

THE **EARN** PROJECT

EXPLORATION **AND REDIRECTION NOW**

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- ▶ Possession of THC
- ▶ Possession of Drug Paraphernalia
- ▶ Retail Theft
- ▶ Theft
- ▶ Disorderly Conduct
- ▶ Issuance of worthless check
- ▶ Unauthorized use of an Individuals ID info or docs
- ▶ Adultery
- ▶ Sexual Assault of a child
- ▶ Rx Drug without a valid Rx
- ▶ Trespass to land
- ▶ Gambling
- ▶ Recording performance without consent

WHO COMMITS CRIME

People who are like us?

- ▶ Good kid from a good family that did a stupid thing?
- ▶ Pooled money with friends.
- ▶ Drove and bought drugs.
- ▶ Distributed to kids that gave contributed money.

People who are NOT like us?

- ▶ Poor minority kid from a bad neighborhood who delivered drugs to the good kid from the good family?
- ▶ Be careful of the “Them vs. Us” mentality.

THE REAL QUESTION:

WHOM SHOULD WE ARREST AND PROSECUTE?

- ▶ WI Prison population 1990: 6,500
- ▶ WI Prison population 2017: 23,498
- ▶ Winnebago County Average Daily Jail Population 1990:107
- ▶ Winnebago County Average Daily Jail Population 2017: 308
- ▶ Short periods of incarceration lead to higher rate of recidivism.
- ▶ Minnesota vs. Wisconsin
- ▶ Change is necessary

WHY DIVERT INDIVIDUALS?

Criminal cases can be diverted before or after they have been charged.

- ▶ Drug Diversion
- ▶ Family Violence Program
- ▶ Failure to Pay Child Support Diversion Program
- ▶ Driver License Recovery Program
- ▶ Drug Overdose Diversion Program
- ▶ Issuance of a Worthless Check Diversion Program
- ▶ Benedict Center Diversion Program
- ▶ General Felony Diversion Program
- ▶ **General Misdemeanor Diversion Program**

ALTERNATIVES AND DIVERSIONS



- ▶ Program that is individualized to each person's unique criminogenic needs.
 - ▶ COMPAS
 - ▶ LRMS
 - ▶ Approximately 85 different conditions
- ▶ Made possible by our Diversion Management System (DMS).
- ▶ **EARN Project** is one of the 85 conditions.

GENERAL MISDEMEANOR DIVERSION PROGRAM

- ▶ The District Attorney's Office initially partnered with UW-Oshkosh.
- ▶ Learned:
 - ▶ 4-year institutions were too big of a step for the individuals coming into our office.
 - ▶ College student mentors were not a great match up for similar aged criminal thinking individuals.
 - ▶ Poor match of individual to academic program.

FIRST EFFORT: CONNECT LOW LEVEL OFFENDERS WITH MENTORS FROM THE UNIVERSITY OF WISCONSIN-OSHKOSH

- ▶ **Partnership** that formed between the District Attorney's office and Fox Valley Technical College.
- ▶ **Component** of a **diversion program** created to give individuals an opportunity to pursue **education and career development** instead of incarceration.

START OF THE EARN PROJECT

EXPLORATION **AND REDIRECTION NOW**

Charged with Contributing to Truancy

- ▶ Dawn worked 3rd shift and had trouble waking up to get her daughter to school on time or at all.
- ▶ District Attorney's Office diverted Dawn due to her low-level offense and background.

DAWN'S STORY

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- ▶ Dawn came into EARN pregnant with her 4th child.
- ▶ Dawn didn't have a High School Diploma
 - ▶ BUT she measured off the charts on the tests.
- ▶ Dawn had to postpone her start date until after she had her baby.
- ▶ Dawn had near perfect attendance while enrolled in the EARN project.

DAWN'S START IN EARN

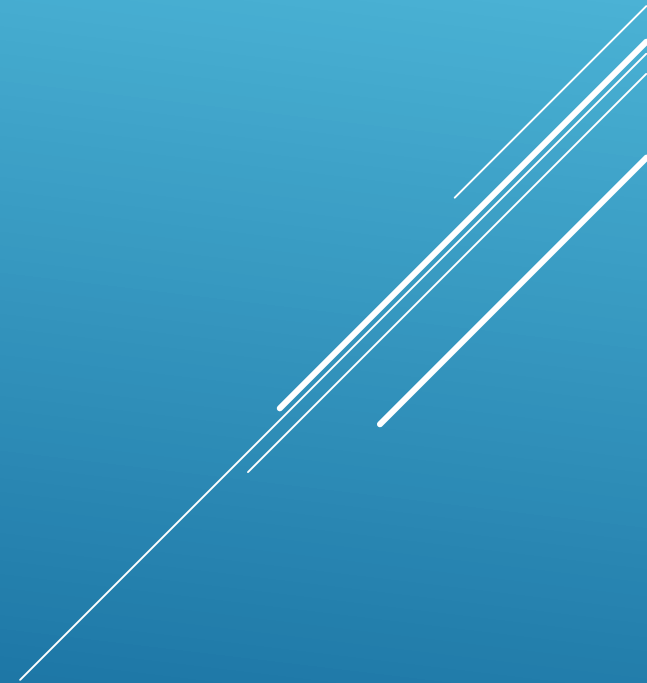
- ▶ Dawn was accepted into the first Welding Boot Camp.
 - ▶ Dawn will receive her HSED.
 - ▶ Initial data, including Dawn's involvement, is favorable for continued Boot Camps
- ▶ Dawn has an apprenticeship in Wautoma for welding.
- ▶ Dawn is lined up to be working a full-time job in welding.

DAWN TODAY

This course is an intervention for examining...

- ▶ Skills
- ▶ Habits
- ▶ Attitudes

needed for personal growth and success.



Step 1:

Enter the agreement.

Step 2:

Schedule your orientation within five days of entering the agreement.

Step 3:

Receive materials, student ID, and free bus pass.

Step 4:

Begin class.

Step 5:

Follow the attendance policy and complete assignments.

Step 6:

Successfully complete class and receive verification of course completion from the District Attorney.

- ▶ Take charge of life
- ▶ Increase self-motivation
- ▶ Improve personal self-management
- ▶ Develop interdependence
- ▶ Increase self-awareness
- ▶ Maximize learning
- ▶ Develop emotional intelligence
- ▶ Raise self-esteem
- ▶ Write more effectively
- ▶ Improve creative and critical thinking skills.
- ▶ Master effective skills

COURSE OBJECTIVES


COLLEGE TRANSITION

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Getting On Course to Your Success

- ▶ Culture of Higher Education
 - ▶ Becoming Active Listeners
 - ▶ Believing in Yourself – Develop Self-Acceptance
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Accepting Personal Responsibility

- ▶ Creator Mindsets
 - ▶ Mastering Creator Language
 - ▶ Making Wise Decisions
 - ▶ Believing in Yourself – Change Your Inner Conversation
- 


Discovering Self-Motivation

- ▶ Creating Inner Motivation
 - ▶ Designing A Compelling Life Plan
 - ▶ Committing to Your Goals and Dreams
 - ▶ Believing in Yourself – Write Personal Affirmations
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Mastering Self-Management

- ▶ Acting on Purpose
 - ▶ Creating a Leak-Proof Self-Management System
 - ▶ Developing Self-Discipline
 - ▶ Believing in Yourself – Develop Self-Confidence
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Employing Interdependence

- ▶ Creating a Support System
 - ▶ Strengthening Relationships Through Active Listening
 - ▶ Respecting Cultural Differences
 - ▶ Believing in Yourself – Be Assertive
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Gaining Self-Awareness

- ▶ Recognizing When You Are Off Course
 - ▶ Identifying Your Scripts
 - ▶ Rewriting Your Outdated Scripts
 - ▶ Believing in Yourself – Write Your Own Rules
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Adopting Lifelong Learning

- ▶ Developing a Learning Orientation to Life
 - ▶ Discovering Your Preferred Way of Learning
 - ▶ Employing Critical Thinking
 - ▶ Believing in Yourself – Developing Self Respect
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Developing Emotional Intelligence

- ▶ Understanding Emotional Intelligence
 - ▶ Reducing Stress
 - ▶ Creating Flow
 - ▶ Believing in Yourself – Managing Money
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Staying On Course to Your Success

▶ Planning Next Steps

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WisCareers:

<https://pathwayplanit.com/>

Occupational Information Network (O*NET):

<https://www.onetonline.org/>

Occupational Outlook Handbook:

<https://www.bls.gov/ooh/>

CAREER TRANSITION



- **Wolfgang** – FVTC/ AODA Issues
- **Amy** – FVTC/ Employment Connections/Employability Essentials
- **Nikki** – FISC/Budgeting (Supplied gas cards)
- **Dylan** – FVTC Counseling and Advising/Career Tests
- **Sarah** – FVTC Employment Connections/14 Traits of Leadership
- **Charis** – Prosperity Center/Motivational Interviewing
- **John** - FVTC/Impromptu visits from Student Life
- **TBA** – Healthy Parenting

COLLEGE RESOURCES HELP CONNECTIONS

Tiffany – Broke through the barrier of transportation to attend

Sarah – Completed her GED, took Accuplacer, wants Business

Jess – Nurtured family relationships through attending and is now taking steps to continue school and realizes it is possible

Anissia – Re-established connection with high school and will complete her diploma and is working full time for an outfit with tuition reimbursement up to \$5250 per year

Brandon – Will start the Nursing Pathways with FVTC and then transfer to UWO, rather than start with UWO

Other Graduates

“I HAD THE CHOICE OF DOING 50 HRS OF COMMUNITY SERVICE OR EARN, THE COMMUNITY SERVICE WOULD HAVE BEEN MUCH EASIER BUT AFTER MEETING WITH SUSAN AND LEARNING ABOUT THIS PROGRAM I FELT LIKE THIS WOULD BE SOMETHING THAT WOULD HELP ME.”

-EARN GRADUATE

“THIS PROGRAM GIVES PEOPLE A SECOND CHANCE AND A CHANCE AT LEARNING DIFFERENT WAYS OF THINKING TO BECOME MORE SELF-AWARE OF THE CHOICES THEY ARE MAKING IN LIFE. . . . I NOW FEEL CONFIDENT ENOUGH TO FURTHER MY EDUCATION.”

- EARN GRADUATE

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“I AM LEARNING TO SET GOALS, HOW TO DEAL WITH CHALLENGES THAT ARISE, HOW TO REFLECT ON MY OWN ACTIONS SO THAT I CREATE POSITIVE, USEFUL BEHAVIORS, EMOTIONAL AWARENESS, ORGANIZATIONAL SKILLS TO HELP PLAN AN ACCOMPLISH TASKS, AND MANY TOOLS TO PUT THESE ACTIONS TO WORK IN MY LIFE AND ALSO MY FAMILY’S.”

- EARN GRADUATE

“I HAVE TAKEN ON A NEW OUTLOOK AND I AM USING THE TOOLS AND SKILLS I HAVE LEARNED TO HELP ME MORE EFFECTIVELY MANAGE CHALLENGES FROM ATTENDING CLASSES AT FVTC, WORKING, AND RAISING A FAMILY. I AM TRULY THANKFUL TO BE A PARTICIPANT IN THE PROGRAM.”

- EARN GRADUATE

1. Rethink how we view the criminal justice system and the people in it.
2. Rethink how we view successful intervention.
 - Incarcerate vs. Solve
3. Find ways to empower an individual with the tools to be successful.

THE CHALLENGE