Virginia Department of Juvenile Justice
Program Readiness Assessment

Each agency or organization must demonstrate an understanding of DJJ mission, services, requirements, and the agency's philosophy, methodology, and treatment approach to providing services and placement.

Program overview:

- Is your program currently in operation, or are you seeking to begin a new program?
- Is the program affiliated with a larger parent agency?
- How did your agency become interested in providing treatment for children?
- Why have you chosen to perform the type of care selected?
- For what gender, age group or specific behaviors (target population, risk group and criminogenic need area) are you interested and have expertise in providing services?
- How many children or young adults are you interested in serving?
- With what other community resources do you collaborate in providing treatment services such as mental health, health care, education, other public or private agencies?

Physical specifics of the program:

- Is the program an out-patient, day treatment, school, residential or foster home based model?
- Where is the program located?
- If a facility based program, please describe the program building(s) and the surrounding area. Are there any notable features at your program? (outdoor space, workable gardens, hiking trails, recreational facilities etc. Any other notable issues or advantages to your physical location.)
- If a foster care agency:
  - What is your process for recruitment, training, certification, and retention of your certified foster parents? What support and supportive services do you provide to your certified foster parents?

Staff members and training requirements:

- Provide job descriptions, including educational requirements for the positions of the program coordinator or program director, clinical or licensed staff and direct and/or service delivery staff ☐
- For filled positions, provide names and qualifications of individuals occupying the positions submitted. This could include resumes of each individual.
- List unique skills, interests or background of employees that will be an asset and/or support for your program.
- How will these unique skills and abilities be incorporated in your program to support growth and assist programming for juvenile justice involved youth and young adults served in your program?
- How does your agency provide initial and continued education and training for employees?

Programming, Policy and Procedure: Admission Criteria and procedure

- What are your programs admission criteria and standards?
  - How do you make determinations on admitting a client into your program?
  - What behaviors, if any, would end your consideration of a child or young adult for placement?
- Where does the intake process occur, and how does your program provide support to the juvenile justice involved youth and young adults with possible anxiety about entering the program?
- What type of information does the program gather about the juvenile justice involved youth and young adults and his or her goals during the intake process?
- Behavior Management Model:
  - What behavioral management model does your program utilize?
  - Explain in detail the behavior management model including de-escalation.

- What skills training, crisis prevention skills, positive behavior management and incentives, and disciplinary techniques are focused on helping build positive personal relationships and self-control?
- What behavior management model is used?
- If not already explained under staff training, describe how staff are trained and maintain any current certification on the behavior management model.
- How is the behavior management model trauma informed?
- How does the behavior management model build on a child's or young adult's strengths?
- Does your behavior management model include emergency physical intervention (restraint) or seclusion? If yes, please describe in detail the rationale for the model used in your program.

Treatment Model:

- What treatment model does your program utilize? Explain in detail the treatment model, and curriculum, policy, and procedure to implement the model. Is the program evidence-informed or evidence-based?
- If not already explained under staff training, describe how staff are trained and maintain any current certification.
- How is the treatment model trauma informed?
  - How does the model:
  - Engage and demonstrate value in families
  - Address responsivity barriers
  - Build on protective factors
  - Include Cognitive –Behavioral Interventions
  - How are the results of the DJJ Risk and Needs Assessment incorporated?

Goal development and monitoring:

- Who is involved in the development of the service or treatment plan?
- How are goals identified?
- How does the program complete the assessment and evaluation of the client to write the Assessment and Evaluation Report?
- How are behavioral changes assessed, monitored and evaluated?
- How are positive behaviors reinforced and negative behavior reduced?
- What Quality Assurance measures are implemented to ensure fidelity to the implemented behavioral management and rehabilitation models?
- How does your agency monitor, track, document and review progress toward client goals daily, weekly, and monthly?
- Daily structure and programming:
  - Please provide a proposed weekly schedule of programming.
  - What does the daily and weekly schedule of services look like?
  - Who is responsible to deliver services (Please indicate specific positions given the task)

Transition and Aftercare Services:

- How does your program incorporate family members or other juvenile justice involved youth and young adults resources into your service plans for the juvenile justice involved youth and young adults?
- Does your program assist in identifying aftercare resources?
- If yes, what specific methods and services do you incorporate?

Related Activities

- Describe how your agency keeps records in an individual, confidential file as. Provide a sample file format.
- Describe how your agency provides the daily care for the child or young adult including your relationships with local schools, physical and mental health providers, and dental providers.
- Describe your agency's policy on a child's or young adult's personal belongings, including clothing and other personal items held by the child or young adult.

- Describe your agency's practices regarding a child's/young adult's access to:
  - Educational activities
  - Vocational activities
  - Religious instruction and practice, and attending religious gatherings
  - Structured recreational and sports activities, including participation in team or club sports
  - Arts and culture, including theatrical and musical events or participation in community or school events, or clubs.
- Describe how your agency supports academic success and assists the child or young adult in school, including your relationships with local schools attended by the child or young adult in your agency.
- In addition to your written materials describing your readiness to provide behavior rehabilitation and placement services to children and young adults, please submit copies of the following information, if applicable, for your program and service type:
- Copy of the agency's license(s).
- Copy of the agency's Medicaid provider enrollment.
- An organization chart for the agency and each individual program, if more than one program is or will be operated by your agency.
- Staffing schedules with identified staff members (if currently employed) and the weekly work hours directly supervising clients. This should be a sample of what the first week of staffing will look like when a program is in operation.

Assessment and Evaluation Report format:

- Master Service Plan format, Master Service Plan, 90 day update format
- Aftercare and Transition Plan
- Discharge Summary / Aftercare Summary
- Weekly log of service hours
- Verification of employee and direct care staff training (initial and ongoing)
- A description of what a typical week in program may look like, including all   activities, responsibilities for a child or young adult in a typical week.