

Small Group Worksheet for Strategy Development February 5, 2016

In January, small groups worked to identify key characteristics of a new female-responsive system that meets the criteria below. We then compared those across small groups and identified a list of common characteristics. Those are listed in the table below. Staff then reviewed them to determine if each was related to the system or to services. The next step is to look at those common characteristics and add a level of detail to them by identifying strategies for each.

By definition, this plan will be:

- Innovative, viable and effective;
- Female and culturally-responsive, trauma informed, strength-based, and developmentally appropriate;
- Data-driven and research-based;
- Applicable in a variety of settings and levels of supervision, while emphasizing the needs of young women who are high risk and/or high need.

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
System Seamlessness	Kathy: ~Expand and/or extend MOU		
Seamlessness	~Data sharing agreement;		
Seamlessness	~Public health?		
Seamlessness	~State legislation requiring information sharing		
Seamlessness	~Data dashboard		
Seamlessness	Kristen: ~ Create a strong children’s mental health system;		
Seamlessness	~Create a technology system that will talk to each other (i.e., link provider with hospitals with court system, and so on);		

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Seamlessness	~Create strong partnerships with other agencies;		
Seamlessness	~Address children’s mental health services		
Seamlessness	Existing: ~Utilize child welfare and health care resources that are increasingly available to young adults in order to help young women and their children obtain stable housing, education and employment. ¹		
Seamlessness	~Coordinate between managed care, juvenile justice and child welfare leaders to ensure children receive effective, individualized services. ⁵		
Seamlessness	+Establish girls courts throughout the state		
Seamlessness	+Create a new Department of Youth Services to include Education, Human Services, and Courts		
Seamlessness	+Create a joint commission or board to govern interaction between DHS and Court system		
Seamlessness	+Determine need for a certification in providing female responsive services		
Increased funding to staff	Kathy: ~state appropriation depending on what the plan is		
Increased	~VCS – if community based		

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funding to staff			
Increased funding to staff	Kristen: ~Ability to access funds for deep-end girls more quickly		
Increased funding to staff	~Higher pay for direct care workers		
Increased funding to staff	~Funding that will cover the evidence-based services + Medicaid rates that will cover that		
Increased funding to staff	Existing: ~Screen all girls who touch the JJ system for Medicaid and CHIP eligibility and use Medicaid and CHIP to fund evidence-based community interventions. ¹		
Increased funding to staff	~To ensure continuity of care, reduce the use of juvenile justice facilities that are barred from using Medicaid funding due to the “inmate exclusion” rule. ¹		
Increased funding to staff	~Amend the federal Fostering Connections Act to reimburse states for young adults living in JJ placements at age 18 and encourage integration among systems. ¹		
Increased funding to staff	~Increase the availability of community based services across Iowa, particularly in rural areas. ⁵		
Increased funding to staff	~The highest level of care must be proportionally equivalent in resources to the same level of care afforded to young		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
	men with similar risks and needs to avoid an inequity of service availability. ⁶		
Increased funding to staff	~ Highest level of care has a no eject / no reject policy and has the commensurate resources to adequately implement such a policy, which is intended to reduce multiple placements for this population. ⁶		
Increased funding to staff	+JCOs are trained and able to be responsive to both genders or allowed a single-gender caseload		
Role of education system	Kathy: ~AEA's in any res. Setting? Common requirements for basics		
Role of education system	Kristen: ~Consistent requirement for education throughout the state movement in the system		
Role of education system	~Each district is required count credits in the same manner		
Role of education system	~Expecting the child remains in the same school district throughout movement in the system		
Role of education system	~Oversight to hold schools accountable		
Role of education system	~Strengthen collaboration between Dept. of Ed, DHS and JCS to ensure education needs of youth in out of home placement are met. ⁵		
Role of education system	~Schools in residential settings should be operated by the local school district with sufficient funding and should include		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
	integration and collaboration between treatment and education. ^{3&4}		
Role of education system	~Eliminate zero tolerance policies, revise truancy policies and limit school-based arrests and court referrals ¹		
Role of education system	+Academic credit follows the student		
Role of education system	+Clarify and improve the roles of School Resource Officers to reduce criminalization of normal misbehavior		
Building relationships with service workers – one family, one judge	Kathy: ~one form, one judge – is it still happening?		
Building relationships with service workers – one family, one judge	Kristen: ~Requirement for ongoing training & resiliency-building for all judges, attorneys, and court personnel		
Building relationships with service workers – one family, one judge	~More consistently screen for trauma; make this tool culturally specific (i.e., trauma might be different in different communities)		
Building relationships with service workers – one family, one judge	~Maintain relationships with same staff, JCOs, DHS worker, attorney, even if kids move		
Building	~Train judges, attorneys and all court		

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relationships with service workers – one family, one judge	personnel as to girls trauma and the corresponding impact on behavior. ¹		
Building relationships with service workers – one family, one judge	~Recognize that court processes can trigger reactions to trauma, including behaviors that may be perceived as disrespectful, defiant and antisocial. ¹		
Building relationships with service workers – one family, one judge	~Train JCOs on the social contexts common among girls, their specific needs and available community resources that are most effective for girls. ¹		
Building relationships with service workers – one family, one judge	~JCS and Judges should adopt and/or enforce policies requiring caseworkers and JCOs, attorneys, and guardians ad litem to have regular contact with the youth in out of home placement and report it to the court. ³		
Building relationships with service workers – one family, one judge	+Family engagement: give juvenile justice court the power to order family participation		
Building relationships with service workers – one family, one judge	+Retain juvenile judges through raising their status		
Address boundary	Kathy: similar to seamless		

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between DHS and juvenile justice			
Address boundary between DHS and juvenile justice	Kristen: ~Encouraging/requiring cross-system collaboration		
Address boundary between DHS and juvenile justice	~Use a child welfare – not juvenile justice – approach by retaining crossover girls in the child welfare system whenever possible and encouraging cross-system collaboration. ¹		
Address boundary between DHS and juvenile justice	~Use Joint Treatment Planning Calls or equivalent process across all JJ and child welfare services. ⁵ Kristen: i.e., calling Magellan to see what other services are available to girls		
Address boundary between DHS and juvenile justice	+Only DHS-involved children/youth with an aggravated misdemeanor or above come to the attention of Juvenile Court Services to reduce the occurrence of becoming “criminal in care”		
Increased access to mental health	Kristen: ~Create a mental health system that is gender-specific and culturally specific for kids		
Increased access to mental health	Kathy: ~tele-medicine/therapy? (appropriate scope)		
Increased access to mental health	~Develop a MH system for kids (there are currently no providers, really)		

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Increased access to mental health	~incentivizing MH staff to come here - \$, paying off student loans		
Increased access to mental health	~Expand integrated health services throughout the state (focus on holistic health of children)		
Increased access to mental health	~Use health systems to develop solutions for girls, recognizing that much of the causes of girl offending are rooted in mental and physical health challenges related to trauma, poverty, neglect or abuse, sexually transmitted diseases, substance abuse, pregnancy, or mother hood. ¹		
Necessity of legislative action	Kathy: See other areas funding		
Necessity of legislative action	Kristen: ~Services follow the child instead of using geographic boundaries		
Necessity of legislative action	~Expansion of telehealth		
Necessity of legislative action	~Training should also be trauma-informed and culturally specific		
Necessity of legislative action	~Legislation to create a program or facility in Iowa for deep-end girls		
Necessity of legislative action	~Reform mandatory and pro-arrest domestic violence laws and divert girls ¹		
Necessity of legislative action	~Decriminalize prostitution for minors ¹		
Necessity of	~Prohibit detention of girls for status		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
legislative action	offenses ¹		
Necessity of legislative action	~Prohibit secure confinement for first offenses or low-level offenses typical of girls. ¹		
Necessity of legislative action	~All institutions and agencies that work with JJ females and which receive state funding should be required to provide annual female responsive training to their employees. Training should be research-based, progressive, ongoing and result in an implementation plan. ²		
Necessity of legislative action	~Any placement of last resort needs to have a clear definition in Iowa Code of those who are to be served there and should be defined as a treatment facility. ⁴		
Necessity of legislative action	+Require juvenile records be kept confidential (under current legislative consideration)		
Necessity of legislative action	+Allow consent decrees through legislative policy; would allow courts to make decisions without adjudications.		
Enhanced assessment	Kathy: ~IDA – standardized and further integration/usage		
Enhanced assessment	Kristen: ~Better trauma assessment that's reviewed on a regular basis (i.e., also include culturally-specific training)		
Enhanced	~Individualized interventions that target		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
assessment	risk areas		
Enhanced assessment	~Address risks and target needs (trauma-informed and culturally specific)		
Enhanced assessment	~Use probation risk/needs assessments that have been validated for girls to ensure accurate assessments and well-targeted services. ¹		
Early intervention	Kristen: ~Making sure when kids are coming in, they are screen and looked at screening later on as well		
Early intervention	~Stronger case coordination (i.e., integrated health homes) and early intervention		
Early intervention	~More “Youth Dream Team” meetings		
Early intervention	Existing: ~Decriminalize offenses common to girls living in traumatic social contexts. ¹		
Early intervention	~Increase utilization of diversion and target it to offense categories common to girls and ensure it is pre-petition and short-term. ¹		
Early intervention	~Ensure probation terms are brief and conditions are targeted to their offenses. ¹		
OTHER	Kristen: ~Education/training for educators, law enforcement, etc.		

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OTHER	~Easier access to non-traditional interventions (i.e., biofeedback, EMDR). Training as to be ongoing (training is expensive because it's evidence-based)		
OTHER	~New MCOs need to focus on evidence-based practices		
OTHER	~Quality assurance oversight funding		
OTHER	~Having an option to do some sort of teleconference instead of shackling in court		
OTHER	~Detention screening tool throughout state		
OTHER	~Train law enforcement to respond supportively to girls in need and avoid arrest. ¹		
OTHER	~Ensure diversion does not net-widen. ¹		
OTHER	~Analyze data to assess how girls enter and move through detention in order to understand the processes that result in unnecessary detention of girls. ¹		
OTHER	~Target reforms at deeply embedded JJ practices (e.g. technical violations) and recognize that detention is often triggered by behaviors that are directly connected to girls experiences of trauma. ¹		
OTHER	~End the practice of shackling youth in court, which can re-traumatize and dehumanize girls. ¹		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
OTHER	~Detention reform efforts need to address the disproportionate number of females in detention for misdemeanor offenses. ²		
OTHER	+Establish a consistent best practice for shackling to mitigate potential trauma and balance with public safety needs		
Services Holistic – address the entire individual	Lori: ~Policy changes to allow flexible funding focusing on the needs of young women rather than the maintenance of the program		
Holistic – address the entire individual	~Extensive ongoing training trauma, female responsive, strength, etc.		
Holistic – address the entire individual	Monica: ~Provide consistent training to all who encounter girls in the justice system across the state		
Holistic – address the entire individual	~Eliminate turnover in who serves individual girls and create very consistent standards among the service providers		
Holistic – address the entire individual	~Use standard assessments to identify where personalization in the service needs to happen – view the assessments and their results as frameworks, not templates		
Holistic – address the entire individual	~Ensure that all plans (medical, mental health, education, etc.) should be coordinated to achieve positive results and not be in conflict with one another		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
Holistic – address the entire individual	~Shift away from the current deficit-based probation model to a positive youth development approach that focuses on strengths, shores up positive social environments and does not punish girls for minor violations. ¹		
Holistic – address the entire individual	~Single gender environments with female responsive programming that includes components to address trauma. ²		
Holistic – address the entire individual	~Use least restrictive level of care necessary and deliver services designed to address underlying needs. ⁵		
Holistic – address the entire individual	~Female-responsive approach and single gender environment in any residential setting required. ⁶		
Holistic – address the entire individual	+Create consistent diversion programs across the state for girls before they get to the juvenile justice system.		
Holistic – address the entire individual	+Create a consistent diversion program for simple misdemeanors to create an off ramp for girls		
Holistic – address the entire individual	+Involve youth involved to get their feedback about the services they receive		
Holistic – address the entire individual	+Provide a continuum of care that includes vertical integration		
Enhanced assessment	Lori: ~IDA and more needs assessment		

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Enhanced assessment	~Youth self-report/ assessment		
Enhanced assessment	~How we collect the information		
Enhanced assessment	~ACES		
Enhanced assessment	Monica: ~Use standard assessment to identify where personalization in the service needs to happen – view the assessments and their results as frameworks, not templates		
Enhanced assessment	~Provide consistent training to all who encounter girls in the justice system across the state; Develop a consistent and required on-boarding of new employees		
Enhanced assessment	~Update the assessment tool regularly and use the most recent tool		
Enhanced assessment	~Employ technology solutions to ensure consistency in training with pre and post-tests to ensure material was learned		
Enhanced assessment	~Assessment tools must be without race/ethnic bias and must be female – responsive. ²		
Enhanced assessment	~Treatment plans address risk factors identified in the Iowa Delinquency Assessment completed by JCS. ⁶		
Enhanced	+Establish emergency foster homes or		

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assessment	shelter where assessment can be conducted; provides time for youth and parents to calm down		
Transition supports, aftercare	Lori ~Juvenile re-entry taskforce		
Transition supports, aftercare	~YTDM in placements to get supports in place another one once home		
Transition supports, aftercare	~Start the planning early		
Transition supports, aftercare	~iPads to placement and JCS for face-to-face		
Transition supports, aftercare	~DHS interpretation of no placement at SAL with a consent decree		
Transition supports, aftercare	Monica: ~Ensure that youth who have ever been eligible to receive Medicaid have seamless medical coverage as they change treatments or residences with no lapse in coverage		
Transition supports, aftercare	~Change the state law to give girls the same access to transition services that boys can receive (currently, some question whether or not the Code specifically applies on to boys who are in Eldora)		
Transition	~Do not terminate Medicaid coverage for		

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supports, aftercare	those girls who must be placed in facilities; suspend coverage instead, so that it can be more easily reinstated upon community reentry. ¹		
Transition supports, aftercare	~Provide programming and reentry planning for older girls that facilitate independent living, ensuring that they are provided with adequate housing, health care, education, employment and child care supports upon release. ¹		
Transition supports, aftercare	~Explore potential gaps within the current continuum of services and identify innovative and evidence-based practices to address the gaps. ⁵		
Transition supports, aftercare	~_Transitional services include extended jurisdiction beyond 18 years of age. This would allow for completion of education, development of transition plans, enrollment in the Preparation for Adult Living (PAL) program and other aftercare services. ⁶		
Building relationships with service workers – service providers sticking with the individual	Lori: ~Extensive training for staff about relationship building		
Building relationships with service workers – service providers sticking with the individual	~Funding to ensure stability of staff		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
Building relationships with service workers – service providers sticking with the individual	~Adequate time to build relationship with youth		
Building relationships with service workers – service providers sticking with the individual	Monica: ~Use the very best people to train, and ensure that those people train everyone across the state; employ technology to let this happen		
Building relationships with service workers – service providers sticking with the individual	~Ensure a “girls & women” focus (see overall comment in <i>Other</i> section on the last page of this document)		
Building relationships with service workers – service providers sticking with the individual	~Provide girls with consistent legal representation across the many legal issues that high-need girls confront, including post-disposition representation. ¹		
Building relationships with service workers – service providers sticking with the individual	~Direct care staff with post-secondary education or equivalent experience, training or licensure that receive comprehensive orientation training, ongoing professional development and regular documented individual and group supervision. ⁶		
Building relationships with	+Create a safe, staffed center where kids and parents can go and some groups		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
service workers – service providers sticking with the individual	and skill building offered that are helpful to both kids and parents		
Services for specialized groups of women (ex. Female sex offenders)	~Ensure family engagement strategies are used with girls who are pregnant/parenting. ¹ ~Support young mothers with JJ histories, recognizing that motherhood has the potential to be a positive and transformative experience. ¹		
Services for specialized groups of women (ex. Female sex offenders)	~There must be a placement of last resort for delinquent girls similar to the Boy’s State Training School in Eldora with a 20 bed capacity. ³		
Services for specialized groups of women (ex. Female sex offenders)	~Explore potential gaps within the current continuum of services and identify innovative and evidence-based practices to address the gaps. ⁵		
Smaller, specialized foster homes	Lori: ~Specialized training		
Smaller, specialized foster homes	~Lots of support for parents and young women with specialized treatment provides therapists, BHIS		
Smaller, specialized foster homes	Monica: ~We need this very badly		
Smaller,	~Develop an understanding of the cost of		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
specialized foster homes	specialized foster homes vs. incarceration		
Smaller, specialized foster homes	~Change Iowa Code to allow DHR to pay for/increase eligibility for independent living (SAL); change the Code so that girls do not have to be adjudicated to be eligible for SAL		
Smaller, specialized foster homes	~Explore potential gaps within the current continuum of services and identify innovative and evidence-based practices to address the gaps. ⁵		
Smaller, specialized foster homes	+Provide small therapeutic foster homes for 3-4 girls; result would be more options for placement closer to home		
OTHER	Lori: ~Enhance eligibility criteria		
OTHER	~Build relationships with supportive services		
OTHER	~System needs to respond to your young women when they need it		
OTHER	Monica: While our group was assigned to talk about specific services, we did also take some time to talk about systems changes that we believed were necessary. The common theme was that we believed the entire focus of the “system” should change. Today, the system has a “justice focus” – which is how do we deal with girls and women once their world intersects with some		

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	element of the justice system. We suggest that should change to a “girls and women” focus – which is how do we change systems so that girls and women are successful, and if they happen to fall away from that success and end up in the justice system, how do we rapidly get them back on the success path.		
OTHER	~Incorporate Family Team Meetings into targeted diversion ¹		
OTHER	~Design diversion programs so they offer a realistic opportunity to address the immediate issue raised by the offense. ¹		
OTHER	~Implement specific practice innovations that reduce detention for girls, such as reception centers, respite care, cross-system collaboration to expand placement and service options, and reduction of lengths of stay. ¹		
OTHER	~Close secure institutions and reduce lengths of stay for girls who must be incarcerated. ¹		
OTHER	~Single gender residential environments. ³		
OTHER	~The placement of last resort for delinquent girls should have living units that are designed to minimize the opportunity for self-harm and have seclusion rooms in the living units themselves. ³		
OTHER	~The placement of last resort for		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
	delinquent girls should be subject to third-party oversight. ³		
OTHER	~The placement of last resort for delinquent girls should have a comprehensive set of rules regarding their use of restraint and seclusion of youth with mental illness, including provisions for meaningful data collection and debriefing. ⁴		
OTHER	~The placement of last resort for delinquent girls should, after the use of restraint or seclusion, immediately assess what events led up to it, update the individualized behavior intervention plan for that individual and train staff how to implement the plan. ⁴		
OTHER	~The placement of last resort for delinquent girls should be required to report to all appropriate agencies any incidents of death, serious injury or suicide attempts. ⁴		
OTHER	~Ensure Iowa has the capacity to serve girls who meet criteria for state training school placement or who may be kept past age 18 as defined in Iowa Code rather than sending them out of state. ⁵		
OTHER	~Highest level of care should be accredited by a legitimate and appropriate set of standards that includes the goal to eliminate seclusion and restraint and limit use to situations where there is imminent danger of serious harm. ⁶		

Level & Commonalities	Strategies	Activities – How to achieve?	Who Leads? Who is also involved?
OTHER	+Identify need for detention centers specifically for girls with staff trained on trauma		
OTHER	+For deep end girls, provide continuum of appropriate services that allows girls to move between them as needed; provides vertical integration		
OTHER	+For deep end placement determine need or risk necessary for that level of placement.		

1. Gender Injustice: System-Level Juvenile Justice Reforms for Girls 2015
2. Status of Females in the Juvenile Justice System: Iowa 2010
3. Iowa Juvenile Home Protection Task Force report to the Governor 2013
4. Disability Rights Iowa recommendation re: the Iowa Juvenile Home 2013
5. DHS Child in Need of Assistance and Delinquency Status Report to the General Assembly 2014
6. Juvenile Justice Advisory Council position paper, "Quality and Level of Care for Young Women under Juvenile Court Jurisdiction with High Risk Delinquency and Social History Factors" 2014