

Polk County Decategorization- FY 15 Progress Report

Participating County: Polk

Submitted by Teresa K.D. Burke

Polk County Decategorization Coordinator (tburke@dhs.state.ia.us, 515.725.2725)

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Key Activities and Progress

1. Two of the key Polk Decat Board members changed in FY15 due to the retirement of Marilyn Lantz from Juvenile Court Services as Chief of the 5th Judicial District, and of Pat Penning, the Des Moines Service Area Manager (SAM) for DHS. Chad Jensen replaced Marilyn as the new JCS Chief and Mike McInroy replaced Pat as the new SAM. Although Mike and Chad have much they are responsible for, they are committed to Polk Decat and how we can support services for at-risk children, youth and families in our community.
2. Teresa Burke, Polk County Decat Coordinator, completed the following trainings and served on the following Committees:
 - a. Annual Security Awareness Training
 - b. DAS On-Line Procurement Training
 - c. Conferences:
 - i. Breakthrough Series Collaborative Learning Sessions, October 15-16, 2014, April 1-2, 2015
 - ii. Charlie Appelstein: No Such Thing As a Bad Kid, May 13, 2015
 - d. Committee Work:
 - i. Minority Youth & Families Initiatives (MYFI), addressing disproportionality and disparate outcomes for African Americans in the Child Welfare system
 - ii. Service Contract Advisory Committee (SCAC)
 - iii. Trauma Informed Stakeholder's Group
 - iv. Central Iowa ACEs Steering Committee
 - v. CASA Transition Youth Steering Committee
 - vi. CASP Collaborative to address disproportionality and disparate outcomes for people of color within the Polk Judicial system
3. Kristine Hauptmann replaced Jennifer Christensen as the Decat Assistant in March, 2015.
4. Tommy Ross continued as the Coordinator (contractor) for Community Partnership for Protection Children (CPPC) and focused on build-

- up of the Neighborhood Networking Strategy team.
5. Christopher Beachy served Polk Decat as an AmeriCorps Public Ally by assisting with CPPC Neighborhood Networking, Minority Youth and Families Initiative communications and mini-grant administration. His assistance proved invaluable and the Decat Board voted to resurrect the Project Coordinator full-time position for the purpose of enhancing Decat monitoring of grants and contracts, enriching CPPC and augmenting what can be accomplished through the Polk MYFI. The job description was posted and a candidate selected to start in FY16.
 6. Polk Decat operated with the following structure:
 - a. The Decat Executive Committee served as the Governance Board, making all decisions on contract funding;
 - b. The Decat Steering Committee provided transparency to the Governance Board decisions and provided guidance on funding, assistance with RFP scoring, feedback on administration, and community representation on the Decat Executive Committee (see meeting information in the next section);
 - c. CPPC provided community feedback on local initiatives, including disproportionality of minorities involved in Child Welfare and Juvenile Justice systems, Fatherhood re-engagement, youth transitioning to adulthood, and resources for families;
 - d. Providers' Advisory served as a networking group of local providers engaged in learning and discussion about resources, providing feedback on mental health, refugee and transitioning youth issues (see meeting information in the next section).
 7. The CPPC Policy and Practice Change Strategy group, in tandem with members of the Polk Minority Youth and Family Initiatives (MYFI) Committee and DHS, organized another Town Hall meeting with African Americans in Des Moines who either had been involved with DHS, were relative caregivers of DHS children or foster parents. The Town Hall meeting occurred on May 14, 2015, and the forum is one way for DHS to communicate progress and data on issues related to disparate treatment within the system and involve the community in ways to reduce the disparate treatment of African Americans in the Child Welfare system.
 8. 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. Improvements have been made by contractors over the course of the year.
 9. The Polk Decat Providers' Advisory Group continued to focus on areas of trauma and parenting issues of immigrants and refugees as well as gaps in the provision of mental health services as well as ways to promote a Positive Behavior Support network among agencies providing services to transition-aged youth. The Providers' Advisory continues to be an opportunity for Provider networking and bringing in resources to provide information on programming and services.
 10. Three core Polk Decat services were put out to bid due to their current contracts ending as of June 30, 2015: Kinship Supports and Family Connections, Juvenile Sex Offender Treatment Services, and Re-entry and Transitioning Youth Services.
 11. The Zero To Three initiative (Safe Babies Court Team) had a gap in the ability to pay for case management services during a transitional period where federal funds were depleted and before the funds would again become available. Polk Decat was approached by the local ZTT Coordinator to determine if there were funds available to assist. A solicitation for ZTT Services was posted in FY15 and the Successful Bidder, Children & Families of Iowa, were awarded funds to provide these services during the transition period.
 12. The discussions from FY14 and FY15 regarding Refugee encounters with DHS and JCS and their struggles with other community services prompted the formation of an RFP Stakeholders group. The Stakeholders group cultivated the Refugee Immigrant Guide Training

Development and Implementation RFP. We were sure of one thing in coming up with something this innovative: we did not know what we did not know. So, we understood that the contract culminating from the RFP would need to be somewhat nimble to accommodate what we might encounter but could not predict from experience. The net result of what we were looking for is to train interpreters to understand DHS and JCS services, laws, procedures, etc., enough to help a family or youth navigate these systems successfully. This would include gaining an understanding of other community resources as well as being able to serve as culture brokers when helping Social Workers and JCOs understand the cultural differences and concepts that would keep an involved youth or family from being successful. The contractor was required to initiate a Training Development Stakeholders group comprised of persons from agencies providing services to refugees. The Training Development Stakeholders group took a while to get to the place where it could devise a plan for training and how best to utilize RIG services. One thing we learned in the process was that there needed to be another level of intermediary between the RIG and the SW or JCO, and that was one of Advocate. The Advocate was necessary to the RIG since most people serving as RIGs would be refugees themselves and operating within our culture at a level once removed from those they would be assisting. Based on the experiences that brought them here, Refugees often are very guarded about who they trust and they have deeply imbedded fears about the police or anything they perceive as government authority. The Advocate would serve as the trusted person the RIG could turn to for assistance in understanding conceptual and cultural differences and to provide perspective. The RIG would be a trusted helper for the youth or family in need, and the Advocate would in turn help the RIG. Also, it was apparent that both DHS and JCS needed to review their own internal processes for handling refugee cases before they finalized their RIG trainings so Plan-Do-Study-Act (PDSA) meetings were developed to examine and refine internal processes for intake/assessment and on-going services. We believe we are breaking new ground with this approach and are very excited about how it has been working so far.

13. New Intergovernmental Agreements were entered into with Polk County Health Services to support the following programming:
 - a. Community Projects – mini-grants related to Parenting Skill-building especially for Immigrant and Refugee parents, Youth After-school and break programming, services that assist Transition-aged youth into adulthood, and Respite services.
 - b. Technical Assistance – provision of expertise in the area of disproportionality and disparate outcomes for people of color in JCS and DHS and addressing the impact of our rapidly changing demographics in Polk County
 - c. Restorative Justice Services in Polk County for Juvenile Court Services – delivery of services that find and track community service, outreach to victims to assess the impact of juvenile criminal behavior, and other restorative approaches to addressing youth criminal behavior.
14. We continued the summer and fall programming for Youth Academic, Employment and Community Service Engagement, with the primary focus on Academic Engagement. Supported with JCS State Carry-over funds, the objective of these mini-grants is to support a variety of programming that will engage at-risk, low income, minority youth back into school and academic activities. Juvenile Court Officers and Supervisors were involved in the mini-grant review process and gained experience and appreciation of the efforts involved in providing local services to their clients and at-risk youth.
15. Polk Decat assisted the Minority Youth & Family Initiatives (MYFI) by organizing committee meetings, mini-grant applications and other ancillary activities. Mini-grant and other project descriptions are below.
16. Polk Decat instituted Mini-grant Invoice Trainings based on Lessons Learned from previous years. Grantees were required to send at

least one representative to learn the proper method for submitting invoices. We also developed a monthly “Reminder” email to all grant recipients that included information on common mistakes that we encounter, state reimbursement rates, and reporting forms. Grantees responded favorably to the reminder emails and to the invoice trainings, that they were helpful and provided them beneficial information on how to avoid mistakes.

Key Activities, Outcomes and Expenditures

MYFI Activities, including Mini-grants

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

1. The Policy and Practice Change strategy group from Polk County CPPC, members of the MYFI Committee along with DHS staff continued efforts within DHS by conducting “Courageous Conversations” with Parent Partners to obtain feedback on ways DHS may better make communication more easily understandable. The “Courageous Conversations” were initiated in the Des Moines area to engage African American families and agencies to speak truthfully about their involvement, experiences and perceptions of DHS. The Town Hall forum was used to deliver updates about DHS initiatives based on feedback from the Conversations. The FY15 conversations resulted in a tri-fold document for parents who become system involved that summarizes important topics such as their right to appeal and the definition of common acronyms as well as a space to write down important contacts, such as the Social Worker, FSRP Worker, etc.
2. The African American Case Review Team (AACRT), which originated based on feedback from the Conversations, continued into FY15 and were supported by MYFI funds. JCS was able to benefit from the work done by DHS and initiated their own AACRT. Through attrition, the DHS AACRT dwindled and a solicitation for new members was generated. DHS and JCS joined forces to interview AACRT applications for both agencies.
3. The MYFI Project also supported Adoption Saturday and other community events, the African American Children & Families conference and Non-Profit Management training for community members. The MYFI Project also supported a new initiative in DHS called “Experiential Learning” where African Americans who had involvement with DHS, either as a child, parent, relative caregiver or foster parent, were trained to tell their story and deliver their message to DHS Child Welfare staff. The focus of this initiative is to provide a cultural lens to Social Workers for how they view African American cases.
4. The MYFI Committee met monthly, most months of the FY15 fiscal year. In FY15, the Committee approved a webpage design for the Polk Decat website as well as a logo which could be used on all communications created on behalf of the Committee. They also approved a formal application for membership to the MYFI Committee, for the annual solicitation for new members. Polk Decat utilized the time and services of their AmeriCorps Public Ally to develop a Newsletter format for the MYFI Committee to send periodic

communications to the community. The goals and objectives created in FY14 were revisited in November of FY15 and refined.



5. The MYFI Committee agreed that it was important to monitor the mini-grants supported by MYFI funds. Polk Decat created forms for the Committee members to use when visiting with their respective grantees. Although some of the mini-grant programs did not get monitored, this was a step that the team felt was important to include as part of Committee membership.

6. The MYFI Committee met with Mark Grey and Michele Devlin from the University of Northern Iowa to review the Committee’s goals and objectives and to obtain feedback on “measurables” that could be focal to the Polk initiatives. Although having measurable goals would be ideal, the anecdotal and small reportable goals of the mini-grants provided evidence that the Committee had a positive impact in the community.

Minority Youth & Families Initiatives Mini-grants

Agency	Program Name	Program Descriptions and Outcomes
Des Moines Area Community College (DMACC)	Evelyn K. Davis (EKD) Homework Coaching Program	The Evelyn K. Davis (EKD) Homework Coaching Program, made possible through a collaboration between Des Moines Area Community College (DMACC), Drake University Office of Community Engagement and Service-Learning, and the Des Moines Public Schools (DMPS), has been developed to provide tutoring and homework coaching to DMPS students who need assistance in development of strong study skills and habits that will help them succeed in high school and postsecondary education. Each participating DMPS high school student will be matched with a Drake University undergraduate student volunteer. This program is designed to help improve the success of secondary students in Des Moines while also creating a bond between the Des Moines community and Drake University students. <ul style="list-style-type: none"> • Expended: \$730.27 of \$4,890.00. • [Awaiting Final Report]
Jewels Academy	Math Camp	Jewels Academy’s Math camp consists of four Saturdays at 4 hours per session where foundational math

		<p>skills are recapped and the local school system curriculum is used as the guideline. The program is designed to give math exposure and opportunities to underrepresented girls grades 4th-9th. Each Saturday is 4 hours in length where the first part of the session will be reviewing the students school work through tutoring sessions and the second half of the session will be running fun and interactive math drills using latest technology, software and classroom interactions. We leveraged school teachers and volunteers within the local area to teach the classes on Saturdays. The curriculum is in alignment with the local school system.</p> <ul style="list-style-type: none"> • Expended: \$4,663.83 of \$4,900.00 • 6 girls completed the program, of which 2 were African American or bi-racial African American and 4 were White. • Performance Measure 1: Attain 80% satisfactory rating or higher in survey given to students, teachers, volunteers and parents on effectiveness of programming. <ul style="list-style-type: none"> ○ Result: Students, Teachers and parents range from 80 to 85% confidence and engagement in regards to their participation in math camp. The survey included questions such as, “Do you like math?” and “Did this math camp improve your knowledge of math?” ○ Result: More than over 50% of the parents were involved in some type of volunteering within this program. • Performance Measure 2: 80% of students will demonstrate an improvement in their opinion about math, being able to ask question when they do not understand and encouraged to do their best as reflected in pre- and post-assessments. <ul style="list-style-type: none"> ○ Result: 83% of the students would like to attend another math camp session.
Jewels Academy	Young Emerging Scientists (Y.E.S.)	<p>Y.E.S. is a science-orientated program of Jewels Academy designed to increase exposure of math and science opportunities to underrepresented girls grades 4th-9th. The Y.E.S. program is 3 years old with the completion of over 21 workshops.</p> <p>Y.E.S. held six Saturday workshops between Fall of 2014 – June 2014 (Fall 2014, Spring 2015 and Summer June 2015) at four hours each. Each girl gains hands-on, interactive and project base experience. The curriculum for the program is adopted from best practices developed by female engineers, federal bureaus, health professionals, and national science initiatives.</p> <ul style="list-style-type: none"> • Expended: \$4,900.00 of \$4,900.00 • 45 girls completed the program, of which 20 were African American or bi-racial African American, 6 were Hispanic, 2 were Asian/Pacific Islander, and 17 were White. • Performance Measure 1: 75% of the students who start the programming will complete the programming. <ul style="list-style-type: none"> ○ Result: 80% attended all of the sessions.

		<ul style="list-style-type: none"> ○ Result: Over 50% retention rate from previous attendees. ○ Result: Over 50% of the parents volunteering in some type of capacity versus recruiting outside volunteers. ● Performance Measure 2: 80% of program participants will demonstrate through the surveys an increase in school interest and academic engagement. <ul style="list-style-type: none"> ○ Result: 83% of the students have demonstrated an increase interest and academic engagement. The survey included such questions as, “Can you name two STEM careers? Did you enjoy the Y.E.S. program and why? What is STEM and would you come back for another session?” ○ Result: We have 5 career speakers from statisticians to IT professionals, engineers to scientists.
ManUp Iowa	ManUp Mentoring	<p>ManUp Iowa’s vision is to provide a plethora of preventative type services and resources to help at-risk young men in our community have additional support that will encourage them to make and maintain positive life choices in all realms of their life. ManUp Iowa takes pride in being solely a preventative type service that focuses on serving a wide range of youth who have been in trouble, are currently in trouble and/or who would never dream of getting in to trouble. Our mission statement is: “Empowering young men to make positive life choices so that they may go on to live healthy and successful lives at home, at school and in the community.” We work to achieve that mission by providing the following services which will also be provided during time frames of this project:</p> <ul style="list-style-type: none"> ● Group mentoring services ● Guest speakers (Leadership/empowerment services) ● Special events/graduations ceremonies ● Expended: \$3,135.56 of \$4,900.00. ● 153 youth participated in this program, with 85% either graduating from a 15-week ManUp session or continuing on to a second session. Of these 153 youth, 71 were African American or bi-racial African American, 10 were Hispanic, 6 were Asian/Pacific Islander, and 66 were White. ● Performance Measure 1: 85% of youth who start the program will complete the program <ul style="list-style-type: none"> ○ Result: 90% of youth who started the program completed it, i.e. 90% of youth attended 75% of sessions in a 15-week span. ● Performance Measure 2: 80% of youth participating in programming will report, through pre- and post-survey documentation, an improvement in skills developed related to healthy decision making, goal setting, fatherhood, sexual responsibility, anger management and coping skills during the service period.

<p>Next Step Counseling Services</p>	<p>Girl's University</p>	<ul style="list-style-type: none"> ○ Result: 80% <p>Girls University programming took place from January-March 2015. The program was delivered in a group setting and targeted African American girls ages 11-18.</p> <p>The program includes how self-esteem is linked to:</p> <ul style="list-style-type: none"> • body image • issues with bullying/being bullied • friendships • social decision making • academics • sports • social skills • self-control <p>The groups consist of weekly 1.5 hour sessions split into four unique age groups. Field trips combined all groups. Ages 9 through 12 met at the Variety Club Center, Oakridge Neighborhood Services. Ages 13 through 17 met at the Teen Center, Oakridge Neighborhood Services.</p> <ul style="list-style-type: none"> • Expended: \$3,905.59 of \$4,321.40. • 25 girls completed the program, of which all were African American or bi-racial African American. • Performance Measure 1: An 80% increase in self-esteem between the pre and post Rosenberg Self-Esteem Scale will be reported by the youth who rate on in the low self-esteem percentile will demonstrate a change. <ul style="list-style-type: none"> ○ Result: 83% improvement: 25 girls took the Rosenberg Self-Esteem Pre-test; out of the 25, 12 girls rated under 15, which shows low self-esteem. Those 12 girls took the Post-test at the end of the 13 weeks and 10 of the girls improved their scores. • Performance Measure 2: A 30% increase in self-esteem, self-control and positive peer relations will be reported by parents of participating youth and staff. <ul style="list-style-type: none"> ○ Result: Staff testimony—“As with the last time the girls in my class participated in Girls University, I noticed that they do stop and think of their behaviors and are more conscious of how they treat each other. The girls were excited about the group and the activities they participated in, and were able to express what they learned from the group when we reflected on it in our regular class and we even continued utilizing some of the activities taught on a daily basis, i.e. giving and receiving compliments and affirmations.”—Stephen Williams, Oakridge Neighborhood Services staff ○ Parent testimony—“My daughter talked about Girls University all the time and would be upset on the days it had to be cancelled. She especially enjoyed the field trips to the mall
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		to talk about fashion, going to the salon and the etiquette lessons she learned at Ryan's. She and I feel she has improved how she sees herself and the world around her."
Young Women's Resource Center (YWRC)	After School Groups	<p>After School groups are a component of YWRC Prevention Services. They are designed to equip young women with the necessary knowledge, tools and self-confidence needed to make healthy and safe choices that counteract social and interpersonal forces which may otherwise impede their growth and development. Last year, the YWRC served 91 young women ages 10-18 in After School groups. This project targets After School groups for young women ages 13-18; last year the YWRC served 50 young women in this age range, 38% of whom were African American.</p> <ul style="list-style-type: none"> • Expended: \$4,500.00 of \$4,500.00. • 34 girls completed the program, of which 13 were African American or bi-racial African American, 5 were Hispanic, and 16 were White. • Performance Measure 1: 85% of participants will be able to identify ways to deal with problems and make healthy decisions. <ul style="list-style-type: none"> ○ Result: 88% of participants can identify the definition and factors that affect self-esteem ○ Result: 87% of participants can identify the definition and factors that influence body image. • Performance Measure 2: 85% of participants will be able to identify the definition of and factors that affect self-esteem, indicators of healthy and unhealthy relationships and will demonstrate knowledge of sexually transmitted infections through pre- and post-survey results. <ul style="list-style-type: none"> ○ Result: 73% of participants demonstrate knowledge of STI transmission.
Young Women's Resource Center (YWRC)	Young Mom's Support Group	<p>The Young Mom's Support Groups are weekly meetings held at the YWRC for pregnant and parenting teens ages 13-21. These structured, curriculum-based groups are designed to provide parenting information an education in a non-judgmental, supportive group environment led by trained and certified Perinatal Specialists.</p> <ul style="list-style-type: none"> • Expended: \$4,500.00 of \$4,500.00. • 57 girls completed the program, of which 22 were African American or bi-racial African American, 17 were Hispanic, 3 were Asian/Pacific Islander, and 15 were White. • Performance Measure 1: 90% of participants will demonstrate increased knowledge in child development and positive self-care and will display improved parenting skills. <ul style="list-style-type: none"> ○ Result: 96% of participants demonstrated increased knowledge in child development and positive self-care which was displayed through improved parenting skills in the areas of basic parenting, discipline, nurturing and attachment, and positive developmental activities. • Performance Measure 2: 90% of participants will report satisfaction with group facilitators, and

		<p>will report that the information received through participation aided them in making healthy decisions.</p> <ul style="list-style-type: none"> ○ Result: 95%
Children & Family Urban Movement	Wonder Girlz/5 th Grade Crew	<p>The Wonder Girlz and 5th Grade Crew are gender specific after school programs for fifth grade students attending Moulton Extended Learning Center (MELC). The programs meet once a week after school for 36 weeks from September through May, providing curriculum and experiences that provide support for the critical areas of personal empowerment, resilience, connectedness, and leadership.</p> <ul style="list-style-type: none"> ● Expended: \$4,500.00 out of \$4,500.00 ● 29 participants completed the programming, 21 of which were African American or bi-racial African American. ● Performance Measure 1: At least 80% of youth (16 in each program) will attend at least 32 weeks of the programs (80%) and will still be attending on the last day of programming <ul style="list-style-type: none"> ○ Result: 80% of girls that started the Wonder Girlz program finished. ○ Result: 80% of boys that started the 5th Grade Crew program finished ● Performance Measure 2: At least 50% of parents will participate in Parent Gatherings <ul style="list-style-type: none"> ○ Result: Performance measure not met; less than 50%

DCAT5-15-126 Community Projects Decat Mini-grants

Agency	Program Name	Program Descriptions and Outcomes
Iowa Arts in Education dba Art Force Iowa	Creative Pathways	<p>Creative Pathways is an arts-based supportive program for juvenile court involved youth residing in Polk County, Iowa. Youth participate in weekly workshops in various art-related workshops, learn work and life skills and benefit from mentorship, advocacy and referral to other services by Art Force Iowa Staff.</p> <ul style="list-style-type: none"> ● Expended: \$19,260.95 out of \$19,993.35. ● 34 youth completed the program, of which 20 were African American or bi-racial African American, 6 were Hispanic, and 8 were white. ● Performance Measure 1: 80% of youth participating in programs will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 89% of youth who participated in the program reported, through pre and post survey documentation, an improvement in skills, such as “hands on experience” in making art and music. ● Performance Measure 2: 80% of youth who are engaged in the program will gain workforce

		<p>skills and/or gain résumé-worthy experience.</p> <ul style="list-style-type: none"> ○ Result: Not reported.
Child and Family Policy Center	Parent University	<p>Parent University is a community collaboration involving the Des Moines Public School District and community partners from across the metro area. We recognize that caring parents and families who are equipped with necessary knowledge and skills are essential to a student's success. Parent University offers families a variety of free classes and workshops. These classes are designed to add to existing skills, provide opportunities for additional growth and development and positively contribute to children's academic and social-emotional success.</p> <ul style="list-style-type: none"> ● Expended: \$9,268.36 of \$18,200.00 ● 211 parents/children completed the program, of which 47 were African American or bi-racial African American, 63 were Hispanic, 40 were Asian/Pacific Islander, and 36 were white. ● A total of 861 individuals were reached, which is inclusive of both the 211 engaged in Parent University sessions, and 650 engaged in Community Based Parent Engagement Activities, such as the December Holiday Party and May Summer Kickoff. ● Performance Measure 1: 80% of participants in Parenting classes, training and support services will report, through pre- and post-survey documents, a greater understanding of general child development, parenting techniques, use of technology with their children and the effects of trauma on child development. <ul style="list-style-type: none"> ○ Result: 75% ● Performance Measure 2: 80% of participants are more engaged in their child's school setting and community as a result of Parent University <ul style="list-style-type: none"> ○ Result: 99%
Children & Family Urban Movement	Step Up: Leadership and Literacy	<p>STEP UP will consist of several age- and gender specific (GS) programs during spring break and summer vacation including:</p> <ul style="list-style-type: none"> ● Children going into 6th and 7th grade will focus on reading, writing and math to maintain and improve literacy. CFUM GS Program staff will engage them in reading and examining books and applying the ideas in those books to their lives (one group of girls; one of boys). ● Youth going into 8th and 9th grades in fall 2015 will focus on leadership, including career exploration and goal setting (one group of girls; one of boys). ● Consultants and staff will provide training, support and technical assistance for life coaches. ● Life coaches work with youth as early as 7th grade through high school. ● Expended: \$18,646.01 out of \$19,647.00 ● 40 youth completed the program, of which 24 were African American or bi-racial African American, 5 were Asian / Pacific Islander, and 5 were White.

		<ul style="list-style-type: none"> • Performance Measure 1: 80% of participants will attend at least 10 days (66%) of the program <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 2: 80% of youth participating in after-school, weekend, Spring Break and summer programming will report, through pre- and post-survey/assessment documentation, an improvement in math and reading proficiency (6th and 7th grade) and demonstrate increased skills and knowledge in career exploration and goal setting (8th and 9th grade) during the service period. <ul style="list-style-type: none"> ○ Result: 100% of youth received instruction in a variety of topics, including Circle/Mediation training, art, and math.
Community Support Advocates	Knowledge Empowers Youth (KEY)	<p>CSA shall provide wrap around services to at-risk youth transitioning to adulthood. The team service focuses would include: Engaging into services and relationship building, assistance in finding safe and stable housing, teaching skills and support (shopping, budgeting, cooking, cleaning), teaching and supporting self-sufficiency, assistance with maintaining ongoing education and employment, building and maintaining positive social relationships and a role in the community, symptom management and support, and Community Living Skills Training.</p> <p>We would meet with each youth face to face in the community or in their home a minimum of twice per month. We recognize the youth need a variety of supports and work to meet each youth where they are with their recovery and service needs. We provide support not only face to face, but through texting, phone, and other social media.</p> <ul style="list-style-type: none"> • Expended: \$7,295.85 of \$20,000.00. • 2 youth completed the program; both were white. • Performance Measure 1: 80% of participants in transition-to-adulthood services will report, through pre- and post-survey documents, improvement in or knowledge of two of the following areas: <ul style="list-style-type: none"> ○ Greater skills on document and financial organization, access to assistance and resources, enrollment in or ability to access post-secondary education, purchasing skills and/or employment skills ○ Accessing and coordinating services such as Income Maintenance, General Assistance, mental health, community resources, medical and/or other services necessary to their ability to live independently. ○ Result: 100% of participants reported, through pre- and post-survey documentation, an increased awareness and knowledge in areas of accessing resources, employment/education, safe housing, and other needed skills. • Performance Measure 2: 100% of participants will have an initial planning meeting to

		<p>determine barriers, service needs, and goals, including at least one goal related to employment or education. This will occur within 30 days of intake.</p> <ul style="list-style-type: none"> ○ Result: 100% of youth involved in the program are involved in education and/or employment by the end of the program. ○ Result: 50% of participants were provided with funding/services and help re-establishing Medicaid funding and services by the time of discharge.
<p>Des Moines Area Community College (DMACC)</p>	<p>Evelyn K. Davis (EKD) Homework Coaching Program Expansion</p>	<p>The Evelyn K. Davis (EKD) Center for Working provides services to individuals and families in Des Moines who are economically disadvantaged and/or face multiple barriers for successful employment. The Center provides a dual-generational approach to breaking the cycle of poverty in Des Moines. A wide range of services are provided to help adult clients obtain quality employment, and in recent years, a growing emphasis has been placed on services for youth.</p> <p>The Homework Coaching Program provides high school students with access to after-school tutoring provided by Drake University AmeriCorps students. The program will focus on serving youth who are currently living at or below 150% of poverty. Participating youth receive tutoring services, along with instruction in important life skills like building positive self-image, developing and maintaining healthy relationships, making safe and healthy choices, and developing financial literacy skills. This program is provided during the Des Moines Public Schools academic year.</p> <ul style="list-style-type: none"> ● Expended: \$3,977.11 of \$19,939.50 ● Performance Measure 1: 80% of participants in transition-to-adulthood services will report, through pre- and post-survey documents, improvement in or knowledge of at least two of the following areas: <ul style="list-style-type: none"> ○ The type of person with whom they could develop a mentor relationship or have found a mentor that can provide one-on-one assistance with career exploration, financial planning for living on one’s own, and getting a driver’s license. ○ Greater skills on document and financial organization, access to assistance and resources, enrollment in or ability to access post-secondary education, purchasing skills, and/or employment skills. ○ Accessing and coordinating services such as income maintenance, general assistance, mental health, community resources, medical and/or other services necessary to their ability to live independently. ● Performance Measure 2: 80% of the youth participating in the after-school Homework Coaching program will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. This will include improvements in high school coursework, ACT preparation, and HiSET exam knowledge and pass rates.

		[Awaiting Final Report]
Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC)	Parent Navigator Project	<p>EMBARC’s Parent Navigator Project is a peer-based, family-strengthening, empowering “train the trainer” program for refugee mothers from Burma. This project taps into the leadership potential of refugee women to increase their skill, knowledge and confidence in navigating unfamiliar Western parenting norms and expectations. Participants, or ‘Navigators,’ will attend six, three-hour parental skill-building trainings and will spread knowledge through small group learning circles and provide direct services and referrals.</p> <ul style="list-style-type: none"> • Expended: \$14,365.84 of \$17,888.00 • 7 participants completed the program, all refugees from Burma. <ul style="list-style-type: none"> ○ The Learning Circles led by the ‘Navigators’ had 100 participants, of which 70 were Chin, 33 were Karen, 5 were Karrenni, and 2 were Rakhine. • Performance Measure 1: 80% of participants in Refugee and Immigrant parent skill-building classes will report, through pre- and post-survey documents, a greater understanding of all of the following: <ul style="list-style-type: none"> ○ Allowable versus non-allowable child-rearing practices ○ Use of technology by their children ○ Techniques for interfacing with schools and other agencies and organizations from whom they are receiving services ○ Other cultural assimilation skills and practices critical to their family’s safety and advancement ○ Result: 87.5% • Performance Measure 2: 75% of community learning circle participants will rate an increase in knowledge, skill and likelihood of future behaviors in relation to parenting in the U.S. <ul style="list-style-type: none"> ○ Result: 100% of community learning circle participants reported, through pre- and post-survey documentation, an increase in knowledge, skill, and likelihood of future behaviors in relation to parenting in the U.S. Additionally, 66% of learning circle participants expressed wanting more trainings and multiple participants expressed an interest in being future Parent Navigators.
Ethnic Minorities of Burma Advocacy and Resource Center	Refugee Youth Navigator Project	<p>Six Youth Navigators from Burma, ages 16-21, will receive hands-on trainings by content matter experts to increase their knowledge in personal financial management, post-secondary education, work readiness, and how to access and utilize existing resources and services in Polk County such as General Assistance, health services, and more. They will then teach their peers and provide direct services on those topics.</p> <ul style="list-style-type: none"> • Expended: \$15,004.13 of \$17,066.00

(EMBARC)		<ul style="list-style-type: none"> • 6 youth completed the program, all refugees from Burma. Additionally, 106 youth participated in Learning Circles. • Performance Measure 1: 80% of youth participating in after-school, weekend, Spring Break and summer programming will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 95% of Youth Navigators reported an improvement in skills developed during the project. These skills included the following: digital literacy, Internet safety, college readiness, and financial literacy. • Performance Measure 2: 80% of youth navigators and learning circle participants will report an increase of knowledge in topics. <ul style="list-style-type: none"> ○ Result: 87% of Learning Circle participants reported, through pre- and post-survey documentation, an increase of knowledge in the following topics: social media safety and job application processes.
Iowa Jobs for America's Graduates (iJAG)	iJAG	<p>The mission of Iowa Jobs for America's Graduates (iJAG) is to assist students who exhibit multiple barriers to success in graduating from high school and/or successfully transitioning from high school to continued education and careers through provision of counseling, mentoring, tutoring, career exploration, and post-secondary planning. Multiple school districts across Iowa and Illinois utilize iJAG as a primary strategy in their efforts to increase graduation rates, decrease dropout rates and increase educational attainment for students. iJAG provides a comprehensive school-to-career program for high school students who are faced with challenges that hinder their opportunities to succeed.</p> <ul style="list-style-type: none"> • Expended: \$20,000.00 of \$20,000.00 • 323 youth completed the program, of which 89 were African American or bi-racial African American, 65 were Hispanic, 12 were Asian/Pacific Islander, 1 was Native American, and 129 were White. • Performance Measure 1: 80% of youth participating in programming will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 100% of you who participated in the program reported, through pre- and post-survey documentation, an improvement in employability skills. This occurred through each participant's "individual development plan," as well as frequent lessons taught by local employers, such as Principal Financial, John Deere, and Nationwide. • Performance Measure 2: 100% of participating students will report, through pre- and post-surveys, that they have received one-on-one assistance with career exploration. <ul style="list-style-type: none"> ○ Result: 100% of participants reported having received one-on-one assistance with career exploration, which occurred through a multitude of career exploration

		assessments, as well as the previously mentioned Individual Development Plans.
Iowa Center for Faith-Based and Community Initiatives	Relationship Smarts PLUS (RQ+)	<p>The Iowa Center for Faith-Based and Community Initiatives and its Healthy Relationships Iowa (HRI, Iowa Articles of Incorporation) affiliate implemented, in partnership with Des Moines Public Schools (DMPS) and Youth Emergency Services & Shelter (YESS), a high school program designed for after-school programming focused on healthy relationship skill-building. The program “Relationship Smarts PLUS (RQ+)” is an evidence-based 10-hour course for high school students developed by Marline Pearson and researcher Jennifer Kerpelman for The Dibble Institute, a California-based nonprofit organization founded in 1996 whose mission, as a training and publishing entity, is to help teens learn the skills necessary for healthy, romantic relationships.</p> <p>The program was initiated in collaboration with Dibble’s regional office in Green Bay, WI and its chief trainer Dixie Zittlow. Ms. Zittlow conducted 8 hours of on-site certification training for 14 DMPS faculty members representing 2 each from North, East, Hoover, Lincoln, Roosevelt, Scavo Campus and YESS in December 2014. Following certification, 2 trained faculty members per school and YESS co-taught the RQ+ course in 3, 10-hr/day “cohorts” or sections of 12 students each (36) at the 6 sites, 216 total students, as well as 3 cohorts at YESS, 8 students each, 24 total students, during second semester 2015. The topics taught to these youth cohorts included the following: “Who Am I and Where Am I Going?,” Maturity Issues, Attractions and Infatuation, and Principals of Smart Relationships, among others.</p> <ul style="list-style-type: none"> • Expended: \$13,913.00 of \$19,913.00 • 90 youth completed the program, of which 35 were African American or bi-racial African American, 16 were Hispanic, 1 was Asian/Pacific Islander, and 38 were White. • Performance Measure 1: 80% of participating RQ+ students participating in after-school programming will report, through pre- and post-survey documentation, an improvement in communication and conflict resolution skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 83.5% • Performance Measure 2: 90% of participating RQ+ students will demonstrate a change in attitude (healthy behavior) as measured by pre- and post-surveys reflecting RQ+ content. <ul style="list-style-type: none"> ○ Result: 92%
Jewels Academy	Young Emerging Scientists and Math Camp Programs	<p>Young Emerging Scientists (Y.E.S.) is a science-orientated program of Jewels Academy designed to increase interest and awareness of opportunities to underserved girls grades 4th-9th. The Y.E.S. program is 3 years old with the completion of over 21 workshops.</p> <p>2014-2015 program planning included:</p> <ul style="list-style-type: none"> • (6) Saturday workshops (Fall 2014, Spring 2015 and Summer June 2015) • (5) Recruiting/interactive and community hosted events

		<ul style="list-style-type: none"> • (4) Math Camp sessions <p>Each girl gains hands-on, interactive and project based experience. The curriculum for the program is adopted from best practices developed by female engineers, federal bureaus, health professionals, and national science initiatives. Y.E.S. is a science-orientated program of Jewels Academy designed to increase exposure of math and science opportunities to underserved girls grades 4th-9th. The executive director and many of the volunteers and instructors have STEM backgrounds.</p> <p>We held 2 training sessions internally and 1 training hosted by SCI (through SCI Girls) in early Spring 2015.</p> <ul style="list-style-type: none"> • Expended: \$16,655.43 of \$17,000.00 • 55 youth completed the program, of which 26 were African American or bi-racial African American, 6 were Hispanic, 2 were Asian/Pacific Islander, and 21 were White. • Performance Measure 1: 80% of youth participating in after-school, weekend, Spring Break and summer programming will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 93% of youth who participated in the program reported, through pre- and post-survey documentation, an increased awareness of STEM related fields. • Performance Measure 2: 80% of participating youth will report, through pre- and post-surveys, an improvement in their confidence and engagement in math activities. <ul style="list-style-type: none"> ○ Result: 83%
Lutheran Services in Iowa (LSI)	Respite Options	<p>Lutheran Services in Iowa (LSI) has been providing its Respite Options program to Polk County families since 2003. This 100% grant funded program allows families in crisis to safely place their children into respite care; alleviating home stressors and therefore reducing the risk of child abuse and neglect. During a stressful or emergency family situation, parents and guardians can take advantage of free, temporary respite care for their children. Participating families must have exhausted their supportive persons who could supervise the children during times of crisis. Trained LSI respite providers offer a safe and nurturing environment for the temporary care of children. Families receiving services are not only provided child care, but work with LSI staff to ensure long-term formal and informal supports can be gained/maintained to prevent the family from using Respite Options on a consistent basis. There are no other services like Respite Options in Polk County.</p> <ul style="list-style-type: none"> • Expended: \$4,064.64 of \$4,500.00 • 9 individuals completed the program, of which 2 were African American or bi-racial African American, 4 were Hispanic, and 3 were White. • Performance Measure 1: 95% of participating families will not have children placed outside of the home per the client survey conducted at the conclusion of services

		<ul style="list-style-type: none"> ○ Result: 100% of participating families did not have children placed outside of their home. Furthermore, caregivers positively reported on the quality of care their children received and outcomes of having a break from caregiving. ● Performance Measure 2: 100% of children served will have current physicals and immunizations per intake requirements and records audit <ul style="list-style-type: none"> ○ Result: 100%
ManUp Iowa	ManUp Mentoring	<p>ManUp Iowa’s vision is to provide a variety of preventative type services and resources to help at-risk young men in our community have additional support that will encourage them to make and maintain positive life choices in all realms of their life. ManUp Iowa takes pride in being solely a preventative type service that focuses on serving a wide range of youth who have been in trouble, are currently in trouble and/or who would never dream of getting in to trouble. Our mission statement is: “Empowering young men to make positive life choices so that they may go on to live healthy and successful lives at home, at school and in the community.” We work to achieve that mission by providing the following services which will also be provided during time frames of this project:</p> <ul style="list-style-type: none"> ● Group mentoring services ● Guest speakers (Leadership/empowerment services) ● Special events/graduations ceremonies ● Expended: \$16,911.91 of \$20,000.00 ● 153 youth participated in this program, with 85% either graduating from a 15-week ManUp session or continuing on to a second session. Of these 153 youth, 71 were African American or bi-racial African American, 10 were Hispanic, 6 were Asian/Pacific Islander, and 66 were White. ● Performance Measure 1: 85% of youth who start the program will complete the program <ul style="list-style-type: none"> ○ Result: 90% of youth who started the program completed it, i.e. 90% of youth attended 75% of sessions in a 15-week span. ● Performance Measure 2: 80% of youth participating in programming will report, through pre- and post-survey documentation, an improvement in skills developed related to healthy decision making, goal setting, fatherhood, sexual responsibility, anger management and coping skills during the service period. <ul style="list-style-type: none"> ○ Result: 80%
Oakridge Neighborhood Services	Oakridge Family Literacy Initiative— Parents as Partners in Education (also	<p>The Oakridge Family Literacy Initiative (OFLI) is a program aimed at increasing parental educational involvement and building parent-teacher-student partnerships in education. Following closely the model of Iowa Department of Educations’ Even Start programs, OFLI will focus on four key components year-round: Adult Education, Early Childhood Education, Parenting Support, and Parent and Child</p>

	<p>known as Parents and Children Together, or PACT)</p>	<p>Together.</p> <p>In order to increase parents' efficacy as partners in education, OFLI will increase the availability, tools, resources, support and opportunity to practice supporting children's education. Oakridge Neighborhood utilized this DCAT funding to offer 6 two-hour cultural orientation workshops designed to inform refugee parents about the US education system and its structure. Workshops were developed in partnership with schools, teachers and community members and included topics such as: 1. Teacher expectations, 2. Challenges to English-learning students and their parents, 3. Parent-teacher relationships, 4. Curriculum, and 5. Legality issues such as truancy. The orientations provide childcare and language interpretation free of charge.</p> <ul style="list-style-type: none"> • Expended: \$13,168.37 of \$19,223.68 • 71 individuals participated in the program (i.e., 70% of these 71 joined 50% or more of the sessions), of which 59 were African American or bi-racial African American, 6 were Asian/Pacific Islander, 2 were Native American, and 4 were White. • Due to language barriers experienced in the provision of services to diverse refugee populations, the measurement tools utilized to gauge adherence to performance measures were modified to accommodate varying levels of English-language proficiency and literacy. For this reason, assessments were conducted orally were competency-based. • Performance Measure 1: 80% of participants in Refugee and Immigrant parent skill-building classes will report, through pre- and post-survey documents, a greater understanding of all of the following: <ul style="list-style-type: none"> ○ Allowable versus non-allowable child-rearing practices ○ Use of technology by their children ○ Techniques for interfacing with schools and other agencies and organizations from whom they are receiving services ○ Other cultural assimilation skills and practices critical to their family's safety and advancement ○ Result: 94% of parents agreed that PACT was helpful, informative and provided new information. ○ Result: 100% of participants in Cultural Orientation reported learning something new and helpful in navigating the school system in the U.S. and in assisting their children. • Performance Measure 2: 90% of participants will demonstrate increased knowledge of skills and tools to support children's learning (pre- and post-tests). <ul style="list-style-type: none"> ○ Result: 12 distinct cultural/language groups participated in PACT, Cultural Orientation, or both. Countries of origin included the U.S. (African-American, Native American, Asian
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		<p>American, White), Somalia, South Sudan, Sudan, Burundi, Congo, Rwanda, Liberia, and Iraq.</p> <ul style="list-style-type: none"> ○ Result: 96% of participants demonstrated, through oral pre- and post-tests, an increased knowledge of the subject areas discussed. ○ Result: 90% of adult PACT participants reported utilizing the activities, techniques and resources learned with one or more child three or more times a week. <p>Additionally, the programs developed through Decat funds have helped to leverage additional funds and materials to be utilized by the Oakridge community in the future, e.g., the procurement of a 21st Century Grant.</p>
Orchard Place	PACE Kid’s Club	<p>PACE Juvenile Center, the community-based operating division of Orchard Place seeks to provide a new summer program offering a safe, consistent environment for 50 youth that would otherwise be at risk due to a lack of activity or absence of supervision. PACE Kid’s Club (PKC) programming is offered Monday through Friday, 8am-5pm for 8 weeks during the summer. Programming provided daily includes structured activities for youth in a safe, consistent environment. A unique blend of classroom activities, project based learning, and field trips through which youth are exposed to learning and enrichment experiences. Program goals strive to increase confidence and emotional resiliency based on engaging youth in learning in the program We hope to maintain literacy/reading levels and achieve high levels of engagement in programing.</p> <ul style="list-style-type: none"> ● Expended: \$17,110.96 of \$19,790.00 ● 31 youth participate in this ongoing program, of which 7 are African American or bi-racial African American, 14 are Hispanic, 1 is Asian/Pacific Islander, 3 are Native American, and 20 are White. ● Performance Measure 1: Youth will demonstrate improved self-regulation and developmentally appropriate decision making. 80% will report improvement in skills. <ul style="list-style-type: none"> ○ Result: 2 20 participants (7 female/13 male, ages 6-10) completed a self-report survey related to their self-regulation and decision-making skills during the second week of Kid’s Club. 28 participants (9 female/19 male, ages 5-10) completed a post survey during the final week of programming. 84% (22 of 27) reported they felt self-regulation and decision making skills improved at the end of Kid’s Club programming. The significance of this finding is limited as not all respondents completed the pre-test. ● Performance Measure 2: 100% of program participants who make a request will receive options for assistance with transportation, childcare and/or interpretation services. <ul style="list-style-type: none"> ○ Result: 100% of program participants who encountered transportation obstacles were provided assistance to remove the barrier. Program staff taught the older sister of 2

		<p>Kid's Club participants to ride the Metro bus to and from the program, and bus passes were purchased for all three in an effort to remove transportation barriers created due to parents' hours of work. Program staff also provided transportation to and/or from the program as needed for several children. One BHIS staff provided transportation on a regular basis to ensure kids on her caseload were able to attend Kid's Club.</p>
Parenting Way, Inc.	Parent Education and Trauma-Informed Parent Support Group Services	<p>Parenting Way Parenting Classes provide comprehensive parent education classes for parents and /or caregivers who may lack knowledge due to their own past traumas; assists parents in attaining those skills and competencies necessary raise their children in a safe and strength-based family environment; provides tools and ideas that help participants make choices in parenting that meet their child's need for social, emotional and intellectual development.</p> <p>Parents Anonymous Parent, Youth and Children Support Groups offer on-going community-based support that encompasses the family as a whole and addresses isolation and barriers to participation. Monitors competency skills and learning as applied to family resiliency, protective factors and family stability. Engages parents and families in seeking resources and community supports to keep their children safe, provides comprehensive, and provides.</p> <ul style="list-style-type: none"> • Expended: \$19,679.22 of \$20,000.00. • 88 individuals completed programming, of which 33 were African American or bi-racial African American, 2 were Hispanic, and 53 were White. • Performance Measure 1: 85% of participants will complete all ten educational classes. <ul style="list-style-type: none"> ○ Result: 97% of participants completed all ten classes and/or participated in Family Support Programs • Performance Measure 2: 75% of participants will engage in ongoing family support for at least 3 to 6 months following Class Certification. <ul style="list-style-type: none"> ○ Result: 52% of participants attended family support programs following completion of Parenting Class. This was caused by several factors: 75% of participants did not have physical custody of their children, many participants juggle additional services such as therapy and counseling, and transportation issues.
Polk County Agricultural Extension District	Together for a Better Education	<p>Latino 8th grade students and their families, considered at-risk for not completing high school from a list of indicators, participate in the Juntos Family Workshop Series, Family Fun Nights, 4-H After School Club to learn life skills, STEM, healthy living, leadership, citizenship, and communication, participate in Academic Coaching and a Summer Academy at Iowa State University. This program will prepare students to graduate from high school and develop a goal for post-secondary education.</p>

		<ul style="list-style-type: none"> • Expended: \$16,800.00 of \$16,800.00 • 11 youth completed the program, all Hispanic. • Performance Measure 1: 80% of youth participating in the Together for a Better Education project will report, through pre- and post-survey assessment/documentation, an improvement in problem solving and decision making skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 22% of participants reported improvement in their perception of their ability to successfully problem solve during the service period. • Performance Measure 2: 90% of youth and their parents will report, through pre- and post-survey/assessment documentation, an increase in their understanding of how to succeed in school and prepare for college. <ul style="list-style-type: none"> ○ Result: 42% of participants reported an increase in their understanding of what is needed to graduate from high school, and having a clear plan to get there; 21% of participants reported an increase, during the service period, in plans to take college entrance exams; 50% of participants reported an increase of close friends regularly doing homework and studying for tests at school; 29% of participants reported an increase in trying hard at school; and if given the choice between studying to get good grades or hanging out with friends, 36% of participants reported increases.4-H Youth Conference at Iowa State University.
Youth Emergency Services & Shelter (YESS)	Emergency Respite Services at YESS	<p>YESS provides the only 24-hour site-based, emergency respite services in the community, accessible to any child and family in need. Agency respite services ensure the safety and well-being of children (birth to age 17) while providing parents/caregivers with a brief time out during emergency and crisis situations. YESS' respite care affords families the opportunity to address problems while they are still manageable. Agency respite services can also provide vital support for families during gap in time resulting from wait lists for higher level of care services, such as DHS Waiver programs or placement in a Psychiatric Medical Institute for Children (PMIC). Additionally, YESS' respite services successfully prevent many situations from escalating to a point in which the child's safety is in jeopardy or the family is torn apart and more costly out of home placement becomes required. The short break caregivers receive from respite services allows each member of the family time to de-escalate and work to resolve the situation in order to keep the family in-tact and prevent the need for out-of-home placement.</p> <ul style="list-style-type: none"> • Expended: \$20,000.00 of \$20,000.00 • 249 individuals participated in the respite program, of which 61 were African American or bi-racial African American, 47 were Hispanic, 5 were Asian/Pacific Islander, 3 were Native American, and 133 were White. • Performance Measure 1: 90% of parents/caregivers responding to Satisfaction Survey will

		<p>indicate they know more about community services and resources available to them as a result of coming to the YESS Access Center.</p> <ul style="list-style-type: none"> ○ Result: 96% ○ Survey includes questions such as, “The crisis services received were helpful,” “As a result of the plan developed during crisis services, I feel better prepared to deal with crisis in the future,” and “I feel my child will make better and healthier behavior choices.” ● Performance Measure 2: 90% of parents/caregivers responding to Shelter Satisfaction Survey will indicate that services helped to reduce the level of stress in the family and/or that services allowed them to resolve a family crisis. <ul style="list-style-type: none"> ○ Result: 89% indicated “yes” to the question about reduced stress at home and 100% indicated “yes” to the question about shelter care allowing them to resolve a family crisis.
<p>Young Women’s Resource Center (YWRC)</p>	<p>Movin’ On To Middle School Summer Program</p>	<p>In June of 2015, YWRC offered for the third consecutive year Movin’ On To Middle School, a summer program targeting clients who will enter middle school (6th grade) in the fall of 2015. Offered as three weekly sessions serving 45 girls, the summer program supports and educates girls about self-esteem, body image, healthy relationships and reproductive health.</p> <ul style="list-style-type: none"> ● Expended: \$4,500.00 of \$4,500.00. ● 43 youth completed the program, of which 14 were African American or bi-racial African American, 6 were Hispanic, 1 was Asian/Pacific Islander, 1 was Native American, and 21 were White. ● Performance Measure 1: 80% of youth participating in after-school, weekend, Spring Break and summer programming will report, through pre- and post-survey documentation, an improvement in skills developed during the service period. <ul style="list-style-type: none"> ○ Result: 88% of participants reported an increased ability to identify the factors of conflict resolution. ○ Result: 88% of participants reported an increased ability to identify the roles of individuals in a bullying situation. ● Performance Measure 2: 90% of participating young will identify the factors of conflict resolution. <ul style="list-style-type: none"> ○ Result: 88% of participants reported feeling more confident about going to middle school and knowing how to handle a bullying situation.

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

Agency	Program Name	Program Descriptions and Outcomes
ArtForce Iowa	Youth Artist Project	<p>Iowa Arts in Education dba ArtForcelowa provided the Youth Artist Project (YAP). During the summer of 2014, youth had the opportunity to participate in four week-long arts workshops in street art, video production, screen printing, and film acting. Creative projects engaged participants in discussions about academic success as well as offered opportunities to serve their community. Youth in the program are not merely “participants,” but also producers, actors, and artists. They learned workforce readiness skills in an atmosphere that encourages professional behavior. Upon successful completion, they received an award for quality work.</p> <p>The arts workshops were complimented by direct support and case management for participants. ArtForcelowa staff met with participants individually, helping them to set and pursue goals. As the school year progressed, staff monitored participants’ academic engagement, and offered additional support as needed. Ongoing arts workshops allowed youth to pursue their interests throughout the school year.</p> <ul style="list-style-type: none"> • Expended: \$11,976.59 of \$12,455.14 in funds • 48 youth completed the program, of which 30 were African American or bi-racial African American, 5 were Latino, 4 were Asian/Pacific Islander, and 9 were Caucasian • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% of participants were reported by parents to be low income; 82% were non-Caucasian • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 84% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Underreported • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results.

		<ul style="list-style-type: none"> ○ Result: Underreported ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%
Child & Family Policy Center	Voices To Be Heard Summer Enrichment Program	<p>Serving 20 youth—10 male and 10 female—Voices to Be Heard Summer Enrichment Program provided 20 hours a week of educational, community, and life skills enrichment. Life Skills and employment readiness programming provided a direct correlation between pursuing career dreams/successful adulthood with commitment to education. Community engagement emphasis gave youth an opportunity to be empowered by their connection to projects of benefit to others.</p> <ul style="list-style-type: none"> ● Expended: \$11,197.26 of \$13,206.41 of funds ● 12 youth completed the program, of which 10 were African American or bi-racial African American, and 2 were Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% of participants were low income (qualified for free/reduced school lunch) and over 75% were minority youth ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 75% ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% reported an increased desire to continue their high school education and also to explore post-secondary education/vocational programs upon graduation. 100% of students indicated a desired career field that would require at least a high school diploma. 60% reported a career interest that would require a bachelor’s degree. The additional 40% reported a career interest that would require vocational training or certification in a career field. ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% reported an increase. Some of the questions asked on the assessments were, “Where can you find about job openings? What do you do after you turn in a job application? What are three good work habits? What is the difference between a W-2 and a W-4 form?” ● Performance Measure 5: 80% of participating youth will report an increase of community and

		<p>civic responsibility based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 100% of participants reported an increased awareness of their contribution to civil and community life. All youth were provided an opportunity to give back to the community during the program through several outreach options, and 100% of youth participated in one of three projects ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%-- daily pick-ups and drop-offs were made for the participants who needed this support.
<p>Children & Family Urban Movement</p>	<p>Bridging the Gap: Exploring, Learning & Serving</p>	<p>Children and Family Urban Movement (CFUM) implemented a new program to address the difficult transition to middle school from Moulton Extended Learning Center (MELC). Bridging the Gap built on the already successful Gender Specific Programs established by CFUM more than ten years ago. Bridging the Gap extended the school-year connection through Wonder Girlz and Backyard Boyz through summer and into fall as they dispersed into their five new schools.</p> <p>The program began in mid-May FY14 with activities integrated into the Fifth Grade Crew and the Wonder Girlz programs. In May these thirty rising sixth grader:</p> <ul style="list-style-type: none"> ● Completed pre-assessments to measure school and career interests, academic engagement, employment skills and knowledge and sense of community and civic responsibility ● Identified the middle school they are most likely to attend ● Attended a family program where they received information about Bridging the Gap ● Received a reading list and times they can use CFUM Nooks to read during summer break ● Had an orientation to Forest Avenue Library so they can check out books throughout the summer and research their career and service interests <ul style="list-style-type: none"> ● Expended: \$19,916.00 out of \$19,916.00 of funds. ● 18 youth completed the program, 10 of which were African American or bi-racial African American, 4 were Latino, and 4 were Asian/Pacific Islander. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth. <ul style="list-style-type: none"> ○ Result: Goal met ● Performance Measure 2: 70% of youth who start the programming will complete the programming. <ul style="list-style-type: none"> ○ Result: Goal met, and youth reported feeling more comfortable about going to middle school because they participated in the program.

		<ul style="list-style-type: none"> • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Goal met • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Goal met; youth were able to identify fields of study that they would like to pursue in college outside of typical careers. • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% of youth participated in community service projects by August 1, 2014 • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% of students were able to obtain bus passes if other transportation was not available.
Community Housing Initiative	Ease Into East	<p>The importance of an effective transition to 9th grade is a primary predictor of a student’s long-term success as a high school student and graduate. A student is four times more likely to graduate in four years if they are on track with credits their freshman year. In the fall of 2014, approximately 600 incoming freshmen will enter the doors at East High without study or organizational skills, lacking the knowledge about academic credits or where to go for help and intimidated by the sheer size of the 2,300 student population. The primary goal of “Ease into East” is to build skills, develop relationships and increase engagement of students in the first year of high school. It is the goal to provide meaningful information and activities to 200 students over the course of the summer. Eight cohorts of 25 students will meet in weekly sessions twice a week, totaling eight hours. Students will participate in small and large group presentations that are intended to meet the established program goals.</p> <ul style="list-style-type: none"> • Expended: \$7,554.08 of \$8,717.36 in funds • 116 youth completed the program, of which 28 were African American or bi-racial African American, 26 were Latino, 2 were Asian/Pacific Islander, 1 was Native American, and 59 were Caucasian. • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 80% of youth participating in academic engagement programming were low-income: i.e., they meet the criteria for free and reduced price lunch. ○ Result: 63% of youth were minority youth • Performance Measure 2: 70% of youth who start the programming will complete the

		<p>programming</p> <ul style="list-style-type: none"> ○ Result: 100% ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Student knowledge of the number of credits required to graduate increased from 86% to 94%. Student beliefs in the importance of utilizing a planner to track academics increased from 84% to 93%. Student post-assessments reflected an increased knowledge and comfort level with the building. ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: Pre-assessment results indicate 75% of participating youth had a knowledge of community and civic responsibility. Post-assessment results indicate 100% of youth had knowledge in this area as reflected in the increased responses of volunteer service resource knowledge. ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% of students who struggled with transportation were provided with DART bus tokens to attend the program.
Community Youth Concepts	Career Connect	<p>Career Connect engages youth, ages 9-17, in opportunities that expose them to post-secondary education, viable careers in central Iowa, and components of job readiness. The workshop series, managed by CYC, encompasses the following elements: career networking and exploration, college visits, job readiness workshops, a Student Volunteer Corps, and connection to CYC’s career based mentoring program.</p> <ul style="list-style-type: none"> ● Expended: \$20,000.00 out of \$20,000.00 funds. ● 19 youth completed the program, of which 7 were African American or bi-racial African American, 1 was Latino, 3 were Asian / Pacific Islander, and 8 were Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 78% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 70% (19/27) participated in the majority of the workshop opportunities offered. ● Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results.

		<ul style="list-style-type: none"> ○ Result: 83% of youth who completed Career Connect reported an increase in academic engagement based on the following factors: (1) I can think of many ways to get good grades, (2) I energetically pursue my goals, and (3) I try to do my best at school. ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% of youth who completed Career Connect indicated they had a greater understanding of careers that interest them. ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% of program participants reported an increase in the factors associated with community and civic engagement, such as (1) I am comfortable participating in a volunteer service project, (2) I am confident in my ability to help organize and carry out a volunteer service project, and (3) I am likely to participate in a volunteer service project in the future. ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%; CYC provided transportation to and from every Career Connect event hosted.
DMACC, Evelyn K. Davis Center for Working Families	Summer Youth Experience Program (SYEP)	<p>The SYEP Initiative provided underserved youth between the ages of 14 and 21 with summer employment, volunteer opportunities and educational experiences that capitalized on their individual strengths, developed their skills and competencies, and connected them to positive adult role models. SYEP provided eight weeks of entry level work experience in a variety of jobs at government agencies, hospitals, summer camps, schools, nonprofits, small businesses, landscaping businesses, retail companies and the Evelyn K. Davis Center for Working Families.</p> <ul style="list-style-type: none"> ● Expended: \$20,000.00 out of \$20,000.00 of funds. ● 46 youth completed the program, of which 39 were African American or bi-racial African American, 5 were Latino, 1 was Asian / Pacific Islander, and 1 was Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 90% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 88% ● Performance Measure 3: 80% of participating youth will report an increase in academic

		<p>engagement based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 87% went on college tours to AID, Iowa State and 2 DMACC Campuses, increasing their desire for post-secondary education completion. ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% took the ETO Work Readiness pre-test, 88% completed the program in its entirety, which includes instruction in soft skills, Financial Literacy, NCRC Testing and college visits ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% participated in Jazz In July clean up along the 6th Avenue Corridor. 88% also participated in packing almost 3000 meals for “Meals from the Heartland” ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100% were provided transportation, either by using their school IDs to ride DART for free, or taxi services which were provided for youth outside of the bus routes.
Jewels Academy	Young Emerging Scientists (Y.E.S.)	<p>Y.E.S. is a summer science orientation program of Jewels Academy designed to increase exposure of math and science opportunities to underrepresented girls grades 4th-9th. Through participation in four Summer Saturday workshops of four hours each and two Fall workshops of three hours each, each girl gains hands-on, interactive experience. The curriculum for the program is adopted from best practices developed by female engineers, federal bureaus, health professionals, and national science initiatives. The goal of the program is to provide young girls with an appreciation and understanding of Science, Technology, Engineering, and Math (S.T.E.M.) subjects that may eventually lead to opportunities to pursue careers in those fields.</p> <ul style="list-style-type: none"> ● Expended: \$6,229.04 of \$6,778.00 in funds ● 6 youth completed the program, 5 of which African American or bi-racial African American, and 1 Caucasian. ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 86% ● Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 89% ● Performance Measure 3: 80% of participating youth will report an increase in academic

		<p>engagement based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 80% reported an increase in liking Science and overall liking school ● Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% showing an increased knowledge of employment skills: 100% reported an increase in effective time management, 83% improved oral communication skills, 84% improved their written communication skills, 83% improved critical thinking skills, and 83% showed an increased ability to work efficiently with individuals from a variety of backgrounds ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 80% ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%
ManUp Iowa	ManUp Iowa Mentoring Program	<p>ManUp Iowa is a group mentoring agency with multiple contracts and partnerships with other agencies in the Polk County area.</p> <p>“Empowering young men to make positive life choices who can go on to live successful lives in the community, home and at school.”</p> <p>ManUp Iowa works diligently to serve and empower a diverse amount of pre-adolescent and adolescent male youth ages 9-17 in the Polk County area. The program is located primarily in the Des Moines Public schools but has not been limited to only the schools since its launch in 2012.</p> <p>ManUp Iowa expanded already active programming to fit the needs of this grant opportunity by using evidenced based curriculum and unique programming that is already in place. The ManUp Iowa team and facilitator of the curriculum used specific chapters and programming (mentoring-speakers) to deliver educational opportunities.</p> <ul style="list-style-type: none"> ● Expended: \$15,077.46 of \$17,319.65 in funds ● 50 youth completed the program, of which 27 were African American or bi-racial African American, 4 were Latino, 1 was Asian/Pacific Islander, and 18 were Caucasian ● 100% of program participants were at-risk youth referred to the program by Mental Health providers, school staff, JCOs, Judges, and DHS Workers ● Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 95% of youth were low income; 62.5% of youth who participated in the program

		<p>were minority youth.</p> <ul style="list-style-type: none"> • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 89% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 66.6% • Performance Measure 4: 80% of participating youth will report an increase in employment skills and knowledge based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 70% • Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% • Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%-- all youth who required transportation were provided it
Oakridge Neighborhood Services	Career Link— Academic Success (CLAS) Project	<p>The CLAS Project is designed to create a supportive learning environment for all participants. Students will engage in a wide range of specifically tailored experiences that allow them to complete the program with an understanding of the direct link between academic achievement and future career aspirations, the basic skills needed to find and keep a job and achieve basic financial literacy, and the value of giving back to their community through service learning projects.</p> <ul style="list-style-type: none"> • Expended: \$15,169.35 of \$17,118.43 in funds • 10 youth completed the program, all of whom were African American or bi-racial African American. • Performance Measure 1: 75% of youth participating in academic engagement programming will be low-income, Minority youth <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 2: 70% of youth who start the programming will complete the programming <ul style="list-style-type: none"> ○ Result: 100% • Performance Measure 3: 80% of participating youth will report an increase in academic engagement based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 87% • Performance Measure 4: 80% of participating youth will report an increase in employment

		<p>skills and knowledge based on pre- and post-assessment results.</p> <ul style="list-style-type: none"> ○ Result: 90% ● Performance Measure 5: 80% of participating youth will report an increase of community and civic responsibility based on pre- and post-assessment results. <ul style="list-style-type: none"> ○ Result: 100% indicated a desire to continue community engagement opportunities. 100% participated in a variety of opportunities, including: Check Out Our Hood—Voices and View of Oakridge, Summer in the City—Urban Core Project 2014, and Little Free Library Construction ● Performance Measure 6: 100% of youth who do not have transportation to programming will be provided transportation options. <ul style="list-style-type: none"> ○ Result: 100%
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FY15 Other Special Projects under DCAT5-14-160, Youth, Family & Community Supports

Agency	Program Name	Program Descriptions and Outcomes
ISU Extension & Outreach for DMPS – Scavo	Portable Challenge Training	<p>This grant supported a customized, 2-day Portable Challenge Training for up to 20 Des Moines Public School teachers to help build leadership among students. Portable Challenge brings outdoor challenge course activities inside. The training focused on age-appropriate challenges and the principles behind team building. The Training included an activity manual and a kit for each teacher participant to use for future portable challenge programming with students.</p> <p>The Portable Challenge Training impacted many schools and programs that provide direct instructions and/or programming to students. There were 19 participants with 5 elementary, 3 middle and 4 high school/programs represented by teachers. In addition, Lincoln High School was represented by the Community School Coordinator and 3 additional staff represented the 21st Century Programs across the DMPS District.</p> <p>Some of the ways that participants will use the Portable Challenge include:</p> <ul style="list-style-type: none"> ● PE and classroom teachers plan to use it as a mechanism to build community, skill development and as a method to discuss transitions from 5th to 6th and 8th to 9th grades. ● Scavo (alternative school) teachers work with many of the most at-risk students from across the district. They will incorporate Portable Challenge into the classroom and using the strategies to build leadership skills among their Phoenix Ambassador student team. The ISU Extension Adventure Learning Center will assist during the next year at Scavo as a leadership development

		<p>strategy is developed and implemented school-wide.</p> <ul style="list-style-type: none"> • Three 21st Century staff participated and they will develop a plan to incorporate the Portable Challenge in all of their after-school programs. • Community! Youth Concepts participated in the training to learn additional methods of skill development to incorporate into the agency’s delivery of after-school programming. • The Orchard Place School Program will incorporate these strategies into all PE classes at all grade levels within their residential treatment programming. • The Lincoln Community School Coordinator will incorporate Portable Challenge into transition programming that will be offered to all incoming 9th graders. • Expended: \$2,395 out of \$3,000.00
ISU Extension & Outreach	Neuroscience of Bias Training	<p>John-Paul Chaisson-Cardenas provided a half-day training open to the public on the topic “From Neurons to Organizations: Reducing Disproportionality and Disparate Outcomes for Children and Families of Color.” The presentation was set up as an interactive training "game" designed to strengthen community leaders’ and professionals’ ability to understand and work with the causes and effects of racial and economic disproportionality. The experience brought together readily available neuroscience research and disproportionality data in a fun, personal and interactive manner that mobilized participants to better digest, integrate and apply research and evaluation into their efforts. The training is made to feel like playing a game with the side benefit that participants learn how disproportionality occurs in areas such as education, health, wealth/income, child welfare and the juvenile justice system. Over 60 people attended the training from a variety of communities and organizations in Polk County.</p> <ul style="list-style-type: none"> • Expended: \$49.94 out of \$1,000.00
Ron Mirr Consulting	Grant Writing Training	<p>Open to Polk Decat/CPPC Agency partners and organizations, this 2-day workshop was intended to introduce participants to the practical skills they would need to begin the development of grant proposals which, in turn, would help them to diversify their funding and remain sustainable, thus, being able to continue to provide services to at-risk youth and families. Participants learned insights into how grants work, finding funding, choosing the appropriate grant, grant review an how to plan grants. They also learned how to conduct a needs assessment, evaluate grants, write and publish grants and post submittal activities normally associated with grants. The maximum number of participants we could support for this training was 50 which we achieved along with a waiting list for others. This was provided free to community partners. The trainer, Ron Mirr, is arguably one of the best grant and non-profit management trainers in the Midwest</p> <ul style="list-style-type: none"> • Expended: \$5,254.74
Ron Mirr	Non-Profit	<p>Again, open to Polk Decat/CPPC Agency partners and organizations, this 2-day workshop “Do any of our</p>

Consulting	Management Training	<p>programs really work” was the second of the 2-part series and intended to help anyone who provides services to clients or students understand the effects of their work. Workshop information included: (1) an easy to understand description of what program results really are; (2) instruction on how to develop reasonable results for a program; (3) training on how to select a manageable number of results to track; (4) information on how to effectively incorporate results data into agency planning and management efforts; and (5) training on methods for sharing agency program results with those outside your agency. The workshop employed a variety of teaching formats including lecture, small group exercises, and multimedia presentations. The workshop was designed to give participants the practical skills they need to understand and use results data to improve their programs and services.</p> <ul style="list-style-type: none"> • Expended: \$4638.47
Charlie Appelstein	No Such Thing as a Bad Kid Training	<p>Youth Emergency Services & Shelter, supported by Polk Decat, was able to bring noted trainer Charlie Appelstein to Des Moines to provide instruction on a more positive, strength-based approach to guiding children and youth, especially those who are in shelters and group care. The core of the training is to provide workers with tools to understanding and responding to children and youth who are struggling with emotional and behavioral challenges using a positive, trauma-informed strength-based approach. This strategy is at the core of the Positive Behavior Network mission, which is to organize community agencies to collaborate on bringing training to all staff that provides the tools and expertise to approach at-risk kids’ behaviors from a place of strength, focusing on the positive rather than the negative of the behavior and, therefore, building resiliencies rather than incurring further trauma.</p> <ul style="list-style-type: none"> • Expended: \$1,520.00 out of \$2,000.00
Al Exito	Padres Unidos Al Exito (Parents Together for Success)	<p>This program was comprised of a series of educational, skill building experiences for Latino parents and youth to promote high school graduation and plan for post-secondary education. Unidos provided several opportunities for Latino parents to engage, learn and build their comfort level to support their child’s education. Research shows that Latino families value education; however, many parents have very limited experience with the U.S. educational system and may not understand school expectations for their students or for their role as parents. Many parents are unfamiliar with terms frequently used when talking about education, have limited awareness of the expectations of schools and graduation requirements and lack relationships with staff within the schools. Unidos designed culturally-relevant experiences for parents, in Spanish and in English, delivered by first-generation college students, to bridge the gap between home and school.</p> <ul style="list-style-type: none"> • Expended: \$3,640.11 out of \$5,000.00 • Activity 1: Al Exito will provide a series of educational, skill building experiences for Latino parents and youth to promote high school graduation and plan for post-secondary education. • Performance Measure 1: Al Exito will send a monthly report containing information on levels of

		<p>participation, activities and comments</p> <ul style="list-style-type: none"> ○ Result: Padres y hijos hablamos y planeamos mi future para después de la preparatoria/ Parents and Children talk about and plan for their future after high school. ○ Sé cuales son los requisitos necesarios para graduarse de la preparatoria/ Parents and their children know the requirements to graduate from high school. ● Activity 2: Parents attending the Al Exito trainings will gain an increased understanding of the education processes, application for financial aid and college opportunities. ● Performance Measure 2: 80% of participating parents will report an increased understanding of the education processes, application for financial aid and college opportunities. <ul style="list-style-type: none"> ○ Result: Si tengo preguntas, yo sé quién está relacionado con la educación en la escuela y a quién puedo contactar/ If parents have questions, they know who at school to contact ○ Me siento cómodo contactando al personal de la escuela para pedir ayuda relacionada con la educación/ Parents feel comfortable asking school staff for help with their education questions.
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FY15 Providers' Advisory Meeting Dates and Speakers

8/20/14	Henny Ohr – Ethnic Minorities of Burma Advocacy and Resource Center (EMBARC) – Services to Refugees from Burma
10/15/14	Doug Stodgel – Polk County General Services – Services available and eligibility requirements for Polk County General Services, Subsidy Foods and Family Enrichment Center
11/19/14	Kenya Rocha, Kellie Paterson & Bonnie Mikelson – Mosaic Family Counseling, Child Guidance Center and EMDRIA Regional Network – EMDR versus TFCBT panel discussion on methods for treating trauma
1/21/15	No speaker – breakout groups to identify and discuss Polk issues, gaps and barriers (needs assessment) related to children and families at risk
2/18/15	Samantha Thomas and Robert Kupitz – Global Arts Therapy and Refugee Resource Center – Local innovative services to Refugees
4/15/15	Tammera Bibbins, et al – Regional Child Protection Center – What everyone needs to know about what child predators are thinking
5/20/15	Cheryl Garland – Integrative Counseling Solutions – Brainwave Biofeedback treatment for PTSD and ADHD

6/17/15	Kellie Markey – Dorothy’s House – Safe house for female victims of Human Trafficking
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FY15 Polk Decat Quarterly Steering Committee Meetings, Discussion & Determinations

7/11/15	Refugee Immigrant Guide RFP need for bid evaluators, review of FY14 Polk Decat budget and performance, special projects that Polk Decat could support with some of the unencumbered funds, CPPC update
10/10/15	Refugee Immigrant Guide new contractor, FY15 budget and performance, Zero To Three RFP need for bid evaluators, Mini-grant evaluation, FY15 Annual Plan review, review of the 3-year-old needs assessment, officer tenure and changes
1/9/15	New member acceptance, review of FY15 budget, RFP bid evaluators needed for Sex Offender Treatment, Re-entry and Transitioning Youth Services and Kinship RFPs, contract performance review, FY16 planning discussion
4/10/15	Discussion and recommendations on training for youth and parents on issues related to sexting and assessment and treatment for very young sex offenders, re-thinking training for RIGs

Community Partnerships for Protecting Children Major Activities

Refer to more detailed CPPC activities after Lessons Learned.

11/1/14	<p>First Annual Resiliency Rally - The Neighborhood/Community Networking (NCN) Team launched the inaugural Resiliency Rally Project in April, 2014. Several Public Service Announcements were made through the CPPC distribution list. The NCN team also canvassed various communities, churches, organizations, schools and meetings asking for people to nominate Teen Resiliency Candidates, young women and young men ages 13-19. The Neighborhood/Community Networking Team held open meetings with the community to make our final selections. Our sole purpose was to identify 10 amazing resilient teens and bring their village and the community together to recognize and celebrate their journey. Additionally, we rallied the partnership of local churches, organizations, community members, schools and CPPC partners. Polk Decat, CPPC, The New Life Center with Pastor Jamel Crawford, The African American Youth Leadership Forum and a select group of community members and Neighborhood/Community</p> <p>Networking partners played a significant role in resourcing the Resiliency Rally. Each recipient selected a person from their village to speak to their resiliency. Each recipient was awarded a plaque (All Donated by The African American Youth Leadership Forum) and a Gift Card (11 supported by Polk Decat and CPPC, 1 Donated by Bobbretta Brewton) that was specific to their passion/interests thus contributing to their resiliency.</p> <p>The 2014 Resiliency Rally was an amazing experience and potentially a defining moment in the young lives of the 12</p>
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	Resiliency Award Winners. The Neighborhood/Community Networking Team has collectively set a goal to strive towards making the Resiliency Rally an annual occurrence.
11/14-12/14	Targeted Courageous Conversations – The Polk CPPC Policy and Practice Change (PPC) team organized a series of conversations with local Parent Partners specific to their experiences with DHS and their suggestions for improving the understanding of procedures and processes by parents newly involved with DHS. One of the outcomes of these conversations was the development of the At-A-Glance trifold that summarizes the appeals process, includes commonly used acronyms along with their definitions and a place to record important contacts, such as their Social Worker, FSRP workers, etc.
5/14/15	Town Hall Meeting – A joint venture between the CPPC Policy and Practice Change (PPC) strategy team, Polk MYFI and DHS to provide a forum for concerned people in the community to approach DHS with their experiences and a way for DHS to communicate updates on initiatives that address disproportionality and disparate outcomes for African Americans involved in Child Welfare.
6/6/15	<p>Community Champions Celebration – The Neighborhood/Community Networking Team (NCN) hosted the first of its kind Community Champions Celebration for the following purposes:</p> <ol style="list-style-type: none"> 1) Celebrate “Champions” within the community that embody the spirit and mission of Polk Community Partnerships. “Champions” who have diligently served and worked towards empowering and enriching the lives of African American children as well as children of every hue. 2) Raise awareness for the mission, work and various initiatives or Polk Community Partnerships. 3) Broaden the reach of Polk Community Partnerships into the various communities and expand our network of partners. <p>Our Community Champions represented a richly diverse group of individuals working diligently in their respective roles to genuinely enrich and empower the lives of young people. There was an extensive process in selecting the 2015 Community Champions. We utilized our massive Community Partnerships distribution list to spread the word throughout the various communities that comprise Polk County. Additionally, the Neighborhood/Community Networking Team collectively put their feet on the ground to go in every direction to share the concept of Celebrating Champions within the community. The Neighborhood/Community Networking meetings were completely open to Community Partnership Partners, Community Members and anyone who wanted to participate in any and/or all of the process. The Neighborhood/Community Networking Team fielded any and all potential nominees over a span of approximately eight weeks. Upon receiving the list of potential nominees, open meetings were held to collectively select our 12 Community Champions for 2015.</p> <p>The Celebration occurred on June 6, 2015 and included an Inspirational message, a Meal and an Awards Ceremony. There were approximately 80 folks in attendance representing a broad and diverse cross section of the community. Several NCN and other community members donated the space, food, plaques for the award recipients and time to making the celebration a success.</p>

Contracts

<u>Contract Number</u>	<u>Contractor Name</u>	<u>Service provided</u>	<u>Funds expended</u>
DHS Programs			
DCAT6-10-213	Mid-Iowa Family Therapy Clinic	Kinship & Family Connections	\$99,073.51
<p>Mid-Iowa Family Therapy Clinic, Inc provides kinship caregivers with information, concrete supports and informally will increase their ability to care for the children in their home by increasing their protective capacities. In addition to these services, Mid-Iowa provides five ten week Incredible Years Parenting Groups utilizing the evidence based curriculum. These open community groups will target age specific children with groups focusing on ages 0 – 12 months & 1 – 3 years old; ages 3 – 6 years old and the age group of ages 6 years and above.</p>			
Outcome:	<p>Mid-Iowa served 152 with Kinship concrete supports and 113 with Incredible Years parenting groups. The Kinship Support is measured by family unit and not total individuals. 100% of families served through Kinship Care Concrete Supports had individual (family) analysis of supports completed that addressed their situation and needs to maintain the stability of the relative placement, such as transportation, medical, beds, food, utilities, etc. The Incredible Years Parenting groups were heavily used by DHS clients and outside interested parties but not necessarily by Kinship caregivers. FY15 was the final year of this contract but the services were put out to bid and will be continued into FY16 under DCAT5-16-003. Funds from 5/31/13 SAM designation specific to Specialized Contracts and FY15 MYFI funds.</p>		
DCAT5-14-016	Polk County Attorney	Criminal Records Checks	\$12,000.00
<p>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.</p>			
Outcome:	<p>The contractor provided 1287 background checks in FY15. Funds from 5/31/13 SAM designation, specific to Specialized Contracts.</p>		
DCAT5-14-017	Polk County Attorney	Diversion & Mediation	\$20,360.00

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.			
Outcome:	There were 20 Mediations provided through the Contractor for FY15. The contractor also bills for Diversion letters and 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. Funds from 5/31/13 SAM designation, specific to Specialized Contracts.		
DCAT5-12-075	Polk County Health Services	Decat Staff	\$139,109.62
Provide coordination and fiscal agent services for Polk County Decategorization staff, which includes the Decat Coordinator and the Decat Assistant.			
Outcome:	No Quarterly report is required from this program. The Decat Coordinator and the Executive Director of PCHS work closely to keep the budget and monthly expenditures in line with program and budgetary guidelines. The Executive Director of PCHS provides monthly statements to the Coordinator. Kristine Hauptmann started as the new Decat Assistant in March, 2015, replacing Jennifer Christensen. The Decat Board approved the addition of a Project Coordinator position, which is actually the resurrection of a former position from years back, to assist in managing the variety and volume of special projects that Polk Decat is involved in. Funds from FY13 and FY14 Decat Allocation.		
DCAT5-14-159	Visiting Nurse Services of Iowa	Fatherhood Initiatives in Polk County	\$46,408.49
This Contract is for the provision of services that engage non-custodial fathers with their children which includes but is not limited to Guided Supervised Visits and Paternity Testing.			
Outcome:	The Contractor served 13 families with Guided Supervised Visits (GSVs) in FY15, which is well under the target of 25. However, a total 146 fathers were provided services other than GSVs, such as Paternity Testing and initial legal guidance. Funds from 5/31/13 SAM designation specific to Specialized Contracts, FY15 MYFI funds and the 5/30/14 Chief designation for at-risk youth.		
DCAT5-14-160	Polk County Health Services	Youth, Family & Community Supports	\$54,994.38
The contract will support services and activities that address youth self-esteem and behavior, parent, and partnering agencies' skill-building as well as initiatives of Polk Community Partnerships for Protecting Children.			
Outcome:	Several services were covered under this contract, including the Decat mini-grants. See above report for the mini-grant and project summaries and outcomes. CPPC initiatives were supported under this contract (with DHS State Carry-over dollars) as well as 1 session of the Strong African American Families (SAAF) parenting class. Funds from 5/31/13 SAM designation for Specialized Contract, CPPC strategies, "other service needs", also from the 10/11/13 SAM designation for CPPC Strategies,		

	and the 8/16/13 Chief designation for delinquency diversion and early intervention services.		
DCAT5-13-184	Children & Families of Iowa	Fiscal Agent Wraparound Services	\$220,158.44
This contract serves as a vehicle to provide various wraparound services to DHS involved families and children. The most common types of assistance include monthly bus passes, bus tokens, Walmart cards (food, clothing, baby supplies, bedding, etc.) and Kum & Go cards for gasoline. Also covered by these funds are Psychological Evaluations and counseling sessions, rental assistance, utility assistance and various other forms of transportation.			
Outcome:	Juvenile Court Services added funds to this contract again in FY15 to provide concrete supports to their youth and some of the parents who had needs being able to get youth to services. With the exception of one DHS and one JCS Supervisor, most Supervisors spent well under their budgeted amounts. 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. In FY15, charges for court-ordered transports, paternity testing, and psychological evaluations discontinued to be paid for out of this contract. The Contractor again provided exceptional service under this contract, with most checks processed under 24 hours. Contractually, they have 5 business days to process non-emergency checks and 24 hours to process an emergency check. Funds from 5/31/13 SAM designation for Flex funds and FY15 MYFI funds as well as the 3/28/14 Chief designation for Flex/Wraparound funds for youth.		
DCAT5-13-188	Children & Families of Iowa	CPPC Administration	\$22,000.00
This contract covered services related to administration of approaches and activities associated with Polk Community Partnerships for Protecting Children.			
Outcome:	Tommy Ross continued to provide CPPC Coordination Services as an independent contractor. Tommy initiated a Resiliency Rally, which highlighted the efforts of 12 community-nominated youngsters who had overcome extreme challenges to be successful in school and the community. He also initiated a Community Champions celebration which recognized 10 community-nominated local folks who expend extraordinary efforts to help others in the community. Details are outlined above in the CPPC Major Activities section. The Contractor provided support for Town Hall meetings and another set of Courageous Conversations with Parent Partners to gather suggestions for how to make DHS navigation easier for clients to understand. Funds from the FY15 CPPC allocation and FY15 MYFI funds.		
DCAT5-15-002	Youth Emergency Services & Shelter	PRC Nurse Services	\$57,073.24
The PRC Nurse service will assist the Agency in obtaining health information for children removed from their families for safety reasons. The PRC Nurse service was originally a part of the FTM contract where the Contractor received specialized funds for the provision of these services. When the funds were no longer available, the service was eliminated. It proved to be valuable for getting immunization and medical record information in the case files as well as identifying physical and developmental issues early on in a case.			
Outcome:	The services started off rocky as the Contractor was initiating a new internal reporting system. They were unable to produce the medical report summaries in a timely manner. They also had two part-time nurses who were unable to continue to		

provide services. One nurse was consistently helpful and engaged as she had provided this service in years past. By the last half of the fiscal year, the contractor was able to provide report summaries in a timely fashion. A total of 120 children were served by PRC Nurse services in FY15, with 58 recommendation reports provided to Agency staff. Also, 7 foster families were provided with additional support. Funds from the 5/31/13 SAM State and PSSFP designation for FTMs.

DCAT5-15-007	Visiting Nurse Services	Refugee Immigrant Guide	\$37,320.26
<p>An RFP and eventual contract was created to develop and deliver specialized training for Community Guides to assist Refugee and Immigrant families and youth who are system involved or at risk of becoming system involved to connect with appropriate community resources and to successfully navigate and self-advocate in Child Welfare and Juvenile Court processes. A Refugee Immigrant Guide, or RIG, is a person who is versed in the language and culture of a local refugee or immigrant group, who is trusted within that community, who have a knowledge of community resources, who have a knowledge of Department of Human Services and Juvenile Court Services systems, who can assist at-risk youth and families within their language/culture to access resources to keep them from becoming systems-involved, and who can assist youth and families who are systems involved to appropriately self-advocate and understand steps to successful case closure. A RIG's involvement with at-risk or systems involved youth and families will be sporadic in nature and most likely a small portion of his/her work within the community or with his/her employer.</p>			
Outcome:	<p>To develop the RFP for this service, a Stakeholders' group was created that included the DMSA SAM, a SWA, a JCS Supervisor, the Bureau of Refugee Services Bureau Chief and Specialist, and the DMSA EO1. The team was able to come up with an RFP that we hoped was nimble enough to change with whatever was encountered, knowing that we were certain to learn a lot in the process. Another Stakeholders' group was developed after the Contract was awarded for the purpose of developing the training and RIG requirements. It was evident after some stalling in the training development that DHS and JCS needed to map their processes for handling refugee cases. PDSAs were initiated to begin documenting processes and procedures, and the points at which the RIG would be invited to assist in a case. The PDSAs also provided a better platform for DHS and JCS to develop their 101 trainings for the RIGs. Another discovery, as indicated in the Key Activities section, an additional layer of advocacy was required in order for the RIGs to better learn their role, how to navigate the systems and provide more accurate and meaningful assistance to youth and families. Funds from the 5/31/13 SAM designation for Specialized Contracts and Family Assistance.</p>		
DCAT5-15-126	Polk County Health Services	Community Projects	\$274,385.44
<p>The purpose of this Contract is to support programming, services and activities that will cover the following Polk County Decategorization initiatives, in response to provider and community member feedback on local needs, issues, gaps in services and barriers: Parenting classes in the community, especially those that serve clients of the Agency and parents of youth involved in Juvenile Court Services Youth transitioning to adulthood Emergency Respite, especially for families who have children on the waivers waiting list, that assists families in reducing stressors at home in coping with children with special needs and challenges.</p>			

Refugee and Immigrant parent and youth skill-building, especially in the areas where cultural practices of parenting conflict with those in the United States			
Youth after-school, spring break and summer programming that keeps youth safe at times when there is less supervision and that provides opportunities for skill-building in academics, employment, the arts and community service learning as a method for building self-esteem and, in turn, developing resiliencies. Engagement of parents/caregivers should be a component of the youth skill-building programming.			
Outcome:	Please refer to the above table for DCAT5-15-126, Community Projects. Funds from the 5/31/13 SAM designation for Specialized Contracts and Family Assistance.		
DCAT5-15-232	Children & Families of Iowa	Zero To Three Coordination Services	\$13,439.71
This Contract was developed for the purpose providing short-term services related to Coordination of the Zero To Three (ZTT) initiative in Polk County, which is to strengthen and enhance the capacity to achieve safety, permanency and well-being for infants and toddlers in foster care, plus create and continue momentum for collaborative approaches to meeting the developmental needs of infants and toddlers in foster care. The Contractor will demonstrate a knowledge of local community early childhood services including early care and education, health, mental health, child welfare and early intervention; the ability to work collaboratively with a multidisciplinary group, knowledge of issues related to child abuse and neglect, knowledge of juvenile and family court functioning, background in infant/early childhood development or related fields, experience with systems of change and community collaboration and the ability to work effectively across agencies and disciplines.			
Outcome:	100% of referred cases were accepted by the Contractor, and all involved parents were contacted to determine if further service referral needs and additional available services through ZTT were offered. Involved families were contacted weekly to check in on basic needs, parenting classes, clothing or other baby supplies. Two stakeholders' meetings were conducted during the 5-month duration of the contract. The National ZTT funds became available in mid-April, 2015, so Decat funds were no longer required to sustain the program. Funds from the 5/31/13 SAM designation for Specialized Contracts and Family Assistance.		
DCAT6-10-003	Visiting Nurse Services	Family Team Meetings	\$355,797.50
The Family Team Meeting Partnership (FTMP) is collaboration with the Department of Human Services (DHS) and three community agencies that contract to provide Family Team Meetings in Polk County. Visiting Nurse Services of Iowa (VNS of Iowa) is the lead agency with Youth Emergency and Shelter Services (YESS), and Iowa Mediation Services (IMS) as sub-contractors.			
Outcome:	One particularly weak area for this contractor continued to be providing Surveys at the end of the FTMs. Although the revised state guidelines actually required surveys to be disseminated less frequently, several parties did not like the new survey format and did not fill them out. In FY15, there were 391 new referrals for FTMs, which is a decrease of 65 from FY14. There were 156 regular FTMs, 223 PRCs, 961 Follow-up FTMs, and 1 Specialized FTM for a total of 1341 FTMs. In addition, there were 13 Hand-off meetings, 3 Cancelled FTMs and only 4 FTMs that were co-facilitated. This is very close to the outcomes for FY13 and FY14.		

Although FTDM services were incorporated into the statewide FSRP RFP/Contract for FY16, FY15 was going to be the final year for this contract. Funds from the 5/31/13 SAM State and PSSFP designation for FTMs as well as FY15 MYFI.

JCS programs			
DCAT6-10-001	Woodward Youth Corp	Sex Offender Treatment	\$189,524.54
<p>The outpatient sexual offender treatment program began in March 2007. Participants 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>			
Outcome:	<p>A total of 54 youth were served under this contract in FY154 compared with 56 youth served in FY15 and 43 youth served in FY13. WYC completed 90% of the Psycho-Sexual evaluations within 30 days of the request by the JCO and 100% of the youth had case plans written and implemented within 30 days of their case initiation. All clients are provided with discharge plans and referrals upon discharge to continue working on social skills. No clients required electronic monitoring in FY15. The contract was increased mid-year from \$190,000.00 to \$200,000.00 to address the increase in Psycho-Sexual assessment, although the contract ended up operating \$10,475.00 under the increased value. FY15 was the final year for this contract and it was put out to bid under RFP DCAT5-16-001. Funds from the 4/7/14 Chief State and TANF designation for Sex Offender Evaluation and Treatment.</p>		
DCAT6-10-002	Woodward Youth Corp	Reentry & Transition Services	\$141,286.56
<p>The re-entry program began on July 6, 2006. The participants in the program have historically been involved in the juvenile justice system and upon discharge from placement, many of them return to their communities without a strong support system in place. The program objective is to keep participants out of the adult system by providing educational, vocational and social skills needed to transition from childhood to adulthood.</p>			

Outcome:	<p>Effective 9/1/2014, the Contract was amended to include the coordination of YTDM services, the provision of TIPS books to transition-aged youth and the incorporation of transition planning activities. The Contract value was increased from \$150,000.00 to \$165,000.00 to accommodate the additional services, although the increase ended up not being necessary. The Contractor served 131 youth during FY15, compared to 133 youth in FY14 and 103 youth in FY13. 100% of youth received at least one face-to-face planning session prior to discharge from out-of-home placement by utilizing YTDMs and staffings. Also, 100% of new youth had phone contact with Contractor staff within 5 days of discharge from placement. The Contractor coordinated with the DHS Transition Specialist to ensure all transition-aged youth had completed their Casey Life Skills Assessment. The Re-entry Case Manager attended all YTDMs and ensured that JCOs were informed when a YTDM was needed. FY15 was the final year for this contract and it was put out to bid under RFP DCAT5-16-002. Funds from the FY15 Decat Allocation and the 4/7/14 Chief designation for Pre/Post Residential Services Program.</p>		
DCAT5-12-139	PACE- Orchard Place	Community Sanctions	\$125,000.00
<p>The Sanctions programming under this contract provides seven days a week intensive programming to assist youth who violated the terms of their probation. The program staff review the service needs of the youth, depending on the type of violations, the number of violations and community safety issues to determine the level of service a youth receives. Youth can be referred to 6 components of programming: Independent Community Service, Intermediate Sanctions (Mon-Thur), Saturday Sanctions, Probation Violators, Delinquency Impact Group and Restitution. These program components not only serve as a detention alternative for participants but also provide structured programming to youth who may not otherwise receive after-school services. These services include supervision, community service, group sessions and accountability self-evaluations. The Community Service Program provides services for restitution clients on a daily basis and is supervised by Juvenile Court Services. Clients referred to the Restitution component participate in all required programming with the Community Sanctions Program. JCS receives the names of the participating clients and the hours participated on a daily basis.</p>			
Outcome:	<p>There were 616 youth who went through the Sanctions programming in FY15 compared to 638 youth in FY14. In addition, PACE clients served a total of 8767 hours of community services in FY15, compared to 8629.5 hours of community service in FY14, 7357.75 hours in FY13, 4868 hours of Community Service hours for the FY12 contract year and 3318 in FY11. JCS continued to book more clients than the contractor could take at any given time in order to avoid the back-log that can occur when there are more youth than time-slots for community service. This allowed the contractor to operate closer to capacity and provide sanctions programming to more youth per day. The contractor continued to utilize several staff who wanted to get in more hours by working part-time on this contract, rather than use more full-time staff dedicated to this particular project. This actually is a more efficient use of staff for the odd hours this contract entails and is more cost effective. The Contractor provided a list of community service sites quarterly to JCS and the Contract Monitor. The Contractor did not meet the deliverable of 85% of participating youth completing their designated programming or Community Service Project, although they operated just under that percentage. JCS acknowledges that the youth participating in graduated sanctions typically have across the board attendance issues. Funds from the 4/7/14 Chief designation for Community Sanctions.</p>		

DCAT5-12-138	PACE- Orchard Place	Early Services Prevention	\$115,142.52
<p>PACE provides early intervention case management to early offenders referred by Juvenile Court Services. The case management includes the involvement of a school liaison since much of the acting out behavior manifests itself at school.</p>			
<p>Outcome:</p>	<p>PACE served 75 young offenders under this contract in FY15 compared to 84 in FY14 and 67 in FY13. The contract value was \$107,000 and, because the contractor was unable to be completely paid for all their ESP services for June, 2014 due to the contract value limitation, the value of the contract was increased to \$117,000.00. Also, because the deliverable, “70% of children served by the ESP project will not commit a delinquent act for up to 2 years post service delivery” was considered to be too far outside time when the youth are involved in programming, that deliverable was deleted and replaced with “100% of the time the Contractor will include in Quarterly Reports the numbers and percentages of youth served by the ESP project who commit a delinquent act during the 2 years post service delivery versus those who do not commit a delinquent act during that same time period. The data will include aggregate numbers on the types of delinquent acts committed within the 2 year post service delivery period.” The Contractor continued to provide Love & Logic parenting classes to engage parents, after-care services and they will not release the youth from programming until he/she is matched with a mentor. Parent engagement still is a struggle but they sustained offering to provide one-on-one Love & Logic classes in the parents’ homes. Funds from the 4/7/14 Chief designation for Early Services Project Diversion and the 8/16/13 Chief designation for delinquency diversion and early intervention services.</p>		
DCAT5-13-182	Innovative Learning	Psychological Evaluations	\$51,000.00
<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>Outcome:</p>	<p>There were 141 psychological assessments requested or referred during FY15, with 129 completed, compared to 109 requested and 92 completed in FY14. Out of that number, 95% resulted in a diagnosis and 18 of the cases were for competency, which has been on the increase in Polk County Juvenile Court. As is the case every year, the contractor used up contracted funds in mid-April, but the contractor continued to provide service to JCS throughout the end of the fiscal year.</p>		

	Funds from the 4/7/14 Chief designation for psychological evaluation services for youth.		
DCAT5-14-200	Department of Inspections & Appeals	Specialized Transition Youth CASA Training Development	\$31,500.00
<p>The purpose of this Contract is to develop programming, marketing and training for a new Specialized Transition Youth CASA. Many youth under the supervision of Juvenile Court Services reside in some level of out of home placement. A large number of these youth are age 16 and older and face the prospect of aging out of the system at age 18 with greatly diminished supervision after a stretch of highly structure living. In order to help these youth bridge successfully from the juvenile justice system to adulthood, a highly specialized Court Appointed Special Advocate program will be developed to provide advocacy and support for these youth for one to two years prior to their discharge from court supervision up to the age of 21, with priority being given to JCS youth, to youth who are not returning to their parental home and to youth who are not eligible for other transition programs. The program involves a joint effort between the 5th Judicial District, the Department of Human Services, the state's CASA program under supervision of the Iowa Child Advocacy Board and other service agencies in the district that provide transition support for youth exiting the juvenile justice system.</p>			
Outcome:	<p>This short-term contract has deliverables with due date time frames. The Contractor met all timeframes and deadlines and have developed training and orientation materials for this Specialized CASA initiative. The contract ended 12/31/2014 and among the lessons learned are:</p> <ol style="list-style-type: none"> 1. Placement location: many youth served were placed outside of Polk County, which made travel for volunteers difficult and costly 2. Place location as it relates to relationship building: youth in placement do not have access to cell phones and, combined with the distance from Polk County, can cause difficulty building relationships 3. Time needed to establish trust: points 1 and 2 added additional time to the critical trust-building period and, with older youth, the time to build trust is limited. 4. Timed needed to manage each case the youth's unique characteristics 5. Recruiting volunteers: it is not as easy to recruit CASA volunteers for older youth <p>Juvenile court Judges, DHS, JCS, attorneys, and many community agencies and volunteers were very supportive of the training development.</p> <p>Funds from the 12/12/13 Chief designation for Specialized Youth Transition program for youth.</p>		
DCAT5-14-222	Polk County Health Services	Youth Academic, Employment and Community Engagement	\$152,785.05
<p>The contract will support programming, services and activities that encourage Low Income, Minority youth who are at-risk of dropping out of school, have dropped out of school, are short of credits or struggling with school to engage in academics and employment with a community</p>			

service component. Youth encountering academic difficulty often feel alienated and disconnected from their environment. External factors such as poverty, family conflict, high-risk behaviors and limited support compound difficulties students are experiencing in school. Youth referred by Juvenile Court Services will be given priority enrollment.			
Outcome:	This contract was effective 5/15/14 in order to capture programming for youth during the summer months to keep them engaged in academics and employment skill-building and into the fall of the upcoming school year. There were 9 mini-grant recipients. The grants crossed over the FY14/FY15 fiscal years and outcomes are reported above in the DCAT5-14-222 table. Funds from the 3/4/14 Chief designation for at-risk youth in Polk County.		
DCAT5-15-189	Polk County Health Services	Technical Assistance	\$6,600.00
Juvenile Court Services in the 5th Judicial District and the Agency in Polk County recognizes that disproportionality and disparity of minorities exists within its system and is making efforts to reduce the disparate outcomes. The purpose of this Contract is to assist Juvenile Court Services in the 5th Judicial District and the Agency in Polk County in this goal by reviewing current practices, determining their effectiveness, identifying successful strategies for a systemic approach and providing organizational technical assistance and training.			
Outcome:	This contract barely got started at the end of the fiscal year. No outcomes will be reportable until after the first quarter of FY16. Dr. Mark Grey and Dr. Michele Devlin from the University of Northern Iowa will be providing most of the Technical Assistance. They met once with JCS staff on developing a plan to address ethnic and racial disproportionality in the juvenile court system. Funds from the 3/4/14 Chief designation for at-risk youth in Polk County.		
DCAT5-15-160	Polk County Health Services	Restorative Justice Services	\$973.62
To provide coordination and program management for Restorative Justice Services for Juvenile Court Services clients in Polk County, including but not limited to: Community Service, restitution, training/skill-building, mediation and other reparative justice acts. This service will evolve over time as JCS is able to determine the best use of the Restorative Justice Specialist through a variety of creative projects, outreach and attempts to think outside of the box when dealing with youth infractions of the law and reparations to victims.			
Outcome:	This contract barely got started at the end of the fiscal year. No outcomes will be reportable until after the first quarter of FY16. Funds from the 3/4/14 Chief designation for at-risk youth in Polk County.		

Lessons Learned/Planning Adjustments

1. FY15 was the year of monumental growth for Polk Decat. With more available funds, more supports could be provided for community based programs. As in previous years, every RFP and Mini-grant solicitation afforded us another opportunity to write better, obtain more stakeholder feedback first, and find out more about our community.
2. In my community work, I noticed that often Polk Decat was not cited as providing funding for a project for which we were either partially or fully funding. For Des Moines Public Schools specifically, Polk Decat is critical to supporting several after-school programs that keep youth busy learning new skills and parents engaged in what their children are doing. We learned to include in mini-grant solicitations that successful applicants must acknowledge Polk Decat in promotional materials that are publicly shared.
3. We had several RFP and Mini-grant evaluation opportunities, two of which had evaluators back-out shortly before the evaluation meeting. The Lesson Learned for me was to be more thorough in explaining evaluator expectations to anyone who volunteers for this duty and to impress upon them the importance of committing to it early on or not at all.
4. We learned so much on the Refugee Immigrant Guide contract that it would take a lot of pages to explain it entirely. However, one of the major Lessons Learned is that when we are stuck on a project, start the PDSA process earlier, breaking the project down into more manageable bite-sized pieces, so we don't spin our wheels and delay progress.
5. With all the grants and contracts under our management, we learned better ways to track expenditures and reports to keep on top of spending. This enabled us to track who was not submitting monthly expenditures, reports, and if funds were underspent or going to be overspent. We also made sure to compare the expenditures to the budget each time the invoices were received to ensure the budget was being adhered to.
6. FY15 was another great year for Polk Decat and we look forward to many more!

Community Partnership Reporting / Evaluation Form

Name of CPPC Site: Polk County

County(ies): Polk

Time Frame: July 1, 2014-June 30th, 2015

Check the Following: Propose Plan Year-End

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

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

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

Community Partnership Involvement

Partner (Categories)	# of professionals involved	FTDM (ICA)*	Shared Decision Making *	Neighborhood Networking	Policy and Practice	# of Comm. members involved*	FTDM (ICA)	Shared Decision-Making *	Neighborhood Networking	Policy and Practice	Comments
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"/>	
Decat		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Empowerment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Neighborhood/Comm. Members*		<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		<input type="checkbox"/>	<input type="checkbox"/>	<input 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faith-base groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health Care		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input 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)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Law Enforcement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government(i.e. City, Co.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice Partners*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economic Supports		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prevention Councils		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Former Clients of DHS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

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

Shared Decision-Making

<p>The SDM Team is currently under construction. We are resetting and rebuilding the Decision Making team and/or process. We have been privileged to have several key SDM members who have served diligently and faithfully for multiple years. They have been planning to transition out of their roles on the SDM team for an extended period of time. All of them continue to provide stellar service within the community and some in others capacities with CPPC. We are incredibly grateful for their investment and involvement as they have championed the mission and work of CPPC. We are actively recruiting invested members of the community as well as partners within CPPC to become a part of the SDM team and/or process. We are also exploring the possibilities of integrating the roles and responsibilities of the "Shared Decision Making Process" into the work of the Policy & Practice Change and Neighborhood/Community Networking Teams. Both of those teams have vibrant and active partnership and participation. We are exploring ways to capitalize on their momentum without hindering or interfering with the synergy and productivity of those respective teams. The goals of the SDM team and/or process will remain the same moving forward.</p>			
<p>The SDM team was unable to meet with regularity during this reporting period.</p>			
<p>Attach meeting agendas.</p>		<p>Are meeting agenda's attached?</p>	<p>Yes: <input type="checkbox"/> No: <input checked="" type="checkbox"/></p>
<p>Recruit new members within the Strategy Teams, Large Group and Community.</p>		<p>This remains to be a central focus and goal as stated above.</p>	
<p>Was your goal met? If no, please explain.</p>		<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>	
<p>Continue working towards reducing disproportionality and disparities within the CWS, engage the communities beyond our base, engage the African American, Latino and African communities, engage the broader network of provider agencies, facilitate organizational and small group trainings that address cultural competency and related matters.</p>		<p>This remains to be a central focus and goal as stated above. Phenomenal work is being done and it will be reflected in other strategy team categories.</p>	
<p>Was your goal met? If no, please explain.</p>		<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>	
<p>Have you identified the goal for the % of community membership on the SDM committee?</p>		<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/> If yes, what 70% Click here to enter text.</p>	
<p>Was your goal met? If no, please explain.</p>		<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>	

Describe how your SDM group has diverse representation.	Polk County has an ever evolving richly diverse population. Our goal is to develop a Decision Making Team and/or Process that is representative and reflective of the community in which we serve.
Is there a community member in the leadership_SDM role?	Yes: <input type="checkbox"/> No: <input type="checkbox"/> Please explain this leadership role. Click here to enter text.

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

Describe strategies to advance to the next level:

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

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.			
<i>*Instructions:</i> Baseline=1 st year at the beginning of year on proposed plan (Yellow). Previous Year=Previous year on progress report (Green). Current Year: Current year on progress report (Green)	Baseline Year Select	Previous Year Select	Current Year Select
Shared Decision Making Survey agree		"1" disagree, "2" mildly disagree, "3" neutral "4"mildly agree "5"	

Shared Decision Making	Description	Baseline Year:	Previous Year:	Current Year:
1. Common Vision:	Members have a shared common vision.	Click here to enter text.	Click here to enter text.	3
2. Understanding and Agreement Goals:	Members understand and agree on goals and proposed outcomes/objectives.	Click here to enter text.	Click here to enter text.	3
3. Clear Roles & Responsibilities:	Roles & responsibilities of Members are clear.	Click here to enter text.	Click here to enter text.	3
4. Shared Decision Making:	All members have a voice and are engaged in the decision making process.	Click here to enter text.	Click here to enter text.	3
5. Conflict Management:	We are able to successfully manage conflict.	Click here to enter text.	Click here to enter text.	3
6. Shared Leadership:	Leadership is effective and shared when appropriate.	Click here to enter text.	Click here to enter text.	3
7. Well Developed Work Plans:	Work Plans are well developed and followed.	Click here to enter text.	Click here to enter text.	3
8. Relationships/Trust	Members trust each other.	Click here to enter text.	Click here to enter text.	3
9. Internal Communication:	Members communicate well with each other.	Click here to enter text.	Click here to enter text.	3
10. External Communication:	Our external communication is open and timely within the broader community and partners.	Click here to enter text.	Click here to enter text.	3
11. Evaluation:	We have built evaluation performance into our activities.	Click here to enter text.	Click here to enter text.	3
12. Understanding of CPPC:	Members have a clear understanding of the Community Partnerships Four Strategies.	Click here to enter text.	Click here to enter text.	3
TOTAL:	(To compile the TOTAL highlight the number, click the “Layout” tab and then click “Formula” [located to the upper right of the screen] and then click “OK”)	0	0	36

Community / Neighborhood Networking

Activities may overlap and meet several goals, or one activity may meet only one goal.	Goals
<p>Please list goal(s): Our goal for NCN is to rebuild the network and establish level 1 in all aspects. Develop a collaborative plan of action and activities, Develop or establish Team Lead, leadership and clarity with respect to the mission of NCN. Engage broader network of providers and Integrated Health Home workers.</p>	<p>Click here to enter text.</p>
<p>Was your goal met? If yes, include this information in prior section. If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p> <p>The NCN team has had an exciting and productive year. The team has really expanded and increased its partnership and participation during this reporting period. The NCN has approximately 12 members who are actively serving <u>within their respective roles in the community as well as with CPPC. The growth of the NCN team has afforded more capacity to build awareness and lay the foundation for greater outreach moving forward.</u></p>
<p>Please list goal(s) for level 2 Neighborhood/Community Networking Activities: None at this time</p>	<p>The NCN team has done some meaningful level 2 work during this reporting period. The team has sponsored two community events to honor members of the community, raise awareness and build greater partnerships. In November 2014, the NCN hosted the first of its kind Resiliency Rally. The community nominated 12 amazingly resilient teens and they were recognized for their ability to overcome obstacles and maximize opportunities. Resilience is key to helping young people and families of color manage and overcome the impacts disproportionality and disparities within the CWS. The NCN team also hosted the first of its kind Community Champions Celebration in June 2015. The community nominated 12 Champions and they were recognized for their stellar service in helping to enrich and empower the lives of young people and families of color within the CWS. It should also be noted that there were numerous additional events, projects and activities that NCN played a primary and/or secondary role in. MLK Service Day at Moulton Academy, MLK Prayer</p>

	Breakfast and Leadership Academy, Evelyn K. Davis Career Day, John Grubb YMCA Leadership Academy, Pearls For Girls Celebration, Amos Hiatt Back to School Bash, Oak Park Elementary Boys Group etc...
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input type="checkbox"/> No: <input type="checkbox"/> Click here to enter text.
Please list goal(s) for level 3 Neighborhood/ Community Networking Activities: The NCN team is working towards hosting bi-annual Resource Fairs. This will connect community members, resources and service providers in a meaningful way while building awareness and expanding partnerships for the mission and work of CPPC.	This goal was established during the very latter part of this reporting period and will be a central focus moving forward.
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input type="checkbox"/> No: <input type="checkbox"/> Click here to enter text.
Please list goal(s) for level 4 Neighborhood/ Community Networking Activities: None at this time	Click here to enter text.
Was your goal met? If yes, include this information in prior section. If no, please explain.	Yes: <input type="checkbox"/> No: <input type="checkbox"/>

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

Based on your activities, circle the level* for Community / Neighborhood Networking that best fits your site: **2**

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

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

<p>Please describe how Family Team Meetings are implemented in your area. Who facilitates? What funding is used?</p> <p>FTM's are implemented on an as needed basis. We have 1 active FTM facilitator. The referrals come from the community, providers and families connect with Polk Decat or Polk CPPC to initiate the process. To my best knowledge, FTM's are provided for through CBCAP funds It should be noted that in spite of numerous efforts to build awareness and establish partnerships with targeted schools, provider agencies, churches and community members the demand for CBFTDM's are minimal. We will continue exploring ways to gain traction with this valuable service moving forward.</p>	
<p>Please list goal(s) for Level 1 Individualized Course of Actions: Develop a team of trained and accessible facilitators, educate the community, provider agencies and targeted schools on the services and benefits of CBFTM's, promote the use of FTM customer evaluation, promote collaboration between facilitators and organizations that serve families</p>	<p>We provided two CBFTDM's during this reporting period. In both cases the families were served well, connected with appropriate services and resources and provided a comprehensive follow up plan to build and sustain their progress and stability moving forward.</p>
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 2 Individualized Course of Action: Establish and maintain on-going best practice groups for facilitators, provide continuing training/education for FTM facilitators</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 3 Individualized Course of Action: None at this time</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 4 Individualized Course of Action: None at this time</p>	
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>

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

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

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

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

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

Policy and Practice Changes

<p>Please list goal(s) for Level 1 Policy and Practice Change: Identify and assess needs for policy and practice change, engage broader network of agencies, receive input from youth, parents community members and professionals</p>	<p>The Policy & Practice Change Strategy Team has done nothing short of stellar and amazing work during this reporting period This team has an incredibly committed core of members that are highly involved in serving the community as well as being champions for the mission and work of CPPC. The PPC Team Lead and core members do a phenomenal job raising awareness to a cross section of community members, providers and professionals specifically as it relates to the need to acknowledge and address disproportionality and disparities for African American children and families within the CWS. The work of the first of its kind African American Case Review Team (AACRT) working directly with Polk DHS, continues to be very significant and central in those efforts. The AACRT continues to meet twice monthly with a strong and well represented DHS contingency to provide consultation for a given African American case. News of the work of the AACRT in partnership with Polk DHS has really begun to spread within other key institutions and organizations as well as the community at large. The Polk County Court House, Juvenile Division and Polk Juvenile Court Services to name two! It is now being explored as to how the recommendations of the AACRT can be integrated into the SW2 reports as meaningful consideration for the professional parties as</p>
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	<p>well as the sitting Judge on the case. New AACRT members have been interviewed and have begun the process of transitioning in to join the established team. Polk Juvenile Court Services have now begun the process of hosting Courageous Conversations with the community to assess strengths, needs and gaps as it relates to disproportionality and disparities on the Juvenile Court side. The PPC team is also making efforts to engage other major institutions such as Des Moines Public Schools in the conversation and ultimately the work of addressing and reducing disproportionality for African American and the spectrum of children and families of color within the CWS. The PPC team has sponsored and hosted 3 Community Town Hall Meetings to report the progress on the community driven recommendations and continue engaging the conversation. Additionally, the PPC team has developed a trifold "At A Glance" informational handout that will ultimately be provided to every family involved with DHS. Core members of the PPC team held 'Focus Groups' led by Parent Partners actively engaging the conversation with parents presently involved with DHS. The language of the CWS as well as professions working within the CWS was determined to be a significant barrier in many families ability to understand roles of professional parties and expectations of them as it relates to navigating the CWS. This trifold "At A Glance" clearly identifies and defines key professionals and terms that are essential to their understanding in order to navigate the CWS effectively. At A Glance also provides contact information for key workers on their case.</p>
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 2 Policy and Practice Change: Gather data to identify gaps in services and prioritize needs,</p>	<p>This goal is being met as it's reflected in the aforementioned category.</p>
<p>Was your goal met? If no, please explain.</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 3 Policy and Practice Change: Develop a clear communications strategy for implementing change, monitor changes to ensure they are effective and beneficial</p>	<p>The PPC Team has developed an effective means of communication with the community, AACRT, Polk DHS, Polk JCS and the Polk Court House, Juvenile Division. Communication strategies are constantly being evaluated and refined to enhance the process for families, providers and professionals.</p>
<p>Was your goal met?</p>	<p>Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/></p>
<p>Please list goal(s) for Level 4 Policy and Practice Change: Routine review of policies and practices, survey customers, solicit feedback from families and community members</p>	<p>The PPC team is taking measures and exploring methods of engaging the community in the process of providing feedback on strengths, needs and gaps moving forward.</p>

<p>Identify training/technical assistance goal(s) that will assist in the development and/or implementation of CPPC and the four strategies: Organizational, professional and community based trainings and seminars on cultural competency, child abuse prevention and intervention, disproportionality and disparities etc ...</p>	<p>Click here to enter text.</p>
<p>List Trainings/Technical Assistance sponsored and/or attended that assisted in the development and/or implementation of CPPC and the four strategies</p>	<p>Click here to enter text.</p>
<p>Was your goal met?</p>	<p>Yes: <input type="checkbox"/> No: <input type="checkbox"/></p>

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

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

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

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

Name: Tommy Ross **Title:** Community Partnerships Coordinator
Site: Polk County **Address:** 2309 Euclid Ave **Phone:** 515.725.2780

Please return this completed form to both Sandy Lint and Shelby Zirbel: