

The Inside-Out Center NEWSLETTER

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Spring 2012

The Inside-Out Center at Temple University
International Headquarters of The Inside-Out Prison Exchange Program®

Moving Beyond the Walls

Since our last newsletter, the growth of Inside-Out seems to have multiplied in several ways. Quite a number of instructors who took the training last summer have already offered their first Inside-Out courses this year, ballooning the number of courses being

conducted across the U.S. and Canada. This summer, another 75 people will be taking part in the upcoming summer trainings, being held in Michigan, Oregon, and Philadelphia.

Numbers aren't the only story, however. This is the first time

that we will be offering a training in Oregon, in collaboration with the ACE think tank at Oregon State Penitentiary, and the second time a training is being held in Michigan, with the Theory Group at Ryan Correctional Facility. I have had the incredible opportunity over the past couple of months to meet with both groups to prepare for these trainings, and it has been nothing less than inspirational. Each of these groups is ready and able to take on the task of assisting in the training process.

The deep sense of community and commitment to the vision of Inside-Out in both of these groups is palpable.

It is also of note that the program in Canada is growing exponentially. This summer, eight more Canadian instructors will be taking the training, essentially doubling the number of instructors there, as they join those who have been laying the groundwork for Inside-Out's expansion across the country. In fact, we are already planning our first Canadian training for next summer, to be facilitated in coordination with the Walls to Bridges think tank in Kitchener, which you can read more about in this issue. Our international status as a program is expanding further, as well, through folks who, after the training, will be returning to begin Inside-Out programs in Ireland, England and, eventually, New Zealand.

In this issue of the newsletter, it is more evident than ever just how deeply engaged people are – as individuals and groups – in the activities of this program. I continue to be astonished when I think about this all starting with one class in a Philadelphia jail a few years back – and seeing

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Poster created by Nyki for the closing ceremony of the Families & Social Systems course at Grand Valley Institute for Women in Ontario, Canada.

The Inside-Out Prison Exchange Program® promotes social change through transformative education. It is an initiative directed at deepening the conversation – and transforming ways of thinking – about crime, justice, and related social issues. Founded in 1997, and a national (now, international) program since 2004, Inside-Out brings college students and incarcerated individuals together as peers in a classroom setting that emphasizes dialogue, critical thinking, collaboration, and the creation of new ideas.



One Year Out

March 14, 2012 marked the one-year anniversary of my release from the State Correctional Institution at Graterford. With little fanfare, I eased into the beginning of my second year of freedom, understanding that there is still so much to explore and experience as I build a new life quite different from that which I knew for 36 years. It was a year packed with excitement, joy and happiness. As amazing as this may sound, out of those 365 days, not one of them was a bad day.

April will mark one year consulting at the Inside-Out Center, side-by-side with other staff, keeping track of and managing the ever-expanding growth of this magnificent program. Within this year, I've experienced Inside-Out from a perspective not possible from the limited, abbreviated view behind the wall. Week after week during Think Tank meetings inside, we talked issues, planned and strategized about the national replication of the program, prepared for workshops and instructor trainings, and listened to reports and updates from outside Think Tank members about various activities going on around the country as Inside-Out took hold in places one could only imagine. We would hear about Oregon, Tennessee, Ohio, Michigan, etc. I heard terms such as hubs and regions, but, for me, it was somewhat abstract. The words I heard in relationship to what was going on did not translate into a full picture of what Inside-Out had become. I saw the ingredients, not the cake,

No one has to tell me about 2002, the year Inside-Out started its national journey. Trust me; I was there on the inside to witness it. And now, I'm outside looking through a new lens, which gives me a perspective no one else has. I vividly remember not even wanting to take the very first class in Graterford because, in my mind, initially, I saw this class as something for beginners to the college experience. I was a Villanova graduate and was very proud of that fact. I thought there was nothing I could gain from taking one more college course. Yet, in all honesty, after being convinced by the founder, Lori Pompa, to participate in that class, nothing had prepared me for the profound impact it would have on my life.

And it's still significantly impacting my life outside the confines of prison. From this new vantage point, I can clearly see what has taken place cross the country and in Canada. If we were in outer space looking across the vast landscape of North America, as coined by George H.W. Bush, we would see a thousand points of light illuminating the skyline demarcating where Inside-Out has gained a foothold, impacting the lives of thousands of students, instructors, colleges and universities, prisons and jails. No one could have

imagined this in 2002. It was neither the plan nor the idea, yet it happened and in many respects, organically.

I fear though that the picture is not clear for most. Not clear to officials, funders, or even, to some degree, those who are associated with this program. I suggest we all step back, take a ride into outer space, and take a look to see what we have created. There are two things I know you will see: first is that you are connected to a vast network of aligned individuals committed to learning; second, you will see that we are more than a program. We are a movement that is changing the world.

For me, I can now see the cake – one year out!

– Tyrone Werts
Public Relations

The Inside-Out Prison Exchange Program

Moving Beyond the Walls

continued

where people have taken it. The extremely diverse sorts of courses that are offered (now, including law school classes), the creative projects developed in classes, the work of the multiple think tanks, the various alumni activities beginning to take hold... It is so far beyond what any of us could have ever imagined! I think Tyrone expresses it well in the piece that he wrote for this issue.

Finally, through our strategic planning process over the past several months, we developed what we are calling a 'context' for what we do in Inside-Out. It is described as 'social change through transformative education.' Our hope is that this reflects what students and instructors experience in classes, think tank initiatives, and other Inside-Out-related activities... and that the experience moves us all forward to be involved in change-making, wherever we find ourselves. To put it another way, Inside-Out is about 'moving beyond the walls that separate us,' whatever those walls might be. That is our hope – that we might all be involved in that movement. It's one of the most essential ways that change can take hold.

– Lori Pompa
Founder and Director

The Inside-Out Prison Exchange Program

Spring 2012 Steering Committee Meeting Overview

This year marked the 5th annual convening of Inside-Out's Steering Committee, which took place over the span of three days in early March. We extend our thanks to Barbara Raye from the Center for Policy, Planning, and Performance for her important role as a facilitator of this year's meeting, which was focused around Inside-Out's strategic plan for growth. Topics of consideration within our newly emerging strategic plan included trainings, regional and international community building, alumni involvement, think tank development, programmatic evaluation, staff development, and financial sustainability.

Underlying all of these topics was a foundational conversation held with the Graterford Think Tank on Inside-Out's theory of change, which describes the program's purpose and process for social change. Our theory of change will be used to guide key programmatic decisions, explain what we do when we interact with stakeholders and funders, and set priorities for programmatic evaluation. A main theme of this conversation was that Inside-Out's learning process creates a number of positive outcomes for instructors and students, including the breaking down of social divides and walls so prevalent in carceral and higher education systems. Highlights of the conversation focused on how people learn together in Inside-Out, how they are transformed and empowered through the learning experience, and how we might measure the impacts of the learning process on individuals and institutions.

Another main topic of this year's meeting was the many emerging think tanks in the U.S. and Canada. We discussed how to support and guide the growth and development, as well as possible avenues for alumni leadership development, within the think tanks. There was agreement that think tanks can help build a bridge with other alumni through focus groups and peer-led



workshops. We also agreed that the Steering Committee and Inside-Out Center staff would like to receive notice of the mission of all existing think tanks, as well as annual reports on the work, accomplishments, and plans of each group. The Steering Committee and Graterford Think Tank will be working on creating a guide outlining the basic elements that constitute an Inside-Out think tank for distribution in the near future.

Leaving the meeting, the Steering Committee decided to form seven subcommittees, as well as an Executive Committee that will advise Inside-Out Center staff on key programmatic decisions, as well as financial planning.

The newly reconfigured subcommittees will focus on international expansion, income generation, conference planning, options for creating Inside-Out memberships, think tank development, alumni leadership, and dynamics of diversity, power, and privilege within classes, trainings, and the organization as a whole.

On the last day of the meeting, the Steering Committee had a joint meeting with the Research Committee, continuing the conversation regarding Inside-Out's theory of change as relates to program evaluation. The two committees decided that they would like to work more closely in the future, as there is much overlap of expertise and potential for cross-pollination of strategic growth and assessment.

Overall, the 2012 Steering Committee was a great success. Our time together helped the staff gain insight into the program's strategic plan and priorities for staffing and resourcing over the next 1-2 years. The Steering Committee is a phenomenal group, spanning many areas of professional expertise and years of Inside-Out involvement. Many thanks to the members of the committee for all of your time, commitment, and thoughtful input!

– Erin Howley
Program Coordinator
The Inside-Out
Prison Exchange Program

Spring 2012 Research Committee Meeting Overview

Inside-Out has been somewhat stymied over the past several years with regards to the issue of research, including evaluative research. We tried to address the relevant issues during our International Research Committee meeting this past March.

The history of prison research is rife with human rights abuses, and though legal restrictions intended to protect human subjects were codified in 1981, the debate regarding what types of research are permissible, and where to draw the line, continues to this day, with advocates on both sides of the issue. (Gostin, JAMA, 2007)

Thus, Inside-Out has found it challenging to articulate a policy that delineates the types of research essential to running a program like Inside-Out responsibly, while taking note of both the agency and vulnerability of men and women who are incarcerated.

After much discussion, the Inside-Out Staff, Research Committee, and Steering Committee have reached consensus on this issue, enabling us to move forward as an organization. Here is our new policy statement:

Inside-Out is not an opportunity for anyone to gain access to prison populations as a pretext for doing research unrelated to Inside-Out. People on the inside have a realistic concern about being treated as "guinea pigs" (a term that is often used on the inside). We do, however, recognize the need for program evaluation and research that unpacks what Inside-Out does for its stakeholders (e.g. students, instructors, communities, institutions and systems) and what happens in the learning situation as it relates to collective outcomes.

All such endeavors must be conducted with the highest ethical standards, consistent with Inside-Out's Guidelines for Ethical Inquiry. (This document, soon to be available on our website, emphasizes the importance of, whenever possible, using a Participatory Action Research model.)

Our research goals for this year include:

- Developing the research pages of the Inside-Out website
- Supporting members of the Inside-Out community and others wishing to evaluate and understand the program
- Moving forward on an internal Inside-Out program evaluation
- Recruiting additional members for the Research Committee

– Melissa Crabbe
Assistant Director

The Inside-Out Prison Exchange Program

A Natural Connection: Inside-Out and Law Schools

James Forman Jr., Inside-Out Steering Committee member and Clinical Professor of Law at Yale Law School, is currently planning a clinic titled 'Disrupting the School to Prison Pipeline.' This is just one piece of a project through which he is teaching law students to better understand the experiences of people who are most harshly affected by the criminal justice system. "Even as our prisons have grown," James says, the people incarcerated there "have receded further from law's view, and from the view of law students." He continues, claiming that those in prison in the U.S. "are growing in number while becoming more isolated from the outside world. They are shipped further from their homes and held in increasingly solitary conditions, with less access to their families, communities, books or courts of law. They are many, but they are largely invisible."

Giovanna Shay, Associate Professor of Law at Western New England University School of Law in Springfield, MA, agrees with James, calling Inside-Out "invaluable" for law students, "particularly those who are considering careers in criminal law or legal services." The immediate, direct exchange that is at the heart of Inside-Out's illuminating pedagogy, and the discovery of self and 'other' that it engenders, helps law students "to understand that they need to aspire to a more robust notion of competence in representing clients whose circumstances may be very different from their own." James echoes Giovanna, saying that the interpersonal exchange bridges this common experiential gap by compelling "students to understand – or try to understand – somebody else's experiences, circumstances, or point of view."

To James, what ripens in 'inside' and law students alike is best described as empathy, "a concept that is familiar to law and legal education." Empathy is a pedagogical emphasis shared with Inside-Out. James explains: "Empathy is a tool in clinical legal education, where teachers use it to prepare law students to represent clients whose backgrounds are often unfamiliar. It is an essential component of law's restorative justice model, in which both offender and victim are encouraged to identify their respective needs and harms,



Inside-Out Supporters

- The After Prison Initiative of the Open Society Institute (Soros Foundation)
- The Brook J. Lenfest Foundation
- The Chace Granting Group
- The Douty Foundation
- The Gulati Family Foundation
- The Patricia Kind Family Foundation
- The Phoebus Criminal Justice Initiative (Bread and Roses Community Fund)
- The Threshold Foundation (Restorative Justice Funding Circle)
- The Vital Projects Fund
- An Anonymous Foundation
- An Anonymous Major Donor

How to Donate to Inside-Out

Your gift to Inside-Out means that our exciting new initiatives will continue to take shape and bring an unforgettable, life-changing experience to inside and outside students involved in the program across the country and abroad.

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A Natural Connection: Inside-Out and Law Schools

continued

acknowledge obligations owed to one another, and seek mutual engagement. And it has become central to the practice of criminal law, especially death penalty cases, in which both sides seek to have jurors stand in the shoes of either the victim or the defendant and understand the case through her eyes. Inside-Out stands in this tradition," and is therefore especially suited to further it.

Giovanna has been teaching law courses in the Inside-Out model since 2010. Her course, titled 'Gender and Criminal Law,' covers topics including domestic violence law reform efforts and their critics, gender issues in sentencing and corrections, problems facing transgender prisoners, and gender issues relating to re-entry and the families of the incarcerated. "I generally assign one to two cases and one to two articles each week," she says. "I find that the court opinions are great vehicles for discussion. Our conversations in class are generally very rich and much more nuanced than in the traditional classroom."

Giovanna and James identify a few challenges to which no Inside-Out course is immune, but that are particularly problematic to law courses in the Inside-Out model. James explains that, "the biggest challenge" instructors face "is figuring out the right course material, given that law students are even further along in the educational process, while 'inside' students have too often been denied formal education." Law professors teaching Inside-Out must also grapple with administrative intricacies – the awarding of academic credit, namely. James points out that the issue of credit is not particular to law courses; it is an "ongoing Inside-Out challenge, but one that is even bigger for law school courses, given that you typically can't receive law school credit if you don't have a college degree."

Giovanna's 'inside' students are currently not receiving credit, although she and others have submitted for approval a proposal to get them credit through the undergraduate institution at Western New England University. Of course, credit alone does not make the experience. Giovanna's 'inside' students "have expressed that the course is interesting and has helped them to build their confidence in an academic setting," translatable to any future educational experience.

James doesn't hesitate when asked to describe Inside-Out's future in law schools: "It's promising!" Giovanna goes so far as to say that "Inside-Out should be a requirement for any lawyer who aspires to serving as a prosecutor, defender, or even as a judge someday."

Finally, Penny Pether just taught her first Inside-Out class, with a mixed student group of Villanova University law students and women incarcerated in the Federal Detention Center in Philadelphia. Here is how she describes the experience. "The literature on law students identifies increasing disengagement, frustration with learning within the confines of the classroom, and the loss of the idealism that brings many of them to study law in the first place. Many of the law students in the class wrote of recovering idealism and the flourishing of engagement, and a learning context particularly fruitful in shaping their emerging professional identities. And their written work was superb, vastly better than one usually encounters across a law school class, struggling with complexity, deeply self-searching. The 'inside' students seemed to develop a consciousness of empowerment that was evidently influenced by the fact that their peers were studying law. The composition of the class promoted their process of placing their experience of incarceration in institutional and discursive contexts."

– Alex Plattner, Editor
Inside-Out Newsletter

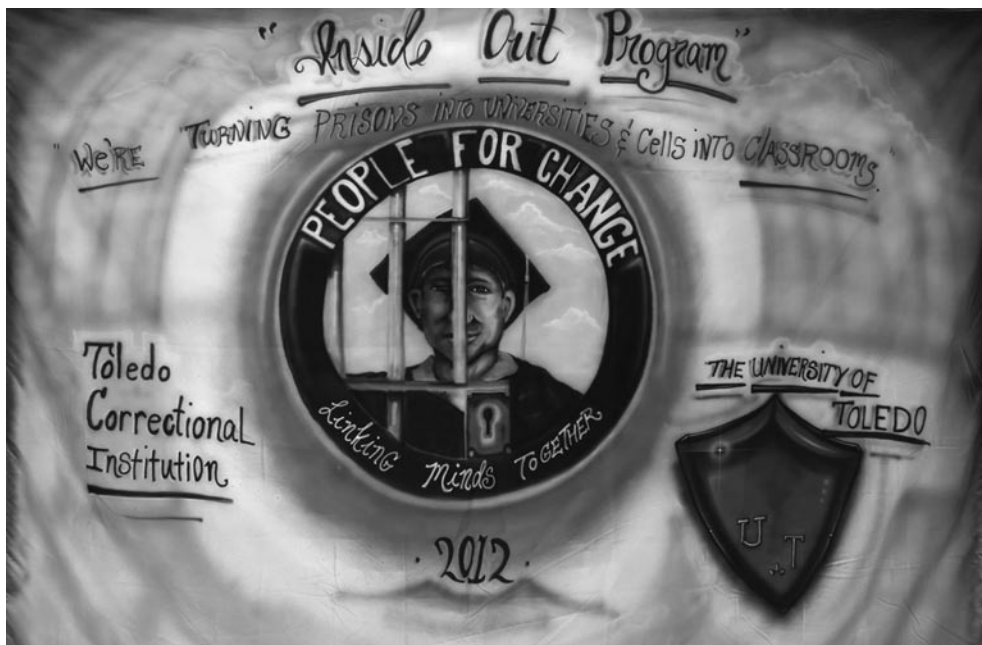
Kitchener Think Tank Update Turning Walls into Bridges in Canada

'The Walls to Bridges Collective' envisions change by embracing diversity, achieving equality and rethinking incarceration to create a socially just world.

Greetings from the Walls to Bridges Collective (W2BC) at Grand Valley Institution for Women (GVI) in Kitchener, Ontario! The first Inside-Out class ('Diversity, Marginalization and Oppression') at Grand Valley Institution created our collective for Women (GVI) in January 2012. Through collaboration amongst people living inside and outside prison walls, we strive to connect and build bridges by working towards social justice for criminalized women and trans people. Our work together is based on principles of self-reflection, honouring, collaboration and change. Our collective is now three months old and we have been working hard and having much fun developing our group and engaging in projects both inside GVI and in the outside community. Our members have been active!

We are particularly pleased that one of our inside members was a guest speaker at a community forum to discuss issues (such as overcrowding) facing incarcerated women. In addition, we have held information sessions at conferences to respond to a punitive federal Canadian Crime Bill (Bill C-10), which, in addition to other policy changes, introduces new US style mandatory sentencing measures. We have arranged an information session at GVI, open to the whole population, with a guest speaker who will respond to the many questions people have about the effects of Bill C-10 on those who are currently incarcerated. In May, outside members will be providing an Inside-Out experiential learning opportunity at Congress of the Humanities and Social Sciences, a conference that brings together thousands of scholars from across the country. We continue to gather momentum and creativity, so stay tuned for lots more from the Walls to Bridges Collective!

Article by: The Walls to Bridges Collective
Grand Valley Institution for Women, Kitchener, Ontario, Canada



Ohio Think Tank Update People For Change: A Time of Engagement in Ohio

People For Change, the Inside-Out Alumni Organization at Toledo Correctional Institution (ToCI), has had a productive and engaged several months. We produced our first quarterly newsletter. The pieces were written in response to the question, "What would you say to your brother/sister if s/he was entering prison for the first time?" We received some very moving submissions and learned a great deal editing them without altering the meaning or tone.

We organized two workshops, one in American History, the other titled 'Empowered Writing'. These workshops will multiply as more faculty bring their expertise to the Inside-Out program and follow up their classes with workshops for the general population.

And we hosted the third Midwest Hub meeting. Fifty-four participants, instructors and alumni, 'inside' and 'outside,' from Illinois, Indiana, Michigan and Ohio spent Saturday, April 28th discussing issues of organizing alumni groups, sharing questions and ideas about course content and projects, and brainstorming about how the Hub can help us do our work even more effectively. Members of People for Change, some of them for the first

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Banner created by Ohio's People For Change alumni group, painted by an 'inside' student, and used for various events, both inside and outside of the facility.

Ohio Think Tank Update People For Change

continued

time, successfully facilitated the various sessions of the day. Perhaps most importantly, however, we talked amongst ourselves, getting to know one another and inspiring one another with terrific ideas about educational content and practices. Much discussion focused on the concrete ways the principles of Inside-Out inform all that we do.

Further highlights were:

- The inaugural use of the banner for People for Change painted by an 'inside' member
- That Lori Pompa joined us, listening carefully to what we were doing and why, and offering her wisdom and insight
- The immediate sense of comfort People for Change members felt with our guests
- Hearing of the success of former 'inside' students, now outside and continuing their engagement
- The massive amount of food
- The collaboration of ToCI staff in helping us organize the meeting
- Active engagement from all involved, either in groups at the tables or in the larger discussions
- Realizing how subtle differences among our situations in our respective academic and correctional institutions affect our experiences of doing the work of Inside-Out

Our general plans for the summer include producing the next newsletter, organizing further workshops for the general population, doing further reading and discussion as a group, and preparing written work for publication.

– Renee Heberle, People For Change

Michigan Think Tank Update The Theory Group: Cultivating Cultural Capital

The Michigan Theory Group is developing its cultural capital. Cultural capital, a concept coined by French sociologist, anthropologist, and philosopher Pierre Bourdieu, refers to non-financial social assets. Cultural capital includes material and non-material social resources that confer power and status, like higher education. So, in the spirit of the intellectual engagement that is foundational to Inside-Out, we're working on our cultural capital.

Our second time participating in an International Instructor Training held regionally is coming up in May. This time, we're going to gather at the Colombiere Conference Center and at Ryan Correctional Facility in Detroit. As we prepared for the training, we were tasked with creating our own lessons in the manner and style of Inside-Out. Some of the topics for our practice pedagogies were intersectionality, race as a social construction, gender as performance, and re-defining deviance. Lori was with us in early April to help us work through the glitches and to get us ready for the training.

Our 'outside' Theory Group members attended our MIOH (meow) HUB meeting, hosted by 'People for Change' and the University of Toledo. We did a brief presentation about our group processes that centered on our intellectual exchanges and outreach activities. As one 'outside' member noted, "I find it ironic that I need to come into a prison for an intellectual exchange."

On more direct, personal enhancements, on March 29, we hosted Dr. Tung Hui Hu, internationally acclaimed poet, for a poetry-writing workshop. His third collection of poems, from Copper Canyon

Press, won the 2007 James D. Phelan Literary Award. We have latent poets, secret poets, part-time poets, and never-before poets in our midst. All of them are now energized and ready to share their poetic insights with the world.

Finally, in May, we will be hosting Danielle McGuire, author of *At the Dark End of the Street: Black Women, Rape, and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. Publisher's Weekly says this about the book: "McGuire's 'new history' shines fresh light upon the germinal role of black women in the birth and development of the civil rights movement. 'For decades,' she writes, 'the Montgomery bus boycott has been told as a story triggered by Rosa Parks' spontaneous refusal to give up her seat followed by the triumphant leadership of men.' McGuire, assistant professor of history at Wayne State University, goes behind that story to tell of black women's struggles against abuse by white bus drivers and police officers that launched the boycott. She foregrounds black women's experiences of 'verbal, physical, and sexual abuse' as prime movers of the grassroots movement."

– Lora Lempert
Theory Group



Indiana Think Tank Update From Putnamville: Indiana's Paper Walls

The Inside-Out Think Tank at Putnamville Medium Security Prison has been hard at work these past nine months. Students and faculty from Indiana University Bloomington meet with students incarcerated at Putnamville bi-weekly for approximately 2.5 hours. We typically function in working groups, with report-backs and presentations to share the products and developments of our work and garner support and ideas. Working groups have addressed topics including healthcare in the incarceration system, the privatization of food in the incarceration system, higher education cuts in Indiana prisons, re-entry, community organizing and resource-pooling, poetry, artistic expression through envelopes ("The Paper Walls Project"), and more. Recently, Think Tank members have been exploring ideas to develop a community center that 1) pools employment, housing, healthcare, and other important resources for persons coming out of the incarceration system and 2) provides a support space for families and friends of persons incarcerated to create dialogue and to organize. Without the structure of a class, the Think Tank allows for more horizontal discussion.

- Inside-Out Think Tank at Putnamville Prison, Indiana



The Inside-Out Think Tank at Putnamville Medium Security Prison has been hard at work on 'The Paper Walls Project,' of which this image is one piece.

Oregon Update: Deepening the Statewide Network

Inside-Out is thriving in Oregon. To date, five college campuses in the state – University of Oregon, Oregon State University, Portland State University, Chemeketa Community College, and Lewis & Clark College – have supported Inside-Out-trained instructors in offering students an unparalleled educational opportunity that has been redirecting for so many students, 'inside' and 'out.' Five correctional institutions and one Youth Authority facility in the state – and their administrations and staffs – have generously absorbed our rapid expansion. We feel very fortunate to have their consistently full support.

Oregon's ACE (Another Chance at Education) Think Tank meets bimonthly at Oregon State Penitentiary in Salem and is made up of about 14 'inside' and 5 'outside' folks. This June, Inside-Out will hold an Instructor Training in Oregon for the first time, and ACE was tapped to take part in helping to train the incoming instructors. We have been honing our facilitation skills for June; each of us has had a turn designing and leading our group through icebreakers and substantive activities of the kind used in an Inside-Out classroom. We had the opportunity to work with Lori Pompa, Inside-Out's Founder and Director, when she visited us April 20-22nd for our second session of intensive preparation for the June training. Beyond June, ACE will turn to a new focus that is currently being determined by the group.

Alumni activities are humming along, too. The Serbu Book Club, which brings together Inside-Out alumni of the University of Oregon with youth in treatment at the Serbu Justice Center in the city of Eugene, recently hosted our city's mayor, Kitty Piercy, named 'Most Valuable Public Official' by *The Nation* magazine in 2010, for

a conversation about community improvement, directed by the youth participants.

Elsewhere on the University's campus, former 'inside' student David Liggins is working at the Center for Intercultural Dialogue, and in March was featured by the campus newspaper. University of Oregon Inside-Out alumni have also joined forces with the Oregon Youth Authority and the Trauma Healing Project to participate with young people recently released from OYA custody in a re-entry support group heavily influenced by Inside-Out pedagogy.

Finally, we're proud to say that a University of Oregon Inside-Out course pioneered an 'outside' and 'inside' co-facilitator model, a first at the U of O, in Professor Shaul Cohen's 'Divided Societies' class, offered through Clark Honors College, at Oregon State Penitentiary. Ben, an 'inside' veteran of Inside-Out courses and ACE Think Tank member, worked with Shaul and co-facilitator

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Tennessee Update Of SALT, TEMP, and TRIO: Expanding the Work in Tennessee

SALT: Schools for Alternative Learning and Transformation, our think tank in Riverbend Maximum Security Institution, has expanded from the 'low side,' Unit 6, to include Unit 2, Death Row. Insiders on death row asked for a class on community building and conflict resolution, so we created two opportunities, including a bi-weekly discussion group focusing on Michelle Alexander's *The New Jim Crow* and related readings with graduate philosophy students. We also held a weekly working/learning 2.5 hour session focusing on such themes as: Thich Nhat Hahn's 'engaged Buddhism and nonviolence,' the nonviolent direct action rooted in the civil rights movement, the South African and Greensboro, North Carolina Truth and Reconciliation Commissions, and the Beloved Community's partnership with the Latin Kings gang to increase possibilities for peacemaking. The group on death row is now working to solidify our 'SALT II' team and has already engaged a number of folks from the community.

SALT created a multitude of resources for the Michelle Alexander events at American Baptist College this March: a PowerPoint alternating between quotes from Alexander's book and then photos and quotes from insiders, and a letter, one insider's incredibly powerful challenge to the community. Both were shared with a crowd of more than 600 people from across the state. The letter will soon be visible on a national website. SALT also created a poster titled, 'More Than a Number,' and a box, covered with photos that included poetry, essays, photos, and short comments from people on the inside – both were to help people see insiders as more than their labels. Participants in the Alexander gathering were encouraged to

take something from the box and, after reading it, share it with someone else.

In addition, SALT hosted a discussion on Alexander's book at Riverbend – more than 57 insiders read the book and many of them came to a Riverbend screening of Alexander's speech at American Baptist College, followed by a dialogue with Dr. Forrest Harris, the President of American Baptist College.

Two classes were offered this semester at Riverbend, a graduate theology class on slavery, religion and the civil war, and an undergraduate class on transformative justice. Graduation was incredibly powerful and included attendance by one of our metro councilpersons, who has worked on 'Ban the Box' legislation, and a TN state representative who has worked on state legislation to allow for a process of expungement of nonviolent offenders' criminal records.

Class projects focused on four areas. Summit for Freedom focused first on a media campaign entitled 'Made in the USA' – reminding people that, while other countries may be known for producing corn or sugar, the US 'produces criminals' – criminalizing those who are impoverished and those who are black and brown. The other three projects are TEMP: Transformative Employment Mentoring Project, Ban the Box, and Mentoring Resources for Returning Citizens.

TRIO: Transformation and Reconciliation from the Inside Out, our outside think tank made up of community folks and former insiders, continues to focus on problem solving, community education, parole advocacy support teams and 'posses' – small groups that meet for support and accountability.

– Janet Wolf

Oregon Update Deepening the Statewide Network

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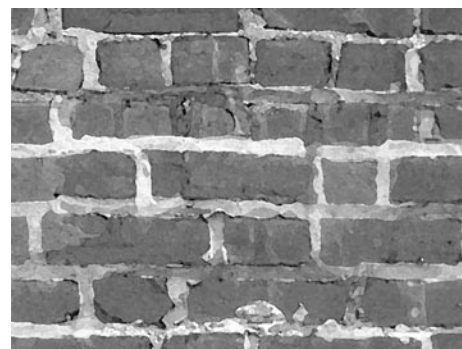
Katie Dwyer to plan the course curriculum, select readings, and carry out facilitation of activities and discussions.

Oregon State University's Honors College is offering the first Inside-Out course ever taught at an Oregon Youth Authority facility, at Hillcrest Youth Correctional Facility in Salem, taught by Michelle Inderbitzen (this is the Honors College's first Inside-Out course). Michelle is also reconnecting with the girls at Oak Creek, the OYA's juvenile correctional facility for young women. Michelle taught a six-month informal Inside-Out type class there in 2009.

Chemeketa Community College instructor Michele Dishong-McCormack continues to lead a writing workshop at Oregon State Penitentiary, as she has for the past two years. Several 'outside' alumni have participated in the ongoing writing group, and have held campus poetry events reading the work of 'inside' students. Chemeketa alumni have participated in past alumni conversations, and hope to soon build statewide networks for new projects.

At Portland State University, two courses were taught at Coffee Creek

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Instructor Spotlight: Janet Wolf in Tennessee

I first started going into prisons in 1975 with my friend, longtime prison advocate and agitator, Harmon Wray. I was a community organizer at the time and believed that the people with the problems are the people with the solutions – so if we wanted to work on prison issues, we would have to identify with, listen to, and learn from people on the inside. While we met with a number of groups, and helped start new ones, it was not until 2002 that Harmon Wray, Richard Goode and I started a ‘think tank’ at Riverbend Maximum Security Institution. Our first class, January 2003, was Harmon’s course, periodically offered through Vanderbilt Divinity School, ‘The Theology and Politics of Crime and Justice in America.’ We had not yet heard about Inside-Out but created roughly the same model – pedagogy based on communal dialogue and participatory learning; half insiders and half outsiders; primary leadership defined by insiders in partnership with outsiders; emphasis on mutuality; professors as animators. We have offered courses every semester since then and the class fills up with outsiders so quickly that last semester it closed two minutes after registration opened.

By 1988, I had completed divinity school, been ordained in the United Methodist Church, and appointed as a pastor in a rural area. While in divinity school, I struggled to connect academic theology with the theology on the streets I had encountered through community organizing in partnership with impoverished communities and base Christian communities of the poor in Nicaragua. Theology on the streets was marked by the ‘fierce urgency of now’ (Dr. Martin Luther King, Jr.), by radical egalitarianism and consistent challenges to powers and principalities. Behind prison bars, discussions around freedom, redemption, reconciliation, salvation and good news, also emphasized contextual theology, shifting paradigms, working from the margins and redefining notions of ministry WITH vs. ministry TO or FOR.

While our Nashville think tank had studied other models, such as the New York Theological Seminary’s courses at Riker’s Island, we had not found anyone else who offered classes inside prisons in which half the students were from the inside and half from the outside – until Lori and Inside-Out. I cannot remember exactly how we found Lori, I think it was perhaps through Soros, but we were elated. I attended the first Inside-Out training in 2004, and with my sister, Glenda Lingo, started the first Inside-Out course in the southeast.

At that first training, I felt like I had found home – so much common ground around vision, passion for justice, commitment to alternatives and communal, participatory learning in partnership with folks who are incarcerated. We were elated that someone was creating a national effort to shift the possibilities for transformative education and saw ourselves as partners in this movement. I became part of the National Steering Committee and began to dream with Inside-Out about how this work could change the criminal justice system from the inside out.

Since then, Glenda has attended the Inside-Out training, and later, two other folks who came out of our local Inside-Out class: Julie Doochin and Sarah Passino. We hope to send at least two more instructors this summer: Lisa Guenther, a tenured philosophy professor from Vanderbilt, and at least one professor from Belmont University.

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Oregon Update Deepening the Statewide Network

continued

Correctional Facility, an all-female institution outside of Portland: ‘Civic Leadership’ and ‘Peacemaking Criminology.’ In Amy Spring’s ‘Civic Leadership’ course, the students worked on a project that supported the work of the Family Preservation Project, an organization that provides intensive support for children, families and their incarcerated mothers in ways that help maintain healthy supportive family bonds.

The organization is only able to provide this intensive support for a few mothers, so to allow them to expand their program support beyond the few they serve, Amy’s students did a number of projects that helped the organization reach out to more mothers serving time: 1) set up a speakers bureau that brings in a monthly speaker who addresses family and parenting topics; 2) organized and got supplies donated for a mural that will make the visiting room more family-friendly; 3) set up a family resource room where all incarcerated women can access resources to support their family connections from the ‘inside’; 4) gathered donations of games and art supplies to allow for productive play during visiting; 5) constructed binders that include family-supportive information for each county throughout the state.

At Lewis and Clarke College, Reiko Hillyer is finishing up her first Inside-Out course, held at Columbia River Correctional Institution. All of us are eager to join forces with her passionate soon-to-be alumni!

– Alex Plattner, Editor
Inside-Out Newsletter

Instructor Spotlight Janet Wolf in Tennessee

continued

Lori and I did a joint training last spring at Drew School of Theology. We had several plenary sessions where both of us spoke, and then Lori took the undergraduate professors to Graterford Prison while Margaret Atkins and I took the graduate professors to meet with our think tank at the Arthur Kill Correctional Facility, which has since been closed. We continue to engage seminars across the country and have worked with professors from Vanderbilt, Belmont, Drew, Union, Princeton and New Brunswick Theological Seminary (NBTS). NBTS asked Margaret and me to work on developing a doctoral program around prisons and we designed a D.Min. in Prisons, Public Policy and Transformative Justice which opens with the first cohort this August. I will be both a student and a professor, though it is really SALT that will teach two courses inside Riverbend in May 2013.

I have completed my 12th year of teaching, my 7th as full-time faculty at American Baptist College, a small historically black college that produced a large number of the national civil rights leaders. And it is a time of transition for me. Marian Wright Edelman, the head of the Children's Defense Fund who worked as a young lawyer with Dr. King during the Mississippi Freedom Summer, has invited me to work with her and CDF on national nonviolent direct action organizing that focuses on justice for children and the poor. Children's Defense Fund coined the term 'cradle-to-prison pipeline' and has worked effectively to organize communities on issues including juvenile justice and mass incarceration. CDF sees my work with the new D.Min., the work with seminars and think tanks, the work with Inside-Out and SALT as a part of my new job description.

Inside-Out is life-giving for me, just as partnership with insiders has been hope-creating and world-transforming. I value the diverse community, the consistent commitment and creativity, the passion for justice, the willingness to engage in challenging discussions and conflict, and the wide open space to become. I am grateful for colleagues, kindred spirits, courage, vision and hard work. Thanks for allowing me to be a partner in this movement.

Instructor Spotlight Jim Nolan in West Virginia

What is your background?

I was a police officer for 13 years in Wilmington, Delaware. I completed a Ph.D. at Temple University in January 1997, and then worked at the FBI as chief of a crime analysis and research unit. Since 2000, I have been a faculty member at West Virginia University in the Division of Sociology and Anthropology.

How did you discover Inside-Out, and why were you drawn to it?

I heard about it in 2005 from my daughter Abby, who was an undergraduate at Temple. She told me she thought I would be interested. On a visit to Temple that year, I met Lori Pompa, who described the Inside-Out program and told me about the National Training Program [now International]. I signed up, attended the training in January 2006, and have been teaching the course since that semester (Spring 2006). At WVU, Inside-Out is a capstone course for senior Sociology and Criminology students.

In what capacity have you been involved with Inside-Out ever since?

I have taught Inside-Out at a state prison in WV since Spring semester 2006. I have been involved with the Inside-Out Research Committee since its inception. I conduct a Think Tank-like course after the Inside-Out course in order to keep the dialogue going. We call this course The Justice Roundtable.

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Kate King's Victimology Class, conducted as a collaboration between Western Kentucky University and the DeBerry Special Needs Prison in Tennessee.

Instructor Spotlight

Jim Nolan in W. Virginia

continued

The Justice Roundtable has met most semesters since 2007. There is high turnover in the prison in which we hold Inside-Out and The Justice Roundtable because it is a medium- and minimum-security prison. So, both 'inside' and 'outside' students have changed over the years. Many of the 'inside' students stay in touch with me after they are released and a few have enrolled as students at WVU following release from prison.

How do you support the continuation of student projects?

I share final projects with prison officials and the State Commissioner of Corrections. Many of our projects focus on the topic of offender reintegration and restorative justice and, as I participate with statewide planning groups, I offer the ideas from the Inside-Out projects. I am still working to find funding and support for a pilot restorative justice 'diversion and reintegration' project in WV.

What keeps you going?

Once you see the power of the Inside-Out course to break down barriers and to create the space for honest dialogue and learning, it is tough to think about teaching a different way.

Why does this work feel essential to you?

Students walk away from the course with a more realistic understanding about how the criminal justice system works – and doesn't work. Students have expressed feelings of empowerment and a sense of urgency to get involved to change things. I have had students actually change their career plans after the Inside-Out experience because they felt so moved.

Oregon's Loss is the World's Gain Katie and Alex Start Their Next Chapters

Katie Dwyer and Alex Plattner, two of my closest colleagues here in Eugene for the past few years and leaders among Inside-Out alumni nationally, will leave Oregon in June.

Inside-Out at the University of Oregon would not be where it is today without them, and though they plan to main-

Pedagogy and Praxis in the Inside-Out Prison Exchange Program'.

Among other things – far too many to list here – Katie kicked off UO's Inside-Out Alumni Group, helped start the ongoing Inside-Out-style Book Group at the local juvenile facility, co-edited an anthology of Inside-Out student



Professor Shaul Cohen (middle) stands with Graduate Teaching Fellow and course co-facilitator Katie (left), and Ben, 'inside' teaching assistant (right).

tain their involvement with Inside-Out as an organization, they will be missed by many on the UO campus and in the Oregon State Penitentiary think tank, ACE (Another Chance at Education).

Katie, Inside-Out's first UO intern, took Steve Shankman's Dostoevsky class at Oregon State Penitentiary as a freshman, where she appeared in the documentary, 'Inside Looking Out' [<http://www.insideoutcenter.org/mini-documentary.html>]. I met her when she interviewed me for her undergraduate honors thesis, 'Turned Inside-Out:

writing, [http://www.insideoutcenter.org/publication-pdfs/TurnedInside-OutBook_Part1.pdf], helped establish UO's Inside-Out Steering Committee, and was a graduate teaching fellow for multiple Inside-Out courses.

Katie has also been involved in No More Deaths, a human rights group working with migrants on the US border, and with Oregonians for Alternatives to the Death Penalty. She is currently completing her master's degree in dispute resolution, and

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Oregon's Loss is the World's Gain Katie and Alex Start Their Next Chapters

continued

will study law in Ireland as a Mitchell Scholar next year.

As fellow alum Phoebe puts it, "Katie shows an incredible dedication to the issues and people she cares about, thinks critically about the world, and is not afraid to advocate for the causes she believes in." She's also funny, good at connecting with people, and used vampire novels (not Twilight) as a motivational tool to help her finish her undergraduate thesis.

I met Alex when I co-facilitated an Inside-Out course with Bill Cadbury at Oregon State Correctional Institution in 2008. He was very focused, but so quiet I had no idea how the class affected him until Katie told me, several months later, that he cancelled a quarter abroad in order to participate in the Serbu Book Club.

Alex gets things done, including replacing Katie in co-facilitating the Book Club with Ted, another co-founder of the group, starting the Inside-Out Oregon Alumni Blog [<http://insideoutoregon.com>], editing our past two newsletters, and assisting Bill Cadbury in two prison-based courses.

Teaching is Alex's passion, which is why he taught at a high school for at-risk youth in Florida last summer, and will be with Teach for America in Minnesota this coming year. Speaking personally, I've seen Alex's gentle way of reaching out to vulnerable children, and very much admire him for his skill. As Phoebe puts it, "He's very smart and very kind." Alex is also a dedicated cyclist, a pizza chef, an admirer of William Faulkner, and a fan of David Foster Wallace's famous essay, "A Supposedly Fun Thing I'll Never Do Again," which, thankfully, is not about Inside-Out.

– Melissa Crabbe
Assistant Director

The Inside-Out Prison Exchange Program

Staff Spotlight: Cyndi Zuidema

Cyndi is a Program Associate at the Inside-Out Center. She drives organizational outreach and recruitment, particularly for Instructor Trainings, and is deeply involved in alumni activities in the Philadelphia area.

When did you take your first Inside-Out class?

I took my first Inside-Out class at SCI-Graterford with Kay Harris in 2008. As a freshman at Temple University, this was an eye-opening experience for me. At the time, I knew very little about the complexities of the criminal justice system. Inside-Out has been my foundation for issues of justice and incarceration, and additionally, has greatly informed the rest of my studies and life experiences.

What have you been doing with Inside-Out since that time?

When Kay told our class about the opportunity to join the Graterford Think Tank, I knew that I had to somehow get involved! So I began volunteering with the Graterford Think Tank in Fall 2008. Then in 2009, I was hired on to take notes at the spring Steering Committee meeting and, after that, I gradually began working for Inside-Out as a student worker while I was still in school. I'm now staff at The Inside-Out Center, Inside-Out's headquarters in Philadelphia, where I help support the work of the International Program.

How do you support alumni interest and projects?

As a former Inside-Out student, the interest of alumni locally and internationally is one of my top priorities. Frank Campanell and I founded the Philadelphia Alumni Chapter in 2009 and, since then, we have partnered with organizations like The Reentry Support Project and The Mural Arts Program. My favorite part of my job is working with students and connecting them to Inside-Out opportunities in innovative ways. I'm always looking for opportunities to engage students so that they will have a chance to continually be connected to the Inside-Out community.

What keeps you going?

The fight for justice is something that drives me every day in the context of working for Inside-Out and in other aspects of my life. One thing I've always loved doing is connecting people with the things that they themselves are most passionate about—and I consider myself lucky because that's what I do at Inside-Out every day! When I am doing mundane tasks or run into a difficult roadblock at the Inside-Out headquarters, I remind myself of how inspired I am by the vast and profound effects that Inside-Out has on students and instructors.

Why does this work feel essential to you?

Inside-Out has inspired me to work for justice and I have seen how the program has shaped other students' education in various ways. Inside-Out courses and alumni work challenge people in multi-faceted ways, facilitating critical thinking and provoking people to break stereotypes. So for me, the work of Inside-Out is essential because I know that this program is capable of creating much needed change and repair in the world.

Staff Spotlight: Frank Campanell

When did you take your first Inside-Out class?

Well, it started with a class that I took in Spring 2004. The first day of class felt off-kilter. The desks were tucked in the back corner off the classroom. The chairs were strewn in a circle. And then there was the instructor, scribbling something on the board. The space felt unlike any other classroom: warmer and uncharacteristically inviting, as opposed to the kind of learning environment to which I was accustomed. Just before I could introduce myself, she said, "Hi, I'm Lori Pompa, call me Lori." This was my first experience with something similar to the Inside-Out pedagogy, in a "Prisons in America" course. I was addicted. Subsequent to this course, I switched my major and made room for an actual Inside-Out course in my last semester at Temple University in the Fall of 2008, with Lori again, at SCI-Graterford.

What have you been doing with Inside-Out since that time?

Subsequent to my final Inside-Out course, I was invited to participate as a group member of the SCI-Graterford Think Tank, and shortly, after that, I was asked to come to work in the Inside-Out Center. From then on, I have become involved in as much of this program as humanly possible. Throughout my 3+ years with Inside-Out, I have attended four of five International Steering Committee Meetings, taken part in an Instructor Training, helped with several Instructor Trainings, developed local alumni initiatives, including an alumni-led workshop series in a short-term local jail facility, created the Inside-Out Alumni Association, and assisted with all kinds of projects of the International Office.

How do you support alumni interest and projects?

The inception point for alumni interest on my end happened in my actual Inside-Out course. I was asked to give a speech at our closing ceremony on behalf of the 'outside' participants. Throughout the process of toiling over what to say, I discovered that I did not want the conversations to stop. This became the centerpiece of what I said. Simply, "Don't stop here. Keep the dialogue alive. Keep it going." As it happens, I was afforded the privilege to back this up. With the opportunity to continue on in a professional capacity with the program and the Graterford Think Tank, I made both 'inside' and 'outside' alumni of this program my priority.

In collaboration with many people, including Cyndi Zuidema and Katie Dwyer, strategic planning around the alumni movement began to form. On a local and national level, we created the Inside-Out Alumni Association with the purpose of continuing involvement in the program. From this came focus groups, the Cambria Workshop Series, the Aftermath Think Tank, partnerships with other organizations, speaking engagements, and community workshops. For the wider program, I have been working on a number of projects related to alumni and mechanisms of continued involvement within Inside-Out. These include: adjusting our program policies for alumni efforts, putting together models of continued involvement and what's required, and social media initiatives. However, it needs to be very clear that there are many wonderful people involved in this process scattered all over the U.S. and Canada.

What keeps you going?

I haven't the faintest idea half the time. I'd wager that having Tyrone Werts in the office every day helps. Every time I feel as if I'm running on fumes, something unexpected happens to fill the tank. Maybe it's a workshop, maybe it's a Graterford Think Tank meeting, or maybe it's just a good day in the office. One never knows. I do know that when that 'something' happens, I feel a renewed sense of energy and urgency for this work.

Why does this work feel essential to you?

Simply, I believe in it. Nothing else has felt so just, right, and meaningful in my life. Specifically, Inside-Out taps into something much more profound. Inside-Out chips and gnaws away at the rigid institutions and structures that are in place. It fosters understanding. It provides a conduit to see oneself in the context of what can be, as opposed to what is. More specifically, Inside-Out is striking at the root. Inside-Out is tilling the soil, so that, one day soon, the ground might be fertile enough for large-scale change. We are the bricklayers. How could that not be essential?

Anything else you'd like to add?

A special thank you to Erin Howley, Lori Pompa, Tara Timberman, Cyndi Zuidema, Tyrone Werts, Philadelphia Alumni, Oregon Alumni, and the SCI-Graterford Think Tank...always in those WWI-like trenches with me.



A group of students poses following the Spring 2012 Inside-Out graduation of the IUPUI course offered at the Indianapolis Re-entry and Education Facility (IREF). The course, titled 'Youth, Crime and Activism,' was co-taught by Sue Hyatt and Hannah Cowles. Photo Credit: Angela Herrmann

Barriers comin down: an Inside-Out rap

Beat: Track 15 off of Paper Trail, T.I.

Hook:

Round and round here we go
 Da cycle we let it spin
 Da longer we let it roll
 When will it ever end
 Da inside are lookin out
 Da outside are comin in
 Barriers comin down
 And this is where it begins!

Verse 1 (Shawn):

From inside out/outside in
 This is how I spit it comin out of the bin
 I was trying to feed my fam
 Not living a life of sin
 Judge didn't give a damn
 My time, did it with a grin
 Five years I been sitting in
 Lifers call it a fin
 Eight years gotta start a bid
 My girl she just had a kid
 My father he wasn't there
 Now look at how I begin
 One of my biggest fears,
 I'm starting to look like him
 I admit there were some time
 When my life lookin kind of grim
 If only just for my son
 I think, f**k it, we gotta win
 I decided to make a change
 I'm starting it from within
 So the day that I touch the street
 I'm a better not bitter man
 Hoping my son he grows
 To be comfortable in his skin
 And hoping my nephews learn
 From the places that I have been
 I'ma teach them so that they know
 And pass it on to they kin:
 In order to Other us
 We first gotta Other them

Hook:

Round and round here we go
 Da cycle we let it spin
 Da longer we let it roll
 When will it ever end
 Da inside are lookin out
 Da outside are comin in
 Barriers comin down
 And this is where it begins!

Verse 2 (Damien):

From inside to da outz, and da outside comin in,
 A handful of students, and some g'z up in da pen
 Come to keep it real, no one needin to pretend,
 Breakin down barriers, strangers become friends –
 Stories that we've shared, the way we get it in,
 No judgments in da circle, whether good or bout da sin,
 We lost each other's labels, just some cats who study crime,
 If given another chance, I'd do it all again—
 I've broadened my horizons, I look through different lens,
 We represent humanity, da women and the men,
 Some wants and needs, it's amazing when you blends,
 Cats of all backgrounds, givin time and space to spend—
 Getting to know each other, new ways to make amends,
 Time just flyin by, when we wished it would suspend,
 Prof Jane and Hollis, you two I do commend,
 We are the pioneers, too soon it had to end!

Hook:

Round and round here we go
 Da cycle we let it spin
 Da longer we let it roll
 When will it ever end
 Da inside are lookin out
 Da outside are comin in
 Barriers comin down
 And this is where it begins!

– Shawn and Damien,
 Kwantlen-Matsqui Inside-Out closing ceremony, Vancouver BC,
 December 2011

Hope Blanket Visualization

Tamara created this visualization at our Inside-Out closing circle for Families class (at Grand Valley Institution for Women), in response to a question about how the threads of our experience together might colour the stitches we sew in the future.

“This is a gift that was given to me by the group that I would like to share with the other members.

I cannot explain it, but I can show it to you. Please take a minute to close your eyes and visualize.

As we sit in our circle, we all have energy threads coming from our hearts, bouncing from person to person’s hearts.

Each day we come together as a group, we come in with a different color heart thread that weaves a different stitch each time.

These strings are multicolored; they glow in the dark and shimmer in the light.

The energy in the thread includes knowledge, wisdom, emotions, attitudes, love...

Each thread makes a unique stitch to create a beautiful blanket, with patterns and designs.

This blanket is always there with you. You can visualize using it as a cape, a picnic blanket, yourself laying on it or to wrap yourself in it.

You can use it to find things such as answers, comfort, acceptance, gratification...

This is now my gift to you. Enjoy!”

– Tamara B.



2012 Calendar

May	20–26	International Training Institute #24 (Michigan)
June	18–24	International Training Institute #25 (Oregon)
July	12–15	Inside-Out Staff Retreat
July	23–29	International Training Institute #26 (Philadelphia)
August	6–12	International Training Institute #27 (Philadelphia – Specialized Training for Drexel University)

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The Inside-Out Center

Social Change through Transformative Education

While some dream of doing big things, others stay awake and do them!

– Inside participant and Think Tank member

How to Contribute to The Inside-Out Prison Exchange Program®

The Inside-Out Prison Exchange Program, founded in 1997 and a national (now, international) program since 2004, is an initiative directed at deepening the conversation and transforming ways of thinking about crime, justice, and related social issues.

Your gift to Inside-Out will make a profound difference in the lives of incarcerated students and the outside students who join them in classrooms across North America.

- A \$500 gift underwrites one scholarship to our Instructor Training Institute
- A \$400 gift allows us to convene a Degrees of Freedom stakeholder meeting
- A \$300 gift brings our Steering Committee into Graterford Prison to work with Inside-Out’s Think Tank
- A \$200 gift funds the work of a staff member for one week
- A \$100 gift underwrites one week of programmatic support from one of our remarkable alumni interns

Your support will allow this unique model of community education to flourish!

To Contribute

You can donate by sending a check made out to **Temple University** (with Inside-Out in the note section) to the full address below. Your donation is tax deductible; we will provide you with a receipt and letter of thanks for your files.

Thank you from Lori and the Inside-Out Team

Please clip on the dotted line and enclose the form below with your check.

I want to support The Inside-Out Prison Exchange Program. I enclose a tax deductible gift of:

\$50 _____ \$100 _____ \$200 _____ \$300 _____ \$400 _____ \$500 _____

Whatever I can do to help: \$ _____

Please make checks payable to: Temple University (with Inside-Out in the note section).

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Relationship to Inside-Out _____

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