

“ Open the door. I want to come in and learn all I can...I want to come in so I can get an education and make something of myself. I don't want to be one of those people who lives on the streets and who could have made it in life. The sign reads enter at own risk. Let me enter at my own risk. Because when I do enter, I am putting the signs that read do not enter, no trespassing, private property, dangerous curves and railroad crossing of education aside. If you open the door, I can do all these things. So please open the door. ”

W.I.L.L Senior Capstone Project

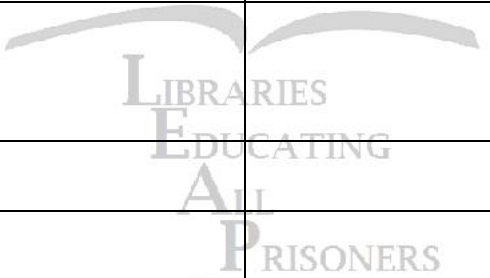
WGS 496- SPRING 2009

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Goal

To bring awareness to the increasing imprisonment rates and illustrate how significant the differences are amongst inmates who receive an education while incarcerated versus those who do not. Additionally, we aim to build a library for prisoners that will provide educational resources and opportunities to facilitate their transition back into society.

Rationale

Rather than focusing on a punishment based system, where inmates are simply kept behind bars until their time is served, prison systems should be transformed into a center for rehabilitation. With poverty rates increasing exponentially, people find it necessary to result to crime, such as theft or high drug abuse, to work within the system presented to them. By educating the prisoners behind bars, their chances of obtaining employment post release increases, as do their chances of gaining more capital. Additionally, these programs can assist with overcoming domestic violence issues, developing literacy, and improve healthcare. The statistics speak for themselves; Americans simply have to start speaking out and advocating for what is just.

“It aims to *inspire* women with the courage to break free from the chains of limiting belief patterns and societal or religious conditioning that have traditionally kept women suppressed and unable to see their true beauty and power.”

Objectives/Process

- Reach out to as many institutions as possible, consisting of delivering letters to the following with a goal of obtaining book donations for the library:
 - Libraries
 - Schools
 - Book Donation companies
 - TCNJ Students and Faculty.
- Raise funds to purchase supplies for the library:
 - Canning
 - Bake Sale
 - Movie Night
 - Award contest

- Bring campus awareness to the issue:
 - Tabling at the Student Center
 - Distribution of bookmarks
 - Distribution of buttons
- Assemble the library at the Bo Robinson Center:
 - Sort books according to genre
 - Assemble bookshelves
 - Establish a book-check out system
 - Include resource book for the inmates
- Establish a writing reflection program
 - Give inmates writing prompts to reflect on their reading
 - Ensure that the inmates are making connections with the literature

Division of Tasks

The W.I.L.L. Capstone class was divided into four committees, each responsible for executing individual tasks to make this activism project successful.

- Book Collection and Communication
- Publicity and Advocacy
- Fundraising and Materials
- Resource Book

EDUCATING
ALL
PRISONERS

Resource Book Committee

Responsibilities and Goals

The Resource Book Committee will compile a resource book to be included in the prison library we are constructing. The book will contain information on topics which affect a large population of the prison community. Some ideas of possible topics are: domestic violence, poverty, unemployment, motherhood, health care, and substance abuse. This booklet will help prisoners in finding information they may not have easy access to in a very convenient way which will give them the opportunity to access some of the resources and support they need in order to better their lives.

Six Week Plan for Resource Book Committee

Week 1: March 19

Class:

- Figure out topics that will be included in the resource book.

* (Some ideas: domestic violence, poverty, unemployment, motherhood, health care, substance abuse)

- Divide the topics amongst the group members.

Homework:

- Start to look up your topics (what falls under that topic, organizations, and resources)

Week 2: March 26

Class:

- Talk about what information you have found regarding your topics and share any other information you found that would be helpful for another topic.
- Talk about resources you have come across and see what other resource your group members know of that you can research.

Homework:

- Compile a list of all of the resources you have found for each topic, their contact information, and what exactly that resource offers.
- Think about and start to research what falls into your topic (ex. domestic violence- physical, verbal, etc.)

Week 3: April 4*Class:*

- Share resource lists.
- Talk about what each person thinks falls under each topic.
- Share what you have found regarding what your topic consists of and discuss with the group anything that you may be missing.

Homework:

- Write out the "What is it?" section. (Define thoroughly what your topic is.)
- Combine the "What is it?" and resource information to be presented in final format of resource book page.

Week 4: April 9*Class:*

- Look over all group members final layouts of information to be included in resource booklet and discuss how you will go about editing so every page is edited by at least two other group members.
- Discuss how edited pages will be handed off to the next group member so everyone is able to complete their part in a timely manner.
- Set deadline for first and second edit to be completed by.

Homework:

- Edit at least two other group members resource book pages.

Week 5: April 16*Class:*

- As a group do a final edit of all pages to be included in resource book.
- Delegate responsibilities:
 - Who will put all pages into the same format?
 - Who will print the resource book?
 - Who will laminate the pages?
 - Who will get the book bound?
- Set deadlines for each group member's duty to be done by.
- Discuss how it will be passed from one person to the next so everyone is

able to complete their duty by the assigned deadline.

Homework:

- Complete whatever you were responsible for by the assigned deadline.
- Make sure you are giving off your completed part to the next group

member so they are able to complete their responsibility on time.

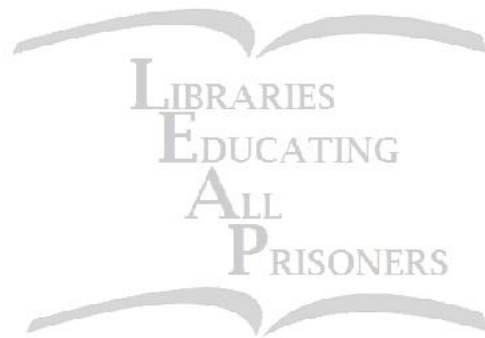
Week 6: April 23*Class:*

- Look over your completed resource book and turn in to the book collection group.

Homework:

- Help to construct an amazing library for those who need opportunities and resources so desperately and see all your hard work pay off!
- Help finalize the class handbook to show off our amazing work and give others the information they need to make a difference in the lives of others!

*Each page of the resource book will have a topic with a "What is it?" section as well as a resource section which will include contact information and a description of what that resource has to offer.



Book Collection and Communication Committee

Responsibilities and Goals

The Book Collection and Communication Committee's main responsibility is to obtain books and periodicals from various sources. Possible locations where books will be collected include: libraries, public schools, book stores, and garage sales. This committee is also responsible for locating and requesting materials from various organizations that provide books for prisoners like Books through Bars, Books for Prisoners, and the Prison Library Project. Additional outreach includes requesting books from fellow classmates through email and class announcements. The second main function of this group is to maintain appropriate communication with the administrators at our project site and to serve as liaisons for the other three class committees. Each liaison will work with their assigned group to answer any questions, help solve any problems, and make sure the committee is on track. Lastly, this committee will design a workshop to train a few inmates on how to maintain the library once it is completed.

Six Week Plan for Book Collection and Communication Committee

Week 1: March 19

Class:

Book Collection

- Compile a list of specific names of places that can provide books
- i.e. Public libraries, schools, book stores, personal friends and family, classes
- Assign each individual places to reach out to from above

- Create a letter requesting books
- Addressed to organizations that donate books to prisoners
- Create a flier for local public schools requesting books

Liaisons

- Discuss liaison roles and assign each member to another committee to allow for interaction between groups
 - Visit each group at the end of class and discuss progress, problems, etc
 - Create proposal for correctional center and provide center with timeline

of when library should be constructed

Homework:

- Search for addresses for organizations that donate books to prisoners
 - Search for additional places to obtain books
 - Each member reach out to at least two different potential

- book providers
- Type up and edit general letter for various organizations that donate books
 - Type up flier for local public schools requesting books
 - Contact schools for a meeting to discuss book drive
 - Send the proposal to the correctional center
 - Contact correctional center and require any appropriate paper required for volunteers for when we construct the library

Week 2: March 26

Class:

Book Collection

- Discuss progress of book collection
- Discuss additional sources for book collection
 - i.e. Video stores, on-line (ABE books), Goodwill Store, garage

sales

- Decide who will house books
- Assign each member to reach out to new locations that donate books
- Approve the flier and letter for various organizations
- Create survey asking inmates why types of books, magazines, etc they

enjoy

reading

- GED books, workbooks, mysteries, romance, etc

Liaisons

- Visit each group at the end of class and discuss progress, problems, etc
- Discuss potential of prisoners writing letters for additional books

Homework:

- Mail out letter to book providers
- Visit local schools to request a book drive in their school
- Reach out to additional locations that may provide books
- Deliver survey to correctional center and provide list of organizations

prisoners

can write to if desire additional books for their library

- May want to provide paper, envelopes, stamps, etc

Week 3: April 4

Class:

Book Collection

- Discuss progress of book collection
- Decide if additional outreach is necessary
- Begin planning how the books will be organized
- Organize workshop that will be held after the library is created to allow certain inmates the responsibility of maintaining the library

Liaisons

- Visit each group at the end of class and discuss progress, problems, etc
- Report progress of book collection and ask for suggestions
- Request some type of report due next week of overall progress
- Discuss available date and time individuals can meet to construct the

library

Homework:

- Pick up survey from correctional center
- Pick up books from libraries, garage sales, etc
- Reach out to more book sources
 - Families, friends, email classes
- Contact correctional center
- See when workshop can be held and if they have particular individuals in mind that can be responsible for maintaining the library
- Finalize a date for library construction

Week 4: April 9*Class:**Book Collection*

- Discuss progress of book collection
- Decide if additional outreach is necessary
- Continue planning how the books will be organized
- Finalize workshop details
- Plan on writing special thanks for each groups hard work

Liaisons

- Visit each group at the end of class and discuss progress, problems, etc
- Report progress of book collection and ask for suggestions
- Provide fundraising group with survey of requested reading and writing

material

- Request materials from fundraising group for organization of library books
 - Colored tape to organize and label type of book i.e. Black for mystery, red for romance, blue for comedy, etc
- Request each group have a 10minute presentation on their progress and vision

Homework:

- Crunch time with book collections
- Begin organizing books

Week 5: April 16*Class:*

Book Collection

- Discuss progress of book collection
 - Review workshop plan
 - Present to class ideas for library set up with the fundraising committee
- and provide open discuss for improvements, changes, etc

Liaisons

- Visit each group at the end of class and discuss progress, problems, etc
 - Discuss with the fundraising group the layout of the library
- Report progress of book collection and ask for suggestions

Homework:

- Pick up books from local schools
- Collect any additional sources
- Organize books
- Contact correctional center to update them on our progress

Week 6: April 23*Class:**Book Collection*

- Final suggestions for book collection

Liaisons

- Plan with class library construction and workshop volunteers
- Combine all resources from the four committees of past work
- Hand out thank you cards for each committee

Homework:

- Construct the best library any one has ever seen
- Finalize handbook

Relevant Laws/Regulations*General procedure for entering the correctional center:*

- One cannot bring or wear anything that contains metal or may be construed as a weapon.
- One should only have their driver's license with them as a form of identification.

Appropriate dress when present in the correctional center:

- No coats, provocative clothing, hoodies, shirts with buttons or zippers, or open toed shoes. A solid colored turtle neck that is not red or blue, black dress pants, and flats are suitable.
- Minimize make-up and jewelry.

Publicity and Advocacy Committee

Responsibilities and Goals

The Publicity and Advocacy Committee seeks to publicize the mission, purpose, goals, and tasks of the project, especially its book drive; to urge others, including peers, family members, friends, and educational and community resources to contribute resources to the project and provide input on its progress and development; to inform the community about the activities of the Capstone class in relation to the overall mission; to establish events geared towards publicity and knowledge of the project mission, including movie nights, STUD tabling, and speaker platforms; to cast the project in a creative and positive light, as through the production of murals; and to help and work with other committees to deliver books and supplies to the center.

Six Week Plan for Publicity and Advocacy Committee

Week 1: March 19

Class:

- Develop newspaper ads for The Signal (campus), Ewing Observer (local), The Times, The Trentonian, and the Trenton Downtowner (Trenton)
- Contact newspapers-ask for contact and pay information, deadlines, and publication dates
- Send ads to newspapers, ask for follow-up
- Contact local bookstores and community centers to establish semi-permanent book drop box
- Establish email account

Homework:

- Collect boxes for book drop box
- Collect books

Week 2: March 26

Class:

- Decorate box for book-drop box
- Develop web-site for project
- Email professors, heads of department faculty, SOCS lists and friends, campus organizations (LDP, WILL, etc.)
- Email WILL e-board to ask members to bring in books, etc. to next general body meeting
- Set date for movie night, vote on possible movies:
 - Brokedown Palace (1999, w/Claire Danes)
 - Cuffed (directed by Joylynn Holder,

<http://userpages.umbc.edu/~korenman/wmst/prison.html>)

- What I Want My Words to Do to You
- WMM collection
- Freedom Road (directed by Lorna Johnson; contact Janet Gray at TCNJ)

- Troop 1500: Girl Scouts Beyond Bars

<http://www.wmm.com/filmcatalog/pages/c659.shtml>

- 900 Women <http://www.wmm.com/filmcatalog/pages/c521.shtml>
- Blind Spot: Murder by Women

<http://www.wmm.com/filmcatalog/pages/c520.shtml>

- Women in Struggle

<http://www.wmm.com/filmcatalog/pages/c677.shtml>

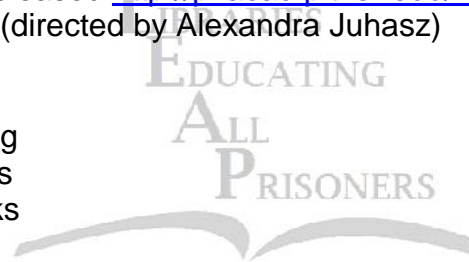
- Bridging the Gap: A Writing Workshop
- Cruel and Unusual <http://www.cruelandunusualfilm.com/> (about transgender woman in prison)
- Girl Trouble (New Day Films, 1994) (about girls in San Francisco juvenile justice system)
- When the Bough Breaks: Children of Women in Prison

http://www.filmakers.com/indivs/When_the_Bough_Breaks_children.htm (about incarcerated women who are mothers)

- Released <http://pzacad.pitzer.edu/~ajuhasz/released/index.htm> (directed by Alexandra Juhasz)

Homework:

- STUD tabling
- Check boxes
- Collect books



Week 3: April 2

Class:

- Develop flyers to post in TCNJ buildings and in local community (libraries, major department stores, convenience stores)
 - Develop table tents to set up in TCNJ eating areas
 - Develop posters to hang upon around TCNJ and in local community (outside libraries, major departments stores, convenience stores)
 - Obtain approval for flyers and table tents and hang up
 - Email WILL e-board again to remind members to bring in books, etc. to next general body meeting
 - Contact prison, set date and venue for speaker from prison (and then email WILL list, classes, friends, organizations)

Homework:

- STUD tabling
- Check boxes
- Collect books

***WILL GENERAL BODY MEETING Sunday, April 5: table for books, speak to WILL about project and what WILL members can do (contacts, bring in books/furniture/media)

Week 4: April 9

Class:

- Write letters to and call book stores and libraries for book donations, toy stores for toy donations, and electronics stores for radio/music/media donations
- Develop concept for mural for prison and TCNJ

Homework:

- STUD tabling
- Check boxes
- Collect books
- Bring in materials for mural for next class

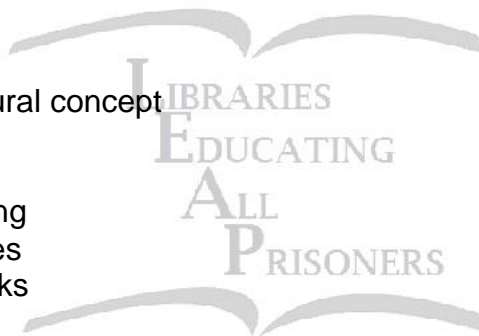
Week 5: April 16

Class:

- Execute mural concept

Homework:

- STUD tabling
- Check boxes
- Collect books



Week 6: April 23

Class:

- Deliver books to center

Relevant Laws/Regulations

Campus Level (<http://www.tcnj.edu/~stuactiv/posting.php>)

POSTING, DUPLICATING, BANNER, CHALKING, MAILBOX STUFFER, and TABLE TENT GUIDELINES

- Obtain approval from Office of Student Activities and Leadership Development
- Materials to be posted must adhere to TCNJ's policies against harassment and discrimination; may not make any reference to alcohol; must include name of sponsor(s)

WHO MAY APPROVE MATERIALS FOR POSTING, BANNERS, TABLE TENTS OR CHALKING?

Procedure for Approval to Post Materials:

- Complete a *Posting and Duplicating Request Form*
- Attach to form and place in basket marked, "Posting."
- Needs stamp "Approved for Posting"

Procedure to have "Approved for Posting" Materials duplicated:

- Indicate on *Posting and Duplicating Request Form* at
- Pay cash in advance prior to having copies produced

Posting of Materials Guidelines:

- Only on designated bulletin boards (tacks/staples)
- Expiration date by which they must be removed
- Only 1 approved item per event may be posted on any single bulletin board
- May not be larger than 22" x 28".

Mailbox Stuffer Approval and Guidelines:

- Must be approved for posting and stamped similar to materials to be posted.
- Mailbox stuffers exclusively for distribution to faculty and professional or graduate staff currently do not have to be approved for posting by the Office of Student Activities and Leadership Development.
- *Posting and Duplicating Request Form* should be used for approval of mailbox stuffers
- Language and information on mailbox stuffers must comply with the same content requirements required of all items approved by the Office of Student Activities and Leadership Development
- Expiration date
- May not be larger than 8.5" by 11" BUT multiple sheets of paper may be stapled together.
- No more than 1 mailbox stuffer design will be approved per program.

Table Tent Approval and Guidelines:

- Must be approved for posting and stamped similar to materials to be posted.
- Language and information on table tents must comply with the same content requirements required of all items approved by the Office of Student Activities and Leadership Development.
- Expiration date
- May not be larger than 8.5" per side or 8.5" high
- Must be free standing.
- No more than 1 table tent may be placed on any 1 table.
- Allowed only in the Food Court in the Brower Student Center and dining halls in Eickhoff Hall and Travers/Wolfe Halls

Banner Approval and Guidelines:

- Must be approved by Office of Student Activities and Leadership Development.

- Banner Display Request Form

- Banner should be brought directly to the Office of Student Activities and Leadership Development
- Language and information on banners must comply with the same content requirements required of all items approved by the Office of Student Activities and Leadership Development.
- Permission to hang banners will be granted for seven days, on a first come, first served basis.
- Only 1 banner per student organization, office or department will be approved per event.
- Eligible to reserve banner space up to 4 times per semester, including consecutive weeks, however, different banners must be used each week advertising different programs
 - May only be hung in the Brower Student Center
 - Must be hung only with string, absolutely no tape may be used
 - May not cover vents, or hang below the black door sensors above the sliding glass doors.
 - May not exceed size of dimensions of a twin bed sheet (66 inches x 96 inches).
 - May not weigh more than three pounds.
 - May not have liquids, batteries, sharp objects or heavy objects attached.
- Must be removed immediately after the date of the event for which they are hung.

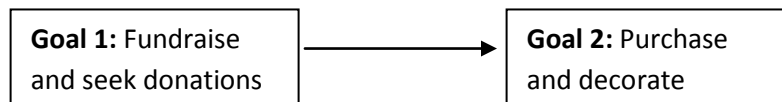
Sidewalk Chalking Approval and Guidelines:

- Must be approved by the Office of Student Activities and Leadership Development.
- Limit of 2 sidewalk chalking requests will be permitted each week
- *Sidewalk Chalking Request Form* must be completed and placed in the basket marked, "Sidewalk Chalking Requests."
- Language and information on sidewalk chalking must comply with the same content requirements required of all items approved by the Office of Campus Activities.
 - Only sidewalks approved on each form may be chalked
 - Only water soluble chalk allowed.

Fundraising Committee Six Weeks Plan

Responsibilities and Goals

The fundraising committee has two goals. The first is to host fundraising events. The second is to purchase any necessary furniture for the library (bookshelves, chairs, tables, etc.). It is important to note that this committee will not only raise funds but must also research companies that are willing to donate furniture for the library. Hence, a letter writing campaign must be initiated immediately. Additionally, this committee must think creatively, and successfully plan and host 4 fundraising events (2-3 should be major events. In other words, these events may require the most planning and should yield the most funds). Also, the committee must also think of ways to design the library on a dime. Based on how much funds are left over after purchasing items and how many pieces of furniture are received via donations or at a discount, it is up to this committee to assess how they want to use *some* of the remaining funds to decorate the library, so that's it's a cozy and inviting place for women to read. However, keep in mind that there will be magazine subscriptions and funds needed for unforeseen circumstances; therefore, not all of the remaining funds can be used for decorating. Lastly, not only do you have macro-goals (fundraise and purchase) but you also have a specific goal of fundraising \$500. Finally, this group needs a treasurer and someone who can report back to the class on a weekly basis of the group's progress (i.e. a secretary).



Six Week Plan for Fundraising Committee

Week 1: March 19

Class:

- Brainstorm week!

-Think of different fundraising events (major and minor ones). An example includes a Pie-Me-In-The-Face event. This can be very be successful, if the right people are there (i.e. freshmen,

professors, CAs, HAs, etc.)

- Also, think of places where you can get free or discounted furniture (Craig's List, Goodwill, etc.).

- In order to successfully achieve next week's assignments, some assignments should be split amongst the group—decide how it should be divided.

Homework:

- Additionally, 2-3 individuals need to work together to create a generic letter to send to companies for donations. These individuals should be willing to not only call companies to build a relationship, but should also meet with as many managers in person to share the goal of the project.

- Your first fundraising event is fairly simple—ask every classmate, including yourselves, to bring \$5.00 for the following class. If there are 30 students in the class that means that you'll have \$150, which can not only be used for

purchasing but primarily as your initial capital to reinvest for fundraising events

(i.e. whip cream and plates for a Pie-Me-In-The-Face event).

-Lastly, the secretary or someone else needs to keep track of who brings in the \$5 and who doesn't—you want to make sure you receive \$5.00 from *everyone*.

Week 2: March 26

Class:

- Brainstorming should be continued and planning and finalization should be happening.

Homework:

- The generic fundraising letter from the 2-3 individuals.

- A minimum of 5 researched organizations that are willing to potentially donate.

- A minimum of 1 fundraising event should be scheduled for the following week (excluding collecting funds from classmates). Additionally, 2-3 fundraising events should be in the final stages of planning.

Weeks 3 & 4: April 2 & April 9

Class:

- Brainstorming for how to decorate the library should be underway.

Homework:

- A fundraising event should have launched during week 3.
- By week 4, there should be a fundraising event(s).

Week 5: April 16

Class:

- Treasurer needs to report on how much has been raised.
- Secretary needs to report on how many potential or received pieces of furniture we have.
- Based on the amount of funds and items received (or will be received), a group of designers must be created.

Homework:

- *Designers' Assignment:*
- Draw how you want to design the room—similar to an architect and interior designer—and make sure that the furniture can fit in the room (get measurements).
- Purchase any necessary furniture and/or accessories for the library.

***A fundraising event(s) should be happening in week 5.

Week 6: April 23

Class:

- Delivering goods and setting up!

Minutes (What was established during class meeting times)

In efforts to ensure that we stayed focused and on task with the limited amount of time we had to work with, one person in each committee was designated as the secretary to record all progress that had been made up to a certain date. Moreover, that secretary would record all goals that were to be met by certain deadlines. What follows is a brief description of the gradual progression up to the final product.

Resource Book Committee Minutes

3/19, Week 1: The Resource Book group decided what topics will be included in the book as well as discussed goals. 4 topics are:

Nicole - Substance abuse (drugs/alcohol)

Cassandra - Government assistance

Kari - Domestic abuse/Sexual assault

Anastasia - Health care/Parenting

3/26: We discussed mainly about researching stats on our topics and compiling them (and sending them to one group member). This was for the purpose of using the statistics to be the focal point of our construction of the tri-fold for tabling (Prison Awareness Table) to briefly inform the campus community briefly so by passers would stop, look, and ask questions about our project during the tabling hours. We met on Tuesday to construct the tri-fold to be ready for the first tabling on Thursday.

4/2: For next week we each will have our "What is it?" sections of the Resource Book completed. This will be a definition of our topics and explaining them more thoroughly for the prisoners' easy access and understanding of these important issues.

Book Collection Minutes

March 19, 2009

1. Master list for Dr. Mims

- Questions from class for Dr. Mims
- Deadline by Sunday, 3/22—class will send Caryn their questions

2. Contact listservs of different academic departments

- Call/email deans of different schools (culture and society/science/nursing/music/engineering, etc)

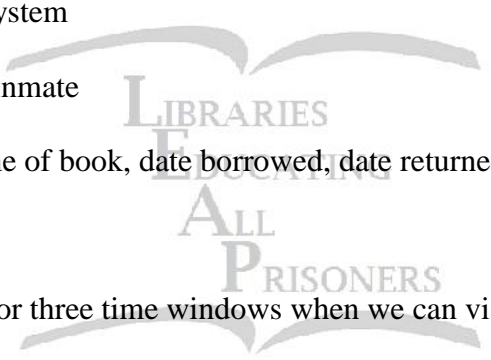
3. Book check in/check out system

- Index card for each inmate
- will write down name of book, date borrowed, date returned

4. Site visit

- Will ask Dr. Mims for three time windows when we can visit

5. Workshop on library maintenance



- include info on the library and maintenance of library
- work with potential librarians
- who will do the workshop?
- when is the workshop?
- include check-in/checkout system

6. Email out the Incarcerated website

- local group ppt.
- national group ppt.
- statistics*** VERY IMPORTANT for rest of class

7. Structure of class; schedule the class into blocks

- Example (not set in stone, let me know what you think!)
 - 4:00-4:45= discussion of readings
 - 4:45-5:15= meeting with committees
 - 5:15-6:00= report back to class

8. Dates to email to chairs, deans, and students

- start: April 1, end: April 15
- set up of boxes: 3/28-4/1
- flyer on the boxes (work with publicity?)

9. Boxes in the Student Center?

10. Boxes in residence halls?

11. Start sorting on 4/6

12. Have books in by 4/16

13. Contact Dr. Mims about installment in last two weeks of April

14. 4/9 bookshelves in place at Bo Robinson

April 2, 2009

1. Book organizing at Michelle C.'s house, Saturday 4/4, 2009, 2-5.

- Preliminary separation into genres

- If we have the paper punch by then, we will also begin to attach color-coded labels on books.

2. Book organizing at Megan B.'s house, Wednesday 4/9, 12-5.

- As more books come in, a 2nd organizing date will be 4/14 after 5 pm, and 4/15, 12-3 pm.

3. Michelle C.'s house is at full capacity for books/materials Bring books to Megan's house!

4. Book collection in academic buildings are still on.

5. Tours with Dr. Mims and Dr. Walkins scheduled for 10 a.m. on 4/15 and 4/16. Please bring questions for Dr. Mims and Dr. Walkins if you have any.

- Bo Robinson's Address: **377 Enterprise Avenue, Trenton, NJ 08638 (~12minutes)**

- **Leave bags and cell phones at home/in the car.**

6. Surveys will be picked up on 4/15.

Fundraising Group Minutes

March 19, 2009

Today we brainstormed different fundraising ideas and dates. This is what we decided upon:

Canning at Pennington Market and Stop and Shop

-Emily will check with Pennington Market and Megan will check with Stop and Shop to see if we can do canning in front of their establishments on March 28th, March 29th, April 4th and April 5th.

-We will have people sign up for the following time slots for each day: 8-10, 10-12, and 12-2.

-We will need to get clear cans, and make posters.

-Our goal is to make \$200 in total.

-A sign-up sheet will go around the class today so people can be signed up and ready to go should the places we picked say "Yes".

UPDATE: We were not able to do canning at Pennington Market or Stop and Shop, due to the fact that there were already organizations canning in those locations on the same day.

Mamma Flora's Fundraiser

-Dana and Julie will go to Mamma Flora's after class tonight and inquire about having a fundraiser night on April 2, 2009.

UPDATE: Dana and Julie talked to Gary and he said that April 2nd will be fine. The fundraiser will run from 5-9pm. Gary said the fundraiser will be "eat-in" only and will apply to anyone who comes to eat there between 5 and 9. We will get a percentage off each meal depending on what it is. For example, a small pizza would be \$1, a large pizza would be \$2 and an individual meal would be \$3. A Facebook group needs to be made in order to get as many people as possible to eat there between those hours.

Bake Sale

-In order to hold a bake sale, we need to get in contact with Sodexho to see if there will donate cupcakes and cookies.

-Rachel will try to get in contact with Sodexho.

UPDATE: Rachel went to Sodexho but no one was available to talk with. DJ said he has connections with a man that works with them and he will talk to them to see what they can do for us.

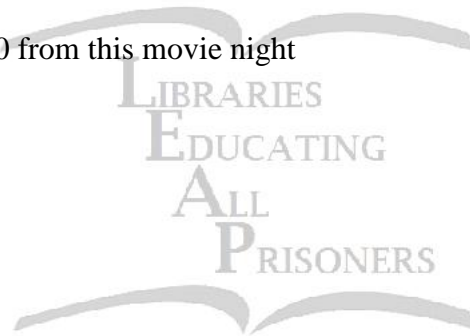
Movie Night

-We want to charge \$1 at the door for the movie night the advocacy group is holding. We will charge \$2 at the door if someone wants popcorn as well.

-Our goal is to make \$50-\$100 from this movie night

March 26, 2009

Fundraising Group Notes



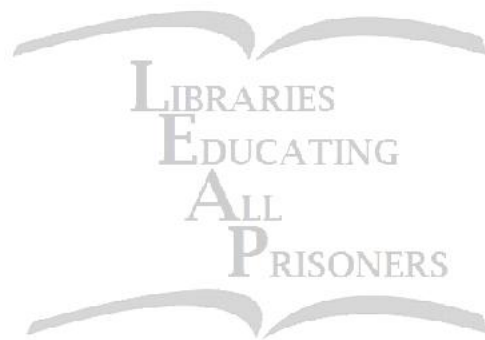
We discussed that we need to go shopping for bookcases and other furniture for the library at thrift stores and dollar stores.

- Contact Sodexho through e-mail or telephone and ask about a bake sale. We will need to know the cost of it and if we can get a donation from them.
- For movie night people will be charged \$1 to get in and \$2 to get popcorn. We will buy popcorn and cups in bulk from Costco.
- Contact other restaurants for another fundraising night like: Olive Garden, Cheeburger Cheeburger, and Chevy's.
- Contact Starbucks about canning on April 4th and 5th.

Supplies Needed for Project:

- Red paper- for flyers

- Red cardstock- for bookmarks
- Color tape- for labeling books
- Binder for making Card Catalog
- Pens for Tabling



Publicity/Advocacy Committee Minutes

March 5th

Movie Night Event

- Suggested 1\$ or book donation at the door
- Venue: 1st choice library auditorium
- Time period: first two weeks of April
- Will need to make flyers, Facebook group, banner?, get onto This Week at TCNJ
- Movie - "Freedom Road" - Lorna Johnson - contact through Mary Lynn

Signal Article

- Topic - Prison's / Literature / Education + Recidivism?
- Can we get the homepage spotlight to feature our project? Who do we contact? Matt Winkle?

April 5th - General Body WILL meeting

- Present to about the project
- Contact list-serve ahead of time to bring donations to presentation

What we need... or need to do...

- Book collection / drop off locations from book collectors committee
- Official contact info from book collectors committee
- Time's / Dates / information from other groups who want publications made
- at least 1 week of advance notice to create publication
- establish the process for approval of flyers / banners / etc.
- To pick a committee scribe...

March 19th

Movie Night & Panel

- We want to hold a panel event and movie night
- Davey will make flyers for the movie night
- Nora will make flyers for the panel

Tabling & Banner in the Stud

- Tabling in the student center with information to raise awareness
- Aim tabling to be for Thursdays in April (April 2nd, 9th, & 16th); basically once a week from 11:30 – 2:00pm
- Nancy will reserve the table
- Resource group is going to create materials for the table in the stud – a tri-fold, hand-outs, petition to sign
- Create a banner in the stud for the week of April 2nd (in time for the first week of tabling)
- Nora will reserve the banner

Other News

- Melissa will make flyers for the book drives – we need information from the book collection group so we know where to put the locations
- Nancy is going to email the WGS faculty about placing boxes and getting books

March 26th

Banner & Tabling

- This past Sunday Davey and I made a banner for the capstone that will be in the Stud this week, check it out!
- Tabling in the Stud will be going on Thursdays, April 2nd, April 9th, & April 16th from 11am - 2pm; I will send out email reminders each week to all the people that signed up
- At the table we want to have the following materials: trifold poster, bookmarks, pins, petition to signal, and a bookcase with books as a visual

Movie Night

- We are working on the date for the film screening, which will most likely now take place in the Stud- flyers are done but just need the date and location

Panel

- We also are working on setting a date for the panel discussion- we hope to have Dr. Tarter, Dr. Mims, and a student who works in prisons with Dr. Tarter
- The panel will run as follows: introduce our project, panelists will give their background & relevant information, then we will have a Q&A (we will also assign someone to be a moderator)
- Nora is currently working on the flyer for the panel, and once we have the dates and panelists we will start getting it approved

April 2nd

Panel

- Dr. Tarter is available Wednesday April 22nd
- Dr. Mims is only available to come April 29th - May 1st but unfortunately these dates will not work
- Our possibilities are 1) ask Dr. Mims if she has any other possible times 2) just have Dr. Tarter and two students
- Regardless, we are most likely going to make the panel the week of April 22nd, sometime during the day
- Michelle C. will be moderator and present the PowerPoint!
- We want to have a short PowerPoint prepared about our project- this needs to be emailed to the publicity group the week before April 22nd so we can approve it

Movie Night

- Lorna got back to us with the date April 16th
- We are reserving the student center for April 16th, from 7:30pm - 8:30pm (movie is only about 35mins) - this is right after class so everyone should come!
- We have to put in a request for the media equipment and for seating changes
- Davey will edit the flyer and get it approved when the date and time are finalized
- We hope to have the flyers finished and in the WILL office so everyone can pick them up and distribute them to different buildings
- We are going to ask Sodexo for cupcakes to sell during the movie as a fundraiser

Signal Article

- Davey and Clarissa are going to work on the signal article
- It is 300 words, a brief description of the capstone, what we are doing and why it is important
- The article has to be submitted this Friday by 12:00pm to be in the following Wednesday issue

Other news

- Clarissa has drafted a 'Thank you' letter for everyone who has helped with book donations/other resources
- Buttons have arrived and they look fabulous! They will be at the next tabling event in the Stud this Thursday

Minutes 4/9

Panel

- Date: Wed. April 22nd
- Time: 2:00pm-3:00pm
- Location: Student Center 211
- Panelists: Thus far we have Dr. Tarter, a student, and Charles Peters who is a counselor for the juvenile center.
- Each group is going to prepare a couple of slides
- As a class we will come up with questions to ask panelists
- Nora will complete the flyers so we can distribute them ASAP as a class
- We may possibly attempt to get co-sponsorship to increase attendance/awareness

Movie Night

- DJ has been trying to secure a date in the stud but we have been facing some difficulty
- Projected date: April 16th, 7:30-8:30
- Need to get flyers approved and distributed ASAP

Signal Article

- Clarissa and Davey wrote the article
- Explains what the class has been doing, why we are doing the project, some stats, and information about our table in the stud

LIBRARIES
EDUCATING
ALL
PRISONERS

CLASS REFLECTIONS

Melissa Agosto-

“The L.E.A.P program that i participated in has changed my views and feelings towards Women in the Prison System. Before going into the project I had minimal knowledge about the prison system, none the less about women in the prison. Through the knowledge obtain in my senior capstone class, i was able to gain a greater insight to understand the inequality women have even in the prison system. It is very rewarding to be able to contribute knowledge and hope to women in the prison system through literature. In constructing the library at Bo Robinson i feel that the class has given women the opportunity to explore and learn so many things by educating themselves. I am truly grateful to have participated in the WGS/W.I.L.L. Senior Capstone Project, L.E.A.P!”

Megan Burns-

“At first I was hesitant about the project; I was anticipating all of the backlash we would get from those who did not understand why we would want to reach out to people that most of society seemed to have given up on. But over the past weeks working to create the library, I have been met with a lot of support from the community and found it easy to convince people that this was a good cause. It made me feel good to know that I was part of a worthwhile project and people would be willing to help or at least accept what we wanted to do. When I finally saw the library come together and got to see the reactions on the women's faces I knew that what we had accomplished would affect many of the women's lives and I hope that our work will continue to enhance the knowledge and level of education of the women at Bo Robinson.”

Cassandra Castellano-

“In implementing the LEAP program I believe our class returned the voices of those individuals within the correctional system that had been unheard or ignored. On our first day of library construction within the Bo Robinson Facility, two men, who were helping us move boxes, told our team of classmates how much they appreciated being spoken to like human beings; how much they valued our interactions with them. This was a powerful experience, for not only our class, but for the women and men whose lives we have touched, and for the women and men who have touched our lives in return. The library may exist for the years to come, but the knowledge the individuals will acquire will exist for all of posterity.

‘If you have built castles in the air, your work need not be lost. That is where they should be. Now put the foundation under them.’ - Henry David Thoreau”

Erin Collins-

“From the beginning I found this project was inspiring, it is hard for one person to achieve what we did on their own...with the help of so many we accomplished something so much greater than I ever thought, we didn't just build a library, we gave these men and women a chance...to indulge themselves in a book and to escape to far off lands, reach new spiritual levels, and most importantly ambition to learn the unknown.”

Michelle Cornacchia-

“Every experience from labeling a billion books while generating amazing ideas with friends in my basement to speaking with Orlando at Bo Robinson about how when he gets out he is going to make up all the time he missed with his children by spending that time with his grandchildren to the panel today where Mr. Watkins said that he has to fight off the women from going into the library because its the most popular place to be now has warmed my heart and strengthened will.”

Anastasia DePaz-

“The core of my WGS experience is learning to recognize systems of oppression. The "othering" of prisoners is a grave injustice in our society. This experience allowed me to be in solidarity with the needs and lives of women in prison that even I once 'othered'.”

Clarissa Espinoza-

“Four years ago I never imagined my life would have taken this route. Nonetheless, I never imagined that my passion in life would be what it is today or that I could even be consider an activist. Throughout my four years in W.I.L.L and my many encounters with WGS professors I have come to realize that this is my calling in life. The capstone and our class project have given me the assurance I needed to continue the path that I have chosen. Ironically I have an obsession with women in prison. Throughout the TCNJ years I have research methods and have tried to create a method of helping women in the system and being the guidance they need. I was so glad to see that we choose this project because it makes me feel like we are making a difference in the lives of these women. These women in the center will now have a voice through the literature we have given them. I am so proud of our hard work and look forward to continue on the path of alleviated the pains of these women.”

Dana Grandell-

At the beginning of this project, I was not sure of what to expect. There was so much to be done and so little time in which to do it. However, after we started collecting books and other items for our library, everything started to come together. When we finally got into Bo-Robinson to put our library together, everything flowed nicely; construction was done in a timely matter, and the vacant room we were given to work with was transformed into a comfortable, beautiful

library! While moving the last of the books into the library, a bunch of women inmates passed by. Many of them thanked us and told us what a great job we were doing. That moment made this project mean so more to me. I was able to see how much what we were doing meant to the people that would be benefiting from it. This has truly been a remarkable experience and one I will look back on for as long as I live.

Yalitza Guerrero-

"When conducting research for this particular project, the statistics astounded me, but mainly, left me feeling angered and in disbelief that our American society, which strives for equal opportunity, failed to acknowledge the disparities in the prison system. By starting this library, W.I.L.L has taken a step in the right direction- at educating these prisoners who desperately need the resources to advance themselves. The process was an arduous one, but very well worth it. 'You guys don't know how much this means to us', said Orlando, as we emptied our books from the UHaul truck. That alone made this project worth while."

Michelle Hawkins-

"Although the female prisoners are confined behind bars, the L.E.A.P project will give them keys for inward freedom--the power of literacy. I'm proud of what we have done as a class because it is a project that will impact the lives of many women both now and in the years to come."

Juliana Hendrickson-

"At the beginning, I was excited about the idea of this project, but was worried about how we were going to get it all done in a short time. However, with so many strong-willed people in our class, I knew that the end goal would be achieved. Once the books started pouring in, and we were gathering more materials the project became real. There was tension throughout the process, but after construction and seeing the smiles and hearing the "thank you"s, it was all worth the effort!"

Rachel Holzapfel-

"This project has been such a rewarding experience. It has been an honor to work with this wonderful class on this amazing activism project. Building a library for Bo Robinson was a great project and I learned so much about the importance of education in the prison system. Hopefully this library will change some lives and educate people in need in order to lower the

rate of recidivism and to help people rehabilitate and reshape their lives."

Stephanie Iwanicki-

"This project has been a exciting and enjoyable experience, but it also takes a lot of planning and research to reach the end goal. It is truly gratifying to create a library for these women, work with people who are passionate about the cause, solve problems, see benefits, and know we each had a hand in them to create something that will change one woman's life forever."

Emily Juricek-

"I believe that activism has two components: theoretical education and practical implementation. In the classroom, we are able to educate ourselves on theories about oppression and injustice but we are unable to physically implement practical steps towards change. I believe our capstone is unique in that we were able to combine the theories we learned about prison education and implement steps toward social change, as well as create awareness for future generations about the importance of equal access to educational resources for incarcerated people. "

Amanda Merced-

"This project has truly touched my heart. It didn't matter what ups and downs we faced in the rollercoaster that was our LEAP project, it was the highlight of my senior year. Building the library, meeting the prisoners, seeing their excited reactions, and doing it all with my friends and teammates is what made this a treasured memory."

Caryn Monta-

"To learn about women in prison and the impact that education has on incarcerated people was insightful and inspiring, but nothing prepared me for the powerful experience of actually physically constructing the library. I felt humbled by the sense of teamwork and compassion, and I am so thankful I've had the chance to be a part of a something like this."

Kari Osmond-

"This Capstone class has taught me a lot about myself. Normally an outspoken leader, I learned how to work with the others in my class, some who's leadership styles are quite the opposite. Although there were struggles, challenges, and disagreements, everything came together to create something that was so much larger than ourselves. Our class has not only given the

resources and education to prisoners, we have given them hope as well. Too often our society casts off an entire population without any second thought. Our presence in this facility has shown that we care."

David Parziale-

"The class and project has offered many opportunities to learn and grow in multiple dimensions, ranging from increasing awareness academically to the exploration and facilitation of teamwork dynamics. It has been a great opportunity to take a step outside of a traditional classroom setting by attempting to transform our knowledge into actual practice. Overall, I am proud of our accomplishment and the development of a Library for women residents at Bo Robinson. I believe it will positively compliment the resources already offered and will add to a more holistic approach of rehabilitation versus punishment at Bo Robinson."

Nancy Sai-

"I am proud of our capstone and the work we achieved this semester. We started out with an idea to educate women in prisons-a simple idea-and now we have provided over 1,000 books to the Bo Robinson Center. We kept our head high and we were able to show the entire campus that with a little determination one can make a difference. One can make it happen."

Nicole Tauro-

"This project has become full circle for me. I have started at TCNJ during my freshman year of 2005 (Spring semester) by participating in the Wise Women prison program with Dr. Tarter, typing the personal stories of the women of the Trenton Prison System (in the highest security section, at that). For me, this was a chance to step outside of my comfort zone and befriend someone I was initially scared to help and learn about. I ended up taking great pride in putting so much time and effort into my work for her and ended up being her pen pal! Currently, ending my senior year at TCNJ of 2009 with the LEAP project for the women of the Bo Robinson center could not be a better way for me to make this full circle complete. What we are doing for these women is so unique, so powerful, so profound that I cannot even begin explain all that I am feeling inside. I am so proud to be a part of this wonderful class, consisting of WILL women and Education majors, who are all such amazing and dedicated women (and men, Davey and DJ!).

What an amazing way to end my time at TCNJ; for all of us to leave our footprint on our community, on our country, and on our world."

Emily Urso-

"Literacy is the key to many doors and I feel that through the construction and implementation of our library program, we have the opportunity to reach countless women and to improve their lives through education. It is moving to know that

through what we have accomplished as a class, we are giving women the foundation toward growth and autonomy that will aid them upon reentry into the community.”

Laura Valentino-

“I believe that through the L.E.A.P senior capstone project I was able to fully understand what Women & Gender Studies and grassroots activism is all about. I saw the theories that we learn about and want so desperately to change start to be used in a practical manner. This was the beginning of seeing how we can make a difference and actually change the systems of oppression we read about. Through the creation of the library at Bo Robinson as well as the awareness we raised both on and off campus the goal behind the WGS program here at TCNJ really came to life for me. While conducting the research for this project I found the statistics to be shocking, especially those involving the changes in recidivism rates when literary help was provided while they were institutionalized. Knowing that by providing this library filled with resources, we have provided countless women with opportunities to better their lives and not give up hope, or find hope once again, is one of the most moving experiences of my life.”

Nora Wentworth-

“The process of building the library for the woman's prison has been an emotional rollercoaster, though overall positive and rewarding. WGS 496 was full of diverse leaders, all with valid and insightful, though differing, opinions, which forced me to personally grow as a leader and to be able to effectively listen and progress the conversation and into action. I have learned an incredible amount about myself, and, even more importantly, about the sexism, racism, and classism that pervades the prison system. The injustices are vast and I hope that by building the library, we are making both a symbolic and tangible stance in solidarity with the incarcerated women and against the prison system.”



Empty room before starting our library!





ALL PRISONERS

W.I.L.L. packing up the boxes to be taken to Bo Robinson!



ALL PRISONERS

We have packed ALL of the boxes into the Uhaul! Off we go!



PRISONERS

Just arriving at Bo Robinson to begin a busy day of work!



ALL
PRISONERS



Our wonderful driver, Davey, and his amazing co-pilots Kari and Cass!

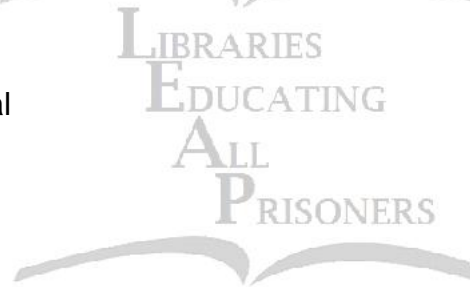




One of our many bookcases after they were filled with books!

Appendix

- A. Letter to libraries
- B. Letter to faculty
- C. Thank you letter (for book donations)
- D. Flyers
- E. Survey to female inmates
- F. Photographs
- G. Publicity Events
- H. Creative writing prompts (for inmates' reflective writing)
- I. Budget Plan
- J. Resource Manual



Appendix A

Dear _____,

Hello! We are students from the senior capstone course for the Women in Learning and Leadership program at The College of New Jersey. The objective of the course is to carry out an activism project to empower women, and our class has chosen to build a library for the female inmates of the Bo Robinson Center in Trenton, New Jersey.

We have chosen this project since we see it critical to provide female inmates with educational opportunities where they would not typically have them. Through building a library for female inmates we are giving these women the opportunity to educate themselves which is a crucial part of transitioning back into society and staying out of the prison system. "Penal institution records show that inmates have a 16% chance of returning to prison if they receive literary help as opposed to 70% who receive no help." Providing these women with a library is the key to giving them literary help and educational opportunities.

The Bo Robinson Center serves male and female inmates who are within 18 months of parole eligibility. The inmates are assigned to the Bo Robinson Center for about 60 days before placement in a community treatment program or a halfway house. Inmates at Bo Robinson undergo a risk/needs assessment in order to identify areas in their lifestyle that promote criminal behavior. This allows for individualized treatment interventions. Inmates also undergo intensive treatment eight hours each day.

Our goal is to construct a complete and separate library for the female inmates as well as expand the men's limited library. One way to achieving our goal is asking your school to carry out a book drive to help us collect books which are necessary for the creation of a library and the completion of our senior seminar activism project. Textbooks or any reading material from grade 6 to college level would be greatly appreciated.

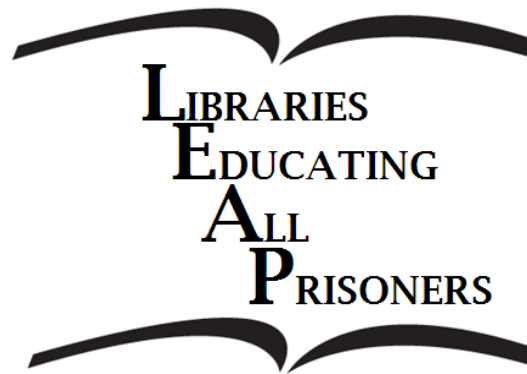
If you would like to donate books send an e-mail to **mlhopps@tcnj.edu** and we will arrange for them to be picked up.

Our sincerest gratitude,

The W.I.L.L. Capstone Class

Spring Semester 2009

The College of New Jersey



March 24, 2009

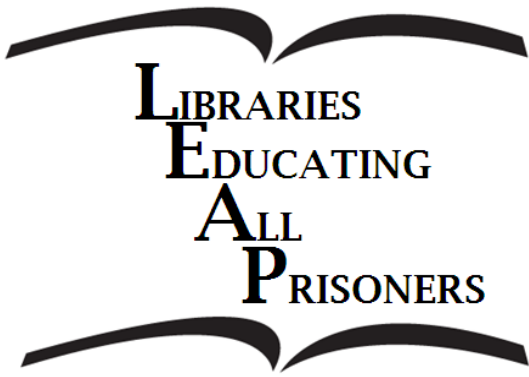
Dear TCNJ Faculty Member,

The senior capstone course for the Women in Learning and Leadership (W.I.L.L) and Women & Gender Studies program would like your help. The objective of the course is to carry out an activism project to empower women, and our class has chosen to build a library for the female inmates of the Bo Robinson Center in Trenton, New Jersey.

In order to achieve our goal, we are asking if you could please send the letter attachment to all of the students within your department. Your help will be greatly appreciated.

Sincerely,

The W.I.L.L Capstone Class 2009



APPENDIX C

Women in Leadership and Learning (W.I.L.L)

2009 Capstone Project

The College of New Jersey

Insert Date

Dear Colleague (Name/Organization),

The students of the Women in Leadership and Learning (W.I.L.L) 2009 Capstone would like to thank you for the effortful contributions that you have made towards our Capstone Project named Libraries Educating All Prisoners (L.E.A.P).

All your help, dedication and support has helped us achieve our goal in building the Library for the women of the Bo Robinson Center in Trenton, New Jersey. We have collected a well over 1000 books and plenty of bookcases to make this library one a kind. With all your help we have managed to give these women an opportunity to explore the world through literature. These books will aid them in self-discovery and lead them to a path of education.

With your contributions you are now responsible for the possibilities of lowering recidivism among women inmates. Statistically, prisoners who have this opportunity tend to have a recidivism rate of 16% rather than 70% of those who do not have this privilege.

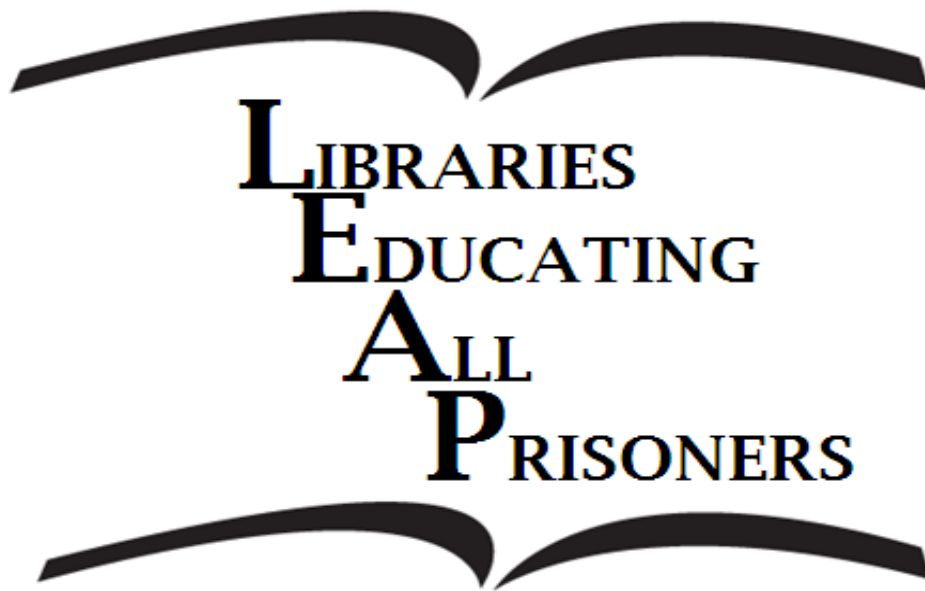
Once again on behalf of our Capstone class we would like to thank you for your donations and we hope that this is only the beginning of a new start for these women.

In Regards,

W.I.L.L 2009 Capstone Class

Book Drive

March 5- April 16, 2009



The 2009 Spring **W.I.L.L.** senior capstone class is sponsoring a **"BOOK DRIVE"** to benefit incarcerated women by promoting literacy.

By donating new or gently used books, magazines, short stories and even challenging games at our various drop-off locations, you can help make a difference in the lives of incarcerated women.

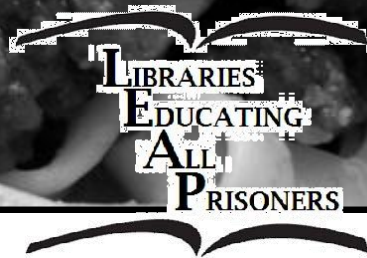
Mama Flora's Fundraiser

1750 N Olden Ave, Ewing NJ

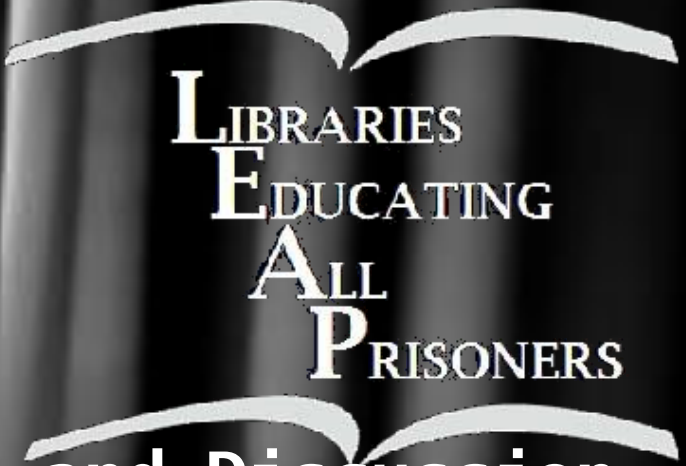
L.E.A.P Over For Some Dinner...

Date: Thursday, April 2

Time: 5:00 - 9:00pm



L.E.A.P. is the Women's Leadership and Social Change Capstone project which is constructing a library for women inmates at Bo Robinson Treatment Center in Mercer County.



LIBRARIES
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ALL
PRISONERS

Film Screening and Discussion
Freedom Road

A testament to the profound influence of arts and education, Lorna Johnson's compelling film features six female prisoners who are part of a unique memoir writing workshop called "Woman is the Word." The women are empowered to claim the events of their own lives and retell their own stories—ultimately liberating them from long-held secrets and silence.

April 16th 7:30pm
Brower Student Center Food Court

Survey:

Circle the highest level of education you have completed:

Elementary (1st, 2nd, 3rd, 4th, 5th)

Middle (6th, 7th, 8th, 9th)

High School (9th, 10th, 11th, 12th)

College (1st, 2nd, 3rd, 4th)

Graduate School

Other: _____

Circle all of the following that you like:

Magazines (fashion, decorating, health, etc.)

Novels

Short stories

Text books (GED books, writing books, etc.)

Poems

Romance Stories

List any other type of books or materials you would like to see in your library:

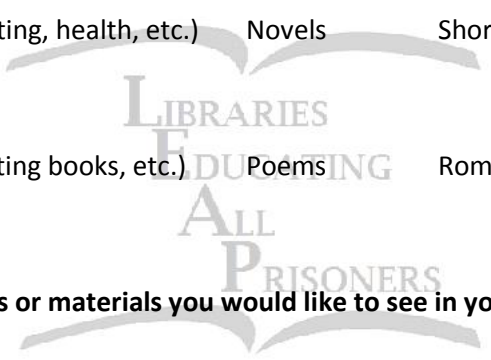
1. _____

2. _____

3. _____

4. _____

5. _____



If you have any comments or concerns, please feel free to share in the space below:



LIBRARIES
EDUCATING
ALL
DONORS

Thank you



Publicity Group Outreach Schedule

1.) L.E.A.P Informational Tabling

Dates: Thursdays April 2nd, 9th, and 16th

Place: Brower Student Center Atrium

Time: 11:00 a.m. to 2:00 p.m.

With the help of the rest of the class we were able to have a Tri-fold informing the TCNJ community of our W.I.L.L Capstone Project. We placed numerous statistics on women in prison and the highlighted the help that our library will bring to the women on Bo Robison Center. At the same time we held a book drive at the table and had people sign a petition for the creation of the library. We also gave out pins and bookmarks for donations.

2.) Book Drive Campus Wide

Dates: April 1st- April 15th

We made flyers to publicize the book drive we had in which each academic building had a box at the entrance to collect donated books.

3.) The Signal Article

Dates: will be posted on the Signal issue for Wednesday April 15th, 2009.

We wrote an Opinions Article for the Signal simply telling people about our Capstone Project. We highlighted our mission and our achievements thus far and asked for all the support possible.

4.) Publicity Banner

Date: March 30th

We painted a banner with our logo simply to attract the attention of every student of walks past the student center.

5.) Movie Night

Date: April 16th

Place: Brower Student Center Food Court

Time: 7:30 p.m. – 8:30 p.m.

We will have a screening of the film (don't know the name of the film) along with a quick Q&A with the director herself. This movie will give the campus a more vivid idea of the impact our project can have if completed successfully.

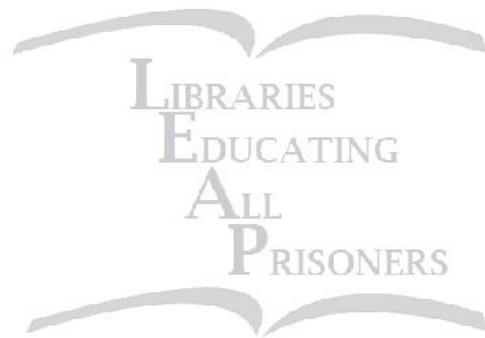
6.) Panel Night

Date: Wednesday April 22nd, 2009

Time: TBA

Place: Library Auditorium

The panel will consist of Michelle Tarter and two of her students who have a first hand on experience with women and prison. They will talk about the troubles these women face and the opportunities the library can bring to them. Michelle, a student from our Capstone class will be the moderator and will present a quick PowerPoint of L.E.A.P.



Creative Writing Prompts

Close your eyes and think back to a moment in time you would give anything to relive. Tell about this moment.

Think of the gifts that you've received in life. What gift were you most glad to receive? Why? Is that gift still the kind of thing you value today?

Write about a time that words profoundly affected your life. Describe the memory and situation vividly and with many details.

List places where you have been or lived. Then, choose one that brings up very vivid memories. Put yourself in that place, and write.

What specific knowledge has been handed down to you through out your life? How has this knowledge affected your life?

Write a letter to younger self. Try giving yourself advice from what you have learned, now that you are older.

The poet Emily Dickinson believed that every person that you interact with changes you. How have people you have interacted with changed you? Or, do you disagree with Emily?

What makes you feel most alive?

How do you feel when you are in bed and the lights go out? Describe this feeling, and everything you feel around you.

What have you wished for, when you wished upon a star?

What is your favorite time of day? What is your favorite day of the week?

Write about a time when you were glad you said something that was a bit risky or was viewed as unacceptable by society or the person/people you said it to.

Remember of a time when you wished you had said what you were thinking but you had kept silent. Write a fictional story about what you would have said and what would have happened if you said it.

Make a list of 10 words that make you think of self-empowerment. Use these 10 words (and others) to write a short poem.

With crayons, make a self-portrait that doesn't include your face.

Practice describing an object with five different sentences. Try to describe it in an unusual way.

Describe yourself as if you are someone else meeting you for the first time (think of a self-portrait in words).

Think of your favorite color. Describe what it is like using all five senses—what does it look like, taste like, smell like, a feel like, and sound like?

Write a letter to the 10-year old you.

Describe the person sitting next to you.

Unspoken exchanges. How have you communicated with others without using your voice? Think of wall tapping and body language.

Celebrate yourself: Write about how beautiful one specific part of your body is.

Write a poem or letter to the most important/most influential woman in your life. Tell her what she means to you and how she has touched your life

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Describe hunger..

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Describe a snapshot photograph of your life...

What can't you keep to yourself?

Maya Angelou describes her writing through the metaphor, "sturdy ladder."

What is your metaphor for writing?

Describe a metaphor for Freedom, Life, and Prison.

Hands—look at your hands. Whose hands have you touched? Who's touched

your hands?

Get a box of stones. Pass them out, one to each woman. Ask each woman to write about stone memories.

For millions of years, humans roamed the earth naked. In what ways are you still naked?

Describe your shoes. Where have they walked? Where have you walked?

What about a time you slept outside? Tell me about it. Go. Ten minutes.

When did you pretend not to care?

When did you know you were going to suffer but went ahead anyway?

What have you waited a long time for?

What do you no longer have?

What do you know by heart?

What did you know that you didn't want to know.

Tell me about a time something dawned on you, a realization, worlds came together or simply you saw a lightening bolt on a mountain. Where were you?

Suggested Creative Activities

“Color Me Instruction”

1. Pick one of the colored sheets of paper whose color has a special meaning to you, or just catches your eye.
2. Make a list of 15 synonyms or images for this color. For example: For the color Green I could write: ‘Go,’ ‘Grass,’ or ‘Goblin’
3. Last, use all of the words in your list to write a few related paragraphs or a poem

"Collage Time!"

1. Bring a bunch of magazines to your next class!
2. Have each woman tear out images, quotes, or words that represent them.
3. Have them glue the pictures on colored paper, and on the back have them write what the images and words mean to them.
4. See if anyone wants to share their work with the class!



“What is the Word Hiding Behind my Eyes?”

When you write, don't think! Daydream. Don't be afraid to define yourself. Now, use your list to complete the statement, “I am...” Use one idea or combine a few.

For example:

“I am a turquoise circle, rolling into nowhere.”

“I am the number fifty, so far from the end and so far from the beginning.”

“I am what you call life...hard to hold.”

Continue with other statements such as, “I want to be,” “I used to be,” “I let go of,” “I've forgotten,” “I remember.” The main goal of this exercise is to write about yourself!

Then have each woman write down their most defining self statement on the same piece of paper which will result in the class's own “I Am” poem

Example of “Woman is the Word” class of Spring 2001

I am the red ocean of life.

I am the violet iris struggling to break free from the ground.

I am the blue of the beautiful sky of the day.

I am the white sheet of paper in my journal, eager to be written on so that I can transform myself into a historical piece of literature!

I am a green tomato waiting patiently to reopen.

I am the turquoise blue sea: it looks to be never ending, just like my thoughts.

I am a green light, and there's no stopping me: the sky is the limit.

I am the bluest of blue, the color of the sky.

I am the blackness that smothers the soul.

I am the royal blue that is in a beautiful rainbow—like that rainbow, you never know when I'm going to come out or where.

I am the intricate orange of a monarch's wings.

I am a red pomegranate, bursting with new see



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“What are you Hiding Behind?”

Out of survival, many people hide behind a façade. Many of us, build a wall to keep other people from know who are truly are and what we really think, feel, and desire. We live our lives surrounded by a wall, a barrier to protect us. We would like each open to build their wall of traits on a piece of paper. First, brainstorm on your personality traits you feel that you portray to others as a defense mechanism. Secondly, please find a creative way to represent these characteristics on a piece of paper. You can draw the works, make a wall with words on each brick, or do whatever speaks to you. Be as creative as you dare!

Appendix I

<u>Purchase Name:</u>	<u>Money Spent:</u>
LEAP Buttons (Davey)	\$64.00
Big Lots: Bookshelves	\$128.43
Michaels: punch/tape	\$27.82
Staples: Paper/C paper/tape	\$22.00
Bookmark paper/tape (Amanda)	\$10.67
Target (Dana/Julie)	\$40.00
Michaels: (Dana/Julie)	\$50.00
Costco (Dana/Julie)	\$40.00
Moving Truck (Davey)	\$75.00
Tape (Caryn)	\$9.00
Tommy	\$30.00
Tape (bookstore)	\$10.00
Bookshelves	\$128.43
	\$635.35

<u>Remaining Funds:</u>	\$210.63
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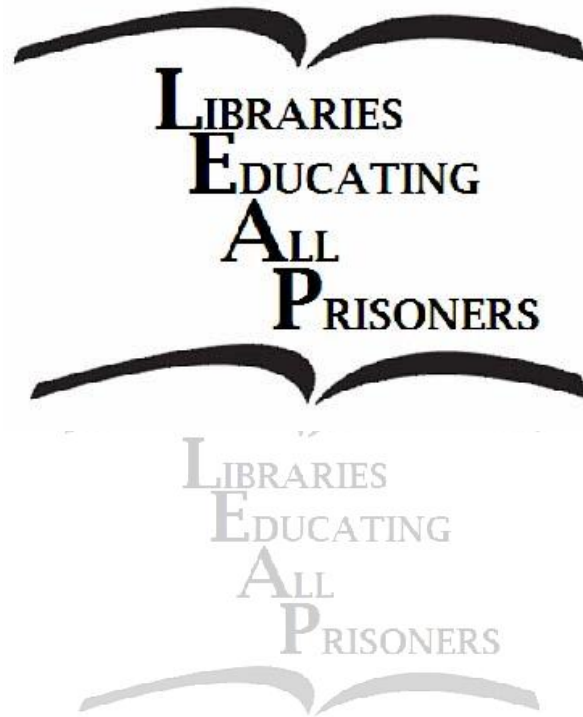
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* Verbal incoherence WGS 496: Women's Leadership and Social Change.



Resource Manual

Table of Contents

Government Assistance

Substance Abuse

Domestic Violence

-Cycle of Violence



Sexual Assault

-Drug Facilitated Assault

-Incest

Parenting and Health Care

Government Assistance

There are currently more than 2 million Americans who are incarcerated in the American prison system. About 700,000 are released annually. Individuals will be faced with the challenge of reintegrating themselves back into society. Newly released inmates will require housing assistance, access to employment opportunities, enrollment in educational programs, welfare assistance to help finance the transition, and an understanding of their civil rights.

The resources listed below will aid women in identifying post-release goals and overcome barriers to facilitate the process of community reintegration.

Recent Federal Updates

Passage of the Second Chance Act

The Second Chance Act gained Congressional approval on March 11th of 2008. The legislation intends to help the 700,000 people released from American prisons every year. Primary objectives include breaking the cycle of crime and incarceration, and giving people the tools to build productive lives. Tact authorizes \$362 million dollars in grants to state and local government programs, the creation of new re-entry courts, and non-profit agencies to expand: mentoring, drug treatment, education, job training and other reentry services. The Second Chance Act is believed to be the first step in eliminating employment barriers, housing barriers, through tending to the needs of formerly incarcerated individuals.

State Level Resources

*The following information can be located on the **National HIRE Network** website*

http://www.hirenetwork.org/admin/clearinghouse.php?state_id=NJ

I. State of New Jersey: Department of Labor and Workforce Development

Contact Information:

New Jersey Department of Labor
 P.O. Box 110
 John Fitch Plaza, 13th Floor
 Trenton, NJ 08625
 609-777-2960
www.state.nj.us/labor

i. Federal Bonding Program

The Federal Bonding Program provides fidelity bonding insurance coverage to individuals with criminal histories and other high-risk job applicants who are qualified, but fail to get jobs because regular commercial bonding is denied due to their backgrounds.

Contact Information:

NJ DOL Division of Employment & Training Services
 P.O. Box 1055, John Fitch Plaza, 2nd Floor
 Trenton, NJ 08625

<http://lwd.dol.state.nj.us/labor/wnjpin/findjob/onestop/PastProblemsSolutions.html>

ii. Tax Credits

The Work Opportunity Tax Credit (WOTC) is a federal tax credit to reduce the federal tax liability of private for profit employers to be used as an incentive for employers to hire individuals from eight different targeted groups: TANF recipients, veterans, ex-felons, high risk youth, summer youth, Food Stamp recipients, SSI recipients, and vocational rehabilitation referrals.

Contact Information:

New Jersey Department of Labor
 John Fitch Plaza
 P.O. Box 058
 Trenton, NJ 08625
 609-292-8112
 609-777-1768 fax
www.state.nj.us/njbiz/y_wotc.shtml

iii. Unemployment Insurance Office

Unemployment compensation is a social insurance program designed to provide benefits

to most individuals out of work, generally through no fault of their own, for periods between jobs. In order to be eligible for benefits, jobless workers must demonstrate that they have worked, usually measured by amount of wages and/or weeks of work, and must be able and available for work.

The unemployment compensation program is based upon federal law, but administered by states under state law. Forms and information may be obtained at any local One-Stop Center and via the internet at the web site below.

Contact Information:

New Jersey Department of Labor
 Division of Unemployment Insurance
 Technical Support Unit
 John Fitch Plaza
 P.O. Box 058
 Trenton, NJ 08625
 609-292-7162
 609-633-2884 fax
www.state.nj.us/labor/ui/uiindex.html

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II. Criminal Record Repository

This is the agency individuals may contact to obtain a copy of their state rap sheet and learn about the process of sealing, expunging or cleaning it up. The criminal record repository can also tell the individual who else is legally entitled to have access to his or her record.

An individual must contact the police department in the municipality where he or she resides and make an appointment to be fingerprinted on a State Applicant Fingerprint Card (SBI 19). The fingerprint card will list the purpose of the record check and include all identification data, i.e., individual's full name, date of birth, social security number, etc. The individual mails the fingerprint card to the SBI at the address listed below. An out- of-state requester may use a State Applicant Fingerprint Card from the state where he or she resides or they may obtain a New Jersey State Applicant Fingerprint Card by contacting the SBI. A cover letter is required listing the purpose of the request, the individual's name, and the mailing address for the response to be forwarded. There is a required fee of \$25, made payable to the "Division of State Police-SBI."

Contact Information:

State Section of Identification

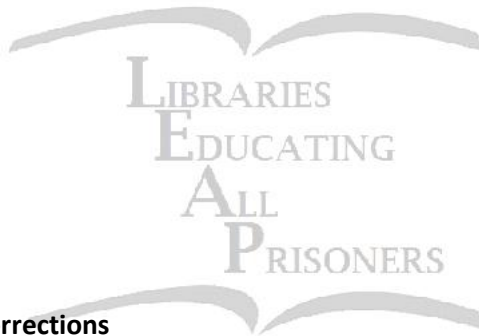
Records and Identification Bureau
 New Jersey State Police
 P.O. Box 7068
 West Trenton, NJ 08628
 609-882-2000 ext 2311 or 2878
 609-530-4856 fax
www.state.nj.us/lps/njsp/about/rid.html

III. State Attorney General

Employers and service providers may obtain information from the state attorney general regarding occupational bars, the licensing of individuals with criminal records in certain jobs, and whether the state has laws that limit what employers may ask job applicants or protections against employment discrimination based on a criminal record.

Contact Information:

Office of the Attorney General
 P.O. Box 080
 Trenton, NJ 08625
 609-292-4925
 609-292-3508 fax
nj.gov/oag/



IV. State Department of Corrections

DEPTCOR is New Jersey's correctional industry program. It provides products and services manufactured and offered by adults incarcerated in New Jersey's correctional system. DEPTCOR's factories and service industries throughout the state employ more than 1,800 incarcerated men and women who are voluntarily assigned to work situations designed to develop useable skills and positive work habits.

Contact Information:

DEPTCOR Warehouse and Administrative Offices
 163 North Olden Ave.
 Trenton, NJ 08625
 800-321-6524

www.state.nj.us/deptcor/index.html

V. Prison Fellowship

PFM, consisting of its prison ministry, Prison Fellowship, and its Christian worldview ministry, BreakPoint, seeks to transform lives, minds, and communities through Jesus Christ.

Contact Information:

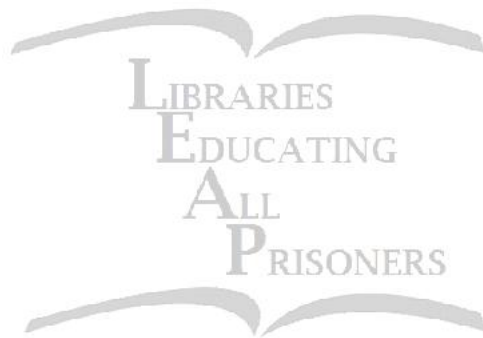
<http://www.pfm.org/contentindex.asp?ID=86>

VI. New York: Center for Employment Opportunities

The goal of the Center for Employment Opportunities (CEO) is to provide immediate, comprehensive, and effective employment services for men and women returning from prison and those under community supervision in New York City.

Contact Information:

http://reentrypolicy.org/program_examples/center_for_employment_opportunities



SUBSTANCE ABUSE

What is it?

Alcoholism and drug dependence and addiction, known as substance use disorders, are complex problems. People with these disorders once were thought to have a character defect or moral weakness; some people mistakenly still believe that. However, most scientists and medical researchers now consider dependence on alcohol or drugs to be a long-term illness, like asthma, hypertension (high blood pressure), or diabetes. Most people who drink alcohol drink very little, and many people can stop taking drugs without a struggle. However, some people develop a substance use disorder—use of alcohol or drugs that is compulsive or dangerous (or both).

Why Do Some People Develop a Problem but Others Don't?

Substance use disorder is an illness that can affect anyone: rich or poor, male or female, employed or unemployed, young or old, and any race or ethnicity. Nobody knows for sure exactly what causes it, but the chance of developing a substance use disorder depends partly on genetics— biological traits passed down through families. A person's environment, psychological traits, and stress level also play major roles by contributing to the use of alcohol or drugs. Researchers have found that using drugs for a long time changes the brain in important, long-lasting ways.

It is as if a switch in the brain turned on at some point. This point is different for every person, but when this switch turns on, the person crosses an invisible line and becomes dependent on the substance. People who start using drugs or alcohol early in life run a greater risk of crossing this line and becoming dependent. These changes in the brain remain long after a person stops using drugs or drinking alcohol.

What Are the Symptoms of Substance Use Disorders?

“One of the most important signs of substance addiction or dependence is continued use of drugs or alcohol despite experiencing the serious negative consequences of heavy drug or alcohol use. Often, a person will blame other people or circumstances for his or her problems instead of realizing that the difficulties result from use of drugs or alcohol. For example, your partner may believe he was fired from jobs because his bosses didn’t know how to run a business. Or your daughter may believe she got a ticket for driving under the influence of alcohol because the police were targeting her. Perhaps your loved one has even blamed you. People with this illness really may believe that they drink normally or that “everyone” takes drugs. These false beliefs are called denial, and denial is part of the illness” (Johnson 9).

Other important symptoms of substance use disorders include:

- *Tolerance*—A person will need increasingly larger amounts of alcohol or drugs to get high.
- *Craving*—A person will feel a strong need, desire, or urge to use alcohol or drugs, will use alcohol or a drug despite negative consequences, and will feel anxious and irritable if he or she can’t use them. Craving is a primary symptom of addiction.
- *Loss of control*—A person often will drink more alcohol or take more drugs than he or she meant to, or may use alcohol or drugs at a time or place he or she had not planned. A person also may try to reduce or stop drinking or using drugs many times, but may fail.
- *Physical dependence or withdrawal symptoms*—In some cases when alcohol or drug use is stopped, a person may experience withdrawal symptoms from a physical need for the substance. Withdrawal symptoms differ depending on the drug, but they may include nausea, sweating, shakiness, and extreme anxiety. The person may try to relieve these symptoms by taking either more of the same or a similar substance.

Treatment:

- Specially trained individuals that are certified or licensed as substance abuse treatment counselors
 - You will be assessed to help determine the type of treatment that best suits you to design an effective treatment plan
 - Medically supervised withdrawal (often called detoxification or detox) uses medication to help people withdraw from alcohol or drugs.

- Important: this is not treatment; it is merely a first step to help prepare a person for treatment.

Programs:

- Several types of treatment programs are available:
 - Inpatient treatment
 - Residential programs
 - Partial hospitalization or day treatment
 - Outpatient and intensive outpatient programs
 - Methadone clinics (also called opioid treatment programs).
- What happens in these treatment programs?
 - Assessment
 - Medical Care
 - A Treatment Plan
 - Group and Individual Counseling
 - Individual Assignments
 - Education about Substance Use Disorders
 - Life Skills Training
 - Testing for Alcohol or Drug Use
 - Relapse Prevention Training
 - Orientation to Self-Help Groups
 - Treatment for Medical Disorders
 - Family Education and Counseling Services
 - Medication
 - Follow-up Care (Aka Continuing Care) *Essential to successful treatment

Federal Government Resource Contacts

- | | |
|---|---|
| <ul style="list-style-type: none"> - Substance Abuse and Mental Health Services Administration's (SAMHSA's) Substance Abuse Treatment Facility Locator <ul style="list-style-type: none"> ○ www.findtreatment.samhsa.gov/facilitylocator.doc.htm - SAMHSA's National Clearinghouse for Alcohol and Drug Information (NCADI) <ul style="list-style-type: none"> ○ SAMHSA's NCADI offers thousands of publications (most of them are free) and runs a 24-hour helpline (English and Spanish) for SAMHSA. Helpline | <p>operators can answer questions about substance use disorders, suggest written resources, and make treatment referrals using the national</p> <ul style="list-style-type: none"> ○ Substance Abuse Treatment Facility Locator:
11420 Rockville Pike

Rockville, MD 20852 ○ Helpline: 800-729-6686 ○ Local number: 301-770-5800 |
|---|---|

- TDD: 800-487-4889
 - www.ncadi.samhsa.gov
 - SAMHSA's National Mental Health Information Center
 - 800-789-2647
 - TDD: 866-889-2647
 - www.mentalhealth.samhsa.gov
 - SAMHSA's Center for Substance Abuse Treatment (CSAT)
 - www.csat.samhsa.gov
 - SAMHSA's Center for Substance Abuse Prevention (CSAP)
 - www.csap.samhsa.gov
-

Other Resource Contacts

- Adult Children of Alcoholics World Service Organization, Inc.
P.O. Box 3216

Torrance, CA 90510

310-534-1815
 - www.adultchildren.org
- Al-Anon Family Group Headquarters, Inc.
(Al-Anon and Alateen)

1600 Corporate Landing Parkway

Virginia Beach, VA 23454-5617
 - 888-4AL-ANON (meeting information line)
 - www.al-anon.alateen.org
 - Spanish Web site: www.al-anon.org/alspan.html
- Alcoholics Anonymous
P.O. Box 459

Grand Central Station

New York, NY 10163
 - 212-870-3400
 - www.aa.org
- Cocaine Anonymous World Services (CAWSO)
 - 3740 Overland Ave, Suite C
Los Angeles, CA 90034
 - 310-559-5833
 - www.ca.org
- Co-Dependents Anonymous (CoDA®)
P.O. Box 33577
Phoenix, AZ 85037-3577
 - 602-277-7991
 - www.codependents.org
- Contact of Mercer County
1985 Pennington Rd

Ewing, NJ 08619
 - 609-896-2120
 - www.contactofmercer.org/index.html
- Dual Recovery Anonymous (DRA)
Central Service Office
P.O. Box 8107

Prairie Village, KS 66208
 - 877-883-2332
 - www.draonline.org
- Jewish Alcoholics, Chemically Dependent Persons and Significant Others (JACS)
850 Seventh Avenue

- New York, NY 10019
- 212-397-4197
 - www.jacsweb.org
- Join Together
One Appleton Street

Fourth Floor

Boston, MA 02116-5223
- 617-437-1500
 - www.jointogether.org
- Marijuana Anonymous World Services
P.O. Box 2912

Van Nuys, CA 91404
- 800-766-6779
 - www.marijuanaanonymous.org
- Nar-Anon
22527 Crenshaw Boulevard

Suite 200 B

Torrance, CA 90505
- 310-547-5800
- Narcotics Anonymous World Services Office
P.O. Box 9999

Van Nuys, CA 91409
- 818-773-9999
 - www.na.org
- National Asian Pacific American Families Against Substance Abuse (NAPAFASA)
340 East Second Street

Suite 409

Los Angeles, CA 90012
- 213-625-5795
 - www.napafasa.org
- National Association for Children of Alcoholics (NACoA)
11426 Rockville Pike

Suite 100

Rockville, MD 20852
- 888-554-COAS
 - www.nacoa.org
- National Association for Native American Children of Alcoholics (NANACOA)
c/o White Bison, Inc.

6145 Lehman Drive, Suite 200

Colorado Springs, CO 80918
- 719-548-1000
 - www.whitebison.org/nanac
- National Association on Alcohol, Drugs and Disability (NAADD)
2165 Bunker Hill Drive

San Mateo, CA 94402-3801
- 650-578-8047
- National Black Alcoholism & Addictions Council (NBAC)
5104 North Orange Blossom

Trail, Suite 207

Orlando, FL 32810
- 407-532-2747
 - www.nbacinc.org
- National Clearinghouse on Families and Youth (NCFY)
P.O. Box 13505

Silver Spring, MD 20911-3505
- 301-608-8098
 - www.ncfy.com
- National Families in Action (NFIA)
2957 Clairmont Road N.E.

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Suite 150

Quakertown, PA 18951-0618

Atlanta, GA 30329

○ 215-536-8026

www.womenforsobriety.org

○ 404-248-9676

○ www.nationalfamilies.org

- Nicotine Anonymous
419 Main Street, PMB 370

Reference:

Huntington Beach, CA 92648

○ 415-750-0328

○ www.nicotine-anonymous.org

- Parents, Families and Friends of Lesbians and Gays (PFLAG)
1726 M Street, N.W.

Johnson, Bassin & Shaw, Inc., What Is Substance Abuse Treatment? 2004. A Booklet for Families. U.S.

Suite 400

DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. 3 Apr. 2009.

Washington, DC 20036

<<http://www.kap.samhsa.gov/products/brochures/pdfs/WhatIsTx.pdf>>.

○ 202-467-8180

○ www.pflag.org

- Secular Organizations for Sobriety/Save Our Selves (SOS) Clearinghouse
4773 Hollywood Boulevard

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Hollywood, CA 90027

○ 323-666-4295

○ www.secularsobriety.org

- SMART Recovery
7537 Mentor Avenue

Suite #306

Mentor, Ohio 44060

○ 440-951-5357

○ www.smartrecovery.org

- Su Familia: The National Hispanic Family Health Helpline
866-SuFamilia (783-2645)

- Women for Sobriety, Inc.
P.O. Box 618

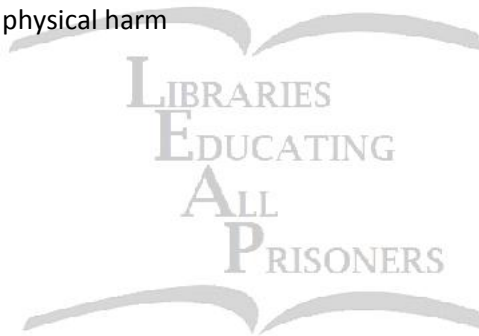


DOMESTIC VIOLENCE

Domestic violence and emotional abuse are behaviors used by one person in a relationship to control the other. Partners may be married or not married; heterosexual, gay, or lesbian; living together, separated or dating.

Examples of abuse include:

- * Name-calling or putdowns
- * Keeping a partner from contacting their family or friends
- * Withholding money
- * Stopping a partner from getting or keeping a job
- * Actual or threatened physical harm
- * Sexual assault
- * Stalking
- * Intimidation



ANYONE CAN BE A VICTIM! Victims can be of any age, sex, race, culture, religion, education, employment or marital status. Although both men and women can be abused, most victims are women. Children in homes where there is domestic violence are more likely to be abused and/or neglected. Most children in these homes know about the violence. Even if a child is not physically harmed, they may have emotional and behavior problems.

If you are being abused, REMEMBER

1. You are not alone
2. It is not your fault
3. Help is available

Common Myths:

1) Domestic violence only happens to poor women and women of color.

* Domestic violence happens in all kinds of families and relationships. Persons of any class, culture, religion, sexual orientation, marital status, age, and sex can be victims or perpetrators of domestic violence.

2) Some people deserve to be hit.

* No one deserves to be abused. Period. The only person responsible for the abuse is the abuser.

* Physical violence, even among family members, is wrong and against the law.

3) Alcohol, drug abuse, stress, and mental illness cause domestic violence.

* Alcohol use, drug use, and stress do not cause domestic violence; they may go along with domestic violence, but they do not cause the violence. Abusers often say they use these excuses for their violence.

* Generally, domestic violence happens when an abuser has learned and chooses to abuse.

* Domestic violence is rarely caused by mental illness, but it is often used as an excuse for domestic violence.

4) Domestic violence is a personal problem between a husband and a wife.

* Domestic violence affects everyone.

* About 1 in 3 American women have been physically or sexually abused by a husband or boyfriend at some point in their lives.

* In 1996, 30% of all female murder victims were killed by their husbands or boyfriends.

* 40% to 60% of men who abuse women also abuse children.

5) If it were that bad, she would just leave.

* There are many reasons why women may not leave. Not leaving does not mean that the situation is okay or that the victim wants to be abused.

* Leaving can be dangerous. The most dangerous time for a woman who is being abused is when she tries to leave.

Abusers:

There is no 'typical' abuser. In public, they may appear friendly and loving to their partner and family. They often only abuse behind closed doors. They also try to hide the abuse by causing injuries that can be hidden and do not need a doctor.

Abuse is not an accident. It does not happen because someone was stressed-out, drinking, or using drugs. Abuse is an intentional act that one person uses in a relationship to control the other. Abusers have learned to abuse so that they can get what they want. The abuse may be physical, sexual, emotional, and psychological.

Abusers often have low self-esteem. They do not take responsibility for their actions. They may even blame the victim for causing the violence. In most cases, men abuse female victims. It is important to remember that women can also be abusers and men can be victims.

CYCLE OF VIOLENCE



RESOURCES FOR DOMESTIC VIOLENCE

NJ Coalition for Battered Women:	800-572-7233
Battered Lesbian Hotline (NJ only):	800-224-0211
Child Abuse Hotline:	877-NJ-ABUSE
Child Support Assistance:	877-NJ-KIDS1
Crime Victim Compensation:	877-658-2221
Office of Victim-Witness Advocacy:	609-896-8855

Alliance for the Betterment of Citizens with Disabilities (ABCD)

www.abcdnj.org

Abuse Counseling and Treatment, Inc.

www.actabuse.com

Abused Deaf Women's Advocacy Services

www.adwas.org

ALAS (Alianza Latina en contra la Agresión Sexual)

www.arte-sana.com/alas.htm

American Bar Association Commission on Domestic Violence

www.abanet.org/domviol

American Domestic Violence Crisis Line

1-866-USWOMEN.

www.866USwomen.org

Center for the Prevention of Sexual and Domestic Violence

www.cpsdv.org

Legal Services of New Jersey

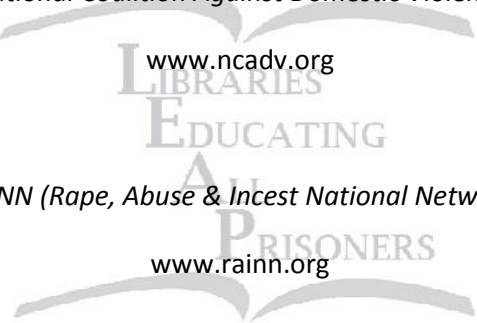
www.lsnj.org

National Coalition Against Domestic Violence

www.ncadv.org

RAINN (Rape, Abuse & Incest National Network)

www.rainn.org



SEXUAL ASSAULT

Sexual violence is a pervasive global health and human rights problem. In some countries approximately one in four women may experience sexual violence by an intimate partner. Sexual violence has profound immediate and long-term consequences on women's physical and mental health.

Physical consequences: Sexually transmitted infections including HIV, unintended pregnancy and subsequent unsafe abortion, and injuries including trauma to the reproductive tract.

Psychological effects: Post-traumatic stress disorder and depression or other serious effects such as suicide attempts.

Social consequences: Women who suffer from sexual violence often experience stigma and face rejection by partners, husbands, families, and communities.

Sexual assault is unwanted sexual contact that stops short of rape or attempted rape. This includes sexual touching and fondling.

Some states use this term interchangeably with rape.

Rape is forced sexual intercourse, including vaginal, anal, or oral penetration. Penetration may be by a body part or an object.

Rape victims may be forced through threats or physical means. In about 8 out of 10 rapes, no weapon is used other than physical force. Anyone may be a victim of rape: women, men or children, straight or gay.

What is rape?

There are three main considerations in judging whether or not a sexual act is consensual (which means that both people are old enough to consent, have the capacity to consent, and agreed to the sexual contact) or is a crime.

1. Are the participants old enough to consent?

Each state sets an “age of consent,” which is the minimum age someone must be to have sex. People below this age are considered children and cannot legally agree to have sex. In other words, even if the child or teenager says yes, the law says no.

* In most states, the age of consent is 16 or 18. In some states, the age of consent varies according to the age difference between the participants. Generally, “I thought she was 18” is not considered a legal excuse — it’s up to you to make sure your partner is old enough to legally take part.

* Because laws are different in every state, it is important to find out the law in your state. You can call your local crisis center or the **National Sexual Assault Hotline at 1.800.656.HOPE** to find out more about the laws in your state.

2. Do both people have the capacity to consent?

States also define who has the mental and legal capacity to consent. Those with diminished capacity — for example, some people with disabilities, some elderly people and people who have been drugged or are unconscious — may not have the legal ability to agree to have sex.

* These categories and definitions vary widely by state, so it is important to check the law in your state. You can call your local crisis center or the National Sexual Assault Hotline at 1.800.656.HOPE to find out more about the laws in your state.

3. Did both participants agree to take part?

Did someone use physical force to make you have sexual contact with him/her? Has someone threatened you to make you have intercourse with them? If so, it is rape.

* It doesn’t matter if you think your partner means yes, or if you’ve already started having sex — “No” also means “Stop.” If you proceed despite your partner’s expressed instruction to stop, you have not only violated basic codes of morality and decency, you may have also committed a crime under the laws of your state (check your state’s laws for specifics).

Three Major Categories of Sexual Assault

1. Blitz sexual assault- The perpetrator rapidly and brutally assaults the victim with no prior contact. Blitz assaults usually occur at night in a public place.

2. Contact sexual assault- The suspect contacts the victim and tries to gain her or his trust and confidence before assaulting her or him. Contact perpetrators pick their victims in bars, lure them into their cars, or otherwise try to coerce the victim into a situation of sexual assault.

3. Home invasion sexual assault- When a stranger breaks into the victim's home to commit the assault.

Common Reactions

- * Shock
- * Numbness
- * Loss of control
- * Disorientation
- * Helplessness
- * Sense of vulnerability
- * Fear
- * Self-blame for "allowing" the crime to happen
- * Feeling that these reactions are a sign of weakness

Three Major Categories of Partner Rape

Partner Rape is defined as sexual acts committed without a person's consent and/or against a person's will when the perpetrator is the individual's current partner (married or not), previous partner, or co-habitator.

1. Battering rape- the experience of both physical and sexual violence within a relationship. Some may experience physical abuse during the sexual assault. Others may experience sexual assault after a physical assault as an attempt to "make up."

2. Force-only rape- motivated by a perpetrator's need to demonstrate power and maintain control. Therefore, he/she asserts his/her feelings of entitlement over his/her partner in the form of forced sexual contact.

3. Obsessive/Sadistic rape- involves torture and perverse sexual acts. Such rape is characteristically violent and often leads to physical injury.

Emotional & Physical Reactions:

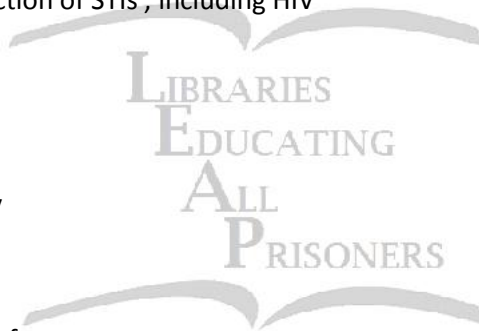
Physical:

- * Injuries to the vaginal and anal areas
- * Lacerations

- * Soreness
- * Bruising
- * Torn muscles
- * Fatigue
- * Vomiting
- * Broken bones
- * Black eyes
- * Injuries caused by weapons
- * Miscarriages
- * Stillbirths
- * Contraction of STIs , including HIV

Emotional:

- * Anxiety
- * Shock
- * Intense fear
- * Depression
- * Suicidal ideation
- * Post-traumatic stress disorder
- * Betrayal
- * Fundamental loss of trust



* A prior or current relationship or previous acts of intimacy are insufficient indicators of consent.

* Verbal consent must be obtained both in each instance of sexual intimacy and as the level of sexual intimacy increases (e.g., moving from kissing to petting, from petting to oral sex, from oral sex to intercourse or anal sex, etc.).

* Like other forms of sexual assault, acquaintance assault is motivated by a need to control, to humiliate, and to harm.

Stalking occurs when an individual follows a pattern of behavior that leaves someone else feeling afraid, nervous, harassed, or in danger. Such behavior can include:

- * Repeated undesired contact (phone calls, emails, letters, showing up unexpectedly, etc.)
- * Following
- * Making threats to the individual or her or his family
- * Or any other behavior used to contact, harass, track, or threaten the individual

The impact of stalking can be profound and world-altering. Individuals who are stalked often change many of their behavior patterns and have strong emotional responses to the stalking.

Some responses to stalking include:

- * Anxiety
- * Fear
- * Depression
- * Nervousness
- * Isolation

COMMON QUESTIONS:

I didn't resist physically – does that mean it isn't rape?

People respond to an assault in different ways. Just because you didn't resist physically doesn't mean it wasn't rape — in fact, many victims make the good judgment that physical resistance would cause the attacker to become more violent. Lack of consent can be express (saying "no") or it can be implied from the circumstances (for example, if you were under the statutory age of consent, or if you had a mental defect, or if you

were afraid to object because the perpetrator threatened you with serious physical injury).

I used to date the person who assaulted me – does that mean it isn't rape?

Rape can occur when the offender and the victim have a pre-existing relationship (sometimes called "date rape" or "acquaintance rape"), or even when the offender is the victim's spouse. It does not matter whether the other person is an ex-boyfriend or a complete stranger, and it doesn't matter if you've had sex in the past. If it is nonconsensual this time, it is rape. (But be aware that a few states still have limitations on when spousal rape is a crime.)

I don't remember the assault – does that mean it isn't rape?

Just because you don't remember being assaulted doesn't necessarily mean it didn't happen and that it wasn't rape. Memory loss can result from the ingestion of GHB and other "rape drugs" and from excessive alcohol consumption. That said, without clear memories or physical evidence, it may not be possible to pursue prosecution (talk to your local crisis center or local police for guidance).

I was asleep or unconscious when it happened – does that mean it isn't rape?

Rape can happen when the victim was unconscious or asleep. If you were asleep or unconscious, then you didn't give consent. And if you didn't give consent, then it is rape.

I was drunk or he was drunk – does that mean it isn't rape?

Alcohol and drugs are not an excuse – or an alibi. The key question is still: did you consent or not? Regardless of whether you were drunk or sober, if the sex is nonconsensual, it is rape. However, because each state has different definitions of "nonconsensual", please contact your local center or local police if you have questions about this. (If you were so drunk or drugged that you passed out and were unable to consent, it was rape. Both people must be conscious and willing participants.)

I thought "no," but didn't say it. Is it still rape?

It depends on the circumstances. If you didn't say no because you were legitimately scared for your life or safety, then it may be rape. Sometimes it isn't safe to resist, physically or verbally — for example, when someone has a knife or gun to your head, or threatens you or your family if you say anything.

Drug Facilitated Assault

Drug facilitated assault:

When drugs or alcohol are used to compromise an individual's ability to consent to sexual activity. In addition, drugs and alcohol are often used in order to minimize the resistance and memory of the victim of a sexual assault. Alcohol remains the most commonly used chemical in crimes of sexual assault, but there are also substances being used by perpetrators.

Diminished Capacity

Diminished capacity exists when an individual does not have the capacity to consent. Reasons for this inability to consent include, but are not limited to: sleeping, drugged, passed out, unconscious, mentally incapacitated, etc.

It is important to understand diminished capacity because oftentimes victims of sexual assault in these situations blame themselves because they drank, did drugs, etc. It is essential to emphasize that it is **not** his or her fault, that the aggressor is the one who took advantage of his or her diminished capacity.

Types of Drugs:

Rohypnol

Rohypnol is not approved for medical use in the United States. It is smuggled into the country and has become an increasingly popular street drug.

It is usually a small white tablet that looks like aspirin. It quickly dissolves in liquid and can take effect within 30 minutes of being ingested. The effects peak within 2 hours and may have lingering effects for 8 hours or more.

Street Names: Roofies, Roach, the Forget Pill, Circles, Mexican Valium, Rib, Roach-2, Roopies, Rophies, La Rochas, Rope, Poor Man's Quaalude, Whiteys, Trip-and-Fall, Mind Erasers, Lunch Money, and R-2.

Effects

- * Increased blood pressure
- * Memory impairment
- * Muscle relaxation
- * Drowsiness
- * Visual disturbances
- * Dizziness
- * Confusion
- * Unconsciousness
- * Nausea, aspiration on own vomit

GHB

GHB has not been approved by the FDA since 1990. Therefore, it is illegal for distribution and sale in the U.S.

Pure GHB is commonly sold as a clear, odorless liquid or white crystalline powder. Because it is made in home labs, the effects are often unpredictable. Once ingested, GHB takes effect in approximately 15 minutes and can last 3-4 hours.

Street Names: Grievous Bodily Harm (GBH), Liquid X, Liquid E, G, Georgia Home Boys, Easy Lay, Cherry Meth, Soap, PM, Salt Water, Vita G, G-Juice, Great Hormones, Somatomax, Bedtime Scoop, Gook, Gamma 10, Energy Drink, and Goop.

Effects

- * Sedation of the body
- * Intense drowsiness
- * Hampered mobility

- * Slowed heart rate
- * Nausea, aspiration on own vomit
- * Headache
- * Respiratory failure
- * Unconsciousness
- * Seizure-like activity
- * Coma, death

GBL

A GHB-like product, GBL is often sold under the guise of a dietary supplement or an industrial cleaner.

When the body metabolizes GBL, it becomes twice as potent as GHB. It has a bitter taste that can easily be masked by strong-tasting drinks. GBL now comes in flavors such as lime, cinnamon, and cherry. Once ingested it takes approximately 30-45 minutes to take effect.

Effects

- * Severe amnesia
- * Nausea, aspiration on own vomit
- * Lethargy
- * Confusion
- * Hypothermia
- * Coma or Death
- * Respiratory arrest
- * Seizures
- * Agitation
- * Loss of bowel control

NOTE: People who take GBL may act normally (i.e., may not appear intoxicated or sedated) but will have no memory of the time period. This effect can make it difficult for friends or acquaintances to identify that the individual has been drugged.

Benzodiazepines

Commonly prescribed as anti-anxiety and sleeping medications in the United States, these drugs can be put into an alcoholic drink or soft drink in powder or liquid form. These are legal forms of Rohypnol.

Like the other drugs described above, Benzodiazepines can markedly impair and even abolish functions that normally allow a person to resist, or even want to resist, sexual aggression or assault.

GHB, GBL, Rohypnol, & Benzodiazepines

NOTE: For all of these drugs, alcohol increases the effects.

Ketamine

A dissociative general anesthetic that has stimulant, hallucinogenic, and hypnotic properties. It is usually used by veterinarians. Ketamine causes individuals to feel detached from their bodies and their surroundings so that, while they may be aware of what is happening to them, they are unable to move or fight back. In addition it may cause amnesia so that they do not remember what happened.

A fast-acting liquid that can be slipped into drinks. It can be used to sedate and incapacitate individuals in order to sexually assault them. Ketamine is especially dangerous when mixed with other drugs or alcohol.

Street Names: K, K-Hole, Special K, Vitamin K, Purple, Psychedelic Heroin, Kit Kat, Jet, Bump, Black Hole.

Effects

* Dizziness

* Confusion

- * Hallucinations
- * Agitation
- * Disorientation
- * Impaired motor skills
- * High blood pressure
- * Loss of consciousness
- * Depression
- * Potentially fatal respiratory failure

Ecstasy

A toxic hallucinogenic and stimulant that has psychedelic effects. It is illegal to sell or to produce in the United States. Ecstasy causes individuals to feel extreme relaxation and positivity towards others while it increases sensitivity to touch. When under the influence of ecstasy individuals are less likely to be able to sense danger and it may leave them unable to protect themselves from attack.

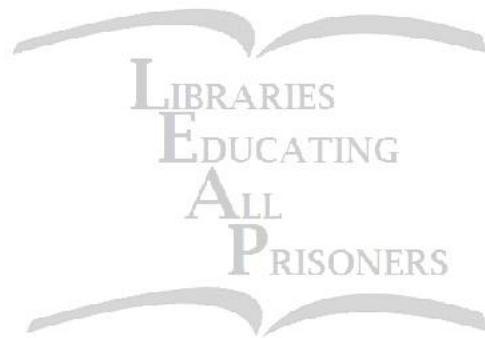
Ecstasy is commonly sold as small pills or capsules and is also available in powder and liquid forms. It can be slipped into an individual's drink in order to facilitate sexual assault.

Street Names: E, X, X-TC, M&Ms, Adam, CK, Clarity, Hug Drug, Lover's Speed.

Effects

- * Increased blood pressure, pulse, and body temperature
- * Nausea
- * Blurred vision
- * Loss of consciousness
- * Hallucinations
- * Chills
- * Sweating

- * Tremors
- * Strokes
- * Seizures
- * Hypothermia
- * Heat stroke
- * Heart failure



Incest

Incest is sexual contact between persons who are so closely related that their marriage is illegal (e.g., parents and children, uncles/aunts and nieces/nephews, etc.). This usually takes the form of an older family member sexually abusing a child or adolescent.

- The victim has been told that what is happening is normal or happens in every family, and doesn't realize that it is a form of abuse
- The victim may not know that help is available or who they can talk to
- The victim may be afraid of what will happen if they tell someone
- The abuser may have threatened the victim
- The victim may care about the abuser and be afraid of what will happen to the abuser if they tell
- The victim may be afraid of what will happen to them if they tell
- The victim may also be concerned about how many people will react when they hear about the abuse
- They may be afraid that no one will believe them or that the person they confide in will tell the abuser
- The victim may be afraid that people will accuse them of having done something wrong

Incest is especially damaging because it disrupts the child's primary support system, the family.

There are many reasons that a non-abusing parent might not stop the abuse.

- The non-abusing parent may feel that they are dependent on the abuser for shelter or income.
- If the non-abusing parent was the victim of incest as a child, they may think that this is normal for families.
- The non-abusing parent may feel that allowing the incest to continue is the only way to keep their partner.
- The non-abusing parent may feel that their child was "asking for it" by behaving in ways that the parent perceives as provocative or seductive.
- Unfortunately, many non-abusing parents are aware of the incest and choose not to get their child out of the situation, or worse, to blame their child for what has happened. This makes the long-term effects of incest worse.

RESOURCES FOR SEXUAL ASSAULT

New Jersey Coalition Against Sexual Assault

2333 Whitehorse Mercerville Rd., Suite J Trenton, NJ 08619

phone: (609) 631-4450

hotline: (800) 601-7200

Sexual Assault Services 908-526-7444

Womanspace 609-394-9000

Sexual Trauma Resource Center 973-875-1211

Turning Lives Around 732-264-4111

Jersey City Medical Center 201-433-6161

Sexual Assault Guidance 856-455-5555

Services Empowering Rape Victims 866-295-7378

Coalition Against Rape 609-522-6489



PARENTING

The Children's Home Society of New Jersey.

The CHS of NJ is dedicated to assisting women to make the best decisions for themselves and their children. They can provide you with counseling and guidance with parenting and can give practical assistance in caring for your child. They provide adoptive services if you feel you can no longer take care of your child as well as counseling to keep you child and temporary child care for you to decide what is best.

635 South Clinton Avenue

Trenton New Jersey 08611

Telephone (609) 695-6274

http://www.chsofnj.org/about_chs_services.html



Pregnancy Hotline 1-800-247-6365

This free and private hotline puts you in touch with a CHS of NJ social worker who will talk you through all your questions regarding future child care. The compassionate social worker will walk you through your options and available resources to make the best decision for you and your baby.



Early Care and Education Services in Mercer County

Some services include child care, including support and supervision for family workers in child care centers, parenting groups for pregnant and new mothers, family literacy programs, and health/mental health/literacy services to preschool children and their families in Trenton.

Call Carolyn Sabin at (609) 695-6274 or via email at csabin@chsofnj.org

CUNA: Serving the Pre and Postnatal Needs of Latino Women

CUNA, which means crib in Spanish, offers information, support, and resources for Spanish-speaking parents and their children as early as possible in the pregnancy. Its services move beyond the basic services and into developing and supporting new resources for Latino families in the community, including excellent quality health care and comprehensive parenting resources. CUNA's pre- and postnatal support groups offer information, support, and resources for pregnant mothers as well as new mothers.

(609) 695-6274

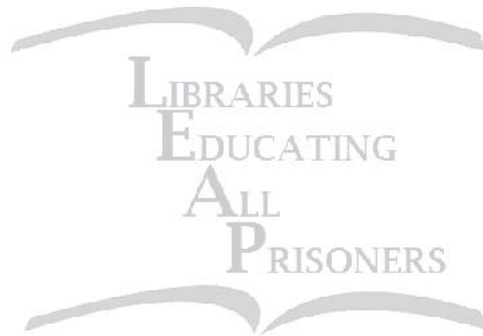
Children's Futures: North Ward Parent Child Center

Offers an extensive array of services that are designed to improve birth outcomes, strengthen effective parenting, and improve early child literacy in Trenton's north ward. The center, which is made possible by a grant from the Robert Wood Johnson Foundation's Children's Futures, is a collaborative program by CHS of NJ, Capital Health System, Community Innovations/TEDCO, Henry J. Austin Health Center, Inc., Puerto Rican Community Day Care Center Inc., Capital Corridor Community Development Corp. and other faith-based north ward organizations, and Trenton School District.

1554 Princeton Ave

Trenton NJ

(609) 393-2980



HEALTH CARE

Planned Parenthood

437 E State Street
Trenton, New Jersey 08608
P: 609-599-4881
F: 609-989-4846

Planned Parenthood provides dedicated services for your sexual and reproductive health: including information on contraceptives, gynecological examinations, and information regarding expecting mothers and child care.

Health Care- Mental Health

Depression-Feeling down from time to time is a normal part of life. But when sadness takes hold and won't go away, it may be depression. The lows of depression make it tough to function and enjoy life like you once did. A person with severe depression has little or no interest in work or hobbies, and may even have trouble getting out of bed. With treatment and help, you can feel better.

Generalized Anxiety disorder- GAD is characterized by excessive, exaggerated anxiety and worry about everyday life events. In people with GAD, the worry often is unrealistic or out of proportion for the situation. Daily life becomes a constant state of worry, fear and dread. Eventually, the anxiety so dominates the person's thinking that it interferes with daily functioning, including work, school, social activities and relationships.

Post Traumatic Stress Disorder- (PTSD) is an emotional anxiety disorder that develops as a result of a terribly frightening, life-threatening, or otherwise highly unsafe experience. These experiences include physical violent attacks such as domestic abuse and sexual assault. PTSD sufferers re-experience the traumatic event or events in some way, tend to avoid places, people, or other things that remind them of the event and are exquisitely sensitive to normal life experiences.

South Jersey Behavior health Resources, Inc

Camden NJ

<http://www.sjbhr.org/>

To set up an appointment for services or simply obtain more information on our programs, contact the Access Center Monday through Thursday from 9:00 a.m. to 5:00 p.m. and Fridays from 8:30a.m. to 4:30p.m. at (800) 220-8081

Greater Trenton Behavioral Health Care:

Birmingham Clinic

832 Brunswick Avenue

Trenton, NJ 08638

Hours: M,T 9-6; W 9-9; TH 1-8; F 9-5

314 East State Street

Trenton, NJ 08608

Hours: M 9-5; T 9-3, W 9-3

For Referrals Contact: GTBHC Access Center

Phone: 1-888-866-9565

Outpatient services include individual, family and group counseling. Psychiatric evaluations and medication management are provided for clients who are also receiving counseling through the outpatient program. Services are available in English, Spanish and American Sign Language.

GTBHC provides crisis prevention and outreach services, intensive rehabilitation for mental health and substance abuse problems