TALENT ALLIANCE EXECUTIVE COMMITTEE MEMBERS

Miriam Acevedo-Davis  
La Plaza, Inc.

Ellen K. Annala  
United Way of Central Indiana

Kevin R. Armstrong  
North United Methodist Church

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Richard M. Fairbanks Foundation, Inc.

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Center for Leadership Development, Inc.

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Metropolitan School District of Wayne Township

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Clarian Health Partners, Inc.

Jacqueline R. Garvey  
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David Harris  
The Mind Trust

Robert W. Hillman  
Anthem Blue Cross & Blue Shield of Indiana

Harriet M. Ivey  
Nina Mason Pulliam Charitable Trust

Annette (Mickey) Lentz  
Archdiocese of Indianapolis
I present to you the second annual report of the Central Indiana Talent Alliance. It outlines data-based performance indicators along the education pipeline—the developmental continuum from cradle to career.

Talent Alliance combines leadership, resources, data, and programs to improve educational outcomes for every citizen, while strengthening our communities and enhancing our economy.

Our mission will be achieved when we:

• adopt a common agenda and a shared measurement system;
• identify, support, and strengthen effective programs and practices; and
• increase visibility for these efforts through regular communication.

During 2011, Talent Alliance took on the critical task of building collaborations and expanding its far-reaching network of organizations, community leaders, funders, advocates, and educational institutions throughout Marion County aiming to align and mobilize resources. To that end:

• Six key Marion County leaders from the fields of business, education, not-for-profits, and religion were added to the Talent Alliance Executive Committee.
• Each Talent Alliance implementation team along the education continuum bolstered its leadership and volunteer bases, involving some 200 concerned citizens.
• Talent Alliance partners initiated efforts that address early childhood education, summer learning loss, high school graduation, and completion of postsecondary degrees, anticipating that these initiatives will have a significant positive impact on educational outcomes in Marion County and beyond.

Decision makers and funders view our emphasis on data as a major differentiator. For example, the Central Indiana Community Foundation championed our efforts to collect information on high school graduates with a grant of more than $78,000. With that support, Talent Alliance has hired a data analyst, created a strong working relationship with the National Student Clearinghouse, and enlisted 10 of 11 Marion County school corporations to participate in Talent Alliance high school graduation data collection efforts.

The cradle-to-career approach to community-wide collaboration in education is gaining traction in Marion County. I invite you to support our efforts.

Sincerely,

Charles R. Bantz
Chancellor, Indiana University-Purdue University Indianapolis
Convener, Central Indiana Talent Alliance

Carey Lykins
Citizens Energy Group

Jim McClelland
Goodwill Industries of Central Indiana, Inc.

Jamie P. Merisotis
Lumina Foundation for Education

Mark Miles
Central Indiana Corporate Partnerships, Inc.

John Neighbours
Baker & Daniels, LLP

Jeffrey H. Patchen
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Brian Payne
Central Indiana Community Foundation

Beverly Pitts
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Joseph A. Slash
Indianapolis Urban League

Robert L. Smith
Eli Lilly & Company Foundation

Stephen A. Stitle
PNC Financial Services Group

Angelique Walker-Smith
The Church Federation of Greater Indianapolis

Kaye Walter
Ivy Tech Community College

Charlotte Westerhaus-Renfrow
Martin University

Eugene White
Indianapolis Public Schools
The Student Roadmap to Success

EDUCATION CONTINUUM

Prepare Children for School (Birth – 2nd Grade)

Ensure Academic Success (Grades 3-8)

Support Students to Graduate from High School (Grades 9-12)

Increase Access to College and Improve Graduation Rates (Postsecondary Years)

Support Children Outside of School (Pre-school-12th Grade)

Key Transition Years

Transition to Desired Career
Our Purpose
The purpose of Central Indiana’s Talent Alliance is to elevate our local system of education to world class status. We envision successful students, productive citizens, and thriving communities. Every student in the region should be prepared for school, engaged meaningfully in and out of school, and supported to succeed academically, enroll in postsecondary education, earn a credential, and enter a career.

Our Vision
A highly productive citizenry and an educated, globally competitive workforce that provides the basis for thriving central Indiana communities.

Our Mission
To encourage the development and continuous enhancement of a region-wide alliance of schools, colleges and universities, services, and supports to maximize the potential of every child and young adult.

Improving Educational Attainment
Developing healthy and successful children is essential in advancing a community’s social and economic prosperity. Ensuring access to quality education, health care, and other needed services secures both the physical and social wellbeing of growing children, families, and entire communities. A well-educated populace strengthens the community’s capacity for innovation, growth, and economic stability.
Long Term Goal
Our goal is to improve child care quality, strengthen transitions to kindergarten and early literacy by aligning initiatives throughout Marion County, and develop quality measures that assess need for services, identify effective programs, and empower families to make informed decisions.
Strategies
The implementation team has joined forces with the United Way of Central Indiana’s Success By 6 program, aligning its work with this existing early childhood initiative in Marion County. With the support of the implementation team, Talent Alliance representatives also proposed the city-wide adoption of ISTAR-KR (a Kindergarten Readiness Assessment supported and provided by the Indiana Department of Education) to collect aggregate data on kindergarten readiness for many purposes, including teacher planning and program evaluation. The implementation team will continue to work with school districts and the Indiana Department of Education to promote ISTAR-KR and address potential challenges and barriers to city-wide implementation.

Indicators
Increase the percentage of students attending high quality preschools and percentages assessed as ready for kindergarten.

Percentage of Low-Income Children Receiving Child Care and Development Fund (CCDF) Subsidies Who Are Enrolled in Paths to Quality Early Childhood Programs, by Level

<table>
<thead>
<tr>
<th>PROGRAM LEVEL</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: National accreditation is achieved</td>
<td>4.9%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Level 3: Planned curriculum guides child development</td>
<td>4.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Level 2: Environment supports children’s learning</td>
<td>8.0%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Level 1: Health and safety needs of children are met</td>
<td>23.5%</td>
<td>21.9%</td>
</tr>
<tr>
<td>All Levels</td>
<td>41.1%</td>
<td>49.7%</td>
</tr>
</tbody>
</table>

Enrollment of children from low-income families who receive child care vouchers in Paths to Quality (PTQ) child care programs increased from 41.1% in 2009 to 49.7% in 2010. In addition to improvements in overall enrollment in PTQ programs, these children were also more likely to be enrolled in programs receiving higher ratings, with enrollments at child care providers rated at Levels 2, 3, and 4 all increasing.

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1 - High quality for preschools is defined by the levels of the Paths to Quality program.
2 - United Way of Central Indiana
GRADES 3 – 8

Ensure academic success

Long Term Goal
Students in Grades 3-8 will possess the knowledge and skills in mathematics and literacy/language arts that support overall academic and personal success.
Strategies
Expand summer programs to address summer learning loss for high need youth. Summer programs will focus on academic, social, physical, and career exploration components.

Indicators
Improve Grades 3-8 student learning in literacy and mathematics as evaluated using multiple formal and informal data-driven assessment measures.

While only one measure of academic success, trends in Indiana Statewide Testing for Educational Progress Plus (ISTEP+) scores are somewhat promising over the past three years, showing stable or slightly improving scores in 3rd and 8th grade Language Arts and Mathematics. While 3rd graders tend to score slightly higher in Language Arts than Math, the reverse is true for 8th graders in Marion County.
Long Term Goal
Increase the percentage of children and youth participating in out-of-school-time programs, strengthen the quality of existing out-of-school-time programs, and increase positive academic and youth development outcomes for children and youth.
Strategies
Collect data on afterschool programming through the Indiana Afterschool Network and cross-reference with data available through the Polis Center. This work will provide a broader understanding of available resources in a given community. Document programs engaged in evidence-based quality improvement processes and the percentage of youth participating in out-of-school-time programs that demonstrate positive academic and youth development outcomes.

Indicators
Increase the percentage of children and youth participating in out-of-school-time programs.

Increase the percentage of programs engaged in an evidence-based process of quality improvement.

Increase the percentage of children and youth participating in out-of-school-time programs that demonstrate positive academic and youth development outcomes.

Ten percent of children and youth in Indiana participate in out-of-school-time programs during the school year.¹

The participation rate for Indianapolis children and youth in summer programs is 22.6%.²

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² - National Summer Learning Association Scan of Summer Programs
**Long Term Goal**

Our goal is to increase the percentage of Marion County students obtaining high school diplomas in four years and earning Core 40 or Academic Honors diplomas.
Strategies
Determine why students leave school without a diploma. Work with Marion County superintendents and other community partners to encourage dropouts to return to complete their education through the use of a reengagement center. Identify local service providers to which students who have dropped out might be referred if they have particular needs, and track these students to assess the impact of Talent Alliance efforts.

Indicators
Increase the high school graduation rate in Marion County.

Increase the number of high school graduates receiving Core 40 or Academic Honors diplomas, in total as well as by race/ethnicity.

Marion County four-year graduation rates have increased steadily from 72.5% in 2008 to 85% in 2011, increasing approximately four percent each year.
The type of diploma received varies significantly by race/ethnicity for 2010 graduates. Differences are particularly notable among Academic Honors diploma recipients. Asian and Caucasian graduates are about twice as likely as Multiracial and Hispanic students to receive an Academic Honors diploma, and about three times as likely as African-American students. Differences are less pronounced among those meeting the criteria for a Core 40 diploma, but follow a similar trend. Compared to 2009, a greater proportion of students received Core 40 diplomas, at the expense of Academic Honors diplomas and general diplomas. The percentages of Hispanic and African-American students receiving either an Academic Honors or Core 40 diploma increased from 2009 to 2010, while percentages for Asian/Pacific Islanders and Caucasian students remained about the same.
Long Term Goal
Support students to graduate from postsecondary education programs and enter careers that pay self-sustaining wages and provide opportunities to advance along a career pathway.
Strategies
Define the problem and causes of college non-completion and compile actionable data sets regarding current college completion status among key groups. Identify commonalities among successful and unsuccessful students, address barriers, create mechanisms to share best practices and knowledge, and execute new data-informed, shared strategies. Develop college completion strategies for people who have some college credit but have stopped taking classes. This will center on the creation of a re-engagement center that will provide adults with some college credit with advising and guidance regarding the best path to completion. Other strategies include easing the challenge of transferring credits within and between institutions and implementing an “emergency fund” for students who encounter life emergencies that impede progress toward graduation.

Indicators
Increase the number of students aged 25 and older who have returned to college after dropping out, and who complete degrees.

Increase the number of undergraduate students who complete post-secondary education degrees, including those from targeted groups (e.g., first generation college students).

Increase the number of graduates employed in self-sustaining jobs, or enrolled in graduate education, within one year of graduation.

Degree Attainment Rates among Marion County Residents, 25 & Over, by Population Group with Associate, Baccalaureate, or Postgraduate Degrees in 2009

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Baccalaureate</th>
<th>Associate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian American</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>All</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>

In 2009, the percentage of Marion County residents aged 25-64 with a college degree (associate’s degree or higher) was estimated to be 34.0%.

1 – U.S. Census Bureau, 2009 American Community Survey
Individuals with higher levels of education tend to have higher incomes, better employment benefits, and better overall health than individuals with lower levels of education. Three important quality of life indicators are the average annual unemployment rate, median family income, and family poverty rate for Marion County. These quality of life indicators are a proxy for the overall wellbeing of a community, which in turn impacts the academic opportunities for its citizens.
In 2010, the average unemployment rate for Marion County rose to 10%.

Indiana’s child poverty rate is 22%. By area, 31% of urban youth, 21% of rural youth and 13% of suburban youth live in poverty.

Family income statistics for 2009 reveal a significant number of Marion County families (13%) living below the poverty level.

For additional information, visit talentalliance.iupui.edu