



OCTOBER 9-12, 2014

SYMPOSIUM ON
HIGHER EDUCATION
IN PRISON

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

SYMPOSIUM
PROGRAM



Presented by the Education Justice
Project of the University of Illinois at
Urbana-Champaign

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SYMPOSIUM ON HIGHER EDUCATION IN PRISON

PRESENTED BY THE EDUCATION JUSTICE PROJECT AT
THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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contact information

Have a question? Need assistance? Call us!

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<http://www.educationjustice.net/>

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symposium using

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welcome

Welcome to the EJP Symposium on Higher Education in Prison!

On behalf of the symposium organizing committee, thank you for attending. We truly appreciate your traveling from far and near to participate in this convening. We are delighted and honored that so many people--prison educators, family members of the incarcerated, formerly incarcerated students, prison activists, program administrators, department of corrections personnel, and more--have come together in a spirit of inquiry, fellowship, and action.

We hope that the next few days will provide fruitful opportunities for us to grow and deepen in our respective work around incarceration and education. We expect the conversations and presentations to stimulate and challenge us all. We also hope that promising new partnerships and collaborations will emerge among the people and organizations represented at this event.

As much as we want this symposium to push us, we also want each of you to be comfortable. Please let me or any of the symposium volunteers (identifiable by orange ribbons on their nametags) know if there's anything we can provide or do to make your visit better.

We acknowledge that the topics we will be discussing over the next few days--incarceration, educational equity, loss, institutional violence, re-entry, social justice--can be difficult and painful. Please be aware that EJP has a hotel room here at Hawthorn Suites that is available to anyone who wishes to get away for some private time. Please inquire at the symposium registration table for information about accessing the room.

Thank you again for joining us. Given the attention that carceral systems and higher education in prison are receiving in the media these days, it is timely that we are meeting, and so essential that we develop critical clarity around our work. Your engagement in the symposium moves us toward that end.

With All Best Wishes,

A handwritten signature in black ink that reads "Rebecca". The script is fluid and cursive, with a large initial "R".

Rebecca Ginsburg,
Director
Education Justice Project

about ejp

EJP is a vibrant academic community of educators, scholars, and others who are committed to expanding higher education within American prisons as a matter of justice and solidarity. Our mission is to demonstrate the positive impacts of college-in-prison programs. In pursuit of that mission, we offer education programs to students incarcerated at Danville Correctional Center; host activities for their family members in Chicago; and produce critical scholarship about our work. In addition, we assertively promote our work at the University of Illinois campus and beyond.

EJP has about 70 active outside (i.e. non-incarcerated) members during any given semester and our larger network of almost 150 includes formerly incarcerated EJP alumni, family members and other allies, and EJP “affiliates” who have left Central Illinois but remain connected to EJP’s work. This semester there are about 140 men at the prison enrolled in EJP’s programs. They include EJP students taking for-credit, upper-division University of Illinois courses and incarcerated men from the general population whom EJP students are teaching or mentoring through EJP’s Language Partners and Chicago Anti-Violence Education programs.

We are committed to building an open, safe, inclusive learning environment within EJP. We believe that a rigorous and critical education program requires the cultivation of such an environment, and that self-reflection and critical analysis is an important part of creating and sustaining it. For that reason, we are honored to host this symposium on higher education in prison.

conference overview

THURSDAY, 9 OCTOBER 2014

7:00 - 8:30 pm: Public Lecture, Susan Burton, A New Way of Life. Salem Baptist Church, 500 E. Park Street, Champaign

Susan Burton is founder and Executive Director of A New Way of Life Reentry Project, which provides housing and support services to formerly incarcerated women in South Central Los Angeles. This event is open to the public, so it is not necessary to register for the conference to attend. Food and drink will be provided.

FRIDAY, 10 OCTOBER 2014

All symposium sessions (with the exception of Friday evening sessions at Danville prison) held at the Hawthorn Suites and Conference Center 101 Trade Center Dr, Champaign IL 61820)

8:00 am: Symposium registration desk opens

9:00 - 9:30 am: Opening Remarks

9:45 am - 12:45 pm: Plenary Sessions

1:00 - 2:00 pm: Lunch

2:15 - 3:30 pm: Plenary Session

4:00 pm: Depart for Danville Correctional Center or informal gathering at home of EJP Advisory Council member James Kilgore

6:30 - 8:30 pm: Concurrent Panels at Danville Correctional Center

9:00 pm: Networking dinner at Guido's, Champaign. All welcome

SATURDAY, 11 OCTOBER 2014

8:00 am: Symposium registration desk opens

8:30 - 9:00 am: Opening Remarks, light breakfast served

9:15 am - 12:15 pm: Plenaries and Concurrent Panels

12:30 - 1:30 pm: Lunch

1:45 - 4:45 pm: Concurrent Panels

6:30 pm: Reception at home of EJP director Rebecca Ginsburg

SUNDAY, 12 OCTOBER 2014

8:00 am: Symposium registration desk opens

8:30 - 9:15 am: Hearty breakfast and Opening Remarks

9:30 - 10:45 am: Concurrent Panels

11:00 am - Noon: Symposium Debriefing and Closing

featured sessions



THURSDAY OCTOBER 9, 7:00 PM

Susan Burton Speaking on Women and Reentry from Prison

Salem Baptist Church
500 E. Park Street Champaign, IL

This Event Is Free and Open to the Public

Susan Burton founded A New Way of Life Reentry Project in 1998 after spending almost 20 years in and out of the criminal justice system. Since then, she has dedicated her life to helping other women break the cycle of incarceration, homelessness, addiction and despair. Susan Burton has earned numerous awards and honors and is widely recognized as a leader in the women's reentry movement. Susan is a co-founder of All of Us or None and co-founder & national chair of the Formerly Incarcerated and Convicted People's Movement, both national grassroots civil rights movements comprised of formerly incarcerated individuals, their families and community allies. Refreshments will be served.

FRIDAY OCTOBER 10, 4:00 PM

Danville Correctional Center

Those who have already registered and received clearance will travel to Danville Correctional Center, where two concurrent paper sessions will be held. The EJP students look forward to hosting this portion of the symposium, and express regrets that not all symposium attendees will be able to attend. Thank you to James Kilgore, EJP Advisory Council member, and Terri Barnes for hosting an informal gathering in their Urbana home at 602 E. Harding Drive during the Danville session.

Join twitter for a conversation about the symposium using

#ejpsymposium



Follow us on twitter at @EJPillinois

schedule

TIME	SESSION	ROOM
FRIDAY		
8:00 am	Registration Opens	
9:00 am - 9:30 am	Welcome and Opening Remarks Light Breakfast	Savoy
9:45 am - 11:00 am	<p>PERSPECTIVES ON HIGHER EDUCATION IN PRISON - I</p> <p>Connectivity and Community Within Programs Tiffany Kallam, Higher Education in Prison Program, Guilford College, Justice and Policy Studies</p> <p>Lessons in Nest Building Rob Garite, Education Justice Project, University of Illinois at Urbana-Champaign, Alumnus</p>	Grand Prairie
11:00 am - 11:30 am	Break and Conversation	
11:30 am - 12:45 pm	<p>PERSPECTIVES ON HIGHER EDUCATION IN PRISON - II</p> <p>The Need to Resist Kemuyah Ben Rakemeyahu, Education Justice Project, University of Illinois at Urbana-Champaign</p> <p>Impact of Higher Education on Incarcerated Students Haneef Shakur, Education Justice Project, University of Illinois at Urbana-Champaign, Alumnus</p> <p>The Challenges in Coming Full Circle by Teaching in the Prison Education Program Barbara Lawrence, Guilford College, Director, Higher Education in Prison Initiative</p>	Grand Prairie
1:00 pm - 2:00 pm	Lunch	Savoy

2:15 pm - **STARTING AND RUNNING A PRISON EDUCATION PROGRAM**
3:45 pm *Moderator: Rebecca Ginsburg*

The Potential of a Rigorous AA Program in Prisons
Jed Tucker, Bard Prison Initiative

Reflections on Relating to Prison Staff
Emily Patka, Hudson Link for Higher Education

A Political Perspective on Difficultly-Situated Prison Programs
Rob Scott, Prison Education Program, Cornell University

4:00 pm Leave for Danville Correctional Center/James Kilgore's home, 602 E. Harding Drive, Urbana

6:00 pm Opening Remarks Gym

CONCURRENT SESSIONS

6:30 pm - **PEDAGOGY: CRITICAL PERSPECTIVES ON HOW AND WHAT GETS** Chapel
8:00 pm **TAUGHT IN PRISONS**

Moderator: Rohn Koester

Stretching "Comfort Zones" in the ESL Classroom Setting
Otillo Rosas, Education Justice Project, University of Illinois at Urbana-Champaign

The Underestimation of the Carceral Intellect? Problematizing the "Wow" Factor Among Prison Educators
Andre Slater, Education Justice Project, University of Illinois at Urbana-Champaign

Why We Need to Be Critical of Critical Pedagogy in the Prison Classroom
Michael Brawn, Education Justice Project, University of Illinois at Urbana-Champaign

The Tension of Being a Student in a Carceral Setting
Joseph Mapp, Education Justice Project, University of Illinois at Urbana-Champaign

6:30 pm - **TRADITIONAL UNDERGRADUATES & PRISON EDUCATION** Gym
8:00 pm *Moderator: Kemuyah Ben Rakemeyahu*

Advantages and Challenges of Integrating Traditional Undergraduate Students into an Existing Carceral Education Setting
Augie Torres, Education Justice Project, University of Illinois at Urbana-Champaign, Alumnus
C.R. Hardaway, Education Justice Project, University of Illinois at Urbana-Champaign

From the Outside in and Back: Connecting Urban Underprivileged Students and Incarcerated Students Through Higher Education
Agnieszka Tuszynska, Queensborough Community College-CUNY
Franka Ferrari-Bridgers (via video), Queensborough Community College-CUNY

Undergraduate Directors in Prison Theatre Work: Contributions and Challenges
Phyllis Gorfain, Oberlin Drama at Grafton

9:00 pm Networking Dinner at Guido's, Champaign

SATURDAY

8:00 am Registration Opens

8:30 am - Welcome and Opening Remarks Savoy
9:00 am Light Breakfast

9:15 am - **POLITICS & ETHICS OF HIGHER EDUCATION IN PRISON** Grand Prairie
10:30 am *Moderator: Earl Walker*

Scholarship under Constraint: Thoughts on collaboration, discomfort, and "spectacle"

Erin Castro, University of Utah

Decarcerating Higher Ed: Lessons From the County Jail About Pedagogy and Power

Ed Wiltse, Nazareth College

How Higher Education Can Contribute to the Struggle to End Mass Incarceration

James Kilgore, Education Justice Project, University of Illinois at Urbana-Champaign, Advisory Council

10:30 am - Break and Conversation
11:00 am

CONCURRENT SESSIONS

11:00 am - **CRITICAL REFLECTIONS ON PRISON WRITING PROGRAMS** Grand Prairie
12:15 pm *Moderator: Cory Holding*

Writing Programs in Prison: Critical Perspectives on Benefits of and Dangers of Writing and Teaching in Prison

Laura Leigh Morris, Bureau of Prisons/National Endowment for the Arts, Artist-in-Residence Program

"I Want to Remain Whole": Authenticity and the Rhetorical Problem of Prison Writing

Maggie Shelledy, English Department, University of Illinois at Urbana-Champaign

Words Without Walls

Marc Nieson, Chatham University's Words Without Walls Program
Jonny Blevins, Chatham University's Words Without Walls Program
Sarah Shotland, Chatham University's Words Without Walls Program

11:00 am -
12:15 pm

PEER INSTRUCTION IN THE PRISON CLASSROOM

Moderator: Tim Bretl

Champaign-
Urbana

Prison Peer Pedagogy in Spanish Language Instruction: Haciendo Limonada

Jenifer Drew, Stone Associates, Lasell College
José Duval (via skype)

Perspectives on Coaching as a Means of Professional Development for Higher Education Programs for Incarcerated Populations

Eythokia Stephanie Saclarides, Education Justice Project, University of Illinois at Urbana-Champaign

12:30 pm - Lunch
1:30 pm

CONCURRENT SESSIONS

1:45 pm -
3:00 pm

LITERATURE PROGRAMS

Moderator: Quinton Neal

Grand Prairie

Changing Lives Through Literature (Or How I Became an Activist)

Jean Trounstine, Changing Lives Through Literature, Middlesex Community College

Literature, Creative Writing, and Book Art in the Prison Classroom

Sarah Higinbotham, Common Good Atlanta
Bill Taft, Common Good Atlanta

1:45 pm -
3:00 pm

PROGRAM PROFILES - I

Brief Reports from Prison Education Programs across the U.S.

Moderator: William Sullivan

Champaign-
Urbana

Exploitation or Empowerment: Sustainability in Prisons Project Navigates Complex and Intersection Issues of Justice to "Bring Nature into Prisons"

Joslyn Rose Trivett, Sustainability in Prisons Project

Teaching Religious Studies in Prison

William Andrews, Chicago Theological Seminary

Importance of Working with Academic Libraries

Becca Sorgert, North Dakota Department of Corrections and Rehabilitation, Library

3:00 pm -
3:30 pm

Break and Conversation

CONCURRENT SESSIONS

3:30 pm -
4:45 pm

SOCIAL JUSTICE WORKSHOP

"Collaboratory" of Practice. A hands-on opportunity to address issues of restorative justice, social justice, and community critical practice. Come and participate!

Jacqueline Roebuck Sakho, Duquesne University

Champaign-
Urbana

3:30 pm - **PROGRAM PROFILES - II** Grand Prairie
4:45 pm *Brief Reports from Prison Education Programs across the U.S.*

Moderator: Jobie Taylor

Indiana Women's Prison

Kelsey Kauffman, Indiana Women's Prison

Language Partners, Education Justice Project

Hugh Bishop, Language Partners, Education Justice Project

How to Start an Inside-Out Program

Jennifer Cobbina, Michigan State University

6:30 pm Reception at Rebecca Ginsburg and William Sullivan's Home, 1804 Pleasant Street,
Urbana 61801

SUNDAY

8:00 am Registration Opens

8:30 am - Hearty Breakfast and Welcome White Oaks
9:15 am

CONCURRENT SESSIONS

9:30 am - **INCARCERATION'S IMPACT ON FAMILIES AND COMMUNITIES** White Oaks
10:45 am *Moderators: Perry Benson, Annette Taylor*

Incarceration and the Family: A 360 View

Jacquelyn Frank, Eastern Illinois University

His Name is Luke - Not M34762

Nancy Willamon

9:30 am - **RE-ENTRY AND BEYOND** Grand Prairie
10:45 am *Moderator: James Kilgore*

Bearing Stigma, Carrying Gifts: What Colleges Can Learn from Students with Incarceration Experience

Alexis Halkovic, The Graduate Center, City University of New York
Andrew Cory Greene, The Graduate Center, City University of New York

The Saint Louis University Prison Program Re-Entry Initiative

Karen Barney, Saint Louis University, Prison Program
Kenneth Parker, Saint Louis University, Prison Program

11:00 am - Debrief and Closing Grand Prairie
Noon

presenters & moderators

Will Andrews received a BA in Spanish Language and Literatures from the College of William and Mary in Williamsburg, Virginia, and later earned an MDiv and a ThM in Biblical Studies at Union Presbyterian Seminary in Richmond, Virginia. He has worked as an interpreter for ministries along the Mexico-US border, as a United Methodist pastor, as an adjunct instructor of religious studies, and as a volunteer at prisons in four states and in the federal prison facility in Chicago. Will is currently pursuing a PhD in "Bible, Culture, and Hermeneutics" at Chicago Theological Seminary. His research interests include the Bible in early Spanish literature, cognitive linguistic approaches to the Bible, and biblical hermeneutics in prison.

Karen F. Barney is Professor Emeritus and Interim Director of the Saint Louis University Prison Program. She is past Chair of the Department of Occupational Science & Occupational Therapy (OS & OT) at Saint Louis University. Within her administration of the Prison Program, she utilizes her background in OS, OT and health services research in developing an interprofessional re-entry program with the Eastern Reception Diagnostic Correctional Center at Bonne Terre, Missouri.

Perry Benson is currently a Ph.D. graduate student in the Education Policy, Organization, and Leadership Department at UIUC. A Chicago native with a background in social services, mentoring, and ministry, Perry is currently a Graduate Mentor with the Office of Minority Student Affairs (OMSA) and serves as Program Coordinator for the FACE (Family and Community Engagement) component of EJP.

Hugh Bishop I started teaching in an English junior high school (before going to university) in 1968. After teaching in inner city schools in Glasgow, Scotland, I moved into ESL and taught in various countries around the world. While in Abu Dhabi I decided to do a master's degree and went to UW Madison where I also completed a PhD. After Madison, I arrived at UIUC in Champaign Urbana, where I teach ESL, and I also coordinate online courses for Linguistics. Additionally, I coordinate EJP Language Partner's Program.

Michael Brawn, Currently I am a student in the University of Illinois Education Justice Project, and have been incarcerated for the last nine years. During this time I have found a real passion for researching and writing about the transformative effects humanities-based education can have on individuals and society in general.

Jonny Blevins is the 2014-2015 Henry Reich Teaching Fellow for Chatham's *Words Without Walls* program. He has also been an active member of West Virginia University's Appalachian Prison Book Project since 2006. Jonny is pursuing an MFA with an emphasis on social justice and civic engagement through creative nonfiction.

Timothy Bretl is an Associate Professor of Aerospace Engineering at the University of Illinois at Urbana-Champaign. He works in the area of robotics. The goals of his research group include making prosthetic devices affordable to all who need them, increasing the efficiency and safety of building construction, and lowering barriers to the use of robots for manufacturing automation by small businesses. He has been involved in the Education Justice Project since 2013 as a course instructor and as the coordinator of the Guest Speaker Series.

Jenifer Drew is an associate professor of Sociology at Lasell College, and former director of the Boston University Prison Education Program. She is the founding Trustee of Stone Associates, a network of formerly incarcerated men and women, and their allies.

Erin L. Castro is an Assistant Professor of Educational Leadership and Policy and a Faculty Fellow for Undergraduate Studies at the University of Utah. Her research uses critical social theories to identify material and discursive barriers to postsecondary access and completion for chronically underserved and systemically disadvantaged students. She began working with EJP in 2011 and continues to work with a small group of students on scholarship examining the purposes of higher education in prison during mass incarceration.

Jennifer E. Cobbina is an assistant professor in the School of Criminal Justice at Michigan State University. Her primary research focuses on the issue of corrections, prisoner reentry and the understanding of recidivism and desistance among recently released female offenders. Her second primary research area is centered on examining how gender and social context impact victimization risks among minority youth.

Franca Ferrari-Bridgers was born in Milan, Italy. In 1998 she moved to the United States and in 2005 she received a Ph.D. in Theoretical Linguistics from New York University. At the present, she is an assistant professor in speech and communication at CUNY-Queensborough Community College and

a M.A. candidate in Experimental Psychology at Brooklyn College, CUNY. Her research interests are in the field of linguistics, cognitive sciences, communication, listening and assessments. Since the fall of 2012, she has been collaborating with Otisville Federal Correctional Facility in a service learning project titled "Teaching the Teachers' Teachers."

Jacquelyn Frank is an Associate Professor and Gerontology MA Program Coordinator at Eastern Illinois University. She has served as a volunteer and researcher at the Wabash Valley Correctional Facility in Carlisle, Indiana for 5.5 years where she has developed programs such as S.L.I.C.E. (Service-learning in Correctional Education) and conducted research on long-term inmates. She has an upcoming publication in the *Western Journal of Communication* titled, "The Negotiated Identities of Long-Term Inmates: Breaking the Chains of Problematic Integration." Jacquelyn is also a trained Inside-Out instructor.

Rob Garite I love family and friends, love to think and challenge myself to be as aware as possible. Also enjoy exercise and am currently doing cross fit training. Oh, and I love food.

Rebecca Ginsburg first entered prison in the 1980s in South Africa, where she visited political prisoners at the request of their family members. Since then, she's earned a PhD in architectural history, become a faculty member at UIUC, and helped to co-found the Education Justice Project, which makes outreach to family members a central part of its work. She has two daughters, Anna and Bella, and is pleased that they're growing up in a household where both parents are engaged in issues of social justice.

Phyllis Gorfain As a retired Professor of English and Folklore from Oberlin College, my specialties include Shakespeare, early modern literature, and drama with an emphasis on performance. Performance studies also constitute an area of focus in my folkloristic teaching. My publications and professional work also center in these areas and lead directly to my current position as Director of Oberlin Drama at Grafton (ODAG). After retirement, in 2008, I worked to establish a theatre performance program at Grafton Correctional Complex, a local men's state prison facility, and succeeded starting in December 2012.

Andrew Cory Greene is a second year doctoral candidate in the Critical Social Personality psychol-

ogy program at the Graduate Center of the City University of New York. Born and raised in the inner city of New York, both Cory's academic research and personal experiences intersect at the consequences of poverty, inequality, education, criminal (in)justice system, and poor implementation of public policy. While studying at New York University his honor thesis examined the relation of stereotype vulnerability and academic engagement for Black urban youth. Currently he is working on three publications- 1) a participatory study, documenting the gifts students with criminal justice histories bring to the academy 2) a participatory project, documenting the psychological, emotional, and social implication of the "stop and frisk" policy for residents of the South Bronx 3) a research investigation of "time" and "precarity" and how students and educators experience instructional time and uncertainty in schools of high concentration of poverty. Cory is extremely interested in notions of social justice and liberation for people and populations who historically have been on the receiving end of structural economic, social, and political violence(s).

Alexis Halkovic is a doctoral candidate in the Critical Social-Personality Psychology program at the Graduate Center, CUNY. She has a strong interest in understanding structural injustice and the ways people resist. She has conducted research that investigates the factors that facilitate successful transitions from prison to college for college students with criminal justice histories. She is currently documenting people's childhood experiences with guns in an effort to develop a more nuanced understanding of polarized perspectives in the gun debate. Alexis is committed to the use of participatory research methods, including the experiences of affected community members in the design and implementation of research and the development of research products that resist oppression.

Cragg Hardaway I'm originally from Chicago. I believe that education (formal or informal) should promote agency, advocate equality, and empower all students. My interests are vast, but I'm most passionate about Gender and Women's Studies with a keen interest in ending oppression for all women.

Sarah Higinbotham's PhD is in Renaissance literature, and her scholarship centers around the law's violence, critical prison theory, and the intersections between law, human rights, and literature. Along with Bill Taft, she has taught literature and writing

classes at a men's prison outside Atlanta since 2008. Tiffany Kallam is currently the coordinator of the Guilford College Higher Education in Prison Program. She is the recipient of the Center for Principled Problem Solving Community Alumni Fellow and the William C. Friday Fellowship for Human Relations. She earned her Master's in the Study of Law from Wake Forest University School of Law in Winston-Salem, NC and her Bachelor's in Science in Justice and Policy Studies at Guilford College in Greensboro, NC. Tiffany resides in Greensboro, NC with her two sons, Brendan and Roman.

Cory Holding Once a tutor, instructor, and course coordinator for the Education Justice Project, Cory Holding, still committed to this important work but now at the University of Pittsburgh, is honored to attend this symposium and looks forward to what we can learn from and teach to one another.

Kelsey Kauffman's first job after graduating from Yale University in 1971 was as a correctional officer at the Connecticut State Prison for Women at Niantic. She later wrote a doctoral dissertation on the impact that working in prisons has on officers (published as *Prison Officers and Their World*, Harvard University Press, 1988). She has written about white supremacy among prison employees and about prison nurseries worldwide. Kelsey currently runs an all-volunteer college program at the Indiana Women's Prison.

James Kilgore is a writer, researcher and activist on issues related to mass incarceration. He is also the author of three published novels, all of which were drafted during his six and a half years of incarceration. His forthcoming publication is *Understanding and Ending Mass Incarceration: A Primer*, to be published by The New Press in 2015. James currently holds the position of Research Scholar at the Center for African Studies at the University of Illinois.

Rohn Koester sits on EJP's Advisory Council and is also the coordinator of EJ Radio, a program at Danville Correctional Center through which EJP students edit and produce radio content that is broadcast over a community station. Rohn also teaches at the Champaign County Jail.

Barbara J. Lawrence is an Associate Professor of Justice and Policy Studies at Guilford College, Director of the Guilford Higher Education in Prison Initiative, and current Chair of the Greensboro Interim Civil-

ian Police Review Committee. She has 20+ years of professional experience that includes: former NYPD police officer, investigator and trainer, Indiana Criminal Justice Institute research consultant, former prosecutor, consultant for the San Francisco County Court Youth Treatment & Education Center and other juvenile and criminal justice programs. She currently teaches a variety of courses in the Justice and Policy Studies Department at Guilford College. She received her Bachelor of Science degree from John Jay College of Criminal Justice, Masters of Public Affairs from the School of Public and Environmental Affairs at Indiana University Purdue University, and Doctorate of Jurisprudence from the Indiana School of Law.

Joseph Mapp is a peer-ESL teacher through University of Illinois' Education Justice Project (EJP) and an undergraduate student in EJP. He is a founding member of the Chicago Anti-Violence Education (C.A.V.E.) group through EJP. He is a Certified Associate Addiction Professional through the Illinois Certification Board.

Laura Leigh Morris is the National Endowment for the Arts/Bureau of Prisons Artist-in-Residence at Bryan Federal Prison Camp in Bryan, TX where she teaches creative writing. She is also a Ph.D. candidate in English at Texas A&M University in College Station, TX.

Quinton Neal is the executive director of Teens Stepping Out (TSO) Mentor Program in Peoria, IL. This program has worked with hundreds of youth since its inception, providing guidance, academic support, and a sense of accomplishment in performance.

Marc Neison is a *Words Without Walls* mentor and assistant professor at Chatham University's MFA. His prose has earned two Pushcart Prize nominations, a Raymond Carver Short Story Award, and been listed in *Best American Essays 2012*. His feature-length screenplays, *The Dream Catcher* and *The Speed of Life*, concern at-risk youth and the criminal justice system.

Kenneth Parker founded the Saint Louis University Prison Program in 2007 and is Steber Professor in Theological Studies. He served as coordinator and then director of the program until 2014, and continues to be actively engaged in program development and community engagement.

Emily Patka is the Academic Coordinator at Hudson Link for Higher Education in New York.

Kemuyah Ben Rakemeyahu is an African Hebrew Israelite of the Jerusalem Brotherhood who has been a member of the EJP community for four years.

Jacqueline Roebuck Sakho is a member of the 2014 Professional Doctorate in Educational Leadership cohort in the School of Education at Duquesne University. She is examining racially inequitable discipline practices in schools through social justice lenses. Jacqueline seeks to understand how race is involved with discipline practices and the role educational leaders play in the ways in which racial disparity is enacted. Jacqueline continues to deepen this work through critical inquiry utilizing restorative justice approaches as methods to investigate systemic historical harms. She has a rich background in facilitative dialogue, program development and transformative networking.

I am **Otilio E. Rosas** and I am from Moline, Illinois. I am a University of Illinois student and I am a teacher in EJP's Language Partners. I have written and co-written for past conferences. I have published poetry in *Corazón Land Review*. Some of my interests are sports, writing poems, and if you talk about cooking you have my attention. My three daughters, Emily, Sara, and Gabriela, are my pride and joy.

Stephanie Saclarides is currently working on her PhD in Mathematics Education in the department of Curriculum and Instruction at the University of Illinois, Urbana-Champaign. She is the Course Coordinator for the Education Justice Project at the Danville Correctional Center and is also works with the award winning Language Partners Program.

Rob Scott is Executive Director of the Cornell Prison Education Program at Cornell University. During graduate school he was part of the group that developed the Education Justice Project, the college-in-prison program of the University of Illinois. He received his PhD in Educational Policy Studies, and helped develop the vocational horticulture program at the Danville Correctional Center, which was accredited by the Danville Area Community College. The program's curriculum focused on sustainability and horticulture through the development of a one-acre botanical garden based on permaculture and biointensive methods.

My name is **Haneef Shakur** (born Jeffrey Lurry). Grew up in Evanston, Illinois. Currently reside in Naples, Florida. I was incarcerated at the age of 16 and I was

released at the age of 29 (12 1/2 years). During my time incarcerated I educated myself both academically and through personal studies. I obtained an AA and an AS degree while incarcerated and had the opportunity to take a few upper level courses at the University of Illinois through the Education Justice Project. I was paroled in May of 2010 and moved to Naples, Florida to be near family. Since being out I have been very active in the community as a mentor to the youth. I do some motivational speaking to different groups of youth and I also serve as the chairman for the Youth Works committee for the local branch of the NAACP. I started and got chartered a NAACP Youth Council branch for Collier County, Florida in 2011.

Maggie Shelledy is an affiliate of the Education Justice Project and a PhD candidate in the Department of English and Center for Writing Studies at the University of Illinois, Urbana-Champaign. Her research focuses on the cultural logics of incarceration, particularly the rhetorical agencies of people living, working, and writing at the intersections of the university and the prison.

Sarah Shotland is co-founder and Program Coordinator of *Words Without Walls*, and teaches at Chatham University's MFA program. Her most recent play, *Cereus Moonlight* was commissioned by miR theater and played at the 2014 RhinoFest. She's author of the novel *Junkette* and co-editor of the forthcoming anthology, *Words Without Walls: Writing in Alternative Spaces* (Trinity University Press - April 2015)

Andre Slater I hail from the Quad Cities area (Rock Island, Illinois). I received two associate degrees from Lakeland Community College. I have been involved with EJP since 2008 and have been involved in many capacities. Currently I teach English as a Second Language for the Language Partners program and am a facilitator for the newly-launched EJP program, Chicago Anti-Violence Education (C.A.V.E.).

Becca Sorgert is a librarian with the North Dakota Department of Corrections and Rehabilitation. She provides reference services for students enrolled in higher education classes and workshops and is expanding a special collection for students enrolled in literacy development. She recently published "Forgotten and Elusive Partners: Academic Libraries and Higher Education in Prison" in the Saint Louis University Public Law Review.

William Sullivan is Professor of Landscape Architec-

ture at Illinois where he and his students examine the health benefits that come from having regular exposure to urban green spaces. He is a Senior Fellow at the National Council for Science and the Environment and is an active member of the University's Education Justice Project.

Bill Taft is Co-Director of Common Good Atlanta. Since 2011 he has taught classes at a state prison in creative writing and book art. He is currently a visiting lecturer at Georgia State University. He is also a musician whose work has appeared in film, video and, just last year, on stage at the Brooklyn Academy of Music.

Annette Taylor I'm a sister and mother of incarcerated individuals of this state. I'm also married to a wonderful man who served 20 years in IDOC. I've lived in Champaign-Urbana for most of my life and during this time I've seen so many men go in and out of the prison system. I'm praying for a different outcome for my son and brother.

Jobie Taylor moved to Urbana-Champaign upon his release from Danville Correctional Center in 2013. He has become active in the community, serves on EJP's Advisory Council, and frequently participates in events on the U of I campus. While an EJP student, Jobie memorably performed in *The Tempest*.

Augie M. Torres taught ELS at Danville for four years through the U of I Education Justice Project. He is currently in talks with RocUnited in hopes of collaborating with the organization in order to help teach ESL to those who need it in order to improve wages and working conditions for the nation's 10 million restaurant workers.

Joslyn Rose Trivett is the Manager for the Sustainability in Prisons Project (SPP) Network; she is the point of contact for states and counties developing sustainability programs modeled after those in Washington State corrections. She manages SPP-Washington's educational offerings, including a science and sustainability lecture series and the Roots of Success environmental literacy program. She is Secretary of the Board for the Crisis Clinic of Thurston and Mason Counties, and has a Master's in Human Development, specializing in Leadership in Education and Human Services, from Pacific Oaks College in Pasadena, California.

Jean Trounstone is co-founder of the women's branch of Changing Lives Through Literature, an award-winning alternative sentencing program, founded in Massachusetts. She has published five books, including *Shakespeare Behind Bars: The*

Power of Drama in a Women's Prison which describes her work directing eight plays with prisoners. Forthcoming is *Boy with a Knife: A Story of Murder, Remorse, and the Fight for Justice* about the tragedy of sentencing juveniles to adult prisons.

Jed B. Tucker is Director of Reentry at the Bard Prison Initiative. He served previously as an Adjunct Professor in the Department of Anthropology at Bard College and as an Adjunct Professor at John Jay College of Criminal Justice, City University of New York, as well as the Fellow Teaching and Research at BPI. Tucker has conducted research, written, and lectured about college-in prison and its effects, and he has been a member of the BPI faculty since 2003. He holds a Ph.D. in Applied Anthropology from Teachers College, Columbia University, and M.A. in Anthropology from Columbia University, and a B.A. from the University of California at Los Angeles (UCLA).

Agnieszka Tuszynska is an Assistant Professor of English at Queensborough Community College, at the City University of New York. Before moving to New York to take this job last year, Agnieszka was a doctoral student at the University of Illinois and a volunteer for Education Justice Project. These days, apart from teaching ethnic American literatures and writing, she is looking for ways to draw educational connections between her City University students and the people incarcerated in New York's prisons.

Earl Walker was born and raised on the south side in the Roseland and Woodlawn neighborhoods of Chicago. He graduated from the Lincoln's Challenge Academy in Rantoul, IL and continued his education by enrolling at South Suburban College at 16. Earl's troubled adolescence caused him to bounce around to different schools, eventually dropping out of college in 1996. He returned to academia in 1998, enrolling at Parkland College, only to have legal troubles derail his pursuits once again. However, this is where Mr. Walker's life changed for the better. He earned several certifications, including Business Management, and an Associate Degree from Lake Land College. Shortly thereafter, Earl attended the University of Illinois and studied Social Justice via the Education Justice Project.

Currently, he is the proprietor of Head 2 Toe Fitness specializing in natural and "Whole-istic" approaches to health and wellness, Vice-President of the Kennedy-King College Student Government Association, a Student Ambassador for the Dean of Student Services, and a member of the Phi Theta Kappa Honor's Society. Mr. Walker's passion to assist others overcome their own hardships has led him to be an

active member of EJP's FACE initiative and VP of Community Relations with the Returning Students Support Group. He volunteers his time with various community organizations in an attempt to raise awareness for the reformed black male, shattering stereotypes and sharing hope and optimism that ANYONE can overcome their situation.

"I Was Where You Were,
And I Have Been Where You Don't Want To Be....
But I Stopped Myself Before I Got To Where You Are
Going"

Hey....my name is **Nancy Willamon**. I've jumped off the Stratosphere in Vegas, and started the "Before I Die...." wall in Champaign, Illinois. I work as the Assistant to the President/Board of Trustees at Parkland College. They have put up with me for 15 plus years! I love the College, the people I work with on a daily basis, and the students!! I'm an avid lover of the arts....I tickle the ivories on my piano from time to time, engage in reading often, am writing a book, have two cats, two sons, a grandson, and live on the corner of healthy and happy....seriously....I live across from Walgreens. As joyful as life can be, the one paralyzing component in my life was when I watched my son being handcuffed and subsequently had to visit him in prison. PRISON.

I am writing a book about the experience from the "family" side. Here is an excerpt: "His life is as delicate as the guitar strings he brings to life so easily, worn down to the point they can snap with one gentle touch. Guitar strings are easily replaced and the guitar repaired if you have the expertise and the tools. Luke can restring a guitar with his eyes closed and can bring the instrument to perfect pitch by ear. How ironic that he has no idea how to fix himself."

Ed Wiltse teaches contemporary British and Irish literature and U.S. narratives of crime and punishment at Nazareth College in Rochester, NY. For the past 14 years his students have led reading and discussion groups at a local county jail, and he has recently helped to launch an associate's degree program at Albion women's prison, cosponsored by Nazareth and Medaille Colleges.

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programs

BARD PRISON INITIATIVE

BPI offers college inside three maximum-security prisons and three medium-security prisons. Founded in 1999 by former Bard student Max Kenner, BPI gives men and women the opportunity to earn a degree from Bard College, a highly regarded private liberal arts university. BPI graduates earn Bard College Associate's and Bachelor's degrees. The undergraduate curriculum in the prison campuses is identical to that on the main college campus in Annandale-on-Hudson, New York. The admissions office on Bard's traditional campus makes decisions about acceptance into the Bachelor's program. Incarcerated students are required to have a Bard Associate's degree before they can apply to the Bachelor's degree program. BPI now enrolls nearly 300 women and men full time in a rigorous and diverse liberal arts curriculum.

What makes BPI so successful is the quality of the instruction. Professors must be fully qualified, and the bulk of instructors are faculty on the main campus. The existence of the Bard Prison Initiative also has a profound effect on the intellectual life of the Bard College campus. Each week, roughly 40 campus students visit regional prisons as volunteers. They facilitate a wide variety of pre-college opportunities from GED mentoring to courses in theology and workshops in the arts. These on-campus students now enroll in a range of classes related to their experiences with BPI. A number of Bard/BPI alumni have gone on to organize similar volunteer programs across the country. The Initiative draws on increasing student volunteerism and integrates it with the study of America's social and civic institutions.

CHANGING LIVES THROUGH LITERATURE

Literature has the power to transform men's and women's lives - this is the philosophy behind Changing Lives Through Literature (CLTL), which began in Massachusetts in 1991, and has spread across the country and to England.

Individuals who read about characters in literature may find a connection between themselves and those characters. If literature is a regular companion in our lives, this is not news. But, many adults and youth do not have access to literature and its transformative nature. CLTL participants, judges, probation officers, and instructors believe that bringing carefully selected works of literature to those in conflict with the law may help these men and women gain insight into their lives and behav-

ior, while learning that they are not alone with their problems. The written word affects us far beyond the moment of reading. Thus CLTL functions as a semester-long reading group with a judge, probation officer, facilitator and probationers - all on equal footing - usually held on college campuses. It ends with a graduation in the courtroom, now the place of success instead of failure.

Changing Lives Through Literature was the brainchild of Judge Robert Kane and Professor Robert Waxler in response to a growing need within our criminal justice system to find alternatives to incarceration. Burdened by expense and repeat offenders, our prisons can rarely give adequate attention to the needs of prisoners and, thus, do little else than warehouse those who are sentenced behind bars. The first CLTL groups began at UMass Dartmouth with men in 1991, and then, Judge Joseph Dever and Professor Jean Trounstein began groups with women in 1992 at Middlesex Community College. Now more than 6000 probationers have graduated from CLTL programs, and a recidivism study in 2011 showed that after participating in CLTL, there was a significant drop in arrests and their severity.

Although it sounds simple - CLTL is essentially a reading group that meets over a period of weeks and that is led by a facilitator - CLTL has the ability to allow probationers to make connections with the characters or ideas in a text and to rethink their life choices. The phrase "changing lives" may sound grandiose and, in a way, it is. But, often this program is a step toward permanent change. CLTL contends that through literature, we can more deeply understand ourselves and our human condition. Many involved with CLTL feel that it is one of the most underused tools in the criminal justice system.

EDUCATION JUSTICE PROJECT, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

EJP's mission is to create a model university-in-prison program that demonstrates the positive impacts of higher education upon incarcerated people, their families, the communities from which they come, and society as a whole. EJP students and instructors engage in advanced undergraduate courses and a range of other educational programs at Danville Correctional Center, a men's medium-high security prison about forty miles from the Urbana-Champaign campus. Other on-site programs include tutoring, computer labs, writing, math, and science workshops, speakers series, and English as a Second

Language program, a mindfulness discussion group, an anti-violence education group, reading groups, and a radio project. EJP also organizes activities for families and friends of incarcerated loved ones and hosts activities on the Urbana campus around issues of incarceration and criminal justice.

HIGHER EDUCATION IN PRISON PROGRAM, GUILFORD COLLEGE

The Higher Education in Prison Initiative is a program supported by The Center for Principled Problem Solving and Justice and Policy Studies Department at Guilford College.

The Higher Education in Prison Initiative is a program that envisions the transformation of lives of those incarcerated by empowerment through education. In order to make this vision a reality, Guilford College provides education, life skills, and employment support to incarcerated individuals to help them make a positive impact on their own lives, their families, and communities.

Breaking through cyclical barriers of incarceration and poverty.

HUDSON LINK FOR HIGHER EDUCATION IN PRISON

Hudson Link provides college education, life skills, and re-entry support to incarcerated men and women. It was founded in 1998 at Sing Sing and now operates at several men's and women's prisons in New York State. Its on-site educational programs include an AA in Liberal Arts, BS in Organizational Management, AA and BS in Behavioral Science, and a College Preparatory School.

An Alumni Support Organization provides support to graduates after their release from prison. Its goals are to increase employment opportunities, strengthen relationships between alumni, their families, and communities; and reduce the risk of recidivism. Support services include interview attire, laptop computer, and job readiness services. The alumni conduct regular networking dinners and events and provide mentoring services. There are also links to partner organizations that can offer support with transitional services.

INDIANA WOMEN'S PRISON

What if legislators listened directly to people in prison and took their views and advice into account when making public policy? The Public Policy course at the Indiana Women's Prison is based on the premise that women in prison have valuable expertise and insights to offer on a host issues including pris-

ons, mental health, poverty, drugs, domestic abuse, and even urban farmers markets.

Students in the class research and write briefs and testimony on bills before the Indiana legislature. Their testimony is presented in House and Senate committee hearings by their teachers. When the legislature is not in session, legislators from across the political spectrum meet with the students at the prison to discuss issues of mutual interest. The students also help produce a news magazine for the general prison population, including one that was entirely dedicated to the proposed new criminal code in Indiana, garnering praise as one of the most astute analyses of that bill.

JAIL PROJECT, NAZARETH COLLEGE

At Nazareth College in Rochester, New York, for the past 14 years, Ed Wiltse has overseen the Jail Project, an annual collaboration between groups of students in his class on the literature of Crime and Punishment in the USA and groups of prisoners at a county jail facility, who are provided with the books for the class. The students and prisoners meet for weekly discussions in a jail classroom. Ed attends the first half of the first meeting of each group, to help students through security and introduce the project to the two communities together, and the last half of the last meeting, to present the prisoners with certificates of completion. In between, it's just people in a room with a book to discuss. Also, for the past 2 years, Ed has helped to coordinate the Medaille-Nazareth-Albion College Program, an Associate's degree program at a women's prison cosponsored by Medaille College in Buffalo.

MICHIGAN STATE UNIVERSITY, COOPER STREET CORRECTIONAL FACILITY

An Inside-Out course, Examining Social Issues through the Prism of Prison, is currently offered at Michigan State University and Cooper Street Correctional facility. This course brings 12-18 outside students (MSU students) together with the same number of inside students (incarcerated individuals) to study as peers in a seminar behind prison walls. This experiential-based learning course is comprised of various approaches and interdisciplinary modes of inquiry into crime, justice, and issues of social significance. Altogether, the contact that occurs behind prison walls, the depth of the discussion about crime and justice, the collaborative nature of the engagement, and the consideration of issues from the inside out, makes the course unique and ultimately has provided a transformative learning experience for many of the students.

THE NATIONAL ENDOWMENT FOR THE ARTS AND BUREAU OF PRISONS ARTIST-IN-RESIDENCE PROGRAM

The National Endowment for the Arts and Bureau of Prisons Artist-in-Residence program is a literacy-based creative arts program that has been implemented in five prisons nationwide, one each in Texas, New York, and South Dakota, and two in West Virginia. The program focuses on literacy through the arts, almost exclusively creative writing. Each site has an artist-in-residence who designs and teaches their own courses.

At the Bryan Federal Prison Camp in Bryan, Texas, I offer nine different courses that rotate throughout the year: The Short Story, Autobiography and Memoir, Children's Literature, The Personal Essay, Young Adult Literature, Novel Writing, Suspense Writing, Poetry, and Advanced Creative Writing. Courses are intensive, meeting three evenings each week for six weeks. Students read published work, listen to lectures on craft, and write their own creative pieces. Most courses end with students sharing a piece that they've worked on and revised during the course, though the children's writing class ends with students creating their own books for stories they've written.

OBERLIN DRAMA AT GRAFTON

ODAG began under the auspices of Warden Bennie Kelly in the Grafton Reintegration Center (minimum security) of the Grafton Correctional Complex in December 2012. The program had debuted nearly a year earlier as a pilot program from January to May 2012 under Warden Kimberly Clipper in the Grafton Correctional Institution (medium security). The membership has averaged about 18 men, sometimes falling to 14 and rising to 22 (as of August 2014). The mission statement of ODAG is: Oberlin Drama at Grafton prepares residents for a successful return to society without recidivism through the increased self-knowledge, social understanding, and enhanced life-skills gained from the study and performance of selected Shakespearean plays and/or meaningful drama by other outstanding playwrights.

Our vision statement is: Dedicated to making theatre in a prison setting through collaborative and egalitarian processes, ODAG aims to form an ensemble based on trust to foster and maintain a safe space for inquiry, learning, and creative expression. The goal is to perform at least one full play each year, including times for performances of poetry, soliloquies, monologues, spoken word pieces, and other works written by participants. Our focus on the plays of William Shakespeare (every two out of three years, for instance) also includes attention to other

great playwrights such as August Wilson, Lorraine Hansberry, Thornton Wilder, Athol Fugard, and Wole Soyinka. In performing plays, we use processes that foster attention to issues of social justice, attention to issues of race, gender, class, socioeconomic inequalities, and other issues of interest to participants as they find relevance and learning for their own lives.

PRISON EDUCATION PROGRAM, CORNELL UNIVERSITY

The Cornell Prison Education Program was established to provide college courses to incarcerated students at a maximum and medium security prison in upstate New York, and to engage Cornell faculty and students with the vital issue of the country's burgeoning incarceration population. The Cornell Prison Education Program is dedicated to supporting incarcerated persons' academic ambitions and preparation for successful re-entry. We believe that Cornell faculty and student engagement as instructors at correctional facilities manifests Ezra Cornell's commitment to founding an institution where "any person can find instruction in any study."

In the mid-1990s when an act of Congress and subsequent state legislation caused the collapse of taxpayer-funded college programs in most state prisons, a few faculty members, led by Professor Pete Wetherbee, undertook to offer a handful of classes on a volunteer basis in Auburn Correctional Facility (a maximum security prison one hour from Ithaca). In 1999, Cornell (alone among Ivy League universities) enabled these college classes to be given for credit, charging neither tuition nor fees. Twelve courses are offered each semester. The classes are taught by volunteer faculty and by graduate students who receive a small stipend. The classes are also supported by a group of forty undergraduate tutors / teaching assistants.

The expanded program is designed to lead to an Associate's degree, through a consortium linking Cornell University, Cayuga Community College, Auburn Correctional Facility, and Cayuga Correctional Facility. The largely liberal arts curriculum has ranged across classes in the natural sciences, humanities, and social sciences.

PRISON PROGRAM, SAINT LOUIS UNIVERSITY

Theology professor Kenneth Parker, PhD, founded the SLU Prison Program after watching a story on 60 Minutes about a similar effort at Bard College in New York. With the approval of University administrators and state officials - as well as funding from the Incarnate Word Foundation - SLU began offering a certificate in theological studies to incarcerated people in early 2008. Fifteen incarcerated students

completed the five-course program in May 2010.

The original goal of the SLU Prison Program was to help incarcerated people who get paroled to adjust to society as well as make mentors out of the incarcerated serving life sentences without the possibility of parole. That goal has since grown: Serving the incarcerated remains a priority, but during the course of the certificate program, Parker found that prison employees often lack adequate access to opportunities for higher education. "Our innovative program will serve both populations equally," Parker said.

No other prison education program in the nation attempts to simultaneously meet the educational needs of both prisoners and employees, making the SLU Prison Program unique. In conjunction with the degree program, we have developed the Arts and Education Program, which sponsors a speaker series and workshops. The Video-in-Prison (VIP) program, a main campus student initiative, records events on the main campus, and these recordings are aired on the internal network of the ERDCC.

RESTORATIVE JUSTICE GROUP

The Restorative Justice Group emerged in 2008 from the discoveries of a national listening project of practitioners and scholars involved with restorative justice. RJG serves as a social justice think tank that responds to marginalized voices who experience structural and/or systemic harms. We design, develop, and implement transformative change models within the context of the community.

SERVICE LEARNING, QUEENSBOROUGH COMMUNITY COLLEGE

The Service Learning (SL) project between Queensborough Community College (QCC) communication students and men incarcerated at Otisville Federal Prison fosters a transferring of public speaking and interpersonal communication knowledge from the classrooms to the Otisville educational center to the society at large. This educational collaboration sets an example of how engaged teaching between students, faculty, and incarcerated people can bring individual and social changes across different sectors of the population.

STONE ASSOCIATES, LASELL COLLEGE

The mission of Stone Associates, founded in June 2014 with a membership of 33 formerly incarcerated people and 6 allies, uses education to reverse the stigma of incarceration. We believe that it is the negative assumptions about formerly incarcerated people that present the lifelong obstacles they face. Our goal, therefore, is attitude change, and formerly

incarcerated Stone associates are the best people to affect it. Stone supports a Speakers' Bureau, which offers trained and book college-educated formerly incarcerated speakers to talk to the public about prison postsecondary education, their prison experience, and reentry.

Second, since we believe that education transforms incarcerated people, allows for self-rehabilitation, and reduces recidivism, we aim to encourage more postsecondary education institutions to contribute in-prison postsecondary education. And third, it is clear to us that education modifies how formerly crime-involved people see themselves in the world. Education broadens their world view, and presents options not there before. Therefore, we work with men and women in reentry to foster and support formerly incarcerated people to finish or further their postsecondary education upon reentry.

SUSTAINABILITY IN PRISONS PROJECT, EVERGREEN STATE COLLEGE

The Sustainability in Prisons Project is a partnership founded by the Washington State Department of Corrections and The Evergreen State College. Our mission is to bring science and nature into prisons. We conduct ecological research and conserve biodiversity by forging collaborations with scientists, inmates, prison staff, students, and community partners. Equally important, we help reduce the environmental, economic, and human costs of prisons by inspiring and informing sustainable practices.

This union of ideas and activities and people inside and outside prison walls creates a collaborative, intellectually stimulating environment in which incarcerated men and women play key roles in conservation and advancing scientific knowledge. We encourage teamwork, mutual respect, and a stewardship ethic among individuals who typically have little or no access to nature or opportunities in science and sustainability. Our vision is not only to save tax dollars and natural resources, but also to help offenders rebuild their lives for the benefit of all.

Although each endeavor and corrections institution is unique, our experiences point to five essential components for every SPP program: (a) partnerships and collaborations with multiple benefits, (b) bringing nature "inside," (c) engagement and education, (d) safe and sustainable operations, and (e) evaluation, dissemination, and tracking.

shuttle schedule

FRIDAY

7:30 am Pick-Up: Days Inn
7:45 am Pick-Up: Hyatt Place Hotel
8:00 am Drop-off: Hawthorn Suites

4 pm Pick-Up: Hawthorne Suites
4:15 pm Drop Off: Hyatt Place Hotel
4:30 pm Drop Off: Days Inn

SATURDAY

7:30 am Pick-Up: Days Inn
7:45 am Pick-Up: Hyatt Place Hotel
8:00 am Drop-off: Hawthorn Suites

5 pm Pick-Up: Hawthorn Suites
5:15 pm Drop Off: Hyatt Place Hotel
5:30 pm Drop Off: Days Inn

6 pm Pick Up: Days Inn
6:15 pm Pick-Up: Hyatt Place Hotel
6:30 pm Pick-Up: Hawthorn Suites
6:45 pm Drop Off: Rebecca Ginsburg's House 1804 Pleasant Street, Urbana 61801

Private cars will return people to their hotels following the Saturday evening reception.

SUNDAY

7:30 am Pick-Up: Days Inn
7:45 am Pick-Up: Hyatt Place Hotel
8:00 am Drop-off: Hawthorn Suites

Noon Pick-Up: Hawthorn Suites
12:15 pm Drop Off: Hyatt Place Hotel
12:30 pm Drop Off: Days Inn

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