Improving Outcomes for Justice Involved Women and Girls…

This session is sponsored by the National Resource Center on Justice Involved Women
www.cjinvolvedwomen.org

A project of the Bureau of Justice Assistance and the National Institute of Corrections

Today, we will focus our remarks in four primary areas:

- The Core Principles to Consider when Working with Women
- Using Relational, Strength-based, Collaborative Approaches
- Building Collaborative Partnerships
- Bringing it Home: The Utah Experience

Current status…

Are you satisfied professionally?
Are the girls and women in your facility satisfied?
Are the rates of misconducts and disciplinary reports higher than male facilities in the area?
Are women coming back over and over again?
Are women and girls more likely to receive a technical violation?

Our Viewpoint

We are more likely to have success if we stop to question STATUS QUO and incorporate the research on women and girls into policy and practice.

What is a Gender Responsive Approach?

Less about differences between males and females and more about using research on girls and women to guide what we do…
Gender-Informed: Core Practices and Principles

Marilyn Van Dieten, Ph.D.

Core Practices (Benedict, 2008)

Using an approach that is...

- Relational
- Strengths-based
- Trauma-informed
- Culturally competent
- Holistic

Relational Approach

Why is a relational approach important?

- Relationships play a central role in female socialization and development
- Important pathway to the justice system (risk factor)
- Relationships – natural and professional (protective factor)

What it is not...

- Being a female is not enough
- Sharing cultural and ethnic backgrounds is not enough
- Sharing a trauma history is not enough
- Being ‘NICE’ is just that… no connection with positive outcomes
- Telling her what to do… is not usually effective

What is a Relational Approach?

- She perceives staff as competent and engaging...
  - Empathy (not sympathy)
  - Warmth
  - Positive Regard
  - Genuineness
  - ALWAYS RESPECTFUL

Integrating GR and EBP

Gender Responsive

- Incorporate research on women
- Approach defined using core practices (Alyssa Benedict, 2006)

- Individualized
- Collaborative
- Enhance Motivation
- Consistent (Team Approach)
- Continuous (Seamless and Limitless)
- Implementation Integrity
- Outcome Based
Relational Strategies

What strategies are consistent with a relational approach?

- ENGAGEMENT
  - Anticipate
  - Reflect
  - Validate
  - Elicit DARN-C (desires, ability, reasons, needs, commitment)
  - Let her set the agenda
  - Work collaboratively to resolve problems; overcome obstacles

The quality of the relationship—between you and the women you work with—can profoundly impact outcome.

We need to adopt and use a relational approach when working with women...

Critical to Success...

Create a safe and relational environment...

- Physical environment
- Identify strengths
- Anticipate challenges and explore the barriers (practical, psychological, cultural)

Strengths-Based Approach

Why is a strengths-based approach important?

- Low rates of self-efficacy and high rates of depression among girls and women.
- Self-defeating cognitions—which include themes of future hopelessness and despair.
- Favorable impact of the positive psychology movement and changing paradigms

A Comparison

Problem - Focus
- Find problems and diagnoses
- Look for fixed problem patterns
- Elicit detailed description of problem
- Focus: what’s wrong; what’s not working in family, community, etc.

Strength - Focus
- Find strengths and possibilities
- Focus on how positive change occurs
- Elicit detailed description of goals
- Focus on what’s right; what’s working in family, community, etc.

Problem - Focus
- Focus on when client resists or fails is inconsistent
- Explores how trauma has affected or damaged clients

Strength - Focus
- Focus of times when client is cooperative and makes any effort
- Explores how clients have coped with trauma and how they have survived its damaging effect
Strengths-Based interventions assume that all individuals have resources that can be mobilized...

There are a series of strength-based strategies

- O’Connell- 1998

Strength-based strategies

- Miracle Question
- Looking toward the future/hypothetical look over the fence...
- Looking for exceptions...
- What has worked before?
- What will you do now?
- How will you get there?
- Scaling questions
- Goal setting- solution-focused; positive; action oriented; small measurable steps

Trauma-Informed

Why is a trauma-informed approach important?

- Many justice involved girls and women have experienced a history of childhood abuse and adult victimization
- Emotional, behavioral and physical reactions can place the client and staff at risk if not fully understood.

Trauma

Trauma refers to an EVENT that results in a REACTION or RESPONSE that can range from intense fear, helplessness, or horror…(Briere & Scott, 2006)

Victims of Interpersonal Trauma

are at greater risk to experience additional interpersonal trauma

There is an additive effect that can increase the likelihood of severe or self-destructive responses…
Understanding Trauma

What makes trauma more likely, more intense, more complicated?

1. Victim Variables
2. Characteristics of the Stressor
3. Social Response, Support and Resources

Trauma-Informed Strategies

What is trauma-informed?

• Understand the impact of trauma
• Emotional, behavioral and social consequences and reactions
• Triggers
• Calming techniques
• Professional resources

Trauma-Informed Practice

• This means that all programs/practices (Harris and Pollak, 2001 in Covington & Bloom, 2000, 2003):
  – Take trauma into account;
  – Avoid triggering trauma reactions and/or traumatizing the individual;
  – Adjust the behavior of staff and the organization to support each individual’s coping capacity; and
  – Allow women to manage their trauma symptoms successfully so that they are able to access, retain, and benefit from services.

What Can We Do For Her?

✓ Work in a gender responsive way (strengths-based and relational)
✓ View her behavior as her best attempt to deal with circumstances of her life.

Our work then becomes focused not on criticizing or fixing or correcting TRAUMA REACTIONS but seeing them as survival behaviors. Acknowledge them while helping her to develop new skills that will foster success.

Cultural Competence

What is cultural competence?

- Culture refers to ethnicity as well as social class, geography, religion, gender, sexual orientation, and family dynamics.
- Research suggests there are differences in outcomes across cultural groups

What strategies can we use?

- Relational approach
- Mutual trust, mutual empathy, and mutual regard
- Awareness of personal biases, knowledge, respect and listen more...
Gender-Informed: Strategies & Approaches
Marilyn Van Dieten, Ph.D

The PROCESS - Four Core Elements

ELEMENT 1: Engage and Assess
ELEMENT 2: Enhance Motivation
ELEMENT 3: Implement the Case Plan
ELEMENT 4: Review Progress

The APPROACH

GENDER RESPONSIVE
- Individualized
- Collaborative
- Enhance Motivation
- Consistent (Team Approach)
- Continuous (Seamless and Limitless)
- Implementation Integrity
- Outcome Based

WOCMM
EBP - wrap-around, mental health, corrections, INTEGRATED WITH Gender Responsive Core Practices

What does the PROCESS look like?

What does the PROCESS look like?

Do we need gender-responsive assessment and intervention?

CORE ELEMENT #1: Engage and Assess

Gender Neutral
- Antisocial attitudes
- Antisocial peers
- Temperament and personality (cognitive skills deficits)
- Behavioral history (aggression, substance abuse, etc.)
- Family
- Vocational/Education Employment

Gender Salient
- Mental health issues
- Trauma: Exposure to interpersonal violence in intimate and personal relationships, childhood abuse & neglect
- Lack of self-efficacy: limited hope
- Substance abuse
- Child custody/care/visitation
- Parenting skills/parental stress
- Developing marketable skills
- Community living
- Community stability: housing, finances
Core Element #1: Engage and Assess

Gender-Responsive Assessment
- Risk Factors that are Gender Responsive
- Strengths-Based
- Guide Case Work - Establish Priority Targets
- Dynamic items - demonstrate change

A Story From the Field...

Jackie (31 years of age)
- First conviction at age 13
- As youth- 7 convictions for shoplifting and theft
- As an adult charged repeatedly with prostitution; fraud and theft.

A Story From the Field...

Family
- Raised by grandmother
- Sexual abuse at 8 years by uncle.
- Pregnant at 15 - grandmother has custody of baby
- Left home at 15 to live with aunt
- Asked to leave within months when she stole property from her to buy drugs
- No recent contact

A Story From the Field....

Relationships
- Numerous relationships
- Most recently moved in with Jason an IV user and physically and emotionally abusive

Substance Use
- Started using drugs at 12 years of age... use increased to more serious drugs. Heroin and crack primary drugs of choice.

A Story From the Field....

Education/Employment
- Left school at 15 and has never held a job longer than 6 months.
Community Stability
- Currently homeless;
Mental Health
- Has never seen a mental health professional
Make a projection...

“What is the likelihood that Jackie will?:

1. Commit a new offense or have difficulty with probation?
2. Experience difficulty in multiple life need areas: Family, Community, Vocational, Personal...?

But you haven’t heard the full story yet...

What if I told you that Jackie had...
- extraordinary interpersonal skills
- caring, genuine, empathic
- easily makes friends
- highly adaptive, creative, responsive
- dreams of holding an office job
- wants to reconnect with aunt

Prediction

We still have limited information regarding the impact of strengths.

However... the evidence is starting to trickle in...

What approach should I use...?

- Begin with mutual purpose...
- Be EMPATHIC
- Move from listless static assessment of facts or CHECKLIST...
- to Intentional Interviewing - curious, interested question - asking, personal inquiry, TELL ME YOUR STORY...

Three TIPS to elicit information

Start by Building Rapport
Women may be reluctant to give you details about their lives until a professional working relationship has been established.

Use Foundation Skills
Open and Closed Questions
Affirmations
Reflections
Summaries
Three TIPS to elicit information

Use Advanced Skills
- Explore Strengths
- Explore context and circumstances

What can you do right now?
Tell me the story of your success...

Core Element #1: Engage and Assess
Anticipated OUTCOMES:
- Awareness of personal, situational, and contextual factors that elevate risk...
- Awareness of strengths that can be mobilized to mediate the impact of risk...

CORE ELEMENT #2: Enhance Motivation

Corrections- we tell people what is important...
People don’t necessarily value what we do...and when they don’t we can’t understand why...

Corrections- we tell people what is important...
“IF YOU WANT YOUR CHILDREN BACK- then WHY DON’T YOU STOP DOING DRUGS...”
When we are forced to accept someone else’s wants, desires, values... it can be like swimming in the middle of a lake where there is nothing to hang on to...

What promotes behavior change?

**What is Motivational Interviewing?**

Person-centered, directive method for enhancing intrinsic motivation to change...

Origin NOT theory but intuitive clinical practice... you will feel comfortable with the concepts...

**The Spirit of MI:**

MI is not a technique, but more a style, a facilitative way of being with people.

MI should feel like a smooth dance rather than an altercation.

Strategies to Enhance Motivation

The Basics and Essentials

- Open-ended questions
- Affirmations
- Reflections
- Summaries...
- Elicit self-motivational statements

- Evocation
- Collaboration
- Autonomy
Motivational Interviewing...

STEP 1: Determine what is important and assess readiness to change...
LISTEN
STEP 2: Increase importance/value...
ELICIT and EVOKE

DARN---C
OUR GOAL...ELICIT CHANGE TALK
• D esire
• A bility
• R easons
• N eeds
• AFFIRM DARN TALK --- MOVE TOWARD
• COMMITMENT TALK

Change Talk or Not...

I wish people would just leave me alone.
I want to be with my kids.
There is nothing anyone can say to me that will make me change my mind.
This program is really stupid.
There is nothing I can learn from this program. I have done them all before.

Change Talk or Not...
The staff are really nasty whenever you don’t participate.
Everyone is always putting pressure on me to change.
I smoke drugs because then I feel good.
I don’t care what my mother says. She is not keeping my kids.
I would do anything to turn my life around.

Elicit Change Talk

• Good question:
A question for which the answer is change talk

• Not-so-good question:
A question for which the answer is resistance

Good Question or NOT So Good...

• What concerns you most about participating in this substance abuse program?
• What are the greatest benefits of going to this substance abuse program?
• Do you like your friends?
• Are you willing to stop taking drugs?
• Do you want to get out of here?
Good Question or NOT So Good…

• Why don’t you stop getting into trouble?
• How do you see your life in 5 years?
• Do you really think what you are doing is working for you?
• Tell me about a time when you weren’t depressed… what was different then?

What promotes behavior change?

... elicit and reinforce change talk (listen, reflect, affirm, elicit)
... not resistance

Core Element #2: Enhance Motivation

Anticipated OUTCOMES:

ELICT…desires, attainable, rewards, needs…
and move to COMMITMENT (Intrinsic Motivation)

IDENTIFY PERSONAL GOALS...

CORE ELEMENT #3: Implement the Case Plan

1: Strategies---Self-directed
(Identifies targets of intervention, generates options, sets SMART goals and actions steps, and addresses obstacles as they arise)
2: Build Natural Supports

3: Professional Services

Core Element #3: Implement the Case Plan

- Increase human capital
- Increase social capital

CORE ELEMENT #4: Review Progress

Every Meeting...

- Review and update progress
- Reinforce successes
- Introduce problem-solving strategies
- Develop maintenance plans

Core Element #4: Review and Support

Anticipated OUTCOMES:

- Personal responsibility
- Autonomy
- Self-sufficiency
Some Unsolicited Advice…

- IMPLEMENTATION INTEGRITY:
  "Expect/anticipate that there will be implementation challenges and that there are always solutions...."

1. Professional boundaries – dual role (blend respect and accountability)
2. “Righting-Reflex” - “Strengths-based”
3. Team building
4. Monitor Progress
5. Compassion Fatigue

Integrating EBP and GR...

Collaborative Partnerships
Becki Ney - Center for Effective Public Policy

Collaboration is emerging as the preferred approach to addressing complex problems in the criminal justice system.

The term “collaboration” is mistakenly used to describe individual and agency relationships at varying stages of development.

Agencies and individuals actually engage in four very different levels of joint activity:

- Collaborating
- Networking
- Cooperating
- Coordinating

Networking

Networking is the simplest form of joint activity. It is best described as the exchange of information for mutual benefit.

Coordinating

Coordinating refers to the exchange of information and the altering of activities for mutual benefit.

Cooperating

Cooperating expands the definition of coordinating to include not only the exchange of information and the altering of activities, but also the sharing of resources for mutual benefit.

But Collaboration...

...reaches beyond these concepts, bringing with it a much higher level of commitment and responsibility.

Collaboration shifts organizational and individual focus:

- From *competition* to *consensus*;
- From *working alone* to *working together*;
- From thinking about *activities* to thinking about *results*.

What is Collaboration?

*Collaboration is two or more people, organizations, or groups, working together to achieve a common goal that is impossible to reach without one another.*
Does your agency have all of the expertise necessary to address these barriers?

- Limited Housing (appropriate and safe)
- Unemployment (independent wages)
- Education
- Mental Health
- Substance Abuse
- Health Care
- Financial Instability
- Family Concerns and Childcare

The Purpose of Collaboration

- Increase capacity
- Increase communication
- Increase continuity of service
- Decrease duplication of services

Why Collaboration?

- No one agency can meet the needs or overcome the barriers that relate to successful case management.
- The problem and challenges are too great for any one agency.
- Public safety is everyone's business.
- For the first time in recent history, government has acknowledged that it cannot deliver all the services that people need.

Larson and LaFasto

- Initial Sample (examples):
  - Mt. Everest Expedition
  - U.S. Space Command
  - Presidential Commission on the Space Shuttle Challenger Accident
  - Cardiac Surgery
  - Championship Football Teams
  - American Leadership Forum
- Saturation Testing (examples):
  - Disaster teams
  - Theatre productions
  - USS Kitty Hawk
  - Presidential Cabinets
  - GAO and Congressional investigation teams
  - U.S. Navy Strike Warfare Center

- Hypothesis Testing—Executive Management and Project Teams (examples):
  - Baxter International
  - Dun and Bradstreet Corporation
  - McDonald's Chicken McNugget Team
  - IBM PC Team
  - Boeing 747 Airplane Project


Characteristics of Successful Teams

- A clear and elevating goal
- A results-driven structure
- Competent team members
- Unified commitment
- A collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership

1. A Clear and Elevating Goal

- High performance teams have both a clear understanding of the goal to be achieved and a belief that the goal embodies a worthwhile or important result.
  - The greater the clarity of understanding regarding the nature of the problem being addressed, the more effective people are at solving the problem.

- A clear and elevating goal is also one that is just beyond reach but nonetheless possible (mountain climbing, pioneering surgery, team-based athletic achievements).
  - The degree of challenge, the sense of urgency, the belief that the accomplishment will make a significant and measurable difference (cessation of an epidemic) makes the work compelling.
2. A Results-Driven Structure

• The importance of structure is not in its presence or absence. More important is whether a structure is in place that is appropriate for the achievement of the performance objectives.

• To be successful, a team’s structure should be designed around the results to be achieved.

Four Necessary Features to Team Structure

• Clear roles and accountabilities
• An effective communication system
• Monitoring performance and providing feedback
• Fact-based judgments

3. Competent Team Members: Three Common Features

• The essential skills and abilities to accomplish the work (technical and personal competencies).

• A strong desire to contribute.

• The capacity to collaborate effectively.

4. Unified Commitment

Best characterized by:

• Team spirit;
• A sense of loyalty and dedication to the team;
• An unrestrained sense of excitement and enthusiasm about the team;
• A willingness to do anything that has to be done to help the team succeed;
• An intense identification with the people who are the team;
• A loss of self (There is no "I" in T-E-A-M); and
• The unique (dare we say, emotional?) experience of being a part of something special, something effective, something productive.

5. A Collaborative Climate

• The whole is greater than the sum of the parts.

• Working well together.

• Characterized by structural differentiation (roles, responsibilities, accountabilities), and a climate created among the leader and all team members.

• Trust is a mainstay virtue.

Trust is Produced in a Climate that Includes Four Elements

• Honesty – Integrity, truthfulness, and an absence of exaggerations;
• Openness – a willingness to share and be receptive to new ideas;
• Consistency – predictable behavior and responses; and
• Respect – treating others with dignity and fairness.
6. Standards of Excellence

A standard is the pressure to achieve a required or expected level of performance. That is, standards define expectations that eventually determine whether the level of performance is acceptable.

Standards define:
- Type of technical competency required;
- Amount of initiative and effort required;
- Group’s expectations regarding how members will behave toward one another;
- Firmness of deadlines;
- Ways in which results will be achieved.

Standards are primarily, if not completely, driven by members’ values and principles.

7. External Support and Recognition

• The team is given the resources it needs to get the job done.
• The team is supported by those individuals and agencies outside the team who are capable of contributing to the team’s success.
• The team is sufficiently recognized for its accomplishments.
• The reward and incentive structure is clear, viewed as appropriate by team members, and tied to the team’s performance.

8. Principled Leadership

• Leadership can add tremendous value to any collaborative endeavor, even to the point of sparking the outcome with an intangible kind of magic.

• Effective leaders draw together – often in a seemingly effortless yet inspiring way – vision, a belief in the opportunity for change, and the ability to meaningfully involve others.

Collaboration is a Fundamental Principle of Case Management

• Without collaboration, no amount of knowledge, skill, resource or thoughtful planning will make women offender management truly effective.
• Effective collaboration will enhance the outcome of your work.
• Collaboration is required on at least two levels:
  - Policy level (individuals that have decisionmaking or policymaking authority); and at the
  - Case management level (individuals providing direct services to women offenders and their families).

At the Policy Level: Leadership from the Top

• There must be clear support from all of the agency heads involved in the collaboration.
• Those actively involved must have the authority and support to make the collaboration work.
• The authority of the group and members must be clear.

Who should be involved?

• Individuals, agencies, and organizations that:
  - Have a vested interest in community safety
  - Are directly or indirectly responsible for offender management
  - Work closely with – or advocate for – victims
  - Can provide mentoring or positive social supports
  - Offer educational and vocational services
  - Can promote access to appropriate and affordable housing
  - Deliver healthcare services
  - Provide mental health services
  - Have the ability to facilitate access to employment
  - Can provide support and assistance to children and families of women offenders
Multi-agency partnerships can ensure that the necessary supports, services, and offender management practices are provided in a manner that promote offender success and community safety.

At the Case Management Level: Collaborative Teams

- **Those responsible for working directly with offenders:**
  - Community supervision officers
  - Treatment providers
  - School personnel
  - Others directly and routinely involved with offenders, families, victims, social services, human services, housing, welfare, educational/vocational support, other community based services

What factors should her case management plan include to effectively address her risk and needs factors?

What level of risk and needs does she pose?

- **Are children living with her?**
- Are there risk factors I’m missing?
- Is everything as good as it seems?
- Do I have all of the information needed to make a good decision in this case?

Individual Team Roles: Probation Officers

- **Typically, the leader of the case management team**
- Brings victim impact information to the table
- Enforcer of conditions
- Greatest access to offender environment
- Identifies red flags
- Access to the court—and greater and lesser accountability
Individual Team Roles: Treatment Providers

- Assesses treatment targets
- Assists offender in identifying risk factors
- Designs appropriate treatment interventions
- Gauges offender’s treatment progress
- Assists offender in developing coping skills
- Identifies red flags

Individual Team Roles: Partner Agencies

- Coordinates services with each other
- Provides support/information to offender and family
- Liaison between agency and team
- Identifies red flags

Individual Team Roles: Families and Communities

- Provides support/information to case management team
- Provides support to offender and often participates in services
- Provides broader support and accountability of offender and us

Benefits of Collaborative Case Management

- Decisions include all information and all perspectives.
- Professionals work toward a common interest and goal.
- Offender’s accountability is increased (and the offender is actively engaged in her case plan).
- Provides for greater opportunities for support among those working with individual women and their families.
- Case management teams are more likely to obtain resources needed to effectively manage individual cases.

Tangible Outcomes of Collaborative Case Management Teams

- Increased knowledge about individual offenders;
- Leading to greater understanding; and
- More effective decisions on the best way to proceed with a case.

 Keys to Successful Collaboration

- Establish clear expectations of one another:
  - Ground rules
  - Roles and responsibilities
  - Values and principles
- Build team spirit:
  - Team building exercises (collaboration survey, true colors, experiential learning exercise), break bread together
- Clearly define your outcomes:
  - Vision, mission and goals
  - Workplanning
Keys to Successful Collaboration

- Be aware of interpersonal issues:
  - Open and productive communications are more likely to occur when there is trust, understanding and respect between members.
  - Be willing to listen and learn from others; allow adequate time for members to appreciate the perspective of others.
  - Appreciate how fragile collaborative teams truly are; take time to foster the group’s growth and development.

Application:
Women’s Summit Utah
Shannon Cox – Utah Department of Corrections

Women at Risk:

An Opportunity to Change Everything for Women Offenders!!!

Principle 4 :: Services and Supervision

- Women’s typical pathways into crime and the corrections system involve a complex interplay of trauma and victimization, substance abuse, and mental health problems.
- You have to address all of these issues through comprehensive, integrated, culturally relevant services and appropriate supervision.

Principle 5 :: Socioeconomic

- Most women who enter the correctional system live below the poverty line. They have little education, few job skills, and terrible employment histories. Most have relied on public assistance, they are single mothers.
- We must provide opportunities to improve their socioeconomic conditions: Voc. Training, educational services, job with benefits, etc……..

Principle 6 :: Community

- We must establish a system of community supervision and reentry with comprehensive, collaborative services.
- We can’t just send them back to the same communities they came from, the same circumstances and expect them to change.
- Here comes the Summit!!!!!
The Women's Summit!! Exciting!!

A Holistic Collaboration:
- Dept. Of Corrections
- Dept. Human Services
- DCFS
- Juvenile Justice
- Legislative Analysts
- Federal Probation
- HUD
- SLC Housing
- SLC City Housing
- CAP
- Magna Fact
- Rape Recovery
- UofU
- SLCC
- Vocational Rehab.
- Work Force Services

And the List goes on, and on……
- LDS Employment
- Welfare Square
- The Road Home
- School Districts
- Horizonte
- Higher Education
- Baptist Coalition
- Methodist Ministry
- Project Reality
- SLC Sub. Abuse
- SLC Human Services
- YWCA
- Gay, Lesbian, Bi-sexual, Transgender Assoc.
- 4th Street Clinic
- Department of Health
- Social Security
- NAMI
- Asian Association
- Indian Walk-in Center
- Centro de familia
- Clinical Consultants
- Valley Mental Health
- V.O.A.
- Catholic Community Serv.
- Salvation Army
- Utah DV Council
- Utah Minority Affairs office
- Disability Law Center
- P.I.N.
- CCJJ

A Holistic Approach to Treatment and Supervision

- The Women’s Treatment and Resource Center is the first of its kind in the State of Utah.

- The center provides a women’s centered approach to treatment and supervision: prior victimization, domestic violence, housing, substance abuse, anger management, family issues, parenting and mental health treatment.
Holistic Corrections?  huh!??

- We are joining forces with the experts: We are bringing in the Horizone Center to create a literacy program, G.E.D, and High School education curriculum.
- Trauma Awareness Center referrals (pain release)
- Mentoring Program – (modeled with the help of Yolanda Johnson Peterkin with WPA in New York City) – Vista Core Volunteers – teaching Bridges out of Poverty and Coaching GOGI, organizing mentoring activities and coordinating case management mentoring opportunities

Wraparound Services to Increase Protective Factors for these women!

- The Objective is to help increase Protective Factors in a Woman’s Life
  - Educational /Vocational Opportunities – funding = Economic Improvement
  - Housing Opportunities
  - Mentoring and Case Management
  - Life Skills / Informal and Formal supports

- Education: GED, H.S., Associate Degree Programs
- Vocational Skills Programs (WFS, Voc. Rehabilitation; LDS Church)
- University of Utah
- Literacy Action Program

- Federal Employment Task Force
  - On the job training programs.
  - People Helping People
  - Interview clothing – Business Suits donated to the TRC

- Federal Tax Credit Properties
- City and County Housing Lists –Yes, Section 8
- LDS Community Support Services (CAP assistance)

- Referrals to: 4th Street Clinic; UHC Clinics; Community Health Clinics; MCFM; Malekeh Free Clinic; Good Neighborhood Child Dental Charity
We attend to the needs of these children by teaching their mothers!

- We have to empower these women to leave Domestic Violence Relationships. (YWCA, So. Valley)
- YWCA Choices Class – Ongoing Case Management
- We motivate them to build their self-esteem, education, and vocational training opportunities, to work their way out of poverty.

• The Program looks at co-occurring disorders and PTSD, and refers for psych. evaluation.
• This program, and others like it, are needed if we want these women to stop the cycle of abuse!

For more information:

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