

2016 By Youth For Youth Funding Recommendations

We seek your approval of sixteen funding recommendations totaling \$32,500 from the By Youth For Youth (BYFY) committee.

Goal

Dane County youth will have the skill, confidence and opportunity to effectively promote positive community change through volunteerism, advocacy, and activism.

Background

By Youth For Youth is a volunteer committee of 20 Dane County high school students that makes investment decisions in youth-led programming in Dane County. BYFY provides youth the opportunity to identify needs and issues that are important to them and direct funding to address those needs through projects developed and implemented by youth to serve youth.

BYFY provides a meaningful leadership and volunteer experience for both youth participating on the BYFY committee, as well as for youth who apply for and implement projects for the organizations they serve. Youth develop into future community leaders by learning ways to organize and support their vision for change in the community, enhance their leadership skills, and strengthen youth participation in community volunteerism.

Four sponsors make \$34,900 available for investment:

- Oscar Mayer/Kraft Foods (\$12,900)
- United Way of Dane County Community Engagement CBT (\$6,500)
- City of Madison, Office of Community Services (\$5,500)
- Dane County Youth Commission (\$10,000)

\$2,400 held to support youth on the By Youth For Youth Committee by providing food and transportation.

The BYFY students decided on the priorities (see below) for funding in this year's round of investments, developed a grant application form, spread the word among youth groups about the availability of funds, evaluated funding requests and recommended funding.

Twenty-three projects applied for financial support; with the requests totaling \$58,318. Most of the applicants were from within Madison, but groups in other communities also submitted requests, notably Mount Horeb, Stoughton, Sun Prairie, and Deforest. Schools, community centers, non-profit organizations and groups of individuals were among the applicants.

Priorities

- **Racial Equality:** Projects that promote racial equality as well as educate and advocate social justice themes and create a sense of community.
- **Achievement Gap:** Projects that work with the school to prison pipeline, dealing with overrepresentation in Individualized Education Plans, low graduation rate, suspensions/expulsions, and underrepresentation in advanced classes.
- **LGBTQ+ Support and Awareness:** Projects that educate, support, and bring awareness of the LGBTQ+ community.
- **Opportunities for Economically Disadvantaged Youth:** Projects that work to alleviate economic disparities, and create youth employment opportunities.
- **Raise Cultural Awareness:** Projects that encourage increased cultural immersion and understanding/knowledge of various cultures.
- **Healthy Lifestyle:** Projects that educate, support, and bring an awareness of mental, sexual and physical health.

The attached list of 16 recommended projects totaling \$32,500 align within these priorities and will directly impact over 167 youth and project to reach over 3,361 youth and their families in our community.

BYFY Committee Member Roster 2015-2016

Aariika Maaned de Macedo	Edgewood	Sophomore
Amit Rajesh	Memorial	Sophomore
Amol Rajesh	Memorial	Senior
Anand Raman	West	Senior
Brooke Lewis	WIVA	Sophomore
Chloe Urben	Waunakee	Sophomore
Dana Nelson	Shabazz	Sophomore
Jessica Smith	LaFollette	Senior
John Russell	Monona Grove	Senior
Jorge Saiz	West	Junior
Joseph Terranova	East	Sophomore
Maggie Go	Middleton	Junior
Menatu Maaneb de Macedo	Edgewood	Junior
Noah Friedlander	West	Senior
Olivia Guzman	Verona	Junior
Phoenix Borowski	Waunakee	Sophomore
Rohan Sampat	Memorial	Senior
Siddharth Raman	West	Sophomore
Tamaya Schreiber-Poznik	West	Junior
Zoey Chadli	Shabazz	Sophomore

2016 By Youth For Youth Recommendations

	Organization	Proposal Name	Summary	Grant
1	East High School "BSU" Black Student Union	BSU "HBCU" Historical Black College & University Tour	An organization that fosters student development through diversity, academics and social services.	\$3,000
2	Middleton Student Voice Union	Community Panel on Race	Middleton SVU's Mission Statement: "We strive to understand diversity by promoting social justice and nurturing an environment of equity within our community." This project is an educational retreat to social justice conversations.	\$1,616
3	Girl-2-Girl	Girl-2-Girl	Girl-2-Girl is an after school program for high school girls. Our purpose is to create a community where girls can discover and celebrate our true selves; we do this when we have a safe place to communicate and support each other while learning new things, eating and enjoying each other's presence.	\$2,991
4	Cherokee Heights Middle School	Youth Empowerment to Flow and Own: ACP (Academic Career Plan)	It provides an opportunity for youth to gain mapping skills and to unfold one's ownership to her/his values. It allows youth to make a difference in their community by exploring career pathways and their passion on social issues.	\$2,883
5	Allied Brotherhood	Brotherhood Youth Speaks: Researching, Analyzing and Acting to Address Social Issues	"The Brotherhood young men's group is dedicated to making a difference our lives and the lives of those around us. The Brotherhood group breaks down stigmas associated with African Americans, gives us an alternative to the streets and helps transform us from boys to men.	\$3,000
6	Freedom Incorporated	Drop the Mic: Loud and Unchained	Our mission is to end violence within and against low income communities of color by empowering those most impacted by violence. The goal in Loud and Unchained is to build leadership of low income queer youth of color.	\$2,500
7	Clark Street Community School	Water and Health for all	Improve student mental and physical health by encouraging people to drink more water throughout the day.	\$160
8	Mount Horeb Youth Center	STEAM Project	Our mission is to expand our "HOLTZ-PUPPEN" project which are a 500 year old Norwegian tradition of marionettes that we sell, through art and technological design.	\$600

9	Wisconsin Alliance for Women's Health	Wisconsin PATCH (Providers and Teen Communicating for Health)	The ultimate goal of this program is to improve communication between providers and adolescent patients, and therefore, improve the quality of care for young people throughout Wisconsin.	\$2500
10	Girls, Inc. at Elver Park Neighborhood Center	Peace Party at Elver Park (Part Two)	To bring the Greater Elver Neighborhood together and build a greater sense of community.	\$1,000
11	Lussier Community Education Center	Youth Action Summer Internship (YASI) Delegation Trip	After a 6-week intensive training in social justice, positive identity development, healthy relationships and career/college readiness, the YASI Delegation Trip will bring Interns together with Detroit community youth to build lasting relationships, explore the specific social injustices plaguing their communities and discuss action plans to empower change.	\$3,000
12	Memorial High School Black Student Union	2015-2016 BSU HBCU and Heritage Tour	The Black Student Union is an organization that fosters student development through diversity, academics and social services such as tutoring/mentoring, clothing/feeding others, teaching others about our lives and preparing for success.	\$3,000
13	The Dairyland Dancing Diamonds	Showcasing positive behavior through creative dance	The purpose of this team is to promote youth of all ages to get involved with dance, promote leadership skills, gain confidence, and enhance life skills.	\$400
14	East High School - Food for Thought	Food For Thought	Food for Thought is a food pantry whose mission is to improve access to food for East High School students (and their families) who are experiencing homelessness, financial hardship, hunger, inadequate nutrition, or compromised food access.	\$3,000
15	Centro Hispano of Dane County (Nuestras Voice: Mujeres Poderosas)	Nuestras Voces: Mujeres Poderosas (NVMP) Translation: "Our Voices: Powerful Women"	To get our voices heard, to empower the voices of multicultural mujeres (women) through discussing different topics that would normally not be talked about in school; LGBTQ+ topics, cultures and race, health, self-identity, and future career goals in a safe place.	\$2,350
16	TEENworks Goodman Community Center	S2T (Seed to Table)	TEENworks (Teen Education and Employment Network) strengthens lives and secures futures by providing education and employment opportunities for youth.	\$500
				\$32,500

2015 Dane County Youth Assessment

Since 1980, the Dane County Youth Commission has coordinated a survey of middle and high school youth throughout Dane county to collect data on health, mental health, social and behavioral trends. Project partners include the United Way of Dane County, Public Health of Madison & Dane County, the Dane County Department of Human Services, the City of Madison & Dane County school districts.

The survey is conducted every 3 years to keep pace with the rate of community change. The survey is administered electronically to increase reliability and to provide results and useable data in a timely manner. State and national youth survey questions are included to allow Dane County youth trends to be compared to state and national youth trends.

In 2015, over 20,000 youth completed the survey providing valuable information about their experiences at home, in school and in their communities. Survey topics include alcohol/drug use, level of school engagement, use of free time, health and nutrition, mental health, family relationships, and risk behaviors.

DCYA data offers a comprehensive profile of the needs and interests of Dane County youth that subsequently informs program development, policy making and grant applications by schools, funding partners, local stakeholders and researchers. The Youth Commission will continue to promote the wide use of the data for the betterment of the community. The 2015 DCYA Executive Summary, middle and high school summary reports will be released in September.

The following communities participated in the 2015 survey:

- Belleville
- Cambridge
- Deerfield
- DeForest
- Edgewood HS
- Madison
- McFarland
- Marshall
- Middleton/Cross Plains
- Monona Grove
- Mount Horeb
- Oregon
- Sauk Prairie
- Stoughton
- Sun Prairie
- Waunakee
- Wisconsin Heights

Funding for this project is made possible by:

- Dane County School districts
- Dane County Youth Commission
- City of Madison
- Public Health of Madison and Dane County
- United Way of Dane County

2015 DCYA School Data Use--9 schools reporting

How has your school used the 2015 DCYA Data?

Answer Options

	Response Percent	Response Count
In classrooms with students	45.5%	5
Presentations to teachers/staff	72.7%	8
Presentations to school boards	63.6%	7
Community presentations	54.5%	6
Prevention projects (i.e. social norming, Parents Who Host, etc.)	54.5%	6
In Student lead projects/groups (Student Council, Leadership Clubs, Keystone Clubs, etc.)	27.3%	3
Posted information on our web page	0.0%	0
Posted information in newsletters	18.2%	2
Grant writing	54.5%	6
To inform curriculum	81.8%	9
To inform school policy	63.6%	7
Please elaborate on responses above and add any other ways your district has used the 2015 DCYA data.		3
	<i>answered question</i>	11
	<i>skipped question</i>	0

I would only add that the DCYA data is invaluable with respect to driving our prevention and intervention efforts district-wide from the work we do directly with students to development of model policies.

We have done multiple share outs/discussion with staff at various buildings, Student Service Dept wide meetings and Cabinet (administrators). We are using the data in our Waunakee Community Cares prevention group which is comprised of community stakeholders and some school people. We have used it for input on policy issues related to bathroom use for our transgender students. We have referenced it to further asses our suicide attempt/intervention statistics and overhaul our suicide prevention protocols. Staff have used it for various classes with students and the list goes on.

We've mainly used it to inform decisions on health curriculum, topics for counseling groups, and staff inservices.



Who We Help Services About Us

Human Services • Children, Youth & Families • Youth Services

Children, Youth and Families

**Youth Assessment
2009 Assessment**

The 2009 Dane County Youth Assessment surveyed more than 24,000 7th-12th grade students in 14 public school systems in Dane County. The survey consisted of 117 questions and was electronically administered between November 2008 and early February 2009. The first report summarizes the responses of high school students in the 14 participating school districts. The second report summarizes the responses of Middle School youth.

For questions or comments, please contact [Connie Bettin, LCSW](#) or call at [\(608\) 242-6422](#).

- [High School Summary](#)
- [Middle School Summary](#)
- Related Articles:
 - [Race-Ethnicity Differences in Adolescent Suicide](#)
 - ["Homophobic Teasing, Psychological Outcomes, and Sexual Orientation Among High School Students: What Influence Do Parents and Schools Have?"](#)
 - ["Willingness to Remain Friends and Attend School with Lesbian and Gay Peers: Relational Expressions of Prejudice Among Heterosexual Youth"](#)
 - ["The Effects of General and Homophobic Victimization on Adolescents' Psychosocial and Educational Concerns: The Importance of Intersecting Identities and Parent Support"](#) Added 11/28/2011
 - ["Dane County Youth Assessment News Brief: Homophobic Victimization and Educational Outcomes"](#) Added 11/28/2011
 - ["Gay—Straight Alliances Are Associated With Student Health: A Multischool Comparison of LGBTQ and Heterosexual Youth"](#) Added 10/17/2012
 - ["Negative Health Implications of Bias-Based Harassment Compared to General Harassment"](#) Added 03/19/2013
 - ["Cyber and Bias-Based Harassment News Brief: Academic and Mental Health Outcomes"](#) Added 03/19/2013
 - ["Gay-Straight Alliances are Associated with Student Health"](#) Added 03/19/2013
 - ["Adolescent Health and Harassment Based on Discriminatory Bias"](#) Added 03/19/2013

- Youth Services**
- Youth Assessment**
- 2015
- 2012
- 2009
- 2005
- 2000
- Youth Commission**
- Youth Resource Centers**

03/19/2013

Department of Human Services | Dane County

Published Articles using or referencing DCYA data

Poteat, V.P., Scheer, J.R. & Chong, E. (2016). Sexual orientation-based disparities in school and juvenile justice discipline: A multiple group comparison of contributing factors. *Journal of Educational Psychology*, 108, 229 – 241. (References 2012 DCYA Data)

Larson, A. and Moses, T. (2014). Examining the Link Between Stress Events and Prosocial Behavior in Adolescents: More Ordinary Magic? *Youth & Society*, 1 – 26. (References 2012 DCYA Data)

Supple, J., Graves, K. et. al. (2013) Ethnic, Gender and Age Differences in Adolescent Nonfatal Suicidal Behaviors. *Death Studies*, 37:9, 830-847 (References 2009 DCYA Data)

Hoffman, J., As Attention Grows, Transgender Children's Numbers Are Elusive, *The New York Times*, 5/18/2016.

Why do Discipline Disparities Exist between LGBTQ and Heterosexual Youth?

A Brief Report

June, 2016



Source: Poteat, V. P., Scheer, J. R., & Chong, E. S. K. (2016). Sexual orientation-based disparities in school and juvenile justice discipline: A multiple group comparison of contributing factors. *Journal of Educational Psychology, 108*, 229–241.

OVERVIEW

Punitive and exclusionary discipline practices, ranging from school suspension to incarceration in the juvenile justice system, are directed disproportionately toward certain minority youth populations. There is robust evidence for this bias against racial minority youth: they are overrepresented in school and legal sanctions and face harsher discipline sanctions than white youth who report similar offenses.¹⁻⁵

Few studies have considered discipline disparities among sexual minority youth (e.g., lesbian, gay, bisexual, or questioning [LGBQ] youth). These youth experience similar challenges in schools as those faced by racial minority (heterosexual) youth.⁶ Emerging findings show that sexual minority youth are more likely to report school expulsion and juvenile arrests than heterosexuals.⁷ Also, those in the juvenile justice system often face discrimination and barriers to service.⁸⁻¹⁰ In view of this evidence, we ask...

Why are LGBQ youth overrepresented in school suspension and juvenile justice system involvement?

In our study we tested for evidence of...

- the *underlying factors* that contribute to discipline disparities among LGBQ youth; and
- their *more sizable negative effects for LGBQ youth* compared to heterosexual youth.

Our findings underscore the need for educators, psychologists, and juvenile justice professionals to give greater attention to discipline disparities faced by LGBQ youth and suggest ways to address them.

DEMOGRAPHICS

Data are from the 2012 Dane County Youth Assessment. The population-based sample included 13,645 high school students (Grade 9–12) from 22 schools of Dane County, Wisconsin. The county is expansive and geographically diverse, ranging from rural farming areas to a large city (Madison, WI).

Sexual orientation

- 93.6% heterosexual, 1.2% gay or lesbian, 3.2% bisexual, and 2.0% questioning (see *Figure 1*).

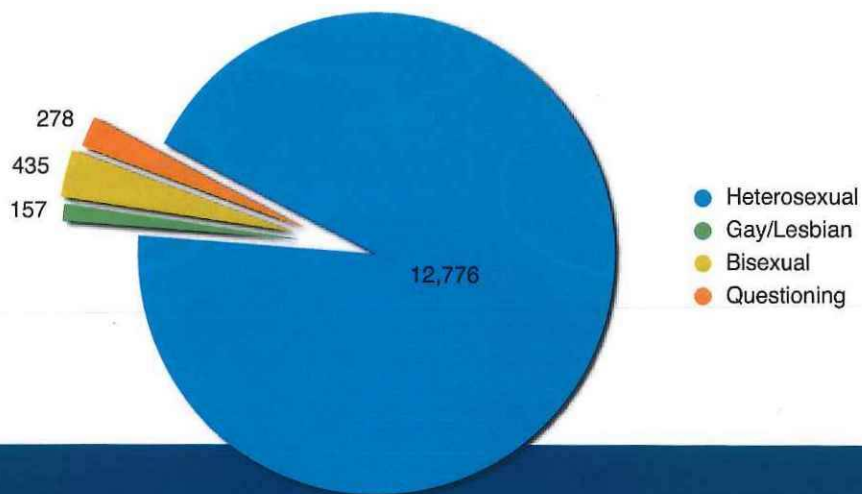
Gender

- There was an equal representation of male and female participants (50.2% female).

Race/ethnicity

- The majority of youth identified as White (73.7%), whereas the remaining youth identified as African American/Black (5.3%), Hispanic (5.1%), non-Hmong Asian (2.7%), Hmong (1.6%), Native American (0.6%), Middle Eastern (0.6%), bi/multiracial (7.3%), or 'other' (3.1%).

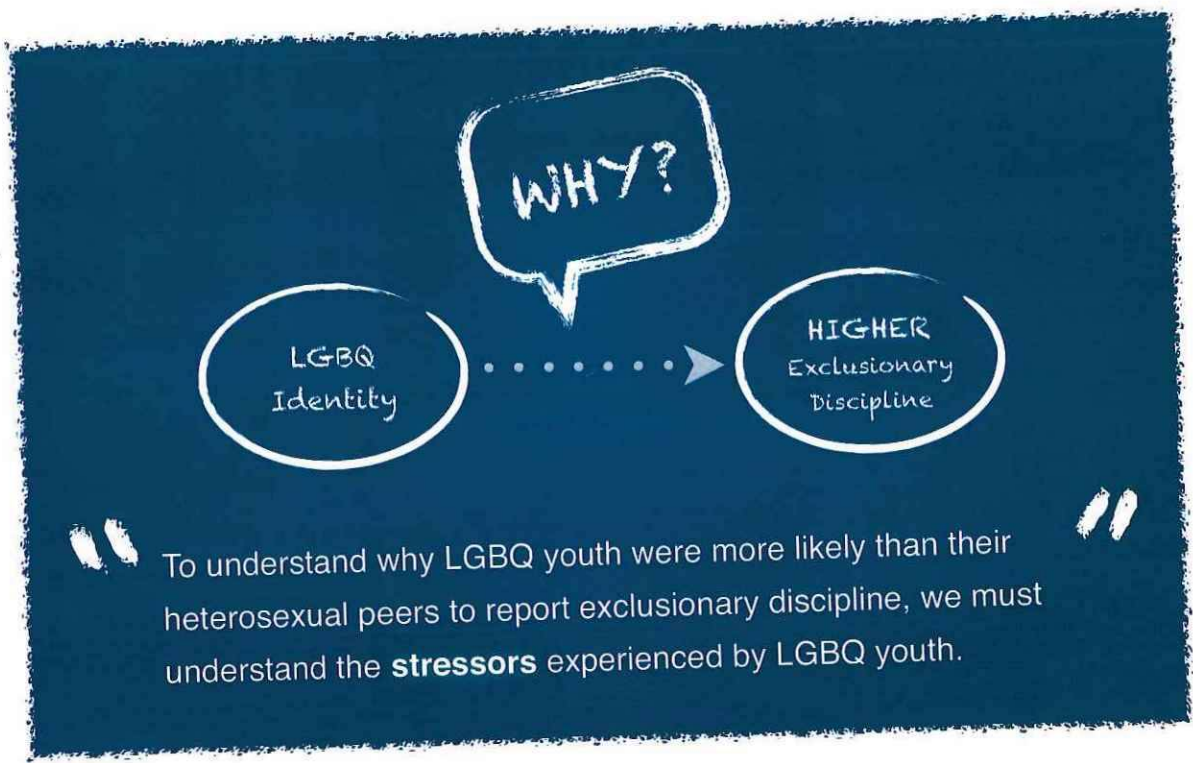
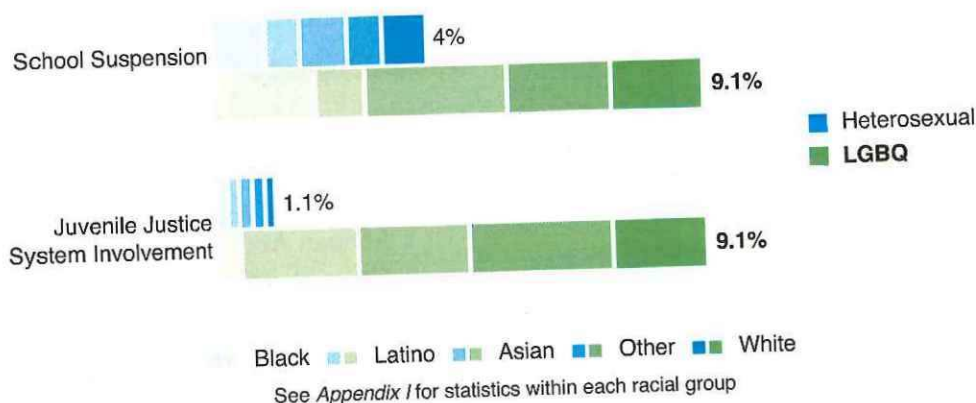
Figure 1. Number of Students by Sexual Orientation



DISCIPLINE DISPARITIES

LGBQ youth were 2.41 times more likely to be suspended and 9.21 times more likely to be involved in juvenile justice system than heterosexual youth (see *Figure 2*).

Figure 2. Proportion of Youth who reported Exclusionary Discipline



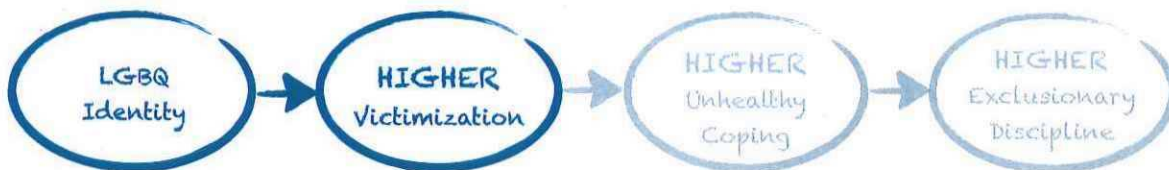
VICTIMIZATION AS A CATALYST

Sample items

- I got hit / pushed by other students
- Other students made fun of me
- Other students picked on me
- Other students called me names

It has been well established that LGBTQ youth experience greater marginalization in schools and society. ¹¹

- ✱ Congruent with past studies, LGBTQ youth in our study reported more victimization than their heterosexual peers. ¹²⁻¹⁴

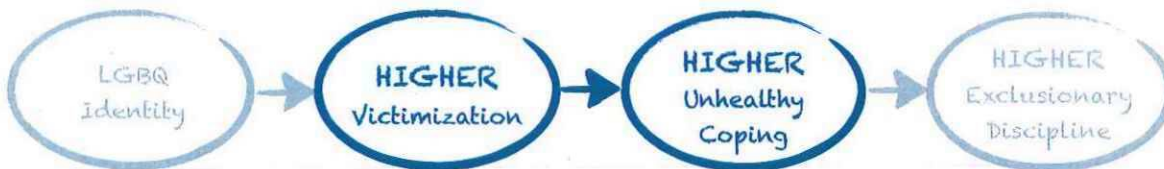


COPING DUE TO VICTIMIZATION

In connection with more victimization...

- ✱ LGBTQ youth were at higher risk than heterosexual youth for engaging in these strategies.

- ✱ Substance use (*cigarette, alcohol, marijuana*)
- ✱ School-related externalizing behaviors (*truancy, weapon carriage*)



Lacking access to resources and support, victimized LGBTQ youth may

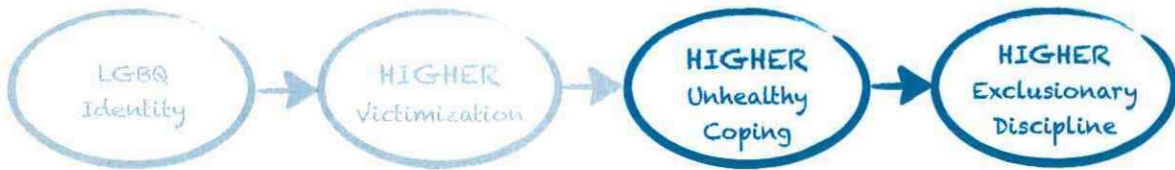
- ✱ use substances as a means to *cope with trauma (e.g., discrimination)*;
- ✱ skip school for serious safety concerns and to *avoid victimization*;
- ✱ carry weapons to school for *self-defense*.

CONSEQUENCE

These particular coping behaviors for victimization constitute punishable infractions.

- ☼ These unhealthy coping strategies placed LGBQ youth at heightened risk for more serious forms of discipline.

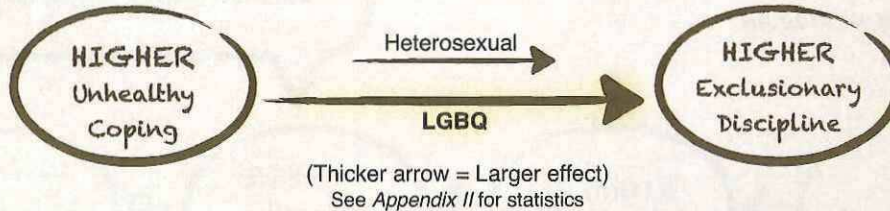
☼ School suspension
☼ Juvenile justice system involvement



Disproportionate Punishment of LGBQ Youth

Even with the same level of infractions committed...

- ☼ LGBQ youth faced disproportionately **higher rates** of punitive discipline compared to heterosexual youth.



Responses to punishable infractions may be **biased against LGBQ youth** (e.g., victim blaming, harassment, harsher treatment).

RECOMMENDATIONS

Based on these factors contributing to exclusionary discipline disparities for LGBTQ youth, we present the following recommendations and resources:

Create safe school communities...

- ☼ Support youth to lead and participate in Gay-Straight Alliances (GSAs)

<http://glsen.org/gsa> | <http://gsanetwork.org>
<http://www.gsafewi.org/resources/for-youth-gsas>

- ☼ Provide training for school administrators, teachers, and staff on how to foster LGBTQ affirmative environments (e.g., creating Safe Zones, supporting GSAs, implementing anti-bullying policies, increasing LGBTQ inclusivity in school curricula)
- ☼ Consider ways to address instances of school-based discrimination and other contributors to exclusionary discipline for LGBTQ youth using approaches such as restorative justice, school-wide anti-bullying programs, and inclusive curricula

<http://glsen.org/educate/resources/guides> | <http://www.stopbullying.gov>
http://sspw.dpi.wi.gov/sspw_lgbt | <http://www.gsafewi.org/programs/educator-training>
http://www.ywcamadison.org/site/c.cuIWLi00JqI8E/b.7968327/k.87EF/Restorative_Justice_Program.htm

Connect youth to effective resources and strategies to promote resilience...

- ☼ Connect LGBTQ youth with community resources
- ☼ Explore ways of addressing infractions that acknowledge their underlying causes that may be tied to victimization/discrimination

<http://www.glnh.org/talkline> | <http://www.thetrevorproject.org>
<http://www.gbtnearme.org> | <http://www.matthewsplace.com>
<http://amplifyyourvoice.org/yr-resources> | <http://www.campuspride.org>
<http://www.hrc.org/resources/category/youth-campus>
<http://www.dhs.wisconsin.gov/lgbthealth/LGBTYouth>
<http://www.gsafewi.org/wp-content/uploads/Resources-in-WI-February-2013.pdf>

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APPENDICES

I

- ☼ The proportions of LGBQ youth who reported being suspended were 9.8%, 4.8%, 13.9%, 10.0%, and 9.0%, respectively, within each racial group (Black, Latino, Asian, Other, and White); whereas those for heterosexual youth were 4.9%, 3.1%, 4.3%, 3.2%, and 4.1%, respectively.
- ☼ The proportions of LGBQ youth who reported being involved in the juvenile justice system were 2.2%, 10.9%, 10.5%, 13.5%, and 8.9%, respectively, within each racial group (Black, Latino, Asian, Other, and White); whereas those for heterosexual youth were 1.2%, 1.1%, 1.3%, 1.2%, and 1.0%, respectively.

II

- ☼ The multigroup comparison of our structural equation model indicated these coefficients for LGBQ and heterosexual youth could not be constrained to be equal.
- ☼ The association between punishable infractions (including substance use, truancy, and weapon carriage) and school suspension was stronger for sexual minority youth than heterosexual youth (standardized effects = 0.47 vs. 0.40).
- ☼ Similarly, the association between punishable infractions and juvenile justice involvement was stronger for sexual minority youth than heterosexual youth (standardized effects = 0.57 vs. 0.12).
- ☼ Note: Range of standardized effects = 0-1.