

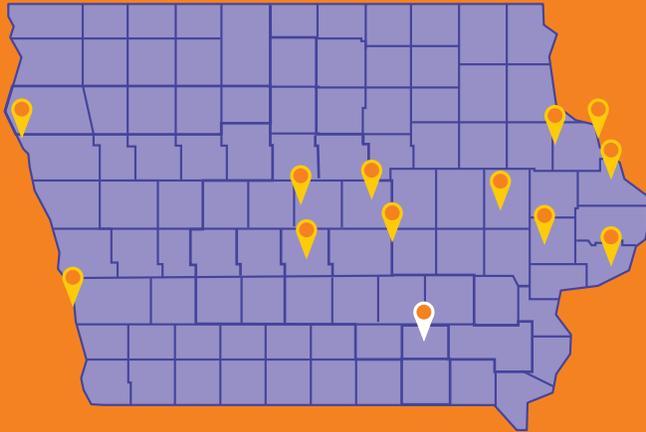
SUPPORTING EARLY LITERACY EFFORTS ACROSS THE STATE OF IOWA

IOWA
CAMPAIGN FOR
**GRADE-LEVEL
READING**

3RD GRADE READING
SUCCESS MATTERS



STATEWIDE



12

communities
currently involved
in the Campaign

58

school districts
currently involved in
the Campaign

1

communities preparing
to join the GLR
Communities Network



144,000

total low-income
children in the state

67,783

low-income children
reached by current
GLR communities



353

partners involved in local
sponsoring coalitions



**OVER
25,677**

VOLUNTEERS
involved in
the Campaign



**OVER
\$15.5M**

local philanthropic
investment in grade-level
reading since 2011



31

local and state funders
involved in the Campaign



17%

of low-income children at or above proficient | **2011 NAEP**



23%

of low-income children at or above proficient | **2015 NAEP**



34%

target number of low-income children at or above proficient | **by 2020**

INVEST IN HIGH-QUALITY SUMMER LEARNING PROGRAMS FOR IOWA'S KIDS



COMMUNITY

SUMMER MATTERS & QUALITY COUNTS

Regular attendance in high-quality summer programs is associated with a range of positive academic and social development outcomes, including improved skills in literacy, improved self-esteem and leadership skills.

While summer learning programs have the potential to help close the achievement gap and provide valuable opportunities for children, not all summer programs are created equal. Research in after school has shown that program attendance alone is not sufficient to make a difference for young people and that as many as half of existing programs show no positive youth outcomes.

Recent research from the RAND Corporation funded by The Wallace Foundation shows that high-quality summer learning programs can not only curb summer learning loss, they can even help boost student achievement. RAND identifies six defining characteristics of high-quality summer learning programs.

(Source: www.summerlearning.org)



- 1) Highly-qualified and specially trained staff, along with early planning that engages partners with clearly delineated roles
- 2) Smaller class sizes, individualized instruction, and sufficient time on task (operating the program for at least five weeks, with three to four hours of academics per day)
- 3) Involving families and maximizing student attendance with firm enrollment deadlines, clear attendance policies, and electronic student records
- 4) Strategic use of partnerships
- 5) Using evidence-based, commercially available curricula, and standardizing its use across sites
- 6) Providing carefully planned, engaging enrichment activities



IOWA PROGRAM HIGHLIGHTS:

These lessons have been used by Campaign for Grade-Level Reading leaders across Iowa when designing their summer learning programs. Program highlights include:

CEDAR RAPIDS

During 2016, served 624 rising 1st–5th graders in high poverty schools and ...



COUNCIL BLUFFS

Of the second graders served in 2016 summer program...



DES MOINES

Of the 350 students in program in 2016, 27% maintained and ...



DUBUQUE:

This program served 246 students in 1st–2nd grade. 56% of these students live in poverty and ...



DYERSVILLE

This rural summer program served 56 students and ...



MARSHALLTOWN

The program served 50 students.



QUAD CITIES:

The program served 430 students.



STORY COUNTY:

Served 135 students in 2016. 77% of students qualified for Free & Reduce Lunch. 17% improved from not-proficient to proficient reading and ...

