Basic RRP Eligibility, 04.09.2019
Kim Bushey, Program Services Director
Randy Coble, Risk Intervention Services Manager
Karinne Comenzo, Chief Clinical Specialist

Facility:

- Males: ORAS PIT 13+ with listed offense
- Females: ORAS PIT 16+ with listed offense

Field:

- Males: ORAS CST 19+ or ORAS PIT 13+, referencing whichever is most recent, and felony conviction
- Females: ORAS CST 25+ or ORAS PIT 16+, referencing whichever is most recent, and felony conviction

FIELD OVERRIDE AREAS AND CONSIDERATIONS (specific to field supervision):

DUI	DUIs <u>can</u> be overridden to participate in RRP with lower ORAS scores using professional discretion. In the DUI override cases, any of the following must be present: 1. BAC .15 or above 2. DUI refusal – felony only with prior DUI within the last 5 years 3. Multiple DUIs in the last 5 years 4. Multiple driving offenses that could result in physical harm within the last 3 years – Speeding, careless and negligent, going through stop signs, reckless in work zones In reference to the above DUI circumstances, residential and/or IOP services may target needs. ORAS need areas shall be used to determine the appropriateness of an RIS curriculum/service and be limited to those target areas. This determination to be made by the site RIS team.
DV	DV offenders with lower ORAS scores can be overridden to participate in RRP when they have a DVSIR of 12+ and a felony DV conviction, if they are not mandated to attend BIP. This determination to be made by the site RIS team.
Young Adults	All offenders under the age of 25, including those without YO status, must be approved by Central Office RIS team for field RRP participation. For YO risk management policies, please refer to policy and guidance dated 6/5/2018.
Sex Offenders	Offenders with a current or past sex offense must be approved by Central Office RIS team for field RRP participation, regardless of eligibility status. No offenders are to be participating in RRP and SOT simultaneously.
Misdemeanors	Offenders who are convicted of 3+ simultaneous misdemeanors and meet the risk criteria for RRP must be approved by Central Office RIS team for RRP participation.
Length of programming	Offenders in field programming are to participate 6-15 months. Length in programming should match risk levels and need areas. Offenders transitioning from facility programming to field programming are to be limited to 3-9 months of field programming.
Need Principle	For override decisions; can the offender's needs be better served by another community resource (mentoring programs, IOP, MH, Voc Rehab, etc.)? For offenders who meet basic eligibility requirements, all should be participating in RRP for the minimum timeframes listed above. If an eligible offender is being removed and/or waived from participating in programming, this must be approved by Central Office RIS. Employment does not waive eligible offenders from completion.

RIS Accountability Grid
2.19.19

Populations:

1. **Mandated facility-based individuals assessed as mid-moderate to high risk on any Risk Assessment and having a listed offense**
2. **Field-based individuals assessed as mid-moderate to high risk with conditions that require RRP**

How much: Quantity of Efforts	How well: Quality of Efforts

Participation
# (total) persons eligible for RIS (for each goal) 	
• by leg
# of referred persons who agree to participate in RIS>> 	
• By RIS
• By Field
#/type of RIS Services and Activities
# participants in service (no termination) $\geq$ 6 months 	
 	
Screening/Assessments (S&A)
# of persons not eligible but overridden or case staffed 	
 	
Risk Intervention Service Plans
• # of hours
  o total
  o per leg
• During first phase
  o # of acquire rubric scores by need
  o # of make meaning rubric scores by need
  o # of Transfer rubric scores by need
• On transfer from facility to field OR field to discharge
  o # of "acquire" rubric scores by need
  o # of "make meaning" rubric scores by need
  o # of "transfer" rubric scores by need
• CAP (Corrective Action Process and Plans)
  o # per year
  o # of unique individuals with CAPS
  o # of CAP Level 3 and above
 	
Program Resources and Accessibility
# of FTE slots (front line, working directly w/off) 	
# of available RIS slots 	
# persons on wait list 	
# of prioritized persons on wait list 	
# day on wait list (from eligibility start to service entry) 	
	Participation
	% of eligible persons referred to RIS by leg (= need for RIS)
	% of eligible who agree to participate in RIS by leg
	
	Screening/Assessments (S&A)
	% of S&A Informed Intervention plans
	% of S&A Completed within 45 days
	
	Risk Intervention Service Plans
	% Services that address specific assessed & identified risk areas
	% RIS Plans reviewed within every phase (phases =90 days)
	% of individuals who minimally progressed one column on the rubric from entry to release/dc
	% of RIS participants who are retained
	% of RIS participants who complete RIS
	% of RIS participants who are discharged for non-compliance (CAP 4)
	
	Program Resources and Accessibility
	% of slots filled (VCI, CHVT, contractual)
	% of time on wait list

Better Offs/EFFECTS
Quantity/Quality of Effects

Coping Skills

1. RIS participants learn how to take ownership for my actions and cope with doing so (related to *victim blaming* and *lying*)
2. RIS participants recognize when they need help managing emotions and implement strategies to help manage emotions (related to *anger)*
3. RIS participants learn how to minimize use of substances by increased usage and practice with other coping skills (related to *substance abuse*)

Respect for Others

1. RIS participants learn to influence people in a collaborative and mutually respectful manner (related to *manipulation*)
2. RIS participants increase comfort level with the understanding that people deserve certain privileges and no one person deserves more privileges than another (related to *entitlement* and *stealing*)
3. RIS participants have respect for the free will of others (related to *coercion* and *threatening*)
4. RIS participants learn to recognize and value the feelings and experiences of others, even when they differ from my own (related to *empathy*)

Self-Regulation

1. RIS participants learn to communicate needs in a collaborative and respectful manner (related to *hostility*)
2. RIS participants understand that you have power over the events that occur in your life and good/positive choices may lead to positive results (related to *internal control* and *impulsivity*)
3. RIS participants match attitudes and behaviors to group norms (related to *conformity with the law*)
4. RIS participants recognize emotions and cognitions, their role in behavior, and modulate the level of expression by utilizing resource and supports to get needs met (related to *mental health*)

Statewide Recidivism Reduction Grant
Risk Intervention Services Evaluation Plan - 2.19.19

How much did we do?			
Measure	Collection strategy	Responsible Party	Time Frame
Participation			
# (total) persons eligible for RIS (for each goal) • by leg	OMS FOCUS	Randy, Christa	Quarterly
# of individuals eligible but referred for outside services: • by RIS • by field	OMS to RIS RISC spreadsheet	RISC	
#/type of RIS Services and Activities	RIS plan		
# participants in service (no termination) ≥6 mos.			
Screening/Assessments (S&A)			
# of persons not eligible but overridden or case staffed	RISC worksheet on Data Collection Workbook	RISC	Quarterly
Risk Intervention Service Plans			
# of hours scheduled • Total • per leg	RIS plan	RISC	Quarterly
During first phase • # of acquire rubric scores by need • # of make meaning rubric scores by need • # of Transfer rubric scores by need		Supervisor of Service (school, industry, etc)	
On transfer from facility to field OR field to discharge • # of "acquire" rubric scores by need • # of "make meaning" rubric scores by need • # of "transfer" rubric scores by need			

CAP (Corrective Action Process and Plans) • # per year • # of unique individuals with CAPS • # of CAP Level 3 and above	CAP worksheet on RISC spreadsheet	RISC	Quarterly
Program Resources and Accessibility			
# of FTE slots (front line, working directly w/off)	FTE (by leg) worksheet on spreadsheet	RIS managers	Quarterly
# of available RIS slots	Need to figure out	??	
# persons on wait list # of prioritized persons on wait list # of days on wait list (from eligibility start to service entry)	Program resources and accessibility worksheet on Data Collection Workbook	Supervisor of Service (school, industry, etc)	

How well did we do it?

Measure	Collection strategy	Responsible Party	Time Frame
Participation			
% of eligible persons referred to RIS by leg (= need for RIS)	OMS Focus	Randy, Christa	Quarter
% of eligible who agree to participate in RIS by leg	RISC spreadsheet	RISC	
Screening/Assessments (S&A)			
% of S&A Informed Intervention plans	RISC worksheet on Data Collection Workbook		Quarter
% of S&A Completed within 45 days			
Risk Intervention Service Plans			
% Services that address specific assessed & identified risk areas	RIS plan	Supervisor of Service (school, industry, etc)	Quarter
% RIS Plans reviewed within every phase (phases =90 days)			
% of individuals who minimally progressed one column on the rubric from entry to release/dc			
% of RIS participants who are retained			
% of RIS participants who complete RIS			
% of RIS participants who are discharged for non-compliance (CAP4)		RISC	
Program Resources and Accessibility			
% of slots filled (VCI, CHVT, contractual)	Need to figure out	????	Quarter
% of time on wait list	Program resources and accessibility worksheet on Data Collection Workbook	Supervisor of Service (school, industry, etc.)	

Is anyone better off?

Measure	Collection strategy	Responsible Party	Time Frame
Coping Skills			
RIS participants learn how to take ownership for my actions and cope with doing so (related to *victim blaming and lying*)	RIS Plans Worksheet in Data Collection workbook • # • % change from baseline to quarter summary by site • % change from baseline to final summary by site	Supervisor of Service (school, industry, etc.)	Quarterly
RIS participants recognize when they need help managing emotions and implement strategies to help manage emotions (related to *anger*)			
RIS participants learn how to minimize use of substances by increased usage and practice with other coping skills (related to *substance abuse*)			

Measure	Collection strategy	Responsible Party	Time Frame
Respect for Others			
RIS participants learn to influence people in a collaborative and mutually respectful manner (related to *manipulation*)	RIS Plans Worksheet in Data Collection workbook • # • % change from baseline to quarter summary by site % change from baseline to final summary by site	Supervisor of Service (school, industry, etc.)	Quarterly
RIS participants increase comfort level with the understanding that people deserve certain privileges and no one person deserves more privileges than another (related to *entitlement and stealing*)			
RIS participants have respect for the free will of others (related to *coercion and threatening*)			
RIS participants learn to recognize and value the feelings and experiences of others, even when they differ from my own (related to *empathy*)			

Measure	Collection strategy	Responsible Party	Time Frame
Self-Regulation			
RIS participants learn to communicate needs in a collaborative and respectful manner (related to *hostility*)	RIS Plans Worksheet in Data Collection workbook • # • % change from baseline to quarter summary by site % change from baseline to final summary by site	Supervisor of Service (school, industry, etc.)	Quarterly
RIS participants understand that you have power over the events that occur in your life and good/positive choices may lead to positive results (related to *internal control and impulsivity*)			
RIS participants match attitudes and behaviors to group norms (related to *conformity with the law*)			
RIS participants recognize emotions and cognitions, their role in behavior, and modulate the level of expression by utilizing resource and supports to get needs met (related to *mental health*)			

COPING SKILLS

1. **To learn how to take ownership for my actions and cope with doing so (related to *victim blaming* and *lying*)**

Acquire (re: victim blaming)	Make Meaning	Transfer
Defining what victim blaming is and how it relates to concept of control and criminal behavior; how to accept ownership of own behavior	Be able to articulate the negative impacts of victim blaming and viable alternatives; understand that they are active participants in what happens in their life	Identify their role and take ownership in a variety of situations
Acquire (re: lying)	Make Meaning	Transfer
What lying is and how it is used to avoid ownership. Understand various motivations behind someone's lying.	How and why they have used lying to avoid ownership. Identify motivations for lying and strategies to cope with what they were avoiding.	Be comfortable being truthful in multiple situations and correcting themselves when they have lied.

2. **To recognize when I need help managing emotions and implement strategies to help manage my emotions (related to *anger*)**

Acquire	Make Meaning	Transfer
Learn indicators of less intense feeling; learn other feelings associated with anger; learn strategies to reduce and/or manage anger and/or express anger in a healthy way	Socially acceptable ways to express and/or cope with their anger, understand how anger plays a role in everyday life and effects others	Identify anger triggers and implement anger management strategies

3. **To learn how to minimize use of substances by increased usage and practice with other coping skills (related to *substance abuse*)**

Acquire	Make Meaning	Transfer
The difference between substance use and abuse, and how their substance use is related to criminal behavior and risk. Gain knowledge of resources to address substance use, including harm reduction and refusal and coping skills	Recognize the long term effects of continued substance use, both physiological and psychological. They should understand the subtle impacts of substance use on their thoughts, feelings and behaviors (assuming they already know the obvious impacts).	Implement alternate coping skills Use supports in community to help with this Be able to articulate a plan for reducing or eliminating use of substances if they so choose. incorporate management of SUD into managing risk of reoffending

RESPECT FOR OTHERS

1. **Learn to influence people in a collaborative and mutually respectful manner (related to *manipulation*)**

Acquire	Make Meaning	Transfer
How to access help collaboratively rather than criminally/sneakily; various ways of coping.	Considering others' needs/wants are beneficial to the self	Behave with mutual respect, identify one's own needs, consider the needs of others, and cope with adversity

2. **To increase comfort level with the understanding that people deserve certain privileges and no one person deserves more privileges than another (related to *entitlement* and *stealing*)**

Acquire (re: entitlement)	Make Meaning	Transfer
How to differentiate reasonable expectations of self and others; unintended effects of unreasonable expectations and how they played a role in offending behavior	That their rights do not have higher or lower status than the rights of others, and recognize signs that s/he is about to engage in the behavior and identify alternative strategies	Recognize when they are about to engage in behavior and use the skills/tools acquired in RIS to use the tools to take the steps to engage in alternate behavior/attitude
Acquire (re: stealing)	**Make Meaning**	**Transfer**
Stealing affects more than just the "victim", and the instant gratification obtained from stealing is not worth the long-term costs (probation, fines, jail)	Know their short term drives/motivations for stealing and negative impacts in the long term; explore motivations and effects on self and others	How to get what they want/need without stealing; carry out a plan for getting their needs met without stealing; cope with delayed gratification

3. **To have respect for the free will of others (related to *coercion* and *threatening*)**

Acquire (re: coercion)	Make Meaning	Transfer
What coercion is and motivators and drivers that are related to coercion. Understand that there are other ways to get what is needed without using these tactics	How they may have used coercion to force others (friends/family/strangers) into getting what he/she may have wanted, in both offending and non-offending situations.	Recognize when he/she is starting to engage in coercive behaviors and problem solve alternatives. Articulate and carry out plan for using alternative methods.
Acquire (re: threatening)	**Make Meaning**	**Transfer**
What threatening is and what forms it may take, including verbal and nonverbal forms. Understand that there are other ways to get what is needed without using these tactics	Understand the impact that threatening can have on others, and the consequences threatening will have. Able to learn and identify alternate ways to get needs met.	Be able to express themselves without threatening and effectively influence others in a variety of contexts.

4. **Learn to recognize and value the feelings and experiences of others, even when they differ from my own (related to *empathy*)**

Acquire	Make Meaning	Transfer
The strength and definition of empathy, and how to recognize others experience; ability to identify how others experience may differ from own	Practicing empathy can improve their interactions and relationship with others; how to consider the feelings of others	Recognize distinctions between their experience and others; use information to increase the range interactions; decrease experience of being the subject of others behavior (decrease personalization)

SELF-REGULATION

1. **Learn to communicate needs in a collaborative and respectful manner (related to *hostility*)**

Acquire	Make Meaning	Transfer
How to be friendly, social, collaborative and be aware of boundaries. Understand how others' perception of you will effect how they respond to you.	How to communicate effectively and self-reflect.	Communicate boundaries in a variety of settings with a variety of people; use self-reflection to determine how and when to engage with others.

2. **Understanding that you have power over the events that occur in your life and good/positive choices may lead to positive results (related to *internal control* and *impulsivity*)**

Acquire	Make Meaning	Transfer
Concepts of internal and external control, as well as impulsivity; recognizing internal vs external control; what are triggering experiences and what are strategies to cope or adapt; individual can control their thoughts, feelings and behaviors and that others thoughts, feelings and behaviors do not; only person that I can control is myself and that it is possible to control myself	Recognize when they are reacting to external factors rather than focusing on controlling their emotions/thoughts/feelings; How internal control and impulsivity, or lack thereof, played a role in their offending behavior; what are the factors that are triggering and learning strategies to cope or adapt	Use the skills they learned in RIS to stop and think rather than react to external factors; Pause, reflect, and consciously decide how to proceed in a given situation

3. **Match attitudes and behaviors to group norms (related to *conformity with the law*)**

Acquire	Make Meaning	Transfer
Conforming with the law is expected	Long terms affect of not conforming with the law rather than the instant gratification.	Choose behaviors that align with the law and demonstrate they can follow the rule/law

4. **Recognize emotions and cognitions, their role in behavior, and modulate the level of expression by utilizing resource and supports to get needs met (related to *mental health*)**

Acquire	Make Meaning	Transfer
Recognize emotions, cognitions and behaviors that may be problematic and/or strengths, gain knowledge of helpful resources for developing additional strengths	Understand how emotions, cognitions and behaviors may cause issues for them (past and present); understand the thoughts, feelings and behaviors they might want to seek/use resources and supports	They engage in resources and supports that allows their needs to be met.

Acquire		Make Meaning	Make Meaning → Transfer	Transfer
0	1	2	3	4
Person is not able to perform the behavior or task at all.	Person can perform the behavior or task with coaching, or when using highly scripted skills, procedures or approaches.	Person can perform behavior or task well, with knowledge and skill in a few key contexts, with a limited range, little flexibility or adaptability to a variety of situations.	Person is competent in using knowledge and skills and adapting understandings in a variety of appropriate and demanding contexts.	Person is fluent, flexible, and efficient and is able to use knowledge and skill and adjust understandings in a variety of contexts, including those that are new and different.
Person cannot or will not consider other ways of seeing situation(s).	Person has difficulty imagining other ways of seeing things.	Person demonstrates understanding that there may be some reason to consider other ways of seeing things.	Person considers the possibility of other perspectives when coming to their own conclusions or decisions in different situations.	Person can take a long, rational, critical view of the issues involved.
Responses are off topic or inappropriate.	Responses are a restatement of what was taught or read.	Responses use different levels of interpretation that go beyond what has been stated to them.	Responses show an interpretation that includes an analysis of importance/ meaning/significance.	Responses show a powerful interpretation and analysis of the importance/meaning/ significance that goes well beyond the information given.

Risk Intervention Services Plan (RISP)

Participant's Name:	**Date of Birth:**
Meeting Date:	**Jacket #:**
Projected Release Date:	**Next Team Review Date:**

Team Members	Position	(check box if in attendance)
Name:	Risk Intervention Services Coordinator	☐
Name:	VCI Program Coordinator/Work Supervisor	☐
Name:	Clinical Lead	☐
Name:	Corrections Education Supervisor	☐
Name:	Participant	☐
Name	Caseworker/Probation Officer	☐

Others with knowledge of the participant	Position/Agency	
Name:		☐
Name:		☐
Name:		☐
Name:		☐
Name:		☐
Name:		☐
Name:		☐

Risk Intervention Services Plan
Present Levels of Performance & Need

Participant Name:	Meeting Date:

This section should provide a concise overview of participant's current skills and serve as the basis of the services to be provided.

CRIMINOGENIC RISK NEEDS: *Identify the needs as determined by corrections risk assessment(s), the offender statement, affidavit, facility behavior history, and any other accessible relevant information.*

Risk Need	What does it look like?	Impact
School/Work Reward & Satisfaction		
Antisocial Behavior History		
Leisure & Recreation		
--		
--		
--		
--		

MEDICAL:

Medical Issue	Impact
General Health	
Vision	
Hearing	
Other	

STRENGTHS:

Area of Strength	Description
Academic	
Social-emotional	
Work	
Communication	
Environment	
Personal interests	

RESPONSIVITY NEEDS: *(Areas to consider that could enhance the participant's success)*

Area of need	Impact
Family concerns	
Mobility	
Transportation	
Health/Safety	
Self-advocacy	

Risk Intervention Services Plan (RISP)		
Participant's Name **Date of Birth**	Click or tap here to enter text. Click or tap to enter a date.	**Jacket Number** **Date of Meeting** Click or tap here to enter text. Click or tap to enter a date.
Team Members	**Role/Position**	Check box if in attendance
Click or tap here to enter text.	Risk Intervention Services Coordinator	☐
Click or tap here to enter text.	VCI Program Coordinator/Work Supervisor	☐
Click or tap here to enter text.	Clinical Lead	☐
Click or tap here to enter text.	Corrections Education Supervisor	☐
Click or tap here to enter text.	Participant	☐
Click or tap here to enter text.	Caseworker/Probation Officer	☐
Others with knowledge of the participant	**Role/Position**	Check box if in attendance
Click or tap here to enter text.	Click or tap here to enter text.	☐
Click or tap here to enter text.	Click or tap here to enter text.	☐
Click or tap here to enter text.	Click or tap here to enter text.	☐
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Needs		
This section should provide a concise overview of participant's current skills and serve as the basis of the services to be provided.		
CRIMINOGENIC RISK NEEDS: *Identify the needs as determined by corrections risk assessment(s), the offender statement, affidavit, facility behavior history, and any other accessible relevant information.*		
Risk Need	**Quantitative Evidence**	**Qualitative Evidence**
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

RESPONSIVITY NEEDS: *Areas to consider that could enhance the participant's success*	
Need	**Description**
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.

HEALTH NEEDS: *Identify health concerns that may impact the participant's success*	
Need	**Description**
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.

STRENGTHS: *Identify areas of strength that my help the participant's success*

Click or tap here to enter text.

Services Summary

Service	Specific area/curriculum	Start	End	Specific Site	Initial Rubric	Mid-Quarter Rubric	Final Rubric
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap to enter a date.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Summary of Risk Intervention Services & Community Services Recommendations					
Participant Name	Click or tap here to enter text.	**Jacket Number**	Click or tap here to enter text.	**Projected Release Date**	Click or tap to enter a date.

Clinical Services

Summary

Click or tap here to enter text.

Post-Release Goal(s)

Click or tap here to enter text.

Recommended Services

Click or tap here to enter text.

Education Services

Summary

Click or tap here to enter text.

Post-Release Goal(s)

Click or tap here to enter text.

Recommended Services

Click or tap here to enter text.

Functional Living Services

Summary

Click or tap here to enter text.

Post-Release Goal(s)

Click or tap here to enter text.

Recommended Services

Click or tap here to enter text.

Work Services

Summary

Click or tap here to enter text.

Post-Release Goal(s)

Click or tap here to enter text.

Recommended Services

Click or tap here to enter text.