Academic Success Mobilization Plan

Updated June 2021

I. Background

For decades United Way of Dane County has aimed to lead efforts to reduce racial disparities and increase economic stability. We began our collective impact work in 1995 when asked by the *Wisconsin State Journal* and Channel 3 to convene the community in a Civic Journalism project, where we then, with the organization 100 Black Men, brought together education experts, teachers, parents, business leaders, nonprofit partners and Dane County residents to create strategies to eliminate the achievement gap in education between white students and students of color. This project created a tutoring program and volunteer mobilization effort focused on literacy for elementary aged students called Elementary Schools of Hope.

Throughout the past-quarter century, with the support of the community and local school districts, we have continued to refine this key initiative and to expand programming to include Middle Schools of Hope (a program for middle school aged students focused on literacy and leadership) and Achievement Connections (a program for high school aged students focused on tutoring in math). In our work we learn, evaluate and evolve toward outcomes that demonstrate meaningful, measurable change as our knowledge grows and community needs change. Our community developed goal for Education is that: *Students succeed academically and graduate high school, prepared for higher education, career and community.*

Elementary Schools of Hope has to date mobilized 13,537 volunteers, 364 AmeriCorps volunteer managers and tutors, and partnered with 4 local school districts to improve early grade literacy. Together, over the last 25 years, this program has reached 88,064 elementary students. This project has brought over $4.5 million to our community from the Corporation for National and Community Service (CNCS), matched by local United Way of Dane County donors to invest in our children and their early literacy skills. This program has also increased the leadership capabilities of AmeriCorps members, and brought community members and businesses into our schools to meet the future of our community.

The recommendations in this plan, continue to prioritize literacy and educational success because research proves again and again: Children learn to read through third grade, and after third grade they read to learn.[1]Literacy is key to high school graduation, higher incomes and life fulfilment.[2] While our academic success strategies have had many positive outcomes, including increased literacy, math, social emotional learning growth, and graduation rates, disparate educational outcomes continue to harm our community and our children.

Academic Success Mobilization Plan 2021 updated Strategies

Education Vision: Students succeed academically and graduate high school, prepared for higher education, career and community.

Goal: We expect that at least 95% of all students in Dane County graduate high school in 6 years*. To meet and exceed this ultimate goal, we will produce accelerated outcomes for students of color and students from low-income families, achieving an interim goal of a 90% or higher by 2022.

[1] "How Third-grade Reading Skills And Poverty Influence High School Graduation." Annie E. Casey Foundation 2012.
[2] "How Third-grade Reading Skills And Poverty Influence High School Graduation." Annie E. Casey Foundation 2012.

** Many youth in Dane County face barriers that do not reflect their ability to graduate, but rather their ability to graduate on time. Jobs that support family obligations, economic hardship, and issues related to immigration status lead many students to slow or temporarily stop, but ultimately continue high school. Six year graduation rates reflect the resiliency of students who experience life's barriers.*

Strategy 1: Access to additional learning opportunities to enhance students' mastery of academic content.

Strategy 2: Build students' social/emotional and non-cognitive skills.

Strategy 3: Ensure students' behavioral health and wellness.

Strategy 4: Foster connection, belonging, leadership and academic success with disconnected or at-risk of disconnecting.

Strategy 5: Recognize family engagement as a key component to improve student success.

Our Key Progress Indicator – How we measure progress: The metrics below are the way that we mark progress across community efforts supporting these strategies.

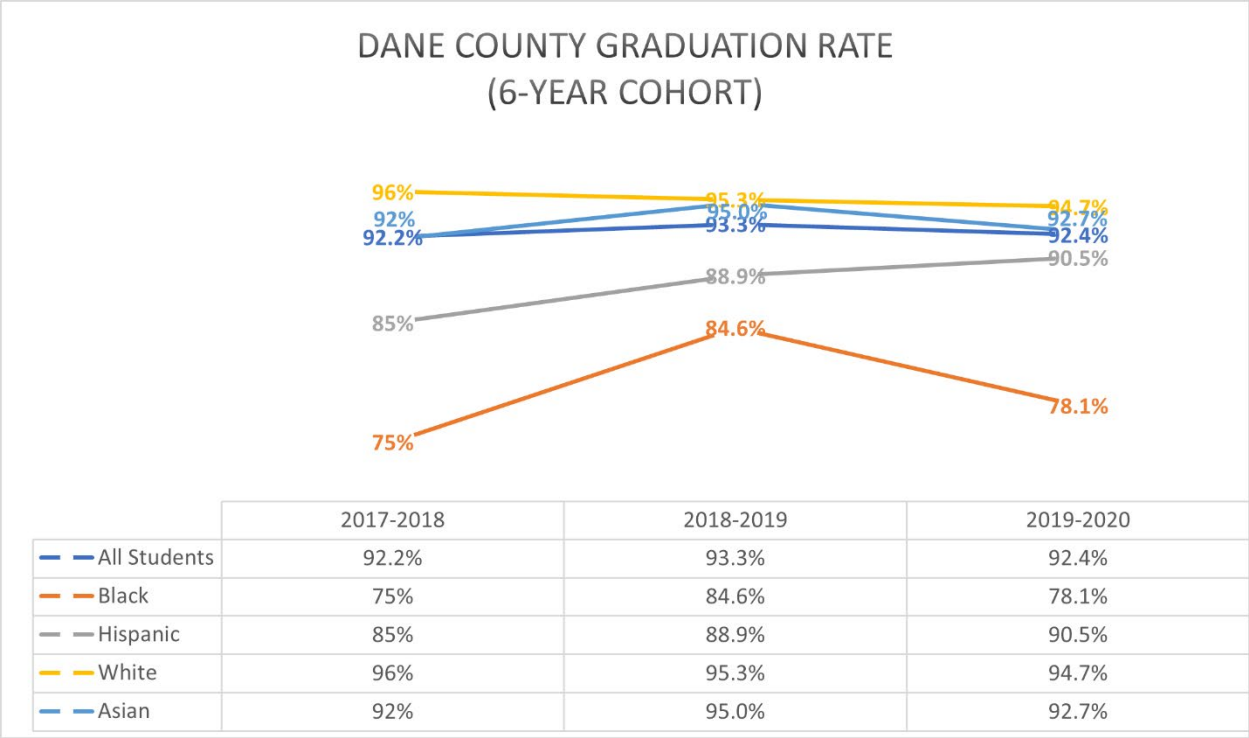
Dane County High School Graduation Rate

a. Data Source: Department of Public Instruction, Calculated by UWDC (13 Districts in Dane County)

b. Definition: 6-year graduation rate, includes students in the adjusted cohort who received a completion credential in 6 years or less. Students in the adjusted cohort who, as of the end of the high school completion time frame, had earned any high school completion credential in WI public schools are counted as completers for the school year at the end of that time frame. A cohort is a distinct group of students who enter 9th grade together, similar to a "graduating class" with adjustments.

c. Why: Individuals who finish high school are more likely to have the skills required to be successful in postsecondary education, an increasingly complicated job market and society. Adults with higher education levels are more likely to have employment with family-sustaining wages.

d. Current data (2019-2020): Overall: 92.4%; Students of color: 86.4%; Economically Disadvantaged: 84%



	2017-2018	2018-2019	2019-2020
All Students	92.2%	93.3%	92.4%
Black	75%	84.6%	78.1%
Hispanic	85%	88.9%	90.5%
White	96%	95.3%	94.7%
Asian	92%	95.0%	92.7%

Madison Metropolitan School District

Grad Year Rate (Cohort)	Group By	Group Count	Student Count	Group Percent
4-Year Rate (2020 Cohort)	All Students	1,946	1,643	84.4%
5-Year Rate (2019 Cohort)	All Students	1,978	1,713	86.6%
6-Year Rate (2018 Cohort)	All Students	1,911	1,673	87.5%
7-Year Rate (2017 Cohort)	All Students	1,861	1,698	91.2%

Sun Prairie School District

Grad Year Rate (Cohort)	Group By	Group Count	Student Count	Group Percent
4-Year Rate (2020 Cohort)	All Students	576	542	94.1%
5-Year Rate (2019 Cohort)	All Students	633	596	94.2%
6-Year Rate (2018 Cohort)	All Students	584	556	95.2%
7-Year Rate (2017 Cohort)	All Students	569	550	96.7%

Oregon School District

Grad Year Rate (Cohort)	Group By	Group Count	Student Count	Group Percent
4-Year Rate (2020 Cohort)	All Students	275	259	94.2%
5-Year Rate (2019 Cohort)	All Students	299	290	97.0%
6-Year Rate (2018 Cohort)	All Students	284	276	97.2%
7-Year Rate (2017 Cohort)	All Students	251	246	98.0%

Middleton-Cross Plains Area School District

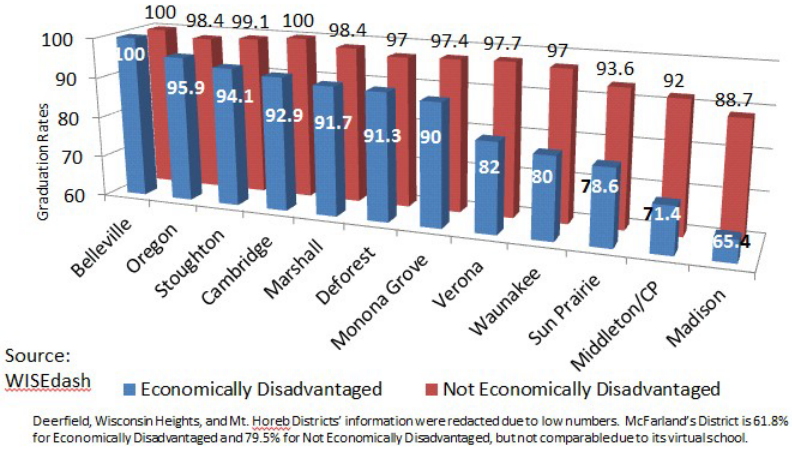
Grad Year Rate (Cohort)	Group By	Group Count	Student Count	Group Percent
4-Year Rate (2020 Cohort)	All Students	523	502	96.0%
5-Year Rate (2019 Cohort)	All Students	556	544	97.8%
6-Year Rate (2018 Cohort)	All Students	510	494	96.9%
7-Year Rate (2017 Cohort)	All Students	544	527	96.9%

Why these strategies and measurements:

- **Reading by Third Grade is a critical benchmark for future success** • Third grade reading scores are highly correlated with later academic success.[3] Early intervention, getting support early, is critical for children who are struggling with reading. By the end of third grade, children should show evidence of reading comprehension and be able to read unfamiliar words by employing various strategies.
- **Ninth Grade on Track** • Research has shown that competence in mathematics is crucial for functioning in everyday life, as well as for success in workplaces that are reliant on technology.[4] Students who take higher-level math and science courses requiring strong fundamental skills in mathematics are more likely to attend and complete college. Achievement in high school mathematics is also associated with higher future earnings. School districts in Dane County require algebra for graduation. Completion of algebra in 9th grade helps keep students on track to graduate.
- **Graduation opens doors** • Today there is almost universal recognition that a high school diploma is a minimum requirement for success in the workplace and that too few students obtain this minimum standard.[5] This is one of a number of root causes that contributes to the sheer magnitude of Dane County's racial disparities in employment and other status indicators.[6]
- **Summer and Out of School Time** • Identified as the "summer slide," children from low income families have been shown to lose 2+ months of learning over the course of summer because of their inability to practice reading over the summer. This puts them in a "catch up" mode when school starts and can result, over the

[3] Hernandez, Donald J., Double Jeopardy, How Third Grade Reading Skills and Poverty Influence High School Graduation, Annie E. Casey Foundation, 2012.
[4] Great Schools, Why is Algebra so Important?, http://www.greatschools.org/students/academic-skills/354-why-algebra.gs
[5] E.g., Orfield (004); Barton (005); National Association of Secondary School Principles (005).
[6] Race to Equity, A Baseline Report on the State of Racial Disparities in Dane County, WI Council on Children and Families, 2013.

years, in a cumulative learning loss that puts them grade levels behind their peers by middle school.



Deerfield, Wisconsin Heights, and Mt. Horeb Districts' information were redacted due to low numbers. McFarland's District is 61.8% for Economically Disadvantaged and 79.5% for Not Economically Disadvantaged, but not comparable due to its virtual school.

II. What's New

Elementary Schools of Hope 2.0 Delegation

During the 2017-2018 school year 93.5% of students agreed that working with a Schools of Hope tutor improved their reading and 90.5% of school staff agreed that Schools of Hope increased academic performance and engagement in their students. During the 2018-2019 school year, 54.7% of students who met with an Elementary Schools of Hope tutor for 15 sessions or more, and took their school district pre and posttests, met their aggressive reading growth target; we believe this result could and should be better. This delegation looked to tackle some of the gaps of the program.

Our Agenda for Change goal in Education is that students graduate from high school ready for college, career, and community. A key indicator on the road to this success is reading at grade level proficiency. For 20+ years we have deployed the Schools of Hope tutoring program designed to give students in the early grades the extra boost they need to achieve this goal. Schools of Hope has continued to evolve and change throughout the last 20+ years while staying focused on its core value of providing in individualized one-on-one literacy tutoring for struggling K-5 readers through the engagement of trained community volunteers and AmeriCorps members. In 2019, we formed a new Delegation (taskforce), the Schools of Hope 2.0 Delegation, led by Dr. Gloria Ladson-Billings, University of Wisconsin-Madison and Bill Westrate, American Family Insurance. The Delegation was charged with updating our strategies and recommendations to respond to current community needs.

The Delegation was tasked with understanding the current data, the experiences of children and families, and best practices available to create opportunities for all students to be successful readers by the end of third grade. Little did we know a global pandemic would create even more urgency in identifying ways our community can support our students and schools. The delegation recommended 9 strategies including the creation of a steering committee to ensure the sustainability of the other 8 strategies. The Delegation's new recommendations, approved by the United Way of Dane County Board of Directors in June 2021, are included in this updated plan.

Strategy 1: Access to additional learning opportunities to enhance students' mastery of academic content; with recommendations made by the Schools of Hope 2.0 Delegation, convened between May 2020 and June 2021 and with

consideration of the pandemic's implications. The chart below illustrates what the Delegation members learned and how it connects to their recommendations:

CHART 1: Key points from the 2021 update	Recommendations:
School capacity and structure have changed over time	• Utilize trained tutors working in concert with the teacher's curriculum to motivate students to do schoolwork and see academic achievement, as necessary.
Center the science of reading	• Provide timely individual support in literacy.
Specific Attention to Social Emotional Learning (SEL)	• Train AmeriCorps members/community volunteers in social-emotional learning (SEL), allowing them to serve as mentors to students and help improve student self-esteem and confidence.
We are living in a time of disruption	• Program curriculum is provided by the program and flexible enough to align with the changing overall school goals in reading and literacy.
The importance of cultural competency	• The program curriculum is culturally relevant (racially and linguistically) and includes student and family input. Community volunteers and AmeriCorps members reflect the students they are serving and have a growth mindset. To increase diversity, the program should offer compensation, whether that be monetary, college/high school credit, scholarship, fellowship, etc.
The value of measuring the right things	• Ensure that each school being served provides a dedicated staff liaison to promote effective partnership. • Create The Elementary Schools of Hope Steering Committee to ensure investment and influence, leading to the successful implementation of strategies that improve educational outcomes, focusing on the sustainability, accountability, and flexibility of the Schools of Hope program.
Success in literacy has many contributors.	• Provide individual support/tutoring with students' with recommendations based on student-level data and school staff involvement.

As stated before, the delegation recommended 9 strategies including the creation of a steering committee to ensure the sustainability of the other 8 strategies. Below is the Elementary Schools of Hope Steering Committee information:

Elementary Schools of Hope Steering Committee

The Elementary Schools of Hope Steering Committee exists to ensure investment and influence, leading to the successful implementation of strategies that improve educational outcomes, focusing on the sustainability, accountability, and

flexibility of the Schools of Hope program. The investments should leverage relationships, increasing the number of students at grade level proficiency and helping the program adapt to the community's changes and needs. Members will need to work with school districts, funders, AmeriCorps, and data analysts to ensure the program's success. The Steering Committee is a working group focused on implementation, evaluation, and assessment, and community/family voice inclusion. Below is the Steering Committee information sent out to potential members:

Membership – 12 people

Each member represents top-level decision-makers in crucial leadership roles essential in engaging all educational ecosystem sectors in Dane County. The members represent a diversity of thought, race/ethnicity, gender, influence and are well-respected throughout the community. The committee will be a working group that meets six times and reports to the Schools of Hope Director and the Education CST. This commitment will be no more than a year unless the group decides to continue. Members will help alleviate the barriers identified at the beginning of the Delegation process and ensure implementation of the Delegation recommendations. There will be representation from the critical segments of our community needed to lead changes and improvements:

- Philanthropy
- Parents/Community
- Education
- Business
- Students from the different participating districts (high school who grew in reading)
- SOH Alum or current AmeriCorps members

Goals and Strategies

Through coordinated efforts, progress monitoring, and decision making, the Elementary Schools of Hope Steering Committee looks to accomplish the following goals:

Short Term:

In partnership with the Education Community Solution Team, ensure implementation of SOH Delegation recommendations by addressing the systemic challenges to performance, such as:

- Student access to tutoring during a school day, not supplanting classroom instruction,
- Volunteer and AmeriCorps members training in alignment with school district curriculum and values,
- Recruitment and retention of diverse volunteers and AmeriCorps tutors,
- Measuring success across all Delegation recommendations.

Long Term:

Prepare youth, especially Black, Indigenous, and people of color youth, to be at grade-level reading.

III. Background: United Way's Involvement Addressing Educational Disparities

A. Our history in supporting academic success

United Way of Dane County has been deeply involved in addressing educational disparities for over 20 years. Schools of Hope began in 1995 as a civic journalism project of the Wisconsin State Journal and WISC-TV that examined critical racial achievement issues in the Madison Metropolitan School District (MMSD), including safety, discipline, cost, race, culture, family involvement, and academic standards and achievement. The media asked United Way to do something about the wide and growing racial achievement gap. With the support of 100 Black Men of Madison, Inc., we convened a leadership team to examine the issues that emerged from the report and to work on a community response.

The team, consisting of representatives from education, local government, faculty of the University of Wisconsin-Madison, parents, students, business leaders, leaders representing communities of color, labor unions, nonprofits, and United Way of Dane County. They decided to engage the community in the challenge of reducing the racial achievement gap for third grade reading and eventually successfully completing algebra by the beginning of tenth grade. We began tutoring by mobilizing hundreds of community volunteers in 1998 in early grade reading. In 2008 we released a Mobilization Plan for Schools of Hope, which chronicled the growth of the program and results we had at the time. The plan recommended we continue to focus on third grade reading, increase the fidelity of the model, and continue middle school tutoring with a focus on math towards the goal of algebra completion.

In 2007 our community decided to address the long-term trend of increasing youth crime, which occurred at twice the rate of crimes committed by adults. In response, we created the Delegation on Disconnected and Violent Youth. This Delegation was charged with identifying an approach to addressing the rise in youth crime. The Delegation determined that the best way to reduce youth crime was to keep youth in school, ensuring that they achieved a high school diploma. This Delegation produced our Achievement Connections Mobilization plan. The plan includes strategies to assist students in addressing their academic performance and behavioral health needs. Included in the plan are middle and high school tutoring, behavioral health assessment and treatment, teacher training and parent engagement. For five years, we assisted the districts with the 8th-9th grade transition. That work has been taken over wholly by the districts.

IV. What Works

The Academic Success Community Solutions Team gathered research that drove the change in the Mobilization Plan. Below is the result of their work.

A. Kindergarten Readiness Being ready to learn by kindergarten is crucial in determining outcomes once students start school, which can affect their outcomes in adulthood. The Wisconsin Council on Children and Family who live in families with income below poverty are 18 months behind what is normal for their age group. By the time they are 10, that gap is still there, and for children living in the poorest families, the gap is even larger."[7]

A September 2017 report for the Wisconsin Center on Education Research leaves no question on the need for kindergarten readiness.

[7] Wisconsin Council on Children and Families (2008). Let's Start at the Very Beginning: A Very Good Place to Start! WisKids Count Issue Brief (page 3.).

Wisconsin's gaps between Black and White student high school graduation rates and Black and White fourth-grade math and reading scores are the largest in the nation. These inequalities have led to criticisms of Wisconsin's schools and teachers as ineffective in bolstering the success of students of color and those who are economically disadvantage.

We know that nationally, students of color and children who are poor enter Kindergarten substantially behind their peers and that disparity can account for much, if not most, of the achievement gap we see later in primary and secondary school. Their key findings:

1. Almost 66% of African American children and 70% of Latinx children enter Kindergarten less prepared than the typical White child.

2. Almost 75% of poor children enter Kindergarten behind the typical, more economically advantaged child.

3. Differences in the economic resources of families of White children and children of color account for much, but not all of the racial/ethnic differences in school readiness we observe in Wisconsin. If children of color were as financially well-off as White children in the state, we would expect gaps in early literacy skills to shrink by 60% for African American children and 40% for Latinx children."[8]

Recognizing that achievement gaps begin prior to school entrance, United Way's Born Learning Mobilization Plan aims to increase the percentage of children entering kindergarten at age-expected development, which gives them a solid foundation for their success in school. Their goal: 80% of our 4-year-olds will be at age-expected development and ready to begin school by 2020. Please go to our website to see full details on the strategies and resources for this plan.

B. Learn to Read by Third Grade – Because After Third Grade You Read to Learn!

Nationally, there is growing recognition among educators of the importance of children reading at grade level by the end of third grade. Over 30 years of research shows the correlation between students' reading ability at the end of third grade and their subsequent academic success. The National Research Council concluded: "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."[9]

Through third grade, children are learning to read; beginning in 4th grade children read to learn. According to the Annie E. Casey Report "Early Warning – Why reading at the End of Third Grade Matters," in fourth grade children are using the skills they have learned to solve problems and go deeper into subjects they are studying.[10]A child behind in reading will find the fourth grade reading material incomprehensible.

C. The Importance of Summer Learning

During the summer school break, an annual achievement gap of approximately three months has been created between wealthy and poor students (Cooper, Nye, Charlton, Lindsay, and Greathouse, 1996, the effects of summer vacation on achievement test scores: A narrative and meta-analytic review.). The loss in reading levels is greatest among students from lower-income families. By contrast, students from upper-income families often increase their reading levels during the summer. (Cooper et al, 1996)

---

[8] Kindergarten Readiness in Wisconsin, WCER Working Paper No. 2017-3, Wisconsin Center for Education Research, School of Education, University of Wisconsin—Madison, E. Grodsky, Y Huangfu, H. Meisner, and C. Packard, September, 2017.

[9] National Research Council. Preventing Reading Difficulties in Young Children. Edited by Catherine E. Snow, Susan Burns and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children. Washington, DC: National Academy Press, 1998.

[10] Hernandez, Donald J., Double Jeopardy, How Third Grade Reading Skills and Poverty Influence High School

This achievement gap has most dramatically widened during the elementary school years. Various studies have shown that over the course of six summers, the gap widened from less than a year's difference entering kindergarten to more than a three-year gap between lower and upper- income students by the end of 6th grade (Alexander, Entwisle & Olsen, 2007). This gap widens even when students receive effective instruction during the school year (Cooper et al, 1996). Thus, the loss that occurs during the summer months is called by some the most compelling explanation of the widening achievement gap between the rich and poor (Allington, 2013). This summer regression in reading and literacy development is referred to as the "Summer Slide" (Allington, 2013).

According to a study by Entwisle and Olson:

- During the school year, lower-income children's skills improve at close to the same rate as those of their more advantaged peers.
- Over the summer, middle- and upper-income children's skills continue to improve, while lower-income children's skills do not.
- Summer learning shortfall experienced by low-income children over the elementary grades has consequences that reverberate throughout children's schooling and can impact whether a child ultimately earns a high school diploma and continues on to college.

Richard L. Allington, co-author of Summer Reading: Closing the Rich/Poor Achievement Gap (Teachers College and International Reading Association, 2013), tells us that any child who fails to read during the summer break will lose some reading proficiency. Children from low-income families routinely lose two to three months of reading proficiency every summer while middle-class children gain about a month. This creates a three to four month gap every summer.

By age 5, many children in high-risk environments are already developmentally behind. This gap only grows over time –undermining school readiness and success in life.
-Dr. Craig T. Ramey, Georgetown

"The most effective way to help children maintain and grow their

reading skills is to put books in their hands. Not just any books, but books that they choose!" -- Richard Allington Professor of Education University of Texas, Fort Knox

From grade one to grade nine, children from low-income families lose two or more years of reading proficiency during the summers when school is not in session.

D. Transition to Middle and High School

Transition is difficult for any student at any stage in his or her education. The transitions into both middle and high school are particularly difficult, as they are key points in determining future outcomes.

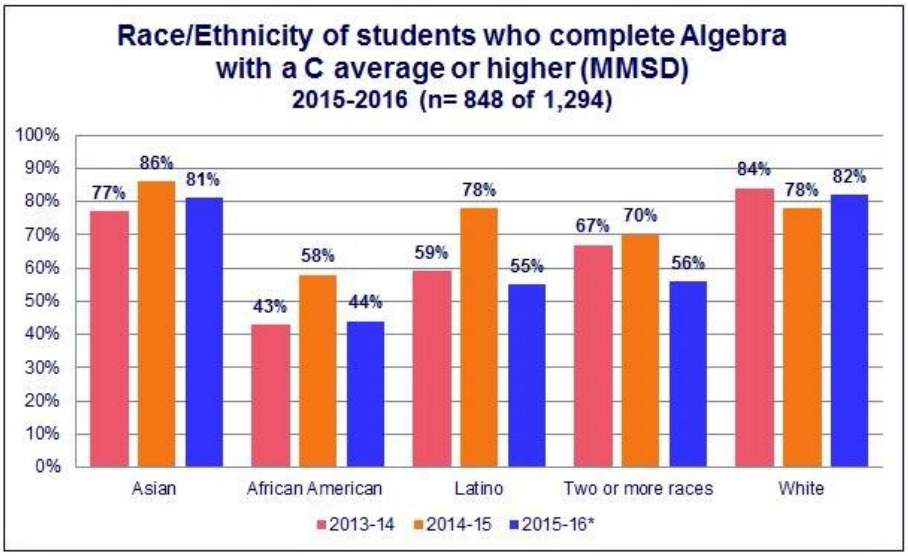
Many studies indicate that receiving passing grades in the core subjects of Math, English, Science, and Social Studies and being on-pace with credit accumulation in the freshman year of high school are highly related to graduation.[11][12] One study found that students who passed Algebra I by their freshman year of high school graduated at twice the rate (70% compared to 35%) of students who had not passed Algebra 1 by 9th grade.[13]Further research shows that students who take higher-level math and science courses requiring strong fundamental skills in mathematics are more likely to attend and complete college, secure technically-skilled jobs, and earn higher wages.[14][15][16][17][18]

Research shows that most high school dropouts fail at least 25% of their ninth grade, while 8% of high school graduates experienced the same difficulty.[19] And more than one "F" in core subjects and fewer than five full course credits by the end of freshman year are key indicators a student is not on track to graduate, [20]as well as low attendance in the first 30 days of ninth grade.[21] The challenge in transition happens well before high school, which includes a drop in grades,[22] motivation[23], self-esteem[24], and parent involvement.[25] Promising research in Chicago Public Schools has shown that focusing on the transition between eighth grade and ninth grade and focusing on the on-track behaviors of students in ninth grade raised graduation rates by 13% over a six-year period (Roderick et al., 2014).

[11] Allensworth, E. M. & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.
[12] Roderick, M. & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. American Educational Research Journal, 36(2), 303-343. DOI: 10.3102/00028312036002303
[13] Silver, D., Saunders, M., & Zarate, M. E. (2008). What factors predict high school graduation in the Los Angeles Unified School District? (California Dropout Research Project Policy Brief 14). Santa Barbara, CA: UCSB Gevirtz Graduate School of Education.
[14] Attewell, P., & Domina, T. (2008). Raising the Bar: Curricular Intensity and Academic Performance. Educational Evaluation and Policy Analysis, 30 (1), 51 –71.
[15] Aughinbaugh, A. (2012). The effects of high school math curriculum on college attendance: Evidence from the NLSY97. Economics of Education Review, 31(6), 861–870.
[16] Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of High School Course-Taking on Secondary and Postsecondary Success. American Educational Research Journal, 49(2), 285–322
[17] Joensen, J. S., & Nielsen, H. S. (2009). Is there a Causal Effect of High School Math on Labor Market Outcomes? Journal of Human Resources, 44(1), 171–198.
[18] Rose, H. & Betts, J. R. (2001). Math matters: The links between high school curriculum, college graduation, and earnings. San Francisco, CA: Public Policy Institute of California.
[19] Kennelly and Monrad. (2007). "Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning." National High School Center
[20] Ibid.
[21] Ibid.
[22] Making the Transition to Middle School: How Mentoring Can Help (September 2008). From Mentoring Resource Center Fact Sheet. Retrieved from: http://educationnorthwest.org/sites/default/files/making-the- transition-to-middle-school.pdf
[23] Ibid.
[24] Ibid.
[25] Ibid.

E. Completion of Algebra With a C or Better by the Beginning of 10th Grade – A Critical Gateway to Graduation and College and/or a Career

The transition from arithmetic to the symbolic language of algebra helps students develop abstract reasoning and critical thinking skills necessary to excel in math and science. A low-income student who succeeds in algebra has virtually the same chance of going to college as a child from a more affluent family who also passes the course. Receiving a "C" or better also means that the student has deeper content understanding.



Research tells us that algebra is considered a gateway course for educational achievement beyond high school.[26] It is the language of math and science, and the language of problem solving. It deals in abstractions that expand thinking skills. Also, middle school represents the second most available time for brain development and our ability to influence student learning.[27]A child from a low-income family who succeeds in algebra stands virtually the same chance of going to college as a child from an upper-income family who passes the course.[28]

F. Graduation Rates

According to the National Center for Education Statistics, graduation rates nationally have increased from 79% for 2010-11 to 83% for 2014-15. Rates of graduation are still disparate by race/ethnicity; 88% of White public students, 78% of Latino/a students, and 75% of Black students graduated in 2014-15.[29] A high school diploma decreases the chances of unemployment from 7.4% to 5.2% and increases lifetime earnings by 40%[30][31]

---

[26] Christmas, P., & Fey, J. (1990). Communicating the importance of algebra to students. In Edgar L. Edwards, Jr. (Ed.), Algebra for everyone. Reston, Virginia: NCTM.

[27] Alexander, Entwisle and Olson, 2007, Summer learning and its implications: insights from the Beginning School Study, New Directions for Youth Development, Volume 2007, Issue 214.

[28] Source: GEAR Up Program

[29] Public High School Graduation Rates. (Updated April 2017). Retrieved from https://nces.ed.gov/programs/coe/indicator_coi.asp

[30] Employment Projections (Last modified April 20, 2017). Retrieved from https://www.bls.gov/emp/ep_chart_001.htm

[31] Lifetime earning trends by education level (last modified 2010). Retrieved from https://trends.collegeboard.org/education-pays/figures-tables/lifetime-earnings-education-level

In Dane County, our collective partnerships toward increasing graduation rates have been successful. We are proud to say that we have met or almost met the interim goals we set for graduation rates in both Dane County and MMSD. As of the 2014-2015 school year, Dane County has a graduation rate of 93.1%, .1% away from our 2016 goal. MMSD achieved an 80.6% graduation rate, surpassing the 2016 goal of 79.5%. When we began this work the graduation rate was 91% for Dane County and 74.5% in Madison.

The Institute for Educational Science provides the following recommendations for dropout prevention: (1) Use data systems to identify at-risk students early; (2) provide adult advocates to students at-risk; (3) provide academic support and enrichment; (4) implement programs to improve students' classroom behavior and social skills; (5) provide personalized learning environments and individualized instruction; (6) provide rigorous and relevant instruction to better engage students in learning (Freeman & Simonson, 2015, p. 208).

H. The Importance of post-secondary Education and College Readiness

Despite the rising costs of college and soaring rates of student debt, postsecondary education remains key to economic stability. According to the Pew Research Center, millennials earn $2,000 more annually with a two-year degree or some college and $17,500 more with a bachelor's degree than they do with only a high school diploma.[32]

Associate degrees also bring additional earnings beyond graduating high school. The Center for Analysis of Postsecondary Education and Employment, a research center funded by the Institute of Education Sciences of the U.S. Department of Education, found that completing an associate degree yields on average $4,640 -$7,160 per year more than those who begin college and do not complete.[33]A postsecondary education improves quality of life across indicators.

Based on estimates from the Massachusetts Institute of Technology, the minimum annual income before taxes needed to support one adult and one child is $48,538**.** [34] However, in Dane County, individuals without a high school diploma make an average of $20,222 per year and individuals with a high school diploma make an average of $30,325 per year, in comparison, individuals with some college or associate degree have an annual income of $34,794 and individuals with a bachelor's degree have an annual income of $49,93735.

A college degree brings more than earnings. According to the Lumnia Foundation, in 2012, Americans with bachelor's degrees (and without graduate degrees) have:

- 3.5 times lower incidence of poverty (Income)
- 2.4 times lower incidence of receiving worker's compensation (Income)

[32] The Rising Cost of Not Going to College (Updated February 11, 2014). Retrieved from http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/

[33] Belfield, Clive and Bailey, Thomas (2017). "The Labor Market Returns to Sub-Baccalaureate College: A Review." The Center for Analysis of Postsecondary Education and Employment. Retrieved from http://capseecenter.org/wp- content/uploads/2017/04/labor-market-returns-sub-baccalaureate-college-review.pdf

[34] Glasmeier, A. K. (2017) Living Wage Calculation for Dane County, Wisconsin. Massachusetts Institute of Technology, 2017

- 4.9 times lower probability of being in prison or jail (Income)
- 47% higher likelihood of having health insurance through employment (Health)
- 44% higher likelihood of reporting very good or excellent health (Health)
- 3.9 times lower likelihood of being a regular smoker and a significantly higher incidence of exercising, having a healthy diet, wearing seat belts, and seeking preventative medical care (Health)
- 72% greater likelihood of having a retirement plan (Health) [35]

This research supports work in United Way of Dane County's Community Impact Areas, as noted in the parentheses above. In Dane County, a proportionally well-educated seat of private, public, four- and two-year institutions, the importance of preparing young people for college is even more urgent in narrowing the income gap and creating an equitable growing workforce.

I. Career Readiness Skills

To ensure that our youth take a pathway that leads out of poverty, they must be equipped with skills to not only to enter postsecondary education, but to ultimately thrive in the workforce. There are varying definitions and interpretations of "career ready", and every career field requires different skill sets, but there are skills that certainly cut across all careers. Additionally, many of the skills necessary to be successful in college are also necessary for career readiness. Conley and McGauhey describe study skills, time management, persistence, and ownership of learning, as well as the ability to "formulate problems, collect information, interpret and analyze findings, and communicate in a variety of modes, all with precision and accuracy." The skill sets that prepare students for post-secondary education, career fields, and civic engagement are not only vital to life beyond a diploma, they strengthen students' ability to learn and own their experiences in the K-12 school system.[36]

J. Social/Emotional and Non-Cognitive Skills

Many authors are now focusing on social/emotional and non-cognitive skills as a way of predicting success, rather than just achievement-based standardized tests, arguing that achievement tests do not show skills of character, including personality traits, goals, motivations, and preferences, that are valued in the labor market and in schools. Reliable measures of character have predictive power that is as convincing as measures of cognitive skills, according to some research.[37] [38] One study specifically of American Indian and Alaska Native students found students with higher social-emotional competence had higher academic achievement. The study controlled for measures of poverty and race.

Of important relevance to our work is the apparent malleability of non-cognitive and social-emotional skills. There are several studies indicating that direct and focused interventions can lead to improvement in students' so-called "soft skills" and, ultimately, improved academic outcomes. A study of the OneGoal program, which tries to help disadvantaged high school students attend and complete college by

[35] U.S. Census Bureau. (2017) Retrieved from https://factfinder.census.gov
[36] Conley, David T. and McGaughy, Charis. (2012). "College and Career". From North County Professional Development Foundation. Retrieved from http://www.ncpdf.org/pdf/steering/2015-09-18/4.0%20ASCD%20Article%20College%20&%20%20Career%20Readiness%20.pdf
[37] Kautz, T., Heckman, J. J., Diris, R., Ter Weel, B., & Borghans, L. (2014). Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success (No. w20749). National Bureau of Economic Research.
[38] Hamedani, M. G., & Darling-Hammond, L. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth. Stanford Center for Opportunity Policy in Education. March.

teaching non- cognitive skills, found the program improved academic indicators, increased college enrollment by 10-20 percentage points with the greatest effect on four-your college enrollment and persistence, and reduced arrest rates by 5% for participating males.

The authors found that the improvement in non-cognitive skills accounted for 15-30% of the program's impact. A meta-analysis of 213 school-based social and emotional learning programs found that participants showed statistically-significant improvements in social and emotional skills, attitudes (toward self, others and school), and positive social behavior and academic performance; academic performance in particular improved by an 11-percentile-point gain in achievement.[39] Additionally, drawing upon the framework established by the Consortium for Chicago School Research (CCSR) at the University of Chicago, the close monitoring and advocacy of an adult (mentor, tutor, after school program staff member etc.) is a research-based strategy for improving students' non-cognitive skills.[40]

Additionally, schools have become more proactive in teaching social-emotional learning as a way to build and maintain a positive learning environment. SEL focuses on building cognitive, affective, and behavioral competencies in five areas: self-awareness; self- management; social awareness; relationship skills; and responsible decision making (Collaborative for Academic Social and Emotional Learning). High school graduation rates, for example, are lower for youth with behavioral health issues resulting in higher school dropout rates and lower school performance rates when compared with their peers.[41]

L. Engaging and Empowering Families in Their Children's Education

Studies show that successful parent involvement leads to higher achievement, improved school attendance, improved student perception of well-being, improved student behavior, improved parent and student perceptions of classroom and school climate, improved educational aspirations of students and their parents, improved student grades, and parent satisfaction with teachers.[42] These positive outcomes reachestudents from all socio-economic, racial, and ethnic backgrounds.[43] For instance, parent expectations, student expectations and peer interest have been shown to predict math intrinsic motivation in 9th grade, even after controlling for SES, race, gender, and math achievement, with parent expectations as the largest contributing factor to math achievement.[44]

> *"I was raised with an extended family structure that included aunts, uncles, and siblings. My parents were like my hubcap and the other adults in my life were the spokes, keeping the wheels in place and keeping me moving forward. I raised my children the same way."*
>
> – Parent, Verona Area School District

[39] Chain, J., Shapiro, V. B., LeBuffe, P. A., & Bryson, A. M. (2017). Academic Achievement of American Indian and Alaska Native Students: Does Social-Emotional Competence Reduce the Impact of Poverty? American Indian and Alaska Native Mental Health Research (Online), 24(1), 1.
[40] Kautz, T., & Zanoni, W. (2014). Measuring and fostering non-cognitive skills in adolescence: Evidence from Chicago Public Schools and the OneGoal Program. University of Chicago.
[41] Youth Violence, Posttraumatic Stress Symptoms, & Learning Victor G. Carrion, M.D. | Stanford University, Lucile Packard Children's Hospital, Stanford Early Life Stress Research Program, California Healthy Students Research Project, Brief Number
[42] Anfara Jr, V. A., & Mertens, S. B. (2008). Varieties of parent involvement in schooling. Middle School Journal, 39(3), 60
[43] Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education and urban society, 35(2), 202-218.
[44] Froiland, J. M., & Davison, M. L. (2016). The longitudinal influences of peers, parents, motivation, and mathematics course-taking on high school math achievement. Learning and Individual Differences, 50, 252-259.

While the benefits of parent and family involvement in students' educations are clearly defined, the mechanisms to make this connection have historically not been well- understood.48 Obstacles to parents and families engaging with schools range from differing ideas among parents and teachers about what constitutes involvement, time and job pressures to cultural differences, fear of authority-based institutions, parent illiteracy, and parent and family members' own negative education experiences.[45]

Successful initiatives to break down barriers and increase parent and family involvement in children's academic experiences build on the strengths of parents and families' own experiences, knowledge, and beliefs, developing parents' skills and knowledge to further their students' progress.[46] Research indicates programs that provide targeted, culturally responsive support to parents and families can lead to improved student achievement. These are the issues most relevant in understanding the drivers of student success. Below is the process that we undertook to develop our Academic Success Mobilization Plan.

V. Factors Considered

- Fidelity of our strategies, including scale, cost, and data.
- Latest research in student success, ranging from out-of-school programs to tutoring to
- children's mental health.
- Our current investments, looking critically at amounts invested in each area in Dane
- County and the outcomes achieved.
- Frameworks and results of our district partners, which clearly indicated new leadership across districts led to the implementation of more rigorous curriculum and instruction.
- Furthermore, our agency partners provided input and feedback on needs of their students and families, impact they have on students' outcomes, and our proposed goals and strategies. Finally, we engaged with various groups of stakeholders directly affected by this important work: high school and college students representing several Dane County school districts and post- secondary institutions, out of school youth serving staff, MMSD Principals representing all grade levels, and parents of youth. This examination resulted in three key takeaways:

1. We cannot address academic achievement without supporting the whole child. For students to be college, career, and community ready upon graduation, they need a set of skills and abilities beyond academic success solely measured by content mastery.

2. Students must be prepared to advance beyond the K-12 school setting. In the 21st

century labor market and to earn a family-sustaining wage, addressed in the Strong Roots Mobilization Plan--students must be prepared to advance beyond the K-12 school setting.

"I worked for a pre-college program over the summer. The students that I worked with felt welcome and involved. We found our own voice. The experience gave me skill sets such as

group facilitation and networking." – Junior, Madison College

[45] Anfara Jr, V. A., & Mertens, S. B. (2008). Varieties of parent involvement in schooling. Middle School Journal,39(3), 60.
[46] Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education and urban society, 35(2), 202-218.

3. There is a need for a reciprocal learning relationship between United Way and partner agencies. Our non-profit agency partners are key in successful outcomes. Their executive directors, program managers, and front-line staff have a keen understanding of the issues in real time, informing our strategic planning. Likewise, United Way of Dane County has valuable resources in our staff, volunteers, and professional development opportunities. We must continue to strengthen our relationship with and learn from each other's expertise.

Indicators of Impact

At United Way, we will continue to use our research and practice-backed measures of academic success to ensure that our efforts are working for children in Dane County. Third grade reading -- and tenth grade algebra completion continue to be indicators of high school graduation our strategic goal. Additionally, post-secondary enrollment and degrees are indicators that support college and career readiness.

We seek to ensure that impact indicators are holistic and that the work of partner agencies outside of the academic realm do not go unnoticed. United Way's Healthy for Life agency partners continue to operate in schools and address youth mental health and trauma, measuring the impact that they have on children in our community.

Finally, after exploring measures of social emotional learning and non-cognitive skills, we selected a tool that not only measures growth, but also provides our agency partners with tools to enhance the impact that they already have on youth development. There is consensus among scholars and practitioners of youth development of the importance of social emotional learning and non-cognitive skills. The DESSA is an empirical, standardized social and emotional competence assessments with editions that support students K-12. It is grounded in resilience theory and meets the highest professional standards.

VII. Our Priority Population and Strategies

While we are expanding our definition of academic success and adopting a more well-rounded portfolio of strategies accordingly, we believe we should narrow the focus and impact of the Academic Success Community Solutions Team by prioritizing the students we will serve.

The goal of the Academic Success Mobilization Plan is to prepare students to graduate ready for college, career, and community. We will prioritize the students who are positioned furthest away from this goal. Specifically:

1. Early Elementary Literacy: The top priority and the largest number of students we serve will be in the elementary grades who are reading below grade level. This presents an opportunity to work early and proactively in partnership with families, teachers, and community members to build early literacy skills that lay the foundation for future academic success.

2. Facilitate access to additional learning opportunities across settings to enhance students' mastery of academic content

This focus area consolidates our current strategies of third grade reading, summer reading loss, and 10th grade Algebra completion, built on the premise that proficiency in core subjects of mathematics and

literacy are critical to students' academic and career success. While the classroom setting is the primary driver of content mastery, this knowledge can be enhanced through additional learning experiences both in and out of school settings. More privileged students have greater access to out-of-school learning experiences and tutoring to enhance academics, widening academic opportunity gaps.

3. Build students' social/emotional and non-cognitive skills

Non-cognitive and social-emotional skills are the traits and habits that employers look for in employees and that help students succeed. Closely associated with the work of economist James Heckman, non-cognitive skills are traits and habits just as--if not more--critical to education, employment, and life outcomes as academic achievement. The term encompasses attributes of academic behaviors, perseverance, mindsets, learning strategies, and social skills.[47] Social-emotional learning focuses on building cognitive, affective, and behavioral competencies in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.[48]

"I was mentoring a middle schooler. He wouldn't listen to anyone. Teachers didn't want to work with him. I helped him start a talent show during the lunch hour. I found out this kid could sing. He didn't think anyone liked him. He realized his entire group loved him! He just needed someone close to his age to listen." – Sophomore, Verona Area HS

The US Department of Education's Office of Safe and Drug Free Schools recommends mentoring as a way to support students in the move to middle school and recommends structures for expanding the capacity of mentoring in schools and community-based organizations.[49] Additionally, long term and supportive mentoring relationships increase civic engagement and decrease delinquency, substance abuse, and depression over time.[50] Coupled with close academic support and mental health resources, mentoring develops social emotional skills needed to navigate change that comes in the transition.

4. Ensure students' behavioral health and wellness

National research and local experience confirms the importance of providing non- academic behavioral health supports that remove or minimize barriers to learning.[51][52][53]

Although historically the focus of education has been on academic learning and indicators of achievement, we must also address student mental health as it is a significant contributor to academic

---

[47] Nagaoka, Farrington, Ehrlich, & Heath (June 2015). "Foundations for Young Adult Success: A Developmental Framework." The University of Chicago Consortium on Chicago School Research.

[48] CASEL Website. Retrieved from http://www.casel.org

[49] "Making the Transition to Middle School: How Mentoring Can Help": (September 2008). Retrieved from http://educationnorthwest.org/sites/default/files/making-the-transition-to-middle-school.pdf

[50] Erdem, G., DuBois, D.L., Larose, S., Wit, D., & Lipman, E.L. (2016). Mentoring Relationships, positive development, youth emotional and behavioral problems: investigation of a medinational model. Journal of Community Psychology, 44 (4), 464-483

[51] Gonzalez, A., Monzon, N., Solis, D., Jaycox, L., & Langley, A. K. (2015). Trauma exposure in elementary school children: Description of screening procedures, prevalence of exposure, and posttraumatic stress symptoms. School Mental Health, 8(1), 77-88. doi:10.1007/s12310-015-9167-7.

[52] Woodbridge, M. W., Sumi, W. C., Thornton, S. P., Fabrikant, N., Rouspil, K. M., Langley, A. K., & Kataoka, S. H. (2015). Screening for trauma in early adolescence: Findings from a diverse school district. School Mental Health. , 8(1), 89-105. doi:10.1007/s12310-015-9169-5.

[53] Dane County Youth Assessment Overview Report (2015). Dane County Youth Commission. Retrieved from https://danecountyhumanservices.org/yth/dox/asmt_survey/2015/2015_exec_sum.pdf.

outcomes.[54] Suldo et al. note that academic achievement can affect mental health, particularly internalizing problems.

An important practice for responding to students' mental health needs is universal screening for concerns, such as trauma exposure, which maximizes the identification of at-risk students and allows schools to respond to specific students without singling them out during screening. Additionally, if schools do not use a universal screening tool, they are likely to use office referrals to identify students needing additional mental health support. This may capture students who are acting out; it may not capture students who internalize behaviors non-threatening to classroom management.[55] Woodbridge identified 13.5% of middle school students universally screened reported traumatic stress symptoms at the clinical or subclinical level.[56] Moreover, Gonzalez found that 9.5% of elementary students who were screened had stress symptoms at the clinical level, and 26% had symptoms at the moderately-elevated level.[57] As schools universally screen students, this can help prevent re-traumatization of students[58] and help re-frame struggling students in a different lens,[59] and "this shift in perspective may be particularly important for reducing racial disparities in academic outcomes and suspensions."[60] To address the barriers that mental health concerns can pose to academic success, resources need to be "where the kids are." Bringing clinicians into schools eliminates barriers of cost and transportation[61]treatment and is a proven method for addressing the mental health needs of students, both in individual and in group settings.[62]One study examined student outcomes after community mental health clinicians were placed on- site in schools. It found students who received mental health services saw decreased suspensions, improved attendance, and demonstrated significant improvements on how teachers and parents rated the students for social-emotional skills.

"I suffered from mild depression my senior year at East High School, but was still functional and able to earn a full tuition scholarship. In my first two years of college, it got worse. My advisor told me she had been through something similar and encouraged me to use a free service through the counseling psychology department, offered to students in the Division of Diversity Equity, and Educational Achievement. Without that push from an advisor, I never would have felt confident enough to seek help or share something like this with a group of people I never met." –Junior, UW Madison

5. Foster connectedness, sense of belonging, leadership, and academic success with youth who are disconnected or at risk of disconnecting from school.

---

[54] Suldo, S. M., Gormley, M. J., DuPaul, G. J., & Anderson-Butcher, D. (2014). The impact of school mental health on student and school-level academic outcomes: Current status of the research and future directions. School Mental Health, 6(2), 84-98.

[55] Bruhn, A. L., Woods-Groves, S., & Huddle, S. (2014). A preliminary investigation of emotional and behavioral screening practices in K–12 schools. Education and Treatment of Children, 37(4), 611-634.

[56] Woodbridge, M. W., Sumi, W. C., Thornton, S. P., Fabrikant, N., Rouspil, K. M., Langley, A. K., & Kataoka, S. H. (2015). Screening for trauma in early adolescence: Findings from a diverse school district. School Mental Health. , 8(1), 89-105. doi:10.1007/s12310-015-9169-5.

[57] Gonzalez, A., Monzon, N., Solis, D., Jaycox, L., & Langley, A. K. (2015). Trauma exposure in elementary school children: Description of screening procedures, prevalence of exposure, and posttraumatic stress symptoms. School Mental Health, 8(1), 77-88. doi:10.1007/s12310-015-9167-7.

[58] Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. School Mental Health, 8(1), 1-6.

[59] Wisconsin Department of Health Services. (2013). Retrieved from www.dhs.wisconsin.gov/tic

[60] Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. School Mental Health, 8(1), 3.

[61] Brunjes, Eadie, Hill, Frost, Kantachote, Anam, (2013). Cost Benefit Analysis of Providing Access to Healing (PATH) Program. Prepared for United Way Fox Cities. Retrieved from: https://www.unitedwayfoxcities.org/our- work/united-ways-path-for-students/

[62] Whiston & Quinby, 2009

Engagement and academic achievement go hand-in-hand. Young people's school experience, including students' relationships with adults, feelings of safety, supportive environments, and connections to peers, coupled with high expectations for learning, all contribute to students' sense of belonging at school and in the community.[63] Opportunities for leadership are key to developing motivated students and citizens. When students have the chance to develop and practice leadership, remarkable results can occur. Many youth organizations are led by low-income youth and young people of color exercising their voices and agency to change institutions and policies that impose barriers for their development.[64]

For students at the margins, this engagement is critical. Many of the organizations in Dane County that most successfully serve Opportunity Youth develop leadership and agency.

In 2018, we will conduct additional research with local experts and specialists in this field. We anticipate convening student services specialists, law enforcement officials, juvenile justice experts, experts in runaway youth service, behavioral health providers, AODA specialists, parents, and others. We will examine the systems that serve youth who have acted out and wish to support their path back to graduation. Specific strategies will be determined. We anticipate we will:

a. Give preference to programs that seek our investment that foster student connectedness, sense of belonging, leadership, agency, and academic success, particularly for Opportunity Youth.
b. As funds are available, provide micro-investments to small organizations that do this work and target Opportunity Youth in communities of color.

6. Recognize family engagement as a key component to improve student success

All of our district partners recognize parent and family engagement as a key component to improving student outcomes. It is important that our strategies include parents and, in some cases, families, to support their children. Parent engagement requires an objective tied to learning in order to maximize the effectiveness of strategies focused on the mastery of content, social and emotional skills, or behavioral health. Recognizing the strong need for imbedded engagement, we will be do two things:

a. Give preference to programs that seek our investment that show parent engagement activities and innovation and anticipated/actual results.
b. As investment funds are available, provide micro-investments to small grass- roots organizations of parents who wish to develop capacity to engage other parents in their children's education and seek to drive activities or innovation in parent engagement.

VIII. Conclusion

[63] Gowing, A., & Jackson, A. C. (2016). Connecting to School: Exploring Student and Staff Understandings of Connectedness to School and the Factors Associated With This Process. The Educational and Developmental Psychologist, 33(01), 54-69.
[64] Ginwright, Cammarota & Noguera. (2005). Youth, Social Justice, and Communitites:Toward a Theory of Urban Youth Policy

In partnership with our community, we have created results in decreasing the educational achievement gap and increasing graduation rates in Dane County. It remains true that persistent racial inequities and too many of our children are failing academically. The Delegation focused on using the "pandemic as a portal" to innovate and pivot in how the community can support our students and our schools.

The work continues and signature programs like Schools of Hope, remain the recommended focus to view and support students holistically and prepare them for life beyond a high school diploma. Research and community input have given new insight into the drivers of student success and this plan provides an opportunity to serve more students in a more holistic way.

We will work with our partners to serve the student's needs, not just academically, but partnering to equip those who struggle with non-academic, non-cognitive, and social emotional skills which all impact their learning and academic opportunity. Moreover, we will support and empower families and rely on partners that can meet students' social/emotional and behavioral health needs. If you are interested in joining our partnerships and efforts in this work, please contact writeus@uwdc.org.

Appendix A

2021 Education Community Solutions Team

Community Volunteers

Chris Canty -Chair	Grainger
Sherri Cyra - Chair	Middleton - Cross Plains School District
Yanci Almonte	UW Madison student
Connie Bettin	Dane County- Human Services Department
Dulce Danel Uribe	Madison College
MaryAnn Dombrowski	Community Leader
Sarah Fisher	CliftonLarsonAllen
L. Genter	Community Leader
Briony MacPhee Lyon	Madison Metropolitan Schools
Tammy Ocampo	Madison Public Library System
Amos Pearson	Monona Bank
Jamie Racine	Sun Prairie School District
Terri Strong	City of Madison

John Wedge	WEAC/NEA Region 6
Krissy Wick	Madison Public Library System
Hugh Wing	City of Madison
Jill Wipfli	American Family Insurance

Agency Representatives

Jeff Burkhart- *Literacy Network*
Toni Rivera Joachin- *FAST (Families and Schools Together)*

United Way of Dane County Staff

Cortney Dunklin- Education Director, Community Impact

Appendix B

2020-2021 Elementary Schools of Hope 2.0 Delegation Members

Dr. Gloria Ladson-Billings, Co-Chair	**UW Madison – Emeritus Multicultural Education; United Way Board Member**
Bill Westrate, Co-Chair	**American Family Insurance – United Way Board Member**
Dr. Floyd Rose	100 Black Men
Shayna Hetzel	American Family Institute
Christine Dahlhauser	Baker Tilly
Martin Lackey	Boardwalk Academy Alum, Parent
Alex Gagnon	Boys and Girls Club
MaryAnn Dombrowski	CST Member
Yanci Almonte Vargas	CST Member, Undergraduate student, UW-Madison, Former BYFY member
Dulce Danel Uribe	Education CST member
Lauren Morris	Elementary School Teacher; Current extern at American Family Insurance
Erik Johnson	Hy Cite Corporation
Chan Stroman	Landlord Counsel LLC; Parent advocate
Becky Fabrizio	Literacy Network
Nathan Beck	Madison Out of School Time
Savion Castro	Madison School Board
Dr. Dana Monogue	Middleton Cross Plains Area School District, Superintendent
Briony MacPhee	MMSD
Dr. Richard McGregory	MMSD
Norma Furger	MMSD
Theresa Morateck	MMSD

Nichelle Nichols	MMSD
Dr. Carlton Jenkins	MMSD School Superintendent
Neil Heinen, emeritus	Morgan Murphy Media/WISC
Kaleem Caire	One City Schools, Founder and CEO,
Rick Mueller	Sun Prairie Area School District, Superintendent
Dr. Annalee Good	UW Madison SOH evaluator
Grant Sim	UW Madison SOH evaluator
Dr. Mariana Castro	UW Madison, Director of Academic Language & Literacy Initiative, WCER
Dr. Shawn Robinson	UW Madison, Dyslexia Researcher
Dr. Christy Clark-Pujara	UW Madison, Professor of History and Afro American Studies
Dr. Dawnene Hassett	UW Madison, Professor, Curriculum and Instruction
Dr. Beth Graue	UW Madison, Sorenson Professor of Curriculum & Instruction; Director of the Center for Research on Early Childhood Education (CRECE)