
ATTACHMENT A
SELF-STUDY AND PLANNING TOOL

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The self-study tool is designed to help facilities and institutional schools reflect on their use of key strategies related to youth transitioning into, through, and out of the juvenile justice system. The ultimate purpose of the self-study tool is to have juvenile justice facilities prioritize the strategies presented in this document, assess the current level of implementation of each strategy, and then make a plan for revising current processes to make better use of the presented strategies. Strategies are organized into sections that parallel the toolkit: 1) General Transition Strategies, 2) Stage 1: Entry into the justice system, 3) Stage 2: Residence, 4) Stage 3: Exit from incarceration, and 5) Stage 4: Aftercare. Because the strategies in the first section, General Transition Strategies, are broad, specific sub-strategies are presented for each strategy.

To complete the tool, assign each strategy a priority level (i.e., low, medium, high). Ideally, a multidisciplinary team of school and facility staff would convene to set priorities. The priority level might also be informed by other planning and systemic initiatives of the institution. Then examine the evidence of practice for each strategy to determine its current level of implementation.

Once you have collected all the data, analyze your findings. Review all high-priority strategies and their current level of implementation. Select areas for improvement by highest priority and lowest level of implementation.

After the tool has been completed and the information analyzed, develop a plan for action based on your findings. A form at the end of this section allows you to log next steps, the resources required to proceed, the responsible parties, and the evidence you can monitor to track your progress.

General Transition Strategies

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General								
			<p>I. Communicate openly and strategically with other individuals involved in the transition process</p> <ul style="list-style-type: none"> • Ensure interagency/intersystem collaboration • Clearly define and articulate roles and responsibilities • Use team-based transition planning • Establish contractual agreements • Establish regular and consistent communication with youth/ family 					
			<p>II. Develop a transition plan and monitor progress</p> <ul style="list-style-type: none"> • Create a transition plan • Maintain ongoing monitoring and tracking • Provide long-term follow-up 					
			<p>III. Provide a range of supports</p> <ul style="list-style-type: none"> • Assign a mentor/adult advocate • Provide pre-release training • Conduct pre-release visits and “admission interviews” • Offer social and emotional learning and supports • Provide special education and/or English language development (ELD), if appropriate • Develop youth-guided and family-driven wraparound approaches that provide strengths-based services • Provide transitional counseling • Use youth development services 					

General Transition Strategies

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General (cont.)								
			IV. Conduct regular and rigorous evaluation of transition programs <ul style="list-style-type: none"> • Collect and analyze data for formative and summative purposes • Collect data from multiple sources, ensuring that multiple perspectives are represented • Collect data reflecting outcomes and progress at all stages, including post-transition data • Use data to inform program improvement efforts • Make data findings publicly available, demonstrating progress and documenting continued commitment to education and transition outcomes 					
			V. Ensure that adequate funds are allocated to transition services <ul style="list-style-type: none"> • Determine the level of effort and materials required to deliver adequate transition services • Earmark adequate funds for transition services that reflect current and anticipated future demand • Explore funding options for transition services, including Title I, Part D 					
			VI. Other:					
			VII. Other:					

General Transition Strategies

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
Records Transfer								
			I. Ensure that records are: <ul style="list-style-type: none"> • Accurate • Complete • Useful • Timely • Confidential 					
			II. Identify pertinent Federal, State and local laws and regulations <ul style="list-style-type: none"> • Learn/review Federal, State, and local laws concerning the transfer and sharing of youths' records • Learn/review Federal, State, and local laws concerning youth confidentiality 					
			III. Collaborate and communicate with all involved individuals and agencies <ul style="list-style-type: none"> • Establish what information to include in a student's record and create a timeline • Delegate responsibilities • Enlist the help and support of family members • Establish follow-up procedures 					
			IV. Develop and use an electronic data system <ul style="list-style-type: none"> • Establish an electronic data system to maintain youths' records • Hire data clerks and/or train existing personnel to manage records 					

General Transition Strategies

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			VI. Other:					
Records Transfer (cont.)								
			VII. Other:					
Family Involvement								
			<p>I. Help families overcome barriers and make the environment welcoming to families</p> <ul style="list-style-type: none"> • Help family members overcome any initial hesitation about involvement • Reassure parents that their child's behavior does not reflect on them as parents • Communicate to family members that school is a place for education, whereas the institution/facility is where the child is held accountable • Provide an array of opportunities for involvement • Assess each family's level of involvement and act accordingly 					
			<p>II. Communicate with families in a manner that is comfortable and accessible</p> <ul style="list-style-type: none"> • Be respectful and culturally competent in interactions • Continue to reach out to families, even if they seem disconnected • Use multiple modes of communication 					

General Transition Strategies

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
Family Involvement (cont.)								
			VI. Other:					
			VII. Other:					

Stage 1: Entrance Into the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General								
			I. Conduct intake assessments					
			II. Assemble a transition team and develop a transition plan					
			III. Clearly define roles and responsibilities of individuals involved in youth transition to aid in open communication					
			IV. Track and monitor youth progress					
			V. Refer youth to diversion or community-based programs, when appropriate					
			VI. Other:					
			VII. Other:					
Records Transfer								
			I. Request records that will allow you to make appropriate referrals and provide needed services and supports.					
			II. Identify a single person to manage all youth records on entry					

Stage 1: Entrance Into the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
Records Transfer (cont.)								
			III. Other:					
			IV. Other:					
Family Involvement								
			I. Make support systems available to families					
			II. Provide the family with an orientation to the school program and educational opportunities available					
			III. Request family help in obtaining educational records					
			IV. Other:					

Stage 1: Entrance Into the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			V. Other:					

Stage 2: Residence

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General								
			I. Continue activities initiated at entry					
			II. Provide pre-release training and supports					
			III. Ensure appropriate educational placements					
			IV. Other:					
			V. Other:					
Records Maintenance								
			I. Make sure records maintenance procedures are well defined and clearly communicated to staff					
			II. Designate one staff member to be responsible for maintaining youth records					

Stage 2: Residence

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			III. Regularly update youth records, including conducting regular assessments to document youth progress					
Records Maintenance (cont.)								
			IV. Send progress updates to family, home school, and other members of the transition team					
			V. Other:					
			VI. Other:					
Family Involvement								
			I. Offer programs to families to develop and hone their parenting skills					
			II. Enhance family involvement through family counseling					
			III. Continue to make the school an inviting place to families					

Stage 2: Residence

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			V. Other:					
Family Involvement (cont.)								
			IV. Other:					

Stage 3: Exit from the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General								
			I. Begin pre-release information sharing					
			II. Conduct a pre-release visit to the school					
			III. Start transitional counseling and continue mentoring					
			IV. Other:					
			V. Other:					
Records Maintenance								
			I. Release youth records in a timely and secure manner					
			II. Collaborate and communicate with individuals and agencies to overcome challenges and barriers associated with sharing youth information					

Stage 3: Exit from the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
Records Maintenance (cont.)								
			III. Other:					
			IV. Other:					
Family Involvement								
			I. Engage families in all decision-making processes					
			II. Prepare families for changes in their child					
			III. Make the transition process as gradual as possible					
			IV. Other:					

Stage 3: Exit from the System

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			V. Other:					

Stage 4: Aftercare

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
General								
			I. Provide transitional counseling					
			II. Ensure follow-up and monitoring					
			III. Supply wraparound support services					
			IV. Other:					
			V. Other:					
Records Maintenance								
			I. Collaborate and communicate with individuals and agencies to track progress and collect follow-up data					

Stage 4: Aftercare

Priority Level			Strategy	Level of Implementation				
Low	Medium	High		1. Not currently implementing	2. Planning/ preparing for implementation	3. Beginning to implement	4. Implementing with some regularity	5. Consistently implemented
			II. Other:					
Records Maintenance (cont.)								
			III. Other:					
Family Involvement								
			I. Provide continued support to the family					
			II. Other:					
			III. Other:					

Improving Transition Practices: Plan of Action

Strategy Identified as Needing Improvement	Target Area(s)	Resources Needed	People Responsible	Evidence of Change