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Urban League of Madison

January 20, 2017

Honorable Paul Soglin

Mayor's Office

210 Martin Luther King Jr. Blvd, Room 403

Madison, WI 53703

Re: End of Year Report on My Brother's Keeper-Madison

Dear Mayor Soglin:

Enclosed please find: The Executive Summary and the End of Year Report for 2016 for the activities of the Urban League of Greater Madison with regard to the My Brother's Keeper – Madison initiative.

The Urban League and our consultant have made significant strides towards devising initial strategies and working with the City of Madison Mayor's Office to develop the My Brother's Keeper plan.

Through conversations with community schools and community based organizations, as well as members of your senior staff; a framework has emerged for a comprehensive, inclusive and strategic approach for improving outcomes for the youth in the Greater Madison area.

We look forward to continuing to collaborate with those in our community who are dedicated to ensuring that all boys and young men of color graduate from high school are safe from violent crime, and receive second chances so they can be good parents and future contributors to our community, state and nation.

Sincerely,

Ruben Anthony, Ph. D.

President and Chief Executive Officer

Urban League of Greater Madison

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Introduction

“Education is the passport to the future for tomorrow belongs to those who prepare for it today.”-Malcolm X

The President of the United States, Barack Obama stated in 2014 “if you work hard and play by rules, you should have the opportunity to succeed, and your ability to get ahead should be determined by your hard work, ambition, and goals - not by the circumstances of your birth.” In September 2014, he issued the “My Brother's Keeper” challenge to cities, county officials, and tribal nations to implement policies and programs designed to improve life chances for boys and young men of color. The challenge also called upon cities, county officials, and tribal nations to implement policies and programs designed to “improve life chances for boys and young men of color that ensure that they can reach their full potential, regardless of where they come from, who they are, or the circumstances into which they are born”. The *My Brother's Keeper* Initiative identifies six focus areas for success:

- 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.

Background, Community Stakeholders and Resources

Madison, Wisconsin Mayor Paul Soglin and the Madison Common Council accepted the My Brother's Keeper Community Challenge in September 2014.

The Madison My Brother's Keeper-Madison Team held a Local Action Summit and identified the following local goals for My Brother's Keeper-Madison (hereinafter referred to as “MBK-Madison”) after having local youth complete the My Brother's Keeper Youth and Young Adult Survey. Over 200 youth completed the survey, providing great insight into places where our Madison community could use improvement. Madison's youth and young men who participated in the survey process exceeded all expectations, sharing thought provoking ideas, and even making some policy recommendations of their own. Through the surveys, the Madison MBK working group has identified two local goals:

- 1) Ensure all boys and young men of color graduate from high school (this includes the goal to ensure all children enter school ready to learn and ensure all children read at grade level by third grade); and

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- 2) Ensuring all boys and young men of color are safe from violent crime and receive second chances to succeed.

As part of the Youth and Young Adult Survey conducted by the City of Madison in 2015, participants were asked, among other questions: "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 problem within the justice system; lack of positive role models; and negative influences (drugs, violence, gangs).

When those same participants were asked, "What would you do to solve these problems?" Some of their responses included: work harder to accomplish my goals; start with parents; focus community and government efforts on race relations; change the judicial system; get our young men to finish high school and graduate college; and level the playing field so that all have equal chances to succeed.

The My Brother's Keeper-Madison Team identified community schools and restorative courts as the two main strategies to address each of the respective goals.

- A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.
- Dane County Community Restorative Court (CRC) is a community-based form of justice that seeks to repair the harm caused by crime.

As a result of the foregoing efforts, the Mayor's Office tasked the Urban League of Greater Madison to create a plan of action that addresses barriers to success and improves the negative outcomes that disproportionately affect boys and young men of color in the greater Madison area, such as intergenerational poverty, high incarceration rates, lower education and career achievement levels and a safer community.

The MBK-Madison Plan Summary

The plan, as delineated in the following pages of this document, identifies next steps, a proposed timetable for review, and the range of necessary future resources for effective My Brother's Keep-Madison (MBK-M) efforts. The overarching strategy of the project is to construct a comprehensive blueprint for allocating efforts and resources to create policies, practices, and programs

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designed to improve the life chances for boys and young men of color in the Greater Madison area. The plan will align resources, leverage additional commitments, encourage investment, and nurture partnerships to help the community reach and sustain My Brother's Keeper-Madison goals.

The Madison Community

Racial inequity, which is embedded in individual, structural and institutional racism is deep and pervasive in this country and Madison, Wisconsin, is no exception to that reality. In order to address these issues in a comprehensive manner, the Urban League of Greater Madison coordinated and worked collaboratively with a number of community based organizations and individuals that confront these challenges daily in our community to build on existing efforts to address systemic issues that disproportionately affect young males of color. The challenges include, but are not limited to: entering school ready to learn; reading at grade level by third grade; graduating from high school ready for college and a career; completing post-secondary education or training; successfully entering the workforce; reducing violence; safer communities; and providing a second chance to justice-involved youth. The institutions, community based organizations and individuals, include but are not limited to: the Madison Metropolitan School District; the Dane County Restorative Justice Coalition; Centro Hispano; 100 Black Men of Madison, Inc.; Madison Boule`; The United Way's Schools of Hope; Big Brothers Big Sisters of Dane County; and the African American Communication and Collaboration Council. In addition there were extensive conversations with:

Dr. Jerlando F.L. Jackson, a Vilas Distinguished Professor of Higher Education and the Director and Chief Research Scientist of Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison.

Mr. Robert Wynn, founder and President of Asset Builders of America Inc., which is a financial education and wealth building non-profit corporation that has developed a range of education and wealth building initiatives focusing on the challenging urban and youth populations. Wynn has been a prolific promoter of investment education and he is a national leader in the financial services industry.

Dr. Shawn Robinson, who focuses on the intersection of race, giftedness and dyslexia, and brings a wealth of academic experience, training and knowledge about the psychological development of dyslexia. He is very passionate about this research as he first learned how to read at the age of 18 with an elementary reading level, and understands the hardships students face who have not tapped into their gifts because of their misdiagnosis and inability to read.

In addition, the research included other My Brother's Keeper cities' initiatives across the country such as: Boston, MA; Dubuque, Iowa; Detroit Michigan;

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Chicago, Illinois; Cleveland, Ohio; as well as Milwaukee and Green Bay Wisconsin, and participating on conference calls and webinars specifically designed to address My Brother's Keeper, and to ascertain the best practices in creating a plan of action, next steps and a timetable to address the MBK-Madison Team goals.

Community Background Information

In order to develop a foundation for the study and planning effort, it was important to know how Madison, Wisconsin, was viewed and what the public perception is, in general, of the city, especially from a person of color standpoint.

A basic search of the Internet reveals: Madison is the capital of the State of Wisconsin and the county seat of Dane County. According to the 2016 US Census Bureau, Madison has an estimated population of 233,209, which made it the second largest city in Wisconsin, after Milwaukee, and the 84th largest in the United States. State government has been one of the major employers in the past, but we are seeing more private companies and start-up businesses that are coming to Madison and the surrounding areas. Madison is home to companies such as: Spectrum Brands, Inc. (formerly Rayovac), Alliant Energy Corporation, the Credit Union National Association (CUNA), MGE Energy, Inc., and Sub-Zero & Wolf Appliance. Insurance companies based in Madison include American Family Insurance, CUNA Mutual Group, and National Guardian Life Insurance Company.

Technology companies with a significant presence in Madison include Google, Microsoft, Broadjam, a regional office of CDW, Full Compass Systems, Raven Software, Epic Systems Corporation and TDS Telecom. Biotech firms include Panvera (now part of Invitrogen). The contract research organization Covance, Inc. is also a major employer in the city.

Madison has earned local and national praise for the quality of life it provides to the city residents. Here are a few of those acknowledgements:

Money magazine in 1996 identified Madison as the best place to live in the United States. It has consistently ranked near the top of the best-places list in subsequent years, with the city's low unemployment rate a major contributor.

Men's Journal In 2004 named Madison the healthiest city in America. Many major streets in Madison have designated bike lanes and the city has one of the most extensive bike trail systems in the nation.

Newsmax Magazine' in 2009, ranked Madison No. 2 on its list of the "Top 25 Most Uniquely American Cities and Towns.

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Forbes magazine ranks Madison second in the nation in education.

The Madison Metropolitan School District serves the city and surrounding area. For the 2016-2017 school year there is an enrollment of approximately 25,231 students in 49 schools, with alternative programs for both middle and high school students. It is the second largest school district in Wisconsin behind the Milwaukee School District.

The city is also home to the University of Wisconsin–Madison, Edgewood College, Madison College, (formerly known as Madison Area Technical College) and the Madison Media Institute.

- In a *Forbes* Magazine city ranking from 2003, Madison had the highest number of Ph.Ds. per capita, and third highest college graduates per capita, among cities in the United States.

Madison, Wisconsin is viewed as a place of prosperous, progressive and resourceful people, but it is also the home of some of the most profound, pervasive, and persistent racial disparities in the country. Madison could be considered the tale of two cities. It has been well documented that the other side of the city revealed that:

- a) Madison and Dane County's African-American poverty rate is nearly twice the rate of poverty among African Americans nationwide. Nearly half of Dane County Black population resides in the city of Madison, while the rest resides in other parts of in county.
- b) Wisconsin's unemployment rate for African Americans is among the highest in the nation.
- c) The Madison Metropolitan School District 2015-16 school year had a student enrollment of 25,235, which was comprised of 57% students of color. (Hispanic students comprised of 20%, while African American or Black students was reported at 18%. African American or Black students had a graduation rate for students of color far below that of their peers. The latest statistical figures (2014-2015) released from the Department of Public Instruction showed that rate as less than 60% for African American/Black youth.
- d) Dane County Youth Assessment of grades 7-12 found boys of color felt less safe in their neighborhoods than the student body overall.
- e) Boys and young men of color face higher rates of suspension, expulsion,

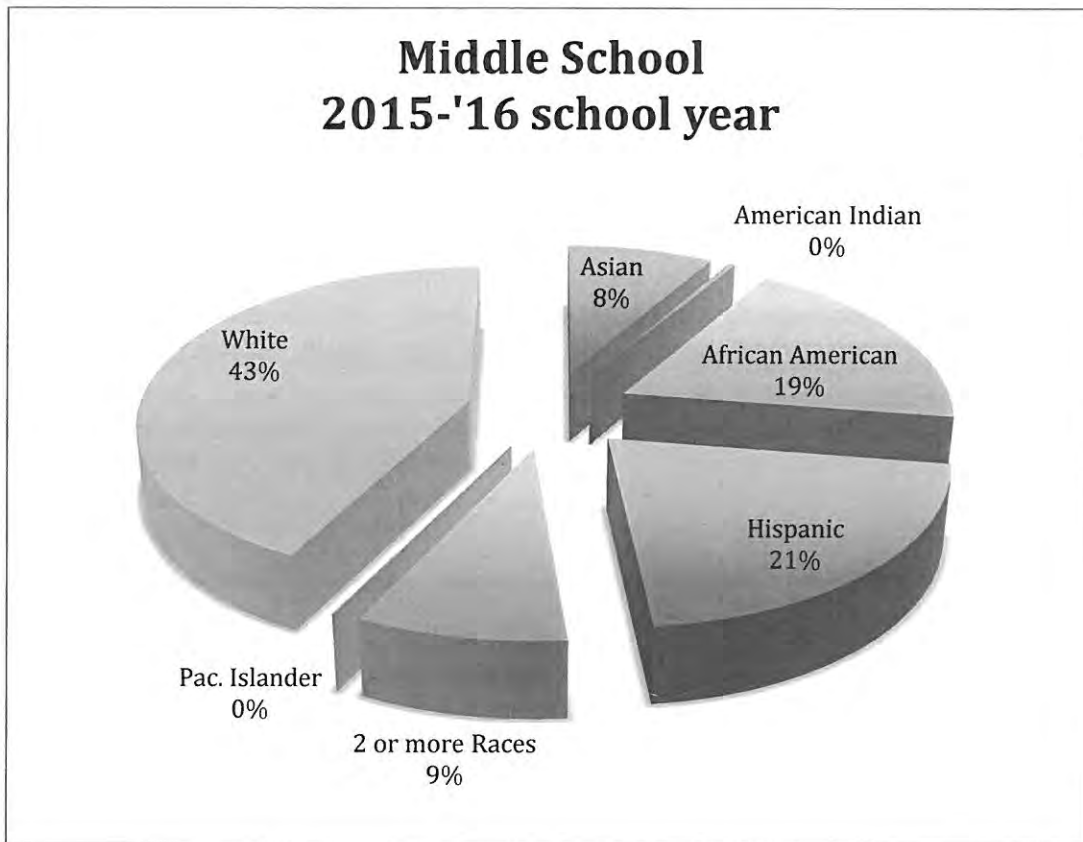
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arrests and incarceration than their peers based on information from the Race to Equity Report.

MMSD had an overall high school graduation rate of 78.3% for the class of 2013, but for students of color: African American was 53.7%; and Hispanics it was 69.9%. It is also clear that boys and young men of color face higher rates of suspension, expulsion, arrest and incarceration than their peers.

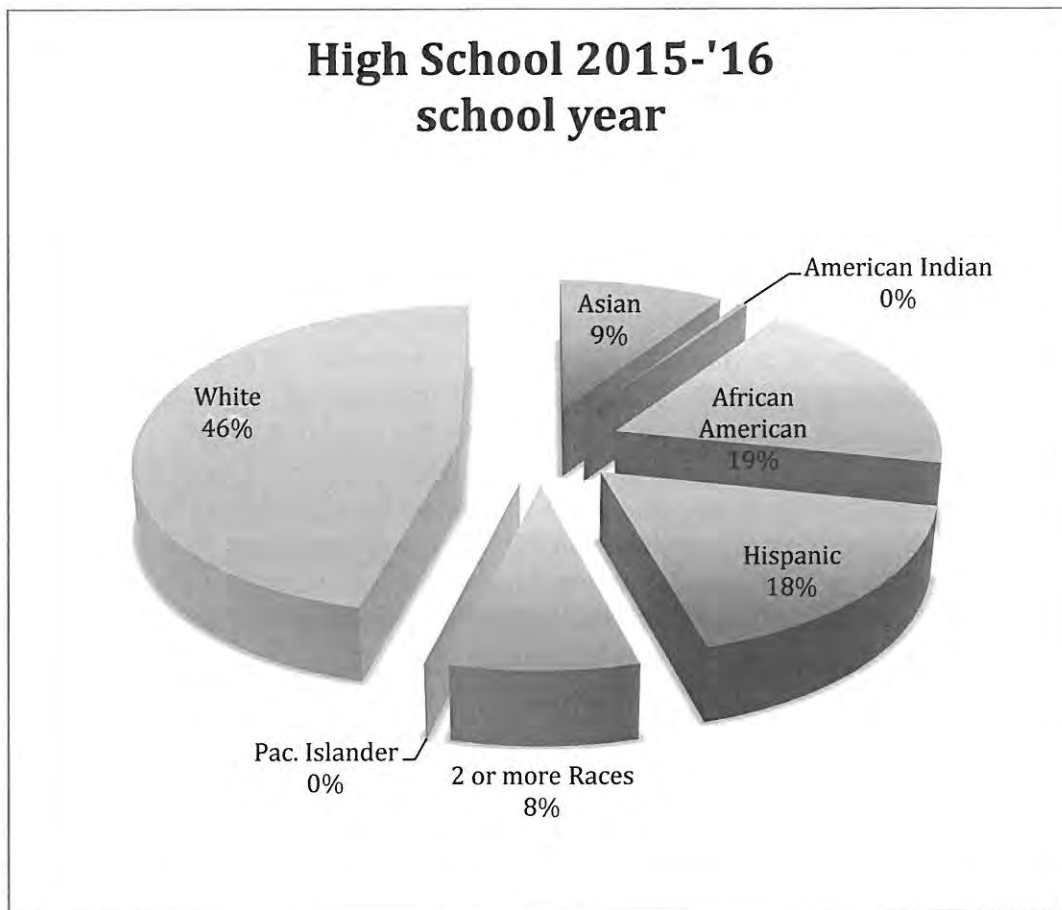
In the last few years, the Madison Metropolitan School has developed and implemented the "Strategic Framework" to address the unique challenges that boys and young men of color have historically faced in the District. Superintendent Jennifer Cheatham stated in the Strategic Framework Quarterly Review in December 2015, that the "strategic framework was designed to build and raise the student achievement level and to accelerate different challenges that children who have been underperforming experience in the classroom. In other words, it was built to narrow and close the achievement gap. Things like creating a more coherent approach to instruction in literacy and mathematics, strengthening teaching practices that are culturally and linguistically relevant, and taking a more progressive approach to behavior, benefit all students, but are especially important for those who have not been served well enough historically."

Madison Middle School Demographics



Source: MMSD

Madison High School Demographics



Source: MMSD

The Race to Equity

The Race To Equity: A Baseline Report on the State of Racial Disparities in Dane County, which was published in 2013, documented the challenges people of color faced in Dane County and the City of Madison. Several initiatives have started since the Race to Equity publication, and are designed to address these challenges as well as others that were not identified.

Here are some of those initiatives that were listed by Race to Equity Community Impact published January 28, 2016 as a project of the Wisconsin Council on Children and Families:

- The public announcement that reducing racial disparities in economic status will be Mayor Soglin's top priority for his administration.
- The adoption of ordinances by both the Madison Common Council and the Dane County Board of Supervisors to require Equity Impact Assessments of proposed policy, legislative, and budget decisions.
- The creation of a mayoral employment initiative to support the hiring of 1,500 unemployed or underemployed people of color by public- and private-sector employers in the city over the next five years.
- The Early Childhood Zone, created by Dane County Executive Joe Parisi and United Way, is expanded to Westside Elementary in Sun Prairie and Sugar Creek Elementary in Verona. The program aims to close the racial achievement gap by identifying impoverished minority families with pre-school children, or in which the mother is pregnant, and offering a range of services to prepare children for school.
- The announcement by the Madison Police Department of a new initiative to strengthen police relations with middle schoolers, with the explicit goal of reducing the arrest and detention rates for African-American youth.
- Dane County's creation of a community court along with additional funding for Restorative Practices as preventive approaches to reducing racial disparities in schools and the criminal justice system.
- Creation of the Black Leadership Council composed of Madison African-American community leaders and African-American based organizations. The aim of the council is to advise government on a broad range of issues affecting the local African-American community, including disparities in the criminal justice system, the educational achievement gap, economic empowerment and living wage jobs; affordable health care; youth mentoring and programming.
- Madison Police Department collaborated with YWCA and Dane County Time Bank to create a program that offers youth ages 12 to 16 who violate municipal ordinances the option of going through restorative justice, instead of receiving fines and a conviction record.
- The opening of an Early Childhood Initiative office in the Leopold Elementary School neighborhood to provide home visiting services and

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link families with the resources they need to eliminate household instability and ensure their children get a healthy start in life.

- The publishing of Rev. Dr. Alexander Gee's essay headlined "Justified Anger," that described the racism he and others had encountered in Madison, and his frustrations at the city's failure to address the marginalization of the African-American community.
- Centro Hispano's announcement of a new strategic plan to address disparities facing Dane County's Latino community. The plan will focus on several main goals, including the promotion of greater community engagement, creation of a system for immediate job and career placement, increasing the mobility of Latino youth through career awareness and planning, and the expansion of Centro as a resource hub for the rest of the region. CUNA Mutual Foundation awarded a \$100,000 grant to Centro Hispano to support this plan.
- The Urban League of Greater Madison adopts a new strategic plan that focuses on increasing the outreach, training, placement, retention, and advancement of 250 underemployed parents of color from 2015-2020.
- The launch of a private sector Construction Employment Initiative to help prepare low-income and disenfranchised individuals for jobs in the construction industry and the trades.
- The creation of the Student Expulsion Prevention Program (StEPP) to address the need for quality legal representation for children in the Madison Metropolitan School District facing expulsion. Low income students and students of color are disproportionately impacted by the expulsion process.
- After leading community opposition to the building of a new jail, the Young, Gifted and Black Coalition (YGB) worked with county supervisors and a number of community organizations on an alternative resolution. This resolution formed work groups that came up with more than 30 recommendations to address mental health needs, alternatives to incarceration and length of stay.
- Justified Anger launched "Our Madison Plan," a framework for racial progress in Madison outlining strategies and goals developed by five work groups under the headings of education, economic development, incarceration, family and community wellness, and leadership capacity and development. The Evjue Foundation donated the first \$150,000 to help execute the plan.
- The adoption of a new Behavior Education Plan by the Madison Metropolitan School District (MMSD) with the aim of reducing racial disparities in suspension and expulsion rates.
- The Madison Board of Education approved a new plan designed to reduce the significant gap in achievement faced by English Language Learners (ELLs) compared to native English speaking students. The plan aims to provide better, research-based services for ELL students, distribute ELL services more equitably across the district, expand the existing Spanish-English Dual Language Immersion (DLI) programs to additional

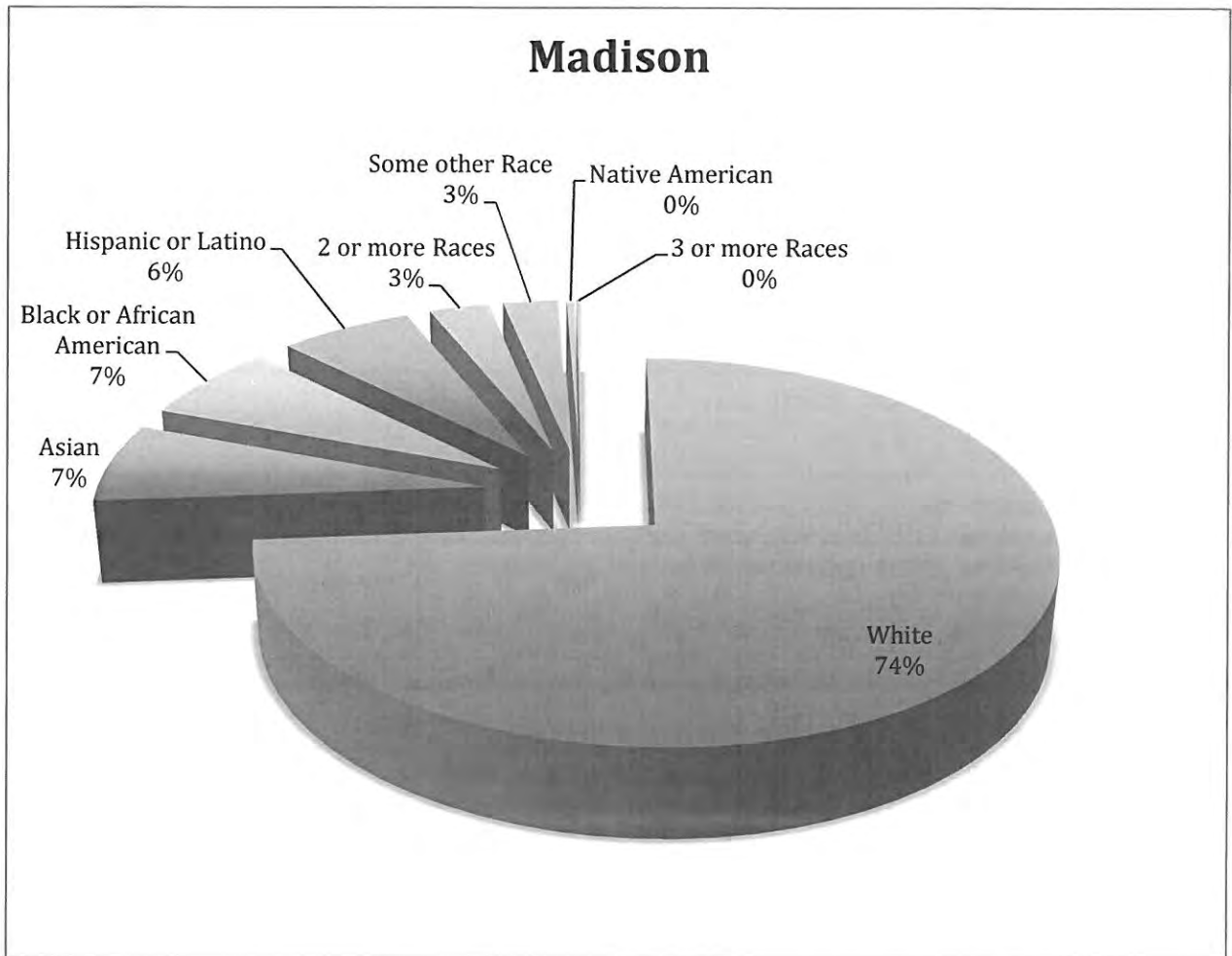
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- elementary schools, and prepare the educator workforce to teach the growing number of ELL and bilingual students in Madison schools.
- Madison schools are building systems and support to keep ninth grade students, especially students of color, on track to graduate.
- MMSD works with community partners to provide mentoring for African American students.
- MMSD works with youth to grow youth leadership opportunities for African American students.
- The newly formed Family, Youth & Community Engagement Department of MMSD will provide guidance and resources to schools and families to increase authentic and mutually-supportive partnership between youth, families, schools, and communities.
- The UW and Madison schools launch Forward Madison, a cutting edge partnership to support new educators and grow the diversity of the school district workforce.

Madison Wisconsin Demographics 2015-2016

Race	Population
White	184,030
Asian	17,211
Black or African American	16,926
Hispanic or Latino	15,948
2 or more Races	7,241
Some other Race	6,719
Native American	1,001
3 or more Races	561

Source: U.S. Census Bureau 2016

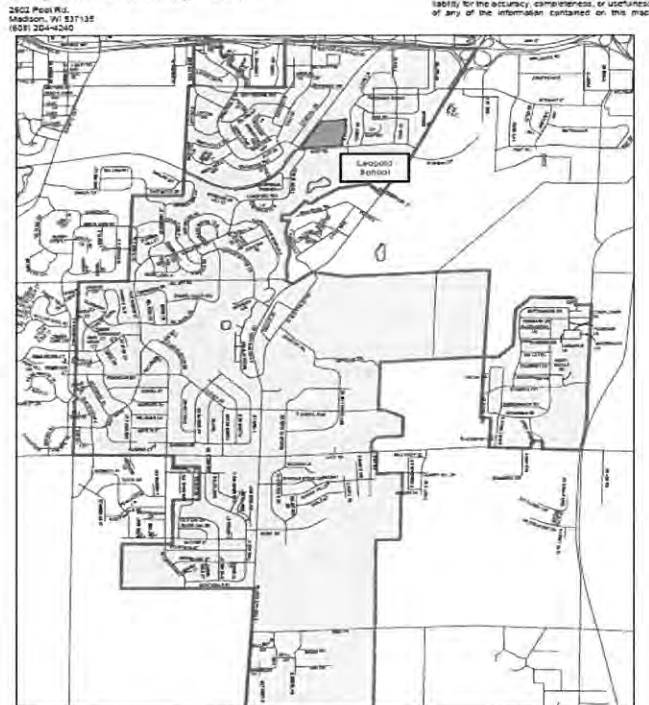


Source: U.S. Census Bureau 2016

Madison Community Schools

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.

Leopold Elementary School



Aldo Leopold Community Elementary School "Leopold CSC is a dynamic group with a focused goal to harness the power of community to ignite the inherent talents and greatness of everyone within the Leopold community.

With more than 700 students, Leopold is the district's largest elementary school and one of its most diverse: 23 percent of the students are white, 35 percent black and 38 percent Hispanic. Students' population experiences significant mobility and homelessness issues, with up to 100 students exiting the attendance area and half that number becoming homeless during a typical school year.

Leopold has the district's sixth-highest poverty rate, with 68 percent of students eligible for free or reduced lunch and breakfast. Most of these students live in the Section 8 subsidized housing neighborhood that surrounds the school. When they walk to school in the morning for their first meal of the day, they may or may not be ready to learn. Dealing with family poverty at home may consume much of a child's mental energy and sometimes shows up as disruptive behavior at school—and that has long been the No. 1 challenge for Leopold's teachers and staff. The traditional response to misbehaving children has been to send them out into the hallway or the principal's office, but that means losing valuable instructional time.

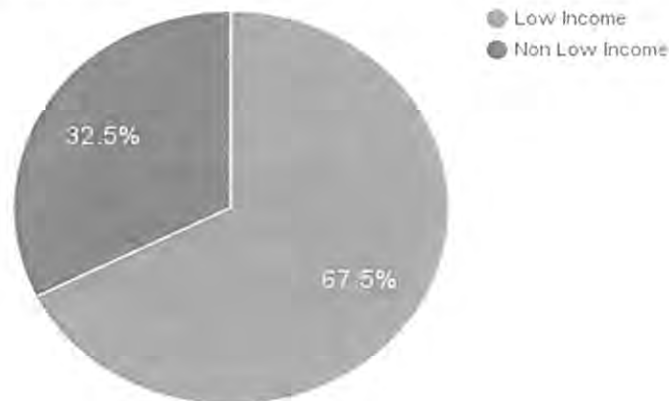
Leopold Elementary provides an integrated multi-cultural curriculum and fosters partnerships between students, families, and the community. Students enrolled for the 2015-2016 school year are highly diverse, reflecting the overall neighborhood population, with Hispanic and African American students accounting for 64% of total students.

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Additionally, 67.5% of students are from low-income families. The charts below identify students' ethnicity in further detail. With more than 700 students, Leopold is the district's largest elementary school and one of its most diverse: 23 percent of the students are white, 35 percent black and 38 percent Hispanic. Student's population experiences significant mobility and homelessness issues, with up to 100 students exiting the attendance area and half that number becoming homeless during a typical school year.

Leopold Student Demographics

Low Income Families



2016 Poverty Guidelines For Family/Household

1 person	--- \$11,880
2 people	--- \$16,020
3 people	--- \$20,160
4 people	--- \$24,300
5 people	--- \$28,440
6 people	--- \$32,580
7 people	--- \$36,730
8 people	---\$40,890

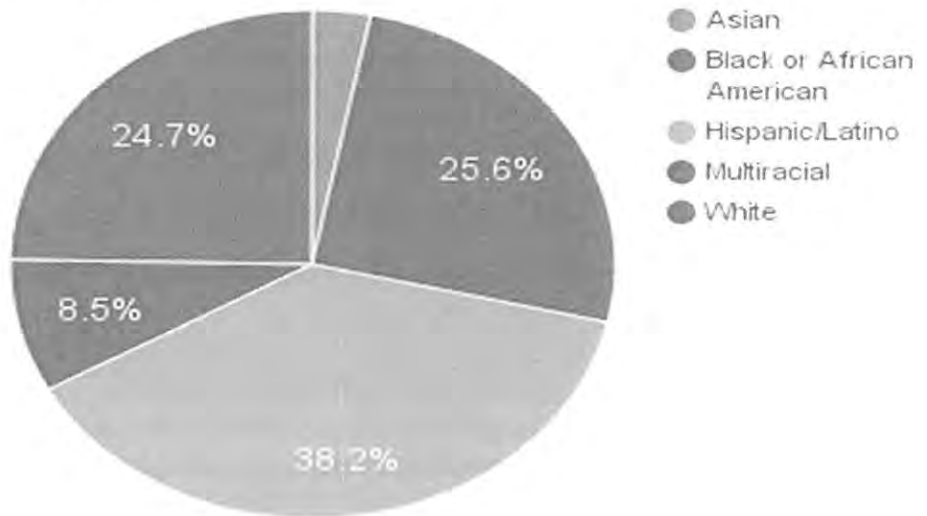
"**Low Income**": families are defined as low-income if the family income is **less than twice** the federal poverty threshold."

--US Dept. Health & Human Services

Leopold School Demographics

Asian --- 21
Black/ African American --- 175
Hispanic/Latino --- 261
Multiracial --- 58
White --- 169
TOTAL: 684

Leopold Students



Source: <https://leopold.madison.k12.wi.us/>

The broader community premises the community school concept on opening up the school facility for uses, with the school serving as a de facto neighborhood center in some instances. In March 2016, Aldo Leopold Elementary School was designated as a community school.

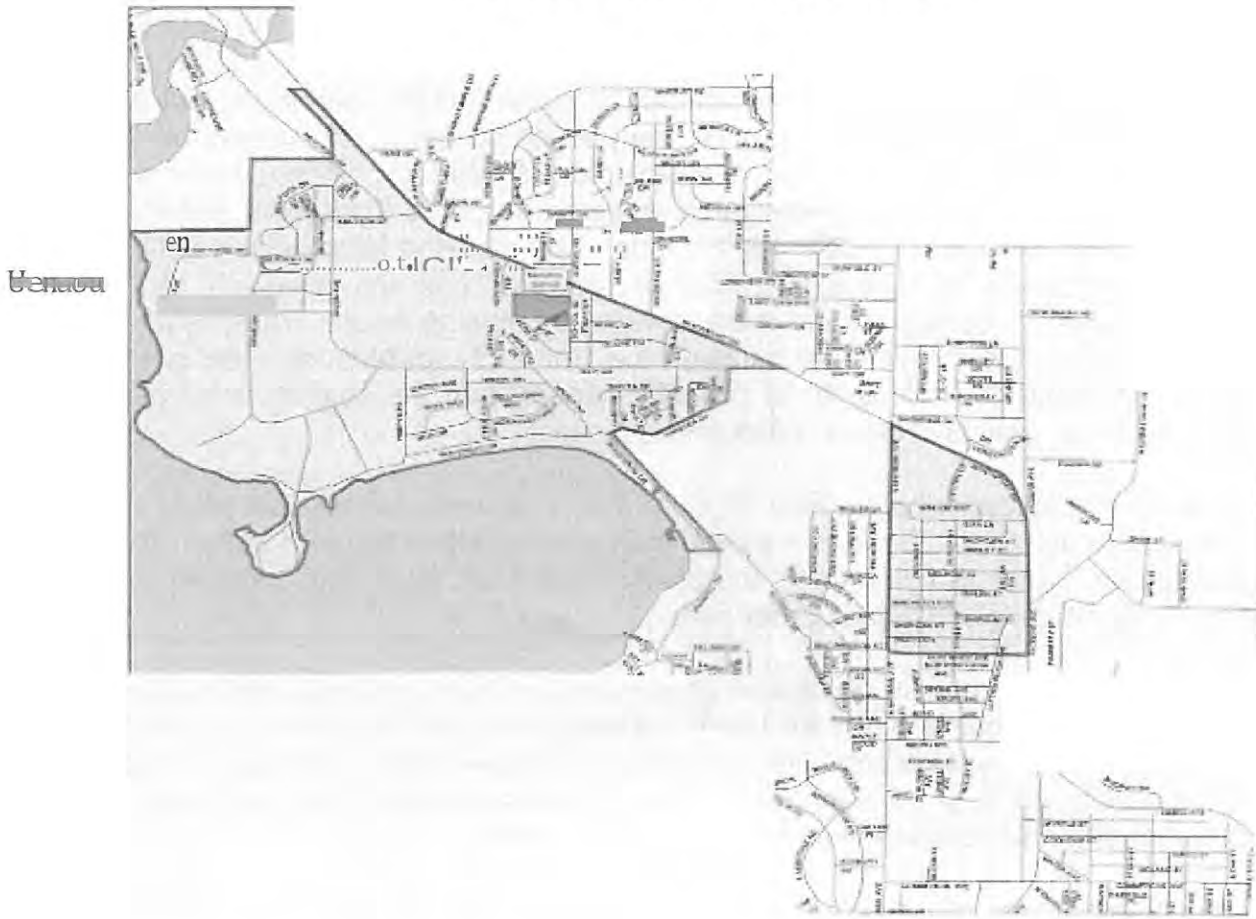
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The needs of Leopold Community School are:

- 1) High population density and diversity with a lot of younger adults and families.
- 2) Low resources to support all stages of life (prenatal, early education, school age, young adult, adults, families, and seniors).
- 3) Health disparities -- obesity, asthma, diabetes.
- 4) Lack of access to quality transportation services and alternatives.
- 5) Under performing school for students of color.
- 6) Lack of higher education opportunity and support.
- 7) Language and cultural differences creating barriers for community building within school and neighborhood.
- 8) Funding and human resources are biggest hurdles to further exploration of the Community School concept. However, there are a number of strategies that could be utilized to further the community center concept, as it relates to funding and human resources, including multi-governmental partnerships, public-private partnerships, grant funding, and private donations.

The community needs long-term investments from the City of Madison, MMSD, and other community organizations to be present and provide relevant and responsive opportunities and resources to the youth and families in this neighborhood. By responding to the holistic needs of an entire family, we believe that will result in measurably better outcomes for students.

Mendota Elementary School



Mendota Elementary School was established as one of the two community schools in the Madison Metropolitan School District (MMSD). The school is located on the northeast side of the City of Madison. Mendota's enrollment for the 2015-2016 school year according to the 2015-2106 Data Profile, was 326. It was comprised of 75% color students of color (42% African American or Black, 6% Asian, 12% Hispanic, 14% multi-racial) and 25% White. The school had an 80% free and reduced lunch ratio. MMSD data also showed that 13% of African American or Black and 27% of Hispanic or Latino students performed proficiently or above grade level in reading during the 2015-2016 school year. The

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mathematics proficiency levels were at, or above grade level for 17% of African American or Black students and 34% for Hispanic or Latino students.

The location of Mendota school and community is isolated with limited public transportation to the area. It is only 5 miles from the University of Wisconsin-Madison campus – one of the best and recognized public universities in the country, with many valuable resources and possible student volunteers, but the limited public transportation access the community school might as well be 20 miles away. For a University student to volunteer at Mendota School, he or she will have to travel on a bus with multiple transfers to get to the school and then travel another two hours back to the campus. The Madison Metropolitan School District, University of Wisconsin, City of Madison and the Madison Metro Transportation Authority should work toward increasing public transportation access with a more direct route between the University and Mendota School to afford the Mendota community to possibly benefit from the student volunteers from the Departments of Social Work and Education.

Mendota's geographic boundaries do not make it an easily accessible place for after school activities. There is a limited safe path for bikes and foot traffic. This reduces the sense of community, the ability of parents, guardians, children and other supporters to know each other better.

The school could open its doors and playground for the community and children on weekends so that students will have safer places to play with parents or under the supervision of volunteers. This will reduce the possibility of property damage to the school, while at the same time affording the community the opportunity to come together and build relationships as well as network.

The northeast side of the City of Madison has a high rate of unemployment and underemployment. Many residents could benefit from adult classes which focus on parenting skills, healthier cooking, employment, resume writing, interviewing skills, and financial literacy, etc. But due in part to the limited access to public transportation, their ability to get to the location where these services are provided, their needs go unmet and the cycle continues. Again, Mendota Elementary School sits unused for the majority of evenings and weekends. To address some of the issues identified above for the school community, Mendota Elementary could open its doors and host various community based organizations, to bring their services to the residents of the northeast side of the City. The cost of this should be minimal, but the outcomes will be priceless in terms of improving the lives of those in the community. Madison Metropolitan School District, the City of Madison and appropriate community-based organizations collaborated on the development of the community school concept in a substantial way, thereby supporting the goal that ensures success for students.

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Mendota Elementary: The community school team narrowed its focus to three priorities, but not in any particular order:

- 1) Before school childcare and longer afterschool hours;
- 2) Support for homeless and highly mobile families/ housing; and
- 3) Job training opportunities for parents and working age students.

The Mendota team also identified current and potential school partners and assets. Other challenges identified by the Mendota Community School Team include academic support in Math and Literacy, with a focus on all students that are not achieving their full potential, with special focus on African American males. In addition, the goal is to encourage positive social, emotional and behavior support for African-American students.

Underemployment and unemployment are still huge issues on the northeast side of the city with limited public transportation services and employment options. To address this concern, we are exploring the concept of the school as an off-site service center (after school hours). The intent is to bring community based organizations that provide the necessary services such as jobs skills training, health and wellness courses, financial literacy classes, etc. to the residents of the northeast side, using Mendota Community School as the hub. The school playground could also be used on weekends as a place for children to come for a safe place to play and where parents/guardians could become better acquainted with each other, thereby creating a greater sense of community. This concept also reduces the possibility of building damage or vandalism when school is open to the community on weekends and some days during the week.

Student Opportunities, Access and Readiness (SOAR) Project

Student Opportunities, Access and Readiness (SOAR) Project is a collaboration with the 100 Black Men of Madison, Inc., and is designed to address and improve chronic absenteeism, juvenile delinquency and graduation rates of African American (middle and high school) youth in the city of Madison. The target population is African American male students, ages 12 -17, enrolled in either a middle school or high school in the Madison Metropolitan School District (MMSD). Project SOAR has identified that many of the children involved in Project SOAR/My Brother's Keeper, operated by the 100 Black Men of Madison, Inc., are enrolled in school. However, many of those children are not experiencing school in a manner that will prepare them for life after school. The vast majority of African American students in MMSD are impoverished and raising themselves.

- Many youth come to school in order to have lunch
- Many youth are so far off in having enough credits that high school graduation is not foreseeable in a four year time frame
- Many youth are unable to read at grade level

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- Many youth do not have stable housing or family support

Project SOAR/My Brother's Keeper Madison is in the process of intersecting these students at the Junior High School level. The 100 Black Men of Madison, Inc.'s Project SOAR/My Brother's Keeper will incorporate and serve students who are economically disadvantaged, from single parent homes, homeless, involved in foster care, involved in the juvenile justice system and other African American students that can benefit from the project offerings. The management of Project SOAR has assembled a triage of collaborating agencies to address the environment that obstructs student attendance.

The My Brother's Keeper-Madison/Project SOAR has:

- 1) Maintained contact with students through involvement in summer activities;
- 2) Reconstituted Success Academy Classes at the high and middle school levels;
- 3) Reconstituted Career Academy Classes at the high and middle school levels;
- 4) Reconstituted One on One and Group mentoring activities at the middle and high school levels.

The first project objective directly addresses the goal to decrease truancy rates by seven (7) percent each programmatic year over a period of three years. An additional challenge to accomplishing the goal is that Project SOAR students are short of basic needs, i.e., food, shelter, safety and adult guidance. To address this challenge, the 100BMM/Project SOAR/My Brother's Keeper-Madison has assembled a triage team of collaborating agencies to address the environment that obstructs students' attendance, which will address the second project objective of increasing high school graduation rates by five (5) percent each programmatic year over a period of three years.

My Brother's Keeper-Madison/Project SOAR volunteers have re-initiated tutoring sessions at Sennett Middle School following successful efforts of support during the 2015–2016 school year. The effort is slated to expand to four additional middle schools by early 2017. Spring Harbor Middle School planned to initiate a 'boys' Success Academy by the end of December 2016. Also with the support of Judges Julie Genovese and Everett Mitchell, Career Academy Classes will be initiated with students involved in the juvenile justice system. This activity will be a forerunner of accepting direct referrals from the Court for One to One mentoring. Members of the Madison Police Department act as the initial mentors for these referrals.

Total youth served between June and December 2016 by Project SOAR/My Brother's Keeper was 254 between the following efforts: Christmas for Children with Responsibilities; and Project SOAR Days of Service Challenge and Mentoring:

1) Christmas For Children With Responsibilities

The concept for this effort was to aid those youth with the greatest needs that serve as the head of their household. The 100 Black Men of Madison via Project SOAR/My Brother's Keeper, in cooperation with the United Way of Dane County, staged a "Christmas For Children With Responsibilities - Toy and Donation Drive" whose beneficiaries were enrolled in the Madison Metropolitan School District. Madison Metropolitan School District Personnel determined the students and other recipients. Donated toys and gift cards were delivered to the United Way of Dane County, which is a partner agency. All donations were given to selected students on December 21, 2016, the last day of school. The recipients were thirty seven (37) youth ranging from four months to eighteen years of age.

2) Project SOAR Days of Service Challenge

From December 9 to December 21, area youth were exposed to the value of community service via the "Project SOAR Days of Service Challenge." This activity endeavored to inspire students in the development of a personalized foundation for civic action and thus create values that, hopefully, will result in a stronger, more caring community now, and in the future. This initiative also strove to both expand the impact of existing activities by engaging the new youth volunteers in their work and to encourage youth to develop their own projects under approved adult supervision.

Finally, in an effort to stimulate interest, select Project SOAR student groups will participate in a friendly competition, with the "Days of Service Challenge". As a result, the top four groups who achieve the highest number of service hours will be given the opportunity to designate cash awards to a school activity of their choice. All participating Mentees will be recognized at the 5 May 2017 Project SOAR Educator and Mentor Appreciation Ceremony.

The Dane County Restorative Court

The Dane County Community Restorative Court (CRC) was launched in 2015 in South Madison as a way to expedite misdemeanor cases and provide an alternative to the traditional justice system with its mission to repair harm, reduce risk and rebuild community. Ron Johnson is the Coordinator of the Dane County Restorative Court. The Dane County District Attorney, Ismael Ozanne, developed the CRC.

The Dane County Community Restorative Court:

- A program that is designed for 17 to 25-year-olds with a misdemeanor violation such as simple battery, disorderly conduct, obstructing an officer, theft and criminal damage to property, which enable them to accept responsibility and avoid a permanent record.
- Must be referred by a criminal justice partner and offered the opportunity to participate in the program.
- Must accept responsibility for their actions and often includes community service and other restrictions.
- Victim given a voice and community participation is essential.
- Referral by parent of a child is possible.
- 30 cases since inception, and half have completed the process, while three decided to pay the fines thereby removal from the program, and one individual moved out of state and was removed from the program.
- Once the individual completes the CRC Program there will be no CCAP record or formal charge.

The Dane County CRC needs broader exposure to the targeted community of the program benefits. And there should be a clearer path so that a parent/guardian could also, with appropriate guidelines, make the referral to the CRC.

Finally, it will be crucial to engage the many community-based organizations that currently provide support services to the at-risk youth, their parents/guardians and other family members.

Mr. Johnson, Coordinator for the Dane County CRC, and the Urban League of Greater Madison (UGLM), had several conversations on the concept and execution of community focused restorative justice, how to get more community volunteers involved, as well as how to better disseminate information on the program to the Madison community. ULGM worked with Mr. Johnson on

My Brother's Keeper – Madison, Wisconsin Challenge

comprehensive strategies to make the program more visible and to recruit more community participants in the circle of justice. Additionally, ULGM and Mr. Johnson discussed how to chart a path to success for youth who have yet to be involved in a criminal justice system, but their parents/guardians or educators see them heading in the wrong direction.

Data Collection, Analysis and Reporting

Another major component in the sustainability of the My Brother's Keeper-Madison is a protocol for collecting, tracking, and reporting data. The Urban League of Greater worked diligently to foster relationships with two organizations that have expertise in collecting, analyzing and reporting data.

Dr. Jerlando F.L. Jackson, a Vilas Distinguished Professor of Higher Education and the Director and Chief Research Scientist of Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison, and Excell Lewis III, the founder and Chief Executive Officer of Mynd Match, Inc., Chicago, Illinois, are both recognized leaders in the global discussions on how to leverage technology to inform policymakers on how to build more equitable and inclusive environments for education and work.

The University of Wisconsin-Madison Equity and Inclusion Laboratory (Wei-LAB) and Mynd Match have agreed to develop systems to collect MBK Madison data to track measurable objectives with timelines and with an easy method to extract information in a readable and digital format for use in addressing equity and inclusion challenges.

Goals, Challenges and Recommendations

GOAL: All Boys and Young Men of Color Graduate High School

CHALLENGE: Research has shown that investment in quality early childhood education pays off in multiple ways, from better school performance to improved health. Madison needs more preschool programs that prepare boys of color for kindergarten and family needs to take advantage of programs that already exist.

RECOMMENDATIONS:

- All boys and young men of color enter school cognitively, physically, socially and emotionally ready to learn
- Increase neighborhood-based parent and family engagement in early literacy development
- All boys and young men of color are present, participating and progressing in school
- Feel safe and treated respectfully by teachers, staff and mentors who are nurturing their confidence and building trusting relationships
- Foster cultural community competence among teachers and the school community
- The District, Madison College and other appropriate organizations collaborate to codify a scorecard which measures key indicators of student success to better understand youth that may be at-risk of dropping out of school
- The scorecard will examine and measure many factors as enrollment in early learning programs; elementary literacy rates; freshmen on track and graduation rates; enrollment in rigorous coursework; youth employment; college enrollment and completion rates
- Work with MMSD and MBK to examine bias clustered in education for positive outcomes

My Brother's Keeper – Madison, Wisconsin Challenge

- Encourage all students, especially boys of color that it is acceptable to be smart
- Remove health-related barriers to learning, which significantly hamper development of youth particularly boys of color.

GOAL: All boys and young men of color are safe from violent crime

CHALLENGE: Succeeding academically by broadening young men of color that need to be in schools that have high expectations for their success. They also need to feel safe in and out of school; they need to be treated with respect by teachers staff; and associated with mentors who nurture their confidence and build a trusting relationship and they all (youth and teachers) need to show up ready to engage, teach and learn.

RECOMMENDATIONS:

- Reduce suspensions and expulsions of boys of color
- Eliminate or reduce chronic absenteeism by at least 15% by 2020.
- Reduce violent crime committed by, and on, young people so that young people feel safe in their neighborhood and getting to and from school
- Create an early-warning system by December 2017 with stages of intervention and full involvement of restorative practices in all 49 schools by 2020.
- Foster cultural and community competence among teachers and school administrators
- Use the community school programs to host listening sessions on a quarterly basis (with progress reports to ULGM) and foster collaboration by helping to address concerns by getting buy-in and parent and community involvement on projects.

GOAL: All boys and young men of color receive second chances

Challenge: Incarceration rates and subsequent release into the community demonstrate that offenders do not have the same opportunity to gain sustainable jobs or careers as their peers.

Recommendations:

- Create early-warning systems to identify at-risk youth with a uniform application in schools and the community
- Reduce crime committed by and on young people, so young people feel safe in their neighborhoods
- Increase apprenticeship opportunities for young men of color by the City of Madison and community partners, actively engaging with companies such as: Findorf Construction Company, Joe Daniels Construction, Tri-North Builders, Veridian Homes, Monona Plumbing and Fire Protection, Inc., Olson Toon Landscaping, Inc., Frey Construction and Home Improvement, LLC.
- Encourage the community to intervene when they encounter incidents that impact young men of color
- Community building circles to assertively refer young men of color to create a path to involving them in restorative justice programs for youth who have yet to be involved in a criminal justice system, but their parents/guardians see them heading in the wrong direction.
- Restorative justice that provides a judicial alternative for 17-25 year olds with misdemeanor violations. Reviewed and revised the CRC Pamphlet. Worked with Mr. Ron Johnson on strategies to make the program more visible and recruiting more community participants in the circle of justice.
- Mentoring programs for youth of color that will provide them with assistance from local community based organizations such as the 100 Black Men of Madison, Inc., Project SOAR (Student Opportunities, Access and Readiness) Project. Many of the children involved in Project SOAR/My Brother's Keeper, operated by the 100 Black Men of Madison are "virtually" raising themselves. Their needs extend far beyond school based activities and outcomes. The vast majority of Project SOAR/My Brother's Keeper students are from homes identified as at or below the poverty level, i.e. \$28,000 a year for a family of four.

My Brother's Keeper – Madison, Wisconsin Challenge

- Centro Hispano, which also has a program to expand outreach and services to at-risk children in the community.

My Brother's Keeper - Madison: Goals, Challenges and Proposed Timelines

Goal: All Boys and Young Men of Color Graduate High School

Challenge: Research has shown that investment in quality early childhood education pays off in multiple ways, from better school performance to improve health. Madison needs more preschool programs that prepare boys of color for kindergarten and family needs to take advantage of programs that already exist.

Recommendation Date	Community Collaboration	Completion
All boys and young men of color enter school cognitively, physically, socially and emotionally ready to learn	Madison Metropolitan School District (MMSD), United Way's Schools of Hope; Centro Hispano; 100 Black Men of Madison, Inc. Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; Urban League of Greater Madison (ULGM); and others	On-going
Increase neighborhood-based parent and family engagement in early literacy development	Community School, Centro Hispano, Big Brothers/Big Sisters of Dane County, Boys and Girls Club of Dane County, MMSD Early Learning and ULGM	On-going
Foster cultural community competence among teachers and the school community	ULGM, MMSD, Madison College, UW- Madison's Wei-Lab, Big Brothers/Big Sisters of Dane County	July, 2017
The District, Madison College and other appropriate organizations collaborate to codify a scorecard which measures key indicators of student success to better understand youth that may be at-risk of dropping out of school	MMSD, Madison College, Urban League of Greater Madison (ULGM), Dr. Jerlando Jackson and UW-Madison's Wei-Lab	July, 2017
The scorecard will examine and measure many factors as enrollment in early learning programs; elementary literacy rates; freshmen on track and graduation rates; enrollment in rigorous coursework; youth employment; college enrollment and completion rates	MMSD, Madison College, Urban League of Greater Madison (ULGM), Dr. Jerlando Jackson and UW-Madison's Wei-Lab	July, 2017

My Brother's Keeper – Madison, Wisconsin Challenge

All boys and young men of color are present, participating and progressing in school	100 Black Men of Madison's Project SOAR; ULGM; and other appropriate community-based organizations	September, 2017
Remove health-related barriers to learning, which significantly hamper development of youth particularly boys of color.	(MMSD), Schools of Hope; Centro Hispano; 100 BM, Big Brothers Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	On-going

My Brother's Keeper - Madison: Goals, Challenges and Proposed Timelines

Goal: All boys and young men of color are safe from violent crime.

Challenge: Succeeding academically by broadening young men of color that need to be in schools that have high expectations for their success. They also need to feel safe in and out of school; they need to be treated with respect by teachers staff; and associated with mentors who nurture their confidence and build a trusting relationship and they all (youth and teachers) need to show up ready to engage, teach and learn.

Recommendation	Community Collaboration	Completion Date
Reduce suspensions and expulsions of boys of color	Madison Metropolitan School District (MMSD), United Way's Schools of Hope; Centro Hispano; 100 Black Men of Madison, Inc.(100 BM) Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	On-going
Reduce violent crime committed by, and on, young people so that young people feel safe in their neighborhood and getting to and from school	Madison Police Department Community Liaison; 100 BM Project SOAR; ULGM; Community Leaders; Church Leaders	December, 2017
Create an early-warning system by December 2017 with stages of intervention and full involvement of restorative practices in all 49 schools by 2020	MMSD, Madison College, ULGM, Dr. Jerlando Jackson and UW- Madison's Wei-Lab	December, 2017
Foster cultural and community competence among teachers and school administrators	MMSD, Urban League of Greater Madison (ULGM), Dr. Jerlando Jackson and UW- Madison's Wei-Lab	July, 2017

My Brother's Keeper – Madison, Wisconsin Challenge

Use the community school programs to host listening sessions on a quarterly basis (with progress reports to ULGM) and foster collaboration by helping to address concerns by getting buy-in and parent and community involvement on projects	MMSD, Urban League of Greater Madison (ULGM), Centro Hispano; 100 BM Inc. Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	July, 2017
All boys and young men of color are present, participating and progressing in school	ULGM, Centro Hispano; 100 Black Men of Madison, Inc. Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	On-going

My Brother's Keeper - Madison: Goals, Challenges and Proposed Timelines

Goal: All boys and young men of color receive second chances

Challenge: Incarceration rates and subsequent release into the community demonstrate that offenders do not have the same opportunity to gain sustainable jobs or careers as their peers.

Recommendation	Community Collaboration	Completion Date
Create early-warning systems to identify at-risk youth with a uniform application in schools and the community	MMSD, Schools of Hope; Centro Hispano; 100 BM of Madison, Inc. Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	September, 2017
Reduce crime committed by and on young people, so young people feel safe in their neighborhoods	Madison Police Department Community Liaison, MMSD, ULGM, 100 BM Project SOAR, and other projects	December, 2017
Increase apprenticeship opportunities for young men of color by the City of Madison and community partners, actively engaging with companies such as: Findorf Construction Company, Joe Daniels Construction, Tri-North Builders, Veridian Homes, Monona Plumbing and Fire Protection, Inc., Olson Toon Landscaping, Inc., Frey Construction and Home Improvement, LLC.	MMSD, Madison College, ULGM, Centro Hispano; 100 BM Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	July, 2017
Encourage the community to intervene when they encounter incidents that impact young men of color	Centro Hispano; 100 BM., Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	July, 2017

My Brother's Keeper – Madison, Wisconsin Challenge

Community building circles to assertively refer young men of color to create a path to involving them in restorative justice programs for youth who have yet to be involved in a criminal justice system, but their parents/guardians see them heading in the wrong direction.	MMSD, ULGM, Centro Hispano; 100 BM, Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	July, 2017
Restorative justice that provides a judicial alternative for 17-25 year olds with misdemeanor violations. Reviewed and revised the CRC Pamphlet. Worked with Mr. Ron Johnson on strategies to make the program more visible and recruiting more community participants in the circle of justice.	ULGM, Centro Hispano; 100 BM, Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	September, 2017
Mentoring programs for youth of color that will provide them with assistance from local community based organizations such as the 100 Black Men of Madison, Inc., Project SOAR (Student Opportunities, Access and Readiness) Project.	ULGM, Centro Hispano; 100 BM, Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	On-going
Centro Hispano, which also has a program to expand outreach and services to at-risk children in the community.	ULGM, Centro Hispano; 100 Black Men of Madison, Inc. Big Brothers/Big Sisters of Dane County; Madison Boule; Dane County Restorative Justice Coalition; and others	December, 2017

RESOURCES

The Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County 2013

The Race to Equity Community Impact – published January 28, 2013

U. S. Census Bureau – 2015 – 2016

Money Magazine – 1996

Men's Journal – 2004

Newsmax Magazine – 2009

Forbes Magazine – City ranking 2003

7 Reasons Why Madison, Wisconsin Is The Best Place To Live In America - <http://www.businessinsider.com/why-madison-wisconsin-is-the-best-place-to-live-2014-9>

Madison Wisconsin Wikipedia https://en.wikipedia.org/wiki/Madison,_Wisconsin

My Brother's Keeper – Madison, Wisconsin Challenge

Companies based in Madison, Wisconsin:

[https://en.wikipedia.org/wiki/Category:Companies based in Madison, Wisconsin](https://en.wikipedia.org/wiki/Category:Companies_based_in_Madison,_Wisconsin)

Construction Companies based in Madison, Wisconsin:

<https://www.yellowpagesgoesgreen.org/Madison-WI/Construction+Companies>

My Brother's Keeper – Detroit: <http://www.skillman.org/How-We-Work/My-Brothers-Keeper-Detroit>

My Brother's Keeper – Green Bay, Wisconsin:

<http://www.mybrotherskeeperinc.net>

My Brother's Keeper – Boston, Massachusetts: <https://www.boston.gov/civic-engagement/my-brothers-keeper-boston>

My Brother's Keeper – Dubuque, Iowa: <http://www.cityofdubuque.org/2268/My-Brothers-Keeper>

My Brother's Keeper – Milwaukee, Wisconsin:

<http://mps.milwaukee.k12.wi.us/en/Community/My-Brothers-Keeper.htm>

My Brother's Keeper – Cleveland, Ohio

My Brother's Keeper - Chicago, Illinois

Executive Summary
My Brother's Keeper – Madison
Urban League of Greater Madison
2016-Year End Report

Background: In September 2014, President Obama issued a challenge to cities, towns, counties and tribes across the country to become “MBK Communities.” The MBK Community Challenge encourages communities 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. The City of Madison accepted that challenge.

On April 1, 2016, the Urban League of Greater Madison entered into a contract with the City of Madison to develop a plan that manages and implements the Madison, Wisconsin My Brother's Keeper challenges as identified by the My Brother's Keeper Madison Team. The MBK Madison Team challenge has two identified goals: 1) ensuring all boys and young men of color graduate from high school; and 2) ensuring all boys and young men of color are safe from violent crime and receive second chances. As a result, UGLM determined the best use of the resources would be to hire a consultant to execute the requirements of the contract and in May 2016, Amos Anderson was hired to provide the necessary services.

Process: The success of the program depends on a comprehensive approach that includes community based organizations such as: the 100 Black Men of Madison, Inc. and their mentoring programs for minority youth such as the through Project SOAR (Student Opportunities Access and Readiness) in collaboration with established community partners. Project SOAR is designed to address chronic absenteeism; improve juvenile delinquency and graduation rates for students at risk of not being on track for high school graduation in the Madison Metro School District. The effort also includes Centro Hispano and their wrap-around services.

Community schools are an integral part, and are built on the community's strengths and focus on improving the well being of the entire community. The overall objective is to integrate programming and services that students, families, and community members feel is needed such as health care, academic tutoring, mentoring, food access and parent leadership opportunities (to name a few) directly into schools making them a hub of coordinated support. The two community school sites are Leopold and Mendota.

Restorative Justice, thru the Dane County Community Restorative Court, will expedite misdemeanor cases and provide an alternative to the traditional justice system. The mission of the Dane County Restorative Court (CRC) is to repair harm, reduce risk and rebuild community by engaging youth 17-25 who have been

charged with misdemeanor violations to enable them to accept responsibility and avoid a permanent record.

Future Efforts: Community based organizations such as the 100 Black Men of Madison, Inc. have over 100 volunteers to support the Project SOAR initiative, who will provide over 300 hours of community service and reach over 75 youth. The community schools have decided to create opportunities for parents and guardians to learn leadership and other skills to assist their children; ensure meetings are conducted in a multi-lingual manner; utilize Latino/Black Talented and Gifted and Promega programming on Saturdays; leverage out of school time/breaks to engage youth and also create ways to support homeless and mobile families. Local law enforcement and judicial partners are working collaboratively to ensure eligible youth are referred to Restorative Justice when appropriate.

My Brother's Keeper – Madison Urban League of Greater Madison 2016 Year End Report

Background: In September 2014, President Obama issued a challenge to cities, towns, counties and tribes across the country to become “MBK Communities.” The MBK Community Challenge encourages communities 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. The City of Madison accepted that challenge.

The six goals of the Challenge are:

- 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

In 2016, the Urban League of Greater Madison entered into a contract with the City of Madison to develop a plan that manages and implements the Madison, Wisconsin My Brother's Keeper challenges as identified by the My Brother's Keeper Madison Team. The MBK Madison Team challenge has two identified goals: 1) ensuring all boys and young men of color graduate from high school; and 2) ensuring all boys and young men of color are safe from violent crime and receive second chances. As a result, UGLM determined the best use of the resources would be to hire a consultant to execute the requirements of the contract and in May 2016, Amos Anderson was hired to provide the necessary services.

Numerous meetings were conducted with City of Madison leadership and staff, to include: the Madison Deputy Mayor for Administration and Finance, Enis Ragland; the Deputy Mayor for Public Safety, Civil Rights and Community Services, Gloria Reyes; Ashleigh Hacker, Mayor's Office; and Citrine Samrah, Intern to Deputy Mayor Ragland.

The MBK Madison Team challenge identified two goals:

- 1) Ensuring all boys and young men of color graduate from high school; and
- 2) Ensuring all boys and young men of color are safe from violent crime and receive second chances.

The main strategies in addressing the respective goals are community schools and restorative justice. In achieving the goals the entire community must be involved and own the plan in order to accomplish its goals and have a sustainable community. The overarching strategy of the project is to construct a comprehensive blueprint for allocating efforts and resources to create policies, practices, and programs designed to improve the life chances for boys and young men of color in the Greater Madison area. The plan will build on existing efforts to address systemic issues that disproportionately affect young males of color including lower rates of academic achievement, incarceration, and intergenerational poverty by align resources, leverage additional commitments, encourage investment, and nurture partnerships to help the community reach and sustain My Brother's Keeper goals.

MBK Madison Process: The success of the program depends on a comprehensive approach that includes community based organizations such as: the 100 Black Men of Madison, Inc. and their mentoring programs for minority youth such as the through Project SOAR (Student Opportunities Access and Readiness) in collaboration with established community partners. Project SOAR is designed to address chronic absenteeism; improve juvenile delinquency and graduation rates for students at risk of not being on track for high school graduation in the Madison Metro School District. The effort also includes Centro Hispano and their wrap-around services.

In addition, UGLM worked with the University of Wisconsin-Madison Equity and Inclusion Lab (Wei LAB) and Myndmatch located in Chicago, Illinois to review a data collection and tracking software program to assist MBK-Madison to track and retrieve empirical data, graphics and charts. A demonstration of the program capability has been provided to the City of Madison Deputy Mayor Enis Ragland and other city representatives.

Accomplishments:

- Have participated in several Whitehouse MBK webinars, conference calls designed to disseminate information, best practices and provide guidance to local communities.
- Attended an in-person White House Briefing in Washington, D.C., in July, on My Brother's Keeper by B. Johnson, Special Assistant to the President, and received an overview of the initiative, as well as the challenges and successes encountered by participating cities. Discussed vision and future of initiative.
- Community School meetings were conducted beginning in June. To date, a total of over twenty meetings were conducted at Leopold and Mendota with parents, guardians, educators and community organizations, with an average of 20 or more people in attendance at each meeting, for an estimated total participation of approximately 500 people.

- Three meetings have been conducted with Ron Johnson, the Coordinator, Dane County Community Restorative Court, an alternative for 17-to 25-year-olds with a misdemeanor violation.
- A meeting with the Dane County District Attorney, Ismael Ozanne resulted in an agreement in principle to allow parents or guardians, as well as law enforcement and judicial officers to refer youth for participation in the Restorative Justice program.
- Numerous meetings have been conducted with the School of Hope, Centro Hispano, 100 Black Men of Madison, Inc. and other community based organizational leadership to coordinate and establish a broad-based collaborative approach to providing services to at-risk youth.

Special Activities:

Also met with leadership of the Madison Metropolitan School District; and the Madison Boule` to discuss partnering on MBK – Madison.

This summer there was also a Restorative Justice Accountability and Community Engagement session sponsored by MOSES (Madison Organizing in Strength, Equality and Solidarity), which involved a panel discussion. The panel included the following people:

Jonathan Scharrer, Director, Restorative Justice Project, Frank J. Remington Center, UW-Madison Law School-The philosophy and practice of Restorative Justice in Wisconsin.

Ron Johnson, Coordinator, Dane County Community Restorative Court—A Restorative Justice alternative for 17- to 25-year-olds with a misdemeanor violation.

David Raasch, member and former Chief Judge of Stockbridge-Munsee Mohican Nation- The Native American spiritual roots of Restorative Justice

Ismael Ozanne, Dane County District Attorney-Local Law enforcement support for the Dane County Restorative Court.

Shelia Stubbs, Dane County Board of Supervisors, District 23–Dane County Board support for Restorative courts.

Joan Duerst OP, Chair of MOSES Religious Leaders Caucus moderated the event.

Finally, UGLM and Dr. Floyd Rose, President, 100 Black Men of Madison, Inc. – Project Student Opportunities, Access and Readiness (hereinafter, “Project SOAR”) facilitated meetings during the months of November and December. All Madison Metropolitan School District Middle School Principals have been contacted and meetings have been conducted with eight of the twelve to establish Project SOAR/My Brother’s Keeper programs at their schools. The remaining four Middle School Principal’s meetings will take place during January 2017.

Future Plans:

The 100 Black Men of Madison, Inc.'s Project SOAR project will:

- a) Reconstitute Success Academy Classes at the high school level;
- b) Initiate discussions to establish Career Academy and Success Academy classes at the middle school level
- c) Expand one-to-one group mentoring activities at the high school level.

The objective directly addresses the goal to decrease truancy rates by seven (7) percent each programmatic year over a period of three years. Additional challenge to accomplishing the goal is that Project SOAR students are in need of basic needs, i.e., food, shelter, safety and adult guidance. To address this challenge, the 100BMM/Project SOAR/My Brother's Keeper-Madison has assembled a triage team of collaborating agencies to address the environment that obstructs students' attendance. There will be efforts to expand this team in the future.

The Community Schools:

- ❖ Leopold Community School Committee, comprised of approximately 30 parents, staff and members of various community organizations, took data about the school and neighborhood, and organized it into 12 community needs. The Committee then voted on the three main priorities that will serve as the primary focus for the school year. The priorities include:
 - 1) Opportunities for people of color in positions of power. Suggested outcomes include learning labs on Saturdays, for 4 hours with parent-led workshops related to hobbies, interests and professions, and high school graduation rates;
 - 2) Out of school time activities for students creating programs and concepts to keep the students engaged in education and learning during the period of time that school will not be in session and also winter break; and
 - 3) Academic support for African American, Latino and low-income students. Suggested outcomes may include scholarships for high school seniors to speak at events, Big Brothers Big Sisters brings in people weekly for lunch, better assessment of individual needs, enrichment opportunities, Latino/Black Talented and Gifted, and Promega Science Saturday programming.

Leopold Community Schools Committee, starting in January 2017, plans to alternate its meetings between complete Spanish and English with interpreters translating the discussion into the other language for those attending.

- ❖ Mendota Community School identified three main priorities that will serve as the primary focus for the school year. The priorities include:

- Out of school time needs/before and after school
- Support for homeless and highly mobile families
- Employment/job training opportunities for adults and working age students

The Community School has also partnered with Dane County, Rennebohm Foundation, and United Way of Dane County to provide an Early Childhood Zones on the northeast side of Madison, Wisconsin. The Early Childhood Zone help parents develop the skills and training needed to provide for their child during the early stages of development.

The Zones provide family home visitation services, a research-based method that supports families holistically, and includes support for employment and stable housing, the three critical elements for family stability. The new Zone will also include behavioral health support for family members. From the time newborns are brought home, through their growth and development, and to the point of walking them through the doors on their first day of 4k, the new “Northside Early Childhood Zone” is the highest concentrated, most collaborative effort to date to improve racial and socio-economic achievement gaps in school and in the community.

Finally, a comprehensive plan is being developed.

MBK-Madison Quarterly Report (November-December 2016)

The Urban League of Greater Madison contracted with the City of Madison to develop a plan that manages and implements the Madison, Wisconsin My Brother's Keeper (hereinafter "MBK") challenge as identified by the My Brother's Keeper Madison Team. The MBK Madison Team challenge identified two goals:

- 1) Ensuring all boys and young men of color graduate from high school; and
- 2) Ensuring all boys and young men of color are safe from violent crime and receive second chances.

The main strategies in addressing the respective goals are community schools and restorative justice. In achieving the goals, this work cannot be done in a vacuum, because the entire community must be involved and own the plan in order to accomplish its goals and have a sustainable community. Working collaboratively with community organizations will do this. The overarching strategy of the project is to construct a comprehensive blueprint for allocating efforts and resources to create policies, practices, and programs designed to improve the life chances for boys and young men of color in the Greater Madison area. The plan will build on existing efforts to address systemic issues that disproportionately affect young males of color including lower rates of academic achievement, incarceration, and intergenerational poverty by align resources, leverage additional commitments, encourage investment, and nurture partnerships to help the community reach and sustain My Brother's Keeper goals.

During this reporting period the Urban League of Greater Madison met with:

- ❖ Centro Hispano Executive Director Karen Menendez Coller and Director of Adult Programs, Mariela Quesada Centeno, it was our initial meeting and we had a fruitful conversation as we explored possible ways for Centro Hispano to collaborate with MBK-Madison Challenge. Several promising options for joint collaboration were discussed in some detail. A second meeting will occur in the near future.
- ❖ Ron Johnson and the ULGM My Brother's Keeper Madison met to continue our discussion on way to intervene with youth before they become involved in our Dane County criminal justice system and referred to the Dane County Restorative Court by law enforcement representatives (Dane County District Attorney, Madison Police Department or a Judge). The option that kept surfacing was creating an avenue for affording parents/guardian of youth who they believe are going in the wrong direction, but have had no contact or referrals from the law enforcement representatives. Parents or guardians can refer the youth to soon to be created Family Circle Court, which will be an extension of Restorative Court. The community mediators for the Family Circle Court will be trained by Mr. Johnson, but managed by representatives

of the community. The concept is to start in the South Madison Community and work outward. The issue of resources has yet to be resolved. Dane County District Attorney Ismael Ozanne, said that the concept would be the logical extension of the Restorative Court, but funding will need to be addressed.

- ❖ Worked with the University of Wisconsin-Madison Equity and Inclusion Lab (Wei LAB) and Myndmatch located in Chicago, Illinois to review a data collection and tracking software program to assist MBK-Madison to track and retrieve empirical data, graphics and charts. Next step is to provide a demonstration of the program capability to the City of Madison Deputy Mayor Enis Ragland and other city representatives.
- ❖ Dr. Floyd Rose, President, 100 Black Men of Madison, Inc. – Project Student Opportunities, Access and Readiness (hereinafter, “Project SOAR”). During the months of November and December, all Madison Metropolitan School District Middle School Principals have been contacted and meetings have been conducted with eight of the twelve to establish Project SOAR/My Brother’s Keeper programs at their schools. The remaining four Middle School Principal’s meetings will take place during January 2017. Project SOAR has identified that many of the children involved in Project SOAR/My Brother’s Keeper, operated by the 100 Black Men of Madison, Inc., are enrolled in school. However, many, many of those children are not experiencing school in a manner that will prepare them for life after school.
 - Many youth come to school in order to have lunch
 - Many youth are so far off in having enough credits that high school graduation is not foreseeable in a four year time frame
 - Many youth are unable to read at grade level
 - Many youth have not stable housing or family support

Project SOAR/My Brother’s Keeper Madison is in the process of intersecting these students at the Junior High School level.

Project SOAR will also:

- a) Reconstitute Success Academy Classes at the high school level;
- b) Initiate discussions to establish Career Academy and Success Academy classes at the middle school level;
- c) Expand one-to-one group mentoring activities at the high school level.

The objective directly addresses the goal to decrease truancy rates by seven (7) percent each programmatic year over a period of three years. Additional challenge to accomplishing the goal is that Project SOAR students are in need of basic needs, i.e., food, shelter, safety and adult guidance. To address this challenge, 100BMM/Project SOAR/My Brother’s Keeper-Madison has assembled a triage team

of collaborating agencies to address the environment that obstructs students' attendance. All students have the ability to learn and achieve. Poverty impacts kids, but it doesn't have to define them.

❖ In fully addressing the My Brother's Keeper-Madison initiative a Planning Committee needs to be convened consisting of state, regional and local experts including practitioners representing education preK-12, community based organizations, youth development, health, elected officials, and statewide professional organizations. The charge of the committee is to examine the educational challenges and opportunities of boys in young man of color face on a daily basis and to recommend strategies to address challenges and expand opportunities to increase their educational success. The MBK-Madison Planning Committee composition became clear during this reporting period. The Planning Committee will primarily advise, monitor, and guide the MBK-Madison Team as it further develops and implements the plan. The Planning Committee as of today will consist of:

- Sandy Morela – Executive Director, Big Brother Big Sisters of Dane County
- Dr. Ruben Anthony – President/CEO Urban League of Greater Madison
- Enis Ragland – Deputy Mayor of Finance and Administration, City of Madison
- Ron Johnson – Director of Dane County Restorative Justice Program
- Dr. Jerlando Jackson – Director and Chief Research Scientist, University of Wisconsin's Equity and Inclusion Lab (WEI Lab)
- Dr. Floyd Rose – President/CEO 100 Black Men of Madison, Inc./Project SOAR
- Centro Hispano – no specific representative, but an offer to be a member of the MBK-Madison Planning Committee has been extended.

❖ Leopold Community School Committee, comprised of approximately 30 parents, staff and members of various community organizations, took data about the school and neighborhood, and organized it into 12 community needs. The Committee then voted on the three main priorities that will serve as the primary focus for the school year. The priorities include:

- 1) Opportunities for people of color in positions of power. Suggested outcomes include learning labs on Saturdays, for 4 hours with parent-led workshops related to hobbies, interests and professions, and high school graduation rates;
- 2) Out of school time activities for students creating programs and concepts to keep the students engaged in education and learning during the period of time that school will not be in session and also winter break; and
- 3) Academic support for African American, Latino and low-income students.

Suggested outcomes may include scholarships for high school seniors to speak at events, Big Brothers Big Sisters brings in people weekly for lunch, better assessment of individual needs, enrichment opportunities, Latino/Black Talented and Gifted, and Promega Science Saturday programming.

Leopold Community Schools Committee, starting in January 2017, plans to alternate its meetings between complete Spanish and English with interpreters translating the discussion into the other language for those attending.

- ❖ Mendota Community School identified three main priorities that will serve as the primary focus for the school year. The priorities include:
 - Out of school time needs/before and after school
 - Support for homeless and highly mobile families
 - Employment/job training opportunities for adults and working age students

The Community School has also partnered with Dane County, Rennebohm Foundation, and United Way of Dane County to provide an Early Childhood Zones on the northeast side of Madison, Wisconsin. The Early Childhood Zone help parents develop the skills and training needed to provide for their child during the early stages of development.

The Zones provide family home visitation services, a research-based method that supports families holistically, and includes support for employment and stable housing, the three critical elements for family stability. The new Zone will also include behavioral health support for family members. From the time newborns are brought home, through their growth and development, and to the point of walking them through the doors on their first day of 4k, the new "Northside Early Childhood Zone" is the highest concentrated, most collaborative effort to date to improve racial and socio-economic achievement gaps in school and in the community.