

4 ORIENTATION, AND ASSESSMENT AND EVALUATION

OVERVIEW OF CHAPTER CONTENTS

PRIMARY TOPICS COVERED IN THIS CHAPTER (READ ACROSS)

- Orientation of Youth to DJC
- LifeWork Education
- Responsibilities of Agents
- Health Services & Psychology Staff Responsibilities
- Overview of Assessment and Evaluation
- Responsibilities of Social Workers
- Education Staff Responsibilities
- Transitional Independent Living Program

FORMS DISCUSSED IN THIS CHAPTER

- DJC Youth Institution Handbook (POC-0068)
 - COMPAS-Youth
 - Assessment and Evaluation Report (DOC-1933)
 - Instructions for Admission Dialogue
 - Education Evaluation Report (DOC-1936)
 - Self-Harm Assessment (DOC-2097)
 - J-SOAP II Risk Assessment (COMPAS)
 - DJC Youth Institution Handbook – Spanish (POC-0068S)
 - Sample Letters of Introduction from Agent
 - CANS
 - Family and Home Assessment (DOC-1939)
 - Health Screening-DJC (DOC-3387)
 - Request For Birth Certificate (DOC-1999)
- The DOC-1939, DOC-1933, DOC-1936 and Admission Assessment Dialogue must be completed in JJIS.
 - DOC-1906 (FHA) and DOC-1933 (AER) are accessible for reviewing and printing on MyDOC so that an agent or social worker may conduct an interview using the paper form.
 - Additionally, the DOC-1999, DOC-3387 and DOC-2097 are accessible on MyDOC.
 - The COMPAS-Youth, J-SOAP II and CANS must be completed in COMPAS.
 - Sample agent letters are at the end of this chapter.

ORIENTATION OF YOUTH TO DJC

RECEPTION CENTER

Lincoln Hills School and Copper Lake School operate a Reception Center to provide an extensive orientation for newly admitted youth. This **orientation is a crucial step in the case planning process**. The goal of orientation is to familiarize the youth with what to expect during DJC supervision. It is the first step in preparing each youth to succeed to the best of his or her ability while under DJC supervision. Staff generally does not repeat the formal orientation if a youth returns to a JCI after an absence of less than six months.

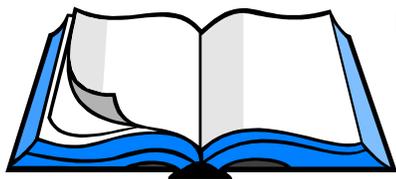
ORIENTATION CONTENT

- Description of **programs, services and treatment available to youth** while in a JCI or under DJC correctional supervision in the community. [see Chapters 7 & 10]
- Process for assignment to specific programs, services and treatment, and for developing and revising the youth's **ICCP**. [see Chapters 5 & 6]
- Procedures and criteria for youth to achieve **eligibility for return to the community**. [see Chapters 6, 7 & 10]
- **Conduct rules** and the JCI disciplinary procedures are in ch. DOC 373, Adm. Code. The CMM does not include a chapter about the JCI disciplinary process. Staff should read the actual administrative rules and/or the "**Guide to the Administrative Rules**."
- Youth **complaint procedures** are in ch. DOC 380, Adm. Code. [see Chapter 23]

ACCESSIBILITY

Youth who have special language or developmental needs, must be provided an orientation program that communicates the information required above in a manner understandable to the youth. For youth with hearing impairments, staff may contact the Office for the Deaf and Hard of Hearing, Division of Long-Term Care Functions, Department of Health Services for resource information (www.dhs.wisconsin.gov/sensory).

WRITTEN MATERIALS



During orientation, youth receive a copy of the "**Youth Institution Handbook**" (POC-0068 English and POC-0068S Spanish). It contains summaries of the administrative rules chapters that apply to youth in a JCI: ch. DOC 371, 373, 374, 375, 376, 379, 380, 381 and 383. [see Chapter 1]

Staff should make accessible to youth the more complete "Guide to the Administrative Rules" as well as the rules themselves. Each JCI distributes **additional written materials** to youth including program descriptions, debt collection procedures, visiting/telephone policies, etc.

ORAL PRESENTATIONS DURING ORIENTATION

Oral presentations are crucial to help youth understand how DJC programs operate, and the expectations placed upon youth. Staff from various disciplines provide oral presentations on specific components of orientation listed above. The staff members usually include youth counselors, supervising youth counselors, social workers, teachers, psychologists, chaplains and nurses.

OVERVIEW OF ASSESSMENT AND EVALUATION (A&E)

BASIC DESCRIPTION

All youth entering a JCI participate in a 21 day A&E process. The purpose of A&E is to **develop a thorough understanding of the youth's case and the underlying dynamics that must be addressed to accomplish the objectives of correctional supervision**. Members of a multi-disciplinary team observe the youth and complete various documents to identify the youth's strengths and needs, determine the risk the youth may present to the community, and describe the family's strengths and needs.

The A&E process forms the framework for developing an ICCP [see Chapter 6] for the youth and a plan for assisting the family. **Identifying the strengths and needs of the youth and family** enables DJC to proceed to work with them to improve the chance that the youth will return successfully to the community.

REQUIRED DOCUMENTS

During A&E, staff from several disciplines are responsible for completing documents that are critical to case management. An explanation of those documents appears later in this chapter.

OTHER RESPONSIBILITIES

Staff have additional responsibilities such as reviewing the youth's Dispositional Order, conducting a physical examination, and administering career related assessments. This chapter describes the **responsibilities of social workers, agents, youth counselors, OOA's, education staff, and health services staff.**



LIFEWORk EDUCATION

DESCRIPTION OF LIFEWORK EDUCATION

DJC is committed to providing youth with meaningful opportunities to **enhance their ability to develop lifework skills.** Those skills will assist youth to obtain and retain meaningful employment that pays a living wage, relates to their skills and interests, and has the potential for career advancement. The LifeWork Education process **begins in A&E** and continues **throughout a youth's DJC supervision.**

During A&E, youth complete a **standardized interest inventory and aptitude assessment.** Staff responsibility for administering the assessments may vary across JCI's.

The results of this assessment form the **foundation for the youth's LifeWork Education goals** ICCP and the development of the youth's individualized LifeWork Education **Portfolio** (Portfolio). [see Chapter 7] JPRC members discuss the information obtained during A&E at the initial JPRC. [see Chapter 5]



This following section provides a brief description of the standardized instruments. **Chapter 7** offers additional detail as well as a discussion of the **underlying principles of LifeWork Education.**

ADMINISTRATION OF STANDARDIZED INSTRUMENTS

A JCI staff member designated by the superintendent/education director administers standardized lifework education instruments to each youth during A&E. The **results of the instruments are documented in the youth's Portfolio.**

CareerScope

This is a computerized **interest inventory and aptitude assessment** program designed to produce **career recommendations** based upon U.S. Department of Labor standards.

- Individual sub-tests are self-administered.
- **Reports:** The CareerScope assessment results in an Assessment Profile and a Counselor's Report.
 - ✓ **Assessment Profile** provides a youth's interest and aptitude scores along with career recommendations in an easy-to-understand manner.
 - ✓ **Counselor's Report** presents scores and recommendations in a condensed format.
- **Administration of CareerScope to Youth with Reading Difficulties**
 - ✓ Career Scope reviews indicate it is written at the 4th grade reading level, however, **it may be difficult for some youth to complete on their own.** Individuals administering this tool are encouraged to develop innovative strategies to assist the youth in completing the assessment.
 - ✓ The following **tips may assist staff administering CareerScope:**
 - * Youth may take the interest and aptitude sections at different times rather than in one session
 - * Staff may read the interest portion of the test to the youth
 - * Youth may take breaks between the aptitude sections as needed.
- * **Daniel Memorial Assessment of Independent Living Skills:** The DMAILS is a computer scored assessment of a youth's strengths and needs in 16 areas that impact independent living. The DMAILS can be administered either by computer or using a paper-and-pencil-form.
- * **Reports:** The Daniel Memorial results in two reports that can be used by staff to write and update the youth's Individualized Case Plan spanning both institution and community supervision. Results are shared with the Division Independent Living Program Coordinator to target services for eligible youth. A youth with special education needs has a multidisciplinary team that designs an individualized education program (IEP) for the youth. Federal and state law mandate that the IEP is updated at least annually and the IEP team is to help the youth build a "transition" plan. This IEP transition plan covers several critical areas including independent living skills. The IEP team uses the results of the DMAILS to develop long-term and short-term independent living goals.

Assessment Report is a series of bar graphs and percentages showing responses in 16 areas.

- ✓ The report is placed into a youth's LifeWork Education Career Portfolio.
- ✓ A copy of the Assessment Report is sent to the Independent Living Program Coordinator (See references CMM Ch. 7 and 10).

Skills Plan Report lists areas needing attention based on questions answered incorrectly.

- ✓ The report is placed into a youth's LifeWork Education Career Portfolio.

Copy for IEP files

- ✓ For youth with special education needs, a copy of both the DMAILS Assessment and Skills Plan reports is placed in the youth's special education file so the IEP team has easy access to them.

Administration of the Daniel Memorial Assessment

- * The assessment may be given on a computer to individual youth or completed by hand then entered into the computer for scoring and report printing.
- * Low-level readers may have the assessment questions read to them.
- * See references in CMM Chapter 10.

Additional Instruments

Per JCI policy, designated staff may administer the following or similar instruments during A&E or at anytime during the youth's stay at the JCI:

- Lifestyles: A realistic, computerized budget software package that challenges youth to examine personal LifeWork Education goals compared to future lifestyle wishes (e.g., housing, transportation, entertainment, clothing). The youth can compare potential income information relating to his or her career choice with anticipated living expenses.
- Occupational Information Network (O*NET) Database: Includes information on skills, abilities, knowledge, work activities and interests associated with hundreds of occupations, which can be used to facilitate career exploration and vocational counseling.
- Career Visions: Career Visions is an interactive computerized program assisting youth in **career exploration** and **decision-making** that contains information regarding possible colleges, vocational/technical colleges, occupations, programs of study, military occupations and potential employers.
- Other tools may be used per JCI policy based upon its population and institutional needs/services such as the Career Occupational Preference System which includes a measure of interests (COPS), abilities (CAPS) and values (COPEs), and other similar instruments.

RESPONSIBILITIES OF SOCIAL WORKERS

OVERVIEW

The responsibilities of a social worker during A&E are extensive. A&E is the first critical step in the case management process. By meeting with the youth, reviewing county information, speaking with the youth's family and other DJC staff, and completing required documents, the social worker develops an understanding of the strengths and needs of the youth and his or her family.

SUD SCREENING AND ASSESSMENT INSTRUMENTS

A significant percent of youth placed in JCI's have a history of problematic use of substances like alcohol, illegal drugs and other chemicals. Addressing substance use needs of youth is of paramount importance in their successful reintegration into the community.

The COMPAS-Youth and the Adolescent Diagnostic Interview-Light (**ADI-L**) (DOC-2127) are the screening and assessment tools used in the JCI.



Screening Responsibilities of Reception Social Worker

- Upon **Initial Admission** of Youth
 - ✓ Review the results of the COMPAS-Youth Part 3 scales (12, 13, 14).
 - ✓ **Refer** a youth with a **score of 4** or higher to a SUD social worker for an assessment using the **ADI-L**.
 - ✓ **Refer** a youth with a score **under 4** to a SUD social worker for an assessment using **ADI-L** if in the **social worker's judgment** the youth needs to be assessed or if there was insufficient information for the scales to be scored.
- Upon a **Youth's Return** to a JCI
 - ✓ **Re-administer the ADI-L** to establish the youth's current AODA use if:
 - a) youth previously scored 4 or higher on COMPAS-Youth Part 3 scales, or
 - b) youth returned based upon an AODA related violation or new offense, re-administer ADI-L to establish youth's current AODA use, or
 - c) youth has history of substance use while under community supervision.
 - ✓ If the youth returns to a JCI **after a 6-month or longer absence**, re-administer the ADI-L to establish the youth's current AODA use.
 - ✓ If the youth returns in less than 6 months for an aftercare revocation/termination of type 2 status based upon an AODA-related violation or new offense, re-enroll youth in SUD based on youth's original ADI-L assessment.

Assessment Responsibilities of SUD Social Worker

- Administer the Adolescent Diagnostic Interview-Light (**ADI-L**) (DOC-2127) **only after the youth has been screened with COMPAS**.
- Enter the appropriate ADI-L information into the AODA Roster in JJIS.
- Make a good faith effort to complete the assessment of a referred youth prior to the youth being transferred to another JCI or community placement.
- **Re-assess** youth based on **new information** received by JCI staff (e.g., youth admits he or she lied during the screening, information from parent/guardian).

DNA SPECIMEN FOR CERTAIN YOUTH

Wisconsin law requires 3 categories of youth to submit a human biological specimen for DNA analysis which should be **submitted during A&E**:

- **Youth adjudicated for mandatory DNA offenses.** The Dispositional Order [see Chapter 3] includes offenses for which a youth was adjudicated. The offenses are entered into JJIS. The DNA flag is automatically set for youth who committed mandatory offenses, unless specifically stayed by the court. [see Chapter 22]

- **Youth adjudicated for certain offenses found to be sexually motivated or are required by the court exercising its discretion under ss. 938.34(15)(a)2.** A court may exercise its discretion to order DNA for youth who committed other offenses designated by statute. In those cases, the OOA must set the DNA flag. [see Chapter 22]
- **Youth convicted of a felony or certain misdemeanors as an adult.** The law requires all individuals with a Judgment of Conviction for a felony or certain misdemeanors [see Chapter 3] to submit a DNA specimen. [see Chapter 22]

REVIEW AND GATHER INFORMATION FROM A VARIETY OF SOURCES

County information:

- 📄 **Speak with county caseworker, usually the person that prepared the dispositional report.**
- 📄 Verify the accuracy of the information in the youth's committing Dispositional Order.
- 📄 Ask the county if any Termination of Parental Rights actions have been filed and, if so, the status of the proceedings.
- 📄 Obtain copy of all prior juvenile court orders.
- 📄 Obtain copy of any Permanency Plan completed for a youth previously placed in alternate care.

DJC Social Services File: Review the youth's social services filed opened by the OOA to familiarize self with youth's history. Be sure to note information such as expiration date, detainers on file, pending charges, etc. [see Chapter 25]

Youth: Through an interview with the youth, learn about the youth's strengths and needs, attitude toward commitment, awareness of his or her effects on victims/witnesses, and perception of his or her treatment needs.

Parent/guardian: Contact the parent/guardian to introduce him/herself, notify the parent/guardian of the youth's placement at the JCI, and gather information regarding the youth's home and prior placements, if any.

Assigned teacher and primary youth counselor: Discuss the observations of and information learned about the youth by the teacher and youth counselor.

Agent: Discuss results of the FHA and any other treatment/release considerations. Transition planning related to post-institution placement and future treatment services begin upon reception of every youth at the JCI.

Health Services: Incorporate into the AER results of the Health Screening (DOC-3387).

Independent Living Services: Identify youth potentially eligible for Independent Living services and notify the Independent Living Program Coordinator.

COMPLETION OF A&E DOCUMENTS IN COMPAS

The social worker uses available documentation and youth self-report to complete the COMPAS-youth assessment. Policy and procedural guidance may be accessed on myDOC. The assessment is to be completed at least 5 working days before the initial JPRC.

- COMPAS-Youth
- CANS (social worker notes any CANS trauma items that score a 2 or 3 and the source of information on the AER)
- J-SOAP II (see Chapter 22 for specific instructions)

COMPLETION OF A&E DOCUMENTS IN JJIS

JJIS: The social worker completes various documents in JJIS at least 7 working days prior to the initial JPRC Conference. *[see Chapter 5]*

Required Documents

- Assessment and Evaluation Report (AER) (DOC-1933)
- Admission Assessment Dialogue
- Current Status Report (DOC-1935) (if returned after 6 months or less in community)

ASSESSMENT AND EVALUATION REPORT (AER) (DOC-1933) [FORM CAN BE PRINTED FROM MYDOC FOR USE IN GATHERING INFORMATION]

Summary of Contents of AER

- Incorporates input from JCI staff including youth counselors and teachers, youth's agent, county staff, and parents/guardian regarding numerous topics such as **past and current behaviors, treatment/services** received and recommended, and past delinquent/criminal activities of the youth.
- Makes **recommendations** regarding initial and subsequent **treatment program placement** and the youth's **broad goals** based in part upon COMPAS criminogenic needs, recommendations of the youth, family and community agencies.

- Makes tentative recommendations regarding **community release plans** for the youth based in part upon input received from various sources including the youth, DJC staff, family and community agencies.

Sections of the AER

- **Sources of Information:** interview with youth, list other sources and group them by type (e.g., COMPAS, police reports, county reports, psychological reports, etc.). The social worker may incorporate by reference a recent report and explain its significance.
- **Legal History:**
 - ✓ Committing Offense: date committed, statute number; indicate type of commitments (adult, juvenile and/or federal); youth's version of offense including admission or denial of offense; summary of police report citing the report. Include youth's version of change of placement/lift of stay, if applicable. Include all court-ordered miscellaneous provisions.
 - ✓ Restitution Order: restitution ordered by the court.
 - ✓ Pending Charges: provide any known information about any pending charges juvenile and adult, in or out-of-state.
 - ✓ Prior Offenses: list all offenses including the date, age when offense was committed, offense and any additional information.
- **Prior Treatment Interventions:** chronological list of prior interventions and out-of-home placements with dates and length of stay, and youth's impression of prior treatment interventions.
- **Interpersonal Relationships:**
 - ✓ Family Composite: family members and others living in the home; marital status; stability of family lifestyle; legal custody of the youth; family strengths; substance abuse; domestic violence; parenting; abuse or neglect issues; relationships with each family member; family members' mental health issues; dynamics of the family; legal issues; health, etc.
 - ✓ Peer influence: composite of peers including age; peer group strengths; drugs; activities; gangs; aliases/nicknames; and criminal history of peers.
 - ✓ Sexuality: composite of sexual partners including number, age disparity between sexual partners and youth; and parental status of youth.
 - ✓ Physical and Sexual Victimization: general statement indicating occurrence; age; relation to perpetrator; and status of report, if any, submitted to DCF.
- **Health Issues:**
 - ✓ Physical Health: pre-existing and acute conditions; and medications and activity restrictions as they relate to program participation.
 - ✓ Mental Health: self-harming behavior; suicide-screening including recent or past attempts and ideation; and mental health history including referrals, diagnosis and medications.
- **Education/Vocational:** last grade level; acting out/disruptive behavior in school; career interests; special academic programming; career development and/or vocational programming; community service; and previous employment, if any.
- **Risk Factors:**
 - ✓ Physical or Sexual Aggressive Behavior: including weapons, youth impression, aggressive school behavior, propensity for violence, gang violence, perpetrator of violence including

sexual assault and domestic violence, restrained while in custody, also note threats toward others and other assaultive verbal behavior.

- ✓ **Runaway History:** AWOL not defined strictly as 24 hours: AWOL from parental home, out without permission; formal placement, delinquent charges while AWOL.
- ✓ **Substance Abuse:** frequency of substance abuse; types of substances and youth's opinion regarding use.
- **Observation and Analysis:** non-adjudicated delinquent behavior; institution behavior related to information received; out of control behavior; youth's issues; and youth's perception of his or her needs noted on the COMPAS-Youth.
- **Recommendation and Goals:** describe the youth's social, psychological, career development/vocational, health and security needs; broad program goals for the youth; treatment needs both in the JCI and while on community supervision consistent with available resources; court-ordered/recommended programs; and recommendations relating to the extension or discharge of the youth taking into account the protection of the public.

ADMISSION ASSESSMENT DIALOGUE

Social worker completes the dialogue in JJIS prior to or shortly following the initial JPRC. See detailed instructions included at the end of chapter 26.

OBTAIN ESSENTIAL DOCUMENTS FOR YOUTH

A request will be included in the information packet sent to all parents/legal guardians to forward a copy of the youth's Social Security card and a CERTIFIED copy of their Birth Certificate to LHS/CLS. It will be noted that these important documents will be placed in the youth's Lifework Education Portfolio that he/she will eventually take back to the community. Should these items not be forwarded to the institution, the social worker should **begin the process of obtaining** the Social Security card and certified copy of the birth certificate during A&E.

Social Security Card

DJC will assist incarcerated youth in obtaining a replacement social security card in accordance with the current Memo of Understanding with the Social Security Administration [see MOU]. For youth who are not eligible to obtain a social security card under the current MOU, the Social Worker will assist the youth in completing the application, obtaining the necessary documents and contacting SSA [in accordance with the MOU and SSA rules].

The social worker should advise the youth about the information to be sent to the Social Security Administration prior to the youth signing the application.

The social worker should enter appropriate roster information in JJIS when the applications are submitted and when the documents are received. JJIS should also be used to document when requesting and receiving birth certificates and state identification cards.

Certified Copy of Birth Certificate

- Youth born in **Wisconsin**
 - ✓ The assigned social worker will complete the "Wisconsin Birth Certificate Application (DPH-5291) form.
 - ✓ The institution will absorb the fees necessary to receive each birth certificate.



- Youth born **out-of-state**: Call the Office of Vital Statistics in the state the youth was born, to determine the requirements for obtaining a certified copy of a birth certificate.

Importance of SSN and Birth Certificate

- When **leaving the JCI**, all youth should have in his or her possession a **social security card and a certified copy of his or her birth certificate**.
- Without these documents, the youth will be unable to obtain a State ID card, employment or a driver's license. In some cases, youth born out-of-state and residing in alternate care have had to wait months to receive these documents.
- If a youth does not have these documents at the time of leaving the JCI, the agent/designee obtains the documents while the youth is on community supervision.
- The Social Security **card and birth certificate** should be placed in a **sealed envelope** and kept in a secure location until the youth is ready to return to the community at which time the envelope should be stapled to the back of the youth's **LifeWork Education Portfolio**.

SPECIAL REQUIREMENTS FOR SEX OFFENDERS

Evaluation

During A&E, staff consisting of the treatment specialist, SOAR social worker, A&E social worker and clinical services staff review Chapter 980 youth to determine the appropriate sex offender program for the youth. [see chapters 5, 6 and 22]

Standardized, research based tools, such as the Juvenile Sex Offender Assessment Protocol-II (J-SOAP II) are to be used in evaluating all juvenile sex offenders. The following scoring steps will be used to score the J-SOAP II during the assessment process and after treatment during the youth's Transition Phase:

- Scales 1 and 2 will be scored during A&E to inform JPRC recommendations about sex offender treatment expectations.
- Scales 1, 2, & 3 of the J-SOAP II will be reviewed and/or scored in COMPAS during intake into the sex offender treatment program (SOAR).
- Scale 4 will be completed in reception if the youth has been in the community for at least two months prior to admission to the institution, and file material and/or other information are sufficient to assign scores.
- At Lincoln Hills School, the SOAR program psychologist will score the scales and then take them to the treatment team meeting where they will be reviewed and finalized.
- The SOAR program psychologists at Lincoln Hills Schools will complete the J-SOAP II scoring tool in COMPAS after the scores have been finalized. If the youth is a non-Chapter 980, Scales 1-4 will be re-scored during the youth's Transition Phase by the same staff as mentioned above after completion of the treatment program.
- After the scales are scored and signed, the re-integration social worker will distribute copies to:
 1. The state agent (if one is assigned)
 2. The state field supervisor
 3. The county liaison worker
 4. The county aftercare worker (if different from the assigned county liaison)
 5. OJOR
- The J-SOAP II Scales will be maintained in the youth's Social Services file under Assessment Section 2.
- Chapter 980 Internal (DOC-1946)

Referral

When a youth's court order includes a requirement that DJC complete a psychological assessment of the youth pertinent to a hearing on sex offender registration, the social worker will submit a referral to Clinical Services. The referral should include the general timeframe the report should be prepared, e.g., at the end of treatment.

RESPONSIBILITIES OF AGENTS

OVERVIEW

Youth from counties that provide their own aftercare supervision do not have a DJC agent, but a county case manager/liaison instead. The county representative completes A&E documentation using DJC or similar forms and attends the JPRC conferences. [see Chapter 5] Counties do not have access to JJIS.

Youth from **counties that contract with DJC to provide aftercare supervision** have a **DJC agent assigned to their cases upon admission to a JCI**. The numerous responsibilities of an agent begin during A&E. Agents conduct a home visit, have contact with the youth, review records and complete required documentation prior to the initial JPRC. [see Chapter 5]

COMMUNITY SUPERVISION (FIELD) FILE

The appropriate community corrections office creates a field file for a youth assigned to his or her caseload. **See chapter 25 for instructions for creating file.**

REVIEW AND GATHER INFORMATION FROM A VARIETY OF SOURCES

Packet of information sent by the JCI

Review all information sent by the JCI such as the following:

- 📄 Dispositional Order and Report prepared under s. 938.33, Stats.
- 📄 Court history including prior court orders
- 📄 Prior treatment and services received
- 📄 Educational records
- 📄 COMPAS-Youth assessment and bar scale
- 📄 Other records sent to the JCI by the county

Youth

- Send a letter of introduction to the youth including the information in the sample letter (later in this chapter) on letterhead from agent's field office.
- Attempt to meet the youth personally prior to writing the FHA.

Parent/guardian

- Introduction

Within 5 working days of case assignment, call and/or write a **letter of introduction** to the youth's parent/guardian that includes the information in the sample letter (later in this chapter) on the letterhead of agent's field office.

- **Home visit:** Meet with the youth's parent/guardian and other family members, referred to as a home visit, to accomplish the following:



Assess the family's **strengths and weaknesses**, **attitudes** toward the youth, and perceptions of the youth's **treatment needs**

Solicit the family's **recommendations** for community release options

Gain an **overall impression** of the home and family environment

Develop a **tentative community supervision/transition plan** for the youth to be included in the FHA

Assess the parent/guardian's primary language and indicate if they may need translation or interpretation services, using DOC-2664 form.

In some cases, the agent may not be able to meet with the parent/guardian and obtains the above information during a telephone conversation. If no contact with parent/guardian takes place prior to the initial JPRC, the agent completes the FHA based upon information available.

Contact JCI Social worker: Contact the JCI social worker by phone within 3 working days following the home visit to share results of the home assessment.

A&E DOCUMENTS IN JJIS

The agent completes the Family and Home Assessment (FHA) (**DOC-1939**) in JJIS **at least 3 working days prior to the initial JPRC**. They assess and evaluate the youth's tentative placement options after leaving the JCI.

FAMILY AND HOME ASSESSMENT (FHA) (DOC-1939)

Purpose

*The FHA is a **narrative social history**, completed in JJIS, about the youth's family based on the agent's interview with family members. The agent uses the information gathered to assess the family situation, make recommendations, and propose an initial community supervision/transition plan. It supplements the Dispositional Report. [see Chapter 3] [Form can be printed from MyDOC for use in gathering required information.]*

The DJC agent completes a **FHA for a youth who will be supervised by a DJC agent** when he or she returns to the community. A DJC agent does **not** prepare a FHA for a youth with an adult sentence only or whose committing county provides its own community supervision because those youth do not have a DJC agent. If the youth has no family, or no family members can be found after diligent effort by the agent to locate them, the FHA will so note.

If the FHA cannot be completed before the initial JPRC because the parent/guardian cannot be found or does not cooperate, the agent must continue to attempt to complete it during the youth's JCI stay.

Instructions

Instructions for completion in JJIS can be found in MyDOC:

- Whether there are guns or weapons in the residence
- If a parent or other family member is on probation or parole and, if so, name(s) of agents
- Parent(s) employment status and patterns of employment
- History of child maltreatment, if any
- Parent(s) awareness of school problems: truancy, expulsion, etc.
- Victims in the home or neighborhood, or who attend the same school the youth may attend
- Youth's prior gang involvement, if any
- Family attitude toward youth's commitment
- Family's perception of youth's treatment needs
- Family's recommendation for youth's release to the community

ASSIGNMENT OF A DJC AGENT DURING YOUTH'S STAY AT A JCI

During the youth's stay at the JCI, a county that provides its own aftercare may decide the youth is appropriate for an administrative transfer to a Type 2 placement in the community rather than to county aftercare. [see Chapter 10]

If the plan is to transfer a youth to a Type 2 RCC, the county may provide the Type 2 supervision. However, the county may request that DJC provide supervision for a youth transferred to a Type 2 RCC even if the county normally provides its own aftercare.

DJC supervises all youth transferred from a JCI to the Corrective Sanctions Program (CSP) as well as youth in the community phase of the Serious Juvenile Offender Program (SJOP). [see Chapters 3, 10 & 13]

When a youth did not have a DJC agent assigned upon admission to a JCI, but will be supervised by a DJC agent when leaving the JCI, a DJC field supervisor assigns the case to a DJC agent who then completes the DOC-1939 in JJIS.

EDUCATION STAFF RESPONSIBILITIES

OVERVIEW OF THE A&E EDUCATIONAL PROCESS

At least 7 days prior to the initial JPRC, the teacher assigned to a youth completes the **Education Evaluation Report (EER)** (DOC-1936) in JJIS. The EER describes a youth's prior school history, identifies primary learning style, educational deficits and strengths, and recommends an individual educational plan.

During A&E, education staff compile documentation that provides a **foundation for writing the ICCP Educational Plan** for the youth. The social worker responsible for the youth's COMPAS provides information to education staff from Part 4 on education-related criminogenic needs to assist in developing ICCP education plan. [see Chapters 4,6 & 7] Career assessment and

Independent Living Assessment results and reports are placed in the youth's Portfolio maintained by education staff.

ASSESSMENT OF YOUTH ACADEMIC SKILLS/TESTING

Most youth entering DJC have moderate to severe academic deficits, e.g., their functional literacy scores are much lower compared to their same-aged peers. A youth's grade level functional literacy scores give professional staff only a broad idea of student needs, e.g., two youth may score exactly the same on a given test but differ significantly in specific educational needs. Youth will be evaluated using a norm-referenced test to help determine levels of relative proficiency. To do this, education staff will administer the Star Reading and Star Math assessment programs, or another appropriate achievement battery with professionally accepted standards of reliability, validity, and standardization.

After observing a youth and analyzing his or her performance on an appropriate achievement battery, a youth suspected of being learning disabled should be referred for a special education evaluation.



REVIEW OF PRIOR RECORDS

When available, A&E teachers also review the **youth's prior school records**. Patterns of truancy, suspensions, expulsions and frequent changes in schools are determined. Prior placements in alternative schools, special education, and number of credits are reviewed and documented. Exposure to career development activities and vocational learning are also reviewed and documented. Possible Limited English Proficiency (LEP) is noted.

TEACHER OBSERVATIONS

A&E teachers also **directly observe the youth** in both one-on-one and group situations. The observations are focused on a wide spectrum of youth behaviors. Ways in which the youth seems to learn best may differ significantly depending upon the teaching environment. Overall, DJC youth learn best in classes with high ratios of teacher time to youth. In youth with lower scores, the general rule is the lower the score, the higher the percentage of teacher attention required for the youth to learn.

PSYCHOLOGICAL/BEHAVIORAL INFORMATION

As staff time permits, school psychologists may administer an appropriate test battery to assess cognitive abilities. Additional behavioral information regarding a youth's ability to learn is analyzed and reported.

LIFEWORk EDUCATION PORTFOLIO

During A&E, each youth begins to assemble his or her **Portfolio that remains with education staff**. Assessment results, identification (e.g., Birth Certificate) and Social Security numbers may be included in the Portfolio at this time. Youth who do not have identification or SSN will need to obtain them prior to release into the community. The process to obtain them should begin during A&E. Once the documents are obtained, they should be included in the Portfolio and completion documented on the Portfolio Checklist DOC-2312.

COMPLETION OF THE EER

The EER is primarily an evaluation and planning tool. During A&E, teachers prepare a detailed two-page summary for the Education Section. It is used to **determine the youth's initial school program** and as a communication about special education, i.e., either to continue the public school's work or a pre-referral to the JCI's special education program.

PART I: Education Evaluation

The subheadings of Part I of the EER are in accordance with s. DOC 371.09 (2), WI. Adm.Code.

- **Prior School History:** List grades completed, schools attended, including alternative schools, suspensions and expulsion history, if known. Describe any involvement in career development activities, work-based learning and other vocational learning.
- **Special Programs Provided or Referrals to Special Programs:** List special education needs information or the status of a referral to SPED; list Section 504 placements, if any. List other special program title, chapter, etc. For example, SUD programs.
- **Limited English Proficiency** A designated A&E teacher administers the Home Language Interview Youth (DOC-2664A) to determine if a potential LEP need exists. Refer to DJC Policy 13-03 for detailed information.
- **Assessment Instruments** Used in Determining Present Levels of Educational Achievement: List names of the tests and the scores/grade levels. State whether or not the youth is on track, severity of deficits, etc.
- **Most Critical Educational Achievements:** State the youth's strengths in past educational programs or any special abilities. May include observations of listening skills, classroom behaviors, etc.
- **Most Critical Educational Deficits:** State the youth's weaknesses in past educational programs or any special deficits. May include observations of listening skills, classroom behaviors, distractibility, instigator, etc. Site specific special education areas, if known.
- **Specific Areas in Which Transition Services are Needed While Under DJC Supervision** (includes institution and field): State status of credits, work towards HSED, etc. State direction for future vocation preferences, skills, how realistic, etc.
- **Recommendation of Individual Educational Plan** Complying with Federal and State Statutes and Regulations Governing Education: State whether or not the youth will need preparation for a return to community schools or tech school, have special services such a calculator, to continue with his or her education, etc.

PART II: Other Pertinent Information

Include any information that is educationally pertinent but does not readily fit under the statutory categories, e.g., **health problems** that might affect education, do not schedule into certain class environments (e.g., around kitchen implements, machines), **community service work, volunteer activities or other employment related experiences**. If plan needs interim review, state that in this section.

HEALTH SERVICES & PSYCHOLOGY STAFF A&E RESPONSIBILITIES

Health Services follows an intake process that includes the completion of Health Screening-DJC (DOC-3387), health history, various screenings, and physical and dental examinations. HSU communicates significant findings of the screening process to the social worker to be incorporated into the AER that is due at least 3 working days prior to the initial JPRC.



SUICIDE SCREENING

Within 24 hours of admission to the JCI, the psychologist or shift supervisor administers the **self-harm assessment (DOC-2097) to all youth**. A designated staff person administers the MAYSI-2 (Massachusetts Youth Screening Instrument-2) psychological screening tool to all youth according to institution protocols. He or she submits the screening tools to clinical services.

Depending on the score and/or observations, **clinical services may evaluate the youth during A&E.**

TRANSITIONAL INDEPENDENT LIVING PROGRAM

ASSESSMENT

Administration of Assessment

During A&E, a JCI staff member administers the Daniel Memorial Assessment of Independent Living Skills to all **youth**. See references under Lifework Education earlier in this chapter.

Content of Assessment

The assessment addresses the youth's knowledge in 16 life skills categories. It is comprised of multiple choice questions, and true or false questions. These questions are at a 6th grade reading level. A short form interview assessment is available for those youth below a 6th grade reading level.

Forwarding of Results to TILP

A computer scored and/or assessment booklets and answer sheets are available to all JCI Reception Centers. If assessments are completed in hard copy, designated staff must enter the answers for computer scoring. While the youth completes the assessment, a JCI staff member must be available to answer any questions. The assessment takes approximately 2 hours to complete. The JCI staff member administering the assessment prints the resulting reports, sends the Assessment Report to the ILP Coordinator and files the complete Assessment and Skills Plan reports in the youth's Lifework Education Portfolio. If the youth is in special education programming during his/her stay in the JCI, a complete copy of the reports should be placed in the youth's SPED file.

If independent living is a possibility for the youth, the complete assessment can be utilized to address any identified areas of deficiency. In addition to the Independent Living Assessment, a transition plan is also developed.

SAMPLE INTRODUCTION LETTER TO YOUTH'S PARENT/GUARDIAN**USE APPROPRIATE LETTERHEAD**

(Current Date)

(Name of Parent/Guardian)
(Mailing Address)
(City, Street, Zip Code)

Dear Mr./Ms. (Last Name of Parent/Guardian):

This is an introduction letter to notify you that I am the assigned agent for (Name of Youth). As your (son's/ daughter's) assigned agent, I will follow (his/her) progress while in the institution. When (he/she) is ready to leave the institution, I will work with your (son/daughter) and the assigned social worker to plan for placement in the community. While your (son/daughter) is on community supervision, I will work with (him/her) on the Individual COMPAS Case Plan (ICCP) to achieve the goals and objectives.

In about 30 days from your (son's/daughter's) admission to the institution, the Joint Planning and Review Committee (JPRC) will meet for the first time to discuss (his/her) case. The JPRC includes the assigned social worker at the institution, an Office of Juvenile Offender Review (OJOR) reviewer, a county staff person and myself. At the JPRC, we will discuss the treatment needs and broad program goals for your (son/daughter) to work on while in the institution. We will also talk about possible community supervision plans when JPRC believes (he/she) is ready to leave the institution. You and your (son/daughter) may attend and participate in the JPRC. I will either attend the JPRC or participate by telephone.

To help me prepare for the JPRC conference, I will be calling you to schedule a home visit. During the home visit, you can provide critical background information, thoughts/concerns about community supervision, and the treatment needs for your (son/daughter). Based on the home visit, I will recommend a possible community supervision plan. Before we meet for a home visit, I will try to meet with your (son/daughter) at the institution.

In addition, I am requesting a copy of (First Name of Youth)'s Social Security Card and Certified Copy of Birth Certificate. These documents are essential during community supervision. You may give me the documents at our home visit or send them to the following address:

(Name of Agent)
(Mailing Address)
(City, State, Zip Code)

If you have any questions or want to schedule the home visit, please call me at (000) 000-0000.

Sincerely,

(Name of Agent)
Juvenile Services Agent

cc: Field file

SAMPLE INTRODUCTION LETTER TO YOUTH**USE APPROPRIATE LETTERHEAD**

(Current Date)

(Name of Youth) (J-number)
(Name of Institution)
(Mailing Address of Institution)
(City, State, Zip Code)

Dear (First Name of Youth):

This letter is to notify you that I am the assigned agent to your case. In the next few weeks, I will be meeting with your parents/guardian to talk about your treatment needs and the type of community supervision that may be best for you when you leave the institution. Before I meet with your parents/guardian, I will try to meet with you at the institution.

About 30 days after your admission to the institution, the Joint Planning and Review Committee (JPRC) will meet for the first time to discuss your case. The JPRC includes your assigned social worker at the institution, an Office of Juvenile Offender Review (OJOR) reviewer, a county staff person and myself. At the JPRC, we will discuss your treatment needs and broad program goals to work on while in the institution. We will also talk about possible community supervision plans when JPRC believes you are ready to leave the institution. You and your parents/guardian may attend and participate in the JPRC. I will either attend the JPRC or participate by telephone.

As your assigned agent, I will follow your progress while in the institution. When you are ready to leave the institution, I will work with you and your assigned social worker to plan for your leave from the institution. While you are on community supervision, I will work with you on your Individual COMPAS Case Plan (ICCP) in achieving your goals and objectives.

Please have your social worker call me if you have any questions or concerns about community supervision.

Sincerely,

(Name of Agent)
Juvenile Services Agent

cc: Field file