

Department of Corrections		Page 1 of 18
	Original Effective Date: March 26, 2018	New Effective Date: March 26, 2018
	Program	Supersedes: N/A
	Treatment	Units Affected:
	Standards	<input checked="" type="checkbox"/> DAI Institutions <input checked="" type="checkbox"/> DJC Facilities <input checked="" type="checkbox"/> DCC Facilities <input checked="" type="checkbox"/> WCCS Facilities <input checked="" type="checkbox"/> Contracted Providers <input checked="" type="checkbox"/> WRC
Program: Employment Program Standards		

- I. **References:**
See attached reference list.
- II. **Definitions and Acronyms:**

Cognitive-Behavioral Program (CBP): An evidence-based program that teaches specific strategies or techniques to enable participants to (1) identify the specific thoughts that support criminal behavior (self-observation); (2) recognize the pattern and consequences of thinking; (3) utilize reasoning, problem-solving, self-talk, and social interaction skills as a means of controlling and changing thinking; (4) recognize and evaluate potential choices and make a conscious decision to change or not to change a behavior. This program combines two types of cognitive interventions: cognitive restructuring (changing the thinking patterns, attitudes, and beliefs that lead persons to offend) and cognitive skills training (learning and practicing reasoning, problem-solving, and social skills).

Corrections Offender Management Profiling for Alternative Sanctions (COMPAS) Assessment: COMPAS is a 4th generation actuarial risk/needs assessment tool that provides an indication of how likely an offender is to recidivate both generally and violently post-assessment. COMPAS also provides a pre-trial risk measure intended to inform bond and other pre-trial decisions. In addition to risk, COMPAS also provides information relative to the level of criminogenic need in the offender’s life. A vast array of criminogenic needs are assessed including criminal thinking/personality, antisocial associates, family/marital, substance abuse, employment, education, financial, leisure/recreation, social isolation, etc.

Core Content: Required components of a program that must be provided to all participants and are considered fundamental to program fidelity.

Criminogenic Needs: Aspects defined by the DOC COMPAS assessments that are identified as an area of risk for re-offending due to criminal/problematic areas in an individual’s life.

DOC: Wisconsin Department of Corrections.

Dosage: The total accumulation of programming hours received via groups, individual sessions, and targeted intervention tools in alignment with risk level.

Employability: Skills necessary to obtain, maintain, and excel in a job. These are often called transferrable skills, social skills, or workplace skills, and they apply across a variety of work and life settings. Employability skills can be defined broadly in three categories (U.S. Department of Education): Applied Knowledge, Effective Relationships, and Workplace Skills.

Employment Program: An employment-based correctional program designed to increase employability and employment of participants. Effective employment programs target several criminogenic factors and teach participants to recognize and manage problem scenarios through the rehearsal and implementation of prosocial responses.

Enrollment: The process of moving participants from a waitlist to an active program roster.

Participant: A person, adult or juvenile, under the care, custody, or supervision of the Wisconsin DOC who is receiving program services.

Final Participant Evaluation: An evaluation based on the participant's performance completed by staff. Each program may have their own standard measurements, including participant self-evaluation, as defined by program guidelines.

Program Facilitator: An individual who delivers programming and evaluates participant performance.

Program Site Manager: A staff member with supervisory designation who will provide programmatic supervision to ensure program integrity and a professional level of practice by program facilitators.

Supplemental Content: An addendum to core program curriculum which will enhance the content and/or address responsivity issues. All supplemental content will be subject to a site-specific approval process. Supplemental Content is an addition to the Core Content, and should not replace any of the existing curriculum.

III. Purpose and Scope of Service:

Comprehensive employment-based correctional programs that focus on employability and employment attainment can boost participants' employment and earnings while reducing recidivism by targeting the criminogenic needs of the offender.

IV. Purpose of Standards:

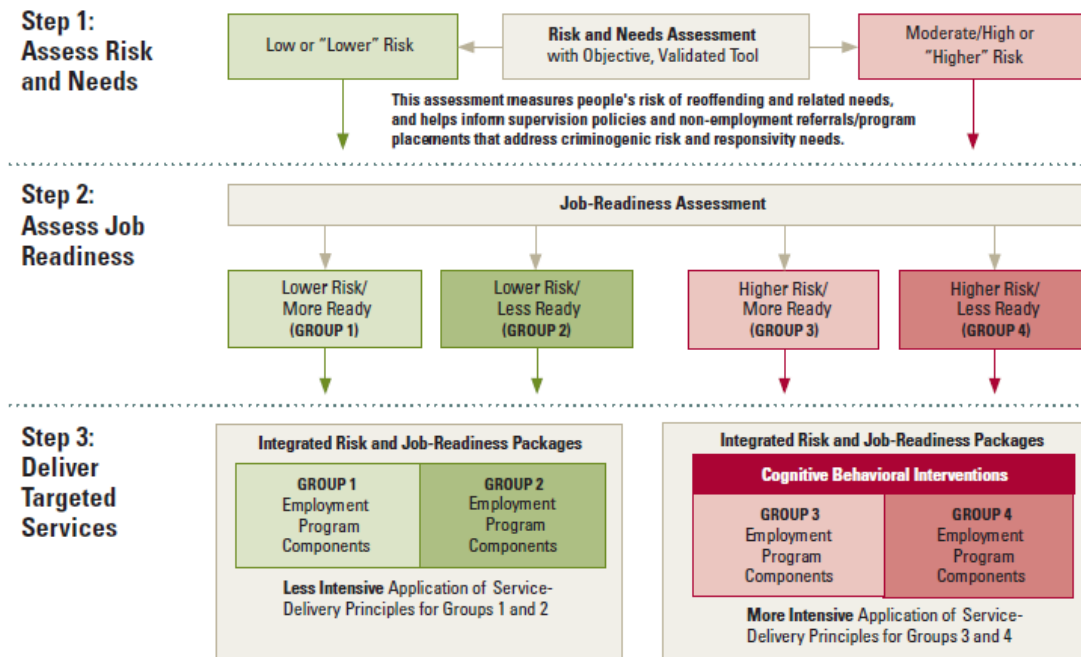
Standards for assessment and employment-based correctional programming are necessary to achieve the following objectives:

- A. Increase the effectiveness and consistency of service delivery throughout DOC;
- B. Carefully consider fiscal and human resources;
- C. Identify subordinate goals, objectives, and outcomes to form the basis of a policy and procedure guide;
- D. Guide curriculum development and implementation;
- E. Identify offender risk, needs, and responsivity factors and incorporate them into all aspects of treatment and treatment design;
- F. Maximize service benefit by ensuring continuity of care;
- G. Utilize evidence-based practices to continually improve program quality and effectiveness.

V. Service Standards:

- A. **Resource-Allocation and Service-Matching:** All individuals who become incarcerated in DOC will be determined to have a need for employment programming. The level of programming and services for each individual inmate will be determined utilizing the Resource-Allocation and Service-Matching Tool (Council of State Governments Justice Center, 2013), outlined in Figure 1 on the following page:

Figure 1. The Resource-Allocation and Service-Matching Tool



It is well established that correctional programming should follow the risk, need, responsivity (RNR) principles established by Andrews, Bonta, and Gendreau (Andrews and Bonta, 1994; Gendreau, 1996). This is also true for employment programming for correctional populations and the Resource-Allocation and Service-Matching Tool provides the framework for determining the appropriate employment-related interventions by risk and job-readiness levels. The risk and needs assessment identifies “who” to target for interventions, and the employment program components are “what” to do with the program participants. Finally, the service-delivery principles will provide a framework for “how” to provide the various interventions.

- B. **Assessment and Evaluation:** Evidence-based practices shall be utilized for assessing and evaluating offenders for needs, risk of reoffending, and responsivity factors.
 - a. Initial Evaluation:
 - 1. **Criminogenic needs:** (Andrews, 2007)
 - a. Assessed by qualified and trained DOC staff to detect criminogenic needs, using COMPAS, or other evidence-based tools which have been validated with offending populations.
 - b. Primary criminogenic needs include:
 - 1. Antisocial cognition;
 - 2. Antisocial companions;
 - 3. Antisocial personality characteristics or temperament;
 - 4. Family and/or marital problems
 - 5. Substance abuse
 - 6. Employment
 - 7. Education
 - 8. Leisure and/or recreation
 - b. Reevaluation may be conducted using the current standards for assessment when new information emerges that may result in a change of risk level or program need.
- C. **Level of Risk:** As assessed by COMPAS, the risk level is determined by the “COMPAS Risk Level Recommendation” of the most recent completed assessment. This indicator is found in the COMPAS application, located under COMPAS Assessment/Assessment Summary/Supervision Recommendation. As supported by the risk principle, offenders will be separated by risk level for program delivery purposes. The process for determining if an

individual is “lower risk” or “higher risk” (according to the Resource-Allocation and Service-Matching Tool) is shown below:

	Lower Risk	Higher Risk
COMPAS Risk Level Recommendation	Low	Medium, Medium with Override Consideration, High

D. **Job-Readiness:** Job-readiness indicates someone’s readiness to enter the job market, and obtain and maintain employment in the community. “Less Ready” individuals are those who have barriers where finding and maintaining employment will be difficult. “Less Ready” individuals are likely to have a poor employment history, lack of job skills and training, non-skill related barriers, and low employment efficacy. Program components for “Less Ready” individuals should focus on promoting job readiness and improving employability. “More Ready” individuals are those who are employable and who have the education and skills to maintain employment in the community. Program components for “More Ready” individuals should focus on finding and retaining employment. The process for determining if an individual is “Less Ready” or “More Ready” (as defined by the Resource-Allocation and Service-Matching Tool and utilizing COMPAS assessment results) is shown below:

COMPAS Criminogenic Need Scales	Less Ready	More Ready
Core – Employment Problems Core – Vocational/Education Legacy – Vocation/Education Reentry – Reentry Employment Expectations Reentry – Vocation/Education WRNA Gender Responsive Scales – Employment/Financial	Probable, Highly Probable	Unlikely

An individual will be determined to be “Less Ready” if he/she has a score of Probable or Highly Probable in *any* of the individual scales above. Please note that the WRNA Gender Responsive Scales will indicate the need is Present absent a score of Probable or Highly Probable. Professional judgement should be utilized in coordination with the criminogenic need scales and case information to determine job-readiness levels. Division-specific policies and procedures may influence program placement decisions for specialized populations. For the Division of Juvenile Corrections (DJC), individual assessments and case information will be utilized to determine job-readiness level.

E. **Responsivity Factors and Special Populations:** A thorough assessment of all population groups considers factors that may interfere with or enhance an offender’s response to program intervention. Facilitators should be mindful of responsivity factors of individual participants. However, responsivity factors should not be used to create homogeneous groups. Program Site Coordinators may choose to develop accommodated groups. Responsivity factors to consider include (but are not limited) to the following characteristics:

- a. Responsivity Factors:
 1. Specific criminal characteristics
 2. Age
 3. Culture
 4. Reading level
 5. Comprehension ability
 6. Mental health
 7. Developmental disability
 8. Physical disability
 9. Medication management
 10. Limited English Proficiency (LEP)
 11. Motivation level
 12. Learning style
 13. Other legal commitments
 14. Socioeconomic status/barriers
 15. Social supports

- b. Special populations: May require use of population specific tools or resources when available/applicable. Special populations may include (but are not limited to):
 - 1. Gender
 - 2. Offense specific criminal history (e.g. sex offenses, domestic violence, OWI)
 - 3. Participants repeating a program
 - 4. Participants in an advanced practice, aftercare, or relapse program
- F. **Enrollment and Eligibility:** Enrollment and eligibility criteria will vary by program, but will include the following considerations:
 - a. Employment-Based Criminogenic Need
 - b. Risk/Dosage Requirement
 - c. Responsivity Factors
 - d. Consideration of Program Length and Release Date
- G. **Evaluation:** Evaluation of participant program progress shall include one or more of the following (as applicable):
 - a. Comparison of pre-test and post-test scores on program content exam
 - b. Comparison of pre-test and post-test scores on an instrument which measures attitudinal change
 - c. Staff observation of offender demonstration of knowledge acquisition through treatment and application of learned skills
 - d. Progress toward attainment of employment

VI. Employment Program Components

- A. **Program Components for “Less Ready” Individuals:** The program components that *promote job-readiness* are intended to prepare an individual for competing in the labor market by increasing technical and soft skills and addressing other logistical or health problems that may reduce an individual’s employability (Council of State Governments, 2013). It is important to remember that these program components are not necessarily individual programs/curriculum, but rather elements of programming that can be effective for serving “Less Ready” individuals.
 - a. **Education and Training:** Education and training covers a wide range of programs, including Adult Basic Education (ABE), General Educational Development (GED) preparation and certification, and post-secondary coursework, including vocational training.
 - b. **Soft/Cognitive-Skill Development:** Employability skill development includes instruction on how to be professional on the job, how to manage conflicts with coworkers or superiors, and how to manage time to ensure punctuality. Participants should be taught to recognize and manage problem scenarios through the rehearsal and implementation of prosocial responses. Participants should be engaged in cognitive restructuring, in which they practice evaluating, identifying and changing thoughts, attitudes, and/or beliefs that lead to offending behaviors.
 - c. **Transitional Subsidized Employment:** Subsidized employment programming in which temporary, income-generating employment is provided to hard-to-employ individuals with the goal of improving their employability through work experience, skills development, and supportive services. This is intended to be a temporary, developmental experience that helps individuals learn and apply skills to improve their competitiveness in the job market. Wages for these placements are typically paid in whole by the service provider agency, which serves as the employer of record. *This type of subsidized employment typically does not lead to permanent employment with the same employer.*
 - d. **Non-Skill Related Interventions:** Non-skill related interventions are those programming elements that address additional barriers or challenges that prevent an individual from finding and maintaining employment. These barriers may be related to mental illness, substance abuse issues, housing, transportation, clothing, and identification, among others. Some programs may be able to respond to these needs, however most programs will need to establish internal and/or external partnerships with other social service networks in order to meet the needs of participants.

- B. **Program Components for “More Ready” Individuals:** The set of program components that advance *finding and retaining a job* are intended to eventually link individuals to unsubsidized employment opportunities (Council of State Governments Justice Center, 2013). It is important to remember that these program components are not necessarily individual programs/curriculum, but rather elements of programming that can be effective for serving “More Ready” individuals.
- a. **Non-Transitional Subsidized Employment:** Subsidized employment programming in which a portion of participants’ wages are paid by the program provider for a trial period. During this trial period, it is expected that the employer and/or program provides training and support services to better prepare participants for permanent, unsubsidized employment. These placements can typically lead to permanent jobs after the subsidy period ends.
 - b. **Job Development and Coaching:** Job development and coaching services are intended to connect an individual with unsubsidized employment opportunities. Job development involves working with local employers to identify job openings, while job coaching involves preparing an individual for a job search (resume development, job search techniques, completing applications, mock interviewing).
 - c. **Retention and Advancement Services:** Retention and advancement services may include helping hard-to-employ individuals identify and address problems that, if not addressed, may lead to job loss, or assisting with reemployment in case of job loss.
 - d. **Work Incentives:** Incentives can encourage job retention, and may include financial supplements, tangible rewards, supervision/positive adjustment incentives, and reduced requirements.

VII. **Employment Program Service-Delivery Principles:** The way employment programs are implemented can impact recidivism reduction by providing a prosocial, structured, positive environment. There are five basic service-delivery principles that emerge when examining how employment program components can be carried out to both reduce recidivism and improve workforce outcomes (Council of State Governments Justice Center, 2013):

- A. **Engagement:** Services should address antisocial thinking and behavior through high-impact staff and client interactions. Further, engagement refers to the positive interactions between program participants and staff. Peer supports are also an important part of the engagement process.
- a. **Low Risk or “Lower Risk”:** Lower risk individuals should receive less intensive engagement. Likewise, engagement with peers who are higher risk should be avoided, and providers should not place lower risk individuals in *soft/cognitive-skill development groups* with higher risk participants. When possible, groups should be structured so that lower risk and higher risk participants are separated.
 - b. **Moderate/High Risk or “Higher Risk”:** Higher risk individuals should receive more intensive engagement, and staff should develop professional mentoring-type relationships with clients and meet frequently in order to engage higher risk participants in ways that encourage positive behavioral change and accountability.
- B. **Timing:** For “Less Ready” incarcerated inmates, services should be provided as appropriate during incarceration in order to prepare individuals’ for employment. For all incarcerated inmates, services may also be provided shortly before or at the time of release. For those individuals on community supervision, services should be provided as soon as possible to address individuals’ immediate problems, and adapt the services to individuals’ changing needs over time. For youth, services should be provided as soon as possible.
- a. **Low Risk or “Lower Risk”:** Timing is less of a priority for lower risk individuals. Programs should engage participants after release from incarceration (or during the period of community supervision).
 - b. **Moderate/High Risk or “Higher Risk”:** Higher risk individuals should be prioritized for enrollment in institution-based programs. Community-based programs should engage a participant either before or immediately upon release from a correctional facility (or at the start of community supervision) and

provide more intensive services that attend to short-term needs in the first weeks and months after release. Additionally, providers should ensure that participants are not enrolled in program components longer than necessary.

- C. **Incentives:** Increase motivation for positive change and improve job performance with such measures as stipends for maintaining employment and peer-supported recognition for program completion.
 - a. **Low Risk or “Lower Risk”:** Lower level incentives can help promote positive behavioral change and participation.
 - b. **Moderate/High Risk or “Higher Risk”:** Incentives should be utilized to encourage program participation and job attainment and retention. Appropriate incentives should be used more frequently than sanctions and vary in intensity based on behavior.
- D. **Coordination:** Collaboration between corrections and workforce providers can help to ensure that interventions are provided in ways that support recidivism-reduction and employment goals.
 - a. **Low Risk or “Lower Risk”:** Staff should provide guidance and encourage lower risk individuals to work independently to access services and advocate on their behalf. Staff may also connect and/or refer participants to more appropriate services.
 - b. **Moderate/High Risk or “Higher Risk”:** Program providers should work closely with one another to ensure appropriate supervision and service delivery.
- E. **Structured Time:** It is critical to organize individuals’ time with effective programming and positive activities to minimize opportunities for criminal actions and time with antisocial peers.
 - a. **Low Risk or “Lower Risk”:** Lower risk individuals should not be engaged in unnecessarily time-consuming tasks that disrupt existing prosocial ties.
 - b. **Moderate/High Risk or “Higher Risk”:** Program components should be highly structured through the utilization of planned, prosocial activities. Further, program activities should promote existing prosocial ties.

VIII. Employment Program Curricula:

- A. Employment Programs shall meet Risk, Need, and Responsivity principles of evidence-based practices.
- B. Any existing and/or new program proposals to meet the employment-based needs of offenders within the DOC shall possess:
 - a. Formalized manual or structured lesson plans and materials
 - b. Defined program components and service-delivery principles (as defined in Sections VI and VII)
 - c. Individual assessment(s) and evaluation(s) of the participant
 - d. Defined criminogenic targets
 - e. Based on research with offender populations
- C. A non-exhaustive list of Employment Programs is outlined in Appendix I.

IX. Staff Standards:

- A. To ensure the quality and effectiveness of services, staff delivering Employment Programs shall have necessary training, licensure, and supervision necessary per curriculum specifications.
- B. Staff Qualifications for Program Facilitators
 - a. Facilitators are required to successfully complete the approved curriculum-specific Facilitator Training prior to conducting group sessions.
 - 1. Facilitators may serve in the lead facilitator role upon successful completion of formal Facilitator Training with the endorsement of trainers.
 - 2. Staff required to co-facilitate prior to completion of formal training are expected to attend the first available approved site-specific Facilitator Training. Untrained co-facilitator duties are limited to assisting and observing the group, and shall not include serving as the lead facilitator.

- b. Facilitators must demonstrate knowledge, understanding, and skills in:
 - 1. Managing group dynamics while including active use of modeling and role-play.
 - 2. Addressing responsibility issues specific to the groups they will be facilitating.
 - 3. Using positive reinforcement with ratio of at least four positive reinforcements to one corrective sanction.
 - 4. Recognizing the adverse effects of punishment and sanctions.
- C. Program Site Manager(s)
 - a. Program Site Managers shall coordinate/plan assigned programs for an institution and/or community corrections setting. Training and experience in approved site-specific programming is required. These individuals will oversee program delivery in the following areas:
 - 1. Conducting assessments and pre/post evaluations of program progress.
 - 2. Providing individual and group intervention with target population(s).
 - 3. Case management including treatment planning, general knowledge of social services and appropriate referrals, record keeping, mandatory reporting requirements, confidentiality rules and regulations as they apply to the specific population, and knowledge of professional ethical standards.
 - 4. Assuring program updates, curricula, and policy revisions are distributed to program facilitators.
 - 5. Monitoring fidelity of program delivery through structured group observation conducted at least quarterly.
 - 6. Collecting, tabulating, and disseminating quantitative data and other program-designated measurements.

X. Quality Assurance Standards:

- A. Employment Programs shall maintain a program/curriculum manual which shall be reviewed and updated (as necessary) a minimum of once every two years, or whenever these standards are amended or revised.
- B. Program supervisors shall document and ensure that staff meet and maintain educational, training and professional development, and consultation/offender staffing requirements.
- C. Programs shall be regularly observed and documentation shall reflect the quality of service delivery using standardized observation tools to assist in program consultation.
- D. Participant satisfaction surveys shall be administered periodically throughout programming and used to inform program delivery practices.
- E. Pre- and post-testing shall be conducted to measure knowledge acquisition, behavioral, and attitudinal changes, and skill application.
- F. Regular collection of data and review of documentation for quality will be conducted.
- G. Results of quality assurance efforts shall be maintained by the institution or region and made available to the Evidence-Based Program Standards Subcommittee or other designated DOC body upon request.
- H. The formal Employment Program service standards shall be reviewed by the appropriate oversight body at a minimum of every five years.
- I. Approval of new programs shall follow the division-specific process which will include a review of program proposal and pilot before implementation. As these division-specific processes are implemented, the Evidence-Based Program Manager will provide oversight consistent with current research on effective interventions.

Appendix I: Non-Exhaustive List of Current DOC Employment Programs

I. Definitions:

Closed Group: A group with structured lessons which are completed in a specified order in which all participants start and end on the same specified dates.

Semi-Closed Group: A group with a specified start/end point which allows participants to enroll at various interval(s) of a program.

Open-Ended: An ongoing group that does not have a specific start date or end date. Participants may begin at any time.

II. Examples of Employment Programs:

A. Cognitive-Behavioral Interventions for Offenders Seeking Employment (CBI-EMP): An evidence-informed curriculum created by the University of Cincinnati Corrections Institute. This intervention relies on a cognitive-behavioral approach to teach participants strategies for identifying and managing high risk situations related to obtaining and maintaining employment. Heavy emphasis is placed on skill-building activities to assist with cognitive, social, emotional, and coping skill development for the work environment

1. **Objective:** Cognitive restructuring, social skill development, and problem-solving with a focus on employment-related contexts
2. **Population:** Adult Male and Female Offenders
3. **Risk Level:** Moderate/High Risk or “Higher Risk”
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** DAI and DCC sites
6. **Group Type:** Semi-closed—Stand Alone and Integrated Orientations Approved
7. **Group/Classroom size:** 8-10 participants
8. **Providers:** CBI-EMP- trained facilitators
9. **Duration:** Several Delivery Options—31 lessons/24 lessons/16 lessons/12 lessons
10. **Outcome Criteria:** Complete all modules and show proficiency in application of skills.
11. **Currently offered to:** Adult Male Offenders
12. **Program Components:**
 - a. Soft/Cognitive-Skill Development
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff will meet with participants two to three times per week to develop mentoring-type relationships, facilitating cognitive skill development.
 - b. Timing
 - i. Services are provided as appropriate during incarceration in order to prepare individuals’ for employment. Higher risk individuals are prioritized for enrollment.
 - c. Incentives
 - i. Participants shall receive pay or incentives, in accordance with DAI/DJC and institutional policies.
 - d. Coordination
 - i. Program providers will work with classification, case managers, and other program providers to ensure program completion and opportunities for continued skills development.
 - e. Structured Time
 - i. Program schedule ensures opportunities for recreation, library, visits, and canteen attendance.

B. Windows to Work: Windows to Work is a pre- and post-release program designed to address criminogenic needs that can lead to recidivism, including: employment, education, antisocial cognition, antisocial personality, and antisocial companions. DOC holds a contract with each of Wisconsin’s 11 Workforce Development Boards (WDB) to provide, or subcontract to provide, a program at selected state correctional institutions or county jail facilities in each workforce development area. Instruction begins in the institution/facility approximately two to twelve months prior to a participant’s release, and continues in the community for approximately twelve months following his/her release.

1. **Objective:** Participants receive classroom training in the five core components during the pre-release portion of the program (cognitive intervention; general work skills and expectations; financial literacy; community resources;

- job seeking, applications, and resumes). Following a participant's release from incarceration, the Windows to Work Coach will collaborate with the Division of Community Corrections (DCC) Agent to assist participants with job search and job retention activities
2. **Population:** Adult Male and Female Offenders
 3. **Risk Level:** Moderate/High Risk or "Higher Risk"
 4. **Targeted Job Readiness:** Less Job Ready
 5. **Program location:**
 - a. Pre-Release Services – DAI sites or county jail facility
 - b. Post-Release Services – community
 6. **Group Type:** Closed
 7. **Group/Classroom size:** 8-10 participants (maximum of 16 participants if co-facilitated)
 8. **Providers:** DOC contracts with each of Wisconsin's 11 Workforce Development Boards (WDB) to provide, or subcontract to provide, a Windows to Work Program. The Windows to Work Coach is the contracted staff member primarily responsible for the implementation of Windows to Work programming. He/she is employed by the WDB or the subcontracted agency.
 9. **Duration:**
 - a. Pre-Release Services – Approximately 12 weeks
 - b. Post-Release Services – Approximately 1 year of wrap around services
 10. **Outcome Criteria:**
 - a. Pre-Release Services – Complete all elements of curriculum and show proficiency in application of skills.
 - b. Post Release Services – Participants who participated in the entirety of the program and successfully completed all requirements of the program, as defined by the individual Agency/Provider which usually includes successful employment and/or successful completion of an education program/training.
 11. **Currently offered to:** Adult Male & Female Offenders in eleven DAI facilities and four county jails
 12. **Program Components:**
 - a. Soft/Cognitive-Skill Development
 - b. Transitional Subsidized Employment
 - c. Non-Skill Related Interventions
 - d. Non-Transitional Subsidized Employment
 - e. Job Development and Coaching
 - f. Work Incentives
 13. **Service Delivery Principles:**
 - a. Engagement
 - i. A basic orientation is conducted during the first meeting (or prior) which outlines rules, guidelines, and expectations. CBI-EMP (the cognitive-intervention portion of curriculum) will then be delivered according to the manual guidelines, along with all other pre-release curriculum components. Post-Release support services will be determined by the Windows to Work Coach as needed and/or appropriate.
 - b. Timing
 - i. Participants are enrolled approximately two to twelve months prior to release from incarceration.
 - ii. Pre-release curriculum delivered for approximately 1.5 hours, twice per week, but takes into account staff resources and institution availability. The CBI-EMP curriculum should be structured so that there are at least two lessons per week. The elements of CBI-EMP should be delivered over the course of sixteen lessons.
 - c. Incentives
 - i. Participants receive assistance in accessing available community resources to address needs for food, shelter, clothing, transportation, and other services. Windows to Work programs sometimes have limited funds to assist participants in addressing barriers to employment such as transportation, education, identification and work supplies. Incentives are utilized to encourage continued participation in programming.
 - d. Coordination
 - i. Social Workers and institution staff (and DCC staff) work closely with WDB staff and Windows to Work coaches to ensure continuity of care and coordination of resources to support participants.
 - e. Structured Time
 - i. Pre-Release Services – participants are involved in group sessions as well as individual meeting with Windows to Work coaches.

- ii. Post-Release Services – Windows to Work coaches coordinate with DCC Agents to provide wraparound services for participants (for up to 18 months post-release).

C. Community Corrections Employment Program: The Community Corrections Employment Program (CCEP) is a statewide program designed to assist offenders in obtaining the skills necessary to obtain and maintain employment in a competitive work environment. CCEP has three main components; work experience, on-the-job training, and educational and training assistance. Participants are assessed and placed into services based on their level of skill and work readiness. CCEP Coordinators work closely with employers and other community agencies to provide employment opportunities and additional employment related assistance as needed.

1. **Objective:** Employment Coordinators work with participating offenders to help them increase job readiness as well as networking with local employers and employment agencies to develop permanent job opportunities for participants
2. **Population:** Adult Male and Female Offenders
3. **Risk Level:** Moderate/High Risk or “Higher Risk”
4. **Targeted Job Readiness:** Less Job Ready and those with employment barriers related to their criminal history
5. **Program location:** DCC offices
6. **Group Type:** Semi-closed—Stand Alone and Integrated Orientations Approved
7. **Group/Classroom size:** Varies by Region
8. **Providers:** DOC DCC Employment Program Coordinators
9. **Duration:** Duration of Participation varies case by case. OJT placements last 120 days to permanent
10. **Outcome Criteria:** Secure permanent, stable, long term employment in the community
11. **Currently offered to:** Adult Male and Female Offenders that meet the eligibility requirements
12. **Program Components:**
 - a. Transitional Subsidized Employment
 - b. Non-Skill Related Interventions
 - c. Non-Transitional Subsidized Employment
 - d. Job Development and Coaching
 - e. Education and Training (assistance for accessing)
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Coordinators meet with participants prior to release if possible, and soon after release to establish a case plan. Once employed, Coordinators meet with participants monthly to monitor progress and offer assistance.
 - b. Timing
 - i. Coordinators meet with participants prior to release if possible, and soon after release to establish a case plan.
 - c. Incentives
 - i. Participants receive financial assistance with employment (subsidized wages) and training.
 - d. Coordination
 - i. Coordinators work closely with DCC Agents and other government agencies and community-based programs to support participants.
 - e. Structured Time
 - i. Coordinators work with participants and other agencies to provide wrap around support.

D. GED/HSED/High School Diploma Programs: Competency based curriculums aligned with the Wisconsin Technical College System (WTCS) to prepare individuals to earn a General Education Development (GED) Certificate, the High School Equivalency Diploma (HSED), or High School Diploma. This intervention must be comprehensive, rigorous, and prepare learners to test in the areas of language arts, math, social studies, science, and civics, as well as showing competence in health, employability, and career awareness.

1. **Objective:** Provide quality, competency-based instruction in preparation to earn a GED, HSED, or High School Diploma.
2. **Population:** Youth and Adult Male and Female Offenders
3. **Risk Level:** All Risk Levels
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** DAI and DJC sites

6. **Group Type:** Open and closed entry/exit
7. **Group/Classroom size:** Up to 15 participants
8. **Providers:** WTCS and Wisconsin Department of Public Instruction (WI-DPI) credentialed instructors
9. **Duration:** Varies
10. **Outcome Criteria:** WI-DPI certified GED, HSED, or High School Diploma
11. **Currently offered to:** Youth and Adult Male and Female Offenders
12. **Program Components:**
 - a. Education & Training
 - b. Soft/Cognitive-Skill Development
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff will meet with participants three to five times per week to develop mentoring-type relationships, facilitating both soft and hard skill development.
 - b. Timing
 - i. Programs shall engage participants immediately upon entry to the institution providing assessments and development of education plans.
 - c. Incentives
 - i. Participants shall receive pay or incentives in accordance with DAI/DJC and institutional policies.
 - d. Coordination
 - i. Program providers will work with classification, Social Workers, and other program providers to ensure program completion and opportunities for continued skills development.
 - e. Structured Time
 - i. Program schedule ensures opportunities for recreation, library, visits, and canteen attendance.

E. Career & Technical Education Programs: Competency-based curriculums approved by the Wisconsin Technical College System to support an innovative Career & Technical Education (CTE) system that prepares individuals to succeed in education and their careers. This intervention must be comprehensive, rigorous, and prepare learners for opportunities in high-skill and in-demand fields. At a minimum, CTE programs of study should be flexible and responsive to both workforce and workplace needs; impart skills and competencies necessary for lifelong success in the evolving labor market; and integrate academic and career content.

1. **Objective:** Provide quality, work-based learning programs, relevant academic skills, and the employability skills and workforce behaviors necessary for postsecondary success and careers.
2. **Population:** Youth and Adult Male and Female Offenders
3. **Risk Level:** All Risk Levels
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** DAI sites or onsite at local Technical College campus
6. **Group Type:** Open and closed entry exit
7. **Group/Classroom size:** 8-15 participants
8. **Providers:** WTCS credentialed instructors
9. **Duration:** Varied
10. **Outcome Criteria:** WTCS Certificate or Diploma
11. **Currently offered to:** Youth and Adult Male and Female Offenders
12. **Program Components:**
 - a. Education & Training
 - b. Soft/Cognitive-Skill Development
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff will be meeting with participants three to five times per week developing mentoring-type relationships facilitating both soft & hard skill development.
 - b. Timing
 - i. Program enrollment will be within three years of anticipated release dates or opportunities to engage newly learned skills through institution jobs and/or apprenticeships.
 - c. Incentives
 - i. Participants shall receive pay in accordance with DAI and institutional policies.
 - d. Coordination

- i. Program providers will work with classification, Social Workers, and other program providers to ensure program completion and opportunities for continued skills development.
- e. Structured Time
 - i. Program schedule ensures opportunities for recreation, library, visits, and canteen attendance.

F. Bureau of Correctional Enterprises (BCE) Transition Program: Provides Badger State Industries (BSI) and Correctional Farm inmate workers the opportunity to capitalize on work experience and skills and to aid in employment readiness for post-incarceration.

1. **Objective:** Vocational training, work experience, employment readiness, and employment search assistance
2. **Population:** Adult Male and Female Offenders
3. **Risk Level:** Any (per BCE Procedure #900-40-01 and Transition Program eligibility criteria)
4. **Targeted Job Readiness:** Any (per BCE Procedure #900-40-01 and Transition Program eligibility criteria)
5. **Program location:** DAI sites (Industries and Farms)
6. **Group Type:** Open-Ended
7. **Group/Classroom size:** Varies
8. **Providers:** Transition Program Coordinators
9. **Duration:** 1-2 years (pre/post release)
10. **Outcome Criteria:** Employment at six months post-release
11. **Currently offered to:** Adult Male and Female Offenders
12. **Program Components:**
 - a. Transitional Subsidized Employment
 - b. Education and Training
 - c. Non-Skill Related Interventions
 - d. Job Development and Coaching
 - e. Work Incentives
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Participation is voluntary, all services are as needed and based on offender or offender/Agent request
 - b. Timing
 - i. Participation begins approximately one year prior to release
 - c. Incentives
 - i. Financial assistance for employment-related items/services, post release employment reference
 - d. Coordination
 - i. Contact information for employment agencies and targeted local employers, Agent contact (resume, leads, supplemental funds), landlord contacts, employers (references, tool requests)
 - e. Structured Time
 - i. Coordinators work with participants and other agencies to provide wraparound support

G. Department of Workforce Development Apprenticeship Program: A Department of Workforce Development (DWD) approved program providing for the employment and training of apprentices in a trade, craft, or business that includes a plan containing all the terms and conditions for qualification, recruitment, selection, employment, and training of apprentices. The program will collaborate with the Wisconsin Technical College System, DWD, and the DOC-sponsored site to ensure all requirements for training and employment can be met.

1. **Objective:** The purpose is to enable inmates to complete on-the-job training and related classroom instruction leading to acceptance by the industry as journey workers. Certifications earned through registered apprenticeship programs are recognized nationwide.
2. **Population:** Adult Male and Female Offenders
3. **Risk Level:** All Risk Levels
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** DAI sites
6. **Group Type:** Varies by trade
7. **Group/Classroom size:** 1-10 participants
8. **Providers:** WTCS credentialed instructors, Journeyman cardholder or above
9. **Duration:** Varies by trade
10. **Outcome Criteria:** WTCS Certificate or Diploma and apprenticeship certification

11. **Currently offered to:** Adult Male & Female Offenders
12. **Program Components:**
 - a. Education & Training
 - b. Soft/Cognitive-Skill Development
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff will meet with participants three to five times per week to develop mentoring-type relationships, facilitating both soft and hard skill development. Occupational hours will depend on the trade.
 - b. Timing
 - i. Program enrollment will begin upon successful completion of an approved Career & Technical Education program. Enrollment must provide adequate time for participants to complete required hours of occupational experience before release.
 - c. Incentives
 - i. Participants shall receive pay in accordance with DAI and institutional policies.
 - d. Coordination
 - i. Program providers will work with classification, case managers, and other program providers to ensure program completion and opportunities for continued skills development.
 - e. Structured Time
 - i. Program schedule ensures opportunities for earning required occupational hours for program completion.

H. Grow Academy: A short-term, evidence-based, residential treatment program targeted to youth. The program addresses work readiness skills through a comprehensive, agriculturally-focused education and experiential learning curriculum. Cognitive-behavioral programming, life skills, and employment preparation are elements provided to each participant as they work through the program components. Youth apply and interview for on-grounds jobs, participate in employability skills classes, learn to manage money with employment bucks, and budget and purchase goods such as canteen. Progress is evaluated with progression to off-grounds internships with employer partnerships. Eligible youth are assigned to the FEED kitchen, where they learn how to cook; bake and package food products; woodworking skills to make birdfeeders, birdhouses, and cutting boards in the local wood shop; and marketing and sales skills by selling products at the local Farmer’s Market. Each youth develops a resume displaying their work experiences during program participation.

1. **Objective:** Engage youth in experiential education, employment training, and cognitive restructuring group work that support successful reintegration into the community.
2. **Population:** Male youth; 14-18 year old focus
3. **Risk Level:** Moderate/High Risk or “Higher Risk”
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** Grow Academy; DOC-DJC
6. **Group Type:** Employment Group: Open; Cognitive Group: Open; ServSafe Group: Open
7. **Group/Classroom size:** up to 12 participants
8. **Providers:** DJC Employment Coordinator, Youth Counselor-Advanced, contracted community providers, including: UW-Extension, Dane County Community Groundworks, The Farley Center, Dane County FEED Kitchen
9. **Duration:** 120 day short-term program.
10. **Outcome Criteria:** Participate in all aspects of program and show proficiency in application of skills as related to employment, cognitive decision making, and education.
11. **Currently offered to:** Juvenile Males in the Juvenile Justice System
12. **Program Components:**
 - a. Education & Training
 - b. Soft/Cognitive-Skill Development
 - c. Transitional Subsidized Employment
 - d. Non-Skill Related Interventions
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff to youth ratios provides high-impact staff and client interactions that focus on criminogenic needs, behavioral management, and skill development
 - ii. Mentoring type relationships with youth; each youth is assigned a staff mentor who meets with them at least weekly to discuss their struggles and successes

- b. Timing
 - i. Youth are engaged as a step down program after incarceration or as a step up program from community supervision
- c. Incentives
 - i. The program is based on incentives and privileges used to motivate youth to engage in positive, prosocial behaviors on a consistent basis. All youth enter the program at the same level. Privileges are earned by being respectful, participating and not disrupting programming, and following staff directives. It is each youth's responsibility to earn and maintain incentives and privileges through consistency in their behavior.
- d. Coordination
 - i. Collaboration of services and transition planning are initiated at intake and continue until discharge from GROW.
- e. Structured Time
 - i. Youth are engaged in staff supervised activities throughout the day, along with instruction from contracted providers who supplement the educational curriculum. In the evenings, youth and staff participate in recreational and community service activities.

I. Volunteer/Community Service: Unpaid, short term work opportunities that provide a framework to acquire and practice career readiness skills, provide restorative justice to the community, establish a work history and connections with employers, increase knowledge of and experience in potential career interests, and engage individuals in prosocial activities.

1. **Objective:** Engage individuals in short term volunteer work experiences to increase workplace skills and develop future employment opportunities.
2. **Population:** Male/Female Offenders, with or without court ordered community service
3. **Risk Level:** Low Risk or "Lower Risk"
4. **Targeted Job Readiness:** Less Job Ready
5. **Program location:** Institutions, private/public sector statewide opportunities
6. **Group Type:** Volunteer sites matched to individual interests and abilities
7. **Group/Classroom size:** 1-10 participants dependent on the needs of the site accepting volunteers
8. **Providers:** Agents, Youth Counselors, Employment Coordinators, public/private sector agencies in need of volunteers
9. **Duration:** Varies, but usually short term of one to three months.
10. **Outcome Criteria:** Complete the duration of volunteer experience or activity, improve work readiness skills, and/or obtain knowledge of potential career interests
11. **Currently offered to:** Juvenile and Adult Correctional Clients
12. **Program Components:**
 - a. Job Development and Coaching
 - b. Soft/Cognitive-Skill Development
13. **Service Delivery Principles:**
 - a. Engagement
 - i. Youth/Adults are engaged as a condition of supervision and/or encouraged to participate to develop new skills and opportunities that lead to part-time or permanent employment.
 - b. Timing
 - i. Volunteer opportunities are often initiated shortly after release to promote prosocial activities and structured time.
 - c. Incentives
 - i. Youth/Adults receive incentives and increased privileges by successful completion of community service and/or volunteer activities.
 - d. Coordination
 - i. Social Workers, Agents, Youth Counselors, Teachers, and Employment Coordinators work with volunteer providers to match volunteers to opportunities and to verify completion hours.
 - e. Structured Time
 - i. Youth/Adult activities vary by volunteer opportunity but are matched to the risk/needs and skill levels of each participant and are provided routine and structure at critical transition points.

- J. Institution-Based Jobs:** Institution-based work experience in which incarcerated individuals are provided instruction and guidance while learning skills that will be applicable in any work environment. This intervention must be comprehensive and prepare individuals for participation in the workforce post-release. At a minimum, supervisors should provide guidance, immediate feedback, and impart skills and competencies necessary for lifelong success in the workplace.
1. **Objective:** Engage individuals in short-term work experiences to increase workplace skills and develop future employment opportunities.
 2. **Population:** Youth and Adult Male/Female Inmates
 3. **Risk Level:** All Risk Levels
 4. **Targeted Job Readiness:** Less Job Ready
 5. **Program location:** DJC/DAI Institutions/BSI Shops and Correctional Farms
 6. **Group Type:** Open ended
 7. **Group/Classroom size:** Dependent on the duties of the position
 8. **Providers:** BSI/DAI/DJC staff who are responsible for hiring, supervising, and terminating inmate workers
 9. **Duration:** Varies (two years or less)
 10. **Outcome Criteria:** Completion of work assignment (at least 60 days) with performance evaluation(s) of satisfactory (or higher).
 11. **Currently offered to:** Youth and DAI Inmates
 12. **Program Components:**
 - a. Employment
 - b. Soft/Cognitive-Skill Development
 13. **Service Delivery Principles:**
 - a. Engagement
 - i. Staff will meet with participants according to the designated work schedule, developing mentoring-type relationships facilitating both soft & hard skill development.
 - b. Timing
 - i. Inmates will be deemed eligible for work assignments according to DAI and institutional policies.
 - c. Incentives
 - i. Participants shall receive pay in accordance with DAI and institutional policies.
 - d. Coordination
 - i. Staff will work with classification, case managers, and other program providers to ensure program completion and opportunities for continued skills development.
 - e. Structured Time
 - i. Work schedules should ensure opportunities for recreation, library, visits, and canteen attendance.

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