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| Polk County Decategorization- FY 17 Progress Report  **Participating County: Polk**  **Submitted by Teresa K.D. Burke**  **Polk County Decategorization Coordinator (**[**tburke@dhs.state.ia.us**](mailto:tburke@dhs.state.ia.us)**, 515.725.2725)**  **October, 2017** |
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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:    1. Annual Security Awareness Training    2. Contract trainings: 311 - 2-day Issuing Officer Training    3. Conferences:       1. Breakthrough Series Collaborative Learning Sessions, October 26-27, 2016       2. ACEs Community Learning Circles       3. CPPC Regional and Statewide meetings    4. Committee Work:       1. Community Equity Efforts (CEE) Team that replaced the MYFI team.       2. Service Contract Advisory Committee (SCAC)       3. Central Iowa ACEs Steering Committee and Executive Committee       4. CASP Collaborative to address disproportionality and disparate outcomes for people of color within the Polk Judicial system       5. Juvenile Re-entry Task Force, planning and activities addressing issues, gaps and barriers related to youth re-entering the community after group care, as well as transitioning to adulthood 2. Ellen Overton continued as the Polk Decat Administrative Assistant. 3. Tommy Ross resigned as the CPPC Coordinator, and was replaced for a short period by Jordan Kauffman (Project Coordinator) where the two positions were combined. Jordan resigned in October 2016 and was replaced by Kerry Williams in January, 2017. 4. The Restorative Justice Coordinator position was modified to include activities related to addressing disproportionality for both JCS and DHS, and renamed “Restorative Justice and Cultural Equity Coordination”, or RJCE for short. Dr. Darryle Bohanna was hired in September, 2016, as the new RJCE Coordinator. 5. Polk Decat operated with the following structure:    1. The Decat Executive Committee served as the Governance Board, making all decisions on contract funding;    2. 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);    3. 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;    4. 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). 6. Juvenile Court Services also continued the Community and Strategic Planning (CASP) Collaborative into FY17 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. 7. 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. 8. 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. 9. JCS and DHS combined efforts on a variety of levels through Polk Decat in FY17. Besides the RJCE Coordination Services and contract, they combined resources for a Student Supportive Services contract with Des Moines Public Schools (DMPS) in an effort to address higher risk students, especially students of color, with the eventual exchange of aggregate information on youth/families who have system involvement and collaboration on supportive services to those youth and families. 10. The Community Equity Efforts team continued into FY17 in order to address disproportionality at a macro level and across systems. More follows below. 11. The RJCE Coordinator, Dr. Darryle Bohanna, and Dr.s Mark Gray and Michelle Devlin conducted a Town Hall Meeting on December 5, 2016, to cover the results of the Courageous Conversations that took place in late FY16, early FY17. The Town Hall Meeting also included general information on Juvenile Court and JCS to provide the audience an understanding of the system.   **Key Activities, Outcomes and Expenditures**  **Restorative Justice & Cultural Equity Coordination, including Minority Youth & Family Initiatives**  **“Creating equity for African American youth and families… because it’s the right thing to do.”**   1. The African American Case Review Team (AACRT), which originated based on feedback from DHS Courageous Conversations, continued into FY17 and were supported by MYFI and DHS State Carry-over funds. JCS was able to benefit from the work done by DHS and began recruitment for members of their own AACRT (more information in the chart below.) 2. 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 Coordinator position, previously described. 3. Another effort under Polk MYFI was the continuation of the 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. More information is provided in the chart below. |

**Restorative Justice & Cultural Equity Coordination Special Projects, including Minority Youth & Family Initiatives**

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| **Agency** | | | **Program Name** | **Program Descriptions and Outcomes** |
| **Polk County Decategorization** | | | **Minority Youth and Family Initiative (MYFI)** | The Minority Youth and Family Initiative (MYFI) program is geared toward addressing disproportionality of African Americans in the Child Welfare System. The strategic plan of MYFI is to engage minority youth and family through education and outreach efforts. According to this particular strategic plan, the focus is centered on community education and outreach.  **Education Rationale:** Educating service providers on the specific needs of African American children and families will foster greater understanding and engagement of American Americans ultimately leading to better outcomes.  **Outreach Rationale:**  Connecting MYFI programs and priorities to those groups most at-risk for system involvement requires a variety of public engagement strategies. Educating service providers on the specific needs of African American children and families will foster greater understanding and engagement of American Americans ultimately leading to better outcomes.  The current focus goals of MYFI are:  **Goal 1.** Community Education: To increase knowledge of and access to programs and priorities that address disproportionality through targeted outreach efforts.  **Goal 2**. Create and maintain partnerships and practices as an inclusive community to better identify and address the strengths and needs of African American Youth and Families.  There have been community events, collaborations with agencies in Polk County, trainings, presentations and program implementation that have all contributed to the goals and outcomes of MYFI. See Appendix A.1 for the list of the aforementioned.  **Appendix A.1**   * MYFI Student Incentive Program * Minority Student Incentive Program * Iowa Legal Aid Commission presentation: Landlord/Tenant Laws * African American Case Review Team (AACRT) * Community Equity Efforts * Cultural Equity Alliance Steering Committee (CEASC) * Dual Status Youth Initiative * Courageous Conversations * Building Strong African American Families (SAAF) * I’ll Make Me a World In Iowa Event * NAACP- Youth & College Division * Boys-to-Men mentoring program * Brother-to-Brother mentoring program Des Moines Public Schools (DMPS) * Hip-Hope Inc. * John R. Grubb YMCA * William Holmes (Will Keeps) Youth Music Videos * Dance For Health * Beaverdale Books |
| **Polk County Decategorization** | | | **MYFI Student Incentive Program** | The MYFI Student Incentive Program is a program that was started in Fall of 2016 and that stems from the Minority Youth and Family Initiative. It is a collaboration between DHS, Des Moines Area Community College, University of Iowa and Polk Decategorization and was developed in response to a Courageous Conversations outcome that DHS staff was not reflective of the clients that they served, culturally or linguistically. This particular collaboration focuses on students that are enrolled in the Des Moines Area Community College Human Services program.  The Student Incentive Program was created to motivate involvement in activities that create a successful school pathway and to help students earn additional funds to help with immediate needs outside of school. Funds are earned through an incentive point system. For each Incentive activity the student completes, they earn points. At the end of the semester, the points convert into dollars. Currently, the students can earn up to 440 points. They earn $3 dollars per point earned.  The University of Iowa provides the Mentors for the program. The Mentors are usually Bachelors or Masters students at U of I who are able to assist the DMACC student Mentees with navigating the complexities of college life and classes. The Mentors/Mentees meet monthly, or a minimum of 3 times per semester, as a group. Each Mentor/Mentee pair decides how often they wish to meet outside of the group meeting. The group meeting usually involves a training or informational component. Mentors provide an additional layer of advisement that college “Advisors” may not be able to provide, such as choosing the appropriate classes that expedite graduation (graduation plan), filling out scholarship applications, visiting 4-year colleges and universities, etc.  The incentives activities are items that are essential for the success of a college student. These are activities that a successful student should normally attain, so there is nothing unexpected that a student would need to do. The students can work as hard, or not, as they desire, but the minimum that is expected of them is that they meet with their respective Mentors on a regular basis. The Mentorship is the cornerstone of the program as the guidance and assistance with planning is the key to helping the student develop a graduation plan and be successful. The potential to earn extra cash is a motivator for the students to complete the incentives activities. The incentives activities include:   * Attend support group meeting four meetings per semester * Bring a friend to support group meeting * Meet with academic advisor twice per semester * Meet with financial aid advisor * Maintain 2.60 GPA * Miss three or less classes per semester * Complete a graduation plan * Apply for 1-3 scholarships per semester * Complete 10-15 hours of job shadowing by end of semester internship is included * Interview three (3) professionals in the field by the end of the semester * Complete requirements for internship- if applicable * Initiate contact with mentor (phone or email) * Meet with mentor face to face   After students have earned their point totals, they decide how they want to receive their funds. Students receive funds on various gift cards of their choice i.e. (Walmart, HyVee, Kum & Go gas cards etc.) Students can also chose to receive payments toward their rent, utilities, auto loans and auto repairs. The participating students receive their incentives at the end of each semester.  Not all participating students go on to attain their 4-year degree and may not end up working with the Iowa Department of Human Services, but many of them go on to work in other Human Service jobs, which is important to creating a more equitable and culturally appropriate work staff in our community.  **Outcomes:**   * 12 Students participated in the Fall 2016 mentoring program, inaugural session. There were 9 Mentors who participated. * 13 Students participated in the Spring 2017 mentoring program, with some overlap from Fall 2016. 9 Mentors participated in the Spring 2017 session. * $11,193.13 in incentives were paid out to student participants as family assistance |
| **Iowa Legal Aid** | | | **Landlord/Tenant Laws Presentations** | Iowa Legal Aid is a nonprofit organization providing critical legal assistance to low-income and vulnerable Iowans who have nowhere else to turn. Along with volunteer lawyers throughout the state, Iowa Legal Aid helps the legal system work for those who cannot afford help with legal issues.  The mission of Iowa Legal Aid makes hope, dignity and justice available to low-income Iowans through legal assistance and education that protects fundamental rights, basic necessities and access to the judicial system; challenges policies and practices that harm low-income persons; and empowers clients to advocate effectively for themselves and their communities.  Iowa Legal Aid envisions a state where low-income people have access to services and resources to meet their basic needs and where all residents can vindicate their legal rights and be treated fairly throughout the civil justice system.  **Outcomes**  We have collaborated with Iowa Legal Aid. Through our partnership, we have been able to provide services to our students in the MYFI Student Incentive program. On April 13th at our Providers Fair, Iowa Legal Aid facilitated a presentation on Iowa Landlord/Tenant Laws (see below under FY17 Project/CPPC Activities.) This presentations provide information on the Iowa Landlord and Tenant Act, duties on tenants, landlord’s remedies, tenant remedies, ending the rental agreement, rental deposits, illegal rent increases at rural development properties, how to get your landlord to make repairs, raising your rent and how to represent yourself in court.  We will continue to partner with Iowa Legal Aid and plan to utilize their services for our Student Incentive Program this fall. We have also contracted with Iowa Legal Aid to do more presentations free of charge to the community. |
| **Department of Human Services/Juvenile Court Services** | | | **African American Case Review Team (AACRT) for DHS and Implementation for JCS** | The RJCE Coordinator participated in the bi-weekly DHS African American Case Review Team (AACRT), where Social Workers and their Supervisors bring specific cases to a team of African American professionals with expertise in various areas related to children and family services, such as mental health, substance abuse, education, child protection, etc., who review the effectiveness of the strategies in place and provide recommendations as needed to aide in safety, permanency and stability of system involved children in a culturally responsive and respectful manner.  Using expertise gained from the development of the AACRT for DHS, an AACRT team for JCS has been initiated. This project utilizes a team of African American professionals from the community that will look at current interventions and strategies recommended to African American families involved in the juvenile court system. The focus of the team is similar to that of the DHS AACRT, although more related to the safe resolution of community protective issues. The ultimate goal is to find alternative solutions to help African American youth from being pulled deeper into the juvenile system and help with the reduction of disproportionality in Polk County. This team will consist of members of the Polk County community that have an expertise in the following areas: substance abuse, mental health, law enforcement, domestic violence, physical/sexual abuse, education, language, legal, fatherhood initiatives, and faith-based services.  **Professional/Community Team Member Must**   * Have expertise in the designated field of representation * Have knowledge of juvenile court services or families that have been involved in JCS * Commit and agree to sign a confidentiality statement * Be available for case review 1x per month, 1.5 hr. per/session   **Professional/Community Team Member Role Responsibilities**  In review of cases presented by JCS, each representative must be knowledgeable of/experience with/willing to do the following:   * Resources available in the community to assist the child/family * Cultural vs. protective issues * Identify culturally specific interventions to assist children/families in establishing safety. * Detention * Formal team recommendations for JCS * Assist in preparing the final recommendations and suggestions for JCS |
| **Polk County Decategorization** | | **Community Equity Efforts (CEE)** | | The Community Equity Efforts (CEE) team is a group of Des Moines agency leaders. This team meets every second Wednesday of the month to highlight efforts that are being made to reduce disproportionality in Polk County. Each team member is responsible for reporting to the group on events or ways their agency is helping to better serve the community. The meetings were cancelled over the summer months due to heavy travel and team members being out of town. We are set to resume our meetings on October 11th 2017.  **Outcomes**  We are currently reorganizing to make better use of the team’s time. It is our intent to allow committee members to share new or existing initiatives and identify areas for collaboration and overlap. |
| **Iowa Department of Human Services and other partners** | **Cultural Equity Alliance Steering Committee (CEASC)** | | | As a member of this committee, we have collaborated with various partners in efforts to help with the reduction of disproportionality in Polk County. The primary purpose of the committee is to develop recommendations for implementing systemic changes focused on reducing minority and ethnic disproportionality and disparity in the child welfare system. This statewide collaborative includes the following representatives: IDHS (leadership and field staff), providers, courts, Parent Partners, foster care alumni, immigrant and refugee services, domestic violence agencies, juvenile justice, race and ethnic diversity advocates and other child welfare partners.  One of the early tasks for this committee was to develop a set of guiding principles for the agency’s work with children, youth and families. Upon CEASC recommendations, the Iowa Department of Human Services has officially adopted fifteen Guiding Principles for Cultural Equity (GPCE) as a framework for moving the work forward. The GPCE are based on the Office of Minority Health standards for cultural and linguistic competence.  **Outcomes**  There are 15 guiding principles that the Cultural Equity Alliance believes are essential to reducing disparities in the child welfare system. They represent culturally and linguistically appropriate service standards that can help promote equity for families within the system.  **15 Guiding Principles**  **1)** Provide effective, equitable, understandable and respectful quality supports and services that are responsive to diverse cultural beliefs and practices, preferred languages, health literacy and other communication needs.  **Governance, Leadership and Workforce**  **2)** Advance and sustain organizational governance and leadership that promotes standards and equity through policy, practices and allocated resources.  **3)** Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area.  **4)** Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.  **Communication and Language Assistance**  **5)** Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all supports and services.  **6)** Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.  **7)** Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.  8) Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.  **Engagement, Continuous Improvement and Accountability**  **9)** Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations’ planning and operations.  **10)** Conduct ongoing assessments of the organization’s standard related activities and integrate related measures into assessment measurement and continuous quality improvement activities.  **11)** Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of standards on equity and outcomes and to inform service delivery.  **12)** Conduct regular assessments of community assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.  **13)** Partner with the community to design, implement and evaluate policies, practices and services to ensure cultural and linguistic appropriateness.  **14)** Create conflict- and grievance-resolution processes that are culturally and linguistically appropriate to identify, prevent and resolve conflicts or complaints.  **15)** Communicate the organization’s progress in implementing and sustaining standards to all stakeholders, constituents and the general public. |
| **Department of Human Services/JCS** | **Dual Status Youth Initiative** | | | The Dual Status Youth Initiative was created at Robert F. Kennedy Children’s Action Corps RFK National Resource Center for Juvenile Justice located in Boston Massachusetts. On April 20th and 21st 2017, we invited this group to Des Moines to facilitate a Dual Status Youth Training for members from our Juvenile Court and DHS staff.  The Dual Status Youth Initiative has three focus areas.   * **Dually-identified youth:** youth who are currently involved with the juvenile justice system and have a history in the child welfare system but no current involvement. * **Dually-involved youth:** youth who have concurrent involvement (diversionary, formal, or a combination of the two) with both the child welfare and juvenile justice systems. * **Dually-adjudicated youth:** youth who are concurrently adjudicated in both the child welfare and juvenile justice systems.   **Outcomes**  We will be forming three to four teams from JCS and DHS to begin identifying and collaborating on dual status youth in Polk County. Our goals are to:   1. Ensure processes are family-led and strength focused. 2. Ensure early recognition of dual status youth. 3. Allow more coordinated approach to addressing needs of dual status youth. 4. Reduce the penetration of child welfare-involved youth into juvenile justice. 5. Reduce the rate of detention and decrease their length of stay if detained. 6. Reduce recidivism. |
| **Juvenile Court Services** | **Courageous Conversations** | | | The primary purpose of the Courageous Conversations was to focus on African American youth and explore community opinions, attitudes, and perceptions regarding Polk County Juvenile Court Services and related juvenile detention issues. It was essential that the community shared ideas to reduce racial disparities in the juvenile court system, improve outcomes, and enhance culturally appropriate programming for minority youth.  During the summer of 2016, there were five focus groups that held “Courageous Conversations” for approximately one hour for each focus group. At the end of the focus groups a Town Hall meeting was organized to bring the community together to discuss the findings. On December 5th 2016, Dr. Michele Devlin and Dr. Mark Grey facilitated the Town Hall meeting. At this meeting, the findings and recommendations from the community focus groups were presented.  **Outcomes**  The Town Hall meeting was a successful event. There were over 40 attendees from the community and local agencies. We were able to discuss the findings and recommendations that the community provided. With the information provided from the Town Hall meeting, we have begun to identify areas where we can start making an impact.  **Detention Screening Tool**  With the use of the Detention Screening Tool, there has been an increase in the number of kids being released from detention and sent to alternative programs. Alternative programs such as Building Strong African American Families (SAAF) is one of the programs used that has proven to successfully help the student and family as a whole. The SAAF program has also helped with the reduction of recidivism.  **Other Community Recommendations:**   * Develop more on-site services for juvenile detention * Develop community liaisons, navigators, and other human resource contacts that can provide guidance and referrals to parents for assistance * Develop positive, preventive, comprehensive programs that include academic, social, and family services, but with consequences for missing appointments * Develop opportunities and partnerships between JCS and African American community from a grant perspective, so that funding can go to local black non-profits, churches, associations, etc. to provide outreach and education services to keep children out of system * Expand African American involvement in their own community justice alternative solutions like mediation and diversion, not detention * Develop model pipeline and recruitment programs, and perhaps reclassification of requirements for some jobs, to allow for more African Americans to work in the juvenile justice, education, foster parenting, and policing systems * Develop parent partner programs, family team meetings, counseling, peer mentors, and other resources like those in DHS system * Increase, partner with, and support parenting classes, with special focus on addressing family dynamics of having fathers (or mothers) in prison * Support and link with educational programs that emphasize African American positive male role models * Partner with literacy and reading programs before, during, and after detentions to reduce link between poor education and incarceration * Utilize extended family members, godparents, and other culturally acceptable elders as adults that the children can be released to after detention * Improve cultural competency and tolerance training for schools, law enforcement officers, judges, and other points of entry * Increase cultural responsiveness training for juvenile justice staff members to work more effectively with minority youth in the system * Increase training for African American youth about interacting positively with teachers, police officers, JCS workers, and others |
| **Evelyn K. Davis Center For Working Families** | **Building Strong African American Families (SAAF)** | | | The SAAF program is a program geared toward building strong African American families. This program has been found to be a great way to improve communication, reduce risky behaviors and strengthen racial pride for African American families. The mission is of SAAF is to advance the well-being of African American families by strengthening family relations, parenting processes and youth competencies. Refer to the Contracts section, DCAT5-17-040, Supportive Services for African American Youth & Families for outcome details and expenditures. |
| **Iowa’s African American Festival** | **I’ll Make Me A World In Iowa Event** | | | I’ll Make Me a World in Iowa (IMMAWII) is a diverse collaboration of Iowans, which highlights African-American arts, culture and contributions through education, awareness and preservation during an annual enrichment celebration and with continual educational outreach.  **Outcomes**  Polk County Decategorization purchased an exhibitors table at the IMMAWII celebration event. This event hosted over 5,000 attendees from the greater Iowa community. We were able to disseminate free back packs, water bottles and books written by African American authors to the youth and families. We also displayed information from 15 different agencies on our table. This information included brochures and pamphlets from various agencies in Polk County. Here are some of the agencies that provided information for our table:   * DMACC- Workforce Training Academy * CFI * Self-Awareness, LLC. * Young Women’s Resource Center * United Way 2.1.1 * Iowa Family Support Network * TRIO * Safe At Home * Iowa Child Care Resource & Referral * Drake University Head Start Early Head Start * Sexual Assault Response Team (SART) * Polk County Crisis and Advocacy * Anawim Housing Foundation * RSVP * Lutheran Services in Iowa (LSI) |
| **NAACP** | **Youth & College Division** | | | The NAACP Youth and College Division is a courageous generation of intelligent, militant and effective youth leaders creating a world for all people to thrive. The mission of the NAACP Youth & College Division is to inform youth of the problems affecting African Americans and other racial and ethnic minorities; to advance the economic, education, social and political status of African Americans and other racial and ethnic minorities and their harmonious cooperation with other peoples; to stimulate an appreciation of the African Diaspora and other people of color’s contribution to civilization; and to develop an intelligent, militant effective youth leadership.  **Outcomes**  Chad Jensen, Darryle Bohanna and John Hawkins met with the NAACP Youth & College Division representative to discuss ways in which JCS could be a partner and help with these efforts. We have agreed to collaborate with the NAACP Youth & College Division and are will be participating in these events:   * **Education-** College Prep Day: Students participate in activities and workshops focusing on the process and transition between high school and some post high school educational experience. Topics include, but not limited to: acceptable credit hours, community service hour’s extracurricular activities, sports, resume writing, college selection process, campus tours, application process, college campus communities, academic expectations and campus safety. Parent workshops cover, financial aid, tuition, loans, grants and disability services. * **Health-** The Teen Summit students participate in conversations on health related topics specific to middle school and high school population. Priority of conversation is prevention, resources and cure for common ailments for teenagers. * **Criminal Justice-** The 411 on the 5-0 is a meeting of the minds; representatives from the YC and other invited groups discuss ways to communicate and interact with the law enforcement during a police stop. * **Civic Engagement-** The Diversity Conference: These conversations help participants understand, appreciate, and respect differences; students develop and design strategies and are charged with taking content into the school setting. * **Economic Opportunity-** Youth Council members are hired for employment at local business upon the recommendation of the youth adviser, and the personal interview process. |
| **Boys To Men** | **Boys To Men Mentoring Group** | | | Boys to Men Youth Programs is a mentoring program geared toward helping equip minority youth and families with the tools necessary to successfully complete elementary school, transition into middle school and assist families in addressing delinquent behaviors that might lead the youth into the juvenile justice system. This programming also provides opportunities for high school students to volunteer to work with younger youth while avoiding delinquent activities that could be detrimental to their future. Additionally, Boys to Men meets the needs of mainstream students who are enrolled in regular education programs as well as alternative school programs, and provides age and developmentally appropriate opportunities for youth and families to build community while learning basic life skills that are conducive to productive members of their communities. The Boys to Men Program believes it is important to inspire students and help them to see themselves in a positive light despite their surroundings, family history or current situation. The programming strives to promote positive self-image, remove barriers that could lead to positive behaviors such as being leaders by working with school counselors, teachers, parents and other community based programs and teach youth basic leadership skills to be successful in both school and community.  The organization works primarily for the benefit of at risk young males between the ages of ten (10) and thirteen (13) in the Des Moines Public Schools and neighboring community. Currently, Boys to Men meets after-school with Fifth grade boys from area elementary schools on a weekly basis to provide positive support and guidance. These after-school programs function as outlets to connect Fifth grade boys with positive role models from the Greater Des Moines community. Boys to Men also promotes the importance of staying in school and setting goals, notably providing Fifth grade boys a positive path as a way to express themselves.  **Outcomes**  We have partnered with the founder of Boys to Men John Hawkins and provided $3,000 MYFI dollars toward programming events for the Boys to Men program. I have participated in the weekly sessions with the Boys to Men group as one of their mentors. During these sessions I have facilitated team building activities as well as in depth life conversations with the boys on topics including school, drugs, bullying, listening, career goals, positive/negative choices and decision making. At the end of the program, we took all of the Boys to Men participants to Ignit Sports & Fitness for an end of the year party/celebration. The boys also participated in the Tim Dwight and Tavian Banks All-Star Football Camp at Waukee Middle School.  At the end of the year party, we provided food and games for the boys to enjoy. We also had an award ceremony and presented students with trophies for successfully completing the program for the year. We also provided brand new back packs filled with school supplies for the upcoming school year. |
| **DMPS** | **Brother to Brother Program** | | | The Brother to Brother (B2B) program is a dynamic organization established specifically to assist minorities to excel academically, socially, culturally, professionally, and in the community. B2B is primarily comprised of male students who strive for academic excellence and make a commitment to plan and implement programs that benefit their community at large. The program encourages participants to embrace leadership by being positive examples for each other through a strong commitment to academic achievement, brotherhood, and community service.  **Outcomes**  We have collaborated with DMPS to help the B2B chapter in Des Moines. We have provided financial support through the DCAT5-17-120 Contract (refer to Contracts section below) to help fund the DMPS students to attend the national B2B conference in Detroit Michigan. Our goal is to become more involved with the B2B program by helping with the development and growth of the program. |
| **Hip-Hope Inc.** | **Perform Well** | | | **Hip Hope** helps youth find their purpose within their passions and talents then supports them in making their passions their priority. We believe that by allowing them to operate within their purpose they will thrive in their pursuit of happiness. Our hope is that the youth will be less likely to indulge in unhealthy lifestyles because they are focused on their passions.  **“Perform Well”** is a Hip-Hope Inc. program that will utilize arts and culture to assess and address the challenges that our youth, 6-18 years old, must overcome to develop successfully. Through a series of projects, over a six month period, we will develop their social, economic, academic, cognitive and life skills through education, expression and project management.  The purpose of this program is to encourage and equip youth to **"Perform Well"** in all aspects of their lives. Our vision is confident and competent youth contributing to the success of Iowa's culture resulting in a safer and more vibrant community.  **Outcome**  We partnered with Hip-Hope and provided $1,000 MYFI dollars toward the Hip-Hope KidsLivesMatter Fundraiser Challenge.  The **“#KidsLivesMatter Fundraiser Challenge”** is a youth empowerment campaign designed to build kids’ character, physical health, self-esteem and overall achievement. The duration of the campaign was from March 2 – May 28, 2017. The ultimate goal was to raise kids’ consciousness of responsibility, accountability and self-worth. The purpose of the campaign is to build bridges between kids and community.  During this campaign, Hip Hope partnered with 19-year old hip-hop recording artist Silento to Des Moines to perform for and motivate the students in the West Des Moines school district. An Attendance challenge was put in place for all of the West Des Moines School district schools. Silento would perform at the school who achieved the highest attendance between March and May.  Walnut Creek High School's won the challenge with their attendance increasing drastically by 9.66 percent Western Hills Elementary increased by 2.26 percent and Indian Hills Jr. High increased by 2.49 percent. Silento performed at Walnut Creek High School and did a free concert for all of the youth in the greater Des Moines area. |
| **John R. Grubb YMCA** | **Summer GRIT Passport** | | | MYFI has partnered with John R. Grubb YMCA in efforts to support their Summer GRIT (Grubb Role models in Training) Passport program. MYFI provided $1,500 dollars to the Grubb YMCA to help youth participate in the Summer GRIT program this year. The John R. Grubb YMCA host many activities for junior high school students. There were pick-up basketball games, swimming, ping-pong table, kickboxing, occasional movie/video game days and clubs, such as Chess and sports training. The weight room and machines were open to those 14 and older. Free Snacks were provided. During tournaments, pizza was provided for participants. There were also tables and computers available for the students.  The Passport program allows students to use the wellness center for $10 dollars for the entire summer. MYFI will continue to support the efforts of the John R. Grubb YMCA youth programs. |
| **William Holmes** | **Youth Music Video** | | | MYFI has partnered with William Holmes “Will Keeps”, Des Moines Hip-Hop artist. MYFI donated $1,500 dollars to help with his mission to reach youth in Des Moines through music. Keeps has made it a mission to help break the stigmas that exist on race and equality. "Help fight when it comes to police brutality, black brutality, white brutality, they all exist and we want to fight all of that.” Keeps is known for his controversial music videos that sends powerful messages to both African Americans and Whites. One of his most popular videos included Des Moines Police Chief Dana Wingert.  “How do you reach the young people? In today’s age, you reach them through videos and music, and Will brings that talent to the table something that we obviously aren’t experts in,” Chief Wingert said. “It was easy to say yes because his message was pure, and I think it’s important.”  Wingert said although the police department has a successful outreach program, this was a unique way to reach a younger crowd. The video also features some students from Scavo High School.  Keeps is well-known for his song “Wake Up, Iowa” that debuted after the death of 16-year-old Terry Harris, who was shot and killed in June of 2015 at a home in the 2200 block of Lincoln Avenue.  We will continue to collaborate with Keeps and assist him in his efforts to stop violence in Des Moines. |
|  | **Dance For Health Initiative** | | | MYFI has partnered with Dance for Health Initiative and donated $1,000 dollars to help with this initiative. MYFI will continue to support the efforts of this initiative and help support with future community events for students.  The Dance for Health Initiative served more than 100 students this year and is committed to every student regardless of age, ability, aspiration, or socio-economic status. Under the guidance of Rick Sandoval, this initiative is highly respected for providing a nurturing and professional environment for students from pre-school through adult. This initiative took place June 19th until July 31st.  Dance for Health students were encouraged to learn multiple dance forms and use these forms to help remain active and burn calories while having fun. Dance for Health Initiative provides its students with high-quality performance experiences that include a live dance performance at the end of the program, which brought students together with their families. This initiative provided dance instruction from four different genres of dance. Salsa, ballet, hip hop and contemporary dance were taught to the students over the course of six weeks. Dance for Health gave students a pre-professional experience that included instruction from professional dance instructors. Dance for Health also provided a fun outlet for students throughout the summer to express creativity and foster better health.  Statistics show that students are more likely to get into trouble during the summer months if they are not involved in a summer program or activity. This is one of the primary reasons that the Dance for Health Initiative was created. This initiative was free for students. Water, Gatorade and light snacks were provided before and after each dance class.  [**Ballet Dance:**](http://ccdance.org/classes/summer-programs/intensive/)  Ballet dance instruction is a great way for students to keep fit, strengthen core muscles and a lovely way for them to explore their imagination through the magic of dance. They gain a sense of self-confidence and pride in their bodies and what they can accomplish through practice.  **Salsa Dance:**  There were three different styles of Salsa Dancing. Puerto Rican, Miami and Cuban are the three styles of Salsa that were taught.  **Hip Hop Dance:**  Most popular among African Americans and Latin Americans at first, there are many races that now lay claim to defining this diverse dance phenomenon.  **Contemporary:**  Contemporary dance is one of the most free forms of dancing of all the genres. This dance form is very expressive. This dance form emphasizes dynamic energy, whole bodied movement and an integrated approach to well-being. In this class, there were strong emphasis on the three. |
| **Beverdale Books** | **MYFI Books for community activities** | | | MYFI paid over $3,400 dollars for books written by African American authors. These books were used for community events and were disseminated at the I’ll Make Me A World In Iowa event in January of this year. During this event, we provided free backpacks, t-shirts, water bottles and one book to students and members of the community.  We also provided several Juvenile Court Judges with books to provide to various students and families in the Juvenile Court System. |

**FY17 Special Projects under DCAT5-12-075, Decat & CPPC Coordination**

***Also refer to CPPC activities after Lessons Learned.***

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| **Agency** | **Program Name** | **Program Descriptions and Outcomes** |
| **Various** | **Community Event Requests** | • ISU Outreach-JUNTOS Family night  • Central District Baptist Association-Unity in the Community  • Joshua Christian Academy-Bowtie Brunch  • iJAG-Student career development and opportunity conference  • Triad Foundation-Jabberwock Scholarship  • Iowa Nepalese Association-Interstate Soccer tournament  • Refugee Alliance-World Refugee Day  • Central Iowa Shelters-Golf outing  • Mount Hebron Baptist Missionary Church-Community Carnival  • LSI-Healthy Families America  • Encouragement outreach-Mentorship connections  • Genesis Inc-Youth soccer  • Grubb YMCA-Fathers and Families cookout  • 6th Ave Corridor-Jazz in July  • West Des Moines Community-JUNTOS education workshop  • Community Support Advocates-Community Carnival  • Corinthian Baptist |
| **Various** | **Providers Fair** | Over 30 providers and over 200+ DHS Social Workers, Juvenile Court Officers, and community members gathered for a Providers Fair in April. This event was a networking event aimed at connecting agencies with Social Workers, JCOs and the community so that resources in our community were made known to those that work with families in Polk County. In addition, Iowa Legal Aid offered their Tenant Law presentation twice this day. Social Workers, JCOs, agency members, and community members attended this powerful and instructional talk, leaving the presentation better prepared in knowing what directions to point their clients or themselves to get legal assistance and understanding housing rights.  The Providers Fair was incredibly successful, with meaningful connections made. The overall consensus was to have a Providers Fair once per year. |
| **Various** | **Networking with Agencies: agencies that were personally met with by the Project/CPPC Coordinator** | The CPPC Coordinator discussed many different initiatives and opportunities with the following agencies. Beside the agencies, the CPPC Coordinator met with over 100 community members about topics ranging from volunteer opportunities to how to affect change within their communities.   * DMPS-counselors and administration * WDMPS-counselors and administration * Joshua Christian Academy * King Elementary * Harding Middle School * Roosevelt High School * North High School * East High School * Hoover High School * Lincoln High School * Valley High School * Zion Church * Hope Church * Children and Families of Iowa * iJAG * West Des Moines Public Library * Des Moines Public Library * Everybody Wins Iowa * BACA * Community Youth Concepts * Unity Health * Lutheran Hospital * Blank Hospital * Broadlawns Hospital * Intercity Motorcycle Club * Beaverdale Books * Evelyn K. Davis Center * The Rose retirement community * Drake University * Grandview University * Simpson College * Iowa State University * DMACC * Next Step Adventure * Prelude * Headstart * DMARC * Principal Financial * Amerigroup * EMBARC * Oakridge Neighborhood Association * King Neighborhood Association * Drake Neighborhood Association * Goodwill * ArtForce Iowa * Volunteer Iowa * Creative Vision * Amos * Young Women’s Resource Center * Monsoon * Drake Foundation |
| **CJJP** | **FTDM and YTDM training** | In conjunction with the Office of Criminal and Juvenile Justice Planning (CJJP), a division of the Iowa Department of Human Rights, CPPC planned and conducted a three-day training for FTDM facilitation and a one-day training for YTDM facilitation this fiscal year. In total, we trained 8 community members and 14 Juvenile Court workers to hold family team and youth team decision making meetings. This will increase the ability to offer these meetings to families and youth in Polk County on a community level, and to support the transition-age youth requirements for Juvenile Court Services, expanding the shortfall of YTDM facilitators. The outcome of offering community based FTDMs and YTDMs is for fewer youth and families to become involved with DHS and JCS. We will be able to offer options to families to assist with their needs, working in tandem with the schools, faith-based organizations, and community agencies to set up a family/youth plan. |
| **DMPS** | **King Elementary Literacy Project** | A partnership was initiated with King Elementary on a possible project whereby 1st graders read to adult and high school mentors to practice and improve literacy skills. The outcome of this will be an increase in reading scores of the first graders by the end of the school year as well as help diminish the gap of 2nd graders being tested and admitted into the Gifted and Talented program in DMPS. Every 2nd grader is tested for the Gifted and Talented (GT) program in DMPS and by working on literacy skills in first grade, the desired outcome would be that comprehension increases, helping more students being properly identified for the GT program in 2nd grade. By having this GT identifier, students will have access to more academic and emotional supports during their tenure with DMPS. Polk Decat/CPPC also sees this relationship as a segue into building parent engagement at King Elementary, which is identified by DMPS as a school with one of the lowest parent engagement percentages in the district. King Elementary is in the targeted 50314 zip code for both DHS and JCS intervention and prevention initiatives. |

**FY17 Providers’ Advisory Meeting Dates and Speakers**

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| 8/17/16 | Dave Kuker, office of Juvenile Justice Planning, Dept of Human Rights – Polk Juvenile Diversion and Court Statistics |
| 9/21/16 | Dr.s Michelle Devlin and Mark Gray, University of Northern Iowa – Polk’s changing demographics and what agencies/organizations need to know about providing services to diverse populations |
| 10/19/16 | Charles Hill and Jenny Tegeler, Iowa Legal Aid – What providers should know about landlord/tenant laws and rights |
| 11/16/16 | April Palma, Justice For Our Neighbors – What providers should know about the impact of the various legal statuses on immigrant daily life  Megan Schneider/Shannon Schott, YES Family Life Center – Teens Against Human Trafficking program |
| 1/18/17 | Vinh Nguyen, Des Moines Public Schools – What providers should know about the process of cultural and psychological changes that people experience when living in a new culture, and how children in refugee families acclimate. |
| 2/15/17 | Annie Wood-Long and Tabby Kuehl, Visiting Nurse Services – What providers should know about the expanded Children At Home program under the Iowa Family Support Network |
| 4/19/17 | Yvette Burton – What service providers need to know about using interpreters – Interpreter training |
| 5/17/17 | Brian Atkinson, U.S. Army Reserves – What providers should know about current popular drugs and the opioid epidemic |
| 6/21/17 | Financial Opportunities in the Metro:  Carolyn Steckelberg, ISU Extension & Outreach – Financial Educational Opportunities  Melissa Nordell-Earp, City of Des Moines Municipal Housing Agency – Bank On Central Iowa  Idle Abdi, Lutheran Services in Iowa – Refugee IDA Partnership Program  Marsha Kephart, Iowa State Bank – Homeownership Opportunities and Asset Building Coalition Membership |

**FY17 Polk Decat Quarterly Steering Committee Meetings, Discussion & Determinations**

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| 8/12/16 | Review of the FY17 contracts and budgets; CPPC funds, spending and initiatives; the new Restorative Justice & Cultural Equity Coordinator Role; Trainings and Presentations for FY17 |
| 10/21/16 | Discussion of best practices and effective methods for Parent Engagement; new contract with Des Moines Public Schools related to the African American males project; CPPC and Restorative Justice & Cultural Equity (RJCE) updates |
| 1/13/17 | Continued discussion on Parent Engagement and capacity for Functional Family Therapy for PSSF fund usage; Update on DMPS African American males project; RJCE Update |
| 4/14/17 | FY17 budget and FY18 outlook; Results of PSSF funds outreach and usage; Best methods for conducting a local needs assessment; CPPC update |
| 5/31/17 | Special meeting to review collected needs assessment materials; discussion and decision on focus areas for needs assessment |

**Contracts**

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| **Contract Number** | **Contractor Name** | | **Service provided** | **Funds expended** | |
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| **DHS Programs** | | | | | |
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| **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 FY15 DHS State Carry-over dollars, which were carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of re-abuse, timely achievement of permanency, placement stability, etc. | | | | | |
| **Outcome:** | The contractor provided 850 background checks in FY17. This is 203 fewer background checks than were requested and provided in FY16 (1053.) Most background checks are completed in 24 hours or less, which is less than the 48-hour minimum turnaround timeframe. | | | | |
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| **DCAT5-14-017** | **Polk County Attorney** | | **Diversion & Mediation** | **$21,600.00** | |
| 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 FY15 DHS State Carry-over dollars, which were carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of re-abuse, timely achievement of permanency, placement stability, etc. | | | | | |
| **Outcome:** | There were 9 Formal Mediations provided through the Contractor for FY17. 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 81 letters and/or consultation meetings provided in FY17. | | | | |
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| **DCAT5-12-075** | **Polk County Health Services** | | **Decat Staff** | **$223,991.76** | |
| 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 FY15 and FY16 Decat Allocations, the FY17 CPPC allocation and FY17 MYFI funds. | | | | | |
| **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 continued to serve as the Administrative Assistant, working on managing the Wraparound Assistance and Resources. Jordan Kauffman continued to serve as the Project/CPPC Coordinator until November, 2016, to assist in managing the variety and volume of special projects that Polk Decat is involved in as well as the Community Partnerships for Preventing Child Abuse. Kerry Williams succeeded Jordan in January, 2017. | | | | |
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| **DCAT5-13-184** | **Children & Families of Iowa** | | **Fiscal Agent Wraparound Services\*** | **$282,385.68** | |
| This Fiscal Agent 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.  The contract was supported by the following funds: FY15 DHS State Carry-over dollars carried over from FY16 re-designated for FY17, FY15 State DHS funds from the 11/6/15 SAM designation for Individualized Services/Family Flex funds, FY17 MYFI funds for supports for African American families and children, FY15 PSSFP funds carried over from FY16 used for transportation for PSSFP-eligible services and families, FY15 JCS State Carry-over dollars carried over from FY16 re-designated for FY17. | | | | | |
| **Outcome:** | Juvenile Court Services added funds to this contract again in FY17 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.  Decat Coordination staff manage the allocation and tracking of supports from this contract. Social Workers and JCOs must submit Forms that detail the requested support, approved by their Supervisors, to Polk Decat staff, who review the forms for completeness and that all the required information is provided. Requests for checks must be accompanied with a bill, invoice or receipt. All assistance is recorded in a detailed spreadsheet and the forms are retained to serve as back-up for any inquiries or audits. Assistance is audited monthly to ensure that store cards are used in sequence and so that all cards, bus passes or tokens are accounted for. Requested assistance that is not picked up by the client, SW or JCO for one month or longer is returned to inventory and, in the case of monthly bus passes, returned to DART for credit.  Decat staff receive anywhere from 3 to 30 requests on any given day so being organized and up-to-date on tracking is imperative. Decat staff are responsible for communication with the contractor on requesting checks and picking up checks. | | | | |
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| **DCAT5-15-002** | **Youth Emergency Services & Shelter** | | **PRC Nurse Services** | **$54,067.99** | |
| The PRC Nurse service 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, now known as the STAR Center, 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 FY15 DHS State Carry-over dollars, which were carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of abuse and re-abuse. | | | | | |
| **Outcome:** | There were 346 children served in FY17 under this contract, 263 of which were ages 6 and under and 84 of which were older siblings. African American children made up 17.1% of the total served and 5.5% were Hispanic. The contractor attended 188 Pre-/Post-Removal FTDMs.  There were 284 recommendation reports sent to DHS staff from the Contractor.  100% of all referrals were accepted by the contractor. On occasion, the parents would not show up at the Pre-/Post-FTDM. 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. | | | | |
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| **DCAT5-15-007** | **Visiting Nurse Services** | | **Refugee Immigrant Guide** | **$43,935.99** | |
| 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, along with a RIG Advocate, assist youth and families who are system involved to understand steps to successful case closure. The RIG and Advocate 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 that most other cases due to the language, culture and often the literacy barriers. The contract was supported by FY15 DHS State Carry-over dollars, which were carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of abuse and re-abuse. | | | | | |
| **Outcome:** | There were 41 DHS cases served in FY17, 29JCS cases and 4 Community Cares cases.  The contractor held 2 stakeholders meetings within FY17 and bi-weekly staffings for DHS cases, as a result of the PDSAs from FY16 and FY17.  3 Subcontractor agencies assist with the project to ensure that a wide variety of languages and cultural ethnicities are covered: Lutheran Services in Iowa, EMBARC, and Child Future International.  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.  The Bureau of Refugee Services began attending and assisting in the bi-weekly staffings to impart their vast knowledge to bring a cultural lens to specific cases. | | | | |
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| **DCAT5-16-113** | **Iowa Legal Aid** | | **Preventive Law & Guidance** | **$61,767.64** | |
| 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 was supported by FY15 DHS State Carry-over dollars, which were carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of abuse and re-abuse, and FY17 MYFI funds. | | | | | |
| **Outcome:** | There were 819 clients served under this contract in FY17, either through individual assessments, consultations, representation or small-group presentations, compared to 223 clients served in FY16.  The contractor provided Landlord/Tenant Law trainings to a variety of community groups, including the Decat Providers’ Advisory and at the Provider’s Fair.  At least 90% of youth aging out of the system who participated in legal assessments demonstrated an increased knowledge of legal issues.  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.  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. | | | | |
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| **DCAT5-17-052** | **Polk County Health Services** | | **Restorative Justice & Cultural Equity Coordination Services\*** | **$99,730.65** | |
| This Contract was created new, replacing DCAT5-16-222 Restorative Justice Coordination Services, to provide coordination and program management for Restorative Justice Services for Juvenile Court Services clients in Polk County, including but not limited to: community engagement, victim outreach, training/skill-building, mediation, and other reparative justice acts, *as well as* Cultural Equity Coordination Services for DHS and JCS, including but not limited to building alliances with community and systems leaders to address disparate outcomes for people of color, provide oversight of related training development and implementation for JCS, DHS and the community, and coordination across systems to align trainings, data and communications.  This contract was supported by FY15 DHS State Carry-over funds which were carried over from FY16 and re-designated for FY17, FY17 MYFI funds, and FY16 State JCS Carry-over funds specific to Restorative Justice and/or Initiatives related to disproportionality of minority contact in Polk County from the 5/4/16 Chief designation. | | | | | |
| **Outcomes** | The RJCE coordinator engages with the following efforts in order to more effectively address issues of disproportionality in the Child Welfare/JCS system(s):   * Dual Status Youth Initiative * Minority Youth & Families Initiative (MYFI) * Building Strong African American Families (SAAF) * Community Equity Efforts (CEE) Team * African American Case Review Team (AACRT) * JCASP Teams   Currently in its 4th semester, the MYFI Student Incentive program has been a great success at DMACC. During the current academic year, 10-14 students are involved. Four students graduated in May 2017; one of those continued on to work towards the BSW.  Contractor reports all Performance Measures have been Met as written. | | | | |
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| **DCAT5-17-120** | **Des Moines Independent Community School District** | | **Student Support Services\*** | **$42,000.00** | |
| The purpose of this new Contract is to enable the Agency and Juvenile Court Services in Polk County and the Polk Decategorization Governance Board to collaborate with Des Moines Public Schools on the provision of supportive services to youth of color and immigrant/refugee students that encourage youth in academics and academic advancement, community service learning, improving behavior choices, building confidence, and including outreach to parents, in an effort to prevent or mitigate system-involvement.  This contract was supported by FY16 JCS State Carry-over funds to serve JCS youth in Polk County from the 5/26/16 Chief designation, and FY17 MYFI funds. | | | | | |
| **Outcomes** | In FY17, DMPS engaged 421 students. Of those 421, 265 self-reported as African American, 64 Hispanic, 12 Asian or Pacific Islander, and 80 other demographic category. Supportive services provided include:   * Student trip to attend a national conference * College visits * Service Learning Projects * Guest Speakers * Parent Engagement opportunities * Student incentives for summer activities   Contractor reports Not Meeting the Performance Measures as written. 12 students in the Brother 2 Brother program lowered their out-of-school suspension rates; 108 students improved daily attendance; 71 students lowered office referrals. These numbers fall short of the performance expectation as written: 80% of students will demonstrate 2 or more of the following areas: positive progress in grades, reduction of referrals, reduction of suspensions, reduction of absenteeism.  Contractor reports 271 families – 64% - have been provided with information on services. As written, the Performance Measure details that 70% of families of youth identified as being at risk of Drop Out or System involvement shall be provided with information on appropriate service to meet their needs.  Finally, Contractor reports that parent/caregiver surveys have been sent out. Results have not come back, but Contractor does not expect results to cover the 50% of students involved as written in the Performance Measure. | | | | |
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| **DCAT5-17-149** | **Parenting Way, Inc.** | | **Trauma Centered Parent Education** | **$2,400.00** | |
| The purpose of this new Contract is to provide comprehensive parent education classes for DHS parents whose children have been removed, who lack knowledge due to their own family history, challenges related to mental health, substance abuse, family and domestic violence, single parents, teen parents, parents with low cognitive abilities and other special needs.  This contract is supported with FY15 PSSFP funds, carried over from FY16, and FY15 State DHS funds carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of abuse and re-abuse. | | | | | |
| **Outcomes** | This contract was effective April 1, 2107. There were 24 new participant intakes and referrals during the 4th quarter of FY17. Out of that number, 8 of those families were African American, 3 were Hispanic. Surveys tracking parent protective factors & competency skills related to child safety & health family functioning are administered at the Initial and Final Classes. Parents report an increase in visitation time with their children; this is typical of parents who have completed over half of the ten classes, and when a scheduled court review & appearance have been completed.  Contractor reports Performance Measures Met as written. | | | | |
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| **DCAT5-17-150** | **DMACC/Evelyn K. Davis Center for Working Families** | | **Fatherhood Services** | **$3,916.68** | |
| The purpose of this new Contract is to enable Non-Custodial fathers of color to learn effective parenting techniques, coping methods, self-sufficiency and other life skills that will enable them to reconnect with their children, possibly gain some custody privileges, provide a safe and nurturing home environment, and reduce triangulation that can occur with others parenting their children.  This contract was supported with FY17 MYFI funds. | | | | | |
| **Outcomes** | In FY17 Q4 (contract started May 1, 2017) this program served 9 participants, 3 of which were African American. Contractor reports all Performance Measures have been Met as written. Participants in Fatherhood programming attend a pre-introduction the program, and upon completion participate in a closing session to discuss learning topics. Supports what facilitate class attendance include provided meals during class times, transportation assistance such as gas vouchers and/or bus passes, and referrals to additional services. Contractor reports that successful graduates of the program continue to engage with additional classes & services offered by Evelyn K. Davis Center. | | | | |
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| **V2013-01-05** | **Central Iowa Juvenile Detention Centers** | | **Volunteer Coordination Services** | **$17,574.05** | |
| Although this is not a Decat contract, Decat funds were included in this DHS Volunteer Coordination Services contract to cover those costs associated with supporting relative or other caregiver placements, finding resources and goods for those placements. With the termination of the DCAT5-16-003 Kinship Supports contract, this filled a part-time niche to assist in continuing to support kinship and fictive kin placements.  This contract was supported with FY15 State DHS Carry-over funds, carried over from FY16 and which originated from the 3/2/15 SAM designation specific to prevention of abuse and re-abuse. | | | | | |
| **Outcomes** |  | | | | |
|  | | | | | |
| **JCS programs** | | | | | |
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| **DCAT5-12-138** | **PACE- Orchard Place** | | **Early Services Prevention** | **$111,784.38** | |
| 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.  In FY17, the contract was supported by FY15 State JCS Carry-over funds from the 4/22/15 Chief designation, carried over from FY16, as well as FY16 State JCS Carry-over funds from the 5/4/16 Chief designation. FY17 was the final year for this contract and the services were re-solicited through a formal procurement for an effective date of 7/1/17. | | | | | |
| **Outcome:** | PACE served 73 young offenders under this contract in FY17, compared to 61 in FY16, 75 in FY15 and 84 in FY14.  The Contractor reports that most ESP cases are considered high needs, and will need continual support to be successful. Long-term support needs for these families are addressed by getting services in place prior to the end of the program.  94.6% of clients participating in the ESP program completed their informal adjustment agreements successfully (goal = 80%)  86.5% of ESP clients did not commit a delinquent act during service delivery (goal = 75%) during FY17.  Overall family satisfaction in 6-month post service delivery surveys is reported at 89% (goal = 80%)  94.6% of ESP clients improved their academic performance in FY17 (goal = 50%).  89.2% of ESP clients improved school attendance in FY17 (goal = 50%).  86.5% 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%). | | | | |
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| **DCAT5-12-139** | **PACE- Orchard Place** | | **Community Sanctions** | **$123,376.25** | |
| 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.  In FY17, the contract was supported by FY15 State JCS Carry-over funds from the 4/22/15 Chief designation, carried over from FY16, as well as FY16 State JCS Carry-over funds from the 5/4/16 Chief designation. FY17 was the final year for this contract and the services were re-solicited through a formal procurement for an effective date of 7/1/17. | | | | | |
| **Outcome:** | There were 370 youth who attended Sanctions programming in FY17, compared to 474 youth in FY16, 616 youth in FY15, 638 youth in FY14.  In addition, PACE clients served a total of 6,407 Community Service and classroom hours in FY17 compared to 7848 in FY16, 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.  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.  The Contractor did not meet the deliverable of 85% of participating youth completing their designated programming or Community Service Project; 67.2% of participating youth completed their programming. This demonstrates a decline, as 78.3% completed the programming in FY16. JCS acknowledges that the youth participating in graduated sanctions typically have across the board attendance issues. Most issues related to program incompletion are due to youth not attending the programming.  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.  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. | | | | |
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| **DCAT5-13-182** | **Innovative Learning** | | **Psychological Evaluations** | **$51,000.00** | |
| 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 FY16 State JCS Carry-over funds from the 5/4/16 Chief designation. | | | | | |
| **Outcome:** | There were 71 psychological assessments requested or referred during FY17, with 61 completed. In FY16, 91 assessments were requested and 79 completed; 141 requested and 129 completed in FY15, and 109 requested and 92 completed in FY14.  100% of the time, the Psychologist was available for Court appearance as needed.  As estimated by JCS, in 84% of the cases, the assessment recommendations were followed by the Court (goal = 90%).  And as estimated by JCS, in 97% of the cases, the assessment was beneficial to the JCO and JCS.  9.5% of the evaluations were completed (including reports to the JCOs) for detention and shelter cases within 20 business days (goal = 90%) and 33.5% within 7 days for Community cases (goal = 90%).  100% of requests for consultation services from the contractor were provided (goal = 85%). | | | | |
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| **DCAT5-16-001** | **Woodward Youth Corp** | | **Sex Offender Treatment** | **$222,469.78** | |
| The outpatient sexual offender treatment program began in March 2007. 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.  In FY17, the contract was supported by FY15 State JCS Carry-over funds from the 4/22/15 Chief designation, carried over from FY16, and FY16 State JCS Carry-over funds from the 5/4/16 Chief designation. | | | | | |
| **Outcome:** | A total of compared with 37 youth were served under this contract in FY17, compared with 41 youth served in FY16, 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.  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.  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.  Contractor staff attended the JSORRAT training at JCS in July 17.  There were no requests to provide expert testimony that were fulfilled by the contractor in FY17.  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. | | | | |
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| **DCAT6-10-002** | **Woodward Youth Corp** | | **Reentry & Transition Services** | **$164,381.32** | |
| 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. Included in this contract is 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 FY15 State JCS Carry-over funds from the 4/22/15 Chief designation, carried over from FY16, as well as FY16 State JCS Carry-over funds from the 5/4/16 Chief designation. | | | | | |
| **Outcome:** | The Contractor served 90 youth during FY17, compared with 110 youth for FY16, 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 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.  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.  The contractor worked with JCS and the DHS Transition Specialist to ensure 100% of referred youth completed their Casey Life Skills Assessment (CLSA).  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.  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.  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.  100% of requests by JCOs for information on transition planning guidelines were provided within 5 days of the request (goal = 90%).  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.  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%).  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. Barriers reported include lack of qualified facilitators, and lack of timely parental response.  100% of the YTDM Plan Notes were written and submitted to the youth’s team within 7 calendar days from the YTDM meeting.  100% of Monthly YTDM reports were submitted to the Polk Decat Coordinator by the end of the month following the month of service. | | | | |
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| **DCAT5-17-040** | **DMACC/Evelyn K. Davis Center for Working Families** | | **Supportive Services for African American Youth & Families** | **$44.960.00** | |
| In the last five years, Iowa’s white population has decreased slightly while our youth of color population has grown, and this is most evident in Polk County. African American youth are much more likely to get referred to Juvenile Court Services than any other demographic. Although most youth are referred to a diversion program, there still need to be more services between Detention and “sending kids home” to situations that parents or caregivers may feel they are unable to deal with, such as their child’s alcohol or substance abuse, or the allure of street or gang activities.  One option for assisting those parenting African American youth is the Strong African America Families (SAAF) program. The goal of SAAF is to build on the strengths of African American families that make their children less likely to get involved in problems, particularly alcohol and substance use that face today’s youth. The curriculum also fosters an open dialog that emphasizes Racial Socialization, which involves teaching youth about the realities of racism while emphasizing the ability to achieve success in the face of these obstacles.  In addition to the SAAF programming, the Contractor provides other youth and family supports including but not limited to career and employment skill-building for youth.  The services were solicited through an informal procurement process, with DMACC/Evelyn K. Davis Center being the successful bidder. The contract was supported by FY16 State JCS Carry-over funds from the 5/26/16 Chief designation. | | | | | |
| **Outcome:** | 29 families were served in the final reporting period of FY17. 29 of these families are African American.  Contractor reports all Performance Measures Met as written, with the exception of one: Delivery of at least 3 SAAF classes per year with a minimum average of 4 families in attendance. In FY17 Q2, only one family attended so that class was cancelled after session 2. In Q1, 15 families graduated. In Q3, 7 graduated.  Contractor reports recruitment of families to participate is an obstacle; it is desirable for the contractor to have referral family contact information passed directly to them, rather than relying on passing general information out to potential families. | | | | |
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\*Denotes shared contract between DHS and JCS

**Lessons Learned/Planning Adjustments**

1. FY17 was another busy year for Polk, with continued emphasis on addressing disproportionality for people of color within both JCS and DHS. With the addition of the RJCE Coordination services, we were better able to collaborate with other equity initiatives in the community and initiate other projects that, until this year, were unable to be fulfilled, such as the Student Mentoring project and the AACRT organization for JCS. The RJCE Coordinator also assisted in the JCASP and Dual Status Youth initiatives. We believe using combined funds, including the MYFI funds, to support an equity coordinator position was a more effective use of those funds as opposed to using them all for special projects.
2. We continue to learn much on the Refugee Immigrant Guide contract. In FY17, DHS looked at a sample month and determined that more refugee assessment cases were received than originally assumed and that community education helps refugee parents better understand those parenting practices acceptable in their country of origin that can cause system involvement here in the United States. Refugee parents who learn alternative practices come away feeling empowered that they can appropriately parent without fear of DHS involvement. Bi-weekly Refugee case staffings continued into FY17, providing an opportunity for DHS Social Workers and JCOs to obtain culturally relevant feedback on cases. The Bureau of Refugee Services (BRS) staff determined ways that they could collaborate and integrate their services to assist with staffings and up-front case work.
3. 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 thinner yet than FY16 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 and under the new RJCE Coordination Services contract. Decat focused more heavily on making more community connections and networking for collaborations.
4. We learned through the Provider Fair committed community service providers are to reach out to each other as well as DHS and JCS staff to share information about their services. We learned through the Fair that we need to re-configure our “highlighted” provider presentation for better attendance.
5. Although the PSSFP funds were helpful to support transportation for eligible DHS clients in the Fiscal Agent for Wraparound Services contract, we learned that the funds are more cumbersome to use in other service contracts as providers find it difficult to track the required eligibility criteria and report it with their reimbursements. We did not get much response from a community outreach for small (under $5000.00) contracts focusing on PSSFP services. In fact, we only received one response in our invitation to apply and that Contractor had a great deal of difficulty obtaining the required DHS information to ensure proper use of these very prescriptive funds.
6. FY17 was another great year for Polk Decat, full of a lot of positive changes in strategy. We look forward to many more!

**Community Partnership Reporting / Evaluation Form**

**Name of CPPC Site: Polk County(ies): Polk**

**Time Frame: July 1, 2016-June 30th, 2017 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

#### Community Partnership Involvement

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Partner (Categories) | **# of professionals involved** | FTDM (ICA)\* ✓ | Shared Decision Making \* ✓ | Neighborhood Networking ✓ | Policy and Practice Change ✓ | **# of Comm. members involved\*** | FTDM (ICA) ✓ | Shard Decision-Making \* ✓ | Neighborhood Networking ✓ | Policy and Practice Change ✓ | Comments |
| DHS | 2 |  |  |  |  |  |  |  |  |  | TW, AJ |
| Decat | 2 |  |  |  |  |  |  |  |  |  | TB, JK |
| Empowerment |  |  |  |  |  |  |  |  |  |  |  |
| Neighborhood/Comm. Members\* | 3 |  |  |  |  | 6 |  |  |  |  | AFI, Callanan, BB  JB, JM, LL, AG, CD, AS |
| Domestic Violence | 2 |  |  |  |  | 1 |  |  |  |  | BC, HVS, HG |
| Substance Abuse | 1 |  |  |  |  |  |  |  |  |  | SS |
| Mental Health |  |  |  |  |  | 2 |  |  |  |  | CT, AM |
| Faith-based groups |  |  |  |  |  | 4 |  |  |  |  | JC, Dr Rev BB, BB, Alej |
| Health Care | 2 |  |  |  |  |  |  |  |  |  | V-UHC, YWRC |
| Education | 3 |  |  |  |  | 2 |  |  |  |  | LR, CM, PL, VH, P-ELL |
| Business |  |  |  |  |  | 1 |  |  |  |  | LC |
| Legal System (Court) |  |  |  |  |  | 1 |  |  |  |  | JT |
| Law Enforcement |  |  |  |  |  | 2 |  |  |  |  | AS, JH |
| Government(i.e. City, Co.) | 2 |  |  |  |  |  |  |  |  |  | SP, BF |
| Practice Partners\* |  |  |  |  |  |  |  |  |  |  | E(WF), EKD, J-DFS |
| Economic Supports | 2 |  |  |  |  | 1 |  |  |  |  | JE |
| Prevention Councils | 1 |  |  |  |  |  |  |  |  |  |  |
| Youth | 3 |  |  |  |  |  |  |  |  |  | JBl, CYC-SF, BBBSCI-AT |
| Former Clients of DHS |  |  |  |  |  | 1 |  |  |  |  | TM |
| Other |  |  |  |  |  | 1 |  |  |  |  | JFON |
| Total | 23 |  | | | | 22 |  | | | |  |

**(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** | 50% | **Total % of Community Members Involved in the initiative** | 50% |

**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 number**s. 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

#### Shared Decision-Making

|  |  |  |
| --- | --- | --- |
| Describe your community partnership shared decision-making leadership group and oversight role. Who coordinates? How it is structured? How it is linked to Decat? Are there task teams or subcommittees? (***Please click inside of the box for your desired answer*.)**  Under Tommy Ross’ coordination, Shared Decision Making Team met once monthly. Since Tommy’s departure, Jordan Kauffman will be taking over CPPC Coordination activities, and will serve as the interim coordinator of the Shared Decision Making Team. Within the first few months of meeting with incumbent SDM Team Members, it will become evident who is willing & capable of assuming a leadership role within this group.  With the group’s buy-in, the CPPC SDM will be rolled into the Decat Steering Committee (meeting quarterly) *(Level 1-d)* in order to streamline operations, ensure flow of communication, and foster an environment of open influence regarding targeted investment strategies. The group will certainly not be limited to this quarterly meeting, but will be encouraged to attend other monthly Strategy Team Meetings (Neighborhood & Community Networking, Policy & Practice Change, and/or Individualized Course of Action,) in order to maintain communication & knowledge of the energy and movement of focused CPPC efforts.  Shared Decision Making represents the CPPC body as a whole, and it is essential they bring the voices of the community to the Decat Steering Committee that those voices may be heard, and that those needs being acted upon by our community partners can be best supported. As part of the Steering Committee, SDM will be able to directly request concrete financial support for CPPC efforts which align with this plan, as well as influence professional trainings & community forums which educate the workforce and promote awareness of CPPC efforts to strengthen families & protect children. Polk County’s specific focus areas include: disproportionate minority contact, fatherhood initiatives, child protections & trauma-informed care, transitioning youth, and resiliency.  As of Tommy Ross’ departure, the Shared Decision Making Team included:   * *Lora Rogerson (Des Moines Public Schools / Social Worker) is the current SDM Chair. Lora has graciously agreed to fulfill the role of Chair until such time that a successor rises.* The SDM team is currently comprised of 7 members: * Abdul Muhammed, (BHIS Specialist, Outreach Coordinator, Consultant) * Jamel Crawford, (Pastor, Consultant, Coach, Community Leader) * Amber Jointer, (Social Worker 2) * Jean Minahan, (Community Leader & Activist) * Teresa Burke, (Polk County Decategorization Coordinator) * Tracy White, (DHS/SWA). * Shannon Skelly (Employee & Family Resources)   Would Like to Add:  Claudia Thrane, Life-Line Resources LLC & Latino Forum  Pablo – DMPS Director of ELL | | |
| How often does this group meet? | Shared Decision Making will officially meet Quarterly, as part of the Decat Steering Committee. Team members will be a part of at least one other CPPC Strategy team order to provide cohesion & oversight to the overall function of CPPC, and will have the option to meet as a group outside of Steering Committee & other Strategy Teams. | |
| Attach meeting agendas. | *Are meeting agendas attached?* | Yes:  No: |
| Identify Goal(s) for engaging new members:  **Level 1**   1. **New CPPC Coordinator attends first available CPPC Immersion 101 and 201 within 1st year.** 2. Membership of Shared Decision Making Team must include DHS Representative and Decat Representative **(done)** 3. Membership of Shared Decision Making Team must include local community and professional members **(done)** 4. Establish linkages and develop protocol for decision-making with Decat Boards **(implemented beginning FY17Q1)** 5. Implement the use of the Shared Decision-Making Survey - (all individuals who have participated in the CPPC Shared Decision Making process have the opportunity to take the survey) **(survey given xx/xx)** 6. Develop plan for on- going comprehensive understanding of the four strategies for individuals involved in Shared Decision Making process ( i.e. planning could include the use of CPPC brochure, video, CPPC orientation, and/or members attend an Immersion 101) **(FY17Q1/Q2)** 7. Establish and develop plan to meet membership recruitment goals for SDM, including diversity **(done)** 8. Provide oversight for the planning and implementation of the four CPPC strategies **(ongoing)** 9. Develop orientation plan for new members **(SDM will develop)** 10. Identify and meet initial goal for adding community members | New members of CPPC will be welcomed into Neighborhood & Community Networking Strategy Team. The CPPC Coordinator will initiate the work of recruiting new members of the Shared Decision Making Team based on the CPPC Levels document and SDM Team Member input.  New members should be strategically identified based on a variety of criteria, including the individual’s capacity & willingness to serve in a volunteer role. A number of potential new members have been identified from various professional & community backgrounds, including: private sector, mental health, DMPS, substance abuse. In seeking out new members, I look for a balance of professional expertise, community connections, and cultural perspective – in additional to finding those people who aren’t already spread too thin. *(Level 1-g)*  The Shared Decision Making team will develop a standard “new member orientation plan” which can be easily implemented. The purpose of this orientation should be to clarify the structure of CPPC, help new members gain an understanding of the 4 Strategies, and to build alliance & relationships with newcomers in order to keep them engaged. *(Level 1-i)* | |
| Was your goal met? If no, please explain. | Yes:  No: | |
| State Goal(s) for identifying, and/or planning and/or addressing an unmet need(s)  **Level 2**   1. **Must meet all of the Level 1 items and also** add additional members and 1 of those members needs to be one of the following: domestic violence, substance abuse, or mental health partner 2. Implement plan for on-going comprehensive understanding of all four strategies 3. Implement orientation plan for all new members 4. Conduct Parent Partner orientation for all Shared Decision Making Team members 5. Share information and progress of the local Parent Partner program regularly 6. A Parent Partner is added to the membership of the SDMT 7. Membership recruitment plans that address diversity according to the demographics of your community 8. Review and report on diversity and disparity in the community and within the local Child Welfare system **(data available from DHS, JCS, CJJP – coordinator will be data conduit. Ongoing discussion)** 9. Host a CPPC Immersion 101 event in CPPC area at least once every three years 10. Identify and meet goal for adding additional community members (this number can be reviewed and re-established each year) | CPPC members will have the opportunity to participate in development workshops. Identifying & developing the talents & skills of CPPC’s volunteer base is essential to being effective, especially in a community as large as Polk.   * Lunch-and-learn on Compassion Fatigue with Carrie Toy from Zero to Three (Florida.) * Mindfulness in the Workplace – Kevin Pokorny * Implicit Bias training, as it becomes available   Trainings specific to Shared Decision Making will include hosting a CPPC Immersion 101 Training at a time when members of SDM are available to participate. *(Levels 1-a, 1-f)*  The Shared Decision Making Survey will be administered at our September Meeting, subsequently to any new SDM members after an amount of time to be determined by incumbent SDM Team in development of the new member orientation, and prior to the writing of the Review section of the Annual Plan. *Level 1-e.)*  In order for SDM to be fully operative at a Level to, SDM requires participation of Parent Partners. In FY17, Level 2 goals to reach unmet needs include:   * Addition of new members to SDM, including a representative from the domestic violence, substance abuse, or mental health field. *(Level 2-a)* * Implementation of the orientation plan for new members developed by SDM*(Level 2-c)* * Inclusion of a Parent Partner in SDM*(Level 2-f)*, promotion of the Parent Partner program through SDM Representative on Neighborhood & Community Networking Team *(Level 2-e,)* and a Parent Partner orientation for the benefit of all SDM members *(Level 2-d.)*   Recruitment Efforts for FY17 SDM include members of the Latino & Asian communities who are well-connected to both grassroots/organic movement and change within their communities, and who also have relevant professional experience where applicable *(Level 2-g)*. | |
| Was your goal met? If no, please explain. | Yes:  No:  Have not implemented a Parent Partner representative | |
| Have you identified the goal for the % of community membership on the SDM committee? | Yes:  No:  If yes, what? **Click here to enter text.** | |
| Was your goal met? If no, please explain. | Yes:  No:  Goal was not articulated for last year | |
| Describe how your SDM group has diverse representation. |  | |
| Is there a community member in the leadership SDM role? | Yes:  No:  Please explain this leadership role.  Click here to enter text. | |

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

**Describe strategies to advance to the next level:** In FY16, Shared Decision Making will regroup & build on the foundation of: Clarifying Understanding of the 4 CPPC Strategies; Emphasizing Action within Areas of Focus (Reducing Disproportionality & Disparate Outcomes for People of Color, Fatherhood Initiatives, ACEs &Trauma-Informed Care, and Transitioning Youth.) All efforts will be infused with messaging prioritizing “Opportunity to Build Resiliency.” SDM will be responsible for designing & implementing a New Member Orientation in order to ensure that newcomers can easily understand our purpose, efforts, collaborations, and their own role as part of CPPC.

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

*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 “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 | Click here to enter text. | 5 |
| 2. Understanding and Agreement Goals: | Members understand and agree on goals and proposed outcomes/objectives. | 4 | Click here to enter text. | 4 |
| 3. Clear Roles & Responsibilities: | Roles & responsibilities of Members are clear. | 3 | Click here to enter text. | 5 |
| 4. Shared Decision Making: | All members have a voice and are engaged in the decision making process. | 5 | Click here to enter text. | 5 |
| 5. Conflict Management: | We are able to successfully manage conflict. | 4 | Click here to enter text. | 5 |
| 6. Shared Leadership: | Leadership is effective and shared when appropriate. | 4 | Click here to enter text. | 5 |
| 7. Well Developed Work Plans: | Work Plans are well developed and followed. | 3 | Click here to enter text. | 5 |
| 8. Relationships/Trust | Members trust each other. | 5 | Click here to enter text. | 5 |
| 9. Internal Communication: | Members communicate well with each other. | 4 | Click here to enter text. | 5 |
| 10. External Communication: | Our external communication is open and timely within the broader community and partners. | 4 | Click here to enter text. | 5 |
| 11. Evaluation: | We have built evaluation performance into our activities. | 3 | Click here to enter text. | 5 |
| 12. Understanding of CPPC: | Members have a clear understanding of the Community Partnerships Four Strategies. | 4 | Click here to enter text. | 5 |
| **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”)**  **Total # of Participants:** | **47** | **0** | **59** |

### Community / Neighborhood Networking

#### Community / Neighborhood Networking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. |
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|  | 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: | Click here to enter text. | Total # of Participants: | 0 |  |

#### Community / Neighborhood Networking

#### Community / Neighborhood Networking

|  |  |
| --- | --- |
| ***Activities may overlap and meet several goals, or one activity may meet only one goal.*** | Goals |
| Please list goal(s) for level **1** Neighborhood/ Community Networking Activities:  1-a) Develop Neighborhood/Community Networking plan that includes goals for engagement strategies and planned activities and that identifies potential network members to whom strategies will be directed 1-b) Engage the community and build awareness about Community Partnerships for the Protection of Children’s four strategies through community forums, events and activities 1-c) Develop a cadre of spokespersons who are able to deliver CPPC information, such as the “CPPC 101” information 1-d) Establish performance and outcome measures and evaluate these to ensure the goals are obtained | 1-a) Develop Neighborhood/Community Networking plan that includes goals for engagement strategies and planned activities and that identifies potential network members to whom strategies will be directed – CPPC Coordinator will continuously lead by example in inviting new interest to join CPPC as part of the NCN Team. Engagement strategies for NCN Team members will include focused discussion of Polk CPPC areas of emphasis; development of clear, concise “branding” of our focus areas; practice in one-on-one relationship building with the goal of explore potential partnerships based in mutual areas of interest; and SwagBag stuffing & distribution events. 1-b) Engage the community and build awareness about Community Partnerships for the Protection of Children’s four strategies through community forums, events and activities – community forums will include a training about Toxic Stress & Compassion fatigue; Connections Matter trainings & PSAs. Level 1-c) Develop a cadre of spokespersons who are able to deliver CPPC information, such as the “CPPC 101” information – in addition to receiving the CPPC 101 Immersion (either attending in person or being debriefed by members of Shared Decision Making Team), NCN Team will host a storytelling training and work to identify and “know the audience” in order to become the most effective storytellers and to promote the work of CPPC and our partners, regardless of the audience. The common thread is always “strengthening families and protecting children.” This cadre of spokespersons will raise awareness of Polk CPPC, and recruit new members. 1-d) Establish performance and outcome measures and evaluate these to ensure the goals are obtained\*\*\* |
| Was your goal met?  If yes, include this information in prior section.  If no, please explain. | Yes:  No:  1-a) Develop Neighborhood/Community Networking plan that includes goals for engagement strategies and planned activities and that identifies potential network members to whom strategies will be directed – CPPC Coordinator will continuously lead by example in inviting new interest to join CPPC as part of the NCN Team. Engagement strategies for NCN Team members will include focused discussion of Polk CPPC areas of emphasis; development of clear, concise “branding” of our focus areas; practice in one-on-one relationship building with the goal of explore potential partnerships based in mutual areas of interest; and SwagBag stuffing & distribution events. 1-b) Engage the community and build awareness about Community Partnerships for the Protection of Children’s four strategies through community forums, events and activities – community forums will include a training about Toxic Stress & Compassion fatigue; Connections Matter trainings & PSAs. Level 1-c) Develop a cadre of spokespersons who are able to deliver CPPC information, such as the “CPPC 101” information – in addition to receiving the CPPC 101 Immersion (either attending in person or being debriefed by members of Shared Decision Making Team), NCN Team will host a storytelling training and work to identify and “know the audience” in order to become the most effective storytellers and to promote the work of CPPC and our partners, regardless of the audience. The common thread is always “strengthening families and protecting children.” This cadre of spokespersons will raise awareness of Polk CPPC, and recruit new members. 1-d) Establish performance and outcome measures and evaluate these to ensure the goals are obtained\*\*\* |
| Please list goal(s) for level **2** Neighborhood/ Community Networking Activities:  Goal: Increase linkages to informal or professional supports and resources for families in need and strengthen professional collaborations among child welfare, domestic violence, substance abuse, mental health and other community partners. 2-a) Continue to promote community awareness/engagement listed in level 1 2-b) Develop Neighborhood/Community Networking Plan that includes goals for linkages, collaborations, strategies and planned activities. 2-c) Develop/promote a plan to increase linkages between informal and professional supports and resources 2-d) Develop a plan to increase collaboration among economic supports, domestic violence, mental health, substance abuse and other child welfare professional partners 2-e) Involve Parent Partners in collaborative programs in the community 2-f) Involve Foster Parents in collaborative programs in the community | The population & diversity in Polk County offers a networking & recruitment opportunity in nearly every conversation. The plan for NCN to reach Level 2 will be to use the CPPC Levels to target recruitment efforts among economic supports, domestic violence partnerships, foster parents, and Parent Partners by utilizing the NCN team development strategies as broadly outlined in Section 1. At least one member of NCN will need to sit on the Individualized Course of Action (ICA) Team. 2-a) Continue to promote community awareness/engagement listed in level 1 2-b) Develop Neighborhood/Community Networking Plan that includes goals for linkages, collaborations, strategies and planned activities. 2-c) Develop/promote a plan to increase linkages between informal and professional supports and resources – ensure NCN understands CBFTM/YTDM and has an “elevator speech” minimum to promote this initiative where/when appropriate. Revive whole group meeting, emphasizing local businesses & organizations which display best practices in any of the CPPC Focus areas (Disproportionality/Disparate outcomes for system-involved children & families; Fatherhood Initiatives; ACEs & Trauma-Informed Care; Transitioning Youth – always with an emphasis on resiliency-building opportunities.) 2-d) Develop a plan to increase collaboration among economic supports, domestic violence, mental health, substance abuse and other child welfare professional partners 2-e) Involve Parent Partners in collaborative programs in the community 2-f) Involve Foster Parents in collaborative programs in the community - IFAPA! |
| Was your goal met?  If yes, include this information in prior section.  If no, please explain. | Yes:  No:  Click here to enter text. |
| Please list goal(s) for level **3** Neighborhood/ Community Networking Activities:  Goal: Develop organized network of neighborhood/community that partner with CW professionals to provide supports and resources to families. 3-a) Continue with Neighborhood/Community Networking levels 1 and 2 3-b) At least one of the following is established: • Organize groups/networks of community members and/or parents with prior CPS involvement and/or foster care youth. These groups focus on leadership and providing informal supports • Implement plan to increase collaboration among economic supports, domestic violence, mental health, substance abuse and other child welfare professional partners • The development of hubbing resources and activities that enhance the accessibility of services and supports • Increase awareness and develop plans to address diversity and disparity locally | NCN already functions at a Level 3 through the implementation of the annual Resiliency Rally and Community Champions celebrations, which serve to promote and bring awareness to CPPC efforts throughout the community, as well as to recognize “unsung heroes” who aren’t frequently honored for their work to strengthen families and support children. The NCN can do a better job in FY17 of promoting Polk CPPC areas of emphasis in order to strengthen the foundation upon which we continue to build these events. With stronger coordination, clearer direction, focused training, and guided & relevant conversation – the skills & talents of NCN membership will be more effectively leveraged.  The Polk CPPC Weekly Resources email & webpage continues to be a valued resource for the hundreds of recipients on our distribution list. We continue to add resources and sections of interest to the page. |
| Was your goal met?  If yes, include this information in prior section.  If no, please explain. | Yes:  No:  NCN already functions at a Level 3 through the implementation of the annual Resiliency Rally and Community Champions celebrations, which serve to promote and bring awareness to CPPC efforts throughout the community, as well as to recognize “unsung heroes” who aren’t frequently honored for their work to strengthen families and support children. The NCN can do a better job in FY17 of promoting Polk CPPC areas of emphasis in order to strengthen the foundation upon which we continue to build these events. With stronger coordination, clearer direction, focused training, and guided & relevant conversation – the skills & talents of NCN membership will be more effectively leveraged.The Polk CPPC Weekly Resources email & webpage continues to be a valued resource for the hundreds of recipients on our distribution list. We continue to add resources and sections of interest to the page |
| Please list goal(s) for level **4** Neighborhood/ Community Networking Activities: None at this time | No plans at this time. |
| Was your goal met?  If yes, include this information in prior section.  If no, please explain. | Yes:  No:  Not at level 4 at this time |

**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:** 2/3

**Based on your activities, circle the level\* for Community / Neighborhood Netwroking that best fits your site:** 3

**Activities:**

*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)** |
| 3 | Providers Fair | Over 30 community providers gathered in one place to share what they offer into the community. Community members invited to attend also. | +200 | Networking, making connections, provided information to the community and agencies what is available in Polk County |
| 3 | Community Funding events | Assisting the community to fund their events directly affecting youth and families in Polk County | +500 | Networking, connections, funding community events for youth/families in Polk County, Funded over 15 community events that impacted hundreds of community members |
| 2 | Neighborhood/community meetings | Dr. McCann, Bikers Against Child Abuse | +60 | Forum where community members and agencies gather to network and learn what is available to youth and families in Polk County |
| **Total # of Activities**:  0 |  |  | **Total # of Participants:**  0 |  |

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

#### Individualized Course of Action

|  |  |  |  |
| --- | --- | --- | --- |
| 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. CBFTM’s are funded for through two streams, State DHS and State MYFI. | | | |
| Please list goal(s) for Level 1 Individualized Course of Action:  1-a) Educate SDM and community about strength-based engagement/assessment skills and the Family Team Decision Making (FTDM) and Youth Transition Decision Making (YTDM) processes within the child welfare system. 1-b) Promoting the understanding, the use, and the importance of informal supports in the FTDM and YTDM processes 1-c) Promoting FTDM and YTDM trainings, and coaching and mentoring if needed 1-d) Understand how FTDMs and YTDMs are available and accessed for families involved in the child welfare system 1-e) Explore and understand FTDM and YTDM Iowa standards and how they are implemented 1-f) Promote collaboration between FTDM and YTDM facilitators from different organizations and agencies. • Examples of these organizations and agencies include but not limited to: child welfare system, practice partners, schools, prevention programs, faith-based organization | Develop a team of trained and accessible facilitators, educate and engage the professional community and community at large with respect to this Strategy/ service. Educate the faith community, provider agencies and targeted schools, programs, entities on the services and benefits of CBFTM’s. Promote the use of FTDM customer evaluations; promote collaboration between facilitators, community members, the faith community and organizations that serve families. The SDM team is adopting the ICA Strategy/CBFTM’s as a major point of focus in fiscal 2017. The NCN team will also utilize the quarterly CPPC Large Group/Community Spotlight as a means to bolster awareness, partnerships and participation with CBFTM’s. The Individualized Course of Action Team will meet on a monthly basis, convened by the CPPC Coordinator until team leadership emerges organically. Team members will include trained, coached & mentored, and certified FTDM/YTDM Facilitators in Polk County, partners from 2-3 partner organizations through which FY17 CBFTM/YTDMs, at least one member of SDM and NCN in order to gain clear understanding of how CBFTMs work in order to effectively promote their use on a broader scale as a preventive tool to increase informal & formal support networks for children & families in need. | | |
| Was your goal met? If no, please explain. | Yes:  No: | | |
| 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 | 1. **Must meet all Level 1 items** 2. Develop plan to implement Community Based Family Team Meetings (CBFTDM) and Community Based Youth Transition Decision Making (CBYTDM)   Plans need to include   * --Assessing need for state-approved facilitators * --Recruitment of state-approved facilitators * --Maintain or have access to a list of state-approved facilitators * --Educating Community about CBFTDM and CBYTDM * --Marketing Strategies * --Building relationships with potential referral resources * --Funding resources and sustainability * --Tracking, evaluation and Quality Assurance | | |
| Was your goal met? If no, please explain. | Yes:  No: | | |
| Please list goal(s) for Level **3** Individualized Course of Action: | 1. Must meet all Level 1 and 2 items 2. Implement plan for CBFTDM-Community-Based Family Team Decision Making | | |
| Was your goal met? If no, please explain. | Yes:  No:  Not on level 3 | | |
| Please list goal(s) for Level **4** Individualized Course of Action: | None at this time. | | |
| Was your goal met? If no, please explain. | Yes:  No:  Not on level 4 | | |
| # of FTM held annually for families **Not involved with child protection service** | Goal (# value) Click here to enter text. | Current # of FTM: 0 | Goal Met (Y/N): No |
| # of FTM held annually for families **involved with child protection services** | Goal (# value) Click here to enter text. | Current # of FTM: 0 | Goal Met (Y/N): No |
| # of YTDM(Dream Team) held annually for families **Not involved with child protection service** | Goal (# value) Click here to enter text. | Current # YTDM: 0 | Goal Met (Y/N): No |
| # of YTDM(Dream Team) held annually for families **involved with child protection services** | Goal (# value) Click here to enter text. | Current # YTDM: 0 | Goal Met (Y/N): No |

**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:** Once the ICA Team is established and meeting regularly, we will begin to create a cohesive approach to messaging regarding the promotion of CBFTMs. Once internal understanding & consistency is achieved, we will engage network of providers and community for more trained and available facilitators, provide on-going training, education and support for facilitators, implement customer surveys, and 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 We are in the process of getting CBFTM facilitators ready to perform this task. They are trained but still need coaching to finish their training.**

#### Policy and Practice Changes

#### Policy and Practice Changes

#### Policy and Practice Changes

#### Policy and Practice Changes

|  |  |
| --- | --- |
| Please list goal(s) for Level **1** Policy and Practice Change:  1-a) Identify needs for policy and practice change • Discussion about policy and practices with various agencies 1-b) Identify youth and/or parents who have been involved in the child welfare system and ask for their input about what works and what does not, from their perspective. | It should be noted that the Policy & Practice Change Team has an amazingly committed and effective Team Lead, Lora Rogerson as well as a great core of highly motivated and committed individuals that comprise the team! Identify and assess needs for policy and practice change, engage broader network of community members, CPPC partners, the faith community, JCS, providers, agencies and organizations, receive input from youth, parents community members and professionals. The PPC team has additional goals specific to continued progress on-going efforts and initiatives. Provide guidance, assistance and support for Juvenile Court Services in their efforts to identify and reduce disproportionality within the Juvenile Justice System. Provide guidance and support for their soon coming Courageous Conversations as well as providing support and guidance throughout their process. Continue to promote, maximize and build upon the work being done by the African American Case Review within DHS and major systems beyond. Disseminating and monitoring the collective impact of the DHS At-A-Glance Tri-Fold to the professional community and greater community at large. The PPC is in the early stages of a goal focused on raising awareness and identifying how social workers and professionals across the spectrum utilize loaded language in reports and beyond that tend to cast people of color in a negative light that in turn leads to negative outcomes for those individuals and families. This will initially be targeted within DHS and strategically be broadened across time. Guided Conversations has been the mechanism employed by CPPC Policy & Practice Change & DHS to gain input from system-involved families. Courageous Conversations, is similarly used by Juvenile Court Services. It will be beneficial to have greater DHS & JCS representation on PPC in order to more accurately report & respond to the input gathered through the Conversation mechanisms. |
| Was your goal met? If no, please explain. | Yes:  No: |
| Please list goal(s) for Level **2** Policy and Practice Change:  2-a) Must meet all Level 1 items 2-b) Develop a plan to address identified needs • Gather data about policy and practice changes- needs/gaps in services • Document information gathered (using sources such as CFSR, surveys, focus groups) to prioritize practices and/or procedures needing to be changed or improved • Ensure that frontline staff from child protection system and partner agencies are included in development and implementation of practice change planning • Within the planning process identify cultural disproportionality and disparity issues related to Policy and Practice Change |  |
| Was your goal met? If no, please explain. | Yes:  No:  Not level 2 at this time |
| Please list goal(s) for Level **3** Policy and Practice Change:  3-a) Must meet all Level 1 and 2 items 3-b) Implement plan for changes and re-evaluate using Plan Do Study Act (PDSA) or similar process • Develop communication strategies for implementing the change • Develop and implement monitoring to ensure change is successful • Develop specific methods for ensuring quality changes are maintained  Develop a clear communications strategy for implementing change, monitor changes to ensure they are effective and beneficial |  |
| Was your goal met? | Yes:  No: |
| 4-a) Must meet all Level 1, 2, and 3 items and add the implementation of 2 or more policy and practice changes. 4-b) Community agencies routinely involve SDM in developing and reviewing policies and practices 4-c) Agencies involved in CPPC routinely survey consumers and partners about their programs and make changes in response to feedback including diversity and disparity issues 4-d) SDM group solicits ongoing feedback from families and community members and makes changes in response to feedback 4-e) Ensure that all neighborhood network members and DHS-contracted agencies require specific “best practice” standards for delivering human services 4-f) Ensure that the SDM group, agency administrators and service recipients evaluate service delivery on a regular basis |  |
| Identify training/technical assistance goal(s) that will assist in the development and/or implementation of CPPC and the four strategies:  Organizational, professional and community based trainings and seminars on cultural competency, child abuse prevention and intervention, disproportionality and disparities etc … | Click here to enter text. |
| List Trainings/Technical Assistance sponsored and/or attended that assisted in the development and/or implementation of CPPC and the four strategies | Click here to enter text. |
| Was your goal met? | Yes:  No: |

**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 trainings, which will also be open to wider membership of CPPC as well as the community at large. These trainings, as mentioned in previous section Shared Decision Making, will include professional development support for social workers, juvenile court officers, supervisory staff, and management. Trainings on Compassion Fatigue, Mindfulness in the Workplace, and Implicit Bias are relevant to DHS & JCS staff as well as to the CPPC areas of Emphasis of cultural fluency/reducing disproportionality, Trauma-Informed Care, and Building Resiliency.

**Based on your activities, select the level\* for Policy and Practice that best fits your site: 1**