



CU Cradle2Career

Pathways to Success for Every Student



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Blasting

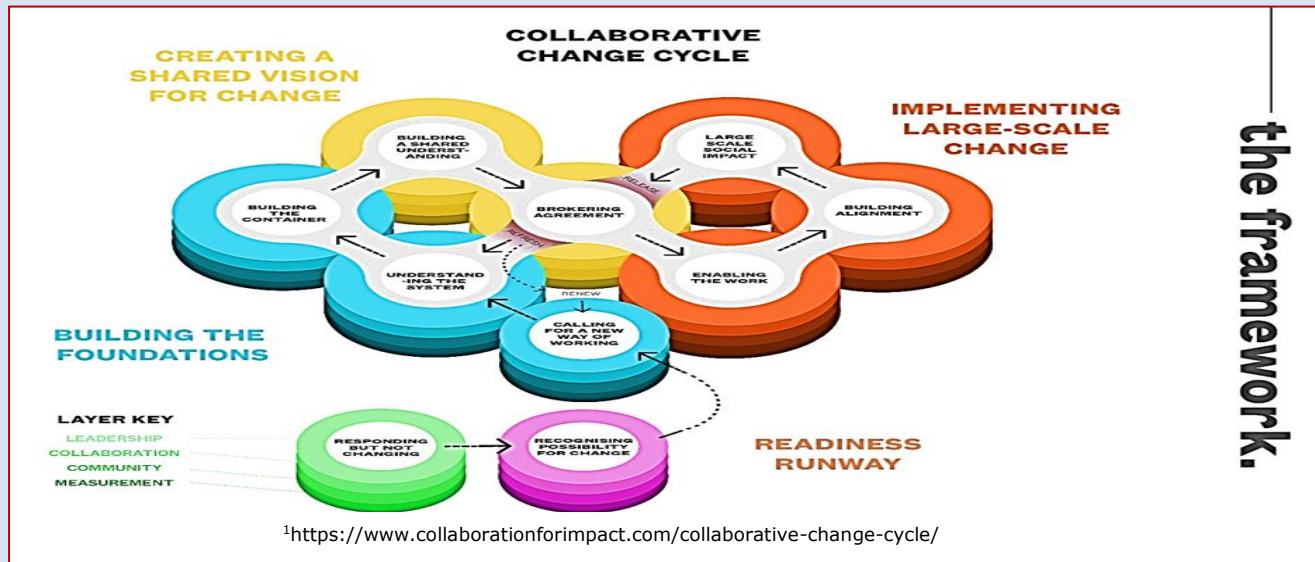


At this five-year juncture, we co-founders believe there is much to celebrate.

- Community Awareness has been raised about the potential of collective impact and the impact of trauma on student achievement.
- People are connecting the dots between early childhood and qualified employees.
- CUC2C has facilitated the addition of Baby Talk to both local hospitals.
- CUC2C has either written or helped procure successful grants that have brought close to 5½ million dollars to C-U

Two recent evaluations of community collaboratives (see graphic below and next article) confirm that we have built the foundations and positioned us for the next stages – the nitty gritty of implementation of large scale change. To make this blast forward as a community, outside expertise is needed.

CUC2C steering committee members were working this summer to set the stage for “A Call to a New Way of Working”:



- Sue Gray (United Way) and Assatta Zerai (University of Illinois) met with the Community Coalition to discuss sharing a Data Coordinator/Analyst
- Joan Dixon (East Central Illinois Community Foundation) worked with us to issue a request for proposal from national experts for a convening of local leaders.
- Laura Weis (Champaign County Chamber of Commerce) and Tabatha Helms, (DCS Logistics) had a conference call with All Hands Raised of Portland, Oregon to better understand how they were able to create true collective impact.

We continue to believe that our community wants and can do better. We will keep in touch. Thank you. Denise and Lee Ann






"Collective Impact" is not the only type of Community collaborative. All of them have their pros and cons so how does one know which ones are working best?

A March 2018 report, "When Collective Impact has an Impact: A Cross-site Study of Twenty-Five Collective Impact Initiatives,"¹ has also given an insight as to why CUC2C is reassessing to make more impactful progress. The report only evaluated sites that had been in existence at least ten years. Although they found that the maturity levels of the initiative varied widely, their key finding is that "the role of collective impact initiatives in contributing to population change alongside other efforts or enablers is a critical and valuable aspect of social change."¹

The report identified what commonalities between the initiatives led to large-scale success. It encapsulated those commonalities into the two rubrics below: (a) *Principles of Practice*; and (b) *the Stages of CI Maturity*.

¹ "When Collective Impact Has an Impact: A Cross-site Study of 25 Collective Impact Initiatives"
<https://collectiveimpactforum.org/blogs/700/new-research-study-when-collective-impact-has-impact>

Stages of Collective Impact Progress	
<p>Early Changes Changes to community environment that lay the foundation for systems and policy changes like awareness of the issue, increased partnership quality and collaboration.</p> 	
 <p>Systems Changes Changes to core institutions within initiative's geographic area that (1) may be formalized and likely to sustain or inform experiments that could lay the groundwork for future formalized changes, and (2) may happen in a single organization, in multiple organizations with a common purpose (both in issue area and sector), or in multiple organizations with multiple purposes.</p>	
<p>Population Changes Changes in the target population of the initiative, which may be specific people within specific systems, geographic areas, or specific needs.</p> 	

Collective Impact Principles of Practice

- Design and implement the initiative with a priority placed on **equity**.
- Include **community members** in the collaborative.
- Recruit and co-create with **cross-sector** partners.
- Use data to continuously **learn, adapt, and improve**.
- Cultivate leaders with unique **system leadership** skills.
- Focus on program and **system strategies**.
- Build a culture that fosters **relationships, trust, and respect** across participants.
- Customize for **local context**.

collectiveimpactforum.org



For the last five years, CUC2C has estimated kindergarten readiness – yes, estimated – because the school districts did not use the same assessment tool. The state of Illinois has finally instituted a mandatory kindergarten assessment, KIDS and the results from the Fall 2017 kindergartners were made available in August. This is good news #1.

The bad? CU scores are lower than the CUC2C's estimates. In Champaign Unit 4, the kindergartners surveys average 22% while in Urbana 116, the kindergartners averaged 16%. However, the state average is 24%; meaning Illinois as a state is not addressing the needs of children before they enter kindergarten.

Knowledge is power (good #2). As Bev Baker, the United Way chair of the CUC2C Kindergarten Readiness team said in a recent News-Gazette article, "(this data) should be a catalyst for our communities and our families so that all children can be ready for that first day." Early intervention (0-3) needs to become a community priority.