



# Success for Every Child

Milwaukee Succeeds  
Milestone Report 2014

Milwaukee  Succeeds  
*cradle to career*



**“There are a number of issues impacting children in Milwaukee**

such as illness, poverty and crime, all of which infringe on their ability to perform well in school. It is important that we come together as a community and do all that is necessary to ensure that students succeed in school and then to go on to a full life.”

**Jacqueline Herd-Barber**

Greater Milwaukee Foundation, Board Member  
*Milwaukee Succeeds Co-chair*



**“The future of this city depends upon our ability to improve education.**

The students we see today are the future leaders and our future workforce. If we are not successful in making sure they are prepared to succeed in whatever career they choose, Milwaukee will never reach its potential.”

**Mike Lovell**

Marquette University, President  
*Milwaukee Succeeds Co-chair*



“I’m a lifelong Milwaukee – area resident and I care deeply about the city and the impact education has on our future and on the future of our children.

**Improving education can’t be left to another generation.**

It can’t be ignored; it’s right in front of us right now and we have to deal with it.”

**John Schlifske**

Northwestern Mutual, Chairman and Chief Executive Officer  
*Milwaukee Succeeds Co-chair*

# Milwaukee Succeeds understands our city's potential

The litany of issues facing Milwaukee children is long. Too many are unhealthy or begin school not ready to learn. Reading and math scores are low and graduation rates are not as high as they could be. Not enough students move on from high school to college or to a 21st century career.

Yet the passion, expertise and capacity exist in our community to solve these problems. In fact, this year we've seen an uptick in academic progress where the majority, 73 percent of the educational outcomes Milwaukee Succeeds tracks, are moving in a positive direction.

Milwaukee Succeeds understands our city's potential and is harnessing the community's collective power and tenacity to help our kids succeed.

More than simply tracking test scores, which we also want to progress, we understand the importance of coming together as a collective to positively impact the lives of our community's sons and daughters, the children who will define our city's future. With that in mind, we see this as a communitywide call to action.

In turn, we partner with hundreds of people from across all sectors, including key leaders and decision makers, committed to sharing best practices, aligning resources and improving outcomes in four main areas: school readiness, K-12 academic success, postsecondary success and social and emotional support.

Armed with the findings of these collaborations, we provide a platform to address key issues and identify both evidence-based and experiential solutions that

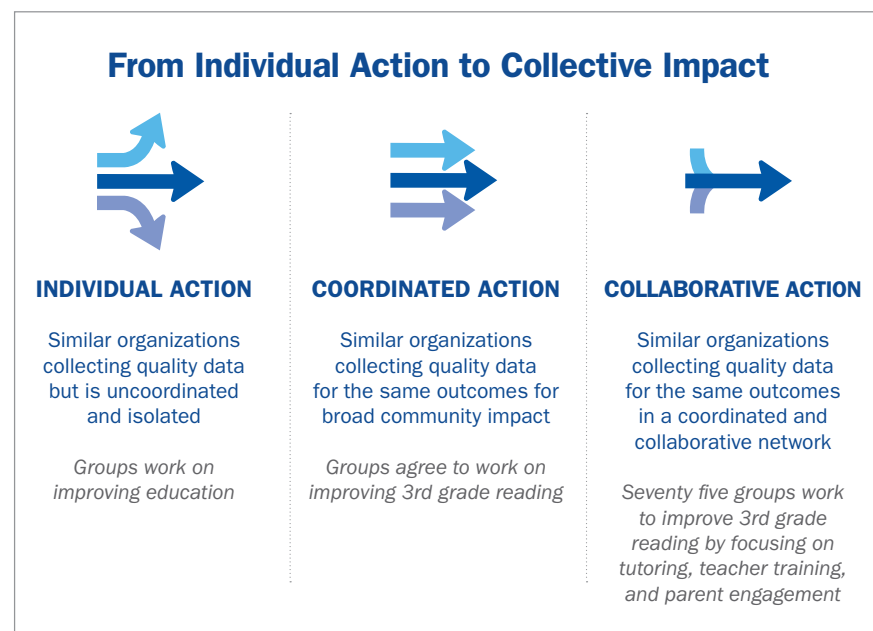
can then be replicated and brought to scale across the community.

Beyond zip code, ethnic boundaries, public and private sectors, Milwaukee Succeeds along with hundreds of community partners are collaborating in an unprecedented way: working across organizational lines for the betterment of all children in our city from cradle to career.

In effect, by supporting Milwaukee Succeeds, you are supporting a unified effort to improve education in Milwaukee by 2020.

Thus far, we have put a comprehensive infrastructure in place and nurtured the right community relationships to achieve collective impact. And we've leveraged the expertise of our community partners to identify best practices and collect baseline data.

Now, as you will see in this Milestone Report, Milwaukee Succeeds has set a clear path forward to improving educational outcomes for Milwaukee kids. But let's be clear, the success of Milwaukee Succeeds and its hundreds of partners is dependent on the long lasting community support, and that begins with you.



To get involved with Milwaukee Succeeds, please go to our website and complete the volunteer sign-up form under the Get Involved section ([www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org)).

*In effect, by supporting Milwaukee Succeeds, you are supporting a unified effort to improve education in Milwaukee by 2020.*

## Milwaukee Succeeds basic facts

**Year Established:** 2011

**Mission:** Ensuring success for every child in every school, cradle to career

**Goals:** The work of Milwaukee Succeeds is centered on the four broad goals below. The Milwaukee Succeeds Roadmap in the following section shows how we intend to achieve these goals.

Academic, Student, Family and Community Support

- **Goal 1** – All children are prepared to enter school
- **Goal 2** – All children succeed academically and graduate high school
- **Goal 3** – All young people access postsecondary education or training to prepare for a successful career
- **Goal 4** – All children and young people are healthy, supported socially and emotionally and contribute responsibly to the success of the community

**Overview:** Uniquely positioned, Milwaukee Succeeds partners with hundreds of organizations to ensure success for every child in every school – cradle to career. We do this by:

- Measuring what matters
- Promoting best practices
- Aligning resources to support what works

Reflective of the very fabric of our community, our nearly 300 community partners include nonprofits, public and private organizations, and overall community stakeholders. They include:

- Educators
- Business leaders
- Parents
- Government officials
- Funders
- Community members/leaders

**What sets Milwaukee Succeeds apart:** The expansive goal of Milwaukee Succeeds is unique. The focus on every child – in every school from cradle to career – provides an opportunity to unite diverse groups in ways that have not been achieved before in Milwaukee. It is the breadth of vision and partnership reach of Milwaukee Succeeds that gives hope to the community.

Our Co-Chairs are focused on driving strategic vision for Milwaukee Succeeds. They include:

- **Jacqueline Herd-Barber**  
Greater Milwaukee Foundation,  
Board Member
- **John Schlifske**  
Northwestern Mutual, Chairman  
and Chief Executive Officer
- **Mike Lovell**  
Marquette University, President



*It is Milwaukee Succeeds' breadth of vision and partnerships that gives hope to the community.*

## Milwaukee Succeeds staff and leadership

### Staff

**Mike Soika**, Director

**Audra Brennan**, Network Coordinator

**Lorna Dilley**, Data Specialist

**Kia Towns**, Administrative Assistant

*The following positions are staff that has been “loaned” to Milwaukee Succeeds on a part-time basis by the companies listed.*

**Nata Abbott**, Coach Coordinator – GE Healthcare

**Jim Bartos**, Network Coordinator – Consultant

**Tim Coughlin**, Network Coordinator – United Way of Greater Milwaukee

**Merilou Gonzales**, Network Coordinator – Greater Milwaukee Committee

**Jeff Rosen**, Network Coordinator – The Helen Bader Foundation

## Getting to 2020

This Roadmap depicts the goals and measures we aspire to achieve in order to improve our community by the year 2020. We have created a set of strategies and a timeline associated with each goal to achieve these 2020 goals that will be reviewed throughout this report.

### GOAL 1: All children are prepared to enter school

Measures:

- 2 year olds fully immunized
- Participation in quality early child care programs
- Kindergarten reading readiness



### GOAL 2: All children succeed academically and graduate high school

Measures:

- 3rd grade proficiency (math & reading)
- 8th grade proficiency (math & reading)
- College & career readiness in 3 out of 4 subject areas
- Average ACT composite score



### GOAL 3: All young people utilize postsecondary education or training to advance their opportunities beyond high school and prepare for a successful career

Measures:

- Local college enrollment
- Participation in training/apprenticeships
- Degree attainment of Milwaukee residents



### GOAL 4: All children and young people are healthy, supported socially and emotionally and contribute responsibly to the success of the Milwaukee community

Measures:

- Health indicators
- School attendance
- Social emotional learning
- Safety
- Participation in quality out-of-school activity

## Measuring what matters

**Progress on educational benchmarks** - Not only does Milwaukee Succeeds bring best practices from business and educational sectors to the nonprofit sector, we also focus on measuring what matters. By tracking academic and nonacademic data in Milwaukee, we are able to see where we need to concentrate our energy. We can then use the same data to advocate for policy and program changes and identify points for continuous improvement.

Our trained volunteer facilitators and data analysts, who come to us from world-renowned businesses such as GE Healthcare and Rockwell Automation, then coach us on how to drive our process through a continuous improvement model. And it is working. It is not unusual for one of our network members to say how they are now working differently as a result of what is learned through Milwaukee Succeeds.

			# of Students	Baseline	Target	Current	Percent Change
<b>GOAL 1:</b> All children are prepared to enter school	% achieving literacy skill milestones – PALS	State		89%		90%	
		Milwaukee	210	83%	<b>89%</b>	86%	<b>3.60%</b>
	24-month immunization rate	State		67%		69%	
		Milwaukee	2,500	55%	<b>80%</b>	57%	<b>3.60%</b>
	% children in 4 or 5 star child care	State		14%		20%	
		Milwaukee	1,200	8.40%	<b>16%</b>	10%	<b>17.90%</b>
<b>GOAL 2:</b> All children succeed academically and graduate high school	3rd grade math (% proficient or advanced)	State		51%		48%	
		Milwaukee	1,175	23.30%	<b>36%</b>	23.10%	<b>-.90%</b>
	3rd grade reading (% proficient or advanced)	State		33%		35%	
		Milwaukee	2,000	15%	<b>38%</b>	15.40%	<b>2.70%</b>
	8th grade math (% proficient or advanced)	State		45%		45%	
		Milwaukee	925	18.40%	<b>28%</b>	17.20%	<b>-6.50%</b>
	8th grade reading (% proficient or advanced)	State		33%		40%	
		Milwaukee	1,250	14.60%	<b>33%</b>	17.30%	<b>18.50%</b>
	% Milwaukee students who meet ACT benchmarks in 3 or 4 subjects	State		50%		50%	
		Milwaukee	1,475	13%	<b>50%</b>	15.40%	<b>18.50%</b>
Average ACT composite score	State		22		22		
	Milwaukee	N/A	16.8	<b>22</b>	17.1	<b>1.80%</b>	
<b>GOAL 3:</b> All young people utilize postsecondary education or training to advance their opportunities beyond high school and prepare for a successful career	% of population 25-34 with bachelor's degree or higher	State		30%		32%	
		Milwaukee	5,600	27.60%	<b>33%</b>	27.50%	<b>-.40%</b>
	% of population 25-34 with associate degree or higher	State		41%		43%	
		Milwaukee	26,700	34.20%	<b>61%</b>	34.7%	<b>1.50%</b>

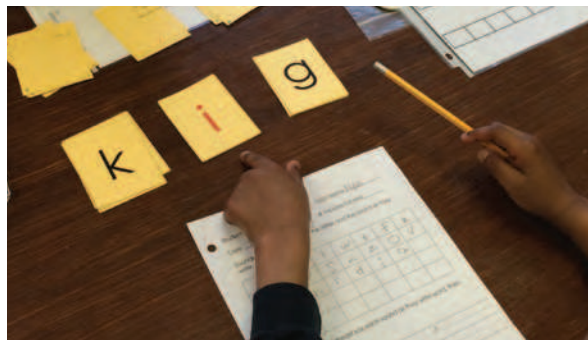
**MILWAUKEE COULD SAVE** between \$7 and \$16 over time for every \$1 invested in high quality child care, particularly when targeted to low-income children<sup>1</sup>. **Our goal is to double the number of high quality child care centers in the city by 2020.**

**IN MOST INSTANCES,** the data includes results from all public schools, choice schools and charter schools located within the city of Milwaukee. In some instances, the data may reflect two of the three school sectors, but **at no time does the data reflect the performance of any single school sector.**

## Getting to 2020

It may be difficult to imagine how our community can reach the 2020 goals outlined in this report. But meeting these goals becomes much more manageable when we talk about the number of children we need to reach rather than the percentage of goal we have to achieve. The following chart provides an overview of the number of children we need to reach sorted by desired outcome. How we expect to meet these goals is detailed in the following sections.

Benchmark	Base Year	2020 Goal	# of Students to Reach
24-month immunization rate	55%	80%	<b>2,500</b>
% achieving literacy skill milestones – PALS	83%	89%	<b>210</b>
% of children receiving a developmental screening	Wisconsin currently does not have the data infrastructure to track developmental screenings. This problem is an urgent priority of the Goal 1 Parent Engagement and Support Network		
Students attending quality preschool	8.4%	16%	<b>1,200</b>
3rd grade reading (% proficient or advanced)	15%	38%	<b>2,000</b>
3rd grade math (% proficient or advanced)	23%	36%	<b>1,175</b>
8th grade reading (% proficient or advanced)	15%	33%	<b>1,250</b>
8th grade math (% proficient or advanced)	18%	28%	<b>925</b>
ACT composite scores	16.8	22.1	<b>N/A</b>
Students meeting ACT benchmarks in 3 or 4 subjects	13%	50%	<b>1,475</b>
% of population 25-34 with bachelor's degree or higher	27.6%	33%	<b>5,600</b>
% of population 25-34 with associate degree or higher	34%	61%	<b>26,700</b>



*Meeting these goals becomes much more manageable when we talk about the number of children we need to reach rather than the percentage of goal we have to achieve.*



*“From my perspective, the structure used in Milwaukee Succeeds provides a solid foundation for our work, helping us establish a clear vision, strategy, action plan, and metrics to measure progress over time. Our Quality Early Care & Education Network is poised to take a strong positive step forward for quality child care: evidence-based, pragmatic, and feasible.”*

— **Dave Edie**, Early Education & Policy Analyst – Wisconsin Council on Children and Families

# GOAL 1:

## All children are prepared to enter school

The early years of a child’s life lay the framework for future growth and development. Evidence shows that young children need positive early learning experiences, strong families, and good health to foster healthy brain development and reach their full potential<sup>2</sup>; all of which are areas of focus for our community partners supporting Goal 1.

**Vision: Ensure all children are prepared to enter school when they begin kindergarten**

### Measuring what matters

		# of Students	Baseline	Target	Current	Percent Change
% achieving literacy skill milestones – PALS	State		89%		90%	↑
	Milwaukee	210	83%	<b>89%</b>	86%	<b>3.60%</b>
24-month immunization rate	State		67%		69%	↑
	Milwaukee	2,500	55%	<b>80%</b>	57%	<b>3.60%</b>
% children in 4 or 5 star child care	State		14%		20%	↑
	Milwaukee	1,200	8.40%	<b>16%</b>	10%	<b>17.90%</b>

**YOUNG STAR RATED CHILD CARE** – There are 3,679 four- and five-year old children enrolled in YoungStar-rated child care programs who will be enrolling in kindergarten in 2015. Of those children, 87 percent (3,201) were **not** enrolled in high-quality programs.



### Milwaukee Succeeds strategies to ensure children start school ready to learn

- Access and availability of increased developmental screenings
- Develop citywide database on early childhood development
- Collaborating and coaching to support improved child care
- Child care teacher education and training
- Increased rates of toddler immunization
- Informed parents

**2020 TARGET**  
Enroll 1,500 more children in high quality childcare

**2020 TARGET**  
Immunize 80% of all toddlers

**2020 TARGET**  
89% of children are ready for kindergarten



# Aligning resources and promoting what works

The following sections will provide an overview of the work of the School Readiness Networks and the timelines they have developed in order to meet our 2020 goals.

## Quality Early Care and Education

### Execution:

- Identify zip codes with high concentration of 1 and 2 star-rated child care centers for focus
- Build and support mentoring relationships among various star level providers
- Identify and support a college information and preparation pipeline for child care center teachers
- Create a public-private partnership funding pool to support child care teacher education and their child care center employers
- Identify recommendation points for YoungStar policy based on network efforts

### Measures:

- Number and percentage of children enrolled in 2, 3, 4, and 5 star-rated early child care programs
- Number and percentage of (YoungStar) lead teachers and directors with postsecondary education or training
- Number and percentage of 2, 3, 4, and 5 star-rated early child care programs

### Timeline:

#### 2014

- Develop cohort of 12, 2 star-rated programs and teachers
- Identify funding sources and create scholarships for pilot group
- Identify YoungStar policy barriers

#### 2015

- Create a pathway to college for child care teachers
- Recommend YoungStar policy improvements
- Implement 2 star collaboration pilot
- Identify 3 and 4 star pilot sites

#### 2016

- Develop public-private partnership to increase resources for child care teacher professional development
- Evaluate pilot sites and expand, if warranted

#### 2017

- Recommend YoungStar policy for child care center improvement
- Review and expand pilot sites, if warranted

#### 2018

- Comprehensive analysis of three year pilot data
- Expand pilot sites, pending analysis

#### 2019

- Increased number of 3, 4, 5 star-rated centers with increased enrollment and increased percentages of qualified teachers and directors
- Monitor and expand pilot sites

#### 2020 GOAL

Increase the number of children enrolled in high quality early care and education programs from 8% to 16%

## Parent Education and Support

### Execution:

- Identify a shared database to aggregate developmental screenings in Milwaukee
- Develop a process for tracking referrals and follow-up services between pediatric health, early childhood education, and home visiting systems
- Support consistent cross-system implementation and tracking process of development screenings
- Develop, support, and monitor best practices in cross-system alignment
- Support best practices in ASQ/ASQ:SE implementation

### Measures:

- Number and percentage of children birth to 5 screened with ASQ/ASQ:SE
- Number and percentage of parents increasing awareness of children's developmental milestones
- Number and percentage of children developmentally on target
- Number and percentage of children receiving developmental delay intervention by age 5

### Timeline:

#### 2014

- Collect and assess current state data of ASQ/ASQ:SE use in Milwaukee
- Develop data sharing/HIPAA guidelines for parent awareness/consent
- Begin 6 site pilot on ASQ implementation

#### 2015

- Connect Easter Seals Online to pilot participants
- Provide training on ASQ
- Identify potential new pilot sites

#### 2016

- Identify policy recommendations regarding universal screenings ASQ
- Continue implementing pilot and aggregate data from 15 pilot programs

#### 2017

- Implement ASQ best practices
- Begin 6 new pilot sites

#### 2018

- Analyze data for 3+ years of pilot
- Identify new sites for future pilot implementation

#### 2019

- Develop accessible database for providers to obtain and enter developmental screening data

#### 2020 GOAL

Increase the number and percent of children screened with ASQ/ASQ:SE

## Immunization

### Execution:

- Ensure fidelity in provision of pre- and post-natal education
- Incorporate medical consent into school registration process
- Increase availability of/accessibility to vaccinations at traditional sites; identify non-traditional sites
- Develop and support capacity-building programs that allow providers to work at the top of their license
- Increase parental capacity to self-advocate for their own and their children's needs

### Measures:

- Number and percentage of (19-35 mo.) children up to date on immunizations (citywide and disaggregated by zip code)
- Number and percentage of missed opportunities for vaccinations
- School immunization compliance rate

## Signs of success

“From the beginning, the Parenting Education & Support Network of Goal 1 was charged to be change leaders engaged in critical thinking,” said one of the group’s leaders, **Jan Buchler**.

“As the process unfolded it required collaboration across several systems (and we began to see how our work dovetailed with a much larger communitywide effort. It has been enormously gratifying to be part of an initiative of this scope that has the potential to create significant change.”

### **United Way changes early childhood outcome expectations to support Milwaukee Succeeds goal**

Wanting to see stronger results from its early childhood education partners, United Way of Greater Milwaukee brought together all 22 programs it has funded in this area and asked them to identify high impact and achievable outcomes aligned with Milwaukee Succeeds Goal 1: All children are ready to learn when they enter kindergarten.

After a considerable amount of work, these groups selected the following outcomes: literacy skills, early childhood development, child behavior, parental skill development, and parental stress reduction. In the next year, United Way will begin measuring these outcomes with instruments that will show the level of impact these programs have.

“Milwaukee Succeeds has mobilized our community’s nonprofits to work in greater collaboration in order to benefit all of our children,” said **Tim Coughlin**, United Way of Greater Milwaukee Education Portfolio Manager. “This approach has inspired United Way of Greater Milwaukee to work with our program partners to better align their outcomes to quantifiable, high quality measures, while also increasing their capacity to evaluate their programs, and subsequently, tell their story.”

## Call to action

### **Parents:**

- Familiarize yourself with YoungStar, Wisconsin’s Child Care Quality Rating & Improvement System: <http://dcf.wisconsin.gov/youngstar/parents.htm>
  - Find out what quality rating your child care has received: <http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx?YoungStarProviders=true>
  - If your child care has not received a 4 star or 5 star rating, inquire what they are doing to improve the quality rating.
- Request that your child receive a developmental screening by your pediatrician, child care provider, or home visitor. The American Academy of Pediatrics recommends that every child is screened, at a minimum, at 9, 18 and 24 or 30 months of age. Ask your provider for more information about the developmental health of your child.
- Complete a free developmental screening (Ages & Stages Questionnaire, or ASQ-3) online at: <http://www.easterseals.com/mtffc/>. Once you have received your child’s results, talk to your pediatrician for more information on your child’s development.
- If you have a concern about your child’s screening results, or would like to learn more, contact Wisconsin First Step’s 24-hour hotline for more information: 1-800-642-7837 or <http://www.mch-hotlines.org/?id=4575&sid=33>

Additional examples of community support can be found on the Milwaukee Succeeds website at [www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org)

- Business community
- Child care programs
- Child-serving providers
- Home visiting programs
- Pediatric and family clinics
- Policy makers
- Schools



# GOAL 2: Grade School

## All children succeed academically and graduate high school

More than 84 percent of Milwaukee third graders are not proficient in reading on the Wisconsin Knowledge and Concepts Examination (WKCE) and 77 percent are not proficient in math. Preparing students for college and careers is critical to personal, family, community and economic success.

This is why, through Goal 2, we take a two-pronged approach to address **third grade reading proficiency** along with **postsecondary and career readiness**.

As part of the third grade reading effort, we focus on:

**Vision: Improve third grade reading outcomes**

### Measuring what matters

#### Third grade reading proficiency

In order to reach our goal of 2,000 more proficient readers in third grade by the year 2020, we will need to reimagine how we provide support to students, parents and teachers, which has been the focus of our community partners supporting Goal 2. In turn, we have developed specific strategies around each of these areas and are testing them in pilot initiatives across a broad spectrum of venues.

		Baseline	Target	Current	Percent Change
3rd grade math (% proficient or advanced)	State	51%		48%	↓
	Milwaukee	23.30%	<b>36%</b>	23.10%	<b>-.90%</b>
3rd grade reading (% proficient or advanced)	State	33%		35%	↑
	Milwaukee	15%	<b>38%</b>	15.40%	<b>2.70%</b>
8th grade math (% proficient or advanced)	State	45%		45%	↓
	Milwaukee	18.40%	<b>28%</b>	17.20%	<b>-6.50%</b>
8th grade reading (% proficient or advanced)	State	33%		40%	↑
	Milwaukee	14.60%	<b>33%</b>	17.30%	<b>18.50%</b>

**ONE AREA THAT STANDS OUT** from the above chart as needing attention is that of math proficiency. With both third grade and eighth grade math proficiency declining, it is important that we intensify our commitment to improving math scores.



### Milwaukee Succeeds strategies to improve 3rd grade reading scores

- Experiential opportunities
- Coaches to support teachers
- Oversight and coordination
- Focused tutoring
- Trained parent coordinators
- Informed parents



# Aligning resources and promoting what works

The following sections will provide an overview and timelines of our work around third grade reading proficiency and parent engagement aimed at meeting our 2020 goals.

## Tutoring/Experiential Activities

### Execution:

- Survey and categorize existing tutoring providers
- Identify tutor recruitment and coordination strategies
- Identify and implement tutor training opportunities
- Identify tutoring assessment tools
- Support teachers/schools to utilize experiential opportunities

### Measures:

- Number of tutors at each level
- Number of tutors trained
- Number of students receiving tutoring at level needed
- Number of tutoring students who improve on assessment
- Number of students who attended experiential activities

### Timeline:

#### 2014 & 2015

- Survey and categorize existing tutoring providers
- Identify tutor recruitment and coordination strategies
- Identify and implement tutor training opportunities
- Identify tutoring assessment tools
- Support teachers/schools to utilize experiential opportunities

#### 2015 & 2016

- At least 2,000 more K5 students will receive tutoring services and have access to experiential opportunities through school or home

#### 2016 & 2017

- Original cohort of students/parents continue to be supported as 1st graders
- New K5 parents in those sites have same support
- Add additional sites and begin strategies at K5

#### 2017 & 2018

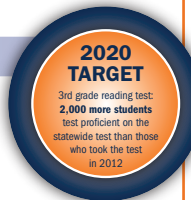
- Original cohort of students/parents will continue receiving support as 2nd graders
- New K5 and 1st grade parents have same support

#### 2018 & 2019

- Original cohort of students/parents continue to receive support as 3rd graders
- New K5, 1st and 2nd grade parents receive support
- 3rd grade students take state test

#### 2019 & 2020

- 2nd (larger) cohort of students who have had the interventions since K5 take state test



## Parent Engagement

### Execution:

- Work with current parent coordinators to document use of best practices
- Support implementation/training of best practices
- Work with school systems to ensure parent coordinator positions
- Develop/support parent workshop module expansion

### Measures:

- Number of coordinators
- Number of trained coordinators
- Number of parents reached
- Number of parent workshops held

### Timeline:

#### 2014 & 2015

- Proof of concept for parent workshops and parent coordinator collaboration
- Secure necessary baseline data about current parent coordinators
- Develop expanded workshop and training modules
- Identify sites for 2015-16 implementation
- Identify funding and support
- 1,000 New K5 parents receive support

#### 2015 & 2016

- At least 2,000 more K5 parents are engaged with their child/student

#### 2016 & 2017

- Original K5 students/parents receive continued supported as 1st graders
- 2,000 New K5 parents receive support
- Add additional 15 school sites

#### 2017 & 2018

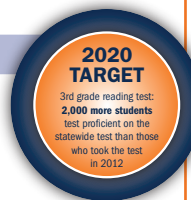
- 2,000 students & parents continue to receive support
- 2,000 New K5 and 1st grade parents receive support

#### 2018 & 2019

- Original K5 students/parents continue to receive support as 3rd graders
- 2,000 New K5, 1st and 2nd grade parents have same support
- 3rd grade students take state test

#### 2019 & 2020

- 2nd cohort of students who have received interventions since K5 take state test



## Coaching Professional Learning Communities

### Execution:

- Work with individual schools to document current process
- Refine framework
- Develop/implement plan for improvement areas
- Develop, share, and scale best practices

### Measures:

- Number of teachers receiving coaching
- Number of PLCs established



## Signs of success

Milwaukee Succeeds community partners who are focused on third grade reading have been piloting strategies around tutoring, teacher coaching and experiential learning. And the results are impressive.

In one class, students in the Milwaukee Succeeds tutoring program saw their growth in reading improve two and a half times greater than students who weren't in the program. What is important to understand is the depth of the partnership Milwaukee Succeeds brought to the table to make these pilot programs work.

Through the Milwaukee Succeeds partnership:

- Marquette University and United Way teamed up to recruit MU student volunteers
- UW-Whitewater committed an entire class to the project
- Northwestern Mutual and other Milwaukee Succeeds partners funded aspects of the pilot initiatives
- Interfaith's RSVP program is partnering with Milwaukee Succeeds and MPS to train tutors
- MPS, the Catholic Archdiocese and the City of Milwaukee all volunteered partner pilot schools

"If the greater Milwaukee area could see the work and progress that I see with my kids every week, I think they'd realize their potential to be the change the community needs." **Courtney**, a Marquette University student and a volunteer with the Milwaukee Succeeds focused tutoring program.

"Milwaukee Succeeds has improved and enhanced our literacy program with tutors who have gone through (the) extensive literacy training. We see that students are exhibiting a greater inclination toward reading instead of giving up. This increased desire to read demonstrates huge growth by our students." **Deborah Zabinski**, Principal – St. Catherine's School.

**Kanika Burks**, the principal at the Gwen T. Jackson Early Childhood and Elementary School, said about the Milwaukee Succeeds Teacher coaching pilot, "It's building the capacity of the teachers and letting them grow. They have good people at hand to answer questions and give advice, and they are growing in confidence. There is more focus on what is or isn't working." (Excerpt, columnist Alan Borsuk on the Milwaukee Succeeds Pilot School programs, April 13, 2014 Journal Sentinel article).

"The Milwaukee Succeeds parent workshop, presented in a dual language format, was beneficial for our St. Anthony families," said **Brandy Hart**, assistant principal at St. Anthony's Elementary School. "They left with tools they could begin using with their students immediately. Very powerful."

In short, Milwaukee Succeeds has served as the catalyst to bring groups together in a different and valuable way; as a result, we are beginning to see the positive results.

## Call to action

### Parents and Teachers:

Seek opportunities to make learning more fun by pairing a book with a related "adventure" at a museum, park, urban education facility, library, university or cultural arts venue. For ideas, visit [milwaukeesucceeds.org/read/](http://milwaukeesucceeds.org/read/).

### College students, empty nesters, retirees, community volunteers:

Commit to providing focused reading tutoring to struggling students on a weekly basis. Research locally and nationally shows that trained tutors can make a significant contribution to improving reading outcomes.

If you are interested in tutoring for the 2014-15 school year, please go to the Milwaukee Succeeds website ([www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org)) and click on the Get Involved button. From there, we will follow up with you in the summer with specific opportunities to engage.

Additional examples of community support can be found on the Milwaukee Succeeds website at [www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org).

- Business community
- Existing tutoring programs
- Experiential providers
- Parents



*Milwaukee Succeeds has served as the catalyst to bring groups together in a different and valuable way; as a result, we are beginning to see the positive results.*

## Tutoring resources are too few and not aligned to need

Currently, the students with the most need get the least targeted attention. Of all students 85% have moderate to intense reading support needs while 15% are proficient.

Most tutoring groups reported not having enough tutors to meet demand. Only 20% of tutors are trained to address moderate to high reading needs. Most tutors are providing very basic reading support that does not address moderate or intense needs.

**20%**

of tutors are trained to address moderate to high reading needs



**85%**

of students have moderate to intense reading support needs

# GOAL 2: High School

All children succeed academically and graduate high school

Vision: Improve college and post high school career readiness

## Measuring what matters

### Postsecondary and career readiness

ACT scores are a common measure used by universities to determine student readiness for the academic challenge of college and career. Statewide, Wisconsin ranked second in the nation on average ACT scores for the class of 2013.<sup>3</sup> While the scores of Milwaukee school students have slightly improved, the rate of growth must be accelerated in order to meet our goal of being on par with the state by the year 2020.

		# of Students	Baseline	Target	Current	Percent Change
% Milwaukee students who meet ACT benchmarks in 3 or 4 subjects	State		50%		50%	↑
	Milwaukee	1,475	13%	<b>50%</b>	15.40%	<b>18.50%</b>
Average ACT composite score	State		22%		22%	↑
	Milwaukee	N/A	17%	<b>22%</b>	17.1%	<b>1.80%</b>



## Milwaukee Succeeds strategies to improve ACT scores

- Create a college going culture in middle schools
- Develop 21st century skill pathways
- Assist students in transitions (8th grade to high school and high school to career or college)





## Aligning resources and promoting what works

In order to improve student ACT scores, this network is focusing on creating a “college going culture” in middle school; helping students to better understand 21st century career options and in assisting students to successfully transition from eighth grade to high school and then from high school to college or a career. The following sections will provide an overview of the work and timelines developed by Milwaukee Succeeds’ community partners focused on postsecondary education and career readiness to meet our 2020 goals.

### College Culture

#### Execution:

- Ensure all students engage in ACT suite, including formal and informal test preparation
- Evaluate parent and student engagement levels to develop appropriate workshop modules
- Develop best practices to improve rigor of high school curriculum

#### Measures:

- Number of students taking ACT suite experiential activities
- Number of students completing FAFSA
- Number of workshops held; number of parents reached via workshops
- Number of students taking core curriculum for college readiness

### In-Demand Career Exploration

#### Execution:

- Develop and promote best practices of high quality career exploration activities
- Survey existing providers of work experience opportunities; classify by intensity level, age and skill focus
- Build and support school-employer relationships
- Identify and coordinate recruitment strategies

#### Measures:

- Number of students completing career exploration activity by 11th grade
- Number of school-employer partnerships
- Number of students who acquire living wage employment

### Transition Skills

#### Execution:

- Identify and share best practices for high school and postsecondary transitions.
- Support implementation and training of transitions best practices
- Build and support problem-solving and resiliency skill set

#### Measures:

- Number of schools implementing transition best practices
- Percent of high school retention (after each grade level)
- Percent of postsecondary enrollment
- Percent of postsecondary retention

#### Timeline:

##### 2014 & 2015

- Identify 16 schools for assessment (4HS + 3 elementary schools each)
- Conduct assessment and analyze results
- Select 2 HS and up to 6 grade elementary schools
- Develop resource guide
- Develop school level action plans
- Engage partners to execute action plan

##### 2015 & 2016

- Monitor pilot results
- Conduct professional learning sessions
- Create sustainability plan for pilot schools and plan to scale
- Select next round of sites
- Assess test scores of rising 7th graders to determine ACT readiness
- Review new school results
- Monitor results and expand if warranted
- Assess test scores of rising 8th graders to determine ACT readiness

##### 2016 & 2017

- Monitor results and expand, if warranted
- Assess test scores of rising 9th graders to determine ACT readiness

##### 2017 & 2018

- Monitor results and expand, if warranted
- Assess test scores of rising 10th graders to determine ACT readiness

##### 2018 & 2019

- Monitor results and expand, if warranted
- Assess test scores of rising 11th graders to determine ACT readiness

##### 2019 & 2020

- Assess ACT test scores of rising 12th graders.



## Signs of success

In the Milwaukee Succeeds spirit of working together to achieve goals and fulfill our community commitment to Milwaukee's young people, two postsecondary and career readiness community partners joined together in an all-day campus tour at University of Wisconsin-Madison during spring break.

On April 15, some 42 students from Sponsor-A-Scholar and Pathways to College traveled to UW-Madison to experience college life on the state's largest campus.

These freshmen, sophomores and juniors all met the university's pre-admission requirements academically and, because of the intensive college readiness curriculum of both programs, are on track to postsecondary enrollment upon graduation from high school.



## Call to action

### **School administrators, teachers and guidance counselors:**

- Partner with the Milwaukee Succeeds Postsecondary and Career Readiness Network and become part of the "School Asset Mapping" Pilot. For more information, visit the Milwaukee Succeeds website Get Involved section at [www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org).
- Use the school asset mapping pilot tool developed by Milwaukee Succeeds' community partners and give us feedback about how it can help drive education forward.

### **Parents:**

- Attend the Parents Institute and learn about ways you can support your student(s) in identifying and preparing for all postsecondary opportunities and becoming career ready.
- Understand the 7 key practice areas for building a school college going culture as developed by the network and help your school create sustained programs for each practice.

Additional examples of community support can be found on the Milwaukee Succeeds website at [www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org).

- Businesses
- Community-based organizations
- Institutes of higher education



# GOAL 3:

## All young people utilize postsecondary education or training to advance their opportunities beyond high school and prepare for a successful career

By 2018, nearly two-thirds of all jobs in the state will require some postsecondary training. Of the projected 925,000 vacancies in Wisconsin, 60 percent will require postsecondary credentials, 32 percent will require high school graduation, and less than 8 percent will be available for those without a high school diploma.<sup>4</sup>

### Measuring what matters

In response to changing workforce educational needs, states and/or local communities are working towards achieving a trajectory of associate and bachelor’s degree attainment that aligns with broader national goals. As a way to begin our Goal 3 efforts, we have begun tracking baseline data and see tremendous opportunity for the community to support these efforts. We are also working with local partners to identify resources that will support Goal 3 efforts in the coming year.

		# of Students	Baseline	Target	Current	Percent Change
% of population 25-34 with bachelor’s degree or higher	State		30%		32%	↓
	Milwaukee	5,600	27.60%	<b>33%</b>	27.50%	<b>-.40%</b>
% of population 25-34 with associate degree or higher	State		41%		43%	↑
	Milwaukee	26,700	34.20%	<b>61%</b>	34.7%	<b>1.50%</b>

**MILWAUKEE SUCCEEDS** has yet to begin work on Goal 3. We are seeking partners who can help us create networks and develop strategies around these issues.

*“Milwaukee Succeeds, to its credit, is doing as little as it can to make distinctions between which type of school is being helped and as much as it can to focus on kids.”*

– **Alan Borsuk** – senior fellow in law and public policy at Marquette University Law School



*Encouraging more students of color to take the recommended core subjects through high school may be an important tool in closing the ACT achievement gap.*

## Improving opportunity for our kids

Annual income and unemployment rates vary significantly depending upon education attainment levels.<sup>5</sup> Through Milwaukee Succeeds partnerships, we are helping students to understand the importance of graduating high school and moving on to college or to a 21st century career.

**Young people may not realize the personal benefits of education** – As seen in the following chart, annual income and unemployment rates vary significantly dependent upon education attainment levels.

School attainment	Average annual income	Unemployment rate
Bachelor Degree and higher	\$61,200	5%
Some college	\$39,131	10%
High school graduate	\$31,479	14%
No high school degree	\$15,904	23%

## Disparity in the level of high school preparation

New this year is a look at the classes students take to prepare for college. ACT suggests that to be prepared for college, students should take a “core” set of classes which includes four or more years of English and three or more years of math, social studies and natural science.

Percent of students taking recommended core subjects in high school <sup>6</sup>	
Black/African American Students	46%
Hispanic/Latino Students	58%
All Other Students of Color	50%
White Students	71%

## Closing the ACT score gap

The racial disparity in student performance on the ACT test in Milwaukee has not changed significantly since the last report. While students of color represented 81 percent of test takers in 2013, only 2.7 percent (88 students) tested proficient in all four subject areas. Of the white students taking the test, 36 percent (265 students) scored proficient in all four subject areas. Any apparent changes between 2012 and 2013 may be attributed to the fact that more schools met our criteria for inclusion in the ACT report.

Percentage of students meeting all four ACT benchmark scores	Class of 2013	Class of 2012
Students meeting benchmark scores – National	26%	25%
Students meeting benchmark scores – Wisconsin	33%	32%
Students meeting benchmark scores – Milwaukee	9%	7%
Milwaukee students of color meeting all 4 benchmark scores	2.7%	2%
Milwaukee white students meeting all 4 benchmark scores	36%	29%

	City of Milwaukee ACT test takers class of 2013		Meeting all four benchmark scores	
	Number	Percent	Number	Percent
Students of Color	3,223	81%	88	25%
White Students	736	19%	265	75%
Total	3,959*	100%	353	100%

\*The total number of students taking these tests was 4,256. Of that number, 297 did not identify race/ethnicity.

## GOAL 4:

### All children and young people are healthy, supported socially and emotionally and contribute responsibly to the success of the Milwaukee community

Recent studies from the Centers for Disease Control and Prevention and the Wisconsin Children's Trust Fund show a growing awareness of how adverse childhood experiences have a direct impact on how well children learn. To that end, especially in a city as segregated as Milwaukee, it would be impossible for us to improve academic outcomes without addressing the impact from the economic, racial, social and emotional issues that children confront every day.

**Vision: Help ensure that all children and young people are healthy, supported socially and emotionally and contribute responsibly to the success of the Milwaukee community**

### Measuring what matters

When Milwaukee Succeeds Community and Social Support Network members interviewed youth in our city about the stress in their lives, the following themes emerged:

- More than 54 percent witnessed violence, drugs or gangs in their neighborhoods
- Peer pressure, bullying or "drama" were cited by nearly half of students (46 percent) as causes of stress in school
- 60 percent of students interviewed stated that they wanted a caring adult to talk to or someone who could offer support



Using the Collaborative for Academic, Social and Emotional Learning (CASEL) model as a foundation for social and emotional growth, the Community and Social Support Network will seek to

- Train youth in social and emotional health skills
- Provide adults with social and emotional health skills
- Conduct a communitywide education campaign on the importance of social and emotional learning



### Milwaukee Succeeds strategies to improve social and emotional health for youth and students

- Follow the CASEL Model for Social and Emotional Learning
- Train children and youth in social and emotional health skills
- Train adults in social and emotional health skills
- Initiate a communitywide education campaign on the importance of social and emotional learning



# Aligning resources and promoting what works

## SEL Training for Youth and Teens

### Execution:

- Catalog SEL and other mindfulness training programs for youth across Milwaukee
- Identify and promote best practices in SEL programs in K-12 schools
- Identify and promote quality SEL programs in after school settings, clubs, and athletics
- Identify and promote quality mindfulness and other centering practices in schools and organizations

### Measures:

- Number of schools/classrooms using quality SEL training
- Number of after school settings, clubs and youth athletic organizations using quality SEL training
- Number of schools and organizations providing quality mindfulness/centering practices
- Student behavioral surveys (YRBS, Gallup, Search Institute) and school suspension rates

## SEL Training for Adults

### Execution:

- Identify and promote SEH policies in institutions and organizations
- Identify and promote SEL training for adults who directly interact with youth and teens
- Identify and promote SEL training for parents and caregivers

### Measures:

- Number of institutions and organizations with SEH policies
- Number of staff trained in SEL among groups interacting with youth and teens
- Number of parent/caregiver SEL workshops provided

## Community Outreach & Advocacy

### Execution:

- Create a case statement on the importance of SEL
- Create research brief on similar campaigns in other states, such as Illinois, Pennsylvania, and Massachusetts
- Create a campaign plan focused on support for SEL
- Implement a communitywide outreach and advocacy campaign
- Recommend local and state policy changes needed to implement a communitywide curricula for SEL

### Measures:

- Number of groups and schools implementing SEL as part of their core curriculum
- Number of groups actively involved in the outreach and advocacy campaign
- Media penetration rates and other promotion indicators

## Signs of success

“While participating in the Milwaukee Succeeds Community and Social Support Network, I was exposed to the CASEL five competency clusters,” said **Mike McCorkle**, president of Timber-lee Ministries.

“With over 50 classes offered to schools in our outdoor education programs and over 18,000 students served annually, I saw an immediate opportunity to better support our teachers and students. We will clarify how our existing programs fulfill the five clusters, and where necessary, adjust programming to highlight them more specifically.”

## Call to action

More than 20 years of rigorous scientific research clearly demonstrates that high-quality, well-implemented social and emotional learning – or SEL – can positively affect school climate and promote a number of social, emotional and academic benefits for students including:

- Improved social and emotional skills, self-concept, bonding to school, and classroom behavior
- Fewer conduct problems such as disruptive classroom behavior, aggression, bullying, and delinquent acts
- Reduced emotional distress such as depression, stress, or social withdrawal
- Achievement test scores averaging 11 percentile points higher than for students who did not receive SEL programming

Additional examples of community support can be found on the Milwaukee Succeeds website at [www.MilwaukeeSucceeds.org](http://www.MilwaukeeSucceeds.org).

- Educators
- Funders
- Parents or Volunteers
- Policy Makers

## Conclusion

Clearly, the issues facing our city are widespread and daunting. They are much too big for any one organization to address alone and they are too interconnected to tackle independently.

What we are building at Milwaukee Succeeds is a united community response to broadly address the issues we face. Some people see our mission – “success for every child in every school, cradle to career” as a slogan. We view it not only as a necessity for the long-term viability of our children and our community, but as a moral imperative.

By coming together with hundreds of community partners to improve academic success for children, we have helped build momentum and infrastructure to prepare for positive change across a broad set of issues. One issue identified in this report in need of intensified focus is that of declining math proficiency. Just as we focused on school readiness or third grade reading, we will lift up this concern in the coming year and identify the partners in our community willing to focus on improving third and eighth grade math. Help us to keep moving forward by participating in and/or advocating for the mission of Milwaukee Succeeds.

*“I am humbled by the depth of commitment we see every day from the hundreds of volunteers involved in Milwaukee Succeeds. For their vision, leadership and dedication, we give thanks.”*

– **Mike Soika**, Director of Milwaukee Succeeds

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<sup>1</sup> Adams, Diane, Bierbrauer, Jason, Edie, David, Riley, David & Roach, Mary. 2003. T.E.A.C.H. Early Childhood Wisconsin evaluation report (August 1999-June 2003). 10. Retrieved from: <http://www.sohe.wisc.edu/outreach/wccrp/pdfs/teach.pdf>

Bezruki, Don & Grunewald, Rob. (2012). The Economic Power of Early Childhood Education In Wisconsin. The Wisconsin Policy Research Institute Report, 25, (2), 1.

<sup>2</sup> National Baby Facts, In Zero to Three: National Center for Infants, Toddlers, and Families. Retrieved from: <http://www.zerotothree.org/public-policy/pdf/national-baby-facts.pdf>

<sup>3</sup> Milwaukee Journal Sentinel, Richards, Erin (August 21, 2013) Wisconsin Ties for Second Nationally in ACT Test Scores

<sup>4</sup> Carnevale, A. P., Smith, N. (2012) The Midwest Challenge: Matching Jobs with Education in the Post-Recession Economy, Georgetown University Center on Education and the Workplace. 19-20.

<sup>5</sup> U.S. Census Bureau (2010). Current Population Survey. Figures are based on the total persons in the civilian labor force. [http://www.census.gov/hhes/www/cpstc/cps\\_table\\_creator.html](http://www.census.gov/hhes/www/cpstc/cps_table_creator.html)

<sup>6</sup> ACT Corporation (April 2013) ACT Profile Report – Custom for Milwaukee Schools with 50%+ Milwaukee Residents – Section II Academic Achievement , Graduating Class of 2013

<sup>7</sup> Milwaukee Journal Sentinel, Borsuk, Alan J. (April 13, 2014) In Milwaukee’s Reading Crisis – Seeds of Hope Sprout.





## Milwaukee Succeeds Partners

### Milwaukee Succeeds Leadership Council

Greater Milwaukee Foundation Board –

**Jackie Herd-Barber** (co-chair)

Northwestern Mutual – **John Schlifske** (co-chair)

Marquette University – **Mike Lovell** (co-chair)

African American Chamber of Commerce of Greater Milwaukee – **Eve Hall**

Alverno College – **Mary Meehan**

Archdiocese of Milwaukee Schools –

**Kathleen Cepelka**

Black Alliance of Educational Options –

**Howard Fuller**

Boys & Girls Clubs of Greater Milwaukee –

**Vincent Lyles**

Cardinal Stritch University – **James P. Loftus**

Charter School Advocates of Wisconsin –

**Ricardo Diaz**

Children’s Hospital of Wisconsin –

**Peggy Troy/Bob Duncan**

Choice Schools Association – **Henry Tyson**

City of Milwaukee Mayor – **Tom Barrett**

Common Ground – **Keisha Krumm**

GE Healthcare – **Bill Berezowitz/Nata Abbott**

Greater Milwaukee Committee –

**Julia Taylor/Mark Sabljak**

Greater Milwaukee Foundation – **Ellen M. Gilligan**

Helen Bader Foundation – **Dan Bader**

Hispanic Chamber of Commerce of Wisconsin –

**Jorge Franco**

League of United Latin American

Citizens of Wisconsin – **Jaime Alvarado**

Marquette University – **Margaret Callahan/**

**William Henk**

Metropolitan Milwaukee Association of Commerce –

**Tim Sheehy**

Milwaukee Area Technical College – **Michael Burke**

Milwaukee City Council PTA – **Roxanne Starks**

Milwaukee County District Attorney’s Office District Attorney – **John Chisholm**

Milwaukee Healthcare Partnership – **Joy Tapper**

MICAH (Milwaukee Inner-city Congregations Allied for Hope) – **Rev. Willie Brisco**

Milwaukee Board of School Directors –

**Meagan Holmon**

Milwaukee Public Schools Superintendent –

**Darienne Driver**

Milwaukee Succeeds – **Mike Soika**

Milwaukee Teachers’ Education Association –

**Bob Peterson**

Milwaukee Urban League – **Ralph Hollmon**

Mount Mary University – **Eileen Schwalbach**

NAACP – **James Hall**

Northwestern Mutual – **Kimberley Goode**

United Neighborhood Centers of Milwaukee –

**Tony Shields**

United Way of Greater Milwaukee – **Mary Lou Young**

UW Board of Regents - Emeritus – **Danae Davis**

Wisconsin Department of Public Instruction State Superintendent – **Tony Evers**

YMCA of Metropolitan Milwaukee – **Gail Lione/**

**Julie Tolan**

Zilber Family Foundation – **Susan Lloyd**

## Network members for Goal 1

### Immunization Network

Children's Hospital of Wisconsin  
City of Milwaukee – Department of Public Health  
Community Health Improvement for  
Milwaukee's Children  
Froedtert Hospital of Wisconsin  
Immunize! Milwaukee  
Medical College of Wisconsin  
Parents Plus  
United Neighborhood Centers of Milwaukee  
United Way of Greater Milwaukee  
University of Wisconsin-Madison

### Quality Care & Education Network

4C-For Children  
Aurora Family Service  
Betty Brinn Children's Museum  
Celebrate Children Foundation  
Children's Hospital of Wisconsin  
COA Youth & Family Centers  
Department of Children & Families  
La Causa Early Education & Care  
Milwaukee Public Library  
Neighborhood House of Milwaukee  
Next Door Foundation  
Parents Plus  
Penfield Children's Center  
Silver Spring Neighborhood Center  
St. Marcus Lutheran School  
United Community Center–Bruce Guadalupe  
United Way of Greater Milwaukee  
Wisconsin Council on Children & Families  
Wisconsin Early Childhood Association  
YMCA of Greater Milwaukee

### Parent Education & Support Network

Aurora Family Service  
Children's Hospital of Wisconsin  
COA Youth & Family Centers  
Curative Care

Easter Seals  
Milwaukee Public Library  
Parents Plus  
Penfield Children's Center  
Project LAUNCH  
SET Ministry  
The Parenting Network  
United Way of Greater Milwaukee  
University of Wisconsin-Extension

## Network members for Goal 2 (Third Grade Reading)

### Tutoring & Experiential Network

Betty Brinn Children's Museum  
Boys and Girls Clubs of Greater Milwaukee  
Cardinal Stritch University  
Children's Dyslexia Center–Milwaukee  
City Year Milwaukee  
COA Youth & Family Centers  
First Stage Children's Theater  
Interfaith Older Adults Program (RSVP Tutors)  
Journey House  
Milwaukee Christian Center  
Milwaukee Inner City Congregations  
Allied for Hope  
Milwaukee Public Libraries  
Milwaukee Public Museum  
Milwaukee Public Schools  
Milwaukee Public Schools – Recreation Division  
Milwaukee Public Theatre  
Milwaukee Repertory Theater  
Milwaukee Summer Reading Project  
Milwaukee Symphony Orchestra  
MPS/SES Committee  
Neighborhood House of Milwaukee  
PMG Educational Services  
Rising Stars  
Samaritan Tutoring Program  
Sharp Literacy, Inc.  
Silver Spring Neighborhood Center  
Three Harbors Council, Boy Scouts of America



United Way of Greater Milwaukee  
Urban Ecology Center  
Wisconsin Conservatory of Music  
Wisconsin Reading Coalition  
UW-M School of Continuing Education Youth Work  
Learning Center

### Pilot school participants

St. Catherine's School  
St. Anthony's School  
Northwest Catholic School  
Northwestern Mutual  
Milwaukee Academy of Sciences  
Gwen T. Jackson Early Childhood  
and Elementary School

### Parent Engagement Network

Boys and Girls Clubs of Greater Milwaukee  
Children's Dyslexia Center – Milwaukee  
COA Youth & Family Centers  
Department of Public Instruction  
Great Schools  
Housing Authority of the City of Milwaukee  
Literacy Services of Wisconsin  
Milwaukee Achiever Literacy Services  
Milwaukee Public Library  
Milwaukee Public Schools  
MTEA Parent and Community Outreach  
Neighborhood House of Milwaukee  
Next Door Foundation

Parents Plus Wisconsin  
PMG Educational Services  
Wisconsin Education Innovations  
Wisconsin Literacy, Inc.

**In School Network (coaching)**

Alverno College  
Bruce-Guadalupe Middle School  
Capitol West Academy  
Cardinal Stritch University  
Center for Communication, Hearing and Deafness  
Choice Schools Association  
City of Milwaukee Charter Authorizer  
Department of Public Instruction  
Hope Christian School  
Marquette University College of Education and the  
Hartman Literacy and Learning Center  
Milwaukee Achiever Literacy Services  
Milwaukee Montessori School  
Milwaukee Public Schools  
Milwaukee Teacher Education Center  
Milwaukee Tennis and Education Foundation  
Milwaukee Urban League  
Next Door Foundation  
Rotary Club of Milwaukee  
Schools That Can Milwaukee  
SHARP Literacy  
St. Anthony School of Milwaukee  
Teach for America Milwaukee  
University of Wisconsin–Milwaukee  
WI DPR RTI (Response to Intervention)  
Woodlands School



**Network members for Goal 2  
(Postsecondary/Career Readiness)**

Archdiocese of Milwaukee  
ASQ  
Big Brothers Big Sisters of Metro Milwaukee  
Boys & Girls Clubs of Greater Milwaukee  
Cardinal Stritch University  
Center for Teaching Entrepreneurship  
City of Milwaukee – Mayor’s Office  
City Year Milwaukee  
College Possible Milwaukee  
Discovery World  
GE Healthcare  
Girl Scouts of Wisconsin Southeast  
Global Youth Leadership Institute  
Great Lakes Higher Education Guaranty Corporation  
Helen Bader Foundation  
Junior Achievement Wisconsin  
Make a Difference Wisconsin  
Milwaukee Area Technical College  
Milwaukee Area Workforce Investment Board  
Milwaukee Public Schools  
Milwaukee Repertory Theater  
Milwaukee Talent Dividend  
Milwaukee Urban League  
PEARLS for Teen Girls  
STEM Forward  
Teach for America Milwaukee  
Transcenter for Youth  
United Community Center  
Unity in Motion  
University of Wisconsin-Milwaukee Center for  
Urban Initiatives and Research  
Wisconsin Lutheran College (Pathways to College)  
YMCA of Metropolitan Milwaukee  
YWCA Southeast Wisconsin

**Network members for Goal 4**

**Community and Social Support Network**

Alliance for Children and Families  
America Scores Milwaukee

Aurora Healthcare  
Boys and Girls Clubs of Greater Milwaukee  
Casa Romero  
Center for Urban Initiatives and Research  
Center for Youth Engagement  
Children’s Hospital of Wisconsin  
City Year Milwaukee  
GE Healthcare  
Girl Scouts of Wisconsin Southeast  
Greater Milwaukee Foundation  
Growing Minds  
Make a Difference Wisconsin  
Medical College of Wisconsin  
Mequon Nature Preserve  
Meta House  
Milwaukee County District Attorney  
Milwaukee Public Schools  
National Alliance on Mental Illness  
New Concept Self Development Center  
Nonprofit Center of Milwaukee  
Our Next Generation  
Outlet: Plugging People in  
Parents Plus  
Pathfinders  
PEARLS for Teens Girls  
Playworks  
Rockwell Automation  
Rogers Memorial Hospital  
Safe & Sound  
SaintA (formerly St. Aemilian-Lakeside)  
Salvation Army  
Social Development Commission  
SET Ministry  
St. Anthony School  
Timber-lee Ministries  
United Way of Greater Milwaukee  
Unity in Motion  
Urban Underground  
UW-Milwaukee Youth Work Learning Center

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