

Scott County Youth Community Planning Report

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Center for Coordinated Assistance to States
Assessing the need for and coordinating the delivery of high quality, research-driven training and technical assistance to improve juvenile justice policy and practice.

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Description of Process

The Division of Criminal and Juvenile Justice Planning (DCJJP) within the Iowa Department of Human Rights requested technical assistance on behalf of a group of Scott County, Iowa stakeholders. Over the last couple of years, Scott County has been impacted by an increase in auto thefts committed by juveniles. Over the last 18 months, these stakeholders have met to examine the problem and explore solutions and sought to bring in additional assistance in exploring restorative justice as a component of their comprehensive response to this issue. After consulting with the Center for Coordinated Assistance to States (CCAS) about available resources and opportunities for technical assistance, DCJJP submitted a request to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) on behalf of the community stakeholders on April 16, 2018. The request was approved and assigned to CCAS.

CCAS held the first planning call with DCJJP staff on April 30, 2018. During this call a logic model detailing proposed training and technical assistance (TTA) was submitted for review. The logic model can be found in Appendix A. The first meeting with community partners was held on May 9, 2018. This conversation incorporated community feedback into the proposed logic model and plan for meeting the TTA request. The need to explore the increasing number of youth running from group care arose as an additional concern. It was believed that run behavior could be linked to increased numbers of youth with juvenile justice involvement being placed within residential care within the district to do changing policies. Concerns about safety and reoffending risks for youth on run. Given this, it was agreed that youth running from group care would be added to the discussion.

Stakeholders identified a four-part response to the request, including a series of on-site listening sessions, review of community juvenile offender data, development of restorative justice resources, and an on-site community planning event. Each of these components are described in the body of this report. While preparing for the on-site listening sessions, CCAS was informed that Davenport Mayor, Frank Kilpsch, was holding two Youth Community Conversations. His conversations coincided with the listening session and focused on how to support all youth to thrive. CCAS staff attended one of the Mayor's sessions to listen. Mayor Kilpsch was asked to join the listening session debrief meeting. As a result, stakeholders decided to link the TTA and Mayor's effort towards the development of a continuum of supports for youth and responses to juvenile offending. The TTA effort would focus on enhancements of services and responses provided during system involvement and share needs for prevention and aftercare with the Mayor's office.

Each of the components of this project are discussed below. Following this review, overarching strategies, potential quick wins, and facilitator recommendations are outlined. These are taken from findings of all components. A number of appendices capturing the work and results are also referenced and attached.

Listening Sessions

All stakeholders agreed that it was essential to gather qualitative data to provide context around the data analysis component of this TTA effort. CCAS collaborated with Scott County Juvenile Court Services (JCS) and the Davenport Police Department to identify and schedule nine listening sessions with key stakeholders. Groups were arranged by system role, including law enforcement, providers, victims, community officials, youth and families, community and cultural leaders, judicial staff, juvenile court officers, and school personnel. Two CCAS staff traveled to Davenport, Iowa, on June 13 and 14, 2018 to facilitate and document these sessions. Each session consisted of a short overview of the project followed by a period of open discussion. The conversations within all groups focused on auto theft by juveniles and youth running from residential care.

All sessions solicited candid thoughts around concerns, existing services, needed resources, and suggested solutions. Notes were compiled to protect confidentiality of individual participants. identify cross-cutting perceptions of young people, involved in delinquent behavior, roadblocks, suggested solutions, and group care challenges. In reviewing the notes, three categories emerged – Overarching (community and/or system-wide), Process (procedural points of moving a youth through the juvenile justice system), and Services (programs, services, and interventions). These categories formed the structure of the Listening Session Summary. This summary can be found in Appendix B.

Unfortunately, no victims attended the victims' session. In response, CCAS worked with JCS's victim specialist to create and collect a victim survey. The results of this survey were incorporated into the listening session summary.

Data Review

The community was very interested in using data to guide its understanding of and decisions made around the issue of auto thefts by juveniles. CCAS worked with stakeholders from DCJJP, JCS, law enforcement, and the Mayor's office to determine data points and acquire needed data for analysis. Points reviewed consisted of arrest data by age, gender, and race, arrest data over time, court outcomes, and first-time offenders. Allegations were broken into two categories – Target and All allegations. Target allegations encompassed Theft in the 1st Degree, Theft in the 2nd Degree, and Operation a Motor Vehicle without the Owner's Consent (OMVOC). Graphics of each analysis are captured in Appendix C.

The DCJJP provided a great deal of assistance in acquisition and analysis of the data. Prior to the Youth Community Planning Summit, they provided a detailed data report for Scott County to inform data driven decision making. Following the Summit, DCJJP also provided an additional data overview document. These were not a part of the Youth Community Planning Summit. Rather, they are provided within this report as a resource for the community in understanding its concerns related young people and to inform its steps moving forward. It can be found in Appendix D.

Restorative Justice Resources

The initial request sought to explore opportunities for incorporating restorative justice practices within the juvenile justice continuum to increase accountability and address the needs of young people, particularly those involved in the system for auto theft related charges. CCAS utilized information from the listening sessions and several conversations with community stakeholders to narrow research efforts to specific Restorative Justice applications. CCAS staff reviewed best practices, research, and informational documents to develop three Restorative Justice resources. These are included in Appendix E and cover general restorative justice principles, family group conferencing, and School Resource Officer restorative justice practices. These were shared with community stakeholders as part of the Youth Community Planning Summit.

Scott County Youth Community Planning Summit

Weekly calls with DCJJP and key community stakeholders began in July, with a focus on planning a community-wide Scott County Youth Community Planning Summit for August 29 and 30, 2018. The Summit was designed to bring together representatives of system components and provider organizations to review data, listening session results, and restorative justice resources to develop action steps to address auto thefts committed by juveniles. The Summit was led by community partners with support from CCAS. Specifically, participants were selected and invited by community stakeholders. CCAS assisted in drafting invitation language, advising of event size and essential invitees, agenda creation, and development of event materials. CCAS led facilitation with support of community partners to provide contextual information. Session objectives are outlined below.

- Community Collaboration Building - Bring representatives of key stakeholder groups together to establish a shared understanding of the issue of young adults committing auto thefts in Scott County by exploring the data, listening session themes; and, restorative justice definitions, and best practices
- Process/System Streamlining - Engage in discussions of bottlenecks in how youth flow through the Scott County juvenile justice system to identify causes and potential process solutions (such as, diversion, law enforcement and intake process changes, court response, etc.).
- Prevention & Service System Enhancement - "It takes a village" Engage in discussions of existing and needed services to identify community strengths, determine needed services (prevention-intervention-intensive), and explore options for connecting services to ease access by youth, families, and JCO's/service providers
- Implementation - Outline resources needs and net steps towards implementing strategies identified throughout the event. Next steps should promote integration within community youth effort, parallel

community system and businesses, identify on-going support needs, and include strategies for keeping community informed.

In the following sections and related appendices, the Summit process, information gathered, and action steps are described. A participant agenda describing the days’ activities can be found in Appendix F.

Prior to the Summit, the Mayor held an event to share the results of his and CCAS’s listening sessions (see Appendix B). This event, held on August 27, 2018, involved presentations of the listening session summary, stories from those working in the community, review of key Restorative Justice principles, a preview of the Summit, and a call to action for community members to find ways to get involved.

Process

Welcome and Introductions

To begin the Summit, Mayor Kilpsch welcomed participants and provided a brief history of the project and partners. Participants introduced themselves with their name, organization represented, and role. Following introductions, participants shared their hopes and fears in small groups. These were accumulated and organized by theme. Themes were charted and posted in the room for reference. They are also listed below. A list of full results from the hopes and fears activity can be found in Appendix G.

Hopes	Fears
<ul style="list-style-type: none"> • We’ll be able to strengthen services and look for new opportunities • Make data driven decisions is our hope • Look at all system youth, not just THOSE young people but all young people • I’m excited for the direction we’re headed but one thing we need to keep in mind is, like the mayor said, looking for ways to cooperate, but we also need to look at all of the services that are out there that can boost our efforts 	<ul style="list-style-type: none"> • This plan will not take root and no action will happen or it will be seen as someone else’s job when it’s our job • People won’t be open and honest about shortcomings in whatever system they are a part • It won’t move past next week • People not understanding that success will not happen over night • Must find ways to overcome the fact that we’re in competition for the funding that we get

After introductions, the agenda and objectives for the Summit were reviewed with participants. Participants were provided an opportunity to make suggestions and/or edits to both. The group indicated comfort with the agenda and commitment to the objectives, with two additions - sell as actionable to the community and build sustainability.

Listening Session Summary Review

All participants were provided a copy of the Listening Session Summary. A brief overview of each component was provided, and the group was invited to ask questions. Questions ranged from clarification to system lingo to description of processes, such as the local 14-day hold policy. All questions were asked and answered by participants.

Data Review

CCAS staff reviewed the results of data analysis, as described in the previous section. Data shared is provided in Appendix C. Participants were provided the opportunity to ask questions. Conversations emerged about how their data compared to other jurisdictions, family situations of youth involved in juvenile justice, and school involvement.

Data Discussion

Participants were asked to reflect on the information provided by the listening sessions and data analysis, using three questions, listed below.

- What do you find most striking?

- What questions remain?
- Identify two
 - Immediate goals/strategies
 - Long-range goals/strategies

Following small group conversations, participants were asked to write their answers to these questions on sticky notes and post them on the wall according to each question. This allowed for the consolidation of ideas. Items posted on the wall were incorporated into later activities. Participants were provided an opportunity to walk around the room to review all responses. Most responses were consolidated for use in system and service mapping exercises. Other bits of feedback are provided below.

Remaining Data Needs	Striking Information
<ul style="list-style-type: none"> - Recidivism & school discipline - Arrest data for runaways - Risk-level of youth involved (IDA and detention screening) - Other offenses involving those who've committed vehicle thefts 	<ul style="list-style-type: none"> - Changing demographics - Age of offenders decreasing - Lack of fatalities - Other parallel crimes - The # of girls - Lack of community understanding about who is involved - # of first time offenders (7 responses) - The increasing rate of offenses (2 responses) - The data are confirming public perception - 4-5 month wait between crime and trial - The length of time in the judicial process - The delay for consequences and not understanding the harm done - Parent accountability - How frequently the problems with group care arise - Too long between offense and any services/court appearances

Restorative Justice Practices

As mentioned above, three key restorative justice resources were provided to all participants. These included an overview of restorative justice, family group conference, school resource officer restorative practices, and diversion applications of restorative justice. A brief review of each was provided to the group. Participants were encouraged to refer their attention back to these documents throughout the remainder of the Summit.

Community Panel

Ensuring that any action items developed built on existing services and strategies was important to the key stakeholder group. To provide all participants with an overview of existing strategies, a panel consisting of representatives of juvenile justice system points occurred. Panelists included Sgt. Andrew Harris, Davenport Police Department; Nicole Mann, Scott County Kids, TJ Schneckloth, Davenport Community School District, and Scott Hobart, Juvenile Court Services Chief. These panelists were selected to illustrate the need for a continuum of responses. Each shared effort underway to address the needs of youth and protect public safety. They also highlighted current of restorative justice practices that exists within their programs and their perception of the biggest needs for youth to prevent or divert initial or on-going juvenile justice system involvement.

Systems Planning

Summit planning activities were divided in the same manner as the Listening Session Summary, by system and services. The system planning portion began with a review of the Scott County juvenile court process and reflection on the roadblocks and suggestions gathered during the listening session. In addition to a few technical questions, participants asked about the impact on law enforcement, assessment process, and determination of immediate actions once a youth is charged. Some participants shared struggles in getting youth to share information. Others felt an assessment center with specialized assessment staff could provide a solution.

To continue this discussion, a more detailed handout covering system roadblocks and suggestions by system point was provided. This can be found in Appendix H. System points articulated in the document included contact/intake, diversion/alternatives to detention, court, on-going services/monitoring, and aftercare/transitions. Participants were asked to review this document and answer the below questions at their tables by writing their responses on corresponding sheets of paper provided. These were then posted on a sticky wall that had been arranged in a table with the system points on the x-axis and questions on the y-axis. A visual is provided below.

System Point	Contact/ Intake	Diversion/ Alternatives to Detention	On-going Services/ Monitoring	Court	Aftercare/ Transition
What's missing from our understanding of bottlenecks?					
Cite current strategies					
Short-Term Goals/Targets					
Long-term Goals/Targets					

Responses from the morning's reflective activity that spoke to system needs or solutions were also posted to the sticky wall.

Once all ideas were posted, facilitators reviewed responses for themes and grouped them around actionable areas that rose from themes common across the responses. Three themes emerged – Juvenile Assessment Center, Restorative Justice Practices across the Continuum, and Speeding up the Court Process. Participants broke into groups along these three themes and developed action plans. All ideas from the sticky wall related to their area were provided to the group for use in planning. Following their planning, each group reported out to allow all community members to have input on each of the three areas. Full action plans can be found in Appendix I.

Day 2 Introductions and Welcome

To begin Day 2 of the Summit, participants were asked to go around the room and share their name, organization represented, role, and share with the group one adult who supported them when they were a young person. Participants were provided an overview of the results of Day 1 and the agenda for Day 2.

Environmental Scan

Based on the system and service structure of the Listening Session results, the Summit was organized similarly. To balance the system review and planning, discussion of currently available services and action planning around services began the work of Day 1. To provide a foundation, CCAS collaborated with JCS and Scott County Kids to complete an environmental scan of existing services available to youth and families. The environmental scan was distributed to participants. Participants were asked to review the document and add any services that were missing. An edited scan is captured in Appendix J.

Action Planning – Services

Once participants were familiar with the existing service environment, via the scan discussion. Participants were then asked to answer four questions at their tables by writing their responses on corresponding color-coded sheets of paper. These were then posted on a sticky wall that had been arranged in a table with the service areas on the x-axis and questions on the y-axis. A visual of the wall is provided below.

System Point	Assessment	Community-Based Services/Alternatives to Detention	Family Needs	Residential	Aftercare/ Transition
Needed Services					

Short-Term Goals/Targets					
Long-term Goals/Targets					
Navigating the System					

Responses from the previous day’s reflective activity that spoke to service needs or solutions were also posted to the sticky wall. Once all ideas were posted, facilitators reviewed responses for themes and grouped them according to actionable areas based on the themes identified. Five themes emerged – Juvenile Assessment Center, Mental Health, Housing, Parent Engagement, and Positive People and Opportunities. Facilitators prompted participants to break into groups around these areas. However, participants were not comfortable breaking into these groups to action plan, due to concerns that it would further silo community efforts. Through a natural discussion, participants shared a strong desire to develop a more connected service network occurred. A number of needs related to the desire for a better-connected service network were listed by participants. These included reducing competition for funding, smoother referrals, and opening access to youth and families before system-involvement were identified as essential desired outcomes. Facilitators made space for this conversation to occur and adjusted the next agenda item to address participant needs to talk about needs and current challenges.

Given that a conversation around collaborative building was planned for the afternoon that would include additional people, participants agreed to discuss the below questions around four of the identified themes - mental health, housing, parent engagement, and positive people and opportunities. Responses are collected in Appendix L.

- Current paths to connect
- Barriers/absence of connection opportunities
- Key services
- Root/underlying causes

Collaborative Building

The afternoon of Day 2 focused on how the community would develop an infrastructure that would allow for long-term implementation. The group utilized a bus metaphor to articulate key components, barriers, action steps, data needs, and engagement efforts surround the development of a community collaborative. The results of this discussion are discussed in the following section.

Summary, Evaluation, Debrief and Adjourn

The two-day Summit focused on identifying next steps which are captured in the following sections and identified action plans within this report. However, immediate action steps were also discussed as the Summit came to a close. Commitments for both what CCAS would provide and what the community partners would provide were identified and are outlined below. Finally, one week after the Summit a feedback form was distributed by email to participants via the Mayor’s office in an effort to gauge feedback regarding the Summit and related activities.

CCAS	<ul style="list-style-type: none"> • Pull everything together in the next 2-3 weeks. This will include: <ul style="list-style-type: none"> ○ Priorities ○ Existing services ○ Short and long-term goals with time frames ○ Actions steps ○ Resources/examples of how it’s been done in other communities ○ What restorative practices are underpinning all of this • Provide an outline for collection of potential volunteer opportunities.
Community Members	<ul style="list-style-type: none"> • Davenport Police Department will continue to gather people to explore the best method for implementing a Juvenile Assessment Center. • Scott County board will explore their role in the discussion. • Mayor voiced a continued commitment for the long-term.

	<ul style="list-style-type: none">• Some members agreed to return to their church to identify how to reach to those in need.• Organizations agreed to share volunteer opportunities with Mayor and one another to access volunteers.
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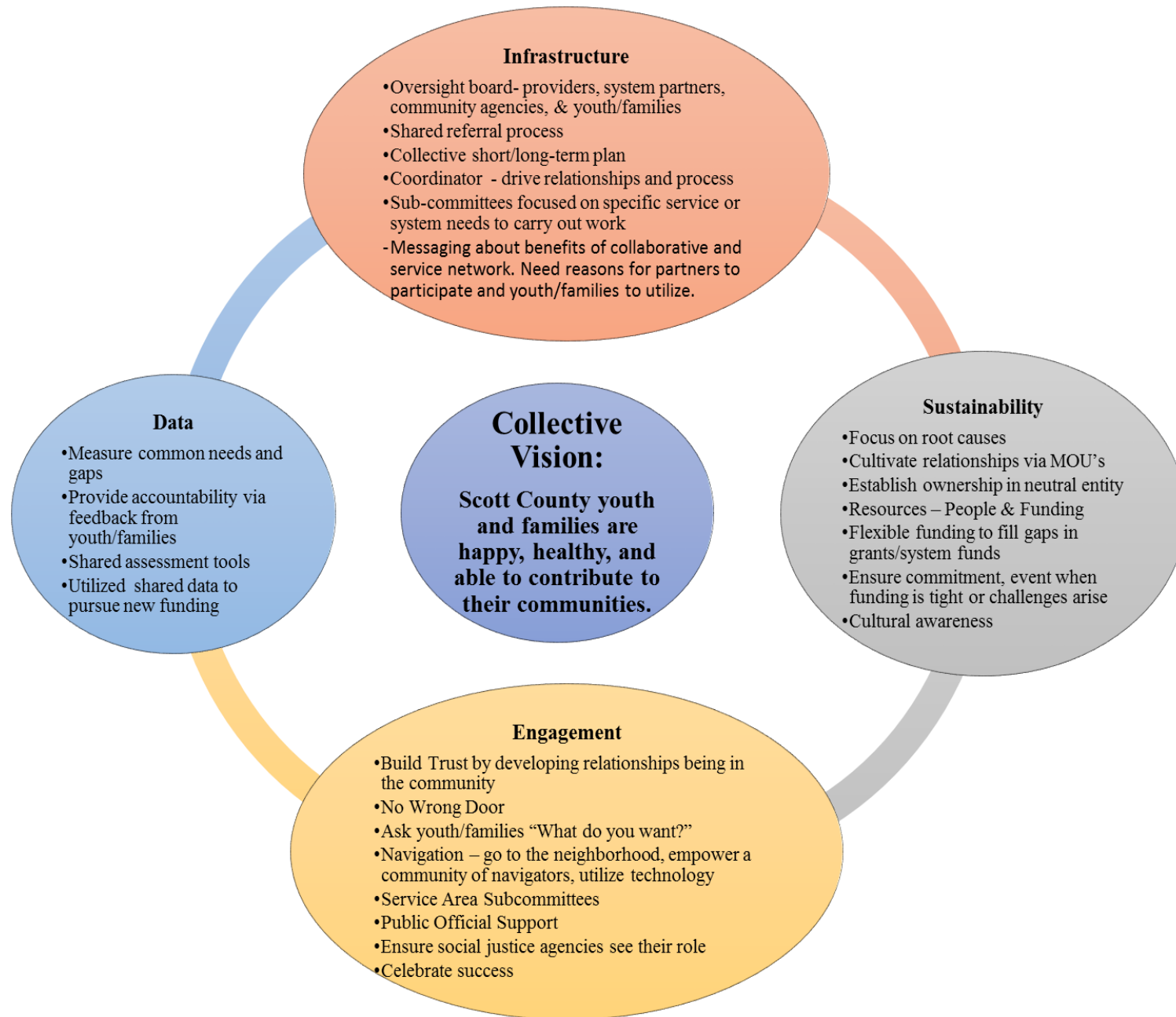
Action Areas

After completion of each component several areas for action arose. The striking commonality all discussions and components were a very clear desire for stronger collaboration and communication that connects services, systems, and eases families’ ability to access the services needed to address the underlying causes of delinquent behavior, via prevention and intervention. This section of the report will explore each of these areas, as they connect to the development and operation of a community collaborative

Long-Term Infrastructure

Community Collaboration Development

Perhaps the most commonly expressed need that emerged across all conversations centered on the need for enhanced collaboration among all partners – system, provider, social justice, etc. The below illustration captures feedback from Summit brainstorming and the collaboration activities



The group was able to agree on a shared vision. It is important to note that this vision focuses on a long-range goal. Specifically, participants expressed their commitment and desire that any collaborative efforts look beyond the immediate car theft issue to address underlying causes of juvenile crime and disengagement from school and community. The above community collaborative graphic also outlines essential collaborative components in four areas: Infrastructure, Sustainability, Data, and Engagement. Under each area, are broad steps or functions that a collaborative would provide.

In addition to collaborative components, participants outlined barriers to successful establishment of a collective approach. These included:

- Neutrality: Fears that a collaborative, especially if established as a separate non-profit organization, would not remain a neutral facilitator. Rather, it would become a new provider that would compete for resources and referrals. Participants seemed more comfortable with the idea that a collaborative would be housed within an existing group or government agency that could ensure it remained out of the provider space.
- Territorialism: Concern that some agencies or providers would choose to not participate and actively attempt to derail the effort.
- Inclusivity: It seemed that existing groups seem to be either system partners or community providers. Further community-based social justice, faith-based, and advocacy groups felt unclear about their role. Others expressed concerns that youth and families were not represented at the Summit. If a collaborative is to be successful bridges must be built among all stakeholders and a truly eclectic group must be formed.
- Trust: It was apparent that some mistrust existed among providers. This seemed to relate to feeling comfortable sharing challenges and competition for funding. Collective funding opportunities or/and safe spaces for tackling individual and shared challenges may help address this mistrust. Clear MOU's and group norms will also need to be established over time.
- Expansion: Acknowledgement that the problem is bigger than Scott County. While the group felt it better to begin with a county-level focus, everyone agreed that efforts would need to expand to and connect with the broader Quad City area. One suggestions involved having "community ambassadors" for each Quad City neighborhood/community that could share about resources and needs.
- Sustainability: Past collective efforts not withstanding funding or disagreement among members was discussed. Participants insisted a future collaborative effort be anchored to long-term community goals and needs, so that it could address the cause of community concerns. Continued reduction in funding, no immediate funding for current priorities, and political climate were also sited as barriers to sustainability. However, advocacy partners were very vocal about being willing to speak up on behalf of the collaborative to policy-makers, at all levels.

It will be essential for further planning to occur. This planning should flush out each item within the collaborative graphic and outline strategies for addressing each challenge. Essential next steps are outlined below.

1. **Advisory Body & Committees**: Convene one or more groups to determine who should constitute the advisory body and subcommittees on service needs and system change for Scott County collaborative efforts. Scott Hobart volunteered to host these groups at the summit. Where this group resides will also need to be decided. There seemed to be support for it to be housed within local government or an existing group. A map of existing collaborative groups could help shape this decision. This map should include Scott County Kids, the Family Panel, and Intercept, as these groups were mentioned during the Summit.
2. **Coordinator**: Hire a collaborative coordinator. This coordinator should be housed within a neutral entity that does not provide services. The coordinator would drive the implementation of this plan, develop partnerships, explore potential practices and funding to support the plan, and prioritize the collaborative's goals. Given that all partners participated in this planning in addition to their formal roles, it is helpful to have an individual with community expertise and without competing priorities to ensure implementation is successful.
3. **Establish Needed MOU's**: Determine what MOU's or other agreements are needed to allow information-sharing and confidentiality protections.
4. **Initial Focus**: Gather consensus on utilizing the priorities defined during the Summit to start the work of the collaborative, i.e. begin convening working groups. Topics determined at the Summit include:

- System – Restorative Justice Practices, Juvenile Assessment Center, and Streamlining Court Processes.
 - Services – Housing (coordinated with City of Davenport effort), Mental Health, and Pro-Social Activities.
 - Continuum of Support – Link to prevention and basic needs to expand efforts/focus beyond youth currently involved in juvenile justice services.
5. Messaging: Develop a community messaging effort to spur support for volunteerism and donation to the development of services; education of challenges faced by families and actions underway; and, enhance support for restorative practices. Messaging could focus on return on investment, speed of accountability, and public safety by highlighting reduced court costs, utilization of restitution/community service/community engagement, and reduction in recidivism. Messaging will need to be modified for various audiences, champions for each audience could be identified to help carry a unified message to their respective circles of influence. An example from the *Truth of Youth Campaign* will be shared with the core stakeholder group.

Restorative Justice Across the Continuum

Partners expressed a desire for accountability balanced with responses that address root causes. Restorative Justice provides a means for this balance. Applications of Restorative Justice Practices exist across the community continuum, from community and school-based programs to detention alternatives and court sanctions. During Listening Sessions and Youth Summit, community members shared ideas and requested more information concerning these practices. An outline of possible efforts at various continuum points is provided below.



In addition to this grid, the JAC group met twice to explore using family group conferencing as a format for an Auto Theft Accountability Program. This program will utilize information from programs executed in two counties in California and Lancaster County, Nebraska. JAC Group members reviewed information from both programs and agreed to try the program with a targeted group of first-time offenders. JCS has been challenged to further refine participant criteria and more deeply explore what is needed to establish the program. CCAS will facilitate a connection with Lancaster County to provide greater insight. Tracking data surrounding this effort, such as victim response, youth recidivism, family engagement, and program completion, will provide essential information regarding whether to expand or modify the program. Packaging this data can also help build community support for restorative practices

Finally, during the Summit several community members felt restorative practices were being performed within their programs, churches, schools, and neighborhoods. Gathering a list of these efforts can help to build a more robust continuum. Additionally, some participants suggested a need for a restorative practice coordinator for the community. This person would monitor, train, connect, and measure restorative efforts to ensure they remained true to Restorative Practice philosophy. This person could connect with the collaborative coordinator and community navigators to help match youth/families to the most appropriate services and opportunities. A last connection to the community collaborative exists in the need to connect opportunities and volunteers. Many Restorative Practices provide a need for volunteers, such as victim advocates for Family Group Conferencing, supervisors of community service, youth and parent support group facilitators, and mentors.

Environmental Scan

Reflections about unknown services and the lack of a network connecting all services permeated the project but were especially present throughout the Summit. The environmental scan created for the Summit has been edited to include services identified at the Summit. Summit participants suggested adding contact information, hours of operation and highlighting 24-hour services. The need for more crises and evening/weekend/night services was emphasized during the Listening Session and Summit. Exploration of ways to fill this need can help address unstructured time that increases the risk of delinquent behavior.

Further, this list should be cross-walked with the 180 app to ensure no services were missed and that all are captured within the application. It would be wise to use this app as a foundational tool for educating the public and service providers about the service network. Such training establishes all community members as basic navigators, thus utilizing natural support structures and building community. The community collaborative can serve as quality control for service network by reviewing client perception, provider response, and 180 application’s use, and regularly identifying opportunities to train about and enhance the use of the application.

In addition to enhancing the ability to connect families and youth to services, the scan should be reviewed for service network gaps. Such review may explore gaps across the continuum. To be responsive to Listening Session and Summit discussions, the continuum should include early prevention (i.e. access to quality childcare outside of standard office hours), early behavioral and basic needs services to system-involved supports, and transition/aftercare supports for youth returning home after residential placement.

Juvenile Assessment Center Planning/Preparation

As previously mentioned, a Juvenile Assessment Center (JAC) group has been meeting for nearly two years. The group has visited a JAC in Colorado and explored community interest in developing a JAC in Scott County. The JAC model discussed by this group and throughout community conversations consists of a two-tiered approach, as outlined below.

1. Assessment – Provides quick, holistic assessment of youth following arrest to speed up the court process and reduce the burden on law enforcement.
2. Services – Facilitates easy access resources and services without the requirement of system-involvement to youth and families, as a prevention/early intervention strategy.

Development of a JAC, under this model, emerged as a desired strategy in the listening session and in both system and service action planning at the Summit. An openness to identifying the most appropriate method for delivery each component was repeatedly expressed. There was some interest in establishing a physical structure to serve the assessment functions. Such a structure requires time to address funding, staffing, oversight, policy and procedure development, location and compliance with state and federal law. Beginning action steps and responsible parties for exploring a physical structure are outlined in the System Action Plan in Appendix I and are provided below.

<i>Action Step</i>	<i>Lead(s)</i>
Explore legislative changes needed for a physical space.	Sarah
Identify who would provide oversight of the facility.	Nicole, Scott, Jeremy

Explore potential funding options.	Mayor/Admins/Elected officials
Contact Polk, Potawatomi, Woodbury counties for information on strategies they have used.	Sarah
Identify locations for the space.	Scott/Jeremy
Could a consultant help coordinate the start-up?	
Building a comprehensive plan including timeline, funding, marketing to elected officials, businesses, public, etc.	Professional help with communications piece (consultant of some kind)

Additionally, facilitators heard a desire to begin piloting methods for responding to assessment needs. Potential methods to try include:

- Using mobile response or other method that can be triggered when and where needed could fill the gap intended for the assessment center, while center planning and development occurs. Mobile responses utilized by mental health could provide a model worth exploring.
- Pulling in advocates to help gather information from youth, who may not be responding to law enforcement,
- hiring an additional intake officer to disperse the assessment burden,
- And enhancing the service network to establish quicker referrals, particularly for youth with immediate needs and/or unresponsive care-givers.

Piloting, in this manner, allows for exploration of assessment practices, staffing needs, referral strategies, data-sharing, and other procedural needs, while the details of a physical structure are explored

The second-tier provides a direct connection to the community collaborative and environmental scan, as it could serve as the “no wrong door” component of the collaborative. The environmental scan analysis, community networks/existing collaborative groups mapping, establishment of a network of navigators, collaborative oversight body provide a method for setting the foundation of resource side of the JAC. An additional item to be considered within the resource portion of the JAC is the use of Total Child Coordination. Total Child Coordination arose multiple times at the Summit. It has the potential to provide a coordinated approach to service delivery within the assessment center and is already underway within the community. Thus, natural leaders and knowledge already exist within the community.

Finally, participants across the Listening Session and Summit emphasized the need for any service delivery system to be culturally competent and trusted within the neighborhoods they wish to serve. One Summit participant described an “underground Robin Hood Network”, where providers contact one another when help is needed. Another described a former employee of an outreach program at the YMCA who was able to establish trust and link any youth to their core needs. This concept of a network of navigators provides a method of ensuring those with the ability to connect to services are located within the communities needing the connections. They would have the ability to meet within the neighborhoods and more easily relate to those seeking support. It may serve the community well to be creative in establishing the service component of its assessment center. Crisis response and service providers have found success by meeting within the communities, which reduces transportation challenges, debate over where to place a program within the county, and more immediate implementation. As the JAC group and community collaborative develop, a coordinated network of providers and navigators could be established. If a physical location is determined as the best method, the network could be integrated when the location is ready. A similar model is utilized in Omaha, Nebraska for unconnected youth, that is those without traditional support systems (i.e. child welfare, juvenile justice, or runaway/homeless involvement). This model, called the Project Everlast, utilizes community-based central navigators that facilitate a shared assessment of need and connect youth and families to local providers and resources to meet needs, in the hopes of avoiding deeper state system involvement. More can be learned about this model at www.projecteverlast.org.

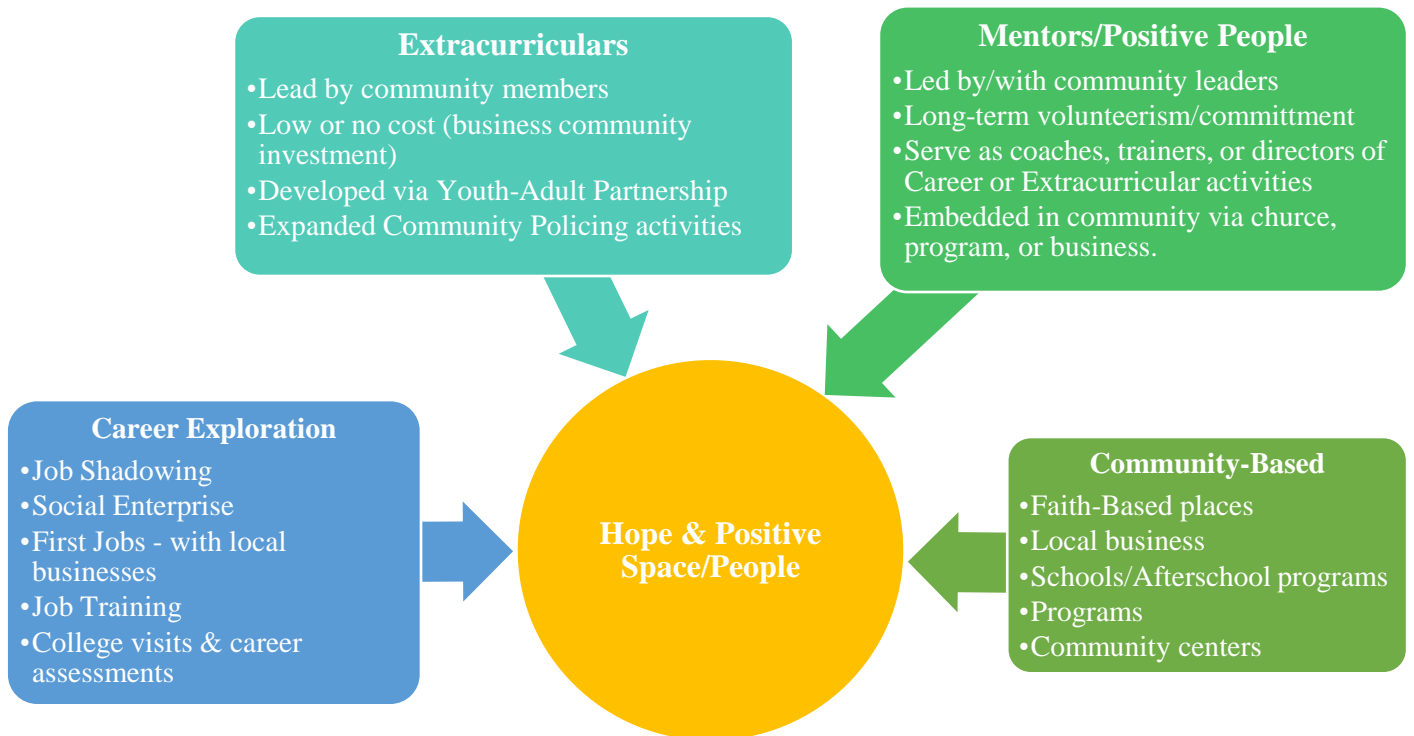
Enhance Prosocial Activities

The lack of hope and positive alternatives were two of the key characteristics used to describe young adults involved in the Scott County Juvenile Justice system. Expansion of prosocial options for recreation and free

time provide a practical strategy for addressing these characteristics and the delinquent behavior they cause. Prosocial opportunities rose as a top service need during the service action planning at the Summit. Those items are outlined below and in Appendix K.

<i>Current Ways to Connect</i>	Schools, churches, police, neighborhoods, & social media
<i>Barriers/absence of connection opportunities</i>	Cost, transportation, feeling of living in survival mode, parents and kids both are unable to think ahead to signing up for football, lack of volunteers to facilitate potential free activities, safety due to gangs and interpersonal conflict, and parental engagement to sign youth up or encourage participation
<i>Needs</i>	Workforce and career development, people who connect youth and build hope, options for youth unable to participate in school activities due to grades or finances, diverse leadership and community participation, options generated and facilitated in and by the community rather than by “outsiders”
<i>Root Causes</i>	Poverty, funding cuts, not viewing these opportunities as job and life skill development, lack of positive mentors, lack of exposure to college and career, and trauma’s impact on the brain

In addition, several ideas were shared as part of the Listening Session and brainstorming/reflection activities of the Summit. These fell into three categories – extracurricular, career, and mentorship. Specific thoughts on each are outlined below.



Through discussion of the above opportunities several creative strategies emerged. These, and facilitator suggested strategies, are outlined below. Each of these opportunities requires collaboration and could provide opportunities for investment by non-traditional partners, such as businesses, natural community leaders, city developers, and post-secondary institutions.

- Partner with local college to sponsor intermural or other community clubs (sports, STEM, culinary, etc.)
- Hold family game nights with a meal, games, and information (i.e. financial literacy, renter’s education, conflict resolution, job skills, resource fair, job fair, etc.) at schools and provide childcare for young siblings. Partner with programs or businesses for training and donation of meals and games.

- Build a community of blue collared workers that share their experience and build up the young people in their communities. Business could support such efforts by providing paid time to volunteer, job shadow days, apprenticeships/internships, and incentives for staff who take a leadership role.
- Support youth in developing a plan for utilizing empty buildings, work with them to secure funding, and create the space.
- Partner with businesses to develop training programs that incentivize participation via a wage during training and/or internships or placement at a job upon completion.
- Social enterprise – Social enterprise describes an approach where a market-driven, business approach is used to address an unmet basic need or solve a community problem. This can include a café connected to a job training program that is part of a diversion or prevention program or an employment training program with a capstone internship at a local business. Social enterprise allows businesses to invest in their communities by developing the workforce.
- Expand community policing programs to include sports tournaments, teams coached by officers, etc.
- Hire young adults to renovate or build housing. Partner with Habitat for Humanity, school/community college tech classes, or/and local builder to develop the program. Utilize sales of the property to assist in funding the program. Partnership with the school or college could count as course credit and/or be combined with other curriculum to allow for credit.
- Explore incentives, such as food, gift cards, or new opportunities (i.e. consistent participation = leadership role, tickets to community activity, job offer, preference on housing or with landlords)
- Consider involvement in prosocial activities, as a method for meeting diversion, court, or community service requirements.

When developing any youth opportunities, there are barriers that exist that must be addressed. These were lifted up through the course of the project and fall into a few categories. Each category and possible solutions are offered below.

- Lack of advocacy for the needs of teens → Encourage youth to drive program development and present the benefits of such programming as a crime prevention strategy
- Parent Engagement → Create opportunities for the parent and youth, reduce the transportation and/or supply burden, or provide childcare for younger siblings
- Competition between programs/Lack of collaboration → Pursue shared funding via grant applications that include sub-grantee contracts and/or utilize MOU's/MOA's
- Transportation → Meet in the community, partner with bus services, utilize faith-community vans, budget for transportation in grants
- Lack of awareness → Include community leaders in development and use their knowledge to advise on the best marketing strategies
- Surviving takes priority → incentives programs with a meal, preference on housing or job applications, or stipends
- Volunteers → Give volunteers leadership roles, require contracts about commitment, require volunteers to cover cost of background checks
- Safety → Code of behavior contracts with participants, clear expectations and accountability within programs that includes opportunity to earn back participation if expectations are violated.

Quick Wins

Shifting systems and building collaboration are long-term investments. Strategies outlined in the previous section may take time and additional planning. However, the process undertaken in Scott County uncovered several opportunities for quick action that can benefit the community and impact young people and families currently involved or at-risk of involvement in the juvenile justice system now. These and potential leads are outlined, briefly, below.

Quick Win	Lead	Initial Action
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Implement the Auto Theft Accountability Program	Juvenile Court Services	<ul style="list-style-type: none"> - Identify specifics of target population. - Connect with Lancaster County about lessons learned - Identify pathway for entry into the program - Ensure all necessary parties are on-board with the process - Connect to Parent Partner program - Explore ways to include cultural advocates
Create priority policy list.	Social Justice Organizations (Loxi?)	<ul style="list-style-type: none"> - Survey community partners for key administrative, city, and statutory barriers. - Identify which are the most impactful and/or have champions in the office(s) able to change the issue. - Encourage community members to speak up.
Map existing groups or efforts related to system and service action areas (mental health, positive opportunities, JAC, court processes, housing, and parent engagement).		<ul style="list-style-type: none"> - Identify groups in each area. - Reach out and share information gathered at the Summit and explore interest in leading efforts around that action area as part of the larger collaboration.
Enhance use of 180 application		<ul style="list-style-type: none"> - Incorporate into community trainings and any messaging campaign. - Post QR code in prominent public places - Update app based on environmental scan
Expand Parent Partner program for families in juvenile justice services.	Juvenile Court Services	<ul style="list-style-type: none"> - Reach out to DHS to learn about their model and providers. - Reach out to current providers to gauge interest on expanding. - Explore funding for juvenile justice parent partners. - Map existing collaborative efforts in the community. Ensure to include community leaders, system collaborations, and provider voices. - Explore opportunity for youth advocates
Volunteer Opportunity List	Providers? Scott County Kids?	<ul style="list-style-type: none"> - Create a list of volunteer opportunities, requirements, length of commitment, and costs - Establish a central location for storing volunteer opportunities, such as identifying distribution paths that connect opportunities to the community, local colleges, faith community, social clubs, and business organizations.
Establish a “case review” team, where individual cases can be reviewed to identify resources and interventions.	Provider Panel?	<ul style="list-style-type: none"> - Connect with existing group about opportunity for expansion to other services/systems wanting to review cases. - Set a process, could be informal, for getting cases reviewed. - Address any confidentiality concerns. - Identify appropriate people for the team. - Set a schedule for when/where reviews occur -frequency, location, day of the week, time, etc. - Establish a method for tracking concerns and referrals or/and decisions made. - Share aggregate data with collaborative to identify common needs, highly utilized resources, and gaps.
Create a navigator network that includes formal and informal navigators.	Lorita Nunn-Dixon???	<ul style="list-style-type: none"> - Outline navigator roles and expectations, could be varying levels of responsibility from sharing information to formal positions within systems, services, or neighborhoods

		<ul style="list-style-type: none"> - Establish a training for navigators & empower key stakeholders to facilitate the training. - Bring navigators (or just the most formal) together to give feedback to collaborative on methods for shared referral, feedback on 180 app, and service needs and responsiveness.
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Conclusion and Connections

Messaging

As mentioned in the introduction, the Mayor’s office has embarked on a process to uncover how to support all youth to thrive and the work around the juvenile justice systems are a part of accomplishing this mission. A sample campaign has been shared, via flash drive, with the Mayor’s office. Additionally, questions are listed below. These questions can help develop the messages needed to adapt the example marketing campaign for sharing the results of this effort and the call to action back to the larger community.

- Generate a messaging campaign to inform the public about efforts underway and how to engage. A sample campaign is being sent to Sarah Ott, Assistant to the City Administrator, via postal mail. To develop this campaign, community members need to determine:
 - Is there an existing community campaign, of which this could become a part?
 - What are the 1-3 key objectives of the campaign?
 - What messages help us get to these objectives? (1-2 messages for each objective)
 - Who are we trying to reach?
 - How might the message be shifted for different audiences?
 - What methods will we utilize for our messaging?
 - Who are the champions to engage to help our message reach our target audiences?
- Establish a legislative/administrative policy priority list and partner with advocacy/social justice organizations to promote.

Remaining Questions

As with any topic of such magnitude, there are always items that emerge that do not have the space to be addressed in the time available. These items are outlined below. It would be wise for community partners to return to these items as part of the collaborative work or through other existing structures within the community.

- *How do we serving the most challenging young people/families* – Complicating and complex needs of a small portion of youth and families can consume a large portion of the available resources. Targeted and enhanced strategies are often needed to reach these families. Further conversation is needed to identify the best methods for serving these families.
- *How do we ensure that residential services are equipped to serve juvenile justice youth?* - Residential facilities are facing new challenges as the number of youth involved in juvenile justice increase. State partners have connected Family Resources to a SPEP evaluation process to review practices and processes to best serve all youth within its care. There were also concerns related to treatment that addresses criminogenic thinking and uses evidence-based methods for youth with trauma and juvenile justice involvement.
- *How do we gather concrete data around run behavior and address this behavior?* – Antidotal evidence describes a growing trend of youth running from residential facilities. It appears, from feedback from the community, that there is no clear way of capturing actual run behavior due to varying reporting procedures. There was also varying ideas about how to address it. It may be wise for the community to focus on clear, shared strategies for tracking run behavior to help get at the root causes for this behavior. Root causes can then guide response.
- *How do we respond the impact of gangs on young people and our strategies for addressing this impact?* – Weaved throughout conversations, particularly barrier conversations, was a discussion of gang violence and influence. It will be important to keep this reality present in all conversations.

Facilitator Recommendations

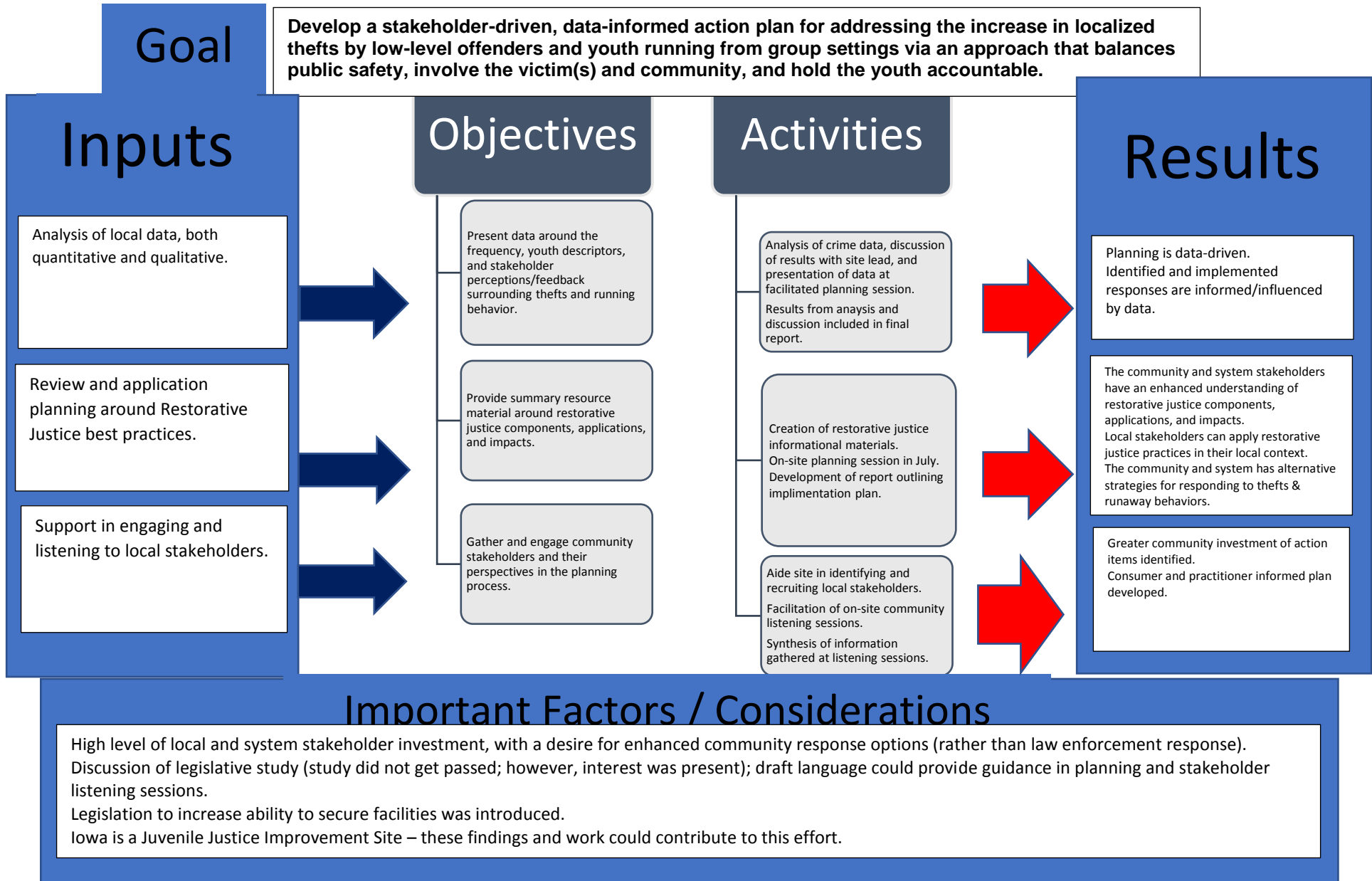
No planning session is ever over once the meeting ends. Rather, this signifies the beginning of the work. To honor this reality, this facilitator would like to offer observations and suggestions for next steps. These are taken from needs raised by participants and successful strategies employed by other states. The following observations are provided in no order:

- Engage families & youth – A need to better engage and listen to the youth and families impacted was the most frequent comment throughout the on-site planning. While the listening sessions included youth and families, any on-going committees or efforts must explore strategies for connecting with families and youth. This could be done through collaboration with existing parental support groups, a parent advocate or partner program, youth leadership groups within schools, programs, or neighborhoods, and membership on any working or advisory groups.
 - OJJDP offers a literature review in their model programs guide that reviews strategies for engaging families with or at risk of juvenile justice involvement. It can be found at <https://www.ojjdp.gov/mpg/litreviews/Family-Engagement-in-Juvenile-Justice.pdf>.
 - The Forum for Youth Investment provides an overview of successful efforts to improve education, workforce, and employment outcomes for system-involved youth in their September 2017 brief, which is available at <http://www.aypf.org/wp-content/uploads/2017/09/Brief-Supporting-Pathways-to-Long-Term-Success.pdf>.
- Establish Collective Impact practices – Collective Impact is an evidence-based, innovative approach to building community collaboration around a shared agenda. It allows for flexibility that honors the uniqueness of each community and adaptation over time to address underlying causes of community challenges. FSG leads research and resources in Collective Impact, including a study of 25 communities who saw success with the model. Their website includes resources for building community collaboratives and research on the impact collaboratives can have. This information is available via FSG’s Collective Impact Forum at <https://collectiveimpactforum.org/what-collective-impact>.
- 6. Hire a coordinator – As mentioned throughout this report, the need for a focused position to address the implementation of this plan and development of a community collaborative was voiced by the community and is encouraged by the consultants. The coordinator would drive the implementation of this plan, develop partnerships, explore potential practices and funding to support the plan, and prioritize the collaborative’s goals. Given that all partners participated in this planning in addition to their formal roles, it is helpful to have an individual with community expertise and without competing priorities to ensure implementation is successful. Sample job descriptions can be found at the links provided below.
 - Community-level collaborative building in Nova Scotia - <https://inspiringcommunities.ca/wp-content/uploads/2018/08/Community-Coordinator-Role-Northside-2018-FINAL-1.pdf>
- 7. Shift Youth Culture – Auto theft and other delinquent behavior has found a strong hold within the youth culture of the community via social media and peer-groups, as reflected in the listening sessions. Youth have even invented a word for the activity – “stoley”. Offering youth alternatives to invest their time, energy, and need to belong could counteract this. The community needs to explore prosocial activities, including opportunities for employment training, and integrate them across the service continuum from early childhood through those involved in deep-end services. Enhanced employment and extracurricular activities could meet this need. Examples of social enterprise programs that could address the lack of hope and build a future orientation for youth can be found below.
 - Heartland Alliance’s comprehensive report on strategies for supporting social enterprise and overcoming employment training challenges for unconnected young people. - <https://workethic.org/wp-content/uploads/2016/03/Opportunity-Youth-Promising-Practices-and-Principles-May-2015.pdf>.
 - Homeboy Industries’ social enterprise programs for gang-involved individuals - <https://www.homeboyindustries.org/businesses/>

Appendices

- A: Logic Model**
- B: Listening Session Summary**
- C: Data Analysis**
- D: State Data Resource**
- E: Restorative Justice Resources**
- F: Hopes and Fears Full Results**
- G: Scott County Youth Community Action Planning Summit Agenda**
- H: Listening Session - System Roadblocks and Suggestions**
- I: System Action Plans**
- J: Service Needs**
- K: Summit Participant Sign-in**

Appendix A: Logic Model



Appendix B: Listening Session Summary

Scott County | Listening Sessions



Over the summer of 2018, community perspectives on the needs of young people in Scott County were captured through two efforts.

Focus	Issues Concerning All Youth	Juvenile Justice
# of voices 	500	125
focus 	Issues impacting young people and their families and what youth need to thrive	Vehicle thefts by young adults and youth running from group care settings
facilitator 	Davenport Mayor's Office	<ul style="list-style-type: none"> - Center for Coordinated Assistance to States - Iowa Department of Human Rights - Iowa Juvenile Court Services
participants 	Service providers, grassroots programs, community members, youth and family service agencies, local elected officials, youth and parents, judges and judicial staff, law enforcement, school staff and administrators, victims, and businesses	

Notes are categorized to capture perceptions of young people, roadblocks, suggested solutions, and group care challenges. To enhance understand, three categories emerged – Overarching (community and/or system-wide), Process (procedural points of moving a youth through the juvenile justice system), and Services (programs, services, and interventions). This overview focuses on youth involved in the juvenile justice system.

The Young People Involved

The first step in understanding the challenges facing the young people of Scott County is to know who they are. Below are the community's perceptions of at-risk youth in the Quad Cities.

Families Challenges 	Youth face difficult situations such as poverty, trauma, incarcerated parents, and inadequate supervision. Challenges cause embarrassment, overwhelmed parents, criminal behavior, and school disengagement.	Risk-Taking Culture 	Thrill-seeking has become a game, amplified by social media, peer/family influence, fearlessness, and viewing arrest as a badge of honor.
Lack of Trust 	Fear, poor system-community relationships, and "street justice" reduce youth and families' willingness to trust that justice will be provided by the system.	Delayed Accountability 	Consequences for their behavior is delayed leading not understanding the harm done and being told they won't get into trouble by other youth.
Lack Alternatives 	Prosocial options to fill free time, explore interests, find belonging, and have fun are needed. Available activities are too far away, too expensive, or unknown to the youth.	Little to Lose 	Youth lack of positive role models and supportive, consistent relationships. Youth seem hopeless; often not seeing a future for themselves.



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Roadblocks 	Suggested Solutions 
Overarching	
<p>It's a Royal "we" Problem All neighborhoods are impacted. There's hunger for a solution causing providers to feel pressured to be punitive. The community is afraid behaviors will become more severe and dangerous.</p>	<p>Cultural Humility Explore and acknowledge implicit bias and the disproportionate impact on youth of color.</p>
<p>Schools Need Support Schools closing impacts community engagement and pride in schools. Teachers need support and training.</p>	<p>Schools at the Center Schools provide identity, connect people, increase pro-social involvement, and address challenges early. Open schools on Saturday or convert empty schools into a community centers.</p>
<p>The Village is Missing A lost sense of shared morals, values, citizenship, and community was lamented. There's no understanding of youth's reality. Practical opportunities to contribute and volunteer are needed.</p>	<p>Awareness Building Educate those in and outside the juvenile justice system about trauma, poverty, best practices, system processes, CINA vs. juvenile justice, and the community support/ service network.</p>
<p>Families are Disengaged Families don't trust providers or the system; and must be empowered and engaged. Schools and services want enhanced in-home services and greater connections/ communication with parents.</p>	<p>Shift towards Prevention Engage families early and often through more funding for serves that support basic needs, address behaviors early, and build families to enhance trust in the system and keep youth at home.</p>
Process	
<p>Fragmented Relationships Services lack a common strategy for coordination, awareness, specialization, and communication. Relationships between police, communities, and families/ youth are strained.</p>	<p>Bust Silos Build a community collaborative of juvenile justice, child welfare, police, schools, youth, community leaders, families, services, clergy, private sector, etc. to plan and raise resources.</p>
<p>Prevention System Missing Early intervention to meet basic needs is challenged by gaps in current policies, such as inconsistent school policies excluding youth from activities, funding, and no incentives for community partnership and volunteering within</p>	<p>Focus on Youth Identify ways to reduce caseload for JSO's, intake, and other service staff by adding staff, developing specialized roles, developing support positions, and/or establishing juvenile police positions.</p>
<p>Delayed Accountability Intake and court processes take far too long, with youth waiting months for a hearing. The system is over capacity and bogged down by paperwork, resulting in delayed assessments and reports.</p>	<p>Enhance Alternatives Build alternatives for a targeted group of youth to provide accountability, enhance community connections, and address underlying causes, while reducing detention use, court burden, and paperwork on police and juvenile services.</p>
<p>Punishment Focus: An increase of felony charges excludes youth from diversion, increasing the use of detention and expensive monitoring. Young, low-risk youth are learning from high-risk, older peers in detention.</p>	<p>Adjust Responses Right-size the system's response to youth by using assessments to match need with services/consequences, training programs to address criminogenic thinking, creating a violators' program, and increasing the use of crisis response.</p>
<p>“They know if you're coming out to address them as a problem or to come out to help them address their problem.”</p>	

Roadblocks 	Suggested Solutions 
Services	
Trauma & Mental Health Undiagnosed mental health needs and trauma leads to behavior. Community awareness is needed. A lack of practitioners has resulted in youth not having medication, evaluations, and counseling.	Prioritize Relationships Elevate connections to supportive people through peer mentorship and prosocial opportunities within schools and communities. Enhance training, incentives, and opportunities for volunteers.
Services are Overwhelmed Funding continues to shrink, and waitlists grow. Services and placements struggle to meet the needs of juvenile justice youth. Transition and aftercare is insufficient. Police play too many roles.	Illustrate Opportunities Promote hope through extracurriculars, access to jobs, and exploring entrepreneurship by reducing/eliminating costs and connecting volunteers.
Lost in the Shuffle Youth workers are overwhelmed, bogged down by paperwork, glitchy technology, and focused on the most at-risk youth, leaving them without time to build relationships with the youth and families.	Invest in Community Providers need to exist within, connect to community leaders, and look like the communities they serve to be relatable to youth and families.
The Road is Long Getting to services, court, and opportunities is difficult due to a lack of transportation, despite efforts by city transportation to open busses to students.	Restorative Practice Aid youth in understanding and repairing the harm caused via integrating meaningful and accessible restorative justice efforts into schools and juvenile court services.
<p>“ Not every kid is going to be successful, but we have to take the risk. ”</p>	Support Transitions When placed out-of-home, help the youth be safe on home visits and support the transition home with aftercare and family services. Adjust when going home isn't best.
	Assessment Center Establish a two-pronged assessment center to (1) use multi-faceted, psychosocial assessment to speed up accountability, and services; and, (2) provide preventative connection to resources.
Group Care Concerns	
<i>Group care came up often and is a part of the juvenile justice system. Key concepts are categorized below.</i>	
In-District Placement Due to placement requirement changes, youth are in facilities ill-equipped for their behavior, alongside rival and fellow gang members, and with co-offenders; resulting in more staff assaults.	Missing from Placement Youth are running from facilities or not returning from home visits putting them at increased risk of trafficking and reoffending. The 14-day hold policy complicates the run-placement cycle.
Capacity With out-of-home placement usage increasing, youth are awaiting placement in detention or being placed in the first available bed. This results in a mismatch between youth needs and facility programming.	<p>“ People are accountable when they own something; when they believe they belong. ”</p>

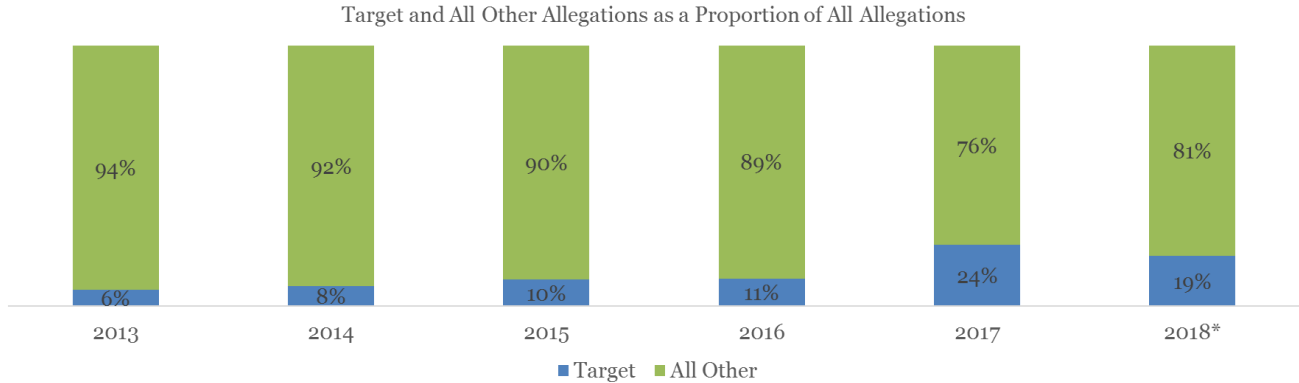
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Appendix C: Data Analysis Graphics

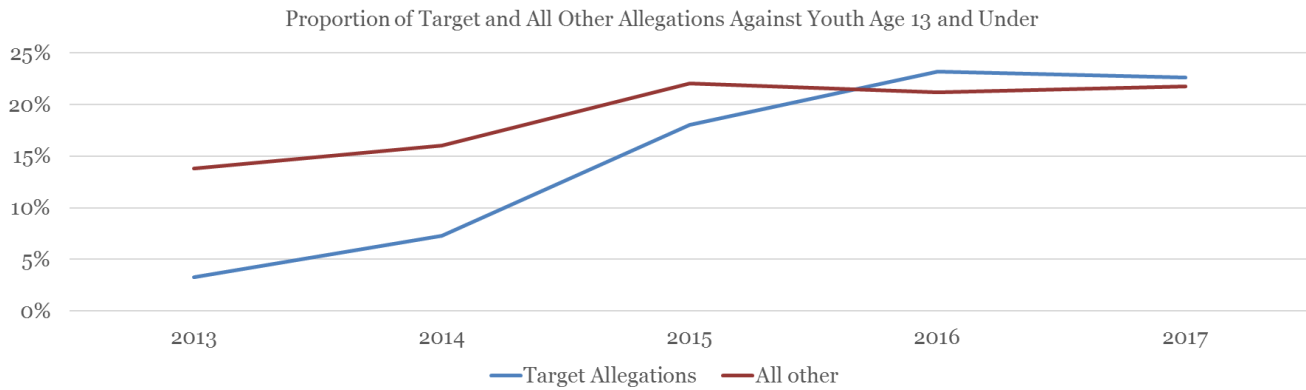
Background Information on the Data

- Provided by state office of Criminal and Juvenile Justice Planning
- Goal - Examine recent developments in auto theft in the context of overall juvenile justice trends over the past 6 years
- Target Allegations = Theft 1st Degree, Theft 2nd Degree, & Operation a Motor Vehicle without the Owner's Consent

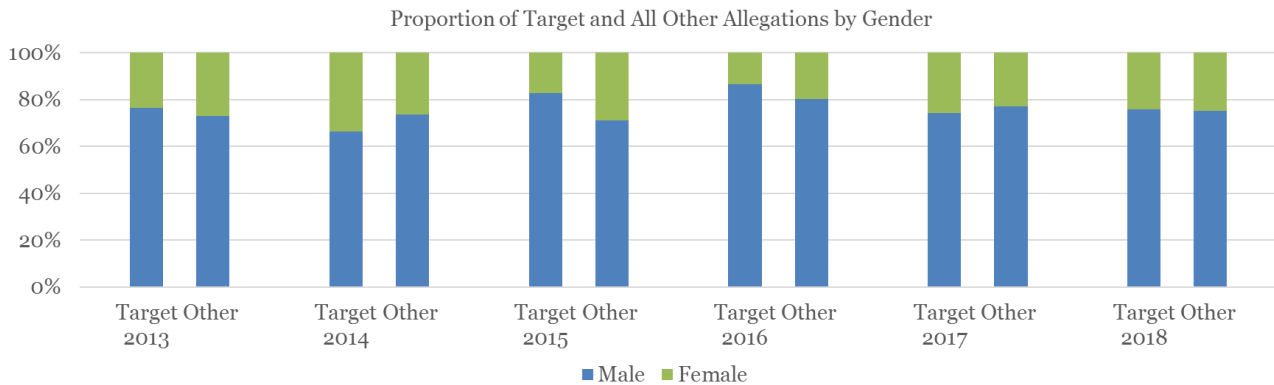
Trends in Auto Thefts Since 2013



Auto Theft and Age

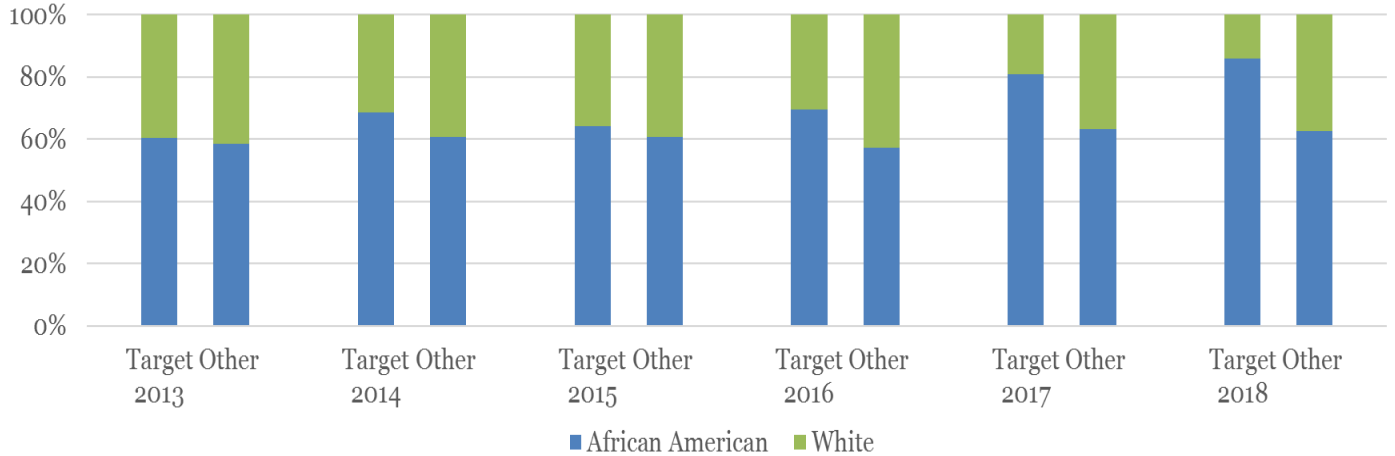


Auto Theft and Gender



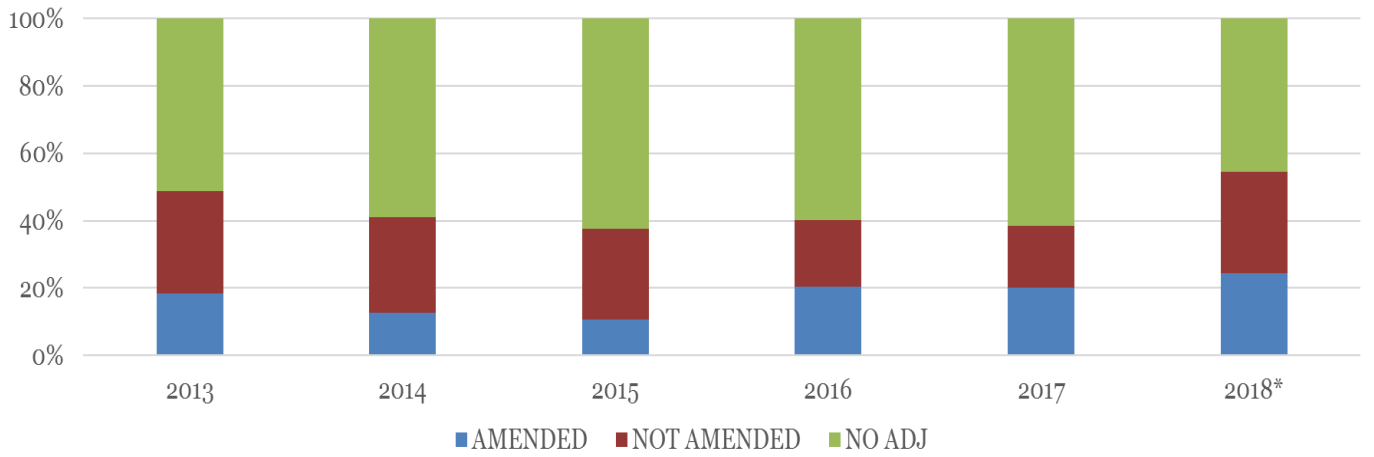
Auto Theft and Race

Proportion of Target and All Other Allegations by Race



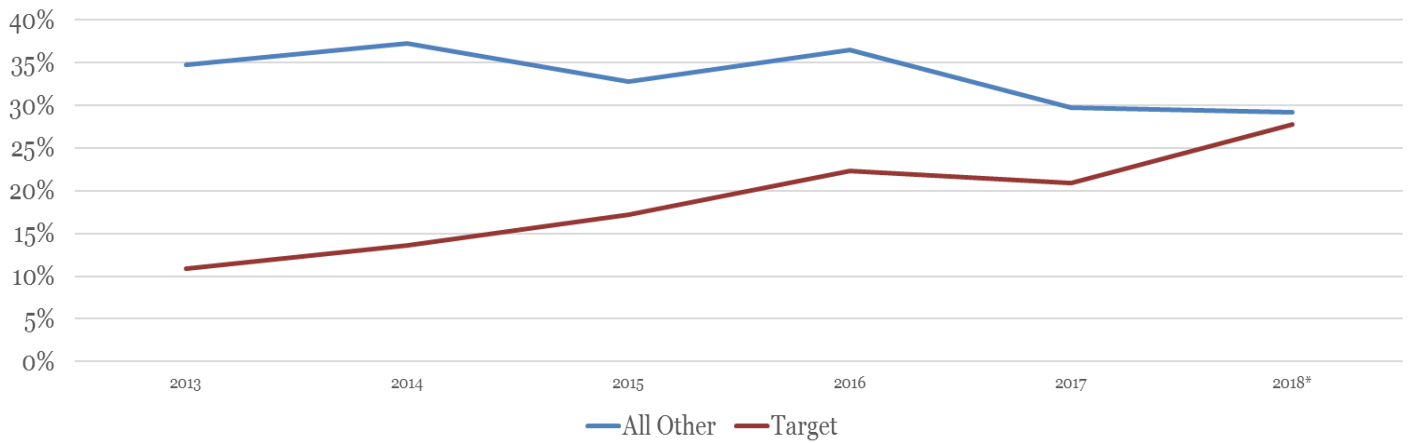
Auto Theft – Results in Court

All Target Offenses- Results in Court



Allegations Against First Timers

Proportion of Allegations Against First Time Offenders



SCOTT COUNTY, IOWA

An overview of suspensions, arrests, complaints, allegations, and detention holds from 2013-2018, with a special emphasis on the growing auto-theft issue.

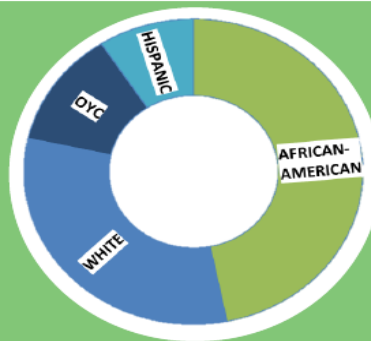
* Indicates partial 2018 data through 8.31.2018

2017-18 DAVENPORT SCHOOL SUSPENSIONS

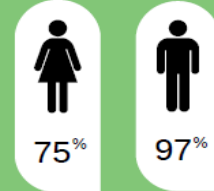
Source: Davenport Community School District



Minority youth comprised 51.5% of the total absences during the 2017-18 school year.



African-American youth averaged 47% of total suspensions, and 25% were for physical aggression without injury.



Suspensions for female and male youth increased from 2016-17 to 2017-18.

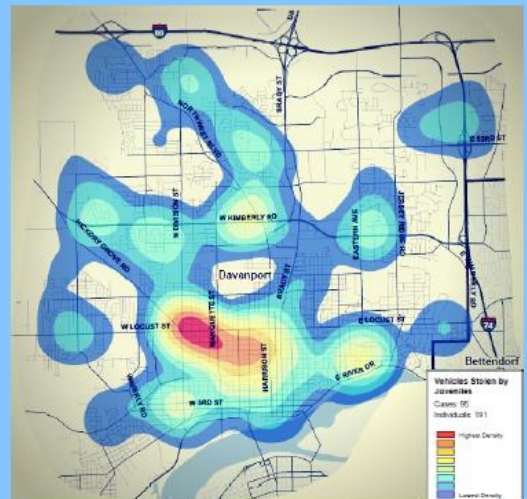
2013-2018* ARREST DATA

Source: Davenport Police Department



Arrests decreased 37.3% for White youth, 12.5% for African-American youth, and almost 22% overall.

From January 1, 2018 to July 20, 2018, there were 95 cases in which a vehicle was stolen by a juvenile.

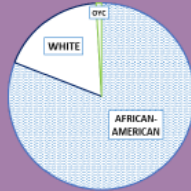


2013-2018* JUVENILE COURT COMPLAINTS & ALLEGATIONS

Source: Justice Data Warehouse



Complaints decreased 39.5% for White youth, while African-American youth decreased 14.7%.



African-American youth comprised nearly 81% of allegations for Theft 1st and Theft 2nd.



81.4% of allegations for Theft 1st and Theft 2nd were committed by youth ages 14-17.

Scott County Top 5 Allegations

	2013	2014	2015	2016	2017	2018*
Theft 5th Degree	216	216	188	55	41	26
Assault	117	78	100	76	78	55
Interference with Official Acts	4	39	78	74	95	80
Possession of a Controlled Substance	79	67	45	45	61	71
Theft 2nd Degree	27	52	34	43	112	79

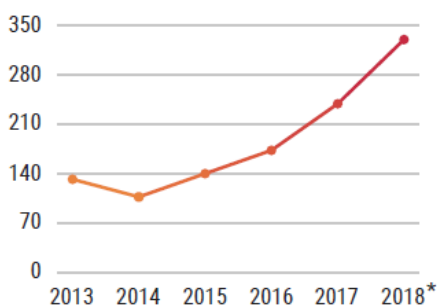
African-American Top 5 Allegations

	2013	2014	2015	2016	2017	2018*
Theft 5th Degree	109	100	107	30	20	17
Assault	82	52	67	37	54	37
Theft 2nd Degree	20	47	23	27	97	70
Interference with Official Acts	4	28	59	43	81	64
Theft 1st Degree	11	7	12	12	114	60

Theft-1st and theft-2nd allegations increased from 2013 to 2017 for African-American youth.

2013-2018* JUVENILE DETENTION HOLDS

Source: Justice Data Warehouse



Detention holds increased approximately 82% from 2013 to 2017, and are continuing to increase through August 2018.

Detention holds increased 102.2% for African-American youth, and comprised an average of 70% of the total holds.

Felony holds comprised 66.4% of all detention holds.



For additional data contact
The Division of Criminal and Juvenile Justice Planning
at 515-242-5823



Appendix E: Restorative Justice Resources

Restorative Briefs Included:

- Restorative Justice Overview
- School Resource Officer
- Diversion
- Family Group Conferencing

Appendix F: Hope and Fear Activity Full Results

HOPES

1. **Better understand the issue, needs of youth and families, and juvenile court process and continuum of services that incorporates accountability.**
 - a. To better understand issues and needs of youth who are acting disconnected with society.
 - b. Timely treatment and intervention that will assist youth in avowing illegal felonies behavior.
 - c. Share as much knowledge as I can before I leave.
 - d. Reaching a point of accountability and learning for juvenile offenders.
 - e. My goal today is to help come up with an idea that will push juveniles towards a working class and a better understanding of it.
 - f. To better understand the root cause of increased youth actions.
 - g. Learn how we can prevent youth from juvenile delinquencies and support youth who are first-time offenders so cycle is broken.
 - h. Recognize, identify flaws in our current system and devise an action plan to reorganize.
 - i. Try new approaches to address family issues.
 - j. Have more of an understanding of the juvenile courts process and their future goals to help with increased offenders.
 - k. That youth are valued.
 - l. Juvenile court system acts in the interest of the youth, hold them accountable and work to maintain public safety.
 - m. Understand the juvenile court process.
 - n. Introduction of juvenile assessment center concept.
2. **Have a clearly delineated, data driven, and actionable plan with short and long-term goals that are achievable.**
 - a. To have a positive direction to curb juvenile crime.
 - b. As a community we can work with these kids and their families and find a reasonable solution with detailed goals and actions.
 - c. A path forward with all sides working together for some action.
 - d. Come up with successful plans to eliminate juvenile crime.
 - e. My goal is that we will develop achievable goals that will address the issue of community safety by providing effective solutions.
 - f. I hope we identify long-term solutions focused on the systemic issue in Scott co.
 - g. To get a process that works to have more immediate accountability.
 - h. To better understand what we can do to reduce juvenile crime in our community.
 - i. Use data and EBPs to listen to JCS assessment tolls and appropriately service match youth.
 - j. Learn ways we can move forward.
 - k. Set starting time and pub people/groups in place to carry out.
 - l. I hope we can come up with a set of goals that are not only achievable but can be successful in helping our youth.
 - m. That folks leave here with the hope that we are progressing in the right direction and that action will be taken.
 - n. The actions are coordinated and take root.
 - o. A unified actionable plan that all members of community buys into.
 - p. I hope that we leave with a plan that we can begin implementing.
 - q. A solid plan to move our community forward in a safe and inclusive manor.
 - r. A plan on how to address the needs of youth in our community.
 - s. Clear strategy on how to move forward.
 - t. Actual implementation of programs/services and changing of the “system” to make actual noticeable differences in our community and youth.
 - u. Come up with an action plan that can be measured for progress.
 - v. Have an action plan.
 - w. Define action plan and take real steps to start doing something different to enact change.

- x. To make data driven decisions.
 - y. To look at all system youth and find where people/groups can be most effective.
- 3. Come together as a community to learn about existing option, identify new options, expand collaboration, and garner support for actionable plan.**
- a. Hope that we find some new/creative ways to address the systemic issues of families/youth in need.
 - b. I'd like to make some new connections with community resources/personnel.
 - c. Looking forward to finding options for effective change in the QCA to reduce youth negative action.
 - d. Learn about all of the options and channels for our youth before and after crisis.
 - e. To identify what the community would like to see change.
 - f. We identify some new programs which can be implemented, which provider is best to implement, and where funding streams will come from.
 - g. Learn what other influencers in the area are doing for at risk youth and their families.
 - h. Come up with a solution that has community support and actually solves the problem.

FEARS

1. All talk and no action/being comfortable with status quo.

- a. Lack of progress.
- b. Being stagnant.
- c. Little action community wide.
- d. That I have enough time to commit.
- e. Nothing gets done.
- f. That it will be more of the same talk without action.
- g. We come up with a bunch of great ideas, write a report, and sit it on a shelf.
- h. We as influencers get stumped on how to help specific areas.
- i. It will be a bunch of talk and little action/change.
- j. How to solve or make solution without holding a grudge on what someone said or done.
- k. Work together to come up with a solution/options for a solution.
- l. We will not come away with a plan for our community.
- m. To remain patient.
- n. That success doesn't happen overnight.
- o. Won't realize what it takes to be successful long term.
- p. Will be all words and no actions-lack of resources (financial) to enact effective strategies.
- q. No change happens.
- r. Nothing will change and we will continue status quo.
- s. Nothing will change.
- t. Follow through, lack of or none.
- u. That nothing changes as a result of this planning and work.

2. We become more punitive.

- a. My fear is kids will be pushed through a prison style facility and only learn how to become better criminals.
- b. Creating more facilities to house these children.
- c. That people think the answer to juvenile crime is to lock them up.
- d. Key partners will continue to send high numbers of youth (inappropriately) to the deep end of the system.
- e. Kids will be pushed through a prison style facility and only learn how to be better criminals.

3. Not being candid about our real problems, failing to fully discuss underlying issues (i.e. family, poverty, trauma, abuse, violence, etc.).

- a. Unresponsive youth.
- b. Some won't be open and candid about their perspective and area of expertise.
- c. We need to know where we fall short to move forward.
- d. That folks won't be honest about the reality of some of the gaps in service in our community.

- e. My fear is that we won't have enough time to address some of entire family's underlying issues that contribute to our youth's issue.
- f. Not fixing the problems facing our community.
- g. I fear we will not be able to address the underlying issues our youth are dealing with.

4. Planning for and sustaining community collaboration

- a. Lack of people/resources to execute any action plans.
- b. No funding for the suggested strategies.
- c. I fear we will only get costly solutions that are unsustainable and out of reach.
- d. Unclear goals for the organizations.
- e. A plan that most of community thinks it's a great idea for "someone else to do and it's their job responsibility"
- f. Once progress begins, support begins to fall off from original group.
- g. Roadblocks to getting needed information or charges.
- h. This process of collaboration will not continue past the next week.
- i. My fear is that once we leave some agencies will return to working on their own programming without collaborating with others working on a common goal.
- j. Fear that we will stay comfortable with "this is how we do it" and not try new things.
- k. Our community will not get behind some of the great initiatives this group will discover.
- l. The size of the group prevents meaningful work to get done.

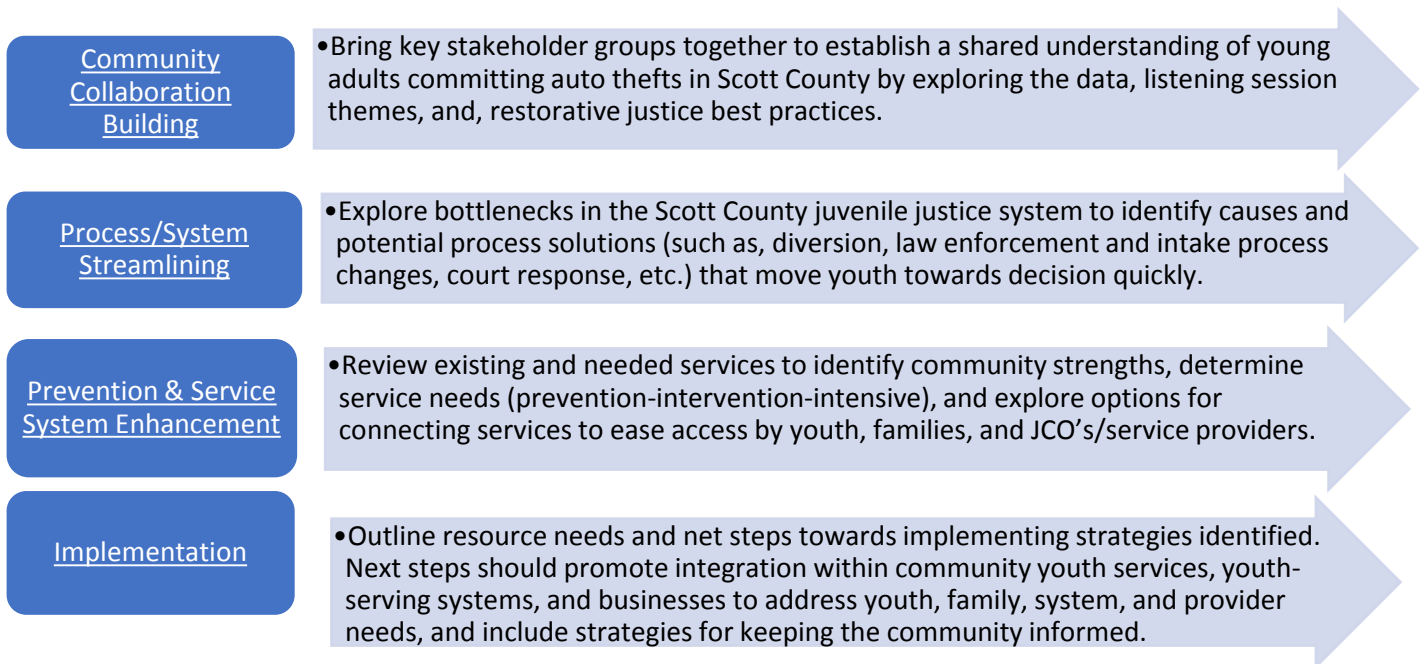
Appendix G: Scott County Youth Community Planning Summit Agenda

Youth Community Action Summit
August 29th & 30th, 2018; 9am-4pm
Eastern Iowa Community College-Urban Campus, 101 W. 3rd Street, Davenport, IA
Draft August 10, 2018

Overall Goal: Develop a, data-informed, stakeholder-driven action plan that balances public safety, involves the victim(s) and community, and holds the youth accountable to address

- The increase in auto thefts by young adults in Scott County; and,
- Youth running from group settings.

Goals of August Meeting: Clearly a long-term investment is needed to reach the overall goal. The August event aims to take the community from the information gathering stage into the action planning stage. This is a first step towards a community-owned plan to address the juvenile justice system’s role in larger Scott County effort to serve its youth.



Agenda:

Wednesday, August 29 th , 2018	
9am: Welcome	<ul style="list-style-type: none"> • Welcome – Mayor Klipsch • Intro of Key Partners • Overview of Purpose and Process • Agenda & Objective Review
10am: Setting the Foundation - Data Review	<ul style="list-style-type: none"> • Trends and descriptive • Listening Session Themes • Discussion
11:00am: Break	
11:15am Panel: Community Strategies at Work	<ul style="list-style-type: none"> • Introduction of Restorative Justice Concepts • Community Panel
12:15pm Lunch (on your own)	
1:15pm: System Streamlining – Current Flow, Bottlenecks, & Proposed Interventions	<ul style="list-style-type: none"> • Youth Journey through Scott County Process • Discussion

2:15pm: System Planning	<ul style="list-style-type: none"> • Small group Action Planning <ul style="list-style-type: none"> a. Contact/Intake b. Diversion/JDAI c. Court d. On-going Services/Monitoring e. Case closer/Aftercare
3:15pm: Report Out	<ul style="list-style-type: none"> • Small groups share report out their strategies.
3:45pm Wrap-Up & Set-up for Day 2	<ul style="list-style-type: none"> • Summary • Day 2 Notes
4pm: Conclude	
Thursday, August 30 th , 2018	
9am: Welcome	<ul style="list-style-type: none"> • Welcome • Recap of Day 1 • Agenda & Objective Review
9:30am: Prevention and Service Enhancement - Current Services & Gaps	<ul style="list-style-type: none"> • Review Current Services Continuum • Discussion of access challenges
10:30am: Break	
10:45am: Prevention and Service Enhancement -	<ul style="list-style-type: none"> • Small group Action Planning strategies for Service Needs <ul style="list-style-type: none"> a. Assessment b. JDAI & Community-Based c. Residential, Family Need, and Transition/Aftercare)
12:00pm: Report Out	Small groups share report out their strategies.
12:30pm: Lunch (on your own)	
1:45pm: Collaborative Building	<ul style="list-style-type: none"> • Crosswalk System & Service Action Steps (Identify connections & themes) • How do we keep these flowing? (Committee or collaborative development) <ul style="list-style-type: none"> a. Structure b. Meeting Frequency c. Information needed d. Missing players e. Committees?
3:30pm: Wrap-up & Next Steps	<ul style="list-style-type: none"> • Discussion of next steps • Thank you
4pm: Adjourn	

Appendix H: Listening Session Feedback – Systems

System Point	Bottleneck	Suggested Solution
Contact/ Intake	<ul style="list-style-type: none"> • Speed of paperwork (esp. non-detention) • Law enforcement backlogged (overall adult & juvenile) • Officer discretion in detention or diversion (via charge) • Time consumed by policy with intakes, esp. when multiple at once. • Can't always find someone to take youth home. • Intake process is taking longer than the 60 days allowed for detention • Assessment and JCO's reports are delayed • Speed required for detention hearings limits ability to get clarity on risk and need 	<ul style="list-style-type: none"> • Create a juvenile-focused law enforcement division (specific training, services, & caseloads) • Clarify process for law enforcement to report neglect (when & how) • Juvenile Assessment Center • Utilize assessment to differentiate trauma, needs, and criminogenic thinking to better align referrals, • Increase use of existing crisis response, instead of arrests to serve families
Diversion/ Alternative to Detention	<ul style="list-style-type: none"> • Multiple victims create small payments that draws out the process • Victims don't understand the process • Minimum age for state restitution program is 15 • Youth are remaining in the system due only to unpaid restitution • Those in detention are as young as 4th grade • Detention is at capacity and youth are being send out of state • Youth are spending up to 6 months in detention • Felony charge = immediate exclusion from diversion 	<ul style="list-style-type: none"> • Create an alternative to detention for low-risk -and/or first-time offenders • Reinstitute Delinquency Prevention Program (Juvenile Court Services and law enforcement partnership), • Create a violators' program to avoid mixing violent, repeat offenders and first-time offenders, • Find ways to inform youth/families about the benefits of diversion over their "day in court".
Court	<ul style="list-style-type: none"> • Court lag = youth without services • Writing charges when a petition isn't filed • Intake backlog delays hearings • Court dates are months out, even with extra judges • Detention hearing w/in 24 hours created high paperwork load • Data systems between police and county attorney don't communicate 	<ul style="list-style-type: none"> • Charge passengers with an aggravated misdemeanor and utilize existing pathway • Offer diversion option court process moves. If diversion is completed, charges are dropped.
On-going Services/ Monitoring	<ul style="list-style-type: none"> • Youth are revolving though many placements • Lack of awareness of services and ability to link youth to services • First-time offenders don't screen high enough for out of home placement, but the behavior is serious • Seeing more cross-over & CINA cases that need family services • Paperwork is cumbersome, causing burnout and inability to spend time with youth 	<ul style="list-style-type: none"> • Reduce caseload for JSO's, intake, and other service staff • More staff in current roles, adapt position responsibilities to specialize, and/or develop support positions to reduce paperwork, reporting, and placement system monitoring. • Ensure all involved understand generational poverty and trauma. • Streamline reporting • Eliminate unnecessary notifications from reporting systems

	<ul style="list-style-type: none"> • New reporting requirements are duplicative and glitchy • Non-competition clause limiting ability for psychiatrists to leave hospital & serve in community practice • TOPS System notifications are redundant and untimely • More funding needs to go to youth placed at home, rather than out of home 	
<p>Aftercare/ Transition</p>	<ul style="list-style-type: none"> • Furloughs and home visits are poorly monitored or given when many risks are present 	<ul style="list-style-type: none"> • Establish more transition services to ease transitions home • Develop a community collaborative across juvenile justice, child welfare, law enforcement, schools, youth, community leaders, families, services, clergy, private sector, etc. to plan and raise resources for the community as a collective.

Appendix I: System Action Plans

Strategy to be implemented: JAC Law enforcement funding			
<i>Action Step</i>	<i>People/Groups to Include</i>	<i>Needed Resources/Support</i>	<i>Lead Person(s)/Agency(ies)</i>
Legislative changes needed?	Sarah		
Identify who provides oversight? Agency	Nicole, Scott, Jeremy		
Who provides funding?	Mayor/Admins/Elected officials		
Contact Polk, Potawatomi, Woodbury counties for information	Sarah		
Where is it located?	Scott/Jeremy		
Is there a consultant to coordinate the start-up?			
Building a comprehensive plan including timeline, funding, marketing to elected officials, businesses, public	Professional help with communications piece (consultant of some kind)		

Strategy to be implemented: Court processes			
<i>Action Step</i>	<i>People/Groups to include</i>	<i>Needed Resources/Support</i>	<i>Lead Person(s)/Agency(ies)</i>
JCS/JB access to New World system	JB/LE	In process	Scott Hobart/Matt (IT guy)
Pilot LE access to JDW to see state wide case info	CJJP/JCS/LE	Partnership	Laura R-G, Scott/Donna/LE Contacts
Use informal adjustment with for 1 st time car thefts	Judicial branch/county attorney	County attorney buy in	JCS/COATTY (??)/Judges
Access to services sooner	JSC/Providers	Service inventory/decision matrix (CJJP)	

Strategy to be implemented: Restorative Justice			
<i>Action Step</i>	<i>People/Groups to include</i>	<i>Needed Resources/Support</i>	<i>Lead Person(s)/Agency(ies)</i>
Victim mediation	Restitution specialists/JDC/county attorney	Victim funding/creative strategy for restitution	JCS/JDS/
Parent partner	Finding parents	Funding	
Restitution to victim if diverted – is parent liable for restitution through small claims?			

Appendix J: Environmental Scan

Appendix K: Service Needs Notes

Free time and positive alternatives	
<i>Current Ways to Connect</i>	Schools, churches, police, neighborhoods, & social media
<i>Barriers/absence of connection opportunities</i>	Cost, transportation, feeling of living in survival mode, parents and kids both are unable to think ahead to signing up for football, lack of volunteers to facilitate potential free activities, safety due to gangs and interpersonal conflict, and parental engagement to sign youth up or encourage participation
<i>Needs</i>	Workforce and career development, people who connect youth and build hope, options for youth unable to participate in school activities due to grades or finances, diverse leadership and community participation, options generated and facilitated in and by the community rather than by “outsiders”
<i>Root Causes</i>	Poverty, funding cuts, not viewing these opportunities as job and life skill development, lack of positive mentors, lack of exposure to college and career, and trauma’s impact on the brain
Housing	
<i>Current Ways to Connect</i>	Davenport City Council priority-includes redevelopment of neighborhoods and access to affordable housing
<i>Barriers/absence of connection opportunities</i>	City is bringing in a lot of LITC housing projects to serve people at 80-120% of MFI, housing gap remains for those at 30-60% of MFI
<i>Key Services</i>	Builders are including a space within developments for tenants to access services via a community room, options for home ownership and affordable rental properties
<i>Root Causes</i>	Poverty and lack of affordable options
Mental Health	
<i>Current Ways to Connect</i>	Scott County Kids Family panel, family mental health or behavioral annual resource fair
<i>Barriers/absence of connection opportunities</i>	Funding sources don’t support in-home therapy, unable to bill insurance while the juveniles are in detention, limited hours for services, services require parent permission, long waitlists, access is difficult, parents don’t want help, shame, stigma, blame, trust, lack of information/community awareness, lack of inclusion, need greater diversity, lack of options for LGBT community and youth/families of different cultures and ethnicities
<i>Key Services</i>	Mobile crisis response, place in the community for a child/youth in the midst of crisis counseling – in home, no age restrictions, no insurance restrictions
<i>Root Causes</i>	Affordability, accessibility, and stigma
Parent Engagement	
<i>Current Ways to Connect</i>	180 app, food banks, community of resources, Scott County Kids, provider panel, direct line staff
<i>Barriers/absence of connection opportunities</i>	Awareness, communication, funding, disagreement about which system will serve a youth (esp. crossover youth), and lack of collaboration. Resistance of families, they don’t want police, or DHS knocking on the door, we talked about having block parties in their neighborhoods, setting up booths with the agencies they might not know.
<i>Key Services</i>	Bring all services to one place to make it easy to connect, Navigation - receive services at the right time, a concierge vs. a gatekeeper, accessing appropriate services in a timely manner
<i>Root Causes</i>	poverty, absence of supervision, basic needs not being met

Appendix L: Participant Sign-in List

Name	Organization
AJ Poirier	Davenport Police Department
Alexander Westmoreland	Divergent Program
Andrew Harris	Davenport Police Department Davenport Public School District/Davenport Police Department
Andy Neyvirck	Davenport Schools - Monroe Elementary
Benjamin Driscoll	Churches United
Betsy Vanausdeln	Judicial
Cheryl Traum	Judicial
Chris Dalton	CJJP
Dave Kuker	Eldridge Police Department
David Kopatich	JCS
David Tristen	JCS
Donna Gardener	Davenport Schools
Ellen Reilly	Davenport Police Department
Geoffrey Peiffer	Child Advocacy Board
Georgann Cusack	Davenport Police Department
Hank Jacobsen	Davenport Police Department
Jeff Blandel	EICC/Iowa Works
Jennifer Sweborg	BGCMY
Jenny Garloch	One Eighty
Jenny Haluprik	Scott County JDC
Jeremy Kaiser	Senator Ernst
Joe Krenzelk	Bettendorf Police Department
Justin Paul	Bettendorf Police Department
Keith Kimball	Friendly House
Lorelei Pfactz	DHS
Lori Frick	Diocese of Davenport
Loxi Hopkins	City of Eldridge
Marty O'Boyle	Family Resources
Mary Macumber Schmidt	City of Eldridge
Mary O'Boyle	Lutheran Family Services
McVee Jackson	Luloc
Michael Reyes	Davenport Police Department
Michael Reyes	Scott County Kids
Nick Shorten	Punch
Nicole Mann	Iowa American Water
Ralph Kelly	Vera French Clinic
Randy Moore	Davenport Schools
Richard Whitaker	JCS
Rodney Tatum	SCSD
Scott Hobart	Family Resources
Shawn Roth	CJJP
Steph Henandez	Safer
Steve Michael	
Sue Davison	

Teresa Dothard-Campbell
TJ Schalohlotz
Vera Kelly

DCSD
Davenport Schools
Davenport NAACP