

Application: 0000000020

Erin Woodard - ewoodard@mplfoundation.org
Violence Prevention Grant Program

Summary

ID: 0000000020

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SECTION 1: GENERAL INFORMATION

Completed - Jun 2 2023

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Lead Name of Organization

Madison Public Library Foundation

Fiscal Agent (If Applicable)

(No response)

Unique Entity ID (UEI):

EU1NC6M3JLF5

US CAGE Code (If UEI cannot be provided):

(No response)

Organization Address:

201 W. Mifflin Street, Madison, WI 53703

Contact Person:

Erin Woodard

Contact Email:

ewoodard@mplfoundation.org

Contact Phone Number:

608-266-6318

Program Information

Program Name:

Making Justice

Total Amount Requested:

**Limit \$10,000 - \$80,000*

\$ 58,650

Roadmap Goal and Objective

Goal 4: Bolster and Increase Intervention and Continuous Healing for Those Affected by Violence : Provide trauma screening, reduction and healing-informed care support to residents, professionals who address violence, and others experiencing primary and secondary trauma

Please Select Service Area:

Both

Estimated Percentage of Work time in Service Area:

**Total Must Equal 100%*

City of Madison:	95
Dane County:	5

Brief Summary of your Program:

**150 Words Limit*

Since 2014, Madison Public Library has run a community-focused, art-based learning program for at-risk and court-involved teens called Making Justice. This program seeks to address the nation's widest black/white educational achievement gap and highest per capita black juvenile arrest and incarceration rate (Wisconsin Council on Children & Families, Race to Equity [2013]).

SECTION 2: SCOPE OF PROPOSED WORK

Completed - Jun 2 2023

SECTION 2: SCOPE OF PROPOSED WORK

A. PROGRAM DESCRIPTION

Provide a detailed description of your proposed program that includes:

- 1. *Scope of the programs services and activities***
- 2. *Specific needs for services/activities this program addresses in the target community this program reaches***
- 3. *An explanation of how your program directly addresses the selected Roadmap Objective***
- 4. *How health and racial equity will be incorporated into the proposed initiative***
- 5. *Relevant data, research, best practices and/or evidence based practices that inform the programs design***

Making Justice began in 2014 and is a community-focused, art-based learning program for at-risk and court-involved teens in Madison, developed to address racial discrepancies in juvenile detention. The program began as a pilot collaboration between Madison Public Library and the University of Wisconsin-Madison in order to share ideas, practices, and community partnerships to address youth incarceration.

During the pilot, project-based workshops were offered to teens at three locations each week. Undergraduate students from library and legal studies facilitated art sessions which included graphic and 3D art, photographic, spoken word, storytelling, performance, video, culinary, and exhibit projects documenting the teens and their communities. Originally, the pilot planned to serve 200-250 teens annually in these weekly artist workshops; however, over the course of the two-year period, closer to 750 youth participated. Upon the conclusion of the pilot in 2016, what had started as a program that was met with some resistance by those in the court system had grown considerably in popularity. Administrators at the juvenile justice facilities and the teen participants requested additional programming as well as an expansion of the arts offered.

To meet this demand, Madison Public Library has continued to run the program and has assumed ownership since that time. The library runs Making Justice on a continual basis in conjunction with local artists and community partners, and it continues to see success year after year. In 2022, Making Justice surpassed its pre-pandemic attendance levels, hosting 155 workshops and serving 1,013 program participants (some of whom constituted repeat participants in multiple sessions). Participants have expanded to include not only those youth in the justice system, but also students that the local school district has identified as at-risk, kids who are currently serving time in jail, and youth who have already completed their sentencing. Since its inception, Making Justice has partnered with a wide variety of artists and offered many different kinds of instruction including drawing, painting, sculpture, mural creation, mosaics, sewing, photography, writing, rapping, podcasting, storytelling, shoe design, and performance art.

Making Justice supports Madison Dane County's Violence Prevention Roadmap Goal #4, Strategy #3 of providing healing-informed care to support residents and others experiencing primary and secondary trauma by helping

young Madisonians who have experienced violence explore their feelings and personal situations through the art-creation process and by providing positive outlets for self-expression. A National Endowment for the Arts study entitled “The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies” draws the conclusion that “socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas [including school achievement, graduation, college enrollment, and more] than their low-arts-engaged peers.” Additional organizations are seeing the impact of arts education specifically on justice-involved youth. For example, the Education Commission of the States and Arts Education Partnership are exploring how states can expand arts education across the juvenile justice system given the lasting benefits it offers youth involved in the system who are disproportionately male students of color. Making Justice has a decade's worth of experience in this field and continues to grow and expand its reach, targeting those individuals who will most benefit from its programming.

B. SERVICE AREA AND TARGET POPULATION

Provide an estimate of the number of participants populations to be served in the areas below:

City of Madison	962
Dane County (Excluding Madison Numbers)	51

Provide an explanation of the service area and population your program will serve include:

- *Details about the targeted geographic area and the population this program seeks to serve*
- *How you will ensure that all the activities conducted are culturally relevant to the populations you serve*
- *How you language access will be ensured for your program*

Making Justice directly serves those youth involved in Madison's Juvenile Court Program which includes the Juvenile Reception Center, Detention Center, and Shelter Home. The reception center is the point of referral for youth alleged to have committed a crime where apprehending law enforcement is unable to release them to a parent, guardian, or other responsible adult and/or believes they should be referred for secure custody. The detention center provides a safe and secure environment for juveniles placed temporarily by the court. The shelter provides non-secure residential services for youth who need a place to stay pending further court action but for whom placement in a secure setting is not necessary. Primary referral categories are:

- Youth alleged to have violated one or more criminal statutes
- Youth alleged to be in need of protection or services
- Court-related referrals (Court Order, Sanctions, Capias, etc.)

Per county reporting data, 322 10-17-year-olds were referred in 2021 with an additional 34 under existing custody order, totaling 356 referrals. In 2020 and 2021, the most common statute violations were crimes against public health and safety (38%), followed by crimes against property (31%, decreased from 34% in 2020), and crimes against persons (27%, increased from 22% in 2020). In 2021, 75% of youth referred were male, and of total referrals the largest group was Black males, accounting for 45%. Average referral age was 15.0 years. [Court overview and data from Dane County Juvenile Court 2021 Annual Report]

Making Justice provides workshops at the detention center and shelter each week, and then supports additional projects as requested. Programming is driven by public requests, and staff review asks each week to ensure they are offering as many Making Justice resources as possible given capacity. Staff ensure sessions are provided equitably across the community. The library developed a set of training resources for contract artists to ensure that there is consistent, appropriate instruction for each course. Many participants have had poor experiences in the educational system, so Making Justice staff are particularly attuned to providing positive environments that engender learning. After sessions, both instructors and participants are surveyed—this information is used to shape future programming. Staff estimate instances of non-English speaking participants are rare, perhaps once or twice annually. When someone doesn't speak English, they are either assisted by bilingual partner organization staff or use visual instructions during the art-creation process.

Using the table below, describe implementation plan and timeline for the program (Complete at least 3)

	Estimated Benchmark Date (Month, Year)	Key Staff (Name and Title)	Milestone (Program development phase completed)
A.	Annual Programming: Every week, staff provide between 1-4 workshops at the detention center	Rob Franklin (Digital Media Specialist, Madison Public Library), Jesse Vieau (Teen Services Librarian, Madison Public Library), contracted artists	Ongoing arts instruction until art project completed. Once completed, commence new project.
B.	Annual Programming: Every week, staff provide between 1-4 workshops at the shelter	Rob Franklin (Digital Media Specialist, Madison Public Library), Jesse Vieau (Teen Services Librarian, Madison Public Library), contracted artists	Ongoing arts instruction until art project completed. Once completed, commence new project.
C.	Project Based Request: For 10 days every 3 months, staff provide workshops at Grow Academy	Rob Franklin (Digital Media Specialist, Madison Public Library), Jesse Vieau (Teen Services Librarian, Madison Public Library), contracted artists	Ongoing arts instruction until art project completed. Once completed, commence new project.
D.	Project Based Request: Staff provide workshops at NIP, approximately once a week during active projects	Rob Franklin (Digital Media Specialist, Madison Public Library), Jesse Vieau (Teen Services Librarian, Madison Public Library), contracted artists	Ongoing arts instruction until art project completed. Once completed, commence new project.
E.	Project Based Request: Staff provide workshops within the jail approximately once a week during active projects	Rob Franklin (Digital Media Specialist, Madison Public Library), Jesse Vieau (Teen Services Librarian, Madison Public Library), contracted artists	Ongoing arts instruction until art project completed. Once completed, commence new project.
F.			
G.			

C. IMPLEMENTATION

Describe your organization experience implementing community-based programs that specifically focus on using violence prevention and intervention methods to reduce violence activities and improve safety

Madison Public Library's art department—The Bubbler—is well-situated to serve as the primary administrator of Making Justice and develop the associated artistic content for its weekly workshops. The Bubbler has a dedicated staff that creates all artistic and maker-oriented programming for Madison's library system. Just as librarians curate and provide public access to physical and digital resources, Bubbler staff curate and provide public access to teaching artists, studio space, and consumable supplies. They coordinate library art exhibits, events, project-based workshops, drop-in tinkering sessions, and professional development opportunities for schools, human services organizations, families, and individuals. Operations are strategically coordinated amongst the nine neighborhood libraries as well as other outreach locations across the city. Through this work, the staff have developed a large network of local artists who regularly facilitate library programming.

The library administers Making Justice directly within the Dane County Juvenile Detention Center, Youth Shelter Home, and County Jail, hosting artist workshops, artists-in-residence, and long-term art-based educational projects in these spaces. In addition to working with the local justice system, staff also work with Madison Metropolitan School District (MMSD) to work with students who the school district considers at-risk, as well as other community-based organizations that serve at-risk youth. Through this multi-pronged approach, the library ensures that Making Justice program serves the broadest net of participants possible.

Bubbler team member and Teen Services Librarian Jesse Vieau serves as a full-time manager of the Making Justice and works with a wide spectrum of Bubbler-affiliated artists to develop the Making Justice workshops. He has been involved in the program since it was a grant-funded pilot and is deeply invested in its success. Jesse ensures that all artistic programming is designed to foster learning, community engagement, and self-expression among the youth involved. Jesse has received numerous awards and recognition for his work managing the Making Justice program. In 2015, he received the Peter Rubin award from the Dane County Juvenile Court, presented to a community member who demonstrates commitment to go above and beyond their professional role and reach out to at-risk youth and families in Madison's neighborhoods. In 2017, he was nationally recognized by Library Journal with a Movers & Shakers award given to those people shaping the future of libraries in the United States. "Jesse is a passionate advocate for teens and for issues of racial equity and social justice," says Tana Elias, Madison Public Library's digital services and marketing manager.

In addition, Digital Media Specialist and artist Rob Franklin supports the program and also serves as a teaching artist for Hip Hop and Spoken Word workshops. Rob is a Kennedy Center-certified teaching artist and has led a significant number of Making Justice programs.

D. PROGRAM OBJECTIVES AND EVALUATION

Provide 3-4 objectives for your program that connect both to measuring the success of program activities, as well as to the progress towards addressing the selected Roadmap Objective

Objectives should us the SMART approach:

- *Specific: includes the “who”, “what”, and “where”*
- *Measurable: focuses on “how much” change is expected*
- *Achievable: realistic given program resources and planned implementation*
- *Relevant: relates directly to program/activity goals*
- *Time-bound: focuses on “when” the objective will be achieved*

	Describe Objective	Evaluation Tool (i.e. client surveys, program hours or number of individuals reached)	Outcome (i.e. # of individuals reached, % of positive feedback from surveys)
Objective 1	Creating space for teen participants to engage with a variety of artistic media to explore their unique situations. Artists especially encourage teens to use their voices in documenting themselves, their communities, and their experience with the justice system.	<ul style="list-style-type: none"> - Real-time participant feedback offered during programming (which serves as the primary driver of future programming) - Verbal and written check-outs from program participants - Weekly or project-based recaps for the adults involved in programming (teachers, artists, and staff) 	<ul style="list-style-type: none"> - Program will aim to offer approximately the same number of workshops (or more) to the same number of kids (or more) as in 2022. - Program will aim to receive positive feedback from participants on majority of workshops. - Recent feedback from Making Justice participants highlights the impact this program is having in their lives: <ul style="list-style-type: none"> - "Wow, I'm really impressed you turned my design into a sticker. You really listened to me... most people just ignore me or tell me to shut up." - Student participant - "I thought we were just going to take some little brushes and paint our names on some shoes or something. You really taught us how to

customize shoes." -
Student participant
- "These are the shoes I'm gonna wear when I walk out of here tomorrow." -
Student participant
- " This [Panther mascot project] was the big motivator and really pulled [the teens] out of some dark places. The mental health support this gave the guys was immeasurable!" - Tina Geier - Metro High/Dane County Jail -
- Teacher/Department Chair
- "I never thought I'd say this but I'm happy to be in jail right now and get a chance to do this." -
Student participant
- "I had a dream we kept painting the wall and it became a powerful dragon. I feel happiness and pride when I see it." -
Mural painting participant
- "What I see is myself standing at the top of the stairs and not just taking the first step of faith...but a leap of faith into a new life and new doors opening...which shows that even though I am back in this situation I still have a chance to see new opportunities!" - Mural painting participant
- Note: Making Justice staff track the number of participants at each session offered. Due to privacy concerns, the

			library does not track demographics for any of its program offerings, and this includes Making Justice.
Objective 2	Using artistic projects to help teens build relationships with each other as well as with the local artistic community. Through these relationships, the teens also develop their own artistic and communication skills.	<ul style="list-style-type: none"> - Real-time participant feedback offered during programming (which serves as the primary driver of future programming.) - Verbal and written check-outs from program participants - Weekly or project-based recaps for the adults involved in programming (teachers, artists, and staff) 	<ul style="list-style-type: none"> - Program will aim to receive positive feedback from participants on majority of workshops. - Program will aim to see the development of relationships between participants and instructors. - Note: Since its inception, Making Justice has relied on participant feedback to guide the art instruction provided. Program participants who are at the Juvenile Detention Center, Juvenile Court Shelter Home, or another community partner are at these locations because they are required by court order. As such, the teens involved with Making Justice have not sought out the art programming voluntarily. In addition, while the students may be present they are not required to participate. Over the course of the program's history, library staff have noted that teens opt to participate when they are offered proven, high-interest workshops such as music, murals, and clothing design or when staff bring in respected teaching artists that the teens know

			from the community. But in the end, staff tend to see max participation when they are listening to both direct and indirect feedback, and when they are able to quickly react to the requests and ideas shared directly by the students being detained.
Objective 3	Offering repeat programming to allow for in-depth exploration of a particular art medium.	- Different types of art instruction offered and number of times offered	- End of year program evaluation will show repeat workshops for those programs which kids enjoyed most (such as shoe design, podcasting, etc.)
Objective 4			

E. PARTNERSHIPS AND COLLABORATION

Provide a detailed description of your proposed program that includes:

- 1. Describe how your organization is plans to partner with the Madison Dane County Prevention Coalition to support program implementation when possible***
- 2. Provide information on how your organization will meaningfully collaborate with other organizations in Madison and Dane County.***

Madison Public Library is happy to provide information and feedback to the Madison Dane County Prevention Coalition about the Making Justice program. We look forward to learning more about how grant recipients are brought into this group.

Meaningful partner collaborations are baked into the program design of Making Justice. This program is provided at city, county, and state organizations, as well as local nonprofits. In addition, the program builds ties with local artists in order to develop high-interest arts programming for teen participants. In addition to the partners listed in the grant chart below, the following is a sample list of additional community partners. Other partner information can be provided upon request.

Example artist partner: ShaH Evans and Tyler Brunsell at Urban Community Arts Network (UCAN) build curriculum and facilitate select workshops

Additional community partner example: Heather LeMonds at NIP (Neighborhood Intervention Program) participates in joint planning, coordination, and sign-off on Making Justice's proposed programming

Please complete this table below if your program will include collaboration with community partners

	Partner Organization	Contact Person	Signed MOU?	Role and Responsibility
Community Partner #1	Juvenile Court Program	John Bauman	No	Joint planning, coordination, and sign-off on Making Justice's proposed programming
Community Partner #2	Grow Academy	Jonathan Davis	No	Joint planning, coordination, and sign-off on Making Justice's proposed programming
Community Partner #3	Madison Metropolitan School District (MMSD)	Multiple teachers at Metro High School within MMSD	No	Joint planning, coordination, and sign-off on Making Justice's proposed programming

F. SUSTAINABILITY