IOWA'S CAMPAIGN FOR GRADE-LEVEL READING
NETWORK MEMBER HIGHLIGHTS

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QUAD CITIES
GRADE-LEVEL READING INITIATIVE

United Way of the Quad Cities Area has spent the last six months creating the oversight infrastructure necessary to carry out our GLR Initiative. We feel a lot of lead time is necessary for such an ambitious and multi-faceted project.

We have divided the work of the GLR Initiative into four groups of tasks: Outcomes Measurement, Public Awareness, Family Engagement, and Educational Supports. For the first three sets of tasks, we have engaged existing local committees and partnerships to take on that portion of our GLR plan. For Educational Supports, we are building a committee from scratch, headed by an Assistant Superintendent for Davenport Community School District.

At the same time that we were setting up these committees, we have begun to implement some aspects of our GLR plan (see page 2, below). Our Outcomes Team has already made our first community-wide data collection (see page 3, below) and they are gearing up to create a pilot data warehouse some time in the next year. This work will include the first-ever local measurement of summer learning loss.

In Fall of 2012, United Way of the Quad Cities Area implemented a new assessment tool to determine the percentage of that year's incoming kindergarteners who lacked the skills necessary to be successful in the school environment. This tool was created by a task force of local teachers and school administrators. Ninety percent of the kindergarten teachers in the Quad Cities participated in the assessment, giving us our first clear measurement of the state of school readiness in our community.

The Family Engagement Team is creating a program design which blends two local best practices from two different school districts into a single family engagement strategy. The Family Liaison model creates a staff position at participating schools whose only job duty is to visit students' families in their homes and get them more involved in the school community. The Parent Cafés model brings parents together to discuss their common issues and concerns, creating bonds of friendship that allow these parents to support and assist one another. United Way hopes to fund a pilot project incorporating both models for the 2013-14 school year.

Finally, the Summer Enrichment Program is gearing up for its third year. The program pays local school teachers to provide reading instruction for summer youth programs serving low-income students. In Year Two of this project, only 29% of participating 3rd graders showed summer learning loss on their reading standardized test scores, compared to 45% of non-participants, and more than half of Year Two program participants showed "significant growth" in their reading proficiency.

In the next twelve months, we expect to have all aspects of our GLR plan in place. Our next task will be coordinating the separate pieces into a single continuum of service.

CONTACTS

Alex Kolker
Community Impact Manager
United Way of the Quad Cities Area
563.344.0339
akolker@unitedwayqc.org

Karrie Abbott
Vice President of Community Impact
United Way of the Quad Cities Area
563.344.0330
kabbott@unitedwayqc.org

QUAD CITIES' ALL-AMERICAN CITY AWARD COMMUNITY SOLUTIONS ACTION PLAN

The **guiding principle** of our Community Solutions Action Plan is that there is **already good work being done** on all of our strategies across the Quad Cities. **We do not want to interfere** with the work of the school districts nor independent providers. We merely want to create **a system of support** for those programs that makes it easier to **share resources** across school district and state boundaries, and to encourage programs with similar missions to **work together** to serve more students more effectively.

Key: No progress * In progress * In action

COMMITTEE	ACTION PLAN ITEM	PROGRESS
OUTCOMES	**ONE:** A universal data system, housing information for all school districts in a central location	A pilot Data Warehouse project is currently in the design phase.
	TWO: Determining common definitions for basic terms ("dropout," "absence") which will allow us to track these issues between school districts	A definition for "absence" has been negotiated and one for "summer learning loss is being discussed."
PUBLIC AWARENESS	**THREE**: A QC-wide marketing campaign encouraging family participation in their children's education	In the planning stages now for a spring or summer 2013 roll-out
	FOUR: Twitter and Facebook feeds to inform low-income parents of upcoming programs at the schools, libraries, and other institutions	No progress
FAMILY ENGAGEMENT	**FIVE:** Family Liaisons	The Achieve Quad Cities Parent Engagement Committee is putting together a budget for a pilot Liaison/Café project. If approved, we will issue an RFP in spring or summer 2013.
	SIX: Parent Cafés and Community Circles	
EDUCATIONAL SUPPORTS	**SEVEN:** Library Bus	Working with Davenport Volunteer Connection on a "Library Ambassadors" program to meet this need.
	EIGHT: The Summer Enrichment Initiative	Summer Enrichment is gearing up for summer 2013. UW has been approached to supply funds.
	NINE: Four Grade-Level Reading Committees to explore these Action Plan items on behalf of the Education Council	Where possible, work has been assigned to existing bodies. We have created an Educational Supports committee from scratch.

COMMUNITY-WIDE DATA COLLECTION TOOL

DISTRICT NAME:

Contact Person:

	06-07	07-08	08-09	09-10	10-11
ABSENCES - Starting from SY 2006-2007, all 6, 7 and 8th grade students that have 20 or more (whole day) absences. **Only absences due to school related activities are exempt from being counted.** *Numbers reported will be total number of students enrolled on last day of school, and the total number of students with 20 or more absences on last day of school.*					
6th grade total students enrolled					
6th grade total students with 20+ absence					
7th grade total students enrolled					
7th grade total students with 20+ absence					
8th grade total students enrolled					
8th grade total students with 20+ absence					
CREDIT ACCRUAL - All students who have earned credits needed to remain on track to graduate on time. *School year is defined as fall, spring, and summer terms.*					
total 1st year HS students enrolled					
total 1st year HS students "on-track" (meeting 25% requirement)					
total 2nd year HS students enrolled					
total 2nd year students "on-track" (meeting 50% requirement)					
total 3rd year students enrolled					
total 3rd year students "on-track" (meeting 75% requirement)					
GRADUATION RATE - Use Regional Rate. *Number of 1st-time freshmen at end of school year, and number of diplomas awarded in total 4 years later.*					
Freshmen enrollment for '06/07					
# diplomas awarded for '09/10					
Freshmen enrollment for '07/08					
# diplomas awarded for '10/11					
Freshmen enrollment for '08/09					
# diplomas awarded for '11/12					
Freshmen enrollment for '09/10					
# diplomas awarded for '12/'13					
Freshmen enrollment for '10/11					
# diplomas awarded for '13/'14					