

**Building Bridges**  
**1<sup>st</sup> Semester 2014-2015 Demographic Service Summary**  
**Vendor: Catholic Charities, Inc.**  
**Reported: January 26, 2015**

**Information on Access to Services**

Once schools learned about the Building Bridges program, referrals were received quickly from school social workers. By November, Sun Prairie reached capacity. By December, Madison and Verona reached capacity.

**Sources of referrals**

Sun Prairie Area School District:
Northside Elementary School Horizon Elementary School Creekside Elementary School Royal Oaks Elementary School Westside Elementary School CH Bird Elementary School Prairie View Middle School Patrick Marsh Middle School
Verona Area School District:
Badger Ridge Middle School Core Knowledge Charter School Country View Elementary School Sugar Creek Elementary School Glacier Edge Elementary School Savanna Oaks Middle School Stoner Prairie Elementary School
Madison Metropolitan School District (east attendance area):
Gompers Elementary School Lindbergh Elementary School Mendota Elementary School Hawthorne Elementary School Lowell Elementary School Emerson Elementary School Sandburg Elementary School Black Hawk Middle School Sherman Middle School

**Quantity of Services: Summary of numbers served**

The following tables provide a breakdown of service hours and demographics for the three school districts.

**Sun Prairie Area School District:** 12 students and their guardians received services (Joanna Becker-32 hours a week (2.5 hours program coordination time), Pa Tou Vue-28 hours a week)

**Client Contact Hours:**

Student Hours: 42.75  
Family Hours: 94  
School Personnel Hours: 57.5  
Total Hours: 194.25

**Demographics:**

**Age:**

5 years old: 2 children  
8 years old: 3 children  
9 years old: 3 children  
11 years old: 1 child  
12 years old: 1 child  
13 years old: 2 children

**Race:**

Caucasian: 50%  
African American: 8%  
Biracial (African American, Caucasian): 25%  
Native American: 8%  
Hispanic: 8%

**Verona Area School District:** 10 students and their guardians received services (Mary Gallagher-25 hours a week, Lisa Rata Soshan-32.5 hours a week)

**Client Contact Hours:**

Student Hours: 19.6  
Family Hours: 48.50  
School Personnel Hours: 48.25  
Total Hours: 116.35

**Demographics:**

**Age:**

5 years old: 1 child  
8 years old: 1 child  
9 years old: 1 child  
10 years old: 2 children  
11 years old: 2 children  
12 years old: 1 child  
14 years old: 2 children

**Race:**

Caucasian: 40%  
African American: 50%  
Biracial (African American, Caucasian): 10%

**Madison Metropolitan School District** (east attendance area): 13 students and their guardians received services  
(Lynn Witte-37.5 hours per week)

**Client Contact Hours:**

Student Hours: 31.25

Family Hours: 36.05

School Personnel Hours: 65.86

Total Hours: 133.16

**Demographics:**

**Age:**

5 years old: 2 children

6 years old: 1 child

7 years old: 4 children

8 years old: 2 children

10 years old: 1 child

11 years old: 1 child

12 years old: 1 child

13 years old: 1 child

**Race:**

Caucasian: 15%

African American: 62%

Hispanic: 23%

Building Bridges provides the majority of its services to the people that have on-going relationships with the child, that is the student's parents/guardian and involved school personnel. These are the most influential people in the child's life, so it is critical that they have the tools to provide on-going support to children with emotional and behavioral needs and to develop empathy for children with challenging behaviors and mental health needs.

The majority of families have welcomed additional support and have greatly benefited from having a liaison to bridge the gap between school and home. Families have also been receptive to coaching and skill building to develop more effective parenting strategies. Many of the families need more intensive mental health support for their children. Building Bridges has played a critical role in helping families link with mental health treatment, however lengthy waiting lists and cumbersome referral processes often interfere with a timely and successful connection. Many families have trouble accessing services, depending on their HMO. Building Bridges staff plays a key role in helping families navigate these systems. Having to wait for services has sometimes provided families with an unexpected benefit. It has been discovered that working with the Building Bridges program often helps families prepare for the more intensive treatment that lies ahead. Many of the mental health services families need are often time limited. Helping families become "treatment ready" ultimately helps them make the most of the service once it is available.

The Building Bridges Clinical Coordinators have spent more time than anticipated working with school staff. Effort has been spent on creating trauma informed classrooms, and more effective behavior interventions for children impacted by trauma. Coordinators meet with school teams and gather information about the child, focusing on the child's strengths and strategies that have been successful. Often Building Bridges includes students in meetings with school staff, as students often provide valuable information about what helps them succeed in school. Coordinators often observe children in the classroom and then work with school staff to help develop more effective intervention strategies. They provide on-going consultation and support to teams while implementing the strategies.

In addition to consulting on individual students, Building Bridges Coordinators provide education to school personnel on creating trauma sensitive classrooms.

In quarter 4 Building Bridges provided the following trainings to school staff:

- Verona, two trainings, reached 100 people
- MMSD, two trainings, reached 120 people
- Sun Prairie, two trainings, reached 80 people