Envision a community in which every child has the opportunity and supports to succeed in school and in life, regardless of race, ethnicity, zip code or income. What does this community look like, feel like, and sound like? This is our vision for Kenosha County—a place where everyone can achieve their personal potential.

At Building Our Future, we understand that we can only get better results for our children and families when we work together. Nothing miraculous happens from individual effort. It takes strong partners, community members, local funders, government officials, educators, businesses, parents and children to improve educational outcomes from cradle to career. Three years into our partnership, the momentum remains strong. Building Our Future continues to serve as the backbone entity for Kenosha County collective impact work—connecting the community’s diverse assets, providing disaggregated data for decision making, and maintaining a focus on racial equity—to ensure our community’s efforts achieve lasting impact.

In this impact report, we want to celebrate some of the ways our community partners are working together to remove barriers to individual success and ultimately lead to improved educational outcomes. Kenosha County becomes the community we envisioned when all children enter kindergarten ready to learn, every child has access to books and data-driven supports, effective practices have been identified to close gaps in high school graduation, and more students have access to postsecondary opportunities.

Together, we’re better!

Nothing miraculous happens from individual effort.

GET INVOLVED

- **Donate**
  Whether you’re an individual donor or an institutional partner, your dollars can make a difference.

- **Network Membership**
  A network member is someone who, in their specialty or role, helps get children ready for school, helps more children read in elementary school, or works with students to help them graduate high school ready for their next steps. We need motivated people who can make change in their role and institution to affect the wider system.

- **Communications Team**
  If you have a background in communications, marketing, and/or graphic design, and need experience or want to volunteer, this is for you! We need people who can dedicate a couple of hours a month to advise our design and marketing work and help develop a communications plan.

- **Data**
  Our partnership is only as strong as the data guiding the work—if you have a background in data analytics, data science, or data engineering and want to volunteer or need experience, this could be a good fit! We need people who can commit to bringing their knowledge to advising the partnership and/or work on projects in partnership with the research and evaluation manager and relevant partners for a few hours a month.

If any of these opportunities sound right for you, contact us at info@buildingourfuturekc.org.
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<td>23</td>
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</tbody>
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In partnership with StriveTogether, a model in more than 70 communities nationwide, we seek better educational opportunities for students from cradle to career by uniting partners from every sector—community members, education, non-profit, business, faith, government and philanthropy—toward a singular vision and common action. Using data, our networks provide targeted strategies, implement continuous improvement and hold each other accountable. By agreeing on a shared goal, we align partners to move each outcome area, shown below. Currently, we are in what StriveTogether calls the Sustaining Gateway, part of a recognized theory of action to build and sustain a civic infrastructure necessary to improve outcomes.

**VISION**
Everyone achieving personal potential from cradle to career.

**MISSION**
Together we will engage our community to provide an environment in which all contribute and excel.

**Tenets of Collective Impact & How We Do the Work**

Collective Impact focuses not on programs, but on large-scale, system-wide social problems. The idea of collective impact is to bring a large number of people together in connected sectors—not to implement something new; but to change the way they work and the environment they work within. Building Our Future acts as the backbone organization to this work, supporting the function of its five tenets:

- **Common Agenda**
  All partners have agreed to a shared definition of a problem and share a vision to tackle it.

- **Mutually Reinforcing Activities**
  Once we have a vision and measurement, we create activities across sectors that strengthen each others’ efforts.

- **Shared Measurement**
  All partners, with their shared vision, know how to measure progress toward a shared vision, allowing for continuous improvement.*

- **Continuous Communication**
  This is all done through relationships, knowledge, and trust among everyone involved.

* See the table on page 5 for Kenosha’s Shared Indicators.
## Kenosha County Community Indicators Snapshot

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Network</th>
<th>Indicator</th>
<th>Change from Baseline</th>
<th>Current Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>Smart Beginnings</td>
<td>In development</td>
<td>—</td>
<td></td>
</tr>
<tr>
<td>School Success</td>
<td>Early Grade Reading</td>
<td>Percent of third graders proficient in reading</td>
<td>-9.3%</td>
<td>38.2%</td>
</tr>
<tr>
<td>School Success</td>
<td>Future Focus</td>
<td>Percent of eighth graders proficient in math</td>
<td>7.8%</td>
<td>37.9%</td>
</tr>
<tr>
<td>High School Completion</td>
<td>Education, Career, &amp; College Readiness</td>
<td>4-year high school graduation</td>
<td>1.8%</td>
<td>89.9%</td>
</tr>
<tr>
<td>Postsecondary Access &amp; Success</td>
<td>Future Focus</td>
<td>Enrollment in first fall after high school</td>
<td>7.0%</td>
<td>54%</td>
</tr>
<tr>
<td>Postsecondary Access &amp; Success</td>
<td>Lumina Talent Hub, HERA</td>
<td>Percent of population, ages 25-64, with a postsecondary credential</td>
<td>0.5%</td>
<td>35%</td>
</tr>
<tr>
<td>Employment</td>
<td>Future Focus</td>
<td>Unemployment rate in Kenosha County</td>
<td>1.6%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

The above indicators are used to speak to the health of Kenosha County’s systems. For each, there are many other data points that we capture that contribute to these indicators, which can be found on the dashboards at [www.BuildingOurFutureKC.org/Data](http://www.BuildingOurFutureKC.org/Data).

Both the baselines and current values are from varying years—baselines are from when the networks began forming, and the current value is from the most recent data reports. Data from Early Grade Reading and Education, Career, and College Readiness are from the Wisconsin Department of Public Instruction; data for the Lumina Talent Hub and Higher Education Regional Alliance (HERA) are from the U.S. Census; Unemployment data for Kenosha County is from the Bureau of Labor Statistics. More on this can be found on page 23.
Collective impact requires a stake in the ground and commitment from all sectors in the work.

PARTNERS INVOLVED IN KENOSHA COUNTY COLLECTIVE IMPACT

Building Our Future isn’t an organization with a staff of four; it’s an idea that Kenosha County can create an even brighter future through its children and community—and this is impossible without the dedication and hard work of the stakeholders below. We were founded on the notion that no single person, program, or provider can solve the challenges our children face in achieving their full potential. We are continuously grateful and humbled by the more than 150 partners who have given their time, talents, and resources to make our tagline a true reality: community unites, students succeed, everyone prospers.

SMART BEGINNINGS
1Hope
4C For Children
A Place to Grow
Advocate-Aurora
Bright From the Start
Bristol School District
Carthage College
City of Kenosha
Community Library
Growing Green Childcare
Kenosha County Dept. of Children and Families
Kenosha County Division of Health
Goodwill Industries
KAC
Kenosha Area Family and Aging Services, Inc.
Kenosha Dream Playground
Kenosha LifeCourse Initiative for Healthy Families Collaborative
Kenosha Public Library
Kenosha Unified School District
Kenosha YMCA
Kid’s Castle
Mary Frost Ashley Trust

Prevention Services Network
Racine Kenosha Community Action Agency
Silver Lake School District
Twin Lakes School District
United Way of Kenosha County
University of Wisconsin Parkside
Westosha Head Start

EARLY GRADE READING
Boys & Girls Club of Kenosha
Carthage College
Community Library
Delta Kappa Gamma Beta Chapter
Kenosha Literacy Council
Kenosha Public Library
Kenosha Unified School District
Kenosha YMCA
Salem School District
Silver Lake School District
Twin Lakes School District
United Way of Kenosha County

UW-Madison Division of Extension Kenosha County
University of Wisconsin Parkside

EDUCATION, CAREER, AND COLLEGE READINESS
Boys & Girls Club of Kenosha
Carthage College
City of Kenosha
Doctors of Physical Therapy
Five Star (RE)Moving Company
Frontida
Gateway Technical College
Hallum Enterprises, Inc.
Herzing University
Kenosha Area Business Alliance
Kenosha County Division of Workforce Development
Kenosha Unified School District
Kenosha YMCA
LMI Packaging Solutions
Minuteman Staffing
Professional Services Group/Community Impact Programs

Shalom Center
The Rummage Reserve
UW-Madison Division of Extension Kenosha County
University of Wisconsin Parkside
U.S. Bank
...and Community Advocates

COMMUNITY ENGAGEMENT
Through 2019, 114 different individuals have participated in our CommUNITY Conversations in the Lincoln Park and Wilson Heights neighborhoods. These individuals are residents, parents, students, neighborhood business leaders, educational professionals, non-profit organizers, and healthcare and family support advocates.
Why have major funders invested in Building Our Future?

- They care about their community, youth development, the future of their workforce, and the success of every child—no matter their race, zip code, or income.

- Building Our Future is Kenosha County’s community-led collective impact initiative, with over 65 organizations working to improve educational outcomes for every child.

- Partnering with Building Our Future means joining the entire Kenosha County community to support education and workforce development.

We are interested in more than “band-aid solutions”—we know that long-term, sustainable community impact comes only from thoughtful and forward-looking planning.

BUILDING OUR FUTURE
LEVELS OF GIVING

Building Our Future could not do this work without our generous funders. A list of all current funders is on the back cover of this report. If you are considering donating, please reach out to Tatjana Bicanin at tbicanin@buildingourfuturekc.org or go to the donate page on our website. Every dollar given allows us to expand the scope of our work, strengthen our county systems, and build a better future for our children.
What is a system?

A system is any combination of interacting, moving parts. This could be the engine of a car, or it could be the interrelated sectors and individuals involved in raising a child. Regardless of how complex the system is, there are always going to be similar characteristics:

- **There are many different parts, some of which we may not be able to see.** This could be an organization, people, places, resources, or even the relationships between these parts.

- **Each system exists within ecosystems, has boundaries, and has parts that may rely on each other or just coexist.** No matter how large or complex a system may be, it has definition.

- **Systems are usually measured or defined by an input and an output.** In our case, the inputs are our children, and the outputs are the outcomes on our roadmap. Every piece of the system is responsible for those outcomes, not any single person, program, or provider.

- **Systems function exactly how they were designed to function, and those within the system can only function to the extent that the system allows them to.**

- **Finally, and most importantly: systems can change.**

All of us participate in systems every day and, regardless of whether we’re aware of it, those systems are the same ones that perpetuate racial inequity. When we think about systems, we must think about all systems that impact the whole child.

What does systems change look like?

It takes a change in how we work, an examination of the relationships and processes that connect us, and a change in the models we have around funding and measurement. Once we can admit that failure is an important part of learning, and that systems change takes a long time, we can take a measured approach to strengthening how Kenosha County systems leverage data and community to enhance equitable outcomes for our children.

The reality is that systems change usually takes a long time, it’s hard work, and not everything on that journey will turn out the way we want it to. The good news: Kenosha County is ready and willing. We at Building Our Future see this every day in our partners, our families, our children, and our community.
Why focus systems change work on racial equity?

Building Our Future, as both a partnership of Kenosha institutions and as an organization, knows that the only way to increase the overall success of our children is with an intentional focus on the success of students of color and low-income students. Data throughout the cradle-to-career spectrum show large, persistent gaps, from access to resources to achievement in school and employment, to earnings later in life.

What has our Equity work looked like so far?

First and foremost, Building Our Future and its partners do not view equity work as different from our other work—working toward more equitable cradle-to-career outcomes, and better outcomes overall for Kenosha County’s children, are the same thing.

Data from our annual partnership survey show that the perception of equitable outcomes varied entirely based on the respondent’s background: Respondents of color overwhelmingly saw Kenosha County systems as being less equitable than did white respondents, and respondents of color not working at major Kenosha institutions and organizations saw outcomes as even more inequitable. Because of the presence of all this data, we committed to:

- Making our networks more reflective of the Kenosha community
- Bringing a series of trainings to Kenosha County, such as those from the Racial Equity Institute, to begin the conversation around systemic racism with for-profit, not-for-profit, and governmental leaders, recognizing that education is the first step toward change.

Where can you jump in?

We need to see beyond our children’s outcomes and examine our system. As poet Thich Nhat Hanh says, “When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.” So, if we see lower education outcomes, we need to look beyond the child and the school to the systems in which both exist.

Everyone in Kenosha County has a role. Examine your role in the system as a participant: as a member of the community, as a person in your career, as a person with your relationships. Who and what can you influence, and can these actions take place in alignment with others?

Equality vs. Equity

**EQUALITY = SAMENESS**

Giving everyone the same thing.

It only works if everyone starts from the same place.

**EQUITY = FAIRNESS**

Access to the same opportunities.

We must ensure equity before we can enjoy equality.
The Need

Evidence is clear that children who receive high-quality early learning have better long-term outcomes than children who don’t have these experiences. Rigorous longitudinal research has found that participants in high-quality early learning are more likely than non-participants to:

- Complete high school without suspension;
- Never be addicted or arrested;
- Be employed full-time or be self-employed; and
- Have stable marriages and raise their children in two-parent households.

However, despite meaningful progress, there are still significant barriers to all children. That’s why each of the four StriveTogether-affiliated partnerships in Wisconsin have prioritized improving early learning in their communities.

Childcare Cost in Kenosha County

| What’s the Federal recommendation for the percent of annual income spent on childcare? | 7% |
| What does it look like for Kenosha County’s median household? | 22% |
| What if you make $15/hour? | 40% |
| How about minimum wage? | 84% |
The Opportunity

The Wisconsin Partnership is a collaborative effort formed to identify and advocate for state policies that will enable each community to move further, faster toward its early learning goals. This is a real opportunity to move the needle overall, and especially for underserved populations. The Wisconsin Partnership communities collectively serve 25 percent of Wisconsinites age 0 to 8, and 70 percent of low-income Black and Latinx Wisconsinites in that age range.

The evidence is clear: children who receive high-quality early learning experiences, at home or otherwise, have better long-term outcomes than children who do not.

Childcare Accessibility in Kenosha County

Kenosha County is home to 10,995 children under 5, more than twice the childcare slots available (5,102). Additionally, access depends on geography, with 61% of children under 5 living in a childcare desert. Not only does high quality child care provide a quality learning environment for children, it provides caregivers an opportunity to work.

What’s Next

The Wisconsin Partnership is committed to three interrelated strategies:

- **Community Engagement:** Through local partners, we connect directly with those most impacted by state policy decisions: Parents and caregivers of young children and early childhood-educators. Using surveys, focus groups, and listening sessions, we’re asking what’s working for them in early learning, what’s not working, and what they want decisionmakers, like the governor and state legislators, to know about early learning in their community.

- **Policy Development and Advocacy:** We take what we learn from community members and translate it into policy ideas and action. Wisconsin Partnership staff serve on the Governor’s Early Childhood Advisory Council and the Wisconsin Infant Toddler Policy Project, a statewide coalition of early-childhood advocates. Through these and other venues, we’re identifying ways that policymakers can better support children and families in the four member communities and statewide.

- **Data Infrastructure and Use:** We examine available national, state, and local data to understand trends, gaps, and bright spots, and use this data to inform both our community engagement work and our policy agenda. And we’re working to grow the availability of actionable data, including through efforts to pilot early-childhood data standards as well as support for local efforts to define and measure school readiness.

For more information, visit the website at www.wisconsinpartnership.org.
The Need
When Building Our Future was formed, the Kenosha community emphasized that our collective impact work would only go as fast as the community’s trust would let it. To this end, Building Our Future staff and partners have convened community members on a monthly basis for the past two years to encourage a feeling of community between schools, organizations, and residents.

The Work So Far
Efforts have been split between two neighborhoods: Lincoln Park and Wilson Heights. Within these two neighborhoods, the CommUNITY Conversations bring residents together and staff from local institutions to discuss needs, build trust, and create plans for the future through guided conversation.

From these conversations, and in partnership with the network, Brass Community School, EBSOLA, Wilson Elementary and Lincoln Middle School have all implemented parent surveys at the beginning of the year to help support parents and families more directly with the needs of their children.

Within the network, partners have reviewed the surveys and prioritized what needs they could best address as residents. In response, they have planned or enacted different strategies, which include:

- A walking school bus to help reduce concerns around safety and transportation in partnership with University of Wisconsin-Parkside;
- Assisting the United Way Kenosha County with its Born Learning Trails, which offer children and caregivers interactive learning activities;
- Several events to expand access to books within and outside of school.
What’s Next

These CommUNITY Conversations are designed to outlive Building Our Future—they are meant to be a vehicle for local institutions and programs to connect with the community they serve. In this sense, they serve to facilitate the co-creation process—so that new programs and initiatives are created with the community, not for them. The next year will see the two CommUNITY Conversation groups taking on activities to engage a larger audience of residents through events and supporting and expanding early successes seen in existing efforts.

EXPANDING ACCESS TO BOOKS

The network partnered with Bells of St. Mary to donate enough money to maintain Brass Community School’s Little Free Library, stocking it with books and lessening the burden on Brass staff.

EXPANDING ACCESS TO BOOKS

From both research and firsthand accounts, the network found that many families find it difficult to keep books in the home, making it difficult for children to read recreationally. In response, the network organized events this past year that amounted to over 1,000 books being collected for both the Lincoln Middle School Library and almost 80 Brass Community School 3rd graders.

Lincoln Park CommUNITY Conversations occur the third Thursday of every month

Wilson Heights CommUNITY Conversations occur the second Wednesday of every month

For more information about either, or to get involved in another way, email Brandon Morris, Manager of Community Engagement, at bmorris@buildingourfuturekc.org.
The Need

From birth to 5 years old, children are developing and growing faster than at any other point in their lives. It is why in these years, when children are learning to interact with the people and world around them, it is so important to foster a nurturing environment for them to grow in. A child’s interactions in their first few years of life lay the brain architecture for how they will learn, engage, respond, and manage later in life. Research from the Economist James Heckman has shown that investment in high quality early education has at least four big benefits:

- **Social ROI:** the rate of return for investment in disadvantaged children could be as high as 13% per year
- **Increased Lifetime Earnings:** early childhood education could boost adult earnings by as much as 25%
- **Improved Health Outcomes:** Lower rates of serious cardiovascular and metabolic diseases, such as stroke and diabetes
- **Intergenerational Effects:** Early intervention can have positive health and economic effects on the child’s child, working to end generational poverty.

“
In these early years, it is important to foster a nurturing environment for kids.
”

Bright by Text Launch In Kenosha County

Bright by Text is a national program that sends texts to families about developmental milestones and community resources, launched statewide by Wisconsin Public Television. Building Our Future is supporting the local launch and integration of Bright by Text into existing partner processes in order to connect more parents to community resources via text. This program is available to anyone. To sign up, just text the word “Badger” to 274-448.
**The Work So Far**

Since its launch in 2017, the Smart Beginnings Network has focused on increasing the usage of the ASQ-3 and embedding the developmental screener into partner processes in healthcare, childcare, and education systems. The ASQ-3, or Ages and Stages Questionnaire, is a parent-led screener for children 1 month to 5.5 years old meant to help parents and practitioners with their developing child. In 2018, the number of screens almost doubled over 2017 screenings, leading the Network to set a 2019 target of screening 10% of the county’s population age 0-5. After a summit in 2019 in which 36 participants from 18 partners throughout Kenosha County participated, the Network has focused on creating accepted guidelines to define kindergarten readiness, identifying measures around this definition, and prioritizing factors that are affecting kindergarten readiness throughout the county.

**Total number of ASQ-3 Screens**

<table>
<thead>
<tr>
<th>Year</th>
<th>Screens</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>467</td>
</tr>
<tr>
<td>2018</td>
<td>957</td>
</tr>
<tr>
<td>2019</td>
<td>907</td>
</tr>
</tbody>
</table>

Though the Network fell short of this year’s goal, the result is not necessarily discouraging—rather, it’s an opportunity. Data and measurement allows a cross-sector network to improve their work and strategize for the future.

**What’s Next**

The Smart Beginnings Network will utilize their factor analysis to identify additional Network strategies and leverage opportunities to apply continuous improvement to current partner work. Building Our Future is also convening a team to identify definition and measurement around what it means to be ready for Kindergarten. Finally, the Network will be engaging in creating and implementing the action plan developed as part of the Early Learning Nation Cohort.
Early Grade Reading

VISION
All students complete third grade in Kenosha County reading at grade level.

The Need

Third-grade reading proficiency is the most important predictor of high school graduation and career success.

Through third grade, children are learning the basic foundations of reading. It’s after this point that students need to use these reading foundations to understand increasingly complex material.

These disparities noted in literacy by third grade are linked to persistent gaps later in life. Ensuring early-grade reading proficiency ensures the future success of our community, as our children will be prepared to enter the military or the workforce, go on to achieve postsecondary credentials, and compete in the global economy.

Percent of Kenosha County third graders proficient in reading (2018-19 Forward Exam)

<table>
<thead>
<tr>
<th>Economic Status</th>
<th>All Students</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>721/1,867</td>
<td>43.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>198/859</td>
<td>27.2%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>500/982</td>
<td>45.6%</td>
</tr>
<tr>
<td>Black</td>
<td>32/204</td>
<td>13.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>96/421</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>22/74</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>482/996</td>
<td></td>
</tr>
</tbody>
</table>
The Work So Far

The Early Grade Reading Network decided in late 2018 to focus on out-of-school time, and given its impact on early literacy, to specifically focus on increasing access to books in underserved neighborhoods. Out of this work, several new partnerships have been formed to get books into the hands of students and families through alternative channels, such as barbershops, laundromats, and free outdoor libraries.

Simultaneously, Building Our Future and partners from KUSD and Kenosha Public Library were selected to participate in StriveTogether’s Equitable Results Series, an intensive 10-month training program in Results Count and continuous improvement methodologies, with an emphasis on racial equity. The team is focusing on supporting efforts at Curtis Strange and Grant Elementaries and identifying opportunities to leverage Kenosha Public Library’s outreach capacity and literacy expertise in support of these student populations.

What's Next

Building Our Future will continue to support the ongoing work that is part of StriveTogether’s Equitable Results Series, identifying ways to share lessons, replicate the Results Count model to other schools, and support partners in continuous improvement. Building Our Future will lift up partner bright spots focused on access to books and other critical factors, many of which emerged from the strong relationships created within the Early Grade Reading Network. Building Our Future plans to make additional recommendations for further work focusing on equity and continuous improvement in the Early Grade Reading space.

EXPANDING ACCESS TO BOOKS

Since the launch of the Early Grade Reading Network, several partners have stepped up to increase access to books within high-poverty neighborhoods in Kenosha in innovative ways:

- With the support of Kenosha Unified School District’s Facilities Department, the Brompton School’s Interact Club led over 40 community volunteers in building 10 new free, outdoor book boxes, to be placed in front of KUSD elementary schools.
- Shoreland Lutheran High School integrated a similar project into its Trade class curriculum, with commitment from its National Honor Society to lead a book drive and support the book boxes it builds into the future.
- The Kenosha Public Library has formed a partnership with Fade City barbershop for Men to increase access to books at its Uptown barbershop.
- Lastly, UW-Madison Division of Extension Kenosha County and United Way of Kenosha County supported Youth As Resources’ Little Laundromat Libraries project, where early literacy corners were installed within two area laundromats.

EXPANDING PARTNERS’ DATA CAPACITY

Working closely with the Kenosha Public Library and United Way of Kenosha County, Building Our Future has helped expand and target programming through growing data capabilities within each.

- The Kenosha Public Library, through the use of census data and mapping, has been able to target more specific blocks for book distribution in alignment with the Early Grade Reading Network’s goal of increasing equitable access to books.
- The United Way of Kenosha County, in partnership with Building Our Future, has established greater data gathering and analysis techniques. This allows those involved in the Readers Are Leaders program access to live data concerning students and tutors’ tutoring minutes; greater strategic direction around expansion and targeted intervention; and further training on data use and analysis to integrate data and continuous improvement in other programming.

Readers are Leaders Impact Snapshot

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Tutors</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>176</td>
<td>295</td>
<td>5</td>
</tr>
<tr>
<td>2018-19</td>
<td>162</td>
<td>270</td>
<td>4</td>
</tr>
<tr>
<td>2017-18</td>
<td>51</td>
<td>74</td>
<td>1</td>
</tr>
</tbody>
</table>
Education, Career & College Readiness

VISION
Prepare, motivate and support all middle and high school students to succeed.

“Education is the key that unlocks the door to future prosperity. Building Our Future wants to ensure that everyone in our community understands this and does their part to ensure our students are graduating high school ready to pursue higher education or begin their careers.”

— Todd Battle, President, Kenosha Area Business Alliance

The Need
A high school diploma is not only the precursor to postsecondary enrollment, but, on average, high school graduates make at least $10,000 more annually than individuals who did not complete high school. In Kenosha County, this is especially pronounced, as those without a high school diploma are 42% less likely to be employed. When young adults have better employment options, this ripples throughout the community: Those with at least a high school diploma usually have better health outcomes, their children have greater opportunity, and more money is available for businesses and government services.

The Work So Far
The network has spent its young life creating a foundation for the work to be done. As important as knowing what the work is, is knowing why the work needs to happen, what it needs to address, and what success looks like. This is why, with a specific eye toward racial equity, the team identified its shared measure, goal, and—with a combination of focus groups, research, and lived experience—identified factors influencing high school graduation that they will be addressing in the coming years.
What's Next

The network will continue on its path exploring several pilots, including expanding transportation options to students and providing families and school staff with more mental health information and access. These will follow a similar path: Identify the strategy and measurement, application of continuous improvement, assessment, and expansion—if the strategy proves successful.

I am honored to be a part of Building Our Future. Born and raised in this community and now working in this community, I take great pride in this network. This network is bringing together all entities of our community for the purpose of collectively improving the lives of all who dwell here. The network is made up of leaders from the business area, non-profit agencies, healthcare providers, educators, etc. all working together, aligning our efforts for the greater good.

— Yolanda Jackson-Lewis, Coordinator of Diversity & Student/Family Engagement, Kenosha Unified School District

Kenosha County 4-year high school graduation rates

<table>
<thead>
<tr>
<th>Category</th>
<th>Graduates/Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>2,041/2,271</td>
<td>90%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>658/800</td>
<td>82%</td>
</tr>
<tr>
<td>Not economically disadvantaged</td>
<td>1,383/1,471</td>
<td>94%</td>
</tr>
<tr>
<td>Black</td>
<td>213/278</td>
<td>77%</td>
</tr>
<tr>
<td>Latinx</td>
<td>399/465</td>
<td>86%</td>
</tr>
<tr>
<td>White</td>
<td>1,318/1,411</td>
<td>93%</td>
</tr>
<tr>
<td>Other</td>
<td>59/64</td>
<td>92%</td>
</tr>
</tbody>
</table>
The Need

It’s estimated that by 2025, 60 percent of the Wisconsin workforce will need some sort of postsecondary credential—currently, the state stands at 39.6 percent, and Kenosha County stands at 35 percent. Not only that, the median income for those with a bachelor’s degree in Wisconsin is almost $19,000 more per year than those with only a high school diploma. This increase in income will lead to greater opportunities for individuals and higher tax revenue for the state.

It stands to reason, then, that concerns around postsecondary educational attainment are more than just for our students—it extends to employers, community members, future workers, civic leaders, and the future of southeastern Wisconsin.

Postsecondary completion rates, based on time taken to complete in Southeast Wisconsin

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>All students</th>
<th>Received Pell Grant</th>
<th>White, non-Hispanic</th>
<th>Asian</th>
<th>Hispanic / Latinx</th>
<th>Black, non-Hispanic</th>
<th>100% of time</th>
<th>150% of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>(Earned degree/certificate within 100% of time, i.e.: 4 years for a 4-year degree)</td>
<td>(Earned degree/certificate within 150% of time, i.e.: 6 years for a 4-year degree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>number / total</td>
<td>number / total</td>
<td>number / total</td>
<td>number / total</td>
<td>number / total</td>
<td>number / total</td>
<td>31%</td>
<td>48%</td>
</tr>
<tr>
<td>All students</td>
<td>4,737/15,350</td>
<td>1,028/5,511</td>
<td>3,841/10,475</td>
<td>145/522</td>
<td>293/1,545</td>
<td>135/1,417</td>
<td>19%</td>
<td>37%</td>
</tr>
<tr>
<td>Received Pell Grant</td>
<td>19%</td>
<td>37%</td>
<td>28%</td>
<td>19%</td>
<td>10%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>37%</td>
<td>28%</td>
<td>19%</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>28%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>0.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latinx</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Work So Far: Higher Education
Regional Alliance

The Higher Education Regional Alliance (HERA) is a collaborative of 18 southeastern Wisconsin public and private, two- and four-year colleges and universities and a network of partner organizations representing more than 150,000 students. To build this, HERA has established a regional vision and collected a multiplicity of data from each institution, reporting it out on their website, www.herawisconsin.org. To organize their work, the Alliance has three goals:

- **Goal 1: Students, College Completion**
  Wisconsin needs the help of every higher-education institution to bridge equity gaps and increase student credential and degree completion rates, enhance employee readiness for work, expand the region’s talent pool, and ensure success in an increasingly competitive, 21st Century business market.

- **Goal 2: Institutional Programs, Aligning, Evolving, Innovating**
  Our educational programs must align and evolve to better meet the needs of a rapidly changing economy, one driven by innovation and in which current supply and demand for talent are mismatched.

- **Goal 3: Employers, Expanding Talent Bridges**
  HERA is a unified voice and efficient solution to connect businesses with talent and promote the value of living and working in southeastern Wisconsin.

The Work So Far: Lumina Talent Hub

Two years ago, Gateway Technical College and the University of Wisconsin-Parkside worked together to gain a 3-year Talent Hub Designation from the Lumina Foundation, a national nonprofit targeting postsecondary outcomes. Focusing on traditional-age college students, and in partnership with Higher Expectations for Racine County and Building Our Future, the cross-organizational group began work around:

- Creating more efficient course paths in math for current and entering students, as well as partnering with K-12 institutions to develop a more streamlined system;
- Providing more equitable access to postsecondary options;
- Strengthening student supports and advising;
- Co-creating better pathways to major completion and career placement with students;
- Easing the burdens around transfer students; and
- Reinforcing supports for students to address out-of-school needs.

The past two years of this designation have led to significant progress in each of these areas, which has included data sharing and research projects, multiple summits involving institution staff and community partners, creation of math pathways, significant investment in academic advising and expansion of Promise Programs.

What’s Next: Lumina Talent Hub

Entering its third and final year, the Talent Hub partners will build out a plan for sustainability of the work past the expiration of the Talent Hub Designation, using the extensive progress made so far by each institution as a foundation. In addition to sustainability planning, the new year will see new math course curriculum designed to lessen the burden around remedial coursework, clearer pathways for full- and part-time students to stay on track, and expanded use of technology to support academic advising.
Transforming children into educated, independent, and contributing adults is the entire community’s responsibility.
For more information or more data, please visit our data dashboards at www.BuildingOurFutureKC.org/data.

- **Page 5:** Data obtained from the Wisconsin Dept of Public Instruction (https://bit.ly/2KEnBnU), the American Community Survey (https://bit.ly/333v9qY), and Local Area Unemployment Statistics from the Bureau of Labor Statistics (https://www.bls.gov/laug/countyaa). Both the baselines and current values are from varying years—baselines are from when the networks began forming, and the current value is from the most recent data reports.


- **Page 11:** Data is from the WI Dept. of Children and Families and the US Census; A childcare desert is defined as a Census Tract having more than a 3:1 population under 5 to childcare slots ratio. Definition of “Childcare Desert” comes from the Center for American Progress.


- **Page 16:** Data obtained from the Wisconsin Dept of Public Instruction (https://bit.ly/2KEnBnU).

- **Page 19:** Data obtained from the Wisconsin Dept of Public Instruction (https://bit.ly/2KEnBnU).

- **Page 20:** Data obtained from a special request to partners involved in HERA. 100% of time is 2 years for a 2-year degree and 4 years for a 4-year degree; 150% of time is 3 years and 6 years, respectively.

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**BUILDING OUR FUTURE TEAM**

*(pictured left to right)*

**Lynn Debilzen**, Manager, Birth to 8

**Brandon Morris**, Manager, Community Engagement / College & Career Readiness

**Tatjana Bicanin**, Executive Director

**Eric Lequesne**, Research & Evaluation Manager
The work outlined in this report is done by and with our partners, without whom Building Our Future, as a community resource, would not exist. We want to acknowledge the work of over 150 community partners with a huge thank you, and another huge thank you to our funders below! It means so much to have you by our side in this important work.

Thank you to the University of Wisconsin - Parkside for donating the printing services for this report. Thank you to Kenosha Unified School District and Gateway Technical College for providing photography.