

# FROM PRISON CELLS TO PHD

## EDUCATION OVER INCARCERATION

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Ashlynn Odette Hope Andrisse

# CONTINUE THE CONVERSATION

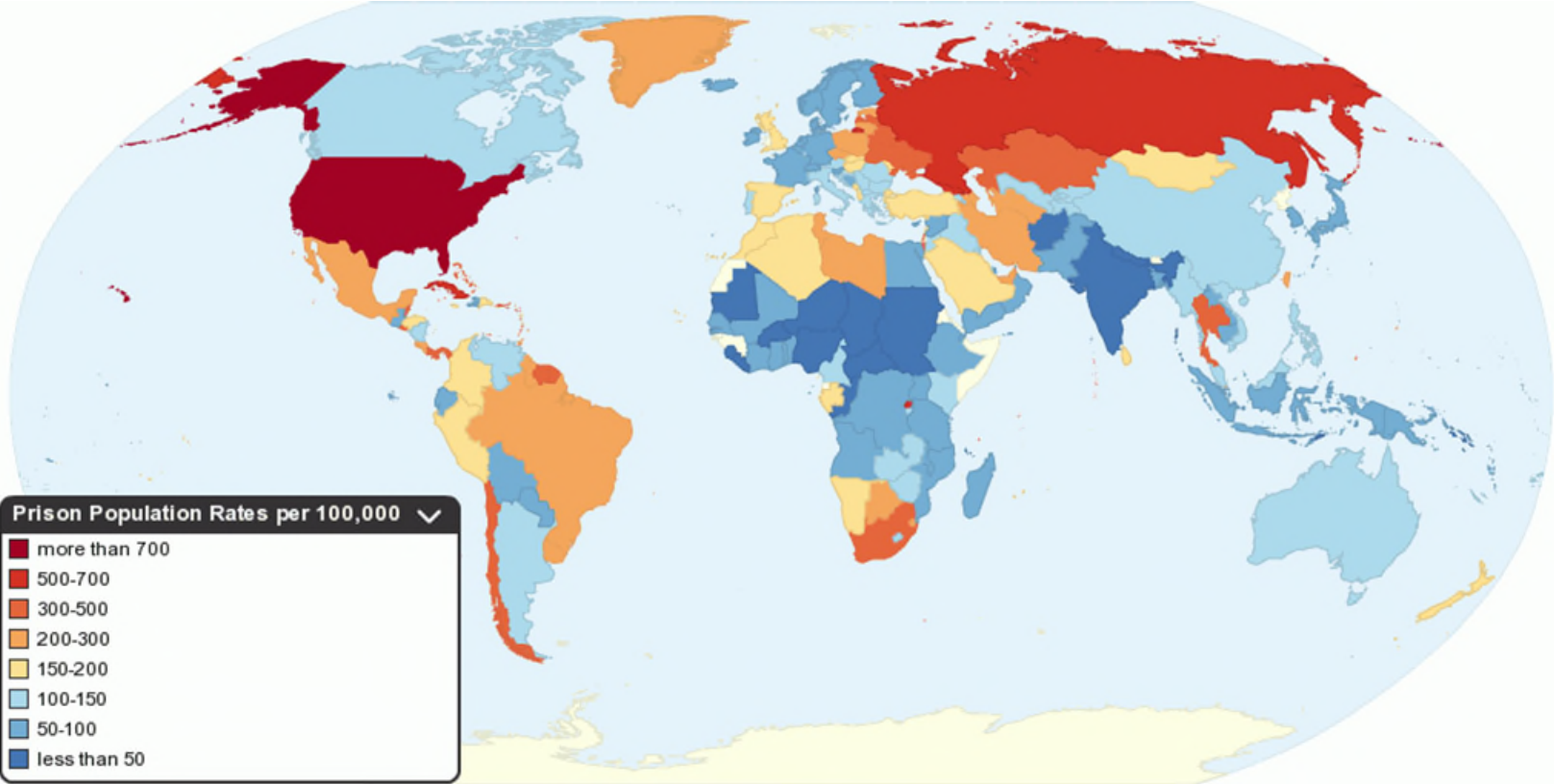
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  - **#CenteringVoicesFIP**
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# GLOBAL INCARCERATION



Asst. Professor

Howard University

#1 producer of  
black doctors &  
scientists

Johns Hopkins Med

#1 NIH funded  
Research hospital

Postdoc 2017



BS 2006

PhD 2014



**WE MUST UNDERSTAND WHERE WE CAME FROM  
TO UNDERSTAND WHERE WE ARE GOING.**



# NEW GENERATION, SAME PROBLEM, IN A DIFFERENT FORMAT

1. Revolutionary War (Slavery)
2. Civil War (Reconstruction & Jim Crow)
3. New Deal, WWI/II (Jim Crow & Segregation & FHA)
4. Civil Rights, Vietnam (Segregation & Wealth Gap)
5. Desert Storm, Iraq War, Present Day ???

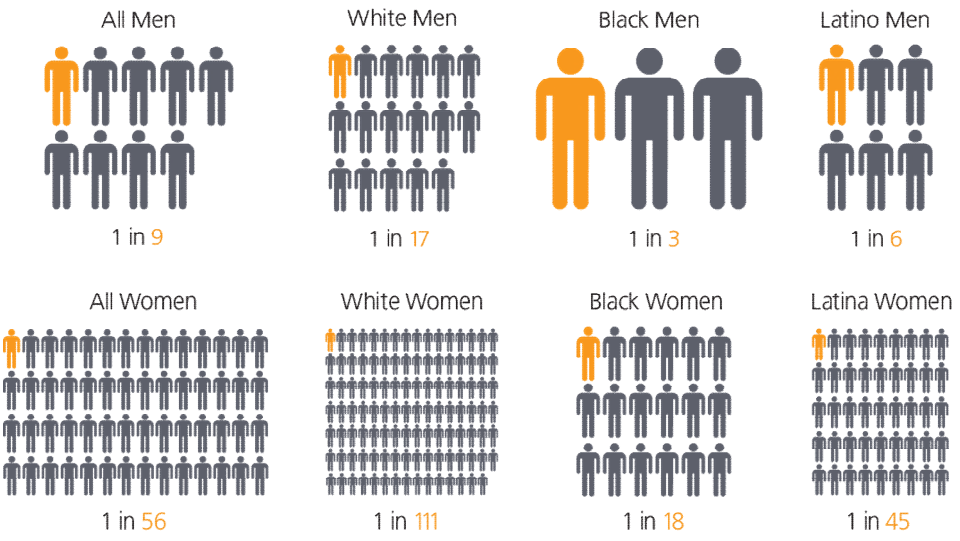
# SLAVERY TO RECONSTRUCTION TO JIM CROW TO MASS INCARCERATION



- Blacks born in middle class withdrew to poverty at 3x that of whites
  - Blacks making \$100k live with whites making \$30k (FHA predatory lending)
  - [https://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic\\_mobility/pewsharkeyv12pdf.pdf](https://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/economic_mobility/pewsharkeyv12pdf.pdf)
- Daniel Patrick Moynihan (1970s). Black experience is like a diseased patient. Caught up in web of pathology. "The Negro family"
  - Suggested social aid, but Nixon suggested mass incarceration of primarily black people. 1970 to present (7x) 300k to 2.2 million
  - <https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>
- **Blacks w/o conviction have more difficulty getting a job than whites w/ conviction.**
  - Robert Sampson & Devah Pager, Harvard sociologists. Compound deprivation.
  - [https://scholar.harvard.edu/files/pager/files/annals\\_sequencingdisadvantage.pdf](https://scholar.harvard.edu/files/pager/files/annals_sequencingdisadvantage.pdf)
- Whites entangled in the system are caught in a web that was not intended for them.
  - The creators of the system say, "tough luck, at least you're still white."

# MASS INCARCERATION

Lifetime Likelihood of Imprisonment of U.S. Residents Born in 2001

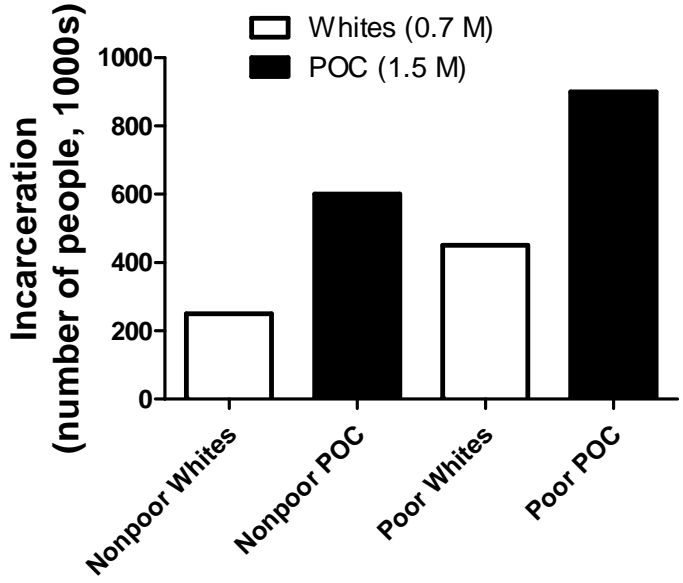


1,600,000



THE U.S. STATE AND FEDERAL PRISON POPULATION HAS INCREASED OVER 800% IN JUST 40 YEARS

## Mass Incarceration (US) 2.2 million people



Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974-2001*. Washington, DC: Bureau of Justice Statistics.





# SCHOOL-TO-PRISON PIPELINE (ZERO TOLERANCE)

.....

From 2017-2018, students in foster care from pre-K through 2nd grade were

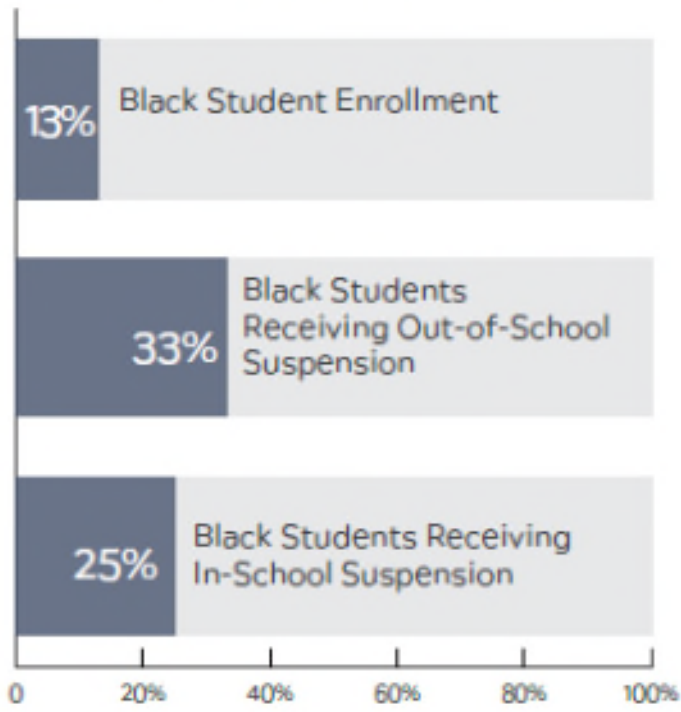
**3x**

**more likely**

than their peers to receive in-school suspension

.....

Disparities in Use of Zero Tolerance in Texas: Black Students

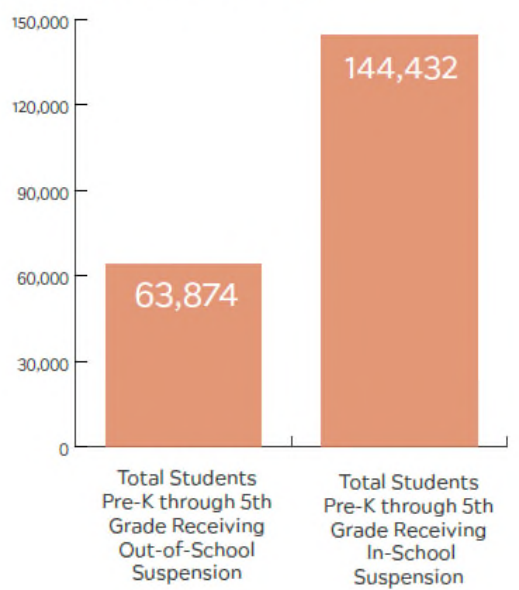


In 2012, Black girls were suspended from school

**6 times more frequently** than white girls.

Disparities in Use of Zero Tolerance in Texas: Very Young Students Pre-Kindergarten Through Fifth Grade, 2015-2016

(Total Enrollment: 2.61 million)



[https://csgjusticecenter.org/wp-content/uploads/2020/02/Laying-the-Groundwork\\_Feb2020.pdf](https://csgjusticecenter.org/wp-content/uploads/2020/02/Laying-the-Groundwork_Feb2020.pdf)



# HOW DID WE GET HERE?

We must understand where we came from to understand where we are going.

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# HISTORICAL CONTEXT

- Between 1525 and 1866, 12.5 million people were kidnapped from Africa in the transatlantic slave trade.
  - Only 10.7 million survived the two-month journey.
  - Comprehending the scale of this forced migration is daunting
- How American society remembers and teaches the horrors of slavery is crucial.
  - Many textbooks offer a sanitized view of this history,
  - Focusing solely on “positive” stories about black leaders like Harriet Tubman and Frederick Douglass.
  - In the decade prior, American taxpayers contributed \$40 million to the maintenance of Confederate monuments

# SYSTEMIC INEQUALITY

- Racial, economic and educational disparities are deeply entrenched in U.S. institutions.
- Overt discriminatory policies:
  - **Poll taxes** that disenfranchised Black voters;
  - Marginalization of **Black soldiers** who **in WWI** and **WWII**;
  - **Black innovators** barred from filing patents;
  - White medical professionals' exploitation of black women's bodies (see **Henrietta Lacks** and **J. Marion Sims**);
  - **The Loving's** decade-long fight for interracial marriage;
  - The **Jim Crow** era & **segregation of American cities** and **schools**.
  - The **Little Rock Nine**—selected to attend the formerly all-white academy after **Brown v. Board of Education**—were subjected to daily verbal and physical assaults.

# ANTI-BLACK VIOLENCE

- Beyond enslavement, exploitation and inequality, Blacks have long been the targets of racially charged physical violence.
- Equal Justice Initiative states more than 4,400 lynchings took place in the U.S. between the end of Reconstruction and WWII.
  - Senate ONLY passed legislation declaring lynching a federal crime in 2018.
    - Between 1918 and 2018, more than 200 anti-lynching bills failed.
  - Opelousas, Louisiana in September 1868: 250 deaths of black lives
  - Colfax Massacre in April 1873: 150 black lives killed
  - During the Tulsa Race Massacre of 1921, mobs destroyed 40 blocks of an area known as "Black Wall Street."
  - East St. Louis Race War of 1917: 50-100 black lives killed.
  - 1955 murder of 14-yo Emmett Till, accused of whistling at a white woman while, he was kidnapped, tortured and killed.

# WHERE DO WE GO FROM HERE?

Now that we have a collective understanding of where we came from ... where we are going.



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# THEORY OF CHANGE - THE IMPORTANCE OF EDUCATION

- A 2013 meta-analysis study by Rand Corporation found that:
  - Obtaining higher education reduced recidivism by 43%.
  - 13% AA, 5% BA, less than 1% MA
  - Was 4-5x LESS costly than reincarcerating that person.
  - Thus, **education helps the individual and cost society less.**
- Education provides opportunities for people to move beyond their experiences with the system and reach their full potentials.
  - **Furthering one's education is not only healthy to the individuals but to their families and the community.**



# NSF AWARDS \$5.2 MILLION GRANT TO P2P AND PARTNERS TO PROMOTE STEM OPPORTUNITIES IN PRISON SETTINGS (STEM-OPS)

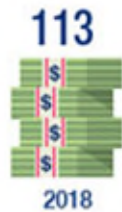


# Where we were THEN & NOW

## NIH R01 Grants

### B/AA R01 Grants

B/AA = Black/African American



+117%

### Funding Gap



### Proportion of all R01 Grants

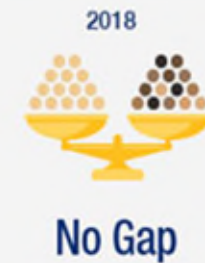
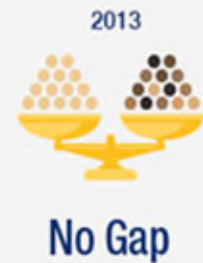


### H/L R01 Grants

H/L = Hispanic/Latinx



+113%



### White + Asian R01 Grants

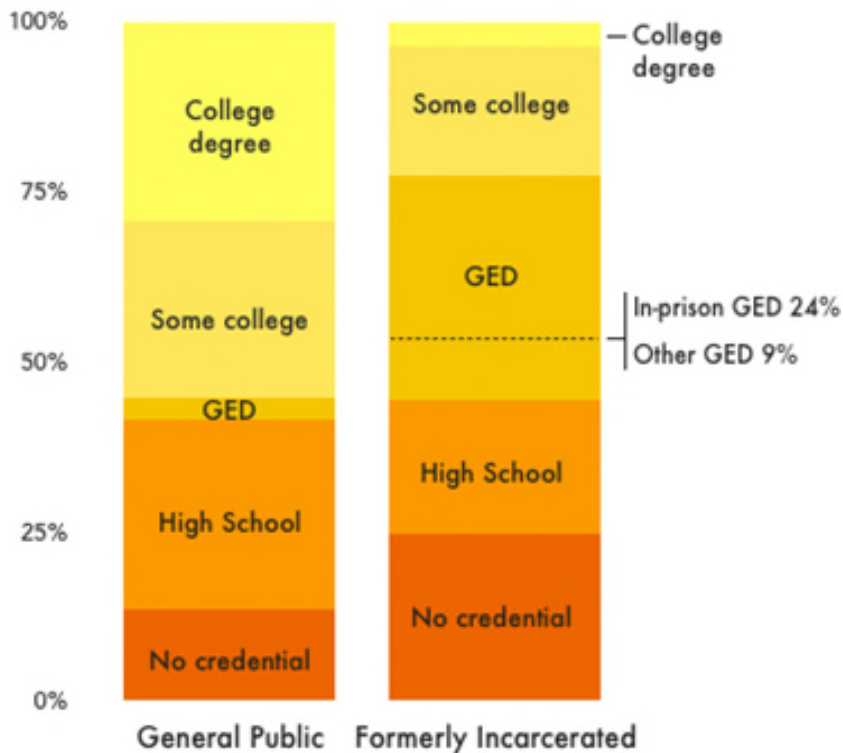


+73%



# EDUCATIONAL ATTAINMENT

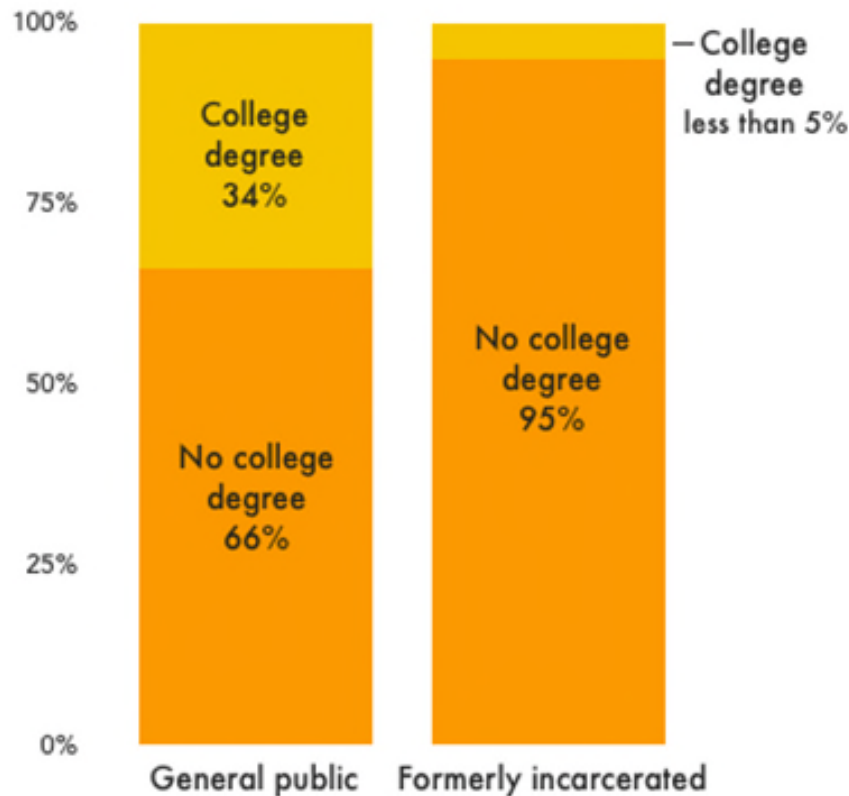
## Educational attainment: General public & formerly incarcerated



- Roughly 90% of general public has GED or higher
  - Compared to nearly 75% of formerly incarcerated
  - 1.2x difference
- Nearly 30% of general public has college degree
  - Compared to less than 4% of formerly incarcerated
  - **8.5x difference**
- Where does our focus need to be?

# CHANCES OF HIGHER EDUCATIONAL ATTAINMENT

From high school to college graduate  
General public & formerly incarcerated



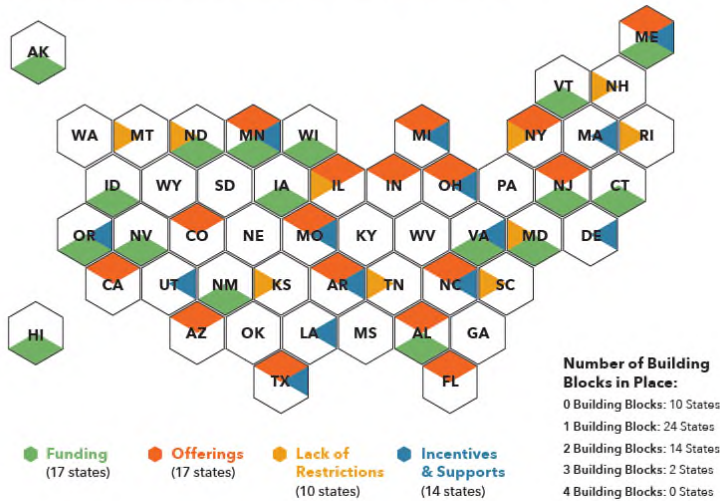
- The general public have a 1 in 3 chance of attaining a college degree.
- **A formerly incarcerated person's chances are less than 1 in 20.**
- **There is a LOT of work to be done**

# Laying the Groundwork

How States Can Improve Access to Continued Education for People in the Criminal Justice System



Figure 1: States Meeting the Criteria for Each of the Four Building Blocks



**FUNDING:** Uses key federal and state funding streams to support postsecondary education for people while incarcerated and after release.

- ➔ The state uses funds from the Carl D. Perkins Career and Technical Education Act (Perkins IV), Workforce Innovation and Opportunity Act (WIOA), or has a Second Chance Act Pell pilot site to provide postsecondary education to adults in state correctional facilities.
- ➔ The state does not restrict the use of state financial aid for people who are incarcerated as well as people in the community with criminal records.



**OFFERINGS:** Offers incarcerated people access to a full range of postsecondary education programs aligned with local labor market trends and employer needs.

- ➔ The state provides incarcerated individuals with access to all of the following services/courses/credentials: CTE training, associate degrees, and bachelor's degrees.
- ➔ The state has identified either local labor market trends, employer feedback, or program outcome data as their primary reason for determining the types of postsecondary education and CTE programming that are offered within correctional facilities.



**LACK OF RESTRICTIONS:** Eliminates statutory and/or administrative restrictions that limit access to postsecondary education for individuals who are incarcerated.

- ➔ The state does not have any formal statutory or administrative restrictions on who can participate in postsecondary education within correctional facilities.



**INCENTIVES AND SUPPORTS:** Provides incentives, as well as tangible services and supports, to promote postsecondary participation and helps incarcerated people transition to a crime-free, productive life in the community.

- ➔ The state formally offers at least one type of incentive to encourage postsecondary education participation in correctional facilities (i.e., specialized housing, release from work requirements, compensation, access to technology, etc.).
- ➔ The state parole-granting agency provides at least one of the following services/supports to promote postsecondary education participation for incarcerated individuals returning to the community: information on postsecondary education services; access to postsecondary education advisors or coordinators; CTE training; or CTE credential testing.
- ➔ Articulation agreements exist between the correctional education system and community-based postsecondary education providers.

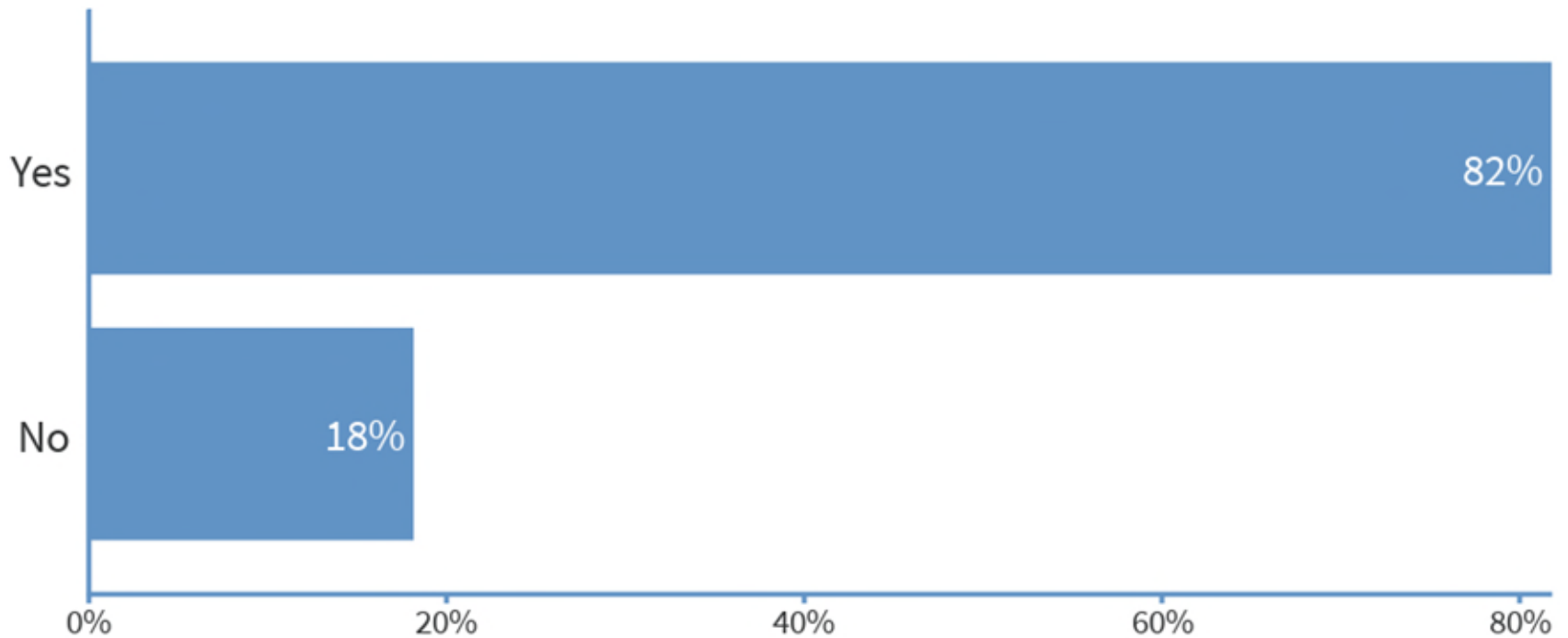
# NCHEP 2018

Social Media  
Check-In



For formerly incarcerated folks, did your criminal legal system involvement prevent you from pursuing your major or career of choice?

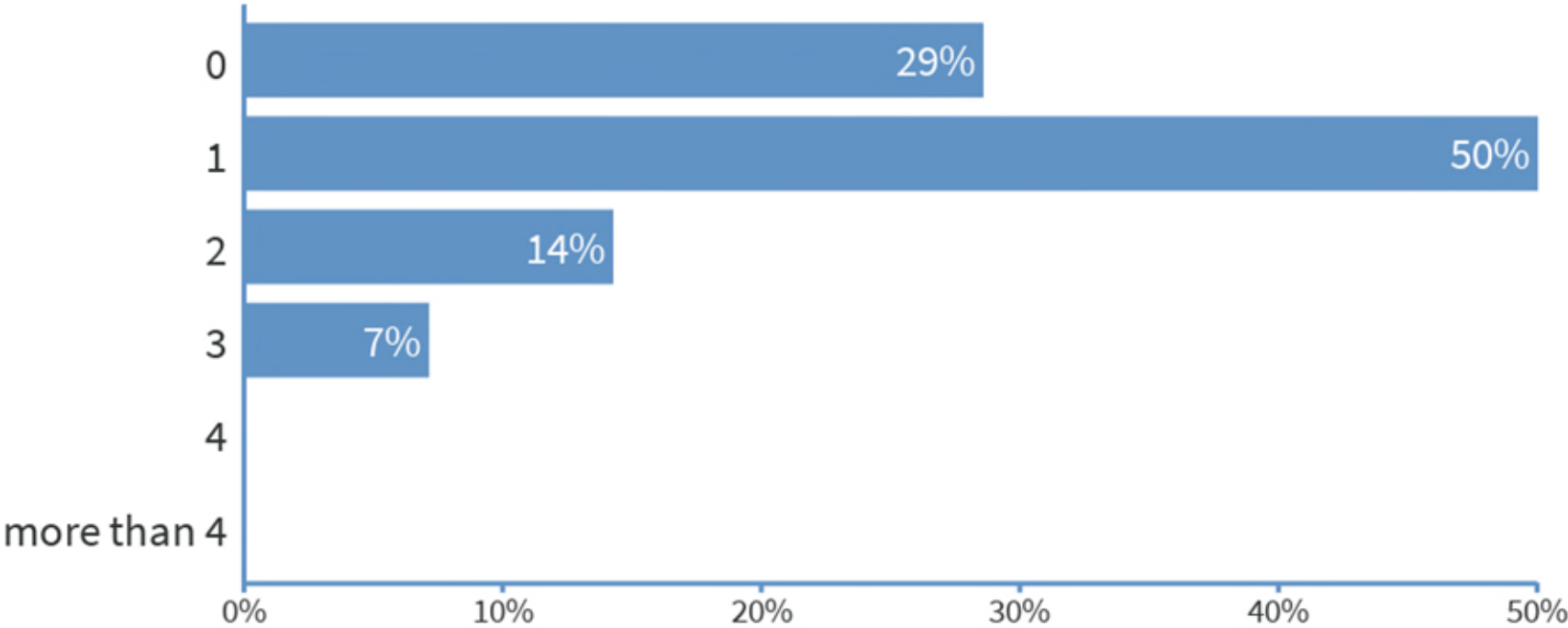
 **Poll locked.** Responses not accepted.



# NCHP 2018

For program directors, how many majors are offered in your inside prison college program?

 Poll locked. Responses not accepted.



# THE NEXT PHASE OF HIGHER EDUCATION IN AND AFTER PRISON

Social Media  
Check-In



- **Promoting higher degree attainment.**
- **Smooth transitions from in prison to outside campus programs.**
- **Promoting degree attainment outside of the social sciences and humanities.**
- **Building coalitions and utilizing success stories to address licensure barriers.**
- **Moving to a model where the student can pursue their innate passions.**

Figure 4: Fastest Growing Employment Sectors in the U.S.<sup>21</sup>





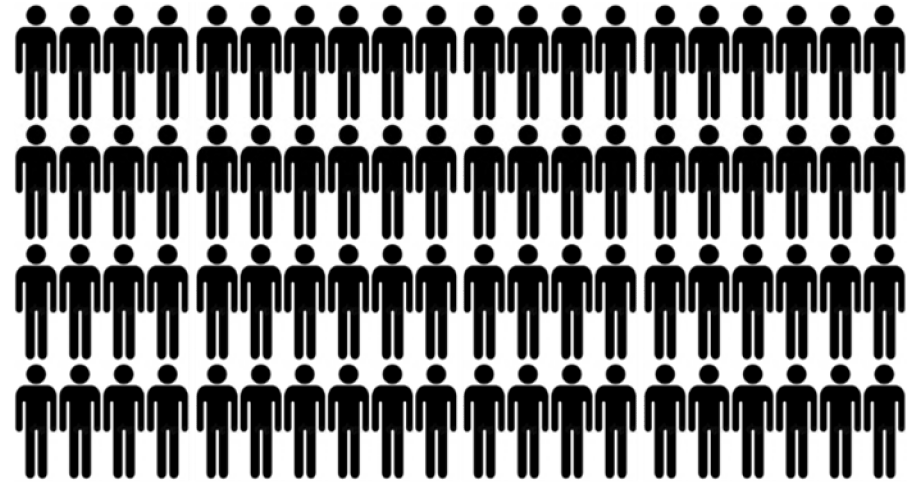
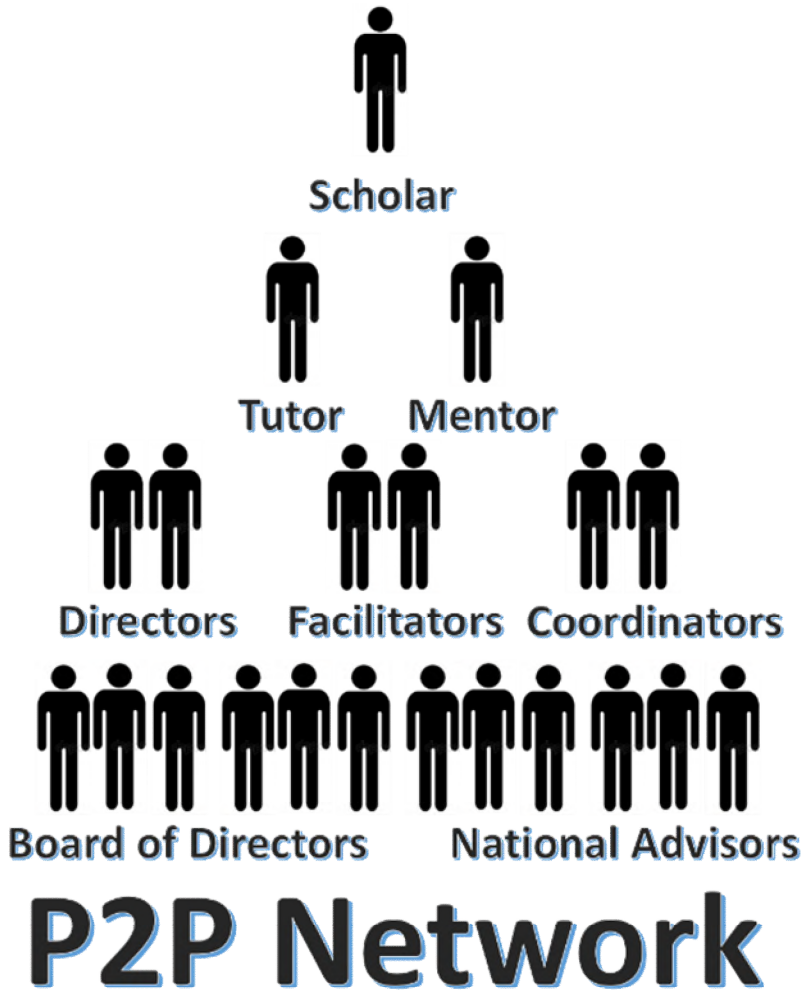


# REGENERATIVE MEDICINE, FIRST FORMERLY INCARCERATED PERSON TO LAND ON MARS

- Chemical Engineer (tissue regeneration)
- Astrophysicist
- Nurse Anesthetist
- Several Scholars working on MDs
- Multiple Scholars working on PhDs
  - Mass Spectrometry
  - Nursing
  - Psychology
  - Counseling (EdD)
  - Education (EdD)

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# P2P MODEL: BUILDING PRO-SOCIAL CONNECTIONS



80+

## P2P Volunteers

Asset-Based Community Development (ABCD)

<http://www.aei.org/publication/the-importance-of-the-company-you-keep-the-effectiveness-of-social-support-interventions-for-prisoners/>



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Assistant Professor, Howard University College of Medicine

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Ashlynn Odette Hope Andrisse