

CU Cradle2Career

Pathways to Success for Every Student



*Working to effectively align community resources
so each child can graduate and succeed.*

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Our Aspirational Goals

- GOAL 1:** Every child will be ready to learn when entering kindergarten.
- GOAL 2:** Every student will have the support needed for academic success.
- GOAL 3:** Every student will be workforce-ready at graduation.
- GOAL 4:** Every graduate will be ready to succeed.
- GOAL 5:** Every graduate will complete a post-secondary credential.



A message from our founders

When we met in 2012, we discovered a shared dream: **every child in Champaign-Urbana able to reach his/her potential**. What we have learned is that working towards this dream actually enables our CU community to reach it's potential – more wage earners, lower crime rates, a highly skilled labor pool, and a larger tax base,¹ and even better learning environments.²

Many community-minded people in CU have worked for this dream of equity. Yet the impact has not equaled the efforts. Enter Cradle 2 Career (C2C), a Collective Impact approach in over 300 cities.³ All C2Cs have two fundamentals:

- Making community change requires ALL sectors of a community to share responsibility.
- A child's successful path to becoming a contributing adult requires support from “cradle to career.”⁴

Implementing a long-term solution into a community's DNA is undeniably complicated. It requires committed partners willing to examine, re-evaluate and evolve as we, the community move forward together. We may not have all the answers, but **we do know that our community's future will be built upon the success of our children, present and future.**

Be part of the change.



Co-Founders,

Denise Martin,
Martin, Hood, Friese & Assoc.

Lee Ann Kelly,
Community Member

By the Numbers: Issues Impacting ALL Students' Success⁵

Champaign Unit 4 and Urbana Unit 116 Combined Student Population: 14,400



Low Income Students - 8510

Low-income students are at higher risk for poor nutrition, stress, and exposure to violence. Without additional support, a student living in poverty can have a more limited vocabulary, lower executive functioning skills and lack self-competency.



Chronic Truant - 1673

Research shows that chronically truant students experience employment-related difficulties such as lower-status occupations, less stable career patterns, higher unemployment rates, and low earnings as adults.



Homeless - 332

Homeless children are more than twice as likely as others to repeat a school grade, be expelled or suspended, or drop out of high school



English Language Learners (ELL) - 1454

Nationally, ELLs are the fastest-growing segment of the public school population. 2/3 come from low-income families and ELLs have disproportionately high dropout rates.



Impacted by Mobility - 2736

Changing districts during a school year negatively impacts achievement. Early and regular district changes negatively effects a student's cognitive development and mental health in addition to academic achievement.

Why Would CUC2C Work?

How can CU be so rich in community-minded people yet have so many children not succeeding? Complex community problems require a process that addresses the complexity while engaging all the community. Currently, this is how many communities operate:



Past/Present

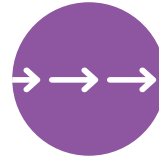
Isolation: Unconnected Efforts; progress measured differently; limited ability to scale up if effective



Present of Some

Cooperation: May cross-referral or share interests and then collaborate on a specific project

Here is how collective impact works:



Collective Impact

Collective Impact: Common agenda & measurement, data-driven decisions; maximum impact

Following this approach CUC2C works to:

- **Engage the Community**
- **Eliminate Defined Disparities**
- **Continuous Improvement**
- **Leverage existing assets⁶**

Existing Community entities anchor each goal team, committing the leadership and resources needed for successful collaboration. A cross-sector Steering Committee holds the team leaders and CUC2C accountable to the mission and vision.

“A lot of amazing things are already happening in this community. We are positioned in a way where the sky is the limit. CUC2C’s value add is to align these efforts, identify the gaps, and scale up so that every child is provided what they need to be on a path to college and career readiness.”

– **Nicholas Gaines**, *Robeson Elementary principal*



1. Kindergarten Readiness

67%
in 2014

70%
in 2015

2016 is incomplete

Anchor: United Way of Champaign County
29 entities

Why: “Starting well” is critical. Investment in early childhood yields the highest return of all educational interventions — a 7-10% return to society through better education, health, economic and social mobility outcomes.⁷

By contrast, the lack of readiness correlates with the drop-out rate, teen pregnancy and our crime rate.⁸

Local Gap(s): Age appropriate Social-Emotional skills; as determined by survey of local child care providers, pre-K and K teachers.

Action Plan: (a) Earlier outreach to “at-promise” families; (b) ↑ access to quality early learning; (c) ↑ community awareness.

“I’m very excited about how Ready! is helping me teach my 2 yr. old all that right things she needs to be prepared for school.” –

Shanovia Netter-Bailey, Young Mom



Status: Between fall 2014 and 2016, the following new community efforts increased access to quality early learning for parents and children: CUC2C’s Summer Family Camp and Ready! programs (collaborative pilots), Bright Starts, Freedom School, DREAM House, and Tap-in Prep Academy.

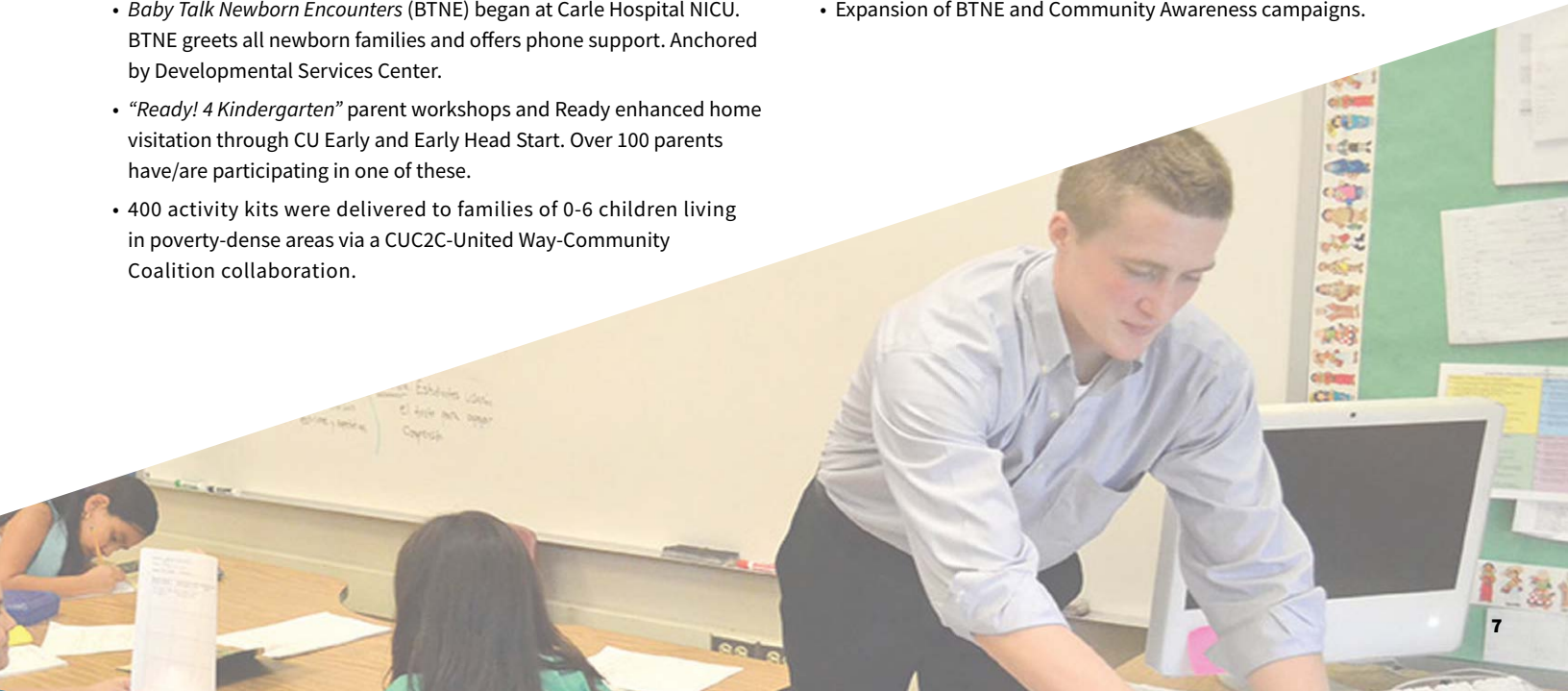
Data for Kindergarten assessment in 2016 is incomplete. Unit 4 was piloting a new state assessment in some schools and used the old in others so there are school scores but not a district score.

In 2016, CUC2C's KR team spearheaded:

- *KR Summer Family Camp*. 70 families, over 110 children and 12 community entities underwrote the event via in-kind resourcing.
- *Baby Talk Newborn Encounters* (BTNE) began at Carle Hospital NICU. BTNE greets all newborn families and offers phone support. Anchored by Developmental Services Center.
- “*Ready! 4 Kindergarten*” parent workshops and Ready enhanced home visitation through CU Early and Early Head Start. Over 100 parents have/are participating in one of these.
- 400 activity kits were delivered to families of 0-6 children living in poverty-dense areas via a CUC2C-United Way-Community Coalition collaboration.

On the Horizon:

- *Ready! 4 Kindergarten* trainings for family child-care providers in poverty-dense areas.
- Expansion of BTNE and Community Awareness campaigns.





2. Support for Academic Success (SAS)

34.4%

of 8th graders meet math state standard

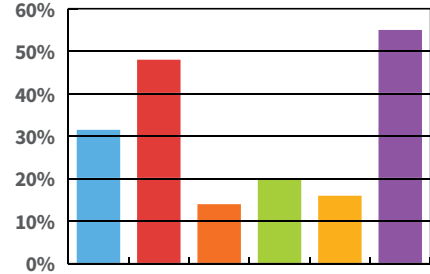
(see Page 10)

31%

of 3rd graders read at grade level

3rd Grade Reading

- Summary
- White
- Black
- Hispanic
- Low Income
- Non-Low Income



Anchor: Champaign-Urbana Schools Foundation

16 entities

Why? Today's graduates, regardless of where their career paths lead, will be expected to read more complex texts, do more with different types of texts, and handle larger amounts of reading.⁹

Support in the K-8 years of a child's life can drastically impact the student's future success and ability to learn. Community support for the following strategies have shown to improve academic success: social-emotional skill-building *inside* and *outside* of school; consistent school attendance; addressing summer learning loss; and empowering parents.¹⁰

Local Gaps: In process. Over 2500 parents have completed a gaps/barrier assessment and over 650 faculty/staff have completed a skills/gaps/barriers survey. Analysis begins in January.

On the Horizon:

- Identification of best strategies to address gaps and barriers
- Focus group input on strategies.
- Strengthen existing organizations to implement and scale up strategies.

"I am encouraged to see the number of community organizations willing to help empower and encourage our students."

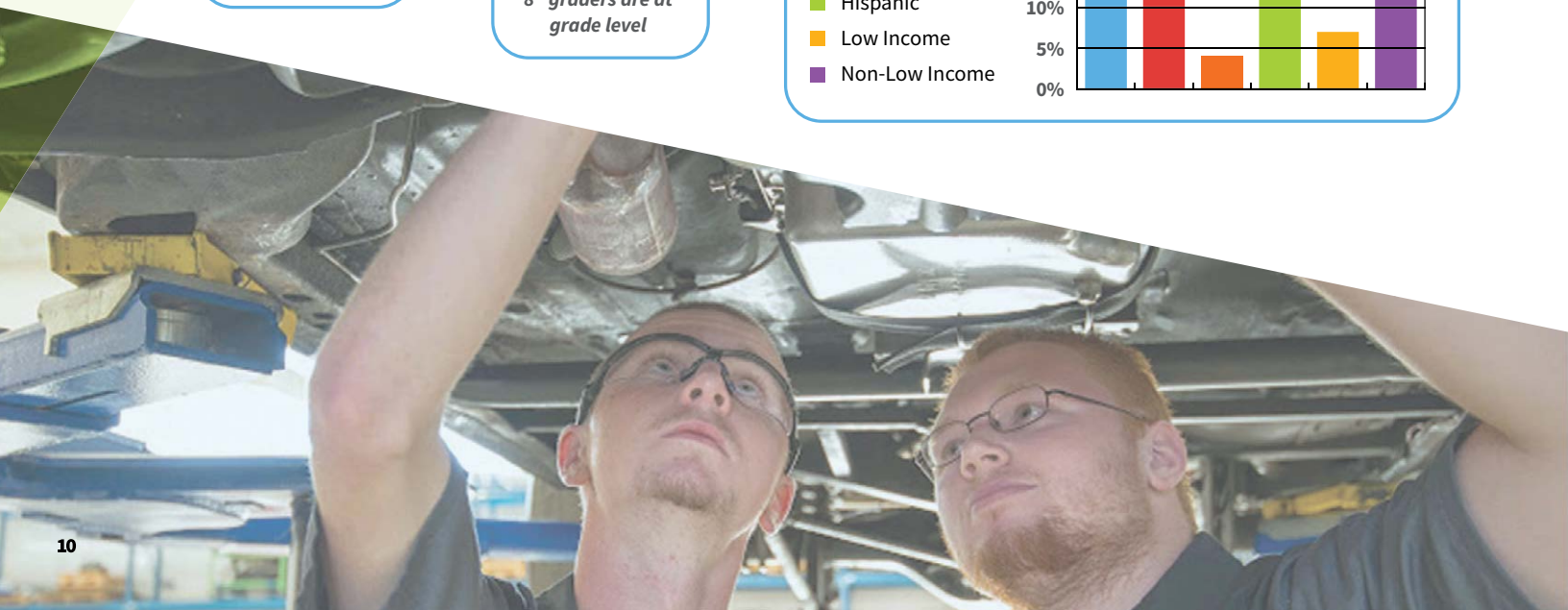
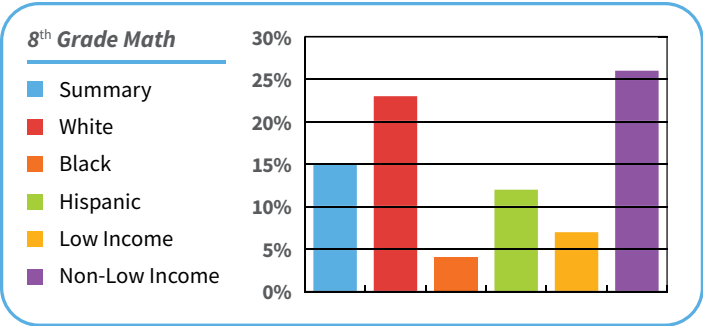
– **Kris Sherrick**, *Urbana teacher*



3. Workforce Ready (WFR)

41.5%
College Readiness

15%
of general math
8th graders are at
grade level



Anchor: Champaign County Chamber of Commerce

17 entities

Why? 350-400 County skilled labor and manufacturing jobs are going unfilled.¹¹ Improving readiness expedites hiring cycles, lowers staff turnover, provides more trainable workers and improves college readiness.¹²

Local Gaps: Social-emotional / “soft” skills; as determined by CUC2C’s 2015 local employers “gaps” survey.

Action Plan: (a) 3-5th grade: ↑ Career Awareness (b) 6-8th: ↑ Career Exploration (c) 9-12th: Career Preparation/Experience/Training Emphasis on the connection between soft skills and career success; occurs inside and outside of school day.

Status: Current identified need is youth employment. Team has begun working with the Community Coalition and local employers to strengthen and expand the summer youth employment options for 2017.

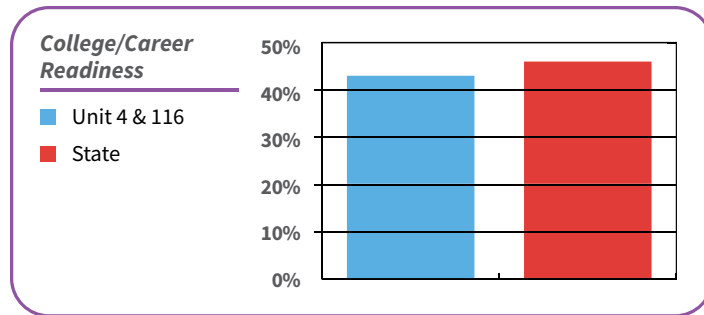
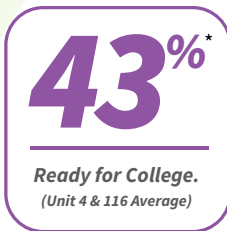


On the Horizon:

- Determining delivery of career awareness and exploration at the elementary and middle school levels.
- Expansion of year round youth employment opportunities.



4. Ready to Succeed at Graduation



Anchor: To Be Determined

Why? “To remain competitive in the global economy, we must enable a greater percentage of young adults to succeed in post-secondary training/ education...factors such as academic self-confidence, self-motivation, social support and involvement are key predictors of a young adult’s post-high school success.”¹³

Status: The 21st century economy does have academic expectations, yet it also requires workers who can “respond flexibly to complex problems, communicate effectively, manage information, work in teams and produce new knowledge.”¹⁴

Unfortunately, the life demands of many CU students often undermine their ability to learn, which in turn can undermine the classroom/school climate. Again, the community plays a critical role in providing the support these students need to overcome their barriers to success and improve learning for *all*.

On the Horizon:

- Proposed Launch is 2018



5. Post-Secondary Credential

61%*

of CU students in community colleges must take remedial courses – a predictor of potential dropouts

Anchor: To Be Determined

Why?

- TODAY, 6 out of every 10 jobs require some postsecondary education and/or training.¹⁵
- By 2018, *only* 28% will be open to those with *only* a high school diploma.¹⁶
- Each 20-year-old permanently reconnected to education and/or employment will directly save the taxpayer \$236,000 and will save a total social cost of \$704,000 over his or her lifetime.¹⁷



On the Horizon:

- Proposed Launch is 2019

Our Steering Committee

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Franklin Middle School,
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References

*All color statistics are the combined averages of Units 4 and 116, available at www.illinoisreportcard.com

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Urbana School District #116 - Urbana Adult Education,
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What Can You Do?

Parents:

1. Talk, Read and Play with your young children... every day!
2. Help your child connect homework with real life.
3. Attend school events—show school is important.
4. Ask for help when you need it.
5. Volunteer at a school, become a mentor, join CUC2C.

Business Leaders:

1. Provide internships, apprenticeships and job-shadowing opportunities for students
2. Share your career expertise with students
3. Join CUC2C to stay informed and learn of opportunities
4. Encourage and allow employees to volunteer

Non-Profits and Faith-Based Organizations:

1. Promote reading activities for families
2. Have a lending library
3. Encourage members to volunteer with youth.
4. Join a CuC2C team that matches your mission.

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