



COACHING FROM WITHIN: THE JOURNEY

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

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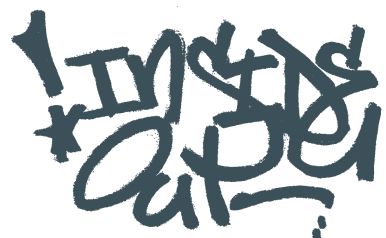


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EXECUTIVE SUMMARY

Coaching from Within – Transformative Roles Reshape Coaches Lives

The Inside-Out Prison Exchange Program brings together incarcerated (“inside”) students and campus-based (“outside”) students for semester-long courses held in prison classrooms. A cornerstone of the program is the Inside-Out Center Instructor Training Institute which orients instructors to a unique dialogic approach to teaching—one built upon the exchange of diverse perspectives. By cultivating meaningful exchanges, the Training Institute creates context for understanding, growth and empathy that extends beyond traditional academic training.

In addition to preparing instructors to apply the Inside-Out method, the Training Institute hosts workshops focused on issues of criminal and social justice for community leaders, criminal justice practitioners, and professionals in related fields. The workshops are co-facilitated by former ‘inside’ students who, as program graduates, now serve as “coaches”. My aim has been to explore whether coaching has an influence beyond professional roles, and if so, to examine what that impact is, and in what ways it may affect personal lives, family relationships, or involvement in the community.

To gather data, I used qualitative research methods—interviews, focus groups, and surveys. The findings revealed a strengthened sense of identity, purpose, and confidence that emerged as the coaches came to recognize the relevance and significance of their experiences as system-impacted students. The opportunity to share their journeys with instructors provides a meaningful experience that helps many returning citizens recognize and dismantle the self-imposed limitations of their own narratives.

The research extends beyond incarceration, suggesting a potential for the positive influence education and leadership development can have on an individuals' lives. Core themes—such as self-identity, personal agency, collaboration, and community—hold significance not only for individuals impacted by the justice system, but for anyone grappling with the challenge of reimagining their place in the world after a crisis. The study shows that self discovery becomes the catalyst for change in their communities and beyond.

The research highlights the value of resources that support personal development as a foundation for active citizenship. Whether in the classroom, workplace, or in community organizations, when people are equipped with tools to examine and challenge their potential, they have the opportunity to uncover a capacity for creating positive change—within themselves, and the fabric of society as a whole.

1. INTRODUCTION

The Instructor Training Institute is a five-day, 40+ hour program rooted in Inside-Out pedagogy, designed to prepare educators to teach courses in prison classrooms. It provides instructors with the tools to develop and teach courses that bring together incarcerated and campus-based students in a shared learning experience. A central tenet of the Inside-Out method is the emphasis on dialogue and collaborative learning. Through this approach, students explore complex social issues such as justice, crime, education, and incarceration, examining perspectives and insights that may not typically arise in traditional classroom settings.

A pillar of the Training Institute is the role formerly incarcerated alumni play as “coaches” who co-facilitate the program. The coaches enrich the training by sharing personal journeys that embody the empathy and vulnerability at the heart of these human issues. They create a connection that encourages a deeper engagement with the realities faced by system-impacted students. This understanding builds a sense of community where coaches and instructors learn from each other, bridging gaps between diverse perspectives and experiences.

In this environment, dialogue adds complexity to the training dynamics, reflecting the challenges students face in prison classrooms. Coaches lead a dialogue-driven program aimed at fostering equity and mutual understanding with instructors. They practice strategies to navigate classroom dynamics, particularly in spaces where students' lived experiences and sensitive topics are central to the conversation.

Through interactive practices, coaches demonstrate how instructors can cultivate an environment that supports meaningful exchange despite these complexities.

Unlike conventional instructional spaces, the Training Institute requires more than professional competence from the coaches. To model best practices that support sensitive dialogue, coaches draw from experiences that call for openness, self-awareness, and emotional engagement. Shared reflections reveal experiences that shape identity, affirm self-worth, and nurture personal growth. The research seeks to determine whether the Training Institute's influence extends beyond the professional realm and to explore its broader impact on the coaches' lives.

2. METHODOLOGY

Drawing on my background as a former 'inside' student and current coach, this qualitative study seeks to develop an understanding that may provide insights into the potential broader impact of the program.

Due to the COVID-19 pandemic, the in-prison training sessions were moved online. For my research, I selected participants from the group of coaches who were available and willing to share their experiences based on their involvement in 27 virtual training sessions held between August 2020 and May 2024. All participants provided informed consent after receiving a clear explanation of the study's purpose, methods, and their roles in the process. Measures were taken to ensure confidentiality and protect their privacy.

While the sampling method may not provide broad demographic representation, it follows the principles of purposeful sampling in qualitative research, which focuses on selecting individuals that provide rich information. "Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest." (Kalu, M. E., & Norman, K. E., 2019).

The coaches in this study bring diverse experiences of incarceration and reintegration, with prison terms ranging from 13 months to over 33 years and varying lengths of time since release. For instance, one coach served 13 years and has been home for only 5 months, while another, who served 20 years, has been home for 19 years. Some coaches experienced shorter sentences, such as one who served 1 year in prison and has been home for 2 years, and another who served 4 years and 9 months, now home for 5 years. Additionally, two coaches served 5 years each, having been home for 3 years and 2 years, respectively, while another served 6 years and has been home for 5 years.

Many coaches spent decades incarcerated. For example, one served 23 years and has been home for 3 years, another served 26 years and has been home for 7 years, and another spent 33.5 years in prison and has been home for 5 years. Others experienced varied forms of confinement, such as 4 years of home detention followed by 2 years at home. One coach navigated both in-prison and community confinement over a 10-year period and has now been home for 4 years. Overall, their time since release spans from a few months to nearly two decades.

Given the time constraints that limited participation in focus groups, I employed a triangulation method to collect data from multiple sources. This approach included two focus groups—one with three participants and another with four—along with seven one-on-one interviews and two emailed surveys, which were followed by phone conversations. Triangulation helps researchers strengthen their findings: “A researcher using triangulation draws upon various data points, methods, and perspectives to paint a more complete picture of the topic at hand” (Oberoi, K., 2024).

Focus groups and interviews were recorded and transcribed using Zoom, while insights from phone conversations were documented through detailed notes. These methods ensured the collection of a full range of perspectives, overcoming initial challenges with participation. Although unconventional, I provided guiding questions in advance to encourage thoughtful preparation and more meaningful contributions during the discussions. Two examples of these questions are:

1. Has your experience as a coach had an impact on the way you see yourself or your purpose in the world? Are there any particular moments, interactions, or training experiences that you feel may have influenced that?
2. As a coach, how do you see yourself in relation to a larger community? In what ways, if any, has this influenced other aspects of your life and work?

1.1 Positionality

I began as an inside student and now serve as a coach, bringing a long-standing relationship with Inside-Out that offers a distinct perspective for this study. While objectivity is a cornerstone of academic research, I acknowledge that my connection to the program may influence the research design, data collection, and analysis. By being transparent about this relationship, I aim to provide readers with a clearer understanding of how my experiences shape the study's approach and interpretation.

Although this study centers on the experiences of coaches within the Training Institute, I have intentionally worked to separate my personal journey from the collective narrative presented. Maintaining this distinction has been crucial to ensuring that the findings reflect broader patterns and themes, rather than my individual story. To

safeguard against bias and allow the data to stand independently, I engaged in self-checks throughout the process. For instance, during interviews, when a coach shared something unexpected, I consciously avoided prompts or leading questions that might align with my own perspectives. Instead, I encouraged open-ended dialogue, using follow-up questions to clarify and ensure responses that authentically informed the research findings.

In analyzing the data, I was careful to ensure that my assumptions did not influence the evidence. When feedback differed from my personal experience, I neither ignored nor downplayed it; instead, I integrated it into the broader analysis. Likewise, when drawing conclusions, I prioritized the patterns and themes that emerged from the data, avoiding the temptation to align findings with my preconceived notions.

I provided guiding questions to the coaches in advance to encourage candid dialogue while ensuring that the direction of the discussion remained unbiased. I prioritized an open format, allowing coaches to focus on what mattered most to them. By maintaining transparency about my connection to the program and applying rigorous research methods, I strive to generate meaningful and reliable findings. These findings aim to contribute to the ongoing conversation about how education expands perspectives, fosters learning, and enhances community well-being.

3. EVIDENCE AND RESEARCH FINDINGS

3.1 Self-Perception and Personal Growth

An insight the coaches shared was that over time they came to recognize their personal attributes and experiences more clearly, which provided them with a stronger sense of agency. One coach put it this way, “I wasn’t sure of myself at first, but by the

responses and the heads nodding when I spoke to the group, I realized that I mattered, that my experience mattered” (Kent, Focus Group 1, July 29, 2024).

This coach's moment of recognition led to greater certainty, focus, and sense of purpose. Such growth aligns with psychologist Daniel Goleman's concept that self-awareness is the foundation of personal growth, allowing individuals to better understand their capabilities (Goleman, 1995). The coaching experience goes beyond acquiring skills; it nurtures growth by building confidence. Another coach reflected:

It's about how I see myself now, after all that time away, and realizing that I belong here. The instructors asked questions that showed me they heard what I was saying. I could see myself differently.

- *Giovanni, One-on-one interview, August 12, 2024.*

Psychologist Carol Dweck affirms this idea, explaining that a growth mindset promotes personal development by challenging us to confront limiting beliefs, enabling us to work toward fuller potential (Dweck, 2006). As coaches led group exercises and reflections, they developed facilitation and leadership skills. They guided discussions with open-ended questions and explored reflections to gain insights into individual experiences.

The coaches also shared their insights on navigating diverse personalities and temperaments that shaped group dynamics. One coach reflected on the complexities of collaborating with instructors from varied backgrounds and disciplines, stating:

Not everyone was open... and some were hard to connect with. I had to find ways to relate, even in the beginning when they were remote, or I felt I had to call on them to invite participation.

- *Yusef, Focus group 2, July 31, 2024.*

Brené Brown advocates for this approach to facilitation, emphasizing that effective leadership requires a balance of adaptability and empathy, creating an environment where others can grow and share their perspectives (Brown, 2018). These experiences transformed the coaches' view of leadership—not simply as directing others, but as embracing responsiveness and flexibility. They also fostered confidence in the value of their own experiences and the unique contributions they brought to the training.

Some coaches found that the process challenged them to confront their own doubts and biases. One coach reflected, “I had to look at the biases I had, but always assumed were coming from others” (Kyle, Focus Group 2, July 31, 2024). This insight revealed instances where individuals had underestimated their potential, and recognizing this became an element in their growth. Community-building exercises, group discussions, and interactions with instructors were integral to this process. The diversity of backgrounds and stories allowed the coaches to appreciate the significance of their own experiences. One coach shared, “[...] even though my life has been different, I actually fit right in, I didn’t stand out [...] different kinds of experiences made the training more impactful” (Trevor, One-on-one interview, August 1, 2024).

As bell hooks explains, our differences are not a weakness but a strength, and true collaboration happens when we embrace the diversity of experiences and perspectives within a group (hooks, 2003). This insight helped the coaches see themselves differently—not as victims of circumstance, but as active agents in shaping their own futures.

The coaches are not teachers, but as they grow into roles as facilitators, Parker Palmer's idea that 'teaching is a reflection of who we are' (Palmer, 1998) becomes particularly resonant in this context. The confidence they developed through coaching is reflected in their personal lives. One coach said, "what I get from doing this (work) is I'm no longer second-guessing myself or feeling like I have to prove something" (Cassidy, One on One Interview, August 2, 2024).

This echoes Palmer's notion that personal transformation isn't just about changing behaviors, but about rethinking who we are and our place in the world. It's about claiming agency in our own narratives (Palmer, 1998). Such a mindset allows the coaches to view challenges as opportunities rather than obstacles.

The evolution of the coaches' self-perception is reflected in their personal relationships, careers, jobs, and communities. Their role as coaches influences them in ways that extend beyond honing facilitation or communication skills—it fosters their growth into more self-aware and evolved versions of themselves. Coaching sparks self-awareness and confidence, tapping into the strength they first discovered as inside students, discovering the potential to make real changes in their own lives.

3.2 Training Experiences as Catalysts for Change

The training sessions include community-building exercises, shared reflections, and collaborative group projects, creating an interactive and immersive environment. Guided prompts stimulate group discussions, and coaches report that sharing personal experiences and perspectives fosters a sense of connection. One coach remarked, "when we hear and share our stories, there aren't walls to break down. We see and feel each other as human beings. That's what connection is." (Daniel. Survey, August 20, 2024).

'*Adapted Wagon Wheel*' exercise asks the group to name a favorite TV show or describe an invention they couldn't live without. It is a simple interaction that breaks down barriers. One coach explained, "when we're talking about what TV show you like, you're not an 'instructor' or a 'coach'—you're just a person watching TV" (Ladji, Focus Group 2, July 31, 2024).

Other exercises, like "*Forced Choice*" and "*Identity, Power, and Privilege*," delve into personal identity. In "*Forced Choice*," participants respond to prompts about how they see themselves in different contexts. Questions like whether they relate more to a "*pencil or pen*" or "*the sun or moon*" initiate exchanges about self-perception and identity. The "*Identity, Power, and Privilege*" exercise asks the group to reflect on how race, gender, and socio-economic background shape their lives. From one coach, "the streets and the neighborhood were my education; my friends didn't go to college. We were all so young" (Jemal, Focus Group 1, July 29, 2024).

These discussions uncover personal experiences and social structures that shape not only the paths people take, but also their perceptions of opportunity and success. While differences can create divides, they also highlight shared experiences. By examining these differences, the coaches find common ground in universal human struggles, emotions, and values, forging connections across diverse backgrounds: "differences can be more like bridges than barriers. Our humanity is what really connects us" (Natasha, Survey, August 19, 2024).

Some coaches acknowledged feeling awkward at first but came to realize that simply being themselves is what fosters camaraderie. Social learning theorist Etienne

Wenger explains that learning is inherently a social and experiential process. He argues that by participating in communities of practice, individuals access collective knowledge and contribute to the group's shared understanding (Wenger, 1998). These experiences show how, despite different backgrounds, the coaches relate to the range of human insights that emerge during the training.

One reflective reading led by the coaches is *"Lessons from the Geese,"* which examines how geese's migratory patterns provide insights into teamwork, support, and community. When asked which lessons resonated most, some highlighted the importance of sharing leadership roles and supporting one another to keep moving forward. The metaphor underscores the idea that success is a collective effort rather than an individual pursuit.

Workshops to develop ideas for future classes asked coaches to take on roles they once thought were beyond their abilities. Brainstorming topics for academic courses was something they had never considered themselves capable of. According to one coach:

My knowledge of many of the topics was limited or non-existent, but I realized it's not about knowing everything—it's about trusting myself and bringing my imagination. There are no bad ideas. That's when I realized I wasn't giving myself enough credit.

- *Giovanni, One-on-One Interview, August 12, 2024.*

Adult education theorist Jack Mezirow explains that transformative learning occurs when a fundamental change happens in how we think, feel, and act. This shift in consciousness creates a lasting impact, profoundly changing how we engage with the world around us (Mezirow, 1991).

Overall, these training experiences helped to shape the coaches' sense of identity and agency. Journeys that began as incarcerated students have continued to evolve as they've taken on the role of coaches.

3.3 Collaboration and Professional Identity

At the heart of Inside-Out classes is the collaboration between inside and outside students, who share life experiences and perspectives. Similarly, at the center of the Training Institute is the collaborative effort to equip instructors with the tools and insights needed to teach in ways that are as impactful for future students as they were for the coaches themselves. Some coaches, whose academic experience was limited to the Inside-Out classroom, expressed initial uncertainty about their role. They were asked to contribute beyond logistical insights, prompting questions about their place and purpose in the process. As one coach explained:

I was quiet sometimes, trying to know what authenticity means in situations where I was the odd man out. Of course, I wanted to contribute like others were. So, I'd sit back until it came to me. When everybody started to speak up, I realized my perspectives and intention—to make a better life for myself—were why I was here.

- Trevor, *Focus Group 2, July 31, 2024.*

Initially, several coaches felt that their backgrounds might not meet expectations. However, through discussions and reflections, their initial uncertainty transformed into a sense of belonging and ownership of the space. Brené Brown highlights that a sense of belonging is crucial in learning environments, noting that when individuals feel included, they are more likely to participate fully, take risks, and show up authentically (Brown, 2018). As one coach described, “my experience doesn’t come with a degree, but it’s just as relevant as academic expertise” (Kyle, Focus Group 2, July 31, 2024).

The experience provided coaches with the chance to practice and refine their leadership, teamwork, and communication skills in real-time group settings. By facilitating discussions, managing diverse perspectives, and navigating group dynamics, they gained a deeper understanding of effective leadership. This process enhanced their confidence in fostering inclusive environments, promoting dialogue, and guiding groups toward shared goals. Over time, these hands-on experiences not only affirmed their abilities but also empowered them to adapt and excel in leadership roles beyond the training context. As one coach shared, “I’m more comfortable leading at work, to connect in situations where I might have been hesitant. I’ve learned how to ask better questions and listen more closely” (A.J., Survey, August 19, 2024).

Leadership and communication skills are applicable across diverse fields such as business, community service, recovery support, and entrepreneurship. The experience gained through coaching equips individuals with the foundational insight necessary for success. As leadership scholar Ronald Heifetz emphasizes, real-world challenges provide the most valuable learning opportunities. Applying new skills in practical settings builds confidence, enabling individuals to carry these lessons into all aspects of their lives (Heifetz and Linsky, 2002).

Qualities such as empathy, dependability, and adaptability are key to building rapport and fostering collaboration. These competencies not only enhance the effectiveness of coaches within the Training Institute but also empower them in a variety of professional contexts.

This progression from collaborative coaching to broader professional dimensions underscores accountability, resilience, and adaptability as transferable across careers.

Whether pursuing roles in corporate environments, skilled trades, or creative industries, the confidence and insights gained through the Training Institute become valuable assets.

3.4 Belonging in a Learning Community

Learning built on dialogue captures the essence of both the Inside-Out Prison Exchange Program and the Instructor Training Institute. *Learning Forward*, an organization focused on professional learning, emphasizes that the fundamental beliefs of a learning community are based on the idea that members learn from one another, creating an environment that encourages collaboration, honest discussion, and a commitment to individual and collective growth (Learning Forward Newsletter, Aug 2011, Vol 4). This is the Inside-Out experience through and through.

The Training Institute lays the foundation for a community of belonging, where coaches and instructors explore new perspectives, share experiences, and exchange resources. Within this space, the sense of belonging transforms the Training Institute into a relational experience, where learning goes beyond academics—it becomes a shared journey of lived experiences and insights. One coach expressed how this environment shifted their role:

My journey isn't just recognized—it's meaningful. It's not just about leading a discussion or reflection. There's a collective feeling in the group, shared ownership of the experience.

- *Daniel, Survey, August 20, 2024.*

The collaboration during training fosters a sense of solidarity, as coaches recognize their own insights mirrored in the stories of others. This connection strengthens the community, where identity and purpose are celebrated through mutual

understanding and collective growth. Kim Samuel emphasizes that belonging is grounded in being seen and valued while acknowledging the worth of others. She highlights the importance of reciprocal relationships, where inclusion cultivates shared strength and purpose (Samuel, 2022).

In this space, all voices carry equal importance, creating an environment free from the usual barriers of traditional educational settings. The community that arises allows the coaches to feel connected to a greater purpose—one focused on education as a pathway to create change and improve lives. Through this, the coaches begin to see themselves in a new light.

4. RECOMMENDATIONS

Education is a powerful catalyst for change. As inside students, the coaches were challenged to reimagine how they saw themselves and their place in the world. Through the program's structure—dialogue, reflection, and the exchange of personal stories—education became a gateway to growth and transformation, extending beyond the immediate circumstances the coaches once faced.

The Training Institute builds on this foundation, offering a transformative space where participants actively exercise agency, embracing their roles and contributions. By facilitating group activities, leading discussions, and navigating diverse perspectives, coaches experience the tangible impact of their decisions and actions. These experiences affirm their capacity to lead while connecting personal insights to a broader purpose.

This connection instills a sense of direction and meaning, demonstrating how their efforts contribute to personal growth and positive change within their communities.

It inspires coaches to create opportunities in prison classrooms—opportunities that hold the same potential for future students as they once did for the coaches themselves.

The following are recommendations I would like to make:

4.1 Provide Ongoing Training and Leadership Development for Coaches

The findings reveal that professional development and personal growth are interconnected, each strengthening and reinforcing the other. As coaches build leadership skills, they simultaneously develop a sense of empowerment, confidence, and self-awareness that enhances their effectiveness in professional contexts. To build on this synergy, I propose the creation of a "Coaches Bureau" to provide a structured framework of targeted programs aimed at developing facilitation, communication, and leadership skills. Such a program would align with the Inside-Out Training Institute's focus on fostering an engaging and dynamic learning environment.

A Coaches Bureau Program could emphasize teaching facilitation techniques to help shape discussions and craft follow-up questions tailored to the specific dynamics of each group. It would also support coaches in mastering the art of moderating, enabling them to sustain group energy, maintain flow, and guide discussions and reflections effectively. Established coaching models—such as leadership coaching, executive training, and peer mentoring programs—offer proven structures for skill development and professional growth that could be adapted to meet the unique needs of Inside-Out coaches. By integrating elements from these existing programs, the Coaches Bureau could provide a strong foundation for coaches to enhance their professional and personal capacities, preparing them for impactful roles both within and beyond the Training Institute.

4.2 Expand Community Partnerships

With the reinstatement of Pell Grants for incarcerated students, the Inside-Out Training Institute has recently proposed a training program in partnership with the Pennsylvania Consortium for Higher Education in Prisons (PACHEP). Coaches from the Training Institute will facilitate instructor training to prepare college and university instructors to teach in prison classrooms. Exploring additional strategic professional relationships could further expand the Training Institute's reach.

Collaborating with advocacy and justice organizations, community-based reentry organizations, and even workforce development programs could create a broader support network for incarcerated and formerly incarcerated individuals.

4.3 Cultivate Partnerships with Youth Organizations

The Training Institute is currently developing a pilot program for the Pennsylvania Department of Human Services to provide forums for dialogue around issues of justice, self identity and personal responsibility with young people in detention centers in Pennsylvania. These programs can serve as a model to establish partnerships with schools, juvenile justice programs, and community organizations that serve at-risk youth and provide opportunities for coach-led workshops and discussion groups. Workshops of this nature could serve as examples of confidence, empathy, and leadership for young people. Collaboration could also extend to local nonprofits and community programs to explore deterrence measures for youth crime, restorative justice practices, and reentry support for family members returning to their communities.

Partnerships with a broader range of programs would give coaches the chance to apply their leadership skills while serving as examples of what's possible for young people who may lack mentors, role models, or exposure to new opportunities. This approach would not only help at-risk youth develop positive life skills but also strengthen connections between the coaches and their broader community.

4.4 Long-Term Studies and Research Opportunities

The findings point to a need for broader impact studies to assess how education influences the lives of justice-impacted individuals. Institutions of higher learning, with research expertise and resources, are well-positioned to lead these efforts. In a time when public perception of higher education is highly scrutinized, impact studies of prison education programs offer an opportunity to demonstrate that higher education has become aligned with public interests.

Education promotes social responsibility and active citizenship among returning citizens. By engaging with the issues of restorative justice and topics around civic involvement, individuals reshape their relationship with society. Education empowers returning citizens to become active and engaged, building inclusive and thriving communities. Ultimately, education supports reintegration, helps dismantle stigma, and recognizes individuals committed to positive change as valued members of society.

5. CONCLUSION

This research shows that the roles coaches play in the Training Institute are catalysts for growth—not only by invigorating a desire for self-improvement, but by providing the means to achieve it. Coaching gives direction to the human drive to

improve. For these former 'inside' students, it has been an opportunity to express themselves and place their experiences within a context that affirms the self-awareness and commitment to succeed that they've developed.

Facilitating exercises, leading reflections, and contributing to group projects require skills that not only affirm their potential, but also enable the coaches to take ownership of their growth. By practicing teamwork and honing effective communication, the confidence that is gained strengthens personal agency, opening the door to other life opportunities. Of greatest significance is that experience of coaching reinforces a broader personal identity and sense of belonging. Impacted by a justice system with limited opportunities to grow, coaches recognize their potential and the myriad of possibilities as they support those positioned to offer educational opportunities to incarcerated students on the threshold of reconstructing their lives.. This shift in perspective reframes personal narratives. As one coach shared:

Coaching made me realize that the questions I had about what I could contribute as a coach were the same questions the others had about their own ability to adapt to this new way of collaborating. It was by working with others that I started to see my own value—understanding that what I had to offer wasn't just enough, it was necessary. That shift in how I saw myself changed everything. - *Tore, One-on-One Interview, August 4, 2024.*

In conclusion, the Inside-Out Training Institute exemplifies how coaching can be transformative, not only for the skills that reinforce professional growth, but because it is a celebration of shared humanity. Coaching builds inclusive learning communities and emphasizes a deeper appreciation of human experiences. The journey of the coaches, from inside students to coaching facilitators, showcases the program's potential to support newly realized identities and create meaningful relationships in the community.

At its core, coaching taps into the fundamental human need for connection, growth, and the ability to shape one's future.

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