

LEARN IndyEast Promise Zone Plan Strategies and Targets

Promise Zone Goal: Education

Description (250): **Learn IndyEast:** We promise all children will receive exceptional education from birth to adulthood including developmentally appropriate early childhood services, high quality and innovative schools and access to postsecondary education and training

PROMISE ZONE – LEARN INDY EAST SUBGOAL #1

Community Subgoal:

Improve school readiness for young children, infant to pre-k, so they are physically, socially, and academically ready to start Kindergarten.

Activities and Interventions:

- Increase number of high-quality Childcare Providers and Early Childhood Education Programs (Child Care Providers) for children birth to Pre-K and ensure access for low-income children by ensuring commitment to scholarships, sliding fee scales, and government funded resources. (On-going)
- Implement an assessment tool (ISTAR-KR or similar evaluation) that aligns to the Foundations to the Indiana Academic Standards to measure skills from infancy to kindergarten. (On-going)
- Provide education, training, and in-home mentoring opportunities for parents to enhance parent-child interaction and strengthen family relationships in families with children ages infant to 5 years. (New)
- Promote high-quality programs participating at high levels in Paths to Quality to families. (New)

Rationale and Evidence:

The HighScope Perry longitudinal study (Schwinhart et al. 2005) demonstrates that high quality early childhood programs prepare children for future success in school, work, and life. Birth to age five is the most critical time for human brain development. A child experiences in these early years plays a significant role in the way his or her brain develops, and a child's brain development plays a significant role in the future success of the child. The study further found adults at age 40 who had exposure to a preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have access to preschool.

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). Lifetime effects: The HighScope Perry Preschool study through age 40. (Monographs of the HighScope Educational Research Foundation, 14). Ypsilanti, MI: HighScope Press.

Implementing Partners:

United Way of Central Indiana will co-chair the Learn IndyEast committee and provide funding for capital improvements, training opportunities, curriculum support, classroom equipment, books, and volunteers for providers to achieve Paths to Quality rating.

WNS will co-chair the Learn IndyEast committee as well provide a Level 3 Paths to Quality Early Childhood Education Program. WNS will implement and administer the Parents as Teachers Program.

Daystar Childcare provides a Level 3 Paths to Quality Early Childhood Education Program.

East Tenth UMC Child and Youth Center provides a Level 3 Paths to Quality Early Childhood Education.

Shepherd Community Center provides a Level 1 Paths to Quality Early Childhood Education Program and a home, parent mentoring program for infants to pre-K.

Holy Cross Central School provides a Early Childhood Education Program working toward Paths to Quality.

The Oaks Academy provides an ISACS accredited Early Childhood Education Program.

Committed Financial Support:

Total financial support for this sub-goal is \$815,177 and breaks down as follows:

Source of Funds: United Way of Central Indiana
Activity: Capital Grant-Child Care Expansion
Amount: \$133,384
Start and End Date: 2014-2014
Recipient: Daystar Childcare

Source of Funds: United Way of Central Indiana
Activity: Capital Grant-Infant House
Amount: \$82,309
Start and End Date: 2014-2014
Recipient: Daystar Childcare

Source of Funds: United Way of Central Indiana
Activity: Capital Grant-Child Care Improvements for Paths to Quality
Amount: \$67,000
Start and End Date: 2014-2014
Recipient: East Tenth United Methodist Child and Youth Center

Source of Funds: United Way of Central Indiana
Activity: Capital Grant-Child Care Improvements for Paths to Quality
Amount: \$9,994
Start and End Date: 2012-2013
Recipient: Westminster Preschool

Source of Funds: Ruth Lilly Philanthropic Foundation
Activity: Capital Grant-Infant House
Amount: \$82,308
Start and End Date: 2014-2014
Recipient: Daystar Childcare

Source of Funds: Ruth Lilly Philanthropic Foundation
Activity: Capital Grant-Child Care Expansion

Amount: \$67,692
Start and End Date: 2014-2014
Recipient: Daystar Childcare

Source of Funds: Indiana Housing and Community Development Authority
Activity: Neighborhood Assistance Tax Credits – Early Childhood assistance for families
Amount: \$45,490
Start and End Date: 2013-2014
Recipient: Daystar Childcare

Source of Funds: United Way of Central Indiana
Activity: Furniture and Supplies
Amount: \$2,500
Start and End Date: 2014-2014
Recipient: Daystar Childcare

Source of Funds: Indiana Family and Social Services Administration
Activity: Early Education Matching Grant (EEMG)
Amount: \$50,250
Start and End Date: 2014-2015
Recipient: Daystar Child Care

Source of Funds: Private Sector
Activity: EEMG match
Amount: \$10,050
Start and End Date: 2014-2015
Recipient: Daystar Child Care

Source of Funds: United Way of Central Indiana
Activity: EEMG match
Amount: \$40,200
Start and End Date: 2014-2015
Recipient: Daystar Childcare

Source of Funds: Private Sector
Activity: Elevator for educational wing
Amount: \$162,000
Start and End Date: 2014-2015
Recipient: Daystar Childcare

Source of Funds: United Way of Central Indiana
Activity: Developmentally appropriate furniture and supplies
Amount: \$2,000
Start and End Date: 2013-2014
Recipient: Westminster Preschool

Source of Funds: Private Sector
Activity: Capital donation for facility improvements

Amount: \$60,000
Start and End Date: 2015-2015
Recipient: Daystar Childcare

Needed Financial Support:

Total needed financial support over the 10 year designation for this sub-goal is \$22,850,000 and breaks down as follows:

Type: Public and charitable grants
Possible Sources: Social Innovation Funds, Central Indiana Community Foundation, Lilly Endowment, private sector
Amount: \$3,100,000 (\$310,000 annually)
Activity: Parents as Teachers implementation and on-going administration of program for 100 families.
Date: September 2015 to 2025
Recipient: Near Eastside Partner Organizations

Type: Public and charitable grants
Amount: \$2,250,000
Possible Sources: Lilly Endowment, United Way of Central Indiana, Glick Fund
Activity: Improvements for Paths to Quality providers below Level 4. Achieving accreditations is subsequent to ever-changing regulations, condition of existing facilities, and approved standards. Estimated funding to ensure adherence to FSSA and Paths to Quality standards to meet the goal of all providers within the Promise Zone rated Paths to Quality Level 1 and 80% of all providers rated Level 3 or 4 is estimated at \$2,250,000.
Date: 2015 to 2025
Recipient: IEPZ Child Care Providers

Type: Capital Funding
Possible Sources: New Market Tax Credits, Central Indiana Community Foundation, Faith-Based Organizations, United Way of Central Indiana, Kresge Foundation
Amount: \$12,500,000
Activity: Newly constructed Early Childhood and Youth Facility serving 100 infants to Pre-K and 150 K-8 students.
Date: 2019
Recipient: Westminster Neighborhood Services

Type: Public and charitable grants
Possible Sources: State of Indiana, Early Education Matching Grant, private sector, United Way of Central Indiana
Amount: \$5,000,000 (\$500,000 annually)
Activity: Scholarships for low income 4 year olds for Paths to Quality Level 3 or 4 rated child care providers
Date: 2015 -2025
Recipient: Child Care Provider

Committed Non-Financial Support:

Source and type: United Way of Central Indiana coaching, training, curriculum support, classroom equipment, books and volunteers for Child Care Providers to reach Level 3.

Activity: UWCI is providing coaching for Child Care Providers to meet qualifications for a variety of accreditations such as IN FSSA Voluntary Certification Program for Preschools and Paths to Quality ratings, as well as enrollment in IN FSSA Child Care and Development Fund (Federal Child Care Voucher Program) to supplement preschool costs for parents. UWCI provides laptops and online access to the IN Standards Tools for Alternate Reporting (ISTAR) evaluation tool for Paths to Quality rated preschools. ISTAR-KR (Kindergarten Readiness) is the tool Paths to Quality rated preschools in the Promise Zone will use to measure Kindergarten Readiness.

Start and End Date: 2014 and on-going

Recipient: Child Care Providers

Source and Type: Westminster Neighborhood Services, Inc. houses the Westminster preschool which is a Paths to Quality Level-3 rated Preschool in the IEPZ providing slots for 18 preschool students ages 3-5.

Activity: Participates in child care voucher program and provides a sliding fee scale, uses ISTAR-KR to evaluate Kindergarten Readiness, Implementation and administration of Parents as Teachers Program for parents of children ages infant to Pre-K.

Start and End Date: 2014 and on-going

Recipient: Neighborhood families

Source and Type: Daystar is a Paths to Quality Level-3 rated Child Care Providers in the Promise Zone providing 124 slots for children ages infant to Pre-K.

Activity: Participates in Federal Child Care Voucher Program, uses ISTAR-KR to evaluate Kindergarten Readiness, on track to achieve Paths to Quality Level 4 rating by 2016, recipient of IN FSSA Early Education Matching Grant to provide scholarships for 15 low-income 4 year-olds to attend preschool.

Start and End Date: 2013 and on-going

Recipient: Neighborhood families

Source and Type: East Tenth United Methodist Child and Youth Center is a Paths to Quality Level 3 rated Child Care Providers in the IEPZ providing 82 slots for children ages infant to Pre-K.

Activity: Participates in the Federal Child Care Voucher Program and provides a sliding fee scale, on track to achieve Paths to Quality Level 4 rating by Dec. 31, 2015, uses ISTAR-KR to evaluate Kindergarten Readiness.

Start and End Date: 2013 and on-going

Recipient: Neighborhood families

Source and Type: Shepherd Community Center is a Paths to Quality Level 1 rated Child Care Providers in the IEPZ providing 44 slots for ages 3-5.

Activity: Child Care Providers provided at low cost, implementation and administration of a parent education and home mentoring program for parents of children ages parents to Pre-K (Project Jordan).

Start and End Date: 2014 and on-going
Recipient: Neighborhood families

Source and Type: Holy Cross Central School is a private school that provides Child Care Providers for 35 children ages 3–5.

Activity: Began process for Paths to Quality Rating and Federal Child Care Voucher Program acceptance in 2015.

Start and End Date: 2014 and on-going
Recipient: Neighborhood Families

Source and Type: The Oaks Academy is a charter school accredited by Independent Schools Association of the Central States (ISACS) that provides Child Care Providers for 30 children ages 3-5.

Activity: Child Care Providers provided at minimal cost

Start and End Date: 2014 and on-going
Recipient: Neighborhood families

Non-Financial Support Needed:

Source and Type: Community Volunteers, Preschool Taskforce

Activity: Identification of preschool providers that are unaccredited, are not approved to accept Federal Child Care Vouchers, or Paths to Quality rated. Community commitment to collect provider information is necessary to ensure adherence to FSSA accreditation and Paths to Quality Program enrollment, working with providers to begin strategy for accreditation, and promoting high quality programs.

Start and End Date: 2015 and on-going
Recipient: Child Care Providers and neighborhood families

Expected Outcomes and Measurement:

- 50% of low income children in the IEPZ will attend at least one year in high quality, accredited early childhood programs through 2025;
- 100% of early childhood providers will be rated at least Level 1 by 2025;
- 80% of children attending Paths to Quality Level 3 and 4 rated providers will be Kindergarten ready as measured by ISTAR-KR or similar evaluation by 2025; and,
- 80% of children entering schools, who participated in Parents as Teachers programming, will be assessed kindergarten ready as measured by ISTAR-KR or similar evaluation after three years of participation in the program.

Data Collection, Tracking, and Sharing:

Indiana University Public Policy Institute will coordinate, track, evaluate, and report on the following:

- Track neighborhood early childhood capacity and Paths to Quality ratings of providers;
- Track cost of high quality care for early childhood programs within the IEPZ; compare to that of high quality care programs within the City of Indianapolis;
- Track number of providers in Path to Quality Program and their annual progress;
- Track and collect pre- and post-testing of Pre-K students to determine kindergarten readiness; and,

- Track Pre-K readiness of the children participants in the Parents as Teachers Program.

Timeline/Milestones for Implementation:

- Implementation of Parents as Teachers programming for 100 families within the IEPZ by 2019;
- 60% of center-based providers in the IEPZ will achieve Paths to Quality Level 3 or 4 by 2017;
- 80% of center-based providers in the IEPZ will achieve Paths to Quality Level 3 or 4 by 2021 and no programs will be below Level 1;
- Ensure that all Paths to Quality rated providers are measuring Kindergarten Readiness as measured by ISTAR-KR or similar scale by 2017; and,
- Create and implement a survey of early childhood resources in the neighborhood including both licensed and unlicensed daycares, nurseries, and multi-family child care services by 2017.

Barriers:

Currently, the Federal Childcare Vouchers gross income limit is 171% of FPG. Because the Federal Childcare Vouchers benefit “cliff” is the single greatest barrier to self sufficiency for families, raising the gross income limit to 250% of FPG would encourage employment and support economic mobility and self-sufficiency.

PROMISE ZONE – LEARN INDY EAST SUBGOAL #2

Community Subgoal:

Improve academic achievement of school age children through supplemental programs including out of school time (OST) providers, in-school interventions, and community services that ensure children come to school healthy and ready to learn.

Activities and Interventions:

- Expand access to high-quality, evidence-based, accredited out-of-school time programs that provide academic remediation, STEM enrichment activities as well as address the basic daily needs of low income students including rental and utility assistance, hunger relief, and medical care. [On-going]
- Closely monitor all students’ academic progress throughout their K-12 academic career including OST programs. [On-going]
- Provide educational and training opportunities for parents to enhance understanding of family dynamics on education and enable parents to become advocates for their children. [On-going]
- Develop a mentoring program for students after school, or during out-of-school days, to provide low-income children with strong role models alongside parents. [On-going]
- Enhance the parent role in schools with assigned parent educators in each school. [New]
- Family interventions/resource referral to decrease student transfers due to social/economic circumstances. [On-going]

Rationale and Evidence:

According to an Annie Casey Foundation report (2010), which followed 4th graders who had taken the National Assessment of Educational Progress in 2009, 85% of children from low-income families who attended high poverty schools failed to reach reading proficiency. The study further found that 4th graders who are not proficient today “are all too likely to become the nation’s lowest income, least skilled least-productive, and most costly citizens tomorrow.” The need for engaged parents has been

demonstrated to be vital in childhood development. A Southwest Educational Development Laboratory report (2002) found regardless of family income or background, students with involved parents were more likely to earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits, attend school regularly;; have better social skills, show improved behavior, and adapt well to school; and lasty, graduate and go on to postsecondary education.

Implementing Partners:

IPS serves as the Learn committee co-chair. IPS has five elementary schools, one middle school, and one high school with total enrollment of 5,192 students within the IEPZ.

UWCI serves as the Learn committee co-chair, provide support for capital improvements, training, support for Paths to Quality rating for OST programs and the ReadUp Program.

WNS serves as the Learn committee co-chair, provides OST programs and administration of Strengthening Families Program (SFP).

JHBCC operates OST programs at five schools, the Chase Near Eastside Legacy Center, and has school-community coordinators at three schools.

Daystar, East Tenth Street UMC Child & Youth Center, Shepherd Community Center all provide OST programs for school-age children.

Horizon Christian School at Shepherd Academy is a K-5 elementary school.

Holy Cross Central School is a K-8 school and OST provider.

The Oaks Academy is a K-5 elementary school and consolidated middle school.

Committed Financial Support:

Total committed financial support for this sub-goal is \$4,319,768 and breaks down as follows:

Source of Funds: United Way of Central Indiana
Activity: School Community Coordinators at IPS schools 14 and 54
Amount: \$244,700
Start and End Date: 2012-2015+
Recipient: John H. Boner Community Center

Source of Funds: United Way of Central Indiana
Activity: Play 60 and Fit Kids Summer Camp
Amount: \$49,266
Start and End Date: 2012-2013
Recipient: John H. Boner Community Center

Source of Funds: Indianapolis Public School and United Way of Central Indiana
Activity : School Community Coordinator at IPS school 74
Amount: \$48,326
Start and End Date: 2012-2015+
Recipient: John H. Boner Community Center

Source of Funds: National Football League Foundation
Activity: Afterschool Programming at the Chase Near Eastside Legacy Center
Amount: \$15,000
Start and End Date: 2013-2015+
Recipient: John H. Boner Community Center

Source of Funds: Indiana Department of Education
Activity: 21st Century Community Learning Centers Program supporting afterschool programming (IPS 14,15,54 and Chase Near Eastside Legacy Center)
Amount: \$300,000
Start and End Date: 2014-2018+
Recipient: John H. Boner Community Center

Source of Funds: Indiana Department of Education
Activity: 21st Century Community Learning Centers Program supporting afterschool programming (Arsenal Technical High School and Chase Near Eastside Legacy Center)
Amount: \$111,000
Start and End Date: 2014-2018+
Recipient: John H. Boner Community Center

Source of Funds: Drug Free Marion County
Activity: Afterschool Programming (IPS 14,15,54, Arsenal Technical High School and Chase Near Eastside Legacy Center)
Amount: \$18,750
Start and End Date: 2014-2015
Recipient: John H. Boner Community Center

Source of Funds: Community Development Block Grant
Activity: Summer Youth Program Fund for Youth Summer Camp
Amount: \$6,690
Start and End Date: 2014-2015+
Recipient: John H. Boner Community Center

Source of Funds: Lilly Endowment
Activity: Summer Youth Program Fund for Youth Summer Camp
Amount: \$13,500
Start and End Date: 2014-2015+
Recipient: John H. Boner Community Center

Source of Funds: Opus Foundation
Activity: Young Dreamer's Entrepreneur Program
Amount: \$27,800
Start and End Date: 2013-2015+
Recipient: John H. Boner Community Center

Source of Funds: JP Morgan Chase Foundation

Activity: Afterschool STEM programming for at-risk youth.
Amount: \$25,000
Start and End Date: 2014-2015+
Recipient: John H. Boner Community Center

Source of Funds: Community Development Block Grant
Activity: Afterschool Programming (IPS 14,15,54, Arsenal Technical High School, and Chase Near Eastside Legacy Center)
Amount: \$15,000
Start and End Date: 2015-2015
Recipient: John H. Boner Community Center

Source of Funds: Ruth Lilly Philanthropic Foundation
Activity: Afterschool Programming (IPS 14,15,54, Arsenal Technical High School, and Chase Near Eastside Legacy Center)
Amount: \$35,111
Start and End Date: 2014-2014
Recipient: John H. Boner Community Center

Source of Funds: Indiana Pacers Foundation
Activity : Afterschool Programming (IPS 14,15,54, Arsenal Technical High School, and Chase Near Eastside Legacy Center)
Amount: \$18,750
Start and End Date: 2014-2014
Recipient: John H. Boner Community Center

Source of Funds: Nicholas H. Noyes Jr., Memorial Foundation
Activity: After School Programming (IPS 14,15,54, Arsenal Technical High School, and Chase Near Eastside Legacy Center)
Amount: \$10,000
Start and End Date: 2014-2014
Recipient: John H. Boner Community Center

Source of Funds: Cummins Foundation
Activity: Create a program which will increase education within the IEPZ.
Amount: \$10,700
Start and End Date: 2014-2015+
Recipient: John H. Boner Community Center

Source of Funds: Corporation for National and Community Services
Activity: Create a program which will increase education within the IEPZ using the AmeriCorps Planning Grant.
Amount: \$25,002
Start and End Date: 2014-2015+
Recipient: John H. Boner Community Center

Source of Funds: Lilly Endowment

Activity: Outdoor classroom at the Chase Near Eastside Legacy Center to educate youth about healthy living food preparation.
Amount: \$25,000
Start and End Date: 2014-2015
Recipient: John H. Boner Community Center

Source of Funds: United Way of Central Indiana
Activity: Community fund allocation supporting Out of School Time activities
Amount: \$422,862
Start and End Date: 2012-2015
Recipient: John H. Boner Community Center

Source of Funds: United Way of Central Indiana
Activity: Capital Grant for child care improvements for Paths to Quality for school-aged children.
Amount: \$37,125
Start and End Date: 2014-2015
Recipient: Westminster Neighborhood Services

Source of Funds: Corporation for National and Community Services
Activity: AmeriCorps Program on education for 15 full time equivalent members
Amount: \$302,980
Start and End Date: 2015-2016
Recipient: John H. Boner Community Center

Source of Funds: Lilly Endowment
Activity: Summer Youth Program Fund for children K-8
Amount: \$18,000
Start and End Date: 2012-2014
Recipient: Westminster Neighborhood Services

Source of Funds: Central Indiana Community Foundation
Activity: Summer Youth Program Fund for children K-8
Amount: \$4,000
Start and End Date: 2013-2014
Recipient: Westminster Neighborhood Services

Source of Funds: Private Sector
Activity: Academic enrichment programming for out of school time
Amount: \$13,369
Start and End Date: 2013-2015
Recipient: Westminster Neighborhood Services

Source of Funds: Central Indiana Community Foundation
Activity: Academic programs that support students K-8 during out of school time
Amount: \$29,997
Start and End Date: 2012-2015
Recipient: Westminster Neighborhood Services

Source of Funds: City of Indianapolis - Department of Public Works
Activity: School Zone Warning Flashing Beacons for IEPZ schools
Amount: \$2,161,840
Start and End Date: 2014-2014
Recipient: IEPZ schools

Source of Funds: Indiana Department of Education
Activity: Alternative Education Grant
Amount: \$67,000
Start and End Date: 2014-2015
Recipient: Indianapolis Public Schools

Source of Funds: Indianapolis Public Schools General Fund
Activity: Racial equity training at Indianapolis Public Schools and John Morton Education Center
Amount: \$250,000
Start and End Date: 2014-2015
Recipient: Indianapolis Public Schools

Source of Funds: Indiana Criminal Justice Institute
Activity: Safe Haven Grant
Amount: \$12,000
Start and End Date: 2014-2015
Recipient: Indianapolis Public Schools

Source of Funds: Drug Free Marion County
Activity: Drug Free Communities Grant for Drug Prevention and Education
Amount: \$1,000
Start and End Date: 2014-2014
Recipient: Indianapolis Public Schools

Needed Financial Support:

Needed financial support over the 10 year designation for this sub-goal is \$38,250,000 and breaks down as follows:

Type: Public and Charitable Grants
Possible Sources: Department of Education, Project Prevent Grant Program, Drug Free Marion County
Amount: \$3,800,000 (\$380,000 annually)
Activity: Strengthening families implementation and on-going administration of program for 100 families.
Date: 2015-2025
Recipient: Near Eastside Partners Organizations

Type: Public and Charitable Grants
Possible Sources: Indianapolis Public Schools General Fund, private sector

Amount: \$1,500,000 (\$150,000 annually)
Activity: Racial Equity Training
Date: 2015 - 2025
Recipient: Indianapolis Public Schools

Type: Public and Charitable Grants
Possible Sources: Indiana Criminal Justice Institute, Alternative Education Grant
Amount: \$250,000 (\$25,000 annually)
Activity: Afterschool Safe Haven Club for enrichment activities
Date: 2015 and on-going
Recipient: Indianapolis Public Schools

Type: Public and Charitable Grants
Possible Sources: Indiana Department of Education - 21st Century Community Learning Centers, Full Service Community School Grant, Lilly Endowment, Central Indiana Community Foundation, Nina Mason Pulliam Charitable Trust
Amount: \$17,000,000 (\$1.7M annually)
Activity: Out of School Time Programs and wrap around services for IEPZ families
Date: 2015 - 2025
Recipient: Indianapolis Public Schools and Neighborhood Partner Organizations

Type: Public and Charitable Grants
Possible Sources: School Climate Transformation Grant
Amount: \$1,200,000
Activity: Professional development and training for teachers and school staff
Date: 2015-2025
Recipient: Indianapolis Public Schools

Type: Public and Charitable Grants
Possible Sources: Department of Education Safe Schools/Healthy Students Grant
Amount: \$8,000,000 (\$800,000 annually)
Activity: Community initiative which will provide education in areas of school safety, character, and health including food, nutrition, and exercise.
Date: 2015-2025
Recipient: Indianapolis Public Schools

Type: Public and Charitable Grants
Possible Sources: Project Prevent Grant
Amount: \$6,500,000 (\$650,000 annually)
Date: 2015-2025
Recipient: Indianapolis Public Schools

Committed Non-Financial Support:

Source and Type: Code of Conduct Taskforce
Activity: 20 Indianapolis Public School administrators, teachers, and staff will meet frequently to address and reduce rates of suspension and expulsion. Code of Conduct Revision Taskforce will conduct surveys at the student, staff, and parent level.

Date: Beginning April 2015
Recipient: Indianapolis Public School students

Source and Type: United Way of Central Indiana
Activity: ReadUp Programs including individual mentoring, ReadUp Corps, and ReadUP Readers.
Date: 2014 and on-going
Recipient: IEPZ elementary schools

Source and Type: United Way of Central Indiana
Activity: Bridges to Success works in schools to ensure wrap-around services for families.
Date: on-going
Recipient: Indianapolis Public Schools and John H. Boner Community Center

Source and Type: Daystar
Activity: Out of School Time Program in the IEPZ will provide 40 slots for school-aged children and participates in the Federal Child Care Voucher Program.
Date: On-going
Recipient: IEPZ Families

Source and Type: Westminster Neighborhood Services
Activity: Out of School Time Programs for up to 50 children in grades K-12, participates in Federal Child Care Voucher Program, and provides a sliding scale fee.
Date: On-going
Recipient: IEPZ Families

Source and Type: Westminster Neighborhood Services
Activity: Implementation and administration of Strengthening Families Program for families with children in grades Pre-K through 12 in partnership with IPS.
Date: September 2016 and on-going
Recipient: IEPZ Families

Source and Type: John H. Boner Community Center
Activity: Out of School Time Programs provide 370 slots for children in grades K-12 and will provide half and full scholarships for low-income children.
Date: on-going
Recipient: IEPZ Families

Source and Type: East Tenth United Methodist Children & Youth Center
Activity: Out of School Time Programs for 105 children in grades K-18, participates in Federal Child Care Voucher Program, and provides a sliding fee scale.
Date: On-going
Recipient: IEPZ Families

Source and Type: Shepherd Community Center
Activity: Out of School Time Programs providing slots for 182 children in grades K-12, provides scholarships for low-income children.
Date: on-going

Recipient: IEPZ Families

Source and Type: Horizon Christian Academy at Shepherd Academy
Activity: K-5 elementary school providing education for 100 children.
Date: On-going
Recipient: IEPZ Families

Source and Type: Holy Cross Central School
Activity: Private school providing education to 213 children in grades K-8, 96% of students attend through the provision of Indiana State Vouchers for Tuition.
Date: On-going
Recipient: IEPZ Families

Source and Type: Holy Cross Central School
Activity: Out of School Time programs to provide 60 slots for youth grades K-8.
Date: On-going
Recipient: IEPZ Families

Source and Type: The Oaks Academy
Activity: Pre-K to grade 8 Independent Schools Association of the Central States accredited public charter school providing 154 slots for children in grades K-5, The Oaks Academy has plans to open a consolidated Middle School by 2016.
Date: On-going
Recipient: IEPZ

Non-Financial Support Needed:

Type: Community volunteers
Activity: Implement mentoring programs for IEPZ children including expansion of the ReadUp Program to include ReadUp Corps and ReadUp Readers.
Date: 2015 and on-going
Recipient: IEPZ Schools and Out of School Time providers

Expected Outcomes and Measurement:

- 15% increase in the pass rate on student achievement scores (ISTEP) for 4th graders and 8th graders by 2020;
- 30% increase in the pass rate on student achievement scores (ISTEP) for 4th and 8th graders by 2025;
- 10% increase in reading literacy of 3rd graders as measured by IREAD by 2020;
- 20% increase in reading literacy of 3rd graders as measured by IREAD by 2025;
- 25% increase in participation of students in Out of School Time Activities, including STEM enrichment programs, by 2020;
- 40% increase in participation of students in Out of School Time Activities, including STEM enrichment programs by 2025;
- 20% increase in parental participation in IEPZ schools by 2025;
- 25% decrease in annual student mobility in IEPZ schools 2025; and,
- 20% decrease in student suspension and expulsion rates by 2020.

Data Collection, Tracking, and Sharing:

Indiana University Public Policy Institute will coordinate, track, evaluate and report on the following:

- Track ISTEP and IREAD scores for each of the IEPZ schools as provided by Indiana Department of Education;
- Track student mobility rates, suspension, and expulsions through IEPZ school data;
- Track Out of School Time participation rates annually through provider surveys, UWCI data collection, and community level indicators; and,
- Track paternal participations through IEPZ schools data and information from parent liaisons and school community coordinators.

Timeline/Milestones for Implementation:

- Implementation of ReadUP Programs including ReadUP Corps and ReadUP Readers in all IEPZ schools by 2019;
- Implementation of the Housing Stability Program in IEPZ elementary schools by 2017;
- Implementation of Strengthening Families Program curriculum in the IEPZ schools by 2017;
- Implementation of Strengthening Families Programs in IEPZ public schools;
- Achieve a Paths to Quality rating Level 3 or 4 for students K-6 by 2019 for all participating providers;
- Develop comprehensive mentoring program by 2018;
- Employ positive-based and racially equitable discipline practices by 2016 and offer annual trainings for teachers and school staff; and,
- Develop tiered levels of academic and social supports for students by 2017.

Barriers:

Currently, the Child Care Development Fund gross income limit is 171% of the Federal Poverty Guidelines. Since the Child Care Development Fund benefit limit is the single greatest barrier to self sufficiency for families, increasing the gross income limit to 250% of the Federal Poverty Guidelines will encourage employment, support economic mobility, and self-sufficiency.

PROMISE ZONE – LEARN INDY EAST SUBGOAL #3

Community Subgoal: Implement a comprehensive strategy that increases student retention and graduation rates, as well as, the development of a post-secondary plan.

Activities and Interventions:

- Enroll eligible middle school students in the 21st Century Scholar Program and provide the support needed to ensure students graduate as a 21st Century Scholar; [on-going]
- Provide College Readiness programs for students and their families including financial counseling, campus visits, and interest inventories to ensure success for young adults who choose to attend college; [On-going]
- Reduce missed days of school due to suspension and expulsion; [On-going]
- Closely monitor students' academic progress throughout their K-12 academic career including, Out of School Time Programs; [On-going]
- Expand enrollment in high quality certificate or career-based training, college, or other post-secondary education programs for IEPZ high school students; and, [On-going]

- Expand vocational training and apprenticeship opportunities for IEPZ high school students. [On-going]

Rationale and Evidence:

A Georgetown University Center on Education report (2010) found a college education can lead individuals to better and more sustainable economic opportunities. Low-income students often lack the guidance and support they need to prepare for college, apply to the best-fit schools, apply for financial aid, enroll and persist in their studies, and ultimately graduate. As a result, large gaps remain in educational achievement between students from low-income families and their high-income peers. The share of jobs that require postsecondary education has doubled over the last 40 years, as jobs require more skills. In 1970, roughly three-fourths of the middle class had a high school diploma or less; by 2007, this share had declined to just 39 percent.

Take out? “Help Wanted: Projections of Jobs and Education Requirements through 2018”,

Implementing Partners:

Indianapolis Public School will co-chair the Learn IndyEast committee. Arsenal Technical High School houses the Career and Technology Magnet and Success School.

Westminster Neighborhood Services will co-chair Learn IndyEast committee and provides Out of School Time Programs as well as a Junior Assistant Program for high school students.

East Tenth United Methodist Child & Youth Center is an Out of School Time provider and offers Leaders in Training for middle school students, as well as, Junior Counselors Program for high school students.

John H. Boner Community Center provides Out of School Time programming which includes job training and college readiness for high school students.

The Crossing is an alternative high school which currently has the capacity for 27 expelled or drop-out students ages 14-20 to re-enroll in the public school system and receive a diploma.

Committed Financial Support:

Total committed financial support for this sub-goal is \$13,000,000 and breaks down as follows:

Source of Funds: Carl D. Perkins Vocational and Technical Education Act Grant
 Activity: Career Training Grant
 Amount: \$9,000,000 (\$900,000/annually)
 Start and End Date: 2015 - 2025
 Recipient: Indianapolis Public Schools/Arsenal Technical High School Career and Technology Magnet

Source of Funds: Indiana Department of Education
 Activity: Alternative Education Grant
 Amount: \$4,000,000 (\$400,000/annually)
 Start and End Date: 2015-2025
 Recipient: Indianapolis Public Schools-Extended Day Program and Success School

Needed Financial Support:

Needed financial support throughout the 10 year period designation for this sub-goal is \$10,810,000 and breaks down as follows:

Type: Public and Charitable Grants
Possible Sources: Clowes Fund, faith-based organizations, Social Innovation Fund, private sector
Activity: Job training, skill building programs in partnership with local businesses to provide hands-on experience through shadow days, internships, and apprenticeships
Amount: \$290,000 (\$29,000 annually)
Date: 2015-2025
Recipient: Westminster Neighborhood Services, John H. Boner Community Center

Type: Charitable Grants
Possible Sources: Lilly Endowment, private sector, Marion County Council on Youth
Activity: Employment opportunities for IEPZ high school students to work in Child Care Providers or Out of School Time Programs
Amount: \$520,000 (\$52,000 annually)
Date: 2015-2025
Recipient: Westminster Neighborhood Services, John H. Boner Community Center, and East Tenth United Methodist Children & Youth Center

Type: Public and Charitable Grants
Possible Sources: Substance Abuse and Mental Services Administration Strategic Prevention Framework for Success
Activity: Focused education for IEPZ high school students regarding underage drinking and prescription drug abuse.
Amount: \$10,000,000 (\$1,000,000 annually)
Date: 2015-2025
Recipient: Indianapolis Public Schools

Committed Non-Financial Support:

Source and Type: Indianapolis Public Schools, Arsenal Technical High School Career, and Technology Center (CTC)
Activity: The Career Technology Center (CTC) currently has more than 600 students. A smaller number of lower classmen take exploratory classes at CTC to find their interests, however upper classmen are on track to earn dual credits in one of several pathways. These areas include: culinary, advanced robotics, architectural design, automotive, certified nursing assistant (CNA), cosmetology, fire and rescue, and graphic design. A dental program has been added to meet emerging local market needs. An internship is frequently included during a student's senior year. It is common for CNA programs to send it's seniors to mentored clinicals four days a week. Strong partners for CTC that provide internships and mentoring include:

- Amtrak
- Conference of minority transportation Officials
- The Indianapolis Fire Department

A 2012 national study through Harvard University stated, “by the year 2018, 59% of the jobs in the United states will require technical training as opposed to 37% that will require a four year college degree. Only 10% of future jobs will be available with no training at all.” CTC is prepared to meet that need.

Date: On-going
Recipients: IEPZ high school students

Source and Type: Indianapolis Public Schools - Arsenal Technical High School Extended Day Program and Success School

Activity: Arsenal Technical High School has options for approximately 300 students, such as the Extended Day Program to help students get back on track to graduate by replacing credits and passing essential end-of-course exams. The Extended Day Program, along with Success School for Social Challenges, are paid for through the Indiana Department of Education Alternative Education Grant.

Date: On-going
Recipients: IEPZ high school students

Source and Type: Westminster Neighborhood Services Junior Assistant Program

Activities: Provides opportunities to high school students who have participated in the Westminster Neighborhood Services’ Out of School Time Programs. Through this program, up to five students per year receive work experience and a stipend as Junior Program Assistants. These students receive aid to various items such as college visits, help reviewing college, scholarship and grant applications, and guidance as they choose a university to enroll. Students who choose on-going support will be provided program assistant positions in child care providers or Out of School Time Programs, as well as, support to ensure graduation.

Date: 2012 and on-going
Recipient: IEPZ high school students

Source and Type: John H. Boner Community Center

Activity: Provides access to guest speakers, college visits, SAT and ACT prep, FAFSA and scholarship workshops, and career exploration tools to expand on weekly topics. In the summer, 15 IEPZ high school students will participate in a youth employment program where they are able to gain hands-on employment skills, as well as, continue to receive college/career readiness education.

Date: 2013 and on-going
Recipient: IEPZ high school students and their families

Source and Type: The Crossing Education Center

Activity: An Indiana Department of Education high school that partners with public school systems to identify students who have dropped out, or have been expelled, but are still eligible for re-enrollment (ages 14-20). The Crossing Education Center uses APEX curriculum to guarantee adherence to academic standards and works with students on an individualized basis to ensure graduation. The Crossing Education Center partners with local businesses to apply applicable work experience for students to acquire high school credit

toward graduation. Students have the option of graduating with a diploma either from The Crossing Education Center or a partner school system.

Date: 2013 and on-going
Recipient: IEPZ high school students ages 14-20

Source and Type: East Tenth United Methodist Children & Youth Center Junior Counselor Program
Activity: Provides placement for five high school students to serve in the Out of School Time Program. Junior Counselors receive job experience and exposure to “real world” job expectations.
Date: On-going
Recipient: IEPZ high school students

Non-Financial Support Needed:

Source and Type: Mentors for high school students
Activity: Long-term commitment to mentor high school students as they complete their schooling, explore college and career options, and apply for programs, scholarships, grants, etc.
Date: 2015 and on-going
Recipient: IEPZ high school students

Source and Type: Apprenticeship and Internship opportunities
Activities: Local trade organizations and businesses are needed to partner with community organizations to ensure apprentice and internship programs for IEPZ high school students.
Date: 2015 and on-going
Recipient: IEPZ high school students

Expected Outcomes and Measurement:

- 15% increase in high school graduation rates for youth living in the IEPZ by 2025;
- 50% increase participation in the 21st Century Scholars Program for children in the IEPZ by 2025;
- 15% increase in the number of high school students from the IEPZ who enter postsecondary vocational, technical, or certification programs following graduation by 2025;
- 15% increase in the number of students from the IEPZ who enroll in a college or university programs by 2025; and
- 60% increase in the number of dual credit (high school and college) classes offered at Arsenal Technical High school by 2025.

Data Collection, Tracking, and Sharing

Indiana University Public Policy Institute will coordinate, track, evaluate, and report on the following:

- Track graduation rates for each high school within the IEPZ;
- Track number of students who receive high school equivalency;
- Track number of students entering the 21st Century Scholars Program;
- Track graduation rates of students who participated in the 21st Century Scholars Program;
- Track number of students entering postsecondary vocational, technical, or certificate training programs;
- Track the number of students who enroll in college or university programs; and,
- Track number of dual credit courses offer by Arsenal Technical High School.

Timeline/Milestones for Implementation:

- Design and offer a mentoring program for high school students to help guide them to graduation by 2020;
- Intervene with 150 at-risk students and their families each year, to avoid excessive absenteeism, housing stability, and other educational problems by beginning 2015;
- Double the number enrolled in high quality certificate programs by 2020;
- Expand dual credit classing offers to additional partner universities by 2019; and,
- Create a student tutoring program that can also be offered to families of students in the IEPZ by 2019.

Barriers:

Deferred Action for Childhood Arrivals (DACA), a federal policy directive announced on June 15, 2012, has created new opportunities for approximately 1.9 million undocumented youth who came to the U.S. before the age of 16, have lived in the U.S. continuously for at least five years, and have graduated from high school or obtained a GED. Qualifying immigrant youth can request a temporary two-year reprieve from deportation and apply for a work permit. DACA also provides beneficiaries a Social Security Number, temporary lawful presence, and a more tangible future in the U.S. It does not, however, provide access to federal or state-based financial aid. Even with DACA, undocumented students are still greatly in need of financial assistance for higher education.