In this third community baseline report, you will see the results of such major achievements as the Mapping Transitions to College project, which was critical to the ability of Indianapolis/Marion County Schools to track their students’ postsecondary enrollment trends, develop strategies to improve, and measure progress over time. The study was supported by the Central Indiana Community Foundation, in collaboration with the Office of Information Management and Institutional Research at IUPUI and the National Student Clearinghouse High School StudentTracker(sm) program.

Another major achievement of the past year is that the Executive Committee of the Central Indiana Talent Alliance—the far-reaching network of organizations, community leaders, funders, advocates, and educational institutions throughout Marion County—voted unanimously to approve on June 14 a five-year plan that will align and mobilize resources and emphasize the use of data as a major differentiator. Talent Alliance leaders are determined to:

- Set a common agenda
- Share a measurement system
- Adopt mutually reinforcing activities
- Encourage continuous communication, and
- Seek backbone organization support

To get to this point, Executive Committee members acknowledged: “The education continuum (everything from cradle to career) is important. We cannot simply focus on one or two points on the continuum because all are essential.”

Having found a consensus that resonated and inspired, the Executive Committee refined its focus to deliver on three promises:

1. Be Marion County’s go-to authority for data and best practices
2. Advocate for policy initiatives that enhance attainment
3. Support and facilitate scalable/replicable/transformational change.

With plan in hand, the Executive Committee and Talent Alliance Council will focus on the following initiatives:

- Repository for Data and Best Practices
- Kindergarten Readiness Assessment
- Summer Learning Gain Partnership
- High School Reengagement
- Graduation to College Persistence Study
- Employee Education Assistance, 2007 Levels
- Mutual College Reengagement Website

Thank you for your support of our efforts!

Sincerely,

Charles R. Bantz
Chancellor, Indiana University-Purdue University Indianapolis
Convener, Central Indiana Talent Alliance
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 Mission
To encourage the continuous enhancement of a region-wide alliance of schools, colleges and universities, services, and supports to maximize the potential of every child and adult.

Our Vision
To develop a highly productive, educated, globally competitive workforce and citizenry who provide the basis for thriving Central Indiana communities.

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.
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 household 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 creates the academic opportunities for its citizens.

Marion County Child Poverty Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 years</td>
<td>35.2%</td>
</tr>
<tr>
<td>5-11 years</td>
<td>33.4%</td>
</tr>
<tr>
<td>12-17 years</td>
<td>28.5%</td>
</tr>
<tr>
<td>All under 18 years</td>
<td>32.4%</td>
</tr>
</tbody>
</table>

Source: American Community Survey 2011

Family income statistics for 2011 reveal a significant number of Marion County families (16.5%) living below the poverty level.

<table>
<thead>
<tr>
<th>FAMILIES IN POVERTY IN MARION COUNTY</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Families in Poverty</td>
<td>34,466</td>
<td>34,881</td>
</tr>
<tr>
<td>Percentage of Families Living in Poverty</td>
<td>16.3%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

Source: www.savi.org; U.S. Census Bureau, 2011 American Community Survey
### Long Term Goal

Our goals are 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 partnered with United Way of Central Indiana and other organizations to align their work with existing early childhood initiatives in Marion County. The team will advocate for the generation and analysis of data that will support policy change to increase the supply and demand of high-quality early childhood programs as measured by Indiana’s Paths to QUALITY program. With the support of the implementation team, Talent Alliance representatives also proposed the city-wide adoption of ISTAR-KR (a tool supported and provided by the Indiana Department of Education) that could be used 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 Department of Education to promote ISTAR-KR and address potential challenges and barriers to city-wide implementation.

### Indicators

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>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Health and safety needs of children are met</td>
<td>23.5%</td>
<td>21.9%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Level 2: Environment supports children’s learning</td>
<td>8.0%</td>
<td>11.3%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Level 3: Planned curriculum guides child development</td>
<td>4.7%</td>
<td>7.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Level 4: National accreditation is achieved</td>
<td>4.9%</td>
<td>9.5%</td>
<td>9.6%</td>
</tr>
<tr>
<td>All Levels</td>
<td>41.1%</td>
<td>49.7%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

### Data

From 2009 to 2012, Paths to QUALITY child care programs experienced significant enrollment increases (41.1% to 56%) for children from low-income families who receive child care vouchers. 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 3 and 4 both increasing. Level 2 increased in 2010 but fell back to 9.2% in 2012. While improvement is noted in early childhood programs, as measured by Indiana’s Paths to QUALITY program, significant progress must be made at the higher levels.

---

1 - High quality for preschools is defined by the levels of the Paths to QUALITY program.
2 - Indiana Bureau of Child Care; United Way of Central Indiana
Strategies
Enhance summer programs to increase learning for high need youth. Summer programs will be supported to strengthen critical academic knowledge and skills related to language arts and mathematics.

Indicators
Improve Grades 3-8 learning in literacy and mathematics as evaluated by IREAD-3 and state accountability assessment measures.

Data
Trends in ISTEP+ scores for both Indiana and Marion County public schools show improving scores for 3rd and 8th grade Language Arts and Mathematics. While 3rd graders tend to score slightly higher in Language Arts than Math, 8th graders in Marion County scored higher in Math than Language Arts. From 2009 to 2012, the achievement gap between Marion County and the state average stayed relatively stable, ranging from 7-10 percentage points overall and with decreases ranging from 0-1 percentage point.

ISTEP+ Passing Rate, Marion County Public Schools, 2009-2012

Source: Indiana Department of Education

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.
Out-of-School-Time (OST) refers to youth development programming that occurs beyond the traditional school day, including before school, after school, holidays, weekends, and summers. OST programs build on classroom learning and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional, cognitive and social development of K-12 children and youth.

Strategies
- Expand OST programming in high risk neighborhoods that are underserved by OST programs. In 2012, we used community mapping to identify neighborhoods that have 1) high needs based on indicators of poverty, education, health, and public safety, 2) a large youth population, 3) limited OST resources, and 4) existing assets to build upon. From these, we selected two neighborhoods in which to pilot a more intensive data collection process to determine barriers to out-of-school time program participation. A survey of program providers revealed that funding, staffing, and retention are common problems the program providers face. In 2013, we will gather additional data from students and parents to identify barriers to participation and develop specific strategies to address the OST gaps in these communities. Our vision is to make this process scalable to other communities.

PRE-SCHOOL THROUGH 12TH GRADE
Support Children Outside of School

Long Term Goal
Our goals are to 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.

Indicators
- Percent of children and youth participating in out-of-school-time programs.
- Percent of programs engaged in an evidence-based process of quality improvement.
- Percent of children and youth participating in out-of-school-time programs that demonstrate positive academic and youth development outcomes.

Data
- 10% of children and youth in Indiana participate in out-of-school-time programs during the school year.
- 22.6% of children and youth in Indianapolis participate in summer programs.

2 - National Summer Learning Association Scan of Summer Programs
The Grades 9-12 Implementation Team has focused on a strategy designed to encourage dropouts to return to complete their education through the use of a reengagement center. The team has identified local credit recovery programs as well as service providers to which students who have dropped out may be referred if they have particular needs. A proposal for presentation to funding agencies has been prepared.

**Indicators**
Increasing the high school graduation rate in Marion County by reengaging students who have dropped out.

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

**Long Term Goal**
Our goal is to increase the percentage of Marion County students attaining high school diplomas in four years and earning Core 40 or Academic Honors diplomas.

**Data**
Four year graduation rates in Marion County have demonstrated positive trends over the past six years, increasing from 69.7% in 2006 to 82.2% in 2011. Over this time, the graduation rate gap between Marion County and the state of Indiana decreased significantly, from 7.6% in 2006 and 10.1% in 2008 to 4.5% in 2011.

Source: Indiana Department of Education
Data regarding the types of diplomas awarded to Marion County high school graduates indicate an increase from 2009 to 2011 in the proportion of Core 40 diplomas awarded, bringing Marion County’s rate of receiving at least a Core 40 diploma near the state average. Of those who entered 9th grade four years earlier, the ratio of those going on to graduate with the most rigorous Honors diploma generally held stable, changing from 19.4% in 2009 and 2010 to 19.1% in 2011. At the same time, the proportion of Marion County high school students graduating with a Core 40 diploma increased dramatically, from 38.4% in 2009 to 48.2% in 2011, while those receiving the less rigorous General diploma dropped slightly, from 15.7% in 2009 to 13.9% in 2011. All information about diploma type must be tempered by the recent finding by Pike and Hutchins (2012) that only Marion County students who graduate with an Honors diploma have a statistically significant advantage over those receiving Core 40 or General diplomas in attaining a college degree within nine semesters of enrollment.

In 2010 and 2011, the percentage of high school students who graduated in four years with at least a Core 40 diploma was about 1.5 percentage points behind the state average. Of those who entered 9th grade four years earlier, 65.2% of Marion County students graduated with at least a Core 40 diploma in 2010 (compared to 66.7% statewide), and 68.3% graduated with at least a Core 40 diploma in 2011 (compared to 69.7% statewide). However, the county lags the rest of the state in Honors diplomas, with 19.1% of students graduating in four years with an Honors diploma in contrast to 26.5% statewide in 2011.

Data trends for diploma type by race/ethnicity from 2009 to 2011 indicate that the proportion of Core 40 diplomas awarded to high school graduates in Marion County has increased for all racial/ethnic groups, except Asians, from 2009 to 2011, with the gap between different racial groups receiving at least a Core 40 diploma shrinking from 2009 to 2011. In 2011, there were strong increases in both Honors and Core 40 diplomas among Multiracial students, resulting in these students having the highest rate (87.5%) of graduating with at least a Core 40 diploma. Black and Hispanic students, while still the least likely to receive at least a Core 40 diploma, saw significant increases in graduates with at least Core 40 diplomas from 2009 to 2011. From 2009 to 2011, the gap between the group with the highest proportion of graduates with at least a Core 40 diploma and the group with the least shrank from 17.6% to 10.2%. While the proportion of Honors diplomas awarded to most racial/ethnic groups decreased from 2009 to 2011, the previous graph combining overall four year graduation rate and diploma type suggests that this is largely the result of an overall increase in graduates, which drives down the relative proportion of graduates receiving Honors diplomas. However, graduation rates by race/ethnicity are not available for 2009 or 2010, information that would be necessary to make a clear determination on this point.

In 2011 there was notable variation across race/ethnicity and socioeconomic status in terms of graduation rates and diploma types. These variations differed in trend and level relative to Indiana overall. Within Marion County, Multiracial students had the highest graduation rate as well as highest rate of attaining at least a Core 40 diploma by race/ethnicity, followed by Asian, White, Hispanic, and Black students. The placement of Multiracial students as highest in graduation rate and Core 40 diploma attainment is surprising, given it diverges substantially from state and recent county trends. Given this, and the group’s relatively small sample size of 243 students, this may represent a single year anomaly rather than a long-term shift. Students with low family income, as indicated by qualifying for free or reduced lunch, have lower graduation and diploma rates than students with higher family income.

Relative to state trends, Marion County trailed on most indicators. However, Marion County surpassed the state in graduation rates for Multiracial and Hispanic students, and students graduating with at least a Core 40 diploma for Multiracial, White, and Hispanic students, as well as students qualifying for free or reduced lunch. Multiracial and Hispanic students in Marion County also had a higher rate of attaining Honors diplomas than the state overall.

Long Term Goal
In the postsecondary years, there must be support for students to graduate and to prepare for future careers that pay sustainable wages and provide opportunities to advance along a career pathway.

Strategies
This team has adopted the Strive framework to define the problem and causes of college non-completion through data analysis and to develop appropriate interventions that will lead to increased college access and attainment. An initial review of college-completion data has led the team to focus attention on at-risk populations, specifically minorities, students who have stopped out of college and adult learners. In addition to ongoing data collection and analysis, the team has identified two other strategies to improve postsecondary participation and attainment among the target populations. The first will improve college recruitment and access by two means—establishment of a Virtual Reengagement Center to bring adults who need to complete their degrees back to higher education; and development of an online tool through which students can plan their academic and career futures. The second strategy will enlist employers as partners in encouraging their workers to engage in postsecondary study and strengthen the Marion County workforce.

Indicators
Increase the percentage of Marion County high school graduates completing a postsecondary credential. Increase the number of adults aged 25 and older who have returned to college after stopping out and who complete postsecondary credentials. Increase the percentage of graduates employed in self-sustaining jobs, or enrolled in the next level of study. Engage no fewer than 50 Marion County employers in partnership with the Talent Alliance’s efforts to promote postsecondary study among their employees.

Data
According to the study by Pike and Hutchins (2012), Marion County high school graduates enroll in college at a rate (67%) nearly commensurate with national and statewide rates (68% and 66%, respectively). The study also revealed that the nationally reported gender gap in higher education access and success exists within Marion County as well. Similarly, low socioeconomic status was correlated with diminished access and attainment. Generally, attainment of an Academic Honors diploma in high school predicts college enrollment and completion more accurately than attainment of either a Core 40 or General diploma.

As shown in the chart, Marion County postsecondary educational attainment remains low and has been flat in recent years. Overall, attainment remains flat within the African-American population, but there appears to be a positive trend with more African-American residents holding graduate and baccalaureate degrees. The Marion County Hispanic population has nearly doubled during the last three years, but educational attainment remains stagnant and low. Since the majority of the region’s Hispanic population is below college-going age, there exists an opportunity to engage the community in conversations about the importance of attending college and completing postsecondary study.