



# United Way of East Central Iowa Education Report Card

## COMMUNITY GOAL

**By 2020, increase the number of low-income children who are on track developmentally and academically by fourth grade by 30%.**

## KEY STRATEGIES

- Increase the number of known low-income children birth to age five developmentally screened in the five-county area.
- Increase the number of low-income children in Cedar Rapids School District who are on track academically and developmentally by fourth grade.
- Increase the number of hopeful students in Cedar Rapids Community School District.
- Impact 7,500 low-income children through effective agency and breakthrough strategy outcomes for youth to be on track academically and developmentally by fourth grade.

## THE NEED

- In our metro area, 45% of students entering kindergarten scored as not proficient in school readiness, as measured by the Formative Assessment System for Teachers (FAST).<sup>1</sup>
- 85% of brain development takes place between birth and age three.<sup>2</sup>
- Children of low-income families hear as little as one-third the amount of words that children from higher income families hear, equating to a 30 million word gap by the time the two groups of children are four years old.<sup>3</sup>
- By screening children for developmental delays early, families can reduce the number of children who need special education services once they reach school.<sup>4</sup>
- Early childhood development directly influences economic, health, and social outcomes for individuals and society. One study showed that every dollar invested in a high-quality early childhood program yielded a \$7 return on investment in individual and societal benefits.<sup>5</sup>
- In our five-county area, 61% of low-income children are proficient in fourth-grade reading compared to 84% of higher-income children—a 23% point gap.<sup>6</sup>
- If a child is not reading proficiently by the end of third grade, they are four times more likely not to graduate high school on time. If this child is low-income, they are 13 times more likely not to graduate high school on time than a higher-income, proficient peer.<sup>7</sup>
- 44 of the 50 children having difficulty learning to read in kindergarten will still have trouble in third grade.<sup>8</sup>
- One in three children in our five-county area classify as low-income (measured as being a recipient of Free or Reduced-Priced Lunch). These rates of low-income children are steadily increasing at about 1% per year.<sup>9</sup>
- 60% of local students grades 5–12 are hopeful for the future and 62% are engaged in their schools, as measured by the Gallup Student Poll.<sup>10</sup>

### Sources:

<sup>1</sup> Fall Kindergarten FAST data collected individually and aggregated from four metro school districts for 2014-2015 school year.

<sup>2</sup> Cochran, Carol, Stuefen, Randy, and Sandberg, Kari (2004). *The Economic Impact of the Child Care Industry in South Dakota*; Funded by The Annie E. Casey Foundation

<sup>3</sup> Hart, B., and Risley, T.R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes Publishing Co.

<sup>4</sup> Center for Disease Control (2014) *Developmental Screening Fact Sheet*. [www.cdc.gov/actearly](http://www.cdc.gov/actearly)

<sup>5</sup> Heckman, J. (2014) *Invest in early childhood development: Reduce deficits, strengthen the economy. The Heckman Equation*. Retrieved from: [www.heckmanequation.org](http://www.heckmanequation.org)

<sup>6</sup> Iowa Dept of Ed. (2014) *4th grade reading proficiency rates for 2013-2014 school year*.

<sup>7</sup> Hernandez, D. J. (2012). *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*. The Annie E. Casey Foundation; Center for Demographic Analysis, University at Albany, State of New York; Foundation for Child Development

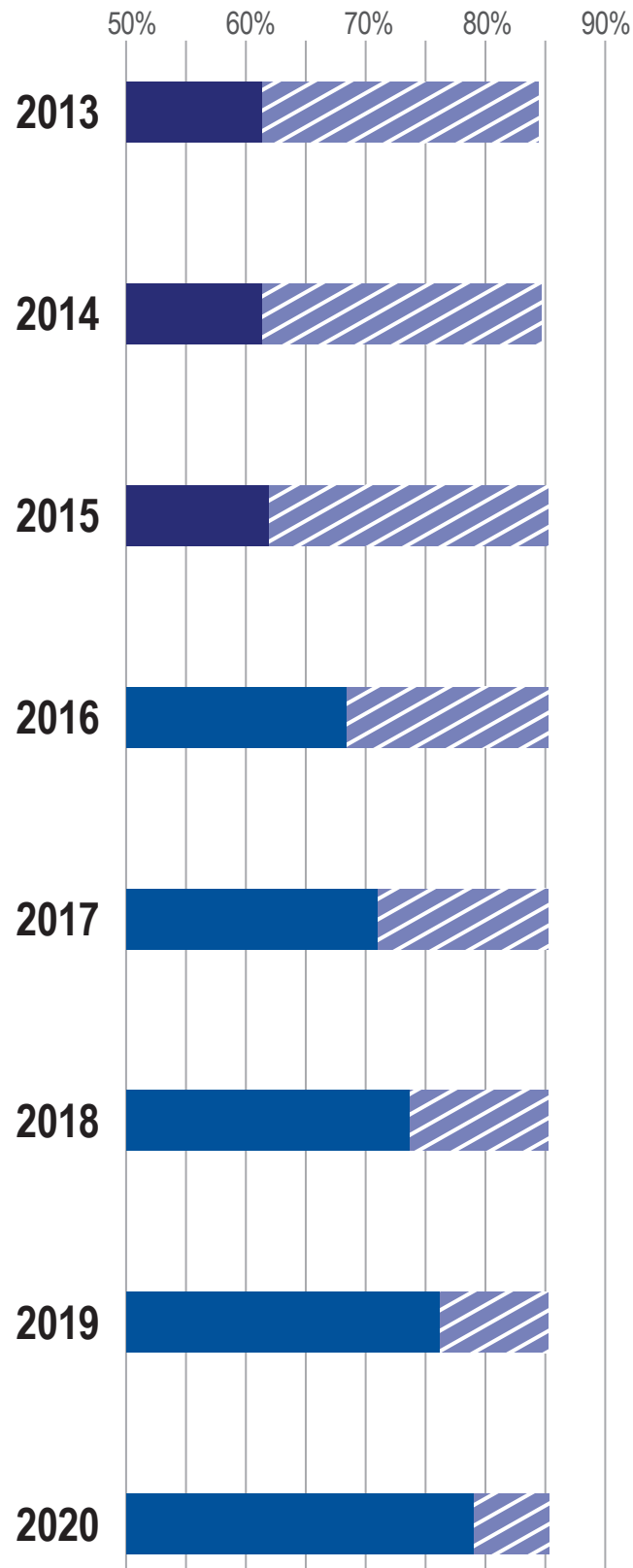
<sup>8</sup> Juel, *Journal of Educational Psychology* 80, no. 4 (1988): 437-447

<sup>9</sup> Iowa Department of Education *Iowa Public School PK-12 Students Eligible For Free And Reduced-Price Lunch By District 2014*.

<sup>10</sup> Forum for Youth Investment (2014) *Gallup Student Poll aggregate scores for four metro school districts for the 2013-2014 school year*.

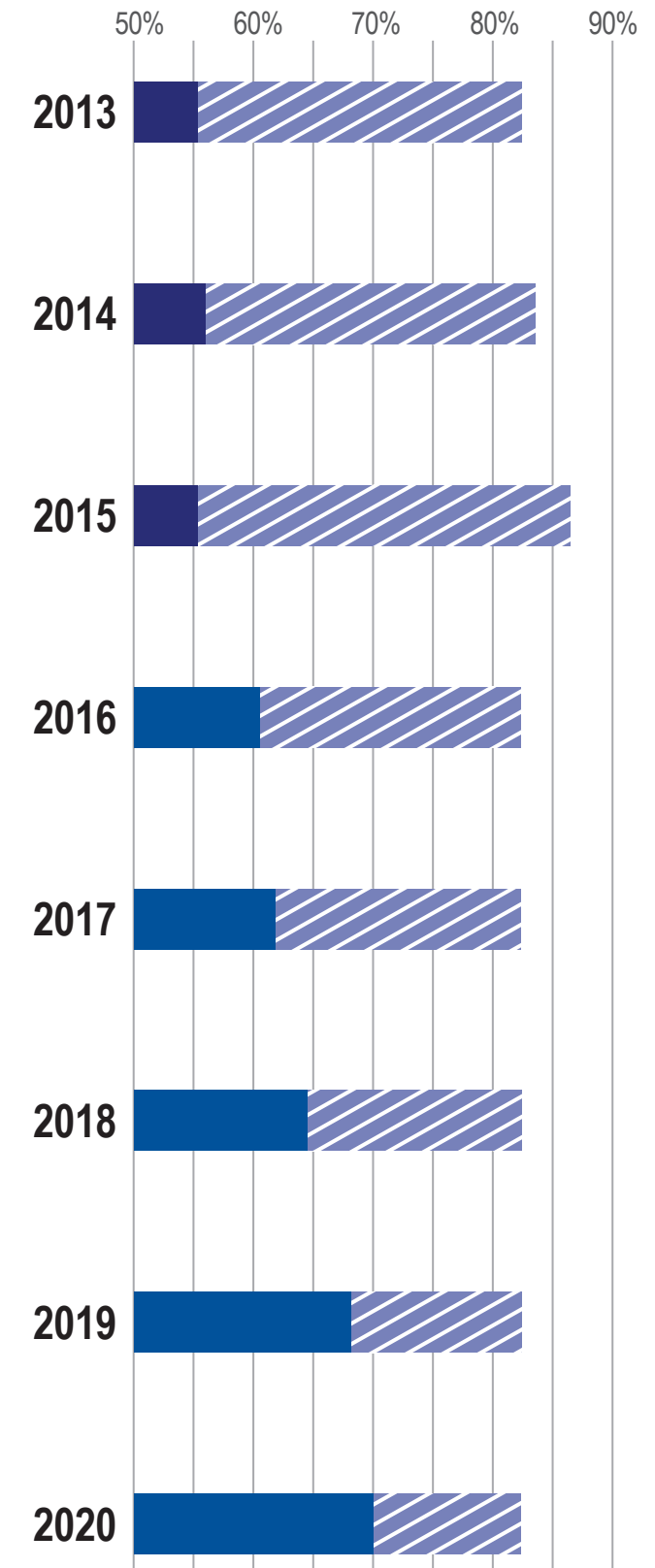
## Low-Income Reading Proficiency for Five County Area

(using exponential growth trend)



## Low-Income Reading Proficiency for Cedar Rapids School District

(using exponential growth trend)



Progress
  Projected goal
  Projected gap



# Education Report Card



**BREAKTHROUGH STRATEGY: Read Every Day (RED Ahead)**  
**PARTNERS: HACAP: Urban and Northtown WIC Clinics**

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Parents who improved or maintained parenting knowledge and skills	*	696	372	1,096	1,922	2,104		
Children demonstrating developmental progress in language and early literacy skills	*	37 (93%)	176 (92%)	468 (96%)	422 (89%)	502 (93%)		
Children demonstrating developmental progress in physical (fine & gross motor) skills	*	37 (93%)	190 (99%)	466 (96%)	446 (94%)	476 (88%)		
Children demonstrating developmental progress in cognitive skills	*	39 (98%)	181 (94%)	455 (93%)	452 (95%)	511 (95%)		
Children demonstrating developmental progress in social-emotional skills	*	35 (88%)	178 (93%)	459 (94%)	456 (96%)	515 (96%)		



**BREAKTHROUGH STRATEGY: Youth Achievement AmeriCorps (YAA)**  
**PARTNERS: Grant, Grant Wood, Harrison, Johnson, McKinley, and Van Buren schools**

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Students participated in one-on-one tutoring or after-school academic programming	*	53	41	88	125	125		
Students who improved their academic performance as a result of participation	*	27	60	67	115	122		

## INTERMEDIATE OUTCOME 1: Basic Program Quality

Quality, access, and duration of in-home and center-based care facilities is of the highest standards in the area. Youth engage in out-of-school time activities that provide a safe, supportive environment and reduce the impact of summer academic loss.

**PARTNERS:** Boys and Girls Club Cedar Rapids, HACAP (Paces to Quality), Hawkeye Area Council–Boy Scouts of America, Jane Boyd, and Kids First

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Classrooms that maintained or improved quality	72	33	33	29	28	26		
Programs that maintained or improved quality	21	23	38	40	29	37		
Child care/home providers who maintained or improved quality	135	254	33	40	30	18		
Program providers trained in trauma-informed care and knowledge of ACEs	<b>NEW INDICATORS FY2015</b>				22	31		
Program quality improved (or maintained if at highest level) based on YPQA assessment					323	377		

NOTE: The past four years home-based provider participation in voluntary state registration has declined 35% – reducing home provider numbers in FY15.

## INTERMEDIATE OUTCOME 2: Child Development

All children birth to age five are screened early for cognitive, social-emotional, fine and gross motor, and language and early literacy skills and demonstrate developmentally appropriate skills to ensure that every child receives supports to succeed.

**PARTNERS:** HACAP, Waypoint, and Young Parents Network (YPN)

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Children (birth to age five) demonstrating developmentally appropriate language skills for their age	549	586	713	706	658	725		
Children (birth to age five) demonstrating developmentally appropriate physical (fine & gross motor) skills for their age	595	614	726	782	677	812		
Children (birth to age five) demonstrating developmentally appropriate cognitive skills for their age	564	578	726	752	654	782		
Children (birth to age five) demonstrating developmentally appropriate social-emotional skills for their age	575	563	711	764	663	770		

NOTE: All numbers in FY15 are slightly lower due to small variances in all three reporting agencies.

## INTERMEDIATE OUTCOME 3: Parenting

Parents of young children will demonstrate the knowledge and skills to promote their children's successful development.

**PARTNERS:** HACAP, Jane Boyd, and Young Parents Network

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Parents who improved (or maintained at highest level) social-emotional support or relationships with family and friends	143	197	559	1,462	1,151	789		
Parents who improved (or maintained if at highest level) personal & family functioning/resiliency or supportive resources	698	744	1,223	1,652	1,240	922		
Parents who improved (or maintained at highest level) parenting knowledge and skills	483	749	1,563	1,446	1,175	929		

NOTE: From 2014-15, United Way was no longer able to fund Partnership for Safe Families due to state funding restrictions. The drop in numbers is a reflection of this change.

## INTERMEDIATE OUTCOME 4: Supporting Engagement

Youth have the supports to succeed academically and are proactively engaged in their present work.

**PARTNERS:** Big Brothers Big Sisters, Boys and Girls Club of Cedar Rapids, and Jane Boyd

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Youth who increased math or science proficiency (STEM focus)***	382	344	666	948	783	394		
Youth who had a positive attitude toward school	93	412	1,172	1,349	1,299	1,247		
Youth who reduced chronic absenteeism*	168	195	744	864	477	0		
Youth who participated in service learning in their local, national, or global communities**	1,661	2,424	805	1,084	374	188		
Youth who improved (or maintained if at grade-level) education attainment over the summer	<b>NEW INDICATORS FY2015</b>				379	300		
Youth who demonstrated positive leadership qualities	2,827	1,971	503	803	<b>RETIRED INDICATORS AS OF FY2014</b>			
Youth who made progress or improvements in academic performance	2,894	460	983	823				
Youth who received fewer behavioral referrals	130	265	179	66				

NOTE: As FY15 is a new 3 year reporting cycle, many agencies have changed, added or dropped the indicators they report, and there have been changes to the agencies funded, use caution when comparing FY14 to FY15.

\*Due to RFP as of 2015, youth with reduced chronic absenteeism was referred to as youth with improved attendance.

\*\* Due to RFP as of 2015, youth who participate in service learning in their local, national or global communities was referred to as youth who are engaged in their local, national or global communities.

\*\*\* Due to RFP as of 2015, youth who have improved math and science proficiency was youth who improved reading and math proficiency from FY2014 and before.

## INTERMEDIATE OUTCOME 5: Building Hope

Youth have the relationship support and positive social-emotional skills to know they will succeed in the future.

**PARTNERS:** Big Brothers Big Sisters, Boys and Girls Club of Cedar Rapids, Boy Scouts, Jane Boyd, Kids First Law Center, Rape Victim Advocacy Program, Salvation Army, Waypoint, and YMCA

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Youth who strengthened family relationships	79	60	108	128	119	81		
Youth who reported having a positive relationship with an adult outside of their family	98	994	2,079	2,572	1,837	1,953		
Youth who had a positive sense of self	1,896	934	1,885	2,053	2,154	2,148		
Youth who improved social-emotional skills	2,237	2,163	2,417	3,338	620	1,022		
Youth who expressed optimism for their future	<b>NEW INDICATORS FY2015</b>				754	650		

NOTE: As FY2015 is a new 3 year reporting cycle, many agencies have changed, added or dropped the indicators they report, and there have been changes to the agencies funded, use caution when comparing FY14 to FY15.

## INTERMEDIATE OUTCOME 6: Improving Literacy

Literacy is valued in individuals, families, and the community, and students have the necessary skills to succeed in school.

**PARTNERS:** Salvation Army

Performance measures	Number impacted							
	FY2011 (baseline)	FY2012 (actual)	FY2013 (actual)	FY2014 (actual)	FY2015 (actual)	FY2016 (actual)	FY2017 (actual)	FY2018 (actual)
Youth who increased their reading proficiency	<b>NEW INDICATORS FY2015</b>				45	n/a*		

\*Salvation Army is no longer reporting on this as of 2016.