A landscape transformed

A report on the impact of the Grow What Works Campaign
October 2012

The Mind Trust
Dear friends,

We started The Mind Trust with the understanding that dramatically improving Indianapolis’ public education system would require developing three key assets. We needed a critical mass of talented people who could do the necessary work. We needed a culture in which innovators were empowered to execute cutting-edge plans to transform our city’s public education system. And we needed more great schools where talented people and innovative ideas could thrive. Simply put, we needed to make Indianapolis the Silicon Valley of education reform.

Today, because of your support, Indianapolis is closer than it ever has been to reaching that ideal. In six years, The Mind Trust has:

• Impacted the lives of 77,417 kids in Indianapolis.
• Put 577 teachers in Indianapolis classrooms through Teach For America and Indianapolis Teaching Fellows (TNTP). Some 62 percent of those Indianapolis groups’ alumni continue to teach.
• Paved the way to help two organizations start at least nine schools serving 5,000 students—the first of many school networks we will help to launch through our Charter School Incubator.
• Built a network of 12 organizations, including national groups we recruited here and other organizations launched through our Education Entrepreneur Fellowship. Daily, these groups are improving student lives and driving systemic change.

Our Grow What Works campaign has been pivotal to this success. We launched the campaign in May 2011 to raise $18 million to grow to critical mass the network of talent and innovation we built since our founding in 2006. We’re thrilled to report that—because of your support—we’ve exceeded that goal more than a year ahead of schedule. Our gratitude to you could not be greater.

The impact of Grow What Works has been tremendous. We’ve equipped schools with more-excellent teachers and school leaders, paved the way for more low-income kids to go to college, helped students to advance during the summer months and given parents, students and teachers a powerful voice in education. We’ve also increased the number of excellent schools and built upon Indianapolis’ status as the best place nationally to launch innovative new schools and transformative education initiatives. Most importantly, we’ve made huge strides toward achieving what we dreamed of in 2006: making Indianapolis a place that is uniquely positioned to give every student a chance to succeed.

Thank you for making this possible—and for your continued support to advance our work until every child’s educational needs are met.

Sincerely,

We set out to raise $18 million. You helped us to exceed that goal.

By May 2011, The Mind Trust had made tremendous progress toward transforming the education landscape in Indianapolis. We had recruited five national education reform organizations to the city, helped to launch innovative new efforts to transform K-12 education, and planted the seeds of a nationally unique Charter School Incubator that would enable us to create networks of great schools in Indianapolis. But the scope of those efforts needed to grow so that the talent and innovation we’ve seeded could reach critical mass and make a system-wide impact. To do that, The Mind Trust set out to raise $18 million by June 2013. Because of you, we surpassed that goal by May 2012.

Most of the money we raised through Grow What Works already is making an impact.

Through Grow What Works, The Mind Trust has invested in the six initiatives we recruited or helped to launch in Indianapolis that are making the biggest difference in changing education in our city. Those include four of the national programs we brought to Indianapolis—Teach For America, The New Teacher Project, College Summit and Stand for Children—as well as two of the initiatives started through our Education Entrepreneur Fellowship—Summer Advantage USA and Teach Plus. The Grow What Works campaign also has supported The Mind Trust’s Charter School Incubator and our Education Entrepreneur Fellowship. More than $18.5 million of the $19.2 million we’ve raised through Grow What Works has been committed to those organizations and initiatives. And they’re making a transformative impact.

97% Investments Made

• Grow What Works Investments made as of 9/30/12: $18,314,965
  — 97%
• Campaign funds to be distributed* : $664,519
  — 3%

* Includes future pledges.

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We’ve laid the foundation to help every student in Indianapolis succeed.

With Grow What Works complete, more than ever before in our city’s history, our education landscape has a brimming-full pipeline of talent and a robust landscape of innovation. Now, it’s up to us to help unleash the potential of those assets by continuing to focus on creating more great schools that have the right conditions for talented people and innovative ideas to thrive. That means creating schools that empower leaders with the freedom to do whatever it takes to help students succeed but which are held accountable for producing excellent results. Our city now is uniquely positioned and fully equipped with the infrastructure—the critical mass of talent and innovation—for such schools to make a maximum impact. Thanks to you, we’re now ready to continue the transformation—and give all kids the chance to succeed.

In the pages that follow, we report how the money from our Grow What Works campaign is being spent—and how it’s making an impact.

“The (Mind Trust’s Grow What Works) initiative is one of the most important the city has seen. After all, the education groups are already doing wonderful work, but if they are given adequate resources to take their efforts to scale, they’ll have a dramatic and transformative impact on the city’s education landscape.”

Matthew Tully
Indianapolis Star, Sept. 9, 2011
Creating lifelong educational leaders & fueling human capital

Teach For America recruits top college graduates who commit to teach for two years in underserved public schools. Through the process, these corps members become lifelong leaders in the pursuit of educational equity. The Mind Trust brought Teach For America to Indianapolis in 2007.

TFA teachers are driving outstanding results in Indianapolis schools

Students taught by Teach For America Indianapolis corps members on average have achieved

- 1.6 years of growth in elementary school, roughly equivalent to adding 108 days to the school year
- 1.9 years of growth in secondary school, roughly equivalent to adding 162 days to the school year
- 80 percent mastery of subject matter

On average, students taught by Teach For America Indianapolis corps members showed levels of academic growth in the top 25 percent of all Indiana students.

We’re increasing the number of Teach For America Indianapolis teachers in classrooms

The number of new corps members in Indianapolis has grown 142% since 2009

<table>
<thead>
<tr>
<th>2009-2010 School Year</th>
<th>2012-2013 School Year</th>
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<tbody>
<tr>
<td>43 Corps Members</td>
<td>104 Corps Members</td>
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More TFA members are making a significant impact beyond their two years of service.

<table>
<thead>
<tr>
<th>2010</th>
<th>2012</th>
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<tbody>
<tr>
<td>3 alumni principals</td>
<td>10 alumni principals</td>
</tr>
<tr>
<td>4 alumni school leaders</td>
<td>20 alumni school leaders</td>
</tr>
<tr>
<td>2 senior policy and advocacy leaders</td>
<td>15 senior policy and advocacy leaders</td>
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Grow What Works Investment: $4,991,161

We're increasing the number of Teach For America Indianapolis teachers in classrooms.
98 Teach For America Indianapolis alumni continue to teach in Indianapolis schools.

Emily Masengale, an alumna of Teach For America’s Indianapolis Principal Fellowship, is leading Christel House Academy’s newly launched Dropout Recovery School.

11 Teach For America Indianapolis alumni are full-time staff members at the Indiana Department of Education.

A Teach For America Indianapolis alumnus is running for the IPS School Board.

Emily Pelino, a Teach For America alumnus from North Carolina, was recruited to help lead KIPP: Indy and has orchestrated a dramatic turnaround at the school.

Teach For America Indianapolis’ Founding Executive Director Jason Kloth is now Indianapolis’ Deputy Mayor of Education.

Beyond the classroom: The power of the Teach For America network
Every day I’m rewarded by the work I do to create better results for kids in Indianapolis. I am thankful to The Mind Trust for making that possible.

JuDonne Hemingway

Raised in Chicago Public Schools, JuDonne is giving back to students with backgrounds similar to hers.

JuDonne Hemingway grew up on Chicago’s South Side and attended Chicago Public Schools from kindergarten through high school. While she successfully graduated and went on to earn her master’s degree, many of her peers did not. Seeing the discrepancies between her experience and those of her fellow CPS students is largely what motivated JuDonne to teach. She joined Teach For America in 2011 and was recruited by Teach For America to join its Indianapolis teaching corps. In the 2011-2012 academic year, JuDonne’s high school English students at Fall Creek Academy increased their reading levels by an average of two years.

Teach For America’s Indianapolis Principal Fellowship

The Indianapolis Principal Fellowship is a fast-track path to school leadership that prepares Teach For America alumni to become principals within Indianapolis Public Schools and select area charter schools. The Indianapolis Principal Fellowship combines rigorous leadership training and a full-time principal residency to prepare fellows to serve as exceptional school leaders.

Grow What Works Investment: $183,902
We’re drawing diverse Teach For America alumni from across the U.S. to be school leaders

Teach For America Indianapolis received 20 applications to the 2012 Indianapolis Principal Fellowship. Of these:

- 17 candidates were from outside of Indianapolis
- Eight identified as people of color
- All 20 applicants held leadership positions at their schools

Seven fellows were awarded the 2012 Teach For America Indianapolis Principal Fellowship.

Six fellows from the 2010 and 2011 cohorts are leading in Indianapolis Public Schools, serving as leaders in charter schools, or helping to open new schools.
The impact of helping children to learn starting at an early age is enormous. I’m passionate about making a difference on this front. With The Mind Trust’s support, Teach For America’s Indianapolis Principal Fellowship is equipping me with the skill set needed to do just that.

Tanasha Franklin

Tanasha’s passion for early childhood education fuels her school leadership dreams.

Tanasha Franklin joined Teach For America in Atlanta in 2003. Her Teach For America experience made her fall in love with teaching and sparked a desire to be in school leadership so she could help support other teachers to excel. She was accepted into TFA’s prestigious Indianapolis Principal Fellowship Program, which brought her to Indianapolis. Through the program, she began as a master teacher, serving in an instructional coaching role for kindergarten through second grade at Challenge Foundation Academy, a local charter school. During her year at the school, teachers with whom Tanasha worked saw 90 percent of their kindergartners advance a year in reading and 86 percent advance a year in math. This year, Tanasha is helping to lead Francis Scott Key Elementary School, an Indianapolis Public School on the city’s far eastside. As assistant principal, she is working to build a sense of camaraderie and teamwork among her staff members and to provide teachers—several of whom also are part of Teach For America—with strong support, because she understands how critical that is.

Indianapolis Teaching Fellows (TNTP) draws talented professionals from non-education backgrounds to become teachers in subjects such as math, science, foreign language and special education. The Mind Trust helped to bring TNTP, locally called Indianapolis Teaching Fellows, to Indianapolis in 2006.

Filling Indianapolis classrooms with talent and passion

Making a difference in Indianapolis schools during their fellowships...  
+ In the 2012-2013 school year, 51 Fellows have been placed in Indiana schools, including 17 Fellows in Indianapolis Public Schools.
+ 68 percent of 2007, 2008, and 2009 Fellows were still teaching in Indianapolis classrooms during the 2011-2012 academic year.

... And beyond
+ 135 Fellows and alumni are teaching in Indianapolis Public Schools.

We’re increasing the number of Indianapolis Teaching Fellows in classrooms

The number of new Indianapolis Teaching Fellows has increased by 31% from 2009 to 2012

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$1,741,475

Grow What Works Investment:
Emanuel Harper, an Indianapolis Public Schools French teacher and 2010 Fellow, received his school’s student-selected “Most Influential Teacher” award.

Keeanna Reid, a fifth grade teacher at Andrew J. Brown Academy and a 2010 Fellow, helped her students to achieve a 92 percent pass rate on the ISTEP+ math exam, up from 60 percent the year before among the same group of students.

Shelia Akinleye, a 2007 Fellow and Indianapolis Public Schools graduate, taught math for five years at IPS’ Sidener Gifted Academy. In her first year at Sidener, the fifth, sixth, and seventh grade students she taught had a 95 percent pass rate on the Algebra 1 ISTEP+ End of Course Assessment. She now teaches at IPS’ Arsenal Technical High School.

Mike Anderson, an Indianapolis Public Schools algebra teacher, was named IPS Teacher of the Year in 2010 after just three years as a classroom teacher.

Since the program’s launch in 2007, Indianapolis Teaching Fellows have taught more than 33,500 students in Indianapolis – more than all students enrolled in the Indianapolis Public Schools district in fall 2012.
Erika Haskins
I love the way I’m contributing to the city by teaching’

Erika Haskins joined TNTP (known locally as Indianapolis Teaching Fellows) in Summer 2011. An engineering student turned sociology major in college, Haskins began teaching because she was acutely aware of educational inequities and strongly compelled to help close the gap. She was assigned to teach math at The Excel Center, a local charter school that prepares high school dropouts for college and career success. Haskins has helped her students, who range in age from 16 to 60, make incredible progress. In her first eight-week period of teaching in 2011, Haskins helped all of her remedial math students make at least two years of gains, with half making four or more years of gains. Of her 20 students who attended class with her for a full term and attempted the Algebra 1 End of Course Assessment, 85 percent passed the test. Because of her success, Haskins was given a leadership role at The Excel Center this year. In addition to teaching, her job now also includes developing curriculum and instructional coaching.

Helping students advance during the summer – rather than fall behind

On average, students from low-income communities lose three months of learning during the summer because of limited academic opportunities. Summer Advantage USA reverses that trend by providing students with rigorous academic programs and enrichment opportunities such as art, music, field trips and guest speakers. Earl Martin Phalen, a Harvard Law School alumnus and founder of two other education-focused nonprofits, started Summer Advantage in 2009 through The Mind Trust’s Education Entrepreneur Fellowship.

Summer Advantage is helping students to make tremendous gains. After five weeks of Summer Advantage, children experience:

- 2.9 months gain in mathematics
- 2.5 months gain in reading and language arts

The Mind Trust has helped to make it possible for me to find a career I love and to truly help people and drive change in the way I have long wanted to do. I love the way I’m contributing to the city by teaching.

Erika Haskins
Indianapolis Teaching Fellow, 2011 cohort

Growing What Works Investment: $2,994,260

- 863 Indianapolis Scholars
- 1,800 Indianapolis Scholars

- 1 Indiana District Partnership
- 14 Indiana District Partnerships

We’re expanding the impact of this transformative program.

863
1,800

1
14

2009
2012

863 Indianapolis Scholars
1,800 Indianapolis Scholars
1 Indiana District Partnership
14 Indiana District Partnerships
Parents and scholars are satisfied.

91 percent of Summer Advantage parents would recommend Summer Advantage to other parents.

91 percent of Summer Advantage parents would sign their scholars up for the program again.

96 percent of Summer Advantage scholars said that they felt like the adults at Summer Advantage care about them.

95 percent of scholars reported that they like to learn.

95 percent of Summer Advantage parents would sign their scholars up for the program again.

Over four years, Summer Advantage has served 6,699 kids in Indianapolis.

91 percent of Summer Advantage scholars attended the program daily.

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Tyler McClure
Tyler conquered a learning disability – and gained the confidence to excel.

For most of his life, Tyler McClure confronted a learning disability that made school a challenge and made him self-conscious. As an eighth grader at Lincoln Middle School, Tyler was reading at a fourth-grade level and struggling tremendously with reading comprehension. But in 2011, Tyler’s mother enrolled him in Summer Advantage USA. After his summer in the program, his reading ability improved by more than three grade levels – to almost an eighth grade level. Because of Tyler’s ability to read, his confidence has soared. Now Tyler is taking the kinds of classes he would never have dreamed of taking before, including science and social studies, and has maintained B averages in those classes. He also started playing two new sports this year–baseball and wrestling – and won a championship in wrestling.

Jacqueline Fleming, mother of Tyler McClure, a 2011 Summer Advantage USA participant

Keeping great urban teachers in the classroom – and making them policy experts

Excellent teachers are among the most critical assets in students’ success, yet in urban classrooms, nearly half of teachers leave within the first three years. By training high-quality teachers to become education-policy advocates, Teach Plus gives teachers a voice in the policy-making process and helps effectuate change in education that is favorable to teacher retention and success. The organization also helps to move deeply engage those teachers who remain in urban schools. Celine Coggins, a former classroom teacher and Stanford University PhD who served as an advisor to the Massachusetts Department of Education Commissioner, started Teach Plus Indianapolis in 2009 through The Mind Trust’s Education Entrepreneur Fellowship.
Teach Plus Teaching Policy Fellows in Indianapolis…

- Helped to change Indianapolis Public Schools’ reduction-in-force policy so that layoffs would be based on evaluations, rather than just seniority.
- Wrote newspaper op-eds, wrote to legislators and testified in hearings to help pass a law during the 2012 Indiana legislative session that established multiple count days and reformed school finance.
- Engaged teachers in the important discussion about the future of the Indianapolis Public Schools district by hosting a discussion on The Mind Trust’s Opportunity Schools plan and collecting feedback about it from more than 50 teachers.
- Released a paper establishing six principles for school corporations to consider when implementing new evaluation systems that was embraced by the Indiana Department of Education and will be distributed as part of its evaluator trainings.
- Authored a policy brief, “The Demerit Effect: Seniority-Based Reassignment Hurts Teachers and Students,” analyzing the effects of teacher displacement and calling for a more equitable layoff and hiring process in Indianapolis Public Schools.

And Teach Plus across the U.S…

- Developed the T3 Initiative, which places teams of highly effective teachers in some of the most challenged urban schools to drive school improvement and lead change. In the program’s first year in Boston, T3 schools outperformed all schools in Massachusetts in student learning gains.
- Has drawn 360 teachers to participate in its fellowship and T3 teacher turnaround teams and has drawn more than 9,000 members to its teacher networks in Indianapolis, Los Angeles, Memphis, Boston, Washington, D.C., and Chicago.
- Engaged teachers to shape teacher evaluation policies in Indiana, Massachusetts, Illinois, as well as district evaluation policies in Memphis and Chicago.
- Helped teachers gain leadership roles in unions to help drive policy change. Several Teach Plus fellows have been appointed to union negotiating committees, led successful direct referenda within their unions and gotten elected to union offices.
- Empowered its fellows to develop models for expanding the reach of effective teachers through a partnership with Public Impact, an education policy and management consulting firm.
Spencer Lloyd

Spencer transformed life for his choir students. Teach Plus helped to keep his passion alive.

In his four years as choir director at Emmerich Manual High School, Spencer Lloyd has made a tremendous impact on his students. He grew the choir from 12 to more than 70 students. Last winter, Spencer took 19 of his top singers to New York City to perform in Carnegie Hall. And in 2009, when Indianapolis Star columnist Matthew Tully spent a year chronicling life at Manual, Spencer captured the columnist’s attention as an ambitious, inspiring young teacher and became the subject of some of Tully’s columns. But Spencer also has experienced the challenges of teaching in an urban school, including layoffs for his job every year, in most cases because of an old union layoff policy that mandated the least-experienced teachers lose their jobs first when staff reductions took place. His experience as a Teach Plus Teaching Policy Fellow has helped make overcoming those challenges easier and has kept Spencer excited and passionate about teaching. He’s had the opportunity to network with teachers from around the country, write columns about his teaching experience for the Huffington Post and network with local education and political leaders, including Indiana Superintendent of Public Instruction Tony Bennett.

Increasing college enrollment among low-income students

College Summit increases college enrollment rates among low-income students by fostering a college-going culture in high schools and helping students to navigate the college application process. The Mind Trust brought College Summit to Indianapolis in 2006.

A growing reach: Since 2010, College Summit has

• Expanded from serving only high school seniors and rising seniors to serve students in grades 9-11 through a program that helps students understand their academic strengths, learn about college opportunities and gain financial awareness.

• Developed a program identifying “peer leaders,” select College Summit alumni who connect with other College Summit alumni to help their peers navigate college life. Peer leaders also work with College Summit students to create an expectation of college attendance.

• Expanded to Indiana sites outside of Marion County, including Gary, Clayton and Clarksville.

We’re helping thousands of students to be served through College Summit.

• 8,510: Students College Summit has served since 2007

• 2,139: Students College Summit is serving in the 2012-2013 school year
At Decatur Central High School, 60 percent of seniors who participated in College Summit enrolled in college in 2011, more than double the college enrollment rate among non-participants.

At George Washington Community High School, 42 percent of seniors who participated in College Summit enrolled in college in 2011, nearly five times the college enrollment rate among non-participants.

At Manual High School, 38 percent of seniors who participated in College Summit enrolled in college in 2011, more than double the college enrollment rate among non-participants.
Before College Summit, I didn’t have an idea about why I would be going to college – or how to go. I thought I might as well not go. I’m forever grateful to The Mind Trust for bringing College Summit to Indianapolis and providing me a path to success – and a future.

Nick Sanders
2011 College Summit alumnus and Franklin College freshman

Through College Summit, Nick emerged from a mostly difficult academic path to earn a full college scholarship.

Constant moves made it difficult for Nick Sanders to adjust socially in school early in his academic years. Between kindergarten and his freshman year of high school, Nick and his younger sister relocated eight times around Central Indiana, moving from one house to another that their single mom renovated to help make a living. Nick finally settled into a school – Decatur Central High School on Indianapolis’ southwest side – but by junior year, he was aimless about his goals and didn’t know how to begin navigating the college process. Then Nick was selected to participate in a four-day intensive College Summit workshop, where he met peers who also had been uncertain about college but overcame barriers and enrolled. At College Summit, Nick also learned about Franklin College, which he set his sights on attending. Nick worked harder than ever his senior year – catapulting his GPA from a 2.4 to a 3.3 – because he was motivated by clear goals. And through College Summit, he was awarded a full scholarship to Franklin College, where he began his freshman year in August. He is studying accounting and physical therapy, hoping to combine his skill for math with his interest in sports.

Giving education advocates a voice

Stand for Children empowers families and educators to have a voice in education policy as a leading grassroots education advocacy organization. The Mind Trust brought Stand for Children to Indianapolis in 2011.

In November 2011, Stand for Children conducted a survey of Marion County residents about hypothetical school reform proposals that mirror those found in The Mind Trust’s Opportunity Schools plan. Some of the findings included:

- 89 percent of Marion County residents favored pre-K for every child.
- 89 percent favored cutting Indianapolis Public Schools central office spending so that individual schools control more funds.
- 88 percent favored more freedom and flexibility for school leaders.

Assemblying a network of powerful voices

- 300 members have joined Stand for Children Indiana since it launched in 2011.
- 25 community builders have been recruited to engage their friends and neighbors in making change happen.
- 8,700 copies of the Indianapolis School Chooser guide were distributed by Stand for Children. The guide provides parents with detailed information on local schools so they can understand their options and make informed decisions about their children’s education.

Grow What Works Investment:

Stand for Children
Leadership Center

$981,055

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By bringing Stand for Children to Indianapolis, The Mind Trust has enabled me to help others — and that’s a truly powerful thing.

Tamika Bennett
She advocates for her kids – and for parents who feel voiceless

Two of Tamika Bennett’s children, Isaiah, 16, and Michaela, 12, have Attention Deficit Hyperactivity Disorder, making school a challenge for them. To make sure they receive a high-quality education, Tamika meets with school administrators, has kept in regular contact with her kids’ teachers through emails and meetings, and researches what academic services are available for their children. Tamika believes all children – not just her own – deserve a great education, but she knows not all parents are as knowledgeable as she is about how to ensure their children have access to it. She has helped other parents find a voice through Stand for Children. Through her involvement, she’s advocated for all children to have access to high-quality schools at community meetings, in Indiana Legislative hearings and by promoting a school-information guide for parents produced by Stand for Children.

The Mind Trust’s Charter School Incubator: Launching networks of life-changing schools

The Mind Trust launched its nationally unique Charter School Incubator in October 2011 to dramatically increase the number of life-changing public schools in Indianapolis. Through the incubator, The Mind Trust awards $1 million to outstanding leadership teams who start networks of excellent schools in Indianapolis. Those schools have the right conditions – including high autonomy in exchange for strong accountability – to allow the talented people and culture of innovation The Mind Trust has created in Indianapolis to thrive. In so doing, these schools provide an avenue for thousands more students to attend best-in-class public schools.

By the numbers:
• 2,300 students were on waiting lists for the city’s top charter schools last year, highlighting the need for more great options.
• 15 to 25 high-performing charter schools will open over the next five to seven years through the incubator.
• 10,000 students will be served each year through schools supported by the incubator once all schools in the network are operating at full capacity.

Grow What Works Investment: $5 million

Thirty-five teams from 18 states competed for the first round of Charter School Incubator awards, representing some of the best talent and most innovative programs from throughout the country. Of the $5 million raised for the incubator through Grow What Works, $2 million supported the first two winning teams – Christel House Academy and the George and Veronica Phalen Leadership Academies. The Mind Trust will award at least two additional grants through the Charter School Incubator in 2013.
The first Charter School Incubator winners, supported through Grow What Works

Christel House Academy
This highly-regarded Indianapolis-based nonprofit will create a five-school network with two types of schools: a K-12 model that replicates its existing Christel House Academy, which is located on Indianapolis’ south side and has produced among the best results in the state among low-income students, and another school model called Dropout Recovery Schools (DORS). The Dropout Recovery Schools help prepare high school drop-outs for college and career success.

By the numbers:
- 2012: First DORS school launched
- 2014: First Christel House Academy expansion school launched
- 300: Number of students served annually at each DORS school (at least two planned)
- 750: Number of students served annually at each Christel House Academy (at least one additional planned)

George and Veronica Phalen Leadership Academies
Started by Education Entrepreneur Fellow Earl Martin Phalen and named in honor of his parents, these K-8 schools will incorporate rigorous standards, an innovative instructional approach, and strong parent engagement to help students succeed. Classrooms will be organized in pods around computer labs, allowing students to rotate from large-group instruction into individualized tutoring, small-group project work, online learning and independent study.

By the numbers:
- 2013: First school launched
- Five: Number of schools coming online over the next seven years
- 3,000: Number of students who will be served each year

Grow What Works Investment: $527,669

The Mind Trust’s Education Entrepreneur Fellowship: Making Indianapolis a hub for education innovation

Through the Education Entrepreneur Fellowship, The Mind Trust empowers talented people to transform K-12 education by starting innovative programs to address some of its most pressing problems. During the two-year fellowship, The Mind Trust provides its Education Entrepreneur Fellows with an annual salary, full healthcare and benefits, plus a startup stipend. In addition, The Mind Trust supports the fellows as they launch their new ventures in Indianapolis. Since The Mind Trust began receiving applications for the fellowship in 2008, about 3,000 individuals from 48 states and 36 countries have applied. Out of that pool, The Mind Trust has selected seven fellows who have established initiatives tackling needs from summer learning loss to teacher attrition.
The Mind Trust has two current fellows. They include:

Jesse Hahnel, FosterEd

FosterEd combats the academic achievement gap among foster children by providing them with trained experts to serve as education advocates. FosterEd was established in October 2011 by Jesse Hahnel, who was a classroom teacher before delving into education policy as leader of the research and development team at the KIPP Foundation. FosterED has produced the following outcomes:

- Served 1,700 kids over the last 11 months of its operation in Indianapolis. Because of the success of FosterEd’s pilot program in Marion County, the Indiana Department of Child Services adopted FosterEd as a statewide initiative, enabling the program to reach 10,000 foster children across Indiana.

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Nicole Baker Fulgham, The Expectations Project

The Expectations Project harnesses the passion for social justice among faith leaders and churchgoers and compels them to be advocates on behalf of better educational opportunities for all children. The Expectations Project will provide support to faith-motivated individuals, congregations and organizations in Indianapolis to develop media campaigns, influence decision-makers and mobilize the broader community to take action that helps advance transformational change for low-income public schools. The organization also develops resources and tools to immediately connect congregants to steps they can take in their community to address the disparities in public education. The Expectations Project was launched by Nicole Baker Fulgham, who taught through Teach For America and earned her PhD before leading Teach For America’s faith community relations initiative, where she mobilized communities of faith to support Teach For America’s mission. As The Mind Trust’s newest fellow, Fulgham launched The Expectations project in Summer 2012 and is in the early stages of building her effort in Indianapolis.

“I believe the particular organization (Fulgham) has envisioned, and her own personal voice and leadership, will contribute immeasurably to the national education reform movement.”

Wendy Kopp, CEO & Founder, Teach For America, in recommending Fulgham for the fellowship

Nicole Baker Fulgham, The Expectations Project
The impact was dramatic. The landscape is ready. The work must continue.

The tremendous success of our Grow What Works campaign—and the lives touched and impact made through it—call for huge celebration. But as we rejoice in these accomplishments, we can’t lose sight of the fact that thousands of Indianapolis children remain in need of more world-class education options. The reality is, our work has only just begun. Because of Grow What Works and The Mind Trust’s work over the last six years, the ground is fertile for tremendous change. We have a robust network of talent and innovation in Indianapolis. We have laid the groundwork for best-in-class charter schools. But we can’t give up now. We must continue working to create many more of those high-quality schools so that talent and innovation can thrive—and more kids can be served. With your help, we can give all kids opportunity, right here in Indianapolis. Let’s forge ahead.