



EVANSTON
CRADLE TO CAREER

2016

REPORT TO THE COMMUNITY

Who We Are



Evanston Cradle to Career is a collaborative of partner organizations in Evanston and dedicated community members working together to ensure that all of Evanston’s children have the opportunities they need to achieve their full potential. By reallocating existing resources, ensuring partners are engaged in activities that reinforce and bolster each other’s impact, and sharing metrics and accountability to make positive change, we aim to make Evanston’s schools, city, and social systems equitable for all children and their families.



EVANSTON CRADLE TO CAREER

Cover Photo Courtesy of EC2C Partner Family Focus Our Place

Letter from Our Executive Director

Dear Evanston Community Member,

Evanston Cradle to Career (EC2C) was created in recognition that inequity in our community undermines the opportunity for success for many of our children, particularly our children of color. Using a nationally recognized model of collective impact, EC2C partners have committed to addressing the systems that contribute to this inequity.

Our ultimate goal is to fundamentally change how our community addresses the multiple needs of ALL of our families to achieve more equitable outcomes.

Evanston has a long and rich history of collaborative endeavors. EC2C builds on those efforts, but is working to establish a new system of shared accountability across organizations. EC2C partners, through collective impact, establish shared goals guided by key data and are now working through mutually reinforcing activities to broaden and deepen our collective reach. Key to collective impact is sharing data across organizations and regularly monitoring our impact. This is our clear challenge for the coming year. We are driven by the reality that a persistent and unacceptable opportunity gap exists in our community and are determined to hold ourselves accountable to reverse it.

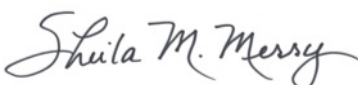
EC2C partner organizations have demonstrated their commitment to being on the front line of advancing equity in our community by not only engaging in EC2C planning and implementation, but also by making an ongoing financial contribution to its sustainability.

The Urgency. In the last six months, District 65 has produced impressively transparent reports on Black and Latino Student Achievement. These reports clearly document a crisis in academic success for far too many of our community's children of color. It is absolutely critical that we, as a community, come together to use the full breadth of our community's rich resources to address the systemic barriers that undermine our children's success.

Our progress to date has been slower than we'd like and we know that some members of the community have felt anxious to see results. We share that sense of urgency and are currently exploring how EC2C can address immediate points of crisis, while simultaneously working toward longer term systems change. We welcome your input and involvement as we work together to address entrenched problems within our community.

We all share the belief that when every child has the opportunity to succeed our whole City prospers – we will have a better prepared workforce, our economy thrives, families will be able to meet their basic needs, and our community will be safer, healthier, and more resilient. Thank you for your commitment to supporting the health and well-being of Evanston youth.

Sincerely,



Sheila M Merry



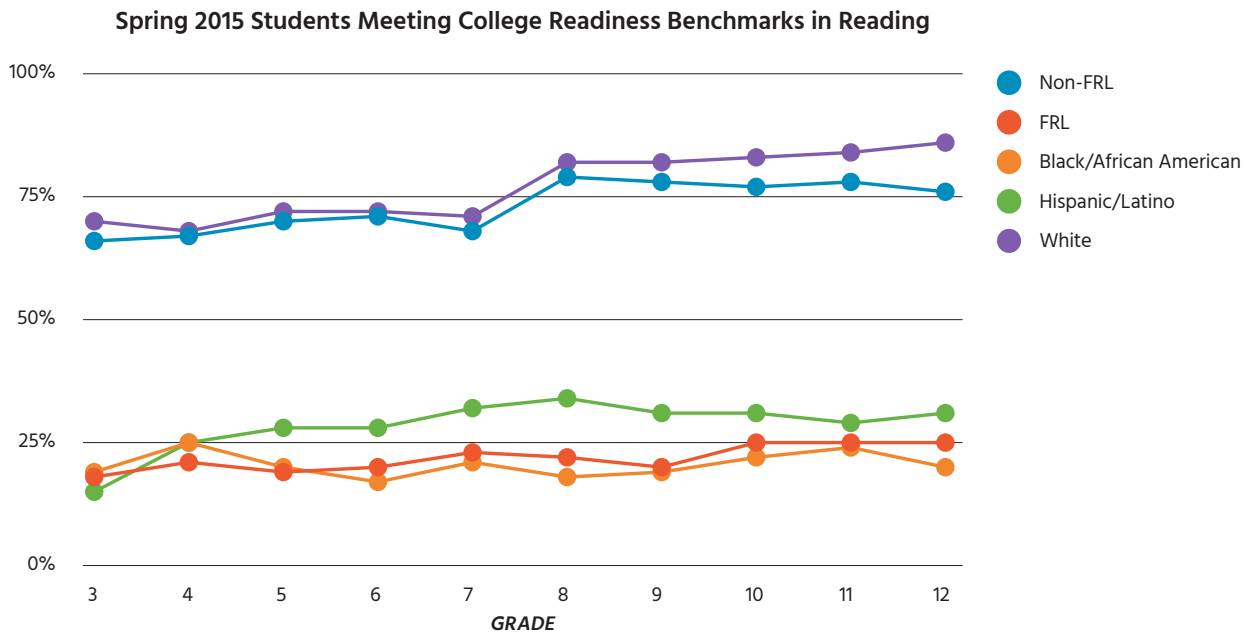
Our Challenge

In the Spring of 2015, Districts 65 and 202 released a joint report on the number of students in grades 3-12 reaching college-readiness benchmarks in Reading, delineating data by both race and eligibility for free- or reduced-lunch programs.

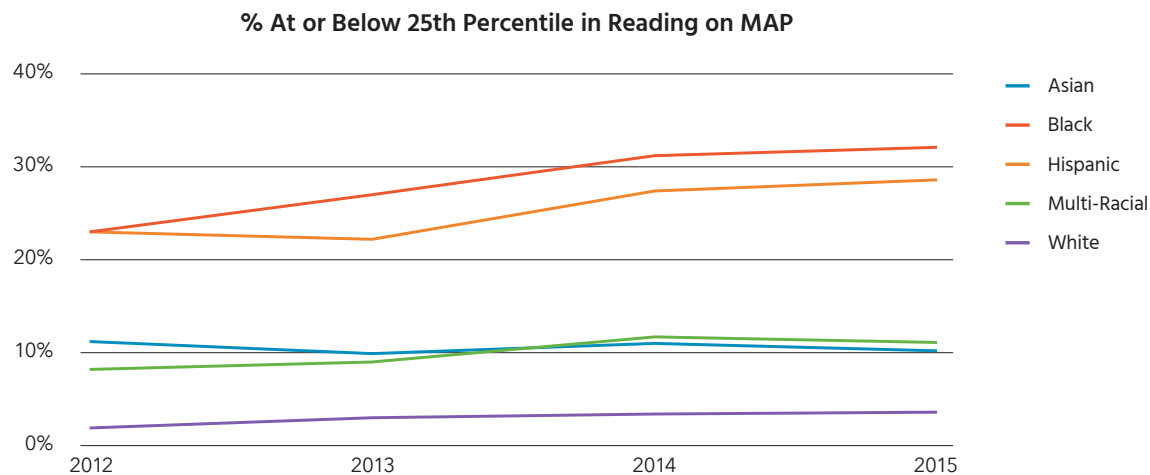
The results were striking.

In every grade, the scores of students of color and students of lower income (as determined by free- and reduced-lunch eligibility) suggested that they were disproportionately off track for college-readiness when compared to their white and wealthier peers.

Too many students of color and students from lower income homes do not have access or the opportunity to utilize supports they need to prepare them for college and/or career.

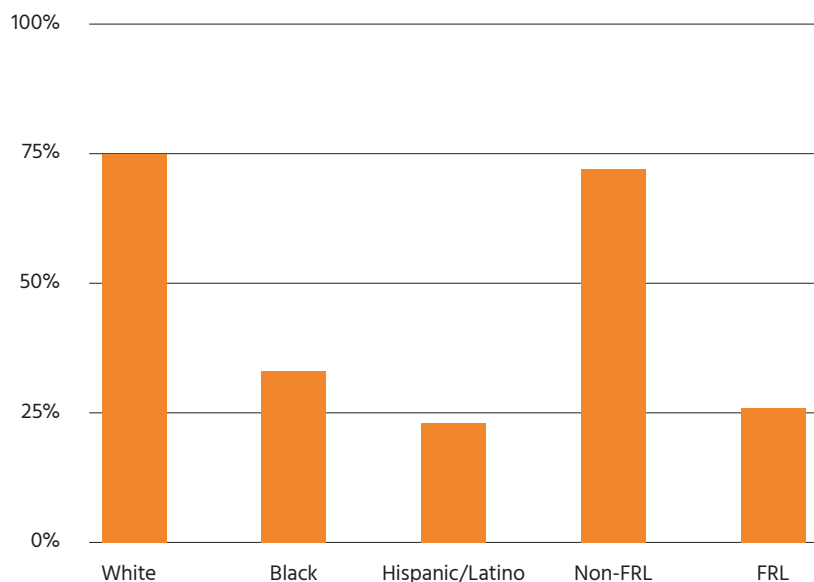


In an analysis of District 65 students (grades 3-8) performing at or below the 25th Percentile on the same pattern reappears.



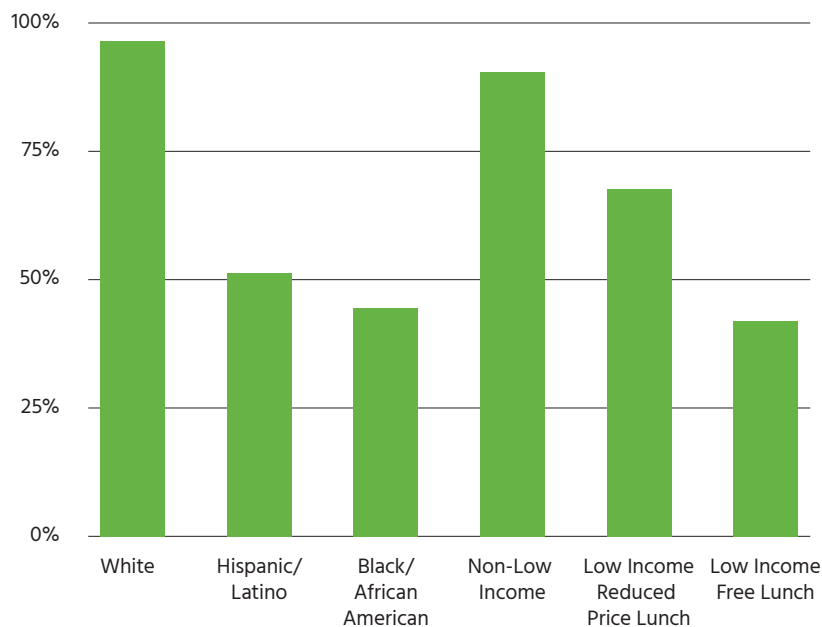
Analyses of scores at the beginning and end of the student path from kindergarten to high school graduation and beyond show the same trends.

% Students Entering Kindergarten "Ready"



This disparity begins before children enter elementary school. We believe the disparity of resources for families in our community results in children of color and those from lower income households arriving to kindergarten less prepared than their wealthier, white peers.

Graduating Seniors Meeting ACT College Readiness Benchmark in English, 2015



To bookend the continuum, graduating seniors from ETHS in 2015 showed the exact same trend as they prepared to enter post-secondary life.

This struggle runs the course of their entire academic career and has been a persistent trend in Evanston.

A Common Vision, A Collective Impact

Our approach to our work is unique in that we, as over 40 organizations and 150 community members, have committed to work together to tackle the inequity within our community that results in our students of color and those from lower-income households encountering significant barriers that undermine their health and safety, success in school, and opportunities in life. Together, we know that we can no longer allow the race of our children to predict their life outcomes. We are approaching this work using a nationally recognized strategy called **collective impact**.

To do that all partner organizations and action members of EC2C have formally agreed to:

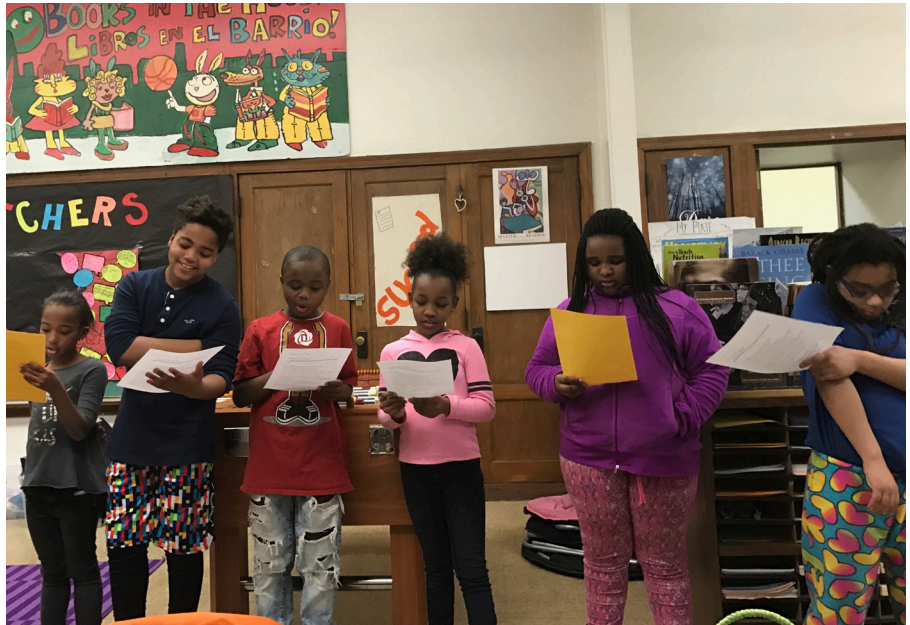


Photo courtesy of EC2C partner Y.O.U

WORK TOWARD A COMMON VISION

We believe that all children in Evanston have what they need to be happy, healthy, and ready to step into fulfilling adult lives by the age of 23.

FOCUS ON EQUITY

All partners have committed to an intentional redistribution of resources toward those students and families who need them most. Every student and family should be afforded the opportunities and resources they need to thrive.

SHARE GOALS AND ACCOUNTABILITY TOWARD REACHING THEM

We believe that Evanston is fortunate to have a wealth of organizations and resources dedicated to young people and their families. But community-wide progress in the past has been undermined by a number of factors including lack of coordination, poor communication, competition, differing goals, and systems that fail to address entrenched bias.

USE DATA TO DETERMINE OUR PATH

Key to **collective impact** is using trusted data sources to identify key areas for intervention that offer the most promise for impact. Using key data allows us to better understand the situation, devise strategies of action, evaluate the effectiveness of those strategies, and revise our strategies as needed. We commit to tracking our impact over time for the community.

NO NEW PROGRAMS, BETTER SYSTEMS

Evanston already has a rich array of existing programs. We believe our collective strength lies in **realigning existing programs** to maximize their impact for children and families. Instead of creating new programs, we aim to **better coordinate those opportunities, expand them, assess gaps, and create a nimble, responsive, coordinated system that can respond to existing gaps and ensure that current programs are responding to the real needs of the community.**

The Evanston Cradle to Career Promise

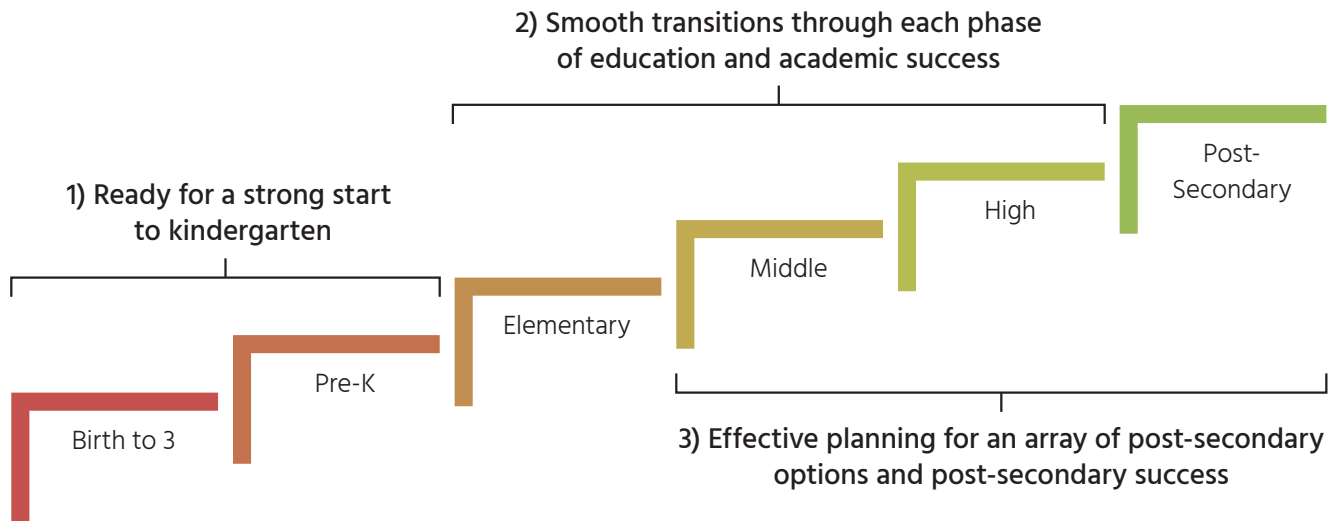
OUR APPROACH IS SIMPLE BUT OUR WORK IS NOT.

We aim to create conditions in Evanston that will provide necessary supports, whatever they may be, for each child to realize their full potential--in their classrooms, neighborhoods, families, and into their careers and adult lives. This is the **Whole Child, Whole Family** approach: children cannot thrive in school or elsewhere without having their basic needs met, their families able to provide healthy and supportive homes, their living and learning environments offering a strong foundation for their development, and their community helping them to succeed.

As partners representing a diverse array of knowledge, expertise, and experience across these domains, **our goal is to better coordinate and align the resources we have to create a system of wide-ranging, innovative, and responsive supports** upon which families and students can rely as they work, from cradle to career, to discover their full potential and cultivate fulfilling and satisfying adult lives.



EC2C Work Focus



- 4) Creating conditions in Evanston that promote well-being, safety, and stability for all families
- 5) Creating systems in Evanston built by and for the community that provide equitable opportunities and access for all students

SUCCESSFUL IN SCHOOL, CRADLE TO CAREER

In 2016, our work has coalesced around 3 areas of impact situated in and around the school experience, with a strong emphasis to date on the earlier years. A child's learning experiences from birth to high school graduation are the foundation for future success. Thus our work focuses on ensuring children are ready for each subsequent phase of formal schooling starting in Kindergarten, preparation for and graduating from high school, exploring a full array of post-secondary options, and preparations and readiness to choose the best path to support a fulfilling life.

SUPPORTED IN LIFE

However, if we truly want to achieve more equitable outcomes for children in Evanston, it is critical that we address the conditions that make it more challenging for some of our children than others. Our other two areas of impact aim to ensure access to an array of equitable opportunities and resources for all families to have what they need to prepare their children for happy, fulfilling adult lives.

Creating Conditions for Improved Outcomes



Photo courtesy of EC2C partner The Childcare Center of Evanston



Conditions in Evanston Allow All Children to be Ready For a Strong Start To Kindergarten



Conditions in Evanston Allow All Students Find Academic Success and Make Smooth Transitions Through Each Phase of Schooling



Conditions in Evanston Allow All Students Explore and Plan for an Array of Post-Secondary Options and are Ready for Life Beyond High School



Conditions in Evanston Promote Health, Well-being, Safety, and Stability for All Families



Systems in Evanston Reflect the Community and Provide Equitable Opportunities and Access for All Students and Families



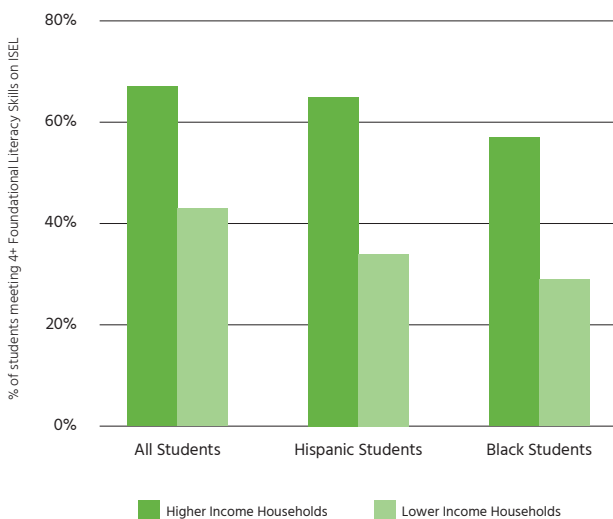
CONDITIONS IN EVANSTON ALLOW ALL CHILDREN TO BE READY FOR A STRONG START TO KINDERGARTEN

SUCCESS FOR US ON THIS GOAL MEANS (OUTCOME):	WE WILL MEASURE OUR PROGRESS ON THE GOAL BY TRACKING (INDICATORS):	BASELINE DATA (2016)
Increase kindergarten readiness in students entering D65 Kindergarten.	% of students, (Hispanic, Black, low-income households), testing at or above the 50th percentile on 4+ (of 5) foundational literacy skills on the ISEL	Black Students: Lower Income: 29% Higher Income: 57% Hispanic Students: Lower Income: 34% Higher Income: 65% All Students: Lower Income: 43% Higher Income: 67%
INITIAL OUTCOME MEASURES FOR 2016 WORK		
Decrease late registration for Kindergarten in D65.	# of families registering after Sept. 1, 2017 for Kindergarten	100 families registered "late" in 2016.
Increase the direct supports going to parents encouraging early development of foundational literacy skills	# of parents signed up to receive text messages encouraging <i>Talk, Read, Sing</i>	311 families signed up to receive text messages in 2016

CHALLENGE

Systemic barriers and challenges that create disparity for students of color cause them to be *less likely* to arrive at Kindergarten "ready" to learn at grade level than their white peers.

Kindergarten Readiness, Controlled for Race/Ethnicity & Income



TODAY WE ALSO KNOW:

- Every year, an average of, 100 families register late for Kindergarten at D65
- 96% of Black students and 94% of Hispanic students have had some form or organized, pre-K experience
- In 2016, more than 3 out of every 10 Hispanic Kindergarteners had a specific area of need in 1 or more foundational literacy skills; 4 out of every 10 Black Kindergarteners had that same need.
- In 2016, Kindergarteners came to District 65 from at least 118 different pre-K experiences

WHAT DOES "READY" MEAN?

District 65 defines "Kindergarten Ready" as testing at or above the statewide benchmark of the 50th percentile on 4+ (out of 5) foundational literacy skills on the Illinois Snapshot of Early Literacy (ISEL) test. These skills are:

- Alphabet Recognition
- Letter Sounds
- Phonemic Awareness
- One-to-One Matching
- Story Listening

The ISEL is administered one-on-one by D65 teachers in either English or Spanish in the first month of school.

IN 2016, EC2C PARTNERS COLLABORATED TO:

- **Support Parents as First Teachers**
 - Adopted the *Talk, Read, Sing* national campaign strategies to raise community Awareness about early brain development
 - Developed and launched a bi-weekly texting program to give parents strategy tips for spurring early childhood cognitive development
- **Smooth transitions between early childhood providers and into District 65 Kindergarten**
 - Created a shared platform for communicating about students transferring between early child care centers in Evanston
 - Created and adopted shared intake forms in early child care centers in Evanston to streamline information sharing across partners
 - Established the expectation of open communication between pre-K providers and District 65 Administrators and Staff
- **Begin easing the transition for students and families from Pre-K to District 65 Kindergarten**
 - Determine vital Pre-K information that could ease transition to Kindergarten for students, families, and D65 staff
 - Design an easy, useful system of information sharing to transmit vital Pre-K information from Pre-K partners to D65
 - Analyzed registration data to discover trends in late registration and strategize how to reduce the number of late registrations to Kindergarten

IN 2017, EC2C PARTNERS WILL:

- **Support Parents as First Teachers**
 - Implement a city-wide *Talk, Read, Sing* Campaign
 - Broaden the reach of the texting campaign
 - Develop additional strategies to support Parents during their child's first years of life
- **Smooth transitions between early childhood providers and into District 65 Kindergarten**
 - Increase the number of providers sharing Information via the shared platform
 - Continue to refine the shared information system
- **Begin easing the transition for students and families from Pre-K to District 65 Kindergarten**
 - Pilot the system for sharing Pre-K information with District 65 principals and teachers
 - Hold an inaugural Kindergarten Summit for Pre-K staff, District 65 Administrators and Teachers to collectively strategize **A Strong Start to Kindergarten**
- **Better understand the needs of families looking for and utilizing Pre-K programs in Evanston**
 - In collaboration with District 65 Headstart
 - Program and Office of Research and Data, conduct a Pre-K Community Needs Assessment for Evanston
- **Identify and clarify strategies aimed at urgent needs among parents and caregivers**

Many partners and EC2C volunteers form the foundation of this work. The varied experiences of professionals and community members from the following partners create integrated work that we believe will amplify outcomes for students and their families.

Books and Breakfast, The Child Care Center of Evanston, District 65, The Evanston Community Foundation, Evanston Public Library, The Infant Welfare Society of Evanston, Peer Services, Reba Early Learning Center and School for Little Children

THE EC2C EFFECT

Early in 2016, EC2C Partners **Reba Early Learning Center, The Infant Welfare Society of Evanston, and The Child Care Center of Evanston** realized that, as providers, they shared the experience of not having the information they needed about students, families, and even available open slots for programming and teacher coverage. Together, they initiated a simple information sharing system that allowed them to have better real-time access to information that helped them aid their families in getting the services they need and the providers to share student transfer information more easily. Their work in 2017 will focus on expanding the usage of this platform across the provider landscape.

Our Work

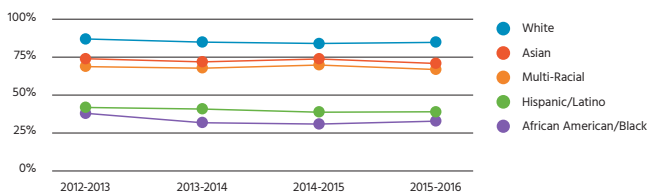


CONDITIONS IN EVANSTON ALLOW ALL STUDENTS TO FIND ACADEMIC SUCCESS AND MAKE SMOOTH TRANSITIONS THROUGH EACH PHASE OF SCHOOLING

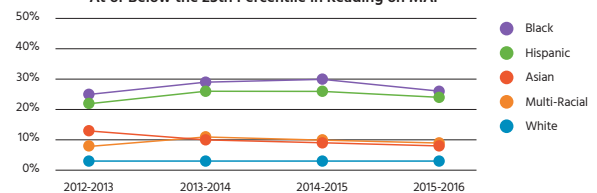
As an initial strategy, EC2C chose to focus on addressing summer learning loss given the involvement of so many of our partners in summer programming.

SUCCESS FOR US ON THIS GOAL MEANS (OUTCOME):	WE WILL MEASURE OUR PROGRESS ON THE GOAL BY TRACKING (INDICATORS):	BASELINE METRICS		
		2015	2016	
1a. Increase the number of students who read at grade level	% of students, (Hispanic, Black, low-income households), meeting College Readiness Benchmark (CRB) on MAP reading	Black Black FRL Hispanic Hispanic FRL	31% 24% 39% 24%	33% 24% 39% 24%
1b. Decrease the number of students falling well below grade level reading	% of students by subgroup who perform at or below the 25th percentile on MAP reading	Black Hispanic	30% 26%	26% 24%
INITIAL OUTCOME MEASURES FOR 2016 WORK				
Increase the student opportunities for out-of- school time academic support and enhancement	# of slots available for student participation in summer programming # of students in traditional summer programming implementing increased structured reading opportunities Qualitative analysis of impact		54 0	1,255 4,745
Increase the coordination of existing programs to maximize effect	# of newly formed partnerships among partners to increase collaboration around Qualitative analysis of impact			EC2C Planning Year; 2017 will establish baseline

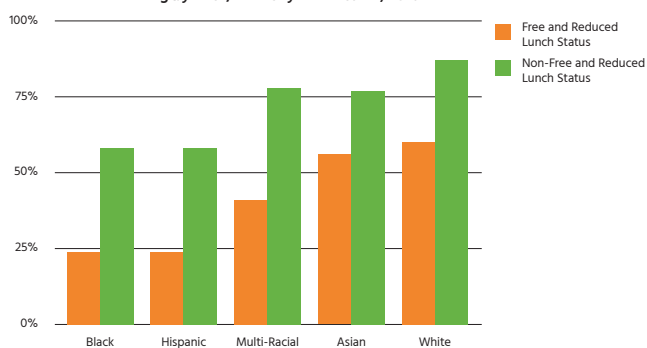
District 65 Students Meeting College Readiness Benchmarks in Reading



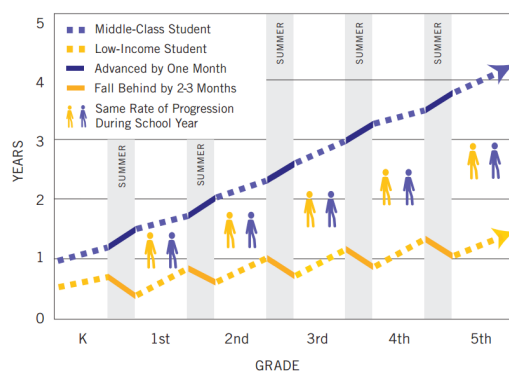
Percent District 65 Students At or Below the 25th Percentile in Reading on MAP



District 65 Students Meeting College Readiness Benchmarks (CRB) in Reading by Race/Ethnicity and Income, 2016



Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



IN 2016, EC2C PARTNERS COLLABORATED TO:

- **Develop and Implement A Coordinated Summer Literacy Initiative in Evanston**
 - Expand existing summer literacy programs slots by 130% through increased investments by both school districts and the Evanston Community Foundation, and adding literacy-specific programming to additional summer programs
 - Add structured reading time to traditional camp programming. Reaching over 4,700 children with daily reading through Park District and other traditional camp programs.
- **Increase the reading resources and opportunities to access them throughout Evanston**
 - Collect and distribute a wide variety of diverse books to Park District Summer Camps through our first annual Diverse Book Drive
 - Institute 5 Little Free Libraries ETHS students built 5 “little libraries” installed in City parks and stocked through Diverse Book Drive and Evanston Public Library.

IN 2017, EC2C PARTNERS WILL:

- **Sustain, if not further expand, Summer Literacy Program Slots**
 - Secure funds to support summer literacy programming (\$50,000 committed to date)
 - Expand collaborations across programs to reach additional students with literacy-based programming.
 - Employ program expansion funds to support research-proven programs and areas of greatest need.
 - Ensure capacity to measure impact.
- **Increase impact of reading time in traditional camps**
 - Based on 2016 assessment, improving training for camp staff to implement reading time
 - Conduct Diverse Book Drive to ensure programs have a range of appropriate books available
 - Create strategy to measure impact

Many partners and EC2C volunteers form the foundation of this work. The varied experiences of professionals and community members from the following partners create integrated work that we believe will amplify outcomes for students and their families.

District 65, District 202, Evanston Department of Parks and Recreation, Evanston Public Library, Family Focus, McGaw YMCA, Y.O.U, Youth Job Center, Garrett Theological Seminary, Evanston Own It, YWCA Evanston/North Shore, Dajae Coleman Foundation, Evanston CASE, Evanston Community Foundation, Rainbows for All Children

THE EC2C EFFECT

Summer learning loss is a perfect example of the potential of “collective impact.” The data tells us that our most underserved children lose substantial ground during the summer. The schools alone cannot solve this problem. EC2C challenged all of our partners to consider what they could do to address this concern and the vast majority rose to that challenge creating new and expanded opportunities for young people. For example, funding from **D65, D202**, and the **Evanston Community Foundation** allowed for a dramatic expansion of ABC Boosters in which high school students are employed by the **Youth Job Center** and trained by librarians at the **Evanston Public Library** to work with incoming kindergarten students at D65 and other preschools and **Park District** Camps on pre-literacy skills to ensure children are ready for success in kindergarten. For the high school student, they are receiving vital employment experience and have an opportunity to see themselves as a capable caregiver.



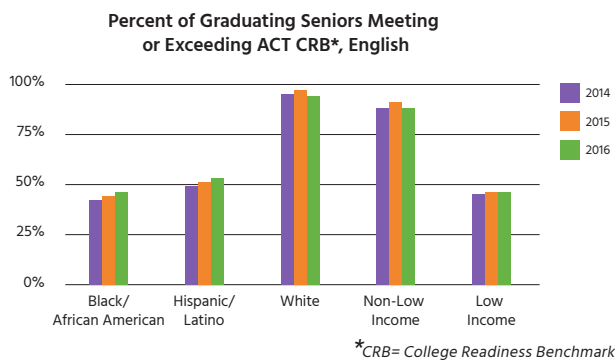


CONDITIONS IN EVANSTON ALLOW ALL STUDENTS TO EXPLORE AND PLAN FOR AN ARRAY OF POST-SECONDARY OPTIONS AND ALL STUDENTS ARE READY FOR LIFE BEYOND HIGH SCHOOL

SUCCESS FOR US ON THIS GOAL MEANS (OUTCOME):	WE WILL MEASURE OUR PROGRESS ON THE GOAL BY TRACKING (INDICATORS):	BASELINE DATA		
		2015	2016	
Increase the academic preparedness for life beyond high school	% of students, (Black, Hispanic, low-income households), meeting College Readiness Benchmark (CRB) on ACT reading	Black	44.5%	46.1%
		Hispanic	51.3%	52.5%
		Low-Income	45.5%	46.1%
	% of students (Black, Hispanic, low-income households) graduating in 4 years	Black	80.2%	83.3%
		Hispanic	86.4%	88.6%
		Low-Income	80.7%	83.2%
	% of students (Black, Hispanic, low-income households) graduating in 5 years	Black	86.9%	87.1%
		Hispanic	86.6%	88%
		Low-Income	87.1%	86.7%
INITIAL OUTCOME MEASURES FOR 2016 WORK				
1. Increase capacity to support exploration of an array of post-secondary options.	Qualitative analysis of planning process.	EC2C Planning Year; 2017 will establish baseline		
2. Increase the awareness of post-secondary options other than 4-year college.	Qualitative analysis of planning process.	EC2C Planning Year; 2017 will establish baseline		

CHALLENGE

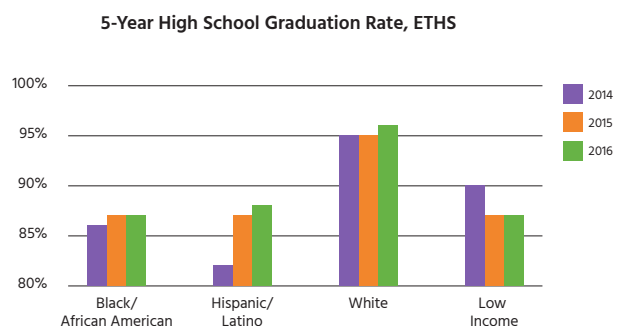
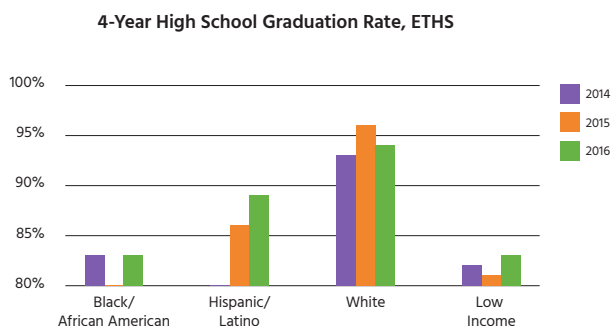
Systemic barriers and challenges that create disparity for students of color cause them to be *less likely* to be prepared for and realize post-secondary success.



IN A NATIONAL LONGITUDINAL STUDY:

- **67%** of non-college enrollees began high school believing they would go to college
- At age 26, **27%** of them still expected to go to college at some point
- **Finances** were cited most often for not attending college

Resource: The Center for Public Education. Report. "The Path Least Taken."



IN 2016, EC2C PARTNERS COLLABORATED TO:

- **Discover the barriers and gaps in youth employment**
 - Surveyed employers to understand their experience employing youth
- **Better understand the landscape of resources available to help youth in post-secondary planning**
 - Developed a comprehensive directory of services and programs designed to help students assess available post-secondary options
- **Increase the awareness of post-secondary options other than 4-year college.**
 - Gathered a diverse group of youth to discuss their post-secondary planning process and their knowledge of and challenges with programs/ opportunities to support that planning

IN 2017, EC2C PARTNERS WILL:

- **Address the barriers and gaps in youth employment**
 - Cultivate relationships with area employers to collaborate in EC2C planning and implementation
 - Explore cross-pollination of post-secondary planning and experiential learning opportunities in Evanston business community
- **Increase the awareness of post-secondary options other than 4-year college.**
 - Build relationships with ETHS staff to better understand the needs and gaps within current post-secondary planning process
 - Explore the ways post-secondary visioning can begin earlier and elsewhere in Evanston.
 - Develop strategies for those youth least likely to take advantage of existing resources

EC2C believes that all Evanston youth should have the skills they need to attend college if they choose, but that all young people in Evanston should have the opportunity to explore multiple available pathways to successful careers that will fulfill and sustain them.

Many partners and EC2C volunteers form the foundation of this work. The varied experiences of professionals and community members from the following partners create integrated work that we believe will amplify outcomes for students and their families.

Center for Independent Futures, District 202, McGaw YMCA, Youth Jobs Center, The Moran Center, Literature for All of Us

THE EC2C EFFECT

In the Summer of 2016, staff from **Youth Job Center, McGaw YMCA,** and **EC2C** convened a diverse group of youth to better understand their knowledge of programs and opportunities to enhance post-secondary planning throughout the school year and during the summers. Through a series of guided activities designed to ask them to think about how they think about their years after high school, what they consider “success” to be in those years, how well prepared they feel today, and what else they need to feel ready to seize post-secondary opportunity, youth shared their experiences of getting ready for life after high school. Our hope is to bring this model of student-driven talking circles focused on life after high school to scale in ETHS sometime in 2017.



Photo courtesy of EC2C Partner the Infant Welfare Society of Evanston



CONDITIONS IN EVANSTON PROMOTE HEALTH, WELL-BEING, SAFETY, AND STABILITY FOR ALL FAMILIES

SUCCESS FOR US ON THIS GOAL MEANS (OUTCOME):	WE WILL MEASURE OUR PROGRESS ON THE GOAL BY TRACKING (INDICATORS):	BASELINE METRICS (2016)
1. Increase the opportunities to address trauma and its effects	# of trauma-focused workshops, trainings, and opportunities for individuals to address the effect of trauma in their lives # of independent mental health providers offering affordable services focused on trauma	EC2C Planning Year; 2017 will establish baseline
2. Increase the ease of access to necessary supports	Qualitative data on efforts to align and coordinate delivery of complementary services and supports Qualitative analysis of impact	EC2C Planning Year; 2017 will establish baseline
3. Increase the coordination of existing programs to assess areas of focus and maximize effect	# of partners working together in new ways to produce innovative collaborative programming Qualitative analysis of impact	EC2C Planning Year; 2017 will establish baseline

CHALLENGE

Despite a wealth of resources, youth and families in Evanston continue to experience gaps and barriers to receiving the supports they need in order to secure health and well-being.

Trauma, as a foundational impact on health and well-being, emerged as our first focus.

TODAY WE ALSO KNOW:

- **26%** of children in the United States will witness or experience a traumatic event before they turn four.¹
- More than 60% of youth age 17 and younger have been exposed to crime, violence and abuse either directly or indirectly.²
- Young children exposed to five or more significant adverse experiences in the first three years of childhood face a **76% likelihood** of having one or more delays in their language, emotional or brain development.³

TRAUMA MATTERS

People who have experienced trauma are:

- 15 times more likely to attempt suicide
- 4 times more likely to become an alcoholic
- 4 times more likely to develop a sexually transmitted disease
- 4 times more likely to inject drugs
- 3 times more likely to use antidepressant medication
- 3 times more likely to be absent from work
- 3 times more likely to experience depression
- 3 times more likely to have serious job problems
- 2.5 times more likely to smoke
- 2 times more likely to develop chronic obstructive pulmonary disease
- 2 times more likely to have a serious financial problem³

1. National Center for Mental Health Promotion and Youth Violence Prevention, "Childhood Trauma and Its Effect on Healthy Development," July 2012 (http://sshs.promoteprevent.org/sites/default/files/trauma_brief_in_final.pdf)

2. Bell, C.C. & Jenkins E.J. (1993). "Community Violence and Children on Chicago's Southside." *Psychiatry*, 56 (1): 46-54.

3. Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (http://www.samhsa.gov/children/social_media_apr2011.asp)

IN 2016, EC2C PARTNERS COLLABORATED TO:

- **Establish trauma as a key focus based on community need**
 - Created a series of trauma-focused group counseling opportunities
- **Examined the current landscape of services and system entry to better understand the gaps/barriers**
 - Northwestern Design for America students conducted a summer studio session to workshop innovative system coordination and communication methods
 - Facilitated a provider feedback session to gain perspective on provider and staff challenges/barriers in providing needed support services
 - Conducted a landscape survey of existing programs to begin to embed a human-services directory into the City of Evanston's 311 call center

IN 2017, EC2C PARTNERS WILL:

- **Increase opportunities for trauma-focused counseling and education**
 - Implement trauma-focused group counseling for members of the black and Latino communities in Evanston
 - Explore ways to raise awareness of the impact of trauma community-wide
- **Ease access to necessary supports**
 - Design and test a system for coordinating up-to-date information regarding available services
 - Explore and test shared organizational processes to ease intake and cross-agency referral
- **Begin to address the gaps/barriers in the current system of services in Evanston**
 - Continue to develop a 311 integration
 - Explore new technologies and strategies to communicate available service options

Many partners and EC2C volunteers form the foundation of this work. The varied experiences of professionals and community members from the following partners create integrated work that we believe will amplify outcomes for students and their families.

District 65, Evanston Department of Health & Human Services, Evanston Township High School, The Moran Center, NorthShore University Health System, PEER Services, YWCA of Evanston/NorthShore

THE EC2C EFFECT

In 2016 social workers from District 65 and Peer Services realized that many of the students and clients with whom they worked, disproportionately Black and Latino families and their children, in Evanston were dealing with the profound effects of trauma while no system or coordinated intervention existed to address this specifically. With support from EC2C, they developed a series of workshops, led by trained therapists of color and based on the sanctuary model, specifically designed for members of the Black community in Evanston to find a safe space to begin to address the role of trauma in their lives and to work to reverse stigma about counseling as a necessary support for a happy future. Slated to roll out in 2017, we hope the first round of our workshops will provide safe counseling space for 50-100 individuals and provide them with an organized community of counselors and therapists of color willing to continue individual trauma-focused work conveniently and affordably (either pro bono or on a sliding scale).

In the fall of 2017, we plan to roll out our first workshops specifically designed for the Latino community. We also hope to work collaboratively with The Moran Center to provide similar trauma-focused counseling space specifically for youth.



Photo courtesy of EC2C Partner Y.O.U

Our Work



SYSTEMS IN EVANSTON REFLECT THE COMMUNITY AND PROVIDE EQUITABLE OPPORTUNITIES AND ACCESS TO RESOURCES FOR ALL STUDENTS AND FAMILIES.

SUCCESS FOR US ON THIS GOAL MEANS (OUTCOME):	WE WILL MEASURE OUR PROGRESS ON THE GOAL BY TRACKING (INDICATORS):	BASELINE METRICS (2016)
1. Increase the organizational capacity of EC2C partners to effect change toward equity	# of EC2C partner organizations completing a formal organizational equity assessment # of organizations making concrete changes within their organization that advance equity within their organization Qualitative description of change and implementation to inform future work.	EC2C Planning Year; 2017 will establish baseline
2. Increase the opportunities for Evanston community members to broaden their cultural self-awareness	# of learning opportunities provided affordably that allow individuals to enhance their cultural self-awareness	EC2C Planning Year; 2017 will establish baseline
3. Increase community members' sense of power to influence and change systems in Evanston	# of community members involved in EC2C Community Engagement Team planning and implementing activities Qualitative description of members' sense of power to influence	EC2C Planning Year; 2017 will establish baseline
4. Increase the inclusiveness of EC2C Action Teams and committees to reflect the racial, economic, and diversity of Evanston	# of youth involved in EC2C planning and activities Demographic composition of EC2C Teams and Committees	EC2C Planning Year; 2017 will establish baseline



CHALLENGE

Racial and economic disparities in Evanston compromise the well-being and thriving of many students and families in Evanston and thwart our common interest that every child grows up happy, healthy, safe, and successful.

Equity refers to the inability to predict outcomes by race or ethnicity.

The true measure of our effectiveness will be our ability to ensure that no child's future in Evanston will be predictable by their race or ethnicity.

IN 2016, EC2C PARTNERS COLLABORATED TO:

- **Create opportunities and expectation for organizational change toward equity**
 - Provided facilitated discussions and training sessions around conducting organizational equity assessments
 - Adjusted EC2C messaging and goals to employ an equity lens
 - Drafted and signed a shared EC2C Equity Statement to root our collective commitment
 - Hosted a facilitated session for partners' board members and ED's to root equity conversation
 - Established an EC2C Equity Advisory Committee
- **Provide increased opportunities for Evanston community members to broaden their cultural and racial self-awareness**
 - Provided a community retreat led by Dr. Nicholas Pearce to discuss equity in Evanston
 - Offered equity discussion/training to EC2C Solution Design Team members
- **Seek involvement by a diverse group of community members**
 - Established a Community Engagement Team driven by Parents
 - Held a parent-driven literacy event

IN 2017, EC2C PARTNERS WILL:

- **Aim to create change toward achieving organizational equity**
 - Conduct an organizational equity assessment in 2017
 - Build a strategic action plan and begin work on organizational change toward achieving equity
 - Offer SEED (Seeking Educational Equity Diversity) trainings
 - Clarify and re-align the work of our action teams to the EC2C equity agenda
 - Offer **Beyond Diversity** Training for partner staff
- **Provide increased opportunities for Evanston community members to broaden their cultural and racial self-awareness**
 - Support and Promote YWCA Racial Equity Summit
 - Explore and create growth opportunities for all Evanston residents in equity
- **Seek involvement by a diverse group of community members**
 - Invite parent and youth representatives to join Operations Team
 - Continue to recruit voices under-represented at EC2C tables
 - Create space in decision-making circles for diverse voices to influence EC2C policy

EC2C EQUITY STATEMENT

Evanston Cradle to Career (EC2C) partners commit to acknowledge, confront, and eradicate the racial, social, and other systemic inequities, within their organizations and in the community, that undermine access and opportunity for Evanston's youth, particularly youth of color.



Learning from the Past, Looking to the Future

NO MAGIC BULLET

The challenges taken on by Evanston Cradle to Career are complex and multi-faceted. The work we have completed in this past year is only the beginning of taking on these challenges. Some of our work has been highly effective and other aspects have been less so. There is no magic bullet for solving the inequity in our community—instead it will take the cumulative effect of many changes, large and small, to create a more equitable community for our children.

SOME KEY ACCOMPLISHMENTS ARE HARD TO MEASURE

One of the most critical changes accomplished through EC2C cannot be captured in data points or other metrics. It is the change in how organizations work together toward shared outcomes for our families. It is early childhood providers making it easier for families to find a space by sharing information across programs about open slots in local programs. It is when funding opportunities arise, agencies stop thinking “how will my agency apply,” and instead think “how might our community apply together”—strengthening all of our programs. It’s when programs that used to see each other as competition, suddenly discover that if they share programming, they can both offer better services to all of the children and families they serve. These changes are strengthening our community every day.

BUILDING IN CONTINUOUS IMPROVEMENT

As mentioned earlier in this report, EC2C recognizes that our process thus far has often felt too slow for many of us and has been inadequate to respond to the strong sense of urgency for change. In the interest of continuous improvement, we are now revising our structure to respond to urgent needs, while simultaneously moving forward on long term systems change.

We also recognize that our process has failed to be as inclusive of the full community as we had hoped. If EC2C is to truly reflect the interests and needs of the community, it is critical that we actively engage traditionally underrepresented voices in authentic ways that share power and privilege. Ensuring that we achieve this more equitable balance of power is a major priority for us as we move forward in the coming year.

Evanston Cradle to Career, like all such initiatives, is very much a work in progress and we look forward to involving many members of the community as we continue our work together to ensure all our children the opportunity to achieve their potential.



Photos on pages 18-20 courtesy of EC2C partner The Infant Welfare Society

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Superintendent, Evanston School District 65

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President and CEO, YWCA Evanston/North Shore

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