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**IMPACT:**
The Martindale Brightwood Education Zone (MBEZ) seeks to improve the educational development and academic outcomes of MBEZ children and provide critical supports for parents/caregivers raising children in the Martindale-Brightwood community.

**VISION STATEMENT:**
All children in Martindale-Brightwood (MB) are equipped for the highest level of academic achievements, career success, and citizenship.

**MISSION STATEMENT:**
The Martindale-Brightwood Education Zone (MBEZ) provides families and children with well-coordinated, innovative, high-quality programs and services to help every student advance through school, graduate, and reach their maximum potential.

**Strategic Themes**
- Build a community support network comprised of representatives and resources from the greater community including, public health, religious institutions, government and civic organizations, educational organizations, social service agencies, public safety agencies and philanthropic organizations.
- Create a shared achievement plan that helps minimize organizational silos and duplication of services.
- Identify and leverage best practices in programs and services supported by evidence-based practices and research.
- Deploy new programs where there is evidence of critical gaps in needs.
- Document, measure, and share the progress of children, youth, families, with the collective and overall MB community.
- Build sustainable operations of all MBEZ-endorsed programs and services to ensure goal attainment and scale of initiatives.

**Priorities**
- Ensure pregnant mothers in MB deliver healthy babies.
- Support the development of excellent, accessible programs, trainings, and schools that provide a linkage of uninterrupted growth for children’s academic growth.
- Address the social, emotional, and academic needs of children and youth.
- Provide MBEZ families access to housing, employment, social services allowing them to remain and thrive in MB.
- Continue expanding the social capital network throughout MB starting with the family and moving throughout the community.
- Stabilize the MB community so it becomes a healthy, safe, and stable learning environment for students and their families.
Martindale-Brightwood Demographics

**Total Population**
10,135

**Children**
# of children between the ages of 0 – 19
2,846 or 28.2% of the total population

**Disabled Youth**
337 or 11.7% of the youth population

**Racial Breakdown**
88.5% African American
7.6% Caucasians
3.9% other

**Households**
4,281 total households;
1,129 households with children
784 households led by single mothers.

**Education**
65 people dropped out of high school;
1,453 adults 25+ without HSD;
2,693 adults 25+ with only a HSD;
5,271 adults 25+ with HSD or higher

**Poverty**
Total population living in poverty – 3,972;
Youth 18 and younger living in poverty 35.8%

**Unemployment Rate**
19.6%

**Housing**
Total housing units 5,790;
Total vacant units – 1,590;
Total renter-occupied = 2,376;
Total owner-occupied= 1,905;
MBEZ Partners

The MBEZ will operate with a full range of partners working in various capacities to support the common agenda. The partners will work together to:

- Leverage the full array of assets within the MB community;
- Introduce new initiatives or scale-up existing programs and services targeting children, youth and families;
- Document measurable progress and advancements of each MBEZ participant; and
- Provide diverse resources and supports for families living in the Martindale-Brightwood neighborhood.

Edna Martin Christian Center
Big Brothers and Big Sisters
Brandywine Farms
Brightwood Library/Marion County Library
Community East Hospital
IndyParks
Kindezi School (formerly school 69)
KIPP Schools
Martin University
Martindale-Brightwood CDC
Nurse and Family Partnership
Oasis Community Development Corporation
IPS 51
IPS 56
Central Indiana Community Foundation
Stop the Violence
The Oaks Academy
First Financial Bank
IUPUI
Bridge Builder Strategies
PNC Bank

American Baptist Churches
Pride Academy
Auntie Mame’s CDC
Day Early Learning Eastern Star
EMCC/LLA
Shepherd Community Center
KIPP – Elementary
KIPP – Middle School
KIPP – High School
United Way of Central Indiana
LISC
Marion University
University of Indianapolis
Employ Indy
IMPD
OneVoice Martindale-Brightwood
The Mind Trust
United Way of Central Indiana
Eastern Star Church
Felege Hiywot Center
PACE
Requirements for an Eligible MBEZ Family

Must live in the Martindale-Brightwood neighborhoods. Boundaries are defined as:

| South of 34th Street | West of Sherman Drive | North of Mass. Ave | East of the Monon Trail |

Are pregnant or have children. Priority given to those who have children.

Pregnant women agree to participate in pre and post-natal programs.

For parents/guardians with children 0-5, they will enroll their children in one of the Early Child Education Centers operating in the neighborhoods.

Parents will agree to work with a Navigator/Case Manager from Edna Martin Christian Center to participate in an intake process. Based on the outcomes of the intake process, the parent(s) will work with the Navigator/Case Manager to develop a Zone Plan for the entire family that may include interventions for parents, their child/children or the entire family.

Parents/guardians will agree to provide requested data to support the monitoring of each child’s academic performance in school, and out of school time programs. Parents/guardians will agree to provide requested data pertaining to their own participating in programs and services.

Families will lose eligibility to receive MBEZ supports, if they relocate out of the Martindale-Brightwood boundaries. Families can continue to participate in general offerings provided by local service providers.

Eligibility will be reviewed with MBEZ family by EMCC Navigator/Case Manager at least twice per calendar year.
MBEZ Five-Year Goals

In launching the MBEZ with an initial 50 families, the following goals will be achieved over the next five years:

1. MBEZ babies are healthy at birth.
2. MBEZ children 0-5 are kindergarten-ready.
3. MBEZ children attend high quality schools and perform at grade-level.
4. MBEZ youth participate in high quality youth development programs.
5. MBEZ students graduate from high school.
6. MBEZ high school seniors enroll in a career pathway, program, degree, or other post-secondary program.
7. MBEZ parents/caregivers acquire the knowledge and skills to support their child/children’s education at home as well as school.
8. MBEZ families become financially stable.
9. MBEZ families reside in stable and affordable housing

 Desired Outcomes

After five years, the MBEZ expects the following outcomes for MBEZ families:

1. 80% of full-term (39 weeks and above) babies delivered by MBEZ mothers
2. 80% of MBEZ children are kindergarten-ready
3. 60% of MBEZ children perform at grade-level in math and reading
4. 60% of MBEZ youth participate in youth development programs
5. 80% of MBEZ youth graduate from high school
6. 80% of MBEZ high school graduates enroll and ultimately graduate from a career pathway, program, degree, or other post-secondary program
7. 50% of MBEZ parents are engaged in supporting their children in school and out of school
8. 80% of parents/caregivers are employed at a living wage
9. 60% of parents/caregivers retain employment for a minimum of 3 months
10. 80% of parents/caregivers experience an increase in their net income
11. 80% families receive housing assistance
12. 50% families reside in stable and affordable housing
**PRE AND POST-NATAL GOAL**

**MBEZ babies are healthy at birth.**

**Strategies**

1. Ensure families are aware of pre and post-natal services/ supports through communications disseminated throughout local schools, churches, and community-based organizations.

2. Work with mothers to coordinate with appropriate social and stabilization providers to ensure access to services before and after giving birth.

3. To work with mothers helping to expand their awareness and accessibility to community resources as it pertains to identifying quality childcare providers and placing their babies on waitlists to enroll in childcare.

4. Work with parents through coaching and small group workshops to provide information and supports to address barriers that impede their ability to access childcare, transportation, education and other critical healthcare resources.

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<th>Collective Impact Partners</th>
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<tr>
<td>Edna Martin Christian Center</td>
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<td>Healthy Families</td>
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**EARLY CHILDHOOD GOAL**

**MBEZ children 0-5 are kindergarten-ready.**

**Strategies**

1. Convene regular discussion sessions to broaden the understanding among parents and Early Childhood Education centers regarding development milestones and timely enrollment in kindergarten.

2. Provide ongoing capacity building services designed to support the maintenance and ongoing development of Early Childhood Education centers in MB to their advancement in levels 3 or 4 designations.

3. Partner with mental health organizations to arrange for early testing of youth for possible undiagnosed mental or behavioral disorders.

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<td>Early Learning Indiana</td>
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<td>EMCC/Leadership and Legacy Academy</td>
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<td>Shepherd Community Center</td>
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SCHOOL-AGE GOALS

MBEZ children attend high quality schools and perform at grade-level.

Strategies

1. Initiate academic case management services to help families better coordinate with schools and out-of-school programs; focusing on expanding quality reading, writing, tutoring and mentoring services.

2. Offer in and out of school time programming for students to deepen critical thinking and problem-solving skills, encourage leadership development and greater community engagement.

3. Offer in and out of school time programming to provide students with a wide range of learning opportunities to increase their understanding of math and science.

4. Increase opportunities for parents and educators to come together and explore promising ideas for deepening the partnership to support children in and out of school.

5. Explore the creation of a Parent and Family Resource Center in the Schools.

6. Increase transportation assistance to ensure children/youth have reliable transportation to/from school.

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<td>Edna Martin Christian Center</td>
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<tr>
<td>IndyParks- Douglass, JTV Hill and Washington Parks</td>
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<td>Kindezi School (formerly school 69)</td>
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<td>KIPP Schools</td>
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<tr>
<td>Martindale-Brightwood CDC</td>
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<tr>
<td>Oasis CDC</td>
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<tr>
<td>School 51</td>
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<tr>
<td>Edna Martin Christian Center</td>
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<tr>
<td>Community East Hospital</td>
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<td>Martin University</td>
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Increase MBEZ youth participation in high-quality youth development programs.

**Strategies**

1. Work with in and out of school time, youth program providers to include evidence-based curriculum, where appropriate.

2. Maintain and share database of in and out of school time youth program providers with parents, educators and other service providers working with youth.

3. Connect with areas churches, social organizations, and professional networks to identify individuals to deepen the pool of role models and mentors to work alongside youth.

4. Support youth development program to integrate social, emotional, and academic development best practices into their curriculums.

5. Expand the level of communication to keep parents, providers, and educators informed about new or expanded offerings available for youth through public service announcements with area newspapers, local faith institutions, television, and radio stations.

**Collective Impact Partners**

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<td>The Oaks Academy</td>
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<td>IndyParks- Douglass, JTV Hill and Washington Parks</td>
<td>School 56</td>
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MBEZ students graduate from high school.

**Strategies**

1. Increase the availability of tutoring services for students who are slipping in their academic performance.

2. Establish high school student mentors to work with younger students in providing encouragement in their course work.

3. Work with school, community partners, and parents to increase the frequency of anti-bullying workshops.

4. Work with schools and community partners to expand the availability of programs to help students prepare for ACT and SAT exams.

5. Work with parents and students to address chronic absenteeism through interventions.

6. Work with urban farms to provide students with increased access to fruits and vegetables.

7. Explore mentoring opportunities in paring high school students with college students.

8. Identify evidence-based programs that can be integrated into the Martindale Brightwood neighborhoods to provide comprehensive support services for students with special needs.

9. Establish a wraparound strategy for students that focuses on life domain issues in the home, school and broader community for students at risk of not graduating.

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<td>High schools serving MB students</td>
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<td>Out of School Time Providers</td>
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<td>Family Service providers</td>
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MBEZ high school seniors enroll in a career pathway, program, degree, or other post-secondary program.

**Strategies**

1. Conduct workshops beginning in the 9th grade for students and parents geared toward college and career readiness.

2. Provide opportunities for students to visit universities as well as vocational programs.

3. Connect with area universities and vocational schools to provide students with mentors who can provide additional assistance in understanding the pathway to enrollment, securing financial aid, and other key supports.

4. Convene sessions to help parents understand financial aid requirements and scholarship opportunities.

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<td>High Schools serving MB</td>
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<td>21st Century Scholars</td>
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<td>Out of school time providers</td>
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<tr>
<td>Local Higher education institutions (Martin University, IUPUI, Franklin College, Marian University, IVY Tech)</td>
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FAMILY GOAL

MBEZ parents/caregivers acquire the knowledge and skills to support their child/children’s education at home as well as school.

Strategies

1. Host community events to bring MBEZ families together with educators, providers and other community stakeholders to discuss challenges and solutions to positively impact the social, emotional, and academic development of children.

2. Provide opportunities such as Family Fun Nights for MBEZ families to participate in activities while meeting and connecting with other families.

3. Create a volunteer board that allows parents to volunteer their time to work on various community projects.

4. Increase the level of effective communication and collaboration with MB families, other residents, and community partners to promote student success.

5. Partner with area schools and universities to assist parents seeking to complete their GED or pursue post secondary education.

6. Expand the availability of information for parents, educators and other providers in understanding how to best address bullying in school, home, and the community through community workshops.

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<td>OneVoice Martindale-Brightwood</td>
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<td>Community Health Network- Community East Hospital</td>
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<td>Edna Martin Christian Center</td>
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<td>Martin University</td>
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<td>IUPUI</td>
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<td>LISC</td>
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<td>Employ Indy</td>
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COMMUNITY GOALS

MBEZ families become financially stable.

Strategies

1. Expand partnerships with employers, training and workforce development organizations throughout Indy to increase quality employment opportunities for MBEZ parents/caregivers.

2. Educate families with a parent returning from incarceration on how to access key services to assist with employment, training, and counseling supports.

3. Offer financial literacy programs for parents as well as high school youth.

4. Assist MBEZ families in establishing accounts with area financial institutions.

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MBEZ families reside in stable and affordable housing.

Strategies

1. Coordinate with local housing organizations to help MBEZ parents maintain existing homes or take steps to become new homeowners.

2. Partner with area housing organizations and funding partners to establish the MBEZ Housing village.

3. Initiate crime prevention activities to engage MBEZ parents and other area residents to help prevent crime in their neighborhoods.

4. Coordinate with environmental agencies to ensure the land is free from lead and other toxins and educate MBEZ parents on how to monitor lead in their homes.

5. Work with public and private partners to provide MBEZ families with low-cost internet access in the home and equipment in public spaces and schools.

Collective Impact Partners

| Edna Martin Christian Center | Martindale-Brightwood CDC |
| Stop the Violence             | PACE                      |
| Eastern Star Church           | Oasis CDC                 |
| Brightwood Library/Marion County Library | LISC               |
| Kindezi School (formerly school 69) | Employ Indy               |
| KIPP Schools                               |
| School 51                                  |
| School 56                                  |
Martindale Brightwood Education Zone

MBEZ Executive Committee

MBEZ Director

Back office Operations

General Administration

Resource Development

Service Delivery Team

Evaluation

Financial Management

Community Relations

Subcommittees

Pre/Post-Natal

Early Childhood

School-Age

Parent Engagement

Family Stability

Workforce Development

Housing

K-8

9-12+
MBEZ Subcommittee Descriptions

Pre/Post-Natal
The Pre/Post-natal committee is responsible for identifying and deploying strategies to support pregnant mothers and their unborn child. Examples of possible strategies include helping mothers connect to appropriate health care providers, assistance in securing additional supportive services in preparation for the birth(s), care for babies after the birth; ongoing parenting education classes and ensuring mothers connect with the network of early child development centers throughout Martindale-Brightwood. Indicators have been established for this committee. Proposed activities should align with the given indicators.

Early Childhood
The Early Childhood committee shall implement activities to ensure children ages 0-5 enroll and excel in high quality early childhood education (ECE) centers throughout the area. While the service delivery team is responsible for enrolling families in the ECE centers, this committee should develop strategies to help to build the capacity of existing ECE centers to operate at a high level designation and expand the amount and types of developmental activities available for the children to ensure they are kindergarten ready by age 5. The committee may also choose strategies to help promote the network of high quality ECE centers in the area. In examining the resources of the committee members, the committee may want to explore ways to improve communication throughout the neighborhoods regarding what parents should look for in a high-quality ECE and developmental indicators to support the growth and development of their children during this critical age period. Indicators have been established for this committee. Proposed activities should align with the given indicators.

School-Age: K-8 and 9-12+
The School-Age committee has been subdivided into two committees to support the different needs of children and youth from K-12. The K-8 committee will focus on program, activities, and other supports for children in K-8th grade. The 9-12+ committee will focus on youth grades 9 and post high school. Both committees should identify existing offerings available in schools as well as out of school programs to address the full range of needs of children. Working together, members should look to establish linkages with other providers; jointly promote offerings in the community, explore opportunities to pursue additional funding and to encourage the use of evidence-based curriculums among the various providers. Based on data reports provided by EMCC, both committees should monitor the progress students participating in their respective programs. If necessary, the committees may propose new programs to address programming gaps in the community. In addition to programming, the committees should look to ensure support services such as tutoring, financial literacy, mentoring, counseling are available and accessible for families. Indicators have been established for this committee. Proposed activities should align with the given indicators.
For the 9-12+ committee, there is the added responsibility of developing strategies that provide career paths for students beyond high school. Partnerships with corporations, vocational training schools, and colleges/universities should be established to provide support for students during and after completing high school. Other activities this committee for consideration include helping students develop strong financial literacy skills, opportunities to help parents understand resources to help with college selection and scholarships, as well as vocational training opportunities and requirements for entry.

**Parent Engagement**

The Parent Engagement committee shall take the lead in developing and deploying strategies to help parents become more involved in activities in the school as well as the broader community. Activities suggested by community voice or parents may be proposed to help ensure parents understand the progress of their children are making in the schools and if necessary, improve the communication throughout the community as to available activities that can help supplement their child’s learning. This committee should also consider implementing social capital events in the community that provide opportunities for parents and their children to participate throughout the year. Indicators have been established for this committee. Proposed activities should align with the given indicators.

**Family Stability**

The Family Stability committee has been subdivided into two categories: Workforce Development and Housing. The Workforce Development committee will be responsible for executing strategies to help parents to acquire the necessary skills to become employed or increase their level of income. This committee may also work with the youth 9-12+ to explore strategies to help older youth secure employment during the school year as well as during the summer time.

The Housing committee is responsible for helping to create a seamless pipeline of housing supports for MBEZ families experiencing challenges with housing. The committee should explore new partnerships to encourage the building of additional affordable housing units and continue leading the way relative to the MBEZ Housing Village project. Indicators have been established for this committee. Proposed activities should align with the given indicators.
Service Delivery Structure

- Service Delivery Director
  - Enrollment Specialist
  - Data Specialist
    - Community Engagement Director
    - Navigator/Case Manager
    - Navigator /Case Manager
    - School Liaison

21
MBEZ Performance Goals and Indicators
## Performance Goals and Indicators

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Indicators</th>
<th>Desired Outcomes</th>
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| 1 MBEZ babies are healthy at birth.        | • % of births no low birth weight  
• % of births no pre-term  
• Number of mothers receiving prenatal health care | • 80% of full-term (39 weeks and above) babies delivered by MBEZ mothers          |
|                                            |                                                                                                                                             | Sources: Mothers, Service providers                                              |
| 2 MBEZ children 0-5 are kindergarten-ready. | • Number of children enrolled in high quality childcare programs  
• % of children showing progress in English-Language Arts, Mathematics and physical, personal and socio-emotional standards according to Indiana standards for kindergarten. (NEW)  
• % of young children determined to be ready by local measures of school readiness  
• Increased number of level 3 and 4 child care providers operating in the community | • 80% of MBEZ children are kindergarten ready                                     |
|                                            |                                                                                                                                             | Sources: Service providers                                                       |
| 3 MBEZ children perform at grade-level.    | • % of students proficient in math at 3rd-grade and up according to Indiana state tests (I-STEP).  
• % of students proficient in reading at 3rd-grade and up according to Indiana state tests (I-READ). | • 60% of MBEZ children perform at grade level in math  
• 60% of MBEZ children perform at grade level in reading                          |
|                                            |                                                                                                                                             | Sources: Schools/school districts                                                 |
| 4 MBEZ youth participate in high quality youth development programs. | • % of children who participate in high-quality, out-of-school time activities.  
• % of children who consistently participate in activities based on provider frequency | • 60% of MBEZ youth participate in youth development programs  
• 60% of MBEZ youth frequently (at least once a week) participate in youth programs |
<p>|                                            |                                                                                                                                             | Sources: Service providers                                                       |</p>
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<th>GOALS</th>
<th>Indicators</th>
<th>Desired Outcomes</th>
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<td>5 MBEZ students graduate from high school.</td>
<td>• % of students who graduate with a high school diploma</td>
<td>• 80% of MBEZ youth graduate from high school</td>
<td>Schools IDOE</td>
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<td>• % reduction in chronic absenteeism among high school students</td>
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<td>6 MBEZ high school seniors enroll in a career pathway, program, degree, or other post-secondary program.</td>
<td>• % of youth who enroll in a 2 post-secondary degree</td>
<td>• 80% of MBEZ high school graduates enroll in a career pathway, program, degree, or other post-secondary program.</td>
<td>Higher Education Commission Schools</td>
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<td>• % of youth who enroll in a 4-year post-secondary degree</td>
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<td>• % of youth who complete a vocational or trade program</td>
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<td>• % of youth who enter the workforce after high school</td>
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<td>7 MBEZ parents/caregivers acquire the knowledge and skills to support their child/children’s education at home as well as school.</td>
<td>• Number of parents engaged in various activities at school (e.g. Parent-teacher conferences; informational programs for parents; visit of prospective transitional students to the transitional kindergarten class)</td>
<td>• 50% of MBEZ parents are engaged in supporting their children in school and out of school.</td>
<td>Parents/caregivers</td>
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<td>• Number of parents involved in their child/children’s education</td>
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<td>8 MBEZ families become financially stable.</td>
<td>• % of parents/caregivers employed at a living wage</td>
<td>• 80% of parents/caregivers are employed at a living wage</td>
<td>CWF SAVI (baseline data should be collected based on the year the program started)</td>
</tr>
<tr>
<td></td>
<td>• % of parents/caregivers that retain employment for a minimum of 3 months</td>
<td>• 60% of parents/caregivers retain employment for a minimum of 3 months</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• % of parents/caregivers that experience an increase in their net income</td>
<td>• 80% of parents/caregivers experience an increase in their net income</td>
<td></td>
</tr>
<tr>
<td>9 MBEZ families reside in stable and affordable housing.</td>
<td>• % of families that receive housing assistance (energy assistance, financial, etc.) (NEW)</td>
<td>• 80% families receive housing assistance</td>
<td>CWF SAVI (baseline data should be collected 1st year program starts)</td>
</tr>
<tr>
<td></td>
<td>• % of families who secure permanent housing</td>
<td>• 50% families reside in stable and affordable housing</td>
<td></td>
</tr>
</tbody>
</table>