

REPORT OF THE AD-HOC COMMITTEE ON THE

PRISON INDUSTRIAL COMPLEX

MAY
2019



NYU

Ad-Hoc Committee on the Prison Industrial Complex

May 2019 Report

Background

Mass incarceration, the prison industrial complex (the term preferred by students on the committee and [defined](#) as the overlapping interests of government and industry that use surveillance, policing, and imprisonment as solutions to economic, social and political problems), and juvenile and criminal justice are incredibly important issues facing the United States. Owing to its role as an engine of social mobility and as a university committed to inclusion, New York University has been and remains dedicated to exploring ways in which it can contribute to reducing the nation's reliance on incarceration.

In the fall of 2018, in the wake of student protests organized by the [Incarceration to Education Coalition](#) group, the Office of the President formed an ad-hoc semester-long Committee charged with examining the ways that NYU was currently engaging these issues. The Committee, chaired by Anthony Thompson, Professor of Clinical Law at NYU's School of Law and the Founding Faculty Director of the School's Center on Race, Inequality and the Law, included faculty--with representation from both the TFSC and CFSC--students--with students selected by the SSC--and administrators--with representation from the AMC (See list of committee members below). The Committee's formal charge was to examine how the University already addresses mass incarceration and other steps that could be taken in this arena, focusing on the core university missions of research, teaching, and service at NYU on its New York campus.

Committee Process

The Committee met three times over the 2019 spring semester. Early on, the Committee engaged in a wide-ranging discussion to determine the areas we would cover and decided to begin by compiling a list of what NYU already does to address mass incarceration and the prison industrial complex. The Committee selected the broad areas of research, teaching and service in the field. Through these lenses the Committee hoped to

develop a broad understanding of the ways that NYU was influencing issues touching on mass incarceration generally and the prison industrial complex specifically. In addition, the Committee sought out other promising models from around the country that the University might consider for NYU. In conversation, the Committee worked to use human-first language when talking about people involved in the criminal justice system. The Committee immediately encountered a familiar challenge at NYU: namely that in a large and dynamic institutional environment, communicating and capturing all that happens across the University is difficult if not impossible. Nevertheless:

- NYU has well over 40 courses across multiple NYU Schools, several recent Wagner capstone projects, more than a dozen Gallatin concentrations, and over 20 Law School Clinics that address criminal justice issues.
- There are over 40 faculty members who research related issues across NYU's Schools. There are several centers and institutes and a plethora of projects, lecture series, and events that address issues of mass incarceration.
- There are numerous programs, including the [Prison Education Program](#), fellowships, scholarship programs, and professional development opportunities that support work in this area. There are also student organizations, both undergraduate and graduate, that advocate for incarcerated or formerly incarcerated populations.

As a result of these preliminary findings, the Committee recognized that part of the challenge was to provide opportunities to gather and disseminate information about this important subject matter across the University. In addition, the work of the Committee surfaced a number of important films on this topic and also surfaced within NYU promising research projects, scholars, and programs that would continue to provide opportunities for NYU to be a leader in this important work.

The Committee also quickly recognized that the autonomy and operations of each individual school within the University would mean that many programming decisions would need to remain at the school level.

The Committee tried to think creatively both about how to develop, enhance and communicate those positive things that the University was doing to address issues associated with the prison industrial complex and assure that attention continue to be paid to keeping up that

communication so that anyone at NYU (whether student, staff or faculty) would be able to find others committed to these efforts and work collaboratively. Additionally, we recognize that this work is ongoing and we have room to grow and change as a University. We hope the work of this committee serves as a launching point for further efforts for NYU to address these important issues.

Committee Outcomes

After meeting through the Spring Semester of 2019, the Committee agreed that a number of concrete steps would help NYU continue to lead in considering how universities can contribute to addressing issues raised by mass incarceration and the prison industrial complex in the United States.

Web Portal

- We have agreed to create a web portal to serve as a hub for information about the justice and incarceration work going on at NYU and include relevant research and publications, service, faculty engagement, events, and related information as well as student programming. This portal will be managed by the Prison Education Program and NYU faculty, students and staff will be encouraged to continue to keep it updated.
- The portal will also contain a student-facing resource page, housed both in the portal and in other relevant places on NYU's website, that would provide formerly-incarcerated students and students whose family members have been incarcerated with resources and information.

Library Resources

- We are exploring, with the Dean of Libraries, what resources are available through the library and its partner institutions and how these resources can best be organized to maximize accessibility and awareness.

Community Culture

- The goal is for NYU to offer a welcoming environment for those who have directly or indirectly had contact with the criminal justice system. We encourage NYU to think more broadly about how various members of the community could be trained to engage more supportively with formerly-incarcerated people. The current Unpacking Mass

Incarceration Zone training could and should be offered more widely.

- We encourage the Center for the Advancement of Teaching and related efforts in various schools to develop programs to help faculty create classroom environments that are cognizant of the challenges of discussing the issues that arise when teaching about mass incarceration and the prison industrial complex.
- We encourage NYU to support fair chance employment practices.
- In the fall this committee will host a movie screening, and we encourage NYU to continue public programming and outreach events that engage with issues of justice and incarceration.

The Education Mission

- NYU continues to be a national leader in providing education for those in-custody as well as those who have had contact with the prison industrial complex directly or through family, friends and loved ones. The Prison Education Program exemplifies what other institutions of higher learning can do in this important space. The Committee urges the University to continue to support our leadership in this critical space. We are proud that there are eight students who have received an AA degree through the Prison Education Program at Wallkill. As of Spring 2019 there are two students completing their AA degree at SPS with full funding. There are seven students pursuing their BA degree at either the College of Arts and Science or Gallatin; all of these students are fully funded for tuition and fees and receive a \$10,000/year stipend.
- We are gratified that we will be able to offer two additional undergraduate scholarships, based on need, effective Fall of 2020 to people who were formerly incarcerated beyond those who have participated in the Wallkill program.

Teaching

- The registrar's office has initiated work to create a "tagging" system for courses that will allow us to more easily identify courses related to criminal justice, mass incarceration, and the prison industrial complex.
- Nikhil Singh, Executive Director of NYU's PEP, is developing a new Participatory Action Research course that will allow PEP students and

others to develop their own research projects on justice related issues.

- NYU's [Curricular Development Challenge Fund](#) annually awards faculty money to create new courses and develop innovative curricular projects. We encourage faculty interested in justice-related teaching to apply for these grants.
- At the school level, both graduate and undergraduate, we advise students to explore, with relevant academic deans at their schools, the demand for and possibility of the creation of courses where the fieldwork or research topics can be chosen by students.
- The Wagner Capstone offers Wagner students opportunities to conduct research on pressing social questions with non-profit or government organizations as clients, including many advocacy and service organizations working on justice or incarceration issues. The Committee recognizes the potential to have a larger footprint in that important space and encourages Wagner to work with our institutional and community partners to solicit organizations engaged in this important work to apply for Capstone student project support.
- The Stern Consulting Corps (SCC) Program encourages teams of MBA students to partner with organizations to create a lasting impact through actionable business plans in a ten week-consulting engagement. This may also be an opportunity for justice related non-profit organizations.

Research

- The Provost's Office manages the Mega-Grant Seed Fund Initiative, an effort to encourage highly competitive large grant proposals across NYU. The initiative includes planning, administrative, grant-writing, and seed funding support. We encourage groups of faculty interested in justice related research to apply for [mega-grants](#).
- A group of approximately 10 faculty came together in the Spring of 2018 to explore collaborative work in juvenile justice and criminal justice systems (e.g. education, mental health). This group, called [Blueprints for Progressive Change in Juvenile Justice](#), meets to share and get feedback on relevant work, engage with city agency officials to align initiatives, and problem-solve challenges that may impede research and action. Interested faculty should be in touch with SirhC Barker, Assistant Director, Program Development, NYU Institute for

Human Development and Social Change (cjb241@nyu.edu) and Jayson Jones, Research Coordinator, NYU Strategies to Reduce Inequality Initiative (jayson.jones@nyu.edu).

- We support NYU's commitment to protecting the rights and privacy of members of the NYU community that are also members of vulnerable groups.
- Many of our faculty are engaged in efforts outside of NYU that address mass incarceration and other justice -related challenges. Michael Lindsey, executive director of the McSilver Institute for Poverty Policy and Research at the Silver School of Social Work, for instance, is serving on a task force organized by Jennifer Jones Austin, CEO and executive director of the Federation of Protestant Welfare Agencies and an NYU Wagner alumna. This task force just published a report calling on the city, non-profit organizations, and local leaders to partner to coordinate services to provide better support families and those whose lives are affected by the criminal justice system. We will explore ways NYU can further participate in this effort. The Brennan Center for Justice, a nonpartisan law and policy institute at NYU Law which works to reform, revitalize, and defend systems of democracy and justice, issued a report in 2015 called *Solutions: American Leaders Speak Out on Criminal Justice* and more recently issued a 2019 report called *Ending Mass Incarceration: Ideas from Today's Leaders*.

Conclusions

The Committee is grateful to the students, faculty, staff and administrators who participated in this important effort; we acknowledge the student activism that led to the formation of the committee as well as the commitment on the part of the office of the President that NYU will continue to be a national leader in this important field.

The continued work of addressing the negative effects of mass incarceration remains an on-going effort. Here at NYU we are committed to ensuring that the University plays a role in this undertaking in line with its academic and historic mission. Our Prison Education Program (PEP) will continue to be a central institutional home for this work.

We have attempted to capture what we learned about what is going on at NYU related to justice and incarceration. We know we do not have a complete picture. What follows is the state of our current knowledge.

Committee Members

Dylan Brown

Gallatin School of Individualized Study Class of 2021

Elise Cappella

Associate Professor of Applied Psychology, Steinhardt School of Culture, Education, and Human Development; Director, Institute of Human Development and Social Change

Lisa M Coleman

Senior Vice President for Global Inclusion, Diversity, and Strategic Innovation and **Karen Jackson-Weaver**, Associate Vice President, Global Inclusive Faculty Engagement and Innovation Advancement

Katrina Denney

Director of Administration, Politics Department, Faculty of Arts and Science

John Gershman

Clinical Professor, Robert F. Wagner Graduate School of Public Service

Wilnelia Gutierrez

Chief of Staff, University Relations and Public Affairs

Sophia Gumbs

College of Arts and Science Class of 2022

Amanda Lawson

College of Arts and Science Class of 2019

Ellen Schall

Senior Presidential Fellow; Dean Emeritus, Robert F. Wagner Graduate School of Public Service

Nikhil Singh

Professor of Social and Cultural Analysis and History; Faculty Director of the NYU Prison Education Program

Anthony C Thompson CHAIR

Professor of Clinical Law, NYU School of Law

Zoe Vongtau

Global Liberal Studies Class of 2022

An admittedly incomplete picture of ongoing justice and incarceration work at NYU as of Spring 2019.

| Selected NYU Faculty Engagement | | |
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| Scholars | Centers | Projects and Lecture Series |
| LAW Tony Thompson Deborah Archer Rachel E. Barkow Anne Milgram Stephen Schulhofer David W. Garland Kim Taylor-Thompson Bryan Stevenson | The McSilver Institute , including Sustaining Futures project Center on Race, Inequality and the Law (Vincent Southerland) Center on the Administration of Criminal Law Marron Institute: The Crime and Justice Program Brennan Center for Justice: Reducing Mass Incarceration Institute of Human Development and Social Change | NYU's Public Safety Lab joins National Partnership for Pretrial Justice (Arnold Ventures) Mass Incarceration Conversation Series at Silver NYU Journalism's "Reporting Race" series screened "Rikers: An American Jail" Prison Education Program's Carceral Crisis speaker series Blueprints for Progressive Change in Juvenile Justice Gallatin's Lyrics on Lockdown course joined the Rikers Island Public Memory Project for " Teaching Rikers: Activating the Collective Memory of NYC's Most Notorious Jail " "How Parole Affects Families – An Interactive Talk by Lewis Webb" "After Rikers: Justice by Design" Film Screening & Panel Discussion |
| FACULTY OF ARTS & SCIENCE Nikhil Singh Anna Harvey Ted Conover Jeff Manza Amanda Geller Julie Livingston Andrew Ross Christine Harrington Zhandarka Kurti Lynne Haney Michael Ralph | NYU Institute for Law and Society | |
| GLOBAL PUBLIC HEALTH Ernest Drucker | | |
| WAGNER Morgan C. Williams, Jr Brian Lewis Jim Knickman John Billings Mark Kleiman Scarlett Wang | | |

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| <p>SILVER Kirk A. James Stacey L. Barrenger Michael Lindsey Andrew Cleek</p> <p>GALLATIN David Parsons Piper Anderson</p> <p>STEINHARDT Shabnam Javdani Erin Godfrey Natasha Strassfeld</p> <p>TISCH Angela Davis (in residence) Anna Deavere Smith</p> <p>MEDICINE Allen Keller Maria R. Khan Joshua D. Lee Justin M. Feldman Sue Kaplan Charles Marmar Arieh Shalev Glenn Saxe</p> <p>MARRON INSTITUTE Angela Hawken</p> | | <p>“Weissberg Forum for Discourse in the Public Square: Criminal Justice Reform”</p> <p>“Q&A: Legal Perspectives on Juvenile Justice and Abolition”</p> <p>“Q&A: Putting Research to Practice in Juvenile Justice and Child Welfare Settings”</p> <p>NYU Press Alternative Criminology Series</p> <p>The Castle Play</p> <p>Litmus</p> |
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| Selected Teaching | |
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| Capstones | A number of Wagner capstone projects in the last few years have addressed relevant issues. See Appendix A. |
| Courses | A number of courses address relevant issues. See Appendix B. |
| Gallatin Concentrations | A number of Gallatin students recently or currently created concentrations related to mass incarceration. See Appendix C. |
| Clinics | Several Law School clinics address related issues. See Appendix D. |

| Selected Service | |
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| Student Organizations | Programs, Fellowships, Scholarship Programs, and Professional Development |
| <p>Incarceration to Education Coalition</p> <p>Students for Criminal Justice Reform</p> <p>Prison Reform and Education Project, including its scholarship</p> <p>NYU Students are featured in the The Nation article “These Students are Teaming Up to Pay Dollar Bails for Detained New Yorkers.”</p> <p>Washington Square Legal Services Bail Fund</p> | <p>Prison Education Program offers an associates degree from LS and includes Academic advising, professional development, internships, professional workshops, multimedia training, wellness services, and social events</p> <ul style="list-style-type: none"> • A number of faculty teach in PEP • Lauren Broussard <p>Developing Social Sector Leaders of Color supports fellows in pursuing areas of interest, including criminal justice</p> <p>The Petey Greene Program</p> <p>NYU Global Equity Fellowship supports fellows in pursuing areas of interest that include criminal justice</p> <p>The Fellowship for Emerging Leaders in Public Service supports fellows in public interest work, including criminal justice work</p> <p>PREP Scholarship Fund</p> <p>Root-Tilden-Kern Public Interest Scholarships</p> <p>CMEP’s Zone Training called “Unpacking Mass Incarceration”</p> |

Appendices

[Appendix A: Wagner Capstones](#)

[Appendix B: Courses](#)

[Appendix C: Law School Clinics](#)

[Appendix D: Gallatin Concentrations](#)

[Appendix E: Organizations Where Silver Students Intern](#)

Appendix A: Wagner Capstones

A number of Wagner capstone projects in the past few years have addressed relevant issues:

Relevant 2016–2017 Capstone Projects

Bronx Defenders – Client Satisfaction Survey and Methodology

The Bronx Defenders (BxD) practices a holistic client-centered model of public defense and considers client satisfaction to be a core value. Aiming to improve the quality of all indigent defense services, BxD engaged a Capstone team in developing a way to collect accurate and reliable data on client satisfaction of their criminal defense lawyers. The team delivered a survey instrument and methodology for BxD to administer annually that would result in an improved response rate. The team conducted research using prior BxD survey and focus group results; interviews with lawyers, advocates, and sister organizations; as well as academic research. The team piloted the survey at the Hall of Justice in the Bronx and delivered a concise report, which analyzed the results and included recommendations for implementation and improvement.

Center for Community Alternatives – Expanding Sentencing Mitigation Programs

The Center for Community Alternatives (CCA) is a nonprofit agency that provides research, training, and direct services in the fields of criminal and juvenile justice and related human services. Since 1981, CCA has worked with attorneys and courts to develop comprehensive sentencing proposals for consideration on behalf of individual defendants. Sentencing mitigation—one of the services CCA offers—involves researching a defendant's background, such as family and medical history, to provide additional consideration for juries. CCA engaged a Capstone team in conducting a feasibility study to expand the organization's sentencing mitigation services from New York City to the tri-state area. The Capstone team performed a literature review, conducted research on the demand and potential for CCA's services, and interviewed attorneys and other professionals in the field. The final report provided context to expand CCA's sentencing mitigation program and included a financial model.

Fortune Society – Analyzing Factors for Successful Transition to Permanent Housing

The Fortune Society has been a leader in rehabilitating incarcerated individuals and reintegrating formerly incarcerated individuals into society. The Fortune Society facilitates reintegration by providing housing, including emergency housing for homeless clients, transitional housing, and eventually permanent housing for clients who have progressed through The Fortune Society's services. The Fortune Society engaged a Capstone team in analyzing quantitative data they had previously collected regarding clients housed at The Academy—its largest transitional housing site. The team analyzed the data to identify trends with the goal of contextualizing outcomes within supportive housing programs. These trends helped identify opportunities to augment data collection and analysis practices. The team's research culminated in recommendations that The Fortune Society will use as quantitative evidence to support the organization's policy and funding efforts.

Legal Services NYC – Improving Efficiency and the Client Experience at Intake

Legal Services NYC (LSNYC) is the largest civil legal services provider in the country and helps more than 80,000 low-income New Yorkers annually. LSNYC's potential clients connect to legal counsel by calling the organization's hotline (Access Line), which a team of paralegals manages. LSNYC enlisted a Capstone team to develop a series of recommendations that would improve the experience of callers to the Access Line. The Capstone team analyzed Access Line and call log data, interviewed LSNYC's team of intake paralegals, and researched best practices in caller engagement protocols utilized by similar legal services organizations and other trauma-focused hotlines. The team's research will help LSNYC define clear caller engagement protocols for paralegals and improve its efficiency in answering and fielding calls from potential clients.

Relevant 2017–2018 Capstone Projects

Bronx Defenders – Measuring Client Satisfaction to Improve Service Quality

The Bronx Defenders (BxD) provides client-centered, holistic services to low-income people in the Bronx, including family defense services that prevents children in the Bronx from being taken unnecessarily from their families and placed in the child protection system. Believing that client satisfaction is a central pillar in this effort, BxD engaged a Capstone team to support efforts to improve the quality of its family defense services by measuring client satisfaction. The team developed a survey and methodology based on the results of their background research, in-person interviews, and court shadowing. After piloting the survey in the Bronx Family Court, the team analyzed the results and created a comprehensive report outlining recommendations for data-informed process changes to improve BxD's client satisfaction outcomes.

Women's Community Justice Project – Process Evaluation of a Pretrial Housing Program

The Women's Community Justice Project (WCJP), a joint initiative among five agency leaders serving women, offers stable housing and services to women at their arraignments for the duration of their pretrial release. The project has diverted dozens of women from Rikers Island through housing provided by partner organizations. WCJP enlisted a Capstone team to evaluate its intervention process at arraignment, to review similar models around the country, and to track the progression of this nascent program. The team conducted interviews with the leadership and staff of WCJP and its partners, analyzed program-generated data, and assembled a literature review. Their final report included an in-depth process evaluation of the program's referral and intake procedures, as well as recommendations to ensure the sustainability of WCJP's services.

Appendix B: Courses

| Center for Urban Science and Progress (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| CUSP-GX6 004 | Advanced Topics in Urban Informatics - Data and Algorithms in the Criminal Justice System | The growing use of data-centric technologies is transforming criminal justice in the United States. These technologies affect the scale and nature of collected data, enable the detection of discriminatory patterns of policing, and influence bail recommendations for pretrial detainees, among other things. Modern computational and statistical methods offer the promise of increased efficiency, equity, and transparency, but their use raises complex legal, social, and ethical questions. In this course, we will discuss the application of techniques from machine learning and statistics to a variety of criminal justice issues, analyze recent court decisions, and examine the relationships between law, public policy, and data. The course will involve readings and class discussion, paper presentations, and a data-intensive semester-long project. |

| College of Arts and Science (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| Undergrad SOC-UA 413 | Law and Society (4) | <ul style="list-style-type: none"> • Sociological perspectives on law and legal institutions • The meaning and complexity of legal issues • The relation between law and social change • The effects of law • Uses of law to overcome social disadvantage |
| Undergrad SOC-UA 503 | Criminology (4) | <ul style="list-style-type: none"> • The making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies • Criminal behavior systems, theories of crime and delinquency causation, victimization, |

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| | | <p>corporate and governmental crime, and crime in the mass media</p> <ul style="list-style-type: none"> • Policy questions |
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| College of Arts and Science (Fall 2019) | | |
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| Course Number | Title | Description |
| ANTH-UA 326 | Introduction to Forensic Anthropology | We examine how forensic anthropologists approach modern and historic crimes in the laboratory and the field. Students are introduced to the underlying theory and the applied techniques that forensic anthropologists use to recover and identify individuals and assess cause of death |
| FYSEM-UA 235 | First Amendment Freedom of Expression | This course begins by examining the disagreements over what freedom of speech and press meant in 1789, even as Madison drafted the amendment. The course will look at freedom of speech through the prism of a rich variety of contemporary conflicts, including libel of public and private persons, political dissent, flag burning and other symbolic speech, and restrictions on speech during wartime. |
| FYSEM-UA 434 | Trials of the Century | This course will offer in-depth examinations of select “trials of the century.” Such trials have historically held a mirror up to society and have provided an instructive reflection of what transpires within our courts of law. |
| SOC-UA 503 | Criminology | Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions. |
| FYSEM-UA 437 | Hist, Memory, & Quest for Social Justice in U.S. | This course explores the relationship between history and memory, between what we know and how we know what we think we know. One of its primary objectives is to address the ethics of memory. |
| SCA-UA 366 | Constitution and People of Color | Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include |

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| | | the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, and voting rights. |
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College of Global Public Health (Fall 2019)

| Course Number | Title | Description |
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| GPH-GU 1210 | Justice in Health & Healthcare | This course surveys philosophical theories of justice, applying them to population bioethics with particular focus on environmental health justice. Case studies will include environmental racism and injustice in the United States as well as environmental and global justice dimensions of climate change, food systems, pollution, and infectious disease. |

NYU AD (Fall 2019)

| Course Number | Title | Description |
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| LAW-UG 2500 | Criminal Law | This course will seek to examine the notion of criminality with reference to the subject of the 'criminal' and the juridical apparatus that seeks to punish it. Here, we will look at juridical concepts of criminal responsibility as well as key criminal legal doctrines. |

NYU SH (Fall 2019)

| Course Number | Title | Description |
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| SOCS-SHU 220 | Law and Society in the U.S. | This course is an introduction to law and its role in society in the US from a practical and a critical standpoint. |

Silver (Spring 2019)

| Course Number | Title & (Credits) | Description |
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| Grad MSWEL-GS 2106 | Comparative Criminal Justice (3) | <ul style="list-style-type: none"> • The course focuses on the debate about whether a criminal court approach will ever make more than a marginal difference • This debate, examined in a comparative and interdisciplinary context • Specific areas of inquiry: mandatory arrest, prosecutorial discretion, no-drop policies, mandatory reporting to law enforcement by health care providers |
| Grad MSWEL-GS 2102 | Forensic Justice and Problem-Solving Courts (3) | <ul style="list-style-type: none"> • Become familiar with traditional court approaches in a variety of cases and how the presence of the social work professional in the courtroom results in case resolutions that are more meaningful for the court, the community, and defendant • Become familiar with court papers and presenting clinical recommendations in court • Goals of judge, prosecution, defense in both traditional and therapeutic/problem-solving courts • Overview of therapeutic courts nationally and internationally |
| Grad MSWEL-GS 2158 | Legislative Advocacy for Social Work & Social Policy (3) | <ul style="list-style-type: none"> • Social workers have engaged in systematic efforts to promote federal legislation and policies that protect the vulnerable populations they serve and that advance access to social work services since the early 1900s • This course will bring social work students to Washington DC to learn about how advocacy work is carried out on Capitol Hill and to learn from social policy experts based in DC about key legislative issues that social workers must engage within the 113th Congress |
| Grad MSWEL-GS 2003 | Social Work & The Law (3) | <ul style="list-style-type: none"> • Familiarizes social work students with the legal rights of individuals, pertinent laws, and the legal process and clinical practice issues, thereby enhancing their ability to help their clients • Legal issues relating to HIV/AIDS, juvenile justice, child welfare, the mentally ill, entitlement benefits |

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| Grad MSWEL-GS 3034 | Mental Health & Juvenile Justice Involved Youth (1) | <ul style="list-style-type: none"> • Focuses on emotionally disturbed youth in the justice system • Reviews the size/scope of emotionally disturbed youth in the system • Explores reasons for this including system failures • Examines pathways of youth into criminal justice • Reviews need for assessment and treatment and explores community based service options for these youths |
| Grad MSWEL-GS 3010 | Women in Prison: Focus on Clinical Practice Issues (1) | <ul style="list-style-type: none"> • Examines social policy and clinical practice issues related to incarcerated women • Attention given to traumatic events such as domestic abuse, substance abuse and separation from children/family members, consequences of these in terms of policy and practice issues • Clinical vignettes of women's struggles in and out of prison will be presented, discussed, and analyzed from a policy and practice perspective |

| Silver (Fall 2019) | | |
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| Course Number | Title | Description |
| MSWEL-GS 2101 | Forensic Justice and Problem-Solving Courts | Students will become familiar with traditional court approaches in a variety of cases and how the presence of the social work professional in the courtroom results in case resolutions that are more meaningful for the court, for the community and for the defendant. Participants will become familiar with court papers and presenting clinical recommendations in court. |
| MSWEL-GS 3100 | Forensic Social Work: Practice with the Criminal Justice Involved Client | During this class, students will learn the philosophies of forensic social work and discover the diversity of social work practice opportunities within the forensic field. Students will be introduced to social work with a mandated client population; including work with victims of crime and offenders. |

| Steinhardt (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| Undergrad MCC-UE 1012 | Crime, Violence and Media (4) | <ul style="list-style-type: none"> • Cultural context of crime in relation to conventions of news and entertainment in the mass media • Competing theories of criminogenic behavior • News conventions and crime reporting • Aesthetics and representation of crime in media • The role of place in crime stories • Moral panics and fears • Crime and consumer culture • Social construction of different kinds of crimes and criminals |
| Undergrad MCC-UE 1801 | Rhetoric, Law, and Public Policy (4) | <ul style="list-style-type: none"> • Rhetorical methods for understanding and critiquing persuasive construction, expression, interpretation and enforcement of legal texts • Includes judicial opinions, public policy and advocacy proposals |

| SPS (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| Undergrad SOCY1- UC7255 | Criminology | <ul style="list-style-type: none"> • Examine the creation of criminal laws and their enforcement by police, the courts, prisons, probation and parole boards, and other agencies • Discuss criminal behavior systems, theories of crime and delinquency causation, victimization, the presentation of crime in the media, and the policy questions these issues raise |
| GLOB1- CE9326 | International Criminal Law and Human Rights | <ul style="list-style-type: none"> • Knowledge of the sources, systems, and foundations of international criminal law • Role of international criminal law within the broader discourse of human rights • Role of international criminal law in promoting and protecting human rights • The legal value and authority of declarations, treaties, decisions, and judgments |

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| Undergrad PSYC1- UC6852 | Forensic Psychology | <ul style="list-style-type: none"> • Principles of psychiatric evaluation and diagnosis, legal terminology, the court system, and constitutional amendments • Specific issues: competency, legal insanity, mental status at the time of an offense, sentencing and alternatives to incarceration, and treatment and services available to specific criminal justice populations • Juvenile delinquency, sexual offenders, aspects of family law and civil forensics (child custody, competence for making a will, refusing medication) |
| Summer / High School HIGH1- CE9100 | Criminal Justice: From the Crime Scene to the Courtroom... And Beyond | <ul style="list-style-type: none"> • Awareness of the process of criminal investigation, including crime scene investigation, death investigation, evidence analysis and reconstruction of events • Understanding of US courts, legal concepts, and system of corrections and rehabilitation • Ability to analyze the implications of current events on criminal justice policies and social justice movements • Knowledge of various anthropological, biological, sociological, and psychological theories of criminal behavior |

| SPS (Fall 2019) | | |
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| Course Number | Title | Description |
| GLOB1-GC 2322 | Non-Citizenship in the Twenty-First Century: Refugees, Statelessness, and Forced Migration | This course examines a range of relationships between states and individuals, and considers the modes and legitimacy of restricting human rights on the basis of non-citizenship. In doing so, we will focus on the perversities that arise across various sectors as a result of a fundamental tension between the universal aspirations to deliver human rights and human development for all and the realities of state sovereignty in the fields of border control, immigration and citizenship law. |
| GLOB1-GC 2205 | International Criminal Law and Tribunals (or International Justice) | This course examines the international and semi-international institutions established to prosecute genocide, war crimes and crimes against humanity. The course additionally examines some of the |

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| | | substantive law of the Yugoslav and Rwanda tribunals, particularly, the elements of the crimes of genocide, war crimes and crimes against humanity, and individual and command responsibility. We will also examine the prospects of justice for serious crimes committed in places such as Iraq, Darfur and Cambodia. |
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| Course Number | Title & (Credits) | Description |
| Grad PADM-GP 4401 | Race, Crime, and Incarceration Policy in the United States | <ul style="list-style-type: none"> • Interdisciplinary approach in examining the role of crime, incarceration policy, and institutions in driving contemporary discussions on criminal justice reform, with race often being a salient component for many of these public policy conversations • Provide students with opportunity to critically examine topics such as racial differences in crime, policing, incarceration policy, and prisoner reentry |
| Grad PADM-GP 4452 | Gender, Race, and Reproductive Justice in the US | <ul style="list-style-type: none"> • Examine the intersections of gender, race and reproductive rights as it has been constructed and reinforced in the United States • Examine how gender roles, sexuality, and reproductive freedom are influenced and constrained by social, historical, and cultural forces in a race, class and gender framework • Themes: gender roles in transition, self-esteem, sexuality, birth control, abortion, sterilization, relationships, family size, family organization, politicalization of reproduction in the US • Discuss the ever-evolving political battle over healthcare with particular focus on services related to pregnancy, birth control, and abortion |
| Grad PADM-GP 4313 | The Intersection of Finance and Social Justice | <ul style="list-style-type: none"> • Use of finance as a tool for social change • Overview of different approaches to the question of aligning investments and values and aim to empower the student with a critical framework for evaluation of the role of finance |

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| | | <p>through case studies and review of current practices</p> <ul style="list-style-type: none"> • Geared toward both finance practitioners and social change agents seeking to understand the interrelation and intersection of capital and social change practices • Provides actionable, practitioner-centered overview of the opportunities to advance social change via capital |
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| Gallatin (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| Undergrad FIRST-UG 781 | First Year Research Seminar: The Politics of Prison: The History of Mass Incarceration (4) | <ul style="list-style-type: none"> • Trace evolution of law enforcement and prison policies through the post WWII era • Investigate the intersection of race, class, and social policy driving this phenomenon • Series of readings and research assignments that explore the social political history of the past several decades |
| Undergrad IDSEM-UG1767 | Crime in the USA | <ul style="list-style-type: none"> • Examines US criminal justice system • Explores its subject matter from an interdisciplinary perspective, connecting ideas from economics, political science, sociology, and law • Combine conceptual and statistical approaches to analysis |
| Grad & Undergrad ELEC-GG27 35 | Law, Memory, (In)Justice (4) | <ul style="list-style-type: none"> • Study the ways in which the terrain of law, legality, and illegality get mobilized to advance some memories and evade others • Look at work of courts as well as institutions • Read scholars who seek to analyze how different 'memory projects' negotiate, challenge or legitimize different actors and alternative imaginings of 'justice.' |
| Undergrad IDSEM-UG1908 | Race and Criminal Law (4) | <ul style="list-style-type: none"> • Examine relationship between race and criminal law in the US • Through use of legal cases, law review articles and contemporary analyses and critiques, the course will expose students to the ways that |

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| | | <p>race has shaped the criminal law and its administration</p> <ul style="list-style-type: none"> • Goal of the course is to explore both the historical and contemporary treatment of race in the US by the courts, policy-makers and to examine the construction of race as a concept and identify in the law |
| Undergrad CLI-UG1444 | Lyrics on Lockdown | <p>This course will focus on the uses of the visual and performing arts as tools for positive social change. Through hands-on collaboration with the East River Academy, students will create artistic and dialogical spaces for critically thinking about the crisis of incarceration in this country and how this crisis impacts the lives of youth and their communities. Guest speakers may include representatives from the NYC Mayor's Office, JustLeadershipUSA, Center for NuLeadership, and individual leaders directly impacted by mass incarceration. Readings include writings by scholar/activists such as Paulo Freire, Michelle Alexander, and Angela Davis. Students will create arts-in-education workshops, which they will facilitate with incarcerated youth at Rikers Island. Students do not need to be artists to participate in the course, however, creativity, community building, and collaboration will be an integral part of the curriculum. This course requires a significant amount of work outside of class time which includes Saturday workshops on campus and at Rikers Island.</p> |
| Undergrad ARTS-UG15 95 | Young Women in the Prison System: #SayHerName | <p>Rates of detention amongst girls in the US continue to increase even as overall rates of incarceration amongst youth have steadily declined in the last decade. Yet, because girls represent a proportionally smaller population within the juvenile justice system fewer resources are allocated to address the underlying causes of incarceration and recidivism amongst young women ages 12-19. This course investigates the causes and consequences of incarceration amongst girls and women. In this course students, design and facilitate an arts and education program for incarcerated girls. What are the unique concerns presented by incarcerated female populations? What must we understand about the policing of gender and sexuality in order to meet the needs of incarcerated girls and women? What role does trauma play in the experiences of girls remitted</p> |

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| | | to the juvenile justice system? What is the role of the arts in empowering incarcerated youth? Exploring these and other questions enables students to better understand the role of the Prison Industrial Complex in defining and policing gender roles and sexual minorities. Readings include Global Lockdown: Race, Gender, and the Prison-Industrial Complex by Julia Sudbury; Queer Injustice by Andrea Ritchie, and Girls Like Us by Rachel Lloyd. |
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| Gallatin (Fall 2019) | | |
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| Course Number | Title | Description |
| ELEC-GG 2748 | Black/Human | As part of ongoing struggle against police brutality, environmental injustice, mass incarceration and white supremacist violence, activists, artists, academics and everyday folk are wondering aloud about how antiblackness shapes the world we live in. In this course we will consider what it means to treat the question of the relation between the black and the human as a radically open one. |
| IDSEM-UG 1767 | Crime in the USA | The United States has the highest incarceration rate in the world. This course examines the way that the United States punishes offenders, including the costs borne at the state and federal levels of government to administer prisons and the criminal justice system more broadly. |
| IDSEM-UG 1971 | Causes Beyond Borders: Human Rights Activism, Humanitarian Reason and Global | With attention to the dynamics of racial capitalism and the politics of empire, this class examines the intended and unintended consequences of this turn to transnational activism in relation to the political subjectivities it calls forth, the political horizons it shapes and the global governance regimes it legitimizes. |
| FIRST-UG 74 | First-Year Interdisciplinary Seminar: Collective Memory of Atrocity and Injustice | In the aftermath of the Holocaust, Primo Levi wrote, "Never forget that this has happened." Levi's imperative raises important questions about the role of memory in the context of atrocity and injustice. |

| Law (Spring 2019) | | |
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| Course Number | Title & (Credits) | Description |
| LAW-LW 10012.001 | Racial Justice Clinic (2) | <ul style="list-style-type: none"> • Opportunity for students to work on landmark, cutting edge civil rights litigation with the national office of the ACLU • Clinic students explore current challenges to, and creative strategies for, engaging in racial justice advocacy and litigation • Students also learn pre-trial case development and negotiation skills through simulations |
| LAW-LW 11764.001 | Racial Justice Clinic Seminar (3) | <ul style="list-style-type: none"> • Work collaboratively with the faculty, the ACLU lawyers, and each other on the tasks that the litigation calls for, including making intake decisions, handling clients, investigating cases, engaging in planning and strategy efforts, drafting pleadings, motions, and briefs, and preparing depositions and motions arguments |
| LAW-LW 10580.001 | International Criminal Law and Transitional Justice Seminar (2) | <ul style="list-style-type: none"> • Introduction to the theory and practice of transitional justice, as well as of international criminal law, with a focus on the International Criminal Court, as well as hoc tribunals • Strong focus on the interaction of transitional justice initiatives with norms and institutions of international criminal law • Explore areas both of compatibility and tension between transitional justice and international criminal law |
| LAW-LW 12606.001 | Policing, Inequality and Law Colloquium | <ul style="list-style-type: none"> • Focus on works by leading scholars on issues in policing practices and how law can address them • Format will be a colloquium, meaning scholars will come to discuss their work |

*NYU School of Law has a [criminal justice concentration](#).

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| Course Number | Title & (Credits) | Description |

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| POL-GA 2332 | Crime Control Policy | <p>Crime and crime control generate heated debate and engage deep philosophical and social issues, from the nature of responsibility to the causes of inter-ethnic tension. Much of the crime-control debate starts from moral presuppositions and legal categories. The immediate, practical issue of what policies will reduce the extent of crime and the damage done by crime tends to get lost in the shuffle. This course considers the basic questions of policy analysis, as applied to crime: What is the nature and extent of the problem? What are the options for dealing with it? What are the likely consequences of pursuing each possible mix of crime control activities? Of those bundles of outcomes, which is the most attractive? Crime control policy also provides a window into the practice of policy analysis, and an intellectually challenging opportunity to apply social science concepts to real-world problems.</p> |
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Appendix C: Law School Clinics

Several Law School clinics address related issues:

Brennan Clinic

In both the Fall 2019 and Spring 2020 semesters, the Clinic's work will be closely organized around the activities of the Brennan Center, which are divided among three program areas: Democracy (elections and voting rights, money in politics, fair courts, and redistricting), Justice (mass incarceration), and Liberty and National Security (transparency and privacy issues and domestic counterterrorism policies, including intelligence collection).

Civil Rights Clinic

Working under the direct supervision of Professors Deborah Archer and Johanna Miller, students will be introduced to civil rights advocacy in a variety of contexts and forums by working on behalf of indigent, institutional, or pro bono clients on a range of civil rights matters, including employment discrimination, educational equity, voting rights, and criminal justice reform.

Civil Rights Clinic: Challenging Mass Incarceration

The factors that have driven mass incarceration are many, and repairing this broken system will require significant reforms in policing, bail practices, public defense systems, prosecutorial misconduct, sentencing, probation and parole, and reentry. The Civil Rights Clinic: Challenging Mass Incarceration Clinic works with faculty and the American Civil Liberties Union to take a varied approach to tackling these problems. Students will work directly with individual incarcerated people as well as participate in broader impact litigation or policy reform efforts challenging mass incarceration. The clinic's impact cases will be shared with the ACLU's Trone Center, which brings criminal justice reform litigation across the country.

Comparative Criminal Justice Clinic: Focus on Domestic Violence

The work of the Comparative Criminal Justice Clinic is criminal defense and assisting the clients of community-based organizations.

Criminal Appellate Defender Clinic

Students in the Criminal Appellate Defender Clinic will represent a client appealing his or her felony conviction to the New York Supreme Court, Appellate Division, First Department. This Clinic is conducted in conjunction with the Office of the Appellate Defender (OAD).

Criminal Justice Reform and the District Attorney Externship

This four-credit course introduces and exposes students to the power of the district attorney as a policymaker and leader in the criminal justice system. The course takes as its starting point the growing recognition that prosecutors are actors who can use their power to reform the criminal justice system.

Equal Justice and Defender Externship

Students who participate in this externship will work full-time from March to May on cases and projects of the Equal Justice Initiative. EJI, which is based in Montgomery, Alabama, is a private 501(c)(3) nonprofit organization that is committed to ending mass incarceration and excessive punishment in the United States, challenging racial and economic injustice, and protecting basic human rights for the most vulnerable people in American society.

Federal Judicial Practice Externship

The Federal Judicial Practice Externship (“FJP”) is designed to teach students about federal practice through exposure to the workings of judicial chambers as well as class sessions that focus on substantive and practical issues of law. Topics covered include, inter alia, effective oral advocacy techniques, legal writing, judicial decision making and ethics. While in chambers, students complete extensive research and writing projects such as bench memoranda on a broad range of cases, including immigration, criminal law, habeas corpus, and complex commercial disputes. It is hoped that each student will also draft an order or opinion. Students are also encouraged to attend Second Circuit oral arguments or district court proceedings, particularly those related to the cases on which they are working.

Immigrant Defense Clinic

The Immigrant Defense Clinic provides students with real-life lawyering experiences. Students collaborate with experienced attorneys in the representation of detained and non-detained indigent non-citizens, facing removal from the United States because of criminal convictions and other immigration law violations.

Immigrant Rights Clinic

Our individual litigation work generally focuses on two main areas: (1) deportation defense, (2) detention challenges, and (3) affirmative immigrant rights litigation. Under current immigration law, thousands of noncitizens face exile and permanent separation from their families through deportation and detention policies every day, and the numbers are increasing. This is largely a result of an expanding interconnection between the criminal and immigration systems—where even a misdemeanor conviction may lead to mandatory detention and deportation, even for someone with lawful permanent resident status (a “green card”) and U.S. citizen family members.

Juvenile Defender Clinic

The Juvenile Defender Clinic is a year-long, 14-credit course that focuses on the representation of juveniles who have been charged with committing crimes. The clinic involves a mixture of fieldwork, seminars on criminal and juvenile law and litigation skills, and participation in simulated trials and hearings.

LGBTQ Rights Externship

The clinic’s partnering organizations work on a wide array of issues, including family and relationship recognition; immigration; access to public assistance; documentation regarding

name changes and gender markers; criminal justice; bias-motivated violence; parenting rights; foster care; school bullying; censorship; and discrimination in education, employment, housing, and public accommodations.

Local Prosecution Externship

Each student will be assigned to an Assistant District Attorney in a Trial Bureau of the Manhattan or Brooklyn District Attorney's Office to perform at least 12-15 hours of fieldwork per week, depending on the assignment. The student will assist the assigned Assistant District Attorney in the investigation and prosecution of criminal cases. Each student will be exposed to every stage of a criminal prosecution, with particular emphasis on the evaluation, preparation and use of witnesses at both the investigative and prosecutorial stages. Students will conduct legal research and sit in on meetings with law enforcement, and grand jury proceedings, hearings, trials, and sentencing.

Mediation Clinic—Advanced: Dispute System Design

Starting in Spring 2020, students will be offered an opportunity to participate in restorative circles run by the Center for Creative Conflict Resolution at OATH, for respondents who receive summonses issued under the Criminal Justice Reform Act and who elect a community service option rather than a fine.

New York State Attorney General's Office Antitrust Enforcement Externship

The Antitrust Bureau is responsible for enforcing the antitrust laws to prevent anticompetitive practices, and to promote competition in New York State. The Bureau enforces New York State's antitrust laws (the Donnelly Act) and also has the authority to sue for violations of federal antitrust laws (the Sherman and Clayton Acts). The Antitrust Bureau's responsibilities include: using the Attorney General's extensive investigative powers to probe into any arrangement or activity that appears to violate the antitrust laws; taking legal action to prevent or enjoin anticompetitive practices that are harmful to the public; and commencing civil or criminal actions against parties that have violated the antitrust laws to obtain damages and/or civil or criminal penalties.

NYS Office of the Attorney General Social Justice Externship

State attorneys general have increasingly taken on the mantle of promoting social justice through cutting-edge impact litigation and other creative legal strategies. New York has been at the forefront of this effort, and the Attorney General's Social Justice Division has used its broad enforcement powers on behalf of the People of the State of New York in a wide variety of areas, including criminal justice reform, curbing climate change, challenging the school-to-prison pipeline, protecting vulnerable workers from exploitation, and ending fraudulent and discriminatory business practices, among others. This course affords students the opportunity to learn and experience social justice lawyering from the perspective of state government. The externship is comprised of a seminar and fieldwork in a Social Justice Division bureau of the New York State Attorney General's Office.

Policing Project Externship

We entrust police with awesome authority—to conduct surveillance, to use force—and awesome responsibility—to keep us safe. But we govern policing differently from the rest of executive government. In the rest of executive government, there are rules in place before officials act, formulated with public input, and made public so all can see. Policing agencies, on the other hand, are authorized in the broadest of terms to enforce the law, and then make their own decisions about how to do so, often through processes that are hidden from public view. Instead, when things go wrong in policing, we try to fix them on the back end, with inspectors general, judicial review, civilian review boards, and—now—body cameras. The Policing Project seeks to reframe this approach.

Prosecution Externship: Eastern District of New York

Conducted with the cooperation of the Criminal Division of the United States Attorney for the Eastern District of New York.

Prosecution Externship: Southern District of New York

The United States Attorney's Office will select eight to ten students for externships in the Criminal Division of the United States Attorney's Office for the Southern District of New York in Manhattan ("SDNY"), recognized nationally as one of the finest prosecution offices in the country. NYU will select up to ten students to participate in a seminar on criminal prosecution.

Racial Equity Strategies Clinic

The Racial Equity Strategies Clinic is a semester-long, five-credit course that focuses on the legal strategies employed to achieve racial equity and justice in the NAACP Legal Defense and Educational Fund, Inc.'s (LDF) four principal areas: education, economic justice, voting rights and democratic governance, and policing and criminal justice reform. The clinic involves a mixture of fieldwork; oral advocacy; legal research and writing; and weekly seminars on the various strategies used to achieve educational equity and racial, economic, and criminal justice.

Racial Justice Clinic

The Racial Justice Clinic provides an opportunity for students to work on landmark, cutting edge civil rights litigation with clinic faculty and the national office of the ACLU. Racial justice matters at the ACLU include advocacy around criminal justice reform, immigrants' rights, education, the school to prison pipeline, affirmative action, juvenile justice, voting rights, public defense reform, and national security/post-9/11 discrimination—all of which pose renewed challenges today, in light of the government's vigorous efforts to infringe upon so many of the rights the ACLU seeks to protect.

Appendix D: Gallatin Concentrations

A number of Gallatin students recently or currently created concentrations related to mass incarceration:

- Child psychology and criminal justice/prison
- Psychology and prison reform/criminal justice
- Psychology Inequality in America, the military-industrial complex, the prison-industrial complex, big business and big government
- How technology can be used to help marginalized communities, or more specifically, how computer science can be used to help combat the issues refugee and prison populations face
- The Prison Industrial Complex and its Effect on Human Rights
- Criminal justice/prison reform
- Politics, Mass incarceration, education and policy
- The criminal justice system through a social, historical, and psychological lens
- Prison abolition, civil, human, and animal rights, and environmental justice
- Examining Racial Disparities in Education and Prison Systems
- Music and poverty studies through environmental studies and mass incarceration
- Prison reconstruction: mental health, policy, housing, education and urban food deserts
- The effects of the Prison Industrial Complex towards marginalized communities and groups in New York City, and efforts to abolish the prison system through Restorative Justice and Community Organizing
- The Intersection Between Black Studies and Feminism as Seen Through the Written and Visual Lens
- Issues of identity politics and inequality, especially applied to the criminal justice and prison system and the interconnected issues to it.
- Rehabilitative Theatre: A Playful Approach to Combating Prison Life

Appendix E: Organizations Where Silver Students Intern

A number of Silver students recently interned or currently interned at organizations addressing mass incarceration:

- Bronx Defenders / Criminal Defense Practice
- Brooklyn Defender Services / 177 Livingston Street
- Brooklyn Defender Services / Family Defense Project
- Brooklyn Treatment Court
- CASA / NYC Brooklyn Family Court
- CASA / Manhattan
- Cases for Alternative Sentencing & Employment Services / Peak Program
- Center for Alternative Sentencing & Employment Services / Forensic ACT Team
- Center for Alternative Sentencing & Employment Services CASES / Court Operations Unit
- Center for Alternative Sentencing & Employment Services / 7th Ave.
- Center for Alternative Sentencing & Employment Services / Brooklyn
- Center for Alternative Sentencing & Employment Services / Nathaniel Clinic
- Center for Court Innovation
- Center for Court Innovation / Jamaica Quest
- Center for Court Innovation / Brooklyn Justice Initiatives
- Center for Court Innovation / Red Hook Community Justice Center
- Center for Court Innovation / Strong Starts Court Initiative
- Court-Based Intervention & Resource Team — CIRT / Staten Island
- Exodus Transitional Community
- Federal Defenders of NY / Brooklyn
- Federal Defenders of NY / Manhattan
- Fortune Society
- Getting Out and Staying Out
- Goidel Law Group
- Her Justice
- Incarcerated Nation
- Just Leadership USA
- Kings County District Attorney's Office / Victim Service Unit
- Kingsboro Psychiatric Center

- Kirby Forensic Psychiatric Center
- Lawyers for Children
- Legal Aid / Juvenile Services / Manhattan
- Legal Aid Society
- Legal Aid Society — Youth Immigration Project
- Legal Aid Society / Brooklyn Adult Criminal Defense
- Legal Aid Society / Criminal Defense Unit
- Legal Aid Society / Defender Services / Staten Island
- Legal Aid Society / Juvenile Services Unit / Bronx
- Legal Information for Families Today / Brooklyn
- Midtown Community Court
- Midtown Community Court / Steps to end Family Violence
- Mobilization for Justice
- Newark Community Solutions
- NY County Defender Services
- NYC Department of Corrections Rikers Island
- NYC Department of Probation
- NYC Department of Probation / Kings County Family Court
- Osborne Association — The Elder Reentry Initiative
- Police Athletic League — Harlem Center
- Police Athletic League — PS 47
- Prison Writes
- Riverside Church / Coming Home Program
- Rockland County Dept. of Probation
- Safe Horizon / Brooklyn Family Court
- The Brooklyn Community Bail Fund
- US Pretrial Services
- Women's Prison Association / Brooklyn