

# EBA Friday Support Call

Spring Cleaning

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## Agenda

Workforce ITN  
Staffing  
Performance Measures  
Year End Billing  
New Services

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## Workforce Coordination Rolling Enrollment

On behalf of the VADJJ, the Regional Service Coordinators (RSCs), AMIkids Virginia (AMI) and Evidence-Based Associates (EBA), seek to establish contracts with multiple community-based provider organizations to support wraparound “education to employment” Workforce Coordination services for youth under DJJ supervision. VDJJ’s balanced approach focuses on public safety, accountability, and competency development.

- **OVERVIEW (Our Population):**

- The VADJJ Data Resource Guide (DRG) is an annual publication that provides an overview of DJJ, highlighting fiscal year data.
- The fiscal year 2021 DRG includes these population statistics for committed, paroled, and probation placed youth:
  - 207 youth were released from direct care
  - 82% of youth released from direct care were released to parole
  - Of the youth placed on parole supervision, 75% were age 17+
  - The average length of stay for all youth released was 18.2 months
  - 1,510 youth were under probation supervision
  - The average age of youth on probation placement was 16.3 years
  - The average length of stay (LOS) on probation was 13.3 months
- The full DRG can be found on the VDJJ website or by visiting the following link: <https://www.djj.virginia.gov/pages/about-djj/drg.htm>

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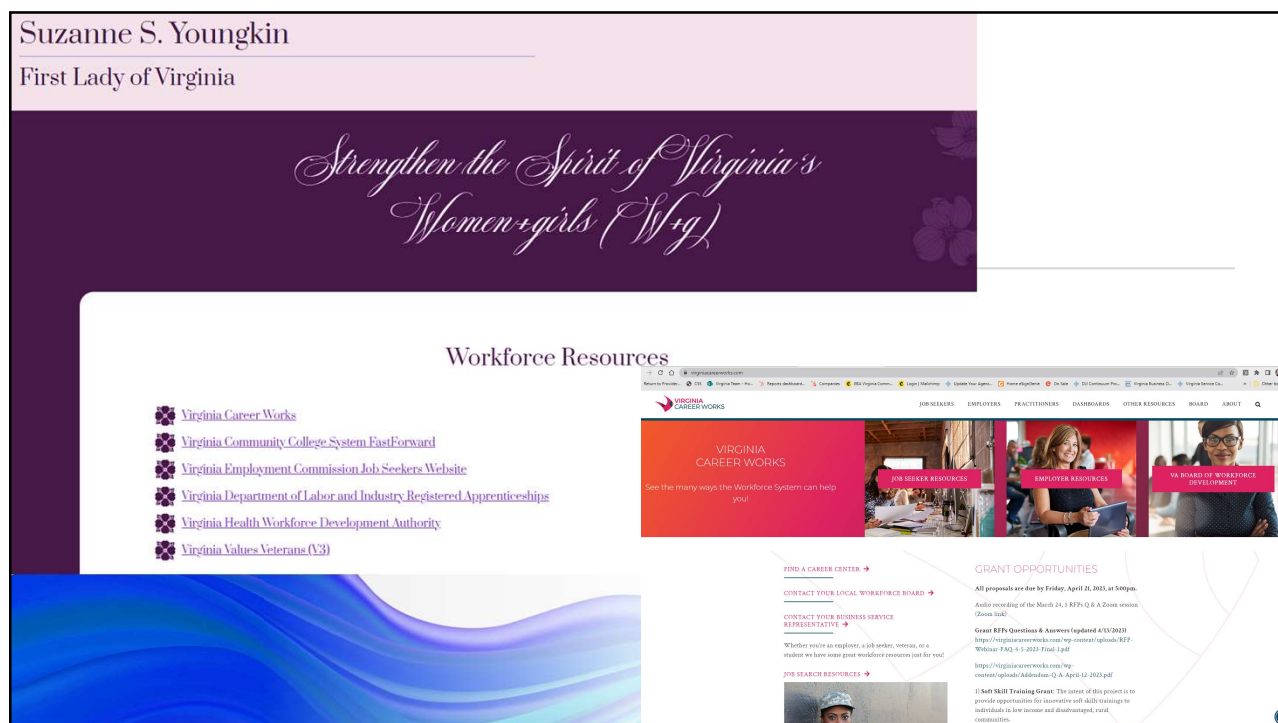
## New Workforce Coordination Service Names

- **Vocational Training Program** A structured program or group that teaches hard skills, in which the youth earns an industry recognized certification or credential (An industry certification is a credential recognized by business and industry at the local, state or national level. e.g., assessment, examination or license administered and recognized by an industry third-party or governing board). The rate includes standardized training, assessments and certification costs that result in the youth earning an industry recognized credential. Service may be provided directly from a DSP or purchased and reimbursed through a pre-approved purchase order. Cost must be pre-approved and will be reimbursed to the DSP upon completion or through month-to-month fees, paid in arrears. Youth stipends may be offered at milestones or upon completion of the program and can be accounted for in the related service enhancement.
- **Job-Readiness and Employment Coach**
- **Job-Readiness and Employment Group**
- **Transportation Service** Travel cost and mileage combined into a single service fee for transportation to and from an employment group or structured workforce activity.
- **Youth Stipend** Fee paid to the youth as an incentive at programmatic milestones or upon completion of the program.
- **Participant Material Cost**

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# Workforce Description Sample

**DPS NAME, LOCATION**  
**WORKFORCE DEVELOPMENT SERVICES**

**WORKFORCE EMPLOYMENT COACHING SERVICE INCLUDES THE FOLLOWING:**

- General Description of the service here. What would the service look like from the youth and Po's outside view?
- Groups: Prior to contracting RSC shall obtain a detailed description of the group to include location, size, open/closed, duration, staff ratio, group topics/ materials and anything else that makes the program unique.

**ADMISSION CRITERIA**

- Youth on supervised probation or parole ...
- Exclusionary Criteria:

**STAFFING**

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**MODEL/ PROGRAM STRUCTURE**

- Describe model e.g., evidence informed and structured programs that require an agency license or additional training fees

**SPECIFIC SKILLS, TRADES OR VOCATIONS**

No specific targeted trade or vocation; youth will be connected with appropriate resources or community partners as applicable.

To be developed based on the certification cost. Direct Reimbursement or pro-rated by month. Rationale must indicate if the youth explored other funding options. Rate will be aligned with going market rate for the course, and comparable cost to other state agencies.

**PARTNERSHIPS AND RESOURCES**

- list partnerships and resources here
- rate difference may account for based on business partnerships, employment options, vocational, travel for job placements, Northern rates, etc. Rate justification shall include specific services that are being provided to the youth based on the providers existing partnerships.

CATEGORY:	AUTHORIZED SERVICE NAME	SERVICE NAME AND DEFINITION	RATE	UNIT TYPE
Other: Non-Interventions and Service Enhancements: Employment/Workforce Services	Vocational Training Program	<b>Vocational Training Program.</b> A structured program or group that teaches hard skills, in which the youth earns an industry recognized certification or credential (An industry certification is a credential recognized by business and industry at the local, state or national level. e.g., assessment, examination or license administered and recognized by an industry third-party or governing board). The rate includes standardized training, assessments and certification costs that result in the youth earning an industry recognized credential. Service may be provided directly from a DSP or purchased and reimbursed through a pre-approved purchase order. Cost must be pre-approved and will be reimbursed to the DSP upon completion or through month to month fees, paid in arrears. Youth stipends may be offered at milestones or upon completion of the program and can be accounted for in the related service enhancements.	TBD	TBD
Other: Non-Interventions and Service Enhancements: Service Enhancements	Youth Stipend	<b>Youth Stipend.</b> Fee paid to the youth as an incentive at programmatic milestones or upon completion of the program.	Up to \$12.00	Hour
Non-Clinical Services and Interventions	Job Readiness and Employment Group	<b>Job Readiness and Employment Group.</b> Workforce group that consist of soft skill building activities to prepare a youth for locating a job and maintaining employment (e.g., resume building, job seeking).	\$52.00 - \$55.00	Session
Other: Non-Interventions and Service Enhancements	Transportation Service	<b>Transportation Service.</b> Travel cost and mileage combined into a single service fee for transportation to and from an employment group or structured workforce activity.	\$25.00	Fee

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## GUIDING PRINCIPLES OF TRAUMA-INFORMED CARE



Safety



Trustworthiness  
and  
transparency



Peer support  
and mutual  
self-help



Collaboration  
and mutuality



Empowerment,  
voice, and  
choice



Cultural,  
historical, and  
gender issues

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## VA Health Care Foundation “New” report

### New Assessment Finds Alarming Shortage of Virginia Licensed Behavioral Health Professionals and Outlines Attainable Solutions

**[Richmond, Virginia, January 18, 2022]** The COVID-19 pandemic has brought a tsunami of stressors, resulting in a mental health crisis. Behavioral health (BH) professionals throughout the Commonwealth are overwhelmed and Virginians are unable to get the help they need. Most mental health experts indicate that various pandemic-related traumas (e.g., *depression, anxiety, panic disorder*) and their after-effects will continue far into the future. Unfortunately, the need for BH services is expected to continue to outpace the capacity of Virginia’s licensed BH workforce.

Clear evidence of the current problem and an alarming future if solutions are not undertaken can be found in an [Assessment of the Capacity of Virginia’s Licensed Behavioral Health Workforce](#) just released by the Virginia Health Care Foundation (VHCF). The shortage of BH professionals is not a new problem; the severity of the shortage is.

“The tremendous need for mental health services caused by the pandemic and its many ripple effects led the Foundation to make the increased availability of basic mental health services for all Virginians an even greater priority. The [Assessment](#) is a critical component of the Foundation’s enhanced focus on behavioral health. It will help guide future VHCF BH initiatives and investments of time and resources”, explains Deborah Oswalt, VHCF Executive Director.

The [Assessment](#) provides statewide and locality-specific data on the capacity of each of Virginia’s five types of licensed BH professionals; data regarding Virginia’s pipeline to produce more licensed BH professionals; the current demand for them; and the consequences of an inadequate supply. It also includes several recommendations for actions and initiatives to help address the concerning shortages of these valuable providers.

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I was a SPS:  
otherwise known as a Bish.

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It's not about the money... Right?



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**Employing engagement and Recognition initiatives.** Leadership must have an understanding of the need for talent retention strategies using recognition both monetary and non-monetary.



Monetary

Non-Monetary

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Ideas to  
support  
retention.

**MOTIVATE  
INSPIRE  
ENCOURAGE  
THANK**

*Sharlyn*  
LAUBY®

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## Performance Measures

- **Quantity/Instance:** *How many juveniles are receiving services?*
- **Efficiency of Referral Process/Service Initiation:** *How quickly are services being offered?*
- **Completion & Progress:** *Once in service, are those services being completed? Did they make progress?*
- **Intervention Targets/Service Matching:** *Are youth receiving the appropriate services?*
- **Behavior Change:** *How do youth change while in the system?*
- **Cost/Cost Effectiveness:** *How much do services cost? Which services are the most cost-effective (return on investment)?*
- **Recidivism:** *What are the measures of success for interventions designed to effect behavior change?*

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Service Completion Status
N/A
No - Administrative discharge (e.g., judge's decision)
No - Transfer to another funding stream
No - Moved
No - Never began
No - Drop out
No - Deceased
No - Committed for a prior event
No - Closed to DJJ status
No - Committed/ Detained for new offense
Yes - Completed

**Service Progress**

Met all service plan goals
Met some service plan goals
Did not meet any service plan goals



Consistently measure success across different programs

*Completion and Progress*

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## Fiscal Year End Billing

All FY23 Billing needs to be sent on May 5<sup>th</sup>.

**The Fiscal year end, will end on June 2!**  
All MAY billing needs to be submitted to EBA on 6/2. EBA's billing Specialist, Vivian, will review billing and send to the CSU's by June 5<sup>th</sup>.

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## How do I add new services to our service array?

- Call or e-mail the RSC or Kara.
- Depending on the service – EBA will ask for a service description or a logic model

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### Casey Life Skills (CLS)

CLS is a community-based service constructed on the youths needs and strengths identified in the CLS Assessment. The tool assesses the behaviors and competencies youth need to achieve long-term goals. The assessment targets eight areas of knowledge, skills, abilities and awareness; followed by the development of a youth specific service plan to address gaps in life skill development and confidence as youth navigate education and employment milestones. CLS promotes young people's active engagement in planning their learning goals and making decisions about their future, with the leadership and oversight of a service provider. This VA specific service is developed on the Casey Life Skills Assessment tool and resources developed by Casey Family Programs.

Program Components	Intervention	Target	Immediate Outcomes	Long Term Outcomes
<ul style="list-style-type: none"> <li>• Youth of age 14-21</li> <li>• 2-6 hours a week (may be up to 10 hours if the youth is not in school or working)</li> <li>• 3-6 months of services</li> <li>• Person centered approach</li> <li>• CLS Assessment</li> <li>• Casey Life Skills Training – Goal: To teach youth a broad curriculum of independent living skills</li> <li>• Resiliency Theory – Goal: To help the client develop a stable and reliable support group.</li> <li>• Cultural competency</li> <li>• Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will follow the <a href="#">CLS Practice Guide</a></li> <li>• Motivate youth to take the assessment</li> <li>• Administer the CLS Assessment</li> <li>• Engage family to complete assessment and support the plan</li> <li>• Review assessments results with youth and family</li> <li>• Identify strengths and gap areas</li> <li>• Develop plan to address gaps</li> <li>• Education and skill teaching</li> <li>• Cognitive Behavioral Techniques</li> <li>• Role Playing and skills practice</li> <li>• Assistance exploring the internet safely as a resource</li> <li>• Implement, monitor and update the learning plan based on CLS Curriculum and <a href="#">Resource Guide</a> to include:               <ul style="list-style-type: none"> <li>○ Daily Living Skills</li> <li>○ Self Care Skills</li> <li>○ Relationships &amp; Communication Skills</li> <li>○ Housing &amp; Money Management</li> <li>○ Work &amp; Study Skills</li> <li>○ Career &amp; Education Planning</li> <li>○ Track progress and revised goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily Living (i.e. Meal planning and preparation, food storage, Computer literacy, internet basics)</li> <li>• Self Care (Healthy physical and emotional development such as personal hygiene)</li> <li>• Relationships and Communication</li> <li>• Housing and Money Management (Budgeting and paying bills)</li> <li>• Career &amp; Education Planning</li> <li>• Looking Forward (Youth's level of confidence and internal feelings important to their success)</li> <li>• Permanency (youth's connection to trusted adults, community of support and overall inter-dependent connections)</li> <li>• YASI: Decrease Risk and Increase Protective Factors               <ul style="list-style-type: none"> <li>○ Skills (problem solving, goal setting, consequential thinking)</li> <li>○ School/ Education (conduct, performance, attendance)</li> <li>○ Employment/ Leisure/ recreation</li> <li>○ Community Peers (Pro-social community ties, positive adult connections, free time, emulation)</li> <li>○ Attitudes/ Values/ Beliefs (responsibility, respect, law abiding attitude)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn independent living skills</li> <li>• Improve support system and community connections</li> <li>• Increased confidence and hope for the future</li> <li>• Improved decision-making process</li> <li>• Short term goal setting</li> <li>• Identification of strengths and competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Strong Community connection and involvement</li> <li>• Reduce recidivism</li> <li>• Reduce criminogenic thinking</li> <li>• Increased sense of belonging</li> <li>• Enhance pro-social skills</li> <li>• Education and/or Employment stability</li> <li>• Career Development (or goals to work towards)</li> <li>• Permanency (A permanent connection is a stable, lasting, unconditional, emotional and relational connection that one has with family members and significant others in their lives, whether or not the youth resides with them)</li> </ul>

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