



CRADLE TO CAREER

Pima County's Partnership for Graduation and Beyond

CHARTING OUR COURSE



BASELINE REPORT
JANUARY 2016



CRADLE TO CAREER

Pima County's Partnership for Graduation and Beyond

Dear Friends and Colleagues,

Preparing our children for the future is one of the most important goals we have as a community. However, many of our children face roadblocks and obstacles that can have a significant effect on their chances for success later in life. This is not good for them or for our community. It's our duty as parents and community members to work together to help overcome these obstacles, and to enhance the potential for success for our children and our community as a whole.

There are multitudes of programs and initiatives provided by schools and community organizations that help our children overcome obstacles. All work toward the same end result — to help students achieve. The experiences of other communities with challenges very similar to those we face in Pima County indicate that these efforts can be more effective if they are more coordinated.

What if these efforts could be organized in a way that puts us all on the same page? What might that look like? We think it would look a lot like success. This kind of approach gives our children a better shot at success in life. It helps prepare them for entering the workforce and can have a positive effect on our economy and community.

Through the Cradle to Career Partnership we create stronger collaboration in education as we unite key stakeholders around system changes designed to yield improved outcomes. Community and business leaders, school administrators, parents, teachers and students all have the opportunity to unite around a shared vision, goals and results. It starts when a child is born and concludes when that child succeeds in the workforce. Along the way, we measure progress and work to make sure goals are being met. If they are not, we identify opportunities to improve and resources to support students so they may get back on track.

We collect data that helps inform best practices for helping students. We stimulate the sharing and spreading of those best practices. We select the right community partners and the right talent for the right roles. We hold ourselves accountable.

The future of our children and our community depends on continuously improving results. We ask you for your support by staying engaged and getting involved in the process. Visit our web site at www.c2cpima.org for updates, and see how the work we embark on in the coming months and years moves the needle of success for our children and young adults.

We thank you for your support.

Sincerely,



Vicki Balentine
Co-Chair



Jon Kasle
Co-Chair

Vision

Successful Children...Engaged Community...Thriving Economy

Mission:

To prepare every child in Pima County for success in school and life, ensuring the economic vitality of our community.

Goals:

- Every child is prepared for school.
- Every child succeeds in school.
- Every youth graduates from high school ready for college and career.
- Every youth who is not in school or work reconnects to education and career pathways.
- Every youth can attain a post-secondary credential leading to a career that can sustain a family.
- Every youth is prepared for a career.

WHAT IS THE CRADLE TO CAREER PARTNERSHIP?

Cradle to Career (C2C) is a partnership that believes in setting higher expectations in order to improve educational and life outcomes for all young people living in Pima County. It's a partnership that brings together resources, courageous leadership and innovation from throughout the community to help students improve in key benchmarks along their pathway to adulthood. The partnership does this through focused data-driven action to improve performance and the scaling of effective practice by aligning resources for what works.

Leadership Council

Vicki Balentine, Co-Chair

Education Consultant

Jon Kasle, Co-Chair

VP, Communications and External Affairs
Raytheon

Linda Arzoumanian

Superintendent
Pima County Schools Superintendent's
Office

David Baker

Superintendent
Flowing Wells Unified School District

Jessica Brisson

Senior Director, SE Regional Area
First Things First

Collette Brown

Community Development Manager
Freeport McMoRan

Melinda Cervantes

Director
Pima County Public Library

Andrew Comrie

Provost
University of Arizona

Debbi Embry

President & CEO
Tucson Urban League

Francisco Garcia

Director of Public Health
Pima County Health Department

Bernadette Gruber

Education Domain Director
4Tucson

Steve Holmes

Superintendent
Sunnyside Unified School District

Barry Julian

University Development Tucson
Representative
Grand Canyon State University

Dave Keller

President St. Augustine High School
Principal Our Mother of Sorrows

Lee Lambert

Chancellor
Pima Community College

Jennifer Lohse

Program Director
Tucson Foundations

Erin Lyons

CEO
Child Parent Centers, Inc.

Clinton Mabie

President & CEO
Community Foundation of Southern Arizona

Lea Marquez-Peterson

President & CEO
Tucson Hispanic Chamber of Commerce

Doug Martin

President & General Manager
Good News Radio Broadcasting

Ronald Marx

Dean of College of Education
University of Arizona

Stu Mellan

President & CEO
Jewish Federation

Patrick Nelson

Superintendent
Amphitheater School District

Tony Penn

President & CEO
United Way of Tucson and Southern
Arizona

Kathleen Quigley

Presiding Judge
Pima County Juvenile Courts Center

Jonathan Rothschild

Mayor
City of Tucson

HT Sanchez

Superintendent
Tucson Unified School District

Eric Schindler

President & CEO
Child & Family Resources

Joseph Snell

President & CEO
Sun Corridor Inc.

Betty Stauffer

Executive Director
Literacy Connects

Alan Storm

Superintendent
Pima County JTED

Manuel Valenzuela

Superintendent
Sahuarita Unified School District

Michael Varney

President & CEO
Tucson Metro Chamber

Mark Vitale

Campus Director
University of Phoenix

Jenny Volpe

Executive Director
Make Way for Books

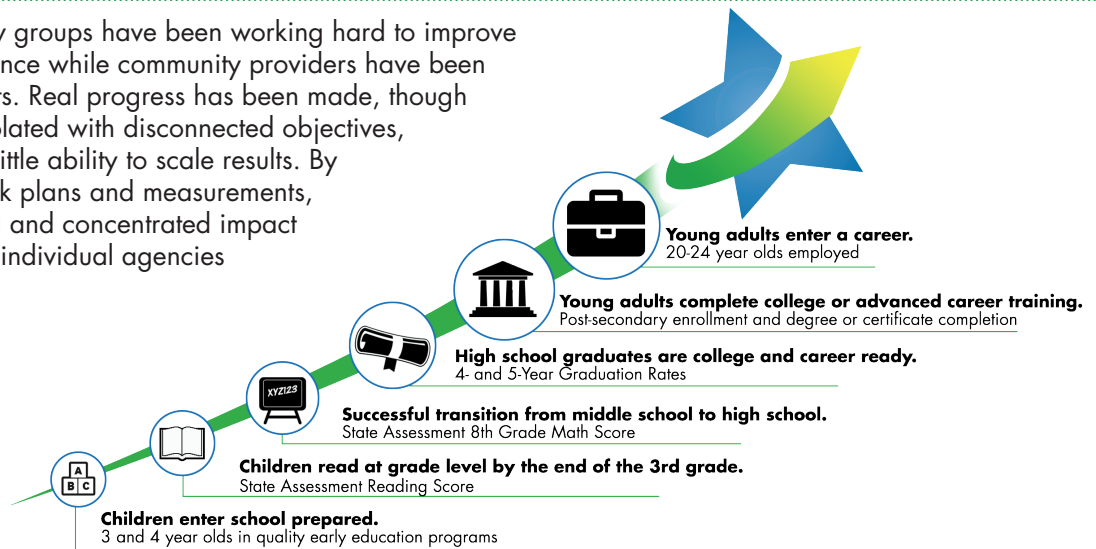
Backbone Organization

United Way of Tucson and Southern Arizona



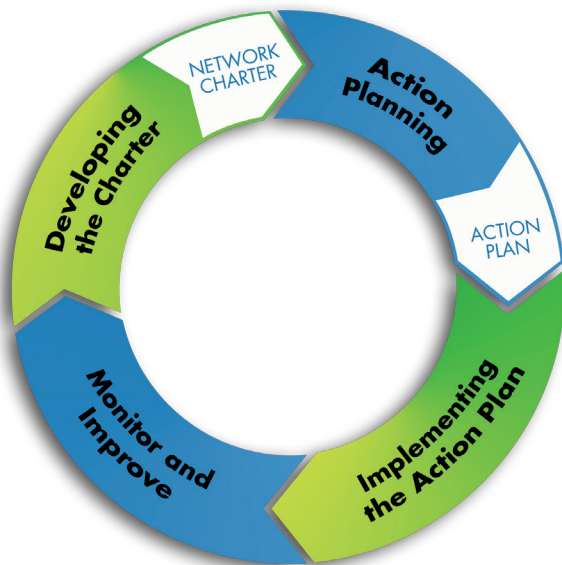
A Rigorous Approach

For years, education advocacy groups have been working hard to improve student learning and performance while community providers have been offering non-academic supports. Real progress has been made, though much of the work has been isolated with disconnected objectives, measurement and action and little ability to scale results. By aligning goals, resources, work plans and measurements, we are creating a coordinated and concentrated impact that would not be possible for individual agencies to achieve on their own.



To establish a foundation upon which we can build, C2C identified and selected outcomes that measure important student academic achievement milestones. An understanding of these data gives our community the opportunity to measure gains and address shortfalls throughout our region.

Working through its Change Networks, C2C uses relevant data to inform decision making in our region so that all students have access to the education and community-based resources they need to succeed. We are moving away from the old way of using arbitrary data as a hammer and instead using relevant data as a flashlight that guides resources and investments.



Change Networks are groups of stakeholders, practitioners, and experts working collaboratively to initiate and sustain strategies using data for continuous improvement organized around each benchmark of the cradle to career continuum.

Conditions of Success

Achieving large-scale change, also known as Collective Impact, involves five key conditions of success:

1. Common Agenda

All participants have a **shared vision for change** including a common understanding of the problem and joint approach to solving it through agreed-upon actions.

2. Shared Measurement

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

3. Mutually Reinforcing Activities

Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action.

4. Continuous Communication

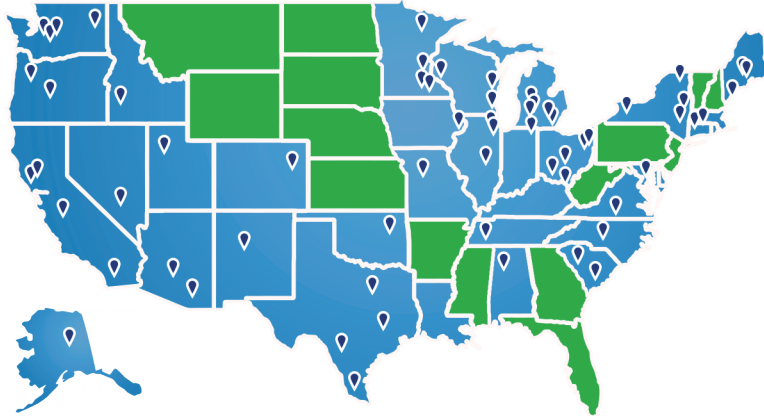
Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.

5. Backbone Organization

Creating and managing collective impact requires a dedicated staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies.**

A National Movement with Proven Results

C2C is part of StriveTogether's national Cradle to Career Network. It has met a rigorous set of benchmarks to earn its membership as an emerging partnership in this national network. The StriveTogether framework provides C2C with strategic assistance that helps build on opportunities, solve issues, and overcome challenges.



32 STATES
+DISTRICT OF
COLUMBIA

4

Principles of StriveTogether's Theory of Action

- Engage the community
- Focus on eliminating locally defined disparities
- Develop a culture of continuous improvement
- Leverage existing assets

Continuous Improvement

To be most effective, data must be actionable and utilized to influence decision-making that ultimately improves student performance. One way that data translates into action is through continuous improvement processes. These processes involve the ongoing effort to use local data in a disciplined manner to improve efficiencies and effectiveness of processes and actions leading to "learning fast to implement well."



Why it Matters

Educational attainment is closely connected to our community's overall economic and social health. The young people of Pima County are our largest opportunity to invest in our future. In order to have the best returns, this investment needs to start well before young adults are preparing to enter the workforce.

Economic Benefits

Increasing employment rates and earnings will lead to more annual spending and investing in our community. These economic benefits will contribute to family stability and decreased numbers of community members who have to depend on public services.

Prepared Workforce

Providing a well-prepared workforce ready to take on the challenges of the growing number of careers requiring advanced training and technical skills will attract innovative new businesses to Pima County contributing to more job opportunities.

Safer Community

Ensuring our young people are supported throughout the cradle to career continuum culminating in a post-secondary credential and career is a powerful tool in combating poverty and crime, creating a safer community for all.

Community Enrichment

Experiencing success in school and life empowers our young people allowing them to break the often intergenerational cycles of poverty and poor health and motivates them to contribute to their community through service and civic engagement ensuring the vitality of our democracy.

Source: Everyone Graduates Center, John Hopkins University

How would our community benefit if half of high school dropouts had graduated?

- \$27 million in increased earnings over an average year
- \$6.5 million in additional earnings for investment
- \$65 million in increased home sales by the midpoint of their careers
- \$35 million in economic growth due to additional earnings spent in the community
- \$2.6 million in increased tax revenue during an average year

"Education and the Economy," Alliance for Excellent Education, 2011.

Figures based on class of 2010 and reflect rounded estimates of gross benefits to the state economy.



On the following pages, we present the educational landscape of Pima County as it is today – the most recent data available on core indicators. We need to know where we stand in order to get to where we want to be. The data shared in this report is both sobering and encouraging. While many of our students are performing very well, too many are not achieving the academic milestones that are critical for future success. But, their story does not need to end there. C2C is committed to using data to make meaningful and lasting changes in the lives of our young people. With strong leadership, community engagement, and business partnerships, we will continue to identify trends, align priorities, and increase resources to support all of Pima County's students making our community better for all.

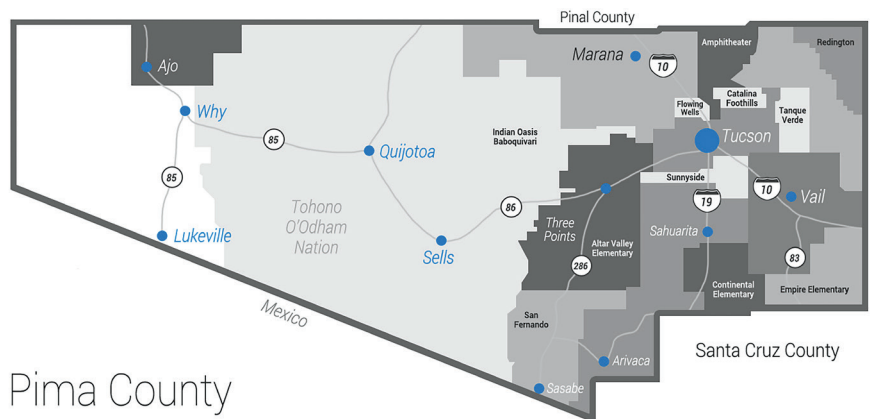
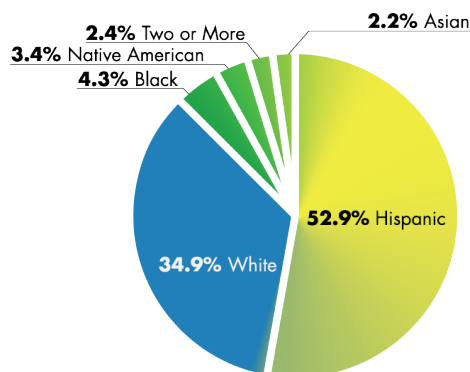
Who are we?

Pima is the second largest county in Arizona (by population) and home to almost 15% of the state's residents. There are **343,000** children, youth, and young adults (0-24 years) who will benefit from the Partnership.

Source: US Census Bureau, 2014 American Community Survey 1-year Estimates

- 16** Elementary and Unified School Districts
- 3** Regional Districts
- 70+** Charter schools and districts
- 1** State Operated School

Students in K-12 Pima County 2014



Source: Arizona Department of Education (ADE) via Read On Arizona

Cradle to Career serves a diverse population. Of the over 151,000 students who were enrolled in K-12 in 2014, approximately 52.9% (80,100) were Hispanic and 12.2% (18,550) are other students of color.

Poverty is one of the biggest obstacles to academic success children in Pima County are facing – **28.7%** of children, youth and young adults (0-24 years old) are living in poverty. The effects on students' success are due to several factors – health problems, poor nutrition, residential instability, stress, and lack of access to educational activities and materials – but all contribute to difficulties in school. Children and youth from low-income families have lower test scores in core subjects and are likely to complete fewer years of schooling. If these students are not effectively supported, they risk experiencing life-long poor outcomes.

Eliminating disparities not only needs to take place in our schools, but also in our judicial system where important work has begun. In four of the past five years (with the exception of 2011), Pima County's youth-of-color (that is, Black, Hispanic, or Native American youth) had statistically significant higher rates of referral than White (non-Hispanic) youth. Such disparities have immense implications for youth-of-color.

Source: Pima County Juvenile Court Center

Source: US Census Bureau, 2014 American Community Survey 1-year Estimates

Equity

Given the diversity of our community, it is important to acknowledge that students come with different challenges, needs, and histories. Often the resources and opportunities needed to succeed do not look the same for every child. Educational equity will be achieved when a student's background or individual characteristics do not interfere with academic achievement or increase their likelihood of poor outcomes. Working towards fairness and justice for every student will not be easy, but is one of the most important undertakings of C2C.



Focusing on Success

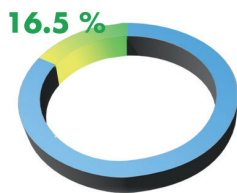


Kindergarten Readiness

Our Aspiration: Every child is prepared for school.

Core Indicator: Percent of 3- and 4-year-olds enrolled in a high quality early education program

This indicator was selected in the absence of a state-wide assessment for kindergarten readiness. Once an assessment is available in Pima County, this core indicator will change.



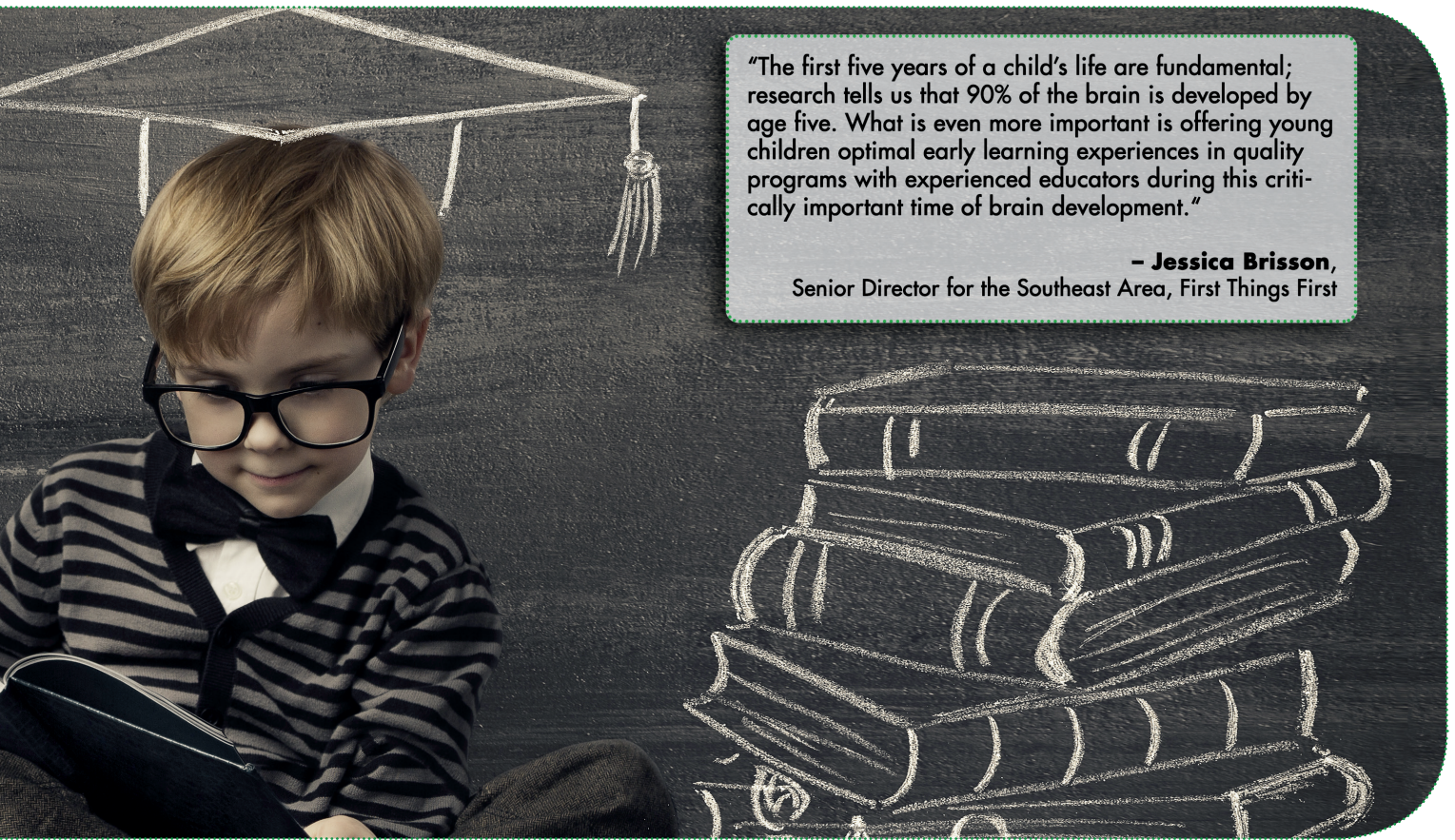
- Enrolled in High Quality Education Program
- Not Enrolled in High Quality Education Program

The Challenge We Face

Only 16.5% (4,035) of 3- and 4-year-olds in Pima County are enrolled in a quality early education program. That's approximately 20,400 preschoolers who are at risk for not being ready for kindergarten.

Quality early education programs are defined here as either Head Start programs or those programs with a 3, 4, or 5 star rating in the statewide quality rating system, Quality First.

Source: Self-reported child care provider data provided by First Things First in July, 2015 (excludes protected tribal data) and Child Parent Centers, Inc.



"The first five years of a child's life are fundamental; research tells us that 90% of the brain is developed by age five. What is even more important is offering young children optimal early learning experiences in quality programs with experienced educators during this critically important time of brain development."

– Jessica Brisson,
Senior Director for the Southeast Area, First Things First

Why It Matters

Children are best prepared for school success when they enter kindergarten eager to learn with a strong of cognitive and social skills. Attending high-quality early education programs not only increases the likelihood that children are adequately prepared for school, but also starts them on a path to educational and career success. Enrollment in high-quality programs prior to kindergarten may be particularly beneficial for those children who are already facing challenges early in life. Without early intervention, many of these children will never catch up.

The Approach

C2C chose Kindergarten Readiness as one of three outcomes to prioritize. In November of 2015, First Focus on Kids (FFK), a regional early childhood partnership, became the Kindergarten Readiness Change Network. Members and partners of FFK are committed to increasing the number of children who enter kindergarten prepared and eager to learn. A major component of this work is increasing access to high-quality programs by:

- Working with educators and centers to increase the quality of preschool programs through professional development aimed at increasing the number of teachers with early childhood degrees
- Increasing family engagement and awareness of the importance of early childhood education for later school success
- Ensuring children are healthy and able to attend early education programs
- Advocating for increased resources and affordable quality early education



Early Grade Literacy

Research has found that children's early literacy skills are related to their economic backgrounds. In fact, by age 4, children from high-income families are exposed to 30 million more words than children from low-income families. These early differences during critical language development have long-lasting effects on children's later performance in school.

Source: Hart, B., & T.R. Risley. 2003. "The Early Catastrophe: The 30 Million Word Gap by Age 3."

Our Aspiration: Every 3rd grader performs at or above grade level in Language Arts.

Core Indicator: Percent of 3rd graders passing Language Arts state standards

Arizona State Board of Education adopted a new statewide achievement test, AzMERIT (Arizona's Measurement of Educational Readiness to Inform Teaching), in November 2014 that was implemented in the spring of 2015. Test scores are frequently lower in the first year when changing assessments.

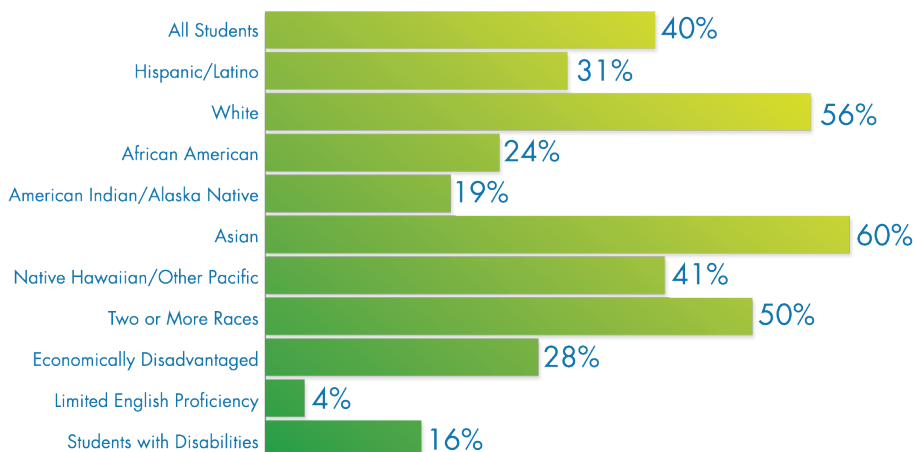
The Challenge We Face

Only 40% of 3rd graders in Pima County are proficient in reading and writing.

Why It Matters

Reading at grade level in elementary school is one of the strongest predictors of later academic achievement. Students who are not reading proficiently by the end of 3rd grade are at an increased risk of falling even further behind and not graduating from high school.

Percent Passing 3rd Grade Language Arts



Source: ADE

"Whether or not a child reads successfully by the end of third grade could be the difference between that child dropping out of school or graduating, struggling to make ends meet or contributing positively to our economy, or between going to prison or becoming a future community leader. Early literacy is that serious. Cradle to Career is the start to creating large scale impact to increase literacy skills."

– **Jenny Volpe**, Executive Director, Make Way for Books





Photo courtesy of Make Way for Books

Less than half of all 3rd graders are passing Language Arts. Regardless of the assessment used, it is clear there are inequities in the system. Lower percentages of Hispanic/Latino, African American/Black, and American Indian/Alaska Native students passed as compared to their White and Asian peers.

The Approach

Although C2C has not yet prioritized this outcome, the Partnership is interested in learning from work already happening in the community including:

- Effective practices at schools where higher percentages of children are passing state literacy standards.
- The Kinder Reading Seed Project at Keeling Elementary in the Amphitheater District. Through analysis of DIBELS scores, the Reading Seed program managed by Literacy Connects showed that while all struggling readers paired with a Reading Seed volunteer coach demonstrated at least 30% gains over the school year, kindergarteners in the program showed 70% greater gains than participating 1st through 3rd graders. Keeling Elementary is studying the effects of having every kindergartener participate in Reading Seed.
- A collaborative project in 12 neighborhoods where multiple programs and services are coming together to improve language and literacy skills in the birth to five age span with a particular focus on family engagement through the Raising a Reader program managed by Make Way for Books.

Middle School Math

Our Aspiration: Every 8th grader performs at or above grade level in math.

Core Indicator: Percent of 8th graders passing math state standards

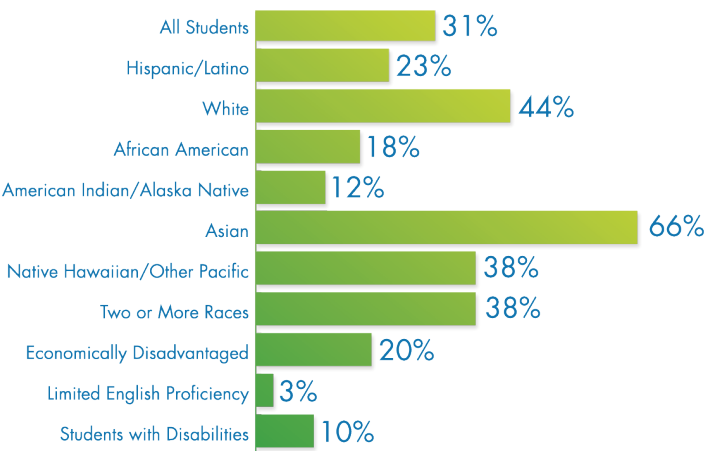
The Challenge We Face

Only 31% of 8th graders are proficient in math.

Why It Matters

The middle school years are a period of transition as students navigate new social challenges and increased academic demands. One of the most important areas of academics during this time is mathematics. Students who are performing at grade level in 8th grade are more likely to have a successful transition to high school leading to graduation, a post-secondary credential, and preparedness for the workforce.

Percent Passing 8th Grade Math



Source: ADE

Results from eighth-grade math tell a similar story as third-grade literacy. Less than one-third of all 8th graders performed at a passing level with fewer Hispanic/Latino, African American/Black, and American Indian/Alaska Native students passing than their White and Asian peers.

The Approach

The Partnership is eager to learn best practices from other Strive Together communities that might be tried locally as well as build on existing programs that create new opportunities to help students succeed. Strategies to effectively recruit and retain quality math teachers is another consideration.

High School Graduation

Our Aspiration: Every youth graduates from high school ready for college and a career.

Core Indicator: Percent of students graduating in 4 and 5 years

A high school diploma does not ensure college readiness. 81.7% of new students to Pima Community College need at least one developmental education (remedial) course.

Source: Pima Community College

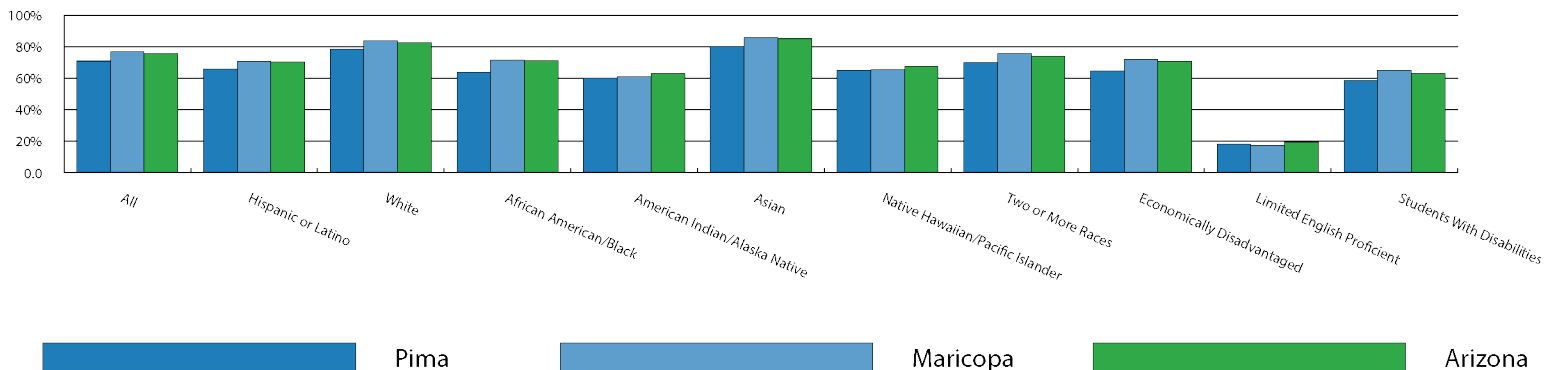
The Challenge We Face

In 2014, **70.9% of high school seniors in Pima County graduated on time** and an additional **6.1% graduated within 5 years**.

Why It Matters

Students who graduate from high school have higher lifetime earnings, better health outcomes, and are less likely to engage in crime compared to their peers who do not graduate.

4-Year Graduation Rates 2014



Additional Percentage of Students Graduating in 5 Years in Pima County

| All | Hispanic or Latino | White | African American/Black | Asian | Native American | Two or More Races | Economically Disadvantaged | Limited English Proficient | Student with Disabilities |
|------|--------------------|-------|------------------------|-------|-----------------|-------------------|----------------------------|----------------------------|---------------------------|
| 6.1% | 8.0% | 3.4% | 7.2% | 4.6% | 7.5% | 6.5% | 7.8% | 10.1% | 9.5% |

Graduation rates in Pima County are lower for all groups compared to Maricopa County and the state of Arizona.

The graduation rate for students with limited English proficiency is 53 percentage points lower than the overall rate.

"When leaders in organizations, from different public and private sectors, come together with intentionality and ongoing commitment, to identify what they have in common, and invest their shared knowledge, time and resources, meaningful outcomes will emerge that benefit the entire community."

- **Dr. Manuel O. Valenzuela**,
Superintendent, Sahuarita Unified School

2014 High School Graduation Rates for C2C Partner Schools

| | # of Students in Cohort | 4-Year Graduation Rate | Additional % Graduated in 5 Years | % of Economically Disadvantaged Students |
|-------------------------------------|-------------------------|------------------------|--------------------------------------|---|
| Flowing Wells School District | | | | |
| Flowing Wells | 324 | 90.1% | 0.0% | 57.4% |
| Sentinel | 38 | 52.6% | 31.7% | 57.9% |
| Tucson Unified School District | | | | |
| Catalina | 208 | 66.8% | 10.2% | 66.3% |
| Cholla | 333 | 79.9% | 6.3% | 68.2% |
| Palo Verde | 197 | 74.5% | 10.2% | 61.5% |
| Project MORE | 49 | 32.7% | 41.1% | 42.9% |
| Pueblo | 276 | 73.9% | 8.0% | 68.5% |
| Rincon | 275 | 78.6% | 6.2% | 55.3% |
| Sabino | 285 | 94.4% | 2.1% | 8.4% |
| Sahuarito | 455 | 90.6% | 3.3% | 31.0% |
| Santa Rita | 209 | 76.1% | 3.4% | 45.5% |
| Teenage Parent Program | 43 | 23.3% | 22.7% | 62.8% |
| TUSD Distance Learning | 73 | 9.6% | 6.4% | * |
| Tucson High | 590 | 85.8% | 3.8% | 48.3% |
| University | 226 | 100.0% | - | 19.9% |
| Sunnyside School District | | | | |
| Desert View | 410 | 77.1% | 6.3% | 68.0% |
| S.T.A.R. Academy | 188 | 31.9% | 30.2% | 33.0% |
| Sunnyside Online Success Academy | 20 | 15.0% | 0.0% | * |
| Sunnyside High School | 496 | 80.9% | 3.8% | 70.4% |
| Sahuarita School District | | | | |
| Sahuarita | 194 | 85.6% | 3.1% | 33.0% |
| Walden Grove | 199 | 86.9% | 3.5% | 25.6% |

In many schools with a large percentage of economically disadvantaged students, graduation rates are lower.

Note: Schools with suppressed data due to small student numbers are not included.

The Approach

When students struggle to be successful, it is not individual failures of parents, teachers, or schools; rather it is the result of a misaligned system. This is a complex issue and increasing graduation rates across Pima County will require multiple approaches.

One approach currently in progress is the Community Schools Initiative. Community schools are school-based resource hubs that offer programs to students and community members before, during and after school hours, including summer months and weekends. Local partners are working together to ensure integrated support in academics, health, social services, youth development, and community engagement. (Community schools are in **bold** in the table above.)

Research shows that this site-based model leads to increased school attendance, higher graduation rates, enhanced family engagement in student education, and improved post-graduation success. Families accessing these bundled services also experience greater economic mobility.

Re-engagement of Opportunity Youth

Our Aspiration: Every youth who is not in school or work reconnects to education and career pathways.

Core Indicator: Percent of 16-24-year olds NOT connected to school or work

The Challenge We Face

14.7% of 16-24 year-olds (20,540) are not in school or working. That’s enough students to fill 17 high schools.

Why It Matters

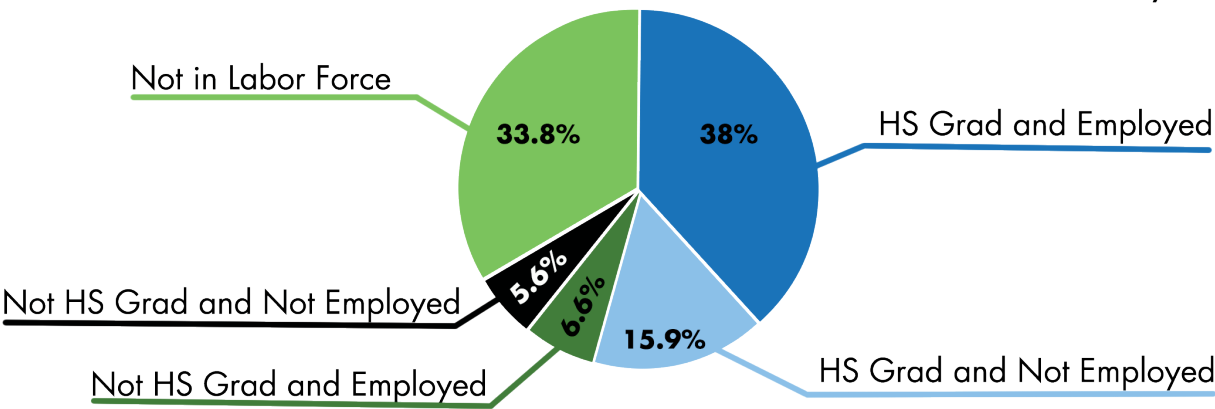
Ensuring students in Pima County finish high school and attain a post-secondary credential that leads to a career has wide-spread economic and social benefits for those students, as well as our community. One opportunity youth has an annual social burden of \$37,450 and will accumulate a lifetime burden of \$759,900. The full life social burden for the 2015 cohort of 20,540 opportunity youth in Pima County is approximately \$769,000,000.

Source: Belfield, Levin, & Rosen, *The Economic Value of Opportunity Youth*, 2014.

| | 2012 | 2013 | 2014 | 2015 |
|--|--------|--------|--------|--------|
| % of Youth Not in School and Not Working (ages 16-24) | 13.8% | 14.6% | 14.2% | 14.7% |
| Number of Youth Not in School and Not Working (ages 16-24) | 18,145 | 18,630 | 18,985 | 20,540 |

Source: Opportunity Index, <http://opportunityindex.org/#6.00/33.839/-103.635/Pima/Arizona>

Breakdown of 16 -19 Year Olds Not Enrolled in School Pima County, 2014



Total youth **not enrolled** in School = **8,099**

Source: US Census, American Community Survey, 1-year Estimates

The Approach

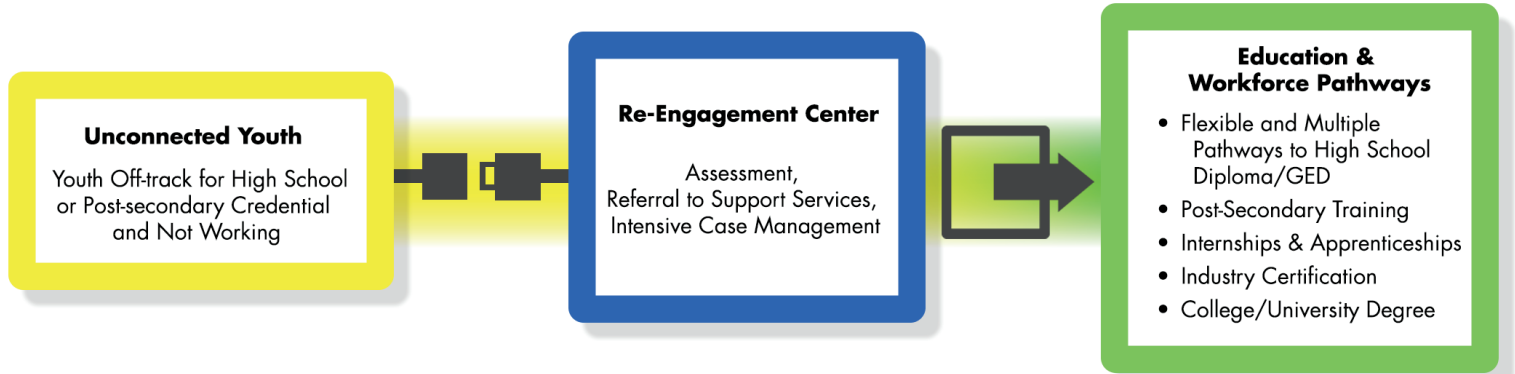
As the **Re-Engagement Change Network**, Youth on the Rise (YOTR), works to re-engage opportunity youth using the following strategies:

- Coordination of services
- Development of Re-engagement Centers (RECs)
- Actively including the voices of opportunity youth in our community
- Shared data systems



Photos courtesy of United Way, TUSD and Pima JTED

Strategy of Re-engagement



Who are Opportunity Youth?

Traditionally called “disconnected youth,” this term does not accurately reflect the complexity of the challenges that these young people face and their desire to re-engage. They are youth ages 16-24 years old who at some point in this age span were not connected to school or work. Most youth who find themselves out of school and unemployed have meaningful relationships with people and organizations in their community, but there is a lack of opportunity due to the disconnectedness among those resources. Because of this misalignment of support networks, the use of the term opportunity youth has gained momentum to highlight the need to increase the opportunities available for these youth.

Post-secondary Education (PSE) Success

Our Aspiration: Every youth can attain a post-secondary credential leading to a career.

Core Indicators:

- Percent of students who enroll in a PSE institution
- Percent of students who obtain a PSE credential

The Challenge We Face

In Pima County, **46.1%** of high schoolers who graduated in 2014 enrolled in a post-secondary education institution the fall after graduation.

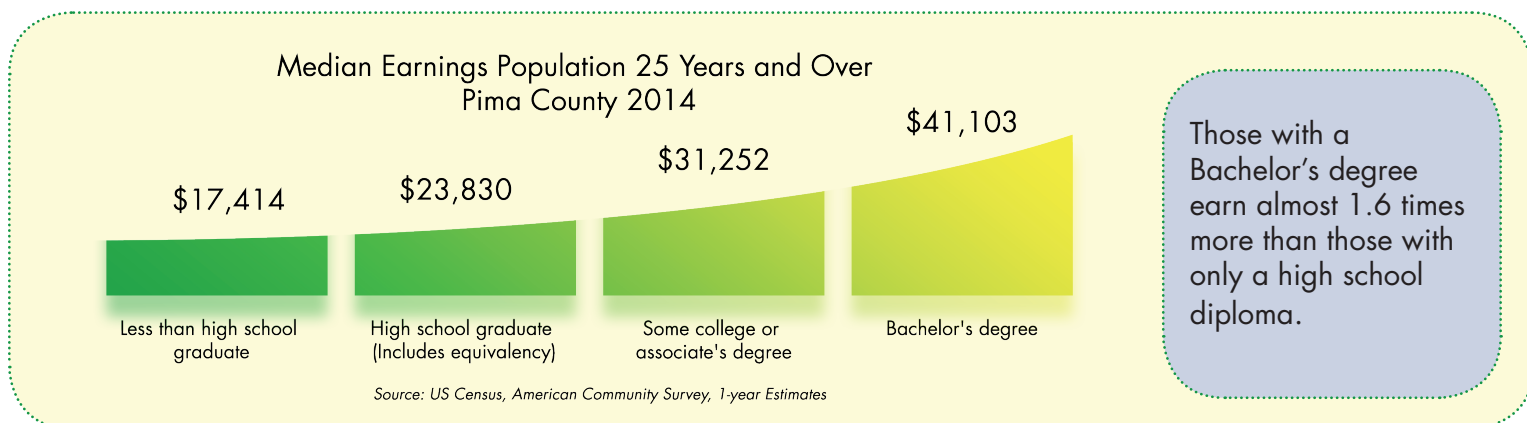
Out of students who graduated from high school in 2008, **28%** completed either an Associate's or Bachelor's degree within 6 years.

Source: Arizona Board of Regents; Excludes schools that did not report total number of 2013-2014 graduates or could not report data to maintain student confidentiality

Why It Matters

By 2018, 61% of all jobs in Arizona will require some post-secondary training beyond high school. The value of a post-secondary credential is clear, but without adequate support and resources, students often see enrolling in college as out of their reach despite having the motivation to continue their education.

Source: Carnevale, Smith, & Strohl, Projections of Jobs and Education Requirements through 2018, Center on Education and the Workforce, Georgetown University, 2010



The Approach

C2C is interested in working with high schools and post-secondary education institutions to identify and implement strategies that create a clear pathway to college success. Some potential strategies are:

- FAFSA (Free Application For Federal Student Aid) Completion Workshops
- Early College/Dual Enrollment Programs
- Contextualized Classes
- Summer Bridge programs that help students transition from high school to college life

Once students are enrolled, steps must be taken to support students up through the completion of their degree. University and community colleges are already working on strategies to remove the barriers students encounter on their way to graduation. C2C will be seeking opportunities to further collaborate with these institutions, share completion data, and promote promising practices.

Career Attainment

Our Aspiration: Every youth is prepared for a career.

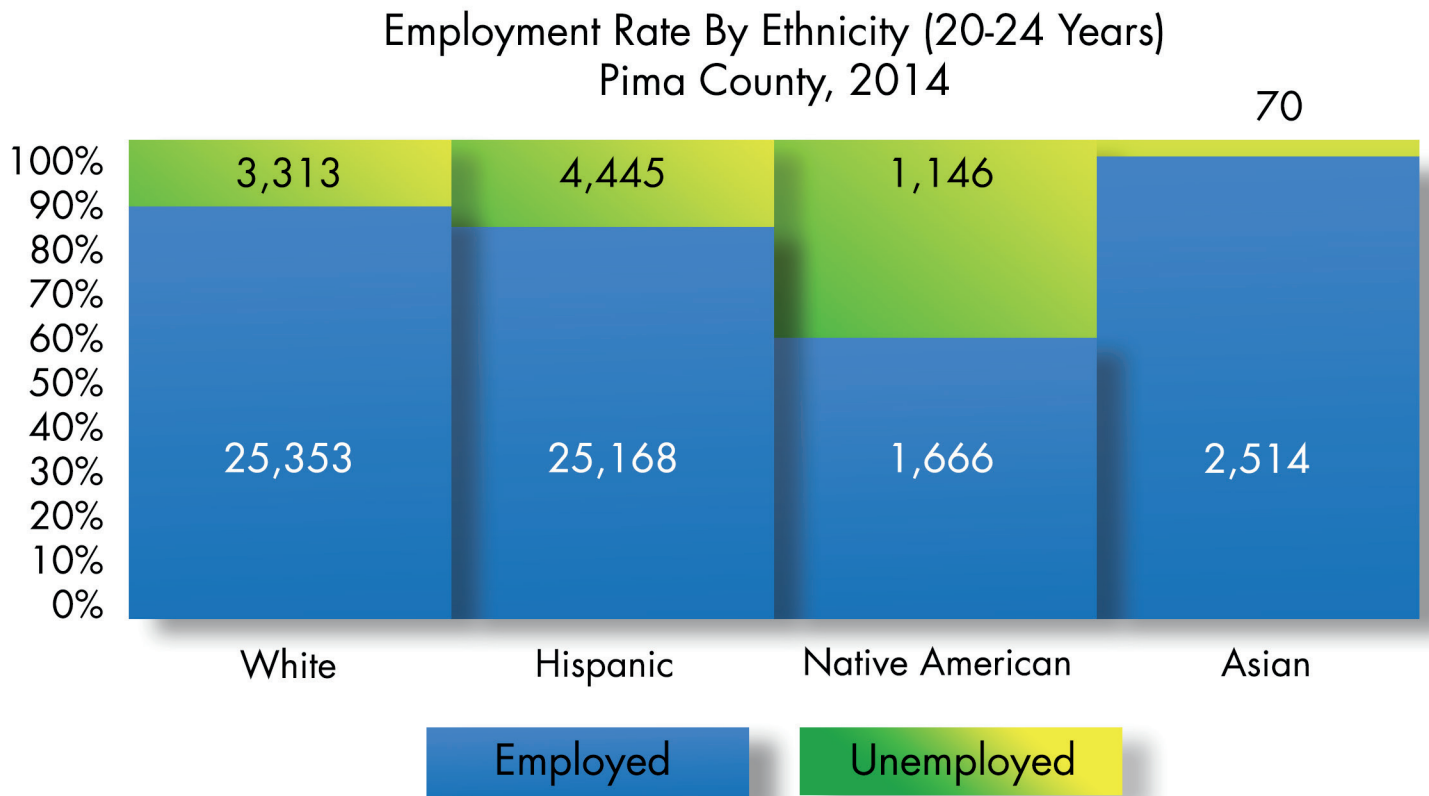
Core Indicator: Percent of 20- to 24-year-olds employed

The Challenge We Face

86.8% of young adults are employed in Pima County. This means that nearly **9,300 young adults are unemployed**, which can just about fill stadium seating at Hi Corbett Field.

The overall unemployment rate in Pima County is 5.1% which is slightly lower than the rate for Arizona (5.7%). However, the unemployment rate for young adults Pima County is substantially higher at 13.2% and is also higher than the state's young adult unemployment rate of 11.6%.

Source: Opportunity Index, <http://opportunityindex.org/#6.00/33.839/-103.635/Pima/Arizona>



Source: US Census Bureau, American Community Survey, 2014



Photos courtesy of Pima JTED, Make Way for Books, Tucson & Sunnyside Unified School Districts

Why It Matters

Stable employment that provides living wages allows young adults to become productive and engaged citizens. Not only does this have implications for the community, but they will also be better able to support themselves, their families and children ensuring future generations continue to succeed from cradle to career.

The Approach

Successfully completing each milestone along the education pipeline will greatly increase the likelihood that young adults will attain meaningful employment and live self-sufficiently. Additionally, to have the best prepared and most competitive work force, students need opportunities for stackable credentials starting in high school through post-secondary education. Career and Technical Programs like those at Pima County JTED are helping students leave high school with a certificate that has value in the labor market and that can lead to post-secondary education pathways. With employers at the center of this conversation, C2C is interested in learning more about the pathways students are taking, the barriers they are facing and in helping bridge gaps between these programs and successful employment.

Our Funders

Community Foundation for Southern Arizona
 Freeport McMoRan, Inc.
 Raytheon
 Tucson Electric Power
 Tucson Foundations
 United Way of Tucson and Southern Arizona
 University of Phoenix

Moving Forward

Like all of our kids, Cradle to Career is a work in progress. We are so excited that the journey has begun. In the near future, look for opportunities to become engaged in the Partnership. Please go to our web site for additional information and opportunities. You can find us at www.c2cpima.org.



CRADLE TO CAREER

Pima County's Partnership for Graduation and Beyond

www.c2cpima.org

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