

Best Practice Recommendations for County Provided Aftercare

Toolkit for Youth Leaving a Juvenile Correctional Institution

**Wisconsin Department of Corrections
Division of Juvenile Corrections
May 2006**

This document was prepared under grant number 2002-RE-CX-0060 from the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Points of view or opinions expressed in this document are those of the authors and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

Dear Colleagues:

The Division of Juvenile Corrections has implemented a three phase best practice model for successful re-entry of youth back to their home communities. As of November 1, 2005, youth from counties who purchase state aftercare, now receive a new re-entry program that provides them with a structured 90-day Transition Phase. The Transition Phase includes collaborative Transition Team meetings and reach-in services designed to connect youth with service providers and informal support systems prior to their departure from the Juvenile Correctional Institutions.

The Division's goal is to offer the same research based re-entry program to counties who provided their own aftercare services. For counties who wish to adopt the structured Transition Phase, the Division has developed a toolkit which details how to implement it. The toolkit provides an introduction, background information, detailed guidelines, procedural steps and forms to implement the Transition Phase.

We are aware that many counties currently offer various aftercare services including wrap-around and coordinated service plans. While the Division's Transition Phase is not mandatory for counties who provide their own aftercare, we encourage you to use these practices along with your existing services.

If you need further information, please contact either Silvia R. Jackson, Assistant Administrator at (608) 240-5902 or Gretchen Kubnick, Juvenile Services Specialist at (608) 240-5915.

Sincerely,

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Toolkit

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I. Introduction

These guidelines provide county aftercare workers with tools or steps, to implement a structured re-entry planning process for youth leaving a Juvenile Correctional Institution. These guidelines are not mandatory but we encourage you to use them in partnership with the Division of Juvenile Corrections. When a county provides their own aftercare, the responsibility for facilitating the re-entry planning process rests with the assigned county aftercare worker.

Within 35 days of admission into a Juvenile Correctional Institution (JCI), the Joint Planning and Review Committee (JPRC) holds an initial case planning meeting. Members of the JPRC include the JCI social worker, county aftercare worker/liaison, Division of Juvenile Corrections agent (state provided aftercare) and a representative of the Office of Juvenile Offender Review (OJOR). The youth and the parent/guardian are also invited to attend.

The JPRC members are responsible for making short-term and long-term case planning recommendations for the youth. As a member of the JPRC, a county aftercare worker plays a key role in planning for the successful transition of youth. The Office of Juvenile Offender Review is responsible for monitoring the youth's Individual Case Plan. They make decisions regarding the youth's entrance into the Transition Phase and when youth will be released or administratively transferred from the juvenile institution.

II. Overview of Re-entry Model

The Wisconsin Department of Corrections, Division of Juvenile Corrections (DJC) received a two million dollar grant to implement the Serious and Violent Offender Re-Entry Initiative. The grant was issued from the U.S. Department of Justice in partnership with the U.S. Department of Housing and Urban Development, Labor, and Health and Human Services. The grant period began July 1, 2002 and will continue through June 30, 2006.

The primary goal of this initiative, called the Going Home Project, was to develop a model of best practices related to successful re-entry of offenders to the community. Best practices were developed by reviewing the research, and by providing extensive programming and additional supervision and support services to selected juvenile offenders and their families. Two counties, Brown and Milwaukee, participated in the Wisconsin Going Home Project.

The re-entry model is a culmination of research focused on defining an effective approach to transitioning youth from confinement back into the community. Much of the research and development of the Intensive Aftercare Program (IAP) grew out of several pilot sites that began in 1988 under the direction of Dr. David Altschuler, Johns Hopkins University, and Dr. Troy Armstrong, California State University Sacramento. The IAP model stresses that treatment services are critical to the successful reintegration of youth. Planning for reintegration begins when a youth first enters a correctional placement and involves the cooperative assistance of institution staff, community aftercare staff, and community service providers.

The Center for Delinquency and Crime Study Policies at the California State University, Sacramento, has published details about the pilot studies. The Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) document, "Implementation and Outcome Evaluation of the Intensive Aftercare Program-Final Report" released in March 2005, details study results.

Lessons Learned from the Going Home Project

The Division of Juvenile Corrections incorporated a 90-day structured Transition Phase into a youth's correctional stay based on the lessons learned from the Going Home Project. These include:

1. Planning for the youth's return to the community begins at the time of admission.
2. Re-entry planning requires collaboration between juvenile justice professionals, youth, families and community service providers.
3. Youth must be an active participant in the re-entry planning process.
4. Family involvement during the process is critical.
5. Frequent face-to-face contact with the youth is necessary to monitor treatment progress.
6. Reach-in services during the youth's correctional stay enables staff, youth, families and community service providers to develop appropriate treatment and release plans for the youth.
7. A structured transition phase and careful re-entry planning for the youth increases the likelihood of success.
8. County aftercare workers play an essential role in ensuring that youth receive necessary services to overcome barriers for successful re-entry.
9. Transition services include a formal transition team meeting with the youth and family to address on-going needs and maintain continuity of service between the institution and community services providers.
10. Assisting youth to continue their education or find meaningful employment is critical to their re-entry success.

Re-entry Model

The primary goal of the re-entry program is to provide extensive programs and services to delinquent youth and their families, and to prepare them for a successful return to the community. It uses a three phase model.

Phase One, Institution, begins during a youth's placement at a juvenile correctional institution. During this phase, multi-disciplinary staff is focused on addressing the youth's treatment needs and goals and implementing an Individualized Case Plan.

Phase Two, the Structured Transition Phase, starts approximately 90 days prior to a youth's release and continues 30 days after their return to the community.

- The institution portion of this phase is characterized by "reach in" services by community service providers, arranging formal and informal support systems, developing an educational plan, and finding employment which will help stabilize the youth in the community upon release.

- The community portion of this phase is characterized by intensive supervision and the use of graduated sanctions and incentives. If warranted, youth are **stepped -down** during this period of supervision with fewer visits between the youth and aftercare worker. However, contacts between the youth, community service providers, and informal resources are gradually increased to help stabilize the youth and family in the community.

Phase Three, Stabilization, takes place during ongoing community supervision of the youth. It is designed to sustain the youth after formal supervision ends by using informal supports within the community.

The appendices contain two documents that provide a visual diagram of the re-entry process and its three phases. The re-entry literature refers to this process as the “Reintegrative Continuum”, the title of these diagrams. The first diagram illustrates the re-entry process as a youth moves from a Juvenile Correctional Institution to the community. The second diagram illustrates the re-entry process from a Juvenile Correctional Institution to an alternate care facility, and then back to the community.

III. Re-entry Guidelines for County Provided Aftercare

Phase One-Institution

Phase One begins with admission to the Juvenile Correctional Institution. During this phase, the county aftercare worker will be involved with the Joint Planning Review Committee (JPRC) and the development of the youth’s treatment goals that are written into Individual Case Plan (ICP). **Best practices for county aftercare workers during Phase One-Institution include the following roles and responsibilities:**

- Participate in formal JPRC meetings to assist in establishing the Individual Case Plan and identify preliminary placement options.
- Maintain face-to-face contact with the youth while at the institution (including visits to the youth’s living cottage and school classrooms).
- Meet with the parent/guardian and extended family members throughout the youth’s placement to keep them informed and engaged in the process.
- Contact the institutional social worker monthly to review progress summaries and obtain information regarding the youth’s treatment progress and readiness for transition planning.
- Recommend placement of the youth into the Transition Phase at a formal JPRC, or initiate an Action Needed Request (ANR) form (DOC-1734) (See appendices)
- Provide IV-E documents to the institution if requested.

In addition to the above mentioned roles, a county aftercare worker should be aware of the institution program markers that signal a youth's readiness for placement into the transition phase. **The institution program markers are as follows:**

Southern Oaks Girls School Program Markers

- A youth must achieve and display appropriate behavior on a daily basis. A youth must not have any conduct reports and maintain Level II status for 30 days. The youth must successfully complete Juvenile Cognitive Intervention Program (JCIP) Phase I and be enrolled in Phase II.
- Youth in the Stepping Up (mental health unit) are evaluated individually regarding goal achievement, number of incident or conduct reports and response to treatment.

Ethan Allen and Lincoln Hills School Program Markers

Sex Offender Program

- Youth screened out of Ch. 980 consideration may be recommended for the Transition Phase once they have completed Enhanced Thinking Skills (ETS) and 25 lessons of the Core Program.
- Youth reviewed for a possible Ch. 980 referral may be recommended for Transition Phase after being cleared by the local institution Sexually Violent Persons Act Review Committee (SVPC) and after they have completed Enhanced Thinking Skills and 25 lessons of the Core Program.
- A sex offender who is referred for a Ch. 980 evaluation, and who is within 90 days of release, may only be placed in the Transition Phase contingent upon the outcome of the evaluation.

JCIP

- Youth may be recommended for the Transition Phase upon successful completion of at least the first 30 days of Phase I of the program. Phases I and Phase II of JCIP are generally completed in four to six months.

AODA Programs

- If a youth has been targeted for release upon completion of the AODA program, the youth may be recommended for placement into the Transition Phase after successful completion of half of the program stages.

Education Markers for LHS, EAS and SOGS

- Education Markers (HSED, Technical College and High School Credits/Diploma) will also be used with the program markers to determine the youth's readiness for placement into the Transition Phase.

When the youth meets a program marker, the JCI social worker or the county aftercare worker may recommend placement of the youth into the Transition Phase. This may be recommended at a formal JPRC or through the ANR process. If the OJOR staff concurs, a Department Order will be issued (DOC-1722A) (See appendices).

Phase Two–Structured Transition

The county aftercare worker has primary responsibility to facilitate the development of the case plan which will guide the youth's transition back to the community. The **institution portion** of phase two is characterized by “reach-in” services which may include formal and informal supports. **Best practices for county aftercare workers during Phase Two-Structured Transition include the following roles and responsibilities:**

- Review the Department Order (DOC-1722A) that places the youth in the 90-day Transition Phase. (See appendices)
- Begin to identify formal and informal supports that will play a role in the youth's transition from the JCI to the community.
- Coordinate with the JCI social worker and submit a Visiting Request form (DOC-1686) to add individuals to the approved visitors list. (See appendices)
- Receive and review the Youth's Release Action Plan (DOC-2312), which identifies the youth's goals for education, work, treatment, family and community relations. (See appendices)
- Assemble a Transition Team
 - Members of the Transition Team typically include the county aftercare worker, JCI social worker, JCI and community educational representative, alternate care provider, (if applicable), community-based treatment providers, employers, youth, family, and any other identified informal supports.
- Schedule and chair a Transition Team meeting
 - 30 days prior to the youth's release, DJC recommends that the county aftercare worker chair at least one transition team meeting.
 - Schedule the meeting at least one week in advance to allow team members proper notice.
 - Follow the Transition Team meeting sample agenda (see appendices). The meeting includes a review of the youth's strengths and successes, Lifework Education Portfolio, youth's goals, sex offender or AODA relapse prevention plan (if applicable), educational and living arrangements, treatment needs, community supervision rules and any other case related information.
- A Transition Team meeting may be held off-grounds if necessary. The county aftercare worker should coordinate with the JCI social worker to complete the Off-Grounds request form (DOC-2060). The form must be submitted at least three weeks in advance of the anticipated Transition Team meeting. (See appendices)
- Distance Learning Lab technology can be used to facilitate a Transition Team meeting when a face-to-face meeting is not possible. The Distance Learning Lab equipment is located in each of the juvenile correctional institutions. Contact the juvenile correctional institution social worker to arrange for the use of this equipment.
- Finalize school enrollment plans and coordinate with the JCI social worker to have the youth's education records sent to the local school district.

- Complete referral and contractual paperwork for community service providers.
- Obtain any medication needs/instructions for the youth from the JCI social worker.
- Arrange for transportation of the youth to either the parental home or to an alternate care facility.
- Arrange for receipt of case plan records.
- At least 15 days in advance of release, schedule the release date with the JCI social worker and alternate care facility or parent.
- At least 15 days prior to the scheduled release date, submit the Juvenile Release Authorization (DOC-1788) or contact the JCI social worker to complete paperwork.

The goals during the **community portion** of Phase Two are to maintain public safety and provide the necessary treatment services, educational/vocational training, sanctions and incentives, employment opportunities and supervision to facilitate meaningful and positive changes in the youth's life. The first 30 days after a youth's release are a critical time of transition and adjustment back into the community. **Best practices for county aftercare workers during the community portion of Phase Two include the following roles and responsibilities:**

- Provide case management services in accordance with county policies and procedures.
- Continue to assess the strengths and needs of the youth and family in order to connect them with appropriate formal and informal support systems.
- Involve youth and families in decisions about case plan goals.
- Re-assemble a Transition Team
 - Members of the Transition Team in the community may include county aftercare worker, community educational representative, alternate care provider (if applicable), community-based treatment providers, employers, youth, family and other identified informal supports.
- Schedule and Chair a Transition Team meeting
 - 30 days following a youth's release from a Juvenile Correctional Institution, DJC recommends that the county aftercare worker chair at least one Transition Team meeting.
 - Schedule at least one week in advance to allow team members proper notice.
 - Follow the Transition Team meeting sample agenda (see appendices). This meeting consists of reviewing the youth's strengths and successes, Lifework Education Portfolio, youth's goals, sex offender or AODA relapse prevention plan (if applicable), educational and living arrangements, treatment needs, community supervision rules and any other case related information.
- If a youth is being transitioned from a juvenile correctional institution to an alternate care facility, the county aftercare worker should assemble and chair two Transitional Team meetings:
 - 30 days prior to the youth's departure from the alternate care facility
 - 30 days after the youth returns to the community from alternate care.

See appendices: the Reintegrative Continuum diagram for youth in alternate care.

Phase Three-Stabilization

The third phase of the re-entry process is Stabilization. During the six to nine months following the youth's return to the community, there should be a gradual shift from reliance on county provided services to community resources and supports that will sustain the youth long after he/she has completed county supervision. This phase will emphasize reducing the role of formal supports. The goals of the case plan move from reintegration to an emphasis on more personal responsibility that will assist the youth to sustain success while in the community. **Best practices for county aftercare workers during the Phase Three-Stabilization include the following roles and responsibilities:**

- Monitor the youth's behavior while he/she continues to participate in treatment programs and educational/vocational training or employment.
- Maintain regular contact with the youth, their family, and service providers. The frequency of contacts varies over time depending on the needs of the youth.

Supervising Special Populations

Community supervision of juveniles who have committed sex offenses requires a comprehensive approach and detailed case plan. The Division of Juvenile Corrections provided multiple training sessions for counties on how to effectively supervise juvenile sex offenders in the community during 2005. This training provided "Best Practice" supervision steps for juvenile sex offenders. The Division's agents are following these guidelines. County aftercare workers are encouraged to reference the manual provided at the training sessions, as well as their own county policies regarding supervision of juvenile sex offenders.

Federal and state special education laws require that a special education (SPED) student's multidisciplinary IEP team include a transition plan in the student's Individualized Education Program (IEP). Federal special education law defines transition as a "coordinated set of activities designed within a results-oriented process focused on improving the academic and functional achievement of the student with a disability." The transition plan may encompass topics including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and community participation. This transition plan must take in to account the student's strengths, preferences and interests. See Wisconsin Statutes ss. 115 to fully comply with transition procedures for special education students.

IV. LifeWork Education Portfolio

Occupational learning, career exploration, and planning for employment are all components of Division of Juvenile Correction's LifeWork Education Program (LWEP). During their institutional stay, each youth prepares a Career Portfolio that will accompany them upon release from the institution.

Youth learn how to prepare a resume, find resources to help in a job search, and learn skills to retain a job. Both the formal research and our experience indicate that educational and vocational programming is vital in the successful reintegration of the youth back to the community. Intensive programming that focuses on preparation and training for specific jobs will have a positive impact on a youth's success in the community.

Throughout the Transition Phase, the county aftercare worker should review the Youth's Lifework Education Career Portfolio for education and employment goals, job listings, and potential resources.

The county aftercare worker should ask the youth to bring their portfolio to the first meeting in the community so the content can be reviewed with them. **Best practices for county aftercare workers utilizing the LifeWork Education program material include the following suggestions:**

- Help the youth locate a local Workforce Development Job Center.
- If a Job Center is not available, assist the youth in using a local library to use a computer to access JOBNET or search local newspapers for job opportunities.
- Obtain information about secondary educational opportunities.
- Review job retention skills with the youth.
- Assist the youth to keep their resume updated.
- Review progress as it relates to the youth's employment goals.

V. Families Count (Family Component of JCIP)

Families Count is a three-lesson "bridge" or re-entry program for youth and families that was built upon the Juvenile Cognitive Intervention Program (JCIP). It is designed to orient families to the concepts and skills that were learned by youth as they participated in JCIP at the institution. It is delivered during the Transition Phase of a youth's stay at the institution. The goal is for families to reinforce the youth as they continue to use the skills they learned to remain crime free in the community.

Families Count uses a similar format to JCIP covered at the institutions. Lessons 1 and 2 are group sessions held at the institutions with youth, families, aftercare staff, mentors and others as needed. Youth participate as both facilitators and learners to address "going home" issues of both the youth and parents. Lesson 3 is covered in the community with the youth, family and aftercare provider.

If the youth completed both Phases I and II of the JCIP, county aftercare staff is encouraged to learn more about Families Count by contacting the youth's social worker at the institution.

VI. Conclusion

This Toolkit provides "best practice" steps for a research-based re-entry model for youth as they leave a juvenile correctional institution. The model includes three phases with specific roles and responsibilities for staff. It was implemented for all youth in the Division as of November 1, 2005. The model allows the Division, counties, school systems, employers and other community service providers an opportunity to work collaboratively to make major service improvements for the benefit of youth and families that we all serve.

The Going Home Project allowed us an opportunity to demonstrate how to incorporate a structured Transition Phase into a youth's stay in juvenile corrections. This has had a positive impact on the youth's ability to build the skills and confidence needed to successfully return to the community. Division staff has successfully developed formal and informal linkages with youth and their families. These linkages will assist the youth to lead productive and crime-free lives long after their juvenile supervision ends.

Statewide use of the re-entry model will require everyone to work collaboratively in order to improve outcomes for youth. With strong partnerships among state and county staff, and with community-based organizations, the Division hopes to see an increase in positive outcomes for all youth released from juvenile correctional institutions. The Division hopes that counties who provide their own aftercare will embrace this model and help facilitate “Best Practice” re-entry steps for youth in the juvenile correctional system

VII. Appendices

Forms:

- DOC-1722A Department Order
- DOC-1734 Information Transmittal and/or Request for Action
- DOC-2312 Youth's Release Action Plan
- DOC-1686 Visiting Request Form
- DOC-2060 Juvenile Offgrounds Request
- DOC-1788 Juvenile Release Authorization

Reintegrative Continuum

- For youth placed in Alternate Care
- For youth not placed in Alternate Care

Sample Transition Team Meeting Agenda

Office of Juvenile Offender Review (OJOR) Action Codes

Websites on Youth Re-entry

Glossary: Definitions of Division of Juvenile Corrections Terms

Forms:

DOC-1722A Department Order
DOC-1734 Information Transmittal and/or Request for Action
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Reintegrative Continuum

For youth placed in Alternate Care

For youth not placed in Alternate Care

Sample Transition Team Meeting Agenda
(For use with Youth's Release Action Plan)

Anticipated participant names/organization: _____

Meeting time and purpose: _____

Meeting location: _____

Chair: _____

Welcome and introductions

Review youth's strengths and successes.

If not done already, review youth's responses to Q 1-3 on Youth's Release Action Plan

Review the Lifework Education Career Portfolio

What is the youth's perception of his/her goals? What does s/he believe the team can do to help with these goals? Specifically review Questions 4 & 5 on Youth's Release Action Plan.

If applicable, listen to the youth's presentation of his/her sex offender relapse or AODA relapse prevention plan.

Break

Family/Parent - Feedback; Expectations and concerns about services

JCI Social Worker input- knowledge of youth, how provider/others can help

Providers – Discuss their role, intentions, and expectations, how they will help regarding:

- School
- Living Arrangements
- Employment
- Personal/Treatment/ Family/ Residence
- Treatment (Needs as stated by youth? AODA, SO, Other counseling, Medical)
- Community Supervision (Probation/Levels for bracelet/Passes; Meeting financial obligations)

Obtain youth and parental signatures

Summarize

Evaluate the meeting

Ask, did we accomplish our purpose? Did we miss something? Could we do something better in the next meeting? Give each participant a chance to answer.

Set next meeting date

Adjourn

Office of Juvenile Offender Review (OJOR) Action Codes

(These codes are written on the Department Order DOC-1722A in the Action Taken box)

E = Eligible for release planning

EACP-T=Eligible Alternate Care/Place in Transition Phase

ECSP-T=Eligible for Corrective Sanctions/Place in Transition Phase

EOHP-T=Eligible Own Home/Place in Transition Phase

ERHP-T=Eligible Relative Home/Place in Transition Phase

ET2-Y=Eligible Type2/Place in Transition Phase

Retain Codes:

RTN = A youth is not placed in transition pending completion of treatment or programming goals.

RTNEXP-T=Retain to Expiration/Place in Transition Phase

Websites on Youth Re-entry

US Dept. of Justice: www.ojp.usdoj.gov/reentry

Wisconsin Statewide Transition Initiative – A Comprehensive Approach to Providing Transition Services to Students with Disabilities: www.wsti.org (See Point of Entry Manuals (POEMS)).

To find the nearest Job Center call 1-888.258.9966 or visit:
<http://dwd.wisconsin.gov/dws/directory/default.htm>.

Below is a list of resources for career education, occupations, jobs and employment training provided by the Department of Workforce Development.

Wisconsin Technical College System www.witechcolleges.com/roadmap.htm

A free tool for individuals to help decide their educational future. Listing of Technical Colleges in Wisconsin, with information about the school, courses available and how to apply.

Career Connection www.career-connection.com

College search, financial aid and scholarships, career education, summer jobs, high school employment, military website and internships.

Career Voyages www.careervoyages.gov

Provides career information and good choices for varying levels of education or training background. The site includes information on fastest growing occupations; career ladders; skills, education, and training; occupational reports; career videos and specialized resources for youth.

Careers 4 Wisconsin www.careers4wi.org

Provides information on career opportunities in Wisconsin, and Labor Market Information

Department of Workforce Development www.dwd.state.wi.us or www.dwd.state.wi.us/careers

Career development strategies and tips. Assistance finding employment assists individuals temporarily without employment and assists with career development.

America's Career InforNet <http://www.acinet.org>

Information source for smart career decisions

America's Learning Xchange <http://www.aix.org>

Information on career exploration, training, education, testing, assessment and other career tools

Wisconsin Employment Connection www.wisconsinjobcenter.org

Job opportunities, throughout the State of Wisconsin

America's Job Bank www.ajb.org/wi

Information on training and earning trends

America's Service Locator <http://www.servicelocator.org>

Organizations that provide employment and training services

Wage and Occupational Information www.dwd.state.wi.us/lmi

Information on employment, occupations, current statistics, trends and wage data

O*Net <http://online.onetcenter.org>

Comprehensive source of descriptions and skills sets for specific occupations

Rockport Institute <http://www.rockportinstitute.com/resumes.html>

Information on writing a resume that generates results including how to present your work history, education using "power words".

Publications on Resumes www.wisconsinjobcenter.org/publications

Guides to resume writing

State of Wisconsin Job Opportunities <http://wiscjobs.state.wi.us/public/index.asp>

Provides State of Wisconsin government job opportunities. Job listing through the Current Opportunities Bulletin, application materials and career resources.

Glossary: Definitions of Division of Juvenile Corrections Terms

Action Needed Request (ANR)	DOC-1734 is a form used by Joint Planning and Review Committee (JPRC) members to request a special review of a youth or communicate information and actions not reported in the regular reporting formats such as in a Progress Summary or in a formal review. May be used to initiate youth's placement in Transition Phase planning if a formal meeting of the JPRC is not scheduled.
Adjudication	Finding of guilt by a juvenile court; juvenile is adjudicated delinquent for committing, attempting, conspiring or being a party to an offense.
Administrative Transfer	An action by OJOR to move a youth from a JCI to type 2 supervision in the community.
Aftercare	Legal Status Definition: Under s. 938.34 (4n), Stats. DOC or a county department of human/social services provides aftercare supervision to a youth upon release from a JCI. Administrative rules applicable to an aftercare youth differ from those for youth under type 2 supervision. "Parole" is not a proper term for DJC supervision; it applies to adult supervision.
Agent/Field Agent	A DJC employee assigned to a youth primarily to provide community correctional supervision for an adjudicated delinquent following placement in a JCI. (DOC position classification is Probation and Parole Agent.)
Alternate Care Placement (Out Of Home Placement)	Supervised placements for youth outside their own homes or a JCI, such as a Residential Care Center, type 2 CCI, group home, foster home or treatment foster home.
Corrective Sanctions Program	A type 2 status correctional program in which youth are placed from a JCI into the community with daily contact, close supervision and electronic monitoring.
County Agency	Any agency or agencies of county government providing services to a youth adjudicated delinquent; usually a county Department of Social Services or Department of Human Services.
Department Order	DOC-1722a is a document representing a decision/directive of the Office of Juvenile Offender Review. A decision to place a youth in the Transition Phase will be listed under "Action Taken". A decision by DJC Administrator to administratively discharge a youth from correctional supervision (DOC-1722), revoke a youth's aftercare supervision (DOC-1700) or terminate a youth's type 2 supervision status (DOC-1722b) are also Department Orders.
Families Count	The family component of DJC's Juvenile Cognitive Intervention Program. It is designed to involve parents and youth in a review of JCIP concepts, teach reinforcement techniques and establish a commonly held goal for the youth's return to family life. Any youth who has completed the Choices and Changes

	curriculum (Phases I and II) of the Juvenile Cognitive Intervention Program in a JCI may participate in “Families Count”. It is not mandatory and depends on family willingness and ability to participate.
Formal JPRC Review/Conference	A formal meeting of JPRC members, chaired by the OJOR reviewer, to determine broad goals and assess issues of administrative transfer, release to aftercare, discharge and extension; held at the end of Assessment and Evaluation and every 6 months thereafter for youth in a JCI.
Group Home	A facility licensed by the DHFS for the care and maintenance of 5 to 8 youth; option for placing youth upon return to the community after placement in a JCI.
Individual Case Plan (ICP)	DOC-1907 is a youth’s case plan written within 21 days of the initial JPRC and updated by the assigned social worker/agent every 90 days throughout the youth’s correctional supervision. An ICP reflecting goals and objectives needed to address ongoing needs of the youth and family when the youth is in the community is developed during the Transition Phase.
Informal OJOR Review or “Routine”	A meeting between the OJOR reviewer and youth between the 6-month formal reviews attended by only the youth and the reviewer.
Institution	A Type 1 juvenile correctional institution (JCI) operated by DOC; Ethan Allen School, Lincoln Hills School, Southern Oaks Girls School. Mendota Juvenile Treatment Center houses DJC youth, but is operated by Dept. of Health and Family Services.
JPRC	<p>Joint Planning and Review Committee. Multi-disciplinary committee that makes recommendations for youth regarding broad goals and plans for returning to the community. OJOR issues Department Orders based upon JPRC recommendations.</p> <p>Formal committee members include: representative from committing county, DJC agent (if assigned), JCI social worker and OJOR reviewer. Informal members include: parent/guardian (non-voting member), youth (non-voting member), and other formal and informal supports such as a mentor, close relative, therapist or representative from a community service provider (non-voting).</p>
Juvenile Release Authorization	DOC-1788 (rev. 8/2005) – a document completed by a DJC community agent, county correctional liaison (or by agreement, JCI social worker) requesting release of a juvenile upon a given date and to a specific placement. Must be completed within 15 days of release. Includes documentation of several transition planning activities. Activates victim notification if applicable. Provides name of school to which youth’s records should be sent.
Lifework Education Portfolio	Folder containing educational/career development information for a youth - training and accomplishments, resume, documentation needed to obtain employment. Youth presents portfolio to County liaison or DJC agent at first community visit.

Office of Juvenile Offender Review (OJOR)	DJC office responsible for chairing formal JPRC conferences and conducting routines (informal conferences), establishing a youth's broad goals and making decisions regarding placement in transition phase, release to aftercare, administrative transfer to type 2 facilities, petitions for extension and administrative discharge.
Reach In Services	Individuals and representatives of community-based agencies and resources connect to the youth in the institution to help structure services and supports upon youth's release from the institution.
Re-Entry	The process of assessing needs and strengths, anticipating needed services and securing resources to assist an offender in making the transition from institutional to community living.
Regional Chief	The DJC's regional manager responsible for oversight of community supervision programs.
Release to Aftercare	Decision by OJOR to authorize the movement of a youth from a JCI to the community on state or county aftercare supervision.
Residential Care Center (RCC)	Private sector institutions licensed by the DHFS to provide care to more than 8 youth outside of their homes; option for placing youth upon return to the community after placement in a JCI.
Sanction	Placing a type 2 youth at a JCI or jail/detention for a short-term consequence for a major rule violation or a series of minor violations. May also be used in a less formal sense as "consequences".
SMART Objectives	Objectives included in a youth's Individual Case Plan must meet SMART criteria: specific, measurable, achievable, realistic and time-dated.
Special Education Needs (Sped) Program	A program for youth with special education needs. Placement into this program requires permission of the parent(s) or guardian.
Step-Down Supervision	During the 30 days after a youth is released from a JCI, the Transition Phase continues and is characterized by intensive supervision and the use of graduated incentives and sanctions. During this community portion of the Transition Phase, service providers and supervision staff strive for continuity in treatment, accessing resources and achieving identified goals and objectives.
Stabilization	During this phase of Transition there is an emphasis on reducing the role of various formal supports and increasing the role of informal supports that have been previously developed. The re-entry plan evolves into a personal responsibility plan that outlines what the youth must do, who they will connect with and how to access resources they need to remain successful and crime free in the community.
Transition Planning	Period of time during which DJC staff and others involved in the life of the youth make specific plans for the youth's return to the community from a JCI or for a change in the youth's legal status; e.g., type 2 to aftercare supervision

Transition Phase	Transition process from a JCI to the community generally begins approximately 90 days prior to the anticipated date of youth's return to the community from a JCI. Characterized by This phase is characterized by reaching into the JCI with service providers, formal and informal supporting individuals, and educational and employment providers who will help to stabilize the youth in the community upon release from the institution.
Transition Team	The Transition Team is made up of the youth and youth's family, agent or county correctional liaison, JCI social worker, Corrective Sanctions Program youth counselor (if being placed in CSP), Special Education teacher if applicable, informal supporting individuals and community-based service providers including employers and local school representatives when possible.
Type 2 Institutional Status	Legal status (institution without walls) of a youth residing in the community under correctional supervision; type 2 CCI, CSP, or community phase of the Serious Juvenile Offender Program.
Youth's Release Action Plan	DOC-2312 - The Youth's Release Action Plan records the youth's expectations and goals in several domains, such as employment, school, mental health, and family relations. The youth is asked to give concrete strategies on how he/she plans to fulfill these goals and who he/she believes will help. The information should provide ideas on appropriate types of services and providers that should be invited into the transition planning process.