



DIVISION OF JUVENILE CORRECTIONS

Overview of Programs and Services

The Division of Juvenile Corrections promotes a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

State of Wisconsin

Department of Corrections

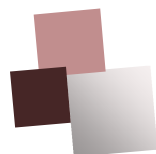
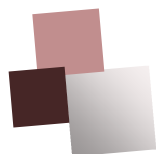


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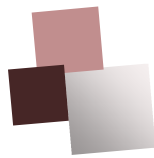
Division of Juvenile Corrections

Welcome to the Division of Juvenile Corrections

The mission of the Wisconsin Department of Corrections Division of Juvenile Corrections (DJC) is to promote a juvenile justice system that balances protection of the community, youth accountability and competency building for responsible and productive community living.

DJC will reduce delinquent behavior and restore a sense of safety to victims and the community. To achieve this vision, we will build on our Mission Statement in the following ways:

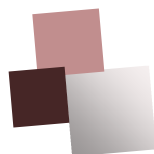
- Share ownership for justice through partnerships with the juvenile justice system and the community.
- Learn from the community and promote opportunities for the community to learn from us.
- Hold youth accountable by requiring them to contribute to the recovery of victims and the community.
- Work with the community to assist youth in becoming productive community members.
- Create a sense of community and mutual responsibility in the workplace.



Division of Juvenile Corrections

In this booklet, you will find information about our juvenile corrections operations, including facility and community programs. Some of those programs include education, health services, treatment programs, psychological services, and community reentry programs and services. The Wisconsin Department of Corrections (DOC) Division of Juvenile Corrections (DJC) is committed to utilizing evidence-based practices as well as identifying each youth's criminogenic risk and needs in order to individualize treatment strategies and interventions. The initiatives described in the following pages highlight some of the key evidence-based practices that DJC employs to fulfill our mission.





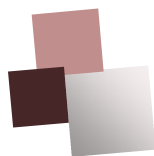
Focus on Evidence-Based Practice

COMPAS

COMPAS (Correctional Offender Management and Profiling for Alternative Sanctions) is a computerized tool designed to assess youth needs and risk of recidivism and inform decisions regarding the placement, supervision, and case management of delinquent youth.

Developed and focused on predictors known to affect recidivism, this tool includes dynamic risk factors in its prediction of recidivism and provides information on a variety of validated risk and need factors designed to aid in correctional treatment to decrease the likelihood that youth will re-offend.

COMPAS is designed to take advantage of recent research on the predictors and needs factors most strongly linked to juvenile delinquent behavior. It incorporates a theory-based approach to assessment designed to incorporate key scales from several of the most important theoretical explanations of crime and delinquency. Extensive measurements assess the key areas of family, school, and peer contexts, in addition to individual personality and cognitive characteristics of youth. The tool also incorporates the "strengths perspective" to identify critical factors that may prevent or deter high-risk youth from engaging in serious delinquent behavior.



Focus on Evidence-Based Practice

Motivational Interviewing

Motivational Interviewing (MI) is a way of talking to youth about behavior change to elicit and strengthen their motivation for change. It uses positive talk *with* youth, not *at* youth.

Research shows that MI is more effective in changing behaviors than a logic-based approach, persuasion, or confrontation. Staff strive to identify the youth's values and whether current behaviors conflict with those values. The conflict or gap between what someone wants and how someone is acting is called discrepancy. Most of us can identify with both the feelings of "I should change" and "I really don't want to change." Having these conflicting feelings, or feeling two different ways about a problem, is called ambivalence. Someone practicing Motivational Interviewing sees ambivalence as a good thing in that it makes change possible. Ambivalence is considered the precursor to positive behavior change.

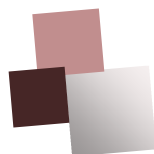
Using strategic MI techniques, staff focus on getting the youth to speak more, think more, and then examine their discrepancies between current behaviors/situations and their values and goals. Staff supervise for compliance while at the same time working respectfully and collaboratively with youth to strengthen their motivation and commitment to change. Motivational Interviewing is based upon four general principles:

Express empathy. Empathy involves seeing the world through the youth's eyes. An understanding of the youth's experiences helps to facilitate change.

Develop discrepancy. This principle helps staff guide the youth to appreciate the value of change, what they want their lives to be versus what their lives are now.

Roll with resistance. We do not fight the resistance to change, we roll with it. We encourage the youth to determine their own solutions to their problems.

Support self-efficacy. There is no "right" way to change. If one idea doesn't work, try another. Youth are limited only by their own creativity.



Focus on Evidence-Based Practice

Trauma Informed Care

Many of the youth under the supervision of the juvenile correctional system have experienced neglect, abandonment, physical abuse, sexual abuse, and varying degrees of family involvement in their lives. As a result, they may enter the juvenile correctional system with mental health issues and unresolved trauma that can cause emotional, social, and other developmental difficulties that inhibit their ability to be successful in life. To address these issues, DJC is engaged in the process of incorporating trauma-informed care principles into operation and interactions with youth.

Under a federal grant and in partnership with the Wisconsin Department of Health Services, DJC launched a major initiative in May 2012 to improve treatment for youth who have experienced traumatic life events. This initiative also included partnership with Wisconsin Family Ties, a non-profit agency that supports and works with both youth who have emotional, behavioral, and mental disorders, and their families. The goals of the youth trauma initiative were to increase awareness of the serious effects of childhood trauma, increase use of trauma-specific interventions, promote peer-to-peer family support, and begin the process of culture change toward being a trauma-informed organization.

These efforts continue under the Fostering Futures initiative, championed by First Lady Tonette Walker. The Department of Corrections is one of the state's Fostering Futures agencies, and its Core Implementation Team includes high-level representation from throughout the Department, including DJC. With support from Fostering Futures, the National Council on Behavioral Health, and partner agencies, DOC is working to further advance trauma-informed care, with an initial focus on promoting a trauma-informed workforce and ensuring safe environments.



Office of Juvenile Offender Review

Description:

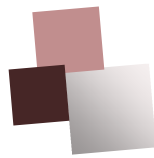
The Office of Juvenile Offender Review (OJOR) exercises DJC's legal authority to release youth from confinement in a Wisconsin juvenile correctional Facility (JCF). The OJOR staff, known as Juvenile Review and Release Specialists, are stationed at Copper Lake School, Lincoln Hills School, and the Mendota Juvenile Treatment Center. They convene meetings of a Joint Planning and Review Committee (JPRC) for each youth. Each JPRC consists of the OJOR reviewer, the facility social worker, the state or county field agent, the youth, and the youth's parent(s) or guardian.

Statutory Responsibilities:

- Convene an initial JPRC meeting within 21-35 days of admission for each youth committed by Wisconsin courts to a JCI under a juvenile disposition;
- Based on the JPRC recommendation, information from assessments, and the court order, determine each youth's individual case plan, including goals, treatment/placement plans, and tentative release plan;
- Review victim impact statements and consider victim issues in setting youth goals and case plans;
- Continue to convene the JPRC for formal meetings every 90 days;
- Place youth in the Transition Phase approximately 90 days before the youth's planned release from the correctional facility; and
- Make youth eligible for release when the youth has met the requirements of her/his case plan and individual goals.

Additional Responsibilities:

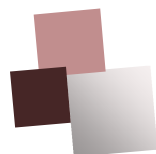
- Oversee Wisconsin's participation in the Interstate Compact for Juveniles;
- Coordinate juvenile review and referrals under the state Sexually Violent Person law, Ch. 980;
- Oversee victim services in DJC and assure victim notification when requested; and
- Edit and publish the DJC Case Management Manual.



Juvenile Correctional Facilities

Copper Lake School (CLS) for girls and Lincoln Hills School (LHS) for boys are the juvenile correctional facilities in the State of Wisconsin operated by DJC. The schools are co-located but physically separated on over 800 acres in Irma, Wisconsin. CLS and LHS are charged with the responsibility of providing public safety, holding youth responsible for their behaviors, and offering them opportunities to build and strengthen competencies. LHS was constructed in 1970. CLS opened on the same campus in 2011 when Southern Oaks Girls School and Ethan Allen School closed and youth residing in those facilities transferred. DJC has a history of providing quality treatment and education services to all youth placed at its juvenile correctional facilities, and has adjusted programs over the years in response to youth's changing needs. The facilities currently offer a comprehensive array of services, providing each youth with the opportunity to learn and to become a productive member of society.





Intake Period

Average Length of Program:

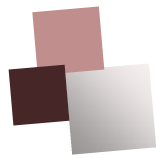
Approximately 14 days

Requirements for Program Participation:

Court ordered commitment by county judge

Program Location: Copper Lake School and Lincoln Hills School

Program Content: The Intake Period serves as the initial assessment and evaluation period for most new commitments. During this phase of a youth's stay, the primary focus is on developing a working knowledge of the youth's case for the initial meeting of the Joint Planning and Review Committee where his future program needs are determined. An Individual Youth Growth Plan is then established that incorporates results from numerous assessments, health and educational screenings, community reports, and the youth's personal goals. This document outlines the goals and objectives that the youth is required to satisfy during his/her correctional stay and subsequent supervision in the community, as well as personal goals the youth has for themselves. Preliminary arrangements are made for payment of court-ordered restitution, procurement of a copy of their birth certificate, social security number, and state ID card. All youth are introduced to mindfulness and oriented to the rules and policies and procedures of the facility.



Chapel Services

Average Length of Program:

Ongoing

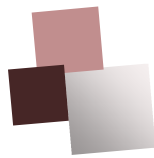
Requirements for Program Participation:

None - Open to all

Program Location:

Copper Lake School and Lincoln Hills School

Program Content: Copper Lake/Lincoln Hills Schools provide a range of religious services and counseling to youth committed via chaplain services and volunteer providers. Youth are encouraged to participate in weekly non-denominational services that are provided by a chaplain and a variety of faith groups. Youth in each living unit are also provided the opportunity to participate in bible study provided by local volunteers. Youth are also afforded the opportunity to participate in transition services provided by community resources, which will assist them in locating a place of worship in the area they will be placed.



Cultural Program Services

Average Length of Program:

Ongoing

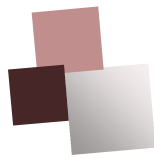
Requirements for Program Participation:

None - Open to all

Program Location:

Copper Lake School and Lincoln Hills School

Program Content: Cultural Program Services are provided for a culturally diverse population. These programs are designed to help youth better understand their heritage and how this impacts their interaction with others. Programs are also designed with the intent to expose youth to other cultures, traditions and customs. Youth of all ages are encouraged to participate and all programs are open-ended. Services are available through the efforts of volunteers, contracted individuals and linkages with various community-based organizations. Copper Lake/Lincoln Hills Schools also contract with the Great Lakes Inter-Tribal Council to provide services involving youth in Native American cultural events, history, culture, spiritual life classes, teaching Native American skills and crafts, as well as providing facility staff training on Native American issues.



Dialectical Behavior Therapy Skills Group

Average Length of Program:

Ongoing

Requirements for Program Participation:

None - Open to all

Criminogenic Needs Addressed:

Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

Curriculum:

DBT Skills Manual for Adolescents by Jill H. Rathus and Alec L. Miller

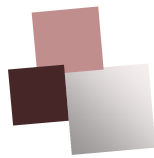
Program Location:

Copper Lake School and Lincoln Hills School

Program Content:

DBT is the primary treatment program for all youth at Lincoln Hills and Copper Lake Schools. Youth start the pre-treatment component the week at they arrive and continue to attend DBT Skills groups until the day that they leave. DBT is a cognitive behavioral therapy that helps youth who struggle to control their emotions and behaviors. DBT Skills Groups teach youth skills in five different areas, these areas directly respond to the five major problems that are associated with adolescents who struggle with emotional dysregulation. The skill area taught are: Mindfulness Skills, Distress Tolerance Skills, Emotional Regulation Skills, Interpersonal Effectiveness Skills, and Walking the Middle Path Skills.

Skills Groups teach youth through a variety of means ranging from interactive games and activities, to worksheets and group discussions. Youth are given homework to complete outside of group to continue their skill development. Facilitators review homework and concepts with the youth to help the youth continue to build mastery in these skill areas.



Dialectical Behavior Therapy Skills Group

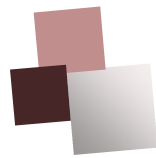
Mindfulness Skills: These skills help adolescents increase their nonjudgmental awareness and control their attention. By learning how to fully participate in the moment youth are able to reduce their suffering and increase pleasure.

Distress Tolerance Skills: Give youth a variety of tools they can use to both accept the reality of their situations and to survive crisis's they find themselves in.

Emotional Regulation Skills: Help adolescents reduce their negative emotions and also increase their positive emotions.

Interpersonal Effectiveness Skills: This group of skills helps youth to build and maintain positive peer and family relationships and build respect for themselves.

Walking the Middle Path Skills: This module of skills was developed specifically for teens and families. It teaches skills that highlight issues that are often prevalent in teens including polarized and nondialectical thinking and the need for validation. Skills in this module emphasize the dialectical view that opposites can be true, and that there is more than one way to solve problems.



Education

Average Length of Program:

Ongoing

Requirements for Program Participation:

None - Open to all

Criminogenic Needs Addressed:

Education

Curriculum:

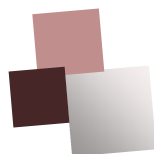
See individual program descriptions

Program Location:

Copper Lake School and Lincoln Hills School

Program Content: All youth are required to participate in the Educational Program. When youth are placed in the Intake Period, they complete educational assessments to determine their educational placement and needs. The educational programming is configured to provide educational services to meet the varied needs of Copper Lake/ Lincoln Hills Schools' students, including middle school, senior high, special education services, career and technical educational programming, and transitional and post-secondary services.

LHS and CLS educational staff provide a high level of service for youth who qualify for special education services and have an Individual Education Plan (IEP). LHS and CLS are well-equipped to support youth with a full-time School Psychologist and certified special education staff.



Education

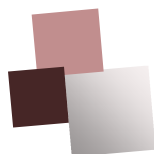
Educational Programs:

High School Diploma

Students can earn a high school diploma through the acquisition of 22 credits in designated core academic areas including English, math, science, social studies, Physical Education and elective courses. LHS and CLS have built their curriculum around the state standards.

High School Equivalency Diploma (HSED)

Students who are 17 years old, credit-deficient, and have a 8.0 reading grade level are eligible to participate in this program. Students take four GED tests and must also complete the additional components in the areas of civic literacy, employability skills, health, and career awareness.



Education

College and Career Planning

Through the school counseling office, students have the opportunity to explore the many different post-secondary opportunities available, as well as career guidance and entrance testing. Currently the ACT is provided for all youth through the statewide testing. This is administered for both girls and boys.

Career and Technical Education

DJC students have many opportunities to actively engage in career and technical education. Opportunities are offered in the areas of Business, Computer Science, and Technical Education. Students have the opportunity to earn high school credit. Additional sources also offer college credit.

Dual Credit

A program through Northcentral Technical College provides youth with the opportunity to earn both high school and college credit upon successful completion. Courses are offered in a variety of areas and interests.





Family Services

DJC recognizes the role families, guardians, and significant adults play in raising and caring for youth who have been committed to our supervision. Oftentimes youth resume living with caregivers after placement at LHS or CLS, it is important that work continues with family to the greatest extent possible to give youth the best chance of success.

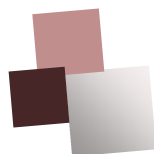
Families, guardians and significant adults are engaged at various times during the youth's placement with DJC, and in many different ways, depending on the individual youth and his or her life circumstances. The following opportunities and services are offered to maintain and improve upon the relationships between youth and those who have been and will continue to be involved in their lives.

Upon Admission (Intake):

- Staff and youth place a call home within 24 hours of arrival at CLS/LHS to let family know youth has arrived safely.
- A parent packet is sent out within five business days. The packet provides information on visitation, correspondence, bus availability, and other information.
- The assigned social worker makes contact to introduce himself/herself, gather information, and respond to any questions/concerns.
- A correspondence and visitor list is assembled that includes family members and other significant people in the youth's life.
- A state agent meets with the family and conducts a Family Home Assessment (if the county contracts with DJC or the youth is an SJO) to determine if home may be an appropriate placement upon discharge from CLS/LHS.
- The family is invited to attend the initial Joint Planning and Review Conference conducted by the Office of Juvenile Offender Review in person, via phone, or via video conference. DJC encourages family input into a youth's case plan and family commitment to provide support and be involved.

Ongoing Throughout Youth's Program Assignment:

- Facilities have extensive visiting hours to encourage visitation. In-person and video conference visits are accommodated.

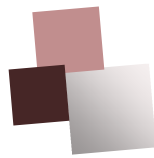


Family Services

- Free bus service is provided weekly from Milwaukee via Madison or the Fox Valley.
- Postage is provided at no charge to allow youth to correspond on a daily basis.
- Youth are able to call home for two free 10 minute calls at no charge to them or their family, and can make calls when not engaged in structured programming throughout the week.
- Consultation with health services, treatment/program, and education staff is available as needed.
- Staff notify parents any time a youth has any injury or contact with Health Services staff.
- The assigned social worker and state agent have ongoing contact with the family.
- Families may attend and give input at regularly scheduled Joint Planning and Review Conferences.
- Upon completion of Cognitive Intervention Program, families are invited to a “Families Count” session to hear from the youth and staff what the youth has learned and how the family can help them in the future.
- Parent-teacher conferences can be held at any time during a youth’s stay.
- Family is invited to all Individual Education Plans (IEP) sessions.

Family Finding and Engagement:

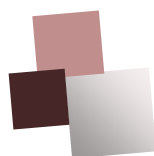
Family Finding and Engagement is a tool that is being used with youth placed at Lincoln Hills School or Copper Lake School (LHS/CLS). The goal is to build a lifelong family support network that consists of searching for and engaging extended family members and other like kin adults. This is a youth driven process that is coordinated with a Social Worker. Interviews are conducted with youth placed at LHS/CLS to engage them in this process and obtain information. The Social Worker has tools available to assist in locating supportive adults to widen the possibilities for finding permanent connections through conversations, connectedness mapping, internet searches, case review and case mining . These connections are intended to help support the youth not only during their time with DJC but as they transition out of our care, with the ultimate goal that no youth exits the system without emotional permanency and a team of support.



Family Services

Transition and Community Supervision:

- The agent seeks family input and assesses potential living arrangements for the youth upon release from CLS/LHS.
- A transition meeting is held with the youth, family and others to identify each person's role in helping the youth successfully return to the community.
- Resources are identified and established for youth/family to access upon discharge from CLS/LHS.
- The agent provides family with support during youth's placement and remains as a resource for concerns or questions regarding community supervision (if the county contracts with DJC or the youth is an SJO).



Foster Grandparent Program

Average Length of Program:

Ongoing

Requirements for Program Participation:

None - Open to all

Criminogenic Needs Addressed:

Anti-social companions, school, leisure/recreation

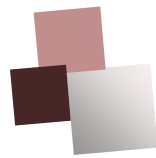
Program Location:

Copper Lake School and Lincoln Hills School

Program Content: The Foster Grandparent Program (FGP) is a volunteer program sponsored by CLS, LHS, and DOC, and is funded by the Corporation for National Service. It has been a part of LHS for 45 years and CLS since it opened in 2011. FGP builds upon natural bonds between younger and older people, allowing the Grandparents to offer a lifetime of wisdom to prepare the youth for their own journey through life and also allowing the youth to learn how to interact with older individuals and treat them with respect.

Grandparents are placed in all of the regular living units and many of the classrooms. As a result, Grandparents are available when the youth want to talk, enjoy a game of cards, assist in basic sewing repair, participate in living unit projects, or simply bake a batch of cookies. Grandparents may also help tutor a youth in the school in reading, math, social studies, or science. Collectively they provide care and attention to the youth.

The Grandparents' roles as mentors, tutors, and sources of support for the youth make the program highly successful. As a testament to this, the CLS/LHS FGP received the 2012 Governor's Senior Corps Participant award to recognize the Grandparents' dedication and care and the positive impact they have on youth development.



Health Services

Average Length of Program:

Ongoing

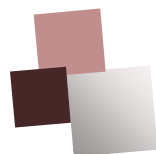
Requirements for Program Participation:

None - Open to all

Program Location:

Copper Lake School and Lincoln Hills School

Program Content: The Health Services Unit (HSU) unites the professional disciplines of nursing, medicine, psychiatry and dentistry to provide healthcare services comparable to those obtainable in the community. In addition to attending to immediate needs, healthcare professionals strive to educate youth on the impact their lifestyle choices have on themselves and others while in our facility and upon their return to the community. This includes making healthy lifestyle choices, proper use of the healthcare system, consequences of their choices on themselves and others (STD, TB, HIV, smoking, wellness education, etc.) and their responsibility in carrying out their healthcare needs.



Health Services

Nursing Services

Nursing responsibilities include initial admission screening and exam, physical assessments, emergency care, assessments of acute injuries and health complaints, laboratory services, management of prescription medication, screening for sexually transmitted diseases, immunization clinics, monitoring chronic conditions, health education and the upkeep of medical records.

Medical/Psychiatric Services

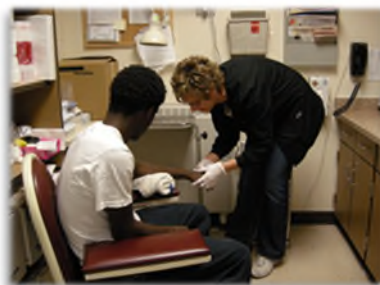
On-site medical and psychiatric services are provided by physicians, psychiatrists, optometrists, advanced practitioners, registered nurses. Services include physical examinations, monitoring of chronic conditions or psychotropic medication, acute illness, and emergency care.

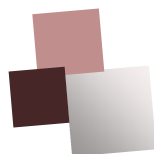
Emergency Services

Local healthcare facilities are utilized for emergency services. Consultation with local or University of Wisconsin specialists is available if appropriate.

Dental Services

Dental care is provided to youth by a dentist, dental hygienist and dental assistant. Services include dental examinations, routine dental hygiene and fillings, extractions and root canals.





Problematic Sexual Behavior Treatment

Average Length of Program:

6-12 months

Requirements for Program Participation:

Youth committed to LHS for offenses falling under the parameters of the Sexually Violent Persons Act (Chapter 980) are given priority for program participation. Youth committed for sex offenses not falling under Chapter 980 may be considered under some circumstances. Formal risk and need assessments are conducted for each youth referred to the program. Based on the results of the formal assessment process, a multi-disciplinary treatment team determines the appropriate course of treatment programming.

Criminogenic Needs Addressed:

Anti-social cognition, anti-social personality or temperament.

Curriculum:

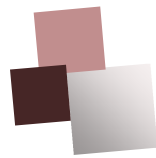
CORE Phases A & B and Alternative Treatment Program for Lower Risk Youth.

Program Location:

Lincoln Hills School

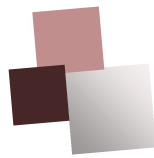
Program Content: Specific areas addressed by this program include lack of empathy, anger, hostility, impulsive behaviors, risk taking, poor problem-solving skills, and poor decision-making skills. A multi-disciplinary team consisting of psychologists, teachers, social workers, youth counselors, and program management staff provides treatment services on an individual or group basis. Family counseling is also offered, when appropriate.

Youth involved in the program are first required to complete a cognitive-behavioral skill training component designed to improve problem solving, decision-making, perspective-taking, and interpersonal skills. This portion of the program is also intended to engage the youth in the treatment process and acquaint them with being part of a “group.”



Problematic Sexual Behavior Treatment

Youth involved in the program are first required to complete a cognitive-behavioral skill training component. Upon completion of this curriculum, youth move into core program components that deal more specifically with their sex offenses. This component addresses issues common to all sex offenders, with the goal being to reduce denial and minimization of their behavior; to promote recognition of harm caused to victims, and to develop relapse prevention skills. Significant areas of concentration include: understanding consent, risky thinking, presenting a life history, coping with problems, understanding decision chains, sexual fantasies, offense patterns, coping with urges, and the impact offending has on the victim, among others.



Psychological Services

Average Length of Program:

Depends on level of need

Requirements for Program Participation:

Referral to psychologist and/or identified need

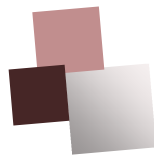
Criminogenic Needs Addressed:

Anti-social cognition, anti-social personality or temperament, family, substance abuse

Program Location:

Copper Lake School and Lincoln Hills School

Program Content: The Psychological Services Unit provides a full range of services to the facility. Clinicians provide psychological evaluations, as well as individual, group and family therapy, referrals for psychotropic medication, treatment consultation and staff training. Any staff member may submit a referral for evaluation and/or therapy. These referrals involve a variety of issues, such as a youth's potential for violence, risk of suicidal behavior, treatment needs, etc. The Psychological Services Unit supplements treatment resources available to youth in their living unit. Individual psychotherapy is offered to those youth most in need of this type of treatment. A variety of group therapy opportunities, such as grief counseling, father's group and anger management groups are offered throughout the facility. Family therapy may be offered for those parents who are willing and able to participate. When appropriate, psychologists make referrals to the consulting psychiatrist who prescribes psychotropic medication as warranted. All services are coordinated by means of the case management process.



Recreation

Average Length of Program:

Ongoing (specifics below)

Requirements for Program Participation:

No requirement (Voluntary)

Criminogenic Needs Addressed:

Antisocial Values and Beliefs, Low Self-Control

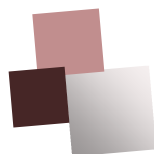
Program Location:

Copper Lake School and Lincoln Hills School

Program Content: With the direction and supervision from different full-time staff, from various disciplines at different time, students can participate in a wide variety of recreational and extracurricular activities outside of their regular school day. These experiences can bring about life-long changes in skills and attitudes.

-On weekdays, evening recreation is scheduled daily and are known as Staff Directed Activities (SDAs) which are 45 minutes. These SDAs include physical recreation, movie night, activities, games, STEM projects, etc. These are led by the Recreation Coordinator, Corrections Program Supervisor, Social Worker, Foster Grand Parent Coordinator, and/or individuals from other disciplines who volunteer at various times. In addition to these nightly SDAs, each week Mon-Fri there is an additional 45 minuet period with the Recreation Coordinator which is focused on physical games and athletics.

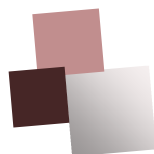
-On Saturday and Sundays each living unit has further physical recreation scheduled for 2 blocks, each day, totaling approximately 1hr 45 min with a Recreation Coordinator. This includes various physical games, activities, and athletics.



Recreation

Music Art Initiative

The Music Art Initiative is a comprehensive music and art program. There is a live room with a full sound system. Youth will be taught to play several instruments including guitar, drums, bass, keyboards and in digital realm. Music production centers are located not only in the music room, but in all of the cottages. Youth are able to build beats, songs and can start writing original songs. The full recording studio will allow youth to record music in a professional environment, and will be taught engineering and production, to include EQ'ing, compression, mixing/mastering, and capture of sound. After youth record their music, they can go to the new digital art studio to make art work for their project. This can include album art, photography, a music video, or short film. The digital art studio has everything from digital drawing tablets to a full movie studio to Adobe and a full green screen. Youth are able to bring their projects home with them via SD cards to share with family and friends.



Substance Use Disorder Treatment

Program Location:

Copper Lake School and Lincoln Hills School

Average Length of Program:

16 weeks

Requirements for Program Participation:

Youth determined to have Substance Use Disorder (SUD) needs through the screening and assessment process.

Criminogenic Needs Addressed:

Anti-social cognition, anti-social companions, anti-social personality or temperament, family, substance abuse, leisure/recreation

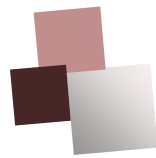
Curriculum:

Keep It Direct and Simple Curriculum by The Change Companies for LHS youth

Voices by Stephanie Covington for CLS youth

Program Content: The SUD Program is a primary treatment program specifically designed for youth identified with a substance use need that have previously not had success in treatment. The *Keep it Direct & Simple* curriculum is a cognitive-behavioral approach designed specifically for adolescents with behavioral health and addiction struggles. This curriculum helps youth identify their personal strengths and motivations for making positive life changes using strength-based strategies. Youth explore the problems that brought them into treatment and learn strategies and skills to make meaningful, lasting change in their lives.

The curriculum uses interactive journaling that creates a sense of confidence and accomplishments while they explore the reasons for their use, and internalize and practice new skills learned. Journals used in this curriculum include: *Why am I here?*, *My Substance Use*, *My Feelings*, *My Family*, *Relationships & Communication Skills*, *How We Think*, *How We Change*, and *Moving Forward*.



Substance Use Disorder Treatment

CLS utilizes *Voices*, a 16 week program created to assist adolescent girls in exploring themes of self, connection with others, health, and their journeys ahead. This program helps young girls strengthen their sense of self and build skills for healthy development.

The program consists of 4 modules:

Module A: Self

Module B: Connecting with Others

Module C: Healthy Living

Module D: Journey Ahead

Youth in these programs will learn coping strategies without the use of substance, manage trauma symptoms, develop grounding techniques, set boundaries and learn how to recognize healthy relationships, and identify people who are supportive in their recovery. The facility program builds the foundation with the youth such that recovery can be transitioned to the community with the support of their significant others.



Contact Information:

The Grow Academy, 608-835-5700

DOCDJCGrowAcademy@wisconsin.gov

Average Length of Program:

120 Days

Grow Academy

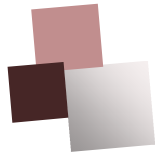
In 2014, The Grow Academy was created in recognition of the expanding need for community based programming for youth involved in the justice system. The Grow Academy is an opportunity for both county and state supervised youth as an alternative to incarceration as well as a step down for youth returning to the community.

The Grow Academy offers an array of evidence based services consisting of an agriculturally-based educational curriculum, cognitive programming to develop and promote healthy thinking and positive decision making, community service opportunities, case management services including individual and family therapy services and community partnerships to strengthen the transition back to the community.

The Grow Academy has a capacity for 12 males, with a target age range of 14 – 18 years old. Youth referrals may come as a result of:

- Court ordered participation via the Experiential Education Program, s. 938.34(7g)
- Stayed correctional court orders, s. 938.34(16)
- Direct placements, where youth are released to the community for participation in the Grow Academy after assessment and evaluation at Lincoln Hills School
- A placement for youth under DJC supervision





The Grow Academy

The Grow Academy employs a full-time, special education teacher. School is in session all year round, five days a week using both traditional and non-traditional curriculum. Youth earn an average of 3 credits in math, reading, science, social studies, employability and physical education.

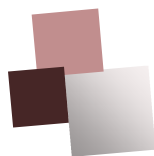
The youth and staff care for an approximately 1/2 acre garden, partnering with Rooted. The Grow Academy provides communities with organic produce at markets through practices such as hydroponics, aquaponics, and hoop greenhouses.

The Career Exploration program consists of on-grounds jobs such as a Kitchen Sanitation Specialist, Custodial Technician, Agricultural Specialist, and Market-Woodshop Assistant. Youth are eligible for an off-grounds internship during their final 30 days at the facility. There is also an opportunity for youth to enroll in a ServSafe course and obtain a 5 year national certification for safe food handling and management. The Career Exploration Program is led by an employment coordinator, with assistance from community providers, and focuses on developing skills such as interviewing, resume writing, completing job applications and more. SUGGEST DELETING

Community service opportunities are offered and encouraged to assist youth in working off restitution or community service debts owed on current court orders.

The full time case management staff provides validated risk and needs assessments; case management; referrals to outside services including individual and family therapy, alcohol and drug treatment, anger management and mentoring; and completes transition planning for youth discharging the program. Thinking for a Change and Change Journal Group programming is provided to address risk factors, triggers, impulsivity, and decision-making that may interfere with future success.

Day to day operations are managed by a full time Corrections Program Supervisor, Corrections Field Supervisor and 24/7 supervision provided by Youth Counselor Advanced and Youth Counselor staff.



The Grow Academy

The Grow Academy operates on an incentive based behavioral level system. The foundation of the program is recognizing youth strengths. Staff work hard to motivate the youth to make positive decisions throughout each day. The youth are rewarded for completing basic requirements as well as taking initiative and going above and beyond. Youth are encouraged to practice their leadership skills in a safe and positive manner. These successes are immediately reinforced with rewards and privileges. Privileges include but are not limited to a later bed time, TV/Movie room, video game room, MP3 players, off-grounds recreational activities, extra phone calls home and a variety of other rewards that can be purchased with "Grow Bucks" that are provided to them each time a staff member catches them doing something positive.

For additional information on the referral process and criteria, please e-mail us at DOCDJCGrowAcademy@wisconsin.gov or visit our website at <https://doc.wi.gov/Pages/AboutDOC/JuvenileCorrections/GrowAcademy.aspx>

Direct placement to Community Supervision with participation at Grow Academy

Youth is committed to the Wisconsin Department of Corrections for a period of (number) months until (dd/mm/yy). It is the court's recommendation that s/he be placed on community supervision provided by the Department of Corrections with participation at the Grow Academy following successful completion of the Assessment and Evaluation period.

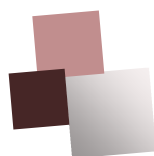
If the youth fails to complete community supervision, DOC may place him or her in a secure juvenile correctional facility (JCF) for continued programming.

County Grow Commitment

Court ordered participation to the Grow Academy via the Experiential Education Program, s.938.34(7g) with GPS monitoring.

**GPS must be noted on the court order to allow us to utilize DOC's active GPS monitoring as an additional tool while in the program.*





Community Supervision

DJC Probation and Parole Agents are located across Wisconsin to provide post-release supervision of youth with juvenile correctional orders. DJC currently provides community supervision to various counties throughout the state. Courtesy community supervision may be provided in any county by making arrangements with DJC.

Community supervision is a program developed to supervise youth in the community, in a private home with the parent(s), guardian, another family member or suitable adult, or in an alternate care facility. Youth are initially placed on electronic monitoring and are required to follow an approved schedule. Community supervision services are based upon assessed risk and needs, along with an evidence based approach to rewards and sanctions, motivation, and skill building activities. The community supervision case management approach prioritizes engagement with the youth and family in pro-social skill development. Strength and need based case planning is utilized to reduce non-compliant activities, along with the provision of services addressing each youth's unique needs. Using structured, skill-building contacts, at a frequency appropriate to each youth's level of risk and needs, encourages high-quality interactions and ongoing learning opportunities. Staff utilize 10 Steps to Risk Reduction, along with a variety of evidence based tools and materials presented to youth in a structured, intentional way to help meet risk reduction goals. Community supervision promotes rewarding positive youth behavior, while employing alternatives to confinement in response to supervision violations.

Requirements for Program Participation:

When a youth at Lincoln Hills School or Copper Lake School demonstrates they are ready to return to the community, the Office of Juvenile Offender Review (OJOR) issues a Department Order, making the youth eligible for release to Community Supervision. The Joint Planning Review Committee (JPRC) determines if the release status based on the placement type, court order, and individual risk and needs. In the community, a DJC Agent oversees supervision of the youth until case discharge, Administrative Discharge or a return to a juvenile correctional facility.



Community Supervision

Criminogenic Needs Addressed:

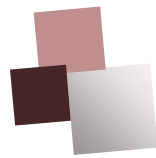
DJC agents utilize the COMPAS assessment tool to identify general and dynamic levels of risk, and criminogenic needs. This allows the agent to formulate targeted interventions in conjunction with the conditions of supervision, that are most likely to influence the youth's future behavior. When developing the COMPAS Case Plan, the agent focuses on the Top Criminogenic Needs: Anti-social Cognition, Anti-social Companions, Anti-social Personality/Temperament, Family, Substance Abuse, Education, Employment, and Leisure/Recreation.

In line with the COMPAS Case Plan, staff and youth complete cognitive based activities such as: Carey Guides, BITS (Brief Intervention Tools), skill building role plays and problem solving, and Change Journals.

Rewards, Incentives and Responses to Violations:

The use of incentives and rewards encourages pro-social attitudes and behaviors in youth. Rewards and incentives are frequently and immediately applied for optimal learning. Rewards can range from verbal praise to tangible items.

Effective responses to non-compliance address the risk factor behind the behavior rather than purely focusing on the behavior itself.



Community Supervision

Direct Commit to Community Supervision:

Youth that have been screened and accepted as a Direct Commit to Type 2 Community Supervision will initially be placed at a Juvenile Correctional Facility for an approximate period of 21 days followed by supervision in the community. DJC will provide community supervision, including a potential step down placement followed by community supervision, including services and monitoring as noted in the above program description.

Suggestion—Youth that have been screened and accepted as a Direct Commitment to Community Supervision may initially be placed in an appropriate placement within the community or at a Juvenile Correctional Facility for an approximate period of 21 days followed by supervision in the community. DJC will provide community supervision, including services and monitoring as noted in the above program description.

Language for court order

Youth is committed to the Wisconsin Department of Corrections for a period of (number) months until (dd/mm/yy). It is the court's recommendation that s/he be placed on community supervision provided by the Department of Corrections following successful completion of the Assessment and Evaluation period.

If the youth fails to complete community supervision, DOC may place him or her in a secure juvenile correctional facility (JCF) for continued programming.



Community Programs and Services

Serious Juvenile Offender Program:

Youth adjudicated delinquent and ordered to participate in the Serious Juvenile Offender (SJO) Program are under the supervision of DJC regardless of whether the county contracts with DJC for aftercare services. The county will not be charged a daily rate by the Division of Juvenile Corrections when a youth is adjudicated as an SJO.

There are two SJO classifications:

SJO-A: If the youth has been adjudicated delinquent for committing an act that would be a Class A felony if committed by an adult, a court may place the youth in the SJO Program until the age of 25 years.

SJO-B: A court may place a youth in the SJO program for 5 years if the youth is found delinquent for having committed certain serious felony offenses listed in statute.

Dual supervision:

Dual supervision occurs when a DJC youth has both a juvenile adjudication and an adult conviction with a sentence to prison or placing the youth on probation. DJC agents supervise both cases according to the Dispositional Order and Judgment of Conviction following administrative codes governing DJC and the Division of Community Corrections. Youth under dual supervision will receive services and programming in DJC until the juvenile order discharges, then the case is transferred to a Division of Community Corrections agent.



Community Programs and Services

Alternative Community Placements:

The Division contracts with residential and alternate care facilities for youth under DJC supervision in the community who require specialized treatment and/or supervision. Contracted alternate care facilities are licensed and regulated by the Department of Children and Families or the Department of Health Services. The Division of Juvenile Corrections contracts with a variety of organizations across the state in order to access a range of alternate care placement options.

Foster Care providers offer care and supervision in a family's home for youth under age 18. Treatment foster care providers also offer structured, professional treatment to youth in their care.

Group Homes offer care and supervision in a home-like setting. Youth placed in a group home receive services including specialized treatment, employment, and education in conjunction with their identified criminogenic needs based on their COMPAS assessment.

Residential Care Centers provide care and supervision in a more secure campus setting. Youth placed in an RCC receive services including specialized treatment, employment, and education in conjunction with their identified criminogenic needs based on their COMPAS assessment.

Transitional and Independent Living providers offer supervision, independent living skill training, education and employment services for youth who are preparing to live independently. These services are provided in a range of residential settings from group living to monitored independent living apartments.



Community Programs and Services

Cognitive Behavioral Programing:

Upon returning to the community, youth under DJC supervision may participate in a number of cognitive behavioral programs and skill building exercises including but not limited to 10 Steps to Risk Reduction, Thinking for a Change, Carey Guides, Brief Intervention Tools, and Change Journals. The focus is on helping the youth build skills to increase impulse control while reducing the number and severity of rule and law violations.

Youth Counselors Advanced:

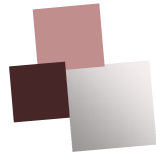
DJC's Youth Counselor-Advanced (YC-A) staff, in conjunction with the agents, supervise youth in the community; regularly meeting with the youth and their families. YC-A's also assist the youth and the family in meeting the goals and objectives set forth on the case plan, and completing assigned skill building activities.

Community Service:

DJC agents may assist youth in finding community service projects, though youth are encouraged to seek out additional opportunities. Youth volunteer at local churches, food banks, humane societies, community centers, and other community-based organizations.

Independent Living Services:

DJC's Transitional Independent Living Program serves youth who are under DJC's community supervision and are emotionally and behaviorally ready to advance towards important independent living skill milestones. Support services are provided by a DJC social worker and collaborative efforts with community partners.



Community Programs and Services

Treatment:

DJC contracts with community-based providers and connects youth with community resources, providing a wide variety of specialized treatment for youth on supervision. Services are purchased based on individual youth needs and may include mental health treatment; individual, family, and group counseling; anger management treatment; sex offender treatment; cognitive behavioral therapy; and substance use disorder treatment.

Mentoring:

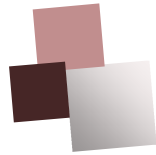
DJC acquires mentoring services from community-based providers throughout the state to assist youth in a community setting. Mentors provide support, guidance, role modeling, advocacy, and connections to community resources.

Academic Education:

Youth in the community work with public school or an alternative school programs. Youth 17 years of age or older may work towards obtaining HSED programming. Community Supervision staff support the family and youth and make frequent contact with school staff and community partners to monitor the youth's progress and successes.

Employment and Vocational Programs:

DJC staff assist the youth with employment and career exploration. DJC also works with community partners to provide employment skills training and job placement.



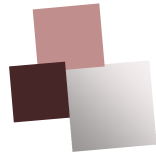
Community Programs and Services

Restitution:

DJC monitors restitution payments, ensuring court ordered obligations are fulfilled, while also providing a restorative justice component to the youth's time on supervision.

Substance Use Screens:

All youth under community supervision are required to submit random drug screens. The screening frequency is dependent upon the youth's specific level of need. Substance use needs are addressed through a spectrum of tools and programming.



Interstate Compact for Juveniles

Contact Information:

Deputy Compact Administrator, 608-240-5931

Compact Administrator, 608-240-5918

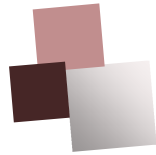
www.juvenilecompact.org

The Interstate Compact for Juveniles (ICJ) is the law that regulates the interstate movement of juveniles who are under court supervision or have run away to another state. ICJ is a contract that has been adopted as law throughout the United States. Therefore, all state and local officials are legally bound to honor and enforce the terms of the Compact. The compact supersedes any conflicting state law or policy.

Each member state operates a state ICJ Office that manages interstate juvenile cases, including:

- Transfer of Supervision
 - Initial Referrals
 - Quarterly Progress Reports
 - Violation and Absconder Reports
- Travel
 - Prior to Acceptance of Transfer
 - Visiting Another State
 - Notice of Placement for Residential Treatment
- Returns
 - Non-Delinquent Runaways
 - Escapees, Absconders, and Accused Delinquents

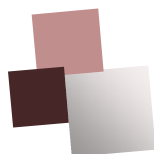
All written and verbal communication regarding interstate cases must go through the state ICJ Offices and be documented in the electronic data system, UNITY.



Interstate Compact for Juveniles

Once the receiving state accepts the placement (generally 30-45 days after receiving the request), it begins to provide supervision. Services may also be provided if payment is available through a third-party source (insurance, Medicaid), the receiving state, or the sending state. Youth who violate supervision rules may receive consequences that may include restrictions, secure placement, and return to the sending state. Most ICJ youth successfully complete their court orders. In Wisconsin, ICJ supervision of delinquent youth from other states may be provided by county caseworkers or DJC field agents.

The Wisconsin ICJ office is also responsible for coordinating the safe return home of runaway youth who cross state lines, and transmission of out-of-state travel permits for delinquent youth.



Contact Us

For more information, please contact DJC Executive Team:

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Additional information about DJC can be found on-line at: <http://doc.wi.gov>.

October 2021 BS