

CCS EXPRESS

Communicating Justice

How a prison speaker series could enhance the way we all talk to each other

Demolish the Prison?

A conversation with the McCain Institute Next Generation Leaders

Different Country, Same Prison

What I learned in an Australian prison

On PAR with the Yard

What happens when prisoners become researchers?

ASU Center for
Correctional
Solutions
Arizona State University

A NOTE FROM THE DIRECTOR

We're excited to launch *The CCS Express*, a biannual magazine of the ASU Center for Correctional Solutions. Our mission in the Center is to enhance the lives of people living and working in our correctional system through research, education, and community engagement. In every issue we'll highlight one example of our work from each of these three areas. In this inaugural edition, we share our innovative participatory action research project where we worked alongside incarcerated researchers, our Inside-Out Prison Exchange Program class on how communication can impact fairness and justice, and a conversation on closing prisons that we had with the Next Generation Leaders of the McCain Institute.



The success of our students is important to us—guided by our parallel mission to enhance the lives of students through empowerment, deliberate practice, and service to others. In every issue we'll feature a student contribution, a student conversation with a community member, and a profile of a former student of the Center. In this inaugural issue, Gen McKenzie writes about her experience visiting a correctional facility in Australia, Stephanie Morse talks with Assistant Warden Greg Fizer about engaging and preparing people in prison for their return to our communities, and Travis Meyers shares how Prince is part of his best memory at ASU.

We believe the impact of our Center is best achieved by engaging with a diverse network of partners. We want to hear from you, and we want to collaborate to ensure our work leads to solutions that are backed by research but inclusive of lived experiences. We hope that this twice per year magazine is an effective way to inspire these conversations.

Together, we can enhance the lives of people inside and out of our correctional system.

- Kevin Wright

The Center for Correctional Solutions

ccj.asu.edu/ccs

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Buy art created by people in prison, support Arizona Cancer Foundation for Children.





RESEARCH

On PAR with the Yard

We worked alongside incarcerated men to identify 'what works' to reduce recidivism, as told by prisoners to prisoners. It's an approach to research that we think brings many benefits, but also a few challenges...

We often think of research as being *on* people, rather than *alongside* people. Researchers have their questions, methods, and literature to examine their ideas among a group of people best suited to answer their questions—an approach called “traditional research.” Unfortunately, we can only learn so much from reading books and articles in academic outlets; the best knowledge comes from lived experience. Participatory action research (PAR) is a response to a traditional research approach.

PAR emphasizes that participants have a collaborative stake in the research process—one typically only afforded to fellow academics. Researchers and participants work alongside each other, throughout an entire project. This approach brings together outsider knowledge on theories and research methodology with insider knowledge on context and experience. To this end, the voices of the people impacted by our research become an active part of the project, rather than just a piece of the eventual story.

We are not the first people to use or advocate for PAR in corrections, but the approach has its skeptics. Those who work in corrections can be uninterested in research or distrusting



of researchers, making simply getting access difficult. There are barriers in convincing others to fund, approve, or publish PAR work, who cite rigor, coercion, and objectivity as concerns. We wanted to highlight the great work that is being done in this area that is often difficult to share through traditional academic outlets. The journal *Corrections: Policy, Practice, and Research* allowed us to lead a special issue on PAR in corrections, featuring three innovative articles. Allred and colleagues describe a collaborative project between academics and those incarcerated to examine think tanks associated with the Inside-Out Prison Exchange Program. Magnuson and colleagues discuss their project working alongside community corrections officers to improve assessments used in probation. Lastly, we discuss the benefits and challenges of the PAR approach, drawing from our own experience conducting a PAR project with incarcerated men.

The project we described in the special issue is called the Reducing Recidivism in Arizona Study. Our project answered a call from the Arizona Governor's Office to understand why people come back to prison. The study was led by the Arizona Transformation Project

(ATP), an Inside-Out Prison Exchange Program think tank made up of ASU faculty, graduate students, and incarcerated men located at the Arizona State Prison Complex in Florence. We worked together on all aspects of the project, from creating the survey questions to making sense of what we found. Our five incarcerated team members interviewed over 400 other incarcerated men in a span of two months—a rare accomplishment in any type of prison research. The interviews included questions about life before, during, and after prison and culminated in a detailed report submitted to the Arizona Governor’s Office. The collective knowledge of all the members of our team led to a number of important and realistic recommendations for the State of Arizona and the Department of Corrections, Rehabilitation and Reentry.

Our project was beneficial—for ourselves as academics, for our incarcerated collaborators, and for the broader population of people incarcerated. As academics, we became more thoughtful about the implications and importance of our research. Our incarcerated collaborators described a sense of purpose and confidence after successfully completing a research project. They even went on to write about their experience carrying out research from inside prison—something that is now published in *The Journal of Prisoners on Prisons*. We felt that our respondents were more candid and realistic in their responses because they were speaking with researchers who shared their experience with

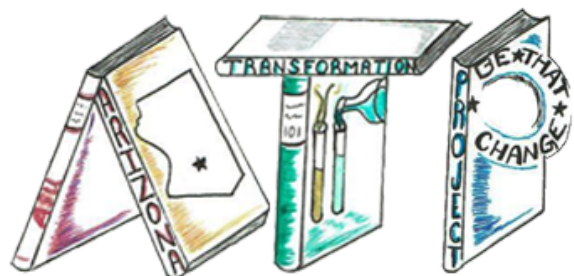
incarceration—rather than university academics. Because of this, the project contributed to tangible changes for people who are incarcerated, such as the removal of GED fees. More importantly, the benefits of the PAR approach for people who are incarcerated are often intangible. This approach to research provides an opportunity for their voice to be heard when it was ignored in the past. As one person said, “It shows us that there are people out there that actually give a damn and it makes you want to do good.”

By Danielle Haverkate, M.S.

Danielle Haverkate is a doctoral student at ASU studying criminology and criminal justice with a specific interest in the impact of incarceration on the children and families of people who are incarcerated.

Read the full article, published in *Corrections: Policy, Practice and Research*, [here](#).

Learn more about the Arizona Transformation Project (ATP) and their work [here](#).





Conversations with the Community

Each issue features a conversation between one of the CCS students and a community member. In this issue, we present a conversation with Greg Fizer, Ed.D. and Stephanie Morse, M.S.

GREG FIZER

Greg Fizer is the Assistant Warden of Inmate Programs at Red Rock Correctional Center. He has worked in corrections for the last 38 years and is passionate about preparing incarcerated individuals for successful reentry.

Stephanie Morse is a doctoral student in the School of Criminology and Criminal Justice and a research associate at the Center. Her work focuses on correctional rehabilitation and promoting resilience and positive outcomes with correctional populations.

SM: *You're the Assistant Warden of Inmate Programs at Red Rock Correctional Center. What drew you to a career in corrections?*

GF: I'd always been interested in corrections from early on. My mother was involved in juvenile corrections for a certain time before she went into social work, and I think that sparked my interest. I think it was more of a sense of wanting to explore opportunities in terms of how people behave and things that we can do to provide them opportunities for change.

SM: *I'm not sure a lot of people know exactly what it means to be an assistant warden at a correctional facility, let alone the assistant warden of inmate programs. How would you define the job?*

GF: This prison has a warden and after the warden there are two assistant wardens. There are 2,000 medium custody inmates here. Because of the large size it is necessary to divide the tasks, duties, and responsibilities along the lines of operations and programs. My side of the house, which is the programs, focuses on keeping inmates involved in trying to better themselves—whether that be through education, religious services, the programs we have for cognitive restructuring, reentry programming, and just the variety of programs that are available here at the prison.

SM: *What has been one of the greatest joys of your career so far?*

GF: The work that was done at Central Unit with the maximum custody inmates. Going from a situation of having external controls, lockdown situations, and highly frustrated inmates to one of internalizing inmates' compliance with the rules, exploring programming opportunities, and being able to have much more freedoms and liberties. That transition with the population of maximum custody inmates is probably the high point of my career.



SM: *What would you say has been one of the greatest challenges of your career?*

GF: The greatest challenge is, wherever I have been, it seems that there is a divide between program staff and security staff. Many times individuals are coming in not knowing what corrections is about. Many of them have to be convinced about the merits of programming and why we do programming. The thing is, once the staff have a little bit of experience and they go through a period of time where they see evidence of the merits of programming, they realize programming can have beneficial effects and can provide transformation for the inmates.

SM: *At CCS we are focused on enhancing the lives of those who live and work in correctional settings. What should the general public know about people who work in corrections and those who live in correctional settings?*

GF: I think what the general public needs to see is that rather than having an image of correctional officers and corrections staff as “guards” or “turnkeys,” they need to see these individuals as individuals who care. There are very caring individuals who work in these prisons. In terms of the inmates themselves, the general public has to realize that part of our community is within these incarceration facilities. They need to realize this isn’t a segment that is removed and is going to stay removed; they are coming back. We need to engage them and prepare them.

There are very caring individuals who work in these prisons.

SM: *When you’re not working, what do you like to do for fun?*

GF: A variety of things! I like to spend time with my grandkids. I like to go to the mountains and hike. I like to drive through the mountains. I like to go out to dinner with my wife and I like to read, just casually read.

SM: *What is one book you recommend everyone read?*

GF: *Sapiens* by Yuval Noah Harai. It’s an excellent book in terms of describing the evolution of man and the influence of various cultures and ages we have gone through, and how technology has changed the way we think of ourselves.

SM: *If you could give one piece of advice to your younger self, what would it be?*

GF: It would be to believe in myself and move forward with that belief. I think I held myself back for several years. I didn’t really start to engage in higher levels of education or positions until later in life. I was just kind of at the entry level for many years and didn’t try to expand my knowledge or anything else.

SM: *What’s one question that I didn’t ask you that I should have?*

GF: I think sometimes it would be interesting to ask “Did you become what you wanted to when you grew up?”

SM: *That’s a good one!*

GF: Sometimes people get into positions because life events occur, there are roadblocks or whatever, and people find an alternate route. When I was little I wanted to be a wildlife biologist, that changed as I grew up. The influence from my mom about caring for people is what changed me.

Communicating Justice from the Inside Out

One of the most unique classes at ASU showed great resilience and learned an important lesson about the power and necessity of communication for both the justice system and every day life...

At the beginning of the year we started our fifth Inside-Out Prison Exchange Program class at the East Unit of the Florence Complex of the Arizona Department of Corrections, Rehabilitation and Reentry (ADCRR). Founded by Lori Pompa and colleagues at Temple University in 1997, Inside-Out is a program operating at colleges and universities around

the world that brings incarcerated men and women and college students together in correctional settings to learn about crime and justice through collaboration and dialogue. We first offered Inside-Out in the state of Arizona in the Spring of 2016. Since then we have taught it 7 times across 3 different correctional facilities with over 100 participants having graduated from the course.

The title of the Spring 2020 course was "Communicating Justice." Our aim for the



semester was to focus on the role that interpersonal communication plays in the criminal justice system and the many forms it can take. We wanted students to be thinking about how people interact with the criminal justice system—whether as an employee of the system, as a person being processed through the system, or a member of the general public coming into contact with the system—and whether or not these interactions communicate messages of system fairness or justice.

Even more broadly, we wanted to focus on the fundamental role communication plays in our everyday lives by considering the styles of

communication we use, the way we communicate with those we know versus those we don't, and how our biases can shape the way we communicate both verbally and nonverbally. Ultimately, our aim was for this all to culminate with ideas about how we can enhance the justice system and the correctional environment through communication-based solutions.

Students in the course explored these topics through several formats. Outside of class, students read about these ideas in prominent books from Malcolm Gladwell (*Talking to Strangers*), Susan Cain (*Quiet*), Jennifer Eberhardt (*Biased*), and David Epstein (*Range*). Inside of class, students participated in large group discussions, debates, and activities that connected the concepts from their readings to criminal justice practice. One example is an activity that challenged students to identify an idea or concept from *Quiet* that could be applied to a specific problem at East Unit. Students were to define the problem and generate a solution to the problem using S.M.A.R.T. criteria, which requires problems and solutions to be Specific, Measurable, Action-oriented, Realistic, and Time-bound.

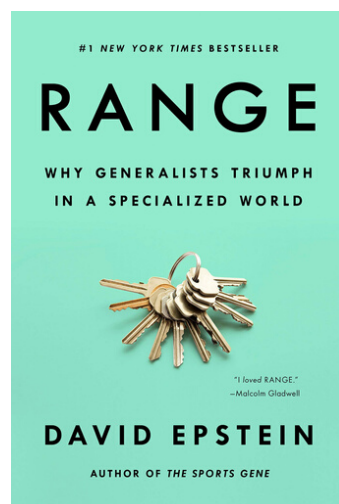
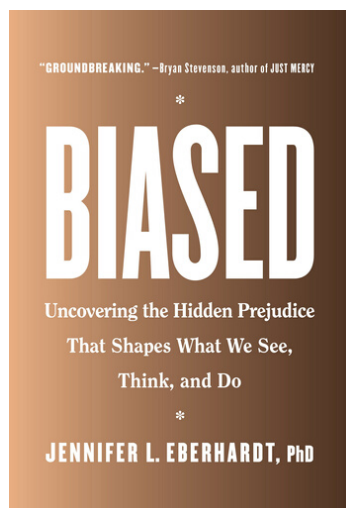
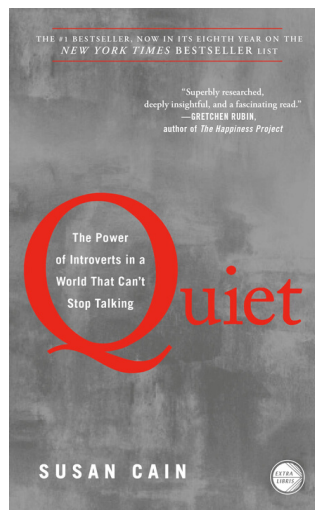
A little over halfway through the course we were forced to stop holding class in person due to the emergence of COVID-19, and the importance of communication took on an entirely new meaning. Up until that point, we had been focused on communication as it applied to the criminal justice system,

Talking to Strangers



Malcolm
Gladwell

#1 NEW YORK TIMES bestselling author of *OUTLIERS*
and host of the podcast *REVISIONS HISTORY*



correctional settings, and our interactions with others, but we hadn't necessarily thought about how communication operated in our own class. As our students traded in-person discussions and debates for Zoom meetings and handwritten letters to communicate with one another and generate their end of semester class project, we quickly realized that the lessons of our class carried even more significance in this new context.

...even a global pandemic can't stop the power of Inside-Out

As students struggled with the sudden halt to class meetings at East Unit, they better appreciated the value of in-person communication between different groups. This inspired their group project proposal to enhance communication within the correctional setting. Specifically, the class developed and proposed a speaker series to ADCRR that would bring academics and graduate students from across ASU into the prison to informally present on their areas of expertise, while also providing opportunities for meaningful discussion. The students recognized how mutually beneficial it is to bring together groups that don't traditionally have the opportunity to work, learn, and communicate with one another. While students could not all meet in-person at the end of the semester for the traditional

Inside-Out closing ceremony, we did hold a very successful virtual graduation on Zoom with inside and outside students, ADCRR staff, and CCS faculty and students.

We are thankful for ADCRR staff, who helped the class continue by facilitating the communication between inside and outside students. And we are so impressed with the hard work and dedication of our inside and outside students; their perseverance made possible the success of this class, and showed that even a global pandemic can't stop the power of Inside-Out.

**By Stephanie Morse, M.S.
with Cody Telep, Ph.D.**

Stephanie Morse is a doctoral student at ASU studying criminology and criminal justice and Cody Telep is an Associate Professor at ASU and a faculty affiliate of the Center for Correctional Solutions.

Read more about the class [here](#).

Learn more about Inside-Out at ASU [here](#).





Alumni Spotlight

Each issue checks in with a former student of the Center to learn what they've been up to since graduating. In this issue, we catch up with Dr. Travis Meyers, who was a student in the Center through 2018.

Where are you now?

I just finished my final semester in the Department of Criminal Justice at Temple University, where I had been an Assistant Professor since 2018. I will be starting as an Assistant Professor in the Department of Criminology and Criminal Justice at the University of Texas at San Antonio this coming fall.

What are you working on?

I am currently working on a number of projects using data that originated within the CCS and in collaboration with the Arizona Department of Corrections, Rehabilitation and Reentry (ADCRR). Starting in 2017, myself and a team of student-researchers in the CCS began interviewing men who had been recently incarcerated in a number of prison units across the state of Arizona.

TRAVIS MEYERS

Travis graduated with a Ph.D. in Criminology and Criminal Justice from ASU in 2018. His research interests include corrections and correctional policy with a specific emphasis on rehabilitation and programming. His current work focuses on violence within correctional facilities and the implementation of rehabilitative programming in restrictive housing settings. In cooperation with Dr. Kevin Wright, Travis co-taught the first Inside-Out Prison Exchange Program class in the state of Arizona. Travis is also a co-founder of the Arizona Transformation Project.

One of the works that I am really excited about that came out of this project, involves the effects of incarceration on an individual's mental health, especially during the initial transition period. We know that incarceration can be a very stressful time and one that is described by most as an unpleasant experience. One of the things that emerged early on in our interviews was a recognition of the different ways that men were coping with their placement in a prison environment. Anecdotally, we saw that some men appeared to be better equipped to cope with their incarceration during our interviews. We also saw that those who appeared to be effectively coping also seemed to report less issues with their mental health. This led my coauthors and I to explore the ways in which men cope with their incarceration and what effect their coping strategies have on outcomes such as their psychological well-being. It is our hope that we can better understand how individuals cope with their initial period of incarceration, how their coping strategies change throughout their incarceration, and most importantly, provide direction into ways the ADCRR can assist in the development of effective, pro-social coping strategies.

How has your time in the Center influenced your work?

The type of research that is done in the Center gave me multiple opportunities to work directly with correctional administrators, staff, and the incarcerated. The hands-on approach to research allowed us to engage with the

Travis played offensive line
for the University of Wisconsin -
La Crosse football team

Go Eagles!

populations we were studying and allowed us to incorporate their valuable insights into the development and interpretation of our research findings. It sounds corny, but it also really humanized the research that we were doing. Knowing that the numbers and statistics refer to real people that I have actually spent time with during interviews has made the process of conducting scientific research more rewarding. At the same time, I think it makes our research more applicable to the populations the research will impact.

Share your best ASU memory.

I have a lot of great memories from my time at ASU, but I would say that my best memory is the graduation ceremony after the completion of our first Inside-Out class at East Unit. For me, it had been a particularly trying semester in graduate school. I had come up against some academic hurdles and teaching the Inside-Out course was time consuming, emotionally taxing, but at the same time, incredibly rewarding and humbling. This all culminated in the graduation ceremony where we celebrated the accomplishments of our incarcerated (inside students) and non-incarcerated students (outside students). While the entire ceremony was full of

excitement, joy, pride, the moment that stands out the most is when we gathered under the visitation pavilion and listened to several of our inside students play “Purple Rain” by Prince. This was right after Prince passed away. I can still hear Varrone singing the chorus and Adrian playing the guitar. I believe the setting played a huge role in this memory. Not only were we in prison in the middle of the desert celebrating the accomplishments of incarcerated men who are often provided few opportunities to improve themselves, but we were doing so in a space under the pavilion where hundreds of families have gotten together during visitation. To this day, it is one of my most powerful memories and I am so glad ADCRR gave approval to have the inmate band play.

Where do you see yourself in 5 years?

Hmm, tough question. It is particularly hard to look head in these uncertain times here in

the U.S. and with higher education more specifically. That being said, I hope to continue working in the areas of corrections and continue to conduct research that will have real-world application to the criminal justice system and corrections. It is my hope that I can continue to engage with correctional populations and correctional staff to improve the outcomes for those involved. There is a long way to go as we continue to devise effective ways to address and subsequently reduce crime.

If you could be anyone for a day, past or present, who would it be and why?

Interesting question! If I could be anyone for a day, I think I would choose to be a marine biologist who is doing research on some remote tropical island (there has to be one, right?). I would spend the day watching nature (using scientific methods of course), hanging in the sun, snorkeling and exploring aquatic life.



There is Nothing Innovative About Innovation:

A Conversation with The McCain Institute Next Generation Leaders



When you gather together some of the greatest young minds in the world, you don't mess around by asking them any easy questions...

On April 28th we were welcomed back to spend some time with the newest cohort of the McCain Institute Next Generation Leaders (NGL) Program. Since 2013, the NGL Program has trained 70 leaders from over 50 countries in values, ethics, and character-driven leadership. We were joined by participants from Ghana, Guatemala, India, Indonesia, Lesotho, Lithuania, Myanmar, and the Philippines who are leaders in politics, education, human rights, data-driven policymaking, and the justice sector. Given the environment of social distancing, our conversation took place over Zoom.

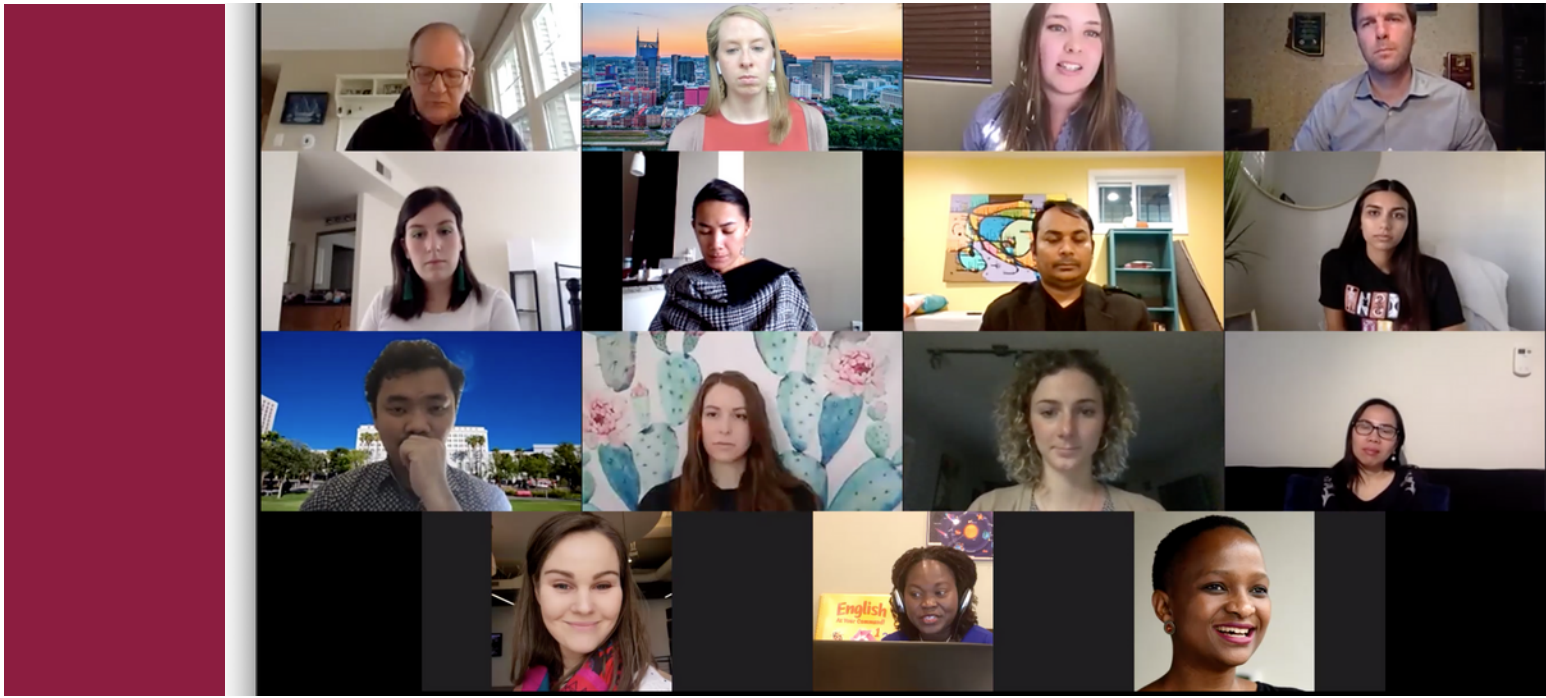
Madison Sutton and Shayla Evans designed an activity that challenged the NGLs to identify solutions to a critical correctional challenge: what is to be done with aging prison facilities

that present unsafe conditions while costing millions to maintain? NGLs were to rank options ranging from *Do nothing* to *Demolish the prison and scatter prisoners and staff to other facilities*. But there was a catch: half of the NGLs were to take the perspective of a prisoner who considered the prison their home and had established a routine and developed a reputation as a mentor for others; the other half of the NGLs were to take the perspective of a staff member who felt unsafe working in the aging facility and experienced constant stress in trying to manage their day-to-day work. Each group would discuss solutions to the challenge in a separate breakout room without knowing the perspective that the other group was taking.

Something interesting happened when we then engaged the full group in discussion. Both groups selected *Demolish the prison*

and scatter the staff and prisoners to already existing correctional facilities across the state as the best option. They differed on the worst option. The prisoner group selected *Keep the prison open and do nothing about the immense costs and bad conditions* as their worst option, while the staff group selected *Keep the prison open and cut costs by decreasing staff salary or the number of people on staff. Savings will be used for facility repairs* as their worst option. The NGLs provided fascinating perspectives as they grappled with the challenge. Vimal Kumar, founder of Movement for Scavenger Community in India, believed as a staff member that it was his responsibility to work through the challenges at his facility rather than to pass that responsibility to others at a different facility. Marija Dautartaite, advisor to the President of the Republic of Lithuania on social and cultural affairs, conceived of the prison as a community, and believed that it





was bad to ever lose a community. Collectively, they agreed that there was no easy solution to the challenge, and the first thing they said to us in discussion was that we presented some really poor options to them!

We designed the activity in this way because we believe there is value in learning the NGL's perspective on a complex problem faced by federal and state correctional systems. Stephanie Morse shared with the group this importance that we place on engaging with multiple perspectives to produce solutions in our work. She said that engaging multiple perspectives properly identifies the complexities of these challenges, which ensures that we do not create over-simplified solutions when we over-simplify the challenges. We do this when we teach our

Inside-Out Prison Exchange Program classes, as incarcerated and nonincarcerated students work together to identify ways to enhance the lives of people living and working in our correctional system. The NGLs may not have known it, but they became part of the solution that day.

Our work is often described as innovative. The {INK}arcerated art show raises money for youth charities by empowering men in prison to give back to their communities. The Arizona Transformation Project produces results through work that embraces the wisdom and capabilities of incarcerated researchers. The Motivational Justice Task Force combines the perspectives of both people who live and people who work in

...we are authentic in our work to ensure that we engage in finding solutions because they are important to us

prison to enhance the prison environment. To us, there is nothing innovative about these programs, and we told the NGLs that they simply represent the values that are important to us. We listen to ensure we understand the challenges outside of the ivory tower of academia. We include people in our work to ensure we maximize the diversity of perspectives when approaching a challenge. And most importantly, we are authentic in our work to ensure that we engage in finding solutions because they are important to us, independent of any incentives or rewards that work may bring. If this means our work is innovative, then we happily accept that designation. We hope we taught the NGLs to be true to themselves when leading rather than to place pressure on doing something great in the name of innovation.

Engaging with various communities as we carry out our work is important to us. We learned as much, if not more, from the NGLs as they may have learned from us. We only spent an hour learning together, but Judge Jerlie Requerme of the Phillipines captured the transformative power of our conversation, "Hope and positive change transcend borders and break down walls—even prison bars—to uphold human dignity and to bring back to life the indomitable human spirit." We generate correctional solutions when we remember that the correctional system represents human beings who live and work in that system and who have much to offer in addressing its challenges.

By Kevin Wright, Ph.D.

Shayla Evans is a junior at ASU studying finance and management, Madison Sutton is a master's student at ASU studying criminology and criminal justice, Stephanie Morse is a doctoral student at ASU studying criminology and criminal justice, and Kevin Wright is the director of the Center for Correctional Solutions.

Read more about the McCain Institute [here](#).



Student Highlight

Each issue provides the opportunity for a student member of CCS to contribute a piece of writing. In this issue, Gen McKenzie writes about her time studying abroad in Australia in the fall of 2019.

DIFFERENT COUNTRY, SAME PRISON?

Gen graduated from ASU with a B.S. in Criminology and Criminal Justice and a B.S. in Psychology in May 2020. During her time at ASU, she was an undergraduate research fellow, worked as Center Aide for CCS, and took an Inside-Out course on motivational justice.

I thought my time spent in an Australian prison would be different. I knew very little about Australian politics or about their criminal justice system, but from my ideal of a laid-back, beachy society, I thought it would be “better” than the United States. I thought prison in this beachy place would be a more humane experience, have more opportunities for self-enhancement, and feel less like a dead-end than the American prisons I had been to. But at the end of the day, prison is prison I guess.

As part of a course that I took while studying abroad in Australia, I got to tour the Silverwater Women's Correctional Complex in Sydney, New South Wales. This is a maximum-security facility that also houses the major reception center for women in the state. Silverwater seemed to be overburdened and understaffed, similar to many prisons in the United States, and presented a striking need for more programs and educational opportunities for the women. A large burden that the facility bears is the ever-increasing number of individuals who suffer from mental illness. There seemed to be an acute awareness of this and a proactive approach to addressing it. I observed two different units that have been tailored specifically to address these needs. One was a mental health unit that cares for women who have been identified as high-risk. The other was a unit for women with intellectual and behavioral disabilities who do better when they are not amongst the general population.

The women I spoke with expressed that the experience is largely what people make of it: getting involved in programming and keeping days filled with education and productive activities will make life better than getting caught up in the drama of the yard and picking fights. People who are involved in corrections view students coming into prison as a positive thing—they want the experience to be humanized. Students who have firsthand knowledge of the prison system that



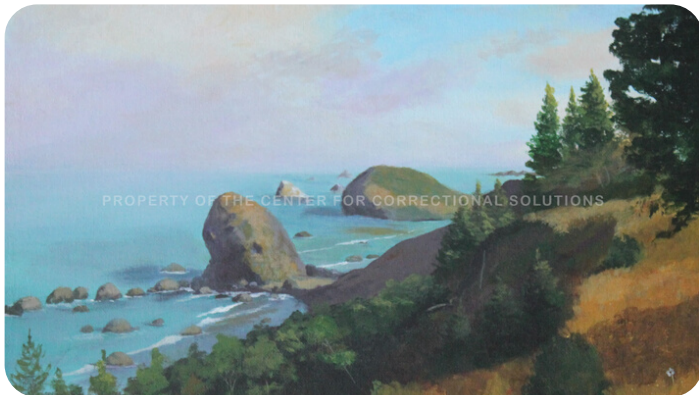
was gained by talking with people who live and work in the system are likely to share their experience and knowledge with others. The myths and confusion around prison begin to dispel and people start thinking critically about a topic that can sometimes be taboo.

I have observed prison overcrowding and the prevalence of mental illness in multiple prisons and, now, in multiple countries. Each country, it seems, has some work to do in order to provide services for vulnerable populations. My studies in criminology and criminal justice carried me thousands of miles across the Pacific Ocean, just to find that prisons are not necessarily different just because they are in a different country or on a different continent.

By Genevieve McKenzie, B.S.



Our {INK}arcerated program brings art created by incarcerated artists outside of prison walls for community members to view and purchase. These shows raise awareness about prison programming and raise money for local charity organizations. Art from past shows is available for you to purchase [here](#). Proceeds benefit the Arizona Cancer Foundation for Children.



THANK YOU TO OUR SUPPORTERS

Patricia
Curran

Lyssi Brady

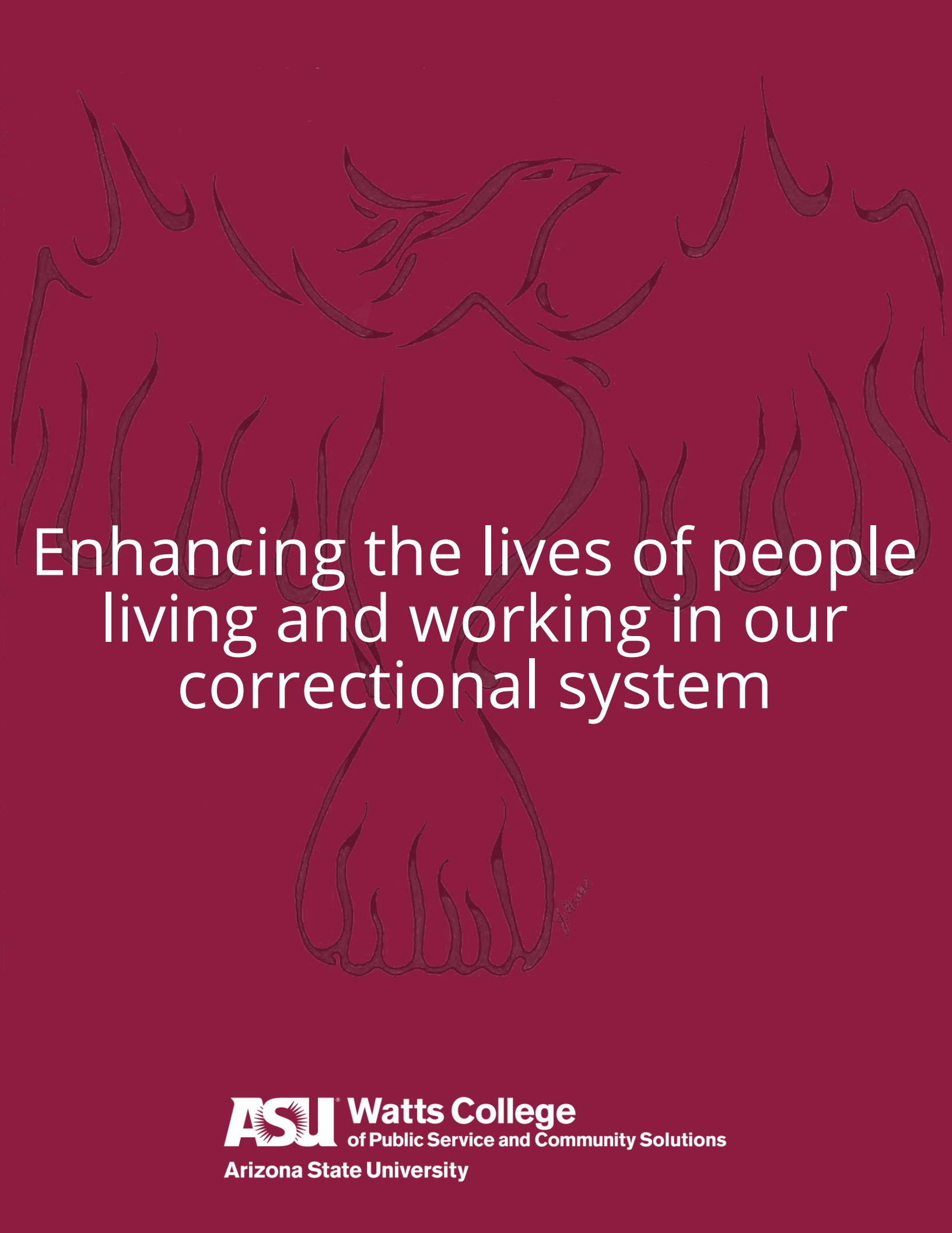
Natasha Guha

Join them at
[asufoundation.org/
ccs](https://asufoundation.org/ccs)

Genevieve
McKenzie

Kelly Wright

Don & Shannon
McKenzie



Enhancing the lives of people
living and working in our
correctional system