

Polk County Decategorization- FY19 Progress Report

Participating County: Polk

Submitted by Teresa K.D. Burke

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October, 2019

Key Activities and Progress

1. Teresa Burke, Polk County Decat Coordinator, completed the following trainings and served on the following Committees:
 - a. Annual Security Awareness Training
 - b. Polk County HIPAA training
 - c. Contract trainings: BSCS 260 – Contract Management (refresher), and I/3 Financial Training 102
 - d. Conferences:
 - i. Breakthrough Series Collaborative Learning Session, October 23, 2018
 - ii. Des Moines Public Schools Conference on Climate and Culture, August 13 & 14, 2018
 - iii. Early Childhood Iowa Stakeholders’ Alliance meetings
 - e. Committee Work:
 - i. Central Iowa ACEs Steering Committee and Executive Committee
 - ii. 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
 - iii. DHS Child Welfare Partners Committee
2. Ellen Overton continued as the Polk Decat Administrative Assistant until November, 2018, and was replaced by Cassie Thomas in January, 2019. Cassie completed the following trainings:
 - a. BSCS 110 – Service Procurement & Template Overview
 - b. Polk County HIPAA Training
3. Jordan Kauffman continued as the Project and CPPC Coordinator. She completed the following trainings/certifications:
 - a. BSCS 350 – Procurement Appeals, Privacy/Security Language, Incident Response Process & Upcoming Forms, October 2018
 - b. Preventing Sexual Harassment for Employees, September, 2018
 - c. Security Awareness Training, September, 2018

4. Diamond Denney continued as the Restorative Justice & Cultural Equity Coordinator. Diamond completed the following trainings:
 - a. Security Awareness Training, November, 2018
 - b. Intercultural Development Inventory (IDI) Assessment facilitator training, October, 2018
5. Polk Decat operated with the following structure:
 - a. The Decat Executive Committee served as the Governance Board, making all decisions on contract funding;
 - b. The Decat Steering Committee provided transparency to the Governance Board decisions and provided guidance on funding, assistance with RFP scoring, feedback on administration, and community representation on the Decat Executive Committee (see meeting information in the next section);
 - c. CPPC provided community feedback on local initiatives, including disproportionality of minorities involved in Child Welfare and Juvenile Justice systems, Fatherhood re-engagement, youth transitioning to adulthood, and resources for families;
 - d. Providers' Advisory served as a networking group of local providers engaged in learning and discussion about resources, providing feedback on mental health, alcohol and substance abuse, refugee and transitioning youth issues (see meeting information in the next section).
6. Juvenile Court Services re-energized the Community and Strategic Planning (CASP) Collaborative in FY19, 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 has concentrated its focus on Intake and Detention, more specifically warrants, where the most disproportionate contact occurs. Diamond ensures that the meetings are organized and are on-going.
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 a variety of areas such as legal representation for kids, options for children whose parents are detained by ICE, Des Moines Public Schools Behavioral Health programs, Family First Act, 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 FY19. Besides the RJCE Coordination Services and contract, they combined resources for a Student Supportive Services contract as well as a Behavioral Health Coordination 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 RJCE Coordinator, Diamond Denney, continued to manage and expand the African American Case Consultation Teams (formerly AACRT) for both DHS and JCS. She also manages the DMACC Student Mentoring project.

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 Consultation Team (AACCT), which originated based on feedback from DHS Courageous Conversations, continued into FY19 and was supported by MYFI funds. Several of the DHS AACRT members have volunteered their services since inception, approximately 4 ½ years ago. Diamond Denney has done an excellent job ensuring that AACCT voices are heard within DHS and JCS regarding approaches to working with African American clients.
2. 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.

Restorative Justice & Cultural Equity Coordination Special Projects, including Minority Youth & Family Initiatives (submitted by Diamond Denney)

Agency	Program Name	Program Descriptions and Outcomes
Polk County Decategorization	Minority Youth and Family Initiative (MYFI)	<p>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.</p> <p>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.</p> <p>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.</p> <p>The current focus goals of MYFI are:</p>

		<p>Goal 1. Community Education: To increase knowledge of and access to programs and priorities that address disproportionality through targeted outreach efforts.</p> <p>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.</p> <p>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.</p> <p><u>Appendix A.1</u></p> <ul style="list-style-type: none"> ➤ MYFI Student Incentive Program ➤ DHS African American Case Consultation Team (AACCT) ➤ JCS African American Case Consultation Team (AACCT) ➤ Investing In My Future (IIMF) ➤ Cultural Equity Alliance Statewide Committee (CEASC) ➤ Dual Status Youth Initiative ➤ Community and Strategic Planning (CASP) Initiative ➤ Strong African American Families (SAAF) ➤ Kids’ Lives Matter – Hip Hope Inc. ➤ John R. Grubb YMCA – Starfish Academy ➤ Providers of Color Fair ➤ Linda and Richard Harrell Foster Care Scholarship ➤ Secondary trauma & conflict resolution training—Breanne Ward ➤ Boys to 2 Men ➤ Oakridge Neighborhood ➤ Boys Town Training
<p>Polk County Decategorization</p>	<p>MYFI Student Incentive Program</p>	<p>The MYFI Student Incentive Program is a program that started in the Fall of 2016 and originated from the Minority Youth and Family Initiative. The MYFI Student Incentive Program involves collaboration between the Department of Human Services (DHS), Des Moines Area Community College (DMACC), the University of Iowa and Polk County Decategorization. This program developed in response from conducting Courageous Conversations in the black community. The</p>

	<p>outcome revealed that DHS staff was not reflective of the clients they served, culturally or linguistically. Therefore this collaboration focuses on students of color that are enrolled in the Des Moines Area Community College, Human Services program.</p> <p>The Student Incentive Program was created to motivate students to get involved in academic and community activities that will create a successful school pathway and to help students earn additional funds to help with immediate financial burdens. Funds are earned through an incentive point system. For each incentive activity the student completes, they earn points and at the end of each semester, the points are converted into dollars. Currently, each point equals \$3 and students are able to earn up to 465 points a semester, equaling a total of \$1,395.</p> <p>Not only do students get the benefit of earning financial incentives, but they are linked to another peer, for peer-to-peer mentoring. During every support group, the students have an opportunity to link with their peers. The support group meeting usually involves a training or informational component.</p> <p>The incentive activities are items essential for the success of college students. Many of these activities are basic requirements that students should be practicing to successfully graduate college. Some of these incentive activities include:</p> <ul style="list-style-type: none"> ➤ Attend support group meetings ➤ Meet with academic advisor, TRIO or transferring school ➤ Observe an African American Case Consultation Team ➤ Meet with financial aid advisor ➤ Maintain 2.60 GPA ➤ Miss two or less classes, per class a semester ➤ Complete a graduation plan ➤ Apply for 2 scholarships ➤ 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 ➤ Attend a Human Services Conference ➤ Initiate contact with mentor (phone or email) ➤ Meet with peer face to face <p>However, earning points are dependent upon the students. Luckily most students want to earn</p>
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		<p>money at the end of the semester, so they are more motivated to complete incentive activities. The minimum that is expected of students is that they meet with their respective mentors on a regular basis. The mentorship component is the cornerstone of this program as the guidance and assistance with educational planning are keys to helping students develop good habits and be successful.</p> <p>At the end of the semester, students are able to decide how they want to receive their funds. Students receive funds on various gift cards of their choice i.e. (Walmart, HyVee, and Kum & Go gas cards) Students can also choose to receive payments toward their school tuition, rent, utilities, auto loans and auto repairs.</p> <p>Although the goal of the MYFI Student Incentive program is for students to go on to obtain a higher education to hopefully work at DHS someday, not all participating students choose that pathway. However, many of them end up working in other Human Service jobs, which is critical to creating more equitable and culturally appropriate work staff in our community.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • In the Fall of 2018, 10 students participated with \$6,675 incentives paid out collectively to those students • In the Spring of 2019, 9 students participated with \$6,107 incentives paid out collectively to those students. Out of those 9 students, 1 student graduated and plans to pursue her Bachelors of Social Work degree at Grandview or the University of Iowa
<p>Department of Human Services/Juvenile Court Services</p>	<p>African American Case Review Team (AACCT) for DHS and JCS</p>	<p>The DHS African American Case Consultation Team (AACCT), is a team comprised 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 consult with social workers on 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. Social workers and their supervisors bring specific cases (that only consist of African American families) to a team for additional guidance and support for a case.</p> <p>Using expertise gained from the development of the AACCT for DHS, an AACCT 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</p>

		<p>involved in the juvenile court system. The focus of the team is similar to that of the DHS AACCT, 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 court system and help with the reduction of disproportionality in Polk County. This team consists 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.</p> <p>Professional/Community Team Member Must</p> <ul style="list-style-type: none"> ➤ 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 <p>Professional/Community Team Member Role Responsibilities</p> <p>In review of cases presented by JCS, each representative must be knowledgeable of/experience with/willing to do the following:</p> <ul style="list-style-type: none"> ➤ 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 <p>Outcomes:</p> <ul style="list-style-type: none"> • DHS AACRT: 62 cases reviewed and about 182 children served • JCS AACRT: 12 cases reviewed and 12 children served • AACCT expenditures for FY19 were \$3,025.30
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<p>Investing In My Future (IIMF)</p>	<p>2019 Scholarship Banquet</p>	<p>The mission of Investing in My Future is to help equip (African-American) youth and families with the tools necessary to complete high school and assist families in completing college admission processes. IIMF programming meets the needs of mainstream middle and high school students, as well as those enrolled in alternative schools, and provides age and developmentally appropriate opportunities for youth and families to build community around high school completion and postsecondary education. They feel it is important to inspire students and help them to see themselves attaining a degree by promoting a college-going culture, removing mental barriers to higher education by working with college faculty, staff, and students from various institutions within and outside of Iowa, and by engaging youth in various education-focused activities.</p> <p>The Elementary School Program focuses on students in the fourth and fifth grade (approximately 45 students) that attend Carver Elementary and participate in the after school program with the Boys & Girls Club. They meet with the students monthly conducting activities that plant the seeds of finishing high school and attending a post-secondary institution. They will resume meeting with students in the 2018-2019 school year.</p> <p>The Middle School College Prep program consisted of several workshops in the spring and in the fall, a day-long program for approximately 100 African American middle school students and their parents to provide an opportunity to debunk perceptions that college is not meant for them or their families, to promote STEM, and career exploration. The workshops consisted of lunch with mentors, professional career panel discussion, and a number of breakout sessions focused on STEM and career exploration.</p> <p>The High School Program provides workshops to prepare students to finish high school and enroll in college as well as two college tours (one in-state tour in the fall and a Historic Black College and University (HBCU) tour in the spring). Workshop topics include Free ACT Test Preparation, Essay Writing, Study Skills and Time Management and Financial Aid, etc. IIMF will work with local organizations such as the NAACP Youth Council and the Evelyn K. Davis Center for Working Families to provide additional programming.</p> <p>Their Alternative High School Program allows corporate and other working adults to meet with middle and high school students at Des Moines Alternative School monthly conducting group sessions focusing on life skills as well as encouraging them to finish high school.</p>
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<p>Iowa Department of Human Services and other partners</p>	<p>Cultural Equity Alliance Steering Committee (CEASC)</p>	<p>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</p>

	<p>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.</p> <p>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.</p> <p><u>Outcomes</u></p> <p>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.</p> <p>This committee is working on implementing those guiding principles statewide at each county. Ana Clymer, the CEA coordinator is working with each county to see how they are holding themselves accountable to these guiding principles.</p> <p><u>15 Guiding Principles</u></p> <p>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.</p> <p>Governance, Leadership and Workforce</p> <p>2) Advance and sustain organizational governance and leadership that promotes standards and equity through policy, practices and allocated resources.</p> <p>3) Recruit, promote and support a culturally and linguistically diverse governance, leadership and workforce that are responsive to the population in the service area.</p> <p>4) Educate and train governance, leadership and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.</p> <p>Communication and Language Assistance</p> <p>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.</p> <p>6) Inform all individuals of the availability of language assistance services clearly and in their preferred</p>
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		<p>language, verbally and in writing.</p> <p>7) Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.</p> <p>8) Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.</p> <p>Engagement, Continuous Improvement and Accountability</p> <p>9) Establish culturally and linguistically appropriate goals, policies and management accountability, and infuse them throughout the organizations’ planning and operations.</p> <p>10) Conduct ongoing assessments of the organization’s standard related activities and integrate related measures into assessment measurement and continuous quality improvement activities.</p> <p>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.</p> <p>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.</p> <p>13) Partner with the community to design, implement and evaluate policies, practices and services to ensure cultural and linguistic appropriateness.</p> <p>14) Create conflict- and grievance-resolution processes that are culturally and linguistically appropriate to identify, prevent and resolve conflicts or complaints.</p> <p>15) Communicate the organization’s progress in implementing and sustaining standards to all stakeholders, constituents and the general public.</p>
<p>Polk County Juvenile Court Services</p>	<p>Community and Strategic Planning (CASP) Initiative</p>	<p>The Community and Strategic Planning (CASP) initiative is aimed to address disproportionalities in the Juvenile Justice System. Through monitoring, locally collected data by JCS and the juvenile detention center, they focused on racial identification, data collection methodology, and analyzing that data on a quarterly basis to stay informed on current trends. In 2016-2017, the CASP team focused on specific decision points, detention and why there are disproportionalities.</p> <p>The CASP team consisted of 3 different work groups:</p> <ul style="list-style-type: none"> ➤ Statistical Questioning and Understanding <ul style="list-style-type: none"> ➤ Judge Witt led this group and they focused on analyzing quarterly data ➤ Transparency and community engagement <ul style="list-style-type: none"> ➤ Chief JCO Chad Jensen led this group and they focused on ways to keep the community involved and staying connected with the Juvenile Court System ➤ Developing and Connecting Community Resources <ul style="list-style-type: none"> ➤ Judge Belcher led this group and they focused on detention alternatives and how to

		<p>have available resources in both the inner and outer counties</p> <p>While the work groups worked individually, they reported their findings in a large CASP group meeting that is conducted quarterly.</p> <p>Outcomes: In FY19, the CASP team developed a new warrant protocol that gives youth the opportunity to turn themselves in on a warrant. JCOs also have the discretion to take youth out of detention if they deem it unnecessary.</p> <p>The large CASP group has met twice this fiscal year. Our next project is to work on pre-arrest diversion. CASP are collaborating with the DMPD and DMPS to create a pre-arrest diversion protocol for all simple misdemeanor charges.</p>
Evelyn K. Davis Center For Working Families	Building Strong African American Families (SAAF)	<p>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.</p> <p>Outcomes: For fiscal year 2019, 54 families have been served through this program.</p>
Hip-Hope Inc.	Kids Lives Matter	<p>Hip Hope helps youth find their purpose within their passions and talents and supports them in making their passions their priority. They believe that by allowing kids to operate within their purpose they will thrive in their pursuit of happiness. Their hope is that the youth will be less likely to indulge in unhealthy lifestyles because they are focused on their passions.</p> <p>Hip Hopes Kids Lives Matter Challenge is a youth empowerment campaign that invites kids to fulfill an affirmation pledge through a series of challenges. With the help of community partners, Hip Hope introduced solutions and outreach services to kids and their families. By facilitating workshops, Hip Hope bridges the gap between the kids and the community.</p> <p>Outcomes</p>

		<ul style="list-style-type: none"> ➤ SafetyMatters – 25 kids received one-on-one training of 5 types of Karate techniques, learning self-discipline and defense. ➤ MentalHealthMatters – 28 youth learned psycho-education, how the brain works and which parts influence emotions and reactions. ➤ FlossnMatters – over 30 youth plus parents learned oral hygiene and how it is related to mental, physical and cardio-vascular health through the use of games. ➤ WellnessMatters – 40 youth learned how our individual health impacts insurance and premiums as well as how what we eat impacts our health. ➤ Funraiser – over 200 youth engaged in dance challenges, inflatables, a miniature golf course and brain game challenges.
<p>John R. Grubb YMCA</p>	<p>Starfish Academy</p>	<p>The Starfish Academy program is a summer learning program run in partnership with the Grubb YMCA, YMCA of the USA, ISU- Extension and Outreach, Des Moines Public Schools and community volunteers. This program is designed to help advance students' academic achievement through a full-day summer experience that combines rigorous literacy instruction with fun, hands-on enrichment activities such as Character Development, Art, STEM, PE, Music and field trips.</p> <p>In partnership with BELL (Building Educated Leaders for Life), the Y and Findley Elementary, Power Scholars Academy offers summer learning for youth entering grades 1-5. The goal of this program is to increase students' academic success, boost self-confidence and engage families.</p> <p>Each program provides students with hands-on learning experiences that engage all levels of learning. The programs also provide snacks/meals as well to help facilitate their learning. Students within each program are offered opportunities for outside play, as well as, field trips to enhance the overall services provided.</p> <p>They ask that parents also participate in the process as well. Below is a list of a few ideas that parents can do to help enhance the overall service as well.</p> <p>Parental agreements include but not limited to:</p>

		<ol style="list-style-type: none"> 1. Attend every day- Students are required to attend the program every day. 2. Read to your child - Parents/Caregivers must read to their child for at least 30 minutes each night. 3. Attend Parent Information Night - Parents/Caregivers attend the Parent Info 4. Attend Closing Ceremonies - Parents/Caregivers attend the Closing Ceremonies if applicable <p>Outcomes: Polk Decat gave the Grubb Y \$4,500 to go toward the StarFish Academy program. Youth that participated in programming this summer were able to engage in several learning opportunities unique to these experiences. Youth were able to visit the Skilled Trades sites throughout Des Moines to learn about potential future career opportunities all while exploring the specific trades through hands-on projects. Youth this summer were able to make cars that ran from carbon dioxide cartridges and sheet metal napkin holders. This was an engaging experience for the students and staff alike. Great memories were made and great exposure for future tradesmen and women.</p> <table border="1" data-bbox="655 799 1829 943"> <thead> <tr> <th>Fiscal Year '19</th> <th># African American</th> <th># Hispanic</th> <th># Asian/Pacific Islander</th> <th># Native American</th> <th># Multi-racial</th> <th># Other</th> <th>Total Number Served</th> </tr> </thead> <tbody> <tr> <td>Total:</td> <td>53</td> <td>71</td> <td>19</td> <td>1</td> <td>9</td> <td>19</td> <td>172</td> </tr> </tbody> </table>	Fiscal Year '19	# African American	# Hispanic	# Asian/Pacific Islander	# Native American	# Multi-racial	# Other	Total Number Served	Total:	53	71	19	1	9	19	172
Fiscal Year '19	# African American	# Hispanic	# Asian/Pacific Islander	# Native American	# Multi-racial	# Other	Total Number Served											
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<p>Linda and Richard Harrell Foster Care Scholarship</p>	<p>2018 Foster Care Scholarship Banquet</p>	<p>The Richard & Linda Harrell Foster Care Scholarship Fund held its 3rd year scholarship banquet to support higher education for Iowa African-American high school graduates that have been involved in foster care. They continue to seek the support of individuals, companies and organizations that have an affinity for providing educational opportunities for these disadvantaged young Iowans.</p> <p>Richard & Linda Harrell were foster parents of high-risk African American teenage girls for over 20 yrs. They have parented greater than 30 foster daughters. The need for this fund became evident as the Harrell's faced numerous challenges in identifying sufficient resources for their foster daughters aspiring to higher education. The complexity of issues seemed insurmountable. The death of Richard in 2015 sparked a desire in the heart of Brittany (Overstreet) Beard, a former foster child of Richard & Linda, to leave a legacy of encouraging and supporting African American</p>																

		<p>high school graduates of foster care to attend college and universities in hopes of providing a better livelihood for themselves and becoming a more productive member of our society.</p> <p>Data continues to reveal that Iowa has a relatively higher rate of children and youth needing placement in foster care, with African Americans being disproportionately impacted. The very circumstances of these students are an additional hurdle they must overcome in pursuing continued education. Yet, without continued education their future as productive, independent citizens is greatly diminished.</p> <p>Outcome: Polk Decat donated \$2,500 and received 1 table at the 2019 Linda and Richard Harrell Scholarship banquet. They raised over \$20,000 and awarded 3 scholarships to 3 different youth. Each youth read a powerful narrative regarding their trials and tribulations being systematically involved in DHS.</p>
<p>Iowa Department of Human Services (DHS)</p>	<p>Secondary Trauma and conflict resolution training – Breanne Ward</p>	<p>Breanne Ward, a licensed mental health professional conducted a secondary trauma and conflict resolution trainings for the Department of Human Services.</p> <p>Outcome:</p> <ul style="list-style-type: none"> • Breanne Ward provided training to all the Polk County supervisors (About 17 of them). • She provided 3, 2 hour trainings at the Department • Breanne helped the supervisors construct a conflict-resolution communication tool to use with their staff
<p>Boys 2 Men</p>	<p>Leadership Program for young men</p>	<p>Boys 2 Men work 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 community. Currently, Boys 2 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 2 Men also promotes the importance of staying in school and setting goals, notably providing Fifth grade boys a positive with a way to express themselves.</p> <p>The weekly after-school sessions actively promotes teamwork, leadership, and personal responsibilities by offering 5th grade boys the opportunity to engage in 1) individual and group wellness activities; 2) leadership development activities; 3) education enrichment activities; and 4) practical “Skills” hands on experiences.</p>

		<p>Outcomes: Polk Decat gave the Boys 2 Men organization \$4,500 to use towards their youth leadership afterschool program for some DMPS schools. Boys 2 Men were able to serve 40-45 kids. Some of the activities Boys 2 Men were able to do with the youth includes:</p> <ul style="list-style-type: none"> • 2019 Historic Site Tours <ul style="list-style-type: none"> ➤ State capitol ➤ Iowa State Supreme Court Building • Barnstormer’s Game • End of the School Year Celebration • Ignit Sports & Fitness • Des Moines Art Festival art project
<p>Oakridge Neighborhood</p>	<p>Project OASIS (Oakridge Achievers Successful in School)</p>	<p>The core Oakridge AF-OOS programs are Project OASIS (Oakridge Achievers Successful In School) the BE REAL Academy (Building and Enhancing Relationships – Enriching Academics and Learning) and SWAGG (Students with a Graduation Goal). OASIS is designed for K-5 students and BE REAL and SWAGG for students grades 6-8.</p> <p>All programs operate throughout the school year to include winter and spring breaks and also during the summer for 10 weeks. Academically focused with an intensive emphasis on math reading and science, all programs use certified teachers to facilitate the academic components of the program design, and partners, experts and specialist to advance the enrichment components of the program.</p> <p>Outcome: Polk Decat gave the Oakridge Neighborhood \$2,500 which supported the Oakridge Summer Blast Camp. This 10 week camp supports students grades K-8 and includes both academic and enrichment components. The camp enrolls approximately 175 students each year with approximately 89% of those students being individuals of African descent.</p>
<p>Boys Town Training</p>	<p>Common Sense Parenting</p>	<p>Common Sense Parenting helps parents build on the skills and strengths they already have while teaching new strategies for raising happier, more well-behaved kids. The key to making this a successful program is to have parent trainers, who present classes in schools, churches and other community settings.</p> <p>Outcome:</p>

		Polk Decat paid for a community member to receive the Common Sense Parenting training, so he would be able to train parents in the community. He completed the training successfully, but has not conducted any trainings in the community yet.
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FY19 Special Projects under DCAT5-18-002, Decat & CPPC Coordination (submitted by Cassie Kilgore & Teresa Burke)

Also refer to CPPC activities after Lessons Learned.

Agency	Program Name	Noteworthy Outcomes
Decat Board, Hands In Harmony Massage	Worker Wellness	Polk CPPC provided monetary & coordination support for chair massages for Social Workers & DHS Staff at River Place, as suggested by the Polk Decat Executive Committee. The initial pilot proved to be popular among social workers, and Polk CPPC hopes to continue to provide ongoing coordination support for chair massages and other Worker Wellness activities. Polk Decat expended \$1,875.00 in worker wellness activities.
Central Iowa ACEs 360 Committee	Committee work and Learning Circles	The Polk Decat Coordinator continued to serve both on the Central Iowa ACEs 360 Steering and Executive Committees, which address data collection, trainings, policies and practices that address and mitigate Adverse Childhood Experiences. There was a focus on two areas related to our work: Secondary Traumatic Stress and ACEs Learning for our Faith Based Community. <u>Secondary Traumatic Stress</u> Chris Foreman, the Technical Advisor that has been providing assistance on the Trauma Informed Services in Detention, provided training on November 1, 2018, at the Greater Des Moines Botanical Center on “Understanding Vicarious Trauma and Supporting the Wellbeing of Providers” for those working in human services. There were approximately 45 people in attendance (maximum occupancy) that ranged from Child Welfare, Corrections, Workforce, Mental Health services, FSRP, group care, etc. The presentation focused on what STS looks like and how it impacts the decisions we make on a daily basis and how our clients are treated. Decat covered the cost of this community training for \$1,212.50 Chris also began providing Secondary Traumatic Stress (STS) assistance to DHS Child Welfare Supervisors as part of the DHS Child Welfare Polk County Retention Team work in FY19. The aim of the assistance was to help with “healing” specific to Polk Supervisors as well as looking at how they can identify and mitigate STS, Vicarious Trauma and Moral Injury in their staff through Trauma Informed Supervision. Mid Iowa Health Foundation is assisting with the costs associated with the endeavor and we look to expand this to all Child

		<p>Welfare Supervisors in the Des Moines Service Area as well as Juvenile Court Supervisors in the 5th Judicial District some time in FY20. Research reviewed indicates that Supervisors are the lynchpins for addressing and mitigating the stressors that are inherent in the Social Work and Juvenile Justice fields.</p> <p><u>Faith Based ACEs Initiatives</u></p> <p>The ACEs 360 Steering Committee has been continually discussing more effective means of disseminating the ACEs and Resiliency message to Faith Leaders in our community. Often times, Faith Leaders see and hear about family trauma way before it gets to the level of DHS and JCS. They may not always understand the impact of the trauma happening in families or how they can address it. The object of the Faith Leaders discussion and training was to bring awareness and a skill-set in a method that adhered to the spiritual nature of their work.</p> <p>The first collaborative step was to host screenings of the film “Resilience” with follow-up discussions for each congregation participating. On May 1, 2019, the participating Faith Leaders assembled to train on “Building a Network of Trauma Informed Faith Communities”; specifically, what is trauma, the ACEs and Social Determinants of Health, how the brain is wired, Risk versus Predictive versus Protective factors, the impact of building health relationships, elements of resilience, and congregational practices that help as protective factors. The training was provided by Rev. Kirsten Peachey from the Chicagoland Trauma-Informed Congregations Network.</p> <p>The Faith Leaders in attendance were very excited about what they learned and held another training on June 26, 2019, to further discuss the May presentation, additional examples of faith leader networks around the country, and to brainstorm opportunities in our region. They also planned a training for September, 2019. The cost for the two trainings in FY19 was \$1,716.74.</p>
<p>Community Youth Concepts</p>	<p>Youth Volunteer Corps Scholarships</p>	<p>15 camp scholarships were Thirty six students were involved in reaching out to the community this summer. Throughout the four weeks, youth participants packaged meals for over 9,000 people with Meals from the Heartland, built portable team building elements that have already served 528 youth in the last month, picked up over 200lbs of trash from around our community, and delivered and sorted food to go out into the community with DMARC. These students gave a total of 751 service hours during the fourth quarter.</p> <p>Polk Decat expended \$2,000.00 on camp scholarships.</p>
<p>Mid Iowa Health Foundation,</p>	<p>Chris Foreman, Technical Advisor, Duke</p>	<p>The introduction of Trauma Informed Services in Polk County Detention (refer to contract DCAT5-18-003) introduced new services that were not necessarily well-documented in other parts of the state and country. The Polk Decat Coordinator reached out to the Central Iowa ACEs 360 Coalition and Mid Iowa Health</p>

<p>United Way, Central Iowa ACEs 360 Coalition</p>	<p>University & National Child Traumatic Stress Network</p>	<p>Foundation for assistance on the development of the RFP (in FY17), and seeking out technical assistance on best practices for trauma-related services in the Detention milieu. Mid Iowa Health Foundation provided funds in a contract through United Way for Technical Assistance Services from Chris Foreman from Duke University, a contractor for the National Child Traumatic Stress Network.</p> <p>Chris continued to provide resources and a framework throughout FY19 on best practices for Trauma Services in Detention, the true nature of delinquent behavior as it relates to experienced trauma, data collection and recording, staff interactions with youth, and especially in the area of Psycho Education curriculum for the weekly group meetings with the youth.</p> <p>A Trauma Informed stakeholders’ team, comprised of members from JCS, Detention, Compass Clinical Associates (providing milieu consultation services in Detention), and Lutheran Services in Iowa (the DCAT5-18-003 contractor) met quarterly to ensure that the collaboration of agencies kept to best practices and continued to assess the following:</p> <ul style="list-style-type: none"> • Two separate Trauma assessments, the PTSS and the New York Complex Trauma Assessment to measure what happened to the youth and how the trauma has affected him/her. • Surveys to measure aspects of the trauma work from the vantage point of the youth, Detention staff and JCOs. We now have a full year of survey results and believe that, with one more full year of results, we will have enough data to create a report out to the community. • Psycho-Education in trauma groups, where both youth and Detention staff learn the common language of brain science related to the impacts of trauma and developing new, more resilient, neuro-pathways, and methods for calming and focus when triggered. • Development of data points to measure the impact of the services and approaches. • Documentation of the processes, meetings, and conversations of the journey in order to hopefully publish as a way to provide direction for others. <p>One outcome of note for this project continues to be that youth discharged from Detention back into the community are receiving mental health services as a result of receiving the Trauma Services while in Detention.</p>
<p>Judicial Branch and Community agencies and organizations collaboration</p>	<p>Trauma Assessment Workgroup</p>	<p>In the later part of FY17, the National Council of Juvenile and Family Court Judges (NCJFCJ) completed a trauma assessment of the Polk Justice Center, where the county’s Juvenile Court Judges preside. Judge Siedlin was charged with addressing the recommendations from this assessment, so he assembled a team of persons to assist in this endeavor, which included the Polk Decat Coordinator. Judge Seidlin has since moved on and the task has been taken over by Judge Poschner.</p> <p>The Trauma Assessment Workgroup met monthly initially to identify and prioritize the work addressing the recommendations. Recommendations for changes within the Justice Center included:</p> <ul style="list-style-type: none"> • Adopt a universal precaution model throughout the court system, similar to that in the medical

		<p>healthcare system.</p> <ul style="list-style-type: none"> • Train all staff on trauma, traumatic stress and interpersonal skills. • Implement a trauma screening protocol used by all system involved agencies to screen parents and children early on in court involvement. • Increase the presence of female deputies. • Add secure parking and/or safety protocols to ensure safety of judicial officers coming to and leaving the courthouse. • Address parking challenges faced by both stakeholders and court users. • Enhance educational and resource materials available to court users. • Make courthouse and courtrooms more child and family-friendly. • Develop formal protocol to protect victims of domestic violence. • Provide a brief explanation of the purpose of the current hearing in both delinquency and dependency court. <p>The bulk of FY19 was spent on protocols to protect victims of domestic violence attending court hearings where the perpetrators are also present.</p> <p>Although some of the recommendations would require considerable funds and municipal/county collaboration (e.g., parking), there were several recommendations that the stakeholders could address, some almost immediately. This project will continue into FY20.</p>
6th Ave Corridor	Collage the Corridor	<p>This event was designed to interact with members of the community from the 6th Ave Des Moines, IA, and engage them with selected artists, musical performances, and food and handmade goods from numerous local vendors and businesses. Attendees helped create their own temporary public art installation by using a building slated for demolition as a colorful spray paint canvas. 6th Ave Corridor partnered with the Grubb YMCA to provide activities for the youth and the event also features the Isiserettes, Moulton Elementary's Capoeira Program, Kids Against Violence Dance Group, and the Des Moines metro Mix Dance Group.</p> <p>This project and event launched a desire to focus on similar events that combine music, community, and the celebration of new public art installation. Following the success of 2018 Collage the Corridor, we applied for and received another \$10,000 Iowa Arts Council grant. This current grant will support the fabrication and installation of 40 art panels on the 6th Avenue Des Moines River Bridge designed by youth artists in partnership with ArtForce Iowa. The artwork has been designed and we're planning for a spring 2020 event during which we'll close 6th Avenue and have a street festival over the Des Moines River Bridge.</p> <p>2018.</p>
ArtForcelowa	#knowjustice	<p>The #KNOWJUSTICE project seeks to empower young people by teaching them about their personal rights as well as the workings of the American legal system. Artist Mentors received training to encourage youth artists</p>

		<p>to think about what just and fair systems look like and create art inspired by those ideas. The staff and youth artists of ArtForcelowa created and showcased an installation, “Origins of Awfulness Root System” at the 5th Annual #KNOWJUSTICE: Origins art exhibit. There were 300 attendees at this event, 11 of which were African American, 10 Hispanic, 18 Asian Pacific Islanders, 10 Multiracial individuals, and 251 European Americans.</p>
Bhutanese Community in Iowa	Convention & Awareness Event	<p>The main goals of this event were to educate our community members with some knowledge and understanding of the financial aspects of American life, educate families to fight the substance abuse prevalent in the families, and to highlight and share the Bhutanese culture with those present in the event through food and music.</p> <p>Goals of the event were reportedly met by the organization. The event was attended by 250 participants, around which 220 were community members. About 40% were in the female participation event.</p>
Central District Baptist Assoc.	Spring Break	<p>Central District Baptist Association met at Mt. Olive Missionary Baptist Church for its annual Congress during spring break. Attendees focused on team building, listened to guest speakers from the community such as firefighters, police officers, and medical professionals attended classes that promoted community building and servant leadership, and even got visit a local music studio at Main Frame Studios.</p> <p>Approximately 40 people attended, of which 35 were African American, and 5 identified as multiracial.</p>
Children & Families Urban Movement	Fall Festival 2018	<p>Children and Family Urban Movement (CFUM), held their annual Fall Festival on October 30, 2018. The night traditional known as beggars night in the Des Moines area, has kids go trick or treating door to door in their neighborhoods. To create a fun and safe environment, CFUM works with the neighborhood and Moulton Elementary School.</p> <p>The night has several components. First CFUM reached out to a number of houses that agree to be locations kids can stop and get candy. CFUM will help supply the candy if needed. In addition to this, they hold an event at Moulton Elementary. Volunteers run games and activities in the cafeteria at Moulton. Neighborhood kids stop by in their costumes, play games, and get candy for participating. Lastly, the CFUM Whyld Girls and Backyard Boyz transform a hallway in Moulton into a spooky experience. The CFUM youth work to decorate and keep things running smoothly.</p> <p>CFUM estimated that they had about 30 youth working on the project last fall and approximately 200 kids attend the event. Of these participants, 100 were identified to be of African American decent, 50 Hispanic, 3 Asian/Pacific Islander, 3 Native American, 12 multiracial, and 32 other. Everyone had a fun and safe</p>

		experience and enjoyed the evening.
CISS Mulberry Street Café		No report provided.
Des Moines Public Schools	OneRun	This event is the first ever district-wide fundraiser available to all youth, from Kindergarten to 8th grade, students in DMPs, with an impact potential for every student in the future. In less than 3 months, the event raised \$17,096 which will be added to the budgets for operation of Des Moines Public Schools.
Grant Professionals Association	Local Chapter Conference Scholarships	The conference was designed to provide information on a variety of grants-related topics in a way that addressed the needs of both seasoned grant professionals and beginners. The one-day conference included presentations from nationally-recognized grant professionals, had six short, focused and leader-led discussion sessions, and con-current breakout sessions that include tracks for Grant Writing 101 and more seasoned writers. There was also a Funders Panel which included a diverse group of funders from Central Iowa to discuss tops and tricks for communicating with both corporate and non-profit funding agencies. GPA Conference scholarships for 11 attendees of local nonprofit community partners, which included Urban Dreams, St. Vincent De Paul, CFI Iowa, Big Brothers Big sisters, LUNA, Everybody Wins Iowa, Al Exito, the Willkie House, Catholic Charities, and Lutheran Services of Iowa.
Hip Hope, Inc.	Young Men of Color Conference	In partnership with Drake University Hip Hope, Inc presented a dynamic Youth Conference: Young Men of Color. The Theme was "What's the Plan?", and included 10 breakout sessions on addressing academic disparities that cripple young men's development and chances to the achieve their full potential. The event included 202 attendees, which included 97 African Americans individuals, 45 Hispanic, 8 Asian, 10 Caucasian, 32 African, and 4 bi-racial.
Hip Hope, Inc.	Kids Lives Matter Awareness Week	This is a week-long event of daily, evening sessions focused on Health, Community, and Social Skills. The main purpose of this event is to keep Hope alive in our children and to let them know their voice matters regardless of their social and economic environments. The first class of the week was "#SafetyMatters" at the Eddie Davis community Center, which included 25 youth attendees and over 50 instructors and parents. The second class of the week was

		<p>"#MentalHealthMatters" at Polk County River Center with the Mental Health Therapist Breanne Ward facilitating, with similar attendance to the first, only with 3 additional youth. The third session was "#FlossnMatters" at Fort Des Moines Museum facilitated by Dr. Haley Harvey from Broadlawns Dental Clinic, which had over 60 youth in attendance. The fourth class was "#Wellness Matters" which Hip Hop partnered with Wellmark Blue Cross and Blue Shield to host. There were 40 youth in attendance, plus many Wellmark employees, Hip hope staff, parents and grandkids. The fifth day of this week long event was the "media day", which included local radio interviews, meals with guest performers, and meet and greets with some of the youth participants of Hip Hope programming, and a Play attendance of "13" at the Civic Center. The final day of this event was a Fundraiser at the Wilkie House where over 200 youth engaged in dance challenges, inflatables, miniature golf courses, brain game challenges from the New Life Center, and much more.</p>
Iowa Nepalese Association	Volleyball Tournament	<p>This is the Second Inter-State Volleyball Tournament hosted by Iowa Nepalese Association. Teams from Wisconsin, Minnesota, Chicago, Nebraska, Davenport, and also from Bhutanese community in Iowa will be participating this event. The tournament is followed by an award ceremony and Cultural Program.</p> <p>The event was a grand success with the participation of multiple teams from multiple states within the Mid-West region. The purpose of the tournament was to bridge the gap among our communities both locally and from Out of State through sports and cultural event/dinner after the tournament, and the Iowa Nepalese Association feels as though this event helped to meet that goal.</p> <p>Approximately 200 people attended. There were about 100 participants with Nepali origin both locally and from Out of State. There were also about 40 participants from the Indian community. We did have 20 participants including match referees and team players with American origin. There were also about 30 participants from the Bhutanese community both locally and from Out of State.</p>
ISU Extension & Outreach	Polk County 4-H RISE College Access Conference	<p>The conference provided an opportunity for youth from underrepresented populations to visit and take part in activities on a college campus, connect with current college students from similar backgrounds, develop their leadership abilities and further their person educational interests.</p> <p>Based on youth evaluations and verbal feedback to school staff & 4-H staff, participants said they:</p> <ul style="list-style-type: none"> • Have interest in other 4-H opportunities – the majority have expressed interest in a leadership & college/career exploration 4-H club based at their school or on the Grand View campus – conversations have begun with partners to help get a couple of these started . • Felt safe, included, welcome, & valued • Were inspired by the keynote speaker to use their voice & felt empowered to help others & create change in their community • Gained self-confidence

		ISU Extension and Outreach reported that approximately 75 people attended, 26 of which were of African American decent, 35 Hispanic, 4 Asian/Pacific Islander, and 5 Multiracial.
Joshua Christian Academy	Washington DC Mission Trip	<p>The secondary students (grades 6-12) and chaperones of Joshua Christian Academy went on an educational mission trip to our nation’s capital.</p> <p>Students recited patriotic speeches at national monuments, learned how our government works by visiting buildings associated with different branches of the government, and helped to improve the facilities of two churches and a community development corporation in the greater Washington, DC area. On the first day, students took a tour of DC while eating dinner on a boat cruising the Potomac River. The next day, students visited monuments and toured the University of the District of Columbia where they met the university’s president. A senior student was offered a full presidential scholarship to UDC. The following day, students visited an amusement park where they recited the “I Have a Dream” speech and performed a liturgical dance promoting healing from racial division. The next day, students did mission work for a local church and community development corporation that offers housing to low/moderate-income families, youth services to at-risk youth, substance abuse recovery programs, and financial education. They also visited more monuments. Students ended the trip attending the morning worship service of a local church.</p> <p>The Academy reported that of the 26 participants 12 were African American, 3 Asian/Pacific Islander, 2 Multiracial, and 9 other.</p>
Lutheran Services of Iowa	Empower Luncheon	No report provided.
McCombs iJAG	End of Year Celebration	No report provided.
Mitchellville Public Library	Lego Club	<p>Mitchellville Public Library has hosted a Lego Club for youth for the past three years. The goals of this group are to encourage interaction between children and communication skills, fine motor skills, and cooperative play skills.</p> <p>The population of Mitchellville is 2,500, with 1,200 of those people residing in the State Corrections Facility. During one month of Lego Club Program meetings and play times that include Legos, an average of 130 kids and adults participate.</p>
Mondamin Presidential Neighborhood	MPNA Community Gathering	No report provided.

Association		
Mt. Hebron Baptist Church	Leadership Conference	<p>The conferences happen twice per year, once in March and once in July. The events offer classes for all ages for kids from 5 years old to 18. The classes focus on good citizenship, integrity building, and character as well as faith based learning.</p> <p>The March and July session from 2019 served approximately 100 African American youth.</p>
Oakridge Neighborhood	World Refugee Day	<p>To connect Refugee and Immigrants in Iowa with services and resources that allow them to live safe, healthy and thriving lives in Iowa. It is a Global event celebrated each year in June. The event raises awareness about refugee issues and celebrates the contributions they make to our communities.</p> <p>This year's festivities included a Cultural Celebration that featured food, dance, and activities from around the world. It also was the host to the 6th Annual World Refugee Day Cup Soccer tournament. The event attracted 1,200 people and gained coverage by local print and broadcast media.</p>
Wesley United Methodist Church	Voices To Be Heard - Annual "Thanksgiving in May"	<p>Voice to Be Heard provided the community with a free home cooked Thanksgiving Meal. The event also featured a silent auctions donated to the community.</p> <p>The silent auction raised \$2,800 and benefited youth that have parents incarcerated in the form of scholarships. The scholarships can be used by the youth to participate in any after school activities, art classes, sports classes and camps, and can also pay for supplies required to participate. A total of 355 people were in attendance at the Thanksgiving meal, which included 110 African Americans, 47 Hispanics, 4 Asian/Pacific Islanders, 65 multiracial attendees.</p>
Youth Law Center	Adoption Saturday	<p>Potential Foster families, relatives, and adoptive families as well as public gathered to celebrate and complete adoptions taking place during the event.</p> <p>The lower level of the event included an information fair, appearances from super heroes, Cubbie the Bear, and a table of refreshments. The upper level was reserved for adoptive families and their guests. The adoptions were celebrated and finalized, and professional photographers took pictures. Adoptive families could decorate with their children at craft tables. 39 children were adopted at this event in 2018, 28 of which were Caucasian, 4 African American, 4 Hispanic, and 3 undefined. Approximately 300 people attended the event.</p>

FY19 Providers' Advisory Meeting Dates and Speakers

7/19/2017	Tira Mays, Broadlawns, provided an overview of the vast array of services provided by Broadlawn's Hospital and clinics
9/19/2018	Molly McPartland, KidsFirst, presented on legal representation and workshops for children whose parents are going through a divorce
10/17/2018	Frida Espinosa Cardenas, a Transnational Independent Consultant, provided detailed information on options to consider for children whose parents are detained by ICE
1/16/2019	Stephanie McFarland, Des Moines Public Schools, presented on their behavioral health interventions and the multi-tiered system of support
4/17/2019	Catlin Curry, DART, presented on how providers can talk to their clients about riding the bus, plus up-to-date information on the Des Moines Metro mass transit system
5/15/2019	Lindsay Owens, Mosaic Family Counseling, provided information on the new Student Assistance Program they administer at Des Moines Public Schools plus their School Based Mental Health program
6/19/2019	Janee Harvey, DHS, presented an overview of the Family First Prevention Services Act (FFPSA) legislation and how it will impact DHS

FY19 Polk Decat Quarterly Steering Committee Meetings, Discussion & Determinations

7/13/2018	Combine CPPC Shared Decision Making team with the Decat Steering Committee as their functions are very similar and avoids duplication of efforts. The Steering Committee will vote on the use of CPPC funds as well as Decat funds set aside for CPPC usage.
10/12/2018	Discussion of how CBFTDMs could be expanded and planning a provider "jobs" fair
1/11/2019	Discussion of upcoming provider "jobs" fair, RFP reviewers needed, Trauma Services in Detention and DHS Secondary Traumatic Stress project, and budget
4/12/2019	Introduced changing the Event Funding Request form and using a similar form for larger requests for funds. The results of the Shared Decision Making survey were revealed. The ICAPP process was reviewed so the group could be thinking about the upcoming renewal and the best use of those funds. RJCE activities were also shared.

Contracts

<u>Contract Number</u>	<u>Contractor Name</u>	<u>Service provided</u>	<u>Funds expended</u>
<u>DHS Programs</u>			
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 FY17 DHS State Carry-over dollars, which were carried over from FY18 and which originated from the 10/6/17 SAM designation.			
Outcomes:	The contractor provided 880 background checks in FY19. This is 7 more background checks than were requested in FY18, 23 more than were requested in FY17, and 180 fewer than were requested FY16 (1053.) Most background checks are completed in 24 hours or less, which is less than the 48-hour minimum turnaround timeframe.		
DCAT5-14-017	Polk County Attorney	Diversion & Mediation	\$27,000.00
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 FY17 DHS State Carry-over dollars, which were carried over from FY18 and which originated from the 10/6/17 SAM designation.			
Outcomes:	There were 26 Formal Mediations provided through the Contractor for FY19, which was 5 more than were provided in FY18 and 12 more than were provided in FY17. Mediations are costly and the higher number contributed to the \$3,000.00 increase to the contract. 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. In FY19, 91 families were referred for Diversion services.		

DCAT5-15-007	Visiting Nurse Services/EveryStep	Refugee Immigrant Guide	\$47,824.05
<p>This contract was created to develop and deliver specialized training for Community Guides to assist Refugee and Immigrant families and youth who are system involved or at risk of becoming system involved to connect with appropriate community resources and to successfully navigate and self-advocate in Child Welfare and Juvenile Court processes. A Refugee Immigrant Guide, or RIG, is a person who is versed in the language and culture of a local refugee or immigrant group, who is trusted within that community, who have a knowledge of community resources, who have a knowledge of Department of Human Services and Juvenile Court Services systems, who can assist at-risk youth and families within their language/culture to access resources to keep them from becoming systems-involved, and who can, 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 than most other cases due to the language, culture and often the literacy barriers.</p> <p>The contract was due to end on June 30, 2018, but due to the contract not being a full 6-years and the uncertainty of how long we could afford to sustain the services (hence making a procurement unfair to whomever might be the successful bidder), we applied for and were granted a 2-year extension; i.e., possible renewal options.</p> <p>With DHS being short on funds and JCS being a recipient of the services as well, the contract was supported by FY17 JCS State Carry-over dollars, which were carried over from FY18 from the 5/13/18 Chief Designation.</p>			
<p>Outcomes:</p>	<p>Referrals for RIG services increased in FY19 from FY18, up to a total of 34. There were 24 DHS cases served in FY19 and 7 JCS cases and 12 Community Cares cases.</p> <p>A required performance measure is that the contractor is to hold 4 stakeholders meetings within this fiscal year, which they accomplished in FY19. Bi-weekly staffings for RIG-assisted cases turned into monthly staffings for DHS cases and monthly separately for JCS cases. The staffings provide the venue for brainstorming cases and providing Social Workers and JCOs with perspective on culturally responsive ways to handle a refugee/immigrant case, and possible resources that are culturally appropriate.</p> <p>2 Subcontractor agencies assist with the project to ensure that a wide variety of languages and cultural ethnicities are covered: Lutheran Services in Iowa and Child Future International. The contract originally required 3 subcontractor agencies to ensure coverage of the maximum possible number of languages and culture groups, but that became difficult with subcontractor agencies who wanted to bill large administrative fees.</p> <p>The Contractor is required to submit updated rosters of all the persons who act as RIGs, which they included with each quarterly report in FY19.</p> <p>The most common groups (languages) for which RIG services were provided were: Swahili, Burmese (inclusive of all languages and dialects), Kunama, and other African.</p> <p>Both DHS and JCS provided 101 trainings to a variety of cultural/language groups, organized by the contractor, which helped parents understand what constitutes child abuse, how the legal and court systems work, and where to go if they have</p>		

	<p>questions. Parents almost unanimously provided positive feedback to these sessions and requested more information. Bureau of Refugee Services (BRS) staff continue attending and assisting in the bi-weekly staffings to impart their vast knowledge to bring a cultural lens to specific cases. In FY19, BRS staff continued to train on “Desk Aids” for both the RIG as well as the Social Worker/JCO that help define the role of the RIG before, during and after meetings with the clients, and clarify the Social Worker/JCO expectations.</p>		
DCAT5-17-052	Polk County Health Services	Restorative Justice & Cultural Equity Coordination Services*	\$126,957.99
<p>This Contract provides 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, <i>as well as</i> 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.</p> <p>This contract was supported by FY19 DHS MYFI funds and FY17 State JCS Carry-over funds carried over from FY18 specific to Restorative Justice and/or Initiatives related to disproportionality of minority contact in Polk County from the 5/4/18 Chief designation, as well as FY17 State JCS Carry-over funds from the 4/13/17 Chief designation.</p>			
Outcomes:	<p>The RJCE coordinator engages with the following efforts in order to more effectively address issues of disproportionality in the Child Welfare/JCS system(s):</p> <ul style="list-style-type: none"> • Minority Youth & Families Initiative (MYFI) Student Incentive program at DMACC • Building Strong African American Families (SAAF) • African American Case Consultation Teams (AACCT) for both DHS and JCS • JCASP (Community And Strategic Planning) Teams • Breakthrough Series Collaborative (BSC) team for DHS, which was resurrected from the former MYFI teams <p>Diamond Denney has been the RJCE Coordinator since the beginning of March, 2018. She started by jumping in current activities and meeting important individuals in the community right away. Diamond connected with others from agencies, organizations, municipalities and the state who were involved in like efforts in order to find out what they were doing to address equity and to hopefully coordinate our efforts with theirs.</p> <p>Refer to the above “Restorative Justice and Cultural Equity Coordination Special Projects” for details regarding related activities.</p>		
DCAT5-17-120	Des Moines Independent Community School District	Student Support Services*	\$42,632.50
<p>The purpose of this Contract is to enable the Agency and Juvenile Court Services in Polk County and the Polk Decategorization Governance Board</p>			

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 FY17 JCS State Carry-over funds to serve JCS youth in Polk County from the 5/3/18 Chief designation, and FY19 MYFI funds.

<p>Outcomes:</p>	<p>In FY19, DMPS engaged 789 students. Of those, 429 self-reported as African American, 37 Hispanic, 1 Asian or Pacific Islander, and 21 “Other” demographic category. Supportive services provided include:</p> <ul style="list-style-type: none"> • Incentives for students in the Middle Alternative School (MAC) for successes and MAC Parent Engagement Conference • Incentives for B2B (Brother to Brother) and S4S (Sisters for Success) involved students who improve attendance, grades, behavior, and standards (see below). These are DMPS organizations specifically for students of color to provide supports that celebrate race and ethnicity, and incentivize school attendance, behavior and achievement. • Field trips to: “I’ll Make Me A World” conference, Zoo trip for Scavo youth, Summer Swim passes for Callanan and Oakridge youth, Adventureland tickets for B2B and S4S youth as incentives for success, ISU college visit, ACT prep classes, Moulton “Fit” Club, Young Men of Color Conference, Dance Theater of Harlem, • Book study of “The Hate U Give” and movie attendance • ArtForcelowa grant for engagement art activities at MAC (improvement of school engagement and math scores) • Celebration banquets for B2B and S4S youth <p>Below are some results from the implementation of the B2B standards implemented in the 2nd quarter and continued through the 4th quarter:</p> <ul style="list-style-type: none"> • Attendance/Referral Incentive Program – 51 B2B and S4S students were recognized by their sponsors as having 97% school attendance, 0 Level II referrals, and exemplary progress towards the outcomes of the program as detailed in the recently developed “Standards” document for this school year. This includes incentives for all utilized quarters. • Attendance/Referral/Academic Progress Incentive Program – 46 of our system involved students at the Middle School Alternative Center showed progress over the last two quarters in attendance, referrals, and academic progress. • Survey moved from a pilot to nearly full implementation. Nearly 300 total responses in the 3rd and 4th quarter have provided feedback on whether or not parents/caregivers are aware of services that are available to their child. • Here are some of the results from the implementation of the B2B standards implemented in the 2nd quarter and continued through the 4th quarter (based on completed reports by sponsors during this timeframe): <ul style="list-style-type: none"> ○ Standard 1 – Learn the Motto and Affirmation: 82% ○ Standard 2 – Personal Reflection Essay: 66% <ul style="list-style-type: none"> ▪ Over 200 reflection essays have been submitted this school year ○ Standard 3 – Community Leadership/Service Project: 72% <ul style="list-style-type: none"> ▪ 58 completed projects this school year
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- Standard 4 – Cultural Identity Sessions/Workshops: **82%**
 - 72 sessions/workshops this school year
- Standard 5 – Business Dress Code: **90%**
 - Over 412 students (includes repeated students) dressed in business apparel on a regular basis this school year
- Standard 6 – Leadership Sessions/Workshops: **62%**
 - 32 sessions/workshops this school year
- Standard 7 – Complete Surveys: **72%**
 - 9 programs surveyed their students about their personal growth and development in the program this school year

DCAT5-18-002	Polk County Health Services	Polk Decat & CPPC Coordination*	\$281,235.92
Provide coordination and fiscal management services for Polk County Decategorization and CPPC staff, which includes the Decat Coordinator, the Decat Assistant and the Project/PPC Coordinator. The contract was supported by funds from the FY17 Decat Allocation, the FY19 CPPC allocation, and FY17 State JCS funds from the 5/3/17 Chief designation and FY19 State JCS funds from the 5/13/19 Chief designation.			
Outcomes:	No Quarterly report is required from this program although all deliverables and measures were met. The Decat Coordinator and the Executive Director and Accountant of PCHS work closely to keep the budget and monthly expenditures in line with program and budgetary guidelines. The PCHS Accountant provides monthly statements to the Coordinator. Ellen Overton continued to serve as the Administrative Assistant until November, 2018, working on managing the Wraparound Assistance and Resources, which includes the website and weekly CPPC Resources emails. Cassie Thomas Kilgore replaced Ellen in January, 2019. Jordan Kauffman continued to serve as the Project/PPC Coordinator 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. For a listing of projects & initiatives supported under this contract, please refer to the FY19 Special Projects under DCAT5-18-002 above.		
DCAT5-18-044	Des Moines Independent Community School District	Behavioral Health Intervention & Prevention Coordination Services*	\$101,739.18
The purpose of this Contract is to provide coordination services and oversight of the Des Moines Independent Community School District (DMPS) Multi-Tier System of Support for District-Wide behavioral health intervention and prevention initiatives. This collaboration is between DMPS, DHS and JCS in Polk County to identify common students who intersect between the systems, who have exhausted DMPS services to keep them in school, and to provide other wraparound, intensive services to them and their families that are supportive to their needs. DHS and JCS will alternate years to support this contract. The contract was supported by FY17 DHS State Carry-over dollars, which were carried over from FY18 and which originated from the 10/6/17 SAM designation, FY18 JCS State Carry-over dollars, carried over from FY18 from the			

<p>Outcomes:</p>	<p>2018-19 School year accomplishments:</p> <ul style="list-style-type: none">• Boys Town Intensive In-home staff hired, referrals began November 2018. (see Boys Town program data below).• Handle with Care initiated with DMPD coinciding with the start of the school year.• Clinical oversight of all Suicide Risk Assessments completed in the District• Began working with the State Learning Supports Mental Health Advisory• Began working with the Department of Education Trauma Informed Care training process• Trained in ASIST Suicide Prevention program to bring to the District staff who do Suicide Risk Assessments• Became trainer in Youth Mental Health First Aid. 350 District staff trained.• Support tier 3 process of wrap around intervention support with Culture, Climate and Community C3 positions• Trauma Informed Care trainings Tier 1 at Stowe, Moore, Scavo, Jackson, Hubbell, Oak Park, Harding, Phillips, Howe, McCombs and Special Education PT/OT Department. Also DMPS Americorp workers and United Way Grandparent Foster Care Program district-wide• Multi-Tier Systems of Support training for Biligual Family Liasons, Mosaic Student Assistance Program (SAP),• Presented at Landlord Forum regarding impact of mobility on students’ mental health• Trained in district behavioral training• Brought SAP services to Early Childhood• Worked with Flex Academy to continue work toward becoming trauma sensitive: Poverty simulation and “Beyond Consequences” school trauma sensitive conference.• Mental health referral supports for STEPP program, Meredith and Callanan middle schools• Suicide risk assessment training for staff• Joined DMPS District 504 planning committee• Created Interconnected System Framework (ISF) State-wide planning team, as well as planning for the first state-wide mental health planning consortium to be held June 2019.• Started first elementary school on the Center for School Mental Health SHAPE program of self-assessment of social/emotional/behavioral and mental health supports.• Began representation on Infant/Toddler Court Team• Mind Matters Mental Health Wellness Activity for 300 District staff• Wrote DMPS policy for Therapy Dogs at DMPS
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- Intensive TIC professional development with Heartland AEA credit for educational staff in Flex Academy
- “Dare to Lead” book study with Community In Schools group
- Initiated mental health support groups in two Flex Academy sites
- Participated in MSW student internship planning process, and accepted first MSW in this position
- Participated in Tier 3 intervention District group planning process
- Supported two skill groups in middle schools obtaining and using Neurologic Model curriculum
- Participated in planning group as mental health consultation for the development of Flex Options and Flex Adult Learning program
- Obtained re-certification for Crisis Prevention and Intervention (CPI) trainer
- Was accepted as a pilot site for TEEN Youth Mental Health First Aid through National Council for Behavioral Health and Lady Gaga’s Born This Way Foundation
- Initiated first school training for Grief Sensitive Schools Initiative for DMPS (Callanan)
- Initiated Flex Academy and Artforce Collaboration.
- Healing Environments And Response to Trauma (HEARTS) site visit with school based mental health provider agencies and DMPS TIC internal stakeholders for Tier 1 recommendations for training in trauma sensitive schools.
- DMPS School Board adopted Social Emotional Learning expectations for 2019-20 priorities
- Joined Social Emotional Learning Workgroup
- Heartland credit offered for teacher professional development in trauma sensitive classroom practices and teacher meaningful work.
- Worked with University of Northern Iowa School of Psychology and Please Pass The Love non-profit to initiate the first Iowa School Mental Health conference which resulted in the establishment of the Iowa Coalitional for School Mental Health.

Boys Town Intensive In-home Program data:

Between February 13th and June 30th

- There were 34 families (43 students) identified by district staff to refer for consideration of service.
- 25 families had a qualifying student for the service of which district staff obtained interest and consent to refer to Boys Town.
- In February
 - 3 families accepted services, two of which closed unsuccessfully in March and one continued with

	<p>services.</p> <ul style="list-style-type: none"> • In March 4 additional families were referred for services. Three accepted services. One closed unsuccessfully, two continued with services, and one declined services). • As of June 30th, 2019 , there are three open cases., all are expected to close by July 31st. Family Consultant Hailey resigned end of March, new family consultant Stephanie Riessen started in June 2019. 		
DCAT5-19-001	Central Iowa Juvenile Detention Centers	Fiscal Agent Services*	\$232,907.86 (funds disbursed + fiscal agent fee)
<p>This Fiscal Agent contract was new for FY19, having been re-procured in FY18 for a 7/1/18 start date. It 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 (got food, clothing, baby supplies, beds, bedding, etc.) and cards for gasoline. Also covered by these funds are non-court-ordered Psychological Evaluations and counseling sessions, rental assistance, utility assistance and various other forms of transportation.</p> <p>The contract was supported by the following funds: FY17 DHS State Carry-over funds carried over from FY18 from the 11/9/17 SAM Designation, as well as FY17 JCS State Carry-over dollars carried over from FY18 from the 5/3/18 Chief Designation.</p>			
Outcomes:	<p>Juvenile Court Services added funds to this contract again in FY19 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 new Contractor for this service allowed for the processing of checks to be completed by Decat, with daily transmission of check copies/details to the Contractor for their records. This allowed for same-day turnaround for checks processing.</p> <p>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.</p> <p>Decat was able to reduce some dependence on Store Cards by more specific ordering and delivery of concrete supports, such as beds (delivered and assembled at the caregiver’s homes), bedding, diapers, formula, car seats, strollers, etc.</p> <p>Decat staff receive anywhere from 5 to 50 requests on any given day so being organized and up-to-date on tracking is imperative. Decat staff are responsible for daily communication with the contractor on checks and charges associated with</p>		

purchases. Following is a summary of the costs and types of requests, as identified on the Flex Request forms (not accounting for multiple types of requests on some forms and multiple counts of each item per form):

Request Type	# of Requests	Total Cost	#Emergency Requests
Bedding	79	\$4,876.28	16
Beds	109	\$43,062.78	8
Bus Tokens	212	\$4,189.50	8
CarSeat	50	\$9,961.55	6
Clothing	244	\$29,161.21	39
DayPass	3	\$28.00	1
Diapers/formula	111	\$2,193.17	54
Dresser	2	\$252.94	
Food	107	\$12,472.85	16
Food	1	\$100.00	
Hygiene	34	\$3,251.81	1
Interpreting	4	\$315.55	
Monthly Bus Pass	793	\$30,015.00	20
Other	513	\$84,348.64	43
Psychologist	4	\$1,595.00	
Rent	23	\$8,991.48	2
Transportation/gas	743	\$33,352.34	26
Transports	1	\$96.00	
Utilities	18	\$7,050.34	1
Grand Total	3051	\$275,314.44	241

DCAT5-19-003	Iowa Legal Aid	Preventive Law & Guidance	\$64,825.72
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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. This service was re-procured in FY18 for a new contract in FY19. The contract was supported by FY17 DHS State Carry-over dollars, which were carried over from FY18 and re-designated for use in FY19,

from 11/9/17 SAM designation.			
	<p>There were 370 clients served under this contract in FY19, either through individual assessments, consultations, representation or small-group presentations, compared to 456 clients served in FY18, 223 clients served in FY16 and 595 served in FY17.</p> <p>100% of youth aging out of the system who participated in legal assessments and responded to the survey demonstrated an increased knowledge of legal issues.</p> <p>100% of referrals made by the Agency for preventive or mitigating legal services for families were accepted, which is greater than the 85% performance goal. These referrals make up 80% of the work under this contract.</p> <p>All referrals by the Agency for Guardianship were accepted. This is a particularly beneficial service to Agency clients as it can result in safe case closure as soon as the guardianship is completed.</p> <p>The contractor also collaborated in the community to make their legal presentations to families identified as experience language and/or cultural barriers to increase their legal knowledge. Landlord/Tenant Law presentations continued to be the most popular.</p>		
V2013-01-05	Central Iowa Juvenile Detention Centers	Volunteer Coordination Services	\$11,162.26
<p>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 FY17 State DHS Carry-over funds, carried over from FY18 re-designated for FY19, from 11/9/17 SAM designation.</p>			
Outcomes:			

<u>JCS programs</u>			
DCAT5-16-001	Woodward Youth Corp	Sex Offender Treatment	\$234,178.20
<p>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.</p> <p>In FY19, the contract was supported by FY17 State JCS Carry-over funds carried over from FY18, specifically from the 4/13/17 Chief designation as well as FY18 JCS State Carry-over funds from the 5/4/18 Chief designation.</p>			

<p>Outcomes</p>	<p>A total of 43 youth were served under this contract in FY19, compared with 59 youth served in FY18, 37 youth served in FY17, 41 youth served in FY16, and in the prior contract, 54 youth served in FY15, 56 youth served in FY14 and 43 youth served in FY13. Part of the differences in number of youth served is the addition of the provision of Psycho-Sexual assessments for JCS youth who may not necessarily enter into formal treatment.</p> <p>100% of all JCS referrals to this program were accepted by the contractor.</p> <p>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. Only one staff reporting to the Masters Level Therapist was not yet credentialed but continued working towards that designation.</p> <p>100% of youth and their families had first contact within 3 working days of the referral.</p> <p>100% of Psycho-social (sexual) assessments were completed and submitted to the JCOs within 30 days of the JCO request.</p> <p>100% of youth had a new or updated safety plan within 2 weeks of service initiation</p> <p>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.</p> <p>One youth did escalate from outpatient to inpatient treatment, but this was expected as outpatient treatment was initiated as placement options were explored.</p> <p>Out of all the youth served, 1 youth escalated back to group care due to a behavior in the community and 2 youth were re-arrested for sexual offenses during the fiscal year.</p> <p>100% of youth had a case staffing a minimum of every two months.</p> <p>100% of youth had updated treatment plans within 30 days of a change in goals, objectives or service activities</p> <p>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.</p> <p>100% of the time, JCS received monthly reports of youth on Electronic Monitoring. The contractor provided weekly reports to JCS</p> <p>100% of JCS requests for polygraph testing were completed within 30 days of the request.</p> <p>100% of all pro-social group activities were supervised and monitored for safety and behavioral progress by the Contractor.</p> <p>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.</p> <p>100% of youth (goal is 75%) are able to identify a positive, regularly involved and informed adult resource, beyond their immediate family, to support and hold them accountable to positive behavior.</p>		
<p>DCAT6-10-002</p>	<p>Woodward Youth Corp</p>	<p>Reentry & Transition Services</p>	<p>\$204,402.71</p>
<p>The re-entry program began on July 6, 2006. The participants in the program have historically been involved in the juvenile justice system and upon discharge from placement, many of them return to their communities without a strong support system in place. The program objective is to keep participants out of the adult system by providing educational, vocational and social skills needed to transition from childhood to adulthood.</p>			

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 FY18 State JCS Carry-over funds from the 5/14/18 Chief designation, carried over from FY18, as well as FY17 State JCS Carry-over funds from the 4/13/17 Chief designation.

Outcomes	<p>The Contractor served 30 Re-entry youth total during FY19, compared with 23 youth during FY18, 90 youth during FY17, 110 youth for FY16, 131 youth in FY15, 133 youth in FY14 and 103 youth in FY13. YTDM information is now split out from the other Re-entry youth services. There were 54 first time YTDMs in FY19 and 28 follow-up YTDMs.</p> <p>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.</p> <p>100% of youth (goal = 90%) were able to identify a positive adult committed to providing support and guidance.</p> <p>100% of youth were contacted by Re-entry staff every 30 days, at a minimum.</p> <p>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.</p> <p>Re-entry staff indicated that they <u>did not</u> assist JCS in completion of referrals, associated document fulfillment and meetings held as part of transition placement planning for those youth assigned to either Independent Living or Residential options.</p> <p>The contractor worked with JCS and the DHS Transition Specialist to ensure 100% of referred youth completed their Casey Life Skills Assessment (CLSA).</p> <p>Within 6 weeks of the referral, Re-entry worked with 100% of youth to develop a Wraparound Plan on career, education, housing, health and supporting needs and goals.</p> <p>In all FY19 quarters, the contractor was able to assist at least 95% of youth to obtain certified copies of their birth certificate and social security cards before turning 18.</p> <p>100% of youth received individualized assistance in obtaining or maintaining medical insurance, enrolling in school, coaching on interview skills and how to present themselves, assistance in moving into safe and secure housing, obtaining car insurance, finding volunteer opportunities, support in navigating the car-buying process, and assistance in transportation to job interviews and looking for employment.</p> <p>100% of requests by JCOs for information on transition planning guidelines were provided within 5 days of the request (goal = 90%).</p> <p>100% of requests by JCOs for assistance with transition needs were met within 5 business days (goal=90%), such as providing case planning assistance to JCOs that need help with referrals, transition plans and other case items. The Transition Specialist provided help with writing transition plans for all youth who were scheduled to be approved by the State Transition Review Committee. Assistance was provided with filling out SAL placement paperwork and with referrals to adult services.</p> <p>The Transition Specialist ensured that requests for assistance with referrals to Independent Living or Residential options were provided within 3 business days, 100% of the time (goal = 90%).</p>
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	<p>The contractor was unable to schedule 95% of the YTDMs within 30 days of the referral. The Contractor did not reach out to obtain “exceptions” by the JCS Chief even though they were all due to difficulty scheduling YTDMs for placement youth so their parents could attend. Barriers reported include difficulty coordinating JCO and parent schedules and increased youth truancy.</p> <p>100% of the YTDM Plan Notes were written and submitted to the youth’s team within 7 calendar days from the YTDM meeting.</p> <p>Most of Monthly YTDM reports were submitted to the Polk Decat Coordinator by the end of the month following the month of service, but not all were as reported.</p>		
DCAT5-17-040	DMACC/Evelyn K. Davis Center for Working Families	Supportive Services for African American Youth & Families	\$44,759.70
<p>In the last six 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.</p> <p>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.</p> <p>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.</p> <p>This is the final year for this contract. The Contract is an Intergovernmental Agreement and the Decat Board elected to continue the services under a new IGA for FY20.</p> <p>The contract was supported by FY17 State JCS Carry-over funds from the 4/13/17 Chief designation as well as FY18 State JCS Carry-over funds from the 5/4/18 Chief designation.</p>			
Outcomes	<p>14 families were served in the final reporting period of FY19, with a total of 76 individuals served. All of these families are African American.</p> <p>Contractor reports all Performance Measures Met as written. The Contractor is required to provide 3 SAAF cohorts per fiscal year. In FY19 Q1 & Q2 - 5 families enrolled and 4 completed and an average of 23 individuals served, Q3 – 5 families enrolled and 4 graduated and an average of 22 individuals served, Q4 – 4 families enrolled and graduated and an average of 9 individuals served.</p> <p>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.</p>		

	Youth and families are referred for other services such as Tutor Heroes for youth who need assistance with academic difficulties, Summer Youth Employment Programming, Employment & Education assistance for the parents.		
DCAT5-18-001	Orchard Place	Early Services Program	\$113,042.51
<p>The Contractor provides Early Services Programming (ESP) to young offenders ages 12 and under that deliver wraparound services addressing issues that led to early system involvement and prevent recidivism. The Contractor provides culturally and linguistically appropriate early intervention and prevention (ESP) case management to early offenders referred by Juvenile Court Services. It was determined that children under the age of 12 have the highest risk to re-offend in the future; however, their age and needs did not commensurate with the criteria for formal adjudication by the Juvenile Justice system or the Iowa DHS. This informal status makes them ineligible for some services that could prevent them from re-offending. The ESP Project was initiated to provide individualized casework services and family services for the more intense cases, incorporating a parent-child group component and creating a connection with area schools to help meet the child's overall needs. The case management includes the involvement of a school liaison since much of the acting out behavior manifests itself at school. The contract was supported by FY17 State JCS Carry-over funds from the 4/13/17 Chief designation for the Early Services Project as well as FY18 State JCS Carry-over funds from the 5/4/18 Chief designation.</p>			
Outcomes	<p>105 youth were served under this contract, with 63 of those being new in FY19. Compare this to 123 youth served in FY18, 73 young offenders served in FY17, 61 in FY16, 75 in FY15 and 84 in FY14, under the prior contract.</p> <p>With the exception of Q1, all youth referred to ESP services by JCS were served. The exception was that one parent was not cooperative, preventing an intake from being completed.</p> <p>92% (207/225) of Case Management plans were delivered to the appropriate JCS staff within 30 days of referral.</p> <p>88% of ESP youth discharged (36/41) completed their Informal Adjustment Agreements (IAA) successfully (goal=90%).</p> <p>87% of participating youth (88/101) did not commit a delinquent act during service delivery (goal=90%)</p> <p>Contractor staff attended 100% of bi-weekly service team meetings</p> <p>89.5% of ESP youth discharged (51/57) who were experiencing poor grades improved academic performance during their IAA period (goal=80%)</p> <p>71% of ESP youth discharged (39/55) who were experiencing poor school attendance improved attendance during their IAA (goal=80%)</p> <p>72.7% of ESP youth discharged (40/55) who were experiencing in-and/or out-of-school suspensions reduced suspensions during their IAA (goal=80%)</p> <p>92% of monthly case notes and discharge plans (207/225) were provided to the appropriate JCS staff by the 7th of the month following the month of service (goal=95%)</p> <p>Although it is not a measure, the contractor tracks ESP youth who commit a delinquent act 2 years post service delivery (discharge), as reported to them by JCS. In FY19, 54% of ESP youth (21/39) did not re-offend 2 years post service delivery as compared to 43% in FY18.</p>		

DCAT5-18-003	Lutheran Services in Iowa	Trauma Informed Services for Youth in Polk County Detention	\$86,067.17
<p>This service is to provide short-term Trauma-Informed programming to youth in Polk County Detention which could result in shorter stays in Detention placement with release back into the community or other suitable placement, that address youth trauma faster and that are appropriate to the trauma experiences of the youth. Youth behavior that results in detention, and their behavior while in and because of detention placement, is frequently related to traumatic experiences. The services needed to be of short duration, including one-on-one interactions, group interactions and other creative interactive interventions that assist youth in becoming calmer, more focused and strengthen coping abilities related to their trauma experiences that impact their interactions and delinquency.</p> <p>The contract was supported by FY17 State JCS Carry-over funds from the 4/13/17 Chief designation for Trauma Informed Care and Treatment carried over from FY18, as well as FY18 State JCS Carry-over funds from the 5/4/18 Chief designation.</p>			
<p>Outcomes</p>	<p>170 individual youth were served under this contract in FY19 (355 duplicated youth, for those who experienced recidivism). For 100% of the cases, the Contractor and JCS were cautious to not have youth experience long stays in detention for the sole purpose of continued service delivery, so judges and attorneys were educated on why that would be an inappropriate response for keeping youth in Detention.</p> <p>93% (330/355) of referred youth received one-on-one Trauma services from the same Contractor staff. (90% goal)</p> <p>100% (4/4) of the time, Contractor staff notified Detention staff of youth exhibiting suicidal ideations within 2 hours of the initial reveal by the youth.</p> <p>100% (1/1) of suspected trafficking were noted by the Contractor and were reported to Detention & JCS staff within 2 hours of the initial reveal by the youth.</p> <p>Over 86% of youth receiving Trauma services displayed some degree of improved self-regulation at court proceedings, as reported by JCS staff. Youth voluntarily request Contractor staff to attend court to assist in practicing self-regulation and meditative techniques.</p> <p>Over 85% of discharged youth followed through with recommended services, with some youth actually coming back to Detention to receive mental health services.</p> <p>100% of youth had recommended treatment plans detailing needs (if any) to be addressed in future services.</p> <p>Other items worth noting:</p> <p>Support and Buy-In from Detention Administration & Management: The collaboration between LSI and Detention Center personnel continues to be more active and synergy based. LSI Trauma Specialists are presented portions of NCTSN's Think Trauma training to detention staff during their spring training.</p> <p>"Youth often express that they feel better after meeting with the trauma specialist. They also seem to develop more appropriate coping skills to use after meeting with the trauma specialist."</p> <p>"I've seen youth using coping skills that they've learned through trauma therapy."</p>		

“Trauma informed services has helped several youth in crisis situation de-escalate their behaviors and use positive coping skills. Megan, Carol, and Caitlin does a phenomenal job assessing youth and helping them cope with trauma and high pressure situations while detained.”

Success Stories Shared by JCOs: In our Trauma Informed Services 4th Quarter Surveys, JCOs were asked to share a story of how trauma informed services has helped a youth. The following stories were shared with us:

“I have clients who have returned to detention and requested to meet with trauma therapists. Also have had clients, after participating in groups, ask for one on one trauma therapy sessions”

“It was this child’s first time in detention and was having a hard time. He felt comfortable with therapist and at the end of his stay at PCJDC he was open to receiving therapy services”

Youth Survey comments:

“Thank you”

“I’m just glad to be leaving”

“I would like to thank the staff at PCJDC because if it weren’t for them I probably wouldn’t learn my lesson”

“I learned to go to my safe place”

“I learned that being mad ain’t the way”

“Thanks for letting me stay here”

“Food is good”

Coping Skills Document: Trauma therapists developed a “coping skills” document for every youth to have in their room. This provides a visual for youth to remind them of the skills they have been taught and creates a shared language surrounding coping skills. This document outlines how to use six evidence-based coping skills for trauma: Deep Breathing, Progressive Relaxation, Five Senses, Safe Place, Container, and Movement/Yoga. Trauma specialists have gone over this document with detention staff during their spring training. Youth will receive this document from their trauma specialist and be able to keep it in their room at detention, if they wish. In the upcoming quarter we plan to go over the document with JCOs as well. This is a big step in moving towards a “shared language” between all three stakeholders.

***In addition to services provided by the Contractor, Mid Iowa Health Foundation continued to provide funding to support Technical Assistance related to the provision of trauma-based interventions with youth in Detention because of the novel nature of this approach to working with delinquent youth and our general inexperience. The TA provides the stakeholders

	working with these youth (Detention, JCS, Decat and Contractor staff) with a new lens to view delinquent behavior and evidence-based trauma-informed approaches.		
DCAT5-18-008	Orchard Place	Sanctions Learning Services	\$136,385.00
<p>The Community Service Program (CSP) was developed to implement programming seven days a week to provide youth with opportunity to understand accountability for illegal behavior and/or non-compliance with probation. Youth learn how their decisions impact themselves and the larger community and develop the reasoning skills to avoid problems in the future. The program provides Juvenile Court Services accountability options at different intervention levels. The CSP also provides additional supervision for youth during high risk hours of the day. There are four different components of the program:</p> <ol style="list-style-type: none"> 1. Independent Community Service 2. Intermediate Sanctions (Monday-Thursday, Saturday) 3. Probation Violators (Friday-Sunday) Sanctions (Sunday) 4. Delinquency Impact Group (Wednesday) <p>The contract was supported by FY17 State JCS Carry-over funds from the 4/13/17 Chief designation for Community Sanctions Program carried over from FY18, as well as FY18 State JCS Carry-over funds from the 5/4/18 Chief designation for Community Sanctions Program.</p>			
Outcomes	<p>402 youth were served in FY19, with 329 of those youth being new to the program. Compare this to 568 youth served in FY18 (468 new) and, in the previous contract, 370 youth who attended Sanctions programming in FY17, 474 youth in FY16, 616 youth in FY15, 638 youth in FY14.</p> <p>In addition, PACE clients served a total of 5546.5 Community Service and classroom hours in FY19 compared to 7039.5 hour in FY18 and, in the previous contract, 6,407 in FY17, 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.</p> <p>68.6% of participating youth completed their designated sanctions programming or service learning project (goal=85%). Unsuccessful discharges due mostly to attendance and/or behavior issues.</p> <p>100% of the time, Orchard Place PACE provided an updated monthly list of available community services sites and contact information for those sites.</p> <p>100% of the time (goal=90%) the discharge summaries were provided to the referring JCO in writing within 5 working days of the completion of a program.</p> <p>100% of the time, the Contractor notified the assigned JCO of attendance or behavior problems within 2 business days of the event (goal=95%).</p> <p>The contractor provides detailed quarterly reports on time. They report youth attendance as a continued major barrier to success in the CSP program. The Contractor, JCS Leadership and Decat met in late June to address programming attendance issues and to adjust the program schedule to more accurately reflect best youth attendance.</p>		

DCAT5-18-311	DMACC/Evelyn K. Davis Center for Working Families	Youth Employment & Education Engagement	\$9,917.10
<p>This contract provides youth involved or at risk of being involved in Juvenile Court Services employment and education skill-building opportunities with on-the-job experience and career exploration activities. The only quarterly report will encompass May-June 2019. The contract was supported by FY16 State JCS Carry-over funds from the 5/26/16 Chief designation, carried over from FY17.</p>			
Outcomes	<p>No report :</p> <ol style="list-style-type: none"> 1. 80% of youth referred by JCS will be accepted into the employment and education engagement programming. 2. 70% of youth who start the programming will complete the programming 3. 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. 4. 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. 5. 100% of youth who do not have transportation to programming will be provided transportation options. 6. 100% of quarterly reports will be provided to the Contract Monitor by the timeframe specified. 		
DCAT5-19-002	Innovative Learning Professionals LLC	Psychological Evaluations	\$100,000.00
<p>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.</p> <p>In prior contracts, the Contractor used Psychology Fellows to conduct the interviews and complete the reports under the close supervision of Dr. Beeman, the licensed Psychologist. Dr. Beeman no longer supervises Psychology Fellows so he and 3 other approved licensed psychologists provided the service, with Dr. Beeman providing the on-site consultation to JCOs.</p> <p>The contract was supported with FY18 State JCS Carry-over funds from the 5/4/18 Chief designation for psychological evaluations and \$30,000.00 from Polk County for youth in Detention receiving psychological evaluations.</p>			
Outcomes	<p>There were 60 psychological assessments requested or referred during FY19, with 59 completed (carry-over from previous year) with all resulting in treatment recommendations. In FY18, 79 assessments were requested and completed, and in FY17,</p>		

	<p>71 assessments were requested and 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% (59/59) of assessments resulted in a treatment recommendation. 84% of Detention and Shelter (27/32) cases had evaluations and reports completed within 30 days from the date of referral (goal-90%) 93% of all other cases (24/27) had evaluations and reports completed within 45 days from the date of referral (goal-90%) 100% of requests for consultation services from the contractor were provided (goal = 85%).</p>		
DCAT5-19-036	Public Policy Associates, Inc.	JCS Internal Climate Survey	\$20,356.46
<p>This contract was designed to provide services related to creation of an Organizational Climate Survey, including administration of the survey, data collection, and follow-up consultation on methods to incorporate results of the survey to provide a more equitable work environment and approach to working with youth. The contract was supported with FY17 State JCS Carry-over funds from the 5/3/18 Chief designation, carried over from FY18.</p>			
Outcomes	<p>5 time deliverables were scheduled for completion during the only quarter (4th) in which this contract was operable in FY19. They include:</p> <ol style="list-style-type: none"> 1. Contractor met with JCS leadership on April 9, 2019, to kick-off the project, gather background information and additional discussion about JCS services and the goals for the survey. 2. Based on the initial consultation and follow-up document review, the Contractor developed a draft survey instrument and pre-survey communication materials, which were provided to JCS leadership on April 29th. The draft instrument was reviewed via conference calls on May 8th and May 23rd. revised versions of the instrument were provided to JCS following each call plus a link to the final, on-line version on May 30th. 3. The method for gathering survey data was developed and finalized in cooperation with JCS leadership during the conference calls on May 8th and May 23rd. 4. The contractor emailed an invitation to complete the survey and survey link to all JCS staff on June 6th to correspond with the time set aside by JCS on that day for the majority of staff to complete the survey. 5. All survey response data were collected by June 14th. <p>63 of the 64 staff responded to the survey for a 98% response rate (goal-85%)</p>		

*Denotes shared contract between DHS and JCS

Lessons Learned/Planning Adjustments

1. FY19 was another busy year for Polk, with continued emphasis on addressing disproportionality for people of color within both JCS and DHS. Other agencies, organizations and government entities have added Equity Coordinators in the past year, so it made sense to have our RJCE Coordinator reach out and collaborate on similar efforts. The Decat Board continued to agree that using combined DHS and JCS funds, including the MYFI funds to support an equity coordinator position is a more effective use of those funds as opposed to using them all for special projects. Diamond Denney re-energized the DHS AACCT meetings and finally was able to get the JCS AACCT meetings as a regular part of JCS practice.
2. We continue to learn much on the Refugee Immigrant Guide contract. Bi-weekly Refugee case staffings continued into FY19, providing an opportunity for DHS Social Workers and JCOs to obtain culturally relevant feedback on cases. Because of the concern of DHS and JCS staff and other non-system staff hearing the information on cases not their own, it was decided mid-year to have one case staffing meeting per month each for DHS at DHS and for JCS at JCS. This was thought to be more convenient for the workers to attend and bring case-specific information without those hearing it who should not. The Bureau of Refugee Services (BRS) staff continued to collaborate and integrate their services to assist with staffings and up-front case work. The BRS continued to train on the “Desk Aids” for both the RIGs and the SW/JCOs to use to assist with how the RIGs should be utilized in meetings with clients, plus the briefings and de-briefings that precede and occur after the client meetings. The Desk Aids help better define the specific RIG role in working with clients which has helped clarify what they are able to do, not do, and when, which has lessened the confusion for the RIGs as well as clients, DHS and JCS staff.
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. As in FY18, we knew that FY19 would be even thinner yet 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 RJCE Coordination Services contract. Decat focused more heavily on making more community connections and networking for collaborations.
4. We learned with the DHS AACCT that our efforts must be constantly and consistently re-energized or those who volunteer for these teams lose interest and feel that their efforts have little or no impact. As with any approach, we need to periodically seek out new members to replace those who have fallen off the team. Approaches to continue energizing the AACCTs involved collecting and communicating data related to the results of their efforts (i.e., safe case closure, reduction in length of involvement with DHS, reunification, JCS outcomes, etc.), provide results of survey information, and deliver additional trainings.
5. With the imminent implementation of FFPSA, Decat aims to continue to assist both JCS and DHS in defining what “trauma informed” services and approaches look like. The project with DHS Supervisors on developing trauma-informed supervision skills is planned to be expanded into FY20, with the development of on-site specific trainings and monthly coaching, and will include JCS Supervisors.
6. With the population growth of Polk County and, consequently, the increase in initiatives and activities, there are more meetings, community conversations and conferences related to youth and family issues than we can possibly attend. Decat staff have had to become more strategic in selecting meetings, trainings and events that more closely match our areas of focus and for which we are able to maximize our time and

effectiveness. In addition, we had to review our own meeting structure to determine what made sense to retain versus what meeting(s) we could eliminate.

7. FY19 was another great year for Polk Decat, including staff changes and approaches. We look forward to many more!

Community Partnership Reporting / Evaluation Form

Name of CPPC Site: Polk County

County: Polk

Reporting Period: FY19

Coordinator: Jordan Kauffman

Contact Information: Polk County River Place, 2309 Euclid Avenue, Des Moines, IA 50309 // jkauffm@dhs.state.ia.us

Check the Following: Proposed Plan Year-End

Community Partnership Reporting is based not only on the 4 strategies of Community Partnerships (Shared Decision Making, Neighborhood and Community Networking, Individualized Course of Action, and Policy and Practice Change) but also on the levels within each strategy. If you find yourself questioning how to complete this report, the CPPC Practice Guide should answer many of your questions both in planning and in capturing successes at year end.

CPPC funding runs on the state fiscal calendar July 1 - June 30. There will be two times reporting is due:

- 1) In the **SPRING** (May 15) where the **yellow** section will be completed to capture your proposed planning and projected goals for the upcoming fiscal year starting July 1. (Report with projected/future activities) The yellow section will be completed on a new report identifying your future goals.
- 2) In the **SUMMER** (August 15) where the **green** section will be completed to capture the goals achieved for the fiscal year that ended June 30. (Summary report with completed activities) The green section will be completed on a report that already has the yellow filled out and was submitted May 15 the prior year.

Starting on page 5, the blank columns entitled Ongoing, Proposed, Met need only be marked with an 'x', and the narrative should reflect any steps you are taking or have achieved. This is an active document utilized with your Shared Decision Making Team to give them investment/ownership in planning, allow them to share in the monitoring of progress, and recognize and celebrate successes. Whereas this report may appear long and prescriptive, it provides only a framework for growth and activity. This framework and reporting mechanism was developed with the input of many different coordinators from the start of CPPC in 2007. How you choose to grow and what activities you choose to promote growth have much flexibility.

The data from this report is captured in the Community Partnerships Brochures so communities may see how CPPC impacts the state in many ways. This data is also shared with the federal government and highlights the progressive nature of community initiatives in the state of Iowa. Thank you for your time and careful attention to this document.

Community Partnership Involvement Instructions & Definitions

Page 3 is to identify during planning and at year-end the composition and roles of individuals who are involved. Below are some helpful hints to assist you. Page 3 should be completed in **planning** and updated at **year end**.

- 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 and Practice Change columns put a check mark if there are professionals and/or community members participating in these activities.
- Please do not duplicate numbers. Select one primary category for each person. The comment section may be useful to explain when more than one category applies to one person. If a person represents two or more categories, include the person in the number count of the primary role and check mark the gray column for the other categories and explain in the comment section.
- # of Community members involved – This number count is for those who are involved as volunteer community members and are associated with one of the categories listed. Examples: faith-based members can be volunteers if they are not being paid to attend, professional who 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, 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).
- Former Clients of DHS-anyone who has been involved in child protection services and is not a Parent Partner.

- Provide a total count and % for both the professional and community members involved.

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) *	Shared Decision-Making *	Neighborhood Networking *	Policy and * Practice Change	Comments/Member Names
DHS	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decat	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ECI		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Neighborhood/Comm. Members*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domestic Violence	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Substance Abuse		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mental Health	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faith-based groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Health Care	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Education	10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Business		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Legal System (Court)	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Law Enforcement	1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government (i.e. City, Co.)	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice Partners*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economic Supports*	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prevention Councils		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Former Clients of DHS*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent Partners		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Total	30					25					

Total % of Professionals involved in the initiative	55%	Total % of Community members Involved in the initiative	45%
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Describe your community partnership shared decision-making leadership group and oversight role. Who coordinates? How is it structured? How is it linked to Decat? Are there task teams or subcommittees?

Jordan Kauffman is the Polk County CPPC Coordinator. She convenes all strategy team meetings, including Shared Decision Making. Currently, the CPPC Coordinator sets the agenda for the SDM Strategy Team, and presents pertinent information – such as budget & project updates – on a regular basis. This role will continue in FY19.

The linkage between Polk CPPC SDM and Polk Decat will be strengthened in FY19 as the Shared Decision Making Team shall join the Decat Steering Committee for that committee’s quarterly meetings. This will strengthen the community voice in Decat, as well as allowing CPPC to maintain its own identity.

SDM Team members each participate in at least one other strategy team meeting each quarterly to provide guidance, leadership presence, and oversight.

How often does this group meet?

10 months out of every 12. July & December are break months.

The remainder of the report includes the 3 blank columns:

- **No color-labeled ‘Ongoing’** - for things you have accomplished in the past and continue to do
- **Yellow color-labeled ‘Proposed (NEW)’** - for new goals you are working towards
- **Green color-labeled ‘Met’** - the year-end information on success and/or barriers faced

The 4th column allows for narrative on the columns described.

Note: The Ongoing category can be added in narrative in the 4th column if you would like to use it to explain routine and/or steps taken to meet this goal ongoing. It is NOT required for reporting, but coordinator must be able to explain Ongoing steps to SDM team and state/federal entities if audited.

Shared Decision Making-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
1-a	New CPPC Coordinator attends first available CPPC Immersion 101 and 201 within the 1st year				<p>Proposed Plan: CPPC 101 Immersion scheduled for October 2018. Will include members of Shared Decision Making as well as other strategy teams & community members.</p> <p>Progress: CPPC 101 hosted 10/2018. CPPC Coordinator attended CPPC 201 in or around 10/2015 (within a month or so of when I began working at Decat!)</p>
1-b	Membership of Shared Decision Making Team must include Department of Human Services (DHS) Representative and Decategorization (Decat) Representative	Teresa Burke (Decat) sits on Shared Decision Making.			<p>Proposed Plan: Tracy White (DHS) was a longtime member of Shared Decision Making. However, she has not been able to make the meetings in FY18. In FY19 the Polk CPPC Coordinator will seek a different DHS Representative.</p> <p>Progress: Alaina Gage, a DHS Social Worker, is involved to some extent. Tracy White has indicated her interest in becoming re-involved and she expects this to happen due to some shifts in workload.</p>
1-c	Membership of Shared Decision Making Team must include local community and professional members				<p>Proposed Plan: Polk CPPC Coordinator will recruit 2 Community Members to sit on Shared Decision Making.</p> <p>Progress: The Shared Decision Making Team/Steering Committee includes both community members and professional members.</p>
1-d	Establish linkages and develop protocol for decision-making with Decat Boards				<p>Proposed Plan: Shared Decision Making will be combined with Decat Steering Committee. SDM will meet at the regularly scheduled quarterly Steering Committee Meetings, once per quarter with either Individualized Course of Action or Policy & Practice Change strategy team, and once per quarter with Neighborhood & Community Networking. Major CPPC decisions will be scheduled for NCN meeting dates with the full Shared Decision Making Team in attendance to encourage open & robust discussion. Designated Shared Decision Making Team members shall be the only voting members of CPPC.</p>

Shared Decision Making-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
					<p>In FY19 Shared Decision Making will discern & codify a protocol for official decision making.</p> <p>Progress: The plan didn't shake out in real life exactly as it was written on paper, which – as I am learning – is pretty typical. The Shared Decision Making Team does meet Quarterly, and conversation is indeed robust & lively. Our biggest achievement in FY19 was overhauling our community event funding application & evaluation protocol, which absolutely meets the stated goal of discerning & codifying protocol for official decision making when it comes to CPPC funds. I am very, very excited about this!</p>
1-e	Implement the use of the Shared Decision-Making Survey				<p>Proposed Plan: The Shared Decision Making survey shall be administered at the September SDM Team meeting.</p> <p>Progress: The SDM survey was administered via web-based survey and the results included in the FY20 plan.</p>
1-f	Develop plan for on-going comprehensive understanding of the four strategies for individuals involved in Shared Decision Making process				<p>Proposed Plan: Polk CPPC Coordinator will devote part of each of 4 NCN/SDM Meetings throughout the calendar year to reviewing application & implementation of each of the Four Strategies in Polk on a Quarterly Basis.</p> <p>Progress: When I wrote this part of the plan, I was envisioning myself standing in front of the group and delivering a “lesson” like a teacher in front of a classroom of pupils. I would say that in real life, that is not how it happens. Current real-life practice definitely looks more like me making observations like “working on restructuring our event funding request process is a great example of policy & practice change in action” and giving specific examples of real-life/applied actions or activities that fall into one or more of the strategies.</p>

Shared Decision Making-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
1-g	Establish and develop plan to meet membership recruitment goals for SDM, including diversity				<p>Proposed Plan: Recruitment & new member orientation planning will be built into the agenda. Recruitment efforts will include SDM Team Members extending invitations to new people to participate in Neighborhood Networking, and 1-1 meetings with current Neighborhood Networking team members to gauge interest/availability to serve on SDM.</p> <p>Progress: Addressing this as an agenda item was not effective in FY19. Because the Steering Committee/SDM Team meets only quarterly, and for 90 minutes at a time, in-person meeting time is at an absolute premium and just flies by. I think it would be effective for me to address the group in “off months” with a group email on issues like membership recruiting.</p>
1-h	Provide oversight for the planning and implementation of the four CPPC strategies				<p>Proposed Plan: Each SDM Team Member will sit on either Policy & Practice Change, or Individualized Course of Action strategy teams in order to create a bridge between the Decat Steering Committee and those strategy teams.</p> <p>Progress: There are no PPC or ICA strategy teams at this time; I’m not sure that having separate teams for each CPPC Strategy is even the best approach, honestly. The Breakthrough Series Collaborative team is by default doing Policy & Practice Change work, and I will be increasing my involvement with that group in order to strengthen communication back to Steering Committee/SDM about relevant PPC activities.</p>
1-i	Develop orientation plan for new members				<p>Proposed Plan: One component that we will begin using in all our meetings is asking newcomers to fill out a New Member Contact Sheet. It will contain 3 simple questions:</p> <ul style="list-style-type: none"> • What gifts do you have that make you a great friend or neighbor? • What skills or talents have you developed that make you a good leader? • What activity or hobby could you lose yourself in for hours?

Shared Decision Making-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
					<p>Highlighting strengths will help us connect with positive attributes that focus on fullness, and which arouse passion & excitement. This helps us be better cheerleaders & team mates to newcomers.</p> <p>The orientation plan will also include a 1-1 with a SDM Team Member.</p> <p>Progress: This didn't happen. I think that, in order to ensure action on an item such as this, it would be better for me to be less specific about "how" it should be done, and rather a better use of my time & energy to guide the SDM Team/Steering Committee to figure out their "WHY" it's important to orient new members and have them direct the action so that they can take greater ownership of the process.</p>

Shared Decision Making-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
2-a	<p>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</p>				<p>Proposed Plan:</p> <p>Progress:</p>
2-b	<p>Implement plan for on-going comprehensive understanding of all four strategies</p>				<p>Proposed Plan: Polk CPPC Coordinator will devote part of each of 4 NCN/SDM Meetings throughout the calendar year to reviewing application & implementation of each of the Four Strategies in Polk on a Quarterly Basis.</p> <p>Progress: As explained in 1-f, current practice looks less like a “formal lesson plan” and more like the CPPC Coordinator seizing opportunities to point out or highlight the “strategies in action.” According to SDM survey, understanding of the Four Strategies is relatively strong, so this approach may be working well.</p>
2-c	<p>Implement orientation plan for all new members</p>				<p>Proposed Plan:</p> <p>Progress:</p>
2-d	<p>Conduct Parent Partner orientation for all Shared Decision Making Team members</p>				<p>Proposed Plan: Parent Partner Orientation scheduled for September 2018</p> <p>Progress: Parent Partner orientation did not take place in FY19 for a variety of reasons, mostly scheduling conflicts and having to reschedule. We hope to reschedule this in FY20, as there is a lot of enthusiasm for this event.</p>
2-e	<p>Share information and progress of the local Parent Partner program regularly</p>				<p>Proposed Plan: Parent Partner updated will be included at SDM/NCN strategy team meetings at least Quarterly</p>

Shared Decision Making-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
					Progress: Lead Parent Partner Lori Shultice now sits on SDM/Steering Committee
2-f	A Parent Partner is added to the membership of the SDM Team				Proposed Plan: Lori Shultice, Parent Partner Leader, invited to become part of SDM Progress: Lead Parent Partner Lori Shultice now sits on SDM/Steering Committee.
2-g	Membership recruitment plans that address diversity according to the demographics of your community				Proposed Plan: this is ongoing Progress:
2-h	Review and report on diversity and disparity in the community and within the local Child Welfare system				Proposed Plan: this is ongoing and something that is a major area of focus in Polk County – always on our radar. Steering Committee/Shared Decision Making Progress: Development & regular meetings of Polk Co. Breakthrough Series Collaborative Team – expect regular reports to Steering Committee in FY20!
2-i	Host a CPPC Immersion 101 event in CPPC area at least once every three years				Proposed Plan: CPPC 101 scheduled 10/2018. Progress: CPPC 101 was held 10/3/18. There were 21 attendees, and 3 facilitators. I was very pleased with the turnout & the learning event exceeded my expectations! ~6 participants attend the Neighborhood Networking meetings regularly; 2 New SDM/Steering Committee Members were able to participate; an AmeriCorps Member, Host Site Supervisor, and Program Director participated; a Decat/CPPC Director from a neighboring Decat Cluster attended; and there were some new faces of interested community members as well! It was an awesome day of learning & relationship building!

Shared Decision Making-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
2-j	Identify and meet goal for adding additional community members (this number can be reviewed and re-established each year)				<p>Proposed Plan:</p> <p>Progress:</p>

Shared Decision Making-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
3-a	Must meet all Level 1 and 2 items and also have two of the following members: domestic violence, substance abuse and mental health partners				<p>Proposed Plan:</p> <p>Progress:</p>
3-b	Have a broad representative of at least five (5) of the following members: Faith-Based Groups, Health Care, Education, Business, Legal System (courts), Law Enforcement, Government (County or City), Economic Supports, Practice Partners and Prevention Councils (See CPPC reporting and evaluation form for definition)				<p>Proposed Plan:</p> <p>Progress:</p>
3-c	SDM develop avenue for youth voice (youth in foster care or foster care alumni)				<p>Proposed Plan:</p> <p>Progress:</p>
3-d	Develop linkages and partnerships with other groups into SDM team				<p>Proposed Plan:</p> <p>Progress:</p>
3-e	SDM membership diversity is				<p>Proposed Plan:</p>

Shared Decision Making-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	representative of the local population				Progress:
3-f	Role of the SDM group expands to include identifying, and developing a plan to meet unmet needs within the community				Proposed Plan: Progress:
3-g	Develop plan to host a Race: Power of an Illusion in CPPC area				Proposed Plan: Progress:
3-h	Shared decision making survey scores used as a tool to guide quality improvement of strategy implementation				Proposed Plan: Progress:
3-i	SDM goals for community members are met (see CPPC Reporting and evaluation form for definition)				Proposed Plan: Progress:

Shared Decision Making-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
4-a	Must meet all Level 1, 2 and 3 items and also have all three of the following members: domestic violence, substance abuse and mental health partners				Proposed Plan: Progress:
4-b	Have ongoing implementation of new member orientation				Proposed Plan: Progress:
4-c	SDM recruitment goal for Community Members must have been exceeded by 10%				Proposed Plan: Progress:
4-d	Have 100% of the representation identified in the list in Level 3				Proposed Plan: Progress:
4-e	Community representatives take a leadership SDM role as defined by the site				Proposed Plan: Progress:
4-f	Role of SDM group expands to include advocacy for CPPC's goals with funders and policy-makers (legislators, governor, boards of supervisors, city council				Proposed Plan: Progress:

Shared Decision Making-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	members, mayor, etc.)				
4-g	SDM group implements plan and successfully addresses unmet needs within the community				<p>Proposed Plan:</p> <p>Progress:</p>
4-h	Coordinator and/or member of SDM contributes to state and/or regional events/activities. (I.e. serve on planning committees, assisting with logistics, presenting, etc.)				<p>Proposed Plan:</p> <p>Progress:</p>

At the writing of this proposed report, select the level* for Shared Decision Making that best fits your site:

1

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

2

***For more detailed information on the levels, please see the CPPC Practice Guide**

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)

Shared Decision Making Survey 1=disagree, 2=mildly disagree, 3=neutral, 4=mildly agree, 5= agree

Category	Description	Baseline Year*	Previous Year*	Current Year*
1. Common Vision:	Members have a shared common vision.	5	*FY18 SDM Survey Not Administered Due to Staff Change	3.89
2. Understanding and Agreement Goals:	Members understand and agree on goals and proposed outcomes/objectives.	4		3.78
3. Clear Roles & Responsibilities:	Roles & responsibilities of members are clear.	3		3.44
4. Shared Decision Making:	All members have a voice and are engaged in the decision making process.	5		4.22
5. Conflict Management:	We are able to successfully manage conflict.	4		4.00
6. Shared Leadership:	Leadership is effective and shared when appropriate.	4		4.11
7. Well Developed Work Plans:	Work Plans are well developed and followed.	3		3.67
8. Relationships/Trust:	Members trust each other.	5		4.11
9. Internal Communication:	Members communicate well with each other.	4		4.11
10. External Communication:	Our external communication is open and timely within the broader community and partners.	4		3.56
11. Evaluation:	We have built evaluation performance into our activities.	3		3.33
12. Understanding of CPPC:	Members have a clear understanding of the Community Partnerships Four Strategies.	4		4.00

Average Response Score:	This is an average score for all of the responses, the number should be between 1-5	4		3.85
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Community/Neighborhood Networking-Level 1					
No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
1-a	Develop Neighborhood/Community Networking plan that includes goals for engagement strategies and planned activities that identifies potential network members to whom strategies will be directed				<p>Proposed Plan: Our NCN has developed a dual-engagement plan. We have identified differing needs of our own CPPC Members, and those of the broader community. Trainings & workshops for CPPC Members will include leadership development, relationship building, and deepening understanding of the Four Strategies. Trainings & workshops for community will address areas of need as expressed by community (both professional & general members): trauma informed practices & resilience building, DHS & JCS 101, refugee & immigrant community conversations, and justice circle trainings.</p> <p>Progress: Our FY19 NCN activities did generally stick to the proposed plan. Trainings & workshops provided opportunities for learning & developing effective communication skills, specifically in stressful/difficult environments – as requested by the NCN Group. DHS & JCS 101 took place with all the Bilingual Family Liaisons at Des Moines Public Schools, which increases understanding & collaboration between two large & essential systems. Our fluency - in building relationship, building community in an intentional way, building a table or space where all voices speak out and be heard & considered – is ever-increasing. This is a unique group with a unique opportunity to continue pursuing building community nestled in a very bureaucratic system/institution.</p>

Community/Neighborhood Networking-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
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				<p>Proposed Plan: The role of the CPPC Coordinator, and the NCN Team by extension, is to: inform, consult, involve, collaborate, and empower – wherever possible. We are building shared power by engaging people in order to get better results from the systems that serve people.</p> <p>9 community events, workshops, and/or trainings over the course of a year: see attached Event & Training Calendar.</p> <p>Progress: I entered FY19 with a very ambitious training/event calendar which included: A-TIP, DHS/JCS 101, Parent Partner Orientation, FTDM Training, Community Building Series, Providers’ Fair, and an Appreciation Event. These events were selected in order to demonstrate all 4 of the CPPC Strategies in real life. Over the course of the year, most of these events came to fruition – along with some others that popped up organically or came to us some other way. We were not able to do the Parent Partner Orientation due to repeated scheduling conflicts, and we are very hopeful to accomplish that in FY20 and have Steering Committee/SDM participation 😊</p>
1-c	Develop (select and educate) a cadre of spokespersons who are able to deliver CPPC information, such as the “CPPC 101” information				<p>Proposed Plan: Continue using principles learned in Community Building 101; repeat that & similar trainings 3x/year, use experienced members of NCN team to practice with newer members. Build the practice of community building techniques into NCN meetings, and have the NCN Champions serve as mentors to members of other strategy teams.</p> <p>Progress: What we ended up doing is formally incorporating “relationship building” into every Neighborhood Networking meeting. So, as part of the agenda there is specific time set aside for the group to break out into pairs or triads and to pursue intentional conversation and to practice “relational meeting” based on the principles we learned in Community Building 101. We often times come back to the large group after this. I find breaking the large group for 1:1 relationship building to be extremely effective in generating more robust conversation where I don’t have to be</p>

Community/Neighborhood Networking-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
					<p>a dominant driver of the conversation. Feedback received from the group strongly indicated that NCN Team members/participants really value this meeting structure, as it differentiates this meeting from others they attend.</p>
1-d	<p>Establish performance and outcome measures and evaluate these to ensure the goals (from the planning stage) are obtained</p>				<p>Proposed Plan: Ensure that outcome measures on survey are satisfactory to the NCN Team – are events:</p> <ul style="list-style-type: none"> • Providing information attendees will share with a friend/colleague • Enjoyable & a good use of attendees’ time • Worth recommending to a friend/colleague • Providing information that is practical & useable for attendees <p>Progress: We currently employ a standard 3-question survey to gauge the above questions. The survey uses a 5-point Lickert scale to assess attendees’ experience. I can then easily compute, analyze, and compare input from participants and share the data with facilitators, Steering Committee, or Decat Board in a simple reporting format I developed which visually displays the aggregate scores alongside an event summary and a section of participant comments.</p>

Community/Neighborhood Networking-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
2-a	Continue to promote community awareness/engagement listed in level 1				<p>Proposed Plan:</p> <p>Progress:</p>
2-b	Develop Neighborhood/Community Networking Plan that includes goals for linkages, collaborations, strategies and planned activities				<p>Proposed Plan: Dedicate one NCN meeting in FY19 for this – make it an interactive visual mapping activity resulting in an infographic we can share!</p> <p>Progress: We didn't get to this in FY19, because we ended up using a few NCN meetings for training opportunities (based on group input) – however, I do love the idea of creating a infographic or visual “map” of linkages among all the myriad partners that are working in this field in Polk.</p>
2-c	Develop/promote a plan to increase linkages between informal and professional supports and resources				<p>Proposed Plan: Dedicate 2 NCN Strategy Team Meetings annually to focus on “informal supports” – have team invite someone new who plays an important but informal role in the community. Look & listen for “outside the box” opportunities to build relationships – ideas include barbershops + MYFI books, subsidizing pay-what-you-can holiday gift shops.</p> <p>Progress: This didn't happen as planned. I think it is a great idea, and I appreciate that the level document is thoughtful in encouraging CPPC Coordinators to go beyond “the usual suspects” in creating opportunities for collaboration. I think that, because Polk is resource rich in so many ways and because many people do come to the table already, my lens tends towards “who isn't at the table that should be here?” or “who will this decision affect, and is that person or population represented in the decision making body?” and that is a more urgent focus.</p>
2-d	Develop a plan to increase collaboration among				<p>Proposed Plan:</p>

	economic supports, domestic violence, mental health, substance abuse and other child welfare professional partners				Progress:
2-e	Involve Parent Partners in collaborative programs in the community				Proposed Plan: Parent Partner presence will be increased throughout all of CPPC's activities in FY19, beginning with a Parent Partner Orientation. Progress: Parent Partners have been increasingly involved & present in Polk CPPC & Decat meetings and activities as relationship between our organizations grows. Lead Parent Partner Lori Shultice is now part of our Decat Steering Committee/SDM Team. Parent Partner Orientation will be re-scheduled for FY20.
2-f	Involve Foster Parents in collaborative programs in the community				Proposed Plan: Progress:

Community/Neighborhood Networking-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
3-a	Continue with Neighborhood/Community Networking levels 1 and 2				Proposed Plan: Progress:
3-b	At least one of the following is established: <ul style="list-style-type: none"> Organize groups/networks of community members and/or parents with prior 				Proposed Plan: Utilize data & results from Neighborhood Resources Inventory survey (delivered Spring 2018) to increase effectiveness of Polk Decat & CPPC as a Resource & Information Hub. Copy of the Neighborhood Resources Inventory Survey included as attachment. Data

Community/Neighborhood Networking-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	<p>CPS involvement and/or foster care youth - these groups focus on leadership and providing informal supports</p> <ul style="list-style-type: none"> • 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 				<p>gathered will help indicate community familiarity with community-based organizations. This data will help CPPC Coordinator & CPPC teams gain a deeper understanding of how to best <i>inform, consult, involve, collaborate, and empower</i> our community partners in their various roles as individuals, professionals, and agencies.</p> <p>Progress: “The best-laid plans of mice and men often go awry.” In FY19, we didn’t use the Neighborhood Resources Inventory to increase our effectiveness as an info/resource hub for the community at large. It’s still a good idea, but in real life, our team did not have the capacity to activate that project. However, because we had an AmeriCorps Service Member for several months, we were able to do a literature review of numerous current, local Needs Assessments. This was beneficial in a variety of ways. Our APPC Member also assisted tremendously with the CPPC Weekly Resources Website & Newsletter, which absolutely enhances the accessibility of services & supports.</p>

Community/Neighborhood Networking-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
4-a	Must meet all Levels 1, 2 and 3 items and also the implementation of at least 2 or more level 3 type programs				<p>Proposed Plan:</p> <p>Progress:</p>
4-b	The use of informal supports is standard practice for families involved with DHS (including involvement with family team meetings)				<p>Proposed Plan:</p> <p>Progress:</p>
4-c	Implementation of all programs and activities consistently address Diversity and Disparity issues				<p>Proposed Plan:</p> <p>Progress:</p>

Level #	Network Activity	Description goal and what was invested	# of Participants	Outcome(s)
	A-TIP (Acute Traumatic Incident Processing) Training	Provide de-escalation skills training to community human services providers - \$2,484	50	Strong positive feedback, 50 community partners trained
	Understanding Implicit Bias	Pilot site for DHS sponsored training – attended by 30 participants from various fields & from the community - \$336.58	30	Gained feedback for the trainers, generated interest in continuing the training in other partner agencies
	DHS Staff Chair Massages	Address secondary trauma & support for DHS Child Welfare Staff - \$3,762	~170	Consistent positive staff feedback, lowered staff stress, incremental changes to create a healing-focused DHS
	CPPC 101	Immersion-style learning opportunity for hands-on interactive learning of the CPPC Strategies for community & CPPC-involved participants - \$278.78	30	Educated participants, including SDM Team Members, in applying the 4 Strategies in a fun, meaningful way.
	Human Services Career & Internship Fair	Sponsorship & Coordination of Event on behalf of DHS Contractors & Community Partner Agencies, per DHS Request - \$1,805.40	50	Partnered with DHS Contract holders and other community partners. Published an electronic handbook for job & internship seekers.
	CPPC NCN Community Building Series	2 2-hour workshops facilitated by staff from Iowa Mediation Service as requested by NCN Team; open to & attended by members of the public - \$1,538.70	53	Strong positive feedback from participants - would like to turn this into a more focused, ongoing Lunch & Learn format ☺
	CPPC Community Event Requests	17 Community Partners/Projects Received funding in FY19, overall engaging hundreds of participants. \$8,350	500+	Provided financial support to community partner agencies to do what they do best – meeting & engaging families in Polk County <i>where they're at.</i>
	ACEs 360 Learning Circles	3 interactive learning sessions around building a trauma-conscious and healing-centered workforce for professionals working in the helping & human services field - \$4,531.59	?	Educated stakeholders in topics related to vicarious trauma, supporting the well-being of providers, and creating healing-focused opportunities in supervision & management.

	Total # of Activities:		Total # of Participants:	
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At the writing of this proposed report, select the level* for Community/Neighborhood Networking that best fits your site:

2

Based on your completed activities, select the level* for Community/Neighborhood Networking that best fits your site:

2

*For more detailed information on the levels, please see the CPPC Practice Guide

Individualized Course of Action CBFTDM/CBYTDM-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
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	This is ongoing.			<p>Proposed Plan:</p> <p>Progress:</p>
1-b	Promoting the understanding, the use, and the importance of informal supports in the FTDM and YTDM processes	This is ongoing.			<p>Proposed Plan:</p> <p>Progress:</p>
1-c	Promoting FTDM and YTDM trainings, and coaching and mentoring if needed				<p>Proposed Plan: FTDM initial training scheduled for August 2019. Coaching & training sessions scheduled for September – November 2019.</p> <p>Progress: APPC Member Jackson Meister completed FTDM Training in October 2019</p>
1-d	Understand how FTDMs and YTDMs are available and accessed for families involved in the child welfare system				<p>Proposed Plan: Polk CPPC promotes, coordinates, and facilitates Community-based FTDMs and will continue to expand that model as a prevention tool. ICA Team Members will seek opportunities to meet with those involved with the Department’s FTM process.</p> <p>Progress: APPC Member was not able to attend at Department FTDMs during his Term of Service with Polk CPPC.</p>

Individualized Course of Action CBFTDM/CBYTDM-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
1-e	Explore and understand FTDM and YTDM Iowa standards and how they are implemented				<p>Proposed Plan: ICA Team will review the FTDM/YTDM standards, and share that knowledge with the greater community through various events, and as we build relationships with referral sites for Community-Based FTMs.</p> <p>Progress: APPC Member completed FTDM Training in October 2019</p>
1-f	Promote collaboration between FTDM and YTDM facilitators from different organizations and agencies				<p>Proposed Plan: Polk CPPC Coordinator will reach out to a variety of current facilitators to serve as coaches/mentors for group training sessions after the initial FTDM training scheduled for August (see 2-b)</p> <p>Progress: I was unable to locate a list of current FTDM Facilitators. I know of 2 facilitators in Polk County who do Community-Based Family Team Meetings. I was not able to make connections with either agency FTDM Coordinator.</p>

Individualized Course of Action CBFTDM/CBYTDM-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
2-a	Must meet all Level 1 items				<p>Proposed Plan:</p> <p>Progress:</p>
2-b	Develop plan to implement Community Based Family Team Meetings (CBFTDM) and Community Based Youth Transition Decision Making				<p>Proposed Plan:</p> <p>Polk CPPC Coordinator proposes hosting an APPC AmeriCorps Service Member to assist with ICA Strategy Team and coordination of CBFTMs in Polk County in order to manage, standardize, and codify the process we use. Here is the Phase One plan:</p>

Individualized Course of Action CBFTDM/CBYTDM-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	<p>(CBYTDM)</p> <p>Plans need to include:</p> <ul style="list-style-type: none"> • Assessing the 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 				<ul style="list-style-type: none"> • Get APPC Member. Ideally, APPC Member has current FTM Facilitation number. • Continue to receive CBFTM referrals, and to conduct CBFTMs on a minimal basis (FY18 average 1/month). • Recruit/train/coach/mentor a cohort of new FTM Facilitators in Fall '19 • APPC Member builds & leverages relationships with 1-2 school sites to serve as pilot/referral sites. These sites would have staff undergo training/mentoring to get facilitation number. • APPC Member works closely with CPPC Coordinator to ensure that tracking/eval/QA infrastructure is solidly in place in order to accommodate growing number of referrals. <p>Progress: Well, we got the AmeriCorps Member and got him trained in FTDM right off the bat, so everything started out exactly as planned. Then, a Decat Team member resigned her position and I was required to cover a number of essential functions while also trying to move this ICA project forward. I wasn't prepared for that, and the project momentum suffered. It was one of a number of barriers related to building a successful Community-Based Family Team Meeting program in Polk County. We currently get very few referrals for CBFTDMs. From what I have observed, they're a bit of a baby which requires consistent attention & promotion in order to stay on people's radars – difficult to achieve without a staff dedicated to the project.</p>

Individualized Course of Action CBFTDM/CBYTDM-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
3-a	Must meet all Level 1 and 2 items				<p>Proposed Plan:</p> <p>Progress:</p>
3-b	Implement plan for CBFTDM-Community-Based Family Team Decision Making				<p>Proposed Plan:</p> <p>Progress:</p>
	Number of CBFTDM held				<p>Proposed Plan:</p> <p>Progress:</p>

Individualized Course of Action CBFTDM/CBYTDM-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
4-a	Must meet all Level 1, 2, and 3 items				<p>Proposed Plan:</p> <p>Progress:</p>
4-b	Implement plan for CBYTDM-Community-Based Youth Transition Decision Making				<p>Proposed Plan:</p> <p>Progress:</p>
	Number of CBYTDM held				<p>Proposed Plan:</p> <p>Progress:</p>

At the writing of this proposed report, select the level* for Individualized Course of Action that best fits your site:

1

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

1

*For more detailed information on the levels, please see the CPPC Practice Guide

Policy and Practice Change-Level 1

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
1-a	Identify need(s) for policy and practice change: discussion about policy and practices with various agencies				<p>Proposed Plan: This Strategy Team has not been active. In FY19 there will be an effort to resurrect this team with members from Parent Partners and from DHS/JCS if possible.</p> <p>Polk CPPC Coordinator is meeting with DHS PPC representative in May 2018 to strategize how best to move forward with this team & who to involve.</p> <p>Progress: Policy & Practice Change has been reborn in the form of the Polk Breakthrough Series Collaborative. Whatever their specific goals are, related to addressing disproportionality, they are doing policy & practice change by using the PDSA format and a Shared Decision Making process.</p>
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				<p>Proposed Plan: Once a team has been established, we may try to garner this type of feedback from system-involved families. At this time the priority will be to re-establish a functional PPC Strategy Team.</p> <p>Level 2-b items will help guide discussion among team in order to establish areas of focus & priority. Currently in Polk, we already focus a lot on addressing disproportionality & disparate outcomes for children & families of color.</p> <p>Progress: Policy & Practice Change has been reborn in the form of the Polk Breakthrough Series Collaborative. Whatever their specific goals are, related to addressing disproportionality, they are doing policy & practice change by using the PDSA format and a Shared Decision Making process.</p> <p>I will work with the convener of the BSC Team to share the CPPC Plan Level Guideline with them so that their team can continue to use the Four Strategies in their approach 😊</p>

Policy and Practice Change-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
2-a	Must meet all Level 1 items				<p>Proposed Plan:</p> <p>Progress:</p>
2-b	<p>Develop a plan to address identified needs:</p> <ul style="list-style-type: none"> • Gather data about policy and practice changes-needs/gaps in services • Document information gathered (using sources such as APSR, 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 it policy and practice 				<p>Proposed Plan:</p> <p>Progress:</p>

Policy and Practice Change-Level 2

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	change				

Policy and Practice Change-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
3-a	Must meet all Level 1 and 2 items				<p>Proposed Plan:</p> <p>Progress:</p>
3-b	<p>Implement plan for changes and re-evaluate using Plan Do Study Act (PDSA) or similar process</p> <ul style="list-style-type: none"> • 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 				<p>Proposed Plan:</p> <p>Progress:</p>

Policy and Practice Change-Level 3

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.

Policy and Practice Change-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
4-a	Must meet all Level 1, 2, and 3 items and add the implementation of 2 or more policy and practice changes				<p>Proposed Plan:</p> <p>Progress:</p>
4-b	Community agencies routinely involve SDM in developing and reviewing policies and practices				<p>Proposed Plan:</p> <p>Progress:</p>
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				<p>Proposed Plan:</p> <p>Progress:</p>
4-d	SDM group solicits ongoing feedback from families and community members and makes changes in response to feedback				<p>Proposed Plan:</p> <p>Progress:</p>
4-e	Ensure that all neighborhood network members and DHS-contracted agencies require specific “best practice”				<p>Proposed Plan:</p> <p>Progress:</p>

Policy and Practice Change-Level 4

No.	Description	Ongoing	Proposed (NEW)	Met	Describe current goal in your proposed plan and progress.
	standards for delivering human services				
4-f	Ensure that the SDM group, agency administrators and service recipients evaluate service delivery on a regular basis				<p>Proposed Plan:</p> <p>Progress:</p>
4-g	Implement recommendations of various state and federal reviews				<p>Proposed Plan:</p> <p>Progress:</p>

At the writing of this proposed report, select the level* for Policy and Practice Change that best fits your site:

1

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

1

*For more detailed information on the levels, please see the CPPC Practice Guide

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