

FPEP POST



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EDITOR'S NOTE

Second chances do not come often. This issue of the Florida Prison Education Project's FPEP POST magazine is releasing in April of 2024. April is Second Chance Month. The work we have included in this issue of the magazine predominantly features artwork, essays, and poems by the currently and formerly incarcerated students around the country, such as Leo Hylton, Anthony Cassanova, Bobby Bostic, Samantha Houseworth, and Daryl Byers Robinson.

With education, second chances do exist. With education, our communities become safer. With education, families are reunited. It is our hope that this magazine inspires you to offer a second chance to yourself and others to make a change for the better. Resisting the unjust systems that perpetuate mass incarceration is hard work, and victory may not be achieved for decades. However, education is a stepping stone in bringing power to the people who, for too long, have been powerless.


Thank you for supporting those who seek to make a positive change in their own lives, and thank you for supporting the Florida Prison Education Project.

Solidarity Forever,
Michael Kostis and Yaseen El Ghandour
Co-Editors-In-Chief

ACKNOWLEDGMENTS

CO-EDITORS-IN-CHIEF: MICHAEL KOSTIS AND YASEEN EL GHANDOUR

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BOBBY BOSTIC

When I was on the street corner selling drugs, I never imagined that I would one day go to college. In fact, I never thought I would live past the age of 18. A lot of my peers were getting killed. I felt like I had nothing to lose. At 16 years old I was arrested for robbery. When I finally made it to 18 years old, I was serving a 241 year sentence in prison. Sentenced to die in prison, I really felt like I had nothing to lose. It was do-or-die. Do-or-die takes on many different meanings in prison. These meanings can be literal or figurative. The literal meaning is that when you fight in prison it is either do or die. When you fight in here there are no kid gloves or referees. There are no rules in these fights. In a maximum security prison, your opponent is often serving a life sentence. Literally he has nothing to lose, so when you fight him he is trying to seriously hurt or kill you with his knife or other improvised weapon. In that type of fight, it is either Do-or-Die.

There is another type of Do or Die fight in prison. When you have a life sentence with no chance of parole it's either you will do the time or lay down and die. When you lie down and die, you let the time do you. At 18 years old I had to do or die. I couldn't possibly do 241 years in prison so my only other choice was to die in prison. Coming through the door I chose to do something about it. The very moment that the judge sentenced me to die in prison I determined that I would live and get out one day somehow, some way. I did not know how though. The judge's exact words to me were "Bobby Bostic, you will die in the Department of Corrections". For me it was do or die. The Do I had no idea of how. I wanted to Do something with my life. I had no funds to pay for college; nor did my family. I had no resources or connections. What I did have was determination. With that drive I kept writing any and everyone seeking help to fund my college education. At one point the prison administration locked me up in solitary confinement for unauthorized use of the mail for trying to raise funds for college.

**DO OR DIE:
BECOMING
A COLLEGE
GRADUATE
INSIDE PRISION**

Undeterred, I kept writing people. It was not until 2016 when I wrote a total stranger name Linda Parkinson that I found someone to fund my college education. She agreed to pay for the entire two degrees if I kept my grade point average up. I was able to transfer my prior college classes toward my first degree. After funding half of my degree Linda stopped sponsoring me after I failed one class and got two D's in the other classes.

This left me back at square one. I only had 7 classes left to complete my degree. I started writing people again seeking sponsorship. In about 6 months I found a college Professor who agreed to fund the rest of my degree. My family and friends pitched in and helped in ways that they could also. I passed my final classes with ease. However, I hit a roadblock with college algebra. I had not done this kind of math in 20 years. In 2018 I failed college algebra. Then in 2019 I failed Finite Mathematics. I had no tutor. There was no one in prison to teach me. Without passing math I could not get my degree. It was do-or-die time. I studied math day and night in my cell. With constant noise and prison madness going around me I remained focused.

Eventually I passed my math class with a "C". I finally graduated college with my Associates of Science degree from Adams State University. I am the first person in my immediate family to graduate from college. Now I am currently enrolled to take my Bachelor of Arts degree in Sociology. I have only 10 classes left to complete that degree. That 16 year old boy could never see far enough to the man I am today. He was thinking in terms of Do or Die as getting money on the streets or starve barely getting by. Now the man I am today is thinking in terms of educating myself so I can get out of prison. Education is the ladder to my freedom.

CAN OLD HUMANS LEARN NEW TRICKS?

DARRYL BYERS ROBINSON

The ideologically easy and morally correct restoration of formerly incarcerated citizens' rights, privileges, and social status remains a surprisingly complex subject. Unfortunately, systems-impacted people regularly struggle with finding societal space to function as changed individuals and restored citizens. The complex nature of change causes collective and individual rebukes of human restorations, removing freedoms resulting from the payment of communally imposed debts. Intentionally and unintentionally, acknowledgment of change's contentious relationship with humanity forms a static box that simultaneously reiterates a former negative criminal and moral condition as current and permanent. However, systems-impacted people remain guided by rehabilitative programs that focus on personal transformation and life transition. How can these two mutually exclusive perspectives co-exist successfully? They cannot.

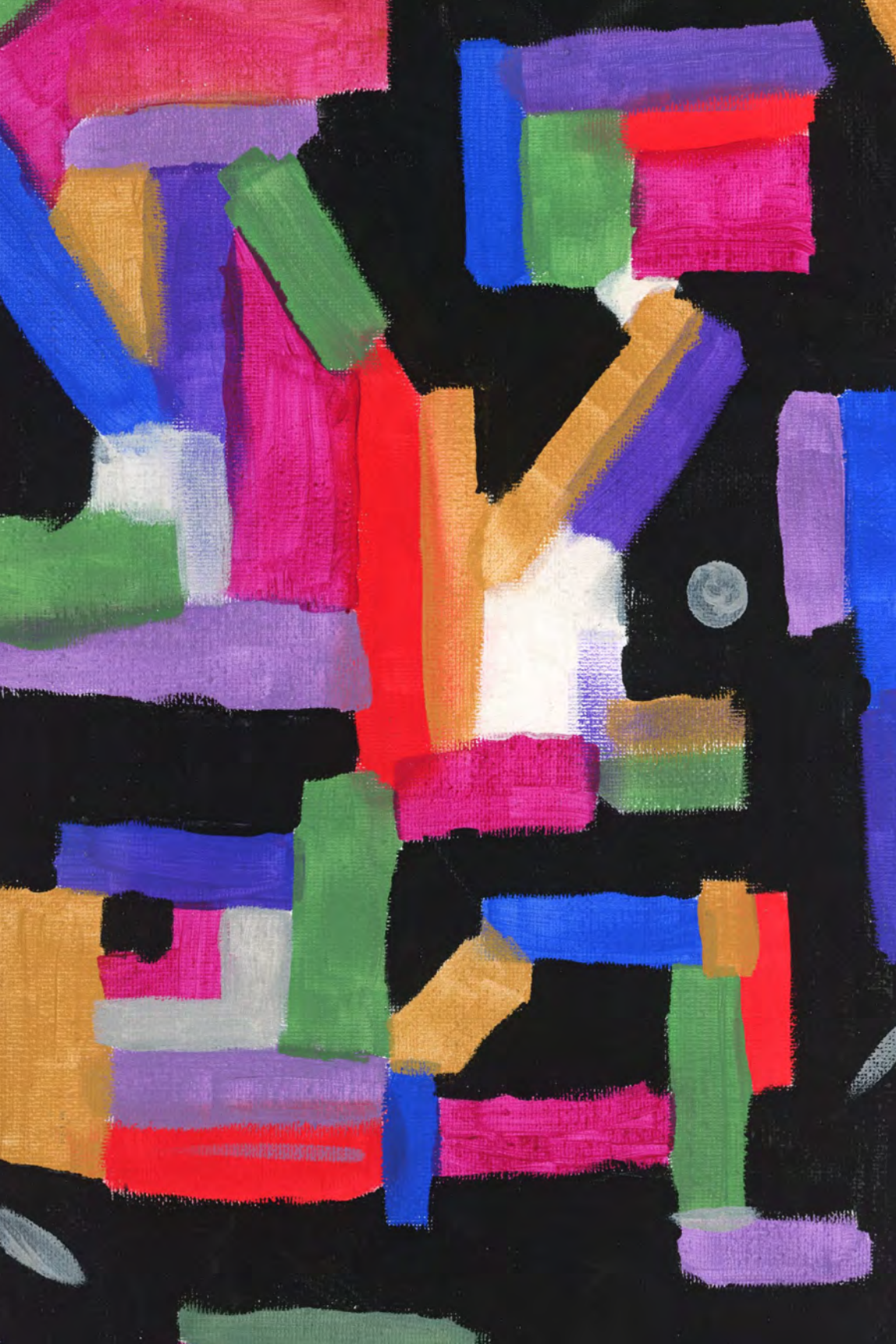
Socioeconomic barriers present an existential hindrance to restored citizens' post-prison positive productions. Acknowledgment and communal embosoming of humanity's renewable abilities are paramount. Furthermore, reverence for the courage to engage and enter a relationship with change can no longer be dismissed. As a formerly incarcerated and transformed citizen, I acknowledge that my personal development is hard, but successful and progressive. Despite the condition of my humanity remaining transitionally imperfect. The valuation of change plus a paid societal debt would give me an 850 citizen's credit score, which should return the golden keys of civic and community trusts.

The use of steel and massive cinder blocks construct citizen-approved structures that signify safety and justice, while literally and figuratively supporting our complex view of human reconstruction. Philosophically, all departments of corrections are agencies that specialize in the facilitation and cultivation of change. The removal from society and placement into this vehicle for change should bridge the identity gap between once amoral-uncivil individuals and transformed returning citizens. It does not. The hostilities of victimized individuals and communities are injected into the ingredients of prison's construction and definition. Divorcing occupants from an already divisively viewed ability of humans to change. This incredulous perspective systematically supports the application of tyrannical parole practices, rescinded voting rights, job-hiring policies, and housing denials among many other dehumanizing and socioeconomic actions.

Society's indecisive identification of returning citizens removes opportunities for change to redefine its relationship with humanity. Thoughts of successful reintegration and upward mobility energize the actions and desires of transformed formerly incarcerated people. However, hesitations invade their functional space for the execution of freedom. Their arrivals are covered in narratives of skepticism that powerfully inform and, in many cases, reorganize personal relationships with family and friends. Removing needed supports and safe spaces cultivating and exacerbating reentry failures.



Using doubt as a justification for socioeconomic reincarceration converts all sentences into a lifetime punishment of otherness. Intentional extensions of court-imposed debts construct a static barrier blocking real societal acceptance and participation creating segregated citizens. This community of people remains defined as devoid of good and unworthy of trust. Returning to society from a carceral setting presents many problems and needs a robustly nuanced discussion, but if change and humanity continue to reside as mutually exclusive entities full restoration will forever elude a portion of rehabilitated humans. A fundamental and ideological shift in expected prison outcomes rooted in change as a cohesive part of human reality provides an avenue welcoming formerly incarcerated citizens' reentry into societal spaces. Fostering successes that enhance this nation socioeconomically and morally.



ABUNDANCE

SANTANA HOUSEWORTH

I was toasting to a celebration,
not knowing the celebration was for me..
I was entering a world,
that I spiritually couldn't see..
I was crying standing on stage,
watching the tears swallow me..
because the blessings that were coming,
seemed distant and out of reach..
I carried a tiny seed of faith,
Isolated behind walls,
that I'd never call my home..
I recalled feeling hopeless,
but I needed to be alone..
And I recalled seeing the darkness,

and I carried it everyday..
So when "doubts" came knocking,
it was "hope" that paved the way..
I was toasting to a celebration,
not knowing the celebration was for me..
I complained about the waters,
missing the beauty in the sea..
like, the things I could be..
I remember standing still,
in a place I've never known..
but my light was never gone..
so when I think about the goodness,
It was forever and always shown..
leaving treasure's in my spirit,
with an abundance overgrown!





HOW I BECAME A PUBLISHED AUTHOR INSIDE PRISON

BOBBY BOSTIC

At 18 years old sitting in my prison cell I was very lonely. I had just been sentenced to 241 years in prison. Forever the hopeless romantic I tried to hold on to my 18 year old girlfriend.

Somehow in my undeveloped brain I assumed that she and I would be together forever. I thought we could survive anything, even a 241 year sentence. I never considered myself as a writer, but I wrote my first ever poem to her. Then two weeks later I wrote another poem titled "My Future Is Hard to See". While sitting in a cell with 3 convicted murderers who were serving life with no parole smoking marijuana I decided to share my poem with these guys. They all thought the poem was good. That boosted my confidence in my writing abilities. Shortly thereafter I was sent to solitary confinement for a minor rule infraction. Bored out of my young mind I committed myself to writing 10 poems a day. I named myself "The Uneducated Poet". I compiled a book of 190 poems. I purchased a typewriter, taught myself how to type and typed up my poetry manuscript in 2000.

Then at the end of that year, my mother suddenly died of cancer at the age of 42. Her loss left me empty with a hole in my soul. To fulfill some of the emptiness of that hole, and to commemorate her life and struggle, I wrote her life story. Bobby Bostic the writer was born. As I was growing and maturing as a human being I also continued to read hundreds of books in almost every subject imaginable.

The more that I read the more that I realized I had my own story to tell. Not my life story because I was still very young at this point. I wanted to write real life stories about life experiences as well as what I knew best. I knew a lot about the mindset of the younger generation. This led me to write my third book titled: "A Generation Misunderstood: Generation Next. Several more years passed before I decided to write another book. My life experience has been limited to prison at that point so I decided to write a book about prison. Hence, my fourth book: "Life Goes On Inside Prison" I wrote to hundreds of publishing companies trying to get published and, in turn, I received hundreds of rejection letters. 'Being a novice to the publishing world I had never heard of a literary agent. Many more years went by as my books remained dormant.

That never kept me from dreaming or from writing. Locked in a cell all day for around 20 hours a day I was determined to make my time meaningful. I never had a prison job back then.

Meanwhile I kept writing poetry. I had enough poems so I compiled two poetry books titled: "Mental Jewelry: Wear It On Your Brain" and "When Life Gives You Lemons, Make Lemonade" I kept writing to publishing houses with no success. Dreams die hard. Years passed. My criminal appeals of trying to get my sentence reduced were unsuccessful. I was stuck in prison for the rest of my life. Still, I kept dreaming. I kept writing. More poetry books were compiled. Then I wrote an unpublished memoir. Around this time the self-publishing scene began to heat up. My family or circle of supporters would not help me self-publish my books. Nobody could see my vision. I kept trying. As crazy as it sounds: rejection inspired me. I knew the value of my art. I wrote a few more poetry books. Years passed. Then I wrote another book about prison titled: "Time: Endless Moments In Prison".

One day in 2020 my sister was telling a coworker how rough our childhood was. Her coworker did not believe her. Thus, my sister asked the co-worker to read the book I wrote about us growing up in extreme poverty inside my book "Dear Mama: The Life and Struggles of A Single Mother". The co-worker said it was one of the best books that she had ever read. She constantly hounded my sister to get the book published. Finally after all these years my sister helped me self-publish the book. 20 years after I completed my first manuscript I became a published author.

Dreams come true. I would never give up on my writing career. In 2020 I published 6 of my books. In 2021, I published my 7th book. When you have a purpose you should never give up on it. My books sell pretty well. Reviews have been written of my books. People really enjoy reading my books. It all started with a poem to my girlfriend. From that single poem I went on to write 9 poetry books and 6 nonfiction books. Additionally, when I am one day released from prison I am going to start my own publishing company with the 15 books I wrote in prison. This all started with nothing but a pen and paper and the fierce dream of a man-child sitting in a prison cell who refused to give up. This is the story of how I became a published author inside prison.



THROUGH THESE WALLS


LEO HYLTON

WHAT ARE SOME OF THE BENEFITS OF HIGHER EDUCATION IN PRISON?

Ten years after beginning my college journey from behind the walls of Maine State Prison, I have answered this question more times than I can count. As I step into the first semester of my doctoral program in conflict analysis and resolution in Fall 2023, I find myself reflecting on the obstacles that I have surmounted, the work I have done with Colby College, the support I have received as I spearheaded initiatives to transform prison culture, and my ongoing efforts to expand opportunities for incarcerated people.

As the first incarcerated person in the United States to teach outside college courses, I am a living testament to the power of higher education in prison. Higher education in prison programming—and its immediate professional application through paid fellowships, internships, and employment—must expand as an avenue toward remaking the current system of mass incarceration from one that self-perpetuates to one that supports personal transformation and healing, which will help reduce the number of people in prison. Like the majority of young Black men who find themselves ensnared in the criminal legal system, I came to prison without having finished high school.

(Sixty percent of Black men who are incarcerated do not have a high school degree, as criminal justice professor Mike Tapia and coauthors write in the Justice Policy Journal.) I was a senior when my biological father died on the one-year anniversary of my foster mother's death. I didn't know how to deal with the emotional impact of having twice watched helplessly as someone I loved died. Instead of finishing school, I dived headlong into drinking, partying, and substance overuse, getting arrested within two weeks of turning eighteen. Yet, I refused to be another Black high school dropout. I contacted the Maine Adult Education system about taking the General Education Development (GED) test.



The day I received my GED diploma was the same day I received my fifty-year prison sentence. February 26, 2010. I was all of nineteen years old and confronting the reality of spending the rest of my life in prison. During the first three years of my incarceration, I was angry, hurt, and silent—hopeless. I stammered whenever I started a sentence with a word that began with a vowel. Then I met Ephriam Keith Bennett, another incarcerated person. An older Black man from inner-city Chicago, a husband, father, and former business owner who had served honorably in the Army, he helped me realize I did not need to be engaged in illicit or violent activity to be a man. I started taking personal development programs—in art, music, emotional literacy, and anger management. I also took Alternatives to Violence Project workshops, which, as the project’s website explains, “examine how injustice, prejudice, frustration, and anger can lead to aggressive behavior and violence.”

As I was running out of prison programming options, the prison’s college coordinator invited me to apply to join the next college cohort being funded by the Sunshine Lady Foundation, which supports higher education in prison and reentry programs. This allowed me to earn an associate’s degree in liberal studies from the University of Maine at Augusta (UMA). I then went on to earn my bachelor’s degree in liberal studies with a minor in history, with most of my classes taught in person by UMA professors. I had given up hope of making anything of myself when I received my de facto life sentence (the United States Sentencing Commission sets 470 months, or just under forty years, as de facto life). But my studies and service work helped me realize that even if I’m going to die within these walls, it doesn’t mean that I can’t do some good with my life. While I can never undo the harm that brought me to prison, I am still a human being, and I can work to interrupt the cycles of harm, pain, and trauma in the lives of others. I can pay forward what I can never pay back.

When Mr. Lloyd, an elderly man I had come to care for, was nearing death, I got to know the hospice team, a group of mostly longtimers who care for sick, hurt, and/or dying people in prison. Warm washcloth, small bucket of water, and comb in hand, I removed food from Mr. Lloyd’s biker’s beard and worked out the sticky tangles in his hair. Then, I put a single braid in both his hair and his beard. If he was going to die, he was going to die in style. I subsequently joined the hospice team, training in patient care, compassionate presence, empathy, comforting touch, and ways to honor multiple faith journeys to become a state certified personal support specialist.

EVER AFTER

BY: SANTANA HOUSEWORTH

Even after it's over,

I know I'll feel the rips and the aches..

I'll smile because it happened,

but I'll cry from the mistakes..

I'll pretend to be over it,

knowing the pain is easier to fake..

From the ingrown injuries,

called "corrected from your wrongs.."

I'd hope to change the melody,

to your heartbreaking song..

I'd hope to find my worth,

after feeling I didn't belong..

that seems difficult for me to shake..

"ever after" is just a term,

but it's meaning I can't create..

drowning in sorrow,

which was regrettably your lake..

but long after it's over,

I'd hope to be strong..

I'd hope to write a chapter,

I was hoping to find beauty,

In the phrase "ever after.."

But you showed me that tornadoes,

aren't always sent for disaster..









ANTHONY

THE STATUE

The artwork is named after the statue which is located on the bottom half of the artwork. The statue which is half buried in the ground represents self discovery. The colors of the blue floor tiles and the magenta sink are reflected on the surface of the statue which is half buried in green colored grass. This image is inspired by a story that Julius Caesar encountered the remains of a half buried statue of Alexander The Great in his travels, and that this sculpture inspired him to pursue more in life - to supplement this concept there are artistic representations to the left of the statue of an ancient coin with Alexander's image on it and of Alexander in his armor cutting the legendary " Gordian Knot"... There is a torrent flowing by the statue which represents the passage of time.

Above the statue is an artistic representation of the artist inside of a cell in the Miami Dade Corrections Rehabilitation (MDCR) Department's Turner Guilford Knight Correctional Center (TGKCC) Unit K82. The artist is sitting on a mat with his eyes closed holding a shovel and reclining against the wall. The artist is surrounded by a variety of images which reflect the artist's surroundings, thoughts, and feelings. The artist is wearing the red uniform which is worn in the MDCR Department by high profile pretrial detainees and state prisoners (back from prison on post conviction motions).

The wall on which the artist is reclining contains tiny artistic representations of buildings which make up a cityscape. The center of the mat transforms into a combination of green grass, cubes, and shapes from which emerges a hand reaching for the sun. The sun contains stylized rays of light which trail off to the right and merge with the light of the cell's light fixture - there are tiny buildings and shapes within those rays. There is a butterfly representing metamorphosis perched on the index finger of the hand.

The butterfly is translucent from the rays of the sun, and the index finger is bleeding after being pricked by the thorns from a rose which is also emerging from the same green ground (a cube) from which the hand is. The rose emerging from the cube represents the human soul struggling through the vicissitudes of life - or in this case the penal system - as if it were growing through the concrete on a city's sidewalk. The pricked finger and the drops of blood represent the growing pains which are a part of the growth process. The dark storm clouds and the drops of rain represent the challenges which one faces in life - which are sometimes comparable to a storm. The rainbow which is emerging from the storm cloud represents the relief which comes after the storm.

The bedframe on which the mat rests is located on an artistic representation of a floor which has detached itself from the surface of the cell, and is floating (or hovering) like a platform above the image of a cell intact. These cells are representations of the cells within TGKCC.

CASSANOVA

THE IMPORTANCE OF CULTURAL LITERACY IN CRIMINAL JUSTICE

DIAMOND WILLIAMS

It is reasonable to assume that many members of society view literacy in the way in which it has been standardized and educated upon: as the ability to read and write. This definition leaves many holes to be explored; for example, what does one have to be able to read/write to become literate? Words written on a page, symbols stamped onto scrolls, an entire specified language and its according alphabet, or other modes of communication? The answer lies in this: different institutions, organizations, and groups define, identify, and recognize literacy in various ways. Literacy also changes with and adapts to time: literacy prior to AD 105 (the year papermaking can be traced back to) cannot reasonably be compared to today's technological, academic, and professional literacy.

This distinction highlights the importance of paired literacy, an expression I identified during course readings, and will use to describe the different types of literacies that include an initial specified term (ex. Digital literacy, Scientific literacy). Extensively, I will cover cultural literacy – which I define as the culpability to understand the traditions, regular activities, and history of a group of people from a given culture – and its relationship to criminal justice.

Take, for instance, a law enforcement officer responsible for patrolling a specific community or a researcher trying to identify the cause of crime disparities in different communities. These individuals need to be aware of the people they are protecting or investigating, including their histories, statuses, values, and most importantly, cultures. By being aware of these things and letting such information guide their decisions (which could amount to life-or-death), these criminal justice professionals can not only make their work more effective and efficient but also make the community in question feel genuinely valued and protected. This, in fact, is a complaint raised often against law enforcement and the broader criminal justice system: it is completely ignorant to the actual problems that plague the people within the communities they serve. By increasing one's awareness of these communities, and taking the extra step to truly involve oneself in the groupings they're dedicated to protecting, these issues can be properly identified and addressed.¹

Careers in criminal justice and criminology have a remarkable stake in cultural literacy. It is essential for prospective law enforcement agents, administrative leaders, and researchers to be able to facilitate communication and perpetuate the shared quality of culture, an assumption supported by the history of criminological thought, the measurement of crime and delinquency, Williams' and etiological theories of crime and delinquency. Here, I draw upon Eric Pleasant's "Literacy Sponsors and Learning: An Ethnography of Punk Literacy in Mid-1980s Waco". Pleasant embodies the importance of contextual, historical, and background awareness to literacy through a first-hand account of Punk subculture in Waco, Texas. He claims literacy to be a social occurrence (which can be found within the interactions of people) rather than the limited study of written text. He defines literacy within a particular subculture, explaining that one who is literate in that subculture understands and abides by a set of cultural practices. One would see past words or symbols on paper and would be able to allocate a specific context or history to them. In this way, I subscribe to his definition of literacy: an understanding of, involvement in, and assimilation into a particular discourse or subculture to comprehend the events within.

1

"What Is Cultural Literacy?" Western Sydney University

"What Is Cultural Literacy?" ABC Life Literacy Canada, 8 Mar. 2022

Pleasant, Eric. *Literacy Sponsors and Learning: An Ethnography of Punk Literacy in Mid-1980s*

Waco, Young Scholars in Writing, 2008.



Literacy, if going to be used as an agency of infrastructure (with the power to regulate social mobility and oppress bodies of people), requires specification just beyond the “ability to read and write.” This definition lacks an understanding of all that literacy entails: culture, relationships, people, society, community, and history. It leaves behind an entire section of humanity that may not reach a level established by individuals already at the level or beyond. It is in this way that paired literacy, of which individuals can be incorporated into an entire culture and act with the according comprehension, proves not only to be more accurate but more inclusive and complete. Finally, cultural literacy, defined as the culpability to understand the traditions, regular activities, and history of a group of people from a given culture, is essential to being an effective and efficient individual within the criminal justice field. The pathway is quickly evolving to include aptitudes that extend beyond reading and writing with pen and paper.

PRESERVING GSU PEP

MICHAEL KOSTIS

There is an ongoing struggle at Georgia State University to preserve its prison education project (GSU PEP) and prevent the plug from being pulled. GSU PEP was founded in 2016 and has since then offered college courses at Phillips State Prison and enrichment courses at the U.S. Penitentiary in Atlanta. In 2023, several incarcerated students graduated with honors.

The slashing of this program is said to be due to budget shortfalls – it is hard to reconcile. As colleges nationwide become segways to the corporate business machine, programs such as the arts, humanities, sociology, and even education are severely underfunded and left behind. Chris Hedges, a Pulitzer Prize winning journalist who teaches in prisons in New Jersey as part of the NJ STEP (New Jersey Scholarship and Transformative Education in Prisons) program, writes about this trend in his book *Empire of Illusion*, stating “It may be more cost-effective to replace tenured faculty with adjuncts and whittle down or shutter departments like French or history that do not feed vocational aspirations, but it decimates the possibility of a broad education that permits students to question the assumptions of a decaying culture, reach out beyond our borders, and chart new alternatives and directions.” He goes on to write, *“It is not just the humanities that are in danger, but the professors themselves. Most universities no longer hire the best and most experienced teachers but the cheapest. Tenured and tenure-track teachers now make up only 35 percent of the pedagogical work force and the number is steadily falling. Professors are becoming itinerant workers, often having to work at two or three schools, denied of ice space, and unable to make a living wage. The myopic and narrow vision of life as an accumulation of money and power, promoted at the turn-of-the-century by rapacious capitalists such as Carnegie or Crane, has become education’s dominant ideology”*.

GSU PEP is an outpost in the southern region of the United States that serves as an inspiring beacon for those who want to make positive changes in their lives. The removal of this program is a punch in the gut to the incarcerated students who have dedicated time and effort to becoming more productive members of our society. The slashing of this program means recidivism increases, and our communities, in turn, become less safe. GSU PEP may not be a strong source of revenue, but it is a source of hope. To combat the changes happening at universities across the United States mentioned by Hedges, there have to be programs such as the Florida Prison Education Project at the University of Central Florida, GSU PEP, NJSTEP, the Bard Prison Initiative in New York, and the Alabama Prison Arts + Education Project.

Students and faculty at GSU are currently circulating an online petition that will seek to demonstrate support for GSU PEP to cement it as part of the university.¹

1

Hedges, Chris. *Empire of Illusion: The End of Literacy and the Triumph of Spectacle*. New York, NY, Nation Books, 2010.
Cruz, Chamian. *Georgia State Plans to Pull the Plug on Prison Education Project after Nearly a Decade*. 21 Mar. 2024.

HOW TO GET INVOLVED.

Vera Institute of Justice: VERA.ORG

The Marshall Project: THEMARSHALLPROJECT.ORG

The Sentencing Project: SENTENCINGPROJECT.ORG

Equal Justice Initiative: EJI.ORG

Prison Policy Initiative: PRISONPOLICY.ORG

For Freedoms: FORFREEDOMS.ORG

Incarceration Nation Network:
INCARCERATIONNATIONSNETWORK.COM

Families Against Mandatory Minimums: FAMM.ORG

The Innocence Project: INNOCENCEPROJECT.ORG

American Civil Liberties Union: ACLU.ORG

Southern Poverty Law Center: SPLCENTER.ORG

Florida Rights Restoration Coalition: FLORIDARRC.COM

Florida Coalition for Criminal Justice Reform:
BETTERJUSTICEFL.COM

No Place for a Child: NOPLACEFORACHILD.COM

Community Outreach Enterprise:
COMMUNITYOUTREACHENTERPRISE.YOLASITE.COM

Florida Prison Education Project: CAH.UCF.EDU/FPEP

Community Education Project: [STETSON.EDU/OTHER/
CEP](http://STETSON.EDU/OTHER/CEP)

Exchange for Change: EXCHANGE-FOR-CHANGE.ORG

Institute for Educational Empowerment: [MDC.EDU/
EDUCATIONAL-EMPOWERMENT](http://MDC.EDU/EDUCATIONAL-EMPOWERMENT)

We Got the Vote: WEGOTTHEVOTE.ORG

Art Equity: ARTEQUITY.ORG

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