

# 2019 IMPACT REPORT

TOGETHER, WE'RE BETTER

# MESSAGE FROM THE EXECUTIVE DIRECTOR



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](mailto:info@buildingourfuturekc.org).







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# WHAT IS BUILDING OUR FUTURE?

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.



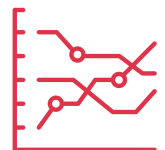
### Mutually Reinforcing Activities

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.





# KENOSHA COUNTY COMMUNITY INDICATORS SNAPSHOT

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

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

1 Hope  
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.

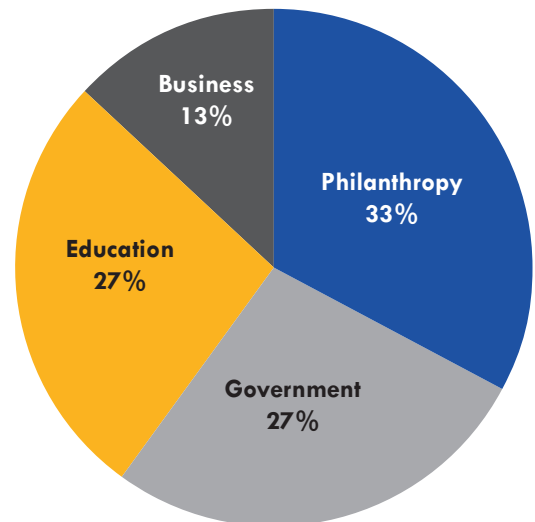
# FINANCIAL SUPPORT

## 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.

5-year funding commitments by sector



## 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](mailto: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.

PLATINUM LEVEL: \$100,000 & up

GOLD LEVEL: \$50,000 - \$99,999

SILVER LEVEL: \$30,000 - \$49,999

BRONZE LEVEL: \$15,000 - \$29,999

TRAILBLAZER: \$10,000-\$14,999

PIONEER: \$10,000 & below





WHAT DOES BUILDING OUR FUTURE MEAN BY

# Systems Change?

## 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.



# A Racial Equity

## FOCUS IN KENOSHA COUNTY SYSTEMS CHANGE

### 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

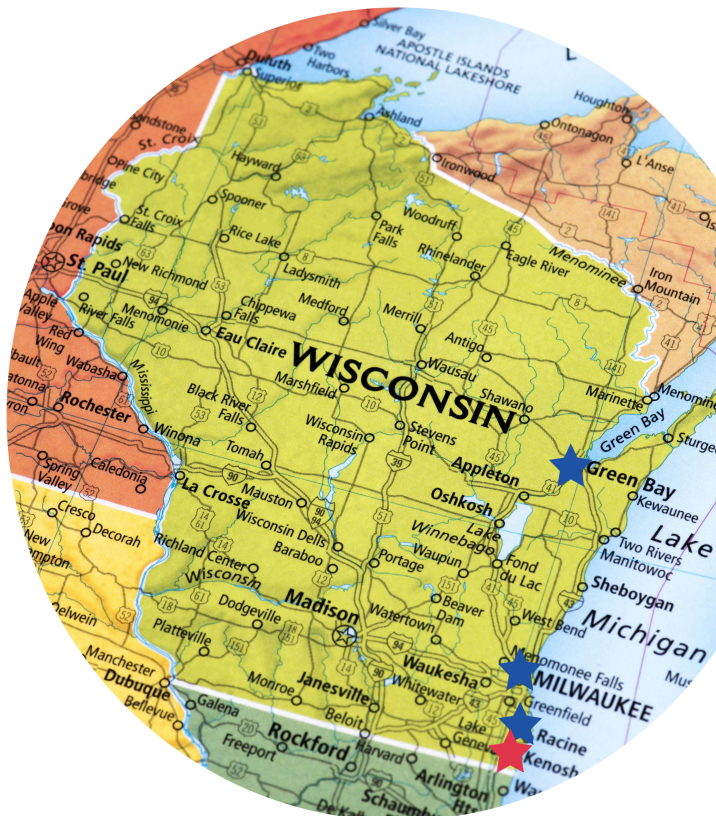
**EQUALITY = SAMENESS**  
Giving everyone the same thing.  
It only works if everyone starts from the same place.



**EQUITY = FAIRNESS**  
Access to the same opportunities.  
We must ensure equity before we can enjoy equality.

# WISCONSIN PARTNERSHIP

ACHIEVE BROWN COUNTY  
BUILDING OUR FUTURE  
HIGHER EXPECTATIONS  
MILWAUKEE SUCCEEDS



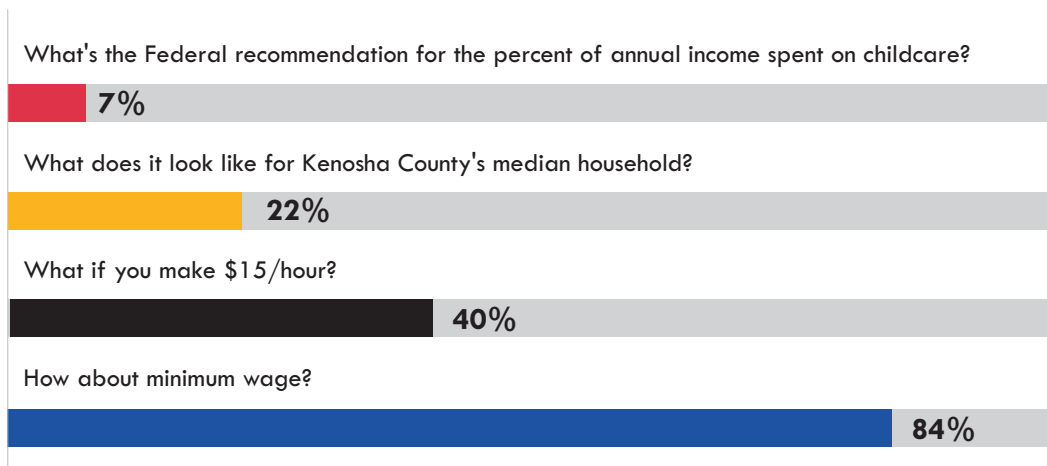
## The Need

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



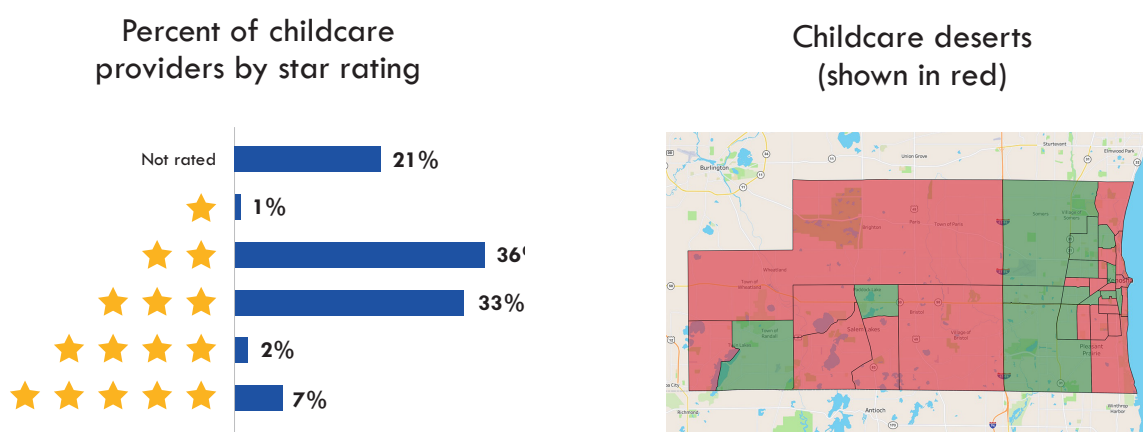


## The Opportunity

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](http://www.wisconsinpartnership.org).



# Community Engagement

## VISION

To be a model community that builds partnerships through awareness, trust and relationships to support the success of children and families.



### 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.



## BRIGHT SPOT

There's no better way to inform and expand your mind on a regular basis than to get into the habit of reading good literature.  
-Stephen Covey

### 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.



**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](mailto:bmorris@buildingourfuturekc.org).**



## BRIGHT SPOT

### 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.







# Smart Beginnings

## VISION

All children in Kenosha County enter kindergarten ready to learn on the first day of school.



### 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.**



## EARLY LEARNING NATION COHORT

At the end of 2019, a team from this BOF Network was accepted into the Early Learning Nation Cohort, a national learning cohort led by StriveTogether and the Center for the Study of Social Policy (CSSP). This team will lead the community through a self-assessment process focused on the four Building Blocks, defined by CSSP and the National League of Cities, that make up an Early Learning Community:

- Community leadership, commitment, and public will to make early childhood a priority.
- Quality services that work for all young children and their families.
- Neighborhoods where families can thrive.
- Policies that support and are responsive to families.

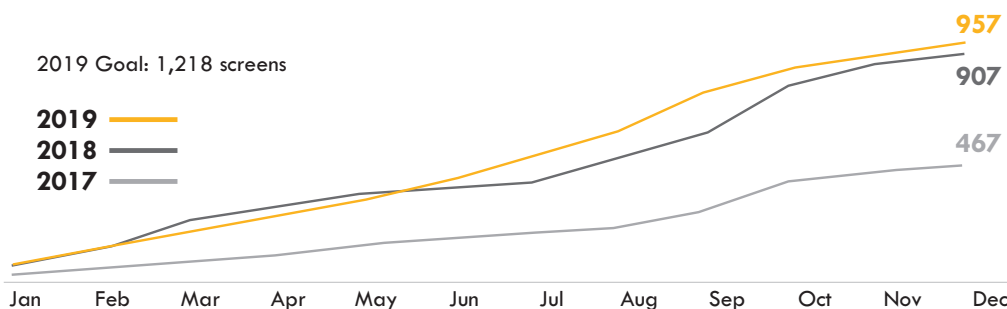
The team, in partnership with the Smart Beginnings Network, will then develop an action plan to move Kenosha County closer to putting its commitment to early childhood into action.



## 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



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.



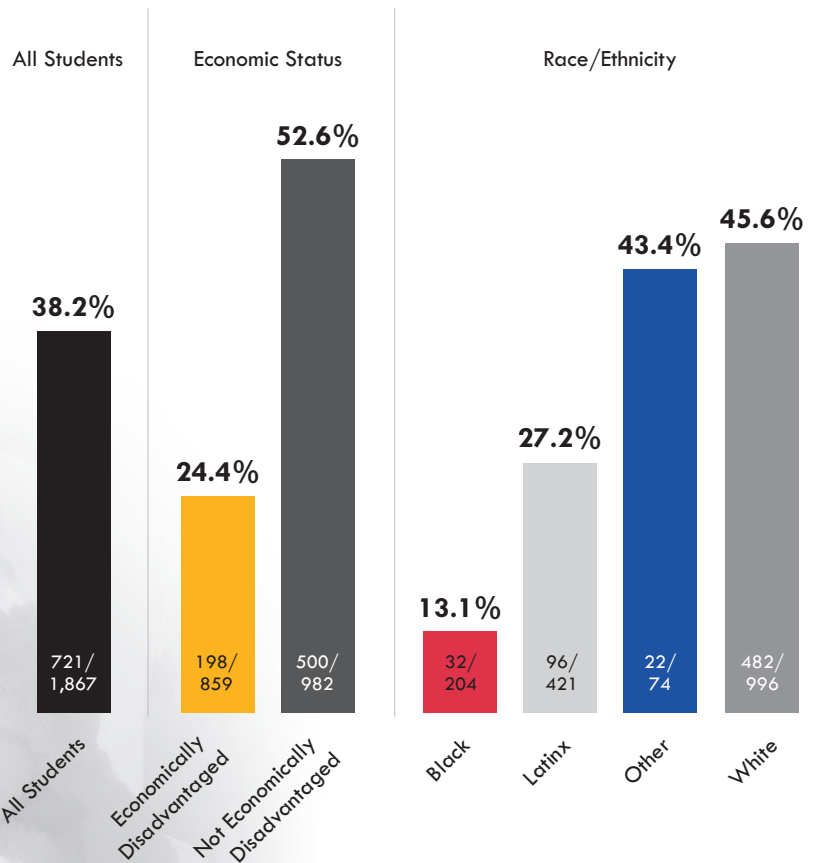
### The Need

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)





## 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.

## 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 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

	Students	Tutors	Schools
2019-20	176	295	5
2018-19	162	270	4
2017-18	51	74	1



# 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.

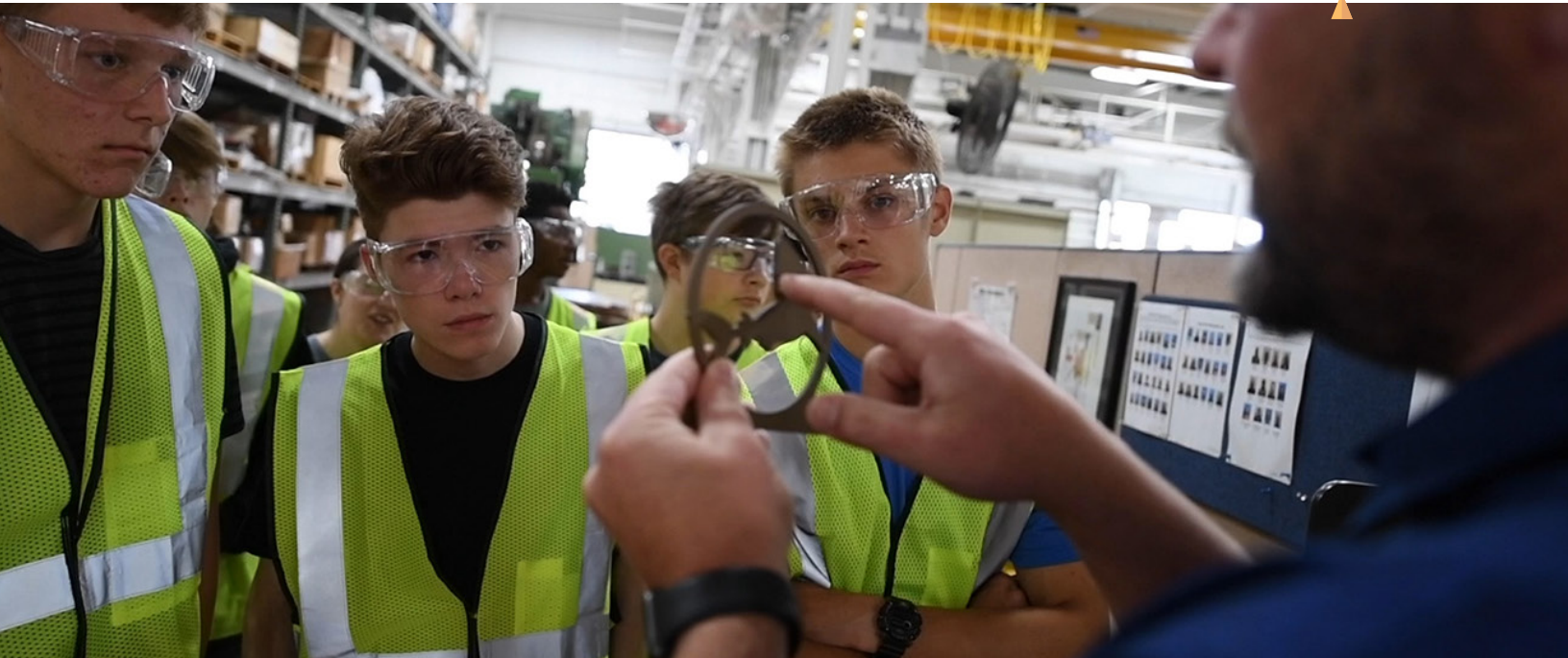
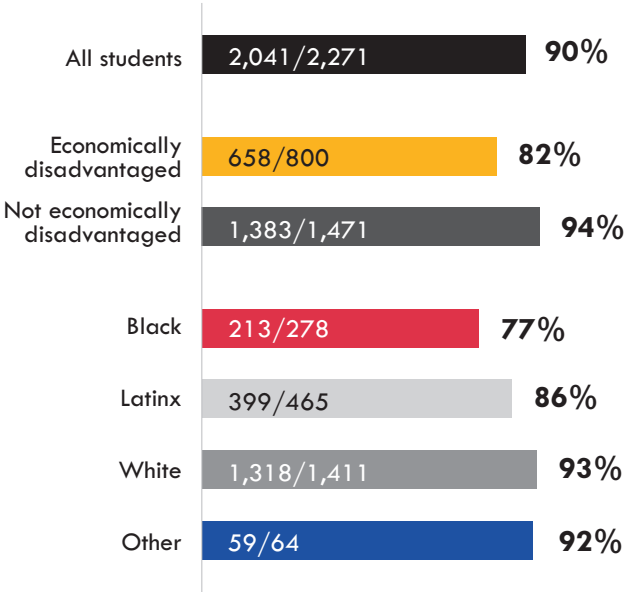


I am honored to be a part of Building Our Future. Born and raised in this community and now working in this community, I take great pride in this network. This network is bringing together all entities of our community for the purpose of collectively improving the lives of all who dwell here. The network 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







# Postsecondary Access & Completion

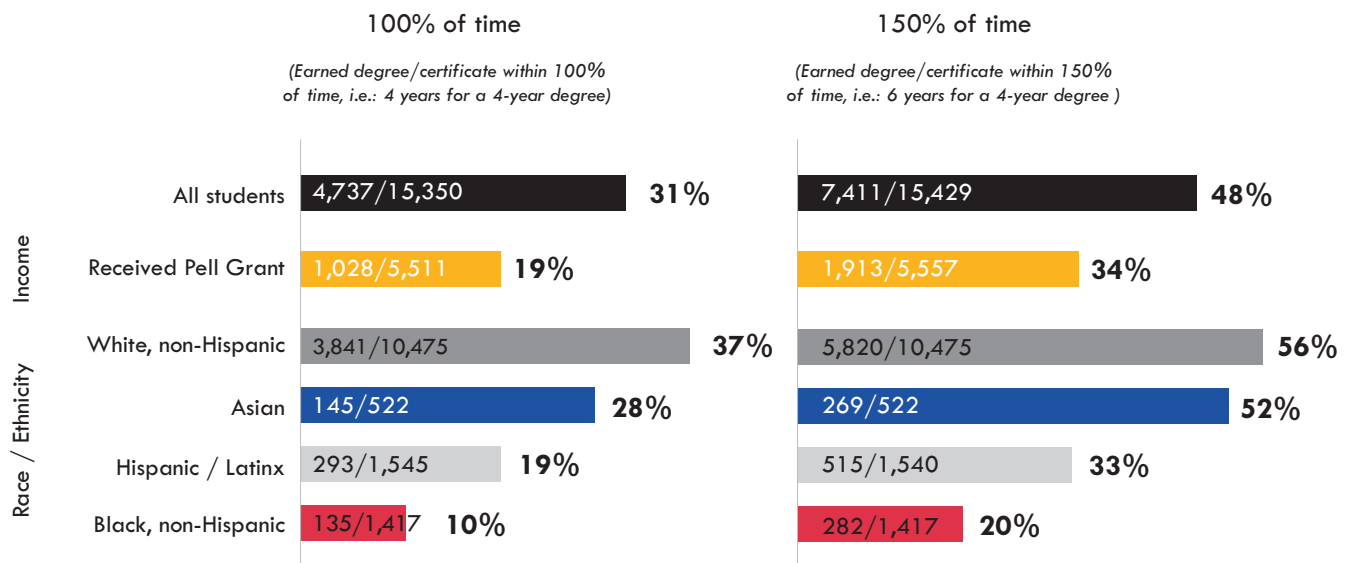


## The Need

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





## 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](http://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.

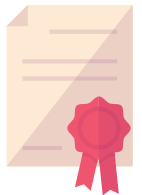
### ■ Goal 3: Employers, Expanding Talent Bridges

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.



## EXECUTIVE COMMITTEE

**Todd Battle**

President, Kenosha Area Business Alliance  
KUSD School Board Member

**Crystal Callahan**

Mary Frost Ashley Trust and Social Worker,  
Kenosha Unified School District

**Tamarra Coleman**

Executive Director, Shalom Center

**Deborah Ford**

Chancellor, University of Wisconsin Parkside

**John Jansen**

Director, Kenosha County Department of  
Human Services

**Tara Panasewicz**

CEO, United Way of Kenosha County

**Sue Savaglio-Jarvis**

Superintendent of Schools,  
Kenosha Unified School District

## LEADERSHIP TABLE

**Bryan Albrecht**

President and CEO,  
Gateway Technical College

**John Antaramian**

Mayor, City of Kenosha

**Barbara Brattin**

Director, Kenosha Public Library System

**Trina Brooks**

Parent (Darian Lott)

**Alan L. Clark**

Executive Vice President, Wisconsin Region,  
First American Bank

**Tammy J. Conforti**

Founder, Kenosha Dream Playground

**Tom Duncan**

Vice President and COO, Froedtert South  
KUSD School Board Member

**Jen Freiheit**

Director, Kenosha County Division of Health

**Michael Graveley**

District Attorney, Kenosha County

**Sharmain Harris**

Father Involvement Specialist, Racine/  
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City Administrator, City of Kenosha

**Jeff Hill**

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Coordinator of Diversity/Student & Family  
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Regional President, Johnson Financial Group

**Jim Kreuser**

County Executive, Kenosha County

**Darian Lott**

College Student, Gateway Technical College

**Tim Mahone**

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**Katherine Marks**

Community Outreach, City of Kenosha

**Crystal Miller**

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**Jean Moran**

Retired CEO, LMI Packaging Solutions

**Jacqueline Morris**

Vice President of Human Resources,  
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**Michael Polzin**

CEO, Leeward Business Advisors

**Beverly Stoops**

Organizer, Congregations United to Serve  
Humanity (CUSH)

**John Swallow**

President, Carthage College

**Nina Taylor**

Director, Kenosha County Division of  
Workforce Development

**Robert Terwall**

Founder, Hallum Enterprises

**Chris Weyker**

CEO, KAC

**Terri Wruck**

Manager, Charitable Contributions and  
Community Relations, Snap-on Incorporated

**Tracey Zapata**

VP Business eChannel & Implementations  
Manager, Johnson Financial Group

“Transforming children into educated,  
independent, and contributing adults is the  
entire community’s responsibility.”

## DATA REFERENCES & NOTES

For more information or more data, please visit our data dashboards at [www.BuildingOurFutureKC.org/data](http://www.BuildingOurFutureKC.org/data).

- **Page 5:** Data obtained from the Wisconsin Dept of Public Instruction (<https://bit.ly/2KEBnU>), the American Community Survey (<https://bit.ly/333v9qV>), and Local Area Unemployment Statistics from the Bureau of Labor Statistics (<https://www.bls.gov/lau/#cntyaa>). 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 8:** Information from: Abercrombie, Rob, Ellen Harries, and Rachel Wharton. “Systems change: A guide to what it is and how to do it.” London: New Philanthropy Capital. Available online at <http://www.thinknpc.org/publications/systemschange> (2015).
- **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 15:** Data collected from community partners involved in our pilot. James Heckman research can be found at <http://www.HeckmanEquation.org/>. Specific research can be found at The Heckman Equation, Perry Preschool: Intergenerational Effects, <https://bit.ly/2YF5Qej>.
- **Page 16:** Data obtained from the Wisconsin Dept of Public Instruction (<https://bit.ly/2KEBnU>).
- **Page 19:** Data obtained from the Wisconsin Dept of Public Instruction (<https://bit.ly/2KEBnU>).
- **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.



## BUILDING OUR FUTURE TEAM



*(pictured left to right)*

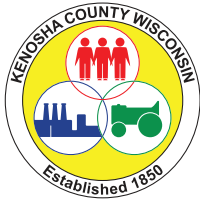
**Lynn Debilzen**, Manager, Birth to 8

**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.



Mary Frost Ashley Trust  
Kenosha Cares Coalition  
Kloss Charitable Trust

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