



# On Balance

A publication of Dane County's Department of Human Services  
and the Dane County Juvenile Court Program

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Volume VIII, Number 1

## Madison Schools Look Inward for Institutionalized Racism

By **Dennis Whitish**, Madison  
Metropolitan School District

Madison Metropolitan School District continues to be frustrated with a nagging achievement gap that separates minorities from their white peers. In an effort to address the concern that institutionalized racism may be responsible for holding back students of color, the district hired Glenn Singleton, a nationally known anti-racism educator to work with all district staff to begin what he calls "courageous conversations" about race. Singleton, a former admission director at the University of Pennsylvania who now runs a consulting business in San Francisco, argues that to close the gap, educators must be aggressively anti-racist, not merely non-racist.

The daylong training session was held across the District's 47

school sites on September 30, 2003 when Singleton addressed more than 4,430 employees from cooks to janitor, teachers to accountants. During the televised broadcast, Singleton told staff, "I'm not interested in calling anyone a racist," but wanted to have each staff member confront their own issues of privilege, equality, "whiteness" and how race affects education. He told staff that the conversations would be intentionally uncomfortable and cause them to "stretch."

District data shows that black students lag behind white students on standardized tests at every income level, and that the poorest white students outperform even black students coming from families with incomes above \$100,000. According to District reports, minority scores drop sharply with falling income levels, while white students' scores decline more gradually as family income falls.

This topic should not only be of concern to Madison Metropolitan School District staff, but to the

See **Racism**, Page 7

## The Division of Juvenile Corrections: Listening for the Future

By **Jim Moeser**

Following a hectic budget adjustment process in which the Division of Juvenile Corrections (DJC) made significant cuts in spending, primarily through a significant reduction in positions, the Division has begun a process to look to the future for juvenile correctional programming at the state level.

The fiscal challenges faced by both state and local governments provide both a challenge and opportunity to evaluate the value of existing programs and find ways to improve services and enhance collaborative efforts in order to create a resilient and cost-effective juvenile justice system.

See **Corrections**, Page 6

### In this issue:

**Page 2** 2003 Juvenile Court Awards Presented

**Page 4** JCEC Chair Sees Challenges Ahead

**Page 6** Latinos in Dane County

On the web @ [www.co.dane.wi.us/juvenilecourt/](http://www.co.dane.wi.us/juvenilecourt/)  
[www.co.dane.wi.us/humanservices](http://www.co.dane.wi.us/humanservices)

# 2003 Juvenile Court Awards *And the winners are....*

More than 60 people gathered at the Monona Community Center last December 4<sup>th</sup> to honor Dane County Juvenile Court award winners.

This year's **Peter Rubin Award** was given to **Deirdre Wilson Garton**, Deputy District Attorney in charge of the Juvenile Division from 1989 to 1993, and tireless volunteer and community leader on justice issues for many years. Deirdre has been actively involved in Dane County's two major juvenile justice planning initiatives: the Juvenile Crime Enforcement Coalition and the Comprehensive Strategy Initiative. Her impact on the youth of Dane County will be felt for years to come.

**Jim Moeser** was **The Ervin Bruner Award** winner. Jim has been a central and constant force in the development and evolution of Dane County's Juvenile Justice system for more than 25 years. He has been a leading force in implementing the balanced and restorative justice model, and a key player and major contributor on innumerable committees, workgroups, and task forces involving delinquency-related issues. As well as being a "big picture" person, Jim has always retained his dedication to improving the lives of troubled

youth and their families.

**The George Northrup Award** was presented to **John Givens** from the SPRITE Program. John is exceptional in his commitment to youth and his ability to communicate with them and their parents. As described by a parent of a juvenile in that program, John was very encouraging, helping to convince youth that they could change their lives and succeed. He really listened to youth and parents, and helped parents see the positives in their children.

Two long-time Dane County social workers, **Marsha Cetanwin** and **Nancy Taylor**, both now retired, were recipients of **Outstanding Service** awards. A truly exceptional social worker, Marsha helped heal many families. Through her efforts, many foster children—long in limbo—found permanent homes. Marsha saw strengths in people that they didn't see themselves. The work she has done with families is invaluable.

Described as "the Jane Addams of Dane County" for her grass roots advocacy on behalf of families and neighborhoods," **Nancy Taylor** has played a key role in the success of Dane County's Joining Forces for Families initiative. She worked tirelessly to advocate for families and improve challenged neighborhoods. Always kind and compassionate, Nancy has been a fierce supporter of giving residents a community voice.

The award for **Outstanding Achievement** was received by **Adam Tippery**. After his involvement in the juvenile system, Adam graduated from high school and then college, where he earned All American honors as a football player. Adam has been a volunteer football coach in the Warner Park program and at East High School, and is a lay pastor. His future plans include entering theological seminary in Chicago.

**On Balance** is a publication of Dane County's Department of Human Services and Juvenile Court Program.

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# “Competency Development: Aren’t We Doing This Already?”

By **Ben Gonring**, Public Defenders Office

As I hope is becoming increasingly evident, Dane County has made a commitment to pay increased attention to the “competency development” piece of the balanced approach. A committee which initially formed in the mid-nineties to study this topic has reconvened, spending the past eighteen months with an eye toward increasing the focus on strengths, system-wide. As a member of this committee, I have been asked to write this article to identify why we are doing this, what we are hoping to achieve initially, and what we are hoping the future will bring.



**Ben Gonring**  
Public Defender

Beginning with the question of why, I think it is fair to say there are three reasons for paying increased attention to competency development. The first is that the statutes clearly require it. Section 938.01 of the Juvenile Code is the intent

section and clarifies what it is the Legislature feels we ought to be doing as a juvenile justice system. They indicate in sec. 938.01(2) that they envision a system which will, among other things, “equip juvenile offenders with competencies to live responsibly and productively.” Further, in order to create such a system, they name several “equally important purposes” of the Code which includes, at subsection (c), “to provide an individualized assessment of each alleged and adjudicated juvenile, in order to prevent further delinquent behavior through the development of competency in the juvenile offender . . . .” It is noteworthy that the only use of the word “assessment” appears in this subsection, as opposed to the “protect citizens” or “accountability” subsections. It is an indication that the delinquency assessment, undoubtedly one of the most important documents in every case, should be a tool which sets our system on a path toward developing competencies.

The above-cited language also gives us guidance as to the second reason to focus on competency development – “to prevent further delinquent behavior.” I think most of us, upon reflection, would agree that human beings are at our best, are most productive, when we are feeling good about ourselves. While there are a variety of meth-

ods through which we are capable of gaining a positive self-image, one sure way is by engaging in behaviors or activities that we enjoy and are good at. Thus, as the Legislature seemed to recognize, if we can create a system or case plan which involves kids doing things they enjoy and are good at, we thereby increase the likelihood of kids being productive and law-abiding.

The third and final reason for paying attention to competency development is the recognition that the juvenile justice system is a temporary component of a kid’s life. As such, we need to be cognizant that we may not be able to effectuate sweeping change during the term of our involvement. What we can and must do, however, is to plant seeds for the future. While “protecting the public” and “holding kids accountable” can, for some kids, result in the planting of seeds, the third prong of the balanced approach perhaps gives us the best chance for long-term dividends. Helping kids to identify competencies and further helping them build upon them during the period of supervision gives them the tools to be “more capable of living productively and responsibly in the community.” Sec. 938.01(2)(a).

None of these reasons are novel or original. Indeed, the

See **Competency**, Page 7

# Chair of Juvenile Crime Enforcement Coalition Sees Challenges Ahead

By Sheri Gatts

Tricia Bishop, Community Deputy with the Dane County Sheriff's Department, was elected chair of the Juvenile Crime Enforcement Coalition (JCEC) in the spring of 2003. The Coalition was created about four years ago to oversee countywide distribution of federal funds received through Juvenile Accountability Incentive Block Grants (JAIBG). Deputy Bishop sees her role as a "facilitator of the decision making process."

Membership in the Coalition includes individuals from law enforcement, community-based organizations, the city, the county, the court system, schools, and the business community. The Coalition's primary responsibility is to decide how the JAIBG money will be spent.

Projects that have been funded in the past with JAIBG grants include Community Restoration Crews at Community Adolescent Programs, and the Weekend Report Center at Neighborhood Intervention Program. Work teams with Community Restoration Crews stay busy removing graffiti, conducting food

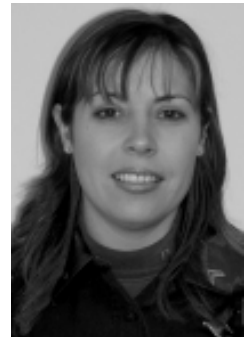
or clothing drives, and a variety of other meaningful activities for youth who need to complete community service obligations. The Weekend Report Center provides a structured environment on weekends for court-involved youth who are learning to make better choices and decisions. According to Deputy Bishop, "both projects have been wonderful assets for the county." In October 2003, the Coalition voted to fund the following projects:

- Choices Girls Group at Briarpatch for \$6,623
- Community Restoration Crews for \$2,500
- Weekend Report Center for \$6,623

As funding from the federal government continues to decrease, securing adequate funding for such worthwhile projects will become more difficult. New federal guidelines will require that the focus of funding received through JAIBG be on prevention services rather than on programs that provide intervention services. "This will be a challenge that the Coalition, and our community, must face in the near future," according to Bishop.

Chairing the Coalition has

been an opportunity to learn more about community resources for Deputy Bishop, who has been with the Dane County Sheriff's Department since September 1995. She has been a Community Deputy with the Department for the last four years. Originally from LaCrosse, where she attended Viterbo University, she relocated to Dane County to complete her degree in sociology at UW-Madison. "Being involved with the



*Tricia Bishop  
JCEC Chair*

Coalition has provided opportunities to work with individuals from the community that I might not otherwise have contact with," notes Bishop. The Coalition is an excellent example of how cooperation among various factions of the community can make a positive difference.

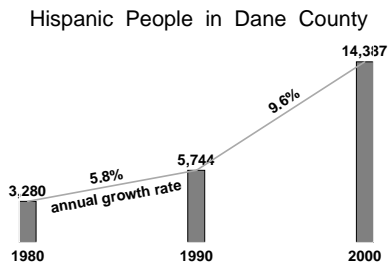
# Latinos in Dane County

By Neil Gleason, Dane County Human Services

## Population Growth

During the 1990's, Dane County's Latino population grew more than 6 times faster than the general population (9.6% vs 1.5% per yr.)

While the general population grew 16%, Latinos increased 150% (to 14,387), largely due to in-migration.

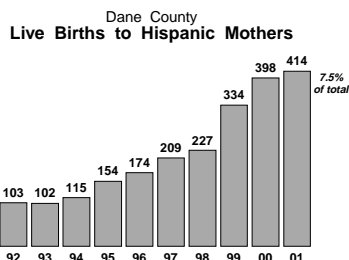


Source: U.S. Census Bureau, March 9, 2001

## Demographics

The Latino population is very young, with a substantially higher proportion of children and young adults than the general population. Nearly 1 in 3 (31%) Latinos are under age 18, compared to only 22% of non-Latinos. A salient characteristic of a young population is the number of families with young children.

During the past decade, as total Dane County births grew by 6%, children born to Hispanic mothers increased by nearly 400%. Most of this growth occurred during the latter half of the decade.



Source: Wisconsin Center for Health Statistics

Beginning in 2000, babies born to Latino mothers outnumbered each of the other ethnic minority groups.

## National Heritage

During the 1990's, the Hispanic population grew by 8,600 people, most of whom (6,000) were people of Mexican descent, who now comprise 62% of all Latinos.

## Place of Birth and Citizenship

Exactly one-half of the 14,602 Hispanic people living in Dane County were born in the U.S.

## Hispanic People by Heritage

Heritage	1990	2000
Total	5,744	14,387
Mexican	2,992	9,040
Puerto Rican	585	1,088
Cuban	251	294
Other	1,916	3,965

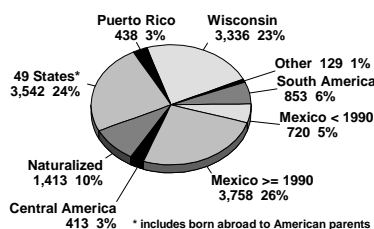
(including Puerto Rico). An additional 10% are naturalized citizens and 40% are non-citizens.

More than 1 in 4 (26%) are non-citizens who emigrated from Mexico after 1990.

Residence: 2000 vs. 1995  
Consistent with their rapid population growth, nearly one-half of Dane County's Latino residents reported living in another place in 1995.

Seven percent lived elsewhere

2000 Census: Latino People in Dane County  
Place of Birth and Citizenship



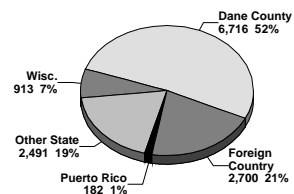
\* includes born abroad to American parents

in Wisconsin, 20% elsewhere in the U.S. (including Puerto Rico) and 21% in another country. Based on the growth of people of Mexican heritage, it appears that Mexico was the dominant contributor of immigrants to Dane County.

## Language Proficiency

Reflecting their relatively recent arrival in the U.S., 10% of Latino adults (ages 18-64) report

2000 Census: Latino People in Dane County  
Residence in 1995 for People Age 5+



that they don't speak any English and another 20% report only limited proficiency. By contrast, only 13% of children (ages 5-17) report little or no proficiency in spoken English.

Although first generation immigrants struggle to master English, language proficiency evolves rapidly in the 2<sup>nd</sup> and 3<sup>rd</sup> generations.

Source: 2002 National

## Primary Language Among Latino Adults in the U.S.

Gen	Spanish-dominant	Bi-lingual	English-dominant
1 <sup>st</sup>	72%	24%	4%
2 <sup>nd</sup>	7%	47%	46%
3 <sup>rd</sup> +	0%	22%	78%

Survey of Latinos, Pew Hispanic Center and the Kaiser Family Foundation.

## Corrections

Continued from Page 1

Before making further fiscal and program decisions, the Division believed it was important to get direct input from the key partners in juvenile justice, namely the counties, courts, law enforcement, prosecutors, and public defenders. This reinforces the unique and interdependent nature of the partnership among state and local juvenile justice agencies.

Taking the window of opportunity between the last budget cycle and the beginning of plans for the next one, DJC put together five “Listening Sessions” throughout the state in order to generate input on key topics. Those key topics included:

**What is working now?** It is helpful to start with our strengths, understanding what counties have done over the last 3-5 years to enhance their services to youth/families. This gave counties an opportunity to highlight improvements in a variety of program areas such as intensive supervision, electronic monitoring, wraparound approaches, coordinated service teams, teen courts, and other innovative community-based efforts that are successful in working with youth at the local level. Counties also provided feedback to DJC on what programs they believed were useful to them including sex offender treatment, AODA programming, the Cadet Achievement Program, SPRITE, and the mental health services (SOGS and MJTC).

### Planning for the Future.

Discussion centered around coun-

ties projecting the need for secure correctional placements in the next 3-5 years (with most participants projecting fewer correctional placements), what some guiding principles should be for building a collaborative juvenile justice system in Wisconsin, and how to best align state and local resources for an effective family-based juvenile justice system.

### Building Partnerships:

Discussion focused on the relationship and communication between and among the many local and state partners in the juvenile justice system. This included suggestions related to improving collaboration across state agencies (i.e. DPI, DJC, DWD, DHFS, etc.) and between state and local government and collaboratives.

The five sessions were conducted in Madison, Eau Claire, Milwaukee, Appleton, and Rhinelander. Through the course of the five sessions, approximately 100 local representatives attended.

While there was not an attempt (nor did time permit) to generate some consensus within the groups, there were a number of themes that emerged in the discussions, including:

- There is an interest in DJC developing additional short-term, more focused programming for youth in the institutions. While there was good support for many of the existing efforts, many believed that more flexibility of programs and timeliness of program completion are an important factor. This is consistent with the efforts of many

counties to take a more “wrap-around” approach to all work with youthful offenders.

- There is a strong interest in finding ways to better integrate family efforts along with programming for youth in the institutions and under state supervision. This reflects the important role that families play in a youth’s life and the difficulty of engaging families when youth are placed in a correctional facility.

- We need to find better ways to involve local individuals (professional and non-professional) in the case planning and reintegration of youth back into the community. There was a strong interest in finding ways to creatively transform the existing planning processes to more actively engage county staff and other local resources in the process, focusing the process on reentry as the goal for all efforts.

All of the information gathered will be used to assist DJC in moving forward in partnership with local units of government in making fiscal and programmatic decisions and in building an effective juvenile justice system throughout Wisconsin.

Information from the listening sessions will be compiled and can be viewed on the Department of Corrections/Division of Juvenile Corrections web-page at [http://www.wi-doc.com/index\\_juvenile.htm](http://www.wi-doc.com/index_juvenile.htm) or by contacting Pam Eitland, Division of Juvenile Corrections at 608-240-5914.

## Competency

Continued from Page 3

committee recognizes that this county understands these reasons and has already made great efforts to craft a corresponding juvenile justice system. What the committee is hoping to achieve, however, is to shift slightly the concept of “competency.” Often, and perhaps quite understandably, our system views developing competency as the equivalent of correcting a deficit: if a kid has a problem controlling his anger, competency development would thus entail the use of an anger management program. While the committee would concede that the concept of “developing competency” can include overcoming deficiencies, we believe it must also include identifying and building upon strengths and interests. As such, it has been the working goal of our committee that our juvenile justice system will, in every delinquency case, identify a pro-social interest that the kid is willing to work on during the period of supervision. It may be an existing strength that the kid wishes to build upon. It may be an activity that the kid has some interest in but has not yet done much to pursue the interest. Fundamentally, it will be something which will give them a positive outlet long after our systems ceases to be involved.

This interest or strength will be identified in the delinquency assessment itself. The form has been modified to include, in the summary section, a place where the worker can name the interest or strength. While it is not anticipated that the court would make it a condition of the dispositional order, the noting of

the strength or interest will give all of us reading the assessment a better picture of who this kid is. It will give judges, defense counsel and district attorneys an additional piece of information to help us better understand and appreciate this kid as someone who cannot and should not be defined solely by the delinquent act. It will give intensive supervision workers or YRP workers a clear starting point for connecting their kids to pro-social activities. Ideally, everyone in the system who knows and works with this kid – JFF workers, CCF, group home or RCC staff – will play a role in assuring that the kid continues to build on that interest or strength, providing positive feedback to all others in the system, including the kid himself. Finally, the committee envisions the juvenile justice system evolving to a point where we also can have a corresponding resource list for this community, allowing the system to pair kids with specific activities which further their respective interests.

So, to answer the question posed in the title, yes, we are already doing some of this. But if we can expand our view of competency development to include strengths and interests, as opposed to simply overcoming deficits, we can move further down the path of a true balanced approach. If we can commit ourselves to paying more attention to strengths and interests, letting kids and families know we care about those things as much as we care about the deficits, we will be in a better position to plant seeds for the future.

## Racism

Continued from Page 1

entire community. Student enrollment by ethnicity and grade for MMSD indicates that the percent of minority students at the elementary level is 45.4%, which translates into 4992 students of color. The percentage of minority students at middle school level is 40.4% or 2209 students of color and at the high school level, 34.5 percent of the population represents children of color. The District minority student population consists of 40.6% or 10,112 students of color out of 24,888 students enrolled as of the third Friday count in September.

Glenn Singleton returned to Madison in November and January as part of a five-year initiative to address racial issues in education in general and specifically to close the achievement gaps. Each school has in place equity teams, which consist of principal, teachers, and support staff charged with developing school-wide plans to address race and achievement. Mr. Singleton will return again to Madison in April and the district will devote next year's staff development day to this topic.

Improving the achievement of almost half of MMSD's student population is a mission worth the time, energy and commitment of teachers, administrators, support staff and all the other school staff who interact with our children. All MMSD staff needs to become culturally competent to be able to recognize the devastating affects of racism on individuals and academic achievement.