

WESTSIDE WE CARE INITIATIVE

WHY: Every child is of great worth and has the desire and potential to succeed in life and give back to their community.

HOW: High school students are given wholistic support to help them graduate and discover their pathway to purpose—either through enrollment, enlistment, or employment.

WHAT: Improving high school graduation rates, post-secondary placement, and earning power of at-risk IPS students to break free from generational poverty. At the same time, boosting the local economy by providing tens of thousands of dollars per child in cost savings to employers and local communities.

ELEVATE INDIANAPOLIS MISSION STATEMENT: To build long-term, life-changing relationships with Indianapolis urban youth, equipping them to thrive and contribute to their community.

ABOUT ELEVATE INDIANAPOLIS: Elevate Indianapolis (Elevate) replicates Elevate USA, a national model. Operating within Indianapolis Public Schools (IPS), Elevate is increasing graduation rates. The program provides holistic support to at-risk students from 4th-12 grade. It is improving graduation rates, post-secondary placement, and the earning power of students. At the same time, it is providing cost savings and economic benefits to local employers and communities.

Elevate launched its first pipeline on the City's eastside in 2016. In a few short years, the program is proving positive outcomes. Elevate students are graduating at higher rates than their peers. Ninety percent of Elevate students graduate compared to 65-70% of their peers. Elevate students are mastering soft skills and developing character. They are also securing post-secondary placement and positively contributing to their communities. In short, they are discovering their pathway to their life's purpose. They've been empowered to break free of generational poverty and rise to their greatest potential.



WHY: At Elevate, we believe that every child is of great worth and has the desire and potential to succeed. However, some IPS students face significant challenges that make graduating difficult. But achieving personal success is possible. It begins with developing life and character skills and a support system. It includes healthy relationships and positive decision making. It requires achieving a high school diploma and post-secondary readiness.

Possessing a high school diploma has a profound positive impact on an individual’s life. It affects earning power, employability, and the ability to pursue post-secondary education.

High school graduates have the amazing opportunity to break free from the cycle of generational poverty. They can create stronger families while decreasing dependency on social services. They create economic benefits. They positively contribute to Indianapolis and make it a better city for everyone.

CURRENT NEED OF IPS WEST SIDE STUDENTS:

The need to reduce high school dropout rates within Indianapolis Public Schools (IPS) is at an all-time high. Currently, the high-school graduation rate for IPS students is 70.3%. This means three in 10 IPS students don’t earn a high school diploma.

The graduation rates at George Washington High School, located on the city’s west side are even lower. A recent report produced by Chalkbeat shows only 62% of students graduated. An additional report by US News Report & World Report revealed low student scores in reading and math. Only 24% of Washington’s students were proficient in Reading. Fewer, 5% showed proficiency in Mathematics.

George Washington High School 2018-2019				
Number of Students	Graduation Rate	Math Proficiency	Reading Proficiency	English Language Learners
722	62%	5%	24%	25%

The socio-economic stresses of the city’s west side recently grew. In 2018, IPS closed three major public high schools: Broad Ripple, Northwest, and Arlington. These closures increased the number of at-risk students enrolled at Washington High School. The swelling number of students put more strain on teachers and resources needed to combat drop-out rates.

Intervention is needed to keep George Washington students in school and on track for graduation. Without it, dropout rates will certainly rise. The number of students lacking job skills necessary for gainful employment will increase. As a result, economic growth will stagnate. Employers and communities will weaken. The social-economic well-being of Indianapolis will decline.

THE WEST-SIDE PIPELINE OPPORTUNITY:

Elevate is dedicating itself to increasing graduation rates at George Washington High School. It will again replicate the nationally proven pipeline model on the City's Westside. Elevate Indy is increasing graduation rates within the already established Arsenal Tech pipeline. On the City's Eastside, the graduation rate of Elevate students at Arsenal Tech is 90%.

A new pipeline feeding into George Washington High School will engage an additional 450 at-risk 4th-12th-grade students in Elevate by 2022. There are two schools that will form the Westside Pipeline. They include, George Washington High School and Matchbook Learning School (Wendell Phillips School 63). The new pipeline is fed by 4th-8th grade students at Matchbook Learning School and 9th-12th graders at George Washington High School. Both schools will offer simultaneous Elevate programming.

TEACHER-MENTORS

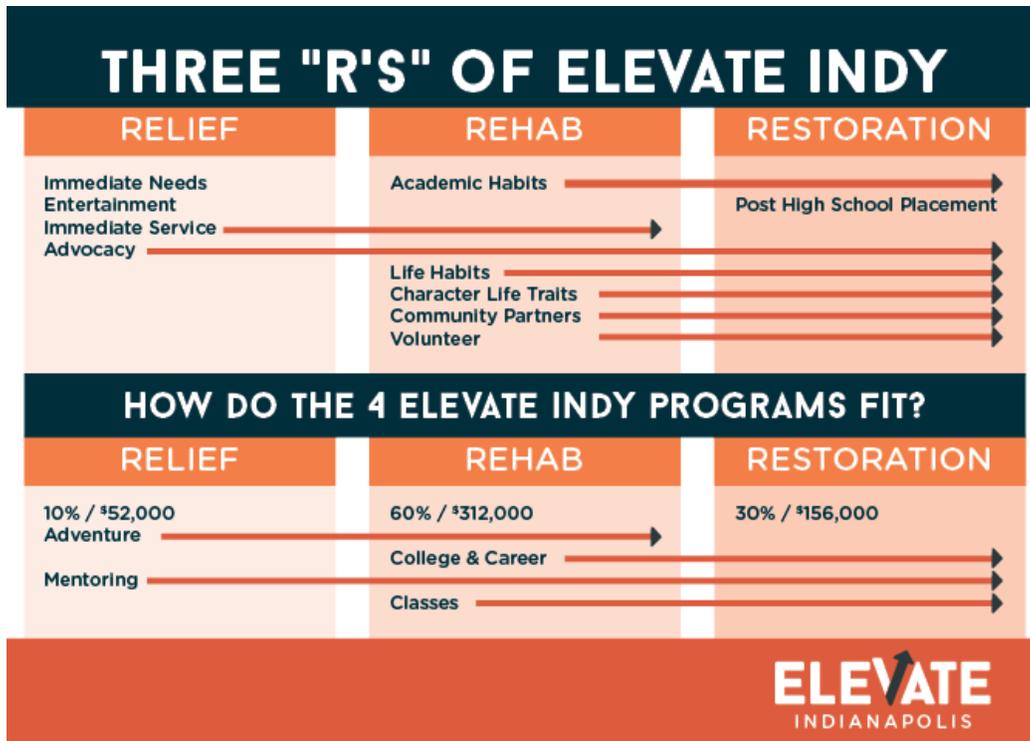
The continuous support provided to Elevate students comes from their teacher-mentors. Teacher-mentors are full-time Elevate staff members who culturally and ethnically represent the students they serve. Teacher-mentors share similar life experiences with Elevate students, which helps to increase understanding and establish trust between students and teacher-mentors. In the classroom, the teacher-mentors help to ensure low teacher-to-student classroom ratios. This increases one-on-one student and teacher-mentor interaction and engagement.

Beyond the classroom, teacher mentors provide mentoring. Elevate teacher-mentors are available to students 24 hours a day, every day of the year. They provide support, encouragement, and guidance as students navigate both life and school. A student's relationship with an adult teacher-mentor is a positive asset in their life. For some students, this may be the only positive relationship with an adult they have.

Waiting until high school to prepare for graduation is just too late. Elevate engages students while they are in elementary and middle schools. During the early years, relationships are formed and trust is established. These relationships boost program retention keeping students engaged and on track to graduate.



RELIEF, REHAB and RESTORATION: The Elevate Indy model creates transformational change. It's programming targets short-term and long-term needs of students. Elevate's program includes four key components: in-class learning, after school mentoring and events, post-secondary preparation, and unique adventure opportunities. These programs are designed to provide relief, rehabilitation, and restoration for students. Known as the Three "R's" these elements are shown below along with associated funding.



RELIEF SERVICES: The entry point to the Elevate program is classroom learning. There, students engage daily with their teacher-mentors during the school day. Outside of the classroom, adventure opportunities, after-school mentoring, and events help to solidify and grow relationships between teacher-mentors and Elevate students. It is through student/teacher-mentor relationships that the individual needs of students can be identified, and life-transforming help is made available to them through Elevate.

Adventure opportunities

Play-based youth development outdoor activities provide team building and leadership opportunities for Elevate youth. Adventurous experiences like camping and canoeing help to form positive relationships with teacher-mentors. They also create a community and a sense of belonging among Elevate students. Such positive activities help students overcome adverse childhood incidents and allow for constructive learning experiences.

After-school Mentoring and Events

Teacher-mentors engage both students and their families through hands-on activities and special events. Elevate Indianapolis partners with Central Indiana businesses and community organizations to develop fun mentoring experiences. These activities expose students to new places and ideas otherwise not available to them.

REHABILITATION SERVICES: Student rehabilitation is at the heart of the program. Rehabilitation programming encompasses personal growth, character development, academic success, and post-secondary preparedness. Students learn essential character qualities, life skills, and development assets. They solidify these through the application and teaching of younger Elevate students. At the same time, students gain employability skills that fulfill an Indiana graduation pathway requirement. This placing them one step closer to obtaining a high school diploma.

Accredited In-Class Learning, Character Qualities and Life Skills

All Elevate students learn 13 valuable character qualities and life skills. But more importantly, they learn how to practically apply each in their own life. High school Elevate students mentor Elevate 4th-6th grade students. This cross-age mentoring experience empowers high school students as leaders. It provides younger students with positive encouragement and friendships. Meanwhile, middle school students receive weekly mentoring opportunities. They also focus on the application of the 13 character qualities and life skills.

Accredited In-Class Learning, Development Assets

The Developmental Assets Framework, developed by the Search Institute, identifies 40 positive supports and strengths that young people need to succeed. Elevate focuses on 38 of the 40 Development Assets. Learning about these assets increases the likelihood youth will make healthy decisions and become productive and responsible adults.

Accredited In-Class Learning, Employability Skills

Elevate students gain two opportunities to fulfill the “Employability Skills” component of Indiana’s high school graduation requirements. They can fulfill this requirement during the regular school day without additional work. This is a huge benefit placing them one step closer to graduation.

In 2018, the Indiana Department of Education (IDOE) transformed graduation standards. Graduation Pathways were established. Hoosiers students are no longer required to pass graduation qualifying exams (ISTEP) to achieve a high school diploma. Instead, students can individualize their graduation requirements through Graduation Pathways. Beginning with the 2019 school year, students who earn a passing grade in

Elevate classes will realize the requirements for the Employability Skills of his/her Graduation Pathway.

RESTORATION/RESTORATIVE COMMUNITY DEVELOPMENT

A high school diploma opens the door to opportunities that would not be otherwise available. All Elevates students are encouraged to discover their personal pathway to purpose by enrolling in post-secondary education or training, enlisting in the armed services, or securing meaningful employment. Currently, 80% of all Elevate students are securing post-secondary placement. However, Elevate is not satisfied with this outcome. It is leading a movement to ensure that 100% of students who participate in Elevate achieve meaningful post-secondary placement through Pathways to Purpose College & Career programming.

Pathways to Purpose College & Career programming

Numerous studies show the individuals who learn more earn more. Wage earnings increase with educational attainment. In order to climb out of generational poverty, students need earning power. Securing meaningful educational and vocational opportunities after high school will help increase their earning power.

Pathways to Purpose is organized around four themes designed to connect students with post-secondary opportunities. Such opportunities greatly accelerate their professional development. These include:

- Exposing students to colleges and careers;
- Equipping student with soft skills, leadership, and financial literacy training;
- Empowering students through college and career mentoring; and
- Engaging students in internships, job shadowing, apprenticeships, and community college events.

IMPACT

Twenty-five percent of students currently engaged through the Arsenal Tech High School pipeline are residents of the Near-Westside. The launch of the second pipeline at George Washington High School will overlap with these students and their families. This alignment will intensify Elevate's ability to impact the Near-Westside community. It will promote long-term systemic change within Indianapolis and the State of Indiana.

Operating another pipeline gives students an increased opportunity to remain in Elevate programming. Students can move between Arsenal Tech and George Washington Schools and remain enrolled.

This will increase opportunities for students to remain in Elevate. It also allows for continuous support to a student navigating a move to a new school.

The West-side pipeline will enhance Elevate's ability to identify area constituents who share common values. Additional partnerships will help grow Elevate's base of support and create sustainable organizational growth. Donors will be given more opportunities to create change in the lives of students and families. More students and families will experience transformational change impacting generations to come.

OUTCOMES

Elevate is a data-driven model that leads to its impact and results. Elevate Indy staff publish weekly dashboards of complete program activity and student caseloads. Each year, Elevate Indy facilitates the annual Thriving Youth Scorecard process. This includes reporting from the 40 Developmental Assets survey, focus group discussions, web-based app questionnaires, and annual fidelity assessments with Elevate USA and school partners. In 2019, Elevate USA and Elevate Indy will adopt a national matriculation tracking model. This new model will provide new data for college enrollment.



The Thriving Youth Scorecard verifies that Elevate Students are growing holistically, building character, positioned for long-term success, and positively engaged in their communities. The national Elevate model measures student growth in four key areas:

- **School Success:** 90% of Elevate Indy students graduate from high school. Through Elevate, they are beating the odds stacked against them. Each student who completes a high school degree is less likely to be incarcerated, more likely to be employed, and less likely to have become a parent while in high school.¹ Altogether, these

outcomes increase the likelihood that a child will be able to break free from generational poverty and experience true personal and economic freedom.

¹ Kevin Wandrei. <https://education.seattlepi.com/effects-high-school-students-not-finishing-high-school-3118.html>

- **Character Qualities and Life Skills:** Students are developing positive character traits and how to apply them. They are learning healthy behaviors and how to make good life choices. Positively influencing a child's character development and teaching valuable life skills better prepares them for adulthood. They become thoughtful, responsible, and productive adults.
- **Post-Secondary Success:** After graduation, 80% of Elevate Indy graduates are enrolled in college, military or trade school. Receiving post-secondary preparedness training while in high school helps students earn admittance into post-secondary opportunities and succeed once enrolled. This is significant milestone in one's journey to self-sufficiency. As an individual's level of educational attainment increases, they earn more, are more likely to be employed, move up the socioeconomic ladder, are less likely to rely on public assistance, experience a healthier lifestyle, and are more civically engaged.²
- **Community Engagement:** Over 47% of Elevate Indy students give back to their communities by engaging in community service activities. Such experiences increase students' awareness of their responsibility to give back to their own communities. Elevate connects students to community non-profits, civic leaders, businesses, and neighbors in meaningful ways. Students learn about seven areas of holistic development. These areas of development include intellectual, emotional, vocational, spiritual, financial, physical, and social components. Actively engaging a student with their family and community while developing these seven attributes increases the likelihood that youth will exhibit healthy behavior in all areas of their life and achieve personal success and well-being.
- **Costs Savings for Local Employers:** Students graduating from Elevate and the Pathways to Purpose program are better positioned for success in the workplace and life. These benefits are passed onto employers. Employers may accrue benefits across a number of dimensions including:
 - Recruitment costs;
 - Training costs;
 - New hire costs; and
 - Turnover rates.

² <https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf>

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Assuming Marion County median wages, turnover rates, and national hiring cost averages, these benefits add up. Employers can save as much as \$10,800 per each Elevate Pathways to Purpose student hired.

- **Costs Savings for Indianapolis:** Elevate students have the potential to advance from poverty and become self-sufficient. By doing so, they improve their wellbeing and that of their family and strengthen our communities.

The cost of childhood poverty in the United State in 2015 totaled \$1.03 Trillion. These cost of poverty in society includes associated healthcare costs, criminal justice costs, loss of economic productivity, and costs related to homelessness and malnutrition. For every child who breaks free from the cycle of poverty and lives in prosperity, \$69,500 is saved in societal costs. These savings can generate economic impact that benefits residents and employers throughout Indianapolis for generations to come.

CORE BELIEFS

We believe:

- **EVERY CHILD** is of great worth and has the desire and potential to succeed.
- **LONG-TERM, 24/7 RELATIONSHIPS** with caring adults have proven positive outcomes in the lives of our urban youth.
- A **HOLISTIC** approach is essential for a strong and healthy future for our youth.
- **FULL-TIME, SALARIED TEACHER-MENTORS WHO COME FROM SIMILAR BACKGROUNDS** as the students can have a positive influence and make all the difference.
- **SERVANT LEADERSHIP**, creating a culture of selflessness and service, is the foundation for leadership.
- In the intrinsic **DIGNITY** of every person and act accordingly.
- **COLLABORATION** yields the best long-term results, acknowledging that the complex work in our urban centers cannot be done single handedly.

COMMUNITY PARTNERS

Marian University (committed)—Partnering to provide in-class teaching opportunities to students and continuing to build relationships with Westside students for post-secondary exposure to Marian University.

Indianapolis Public Schools (committed)—Elevate currently partners with Arsenal Tech High School, Harshman Middle School, Theodore Potter elementary school. The Westside partners include George Washington Highschool and Matchbook Learning at Wendall Phillips School 63.

Center for Leadership Development (CLD) (committed)—Elevate Indy engages our upperclassmen in CLD post-secondary programming annually. Because CLD is located on the



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Westside, Elevate Indy’s program expansion to this area will allow us to double our student engagement with CLD.

YFC CityLife (committed)—CityLife has strong programs established to serve Westside students that complement Elevate’s programming. Our expansion to the Westside provides an opportunity to share programming, staff, transportation, and common community partnerships effectively.

Mary Rigg Community Center (committed)—Elevate is currently in conversations with the center to work in collaboration with the six near Westside schools and corporate partners.

Mars Hill Community Center (committed)—Elevate has partnered in the past for volunteer opportunities together for our students on the Westside through this local community center.

iDew (proposed)—Elevate is working on a partnership with this IUPUI program already working on the Westside at George Washington to add specific STEM programming for our students.

16 Tech (proposed)—Elevate is in conversations with this community foundation on the Near Westside to be a workforce development partner for emerging STEM development in our programs.

ELEVATE INDIANAPOLIS BOARD

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WESTSIDE WE CARE INITIATIVE PROPOSED BUDGET

Westside We Care Initiative Proposed Budget				
	2019/2020	2020/2021	2021/2022	2019-2022 Total
Staffing	\$180,000	\$180,000	\$241,000	\$601,000
Staff Training	\$10,000	\$3,000	\$3,000	\$16,000
Transportation	\$35,000	\$5,000	\$5,000	\$45,000
Programming	\$30,000	\$25,000	\$30,000	\$85,000
G&A Allocation	\$6,000	\$7,000	\$9,000	\$22,000
TOTAL BUDGET	\$261,000	\$220,000	\$288,000	\$769,000

WESTSIDE WE CARE GIFT RANGE CHART

Westside We Care Initiative Proposed Gift Range Chart \$775,000 – 3 Year Period							
Gift Range	# of Gifts	Cumulative # of Gifts	Prospect #	Cumulative # of Prospects	\$ Per Range	Cumulative \$	Cum %
\$100,000	1	1	5 (5:1)	5	\$100,000	\$100,000	13%
\$50,000	2	3	10 (5:1)	15	\$100,000	\$200,000	26%
\$25,000	4	7	16 (4:1)	31	\$100,000	\$300,000	39%
\$10,000	8	15	32 (4:1)	63	\$80,000	\$380,000	49%
\$5,000	16	31	64 (4:1)	127	\$80,000	\$460,000	59%
	10% of donors				60% of goal		
\$2,500	32	63	96 (3:1)	223	\$80,000	\$540,000	70%
\$1,000	70	133	210 (3:1)	433	\$70,000	\$610,000	79%
	20% of donors				20% of goal		
\$500	140	273	280 (2:1)	713	\$70,000	\$680,000	88%
\$250	200	473	400 (2:1)	1113	\$50,000	\$730,000	94%
\$100	450	923	900 (2:1)	2013	\$45,000	\$775,000	100%
	70% of donors				20% goal		