Along with incarceration, many of the special needs offenders at the Wisconsin Resource Center endure the added burden of mental illness which, for some, is profound and pervasive. It is heartening to witness these individuals being engaged, respected, and affirmed by WRC staff.

Ken VanMieghem exemplifies such a staff member. His work transcends the ordinary and transforms the lives of his students as they confront their illnesses.

In recognition of his efforts to provide educational opportunities for special needs offenders, the CEAW Executive Board is proud to recognize Ken VanMieghem as the 2007 Wisconsin Correctional Teacher of the Year.

Ken is a graduate of UW-Stevens Point. He had taught in public schools for 10 years, prior to coming to the Wisconsin Resource Center 6 years ago.

For offenders with special needs, education must go beyond the teaching of academic and survival skills. In addition to being a key instructor in several of WRC’s multidisciplinary treatment programs, Ken has developed classes to fill some of the offenders’ therapeutic and emotional needs.

Individuals suffering with mental illness often struggle with meaningful self-understanding, let alone with the ability to express it. Five years ago, Ken envisioned developing an Art class that would give inmates the opportunity to productively express themselves while developing new skills and improving their self-esteem. He started with one class, but soon the program blossomed to four sections with a continuous waiting list.

Building on the success of the Art classes, Ken teamed with another WRC teacher, Neil Gleason, to create a Drama class. In this class, the students rehearse plays and skits which are later performed for inmate and staff groups.

Teachers are integral members of WRC’s treatment teams. Ken’s “can do” attitude has made him one of the most versatile and valuable (continue on page 3)
CEA: An Opportunity for Networking

Membership in CEA provides educators an avenue to communicate and share with their colleagues. This networking may occur by way of printed material such as newsletters and journals, by way of electronic communication between Special Interest Group members, or face-to-face at professional conferences.

In the CEA-Wisconsin News Review and Parenting Connection newsletters, CEA members may submit articles to inform their peers about the curriculum, teaching materials, or instructional methods used in their classes. Hard copies of each issue of the CEAW News Review are distributed to approximately 425 educators and administrators and the Parenting Connection is distributed to about 150. The newsletters are also emailed to CEA officers and Parenting SIG members nation-wide and are posted on the [www.ceawisconsin.org](http://www.ceawisconsin.org) website.

Membership in a CEA Special Interest Group also brings participation in email groups. CEAW has developed an email list of over 170 instructors, education directors, DOC administrators, and CEA officers who electronically receive Parenting newsletters and information. Currently, CEAW is developing a directory of Wisconsin county jail and detention center teachers. Thus far, over 65 teachers and volunteers have submitted information to be listed in the directory.

CEA members have the opportunity to spread the word about their program by presenting workshops at professional conferences. This year CEA members will be presenting workshops at the International CEA Conference in Atlanta, the Region III & IV CEA Conference in Yankton, South Dakota, and the CEAWisconsin State Conference in Elkhart Lake. CEA members will also present sessions at the Wisconsin Education Association Council and Northern Wisconsin Education Association Conventions.

So, take advantage of the services CEA membership affords --- for CEA is the only professional organization devoted solely to providing opportunities for correctional educators to network with their peers.

If you are a member of CEA, keep your membership active. If you haven’t already joined CEA, please go to the national website, [www.ceanational.org](http://www.ceanational.org), and do so.

Individual memberships are only $55 and students, volunteers, retirees, and clerical and support staff are eligible for reduced rates.
(continued from page 1)

members of the multidisciplinary staff. In addition to teaching Reading classes, Ken has helped to develop and has taught classes/groups which comprise the Mental Health Education, Managing Anger, Cognitive Interventions, Personal Development, and AODA programs. His groups are always lively and he looks for ways to step beyond the curriculum and further engage his students.

Ken is also the education representative on WRC’s segregation units, attending their weekly staffing and helping to develop Care Plans for each of their inmates.

The impact of Ken’s efforts is illustrated in this example cited by a fellow teacher at WRC:

_Inmate “W” is serving a lengthy sentence for homicide and is profoundly mentally ill with schizoaffective disorder (a combination of schizophrenia and bipolar disorder). In Ken’s art class, “W”, who often presents as disconnected from reality, has learned to express himself through painting. WRC psychologists say that “W’s” personality has become more integrated since joining the art class._

Ken has always looked for avenues for his students to be involved with the outside community. His students have regularly contributed paintings for fund-raisers by non-profit organizations.

Chief among these projects has been Ken’s partnership with the Flying Pig Art Gallery and Greenspace in Algoma and the Kewaunee County Violence Intervention Project. For the past three years, the Flying Pig has held a month-long Prison Art Exhibit. Ken’s art students donate their artwork to be shown and sold at a silent auction. The proceeds are then donated to The Kewaunee County Violence Intervention Project (see related article in this newsletter). These auctions have raised over $3600, providing financial support and hope for persons in the community who are coping with personal crises.

The Prison Art Exhibits have raised community awareness as to the rehabilitative value of art in prisons. The exhibits have helped offenders to atone for the harm they have caused others while working on their personal growth. Clearly the offenders, victims of domestic violence, and community as a whole all benefit from the project.

As WRC Deputy Director Tom Speech affirms, “Without the dedicated and creative work of Ken and other staff members like him at the WRC, we would not be able to provide the kind of intervention that can turn around lives of some of our state’s most damaged (and sometimes most dangerous) individuals.”

The CEAW Executive Board is pleased to recognize Ken VanMieghem as the 2007 Wisconsin Correctional Teacher of the Year. Ken will represent Wisconsin at Region III & IV CEA Conference in Yankton, South Dakota on April 18-20.

**A Hard Straight**

Recently broadcast nationally on the PBS series _Independent Lens_ was a documentary by Goro Toshima on parolees, “A Hard Straight”. This PBS film has won best film awards at major U.S. film festivals. “A Hard Straight” tells the story of what it’s really like for a person to make the radical transition from prison to society. The film interweaves the stories of two men and one woman as they attempt to construct new lives on the outside. We see them from the ecstatic moment of their first taste of freedom, to the inevitable frustrations, joys, and banality of life outside prison. And finally, we see the people in either a successful established life on the outside or at return to prison.

“**A Hard Straight**” is already being used, to great effect, by parole offices, prisons, and youth groups in California. The film generates great discussion, particularly since the people and stories in the film are familiar and relate-able to the viewer. Check out the website, [www.ahardstraight.com](http://www.ahardstraight.com) to learn more about the film or to purchase it.
The College Preparatory Program: “Inviting Convicts to College”

With their prison administrator partners, Stephen C. Richards, Ph.D., Chris D. Rose, Ph.D., and Susan Reed Ph.D. of the Criminal Justice Program at University of Wisconsin-Oshkosh have implemented “Inviting Convicts to College” at three Wisconsin medium security correctional institutions (Rose et al., 2005; Richards et al., 2006). The program is free for prisoner-students and prisons. This college level course is taught once a week for fourteen weeks by pairs of criminal justice university students supervised by faculty.

Once selected, student interns meet regularly and frequently with the coordinating professors to develop a teaching portfolio (a syllabus for each course, an outline of the lectures they will present, written exams, homework assignments, and so on) and to process their experiences. We continually stress to our student interns that the course work for the prisoner-students should be equivalent to introductory level courses offered within our university department.

Course Content
The course is designed as a bridge from prison to college. We use the textbook Convict Criminology, with chapters authored by former prisoners who were or are now criminal justice professors (at Appalachian State University, Chicago State University, Marquette University, San Diego State University, San Francisco State University, St. Louis University, University of Canterbury in New Zealand, and the University of Wisconsin-Oshkosh). The book serves to inspire the prisoner-students and introduce them to the field of “convict criminology.” As stated by Ross and Richards (2003: 6), “The emerging field of convict criminology consists primarily of essays and empirical research conducted and written by convicts or ex-convicts, on their way to completing or already in possession of a Ph.D., or by enlightened academics who critique existing literature, policies, and practices, thus contributing to a new perspective on criminology, criminal justice, corrections, and community corrections.”

The final few weeks of the course are devoted to helping the prisoner-students complete college admissions and financial aid applications. The student instructors explain that no checks will be mailed to inmate commissary accounts. Instead, the university processes the financial aid checks when the new student arrives on campus by deducting tuition (and room and board, if applicable) with the remainder paying for books and living expenses.

Prisoner-students, who know their release dates, mail the admission and financial aid forms as they prepare to exit prison and return to the community. A number of our first prisoner students are now attending universities. Those prisoners with more time to complete on their sentences are instructed to hold their completed applications until their release is scheduled.

Certificate of Completion
Upon finishing the course, the prisoner-students receive a certificate of completion from the university, signed by a University Dean and prison administrators. Students who decided to submit their completed applications for admissions and financial aid received letters in the mail informing them of their status. Upon their release from prison, they are already qualified for admission and financial aid. Their “release plan” may include attending college or university where their financial aid checks are waiting.

Academic Requirements, Enrollment, and Costs
Since this is a college preparatory program, prisoners are required to have a high school diploma, HSED, or GED. Prisoner-students accrue no charges or fees for enrollment in this program. All we require is that they are willing to complete the assigned work assigned and provide their best effort.
Setting Up the Program

There are three easy steps to starting an “Inviting Convicts to College Program” at your institution. First, a university and a nearby prison must decide to partner. Regardless of which organization initiates the effort, the relationship must achieve the missions of both. Second, university faculty members should prepare a brief proposal that includes a course description and syllabi that list course-work expectations. Third, prison administrators and program staff educators meet with university faculty members to discuss how to implement the program within specific institutional conditions (a schedule for classes, the number and selection of students to be enrolled, classroom availability, how textbooks will be acquired, and so on). In our programs, the prisons have purchased the textbooks and added them to their prison library collection. It has been our experience that wardens are receptive to this idea, because it is the only one-time cost that they will incur for the program.

Conclusion

Universities and prisons in many ways are parallel institutions. Most are state funded. Even private colleges and prisons depend ultimately on the goodwill of the taxpayers. Today, college campuses and prisons exist in close proximity, depend on public resources, and serve the same communities. Even the institutional populations are in many ways the same, mostly young men and women in need of training and education. Meanwhile, the taxpayers are demanding that state employees discover new ways to provide services without additional taxes. One way we can all serve the community is for universities and prisons to work together to reduce recidivism and help prisoners to become productive citizens. Besides, we all know it costs the state less to support one college student than return a man or woman to prison.

References


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Peggy Meyers Elected to Region III Position

For the first time, a CEA member from Wisconsin has been elected as Assistant Director for Region III of the Correctional Education Association. Results of the regional election held last month confirm that SCI Education Director and CEAW President-Elect, Peggy Meyers, has been elected to the position.

As is set forth in the Region III Constitution, Peggy will succeed the current Region III Director Ange Siemer of Ohio when her term as Director expires.

Peggy would like to thank those CEA members who supported her candidacy.
Teaching Effective GED Essay Writing to Be Showcased

CEAW is interested in publicizing new innovative programs, creative classroom activities, unique instructional methods, and special projects which supplement educational programs. To do this, this year the CEAW Executive Board has offered a $250 Showcase grant to help defray the professional expenses for a CEAW member to present a workshop at a professional education of correctional conference.

This year’s Showcase winners are Laurie Procknow and Barb Wulfers from the Stanley Correctional Institution. They will present a workshop, “Writing an Effective 5 Paragraph GED Essay,” at the Region III & IV CEA Conference in Yankton, South Dakota on April 17-20, 2007.

Their workshop is aimed at teachers who prepare students for the GED Writing Test. In it, Laurie and Barb will explain and demonstrate the steps in the process of writing a 5 paragraph essay. Questions, interaction, and discussion will be encouraged throughout the workshop.

The workshop will begin by discussing the two main types of GED essay questions. Participants will be provided with a handout of 40 different practice essay topics. The heart of the workshop is creating an outline of a GED essay. A color coordinated essay outline will be shown, explained, and provided to the participants.

One example of each essay question will be used for demonstrating the writing process. The essays will be shown on the overhead and on large posters to be used as guides during the workshop. The participants will then break into small groups to write a group essay, which they will choose from their handout. Those essays will be discussed and feedback given.

Songs of Faith Help Celebrate Black History Month

African Americans have played a tremendous role in American music. Almost all popular music contains elements of African American rhythms and culture. Black spirituals are one of the best known and earliest forms of American music.

On February 10, The Songs of Faith, a local gospel group, performed for the offenders at R.E. Ellsworth Correctional Center in celebration of Black History Month. “What I think is so unique about our group is we have love for one another,” Rhonda Bogan, group’s booking manager, said. They perform out of a love of music and a belief that sharing their music with others can help them.
MATC College of the Air Reaches Inside Prisons

About 150 young offenders in more than a dozen prisons around the country are taking classes that could lead to degrees from Milwaukee Area Technical College through a new federally funded program.

The College of the Air program works much like an online class or a correspondence course. Institutions in Wisconsin, Maine, Tennessee, Texas, Alaska, Minnesota and New Jersey receive instructional videos through the Corrections Learning Network satellite feed. The classes are from MATC.

The incarcerated offenders watch an hour-long video each week for 14 weeks. An MATC instructor sends assignments such as textbook reading, written papers and tests from Milwaukee. Completed work by the students is sent back. The instructor gives written feedback by mail.

Staff at the participating institution are responsible for monitoring inmates' attendance, forwarding their questions to the MATC teacher and proctoring their tests. The cost to the student is only $10 per course.

Upon completion of the course, students receive an MATC transcript that doesn't reference the course being taken at a correctional institution. If students are able to take enough credits, they can earn an associate of arts degrees from MATC. The credits earned are transferable to the University of Wisconsin-Milwaukee after the offenders are released from incarceration.

To be eligible for the program in Wisconsin, offenders must be younger than 26, be within five years of release and have a high school diploma or an HSED/GED.

Each participating state receives part of the $23 million of national funds allotted to the Incarcerated Youthful Offenders Program. Wisconsin share is up to $1,500 per participating inmate each year to pay for the instruction. Nearly 1500 Wisconsin offenders are eligible for the program.

MATC's program is a combination of the old and the new. MATC already had the instructional videos as part of old program broadcast classes on public television. Because the television courses had become out-dated in the face of Internet learning, MATC was about to phase them out when it received a contact from the Wisconsin Department of Corrections.

Federal funding to educate young inmates had become available to DOC, but offenders didn't have Internet access. The option of MATC's videos seemed an ideal solution. An existing satellite network provided by the Corrections Learning Network and Correctional Education Association transmitted the classes to the participating institutions.

The program was piloted for one-year in five Wisconsin institutions. It proved so successful that all correctional institutions in Wisconsin and a dozen prisons in other states signed on.

Wisconsinites to Present at the Region III & IV CEA Conference

Wisconsin correctional educators will again be playing a key roll at the Region III & IV CEA Conference. This year's conference will be held April 18-20, 2007 at the Best Western Kelly Inn in Yankton, South Dakota.

The workshops to be presented by CEAW members are:
CEA Membership Training: An Overview of CEA  
Presenter: Peggy Meyers, SCI  
How does CEA serve its members? Learn the different membership types, benefits, conference planning information, resources for Regional and Chapter Boards, and recruitment strategies for new association members. Discover how to earn a free CEA membership.

Effectively Writing a 5 Paragraph GED Essay  
Presenters: Laurie Prochnow and Barb Wulfers, SCI  
This session will explain and demonstrate the steps in the process of writing a 5 paragraph essay. During the session, participants will have the opportunity to write an essay. A variety of handouts will be available.

Nurturing Parents to Be Nurturing Parents  
Presenters: DeNeal Ericksen, REECC; Jerry Bednarowski, CEAW; Peggy Meyers, SCI  
Nationwide, more than 2 million children have a parent incarcerated in prison or jail. Correctional educators have designed programs to teach parenting skills and encourage incarcerated parents to maintain positive relationships with their children. In this workshop a parenting curriculum that is adaptable to a variety of settings and projects which supplement parenting education, including Parent/Child Literacy Projects, Parent Support groups and Parent Fairs will be described.

Teaching Responsible Thinking  
Presenter: Jerry Bednarowski, CEAW  
Offenders often lack empathy for others and are delayed in their moral development. This workshop will describe the stages of moral development through which everyone moves on their way to moral maturity. A systematic instructional format that encourages students to revise their world view and accelerate their movement through the developmental stages will be presented.

At the conference, meetings for the various Special Interest Groups will be held. At its meeting, the services provided by the CEA Parenting Special Interest Group will be detailed and participants will have to opportunity to become part of the Parenting SIG mailing list.

Deb and Tina’s County Jail Corner

Spring is around the corner and we find ourselves looking forward to the Correctional Education Association-Wisconsin State Conference at the Osthoff Resort on May 7th. Although getting out of jail to travel anywhere is just plain thrilling, we’re both most excited about the opportunity to meet and network with our colleagues from around the state. We realize that many counties have teachers available on an ‘as-needed basis only’ for school-age youth; we are under the impression that most jails have representatives from the Wisconsin Technical College System providing GED preparation and testing to adult county jail inmates. We're still waiting for responses from many of the jails and/or educators.
Networking is one good way for teachers in detention centers and county jails to develop a support network. As the past decade has shown the two of us, it can be tough and lonely to work on someone else’s turf! Even though teachers in correctional facilities are typically associated with a public school district or local technical college, the actual work environment can be very isolating. The students we serve and the location in which we serve them present unique challenges, joys, stressors, and situations that are difficult for colleagues in a more traditional school environment to comprehend. This contact list is a first step in creating a mode of communication for county jail and detention teachers to share information, ask questions, and get the emotional support our very demanding jobs require. This is also a wonderful opportunity to network with our colleagues from the DOC!

We hope to see everyone at the Osthoff on May 7th. Feel free to contact Deb anderson@madison.k12.wi.us or Tina cgladbach@madison.k12.wi.us, if you have any ideas, comments, or questions.

**Flying Pig Art Exhibit Raises Funds**

For the third year, inmates at the Wisconsin Resource Center (WRC) in Winnebago, WI, partnered with The Flying Pig Gallery & Greenspace in Algoma to exhibit and sell inmates’ artwork to raise funds for the Kewaunee County Violence Intervention Project. The exhibit and auction raised over $1800, which, for example, could provide five months of transitional living for a mother and her two children.

The Wisconsin Resource Center provides treatment for correctional inmates with severe mental health and behavioral problems. The exhibit and auction fundraising event ensures that inmates who are suffering from mental health problems are engaged in an act of restitution for their crimes in a restorative justice manner.

Approximately 50 people attended the opening traveling from as far away as Madison and Fond du Lac. A special thank you to Kewaunee County residents Lynn and Nancy Utesch for their generous bid which allowed us to exceed last year’s donation total.

The Flying Pig is looking forward to heightening the awareness of this program in 2007. Lt. Governor Barbara Lawton has invited The Inmate Art Show to exhibit in special gallery exhibition space for Wisconsin artists in the Office of The Lieutenant Governor. Lt. Governor Lawton has addressed the Wisconsin Coalition Against Domestic Violence and is chair of the Wisconsin Arts Board. In 2003, Lt. Governor Lawton launched an economic development initiative, Wisconsin Women = Prosperity. The vision: to ensure that women participate fully in Wisconsin society, so that they may make their best contributions in every level of the workplace as well as in corporate, political and civic realms; and to drive economic growth for our state by increasing the success of women.

The Flying Pig is located at N6975 Hwy 42, 2 miles south of Algoma. For gallery and event information, please call (920) 487-9902 or visit www.theflyingpig.biz.

Left to right: Susan Connor, The Flying Pig; Ann Bennett, V.I.P; Ken VanMieghem, Wisconsin Resource Center
Insiders and Outsiders? A Look at the Inside-Out Prison Exchange Program

I went to The Inside-Out Prison Exchange Program in January. The goal of this Program is to replicate nationwide a model of teaching pioneered by Lori Pompa, founder of Inside-Out. This model of teaching involves having an equal number of incarcerated students and university campus students learning from each other as classmates. Inside-Out started at Temple University in Philadelphia ten years ago. Since then, 104 instructors from eighty colleges and universities in thirty-one states have participated in the training. At least eighty courses have been offered thus far around the country.

As a name, “Inside-Out” already hints at a shift in the way we think about how we relate to each other: we call incarcerated learners “inside” students and call those from the campus “outside” students. I was intrigued by the idea of an integrated classroom with “inside” and “outside” students and wanted to see what it would take to make such a course happen.

The integrated classroom is an important step in correctional education. The point is to offer an experience that changes lives, both for insiders and outsiders. I saw inside learners and outside students think hard about what they learned in the classroom. I saw inside learners inspired by this kind of education, inspired by their capacity to change their own lives and shape their broader community. Anonymity is a central condition for participation in an Inside-Out course: neither inside learners nor outside students are permitted to communicate after the course is over. Reintegration into outside life becomes more real in this environment, where inside learners and outside students recognize their common humanity in the classroom.

We stayed at the Pendle Hill Conference Center, which was a scenic Quaker retreat. The informal atmosphere we had there allowed us to speak frankly. Many of us reflected on what it meant to devote our time to teaching in correctional settings and at the same time wonder whether or not we were making a difference.

We went to the State Correctional Institution at Graterford and to the Philadelphia Prison System, specifically the House of Correction and Riverside Correctional Facility. At the House of Correction, four young men sat before us. Lori asked them, “What are your favorite subjects in school?”

One answered, “Gym.”

Another answered, “Creative writing.” He makes me think hard about my role as a creative writing teacher volunteering at a state correctional institution.

I remember when a learner from my HSED tutorial program came in to tell us that he had passed his test and that he was getting out the following week. He came in just to say thanks, as if he weren’t as proud as we were. I think about the photographs of graduates on the wall of the classroom upstairs and imagine him there. I wonder if other classrooms also have a wall like this.

We spent much of our time discussing ethical challenges of Inside-Out work. Perhaps most moving was hearing from various stakeholders what Inside-Out meant to them. Anthony went through the Inside-Out program as an inside student. He told us about what it meant to escape being identified everywhere in terms of his family, who had a prominent role in organized crime.

At the center of Inside-Out were our visits to SCI-Graterford, where we met the Graterford Think Tank: inside men and outside participants who have worked for many years with Inside-Out participants like us. They offered crucial advice on the courses that we developed and reflected on many specific aspects of
our teaching. Each of the participants formed groups in which we proposed 15-week courses. My group created a course on “Prison Masculinities.” Among many lessons I learned from these men, perhaps the most important was humility, which was necessary for the collaboration we wanted.

Although it is challenge to persuade stakeholders of why I want to develop a truly Inside-Out course, I remain hopeful: my department and the correctional institution at which I teach is more sympathetic to a service-learning course where I spend the majority of my time teaching outside students before bringing them in to tutor inside learners essay-writing for GED tests. Because of this service-learning structure, I spend more time with outside students rather than spending the same amount of time with inside learners in an equal, integrated classroom. But I remain hopeful that I can develop my service-learning course into an Inside-Out course further down the road.

As a fellow trainee wrote of the experience, “I will take with me… the generosity and wisdom of the inside Think Tank participants—whom I consider teachers as much as students. Their patience and trust in us was remarkable.” And as an inside Think Tank member wrote, “Outside people have changed majors and career choices and inside guys have gone back to school to achieve academic success they never dreamed possible. Please enable insiders to dream and achieve a higher level.”

Ray Hsu established a creative writing group and GED/HSED essay-writing tutorial program at Oakhill Correctional Institution with the support of the Humanities Exposed (HEX) Program at the UW-Madison Center for the Humanities. The program runs from September to May. From the tutorial program, he is developing an Intermediate Composition service-learning course based in the UW-Madison Department of English.

**These Places and Regrets Now Available**

The seventh annual issue of CEAW’s Creativity Contest booklet is now available. Like previous issues, this year’s These Places and Regrets is a compilation of original inmate writings and drawings.

Among the accolades received is one from DOC Secretary Matthew Frank. He wrote:

**Dear Ray Schlesinger:**

*Thank you for sending me a copy of These Places and Regrets. I applaud the Correctional Education Association-Wisconsin for your work with offenders. Our teachers provide offenders not only with educational opportunities, but also with motivation and encouragement to change. I am sure the offenders feel a sense of pride and accomplishment in seeing their name and work published.*

*I also want to thank you and the rest of the committee for your efforts and dedication. Please pass on my thanks to the other committee members.*

Each offender who had a writing or drawing selected for the booklet received two free copies. A copy of the booklet has been sent to each CEAW member as a benefit of membership. Each institution library receives a free copy.

If you would like to purchase additional copies of the booklet at a cost of $4.00 each, please e-mail raphael.schlesinger@wi.gov.
President’s Message

As I read through the rough draft of this newsletter, I am amazed of how the Wisconsin chapter of Correctional Education Association has grown. We have a great board that represents a growing membership of professional and dedicated educators.

Again this year, Wisconsin is sending another fantastic teacher, Ken VanMieghem, to the Regional Conference to compete for Regional Teacher of the Year. We are planning another opportunity for our members to network with other educators at our May 7th conference, our showcase winners, Laurie Procknow and Barb Wulfers, are presenting at the Regional Conference in April, and members from the Wisconsin chapter and the Parenting Special Interest Group have contributed important information to the legislature on Strengthening Wisconsin’s Families. To top all of this, Wisconsin now has one of their own members on the Region III Executive Board, Peggy Meyers! Congratulations everyone!

I am so proud to be a member of this professional organization. Every one of the members of this organization has contributed to its success and growth, and we continue to demonstrate how vital education is in a correctional facility.

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