

Polk County Decategorization- FY 16 Progress Report

Participating County: Polk

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Key Activities and Progress

1. Teresa Burke, Polk County Decat Coordinator, completed the following trainings and served on the following Committees:
 - a. Annual Security Awareness Training
 - b. DAS On-Line Procurement Training
 - c. Conferences:
 - i. Breakthrough Series Collaborative Learning Sessions, October 21-22, 2015
 - d. Committee Work:
 - i. Minority Youth & Families Initiatives (MYFI), addressing disproportionality and disparate outcomes for African Americans in the Child Welfare system – and newly formed Community Equity Efforts (CEE) Team that replaced the MYFI team.
 - ii. Service Contract Advisory Committee (SCAC)
 - iii. Central Iowa ACEs Steering Committee
 - iv. CASP Collaborative to address disproportionality and disparate outcomes for people of color within the Polk Judicial system
2. Ellen Overton replaced Kristine Hauptmann as the Polk Decat Administrative Assistance in June, 2016.
3. Tommy Ross continued as the Coordinator (contractor) for Community Partnership for Protection Children (CPPC) and focused on build-up of the Neighborhood Networking Strategy team.
4. Christopher Beachy served Polk Decat as an Independent Contractor until late August 2016, when the new Polk Decat Projects Coordinator, Jordan Kauffman, was hired to assist with Minority Youth and Families Initiative activities and mini-grant administration.
5. Eddy Vanderkwaak continued as the Polk Decat Restorative Justice Coordinator for Juvenile Court Services, including activities related to addressing disproportionate contact for youth of color. A new contract was developed for this service and was re-developed when the position morphed to address the disproportionality activities. Eddy resigned her position in spring of 2016 to become a Social Worker for DHS in Polk.

6. Polk Decat operated with the following structure:
 - a. The Decat Executive Committee served as the Governance Board, making all decisions on contract funding;
 - b. The Decat Steering Committee provided transparency to the Governance Board decisions and provided guidance on funding, assistance with RFP scoring, feedback on administration, and community representation on the Decat Executive Committee (see meeting information in the next section);
 - c. CPPC provided community feedback on local initiatives, including disproportionality of minorities involved in Child Welfare and Juvenile Justice systems, Fatherhood re-engagement, youth transitioning to adulthood, and resources for families;
 - d. Providers' Advisory served as a networking group of local providers engaged in learning and discussion about resources, providing feedback on mental health, alcohol and substance abuse, refugee and transitioning youth issues (see meeting information in the next section).
7. Juvenile Court Services embarked on conducting Courageous Conversations in Polk County related to community perception of their services to youth. Dr. Mark Grey and Dr. Michele Devlin from the University of Northern Iowa were brought in as Technical Advisors to review internal JCS processes and to training community facilitators for the Courageous Conversations. DHS Social Work Administrator, Tracy White, also provided consultation to JCS based on the Department's experiences with Courageous Conversations and Town Hall Meetings. The Technical Assistance contract was developed to cover the associated costs.
8. Juvenile Court Services also continued the Community and Strategic Planning (CASP) Collaborative into FY16 which was started in late FY15. The Collaborative mission is "To examine and improve the juvenile justice system to reduce disproportionality for children of color" and consists of stakeholders involved in Juvenile Justice Institutions, agencies and organizations. The Collaboration elected to concentrate its focus on Intake and Detention, where the most disproportionate contact occurs.
9. Monthly GAX continued to be reviewed and monitored by the Decat Coordinator as contractors still needed reminding of back-up materials required to document expenditures reported. Every submission was reviewed for accuracy and applicability to the contract/grant requirements and budgets.
10. The Polk Decat Providers' Advisory Group focused on areas of trauma and the myriad issues of immigrants and refugees as well as gaps in the provision of mental health services, alcohol and chemical dependency, and to transition-aged youth. The Providers' Advisory continues to be an opportunity for Provider networking and bringing in resources to provide information on programming and services.
11. Besides the Restorative Justice and Technical Assistance contracts, another service contract added to Polk Decat was for Preventive Law & Guidance, with Iowa Legal Aid as the Successful Bidder. The focus of this contract is to provide legal education to those groups who most often fall prey to the legal pitfalls of daily living, such as youth transitioning to adulthood, immigrants and refugees, and others who have been discriminated against and marginalized. In addition, assistance for DHS clients or caregivers that can expedite safe case closure is also provided, such as finalizing guardianships.
12. The Refugee Immigrant Guide (RIG) Plan-Do-Study-Act (PDSA) meetings were continued into FY16 to examine and refine internal DHS and JCS processes for intake/assessment and on-going services. Bi-monthly Staffings for DHS RIG cases were established to facilitate the communication and cross-cultural exchange on these labor-intensive cases.
13. We continued the summer and fall programming for Youth Academic, Employment and Community Service Engagement, with the

primary focus on Academic Engagement. Supported with JCS State Carry-over funds, the objective of these mini-grants is to support a variety of programming that will engage at-risk, low income, minority youth back into school and academic activities. Juvenile Court Officers and Supervisors were involved in the mini-grant review process and gained experience and appreciation of the efforts involved in providing local services to their clients and at-risk youth.

14. Polk Decat assisted the Minority Youth & Family Initiatives (MYFI) by organizing committee meetings, mini-grant applications and other ancillary activities. Mini-grant and other project descriptions are below.
15. The MYFI Committee was dissolved in the spring of 2016 and a new committee was formed, the Community Equity Efforts team, in order to address disproportionality at a macro level and across systems. More follows below.
16. Polk Decat continued the Mini-grant Invoice Trainings based on Lessons Learned from previous years. Grantees were required to send at least one representative to learn the proper method for submitting invoices. We also continued the monthly “Reminder” email to all grant recipients that included information on common mistakes that we encounter, state reimbursement rates, and reporting forms. Grantees responded favorably to the reminder emails and to the invoice trainings, that they were helpful and provided them beneficial information on how to avoid mistakes.

Key Activities, Outcomes and Expenditures

MYFI Activities, including Mini-grants

“Creating equity for African American youth and families... because it’s the right thing to do.”

1. The Policy and Practice Change strategy group from Polk County CPPC, members of the MYFI Committee along with DHS staff continued efforts within DHS by conducting “Courageous Conversations” with Parent Partners to obtain feedback on ways DHS may better make communication more easily understandable. The “Courageous Conversations” were initiated in the Des Moines area to engage African American families and agencies to speak truthfully about their involvement, experiences and perceptions of DHS. The Town Hall forum was used to deliver updates about DHS initiatives based on feedback from the Conversations. The FY15 conversations resulted in a tri-fold document for parents who become system involved that summarizes important topics such as their right to appeal and the definition of common acronyms as well as a space to write down important contacts, such as the Social Worker, FSRP Worker, etc.
2. The African American Case Review Team (AACRT), which originated based on feedback from DHS Courageous Conversations, continued into FY16 and were supported by MYFI funds. JCS was able to benefit from the work done by DHS and initiated their own Courageous Conversations.
3. The MYFI Project also supported Adoption Saturday and other community events.. The MYFI Project again supported the initiative in DHS called “Experiential Learning” where African Americans who had involvement with DHS, either as a child, parent, relative caregiver

or foster parent, were trained to tell their story and deliver their message to DHS Child Welfare staff. The focus of this initiative is to provide a cultural lens to Social Workers for how they view African American cases.

4. The MYFI Committee agreed that it was critical to monitor the mini-grants supported by MYFI funds. Polk Decat created forms for the Committee members to use when visiting with their respective grantees. The MYFI team felt this was an important responsibility of Committee membership.
5. In FY16, MYFI supported several presentations of Dr. Katy Swalwell's "Iowans and the Struggle for Racial Justice" at Polk County River Place and at the DHS quarterly All Contractor's meeting in the spring of 2016. The presentations, which were 2 hours apiece, were open to the public. Both DHS and JCS encouraged their staff to attend. Feedback from the community was extremely positive, and many commented on how much they enjoyed the conversations that ensued between the community members and DHS, JCS and County Attorney staff. Over 200 attended all the presentations. The goals for providing this opportunity was to introduce racial courageous conversations in an open community setting, and for people to perhaps think about how their own implicit biases can impact others.
6. The MYFI Committee met monthly, most months of the FY16 fiscal year and was dissolved at the end of the fiscal year to make way for the "Community Equity Efforts" (CEE) team, comprised of leaders in our community including but not limited to: Mike McInroy – Des Moines Service Area Manager for IDHS, Chad Jensen – Chief Juvenile Court Officer of the 5th Judicial District, Dr. Thomas Ahart & Allyson Vukovich – Des Moines Public Schools, Chief Dana Wingert – Des Moines Police Department, Joshua Barr – City of Des Moines, Janice Lane – Children & Families of Iowa CEO, Dr. Mary Chapman – Retired DMACC, Mary Daily Lange – United Way, Betty Devine – Polk County Youth & Community Services Director, the Honorable Judge Colin Witt, Chad Dahm – IDHS Bureau of Refugee Services, Lori Lipscomb – IDHS Child Care Assistance, etc. It is recognized that some families intersect several systems simultaneously and have a history of system involvement. The CEE team was developed to look at systems of change at a macro level, reviewing data from each sector and determining the intersection of where we can collaborate to address disproportionality, and hopefully break the cycle of system-involvement for these families. To assist with this undertaking, DHS and JCS partnered to create a Restorative Justice & Cultural Equity Coordination position under Polk Decat to synchronize their efforts. Although the position would not be in place until FY17, the groundwork was laid in FY16.
7. Another effort under Polk MYFI was the establishment of a student Mentoring program, aimed at providing community supports for students of Social Work attending Des Moines Area Community College (DMACC) in order to achieve their Associates Degree in Social Work and to assist them through their Bachelors of Social Work Degree. A mentoring Committee was established by Mike McInroy in order to garner the community support and organize how supports would be provided and to establish mentoring connections.

Minority Youth & Families Initiatives Mini-grants

Agency	Program Name	Program Descriptions and Outcomes
Big Brothers Big Sisters of Central Iowa	Staying Connected to Your Teen	<p>Big Brothers Big Sisters of Central Iowa (BBBSCI) will implement a parent and youth involved program using the Staying Connected to Your Teen Curriculum – a curriculum that is recognized by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as an effective Model Programs Guide in reducing the following in youth ages 12-17: a) favorable attitudes about substance abuse; b) initiation of substance abuse or sex; and c) violent behavior.</p> <p>Expended: \$9,158.58 out of \$10,000.00</p> <ul style="list-style-type: none"> • 4 participants completed the programming, all of which were African American or bi-racial African American. <p>Performance Measure 1: 10 families of African-American youth will commit to and complete the program</p> <ul style="list-style-type: none"> • Result: Not Met; 4 participant families completed 75% of sessions <p>Performance Measure 2: 80% of parents participating will report through pre- and post-program survey tools an increased level of engagement in:</p> <ul style="list-style-type: none"> ○ Setting rules and expectations ○ Involvement in school and activities ○ Awareness of youth’s exposure to substances ○ Helping their teen solve problems <ul style="list-style-type: none"> • Result: Met; 100% of parents participating in both pre- and post-surveys demonstrated improvement in the above areas.
Children & Family Urban Movement	Wonder Girlz/5th Grade Crew	<p>The Wonder Girlz and 5th Grade Crew are gender specific after school programs for fifth grade students attending Moulton Elementary School (MES). The programs meet once a week after school for 33 weeks from September through May, utilizing curriculum and experiences that provide support for the critical areas of personal empowerment, resilience, connectedness, and leadership. In June, after fifth grade the students are included in a Summer Literacy Program, and later in the summer they are invited to participate in an extensive middle school transition program in order to support their successful transition.</p> <p>Expended: \$4,497.21 out of \$4,500.00</p> <ul style="list-style-type: none"> • 40 participants completed the programming, 17 of which were African American or bi-racial African American, 12 of which were Hispanic or Latino, 1 of which was Native American, and 10 of which were white.

		<p>Performance Measure 1: At least 45 youth will be enrolled in the programs (22-23 in each program) with at least 80% of youth (36) attending at least 26 weeks of the programs and (80%) will still be attending on the last day of programming</p> <ul style="list-style-type: none"> • Result: Not Met; Only 40, not 45, youth attended the program. • Result: Not Met; 74% of girls, and 53% of boys attended at least 75% of meetings. <p>Performance Measure 2: At least 50% of parents participating students will attend Parent Gatherings</p> <ul style="list-style-type: none"> • Result: Not Met; No formal Parent Gatherings incorporated into programming.
Jewels Academy	Math Camp	<p>Jewels Academy’s Math Camp consists of four Saturdays at 4 hours per session and 3 community outreach events. The math sessions cover foundational math skills aligned with Des Moines Public School’s curriculum and career explorations through career speakers and Defined STEM media curriculum recommended by IOWA STEM scale up programs. The first part of each Saturday session will focus on fact fluency and the second part will focus on sharpening one’s content skills. We have two DMPS math and science teachers and one instructor with a PHD in statistics that will instruct the classes. We also employ minority youth workers in grades 10-12 as instruction assistants.</p> <p>Expended: \$9,846.03 of \$10,000.00</p> <ul style="list-style-type: none"> • 31 girls completed the program, of which 19 were African American or bi-racial African American, 1 was Hispanic or Latino, and 11 were White. <p>Performance Measure 1: Post survey results will show 80% of parents have an increased awareness of academic planning and the importance of math foundational skills for future STEM field choices.</p> <ul style="list-style-type: none"> • Result: Met 100% of parents reported an increased awareness of the importance of math skills for the future of STEM field choices. <p>Performance Measure 2: 80% of students will demonstrate an improvement in their opinion about math, being able to ask question when they do not understand and encouraged to do their best as reflected in pre- and post-assessments.</p> <ul style="list-style-type: none"> • Result: Not Met Out of 31 students, only 19 completed the post-survey. 100% of these students reported increased confidence in Math Skills. This is a 62% success rate. Better rate-of-return on surveying may improve this outcome.
Jewels Academy	Young Emerging	Y.E.S. is a science-orientated program of Jewels Academy designed to increase exposure of math and

	<p>Scientists (Y.E.S.)</p>	<p>science opportunities to underrepresented girls grades 4th-9th. The Y.E.S. program is 3 years old with the completion of over 21 workshops.</p> <p>Y.E.S. held six Saturday workshops between Fall of 2014 – June 2014 (Fall 2014, Spring 2015 and Summer June 2015) at four hours each. Each girl gains hands-on, interactive and project base experience. The curriculum for the program is adopted from best practices developed by female engineers, federal bureaus, health professionals, and national science initiatives.</p> <p>Expended: \$9,838.81 of \$10,000.00</p> <ul style="list-style-type: none"> 67 girls completed the program, of which 32 were African American or bi-racial African American, 6 were Hispanic, 4 were Asian/Pacific Islander, 22 were White and 3 identified with other races or ethnicities. <p>Performance Measure 1:80% of participants will report increased confidence in STEM competency & abilities, as reported by pre- and post-assessments</p> <ul style="list-style-type: none"> Result: Not Met 75% of participants surveyed report increased awareness in STEM <p>Performance Measure 2: 80% of African American participants will report, through a post survey tool, an increased awareness of STEM-related fields.</p> <ul style="list-style-type: none"> Result: Met 100% of parents surveyed believe their child has an increase in STEM awareness.
<p>Pursuit of Innovation</p>	<p>P.I.515</p>	<p>The P.I. 515 program includes 6-week, project-based workshops on computer coding (programming), mobile application design, and robotics, with an aim to help participants to develop skills that can be used both in the classroom and in the workforce. A total of nine 6-week workshops (3 in each subject area) will be offered at one of two locations: Zion Lutheran Church or Des Moines Area Community College. Transportation and snacks will be provided. Students in the program will also attend a financial literacy workshop provided by a financial service professional, and a workshop on interpersonal communication and etiquette. At least one workshop will be offered exclusively for girls. The program will be offered free of charge.</p> <p>Expended: \$9.853.60 of \$10,000.00.</p> <ul style="list-style-type: none"> 200 youth completed the P.I. 515 program, of which 152 were black, African American, or bi-racial African American, 2 were Hispanic/Latino, 39 were Asian/Pacific Islander, and 7 were White. <p>Performance Measure 1: 100% of participants feel more confident using technology, as tracked through entrance/exit surveys</p> <ul style="list-style-type: none"> Result: Met 100% of P.I.515 students feel very confident in using technology to build things as well as

		<p>showcasing their work.</p> <p>Performance Measure 2: 100% of participants understand how to open and manage a bank account, as tracked through entrance/exit surveys</p> <ul style="list-style-type: none"> • Result: Met 100% of students were introduced to basic financial skills and feel very confident in managing money.
Young Women’s Resource Center (YWRC)	Connections for Young Women	<p>The Connections Support Groups is a weekly Prevention Services program for young women who are involved with the juvenile justice system, or who are at risk of juvenile detention. Comprised primarily of young women aged 14-18 who have anger or substance abuse issues. Connections serves 16-20 participants annually, and aims to teach participants how to manage problems through behavior management, impulse control, and the development of healthy decision making skills.</p> <p>Expended: \$3,522.00 of \$3,522.00.</p> <ul style="list-style-type: none"> • 3 girls completed the program, of which 1 was Hispanic, and 2 were White. <p>Performance Measure 1: 80% of participants agree that they can adjust quickly to hard times and difficult situations, as reported by pre- and post-test survey results.</p> <ul style="list-style-type: none"> • Result: 100% of participants agree that they can adjust quickly to hard times and difficult situations and agree that they know what they need to feel empowered. <p>Performance Measure 2: 90% of participants agree that they use positive coping skills when addressing situations, as reported by pre- and post-test survey results</p> <ul style="list-style-type: none"> • Result: 100% of participants agree that they have strong, supportive relationships and agree that they use positive coping skills when addressing situations.

DCAT5-15-126 Community Projects Decat Mini-grants

Agency	Program Name	Program Descriptions and Outcomes
Latina/Latino al Éxito	Al Éxito Afterschool	<p>Al Éxito (AÉ), in partnership with Des Moines Public Schools and United Way, will provide weekly afterschool academic enrichment programs for Latino students in seven middle schools. Students receive asset-based, culturally relevant programming while 1) increasing Latino student’s engagement and success in school and community through afterschool programs and mentoring; 2) increasing Spanish speaking and Latino parent’s understanding and involvement in their child’s academic success; and 3) creating a college-going culture for Latino middle school students and families.</p> <p>Expended: \$9,934.26 out of \$10,000.00.</p> <ul style="list-style-type: none"> • 245 youth completed the program, of which 5 were African American or bi-racial African

		<p>American, 220 were Hispanic, 8 were Asian or Pacific Islander, 6 were Native American, and 6 were white.</p> <p>Performance Measure 1: 80% of youth participating in after-school, will report, through pre- and post-survey documentation, an improvement in skills developed during the service period:</p> <ul style="list-style-type: none"> • Earn more semester hours of credits earned. • Participants with higher program attendance will produce 5% higher positive responses than students with low attendance to survey questions about the importance of <ul style="list-style-type: none"> 1) education, 2) setting goals for the future, and 3) safety and respect in relationships. • Result: <u>MET</u> Students involved in Movimiento programming with an attendance rate of 70% or higher scored between 9-36% higher on questions related to academic participation and achievement of life goals. High school graduation rates for Movimiento participants increased 3% during this program period, and the percentage of students not failing academic courses increased from 76% to 87%. <p>Performance Measure 2: At least 80% of participating parents will respond positively to survey questions about the importance of education and growth in their understanding of how to help their children attain educational goals, live healthy lives, and techniques for interfacing with schools and other agencies</p> <ul style="list-style-type: none"> • Result: <u>MET</u> 100% of parents participating in the Padres Unidos programming increased their understanding of the importance of education and how to navigate the US Education system.
<p>Iowa Arts in Education dba Art Force Iowa</p>	<p>Creative Pathways</p>	<p>ArtForcelowa’s Creative Pathways Program offers a supportive, arts-based community to youth aged 13-19 who are juvenile-court involved. The program uses the arts to engage and excite youth, while teaching them the value of healthy self-expression. In addition to arts activities the program offers workshops that offer creative approaches to the development of skills for life and work, as well as the opportunity to build positive relationships with supportive adults. Finally, the executive director, program manager, and youth engagement specialist perform case management, providing youth with one-on-one mentorship, tutoring, advocacy at court and in school, and referrals to other supportive services.</p> <p>Expended: <u>\$10,000.00</u> out of \$10,000.00.</p> <ul style="list-style-type: none"> • 36 youth completed the program, of which 14 were African American or bi-racial African American, 15 were Hispanic, one was Native American, and 6 were white. <p>Performance Measure 1: 80% of youth participating in programs will report, through pre- and post-survey documentation, an increase in skills in the arts during the service period.</p> <ul style="list-style-type: none"> • Result: <u>Not Met</u>

		<p>100% of participants responding in both pre- & post-survey rated the program with highest marks in pre-survey, so increases were not measurable. Shifting enrollment is cited as a barrier to accurate measurement of this deliverable.</p> <p>Performance Measure 2: 70% of youth who participate in one session will come for at least 7 additional sessions.</p> <ul style="list-style-type: none"> • Result: Met 36/46 (78%) of youth returned to workshops 8 times or more.
<p>Big Brothers Big Sisters of Central Iowa</p>	<p>BBBSCI SPARK</p>	<p>SPARK is a program that allows youth to “spark” their interest in various fields, through exploration activities within the focus areas of Science, Partnerships and Community, Arts and Culture, Recreation and Physical Activity, and Knowledge and Education. Youth will be invited with their mentors to create a booklet where they write about each activity they experience, as well as scrapbook photos and memorabilia (ex., playbill from attending a play under the Arts and Culture focus area). Youth will be incentivized to complete at least one activity from each of the five focus areas within six months with a recognition ceremony and gift cards for admission to various entertainment venues.</p> <p>Expended: <u>\$8,285.36</u> out of \$8,455.52.</p> <ul style="list-style-type: none"> • <i>48 youth completed the program, of which 15 were African American or bi-racial African American, 2 were Hispanic, and 21 were white.</i> <p>Performance Measure 1: 80% of youth participating in after-school, weekend, Spring Break and summer programming will report, through pre- and post-survey documentation, an improvement in skills developed during the service period.</p> <ul style="list-style-type: none"> • Result: <u>Met</u>. 80% and above of all youth responding to post-surveys reported an improvement in (or maintenance of) skills in many areas, including: self-confidence, expressing feelings, academic performance & attitude toward school, avoiding delinquency/substance abuse/early parenting, and improved relationships with family, peers, and other adults. <p>Performance Measure 2: 75% of Spark participants will report, through pre- and post-survey documentation, an increase in interests and hobbies</p> <ul style="list-style-type: none"> • Result: <u>Not Met</u>. • 73% of respondents showed an increase in interests & hobbies. However, no decreases were reported.
<p>Community! Youth Concepts</p>	<p>Youth Volunteer Corps</p>	<p>Community! Youth Concepts (CYC) will implement the Youth Volunteer Corps (YVC) model in Polk County as an after school, weekend, spring break, or summer programming strategy. YVC is a national program designed for youth ages 11-18 that provides structured opportunities for youth to serve their community. The four fundamental goals of YVC are to engage teams of youth in volunteer service</p>

		<p>projects that are challenging, rewarding and educational; serve the needs of the community; promote among youth a greater understanding and appreciation for diversity in their community, and to inspire youth to a lifetime ethic of service. Through this program, CYC will conduct frequent, supervised, team-based youth-driven service projects that address a variety of community needs. Youth teams will be formed and guided through an intentional process using the service-learning model called IPARD/C to identify a community need they would like to impact through service. Teams will be required to work with a non-profit entity to implement their project and ensure it provides a service.</p> <p>Expended: <u>\$19,577.21</u> out of \$19,970.00.</p> <ul style="list-style-type: none"> • 22 youth completed the program, of which 2 were African American or bi-racial African American, 1 was Hispanic, 6 were Asian or Pacific Islander, and 12 were white. <p>Performance Measure 1: 80% of students will complete a minimum of twenty hours of service</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 82% of students attending at least a quarter of YVC sessions or more completed 20 hours of service. <p>Performance Measure 2: 80% of program participants will demonstrate, through pre- and post-survey documentation, improvement in teamwork, program solving, interpersonal skills, planning, and budgeting as measured by pre-post surveys.</p> <ul style="list-style-type: none"> • Result: Met Of those participants completing pre- and post-surveys: <ul style="list-style-type: none"> ○ 89% reported learning teamwork ○ 89% reported learning how to work with adults & peers (interpersonal skills) ○ 80% reported learning problem-solving skills ○ 67% reported learning planning ○ 33% reported learning budgeting
<p>Des Moines Area Community College (DMACC)</p>	<p>Evelyn K. Davis (EKD) Summer Youth Experience Program</p>	<p>The expanded Youth Experience Program will target struggling youth in the Urban Core and provide them with the services they need to succeed in high school and beyond. The Youth Experience Program serves youth ages 14 to 21 and specifically targets youth from families with a household income of less than 250% of poverty. Many low-income Urban Core youth struggle to complete high school, let alone continue on to postsecondary education. These youth often become trapped in an inescapable cycle of poverty due to lack of education and support, along with a lack of job skills that would help them secure high quality employment and become successful, self-sufficient adults</p> <p>Expended: <u>\$5,800.00</u> out of \$10,000.00.</p> <ul style="list-style-type: none"> • 5 youth completed the program, of which 1 was African American or bi-racial African American, 2 were Hispanic, and 2 were Asian or Pacific Islander.

		<p>Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, minority youth; 70% participants who start the programming will complete the programming</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 100% of youth participants qualify for free lunch within Des Moines Public Schools and therefore meet the definition of “low income.” 100% of youth completed the program. <p>Performance Measure 2: 80% of participants in transition-to-adulthood services will report, through pre- and post-survey documents, improvement in or knowledge of skills on document and financial organization, access to assistance and resources</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 100% of youth participants demonstrated improvement in knowledge & understanding of financial practices & accessing community resources.
<p>Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC)</p>	<p>Parent Navigator Project</p>	<p>The Parent Navigator Project is a peer-based, community-led, “train the trainer” program for refugee mothers from Burma that strengthens vulnerable families, builds leadership, mobilizes inner-community support systems, and increases refugee integration and confidence in U.S. parenting norms. Refugee community members are selectively recruited and trained on Western child-rearing norms and practices, and accessing and understanding services to become “Navigators”. Navigators then spread knowledge and model behavior by hosting small group learning circles and workshops for their ethnic peers. This model creates a ripple effect throughout the community as skills, knowledge and confidence are passed on.</p> <p>Expended: <u>\$19,288.53</u> of \$19,745.00</p> <ul style="list-style-type: none"> • <i>8 participants completed the program as Parent Navigators.</i> <ul style="list-style-type: none"> ○ <i>The Learning Circles led by the Navigators had 113 participants.</i> <p>Performance Measure 1: 80% of Navigators will report increased confidence teaching in learning circles</p> <ul style="list-style-type: none"> • Result: Met 87% of Parent Navigators reported greater confidence in teaching in the learning circles. 100% gained confidence in the topic area of “Child Development;” 62.5% gained in “Culture & Parenting;” 54% gained in “Discipline,” with a 36% increase specific to “Child Welfare.” <p>Performance Measure 2: 80% of community learning circle participants will report, through pre- and post-survey documentation, a greater understanding of topics and practices regarding parenting in the U.S.</p> <ul style="list-style-type: none"> • Result: Met 100% of learning circle participants reported an increase in knowledge & skills by an average of

		77%. 97% of participants expressed interest in more parenting training.
Iowa Jobs for America's Graduates (iJAG)	iJAG Supporting Student Success in Polk County	<p>The mission of Iowa Jobs for America's Graduates (iJAG) is to assist students who exhibit multiple barriers to success in graduating from high school and/or successfully transitioning from high school to continued education and careers through provision of counseling, mentoring, tutoring, career exploration, and post-secondary planning. iJAG provides a comprehensive school-to-career program for high school students who are faced with challenges that hinder their opportunities to succeed, including 12 months of follow-up with each student post-graduation.</p> <ul style="list-style-type: none"> • Expended: <u>\$12,600.00</u> of \$12,600.00 • 320 youth completed the program, of which 81 were African American or bi-racial African American, 42 were Hispanic, 8 were Asian/Pacific Islander, 1 was Native American, and 90 were White. <p>Performance Measure 1: 80% of youth participating in programming will report an increase in employability skills as measured by the JAG employability skillz assessment.</p> <ul style="list-style-type: none"> • Result: Met or Not Met inconclusive due to staff turnover – <p>Performance Measure 2: 40% of participants graduating during this program period will pursue full-time or part-time post-secondary education and/or training</p> <ul style="list-style-type: none"> • Result: Met Results based on reporting from post-graduation students in the 12-month follow-up period; 59% report full-time employment, 42% report continuing education post-high school graduation, which is an all-time high for the iJAG program and should be considered a success.
Iowa State University/Polk County Extension	Familias Fuertes	<p>Familias Fuertes is the Spanish adaptation/translation of the Strengthening Families Program: For Parents and Youth 10-14 program: a research-based and evidence-informed family program. The curriculum is culturally-relevant and delivered by bilingual facilitators. Over seven weeks, the program uses videos, discussions, interactive games, and family projects to encourage families to learn about successful communication, problem-solving strategies and creating positive family relationships. Each session includes one hour of skills training for parents and youth, separately. Then, in the second hour, the parents and youth join together for the family session where they practice together the skills learned in the previous hour.</p> <p>Expended: <u>\$4,730.65</u> out of \$5,724.00.</p> <ul style="list-style-type: none"> • 56 participants completed the program, of which 55 were Hispanic, and 1 was white. <p>Performance Measure 1: 80% of participants (parents and youth) will identify positive changes in behavior in the areas of discipline, building strong family relationships, and/or responsibility, as reported by pre- and post-survey results.</p>

		<ul style="list-style-type: none"> • Result: <u>Met</u> 80% of youth participants and 87.5% of parent participants reported positive changes in post-survey. <p>Performance Measure 2: 80% of participants (parents and youth) will report, through pre- and post-survey documentation, improvement in communication, parenting techniques, nutrition, use of technology with their children, and the effects of trauma on child development.</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 100% of youth participants and 91.7% of parent participants reported improvements in post-survey.
Lutheran Services in Iowa (LSI)	Respite Options	<p>Lutheran Services in Iowa (LSI) has been providing its Respite Options program to Polk County families since 2003. This 100% grant funded program allows families in crisis to safely place their children into respite care; alleviating home stressors and therefore reducing the risk of child abuse and neglect. During a stressful or emergency family situation, parents and guardians can take advantage of free, temporary respite care for their children. Participating families must have exhausted their supportive persons who could supervise the children during times of crisis. Trained LSI respite providers offer a safe and nurturing environment for the temporary care of children. Families receiving services are not only provided child care, but work with LSI staff to ensure long-term formal and informal supports can be gained/maintained to prevent the family from using Respite Options on a consistent basis. There are no other services like Respite Options in Polk County.</p> <p>Expended: \$7,560.00 of \$7,560.00</p> <ul style="list-style-type: none"> • <i>9 individuals completed the program, of which 2 were African American or bi-racial African American, 4 were Hispanic, and 3 were White.</i> <p>Performance Measure 1: 80% of families who utilize Respite Options will report a positive change in family interactions as measured by the Client Survey.</p> <ul style="list-style-type: none"> • Result: 100% of participating families did not have children placed outside of their home. Furthermore, caregivers positively reported on the quality of care their children received and outcomes of having a break from caregiving. <p>Performance Measure 2: 100% of children served will have current physicals and immunizations per intake requirements and records audit.</p> <ul style="list-style-type: none"> • Result: 100%
ManUp Iowa	ManUp Mentoring	<p>The ManUp Iowa Mentoring Program is a group mentoring program which matches at-risk male mentees, ages 7-17, with male mentors; it is hosted at several Des Moines Public School locations. Each weekly session uses an evidence-based male responsibility curriculum called “Wise Guys.” During the weekly group meeting, each mentee will have one-on-one access to their mentor as well time to work</p>

		<p>on a group activity or discussion from the Wise Guys curriculum.</p> <p>Expended: <u>\$4,712.90</u> of \$10,000.00</p> <ul style="list-style-type: none"> 38 youth participated in this program across 3 sites, with King Elementary being the primary Decat-funded site. Of these 38 youth, 20 were African American or bi-racial African American, 3 were Hispanic, 1 Native American, and 14 were White. <p>Performance Measure 1: 80% of participants will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. (Participants will demonstrate a change in original thinking on topics and issues discussed in programming.)</p> <ul style="list-style-type: none"> Result: Not Met. Due ManUp programming ceasing unexpectedly at King Elementary, post-test surveys were not completed by participants at that location. <p>Performance Measure 2: 80% of participants at King Elementary will complete 12 out of the 15 classes.</p> <ul style="list-style-type: none"> Result: Not Met . Youth at King Elementary School had access to 9 ManUp Iowa mentoring sessions December 2015 through February 5th, 2016. After this date, however, participation at that location was no longer an option for those students and the MOU between ManUp Iowa, DHS, and PCHS was terminated as of March 30th, 2016.
<p>Oakridge Neighborhood Services</p>	<p>Parenting 4 Success</p>	<p>P4S is structured to meet the needs of both refugee and low income parents with a focus on culturally competent and language-specific service delivery through a series of weekly classes. Classes will be held in 4-6 week increments utilizing a cohort model to create an interactive and dynamic setting for participants to grow their knowledge and skills, while building a community and support network that encourages progress and mastery of concepts and subject matter being shared and taught. There will be day time and evening offerings for all classes to meet the needs of participating parents. Both daytime and evening classes will be offered once per week. Provisions will be made for parents that require childcare services to enable their participation in day or evening P4S classes.</p> <p>Expended: <u>\$19,306.35</u> of \$20,000.00</p> <ul style="list-style-type: none"> 11 individuals participated in the program, of which 10 were African American or bi-racial African American, and 1 was Hispanic. <i>Due to language barriers experienced in the provision of services to diverse refugee populations, the measurement tools utilized to gauge adherence to performance measures were modified to accommodate varying levels of English-language proficiency and literacy. For this reason, assessments were conducted orally were competency-based.</i> <p>Performance Measure 1: 80% of participants with children in pre-school or public schools will</p>

		<p>attend their child’s parent teacher conferences</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 100% of parents met this measure. <p>Performance Measure 2: 80% of participants in Refugee and Immigrant parent skill-building classes will report, through pre- and post-survey documents, a greater understanding of all of the following:</p> <ul style="list-style-type: none"> • Accepted versus non-allowable child-rearing practices, use of technology by their children, nutrition, techniques for interfacing with schools and other agencies and organizations from whom they are receiving services, other cultural skills and practices critical to their family’s safety and advancement <ul style="list-style-type: none"> • Result: Not Met Raw pre-surveys provided regarding certain of the above criteria; post-surveys and quantified data not provided. Only Effective Black Parenting surveys included.
Orchard Place	PACE Kid’s Club	<p>PACE Kid’s Club (PKC) programming is now offered after school on Wednesday afternoon, as well as extended school breaks (i.e. Christmas and Spring breaks). Youth participate in education-based learning, literacy activities, and enrichment. Defined time for homework completion and literacy will be an essential ingredient to the afterschool program. Skill development activities are offered each week with the addition of a social skills group component during extended school breaks. A family oriented Open House is held monthly so participants can display projects and/or skills they have worked on to their parents/guardians. PACE has provided Enrichment programming based upon the CASEL (Collaborative for Social, Academic and Emotional Learning) model for over three years offering afterschool and summer programming. The current PACE Kids’ Club model is a formalized expansion of these services.</p> <p>Expended: <u>\$10,524.24</u> of \$12,571.02</p> <ul style="list-style-type: none"> • 55 youth participated in this program, of which 16 are African American or bi-racial African American, 14 are Hispanic, and 25 are White. <p>Performance Measure 1: 80% of participants will report, through pre-and post-survey documentation, an improvement in skills developed during the service period</p> <ul style="list-style-type: none"> • Result: <u>Not Met</u> Pre- and post-surveys were not consistently given. Clients completing surveys at the conclusion of programming did report improvement in advancing their skills. <p>Performance Measure 2: 75% of parents whose children attend regularly will attend at least half of the monthly Parent Night Open Houses during the school year.</p> <ul style="list-style-type: none"> • Result: <u>Not Met</u> Formal attendance was not taken at any of the 3 Family Events scheduled during the program

		period.
Parenting Way, Inc.	Parent Education and Trauma-Informed Parent Support Group Services	<p>Parenting Way provides comprehensive parent education classes for parents and/or caregivers who may lack knowledge due to their own past traumas, assist parents in attaining those skills and competencies necessary raise their children in a safe and strength-based family environment, and provide tools and ideas that help participants make choices in parenting that meet their child’s need for social, emotional and intellectual development.</p> <p>This project includes the provision of ongoing concrete support that encompasses the family as a whole, addresses isolation and barriers to participation and builds protective factors that may be lacking due to both past and current trauma. Follow-up services will work to engage parents, family and community in providing and seeking resources and supports to keep children safe.</p> <p>Expended: <u>\$12,600.00</u> of \$12,600.00.</p> <ul style="list-style-type: none"> 85 individuals completed programming, of which 35 were African American or bi-racial African American, 6 were Hispanic, 1 was Asian or Pacific Islander, and 43 were White. <p>Performance Measure 1: 75% of participants referred as part of a Reunification Plan will show positive steps (increased visitation, unsupervised visitation, strength-based observation, child protective factors) towards family unification.</p> <ul style="list-style-type: none"> Result: Met 88% of DHS-referred participants are reaching positive milestones (as listed above) toward reunification. 96% showed an increase in strength-based parenting and ability to implement & follow through with protective factors. <p>Performance Measure 2: 80% of participants referred through the Family Assessment Response will report, through pre- and post-survey documentation, significant increase in protective factors and competency skills related to child safety and healthy family functioning, a greater understanding of child development, parenting techniques, nutrition, use of technology with their children, and the effects of trauma on child development.</p> <ul style="list-style-type: none"> Result: Met 90% of participants referred through Family Assessment Response completed Protective Factors pre- and post-surveys, and showed significant increases in protective factors and competency skills related to child safety & healthy family functioning, understanding of child development, parenting techniques, nutrition, and use of technology with their children. 95% of all Parent Education class participants had an ACEs score of 5 or greater. 75% showed an understanding of how trauma can affect their children’
Scavo High School	Scavo Student Engagement	The Scavo Student Engagement Program utilizes student & staff leadership to identify relevant & constructive activities for the student body. The activities will incorporate leadership development,

		<p>relationship building and overall engagement of students. A calendar of events is available so students can choose when to participate. Activities will occur weekly.</p> <p>A parent component is offered in each nine week quarter of the Scavo schedule to build communication, stronger relationships, stress management and goal setting. This parent session can incorporate families with students to create a hybrid program between ISU Extensions Strengthening Families Curriculum and Adventure Learning Center.</p> <p>Expended: <u>\$12,426.47</u> of \$12,600.00</p> <ul style="list-style-type: none"> • 43 youth completed the program, of which 14 were African American or bi-racial African American, 17 were Hispanic, and 12 were White. <p>Performance Measure 1: 80% of youth participating in after school activities will report, through pre- and post-survey documentation, an increase of skill or knowledge during the program period.</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 100% of regular participants in X-Class (music production,) Microsoft Word Certification, and Design IT programs reported increased knowledge & skills in each of those respective areas. <p>Performance Measure 2: 80% of students/families who participate in activities will report an increased connection to school and/or community.</p> <ul style="list-style-type: none"> • Result: <u>Met</u> 87.5% of students regularly participating in scheduling programs report increased connection to school & sense of community.
<p>Youth Emergency Services & Shelter (YESS)</p>	<p>Emergency Respite Services at YESS</p>	<p>Youth Emergency Services & Shelter (YESS) meets the critical needs of the community by providing a continuum of quality programs designed to keep children safe and families together. From its inception in 1973 as a runaway shelter, YESS has grown into a well-established and trusted provider of high quality comprehensive emergency services- providing crisis assessment and intervention, emergency shelter (including respite care), and clinical services for children. The agency’s array of services, accessible 24 hours a day, 365 days a year, continues to be a vital safety net in the community, ensuring immediate safety, care, and support is available for children and families in crisis. YESS provides the only 24-hour site-based respite services in the community, accessible to any child and family in need. As one of the few resources immediately available, respite services are designed to provide families with a brief time out (typically three days) from their child(ren) during crisis and emergency situations. As a “home away from home” for hundreds of children each year, YESS works to meet a child’s immediate needs for physical and emotional safety while working to address the crisis situation and begin the healing process.</p> <p>Expended: <u>\$20,000.00</u> of \$20,000.00</p> <ul style="list-style-type: none"> • 44 individuals participated in the respite program, of which 14 were African American or bi-

		<p>racial African American, 2 were Hispanic, and 27 were White.</p> <p>Performance Measure 1: 90% of parents/caregivers responding to the Satisfaction Survey will indicate that they know more about community resources and services available to them as a result of coming to the YESS Access Center.</p> <ul style="list-style-type: none"> • Result: <u>Met.</u> 91% of respondents indicated a YES answer to this question: “As a result of coming to YESS, I know more about community resources and services available.” <p>Performance Measure 2: 80% of families who utilize respite services will report a positive change in family interactions in a post-respite survey.</p> <ul style="list-style-type: none"> • Result: <u>Met.</u> 96% indicated “yes” to the question: “As a direct result of YESS shelter services my child received, I feel our family relationship will improve.”
<p>Young Women’s Resource Center (YWRC)</p>	<p>Individual Support for Young Moms</p>	<p>The Individual Support Program offers one-on-one education and support to 45 clients surrounding development of parenting skills, self-sufficiency, post-secondary education, and access to additional community resources. Perinatal Specialists practice Trauma Informed Care (TIC) and maintain awareness of client trauma when offering individual support, and address each client’s personal barrier to providing a healthy home for their children.</p> <p>Expended: <u>\$20,000.00</u> of \$20,000.00.</p> <ul style="list-style-type: none"> • <i>17 youth completed the program, of which 3 were African American or bi-racial African American, 4 were Hispanic, 2 were Asian/Pacific Islander, and 8 were White.</i> <p>Performance Measure 1: 80% of participants will report, through pre- and post-survey documents, a greater understanding of child development, parenting skills, nutrition, and use of technology with their children</p> <ul style="list-style-type: none"> • Result: <u>Met.</u> 90% of participants reported a greater understanding of the above criteria <p>Performance Measure 2: 80% of participants will report, through pre- and post-survey documents, a greater understanding of child development, parenting skills, nutrition, and use of technology with their children.</p> <ul style="list-style-type: none"> • Result: <u>Met.</u> 96% of participants report the program helped them become a better parent, and helped achieve their educational or employment goals; 91% report the program helped them find resources to meet basic needs.

DCAT5-14-222 Youth Academic, Employment & Community Engagement Decat Mini-grants

Agency	Program Name	Program Descriptions and Outcomes
ArtForce Iowa	Creative Pathways	<p>The program offers a holistic support to struggling youth who are court involved. The arts are used to engage and excite youth, while teaching them the value of healthy self-expression. Coupled with arts activities, the program offers workshops that help youth to explore careers and develop skills for work, to engage academically, and to give back to their community. Additionally, the program staff performs case-management that provides youth with one-on-one mentorship, tutoring, advocacy at court and in school, and referrals to other supportive services.</p> <p>Expended: \$19,999.98 of \$20,000 in FY16 funds</p> <ul style="list-style-type: none"> • 48 youth completed the program, of which 30 were African American or bi-racial African American, 5 were Latino, 4 were Asian/Pacific Islander, and 9 were Caucasian • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% of participants were reported by parents to be low income; 82% were non-Caucasian • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 84% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported • Performance Measure 6: 100% of monthly reports will be provided to the Polk Decategorization Coordinator by the 15th of the month following the month of service. <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 7: 100% of youth who do not have transportation to programming will be provided transportation options

		<ul style="list-style-type: none"> ○ Result: 100% ● Performance Measure 8: The final report will be provided to the Polk Decategorization Coordinator by the 10th of the month following the end of programming and services. <ul style="list-style-type: none"> ● Result: 100%
<p>Child & Family Policy Center</p>	<p>Voices To Be Heard Summer Enrichment Program</p>	<p>Serving 20 youth ages 13 to 17, the Voices to Be Heard Summer Enrichment Program will provide 15 hours a week of educational, community and life skills enrichment. Life skills and employment readiness programming will support those youth in pursuing career dreams, education and a successful adulthood – while responding to their particular life circumstances as children with an incarcerated parent. A community engagement emphasis will give youth an opportunity not only to empower themselves, but also to empower others by working on projects of community benefit.</p> <p>Expended: \$15,700.00 of \$20,000.00 in FY16 funds</p> <ul style="list-style-type: none"> ● 12 youth completed the program, of which 10 were African American or bi-racial African American, and 2 were Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% of participants were reported by parents to be low income; 82% were non-Caucasian ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 84% ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% reported an increase. Some of the questions asked on the assessments were, “Where can you find about job openings? What do you do after you turn in a job application? What are three good work habits? What is the difference between a W-2 and a W-4 form?” ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results.

		<ul style="list-style-type: none"> ○ Result: 100% of participants reported an increased awareness of their contribution to civil and community life. All youth were provided an opportunity to give back to the community during the program through several outreach options, and 100% of youth participated in one of three projects ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%-- daily pick-ups and drop-offs were made for the participants who needed this support. ● Performance Measure 7: 100% of youth who do not have transportation to programming will be provided transportation options <ul style="list-style-type: none"> ○ Result: 100% ● Performance Measure 8: The final report will be provided to the Polk Decategorization Coordinator by the 10th of the month following the end of programming and services. <ul style="list-style-type: none"> ○ Result: 100%
<p>Children & Family Urban Movement</p>	<p>Transition & Transformation (TnT)</p>	<p>Beginning in May 2015, TnT guided rising 6th graders through the critical experience of transitioning to middle school by beginning to identifying interests, strengths, and challenges. In July participants will spend three weeks visiting their new schools, employment places related to their career interests, and planning and carrying out a service project. The final piece will be a round table conversation with at least three adult advocates identified by each youth who will support them in a successful transition to middle school. Also, at least 30 rising 5th graders will be invited with their families to a May event to introduce them to the Wonder Girlz and 5th Grade Crew gender specific programs. They will also be invited to a week long program in August to prepare them for 5th grade and the transition to middle school.</p> <p>Expended: \$18,854.00 out of \$20,000.00 of FY16 funds.</p> <ul style="list-style-type: none"> ● 18 youth completed the program, 10 of which were African American or bi-racial African American, 4 were Latino, and 4 were Asian/Pacific Islander. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth. <ul style="list-style-type: none"> ○ Result: Goal met ● Performance Measure 2: 70% of youth who start the programming will complete the programming. <ul style="list-style-type: none"> ○ Result: Goal met, and youth reported feeling more comfortable about going to middle

		<p>school because they participated in the program.</p> <ul style="list-style-type: none"> • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Goal met • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Goal met; youth were able to identify fields of study that they would like to pursue in college outside of typical careers. • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% of youth participated in community service projects by August 1, 2014 • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% of students were able to obtain bus passes if other transportation was not available.
<p>Community Housing Initiative</p>	<p>9th Grade Summer Transition Program</p>	<p>The 9th Grade Summer Transition Program exposes up to 230 incoming 9th grade students at East and North high schools to freshman orientation activities focused on academic achievement, employability, and citizenship. The end goal of this project is to increase the number of East and North students who are on track to graduate after their 9th grade year.</p> <p>Expended: \$7,385.00 of \$7,385.00 in FY16 funds</p> <ul style="list-style-type: none"> • 116 youth completed the program, of which 28 were African American or bi-racial African American, 26 were Latino, 2 were Asian/Pacific Islander, 1 was Native American, and 59 were Caucasian. • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 80% of youth participating in academic engagement programming were low-income: i.e., they meet the criteria for free and reduced price lunch. ○ Result: 63% of youth were minority youth • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results.

		<ul style="list-style-type: none"> ○ Result: Student knowledge of the number of credits required to graduate increased from 86% to 94%. Student beliefs in the importance of utilizing a planner to track academics increased from 84% to 93%. Student post-assessments reflected an increased knowledge and comfort level with the building. ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Pre-assessment results indicate 75% of participating youth had a knowledge of community and civic responsibility. Post-assessment results indicate 100% of youth had knowledge in this area as reflected in the increased responses of volunteer service resource knowledge. ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% of students who struggled with transportation were provided with DART bus tokens to attend the program.
<p>Community Youth Concepts</p>	<p>Career Connect</p>	<p>This project will engage a minimum of 25 low income, minority youth, ages 9-17, in a workshop series that includes the following elements: career networking and exploration, college visits, job readiness workshops, academic enrichment opportunities, a Student Volunteer Corps, and connection to CYC’s career based mentoring program. Career Connect will take place from June 1- October 31, 2015.</p> <p>Expended: \$14,000.00 out of \$15,000.00 FY16 funds.</p> <ul style="list-style-type: none"> ● 19 youth completed the program, of which 7 were African American or bi-racial African American, 1 was Latino, 3 were Asian / Pacific Islander, and 8 were Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 78% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 70% (19/27) participated in the majority of the workshop opportunities offered. ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 83% of youth who completed Career Connect reported an increase in academic engagement based on the following factors: (1) I can think of many ways to get good grades, (2) I energetically pursue my goals, and (3) I try to do my best at school. ● Performance Measure 4: 80% of participating youth will report an increase in employment

		<p>skills and knowledge based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 100% of youth who completed Career Connect indicated they had a greater understanding of careers that interest them. ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% of program participants reported an increase in the factors associated with community and civic engagement, such as (1) I am comfortable participating in a volunteer service project, (2) I am confident in my ability to help organize and carry out a volunteer service project, and (3) I am likely to participate in a volunteer service project in the future. ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%; CYC provided transportation to and from every Career Connect event hosted.
<p>DMACC, Evelyn K. Davis Center for Working Families</p>	<p>Summer Youth Experience Program (SYEP)</p>	<p>SYEP provided 75 low-income youth, ages 14 to 21, with life skills, job training, and summer employment experiences while helping them re-engage in high school and become better prepared for post-secondary education and high quality employment opportunities. SYEP youth participate in a ten-week program focusing on three key components: 1) Pre-employment Services, 2) Employment Opportunities, and 3) Workshops & Community Service.</p> <p>Expended: \$9,600.00 out of \$20,000.00 of FY16 funds.</p> <ul style="list-style-type: none"> ● 46 youth completed the program, of which 39 were African American or bi-racial African American, 5 were Latino, 1 was Asian / Pacific Islander, and 1 was Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 90% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 88% ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% went on college tours to AID, Iowa State and 2 DMACC Campuses, increasing their desire for post-secondary education completion. ● Performance Measure 4: 80% of participating youth will report an increase in employment

		<p>skills and knowledge based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 100% took the ETO Work Readiness pre-test, 88% completed the program in its entirety, which includes instruction in soft skills, Financial Literacy, NCRC Testing and college visits ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% participated in Jazz In July clean up along the 6th Avenue Corridor. 88% also participated in packing almost 3000 meals for “Meals from the Heartland” ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% were provided transportation, either by using their school IDs to ride DART for free, or taxi services which were provided for youth outside of the bus routes.
<p>Jewels Academy</p>	<p>Young Emerging Scientists (Y.E.S.)</p>	<p>Interactive workshops, training, recruiting events and communications geared toward underserved girls grades 4th-12th, to foster an interest and awareness in the fields of Science, Technology, Engineering, and Math through encouraging and nurturing environment.</p> <p>Expended: \$13,395.00 of \$15,000.00 in FY16 funds</p> <ul style="list-style-type: none"> ● 6 youth completed the program, 5 of which African American or bi-racial African American, and 1 Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 86% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 89% ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 80% reported an increase in liking Science and overall liking school ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% showing an increased knowledge of employment skills: 100% reported an increase in effective time management, 83% improved oral communication skills, 84% improved their written communication skills, 83% improved critical thinking skills, and 83% showed an increased ability to work efficiently with individuals from a variety of

		<p>backgrounds</p> <ul style="list-style-type: none"> • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 80% • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%
<p>ManUp Iowa</p>	<p>ManUp Iowa Mentoring Program</p>	<p>ManUp Iowa will provide at risk young men ages 9-17 with skill building classes during after school hours. The skill building classes will be facilitated during mentoring sessions that are held after school 3-4 days a week in Des Moines Public School locations.</p> <p>Expended: \$19,700.00 of \$19,700.00 in FY16 funds</p> <ul style="list-style-type: none"> • 50 youth completed the program, of which 27 were African American or bi-racial African American, 4 were Latino, 1 was Asian/Pacific Islander, and 18 were Caucasian • 100% of program participants were at-risk youth referred to the program by OPMH providers, school staff, JCOs, Judges, and DHS Workers • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 95% of youth were low income; 62.5% of youth who participated in the program were minority youth. • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 89% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 66.6% • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 70% • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options.

		<ul style="list-style-type: none"> ○ Result: 100%-- all youth who required transportation were provided it
Books From Bobby, Inc.	Project ELI (Enriching Literacy Initiative in Iowa)	<p>Project ELI is a Books From Bobby program that works directly with schools and community based organizations to provide on/off site afterschool/summer tutoring and educational enrichment programming for middle and high school youth</p> <p>Expended: \$13,770.00 of \$13,770.00 in FY16 funds</p> <ul style="list-style-type: none"> • 10 youth completed the program, all of whom were African American or bi-racial African American. • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 7: 100% of monthly reports will be provided to the Polk Decategorization Coordinator by the 15th of the month following the month of service. Result: 100% <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 8: The final report will be provided to the Polk Decategorization Coordinator by the 10th of the month following the end of programming and services. <ul style="list-style-type: none"> ○ Result: 100%
EMBARC	Refugee Youth Navigator –	EMBARC’s Refugee Youth Navigator- “Discover” Project supported and empowered at-risk refugee youth ages 14-21, to engage with school, improve academic performance, life skills and increase

	<p>“Discover” Project</p>	<p>confidence through culturally relevant curriculum, intensive support, and interactive social learning, using a peer-to-peer team approach.</p> <p>Expended: \$12,851.95 of \$12,851.95 in FY16 funds</p> <ul style="list-style-type: none"> • 10 youth completed the program, all of whom were African American or bi-racial African American. • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 90% • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% indicated a desire to continue community engagement opportunities. 100% participated in a variety of opportunities, including: Check Out Our Hood—Voices and View of Oakridge, Summer in the City—Urban Core Project 2014, and Little Free Library Construction • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%
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FY16 CPPC and Other Special Projects under DCAT5-14-160, Youth, Family & Community Supports

Agency	Program Name	Program Descriptions and Outcomes
Various	Community Event Requests	<p>Event Requests are very small grants for family-centered events made upon application to Polk Decat and review by the Polk Decat Steering Committee. Recipients included:</p> <ul style="list-style-type: none"> • Youth Law Center – Adoption Saturday • Child & Family Policy Center – Voices To Be Heard Community Thanksgiving Dinner • Children & Family Urban Movement – Back-to-School fair and physicals • Iowa Arts in Education – Know Justice Free Speech Nite and Open House • 6th Avenue Corridor – Multicultural Market, Jazz in July, and Waste Warriors Earth Day Clean-up • Bond of Unity – Spring Break Fun & Games for kids • Breath of Fresh Air - Being Me Being Free Workshop for adolescent and teenage girls • Iowa Nepalese Association – Annual Table Tennis Tournament and Inter State Soccer Tournament • P.I.515 – Youth Innovation Summit • John R. Grubb YMCA – Fathers & Families Cookout <p>Expended: \$4,925.00</p>
Various	Latino Initiatives	<p>The following activities were supported in Polk County as a result of our outreach and collaboration with Latino groups and agencies:</p> <ul style="list-style-type: none"> • Organizational planning for the Latino Forum • Juntos Parenting Curriculum facilitator training • Child Care for parents attending ELL Program at 8th & College • Individual Therapy, STEPPS, Anger Management & Parenting Skills Workshops • Strengthening Families Parenting Curriculum facilitator training • Seeking Safety Support Group • At-a-Glance Trifold translation into Spanish and printing • Youth College Site visits <p>Expended: \$18,733.23</p>
Various	Grant-writing & Non-Profit Management	<ul style="list-style-type: none"> • Community Agency memberships to the local Grant Professionals Association • Grantsmanship week-long training for community agency partners, to identify and establish non-profit management skills and agency focus/outcomes as well as gaining grant-writing expertise. 7 agency partners and 1 Decat employee were supported in this training. <p>Expended: \$7,720.00</p>

Various	Lemonade for Life	<p>Polk Decat supported the local roll-out of this new training developed from a partnership between the Iowa and Kansas Departments of Health. There were 3 L4L trainings supported in FY16. Lemonade for Life (L4L) is an in-depth trauma training for those who provide direct client services such as Social Workers, Healthcare workers, FSRP, therapists, JCOs, in-home workers, etc., in order to address and prevent future exposure to Adverse Childhood Experiences (ACEs). LFL results were positive, indicating the following key outcomes:</p> <ul style="list-style-type: none"> • Supported increased engagement between professionals and parents • Parents gained an understanding of the connection between life choices and ACEs • L4L materials are easy to understand, provided tangible resources and led to continued conversations about reducing stressors in the lives of young children <p>Expended: \$9,900.00</p>
Various	Connections Matter	<p>Polk Decat provided support for a variety of Connections Matter activities, which is the Central Iowa ACEs 360 Initiative to educate and mass market to the community the effects of Adverse Childhood Experiences and the building of resiliencies. Activities included:</p> <ul style="list-style-type: none"> • Supporting local Connections Matter training scholarships • Analysis of community training results • Translation and printing of Connections Matter materials into several languages • Project planning for marketing Connections Matter to other sectors of our community (not the usual suspects) <p>Expended: \$9,811.55</p>
The Center for Family Research – University of Georgia	Strong African American Families	<p>Juvenile Court Services in Polk County chose to resurrect the Strong African American Families (SAAF) family enrichment program for those parenting youth ages 10 through 14 who identify as African American. The SAAF curriculum and programming is administered out of the University of Georgia (UGA) and is based on the Strengthening Families curriculum from Iowa State University. The Evelyn K. Davis Center for Working Families (EKD) agreed to host the training and contracted with UGA to administer the training. There were 12 individuals who went through the training and became certified SAAF instructors.</p> <p>Expended: \$9,500.00</p> <p>An RFP was issued in mid-June, 2016, for Supportive Services for African American Youth & Families, which encompassed the provision of SAAF classes at EKD along with other education and employment activities for JCS African American youth.</p>
Evelyn K. Davis Center for Working	Des Moines Hackathon	<p>The EKD sponsored a youth event aimed at teaching coding through an intense one-day application development competition, with Juvenile Court Officers serving as judges. A diverse group of youth participated in this training/competition which focused on encouraging students to identify a</p>

Families		community problem and then build a prototype application to address that problem, all within 24 hours. None of the student participants needed prior coding experience, just the curiosity to explore coding in a civic-minded platform. The students learn to code by solving a problem rather than a standard assignment. The aim of the Hackathon is to close the digital divide for youth of color in our community and to help students access tech programs in a fun and interactive format. Expended: \$5,000.00
Various	Resiliency Rally	Once again CPPC celebrated youth of color who overcame adversity and became successful in school and in the community. The Neighborhood and Community Networking team recognized 12 amazingly resilient teens at a community rally on December 5 th . Teens were encouraged to invite up to 10 guests to celebrate their ability to overcome obstacles and maximize opportunities. Expended: \$1,043.94

FY16 Providers' Advisory Meeting Dates and Speakers

8/19/15	Teresa Burke, on behalf of IDPH – Lemonade for Life trainings, roll-out in Polk county
9/16/15	A-Train – BACA – Film and presentation on services of Bikers Against Child Abuse
10/21/15	Jill Niswander – VNS – Refugee Immigrant Guide (RIG) program overview, and preventive activities for non-system involved families
11/18/15	Brian Atkinson & Erin Bowers – EFR – Substance Abuse & Gambling Addiction Services
1/20/16	Tommy Ross – Polk CPPC & ISU RPI Trainer – Connecting the Dots between DHS, JCS and Community in work addressing disproportionality of people of color
2/17/16	Cheryl Johnson, Ashley Mori, et al – CFI – Services provided by Children & Families of Iowa
4/20/16	Daryl Vanderwilt & Cindy Welsher – Healthy Relationships Iowa – Relationships Smarts Plus and Love Notes, Teaching trainings for healthy relationships
5/18/16	Michael Vasquez – St. Gregory's Retreat Center – Holistic services for alcohol and drug addiction
6/15/16	Jolene Holden – Youth Policy Institute – Services & opportunities for transition-aged youth

FY16 Polk Decat Quarterly Steering Committee Meetings, Discussion & Determinations

7/10/15	Review of community needs related to at-risk families and youth, and created a Positive Support Network for agencies serving youth
10/9/15	RFP & Mini-grant evaluation results, Support for Lemonade for Life & Connections Matter roll-out in Polk County, Review of contract performance
1/8/16	Grantsmanship training approvals, CPPC-MYFI-CASP, Review of contract performance measures
4/8/16	Renewal update, Trainings & Presentation ideas for the end of FY16

Community Partnerships for Protecting Children Major Activities

Refer to CPPC activities after Lessons Learned.

Contracts

<u>Contract Number</u>	<u>Contractor Name</u>	<u>Service provided</u>	<u>Funds expended</u>
DHS Programs			
DCAT5-16-003	Mid-Iowa Family Therapy Clinic	Kinship Supports & Family Connections	\$190,439.48
<p>This was a new contract for supporting kinship caregiver placements with Mid-Iowa Family Therapy Clinic, Inc again providing services. The contractor provides kinship caregivers with information, concrete supports and informally will increase their ability to care for the children in their home by increasing their protective capacities. The Contractor established a “Rewards” program for kinship caregivers where they could earn incentives for taking the children in their care to medical appointments, therapy, after-school programming, etc. The most commonly requested incentive was for gas cards. The Kinship Coordinator would meet with every family to assess with them their needs. There was follow-up contact made each quarter after the initial visit. Some families welcomed the other visits and some would not respond to phone calls. Nothing extravagant was purchased. The most common items were beds and bedding, diapers and formula, clothing, and transportation. Assistance was occasionally provided for rent and utilities if it would keep the placement stable. \$10,000.00 in FY16 MYFI funds were used to support this contract, and the remaining value supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation</p>			
Outcome:	<p>The kinship contract served 329 kinship families in FY16, with 244 of them being new during the fiscal year. We had anticipated that there would be 120 new referrals to the kinship services so the actual number is over double what was expected. Given that, the budget was amended three times to shuffle funds from categories where they were not getting used to where they were needed most.</p> <p>100% of the referrals made to the contractor by DHS were accepted.</p> <p>90% of Kinship or Fictive Kin Caregivers were contacted within 5 business days from the date of the referral and 100% of the referred cases had individualized Kinship Care Plans developed.</p> <p>Over 85% of Kinship Care Plans identified family members, neighbors, friends or other persons known to the Caregivers who could serve as potential supports during the placement of the child(ren)</p> <p>100% of concrete supports were recorded and all Caregivers were supplied with information to connect them with other resources, supports and trainings that would be helpful in the on-going care of the placed child(ren)</p> <p>The Contractor found it difficult to make follow-up contacts with Caregivers (around 68% as opposed to the 90% benchmark) as the volume of new cases shifted priority from follow-up cases to new cases.</p> <p>During 3 out of the 4 quarters, Kinship Care Plans were provided to the SWs within 7 days of the contact 90% of the time Although the goal was to get 65% of the Kinship Caregivers to participate in the Rewards program for case compliant</p>		

	behaviors & activities, the highest participation rate was the 3 rd quarter, at 53%. Although the Incredible Years Parenting groups were made available to Kinship Caregivers, they almost overwhelmingly declined to participate.		
DCAT5-14-016	Polk County Attorney	Criminal Records Checks	\$12,000.00
Provide criminal records checks for child welfare cases, especially when children are removed and placed with relative placements. These records checks are requested by Juvenile Court Judges to be included in case plans and the Polk County Attorney's Juvenile Division conducts the criminal records checks. Due to the high volume and need for this information in Polk County, the Department of Human Services utilizes portion of a legal assistant's time to conduct the criminal records check. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.			
Outcome:	The contractor provided 1053 background checks in FY16. This is 234 fewer background checks than were requested and provided in FY15. Most background checks are completed in 24 hours or less, which is less than the 48-hour minimum turnaround timeframe.		
DCAT5-14-017	Polk County Attorney	Diversion & Mediation	\$16,320.00
Provides Diversion and Mediation Services for children and families in Polk county who are involved with the Juvenile Court or anticipated to become involved with the Juvenile Court in an effort to solicit more compliance from the family members and avoid court involvement. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.			
Outcome:	There were 9 Mediations provided through the Contractor for FY16. The contractor also bills for Diversion letters and consultation meetings, where the Social Worker and his/her Supervisor meet with a County Attorney with the parent(s) to discuss what happens if they are not compliant with DHS requests for information or assessments, and for case consultation time with Social Workers and their Supervisors. A representative from the Polk County Attorney's office is normally present in the Polk Child Welfare location for diversion meetings or other activities twice per week but only charges for diversion work provided. There were over 176 letters and/or consultation meetings provided in FY16.		
DCAT5-12-075	Polk County Health Services	Decat Staff	\$199,169.97
Provide coordination and fiscal agent services for Polk County Decategorization staff, which includes the Decat Coordinator and the Decat Assistant. The contract was supported by funds from the FY14 and FY15 Decat Allocations.			

Outcome:	No Quarterly report is required from this program. The Decat Coordinator and the Executive Director of PCHS work closely to keep the budget and monthly expenditures in line with program and budgetary guidelines. The Executive Director of PCHS provides monthly statements to the Coordinator. Ellen Overton started as the new Decat Assistant in June, 2016, replacing Kristine Hauptmann. Jordan Kauffman started in the new Project Coordinator position in August 2015, which was actually the resurrection of a former position from years back, to assist in managing the variety and volume of special projects that Polk Decat is involved in.		
DCAT5-14-159	Visiting Nurse Services of Iowa	Fatherhood Initiatives in Polk County	\$18,805.77
This Contract is for the provision of services that engage non-custodial fathers with their children which includes but is not limited to Guided Supervised Visits and Paternity Testing. This was the final year for this informal contract and the services were not re-procured. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.			
Outcome:	<p>The Contractor served a total of 28 Non-custodial parents (NCPs) with Guided Supervised Visits (GSVs) in FY16, of which 15 were new. This is well under the target of 25.</p> <p>25 out of 28 of the NCPs served were provided parenting skill development during the Guided Supervised Visits. Parents were coached on interacting with their child in a way that is developmentally appropriate and that fosters attachment. 100% of the NCPs reported improved interactions with their children.</p> <p>20 of the NCPs had protective orders which prohibited them talking with the custodial parent. If NCPs did not have communication directly with the custodial parent, there was an observed improvement in the appropriateness of interactions regarding the other parent with others (refraining from negatively speaking of the other parent with others or in front of the children.)</p> <p>Paternity tests were available to Fathers although if the referred Father had an open DHS case, it was more cost effective to have DHS conduct the test.</p> <p>100% of GSVs were videotaped so interactions could be played back for post-GSV discussion with the NCP.</p>		
DCAT5-14-160	Polk County Health Services	Youth, Family & Community Supports	\$54,994.38
The contract will support services and activities that address youth self-esteem and behavior, parent, and partnering agencies' skill-building as well as initiatives of Polk Community Partnerships for Protecting Children.			
Outcome:	Several services were covered under this contract. Please refer to the above report table for the project summaries and outcomes. CPPC initiatives were supported under this contract (with FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts and with FY16 MYFI funds) as well as bringing to Polk a Train-the-facilitator for the Strong African American Families (SAAF) parenting class (with FY16 CPPC and FY16 State JCS Carry-over funds formerly designated as Restorative Justice). Support for the rolling out of the Connections Matter and Lemonade for Life trauma-trainings were covered as part of Decat and CPPC goals to bring		

	information about ACEs to the community (FY14 DHS State Carry-over funds which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts), as well as supports for a variety of Latino Initiatives in Polk ((FY14 DHS State Carry-over funds which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts) and assisting our small agency partners with capacity building through non-profit management & grant writing trainings ((FY14 DHS State Carry-over funds which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts).		
DCAT5-13-184	Children & Families of Iowa	Fiscal Agent Wraparound Services	\$217,621.76
This contract serves as a vehicle to provide various wraparound services to DHS involved families and children as well as clients of Juvenile Court Services. The most common types of assistance include monthly bus passes, bus tokens, Walmart cards (food, clothing, baby supplies, bedding, etc.) and cards for gasoline. Also covered by these funds are Psychological Evaluations and counseling sessions, rental assistance, utility assistance and various other forms of transportation.			
Outcome:	Juvenile Court Services added funds to this contract again in FY16 to provide concrete supports to their youth and some of the parents who had needs being able to get youth to services. Decat reports the Flex Fund aggregated expenditures on a monthly basis to the DHS SAM and SWAs as well as the JCS Supervisors and Chief. The Contractor again provided exceptional service under this contract, with most checks processed under 24 hours. Contractually, they have 5 business days to process non-emergency checks and 24 hours to process an emergency check. The contract was supported by the following funds: FY14 DHS State Carry-over dollars carried over from FY15 and which originated from the 5-31-13 SAM designation for Family Assistance Flex Funds, FY16 MYFI funds, FY14 JCS State Carry-over dollars which were originally designated for at-risk youth in Polk County, and FY15 JCS State Carry-over dollars originally designated for Restorative Justice, Sex Offender Treatment but unused in FY15, re-designated for FY16.		
DCAT5-16-113	Iowa Legal Aid	Preventive Law & Guidance	\$51,133.86
This contract provides Preventive Law and Guidance Services in Polk County to empower youth aging out of foster care (Transition-aged Youth) and Agency clients (Parents) who are referred by Agency staff with the knowledge, tools, and the confidence to successfully address current issues while also helping them to avoid, or prevent, legal entanglements in the future. The contract started in November, 2016. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.			
Outcome:	There were 223 clients served under this contract in FY16, either through individual assessments, consultations, representation or small-group presentations. The contractor was able to work with Des Moines Public Schools (DMPS) to present to at-risk youth in the school setting, starting with Scavo Alternative High School, on the pitfalls of daily living such as landlord tenant law, cell phone contracts, buying or leasing a car, credit cards and financing, etc. At least 90% of the students participating in the legal education presentations indicated an increase in legal knowledge based on pre/post surveys.		

	<p>The Contractor sent a representative to 2 AMP meetings and 3 Transition planning meetings in FY16, which was one meeting short of the related contract deliverable. One aim of this deliverable was to develop referrals for transition-aged youth to get legal assessments, which did not net the desired results as we had anticipated (17 assessments conducted versus 60 anticipated.) The SAL contractors were contacted for referrals for assessments, but the youth were not prepared for the time that the assessments required.</p> <p>At least 90% of youth aging out of the system who participated in legal assessments demonstrated an increased knowledge of legal issues.</p> <p>100% of referrals made by the Agency for preventive or mitigating legal services for families were accepted, which is greater than the 85% performance goal. 41% of the cases involved guardianships for minors which, in some circumstances, allowed Safe Case Closure; 31% of the cases concerned family law (custody, divorce, child support and domestic violence); 15% of the cases covered other miscellaneous categories, 8% of the cases addressed housing issues and 3% involved consumer law issues.</p> <p>The contractor also collaborated in the community to make their legal presentations to families identified as experience language and/or cultural barriers to increase their legal knowledge. The contractor made legal presentations to members of a Tigrinya church community, to the Refugee Alliance committee, to a group of community navigators and advocates at EMBARC, to those providing Refugee Immigrant Guide services, to refugees from Burma at Zion Lutheran church, and to members of the refugee committee from Eritrea. Most of these groups were interested in landlord/tenant law.</p>		
DCAT5-15-002	Youth Emergency Services & Shelter	PRC Nurse Services	\$52,210.12
<p>The PRC Nurse service will assist the Agency in obtaining health information for children ages 6 and under, and their older siblings, removed from their families for safety reasons. This service is valuable for getting immunization and medical record information in the case files as well as identifying physical and developmental issues early on in a case. The contractor establishes a relationship with the local Regional Child Protection Center (RCPC) or local medical provider to obtain medical information from the removal physicals conducted. The contractor determines, based on the information and report recommendations, if a developmental screening is required. The contractor assists the Agency with managing immunization records, medical and developmental appointments, reports and recommendations, and provides a consolidated report to the Social Workers. The Nurse also is available to consult with Foster and Adoptive caregivers on medical and developmental issues with children in their care. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.</p>			
Outcome:	<p>There were 293 children served in FY16 under this contract, 222 of which were ages 6 and under and 71 of which were older siblings. African American children made up 17.7% of the total served and 8.9% were Hispanic. There were 4 adoption cases where the contractor provided medical information and consultation.</p> <p>The contractor attended 163 Pre-/Post-Removal FTDMs.</p> <p>There were 82 recommendation reports sent to DHS staff from the Contractor.</p> <p>100% of all referrals were accepted by the contractor. On occasion, the parents would not show up at the Pre-/Post-FTDM.</p>		

The contractor would attempt to connect by going to court to obtain consents and schedule medical appointments. With the exception of one quarter, 90% of the PRC Nurse recommendations, based upon the medical provider's information, was provided to Agency staff within 5 days of the appointment or receipt of the History and Reports from the medical provider.

DCAT5-15-007	Visiting Nurse Services	Refugee Immigrant Guide	\$90,865.75
<p>This contract was created to develop and deliver specialized training for Community Guides to assist Refugee and Immigrant families and youth who are system involved or at risk of becoming system involved to connect with appropriate community resources and to successfully navigate and self-advocate in Child Welfare and Juvenile Court processes. A Refugee Immigrant Guide, or RIG, is a person who is versed in the language and culture of a local refugee or immigrant group, who is trusted within that community, who have a knowledge of community resources, who have a knowledge of Department of Human Services and Juvenile Court Services systems, who can assist at-risk youth and families within their language/culture to access resources to keep them from becoming systems-involved, and who can assist youth and families who are systems involved to appropriately self-advocate and understand steps to successful case closure. A RIG's involvement with at-risk or systems involved youth and families will be sporadic in nature and most likely a small portion of his/her work within the community or with his/her employer. The contract covers the training of the RIGs as well as that of their Advocates, when necessary, to assist the RIG with interpreting more complicated concepts to the system-involved families that they are serving. Refugee cases required more time and effort than most other cases due to the language, culture and often the literacy barriers. The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.</p>			
Outcome:	<p>There were 49 DHS cases served in FY16, 17 JCS cases and 1 Community Cares case. The contractor held 4 stakeholders meetings within FY16 and bi-weekly staffings for DHS cases, as a result of the PDSAs from FY15 and FY16. PDSAs for DHS and JCS were continued into FY16 to develop procedures for when a RIG should be assigned to a case and how Refugee cases should be administered once system involved. 3 Subcontractor agencies assist with the project to ensure that a wide variety of languages and cultural ethnicities are covered. In FY16, several Courageous Conversations took place with a variety of refugee groups in order to gain their understanding of how DHS and JCS affect their lives. Both DHS and JCS provided 101 trainings to a variety of cultural/language groups, which helped parents understand what constitutes child abuse, how the legal and court systems work, and where to go if they have questions. Parents almost unanimously provided positive feedback to these sessions and requested more information.</p>		
DCAT5-15-126	Polk County Health Services	Community Projects	\$217,047.34
<p>The purpose of this Contract is to support programming, services and activities that will cover the following Polk County Decategorization initiatives, in response to provider and community member feedback on local needs, issues, gaps in services and barriers:</p>			

Parenting classes in the community, especially those that serve clients of the Agency and parents of youth involved in Juvenile Court Services
 Youth transitioning to adulthood
 Emergency Respite, especially for families who have children on the waivers waiting list, that assists families in reducing stressors at home in coping with children with special needs and challenges.
 Refugee and Immigrant parent and youth skill-building, especially in the areas where cultural practices of parenting conflict with those in the United States
 Youth after-school, spring break and summer programming that keeps youth safe at times when there is less supervision and that provides opportunities for skill-building in academics, employment, the arts and community service learning as a method for building self-esteem and, in turn, developing resiliencies. Engagement of parents/caregivers should be a component of the youth skill-building programming.
 The contract was supported by FY14 DHS State Carry-over dollars, which were carried over from FY15 and which originated from the 5-31-13 SAM designation specific to Specialized Contracts.

Outcome: Please refer to the above table for DCAT5-15-126, Community Projects.

JCS programs

DCAT5-16-001	Woodward Youth Corp	Sex Offender Treatment	\$206,198.22
<p>The outpatient sexual offender treatment program began in March 2007. The service was re-procured for a new contract start date of 7-1-15, and the successful bidder was Woodward Youth Corporation. Participants receiving services under this contract have either sexually offended or have displayed significant risk factors warranting outpatient treatment. The program provides treatment for individuals that have shown offending behaviors but have not gone through an inpatient treatment setting, and supports individuals that have been discharged from a sexual offending program and require assistance being reintegrated into the community. This programming provides a significant cost savings as opposed to placing sex offender youth in group care. The contract was supported by FY14 State and TANF JCS Carry-over funds from the 3-26-14 Chief designation, carried over from FY15, FY14 State JCS Carry-over funds from the 3-2-15 Chief designation, as well as FY15 State and TANF JCS Carry-over funds from the 4-22-15 Chief designation.</p>			
Outcome:	<p>A total of compared with 41 youth were served under this contract in FY16, compared with 54 youth served in FY15, 56 youth served in FY14 and 43 youth served in FY13. 100% of all JCS referrals to this program were accepted by the contractor. 100% of the programming was supervised and provided by either a Masters level therapist who has the appropriate ATSA or IBTSA credentials, with provision of evidence based, outpatient education, treatment and supervision by qualified staff. The staff reporting to the Masters Level Therapist were not yet credentialed but were working towards that designation. 100% of youth and their families had first contact within 3 working days of the referral. 100% of Psycho-social assessments were completed and submitted to the JCOs within 30 days of the JCO request.</p>		

	<p>100% of youth had a new or updated safety plan within 2 weeks of service initiation All youth were assessed for their risk level and assigned to groups and treated according to their respective risk. All clients received a case plan upon entrance that suited their specific needs within 30 days of program initiation. Only 1 client (<75%) went from community to residential treatment due to a past issue ongoing prior to service under this contract. 0 youth were re-arrested for sexual offenses during the fiscal year. 100% of youth had a case staffing a minimum of every two months. 100% of youth had updated treatment plans within 30 days of a change in goals, objectives or service activities All group and individual treatment sessions and psycho-sexual assessments were provided in a location that was separate from services provided to other clients not receiving services under this contract. No training requests were made by JCS this fiscal year. There were 3 requests to provide expert testimony that were fulfilled by the contractor in FY16. 100% of the time, JCS received monthly reports of youth on Electronic Monitoring. The contractor provided weekly reports to JCS 100% of JCS requests for polygraph testing were completed within 30 days of the request. 100% of all pro-social group activities were supervised and monitored for safety and behavioral progress by the Contractor. 100% of exiting youth had a discharge summary provided to the JCO and youth which also includes plans and supports for transitioning to adulthood and ongoing recommendations for safety planning. 100% of youth (goal is 75%) are able to identify a positive, regularly involved and informed adult resource, beyond their immediate family, to support and hold them accountable to positive behavior.</p>		
DCAT6-10-002	Woodward Youth Corp	Reentry & Transition Services	\$141,286.56
<p>The re-entry program began on July 6, 2006. The participants in the program have historically been involved in the juvenile justice system and upon discharge from placement, many of them return to their communities without a strong support system in place. The program objective is to keep participants out of the adult system by providing educational, vocational and social skills needed to transition from childhood to adulthood. With this new contract, effective 7-1-2016, the provision of YTDMs for transition-to-adulthood planning became an integral part of the services for JCS youth ages 16 ½ and older. The contract was supported by FY14 State JCS Carry-over funds from the 3-26-14 and 5-30-14 Chief designations, carried over from FY15, as well as FY15 State JCS Carry-over funds from the 4-22-15 Chief designation.</p>			
Outcome:	<p>The Contractor served 110 youth during FY16, compared with 131 youth in FY15, 133 youth in FY14 and 103 youth in FY13. 100% of new referrals had phone contact with contractor staff within 10 business days of discharge from placement (goal is 95%) with a majority being contacted within 3 business days of returning home. 100% of youth (goal = 90%) were able to identify a positive adult committed to providing support and guidance. 100% of youth were contacted by Re-entry staff every 30 days, at a minimum. 100% of youth received attempted outreach twice per month after their initial 6 months in the program, with the goal being</p>		

	<p>once every 3 months after the first 6 months. The Re-entry team met weekly to discuss all youth and during that time, staff discuss suggestions for re-engaging youth who have not made contact back in more than 30 days.</p> <p>100% of the time, Re-entry staff assisted JCS in completion of referrals, associated document fulfillment and meetings held as part of transition placement planning for those youth assigned to either Independent Living or Residential options.</p> <p>The contractor worked with JCS and the DHS Transition Specialist to ensure 100% of referred youth completed their Casey Life Skills Assessment (CLSA).</p> <p>Within 6 weeks of the referral, Re-entry worked with 100% of youth to develop a Wraparound Plan on career, education, housing, health and supporting needs and goals.</p> <p>In 2 out of the 4 quarters, the contractor was able to assist 95% of youth to obtain certified copies of their birth certificate and social security cards before turning 18. Two of the youth were not engaging in services and one youth experienced barriers associated with his citizenship status.</p> <p>Over 90% of youth received individualized assistance in obtaining or maintaining medical insurance, enrolling in school, coaching on interview skills and how to present themselves, assistance in moving into safe and secure housing, obtaining car insurance, finding volunteer opportunities, support in navigating the car-buying process, and assistance in transportation to job interviews and looking for employment.</p> <p>100% of requests by JCOs for information on transition planning guidelines were provided within 5 days of the request (goal = 90%).</p> <p>100% of requests by JCOs for assistance with transition needs were met within 5 business days (goal=90%), such as providing case planning assistance to JCOs that need help with referrals, transition plans and other case items. The Transition Specialist provided help with writing transition plans for all youth who were scheduled to be approved by the State Transition Review Committee. Assistance was provided with filling out SAL placement paperwork and with referrals to adult services.</p> <p>The Transition Specialist ensured that requests for assistance with referrals to Independent Living or Residential options were provided within 3 business days, 100% of the time (goal = 90%).</p> <p>In 3 out of the 4 quarters, the contractor was unable to schedule 95% of the YTDMs within 30 days of the referral. Most cases were provided exceptions by the JCS Chief due to difficulty scheduling YTDMs for placement youth so their parents could attend.</p> <p>100% of the YTDM Plan Notes were written and submitted to the youth's team within 7 calendar days from the YTDM meeting.</p> <p>100% of Monthly YTDM reports were submitted to the Polk Decat Coordinator by the end of the month following the month of service.</p>
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DCAT5-12-139	PACE- Orchard Place	Community Sanctions	\$125,000.00
<p>The Sanctions programming under this contract provides seven days a week intensive programming to assist youth who violated the terms of their probation. The program staff review the service needs of the youth, depending on the type of violations, the number of violations and community safety issues to determine the level of service a youth receives. Youth can be referred to 6 components of programming: Independent Community Service, Intermediate Sanctions (Mon-Thur), Saturday Sanctions, Probation Violators, Delinquency Impact Group and Restitution. These program components not only serve as a detention alternative for participants but also provide structured programming to youth who may not otherwise receive after-school services. These services include supervision, community service, group sessions and accountability self-evaluations. The Community Service Program provides services for restitution clients on a daily basis and is supervised by Juvenile Court Services. Clients referred to the Restitution component participate in all required programming with the Community Sanctions Program. JCS receives the names of the participating clients and the hours participated on a daily basis. The contract was supported by FY14 State JCS Carry-over funds from the 3-26-14 Chief designation, carried over from FY15, as well as FY15 State JCS Carry-over funds from the 4-22-15 Chief designation.</p>			
Outcome:	<p>There were 474 youth who attended Sanctions programming in FY16, compared to 616 youth in FY15, 638 youth in FY14. In addition, PACE clients served a total of 7848 Community Service and classroom hours compared to 8767 hours in FY15, 8629.5 hours of community service in FY14, 7357.75 hours in FY13, 4868 hours of Community Service hours for the FY12 contract year and 3318 in FY11.</p> <p>JCS continued to book more clients than the contractor could take at any given time in order to avoid the back-log that can occur when there are more youth than time-slots for community service. This allowed the contractor to operate closer to capacity and provide sanctions programming to more youth per day. The contractor continued to utilize several staff who wanted to get in more hours by working part-time on this contract, rather than use more full-time staff dedicated to this particular project. This actually is a more efficient use of staff for the odd hours this contract entails and is more cost effective. The Contractor provided a list of community service sites quarterly to JCS and the Contract Monitor.</p> <p>The Contractor did not meet the deliverable of 85% of participating youth completing their designated programming or Community Service Project; 78.3% of participating youth completed their programming. JCS acknowledges that the youth participating in graduated sanctions typically have across the board attendance issues. Most issues related to program incompleteness are due to youth not attending the programming.</p> <p>The contractor provided a list of community service sites via email to JCS 100% of the time (goal). The list was compiled at the end of each month and contained the contact, address and phone number of community organizations and individuals receiving assistance.</p> <p>The contractor provided all discharge summaries within 5 working days of youth completion of programming (goal = 90%). 100% of the time, the contractor notified JCOs of any attendance issues with their clients on the day the youth was to attend (goal = 95%). JCOs are also contacted on a daily basis about any behavioral problems that may arise.</p>		
DCAT5-12-138	PACE- Orchard Place	Early Services Prevention	\$115,286.06

PACE provides early intervention and prevention (ESP) case management to early offenders referred by Juvenile Court Services. It was determined that children under the age of 12 have the highest risk to re-offend in the future; however, their age and needs did not commensurate with the criteria for formal adjudication by the Juvenile Justice system or the Iowa DHS. This informal status makes them ineligible for some services that could prevent them from re-offending. The ESP Project was initiated to provide individualized casework services and family services for the more intense cases, incorporating a parent-child group component and creating a connection with area schools to help meet the child's overall needs. The case management includes the involvement of a school liaison since much of the acting out behavior manifests itself at school. The contract was supported by FY14 State JCS Carry-over funds from the 3-28-14 Chief designation, carried over from FY15, as well as FY15 State JCS Carry-over funds from the 4-22-15 Chief designation.

Outcome: PACE served 61 young offenders under this contract in FY16, compared to 75 in FY15, 84 in FY14 and 67 in FY13. The Contractor continued to provide Love & Logic parenting classes to engage parents, after-care services and they will not release the youth from programming until he/she is matched with a mentor. Parent engagement still is a struggle but they sustained offering to provide one-on-one Love & Logic classes in the parents' homes. Over 80% (goal) of clients participating in the ESP program completed their informal adjustment agreements successfully. 93% of ESP clients did not commit a delinquent act during service delivery (goal = 75%) during FY16. For 2 out of the 4 quarter, ESP Case Managers received a score of 100% family satisfaction in 6-month post service delivery surveys. In the other 2 quarters, no families responded to the surveys. 100% of ESP clients improved their academic performance in FY16 (goal = 50%). 90% of ESP clients improved school attendance in FY16 (goal = 50%). 88% of ESP clients reduced school suspensions (goal = 50%). Through goal setting and skill building, Case Managers were able to improve consequential thinking and overall positive decision making. The contractor served 100% of the referrals made to the ESP program by JCS (goal = 95%).

DCAT5-13-182 Innovative Learning Psychological Evaluations \$50,980.00

The purpose of this contract is to provide to the Juvenile Court and Polk County Youth Services useful and timely psychological evaluations of children and adolescents referred by the Court or Juvenile Court Services. On a limited basis, the service is available to the Department of Human Services in consultation with Juvenile Court Services, particularly for children in shelter placement. In addition, as approved by Polk County JCS, the services are available to other children and adolescents served by JCS in the other counties of the 5th Judicial District. Priority is given to youth in detention and those in shelter. Based on the content of the referral information and the referrer's evaluation questions to be answered, the Psychologist or Psychologist Fellow uses various record review, interview and testing methods in order to produce the Evaluation Report. The report is to contain identifying information, assessment method, including instruments used, a Mental Status Examination with interview results, a Multi-axial diagnosis and recommendations. The diagnosis and recommendations by a licensed Psychologist are helpful in providing the correct services and treatment for youth. The priority given to youth in detention and in shelters can reduce costs by getting the youth the proper treatment more timely and out of a costly, more restrictive environment. The Psychologist and/or Psychologist Fellow are also

available to testify in court hearings.
 The contract was supported by FY14 State JCS Carry-over funds from the 5-30-14 Chief designation, carried over from FY15. These funds were re-designated for this service.

Outcome: There were 91 psychological assessments requested or referred during FY16, with 79 completed, compared to 141 requested and 129 completed in FY15, and 109 requested and 92 completed in FY14.
 Out of the FY16 completed, 99% resulted in a diagnosis with only one case for competency, which now are being referred to another provider to avoid a conflict of interest with services from this contractor related to competency attainment.
 100% of the time, the Psychologist was available for Court appearance as needed.
 As estimated by JCS, in 95% of the cases, the assessment recommendations were followed by the Court (goal = 90%).
 And as estimated by JCS, in 100% of the cases, the assessment was beneficial to the JCO and JCS.
 51% of the time, JCS estimated that the assessment service shortened the time the case was in Court. JCS experience demonstrated that effective Psychological Evaluations could lengthen the time a case remained in Court due to appropriate treatment options being made. Therefore, this measure was eliminated by the 4th quarter of FY16.
 43% of the evaluations were completed (including reports to the JCOs) for detention and shelter cases within 20 business days (goal = 90%) and 83% within 7 days for Community cases (goal = 90%).
 100% of requests for consultation services from the contractor were provided (goal = 85%).

DCAT5-15-160	Restorative Justice Services in Polk County	Polk County Health Services	\$33,119.14
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The purpose of this Contract is to provide coordination and program management for Restorative Justice Services for Juvenile Court Services clients in Polk County, including but not limited to: Community Service, restitution, training/skill-building, mediation and other reparative justice acts, ensuring accountability for juvenile offenders and help offenders develop pro-social competencies so as to reduce risk of further offending. To this end, the program functions as a point of contact for victims seeking to gain or provide information about a case in which they are involved, for Juvenile Court Officers and other professionals seeking to schedule sanctions and delinquency impact interventions and to facilitate referral to pre and post-arrest diversion programs. The program is also designed to include victim, offender and community stakeholders in efforts to help all parties heal from crime and help offenders gain pro-social status. Finally, the Restorative Justice program is pro-active by providing resource and referral information to the public in an effort to address needs and conflicts prior to the occurrence of crime. The contract was supported by FY14 State JCS Carry-over funds from the 5-30-14 Chief designation, carried over from FY15. These funds were re-designated for this service. The contract terminated in April, 2016.

Outcome: 313 youth were provided services under this new contract. There was not a previous contract so no comparison data is available.
 The Restorative Justice Specialist (RJS) attended 2 Community meetings per month and reported updates at the monthly JCS staff meetings.
 The RJS worked on development or identification of mentors and/or activities to help with socialization and support, as well as helping the JCOs identify clients' real and fictive family to help them understand their place, their history and resources

	<p>including housing. This is especially helpful to kids when the home is broken down and JCS wants to avoid going to court just due to needing a safe and health place to live.</p> <p>The RJS was unable to attend all the Diversion programs in the 1st quarter, but did for the remainder of the service.</p> <p>The RJS was able to complete documentation for in-house Diversion programs 95% of the time (goal) with the timeframe specific to each program.</p> <p>A Resource and Referral guide was made accessible to all units, both hard copy and electronically, by January 31, 2016.</p> <p>Over 80% (goal) of requests for information on accessing and applying for Mental Health and Substance Abuse Services were responded to within 2 business days of the request.</p> <p>Due to the Restorative Justice Specialist not having access to JCS client information systems, and a re-classification of certain personnel within JCS, there were some functions originally slated for this service that were eliminated, such as referrals accepted for tracking Sanctions programming, scheduling youth for Community Service, collecting assigned restitution, sending Victim Impact Statements and other Victim Impact interventions, and receiving monthly report of all youth on Electronic Monitoring. The position also was well-suited to assisting with local Courageous Conversations and other activities related to reducing disproportionality. Due to the material nature of the change in service activities, a new IGA was created in the 4th quarter of FY16.</p>		
DCAT5-14-222	Polk County Health Services	Youth Academic, Employment and Community Engagement	\$161,707.66
<p>The contract will support programming, services and activities that encourage Low Income, Minority youth who are at-risk of dropping out of school, have dropped out of school, are short of credits or struggling with school to engage in academics and employment with a community service component. Youth encountering academic difficulty often feel alienated and disconnected from their environment. External factors such as poverty, family conflict, high-risk behaviors and limited support compound difficulties students are experiencing in school. Youth referred by Juvenile Court Services were given priority enrollment. The contract was supported by FY14 State JCS Carry-over funds from the 3-7-14 and 5-30-14 Chief designations for academic, employment and community engagement, carried over from FY15.</p>			
Outcome:	<p>This contract provides an opportunity for services from mid-May through the end of October (transcending fiscal years) in order to capture programming for youth during the summer months to keep them engaged in academics and employment skill-building and into the fall of the upcoming school year. There were 10 mini-grant recipients. The grants crossed over the FY15/FY16 fiscal years and outcomes are reported above in the DCAT5-14-222 table.</p>		
DCAT5-15-189	Polk County Health Services	Technical Assistance	\$13,475.00
<p>Juvenile Court Services in the 5th Judicial District and the Agency in Polk County recognizes that disproportionality and disparity of minorities exists within its system and is making efforts to reduce the disparate outcomes. The purpose of this Contract is to assist Juvenile Court Services in the 5th Judicial District and the Agency in Polk County in this goal by reviewing current practices, determining their effectiveness, identifying successful strategies for a systemic approach and providing organizational technical assistance and training. The contract was supported by FY14</p>			

State JCS Carry-over funds from the 5-30-14 Chief designation, carried over from FY15, and re-designated for the purposes of this contract.			
Outcome:	<p>Dr. Mark Grey and Dr. Michele Devlin from the University of Northern Iowa provided most of the Technical Assistance. A presentation was provided to JCOs on the changing demographics of Polk County and what they can expect to encounter with diversity of clientele.</p> <p>Phase 1 of the JCS Courageous Conversations included meeting with key African American leaders in the community to assess their understanding of the functions of Juvenile Court Services and how they believe JCS can improve.</p> <p>Phase 2 of the Courageous Conversations included planning on conducting conversations in the community at strategic locations, inviting those involved or impacted currently or in the past with JCS.</p> <p>A Courageous Conversations facilitator training was provided for community members invited to serve as facilitators. Courageous Conversations were initiated with responses sent to Technical Advisors for interpretation.</p> <p>Advisory provide assistance on recruitment and retention of minority staff within JCS.</p> <p>This was the final year for this contract.</p>		
DCAT5-16-222	Polk County Health Services	Restorative Justice Services	\$5,000.34
To provide coordination and program management for Restorative Justice Services for Juvenile Court Services clients in Polk County, evolving from the prior contract (DCAT5-15-160) to include activities related to addressing disproportionality for youth of color involved in the system, including participation in the Judicial Community and Strategic Planning (CASP) Collaborative in Polk County. This contract was effective April, 2016. The contract was supported by FY15 JCS State Carry-over funds from the 4-22-15 Chief designation for Restorative Justice in Polk County.			
Outcome:	<p>The Restorative Justice Specialist (RJS) resigned at the end of April and accepted a position within Iowa DHS. However, she continued to provide contracted Courageous Conversations facilitation services as part of Phase 2 community feedback outreach. All Courageous Conversations expenses were covered under this contract.</p> <p>An Implicit Bias training was developed and provided by Dr. Katy Swalwell and Dr. Daniel Spikes. JCOs in attendance were provided an opportunity to learn and reflect on personal biases and how they might impact decisions on youth of color.</p> <p>Activities related to the CASP Collaborative in Polk County were covered under this contract.</p>		

Lessons Learned/Planning Adjustments

1. FY16 was another busy year for Polk, with special emphasis on addressing disproportionality for people of color within both JCS and DHS. We were able to leverage work already done by DHS in their efforts to assist JCS, with DHS and JCS funding the Technical Assistance together for mutual benefit.
2. Although the MYFI Committee served a benefit to DHS, it's strategic usefulness ran its course. The lesson here is to keep pushing and moving forward, building on the momentum that we've established in the community.
3. We learned so much on the Refugee Immigrant Guide contract that it would take a lot of pages to explain it entirely. In FY16, what we have learned is that working with the Refugee community takes a lot of patience, time and effort, more so than with other demographics.
4. We are always thinking of ways to better track contract and grant expenditures. In FY16, we came up with a monthly budget spreadsheet for each grant that was much easier for everyone to use, especially for our small agency partners.
5. We were reminded that, although we enjoyed having funding enough to support creative projects in the community, we cannot depend on them every year. We knew that FY17 would be a bit thinner so we saved and prepared to support our core contracts and services, saving a small amount for community events and projects in the community under CPPC.
6. FY16 was another great year for Polk Decat and we look forward to many more!

Community Partnership Reporting / Evaluation Form

Name of CPPC Site: Des Moines Cluster
 Time Frame: July 1, 2015-June 30th, 2016

County(ies): Polk

Check the Following: Propose Plan Year-End

(Please click inside of the box for desired answer).

Highlighted areas should be filled out at the beginning of the year.

Dark Highlighted areas should be filled out at the end of the year.

Community Partnership Involvement

Partner (Categories)	# of professionals involved	FTDM (ICA)* <input checked="" type="checkbox"/>	Shared Decision Making* <input checked="" type="checkbox"/>	Neighborhood Networking <input checked="" type="checkbox"/>	Policy and Practice	# of Comm. members involved*	FTDM (ICA) <input checked="" type="checkbox"/>	Shared Decision Making* <input checked="" type="checkbox"/>	Neighborhood Networking <input checked="" type="checkbox"/>	Policy and Practice <input checked="" type="checkbox"/>	Comments
DHS	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Decat	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Empowerment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Neighborhood/Comm. Members*	20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Domestic Violence	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Substance Abuse	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mental Health		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faith-base groups		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Education	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Business	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Legal System (Court)	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Law Enforcement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government(i.e. City, Co.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice Partners*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economic Supports		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prevention Councils		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Former Clients of DHS	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	36					36				

(To compile the TOTAL: highlight the number “0”, click the “Layout” tab and then click “Formula” [located to the upper right of the screen] and then click “OK”. This section can be manually calculated if needed.)

Total % of Professionals involved in the initiative	Select	Total % of Community Members Involved in the initiative	Select
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Instructions & Definitions

- In the **gray columns** put the number of professional **and the number of community members** who are associated with the respective category.
- In the FTDM (ICA), Shared Decision-Making, Neighborhood Networking and Policy & Practice column put a check mark if there are professionals and/or community members participating in these activities.
- **Please do not duplicate numbers.** Select one primary category for each person. The comment section may be useful to explain when more than one category applies to one person. If a person represents two or more categories, include the person in the number count of the primary role and check mark the gray column for the other categories and explain in the comment section.
- Provide a **total count and %** for both the professional and community members involved.
- # of Community Members – This number count is for those who are involved as volunteer community members and are associated with one of the categories listed. Examples: faith-base members can be volunteers if they are not being paid to attend, professional who is volunteers but is not serving/participating as a representative in their official/professional capacity, substance abuse sponsor who is not being paid, volunteer advocate for domestic violence.
- # of Neighborhood/Community Members – these are individuals who are neighborhood/community residents or parents and are not associated with any of the other categories.
- FTDM (ICA) - those who are facilitators conducting FTDM defined by Iowa’s Standards
- Shared Decision Making- those who are involved on the CPPC leadership committee(s)
- Practice Partners- includes social service agencies that do not fall under another category (i.e. in-home workers, early childhood programs, Community Action Agency when applicable)
- Economic Supports – includes social service agencies that provide financial and basic-need supports (FaDSS’s workers, Income Maintenance
- Community Action Agency when applicable)

Shared Decision-Making

<p>The SDM Team is currently comprised of a dedicated group of 3 members. Lora Rogerson (Des Moines Public Schools / Social Worker) is the SDM Chair. The team is comprised of 2 Community Members and 1 DHS Supervisor. The team is working diligently to recruit and add 1 Youth Representative and 1 Parent Partner to the committee. All 3 members play critical roles within their respective professions as well as with the mission/work of CPPC. There are no subcommittees at this time.</p>		
<p>At the time of the end-of year report, new members to the SDM Team have been added from the Community, and from DHS. The full team consists of 5 Community Members, 2 DHS Staff, and 1 Decat Representative.</p>		
Bi-monthly		
Attach meeting agendas.	Are meeting agenda's attached?	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
Recruit new members within the Strategy Teams, Large Group and Community.		
Was your goal met? If no, please explain.	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>	

<ol style="list-style-type: none"> 1. Continue working towards reducing disproportionality and disparities within the CWS, 2. engage the community members within our targeted zip codes as well as community members beyond our base, 3. engage the African American, Latino and African communities, 4. engage the broader network of provider agencies, 5. Facilitate organizational and small group trainings that address cultural competency and related matters. 	<ol style="list-style-type: none"> 1. Discussion is always rooted in the spirit of reducing disproportionality; recruiting new members is intentional and done through the lens of cultural competency, with the goal of bringing rich & varied perspectives to the table. 2. Targeted ZIP codes include: 50309, 50310, 50314, and 50315. Strategies to engage these areas have included contact with agencies within those ZIP codes & invitations to Whole Group & Strategy Team Meetings. 3. Careful efforts were made to recruit specific individuals to Shared Decision Making Team leadership; we can continue to improve on this goal. 4. Agendas for the CPPC Whole Group Meeting are distributed broadly to our CPPC Resources Mailing List. 5. While cultural competency trainings did take place at River Place (the home of Polk County CPPC,) which was promoted through the Polk CPPC Weekly Resources email and meet with widely positive feedback. Additional trainings supported by Polk CPPC include Strong African American Families Train-the-Trainer (in collaboration with Evelyn K. Davis Center for Working Families,) JUNTOS Train-the-Trainer (in collaboration with Community! Youth Concepts,) and the Strengthening Families 10-14 Facilitator training at ISU. These collaborative efforts afford the opportunity to forge & strengthen partnerships among the black, African, and Latino communities here in Polk.
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p> <p>Overall, the goal of creating a diverse & cohesive team which is ready to address issues of disproportionality within the Child Protection umbrella has been met. Barriers to greater success include overlapping or redundant events, goals, and/or missions creating confusion; and a lack of clear, concise communication about current activities, combined with lack of defined Team Goals & Team Member Roles & Functions means that team member energy is under-utilized.</p>
<p>Have you identified the goal for the % of community membership on the SDM committee?</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/> If yes, what 70% Click here to enter text.</p>
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p>
<p>Describe how your SDM group has diverse representation.</p>	<p>Our Shared Decision Making Team includes several black members, representing the community & DHS. A spectrum of age & professional experience is included.</p>

Is there a community member in the leadership SDM role?	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/> Please explain this leadership role. Abdul & Jamel have agreed to co-convene the SDM Team.
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Based on your activities, select the level* for Shared Decision-Making that best fits your site: Select
Describe strategies to advance to the next level: 2/3

Based on your activities, circle the level* for Shared Decision-Making that best fits your site: 1

To assist you with completing this section: please refer to the "Level Document" (attached) to determine the level for each strategy.

Please have each committee member on the leadership/steering committee fill out the Shared Decision Making form, compile the average response for each question, and report the average response below.

***Instructions:** Baseline=1st year at the beginning of year on proposed plan (Yellow). Previous Year=Previous year on progress report (Green). Current Year: Current year on progress report (Green)

Baseline Year
Select

Previous Year
Select

Current Year
Select

Shared Decision Making Survey agree

"1" disagree, "2" mildly disagree, "3" neutral "4"mildly agree "5" agree

Shared Decision Making	Description	Baseline Year:	Previous Year:	Current Year:
1. Common Vision:	Members have a shared common vision.	5	3	
2. Understanding and Agreement Goals:	Members understand and agree on goals and proposed outcomes/objectives.	4	3	
3. Clear Roles & Responsibilities:	Roles & responsibilities of Members are clear.	4	3	
4. Shared Decision Making:	All members have a voice and are engaged in the decision making process.	5	3	
5. Conflict Management:	We are able to successfully manage conflict.	4	3	
6. Shared Leadership:	Leadership is effective and shared when appropriate.	5	3	
7. Well Developed Work Plans:	Work Plans are well developed and followed.	3	3	
8. Relationships/Trust	Members trust each other.	5	3	
9. Internal Communication:	Members communicate well with each other.	4	3	
10. External Communication:	Our external communication is open and timely within the broader community and partners.	4	3	
11. Evaluation:	We have built evaluation performance into our activities.	2	3	

12. Understanding of CPPC:	Members have a clear understanding of the Community Partnerships Four Strategies.	5	3	
TOTAL:	(To compile the TOTAL highlight the number, click the "Layout" tab and then click "Formula" [located to the upper right of the screen] and then click "OK")	50	36	

Community / Neighborhood Networking

Activities may overlap and meet several goals, or one activity may meet only one goal.	Goals
<p>Please list goal(s): Our goals for NCN are to:</p> <ol style="list-style-type: none"> 1. Continue building the network and working collaboratively to accomplish the NCN objectives within the greater mission of CPPC. 2. Develop a collaborative plan of action, activities and/or events that promote the NCN objectives. 3. Identify and establish a Team Lead for the CPPC Coordinator to transfer that role to. 4. Engage a broader network of community members, the faith community, CPPC partners, professionals and providers within the targeted zip codes and beyond. 	<p>Click here to enter text.</p> <ol style="list-style-type: none"> 1. New members were added to the Neighborhood & Community Networking Team this year. NCN Team members work as individual spokespersons of CPPC to promote NCN/CPPC objectives. Some report that having clearer & more concise direction/objectives would be helpful. 2. The Community Spotlight idea – to shift the Whole Group meeting to feature a local agency & highlight its excellent practices in child protection & reducing disproportionality, was born in NCN and taken to Shared Decision Making. 3. Moving forward, Jordan Kauffman will serve as NCN Team Lead. 4. Targeted ZIP codes include: 50309, 50310, 50314, and 50315. As with Shared Decision Making, invitations to Whole Group are widely distributed to agencies via email. Two events this year – the Resiliency Rally & Community Champions Celebration – were wonderful, collaborative events which recognized unsung heroes in our community who work hard to make positive contributions, and who wouldn't otherwise be acknowledged.
<p>Was your goal met?</p> <p>If yes, include this information in prior section.</p> <p>If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p> <p>Click here to enter text.</p>
<p>Please list goal(s) for level <u>2</u> Neighborhood/Community Networking Activities: Resiliency Rally, Community Champions Celebration, MLK Service Project, Juneteenth and a variety of activities and projects with NCN partners.</p>	<p>The Resiliency Rally & Community Champions Celebration are awesome events, and really demonstrate the meaning of this work in the community. It is a real privilege to be able to pull off events such as these. In addition to these cornerstone events, numerous smaller Community Events were supported by Polk CPPC throughout the Reporting Period: Adoption Saturday, Being Be Being Free Workshop, CFUM Back-to-School Fair & Fall Festivals, Voices to Be Heard Community Thanksgiving Dinner, meal assistance for needy families through For I Was Hungered Outreach Services, 6th Avenue Corridor MultiCultural Market, Waste Warriors, & Jazz in July Events, ArtForcelowa's collaborative #KnowJustice Free Speech Nite & Open House Exhibit, Spring Break Fun & Games Event sponsored by Bond of Unity Embassy Center, the Grubb Y's Fathers & Families Cookout, support for P.I. 515's Youth</p>

	Innovation Summit, and both the Annual Table Tennis and Interstate Soccer Tournaments hosted by the Iowa Nepalese Association. These Community Events come with a relatively small pricetag (\$500 or less) but make a big impact – conservative estimates predict 1,000 community members were served through these activities, without taking into consideration Events such as Jazz in July & the MultiCultural Market which each easily draw hundreds of people in one day.
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/> Click here to enter text.
Please list goal(s) for level 3 Neighborhood/ Community Networking Activities: None at this time	Click here to enter text.
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input type="checkbox"/> No: <input type="checkbox"/> Click here to enter text.
Please list goal(s) for level 4 Neighborhood/ Community Networking Activities: None at this time	Click here to enter text.
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input type="checkbox"/> No: <input type="checkbox"/>

Based on your activities, select the level* for Community / Neighborhood Networking that best fits your site: Select
Describe strategies to advance to the next level: 2

Based on your activities, circle the level* for Community / Neighborhood Netwroking that best fits your site: 1

To assist you with completing this section: please refer to the “Level Document” to determine the level for each strategy.

Level #	Network Activity	Description (include what was goal, what was invested and what was done)	# of Participants	Outcome(s)
		Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Total # of Activities:			Total # of Participants:	
0			0	

Individualized Course of Action/Family Team & Youth Transition (Dream Team)

<p>Please describe how Family Team Meetings are implemented in your area. Who facilitates? What funding is used? FTM's are implemented on an as needed basis. We have 1 active FTM facilitator. We are diligently working to expand our pool of facilitators. The referrals come from the community, professionals, providers and families self-refer. To my best knowledge, FTM's are provided for through CBCAP funds.</p>	
<p>Please list goal(s) for Level 1 Individualized Course of Actions:</p> <ol style="list-style-type: none"> 1. Develop a team of trained and accessible facilitators, educate and engage the community with respect to this service, educate the faith community, provider agencies and targeted schools on the services and benefits of CBFTM's, 2. promote the use of FTDM customer evaluation, 3. promote collaboration between facilitators, community members, the faith community and organizations that serve families 	<p>1. One new CBFTM Facilitator was trained, coached, & mentored during this reporting period. 2. N/A 3. Two CBFTDM's were referred during this reporting period. In one case, the family was not able to be served due to a participant's unwillingness to sign the Agreement to Participate. The 2nd family was well-served; a family of was connected with appropriate services and resources in order to avoid DHS involvement.</p>
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 2 Individualized Course of Action: Establish and maintain on-going best practice groups for facilitators, provide continuing training/education for FTM facilitators</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/> Continuing education training opportunities through DHS only</p>
<p>Please list goal(s) for Level 3 Individualized Course of Action: None at this time</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 4 Individualized Course of Action: None at this time</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>

# of FTM held annually for families Not involved with child protection service	Goal (# value) Click here to enter text.	Current # of FTM: Click here to enter text.	Goal Met (Y/N): Choose an item.
# of FTM held annually for families involved with child protection services	Goal (# value) Click here to enter text.	Current # of FTM: Click here to enter text.	Goal Met (Y/N): Choose an item.
# of YTDM(Dream Team) held annually for families Not involved with child protection service	Goal (# value) Click here to enter text.	Current # YTDM: Click here to enter text.	Goal Met (Y/N): Choose an item.
# of YTDM(Dream Team) held annually for families involved with child protection services	Goal (# value) Click here to enter text.	Current # YTDM: Click here to enter text.	Goal Met (Y/N): Choose an item.

Based on your activities, select the level* for Individualized Course of Action that best fits your site: 1

Describe strategies to advance to the next level: Engage network of providers and community for more trained and available facilitators, provide on-going training, education and support for facilitators, implement customer surveys, establish critical links with schools and provider agencies.

Based on your activities, select the level* for Individualized Course of Action that best fits your site: 1

To assist you with completing this section: please refer to the "Level Document" (attached) to determine the level for each strategy.

Policy and Practice Changes

<p>Please list goal(s) for Level 1 Policy and Practice Change:</p> <ol style="list-style-type: none"> 1. Identify and assess needs for policy and practice change, 2. engage broader network of community members, CPPC partners, the faith community, JCS, providers, agencies and organizations, 3. receive input from youth, parents, community members and professionals 	<p>During this reporting period the Practice and Policy Change Team has facilitated the following efforts:</p> <ol style="list-style-type: none"> 1. a) The Experiential Learning Project at DHS is now known as Facilitated Conversations. The team is currently working on two PDSAs related to this effort. The Facilitated Conversations PDSA method utilizes parents, youth, foster parents and relative placements to tell DHS workers and supervisors the story of their cases, what went well and what they needed in order to assess needs for policy & practice change. The speakers focus on a particular practice at DHS and there is an emphasis on African American presenters and issues of disproportionality and context. Three presenters were trained in May of 2016 in the Strategic Sharing Model. In June of 2016 two of the presenters shared their stories with all Des Moines Service Area Supervisors and scheduled times to present at each supervisors' peer supervision sessions with the social workers on their teams. The pieces of practice that were highlighted are relative placements, providing context to relatives, enabling vs supporting the parents, linkage to culturally appropriate community resources, and instances when children were not placed with African American relatives. b) The second PDSA in progress is examining content and context in written communication about families, DHS, and FSRP reports, being aware of bias in written and oral communications,
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	<p>and exhibiting cultural awareness. The team is planning to work with Mark Grey and Michele Devlin in order to do a content analysis of DHS and FSRP reports and use this data to develop training for DHS workers and providers.</p> <p>2. a) Policy & Practice Change Team met with members of Juvenile Court Services in order to share how DHS Courageous Conversations in the African American community were developed, how facilitators were trained, how participants were recruited and how data was collected and measured. This was an effort to work collaboratively with Juvenile Court Services around issues of disproportionality.</p> <p>b) Two members of the Policy & Practice Change Team attended facilitator training for JCS conversations and facilitated two of these conversations in the community.</p> <p>c) The DHS At-A-Glance tool that was developed as part of the Practice and Policy Change team has now been translated into Spanish. This tool was emulated by another service area in our state. The African American Case Review Team continues to meet twice a month in order to review cases.</p> <p>3. All activities as described above utilize an input model which engages diverse voices.</p>
Was your goal met? If no, please explain.	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
<p>Please list goal(s) for Level 2 Policy and Practice Change:</p> <p>1. Gather data to identify gaps in services and prioritize needs.</p>	<p>1. The Policy & Practice Change Team continues to develop PDSAs and tools to address the concerns raised by the community in a series of Courageous Conversations and Town Hall meetings. The facilitated conversations and content analysis PDSAs address the last of the goals set through these needs assessments. Additionally, we continue to gather data related to cases presented at the African American Case Review Team.</p>
Was your goal met? If no, please explain.	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
<p>Please list goal(s) for Level 3 Policy and Practice Change:</p> <p>1. Develop a clear communications strategy for implementing change,</p> <p>2. monitor changes to ensure they are effective and beneficial.</p>	<p>1. All team members receive a copy of the PDSAs developed. The Practice and Policy Change Team lead reports out at all large group CPPC meetings. Two members of the team sit on the Shared Decision Making Team in order to share plans and objectives. Two members of the team sit on the statewide Cultural Equity Alliance.</p>
Was your goal met?	Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
<p>Please list goal(s) for Level 4 Policy and Practice Change:</p> <p>1. Routine review of policies and practices, survey customers, solicit feedback from families and community members</p>	<p>1. The team meets monthly to review policies and practices at DHS and with provider partners. During this reporting period, the team expanded to include a Judge, three community members, two additional parents, an FSRP worker and an FSRP supervisor. Each PDSA and tool developed is provided to these team members. Parent Partners and providers are routinely provided with the tools and PDSA goals in order to provide feedback. The facilitated conversations will be held with FSRP providers as well as at DHS.</p>

<p>Identify training/technical assistance goal(s) that will assist in the development and/or implementation of CPPC and the four strategies:</p> <p>1. Organizational, professional and community based trainings and seminars on cultural competency, child abuse prevention and intervention, disproportionality and disparities.</p>	<p>1. Technical assistance will be needed as the PDSA around report content rolls out more fully. Additionally, we are exploring opportunities to provide training around bias to our DHS and provider staff.</p>
<p>List Trainings/Technical Assistance sponsored and/or attended that assisted in the development and/or implementation of CPPC and the four strategies</p>	<p>As mentioned under Shared Decision Making, Polk CPPC sponsored a number of trainings during this reporting period which advance the mission of CPPC: Strong African American Families Train-the-Trainer (in collaboration with Evelyn K. Davis Center for Working Families,) JUNTOS Train-the-Trainer (in collaboration with Community! Youth Concepts,) and the Strengthening Families 10-14 Facilitator training at ISU. These training opportunities were offered through carefully & intentionally chosen community partners working in the areas of domestic violence recovery & prevention, economic supports, and developing an avenue for youth voice. Furthermore, collaborative partners are reflective of the rich diversity of the community in which we live.</p>
<p>Was your goal met?</p>	<p>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/></p>

Based on your activities, select the level* for Policy and Practice that best fits your site: 4

Describe strategies to advance to the next level: Organizational training to address cultural competency and the macro level, increase pool of presenters for DHS 101, CWS and CPPC initiatives.

Based on your activities, select the level* for Policy and Practice that best fits your site: 3

To assist you with completing this section: please refer to the "Level Document" (attached) to determine the level for each strategy.

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