



CradletoCareer
Anchored at United Way of Tucson and Southern Arizona

Successful children
Engaged community
Thriving economy

Post-Secondary Education Change Networks

Education after high school provides opportunities for social and economic mobility, but only if there is equitable access to pathways that lead to a credential and systemic support for student success.

Current Work and Impact

Since launching in 2021, partners in the Post-Secondary Enrollment and Completion Change Networks launched five projects focusing on addressing barriers to enrollment and completion of a post-secondary certification. **These projects directly impacted 358 students and educators, while indirectly impacting 3,023 students and educators.**

"The benefits to individuals and our community, from broader access to and completion of a quality K-12 and college education, are seen across many important social and economic indicators as well as in personal income and career outcomes."

Andrew Comrie
Professor & Director
UAZ School of Geography,
Development, and Environment



Community Engagement for Action

Cradle to Career conducted listening sessions with community members to better understand the barriers to post-secondary pathways as part of the Post-Secondary's Change Networks collaborative action. These sessions prioritized the voices of racially and ethnically diverse youth and young adults not currently in a high school or on a post-secondary education pathway, as well as self-identified learners from low socioeconomic backgrounds.

Key findings and common themes included:

- **Pathway Education and Support:** Learners have varying levels of support needs. It is important to be population-specific when creating solutions towards persistence and attainment.
- **Peer Community and Support:** Opportunity youth highlighted the necessity of the support of peers with similar goals to persevere through challenges, stay motivated, and provide a much-needed sense of community.
- **Modality Exploration:** Among youth, flexibility in pathways was important, however many were aware of the need for self-discipline when attending classes online and were concerned they could fall behind without traditional class structure and peer interaction. Those who preferred a physical class environment also voiced they wanted to work close to or on-campus and did not want to split campuses if possible.



Post-Secondary Projects

Over the last year, and utilizing resources received from StriveTogether's Challenge Grant, partners launched projects to accelerate the elimination of the opportunity gaps that exist in post-secondary pathways for Black, Latinx, and Indigenous youth, including:

- **Scholarships A-Z** launched the Undocumented Youth Empowerment Initiative (UYEI) to increase resources available to Undocumented youth to allow them to create their own pathways without limitations.
- **Tucson Regional Educators Collaborative (TREC)** launched a teacher mentoring Community of Practice where experienced teachers (5 years+) provide newer classroom teachers in their 1st-5th year of teaching with support and guidance.
- **TREC** is also working with teachers from three districts to implement an Equitable Grading strategy in math. Through this strategy, teachers shifted their grading approach allowing students to move from compliance to knowledge acquisition.
- **The Instructors of Dual Enrollment Advancing the Learning of Students (IDEALS)** conference was held on March 26, 2022, with 29 instructors attending.
- **Joint Technical Education District (JTED)** is working to remove barriers for youth, students, and families to access post-secondary experiences to career tracks, utilizing data to evaluate their outreach efforts to reach more students in an equitable way.

Learn More

To learn more about the Post-Secondary Education Change Networks, contact **Caroline Lewis** at clewis@unitedwaytucson.org.