

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.

| 1. Management and Staffing | As of January 1, 2001 |
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| (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? | |

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| 2. Intake and Assessment | As of January 1, 2001 |
| (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? | |
| 3. Programming | |
| (a) What type of group programming is offered? | |
| (b) In what ways does programming incorporate: <ul style="list-style-type: none"> • Women's history and culture • Life skills • Arts programming (visual art, dance, drama, music, creative writing) • Physical development • Sexual behavior | |
| (c) What program components deal with: <ul style="list-style-type: none"> • Positive relationship skills • Community based initiatives • Development to womanhood • Discovery of strengths, abilities, and values | |

| | As of January 1, 2001 |
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| (d) In what ways does programming incorporate: <ul style="list-style-type: none"> • Assertiveness • Self-esteem enhancement • Empowerment training • Physical training/ self-defense | |
| (e) What groups address: <ul style="list-style-type: none"> • Female socialization • Effects of discrimination • Relational aggression • Dating & Domestic Violence • Family issues • Sexual abuse • Substance abuse | |
| (f) How do we ensure that relationship building and healthy relationships are incorporated into each program component? | |
| (f) If we are unable to provide these services, what formal linkages do we have with programs in the community that can provide: <ul style="list-style-type: none"> • Substance abuse treatment • Pregnancy Prevention • Prenatal and postpartum care (including education about childbirth, nutrition, and body changes) • Parenting skills training (including child growth and development, discipline and child safety) • Day care services (Please specify programs and describe linkages) | |

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| (g) How are peer-to-peer activities structured to encourage teamwork? | |
| | As of January 1, 2001 |
| (h) What specific activities are provided for girls to explore and prepare for careers? | |
| (i) What recreational activities are provided? | |
| (j) What recreational activities have girls requested? Have they been implemented? | |
| (k) How often do girls take the lead in researching and organizing projects? | |
| 4. Cultural Issues | |
| (a) In what ways do we prepare our staff to deal with diversity issues in programs, individual and group settings, and in overall program design? | |
| (b) How do we promote positive ethnic identity? | |
| (c) Is our program flexible enough to deal with diverse family demands? (ie care for younger siblings, religious obligations) Specify. | |
| 5. Health | |
| (a) What type of health screening is given to clients? | |
| (b) How do we ensure that clients have access to appropriate health coverage? | |
| (c) What type of programming do we offer that promotes physical wellness? | |
| (d) How do we ensure that girl's nutritional needs are met? If applicable, do we have different menus for boys and girls? | |
| (e) What programming addresses mental health issues? | |

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| (f) How do we address issues of victimization as a health issue? | |
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| | As of January 1, 2001 |
| (a) In what ways are we connected to the local school systems? | |
| (b) What community service opportunities do we offer to girls? | |
| (c) What does our aftercare component look like? | |
| (d) How are girls prepared for re-entry into the community and/or end of probation? | |
| (e) What community-based resources do we link with so that girls have the necessary support in their community? | |
| 7. Mentoring | |
| (a) Who do we recruit as mentors for girls? | |
| (b) What type of peer mentoring do we offer for new clients? | |
| 8. Family Involvement | |
| (c) Are parents/ guardians involved in treatment/ case planning? Specify involvement. | |
| (d) What groups are offered for parents/ guardians? | |
| (a) How are parents or guardians, specifically mothers, provided an opportunity to participate in programming or activities? | |
| (b) For parenting girls, how do we ensure that she can attend programming and still properly attend to her child? | |

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| 9. Evaluation | |
| How do we evaluate program and service effectiveness? | |
| How do we assess the physical and emotional safety of our program(s)? | |
| What outcome evaluations are used? Please attach. | |
| What process evaluations are used? Please attach. | |

Developed by the Research and Planning Unit of the Court Support Services Division, State of Connecticut Judicial Branch. Questions were generated through extensive research on court-involved girls. The assessment reflects national research as well as the ideas and concepts developed by Greene, Peters, and Associates, Meda Chesney-Lind, Linda Albrecht, Rebecca Maniglia, and Paula Schaefer.