



Welcome to College Inside, a newsletter about the future of postsecondary education in prisons.

APRIL 12
2023

BY CHARLOTTE WEST

How students are helping to get people out of prison



Georgetown University in Washington, D.C. Charlotte West/Open Campus

When someone calls from prison, everything stops.

“Tim’s on the phone!” professor Sharon Daniel shouts out, interrupting her film class at University of California-Santa Cruz.

Sixteen students put down their lights and camera equipment and gather around Daniel as she holds out her phone. “Put Tim on speakerphone,” someone says.

The deep voice on the other end of the line is Tim Young, who has been incarcerated on California’s death row at San Quentin State Prison since 1999. Last year, Young was the subject of a documentary film made by Daniel’s students.

Daniel’s current film students in Santa Cruz are working with others at Georgetown University in Washington, D.C. on a project focused on wrongful conviction. Five years ago, law professor

Marc Howard started his “Making an Exonerée” class, a riff on the name of the Netflix series “Making a Murderer.”

Daniel began working with Howard last year after she submitted Young’s case for consideration.

Their collaboration is one part criminal investigation and one part narrative storytelling. Teams of three Georgetown students are paired with three Santa Cruz students who all focus on a single case. The Georgetown students research and fact find while the Santa Cruz students create a documentary.

The undergraduates — most of whom have never been in a prison or even interacted with someone who is incarcerated — gain firsthand experience with the criminal justice system. They dig into decades-old cases and document what they find. They not only get to know the intricacies of what happened, they also get to know the person behind the case.

“The fact that they have had a chance to interact with system-impacted people such as myself means that they will be better suited to go out into the world and to protect and promote the interests of justice,” Young said during a recent phone call from San Quentin.

In some instances, the students’ work can even help pave the way to freedom. Since 2018, five wrongfully convicted men came home after participating in the course, including Kenneth Bond, who was released from a Maryland prison in early February. In Pennsylvania, a group of students gave a presentation to Philadelphia district attorney Larry Krasner’s conviction integrity unit. And as a result of the students’ investigation into Young last year, a major law firm has agreed to look into his case.

Making education matter

Howard became a lawyer because his childhood friend, Marty Tankleff, spent almost two decades behind bars for a crime he didn’t commit. Tankleff is now



Students in Sharon Daniel's "Making an Exoneree" class at University of California-Santa Cruz practice setting up the equipment they'll use to make documentaries featuring wrongful conviction cases. Maddison Hwang/Open Campus

co-teaching the Georgetown course — he immediately enrolled in college after his release in 2007, and got a law degree. He commutes to D.C. from New York once a week to teach the course with Howard.

Howard and other faculty spend the fall semester vetting case options for those that have the potential to be overturned — reasons could be anything from ineffective counsel to missing evidence. Then the students dig through court transcripts, police reports, and videotapes and re-interview witnesses and the subjects themselves.

"We want our students to become sleuths," said Howard, who also directs Georgetown's Prison and Justice Initiative. Sometimes cases stall, but even then, "the students...have a better understanding of what actually happened than the official records."

Howard and Tankleff show the students how to navigate the process ethically, as well as practically, such as not talking about sensitive topics on recorded phone lines. In some cases, Howard or Tankleff will end up representing the subject, which allows them to have legal visits.

What they're after is the truth, even if it turns out that someone wasn't wrongfully convicted.

"If you find out bad information, you have to work with that, and then

potentially even drop a case," Howard said.

The students are supported with an incredible amount of resources. They have access to a vast network of experts, ranging from private investigators to professors who specialize in shoe print analysis.

One of those experts is Arlando "Tray" Jones III, who was one of the subjects of "Making an Exoneree" two years ago. After being released last summer, he now sits in the same classroom where a team of student investigators previously dug into his case. He talks the students through how to build a relationship with their subjects.

"Make sure you come from a place of genuine compassion rather than a place of pity," he said.

Jones has stayed close to the three students who worked on his case — one is even now in law school at Georgetown. He said that interacting with them gave him hope at a time when he had nearly given up.

The students aren't called upon to believe a person's innocence, they are tasked with investigating the facts, Jones said. "These students who would otherwise be sheltered in the ivory tower are challenged to go out there and pursue justice and make their education matter."

This spring, the project expanded to include Princeton, where students are investigating an additional five cases. Howard hopes that in the future more universities might offer similar classes focused on wrongful conviction.

"My hope is deeply renewed"

By the end of January, the Georgetown students already knew the ins and outs of their cases. Jacob Livesay, Isabella Todaro, and Annie Kane stood in front of the class to present the progress they'd made on Sarah Jo Pender's case in Indiana.

Pender was sentenced to 110 years in prison after she was convicted of murder in 2002. Todaro told the class that there are questions about the validity of a letter she supposedly wrote that was used against her in court, among other issues with her case.

Pender's father sent her case to "Making an Exoneree" a few years ago. She had almost given up when she received a letter from Georgetown saying that they would look into her case. "It was like winning a full scholarship to law school," Pender wrote in an email.

"Now, after speaking with Annie, Jacob and Isabella, my hope is deeply renewed," she wrote. "I was also surprised at the amount of resources that they have access to...Just mind-blowing. And heart-warming to know these people all care about doing the right things in justice and are helping me get home."

Kane said she was excited when she found out that her team would be working on Pender's case. "I didn't go in necessarily with any expectations for what I was going to find out about her," Kane said. "But the moment I started reading through her case, I was like, 'Oh, my gosh, she's completely innocent.'"

In Santa Cruz, Daniel's film students Keith Gelderloos, Cindy Ortiz, and Bonnie Yam are working on a documentary about Pender's case. Over spring break earlier this month, the two groups of students met each

other in Indiana. The Georgetown students were able to visit with Pender during a legal visit with Tankleff.

Gelderloos, a film and digital media major, said making the film has given him new insight into the lives of people who have been impacted by the criminal justice system — and he hopes it will bring the same understanding to others. “There was a level of emotional impact from this project that I’ve never really received from any of the other work that I’ve done,” he said.

More information about how to submit cases to “Making an Exonerée” can be found at makinganexonerée.org.

Overcoming the statistics

Angel Gilbert was 12 when her mom went to prison. It was like she went to prison too, Gilbert wrote in a recent piece in Slate. “Statistics suggest I should have been held back, or dropped out of high school altogether. I’m lucky to be among the estimated 2 percent of children with incarcerated moms who will graduate from college.”

Today, Gilbert is a student at Columbia University and hopes to eventually become a lawyer. “Given that kids in foster care are more likely to end up in prison themselves, I easily could have joined her,” she wrote.

A number of new programs at colleges are hoping to help break this intergenerational cycle of incarceration. Music students at the University of South Carolina are working with incarcerated mothers to compose musical messages for their babies. The program, known as the Lullaby Project, motivates the women to participate in more positive programming, one mother told The Good News Network.

Elsewhere, the 2022 Minnesota Student Survey found that nearly one in five teens in the state has a parent that is incarcerated. The state health department has partnered with the University of Minnesota to offer a new pilot program that will facilitate 3,500 video visits and offer parenting education programs to incarcerated parents in local jails.



Arlando “Tray” Jones III, who was the subject of one of the “Making an Exonerée” investigations two years ago, talks to Georgetown students Annie Kane and Jacob Livesay about how to build a relationship with their subjects. Charlotte West/Open Campus

\$100 million for prison education... but not exactly

At first glance, it looks like Alabama Governor Kay Ivey’s education budget invests heavily in educating incarcerated students. The budget allocates \$100 million for prison education out of approximately \$250 million going to the state community college system, reported Wyle Whitmire, a columnist for AL.com.

Whitmire wrote to the state’s finance director, Bill Poole, to ask him how exactly the community college system would use the money.

“This funding would support the construction of the education and vocational facilities at the planned Elmore and Escambia prison facilities,” Poole wrote back. “These funds would be restricted such that they could not be used for any purpose related to those projects beyond the construction and equipping of the education and vocational facilities.”

Whitmire noted this is part of a larger prison-constructing spree Alabama has been on for the last several years. “In short, this isn’t money to educate prisoners — it’s money to pay for the part of the prisons where they’ll educate prisoners,” he wrote.

We want to hear from you

We are looking for short submissions (500 words or less) written by people who were incarcerated before 1994 when federal Pell Grants for people in prison were eliminated or interviews with people who were incarcerated pre-1994. You may also submit artistic responses such as illustrations.

Were you able to take college classes using Pell before the crime bill? What happened when Pell went away? What was the difference in the prison atmosphere and culture after federal funding was eliminated? How has prison education changed over the last 30 years? What does it mean now that Pell Grants are coming back?

Please note you don’t have to answer all of these questions — these are intended to get you thinking. Please send responses by **June 10 to Open Campus Media, 2460 17th Avenue #1015, Santa Cruz, CA 95062**. Please also indicate if you are OK with us publishing your name and response.



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BY CHARLOTTE WEST

The 'unavoidable' trauma of prison



Clinical psychologist Napoleon Wells at the 2023 SxSWEdu in Austin, Texas. Photo by Al Thomas via educopilot.com

Charlotte West talks to Napoleon Wells, a clinical psychologist who works as an anxiety and trauma disorder specialist at the Department of Veterans Affairs. He primarily treats veterans who are dealing with combat trauma, but his work has also focused on the impact of trauma in classroom and work spaces experienced by BIPOC communities. He talks about how trauma impacts incarcerated students' ability to learn and function in a classroom, but also how education itself can be healing.

This interview has been edited for length and clarity.

Charlotte West: What would you say is the relationship between trauma and the ability to get to a point where you can take advantage of opportunities in prison such as higher education?

Napoleon Wells: I would suggest that trauma is a kind of emotional backpack that makes it difficult to access almost any options, because of the number of areas emotionally that trauma impacts. People [experiencing trauma] are hyper vigilant. They're not sleeping well. ...They're socially

avoidant, they're depressed, very often experiencing panic. You're talking about folks who truly aren't, because of their symptoms, going to be able to have conversations about education. They're not going to be able to sit comfortably in the classroom, they're going to have difficulty advocating for themselves with institutions and with professors, they're going to have difficulty focusing on information, on completing assignments.

Post traumatic stress disorder is going to compromise anyone's ability to functionally thrive, focus on completing tasks. I would suggest to you that... anyone who's experiencing PTSD, they're gonna have a hard time making their way to matriculate into a college course, let alone make it all the way to a degree. It's doable, but it's challenging. They're really fighting their way through it. And most of those people who do it are kind of white knuckling it.

I've heard from a lot of folks inside that the prison environment itself is inherently traumatic, requiring hyper vigilance. So even if you don't have a diagnosis of PTSD, you're still in an environment that lends itself to trauma. What advice do you have for educators who are going into that environment in terms of how they can best serve their students?

I will give educators the same advice that I would give a therapist who was about to start working with individuals who were traumatized. That would be to absolutely make room and embrace the fact that trauma is present. Even if you have someone whom you're serving who hasn't developed PTSD, chances are they have some of the symptoms, it's very likely just undiagnosed. If they've been incarcerated long enough, because of the kind of experiences they're going to have in prison, I would suggest that it's almost unavoidable.

If someone acts out in the classroom, it's not them being resistant to being educated. It's evidence of what their current emotional functioning is. Speak to the fact that you understand that their mental health and well being is impacting how they're going to perform.

Ask about it. This is a population that's not going to say, 'I feel weak. I'm at my worst', because you're going to have instances where that's going to be used against them in other settings. Try to make time to do a check in with all of your students, 'How are you feeling, and what parts of this were stressful to you? Anything that I can do to make you feel more comfortable? Do I need to bring mental health into this space in order to help me see to it that you can thrive in this setting?'

As much as possible, I would suggest making as much room as you can to show as much comfort as you can with it, and be prepared to receive feedback from those who are incarcerated.

What advice do you have in the sense that professors are not psychologists, and a lot of the time the mental health resources that are available in the prison setting are relatively limited. So recognizing that a professor isn't there to provide therapy, what are the things that they can do that might be able to open up those conversations?

I tell folks to work to the end of their tether. So don't try to do what I do necessarily, but ask the question, 'How is your functioning? Do you need mental health involved?'

I think you have to be prepared to, if not necessarily be a superhero, be prepared to be an advocate, because you're trying to do a job. And trauma is going to impact your job. It's going to impact those who you serve, and their ability to absorb information. I would say 'Don't be a therapist, but do be present.' And a part of being present is asking the question and then determining what the end of your tether is. 'I can't solve this problem. But let me take it as far as I can.' And even the system might not be able to solve the problem, it might not have the resources. Push the issue.

One of the other things I wanted to ask you about is educational trauma. The educational environment itself is traumatic in prisons, just because of the very nature of the prison system. But a lot of people I've talked to also had adverse experiences with the K-12 system. I'm hearing from students who might aspire

to higher education, but they don't see themselves as a college student, because of some of those early experiences they had.

What trauma does is it causes primarily a lot of avoidance because anxiety comes as a part of the disorder. What anxiety does within the body, and within our beliefs, it starts to emerge and create this sense of panic within us: 'I'm in danger somehow.' And so the body and the emotions then start to push resources towards preparing for that danger, whether it be fight or flight.

And then that happens in an educational setting, and they return to their childhood where they already had [experienced trauma before], where they're ramping up their level of anxiety.

So what can we do about it? I think there are a number of things that we have to address. How do we communicate to students specifically that we understand their needs, and whatever version of them is coming into the classroom setting is the one that we're going to teach?

We set up curriculum where we demand that students cram themselves into a space where they demonstrate that they can sit still and absorb that information. But every effective learning model that has been developed in the last 30 years [says] that you have to tailor your model to the learner, you don't necessarily force the learner to adjust to the system.

What we don't want to have in any setting is to have someone who is incarcerated being traumatized, and then demand that they sit still, and be educated and traumatized in the way that they were with children.

I'm sure a number of individuals and systems and administrators would hear that and lose their minds: how many resources would we have to dedicate to this process? As many as you would need to create an environment for effective learning, because individuals who will have that experience would be less traumatized overall, as they come out of those prison walls into the communities that they're returning to. And so you would have eventually...a more fully rehabilitated person.

What do you see as the role of hope in mental health and well being?

If you don't have hope, anguish sets in. And if anguish sets in for a prolonged period of time that usually leads to that hopelessness. And it's why post-traumatic stress disorder in particular has such high rates of suicide. If I don't have any hope, if there isn't anything that I can look forward to, if I don't have something that I can invest myself in, what's the point of living?

The concept of learned helplessness is relevant here. You had this very interesting but somewhat disturbing animal study. We wanted to find out what might happen if you had a being similar to a human in a situation where it couldn't improve its circumstances. So they took this very large box, and put a German Shepherd inside. You have these metal breaks that are on the floor. So the very first thing that this researcher does is pushes the button and the dog gets shocked. They wait five seconds, again, five seconds, five seconds again. Eventually, at the five second mark, the dog starts to jump. But then the researcher does it at 10 seconds, then at 30 seconds, then at a minute to make sure you can't time your jump to get away from the shock. Eventually, the dog lays down. It stops moving because it can't predict when it's going to be shocked. And so it doesn't do anything to help itself.

You put any being in a situation where it can't effectively improve its circumstances in any significant sustained way, and it will eventually give up. And it was a shitty study. It's terrible to do this. But human beings engage in the same way. So keeping education away from people in a society where education is supposedly valued, and keeping people from having the opportunity to develop, I'm wondering whether or not those aren't those continued shocks that incarcerated people are feeling. Eventually they're going to simply stop moving.

And I would suggest to you that education serves the role [of empowerment] for a lot of people. I know myself, I'm a poor kid from the Bronx, right? Me going to school and being able to get to a point where folks

started calling me doctor. It's allowed me to learn all these interesting things, and work to heal people. It has to serve that role for all of us. It gives us the opportunity to expand our voices and project ourselves. Because a lot of folks who are incarcerated simply disappear. They're a number.

What you have for individuals who are incarcerated very likely is a kind of emotional helplessness that sets in: I can't necessarily influence these things, I don't set my own schedule. I don't determine what I need, I don't have the freedom of movement.' That can naturally [cause] a lot of anguish because there isn't a tremendous amount of agency.

But if you give someone hope, they can start to solve a lot of the problems that are before them. If a person has hope, what they can start to do, even in the midst of having crushing mental health symptoms, is find a bit of bright light. Hope is a tremendous resource toward emotional wellness.

I imagine that mindset might be critically important for someone who is incarcerated. While I'm here, I should still be growing. So what am I going to use my education to do while I'm here? How am I going to help someone else in that space? What if I get to define myself as a learner? What if I get to define myself as an economics major, as a psychology major, as a budding teacher?

There are several programs that focus specifically on therapeutic and trauma-informed programs for the 18-24 year old population in prison and specific housing units, such as the Vera Institute's Restoring Promise units, that pair young people with mentors. Can you talk a little bit about the benefits of targeting that younger population, both with more mental health services, but also with higher education opportunities?

We know that chronologically, 18 to 24, you are considered an adult, but you're not done growing. It's a critical age period. What is necessary there is to determine what are we going to expose someone to who is 18 that is going to aid them with their healthy development?

Education can be one thing, having healthy mentors, which they haven't necessarily had, would be another.

My concern with incarceration and mental health is that it has always been designed to help people endure. You're going to be behind bars – 'Let me help you deal with what you feel about this,' as opposed to preparing people for being a better developed version of themselves and then coming back into contact with their life outside.

But what I would like to see happen, and I would be more than happy to be involved with it, is an entire system redesign of how we practice mental health within incarcerated spaces. I think we have to go about not only addressing mental health for enduring, but also think about what we [go about providing services] in the same way we do outside in our communities, tailoring it to the age group that we're working with.

What do you see as the role of education in addressing some of the mental health issues that people might have? A lot of people have told me that the thing that higher education did for them was give them the ability to see themselves in another light.

It serves exactly that role. People who are struggling with mental health symptoms very often have to have an anchor in their life, whether it be their family system, whether it be their work system, [or] something like education.

If an individual can find themselves successful in learning things, moving toward a degree, moving toward a career, you're having these building blocks for improved function and emotion. That allows for people to better manage their symptoms on a day-to-day basis. If I know I feel less anxious in the classroom, the classroom becomes a safe space. And so I develop a routine for functioning there that I carry outside of the classroom. If I develop success in my understanding, and I feel affirmed when I'm in the classroom, I can build my affirmations there – Yes, I am intelligent. Yes, I can understand.

It's ideal, really, for people learning how they think, how they understand, building success, and then taking that skill set, tucking that into their tool belt and carrying it with them outside of the classroom.

Veterans are actually one of the few populations who sometimes have other resources available that they can use to access higher education opportunities. In some cases, they can take advantage of their GI Bill, for example, to pay for correspondence courses. What advice do you have for incarcerated veterans in terms of taking advantage of the benefits that are available to them?

The very first thing I would say to any veterans is make sure that if you have a veteran's justice court in your state, be certain that your case is reviewed there. If you don't have it in your state, partner with whatever veterans organization that you can to [lobby to] get a veteran's focused justice court. In thinking about how veterans can access education, I don't know that I look at it as being very different from what I would say to anyone who wanted to access education. There are a lot of resources. You have the GI Bill but also, you have different components of the GI Bill that you're able to take advantage of. I know that there are some instances where their family can make use of it. Educate yourself as a veteran about what is available to you. There are still certain rights and privileges that you have as a result of having a DD214.

Could you talk about the disproportionate number of veterans who do end up behind bars and the impact of spending your formative years in such a potentially traumatic environment that obviously has spillover effects later on in your life?

Veterans are often exposed, even at a very young age, to combat trauma, very often to sexual trauma, and even social, political trauma. You're in a system of command, where very often if someone doesn't like you, they can make your life hell and there's nothing that you can do about that. So they experience trauma that the general public will not necessarily see.

But what I would say is more critical in those formative years is that the military is not about [individual development]. It's about training individuals to do the job that the military needs them to do. It's not about developing an identity, which is core to being emotionally healthy. That's why you have so many people [whose military rank] becomes their identity. For some people that can be very grounding, anchoring and healthy. For others, if you haven't developed what your goals are, if you don't have any sense of what you're going to do outside of being in uniform, it can be [destabilizing].

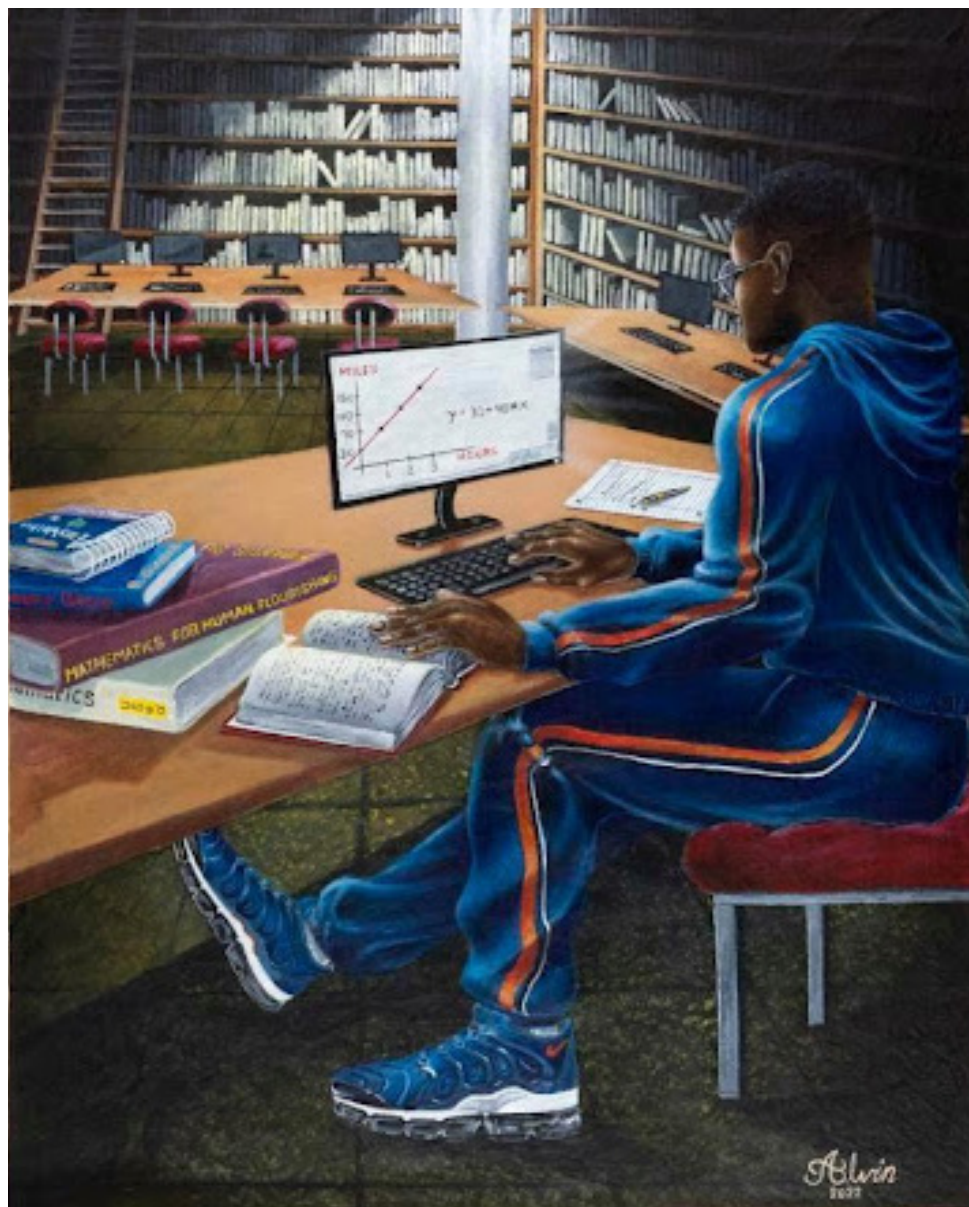
Is there anything else you'd like to add, especially for our incarcerated readers?

I want, as much as possible, for us to make education not only something that is available to our incarcerated familia and kinfolk, but also as a healing resource in the same way we have mental health available. I want to see mental health be a greater component of it. And, I will make myself available. Let me bring in an army of concerned brothers and sisters with me, and we'll see about making that system better. I don't want to continue to see our family just enduring.

I want you folks to know that you are loved, that your concerns are heard in this space. You are not in any way only what you're being told or what you see right around you. Know that there are those of us out here who want to make for you a better experience. I'd love to be able to see folks who are incarcerated have schooling and learning outside of that space and to dictate what their learning is going to look like and to be able to influence what their mental health is going to look like. That's the conversation that I'm here for. So if I can help with that, that's what I'm going to do. Right. You have a friend and you have family, familia, kinfolk. I love you all.

Dr. Wells would like to hear from you if you have thoughts on how he and his colleagues might be able to help. If you'd like to reach out to him, you can send a letter via Open Campus and we will forward it to him: Open Campus Media, 2460 17th Avenue #1015 Santa Cruz, CA 95062.

Art inspired by prison education



"Northern Slopes of Education", donated to the Kruizenga Art Museum at Hope College in Michigan. Alvin Smith, 2022.

Incarcerated artist Alvin Smith donated a painting, "Northern Slopes of Education," to the Kruizenga Art Museum at Hope College in Michigan. The inspiration for the piece came from a math class Smith took with professor David Austin through Hope's prison education program.

The piece represents that the fact that Smith's educational "slope line" no longer travels downward — it's going up. He learned about slope lines through in-class games that students played on dry erase boards.

The professor "revealed to us at the end of class that we had in fact been doing calculus, and that he hadn't told us beforehand because we would have instantly told ourselves that we could not do it," Smith wrote.

"We all gave in to his process, and by the time that we were discussing 'slope lines' I personally made the connection that the equation depicted within the painting represented my newfound relationship with mathematics."

- The board of Blue Mountain Community College in Oregon voted to end the adult basic education and GED programs it offers in three state prisons in the eastern part of the state, eliminating 17 staff and faculty positions. The current contract between the college and corrections department expires June 30. Faculty at the college expressed concern that a lapse in GED education would reduce the number of people in prison who would be eligible for federal Pell Grants, which will return in July. “It’s now unclear who will provide education in an area that houses thousands of state prisoners,” wrote Antonio Sierra for Oregon Public Broadcasting.

- Massachusetts Gov. Maura Healey has included more than \$10 million in her proposed budget to bolster education in prison and reentry services. Her spending proposal includes funds for the “School of Reentry” at the Boston Pre-Release Center and other education and mentoring programs. Much of the funding would pay for instructional programs on computer tablets, Deborah Baker reported for WBUR.

- A new report from Ithaka S+R examines media review directives from all 50 states and the District of Columbia and explores how those policies could limit access to academic resources. “Security and Censorship” provides an overview of the national landscape of prison media policies and provides important context for issues such as self-censorship and technology in higher education in prison.

- Jobs for the Future released a new report, “Normalizing Opportunity: A Policy Agenda to Promote Economic Advancement for People With Criminal Records.” The report highlights specific strategies designed to break down systemic barriers to the equitable economic advancement of all people with records, with an intentional focus on Black and Latinx communities.

About this newsletter

Welcome to College Inside, a newsletter about prison education produced by Open Campus, a national nonprofit newsroom. Topics we cover include college-in-prison programs, Pell Grants for incarcerated students, career and technical education, and education in juvenile justice facilities, among other higher education issues.

We launched College Inside in December 2021 and now publish a biweekly email newsletter and a monthly print edition. You can subscribe to the email newsletter at <https://bit.ly/3ToP2Uz> or by writing to **Open Campus Media, 2460 17th Avenue #1015, Santa Cruz, CA 95062**. You can also sign up for the print edition. (<https://bit.ly/3oMCmss>)

You can reach us at charlotte@opencampusmedia.org, via JPay, Corrlinks, Securus, Connect Network, GTL, or at the postal address above.

Please note that Open Campus is a news organization that covers higher education. Open Campus doesn’t investigate criminal cases or report on crime-related issues, nor do we provide educational courses or assist individuals in enrolling in education programs or obtaining transcripts. When we receive a letter, we will add you to our mailing list to receive

College Inside. Given the volume of letters that we receive, we cannot always respond personally, but we appreciate your interest in our work.

We work with incarcerated writers, but do not usually publish unsolicited manuscripts, essays that have been published elsewhere, poetry, or stories on topics other than education. We are looking for story pitches that offer new and surprising insights about higher education in prisons with a clear angle and broader takeaway.

A pitch should be a paragraph with the main argument, like a thesis statement, and an explanation of the unique perspective that you offer on the subject. We prefer to work with writers in shaping their story ideas, so reach out if you have an idea. Please be patient. It may take several weeks before we are able to respond to specific ideas and may not have the bandwidth to reply to unsolicited manuscripts.

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