

**Resolution 1112R-26**

**By Director Miller**

WHEREAS, Milwaukee, like many of the nation's largest school districts, faces high poverty, higher levels of English-language learners, and larger shares of students with disabilities; and

WHEREAS, Milwaukee's 4<sup>th</sup>-grade readers ranked third-lowest in reading comprehension, compared with their counterparts in 20 other large urban school districts; and

WHEREAS, While Milwaukee has some initiatives designed to address the core challenges of school readiness, attendance, summer learning loss, and literacy, these initiatives serve only a small portion of Milwaukee's children; and

WHEREAS, The initiatives in place have not been able to coordinate in order to determine whether children are being over- or under-served and the extent to which existing services are helping children progress; and

WHEREAS, There are approximately 123,000 school-aged children in Milwaukee, with over 81,000 students attending MPS; and

WHEREAS, Goal 8 of the *Working Together — Achieving More Action Plan to Improve Milwaukee Public Schools* states, "The district builds partnerships to support student achievement"; and

WHEREAS, Milwaukee Public Schools has partnered with over 32 organizations and 11 ethnic and neighborhood festivals in a collaborative effort to improve third-grade reading achievement and attendance of students in kindergarten through third grade; and

WHEREAS, As a result of the collaboration, known as the Milwaukee Grade-Level Reading Campaign Consortium, the *City of Milwaukee Community Solutions Action Plan* was submitted to the National Civic League in the hopes of winning a national Civic League All-American City Award; and

WHEREAS, If given an award, Milwaukee would have the opportunity to obtain funding to implement the action plan; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the efforts of the Milwaukee Grade-Level Reading Campaign Consortium; and be it

FURTHER RESOLVED, That the Board wholeheartedly supports the goals and objectives of the *City of Milwaukee Community Solutions Action Plan* and asks for the support of the National Civic League; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Board Clerk to prepare for signature by the Board President, on behalf of the Milwaukee Board of School Directors, a letter so stating its support of this proposal and to transmit this letter to the National Civic League.

*March 29, 2012*

# PART ONE: COMMUNITY OVERVIEW

Milwaukee, the nation's 28<sup>th</sup> largest municipality, is a great city with a storied history. It is home to such internationally recognized brands as Miller and Harley Davidson.

Milwaukee is known as the City of Festivals. Summerfest—billed as the world's largest music festival—is internationally recognized, and attracts 1 million visitors annually. The area's ethnic festivals are also extremely well known. In fact, its Juneteenth Day, German Fest, Irish Fest, Festa Italiana, and Polish Fest are the largest ethnic festivals of their kind in the country. Additionally, the community hosts the Festival of the Arts, Cinco de Mayo, LGBT Fest, Arabian Fest, African World Festival, Indian Summer, and Mexican Fiesta. (*Milwaukee's Grade-Level Reading Campaign Consortium will leverage these festivals to promote reading.*)

The metro area offers high-quality higher education through over a dozen public and private colleges and universities.

Notwithstanding its many great qualities and assets, the City of Milwaukee also faces a number of hurdles. According to the U.S. 2010 Census:

- ✦ Milwaukee continues to be among the nation's top 10 most impoverished major cities, with nearly one in three (29.5%) residents living at, or below, the federal poverty rate.
- ✦ Nearly half (46.1%) of the city's children live in poverty.

Additionally,

- ✦ Every year, approximately 4,500 ex-offenders return to three of the poorest and most densely populated zip codes in central-city Milwaukee. Many of them are parents of children enrolled in Milwaukee Public Schools (MPS).
- ✦ "In Milwaukee, babies die during their first year of life at a rate greater than all but six of the nation's 53 largest cities." Stephenson, C. (2011, January 22). For Milwaukee's children, an early grave. *Milwaukee Journal Sentinel*
- ✦ Housing affordability is a major challenge for poor Milwaukeeans.

Milwaukee Public Schools (MPS) educates over 81,000 students. Nearly 90% are students of color. Over 80% qualify for free, or reduced, lunch. Nearly 10% (9.8%) of the student body are English Language Learners. One in five students are identified as having special needs, and receive some level of academic assistance. Additionally, 2,869 (3.5%) students are verified homeless.

Milwaukee Public Schools is mandated to provide vision screening for children entering Kindergarten for 5-year-olds (K5). In 2010-11, 5,800 K5 students were screened; nearly half (42%) needed to be referred for further optical services.

Relative to the nation, Metro Milwaukee is a slightly more affordable community. According to the ACCRA Cost of Living Index which normalizes the the national average as 100.0, Milwaukee has a cost of living index value of 98.4. However, in a city in which nearly half of all children are growing up in poverty, it can be tough to make ends meet.

Families receiving cash benefits through Temporary Assistance for Needy Families (TANF) receive a maximum of \$653.00 per month. The average monthly rent for a two-bedroom apartment, however, is \$771.00, which is 18% greater than the entire cash benefit. Many low-income families may be able to present a security deposit and first month's rent, but simply cannot afford rents over the longer term. This housing instability leads to low-income families moving several times a year, which in turn leads low-income students to miss school and fall behind compared to their counterparts. In 2010, 15% of Milwaukee Public Schools students changed schools at least once.

Milwaukee has made a number of educational opportunities available for Milwaukee's low-income children. In addition to Milwaukee Public Schools, which educates the vast majority of children between the ages of 5 and 8, those significantly expanded options include:

- ✦ **Charter Schools...**Chartered through Milwaukee Public Schools, the City of Milwaukee, or higher education institutions
- ✦ **Choice Schools...**Parochial, and community-based, schools made accessible through the state's voucher initiative

Children frequently move between these options, making it difficult for any one system to monitor educational attainment and identify gaps.

We know why we need to make literacy for families and children from birth to age 8 a priority in Milwaukee. We even know what to do and how to do it. In Milwaukee, we are making slow, but steady, progress in helping our children to become proficient readers, but do not have all the resources needed to make it happen. With the support of the National Civic League and its partners, we can give our children the academic tools needed to achieve grade-level reading.

**“By the time children reach 4<sup>th</sup> grade, they are no longer learning to read, but instead, reading to learn!”**

Hon. Scott Walker, Governor  
State of Wisconsin

**“Let's raise up whole families!”**

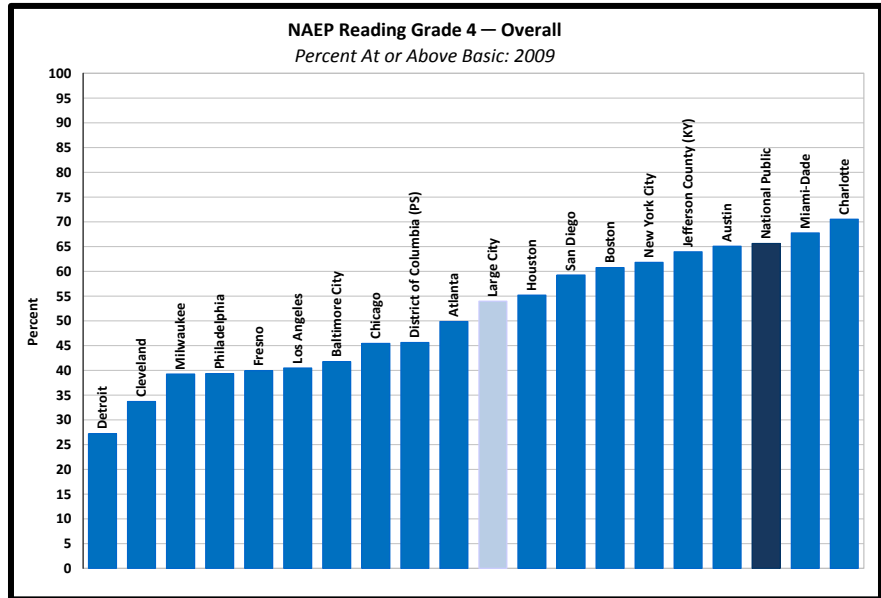
Larry Miller, Elected Board Member  
Milwaukee Public Schools Board of Directors

# PART TWO: THE CSAP

## ASSURANCE #1

### The Problem

Milwaukee Public Schools is one of the nation’s largest school districts. Like its counterparts, MPS faces high poverty, higher levels of English Language Learners, and larger shares of students with disabilities—all of which impact students’ academic achievement. When comparing Milwaukee 4<sup>th</sup> graders’ reading comprehension with that of their counterparts in 20 other large urban school districts, MPS students ranked as the 3<sup>rd</sup> lowest.



While Milwaukee’s rank among the largest urban school districts is significantly below others, MPS is making progress.

The State of Wisconsin requires students to take the Wisconsin Knowledge Concepts Examination (WKCE) statewide from K5 through 10<sup>th</sup> grade. The assessment is taken during the sixth week of the school year.

Based on a comparison of 3<sup>rd</sup> graders in the district and across the state, MPS 3<sup>rd</sup> grade students have made progress since MPS implemented its first community-wide Comprehensive Literacy Plan in 2010-11. MPS 3<sup>rd</sup> grade student proficiency has increased from 58.6% (2008-09) to 60.2% (2010-2011).

Milwaukee Public Schools vs. State of Wisconsin Proficiency based on WKCE Scores						
Grade	2008-09		2009-10		2010-11	
	District	State	District	State	District	State
Third	58.6%	79.0%	58.4%	79.0%	60.2%	80.0%
Fourth	60.8%	82.0%	59.8%	81.0%	61.0%	83.0%

MPS students also are reflecting gradual progress from 3<sup>rd</sup> grade to 4<sup>th</sup> grade. In 2008-09, 58.6% of 3<sup>rd</sup> graders demonstrated proficiency. One year later, when the children graduated from 3<sup>rd</sup> grade to the 4<sup>th</sup> grade, 59.8% demonstrated proficiency. The trend of slight improvement from 3<sup>rd</sup> grade to 4<sup>th</sup> grade holds true across the 2009-10 to 2010-11 school years.

There is a dramatic difference in proficiency by economic status.

Milwaukee Public Schools Proficiency based on WKCE Scores & Economic Status						
Grade	2008-09		2009-10		2010-11	
	Not Low-Income	Low-Income	Not Low-Income	Low-Income	Not Low-Income	Low-Income
Third	77.4%	53.9%	81.5%	55.6%	82.9%	57.5%
Fourth	80.4%	56.4%	81.5%	57.1%	83.8%	57.9%

More needs to be done in particular to assist MPS' homeless students, whose proficiency was the lowest of all economic subgroups. Whereas 60.4% of non-homeless 3<sup>rd</sup> graders achieved proficiency in the 2010-11 WKCE, only 48.7% of homeless 3<sup>rd</sup> graders did so. Similarly, 61.1% of non-homeless 4<sup>th</sup> graders demonstrated proficiency, while only 55.9% of the homeless 4<sup>th</sup> graders did so.

Milwaukee Public Schools Proficiency based on WKCE Scores & Economic Status: 2010-11			
	Homeless	Low-Income	Not Low-Income
Third	48.7%	57.5%	82.9%
Fourth	55.9%	57.9%	83.8%

Absenteeism certainly does not help student performance. In 2009-10, 29% of MPS elementary students missed 5 days or more; 3% missed 20 days or more.

Milwaukee's Grade-Level Reading Campaign Consortium believes poverty contributes extraordinarily toward student underachievement. While poverty may be a primary cause, the Consortium recognizes stakeholders must help children succeed despite their economic status.

There are insufficient resources in Milwaukee to close the gap between children from low-income families and their peers. Consider this: Milwaukee is home to a series of public and private initiatives designed to address the core challenges of readiness, attendance, summer learning loss, and grade-level reading, and these initiatives have proven effective.

Despite proven efficacy, however, Milwaukee's reading/literacy initiatives serve only a small percentage of area children between birth and 8 years of age. While MPS has nearly 28,000 students in Kindergarten for 4-yr.-olds (K4) through 3<sup>rd</sup> grade, no Consortium partner's enrichment initiative is being implemented in more than 10 schools or community-based sites, or serving more than 500 children.

Initiative Examples	Age Cohort Served			Number of Children Impacted Annually	Number of Locations
	0-3 Yrs.	3-4 Yrs.	5-8 Yrs.		
CLIFFTOPS			•	500	6
Next Door Fdn-Charter School			•	61 FTE	1
Marquette U. Summer Reading			•	160	1
SPARKS-Boys & Girls Club			•	500	10
Milwaukee Public Schools		•	•	27,745	116
Milwaukee Public TV	•	•	•	46,800,000 (viewers)	

Not only are the resources already being invested in reading/literacy interventions insufficient to meet the global needs, those resources and initiatives are not coordinated across entities and systems in order to ensure progress.

Additionally, no entity or coalition of entities is presently able to determine which students already are being engaged in reading enrichment initiatives, which are being engaged in multiple literacy initiatives, or which students have not been engaged but have the greatest need. This is one of the challenges the Milwaukee community faces in connecting families and children with the appropriate resources or services.

## ASSURANCE #2

### Destination (Desired Outcomes & Impact)

Already, the National Civic League has served as a catalyst in advancing Milwaukee’s efforts toward grade-level reading proficiency. For the first time, Milwaukee Public Schools and the Archdiocese of Milwaukee have met and are committed to working collaboratively in addressing core challenges and increasing student performance. The public and private systems have committed to establishing processes to screen all incoming Kindergarten students as part of this effort, and use a universal attendance tracking platform. They also have agreed to allow area universities, colleges, faith-based institutions, and community-based organizations with reading enrichment initiatives to expand into more schools across both systems. One-Stop Job Centers, which provide the following:

- ✦ operate the TANF (Temporary Assistance to Needy Families) program,
- ✦ provide cash benefits for low-income custodial parent(s) with a newborn
- ✦ coordinate with state employees to provide Supplemental Nutrition Assistance Program (formerly Food Stamps) and Medicaid benefits, and
- ✦ offer adult basic/remedial education, job training & employment initiatives,

have committed to provide year-round, family-wide literacy interventions, offering an unprecedented opportunity to integrate reading initiatives into the area’s public assistance systems. MPS is leading an effort with the Wisconsin Departments of Children & Families and

Health Services, Milwaukee Bureau of Child Welfare, Milwaukee County, and City of Milwaukee Health Department to establish IDEAS—the Integrated Data Evaluation & Action System—which would provide a universal platform for accessing multidimensional information about area children.

Boys & Girls Clubs of Greater Milwaukee, Cardinal Stritch University, Milwaukee Public Library, SHARP Literacy, and Next Door Foundation have developed expertise through years of implementing effective reading skills interventions for low-income children, particularly children of color. These consortium members will lead an effort to identify, or create, an Early Childhood Development assessment tool, which will be used universally and measure progress in reading skills development for children below school age.

The Milwaukee Partnership Academy (MPA), the PK-16 (Pre-Kindergarten through Grade 16) Council for the area, has committed to coordinate all cross-systems activity. Its executive partners represent institutional leadership from across the education spectrum, and include:

- ✦ Presidents, Milwaukee Public Schools Board of School Directors, Milwaukee Area Technical College, Cardinal Stritch University, Metropolitan Milwaukee Chamber of Commerce, and Milwaukee Area Workforce Investment Board
- ✦ Chancellor, University of Wisconsin-Milwaukee
- ✦ Superintendent, Milwaukee Public Schools
- ✦ Executive Director and President, Milwaukee Teacher Education Association
- ✦ Dean, University of Wisconsin-Milwaukee School of Education

The executive partners meet monthly, and are not permitted to send surrogates for the coordination meetings. By having these senior leaders intimately involved, the Milwaukee Partnership Academy will be able to ensure a high degree of accountability for any funding resulting from a potential All-America City Grade-Level Reading Award. The broader partnership includes over 50 partners, including the Wisconsin Superintendent of Public Instruction, several museum presidents, and community-based organization leaders.

The vision of the Milwaukee Grade Level Reading Campaign Consortium is to create a culture of early literacy and reading education within a seamless integrated community-wide system. Through a coordinated and culturally sensitive process, the Consortium will offer evidence-based literacy interventions, and equip families with resources and materials in both traditional and electronic formats. Through this innovative community approach, this campaign will be recognized by 2020 as one of the best in the country for coordinated, high quality literacy education that positively impacts school readiness, attendance, summer learning, and the achievement gap from birth to age 8.

Academic Year: 2012-13			
Challenge	Goal	Target	Milestone
<b>Readiness</b>	<ol style="list-style-type: none"> <li>1. Consortium defines "readiness" and creates standardized training options for families and educators</li> <li>2. Parents are able to obtain accurate, culturally appropriate information on child development, parenting and readiness to strengthen literacy learning</li> <li>3. Administer state and local screening assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Offer family-wide literacy at 3 One-Stop Centers by 01/13</li> <li>2. Expand training opportunities for the administration of the ASQ (0-3) and MAP (4-8) for childcare participants and non-registered kindergarten students</li> <li>3. Administer screening assessment (MAP) to 100% of registered kindergartners</li> </ol>	<ol style="list-style-type: none"> <li>1. Consortium launches family literacy initiative in 3 One-Stop Centers.</li> <li>2. Survey data indicates better understanding of readiness &amp; change in attitudes and behaviors</li> <li>3. Consortium members will be trained on administering ASQ &amp; MAP by 09/12 &amp; retrained by 01/13.</li> <li>4. Implement universal strategies addressing school readiness</li> </ol>
<b>Attendance</b>	<ol style="list-style-type: none"> <li>1. Increase attendance percentage in public and non-public by improving information sharing among key stakeholders (consortium and family) in the lives of children</li> </ol>	<ol style="list-style-type: none"> <li>1. Address absenteeism for 0-3 by agreeing to data-driven standard problem solving model (PDSA-Plan, Do, Study, Act)</li> <li>2. Increase attendance for children in schools ages 4-8 from 92% to 94%</li> </ol>	<ol style="list-style-type: none"> <li>1. Adoption of universal attendance procedure (universal supports, intervention, &amp; recovery) process</li> <li>2. Implement universal strategies system wide</li> </ol>
<b>Summer Learning Loss</b>	<ol style="list-style-type: none"> <li>1. Parents will be able to obtain accurate, culturally appropriate info on child development, parenting &amp; readiness to strengthen family literacy</li> <li>2. Support consortium members' initiatives via PSAs &amp; literacy packets</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of Public Service Announcements (PSA) on the value of reading during summer</li> <li>2. Consortium partners and MPS work together on the distribution of information on the Milwaukee Campaign for Literacy at summer festivals during 2012</li> <li>3. Establish baseline data and goals for <b>increasing</b> reading skills during summer</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation and distribution of family literacy packets reflective of literacy programs and resources of consortium participants throughout the community during the summer</li> <li>2. Major presence and attendance by consortium at the Milwaukee neighborhood and summer festivals (July and August 2012)</li> </ol>
<b>Grade-Level Reading</b>	<ol style="list-style-type: none"> <li>1. Parents will be able to obtain accurate, culturally appropriate info on child development, parenting &amp; readiness to strengthen family literacy</li> <li>2. Administer state and local screening assessments</li> <li>3. Provide training for Milwaukee community (educators, families &amp; Consortium) on the standards (Wisconsin Early Learning Standards (0-8) &amp; Common Core State Standards (K5-12)</li> <li>4. Provide training on the MPS Comprehensive Literacy Plan (CLP), a document including WMELS, CCSS, research-based/formative assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of Public Service Announcements (PSA) on the value of reading during the summer</li> <li>2. Consortium partners and MPS work together on the distribution of information on the Milwaukee Campaign for Literacy at summer festivals during 2012</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation and distribution of family literacy packets reflective of literacy programs and resources of consortium participants throughout the community during the summer</li> <li>2. Major presence and attendance by consortium at the Milwaukee neighborhood and summer festivals (July and August 2012)</li> </ol>



Academic Year: 2013-14			
Challenge	Goal	Target	Milestone
<b>Readiness</b>	<ol style="list-style-type: none"> <li>1. Driven by data results, family literacy consortium programs will expand throughout community</li> <li>2. Vision screening will be completed for 100% of registered school age (K4-3) students</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue expansion of One-Stop Centers family literacy to 6 sites</li> <li>2. Needy families will acquire eyewear/referral to appropriate support system</li> <li>3. Install literacy software in existing programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Consortium continuation of family literacy initiative in 6 One Stop Centers</li> <li>2. Vision screening are completed for every K4-3rd grade student</li> <li>3. Implement Tier 2 readiness strategies</li> <li>4. Creation and distribution of Milwaukee Grade Level Reading Campaign resource guide</li> </ol>
<b>Attendance</b>	Increase attendance percentage for 0-3 by 10% for children in childcare and school age children (public and non-public) to 95%	<ol style="list-style-type: none"> <li>1. Address problems of chronic absence that appear excessive with intervention from specific programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation PDSA process</li> <li>2. Implementation Tier 2 strategies</li> <li>3. Families receive more info on importance of attendance through ongoing trainings &amp; resource materials</li> <li>4. Creation and distribution of Milwaukee Campaign for Grade Level Reading resource guide</li> </ol>
<b>Summer Learning Loss</b>	<ol style="list-style-type: none"> <li>1. Expansion of consortium participants with initiatives offered during the summer (year round) months to 3 one stop centers as well as already established program sites</li> </ol>	<ol style="list-style-type: none"> <li>1. Children and families participate in the family learning labs using the online resource</li> <li>2. Parents indicate an understanding of summer learning loss and ways to combat it from online survey results</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased options for Milwaukee students to participate in Consortium summer literacy programs</li> <li>2. Pre- &amp; post-data from parent survey will be collected</li> <li>3. Data will be evaluated with results being used to revise and update summer program initiative to ensure improved literacy attainment</li> <li>4. Creation and community wide distribution of the Milwaukee Campaign for Grade Level Reading resource guide</li> </ol>
<b>Grade-Level Reading</b>	<ol style="list-style-type: none"> <li>1. Provide training for Milwaukee community (educators, families &amp; consortium partners) on standards (Wisconsin Early Learning Standards (0-8) &amp; Common Core State Standards (K5-12)</li> <li>2. Provide training on MPS Comprehensive Literacy Plan (CLP), reflecting WMEELS, CCSS, researched-based &amp; formative assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Training conducted at one stop centers during after hours for childcare workers in need of certification</li> <li>2. Creation of community wide distribution of the Milwaukee Campaign for Grade Level Reading resource guide.</li> </ol>	<ol style="list-style-type: none"> <li>1. More trainings equates to higher Youngstar ratings for providers in need</li> <li>2. Online survey completed by parents indicate understanding of grade level reading expectations.</li> </ol>

Academic Year: 2014-15			
Challenge	Goal	Target	Milestone
<b>Readiness</b>	<ol style="list-style-type: none"> <li>1. Install family literacy software (Ex.-StarFall, Study Island, etc.) in one stop center computer labs to augment the readiness initiative</li> <li>2. Create consortium partner website that details services and resource information on literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Website is created and implemented by 09/12.</li> <li>2. 6 One Stop Job Centers Labs that service high need families and children literacy software uploaded in Learning Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of the community consortium website</li> <li>2. Install tracking software to monitor website use</li> <li>3. Monitor computer usage and outcome results from within center computer labs</li> <li>4. Implement Tier 3 readiness strategies</li> </ol>

Academic Year: 2014-15			
Challenge	Goal	Target	Milestone
<b>Attendance</b>	Increase attendance percentage for children ages 0-3 by 10% and school age children (public and non-public) to 95%	1. Increase attendance from baseline in age span for 0-3 by 10% in certain zip codes. 2. Increase Elementary attendance data to 95%. 3. Conduct attendance and truancy information nights conducted by TABS (Tier 3) at one stop job centers	1. Continuous implementation of PDSA process 2. Implementation of Tier 3 strategies 3. Families receive more information on importance of attendance through ongoing trainings and resource materials
<b>Summer Learning Loss</b>	The Milwaukee Campaign will provide focused literacy suggestions and activities to 500 families in the Milwaukee community	1. Summer learning literacy activities to be offered at Children's Fest and other community festivals. 2. Summer literacy packs to be offered at one stop job centers 3. Celebrity readers will support the Milwaukee Campaign literacy initiative.	1. Parent and child survey indicates positive response to the suggested activities 2. Higher attendance to Betty Brinn Neighborhood Night (May-Aug) by 15% when compared to last year's attendance. 3. Completed library card application for 100 families and children.
<b>Grade-Level Reading</b>	Increase by ten percent or better on WKCE for third grade students with history of participation in the intervention programs	Students with evidence of intervention in other strategies as evidenced by IDEAS data	1. Expansion of Literacy Programs (SPARKS, CLIFFTOPS, and SHARP). 2. Expansion of MPL Drop In Tutoring Opportunities and HIP program

NOTE: During the 2015-20 academic years, Milwaukee’s Grade-Level Reading Campaign Consortium will continue the PDSA collaborative attendance process.

## ASSURANCE #3

### Strategy (Integrated & Intertwined)

Milwaukee’s Grade-Level Reading Campaign Consortium proposes a strategy focusing on two primary approaches:

- I. Strengthening, expanding, scaling & coordinating existing programs and interventions
- II. Developing and inventing new and innovative approaches

The Consortium’s strategies will be implemented by an array of partners. The following table reflects the names of partners, their initiatives, a brief organizational summary, the age cohort served, and the core challenge they will impact. [Note: the core challenges are color-coded, consistent the core challenge strategies.]

Organization	0-3-yr.-olds	3-4-yr.-olds	5-8-yr.olds	Readiness	Attendance	Summer Learning Loss	Grade-Level
<b>Aurora Mount Sinai (Largest Milwaukee prenatal/delivery care hospital)</b> Partnership site for distribution of literacy kits	•			•	•	•	•
<b>Betty Brinn Children’s Museum</b> Providing interactive exhibits/educational resources for children from birth-10; coordinating Summer Festivals Reading Initiative	•	•	•	•	•	•	•
<b>Boys and Girls Clubs of Greater Milwaukee-SPARKS Literacy</b> Providing Milwaukee youth with outcome-driven programs from early literacy to community. SPARK (Spheres of Proud Achievement in Reading for Kids) improves reading strategies/skills of struggling readers in Kindergarten-3rd	•	•	•	•	•	•	•
<b>Council for the Spanish Speaking</b> Provides services to socially & economically challenged in Latino community	•	•	•	•	•	•	•
<b>Hope House of Milwaukee</b> Provides emergency/transitional living facility as well as a community center providing educational resources for adults and children	•	•	•	•	•	•	•
<b>Medical College of Wisconsin-Reach Out and Read (ROR)</b> ROR gives low-income parents information, encouragement and materials needed to make reading a regular part of children's lives. This is evidence- & medically based early literacy program that providing vision screening	•	•	•	•	•	•	•
<b>Milwaukee Area Technical College (MATC)</b> Offers adult literacy in each of the job centers and GED program	•	•		•	•	•	•
<b>Milwaukee Area Workforce Investment Board</b>	•	•	•	•	•	•	•
<b>Milwaukee Center for Independence (MCFI)</b> Provides programs and services for children with disabilities barriers to success	•	•	•	•	•	•	•
<b>Milwaukee County (Fatherhood and Reentry Program)</b> Improves fathers’ literacy skills and assists them in reading to their children	•	•	•	•	•	•	•
<b>Milwaukee Public Library</b> Provides an array of programs and resources for family-wide literacy	•	•	•	•	•	•	•
<b>Milwaukee Teachers Education Association (MTEA)</b> Represents and advocates for educators who work directly with MPS students		•	•	•	•	•	•
<b>Neighborhood House</b> Offers diverse, innovative programs that target low income youth	•	•	•	•	•	•	•
<b>Next Door Foundation</b> Next Door specializes in early childhood education, with additional programs that focus on youth leadership, family literacy, and adult education	•	•	•	•	•	•	•
<b>Northcott Neighborhood House</b> Offers programs, including Head Start, After School, Summer Learning	•	•	•	•	•	•	•
<b>Public Broadcasting Service (PBS/MPTV)</b> Offers diverse schedule of award-winning specials, K-12 & outreach activities	•	•	•	•	•	•	•
<b>Sharp Literacy</b> Provides a year-round program for 1st-5th grade students to build reading, writing & researching skills by using visual arts as the primary tool for learning			•	•	•	•	•

Organization	0-3-yr.-olds	3-4-yr.-olds	5-8-yr-olds	Readiness	Attendance	Summer Learning Loss	Grade-Level
<b>Social Development Commission (SDC)</b> Human service provider for low-income households, including HeadStart & TANF	•	•		•	•	•	•
<b>United Neighborhood Centers of Milwaukee</b> Partnership of 8 neighborhood centers to strengthen low-income neighborhoods		•	•	•	•	•	•
<b>United Way</b> United Way advances common good as Greater Milwaukee's largest community-based investor in Education, Income and Health-the building blocks for a quality of life	•	•	•	•	•	•	•
<b><u>Colleges/Universities with Graduate Programs in Literacy</u></b>							
Alverno College				•	•	•	•
Cardinal Stritch University	•	•	•	•	•	•	•
Concordia University				•	•	•	•
Marquette University	•	•	•	•	•	•	•
University of Wisconsin-Milwaukee (UWM)	•	•	•	•	•	•	•
<b><u>Education Agencies</u></b>							
Archdiocese of Milwaukee (K-3)		•	•	•	•	•	•
Milwaukee Public Schools (MPS) (PreK-3) *Also provides vision screening, referrals, and follow-up	•	•	•	•	•	•	•
<b><u>Government Agency</u></b>							
Office of the Mayor	•	•	•	•	•	•	•
One-Stop Job Centers	•	•	•	•	•	•	•
Wisconsin Department of Public Instruction (DPI)	•	•	•	•	•	•	•
Wisconsin Department of Children and Families	•	•	•	•	•	•	•
Wisconsin Department of Workforce Development	•	•	•	•	•	•	•

**Milwaukee's Grade-Level Reading Campaign Consortium's Strategy:  
Expanding, Innovating, and Coordinating**

Milwaukee's Grade-Level Reading Campaign Consortium will address readiness, attendance, summer learning loss, and grade-level reading by employing a combination of existing initiatives and coordinating those efforts, implementing new and innovate interventions in non-traditional environments, and expanding community-wide capacity through professional development.

Milwaukee's Strategy to Improve Readiness	
Expand	Innovate
<ul style="list-style-type: none"> <li>Expand professional development opportunities for early childhood development (i.e., childcare workers, HeadStart, etc.) and public/parochial K-3 teachers through Consortium's public &amp; private partners</li> </ul>	<ul style="list-style-type: none"> <li>Create family-wide reading skills program &amp; integrate into Milwaukee One-Stop Job Centers where low-income/ welfare recipients receive benefits (e.g., cash, food, Medicaid, etc.) plus adult education, employment, training services; install family literacy software in One-Stop Center computer labs to augment initiative</li> </ul>
<ul style="list-style-type: none"> <li>Expand Consortium's existing school-day, after-school &amp; summer reading interventions to greater numbers of students within existing schools and community-based sites; expand into new public/parochial schools and community-based sites</li> </ul>	<ul style="list-style-type: none"> <li>Distribute Family Literacy Packets to low-income parents with children 0-8 through One-Stop Job Centers; to incarcerated parents to read to their children, leveraging Fatherhood &amp; Ex-Offender Reentry initiatives; to homeless parents to read to their children, leveraging emergency shelters; to parents of English Language Learners</li> </ul>
<ul style="list-style-type: none"> <li>Expand number of families receiving services through team implementing home-based reading interventions</li> </ul>	<ul style="list-style-type: none"> <li>Screen all incoming Kindergarteners for readiness</li> </ul>
<ul style="list-style-type: none"> <li>Expand readiness programming aired through Milwaukee Public Broadcasting</li> </ul>	<ul style="list-style-type: none"> <li>Establish Family Literacy Venues at Milwaukee's summer festivals, which draw over 1 million visitors</li> </ul>
<ul style="list-style-type: none"> <li>Expand Visioncare initiative to check for impairments adversely affecting literacy</li> </ul>	<ul style="list-style-type: none"> <li>Integrate intensive reading interventions around Birth-to-3 program participants diagnosed with disabilities and/or delays</li> </ul>

Milwaukee's Strategy to Improve Attendance	
Expand	Innovate
<ul style="list-style-type: none"> <li>Expand existing school-day, after-school &amp; summer enrichment to serve more children across more school-based, or community-based, sites</li> </ul>	<ul style="list-style-type: none"> <li>Work with One-Stop Job Center welfare-to-work case managers to integrate family reading program into recipients' case plans</li> </ul>
<ul style="list-style-type: none"> <li>Expand City of Readers summer initiative, particularly to attract more low-income children</li> </ul>	<ul style="list-style-type: none"> <li>Utilize data from IDEAS to target families in need of social services interventions to reduce mobility between schools and absenteeism</li> </ul>

Milwaukee's Strategy to Avoid Summer Learning Loss	
Expand	Innovate
<ul style="list-style-type: none"> <li>Expand existing summer initiatives to serve more children across more public/parochial school- &amp; community-based sites</li> </ul>	<ul style="list-style-type: none"> <li>Create a family-wide reading skills improvement program integrated into the One-Stop Job Centers</li> </ul>
<ul style="list-style-type: none"> <li>Assess skills through pre- and post-tests using Northwest Evaluation Association Measures of Academic Progress (MAP) for school-aged children and Ages &amp; Stages Questionnaire (ASQ) for pre-school-aged children</li> </ul>	<ul style="list-style-type: none"> <li>Assess skills through pre- and post-tests using Northwest Evaluation Association Measures of Academic Progress (MAP) for school-aged children and Ages &amp; Stages Questionnaire (ASQ) for pre-school-aged children</li> </ul>

Milwaukee's Strategy to Improve Grade-Level Reading	
Expand	Innovate
<ul style="list-style-type: none"> <li>Expand professional development opportunities for early childhood development (i.e., childcare workers, HeadStart, etc.) and K-3 teachers through Consortium's public &amp; private partners</li> </ul>	<ul style="list-style-type: none"> <li>Create family-wide reading skills program &amp; integrate into Milwaukee One-Stop Job Centers; install family literacy software in One-Stop Center computer labs to augment initiative</li> </ul>
<ul style="list-style-type: none"> <li>Expand Consortium's existing school-day, after-school &amp; summer reading interventions to greater numbers of students within existing schools and community-based sites; expand into new public/parochial schools community sites</li> </ul>	<ul style="list-style-type: none"> <li>Distribute Family Literacy Packets to parents who are low-income, incarcerated, homeless, or have children 0-8 who are English Language Learners</li> </ul>
<ul style="list-style-type: none"> <li>Expand number of families receiving services through team implementing home-based reading interventions</li> </ul>	<ul style="list-style-type: none"> <li>Screen all incoming Kindergarteners for readiness</li> </ul>
<ul style="list-style-type: none"> <li>Expand readiness programming aired through Milwaukee Public Broadcasting</li> </ul>	<ul style="list-style-type: none"> <li>Establish Family Literacy Venues at Milwaukee's summer festivals</li> </ul>
<ul style="list-style-type: none"> <li>Expand Visioncare initiative to check for impairments adversely affecting literacy</li> </ul>	

**Milwaukee's Grade-Level Reading Campaign Consortium's Strategy:  
Why Expansion & Coordination Make Sense**

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Expanding what works is a key strategy. Milwaukee's Grade-Level Reading Campaign Consortium knows what works for children in this community, particularly low-income children in need of such interventions. The Consortium is committed to taking what works and incorporating it across more public schools and community-based organizations as well as introducing it into Archdiocese of Milwaukee's parochial schools.

Coordinating existing efforts is equally important, given that the public and private initiatives have not coordinated service delivery with one another in the past, nor shared information about youth being served and outcomes achieved. Public/private coordination will allow the Consortium to reduce duplication and ensure the children with the greatest need are reached.

**Milwaukee's Grade-Level Reading Campaign Consortium's Strategy:  
Why Innovation Makes Sense**

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Given the strong relationship between poverty and core literacy challenges (i.e., readiness, attendance, summer learning loss, and grade-level reading), it only makes sense to partner with the centers where tens of thousands of low-income families are already most likely to be engaged.

Rather than merely expanding children’s literacy efforts housed in schools and community-based organizations, or continuing to be completely separated from the adult literacy efforts within the job centers, Milwaukee’s Grade-Level Reading Campaign Consortium will encourage family literacy through programming at the centers as well as Family Literacy Packets to be used in home environments.

According to One-Stop Job Center management, many of Milwaukee’s low-income parents receiving public benefits have lower reading skills themselves, making it more difficult for them to assist their children in developing strong skills in that area. A family literacy initiative would increase skills of all family members. Certainly, increased skills will help parents enhance their attractiveness to employers, positioning them more favorably for much-needed jobs.

## **ASSURANCE #4**

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### **(Connecting for Synergy)**

Besides expanding existing service delivery and professional development as well as creating new innovative approaches, Milwaukee’s Grade-Level Reading Campaign Consortium will leverage a combination of state and local policies in order to accelerate community-wide achievement.

#### **Milwaukee’s Grade-Level Reading Campaign Consortium’s Synergy: Encouraging State Policies to Promote Literacy**

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The State of Wisconsin is engaged currently in important policy discussions specifically designed to increase reading skills and academic achievement. The Governor, State Superintendent of Public Instruction, and Wisconsin Legislature are working together for the first time to craft and enact early education reforms.

An element of the education reform package around which a growing consensus is emerging is a requirement to assess all kindergarten students in public districts. Even before the education reform package is fully crafted, leaders from Milwaukee Public Schools and the Archdiocese of Milwaukee are embracing the potential mandate and proposing to extend that assessment across all of the area’s public and parochial elementary schools. What is more, the leaders are proposing as part of this plan to use the same assessment tools across both systems.

As a further result of the good work of the state’s Read to Lead Task Force, a new website has been launched, [www.Read.WI.gov](http://www.Read.WI.gov). The website includes:

- ✦ video books as well as online literacy games for pre-school through third-grade children,
- ✦ a library locator and assessment tools for parents, and

- ✦ information on revised standards for educators

Milwaukee's Grade-Level Reading Campaign Consortium will leverage and promote these online resources as part of its initiatives.

Wisconsin officials are also working to implement a statewide K-12 student attendance and academic achievement data tracking system for use across public school districts. Milwaukee Public Schools has enthusiastically volunteered to be among the first school districts to implement the new platform. Milwaukee Public Schools, however, is also working with area stakeholders implementing reading/literacy enrichment initiatives to finalize the IDEAS data sharing agreement that will allow all parties to track public and private efforts universally.

Wisconsin Department of Children & Families is particularly interested in working with Milwaukee's Grade-Level Reading Campaign Consortium in order to strengthen policies. The Department is not only responsible for TANF benefit issuance, but also authorization of public childcare subsidies to support that service for low-income parents.

Wisconsin Works, the state's TANF program, requires that parents ensure their children attend school. Milwaukee's Grade-Level Reading Campaign Consortium will work with the Wisconsin Department of Children & Families as well as local One-Stop Job Center management to explore ways to strengthen effective implementation of that policy. Likewise, the Consortium will work with the Department to improve standards and professional development requirements for those childcare providers receiving Wisconsin Shares childcare subsidies.

## ASSURANCE #5

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### Data (Holders to Data Contributors)

As articulated earlier, part of the problem facing the consortium of public and private entities engaged in trying to improve reading outcomes for Milwaukee children between birth and 8 years of age is the lack of standardization in data collection and cross-systems data sharing. While Milwaukee Public Schools and the Archdiocese of Milwaukee certainly have ample data for nearly 100,000 students with regard to attendance during the academic year, these two school districts do not share attendance data between systems, nor do these systems have attendance-related information for children below school age.

Additionally, Milwaukee Public Schools and the Archdiocese of Milwaukee have data regarding individual and collective achievement with regard to reading. Such data clearly are used to determine the gap and measure the effectiveness of certain reading interventions to close the gap. However, these data are not shared between systems, nor do they have access to information about reading levels for children not yet of school age.



Likewise, area community-based organizations, colleges, universities, and public libraries implementing enrichment programs to improve reading skills have data regarding participants' attendance and performance. Largely, these data are not shared with Milwaukee Public Schools or the Archdiocese of Milwaukee, or across other entities with literacy and reading enrichment programs.

To address the two principal challenges of i) standardizing data collected and ii) data sharing, Milwaukee's Grade-Level Reading Campaign consortium has agreed to the following:

- ✦ Milwaukee Public Schools, Archdiocese of Milwaukee, and partner organizations will leverage IDEAS (Integrated Data Evaluation & Action System) as a universal platform across governmental initiatives and educational programs for data collection/data sharing. In addition, Milwaukee Public Schools will migrate from its own attendance tracking system to a statewide attendance system.
- ✦ Milwaukee Public Schools and consortium partners will execute data sharing agreements between and among participating entities.
- ✦ Milwaukee Public Schools and consortium partners also will draft a Data-Sharing Waiver & Release Acknowledgment Form. This form will be completed by participating families across campaign-related initiatives.
- ✦ As a way to measure academic progress toward grade-level performance and closing the achievement gap as well as identify the degree to which skills are lost during the summer months, the consortium will use Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as a universal assessment for school-aged children. This tool will be used across partners providing services, whether the partner provides reading skill development during the academic year (in/after-school), or summer only.
- ✦ Summer-only programming partners will administer MAP pre- and post-intervention to measure for potential skill losses during the summer months.
- ✦ As mentioned earlier, Boys & Girls Clubs of Greater Milwaukee, Cardinal Stritch University, Milwaukee Public Library, SHARP Literacy, and Next Door Foundation will collaborate to identify, or create, an Early Childhood Development assessment tool. This tool will be used universally to measure progress in reading skills development for children below school age.

## ASSURANCE #6

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### (Success & Sustainability)

Even before signing and submitting the municipality's letter of intent, Milwaukee Mayor Tom Barrett, Milwaukee Public Schools Superintendent Gregory Thornton, Ph.D., and Archdiocese of Milwaukee Schools Superintendent Kathleen Cepelka, Ph.D. have been actively engaged in promoting the advancement of reading skills. All continue to speak passionately about the importance of such skills, not only to quality of life for individual citizens, but also to the future competitiveness and vitality of the city. Sharing their sense of urgency, the Milwaukee Partnership Academy has convened the Milwaukee Grade-Level Reading Campaign Consortium.

The Milwaukee Grade-Level Reading Campaign Consortium represents a diverse array Milwaukee leaders from 17 public and private entities, including universities, colleges, the Archdiocese of Milwaukee, public library system, and community-based organizations. Each of these organizations recognizes the need for collective action, and has contributed insights and best practices toward the development of this Community Solutions Action Plan, based on individual vantage points and experiences in working with low-income children and families.

Milwaukee's public and private entities collectively are investing significant resources to increase reading skills, particularly among children from birth to 8 years of age. The consortium recognizes that human and financial resources are distributed across a wide range of efforts with no definitive way of knowing which children are receiving support through multiple literacy and reading enrichment programs and which with the greatest skill gaps have not yet been engaged.

Consortium leadership across the spectrum of public and private entities has agreed to use a universal management information system. As mentioned earlier, state officials and local public education leaders are identifying a data management system that eventually will be used statewide, and will be rolled out by the beginning of the 2013-14 school year across Milwaukee Public Schools initially.

Milwaukee Public Schools is taking a leadership role in creating a community-wide information sharing system (IDEAS). The IDEAS system will empower public and private partners to access student and family information that will assist in minimizing duplication of services.

The significant, diverse leadership that has been mobilized and has committed to the common vision of achieving grade-level reading throughout this process is laudable. Milwaukee certainly needs additional resources through the 2012 All-America City Grade-Level Reading Award. In part, these resources are needed in order to institutionalize the infrastructure needed to increase, deepen, and sustain cross-systems collaboration.

Milwaukee public and private partners will continue to use the community's existing, but limited, resources to maintain current programming having an impact. However, if Milwaukee receives a 2012 All-America City Grade-Level Reading Award, the consortium will use the award-related resources to do the following:

- ◆ expand the reach of effective reading skills improvement programs
- ◆ create and implement family-wide literacy across the workforce development/welfare to work centers across the metro area

Armed with concrete, universal outcomes borne out of public and private collaboration to improve reading skills, Milwaukee's Grade-Level Reading Campaign Consortium believes it will be able to partner with the United Way as well as local/regional corporations and foundations to sustain the improvement-generating infrastructure as resources through the National Civic League phase out over time.

Milwaukee's Grade-Level Reading Campaign Consortium is requesting resources in the following categories in order to implement the initiatives outlined in this Community Solutions Action Plan:

- ◆ Staffing
- ◆ Professional Development
- ◆ Materials
- ◆ Site Rental
- ◆ Family-wide Literacy Initiatives
- ◆ Public Outreach
- ◆ Expansion of Existing Reading/Literacy Initiatives

Further details about the expense categories are available in the Appendix.

## **PART THREE: OVERVIEW OF CSAP DEVELOPMENT PROCESS**

In October 2011, the Milwaukee Partnership Academy's Executive Partners enthusiastically endorsed seeking the National Civic League's 2012 All-America City Grade-Level Reading Award. As the PK-16 (Pre-Kindergarten through Grade 16) Council for Milwaukee, the Milwaukee Partnership Academy worked with Milwaukee Mayor Tom Barrett to submit a Letter of Intent and begin the process of consideration for a 2012 All-America City Grade-Level Reading Award.

Once invited to apply, the executive partners of the Milwaukee Partnership Academy formed a core leadership team that would guide the application process. Each executive partner designated representation from its given organization to assist in the weekly development of Milwaukee's draft Community Solutions Action Plan.

The Milwaukee Partnership Academy’s executive partners conducted an environmental scan, and identified other organizations specifically implementing other reading/literacy interventions as well as those promoting literacy by supporting others’ initiatives. The Milwaukee Partnership Academy created a database of these organizations, particularly those impacting early childhood development.

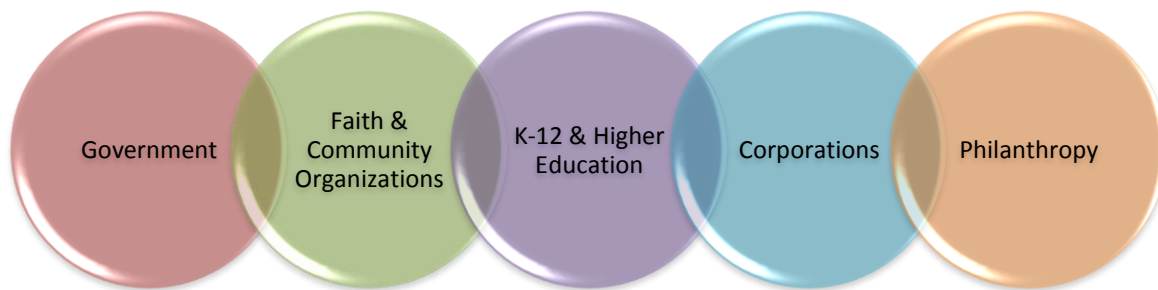
Based on the environmental scan, the Milwaukee Partnership Academy expanded its efforts to include additional partners, incorporating representation from:

- ◆ Higher Education
- ◆ K-12 Education
- ◆ Labor
- ◆ Business
- ◆ Community-based Organizations
- ◆ Philanthropic Organizations
- ◆ Faith-based Organizations
- ◆ Office of the Mayor
- ◆ Office of Governor (Ed. Policy Advisor)
- ◆ Secretary, Wisconsin Dept of Children & Families
- ◆ Secretary, Wisconsin Dept of Workforce Development

Executive partners from K-12 and higher education made extraordinary investments in the Community Solutions Action Plan development process by loaning staff for the effort. Additionally, the Metro Milwaukee Area Deans of Education (MMADE), an association of Deans of Education from area universities, has committed to the project and been involved in crafting the community action plan.

The consortium hosted weekly focus group meetings as well as a series of larger group meetings. Simultaneously, Milwaukee Partnership Academy leadership began engaging the philanthropic community, including United Way, BMO/M&I Foundation, Kellner Foundation, Nicholas Family Foundation, and Associated Bank.

Milwaukee’s Grade-Level Reading Campaign Consortium consists of, and is supported by, a wide array of organizations from 5 sectors.



In an unprecedented way across five major sectors of this community, Milwaukee’s senior leadership is fully committed to transformational change and partnering with the National Civic League for success over the next 5 years.