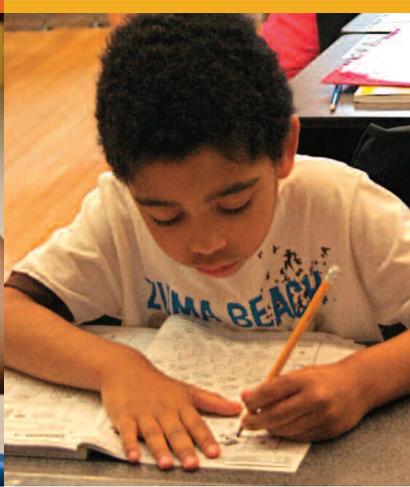


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**thrivechicago**  
the city that works together



An initial report on the collective efforts of **thrivechicago**

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## **VISION**

Chicago is a city where all succeed in education, career, and life.

## **MISSION**

To prepare all of Chicago for a vibrant future by aligning efforts and outcomes from cradle to career.



**DEAR COMMUNITY MEMBERS,**



As Mayor of the City of Chicago, I have made educational opportunity for our children a pillar of my administration's work. With investments in early childhood education, the launch of a full school day, our drive to have strong principals and teachers in our schools, and our goal to provide our citizens with the skills and knowledge required to excel in the careers of tomorrow, we are doing everything we can to make sure Chicago's children thrive and succeed. I am committed to providing world-class opportunities to every resident in Chicago.

No single organization, no matter how innovative or powerful it may be, can achieve this goal alone. Our entire City, and all our residents must work together to ensure our children's success. To accomplish this, Thrive Chicago involves early learning providers, Chicago Public Schools, the City Colleges of Chicago, local colleges and universities, non-profits and community-based organizations, museums and cultural institutions, and business and philanthropic partners working together to align efforts along the full spectrum of development in Chicago – from cradle to career. With our community's commitment and support, our children and our city will thrive.

This report on the systems that support our youth lays the foundation for our implementation of Thrive Chicago. It is the starting point from which we as a city will measure our future success. We will use rigorous data to track our progress and hold ourselves accountable to the goals we collectively establish. Through the implementation of Thrive Chicago, this data-driven approach to systems change will become the new way of doing business across all organizations and institutions in the city. Over time, organizations will use data more effectively, which will allow the city to efficiently address gaps in services and better support young people along the continuum from cradle to career.

Thrive Chicago is committed to ensuring the success of our children because Chicago needs to grow the next generation of leaders to remain a world class city. Chicago is the city that works, and together we can provide every child, in every community, with an education that develops their potential and enables them to Thrive.

**SINCERELY,**

**MAYOR OF CHICAGO**



# Support for thrivechicago

★ “Most of us agree that we can no longer afford to work in isolation and expect to see profound social gains for our city’s children and youth. That’s why it’s so exciting that we have this moment, right now, to work collaboratively with so many exceptional stakeholders toward a common vision that puts children and youth first.”

– **EVELYN DIAZ, COMMISSIONER, DEPARTMENT OF FAMILY & SUPPORT SERVICES**

★ “Thrive Chicago builds on the premise that what we are able to do together can have a far greater impact than what we can do alone. Multiple sectors – education, non-profit, philanthropy, government, academic, corporate, and faith-based – bring a unique perspective to this collective work. By working together toward shared goals and results, we can strengthen communities and build a more economically prosperous Chicago.”

– **SHELLEY STERN GRACH, DIRECTOR, TECHNOLOGY & CIVIC INNOVATION, MICROSOFT**

★ “The issues facing many of Chicago’s youth, particularly those confronted with violence and poverty, are far too complex for any one organization to take on alone. Our city needs a coordinated response, involving all stakeholders who care about and invest in the lives and potential of our young people.”

– **DAVID HILLER, PRESIDENT & CEO, MCCORMICK FOUNDATION**

★ “Thrive Chicago offers the platform and organizing framework for the diverse public, private and nonprofit organizations dedicated to human development to come together, tap unrealized synergies, and maximize the resources available to all residents of our city.”

– **TERRY MAZANY, PRESIDENT & CEO, THE CHICAGO COMMUNITY TRUST**

★ “Thrive Chicago represents what is best about our great city: hard work, innovation and a commitment to building better futures for children and families.”

– **NANCY RONQUILLO, PRESIDENT & CEO, CHILDREN’S HOME + AID**



# The Need for **thrivechicago**

Chicago has made great strides in education over the last several years, with key investments to ensure that Chicago's students are more prepared for college, career, and life. Recent accomplishments include:

- Increasing access to high-quality early learning and pre-kindergarten options and ensuring all public school kindergarten students receive a full day of kindergarten.
- Moving from the shortest school day of any major city in the country to providing a Full School Day for all public school students that will provide a student entering kindergarten almost 2.5 additional years of instructional time by the time they graduate high school.
- Expanding high-quality school options with investments in International Baccalaureate and STEM programs as well as magnet, gifted, charter, and military schools.
- Transforming the City Colleges of Chicago by collaborating with industry partners to ensure that students gain the skills and knowledge they need to succeed in seven high-growth industries.
- Creating a citywide STEM strategy to triple the number of students with STEM credentials by 2018.
- Garnering attention from across the nation and globe – from Washington DC's pursuit of a longer school day to the World Bank's review of the City Colleges' new College to Careers program to other big cities like Los Angeles and Dallas replicating Chicago City of Learning.

While Chicago has realized gains in key areas, such as enrollment in early education, attendance rates in elementary and high school, freshmen on-track, high school graduation, and college enrollment, we have more work to do to ensure that every youth in Chicago can succeed in education, career, and life.

- Youth need access to a greater diversity of quality enrichment programming.
- Roughly three in ten high school freshmen do not graduate from high school.
- Students need additional support to pursue and persist in post-secondary options.

Thrive Chicago was launched to build on Chicago's past successes, engage leaders across sectors, and develop a citywide collective impact strategy to address these challenges along the cradle-to-career continuum. Together, Chicago can realize an even greater impact than ever before.

# Working Together for Greater Impact

Thrive Chicago has been incubated in the Office of Mayor Emanuel, with support from a group of cross-sector leaders across the city and with guidance from the Strive Together Cradle to Career Network<sup>1</sup>, which has helped communities across the country jumpstart similar initiatives.

## Thrive Chicago fosters the development of a city where:

- Leaders across the city and youth-serving sectors come together to develop a common agenda for youth that includes tangible benchmarks of success from cradle to career;
- Leaders abandon individual agendas in favor of a collective approach to improve academic and life outcomes; and
- Organizations across sectors focus on this single set of goals and use data to constantly improve their programs and practices and to address gaps in services for different communities and age groups.

In its first year, Thrive Chicago has engaged almost 200 organizations, representing non-profit providers, education systems, college and universities, research and advocacy organizations, museums and cultural institutions, and industry and philanthropic partners—all connected to the systems supporting Chicagoans along the continuum from cradle to career.



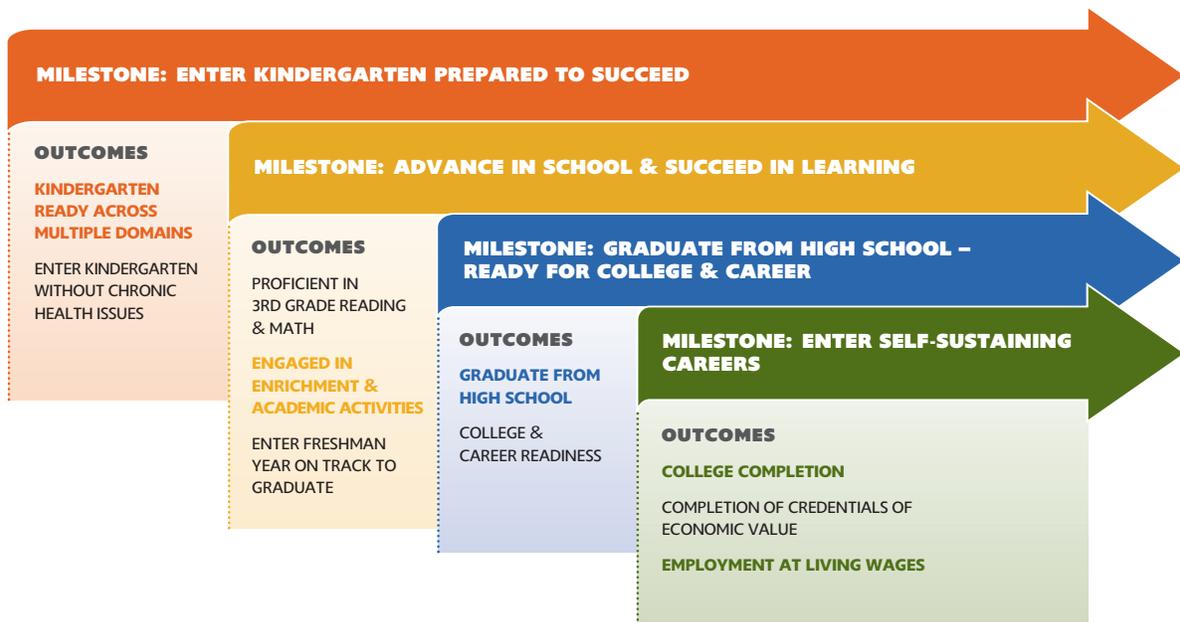
# The Role of Data

Thrive Chicago developed its vision, mission, objectives, and structure by engaging organizations from every sector. Throughout this process, data was used to understand what has been working, where there are challenges, and what barriers exist to overcoming the challenges. As a result, the work of Thrive Chicago is organized into four milestones, spanning the cradle-to-career continuum. Youth in Chicago will:

- Enter kindergarten prepared to succeed.
- Advance in school and succeed in learning.
- Graduate from high school ready for college and careers.
- Enter self-sustaining careers.

Within each of these milestones, key outcomes and indicators have been identified to increase shared accountability across the city, to guide the alignment and expansion of practices to improve the outcomes, and to measure the progress of Thrive Chicago and its participating organizations.

This report is the first time in which all outcomes for the key indicators will be collectively reported. As a starting point for measurement and understanding, the goal is to report the data that is currently being collected. Efforts are underway to collect and report the data for outcomes that are listed as “TBD” so they can be reported during the next year. Thrive Chicago is working with practitioners and research organizations to identify data sources and reporting methods. Additionally, over time, Thrive Chicago will identify new or additional data sources that will provide an even richer understanding of the milestones and improve the ability to measure, monitor, and report outcomes across the city.



# Change Networks

Thrive Chicago is comprised of five Change Networks focused on achieving critical aspects of these milestones. A Change Network is a group of practitioners, experts, and other stakeholders working together to improve key outcomes along the cradle-to-career continuum. Each Change Network is convened by one or more lead organizations and is composed of 20-40 organizations with deep content knowledge in an outcome area. They develop a plan to guide their work and break into smaller workgroups to accomplish their top priority action items.

CHANGE NETWORK/OUTCOME	INITIAL FOCUS AREA(S)	CONVENER(S)
<b>KINDERGARTEN READY ACROSS MULTIPLE DOMAINS</b>	Increasing access to programming, especially for hard-to-reach populations and raising the quality of infant/toddler and pre-K programming	<ul style="list-style-type: none"> <li>• Early Learning Executive Council</li> </ul>
<b>ENGAGED IN ENRICHMENT &amp; ACADEMIC ACTIVITIES</b>	Improving access to existing youth programs, improving the learning outcomes of those programs, and improving the adoption of best practices across program providers	<ul style="list-style-type: none"> <li>• Hive Learning Network</li> <li>• Chicago Public Schools</li> </ul>
<b>HIGH SCHOOL GRADUATION</b>	Outreach, engagement and retention of off-pace and Opportunity Youth (those who are not in school and not working)	<ul style="list-style-type: none"> <li>• UCAN/Peace Hub</li> <li>• Chicago Public Schools</li> </ul>
<b>COLLEGE COMPLETION</b>	Increasing 1st to 2nd year persistence by focusing on the resources needed to support student success as students move to post-secondary education	<ul style="list-style-type: none"> <li>• Chicago Collaborative for Undergraduate Success</li> <li>• City Colleges of Chicago</li> <li>• Chicago Public Schools</li> </ul>
<b>EMPLOYMENT AT LIVING WAGES</b>	Removing employment barriers for young adults with law enforcement records	<ul style="list-style-type: none"> <li>• Plan for Economic Growth &amp; Jobs Workforce Development Group</li> <li>• Cabrini Green Legal Aid</li> </ul>

# Enter Kindergarten Prepared to Succeed

## Reflection on Progress

Prior to the launch of Thrive Chicago, Mayor Emanuel called into commission the Early Childhood Task Force, which included members from city agencies, early learning advocacy groups, and direct service providers. The task force engaged over 60 early childhood experts across the city and state with the goal of transforming early childhood education in Chicago via three distinct goals: increase access, raise program quality, and bolster transparency and accountability. The Early Learning Executive Council is a group of cross-sector early learning experts who were charged with the coordination of new initiatives to advance these goals – as an advisory and accountability body to lead the work across the city to ensure that youth enter kindergarten prepared to succeed.

## Key developments include:

- The City of Chicago increased investments in early learning and pre-kindergarten programs through Ready to Learn!, a three-year \$36 million commitment to increase access to early learning programs and raise the quality of existing early learning programs.
- A new Early Learning and Wellness Center was established in Englewood and Back of the Yards serving over 150 children and families.
- Chicago now has an Early Learning Portal that serves as a one-stop-shop to help parents find programs, assess program quality, and understand their child’s eligibility for programs<sup>ii</sup>.
- Pre-kindergarten is available for all four-year-olds across the city.
- The city has implemented universal full-day kindergarten across Chicago Public Schools.

## Looking Forward

In collaboration with Thrive Chicago, the Early Learning Executive Council is focused on improving outreach and enrollment strategies, especially for hard-to-reach populations, which include encouraging broader use of the Early Learning Portal and targeted outreach and canvassing strategies.

Thrive Chicago is also working to strengthen professional development systems and improve coordination of quality supports across publicly funded programs. These early learning programs are collaborating to adopt developmentally appropriate, culturally responsive, and evidence-based formative child assessments; developmental screenings; and program assessment tools across all city-funded programs. Thrive Chicago is aligning with the work underway at the Illinois State Board of Education to adopt the Kindergarten Individual Development Survey (KIDS) assessment in 2015<sup>iii</sup>.

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### OUTCOMES

Enter kindergarten ready across multiple domains

Enter kindergarten without chronic health issues

### CONTRIBUTING INDICATORS

Prenatal care

Healthy birth weight

Enrolled in infant/toddler programs

Enrolled in pre-kindergarten programs

Enrolled in Medicaid with "medical home"

### METRICS

TBD<sup>iv</sup>

TBD

### METRICS

84.3% of women receive prenatal care beginning in the first trimester (2009)<sup>v</sup>

9.7% of births in Chicago are low-weight births (2009)<sup>vi</sup>

Roughly 8,000 children age 0-2 are enrolled in infant/toddler programs through Early Head Start, DFSS child care, and Prevention Initiative programs (2014)<sup>vii</sup>

Roughly 37,000 children age 3-5 are enrolled in public pre-kindergarten programs in schools and community-based programs through Preschool for All and Head Start (2014)<sup>viii</sup>

TBD<sup>ix</sup>

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**Roughly 37,000 children age 3-5 are enrolled in public pre-kindergarten programs in schools and community-based programs through Preschool for All and Head Start.**

# Advance in School and Succeed in Learning

## Reflection on Progress

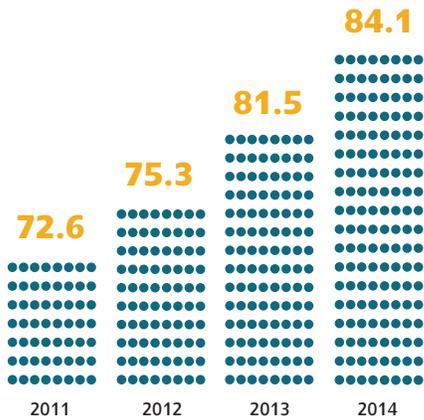
Chicago once had the shortest school day and year of any major city in the country, and now all public school students participate in a Full School Day. As a result, elementary school students have more than 200 additional hours of school each year, and high school students receive over 160 more hours of instruction each school year. Complementing this change, CPS developed an Arts Education Plan to give all students the opportunity to participate in a comprehensive program of visual art, music, dance, and theater from pre-kindergarten to 12th grade. In addition, CPS has expanded high quality school models like STEM and International Baccalaureate (IB).

Beyond the school day, over 100 organizations are participating in **Chicago City of Learning**, which is focused on providing summer and out-of-school learning experiences in science, technology, engineering, art, and math for 200,000 students ages four to 24. In summer 2014, over 22,000 summer learning opportunities and youth jobs were available to Chicago's young people across 150 organizations. In addition, Chicago launched the world's first citywide digital badging system to track and recognize achievements earned outside of the classroom.

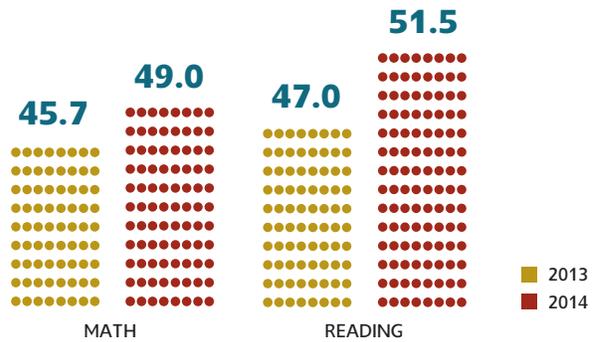
The **freshmen on-track rate** for CPS has been steadily rising, increasing 11.5 percentage points between 2011 and 2014. Likewise, CPS has observed significant gains in third grade achievement in both math and reading between 2013 and 2014. This progress is supported by programs like Becoming a Man (BAM) Sports Edition, a program developed and implemented by Youth Guidance and World Sport Chicago, which uses elements of cognitive-behavioral therapy and non-traditional sports activities to strengthen social-cognitive skills, including self-regulation and impulse control. Over the last year, BAM has expanded to serve approximately 2,000 public schools students per year. Within six months, the combination of intensive math tutoring (Match) and non-academic skill building through the BAM program boosted math scores by nearly two-thirds of the black-white achievement gap and reduced student misconduct by 67%.

In partnership with Microsoft and the United Way, the City opened new **Parent Engagement Centers** in CPS schools across the city. These centers are focused on engaging parents in their children's education and are aimed at closing the digital divide by helping parents learn the digital and technology skills they need to support their children's learning. CPS now hosts 31 Parent Engagement Centers that serve families and communities across the city of Chicago.

CHICAGO PUBLIC SCHOOLS FRESHMEN ON-TRACK RATE %



CHICAGO PUBLIC SCHOOLS PROFICIENCY IN 3RD GRADE READING & MATH % (BASED ON NWEA)



Looking Forward

Building on this progress, Thrive Chicago is focused on serving more high-need students across the city through high quality enrichment and academic programs. Through a data-informed effort, Thrive Chicago is identifying the unique challenges faced by the schools who serve high-need students, so the schools can receive the supports they need to help engage these youth.

In addition, Thrive Chicago has begun to identify the existing programs across the city that are available to students in kindergarten through 8th grade. The collection of this information will lay the groundwork to coordinate resources and identify and share best practices across organizations so that all students engaged in enrichment and academic activities will have high-quality learning experiences.

OUTCOMES

Proficient in 3rd grade reading & math

Engaged in Enrichment & Academic Activities

Freshmen On-Track

CONTRIBUTING INDICATORS

Kindergarten readiness

K-3 attendance

Connection to Caring Adult

On-time promotion to 4th grade

6th grade attendance

Ready for High School in the 8th grade

Promoted to high school at appropriate age

METRICS

51.5% of 3rd grade students in CPS are at or above the national average performance for reading (2014)<sup>xi</sup>

49% of 3rd grade students in CPS are at or above the national average performance for math (2014)<sup>xii</sup>

TBD

84.1% of CPS freshman are on-track to graduate (2014)<sup>xiii</sup>

METRICS

TBD<sup>xiv</sup>

The attendance rate for CPS kindergarteners is 93.6% (2014)<sup>xv</sup>

The attendance rate for CPS third-graders is 95.6% (2014)<sup>xvi</sup>

TBD

88.2% of CPS students are promoted to 4th grade on time (2013)<sup>xvii</sup>

The attendance rate for CPS sixth-graders is 95.6% (2014)<sup>xviii</sup>

TBD

82.4% of CPS students were promoted to high school at an appropriate age (2013)<sup>xix</sup>

# Graduate from High School Ready for College and Career

## Reflection on Progress

The high school graduation rate for the Chicago Public Schools has been steadily increasing, reaching an all-time high of 69.4% in 2014. As more students graduate, work is being done to ensure they are college- and career-ready. In 2013, 88.7% of CPS graduates indicated that they had concrete plans for their future.

### High-quality school options have greatly expanded through numerous developments, including:

- Increasing high school freshmen on track to graduate by 11.5 percentage points between 2011 and 2014 through a CPS initiative to monitor dropout risk for students across all neighborhood high schools.
- Creating seven wall-to-wall International Baccalaureate (IB) high schools, 6 new IB Diploma Programme high schools, and 10 new IB elementary school programs.
- Developing five Early College STEM High Schools, which connect high school, college, and the world of work with a focus on honing students' skills in science, technology, engineering, and math to prepare students for success in college and career in partnership with Cisco, IBM, Microsoft, Motorola Solutions, and Verizon Wireless.
- Expanding capacity at selective enrollment schools across the city and expanding early college options to 3,100 CPS students, a ten-fold increase from the 300 students who participated in this program in 2011.
- Increasing summer job opportunities for youth from 14,000 in 2011 to 21,000 in 2014 – an increase of 7,000 jobs.

### In addition, Chicago is focused on providing support to students to ensure they can access the opportunities available to them:

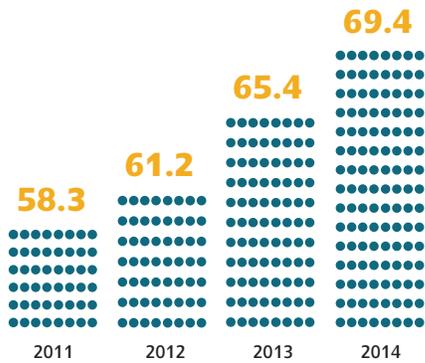
- In a joint effort, the Chicago Police Department and CPS have led an unprecedented effort to provide Safe Passage to students attending schools in many of Chicago's neighborhoods. Over the last two years, crime on safe passage routes was down 20% and incidents among students were down 27% in the schools.
- CPS has revised its Student Code of Conduct, which promotes alternative discipline methods that keep students engaged and connected to their school communities, minimizing the disruption to student learning and promoting a more positive school climate. This builds off earlier revisions to the student code, which have resulted in a 36% drop in high school suspensions since the 2010-2011 school year.

### Chicago colleges and universities serve as key partners in supporting Chicago students.

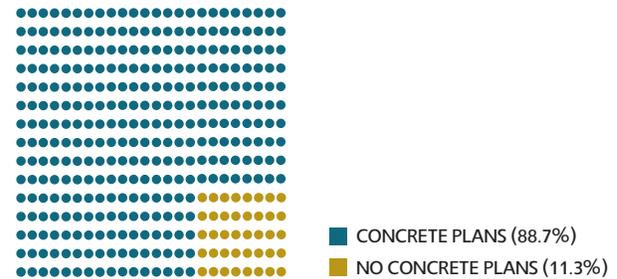
#### Some examples of strong university partnerships across the city include:

- DePaul University, Loyola University Chicago, Northeastern Illinois University, and Saint Xavier University are providing academic support, teacher training, and improved educational opportunities for Chicago Public Schools students through partnerships with Amundsen, Senn, Lake View, and Morgan Park high schools.
- The University of Chicago launched UChicago Promise, which is designed to help students throughout Chicago gain admission to, pay for, and thrive as students at the University of Chicago.
- Northwestern University launched a new program, Northwestern Academy, to help CPS students prepare for and gain admittance to selective colleges and universities.
- The UIC Center for Urban Education Leadership provides leadership development for principals.

CHICAGO PUBLIC SCHOOLS 5-YEAR COHORT GRADUATION RATES %



CHICAGO PUBLIC SCHOOLS STUDENTS WITH CONCRETE PLANS FOR THE FUTURE  
(BASED ON SENIOR EXIT QUESTIONNAIRE)



Looking Forward

While much progress has been made to ensure students graduate from high school ready for college and career, there is more work to do. Roughly three in ten CPS students do not graduate high school and are essentially lost—not in school and not working. Thrive Chicago is focused on supporting the students who have not graduated high school to ensure all students have the opportunity for a positive future. As a part of this, Thrive Chicago is focused on more effectively locating, reengaging, referring, and tracking these students, collectively referred to as Opportunity Youth. The goal is to provide Opportunity Youth and off-track students with academic retention and wraparound support services and ensure that youth who need multiple services can seamlessly access the range of supports they need.

OUTCOMES

- High school graduation
- College and career readiness

CONTRIBUTING INDICATORS

- Freshmen On-Track
- High school attendance
- Connection to a caring adult
- Arrests, suspensions, expulsions
- High school GPA over 3.0
- Dual credit and enrollment
- Concrete future plans
- Jobs and internships

METRICS

69.4% of first-time freshmen graduate from CPS within five years (2014)<sup>xxi</sup>

TBD

METRICS

84.1% of CPS freshmen are on-track to graduate (2013)<sup>xxii</sup>

The attendance rate for CPS 12th graders is 87.6% (2014)<sup>xxiii xxiv</sup>

TBD

CPS reports 1.58 arrests per 100 students (2013)<sup>xxv</sup>

CPS reports 30.2 suspensions per 100 students (2013)<sup>xxvi</sup>

CPS reports 0.11 expulsions per 100 students (2013)<sup>xxvii</sup>

31.4% of CPS high school students have a GPA over 3.0 (2013)<sup>xxviii</sup>

41.5% of CPS high school students are in dual credit, dual enrollment, advanced placement, or IB programs (2013)<sup>xxix</sup>

88.7% of CPS graduates report taking the steps to develop a concrete plan (2013)<sup>xxx</sup>

22,000 jobs and internships provided through One Summer Chicago (2014)

# Enter Self-Sustaining Careers

## Reflection on Progress

Institutions across the city are committed to ensuring youth have the knowledge and ability to enter self-sustaining careers, either through **college completion** or **employment at living wages**.

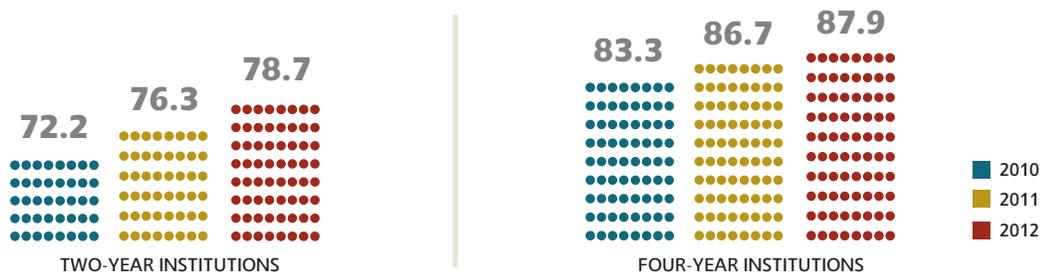
### Initiatives across the city supporting **college completion** include:

- The City Colleges of Chicago (CCC) launched College to Careers with over 150 local and national partners to ensure that students gain the skills and knowledge they need to succeed in seven high-growth industries. To date, over 1,000 CCC students have landed jobs for internships through College to Careers, and the CCC’s graduation rate reached 13% in 2013 – up from 7% in 2010.
- The development of a citywide STEM strategy through the engagement of colleges and universities, museums and cultural institutions, corporations and industry partners, and non-profit providers in preparing students for STEM careers. The citywide strategy will triple the number of students with STEM credentials by 2018.
- The Chicago Collaborative for Undergraduate Success, which aims to increase undergraduate success in Chicago with a particular focus on low-income students. Chicago institutions of higher education collect and share data, share successful initiatives, and implement programs and policies to improve student success.
- The expansion of One Million Degrees to 4,200 students a year by 2020, providing low-income community college students with supports that are critical to their success in school, work, and life.
- Private donations of \$275,000 for the Illinois DREAM Fund, which allowed nearly 100 undocumented students to receive financial assistance to complete their first year in City Colleges of Chicago’s College to Career program.

### Initiatives across the city related to **employment at living wages** include:

- CPS launched three Student Outreach and Re-engagement (SOAR) Centers, designed to re-enroll chronically truant and out-of-school youth.
- Thrive Chicago received a grant from the Aspen Institute Forum for Community Solutions’ Opportunity Youth Incentive Fund to support a comprehensive strategy for meeting the education and career needs of these Opportunity Youth.
- The Juvenile Intervention Support Center (JISC) was redesigned in coordination with city and county organizations to provide prevention and intervention services to help youth arrested for low-level misdemeanor offenses and youth at risk for juvenile justice system involvement.

FIRST-TIME, FULL-TIME UNDERGRADUATES RECEIVING GRANTS & LOANS %



## Looking Forward

In Chicago in 2012, 65% of households with one adult and no children were employed at or above the living wage. That percentage decreases to approximately 25% for households with one adult and one child. Wages are directly linked to an individual’s level of education and access to employment. Thrive Chicago is addressing this challenge by developing initiatives that increase the likelihood that students enroll in and complete college and that address the barriers faced by youth out of school.

To increase the likelihood that students enroll in and **complete college**, Thrive Chicago is:

- Implementing and improving collaborative transition coaching, which will provide support to students as they transition from high school into college;
- Supporting quality implementation of senior seminars to guide youth as they transition to higher education; and
- Creating a citywide college advising credential that will provide training to individuals who advise youth, ranging from middle grades to postsecondary education.

To address the barriers facing youth out of school so they can be **employed at a living wage**, Thrive Chicago is:

- Developing systems to more effectively locate, reengage, refer, and track Opportunity Youth.
- Training and educating individuals with criminal records about records relief options; and
- Educating employers about best practices relating to hiring those with criminal records, leveraging the recently signed “ban the box” legislation.

### OUTCOMES

College completion

Completion of credentials of economic value

Employment at living wages

### CONTRIBUTING INDICATORS

Students enrolled in remedial coursework

Postsecondary persistence

Unmet financial need

Opportunity Youth

Unemployment rate

Felony records

### METRICS

53.2% of students who enrolled in 4-year institutions in Chicago completed within six years (2012)<sup>xxxi</sup>

10.6% of students who enrolled in 2-year institutions in Chicago completed within three years (2012)<sup>xxxii</sup>

63.5% of students who enrolled in training/certificate programs in Chicago institutions completed within 1.5 times the expected completion period (2010)<sup>xxxiii</sup>

65.1% of households in Chicago with one adult and no children are at or above the living wage (2012)<sup>xxxiv</sup>

### METRICS

32% of new CCC students who are enrolled in remedial courses advance to college-level work within one year of their first semester (2013)<sup>xxxv</sup>

7.82% of the students enrolled in 4-year institutions in Chicago are enrolled in remedial courses (2011)<sup>xxxvi</sup>

48.1% of first-time, full-time undergraduates enrolled in 2-year institutions in Chicago persisted into the fall of the following year (2012)<sup>xxxvii</sup>

73.4% of first-time, full-time undergraduates enrolled in 4-year institutions in Chicago persisted into the fall of the following year (2012)<sup>xxxviii</sup>

78.7% of first-time, full-time undergraduates enrolled in 2-year institutions in Chicago received grants or loans (2012)<sup>xxxix</sup>

87.9% of first-time, full-time undergraduates enrolled in 4-year institutions in Chicago received grants or loans (2012)<sup>xl</sup>

64,752 youth in Chicago are not in school, are unemployed, and are not seeking employment (2012)<sup>xli</sup>

The unemployment rate for the city of Chicago is 10.5% (2013)<sup>xlii</sup>

33,965 individuals age 16-24 were arrested in Chicago (2013)<sup>xliii</sup>

# Using Data to Drive Systems Change

In order to develop a baseline by which to measure outcomes and understand the impact of Thrive Chicago, it is necessary to utilize the best available data, even though that data may not be the perfect representation of what Thrive Chicago ultimately would like to measure. Over time, Thrive Chicago will identify new or additional data sources that will provide an even richer understanding of the milestones and improve the ability to measure, monitor, and report outcomes across the city. Thrive Chicago will continuously pursue these data sources with a priority on refining or improving the indicators included in the report. This priority includes:

- Working with practitioners and researchers in Chicago to identify and report metrics for the outcomes and indicators noted as TBD within the next year.
- Collecting data from additional K-12 schools across the city, including parochial schools, private schools, and charter schools.
- Gathering more timely data, specifically for the milestones of Enter Kindergarten Prepared to Succeed and Enter Self-sustaining Careers.

## Innovative Indicators

Beyond the outcomes included in this report, Thrive Chicago has identified a set of indicators to pursue in the future. The Change Networks have identified these indicators as critical to their work, but strong data sources do not currently exist to report them.

- Attendance in pre-kindergarten programs
- Proportion of children ages 0-5 in safe, stable, and supportive environments
- Early parental engagement
- Engagement in science, technology, engineering, arts, and math (STEAM) activities
- Digital literacy and connected learning
- Proportion of students who participate in one-on-one counseling about college
- Proportion of students who have career mentors
- Proportion of schools organized to impact educational outcomes
- Quality of jobs and internships
- Proportion of neighborhoods with high-quality school options
- Proportion of students engaged in support programming while in college or while earning a credential
- Proportion of students engaged in experiential learning opportunities
- Citywide underemployment rate

## Thrive Data Pilot

To support the collective impact efforts, Thrive Chicago is piloting a set of data tools in partnership with the Chicago Public Schools and eight community-based organizations and city agencies. Through the pilot, Thrive Chicago is leading the development of a citywide data warehouse, which will have the ability to connect data from all partner organizations, and a web-based dashboard, which will provide partners with reports on key data points critical to their implementation of Thrive Chicago priorities. Ensuring that the proper legal processes are in place to safeguard data from improper use is critical. If successful, the data pilot will be expanded to other organizations in Thrive Chicago.

# Getting Involved in **thrivechicago**

With everyone working together and in the same direction, Thrive Chicago can achieve great things, making Chicago a place where everyone succeeds in education, career, and life.

## There are several ways YOU can get involved:

- **Share your feedback** on what Thrive Chicago is doing and what more you would like it to do.
- **Participate in a Change Network** focused on the outcomes that are most important to you.
- **Spread the word** by hosting an informational meeting to attract additional participants in our effort to align all of Chicago in this work.
- **Invest** in the operations of Thrive Chicago to ensure sustainability or **align your community investments** with the outcomes of Thrive Chicago.

**We want to hear from YOU! Email us at [thrivechicago@cityofchicago.org](mailto:thrivechicago@cityofchicago.org) or visit our website at [www.thrivechi.org](http://www.thrivechi.org).**



# thrivechicago Leadership Council

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Corporate Affairs and  
Corporate Citizenship Manager  
IBM

**Heather Anichini**

President and CEO  
Chicago Public Education Fund

**Bette Bottoms**

Executive Director  
Chicago Collaborative for Undergraduate Success

**Lisa Morrison Butler**

President and CEO  
City Year

**Gillian Darlow**

President  
Polk Bros. Foundation

**Aarti Dhupelia**

Chief Officer, College and Career Success  
Chicago Public Schools

**Evelyn Diaz**

Commissioner  
Chicago Department of Family  
and Support Services

**Wendy DuBoe**

President and  
Chief Executive Officer  
United Way of Metropolitan Chicago

**Ricardo Estrada**

President and CEO  
Metropolitan Family Services

**Brian Fabes**

CEO  
Civic Consulting Alliance

**Shelley Stern Grach**

Director, Civic Engagement  
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**David Hiller**

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# Notes

- <sup>i</sup> More information about Strive Together can be accessed at <http://www.strivetogether.org/>.
- <sup>ii</sup> The online portal is available at [www.chicagoearylearning.org](http://www.chicagoearylearning.org) and is also accessible to families without Internet access through a text messaging service. Families can text their zip code to 773-886-1819 to learn about programs in their area. Families can also learn more about their early learning options by calling the Chicago: Ready to Learn! hotline at 312.229.1690.
- <sup>iii</sup> Additional information about KIDS can be accessed at <http://www.illinoiskids.org/>.
- <sup>iv</sup> Thrive Chicago is coordinating with the Illinois State Board of Education and will use the Kindergarten Individual Development Survey (KIDS) to measure this outcome once the KIDS is implemented in Chicago.
- <sup>v</sup> Low Birth Weight in Chicago, by year. City of Chicago Public Health Statistics. Last accessed 7/18/2014: <https://data.cityofchicago.org/Health-Human-Services/Public-Health-Statistics-Low-Birth-Weight-in-Chica/fbxx-9u99>
- <sup>vi</sup> Prenatal care in Chicago, by year. City of Chicago Public Health Statistics. Last accessed 7/18/2014: <https://data.cityofchicago.org/Health-Human-Services/Public-Health-Statistics-Prenatal-care-in-Chicago-/2q9j-hh6g>
- <sup>vii</sup> Joint data from CPS and DFSS
- <sup>viii</sup> Joint data from CPS and DFSS
- <sup>ix</sup> The State of Illinois is developing an Illinois Early Childhood Dashboard that will include this indicator.
- <sup>x</sup> [www.chicagocityoflearning.org](http://www.chicagocityoflearning.org)
- <sup>xi</sup> NWEA MAP Growth Report for 2014, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xii</sup> NWEA MAP Growth Report for 2014, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xiii</sup> CPS Students Set Record-High Freshman On-Track Rate in 2014, Chicago Public Schools. Last accessed 8/24/2014: [http://cps.edu/News/Press\\_releases/Pages/PR1\\_08\\_27\\_2014.aspx](http://cps.edu/News/Press_releases/Pages/PR1_08_27_2014.aspx)
- <sup>xiv</sup> Thrive Chicago is coordinating with the Illinois State Board of Education and will use the Kindergarten Individual Development Survey (KIDS) to measure this outcome once the KIDS is implemented in Chicago. Additional information can be accessed at <http://www.illinoiskids.org/>.
- <sup>xv</sup> Attendance over time, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xvi</sup> Attendance over time, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xvii</sup> Generated by Chicago Public Schools Office of Accountability for this report.
- <sup>xviii</sup> Attendance over time, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xix</sup> Generated by Chicago Public Schools Office of Accountability for this report.
- <sup>xx</sup> Generated by Chicago Public Schools Office of Accountability for this report. Students with concrete plans have reported that their primary postsecondary plan is to continue their education at college or an apprenticeship, work at least 20 hours per week, or join the military.
- <sup>xxi</sup> CPS CEO Barbara Byrd-Bennett and Mayor Rahm Emanuel Announce CPS Students Reach Record High Graduation Rate in School Year 2013-2014, Chicago Public Schools. [http://cps.edu/News/Press\\_releases/Pages/PR1\\_08\\_26\\_2014.aspx](http://cps.edu/News/Press_releases/Pages/PR1_08_26_2014.aspx)
- <sup>xxii</sup> CPS Students Set Record-High Freshman On-Track Rate in 2014, Chicago Public Schools. Last accessed 8/24/2014: [http://cps.edu/News/Press\\_releases/Pages/PR1\\_08\\_27\\_2014.aspx](http://cps.edu/News/Press_releases/Pages/PR1_08_27_2014.aspx)
- <sup>xxiii</sup> Attendance over time, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xxiv</sup> Attendance over time, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xxv</sup> Suspensions and expulsions, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xxvi</sup> Suspensions and expulsions, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>
- <sup>xxvii</sup> Suspensions and expulsions, Chicago Public Schools. Last accessed 8/24/2014: <http://www.cps.edu/SchoolData/Pages/SchoolData.aspx>

<sup>xxviii</sup> Generated by Chicago Public Schools Office of Accountability for this report.

<sup>xxix</sup> Generated by Chicago Public Schools Office of Accountability for this report.

<sup>xxx</sup> Generated by Chicago Public Schools Office of Accountability for this report. Students with concrete plans have reported that their primary postsecondary plan is to continue their education at college or an apprenticeship, work at least 20 hours per week, or join the military.

<sup>xxxi</sup> Calculated by Chapin Hall at the University of Chicago using data from: Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data from four-year and two-year institutions released in 2012 (2004, 2005, 2008 cohorts), 2011 (2003, 2007 cohorts), 2010 (2002, 2006 cohorts) and 2009 (2001, 2005 cohorts).

<sup>xxxii</sup> Calculated by Chapin Hall at the University of Chicago using data from: Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data from four-year and two-year institutions released in 2012 (2004, 2005, 2008 cohorts), 2011 (2003, 2007 cohorts), 2010 (2002, 2006 cohorts) and 2009 (2001, 2005 cohorts).

<sup>xxxiii</sup> Calculated by Chapin Hall at the University of Chicago using data from: Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data from four-year and two-year institutions released in 2012 (2004, 2005, 2008 cohorts), 2011 (2003, 2007 cohorts), 2010 (2002, 2006 cohorts) and 2009 (2001, 2005 cohorts). Completed in 150% time refers to 1.5 times the length of time expected to complete the certificate. For example, if a certificate program was expected to take six months, 150% time would mean nine months.

<sup>xxxiv</sup> Calculated by Chapin Hall at the University of Chicago using income and family composition data from 2012-2010 one year ACS: Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010. Living wage calculations are based on MIT's living wage calculator for Chicago city, Cook County and Chicago city, DuPage County. Total household income was used to determine whether families were at or above the living wage standard. Children were defined as under 18.

<sup>xxxv</sup> City Colleges of Chicago FY2013 Five-Year Plane Scorecard

<sup>xxxvi</sup> Calculated by Chapin Hall at the University of Chicago using data from Illinois Board of Higher Education. Total FY 2011 Undergraduate 12-Month Unduplicated Headcount Enrolled in at Least One Developmental Course During the Same 12-Month Period.

<sup>xxxvii</sup> Calculated by Chapin Hall at the University of Chicago using data from Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data from four-year and two-year institutions released in 2012 (2004, 2005, 2008 cohorts), 2011 (2003, 2007 cohorts), 2010 (2002, 2006 cohorts) and 2009 (2001, 2005 cohorts).

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<sup>xxxix</sup> Calculated by Chapin Hall at the University of Chicago using data from Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data released in 2012, 2011, 2010 and 2009. First-time, full-time undergraduates are defined as those attending a post-secondary institution for the first time (previous summer attendance not considered) and registered for 12 or more semester or quarter credits or at least 24 hours of contact time per week. They must be recognized as seeking a degree or other award by the institution. Undergraduates are defined as any students in a 4 or 5 year program seeking a bachelor's degree, associate's degree or enrolled in a vocational or technical program below the bachelor's level. Grant aid or loan aid does not include Federal work study programs, loans to parents or other grants and scholarships from private sources.

<sup>xl</sup> Calculated by Chapin Hall at the University of Chicago using data from Integrated Postsecondary Education Data System, U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Data released in 2012, 2011, 2010 and 2009. First-time, full-time undergraduates are defined as those attending a post-secondary institution for the first time (previous summer attendance not considered) and registered for 12 or more semester or quarter credits or at least 24 hours of contact time per week. They must be recognized as seeking a degree or other award by the institution. Undergraduates are defined as any students in a 4 or 5 year program seeking a bachelor's degree, associate's degree or enrolled in a vocational or technical program below the bachelor's level. Grant aid or loan aid does not include Federal work study programs, loans to parents or other grants and scholarships from private sources.

<sup>xli</sup> Opportunity youth data from 2010-2012 one year American Community Survey: Steven Ruggles, J. Trent Alexander, Katie Genadek, Ronald Goeken, Matthew B. Schroeder, and Matthew Sobek. Integrated Public Use Microdata Series: Version 5.0 [Machine-readable database]. Minneapolis: University of Minnesota, 2010.

<sup>xlii</sup> Unemployment rate data from: Bureau of Labor Statistics, U.S. Department of Labor, 18 April 2014. Last accessed 9/26/14: <http://www.bls.gov/lau/lacig13.htm>

CONTRIBUTORS



AND AFFILIATES



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