

# PRISON EDUCATION NEWS



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## IMPACT : WHO PRISON EDUCATION MOVES & HOW

### PRISON EDUCATION: WHO NEEDS IT?

BY CORNELIA "CORRI" WELLS  
DIRECTOR, PRISON EDUCATION PROGRAMMING



IN THE LAST, 2016 volume of the *Prison Education News*, I quoted the ASU Charter Statement. A year later, I find myself even more rooted in the professional and civic grounds expressed there:

*"ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it [ASU] serves."*

The American carceral system, where less than 5 percent of the world's population maintains 25 percent of the world's prisoners, is a pain-filled ganglia of exclusion and confinement — not only for the dangerous among us, but also and more so for the simply down, out, and disturbed.

I return often to Michel Foucault's cultural analysis in *Madness and Civilization: A History of Madness in the Age of Reason*. Foucault traces the large-scale patterns of banishment, exclusion, and confinement of human beings in Europe from the lazar houses for lepers of the Middle Ages to the establishment in 1657 of the Hôpital Général in Paris,

in essence a massive warehouse for the rejected "undifferentiated mass" of human beings. Foucault notes that although leprosy had all but disappeared, the "structures of confinement ... remained. Often, in these same places, the formulas of exclusion would be repeated, strangely similar two or three centuries later ... Poor vagabonds, criminals, and 'de-ranked minds' would take the part played by the leper" and be lumped in a single edifice like the infamous Hôpital (1961).

If Foucault's analysis included racial and educational components, he could be describing the excluded, banished, and confined in the jails and prisons of the United States of America, where

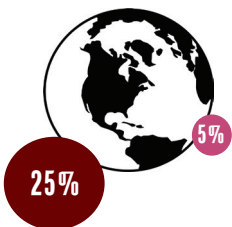
- People of color make up 60 percent of the prison population but only 30 percent of the general population
- 70 percent of prisoners cannot read above a 4th grade level compared to 21 percent of the general population who cannot
- We hide and confine the poor: Pre-incarceration median monthly income (in 2004) of men (\$1,310) and women (\$926) lagged significantly behind the monthly income of non-incarcerated men (\$2,750) and women (\$1,583) (B. Rabuy and D. Kopf, "Prisons of Poverty," 2015, [prisonpolicy.org](http://prisonpolicy.org))
- Drug use, including non-violent manifestations, is treated as a crime rather than a health problem
- The deinstitutionalization of the nation's 560,000 public facility mental patients since 1955 (now at only 70,000) has transformed our penal system into the world's largest de facto mental facility

# Beyond THE WALLS THAT DIVIDE US

- According to the National Alliance on Mental Illness (NAMI) and a study by the Department of Justice's Bureau of Justice Statistics (BJS), "64 percent of local jail inmates, 56 percent of state prisoners and 45 percent of federal prisoners have symptoms of serious mental illnesses" (2006) compared to 18 percent of Americans at large (*V. Biekiempis, "Nearly 1 in 5 Americans Suffers from Mental Illness," Newsweek, 2014*). Also see the Treatment Advocacy Center and the National Sheriffs' Association joint study "*More Mentally Ill Persons Are in Jails and Prisons than Hospitals*" (2010)
- Even neurological disabilities like autism can equal a prison sentence since delays in processing questions and instructions, poor eye contact, echolalia, and other behavioral challenges are often interpreted as substance abuse, lack of cooperation, or guilt, making such individuals seven times more likely than others to come in contact with law enforcement (*Autism Society of Maine, 2017*)
- The fact that education behind bars reduces recidivism 43 percent and could save tax payers billions is largely unknown or ignored (*RAND, "Evaluating the Effectiveness of Correctional Education," 2013*)
- Taxpayers spend only \$10,000 per K-12 student per year to educate them, but \$30,000 to \$60,000 (depending on the state) to incarcerate someone. A whole bachelor's degree can be provided by nonprofits such as Hudson Link in New York for \$5,000 per year, reducing recidivism from 70 percent or more to 5 percent or less, saving billions in recidivism costs

What would happen if we *reversed* the ratio of student to prisoner spending (currently 1:3 at best and 1:6 at worst, depending on the state)?

Effective prison education seems to me three-pronged: Americans at large should educate ourselves and each other about how much our prison system is costing us in both economic and human terms. We should educate our prisoners so that the 95 percent who are eventually released do not return to prison. We should spend the resulting prison savings on public education and mental health care to prevent the ganglia of pain and suffering produced by mass incarceration.



**THE U.S. IS HOME TO:  
LESS THAN 5%  
OF THE WORLD POPULATION, BUT  
ALMOST 25% OF ITS PRISONERS**

## PEN PROJECT INTERNS SHARE PERSPECTIVE WITH INCARCERATED WRITERS

“When I first began the program, I knew about social injustices. I knew about oppression. I knew about these things, but I didn't pay much attention to them. It took me less than a month to build a passion for prison education; today, I talk about it to everyone.”



“We let ourselves escape through our fingertips, and the words that have filled our chests for so long can finally be free. We can change the direction of the wind if we so please. Characters and worlds all are waiting for you to uncover them. To create puts you among the greatest.”

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## WHAT PROFITS

BY CORRI ELIZABETH

Razor wire, industrially designed  
to shred Sky—

to snake it, coil it, try  
to embroil it  
to profiteer in human sludge

—Sky floats through,  
knows  
sacred angles  
turn coils  
to hearts

Sky cocoons  
and croons to you:  
*enter here*  
*for a low*  
*leg up*

— *piss this iron away*  
*and ride*  
*air*



## LETTER FROM THE EDITOR: PEERING THROUGH THE FENCES

THERE'S SOMETHING ABOUT FENCES that has always fascinated me. Fences, by their nature, are arbitrary – yet they are towering dividers that separate us from one another, that separate what we have from what we cannot have, that separate who we are from who we are not. Still, fences can fall down. Fences have gaps. Fences are not absolute.

The criminal justice system is fenced off from mainstream America, both literally and metaphorically. The American dream is composed of white picket fences, not gray fences 20-foot tall topped with coiled razor wire. The American dream is a sweet dream, and it is soured by thoughts of cycles of poverty, cycles of addiction, cycles of broken promises. For too many, dreams have faded into nightmares. Injustice becomes hard to ignore.

There is something that can make the fences that divide disappear, momentarily at first, but more and more over time. That something is education.

Over the course of editing this newsletter, I have heard dozens of testimonials on the power of prison education. Prison Education Programming at ASU connects, inspires, and deeply moves all those involved with it. This newsletter tells their stories.

This year's theme is "Impact: Who Prison Education Moves & How." Seventeen pages is not nearly enough to express the true impact of this topic, but it is a start. And as any writer knows, a start is powerful.

This newsletter incorporates many different perspectives: from those who teach in prisons and those who learn in prisons; from reformers, advocates, and editors; from people who spend every day of their lives thinking about prison education. These perspectives are diverse, but unified in their message: Education changes lives.

Here's to the power of education. May we spread its power widely. May we use education to peer through the fences that separate us. Someday, I hope, those fences will no longer be necessary.

-Mia A. Armstrong

## EDUCATION IN PRISON CHANGED MY LIFE

BY ERIC VERSKA

I WENT TO PRISON WHEN I WAS 27, after 10 years of shenanigans. Drugs were my demise. The first step for me was to rid drugs from my life. The next phase in becoming the man I am today was taking distance learning classes through Rio Salado College. This opportunity wasn't advertised at the time, but my mother – my biggest supporter – searched long and hard to find a way for me to get an education while incarcerated.

I took as many distance learning classes as I could. I started out slowly, but earned one A after another. Eventually, I qualified for scholarships, and I left prison after nearly six years with almost enough credits for an associate's degree. Having the ability to learn, work, and better oneself is an experience every human wants and deserves. While I didn't have a lot going for me until I started pursuing an education, beginning to believe in myself was a huge accomplishment that manifested because of my being able to learn. I still have doubts, and the older I get and the more educated I become I realize I know less than I thought – but that, I think, is also an accomplishment in life: humility. Nonetheless, working hard and getting results for your hard work is exhilarating. I had to learn that you must put forth effort to achieve. Who knew?

After almost six years of incarceration, I had matured into a decent guy that had developed ethics and standards, in prison no less. I had confidence that if I put these newly developed skills and knowledge to work outside of prison, I could continue to make great personal strides. Motivation is a direct result of my being able to learn and achieve. Of course, there are other variables that contributed to my success, including a loving and forgiving network of family and friends, without which I could not have gotten through this experience. I also came from a good place; I am the only person in my family that took such a drastic detour in life.

After my release in October 2011, I finished my associate's degree in business with distinction from Rio Salado College. I then transferred to ASU's W.P. Carey School of Business, where I graduated in May 2015 with a bachelor's of science in finance, cum laude. However, if you're a felon, education only gets you so far. Fortunately, I was blessed to find an employer shortly after release, someone willing to give me a chance. Still, my first job out of prison was a seasonal job at a clothing store making minimum wage. Once the season ended, they asked to me to come on permanently, until management did my background check. They immediately terminated my employment after discovering my criminal record. I guess life is part what you know and part who you know.

I began working at a real estate company in 2012, and I have been climbing the ladder ever since. Now I am a state-licensed salesperson, although my day job is managing rental properties. I recently petitioned to have my civil rights restored – my petition was declined, but I will try again next year. I still have education on my brain and recently have been taking Spanish classes at a local community college. If I am able, I will continue to go to school. Statistics prove that educating prisoners provides opportunity and benefits society. While helpful, these statistics do not reflect the human lives that are affected. I'm here to illustrate those statistics: Education changed my life.



**“Having the ability to learn, work, and better oneself is an experience every human wants and deserves.”**

**43%**



**“INMATES WHO PARTICIPATE IN CORRECTIONAL EDUCATION PROGRAMS HAD A 43 PERCENT LOWER ODDS OF RECIDIVATING THAN THOSE WHO DID NOT.”**

**– RAND CORPORATION, 2013**



## IN BRIEF: THE 6TH ANNUAL PRISON EDUCATION CONFERENCE

THE LINE SNAKED DOWN THE HALL, made up of students, professors, and community members armed with notebooks and coffees, eager to learn more about prison education and the intersection between justice and transformation.

On Feb. 10, 2017, ASU's Prison Education Awareness Club (PEAC) held its sixth annual Prison Education Conference, sponsored by the ASU Department of English, the School of Social Transformation, and Undergraduate Student Government. The conference was free and open to the public. The day was filled with discussions that were often painful but consistently pertinent, punctuated by laughter, surprise, and sometimes tears.

Judge Lilia Alvarez, founder of the Guadalupe Teen Court, described an innovative program she founded to promote restorative juvenile justice. Gigi Blanchard, a delinquent-turned activist who came of age in the juvenile justice system, described what it felt like to pack all her belongings in a trash bag. Kirstin Eidenbach and Jonathon Trethewey, co-founders of the Arizona Transformative Law and Social Justice Center (ATLaS), spoke on their efforts to support the formerly incarcerated.

Arizona Dept. of Corrections (ADC) educators and ASU volunteer teachers shared their experiences with prison education in practice, and participants also learned more about the Inside-Out Prison Exchange Program between the ADC and ASU.

At the end of the day, people lingered, their conversations reflecting the conference title: transformation.

“When you are constantly being told for years on end...that you’re not a human or you’re less than, it affects your norm, it affects the way you think about yourself... It’s very difficult to succeed when you’re starting out from nothing and you keep hearing no, no, no.”

**-JONATHON TRETHEWEY**



“I always thought having a better education made you a better writer, but I’ve run into so many guys now who haven’t read a single book, haven’t written a single essay, and they’re telling the best stories.”

**-EDWARD DERBES**

“The entire corrections system as we know it is based on punishment and revenge. It is so important to start moving away from those core values...We really need to push the bounds of the current system so that we can come up with solutions that actually work and bring humanity back to the prisoners and help them get back into their communities.”

**-KIRSTIN EIDENBACH**

“Many of the young people and old people in prison really never had a good shot at life. And being educated – having the opportunity to be educated – is critical to who they are when they come out of prison and what they pursue.”

**-ELSIE MOORE**

“Seeing [students] take the language that we give them in lecture and then understand it in their own ways, that’s really rewarding.”

**-KAYE LEITH**





## GUADALUPE TEEN COURT: RESTORATIVE JUSTICE IN PRACTICE JUDGE LILIA ALVAREZ

BY MIA ARMSTRONG

AN UNEXPECTED GROUP IS FIGHTING to transform the juvenile justice system in Guadalupe, Arizona: juveniles themselves. The Guadalupe Teen Court is made up of a group of 14- to 17-year-olds who work daily to create a restorative justice system in their community – a system that is constructive rather than damning.

The Guadalupe Teen Court began in January 2015 under the direction of Judge Lilia Alvarez. The court is run by teen volunteers who serve as jurors, lawyers, bailiffs, clerks, and judges, and it acts as a diversion program for 9- to 17-year-olds who have committed a minor offense or been charged with a misdemeanor. The teen volunteers receive extensive weekly training from Judge Alvarez and Guadalupe Municipal Court officials and learn valuable lessons in civics and community leadership.

“Youth are very equipped, if trained, to understand the concepts of justice,” Judge Alvarez said. “They are very equipped to understand what their implicit bias can be and their responsibility to check it at the door and be able to listen carefully to the needs of their peers.”

Judge Alvarez conducts her training using the Socratic method, forcing the teens to ask questions, problem solve, and be continually innovative. The experience has a transformative effect not only on the offenders who benefit from the diversion program, but also for the teens who run it.

“Their shyness and insecurity transforms into confidence. Their hesitation transforms into empowerment,” Judge Alvarez said.

The teens have a variety of sentences they can choose from while adjudicating cases. Some examples of consequences the court has ordered include YMCA memberships for individuals who attributed loneliness as the source of their crime, mandatory tutoring, drawing pictures to express justice, and asking parents to get involved.

“One young person who had shoplifted came before the court very distraught, very afraid, and he expressed just how difficult high school was for him. The teens deliberated...they decided that they wanted the teen offender to join their court, to join their club. They said, ‘He doesn’t have any friends. Why doesn’t he just join us, and we will be his friends?’” Judge Alvarez said, describing one of the court’s most unique sentences.

According to the court’s 2016-2017 Accomplishments Report, “Teen Court members have adjudicated over 50 Superior Court cases from February 2015 to present through the restorative justice model.” The model allows young people to engage with their communities and gives them a stake in the justice system.

“We’re sensitive to the type of offense, we’re sensitive to the safety of the community, we’re sensitive to the needs of justice,” Judge Alvarez said. “But what we’re doing here is transforming lives, not repeating the cycle that then routes our youth into the criminal justice system. We need to be courageous and creative in our efforts.”

“What we’re doing here is transforming lives, not repeating the cycle that then routes our youth into the criminal justice system. We need to be courageous and creative in our efforts.”

-Judge Alvarez

TEEN COURT  
PARTICIPANTS HAVE  
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MORE THAN  
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SINCE 2015

# COMING OF AGE IN CUSTODY

GIGI BLANCHARD SPENT MOST OF HER TEENAGE YEARS circling through the revolving door of state custody. Today, she works daily to fix the problems in the very juvenile justice system she once experienced so intimately.

Blanchard is a self-identified “front door activist,” meaning she’s focused on working hands-on with incarcerated youth. Blanchard teaches a writing workshop to youth incarcerated at Rikers Island, New York City’s main jail complex. Blanchard’s writing workshop helps youth channel frustration into constructive expression. She also works with unaccompanied minors who would otherwise struggle to navigate a complex system with little built-in support.

Blanchard’s activism has left her open to critics, but they don’t deter her. Blanchard spoke specifically about the Close to Home initiative she worked on in New York City, which aimed to ensure juveniles were incarcerated close to their communities so they could maintain connections with their families and support networks. Opponents of the initiative took a “Not in my backyard” stance toward the idea of establishing correctional facilities closer to community centers, despite the fact that these facilities would be secure and house nonviolent offenders.

“As an activist if you can just change one person’s perspective on something, you’ve done your job – for that day,” Blanchard said.

Blanchard was arrested at 15 for stealing a car, and spent much of the rest of her young life moving among jails, prisons, and group homes. Struggles at home helped pave Blanchard’s path to the correctional system.

“A lot of our problems in juvenile custody, they didn’t start when we were arrested. They started long before,” Blanchard said. “The tragedy wasn’t that I went to prison, the tragedy was that there wasn’t an alternative.”

Today, Blanchard works to support alternatives to incarceration and to reform the juvenile justice system to promote restorative justice and reduce recidivism. Still, it hasn’t been an easy road for Blanchard. Blanchard graduated from college, traveled widely and became an accomplished writer and advocate, but she first had to escape an abusive relationship and deal with some powerful demons resonant from the time she spent within the juvenile justice system.

Blanchard described carrying her “prison luggage” between different correctional facilities – a black trash bag filled with all of her personal belongings. “When you leave, and everything you own fits into a trash bag, you start to feel like this is my life. This is how I view myself, and this is

GIGI  
BLANCHARD



DELINQUENT  
“turned”  
ACTIVIST

BY MIA ARMSTRONG



**“AS AN ACTIVIST IF YOU CAN JUST CHANGE ONE PERSON’S PERSPECTIVE ON SOMETHING, YOU’VE DONE YOUR JOB – FOR THAT DAY.”**

**BY THE NUMBERS:  
APPROXIMATELY  
70 PERCENT  
OF YOUTH DETAINED IN  
DETENTION CENTERS  
COMMITTED  
NONVIOLENT  
OFFENSES  
(JUSTICE POLICY INSTITUTE)**

how the community views me,” she said.

While she knew she wanted to work with youth facing the same problems she had, it took time before Blanchard was able to confront the system that had warped her young life.

“I was afraid to go back near the system, because I felt like it was a vacuum, and if I got too close to it, it would suck me back in. So I allowed myself enough time and distance before I could go back and start working in the system,” she said.

Above all, Blanchard’s experiences have taught her about how powerful it is to have someone believe in you – even if it’s just one person. Blanchard was lucky enough to meet a mentor who helped to transform her life.

“When you come from a place where no one is doing good in their lives, it’s hard to believe in yourself,” she said. “If you have the chance to be a mentor for somebody, you don’t know when you’ll change their path. I’ve made it my life’s goal to plant the seed that was planted in me in somebody else.”

## UNLOCKING DREAMS

BY KIRSTIN EIDENBACH, ATLAS COFOUNDER AND EXECUTIVE DIRECTOR

WHEN JONATHON TRETHERWEY AND I FOUNDED ATLAS Justice Center in 2016, we knew the most powerful way to reform the criminal justice and prison systems was for us to combine my professional expertise, gained from years of working with prisoners, with his firsthand experiential expertise. After a year spent researching prison reform and correctional systems around the world, we created a philosophy called CARR (consequences, accountability, rehabilitation and restoration). This philosophy takes the Scandinavian principles of humanity and normality and modifies them to fit into the American correctional landscape. ATLAS Justice Center uses this philosophy to disrupt the poverty-to-prison and school-to-prison pipelines, harness the powerful insights of those who have survived prison, and create effective and transformative reentry programs.

ATLAS currently offers ID, a self-discovery and life mapping class, to prisoners in the process of reentry. The ID class uses psycho-educational and cognitive behavioral tools and mindfulness training, interwoven with goal and life mapping to help participants with institutional detox, instinctual defiance, identifying direction, and impactful dreaming. This class is always co-taught by a prison survivor and a professional from the community, giving our students access to both professional and experiential expertise. The ID class has been offered for almost one year, and we have seen very profound impact on our students, who routinely tell us that this is the best class they have ever taken because it gives them skills they need in a language and format they can understand. One of our students told us, "This class turned me from a convict to an artist."

Almost without fail, we have found that prison survivors suffer profound symptoms of trauma. To help address this growing epidemic, ATLAS Justice Center is currently developing a curriculum that will educate prison survivors and their families, as well as community members, about post-incarceration trauma. By arming the community with knowledge, vocabulary, and understanding, we hope to ameliorate the severity of symptoms and to point prison survivors toward useful community and professional resources. ATLAS Justice Center also offers Bond Out, a trauma support group for prison survivors that connects them with others through meetings, outdoor adventures, and artistic expression.

Holobiont Farms, ATLAS's most recent project, expected to launch in summer 2017, will build a farming community, both rural and urban, that will offer a path to successful

reintegration for prison survivors by encouraging growth, fostering self-discovery, and teaching self-reliance. The project will offer practical, vocational, and academic education, all with the aim of dramatically decreasing recidivism in our community. Holobiont will be an off-the-grid organic farm specializing in unique and diverse heirloom vegetables and eggs that cater to Arizona's growing market for boutique agriculture. The farm will be staffed by prison survivors on parole or probation, who will undergo an intensive year-long program of rehabilitation meant to provide them with the skills to successfully reintegrate into their communities. ATLAS is currently looking for a home for Holobiont.

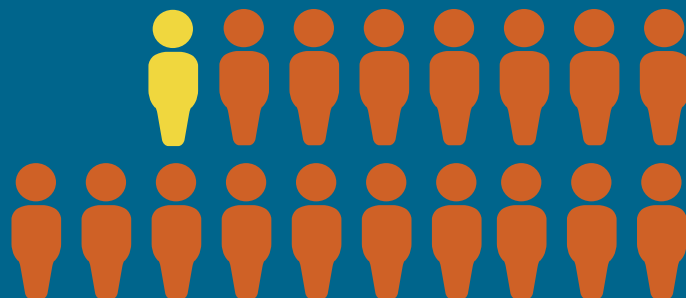
For more information, visit [www.atlasjustice.center](http://www.atlasjustice.center).



KIRSTIN AND  
JONATHON  
DISCUSS ATLAS  
JUSTICE CENTER  
AT THE PRISON  
EDUCATION  
CONFERENCE



**"EVERY YEAR, 636,000 PEOPLE WALK OUT OF PRISON GATES, BUT PEOPLE GO TO JAIL OVER 11 MILLION TIMES EACH YEAR."**



– THE PRISON POLICY INITIATIVE, 2017



# A NATURAL PARTNERSHIP: ASU & ADC

**“FIRST, I BELIEVE IN THE EDUCATIONAL EXPERIENCES WE PROVIDE IN THE ARIZONA DEPT. OF CORRECTIONS...”**

**BY DR. PATRICIA WEAVER, ADC**



MANY TIMES IT IS DIFFICULT for inmates to become interested with so many other things on their minds. However, once in the classrooms with the very best of teachers, they most always take away a positive experience. I learned this in my doctoral research. It was a pleasing finding.

ASU provides so many fresh opportunities without inmates feeling the pressure of these classes being mandated. They are provided the choice to attend. We usually advertise the upcoming classes, which are so popular we have since had to rotate some of the classes to other units to spread the opportunity throughout the Eyman Complex.

Students attend biology in maximum custody and Chinese on one of our level 3 yards, bringing both challenges and learning focus to many. Philosophy lends itself to allowing inmates to discuss and contemplate responses to very difficult societal questions. The mathematics lab offers students from 8th grade to high school level mathematics an opportunity to hear from an expert in math, sharing methodology and practice. The creative writing class is by popular request at one of our units. The students working in this class are very excited to study writing, including poetry.

Challenges exist in what is allowed in class, as far as material, depending on custody level and other factors. However, the ASU volunteers are fantastic communicators and know that teacher liaisons and myself are here to make sure they have a very positive, worry-free, and diverse environment, exchanging ideas and information.

Another challenge is to prepare for security training and communicating with all those involved (security and education) to review and consider all facets of how the proposed programming will be received and how we might consider and address security concerns up front. This is a proactive process that can be time-consuming when factoring in the level of security, deputy wardens, operations, and the many people that are impacted to ensure we are as well prepared as possible for running the classes.

We also have to consider valuable time of our staff (teachers and librarians), who utilize their admin time to help facilitate the relationship. All this coordination allows for ASU volunteers to come to class, enjoy their instructional time without interruption, and end on time...not to mention to leave the unit safely. We really appreciate the collaboration that goes into bringing an ASU class to life for the inmate students.

In my opinion, all humans continue to learn and grow and are capable of change. I have found that given opportunity, people will enjoy and participate fully in many classes, whether earning credit or not. It is a joy to watch people learn about themselves and share their experiences in a positive way.

**DR. WEAVER IS THE CORRECTIONAL EDUCATION PROGRAM SUPERVISOR AT THE ARIZONA STATE PRISON COMPLEX – EYMAN.**

## COURSE LIST

### FALL 2016:

- Biology
- Psychology of Thinking
- Introduction to Psychology
- Biology
- Chinese
- U.S. History
- Gender and Society
- Creative Writing in Fiction and Poetry – Two Classes
- Introduction to Philosophy
- Philosophy – Science & Reality
- Math – GED Prep
- Math – Precalculus
- Math – Literacy
- Political Science & Government

### SPRING 2017:

- Creative Nonfiction Writing and Social Sciences
- Introduction to Psychology
- Psychology of Thinking
- Biology
- Chinese
- Creative Writing in Fiction and Poetry – Three Classes
- Math – Literacy
- Math – GED Prep
- Math – Precalculus
- Introduction to Philosophy
- Law, Culture & Community

“COLLABORATION OPENS DOORS FOR DISCUSSION ABOUT A TOPIC OUTSIDE OF THE PRISON FENCES...”

“WE CAN SIMPLY SIGN UP – AND FROM WITHIN THESE WALLS...SOAR TO ANYWHERE WE WANT TO GO.”

## ASU'S IMPACT ON EDUCATION IN THE SECURE CARE SETTING

BY DR. LAURA METCALFE, *CORRECTIONAL EDUCATIONAL PROGRAM SUPERVISOR, AZ. STATE PRISON – FLORENCE*

Opportunity. Learning. Experience. Collaboration. Thinking. Application. Pride. Belonging.

These are just some of the words that come to mind to describe the impact of ASU Prison Education Programming and what it brings to the secure care setting at the Florence Complex. So many of our students have not had successful academic experiences in their lives, and education is not always their first priority. Additionally, many of our students have not been to college, nor does each really know how to act or demonstrate learning in a higher education setting. ASU's Prison Education Programming has brought each of these elements to our students – opportunity to learn and experience to know that they can apply their thinking in an environment that is supportive and informative.

ASU Prison Education Programming also brings a sense of community for many of our students, who get to know each other and collaborate on an assignment or project; often, this is not a skill our students possess. Collaboration opens doors for discussion about a topic outside of the prison fences, and it can generate a new sense of confidence and learning that many have never experienced.

The ASU program brings a sense of pride and belonging. Pride and belonging that make some say, “Now I belong; now I'm a Sun Devil. How can I have more of this?” These words are invaluable to a teacher to hear and to a student who has never really had the opportunity to learn, experience, collaborate, think, apply new knowledge and skills, or feel a sense of pride and belonging.

Opportunity. Learning. Experience. Collaboration. Thinking. Application. Pride. Belonging.

## ESCAPING BACK TO EARTH

BY “RUNNING BEAR,” *AN ADC STUDENT IN AN ASU CLASS*

...THEY DROP YOU ON THIS TOTALLY FLAT PLANET, where everything around you is dark grey, leaden blue, dirty white, or mottled brown...They move your body from place to place like a chess piece but the game has no meaning or end....The language around you disintegrates into a foul, furtive mumbling and grumbling punctuated by the profane. There is a lot of howling....

And then, for some reason unknown to you, you sign up for an education class and begin to attend. In truth, I don't think it matters what you signed up for: learning to manage your anger or your bank account from a programs officer, or learning to play the guitar or music theory from a peer educator, or learning about the social sciences and writing from a pair of bright, eager ASU students....

One day, everything starts to change. There is something new to talk about besides the drug-infested fables and the endless stories about guns and cops and robberies, the stories you hear everyday. You begin to think about a new riff by Eric Clapton or a political opinion you have never heard or the fact that the places you have lived in since you were a teen were all higher than the continent of Australia's highest peak. And you start to meet people who can speak in complete sentences, who know what a planet is and can talk about ratios. And you realize that many of your fellow inmates you have avoided or held in disdain have skills and thoughts and insights and emotions you had never seen before.

Well we can't, for a while, leave this place. But we can simply sign up – and from within these walls...soar to anywhere we want to go.

You see, there has always been a well-hidden escape hatch back to Earth. It begins when you open the door with the hand-scrawled paper sign that reads:

*Quiet, Please!  
Class is in Session!*

# THE PEN PROJECT: WHO'S TEACHING WHOM

## YOU'RE HUMAN, I'M HUMAN: MY PEN PROJECT EXPERIENCE

BY JENNA THORNBURG, *ONLINE PEN PROJECT INTERN*

BEING INTIMATELY INVOLVED IN ANOTHER PERSON'S WRITING process brings me immense joy. Amazingly, working with another human with irrational fears, insecurities, hang-ups, hidden desires, and impossible hopes allows me the privilege of seeing the raw self spilled out across a page. It was my love for the reader-writer relationship that brought me to the virtual doors of the Pen Project a year ago. Initially, it wasn't about prison education or social justice, but about the written word and the beautiful human mind behind it. The experience affected me in a fundamental way that I couldn't have anticipated.

I am an online English major here at Arizona State University, and I was thrilled when I found out that there were internships available to me. I assumed that part of the college experience would be unavailable to me because I am a non-traditional student. At the time, I lived in Indiana, 1500 miles away from the Tempe campus, where the program is physically located. I submitted my application and held my breath, positive that there were local people more qualified to participate than I. I'll never forget my phone interview with Corri Wells, where she seemed as excited to have me as I was to be a part of the team. From the beginning, my expectations were flipped on their heads. Corri gave me a reading list for winter break and a date for our Skype orientation; I hung up the phone harboring a nervous excitement for my spring semester.

By the time I'd finished my reading list and the semester started, I was fired up about the state of our prison system, and I hadn't even started my internship yet. Previously vague ideas about prison life, crime, punishment, and rehabilitation solidified in my mind. I had to process the fact that statistically, I should have spent time incarcerated by now. The list of factors working against me abounds: I grew up poor, my parents are uneducated (one didn't finish high school), I was in foster care, and one of my parents spent time in prison during my childhood.

Suddenly, the stories I transcribed and taught from weren't written by strangers, they were by other humans who grew up in similar situations; they were me, on a different path. Anxiously, I awaited new cycles of writing from the prisons, and I read my assigned students' work with tears in my eyes, anger and disgust in my heart, and

## 2016-17 PEN PROJECT INTERNS: DIVERSE INTERESTS, COMMON PURPOSE

ON CAMPUS - 19

ONLINE - 8

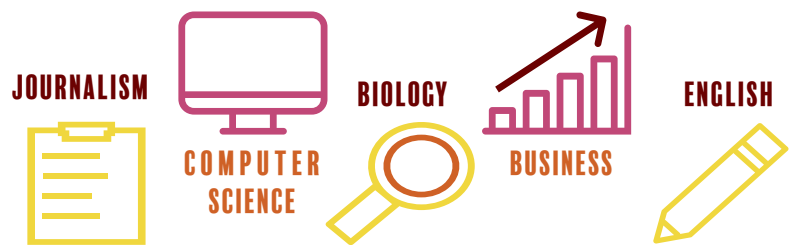
FALL 2016 INTERNS = 27

ON CAMPUS - 15

ONLINE - 5

SPRING 2017 INTERNS = 20

THE 47 INTERNS CAME FROM BACKGROUNDS INCLUDING:



The Pen Project (ENG484) is a hands-on internship that connects ASU students with incarcerated writers. The interns remotely review incarcerated writers' work and provide critical feedback and related examples. The internship is open to students of all majors on campus and online.

surprisingly, sometimes with indescribable hope and joy. The whole semester revolved around my internship, and when the opportunity arose, I signed up for a second semester with the Pen Project.

Being a part of the Pen Project has undoubtedly been the most life-changing experience of my entire college career. This semester, I'm taking classes in prison writing and social change, then I'll graduate. I know that I'll remain involved in prison education in the future. I can't see my life without it anymore. When I started, I expected to spend a semester building my skills as a teacher and editor, but I've walked away with new purpose and direction. Talk about subverted expectations.

“THE STORIES I TRANSCRIBED AND TAUGHT FROM WEREN'T WRITTEN BY STRANGERS... THEY WERE ME, ON A DIFFERENT PATH.”

## WRITING & HEARTBREAK: KILLING THE PEN PROJECT IN NEW MEXICO

BY MICHELLE RIBEIRO

Writing this commentary reminds me of the day we buried my grandma in 2013. Each word I lay down, a shovelful of dirt. Heartbreaking.

Am I surprised this initiative was killed? No. Am I surprised the decision wasn't even discussed with ASU partners? No. Do I understand how such a thing could happen? In this case, yes. Unfortunately, I happen to understand some things.

Killing the Pen Project had nothing to do with how valuable it was for the men at the Penitentiary of New Mexico (PNM), who voluntarily and enthusiastically participated, or the men who may never get the chance now. It had nothing to do with whether it was a wise use of resources. It had nothing to do with the fact that if properly supported, the Pen Project could have been an even larger asset to the Penitentiary of New Mexico than it already was. Sadly, I don't believe that such important considerations factored much into the decision to kill the program.

I think NMCD's decision to kill the Pen Project involved a lethal combination of shortsightedness, reactionary practices and politics, and chronic shifts in administrative leadership. Later in the life of the Project, a lot of power was put in the hands of a few people who didn't understand much about it – and frankly were unwilling to learn.

A few years ago, one senior administrator unilaterally chopped the Pen Project with little warning, discussion, rhyme, or reason. I was ordered to halt operations and sever ties with ASU, and overtly threatened if I didn't immediately comply without question. That damaging decision held for months, until the Secretary of Corrections learned the program had been cut and ordered full and immediate reinstatement. (Utter lack of division support continued, regardless).

That wasn't the first time the Pen Project had come under questionable fire. In 2011, a different administrator was appointed to oversee the NMCD Education Bureau. Shortly after she was hired, this administrator overturned prior travel approval I'd received from the Bureau to attend the annual Prison Education Conference at ASU, in conjunction with the Pen Project. (The approval had been for time only; I was paying for the actual travel costs myself).

When I requested a meeting to talk about this unexplained decision, given widespread Project support up to that point and the fact that I'd already committed to being a keynote speaker at the conference, the meeting involved shocking levels of doubt about whether the Pen Project had any merit at all. After I explained its core purpose and nature, this administrator's first response was: "This whole thing seems like it just benefits ASU. What does writing have to do with education?"

Yes, that is a quote.

An argument more recently levied against the Pen Project has been: "You can't prove it reduces recidivism." Narrow focus on recidivism reduction is a deeply flawed practice on many levels when it comes to evaluating programming. Unfortunately, nationwide it has also become the dominant – often sole – criterion used to judge the "success" of almost any prison program or initiative.

When we created the Pen Project in 2010, we never claimed it to be a magic pill that would single-handedly prevent participants from returning to prison when they got out, regardless of anything else they experienced before, during, or after their years of incarceration. No such magic pill exists, no matter how much we

## REFLECTING ON A LOST PARTNERSHIP

The Pen Project took root at ASU in 2010. Michelle Ribeiro, an education supervisor at the maximum security Penitentiary of New Mexico, reached out to the Department of English to propose a partnership between motivated ASU students and prisoners in administrative segregation (locked up in solitary cells 23 hours per day). The partnership grew to include 20-35 ASU interns each semester, who would receive work from incarcerated writers and respond with feedback and works to reference.

This year, prison officials in New Mexico officially ended the Pen Project there. While the program continues in Arizona prisons, all of the ASU interns will deeply miss responding to the moving, hopeful, witty pieces the New Mexico writers contributed, and the New Mexico writers will no doubt miss the insightful feedback and encouragement ASU interns provided.

ASU is eternally grateful to the Arizona Dept. of Corrections, which has continued to go above and beyond to support the Pen Project. This is a partnership that changes lives, and that is an impact not easily measured.

# THE PEN PROJECT: GRATITUDE

might want it to. That doesn't mean that the Pen Project didn't make some magic, valuable as it was in its own right and even more so in context.

To the extent it factored in to the decision, killing the Pen Project because it wasn't that-which-was-unreasonable-to-expect-in-the-first-place is just tragic, especially considering the Project was both high quality and essentially free for the New Mexico Corrections Department. How often can "good" be legitimately equated with "cheap"? The crime of killing the Project grows even deeper considering programming options were severely limited, particularly at higher custody facilities. And no matter what other programs we could ever talk about, the Pen Project complements them all. Value is only added, never taken away. Win-win.

Make no mistake: When the Pen Project was cut, something pretty darn good was not replaced by something even better at PNM. I fully believe something truly good was just senselessly destroyed. The "no good reason" part just makes the bad news of losing the program more difficult to swallow for the affected men at PNM, along with the rest of us who have been involved.

The good news is: While the Pen Project started with the ASU/PNM partnership, it has long since grown far beyond it, in myriad places and ways. People behind bars and "on the outs" are still benefiting and will continue to benefit.

And who knows? When the fickle NMCD winds shift again – and they will – maybe things will come full circle and the Pen Project will return home to the Penitentiary of New Mexico, where it all started. It's possible.

Consider the key questions that birthed the Pen Project in the first place: What's true now? What do we want to be true? How can we best unite these things to realize what might be possible?



Michelle Ribeiro and former Pen Project participant Sheldon Thompson at the 2016 Prison Education Conference. *Courtesy of Bruce Matsunaga.*

## I'M A WRITER!

### REFLECTIONS FROM DANIEL COX, NEW MEXICO PEN PROJECT PARTICIPANT

Dear Pen Project Interns and Instructors,

This is Daniel #33 [as he was known to interns], part of the Santa Fe group formerly run by Ms. Weed. Due to administration cutting the program here, I wanted to write to show my sincere appreciation for you and for what the Pen Project is doing. I am a firm believer that whoever shut down the program here due to "lack of decrease to recidivism" is dead wrong.

I started with a few poems back in October 2015. They were my first poems, and I wrote them to pass time. Being locked down 23-7 is hard. We can use all the help we can get to pass time. Well, those three poems turned into an avalanche of words on paper. You all can testify to the large amounts of work I was submitting. I went from never writing anything "creatively" to submitting a dozen poems in several different styles, multiple short stories, and even a few plays. I've also written a 650-page fantasy novel and started a crime novel that I've kept to myself. This is all due to the Pen Project and all of you that make it so special. Because of this program I discovered something I truly love: writing. I'm a writer! I probably never would have even discovered this without the Pen Project.

The information I've gained from you all has been priceless. I know many of you that read my first piece and my last piece have seen the growth. It's been massive in just one year's worth of writing and studying your feedback to my work. I was able to not only better the submitted piece, but also to better myself as a writer. You've educated me. You've been my teacher...all of you. It's a fact that the real cure for recidivism is education.

I want to emphasize how important you've been to me as a writer and general student of life. I feel I've been given a key that unlocked vast potential I didn't know I have. I will forever be grateful to all of you at the Pen Project. What you do there matters. It's more than just editing convicts' poems, letters, and stories. You inspire us to be and do better. I can't be the only one who feels this way. You are a group that has given me hope for the future, and I can guarantee I'll be published one day. Whatever the book, I'll mail a copy to you all at ASU when it happens. It might be a while though.

I was, and still am, inspired by all of you at the Pen Project and have been honored to be part of the program. Its being ended here was devastating to hear and truly broke my heart. But I will honor the knowledge you've passed on to me and continue to write, read, and generally strive to be better. Thank you for everything you've done for me and everything you continue to do for other convicts.

Sincerely,  
Daniel #33



## RESTORING FUTURES

- AN INTERNATIONAL  
PERSPECTIVE ON RESTORATIVE  
JUVENILE JUSTICE -

BY BRIGITTE NICOLETTI  
PRESIDENT, PRISON EDUCATION  
AWARENESS CLUB

“WHAT DID YOU EXPECT WHEN YOU SIGNED UP TO TEACH HERE?” asked one of my students, a small man, powerfully built and covered in tattoos.

As president of the Prison Education Awareness Club at Arizona State University, I had been invited to teach a weekly gender studies class to male inmates in Florence State Prison. When my student posed this question, I told the class I expected to learn more with them and from them than I could ever hope to teach them. While true, I later realized that this did not fully answer his question. What he really meant was, how does someone from the outside like me view someone on the inside like him? I still struggle with my feelings about teaching in a prison, because, for me, it is an honor and the highlight of my week, but that sentiment is complicated by the privilege it implies. Many of these men’s first experiences with the justice system occurred while they were juveniles, and several of them spoke of the vicious cycle that kept bringing them back to prison. I teach about the consequences of structural intersectionality; they live and breathe them.

My passion for justice reform dates back to high school, when I was selected to be an attorney for Teen Court, a restorative juvenile justice program in my community. I began to see that it is often at a young age that those who come in conflict with the law either get trapped in the system or experience personal growth. Since then, my studies have been driven by the desire to keep youths out of the traditional, punitive system through the use of restorative justice when appropriate. Last year, I won the Barrett Honors Intercontinental Study Award, which offers a junior the opportunity to pursue a global research project. Recipients design their research projects, make contacts in various countries, plan the logistics of their trips, and travel around the world alone.

With the guidance of faculty members at ASU and the Sandra Day O’Connor College of Law, I developed a comparative research project to study different countries’ approaches to the implementation of the restorative justice

norms outlined by the United Nations in the Convention on the Rights of the Child. I hoped to bring back some of their methodologies as models for reform in the United States. I visited Switzerland and Belgium to meet with officials at the United Nations and the International Juvenile Justice Observatory to gain a better understanding of the current status of juvenile justice theory. Then I traveled to Germany, Norway, Malawi, and Japan, to compare their juvenile justice systems. Once there, I met with professors, judges, lawyers, police officers, ministers, mediators, NGO advisors, and people who had been incarcerated as juveniles, trying to create a complete picture of juvenile justice practices in each country.

Despite the multitude of cultural and political nuances I encountered, I came to understand that the underlying problems associated with incarceration are the same the world over. People need to be invested in a system in order for them to respect it; they have to believe that it works for them as it does for everyone else. I have sat in on juvenile trials in Germany, visited sparkling juvenile rehabilitation centers in Norway, and spoken to top prosecutors about the horrendous conditions of children’s prisons in Malawi, but nothing drove home the immensity of the problems associated with incarceration like teaching in Florence State Prison. The human capital that is lost in America alone through this system is astonishing. Some of the most open-minded people I know are locked up, painting houses for 50 cents an hour.

Clearly, our justice system needs reform, and the place to begin is with juveniles. The introduction of restorative justice principles to the juvenile justice system will have positive ripple effects by preventing entry into a destructive cycle of crime and incarceration. I have seen transformation in teenagers who have realized the juvenile justice system can work for them, rather than against them. And, in my students, I have seen what happens when it fails.

## WHAT IS PEAC?

The Prison Education Awareness Club (PEAC, pronounced like *peace*) is a student organization at ASU dedicated to fostering action-oriented discussions on prison reform and education. PEAC knows, “The higher the degree, the lower the recidivism.” PEAC’s members have diverse voices and backgrounds, but are unified in their commitment to promote education in the hardest to reach places. [www.facebook.com/prisoneducationawarenessclub](http://www.facebook.com/prisoneducationawarenessclub)



# INSIDE-OUT PRISON EXCHANGE

## EDUCATION, COLLABORATION, & HOPE IN PRISON: THE IMPACT OF INSIDE-OUT

BY CAITLIN MATEKEL

EVERY MONDAY AFTERNOON at 3 p.m., I stand at the patio gate at the East Unit of the Arizona State Prison Complex in Florence, waiting for the inside students to arrive to class. One-by-one, or in small groups, they show up, early and eager to set up the room before their outside counterparts arrive. I see something in these men that is rare in prison: excitement and happiness. There is pure joy radiating from each and every one of them as they enter, set up the room, and greet the outside students and instructors.

They spend all week tirelessly reading and rereading their assigned books, and diligently writing and rewriting their papers. Some of these men have never had the opportunity to be taught at this level or interact with other students and professors. The Inside-Out class has given them confidence, structure, and hope. About halfway through the semester, one inside student approached me and said, “Ms. M, what do I do now? This class is almost over, and I want more. I want to keep programming and taking classes.” He continued to express to me that the Inside-Out class has changed the way he sees himself and that this type of programming is what will allow him to be successful when he is released.

The Inside-Out Prison Exchange Program is nearing the end of its second successful semester at East Unit. I have helped facilitate the selection process, movement of the inside students, and other logistics for two semesters, and I have seen a transformation in the inside students as well as the yard as a whole.

When an opportunity such as Inside-Out is available, it truly changes the whole dynamic of the unit. The students who have completed the class have a new sense of hope for their futures, and they share these feelings with everyone they know. Suddenly every other guy I speak with is asking, “What is that class?” “How do I get in?”

I have had the privilege of working with the men who have completed the class or are currently enrolled, and I have seen the individual changes first hand. Some of them have taken on teaching their own peer education classes. Others have started writing books, something they believed they weren’t capable of before.

As the final part of the course, both inside and outside students break up into groups and develop projects that can be utilized within the prison. The first class ended in April 2016, and since then East Unit has implemented all three group projects students designed. Everyone who goes through the reentry class is given the packet designed to answer any questions or concerns one might have while preparing for release. We have successfully completed the second round of ICVC: Impact of Crime on Victims class, which allows 15 inmates to discuss the ramifications of crime and listen to victim speakers discuss their experiences. And every weekend, the men and their visitors have material to discuss improving family relations that are impacted by incarceration.

Dr. Kevin Wright, Dr. Cody Telep, and Ph.D student Travis Meyers, along with the 20 outside students, have given these incarcerated men a chance to change their lives. Every week, I see 12 smiling men on a prison yard. I see encouraged students with bright futures. I see men learning to use computers and communicate with others in a way they never have before. I see a daily transformation that has permeated the whole unit.

## WHAT IS INSIDE-OUT?

Once a week, a group of ASU students – outside students – drives 65 miles to Florence, Arizona, where they take a three-hour long course alongside incarcerated students – inside students – in Florence’s East Unit.

These students, who are carefully selected from a group of applicants, spend the semester exploring social justice topics including crime, rehabilitation, punishment, and victimization.

The students collaborate on projects and learn from each other’s experiences.

Inside-Out began at Temple University in 1997. The program came to Arizona in spring 2016.

## BY THE NUMBERS



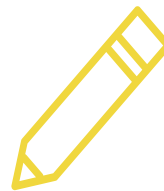
**SINCE:**  
**1997**



**NOW REACHING:**  
**40 STATES**  
**6 COUNTRIES**



**INCLUDING:**  
**565**  
**INSTRUCTORS**



**IMPACTING:**  
**20,000+**  
**STUDENTS**

BY NATALIE VOLIN, IRON CITY MANAGING EDITOR



*IRON CITY MAGAZINE* WAS BORN because there are so few options for incarcerated writers to submit to literary magazines to get their work published. Most magazines won't take mail-in submissions, and they certainly won't take hand-written submissions. But for inmates with no computer access, that's the best they have to work with. *Iron City* was designed to accommodate those special needs.

Our team of editors collects hundreds and hundreds of pages of hand-written poems, creative nonfiction, fiction, and plays. If 80 people submit work for consideration, we read 80 unique handwriting styles. Some look like calligraphy worthy of wedding invitations – a seemingly impossible feat using the standard prison-issue golf pencil or half-sized pen. Some are careful, each stroke deliberately made so as not to be misconstrued. And some handwriting is pure chicken scratch – as if a furious stroke of genius overtook the author and it was all he could do to get the words down on paper before the next sentence barreled through his mind.

As the ones who transcribe these handwritten pages, it can feel like a chore to have to squint at page after page of chicken scratch and guess if that's an *o* or an *a*, an *n* or an *h*, an *r* or a *v*. When you start trying to read a five-page story, and you can't make out even one word in the first sentence – and is that a period at the end or a comma? – it suddenly seems like a good idea to just put that piece aside and come back to it later. So you put it at the back of the stack and take care of the easy ones first.

And isn't that also a metaphor for how society treats inmates? They're difficult, so we put them away, out of sight and out of mind, and sit in denial that eventually there will come a time when we have to look at them.

Funnily enough, some of these nearly illegible submissions have turned out to be the wisest, wittiest, most poignant pieces we publish. And we never would have had the privilege of reading them had we not made the conscious effort to sit down, open our eyes, and wrestle with a little difficulty.

All the effort is more than worth it. In the months after we published our first issue, we received an outpouring

## *IRON CITY MAGAZINE:* *CREATIVE EXPRESSIONS BY AND FOR THE INCARCERATED*

The first issue of *Iron City Magazine* was published in print and online in 2016. The magazine's second issue will be available May 2017.

[www.ironcitymagazine.org](http://www.ironcitymagazine.org)

of positive feedback from inmates and prison educators alike. One letter was written in fanciful flowing cursive on yellow legal paper by one of the writers we published. He wrote:

"I imagine I'm not the only prisoner who feels lifted up by your heartfelt words and all the great work you've done....Thank you for all your work and dedication for me and so many other men and women to have the chance to show the world we're all here behind the bricks. People who are so much more than just a # number."

That's what *Iron City Magazine* is all about: reminding the world that there's humanity – valuable humanity – behind every story, if only we take the time to read them.





## ABOUT PRISON EDUCATION



BEFORE RELEASE, ALL ARIZONA INMATES MUST HAVE AT LEAST AN 8TH GRADE EDUCATION.



INCARCERATED STUDENTS CAN TAKE GED PREP CLASSES. TO TAKE THE GED TEST, STUDENTS MUST PAY THEIR TESTING FEES.



SELECT STUDENTS WHO CAN PAY TUITION MAY ENROLL IN DISTANCE LEARNING CLASSES THROUGH RIO SALADO COLLEGE.



INMATES MAY PARTICIPATE IN CAREER AND TECHNICAL TRAINING PROGRAMS.



ARIZONA DEPARTMENT OF CORRECTIONS IS IN THE PROCESS OF INSTALLING ACCREDITED HIGH SCHOOLS IN ITS STATEWIDE FACILITIES.



STUDENTS MAY OPT TO TAKE NON-CREDIT CLASSES LED BY VOLUNTEERS LIKE THOSE FROM ASU.

“ Somewhere in the world, there is someone wondering if anyone else feels the same way they do. Maybe they’re across the globe, maybe they’re five feet away, or maybe they’re a Pen Project participant like myself. Wherever they may be, they seek to encounter that expression that resonates with their experience. It is for that reason that every piece of art you make is vitally important. Each of your voices is vitally important. Never hesitate to speak out, even if only to one isolated soul. Someone will hear you. ”

-Pen Project Intern

## ABOUT THE ISSUE

This issue of *Prison Education News* was compiled and edited by Mia Armstrong under the direction of Dr. Cornelia “Corri” Wells.

*Prison Education News* is the annual publication associated with Prison Education Programming at ASU. This publication would not be possible without support from the ASU Department of English.

Thank you to each of the contributors, who took great care in submitting meaningful pieces and sharing their experiences. This publication was a collaboration among many voices. We hope that those voices echo powerfully.

## WANT TO GET INVOLVED?

ASU students can apply to participate in the Pen Project and Prison Education Programming. The ASU Department of English also collects books to donate to prison libraries. VISIT [bit.ly/ASUprisoned](http://bit.ly/ASUprisoned) for information.

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