



DJC Newsletter

December 2008

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This issue of the DJC Newsletter focuses on employability skills and the resources youth are provided in order to obtain them through DJC in preparation for re-entry into our communities.

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Model County Programs

DJC will reserve space in each newsletter to highlight county programs that are especially effective in promoting juvenile accountability, competence building and public safety. If you have a contribution for the next newsletter, please forward it to Jocelyn Petersen at jocelyn.petersen@wisconsin.gov. Thank you.

Southern Oaks Girls School: Career Day

Southern Oaks Girls School Continues to Prepare Young Women for the Workplace Through Career and Technical Education Programming

Career & Technical Education programming at Southern Oaks Girls School involves every student in a rotation of course offerings. Exploratory course work exposes each student to a variety of career alternatives and aids in the development of decision-making and problem-solving skills—ultimately facilitating success within employment and community contexts. Basic independent living skills, as well as effective interpersonal communication and social skills related to employability, have been integrated into all academic and Career & Technical Education areas at Southern Oaks Girls School.

The curriculum for this programming presently consists of instruction in the areas of Business and Computer Applications, Keyboarding, Microsoft Office Suite Programs, and High School Equivalency Examination Preparation. Southern Oaks Girls School has also developed articulation agreements with nearby *Gateway Technical College* in Racine, Wisconsin which allow students to earned dual credit at both the senior high school and technical college levels. Southern Oaks Girls School has also routinely orchestrated correspondence study through the University of Wisconsin Extension System, Madison, Wisconsin. An on-site *BadgerNet Distance Learning Laboratory* has also allowed students to enroll in Wisconsin Technical College System general education courses while incarcerated. High school equivalency preparation and correspondence course study are facilitated as an integrated course of study within all classroom orientations where students receive one-on-one instruction/assistance from a variety of educational personnel.

Southern Oaks Girls School educators also facilitate developmentally appropriate career exploration and planning activities with all committed students in the form of a *Life Work Education Planning Program*. This program encompasses the following components: Self-Assessment; Academic Assessment; Analysis of Work Preferences and Career Options; and Education and Career Goal-Setting. Résumé and cover letter development, interviewing strategies, job application completion, and post-secondary education preparation are taught within the context of the *Life Work Education Program*. The development of a Career Options Portfolio, in collaboration with an Educational Case Manager, has allowed students an opportunity to engage in career-related self-assessment; informed decision-making; and education and employment goal-setting activities. Schoolwide Quarterly Life Work Education Events allow students to explore the connections between physical and mental health and work performance. Students are able to be engaged into workshops relative to appropriate workplace attire and grooming through a Career Day Event.

Career & Technical Education Instructor, Carl Van Hemelryk, facilitated the Career Day Events on Tuesday, November 18 and 20, 2008. Professionals representing the fields of Child Care, Pharmacy Technician, Police Officer, Custodian, Retail Management, Discovery Toy Sales, Secondary Educator, Dramatic Arts, Food Service, Manufacturing, and Nail Technology visited the institution and shared insights and experiences with Southern Oaks Girls School students. Speakers shared information relative to educational preparation, employment outlook, working conditions, and workplace soft skills necessary for success during this highly-popular annual event.



Employment opportunities are also available within the institutional setting at Southern Oaks Girls School including Computer Laboratory Assistant, Teachers' Aide, basic food service worker, and custodial experiences. Students engage in the application, interview, and performance evaluation process in order to acquire and maintain these institution-based positions.

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Ethan Allen Career & Technical Education (CTE) Department Looks Ahead

Career & Technical Education (CTE) Department Russ Greiber, Diane Budyak, Russ Greiber, Linda Hull, Paul Kobbs, Ezell McQuay, Lenore Rinder, and Kevin Stanton are on a path to the 21st Century. Their efforts are geared to prepare students for the jobs of tomorrow. The required skills were articulated by business partners who highlighted their needs and expectations at the Business Summit on 21st Century Skills facilitated by the Wisconsin Department of Public Instruction. The framework for the Partnership for the 21st Century (P21) urges schools to focus on: Core subjects (Core subjects that EAS offers are English, Mathematics, Science, and Social Studies); to focus on 21st Century Content (global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, & health and wellness awareness); learning and thinking skills, critical thinking and problem solving skills; communication skills; information and media technology skills; and the life skills of personal responsibility; ethics and leadership. Each CTE teacher integrates academic skills development into their curriculums by connecting core curricular concepts with the application of these skills.

Currently, the CTE department is working collaboratively with the English Language Arts Department on an initiative to build vocabulary to improve reading comprehension. In addition, CTE teachers are focusing on Soft Skills as preparation for future employment and career prospects. Our career and technology classes today include Exploratory classes to introduce youth to a given field. Exploratory and advanced classes are offered in Manufacturing - Woods, Multi-Media, Exploratory Computer Graphics Course, Computerized Engraving, Building Maintenance, and Food Service, with the anticipation of Building Construction and Communications - Graphics to be revived in 2009.

Employment on grounds is available through the Work Experience Education Program (WEEP), which provides youth an opportunity to build job skills and to receive feedback on their performance.

Jobs on-site include Barber, Building Maintenance – Custodial, Canteen Orderly, and Custodial – Education Section, Facility Maintenance- Ground Keeping, Food Service - Main Kitchen, Laundry, Library Aide, Orderly – School, and Orderly Social Service.

To tie together the efforts of the CTE programming, the CTE Department is working together to develop a mission statement. Together CTE teachers are examining their proposed/draft mission statement which is: "*The mission of Career & Technical Education is to provide offerings that meet student needs, interests, abilities, and aspirations and respond to actual or anticipated opportunities for employment, advanced education, and practical life applications.*" Other efforts include: connecting to the trades, supporting the implementation of a Career Fair on February 19, 2009, advocating for student-centered learning, assessing student performance, as well as building knowledge and emphasizing entrepreneurial concepts, problem solving, ethics and communication skills. These will be key to the growth of the EAS CTE department for the 2008-2009 school year.

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Vocational Programs & General Education Programming at LHS

Lincoln Hills school offers a variety of vocational programs and general education courses within its institution. The following programs have been defined and highlighted for you below: *LifeWork Education, Consumer and Community Education, Food Service, Expanded Opportunities/Workforce Connections, and the Educational Talent Search Program (ETS).*

LifeWork Education

This program encompasses the following components: Self-Assessment; Academic Assessment; Analysis of Work Preferences and Career Options; and Education and Career Goal-Setting. All relevant documentation generated through these assessment and reflection processes, as well as academic and vocational work samples and accomplishments have been incorporated within the Career Options Portfolio as purchased through the UW-Madison Center on Education and Work. Resume and cover letter development, interviewing strategies, job application completion, and post-secondary education preparation are taught within the context of the Life Work Education Program. The development of a Career Options Portfolio, in collaboration with an Educational Case Manager, has allowed students an opportunity to engage in career-related self-assessment; informed decision-making; and education and employment goal-setting activities. The portfolio has and will continue to follow the student into the community—to be utilized as a transitional tool in pursuing educational and employment goals outside of the institutional context.

Consumer and Community Education

Financial Literacy: Money Smart (Bank on it, Borrowing Basics, Check it out, Money matters – budget, Pay yourself first, Keep it safe, To your credit, Charge it right, Loan to own your own home); Parenting; Transportation (Driver license, insurance, and responsibilities); Food Management; Apartment Hunting, Leases, Rental Applications; Looking for a job, Maintaining it!; Job Interviews; Social Skills/Soft Skills; Medical information; Community Resources.

Food Service: LHS Staff Café

Youth learn food preparation and food service skills, providing LHS staff a variety of lunch items.

Expanded Opportunities/Workforce Connections

This program was developed specifically for youth ages 16-21 that have had contact with the juvenile justice system. The aim of Expanding Opportunities is to assist the youth in developing and working toward a career goal. Services include: life skills attainment, skill assessments, career

exploration, Individualized Employment Plan development, occupational skills training, work readiness and experience, and counseling services. The program also assists with accessibility to programs for those with disabilities, parenting skills, financial literacy, and mentoring support services.

Since April 2008, 24 youth have been enrolled in the program: Eleven youth are currently employed, three youth have jobs but are currently incarcerated at LHS, one youth is at SPRITE, one youth is finishing his traditional high school education, two youth are completing their HSED, three youth are attending post-secondary education, and two youth will begin their post-secondary education next month. Twenty-six additional youth have been referred to the program, and will be participating in the screening process from now through the end of 2008. Since February 2008, an excess of 150 of youth have been provided resources, including at least one Employment Counseling session and/or a Release Packet session to review information about contacts and support services in youth home communities. Youth have participated in the following trainings: Forklift Training (13 youth), Employability (20 youth), Interview Workshop (27 youth), ASVAB Assessment (22 youth), and a Personality Workshop (22 youth).

Educational Talent Search Program (ETS)

The Educational Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. All youth at Lincoln Hills School benefit from customized services depending on youth needs, goals, and age. For those youth on track to attend post-secondary education, the goal is to achieve a complete admission and financial aid package before youth leave LHS. ETS services have provided further support for youth efforts to achieve the goals outlined in their LifeWork Education Portfolio. An annual Career Fair and Post-Secondary Education Fair have also been held for the last two years.

The Educational Talent Search Program provides: academic, career, personal, and/or financial counseling; career exploration and aptitude assessment; tutorial services; information on postsecondary education; exposure to college campuses; assistance in completing college admissions and financial aid applications; assistance in preparing for college entrance exam(s), including the ACT (since 4/08: 21 youth) and the Accomplice/Companion-Technical college Placement Test (since 4/08: 28 youth).

Target Population

Each youth entering Lincoln Hills School is informed of ETS services as a part of their orientation in the Reception Cottage. The ETS Project Director interviews youth to verify parent educational attainment and explain project services and expectations of participants, including an assessment of the youth's awareness and knowledge of educational and career options, resulting in an individual case plan.

During 2006-2007, 385 LHS youth were enrolled in the ETS program; 46 LHS students applied to post-secondary schools. During 2007-2008, 391 LHS youth were enrolled in the ETS program; 64 LHS students applied for post-secondary schools. During 2008-2009 (current year), 250 LHS students were enrolled in the ETS program; 12 students have applied for post-secondary schools from 9/1/08 until 11/10/08.

Work Opportunities

Youth are referred for paid positions after review of their interests, skills, and behavior. High School or HSED graduates are given first consideration. Through work experience,

youth learn valuable problem solving, decision making, and employability skills.

Youth Work Opportunities at LHS include: Bakery, Staff Café Workers, Cook's Assistant, Dishwasher, Food Handler, Food Truck, Garden Crew (CAP Program), Garbage Removal, Janitor, Laundry Worker, Peer Tutor (program to be implemented January 2009), and Storeroom Worker.

Post Secondary Schools and programs youth have applied to include:

UW-Eau Claire-Psychology

Lac Courte Orielles Community College-Carpentry

Northeast Technical College-Criminal Justice

Waukesha County Technical School-Marketing

Milwaukee Area Technical College-Carpentry, Graphic Design, and Welding

Northcentral Technical College-Auto Collision Repair

Moraine Park Technical College-Civil Engineering Technician

MATC-Madison-General Studies

Century College White Bear Lake Minnesota-Criminal Justice

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Mary Ratz: Employment Specialist for DJC

Mary Ratz is the Employment Specialist for DJC. Essentially, she connects youth to employment. Youth who leave the institution to go back into their home residence need a job for a variety of reasons. To get a job is a very scary yet quite crucial step for these kids. The youth need to feel safe and they must learn how and who to trust. Stabilization for youth is critical and a job may be that link in moving forward in their process.

Mary personally believes that all youth have something to contribute and she looks for that "something" to turn into marketable and transferable skills. Many youth tell her they have never had a job, and by the time they have completed their conversation, she is able to put together a Skills Résumé so the youth can market themselves to employers. Mary then demonstrates the importance of work experience. She is honest with youth about today's economy. It is very difficult in today's economy to find a job with the current high rate of unemployment. As part of her position as Employment Specialist, Mary tells them they have to shine above the employable adults who they are competing against.

Many youth start their journey to the world of work, in a traditional work experience position at a non-profit organization. Youth learn the basics of pre-employment skills. Being on time to a job, following directions, and coming to work every day, are the hardest goals to accomplish and maintain. Mary feels that if a youth can learn this the first two weeks on the job, success is right around the corner. Youth take pride in doing a good job, learning new skills and most of all "earning a pay check" that is *their* money.

Next, employment opportunities in the private sector now become more appealing to youth. They have captured and applied their transferable skills and have established a work history. Now youth can compete in the job market and obtain a job of their interest and choice.

There are funds available to help with paid work experiences, and support resources for work clothes, interview clothes, etc.

Youth generally want to work and earn their *own* money. It gives them personal satisfaction and empowers them to continue to move onward and upward.

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Sex Offender Re-Entry Grant

As of July 1, 2008, the High Risk Juvenile Sex Offender Grant officially kicked off the direct services portion of the grant. Since then, approximately 25 youth have been discharged from Ethan Allen, Lincoln Hills, Southern Oaks, and MJTC. The majority of these youth have transitioned from an institution into a residential care center. Youth at residential care centers will continue to focus on treatment, education and further independent living skills in an effort to help these youth remain successful upon their transition to the community. In addition, five youth have been placed directly at home or in a relative placement in the community.

Thus far in the grant, each youth has been provided with basic clothing and hygiene products, access to additional therapy and mentoring services. One youth has obtained employment, one youth is working on obtaining his driver's license, and two youth are continuing their education at local technical colleges. As youth continue to transition out of institutions, the grant staff looks forward to helping these youth successfully reenter their communities with successful and appropriate housing placements, job skills, support with continuing education or vocational skills training, and continuity in care through individualized therapy services.

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SPRITE Program

Adventure Challenge – SPRITE's Urban Reintegration Component

Support, Respect, Perseverance, Initiative, Teamwork, Education – the SPRITE acronym sums up the focus of "Urban Week", the final week of each month's 24-day session. It is true that youth returning from a juvenile correctional facility to their communities or participating in this short-term intervention and returning to continued county supervision are exposed to challenging outdoor adventure education experiences, but for many teenage boys, a foray onto a college campus is just as much an adventure into the unknown.

Experiential education relies on the transference of what students learn about themselves when they overcome obstacles, to other challenges they will face at school, at home and when looking for a job. SPRITE devotes Urban Week to help students plan a successful re-entry to community life.

A typical Urban Week begins with issuing a white shirt and a tie to each youth at SPRITE. By 9 a.m. they are on their way to the Madison Labor Temple where steamfitter Mary Watrud of the Building and Construction Trades Council of South Central Wisconsin tells them about the 17 apprenticeship programs available in the trades. She tells them that labor projections for Wisconsin show a need for 10,000 new workers each year for the next 10 years in steamfitting, masonry, iron working, sprinkler fitting, painting, drywalling, and more, and she outlines the requirements for entry into these paid apprenticeship programs. Youth need to be 18 years of age, have a High School diploma or HSED, a driver's license or reliable transportation and must pass an entry test. In Madison, potential applicants can participate in the [START Program](#) - a six-week program to help them get ready to take the desired tests which may cover areas such as math, reading, science, spatial ability, manual dexterity and other areas relevant to the trade or occupation. The [Big Step Program](#) provides

apprenticeship preparation in the Milwaukee area. Tutoring assistance to obtain a HS diploma, HSED or GED is also available. More information is available about apprenticeship programs statewide through the [Department of Workforce Development](#).

SPRITE students meet next with the DJC Employment Specialist, Mary Ratz, who reviews the importance of a neatly done resume that highlights a youth's abilities and qualities for an entry-level employment position. Many youth in SPRITE, aged 14-17 initially say they have no experience and no references. Upon prodding, they have worked in their uncle's cleaning business, helped out with food service at Grandmother's church luncheons, shoveled snow and de-iced sidewalks. They are often surprised to see these activities translated into work experience on a résumé. For some, their first work experience is the three days of SPRITE Community Service for which successful graduates earn a letter of reference and recommendation. Youth become excited at the prospect of career earnings, but Ms. Ratz discusses how much income is needed to support living in an apartment, how to establish a budget and how to set aside a percentage of earnings to pay restitution or other financial obligations.

Mock interviews with people unfamiliar to the youth give them a chance to practice how to present themselves in an interview situation. Beforehand, Ms. Ratz discusses the top eight questions that an employer might ask. This generates many questions about how to address strengths, weaknesses and transferable skills.

A visit to the Madison Area Technical College and most recently a visit to the UW Campus to meet with members of the Black Law Student's Club, provide further eye-opening experiences. Counseled to act appropriately and look beyond the "girls", students sometimes begin to view possibilities beyond a life in pro-sports or other limits of their experience to date.

Urban Week days do not end at 5 p.m. Evenings include presentations on how to have healthy relationships, prevent sexually transmitted disease, and as young men, how they can prevent sexual violence.

Written assignments culminate with a Release Action Plan that includes a listing of resources in their home communities for which they find the addresses and telephone numbers. They must detail the short and long-term plans for how they will pursue education and employment. Returning to the Teamwork concept of SPRITE, they are asked to identify who can help them achieve their goals.

At the end of Urban Week, the challenge at SPRITE is how to contain the rising excitement as youth prepare to go home. They experienced Support from each other and SPRITE staff as they mastered the low and high ropes challenge course activities, rock climbing on the cliffs at Devil's Lake State Park and during five days of backpacking in the wilderness. During Urban Week that learning is transferred to overcoming the fear of walking into their old principal's office or an employment office to ask for an interview. At graduation, parents are asked if treating co-workers with respect regardless of their personal feelings toward them is a useful skill. Invariably heads nod. Three weeks of being reminded to treat each other and staff with respect at SPRITE is highlighted as a valuable life skill not just a compliance exercise. Perseverance during the long day's hike is likened to trying again if the first job is filled by someone else, or to continue to get to work each day even if minimum wage seems like it will never grow into something more substantial. Students are encouraged to take the Initiative to look for community service volunteer opportunities that might build job skills in a field of interest. In the community, Teamwork means to be pro-active with their families, aftercare workers and resource professionals that can help them stay focused and on course toward successful futures.

And finally, SPRITE emphasizes that their first and foremost job is to get an Education.

Urban Week is an adventure all right. Graduation day is the jumping off point. Our mission in 24-days at SPRITE is to equip youth with skills, discipline and vision to venture back into their communities and grow into successful adults.

SPRITE's 2009 schedule is now available. Please note that completed referrals for the start of the January 2009 session are due no later than December 23. We look forward to offering this high-impact, short term diversion program to direct commitment youth from Wisconsin counties.

2009 SPRITE SCHEDULE			
Referral packets due:	MONTH	START DATE	END DATE**
Dec. 23, '08	JANUARY	7	30
Jan. 21	FEBRUARY	4	27
Feb. 25	MARCH	11	April 3
March 25	APRIL	8	May 1
April 22	MAY	6	29
May 20	JUNE	3	26
June 24	JULY	July 8	31
July 22	AUGUST	5	28
Aug. 26	SEPTEMBER	9	Oct 2
Sept. 23	OCTOBER	7	30
Oct. 21	NOVEMBER	3*	25
Nov. 18	DECEMBER	1	23

* November and December sessions begin on Tuesday and end on a Wednesday to accommodate the holidays. All other sessions begin on a Wednesday and end on a Friday.

** Graduation Ceremony 10 a.m. SPRITE House

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Appointment of Margaret Carpenter to Administrator of DJC

We are pleased to have Margaret Carpenter as the new Administrator of the Division of Juvenile Corrections, which became effective October 13.

Margaret, who was formerly the Education Director in the Division of Adult Institution's Office of Program Services, brings to the job close to 20 years of experience in professional roles dedicated to helping youth and others to be successful. A native of Memphis, Tennessee, Margaret earned her bachelor's degree in Ethnic Relations from the University of the State of New York (USNY) and her master's degree in Urban Teaching from Concordia University. She also has Wisconsin Teaching and Administrative Certifications.

Margaret's background, talents and dedication to helping youths succeed will be tremendous assets to DJC as the Division strives to hold juvenile offenders accountable in institutions and in the community, while offering them with the opportunities to be productive, responsible and law-abiding individuals who do not re-offend.

From 1990-95, Margaret worked for the Chicago Public Schools system, first as a Human Relations Officer specializing in discipline referrals, and then as a Teacher of seventh-grade math, science and reading. In 1996, she joined the Kenosha Unified School District as a Teacher of sixth-grade math and science, and she then moved to the posts of Learning Specialist, Interim Assistant Principal and then Principal of an inner-city Elementary School. She joined the DOC in 2007 as Education Director for the DAI's Office of Program Services, where she has overseen efforts Division-wide to help offenders in our adult system make educational gains in math, writing, reading and other areas. In addition to her public school roles, Margaret co-coordinated an Alternative Teaching Certification Program at the University of Wisconsin-Parkside from 1997-2001.

Outside of work, Margaret is active in her local community. She has volunteered numerous hours with the Verona Public Library and the Verona Area School District as an elementary tutor, and she now serves on a high school committee that is focused on bringing underrepresented groups of students into Advanced Placement courses.

Margaret succeeds former DJC Administrator Charles Tubbs, who recently was named Chief of the Wisconsin Capitol Police Force.

Welcome, Margaret!

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Appointment of Patricia Cox to Program & Policy Analyst-Advanced

We are pleased to have Patricia at DJC as our Program and Planning Analyst. She brings a diverse professional background to this position. She earned a Bachelors of Arts degree in Business Management/Computer Science from Alverno College, a Masters degree in Education (Instructional Design/Adult Education) from Alverno College, and a Masters degree in Business Administration from the University of Wisconsin-Whitewater.

Patricia has 19 years experience as an Assistant Professor of Computer Science at Alverno College. She has worked as an information systems consultant to businesses in Southeast and South Central Wisconsin for several years and has been an integral employee for many small and large businesses. Patricia has worked for the Department in areas such as the Unified Case Plan, Bureau of Health Services, and records management.

Welcome, Patricia!

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