

## Uniform Report

The *Uniform Report* (UR) is the progress reporting format used by **all Purchased of Service programs, group homes and foster parents** serving youth who are involved in the juvenile justice system and referred by a DHS social worker. The UR provides a consistent and concise method of communication between members of a service team regarding youth status and progress.

Service providers and foster parents complete the *Uniform Report* per the schedule determined by their DHS contract manager. All service entities complete the UR within 30 days of service or foster care ending to facilitate the collection of outcome data. To ensure system wide collaboration and coordinated service efforts, *Uniform Reports* are shared via the “electronic team list” with all members of the service team who are working with the youth. It is the responsibility of the provider agency to follow all rules of HIPPA and confidentiality to secure necessary releases of information to communicate with other service team members. Provider agencies are expected to follow appropriate protocols for using e-mail.

### Instructions for completing the UR:

1) Fill out the identifying information in the top section.

2) **Competency Development** section:

**“Focus” column:** Using the Focus Key as a guide, identify the competency areas your service will address using one or more of the following:

- Enter **“YG” for Youth Goal** if the Focus is on a goal identified by the youth in the SDP.
- Enter **“RP” for Routine Programming** if the Focus is a regular or routine service activity (i.e. teaching social skills is a routine part of foster care or NIP programming.)
- Enter **“CO” for Court Order** if the Focus is a part of the court order.
- There may be more than one Focus indicated (i.e. a youth may identify a goal to “solve problems without resorting to violence” and also be court ordered to address aggression issues due to a disorderly conduct charge.)

**“Did not address” column:** If the program/service does not address this competency area, indicate by checking this column.

**Rating scale “Poor” to “Excellent”:** For the competency areas addressed through services or foster care, indicate *your* perception/observation/assessment of the youth’s progress in achieving this competency by checking *one* option: Poor, Ok, Good or Excellent. Comments **must be included on ratings of Poor or Excellent**. Comments on other ratings are optional, though encouraged.

3) The **Community Protection** section should be completed by agencies that provide supervision or other community protection related services, or by foster parents and group homes who have direct knowledge in these areas.

- Complete the **Event** grid by indicating whether or not the behavior occurred, the rate or number of occurrences and the dates or nature of the violations. Comments are required for frequent occurrences, behaviors leading to out of home placement or exceptionally positive or negative behaviors.
- Complete the **Curfew** grid as outlined.

4) Complete the **Accountability** grid as outlined. To be completed by agencies that provide supervision or other accountability related services.

5) Complete the **Program Specific Updates or Information** including information unique to the agency services or foster care experience and not covered above including, but not limited to, a summary of family therapy, group services, or other relevant information/issues.

# Uniform Report

**NAME OF PROGRAM OR FOSTER PARENT REPORTING:**

**CONTACT PERSON:**

**YOUTH NAME:**

**PARENT NAME:**

**DATE OF REPORT:**

**DATE SERVICES STARTED:**

**REPORTING PERIOD:**

**NUMBER OF SESSIONS SCHEDULED:**

**NUMBER OF SESSIONS ATTENDED:**

**SOCIAL WORKER:**

## Competency Development:

**Focus key:**

**YG = Youth Goal**

**RP = Routine programming**

**CO = Court Order**

Focus	Did not address	Poor	Ok, needs to improve	Good	Excellent
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### **LIFE SKILLS**

1) Takes care of self					
2) Abstains from Aoda use					
3) Practices safe sex					
4) Handles stress or frustration					
5) Demonstrates good decision-making					
6) Manages & resolves conflict					
7) Sets and achieves goals					
8) Has sense of future					

Comments:

### **SOCIAL/INTERPERSONAL SKILLS**

9) Has 2 or more positive friends					
10) Gets along with peers					
11) Shows respect for others					
12) Expresses self appropriately					
13) Participates in hobbies/positive activities					
14) Spends time with positive adults					

Comments:

### **EMPOWEREMENT—Connection to community and engagement in a pro-social capacity**

15) Volunteers					
16) Uses neighborhood resources/supports					

Comments:

Focus	Did not address	Poor	Ok, needs to improve	Good	Excellent
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**COMMITMENT TO LEARNING**

17) Gets passing grades						
18) Attends school regularly						
19) Follows school rules						
20) Participates in school activities						

Comments:

**SUPPORT: Connection to family**

21) Has at least 3 adults in life who care						
22) Positive relationship w/ caregiver						
23) Caregivers are involved with school						
24) Has rules and discipline at home						

Comments:

**EMPLOYMENT SKILLS**

25) Has job readiness skills						
26) Has on-the-job skills						
27) Has explored career options						
28) Has found and sustained employment						

Comments:

**Community Protection**

Event	Y/N	# or rate	Date(s) & nature of violation
Maintained law abiding behavior/no police contacts			
Abstained from use or possession of alcohol or illegal drugs			
Respects others (no threats/acts of violence)			
Had no contact with victims or co-defendants			

Comments:

**School:**

Number of classes possible	
Number of classes made	
Number of classes missed (excused)	
Number of classes missed (unexcused)	
Percentage of classes attended	
Number of days suspended	

**Curfews:**

Number of curfews possible	
Number of curfews made	
Number of curfews missed (unexcused)	
Percentage of curfews made	

**Accountability:**

<b>Action</b>	<b>Y/N/NA</b>	<b>Date/Comments</b>
Completed Victim Impact Programming		
Completed Retail Theft Group or Accountability group		
Completed or Actively in the process of completing restitution and/or community service		
Can express an understanding of the impact of his/her offense on others (victim, family, community)		
Other?		
<b>Comments:</b>		

**Program Specific Updates or Information:**