

West High School: Family Fellowship							
Blair Feltham - MMSD School Based Staff - West High School	Accelerating + Enriching Learning Experiences, Reading, Use of Technologies, Social Emotional Learning, Mental Health and Wellness, Post Secondary Planning, The Arts, Other	<p>This idea addresses the need for building sustained, supported, meaningful, collaborative partnership with families who have historically been marginalized by West High School and by MMSD, notably on the South side in the Leopold and Allied Drive neighborhoods.'</p> <p>We know this is a need because our families of color tell us (over and over again), because there is significant achievement data that shows we are mis- and underserving our students who live on the South side, and because there is an extensive body of research that supports it. Please note that this is a need not just to make families feel more welcome at West, but to operationalize our understanding of public schools as inherently democratic and community-based. This project takes the lip-service of local control and public city schools and puts it into practice.</p> <p>In early 2020, West staff hosted a series of listening sessions in the community, specifically to gather information from families that have been marginalized by West and by MMSD. These listening sessions took place in partnership with Centro Hispano, the Boys and Girls Club, and the Bayview Foundation. The themes from these sessions confirmed the anecdotal understanding that families of color and working class or poor parents do not feel that West is welcoming or accessible to them, and feel marginalized from participation in the school experiences of their children.</p> <p>We heard families say that West needs to plan for family engagement, helping parents to support teachers more and respect them more. Families want to participate in preparing teachers during Welcome Back. Families are seeking more depth in our family meetings, noting that "parents work and are tired and don't want to come to the same meetings." Our families want more involvement with schools, and want to see more opportunities to connect with teachers. At the Bayview Foundation session, one family member noted that they couldn't weigh in on what West does well, because they haven't been to the school. Another parent noted that though they have tried to be deeply engaged over time, family engagement was limited to "feedback." This parent notes that they have "participated on committees for 20 years. The MMSD asks for a lot of feedback, but then does not always follow through."</p> <p>We also heard in these meetings reinforcement of the popular belief that families connected to UW Madison exercise a lot of power and privilege at West. One parent of color noted that "some families use power and privilege to push back on changes at school." Families talked about the need to feel welcomed. In the session at the Boys and Girls Club, one family described the need for "personal recruitment & reaching out" to the community to be involved in school issues.</p> <p>Our Conference attendance data also shows the need for building sustained, supported, meaningful, collaborative ties with families who have historically been marginalized by West High School and by MMSD, notably on the South side in the Leopold and Allied Drive neighborhoods. Our conferences and school meetings are attended by white families at a disproportionate rate compared to Black, Latinx, or Asian families. When asked, families offer many reasons for this ranging from translation issues, work schedules, general disengagement from school, and transportation and parking issues. Families tell us they don't feel like West is their school.</p> <p>The glaring disproportionality of achievement at West is well known and well documented. I won't go into a detailed accounting of all the ways our achievement data makes it clear that we are mis and underserving our students of color and our working class students here (knowing that this probably won't be funded anyway, and since I have lots of chores to do around the house.)</p> <p>There is an abundance of research that supports the importance of building sustained, supported, meaningful, collaborative ties with families. The UNCF has a wonderful 2012 paper on this topic, and there are countless other examples of academic arguments for this. It is also common sense, and embedded in MMSD's strategic framework, graduate vision, and the set up for this contest.</p>	<p>This project supports the creation of a 1 year paid Family Research Fellowship for up to 10 West family members, supported by a .5 FTE position linked to our MSC/FACE coordinator, the indomitable Alicia Grant. Fellows would be in the school daily, attending classes, team meetings, student voice panels, clubs, and other school goings-on while they work to understand and change the school from the inside. They are supported to develop a research question and are supported in developing skills to collect, analyze, and disseminate data and make recommendations based on their work. These fellows would also work in their communities to build a more robust FACE presence, ultimately becoming community leaders for school improvement. This community capacity-building project elevates the profiles of families of color in the school to their rightful position, guarantees a more diverse voice in school decision making, and builds knowledge of and ownership of the school in our West community.</p>	<p>West families from neighborhoods that have historically been marginalized and underserved by West and MMSD, most specifically in the Leopold and Allied Dr neighborhoods.</p>	<p>It will be effective because school change is not possible without community support, and community support is not possible without a meaningful community strategy, and a meaningful community strategy that is reduced to a "communication plan" (as I so often hear discussed) is not democratic, just, or transformational for our city.</p>	<p>This project can be measured in many ways. If this project is successful, we would see Family Research Fellows make many recommendations for instructional, systems, and cultural shifts at West, and we would see those recommendations implemented. We would be able to do pre and post interviews with Fellows on their perception and understanding of West. We would also be able to do pre and post data comparison with students. We have already implemented a school-wide Student Feedback protocol (led by Kyree Brooks, coordinator of student engagement), and could add some questions about family connection as well. We would see higher rates of participation in Conferences. We would also see positive outcomes for students, specifically students who live on the South side. We would also see our FACE participation rise.</p>	<p>Staffing: .5FTE Coordinator to support the Research Fellows = \$50,000</p> <p>Supplies/Resources: Laptop for each fellow (\$750 x 10) Books/materials @ \$250 x 10 Expense account (for fellows to hold community meetings, etc) \$1000 x 10 \$20,000</p> <p>Contracts for services: Stipend for fellows - \$25/hr X 40hr/wk x 40wk x 10 Fellows \$400,000</p> <p>Total estimated budget: \$470,000</p>

Memorial: In School Grocery Store							
Kirk Johnson - MMSD School Based Staff - Memorial High School	Social Emotional Learning, Mental Health and Wellness, Post Secondary Planning, Other	Food insecurity and hunger is a major need in America and our community.	We would like to establish and maintain a free in-school grocery store at Memorial High School. The grocery store would be open to students, staff and the community. It would be operated and run by students, with an emphasis on special education and developing vocational skills in real world applications. We would work collaboratively with other school departments such as, business, technology, life sciences and technology to integrate the store's everyday operation and planning into the curriculum. We would also work with community partners to establish food donations. This would be a great opportunity for students to learn vocational and business skills while helping the community in a real way.	Special education students, business students, as well as other departments, community organizations and leaders, community businesses and those who use "shop" at the store.	It will provide a service to the community, while giving students valuable vocational skills and strengthen the relationship with community partners.	By the success and useage of the program/store.	We would require a grant of \$25000 for start up cost to buy equipment (refrigerators, shelving) and to convert space. Once up and running the store will be self sustaining.

Memorial: Youth Community Food							
Erica Krug - Community Member - East, La Follette, Memorial & West High Schools	Accelerating + Enriching Learning Experiences, Use of Technologies, Social Emotional Learning, Mental Health and Wellness, Post Secondary Planning, The Arts, Other	The Youth Community Food Leadership Initiative is designed to address multiple issues facing families in the MMSD school district including food justice, equitable access to fresh food, and lack of youth employment opportunities. While Madison is located in one of the richest agricultural counties in the United States, there remains inequitable access to fresh fruits and vegetables for many families living in MMSD attendance areas. A lack of access to fresh foods can lead to food-related illnesses such as heart disease and diabetes. And because of the systemic racism that our community is founded on, these disparities often affect our communities of color at disproportionate rates. Consider the fact that in Dane County the average age of death for a white woman is 85 while for a Black woman it is 60 years old. This also affects people living in poverty, and looking at data from the 2020-2021 school year, 49% of high school students in Madison are considered to be economically disadvantaged.	<p>For more on our idea, please see our video! https://drive.google.com/file/d/1TGc7gAijA4H4bMfjB5hULz53wRen0p3X/view?ts=6089e6c5</p> <p>We want to pay high school students to grow food and take it back to their communities. The essence of this program is to provide paid opportunities for youth to participate in activities that would address the issues outlined above. This multi-year initiative would have a foundation based on part-time youth employment opportunities for 75-100 MMSD High School students annually. Participating students would receive paid training and on the job work experience in one of three distinct areas of study: Urban Food Production and Farming, Food Distribution Coordination, and Community Food Education. Students would apply for an individual work study tract with the intent of gaining focused expertise in that area. Upon completion of the program student leaders would participate in the MMSD Youth Leader Food Summit to join with students in other tracts from all high schools to share experiences and participate in dialog to identify and address food issues in their own communities.</p> <p>Outlined below are program tracts in detail.</p> <p>URBAN FOOD PRODUCTION This tract would rely on 'Youth Farms' on both the east and west sides. One site is already established (Goodman Youth Farm) on MMSD-owned land, and the other site would need to be constructed, possibly on the grounds of Madison Memorial HS. These 'Youth Farms' would include a permanent greenhouse for seedling production that would also be utilized in the winter for hydroponic/aquaponic instruction and production. Sites would require gathering spaces for up to 30 students and post harvest washing and storage facilities for produce.</p> <p>Each site would actively employ 10 students from April 1-Oct 30. These students would be guided by a 'Farm Manager Educator' at each site to gain skills in urban agriculture including seedling production, farm planning, planting techniques, soil building, cover cropping, Integrated Pest Management, disease and insect identification/control, harvesting, and packing protocols. Students would be involved in all aspects of food production through the entire growing season.</p> <p>FOOD DISTRIBUTION COORDINATION This tract would be involved with establishing and running food distribution sites throughout the community. Students would work with sites to assess needs, establish distribution dates, advertise, and distribute food. Each site would have 3-4 student leaders working with the 'Food Distribution Educator.' Students would coordinate with Urban Food Production leaders to coordinate food delivery schedules to their sites. Students in this role would gain skills in marketing, scheduling, communication, post harvest handling of food, and logistics.</p> <p>COMMUNITY FOOD EDUCATION This tract would train 20 students (5 from each high school) to become Youth Community Food Educators. These students would learn about nutrition, community health issues, and food prep. They would be guided by a 'Community Food Educator' to prepare and disseminate information about these issues to both students and the community. At the core would be an education program where students would visit elementary schools feeding their particular high school to engage young students in educational activities dealing with the importance of healthy eating and exposure to healthy foods. This tract has the possibility to align with the Health Pathway Program and Black Excellence Life Readiness Cooking Class + Meal Kit Program.</p> <p>Students in all three tracts will also have the opportunity to collaborate while participating in a business incubator program. In this program students will gain business skills, including managing money, setting up an LLC, and paying taxes, in order to set up farmers' market stands or to create products to sell.</p>	High school students, specifically students with disabilities (IEPs), BIPOC students, and English Language Learners	As a result of the degradation of our environment, we need "education that prepares people for lives and livelihoods suited to a planet with a biosphere that operates by the laws of ecology and thermodynamics" (Orr, 2004, p. 27). Through experiential education or 'learning by doing,' youth employees will directly connect to and reflect on their learning experiences. Developing systems thinking abilities — and making connections across global systems — is an important part of an authentic learning experiences that supports ecological and social sustainability.	We will conduct a pre and post survey for students that focuses on self-identity and job-related skills. We will take surveys of the community related to food and nutrition. We will also look at student attendance quarterly and student academic data quarterly.	<p>Our budget includes: purchasing and installing 2 fully automated greenhouses for \$110,000 each wages for 90 student employees working 10 hours per week at \$10/hour for 30 weeks totalling \$339,000 annually wages for four full time program managers for a total of \$180,211 per year Delivery vehicle with cold storage for \$20,000 Transportation stipends for student workers at \$12,000 And other program supplies for a grand total of \$878,582 .</p> <p>While this is a big initial investment, many of the costs will not continue beyond the period of the grant. For example, the greenhouses and vehicle will be initial one time investments. The program manager positions can likely be integrated into the Farm to School Americorps program that Rooted currently hosts at four MMSD schools. Future partnerships with organizations such as CommonWealth Development and Briarpatch, can likely subsidize student employment fees in the future, along with proceeds from school farmers markets or Community Supported Agriculture programs that can be reinvested in the program.</p>