



# CU Cradle2Career

Pathways to Success for Every Student



OCTOBER 31, 2017

WWW.CUCRADLE2CAREER.ORG

**“The only way to make sense out of change is to plunge into it, move with it, and join the dance.” – Alan Watts**

### **Our Newest Community Council Members:**

Champaign County Regional Planning Commission

*Lisa Benson*

*Brandi Granse*

*Dalitso Sulamoyo*

Community Member

*Ish Vardhani*

U of I, Center for Innovation in Teaching & Learning

*Maryalice Wu*

Design Group International

*Matthew M. Thomas*



CUC2C is thrilled to announce a momentous change. The UI Chancellor’s office has hired Rashid Robinson to be a full-time Continuous Improvement Coordinator for CUC2C. Starting November 1st, Rashid will be in charge of “all things data” for CUC2C, yet with a particular focus on assisting goal teams in developing shared measurement and goal databases – two key steps in showing progress and enabling our community to scale up what has the most impact.

As excited as we are for this change, other changes are bittersweet, yet expected within any volunteer-based movement. Patti Hood, our Kindergarten Readiness co-facilitator extraordinaire, must take a step back to be with family. Our debt to Patti cannot be overestimated. Her work these past 4 years has been critical to establishing CUC2C’s community credibility and capability to build impactful collaborations. Over 200 children ages 0-5 are closer to kindergarten readiness now; a legacy for years to come. **Thank you, Patti.**

Lee Ann and Denise

**Change Is Inevitable,**  
except from a vending machine.

### **CUC2C Coffee**

Come for an introduction, a refresher, a chance to network, or just for coffee.

**Wed., November 15**  
**8 a.m. - 8:45 a.m.**

Harvest Market  
2029 South Neil  
Champaign



R.S.V.P.: [denise@mfha.net](mailto:denise@mfha.net)

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## **GOAL Teams**

### **Kindergarten Readiness (KR)**

The “Walk as One for Kindergarten Readiness” took place on September 14<sup>th</sup> in both Garden Hills and east Urbana. Over 100 volunteers delivered 490 kits to area homes that night. Another 150 kits were given to Rantoul and Mahomet School Districts; 38 were given to United Way for distribution to community partners. A total of 687 kits were circulated. Way to go!

### **Support for Academic Success (SAS)**

Yavonnda Smith is the new co-anchor of SAS. She represents Urbana School District 116. Dr. Jennifer Ivory-Tatum remains as co-anchor & represents Champaign Unit 4 School District.

### **Workforce Readiness (WFR)**

The committee had a fabulous first step collaborative meeting with key school personnel and local providers. The meeting was facilitated by Topper Steinman.

"The kids who need the most love will ask for it in the most unloving of ways." – Rick Riordan

### Golden Rules of Restorative Practice:

Listen first – be quiet, what's the story behind the story?

Don't tell what you can ask.

Think about outcomes before deciding on strategy – consequence should teach what we want the child to learn, must be designed to build social capital.

Develop empathy by helping them to understand what harm has been done.

Work on making things right rather than punishment.

Contact parents early and ask for support, i.e., what they want for their child.

Kid's brains are a work in progress.

Don't assume all children come to school with the ability to decode value systems.

Never make home wrong.

**"Restorative practices require instead that students focus on the harm their misbehavior caused others, and what they can do to repair that harm and restore and strengthen relationships that may have been affected in the process."**

Mark Katz in Education Week Teacher

**"We can't expel our way to safer schools. We need to build positive relationships."**

Dr. Joseph Roy, Superintendent  
Bethlehem Area School District, PA



## Meeting a Child's Needs:

RESTORATIVE PRACTICES



Were you ever sent to the principal's office for repeatedly giving the wrong answer to a teacher? Hopefully, your teacher didn't use shame as a teaching technique. However, shame and punishment were the 20<sup>th</sup> century staple for misbehavior, with consequences which would escalate as the student continued to act out. By the end of the '00's, the U.S. had a burgeoning epidemic of suspensions and expulsions. The classroom/school

may have had a temporary reprieve, but what was really taught/learned?

Our academic capacity and our behaviors are totally interdependent—children cannot reach their potential academically if they aren't also adept in the areas of critical thinking, organization, communication, and accountability<sup>1</sup>. The results of our goal team "local expert surveys" replicate these research findings. All three sets of experts said the non-cognitive/social emotional/ "soft skills" were CU's largest gap from "cradle to career."

Learning "soft-skills" before age five is the most cost-effective strategy for driving academic success<sup>2</sup>. Once in school, a combination of education in the classroom (state standards for social-emotional learning) and intervention are most effective. When an incident occurs, all efforts are made to keep a student in school. Consequences are paired with intentional instruction in the needed social emotional skills. These practices (known as restorative or responsive) improve not only the student's behavior and academic achievement<sup>3</sup>, the classroom and whole school climate improve.<sup>4</sup>

Responsive and restorative practices are a great example of equity—meeting children at their point of need and positively impacting a whole school's culture. For another insight into equity, check out this link: <https://www.facebook.com/WokeFolks/videos/1014990085308007/>

<sup>1</sup>[http://www.episcenter.psu.edu/sites/default/files/news/Durlak%20et%20al.%20\(2011\)%20meta%20analysis%20SEL.pdf](http://www.episcenter.psu.edu/sites/default/files/news/Durlak%20et%20al.%20(2011)%20meta%20analysis%20SEL.pdf)

<sup>2</sup><https://heckmanequation.org/>

<sup>3</sup>[http://www.jstor.org/stable/42925455?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/42925455?seq=1#page_scan_tab_contents)

<sup>4</sup>[http://edpolicyinca.org/sites/default/files/SEL-CC\\_report.pdf](http://edpolicyinca.org/sites/default/files/SEL-CC_report.pdf)

**shout OUT!**

Tara Swearingen (and others) for the "ABC's of Starting a Job". School counselors and other providers were thrilled with the access to info for students needing birth certificates and other documentation.

PNC Bank and the Champaign Rotary Club for grants which provided money for the READY! for Kindergarten parent workshops and parent kits for CU Early and Head Start to use in their Home Visitation programs.

