higher education in prison, such access reduces recidivism by 43%¹²

HOW HIGHER EDUCATION CAN ADDRESS RACIAL AND ECONOMIC INEQUITIES THAT FLOW FROM THE CRIMINAL LEGAL SYSTEM

Higher education is a vehicle for upward socioeconomic mobility. Indeed, the City University of New York's (CUNY) mission is to provide "equal access and opportunity" and serve as a vehicle for the "the upward mobility of the disadvantaged in the City of New York." Given the scale of mass incarceration in the United States—and the negative impact that having a conviction record has on economic opportunity—communities disproportionately impacted by the criminal legal system are an important constituency for higher education.

There is an opportunity for higher education systems to do more to support access and success for students with conviction records. The Institute for Justice and Opportunity's report *Mapping the City University of New York: The University's Commitment to Students Impacted by the Criminal Legal System* identifies ways that CUNY can further advance its commitment to system-impacted students. See the recommendations below.



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

2 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>.

3 "Barriers to Work: People with Criminal Records," National Conference of State Legislatures, <http://www.ncsl.org/research/labor-and-employment/barriers-to-work-individuals-with-criminal-records.aspx>.

4 The Sentencing Project, *Fact Sheet: Trends in U.S. Corrections*, (Washington, DC: The Sentencing Project, 2017), 5, <https://perma.cc/G3Y4-JE3L>; 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).

5 The Sentencing Project, *The Facts: State-by-State Data*, (Washington, DC: The Sentencing Project, 2017), <https://www.sentencingproject.org/the-facts/#map>.

6 Lucius Couloute, *Getting Back on Course: Educational Exclusion and Attainment Among Formerly Incarcerated People*, (Northampton, MA: Prison Policy Initiative).

7 Monique Ositelu, *Equipping Individuals for Life Beyond Bars: The Promise of Higher Education & Job Training in Closing Gap in Skills for Incarcerated Adults*, (Washington, DC: New America), 4.

8 Anthony Carnevale, Nicole Smith, Jeff Stohl, *Recovery: Job Growth and Education Requirements Through 2020, State Report* (Washington, DC: Georgetown Public Policy Institute, Center on Education and the Workforce, June 2013), 3.

9 Philip Trostel, *It's Not Just the Money: The Benefits of College Education to Individuals and Society* (Indianapolis, IN: Lumina Foundation, October 2015), 9.

10 The Chronicle of Higher Education, "Compare the States," Almanac 2019, accessed February 28, 2020, <https://www.chronicle.com/interactives/almanac-2019?cid=cp250>

11 Patrick Oakford, Cara Brumfield, Casey Goldvale, Laura Tatum, Margaret diZerega, and Fred Patrick, *Investing in Futures: Economic and Fiscal Benefits of Postsecondary Education Prison* (New York, NY: Vera Institute of Justice, 2019).

12 Lois M. Davis, Robert Bozick, Jennifer L. Steele, Jessica Saunders, Jeremy N. V. Miles, *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs that Provide Education to Incarcerated Adults* (Santa Monica, CA: RAND Corporation, 2013).

13 The City University of New York, "Mission," accessed March 11, 2020, <https://www.cuny.edu/about/history/>.