

WI Department of Corrections

Division of Juvenile Corrections

E-News Bulletin



April 2010

Issue No. 3

Welcome to the third issue of the DJC E-News Bulletin! Please feel free to forward this to others who may be interested.

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- **Changes in DJC Management**

DJC will reserve space in each news bulletin to include program changes, program improvements & highlights, training opportunities, and resourceful information. If you have a contribution for the next bulletin, please forward it to Jocelyn Schoeneck at jocelyn.schoeneck@wisconsin.gov. Thank you.

The Division of Juvenile Corrections Southeast Region 12th Annual Black History Program

The Division of Juvenile Corrections (DJC), Southeast Region, held its 12th Annual Black History Program, at the Milwaukee Report Center, on Thursday evening, February 25, 2010. Over 135 participants including DJC youth, families, friends, and members of the community supported the Black History Committee to help make the event a complete success.

The Program hosted diverse presenters throughout the community. Mr. Oshivemi Adelabu, an African Historian, conducted the opening address, the Libation Ceremony, and Invocation. The talented Morse Middle School Master Dancers performed beautifully, celebrating Whitney Houston. Guest speaker, Sergeant Richard Kelley an 18-year veteran with the Milwaukee Police Department, held the youth and audiences' attention through his motivational address on "The Ten Steps to Success".

Mr. Oumar Sagna, a master drummer, storyteller, and an African Musician from Guyana used his drum as a metaphor for the spirit of African Americans with brief narratives of native songs. Mr. Ndongo Diop and Company from Nigeria delighted the audience with a powerful drumming performance as well.

DJC youth showcased their talents through prevailing readings including: "The History of Black History," "How Dr. Martin Luther King Jr. Inspired Me", "Ignore the Ignorance", and poetry readings. DJC youth also assisted as hosts, hostesses, camera crew, and master of ceremonies.

Closing remarks from Administrator, Margaret Carpenter, and Regional Chief, Audrian Brown were both encouraging and inspiring. The program ended on a high note with a traditional African American Feast, a raffling of books, an assortment of miscellaneous prizes, and monetary gifts. All gifts were donated by DJC Staff.

DJC youth reported that the evening was filled with fun, entertainment, good information, and overall a great Black History Program.

One youth acknowledged, "The Black History Program was an important program where I learned a lot about my roots and where I came from. I also learned about the African Americans that invented things such as ice cream, the paper bag machine, the turn signal, and the traffic light. I think the Black History Program helps to make young black children and black adults grow stronger and wiser. It helps them realize where they came from and what they can be."

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Foster Grandparents at Lincoln Hills School: Volunteers Giving Back to the Community/Making a Difference

37 years and over 886,000 hours of service to the youth at LHS
Utilizing 1,226 years of experience and wisdom

The Foster Grandparent Program is a volunteer program sponsored by Lincoln Hills School (LHS) Department of Corrections and federally funded by the Corporation for National Service.

At Lincoln Hills School, the Foster Grandparent Program places older adults where their support and lifetime of experience will make a difference. Currently, 17 seniors from 4 surrounding communities are actively busy, each making a difference in the life of a young man at Lincoln Hills Correctional Facility in Irma, WI. Our Foster Grandparents range in age from 62 to 95 years old, with their main focus on mentoring and tutoring the students at LHS. There are presently two shifts of Foster Grandparents interacting with students from 7:30 am until 4:00 pm daily. Foster Grandparents are placed in all of the regular cottages at LHS as well as in many of the classrooms. This program has been an active part of Lincoln Hills School for 37 years (as of March 19, 2010) touching the lives of many youth. The youth are able to experience firsthand the vitality of older adults and learn how to interact with them and how to treat them with respect. Some of the activities include: talking and listening, playing cards, baking treats together to share, planting flowers outside living units, crafts, assisting students in the classroom, and tutoring in reading.

The Grandparents spend one hour a day with the same student each day assisting him with reading skills. This is known as the Title One Reading Program. Students and their Reading Grandparent develop a bond with one another and progress is made both academically and socially. Many students, with the help of a grandparent, have been able to increase in reading skills in a few short months; at times it is truly amazing. This assists in breaking the cycle of failure these youth so often experience. The youth are so proud of themselves when they progress (not a feeling they are used to).

The Foster Grandparents enjoy watching the students develop better reading skills, experiencing their progress firsthand, and realizing that reading is a basic tool they will need to become a productive part of our community. It is rewarding to the Foster Grandparents to realize that they have made a difference. With the special skills these grandparents have acquired through their own life experiences, they are able to motivate the students in very unique ways. Many students graduate from the reading program and go on to earn diplomas and technical college credits.

The group of Foster Grandparents at Lincoln Hills School is very dedicated, caring, and see past what may have brought our students to Lincoln Hills School. They also see the potential in all of our students and help them to see a successful future. They work towards teaching them to be self-correcting and independent in their learning tasks, even with the challenges so many of our youth must overcome.

They will continue to work with our students in the living units and the classrooms to help close the gap between their potential and their performance.

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The Division of Juvenile Corrections Literacy Initiative

In order to meet the individual literacy needs of every adolescent, the Division of Juvenile Corrections (DJC), including Southern Oaks Girls School (SOGS), Ethan Allen School (EAS), and Lincoln Hills School (LHS) has launched a multi-year Literacy Initiative. Current best practice research in the area of adolescent literacy guided and informed all plan development efforts. Establishment of a theoretical framework for the initiative within the juvenile justice context included referencing a number of valuable resources: *Wisconsin State Superintendent's Adolescent Literacy Plan* (2008); *Wisconsin Department of Public Instruction Draft Model Academic Standards* (2009); *Wisconsin Department of Public Instruction Framework for Response to Intervention and Positive Behavior Intervention and Supports* (2009); *The Wisconsin Department of Public Instruction New Balanced Assessment System* (2010); *National Core Standards as proposed by the Council of Chief State School Officers and National Governors Association Center for Best Practices* (2010).

Across the Division, diverse teams of educators from every level will continue to be involved in the discussion, planning, and implementation of the Adolescent Literacy Initiative. Curriculum in all content areas will be reviewed and aligned in accordance with the National Core Academic Standards. Response to Intervention (RtI) and Positive Behavior Intervention Support (PBIS) will provide the framework necessary to develop continuums of evidence-based interventions to better meet the academic and behavior challenges inherent with DJC students. Curriculum-Based Measurement (CBM) will be integrated into daily academic classes to further enhance DJC assessment efforts to best inform instruction and meet the individual needs of all students.

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Ethan Allen School Foster Grandparent Program

The Foster Grandparent Program, part of Senior Corps, is administered by the Corporation for National and Community Service, the federal agency which supports service and volunteering programs to improve lives and to help strengthen communities. Since 1973, Foster Grandparents have been providing support and encouragement to Ethan Allen youth. Activities include mentoring and tutoring special-needs students.

While the youth at Ethan Allen School (EAS) enjoy interacting with the Foster Grandparents, EAS staff also appreciates the Foster Grandparents' efforts. For example, Grandpa Pete has attended virtually all basketball practices and games—home and away. EAS coaches have observed that Grandpa has been very helpful, motivating the athletes and developing a unique rapport with them. He encourages the youth to develop camaraderie and good sportsmanship. A teacher stated, "It is obvious that Grandpa cares for all of the youth who come into his path. His words are supportive, motivational, encouraging, honest, and fun. The youth always look for Grandpa to come to all of the games! When a person is missed that much by youth, you cannot help but to recognize that there is a connection between the two. His positive personality and support at games are assets that would be missed."

Grandpa Pete also tutors youth on a one-on-one basis in the classroom. He has been able to motivate some of the most challenging students who struggle in class, to stay on task and develop a positive attitude toward academics. Grandpa tutors students in reading, math, and basic skills of counting money and making change. Grandpa's success is attributed to his enthusiastic and upbeat demeanor which facilitates that goal. By his own admission, Grandpa Pete is passionate about helping EAS youth in whatever way he can. The students at EAS definitely benefit from him and the other Foster Grandparents being a part of their lives.

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Update: The Cadet Achievement Program

The Cadet Achievement Program (CAP) at Lincoln Hills School will be eight years old in April. Originally developed as a short-term cost effective alternative to other DJC programs, CAP has graduated 800 cadets. Former youth frequently report that their 90 days in CAP changed their lives. CAP, as it states in our name, is about achievement; it is stressed and celebrated as cadets earn medals and certificates as they advance through the three phases of the program. These accomplishments are formally recognized at the awards and graduation ceremony every Friday.

New in CAP

Staff members were recently trained on the evidence-based Juvenile Cognition Intervention Program (JCIP). By May 1, 2010, JCIP will be fully integrated into all components of CAP. Every cadet will be expected to successfully complete JCIP groups as part of their 90-day program. All CAP staff, using Social Learning Theory as a foundation, will integrate JCIP language into the day-to-day redirection and instructions to youth in the program. Cognitive intervention concepts will be stressed repeatedly on an ongoing basis in the program.

CAP prides itself in teaching and exhibiting the concept of volunteering. In the past eight years, our cadets have provided over 18,000 hours of direct community service outside of the institution. Our work crew travels five days a week to job sites. New in 2010 will be a partnership with Wisconsin Department of Natural Resources. Our cadets will be working side-by-side with DNR staff doing work projects at Council Grounds State Park near Merrill. A second partnership has been established with the University of Wisconsin-Stevens Point, School of Natural Resources. The school has maintained a sort of "outdoor classroom" and facility called "Tree Haven." All of the cadets will work along side UW staff and college students in the great outdoors. Both of these new work sites will provide outward bound activities and will be part of the CAP outdoor education program. Education has been and continues to be CAP's number one focus, whether it is a traditional high school program or a HSED program.

As in the past, CAP continues to provide treatment groups and hands-on experiential activities. Team building and problem-solving are daily activities. All cadets complete the Low-Ropes Challenge Course, "Baby Think It Over" simulator for our parenting unit, a simulated job interview, and community work site experiences. Cadets learn the value of education, self-discipline, physical fitness, hard work, leadership, teamwork and community service. It is our intent to prepare cadets for a successful family and community reintegration.

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Evidence-Based Practice at DJC

DJC has completed Evidence-Based Practice (EBP) work plans. The plans include goals and objectives designed to meet some of the principles of effective intervention in Corrections. For example, a number of DJC staff will be trained on Motivational Interviewing by Laura Saunders, MSSW from UW Madison. The EBP work plans call for a comprehensive review of DJC's major treatment programs. The goal is to assess and revise specific treatment curricula to incorporate evidence-based practices.

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Educational Talent Search (ETS) Program 2009-2010 Lincoln Hills School

The primary goal of the Educational Talent Search Program is to increase the number of youth (specifically, low socio-economic and/or first generation post-secondary education attendees) who graduate from high school and enroll in a post-secondary program of their choice. It is designed to assist students who are interested in continuing

their education in a post-secondary school program after receiving their high school diploma. The program provides academic, career, and financial counseling and tutoring to the enrolled students. All students at Lincoln Hills School (LHS) are eligible for services. The ETS Program is in its fourth year (1.2 million dollars for five years, in partnership with Northcentral Technical College) at Lincoln Hills School and is staffed at LHS by a full-time director, a full-time tutor, and a half-time tutor.

This year's reporting period began on September 1, 2009 and continues through August 31, 2010. Two hundred and seventy-eight Lincoln Hills Students have participated in the ETS Program this year. Of the 278 students, 117 are continuing from 2008-2009 and 161 have been enrolled since September 1, 2009. To date, we have had twenty-eight students send applications to post-secondary schools for enrollment in either the Spring 2010 academic term which began in January of 2010, or in the Fall 2010 academic term, beginning in September of 2010.

The following services are provided to LHS students by the ETS Program:

1. Academic, financial, career and personal counseling including information related to post secondary programs offered by NTC and other post-secondary schools.
2. Career exploration opportunities.
3. Tutoring and post-secondary entrance test preparation services to Lincoln Hills students.
4. Administer and fund post-secondary admissions assessments, including the ACT and the Accuplacer (the technical college admissions assessment).
5. Student financial assistance including the completion of the FAFSA form required by the Federal Government in order to apply for grants, loan, and work study.
6. Assistance in completing college admission forms as well as completing a waiver letter that pays the student's admissions fee.

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Update: County Concerns of OJOR Process and DJC's Initial Response

In Administrator's Memo to Counties #09-09, DJC announced the beginning of a process through which the Division of Juvenile Corrections (DJC) would consult with county human/social services agencies about problems they perceived with decision-making about youth in the state juvenile corrections system. By seeking County input in various forums, DJC would identify the most pressing issues and develop responses to address them. Memo #10-07 summarizes the findings and the changes DJC will make as a result.

Through the Juvenile Corrections Technical Advisory Committee, the WCHSA Children, Youth and Families PAC, regional meetings of delinquency services supervisors, and submission of written comments, the Division received numerous comments and suggestions regarding the Office of Juvenile Offender Review (OJOR) and the Joint Planning and Review Committee (JPRC) process. Additionally, counties gave DJC many ideas about the programs and services offered by DJC's Institutions and Community Supervision Units.

The memo presents the County issues to which DJC is able to immediately respond. Other suggestions are under consideration within the Division. We will send you an update memo later this year describing how we are responding on the issues that aren't resolved now, and tracking our progress on implementing the steps described. Please follow this link to read further about Memos #09-09 and #10-07: http://www.wi-doc.com/index_juvenile.htm

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Basic Juvenile Court Intake Worker Trainings 2010

The intake worker training schedule for 2010 is as follows:

April 21-23 2010 at Clearwater's in Marshfield, WI

June 23-25 at Plaza Hotel and Suites in Eau Claire, WI

September 15-17 at Wintergreen in Wisconsin Dells, WI

For further information, please contact Melissa Williams in Washburn County at: mwilliam@washburn.wi.us

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Announcements: Changes in DJC Management

Former Superintendent for Ethan Allen School, Mr. Kyle Davidson, is now Superintendent for Oregon Correctional Center. Paul Ninnemann is the new Superintendent for Ethan Allen School.

Former Superintendent for Southern Oaks Girls School, Ms. Jane Dier-Zimmel, has retired. Ms. Silvia R. Jackson has taken on the role of Acting Superintendent for Southern Oaks Girls School during this time of recruitment, as well as continues her duties as DJC's Assistant Administrator.

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