Readiness Assessment

ABRIDGED ASSESSMENT

A national program founded by the Robert Wood Johnson Foundation®

RECLAIMING FUTURES
Communities helping teens overcome drugs, alcohol & crime

INSTRUCTIONS
The following list of questions has been developed specifically for communities considering how to begin to organize a Reclaiming Futures effort. Local leaders should utilize these questions during formal or informal dialogues and take actions based on the results of these conversations and a self-assessment of their readiness to proceed. Finding the answers to these questions could be considered the first essential step in completing a comprehensive Reclaiming Futures implementations planning process. For more informations, visit: **www. reclaimingfutures.org**

the Reclaiming Futures model

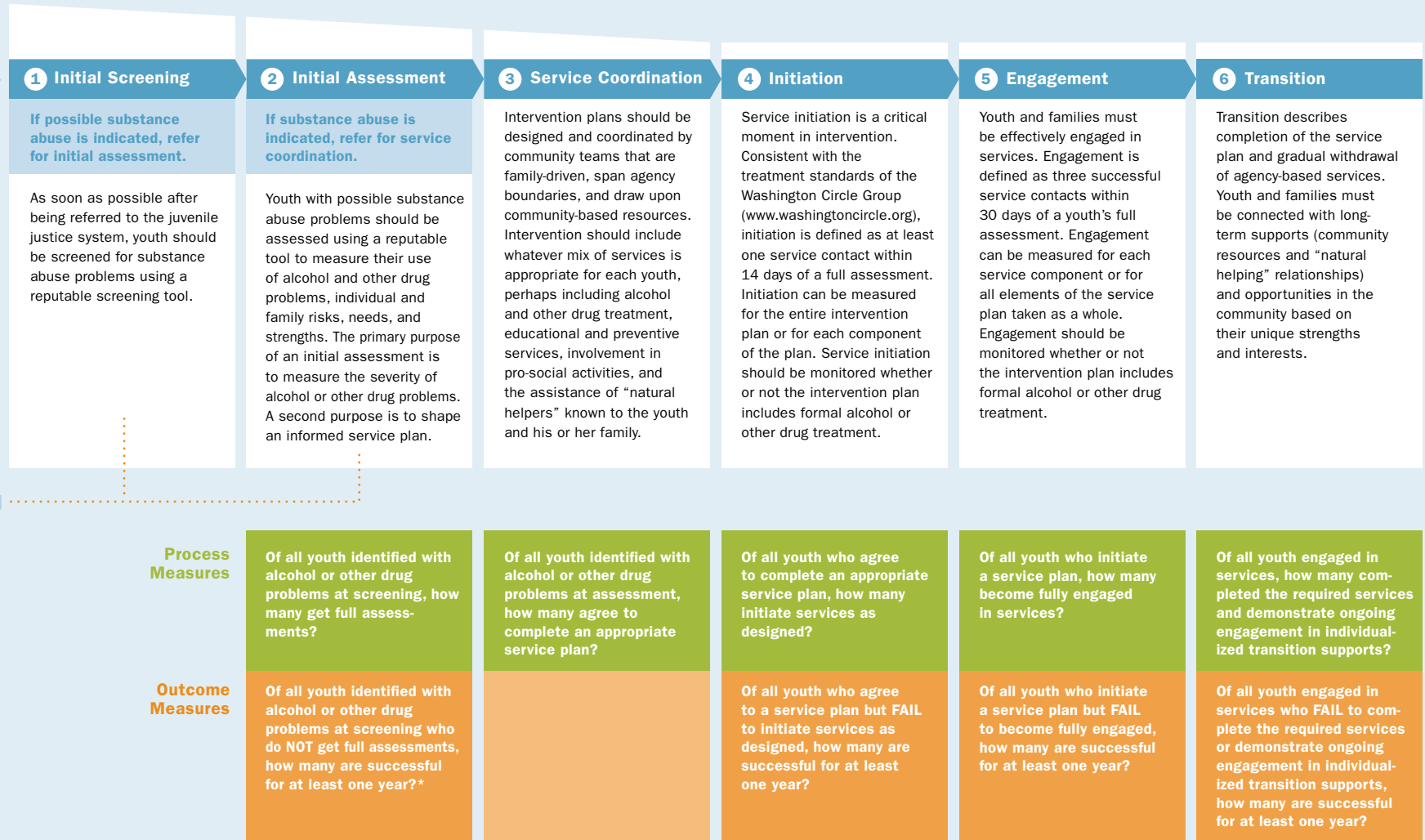**Youth referred to the juvenile justice system for law violations**

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Youth eligible for treatment or supervision in the community

COORDINATED INDIVIDUALIZED RESPONSE

COMMUNITY DIRECTED ENGAGEMENT

① Initial Screening	**② Initial Assessment**	**③ Service Coordination**	**④ Initiation**	**⑤ Engagement**	**⑥ Transition**
If possible substance abuse is indicated, refer for initial assessment.	**If substance abuse is indicated, refer for service coordination.**	Intervention plans should be designed and coordinated by community teams that are family-driven, span agency boundaries, and draw upon community-based resources. Intervention should include whatever mix of services is appropriate for each youth, perhaps including alcohol and other drug treatment, educational and preventive services, involvement in pro-social activities, and the assistance of "natural helpers" known to the youth and his or her family.	Service initiation is a critical moment in intervention. Consistent with the treatment standards of the Washington Circle Group (www.washingtoncircle.org), initiation is defined as at least one service contact within 14 days of a full assessment. Initiation can be measured for the entire intervention plan or for each component of the plan. Service initiation should be monitored whether or not the intervention plan includes formal alcohol or other drug treatment.	Youth and families must be effectively engaged in services. Engagement is defined as three successful service contacts within 30 days of a youth's full assessment. Engagement can be measured for each service component or for all elements of the service plan taken as a whole. Engagement should be monitored whether or not the intervention plan includes formal alcohol or other drug treatment.	Transition describes completion of the service plan and gradual withdrawal of agency-based services. Youth and families must be connected with long-term supports (community resources and "natural helping" relationships) and opportunities in the community based on their unique strengths and interests.
As soon as possible after being referred to the juvenile justice system, youth should be screened for substance abuse problems using a reputable screening tool.	Youth with possible substance abuse problems should be assessed using a reputable tool to measure their use of alcohol and other drug problems, individual and family risks, needs, and strengths. The primary purpose of an initial assessment is to measure the severity of alcohol or other drug problems. A second purpose is to shape an informed service plan.				

If no substance abuse is indicated, resume traditional juvenile justice process ←

Process Measures	Of all youth identified with alcohol or other drug problems at screening, how many get full assessments?	Of all youth identified with alcohol or other drug problems at assessment, how many agree to complete an appropriate service plan?	Of all youth who agree to complete an appropriate service plan, how many initiate services as designed?	Of all youth who initiate a service plan, how many become fully engaged in services?	Of all youth engaged in services, how many completed the required services and demonstrate ongoing engagement in individualized transition supports?
Outcome Measures	Of all youth identified with alcohol or other drug problems at screening who do NOT get full assessments, how many are successful for at least one year?*		Of all youth who agree to a service plan but FAIL to initiate services as designed, how many are successful for at least one year?	Of all youth who initiate a service plan but FAIL to become fully engaged, how many are successful for at least one year?	Of all youth engaged in services who FAIL to complete the required services or demonstrate ongoing engagement in individualized transition supports, how many are successful for at least one year?
					Of all youth who complete the required services and demonstrate ongoing engagement in individualized transition supports, how many are successful for at least one year?

* Success may be defined in various ways, including the absence of new arrests or new court referrals, no new drug use, reduced drug use, no subsequent referrals for drug or alcohol treatment, or some combination of these measures.

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FEBRUARY 2013

Readiness Assessment (Abridged)

OVERVIEW AND BROAD VISION

1. What is our vision for a system of care and opportunity for the young people in our community?

2. What other system reforms have we succeeded at, and what have we learned from them? What attracts us to the Reclaiming Futures effort—how is it like us or like things we have done in the past? What strength does this highlight in our community?

3. How would our services benefit, both by qualitative improvements and by cost savings as a result of the Reclaiming Futures model?

LEADERSHIP FOR CHANGE

1. Do we have a committed core group of leaders who are already on board with the idea of pursuing a Reclaiming Futures approach? This might include local judges, probation leaders, community leaders, families and youth leaders, treatment leaders, school leaders, and others. (Note: This does not imply that *everyone* who will ultimately be important to the success of the effort is currently in dialogue, but the presence of a core group is important to conceptualizing an agency's readiness to proceed.)

2. Are we ready and able to position a change leader who will serve as a coordinator for this effort?

3. Have we agreed as leaders that we are ready to commit to a multiyear process that will involve rigorous system- and agency-wide dialogue, robust coalition development, and the ability to create cross-system relationships?

PLANNING FOR COLLABORATION

1. What kinds of planning processes have we used in mulityear program development or reform efforts previously? Are we satisfied with them?

2. Given that many different groups will be learning about various aspects of change and improvement in an initiative like this one, how can our training and technology transfer resources be engaged and prepared?

3. What tools (for example, interorganizational agreements, memoranda of understanding) have we used previously? Are they sufficient for future partnerships or the expansion of current partnerships?

COMMUNITY-DIRECTED ENGAGEMENT

1. What kinds of community involvement programs do members of the collaborative currently have in place? How is success defined? Are members of the collaborative satisfied with their success?

2. Do community members understand that their role in helping to *reclaim* young people is essential for success? How do they demonstrate this understanding?

3. Do local agencies (juvenile justice, treatment, and others) welcome community involvement and active participation in both individual cases and in larger program activities such as reforms or development? (Note: This may include a fundraising role). If so, how can we build upon this? If not, how can we encourage this change?

DATA AND EVALUATION

1. What are we most satisfied with in our ability to manage information in our current system? How did we accomplish this?

2. Does the way we currently track young people throughout our system give us an accurate picture of their process and, ultimately, of their outcomes (including when they become engaged in meaningful community activities)? Who sees this progress? Who receives regular briefings about it? Are we willing to expand the pool of people who participate and are regularly briefed about this?

3. Have data management specialists been included in the development of our leadership team as early as possible? Do they welcome the types of data system reforms, shifts, and modifications that Reclaiming Futures might introduce into our system?

SCREENING AND ASSESSMENT

1. Are we satisfied with the descriptive information we currently have regarding the behavioral health needs of young people in the justice system?

2. Do we share an understanding and philosophy (across programs and parts of the system) about the importance and need for standardized, evidence–based screening? For comprehensive assessment? Are we familiar with our available options?

3. Who is most likely to support the idea of improving the quality of screening and assessment? Are they fully engaged in the planning process?

SERVICE COORDINATION

1. In conducting comprehensive case coordination among our juvenile offender population, what are we doing well?

2. Are the multiple partners and sectors typically involved in a youth's case adequately familiar with individual treatment plans, and do they have meaningful input and feedback loops regarding those plans?

3. Are we satisfied that documentation we utilize accurately captures the potential breadth of a youth's activities? Are we satisfied that this information is accurately included in each youth's data profile?

INVITATION, ENGAGEMENT, AND TRANSITION

1. When was the last time that members of the leadership team did a walk-through exercise to observe how young people and their families experience the juvenile justice and treatment systems? What did the experience teach your team?

2. Are we conscious of information that can illuminate whether any groups are faring better or worse in initiation, engagement, and transition from services? What are the implications of carefully addressing any success gaps?

3. Are we satisfied with our understanding of the importance of balancing a need for treatment activities with positive youth development activities? Do we believe each component is valued in the initiation, engagement, and transition process by all involved? If not valued everywhere, where is it valued?

BROADENING COMMUNITY SUPPORTS

1. What has been our most successful effort to communicate with decision-makers and the general public about the work that is done in our systems on behalf of young people, their families, and the community?

2. Are we satisfied with the degree to which our past communications efforts have invited community participation?

3. What messages are most important to communicate regarding the need for improved responses, care, and opportunity for young people in trouble with alcohol, drugs, and the law?

SUSTAINING AND EXPANDING THE EFFORT

1. What have been our biggest successes in sustaining the changes we've made? What have we learned about sustaining change?

2. Are we satisfied with the degree to which all core team members share a common vision, goals, and skill set for beginning new endeavors with a need to think about sustainability from the onset?

3. Do we have ideas about the department-level, agency-level, county-level, state-level, or federal-level issues that might affect our efforts to incorporate the Reclaiming Futures model for maximum sustainability?

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Reclaiming Futures is a new approach to helping teenagers caught in the cycle of drugs, alcohol and crime. A national program founded by the Robert Wood Johnson Foundation, Reclaiming Futures is housed in the Regional Research Institute School of Social Work at Portland State University.

Portland State
UNIVERSITY

Portland State University serves as a center of opportunity for over 28,000 undergraduate and graduate students. Located in Portland, oregon, one of the nation's most livable cities, the University's innovative approach to education combines academic rigor in the classroom with field-based experiences through internships and classroom projects with community partners. The University's 49-acre downtown campus exhibits Portland State's commitment to sustainability with five LEEd certified buildings, while many of the 213 bachelor's, master's and doctoral degrees incorporate sustainability into the curriculum. PSU's motto, "Let Knowledge Serve the City," inspires the teaching and research of an accomplished faculty whose work and students span the globe.