



PURPOSE

To lead and advocate for policies, practices, and innovations that result in the increased graduation of African American youth that are college and career ready.

STATEMENT OF OPPORTUNITY

Objective: To ensure that all African American students are ready for every educational transition from K-12.

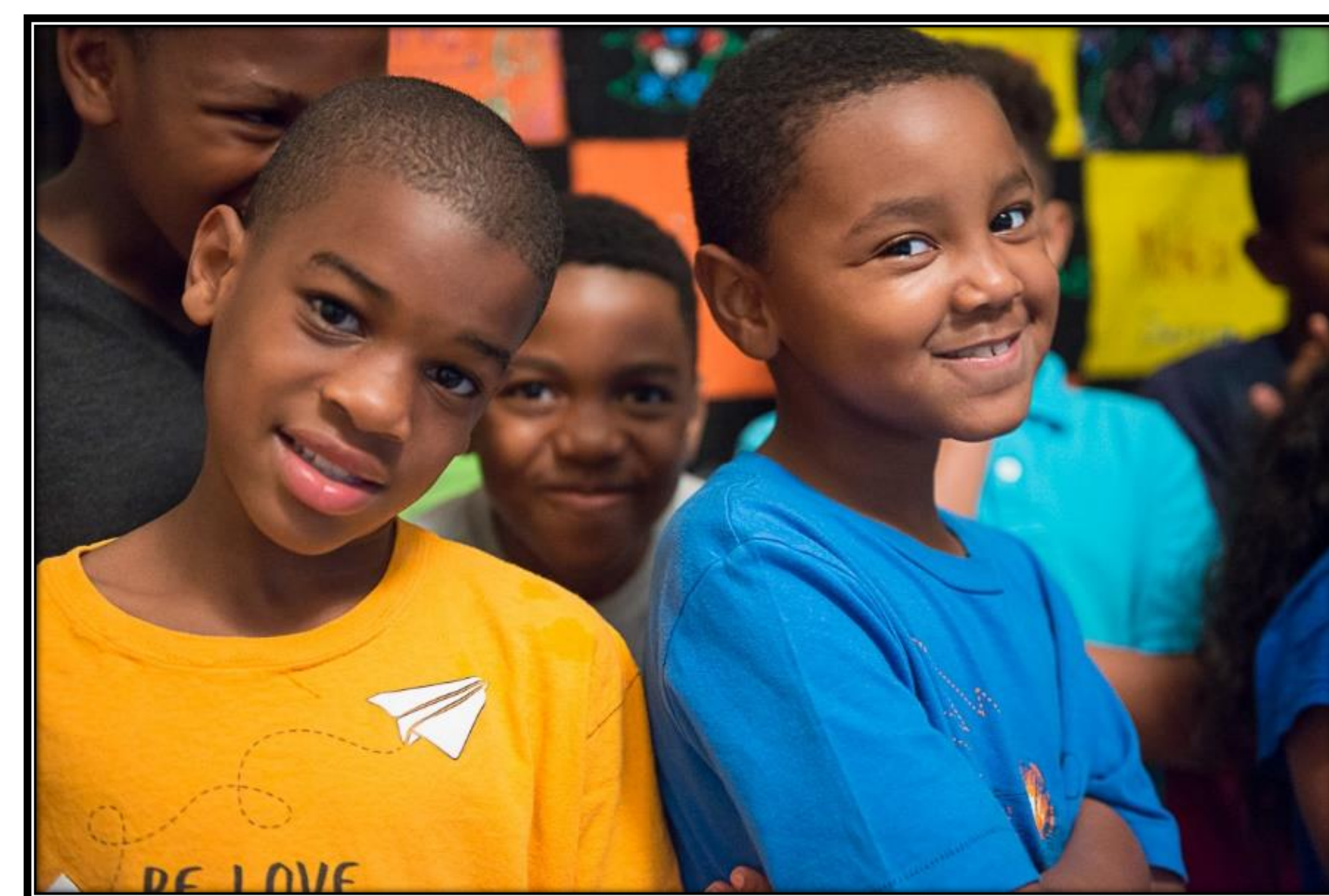
Definitions:

Ready - Having attained the requisite skills, knowledge, and dispositions that one needs to embark on an educational activity.

Transition - The period/space between one environment or experience to the succeeding environment or experience. For the purpose of our work, we are looking specifically at the home to Kindergarten transition, the elementary to middle school transition, the middle school to high school transition, and the high school to post-secondary school or work place transition.

SUPPORTING DATA

- 12% of African American students in grades 3, 4, 5 tested advanced or proficient on the spring 2013-14 Map Reading assessment.
- 56.4% of African American high school students graduated from high school on time.
- During the 2013-14 school year the percentages of African American test takers meeting the college readiness subject benchmarks were 33% in English, 15% in Math, 16% in Reading, and 12% in Science. (data source: EPAS Score Update: 2013-14; prepared by Kristian Chavira)



GOALS AND OBJECTIVES

1. Ensure African American children have access to and are participating in high quality (4 and 5 star-rated) early learning group and family care centers from age 2 through 5 that emphasize age-appropriate cognitive, social, emotional and educational readiness for school success.
 - a) Develop an Early Learning Incentive Fund to facilitate the expansion of High Quality Early Learning Centers in high poverty and working class communities
 - b) Increase educators and paraprofessionals of color working in early childhood education
 - c) Organize high quality, accessible and culturally relevant professional development opportunities for group and home child care providers that emphasizes age-appropriate cognitive, social, emotional and educational readiness for school success among young children
2. Work to enhance parental and family engagement in schools by returning to neighborhood schools for children in grades pre-K to 5, the most critical years of a child's early learning success where maximum parental and family engagement is most effective and important to children's educational development and school success.
 - a) Establish a committee of the MMSD Board of Education to develop a plan for returning to neighborhood schools at the elementary level
 - b) Eliminate paired schools and bus routes that move children outside a reasonable distance in which parents can access their children's school
 - c) Establish school policies that enable the return to neighborhood schools for elementary-aged children
3. Ensure African American children have access to innovative education models in Greater Madison middle and high schools that prepare them for higher education and careers, and tap into and build upon their passion and interests during the most critical period of life (adolescence) when their identities are forming and motivation is being challenged.
 - a) Establish career-based educational academies within local middle schools that provide a survey and real-world experience for children in education, business, industry, visual and performing arts, STEM and the trades.
 - b) Establish model schools and career academies at the high school level that provide competency-based education, training and career certifications in education business, industry, visual and performing arts, STEM and the trades.
 - c) Establish early-college high schools that enable high school juniors and seniors to complete an associate's degree or their first two years of college education before they graduate from high school.
 - d) Partner with proven community-based providers, higher education and training institutions to provide job training to high school students during their sophomore through senior years.
4. Ensure African American children have access to supplementary college and career coaching and development opportunities within and outside schools, that prepare them to succeed academically in secondary school, prepare them for higher education, careers and employment, and enable them to experience all that the Greater Madison area has to offer in these regards.
 - a) Support growth, stability and efficacy of precollege development programs such as the UW-Madison PEOPLE program, Information Technology Academy, and related programs at Madison Area Technical College, Edgewood College, Madison Media Institute and other institutions of higher education and training.
 - b) Support growth, stability and efficacy of academic and career intervention, support and preparation programs such as AVID-TOPS, Brother Program, Delta Gems, Urban League Youth Foundations Workforce Training Program, Mentoring Positives, Simpson Street Free Press and related initiatives that demonstrate promise and outcomes in demanding and offering high expectations for school and life achievement among youth.
 - c) Recruit and support community-based athletics, arts, career, recreational and service programs for youth to increase access to African American children to their programs and initiatives.

WORK TEAM MEMBERS

Linda Allen, JoAnne Brown, Kevin Brown, Percy Brown, Jr., Angie Crawford, Tony Dugas, Grace Okoli, Jackie DeWalt, Carlettra Stanford

INNOVATIVE INTERACTIONS TO BUILD SOCIAL CAPITAL

- ❖ Recruit and train 50 African American Parents to either join local PTOs or form a new one that will meet with Superintendents/Chiefs of Schools and/or Board Members.
- ❖ Facilitate creation of parental advocacy training sessions for African American parents
- ❖ Facilitate creation of parental aides and advocacy training sessions for non-African Americans who will attend meetings with parents.

NEXT STEPS: WHAT CAN YOU DO?

Check for training opportunities:

- Nehemiah - <http://www.nehemiah.org>
- YWCA - <http://www.ywcamadison.org>
- Groundwork - <http://groundworkmadison.wordpress.com>

- Be in conversation with school administrators about issues school policies/practices related to race
- Get involved with your local Parent Teacher Organization
- Advocate for appropriate hiring of people of color in the schools
- Run for a seat on the school board
- Give your employees paid time off to volunteer as tutors/mentors

COMMUNITY RESOURCES

- ❖ Get involved with one of the following Madison area organizations. This is not an exhaustive but a representative list.
 Boys and Girls Club, AVID/TOPS - <http://www.bgcdc.org/what-we-do/avidtops/>
 Community Centers - (look up contact info for your neighborhood center)
 Joining Forces for Families - <https://danecountyhumanservices.org>
 Madison Metro School District - <https://www.madison.k12.wi.us>
 Madison School and Community Recreation - <http://www.msccr.org>
 Nehemiah, ACE/MID/LIGHT/BROTHER - <http://nehemiah.org>
 Urban League, Schools of Hope - <http://www.ulgm.org/learn>
 Omega School <http://omegaschool.org/>
 UW Odyssey Project <http://odyssey.wisc.edu>
 WI Council on Children & Families - <http://www.wccf.org>