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Correctional Education Association - Wisconsin

CEA-W Adds New Benefit for Members: Professional Development Scholarships

The CEA-Wisconsin Board has voted to establish scholarships for members who wish to pursue professional development. At least two \$500 Professional Development Scholarships will be awarded to CEA-Wisconsin members per calendar year. The CEA-Wisconsin Board may elect to award additional Professional Development Scholarships depending on the number and quality of scholarship applications and funding available.

Professional Development Scholarship monies are available up to \$500 per individual for varied professional development activities. Activities which may qualify for the scholarship include educational or correctional conferences, skills training, industry trade shows, or other activities that relate to the member's teaching responsibilities. Professional Development Scholarship applications will be accepted beginning on July 1, 2018.

Scholarship Requirements:

- To be nominated and receive a Professional Development Scholarship, the individual must be a resident of Wisconsin and a voting member of the Correctional Education Association and have been a member for a minimum of one year prior to application. The individual must also agree to maintain membership for two years following completion of the scholarship.
- Current CEA-Wisconsin Board members may not apply for scholarship monies.

Scholarship Uses:

- Attendance at Correctional Education Association Conferences or other professional meetings where a direct benefit to correctional education can be established.
- Presentation of a workshop at the Region III CEA Conference, International CEA Conference, the Wisconsin Technical College System Common Ground Conference, or some other professional education or correctional conference.
- Attendance at skills training, industry trade shows, or other activities that relate to the member's teaching responsibilities.

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Completion Requirements:

- Proof of conference registration or meeting attendance along with a critique of the program, including its applicability to correctional education.
- Research results are to be published or presented at a correctional education or correctional related conference or symposium.
- Scholarship awards must be completed in a pre-approved timeline. Extenuating circumstances may be considered at the discretion of the Committee.

Scholarship Procedures:

- Applications must be received by the CEA-Wisconsin Awards Committee designee at least forty-five (45) days before the first day of the planned activity. The application must include total costs and funding sources. Professional Development Scholarships will be limited to expenses not reimbursable through other sources. The Awards Committee will determine the amount to be advanced and the schedule for advancement.
- The application form must be fully completed in order to be considered by the committee. The quality of the application will be taken in to consideration.
- The applicant will be notified by letter of the Committee's decision. The "Letter of Scholarship Award" will include the steps to receive and account for the funds along with a delineated timeline. A "Letter of Scholarship Denial" will include the reason(s) for the denial. An applicant may reapply with a revised application that addresses the denial or provides additional information. The reapplication must meet the forty-five (45) days prior to participation requirement.
- Professional Development Scholarship recipients will be required to submit all receipts for the expenses related to the scholarship award. The award funds may be issued in advance of participation with a written request and documentation of expenses. Upon completion, a final expense report with receipts must be submitted to the CEA-Wisconsin Awards Committee.
- Within 30 days of the completion of the participation, a report of 300-500 words on the benefit of the Professional Development Scholarship must be submitted to the CEA-Wisconsin Awards Committee.
- In order to receive a Professional Development Scholarship, the recipient must give permission to CEA-Wisconsin for the use of the report at CEA-Wisconsin's discretion for publication and publicity.
- Professional Development Scholarships may not be used for illegal activities or to purchase equipment. In the event this occurs, the recipient must return the full scholarship to CEA-Wisconsin.
- Should an individual who has received Professional Development Scholarship monies not participate in the planned use of the scholarship, the recipient must return the full scholarship to CEA-Wisconsin.

Scholarship Limits:

- Professional Development Scholarship amounts will be limited up to \$500 per year per recipient. The Awards Committee will determine the amounts of the scholarships.
- Priority will be given to first time applicants.
- Professional Development Scholarships are limited to one per CEA-Wisconsin member.

Scholarship Application:

- The Professional Development Scholarship Application Form may be found on the www.ceawisconsin.org website. Click on "Professional Development Scholarships."
- Questions may be directed to: Tim Malchow, CEA-Wisconsin Treasurer
Kettle Moraine Correctional Institution
Timothy.Malchow@wisconsin.gov
920-526-3244 Ext. 2358

Report Builds Case for College in Prison

Over the past few decades, many studies have showed the positive impact of education programming on recidivism rates. The most recent addition to this body of research is the *Don't Stop Now* report authored Debbie Mukamal (Stanford Law) and Rebecca Silbert (The Opportunity Institute).

Don't Stop Now starts with the case for college in prison, then recounts and celebrates the rapid growth in higher education programs and enrollments in California State prisons between 2014 and 2017. It describes the effort to bring together California's enormous criminal justice and public higher education systems to support returning citizens and to build a new generation of college students and graduates.

California's public colleges lead the nation in creating pathways to campus and to degree completion for these potential students. California community colleges now teach face-to-face transferrable, degree-building college courses in 34 of the state's 35 prisons. Enrollment rose from zero in 2014 to 4,443 students in fall 2017 that is more than any other state and more than the total number of students enrolled in the federal Second Chance Pell Pilot Program across the nation. Thousands more are still in correspondence courses, waiting for face-to-face classes.

The on-campus support program for formerly incarcerated CSU students, Project Rebound, has expanded from one to nine CSU campuses and more campuses seek to replicate the program. In addition to the Rebound expansion, the Underground Scholars Initiative has expanded to UCLA and UC-Davis. A third of the state's 114 community colleges now have a student group or an on-campus program similar to Project Rebound or Underground Scholars, and more community colleges are in the process of building support systems for formerly incarcerated students. These unique students consistently outperform students on campus.

Don't Stop Now asserts that "Public higher education is a key – though often overlooked – criminal justice partner." According to the report, "The reasons why are clear – higher education reduces recidivism, changes lives, and builds stronger communities. We can no longer consign incarcerated and formerly incarcerated men and women to ending their education with a GED; they, like all of us, deserve the opportunities that hard work and a college degree create."

Data from *Don't Stop Now* shows:

College in Prison Makes Us Safer

- Students in prison who participate in correctional education have 43% lower odds of recidivating after release than those who do not.
- The numbers improve even more for college courses: incarcerated students in college programs have 51% lower odds of recidivating as compared to those in other education.
- Prison yards with college courses report reduced violence and a safer work environment for corrections staff.

College in Prison Saves Us Money

- For every \$1 invested in correctional education, research shows a return of \$4 to \$5.
- California taxpayers pay an average of \$70,812 a year for each person incarcerated in a state prison.
- In contrast, state revenue needed to support a full-time California community college student is only slightly more than \$5,000 a year.
- Almost 4,500 prisoners are currently enrolled in face-to-face community college in prison, with continued high demand and waiting lists. Changing the trajectory of even half of those students by reducing their likelihood of recidivating could save communities and the state millions of dollars.

College in Prison Builds the State's Economy

- Students in prison who receive an education are more likely to find employment upon release, transforming them from “offenders” into taxpayers and community leaders.
- College-educated workers are critical to the state's economy; it is estimated that by 2030 the state will be 1.1 million workers short of demand for workers with a bachelor's degree.
- Incarcerated students in California are doing as well or better than their on-campus counterparts, with high grades and educational enthusiasm. Student feedback and social science research indicates that their success is due, at least in part, to the availability of face-to-face courses.
- Credentials and degrees earned by incarcerated and formerly incarcerated students have a powerful intergenerational impact on families and communities, increasing social mobility for generations to come.

Success Metrics

- At Solano Community College, success rates for African-American students in prison are 16% higher than success rates for African-American students on campus.
- In 2017, incarcerated students in the Cal State LA Communications class earned a class GPA of 3.61, while their campus counterparts achieved a class GPA of 3.25 in the same class.
- In a Cerro Coso College class taught in prison, on campus and online, in-prison class GPAs were approximately 10% higher than on campus and about 25% higher than online.
- Between 2011 and 2016, 97% of fully matriculated Project Rebound students at San Francisco State graduated with a Bachelor's Degree within six years, compared to 57% for CSU students statewide.
- In just two years, Shasta College's STEP-UP enrollment rose from 15 to 50 students, and drop outs fell to 16% from 40%. In fall 2017, nearly half of the 50 STEP-UP students made the Dean's List with a GPA of 3.5 or higher.
- One-third of all scholars in Compton College's Formerly Incarcerated Students in Transition (F.I.S.T.) program maintain a GPA of 3.5 or higher. F.I.S.T students are nearly all African-American and Latino.

The report includes a well-developed section on how this success might be replicated in other states. It concludes by laying out remaining challenges in the ongoing work to develop accessible and effective college opportunities for those incarcerated in California and those returning from California prisons.

Go to: <http://correctionstocollegeca.org/assets/general/dont-stop-now-report.pdf> to read the complete *Don't Stop Now* report.

Data Is Key to Criminal Justice Reform — How Is Your County Doing?

On April 26-27, the Tommy G. Thompson Center on Public Leadership sponsored a Criminal Justice Reform seminar at the Monona Terrace in Madison. The event was billed as a multi-disciplinary, non-partisan meeting to discuss the problem of mass incarceration. Over 300 people attended.

Tommy Thompson opened the event by saying that offenders need a second chance; everyone makes mistakes, but can change their lives; and that he made mistakes when he was young but didn't get caught. He believes that Prison Reform is one issue that left and right can work to solve together.

The program was comprised of 6 panels. Each panel was comprised of 3 or 4 people who had 15 minutes each to present their data or opinions and there was about 15 minutes for Q&A. The panelists included researchers, professors, sociologists, court officials, prosecutors, directors of reentry programs,
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attorneys, directors of special interest groups, and public office holders.

One of the presenters was Caroline Sarnoff, a researcher with the non-profit Data Outreach for Measures of Justice organization. Sarnoff argued that to address the criminal justice problem, you must know how well our entire criminal justice system is working on the county level.

Data Outreach for Measures of Justice is in the process of tracking how criminal cases are being handled at the county level from arrest to post-conviction for all 3000+ counties in the US. It is gathering numbers from key criminal justice players — prosecutors' offices, public defenders, courts, and probation departments. The 22 people at Measures for Justice's Rochester, New York offices clean the data, assemble it in an apples-to-apples format, use it to answer a standard set of basic questions, and make the results free and easy to access and understand. Their goal is to increase the transparency of local justice systems and enable more informed discussions.

Their website, <https://measuresforjustice.org/portal>, has detailed data on each county. Sarnoff says the portal itself is like a video game for criminal justice nerds. Users can compare counties, click on interactive maps and bar charts, and layer one data point upon another. The interface is clean and easy to use. It's meant for everyone — not just professors and policy wonks. You can use it to compare your county to others in Wisconsin and other states.

Wisconsin is one of the first six states to be surveyed along with Washington, Utah, Pennsylvania, North Carolina and Florida. These states were chosen for their geographical diversity and because they had unified statewide court databases.

The initial data for Wisconsin has shown that 97% of convictions resulted from guilty pleas (usually plea bargains). Only 3% had jury trials. Two Wisconsin counties (Trempealeau and Kewaunee) had no trials last year. This is evidence that the prosecutorial discretion that district attorneys exert is the decisive factor in determining the nature of charges, plea bargaining and sentencing.

The Data Outreach for Measures of Justice's hope is that once county officials see how better numbers can lead to better outcomes, they'll say, "We want to be a part of it. Let's improve our practices."

An example of how this can work comes from Winnebago County, Wisconsin. The Data Outreach for Measures of Justice statistics have shown that its local pretrial diversion program is disproportionately enrolling white defendants over blacks by almost 2 to 1.

"When you start looking at objective data, all of a sudden you've got some explaining to do," says Christian Gossett, the District Attorney in Winnebago County. Gossett says that since he learned the results of Measures for Justice's analysis, he went digging. He learned the disparity was arising not from who was being offered the diversion program, but who was accepting it — a relief, he admitted, but still a problem. He has since reached out to researchers at the University of Wisconsin to study why and how to address it.

According to Amy Bach, the founder and executive director, Measures for Justice's goal is to generate questions, especially among decision-makers in the system. "We want to provide comprehensive, reliable, accurate data that they can use to ask questions that weren't being asked before."

New National CEA Website

The National CEA Office is pleased to announce the creation of a new and improved website. Please take some time, review the site, and let send your comments or suggestions to Kiara Wilson at kwilson@ceanational.org.

Wisconsin First Nations Provides Resources for Native American Students

Native Americans comprise just 1.1% of Wisconsin's population. In its *Prison Point-in-Time Populations: 2000-2016* data summary, the Wisconsin Department of Corrections reports that 895 Native Americans were incarcerated in Wisconsin state correctional facilities on December 31, 2016. Native Americans are disproportionately incarcerated in Wisconsin, comprising 3.7% of the male prison population and 6.9% of the female prison population.

In addition to the disproportionate incarceration numbers in state facilities, Wisconsin county jails had the highest incarceration rate of Native Americans in the country in 2013, according to a survey of American Indians and Alaskan Natives in local jails by the U.S. Department of Justice. This data is skewed somewhat that while tribes in some other states have their own jails, Wisconsin tribes don't have their own jails with the exception of the Menominee tribe.

Research shows that prisoners who maintain family and community ties are more likely to succeed in leading productive, crime free lives when they are released. Keeping tribal affiliations, heritage and culture alive in the minds and hearts of Native American inmates can benefit them in their reintegration into their communities.

The National Indian Child Welfare Association sees involvement in traditional and spirituality activities as crucial to wellness in Native American youth and their communities. But when a Native American is incarcerated, he often has little access to educational resources that focus on the history, culture and tribal sovereignty of the American Indian nations in the state.

In 1989, the Wisconsin legislature passed the American Indian Studies in Wisconsin Act (often referred as Wisconsin Act 31). Act 31 requires that all public school districts and pre-service education programs provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities.

The Wisconsin Act 31 Coalition Partners (Wisconsin Department of Public Instruction, Wisconsin Indian Education Association, Wisconsin Public Television Education, UW-Madison School of Education, Wisconsin Historical Society, UW-Green Bay First Nation Studies, and Great Lakes Indian Fish and Wildlife Commission) have joined to develop resources to aid in the implementation of Wisconsin Education Act 31.

This collection of resources provides educators accurate and authentic educational materials for teaching about the history, culture, and tribal sovereignty of American Indian Nations of Wisconsin.

The rich collection of educational videos, teacher professional development resources, lesson plans, and learning tools for your classroom and library can be explored on the Wisconsin First Nations website, www.wisconsinfirstnations.org.

On the website, teacher professional learning resources are provided; including a Frequently Asked Questions section for answering hard-to-ask questions you may have when teaching about Native cultures, and exemplar videos featuring Wisconsin teachers modeling how to incorporate American Indian Studies into students' everyday learning.



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President's Message



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2018 CEA Annual Conference & Training Event

Unmask the Possibilities
in Correctional Education

AUGUST 26 - AUGUST 29, 2018

Sheraton Hotel
New Orleans, Louisiana

Unmask the Possibilities **73rd CEA Annual Conference** **& Training Event** **August 26-29, 2018** **Sheraton Hotel, New Orleans, Louisiana**

You are cordially invited to attend Unmask the Possibilities, the 73rd CEA International Conference & Training Event in New Orleans, Louisiana, August 26-29, 2018. The Conference will feature professionals who will share their expertise and experience with correctional educators in an enlightening and stimulating fashion. This is your opportunity to network with correctional professionals from around the world!

To find out more and register for the conference, go to www.ceanational.org and click on "Conferences."