

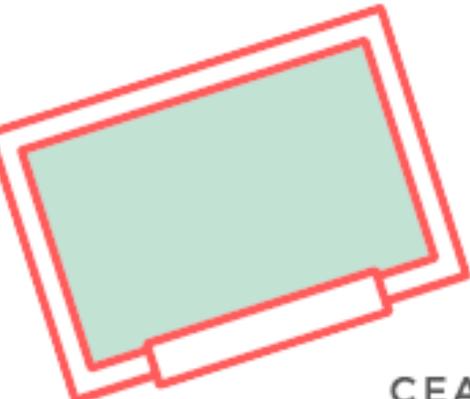
An Important Message From CEA-W President Emily Propson

Like opening the cover of a fresh notebook, 2020 started like many other years with the promise of renewal and growth. Then COVID-19 hit, and now we find ourselves in a situation in which we have all been given the opportunity to continue to do what we do in an uncertain, challenging, and ever-changing environment. Certainly, CEA-W is no exception to these circumstances. Early on in the COVID-19 response, we decided to postpone our 2020 Conference and Training Day. However, due to the continued uncertainty that the summer and fall bring, we have now decided to cancel this event altogether and provide refunds to all registered attendees. We are hoping to offer a training event in the spring of 2021, but are waiting to have a better grasp on what the state landscape may look like for both COVID-19 response/restrictions and financial resources available to civil servants for professional development before we make any concrete plans. Please follow our website and newsletter for training event updates.

More than ever it is evident that education is vital to corrections. Throughout the COVID-19 pandemic, correctional educators have been working to find new and unique ways to provide meaningful instruction to our students. CEA-W would like to take this opportunity, now and moving forward, to recognize unique educational practices, activities, and programs. In this light, I am pleased to announce CEA-W's **Innovation in Correctional Education Award**.

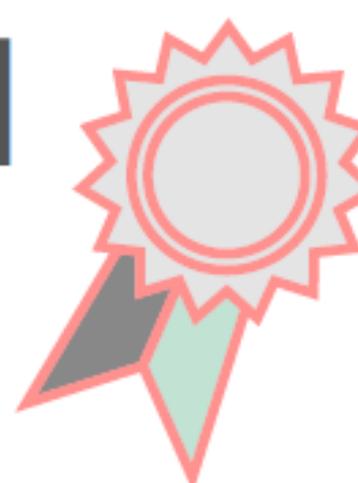
CEA-W's newest award is open to anyone (members or non-members and educators or non-educators) who has developed a unique educational practice, activity, or program in corrections. The importance of recognizing and sharing educational expertise is crucial to our correctional community. If you know someone who has been especially innovative in providing educational services, please encourage them to apply or nominate them using our simple form online our website: <http://ceawisconsin.org/innovation-award> .

Most importantly, please remember: we all work best when we work together – even if it is 6 feet apart or via Zoom. Until we can meet again in person, stay healthy and safe, keep your loved ones close, and support your local community!



CEA-WISCONSIN ANNOUNCES THE

CEA-W **INNOVATION IN** **CORRECTIONAL** **EDUCATION** **AWARD**



*Recognizing, honoring, and promoting
unique and innovative approaches to
correctional education.*



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FOR MORE INFORMATION



CEA-Wisconsin Board Installs Officers

As a result of the April election, the CEA-Wisconsin Board will have a few changes.

Emily Propson will continue serving as CEA-Wisconsin **President**. Emily had been elected President-Elect in 2018, but assumed the presidency early when former President Dave Hines resigned for personal reasons. Emily is currently the Education Director at the Wisconsin Resource Center and has worked for the State of Wisconsin – DHS or DOC – for the past ten years. Emily has a master’s degree in Administrative Leadership with a concentration in Adult Education from UW-Milwaukee. Emily served on the CEA-Wisconsin Board as an At-Large Representative from January 2016 to July 2017 and as Treasurer from July 2017 to May 2018.

Because there were no nominations for the office of President-Elect, The CEA-Wisconsin board exercised its option outlined in the CEA-Wisconsin Constitution to fill the vacant position by vote of the Board. Selected by the Board to become the next **President-Elect** is **Chisim Metternich**. Chisim Metternich is currently a teacher at the Wisconsin Resource Center. Chisim has degrees in secondary education and public administration and is completing a master’s in public policy. He is in his 12th year as a correctional educator and has served as the web developer for CEA-Wisconsin since 2019. Chisim will assume the office of President when Emily Propson’s term ends in 2022.

The new CEA-Wisconsin **Secretary** is **Melissa Krause**. Melissa has worked for the DOC since 2015. She began as an OOA in Education and shortly after promoted to teacher at Jackson Correctional Institution. Her duties include ICS Training, STAR Assessments, Chief GED Examiner, and Pell Grant Coordinator. She teaches low functioning students and Parenting. Melissa will complete her master’s degree in early 2021.



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Returning as **Medium Security Representative** is **David Prochnow**. Dave had previously served as Medium Security Representative, but had temporarily served as President-Elect when Emily Propson assumed the office of President early. Dave is the Teacher Supervisor at Fox Lake Correctional Institution. He is in his 20th year of correctional education. Dave started as a teacher of Adult Basic Education in 1999 at Fox Lake Correctional and then promoted to Education Director at Kettle Moraine Correctional in 2013, Education Director at Waupun Correctional in 2015, and Teacher Supervisor at Fox Lake Correctional in 2016. From 2009 to 2013, he also worked as an adjunct Adult Basic Education Instructor in the Student Success Lab at Moraine Park Technical College.

The new **Education Director Representative** is **Connie Shlimovitz**. Connie had previously served as the CEA-Wisconsin Secretary. Connie has been the Teacher Supervisor at Sand Ridge Secure Treatment Center for the past two years and taught at Sand Ridge for four years prior to that. She has a bachelor's degree in Education from UW-Eau Claire, a master's degree in Education from Edgewood College, a license in online learning, and a certificate in adult education. Connie has worked in this field for twenty-nine years and has experience in elementary, middle school, high school and technical college, as well as both juvenile and adult treatment settings.

The other CEA-Wisconsin Board members who were re-elected to their offices and will be returning for another two-year term are:

Treasurer – Tim Malchow, KMCI

Maximum/Minimum Security Representative – Pam Schmidt, CCI

At-Large Representative/Editor – Jerry Bednarowski, Retired

Tell Us About Your Program
Email your article to
JerryBednarowski@new.rr.com



CEA-WISCONSIN NEWSLETTER

CEA-Wisconsin 2020 Scholarship Program

Purpose: The CEA-Wisconsin Scholarship Award Program is designed to assist CEA-Wisconsin members or their spouses or dependents who are pursuing a degree at an accredited university or technical college.

Scholarship Details: CEA-Wisconsin will award a scholarship of \$1000 to a CEA-Wisconsin member who is furthering his/her education in the education or library sciences fields or to a CEA-Wisconsin member's spouse or dependent who is pursuing a university or technical college degree in any field. The recipient must provide verification of enrollment in an accredited university or technical college.

Eligibility:

- Applicant must be a current CEA-Wisconsin member, member's spouse, or member's dependent.
- Applicant must be pursuing (full or part-time) a graduate, undergraduate, or technical degree at an accredited university or technical college.
- Applicant must be entering his/her freshman, sophomore, junior, or senior year, or graduate school. First-year students must have been officially accepted by the college or university they plan to attend.
- Past winners are not eligible.

Application: Applicants must complete the application form that can be found on the CEA-Wisconsin website, provide the required attachments and submit the entire package no later than July 1, 2020. Incomplete or late application packages will not be accepted for consideration.

Selection: The scholarship recipients will be selected by the CEA-Wisconsin Board. Criteria for selection will include education and career goals, academic record, and school and community activities. Recipients will be notified by email.

**For more information contact Holly Audley at 608-266-2862
or hollyo.audley@dhs.wisconsin.gov**

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Nominate a Friend of Correctional Education

Do you know someone who has been noteworthy in their support of correctional education? This person may be a volunteer who contributes time and effort to an education program, a community agency employee who has presented a special workshop, a business person who has donated funds or materials to make programs more effective, or an advocate of correctional education in some way. Nominees cannot be employed by the Department of Corrections, Department of Health Services, or a county jail.

To nominate a Friend of Correctional Education go to www.ceawisconsin.org and complete a brief description of the Friend's contribution to correctional education on the Nomination Form.



This Call for Nominations will be published in the May/June and November/December issues of the CEA-Wisconsin newsletter. There is no deadline for the nominations. Nominations may be made at any time of the year.

After your nomination is received, the CEA-Wisconsin Board will review it at its next regularly scheduled meeting. If the Board approves the nomination, arrangements will be made to have a

Board member present the certificate at an event at your facility.

For more information contact Holly Audley, Wisconsin Department of Health Services, Division of Care and Treatment Services, HollyO.Audley@dhs.wisconsin.gov or 608-266-2862.



CEA-WISCONSIN NEWSLETTER

Make History!

For decades, educators have been accomplishing noteworthy and even historic achievements working in Wisconsin correctional facilities. Documentation of their work is often haphazard and hard to locate.

A Department History timeline located on the DOC website documents some of the major events from 1851 to 2002. This timeline is an adaption of a timeline created by Jeanne Dornfeldt, the former librarian at Fox Lake Correctional Institution. Some documentation of correctional education's history may be found on the Wisconsin Historical Society's website. Additional documentation may be in the archives at various institutions, but this information is typically not available to the public. DOC's "Opportunities and Options Resource Guide" gives a current accounting of the education programs available to inmates in each institution.

CEA-Wisconsin is embarking on a mission to gather information on the correctional education programs that were created and the people who were responsible for their success. The goal is to organize this information to create a history of Wisconsin correctional education and make it available to CEA-Wisconsin members, correctional employees and the public.

Instead of creating one document that gives the complete history, correctional education in Wisconsin will be divided into several topics, and a history of each area will be written. Once the history for each part is completed, a summary will be published in the CEA-Wisconsin newsletter and the complete history will be posted on www.ceawisconsin.org.

These histories will add to the other historical information now posted on the website. Already on the website are CEA-Wisconsin newsletters dating back to 2006, Parenting Connection newsletters since its first publication in 2006, and a "Notable CEA-Wisconsin Events and Educator Achievements" timeline. We are exploring ways to make the CEA-Wisconsin newsletters from 1986 to 2005 also available on the website.

CEA-WISCONSIN NEWSLETTER

The first article in the series, “A History of College Classes for Incarcerated Students,” appears in this issue of the newsletter. The complete history is also posted on www.ceawisconsin.org.

In the June/July CEA-Wisconsin newsletter will be a summary of “A History of the WTCS/DOC Partnership.” It will be posted on the website in June.

Among the “Histories” we are considering doing are:

- A History of Education in Female Correctional Facilities
- A History of Education in Wisconsin State Juvenile Facilities
- A History of Literacy Council Volunteers Working in Correctional Facilities
- A History of Parenting Programs in Correctional Facilities

Help Us Make History!

If you know of any documents relating to the histories in any of these areas or if you have an idea for another area to be explored, we would like to hear about it. We are especially interested in information that is pre-1970.

If you would like to help research any of these histories, contact jerrybednarowski@new.rr.com. If you are enrolled in a college course that requires a research paper, one of these histories may be a possible topic.



www.ceawisconsin.org

CEA-WISCONSIN NEWSLETTER

A History of College Classes for Incarcerated Students

Did you know?

- In 1917, the University of Wisconsin was first in the nation to offer a class in a state prison.
- By 1922, there were 75 men at the Wisconsin State Prison enrolled in correspondence courses.
- The University of Wisconsin not only offered courses for Waupun inmates, but also prisoners at Fort Leavenworth federal prison and state prisons in Colorado and Virginia.
- In 1932, 450 UW correspondence courses were taken at the Wisconsin State Prison.
- By 1937, the Wisconsin State Reformatory in Green Bay made liberal use of University of Wisconsin– Extension correspondence courses.
- Enrollment in correspondence courses declined as DOC education programs and Wisconsin Technical College System courses expanded to give inmates educational alternatives.
- The “Golden Age” of college classes in prisons began in 1970 as a result of a cooperative effort between DOC and UW-Extension administrators and the availability of tuition funding through Pell Grant legislation.

The “Golden Age” ran from approximately 1971 to 1994 when Pell Grant eligibility for inmates ended. During these 20+ years, three major programs enrolled thousands of inmates and awarded hundreds of degrees. They are:

UW-Green Bay University Without Walls Program at Green Bay Correctional Institution

UW-Green Bay offered its first on-site class for inmates at the Wisconsin State Reformatory in the summer of 1971. In January 1973, The Union for Experimenting Colleges and Universities awarded a \$15,000 grant to begin planning for a University Without Walls program at the Wisconsin State Reformatory. UWGB quickly moved to expand the number of course offerings and students enrolled at the Reformatory. In 1980, a study release program was added for a limited number of minimum-security inmates. Over the next 20+ years more than 1000 inmates participated in university credit classes with over 100 inmates earning a university degree.

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UW-Baraboo/UW-Stevens Point Program at Federal Correctional Institution-Oxford

Beginning with five freshmen level classes offered by UW-Baraboo in the fall of 1975, the FCI-Oxford college program grew to 25 freshman-sophomore level classes offered by UW-Baraboo and 4 junior-senior classes offered by UW-Stevens Point per semester. By March 1994, over 250 Associate Degrees had been awarded and over 2000 FCI-Oxford inmates had taken classes — making it the premier college program in the federal correctional system. This amounted to 1/4 of all college degrees awarded in the federal system.

After inmate eligibility for Pell Grants was eliminated in 1994, the program was reduced in size, but continued on a smaller scale until it was ended in 2008 by the Federal Bureau of Prisons.

Post-Secondary Re-Entry Education Program (PREP)

Beginning in 1981, the Post-Secondary Re-Entry Education Program (PREP) offered inmates at Kettle Moraine and Taycheedah Correctional Institutions an opportunity to pursue a liberal arts college education while incarcerated. In 1986, the program was expanded to Waupun Correctional Institution. In 1993, the KMCI component of the program moved to Fox Lake Correctional Institution.

PREP was designed to lead to an Associate of Arts or Science degree upon completion of 60 credits. All classes offered in the institutions were transferable to any UW campus. In addition, PREP provided reentry workshops, transfer advisement and release planning. Special transfer considerations were made for inmates who attained minimum-security status so they could continue their education on study release. PREP enhanced its course offerings with an annual Arts and Humanities series which brought plays, concerts, performances, and lectures into the institutions.

PREP ended with its final graduation ceremony at Waupun Correctional Institution in May 1995. In the almost 15 years of the program's existence, over 4000 men and women participated in college classes, with 163 earning degrees.

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Post Pell Grant

The elimination of inmate eligibility for Pell Grants in 1994 brought an end to large scale college programs in Wisconsin institutions. As other resources became available, a few college classes were offered in DOC institutions, but comprehensive programs leading to degrees no longer existed.

In 2015, the U.S. Department of Education reopened the door slightly when President Obama signed an Executive Order creating the Second Chance Pell Experimental Sites Initiative. Because the Second Chance Pell Experimental Sites Initiative was a “pilot project,” it could be enacted by Executive Order without Congressional legislation.

Through the Second Chance Initiative, 65 colleges — most of them community colleges — that provide training and education at nearby prisons can have their students apply for Pell Grants. Recently, the Department of Education expanded the Second Chance Pell initiative to include more participating schools, and UW-Madison and UW-Platteville have applied.

In Congress, there's renewed interest in giving adults behind bars better access to higher education. The Restoring Education and Learning Act, known as the REAL Act, a bipartisan bill in Congress, would allow incarcerated people to use federal Pell Grants to pay for higher education, including college classes and workforce training. Congress would need to pass legislation like the REAL Act in order to take Second Chance Pell out of the pilot phase and reverse a more than two-decade ban on inmates using Pell Grants.

Add to History

The entire *A History of College Classes for Incarcerated Students* paper may be found on our website, www.ceawisconsin.org. Click on “About Us” and “CEA-W History.”

If you have information or documents that relate to the history of college classes in Wisconsin correctional facilities, send them to jerrybednarowski@new.rr.com and your contributions may be added to the history that is posted on our website.

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Inmates Teaching Inmates Webinar

On Friday, March 13, 2020, the Coalition on Adult Basic Education (COABE) presented a one-hour webinar, *Inmates Teaching Inmates: Developing and Enhancing Soft Skills in a Prison Setting*.

Offenders who develop strong soft skills in prison have a better chance at reducing their sentence, having a successful re-entry, and gaining meaningful employment. An effective soft skills program requires careful selection and focus on the needed skills, adaptable resources, different teaching methods, consistent assessment, and specific individualized feedback and encouragement. In a correctional setting, inmate facilitators can help extend soft skills programs outside the classroom. Inmate facilitators can also help correctional educators relate lessons in soft skills to other inmate learners.

This webinar presented the evolution of a Pace Life Skills Program at California's Folsom State Prison — a leisure-time activity that has boasted a waiting list of over 200 inmates! Go to www.coabe.org/webinar-archives/ to learn about teaching and evaluating soft skills in a correctional setting, including thoughts from Edwin McMillan, a recently-released former Pace Life Skills Facilitator.

Presenter Dr. Susan P. McKee is President and CEO of Pace Learning Systems



CEA-WISCONSIN NEWSLETTER

How to Integrate Music into Your Class

by: Jen Bautz, WRC - jennifer.bautz@dhs.wisconsin.gov

Though you may not have a degree in music, I would encourage you to utilize music in your classroom! Perhaps it's something as simple as music playing as inmates come into your room. There are many options you can use to keep students more receptive to absorbing your content. I have a wealth of information that I would be more than willing to share with you. If you have specific questions, e-mail me!

#1 Songs to Teach Academic Vocabulary – Using music as an aid in memorization is just plain smart. Add in songs that are focused in your content area, and they're gold. That's why history teachers still use "Elbow Room" from Schoolhouse Rock fame to introduce the concept of exploration. As a Language Arts middle school teacher, I loved the Princeton Review Vocab Minute podcast. You can look through the list of short minute-long songs that teach concepts from word origins to synonyms.

#2 Lyrics as Poetry – I love looking at lyrics through a poetic lens. Clearly I'm not alone because my own second-grader's teacher sent him home with the printed out lyrics to Imagine Dragons' "Radioactive." My son had circled the nouns and underlined action verbs. In my own classroom, I have even had students create a web trying to trace the logic from Willie Nelson's version of "I Am My Own Grandpa."

#3 Songs as Writing Prompts – Picture this. The students enter the classroom. John Williams is playing on the speakers. Maybe it's the ominous opening from the film Jaws or the flying sequence from Hook. Now write.

#4 Music to Aid in Role-Playing – Earlier this year, my students embarked on a project-based learning unit that I developed based on the United Nations. On each day, we had music from the different nations playing, national anthems, processional marches, etc. as we role-played as ambassadors to the U.N.

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#5 Developing Playlists to Teach Narrative – I once did a great project when I was in eighth grade in Ms. Sauve's class that's always stuck with me. We had to develop an album cover, complete with visuals on the front and a song list on the back. We then had to include a dust jacket that had lyrics to each of the songs. As I think about it, there would be something interesting in having the students develop a mythical playlist, a mix-tape of sorts that tells a story through its song titles.

#6 Jingles to Teach Persuasive – Commercial jingles are a great way to show that people are writing persuasively in many genres and in many modalities. Have students analyze a jingle as you might analyze an article or review. Better yet, have them write one.

#7 History – History is a subject that benefits greatly from having music as a lens to teach about cultural traditions and historical events. For example, the Dust Bowl can be taught through songs by Woody Guthrie or Benny Goodman, with students analyzing the conditions people lived in at the time.

#8 Science – Science can benefit from songs that teach about the skeletal system or incorporate mnemonics to help students remember the food chain. Music can be the content for teaching about sound waves and having students experience frequency with relation to pitch.

9 Kicking off a new topic – When you kick off a new topic or lesson, really hook your students with music. Music will reinforce new information. It can be paired with other resources, such as non-fiction and research, to provide guiding questions and bring new concepts to life.

#10 Music Around the World – Teach about different countries, cultures, and show a video or two about their music and dance traditions as well.

#11 Teach Science? – Go to this website to see lesson plans on how to incorporate music into various lessons/topics: <http://singaboutscience.org/MASSIVE/search LPs2.php?>

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#12 Flocabulary – Flocabulary (<https://www.flocabulary.com/>) is a library of songs, videos and activities for K-12 online learning for raising test scores, but also to foster a love of learning in every child. Each lesson aligns with state and national standards and helps reinforce any K-12 curriculum. Student creativity and collaboration are at the core of Flocabulary’s platform.

#13 Begin a class “playlist” – Play a song as a reward as long as they are classroom appropriate.

#14 Literacy – Literacy improves when a student is able to pick up on the patterns in the structure of language and is able to differentiate between pitches in words that sound similar but have different meanings. Music can be utilized as a metaphor to explain elements of a story such as character, setting, conflict, and resolution; using the melodies, instruments, tempos, and dynamics as the teaching lens.

#15 Math – Go to <https://www.sadlier.com/school/sadlier-math-blog/music-and-math-lesson-plan-grades-1-6-teaching-math-through-music> to get lesson ideas on how to incorporate music into your lessons including foundations of multiplication, division, factors and multiples, analyzing patterns and relationships, and finding common factors and multiples. See also: <https://www.thoughtco.com/music-education-lesson-plans-p4-2456493>.

#16 History – Share a song or two from the era you are studying. Studying current events? What song was the crowd singing at the political rally? Perhaps a brief lesson on the lyrics for “We Shall Overcome” is in order.

#17 Creative Writing – Find classroom appropriate rap lyrics and discuss form, metaphors, or compositional styles between Jay-Z and Tupac – they LOVE RAP. E-mail me for a list of appropriate songs you may wish to utilize in class.

#18 Google – Literally google how to incorporate music into _____.

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The CEA-Wisconsin Newsletter is published by the Executive Board of the Correctional Education Association-Wisconsin. The opinions herein are entirely those of the authors and do not necessarily reflect those of the CEA-Wisconsin executive officers, the Wisconsin Department of Corrections, or the CEA-Wisconsin membership 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.

The ultimate measure of someone is not where they stand in moments of comfort and convenience, rather it is where they stand at times of challenge and controversy. – Dr. Martin Luther King Jr.

In the middle of difficulty lies opportunity. -Albert Einstein

Strength does not come from physical capacity. It comes from an indomitable will. - Mahatma Gandhi

We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop - Mother Teresa

When I was a boy and I would see scary things in the news, my mother would say to me, “Look for the helpers. You will always find people who are helping.” To this day, especially in times of disaster, I remember my mother’s words and I am always comforted by realizing that there are still so many helpers—so many caring people in this world - Fred Rogers