

RELATIONSHIPS CHANGE EVERYTHING

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ELEVATE

IMPACT REPORT 2022

OUR MISSION

BUILDING LONG-TERM,
LIFE-CHANGING
RELATIONSHIPS
WITH URBAN YOUTH
equipping them to **thrive** and
contribute to the community.



A MESSAGE FROM OUR CEO

Dear Valued Supporter of Elevate,

As I reflect on the past year, I am reminded of how deeply proud I am to be a part of this organization. Elevate USA and our 17 affiliates continue to show up for our students in powerful ways, knowing that positive, caring, long-term relationships are the catalyst for positive change. **Put simply, relationships change everything.**

But the year didn't come without challenges. The lagging effects of Covid-19 remain persistent and ever-present, affecting everything from academia, to behavior, to social-emotional wellbeing. The truth is, the students who could least afford to take such "hits" (the majority of students we serve) are the ones who have been hit the hardest by the pandemic.

However, one thing became glaringly evident: The permeating effects of the pandemic are no match for the permeating effects of healthy relationships. This includes Teacher Mentor to student relationships, Elevate peer relationships, and cross-age mentoring relationships.

In the following pages, you will read about the undeniable, measurable impact that Elevate is having on our kids. Elevate creates the environment for students to thrive, and in turn, students' behavior, resiliency, and social-emotional health dramatically improves. Our holistic approach paves the way for holistic development of our youth - not only are Elevate students improving academically, but also in their leadership, mental health, relationships and community. To say we help kids graduate from high school would be an immense understatement. We are creating the next generation of thriving leaders.

We couldn't do any of this without your support. Thank you for joining us on this journey.

Kevin Byerley
CEO

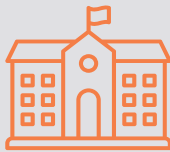
THE CURRENT STATE OF OUR YOUTH

The trends are unsettling...

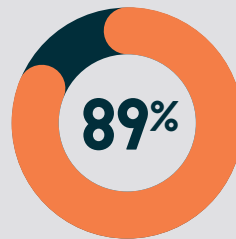
The challenges faced by young people living in economically disadvantaged communities are numerous, and have been exacerbated by the effects of the pandemic. In these neighborhoods, children are negatively impacted by higher levels of trauma, violence, negative peer pressure, and relationship insecurity.

Academic Concerns:

More than **8 IN 10** PUBLIC SCHOOLS



have seen **stunted behavioral and socio-emotional development** in students because of the **COVID-19 pandemic**.



of public schools reported that **teachers expressed concerns** about **getting their students to meet academic standards** during the 2021–2022 school year.

Mental Health Concerns:

47% of young people say they are **moderately or extremely DEPRESSED**

40% of students **do not have hope for their FUTURE**



Relational Concerns:

61% OF YOUNG PEOPLE

agree with the statement...

The adults in my life don't truly know how much I am struggling with my mental health.

45% OF YOUNG PEOPLE

say that they are **moderately or extremely LONELY**

...So how do we begin to reverse them?

THROUGH POSITIVE > CARING > LONG-TERM RELATIONSHIPS

That's how Elevate shows up.

Our entire model is fueled by knowing: relationships change everything.

The Search Institute, a leading youth research organization, has identified **five foundational elements** needed to create strong developmental relationships with adults (“The Developmental Relationships Framework”). **The Elevate Teacher Mentor Model** uses this same framework to create an environment where students can be resilient and thrive:

- >> Teacher Mentors **Express Care**
- >> Teacher Mentors **Share Power** with them
- >> Teacher Mentors **Challenge Them to Grow**
- >> Teacher Mentors **Expand Their Possibilities**
- >> Teacher Mentors **Provide Support** to them

As a result of creating such an environment...

Elevate students are **Empowered and Hopeful**:

43% said they felt **empowered to TRANSFORM** their lives for the better.

40% said they felt **empowered to OVERCOME** barriers in their lives.

Elevate Students are **Growing in Education Success**:



Throughout the COVID-19 pandemic, **Elevate On-Track to graduate rates** have **consistently been greater** than their provided state average 4-year adjusted cohort graduation rates for economically disadvantaged students.



Elevate on-track to graduate rates have **increased from 2021 to 2022**.

Elevate Students are **Helping others**:

72% of youth who say they have a **strong relationship with their Teacher Mentor help struggling peers**.

Elevate Students demonstrate a **strong comeback**:

In 2021-2022, Elevate youth showed that they are **rebounding from the impacts of learning loss and social-emotional regression** from the COVID -19 pandemic.

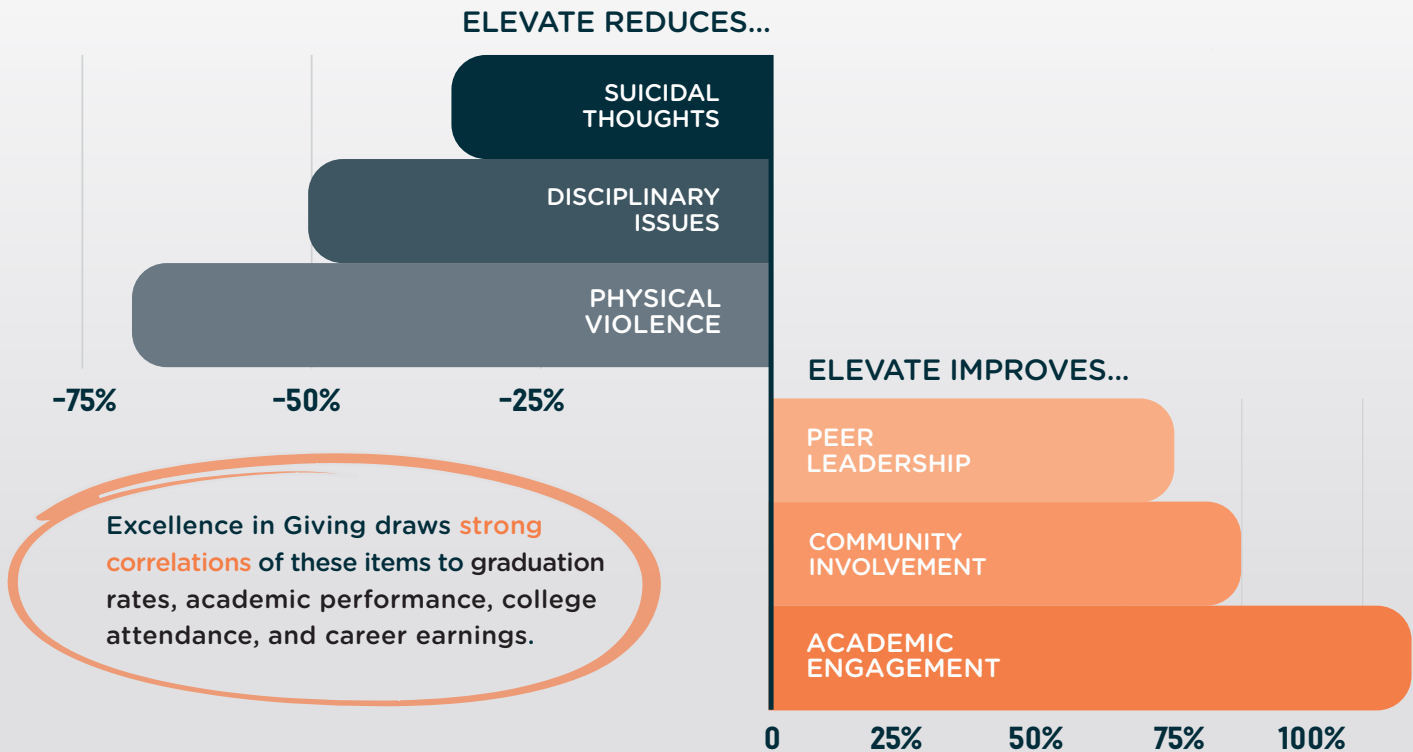


ELEVATE OUTCOMES

Before and After 3 Semesters

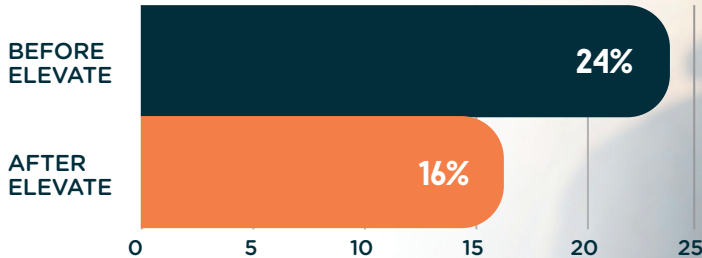
Elevate USA engaged **Excellence in Giving**, a recognized research and evaluation organization, to conduct an overall program evaluation. They identified six critical measures proven to have significant and long-lasting implications for a student's future.

Each of the outcomes below is measured when Elevate enters a city, and then after students complete three semesters of the program. **The insight in the subsequent pages illustrates the measurable impact of Elevate on a student population, and demonstrates the program's ability to improve the lives and futures of youth in low-opportunity neighborhoods.**



ELEVATE STUDENTS HAVE IMPROVED SOCIAL AND EMOTIONAL WELLBEING

Black & Hispanic Females Who Seriously Considered Suicide In The Last 12 Months



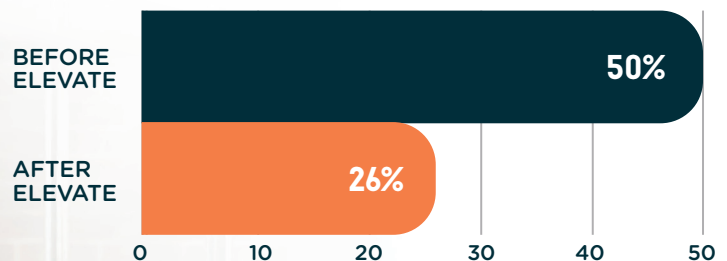
“I probably wouldn't be alive if it wasn't for Elevate. My Teacher Mentors have shown me that I'm strong and they truly care for me. I am very proud of how far I have come.”

- Sarah



ELEVATE STUDENTS HAVE FEWER DISCIPLINARY ISSUES

Students Getting in Trouble at School



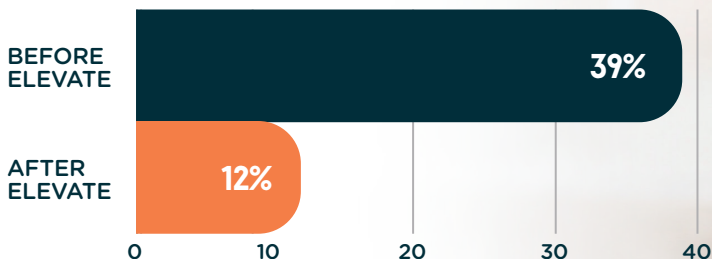
“Elevate was there for me when I was at my lowest, and really helped me mature. Elevate is for any kids who are struggling and getting in trouble.”

- Damien



ELEVATE STUDENTS GET INTO PHYSICAL FIGHTS LESS

Black & Hispanic Males in Physical Fights In The Last 12 Months



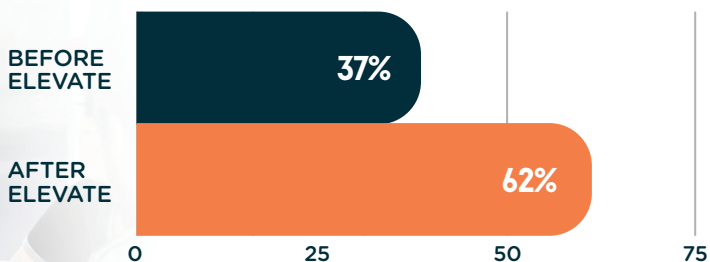
“Elevate is really good about helping me with my anger, and has shown me there are better ways to deal with that anger than fighting.”

- Javier



ELEVATE STUDENTS ARE LEADERS AMONG THEIR PEERS

Students Holding Leadership Positions



“Before Elevate, I was nervous to talk in front of my classmates. But now I can do it without feeling nervous. This experience has helped me learn what it actually means to be a leader.”

- Anne



“I probably wouldn't be **alive**
if it wasn't for Elevate.”

- Sarah, Elevate Student

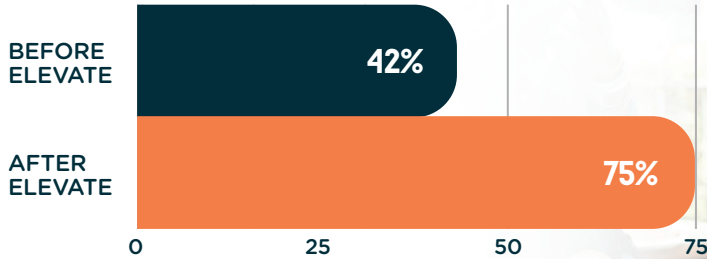


“Elevate offers **hope, guidance** and **connection** to our students. In turn, our students become **empowered** to navigate their lives with **success** as their focus.”

- Jennifer Bohn
Florida Teacher of the Year

ELEVATE STUDENTS ARE MORE ENGAGED IN THEIR COMMUNITIES

Students Volunteering Locally



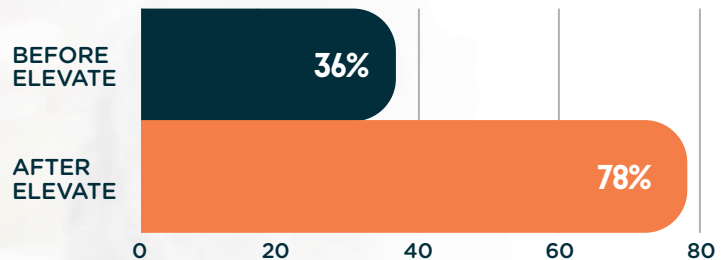
“Elevate introduced me to things that made me feel more brave. It was really cool to be able to do activities outside the classroom and in my community.”

- Jack



ELEVATE STUDENTS ARE MORE ENGAGED IN THE CLASSROOM

STUDENTS WORKING HARD TO DO THEIR BEST IN CLASSES



“Thanks to Elevate, by my senior year, I improved my GPA, graduated, and I had actual options for college.”

- Tanisha

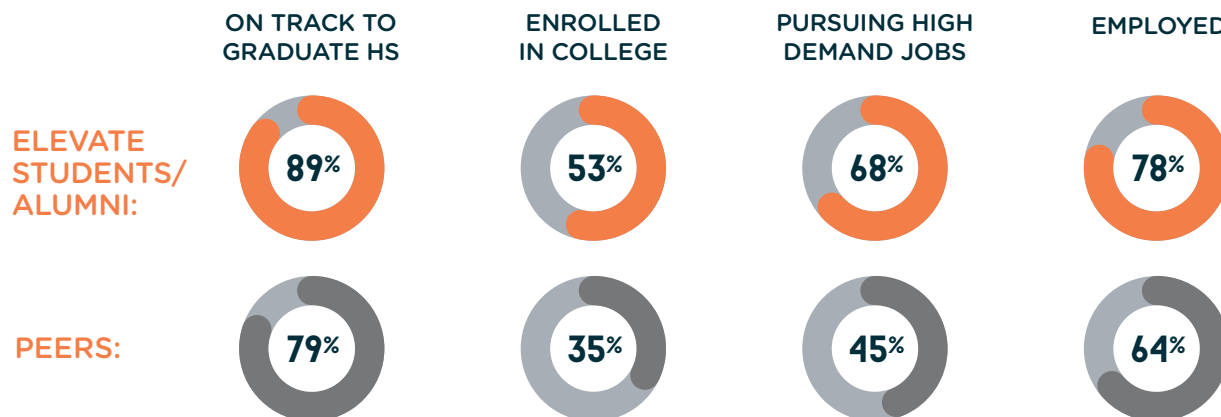


BEATING THE ODDS

Brandan Louis, Former Elevate Orlando Student

Brandan Louis is the only one of his four siblings to be born in the U.S.. His mother and siblings moved to the states in the 90s, where they called Orlando, Florida their new home. From a young age, Brandan was up against significant barriers that would keep him from thriving – from growing up without a father figure, to watching one brother get incarcerated and another brother getting tragically killed – he was beginning to go down a similar path of troublesome behavior. Between the ages of 13 and 15, he found himself with an extremely low GPA and dealing with the consequences of a mistake that got him into significant legal trouble.

Once Brandan entered high school, everything began to change. **High school is when he was introduced to Elevate Orlando, and specifically the Teacher Mentors that would help change the trajectory of his life.** His Teacher Mentors walked alongside him, which helped raise his GPA and transformed him into a leader with a vision for his life. Just a few years later, Brandan received a full ride scholarship to Florida State University where he will soon graduate with a finance degree, and already has job offers lined up. He is still close with his Teacher Mentors and keeps in touch with them to this day. The caring, long-term relationships that Elevate brought Brandan unlocked the potential that was always inside of him, developing him into the thriving contributor he is today.



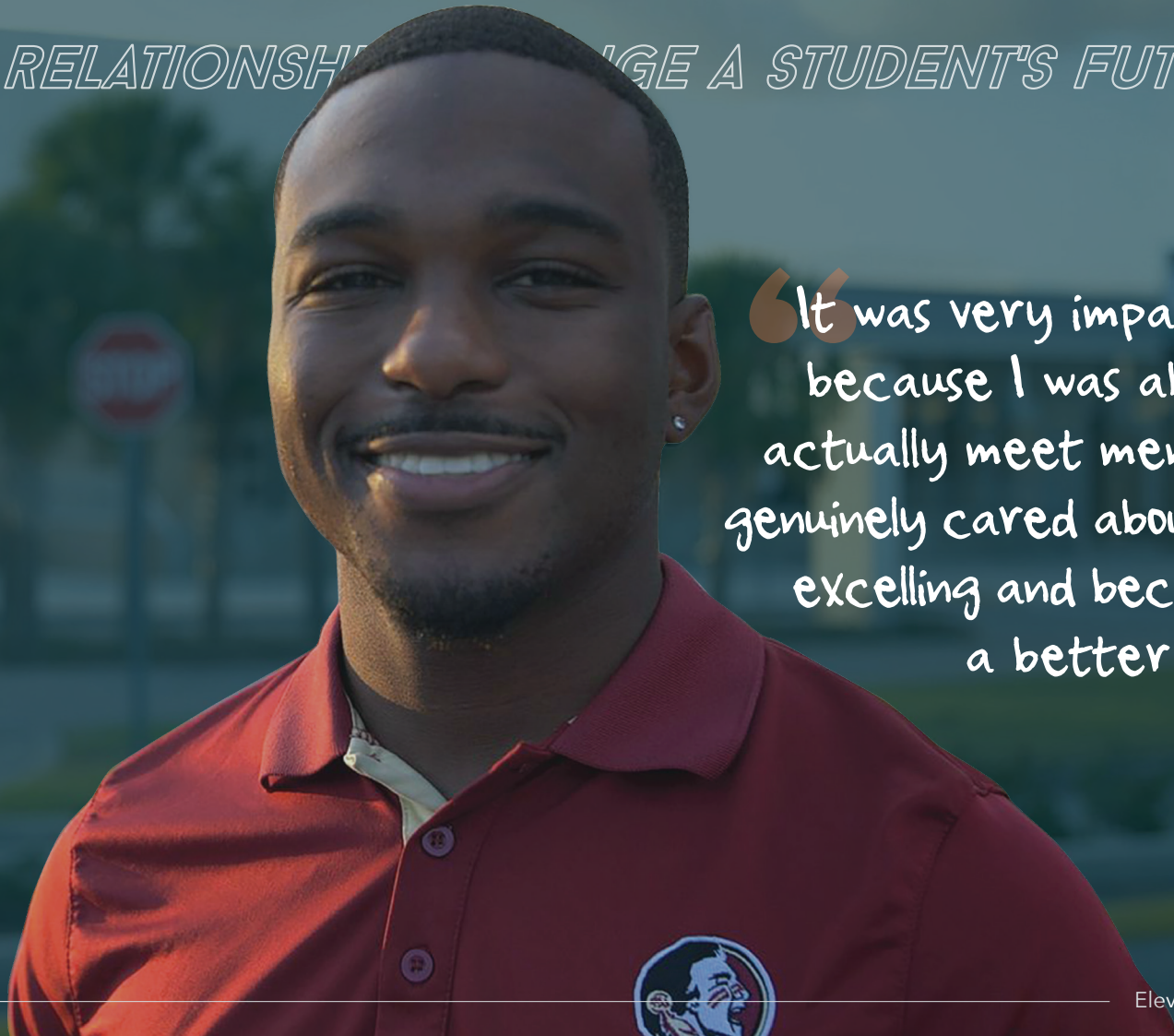
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“It was very impactful because I was able to actually meet men who genuinely cared about me excelling and becoming a better man.”

GET MORE INVOLVED

National Program Growth

The Elevate model was founded in Denver as Colorado UpLift – and has now scaled through a network of affiliates to 17 cities across the United States. Elevate USA has ambitious plans to expand its footprint to an additional 12 cities over the next three years while enhancing and changing the lives of low-income youth in the communities it serves.

ELEVATE CITIES



CURRENT ELEVATE CITIES:

- 1982: Denver
- 2008: Orlando
- 2009: Phoenix
- 2010: New York City
- 2015: Indianapolis
- 2016: New England
- 2018: St. Louis, Jacksonville, Dallas
- 2019: Kansas City, Savannah
- 2020: New Jersey
- 2021: Birmingham, Atlanta, Bridgeport
- 2022: Orange County, Navajo Nation

FUTURE EXPANSION PLANS:



- 2023** >> 4 NEW CITIES
- 2024** >> 4 NEW CITIES
- 2025** >> 4 NEW CITIES

With the help of **generous donors** and **passionate champions**, Elevate stands to 

INCREASE to 29 cities in the next three years

creating a tipping point for positive social change in low-opportunity communities around the country.

Annotations

The data and insights in this report have been pulled from the following reputable organizations:



Dr. Paul Penley, Excellence in Giving Managing Director, Research Division // Dr. Penley manages the company's research division and leads projects to inform effective grantmaking strategies. He has refined methods for nonprofit due diligence and tracking post-grant impact. He has completed on-site evaluations in a dozen countries around the world. Dr. Penley specializes in creating outcome measurement systems for internal and external reporting of program effectiveness. He has presented his approach at community foundations, Philanthropy Roundtable meetings, and Yale Philanthropy Conference. He has published research insights in Alliance magazine, Planned Giving Today, and OUTCOMES magazine. Dr. Penley's ability to identify predictive indicators of mission failure or success allows those he advises to support high-performing charities making the difference they want to fund.



Dr. Didi Fahey, PhD, QREM // Dr. Fahey has over 20 years of experience with data-based evaluation. In 2007, she earned her doctorate from The Ohio State University in Quantitative Research Evaluation and Measurement in Education from the College of Education and Human Ecology. She started her own evaluation firm in 2010, with clients ranging from larger multi-state foundations such as the Daniels Fund to small individual schools and youth programs across the country.



Search Institute // The Search Institute promotes positive youth development and advances equity through research and practical solutions. Search Institute is a nonprofit organization with a sixty-plus-year history of collaboration with partners to conduct and apply research that promotes positive youth development and advances equity. Their tools build connections that help all young people learn and grow. searchinstitute.org



Springtide Research Institute // Compelled by the urgent desire to listen and attend to the lives of young people (ages 13 to 25), Springtide Research Institute is committed to understanding the distinct ways new generations experience and express community, identity, and meaning. They combine quantitative and qualitative research to reflect and amplify the lived realities of young people as they navigate shifting social, cultural, and religious landscapes. Delivering fresh data and actionable insights, Springtide Research equips those who care about young people to care better. springtideresearch.org

ELEVATE

TO LEARN MORE:

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