

**FINAL DRAFT**

**Gender Specific Services for Court-Involved Girls  
A Self-Assessment Tool for Connecticut Programs**

The following self-assessment is an exercise intended to help programs think about effective programming for girls. It should be used to determine how existing programming could be enhanced to meet the specific needs of court-involved girls and for planning new programming. Please attach additional paper as necessary.

<b>1. Management and Staffing</b>	<b>As of January 1, 2001</b>
(a) How does the staff create a cohesive, cooperative environment?	
(b) Is staff reflective of the diversity of the population served? Please indicate.	
(c) How do we ensure that staff understand the program vision, mission and goals?	
(d) How do we ensure that staff understands the importance of the risk and protective factors specific to girls? How is that measured?	
(e) In what ways does staff training incorporate opportunities for staff to explore their own personal development history?	
(f) How many staff have been trained in Female Adolescent Development? Please document training.	
(g) What type of cultural sensitivity training is provided? How many staff have been trained?	

<b>2. Intake and Assessment</b>	<b>As of January 1, 2001</b>
(a) During the intake process, what screens for substance use, abuse (physical, sexual, and emotional), wellness, and medical and mental health history are used? Please attach.	
(b) What type of assessment is used to evaluate academic competency? Please attach.	
(c) How do treatment/case plans incorporate and address issues of victimization, self-concept/self-esteem, identity formation, and decision-making skills?	
(d) How often are treatment/case plans updated?	
(e) What type of training is provided to staff for intake and assessment of clients?	
<b>3. Programming</b>	
(a) What type of group programming is offered?	
(b) In what ways does programming incorporate: <ul style="list-style-type: none"> <li>• Women's history and culture</li> <li>• Life skills</li> <li>• Arts programming (visual art, dance, drama, music, creative writing)</li> <li>• Physical development</li> <li>• Sexual behavior</li> </ul>	
(c) What program components deal with: <ul style="list-style-type: none"> <li>• Positive relationship skills</li> <li>• Community based initiatives</li> <li>• Development to womanhood</li> <li>• Discovery of strengths, abilities, and values</li> </ul>	