

MY BROTHER'S KEEPER COMMUNITY CHALLENGE

Policy Review and Recommendations for Action
City of Madison, WI – April 2015



Photo Credit: Jon Gramling, *Capital City Hues*

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A MESSAGE FROM THE MAYOR AND THE MADISON COMMON COUNCIL

In September 2014, on behalf of the city of Madison, we accepted [President Barack Obama's My Brother's Keeper \(MBK\) Community Challenge](#). The initiative seeks to address persistent opportunity gaps faced by boys and young men of color to ensure that all young people can reach their full potential.

The six focus areas of the My Brother's Keeper Challenge are:

- Ensure all children enter school cognitively, physically, socially and emotionally ready
- Ensure all children read at grade level by 3rd grade
- Ensure all youth graduate from high school
- Ensure all youth complete post-secondary education or training
- Ensure all youth out of school are employed
- Ensure all youth remain safe from violent crime and receive second chances

The MBK challenge directs cities to focus their efforts on two of the six goals. In January 2015, the City of Madison and community partners gave boys and young men of color living in Madison, WI the opportunity to select the areas of focus themselves. The City of Madison conducted a survey of boys and young men of color ages 11 to 25. In addition to prioritizing the six focus areas, youth were asked firsthand about their experiences and personal goals, as well as their needs and barriers to success.

Over 200 youth completed the survey, giving us great insight into places where our Madison community could use improvement. Madison's youth and young men exceeded expectations, sharing thought provoking ideas, and even making some policy recommendations of their own. Through the surveys, the Madison MBK working group has identified our focus areas:

- **Ensure all students graduate from high school**
 - Incorporating the goals of ensure all children enter school ready to learn and ensure all children read at grade level by third grade
- **Ensure all children and young people remain safe from violent crime and receive second chances**

This effort will only be successful with the full and enthusiastic support of community partners. Therefore, these recommendations are offered by the Madison MBK working group to the community of Madison, Wisconsin, recognizing that this is a living document and will require regular evaluation, critique, and development by parents, educators, researchers, community organizers, faith leaders, scientists, students, artists, peace officers, doctors, elected officials, social workers, and more. The only fixed portion of this report is the commitment by the City of Madison to improve opportunities for boys and young men of color. The pathway to achieving our goals starts with developing solutions together. The following proposals should spur conversation and help strengthen the community focus on initiatives that address persistent disparities.

Now, with the support of the Madison Metropolitan School District, the Madison Police Department, the Madison Municipal Court, the Dane County Sheriff's Office, the University of Wisconsin-Madison, and our community partners, we offer these policy proposals to help meet the goals of our boys and young men of color. We hope that you will join us as we seek to build opportunities for all of Madison's young people.



Paul R. Soglin
Mayor



Chris Schmidt
Common Council President

MAYOR'S STATEMENT ON THE DEATH OF TONY ROBINSON

As we launch the My Brother's Keeper Madison Policy Review and Recommendations Report, we must acknowledge a tragedy beyond description that has impacted our community. That tragedy is the death of Tony Robinson, an unarmed young biracial man shot by a Madison police officer.

Tony's parents, siblings, relatives and friends lost a loved one and our city lost a young man with great plans for his future. Our hearts and well wishes go out to the family, friends and our community that is grieving for Tony. We also send our best wishes to the police officer and his family and friends. They are also deeply affected by this tragedy and deserve our support.

Prior to this tragedy, we went out into the community and asked boys and young men of color, like Tony, what we could do better. We asked them to identify how we could improve their lives in our Madison community and ensure that their futures would be as bright as their counterparts. They told us to work hard to keep our kids safe and provide them with second chances.

Throughout this report you will see Tony's legacy, as we research and implement policies and programs that will do what our youth have asked of us; to create a safe, equitable society for all Madison residents to live, work, and play.

During this difficult time for our City, we will continue to work diligently to remember and honor his life through active change to the systems that create disparities in our community.

A handwritten signature in black ink, appearing to read "Paul R. Soglin". The signature is fluid and cursive, with a large initial "P" and a long, sweeping underline.

Paul R. Soglin
Mayor

EXECUTIVE SUMMARY

In September 2014, Mayor Paul Soglin, together with the Common Council of the City of Madison and community partners, accepted President Barack Obama's My Brother's Keeper (MBK) Community Challenge. The MBK Challenge seeks to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential through six focus areas.

- *Ensuring all children enter school cognitively, physically, socially and emotionally ready*
- *Ensuring all children read at grade level by 3rd grade*
- *Ensuring all youth graduate from high school*
- *Ensuring all youth complete post-secondary education or training*
- *Ensuring all youth out of school are employed*
- *Ensuring all youth remain safe from violent crime and receive second chances*

This effort comes at a time when the City of Madison is closely examining the racial disparities in graduation rates and crime and incarceration. Families, neighbors and political leaders continue to wrestle with the personal and political challenges inherent in these disparities. Thousands of on-going conversations have prepared the City of Madison to strengthen its focus on meeting the needs of boys and young men of color.

As part of the My Brother's Keeper Challenge, the City of Madison convened a "Local Action Summit" in November 2014, bringing together community leaders to assess needs and assets. In January of 2015 the City conducted a survey of boys and young men of color to choose priority areas to focus our work. The boys and young men chose:

- ***Ensuring all youth graduate from high school***
- ***Ensuring that all youth remain safe from violent crime and receive second chances***

The City of Madison offers this policy review and recommendations for action. The Madison MBK working group gathered information about the experiences of boys and young men of color in our community. The working group explored policies, programs, and practices in each focus area and offers up opportunities to improve policies and build on existing programs.

Recognizing that all of the focus areas are interdependent, the working group investigated all of them carefully. Addressing the focus area on graduation necessarily requires attention to school readiness and third grade reading, and as such, the policy recommendations supporting high school graduation focus on wrap around services for the student and family. Our goal is to help students succeed at each milestone leading to graduation.

Section two puts forward policy and program recommendations to support the selected focus areas. The research appendix provides additional local data, national models and best practices. The policy tools and programs offered for consideration are:

- ***Full Service Schools (also known as Community Schools)***
- ***New Opportunities for Restorative Justice***

ORGANIZATION OF THIS REPORT

This report is designed for ease of reading.

The first section of the report contains information on the My Brother's Keeper Community Challenge, local dynamics, and work to date, including priority setting.

The second section of the report offers policy proposals, metrics to track progress and strategies to institutionalize change.

Attached to this document is a research appendix containing additional data and references related to the MBK focus areas. The research appendix contains supplementary background material and references.

PART 1: THE CITY OF MADISON AND MY BROTHER’S KEEPER

This section of the report contains information on the My Brother’s Keeper Community Challenge, local dynamics, and work to date, including priority setting.

ACCEPTING THE CHALLENGE

The My Brother’s Keeper (MBK) Community Challenge is a timely opportunity for the City of Madison. Mayor Paul R. Soglin, together with the Common Council, formally signed onto MBK in September of 2014, recognizing that boys and young men of color are “indeed the largest group with the largest persistent opportunity gap.”¹

The MBK focus areas are goals centered around persistent community concerns;

- *Ensuring all children enter school cognitively, physically, socially and emotionally ready*
- *Ensuring all children read at grade level by 3rd grade*
- *Ensuring all youth graduate from high school*
- *Ensuring all youth complete post-secondary education or training*
- *Ensuring all youth out of school are employed*
- *Ensuring all youth remain safe from violent crime and receive second chances*

“The City of Madison and several city partners and other local organizations are currently working to improve the tragic reality that in Madison, boys of color are appreciably less likely to have success in any of these measures than their white counterparts.”² The MBK Community Challenge provides a high-level forum for the City to seize its role as a convener, “identify[ing] effective strategies and promot[ing] collaboration”³ reflecting community values and on-going initiatives.

LOCAL ACTION SUMMIT

The United Way of Dane County hosted and facilitated a Local Action Summit in November of 2014 to launch Madison’s My Brother’s Keeper initiative. The nearly fifty summit attendees set out to assess community needs and assets around the six MBK focus areas.

At the summit, a diverse group of community and non-profit leaders, as well as representatives from city, county and state government discussed root causes of barriers to achievement for boys and young men of color. *“Following the discussion, attendees participated in an exercise in which they prioritized root causes of challenges associated with each of the six topics. Additionally, they identified and prioritized strategies needed to assist our community in supporting our boys and young men of color through these challenges.”*⁴ The Local Action Summit served as the first collaborative step in the Madison MBK effort, paving the way forward.

¹ Common Council Resolution 35742 October 21, 2014. See Appendix A.

² Ibid.

³ Ibid

⁴ Excerpt from Executive Summary of the Local Action Summit. Full Summit Report available in the Research Appendix. A participant list, and highlights of the meeting are available in the Final Report.

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.” -Martin Luther King, Jr.

MY BROTHER’S KEEPER YOUTH AND YOUNG ADULT SURVEY

In January 2015, the City of Madison issued a My Brother’s Keeper Youth and Young Adult Survey (Appendix A). The Survey asked questions about barriers to opportunities for boys and young men of color. Over 200 individuals took the survey and shared their ideas and opinions. The majority of respondents ranged from 11-25 years old and a majority of respondents identified as male (89.37%). Over half were Black or African American (52.66%) with over 90% identifying as people of color.⁵

The survey helped the working group identify which of the six MBK focus areas are most in need of attention and resources in Madison. Respondents prioritized the following two focus areas: *ensure all students graduate from high school and ensure all children and young people remain safe from violent crime and receive second chances.*

Additionally, the survey asked a variety of questions regarding respondents’ aspirations and opinions on improving the quality of life for young men of color in Madison. For example, when asked “Which three of the following goals would you like to accomplish this year?” the top three selections were: make my family proud (51.76%), complete high school/college/trade school (40.00%), and get my driver’s license (38.82%). The survey also asked open-ended questions. When asked “What do you think is the most important problem facing boys and young men of color in Madison?” answers included, getting a high school diploma and other educational concerns, discrimination/racism, lack of jobs, criminal stereotypes and problems within the justice system, lack of positive role models, and negative influences (drugs, violence, gangs). When asked “What would you do to solve these problems?” responses included, work harder to accomplish my goals, start with the parents, focus community and government efforts on race relations, level the playing field, work with local law enforcement, implement outreach programs, change the judicial system, and get our young men to finish high school and graduate college.

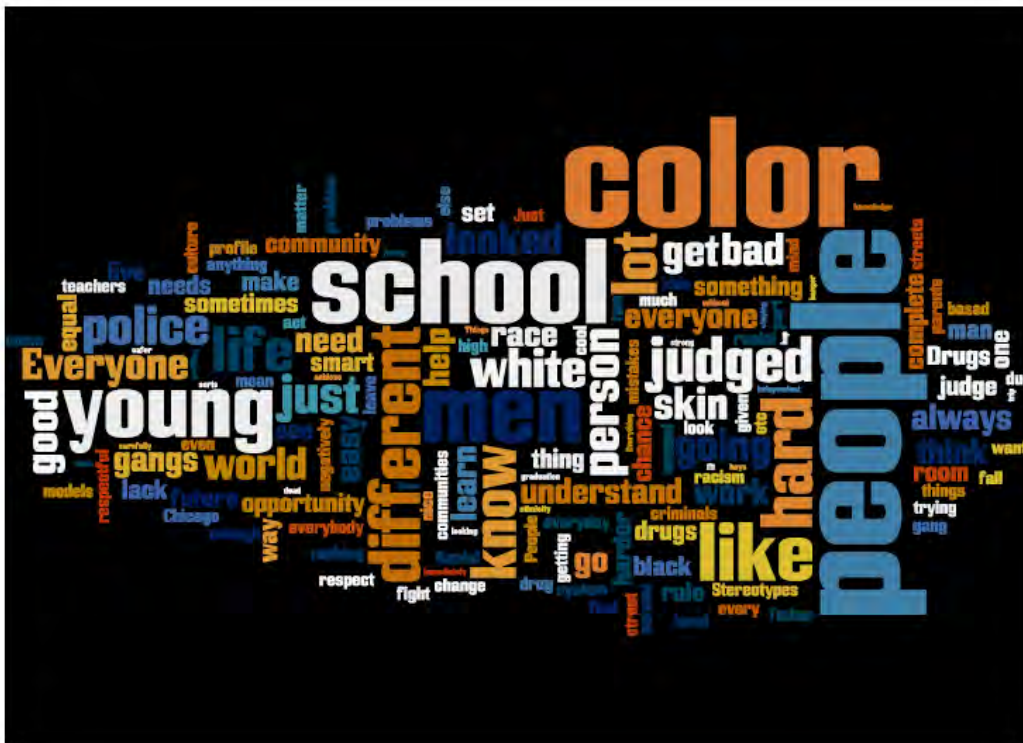


Figure 1. The word cloud illustrates the combined answers to the two survey questions: “What are two things that the world needs to understand about being a young man of color? What do you think is the most important problem facing boys and young men of color in Madison?”

⁵ Of 207 survey respondents who answered the question “How do you identify racially?” 52.66% identified themselves as Black or African American alone, 0.97% identified as American Indian and Alaska Native, 6.28% identified as Asian alone, 18.36% identified as Two or More Races, 14.98% identified as Hispanic or Latino. In total 8.7% identified as White alone or White alone, not Hispanic or Latino.

The City of Madison worked with the Dane County Sheriff to survey incarcerated individuals. The City surveyed approximately 25 individuals from the Dane County Jail ranging in age from 20 to 25 years old, with the majority identifying as two or more races or Black or African American alone. The young men emphasized the importance of community centers, after school programs, and mentorship programs that keep kids and youth occupied, disallowing time for boredom which creates opportunities for misbehavior. They expressed a desire for alternative options beyond getting a job or going to college once out of school (armed forces, Peace Corps, apprenticeship programs, etc.), a desire to see fewer guns on the streets, and a desire for more opportunities for second chances. When asked “What are two things the world needs to understand about being a young man of color?”, the young men shared sentiments of feeling prematurely judged and stereotyped as a “bad person” based on their race, ingrained ideas of needing to be a “tough guy”, and a feeling of always needing to prove themselves to their community.

The Madison Metropolitan School District extracted responses from the Dane County Youth Assessment (local version of the national Youth Risk Behavior Survey), a research project supported by the City of Madison, fifteen public school districts, Public Health Madison & Dane County, Dane County and one private school district. The Dane County Youth Assessment has been conducted regularly since 1980. The most recent survey included responses from over 20,000 students, grades 7 through 12 who provided answers to questions regarding their “opinions, concerns, attitudes, behaviors and experiences. Survey results provide essential data to educators, service providers, parents, policy-makers and funding bodies to inform grant writing, program development and public policy.”⁶ A relevant portion of the Dane County Youth Assessment asks students whether they feel safe in their neighborhoods. Data from the Madison Metropolitan School District students shows that in almost all responses, **boys of color felt less safe in their neighborhoods than the student body overall**⁷, reaffirming the importance of the chosen MBK focus area: ensure all young people are safe from violent crime and receive second chances.

RACE TO EQUITY REPORT AND COMMUNITY CONVERSATIONS ABOUT DISPARITIES

The Race to Equity Project examines racial disparities in health, education, child welfare and criminal justice in Dane County. Released in 2013, the report raised awareness of the barriers to opportunity for people of color, especially children, in the Madison community. The first Race to Equity Report resulted in valuable conversations about race and disparities that have become prominent features of political discussions, media coverage, policy making, and protests. The Race to Equity report highlighted particular areas of concern, setting the stage for the work of the My Brother’s Keeper Challenge.

Locally, poverty and inequality pose challenges similar to those faced by communities across the nation, yet some critical measures indicate that inequalities are worse in Dane County than in other parts of the nation. The Dane County African American poverty rate is nearly twice the rate of poverty among African Americans nationwide. Some measures indicate that African American children in Dane County are generally worse off than other African Americans in Wisconsin, or in other parts of the country.

Eliminating these disparities will require a comprehensive strategy. The conversations sparked by the Race to Equity Report have led to discussions of access to opportunity for people of color. Workforce development, transportation, job training, jobs and housing are critical supports to build opportunity,

⁶ Dane County. Children, Youth and Families Youth Assessment 2012 Assessment Retrieved from https://www.danecountyhumanservices.org/Family/Youth/youth_assessment_2012.aspx.

⁷ Madison Metropolitan School District. Personal Communication. Data breakdown of DCYA question on neighborhood safety.

increase motivation, and support resiliency in overcoming barriers to goals. For example, the job opportunities available to adults influence perception of the value of a high school diploma. If jobs are not available to high school graduates, there is less value in graduating. It will be critical to strengthen the continuum from school to quality jobs to encourage graduation, a process that is already underway through the Madison Metropolitan School District Personalized Pathways strategy.

Research indicates that equitable societies are wealthier overall and experience more sustained economic growth. The efforts of the City of Madison and its partners to promote access to opportunity for all groups regardless of race, language, age, sexual preference, etc., will help strengthen community resilience. The MBK process will help Madison unite to advance strategies to increase access to opportunity for today's boys of color and tomorrow's future leaders.

CITY OF MADISON EFFORTS TO BUILD OPPORTUNITY AND RACIAL EQUITY

The Community Development Division (CDD) of the City of Madison provides a number of programs from the areas of youth development, to senior advocacy and support, to adult workforce preparedness. Neighborhood and community centers act as an example of the services provided by the CDD. The City of Madison has established neighborhood and community centers in several low income and predominantly minority communities. Neighborhood and community centers have provided access to resources including computers with internet access, school application assistance, family bonding activities, and parenting classes. In the absence of neighborhood and community centers, residents may have little to no access to these resources. Thus, the creation of community and neighborhood centers serves to encourage skill development and create a more equitable community.

The City of Madison launched its Neighborhood Resource Team (NRT) model in 1991 as one of its earliest initiatives to promote racial equity. NRTs and City staff from multiple departments continue to operate in neighborhoods facing barriers to opportunity, working with residents and other stakeholders to highlight and address neighborhood issues and needs. NRTs regularly hear from the community regarding the need for more programming and engagement opportunities for youth and families, consistent with the recommended strategies of investing in full service schools and restorative justice programming.

In the fall of 2013, the City of Madison launched the Racial Equity and Social Justice Initiative to establish racial equity and social justice as core principles in all decisions, policies and functions of the City. The City is taking an inside-out approach, acting as an example for and encouraging private entities, and the community in general, to implement racially equitable practices.

JUSTIFIED ANGER

"Justified Anger" is an essay by Reverend Dr. Alex Gee, Pastor of Fountain of Life Covenant Church and founder/CEO of the Nehemiah Center of Urban Leadership, that was published in the Capital Times Newspaper in December of 2013. The essay chronicles his experiences as an African American man living in Madison, WI.

Rev. Gee, a lifelong Madisonian, was compelled to write his essay for several reasons: to offer a fresh, indigenous African-American male perspective on race relations in Madison; to voice his desire to see a stronger and healthier community; to challenge the city's subtle-and at times not-so-subtle-elitism, paternalism, racism and classism; and to eliminate exposure to the reality of

the current inequalities of our community for his nephew, godson, and a host of African-American boys who he loves and respects

Gee's personal and thought-provoking essay generated a movement by a diverse group of individuals and organizations in the Madison community to take action to address the disparities in the community. The group formed into an organization to be called the Justified Anger Coalition.

For the past several months, the Justified Anger Coalition has been working very diligently listening to hundreds of people who are most affected by Madison's racial disparities (children, ex-offenders, single moms, students, services professionals and community activists), planning and building strategic partnerships. The end result will be the implementation of key strategies that will be set forth by the African American community, for the purpose of supporting the success of the African American community, hence closing the opportunity gap for African American youth. The key strategic areas include: Education, Economic Empowerment, Mass Incarceration and Reentry, Family and Community Wellness, and Leadership and Capacity Development.

The Justified Anger Coalition believes that in order to strengthen young men of color, they need to do so by improving upon the environment wherein they live, dream, grow and produce. Knowing that the City of Madison values indigenous, community-based leadership, the MBK initiative affords the Coalition the opportunity to work more closely to make sure that young men stay on track and fulfill their life's purposes throughout the city. The Justified Anger Coalition is happy to lend their support to the City of Madison.

PART 2: RECOMMENDATIONS

Recognizing that the MBK focus areas are complementary and deeply connected, the Madison MBK working group explored existing local and national data and best practices of model programs for each of the MBK focus areas (see Appendix B). Efforts addressing all of the MBK focus areas are essential to improving outcomes for boys and young men of color in Madison. Data collection on existing programs related to these initiatives is embedded in both City of Madison work and priorities, and those of our partners.

Madison's boys and young men of color provided clear guidance to policy makers and community leaders by choosing the focus areas:

- ***Ensure all students graduate from high school***
- ***Ensure all children and young people remain safe from violent crime and receive second chances***

This section of the report offers recommendations to achieve these two goals, standards for tracking and sharing data, and structural recommendations for institutionalizing the effort until the two goals are met.

Ensure all students graduate from high school

- *Full Service Schools*
- *Youth Development and Mentoring*

Ensure young people remain safe from violent crime and receive second chances

- *New Opportunities for Restorative Justice*

MBK FOCUS AREA: ALL YOUTH GRADUATE FROM HIGH SCHOOL

The My Brother’s Keeper Community Challenge calls upon communities to ensure that boys of color succeed throughout their education. The Madison MBK working group considered the factors that affect high school graduation rates collectively, including school readiness and the child’s ability to read at his or her grade level, recognizing their interdependence. Each of these consecutive milestones builds upon a foundation for positive educational outcomes along the educational continuum and ultimately contributes to a student’s overall success and increases opportunities throughout their lives.

Students of color have lower graduation rates

While U.S. Department of Education’s most recent statistics indicate that the estimated national four-year public high school graduation rate for the 2011-12 school year was 80 percent, an all time high⁸, racial disparities still exist. The 86 percent graduation rate for White students surpassed the 69 and 73 percent rates for Blacks and Hispanics, respectively.⁹ Additionally, students who identified as economically disadvantaged also fell behind the national rate with a graduation rate of 72 percent.¹⁰

The most recent MMSD data reflects national trends with an overall 78.3 percent four-year graduation rate for the Class of 2013.¹¹ However, MMSD’s graduation rates for students of color are lower than their national counterparts, with graduation rates of 53.7 percent for students identifying as Black and 69.9 percent for students identifying as Hispanic. In contrast, White MMSD students exceeded the District’s overall rate with 87.9 percent graduating. Economically disadvantaged students in the MMSD had graduation rates significantly lower than their national average, coming in at 58.2 percent.

The first goal of the MMSD Strategic Framework launched in 2013 is for every student to be on track for graduation. In order to directly address gaps in graduation completion, the District has prioritized the development of personalized pathways to college, career, and community readiness. This includes ongoing opportunities for exploring college and career pathways for all students, and it includes expanding participation in advanced, dual credit, career and technical, and online coursework. It is essential that students are engaged in a relevant learning experience and that they, with support of their families, are able to navigate the middle and high school experience so that they have multiple options upon graduation. Efforts include the development of multiple, clear and rigorous pathways to graduation, the establishment of Academic Career Plans (ACP) for all students that outlines a personalized pathway to graduation with frequent checkpoints along the way, and the expansion of the AVID college readiness program 6-12.

⁸ *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12*, U.S. Dept. of Education, April 2014, retrieved from <http://nces.ed.gov/pubs2014/2014391.pdf>.

⁸ Lyndsey Layton, *National high school graduation rates at historic high, but disparities still exist*, Washington Post, April 28, 2014, retrieved from http://www.washingtonpost.com/local/education/high-school-graduation-rates-at-historic-high/2014/04/28/84eb0122-cee0-11e3-937f-d3026234b51c_story.html.

⁹ U.S. Department of Education. *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12*. Retrieved from <http://nces.ed.gov/pubs2014/2014391.pdf>.

¹⁰ Ibid. It is important to note that the MMSD’s overall graduation rate lags significantly behind Wisconsin’s 2012 average graduation rate of 88 percent. Pat Schneider, *Madison high school graduation rate is up, still behind statewide picture*, The Cap Times, May 8, 2014 http://host.madison.com/news/local/writers/pat_schneider/madison-high-school-graduation-rate-is-up-still-behind-statewide/article_5ddf462a-d619-11e3-940b-001a4bcf887a.html.

¹¹ Madison Metropolitan School District. *High School Completion Update: Class of 2013*. Retrieved from <https://infosvcweb.madison.k12.wi.us/files/infosvc/2014-3-3%20-%20High%20School%20Completion%20Report%20-%20Class%20of%202013.pdf>

MMSD and BGCDC - AVID/TOPS

This program prepares high school age youth for college through a variety of services including tutoring and mentorship. In addition to eligibility for college scholarships, financial preparedness is encouraged by providing participants with an opportunity to participate in a paid summer internship.¹²

Students of color have higher suspension rates

Racial disparities are further reflected in school suspensions. Many schools are implementing their own restorative practices in the hopes of addressing disciplinary concerns and eliminating the disproportionate disciplinary rates between white and minority students. A 2012 study analyzed whether the disparity between black suspension percentage and white suspension percentage was reduced by an increase in schools that implemented Restorative Justice Practices.¹³ Thirteen of the schools with a Restorative Justice program “reduced their black suspension disparity by about 4.5 percentage points, while non-[Restorative Justice] schools increased their disparity by slightly less than 1 percent.”¹⁴ The author of this study concluded that in “at least the two school districts under investigation¹⁵ . . . Restorative Justice is helpful in addressing what has been a decade long problem of African American disproportionality in school discipline.”¹⁶ Furthermore, “such disproportionality is likely to be reduced where disciplinary decision makers and stereotyped students are encouraged to face each other equally as human beings, rather than in a punitive authority structure . . .”¹⁷

National leaders suggest adopting “data systems that track the classrooms, teachers, and schools where levels of suspension are significantly higher” to address the disparities of minority suspension rates in schools.¹⁸ Leaders also recommend revising current suspension practices and policies “that may be inappropriately used as a conduit for the removal of groups of students from learning communities.”¹⁹ Additionally, schools would benefit from identifying ways to keep minority students in the classroom.

Leaders also propose a variety of other ideas to improve minority high school graduation rates, including: implementing interventions to ensure third and fourth grade levels of literacy for all students;²⁰ increasing the number of minority teachers principals, and counselors; tightening accreditation and state certification standards for teacher and counselor education programs; and improving minority participation in advanced academic programs.²¹

¹² <http://www.bgcdc.org/what-we-do/teen-programs/>

¹³ Simson, David, Restorative Justice and its Effects on (Racially Disparate) Punitive School Discipline (May 12, 2012). 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: <http://ssrn.com/abstract=2107240> or <http://dx.doi.org/10.2139/ssrn.2107240>

¹⁴ Simson, David, Restorative Justice and its Effects on (Racially Disparate) Punitive School Discipline (May 12, 2012). 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: <http://ssrn.com/abstract=2107240> or <http://dx.doi.org/10.2139/ssrn.2107240> PAGE 35

¹⁵ The two school districts under investigation for this study were the Denver Public Schools district and the Santa Fe Public Schools district. They were chosen because “they contain the two largest concentrations of schools utilizing Restorative Justice methods in their school discipline procedures in the United States.” See page 18 of paper.

¹⁶ Simson, David, Restorative Justice and its Effects on (Racially Disparate) Punitive School Discipline (May 12, 2012). 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: <http://ssrn.com/abstract=2107240> or <http://dx.doi.org/10.2139/ssrn.2107240> PAGE 35

¹⁷ Simson, David, Restorative Justice and its Effects on (Racially Disparate) Punitive School Discipline (May 12, 2012). 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: <http://ssrn.com/abstract=2107240> or <http://dx.doi.org/10.2139/ssrn.2107240> PAGE 35

¹⁸ <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf> (page 9).

¹⁹ <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf> (page 9).

²⁰ Educators know first grade is a critical year for literacy and fourth grade is important for mathematics. Students who get lost at these levels, particularly those who come from low-income families where parents are working long hours, may never catch up. <http://peopleprogram.wisc.edu/PEOPLEprep.html>

²¹ <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf>

In alignment with the goals of their Strategic Framework, the MMSD is currently implementing many of the recommendations from these national leaders. Every school has a clearly defined school improvement plan with measurable goals that include a focus on school climate. All schools are also engaged in ongoing professional learning aligned to a clear definition of great teaching that is culturally and linguistically responsive. The District's first priority area, which is focused on Coherent Instruction, includes an emphasis on social emotional learning and restorative practice. Additionally, the District has launched a recruiting, screening, and selection process referred to as TEACH Madison and LEAD Madison to hire highly qualified, diverse candidates that better reflect the students they serve. Supporting those recruitment efforts is a professional development strand for new teachers and administrators called FORWARD Madison. In collaboration with UW-Madison, supported through CUNA Mutual Foundation, to ensure new educators are ready to meet the needs of all learners.

Restorative Justice in Madison Schools

The YWCA Madison “uses restorative justice as a strategy to address the School-to-Prison Pipeline.”²² Because racial disparities in school discipline directly correlate with the racial disparities in the criminal justice system MMSD has partnered with the YWCA. The YWCA takes a “proactive approach to whole-school climate change based on improved communication and responsibility. It provides a cost-effective strategy for long-term change that enhances and builds relationships, improves behavior, reduces violence and builds communities.” The YWCA's Restorative Justice Program is currently being implemented in the MMSD as well as other public school districts in Dane County.

National statistics show “Black and Latino males are the two groups of students most likely to be suspended and expelled in PreK-12 schools.”²³ First introduced in March 2014, and developed with input from students, parents, teachers, and the community, the MMSD's new Behavior Education Plan is the District's approach for responding to student behavior violations using restorative practices rather than solely relying on traditional discipline tools such as suspension and expulsion. The Behavior Education Plan is intended to reduce the disparities that suspensions exacerbate. This plan demonstrates a shift away from zero tolerance policies to those that recognize student challenges, provide support resources, and assist students in learning from their mistakes. According to MMSD, national research indicates that exclusionary practices that focus on removing students from school are ineffective in changing student behavior. In fact, studies show that:

- Higher rates of suspensions and expulsions correlate with higher rates of future misbehavior
- School removals are associated with a higher likelihood of school dropout
- Suspensions and expulsions increase the likelihood that a child will enter the criminal justice system

Behavior Education Plan

The MMSD Behavior Education Plan uses the following practices paired with appropriate consequences:

- **Restorative conversation:** This technique uses restorative justice principles to engage one or two students in a problem situation, and an adult, in dialogue in order to teach verbal conflict resolution methods.

²² http://www.ywcamadison.org/site/c.cuIWLi00Jgl8E/b.7968327/k.87EF/Restorative_Justice_Program.htm

²³ Advancing the Success of Boys and Men of Color in Education. Retrieved from <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf> (page 9)

- **Classroom Circles:** This technique uses the restorative circle process in the classroom for problem-solving, welcoming new students, and other relevant situations.
- **Restorative re-entry or readmit:** This technique uses the restorative conversation protocol with a student who is out of the classroom due to a behavioral situation, or is returning to school from suspension to work through the issue.
- **Circles for intervention:** The Circle process is being used by school staff, and sometimes trained student Circle Keepers, to address a wide range of situations, including: peer, racial, and teacher/student conflict; wrong-doing or harm; and need for support.
- **YWCA Circle Keeper Training:** The YWCA trains students to be Circle Keepers in many secondary schools, and in some of those schools, provides support for pre-planned Circles around attendance and chronic misbehavior situations. This can positively impact both the students who are referred to the Circle and the trained student Circle Keepers.
- **Re-engagement Circles:** This technique uses the Circle process with students who are returning to MMSD from extended absences, including expulsion, juvenile corrections, and residential treatment. The purpose is to welcome them back, address any concerns they may have about returning to school and develop a plan for support. They also work to identify and repair any harm that may have been done prior to their leaving school.

Thus far, in the 2014-15 school year, African American students make up 55% of out-of-school suspensions, consistent with the same time period in the 2013-14 school year.²⁴ However, the Behavior Education Plan, in its early stages, has demonstrated some measure of success, with a 50% overall decrease in suspension rates.²⁵ As a result of the reduction in suspensions, lost instructional time decreased. Almost 1,100 fewer days of instruction were lost to out-of-school suspensions. MMSD is tracking the results of the new policy closely and will use the data to address the disparities in suspension more effectively.

Restorative Practice Models

Restorative Practices have demonstrated success in other cities. As noted in a recent study, the Denver Public Schools district and the Santa Fe Public Schools district “contain the two largest concentrations of schools utilizing Restorative Justice methods in their school discipline procedures in the United States.”²⁶ West Philadelphia is another school district that has achieved success using Restorative Practices.

Denver Public Schools – Denver, CO

Prompted by an increase of students referred to law enforcement and rising out-of-school suspension rates, in 2008, the Denver Public School Board paired with community groups to develop and approve a new disciplinary policy that includes restorative justice interventions.²⁷ Under the policy, when a rule infraction occurs, staff members have three intervention options: administrative, restorative, and therapeutic.²⁸ The restorative option is defined as, “. . . problem solving interventions done ‘with’ the offender. They are driven by the victim as much as is possible and focus on the harm caused and how it will be repaired. An assessment of the situation will be done, and a determination will be made whether

²⁴ Madison Metropolitan School District. *Board of Education Behavior Education Policy*. 2/19/2015. Powerpoint.

²⁵ Madison Metropolitan School District. Behavior Education Plan First Quarter Review. Retrieved from <https://www.madison.k12.wi.us/behavior-education-plan-first-quarter-review>.

²⁶ Simson, David, Restorative Justice and its Effects on (Racially Disparate) Punitive School Discipline (May 12, 2012). 7th Annual Conference on Empirical Legal Studies Paper. Available at SSRN: <http://ssrn.com/abstract=2107240> or <http://dx.doi.org/10.2139/ssrn.2107240> PAGE 18

²⁷ <http://www.restorativejustice.org/editions/2008/september08/denverschools/>

²⁸ <http://www.restorativejustice.org/editions/2008/september08/denverschools/>

a face-to-face meeting with all parties is appropriate . . . Examples include family group conferencing, victim-offender mediation, or classroom peace circles.”²⁹ By 2010, the DPS saw “a 68 percent overall reduction in police tickets and a 40 percent overall reduction in out-of-school suspensions in seventeen schools.”³⁰

Santa Fe Public Schools - Santa Fe, NM

The Santa Fe Public Schools enacted its first Restorative Justice program in 2004 with a high school mediation class and middle school student court. By 2008, the District’s Restorative Justice programs expanded to serve more than 975 K-12 students in thirteen schools.³¹ SFPS defines Restorative Justice as “an alternative to traditional school discipline – peers problem-solve to address the issues raised and harm done by school infractions.”³²

As of 2008, The District has assigned different restorative practices by grade level; elementary students use Restorative Justice circles, middle schoolers implement Peer Panels or Student Court, and high school mediation students hold circles with peers and address issues such as conflicts, fighting, classroom discipline, and personal challenges. One SFPS high school student shared, “This class has taught me to have more patience and to make better decisions in my life. I would not be ready to graduate without what I learned in the RJ class.”³³ An elementary student explained, “A circle is a safe place to express your feelings. Because it is better than keeping it all in.”³⁴

West Philadelphia Schools – Philadelphia, PA

After “implementing restorative circles, West Philadelphia High School saw a 50 percent decrease in suspensions, along with a 52 percent reduction in violent and serious acts during the 2007/08 school year, followed by a further reduction of 40 percent during the 2008-2009 school year.”³⁵

Student of color are less likely to meet key educational milestones

School readiness or ensuring that all children enter school cognitively, physically, socially and emotionally ready is an area of substantial research and program evaluation. Research shows that programs that focus on early childhood development increase the chance of an individual achieving sustained success over his or her lifetime. Key elements of an effective early childhood effort include: systematic screening of infants and toddlers, home visitation, parent support and education, high quality childcare, high quality early childhood education, and coordination to keep these parts working together.³⁶

According to the United Way, “In Dane County, disparities exist in children’s development and readiness for success in school. In the 2013-2014 school year, only 60% of children in the Madison Metropolitan School District (MMSD) scored ‘ready for kindergarten’ on the MMSD’s Kindergarten Screener. This

²⁹ <http://www.restorativejustice.org/editions/2008/september08/denverschools/>

³⁰ <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/dignity-disparity-and-desistance-effective-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline/schiff-dignity-disparity-ccrr-conf-2013.pdf>

³¹ <http://www.sfps.info/DocumentCenter/Home/View/1674>

³² <http://www.sfps.info/DocumentCenter/Home/View/1674>

³³ <http://www.sfps.info/DocumentCenter/Home/View/1674>

³⁴ <http://www.sfps.info/DocumentCenter/Home/View/1674>

³⁵ <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/dignity-disparity-and-desistance-effective-restorative-justice-strategies-to-plug-the-201cschool-to-prison-pipeline/schiff-dignity-disparity-ccrr-conf-2013.pdf>

³⁶ Dane County, Early Childhood Initiative Concept Paper. 2004. Retrieved from http://www.countyofdane.com/exec/pdf/eci_concept_paper.pdf

number is lowest for African American children (38%), Hispanic children (29%), Asian children (55%), and children of two or more races (67%). Historically, this number has varied from 58% - 62%.”

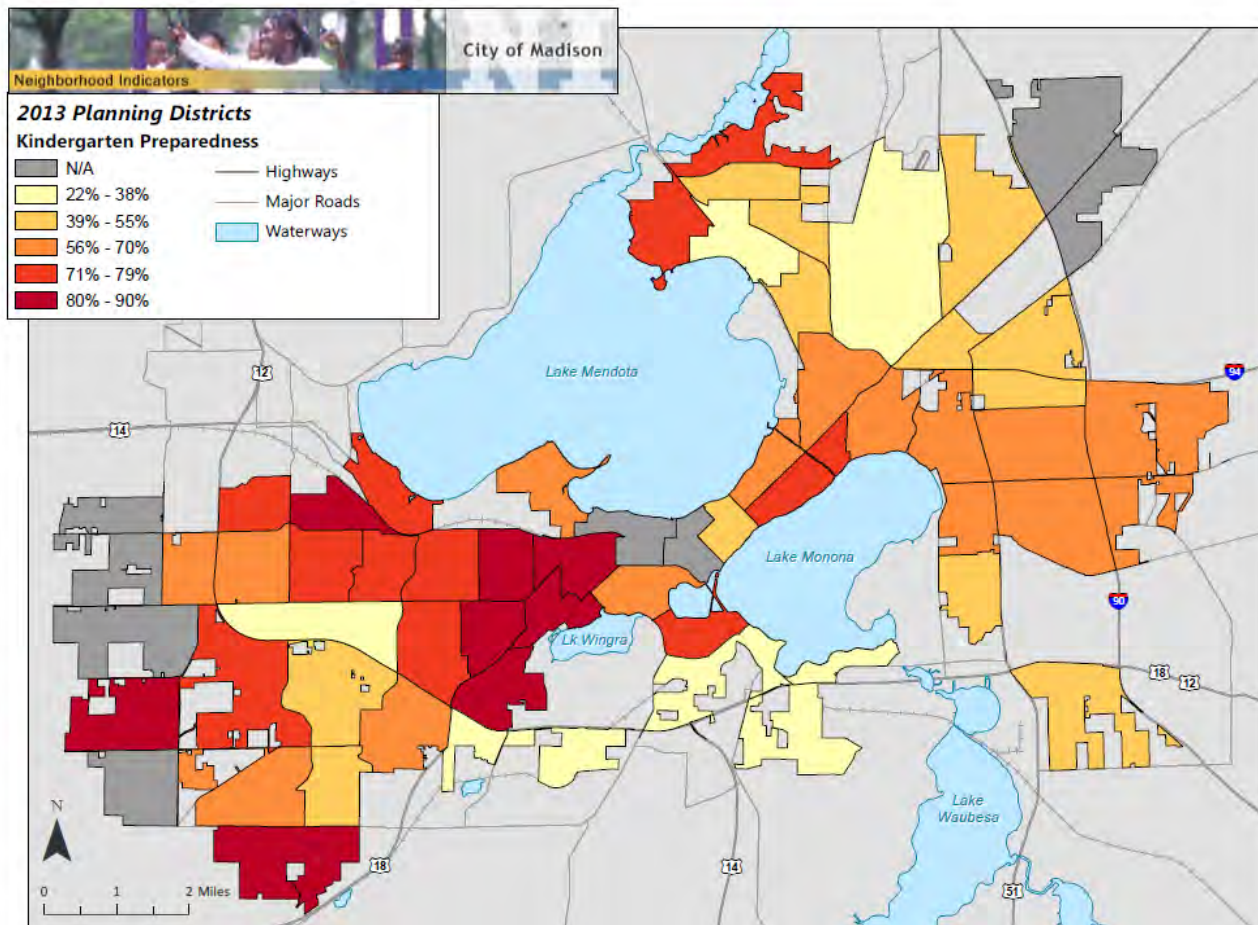


Figure 2. The City of Madison Neighborhood Indicators Program has developed maps to illustrate patterns of school readiness. The map of Kindergarten preparedness mirrors income and race geographies in the City of Madison. The map illustrates kindergarten preparedness using the same data sets from the Madison Metropolitan School District. Areas on the map that are lighter colored yellow have fewer students prepared to succeed in school than the darker red areas.

Reading at grade level by third grade is another key milestone. A student’s ability to read at grade level by third grade indicates their readiness to expand his or her studies to other areas. Research from the Annie E. Casey Foundation demonstrates that third grade reading proficiency has long-term impacts on high school graduation rates and adult achievements; below grade level proficiency has especially devastating impacts on students of color. According to the Foundation, “Sociologist Donald Hernandez found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children not to graduate from high school (about 25 vs. 13 percent).”³⁷ Madison’s third grade reading levels illustrate disparities in reading proficiency among students when examined by race and gender.

³⁷ Annie E. Casey Foundation. Early Warning Confirmed: A Research Update on 3rd Grade Reading. Retrieved from <http://www.aecf.org/m/resourcedoc/aecf-EarlyWarningConfirmedExecSummary-2013.pdf>.

	Grade 3 MAP Spring Reading Proficiency			Grade 3 MAP Fall-Spring Reading Growth		
	2012-13	2013-14	Change	2012-13	2013-14	Change
Overall	36%	38%	2%	49%	56%	7%
Asian	40%	43%	3%	46%	51%	5%
Black or African American	10%	8%	-2%	42%	48%	6%
Hispanic/Latino	12%	15%	3%	48%	59%	11%
Multiracial	30%	33%	3%	53%	54%	1%
White	57%	60%	3%	51%	60%	9%
ELL	15%	22%	7%	46%	57%	11%
Free/Reduced Lunch	12%	13%	1%	47%	53%	6%
Special Education	12%	10%	-2%	47%	50%	3%

Figure 3. MMSD MAP 3rd grade reading proficiency trends over time by demographic groups.

The MMSD Strategic Framework identifies reading by 3rd grade as one of its strategic milestones—a key measure that they use to ensure students are on track to graduate ready for college, career and community. One of the district’s major priorities is to establish a coherent approach to instruction in literacy aligned to the Common Core State Standards that utilizes core instructional materials across all schools. The district is also implementing a systematic approach to intervention to ensure that all students are identified early for targeted support in reading. To support these efforts, MMSD is partnering with the United Way of Dane County to provide support systems for early childhood education and to provide tutoring to elementary students not meeting reading proficiency through the Schools of Hope program. This work is being aligned to a tutoring framework developed based on research and best practice.

FULL SERVICE SCHOOLS

Challenge:

High school graduation rates for boys of color are significantly lower than other students. Oftentimes concerns from other parts of a student's life impede scholastic achievement and graduation. Two county-wide studies on access to opportunity found that children of color and their families face significantly more barriers to opportunity than their counterparts. “Poverty, single-parent households, limited English proficiency, high rent burdens, lack of car access, lower educational levels, segregation, and unemployment combine to reduce chances of fulfilling one’s potential.”³⁸ “The School of Medicine

³⁸ Residents in the City of Madison have different levels of access to opportunity as a result of demographic, economic, and geographic influences on all aspects of public life. The Fair Housing Equity Assessment (FHEA), conducted by the Capital Area Regional Planning Commission explores the distribution of opportunities, and barriers to opportunities in Dane County. This study offers a framework to identify specific neighborhoods in Madison facing above average levels of barriers to opportunity. Another report, “Analysis of Impediments to Fair Housing Choice”³⁸ done by MSA Professional Services Inc. for the city of Madison reinforced concerns about concentrated barriers to opportunity in certain geographic locations. According to Alder Anita Weier’s analysis in the Capital Times, “the study found that though the citywide percentage of African-American residents was 7.3 percent, the highest concentrations — over 20 percent African-American — are in the north, south and southwest parts of the city. The report added that “the Latino population is even more concentrated and segregated. The census tracts where African-Americans and Latinos are concentrated also have the highest percentages of those receiving food stamps and

and Public Health at the University of Wisconsin analyzed the connection between opportunity barriers and rates of diabetes, asthma and childhood obesity. They found significant correlations between these measures and low opportunity access."³⁹ These barriers make it harder for students to achieve academic success and participate in opportunities such as internships, jobs and apprenticeships.

Recommendation:

Establish full service schools in areas of need to offer wrap around services that enable students to focus on school and reach high school graduation. The full service schools, in addition to existing neighborhood and community centers, are intended to support increased family, student, and community engagement by increasing access to community services and increasing comfort in and attachment to schools in order to reduce exposure to and help eliminate persistent barriers to opportunity.

One function of the Full Service School will be connecting students to youth development and mentoring programs. Youth development and mentoring strengthens natural resilience and nurtures the confidence, motivation, and inspiration a student needs to set and obtain goals (i.e. high school graduation) while also building the skills necessary to plan a path to a successful career.

The Full Service School Model

Full service schools, also known as Community Schools, *are a place and a set of partnerships* connecting school, family, and community distinguished by their integrated focus on academics, youth development, family support, health and social services, and community development. "Using public schools as hubs, [full service] schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities."⁴⁰ A leading urban school superintendent described full service schools as "a strategy for organizing the resources of the community around student success."⁴¹ "Currently there are as many as 5,000 community schools operating in 44 states and the District of Columbia, serving an estimated 5.1 million students."⁴² Full service schools include the following intertwined key elements:

- Focus on Education
- School, Family and Community Engagement
- Extended Hours and Expanded Learning Opportunities
- Site Coordination
- Continuous Support Along the Pathway to Productive Adulthood
- Wellness
- Sustainability
- Whole School Transformation⁴³

Supplemental Security Income (SSI)."³⁸ The report attributed the concentration of affordable housing to multiple factors including "the perception that that is where units should be, stronger resistance from neighbors in other neighborhoods, and the relatively low cost of those neighborhoods.

³⁹ Steinhoff, Steve. Report: Access to Opportunity in Madison Depends on Where You Live August 21, 2014. Retrieved from <http://www.capitalregionscrpg.org/?p=1791>.

⁴⁰ Coalition for Community Schools. What is a Community School? Retrieved from http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

⁴¹ The Children's Aid Society. Building Community Schools: A Guide for Action. Retrieved from <http://www.childrensaidsociety.org/publications/building-community-schools-guide-action-2013-edition>.

⁴² The Children's Aid Society. Measuring Social Return of Investment for Community Schools. Retrieved from <http://www.childrensaidsociety.org/files/CASE%20STUDY%20final.pdf>

⁴³ The Children's Aid Society. Building Community Schools: A Guide for Action.

Additionally, a key community partner (e.g., University, County Department(s), Community Organization(s)) is identified and embedded in the schools to lead the effort, coordinate all support services, and align efforts with the school's academic improvement strategies.

According to the Children's Aid Society and the National Center for Community Schools, the full service schools movement "has entered a new, mature stage" involving full service school planning at the district, city, or county levels and creating whole systems, rather than one or a handful of community schools.⁴⁴ The reason for this systematic approach stems from a recognition of the pipeline continuum (also known as the "P-20" continuum) spanning from pre-kindergarten to the "age at which many young people enter the work-world."⁴⁵ This perspective "recognizes that all academic levels are connected and contribute to the ultimate goal of education – that of preparing young people for productive adulthood."⁴⁶ Full service schools help ensure smooth transitions throughout a student's career, keep students on track academically, and address non-academic needs including "social, emotional, and physical development and the acquisition of age-appropriate life skills, such as time management and study habits."⁴⁷ Additionally, full service schools have been proven to:

- *Counter negative trends among schools children, such as chronic early absence* (defined as missing 10% or more days in a single school year). Chronic absenteeism is a problem that affects children in elementary schools that serve mostly low-income Black and Latino children disproportionately and contributes to the achievement gap between these children and their white and middle class peers.⁴⁸
- *Curb summer learning loss.* "Low-income students lose about three months of grade-level equivalency during the summer months while middle-income students lose only about one month." Full service schools help remedy this concern by providing extended learning opportunities before and after school, weekends, holidays, and summers in order to keep "students stimulated and learning all summer long in an enjoyable, less formal environment."⁴⁹
- *Address high school dropout rates.* According to a U.S. Department of Education report, "high school students living in low-income families drop out at six times the rate of their more advantaged peers."⁵⁰

As Jane Quinn, Director of the National Center for Community schools points out, these concerns present "an enormous equity issue . . . the overreaching story is the disproportionate effect on low-income and minority children and youth. The [full service schools] strategy is a response rooted in social justice because it expands opportunities for such students to engage in learning and to overcome a range of health and economic barriers to success."⁵¹

Full Service Schools in Madison

Initial conversations with the Madison community regarding full service schools began in 2013. Since that time, the MMSD has researched the components, outcomes, and approaches of similar models

Retrieved from: <http://www.childrensaidsociety.org/publications/building-community-schools-guide-action-2013-edition>.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ Ibid.

around the country, engaged key community leaders, and introduced the concept to several community organizations. MMSD's initial work elucidated, among other things, two key facts: 1) there is no *one* path for this work, implementation may look different at every school based on the needs of that particular community and 2) *how* a school district moves from vision to implementation has a significant influence on the model's success for student and family engagement and long term outcomes.

The next phase, if enacted, would likely involve the following steps. The schools would gather input from the Madison community through multiple community sessions. They would interpret and understand the needs of children and families that have been expressed, ensuring that those needs are reflected in MMSD's full service schools model. The implementation process would then include the identification of pilot schools through a thorough selection process, the completion of asset maps and a needs assessment, the vetting of community-based organizations to provide various services (e.g., employment training, food access, academic tutoring, mentoring), and the identification of the key community partner. If the school district moves forward with the model, the roles of the school staff, key community partner, and participating community agencies would then be understood and formally codified through the district's Memorandum of Agreement (MOA) process.

If the plan were to move forward, once schools have been identified, the reins of operating a Full Service School would be firmly handed to the school and the key community partner, with the goal of engaging thousands of parents and children in their education and school preparedness by increasing access to resources and cultivating positive connections. Developing these community assets is critical so that every school thrives and every student is ready for college, career, and community.

Madison Out-of-School Time (MOST)

Beginning in 2012, the Madison Out-of-School Time (MOST) Initiative ensures all of Madison's children and youth have access to the kinds of comprehensive, high quality, out-of-school time (OST) programs that support positive youth development, educational achievement, and/or career and community readiness.⁵² The MOST initiative engages parents and youth, the City of Madison, the Madison Metropolitan School District, Dane County, and community stakeholders to develop a city-wide system that supports collaboration and coordination across Out of School Time (OST) programs for children and youth. MMSD and the City share a staff person who coordinates the effort. These collaborative efforts emphasize the benefit of focusing the resources of MMSD, the City of Madison, and other funders.

To fulfill its mission, the MOST initiative is developing an online program finder that enables families and youth to quickly and efficiently find afterschool and summer programs located at schools or community sites that meet individualized needs and interests. The MOST data and management information work group currently consists of members from Dane County Human Services, the City of Madison, the Goodman Community Center, Kennedy Heights Neighborhood Center, MMSD/Madison School & Community Recreation (MSCR), Madison Public Library, United Way, Urban League of Greater Madison, Wisconsin Youth Company, and the YMCA of Dane County. MOST service providers will be key partners delivering programs in the Full Service Schools.

Aldo Leopold Elementary Open School House Program (OSH)

The Aldo Leopold Open School House program demonstrates the potential of a comprehensive full service school. Launched through neighborhood cooperation, the Open School House (OSH) program facilitates access to community resources at Aldo Leopold Elementary school, where 70% of students qualify for free/reduced lunch and high rates of mobility exist. The OSH model aims to help families overcome barriers to basic resources, increase participation in school community life, and maintain or

⁵² <http://www.cityofmadison.com/dpced/communitydevelopment/most/madison-out-of-school-time-most-initiative/499/>

increase the positive bond between children and their families. The school opens its doors on Tuesday nights to give families the opportunity to utilize school resources for academic, social, and fitness activities. The activities include access to the library, computer lab, and gymnasium. Additionally, the OSH program plans to provide community garden meetings and community forums. The target populations of the program are children ages 5-11, and families who are considered economically disadvantaged, English language learners, people of color, and/or highly mobile.

On-Going Youth Development and Mentoring Programs

The draft Madison Employment Plan released in November of 2013 highlights a partnership between the City of Madison, the Greater Madison Chamber of Commerce and the Southwest Wisconsin Workforce Development Board, which are working with non-profit organizations and service providers to enhance youth internships. In addition, coalitions such as the Madison Area Diversity Roundtable are working to promote access to employment opportunities.

The City of Madison supports a number of innovative youth employment and engagement programs including those funded by the Community Development Division.

The City of Madison - Wanda Fullmore Youth Employment Initiative

In 2014 the Wanda Fullmore Youth Employment Initiative was introduced. Wanda Fullmore, for whom the initiative is named, got her start as a teenager forty years ago through a youth employment program.⁵³ Her career included thirty-nine years of dedicated service in the Mayor's Office, in which she served five different mayors during seven administrations.

This initiative provides high school age youth with an internship in a City department. The City partners with community-based organizations which recruit, train and support the interns. These eight-week summer internships provide the youth with on-the-job experience, exposure to professional work, and career awareness. They also serve to extend the learning process throughout the summer months and keep youth occupied and away from negative influences.

Centro Hispano - Escalera Program

The Escalera Program provides "services to Latinos in grades 9-12 to promote economic mobility through increasing academic achievement, facilitating career planning and providing information about advanced careers."⁵⁴ The program includes tutoring, career workshops, guest speakers, resume building workshops, ACT/SAT prep and summer internships. Additionally, Escalera encourages parent involvement through case management. It currently operates in MMSD's Memorial and West High Schools.

Boys and Girls Club of Dane County (BGCDC) - College Club

The goal of College Club is to inspire and prepare first through eighth graders for their educational future. Students work with case managers to set academic and personal goals. Case managers also connect "College Club members' families to community resources in the hopes of removing any social and/or economic barriers interfering with students' education." The curriculum focuses on topics such as goal setting, college entry, financial aid, career development and life skills. Program participants also engage in field trips and service-learning projects.⁵⁵

⁵³ City of Madison Equity Initiative, May 2014.

Retrieved from <http://www.cityofmadison.com/mayor/documents/Equity2014.pdf>

⁵⁴ <http://www.micentro.org/escalera.html>

⁵⁵ <http://www.bgcddc.org/what-we-do/youth-programs/>

Measuring Success

The MMSD tracks crucial educational metrics and publishes the data annually. Literacy skills in third grade, high school readiness in 8th grade, and high school completion rates are regularly reported. This existing data can be used to track the success of students at Full Service Schools over time. To further understand the impact of Full Service Schools on all students, these milestones are also broken down by race.

Academic metrics alone are unable to fully capture the impact of Full Service Schools. “The particular challenge for community schools in valuing outcomes arises precisely because the comprehensive goal of community schools is to impact the child, the family, and the school community.”⁵⁶ As such additional work will be required to develop an evaluation system that examines the social return on investment in full service schools. The measures will depend on the specific goals and programs provided at each full service school, which may include: 1) family stability/mobility, 2) family engagement, 3) academic success, 4) students’ physical and mental health.

⁵⁶ Children’s Aid Society. The Finance Project Measuring Social Return on Investment for Community Schools A Practical Guide. 2013

“For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed.” –Bell Hooks

MBK FOCUS AREA: ALL YOUNG PEOPLE ARE SAFE FROM VIOLENT CRIME AND RECEIVE SECOND CHANCES

This section examines factors that influence boys and young men of color to engage in criminal behavior and the way in which interactions with the criminal justice system can limit opportunities and achievement throughout their lives.

“What too few people mention when discussing crime is the degree to which concentrated poverty, hopelessness and despair are the chambermaids of violence and incivility. These factors are developed and maintained through a complicated interplay of structural biases — historical and current — interpersonal biases, environmental reinforcements and personal choices.”⁵⁷

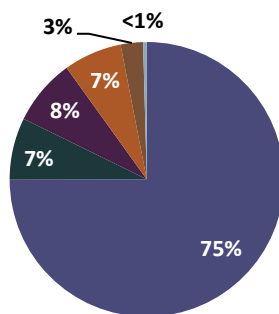
EXPAND ALTERNATIVE AND RESTORATIVE JUSTICE PROGRAMS

Challenge: Boys and young men of color face higher rates of suspension, expulsion, arrest and incarceration than their peers, which contributes to a lifetime of diminished opportunities.

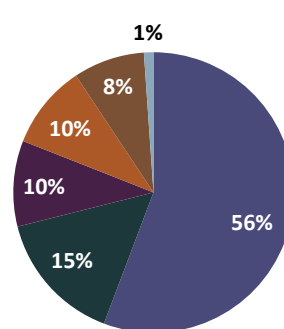
Recommendation: Expand alternative and restorative justice programs at the high school and young adult level to advance community well being, reduce penalties and limit interaction with the criminal justice system for those with minor offenses, and rebuild positive pathways. Several alternative and restorative justice programs are underway at the school district, as well as in the municipal and county courts in Madison, WI and those programs are highlighted in the remainder of this report. The City of Madison seeks to expand alternatives to traditional public schools for chronically absent 9th and 10th graders and increase referral to municipal court programs that provide support for youth and families.

Madison’s population has become more diverse in recent generations. Youth in Madison come from a wider variety of racial and ethnic backgrounds than the adult population which is predominantly White. More than 50% of the children enrolled in the Madison Metropolitan School District are students of color.

Total Madison Population



Under 18 Madison Population



- White
- Black
- Asian
- Latino
- Two or More
- Other

Figure 4: The City of Madison Population as a whole is predominantly white; however, the younger population in itself is significantly more diverse. Following this trend, Madison will continue to grow more diverse with time. This graph is adapted from the 2014 City of Madison Racial Equity and Social Justice Initiative Report.

⁵⁷Charles M. Blow. A Kaffeeeklatsch on Race. February 16, 2015. The New York Times. Retrieved from http://www.nytimes.com/2015/02/16/opinion/charles-blow-a-kaffeeeklatsch-on-race.html?emc=edit_th_20150216&nl=todaysheadlines&nid=66552238

Even with concerted efforts to address racial disparities in arrests, Madison’s own statistics reflect the national trends that African American people are more likely to be arrested than people of any other race. For example, the Madison Police Department’s 2013 statistics show that 47% of all arrests were African American individuals. Compared to the total number of African Americans in the adult population in the City of Madison, the number of African Americans is not only disproportional, but exorbitant.

Across America, more than 1.5 million African American men are incarcerated and approximately 1 in 3 African American men will go to prison at one time in their life. “There are more African-American men in prison, jail, on probation or parole than were enslaved in 1850,” said Diego Arene-Morley, president of Brown University Students for Sensible Drug Policy.⁵⁸ The sheer magnitude of African American men involved in the criminal justice system has contributed to the association of African Americans and criminality. As Michelle Alexander noted in *The New Jim Crow*, “today mass incarceration defines the meaning of blackness in America: black people, especially black men, are criminals. That is what it means to be black.”

In addition to an increased risk of arrest, African Americans are victims of violent crime at high rates and are much more likely to be murder victims than people of any other race. According to the Bureau of Justice, “while blacks accounted for 13% of the U.S. population in 2005, they were victims in 15% of all nonfatal violent crimes and nearly half of all homicides.”⁵⁹

Based on the 2010 U.S. Census Bureau count, 12.8% (or 1 in 8) African American working age men in Wisconsin are behind bars in state prisons and local jails.⁶⁰ A University of Wisconsin-Milwaukee study notes, “[T]his rate of mass incarceration is the highest for African American men in the country and nearly double the national average of 6.7% (or 1 in 15).”⁶¹ Aside from Wisconsin, the three states with the highest rate of incarceration of African American men are Oklahoma (9.7%), Iowa (9.4%) and Pennsylvania (9.1%).⁶²

These racial disparities extend to Dane County. “Dane County’s juvenile justice numbers also show disparities that are wider than those found elsewhere in the state or nation.”⁶³ Specifically, “black teens in Dane County in 2010 were six times more likely to be arrested than whites . . . while black youth in the rest of the state were just three times as likely to be arrested as whites, and nationally black youths were only a little more than twice as likely to be arrested than their white peers.”⁶⁴ Furthermore, while African American adolescents make up less than 9% of Dane County’s youth population, they “made up almost 80% of the local kids sentenced to the state’s juvenile correctional facility in 2011.”⁶⁵

It is not surprising that “these black-white disparities carry over from the juvenile justice to the adult systems.”⁶⁶ In 2012, African American adults in Dane County were arrested “at a rate more than eight

⁵⁸ Mulvaney, Katie. Brown u. Student Leader: More African American Men in Prison System Now than were Enslaved in 1850. Politifact December 7, 2014. Retrieved from <http://www.politifact.com/rhode-island/statements/2014/dec/07/diego-arene-morley/brown-u-student-leader-more-african-american-men-p/>

⁵⁹ Bureau of Justice Statistics, Special Report. Black Victims of Violent Crime. August 2007, NCH 214258.

⁶⁰ <http://www4.uwm.edu/eti/2013/BlackImprisonment.pdf>. page 2

⁶¹ <http://www4.uwm.edu/eti/2013/BlackImprisonment.pdf>. page 2

⁶² <http://www4.uwm.edu/eti/2013/BlackImprisonment.pdf>. page 2

⁶³ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 10

⁶⁴ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 10

⁶⁵ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 11

⁶⁶ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 11

times that of whites”.⁶⁷ “That compares to a black-white arrest disparity of about 4 to 1 for the rest of Wisconsin and 2.5 to 1 for the nation as a whole.”⁶⁸ These racial disparities are reflected in Dane County’s incarceration numbers. “While black men made up only 4.8% of the county’s total adult male population, they accounted for more than 43% of all new adult prison placements for the year.”⁶⁹

Restorative Justice Theory

“Restorative justice is a theory of justice that emphasizes repairing the harm caused or revealed by criminal behavior. It is best accomplished through cooperative processes that include all stakeholders” including victims, offenders, and community members.⁷⁰ The Centre for Justice and Reconciliation lays out three steps to respond to crime under a restorative justice approach:

1. identifying and taking steps to repair harm,
2. involving all stakeholders, and
3. transforming the traditional relationship between communities and their governments in responding to crime.⁷¹

Moreover, restorative justice seeks to diminish the over-representation of minorities in the criminal justice system.⁷²

As noted earlier in this report students of color are more likely to be suspended from school which decreases opportunities for academic success and increases the likelihood of a student entering the juvenile justice system.⁷³ In order to head off the criminal justice system disparities, communities and schools must work with youth and students before problems occur to “first build respect, trust, relationships, and community in the classroom, the hallways, and school offices and then respond in a particular way when something does go wrong.”⁷⁴ When schools work towards these goals they decrease the likelihood of an incident requiring punishment or restorative justice interventions. At the same time these efforts “increase the motivation to make things right when there has been wrong-doing or harm and increase the skills students need to participate in the process when it’s more difficult.”⁷⁵

⁶⁷ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 11

⁶⁸ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 11

⁶⁹ <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf> page 11

⁷⁰ <http://www.restorativejustice.org/university-classroom/01introduction>

⁷¹ <http://www.restorativejustice.org/university-classroom/01introduction>

⁷² <http://www.restorativejustice.org/legislative-assembly/13restorative-justice-and-minorities-1>

⁷³ Tony Fabelo, Ph.D. ; Michael D. Thompson ; Martha Plotkin, J.D. ; Dottie Carmichael Ph.D. ; Miner P. Marchbanks III, Ph.D. ; Eric A. Booth, M.A.

Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement Council of State Governments Justice Ctr Public Policy Research Institute at Texas A&M University 07/2011 Retrieved from <https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=266653>
Key findings from the report include:

- 1) African-American students and those with educational disabilities were disproportionately more likely to be removed from the classroom for disciplinary reasons; 2) students who were suspended and/or expelled, especially those who were repeatedly disciplined, were more likely to be held back a grad or to drop out of school compared to students not involved in the disciplinary system; 3) students expelled or suspended had a significantly higher likelihood of being involved in the juvenile justice system compared to other students

⁷⁴ Lonna Stoltzfus. Madison Metropolitan School District. Personal Communication

⁷⁵ Lonna Stoltzfus. Madison Metropolitan School District. Personal Communication

On-Going Restorative Justice Programs

Wisconsin Restorative Justice Coalition (WRJC)

The Wisconsin Restorative Justice Coalition (WRJC) “exists as a statewide coalition to promote restorative philosophy and quality restorative services for individuals, communities and organizations.”⁷⁶ “Practices include the victim, the offender and the community in a respectful dialog that promotes healing.”⁷⁷ The WRJC holds regular meetings across the state in various communities, including correctional facilities, that provide support, training, and education on restorative justice. Judy Van Caster, a WRJC Volunteer Instructor shared,

“[Restorative Justice] begins by introducing everyone to the idea of the ripple effect of crime and how it [a]ffects the survivor, their families, the community, the country, the world and even oneself. Everyone, along with businesses are affected by crime and we really delve into how far-reaching crime is and how it touches everyone. This is often an enlightening experience, as the offender often feels they are a victim of their own environment and fail to see the ripple effect of their actions.”⁷⁸

University of Wisconsin Law School - Restorative Justice Project

The University of Wisconsin Law School hosts its own Restorative Justice Project where students take restorative practices into both prisons and community corrections by engaging in “victim-survivor initiated dialogue requests with offenders, typically in sensitive crimes and crimes of severe violence.”⁷⁹ “Under the supervision of the project director, students help guide victim-survivors and offenders through the intensive preparation process culminating in one or more face-to-face meetings.” Additionally, clinic students have the opportunity to address conflict and resolution techniques in area neighborhoods and schools.

Expand alternatives to school for chronically absent 9th and 10th graders

Students who are chronically absent face truancy court. Unlike 9th and 10th graders, 11th and 12th graders are often provided alternative schools and programs that increase attendance and help them complete high school.

Judge Koval, the City of Madison Municipal Court Judge, now holds truancy court sessions at the schools. The sessions keep the students in school for the day instead of having them miss school for court and incorporate the input of parents, principals, teachers, and social workers to create the best plan for each student.

The City of Madison together with the Madison School District and the Municipal Judge will consider methods to expand resources and programs for 9th and 10th graders that work to promote school attendance and graduation.

Reduce the number of boys and young men of color in contact with County juvenile delinquency system by increasing Municipal referral opportunities⁸⁰

The Madison Municipal Court utilizes alternative justice programs for its offenders, including juveniles. Many youth and families that come before the Municipal Court face barriers to successful completion of

⁷⁶ <http://www.wrjc.net/mission-statement>.

⁷⁷ <http://www.wrjc.net/mission-statement>.

⁷⁸ <http://wrjc.net/>.

⁷⁹ <http://law.wisc.edu/fjr/rjp/>

⁸⁰ Based on personal communication with Erin Nunez Municipal Court

Court orders (such as community service). These barriers include lack of knowledge of the court system and lack of information about consequences of noncompliance. Youth that are struggling in the community are often also facing challenges at home or lack constructive life skills. Challenges and barriers such as poverty, lack of transportation, high household mobility, inconsistent phone/internet service, and negative experiences with government and institutional systems disproportionately impact youth of color in our community.

Youth who fail to comply with Municipal Court orders can incur life changing sanctions such as suspension of their driver's license, or in instances of truancy cases, being barred from obtaining a work permit until the age of 18. Many of these consequences initiate negative behavior cycles that persist into adulthood, changing a youth's life trajectory and negatively impacting their adult decision making skills.

The Municipal Court Youth Disproportionate Minority Contact Reduction Initiative is designed to reduce disproportionate minority contact through policy and procedural changes at the Municipal Court by providing supported community service, youth employment, life skills training, and other required interventions while youth cases are held open. With successful completion of the intervention, the case may be dismissed and fines/forfeitures can be eliminated. This program was successfully piloted in 2014 and demand for these interventions exceeds the resources made available through the initial pilot. In February of 2015, the City of Madison applied for a grant to the Wisconsin Department of Justice to expand the Municipal Court referral programs and offer wrap around services to more young people. The goal is to serve more young people and help them focus on making progress on their own ambitions by addressing and resolving Municipal Court cases more quickly and successfully.

The Madison Municipal Court handles civil ordinance violations issued by the City of Madison. Their offenders are ages twelve and up. The judge often incorporates community service into court orders and allows juveniles to pay their fines through community service. The judge can also order defendants to have no further violations and to attend school in substantial compliance. Some municipal youth defendants are in the Dane County Court system as well. The criminal court system may provide access to social workers and other resources. The court recently started a work team program with Centro Hispano and Briarpatch Youth Services Wisconsin. These organizations help defendants with transportation and fulfilling their community service hours. When appropriate the Municipal Judge may refer defendants to a variety of community programs that include:

University of Wisconsin Hospital - Multidimensional Family Therapy

Multidimensional Family Therapy offers the Adolescent Alcohol/Drug Assessment Intervention Program (AADAIP). The program provides screening assessments and intervention in a supportive environment. The program also offers information and referrals to treatment. Multidimensional Family Therapy also offers family counseling to work through related issues.

Family Service Madison - Alternatives to Aggression Programs

The Alternatives to Aggression Programs offers domestic violence related treatment through a number of programs that are geared towards men who have engaged in domestic violence towards their intimate partner, women who have been victims or have used force towards their partner, and teens who may be involved in dating violence.

Centro Hispano - ComVida/New Routes

This program "aims to divert Latino youth from negative behavior by helping them build healthy relationships with themselves, their parents, their peers, and their community."⁸¹

⁸¹ <http://www.micentro.org/comvida.html>.

Dane County Department of Human Services - BIG (Behavior Intervention Group)⁸²

BIG is designed for male and female middle and high school students to assist them in working through their anger management issues.

Youth Services of Southern Wisconsin (YSOSW) - Retail Theft Impact Panel

The Retail Theft Impact panel requires juveniles charged with retail theft to meet with community members and their peers to discuss their offense and build accountability. Panel members share the way in which they or their employer is affected by retail theft, encouraging the juvenile to think about the choice he made to shoplift.

Build Community through Peer Courts

Youth Peer Court is another example of an alternative to the traditional juvenile justice system, offering eligible youth an opportunity to receive a meaningful sanction from a jury of their peers. Youth Peer Court is a program designed for first-time youthful offenders who have pled guilty to ordinance violations such as curfew and truancy, retail theft, damage to property, and disorderly conduct. Community members along with selected youth sit on an advisory board for the court. Youth volunteers serve as jurors, sentencing offenders to a range of acts including writing apology letters, completing community service hours, and receiving AODA evaluations. Youth who successfully complete their sentence have the charge dismissed, while those youth who fail to comply have their cases referred back to municipal court. Youth Peer Courts are located in each of the four Madison high schools and operated in partnership with the Madison Metropolitan School District and Dane County Time Bank. In addition, the City of Madison supports the Youth Peer Courts in the Allied Drive neighborhood and Southwest Madison through Community Development Division funding.

The neighborhood based Peer Courts were developed after the Madison Police Department expressed interest in developing peer courts in two of Madison's high crime neighborhoods. The MPD provided initial funding for both the Allied Drive and the Southwest Madison Peer Courts, allowing both programs to organize, and successfully operate for two years. Other surrounding communities that have successful youth peer courts include Sun Prairie, DeForest, Oregon, Middleton, and Cottage Grove. Today funding for the programs comes from the City of Madison Community Development Division and the programs are managed by Youth Services of Southern Wisconsin. Up to 25 youth are served in each peer court annually and youth court sessions are held monthly in each location.

The school based peer courts are closely linked with educators. The Educational Resource Officers and police officers can refer students to peer court. These courts are separate from the Municipal Court; these tickets are not entered into the municipal court system and the judge does not see the defendants. As described in *Alternative Justice Programs for Madison's Youth*, youth offenders may appear in Youth Court "before a jury of their peers to explore the factors contributing to the incident, who was impacted, and what needs to be done to repair harm and address contributing factors."⁸³ The emergence of the peer courts has resulted in a reduction of several hundred cases a year to the Municipal Court.

Cultivate Community and Police Officer Trust and Create Mutual Awareness

The City of Madison has demonstrated a long-standing commitment to building relationships with individuals and groups in every neighborhood. Recognizing the need for a renewed commitment to trust

⁸² https://danecountyhumanservices.org/Family/NeighborhoodInterventionProgram/behavioral_intervention_group.aspx

⁸³ <https://studentservices.madison.k12.wi.us/node/349>

building and mutual awareness, the Madison Police Department has highlighted the three critical elements of community policing:

1. *Foster trust by providing quality service(s) for all. —which allows us to be better able...*

“...to identify problems that have the potential for becoming more serious for individuals, the police or the government...”

– [Herman Goldstein](#)

2. *Engage constituents to build partnerships that facilitate cooperation and collaboration.*
3. *Dedicate efforts to problem oriented-policing (problem-solving) as a service model.*⁸⁴

With this framework the Madison Police Department has established the following programs:

Amigos en Azul

In 2004, the Madison Police Department’s (MPD) South District formed Amigos en Azul to open lines of communication between the Latino community in Dane County and the Madison Police Department. Through this program City of Madison police officers work to eliminate cultural barriers and build partnerships in the community by attending community events and providing information, safety education and police resources to the Latino community.⁸⁵

Citizen Academy

This program is designed to provide the community with an understanding of the values, goals, and operations of the City of Madison Police Department while also allowing police to become more familiar with the community they serve. Participants are encouraged to ask questions and provide feedback throughout discussions on topics such as drug enforcement, gang activity, use of force decision-making, traffic enforcement and crisis negotiations.⁸⁶

Neighborhood Officers

MPD’s neighborhood officers are assigned to specific communities that have historically had a high need for police services. Neighborhood officers work full-time in their assigned neighborhoods rather than responding to general calls for police service. They take a proactive approach to find long-term solutions to problems in their areas. Neighborhood officers are typically assigned to their areas for up to four years, and they become very familiar with their neighborhoods and residents, building trust and opening the line of communication.⁸⁷

⁸⁴ Community Policing *Madison Police Style* retrieved from <http://www.cityofmadison.com/police/community/policing/>

⁸⁵ <http://www.cityofmadison.com/police/community/amigosenazul/>

⁸⁶ <http://www.cityofmadison.com/police/jointeam/academy/>

⁸⁷ <http://www.cityofmadison.com/police/south/neighborhoodofficers.cfm>

Build Capacity for Programs That Emphasize Focused Deterrence

The Madison Police Department recognizes that a small number of offenders are responsible for a large amount of crime within the community, indicating a pattern of repeat offending. Focused deterrence has been identified as an effective strategy to address this issue.

Special Investigations Unit – Focused Deterrence

In 2010, the Special Investigations Unit (SIU) was developed to address issues with repeat offenders using focused deterrence methods. Focused Deterrence is an evidence based crime prevention strategy used to identify those responsible for committing a disproportionate amount of crimes and focus resources towards their desistance. This method involves swift and aggressive punishment by the criminal justice system in order to discourage repeat contact with the system. Offenders are then offered resources including education, job training, housing assistance, and drug/alcohol counseling, to aide them in becoming positive members of the community. This proactive strategy is rooted in shared responsibility with the police and the community actively engaging in addressing the problem. Focused Deterrence is a collaborative effort between the Department of Corrections (DOC), the District Attorney's (DA) Office, the U.S. Attorney's Office, the Drug Task Force & Gang Unit, Madison Area Urban Ministry (MUM), Nehemiah Center for Urban Leadership and Development and other community organizations focused on reentry and mentorship programs.

Build Capacity for Programs That Emphasize/Provide Re-Entry Support

As part of the Madison Area Urban Ministry's (MUM) mission to be "a prophetic voice for justice, neighbors and working together for social change", they have established several re-entry programs to assist with the transition out of prison into the community.

In addition to their programs for adults, MUM also works to provide support for children of incarcerated parents. This support includes the coordination of visits to the prison in order to instill a sense of responsibility for the child upon the parent's release. This also serves to maintain the relationship between the parent and child during a period of extended absence.

MUM - Circle of Support

The Circle of Support program was developed in 2003 to assist in community reintegration following a period of incarceration. MUM staff screen and train community volunteers and connect them with the Core Circle Member, an individual who has been recently released from prison. A group of four to six community volunteers meet with the Core Circle Member to act as a support system. MUM volunteers also work with Core Circle Members who have spent a significant time behind bars to introduce them to societal technologies and norms that have changed since their sentencing in order to eliminate feelings of isolation from their fellow community members.

MUM - Journey Home

MUM works in collaboration with United Way of Dane County on the Journey Home reintegration initiative. Journey Home establishes a network of services for released offenders including: employment training, employment opportunities, vocational training, community service referral. The Journey Home program holds a monthly service fair that brings together service providers, landlords, employers and community members in one facility for convenient access.

MUM - Windows to Work

Windows to Work is a MUM program that begins in the correctional facility six months prior to an individual's release. The program focuses on educational and employment skill training to prepare the

offender to enter the workforce upon release. Once in the workforce, program staff monitors the ex-offender's job retention for up to twelve post release.

MUM - The Phoenix Initiative

The Phoenix Initiative pulls together a group of graduates of the MUM Core program who they refer to as the Alumni Group. In addition to providing support, resources and connecting offenders with treatment, the Alumni Group members help with community education and advocacy related to criminal justice system reform.

MUM - Returning Prisoner and Re-entry Program

MUM conducts re-entry simulations in prisons. These simulations within the prison include the completion of tasks that each offender determines to be necessary for his successful integration.

The Nehemiah Center for Justice and Reconciliation (NCJR) has also developed re-entry programs. NCJR researches social justice issues, with a focus on the African American community, and best practices for closing justice gaps. Nehemiah works in collaboration with individuals and organizations to provide mediation, advocacy and restorative justice opportunities. The NCJR also uses research to influence public legislation to include more just practices.

Nehemiah Center for Urban Leadership and Development – Nehemiah Center for Justice and Reconciliation

Nehemiah Center for Urban Leadership and Development provides re-entry services (transitional housing, mentoring, employment training, etc.) to assist individuals who are returning to the community from incarceration. The services intend to bring out existing positive attributes in participants in order to provide the self confidence needed to deviate from criminal behavior.

Measuring Success

The measurement of the effectiveness of restorative justice requires the participation of several agencies including the City of Madison, the Madison Police Department, the Madison Metropolitan School District, the District Attorney's Office, and the Dane County Restorative Justice Coalition. Metrics used to measure success include:

- Expulsion/suspension rates in the MMSD annual report or quarterly report
- Reentry of expelled and suspended students
- Evaluation of peer courts and youth courts by participants
- Completion of Municipal Court referral programs as determined by a judge
- Number of participants diverted from Municipal Court to supportive programs
- Total numbers students referred to peer courts and youth courts
- Attendance changes for chronically truant or absent students

NEXT STEPS

The recommendations in this report are intended to support a community conversation. MBK calls on community leaders to convene key partners to publicly launch a plan of action for accomplishing selected goals based off the results of the policy review. In the coming months, the City of Madison plans to bring together residents and community leaders to launch a plan of action.

Supporting boys and young men of color to reach their full potential will continue to be a defining priority for the City of Madison in the coming decades. Through our work to better understand the challenges facing boys and young men of color, we recognize the City of Madison cannot navigate these changing waters alone. The recommendations in this document will only be effective with strong community support. The MBK Working Group encourages all of the Madison community to assist with the implementation of these recommendations for our young people.



APPENDIX A: COMMON COUNCIL RESOLUTION 35742

SUPPORTING THE MAYOR IN ACCEPTING THE PRESIDENT'S MY BROTHER'S KEEPER CHALLENGE ON BEHALF OF MADISON, WI

WHEREAS, the President of the United States has issued a call to action to cities across the country to implement a coherent cradle-to-college-and-career strategy for improving the life outcomes of all young people to ensure that they can reach their full potential, regardless of who they are, where they come from, or the circumstances into which they are born; and

WHEREAS, this challenge specifically calls for addressing persistent opportunity gaps faced by boys and young men of color (including African Americans, Hispanic Americans, Native Americans and Hmong Americans) and ensuring that all young people can reach their full potential; and

WHEREAS, young men are not the only concern, but are indeed the largest group with the largest persistent opportunity gap; and

WHEREAS, the President's challenge calls for communities to focus a collective strategy on not less than two of these six items:

- All children enter school cognitively, physically, socially, and emotionally prepared;
- All children read at grade level by third grade;
- All young people graduate from high school;
- All young people complete post-secondary education or training;
- All youth out of school are employed; and
- All young people are safe from violent crime.

WHEREAS, the City of Madison and several city partners and other local organizations are currently working to improve the tragic reality that in Madison, boys of color are appreciably less likely to have success in any of these measures than their white counterparts; and

WHEREAS, the City has a leadership role to play within the community to convene organizations, identify effective strategies, and promote collaboration in an efforts to accomplish our shared goal of improving life outcomes for young people in a measurable way;

NOW, THEREFORE, BE IT RESOLVED that the Common Council supports the Mayor in accepting the President's My Brother's Keeper challenge on behalf of Madison, Wisconsin.

BE IT FINALLY RESOLVED that the Common Council supports the Mayor in directing his staff to take the following next steps as outlined in the President's challenge:

1) Immediately convene a Local Action Summit with key public and private sector stakeholders to assess needs, determine priorities, and decide what combination of the six stated objectives they will or are currently working to address.

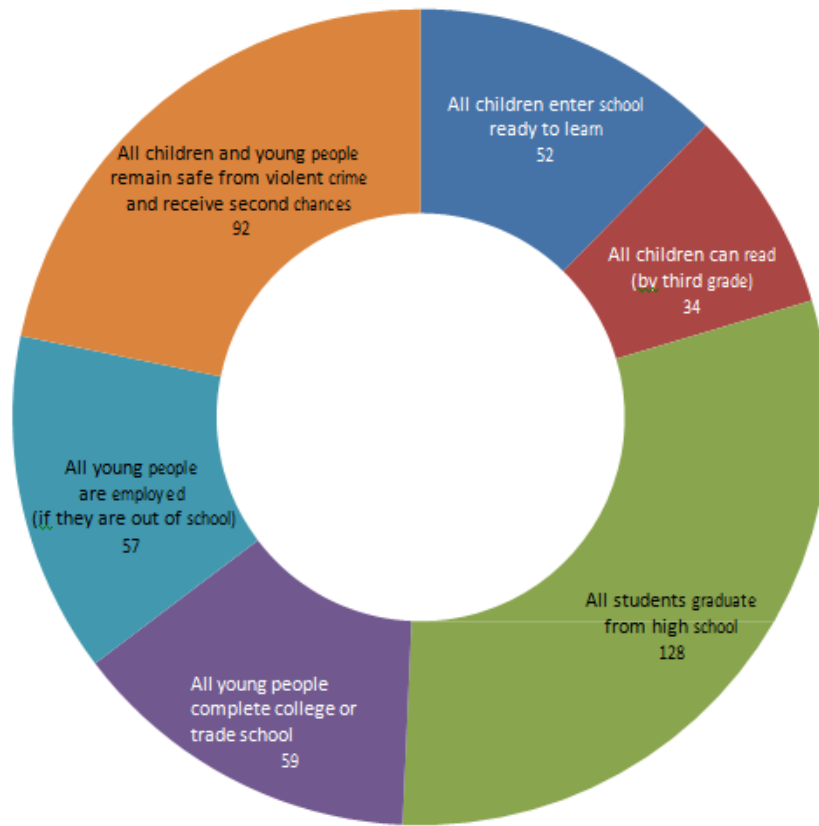
2) Create a working group of pertinent government stakeholders to scour existing local policies, programs, and practices in search of ways to introduce or expand on existing efforts to better serve the needs of the community's youth. The working group should assess the impact of both existing and

proposed programs. Within 120 days of accepting the President's Challenge, this body should produce a report with recommendations for action on Madison's selected areas of focus, standards for tracking and sharing data across other public agencies and community partners, and structural recommendations for institutionalizing the effort until goals are reached.

3) Within 180 days of accepting the President's Challenge, convene key partners to publicly launch a plan of action for accomplishing selected goals based on the results of our policy review. It should include a protocol for tracking data, benchmarks and timelines for review to ensure the transparent assessment of progress towards goals, and the open examination and retooling of ineffective strategies. Include a blueprint for resourcing our efforts which outlines plans to use or redirect existing resources, new public or private sector commitments, and specific areas where additional commitments, investment, or partnership could help our community reach its My Brother's Keeper goals and help potential new partners target their involvement

APPENDIX B: MY BROTHER'S KEEPER SURVEY RESULTS

**My Brother's Keeper:
Survey of boys and young men of color - Madison, WI January 2015**



210 Respondents answered the question:

"Please choose the two most important goals from the list below to make our community a better place for boys and young men of color."

This graph represents all answers from all demographic groups.

Please choose the two most important goals from the list below to make our community a better place for boys and young men of color. Please pick two.

Answered: 205 Skipped: 2

	All children enter school ready to learn	All children can read (by third grade)	All students graduate from high school	All young people complete college or trade school	All young people are employed (if they are out of school)	All children and young people remain safe from violent crime and receive second chances	Total
Q1: Age: 0-10	0.00% 0	50.00% 1	100.00% 2	0.00% 0	0.00% 0	50.00% 1	4
Q1: Age: 11-14	33.82% 23	11.76% 8	57.35% 39	35.29% 24	14.71% 10	45.59% 31	135
Q1: Age: 15-20	16.42% 11	14.93% 10	74.63% 50	29.85% 20	31.34% 21	40.30% 27	139
Q1: Age: 21-25	15.22% 7	17.39% 8	56.52% 26	19.57% 9	39.13% 18	54.35% 25	93
Q1: Age: 26+	40.91% 9	27.27% 6	45.45% 10	27.27% 6	27.27% 6	22.73% 5	42
Total Respondents	50	33	127	59	55	89	205

Please choose the two most important goals from the list below to make our community a better place for boys and young men of color. Please pick two.

Answered: 202 Skipped: 2

	All children enter school ready to learn	All children can read (by third grade)	All students graduate from high school	All young people complete college or trade school	All young people are employed (if they are out of school)	All children and young people remain safe from violent crime and receive second chances	Total
Q2: Female	31.58% 6	42.11% 8	52.63% 10	21.05% 4	21.05% 4	26.32% 5	37
Q2: Male	24.59% 45	13.66% 25	61.75% 113	28.42% 52	27.32% 50	46.45% 85	370
Total Respondents	51	33	123	56	54	90	202

Please choose the two most important goals from the list below to make our community a better place for boys and young men of color. Please pick two.

Answered: 204 Skipped: 3

	All children enter school ready to learn	All children can read (by third grade)	All students graduate from high school	All young people complete college or trade school	All young people are employed (if they are out of school)	All children and young people remain safe from violent crime and receive second chances	Total
Q3: White alone	40.00% 6	40.00% 6	33.33% 5	13.33% 2	26.67% 4	40.00% 6	29
Q3: Black or African American alone	21.10% 23	11.93% 13	66.06% 72	34.86% 38	27.52% 30	42.20% 46	222
Q3: American Indian and Alaska Native	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	100.00% 2	4
Q3: Asian alone	53.85% 7	7.69% 1	38.46% 5	23.08% 3	23.08% 3	53.85% 7	26
Q3: Two or More Races	11.11% 4	27.78% 10	69.44% 25	25.00% 9	33.33% 12	36.11% 13	73
Q3: Hispanic or Latino	29.03% 9	6.45% 2	54.84% 17	22.58% 7	22.58% 7	61.29% 19	61
Q3: White alone, not Hispanic or Latino	50.00% 1	0.00% 0	100.00% 2	0.00% 0	50.00% 1	0.00% 0	4
Total Respondents	49	32	126	59	55	90	204

APPENDIX C: ADDITIONAL DATA, RESEARCH AND REFERENCES

FOCUS AREA: ALL CHILDREN ENTER SCHOOL READY TO LEARN

In the long term, children with more exposure to effective early childhood initiatives are more likely to arrive at school ready to learn.⁸⁸ A 2014 report funded by the Bill and Melinda Gates Foundation highlighted some of the latest findings in the field:

- High-quality early learning has shown significant impacts, not only on children’s readiness, but on later life outcomes as well.
- Children in low-income families benefit more from high-quality early learning than do children in moderate and high-income families.
- While having children in high-quality programs can facilitate gains in school-readiness, increasing the total time (dosage) children spend in high-quality care may produce significantly improved rates of school readiness.⁸⁹

Unfortunately, all children do not have access to high-quality programming and are not equally ready for kindergarten. The Madison Metropolitan School District (MMSD) conducts a kindergarten screener exam to determine school readiness and found that only 60% of children in the district scored “ready for kindergarten” in 2013-2014. According to the United Way of Dane County, “this number is lowest for African American children (38%), Hispanic children (29%), Asian children (55%) and children of two or more races (67%).”⁹⁰

The student population in Madison is growing increasingly diverse. In the 2013-2014 school year, more than 50% of the approximately 14,500 elementary school students in the MMSD are students of color. See table below.

Race/Ethnicity	Student Count	Percent of Group
American Indian	54	0.4%
Asian	1353	9.3%
Black	2523	17.4%
Hispanic	3096	21.4%
Pacific Isle	16	0.1%
White	6158	42.5%
Two or More	1290	8.9%

Table 1. Elementary students in the MMSD school year 2013 – 2014.

Support for Early Childhood

Born Learning - Play and Learn

“Play and Learn is a fun and engaging free-of-charge program offered by the MMSD for children ages birth to 3+ and their caregivers, who reside in the Madison School District. The Play and Learn sessions

⁸⁸ Early Childhood Initiative 2 pager, Research and Outcomes March 2013.

⁸⁹ Minervino, Ji Am. *Lessons from Research and the Classroom: Implementing High-Quality Pre-K that makes a Difference for Young Children*. Ready on Day One. Bill & Melinda Gates Foundation. September 2014.

⁹⁰ United Way of Dane County. *Born Learning Delegation Mobilization Plan 2.0*. Children are cared for and have fun as they become prepared for school.

provide a learning environment for families who may not have access to similar opportunities and who are not currently participating in similar programs. Children learn early math, literacy, and social skills through play and caregivers learn about child development, the importance of play, and parenting skills.”⁹¹

Born Learning – Ages and Stages Questionnaire® (ASQ) Developmental Screening

The Ages and Stages Questionnaire® is completed by parents and caregivers of children ages 0-5 years old. The research based tool is used to detect development delays if present. It serves to give parents vital information about their child’s development, and assist them in seeking referral for future assessments to address the identified issues.

Born Learning - Parent-Child Home

Parent-Child Home works primarily with families with multiple risk factors identified as very low income, low level of education or literacy, and no family support.

City of Madison Childcare Assistance and Accreditation Programs

The goal of the City of Madison Child Care Program is to improve and support the quality of early care and education in the City of Madison and to provide access to quality care to low-income families. Child care specialists and consultants spend many hours observing programs in action to see that they meet high standards of quality within the following areas: the activities and equipment offered to children, interactions between teachers and children, including the way staff teaches, talks to and nurtures children, and the environment for children.

Financial assistance is available to City of Madison residents that are ineligible for the Wisconsin Shares Child Care Subsidy Program and meet the City of Madison eligibility requirements. Depending on family income, applicants may be eligible for full or partial funding based on a sliding fee scale. Madison child care assistance is directly tied to the City of Madison’s commitment to quality early care and education. If funded, families must use a day care center or family child care provider that is accredited by the City of Madison.⁹²

Early Childhood Initiative

The Early Childhood Initiative (ECI), launched by Dane County in July 2004, is based on research which showed that early intervention in a child’s life can improve quality of life for the whole family and reduce poverty. ECI is a home visitation program targeted at pregnant caregivers or caregivers of a child 0-12 months of age until 3 years old. ECI’s purpose is to ensure that the community’s youngest children reach age-appropriate, developmental outcomes and live in families that are nurturing and self-sufficient with income from sustainable employment. ECI considers the whole family as a unit and works to alleviate root causes of challenges for each family and build success and autonomy for those families. ECI is unique among home visitation programs in that it focuses on fighting inter-generational poverty by promoting employment and job training, and on gathering data on the impacts of the program on maternal and infant mental health. ECI serves over 100 families annually.

Summer Training to Advance Reading Success (STARS)

STARS, a program of the Charles Hamilton Institute TM, Inc., a nonprofit corporation based in Madison, Wisconsin, and of the Madison (Wisconsin) Metropolitan School District (MMSD), is a supplemental and voluntary program for academically low performing children entering kindergarten and first grade. Founded in 1989, STARS seeks to help children catch up to their peer groups academically, thereby improving student self-esteem.

⁹¹ <https://earlyed.madison.k12.wi.us/play-and-learn>

⁹² Child Care Assistance Program Brochure. Courtesy of City of Madison Community Development Division.

The core of STARS is comprised of six summer school weeks made up of intensive half-day instruction with a low pupil teacher ratio. Afternoons are spent under the supervision of Madison School Community Recreation Department. Most STARS students face struggles defined by any or all of the following: kindergarten screeners, teachers, status as a special education student, need to repeat grade level, participation in ESL (English as a Second Language) or DLI (Dual Language Immersion) programs, parent referrals, and Headstart referrals.⁹³

Policy Recommendations for School Readiness

- Universal access to high quality early care and education (child care accreditation, child care assistance).
- Access to services for parental health and well-being (prenatal care, parenting groups, physical and mental health services, family sustainable employment, housing, crisis services).
- Focused intentional linkages with families as partners in children’s learning and development (parent-child interactions, social-emotional development, language development, physical health and growth).
- Expanded development of multifaceted settings for children’s socialization and learning (home visitations, child care, playgroups, play and learns, playground programs, toddler times).
- Accessible quality of life enhancements for all children: strong neighborhoods, safe communities, quality schools, parks, gyms, libraries, museums, etc.
- Means to disseminate current and accurate knowledge of what children need to grow and develop that can be shared and practiced with families and supported by the community (neighbors, child care, physicians, teachers, schools).⁹⁴

⁹³ STARS Overview 2015. Provided courtesy of John Y. Odom, Ph.D.

⁹⁴ Policy recommendations offered by Monica Host, Madison Community Development Division.

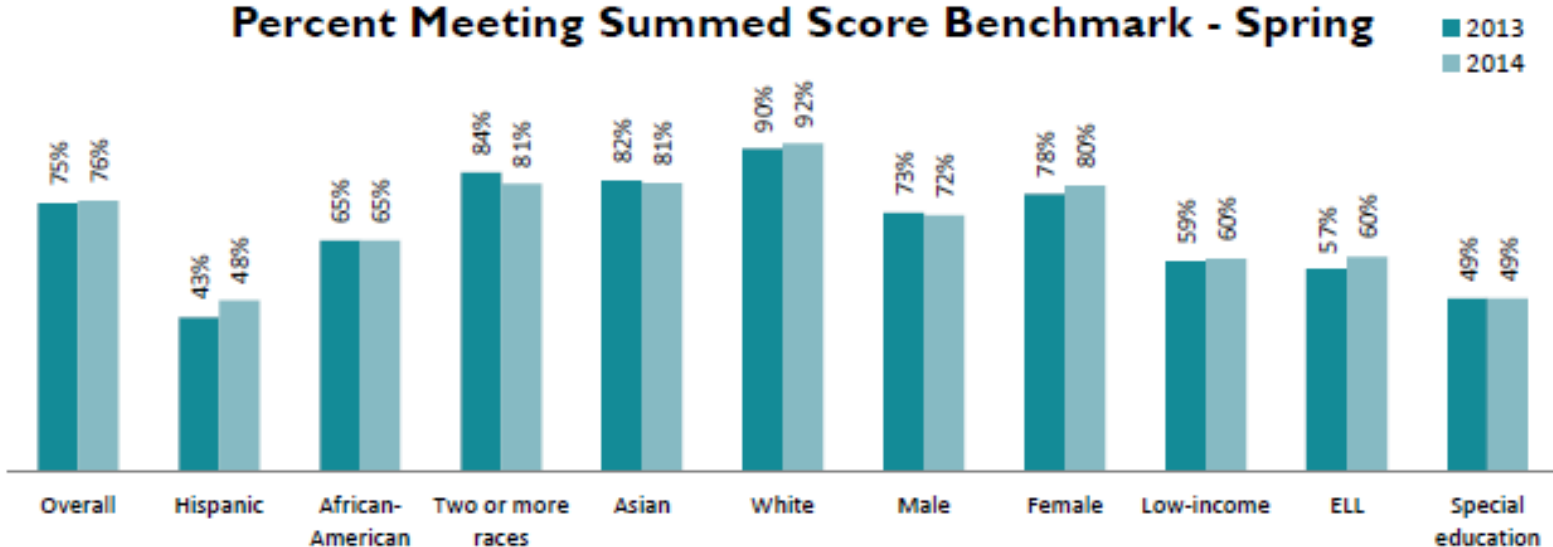
FOCUS AREA: ALL CHILDREN CAN READ AT GRADE LEVEL BY THIRD GRADE

“The Phonological Awareness Literacy Screening (PALS) is a research based screening, diagnostic, and progress monitoring tool” for Wisconsin students in grades 4K through 2nd grade.⁹⁵ PALS is used to “identify students at risk of developing reading difficulties, diagnose students’ knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students’ needs.”⁹⁶ Using PALS, teachers evaluate critical literacy development skills by grade. For example, kindergarteners are tested on alphabet recognition, letter sounds, and group rhyme. Moreover, PALS sets benchmarks for students. Students who do not meet PALS benchmarks are “deemed to be at risk of reading difficulty and schools and districts are [statutorily] required to provide interventions or remedial services for these students.”⁹⁷ Identifying which students or groups of students miss PALS benchmarks can be crucial to ensuring these students read at grade level by third grade.

Statewide and local MMSD PALS trends show that the percentage of students meeting benchmarks decreases as children and youth advance by grade. In fall 2014, 90.7% of statewide kindergarteners and 89.7% of statewide first graders met PALS benchmarks. However, these rates decreased significantly for second graders; only 76.1% of second graders met benchmarks statewide. The percentage of students meeting PALS benchmarks in the MMSD follows national trends. 84.4% of MMSD kindergarteners met the benchmark in fall 2014, while 79.6% of MMSD first graders and 69.9% of MMSD second-graders met the benchmarks of that same year.

Additionally, statewide data demonstrates a disparity between White and African American students passing PALS benchmarks. The disparity gap widens by grade. While 93.6% of statewide White kindergarteners met the benchmark, only 83.6% of statewide African American kindergarteners did. Similarly, 93.2% of statewide White first-graders met the benchmark, while only 79.1% of statewide Black first-graders did. However, the most significant racial disparity exists among statewide second-graders. While 80.6% of statewide White second-graders met PALS benchmarks, only 60.9% of statewide Black second-graders did—a difference of nearly 20%.

Percent Meeting Summed Score Benchmark - Spring



MMSD PALS-K Spring Scores 2013-2014 showing the percentage of students who have met the level of minimum competency, suggesting that the student is performing at grade level

⁹⁵ Using PALS Data, Wisconsin Dept. of Public Instruction.

⁹⁶ Id.

⁹⁷ Using PALS Data, Wisconsin Dept. of Public Instruction.

FOCUS AREA: ALL YOUTH GRADUATE FROM HIGH SCHOOL

Personalized Pathways at the Madison Metropolitan School District: The MMSD's Strategic Framework (July 2013) identifies Personalized Pathways as one of its goals to address gaps in proficiency and graduation rates and prepare "every student to graduate from high school, college, career and community ready." The district proposes to improve graduation rates and engagement in part through personalized pathways that tailor to each student's learning and relevant interests. Personalized Pathways encourage educators to support students and help them identify and research areas of interest as potential career paths. Students receive personalized counseling and learning opportunities outside of the classroom in a real world setting.

The Personalized Pathways program includes ongoing opportunities for exploring college and career pathways for all students, and it includes expanding participation in advanced, dual credit, career and technical, and online coursework. It is essential that students are engaged in a relevant learning experience and that they, with support of their families, are able to navigate the middle and high school experience so that they have multiple options upon graduation. Efforts include the development of multiple, clear and rigorous pathways to graduation, the establishment of Academic Career Plans (ACP) for all students that outlines a personalized pathway to graduation with frequent checkpoints along the way, and the expansion of the AVID college readiness program 6-12.

FOCUS AREA: ALL YOUTH COMPLETE POST-SECONDARY EDUCATION OR TRAINING

Recent national data show that “[a]bout 59 percent of first-time, full-time students who began seeking a bachelor’s degree at a 4-year institution in fall 2006 completed that degree within 6 years.”⁹⁸ “The graduation rate for females (61 percent) was higher than the rate for males (56 percent).”⁹⁹ At two-year degree-granting institutions, 31% of first-time, full-time undergraduate students who began their pursuit of a certificate or associate’s degree in fall 2009 attained it within three years (150% of the normal time required to do so).¹⁰⁰

From 1990 to 2013, the percentage of 25 to 29 year olds who had attained a bachelors or higher degree increased overall: for Whites (from 26 to 40%), Blacks (from 13 to 20%), and Hispanics (8 to 16%).¹⁰¹ However, “[b]etween 1990 and 2013, the gap in the attainment rate at this education level between Whites and Blacks widened from 13 to 20 percentage points.”¹⁰² Specifically, “black male college completion rates are lowest among both sexes and all racial/ethnic groups in U.S. higher education.”¹⁰³ Federal statistics demonstrate that “black men lag behind their peers in other races when it comes to graduating from both two- and four-year colleges.”¹⁰⁴ “From 2009 to 2012, only a third of black male students graduated from four-year colleges within six years, compared with 45 percent of Hispanic men, 57 percent of white men, and 64 percent of Asian men. For two-year colleges, the percentages who received a certificate or degree or who transferred to a four-year college over six years were 32 for black, 30 for Latino, 40 for white, and 43 for Asian men.”¹⁰⁵

In the city of Madison, educational attainment mirrors national patterns. In 2012, 31% of Whites had obtained a bachelors degree, 26% of Asians, 16% of Latinos and 13% of African Americans. There is less variation between associate degrees, yet Whites still earn the majority. Asians in the city of Madison attain advanced degrees at a high rate of 46%, followed by 24% of Whites, 14% of Latinos and 12% of African Americans (see figure below).

⁹⁸ http://nces.ed.gov/programs/coe/indicator_cva.asp

⁹⁹ http://nces.ed.gov/programs/coe/indicator_cva.asp

¹⁰⁰ http://nces.ed.gov/programs/coe/indicator_cva.asp#info

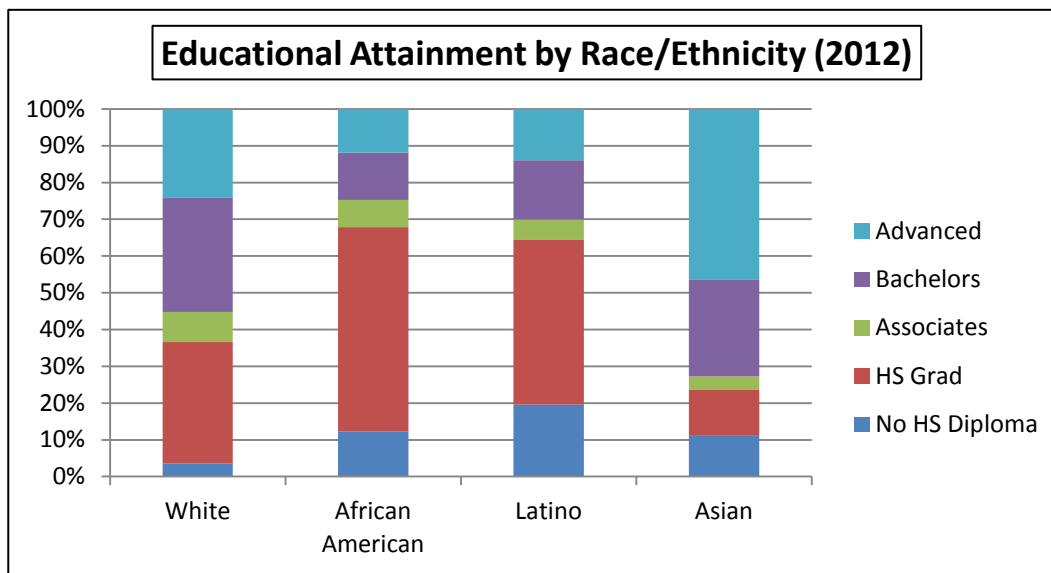
¹⁰¹ <http://nces.ed.gov/fastfacts/display.asp?id=27>

¹⁰² <http://nces.ed.gov/fastfacts/display.asp?id=27>

¹⁰³ <http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/bmss.pdf>. For example, in 2009, 65.9% of Black women attained their bachelor’s degree, while only 34.1% of Black males did. The staggering numbers are similar for associate’s degree with 68.5% of Black women attaining their associate’s while only 31.5% of their male counterpart achieving the same. *Id.*

¹⁰⁴ <http://chronicle.com/article/US-Is-Urged-to-Curtail/148563/>

¹⁰⁵ <http://chronicle.com/article/US-Is-Urged-to-Curtail/148563/>



Source: 2012 3-year American Community Survey

Another way of looking at the numbers shows that the majority of Asians and Whites in the City hold associates, bachelors, or advanced degrees, while the majority of African Americans lack a post-high school degree.

Most recently, a 2014 MMSD Senior Survey revealed that 69% of White graduating students reported plans to attend a four-year college/university and 21% reported plans to attend Madison College.¹⁰⁶ 28% of African American graduating students reported plans to attend a four-year college/university and 46% planned on attending MATC.¹⁰⁷

According to the U.S. Department of Education,¹⁰⁸ the percentage of public high school graduates “who earned credit in any occupational CTE [Career and Technical Education] area declined from 88 percent in 1990 to 85 percent in 2009.”¹⁰⁹ Based on the 2014 MMSD Senior Survey, 1% of White graduates and 5% of African American graduates reported plans to attend a vocational/technical college after graduation. 0% of Whites and 3% of African American graduates reported post-grad plans of entering a job-training program.¹¹⁰

Social scientists and experts have identified a variety of factors that contribute to the dropout and graduation rates at the post-secondary level among minority students, including: academic unpreparedness, low teacher expectations, financial difficulty, an absence of mentors and role models on campus, lack of adequate social and academic support, lack of diverse faculty and students, an absence of culturally inclusive instruction, and racially hostile campus climates.¹¹¹

¹⁰⁶ <https://accountability.madison.k12.wi.us/files/accountability/2014-8-9%20Senior%20Survey%20Results%202013-14.pdf>

¹⁰⁷ <https://accountability.madison.k12.wi.us/files/accountability/2014-8-9%20Senior%20Survey%20Results%202013-14.pdf>

¹⁰⁸ Ideas for national Training stats:

- <http://nces.ed.gov/pubs2014/2014901.pdf>
- <http://nces.ed.gov/surveys/ctes/tables/h123.asp>

Local Data on MMSD graduate student’s plans (including plans to do job training)

<https://accountability.madison.k12.wi.us/files/accountability/2014-8-9%20Senior%20Survey%20Results%202013-14.pdf>

¹⁰⁹ <http://nces.ed.gov/pubs2014/2014901.pdf>

¹¹⁰ <https://accountability.madison.k12.wi.us/files/accountability/2014-8-9%20Senior%20Survey%20Results%202013-14.pdf>

¹¹¹ <http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/bmss.pdf>;

<http://www.asha.org/practice/multicultural/recruit/litreview.htm>. See also Harris, F., III, Bensimon, E. M., & Bishop, R. (2010). The Equity Scorecard: A process for building institutional capacity to educate young men of color. In C. Edley, Jr. & J. Ruiz de Velasco (Eds.), *Changing places: How communities will improve the health of boys of color* (pp. 277-308).

Some suggest that at the core of the problem is the fact that “[i]nstitutes target *students* as the point of intervention and overlook the ways that *educators* produce and reinforce outcome gaps for Black and Latino men.”¹¹² Professor Shaun R. Harper recommends shifting away from the “popular one-sided emphasis on failure and low performing Black male undergraduates” and instead, focusing on “insights from those who somehow manage to navigate their way to and through higher education, despite all that is stacked against them.”¹¹³

Multiple organizations have proposed initiatives¹¹⁴ to improve college enrollment and success for minorities. They include: implementing systems that “enable college personnel to identify and intervene with students who demonstrate warning patterns (e.g., low test scores, absenteeism, missing assignments) associated with premature departure,”¹¹⁵; disaggregating graduation and completion data by race/ethnicity within gender; requiring institutions to conduct a self-study of student experiences and outcomes with data disaggregated by race within gender; increasing on-campus mentorships; funding campus-based programs to target minority outreach, retention, and graduation; increasing campus organizations and projects geared towards minority inclusion; creating partnerships between colleges and local high schools, being more intrusive and proactive in advising minority students; providing more financial resources for minorities; and creating opportunities to build social connections between men of color, faculty, and other students.¹¹⁶ It is also suggested that colleges designated by the federal government as minority-serving institutions should specifically serve such students, not just enroll them in large numbers by implementing the various initiatives listed above.¹¹⁷

According to a University of Wisconsin System Student Statistics report, the University of Wisconsin-Madison has 961 African American students (.02%) and 1,931 Hispanic/Latino students (.05%) enrolled out of the University’s 42,865 total students for the 2014-2015 school year.¹¹⁸ Approximately 30,616 White students account for 71% of the student population.¹¹⁹ UW-Madison has been expanding its efforts to increase minority recruitment, support, and retention on campus through a variety of programs highlighted below.

¹¹² Harris, F., III, Bensimon, E. M., & Bishop, R. (2010). The Equity Scorecard: A process for building institutional capacity to educate young men of color. In C. Edley, Jr. & J. Ruiz de Velasco (Eds.), *Changing places: How communities will improve the health of boys of color* (pp. 277-308).

¹¹³ <http://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/bmss.pdf>. Note that Harper’s study is unlike others; it focuses on black males that have high achieving success in college, instead of focusing on deficiencies.

¹¹⁴ Extra info (basically says the same thing, but worth citing to)
<http://weilab.wceruw.org/documents/PEOPLE%20Evaluation%20RFP%20-%20Final.pdf> (see page 4)

¹¹⁵ <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf>

¹¹⁶ Harris at 291-92. ¹¹⁶ <http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf>;

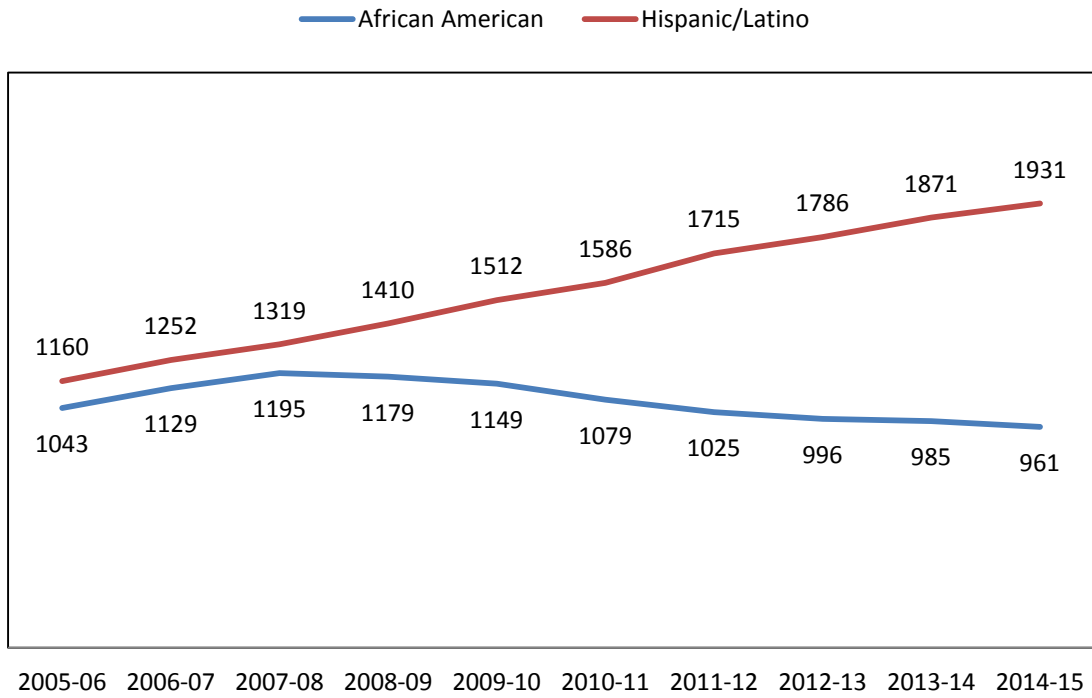
<http://interwork.sdsu.edu/sp/m2c3/files/2014/08/FINAL-POLICY-REPORT-9-1-14.pdf>;

¹¹⁷ <http://chronicle.com/article/US-Is-Urged-to-Curtail/148563/>

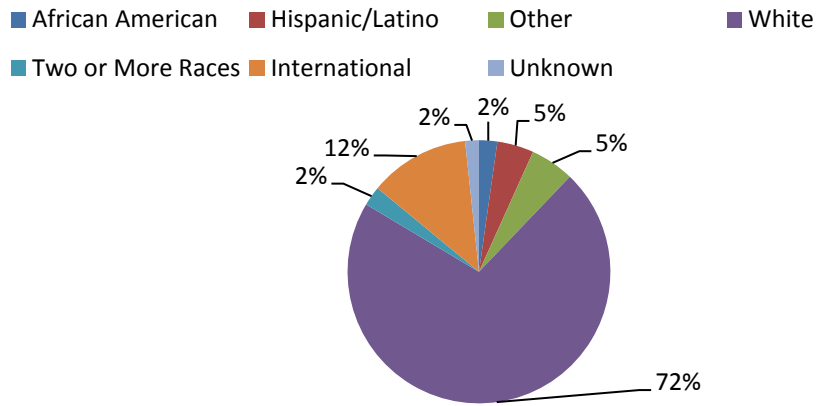
¹¹⁸ https://www.wisconsin.edu/reports-statistics/download/2014-15_preliminary/r_a103_tot.pdf

¹¹⁹ https://www.wisconsin.edu/reports-statistics/download/2014-15_preliminary/r_a103_tot.pdf

UW-Madison Minority Student Enrollment



2014-15 UW-Madison Headcount Enrollment by Race/Ethnicity



PEOPLE

Beginning in 1999, PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence) helps students from across Wisconsin “successfully make each transition from middle school to high school and from high school to college.”¹²⁰ “Approximately 1,300 students currently participate in the program ranging in age from second grade through undergraduate college level. “Students who successfully complete the pre-college program, meet UW-Madison admission requirements, and complete the eight-week Bridge-to-College Program are eligible for a tuition scholarship for up to five years.” More than 90% of PEOPLE students go on to attend college. Nearly half are enrolled at UW-Madison.¹²¹

Posse

UW launched its first Posse Program in 2002 and approximately 155 merit scholarships have been awarded since.¹²² Posse is defined as “a small, diverse group of talented students, carefully selected and trained, to serve as a catalyst for increased individual and community development.”¹²³ According to the UW-Posse Chapter website, “Posse identifies leadership talent, ability to work in a team with people from diverse backgrounds and a desire to succeed. Once selected, Posse Scholars enroll in a 32-week training program during their senior high school year. They arrive on campus academically prepared and motivated to foster positive social change.”¹²⁴ Nationally, Posse Foundation Scholars have a 90% graduation rate.¹²⁵ Additionally, “41% of Posse alumni with two or more years of experience either have or are pursuing graduate degrees.”¹²⁶

First Wave Hip Hop and Urban Arts Learning Community

The Office of the Multicultural Arts Initiatives debuted its First Wave Hip Hop and Urban Arts Learning Community in 2007, becoming the first university program in the country to focus on urban arts, spoken word, and hip-hop culture.¹²⁷ The First Wave program “is a cutting-edge multicultural artistic program for incoming students which offers a four-year full tuition scholarship to the University of Wisconsin-Madison” and gives “students the opportunity to live, study and create together in a close-knit, dynamic campus community.”¹²⁸

UW’s Center for Educational Opportunity

UW’s Center for Educational Opportunity (CeO) “is a federally- and state-funded center that provides academic and ancillary support to students who are the first-generation in their family to come to college, students from economically vulnerable families, or students with disabilities.”¹²⁹ The program is open to about 500 students from various disciplines. Its “mission is to provide a supportive learning community which fosters an equal opportunity for success in higher education” and its services are available to students from freshman year until graduation.¹³⁰

¹²⁰ <http://peopleprogram.wisc.edu/>

¹²¹ <http://peopleprogram.wisc.edu/highschool.html>. Specifically, the program has admitted 359 students to UW–Madison.

¹²² <http://posseprogram.wisc.edu/featured.html>

¹²³ <http://posseprogram.wisc.edu/featured.html>

¹²⁴ <http://posseprogram.wisc.edu/featured.html>

¹²⁵ <http://www.possefoundation.org/>

¹²⁶ <http://www.possefoundation.org/our-alumni/>

¹²⁷ <http://omai.wisc.edu/>

¹²⁸ <http://omai.wisc.edu/>

¹²⁹ <http://ceo.wisc.edu/>

¹³⁰ <http://ceo.wisc.edu/>

FOCUS AREA: ALL YOUTH OUT OF SCHOOL ARE EMPLOYED

One in seven Americans, ages 16 to 24, are neither working nor in school. They have been termed *disconnected youth*. In July 2014, the youth labor force participation rate was highest for Whites at 63.2%.¹³¹ "By contrast, the rate was 52.9 percent for blacks, 45.8 percent for Asians, and 56.2 percent for Hispanics."¹³² Researchers have concluded that "a greater share of female and minority youth are disconnected."¹³³ Lacking connections to school and professional opportunities, disconnected young people are socially isolated and face a future of diminished options. Underemployment for young people ages 16-24 can have lasting effects on their lifetime outcomes.

The most recent 2012 Dane County Youth Assessment shows that "over half (51.9%) of high school youth currently work at jobs, either regularly or occasionally (such as babysitting or lawn work)." This is an increase from the reported 46.3% in 2009. However, 21% of high school students wanted a job but were unable to find one, demonstrating an increase of 10% since the 2009 Dane County Youth Assessment.¹³⁴ A failure to find a first job in the early working years can have a scarring effect on a long-term professional trajectory, hampering opportunities for decades.¹³⁵

The three most underemployed groups in Wisconsin (counting both unemployed and involuntary part-time employees), are young people ages 16-24, those with less than a high school education, and African Americans.¹³⁶ The latest report from the Center on Wisconsin Strategy finds that "2.8x African American unemployment (15%) is 2.8 times the state's white unemployment rate. Just 3 states have a higher disparity."¹³⁷

In Dane County, unemployment is highest for people ages 16 to 19 (19.2%), people ages 20-24 (8.0%), African Americans (19.5%), those below the poverty level (18.5%), individuals with a disability (12.5%) and those with less than a high school degree (10%);¹³⁸ Overall, nearly one-third of the African American workforce needs a job or needs more hours from the one they have. According to the Center on Wisconsin Strategy, more than one in four African American workers who hold jobs earn poverty wages.¹³⁹

MMSD 2011-2012 data indicate that the lowest six-year graduation rates by subgroup are for African American students (64%), economically disadvantaged students (69.8%), and students with disabilities (66.1%).¹⁴⁰ This data mirrors national trends, which show that more and more students are economically disadvantaged. A report from the National Center on Education Statistics found that about "one in five public schools was considered high poverty in 2011—meaning that 75 percent or more of their enrolled students qualified for free or reduced-price lunch—up from about one in eight in 2000."¹⁴¹

¹³¹ <http://www.bls.gov/news.release/youth.nr0.htm>

¹³² <http://www.bls.gov/news.release/youth.nr0.htm>

¹³³ <http://fas.org/spp/crs/misc/R40535.pdf>

¹³⁴ http://pdf.countyofdane.com/humanservices/youth/assessment_surveys/2012/youth_2012_high_school.pdf

¹³⁵ Burd-Sharps, Sarah and Lewis, Kristen. *One in Seven: Ranking Youth Disconnection in the 25 Largest Metro Areas*. Measure of America of the Social Science Research Council. September 2012. Retrieved from www.measureofamerica.org.

¹³⁶ Center on Wisconsin Strategy: The State of Working Wisconsin 2012.

¹³⁷ Center on Wisconsin Strategy: The State of Working Wisconsin 2014: By the Numbers

¹³⁸ Table S2301 2008-2012 American Community Survey 5-Year Estimates

¹³⁹ "Poverty-wage jobs are those that pay a wage that is insufficient to lift a full-time (40 hours a week), year round (52 weeks a year) worker to the poverty line for a family of four with two children. In 2011 dollars the "poverty wage" was \$10.97 an hour or less."

¹⁴⁰ MMSD Graduation Rate Update: Class of 2012

¹⁴¹ U.S. Department of Education. The Condition of Education 2013. National Center for Education Statistics NCES 2013-037.

Retrieved from <http://nces.ed.gov/pubs2013/2013037.pdf>.

The College Board “has warned that if current downward trends in educational attainment persist, the educational level of the American workforce will continue to decline and will be most noticeable by 2020 — the year that President Barack Obama has set as the deadline for the United States to be first in the world in its college-educated proportion of the population.”¹⁴² As a response, national leaders suggest increasing minority recruitment in higher education and public and private corporations by implementing early intervention programs such as “summer research and bridge programs, mentoring programs, cadet programs, and career clubs to arouse interest in a specific professional field at an early age.”¹⁴³ Programs like these have proven to be effective in “providing K-12 students with practical experiences in the field and serve to intensify students' interest in a career.”¹⁴⁴ These programs have been highly successful in nursing, engineering, and journalism fields.¹⁴⁵

The City of Madison has demonstrated a commitment to building opportunities for disconnected youth (ages 16-24) through internships, training, and employment within City of Madison government. By connecting youth with apprenticeships, job placement and other supports, Madison can help its young people become successful adults and contribute to the long-term economic and social wellbeing of the community. The City of Madison supports a number of innovative youth employment and engagement programs, including those funded by the Community Development Division.

Growing Employment Opportunities in Health Care

According to the U.S. Department of Commerce, health care is the largest and fastest growing sector of our economy. The top three growth occupations for Dane County are health aides, nurses, and healthcare support.¹⁴⁶ Local hospitals have expressed concern about a lack of sufficient applicants for these positions. There is an opportunity for the city and health care partners to work together to help build the career pipeline and to find and train candidates for these positions. The City of Madison can learn from other cities' initiatives to provide work and job opportunities for its youth, as highlighted below.

Ocala, FL

In Ocala, the City works with local nonprofits, businesses, churches and the police department to coordinate the effort to promote youth employment. The local workforce investment board, along with a youth training specialist, provides job skills training, applicant screening, and follow-up services. For example, Habitat for Humanity, a part of the local workforce investment board, provides housing plans, construction supervisors and guides the students' work. Through this program, students spend a half day in the classroom and the other half building affordable housing. The first three years of the program included 51 youth, with 37 having completed the program. Of those who completed the program, two completed their GED and 34 are employed or attending post-secondary education.¹⁴⁷

New York, NY

New York City has identified tools to serve disconnected youth, including mentorships, jobs in the community, childcare, and case management. In particular, they have identified practical skills integration with education programs to help engage students. “Many young people will better succeed in hands-on instruction or learning that is relevant to their lives, such as lessons contextualized for

¹⁴² Harris at 278.

¹⁴³ <http://www.asha.org/practice/multicultural/recruit/litreview.htm>

¹⁴⁴ <http://www.asha.org/practice/multicultural/recruit/litreview.htm>

¹⁴⁵ <http://www.asha.org/practice/multicultural/recruit/litreview.htm>

¹⁴⁶ Wisconsin Department of Workforce Development, City of Madison Economic Development Strategy

¹⁴⁷ National League of Cities. Municipal Leadership for Children and Families in Small and Mid-Sized Cities. 2013. Retrieved from <http://www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/municipal-leadership-for-children-and-families-in-small-and-mid-sized-cities>.

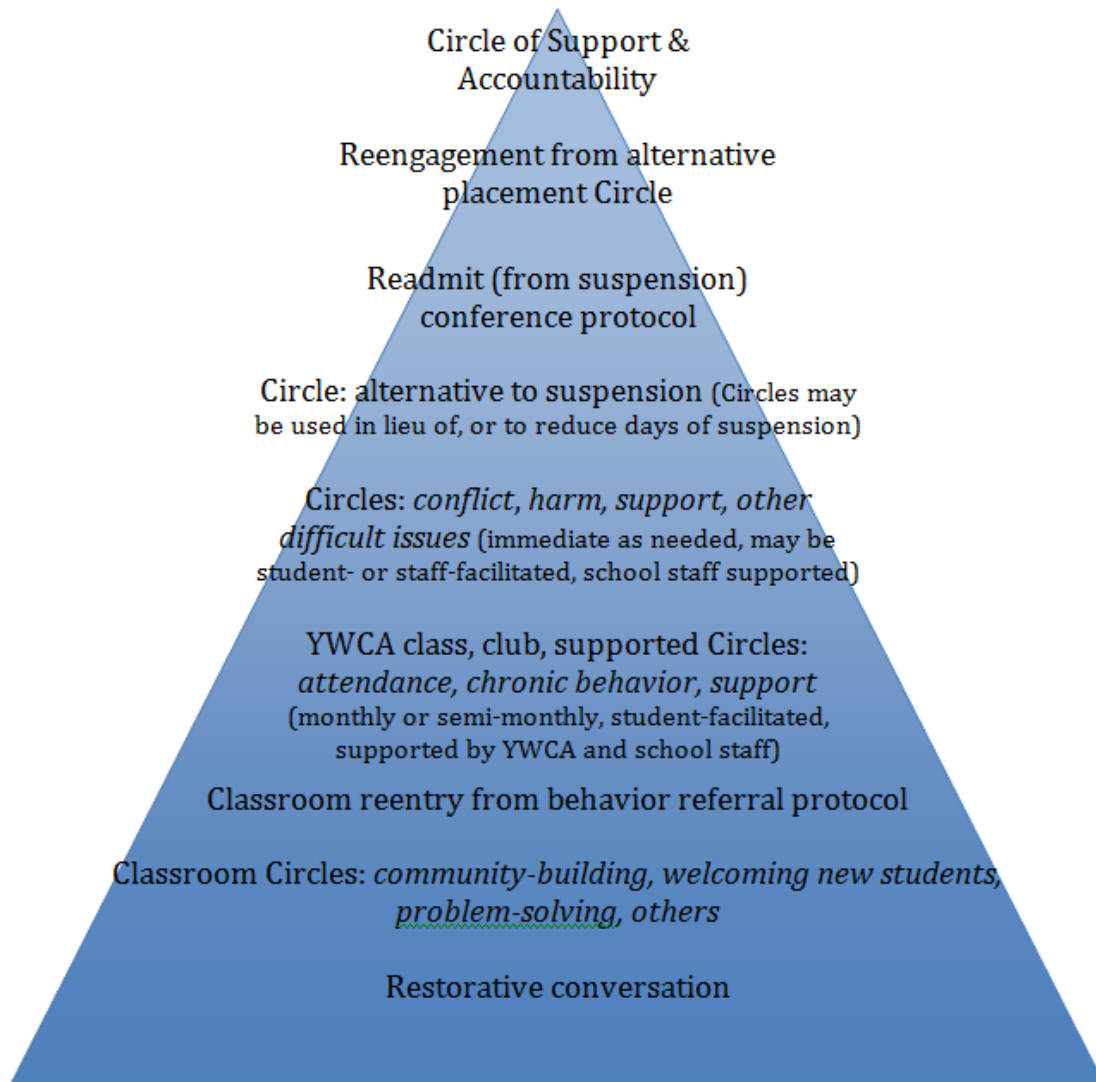
budgeting or parenting. Research has shown that career-focused education and training can be both more appealing and more productive for young people. In recognition of these findings, the Department of Youth and Community Development's Young Adult Literacy Program began integrating career exploration and internship experiences in the summer of 2009, and an evaluation of the program found that young adults who were offered the opportunity to get a paid internship as part of their educational experience had better program attendance and retention."¹⁴⁸

The Center for Economic Opportunity in New York identified proven best practices for internships. Among those best practices is the incorporation of financial coaching, mentoring, and job readiness training. Internships supported by the City of Madison should seek to incorporate these best practices.

¹⁴⁸ Connections: Best Practices in Serving Young Adults. NYC Center for Economic Opportunity March 2013.

Focus Area: All children and young people remain safe from violent crime and receive second chances

Restorative Practices Supporting Student Behavior



149

¹⁴⁹ Restorative Practices Triangle Courtesy of MMSD

APPENDIX D: LETTERS OF SUPPORT



March 23, 2015

Our vision is that every school will be a thriving school that prepares every student to graduate ready for college, career and community. As a school district, we are committed to building a culture of excellence and equity for all. That means holding ourselves and our students to high expectations while providing the support that every student and adult needs to be successful.

Our strategy as a district is a set of inter-related, long-term work all aimed at raising achievement for all students and closing and narrowing achievement gaps.

And we are making exciting progress. From the establishment of school improvement plans in every school, to a common approach to professional learning anchored to a clear vision of great teaching, to work on our five priorities to remove institutional barriers to student success, we have created positive momentum—and promising outcomes for our students that we know will continue to rise.

As we do this work, we keep three core values at the forefront that we believe are crucial to our success:

- **Sustained Focus:** We must be incredibly focused on the day to day work of teaching and learning.
- **Schools at the Center:** Teachers, principals and their communities know their students best and have the will and skill to be successful.
- **Excellence with Equity:** We must hold all students and educators to high expectations and provide the support they need to succeed.

In addition to our work as a school district, we know that our youth also need to be supported across our community. Coordination of support and services on behalf of youth in our community is crucial if we are to be successful.

We know that many in our community are working hard to support our youth, and we are excited to see more progress through the ideas outlined in this report.

Sincerely,

A handwritten signature in cursive script that reads "Jennifer Cheatham".

Jennifer Cheatham
Superintendent



On behalf of the University of Wisconsin-Madison, I am delighted to partner with the City of Madison on the My Brother's Keeper (MBK) Initiative. The Madison goals of the MBK Initiative are noble and it is imperative that post secondary educational institutions take an active role in contributing to their fulfillment.

UW-Madison takes pride in providing programs that make a college education a reality for all students who demonstrate progress towards academic achievement-particularly boys and young men of color. The Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) began operation in 1999 as a year-round college-preparation pipeline to support historically underepresented, low-income, and first generation Wisconsin students toward and through higher education. Today, the PEOPLE program serves more than 1,300 students statewide, nearly half of whom are young men of color. The program brings students into the university system early on in their K-12 education and leverages peer interaction and collaborative engagement with public school teachers, parents, and mentors to help students succeed. Further, 94 percent of those graduating seniors who fully complete the program each year enroll in a higher education program. To date, UW-Madison has awarded more than 700 PEOPLE scholarships to students attending the University, and granted more than 350 degrees to PEOPLE scholars. Programs like this improve the life chances for our boys and young men of color in the community while also growing the diversity of the institution. We are grateful for the alignment and support we have with and from the City of Madison through the MBK initiative in connecting with these students.

UW-Madison also works to extend our community outreach through the Information Technology Academy (ITA). ITA recruits and accepts 30 students of color who are in their last semester of the 9th grade. These students then receive four years of rigorous IT-related training and development. As technology becomes an integral part of the university and career world, youth with these critical technological skills are given a leg up. This program has also served to increase the youth's confidence in their capabilities due to consistent exposure to technologies, encouraging them to complete high school and apply to post secondary education. As the My Brother's Keeper Initiative progresses UW-Madison looks forward to promoting technological training through ITA.

The University of Wisconsin-Madison is committed to a fully engaged partnership with the My Brother's Keeper Community Challenge.

Sincerely,


Rebecca Blank
University of Wisconsin-Madison Chancellor

Office of the Chancellor

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive, Madison, Wisconsin 53706
608-262-9946 Fax: 608-262-8333 TTY 608-263-2473



Madison Police Department

Michael C. Koval, Chief of Police

City-County Building
211 S. Carroll Street
Madison, Wisconsin 53703
Phone: (608) 266-4022
Fax: (608) 266-4855
police@cityofmadison.com
www.madisonpolice.com

March 4, 2015

To Whom It May Concern:

As Chief of the Madison Police Department I submit this letter in full support of Mayor Soglin and the City of Madison's commitment to the "My Brother's Keeper" initiative. The Madison Police Department (MPD) is dedicated to the process of community engagement and dialogue and we are unequivocal in our willingness to explore and implement strategies to help eliminate existing racial disparities to the extent that we can take ownership of intentional or unintentional contributions to these systems disparities.

The Madison Police Department has several programs in place – some longstanding and others more recent – that demonstrate our commitment to these issues and are in keeping with the Mayor's identified priorities under the MBK initiative. Well-established examples of these include our Neighborhood Officer program, which has helped to cultivate trust between neighborhood residents and the Department; our Amigos en Azul program, which serves to break cultural barriers and improve communication between police officers and the Latino community; our annual Citizen Academy, Latino Youth Academy, and Black Youth Academy offerings provide opportunities to create mutual awareness and understanding in an educational setting. More recent Department efforts that we believe will further support the MBK initiative include: Working with the County to pilot a Community Restorative Court in our South District for 17-25 year olds, which aims to reduce recidivism and keep low-level offenders out of the traditional system; MPD's organizational realignment to create a Community Outreach section within our department and provide consistent coordinated oversight of our various outreach efforts; the addition of 5 Neighborhood Resource Officers to address emerging issues in potentially destabilizing neighborhoods; the reassignment of 5 patrol officers to work full time as Mental Health Officers working with mental health partners to provide services and support to those with mental illness that come into contact with police; and our recent request and approval for a COPS hiring grant that will enable us to create a Community Outreach and Resource Education (CORE) team in 2016. The mission of our CORE team states in part that it will strive to:

- Reduce arrest racial disparity and improve trust and perception of fairness through procedural justice, community outreach, and problem solving.
- Build relationships with youth, especially middle school age children, to foster mutual trust and positive and productive police interactions, resolve conflicts to prevent youth from resorting to violence, and to explain the criminal justice system to youth.
- Break down barriers between youth and police.
- Create better understanding of the police function in communities of color.
- To create and expand programs to divert youth from the criminal justice system (e.g., restorative justice, community courts, etc.)
- Involve parents (town hall meetings, Citizen Academy, etc.)

- Work collaboratively with districts and outside agencies (especially schools, Justified Anger Coalition, Centro Hispano, etc.) to find solutions to social and community issues.

I believe that these programs demonstrate well our overall commitment to partner with other agencies and the community to continue working on these challenging issues. On behalf of the Madison Police Department, I extend our fullest support for the City of Madison MBK initiative and commit to doing our part to help meet its goals.

Respectfully,

A handwritten signature in black ink that reads "Chief Michael C. Koval". The signature is written in a cursive style with a large, stylized initial "C" and a long, sweeping underline.

Michael C. Koval
Chief of Police



Municipal Court

Honorable Daniel P. Koval, Judge

City-County Building, Room 203
210 Martin Luther King, Jr. Boulevard
Madison, Wisconsin 53703
Phone: (608) 264-9282
Fax: (608) 266-5930
unicourt@cityofmadison.com
www.cityofmadison.com/municipalcourt

March 3, 2015

Re: Letter of support the Madison My Brother's Keeper initiative

To Whom It May Concern:

I am writing this letter in support of the Madison My Brother's Keeper Community Challenge. As the Municipal Judge for the City of Madison I hear cases involving juvenile and young adults who are charged with various offenses. Unfortunately a high percentage of the defendants in my court are persons of color. It has been a mission of mine to use restorative justice practices to attempt to reduce recidivism, give second chances to youthful offenders, and reduce truancy rates in the schools.

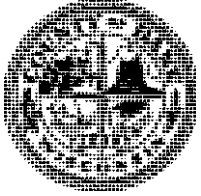
Under the traditional justice system most juveniles do not have adequate access to the services that can be used to address the root problems that often lead to adverse legal consequences. The Madison Municipal Court has formed partnerships with various agencies and groups to work overcome those obstacles. Specifically, we work with the University of Wisconsin's Adolescent Alcohol and Drug Intervention program and the Multidimensional Family Therapy program to provide free services to youth who are dealing with substance abuse issues, mental illness, and family relationship problems. Similarly, we work with Centro Hispano to provide counseling and mentoring to Latino youth through the ComVida program. The Municipal Court will often refer youthful offenders to the aforementioned mentioned programs and if they successfully complete the programs their cases are dismissed or their legal sanctions are reduced. We also partner with Briarpatch to provide anger management counseling and job training services for juveniles with court cases.

The Municipal Court has also partnered with the Madison Public Schools on a program designed to reduce truancy and increase high school graduation rates. The Court holds truancy court sessions in the Madison High Schools rather than in a formal court setting. The Court sessions at the school are restorative in nature. In addition to the truant student and their parent or guardian being present, there are also social workers, school nurses, counselors and principals. The goal is for everyone to work together on solutions to address the truancy issue. By having all the necessary parties at the table we are often able to develop a meaningful plan of action that will keep the student in school and on the path to graduation.

The Madison My Brother's Keeper program supports the mission of the Madison Municipal Court to work on reducing the adverse impacts the justice system is having on youth of color in our community. The program is also crucial to helping more students stay in school, be successful in school, and ultimately, graduate from high school.

A handwritten signature in black ink that reads "Daniel P. Koval".

Daniel P. Koval
City of Madison Municipal Court Judge



DANE COUNTY

Joe Parisi
County Executive

March 20, 2015

Message from Dane County Executive:

In the fall of 2014, President Obama introduced his My Brother's Keeper (MBK) challenge to communities across the nation. The challenge is to address the barriers and disparities faced by boys and young men of color that prevent them from achieving their full potential in our country. As County Executive my top priority is to work with our entire community to ensure that every single resident has access to opportunity. Reaching this goal will require vigilance and participation from all levels of government, the community, the private sector and non-profit organizations.

Working together, each assuming responsibility for our piece of the solution, we can work toward the day when everyone in our community has the ability to reach their full potential.

People face many forks in the road they traverse from being a toddler to a young adult. Bumps or barriers in that road, like poverty, mental health, and non-violent, often one-time offenses are unnecessarily setting people back, forcing individuals to play from behind or "catch-up" to their peers. These barriers drive disparities in employment, opportunity, and criminal justice.

As Dane County Executive, I fully support the President's call to action and have instituted and proposed a number of initiatives that will address the disparities in our county and align with the City of Madison's MBK Community Challenge goals of universal high school graduation and that all youth remain safe from violent crime and receive second chances. These goals intersect with the ability to find jobs and build a career. I have put together a list of practical actions to address the intersection of education, safety and access to work and opportunity. My plan focuses on everyday nuts-and-bolts action steps we can, collectively, take right now to begin turning things around in our county.

Having access to a Driver's License is a critical piece to qualifying for certain jobs, getting to work and avoiding interface with the criminal justice system down the line. For some of our residents, this becomes a major barrier to employment. Lower income youth can no longer receive drivers licenses in school so they begin their career path at a disadvantage – simply because they cannot afford the cost. Others lose their licenses for various reasons (often non-driving related) and are never able to recover them due to legal and financial hardships. Also fines and penalties for low-level non-violent violations often result in the loss of driving privileges due to an inability to pay the forfeitures.

To begin to address some of these very real barriers to work, I plan to work with the community, businesses, and other levels of government including the state to:

- Provide county funds to fund a pilot with the Madison School District to help students afford to take driver's education.
- Provide county funds to assist those who have lost their driver's license, to regain their licenses through the highly successful "Driver's License Recovery Program" at the YWCA.
- Recommend that the County Board reduce fines for certain low level infractions – like the simple possession of marijuana to just \$10. This still would amount to a court cost of

\$140 or more due to court fees. All Dane County municipalities would be asked to do the same.

People re-entering society after conviction and incarceration face a unique set of barriers that make it extremely difficult to achieve success outside of the prison walls. Challenges such as lack of affordable housing, mental health and other support services, and employment make it difficult, if not impossible, for many of these individuals to successfully reintegrate back into the community and avoid recidivism. I would like to:

- Dedicate a substantial allocation from Dane County budget for re-entry housing
- Create a new Dane County re-entry work group consisting of staff from the Department of Human Services and the Sheriff's Office to coordinate services for those looking to leave jail and re-enter the workforce and locate stable housing.
- Request Dane County communities and employers adopt "Ban the Box" similar to Dane County and the City of Madison, in order to prevent employers from disqualifying applicants solely based on acts that occurred many years previously.
- Request Dane County law enforcement agencies voluntarily track traffic stop data contacts to monitor for disproportionate policing.

These actions represent a part of our plan to build access to opportunity. I cannot, however, do any of these things alone. I am leading by example to demonstrate my true commitment towards equity, and pledging to work with all our communities to help our youth realize their full potential. In the coming weeks, I will be calling on members of our community: churches, businesses and neighborhoods to be a part of a movement to improve conditions in Dane County. Everyone can play his or her role to be a part of the solution. Collective input, work and responsibility is the only way we will see improved outcomes for all Dane County residents, When we ensure that everyone has access to opportunities, it improves racial disparities and creates a better place to live for everyone.

Sincerely,

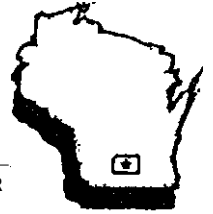
A handwritten signature in black ink, appearing to read "Joe Parisi", with a horizontal line extending to the right.

Joe Parisi
Dane County Executive



SHERIFF DAVID J. MAHONEY
DANE COUNTY SHERIFF'S OFFICE

JEFF HOOK, Chief Deputy
(608) 284-6167



TIMOTHY F. RITTER Captain,
Executive Services (608)
284-6175

JANICE L. TETZLAFF
Captain, Support Services
(608) 284-6186

RICHELLE J. ANHALT
Captain, Security Services
(608) 284-6165

JEFFREY A. TEUSCHER
Captain, Field Services
(608) 284-6870

March 24, 2015

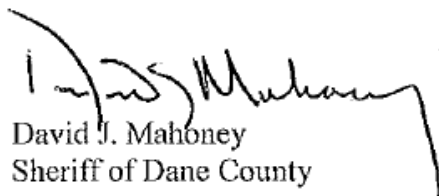
I write to pledge my support for Mayor Soglin's efforts to engage the City of Madison in becoming a "My Brother's Keeper Community."

I have seen firsthand and dealt with the aftermath of not engaging young people in positive life decisions. The "My Brother's Keeper Challenge" offers hope in making positive changes for the future of young people in our community. The six goals of this challenge:

- Ensure all our children enter school ready.
- Ensure all children read at grade level by 3rd grade.
- Ensure all our youth graduate from high school.
- Ensure all youth complete post-secondary education.
- Ensure all youth out of school are employed.
- Ensure all youth remain safe from violent crime.

I look forward to joining the Mayor in taking the next steps to achieve all our goals.

Sincerely,



David J. Mahoney
Sheriff of Dane County

eq•ui•ty *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.