



**SAMUEL CENTRE  
FOR SOCIAL  
CONNECTEDNESS**

**Samuel Centre for Social Connectedness  
2024 Fellowship Program  
Project Proposal**

**PARTNER ORGANIZATION:**

The INSIDE-OUT CENTER at Temple University  
International HQ of The Inside-Out Prison Exchange Program®

**PROJECT TITLE:**

The Impact OF and ON Formerly Incarcerated Men and Women Who  
Are Involved in Inside-Out Trainings and Workshops

## **Partner Organization: The Inside-Out Center**

Founded in 1997, The Inside-Out Prison Exchange Program<sup>®</sup> was based on the idea that incarcerated individuals and college students might mutually benefit from studying crime, justice, and related social issues together as peers, through a dialogue of equals.

Over the years, participants have said that Inside-Out actually transformed the way they view themselves and the world. Inside-Out deepens the conversation about – and our approaches to understanding – crime, freedom, inequality, and other issues of social justice. Inside-Out has become a movement, driven by students on both sides of prison walls and educators who offer Inside-Out courses in their own subject areas. Those involved demonstrate Inside-Out as a unique model of prison-based, post-secondary education that is programmatically sustainable. Inside-Out creates a paradigm shift for participants, encouraging transformation, leadership, and change agency in individuals, serving as an engine for social change.

The core of the Inside-Out Program is a semester-long academic course, meeting weekly, through which 15-18 “outside” (i.e., campus-based) students and the same number of “inside” (i.e., incarcerated) students attend class together inside prison. Participants read a variety of texts, write several papers, enter into dialogue in small and large groups, and work together on a final class project. Inside-Out brings people together to share learning experiences in which we are continually reminded of our own humanity as stereotypes dissolve, layer after layer. In this process, we recognize both differences and similarities in experiences, perspectives, and beliefs – and more fully appreciate our diversity. By sustaining the practice of listening and seeing more deeply, Inside-Out creates a temporary but significant place for us to invite forth our own and others’ best selves, inspiring us to create more of these places in the world.

Inside-Out ignites enthusiasm for learning — encouraging participants to find their unique voice and to consider how they can make change in the world.

Learn more at: [www.insideoutcenter.org](http://www.insideoutcenter.org)

## **PROJECT INFORMATION**

### **Location of the Project: USA, Remote**

The Inside-Out Center is located at Temple University in Philadelphia, PA. However, our team generally works virtually.

Any events in which the Fellow might be involved would be via Zoom, as our constituents are throughout the U.S., Canada, and several other countries. The Fellow would take part in community-oriented events held in the virtual space.

## **Section 1: Description of the Project**

Over the last 26 years, 1450+ educators have taken part in an intensive, weeklong Training Institute, where they learn, through hands-on experience, about Inside-Out's unique methodology. It is a bottom-up approach to learning, rather than the traditional top-down method. More than 65,000 inside and outside students have taken Inside-Out classes in the U.S. and several other countries. Countless alumni and educators have shared how transformative the program was for them.

### **Inside-Out has several core dimensions:**

- Bringing higher educational opportunities into prisons and jails.
- Taking outside people inside of prisons/jails to introduce them to the realities of the criminal legal system.
- Providing a space for dialogue across many realms of difference.

The outside participants are not studying, helping, or advocating for the inside participants. They are literally studying issues together, in full collaboration as equals. Everyone in the space has an equal voice and an equal stake in the learning process.

To date, Inside-Out has held 91 Training Institutes. Until the pandemic, these trainings were held in person, with nearly half of the time spent with Inside-Out alumni in a prison with a vibrant Inside-Out program. These incarcerated alumni helped those taking the training to learn more fully about the Inside-Out approach. Since the pandemic, we have been holding these trainings virtually, employing (literally) formerly incarcerated Inside-Out alumni as coaches, the same role as the incarcerated alumni filled in the earlier trainings. Inside-Out has nearly 35 coaches from throughout the U.S. and British Columbia who have been hired by Temple as part-time, on-call staff for this purpose. Each year, we hold 6-7 weeklong trainings, mostly throughout the summer months, of which the coaches are the centerpiece.

In the past two years, the opportunities for the coaches have expanded to include 2½-hour workshops with various community groups, as well as criminal justice practitioners. To date, we have held a dozen of these workshops, with many more to come in the next few months. We are currently in the middle of a year-long contract with the Office of Criminal Justice in the City of Philadelphia to offer these workshops. Additionally, we are exploring with the Department of Human Services in Pennsylvania the possibility of providing ongoing workshops for young people involved in the juvenile justice system.

Over and above what the coaches have to offer in terms of both insight and expertise in these spaces, what they receive is the opportunity to remain connected to work to which they are deeply dedicated and for which they have abiding passion. Involvement as a coach is a unique and powerful way for formerly incarcerated alumni to continue and deepen the sense of belonging that is so central to the Inside-Out experience. We hope to continue to expand the contours of this opportunity to include many more coaches in the future.

## Section 2: Goals of the Project & Guiding Questions

Since the pandemic, we have been able to include dozens of formerly incarcerated Inside-Out alumni in instructor trainings and community workshops. These men and women are referred to as “coaches” in the trainings and “dialogue partners” in the workshops.

**GOAL ONE:** We would like to more fully understand the impact of the coaches / dialogue partners on the training and workshop participants.

1. In what ways do the coaches / dialogue partners **provide a sense of belonging** to those who participate in the trainings and workshops?
2. What are the **soft and the hard skills** used by the coaches / dialogue partners in making this happen?
3. How and why does **group cohesion** occur? What are some of the elements that makes that more likely to happen?
4. Given that many of the participants, especially in the trainings, have advanced degrees (often, PhD’s), what is the **impact** on them of **being “coached” by individuals with much less of an educational background?**

**GOAL TWO:** We want to more fully examine what these activities mean in the lives of the coaches / dialogue partners.

1. What are the benefits of this involvement in terms of alumni being able to **retain and deepen their connections** within the Inside-Out community?
2. How does **sharpening** their communication, facilitation, and leadership **skills** impact them in relation to their work and life situations?
3. Does it seem that a deeper sense of **emotional intelligence** is developed through the process? If so, how is that achieved? What does that look like?
4. What might we do to **further highlight the groundbreaking work** that they are doing, especially in relation to assumptions about people who have been justice-involved?

**GOAL THREE:** We hope to explore how we can expand these and further activities for other men and women who are formerly incarcerated.

1. How can we carefully, strategically **grow these opportunities** for others’ involvement in the future?
2. Might the **current core group** of coaches / dialogue partners take further **leadership** in developing possibilities for other justice-involved people? If so, what would that look like?
3. What could we do to **assist other people in developing** some of the **hard and soft skills** utilized in this work, in order to make these skills both marketable and transferable to other situations?
4. **Where else** might we look **to offer dialogue-based workshop and training experiences?**

## **Section 3: Key Deliverables**

- **1 blog post** (500 – 1,000 word), posted to SCSC’s website
- **A Community Engagement Initiative (CEI)** in support of the Final Output
  - This may take the form of organizing and facilitating focus groups or interviews with key stakeholders (i.e., coaches, training participants, workshop participants, and others).
  - Possible outreach to individuals / groups with a survey designed to raise the questions of the impact of and on coaches / dialogue partners.
- **A Final Report**
  - A 25 – 35-page research report supported by primary and secondary source data. The Fellow will track and incorporate answers from the interviews and focus groups, analyzing them for patterns, and key findings.
- **A Final Presentation** with the Cohort

## **APPLICANT INFORMATION**

### **Key Attributes and Skills in the Applicant**

**Preference will be given to people with previous experiences of incarceration, especially prior Inside-Out students. We invite applicants to self-identify in their cover letter.**

The skills required for this project include:

- A higher education degree – or comparable relevant experience (ie. Lived, Inside-Out courses, work, etc)
- Background knowledge in the areas of education and criminal justice
- Prior experience with the Inside-Out program as an inside student
- Solid listening, speaking, facilitation, and writing skills
- Ability to be organized, pay attention to detail, and be self-driven
- Use of MS Word, Excel, and PowerPoint, as well as Google products

**We are recruiting two people for this project.** Each selected applicant will take on a portion of the research goals and questions, however, both applicants will produce their own blog, final report and other deliverables. Priority will be given to those who may not have had the opportunity to be engaged in this kind of project in the past.

### **About the Fellowship / What the Fellowship Offers**

The Samuel Centre for Social Connectedness (SCSC) Social Connectedness Fellowship empowers young people and people with a variety of different types of lived experience to partner with groundbreaking organizations from around the world to carry out innovative research on social isolation and belonging.

SCSC defines belonging as connection to the 4 Ps: people, place, power, and purpose. This is to say that belonging comes through our relationships with other people as well as through our rootedness in nature, our ability to influence social, political and economic decision-making, and our capacity to find shared meaning and purpose in our lives. The Fellowship offers a unique opportunity to apply the lens of Belonging, thinking intersectionally, and holistically about the problems of the 21<sup>st</sup> century. These are paid positions, starting on **May 6, 2024**, and ending on **September 27, 2024**. From **May – August the position is full time, 35 hours per week** and in **September the hours are reduced to part time, 10-20 hours per week**.

#### **SCSC Offers:**

- Competitive wages adjusted according to each Fellow's geographic location and experience.
  - Applicants to this project can expect a range of \$22-28 CAD per hour.
- Opportunity to work with national & international community partners
- Capacity building, skills development, & mentorship
- Ability to network, and be part of an international cohort
- All Fellowship works are published on the SCSC website
- The Fellow's work will be supported by regular sessions with the Inside-Out Executive Director and staff to plan/update activities, meetings with the SCSC team, orientation at both organizations, and full participation at an Inside-Out International Training in May or June.

#### **Program Requirements**

- Be able to work at least **4 hours per day (in alignment with the 9-5 workday) in Eastern Standard Time** to ensure overlap with the Toronto-based team.
- Be ready to engage in regular online meetings, check-ins, capacity building sessions, and work remotely.
- Ability to take initiative, manage their time effectively, work independently, and draw from different resources to support their work.
- Have a passion for research and building a more inclusive, belonging-oriented world.

#### **EQUITY STATEMENT**

The Samuel Centre for Social Connectedness is an equal opportunity employer, and we encourage applicants to apply even if they do not meet all the criteria. We believe all candidates have something to bring to the organization and the role. If you have skills outside the job description that you think can benefit the project, let us know in your cover letter. We encourage all equity-seeking groups, such as immigrants, Black and Indigenous communities, people of color, women, young people, 2SLGBTQ+ community members, people with disabilities, and people who have been justice-impacted to apply.

**Please tell us if you need accommodation throughout the application process and we are happy to support you.**

You can email any accommodation requests to [scfellowship@scscglobal.org](mailto:scfellowship@scscglobal.org)