Runaway Taskforce Purpose Statement
The Purpose of the Runaway Taskforce is two-fold:

- Prevent youth who are exhibiting runaway risk factors and behaviors from entering the juvenile justice system, by ensuring that appropriate community resources exist and meet the needs of youth.
- Ensure the justice system is effective, compassionate and empowers youth and their families to succeed while building an environment of mutual trust and accountability.

- Welcome and Introductions
  - Present: Tracy Scherer, Collen Roth, Krynn Pekny, Cara Stirts, Nicole Seymour, Jill Anderson, Shelby Andersen-Holt, Janee Pannkuk, Karla Dush, Debora Faga

- Activity
  - Debrief NRS Training
    - 21 different agencies and 32 attendees
    - Two different sessions; morning session “Trauma Sensitive Solution-Focused Crisis Intervention Model Training” and afternoon session “Let’s Talk: Runaway Prevention Curriculum Training”
    - Really good feedback and excitement about implementing the “train the trainer” part
    - A lot of value in all the agencies being there, seeing each other, and interacting
    - Review survey results (attached)
  - Douglas County Calls to the NE Family Helpline (attached)
    - 2 of the highest runaway numbers are from north Omaha zip codes, 68111 and 68134
  - Review Runaway Data
    - OPD
      - Tracy looked at numbers from September 2017 through the end of 2017, and then September 2018 through the end of 2018; there are some fluctuations but in the same time period there were the same number of reports (912) for the same time period each year
      - Take these numbers with a grain of salt, because of the way DOT Comm pulls the information
      - 383 are repeat runners in 2017, 484 in 2018
      - Highest numbers show in the 16-year old age group both years
      - Race remained the same both years (black, then white, then Hispanic)
      - Gender: 411 males, 362 females in 2017; 312 males, 387 females in 2018
      - Highest zip codes 68104, 68105, 68107, 68108, 68110, 68111; interestingly 68104 had 112 reports in 2017, 82 in 2018 and 68111 had 142 in 2017, 128 in 2018
      - Did hire their data analyst, she started at the end of February, so she is still working back with data; when she gets to a point where she is able to keep up, then we can start asking what we want to see
    - Would like to compare the numbers that OPD is collecting as compared to what Project Harmony is collecting (system involved vs. non-system involved)
    - Project Harmony
      - In order to be accepted into their program they look at certain criteria: minimal to no CPS history, low-risk behavior, services are already in place or they have pending criminal charges; (82% accepted/18% not accepted) 270 youth were accepted into their
program, 61 were not accepted from a total of 325 police reports during the September 1 to December 31, 2018 – only tracking non-system involved

- Accepted youth ranged in age from 6 to 18, with an average age of 14; 71 of the youth were 13 and under; 49% females, 51% males; average number of missing reports per youth was 2 and the highest was 30; CPS contact was an average of 7 prior intakes per youth-maximum number was 43; Spanish-speaking advocate was utilized with 44 families; 18 of the 19 clients they engaged have had no additional reports
- Of the 270 youth referred to the program, approximately 210 (79%) have prior contact with CPS, JAC, DHS, Probation, court involved, non-court involved, or PromiseShip

- Updates
  - Member
    - Project Harmony’s Caregiver Support Group is starting March 18th and the Youth Support Group is starting March 25th; took the curriculum from the NRS Let’s talk Runaway Prevention Curriculum Training and adapted it for the caregivers
    - Project Harmony submitted their grant for a Spanish-speaking intake coordinator and a Spanish-speaking therapist
  - Decision Making/Next Steps
    - What are OPD, missing youth services, PromiseShip, etc. able to collect?
    - Bring bullet points of the information you are currently able to track
    - Give some thought to what it is we want to track and how we want to track it
    - Shelby will come up with a fillable spreadsheet

- Feedback Survey – Handed out

Next Meeting: May 9, 2019, 8:30-10am, UNO CEC Room 221

OYS Mission Statement: Across Douglas County, our vision is a comprehensive, coordinated, and community-wide approach to juvenile services that eliminates the need for youth involvement with our justice system while maintaining public safety.

For all youth who do enter our justice system, our goals are to provide effective, compassionate and individualized support that empowers youth and their families to succeed and to build an environment of mutual trust and accountability.
## Douglas County Calls to the NE Family Helpline

<table>
<thead>
<tr>
<th>Category</th>
<th>Sept - Dec 2017</th>
<th>Sept - Dec 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls</td>
<td>760</td>
<td>889</td>
</tr>
<tr>
<td>Family Records</td>
<td>289</td>
<td>344</td>
</tr>
<tr>
<td><strong>Child Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>female</td>
<td>98 (36%)</td>
<td>122 (41%)</td>
</tr>
<tr>
<td>male</td>
<td>173 (64%)</td>
<td>178 (59%)</td>
</tr>
<tr>
<td><strong>Child Ages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 &amp; Under</td>
<td>11 (4%)</td>
<td>9 (3%)</td>
</tr>
<tr>
<td>5 to 8</td>
<td>14 (5%)</td>
<td>25 (8%)</td>
</tr>
<tr>
<td>9 to 12</td>
<td>50 (18%)</td>
<td>62 (21%)</td>
</tr>
<tr>
<td>13 to 16</td>
<td>147 (54%)</td>
<td>154 (51%)</td>
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<tr>
<td>17 to 18</td>
<td>49 (18%)</td>
<td>49 (16%)</td>
</tr>
<tr>
<td>19 &amp; Older</td>
<td>3 (1%)</td>
<td>1 (0%)</td>
</tr>
<tr>
<td><strong>Running Away</strong></td>
<td>68</td>
<td>87</td>
</tr>
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</table>

## Zip Codes

<table>
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<tr>
<th>Zip Code</th>
<th>Sept - Dec 2017</th>
<th>Sept - Dec 2018</th>
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<tr>
<td>68007</td>
<td>10</td>
<td>8</td>
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<tr>
<td>68010</td>
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<td>4</td>
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<td>68022</td>
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<td>42</td>
</tr>
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<td>68198</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
1. How would you rate the overall training?

2. How well did this training address its objectives?
3. How would you rate the following?

4. How well do the following statements describe this training?
5. **When do you anticipate incorporating crisis intervention?**

ASAP
ASAP. I currently have some students that are in a situation that needs an intervention. Very soon
Right away
as soon as possible
when working with youth
If officers need assistance with frequent runaways
situational based
as soon as possible
Immediately
we do this on a daily basis. Now I feel I have additional tools.
With the youth we meet with following their reported missing- to work to ensure runs decline
We do this almost daily when working with youth and families involved with child welfare.
I regularly use crisis intervention as families and youth are supported via a wraparound model
as soon as we can with our youth
In attendance program lunch & learn
as soon as the opportunity arises

6. **When do you anticipate having others trained in your agency on crisis intervention?**

ASAP
Within a month
Our next staff meeting
right after this training
by May 2019
maybe next year
within a year so more people are aware
not really feasible
during pre-determined staff development
as soon as possible. need to meet with supervisor and check calendar for possible dates.
Within our next group mentoring workshop
By the beginning of summer
within a couple of weeks
not sure
we train our employees on crisis intervention at employment and periodically after.
we already have
ASAP!
5-6 months
attendance advocates
either by late April or early May or late July, early August.
7. Please share one aspect of the training that was particularly helpful to you.

- hearing a call was nice, a good example
- role plays
- that it was really engaging and it was a good review on some things that we already do
- learning how to offer a plan
- group think w/ all of the community resources in the same room.
- Role play presentation
- the hotline role play because it puts everything learned into practice
- hearing how others get through to youth
- the model
- roleplay video examples.
- I didn't know this program existed, so it helped me be aware
- family roles and responsibilities, national runaway safeline services.
- info about hotline didn't realize so many options
- letting the youth lead and direct the conversation
- the audio clip helped tie the 5 steps together
- handout of steps and example questions
- Sharing of local/national services—simple information that is easily shared.
- seeing what others do in Omaha
- module activities with youth
- confirming that you cannot validate a youth enough

8. Please share one aspect of the training that you would do differently.

- too lengthy
- nothing
- none
- a real live call recorded
- n/a
- I'm not sure.
- maybe additional clips showing the different stages of model
- during the role play possibly have higher level crisis scenarios
- I would discuss trauma more; we often see children who leave due to triggers in their environments
- I felt like this barely scratched the surface of crisis intervention. Things like safety vs. risk, emotional dysregulation and trauma informed care could be incorporated to enhance this training.
- Introductions/agency information at the beginning
- more interaction on the front end
- time spent on group activities, some conversations were very passionate and personal, causing tension.
- I think making introductions as part of the training curriculum (small groups) would be helpful.
9. Please choose the category that best describes your profession.

10. How long have you worked with youth?
1. How would you rate the overall training?

![Bar chart showing the distribution of ratings for the overall training.]

- Poor: 16.67%
- Below Average: 29.17%
- Average: 54.17%

2. How well did this training address its objectives?

![Bar chart showing the distribution of ratings for how well the training addressed its objectives.]

- Poor: 4.17%
- Below Average: 12.50%
- Average: 37.50%
- Above Average: 45.83%
3. How would you rate the following?

4. How well do the following statements describe this training?
5. **When do you anticipate incorporating the *Let's Talk* curriculum?**

   In lunch and learns with youth
   immediately
   As soon as possible
   within a month
   As soon as possible
   plan to start group mid-march
   within a few months
   Will go back to work and talk with program to see where we can fit this in.
   Immediately! We already do crisis intervention, however this training provided information that may help our intervention be more comprehensive.
   Logistics mostly-getting a group of youth together.
   As soon as possible.
   taking some lessons to our small groups.
   New programs to try to implement.
   This summer as next school years programming is developed.
   In any instance where I encounter a youth group.
   How to do this within a classroom

6. **When do you anticipate having others trained in your agency on the *Let's Talk* curriculum?**

   after a successful lunch and learn
   ASAP
   in our upcoming workshops
   meet w/ supervisor and the program it into our weekly programs.
   by may 1, 2019
   Maybe next year but not during the winter time
   by the summer
   within next couple of weeks
   within a few months
   by the summer
   within 6 months
   By mid summer 2019
   Hopefully late april or early may or late july, early august.
   5-6 months
   Not sure- time relevancy.
   we hope to implement it during the next school year (August '19-may'20); additional staff trained this summer to then implement.
   Not really feasible.
   Hopefully start up next week! With my agency, I have to run it up the chain and get permission and present it myself. It will realistically take some time.
7. Please share one aspect of the training that was particularly helpful to you.

- group sessions
- when someone in training mentioned that they've tried all of the available resources
- n/a
- personal shield activity
- module & activities
- showing the pros and cons of your decisions
- going through all the curriculum processes
- practicing & discussing specific handouts
- overall interaction with others
- The practice of the different modules. Role plays & handouts.
- Having content also online and group work.
- LOVE that open talk was not discouraged, especially in a small group setting.
- the lesson handouts
- The conference call to other agencies.
- handouts and examples from real you've who had completed them. Flexibility of the modules.
- Different ways of reaching youth through activities.
- Going over some examples of what you do in the "class"
- Handouts were good/helpful. Very educational/experienced presenters. The wealth of knowledge is very appreciated.

8. Please share one aspect of the training that you would do differently.

- length
- n/a
- n/a
- none
- nothing it was great
- reign people in. Felt certain folks took over too many times.
- n/a

May be more beneficial to talk about the target audience. I'm used to a very structured curriculum, so it took me a while to understand this style of curriculum (being able to only so some of the modules, freedom to adapt as necessary).

Direction tree was confusing to me.

Maybe change wording or be more specific with activities such as the activity for things to do instead of running away. Be specific that this is to be used in a classroom environment.

The "what to do instead" activity

Teach levels of runaways, economics and demographic based.

When challenging questions were posed, answers did not always seem appropriate. I would also recommend asking companies how they prefer to get curriculum - we do not have CD drives - most laptops do not.

Learning more about real-life successes and failures/prevention.

more time on information and go over or through more modules.

Incorporate more real-life examples. One being something about what happens to youth if an important adult in their life disappears, like a coach or a teacher. I'm sure this may be hard to measure so really, just adding more real-life examples and/or stories/successes. Also, examples of
9. Please choose the category that best describes your profession.

![Bar chart showing different professions and their percentages.]

10. How long have you worked with youth?

![Bar chart showing different years of experience and their percentages.]

- 0-1 years: 4.35%
- 1-5 years: 30.43%
- 5-10 years: 17.39%
- 10-15 years: 17.39%
- 15+ years: 30.43%