

The Iowa Report Card on Youth Violence

The Iowa Report Card on youth violence is based on the following assumptions:

Violent and abusive behavior:

- Is learned by youth, and is modeled and often rewarded by adults.
- Occurs within a social context which can be addressed through a variety of interventions at different population groups ranging from individual to societal.
- Have several risk factors that can be addressed that will decrease incidents of violence.
- Can be decreased by directly addressing and strengthening research-based protective factors.

The Iowa Report Card on youth violence is also based on the following guiding principles:

- Use of punishment and containment to address youth violence will not result in the long-term reduction of violence.
- Connecting youth to each other, their families, communities, and society, will reduce risk factors, and violence will decrease.
- Emphasizing positive youth development strategies will assist youth in learning skills that will increase their ability to develop into healthy, productive adults.

The Iowa Report Card is organized around the “Results Framework” developed by the Iowa Collaboration for Youth Development. This framework is shown below:

Result Area	Indicators
<u>All Youth are Successful in School</u>	School attachment, Academic achievement, Commitment to learning
<u>All Youth are Healthy and Socially Competent</u>	Physical and mental health status, Lifestyle choices (e.g., avoidance of risky behaviors), Personal and social development, Pro-social relations
<u>All Youth are Prepared for a Productive Adulthood</u>	Vocational and career awareness, Employability skills, Self-sufficiency and life skills, Civic engagement (voting), Community involvement, and Youth leadership, All youth have the benefit of safe and supportive schools, families, and communities
<u>All Youth have the Benefit of Safe and Supportive Schools, Families, and Communities</u>	Economic security, Basic needs (housing, food, etc.), Positive relationships with family members, Safe communities, Safe and effective schools, Quality youth programs and opportunities, Positive connections with adults, Continuum of effective services and interventions

The Results Framework has also been adopted by the Department of Education to demonstrate the “Learning Supports” initiative throughout Iowa. Some local communities have also adapted the Framework to measure their efforts in positive youth development activities.

By adopting this framework, the ESCAPE project (and Report Card) fits well within other initiatives in Iowa such as Iowa's early childhood initiative, which identifies result areas for children from birth to age five for the state and its many communities.

One of the criteria of the Report Card was to select risk and protective factors and data sources that local communities can use. So, not only will the Report Card be updated regularly with new information, but communities will be able to tailor most of the indicators and outcomes to their geographic areas and needs.

Structure of the Report Card

The Report Card is organized around the Results Framework with indicators (risk or protective factors) under each Result. The Protective factors for each Result are in purple, while the risk factors are shaded in tan. In the far left is a blank column that can be used to enter national or state rates for communities that want to compare their rates to other geographic areas. It can also be used to provide a rating for each indicator. One example of a grading system is the use of stoplights (green=okay, yellow=caution-some concerns, and red=problematic) to demonstrate how the indicators or the Report Card can be graded. Two likely criteria to grade the indicators are data trends for each indicator and comparing local results to state or national averages.

The Report Card will change periodically as indicators are updated with recent data and some changes are anticipated in indicators and how they are defined and measured. For example, Attendance Rate was initially thought to be an important indicator, but when the information was obtained, it was noted that the average daily attendance percentage was specific to K-8th grades, was rather high, and had not changed much over the last 10 years. Although an interesting indicator, it may not be included in a statewide or regional Report Card since it is unlikely to change much for the population as a whole. However, school attendance may be a very important indicator to measure to determine change in an individual student's commitment to school and some local areas may choose to include it.

Iowa's Report Card on Youth Violence
Iowa ESCAPE Project - Dept. of Public Health

Grade or comparison	INDICATORS (Source)	DATA (Most recent year)	COMPARISON DATA (Previous year)
Youth are in Safe and Supportive Families			
	A- % of youth who report that their families are involved with and support them	2005 69%	2002 60%
US rate: 12.4 (2003)	H- Rate (per 1,000) of founded child maltreatment	2005 22	2004 21
	Domestic assault rate (per 100,000)	2006 252	2004 235
	H- # youth in foster care	2006 11,686	2004 8,193
US rate: 18%	J- % of children living at 100% poverty level	2006 14%	2004 12%
Youth are in Safe and Supportive Schools			
	A- % of youth reporting positive peer norms	2005 74%	2002 74%
	A- % of youth reporting supportive school	2005 43%	2002 42%
	A- Bullying behaviors As violence initiators Was bullied	2005 15% 47%	None
Safe and Supportive Neighborhoods			
	A- % of youth who report that their neighborhoods are safe	2005 78%	2002 78%
	I- Violent crime rate (crimes against persons, per 100,000)	2005 1,225	2004 1,210
US rate: 4,752 (2004)	I- Adult arrest rate	2005 4,511	2004 4,443

US rate: 33% (2004)	Under-employment rate (Children living in families where no parent has full-time, year-round employment)	2005 26%	2004 25%
Youth are Healthy and Socially Competent			
	A- % of youth <u>not</u> using Alcohol (A), tobacco (T) or other drugs (OD)	2005	2002
	Alcohol	80%	77%
	Tobacco	88%	86%
	Drugs	90%	91%
	A- % of youth who report no violence or aggression as an initiator	2005 85%	2002 84%
	B- # of alcohol-related traffic fatalities (16-24 yrs. old)	2005 27	2004 25
	C- Juvenile court involvement (# juveniles adjudicated)	2006 2,314	2005 2,623
	D- Suicide rate (Per 100,000) for 10-24 years of age	2005 9.6	2003 8.7
Youth are Successful in School			
	A- % of youth committed to school and learning	2005 77 %	2002 75 %
	E- % proficient in reading (R) and math (M):	2006	2005
	<u>8th graders</u>	R-71% M-75%	R-69% M-72%
	<u>11th Graders</u>	R-77% M-78%	R-77% M-79%
	F- Rate (per 100) of School Suspensions (and Expulsions)	5.4% (2006) 2.4 % (2005)	1.8 % (2004)
	F- Dropout rate (7-12 dropouts/7-12 enrollments)	2005 1.1%	2004 1.6%
Youth are Prepared for a Productive Adulthood			
	F- Graduation rate	2006 91%	2005 90%
	A- % of youth engaged in helping others	2005 73%	2002 76%

	A- Job preparedness: % of 11 th grade youth who report that they work 3+ hours/week in paid job.	2005 58%	2002 62%
US rate: 41 (2004)	G- Teen birth rate (15-19 yrs. of age) per 1000 women	2005 28	2004 29
US rate: 8% (2005)	J- % of teens (16-19 yrs. old) not attending school and not employed	2006 6%	2004 5%

- A. IYS - Iowa Youth Survey, conducted every three years (1999, 2002, and 2005) with 6th, 8th, and 11th grade students, N = approx. 95,000
- B. Governors' Traffic Safety Bureau
- C. IA Department of Human Rights – Div. of Criminal and Juvenile justice Planning
- D. Iowa Department of Public Health: death cert. of 10-24 yrs. old (2000-03)
- E. ITBS - Iowa Test of Basic Skills: annual academic test administered to students in K-8th grade
ITED- Iowa Test of Education Development: annual academic test administered students in 9-12th grade
- F. Iowa Department of Education: The Annual Condition of Education Report 2005: comprised of data all Iowa schools are required to report
- G. Iowa Department of Public Health - birth records (per 1,000)
- H. Iowa Department of Human Services
- I. Iowa Department of Public Safety - Uniform Crime Reports (per 100,000)
<http://www.dps.state.ia.us/commis/ucr/2005/ia05tot.pdf>
- J. American Community Survey 2004 (US Census Bureau)