



# On Balance

A publication of Dane County Department of Human Services  
and the Dane County Juvenile Court Program

June 2016  
Volume X, Number 2

## Dane County Juvenile Court Awards

By John Bauman

The Dane County Circuit Court Judges in the Juvenile Division sponsored the 18<sup>th</sup> annual Juvenile Court Awards on April 7, 2016 at the Goodman Community Center. Justice Shirley Abrahamson was the featured speaker and Presiding Juvenile Division Judge Amy Smith led the event. The ceremony was a celebration and recognition of youth and the commitment others have made to the lives of youth and families in Dane County. The recipients of this year's recognition awards were:

### Outstanding Service Award



**Suzanne Humphrey**-Suzanne has been a foster parent since 1993. She has provided care for nearly 50 children and youth, many of them with special needs. She has adopted some of her foster children and also provides respite care. She is energetic in her parenting and co-parents incredibly well with birth families.



**Lula Hart**-Lula has been a foster parent since 1990. She has provided care for over 100 children and youth and is often relied upon to care for youth who are difficult to place. She is active outside of her home and is a role model to new foster parents.

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*Chrisy (supervisor) accepting for Jesse*

**Jesse Vieau**-Jesse is the Teen Librarian at the Madison Public Library. He has provided weekly programming for youth at the Dane County Shelter Home, Juvenile Detention and Neighborhood Intervention Program focusing on creative enrichment activities that provide alternative educational opportunities for youth in the juvenile justice system.

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[www.danecountyhumanservices.org](http://www.danecountyhumanservices.org)

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## Awards

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### The George Northrup Award



**Frank and Kathy Koss**- Frank and Kathy Koss have been volunteering with the Court Appointed Special Advocates (CASA) program for the last three years. Volunteers advocate for children and serve as an extra set of eyes for the court. Frank and Kathy have exceeded what typical volunteers provide, despite Kathy having some significant health issues during this time.

### The Peter Rubin Award



**Alan Chancellor**-Alan is a Program Leader at Human Services' Neighborhood Intervention Program and has been with that program for the past 7 years. He goes above and beyond when working with youth and his dedication to youth, families and the community has benefited the many people that he encounters.

### The Ervin Bruner Award



**David Puttkamer**-Dave (Putt) has work with youth in Juvenile Detention continuously since July 21, 1974. He has been a role model to countless youth and staff over the years. His diverse talents and ability to connect with youth have been incredible assets to Dane County over his career.

### Outstanding Achievement Award



**Ray Walker**-Ray is 16 years old and attends West High school. He has had some struggles in his life but is now doing well in school and in his foster home, is employed and is planning to attend college after high school graduation.



*Barb Rubin talking about  
Rubin for Kids*

# On Balance

## Changes on the Juvenile Bench

*By John Bauman*

There will be some changes coming this summer in the Juvenile Division of the Dane County Circuit Court. Judge Foust will be retiring after serving for nineteen years as a Judge, with seven in the Juvenile Division. Judge Smith will also be retiring after serving all seven of her years on the bench in the Juvenile Division. Incoming Judge John Hyland will assume the caseload of Judge Foust and Judge Everett Mitchell will do so for Judge Smith's caseload. On 8/1/16, all new and existing juvenile cases will be with the new Judges.

The juvenile justice system and community are grateful for the years of service that the outgoing Judges have provided while in the Juvenile Division. Judge Foust and Judge Smith have been assets to the juvenile system and we wish them well.

Judge Genovese and Judge Gaylord will continue in the Juvenile Division and Judge Gaylord will also be the Presiding Juvenile Judge. Following is an introduction to the incoming judges.



**Judge John Hyland** was born in Monroe and was the youngest of 8. He attended Milton College and received a B.A. in music education in 1979. After teaching for seven years he entered law school at the UW. He is married to Sharyn Gardill and she is employed as a monitor for pharmaceutical drug trials at various clinics and hospitals throughout the Midwest. They have a son who is a sophomore at Lawrence University, majoring in physics and art and two daughters who were born in Guatemala. The older will be a freshman at Waunakee High School and the younger is in 5th grade at St. John the Baptist School in Waunakee. Both are very involved in music and sports.

### **How long have you been on the bench?**

I start August 1st, although I was the municipal court judge in Waunakee for 8 years before running for circuit court.

### **Which divisions?**

I will be in Branch 14 in the juvenile division until August of 2017, when I will move into the criminal division.

### **What did you do prior to becoming a Judge?**

At the start of my second year in law school I was hired as a law clerk at Hurley, Burish & Stanton in Madison. At the time the firm consisted of three partners and support staff. I worked through my third year of law school and, before graduation, I was invited to stay with the firm as an associate. The firm grew and, eventually I became a partner. I stayed with the firm for 27 years. My practice focused on criminal and OWI defense after the first few years. I have represented people in all levels of charges including homicides involving vehicles, and in courts in all of the surrounding counties. I also handled cases in the appellate court, including arguing before the Wisconsin Supreme Court. I have practiced in juvenile court on occasion, both in CHIPS and delinquency matters.

### **What is your philosophy on working with juveniles and children?**

I was struck by the video that was shown at the Child Welfare Law Orientation in April. The individuals who were interviewed about their experience in juvenile courts remarked that they did not know what was happening, or that they felt that they did not have a voice or a role in their court appearances. I know from my own work with juveniles in municipal

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court that it is hard to get children to open up and participate, but I believe it is the judge's role to try and have them get the most out of the experience so that they feel that they have a stake in the outcome. I also believe in exploring any and all options to try to achieve the results needed, whether reunification or rehabilitation. In municipal court I created a program where the habitually truant student could earn a dismissal if he or she met attendance goals that they had a say in creating. That was a small endeavor, but is an example of my philosophy.

### **What can people expect when they have court in your branch?**

I am pretty low key and understanding about time constraints, conflicts and calendaring issues. Within the boundaries of the requirements of the law, I understand how backed up calendars can become, and how difficult it can be to get outside providers to respond in timely manners. Delay for the sake of delay will not be tolerated, but I intend to apply a good deal of common sense and patience to legitimate problems that may cause delays.

I am facing a great challenge and have an enormous obligation to serve the people of the county and the children and families who appear in our courts. I also feel a duty to the professionals who appear in court, the lawyers, social workers, county employees and experts, to make sure that they are treated with respect and fairness. At the same time, it is my role to make sure that they are doing their job to the best of their ability, and I will be applying that standard to myself and to everyone appearing before me.

### **Is there anything else that you would like readers to know?**

I had a goal of performing all of the baritone roles in the Gilbert & Sullivan operettas, and regret not having the time to complete the task. In the early 90's I was able to perform nearly half with the Madison Savoyards. Then we started our family. I may return to them some day. In the meanwhile I am the lead trombone in the Waunakee Community Band each summer. And for the fifth year in a row I will be performing as Drosselmeyer in our local ballet studio's production of The Nutcracker.



**Judge Everett Mitchell** graduated from the University of Wisconsin-Madison Law School. While at Law School, he received the Advanced Opportunities Fellowship as well as the Wisconsin Black Lawyers Award. He was a member of the University of Wisconsin-Madison Law Review and a Law School Mock Trial Team Member. He was also an academic math lead in the People Program. He is married to Mankah Zama Mitchell and they have two children, Sydney and Braylon Mitchell.

### **How long have you been on the bench?**

I start August 1<sup>st</sup>.

### **Which divisions?**

I will be in Branch 4 in the juvenile division for the remainder of the current rotation and then will remain in the division for the 2017-2019 rotation.

### **What did you do prior to becoming a Judge?**

Since 2011, I have served as Senior Pastor of Christ the Solid Rock Baptist Church in Madison, Wisconsin with an over 400-member congregation. I was formerly an Assistant District Attorney in Dane County Wisconsin. Since leaving the District Attorney's office, I continue to provide Pro Bono legal services to disen-

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franchised people of Dane County and volunteer to teach young people about their legal rights and responsibilities. I am currently the Director of Community Relations for the University of Wisconsin-Madison.

### **What is your philosophy on working with juveniles and children?**

Kids offer great possibilities for the future. The community needs to be committed to them and has a responsibility to invest in their future.

### **What can people expect when they have court in your branch?**

I am going to be learning for a little while and will be listening to all who have experience in the courts. I believe it is very important that all people in my court have a voice and be heard. This includes the young people who will be in my courtroom.

**On Balance** is a publication of Dane County  
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**Comments?** Call Dawn  
MacFarlane 242-6267 or  
macfarlane@countyofdane.com

# On Balance

## The Brotherhood

*“When vital resources are committed, the Allied Brotherhood proves what good can come when the voices of Black youth are heard and respected...”*

*By Aaron G. Perry – DCDHS NIP*

The Brotherhood is a youth-led and adult-assisted group that is responding to the needs of intelligent and active Black males who have been overlooked and excluded by various local youth programs. The male collective consists of participants ranging in age from 14 to 20 who are experiencing firsthand the challenges of racial disparities in their schools and the community. Brotherhood was formed in 2011 when several youth advocated for the need of a male group that would help them academically and socially. The following mission statement was co-authored by the youth:

*“The Brotherhood young men’s group is a group of young men dedicated to making a difference in not only our own lives but the lives of those around us. Our mission is to build a better relationship with one another and learn new positive ways to become productive members of our community. The Brotherhood Group works to break down stigmas associated with African American males and families with illegal drugs, gangs, and absentee fathers. The Brotherhood gives us an alternative to hanging on the streets and helps us in the transformation from boys to young men.”*

To accomplish their mission, they youth formed their own support system to encourage each other to excel in school, be productive citizens and role models to younger kids. But lacking resources, Dane County Juvenile Justice designated Neighborhood Intervention Program (NIP) staff Aaron Perry to assist with the group. This initially was not a smooth transition, as the youth challenged Perry’s authority. For more than 12 months, the group made numerous attempts to push him away. But Perry stood his ground because he understands that even as babies, black males have the highest probability of dying in the first year of life. Perry states, “The simple fact that these teenage youth are present with a pulse means they’re worthy of a little extra time to pull it together. Fifteen months later, the bond that Perry shares with the youth is a deep mutual respect for one another.

What makes Brotherhood unique is the focus on youth voice and youth decision making. There are also two young adult graduates of the program who help lead discussions. The goal is to give the graduates an opportunity to develop their leadership and professional skills for future employment and civic service. The youth, along with Katy Farren, Tori Winn and Aaron Perry, meet each Wednesday from 5:30–7:00 pm to discuss social issues, politics, community service, school, and sports. Once a month the group visits a museum, college or restaurant. African American professionals such as Alder Maurice Cheeks often join the weekly meetings to learn and share with the youth.

### **Black Youth Researching Racial Disparities**

According to the *Race to Equity Report (2013)*, Madison, WI, has some of the highest racial disparities in the United States. Policy makers, community leaders, and educators often “talked about” and “talked to” youth about solutions, but the youth voice is rarely considered when decisions are made. The participants of the Brotherhood decided to speak out about their experiences in the schools and with the police. Beginning in the fall of 2014, with funding from the City of Madison and the Neighborhood Intervention Program, Brotherhood began conducting Youth Participatory Action Research (YPAR), which is a partnership between researchers and youth who collaboratively solve a pressing community problem. YPAR gives youth participants the opportunity to become researchers and the tools to help solve social issues that they believe need to be addressed. Brotherhood wants to use research to engage



*Brotherhood and Mayor Soglin discussing research and project*

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their community, city entities, schools, and non profits; share their research findings; and then come up with solutions to help solve some of Madison's most pressing issues.

Two of the biggest supporters have been Mayor Paul Soglin (the City of Madison) and the Neighborhood Intervention Program. The Mayor has met with the youth several times and accompanied the youth to Birmingham, Alabama, to attend the Cities United Conference in May. The youth presented to other US mayors about their research and findings. They participated on two panels and one session discussing issues such as community policing, the need for more youth opportunities, and barriers to promising educational and career paths.

Other Allied Neighborhood activities involving Brotherhood include the NIP Summer Employment Program which provides jobs for seven group members, and the Youth Basketball League held at the Allied Boy's and Girls Club. The Brotherhood members coordinated their own team, and they're coached by one of the Brotherhood young adult graduates. As the league enters the playoffs, the Brotherhood team is firmly in 1<sup>st</sup> place.

A special thanks to Dane County Juvenile Justice Manager Andre Johnson and DCDHS NIP Supervisor Heather Crowley for providing the funding that supports the Brotherhood Group, NIP Summer Employment and The Youth Basketball League. Without this valuable resource, the outcomes for these youth



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## Expansion of Building Bridges crisis stabilization program to reach all MMSD attendance areas



One in five children in our district are struggling with mental health concerns that impede performance, engagement or ability to attend, estimates Jeannette Deloya, Coordinator of Mental Health Supports. For many, this is a result of adverse experiences, like exposure to community violence, family violence or bullying. Others are dealing with homelessness, frequent family moves or extended absences due to medical or psychiatric hospitalization.

For far too long in Madison, students who need mental health supports haven't been able to get to them. Deloya has seen first-hand how earnestly Student Services staff in schools "did the best they could and provided really good and adequate care for many kids." But, she says, the skilled, trained, specialized mental health services have not been reaching students.

It's not that these services are unavailable in Madison. But accessing them is another issue. She says barriers to access "are as diverse as the kids in the schools" — lack of transportation, being on the wrong bus route, waiting lists, work schedules, services not being available in the language spoken at home, feelings within families that they aren't culturally relevant and stigma, to name some.

"There is some cultural acceptance [of mental health services] among white middle class Americans, but that may not be true for all the people who live within our community," Deloya points out. For some, there is a

degree of shame, "that somehow seeking mental health services means there's something wrong with you. Or that you're weak. And that if you just tried harder you would get over it."

**When mental health issues go unresolved, kids are not available for learning.** "The brain is basically trying to stay safe. Thoughts like *I've got to protect my environment so that I can be safe. Or I've got to make sure I don't connect with people who might be threatening to me so that I can stay safe* take an enormous amount of cognitive energy," Deloya says.

So when a teacher has just given the class a set of instructions for a math equation, "this child is sitting there worried about what's going to happen when they get home. Or who they're going to sit with in the lunchroom. And they've missed all the instructions. And then they're embarrassed...and thinking about how it's going to look to everybody else." When this happens day after day, week after week, a child can quickly fall behind.

**Not surprisingly, unmet mental health needs take a heavy toll on teachers,** who are trying hard to cope so they can be available to do their best teaching for children.

"That's what they're inclined to do. That's what they're wired to do. That's why they came into this teaching field. And they will do it," Deloya says. "They'll do it and they'll do it until the weekend comes. And then they'll rest and then they'll come back on Monday and they'll do it again."

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*"They see a kid who is worried and in pain and they take that on because they care about kids." – Jeannette Deloya*

Any teacher can tell you that a student struggling with an unmet mental health need can bring an entire lesson plan to a screeching halt. On top of that, teachers worry. "They see a kid who is worried and in pain and they take that on because they care about kids," and that's stressful, Deloya says.

**Enter Building Bridges, a 90-day crisis stabilization program** that serves students in 4K-8 in Madison, Sun Prairie, Verona and DeForest, now in its second year. The program grew out of two converging concerns. Dane County Executive Joe Parisi was hearing consistently from school districts in the county that students lacked access to mental health services. At the same time, the MMSD mental health task force identified "crisis coordination" — now called "short-term stabilization" — as a high need.

"Building Bridges came out of that combined need and the county's willingness to support it," Deloya explains. Through Building Bridges, school districts partner with Dane County Human Services and Catholic Charities to provide short-term support to students, their families and school teams when kids are struggling with acute mental health issues. The program is voluntary and there is no cost to families.

In the 2014-15 school year, MMSD piloted Building Bridges with 14 open spots per 90-day cycle in the East attendance area.

**MMSD Social Worker Meg Nelson is the Crisis Stabilization Lead with Building Bridges.** Last year, she and Clinical Coordinator Lynn Witte from Catholic Charities made up one of three pairs of Building Bridges caseworkers — one pair per district (DeForest is new this year).

The process of providing support to a student with mental health goes like this. A school that has exhausted tier 1 and 2 supports to help a child dealing with mental health challenges can request a tier 3 intervention from Building Bridges after getting parental consent.

"The school's multi-tiered systems of support is used for determining appropriate interventions and referrals for services," Deloya notes. "This means classroom interventions are developed and implemented first, often with involvement of the Student Services team at the school. When these services are ineffective, inadequate or inappropriate, a case may progress to more intensive, specialized services such as Building Bridges or the services of mental professional professionals that are now in several of our schools" (more on that later in article).

Nelson believes that "schools are recognizing that kids are coming in with more complex needs and more complex histories. And they want to be very thoughtful and cautious" as they evaluate cases to see if there's anything that can be provided to the student prior to contacting Building Bridges.

*"I was expecting a lot of the older elementary and middle school kids. The majority of the kids we see have been in the kindergarten, first, second and third grade levels." – Meg Nelson*

Initially, she was surprised at how many of the cases referred to the program involve younger children. "I was expecting a lot of the older elementary and middle school kids. What we found is that the majority of the kids we see have been in the kindergarten, first, second and third grade levels," she says.

Students at this age might have a hard time following transitions throughout the day and staying regulated. The result: behaviors like blurting out in class or wandering the school, "raising the alarm for a lot of staff members," Nelson says.

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As a first step, she and Witte set up an intake meeting with the child's school "to find out the full history on the student and collect any records we want to review including Special Education evaluations and IEPs (Individual Education Programs)." They then they meet with parents.

"During those intakes we're asking, 'What is it specifically that we want to focus our attention on?' The school team might need some strategies for working with a student with a trauma history. Or strategies for keeping them regulated and safe within the classroom... We ask parents, 'What are you hoping for [or] wanting out of this time together?'"

They then perform a number of observations and try to meet with the student to find out how they feel about school, if they're feeling connected, if they feel they have safe people to go to and if they have goals in mind to work toward.

The whole team — Nelson, Witte, student, family and school staff — review the treatment plan and connect weekly through the 90 days. The plan might call for working directly with the student, teaching staff or family members specific strategies or simply connecting students to outside service providers.



"What's nice is that a lot of times we're able to meet with families in the evenings so parents don't miss work. We can drive to appointments or to the food pantry if that's what the need is. And we're having conversations around their child in those moments," Nelson says.

Many of our students are not connected with service providers, "so we are helping parents make that first phone call, getting them to the appointment, helping them ask appropriate questions in those first appointments so that they're comfortable," Nelson explains.

"I think it's something a lot of school-based social workers and counselors would love to do," she adds, "but given their capacity and the expectations that they have within the building, they're often not able to do that."

When a student does have existing services in place, Building Bridges will typically connect with them to make sure they have a very clear picture of what's happening at school.

While this is also something school staff can technically do, Nelson says that Building Bridges offers a unique approach. "We're just asking the question from the family and of the school and of the service providers, 'What's the most important thing for us to focus our attention on?' We're coming up with a treatment plan that everyone is informed of and can work toward the same goals."

**94 percent of teachers and school staff surveyed said they noticed improved behavior after the program.**

A successful intervention ends with a discharge summary and termination plan, which makes recommendations for the sustainability of the plan. Follow-ups happen at one month and sixth months.

**To measure program success**, they look at the measurable outcomes of the treatment plans, feedback from schools and families and whether kids are continuing to see clinicians or community supports outside of the schools.

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“Anecdotally, I can say that the feedback we’re getting is pretty positive and that kids are being connected with services that can provide long-term support if needed,” Nelson says.

A survey of teachers and school staff this summer found 94 percent noticed improved behavior after the program, 87 percent said there was a decrease in office discipline referrals or suspensions and 93 percent noted a decrease in high-risk behavior in the classroom.

**In September 2015, the County Executive announced an expansion of Building Bridges** to deploy three more teams of health professionals that will provide access to all MMSD elementary and middle schools to help kids in crisis.

“To that end we hired two staff in MMSD that started at the beginning of this year,” Jeannette Deloya explains. Those staff will join with the Catholic Charities staff for a total of three teams, which will eventually become four, with a team dedicated to each attendance area.

A positive side effect of Building Bridges is that school staff are being exposed to strategies for helping kids cope with mental health challenges that that can benefit a larger population of students.

“As we’re starting to get to know schools,” explains Meg Nelson, “we’re having lots of individual discussions around collaborative problem-solving, around trauma-informed practices or around anxiety and how to work with students who look anxious.”

She’s hoping that by having these discussions, and possibly holding building-wide professional development in the future, teachers can walk away and generalize some of those tools for the other kids too.

“We’re amazed at what teachers are be able to do for the kids, given what kids are showing up with,” says Nelson, adding that the resiliency that staff, students and teachers show in the face of mental health challenges leaves her speechless. “We’ve seen and heard a lot....They come to us with incredible experiences that most adults have never experienced.”

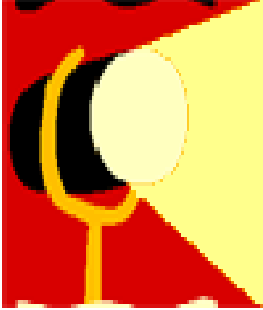
## **Deloya, Nelson present at school mental health conference in November 2015**



On November 6, at the 20th annual Conference on Advancing School Mental Health, Jeannette Deloya, Lynn Witte, Meg Nelson, Sara Parrell, Sally Zirbel-Donisch and Peggy Scallon presented a symposium on “Collaborative Planning and Implementation of School-Based Mental Health Services within an Urban School’s Multi-Tiered System of Support.”

They shared program design, implementation, evaluation data and future projects pertaining to Building Bridges, our Behavioral Health in Schools pilot, the development of our intensive support team and the revision of a long-term UW-Madison partnership for child psychiatry consultation into a more collaborative and responsive model.

# On Balance



## Agency Spotlight – REPLAY (RE-Directive Pro-Social Learning Alternative for Youth)

*By Heather Crowley, DCDHS NIP*

Many people in the community do not know about this wonderful program that we call REPLAY!! REPLAY is an alternative program for boys in 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades which started in January 1999. The program works with students who have had problems in the traditional school setting, generally behavioral issues, and who are currently on a court order, consent decree, or deferred agreement. Classes are held at the NIP building, 1227 N Sherman Avenue, Madison. The program is voluntary, so both youth and parent/s must agree that the youth will attend. Transportation is provided to school daily in an effort to ensure all youth referred have the same opportunity.

The program provides the following services:

- Create an individual case plan and behavioral plan
- Provide educational testing to determine current educational strengths and weaknesses
- Provide Case Management
- Conduct Re-Directive Groups

The program accepts up to 10 youth each semester with the average number being around 7. In 2015 REPLAY started to accept 9<sup>th</sup> graders into the program. The need for special services to this age and population was recognized largely in the regular programming that NIP does as the transition to high school tends to be stressful and less successful than the middle school years.

MMSD provides a teacher for the program, and NIP dedicates a social worker as well as a program leader to be the point persons in the class and with the families. NIP staff work closely with the ongoing court worker, parents, and other col-laterals to help ensure success in the program. The classroom success and behavior is also incentivized, with youth earning field trips, gift cards, and other rewards for behavior and tasks.

Referral Process: Referred by a Court Social Worker, Case Manager, or Principal of their home school.

Site: N.I.P. Building

Length of Time in The Program: One Semester

Staff Contact: Heather Crowley at 288-2402

# On Balance

## Child Protective Services Corner

By Julie Ahnen, DCDHS

As I thought about what to highlight for this edition of “On Balance”, I landed on the idea of anticipation. When you look up synonyms for anticipation, other words such as hope, eagerness, and expectancy come to light. If you are in my age-group, you will also picture a ketchup commercial with a popular song called “Anticipation” in the background.

In Dane County, CPS is in a state of great anticipation in many different ways. We are in the process of welcoming many new babies into the world, with Units holding showers for first time and second time parents. Staff are celebrating weddings, special anniversaries, vacation trips and graduations. When I’m at NPO or I visit SMO or STO, I see signs of these celebrations in offices, on

bulletin boards and on tables where these creative boxes are popping up inviting people to share appreciations with each other.

We are also anticipating staffing changes in many CPS Units. Several staff have left or are in the process of leaving, LTE’s are coming on board to cover maternity leaves and the new hire list has finally arrived! Interviews are being scheduled and there is great anticipation around hiring decisions. These changes can be bittersweet in regards to the loss we feel when colleagues leave, but they also offer hope for those new staff who will join us in the wonderful work that’s being done in Dane County and eagerness for new relationships that will be established.

Finally, we are in a state of anticipation around a flood of practice and documentation changes in Initial Assessment and Ongoing. Assigning the words hope, eagerness and expectancy to these changes can be a challenge, but we are looking for the positives and doing our best to support each other in implementing these changes. For me, there is hope in the fact that we are working in a field that is rapidly evolving and that our state is striving to educate and equip us to provide best practices that are evidenced-informed and ultimately lead to better outcomes for children and families.

Enjoy your summer!

## Hopeline Text Support

By John Bauman

“HOPELINE” is a free 24/7 emotional support text based service that is available throughout the State of Wisconsin. HOPELINE’s purpose is to offer emotional support and resources before situations rise to a crisis level. Texts received reflect struggles with breakups, job loss, bullying, LGBTQ issues, parental issues, school, friends, relationship issues or any struggle a person is experiencing and it’s for youth and adults.

Trained volunteers provide text based support for as long as is needed for each event and have quick access to resources that can be provided to the person who is texting. Check out their website [HOPELINE](http://HOPELINE) for more information and let others know about the service. Users simply need to text “HOPELINE” to 741741 for help.

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## Corner

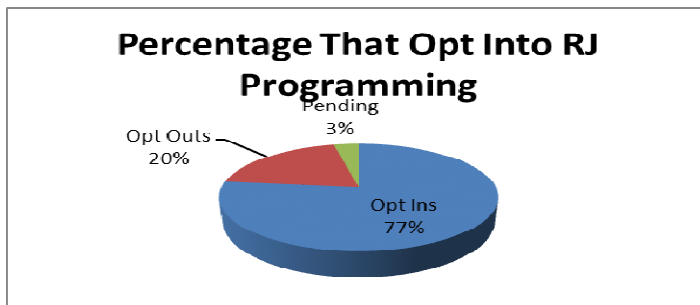
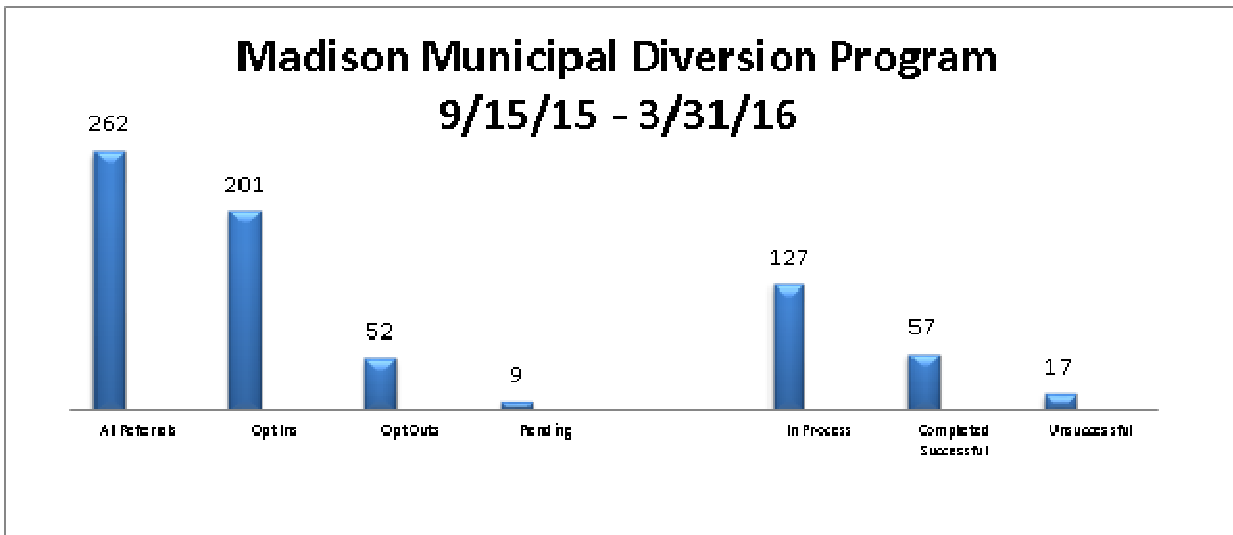
**Andre Johnson –**

**CYF Juvenile Justice Services Manager**



The Municipal Diversion Program (MDP) began operating on September 15, 2015 through funding from a Brighter Futures Initiative grant from the State. MDP encompasses three partnering organizations that include the YWCA, Dane County TimeBank, and Briarpatch Youth Services as well as coordination with the Madison Police Department and the Dane County Department of Human Services.

In lieu of an arrest and referral to the Madison Municipal Court youth are given the opportunity to participate in a Restorative Intervention. Youth are processed by the YWCA and either participate in a Peer Court or Restorative Circle. An agreement is reached which outlines what the youth must do to repair the harm that they have caused. If they complete all aspects of the agreement then they will not have an arrest on their record and they will not need to go to Municipal Court. We are very excited about this opportunity for youth and the potential impact it may have on juvenile arrests as well as disparities in the Juvenile Justice system. Below are initial numbers for the first 6 months of operations.

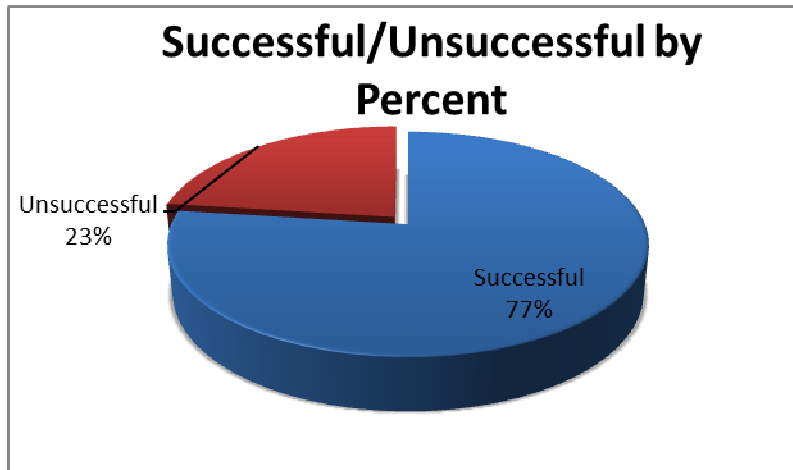
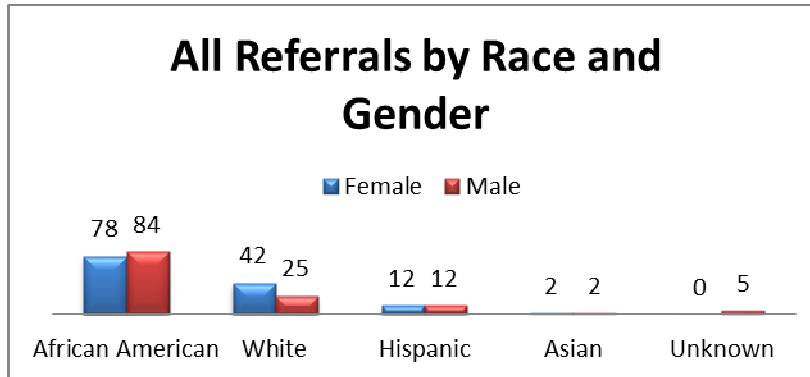


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# On Balance

JJCorner

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The Dane County Timebank Held its second annual Rock For Restorative Justice fundraising event on Saturday, June 4th. The goal of the event was to raise awareness about the project and to raise funds to support the initiative.

The event was great. Youth leaders were recognized for their contributions as well as community members who support the project in various ways. They also recognized system leaders including, Jen Cheatham of MMSD, Judge Koval from the Municipal Court, Chief Koval from the Madison Police Department and myself. Thanks Timebank for all that you do.



# On Balance

## Briarpatch Youth Services

### 2016 Summer Jobs for Youth

#### Our Mission

Briarpatch Youth Services provides innovative services dedicated to strengthening the lives of youth, their families and our community.

This summer Briarpatch will help over 100 Youth facing barriers find employment.

#### **MADISON STREET TEAM**

**14–15 year old City of Madison Youth, 20 positions.  
Entry level, First time employment**

**Madison Street Team (MST)** is an 8 week program for City of Madison youth, ages 14-15. This employment experience is designed to provide a first work experience. MST will run from June 20th - August 19th, 2016. Participating youth will develop basic job and communication skills. Through this paid, work experience, youth will have the opportunity to interact within their community and learn how to develop leadership skills.

#### **ALLIED DRIVE COMMUNITY WORK TEAM**

**14–15 year old Allied Drive Neighborhood Youth, 5 positions  
First time employment**

**Seeking Allied Drive Community youth** for part-time, Spring/Summer/ fall employment. Youth will work to help beautify and maintain the South West Bike Trail. This opportunity is designed to help youth, ages 14 to 16, gain first time employment skills and work experience. This project will start with after school hours from May-June and September-October. Summer hours employs youth for two shifts per week from June 13<sup>th</sup> to August 26<sup>th</sup>.

#### **MADISON YOUTH SUMMER WORK EXPERIENCE**

**15-16 year old City of Madison Youth, 20 positions  
Intermediate level youth employment**

8 week program for City of Madison Youth designed to help youth, ages 15 to 16. Youth participants will further develop knowledge and skills that will result in leadership and employment readiness. This program will focus on self-confidence, personal responsibility, team work, time management, positive attitude and overall self-management. Youth will work From June 20<sup>th</sup>-August 19<sup>th</sup> 2016.



*We learned about dignity and decency - that how hard you work matters more than how much you make... that helping others means more than just getting ahead yourself.*

**Michelle Obama**

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**Briarpatch**

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All youth will receive

- Employment readiness training
- Financial literacy training
- Enrichment activities
- Weekly pay checks

MMSD school credit will be available for students who participate. Please indicate on your application if you will be required to attend MMSD summer school

For youth work permit, all youth must be able to provide:

- Social security card
- Copy of Birth Certificate
- School ID

For More information, contact us:

Briarpatch Youth Services  
Youth Job Center  
2720 Rimrock Rd  
Madison WI 53713  
608-245-2550 ext 1329

For more information about Briarpatch go to: [www.youthsos.org](http://www.youthsos.org)

## COMMUNITY SUMMER WORK TEAMS

### 14 -16 year old Bayview Neighborhood youth, 8 positions

In collaboration with the Bayview Community Center, we are recruiting five youth to work for a summer Farm to Pantry Program. Teens receive training in organic gardening and farming practices, as well as food safety, preparation and preservation. Harvested produce will be transformed into salsa, jams, chutneys and pickled vegetables, and saved for distribution in Bayview's food pantry.

### 14- 16 year old Brentwood Neighborhood youth, 5 positions

In collaboration with DSS Community Center the BG4E project provides youth with job readiness and life skills through gardening and community organizing activities. Youth workers are employed to work and care for the community garden under the supervision of DSS staff. Youth workers are responsible for maintaining the community gardens by growing, preparing and processing food. Youth work 4 days a week totaling 16 hours a week

## FARM & GARDEN PROGRAM

### 15-18 year old Dane County Youth, 25 – 30 hour a week employment, 20 positions

Briarpatch's Youth Job Center is looking for youth, ages 15 – 18 to work on a summer long Farm & Garden Employment program. As a member of a team, youth will work to plant, tend, harvest and maintain a large scale vegetable garden. Youth will also re-build paths and undertake other farm or garden building projects. Youth will gain gardening skills, build relationships of trust and establish standards of work ethic and behavior. Youth interested must be available to work 5 days a week 8:30 am – 2pm

## COMMUNITY FOOD CART INTERNSHIP

### 16-18 year old City of Madison Youth 15 – 20 hour employment, 10 positions

In collaboration with the owner/operators of Madison Food Cart's we are recruiting youth 16 – 18 years of age, who want to learn employment and small business skills in a fun and unique summer internship program. Youth will work with small business owners in food production, customer service and special events around Madison. Youth interested in small business and food production are encouraged to apply.

# On Balance

## NIP Summer Programming

*By Heather Crowley, DCDHS NIP*

STS - Skills Through Sports returns this summer after an impressive initial run last year. NIP Program leaders Randy Molina and Josh Clauer will again lead 3 days of sports programming in various parks around the city. The program runs from 10 am-2:30 pm with lunch provided. Middle and High school youth are the target age, but neighborhood youth are welcome to join in as well!

The program began June 14 and will run the course of the summer as follows:

Tuesday: Leopold Park

Wednesday: Allied Drive (Belmar Hills Park)

Thursday: Meadowood Park



NIP work team - Tyrone Mahone has hired a work team of low to medium risk youth for summer employment. Of the many who interviewed, 10 youth were hired to work with Ty Monday-Thursday. Three days will be spent working at Second Harvest food bank with the fourth day being job training provided by Commonwealth Youth programs. This program began June 13 and will run for 11 weeks.

Brotherhood Group - Following a successful first 6 months, Dane County will continue to fund the research project being conducted by the Allied Drive Brotherhood Group. The youth get paid weekly and Program Leader Aaron Perry, who co-facilitates the weekly group discussion, also checks their work hours and distributes the checks as earned. Look for the Brotherhood Group at conference and trainings, and in the media with Mayor Soglin and PhD candidate/Race to Equity narrator Tory Winn.

Darbo Chess Club and other activities - Program Leader Aaron Perry will provide supportive services to the Darbo/Worthington area and team with community resource partners each Monday and Tuesday of the week. This includes his weekly Chess Club which he introduced to the youth last summer among other activities such as Cooking Class, a UW Campus Visit, Tour of MPD Training Center, and Meet and Greet with the County Executive.

All regular NIP groups will also be running throughout the summer. These include JCIP, Art Group, and Right Track Group.



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# On Balance

*NIP*

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## STS Update...

We had a successful first week with the STS program. We reached around 50 kids in three different parks (Leopold/Allied/Meadowood).

We had a great showing of the Hispanic community that live in the area at Leopold, and for our first time had families actively observing our activities. Parents and Grandparents were excited to watch their children play and learn new things. Madison Police Department's new C.O.R.E Unit was present and also actively participated with STS which was great for the kids to meet and talk to police officers for their first time.



Carrie Cossom's group enjoyed the nice day at the park on Allied drive. We grilled out and the girls participated in many activities that included Double Dutch, a walk around the neighborhood, singing and great conversation.

At Meadowood, we had a great turnout of children from the neighborhood. The youth took part in running the 40 yard dash while being timed, hit softballs, played football and enjoyed grilling hot dogs and burgers. Members of the Madison Police Departments CORE Unit and Gang Unit showed up and participated. We also had elders from the community come check out what we were doing and were excited to know that we were going to be in the park for the summer.



Tom Brundage and Cheryl Bradley from NIP also participated in the activities during the week and their assistance was greatly appreciated.

STS has been a "build it and they will come" idea and it is proving to be just that. With the numbers that we witnessed the first week with neighborhood kids and youth just settling in for their summer vacations, it is safe to say it is going to be a busy and fun summer in the parks. We want to encourage everyone to come out, check us out and participate in activities or just come out and have a burger with the kids!