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Correctional Education Association - Wisconsin

FLCI and Lakeview School Celebrate 50 Years of Success!



In September of 1962, the Wisconsin Correctional Institution at Fox Lake was introduced as a model of innovation. This medium security facility situated on eighty-five acres in rural Dodge County was designed much like a college campus with deliberate use of green space and dormitory-style housing. Founded upon a correctional philosophy of responsible living, the institution was the first in the nation to allow no pass freedom of movement to the offender population.

As Fox Lake Correctional Institution busily prepares for 50th Anniversary Events in the fall of 2012, staff members have had the opportunity to review a wide variety of historical documents, photographs, and archival media coverage. Admittedly, much has changed through the decades, but the institution's strong commitment to high quality education and treatment programs remains steadfast. Excerpts from the November 1963 edition of *The Solar Screen*, the early FLCI newsletter, seem to reflect current philosophies and approaches regarding correctional education and treatment:

(continued on page 3)

Restorative Justice Works!

Youth Services of Southern Wisconsin is a non-profit organization formed on July 1, 2003 through the merger of the Briarpatch and Community Adolescent Programs. The agency provides services for more than 3,000 runaway, homeless, and at-risk youth annually. Youth Services of Southern Wisconsin also advocates for policies and programs which benefit these youth.

In a November 16, 2011 press release, Program Director Jay Kiefer argued for expanding the Restorative Justice alternative to more punitive criminal justice approaches. Here is the press release:

Restorative justice is an approach to justice that focuses on the needs of victims, offenders, as well as the involved community, instead of satisfying abstract legal principles or punishing the offender. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions, to repair the harm they've done—by apologizing, returning stolen money, or community service.

Youth Peer Courts use the restorative justice approach. Youth Services operates two Youth Peer Courts in Madison and one each in the communities of Cottage Grove, Oregon, and Sun Prairie. Youth Peer Court is an alternative program to the traditional juvenile justice system that offers eligible youth an opportunity to receive a meaningful sanction from a jury of their peers. The program is for first-time youthful offenders who have pled guilty to ordinance violations such as theft, damage to property, and disorderly conduct. High school students serve as volunteer jurors, and community members along with selected youth sit on an advisory board for the court.

The essence of restorative justice lies in the principle that crime harms people, communities, and relationships. Consequently, if crime is about harm, then the justice process should emphasize repairing the harm (Bazemore, Seymour, and Rubin, 2000). Restorative justice focuses on three (3) key questions:

- What is the nature of the harm resulting from the crime?
- What needs to be done to repair the harm?
- Who is responsible for the repair?

As such, restorative justice places more emphasis on the victim and holds the wrong-doer responsible for repairing the harm they have caused. The restorative justice approach is viewed as more holistic than some of the juvenile justice practices used in the past which tended to be more punitive, less effective, less educational, and less likely to be honored.

For more information, contact Jay Kiefer at (608) 245-2550 x 307 or jay.kiefer@youthsos.org.

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The CEA-W News Review is published by the members of the Correctional Education Association-Wisconsin Chapter. The opinions herein are entirely those of the authors and do not necessarily reflect those of the executive officers, the Department of Corrections, or the body as a whole.

It is our hope that this newsletter will be used to communicate information concerning activities, special events, new directions and policies of CEA-W and DOC.

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(continued from page 1)

... In developing the program of this new institution during the past year, one of the primary objectives has been to create an institution "atmosphere" which respected the dignity of the individual person and provided maximum opportunity for a positive learning and living experience... It is my sincere hope that this type of program has stimulated your desire for a normal, well-integrated and productive life... Whether this program has succeeded in accomplishing these objectives depends, in large part, on your individual reaction to the total institution and your participation in the program activities... I would encourage your participation in all phases of the program including work, education and vocational training classes, religious services, AA, the evening activities, individual and group counseling and recreation or leisure time activities... I encourage your participation in the programs presently available that you feel will make it possible for you to obtain something of real value for your efforts and times spent at Fox Lake...

Warden John R. Gagnon 1962-1985

Current FLCI Warden, Marc Clements echoes these sentiments in his 2011 Annual Report:

The basic objectives of the Fox Lake Correctional Institution, a medium security facility for adult offenders are:

- *Protection of society and rehabilitation of the offender population*
- *Provision of custody and care of a select group of adult male offenders incarcerated by law from society for a period of time*
- *Creation of an atmosphere or climate which restores the dignity of the individual and provides optimum opportunity for positive behavioral changes*
- *Introduction and development of correctional programs that will be treatment-oriented to the highest possible degree*

FLCI staff members continue to emphasize the reentry philosophy as an important tool for meeting the goal of keeping Wisconsin citizens safe. FLCI has long emphasized holding inmates accountable to the "responsible living" concept and the Reentry philosophy is a natural transition for FLCI inmates. Inmates are not only taught that there are tools at their disposal for a successful return to society, they also learn they have responsibilities to access and apply those tools.

Lakeview School

Since the institution's inception, the Education Department at FLCI/Lakeview School has played an integral role in rehabilitation and reentry processes.

The current faculty staffing pattern includes two office operations associates, one guidance counselor, one librarian, sixteen academic positions — with two positions dedicated to the Reentry Program, and twelve career and technical education/vocational positions. FLCI continues to work in tandem with Moraine Park Technical College (MPTC) toward curriculum alignment and program certification. Chuck Brendel and Linda Harmsen of MPTC provide invaluable onsite program support and guidance to FLCI instructors and the education director.

Lakeview School's Academic Programming includes a wide variety of educational support options for students of all ability levels. Instructors are available onsite from 7:00 AM through 9:00 PM Monday through Friday. Current academic offerings include:

- Adult Basic Education (ABE) — skill development and refinement for students pursuing the High School Equivalency Diploma (HSED). ABE instruction includes reading, writing, and mathematics.
- Direct Instruction Reading Initiative — targeted Reading intervention program utilizing the Qualitative Reading Inventory to assess student progress and movement.

- Vocational-Related General Education Courses — course work required for those students seeking a Moraine Park Technical College vocational diploma or certificate.
- Pathways — academic support program for students in need of targeted assistance in academic and/or vocational courses.
- Re-Entry Modules/Enrichment — examples of program offerings might include Financial Literacy, Introduction to Personal Computers, LVA Job Hunt, Spelling/Grammar, Creative Writing, and Parenting.
- Incarcerated Individuals Program (IIP) — correspondence college course work completed at Fox Lake Correctional Institution in coordination with Milwaukee Area Technical College.
- Correspondence Courses — student-funded mail-based correspondence study systems offered through an accredited university or college.



Fox Lake Faculty Photo Front Row: Emily Westover, John Cedar, Dave Prochnow, Bob Spanbauer, Linda Harmsen, Barb Bath, Jean Eiden, Holly Audley. Back Row: Lisa Schwertfeger, Rich Heider, Elmer Schonscheck, Dave Soldner, Joel Cartier, Rich Leonard, Linda Kuehn, Bob Zabkowicz, Mike Konieczka, Tom Schwabe, Larry Sorenson, Mickey Kaiser, Dan Zanon, Tony Rhodes, Steve Karow, Dave Heidemann, Reinhard Schoorman. Photographer, Chuck Brendel



Fox Lake Faculty Photo Continued Front Row: Joan Knorre, Julia Reitz, Coleen Thurk
Back Row: Don Hoebbel, Dean Davison, Sue Breikreutz

Fox Lake Correctional Institution has a rich history of offering a wide variety of high quality employment training programs. Lakeview School's Career and Technical Education/Vocational Programming offerings are in alignment with current labor market projections for the state of Wisconsin and are certified by Moraine Park Technical College. Enrolled students gain entry-level employment skills in well-paying and high-demand trades. The following is a list of the current vocational programs offered:

- **Automotive Maintenance Technician**
Graduates of this program may be employed as automotive technicians, mechanics, engine technicians, and engine specialists.
- **Cabinetmaking / Millwork**
Entry level opportunities might include assembler, machine operator, cabinetmaker assistant/helper, and cabinet installer.
- **Computer Aided Drafting – Mechanical**
Employment opportunities vary widely according to business trends and geographic area, but the demand for CAD employees continue to increase.
- **Custodial Services**
This program prepares persons to perform custodial work in public buildings, stores, hospitals, nursing homes, hotels, motels, factories, churches, and office buildings.
- **Heating/Air Conditioning/Refrigeration**
Typical entry level job titles include service or maintenance technician, and installer.
- **Horticulture**
There continues to be a high demand for skilled horticulturists within Wisconsin's labor market. Entry level positions might include greenhouse/garden center specialist, landscape specialist, and grounds maintenance specialist.
- **Machine Tool Operator**
The Machine Tool Operation program serves as excellent preparation for entry level opportunities as machinists, CNC operators, machine operator, or tool and die apprentices.
- **Masonry/Bricklaying**
Typical job titles for graduates are Apprentice Bricklayer, Mason Tender, Mason Helper, and General Construction Laborer.
- **Motorcycle, Marine and Outdoor Power Products Technician**
Graduates from this program may hold the following titles in the field of small engine repair: mechanic, engine repair specialist, motorcycle mechanic, marine mechanic, small engine dealer.
- **Production and Fabrication Welding**
Students completing this program may seek entry level position titles such as maintenance welder, production welder, and tacking welder.

Additionally, Lakeview School Instructors and Office Operations Associates facilitate Cognitive Intervention Programming; coordinate the Wisconsin Institution Literacy Council Tutoring Program; support the Diversity Enhancement Program; coordinate Veterans' programming; serve on the FLCI Health and Safety Committee and support all Fox Lake Correctional Institution-wide events and initiatives.

Lakeview School's programming strengths and successes are directly attributable to dedicated professional faculty members and to an institutional climate and culture that is highly supportive of educational pursuits!

Happy 50th Anniversary Fox Lake Correctional Institution and Lakeview School!

by: Holly Audley, FLCI Education Director

To join CEA go to: www.ceanational.org

CEA Helps with Second Chance Act Study

Steve Steurer, Executive Director of the Correctional Education Association, is making available the article below that was published in the American Correctional Association September, 2011 online newsletter. It is a terrific summary of the issues in correctional education and what the study hopes to accomplish. The CEA Leadership Forum in early April will have an update on the study with a more extensive report this summer at the CEA conference in St. Paul. Bill Sondervan, John Dowdell and Steve are on the advisory board for the two year project funded by The Bureau of Justice Assistance Second Chance Act. They are searching for best practices in any and all areas of correctional education at the prison level. If you have any questions you may contact Steve Steurer at ssteurer@ceanational.org.

New Study Will Examine Correctional Education in the US

In a workshop titled, "An Examination of Correctional Education in the U.S.," presented at the 141st Congress of Correction in Kissimmee, Fla., Lois Davis, Ph.D., senior policy researcher for RAND Corp. outlined a new study of correctional education that is being funded by the Bureau of Justice Assistance (BJA) through the Second Chance Act. Joining Davis on the panel were Steve Steurer, Ph.D., executive director of the Correctional Education Association (CEA) and Bill Sondervan, Ph.D., professor and executive director of public safety outreach at University of Maryland University College. The panel was moderated by Carl Nink, executive director of Management and Training Corp.

Gary Dennis, senior policy advisor for corrections for BJA introduced the study by explaining that RAND will be receiving the second largest grant from the Second Chance Act, totaling \$2.5 million over 18 months. The study will be conducted through a partnership between BJA, RAND and CEA on the premise that "The more education an offender receives when they're in [prison], the less likely they are to recidivate," Dennis said. He went on to explain that there are correctional education programs all over the country that have not been examined, and this study will give BJA the opportunity to identify the positive things that are happening in the field. These areas with known, yet unexamined programs are referred to as "pockets of excellence." The findings of the study will be given to the attorney general, who will hopefully in turn pass it on to Congress in order to gain additional funding for correctional education programs across the country. The team that will be conducting the study is comprised of experts in corrections, education, reentry and vocational training in order to give a comprehensive overview of the field of correctional education, something Davis cited as one of the major strengths of the project.

"Over two-thirds of inmates are rearrested and half are incarcerated within three years of release," Davis said. In addition, prison populations have nearly doubled in the last two decades, resulting in overcrowding. "We need to do everything we can to get inmates to return home and make sure they don't come back," Sondervan said. "This needs to be done by better assessing inmates' needs and providing them with skills they need to survive when they leave." Even if offenders manage not to reoffend after their release, many still struggle with reentry, which includes finding employment. Offenders enter the system with a wide variety of problems, including high illiteracy rates. "How can we expect people to go back home and get decent jobs and not recidivate if they can't read and write?" Sondervan said.

Since the current evidence suggests that education is directly related to lower rates of recidivism, 90 percent of publicly operated institutions offer some form of correctional education. However, these programs can also be effective in helping offenders with reentry, as well as improve the overall prison environment. The new study will formally evaluate the current correctional education programs to determine if they work and how they can be improved. By doing this, the team hopes to identify which correctional education programs and practices are effective, and then implement those programs in other facilities across the country. "We have to focus our efforts on programs that we know work," Sondervan said. "We're not just examining the scientific research," Davis said, adding, "We're also really reaching out to states to identify those pockets of excellence."

The study will help correctional education practitioners determine how to change their approaches to education in the future to keep up with industry standards. One example of a major change that the correctional education field will be adapting to in the next few years is the use of technology. Steurer indicated that in 2014, GED testing within prisons will move to computerized assessments. "As we see technological advances in education, we will see that reflected in prisons," Steurer said. "The results of this study will help us know how to proceed."

Another thing that correctional educators will need to consider in the future is the change in the job market. "In the future, we will have more specialized jobs, but less people with the skills to do those jobs," Nink said. Nink emphasized the importance of providing inmates with the kinds of vocational training that will propel them into becoming "in-demand hires" through industry-related credentials to fill those jobs. "The more we can focus on the kinds of vocational education that will connect with employers, the better things will be in the future for offenders," Nink said.

Davis indicated that the study will be conducted in six steps. The team will:

- Survey the correctional education landscape through telephone interviews and focus groups
- Review the current literature on correctional education by searching online databases and unpublished literature
- Perform a scientific review of correctional education programs by assembling a team of experts and applying scientific ratings to extant research and evaluations
- Perform a meta-analysis by identifying program components associated with positive outcomes
- Create a Promising Practices website in collaboration with a group of correctional education specialists to provide information and research-based recommendations for correctional education programs
- Identify case studies of effective and innovative programs by interviewing teachers and inmates and observing programs

RAND is currently in the scientific literature review phase of the project, which will assess evidence of the impact of correctional education on things such as recidivism and employment. According to Sondervan, the findings will be available in 2012, and the team plans to present these findings at the 142nd Congress of Correction next summer. For more information about the study, contact Davis at imdavis@rand.org.

by: Jenna Scafuri, Assistant Editor

American Correctional Association newsletter, *On the Line*

67th CEA Annual Conference & Training

July 29-August 1, 2012

Crowne Plaza Hotel - Riverfront St. Paul, MN

The 67th CEA Annual Conference & Training will be held in our neighboring state of Minnesota. Mark your calendar and plan to join us for an informative and fun conference.

Even in these times of tight budgets, we are hoping many CEA-Wisconsin members will be able to attend the conference and several Wisconsin presenters will be included in the conference program. If you would like to present a workshop at the CEA Annual Conference & Training contact Conference Co-Chairs Ruth Stadheim (ruth.stadheim@state.mn.us) or AnDee Flohr (andee.flohr@state.mn.us).

To help some members attend the conference, the CEA national office offers a limited number of scholarships. The scholarships cover the conference registration fee. To be eligible for a scholarship, the individual must have been member of the Correctional Education Association for a minimum of two years prior to application and must agree to maintain membership for two years following receipt of the scholarship. Scholarship application must be received by the CEA Executive Office at least ninety days prior to the conference. Priority will be given to first time applicants.

CEA-W's Speakers' Bureau: What Goes on in Prisons and Jails

Almost three years ago, the Correctional Education Association–Wisconsin established a Speakers' Bureau comprised of experienced educators, librarians, administrators and other individuals working in correctional education environments to provide lectures, workshops, and guest presentations to schools, government agencies, and community organizations.

Because of the constant turnover of educators in state institutions and county jails, it has been very difficult to maintain an up-to-date list of available speakers. So, CEA-W is discontinuing the posting of a formal Speakers' List on the www.ceawisconsin.org website.

This does not mean CEA-W is abandoning its commitment to provide speakers for lectures, workshops, and guest presentations at schools, government agencies, and community organizations. Instead, CEA-W will handle requests for speakers on an individual basis.

If you are a teacher, agency director, or member of a community or religious organization, you are encouraged to use the CEA-W Speakers' Bureau to help your class, agency, or group learn more about what goes on in Wisconsin prisons and county jails to transform the lives of those incarcerated.

If you would like to arrange for a speaker for your class or organization, contact Jerry Bednarowski at jerrybednarowski@new.rr.com to locate a speaker in your area and arrange a time and date. Many of the presentations are provided free of a speaker's fee. Travel, meal, and lodging expenses may be negotiated between the speaker and the agency hosting the presentation. Some presentations may require audiovisual equipment. Many of these speakers may also be available for individual consultation. In order to maintain the high quality of the presentations, CEA-W will request that the organization receiving the presentation complete a short evaluation form.

If you are a CEA member and would like to share your knowledge and experience by becoming a part of the CEA-W Speakers' Bureau, contact Jerry. Your information will be kept in our database and information on your availability and topic may be included in the CEA-W newsletter.

Here is a partial list of topics which can be presented by members of the CEA-W Speakers Bureau:

- A History of Correctional Education in Wisconsin
- Correctional Education: Making a Difference
- Education Programs in Adult Institutions
- The Wisconsin Technical College System /Department of Corrections Partnership
- Vocational Programs in Wisconsin Institutions
- New Directions: A Roadmap to Prison Life & Beyond
- Education Programs in Juvenile Institutions
- Promoting Your County Jail Program
- What Your Jail Does for the Community
- Wisconsin Technical College System/Jail Partnerships
- Literacy Council/Jail Partnerships
- Wisconsin's Incarcerated Youth Offender Academic Program
- Writing an Effective Five Paragraph GED Essay
- Dealing with Difficult Readers
- Storytelling to Promote Literacy
- Helping your Students Deal with Grief
- Bringing Life Skills to Life
- Financial Literacy
- Vocational Literacy: A Model with Results

Conducting an Inmate Job Fair
 Re-Entry: A Bridge to Success
 Beginning a One-Stop Job Center in Your Institution
 Parenting Classes in Corrections
 Parent Support Groups
 Parent/Child Literacy Programs
 CEA-W Inmate Creativity Project
 Developing an Inmate Drama Group
 Teaching in Corrections: From College to Corrections
 Teaching in County Jails
 Being a Librarian in a Prison
 Establishing a Tutoring Program
 Games Tutors Play
 Volunteers Enhancing Institution's Programs
 CEA Services & Membership Benefits

Contact Jerry to bring an excellent resource to your school, government agency, or community organization. We look forward to working with you.

Call for Nominations

During March, the Correctional Education Association-Wisconsin will be conducting its annual election for Executive Board Members.

Nominations are being accepted for the following offices:

Executive Officers

President-Elect
Secretary
Treasurer

Executive Board Members

Maximum/Minimum Security Representative
Medium Security Representative
State Agency Representative
At-Large Representative/Newsletter Editor

Any CEA-W member is eligible to run for office. All Offices and Board Members serve two-year terms with the President-Elect assuming the office of President at the end of his/her term.

Nominations must be received by **February 1, 2012**. Newly elected members will assume their offices at the May 2012 Executive Board Meeting.

Nominations are to be sent to:

Laurie Jarvis, Adult Education Instructor
Fox Valley Technical College/Waushara County Jail
205 East Main Street, Suite 12
Wautoma WI, 54982
Phone: 920-787-3319 ext.6313
Email: jarvis@fvtc.edu

For past issues of the CEA-W newsletter
go to : www.ceawisconsin.org

It's Back: CEA-Wisconsin Training Day Returns

**CEA-Wisconsin Training Day
May 7, 2012
Concourse Hotel & Governor's Club
Downtown Madison**

After a one-year hiatus to host the Region III & IV CEA Conference in 2011, the CEA-Wisconsin Board is making plans for the return of the annual CEA-Wisconsin Training Day.

Correctional Education Association - Wisconsin will hold its 2012 CEA-Wisconsin Training Day on May 7. After several years at the Osthoff Resort in Elkhart Lake, the site for the training day is shifting to the beautiful Madison Concourse Hotel and Governor's Club.

A wide variety of workshops will make this training day an excellent professional development opportunity for educators working in prisons, jails, and detention centers. The Training Day Planning Committee is constructing a program that includes workshops on re-entry, literacy, special education, county jails, vocational education, and other areas. Also featured will be vendor displays and a silent auction.

Because our jail membership continues to grow, we are planning to include a jail educators' track at the CEA-Wisconsin Training Day. In addition to the County Jail workshop track, we are making arrangements for networking opportunities for the jail instructors attending the conference.

A complete conference program and the registration form for the conference will be included in the March/April issue of the CEA-W newsletter.

For conference participants who would like to arrive early and enjoy the beautiful Madison Concourse Hotel and everything Madison has to offer, the Concourse has agreed to offer a limited number of rooms at state rates for May 5 and a larger number of rooms for May 6. You may choose from a single room for \$70 and a double for \$110. A block of rooms will be held at these rates until April 10, 2012.

Mark May 7, 2012 on your calendar and plan to join us for an informative and fun training day. It will be a great training opportunity for correctional educators! Hope to see you in Madison.



Reminder - Call for Presentations *Deadline for proposal submission: Jan. 30, 2012*

Mail proposals to:

Margaret Done
Robert E. Ellsworth Correctional Center
21425A Spring Street
Union Grove, WI 53182

or e-mail to: margaret.done@wisconsin.gov

You will be notified by March 2, 2012 if your presentation is selected.

Re-Announcement: CEA-Wisconsin Showcase Award

Would you like to present a workshop on your program, classroom activities, or special area of interest? The Wisconsin chapter of the Correctional Education Association would like to help.

The CEA-W Executive Board is offering a \$250 grant to help defray the professional expenses for a CEA-Wisconsin member to present a workshop at the CEA-Wisconsin Training Day at the Concourse Hotel in Madison, Wisconsin on May 7, 2012; the 67th International CEA Conference in St. Paul, Minnesota on July 29-August 1, 2012; the Wisconsin GED/HSED & Adult Literacy Conference in Fall 2012; or any other professional education or correctional conference.

Your presentation may be on an existing program that has been effective, a new innovative program, creative classroom activities, unique instructional methods, or a special project.

To be eligible for consideration, you must be an active CEA member, submit a proposal outlining the workshop you wish to present, and submit a statement of support from your supervisor. The CEA-W Board will review the proposals received and select the proposal to receive the \$250 grant.

Your proposal should include:

- ❖ Title of presentation
- ❖ Intended audience
- ❖ Presentation description (200 words or less)

Entries will be evaluated on:

- ❖ Relevance to the needs of correctional students
- ❖ Creativity
- ❖ Effectiveness of program or techniques
- ❖ Potential to be used in other settings
- ❖ Interest to conference attendees

Examples of past winners and their programs are:

- Maggie Peterson and Sheri Woodall, Lincoln Hills School – Presented Odyssey of the Mind Creative Problem Solving workshop at the Region III CEA Conference in Cleveland, Ohio
- Barbara Rasmussen, Racine Correctional Institution – Presented Fathers' Fair workshop at the Region III CEA Conference in Ann Arbor, Michigan
- Jill Swanke (Jaber), Wisconsin Resource Center – Purchased materials for Nation Issues Forum project
- Laurie Procknow and Barb Wulfers, Stanley Correctional Institution – Presented Writing an Effective Five Paragraph GED Essay workshop at the Region III & IV CEA Conference in Yankton, South Dakota
- Art Besse, Art Besse & Associates – Presented Consequences of Having a Criminal Record workshop at the International CEA Conference in Madison, Wisconsin
- Scott Cary, Jackson Correctional Institution – Presented Using Manipulatives to Teach Writing Skills workshop at the Region III & IV CEA Conference in Bloomington, Minnesota

The deadline for submission of your proposal is March 1, 2012. Submit your proposal to:

Holly Audley, Education Director
CEA-W Awards & Recognition Committee
Fox Lake Correctional Institution
PO Box 147, Fox Lake, WI 53933
Phone: 920-928-6922
 Email: holly.audley@wisconsin.gov

Counselor Helps Inmates Learn about Finances

Teacher cited for commitment to aiding others

Lisa Anne Arneson, right, works with Ronnie VannBeets while teaching a class on financial literacy at the Sheboygan County Detention Center.

Photo by Bruce Halmo, *The Sheboygan Press*



Ronnie VannBeets is a 17-year-old in jail and Lisa Anne Arneson is helping him get ready for adulthood. VannBeets is one of more than a dozen other inmates at the Sheboygan County Detention Center who attend Arneson's financial literacy classes, which last week included instruction on how to rent an apartment, especially how to delicately address their criminal history.

"Give the 'who,' 'what,' 'where' and 'when,'" Arneson told them. "Be brief, but don't hide anything. Knowing your (criminal) history — let's be real about it — you don't have much on your side."

"Just be honest," one inmate said.

"But not too honest," said VannBeets. "If you were my landlord," he said, turning to Arneson, "we'd be good."

"What gives you that impression?" Arneson fired back with a wink.

Arneson, a credit and housing counselor at Consumer Credit Counseling Services in Sheboygan, has been teaching inmates at the Detention Center and the Kettle Moraine Correction Institution for the last four years. She volunteers some of her time and some of it is paid for through a grant from the United Way of Sheboygan and Plymouth.

This summer Arneson was recognized for her work by the Correctional Education Association with its Advocate Award for 2011 during the group's International Conference in Charleston, West Virginia.

"She is known for her unwavering commitment to help others accomplish practical financial literacy skills and her advocacy of all populations to achieve financial stability," said Sharon Abel in nominating Arneson. Abel is an adult education instructor at Lakeshore Technical College who helps oversee Arneson's work with inmates.

Arneson's students are all men and range in age from 17 to 57, with most being in their 20s and 30s. "We talk a lot about credit and learning about credit reports, correcting inaccurate information on there and putting together a plan for post release so they have a guideline once they get to that point," she said.

Other topics include how to budget, how to apply for an apartment and how to choose roommates or whether they should even have a roommate.

"I've learned a lot, mainly how to build my credit, because I don't have any credit," VannBeets said. "And how to get a house, and prioritizing what you want in a home. And how to organize my money, how to budget. She's helped me a lot. I'm into it."

He hopes to apply what he's learning as soon as he gets out of jail, which could be some time since he's scheduled to be sentenced on Monday on a felony drug-related charge, for which he was charged as an adult.

"My lawyer made a deal with (the district attorney) for two in (prison) and four out (on probation). I'm hoping I get nine months with credit for time served," said VannBeets, who's been in jail for the last six months.

Arneson said a big issue for inmates was identity theft, of which they often are victims. "They become prime targets," she said. "Sometimes people who don't know them or significant others, like a girlfriend who is ticked off, all of a sudden use their bank account or name and address." Last year, 13 inmates in the county Detention Center were victims of identity theft, she said.

A regular feature of her class is to pull a credit report for each inmate, which most of them have never seen before, she said. In one instance, an inmate found out that his bank account had been drained of nearly \$16,000. An investigation later showed that his parents had withdrawn the money. "He didn't know any of it until we pulled his credit report," she said.

Arneson doesn't pry into the inmates' criminal records, she said. "I never look them up. I don't know want to know. I don't want to judge," she said. "Debt is debt. People on the outside have debt and child support. The problems are exactly the same. It's just that these people have lived a lot more of life than the people on the outside."

What the inmates learn from Arneson is a key to helping them not come back to jail, she said.

"A lot comes down to finances. When people don't have the money, that's when they branch out — whether it's crime or other activity," she said. "Reaching out to them and helping them have a more stable life post release reduces the temptation to come back. As a taxpayer, I'd rather help them than complain about what they're not doing."

Sheriff's Cpl. Roy Kluss, director of the Detention Center's Director of the Huber and electronic monitoring program who helps oversee Arneson's programs, agreed. "I've come to realize once they get in the classroom, they're more open to how to treat their problems," Kluss said. "If these guys don't get this training, they won't be able to adjust or move on once they're released."

Arneson said she often hears from inmates after they are released. "I never follow up. But when they need help or have questions or they know someone who does, they call me," she said. "That's the best part for me."

by: Dan Benson, Sheboygan Press
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Youth Care Conference Scheduled

The Wisconsin Association of Child and Youth Care Professionals (WACYCP) has scheduled its 2012 WACYCP Annual Youth Care Conference for May 10, 2012 at the UWM Youth Work Learning Center in Milwaukee, WI. The theme of this year's conference is "Youth Workers: Building a Brighter Future".

A conference brochure and registration form will be available shortly into 2012. For more details, please contact Jody Rhodes at: wacycp1@sbcglobal.net or call the WACYCP Milwaukee headquarters at (414) 588-1589. For more information on WACYCP, please go to www.wacycp.org.

Post-Secondary Correctional Education: Unlocking Potential

In May 2011, the Institute for Higher Education Policy released an Issue Brief authored by Laura E. Gorgol and Brian Sponsler. The brief entitled, *Unlocking Potential: Results of a National Survey of Post-Secondary Education in State Prisons*, was the result of a nation-wide survey of education programs for incarcerated individuals.

Forty-three states responded to the survey. CEA Executive Director Steve Steurer and members of CEA participated in the survey and provided valuable commentary on the provision of post-secondary education within prisons

For the purpose of the survey, Post-Secondary Education was defined as encompassing any academic or vocational coursework an incarcerated person takes beyond the high school diploma or equivalent that can be used toward a certificate or an associate's, bachelor's, or graduate degree.

Research suggests that 35 to 42 percent of correctional facilities offer some form of Post-Secondary Education (Erisman and Contardo 2005; Stephan 2008). For those who have participated in Post-Secondary Correctional Education, several positive post-release outcomes have been observed, including increased educational attainment levels, reduced recidivism rates, and improved post-release employment opportunities and earnings (Gaes 2008; Meyer et al. 2010; Winterfield et al. 2009).

Despite the positive outcomes associated with Post-Secondary Correctional Education, the brief authors observed that discussion of postsecondary opportunity for the nation's prison population is notably absent from the top tier of state and federal policy agendas. They feel this lack of top-line policy attention to Post-Secondary Correctional Education is detrimental to the country — postsecondary education has a critical role to play in mitigating challenging social conditions exacerbated by high incarceration levels.

Designed to increase knowledge about how states are providing postsecondary education to incarcerated individuals, this brief summarizes the results of a national survey of state correctional education administrators and presents unique policy relevant information on the availability, administration, and funding of Post-Secondary Correctional Education in state prison systems. A central purpose of the brief is to elevate the policy attention paid to postsecondary opportunities for incarcerated persons.

Key Findings

Participating states reported approximately 71,000 persons enrolled in vocational or academic postsecondary education programs in prisons for academic year 2009-10; 6 percent of the incarcerated population in these states.

- Thirteen high-enrollment states accounted for 86 percent of all incarcerated postsecondary students in the state prison systems included in this study. Wisconsin was one of the high-enrollment states.
- Incarcerated students are not earning two- or four-year postsecondary degrees in significant numbers. Findings illustrate that three out of every four students were enrolled in a vocational or certificate program. Although all types of Post-Secondary Correctional Education are valuable, survey results indicate that most incarcerated students are not on an educational pathway likely to result in academic degree attainment.
- Postsecondary correctional education is delivered primarily through onsite instruction. Survey respondents reported logistical challenges associated with providing education in a prison and recommended technology as one way to improve the delivery of Post-Secondary Correctional Education.

- Security protocols and state statutes were identified as significant barriers to expanding the use of Internet technologies to support the delivery of postsecondary education in prisons.
- A critical challenge facing correctional education administrators is securing funding, a reality that may worsen in coming years because of the financial constraints of state budgets.
- Incarcerated students continue to be denied access to federal and state-based financial aid programs.

Because roughly 95 percent of incarcerated persons are expected to return to society, the authors believe that programs and initiatives designed to increase the likelihood of successful reentry are critical to individuals and to society at large. Postsecondary education has been identified as one factor that facilitates successful reentry. Positive post-release outcomes associated with participation in Post-Secondary Correctional Education include increased educational attainment, reduced recidivism rates, and improved employment opportunities and earnings (Gaes 2008; Meyer et al. 2010; Winterfield et al. 2009) — all factors that support broader policy goals of increasing national educational attainment, broadening the tax base, and reducing public expenditures.

Despite the alignment of Post-Secondary Correctional Education outcomes with national policy priorities and the known benefits of Post-Secondary Correctional Education for individuals, the survey of correctional education administrators reveals that incarcerated persons have limited postsecondary education opportunities, primarily because of federal and state policy choices.

Incarcerated persons are ineligible for nearly all federal and state need-based financial aid programs, are overwhelmingly enrolled in vocational and other nonacademic certificate programs, and are prohibited from taking advantage of Internet-based educational programs and resources. Although the political and moral rationales for Post-Secondary Correctional Education policies are diverse and complex, the outcome is that incarcerated persons have few options for education beyond the secondary level.

On the basis of the results and analysis of our survey, the authors offer three recommendations to facilitate effective policy innovations in the area of Post-Secondary Correctional Education. These recommendations are intended to advance public policy goals of increasing skill and educational acquisition for incarcerated persons and reducing unsustainably high recidivism rates.

Recommendations

1. To address capacity challenges that limit access to postsecondary education in prisons, federal and state statutes and regulations should be revised to support the development and expansion of Internet-based delivery of such education.
2. To increase educational attainment, support economic development, and make efficient use of limited public funding, postsecondary correctional education programs should be closely aligned with state postsecondary education systems and local workforce needs.
3. To support increased access to postsecondary education in prisons, federal and state statutes should be amended to make specific categories of incarcerated persons eligible for need-based financial aid.

The complete brief, *Unlocking Potential: Results of a National Survey of Post-Secondary Education in State Prisons*, may be found at: http://www.ihep.org/assets/files/publications/s-z/Unlocking_Potential-PSCE_Final_Report_May_2011.

Learn All About CEA-Wisconsin at:
www.ceawisconsin.org

President's Message

Happy New Year! A new year means new beginnings, fresh starts, resolutions and changes. The cynical part of me wonders, "Will anything really change?" Then I take a look around at my colleagues, my students and the amazing programs going on around me and realize the answer is "YES."

I recently had the opportunity to talk to a woman who is starting a re-entry program called Project Second Start. Her enthusiasm for helping offenders succeed and her desire to make a difference in the community was invigorating. Just having the chance to talk to someone and share new ideas made me more eager to try out new things and have that fresh start. That feeling of excitement helped me remember why New Year's Eve is so magical — it's not the parties and the sound makers or Times Square.

It is that feeling that anything is possible, anything can happen. It is the excitement that comes with new endeavors and new ideas.

My challenge to you, in this new year, is to figure out what that thing is that excites you and share that passion with someone else. Let your passion be contagious.

"One person with passion is better than forty people merely interested." — E. M. Forster

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