

Consumer Group Snapshot

Persons With Educational Disadvantages Preschool and K-12

Consumer Category:
Educational/Employment Limitations



February 2007

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

Given the realities of the modern economy, researchers are noting that the necessary educational trajectory is a focus on postsecondary education of some kind. They furthermore promote the need to operate from this as a long-term goal at each level of education: preschool; elementary school, and high school. In addition, it is the preferred outcome of remedial education for those who drop out of school or graduate without the necessary skills to succeed in the workplace. Currently, there are discussions occurring in many states, including Ohio and specifically in Cuyahoga County, to institute both universal preschool and universal postsecondary education. It is no longer an option to assume less.

In Ohio, a child between 6 and 18 years of age is of “compulsory school age.” Kindergarten is mandatory, and no school district can admit a child into the first grade without having successfully completed kindergarten. The Ohio Department of Education created early learning content standards and content standards for grades K-12 for mathematics, English language arts, science, and social studies. These contents standards are requirements for all programs funded through the Ohio Department of Education. In Ohio, child care centers are required to be licensed to prevent harm to children’s health, safety, and development; however, the Ohio Department of Job and Family Services (which regulates child care vouchers for low-income working families) does not require child care centers to meet specific early learning standards. Step Up to Quality is Ohio’s voluntary three star quality rating system for child care programs. Step Up to Quality recognizes early care and education programs that achieve quality benchmarks above minimum health and safety licensing standards. The program is based on national research that identifies the key benchmarks that lead to improved outcomes for children. These benchmarks include low child-to-staff ratios, group size, accreditation, staff education, specialized training, improved workplace characteristics, and early learning standards.

THE CONSUMERS

See Attachment 1: Family of Services & Attachment 2: Consumer Matrix

Stage One: At Risk of Dropping out of School (Estimated Number/ Percent County Population)

Total Cuyahoga County population per the American Community Survey (2005): 1,305,166

Estimated school enrollment for population 3+ from the American Community Survey (2005):

- Nursery School/Preschool: 21,009, 1.6 percent of county population
- Kindergarten: 16,806, 1.3 percent of county population
- Elementary School (Grades 1-8) 144,863, 11.1 percent of county population
- High School (Grades 9-12) 76,052, 5.8 percent of county population

Researchers have found that it is possible to identify potential dropouts early--as early as elementary school (McDill, Natriello and Pallas 1986).

- In his research, Hodgkinson (1985) found a widely held view that “we intervene too late in the course of a student's development, that certain parts of the profile of a dropout-prone student may be visible as early as the third grade.”¹ A survey conducted for the Bill and Melinda Gates Foundation probed students’ experiences before dropping out of high school and found that for at least one to three years before they drop out there are clear warning signs that these students are losing interest in school.

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

National studies show that such warning signs appear and can be predictive of dropping out as early as elementary school.²

Milestones that can be crucial in a student's successful completion of high school include:

- **Lack of kindergarten readiness³**
“Many children arrive at school less than well prepared with respect to both social and academic skills that are important for school success” (West, J., Denton, K., & Germino-Hausken, E., 2000). Maryland, for example, found that only 52 percent of those who entered kindergarten in 2002 were “fully ready” (Bowler, 2003).
- **Not passing reading and math proficiency tests⁴**
According to the Ohio Department of Education, 39,947 students in the Cuyahoga County public school districts took the reading proficiency test; 77.1 percent (30,809) passed and 22.9 percent (9,138) failed during AY 2003-04. Forty thousand five hundred forty-six (40,546) took the math proficiency test with 65.8 percent (26,692) passing and 34.2 percent (13,854) failing.

Stage Two: In Crisis (Estimated Number/ Percent County Population)

According to a recent study sponsored by the Bill and Melinda Gates Foundation (Vander Ark, 2002), 3 in 10 students drop out of high school and, of those who do graduate, three in 10 leave unprepared for college.⁵

- High dropout rates are a silent epidemic afflicting our nation's high schools.
- The dropout epidemic in the United States disproportionately affects young people who are low-income, minority, urban, single-parent children attending large, public high schools in the inner city.
- But the problem is not unique to young people in such circumstances. Nationally, research puts the graduation rate between 68 and 71 percent, which means that almost one-third of all public high school students in America fail to graduate.
- For minority students (black, Hispanic or Native American), the rate at which they finish public high school with a regular diploma declines to approximately 50 percent. Graduation rates for whites and Asians hover around 75 to 77 percent, respectively, with about one-quarter of these students failing to graduate.
- On average, female students graduate at slightly higher rates.

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

In AY 2003-04, according to the Ohio Department of Education, 78 percent (11,465) of the 9th grade cohort graduated from Cuyahoga County public high schools while 22 percent (3,225) dropped out.⁶ For the same period 50.2 percent of students in Cleveland Municipal District graduated. This represents 0.2 percent of the total county population in 2004.

A recent report by the Ohio Board of Regents found that there is substantial evidence that far too many of Ohio's high school graduates do not have the knowledge and skills required for success in college or the workplace.⁷

- A few years ago, the Ohio Skill Gap Initiative—a study conducted jointly by the Ohio Business Roundtable, the Ohio Department of Education and ACT, Inc.—found that only one in seven Ohio high school graduates meets workplace expectations in reading and mathematics. In Cuyahoga County, this would be an estimated 9,827 students annually or 0.7 percent of the total county population in 2004.

Stage Three: Recently Stabilized
(Estimated Number/ Percent County Population)

Those students for whom the community is providing some supports and do remain in school.

Age by Generation

3 to 18 years

Risk Factors

J. A. Asche (1989) states that based on a thorough analysis of the research literature, Wells and Bechard (1989) identified four major categories of factors that contribute to a student profile of characteristics that may lead to a student's dropping out of school.⁸ “The likelihood of a student dropping out of school increases as the combination of risk factors becomes more multifaceted. The four categories are:

- **School-Related:** Poor academic performance is the single strongest school-related predictor of dropping out (OERI Urban Superintendents Network 1987; Hess, et al. 1987; Wood 1994). The most recent Department of Education annual dropout report relates that students who repeated one or more grades were twice as likely to drop out as those who had never been held back, and those who repeated more than one grade were four times as likely to leave school before completion.
- **Student-Related:** Student-related risk factors include personal problems independent of social/family background. Substance abuse, pregnancy, and legal problems are frequently reported along with school-related problem behaviors such as truancy, absenteeism, tardiness, suspension, and other disciplinary infractions.
- **Family-Related:** Parents play a crucial role in keeping young people in school. The degree and nature of

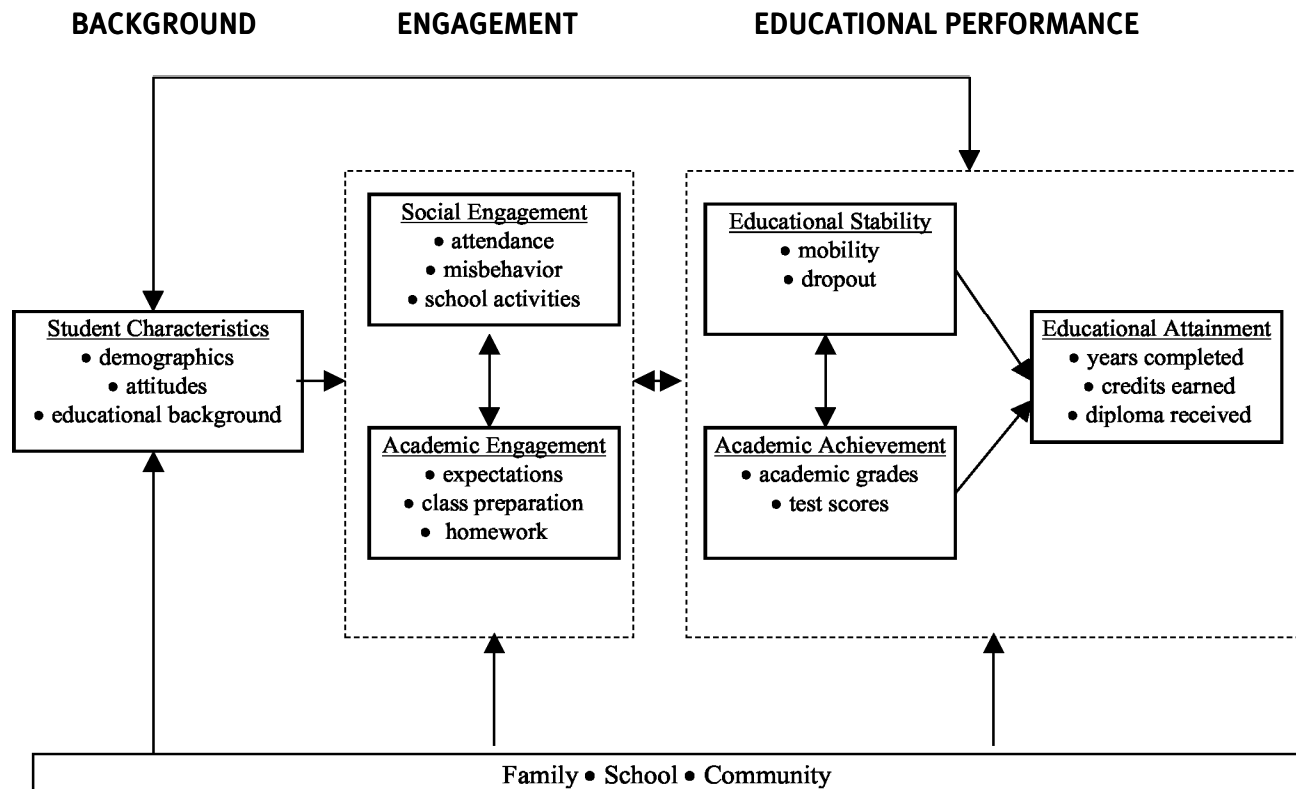
Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

family support are determined by such factors as a stressful/unstable home life, socioeconomic status, minority membership, siblings' completion of high school, single-parent households, poor education of parents, and primary language other than English (Horn 1992).

- **Community-Related:** Of the community-related factors, poverty is the strongest predictor of dropping out. "When socioeconomic factors are controlled, the differences across racial, ethnic, geographic, and other demographic lines blur" (OERI Urban Superintendents Network 1987).

Rumberger & Larson (1998) searched the literature on reasons for students dropping out of school and developed the diagram below, which indicates the complex factors that can be involved.⁹



Source: Rumberger & Larson (1998).

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

	<p>Researchers have also found that working can contribute to a student dropping out.¹⁰ Some research shows that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1986, 1987). Other research places the critical level for employment higher, at 20 hours per week (Winters 1986), with the likelihood of dropping out increasing with the number of hours worked.</p>
<p>Historic Trend Line</p>	<p>One of the oldest series of data collected by the federal government is the proportion of the population that has completed high school.¹¹ This data shows that there has been remarkable progress in the last half-century in high school completion rates. Rates increased from 38 percent of all 25 to 29 year olds in 1940 to around 86 percent in the early 1980s and have remained constant since (U.S. Department of Education, 2000). As a consequence of this progress, during the last half century, high school completion became an expectation for young people in this country (Dorn, 1996).</p> <p>Greene and Winters (2005) found that the national high school graduation rate for all public school students remained flat over the last decade, going from 72 percent in 1991 to 71 percent in 2002.¹² However, they also found that nationally the percentage of all students who left high school with the skills and qualifications necessary to attend college increased from 25 percent in 1991 to 34 percent in 2002. Seven states had graduation rates between 80 and 90 percent. Along with 25 other states, Ohio's was between 70 and 79 percent.</p>
<p>Influencing Factors Underlying Historic Trend Line (+/-)</p>	<p>"The finding of flat high school graduation rates and increasing college readiness rates is likely the result of the increased standards and accountability programs over the last decade, which have required students to take more challenging courses required for admission to college without pushing those students to drop out of high school" (Green and Winters 2005).¹³</p>
<p>Life Trajectory</p>	<p>School readiness ⇒ Successful performance in grades 3 & 4 ⇒ Entry into high school ⇒ Successful transition from 9th to 10th grade ⇒ Graduation ⇒ Employment or higher education</p>
<p>Consumer Impact Strategy</p>	<p>Ensure that all children enter kindergarten socially, emotionally, and academically prepared and that all students in elementary school master the basics upon which more advanced education and training are based. Prepare all high school students for further education.</p>
<p>Future Projection</p>	<p>The income gap between haves and have-nots has been growing. Education is the divider of the two groups. Those with more education have higher incomes and vice versa. Without improvements in the educational system for the educationally disadvantaged, the situation will likely worsen.</p>

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

THE SAFETY NET: Which of the 80 safety net core services are needed to empower consumers to positively alter their life trajectory?

Stage One: At Risk

- Primary Services**
- Child Care
 - Child and Adult Food Program
 - Preschools
- Access Services**
- Child Care Resource and Referral
 - Child Care Subsidies
- Supportive Services**
- Youth Development

Stage Two: In Crisis

- Primary Services**
- Disabled Student Services
 - Teen Parents/Pregnant Teen Education Programs
 - Tutorial Services
- Supportive Services**
- Youth Development

Stage Three: Recently Stabilized

- Primary Services**
- Child Care
 - Child and Adult Food Program
 - Preschools
- Access Services**
- Child Care Resource and Referral
 - Child Care Subsidies
- Supportive Services**
- Youth Development

Intended or Unintended Philosophy Underlying Service Delivery (i.e.,

The focus here is on the schools and strategies with in the educational structure. However, the current operating philosophy will impact how community-based human service organizations support students to

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

assumptions about what will work)

succeed in school.

Gunzenhauser (2003) argues the following: ¹⁴

Historic: “From an ideological perspective, many educators still maintain an older paradigm of education based on the needs of an agrarian/industrial workforce. Its purpose is to impart to students the content knowledge possessed by the teacher. In such a paradigm there is no need for input from students about what is to be learned, when, where, or how. The teacher maintains control in directing education, and students are tested to determine the extent to which they have remembered what was taught. Under the new paradigm, teachers need to function more in the role of coach and mentor.

“A second outdated ideological perspective is the perception of many school and community people that the subject matter content they learned in school should serve as the driving force in what is taught today. Failing to recognize or acknowledge the importance of applying knowledge to real-world issues, they see community-based learning as drawing students' time and attention away from the traditional curriculum content.”

New: “The philosophical underpinnings of the No Child Left Behind (NCLB) policy include the ideas of testing requirements and accountability. The Act also establishes the role of the federal government as setting high standards, providing resources, holding people accountable, and liberating school districts to meet the standards, as President Bush noted when signing the bill into law. There are, however, legal battles about the role of the federal government and concerns that NCLB has not been funded sufficiently.”

“NCLB is based in a philosophical approach that is being questioned. The phenomenon of high-stakes testing, and the standards movement from which it springs, emerges from a particular philosophy--a behaviorist, positivist philosophy that places great emphasis on what can be measured quantitatively.” (Crotty, 1998) ¹⁵ “This is a philosophy that not only has implications for education, but builds from a philosophy of reality and the ability of science to perceive that reality. This view no longer informs the work of today's psychometricians (i.e., those skilled in the administration and interpretation of objective psychological tests) who, since the influence of Karl Popper and other philosophers of science, have taken a more probabilistic and fallibilistic view of knowledge. Psychometricians and other statisticians believe that what we know scientifically is only known with a certain probability. For them, all knowledge is built on foundations but is fallible; it is our best approximation of the truth until we are proven false” (Crotty, 1998;

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

Phillips & Burbules, 2000; Siegel, 1997).

New Alternative: In 1994, participants at the National Conference on Service Learning, School Reform, and Higher Education agreed that the focus is changing and must change from teaching to learning; from outer-directed, “expert-driven” curriculum and methodologies to more learner-centered, experience-based, connected ways of acquiring the knowledge, skills, and attitudes required for life in the world in which we now live and the rapidly changing world in which our young people will live and work (Poulsen, 1994 in Owens and Wang, 1996).¹⁶

What Works?

High quality preschool has been found to positively affect achievement test scores for all populations and cognitive and social development (Steven et al, 2004):¹⁷

“Direct evidence has been growing that all children can benefit from high-quality preschool, including the more economically advantaged. While most experimental research has focused on disadvantaged children, at least one true preschool experiment has been conducted with more advantaged children.¹⁵ This study found significant effects on achievement test scores in second and third grade for boys who attended preschool. Although effects were not significant for girls, they did score higher on 6 of 7 achievement subtests than girls who did not attend. Larger effects for middle-income boys than girls may be explained by boys’ higher rates of educational difficulties. Moreover, the small sample size was a clear limitation in trying to identify smaller effects for girls alone.

“Larger non-experimental preschool studies yield additional evidence of preschool’s benefits for the general population. In the United States, preschool has been found to increase early reading and math skills in kindergarten and first grade and decrease retention in kindergarten for all children.¹⁶ Effects are somewhat larger for disadvantaged children, except for grade retention where rates for all children were reduced by about 25 percent. Strikingly similar results have been found by a national longitudinal study in Canada.¹⁷ Research on the French preschool program suggests that each additional year of preschool improves achievement and that gains are similar for all socio-economic groups.¹⁸ A large recent English study found positive effects of preschool on cognitive and social development.¹⁹ Additional confirmation comes from substantial research literature indicating that the quality of child care influences the cognitive development of all children, with some finding stronger effects for disadvantaged children.²⁰

“Readiness for kindergarten is based on involvement with oral language, print and other forms of communication, including phonological awareness, alphabetic knowledge, and print awareness.

Research is revealing the key circumstances and experiences that will enable children to realized their

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

potential and prepare for success in kindergarten and beyond.¹⁸ Involvement with language, print, and other forms of communication is perhaps the most important of these key components (Brazelton & Greenspan, 2000; Denton & West, 2002; Whitehurst & Lonigan, 2001). The inseparable link between children’s early language skills and later reading abilities is consistently being affirmed by a growing body of research (Hart & Risley, 1995; Walker, Greenwood, Hart, & Carta, 1994). Thus, research teaches us that young children require the following oral language opportunities to develop key emergent literacy skills:

- A language-rich environment;
- Complex conversations about ideas and opinions;
- Hearing and learning new vocabulary;
- Discussing books that are read aloud; and
- Conversing with adults during daily routines and activities.

“In addition to oral language, the building blocks of early literacy have been identified as phonological awareness, alphabetic knowledge, and print awareness (Burns, Griffin, & Snow, 1999). *Therefore it is critical that young children develop the ability to discern the sounds within words, understand sound symbol correspondence, and recognize that print carries meaning.*”

“Educational policy is now catching-up with what research has been revealing for years. The Early Reading First legislation is one of the first federal initiatives to emphasize the critical importance of literacy skills in early childhood education. The overall purpose of the Early Reading First program is to prepare preschool children to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties While developed before Early Reading First, Building Language for Literacy (BLL) closely aligns with the four foundational early literacy goals of the legislation. The primary goal of BLL is to equip preschool-age children with the critical language and literacy skills and experiences they will need to build a solid foundation for success in reading.”

Per Currie (2001), Head Start is a public preschool program for poor children. Though the program is large, enrollment represents only about 35 percent of eligible poor three- and four-year-old children. The program is not an entitlement, but is funded by an annual appropriation, which means that when funds run out, eligible children cannot be served.

“Head Start is run at the local level, but local operators are subject to federal quality guidelines. These guidelines specify that Head Start is to provide a wide range of services in addition to providing a good

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

learning environment. For example, Head Start is required to facilitate and monitor utilization of preventive medical care by participants, as well as to provide nutritious meals and snacks. Head Start programs also emphasize parental involvement, and many provide a wide range of services to parents...

“Head Start is associated with short-term gains in cognitive skills as well as longer-term gains in school completion, and even greater gains are possible if children receive good follow-up in the early grades. Although Head Start centers vary in quality, on average they are better than privately-run child care centers, have achieved short-term benefits, and would pay for themselves if they produced even a fraction of the long-term benefits associated with model programs.”¹⁹

“Solving the drop-out problem requires an array of solutions.”

There is no one magic bullet, no quick fix solution to the dropout problem.²⁰ The problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and therefore need different kinds of programs which respond to their individual circumstances and needs. Programs, to be effective, need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are competent and can be successful in school. The curriculum should include basic educational skills, social skills, and experiential education. In addition, the interrelated causes and multiple problems associated with dropping out call for comprehensive communitywide, multi-service approaches and multi-component programs.”

What Doesn't Work

N/A

Community-wide Strategies to Impact Life Trajectories

In late 1989, President Herbert Walker HervBush and the Nation's Governors met in Virginia for a bipartisan “Education Summit.”²¹ At this summit, the groundwork was laid for the National Education Goals, which are all part of the Goals 2000 Education Program. Under the Bush Administration, the program was called “America 2000.”

The goals were not to be used for political gain or as a hollow promise. They were the centerpiece for education reform in both the Bush and Clinton Administrations. They serve as a nationwide pact by which we can measure the output of our educational systems throughout America.

The passing of the GOALS 2000: Educate America Act on March 31 of 1994 allowed the federal government a new role in its support for education. The federal government can now promote a comprehensive approach to help all students succeed in life.

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

The National Education Goals for the year 2000 as stated in 1994 were:

- Every child will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, art, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- The nation's teaching force will have access to programs for the continued improvement of the professional skills needed to instruct and prepare all American students for the next century.
- U.S. students will be first in the world in science and mathematics achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

In addition, the following objectives are suggested based on the research:

- Children at risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied. .
- Solutions to the complex problem of dropouts requires resources that go beyond the school, and solutions require a team approach—the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.
- Develop district-wide (or even state-wide) early warning systems to help identify students anticipated to be less likely to succeed in the school where they are.
- Provide additional supports to ensure that low performing students learn to read at grade level and stay on the graduation track.
- Ensure that there are adult advocates at schools.
- Provide a mentor for every high school student.

Consumer Group Snapshot

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

First Call for Help

Between 2000 and 2004, there were 3,244 requests for services for those who were educationally disadvantaged students – preschool through Grade 12. Of these, 37 (1 percent) were unmet, meaning that there was no agency to which to refer callers. See Attachment 3: First Call for Help for more detail.

RESOURCES

Identified Resources 2003-04

Identified Educationally Disadvantaged Students - P-12 Revenues		
As of 5/11/06		
	Total	UW*
Child Care	\$113,036,612	\$2,267,330
Child Care Food Program	\$11,500,699	\$0
Child Care Resource & Referral	\$325,998	\$58,998
Child Care Subsidy	\$237,049	\$113,049
Disabled Student Services	\$44,428,801	\$0
Preschools	\$300,000	\$0
Teen Parents/Pregnant Teen Education Programs	\$1,251,883	\$36,849
Tutorial Services	\$1,503,191	\$467,938
TOTAL	\$172,584,233	\$2,944,164

* UW revenues are included in community totals.

NOTE: This does not include all monies for this consumer group. See Attachment 4 for details and Attachment 5 for Revenue Checklist.

Government Resource Trend Line

N/A

Future Direction of Government Funding

At the federal level, President Bush’s 2008 budget calls for cuts in education. Per the Center for Community Solutions, “Education spending would be reduced, from early learning through adult education. Head Start spending in Ohio would be cut by \$8.4 million next year and an alarming \$90.8 million over five years. In just the first year, over 4,000 children could be dropped from the rolls. Head Start has long been an essential tool for preparing low-income children for elementary education. Elementary and secondary education in Ohio is slated for a reduction of \$234.5 million from 2008 through 2012. Vocational and adult education would be cut by over \$182 million in the same time period. Compromising the state’s ability to produce a well-educated and well-trained workforce will limit Ohio’s ability to recover from the recession of the early part of this decade.”²²

CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

At the state level, Richard Sheridan in an analysis of Governor Strickland’s FY 2008-2008 budget notes that “The Department of Education will receive an increase in state GRF (General Revenue Fund) funding exceeding the expected growth in inflation in the proposed budget for the second year of the biennium, but almost no growth in FY 2008. In percentage terms, the FY 2008 growth shown is only 0; the FY 2009 growth rate is 4.5 percent.”²³ Additionally, “Governor Strickland is proposing to redistribute state basic aid from wealthier districts in the state to poorer ones. Not only does this approach differ substantially from past policy, it will result in attempts by legislators to increase the state revenues to their own districts, especially wealthier suburban districts that have gained substantially in recent budgets. Especially important to note is that the state’s three largest school districts (Cincinnati, Cleveland, and Columbus) would receive no increase in state basic aid at all for the next two years.”²⁴

Return on Investment

Per Brudevold-Newman (n.d.) Does Going To School Pay Off? :²⁵ “In 2004, 22 percent of 18-to-24-year-olds in the United States had not completed high school, according to the National Center for Education Statistics. The U.S. Census Bureau estimates that the average annual income for individuals without a high school diploma or GED is \$18,734. Compared to 1971, when average earnings were \$35,087, today's dropouts face a bleak economic future. Educational attainment levels are usually mapped against earning potential to illustrate the point that more learning leads to more earning. But this measurement often ignores the broader costs to society of high-school dropouts.”

Per Bridgeland et al. (2002): *The Silent Epidemic: Perspectives of High School Drop-outs*.²⁶

- “High school dropouts, on average, earn \$9,200 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates.¹³ Students who drop out of high school are often unable to support themselves; high school dropouts were over three times more likely than college graduates to be unemployed in 2004.¹⁴ They are twice as likely as high school graduates to slip into poverty from one year to the next.¹⁵ And there even seems to be a correlation with education and good health: at every age range, the more education, the healthier the individual. Among Americans over 45, college graduates are twice as likely as dropouts to report being in excellent or very good health.¹⁶
- “The prevalence of high dropout rates not only imperils individual futures but also profoundly impacts our communities and nation due to the loss of productive workers, the earnings and revenues they would have generated, and the higher costs associated with increased incarceration, health care and social services. Four out of every 10 young adults (ages 16 – 24) lacking a high school diploma received some type of government assistance in 2001, and a dropout is more than eight times as likely to be in jail or prison as a person with at least a high school diploma.¹⁷ Studies show that the lifetime cost to the nation for each youth who drops out of school and later moves into a life of crime and drugs ranges

Consumer Group Snapshot

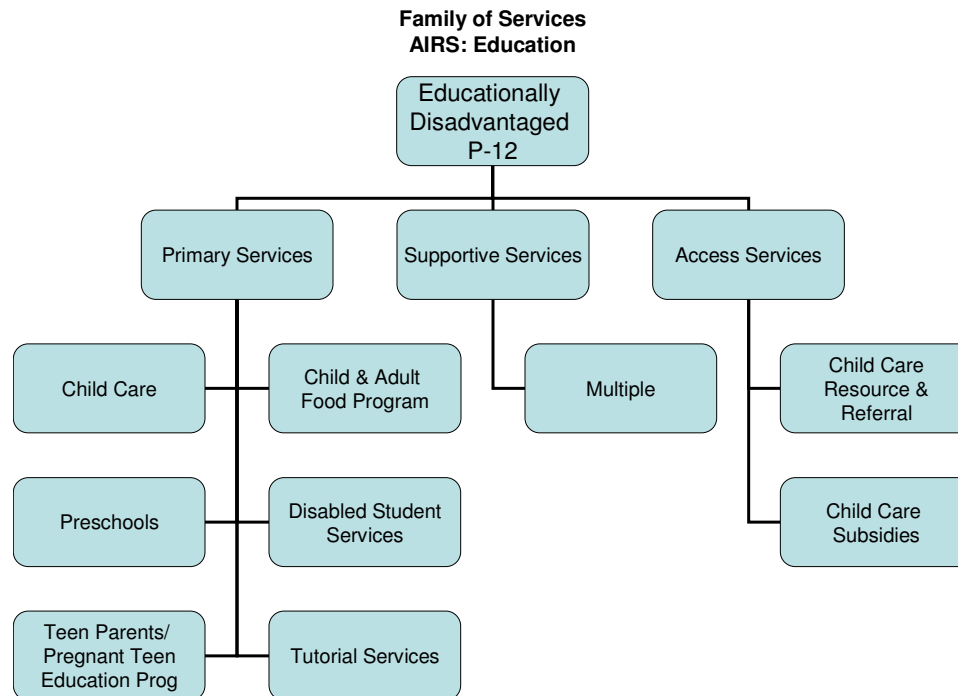
CONSUMER GROUP: Persons with educational disadvantages preschool & K-12

from \$1.7 to \$2.3 million.¹⁸

“There's strong evidence that children, especially poor and minority children, who attend quality preschool programs are more likely to graduate from high school and attend college. A study by the Cleveland Federal Reserve Bank predicted that every \$1 spent on quality preschool would return \$1.62 in savings on special education and repeated grades.”²⁷

ATTACHMENTS

Attachment 1: Family of Services



Consumer Group Snapshot

Attachment 2: Consumer Matrix

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Child Care	Children ages birth to 12 years who have all parents in the labor force.	The basic data for ages 0 to 5 came directly from SF3 (P46). As the Census does not expressly track children ages 6-12 with working parents, figures denoted here were determined by the following formula: (Children 6 to 17 years in families & subfamilies with working parents) * (0.583). The value (0.583) is the estimation of the proportion of children aged 6 to 12 years with working parents who comprise the total number of children between 6 to 17 years for whom working parents were reported. Prevalence of Need: Total population aged 0-5 years living with both parents or with single parent, and with all present parents in the labor force: 61795; Total population aged 6-12 years living with both parents or with single parent, and with all present parents in the labor force: 90406. Average is 60.1 percent of those 0 to 12 years.	152,201	10.9% Population	A recent study of child care utilization in Ohio (2003) found that informal care from family, friends, or neighbors is used for more than half (56 percent) of children, and that the rate does not vary substantially by age of the child. Assuming that 44 percent of children 0-12 with all parents in the labor force (66,968) are cared for by the formal care giving system (152,201 x 44 % = 66,968), there are 9,403 children with unrealized access who would use these services if there were a sufficient supply and families knew about them. (66,968 – 57,565 = 9,403). The estimated universe of possible consumers is 66,968 including both realized (57,565) and unrealized (9,403) access. (57,565 + 9,403 = 66,968).	66,968	4.8% Population

Consumer Group Snapshot

Attachment 2: Consumer Matrix (continued)

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Child & Adult Care Food Program	Preschool and school-aged children in child care facilities and family homes that receive supplementary nutrition paid for by the government. The children are generally from households living at below 185 percent of the federal poverty level.	In Cuyahoga County, 19,277 children (16,505 in child care centers and 2,772 in family day care homes) participated in the CACFP (personal communication, Sheri Roe, Interim Assistant Director, Ohio Department of Education Office for Safety, Health, and Nutrition, September, 2004)	19,277	1.4% Population	No gap analysis was conducted for this report since the USDA Child and Adult Care Food Program is an entitlement program.	N/A	N/A
Child Care Resource and Referral	Working families with children 0-12 years.	U.S. Census 2000, SF4 (PCT81); Working Families includes two-parent families with both parents in labor force, and single-parent families with parent in labor force. Working Families with Children 0-12 prorated from Working Families with Children 0-18 at 72.6% (derived from overall family age-groups in SF3(P16).	157,365	11.3% Population	It is estimated that 16 percent of all children in Ohio are in child care centers and 11 percent in day care homes (a total of 27 percent), according to the Human Services Policy Center, Evans School of Public Affairs, University of Washington (November 2003). By applying the 27 percent figure to the estimated families in need, the result is an estimated universe of 46,026 possible consumers, including both realized (3,537) and unrealized access (42,489).	46,026	3.3% Population

Consumer Group Snapshot

Attachment 2: Consumer Matrix (continued)

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Child Care Subsidies	Children 0-12 years from families with reported income between 185 and 200 percent of federal poverty level (i.e., those who are not eligible for publicly funded child care vouchers in Ohio), and whose parent(s) are working, in school, or in a training program.	U.S. Census 2000, SF3 (PCT50), SF4(PCT 144). Age 0-12 Poverty status estimated from available Age 0-11 using overall population ratio of 0-11 to 0-12 (1.08%). Average is 30.7 percent children 0 to 12 in child care. The estimate is that 14 percent (95,839) of children 0 to 12 years have incomes under 185% of federal poverty level, 3 percent (7,799), between 185-200%, and the remaining 83 percent (149,669) have incomes above 200 percent. For the service, the percentage is 3 percent.	1,233	0.1% Population	Based on research only 7 percent of low-income employed families that did not receive child care help from the government or another organization reported that they had asked for such help (Giannarelli, Adelman, & Schmidt, 2003). After applying that percentage to Cuyahoga County (1,233 x 7% = 86), the estimated universe of possible consumers is 86. This includes the 46 children with realized access and 40 with unrealized access.	86	0.01% Population

Consumer Group Snapshot

Attachment 2: Consumer Matrix (continued)

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Preschools	Children, typically 3-5 years, served by a part-day preschool in Cuyahoga County.	U.S. Census 2000, SF3 (P8); SF4 (PCT3); SF4 (PCT144)	56,008	4.0% Population	According to a report by the Federal Reserve Bank of Cleveland, in states with universal preschool, 40 percent of children 3- to 5-years-old are enrolled in preschool (Belfield, 2005). Cuyahoga County will soon be initiating a universal preschool program which is likely to increase demand for preschool programs as well as child care, thus making this a realistic basis for predicting the number of consumers for preschool. Applying this to Cuyahoga County results in an estimated universe of 22,403 possible preschool participants age 3 to 5 years. (56,008 x 40% = 22,403).	22,403	1.6% Population

Consumer Group Snapshot

Attachment 2: Consumer Matrix (continued)

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Disabled Student Services	Children and youth with disabilities between the ages of 3 and 21, which is the age generally served by the federal government's programs authorized and funded under the Individuals with Disabilities Education Act (IDEA). In recent years, IDEA has been amended to include provisions relating to infants and toddlers, but the majority of its funded activities are targeted toward school-age children.	Cuyahoga Special Education Service Center "Child Counts" Data, 2004=05	29,757	2.1% Population	Based on available information about actual consumers, approximately 29,757 disabled students have realized access to disabled student services programs because school districts are required to provide services. Thus this number is also the estimated universe of possible consumers.	29,757	2.1% Population
Teen Parents/Pregnant Teen Education Programs	Females ages 14-19 who are assumed to be first time pregnant/teen parents and need assistance to obtain a high school diploma or GED.	The National Campaign to Prevent Teen Pregnancy: "Fact Sheet: How is the 34% Statistic Calculated?" Feb 2004. Percent of teen girls pregnant for the first time that year: 14 (1 percent); 15, 16 & 17 (4.29 percent), 18 & 19 (9.94 percent). Average 5.4 percent.	2,859	0.2% Population	The National Campaign to Prevent Teen Pregnancy: "Fact Sheet: How is the 34% Statistic Calculated?" Feb 2004. Percent of teen girls pregnant for the first time that year: 14 (1 percent); 15, 16 & 17 (4.29 percent), 18 & 19 (9.94 percent). Average 5.4 percent.	2,859	0.2% Population

Consumer Group Snapshot

Attachment 2: Consumer Matrix (continued)

CORE SERVICES	SUB-CONSUMER GROUPS	ESTIMATED PERSONS IN NEED			ESTIMATED UNIVERSE OF POSSIBLE CONSUMERS		
		Description	Number	% of Total Population Families Households	Description	Number	% of Total Population Families Households
Tutorial Services	Children and youth 5-18 years of age who receive free or reduced price school	Children's Hunger Alliance, Cuyahoga County, National School Lunch Program, 73,877 children, School Year '03-'04.	73,877	5.3% Population	The aggregated average percentage of students scoring below proficiency on 21 proficiency tests in Cuyahoga County School Districts was 22 percent in academic year 2004-05 according to the Ohio Department of Education. This was applied to the number of children/youth 5 to 18 years eligible for free/reduced-price school meals.	16,253	1.2% Population

Consumer Group Snapshot

Attachment 3: First Call for Help

Persons with educational disadvantages Preschool & K-12											
CORE SERVICES	TOTAL REQUESTS					%Change*	MET				
	2000	2001	2002	2003	2004		2000	2001	2002	2003	2004
Child & Adult Care Food Program	2	7	2	5	2	0%	2	7	2	5	2
Child Care	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Child Care Resource and Referral	361	457	411	380	399	11%	358	454	409	378	398
Child Care Subsidies	104	146	137	148	151	45%	101	142	134	145	147
Disabled Student Services	2	2	3	3	3	50%	2	2	3	3	3
Preschools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teen Parents/Pregnant Teen Education Programs	10	16	16	19	23	130%	10	16	16	19	23
Tutorial Services	57	57	89	126	106	86%	56	56	87	123	104
Total	536	685	658	681	684	28%	529	677	651	673	677

Persons with educational disadvantages Preschool & K-12									
CORE SERVICES	UNMET					TOTALS 00-04			%
	2000	2001	2002	2003	2004	Req.	Met	Unm.	
Child & Adult Care Food Program	0	0	0	0	0	18	18	0	0%
Child Care	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Child Care Resource and Referral	3	3	2	2	1	2,008	1,997	11	1%
Child Care Subsidies	3	4	3	3	4	686	669	17	2%
Disabled Student Services	0	0	0	0	0	13	13	0	0%
Preschools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teen Parents/Pregnant Teen Education Programs	0	0	0	0	0	84	84	0	0%
Tutorial Services	1	1	2	3	2	435	426	9	2%
Total	7	8	7	8	7	3,244	3,207	37	1%

Consumer Group Snapshot

Attachment 4: Revenue Tables

Child & Adult Care Food Programs					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
State Department of Education	2004	11,500,699			
Subtotal State of Ohio		11,500,699	100%	0	N/A
Total - Contracts/grants from government organizations		11,500,699	100%	0	N/A
Subtotal Non - UWGrCle Support		11,500,699	100%	0	N/A
Total Support/Revenue		11,500,699	100%	0	N/A

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Child Care					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Total - Contributions and dues (less UW designations)			0.00%	174,230	0.85%
Bruening Foundation, Eva L. and Joseph M.				15,945	
Cleveland Foundation, The		144,150		36,233	
Gund Foundation, The George		250,000			
Nord Family Foundation, The		10,000			
Saint Ann Foundation		40,000			
Sisters of Charity Foundation of Cleveland		50,000		15,000	
Wean Foundation, The Raymond John		90,000			
White Foundation, The Thomas H.				16,200	
Other Private Foundations - Not Elsewhere Classified		3,500		127,579	
Key Foundation				474,717	
National City Bank Foundation				140,457	
Sherwin-Williams Foundation, The		11,500			
Hershey		25,000			
Total - Foundations & Trusts		624,150	0.55%	826,131	4.04%
Total - Special Events - Growth			0.00%	90,351	0.44%
Catholic Charities Service Corporation		38,000			
Jewish Community Federation		600,000		189,568	
United Black Fund of Greater Cleveland		12,000		7,000	
Other Federated Organizations - Not Elsewhere Classified				1,320	
Total - Federated Fundraising Organizations		650,000	0.58%	197,888	0.97%
Department of Agriculture (USDA)				933,450	
Department of Education				15,000	
Subtotal Federal Government			0.00%	948,450	4.63%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Child Care					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
State Department of Education				305,994	
Subtotal State of Ohio			0.00%	305,994	1.50%
Council for Economic Opportunities				2,581,223	
Subtotal Regional Funding Sources			0.00%	2,581,223	12.61%
Board of Mental Retardation and Developmental Disabilities (169 Board)				8,500	
Department of Children and Family Services				949,100	
Employment & Family Services	2004	109,446,044		6,390,007	
Other Cuyahoga County Funders - Not Elsewhere Classified				221,273	
Subtotal Cuyahoga County Funding Sources		109,446,044	96.82%	7,568,880	36.98%
Community Development Block Grant	2004	49,088		29,583	
Other City of Cleveland Funders - Not Elsewhere Classified				29,038	
Subtotal City of Cleveland Funding Sources		49,088	0.04%	58,621	0.29%
Cities - Not Elsewhere Classified				4,167	
Subtotal Other Municipal Funding Sources			0.00%	4,167	0.02%
All Other Funding - Not Elsewhere Classified				2,700	
Subtotal Other Govt Funding Sources			0.00%	2,700	0.01%
Total - Contracts/grants from government organizations		109,495,132	96.87%	11,470,035	56.05%
Private Pay/Fee for Service				4,724,821	
Total - Program Service Fees			0.00%	4,724,821	23.09%
Total - Investment Income			0.00%	225,160	1.10%
Total - All Other Revenue			0.00%	489,138	2.39%
Subtotal Non - UWGrCle Support		110,769,282	97.99%	18,197,754	88.92%
Total - UWGrCle designations applied to program		39,802	0.04%	39,802	0.19%
Total - UWGrCle investment committee allocation		2,227,528	1.97%	2,227,528	10.88%
Subtotal UWGrCle Support - 4001, 4701 & 4703		2,267,330	2.01%	2,267,330	11.08%
Total Support/Revenue		113,036,612	100%	20,465,084	100%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Child Care Resource & Referral					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Cleveland Foundation, The				24,589	
Total - Foundations & Trusts		0	0.00%	24,589	7.19%
Child Care Development Block Grant	2004	220,000			
Subtotal Federal Government		220,000	67.49%	0	0.00%
Department of Job and Family Services				220,402	
Subtotal State of Ohio		0	0.00%	220,402	64.41%
County Commissioners				13,604	
Employment & Family Services	2004	47,000			
Subtotal Cuyahoga County Funding Sources		47,000	14.42%	13,604	3.98%
Total - Contracts/grants from government organizations		267,000	81.90%	258,595	75.57%
Subtotal Non - UWGrCle Support		267,000	81.90%	283,184	82.76%
Total - UWGrCle investment committee allocation		58,998	18.10%	58,998	17.24%
Subtotal UUWGrCle Support - 4001, 4701 & 4703		58,998	18.10%	58,998	17.24%
Total Support/Revenue		325,998	100%	342,182	100%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Child Care Subsidies					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Cleveland Foundation,The				7,014	
Total - Foundations & Trusts			0.00%	7,014	4.29%
Total - Special Events - Growth			0.00%	15,665	9.58%
Employment & Family Services	2004	100,000		-	
County Commissioners				21,806	
Subtotal Cuyahoga County Funding Sources		100,000	42.19%	21,806	13.33%
Cleveland Municipal School District	2004	24,000		5,998	
Subtotal Other Govt Funding Sources		24,000	10.12%	5,998	3.67%
Total - Contracts/grants from government organizations		124,000	52.31%	27,804	17.00%
Subtotal Non - UWGrCle Support		124,000	52.31%	50,483	30.87%
Total - UWGrCle designations applied to program		5,411	2.28%	5,411	3.31%
Total - UWGrCle investment committee allocation		107,638	45.41%	107,638	65.82%
Subtotal UWGrCle Support - 4001, 4701 & 4703		113,049	47.69%	113,049	69.13%
Total Support/Revenue		237,049	100%	163,532	100%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Disabled Student Services					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Abington Foundation, The		100,000			
Cleveland Foundation, The		158,000			
Deaconess Community Foundation		15,000			
Reuter Foundation, The		10,000			
Total - Foundations & Trusts		283,000	0.64%	0	N/A
United Black Fund of Greater Cleveland		10,000			
Total - Federated Fundraising Organizations		10,000	0.02%	0	N/A
State Department of Education	2004	31,201,836			
Subtotal State of Ohio		31,201,836	70.23%	0	N/A
Board of Mental Retardation and Developmental Disabilities (169 Board)	2004	12,933,965			
Subtotal Cuyahoga County Funding Sources		12,933,965	29.11%	0	N/A
Total - Contracts/grants from government organizations		44,135,801	99.34%	0	N/A
Subtotal Non - UWGrCle Support		44,428,801	100%	0	N/A
Total Support/Revenue		44,428,801	100%	0	N/A

Attachment 4: Revenue Tables (continued)

Preschools

As of May 11, 2006, only \$300,000 in revenues for preschool programs has been identified countywide. The revenue came from the Jewish Community Federation. United Way of Greater Cleveland did not fund preschools in FY 2004.

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Teen Parent/Pregnant Teen Education Programs					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
1525 Foundation		92,000			
Britton Fund		200,000			
Cleveland Foundation, The		253,000			
Gund Foundation, The George		38,000			
Jennings Foundation, Martha Holden		15,000			
O'Neill Foundation, The William J. and Dorothy K.		15,000			
Prentiss Foundation, Elisabeth Severance		460,000			
Sisters of Charity Foundation of Cleveland		15,000			
Wean Foundation, The Raymond John		79,534		10,000	
Other Private Foundations - Not Elsewhere Classified		12,500		6,831	
Brush		17,500			
Other Corporate Foundations - Not Elsewhere Classified		500			
Total - Foundations & Trusts		1,198,034	95.70%	16,831	31.35%
United Black Fund of Greater Cleveland		17,000			
Total - Federated Fundraising Organizations		17,000	1.36%	0	0.00%
Subtotal Non - UWGrCle Support		1,215,034	97.06%	16,831	31.35%
Total - UWGrCle investment committee allocation		36,849	2.94%	36,849	68.65%
Subtotal UWGrCle Support - 4001, 4701 & 4703		36,849	2.94%	36,849	68.65%
Total Support/Revenue		1,251,883	100%	53,680	100%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Tutorial Services					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Total - Contributions and dues (less UW designations)			0.00%	74,822	5.69%
Bruening Foundation, Eva L. and Joseph M.				15,000	
Cleveland Foundation, The				30,000	
Deaconess Community Foundation				10,000	
Gund Foundation, The George				12,500	
Jennings Foundation, Martha Holden				25,500	
Murphy Foundation, The John P				3,000	
Saint Luke's Foundation				5,000	
White Foundation, The Thomas H.				10,000	
Other Private Foundations - Not Elsewhere Classified				117,250	
Cleveland Indians Foundation				25,000	
Other Corporate Foundations - Not Elsewhere Classified				64,000	
Total - Foundations & Trusts		0	0.00%	317,250	24.12%
Total - Special Events - Growth			0.00%	155,165	11.80%
Jewish Community Federation		30,000			
United Black Fund of Greater Cleveland		37,478			
Total - Federated Fundraising Organizations		67,478	4.49%	0	0.00%
Other United Ways - Not Elsewhere Classified				809	
Total - Other United Ways		0	0.00%	809	0.06%
Department of Agriculture (USDA)				13,498	
Department of Justice				10,000	
Subtotal Federal Government		0	0.00%	23,498	1.79%
Department of Youth Services				18,900	
State Department of Education	2004	714,000		29,471	
Subtotal State of Ohio		714,000	47.50%	48,371	3.68%

Consumer Group Snapshot

Attachment 4: Revenue Tables (continued)

Tutorial Services					
Revenues as of May 11, 2006					
Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Department of Children and Family Services				53,182	
Subtotal Cuyahoga County Funding Sources		0	0.00%	53,182	4.04%
Community Development Block Grant	2004	253,775		51,990	
Subtotal City of Cleveland Funding Sources		253,775	16.88%	51,990	3.95%
Total - Contracts/grants from government organizations		967,775	64.38%	177,041	13.46%
Total - Membership dues under \$150			0.00%	4,700	0.36%
Private Pay/Fee for Service				89,641	
Total - Program Service Fees			0.00%	89,641	6.81%
Total - All Other Revenue			0.00%	28,130	2.14%
Subtotal Non - UWGrCle Support		1,035,253	68.87%	847,558	64.43%
Total - UWGrCle designations applied to program		42,915	2.85%	42,915	3.26%
Total - UWGrCle investment committee allocation		425,023	28.27%	425,023	32.31%
Subtotal UWGrCle Support - 4001, 4701 & 4703		467,938	31.13%	467,938	35.57%
Total Support/Revenue		1,503,191	100.00%	1,315,496	100.00%

Consumer Group Snapshot

Attachment 5: Revenue Checklist

Persons with educational disadvantages Preschool & K-12									
Category	Administrator of Funding								
		Child & Adult Care Food Program	Child Care	Child Care Resource and Referral	Child Care Subsidies	Disabled Student Services	Preschools	Teen Parents/Program/Teen Education Programs	Tutorial Services
Private Foundation	1525 Foundation							✓	
Private Foundation	Abington Foundation, The					✓			
Private Foundation	Britton Fund							✓	
Private Foundation	Brush Foundation, The							✓	
Private Foundation	Cleveland Foundation, The		✓			✓		✓	
Private Foundation	Deaconess Community Foundation					✓			
Private Foundation	Gund Foundation, The George		✓					✓	
Private Foundation	Hershey Foundation, The		✓						
Private Foundation	Jennings Foundation, Martha Holden							✓	
Private Foundation	Nord Family Foundation, The		✓						
Private Foundation	O'Neill Foundation, The William J. and Dorothy K.							✓	
Private Foundation	Prentiss Foundation, Elisabeth Severance							✓	
Private Foundation	Reuter Foundation, The					✓			
Private Foundation	Saint Ann Foundation		✓						
Private Foundation	Sisters of Charity Foundation of Cleveland		✓					✓	
Private Foundation	Wean Foundation, The Raymond John		✓					✓	
Private Foundation	Other Private Foundations - Not Elsewhere Classified		✓					✓	
Corporate Foundation	Sherwin-Williams Foundation, The		✓						
Corporate Foundation	Other Corporate Foundations - Not Elsewhere Classified							✓	
Federated Organization	Catholic Charities Service Corporation		✓						
Federated Organization	Jewish Community Federation		✓				✓		✓
Federated Organization	United Black Fund of Greater Cleveland		✓			✓		✓	✓
Federal Government	Department of Education								x
Federal Government	Department of Health and Human Services		x	✓				x	

Consumer Group Snapshot

Attachment 5: Revenue Checklist (continued)

Persons with educational disadvantages Preschool & K-12										
Category	Administrator of Funding	Child & Adult Care Food Program	Child Care	Child Care Resource and Referral	Child Care Subsidies	Disabled Student Services	Preschools	Teen Parents/Program/Teen Education Programs	Tutorial Services	
State of Ohio	Department of Education	✓				✓		✓		
State of Ohio	Department of Health						x			
State of Ohio	Department of Job and Family Services		x						x	
State of Ohio	Workforce Investment Act								x	
Cuyahoga County	Board of Mental Retardation and Developmental Disabilities					✓				
Cuyahoga County	Department of Employment & Family Services	✓	✓	✓						
Cuyahoga County	Office of Early Childhood/Invest in Children						x			
City of Cleveland	Department of Community Development	✓							✓	
City of Cleveland	Cleveland Municipal School District				✓					
Other	Council for Economic Opportunities in Greater Cleveland (CEOGC)	x								
United Way Greater Cleve	United Way of Greater Cleveland designations applied to program	✓							✓	
United Way Greater Cleve	United Way of Greater Cleveland investment committee allocation	✓	✓	✓			✓		✓	
<p>✓ = Revenue was identified specifically for this core service and the amount allocated in Cuyahoga County appears in the revenue table of the core service report.</p> <p>x = Revenue was identified from these sources, but no dollar amount is available because either it was not possible to obtain data for Cuyahoga County alone, or it was not possible to obtain data specifically for this core service because funding covers multiple core services.</p>										

Consumer Group Snapshot

NOTES

- 1 Druian, Greg and Jocelyn A. Butler. November, 1987. Effective schooling practices and at-risk youth: What the research shows. School Improvement Research Series(SIRS). Northwest Regional Educational Laboratories. Retrieved on February 9, 2006 from: <http://www.nwrel.org/scpd/sirs/1/topsyn1.html>
- 2 Bridgeland John M., Peter. D. Hart Research Associates, John J. Dilulio, Jr., and Karen Burke Morison for the Bill & Melinda Gates Foundation. (2006, March). The silent epidemic: Perspectives of high school dropouts. Retrieved on April 5, 2006 from: <http://www.civilrights.org/issues/education/details.cfm?id=41285>
- 3 Barnett, W. Steven, Kirsty Brown and Rima Shore. (2004, April). Universal vs. targeted debate: Should the United States have preschool for all? National Institute for Early Education. Retrieved on April 5, 2006 from: <http://nieer.org/resources/policybriefs/6.pdf>
- 4 Ohio Department of Education – Local Report Cards AY 2003-04. Retrieved on April 10, 2006 from: <http://ilrc.ode.state.oh.us/Downloads.asp>
- 5 Vander Ark, Tom, Executive Director of Education. (2002, Fall). Bill and Melinda Gates Foundation: Possibilities – an education update. Retrieved on March 28, 2006 from: <http://www.gatesfoundation.org/Education/RelatedInfo/Possibilities/Possibilities-02fall.htm>
- 6 Ohio Department of Education – Local Report Cards AY 2003-04. Retrieved on April 10, 2006 from: <http://ilrc.ode.state.oh.us/Downloads.asp>
- 7 Ohio Board of Regents. (2004). A policymaker’s guide to higher education in Ohio: 2004. Retrieved on April 14, 2006 from: <http://www.regents.state.oh.us/kea/Policymakers9-18.pdf>
- 8 Woods, E. Gregory. (1995, March). Reducing the drop-out rate. School Improvement Research Series (SIRS). Northwest Regional Educational Laboratories. Retrieved on April 6, 2006 from <http://www.nwrel.org/scpd/sirs/9/c017.html>
- 9 Rumberger, Russell W., University of California, Santa Barbara. (2001, May). Why students drop out of school and what can be done. Paper prepared for the Conference, “Dropouts in America: How Severe is the Problem? What Do We Know About Intervention and Prevention?” Harvard University, January 13, 2001. Retrieved on April 13, 2006 from: <http://www.civilrightsproject.harvard.edu/research/dropouts/rumberger.pdf>
- 10 Woods, E. Gregory. (1995, March).
- 11 Kaufmann, Phillip. (2001, January). The national dropout data collection system: Assessing consistency. A paper prepared for Achieve and The Civil Rights Project Dropout Research: Accurate Counts and Positive Interventions. Retrieved on April 13, 2006 from: <http://www.civilrightsproject.harvard.edu/research/dropouts/kaufman.pdf>
- 12 Green, Jay P. and Marcus A. Winters. (2005, February). Public high school graduation and college-readiness rates: 1991-2002. Education Working Paper. Manhattan Institute for Policy Research. Retrieved on April 13, 2006 from: http://www.manhattan-institute.org/html/ewp_08.htm
- 13 Greene, Jay P. and Marcus A. Winters. (2005, February).
- 14 Gunzenhauser, Michael G. (2003, Winter). High-stakes testing and the default philosophy of education. Theory Into Practice. Retrieved on April 9, 2006 from: http://www.findarticles.com/p/articles/mi_m0NQM/is_1_42/ai_99909370
- 15 Gunzenhauser, Michael G. (2003, Winter).
- 16 Owens, Thomas R. and Changhua Wang. January, 1996. Community-based learning: A foundation for meaningful education reform. Retrieved on March 28, 2006 from: <http://www.nwrel.org/scpd/sirs/10/t008.html>
- 17 Barnett, W. Steven, et al. (2004, April).
- 18 Collaboration between the University of Alabama, Center for Educational Accountability and the Scholastic Research and Evaluation Department. Building language for literacy: At risk pre-schoolers. Part I Report: First Year Analysis of Three-Year Evaluation. Retrieved on April 5, 2006 from: http://teacher.scholastic.com/products/buildinglanguageforliteracy/pdfs/EfficacyReport_AtRisk_kids.pdf
- 19 Currie, J. (2001). A fresh start for Headstart? *Children’s Roundtable*. The Brookings Institution. Retrieved March 28, 2007 from <http://www.brookings.edu/comm/childrensroundtable/issue5.pdf>
- 20 Woods, E. Gregory. (1995, March).
- 21 Goals 2000 – The Clinton Administration Education Program. Retrieved on April 6, 2006 from: <http://www.nd.edu/~rbarger/www7/goals200.html>

Consumer Group Snapshot

-
- 22 Thoms, Erika. (2007). President's budget weakens vital services and shifts hundreds of millions in costs to State of Ohio and local governments. Center for Community Solutions. Retrieved March 28, 2007 from <http://www.communitysolutions.com/images/upload/resources/BushBudget.pdf>
- 23 Sheridan, Richard. (2007). Likely challenges to Strickland's budget. *State Budgeting Matters*. Center for Community Solutions. Retrieved March 28, 2007 from <http://www.communitysolutions.com/images/upload/resources/sbm3n11.pdf>
- 24 Ibid.
- 25 Brudevold-Newman, Ben. The cost of dropping out. Source: American Youth Policy Forum, "Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth. The Dropout Problem in Numbers" (PDF). NPR Archives. Retrieved on April 11, 2006 from: <http://www.npr.org/templates/story/story.php?storyId=5300726>
- 26 Bridgeland John M., Peter. D. Hart Research Associates, John J. Dilulio, Jr., and Karen Burke Morison for the Bill & Melinda Gates Foundation. (2006, March).
- 27 Stephens, Scott. (2007, February 5). Early Learning Initiative short of its goal. *The Toledo Blade*. Retrieved March 28, 2007 from <http://www.cleveland.com/printer/printer.ssf?/base/news/1170669037146970.xml&coll=2&thispage=1>



**United Way of
Greater Cleveland**

1331 Euclid Avenue

Cleveland, Ohio 44115

uws.org/CoreServicesPlanning