



On Balance

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and the Dane County Juvenile Court Program

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2016 CSU Summer Programming

By Heather Crowley, DCDHS NIP

Neighborhood Intervention Program's summer activities were again in full swing in 2016!

Skills Through Sports returned to the Madison neighborhood parks to provide all-day programming, snacks and lunch. This program supports both court involved as well as neighborhood youth. Shelter home staff often joined in the activities as well. This



year's programs covered the Penn, Meadowood, and Belmar Hills parks. Youth were able to expend extra energy, get some training in various types of sports, and socialize in positive ways. Youth were inhibited from gang socialization and negative interactions. The newly appointed Madison Police CORE Team joined the youth on some days, and members of the MPD gang unit also came to share some fun.

Some youth considered this part of their conditioning for fall sports, and some even discovered sports they really enjoyed. One youth became involved in youth football, for which NIP paid the fee. This youth was dedicated throughout his season, and prior to STS, hadn't even considered the possibility that he was capable of participating in a team sport.

Rain days offered the youth a chance to practice more social skills as they were able to go to a movie theater or mini-golfing as a group. Thanks to GRIT program leaders Randy Molina and Joshua Clauer and Carrie Cossom for their dedication on the hot days.



Aaron Perry continued his prevention and intervention efforts throughout the summer, both educating and exposing youth to various experiences. Some examples are highlighted below:

- On June 24th, a new member of our NIP Work group opened up a savings account at BMO Harris Bank. He was previously paying \$3.00 at PLS to cash each paycheck, but he's proud to have his own Bank Account now.
- On June 27th, approximately 10 Middle & High School youth participated in a Q & A with County Executive Parisi. Great honest dialog was had with the youth learning a lot about our County Executive and how County Government functions.



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- On June 29th, approximately 10 youth from Aaron's summer group went to the Eastside Walmart and each were given \$20.00 compliments of 100 Black Men to buy groceries. The youth made some very healthy decisions selecting fruits, yogurt, bottled water and packaged salads.
- On July 6th, the Allied Brotherhood group members met with Madison Parks staff to review the proposed new Allied Park Design. The group also provided their honest recommendations on designing the new basketball court with an overhead shelter or lights.
- Cottage Grove Group Activity: Group members completed a one mile run in less than 15 minutes.
- Most are planning to participate in school sports so this type of conditioning prepares them for the activities in the fall.



Additional activities with Aaron in the community:

- Darbo Chess Club
- Sun Prairie Palace & Point Cinema Movie Theaters
- Ultra Zone Lazer Tag
- Goodman Pool

Social Worker **Vanessa Statam** formalized her role in girls' mentoring by assisting several high school females to organize a group which they have titled B.O.S.S. (Being Outstanding Successful Sisters). Activities were chosen by the group, and group organization and principles were chosen by the participants so they have more ownership in process and planning. The hope is that this initial group of girls will mentor younger females in their schools and communities and continue to provide the sisterhood's ideals and principles in a positive manner. Goals defined by the group:

1. To provide educational, recreational, cultural, health and learning opportunities for female youth, adolescents and teens.
2. To provide mentoring support and guidance to

meet individual short and long term goals to improve emotional well-being, academic progress and overall functioning.

3. To ensure that all youth involved in N.I.P. Girls Groups have support and opportunities to explore and pursue post secondary education and/or career options.
4. To improve individual self esteem and self-efficacy by increasing independent living skills and ability to be autonomous.
5. To improve social skills and ability to navigate difficult situations at home, school and in the community.



NIP's Right Track work crew was back and able to provide employment for 6 youth on site, along with 2 subsidized youth who worked off site in the community. All work activities are community service oriented. The youth must go through the interview process and agree to the expectations of a regular work environment. Transportation and meals are provided in addition to weekly job training provided by Commonwealth, as well as a weekly paycheck to each youth. The Right Track youth again partnered with Second Harvest food bank to offer daily projects for the young employees. Program Leader Ty Mahone takes on this task each year and is able to provide insight, mentoring and support to these youth each year. He is also in frequent communication with parents and any collateral agencies involved to help provide praise as well as discuss behavioral issues if needed.



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On August 4, NIP CSU and CDU as well as shelter staff joined together for a luncheon in the NIP building. At this luncheon, several community members and professionals from various areas sat down and had the chance to meet and make connections with our youth. The hope is that this luncheon will open doors for mentoring, job shadowing, and creating interest in various fields of employment for our youth to consider. Community participants from the Dane County DA's office, Dane County's Office of Equity and Inclusion, Mentoring Positives, the Madison Mayor's office, Madison Police, Madison Fire, Deferred Prosecution Unit at the DA's office, Dane County JJ and others donated their time to our kids and it was deemed a successful event. **MANY THANKS TO THOSE WHO SPENT TIME WITH OUR KIDS!**



Additional summer services provided: field trips around southern Wisconsin, Goodman Pool, a trip to Oak-hill Correctional to meet with a panel of offenders, and other events by individual social workers and program leaders.

Thanks to the NIP CSU Team who put so much time and energy into advocating for, educating, and mentoring our youth. You are some of the hardest working in the County!

Wisconsin Promise Grant

In 2014, Juvenile Justice staff were offered the opportunity to refer youth to a new state program named the Wisconsin Promise. This effort is offered through the Department of Health Services to youth ages 14-16 that receive SSI. The purpose of this grant is to improve services and outcomes for youth and their families. JJ staff met with representatives of this program to discuss the referral process and the population targeted. JJ social workers assisted the state in identifying youth and families that may benefit from this initiative. The follow up to this effort is as follows

(copied graciously from the website per program suggestion). At this time, the program is accepting referrals through 2018.

Staff were able to reach out to all youth and families eligible for Wisconsin Promise and enroll 2,024, with 1,017 randomly assigned to receive Wisconsin Promise Services.

Wisconsin Promise Started Serving Youth and their Families in April 2014, and will continue to do so through September 30, 2018:

- Wisconsin Promise is Employment Focused with Wisconsin's Department of Workforce Development's (DWD) Division of Vocational Rehabilitation (DVR) Counselors and Coordinators leading Case Management for Wisconsin Promise youth/families.
- Through state and local inter-agency collaboration, Wisconsin Promise partners work with

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schools, mental health programs, long term care programs, child welfare, and juvenile justice.

- Promise services include career exploration and planning, job development and placement, on the job supports, Work Incentives Benefits Counseling (how one can work and increase their overall income and maintain access to needed health insurance), financial training and coaching, social skills training, and self- and family-advocacy training.
- Early Lesson Learned: many of the youth and families have been disconnected from usual services. Wisconsin Promise is changing that for youth and families receiving Promise Services.
- Wisconsin Promise DVR Counselors use Trauma Informed Care, Rapid Engagement, and Motivational Interviewing to help promote and continue active engagement.
- In Wisconsin Promise we do not/cannot give up on our youth and families. No matter what the youth/family does or does not do, Wisconsin Promise DVR Counselors and Coordinators try to engage with the youth/family at least every 30 days for at least 2.5 years.
 - ◊ 91% With Promise DVR activity or contact within the last 30 days
 - ◊ 80% with at least one face to face meeting.
 - ◊ 622 Family Resource Teams Identified
 - ◊ 605 Individual Plans for Employment (IPE) and 168 Family Service Plans Written
 - ◊ 317 family members and 131 Wisconsin Promise youth already have/had paid work.
 - Working Families members average 31 hours per week at an average of \$11.44/hr
 - Working Youth average 14 hours per week at an average of \$7.99/hr
- Outside of employment services, Work Incentives Benefits Counseling (WIBC) Consultation is one of the earliest/most frequent Promise services Wisconsin Promise youth/families participate in.

By working with Promise youth and families to meet their school, work, and financial goals, there are potential cost savings from Wisconsin Promise:

- If 100 (10%) Wisconsin Promise youth no longer use SSI cash benefits, those public savings will have funded the entire 5-year Wisconsin Promise grant (\$32.5 million).
- If 54 (5.4%) Wisconsin Promise youth are employed with health insurance through their employer, the public health care savings will have funded the entire 5-year Wisconsin Promise grant (\$32.5 million).

For more information: www.promisewi.com

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Motivational Interviewing in CPS Ongoing

By Julie Ahnen, CYF Human Services Manager

Think back to a time when you were trying to motivate yourself to start doing something that you KNEW was going to be good for you-healthy eating, exercise, signing up for a class, etc. If you are like me, that was not an easy process and required lots of self-talk and support. Even if you got started on the path of change, you may have gotten sidetracked and had to start all over again.

Now imagine being court ordered to make changes while facing the pressure of either losing custody of your children or not regaining custody of your children. Often these court ordered conditions are not changes that parents have decided that they need to make. Social Workers and other people in positions of authority have completed an assessment and have come to a conclusion about what needs to change.

CPS Social Workers find themselves in the position of having to partner with parents before, during and after these court orders are created. In fact, Social Workers are required to provide information to the Court regarding what these orders should look like. This process does not easily lend itself to the establishment of trusting relationships.

Since last spring, the CPS Ongoing Social Workers and Supervisors have been rotating through three rounds of training and coaching on Motivational Interviewing (MI). As I'm learning from the people who have completed the training, MI is not so much of an interviewing technique, but more of a way of "being with" people. MI has been around for quite a while, and was first used successfully with people who were ambivalent about making changes related to their use of substances. In recent years, MI has been adopted in a growing number of fields, including Child Welfare. Certainly, many of the parents we serve are ambivalent about needing to make changes in their lives.

The most challenging part of our efforts to implement MI to "fidelity" is the requirement that workers need to record interviews with people and submit them for coding and scoring. This can feel intimidating, but I'm hearing that workers are appreciating the feedback they are receiving about their work. Round two of training is completed and round three will take place this Fall/Winter.

Special recognition goes to Solare O'Brien, Sarah McKenzie, Laura Hughes (recently resigned), Brenda Blanck, Lisa Hankes, and Marianne Genter, who have been our MI Champions in CPS Ongoing. They supported each other and their colleagues through the awkward early stages of implementation, and have been sharing success stories about their use of MI. Solare often shares with our MI Implementation Team that using MI is a way for Social Workers to engage in self-care, knowing that you truly engaged in a respectful, open, and non-judgmental manner with someone, while honoring their decision whether or not to engage in a change process. We are not responsible for the choices that other people make, but we can help them find a path to change.

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Department of Human Services 2017 Budget Proposal

By Bob Lee, Administrator, CYF Division

Dane County Department of Human Services Director Lynn Green submitted the Department's 2017 budget proposal to County Executive Joe Parisi on August 29. The proposal's grand total is \$289.2 million. This is an increase of \$3.7 million over the 2016 adopted budget.

The County Executive and Board conducted a joint public hearing on the proposal on September 15. The County Executive will consider the proposal and hearing feedback and submit his own Executive budget to the Board on October 1. Then the Board will consider the Executive's budget and adopt a final 2017 County budget in November.

DCDHS is the largest County Department by far. Services are significant and comprehensive. Programming is lodged in five Divisions: Adult Community Services; Children, Youth, and Families; Economic Assistance and Work Services; Badger Prairie Health Care Center; and Administration. The 2017 budget proposal leaves core services strong and intact; honors essential mandated services; supports programming for consumers of all ages, races, and ethnicities; maintains key prevention and early-intervention

services; continues the vast majority of contracted services and includes some expansions; and more.

The DCDHS budget proposal may be viewed online at <http://danecountyhumanservices.org>

The Children, Youth, and Families (CYF) Division portion of the proposal includes the monies which support programming for children who have been maltreated or are at risk for such, youth who have committed law offenses or are at risk for such, youth and adults with mental health or AODA treatment needs, families with emerging needs, and more. The CYF proposal's grand total is \$57.9 million. This is an increase of \$400,000 over the 2016 adopted budget. The proposal includes local General Purpose Revenues (GPR) in the amount of \$29.2 million. This reflects a truly impressive commitment of local tax dollars to support services to city and county children, youth, and families.

The CYF budget proposal is a satisfactory one. Staffing is expanded. Purchased services are largely maintained.

Fortunately, CYF did not face general GPR savings expectations, as in some years. However, CYF was obliged to deal with expense increases and revenue losses and shortfalls and these were significant.

Staffing: All current staff positions except one are supported. The exception is the PATHS social worker position, which was supported by PATHS grant monies, will be eliminated as of January 1, 2017. The position was linked to time-limited grant monies and its eventual discontinuance was understood. Two new 0.50 FTE Social Worker positions are added to the CPS Access function to address the matter of increased Reports volume. The Alt Care Unit Kinship Social Worker position is increased to full-time status to deal with increasing demands. The Independent Living Social Worker position, now wholly supported by State monies which disappear in 2017, is preserved with GPR. A new full-time AmeriCorps Project Coordinator position, supported wholly by AmeriCorps monies, is created. The Prevention Services Manager, now partly supported by AmeriCorps monies will once again perform full-time prevention activities, supported by GPR. CYF hopes for still additional staff increases but this will depend upon favorable Executive or Board action.

General revenues: GPR revenues are increased to cover increased personnel costs. State Community Aids monies are budgeted at the same level as in 2016. State Youth Aids revenues (which are earmarked to support juvenile justice programming) are decreased but are largely backfilled with GPR.

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Special revenues: Comprehensive Community Services (CCS) revenues are increased to cover increased CCS staffing. Post Reunification Support (PS) revenues are increased to cover increased consumer numbers. Brighter Future Initiative (BFI) and Office of Justice Assistance (OJA) monies, both of which support juvenile justice programming, are down and are not backfilled as the drops are beyond CYF's ability to support. Medical Assistance (MA) revenues are down and monies are withdrawn from provider agencies and service decreases are to be anticipated. State Independent Living monies are gone (these are backfilled). PATHS grant monies - and associated programming - are gone (the grant has lapsed and funding is beyond CYF's ability to sustain).

General expenses: General expenses rise every year. For 2017, monies are infused into consumer transportation, telephone, protective day care, rent, Emergency Protective Services, and training budget lines.

Alt care expenses: \$253,000 is removed from alt care budget lines. Anticipated placement numbers remain funded at responsible levels nonetheless; all save for one setting are pegged above current utilization figures such that increases might be supported if necessary. The removal of monies is made possible by continuing low alt care utilization.

Purchased services: Core services are kept largely whole, however:

- Canopy Center – Parent to Child supervised-visitation-service is boosted \$20,000; Canopy Center – OASIS program is decreased \$30,000. The swings relate to changing needs.
- Nehemiah will commence a new youth development program as of January 1 at a cost of \$22,000 related to a 2016 RFP process.
- Briarpatch – Intensive Supervision Services are decreased \$30,000 owing to MA revenue

decreases. This relates to fewer consumers with MA coverage.

- Briarpatch and Dane County Timebank Peer Court services are decreased \$25,683; the Briarpatch – Youth Jobs Center – Gardens for Empowerment project is decreased \$18,333; and the YWCA – Middle School Restorative Justice program is decreased \$12,481. All of these decreases relate to the BFI revenues drop.
- Orion Family Services – PATHS program is decreased \$188,396 owing to PATHS grant discontinuation.

The submitted DHS/CYF budget is only a proposal at this point. The Executive and Board may yet make changes. Items could be added, altered or removed. Normally, the proposal is improved as the Executive and Board take action.

I need a dress!

Ron Johnson, Coordinator, Dane County's Community Restorative Court

His name is Jason, he is 18 years old and living in foster care. He had been referred to the Community Restorative Court (CRC) for a fight and was charged with disorderly conduct. We did a Circle conference with him and decided he'd be sanctioned to do 15 hours of community service and to re-enroll in school to complete his high school education.

About a week later Jason called me and asked for some assistance. "Mr. Johnson, you said I should call you if I ever needed anything, right?" "Of course Jason, how can I help you?" "I need a dress! Can you help me get one?" I must confess, at first I was a little startled at the request, but quickly got over it and inquired more. "You need a dress, son? Uh, err, ok...." "Oh! Not for me, it's for my friend, she is about to graduate high school and doesn't have a graduation dress." "I see, this is for your girlfriend, huh?" "No, my best friend, Jamila, who is a girl."

Impressed that this young man was out "hustling" a dress for his best friend, I invited them both to my office. My office is located at Centro Hispano on Badger Road. My UW intern,



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Tierra, heard the conversation and offered a dress that she owned. Well, when Jason and Jamila arrived it was obvious that Tiera's dress would never fit Jamila.

As we were discussing our dilemma, one of the Latinas working at Centro, Mariella, overheard the conversation and offered, "hey, I've got a dress that I'm sure will fit her...it's at home though and I don't get off work until 5:00 pm." The graduation was at 6:30 pm. One of the other women working in the office, Faatima, volunteered to go pick up the dress.

In the meantime, Mariella was busy contacting a friend who was a hair dresser to do Jamila's hair. Another woman, a complete stranger, who was visiting Centro Hispano jumped in and offered to take Jamila to the store and buy her some new shoes for the graduation.

When Fatima returned with the dress, the women went into the bathroom with Jamila and what emerged was nothing short of an urban princess. She was beautiful at graduation. The power of sisterhood!

"Car Shopping"

By Sgt Chaney Austin, Madison Police Dept

MPD's Gang Unit has seen a growing trend of gang involved youth engaging in what is known on the streets as "car shopping." Car shopping is generally a term used when individuals go through neighborhoods checking for unsecured valuables left in unoccupied parked cars. We have found that the vast majority of the victims in these cases left their vehicles unlocked/unsecured. The offenders walk away with cash, merchandise and even firearms. The items taken from vehicles are often sold on the black market, pawn stores or even at automated kiosks found in various malls in the area that provide cash on the spot for certain electronics.

Although most common in residential areas, there is no place in the city that is immune from these types of crimes. Car shopping happens wherever the opportunity exists such as commercial or business parking lots. In several cases, offenders have located keys to the vehicles which were left inside the automobile by the owner.

The Gang Unit has seen several Operating a Motor Vehicle Without Owners Consent (OMVWOC) charges that have stemmed from these types of cases. OMVWOC ups the ante in regards to car shopping. Finding the keys while rifling through a car is like "hitting the jackpot." Instead of walking away with some pocket change or a couple hundred dollars of merchandise, you suddenly have a vehicle worth thousands of dollars. However, what you may find surprising is more often than not, the value of the vehicle doesn't seem to be the big appeal. After all, chop shops aren't very common in Madison as they are in larger cities. Instead, the true prize is that the stolen vehicle can now be used as a new means of transportation by the offender and their friends. It is not uncommon for vehicles to be taken from outlying areas (suburban communities) which are then driven and often found abandoned in Madison. No model of car is more popular over another. Earlier this year, an offender and some associates stole a funeral home vehicle which was left unoccupied and running. The vehicle was later recovered.

Car shopping and OMVWOC are common offenses for youthful offenders. The MPD Gang Unit hopes that we can continue to team with our community partners to offer an alternative for these offenders. Although we are a small town at heart, we should all recognize that we are a growing community where these types of acts occur. Therefore, the Madison Police Department will continue its campaign urging citizens to secure their vehicles to help curb this growing trend.

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The Subcare Corner

By: Marykay Wills, CYF Mental Health and Alternate Care Manager
September 2016

The Changing Landscape of Out of Home Care

Use and availability of congregate care placements settings for youth has decreased over the past couple of years both here in Dane County and elsewhere in Wisconsin. Residential Care Centers have closed units and reduced their bed space, and some group homes have closed entirely. This Wisconsin trend mirrors events nationally, and although the changes in other states vary their breadth and intention, all are searching for improved models and outcomes for youth.

Florida has seen a rapid decline in the number of group homes within their state, so much so that a news editor asked if the model was becoming extinct. The State of Ohio announced closure of two long standing state managed group homes in June, citing increased evidence of better outcomes in home based and family foster care. And last but not least, the State of California is poised to enact a new law in 2017, which does away with all of their former group homes and retools residential treatment centers in favor of family foster care and newly designed short term therapeutic residential treatment. I am not writing to endorse or condemn any of these changes, but rather to point out that both here and nationally one thing is true: out of home care is being examined for its outcomes and cost effectiveness often resulting in downsizing of congregate care.

The 2010 the Annie E Casey Foundation *Rightsizing Congregate Care Report* states that they could not locate any research demonstrating better outcomes for congregate care than family care, and used this premise as the foundation for advocacy efforts to reduce congregate care use. Going one step further, papers from Casey Foundation, Chapin Hall and Hunter College School of Social Work all demonstrate improved permanency and well-being outcomes for children placed with relatives (being formally or informally). The last two years of permanency and re-entry to care data from the State of Wisconsin also demonstrate better outcomes for permanency and re-entry to care for children placed in family settings.

Here at home, Dane County's Substitute Care Unit is working diligently to increase our numbers of teen foster homes and help license and support relatives who are willing to take placement of kin. We have recently licensed a care provider to provide both foster care placement for teen girls that has excess space to offer supportive respite both for both children placed at home and those in other forms of family supported care. We are also supporting existing foster parents (who have traditionally taken on younger children) to take teen placements and we continue to offer to help ready family homes for kin placements (supplies/beds etc.) in order to make family foster home licensing feasible. As with previous years, Dane County's Substitute Care Unit is on track to license at least 50 new foster homes in 2016, and for the first time in years we are netting greater numbers of beds for teens among this cohort. And unlike the editor in Florida, I do not see congregate care becoming extinct in Wisconsin, but I do see the need and the interest to modify models to ensure positive outcomes for youth. At the moment, I am unaware of any pending Wisconsin legislation in this regard, but we are watching for updates in this area and will periodically search out updates from the bold California initiative as well. Stay tuned.

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Child Protective Services

Corner

*By Julie Ahnen, CYF Human Services Manager CPS/CW
Dane County Department of Human Services*

School is back in session, all of our CPS Staff babies have been born, existing staff have shifted to different positions, new workers are in place in almost every Unit, LTE's are in their positions, and

student interns have arrived!! I'm not even going to try to name all of our new hires, LTE's and students as I know I'll get someone's name wrong or leave someone out. Please check in with any of the eight CPS Supervisors (Brenda, Sara, Lisa, Lisa, Marianne, Kristen, Janet, Jamie) and they will be happy to introduce you to their new staff.

Fall is an exciting time in CPS, and even more exciting this year with all of the staff changes we've experienced over the past three months. Training is the name of the game for new staff and everyone else! CPS staff continue to sharpen their skills around safety and permanency, with a goal of minimizing removal of children from their homes while moving children to permanency in a timely manner. We are tracking the

use of Protective Plans in CPS Initial Assessment, and I should have some preliminary data to share soon. So far, I like what I'm seeing! As a Juvenile Court system, we continue to partner with Casey Family Programs around the goal of safely reducing the number of children in out of home care. Several of us spent long hours this summer reviewing cases of children who have been in care more than 24 months. Special thanks to Jenny Keip for her help with this project! We will be taking a deeper dive into the data this fall.

We are continuing to prioritize regular family interactions between children and their parents. The CPS Social Service Specialists work hard to engage parents in their Family Interaction Plans. In the coming months, we will be placing more emphasis on identifying and articulating Protective Capacities related to family interactions to help us evaluate and revise plans over time. I am hearing only positive feedback about our new Parent2Child Program

(P2C) through Canopy, which provides parents with evening and weekend family interaction opportunities. The P2C program is training volunteers to partner with families during some of these interactions and there is an option for families to work with an Art Therapist to create a project during their interactions. We hope to continue to expand this programming for families. We are also thankful to the many out of home caregivers who facilitate additional family interactions in the evenings and on weekends. Maintaining family connections is definitely a team effort!

Finally this fall, Janet, Jamie and I are going to begin a new process of going out into the community to provide information about CPS and the process of reporting to anyone who wants to attend. I'm sure we will be recruiting other CPS staff to join us. This is a new adventure for us, and I'm looking forward to the conversations we are likely to spark. We have a great CPS Team in Dane County, and we appreciate our partnerships with colleagues in CYF and beyond!

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We're All in This Together

How Black Hawk Middle School transformed their culture

On a recent Friday morning, the halls of Black Hawk Middle School were empty and quiet as Mike Jones, the school's Positive Intervention Behavior Specialist, made his rounds, peeking his head into a few classes.

In Jessica Jones-Carver's art class, students were busy working on a "We Are Blackhawk" sign while listening to "Today's Hits" on Pandora radio.

He paused at a few spots between classrooms to point out student artwork themed around "social and emotional learning targets" decorating the walls.

I can recognize how my family and culture influence my beliefs and actions, reads one, skirted by a collage of colorfully drawings and magazine cutouts.

I can understand how advocating for my community contributes to the common good, reads another, which introduces student-created posters connected to one another with a common path.

A year ago, Jones says, the environment wasn't quite as serene. Back in the office, he and Jones-Carver and some of their colleagues gather around a conference table to talk about the change in culture they've helped create.



Jessica Jones-Carver and Mike Jones

Back then, Principal Kenya Walker served as the Assistant Principal, "but it was like I was a Dean," she remembers. Like many of her colleagues, Walker says behavior response monopolized much of her time. "We were constantly plugging holes. Plug one up and another one would pop."

"We were constantly plugging holes. Plug one up and another one would pop." – Kenya Walker

The office sometimes fielded 70 or 80 calls about behavior from classrooms in one day — calls about students walking out of class without permission, disrespecting others or cursing.



Principal Kenya Walker

"Last year our behavior response was stretched so thin," Walker says. "We couldn't reach all the classrooms in time."

Part of the problem, Jones offers, is that "we weren't communicating with each other. If I talked to a student, I may not realize that I was the third staff member who talked with that student that day. There wasn't a system for addressing each behavior."

The result was that from October 2014 to mid-January 2015, Black Hawk staff tracked 2200 incoming behavior calls.

"This year," Jones offers in comparison, "between September and January, we've had about 1200."

"Eleven twenty-three" to be exact, Walker clarifies. "I've got that number burned into my brain," she says, laughing.

So what changed?

Distributing leadership

Last spring, then-Principal Sean Storch, Kenya Walker and others on the School Based Leadership Team began discussing ways to more effectively address behaviors. During a day in March dedicated to professional development, they implemented a plan to tap in to the talents of their staff, asking grade-level teams to identify behavioral problems specific to their grades and giving them autonomy to dictate behavior policies.

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Teachers worked together to identify the problems and had to agree to be unified on whatever decisions or suggestions came out of it. Walker and Storch made the final decisions on how the behavior responders and administration would support the grade-level teams.

"There aren't words to describe the difference that has made," says Assistant Interventionist and Special Education Assistant Tracy Drill of the staff buy-in this year. "From the top down you hear, 'I trust you, I value your voice.' That makes staff want to come in earlier, give up their lunches, do the extra work."

"There aren't words to describe the difference that has made."

Consistent expectations and consequences

For each behavior, staff developed a tiered set of interventions that were consistent throughout the entire school, using the [Behavior Education Plan](#) as a guide. The interventions were designed to be restorative, giving students a chance to reflect on their choices and repair any trust or agreement broken. Eighth grade students who arrive late to class at least four times in a week, for example, are required to attend a lunchtime reflection meeting as their first intervention.

Clearly communicating policies with students and families

Just as important, staff communicated these plans clearly to both students and families at the beginning of the school year. They were asked to sign a contract — everyone understood expectations and consequences. Jones explains, "It was clear that at the first incident, this will happen. At the second, this will happen. The message to parents is, 'We're trying to support your child in being successful in school.'"

Keeping students in classrooms, learning

It started working almost immediately. Take "walk-outs," for example. Last year, students leaving class was one of the school's major behavior issues. "This year," Walker begins, pausing dramatically, "We don't have students walk out of class. We put systems in place to control that."

"We don't have students walk out of class. We put systems in place to control that." — Kenya Walker

Thanks to these strong systems, teachers feel more equipped to respond to behavior issues themselves, rather than reach for the phone at the first sign of trouble. "The call is now the last thing they do," she says. "They do everything they can prior to that to keep students in the classroom, learning."

Authentic authority figures

Principal Walker also credits Black Hawk's new Dean of Students, Jamie Sims, for setting the right tone with students and helping staff stay consistent with expectations and consequences. His colleagues describe him as someone students can relate to "without being phony."

Sims calls himself "a big believer in getting parents involved in kids' behavior. I like to help bridge that gap, so parents know when their kids are having issues. Not just to have them in the loop but to be supportive of what we're doing."

He bridges that gap skillfully, thoughtfully choosing his words when calling parents. He begins all calls with, "We really like your kid...."

Attitudes changing

Kathleen Zuniga, Bilingual Resource Teacher and one of the leaders of the eighth grade social-emotional curriculum, says she's seen a shift from last school year to this school year in the attitude of the students who need more support.

"There were times in the last few years," she says, "when you'd have to clear all the students out of the classroom because a student was refusing to leave the room. They knew the 'consequence' was not going to be a restorative thing."



Black Hawk Middle School Dean Jamie Sims with a student

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Now, Zuniga says, “they understand they need support and know it’s going to help them and that you’re there to support them.”

Most of the time, if Sims does need to remove a student from the classroom for an intervention, “we’re bringing kids back,” which was not the case last year. “It’s usually an easy fix, like a restorative conversation, maybe getting parents in on the conversation. And teachers are comfortable with us bringing them back into class.”

In fact, he says, sometimes he’s called to a classroom only to arrive to find the problem has already been solved. “The teacher will say, ‘Nope, they’re fine. I told them you were coming and they’re fine.’”

Zuniga says it helps that the consequences are tiered, getting progressively serious. “The students know that and don’t want to bump it up to the next level.”



Bilingual Resource Teacher Kathleen Zuniga with a student

Rewarding positive behavior and getting to the root of problems

Something staff weren’t able to do for students last year, simply because they were busy “plugging holes,” is reward students for positive behavior.

“It’s hard to be a Positive Behavior Coach if you’re just addressing negative behavior,” Mike Jones says. “Yesterday we had a movie day where we were actually able to reward kids who are doing the right thing.”

What’s more, social workers, counselors, psychologists and other Student Services staff once overburdened helping to respond to behavior cases are now are better able to focus on helping students through their specialized roles.

Kathleen Zuniga underscores the importance of this — “It’s finding the root cause of the behavior instead of just have them go sit somewhere else.”

The learning goes on

During their chat, two walkie talkies belonging to Sims and Jones briefly crackled. They paused, ready to respond, and then there was silence.

“I don’t even carry a walkie this year,” Principal Walker says. “We’re averaging maybe 10 calls a day.”

“Even less,” Jones counters. “At the highest we averaged 10 or 12 calls a day in September,” at the very beginning of the school year when students are testing limits and getting used to rules.

As you would expect with the drop in calls, the number of other indicators has also dropped. For example, by this time last year, 29 student fights had taken place. This year, there have been two.

“The back of our shirts say, ‘We are all in this together,’” Jessica Jones-Carver points out. “That’s the overall theme this year. If there’s a need, we’re not afraid to help each other. We’re here to support the students together.”

And, Walker says, “It’s showing in everything — especially their learning. This year, with a more restorative approach, we’re not just plugging holes, we’re repairing relationships, having kids reflect on the choices that they make.”

“The kids who haven’t had behavior problems or don’t typically have problems are not being disturbed.” – Jamie Sims

The culture has impacted all Black Hawk Students, not just those needing interventions. “The kids who haven’t had behavior problems or don’t typically have problems are not being disturbed,” says Jamie Sims. “That doesn’t happen anymore. We handle it — and not by tossing them out of the building. The learning goes on.”

On Balance

Madison School District Announces Two Community Schools

Community Schools Coordinate Services and Supports for Families...

The Madison School District announced that Leopold and Mendota Elementary Schools will become community schools starting in the 2016-17 school year, providing coordinated services and supports to students and families in the schools' neighborhoods.

"Community schools have the potential to take our support for children and families in Madison to a new level. Many of our families still struggle with access to community services, but through this work, we'll be able to integrate coordinated services into schools, where our students and families are every day," said Superintendent Jennifer Cheatham. "When students and their families are fully supported, our students can be ready to excel in the classroom."

Community schools integrate services like health care, academic tutoring, mentoring, food access or parent leadership opportunities into school sites. Thanks to a grant from the Madison Community Foundation, the school district has been exploring the community schools model and gathering feedback from the community.

Based on need, 22 schools were invited to apply to be the first community schools in the 2016-17 school year. Based on implementation at the first two schools, the district hopes to expand to additional schools in the future.

"Creating opportunities for all Madison families to thrive is at the heart of MMSD's Community Schools initiative," said Bob Sorge, president of Madison Community Foundation. "We're excited for the Mendota and Leopold communities to lead the way forward in strengthening our schools, our neighborhoods and the next generation of Madison residents."

"We are extremely excited that Mendota has been selected to be a community school for the 2016-2017 school year," said Mendota Principal Carletta Stanford.

"Becoming a community school will enable us to connect our families to needed community resources that will assist in narrowing achievement, equity and opportunity gaps. The avenue of possibilities that this will provide for our scholars, their families and the north side community are endless. We look forward to this journey with our families and community partners."

Both Leopold and Mendota will have a resource coordinator tasked with planning and facilitating programs and services for families, students and the community. Each school will analyze the assets and needs of their school community in order to develop their plan for identifying and delivering services to families, students and the community.

"Our Leopold team, which includes our dedicated staff, amazing students, committed families and collaborative community partners, has been working for years to try to bring community school strategies to our doors," said Leopold Principal Karine Sloan. "Becoming a community school will greatly strengthen our efforts to meet the needs of our families, for whom we have the honor to serve. The outpouring of support from our community to have Leopold become one of the first sites has been wonderfully overwhelming. We thank everyone for supporting this effort and the selection committee for recognizing years of effort."

On Balance

Diversion Work Group

By John Bauman

The Diversion Work Group was created in response to recommendations in 2015 from the justice system study groups created pursuant to County Board 2014 Resolution 556, and funding for the work was included in the 2016 County budget. Eleven members were appointed to the group, including a combination of county staff and community members with significant justice system experience and expertise. Members included:

- ⇒ Ismael Ozanne, Dane Co. District Attorney
- ⇒ Captain Richelle Anhalt, Dane Co. Jail Administrator
- ⇒ Dorothea Watson, State Public Defender's Office
- ⇒ Judge Sarah O'Brien, Retired
- ⇒ Jerome Dillard, Dane Co. Jail Reentry Coordinator
- ⇒ Andre Johnson, Juvenile Justice Services Manager
- ⇒ Luis Yudice, Madison Police Capt. Retired; Coordinator School Safety Services Madison Schools
- ⇒ Todd Meurer; Municipal Judge Towns of Verona, Middleton, and Madison
- ⇒ Linda Ketchum, Director Madison Urban Ministry
- ⇒ Reverend Joe Barring
- ⇒ Paul Saeman, member of MOSES

- ⇒ Additional staff support and consultation was provided by: Carlo Esqueda (Clerk of Courts), Lance Wiersma (DOC Regional Community Corrections, Region 1), and Todd Campbell (Human Services AODA Services Manager)
- ⇒ Facilitation and report writing: Jim Moeser
- ⇒ Staff Support: John Bauman, Juvenile Court Administrator

Ultimately the group developed twenty-two recommendations to report out to the Public Protection and Judiciary Committee. Following the development of the recommendations, group members were asked to list the top five recommendations that they would like the Board to consider first and the top recommendations forwarded by the group are:

1. Increasing the capacity and county-wide reach of the Community Restorative Court to efficiently and effectively address the number and range of offenses committed by 17-25 year olds. Include the development of processes that can expedite the referral of individuals to CRC by law enforcement;
2. Develop a Specialized Fast Track Intake Unit in the DA's office to more rapidly respond to cases referred to the DA's office for review, referral to appropriate diversion programs, and/or formal filing. This should increase the speed (including responsibly meeting the time limits recently established under Court Rule 206) and number of cases that can be successfully diverted from the formal system (including reducing the number of individuals that end up with a filing/CCAP record that can be a hindrance related to employment, housing, and education);

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3. Increase the capacity of the Community Treatment Alternatives (CTA) (currently provided through Journey) by adding staff – potential caseload increase of 20 individuals with mental health needs that are at high risk of repeated readmissions to jail;
4. Encourage all Dane County law enforcement agencies to develop and implement policies, practices, resources, and training and that limit the use of arrest to cases in which it is required by law or necessary for protection of the public or suspect and encourage the use of alternatives;
5. Implement a process of universal assessment/screening (including use of a valid, unbiased tool) of all individuals referred for court action to assess the risk, needs, and appropriateness for the variety of diversion alternatives such as TAD, Deferred Prosecution, drug court, etc. (note: in some ways this process mirrors the routine process in the juvenile system – see section on juvenile diversion – in which that information helps inform subsequent decisions);
6. Expand/create a more comprehensive Deferred Prosecution program by adding a position focused on expediting the deferred prosecution process and promoting the development of evidence-based practices to serve deferred individuals;
7. Development of a short-term crisis/stabilization program that includes the capacity for short-term (up to 7 days) residential placement, crisis assessment, linking individuals to other community resources, etc.. This type of program has commonly been referred to as a “restoration center”, but the size/scope can vary depending on how it links with other resources (e.g. case management, treatment services, etc.); and
8. Major system partners should act together to (1) identify individuals with mental health issues have repeated and chronic contact with law enforcement and jail; and (2) develop an individualized intervention and crisis plan to reduce the likelihood of placement in jail.

Next steps of the process will be discussed by various entities this fall.

On Balance



Staff Spotlight –

By John Bauman

Jake Aslakson and Cathy Arnold Juvenile Court Counselor II/Case Manager Juvenile Court Program

JAKE

Jake is originally from Green Bay and graduated from Green Bay East HS. His father and step-mother live in Green Bay and his mother and stepfather live in Sturgeon Bay. He has a younger sister in Sturgeon Bay and an older brother in Sussex, WI. Jake graduated from UW-Madison with two majors: Legal Studies and Psychology. He has worked at JRC since 2002, starting as an LTE. His previous jobs included bartending, being a server, selling shoes, sporting goods and working in the games room at the old Union South.

Jake is the case manager at JRC for the Juvenile Detention residents. His duties include attending court hearings; keeping track of court cases; explaining to kids and families the processes they are experiencing or may experience in court; encouraging good behavior from kids in detention; working with other staff to improve behavior in kids that display negative behavior; looking closely at intake paperwork and court documents as well as related records to ensure accuracy; training and assisting new JRC staff; working with interns; communicating with social workers/parents/attorneys/court personnel/law enforcement/mental health agencies in a clear and effective way; performing well in tense situations or in a crisis situation; performing JRC intakes; and more...

When asked about what he enjoys about the position, Jake said: “I enjoy being able to watch day to day successes in detention. I enjoy getting to know youth in detention and learning about what they have experienced in their lives. I enjoy problem solving and the feeling of resolving a situation that once felt difficult or nearly impossible to navigate. I enjoy being able to report substantial improvement in behavior. Getting to advocate for youth in detention is a privilege—I know that and I enjoy it.”

Some of the challenges that Jake identified include: “The same challenges that system partners face everyday: Youth who end up in detention that are either not competent or who would likely be better served by the mental health system; a declining number of resources for placement and increased length of stay for some youth; chasing down medications and/or finding ways to get medications prescribed for youth who’ve come from a placement that has chosen to stop prescribing for the youth. Perhaps the biggest challenge is helping youth not re-offend and/or helping to ensure that if a youth is released from detention while a case is pending they follow the conditions of their release and remain out of detention.”



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Jake's life outside of JRC involves his family, more work and doing his best to enjoy every moment he can. In the past few years, he has transitioned from a single guy to being in a relationship, with a new baby and now family of five. As many know, for the time-being Jake also has a part-time at an East side PDQ. Coincidentally, at PDQ he is able to continue interacting with families and many current or former youth who found themselves at JRC at some point in time. He states that he is grateful and proud that those youth and families approach him with a smile on their face, ready to report their recent successes.

CATHY

Cathy was born in the UP of Michigan, so yes, she's a "Yupper". She has degrees in psychology, sociology, social work and a minor in biology. She started working with adolescents in a psych ward in Wausau and has worked for the Dane County Juvenile Court since 1989.

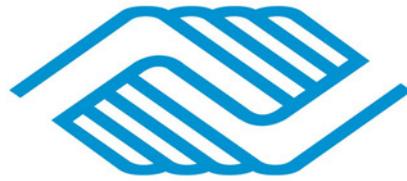
Cathy is the case manager for the Juvenile Shelter Home (SH). She attends court hearings, reports to the court on behaviors at SH; screens some placements; provides crisis intervention; provides information to staff, Social Workers, attorneys, courts, parents, schools, placements and service providers; "pushes paper"; educates residents on their court order; tries to make sure everyone is following their court order; provides additional support to the staff; supervises interns and is the acting supervisor when Suzanne Stute is off work.

When asked about what she enjoys about the position, Cathy said: "I enjoy the kids!! Laughing with them, working with them, crying with them, watching them solve problems, hearing what they say. I like the surprise factor, just guessing what they are going to say next!"

Cathy states that some of the challenges she sees are: "When the child is not the focus. When we chase behavior and lose sight of the bigger picture. Each of our jobs has a different emphasis, but the goal should always be the welfare of the child, no matter what."

Cathy has many interests outside of work. She enjoys life. She likes the outdoors, traveling, going to church with her husband, woodworking ("and the old guys that have to put up with me at the woodworking shop"), sewing and creating stained glass with a good friend. She loves spending time with her daughter showing horses and watching science fiction movies with her son.

On Balance



BOYS & GIRLS CLUB SPORTS ACADEMY

The BG CDC Sports Academy first program was the Spring “Student-Athlete” Basketball League that began recruiting teams and individual members in March. The league ran through the end of the school year in June and included round-robin play & a Championship. There were 5 teams in both the Middle & High school divisions that included other Madison community & youth centers, established regional competitive AAU programs, & recreational/local student-athletes. BG CDC members were to maintain a 2.5 GPA or working towards improving their current grades.



The Spring League also included CPR and First Aid Training from the American Heart Association of Madison, WI. Teens were educated on the new approved techniques and then split into smaller groups to practice on manikins.



Our Spring League concluded in June with Team Brotherhood finishing with the best record & Triple Threat AAU club as the runners-up. In the middle school division, Kennedy Heights Community Center defeated the BG CDC Allied team to win the Championship. The league had over 110 participants that included players, game-day operations crew, and social media crew that documented the league progress.

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We also help host the Gilbert Brown PRO football camp featuring several NFL players. The Highlight of the camp was Gilbert Brown's passion and emphasis on education and living a positive life. The camp also featured top-level instruction from the camp coaches. The camp included a cheerleading program that was led by the Head Cheer Coach at West H.S. There were over 40 participants that learned the basics of cheerleading. The cheerleaders performed during the championship games on the last day of camp. Finally there was a sports media program that included two reporters from local TV station in Madison. The reporters spoke about their career path, including their education and their commitment to fitness and living a healthy lifestyle. The students practiced their interviewing skills & play-by-play announcing with a live Mic and Sound system.



Our Badges for Baseball program that is designed to create interest and increase the popularity of baseball among inner-city youth began in June. The Madison Mallards Semi-Pro baseball team came to Club-Allied July 7th & to Club-Taft July 27th to host (2) separate clinics teaching the youth the basic fundamentals of baseball through a series of stations. The clinics were open to BGDCDC members and the surrounding public. The players also spoke to them about how important their education was to their overall success.

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The program concluded with 3 BGDC members attending the famed Cal Rikpen Sr. Baseball camp in Baltimore, MD. Three members and a chaperon were flown out to Maryland to experience one of the best baseball camps in the USA. The overnight week-long camp not only taught the campers high level skill instruction but also the importance of teamwork, sportsmanship, and being a positive member of their community.

BGDC Sports Academy members also had the privilege of meeting and hanging out with University of Wisconsin star forward Nigel Hayes and Assistant Coach Howard Moore. Nigel Hayes came out to both the Allied and Taft st. locations to speak with members about being a student athlete. What his average daily life as a college student is like, the requirements of staying eligible and his future NBA and career plans. Coach Moore has been a head coach and trained some of the world best athletes. Moore explained to members what coaches look for when recruiting a student. He emphasized not only is athletic ability a factor, but the character of the individual must be of high standards to be successful on the collegiate level.



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The Sports Academy hosted a summer basketball camp for 3 days that also fed the participants breakfast & lunch. The camp ran from Monday-Wednesday from 9am-1pm that included fundamental skill instruction, competitions, and scrimmage games. The camp also included a brief history report on a basketball player from the 1990's era. Students were asked to research using our computer lab one player's impact and importance on the game.



The Sports Academy hosted the Allied Classic at the end of the summer. This was a community basketball game including the Fitchburg Police Department & Allied Community members. The idea behind the game is to provide an opportunity for the Police and the community they serve to interact on a positive level. The teams were split with police and community kids & parents on both sides. This was a great step in bringing the Police Department and the Allied community closer. Each participant received a Tshirt & a pizza party afterwards. Our plan is to make this a quarterly event and include the Madison & Verona Police departments in the future!



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The Sports Academy helped organized the 3on3 basketball tournament that was to be held at Olbrich Park as a back to school event. The tourney was to include a middle school, high school, and adult division. Unfortunately the event was rained out, but registrants were able to receive back to school supplies and free barbecue.



The Sports Academy help host the Milwaukee Bucks Clinic featuring star player Michael Carter-Williams. The clinic featured 50 participants that were either BGCDC members or partners of the Club. The free clinic was for 1.5hrs and included instruction, games, pizza party, and time to interact w/ Carter-Williams. Local news media showed up to report about the clinic!



The Sports Academy also offers **Sport-Specific Training**: Training is available at the BGCDC Allied & Taft locations. Includes; speed, strength, agility, resistance skill work. The Academy currently trains some of the top players in Dane County.

Finally, the Sports Academy offered paid internships through Dane County. Two high school students were able to stay active and make a positive impact in their community. Their responsibilities included, inventory of the entire Academy's equipment, daily maintenance of the gymnasium, and social media documentation of all events throughout their 8 weeks. The interns were also able to learn basic coaching techniques and game-day operations assisting with our league games.

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Boys & Girls Club

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Fall Sports Programs

Basketball: Fall Student-Athlete League (Boys & Girls M.S. & H.S.) Monday-Thursday

Fall Skill Development Clinics @UW Health Sports (Boys & Girls) Saturday October 10th or 22nd (3) Clinics; Youth, Advanced Boys, Advanced Girls.

Jr. NBA Youth Training & League (K-5th) Saturdays @Allied & Sundays @ Taft. Includes 1 month training camp to improve skills and prepare for team draft. Season will last November-February with playoffs, championship, & awards ceremony.

Cheerleading: (Girls & Boys, Grades 4th-8th) October 1st -November 19th (Tuesdays 4:30-6pm & Saturdays 10-11:30am) Includes Tuesday Mandatory Study Hall/Grade Check & Fitness, and Cheer Practice

Martial Arts/Self Defense: (Boys & Girls, Grades 2nd-10th October 5th, Wednesday, taught by 5th Degree Black Belt Steve Allison of ATA Madison the largest Martial Arts org.

Soccer: (Girls & Boys, Grades 1st-8th) Fundamental skill instruction for, age appropriate drills to improve skill and knowledge of the game. Mini season with playoffs and championship.

Sport-Specific Training: Training is available at the BG CDC Sports Academy. Includes; speed, strength, agility, resistance skill work. Also hundreds of reps sport specific to develop and master muscle memory.