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## Correctional Education Association - Wisconsin

# 2014 CEA-Wisconsin Teacher Training Day

May 5, 2014  
Osthoff Resort  
Elkhart Lake, Wisconsin

The CEA-Wisconsin is pleased to host the 2014 CEA-Wisconsin Teacher training Day on May 5. The site for the training day is the beautiful Osthoff Resort in Elkhart Lake.

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 has assembled an interesting array of workshops focusing on literacy, HSED/GED preparation, special education, juveniles, professional development, county jails, vocational education, and other areas. Also featured will be round tables, vendor displays and a silent auction.

Here are a few of the workshops to be included. Many more will be added:  
**Motivating Your Math Class:** Come and learn creative ways to use low-tech activities, demonstrations, and handouts to make learning math fun and to stimulate interested in math topics among non-traditional learners.  
**Trauma Informed Care within Juvenile Corrections:** This workshop will provide an overview of how Juvenile Corrections has moved to incorporate a trauma informed philosophy, strategies that have been effective in moving the culture change forward, and discuss challenges experienced.

**Raise Their Motivation, Lower Your Stress:** Discussing the Motivational Interviewing microskill of autonomy, this workshop will demonstrate how building upon an individual's motivation level decreases our response to want to do all of the work for our clients.

**They Just Think They Can't Read or How to Rapidly Improve Reading Efficiency and TABE Scores:** Thinking creates how we feel about reading. Change thinking and reading efficiency improves. They're not broken. They need to learn executive function thinking skills. Barb will share her Power phonics – the 10 most commonly used phonics rules. Discover how to find a student's "island of competence" and how this transfers to reading skills.

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**Wisconsin Retirement System (WRS) Benefits for New and Mid-Career Employees:** This presentation is designed for active employees who are more than five years away from retirement. The following topics will be covered: enhancing your retirement benefit, Beneficiary Designation Forms, Vesting Requirement, Contribution Rates and more!

Special networking opportunities will be available at the training day for:

- Jail Instructors
- Librarians
- Guidance Counselors

In past years at CEA-Wisconsin Training Day, some participants elected to arrive early and enjoy the beautiful Osthoff Resort. The Osthoff Resort has agreed to offer rooms at special Training Day rates for May 3 and 4. You may choose from a single room for \$70, a double for \$90, or a two-bedroom Woodland Suite for \$100. All rooms have beautiful lakeside or woodland views. A block of rooms will only be held at these rates until April 11, 2014.

When making your professional development plans for 2014, be sure to include the CEA-Wisconsin Training Day. Registration materials and a complete conference program will soon be available on the [www.ceawisconsin](http://www.ceawisconsin) website and will be published in the March/April issue of this newsletter.

## Want to Learn More about Education in Prisons and Jails?

CEA–Wisconsin can bring an excellent resource to your classroom, church or community organization to provide presentations, workshops, and question and answer sessions so you can learn more about our efforts to transform the lives of the incarcerated.

If you would to have a speaker for your event, contact CEA-Wisconsin President Mary Stierna at [mary.stierna@wisconsin.gov](mailto:mary.stierna@wisconsin.gov) or 920-426-4310 ext 4165 or CEA-Wisconsin Board Member Jerry Bednarowski at [jerrybednarowski@new.rr.com](mailto:jerrybednarowski@new.rr.com) or 920-734-5902.

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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-Wisconsin and the Wisconsin Department of Corrections.

Articles for publication may be submitted to the CEA-W News Review Editor Jerry Bednarowski at: [jerrybednarowski@new.rr.com](mailto:jerrybednarowski@new.rr.com)

# PACE Offers an Alternative to Young Offenders

Several years ago Fond du Lac Secure Detention Center in collaboration with the county's Social Services Unit, Lutheran Social Services, and the Fond du Lac School District developed a comprehensive program for juvenile offenders called Promoting Alternatives to Corrections through Education (PACE). PACE gives judges an alternative to sending young offenders to correctional facilities like Lincoln Hills School. As Juvenile Superintendent Lt. Linda Schmitz says, "PACE is a program to fix the family unit, not just the juvenile. Juveniles sent to corrections or residential treatment programs get extensive treatment for themselves. Often, when returning to the community or home, issues start popping up again. PACE allows the juvenile and family to receive intense weekly therapy."

Since this innovative program has been in existence, eight young men have completed or are currently enrolled in the program, including several from outside Fond du Lac County. Objectives include keeping youth connected with family and local community, providing mental health and AODA treatment to youth and family along with effective aftercare, and placing an emphasis on education by giving participants a sense of hope that they can achieve required educational goals. Students in the program are enrolled in the Fond du Lac School District and receive direct classroom instruction from the Fond du Lac Secure Detention classroom teacher. In some cases, computer based E-2020 instruction is used. Credit is given for work completed and applied toward graduation requirements. Up to two activity credits can be earned for therapy and other activities.

"Education is a very important component of PACE," said Schmitz. "What's important is getting the juvenile back on track with education and allowing them to accumulate credit towards graduating."

Along with daily school attendance, AODA counseling and individual, group, and family counseling is provided on a weekly basis. Other weekly groups offer anger management, independent living skills, and corrective thought. PACE students also participate in a weekly book club meeting with a county social worker where the reading of 10 books is required. They are also involved in a weekly two-hour art program that is held for all the juveniles in Fond du Lac Secure Detention.

A typical day could include school from 8:30 am to 11:00 am and another hour of school from 12:30 to 1:30 followed by the independent living skills group from 1:30 to 2:30, AODA counseling until supper and family or individual therapy after supper. Every day of the week, except Sunday, has PACE activities.

After the court orders the juvenile into the program, there is a two to three week period of orientation in Secure where the teacher, liaison social worker, psychologist, AODA therapist and jail staff learn about the juvenile. An educational plan is developed and initiated. Mental health and alcohol/drug assessments are completed and a counseling/activity plan is developed. PACE students are housed together in one section of Secure though they mix with other offenders in classroom, recreation, and art.

All PACE providers meet weekly in a group to evaluate how each student is doing in the program. As progress is made in school, behavior, and treatment; participants can earn outings in the form of release to attend school and day passes to spend with family. In some cases, outings may include job search and work release.

The final step is preparing for transition back to the community and release from Fond du Lac Secure Detention. This can vary as there is no set number of weeks to be in the PACE program.

by Ken Holehouse, Fond du Lac County Jail Volunteer

**To join CEA go to: [www.ceanational.org](http://www.ceanational.org)**

# Foster Grandparents Bring Lifetime of Experience to CLS/LHS Students

For approximately 40 years, offering over 942,000 hours of volunteer service, along with a combined 1,633 years of experience and wisdom, the Foster Grandparent Program at Copper Lake (girls)/Lincoln Hills (boys) Correctional Facility in Irma, WI, continues to thrive. In 2011, the Department of Juvenile Corrections (DJC) consolidated and now serves both boys and girls at one institution. The Foster Grandparent Program has been an active part of LHS for almost four decades, touching the lives of hundreds of youth.

The Foster Grandparents with a lifetime of experience range in age from 63 through 94. They focus on making a difference in the lives of the misguided youth they serve through mentoring and tutoring. Presently, 21 volunteers from three surrounding communities (Irma, Merrill, and Tomahawk) within Lincoln County are actively involved in serving youth at the Copper Lake/Lincoln Hills Correctional Facility.

There are currently three shifts of Foster Grandparents interacting with students from 8:00am to 4:00pm, five days per week. The Foster Grandparents are placed in all of the living units at CLS/LHS as well as in many classrooms in the main school. The youth experience firsthand the vitality of older adults and learn how to interact with and treat the foster grandparents with respect.

What is perhaps the most valuable service provided by the Foster Grandparents is delivered when tutoring, games or baking are taking place. There the Foster Grandparents pass on insights and offer positive reinforcement to youth in a manner that supersedes simple instruction and does not take the form of a lecture. The youth engaged in activities with the Foster Grandparents truly let their guards down and become involved in a real relationship with someone who truly wishes to be there for the sole purpose of spending genuine and quality time with them.

Some activities that the Foster Grandparents engage in include talking and listening to the youth, cards, board games, baking treats together to share, planting flowers outside the living units, crafts, and tutoring students with delayed academic skills and assisting students who are having difficulty focusing stay on-task in the classroom. Many Grandparents emphasize that they receive much more than they give and that volunteering at Copper Lake/Lincoln Hill Correctional Facility gives them a sense of purpose.

Some Foster Grandparents also spend one hour daily with the same student assisting him/her with reading to increase their skills. This is called the Title One Reading Program. Students and their Foster Grandparent tutors develop a bond with each other and progress is made both academically and socially. Many students through the guidance of a grandparent have dramatically increased their reading skills in a few short months. At times, it's utterly exuberating, particularly witnessing a student's pride in their own accomplishments. This is a feeling, sadly, to which the youth are often not accustomed.

The Foster Grandparents involved in the reading program enjoy watching their student's develop improved reading skills, having the opportunity to experience their student's progress firsthand. They are aware that reading is a basic life skill that will enable the students to become functioning members of society. The Foster Grandparents state that it is an incredible feeling to know that they have made a difference to the youth, and they've also made a difference to the community as a whole. With the special skills and knowledge the grandparents have gained through their own life experiences, they are able to motivate the youth in very unique ways.

The Foster Grandparents at LHS and CLS are a very dedicated, compassionate, and caring group who see past what has brought the youth to this institution and see the potential in all of the students. Ultimately, they guide the youth to see a future for themselves. The Foster Grandparents work toward

teaching the youth to be self-correcting and independent. They continue, whether in the living units or in classrooms, to work toward closing the gap between the students' potential and their performance.

Without question, the most calming influence in school and the living units are the presence of the Foster Grandparents. Youth who have been historically difficult for line staff to gain compliance from or to establish rapport with can be seen communicating easily and comfortably with the Foster Grandparents. It is similar to when parental advice is ignored, but the same advice delivered through a grandma or grandpa takes on a whole new meaning. Messages communicated via the Foster Grandparents often hits with more impact fully than when the same message is delivered by other staff.

As stated so eloquently by a former student:

*"Hi,*

*My name is Gerald. I have not been at LHS long, but the experience that I've had with the Foster Grandparents has been extremely memorable. I've helped them plant flowers and have seen the look on their faces of pure joy, when they saw how each living unit's garden was thriving. I've baked snacks with a few of the Grandmas, and I have always enjoyed doing this because of the one-on-one time it allows me to have with them. Also, I like it because most of the time they let me get any extras that they make.*

*I love playing cards with the Foster Grandparents! I was pleasantly surprised at how competitive they are, but it's all in fun! They've taught me a lot of new games that I'll be able to play with my kids one day. To me, they're setting an example on how to spend quality time with family and friends. That's something that is worth more than its weight in gold!*

*Everything I just mentioned is the absolute truth, but my personal favorite quality about the Grandparents is that they are not biased towards me and when they're interacting with us they're not looking at us as criminals, but as youth who have made mistakes and have a whole life ahead of us to become strong and successful pillars of our community. When I talk to them, I feel that they actually care about me, because they do. I appreciate that greatly! Even though it's called "The Foster Grandparent Program", I don't look at them as a "Foster Grandparent"! I think they feel the same way. Over time we establish a bond that's more than just playing cards and eating snacks.*

*Grandpa Ed and Grandma Margaret, when I was trying to figure out whether or not to go to P.R.I.D.E., you told me I should and that it would be a good experience. Now I'm on my way out the door, and I thank you. Grandpa Budda and Grandma Dorothy, when I got to P.R.I.D.E., you two never failed to make me feel better! You helped me keep my head level, and I thank you two! To all the Foster Grandparents, thanks for all the time and energy you devote to us. Your awards are well deserved and your time with us is greatly appreciated! So once again, thank you!!!"*

*Gerald, P.R.I.D.E.*

The Foster Grandparents' community dedication does not stop with their service at CLS/LHS. There are many Foster Grandparents who volunteer and participate in other areas of the community as well. Some examples include Merrill Hospital, the Merrill Flower Project, the Merrill Area Community Enrichment Center, local churches, 4-H Clubs, church mission trips, local boards, assisting the elderly, keeping in touch with alumni Foster grandparents and the list goes on-and-on.

by: Pandora Lobacz, CLS/LHS

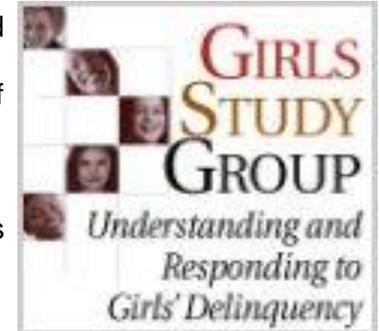
**69th Annual CEA Conference**  
**Education & Technology: The Pathway to Reentry**  
**June 22 - 25, 2014**  
**Hilton Crystal City in Arlington, Virginia**

# Girls Study Group Charts Way to Prevent Delinquency

According to data from the Federal Bureau of Investigation, over the past 20 years, arrests of girls have increased in proportion to those of boys for the same offenses. Girls now account for 30% of juvenile arrests. This apparent trend raises a number of questions, including whether it reflects an increase in girls' delinquency or changes in society's responses to girls' behavior. To research such issues and provide a sound foundation to guide the development, testing, and implementation of strategies designed to prevent girls' delinquency, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) convened its Girls Study Group in 2004 to conduct a seminal study of girls and delinquency.

The Study Group identified the following research questions it would address:

- Who is the delinquent girl, including the patterns and trends of female delinquency?
- Why is she delinquent?
- How and why do patterns of girls' delinquency differ from boys'?
- What are the juvenile justice system's and other systems' responses to girls' delinquency?
- What are the life consequences for delinquent girls?



The results of OJJDP's research are summarized in its Girls Study Group publication series:

- **The Girls Study Group – Charting the Way to Delinquency Prevention for Girls** describes the founding of OJJDP's Girls Study Group and the bulletin series that draws on its research findings
- **Causes and Correlates of Girls' Delinquency** examines the personal, family, peer, school, and community factors that can lead to delinquency
- **Developmental Sequences of Girls' Delinquent Behavior** provides insight into the pathways that lead to girls' delinquent behavior
- **Suitability of Assessment Instruments for Delinquent Girls** evaluates whether current risk-assessment and treatment-focused instruments are appropriate for use with girls
- **Resilient Girls – Factors that Protect Against Delinquency** examines whether four factors (a caring adult, school connectedness, school success, and religiosity) can protect girls from delinquency
- **Violence by Teenage Girls: Trends and Context** describes recent trends in girls' offending and examines the settings in which girls commit crimes
- **Developmental Sequences of Girls' Delinquent Behavior** summarizes the methods, findings, and implications from data collected on the developmental patterns of girls' offending from childhood through adolescence

These publications and other girls' delinquency-related resources, including OJJDP's Model Programs Guide, OJJDP's National Training and Technical Assistance Center, OJJDP's Formula Grants Program, the bimonthly electronic newsletter OJJDP News @ a Glance and the JUVJUST listserv may be found on the Girls Study Group website, [www.ojjdp.gov/programs/girlsdelinquency.html](http://www.ojjdp.gov/programs/girlsdelinquency.html).

## Study to Examine Juvenile Teachers' Beliefs, Goals and Feelings

Heidi Cate is seeking 400 teachers in juvenile corrections and residential education settings who would like to participate in a study. The research will examine what teachers think about self-efficacy, motivation goals, and feelings of burnout in juvenile corrections and residential education settings.

CEA member Heidi Cate is the Superintendent and Special Education Director of Integrity Education Services' schools, Hope Academy of West Michigan and Lighthouse Academy. Heidi's research is part of the dissertation phase of her Ph.D. in Education studies at Capella University.

The study titled, *Teachers' Self-Efficacy, Motivation Goals, and Burnout in Juvenile Corrections and Residential Education Settings*, will examine if differences in gender or years of experience effect teacher responses, how new and experienced teachers in juvenile corrections and residential settings adapt to their settings, and what may be most helpful in supporting effective teaching and learning processes.

You are invited to be in the study if you are a teacher at:

- a child care organization providing residential services
- a juvenile detention center
- a Strict Discipline Academy serving juvenile corrections-involved students

If you decide to be in this study, you will be asked to:

- give personal information about yourself, such as age, gender, occupation, and education level
- complete a survey about teacher self-efficacy beliefs, motivation goals, and feelings of burnout

Any information you provide in this study that could identify you such as your name, age, or other personal information will be kept confidential. Your name will not be collected in relationship to the survey. Your participation in the study will last about 0.33 to 0.50 hours. If you wish to participate in the study, contact Heidi M. Cate at [hcate@capellauniversity.edu](mailto:hcate@capellauniversity.edu) or 616-855-4387.

## Call for Nominations

During March, 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

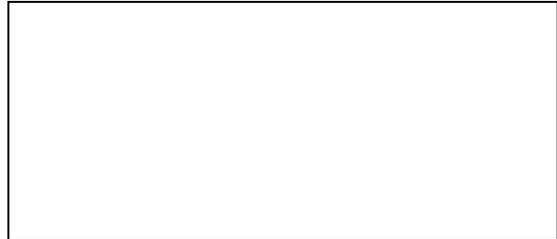
**Maximum/Minimum Security Representative**  
**Medium Security Representative**  
**State Agency Representative**  
**At-Large Representative/Newsletter Editor**

Any CEA-Wisconsin 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 **March 1, 2014**. Newly elected members will assume their offices at the May 2014 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](mailto:jarvis@fvtc.edu)**

**CEA-Wisconsin News Review**  
**Sharon Neemann, CEA-W Secretary**  
**Wisconsin Resource Center**  
**P.O. Box 16**  
**Winnebago, WI 54985**



## President's Message

Welcome 2014!

The New Year will bring many changes; the most significant is the beginning of the new GED testing program and computer-based testing. I recently used a voucher and took the practice test for Reasoning through Language Arts. After hearing and reading so much about the new tests, I found it very helpful to take the practice test and experience it for myself.

The CEA-W board is beginning to focus on the annual training day event to be held on May 5<sup>th</sup> at the Osthoff Resort in Elkhart Lake. We have many workshops already lined up for this day. Please check out the details in this newsletter. We hope to see many of you there!

Happy New Year,

**Mary**  
[mary.davies@wisconsin.gov](mailto:mary.davies@wisconsin.gov)

**Learn All About CEA-Wisconsin at:**  
**[www.ceawisconsin.org](http://www.ceawisconsin.org)**