

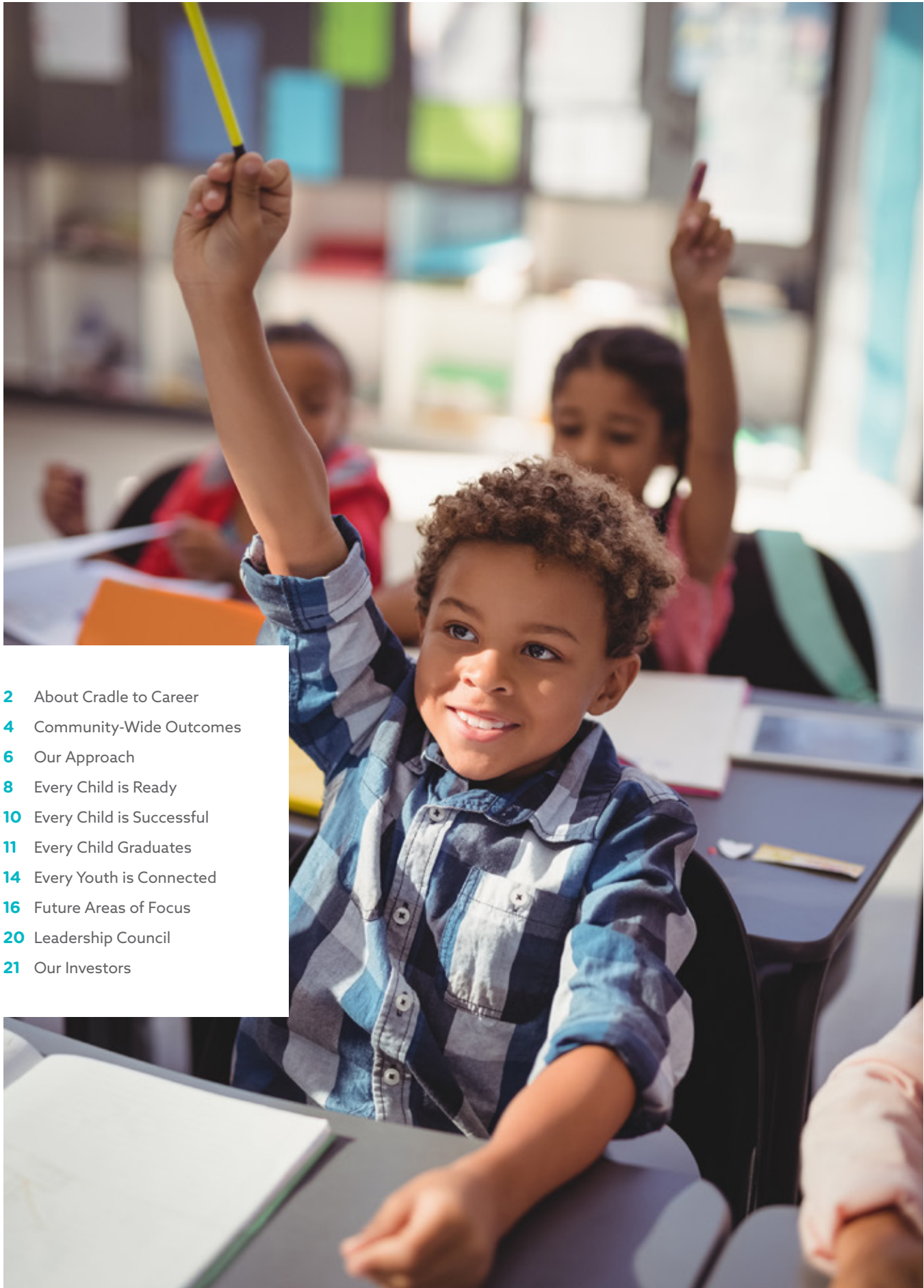


2019 Community Impact Report

Advancing Equity and
Excellence in Education - Chapter 3



CradletoCareer



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Dear Friends,

When The Cradle to Career Partnership was launched in 2016, local education, government, and business leaders set out a vision for a new way of working together that would harness the community's knowledge and expertise to create actionable steps that improve educational outcomes and close opportunity gaps across Pima County. It was then, and is now, a bold and almost unimaginable vision. It was then, and is now, exactly what our Southern Arizona community needs.

We are pleased to bring you our 3rd Community Impact Report since the release of our Baseline Report in 2016. This annual snapshot offers a close examination of our region's progress and the challenges we face. We hope advocates and practitioners working to improve student success see it as a valuable resource for data, insight, and action.

Across the region, we are seeing modest progress in the number of 3- and 4-year olds enrolled in high-quality early childhood programs, as well as high school graduation rates. Despite this progress, racial and ethnic gaps are not closing, and poverty continues to be a barrier for our students, with 27% of children living in poverty in Pima County.

Moving forward, the partnership will put greater emphasis on systems-level change with equity at the forefront of everything we do. There are no shortcuts when it comes to combatting systemic racism and intergenerational poverty. Change of this magnitude takes the collective action of those in and outside of the school system. It requires all of us to root out injustice and not fear what the data may tell us. Let the data be our flashlight in action to find solutions.

We hope you will join us and the Cradle to Career partners in this work.







JON KASLE, CO-CHAIR
VP Communications and
External Affairs, Raytheon

STEVE HOLMES, CO-CHAIR
Superintendent, Sunnyside
Unified School District

AMANDA BROCKMAN
Senior Director, Cradle to
Career Partnership



About Cradle to Career

The Cradle to Career Partnership (C2C) was founded on a simple idea: Those who care about our community's future, from parents and educators to civic leaders and local employers, can accomplish more by working together.

We work to improve education and workforce development systems, changing the odds for children in Pima County so that they don't have to beat the odds. We know that no single program, no matter how effective, can solve all of our community's challenges. That's why we bring together a broad range of partners to identify what works and align time, talent, and resources behind strategies that improve outcomes for children and families. We work from early childhood through employment to help ensure that every student in every school, regardless of race, ethnicity, zip code, or family income, can succeed.

OUR VISION:
Successful Children | Engaged Community | Thriving Economy

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

THE PARTNERSHIP IS DRIVEN BY 5 SHARED GOALS:

- 1



Every Child is Ready for Kindergarten
- 2



Every Child Succeeds Academically
- 3



Every Child Graduates High School
- 4



Every Youth is Connected to School and Work
- 5



Every Young Adult is College and Career Ready



Photo courtesy of Marana Unified School District (MUSD)



Photo courtesy of Marana Unified School District (MUSD)

PARTNERSHIP REGION

Our strength as a community lies in the diversity of our residents and the unique experiences, strengths, and opportunities they bring to the region. The partnership is committed to the future success of our community by ensuring that all children, youth, and young adults ages 0-24 years - nearly 33% of individuals in Pima County - are successful, no matter their background or circumstances.

The Partnership spans all of Pima County in Southern Arizona with on-going collaboration with seven of the region's largest public unified school districts: Amphitheater, Baboquivari, Flowing Wells, Marana, Sahuarita, Sunnyside, and Tucson. Our K-12 population is extremely diverse - 73% are youth of color, speaking 99 primary languages, and coming from 134 countries. The region's students are talented, creative, and have ambitious intentions for their futures.

Our seven partnering districts enroll 68% of all K-12 students in Pima County - if we can support these districts in continuing to identify promising practices using data, build partnerships with other community organizations, and advocate on their behalf, we will have community-wide impact.

What does it mean to live in poverty?

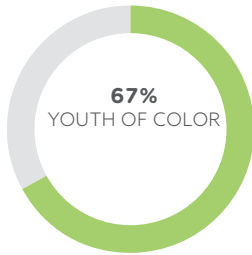
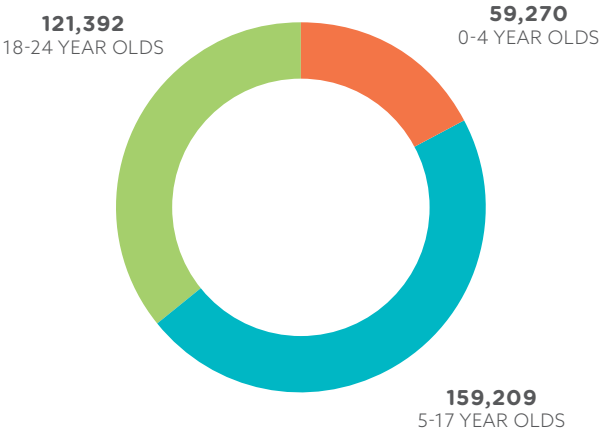
\$22.17

HOURLY WAGE NEEDED TO COVER BASIC LIFE EXPENSES FOR A SINGLE PARENT WITH 2 CHILDREN IN PIMA COUNTY - \$11.17 MORE THAN MINIMUM WAGE.

Ending poverty is not just a matter of getting more people jobs if those jobs do not pay a living wage. If we want a skilled and competitive workforce, our work starts long before a college degree or trade certification; it starts before a child even enters school.

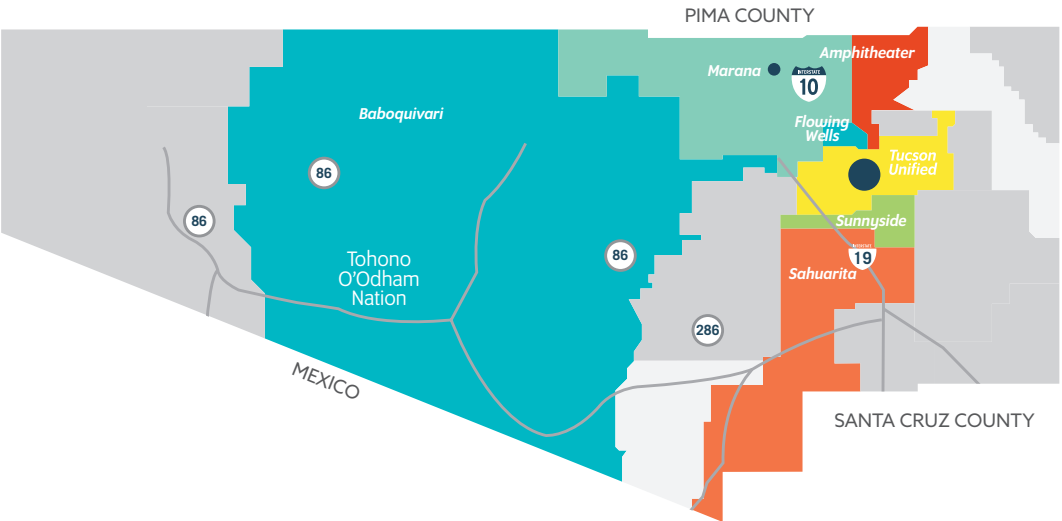
339,871

NUMBER OF CHILDREN, YOUTH, AND YOUNG ADULTS IN PIMA COUNTY



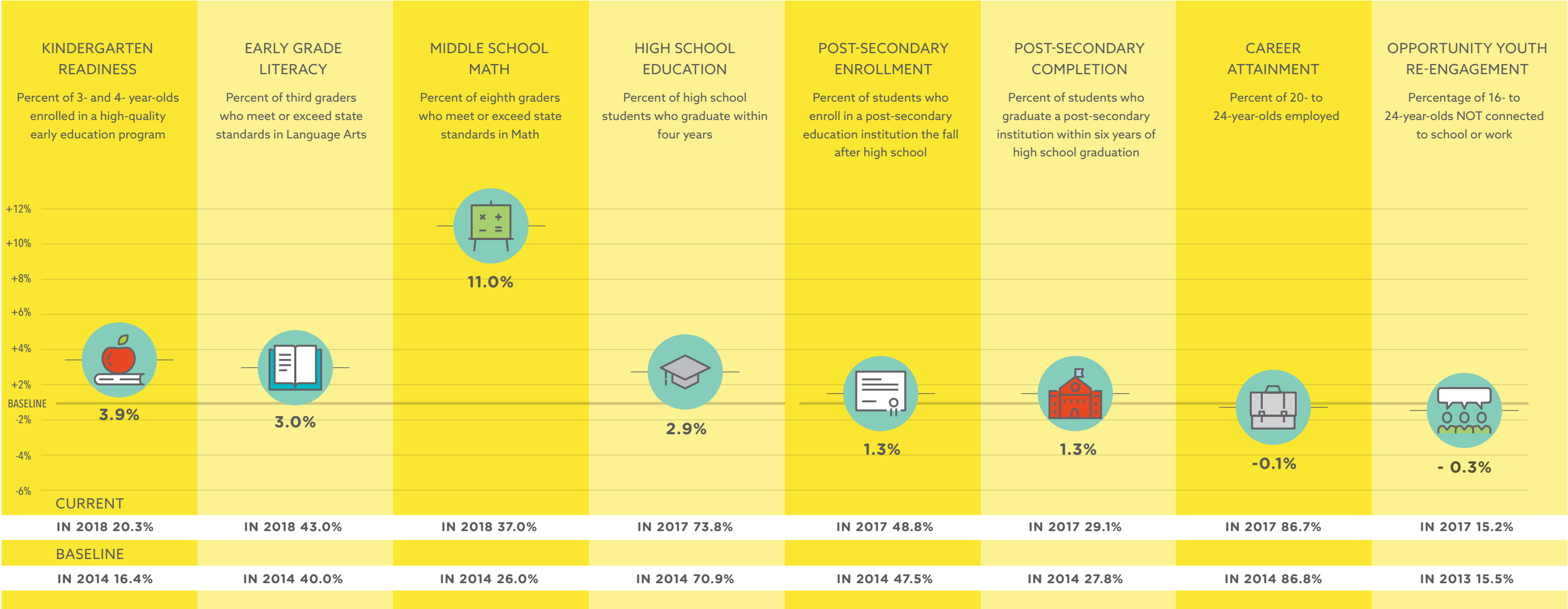
145,681

K-12 STUDENTS IN CRADLE TO CAREER PARTNERSHIP SCHOOLS



Community-Wide Outcomes

Cradle to Career tracks data on eight core outcomes that paint a broad picture of how Pima County is doing. The partnership selected these outcomes as measures of our collective progress toward shared results. This scorecard provides a 10,000-foot view of our community's progress on seven critical milestones of development with a focus on the re-engagement of Opportunity Youth as an additional measure. Compared to baseline¹ numbers, we have made progress on six outcomes, which demonstrates the hard work of our community partners. Yet, the rate of change and the persistence of disparities for students of color tell us our work is far from done.

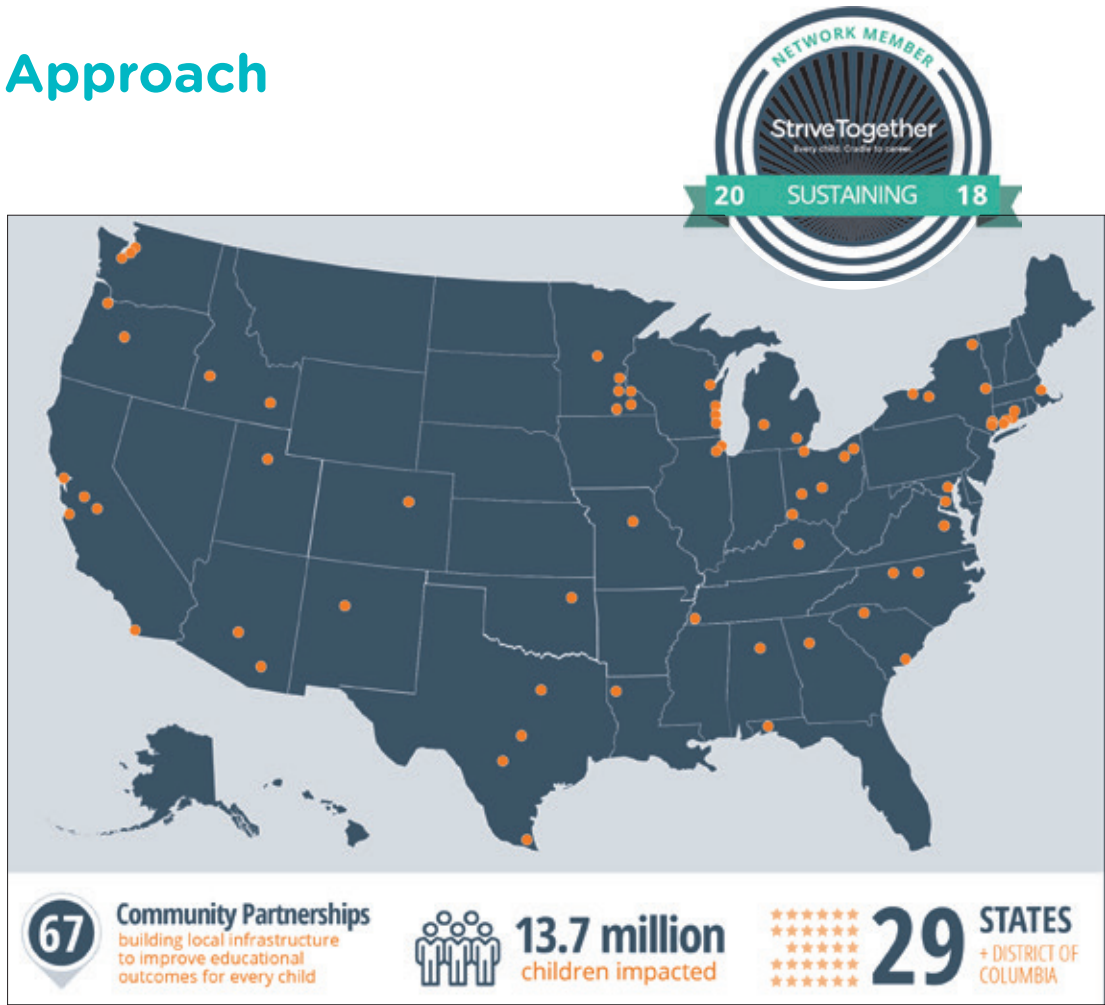


DATA DASHBOARD

To see more, including data on disaggregated sub-groups, visit the Data Dashboard. You can also look at how outcomes and demographics have shifted since 2014. c2cpima.org/data

1. Baseline years differ due to change in assessments and data availability. Current data is based on most recent data available and may vary across outcomes. Data sources listed on outcome pages.

Our Approach



COLLECTIVE IMPACT

The Cradle to Career Partnership is a member of the StriveTogether Cradle to Career Network. StriveTogether is a national movement with a clear purpose: helping every child succeed in school and life from cradle to career, regardless of race, zip code, or circumstance. In partnership with nearly 70 communities across the country, StriveTogether provides resources, best practices, and processes to give every child every chance for success.

FRAMEWORK PILLARS



OUR PRINCIPLES



Graphics courtesy of StriveTogether (StriveTogether.org)

CHANGE NETWORKS AND SITE-BASED PROJECTS

Working Together To Improve Outcomes

Cradle to Career brings together community members and organizations committed to improving outcomes through collective action. These volunteer teams, known as Change Networks, organize around a community-level outcome, develop and implement a shared vision with action plans to achieve the outcome, and use actionable data and continuous improvement methods to measure results. Individual organizations and schools also commit to outcomes-focused site-based projects with support and agree to have their learning shared with the rest of the partnership for potential spreading and scaling of effective practice and interventions.

Where We're Working

The focus of our change networks is to equip partners with the tools and techniques to improve specific outcomes along the cradle to career continuum. Right now, we are focused on improving four of the eight outcomes, with the goal of building our capacity to tackle all eight areas.

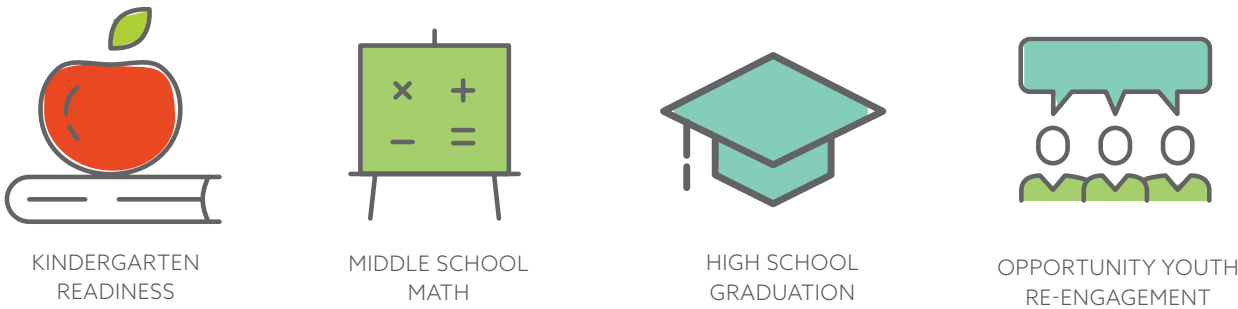


Photo courtesy of Tucson Unified School District (TUSD)

Kindergarten Readiness

What the Data Say and Why it Matters

The health of our community is inextricably tied to our commitment of supporting children from birth through preschool to ensure they enter kindergarten with the skills that contribute to life-long success.

Currently, there is no common child-centered measure of kindergarten readiness to assess the impact of our efforts. There is work being done at the Arizona Department of Education to pilot a potential assessment, but it remains in the early stages without a timeline for statewide implementation.

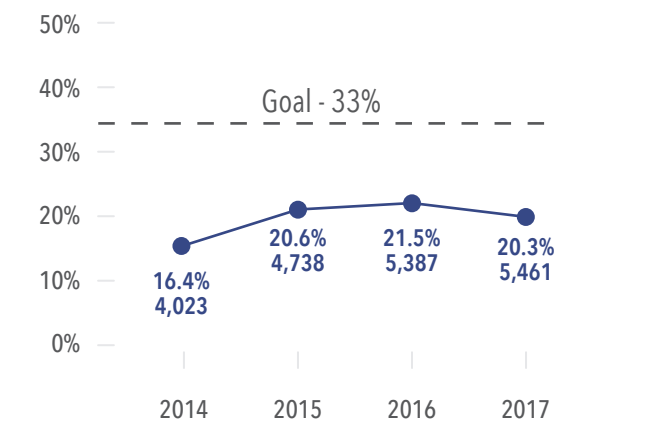
In addition to looking at child-level indicators, it is important to consider systems-level measures that can indicate the overall opportunity in the community. High-quality programs can only benefit children if they can access them. For this reason, C2C is also tracking the number of high-quality early education programs in the community.

Not only is the availability of high-quality child care a challenge, but who has access also needs to be considered in the context of the cost of child care. While the overall number of children in high-quality programs increased, the estimated number of 3- and 4- year olds in Pima County also increased, leading to a slight drop in the overall percentage.



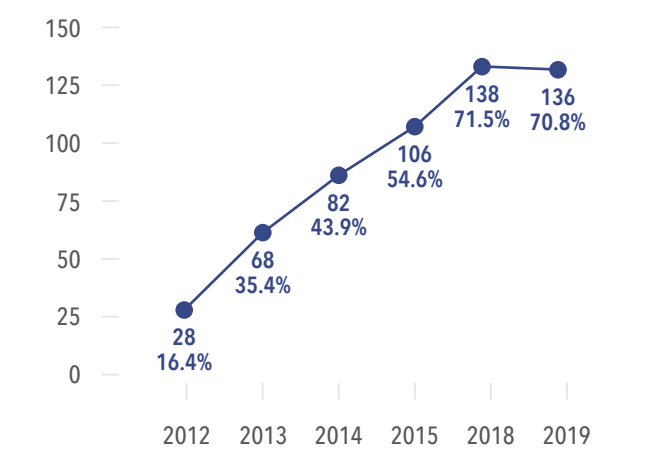
Photo courtesy of MUSD

Number of 3- and 4- Year-Olds in High-Quality Early Education Childhood Programs



Self-reported child care provider data provided by First Things First, 2018 (excludes protected tribal data) and Child Parent Centers, Inc.; US Census, ACS, 1-year estimates, 2017.

Quality First Centers in Quality Levels (3-, 4- or 5-Star)



Data provided by First Things First

\$838

MONTHLY COST FOR ONE CHILD TO ATTEND A HIGH-QUALITY CHILDCARE CENTER IN PIMA COUNTY.

A family in Pima County earning the median income would pay 33% of their income on child care for one infant and one four-year-old –more than three times higher than the 10% that is considered affordable according to the U.S. Department of Health and Human Services (HHS).

Rates based on The US and the High Cost of Child Care, County-level supplement, Child Care Aware of America, 2018; American Community Survey, 2017, 1-year estimates.

ACTION TOWARD CHANGE

Family Engagement in Home Visitation Programs

Home visitation programs provide structured visits by trained professionals to high-risk parents who are pregnant or have young children. These programs help parents provide safe and supportive environments for their children. Our community has several evidence-based models that lead to improved health outcomes for moms and babies, children being better prepared for school, and children being in safer home environments. To increase their impact, Child & Family Resources’ Healthy Families and Casa de los Niños’ Parents as Teachers have been experimenting with changes in practice to increase program retention and engagement of families as part of a national pre-natal to age three impact and improvement network along with five other communities.

Supporting Early Executive Function Development

Through a collaboration with Child Parent Centers, Inc. and Pima Community College, 25 teachers of Head Start classrooms are participating in a community of practice to learn how to support the development of executive function in young children. Executive functions of the brain are a key set of skills required for impulse control, as well as academic and life success. New research indicates that executive function is a better predictor of academic success than traditional IQ tests. Unlike IQ, however, executive function skills can be taught. Starting in the fall of 2019, quarterly data collection will begin with nearly 300 3- and 4-year olds in the Head Start program using the Minnesota Executive Function Scale (MEFS) to track the impact of the Executive Function Community of Practice.

Support for Public/Private Partnerships to Increase Access to High-Quality Pre-K

For the past two years, early childhood advocates have been campaigning for a local public funding mechanism to fund equitable access to high-quality early education programs. Momentum is building and a conversation with the Pima County Board of Supervisors has started for the possibility of funding a demonstration project. While the county is not yet ready to put this into its budget, the Kindergarten Readiness Change Network and United Way are working to strengthen private sector contributions to the initiative to increase the number of 3- and 4-year olds who would have access to high-quality early education.



Photo courtesy of MUSD and TUSD

“We have been able to see how trying small interventions and looking at the results helps guide our next steps in practice improvement. We’ve opened our eyes and minds to a whole new way of thinking and we can never go back to the way we did things before!”

KERRIE GREEN

Program Director, Pima County Healthy Families, Child & Family Resources, Inc.

EVERY CHILD IS SUCCESSFUL

Middle School Math

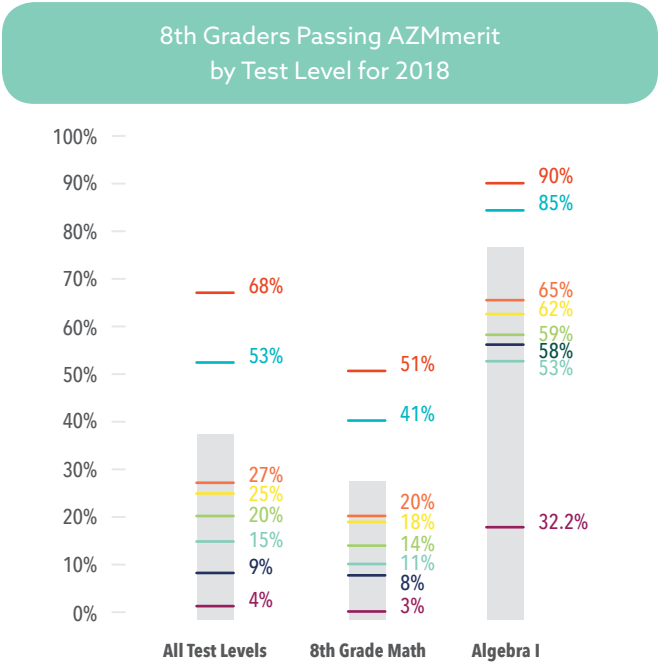
What the Data Say and Why it Matters

Another crucial milestone associated with success in high school and post-secondary completion is proficiency in 8th grade math. Often, the percentage of 8th graders reported as passing combines all students regardless of which course they took. However, when disaggregated by assessment, different trends begin to emerge.

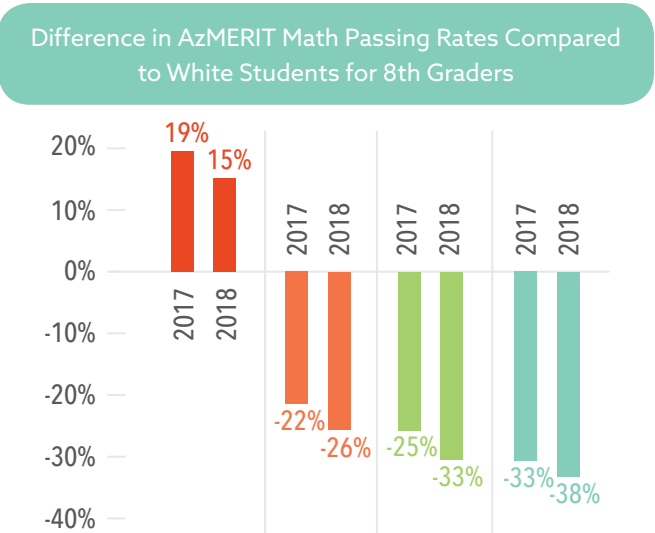
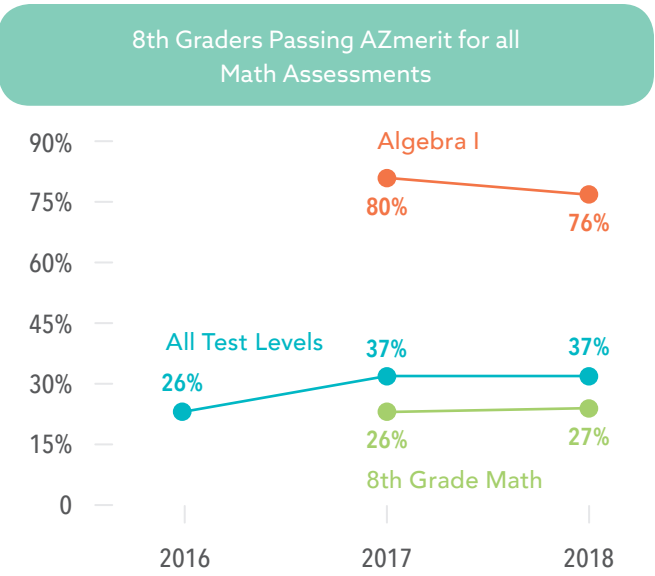
Taking Algebra in 8th grade has been associated with enrolling in more math courses in high school and greater college attendance. When looking at passing rates for students who took grade-level math, less than 30% were proficient compared to 76% of their peers taking Algebra, which is considered advanced math in Arizona. The same pattern is seen across all subgroups, but students of color are far less likely to be in advanced courses.¹

Compared to white students, not only does a large achievement gap exist for students of color but the gap has significantly increased with the largest disparity for Native American students with a passing rate 38 percentage points lower than white students. We must ask ourselves why these disparities exist and have the courage to engage in what can be uncomfortable conversations as to how we change systems to remove barriers that many Black, Hispanic/Latino, and Native American students face in greater number than their white and Asian peers.

1. Source: Closing the Achievement Gap in Math: The Long-Term Effects of Eighth-Grade Algebra. Spielhagen, 2006.



All test levels include 8th grade, Algebra 1, Algebra 2, and Geometry assessments. Data Source: Arizona Department of Education



All test levels include 8th grade, Algebra 1, Algebra 2, and Geometry assessments. Data Source: Arizona Department of Education

- All Students
- Asian
- White
- Economically Disadvantaged
- Hispanic/Latino
- Black
- Native American
- Limited English Proficient
- Students with Disabilities



Photo courtesy of TUSD

ACTION TOWARD CHANGE

Middle School Math Teacher Professional Development

Sunnyside Unified School District is experimenting with new professional development opportunities for middle school teachers that utilize a peer learning approach. Starting in the 2018-19 school year, middle school math teachers now have the opportunity to attend an optional 56-hour summer institute to deepen knowledge of effective math instruction techniques and then participate in quarterly peer learning observations to get feedback on how the concepts are being applied in the classroom. The district is working with C2C to identify baseline measures of success, set benchmark targets, and apply continuous improvement methods to the program.

The University of Arizona Center for Recruitment and Retention of Math Teachers (CRR) offers a variety of professional development opportunities for math teachers including IMPACTS-MS. This program focuses on developing teacher confidence and capability with the Critical Foundations of Algebra in middle school math, while also supporting opportunities for teacher leadership.

Main components of the program include:

- Saturday Teacher Workshops throughout the School Year
- Summer Middle School Math Institute for Teacher Teams
- Site-based Support for Teacher Teams
- Teacher Leadership Retreat for Teachers Engaged in Regional/District Leadership
- Mathematics Educator Appreciation Day Conference (MEAD)

“Working with C2C has provided a sounding board for conversations about teacher content knowledge and instructional skills. The data being collected and analyzed will inform not only the CRR’s programmatic efforts, but also local school districts’ policies and initiatives to address middle school mathematics instruction.”

RODRIGO GUTIERREZ
Co-Director of the UA Center for the Recruitment and Retention of Mathematics Teachers.

CRR is working with C2C to study the impact teacher teams are having in their schools when sharing new instruction methods with their colleagues not participating in IMPACTS-MS.

Teacher retention and recruitment continues to be a challenge for our community. Last year in 10 Pima County School Districts, 588 K-12 teachers were either long-term substitutes or teachers with an alternative certification. While this number is not specific to middle school math teachers, members of the 8th Grade Math Change Network have expressed that math teacher vacancies are a challenge their districts are facing. We cannot talk about solutions for middle school math proficiency without also discussing what policies and funding strategies are needed to ensure schools can attract and keep high-quality math teachers.²

2. Data Source: December 2018 survey results from the Arizona School Personnel Administrators Association

EVERY CHILD GRADUATES

High School Graduation

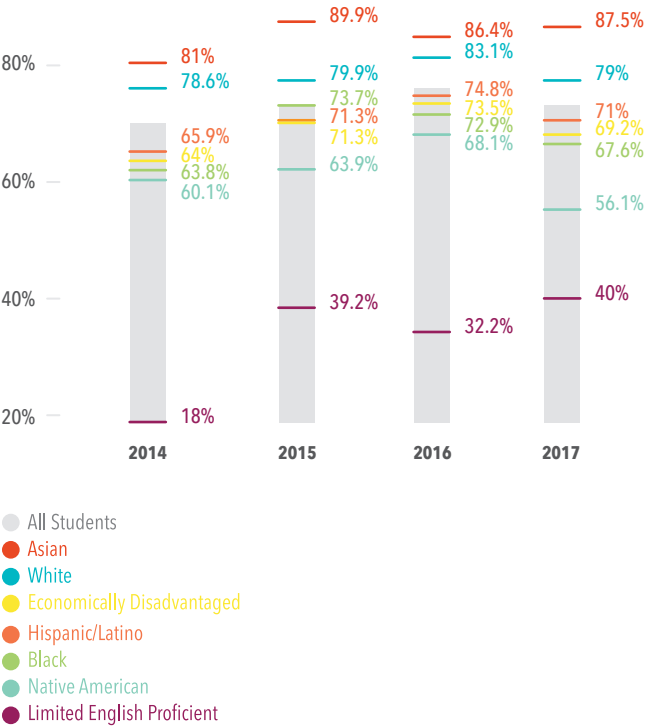
What the Data Say and Why it Matters

In Pima County, as well as across the state, high school graduation rates went down across all subgroups for 2017, but most remain higher than they did in 2014. This data points to the urgency for our community to re-evaluate state- and county-wide policies that affect students and teachers, particularly around funding for public education.

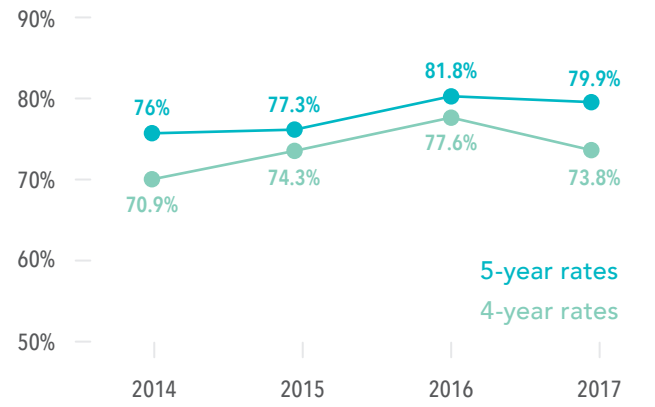
Additionally, we need to ask why gaps persist for low-income students and students of color and address systemic barriers to success. Ultimately, collective action at all levels – system, district, school, classroom – will be essential to ensure students are prepared for the next milestone.

For many students, having an extra year to complete graduation requirements is necessary. Many districts provide support services and flexible programming to ensure success for students in this extra year. When looking at the 5-year cohort, the graduation rate jumps nearly 6 percentage points.

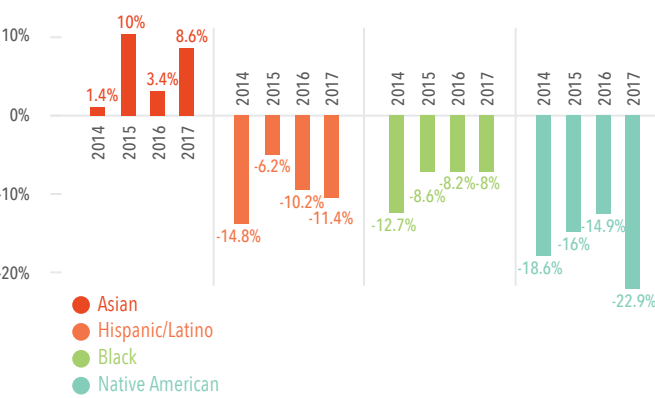
Four-Year High School Graduation Rates by Subgroups



High School Graduation Rates



Difference in Four-Year Graduation Rates Compared to White Students



Data Source: Arizona Department of Education



Photo courtesy of TUSD

“Due to newly accessible data and expert analysis, we’ve implemented changes to our bell schedule, refined our messages and practices around attendance, and now quickly respond to old and new attendance challenges.”

DR. ANNE DUDLEY
Principal at Teenage Parent High School



Photo courtesy of TUSD

ACTION TOWARD CHANGE

Reducing Chronic Absenteeism

Teenage Parent High School (TAP) within the Tucson Unified School District is engaging with C2C on a site-based project to improve attendance, a significant contributing indicator to high school graduation. Factors contributing to low school attendance rates for parenting teens include having access to transportation, reliable child care when a baby is sick, and frequency of medical and social service appointments. To help mitigate attendance problems, the attendance improvement team at TAP has implemented a number of changes over the last school year, including adjusting the bell schedule, asking students to track their own attendance data, and adding a special conference period on Friday afternoons for students struggling the most with attendance to discuss specific challenges and potential solutions. Preliminary results have been encouraging. Compared to last year, the percentage of students attending 80% or more of school increased - 6.3,

5.5, and 1.2 percentage points in quarters one, two, and three, respectively.

To further target intervention strategies, the attendance team is collecting data on the following:

- different transportation methods students use to get to and from school
- distance students travel to get to and from school
- type of medical and social service appointments occurring during school time.

This data will then be reviewed to identify potential solutions to these challenges that can be tested and adapted over time for greater impact on improving attendance, credit attainment, and ultimately, graduation rates.

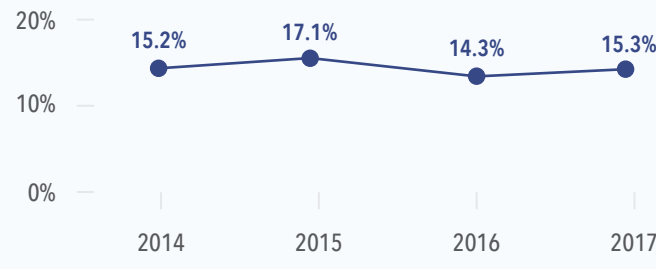
Opportunity Youth Re-Engagement

What the Data Say and Why it Matters

Nearly 23,000 Opportunity Youth live in Pima County. These individuals are 16-24-year-olds who are not connected to school or work. The percentage of Opportunity Youth remains close to what it was in 2014, with slight fluctuations over the past four years. With the exception of Asians, the racial and ethnicity equity gap persists for youth of color and is severely troubling when considering the rate of disconnection for Native American youth.

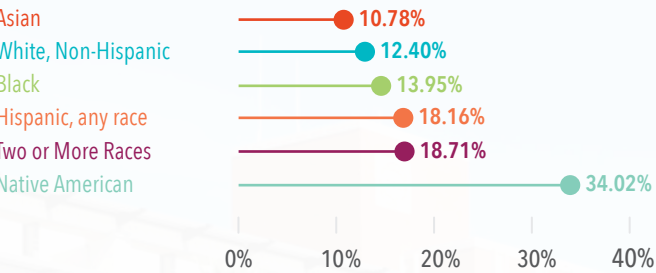
These young people have a variety of skills and experiences; they also have encountered challenges, barriers, and trauma, making it difficult to fully re-engage. Many organizations provide re-engagement services across the community. However, efforts, resources, and strategies are often working in silos. C2C is breaking down these silos by building capacity of these partners to use data for improvement, spread and scale identified effective practice, and advocate for policies that improve education and life outcomes for these young people.

16-24 Year-Olds Not in School and Not Working



Data Source: US Census, American Community Survey, Public Use Microdata Sample (PUMS), 1-Year Estimates

16-24 Year-Olds Not in School and Not Working by Race/Ethnicity



Data Source: US Census, American Community Survey, Public Use Microdata Sample (PUMS), 5-Year Estimates 2012-2016 Due to the small sample size of some subgroups, 5-year estimates were used for disaggregated data.

“We did not reach our goal of 21,000 backpacks, but it was never truly about the number. It is not all or nothing, but rather how far we’ve walked together to get here. For us, it is about the relationships we’ve formed, the individuals in this community who have stepped up as our allies and listened to our stories.”

YOUTH COALITION MEMBER

ACTION TOWARD CHANGE

The Backpack Project: An Art Installation to Raise Awareness

On October 31st, more than 5,500 backpacks were on display at the University of Arizona to raise awareness and begin humanizing the conversation about the 2018 Community Impact Report count of 21,000 Opportunity Youth in Pima County. The installation marked the culmination of three months’ work by the Backpack Project Youth Coalition, a small but mighty group of passionate young people from the United Youth Leadership Council and University of Arizona’s Fostering Success Program.

Youth Engagement and Advocacy

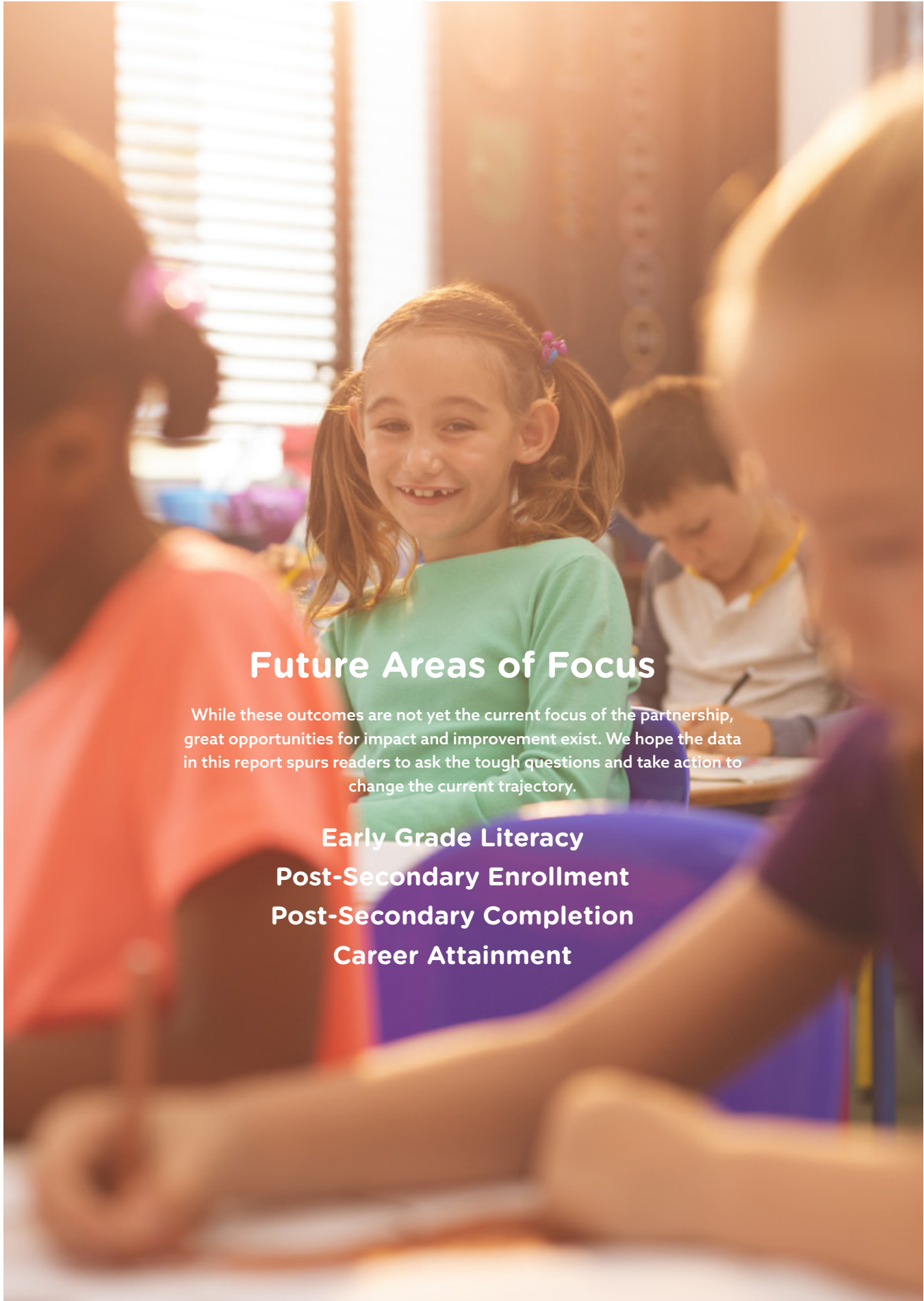
Changing systems to provide equitable opportunities requires engaging more young people in our democracy and advocating for local, state, and national policy changes. To do this, our change network for Opportunity Youth Re-Engagement, Youth on the Rise, joined a national movement of young leaders and allies focused on increasing opportunity and decreasing poverty known as Opportunity Youth United.

Two areas of focus for the network are increasing voter registration for young people and improving Pima County’s public transportation system. Members of the United Youth Leadership Council, all of whom ride the bus, have engaged in discussions and provided data around their challenges with transportation. Information gathered from young people will be used to create data briefs that will both inform the community and work to impact policy.

Online Diploma Programs with Extra Support

After reviewing data last summer showing more than 70% of youth enrolled in re-engagement services don’t have a high school diploma or GED, Goodwill Metro/The REC set to work on a more formalized partnership with Grad Solutions, an online diploma program with a shared position between the two organizations. This position, an Academic Specialist, allows Grad Solutions to have an on-site mentor at Metro assisting students with submitting enrollment paperwork, tutoring, and monitoring coursework. The Academic Specialist also assists students interested in obtaining their GED or connecting to other education opportunities. In the four months since the creation of this shared position, 50 youth have enrolled and one has already graduated.





Future Areas of Focus

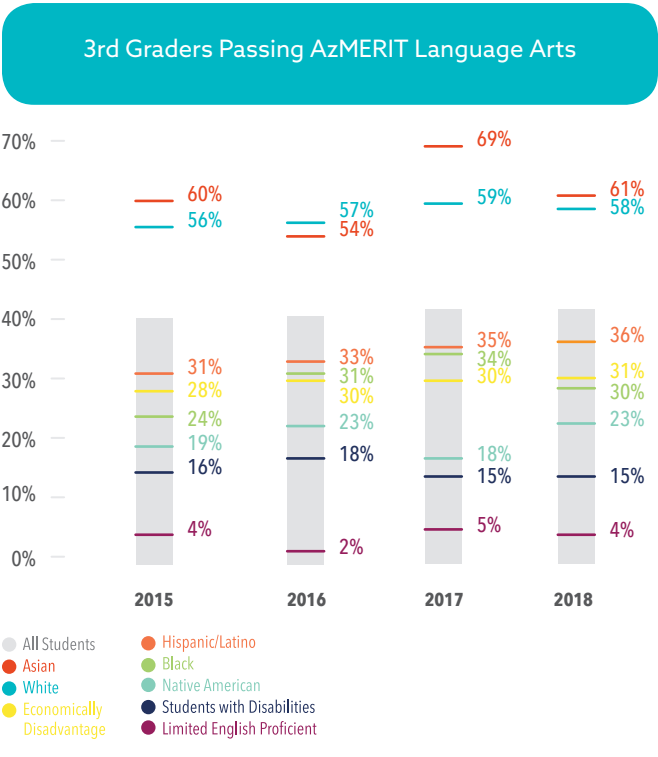
While these outcomes are not yet the current focus of the partnership, great opportunities for impact and improvement exist. We hope the data in this report spurs readers to ask the tough questions and take action to change the current trajectory.

- Early Grade Literacy
- Post-Secondary Enrollment
- Post-Secondary Completion
- Career Attainment

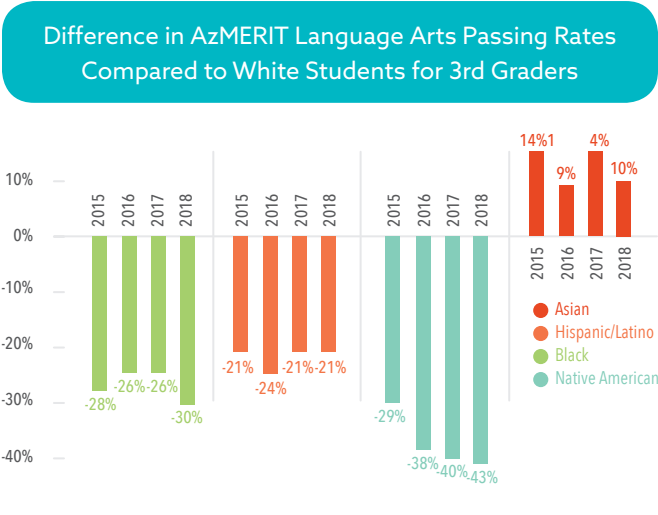
EVERY CHILD IS SUCCESSFUL Early Grade Literacy

What the Data Say and Why it Matters
Early literacy skills begin long before 3rd grade and being on track at this critical point is associated with staying on track to graduate from high school. Currently at 43%, the most recent AzMERIT data show a slight gain compared to our baseline year but no improvement over the last year in 3rd grade reading proficiency. Racial and ethnic disparities persist in 3rd grade reading proficiency. The gaps have remained relatively constant with the exception of Native American students where the gap has widened every single year since baseline.

Beginning in school year 2013-14, Move on When Reading was enacted into state law, which prohibited 3rd graders who did not pass the language arts state assessment from advancing to 4th grade. Since that time, the percentage of 3rd graders in Pima County passing the assessment has gained three percentage points, with no increase over the last year.



Data Source: Arizona Department of Education



Data Source: Arizona Department of Education

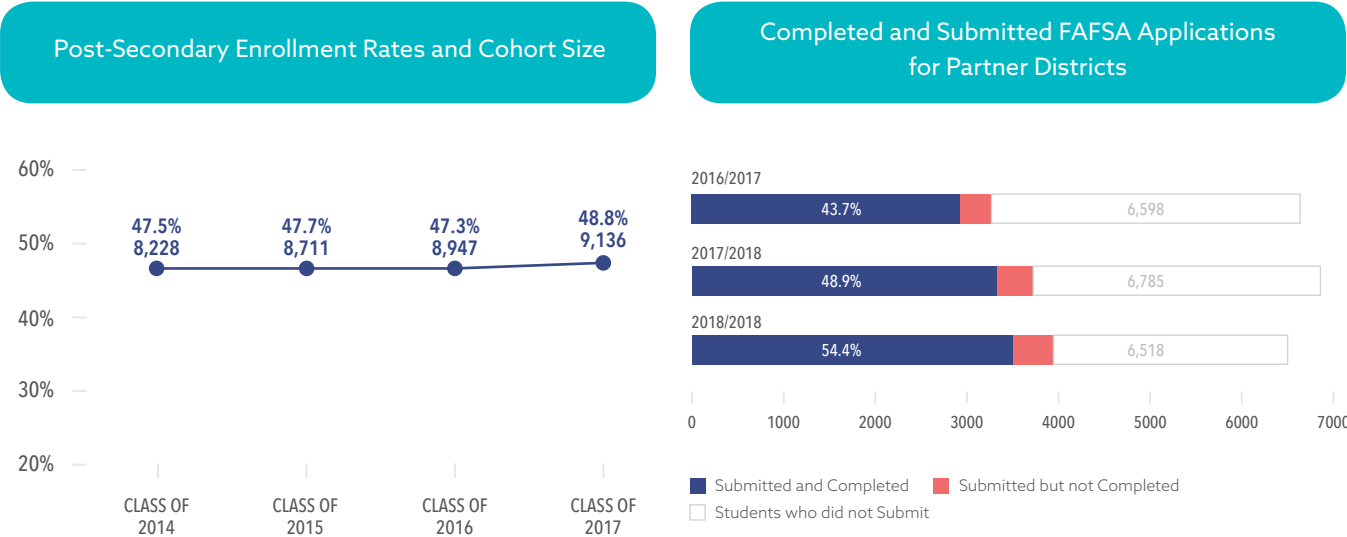


Photos courtesy of Sunnyside Unified School District and TUSD

Post-Secondary Enrollment

What the Data Say and Why it Matters

Post-secondary enrollment has held steady for the last four years with fewer than half of high school graduates in Pima County enrolling in a 2- or 4-year post-secondary institution the following fall. Lack of educational attainment, due to never enrolling at all or having to withdraw before finishing, is not only a limiting factor on an individual's ability to prosper, but also limits the opportunity for economic growth of the entire community. However, over the last two years there has been improvement in one of the largest predictors of post-secondary enrollment: completion rates for the Free Application for Federal Student Aid (FAFSA). Completion rates have increased 5.5 percentage points over last year for our seven partnering districts.

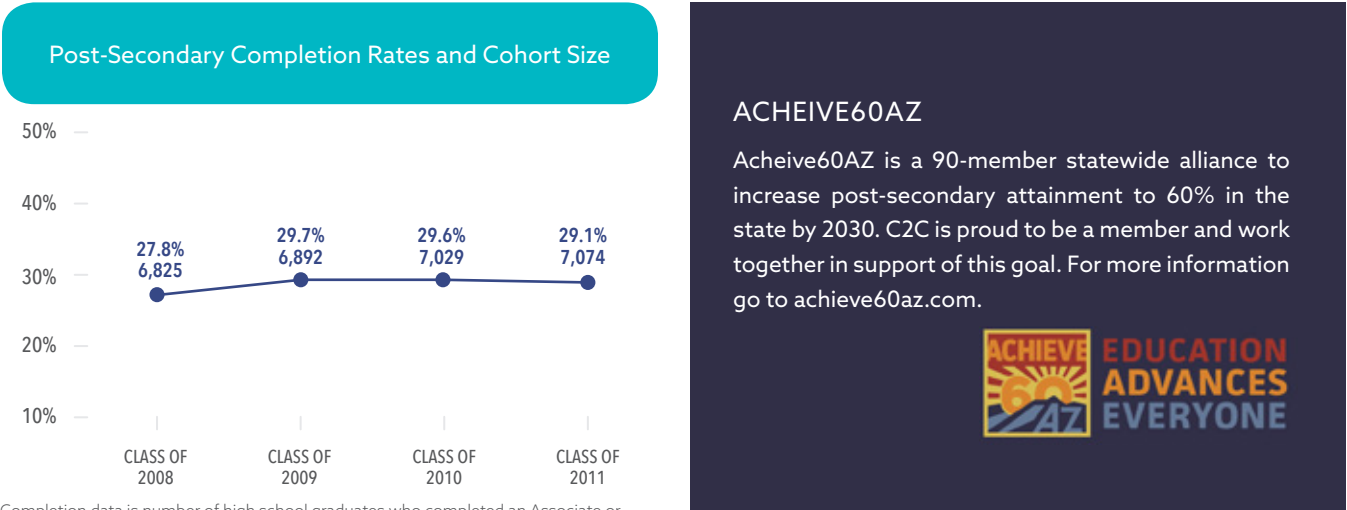


Beginning with the FAFSA 2017-2018 cycle, students could submit applications in October of their senior year. Prior years' applications could not be submitted until January. Numbers shown are through June 30th of each cycle for C2C's seven partnering districts only. Percentages are based on number of students who completed or submitted an application divided by October enrollment provided by ADE. U.S. Department of Education, Office of Federal Student Aid; <https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school>

Post-Secondary Completion

What the Data Say and Why it Matters

Students need to continue to be supported after they enroll, particularly first-generation, low-income, students who are often working full-time, less familiar with the system and how to navigate it. Similar to enrollment rates, post-secondary completion has also remained relatively flat over the last four years with less than 30% of students completing a post-secondary degree within six years of high school graduation.



Completion data is number of high school graduates who completed an Associate or Bachelor's degree within 6 years of graduation. Data Source: Arizona Board of Regents Annual Report

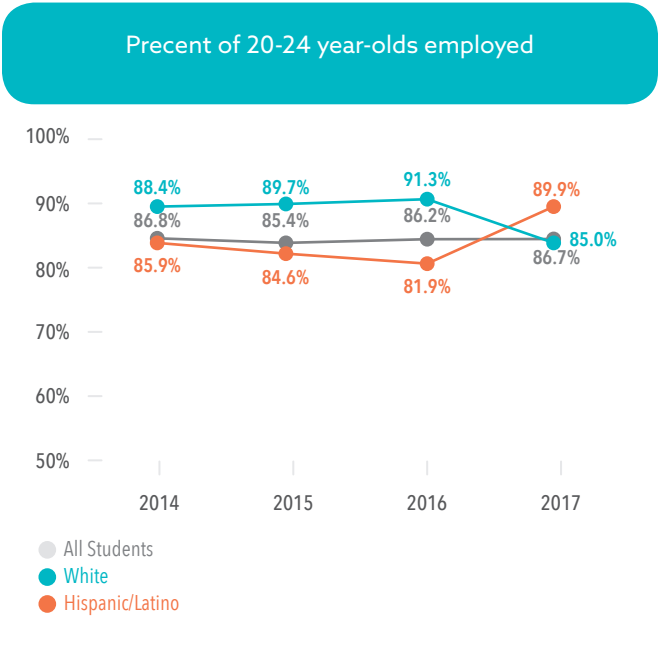
Career Attainment

What the Data Say and Why it Matters

The populations most adversely affected by the Great Recession and lack of a quick recovery were youth and young adults. They are facing unemployment rates more than double the national average. In fact, young people in America are now less likely to experience upward economic mobility than their peers in other highly industrialized countries. While there are growing job opportunities, it has become increasingly difficult for employers to find applicants with the required degrees, certificates, and skills to meet their needs.

In Pima County, the overall employment rate for 20-24-year olds has remained largely unchanged. Employment rates increased for Hispanic young adults - a trend that mirrors what has been happening nationally. However, white young adults are now employed at a lower rate than their Hispanic peers compared to previous years.³

3. Opportunity Nation: The Forum of Youth Investment; <https://opportunitynation.org/youth-unemployment/>



Young adults in our community cannot be viewed through a single lens. They each bring valuable lived experience and diverse talents. Despite significant challenges – both individual and systemic – many of these young people aspire to reach their full potential. However, there continue to be barriers to accessing, affording, and completing post-secondary education leading to careers that can provide economic stability and self-sufficiency.

These difficulties highlight the need for our community to offer a variety of post-secondary options, including two-, and four-year degrees as well as certification programs that fit their aptitudes and ambitions today, while preparing them for the jobs of tomorrow.



Photos courtesy of TUSD

2019 Leadership Council

The Leadership Council represents a broad array of public, private, and non-profit community partners that are invested in our work. Together, they provide strategic guidance, social and financial capital, and a united voice to champion our goals.

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Our Investors

51 donors have contributed to the Cradle to Career Partnership through United Way of Tucson and Southern Arizona.

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Donors listed above include those who have given \$1,000 or more during the 2017-18 fiscal year as well as new donors since the release of this report.



Get Involved

PARENTS AND GUARDIANS

- Every day counts. Make sure your child attends school every day.
- Read nightly to and with your children.
- Team up with your child's teacher, and attend parent/teacher conferences and school-based activities.

NON-PROFIT LEADERS

- Invite Cradle to Career to present to your professional associations, boards, staff, and colleagues.
- Attend a C2C 101 orientation to determine in what area of the work your organization best fits. Email info@c2cpima.org for more information.

COMMUNITY MEMBERS

- Mentor a young person and seek volunteer opportunities at local schools.
- Meet the children in your neighborhood and build mutually trusting, respectful relationships.
- Donate to Cradle to Career at www.c2cpima.org.

BUSINESS LEADERS

- Invite Cradle to Career to present to your professional associations, boards, staff, and colleagues.
- Employ youth in internships, let them shadow your work, or provide them with a summer job.
- Donate to Cradle to Career at www.c2cpima.org.



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