

Justice-Involved Dashboard Manual

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For questions regarding the Justice-Involved Dashboard, please email Hilary Barker (hilary.barker@wtcsystem.edu).

Overview

This dashboard provides an overview of students served across the Wisconsin Technical College System who are justice-involved. ‘Justice-involved’ individuals have had interactions with the criminal justice system as a defendant (e.g., convict, offender, parolee) but can continue to participate in and benefit from formal education and training. Each technical college provides educational opportunities to justice-involved students in their district for secondary education, training opportunities and often post-secondary programs.

When is the data within the dashboard updated? The data in this dashboard is manually updated each **November (Nov. 15)** with updated Client Reporting information, Department of Workforce Development Unemployment Insurance data, National Student Clearinghouse data and release information from Department of Corrections.

Note: small student numbers are silenced/erased from screenshots to protect identifiable student info.

Homepage

Provides a brief overview of the dashboard pages and metrics along with links to our System’s justice-involved information and manual for the dashboard.

Justice-Involved Dashboard: Homepage

[View the manual for the Justice-Involved Dashboard.](#)

"Justice-Involved" individuals have had interactions with the criminal justice system as a defendant but can continue to participate in and benefit from formal education and training.

This dashboard provides information for justice-involved students served across the Wisconsin Technical College System, including demographics, course enrollments, location of instruction, program enrollment and graduation, and post-release outcomes. See the flyer to the right for more information about justice-involved students in our System. See the summary text for a brief overview of the dashboard pages.

Summary of Dashboard Pages

Access and Opportunity: Provides the number of justice-involved students served across the Wisconsin Technical College System and location of instruction.

Students Served: Provides information for justice-involved students with demographics, highest credential received, and trends through time.

Courses Before, After and During Incarceration: Provides course completion information for justice-involved students by instructional area. Course data can be viewed for currently incarcerated students or before/after incarceration.

Employability and Financial Literacy: Provides course completion information for employability, financial literacy and other courses with trends of course enrollments in these opportunities for justice-involved students.

Program Enrollments and Graduation: Provides program enrollment information for justice-involved students along with program graduations and trends through time.

Program Graduation Rate: Provides program completion data for completion within 1, 2, 3 or 4 years for justice-involved students.

Post-Release Outcomes: For students with release information from Department of Corrections, this page provides their outcome one year following their first known release. Outcomes include employment, continuing education, and reconnected with justice system (recidivism or parole violation).

Post-Release Employment: For students with release information from Department of Corrections and were employed one year following release, this page provides their median wages and includes an analysis of wages for justice-involved students with program enrollment and graduation.

JUSTICE-INVOLVED EDUCATIONAL PROGRAMS



The Wisconsin Technical College System (WTCS) delivers high-quality educational opportunities for justice-involved individuals, leading to sustainable income and postsecondary pathways that support lifelong learning. "Justice-involved" individuals have had interactions with the criminal justice system but can continue to participate in and benefit from formal education and training.

The System's commitment extends to reducing recidivism, reflected in partnerships with the Department of Corrections (DOC), county jails, the Department of Wisconsin Workforce Development (DWD), and community-based organizations that provide various treatment.

OPPORTUNITIES

Educational opportunities provided by Wisconsin's technical colleges in support of justice-involved populations include General Educational Development (GED) testing and High School Equivalency Diploma (HSED) preparation, as well as English Language Learning (ELL) courses.

In addition, the technical colleges offer traditional and flexible delivery of a variety of occupational programs, which vary widely by college and correctional institution.



IMPACT

Annually, the WTCS Board and the System's 16 colleges invest more than \$1.0 million of federal, state and local funds to bring instruction, curriculum, technology, materials, employment partnerships and support services to justice-involved individuals. Technical college presidents have made this a priority, meeting quarterly with DOC staff and other partners.



Since 2017, 11 of the 16 technical colleges provided education services to 25 of 27 state prisons, annually awarding more than 30,000 credits to over 6,000 individuals.

In addition, all 16 colleges work with 38 of the state's county jails, and serve an average of 1,500 individuals, offering opportunities to pursue basic skill instruction (reading, math, English Language), high school completion, career training and postsecondary credentials.

VALUE

Post-pandemic, Wisconsin will quickly return to experiencing the negative effects of an aging population on its workforce.

As full workforce participation re-emerges as an economic imperative, so will improving the skills and employability of justice-involved individuals.

CONTACT

Lenard Simpson
Education Director, Justice-Involved Programs
Wisconsin Technical College System (WTCS)
lenard.simpson@wtcsystem.edu
(608) 267-9584

Access & Opportunity: Justice-Involved Education Across WTCS

High-level summary of the number of justice-involved students served across the WTCS and students served at specific locations of instruction.

Justice-Involved Education Across WTCS

Fiscal Year: (All)
Course Aid Code: (All)
Course Type: (All)
Course Instructional Area: (All)
Age Group: (All)
Disability: (All)
Economically Disadvantaged: (All)
Gender: (All)
Highest Credential At Enrollment: (All)
Race/Ethnicity: (All)

Map of Justice-Involved Students Served by WTCS

Number of students served in WTCS courses by college district since 2013. The above filters will not modify this map. Select a college district to filter the location of instruction table on the right.

[View a map of WI tech college districts and Department of Corrections facilities](#)

Justice-Involved Students Served by Location of Instruction

Use the above filters to view the data by course information and student demographics.

	2013	2014	2015	Fiscal Year		2017	2018	2019	2020
				2016					
BTC Beloit Center									
BTC Beloit Prob. Parole									
BTC Central Facility	12	41	10	33			85		
BTC Jail Facility	901	939	938	735		704	568	641	
BTC Janesville Area									
BTC Johnstown									
BTC Milton				16			17	27	
BTC Monroe									
BTC North Rock Cty									
CVTC Bloomer	13								
CVTC Chip Falls Geriatric			12			786			
CVTC Chippewa Falls		13							
CVTC Eau Claire-N HS				33					
CVTC Menomonie									
CVTC Neillsville									
CVTC Osseo									
CVTC River Falls								2	
CVTC Stanley Prison							691	811	
Eau Claire – Clairemont Business..	35	37					40		
Eau Claire – Emergency Services ..									
Eau Claire – Energy Education C..									
Eau Claire – Gateway Mfg Educa..	15								
FVTC Appleton	160	126	127	76	137	165	135		
FVTC Chilton									
FVTC Clintonville									
FVTC Neenah	42								
FVTC New London									
FVTC Oshkosh	138	101	321	275	184	120	215		
FVTC Oshkosh Correctn	1,070	1,641	2,315	2,411	3,193	2,826	2,336		
FVTC Redgranite	214	294	198	178	114	144	207		
TOTAL	2,141	2,941	1,981	1,781	3,114	2,826	2,077		

Number of Justice-Involved Students Served by District

Number of Justice-Involved Students per Location of Instruction

Map of Justice-Involved Students Served by WTCS

The map on the left displays the number of justice-involved students served since 2013 by college. Below the map is then a link to a [map on the wtcsystem.edu website](#) that displays college district boundaries and Department of Corrections facilities (click on the 'layer list' to include prisons and correctional centers. The filters on this page will not modify this map. Instead, you can click on the college district within the map to filter the heatmap of students served by location of instruction on the right.

Note: The Geographic Information System (GIS) for this map was created before Northwood Technical College's name change. While the map displays the correct name, unfortunately selecting Northwood will not correctly update the heatmap on the right. Instead, please scroll down to the instructional locations for the college (e.g., Ashland County Jail).

Justice Involved Students Served by Location of Instruction

This heatmap displays the number of justice-involved students served by each college for each location of instruction, across fiscal years. You can further filter this information by fiscal year, course aid code (e.g., secondary vs post-secondary courses), course type (financial literacy, employability skills or other), course instructional area, and student information (age group, disability, economic status, gender, highest credential at enrollment, and race/ethnicity).

Questions to consider when reviewing the data

What partnerships exist between the college and local jails and prisons? Which of these partnerships could be strengthened or expanded?

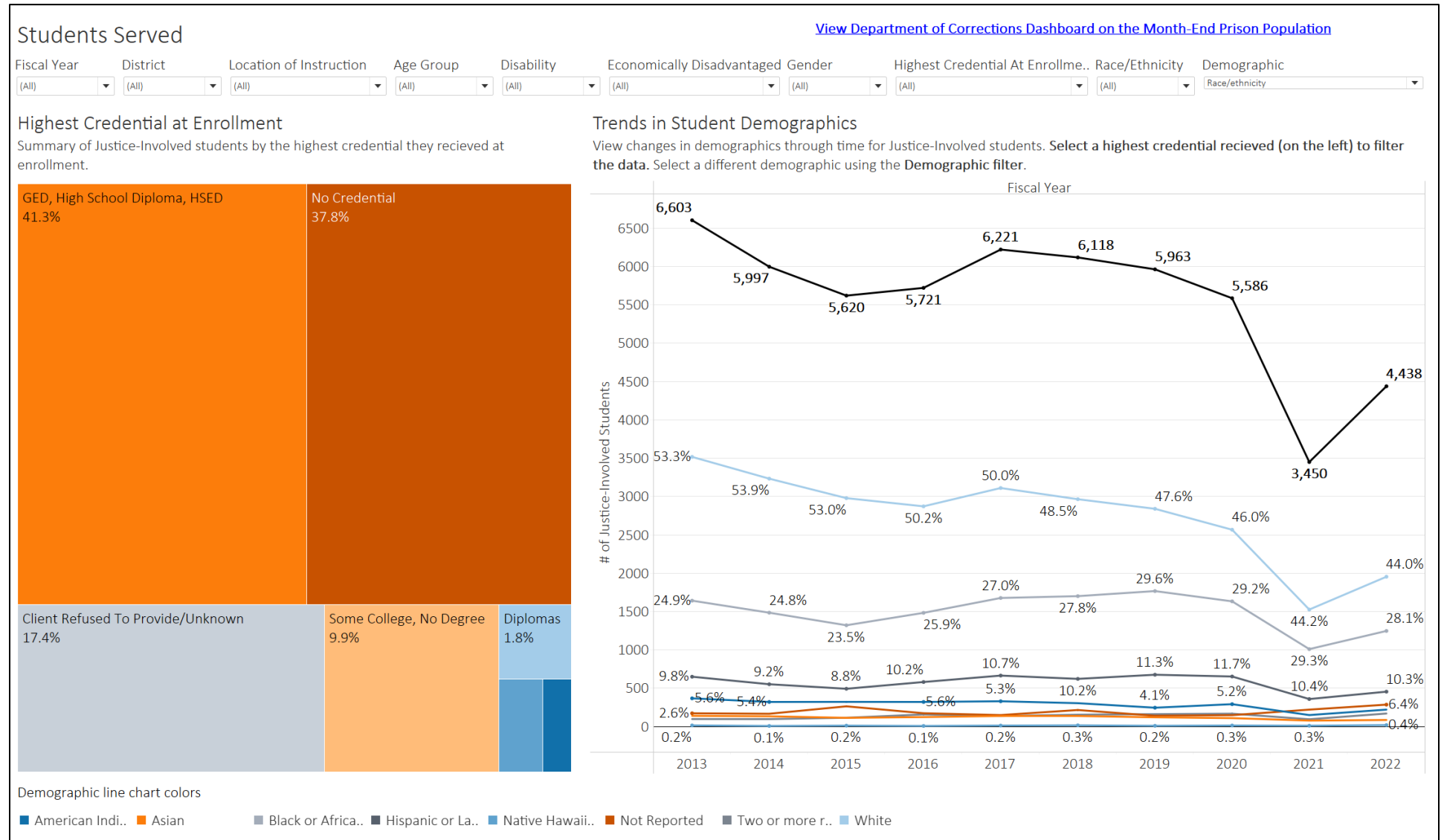
Which locations of instruction have seen growth in serving justice-involved students and which have had declines?

How do these patterns vary by educational opportunity (e.g., secondary vs. post-secondary courses, instructional areas)?

How do these patterns vary by student identity and intersections of identity?

Students Served

Provides key demographics and trends through time for justice-involved students who are served across the System.



Highest Credential at Enrollment

This treemap provides a summary of the highest credential justice-involved students had received at enrollment with WTCS. No credential (i.e., no high school diploma), GED/HSED/High school diploma, and some college but no degree are all displayed in shades of orange. Post-secondary credentials including diplomas, associate degrees and baccalaureate or higher degrees are all displayed in shades of blue. Unknown credential information is shown in gray. In Wisconsin, the majority of justice-involved individuals lack post-secondary education, and many lack a secondary degree. See the [Department of Corrections 'Month-End Prison Population Dashboards'](#) in the 'other demographics' tab.

The treemap data can be filtered by the options on the top of the dashboard, including fiscal year, district, location of instruction and student information (age group, disability, economic status, gender, race/ethnicity). Selecting a highest credential within this treemap will then update and filter the data in the trends line graph on the right.

Trends in Student Demographics

This line graph provides trends through time for the justice-involved student population. The black line at the top displays the total number of justice-involved students served. The additional lines then provide a breakdown of the justice-involved students by the selected demographic (e.g., percent of the total number of justice-involved students who are identified in particular categories). The legend at the bottom of the page displays the color that corresponds with each demographic category. The demographic information that is displayed on this line graph can be changed with the 'demographic' filter on the top right. Filter options include age, gender, race/ethnicity, highest credential at enrollment, disability, academically disadvantaged, economic status, English language learner, veteran (started collecting in 2018), homeless individual (started collecting in 2020), foster care youth (started collecting in 2020) and highest grade completed at enrollment.

The line graph data can be filtered by the options on the top of the dashboard, including fiscal year, district, location of instruction and student information (age group, disability, economic status, gender, race/ethnicity) to look at identity intersections. See the [Department of Corrections 'Month-End Prison Population Dashboards'](#) in the 'demographics' and 'other demographics' tabs to compare students served by WTCS with Wisconsin's prison population.

Questions to consider when reviewing the data

Which populations of justice-involved students are well represented compared with the Wisconsin prison population? Which populations are underrepresented? What barriers to access to WTCS educational opportunities may contribute to these patterns?

How have demographics of justice-involved students changed through time? How does this vary by location of instruction?

Courses Before, After & During Incarceration

Provides course enrollment and success rates (pass, completed basic education or continuing basic education) for students who have ever been justice-involved. The page can then be filtered to look at students who are only currently justice-involved using the 'currently incarcerated' prompt.

Course Success: Before, After and During Incarceration

Fiscal Year: (All) | District Name: (All) | Course Aid Code: (All) | Course Delivery: (All) | Location of Instruction: (All) | Age Group: (All) | Disability: (All) | Economically Disadvantaged: (All) | Gender: (All) | Highest Credential Race/Ethnicity At Enrollment: (All) | **Currently Incarcerated**: (All)

Successful Course Completion by Instructional Area

Percent of course enrollments resulting in a 'pass', 'completed basic ed' or 'continuing basic ed' completion status. **Select student(s) on the right to filter the data.** To just view course enrollments for students who are currently justice-involved, use the 'currently incarcerated' filter.

Cours..	Course Instructional Are..	Fiscal Year / Incarcerated															
		2013		2014		2015		2016		2017		2018		2019			
		No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes		
001	Horticulture	41.7%	92.2%	90.6%	86.1%	100.0%	93.2%	47.1%	92.9%	25.0%	92.0%	0.0%	81.1%	0.0%	83.0%		
		24	650	32	374		502	17	466		528		302		159		
006	Agri-Business	71.4%		100.0%				0.0%	100.0%	100.0%	100.0%	0.0%	85.0%				
													20				
007	Biotechnology											0.0%					
057	Conservation	50.0%															
070	Agriculture Mechanics		0.0%	100.0%		50.0%											
080	Production Agriculture													100.0%			
090	Farm Business Management	85.7%		85.7%		80.0%		80.0%		87.5%		83.3%		100.0%			
091	Animal Husbandry			100.0%	0.0%	100.0%				100.0%	100.0%	100.0%	97.1%	71.4%	100.0%		
											27		34	14	14		
093	Crop And Soil													0.0%			
101	Accounting	30.3%	40.0%	53.3%	69.2%	71.9%	55.6%	72.2%	0.0%	58.1%	64.3%	66.7%	75.0%	76.9%	85.7%		
		33	20	30	13	32		18		31	14	42		39			
102	Business Administration	41.4%	35.3%	29.8%	23.5%	23.1%	53.8%	47.1%	28.6%	41.4%	57.1%	57.1%	54.5%	63.4%	83.3%		
		70	34	57	17	52	13	68		58		49	11	41	12		
103	Computer Software	49.2%	89.7%	37.0%	90.3%	46.6%	89.4%	62.9%	91.3%	42.5%	93.6%	62.2%	93.2%	47.8%	94.0%		
		118	1,762	81	1,584	73	1,311	105	849	40	939	45	1,155	46	1,035		
104	Marketing & Merchandising Mgmt	43.4%	52.2%	34.2%	43.8%	52.3%	43.8%	75.0%	50.0%	70.7%	72.7%	75.0%	100.0%	40.0%	0.0%		
		53	23	38	16	65	16	60	10	41	11	28		55			
105	Related Business	75.0%	33.3%	40.0%	0.0%	25.0%		71.4%		100.0%		100.0%		25.0%	100.0%		
106	Office	50.0%	93.1%	41.1%	95.6%	45.7%	97.2%	76.5%	89.8%	66.7%	91.4%	27.5%	93.5%	73.9%	85.4%		

Total Credits and Basic Skills Hours per Student

Each circle is a Justice-Involved Student, displaying their total enrolled course credits and basic skills hours of attendance.

% Course Completion

Successful Course Completion by Instructional Area

This heatmap displays successful course completion for students who have ever been justice-involved by course instructional area across fiscal years. For each fiscal year there is information for students who are not currently incarcerated (currently incarcerated? No) and students who are currently incarcerated (currently incarcerated? Yes). This heatmap can then be filtered to just display currently incarcerated students using the 'currently incarcerated' filter on the top right.

Successful course completion is defined as a course enrollment resulting in a completion status of 01-Pass, 06-Completed Basic Education Course or 07-Continuing in Basic Education Course in Client Reporting. In each rectangle of the heatmap, the bottom number is the number of course enrollments and the top number is the percent of the enrollments that were successfully completed.

This heatmap data can be filtered by the options on the top of the dashboard, including fiscal year, district, course aid code, course delivery, location of instruction and student information (age group, disability, economic status, gender, race/ethnicity).

Total Credits and Basic Skills Hours per Student

This scatterplot displays the total number of skills hours and credits each justice-involved student has enrolled in. Each circle in the plot is an individual student and selecting the student or groups of students will then update the 'successful course completion by instructional area' heatmap so that this chart displays the course enrollments and successful course completion information for these selected individual(s). This scatterplot can then be filtered to only display the skills hours and credits for students who are currently incarcerated (rather than also including any enrollments before or after incarceration) using the 'currently incarcerated' filter on the top right.

This scatter plot can be filtered by the options on the top of the dashboard, including fiscal year, district, course aid code, course delivery, location of instruction and student information (age group, disability, economic status, gender, race/ethnicity).

Questions to consider when reviewing the data

Which instructional areas are showing lower course success rates for justice-involved students? Across fiscal years, has course success increased, decreased or remained the same? What changes to these courses, instruction or student supports may account for these differences in course success?

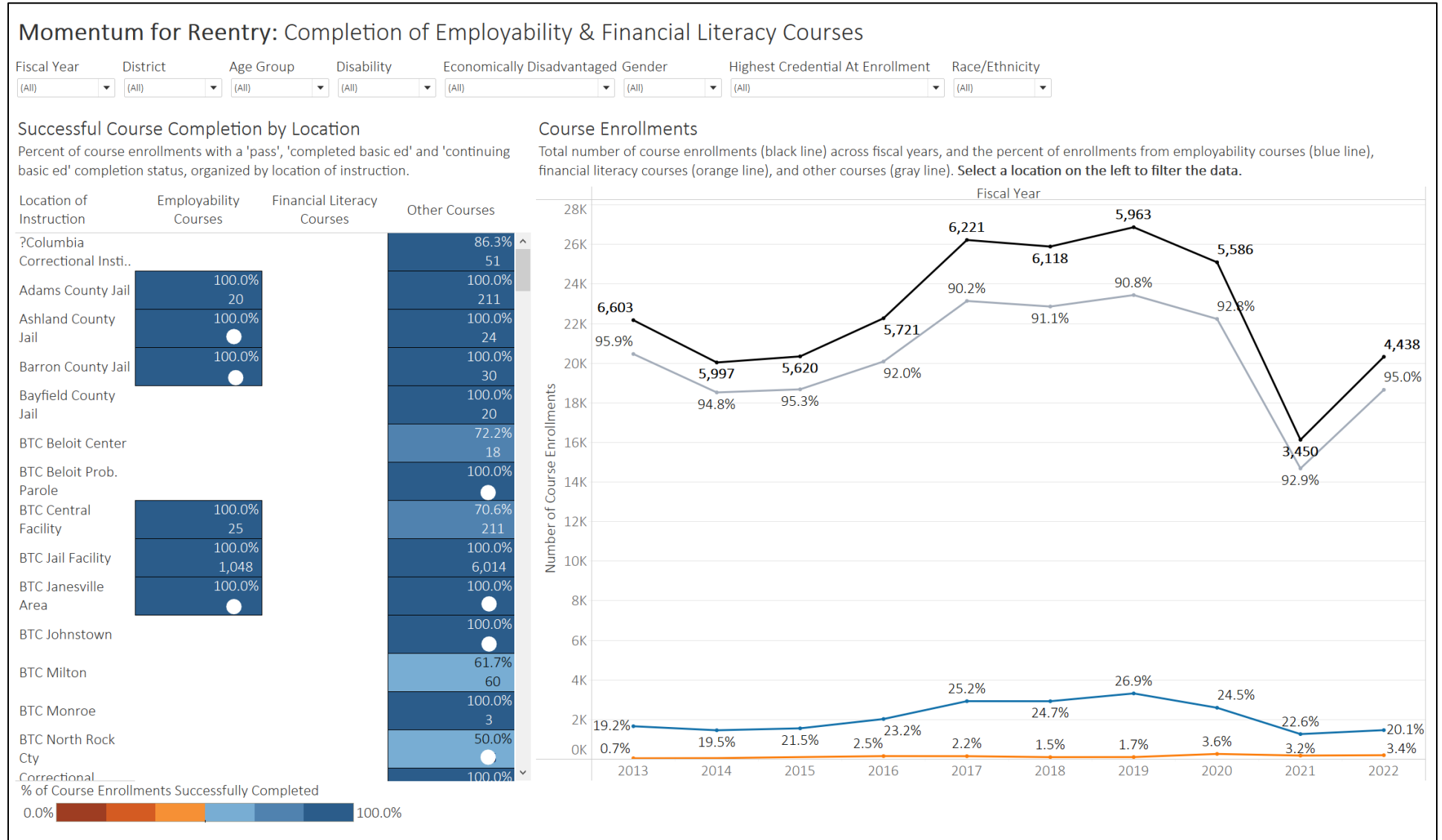
How does course success vary by location of instruction and course delivery format?

Which justice-involved student populations are experiencing lower course success rates? What strategies have been tried to help close these course success equity gaps? What institutional barriers exist for these student populations?

What kinds of student educational journeys can you see within the data in terms of course sequencing, course success and course enrollments before, after and during incarceration?

Employability & Financial Literacy

Provides successful course completion information for employability, financial literacy and other courses with trends of course enrollments in these opportunities for justice-involved students.



Successful Course Completion by Location

This heatmap displays successful course completion for justice-involved students in employability courses (862-Career Education instructional area course), financial literacy courses (74-854-701, 74-854-742, 74-854-747, 74-858-751, 76-854-707 or 77-854-707) and all other courses. The information is displayed by location of instruction. **Note: The list of financial literacy courses was created based on the inclusion of 'financial literacy' in the course title. If this list of courses needs to be updated, please email hilary.barker@wtcsystem.edu.*

This heatmap data can be filtered by the options on the top of the dashboard, including fiscal year, district, and student information (age group, disability, economic status, gender, race/ethnicity). Also, selecting a location of instruction in this heatmap will then update the data in the course enrollment line graph.

Course Enrollments

This line graph displays the total number of justice-involved students enrolled in WTCS courses (with the number of course enrollments available within the tooltip) across fiscal years as the top black line. The gray line shows the percent of these students who enrolled in 'other' courses, the blue line shows the percent of these students who enrolled in employability courses, and the orange line shows the percent of students who enrolled in financial literacy courses.

This line graph can be filtered by the options on the top of the dashboard, including fiscal year, district, and student information (age group, disability, economic status, gender, race/ethnicity) and by selecting specific locations of instruction in the 'successful course completion by location' heatmap.

Questions to consider when reviewing the data

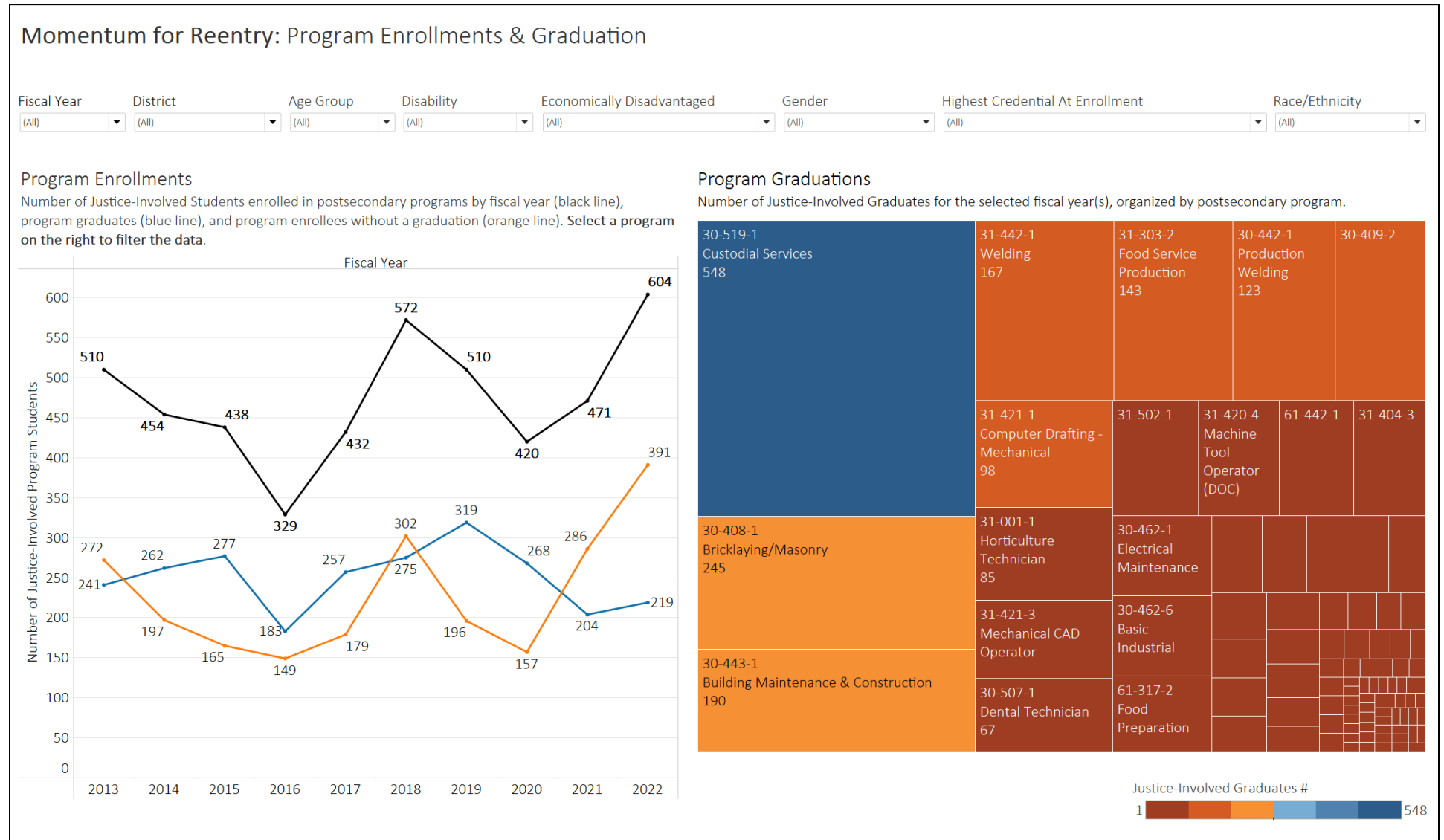
Which locations provide employability or financial literacy courses to justice-involved students?

Over time, have these course opportunities increased, decreased or remained the same?

Which student populations are accessing these course opportunities? Are certain student populations under or overrepresented in these opportunities?

Program Enrollments & Graduation

Provides program enrollment and graduation trends through time for justice-involved students and the number of graduates per program.



Program Enrollments

This line graph shows trends in program enrollments for justice-involved students over time. The black line at the top shows the total number of justice-involved students enrolled in a postsecondary program, the blue line shows how many of these students were reported as a program graduate, and the orange line shows how many of these students were reported as a program enrollee.

This line graph can be filtered by the options on the top of the dashboard, including fiscal year, district, program and student information (age group, disability, economic status, gender, race/ethnicity). Note that you can also filter by program by selecting a program in the 'program graduations' heatmap.

Program Graduations

This heatmap provides the total cumulative number of justice-involved graduates by program. This heatmap can be filtered by the options on the top of the dashboard, including fiscal year, district, program and student information (age group, disability, economic status, gender, race/ethnicity). Note that selecting a program in this heatmap will update the data in the 'program enrollments' line graph.

Questions to consider when reviewing the data

What program opportunities are available to justice-involved students?

Which justice-involved student populations are accessing these program opportunities?

Which opportunities are available to female versus male justice-involved students?

Roughly 15% of justice-involved students Systemwide have a reported disability. Yet, fewer than 3% of justice-involved program students have a reported disability. What institutional barriers exist for these students in accessing and completing programs? What student supports are provided?

Which programs have shown a growth in enrollments over time and which programs have shown a decrease in enrollments?

Program Graduation Rate

Provides program completion data for completion within 1, 2, 3 or 4 years for justice-involved students.

Momentum for Reentry: Program Graduation Rate

Cohort Year
District
Credential Type
Age Group
Disability
Economically Disadvantaged
Gender
Highest Credential At Enrollment
Race/Ethnicity
Graduation within

Graduation Rate by Program

Percent of Justice-Involved students graduating within 1, 2, 3, and 4 years, organized by postsecondary program.

Program Title	Number	1-Year Graduation	2-Year Graduation	3-Year Graduation	4-Year Graduation
Custodial Services	30-519-1	71% 650	83.5% 650	85.4% 650	85.8% 650
Bricklaying/Masonry	30-408-1	96% 250	99.2% 250	99.2% 250	99.2% 250
Welding	31-442-1	71% 231	73.2% 231	74.0% 231	74.0% 231
Liberal Arts - Associate Of Arts	20-800-1	3% 221	5.4% 221	10.0% 221	11.8% 221
Building Maintenance & Construction	30-443-1	93% 198	96.5% 198	96.5% 198	96.5% 198
Business Management	10-102-3	0% 159	1.9% 159	3.1% 159	3.1% 159
Food Service Production	31-303-2	97% 147	97.3% 147	97.3% 147	97.3% 147
Liberal Arts - Associate Of Science	20-800-2	0% 133	1.5% 133	4.5% 133	9.0% 133
Production Welding	30-442-1	95% 129	96.1% 129	96.1% 129	96.1% 129
Cabinetmaking/Millwork	30-409-2	96% 112	99.1% 112	99.1% 112	99.1% 112
Computer Drafting - Mechanical	31-421-1	91% 104	98.1% 104	98.1% 104	98.1% 104
Horticulture Technician	31-001-1	100% 85	100.0% 85	100.0% 85	100.0% 85
Cosmetology	31-502-1	80% 83	84.3% 83	84.3% 83	84.3% 83
Human Services Associate	10-520-3	1% 83	2.4% 83	7.2% 83	9.6% 83

Graduation Rate Trends

Percent of Justice-Involved Students completing any program in 1, 2, 3, or 4 years, shown across cohort years.
Select a program on the left to filter the data.

Graduation Rate by Program

Graduation Rate by Program

This heatmap shows 1-year, 2-year, 3-year and 4-year graduations rates for justice-involved students by program. Within each rectangle of the heatmap, the bottom number is the number of new program students who are assessed within the selected cohort years, and the top number is the percent of these students who completed that program within the specific timeframe (1 to 4 years).

Justice-involved students are assigned into cohorts based on the first year they were reported as enrolled in the program, and thus they are a 'new program student.' Also note that they must be identified as justice-involved in that cohort year and if they had a prior program enrollment when they were not justice-involved (e.g., enrolled in Associate of Arts in 2018, became justice-involved in 2019 and continued in A.A. program), then they are not included in the cohort. The graduation/completion rate is then specific to that program. For example, if they started in the custodial services program in 2019, they then have to complete the custodial services program to be designated as a program graduate within the selected timeframe (1 to 4 years).

This heatmap can be filtered by the options on the top of the dashboard, including cohort year, credential type and student information (age group, disability, economic status, gender, race/ethnicity). Note that selecting a program in this heatmap will update the data in the 'graduation rate trends' line graph.

Graduation Rate Trends

This line graph provides the overall program graduation rate for justice-involved students through time. The graph is automatically set to 1-year graduation rates but can be changed to 2- to 4-year graduation rates using the 'graduation within' filter at the top left of the dashboard page. This line graph can be filtered by the options on the top of the dashboard, including cohort year, credential type and student information (age group, disability, economic status, gender, race/ethnicity).

Selecting a program in the 'graduation rate by program' heatmap will update the data in this line graph to display trends in graduation rate through time for students who were enrolled in that program. Yet, note that the graduation rate in this line graph is not program-specific like the heatmap. It is possible that when a specific program is selected (e.g., custodial services) that some of the graduations that display in this line graph were the result of a student co-enrolling in custodial services and another program in the same cohort year but completing the other program.

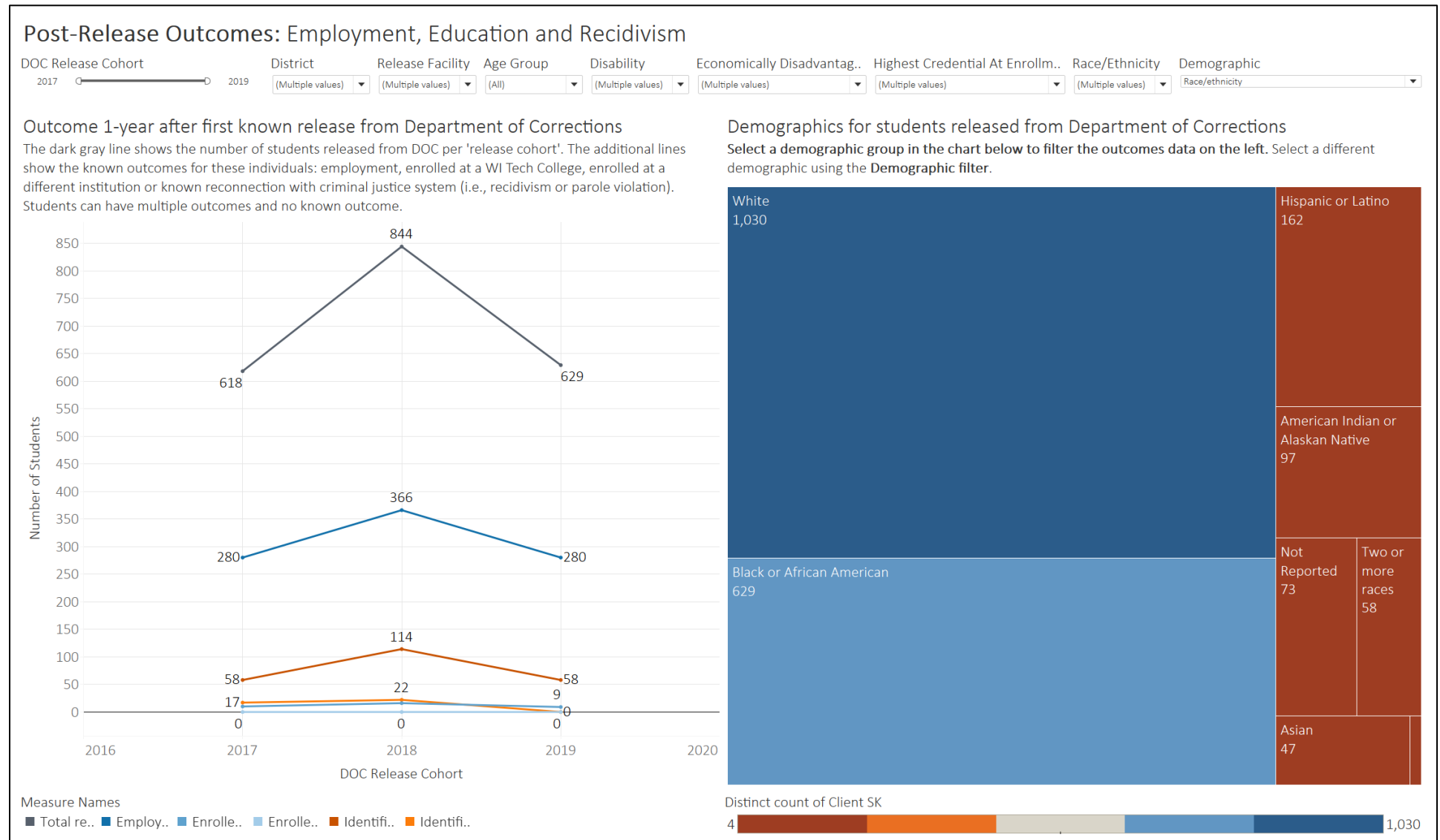
There are a few instances in which justice-involved students have been reported as a graduate of the same program in multiple (typically consecutive) years. For instance, in the Industrial Maintenance Foundations and Introduction to Gas Metal Arc Welding programs this happened. In the heatmap, the graduation rate will display as greater than 100%, while in the line graph, the graduation rate is not program-specific and thus will never be above 100%.

Questions to consider when reviewing the data

How do program graduation rates compare across programs? What may contribute to these differences? Do program graduation rates increase, decrease or remain consistent over time? How do program graduation rates vary by student population? Which justice-involved student populations are experiencing equity gaps in program completion?

Post-Release Outcomes: Employment, Education & Recidivism

For students with release information from Department of Corrections, this page provides their outcome one year following their first known release. If a student has a justice involved release date within their grant activity record (S4) in [Client Reporting](#), then this information is also included and mapped to outcome, one year following their first known release. Outcomes include employment, continuing education, and reconnected with justice system (recidivism or parole violation).



Outcome 1-year after first known release from Department of Corrections

This line graph shows the outcomes for students released from DOC or with a 'justice involved release date' on their Grant Activity (S4) record for each 'release cohort'. The release cohort is the first known fiscal year of release that we have on record from our data sharing agreement with DOC, and 2017 is the first year that we have data sharing information. Based on the release cohort, the student's outcome is measured in the following fiscal year (e.g., released in FY 2017, outcome is assessed for FY 2018). The black line shows the total number of students released from DOC in that release cohort and the additional lines represent the outcomes, below:

- Dark blue line: The student is reported as employed in the following fiscal year after release as identified with Department of Workforce Development Unemployment Insurance data. If a student has any reported wages for that fiscal year, they are displayed as employed, even if their wages were only reported for one of the four quarters.
- Medium blue line: The student is reported as continuing their education in the following fiscal year after release at a Wisconsin Technical College and they are identified as *not* justice-involved.
- Light blue line: The students it reported as continuing their education in the following fiscal year after release at an institution outside of the Wisconsin Technical College System as identified with National Student Clearinghouse data.
- Dark orange line: The student is reported as continuing their education in the following fiscal year after release at a Wisconsin Technical College and they are identified as justice-involved. *These students are reconnected with the criminal justice system either through recidivism or parole violations.*
- Medium orange line: The student is reported as having another release date in the following fiscal year after their initial release date as identified within Department of Corrections data. *These students are reconnected with the criminal justice system either through recidivism or parole violations.*

A student can have no known outcome. A student could also have multiple blue line outcomes (e.g., employed and continuing education), yet if a student is designated as reconnected with the criminal justice system (orange line outcomes) then they cannot also be reported as continuing education or employed (blue line outcomes).

When assessing the students who are reconnected with the criminal justice system, know that this is likely a conservative estimate. Students could be reconnected with the criminal justice system outside of DOC (e.g., county jail) or with DOC but without a release date in the following fiscal year. Thus, the orange line outcomes are *known* reconnection with the criminal justice system based on the data we have access to.

There are important caveats when considering Unemployment Insurance data for measuring employment outcomes, listed below.

- We do not know the hours per week worked (i.e., fulltime employment, parttime employment)
- Self-employed individuals and federal employees are not included
- Since this is just Wisconsin's Department of Workforce data, if the individual is employed out of state, then they are not included

This line graph can then be filtered by the options on the top of the dashboard, including DOC release cohort year, district, individuals who participated in momentum for reentry opportunities (program student, graduate status, and course completion for employability or financial literacy courses), release facility, and demographics.

Demographics for students released by Department of Corrections

This treemap provides a summary of demographics for students who were released by Department of Corrections. The demographic information that is displayed on this graph can be changed with the 'demographic' filter on the top right. Filter options include age, gender, race/ethnicity, highest credential at enrollment, disability, academically disadvantaged, economic status, English language learner, veteran (started collecting in 2018), homeless individual (started collecting in 2020), foster care youth (started collecting in 2020) and highest grade completed at enrollment. You can also select one of the categories within the treemap (e.g., White for race/ethnicity) to filter the 'Outcome 1-year after first known release from DOC' line graph.

This heatmap can also be filtered by the options on the top of the dashboard, including DOC release cohort year, district, individuals who participated in momentum for reentry opportunities (program student, graduate status, and course completion for employability or financial literacy courses), release facility, and demographics (to assess intersectionality and equity).

Questions to consider when reviewing the data

What are the outcomes for justice-involved students served by your college? Do their outcomes improve when looking specifically at momentum for re-entry factors (e.g., completion of employability or financial literacy courses, program enrollment, program graduation)?

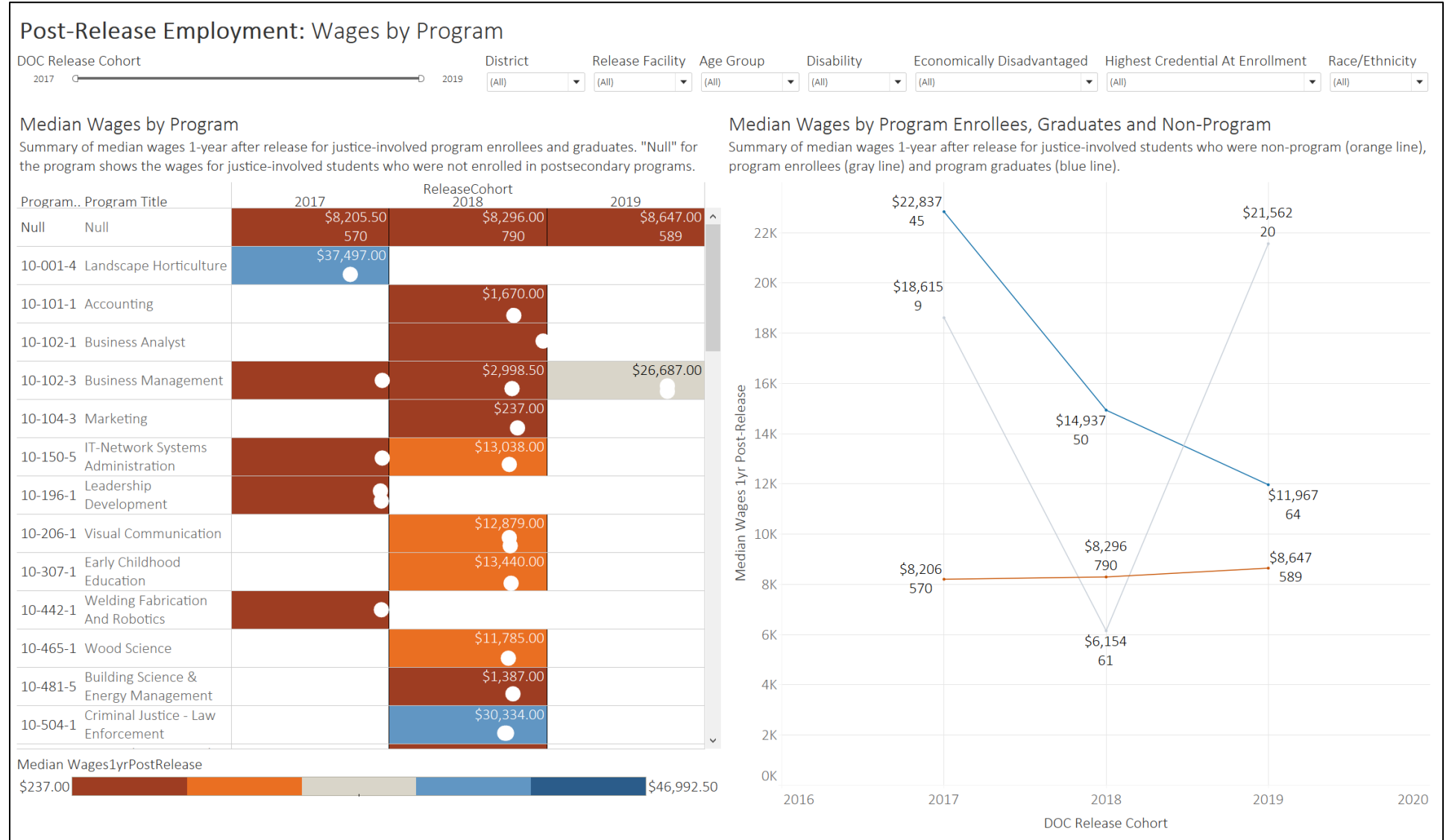
What transition services and supports are provided to justice-involved students post-release? How are they connected with the college and community-based organizations post-release?

How do post-release outcomes vary by justice-involved student demographics? What equity gaps exist?

How do post-release outcomes vary by location of release facility? Are there differences in opportunity or services/support for justice-involved students based on the location of release?

Post-release: Wages by program

For students with release information from Department of Corrections and were employed one year following their first known release, this page provides their median wages and includes an analysis of wages for justice-involved students with program enrollment and graduation.



Median Wages by Program

This heatmap displays the median wages reported 1-year following the first known release of justice-involved students from DOC. The wage info is ordered by program number. 'Null' program indicates that although the student took WTCS courses, they were not program-enrolled prior to release from DOC. Within each rectangle, the bottom number is the number of students within the identified release cohort and the top number is the median reported wages for individuals who were employed. Median wages are the total reported wages (all four quarters) for the fiscal year following their release.

All justice-involved students within the release cohort are included in the counts, so that you can also see which programs had justice-involved students who were not placed in employment one year after release. The tooltip provides additional information, including the number of individuals who are reported as employed 1-year following release and the average number of quarters the employed individuals have reported wages for.

This heatmap can also be filtered by the options on the top of the dashboard, including DOC release cohort year, district, whether the justice-involved students were program graduates prior to release, release facility, and demographics (to assess intersectionality and equity).

Median Wages by Program Enrollees, Graduates and Non-Program

This line graph displays trends through time (across DOC release cohorts) for reported median wages for program graduates, program enrollees and non-program students. Labels for each point within the line graph display the number of students within the identified release cohort (bottom number) and the median reported wages for individuals who were employed (top number). The tooltip provides additional information, including the number of individuals who are reported as employed 1-year following release and the average number of quarters the employed individuals have reported wages for.

This line graph can also be filtered by the options on the top of the dashboard, including DOC release cohort year, district, whether the justice-involved students were program graduates prior to release, release facility, and demographics (to assess intersectionality and equity).

Questions to consider when reviewing the data

How do employment outcomes (e.g., wages, quarters employed, percent employed) vary by program and graduation status? Which programs appear to help justice-involved students find employment and earn sustaining wages?

For programs with better outcomes, are there additional supports or transition services that are provided to these students before or after release to connect them with employment opportunities? What aspects of the program or their educational experience may have led to their employment outcomes?

How do employment outcomes vary by justice-involved student demographics? What equity gaps exist?

How do employment outcomes vary by location of release facility? Are there differences in opportunity or services/support for justice-involved students based on the location of release?