Strategic Plan
2021

Turn
The Page
STL

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Who We Are

Turn
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Who We Are

Turn the Page STL is a city-county wide literacy initiative dedicated to increasing the number of children that are reading at or above grade level by the end third grade in the St. Louis community. Turn the Page STL is St. Louis' Chapter of the National Campaign for Grade Level Reading, which will work as a collective impact organization to align and improve factors (kindergarten readiness, summer learning, teacher preparedness, and family & community engagement) that will lead to improving third grade reading proficiency. This work will be viewed through a racial equity lens with the understanding that racial inequity in metropolitan St. Louis' public education system has contributed to generations of under literate citizens.

Letter From The Board

Dear St. Louis Community,

On behalf of Turn the Page STL's Board of Directors, thank you Kiley Bednar and Burnea Lester with University of Missouri – St. Louis' Community Innovation and Action Center for leading us through our first collective impact planning process. Turn the Page STL is beyond grateful to everyone who supported us in this effort and a special thanks to our Project Director, Lisa Greening, for her tireless work and energetic spirit in coordinating this huge endeavor.

During this year-long collective impact strategic process, we have gathered and examined data, feedback, and testimonials from more than a hundred St. Louis organizations, local school educators, administrators, and families. Through this process we were able to take a deep exploration into the root-causes and local influencing factors that create literacy barriers in the St. Louis area and have identified five strategies to guide our work. We are committed to continuing this collective work through a racial equity informed lens and in coordination with our partners.

We are pleased to announce and endorse Turn the Page STL's 2021-2023 Strategic Plan to improve literacy rates for children from birth through third grade living in the seven Promise Zone School Districts. Turn the Page STL believes that together, as a community, St. Louis can be a place where all children are able to read proficiently by the end of third grade, regardless of race or zip code.

Sincerely,

Lisa Carrico, *President*   **Julius B. Anthony,** *Member*   **Nicole Clawson,** *Secretary*

Letter From UMSL

EXECUTIVE SUMMARY
By Kiley Bednar and Burnea Lester
UMSL's Community Innovation and Action Center

Third grade reading matters. It is a predictor of high school graduation and career success, and literacy is uniquely intertwined with civic engagement and democracy itself. Yet many children, especially Black and Brown children, in St. Louis are missing this milestone.

No one agency, school, parent or organization can change these numbers alone. Schools need communities. Communities need parents. Instead, in 2020, community leaders came together to put their collective shoulder to the wheel to identify what root causes are impacting the reading outcomes of our children, including structural racism, distrust, and lack of representation in governance. We aimed to listen and to learn.

Then, together, we strategized ways to make change in little and big ways in order to effectively see reading skills improve. And to continue to be accountable to each other and to the children and families who matter in these efforts.

So this is the result of a collective impact planning effort, based in research on effective collective action, that links systems, organizations, residents and families to dig deeper on the issue of literacy. It is focused on addressing root causes of inequities in order to increase the number of Black and Brown children in the Promise Zone who are confident and connected readers, preparing them to be engaged and successful through high school and beyond.

What follows are some key takeaways from our planning effort. As you know, 2020 posed challenges of enormous proportions, with a global pandemic, economic devastation, and racial injustice and responding unrest. Turn the Page STL (TTPSTL) adapted and responded immediately and directly to community priorities, while also planning collective next steps:

Data Collection: TTPSTL conducted 8 listening sessions along with countless 1:1 meetings with families, providers and community stakeholders, along with a scan of key data related to literacy. You will find a summary of the needs assessment and related webinars here.

Issue Analysis: Collective action efforts are more likely to change their targeted outcomes if they spend time analyzing the root causes of the issue by hearing from those who have been most impacted by an issue and by taking the time to ask "Why?" The results of our Issue Analysis provided the foundation for decision-making for the collaborative effort.

 Identifying Priorities for Change: Stakeholders then prioritized partnerships that advanced action on structural inequities as well as strategies that addressed issues of access, quality and community trust. Collective action efforts are more likely to be successful when they choose to take action at multiple levels of change, including direct programming as well as policy change and broader communications efforts. In TTPSTL's logic model – an outline of how TTPSTL aims to make change - you'll see a range of prioritized strategies. The five areas of work are:

- Kindergarten Readiness
- Summer/Out-Of-School Learning
- Family Engagement
- Teacher Preparedness
- Community Awareness

As the work moves forward, TTPSTL will collect data to understand what is working and what isn't in order to understand what is most effective in ending racial disparities in literacy in St. Louis.

This is just the beginning of rewriting the story of literacy in St. Louis. We hope you'll help us Turn the Page.

2

Needs Assessment

Community Needs Analysis Summary

OUR VISION

Turn the Page STL (TTPSTL), a collective impact organization, is a city-county wide literacy initiative dedicated to increasing the number of children that are reading at or above grade level by the end of third grade in the St. Louis community. Foundational to the work of TTPSTL is the understanding that racial inequity in metropolitan St. Louis has contributed to generations of disparities based on race and zip code. Turn the Page STL envisions a future of literacy for all children, regardless of their race, zip code, or school district.

In order to achieve this vision, Turn the Page STL will align and measure the progress of this work, based on the National Campaign for Grade Level Reading, which includes school readiness, school attendance, and summer learning. This work will be viewed through a racial equity lens with the understanding that racial inequity in metropolitan St. Louis' public education system has contributed to generations of under literate citizens.

Turn the Page STL became a chapter of the National Campaign for Grade Level Reading in January of 2020. The Campaign is a call to action, using third grade reading proficiency as a unifying goal to "promote quality teaching for every child in every setting every day; support community solutions to address lack of school readiness, chronic absence, and summer learning loss; and help parents succeed in their critical roles as first teachers and best advocates." (National Campaign for Grade Level Reading).

In our initial five-year phase, we will be focusing our efforts on services for children from birth through third grade who live in the Promise Zone School Districts. The federal government has identified these Districts as high poverty communities. The majority of the population in these Districts are African American.

A St. Louis that reads together succeeds together

Why Third Grade Reading?

"A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer."
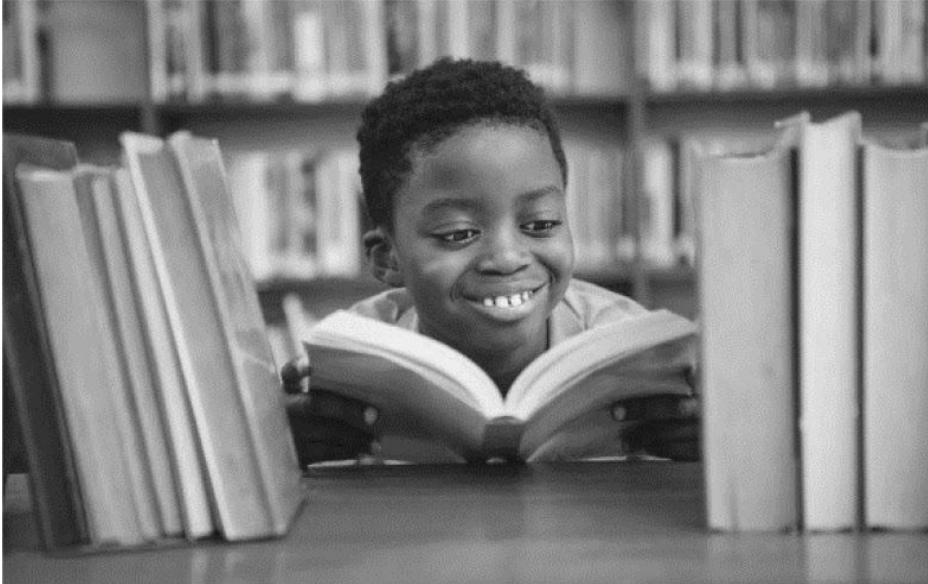
(Education Week, 2017)

"Illiteracy affects all areas of life and has a profound impact on the future economic growth in St. Louis. Those with low literacy skills are far more likely to live in poverty, face health problems, and grow isolated in a world increasingly dependent on computers."

(Based on research by reading works, 2015)

Why A Racial Equity Lens?

"The history of St. Louis is bound up in a tangle of local, state, and federal policies that explicitly and decisively sorted the City's growing population by race. These intense concentrations of African Americans in certain wards or neighborhoods in (North) St. Louis City and County." (Source)

As time progressed, systemic racism became embedded in the fabric of the St. Louis community. "The city of St. Louis, Missouri, remains one of the most segregated cities in the US, according to a **study** by the Manhattan Institute (BBC News, 2012)." "To me, a lifelong St. Louisan, the racism that I and many other black people in our city face feels normal." (Source)

This has resulted in high poverty rates for African Americans in St. Louis. "The rates of poverty range from 4 to 6 times higher for African Americans compared with whites in St. Louis." (Source)

How does segregation and racism affect education? Property tax. "The problem with a school-funding system that relies so heavily on local property taxes is straightforward: Property values vary a lot from neighborhood to neighborhood, district to district. And with them, tax revenues." (Source) To help poorer schools compensate for that local imbalance, some states (including Missouri) have recently stepped in, yet the disparities are still great.

In addition to unequal schools, when looking at third-grade reading proficiency, based on student scores of the Missouri Assessment Program (MAP) test, in St. Louis County and St. Louis City, African American students are reading less proficiently and at much lower rates than their White peers, even in wealthier Districts. (Source)

Turn the Page Data Collection Process

Over the past six months, Turn the Page STL has collected data from six data sources:

- Promise Zone School Districts
- Charter Schools
- Grade Level Reading Chapters in the country
- Local and national scientific-based research, including key, regional initiatives
- More than twenty-five local nonprofit organizations
- Eight focus groups of educators and families

The results of the data collection are attached (Attachments 1, 2, 3 and 4). The results of our data collection, as well as a deep dive into the academic literature, and an analysis of the local state testing data have informed the five strategic themes that have emerged. We are viewing all data and engaging in our work through a racial equity lens.

Third Grade Reading Proficiency Data from Missouri Department of Elementary and Secondary Education (DESE)

Public School Districts (Promise Zone School Districts)	2019 % of ALL Students Reading Proficiently by the End of Third Grade, based on MAP test scores	% of Black students in the District 2019	2019% of Black Students Reading Proficiently by the End of Third Grade, based on MAP test scores
University City Public Schools	41.10	80.00	30.50
State of Missouri	48.70	15.70	24.30
St. Louis Public Schools	19.10	79.00	11.90
Riverview Gardens	12.80	99.00	12.60
Normandy Schools Collaborative	16.90	94.70	14.70
Jennings School District	26.00	99.00	22.90
Hazelwood School District	34.90	78.90	31.70
Ferguson Florissant School District	26.90	82.80	24.00

From the data, we observe that the higher the percentage of African American students attending a Promise Zone School District closely correlates with lower performing third grade reading proficiency scores.

In Districts where almost 100% of students are African American, Normandy Schools Collaborative and Riverview Gardens, their reading proficiency scores are the lowest: Normandy 16.9%, Riverview Gardens 12.8%. Jennings School District is an exception; 99% of their students are African American, yet 26% are reading proficiently.

Of the Districts with a smaller percentage of students who are African American, University City Public Schools (80%) and in the Hazelwood School District (82.8%), their reading proficiency test scores are among the highest, 41.1%/34.9%, respectfully. These results are similar in the Ferguson Florissant School District where 82.8% of attending students are African American, but only 26.9% of students reading proficiently.

The major exception is the St. Louis Public Schools. Only 79% of their students are African American, similar racial demography as University City Public Schools and Hazelwood School District, but only 19.1% of their students are reading proficiently, similar results to Normandy Schools Collaborative and Riverview Gardens School District.

In the Promise Zone School Districts, the percentage of African American students reading proficiently is lower than the total percentage in the District.

Charter Schools City of St. Louis	2019 % of ALL Students Reading Proficiently by the End of Third Grade, based on MAP test scores	% of Black students in the District 2019	2019% of Black Students Reading Proficiently by the End of Third Grade, based on MAP test scores
State of Missouri	48.70	75.70	24.30
St. Louis Language Immersion School	38.10	51.80	26.60
Premier Charter School	28.80	26.30	28.60
Northside Community School	48.00	N/A	50.00
KIPP Inspire	25.70	N/A	26.10
Gateway Science Academy	55.40	15.50	40.00
EAGLE College Prep	24.70	78.90	19.00
Confluence	11.80	82.80	8.50
City Garden Montessori	75.90	41.90	50.00
Carondelet Leadership Academy	34.60	58.20	24.20

Charter School data compared with Promise Zone School District data looks very similar. The higher the percentage of African American students attending a Charter School (Confluence Academy, EAGLE College Prep, and KIPP Inspire), the lower the percentage of students reading proficiently. There are two primary exceptions. Northside Community School has a high percentage of African American students, 95%, and a high reading proficiency rate, 48%. On the other side, 26.3% of students at Premier Charter School are African American, yet only 28.8% of the students were reading proficiently. Three Charter Schools, St. Louis Language Immersion School, City Garden Montessori and Carondelet Leadership Academy, have on average an African American student population of fifty percent. St. Louis Language Immersion School and Carondelet Leadership Academy have a similar percentage of students reading proficiently, 38.1% and 34.6%, respectively. City Garden Montessori has 75.9% of students reading proficiently, the highest between the Promise Zone School District and Charter Schools. Again, in all but two Charter Schools, Northside Community School and KIPP Inspire, the percentage of African American students reading proficiently is lower than the total percentage in that Charter School.

Reading Proficiencies in Other (Mostly HigherIncome) St. Louis County School Districts	2019 % of ALL Students Reading Proficiently by the End of Third Grade, based on MAP test scores	% of Black students in the District 2019	2019% of Black Students Reading Proficiently by the End of Third Grade, based on MAP test scores
Webster Groves	65.60	13.10	29.40
Rockwood	61.10	8.40	20.90
Ritenour	28.70	41.70	23.40
Parkway	66.60	15.80	37.10
Mehlville	51.10	7.80	25.50
Ladue	71.20	14.80	43.50
Kirkwood	70.10	10.20	40.00
Francis Howell	70.00	7.10	47.70
Clayton	76.80	15.30	55.00
Bayless	56.80	12.00	42.80

As noted above, even in wealthier Districts, African American students are reading less proficiently and at much lower rates than their White peers. In Districts with a higher percentage of African American students (Ritenour, 41.7%), only 28.7% of students are reading proficiently.

However, in some wealthier Districts, African American students are performing much higher than their peers in lower performing Districts. The African American students who attend Clayton (55%), Francis Howell (47.7%), Ladue (43.5%), and Bayless (42.8%), are reading proficiently by the end of third grade.

In all of the wealthier Districts noted above, the percentage of African American students reading proficiently compared to their classroom peers is lower. The percentage of African American students reading proficiently in Rockwood (20.9%), Mehlville (25.5%) and Webster Groves (29.4%), is among the lowest, and as low as the scores in the Promise Zone School Districts.

Strategic Themes

By analyzing the data through a racial equity lens, five strategic themes have emerged.

THEME 1: KINDERGARTEN READINESS

National Research	St. Louis Data Collection
"Research shows that fewer children from low- income families (less than half) are ready for school at kindergarten entry, compared to three-quarters of children from families with moderate or high incomes. For children from low-income families, preschool attendance is one of the strongest factors in school readiness. A follow-up study of the Abecedarian Project found that by entering school ready to learn can improve one's chances of reaching middle-class status by age 40." (Early Warning Confirmed: A Research Update on Third-Grade Reading, The Annie E. Casey Foundation, 2013)	Superintendents, educators and the research (First Step to Equity Report), (Ready by 21 St. Louis), (For the Sake of All), (Ferguson's Commission Report) point to the importance of students attending quality early childhood programs to be ready to learn when they enter kindergarten. Kindergarten teachers noted that students who attend a quality Pre-K program are much more successful learners in kindergarten. Families warmly discussed how quality early programs have benefitted both their children and their family.

THEME 2: SCHOOL ATTENDANCE

National Research	St. Louis Data Collection
"A report by Johns Hopkins University researchers suggest that the national rate of chronic absenteeism is 10 to 15 percent. The premise that schools fail to detect high levels of chronic absence because of data issues was confirmed by a study conducted jointly by the Child and Family Policy Center and Attendance Works. Other studies confirmed that chronic absence has a negative effect on students' academic performance and cognitive development, especially for children from low-income families." (Early Warning Confirmed: A Research Update on Third-Grade Reading, The Annie E. Casey Foundation, 2013)	All Districts and early childhood programs are highly focused on issues of attendance, tardiness and mobility, and all have a system in place that is attempting to combat the negative effect. The national research is clear that chronic absence has a negative effect on students' academic performance and cognitive development, especially for children from low-income families. (American Family Physician, 2018) Teachers are particularly concerned about attendance, and students who are tardy miss language arts instruction, which is typically the first hour of the school day.

THEME 3: SUMMER LEARNING

National Research	St. Louis Data Collection
"Studies of summer learning programs in several different contexts all confirmed that high-quality summer programs can disrupt learning loss. Research on children from low-income families also offered new evidence that having access to books can ameliorate the summer learning slide and significantly improve scores on state reading assessments; the largest effects were for the most economically-disadvantaged children." (Early Warning Confirmed: A Research Update on Third-Grade Reading, The Annie E. Casey Foundation, 2013)	School leaders and educators do not have access to their students' summer learning experiences; and therefore, summer learning was not noted by them. Families, however, strongly desired safe summer learning opportunities for their children. "It's more than what happens in the classroom that adds up to a student receiving a great education. Fun and diverse learning opportunities ensure that youth and young adults will develop their own creative pursuits, expand their education, and prepare for career success." (BluePrint 4 Summer STL, 2015)

THEME 4: FAMILY ENGAGEMENT

National Research	St. Louis Data Collection
"Research published right before this report helped explain how environmental factors like hunger, housing insecurity, parental depression and abuse influence the epigenome (the human "operating system"), making it more likely that specific genes will or will not be expressed. Other new research draws a link between the stress of poverty, hormonal changes and impaired learning ability. However, new research reveals that even after the epigenome has been modified by extreme childhood stress, the damage may be reversed. Furthermore, positive social-emotional experiences for young children, along with supportive family and community environments, reduce the likelihood of negative modifications to the epigenome that might impair learning." (Early Warning Confirmed: A Research Update on Third-Grade Reading, The Annie E. Casey Foundation, 2013)	Districts strategically align family engagement in the school community as one of their highest priorities. Teachers noted that families are the first teachers of their children. In addition, teachers believe that better relationships between families and teachers will lead to student success in the classroom. "Research shows that supportive home learning experiences can help close the school readiness gap." (National Science Foundation, 2011)

THEME 5: HIGH-QUALITY TEACHING IN HOME, COMMUNITY, & SCHOOL

National Research	St. Louis Data Collection
"New research underscores the importance of enriched home learning environments and engagement in preparing children from low-income families to succeed in school. A five-year study of more than 1,850 children and their mothers found that children whose learning environments were of consistently low-quality were much more likely to have language and literacy delays before kindergarten, while supportive home learning experiences could help close the school readiness gap. Classroom and community strategies to improve children's literacy continue to draw attention, which the research base grows to support the "seamless continuum" of education that this Report identified." (Early Warning Confirmed: A Research Update on Third-Grade Reading, The Annie E. Casey Foundation, 2013) Based on the scholarly work of Gloria Ladson-Billings, Gloria Swindler-Boutte, Lamar L. Johnson, Janice E. Hale, Jawanza Kunjufu, Lisa Delpit, Zaretta Hammond, we also know that culturally relevant approaches (culturally relevant words, collective values, positive stories) are more effective than traditional approaches, when teaching children of color to read.	Superintendents, Chief Academic Officers, and Directors of Charter Schools stated that most K-3 teachers are not taught how to teach a child to read, based on scientific and culturally competent practices. Teachers are not even sure what is a "good" reading curriculum.

ACTION STEPS

Our next steps will be to gain your feedback on these themes. We invite you to dream, plan and build with us in the next steps for action and accountability that will ensure that all children in the Promise Zone are on a path of literacy and life success.

Results of Focus Groups

With the support of Burnea Lester with UMSL's Community Innovation and Action Center, Turn the Page STL hosted eight focus groups of educators and parents. We asked them what was working and what was not working in order to ensure that their children/students were reading proficiently by the end of third grade. Groups included early educators, K-3 teachers, families, and administrators.

All three groups implied that "there is a lack of trust and positive relationships between and among families and schools and neighborhoods." There is too much stress and no "village" and/or support system for families. Families do not have trust in or feel welcome in key neighborhood institutions, such as public libraries. Stress and trauma also have an impact on the ability of parents to provide positive reading support to their children.

RESPONSES: EARLY EDUCATORS

We love our children!

We enjoy teaching our children and seeing their faces light up when they understand new skills.

Young children crave learning.
We (early educators) do not know the best practices to teach young children.

There is a lack of culturally relevant children's resources and books in our classrooms.

Attendance in early childhood programs including Pre-K is an issue. Many children do not attend early childhood programs, or if they are attending, the children are

chronically absent or tardy. Early childhood educators said that low attendance is due to parents not recognizing the value of the programs.

There are many barriers to parents reading and reading aloud to their children in their homes. Parents need more books, magazines, and newspapers in their homes. Some parents can't read. Children report that they lose their books at home.

Children have a very difficult time transitioning from childcare centers to kindergarten for many reasons: the structure of kindergarten, class size, transition to new teachers.

RESPONSES: FAMILIES

There are phenomenal early childhood programs in our community, including quality private early childhood centers, Head Starts, and public-school Pre-Ks.

We consider many early educators as part of our families.

Quality education is critical for our family's future success.

Even during difficult times, we try our best to teach our children.

Summers are unsafe. Families want safe, free places where children and families can meet and play together. Families are concerned about bullies and safety in summer programs, as well. Additionally, families noted that they did not believe there were summer opportunities for their kids in their neighborhoods.

Families need information. Parents noted that they did not know what to look for when choosing childcare. Families were also particularly concerned about the safety of early childhood centers, citing distrust as a reason not to enroll them.

Even when families want to engage, they lack access. Transportation was mentioned as a major issue. As one parent said, "I need to spend my money on food – not on a taxi to take us to story time."

RESPONSES: K-3 TEACHERS

Almost all teachers discussed how gratifying it is to see their students' progress throughout the year.

Teachers said that they appreciate and thrive on support and resources from their teaching colleagues.

Teachers emphasize that families are key first teachers of their children, and teachers appreciate when they can work together to support a child.

Kindergarten teachers noted that students who attended a quality Pre-K program are much more successful learners in kindergarten.

Challenging work conditions led teachers to feel exhausted and traumatized. "I am stressed, ready to quit any day, exhausted. I feel abused by the Administration."

Teachers have little ability to tailor learning to an individual child's needs. As one teacher said, "I have a second-grade student who knows ten letters of the alphabet and three words – and I have 26 other students. We need aides in the classroom."

We need more quality, substitute teachers. If a teacher is sick, many times students are just split up and sent to random other classrooms.

We are not part of the community where we work, and we do not have relationships with families. In addition, because of class size, it is difficult to make the classroom feel like a home.

We have administrative requirements that interfere with our classroom time. Expectations such as posting daily lesson plans, regular testing requirements, and curriculum compliance challenge teachers' ability to respond to needs in the classroom.

There is no agreement on what is a "good" reading curriculum. Across Districts, schools and even within classrooms, there are different reading curriculums, which makes it difficult to know what to do.

Teachers want quality classroom libraries with culturally relevant books.

Many schools' cultures are not centered around reading. School libraries are underutilized, and have outdated, culturally irrelevant materials. Teachers recommended more school-wide reading and writing events. They also recommended older children reading with younger children, and community members reading with children one-on-one to help them practice.

Teachers are very concerned about attendance and tardiness and cited them as an issue. Many Language Arts classes are taught at the beginning of the school day. SLPS teachers noted that their biggest barrier to teaching reading is that the majority of their students are tardy and most do not arrive at school until 9:30 am, which is after the Language Arts instruction is completed.

School District & Charter School Results

In all of the Districts, their priority initiative includes increasing reading proficiency (based on several school district's strategic plans, their initiatives align with Turn the Page STL- see *District Strategic Plan Priority Alignment*). When we asked Superintendents and Chief Academic Officers of School Districts and Directors of Charter Schools why the majority of their students are not reading proficiently by the end of third grade, they noted four major contributors:

1

Lack of Early Childhood Program Attendance

Students who do not attend quality early childhood programs are VERY likely not to be kindergarten ready. They noted that students who attend their District Pre-K programs are well prepared for kindergarten.

2

Untrained Teachers

The K-3 teachers were not taught how to teach a child to read, based on scientific and culturally competent practices.

3

Mobility

"Mobility rates are a huge challenge!" Normandy's mobility rate is as high as 40%. One District leader wrote, "mobility is particularly hard on children in the early grades because they are learning foundational skills. Multiple moves are associated with lower school engagement, poorer grades in reading and math, and a higher risk of dropping out of high school." Another wrote "I believe high mobility is one of the major factors why these students are poor readers and eventually drop out of school."

4

School Attendance

Improving school attendance is a major priority. Health issues, especially asthma and the flu, are barriers to consistent attendance.

District Strategic Plan Priority Alignment

	Third Grade Reading Proficiency	Equity	Kindergarten Readiness	Quality Professional Development for Teachers	Family Engagement	Attendance/ Mobility
Ferguson-Florissant School District	Reading Initiative/ Reading Framework	Equity-Based Inclusive Reform		Grow Your Own Teacher Program	Parent University	
Hazelwood Public Schools	**Goal #1:** Improve student achievement			**Objective #2:** Staff support services and Objective #5 quality curriculum & instruction, Goal #2 Enhance Professional Development	Objective #4: Parent Involvement and Community Partnerships Goal #3 Increase Parent and Community Engagement	
Jennings School District *(district plan not available but priorities are listed)*				Quality professional development for teachers		Highest priority
Normandy Schools Collaborative	Goal of increasing reading scores for all students by one grade level by 2020		Increase professional development in early learning education	Provide relevant quality professional Development in the area of Early Literacy/ Guided Reading		Their Highest Priority!!! 40% mobility rate.
St. Louis Public Schools	**#1 Benchmark** for SLPS' MSIP Accountability Plan is demonstrated gains in MAP Assessments		**Objective #5:** Ensure all SLPS preschoolers are kindergarten ready & beyond	**Objective #3:** Effective & Engaging Instruction	Objective #4: Engage parents as partners	Objective #8: Improve attendance rates
University City Public Schools	Skilled readers	Commitment to Principles of Equity		High priority!	Family & community engagement	

Relevant Reports & Studies

In the past five years, St. Louis has researched and reported issues around poverty, racism, and educational inequities. These reports highly emphasize that quality early childhood and kindergarten readiness needs to be a focus for our community to thrive, and it is essential for the academic success of our children.

1

Ferguson's Commission Report

An extensive and ever-evolving initiative outlining how we can create a racially equitable St. Louis. From their 2015 report, they called for action around education infrastructure reform, including (1) investing in early childhood education, and (2) supporting education innovation via a Taskforce and the development of an Innovative Education Hub. St. Louis now has a bustling, alive Innovation Hall! (*Link* to Ferguson's Commission Report)

2

For the Sake of All

A 2014 Washington University Study now called Health Equity Works, concluded that the number one recommendation for improving the health and well-being of African Americans in the St. Louis community is "to invest in quality early childhood development for all children." (*Link* to For the Sake of All)

3

Ready by 21 St. Louis

Ready by 21 St. Louis prioritized five outcomes for initial focus to amplify and accelerate work currently occurring in our community: access to health care, possess social emotional skills, kindergarten readiness, youth involved in community and career-ready youth. According to research from The Brookings Institution's Social Genome Project, success in these five priority areas are predictive of children achieving middle class by middle age. Ready by 21 St. Louis is powered by the backbone support of the United Way of Greater St. Louis. (*Link* to Ready by 21 St. Louis)

4

First Step to Equity Report

Led to the creation of the "The First Step to Equity Collaborative," this Report is an effort to ensure the first steps are taken to establish a sustainable early childhood education system for children ages 0-5 in the City of St. Louis and St. Louis County. (*Link* to First Step to Equity)

5

WEPOWER Playbook

St. Louis' response to the First Step to Equity Report, which created the Action Plan about what needs to happen to improve early childhood education. (*Link* to WEPOWER Playbook)

6

United Way of Greater St. Louis 2020 Community Needs Assessment

Fostering learning is one of the five pillars of the United Way Greater St. Louis' 2020 Community Needs Assessment. Their number one "Call to Action" is that because 50% of students in our total region are not proficient in third grade reading, the need for investing in early childhood education, K-12 education, and out-of-school time, must be addressed. (*Link* to United Way of Greater St. Louis 2020 Community Needs Assessment)

Root Causes Summary

Root Cause Analysis Summary

In alignment with the Collective Impact Process, "Turn the Page STL" held four Root-Cause Analysis focus groups to explore potential core areas that negatively affect third grade literacy proficiency rates in the St. Louis region. The focus groups consisted of stakeholders that contribute to the infrastructure of the St. Louis region through several community roles, including, but not limited to: Early Childhood Teachers, Early Childhood Directors, School Administrators, Private and Public Constituents, Nonprofit Administrators, and Elementary Educators/Administrators.

Turn The Page STL focuses its mission on five key initiatives. The National Grade-Level Reading

Campaign and the 2020 Turn the Page STL Community Needs Assessment identified these as major contributing factors to successfully achieving higher third-grade literacy rates. The five areas are teacher preparedness, family engagement/attendance, kindergarten readiness, and summer learning.

In order to capture the root-causes of why literacy rates are low in the St. Louis Region, a "Why-Why Here" strategic planning technique was implemented to ensure that the participants explored comprehensive reasons as well as local influencing factors. To effectively execute the "Why-Why Here" strategy, the work-groups were encouraged to use a "Yellow-Box" lens that asks the participants to consider all

causes that may contribute to the issue, as well as avoiding identifying possible interventions. Root-Cause Analysis is the second step in the overall Collective Impact Process. The steps include data collection, root cause analysis, logic model, selective interventions and strategic plan and action items.

We held four virtual root-cause analysis sessions in two-days, in one-hour increments. This is significant because analysis sessions are traditionally held for several hours in an onsite setting; however, due to the Covid-19 world pandemic, the process was adapted to make sure work-groups could contribute their individual input in a safe environment.

2 Issue Analysis (Root-Cause)

4 Selecting Interventions

1 Data Collection

3 Logic Modeling

5 Strategic Plan and Action Items
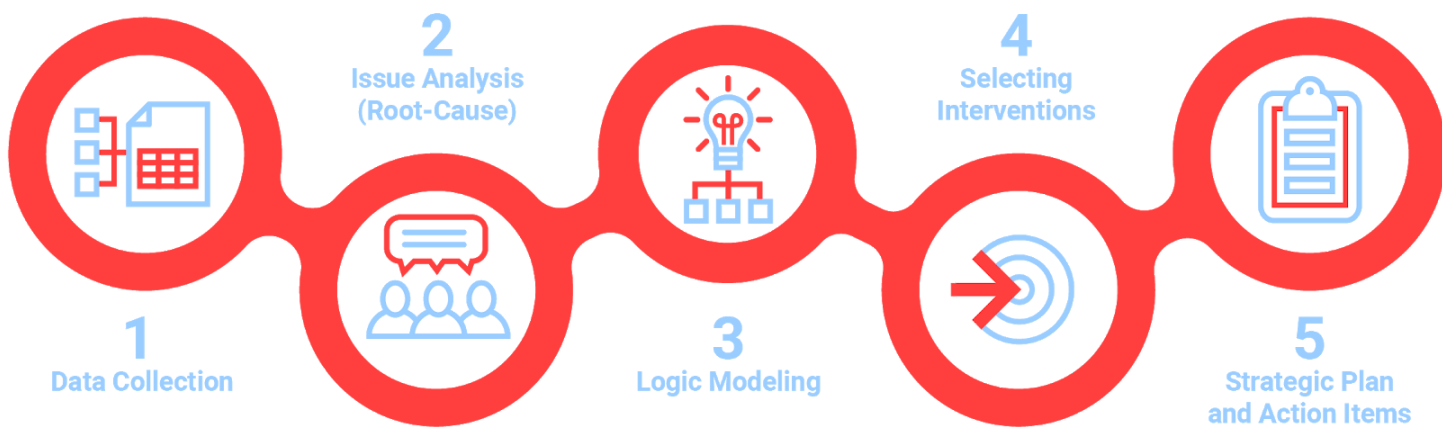
COLLECTIVE IMPACT PROCESS

Root Cause Analyses

Below, you will find a color-key that displays the first identified root-cause and the subsequent "why". Each color is an intellection of the previous. *Bolded content is Evaluator's added commentary or explanation.*

KEY

Starting Root Cause	Why 1	Why 2	Why 3	Why 4	Why 5	Why 6

KINDERGARTEN READINESS

Root Cause	Why					
Vocabulary - children from low income families have fewer words in their speaking vocabulary.	Need for early exposure.					
	SEL skills from birth, connectedness to family and community - baseline to even begin the learning process.	Trauma or prenatal birth on.	Families feel overwhelmed and need skills.			
	Families don't understand.	Families are not equipped and lack time.				
Childcare providers promoting reading skills.	Not enough quality childcare providers.	Pay.				
		Not enough head start providers, public pre-k spots in districts, limits to education.	Early childhood educators are not valued in our society – seen as babysitters.			
			Not considered a viable business option.	Not enough money in the state system.		
				Not looked at as professionals, does not amount to what is needed.		
Lack of trust and fear. *Further Analysis Not Clear*						
Family skill and access to books.	Affordability of books.	Is it more important to feed or to buy books? Families can't afford...	Basic needs aren't met.			
Families don't have time.	Lot of families work 2-3 jobs.	Put food on the table.	Injustice in our system.			
Access to and use of in-home support programs including P.A.T., nurses for newborns, etc.	Families parent like they were parented – the cycle continues.	The adults can't read	Lack of knowledge about the critical importance of reading to children, tuning in, taking turns, and talking with children.			

SUMMER LEARNING (IMPROVED EXPANDED LEARNING WITH LITERACY COMPONENTS)

Root Cause	Why		
Need for clarity of outreach.	Fast pace. *The urgency of information to go from in-person to online, due to Covid-19, caused disruption in how information was delivered to the parents.*		
	No access to internet.		
Matching the need.	Schedules.	Families need programs that fit their schedule.	
		Work commitments.	
		Library hours are limited.	
	We need more summer programs.	There are not enough quality, accessible summer learning opportunities for our lowest-income kids.	
	Transportation.		
	Some options make work for the families.		
	Hugely complicated by pandemic- lack of coordination amongst schools, providers, workforce and programs.		
Quality varies.	Clarity of language.		
Fear	Not familiar.		
	Not used to having opportunities.		
	Trust.		
	Families embarrassed- concerned they will have to read.		
Safety. *Further Analysis Not Clear*			
Cost.	Unaware of free options.	Cost to families is too high.	Cost to the community - private and public are expensive.
"Summer is fun" perception.	Perception that fun does not include literacy.	Kids need a break.	
Families are burnt out.	It is a lot!		
High level of mobility.	Affordable stable housing and access to schools and opportunities.	Poverty.	Racism.
Summer is too long, what about other school schedules?	Red lining- how do we find funding across the city?		
	We made summer "longer"- prioritize economic outcomes.		
Not coordinating literacy programs in other types of summer programs, including athletic or art, etc.			

FAMILY ENGAGEMENT/ATTENDANCE

Root Cause	Why			
Homelessness - numbers going up, shelter numbers increasing.	Pandemic.			
	Low skill workers.	Financial literacy.		
	Unaffordable rents.			
	Mandate of good housing.			
	Whole system is traumatized.			
	Hands are tied from policies on transportation.	It takes resources.	Decision making at state levels makes decisions without urban representation.	
			State leaders do not have an understanding of St. Louis issues - they don't seem like they care.	
	Revolving door for families.			
Families in trauma.	Systemic racism in our city.			
	History of being under-educated, under-employed, poverty, lack of access to resources.	"No way out" of poor conditions, inadequate housing.	Violence.	
Struggling school system.	Initiatives not talking to each other.	Disconnection.	Systemic racism.	
			Lack of trust between decision-makers. Families are not included in decision-making- lack of reboot.	Rural makes decisions for urban.
				Not enough representation of impacted communities.
			System protects the system.	
	Expectations on schools include transportation, food stamps and health supports.	Passing the buck.	No accountability in MO state governing bodies.	
			Disconnect between rural and urban - no dissemination.	
		System is by design.		
		Not including and talking to families- not accidental.	Decision makers are not impacted- it only falls on families.	No desire to change.
				Looking to punish school districts. → Keep North County ignorant, so we look bad.
				Looking to punish school districts. → System set up to make schools look bad, lack of resources.

					Higher funded schools preferred.	Sharecropping mode - vicious cycle.
Lack of representation in schools.	Working, still in school.	Depressed.	Feel that the education of their child is the job of the teacher and the school.	As an adult, they fear school – it was a bad experience for them.	The school is not part of their community.	Know that their children have to go to school – but don't see schools as a place that will benefit their children.
Child doesn't feel valued.	Racism and discrimination.					
No emphasis on early education.	Do not understand structure.					
	Basing decisions on morals.	Rural-urban divide.				
	Decision makers not making decisions with input from those most impacted.					
Families not heard when advocating for their child, creates fear.	Lack of funding.					
	Lack of accountability.					
	Social stigmas - puts shame on families.	Society has a lot of social stigma around mental health.				
		Don't put an emphasis on healthcare - don't care about the whole body.	Trauma.	No access to Medicare.	No access to Medicaid expansion.	
					75% of families kicked off of Medicaid.	

TEACHER PREPAREDNESS

Root Cause	Why		
Chicken & egg- learning without experience.	Lack of teaching experience when teachers begin their profession.	Beginning teachers most likely in the promise zone school districts.	
	Lack of mentor teachers.		
Systemic racism.	Teachers don't have the knowledge or experience of their students' cultural background.	Not just technical experience matters. Must connect with students.	Teacher education programs do not elevate a study of cultural competency in their programs.
		They are not part of the child and family's community.	Professional development and in-classroom coaching are crucial.
	Need to build relationships, show you really care, go beyond content.	Not having management skills or not feeling like they have enough time.	Not embedded in teacher expectations.
	85% of teachers are white.	Cultural bias in state tests.	
Difficult to find certified teachers.	K-2 have to be the best teachers that understand the science of reading.	Seasoned teachers need to go through MAP Testing.	Teachers need professional development.
Teaching is hard and elementary teachers are asked to teach all subjects. It's been my experience that teachers don't have enough time built into the school day to adequately prepare. *Further Analysis Not Clear*			
Districts need to look at what is really needed for staff.	Need for in-service supports for teachers.	Often PD is too big-picture. Teachers are hungry for the practical… that's why they seek out resources from Teachers Pay Teachers. On the flip side of that, prescriptive PD designed around a goal of fidelity takes away the autonomy of teachers.	
	I think that for some teachers they are not getting enough direct coaching when it comes to teaching reading and then they develop ineffective teaching strategies. It is easy to fall into teaching practices you are familiar with versus teaching practices that are effective.	Many Second Priorities when it comes to learning more effective ways to teach reading.	
		Research also shows that what students learn in teacher preparation may not be the way that their mentor teachers were prepared to teach, so what they see in real classrooms does not align with what they are learning at the university. That is another reason why teachers don't feel prepared. They learn the content in university but have trouble with the application of it.	
	Set priorities. *Reference to the need of in-service for teachers set up structurally in yr.1 and then adding on skills in year 2.*		
	So much teacher mobility.	How do you move teachers along the spectrum who are good teachers but could be better?	
		How are we catching teachers up when they are not with you during the previous school year?	
Licensure/certification may be a barrier.	Some people may be skilled but not credentialed.		
	Emphasis on 'buddy in the classroom' - teacher shortage.		
	Cultural bias in the state test.		
	Classroom teachers who do not have certification, let alone literacy license.		
Some teachers do not	Cannot leave reading to a specialist.		

come from a training program.		
Debate over the 'best' way to read.	Gets in the way of action.	
	I'm doing a lot of thinking writing about the Reading Wars. Whole language constructivist does not mean no phonics. There really is common ground (did my dissertation on that). Lots to say on this point.	
Teaching is not for everyone.	Needs to come from the heart.	
Some schools/districts lack a high quality ELA curriculum. This leads teachers to utilize sites like TPT that are not always to quality/level of rigor students need. (See Opportunity Myth from TNTP).		
Assessments can often lead teachers to make instructional decisions that are not always best practice or in the best interest of students.	Assessments are tied to funding.	Funding is important.
		Teacher accountability - evaluated based on assessment.
	Leads to compliance.	
	Data not always used to inform instruction.	
	Teachers often do not understand the purpose of the various assessments they are asked to give. Not blaming the teachers, but the "why" of assessment is often lost and results in multiple assessments. A lot of collection happens, but not a lot of use of the data.	
	I think the purpose of assessment is not always clear to everyone in our district from the Superintendent to the principal, teachers, families and students.	
Reading and learning should be fun, but the pressure teachers feel to push their students to be strong readers often lead them to make decisions that take the joy out of learning.	A lack of joy is a barrier to success. Joy for the teachers and the students.	
	Need for cultural responsiveness.	
	Need to match the science of reading with the joy of reading.	
Teach More Test Less, Mel Duke's work	Teach method correctly.	Over-testing - need a better balance.
	The push for accountability can also get in the way. Some districts/schools are asking teachers to turn in data every week which leaves little time for teaching and little time for determining what the data means and how to respond through well-designed instruction.	
	Variety of ways to teach phonics.	
	Empowering teachers, don't over-test.	
Trauma and secondary trauma.	Difficult for students experiencing trauma to concentrate and learn.	
	Needing to respond to difficult behaviors.	Draining teachers.
	Is one of our challenges that we ask teachers to do too much? Should elementary teachers have to be experts in math, ELA, Science, SEL instruction...? How could we narrow the scope for them?	
	Teachers leaving the profession.	

Integrated Root Cause Analysis

While the first set of four charts were the specific workgroup's analysis, in the next group of root-cause analysis charts, the Collective Impact evaluators integrated the collective voice of all four workgroups. The team combined participant's voices together, without compromising the authenticity of what actually was spoken in each session. In order to further establish clear goals and shared analysis. This portion of the process is imperative in identifying trending themes and other possible root causes to why children are not reading proficiently by the end of third grade.

There were six overarching identifiable root-cause themes.

Integrated Root Cause	Definitions
Collective Voice	Represents the underrepresented voices of families, educators, and children.
Relationships	The mental, emotional and other connectedness and communication between families, teachers and other community stakeholders.
Psychological & Physical Safety	The presumption that any community member, family, or educator will not be harmed physically, mentally, or emotionally for expressing their own thoughts, ideas or opinions.
Time Constraint	The perspective and pressure that families and educators experience while trying to help students.
Broken System(s)	Historic structural and institutional practices that have had a negative impact to the success of student's literacy.
Access to Resources & Financial Support	Represents the need for money and other support infrastructure, specifically in the St. Louis region.

While these integrated root-causes are vague, and huge to tackle, it will allow the participants to look deeper into certain infrastructures to identify organizations and agencies that are doing the work in the community. This will allow this entire workgroup to reach out and create relationships to address some of the larger influential factors that negatively affect literacy.

The color-key used for the integrated root cause analyses is shown below.

KEY

Root Cause	Why 1	Why 2	Why 3	Why 4	Why 5	Why 6	Why 7

INTEGRATED ROOT CAUSE: COLLECTIVE VOICE

Root Cause	Why						
Collective Voice	Families not heard when advocating for their child, creates fear.	Lack of funding.					
		Lack of accountability.					
		Social stigmas- puts shame on families.	Society has a lot of social stigma around mental health.				
			Don't put an emphasis on healthcare - don't care about the whole body.	Trauma.	No access to Medicare.	No access to Medicaid expansion.	
						75% of families kicked off of Medicaid.	
	Vocabulary - children from low-income families have fewer words in their speaking vocabulary.	Need for Early Exposure					
		SEL skills from birth, connectedness to family and community- baseline to even begin the learning process.	Trauma or prenatal birth.	Families feel overwhelmed and need skills.			
		Families don't understand.	Families are not equipped and lack time.				
	Quality varies.	Clarity of language.					
	Need for clarity of outreach.	Fast pace.					
		No access to internet.					
	Lack of representation in schools.	Working, still in school.	Depressed.	Feel that the education of their child is the job of the teacher and the school.	As an adult, they fear school– it was a bad experience for them.		
	No emphasis on early education.	Do not understand structure.					
		Basing decisions on morals.	Rural-urban divide.				
		Decision makers not making decisions with input from those most impacted.					

INTEGRATED ROOT CAUSE: RELATIONSHIP

Root Cause	Why	
Relationship	Child doesn't feel valued.	Racism and discrimination.
	Lack of trust and fear.	
	Fear.	Not familiar.
		Not used to having opportunities.
		Trust.
		Families embarrassed- concerned they will have to read.
	Not coordinating literacy programs in other types of summer programs, including athletic or art, etc.	

INTEGRATED ROOT CAUSE: PSYCHOLOGICAL & PHYSICAL SAFETY

Root Cause	Why		
Psychological and Physical Safety	Safety.		
	"Summer is fun" perception.		
	Reading and learning should be fun, but the pressure teachers feel to push their students to be strong readers often lead them to make decisions that take the joy out of learning.	So a lack of joy is a barrier to success. Joy for the teachers and the students.	
		Need for cultural responsiveness.	
		Need to match the science of reading with the joy of reading.	
	Families in trauma.	Systemic racism in our city.	
		History of being under-educated, underemployed, poverty, lack of access to resources.	"No way out" of poor conditions, inadequate housing.	Violence.
	Trauma and secondary trauma.	Difficult to concentrate.	
		Needing to respond to difficult behaviors.	Draining teachers.
		Is one of our challenges that we ask teachers to do too much? Should elementary teachers have to be experts in math, ELA, science, SEL instruction...? How could we narrow the scope for them?	
		Teachers leaving the profession.	

INTEGRATED ROOT CAUSE: TIME

Root Cause	Why		
Time	Families don't have time.	Families work 2-3 jobs.	Need to put food on the table.
	Families are burnt out.	It's a lot!	
	Summer is too long, what about other school schedules?	Red lining- how do we find funding across the city?	
		We made summer "longer"- prioritize economic outcomes.	
	Teaching is hard and elementary teachers are asked to teach all subjects. It's been my experience that teachers don't have enough time built into the school day to adequately prepare.		
	Teach More Test Less, Mel Duke's work	Teach method correctly.	Over testing- need a better balance.
		The push for accountability can also get in the way. Some districts/schools are asking teachers to turn in data every week which leaves little time for teaching (to Sam's point) and little time for determining what the data mean and how to respond through well-designed instruction.	
		Variety of ways to teach phonics.	
		Empowering teachers, don't over test.	

INTEGRATED ROOT CAUSE: BROKEN SYSTEM(S)

Root Cause	Why			
Broken System(s)	Systemic racism.	Teachers don't have the knowledge or experience of their students' cultural background.	Not just technical experience matters. Must connect with students.	Teacher education programs do not elevate a study of cultural competency in their programs.
			They are not part of the child and family's community.	Professional development and in-classroom coaching are crucial.
		Need to build relationships, show you really care, go beyond content.	Not having management skills or not feeling they have enough time.	Not embedded in teacher expectations.
		85% of teachers are white.	Cultural bias in state tests.	
	Struggling school system.	Initiatives not talking to each other.	Disconnection.	Systemic racism.
				Lack of trust between decision-makers. — Rural makes decisions for urban.
				Not enough representation of impacted communities.

				Families are not included in decision-making, lack of reboot.		
				System protects the system.		
		Expectations on schools include transportation, food stamps and health supports.	Passing the buck.	No accountability in MO state governing bodies.		
				Disconnect between rural and urban- no dissemination.		
			System is by design.			
			Not including and talking to families- not accidental.	Decision makers are not impacted- it only falls on families.	No desire to change.	
					Looking to punish school districts.	Keep North County ignorant, so we look bad.
						System set up to make schools look bad.
						Lack of resources.
						Higher funded schools preferred. / Sharecropping model- vicious cycle.
	Districts need to look at what is really needed for staff.	Need for in-service supports for teachers.	Often PD is too big-picture. Teachers are hungry for the practical...that's why they seek out resources from Teachers Pay Teachers (A sore spot for me, Colby!). On the flip side of that, prescriptive PD designed around a goal of fidelity takes away the autonomy of teachers.			
		I think that for some teachers they are not getting enough direct coaching when it comes to teaching reading and then they develop ineffective teaching strategies. It is easy to fall into teaching practices you are familiar with versus teaching practices that are effective.	Lots of secondary priorities when it comes to learning more effective ways to teach reading.			
			Research also shows that what students learn in teacher preparation may not be the way that their mentor teachers were prepared to teach, so what they see in real classrooms does not align with what they are learning at the university. That's another 'why 'of why teachers don't feel prepared. They learn the content in university but have trouble with the application of that.			
		Set priorities.				
		So much teacher mobility.	How do you move teachers along the spectrum who are good teachers but could be better?			
			How are we catching teachers up when they are not with you during the previous school year?			
	Chicken & egg- learning without experience.	Haven't had the opportunity to teach yet.	Beginning teachers most likely working In the Promise Zone School Districts.			

		Lack of mentor teachers.		
	Difficult to find certified teachers.	K-2 have to be the best teachers that understand the science of reading.	Seasoned teachers need to go through MAP Testing.	Teachers need professional development.
	Assessments can often lead teachers to make instructional decisions that are not always best practice or in the best interest of students.	Assessments are tied to funding.	Funding is important.	
			Teacher accountability- evaluated based on assessment.	
		Leads to compliance.		
		Data not always used to inform instruction.		
		Teachers often do not understand the purpose of the various assessments they are asked to give. Not blaming the teachers, but the "why" of assessment is often lost and results in multiple assessments. A lot of collection happens, but not a lot of use of the data. I think the purpose of assessment is not always clear to everyone in our district from the Superintendent to the principal, teachers, families and students.		
	Debate over the 'best' way to read.	Gets in the way of action.		
		I'm doing a lot of thinking writing about the Reading Wars. Whole language constructivist doesn't mean no phonics. There really is common ground (did my dissertation on that). Lots to say on this point.		
	Some schools/ districts lack a high quality ELA curriculum. This leads teachers to utilize sites like TPT that are not always to quality or level of rigor students need. (See The Opportunity Myth from TNTP).			

INTEGRATED ROOT CAUSE: ACCESS TO RESOURCES & FINANCIAL SUPPORT

Root Cause	Why			
Access To Resources And Financial Support	Homelessness- numbers going up, shelter numbers increasing.	Pandemic.		
		Low skill workers.	Financial literacy.	
		Unaffordable rents.		
		Mandate of good housing.		
		Whole system is traumatized.		
		Hands are tied from policies on transportation.	It takes resources.	Decision making at state levels makes decisions without urban representation.
				State leaders do not have an understanding of St. Louis issues- they don't seem like they care.
		Revolving door for families.		
	Cost.	Unaware of free options.	Cost to families is too high.	Cost to the community- private and public are expensive.
	Family skill and access to books.	Affordability of books.	Is it more important to feed or to buy	Basic needs aren't met.

			books? Families can't afford...	
	Access to and use of in-home support programs including P.A.T., Nurses for Newborns, etc.	Families parent like they were parented– cycle continues.	The adults can't read.	Lack of knowledge about the critical importance of reading to children, tuning in, taking turns, and talking with children.
	High level of mobility.	Affordable stable housing and access to schools and opportunities.	Poverty.	Racism.
	Some teachers do not come from a training program.	Can't leave reading to a specialist.		
	Childcare providers promoting reading skills.	Not enough quality childcare providers.	Pay.	

Childcare providers second portion:

Not enough Head Start providers, public pre-K spots in Districts.	Early childhood educators are not valued in our society– seen as babysitters.	
Limit to education.	Not considered a viable business option.	Not enough money in the state system.
		Not looked at as professionals, does not amount to what is needed.

Matching the need section:

Matching the need.	Schedules.	Families need programs that fit their schedule.
		Work commitments.
		Library hours are limited.
	We need more summer programs.	There are not enough quality, accessible summer learning opportunities for our lowest-income kids.
	Transportation.	
	Some options make work for the families.	
	Hugely complicated by pandemic.	
	Lack of coordination amongst schools, providers, workforce and programs.	

Narrative of Root-Cause Analysis Work-Groups

Participants in the workgroups were encouraged to explore all possible reasons that could affect grade-level reading proficiency. This reasoning allowed work-group members to share whatever they felt were major contributing factors. It also allowed them to think from both a macro and micro-level, even if the cause was outside the scope of what Turn the Page STL could control.

Trending comprehensive root-causes that appeared in the analysis around the work-groups were issues of systemic racism, poverty, lack of resources, and local governance.

Several work-groups noted that one of the underlying issues is Missouri State Government and the disconnect between how rural Missouri is served compared to urban Missouri. One work-group stated that the state government puts a lot of responsibility on some of the urban school districts when it comes to things such as healthcare for their students and families, housing, and safety. This line of reasoning also exposed how systemic racism is a foundational principle embedded in the fabric of local governance. If families, schools, and communities are always performing out of a deficit of emotional, financial, and mental health resources, then how can we positively affect literacy rates in the St. Louis region?

Another comprehensive root-cause observation was the overabundance of fear and lack of trust within the communities. The historical context of what systemic racism has done to our communities as a whole, becomes a barrier to building relationships between families, educators and other community stakeholders. An example of miscommunication and mistrust is that some families are apprehensive about sending their children to summer learning programs based off of the fact that good programs cost, do not work for families work schedules, or may lack quality.

Some participants indicated that in order to build meaningful relationships, families should be included in some of the decision-making processes when it came to serving their children. In addition, imperative to relationship building, participants focused on the fact that not only did some of the teachers lack the cultural competency and context skills necessary in dealing with black and other underrepresented students, but also were likely not engaged as members of the child and families community.

Trauma and pressure also stood out as a major performance indicator for educational providers, families and students. Families are in survival mode, dealing with hectic schedules, pressures of provision, and stress that comes from so many different variables. Pre-K educators and administration are traumatized with the lack of funding, the experiences of their students, and the lack of training and respect. Our public school educators experience "burn out", lack of professional development, pressure from administration as well as dealing with their own lives, livelihoods, mental, and physical health. School administrators experience trauma with the continual buy-in of governance to a "broken system" and the amount of pressure and unnecessary politics required to receive funding.

The root-cause analysis reflects the data collected in the beginning of the Collective Impact Process in understanding why literacy rates are below average in the St. Louis Region. These findings put the initiative one-step closer to finding interventions that will positively influence third grade literacy rates.

4
Logic Models

Logic Model Summary

MISSION

The mission of Turn the Page STL, the St. Louis Chapter of the National Campaign for Grade Level Reading, is to work together, align and lead a city-county wide literacy initiative, in order to increase the number of children that are reading at or above grade level by the end of third grade in the St. Louis Community.

CONTEXT

Third grade reading proficiency is currently defined for a student who scores "proficient" or "advanced" in the third-grade English Language Arts exam by the Missouri Assessment Program (MAP). Each chart below was developed in the following contexts:

1
Systemic Racism

3
Lack of Resources

5
System is Traumatized

2
Poverty

4
Local Governance vs. State Governance

6
Families Lack Trust in & Fear the System

LOGIC MODEL INPUTS

Funding	TTPSTL Partners	TTPSTL Collaboratives	TTPSTL Work is Based on Community Priorities, Initiatives & Research
• Public & Private Investment • Local & National Investment • In-Kind (eg. Ready by 21's Foundational Team)	• Public Libraries • School Districts & Charter Schools • Head Starts & Childcare Centers • Home-Based Childcare Centers • Families • Literacy Collaborative • Early Learning Nonprofit Providers • Literacy Nonprofit PD Providers • Home Visitation Programs • Universities • Professional Development Providers • St. Louis City, St. Louis County, and Missouri	• National Campaign for Grade Level Reading (GLR) • RCN (newly formed Regional Early Childhood Council) • St. Louis Economic Development Council/St. Louis Promise Zones • WEPOWER STL, SKIP & KidsWinMO • Community Impact Network (Normandy) • ED Hub • Business collaboratives	• Forward Through Ferguson • Health Equity Works • United Way of Greater St. Louis Priorities/Strategic Plan • First Step to Equity Report • WEPOWER STL Playbook • Ready by 21's Strategic Plan • National Campaign for Grade Level Reading

GOAL OF TURN THE PAGE STL

The outcomes from each of the the charts below should lead to the following goal:
St. Louis is a community with no disparities in literacy, based on race or zip code. All children are able to read proficiently by the end of third grade, contributing to their long-term academic outcomes (eg. graduating from high school, career readiness), and personal well-being.

LOGIC MODEL: KINDERGARTEN READINESS - C1 (2021-2023)

C1.A

Strategies	Tactics	Outputs	Outcomes
Support agencies to improve quality and access to early childhood programs.	(C1.A) Provide support, incentives and recognition for childcare facilities working towards licensing and accreditation via ChildCare Aware, United 4 Children, ARCHS, S.T.A.R., LUME, etc. Professionalize the early childhood profession (providing support, changing consequences).	(C1.A) Work with organizations to provide an annual recognition ceremony (in May) for high- quality early childhood educators, specifically those who have shown improvement in literacy instruction. Provide rewards, awards for centers who have been accredited, taken X number of professional development hours, etc. (This recognition ceremony will include early childhood educators (C.1.a) & K-3 teachers (E1.a).)	*By fall 2023, an increase of 15% of students who are kindergarten- ready; based on their school district's K-readiness assessment (meta measure- each scale has low/high look across multiple scales). Baseline data will be collected annually from the 7 Promise Zone School Districts.*

C1.B

Strategies	Tactics	Outputs	Outcomes
Support agencies to improve quality and access to early childhood programs.	(C1.B) Increase awareness and accessibility of early childhood literacy best practices for all centers/providers in the Promise Zone.	(C1.B) Align with (C3) in hosting (or co- hosting) an annual literacy awareness, resource, equity conference (in October). Publish best practices and resources on the website and share via the e-newsletter and social media. Work with professional development providers like United 4 Children, ARCHS, LUME, Childcare Aware, etc. to incorporate literacy best practices learned in the conference.	*By fall 2023, an increase of 15% of students who are kindergarten- ready; based on their school district's K-readiness assessment (meta measure- each scale has low/high look across multiple scales). Baseline data will be collected annually from the 7 Promise Zone School Districts.*

Outcomes Note: Will also annually analyze and report overall mean score increases on PALS-PreK (phonological awareness literacy screening assessment) for St. Louis Pre-K students participating in Missouri's Comprehensive Literacy State Development program.

C1.C

Strategies	Tactics	Outputs	Outcomes
Support agencies to improve quality and access to early childhood programs.	(C1.C) Support the work of local early childhood collective impact organizations, including Ready by Five, the RCN, Generate Health's Home Visiting Collaborative, Kids Win Missouri, Nine Network, Vision for Children at Risk/ASQ screenings, among others (provide support).	(C1.C) Actively participate and bring literacy to the forefront in initiatives in the newly formed RCN, Kids Win Missouri (in early childhood policy meetings), Ready by Five, and Missouri's Preschool Development grant/ DESE's Office of Early Learning. Advocate and support St. Louis in becoming an Early Learning Nation. In the Turn the Page STL bi-monthly e-newsletter and social media pages, inform and provide 2-3 annual calls to action.	*By fall 2023, an increase of 15% of students who are kindergarten- ready; based on their school district's K-readiness assessment (meta measure- each scale has low/high look across multiple scales). Baseline data will be collected annually from the 7 Promise Zone School Districts.*

C1.D

Strategies	Tactics	Outputs	Outcomes
Support agencies to improve quality and access to early childhood programs.	(C1.D) Collect and share data from school district's about their kindergarten readiness assessments and results. Explore the possibility of aligning assessments (share information, design in mind).	(C1.D) Write, distribute and collect data from school districts by March 2021.	*By fall 2023, an increase of 15% of students who are kindergarten- ready; based on their school district's K-readiness assessment (meta measure- each scale has low/high look across multiple scales). Baseline data will be collected annually from the 7 Promise Zone School Districts.*

LOGIC MODEL: SUMMER LEARNING - C2 (2021-2023)

C2.A

Strategies	Tactics	Outputs	Outcomes
(C2.A) Collect and share information about high-quality, affordable summer programs with literacy content with students and families.	(C2.A C3.A & F1.A) Create Reading Captains. Find and support an organization that will recruit, train, organize, support and compensate reading captains in Promise Zone neighborhoods who will share literacy information (programs, summer opportunities, home visitation programs, resources, early childhood info, school info, etc.) provided by our collaborative (sharing information, providing support, changing consequences, design in mind).	(C2.A) Find and support an organization that will annually recruit, train, organize, and support/compensate 20 to 30 Reading Captains, based on information provided by Read by Fourth in Philadelphia.	*(C2) By fall 2023, an increase of 15% more students, K-3, maintaining their reading proficiency over the summer. End-of-school year aggregate test score data will be compared with beginning of year aggregate data per school. Baseline data will be collected from school districts spring 2019 and compared to fall 2019. Data will be collected of kindergarten students at the end of their year school year, pre and posts for first, second and third grade, and data from fourth grade students at the beginning of their year.***
	(C2.A) Advocate for funding to open additional Freedom Schools* in the Promise Zone footprint (enhancing access, design in mind).	(C2.A) Determine costs and approach two funding sources about opening additional Freedom Schools.	

* Freedom Schools have been a successful summer learning program in St. Louis. A model of the Children's Defense Fund, the CDF Freedom Schools program enhances children's motivation to read and makes them feel good about learning.

C2.B

Strategies	Tactics	Outputs	Outcomes
(C2.B) Link and promote literacy programs with summer and afterschool programs.	(C2.B) Inform and incentivize summer and out-of-school programs about literacy programs and resources. "20 minutes a day of reading will keep the summer slide away." (share information, provide support, enhance access)	(C2.B) With Blueprint 4 Summer, annually convene a meeting of summer program providers to connect them to outside literacy programs and/or work with them to design their own literacy programs and plans. Provide incentives and assist in monitoring.	*(C2) By fall 2023, an increase of 15% more students, K-3, maintaining their reading proficiency over the summer. End-of-school year aggregate test score data will be compared with beginning of year aggregate data per school. Baseline data will be collected from school districts spring 2019 and compared to fall 2019. Data will be collected of kindergarten students at the end of their year school year, pre and posts for first, second and third grade, and data from fourth grade students at the beginning of their year.***

Strategies	Tactics	Outputs	Outcomes
(C2.C) Collect and analyze data about summer programs and where and how many students attend.	(C2.C) Work with Blueprint for Summer to strategize how to collect student participation data at summer programs, such as where and how many students attend (share information, provide support).	(C2.C) Ongoing work.	*(C2) By fall 2023, an increase of 15% more students, K-3, maintaining their reading proficiency over the summer. End-of-school year aggregate test score data will be compared with beginning of year aggregate data per school. Baseline data will be collected from school districts spring 2019 and compared to fall 2019. Data will be collected of kindergarten students at the end of their year school year, pre and posts for first, second and third grade, and data from fourth grade students at the beginning of their year.***

** Turn the Page STL will work with Blueprint for Summer and the UMSL's Regional Data Alliance to design a measurement tool to collect summer participation in programs.

LOGIC MODEL: LITERACY COLLABORATIVE - C3 (2021-2023)

C3.A

Strategies	Tactics	Outputs	Outcomes
(C3.A) Link and support students, families, centers and schools to literacy-related experiences.	(C3.A) Communicate with centers, schools, and families about high-quality, outcome-based literacy programs, both available at their school or as an offsite opportunity (share information).	(C3.A) Meet annually with school districts, charters and centers about literacy opportunities. Provide a list of opportunities twice a year.	*(C3) An overall increase of 10% more participation of students, families, centers and schools in literacy-related experiences, starting fall 2021 compared with fall 2023. Turn the Page STL's Literacy Collaborative will design and provide information to track engagement.*
		(C3.A, C2.A & F1.A) Train, support, compensate and provide resources to Reading Captains so that they can communicate information to neighborhood community members. In addition to information, Reading Captains could have a little library on their front lawn, story time once a week, a free resource day.	
	(C3.A) Work with Oasis, YRead, among other tutoring organizations to increase their capacity in the Promise Zone schools (enhance access).	(C3.A) Meet with 2-3 tutoring programs and write a plan together about increasing capacity.	
	(C3.A) Provide information, support, and connections to improve in-school literacy culture. This may include communicating best practices and finding funding for schools (1) to host school-wide reading events via PAT, ABC Today, etc. (2) to have quality school libraries with high-interest books (Ready Readers, STL Black Authors, etc.), and (3) to provide on-line storytimes with the principals at night, and/or online reading buddies, etc.). (Share information, provide support, change consequences, design in mind.)	(C3.A) Meet with the school districts to discuss and determine their needs to improving in-school literacy culture. Based on the response, choose 3 or 4 schools, write a plan for improving literacy culture, and find funding.	

Strategies	Tactics	Outputs	Outcomes
(C3.B) Convene and connect providers (centers, schools, nonprofits, libraries, funders, public).	(C3.B) Convene a Literacy Collaborative of providers (share information, provide support).	(C3.B) Convene twice a month.	*(C3) An overall increase of 10% more participation of students, families, centers and schools in literacy-related experiences, starting fall 2021 compared with fall 2023. Turn the Page STL's Literacy Collaborative will design and provide information to track engagement.*
	(C3.B) Write and distribute a Literacy Collaborative e-newsletter (share information).	(C3.B) Write and distribute an e-newsletter once a month that highlights the work of literacy programs, collaboratives (C1.C), family & educator voices (E1.C), policy and advocacy initiatives, and best practices locally and nationally around literacy.	
	(C3.B) Host or co-host a literacy and equity conference in St. Louis - virtually or in person (share information, build skills, change consequences, design in mind).	(C3.B) Align with (C1) in hosting (or co-hosting) an annual literacy awareness, resource, equity conference (in October). Publish best-practices and resources on the website and share via the e-newsletter and social media. Work with professional development providers and literacy organizations to incorporate literacy best practices learned in the conference.	

LOGIC MODEL: TEACHER PREPAREDNESS - E1 (2021-2023)

E1.A

Strategies	Tactics	Outputs	Outcomes
(E1.A & C1) Provide reasoning and resources to improve the quantity and quality of culturally-competent professional development and in-classroom coaching to improve the skills of teachers to teach students to read.	(E1.A) Align with literacy professional development organizations to assure that professional development and in-classroom coaching are culturally-competent,* scientifically-based and focus on how to reduce interrupted learning. (Professional development needs to align with school district strategic plans). (Share information, build skills, design in mind.)	(E1.A) Create and host a panel discussion (may be part of the annual literacy awareness, resource, equity conference in October) about how teaching reading must be taught through a lens of racial equity. Keynote speaker example: Zaretta Hammond. After the discussion/ conference, teachers can apply to receive in-classroom coaching and resources, based on the model presented.	(E1) By 2025, ninety (90)% of teachers participating in the MO Comprehensive State Development Program will demonstrate an increase in self-efficacy to teach students literacy skills that lead to reading proficiently by the end of third grade, including skills to "layer" supports for students and use culturally-relevant materials.

Note: By 2025, 90% of the schools participating in the Missouri Comprehensive State Development Program will have designed a comprehensive literacy plan that reflects evidence-based literacy instruction, aligned with Missouri Learning Standards and the Missouri Literacy Plan, as measured by a comprehensive literacy rubric, generated by Show Me Literacies Collaborative.

(E1.A) By 2025, 90% of participating teachers in Missouri's Comprehensive Literacy Development on-line programs will demonstrate an increased capacity for teaching literacy, as measured by the Show Me Literacies Collaborative Teacher Inquiry Project rubric. |
	(E1.A) Procure additional funding for culturally-competent, scientifically-based professional development and in-classroom coaching (provide support, enhance access).	(E1.A) Request funds to sustain professional development and coaching that is currently being provided by the Missouri Literacy Development Grant.	
	(E1.A) Work with an organization like the St. Louis Literacy Association to provide recognition and big incentives ($) for Literacy Teacher of the Year and/or Mentor Literacy Teacher of the Year (share information, provide support).	(E1.A) Organize and hold an annual recognition ceremony (in May) for teachers, specifically those who have shown improvement in literacy instruction. Provide rewards and awards for teachers nominated by districts. (This recognition ceremony will include early childhood educators (C.1A) and K-3 teachers (E1.A).	
	(E1.A) Communicate and market Missouri's Comprehensive Literacy Development Program's educational on-demand professional learning resources for all teachers.	(E1.A) Send information with follow-up calls to school districts and schools about the learning opportunities.	
	(E1.A) Work with districts and the state to fund professional development for teachers on how to assess dyslexia, state-mandated screenings for dyslexia (build skills, provide support).	(E1.A) Research national best practices in screening for dyslexia, align with the Missouri Comprehensive Literacy Program, and share with the 7 Promise Zone School Districts. Collaborate with the Churchill dyslexia initiative.	

* With the hopes that culturally competent p.d. can lead to culturally competent curriculum, instruction, and assessment.

Strategies	Tactics	Outputs	Outcomes
(E1.B) Improve relationships and build trust between educators and families.	(E1.B & F1.C) Support and build capacity for school/home partnerships including FELS (Family Engagement Liaisons in Normandy), ABC Today with Big Brothers, Big Sisters, the national PIQE (Parent Institute for Quality Education) model, the national program- Parent-Teacher Home Visits, and the national program "Communities in School" (share information, provide support).	(E1.B & F1.C) Outline costs and capacity for local and national family/teacher support programs. Share information with the 7 Promise Zone School Districts.	*(E1) By 2025, ninety (90)% of teachers participating in the MO Comprehensive State Development Program will demonstrate an increase in self-efficacy to teach students literacy skills that lead to reading proficiently by the end of third grade, including skills to "layer" supports for students and use culturally-relevant materials.* ***Note:*** *By 2025, 90% of the schools participating in the Missouri Comprehensive State Development Program will have designed a comprehensive literacy plan that reflects evidence-based literacy instruction, aligned with Missouri Learning Standards and the Missouri Literacy Plan, as measured by a comprehensive literacy rubric, generated by Show Me Literacies Collaborative.*
	(E1.B & F1.C) Align families and early childhood programs like S.T.A.R. to teach K-3 teachers about best practices in communicating with families (build skills, provide support, enhance access, change consequences, design in mind).	(E1.B & F1.C) Organize a focus group of families, early educators and K/1 teachers to get input on needs and how to align. Share data with school districts and early childhood programs.	
	(E1.B & F1.C) Give both families and educators a voice, particularly in media, with other programs, and in the monthly Literacy Collaborative e-newsletter (design in mind).	(E1.B & F1.C) Interview a family member and/or educator monthly about the importance of reading, what they enjoy, what they need. Share on website, e-newsletter and on social media.	

LOGIC MODEL: FAMILY ENGAGEMENT - F1 (2021-2023)

F1.A

Strategies	Tactics	Outputs	Outcomes
(F1.A) Connect families to resources and opportunities to increase their participation in literacy activities with their children at home, in school, and in the community.	(F1.A) Advocate for high speed internet access in the Promise Zone neighborhoods (enhancing access, changing consequences, design in mind, policy change).	(F1.A) Participate, engage and support the newly formed Regional Coalition for Digital Equity and Inclusion.	*(F1) An overall increase of 10% more participation of families in literacy activities with their increase in understanding and support for their children learning to read, as analyzed via a survey by Reading Captains starting fall 2021 to be compared with fall 2023. The organization recruited to lead the Reading Captains program will design the survey and provide the information to track data.*

F1.B

Strategies	Tactics	Outputs	Outcomes
(F1.B) Support quality literacy experiences and resources for families.	(F1.B) Share information via media to schools/centers, and in the community via Reading Captains. Resources may include home visiting programs, media (online story times, PBS, St. Louis Black Authors), literacy experiences (museums, festivals, fairs), Books N Bros, Eye See Me Bookstore, etc.). (Share information.)	(F1.B) Publish a monthly e-newsletter, update website, and provide monthly resources and information for schools, centers, and Reading Captains.	*(F1) An overall increase of 10% more participation of families in literacy activities with their increase in understanding and support for their children learning to read, as analyzed via a survey by Reading Captains starting fall 2021 to be compared with fall 2023. The organization recruited to lead the Reading Captains program will design the survey and provide the information to track data.*
	(F1.B) Support the building of a storybook walk in Promise Zone neighborhoods.(design in mind).	(F1.B) Research space and cost for a storybook walk in the Promise Zone. Collaborate with the St. Louis County Economic Council among other collaborative initiatives.	
	(F1.B) Support the expansion of the Reach Out and Read, a national program in St. Louis (pediatricians giving/prescribing books to children.). (Enhance access.)	(F1.B) Find and support (primarily via funding) an organization that will fund a larger Reach Out and Read Chapter in St. Louis.	

Strategies	Tactics	Outputs	Outcomes
(F1.C) Improve relationships and build trust between educators and families.	(F1.C & E1.b) Support and build capacity for school/home partnerships including FELS (Family Engagement Liaisons in Normandy), ABC Today with Big Brothers, Big Sisters, the national PIQE (Parent Institute for Quality Education) model, the national program - Parent-Teacher Home Visits, and the national program "Communities in School" (share information, provide support).	(F1.C & E1.B) Outline costs and capacity for local and national family/teacher support programs. Share information with families via Reading Captains, at centers and at their schools.	*(F1) An overall increase of 10% more participation of families in literacy activities with their increase in understanding and support for their children learning to read, as analyzed via a survey by Reading Captains starting fall 2021 to be compared with fall 2023. The organization recruited to lead the Reading Captains program will design the survey and provide the information to track data.*
	(F1.C & E1.B) Align families and early childhood programs like S.T.A.R. to teach K-3 teachers about best practices in communicating with families. (build skills, provide support, enhance access, change consequences, design in mind)	(F1.C & E1.B) Organize a focus group of families, early educators and K/1 teachers- to get input on needs and how to align. Share data with school districts and early childhood programs.	
	(F1.C & E1.B) Give families and educators a voice, particularly in media, with other programs, and in the monthly Literacy Collaborative e-newsletter (design in mind).	(F1.C & E1.B) Interview a family member and/or educator monthly about the importance of reading, what they enjoy, what they need. Share on website, e-newsletter and on social media.	

LOGIC MODEL: COMMUNITY ORGANIZATION - CO1 (2021-2023)

CO1.A

Strategies	Tactics	Outputs	Outcomes
(CO1.A) Engage, listen and respond to the community.	(CO1.A) Inform communities via Reading Captains, schools and centers about literacy resources and information (share information, design in mind).	(CO1.A) Publish a monthly e-newsletter, update website, and provide monthly resources and information for schools, centers and Reading Captains.	*(CO1) As defined in Turn the Page STL's marketing plan written with Human Agency, a measurement will be designed to show 10% increase of St. Louisans by 2023 in the understanding of the importance of literacy in achieving racial equity and improving outcomes.*

CO1.B

Strategies	Tactics	Outputs	Outcomes
(CO1.B) Build, launch and sustain a marketing plan.	(CO1.B) Write and implement a marketing plan with the firm, Human Agency. Include posts of people reading aloud their favorite books, talking to young viewers about their jobs and how reading inspired them to become who they are (share information, design in mind).	(CO1.B) Commence marketing plan, starting in January 2021. Work on finding long-term funding and a long-term plan.	*(CO1) As defined in Turn the Page STL's marketing plan written with Human Agency, a measurement will be designed to show 10% increase of St. Louisans by 2023 in the understanding of the importance of literacy in achieving racial equity and improving outcomes.*
	(CO1.B) Write and implement a communications plan (share information).	(CO1.B) Write and begin implementation of a monthly communications plan, starting January 2021.	

CO1.C

Strategies	Tactics	Outputs	Outcomes
(CO1.C) Research private and public funding sources, locally and nationally, to increase funding. Show outcomes.	(CO1.C) Research, meet with potential funders and apply for funding. Specifically, talk with local funders about why we need to support and improve literacy in St. Louis (share information, provide support).	(CO1.C) In 2021, meet with 3 to 5 potential donors to fund marketing of Turn the Page STL.	*(CO1) As defined in Turn the Page STL's marketing plan written with Human Agency, a measurement will be designed to show 10% increase of St. Louisans by 2023 in the understanding of the importance of literacy in achieving racial equity and improving outcomes.*

CO1.D

Strategies	Tactics	Outputs	Outcomes
(CO1.D) Advocate on behalf of racial equity in education.	(CO1.D) Collaborate with and support local, educational equity organizations including Forward Through Ferguson, Ready By Five and the Deaconess Foundation (provide support, policy change).	(CO1.D) Attend, support and participate in all major local educational equity organization meetings and initiatives.	*(CO1) As defined in Turn the Page STL's marketing plan written with Human Agency, a measurement will be designed to show 10% increase of St. Louisans by 2023 in the understanding of the importance of literacy in achieving racial equity and improving outcomes.*

5

Thank You
and Next Steps

Turn
The Page
STL

Thank You

We are profoundly grateful to all stakeholders who contributed to St. Louis's city-county wide Turn the Page STL Strategic Plan. Now, this vital work to improve literacy for our community begins, collectively.

We will start by convening five Work Teams, based on the factors determined on this Plan's assessment. Those factors include kindergarten readiness, summer/out-of-school learning, teacher preparedness, family engagement and community awareness. We will align our community's literacy assets, while researching national best practices and soliciting much-needed resources.

Literacy is a social justice issue. The time is now to ensure all children, regardless of race or zip code, are able to read proficiently by the end of third grade, contributing to their long-term academic outcomes and personal well-being.

Who is ready to roll up their sleeves and begin this important work? All of us are.

I look forward to working with you.

Lisa Greening

Project Director
Turn the Page STL
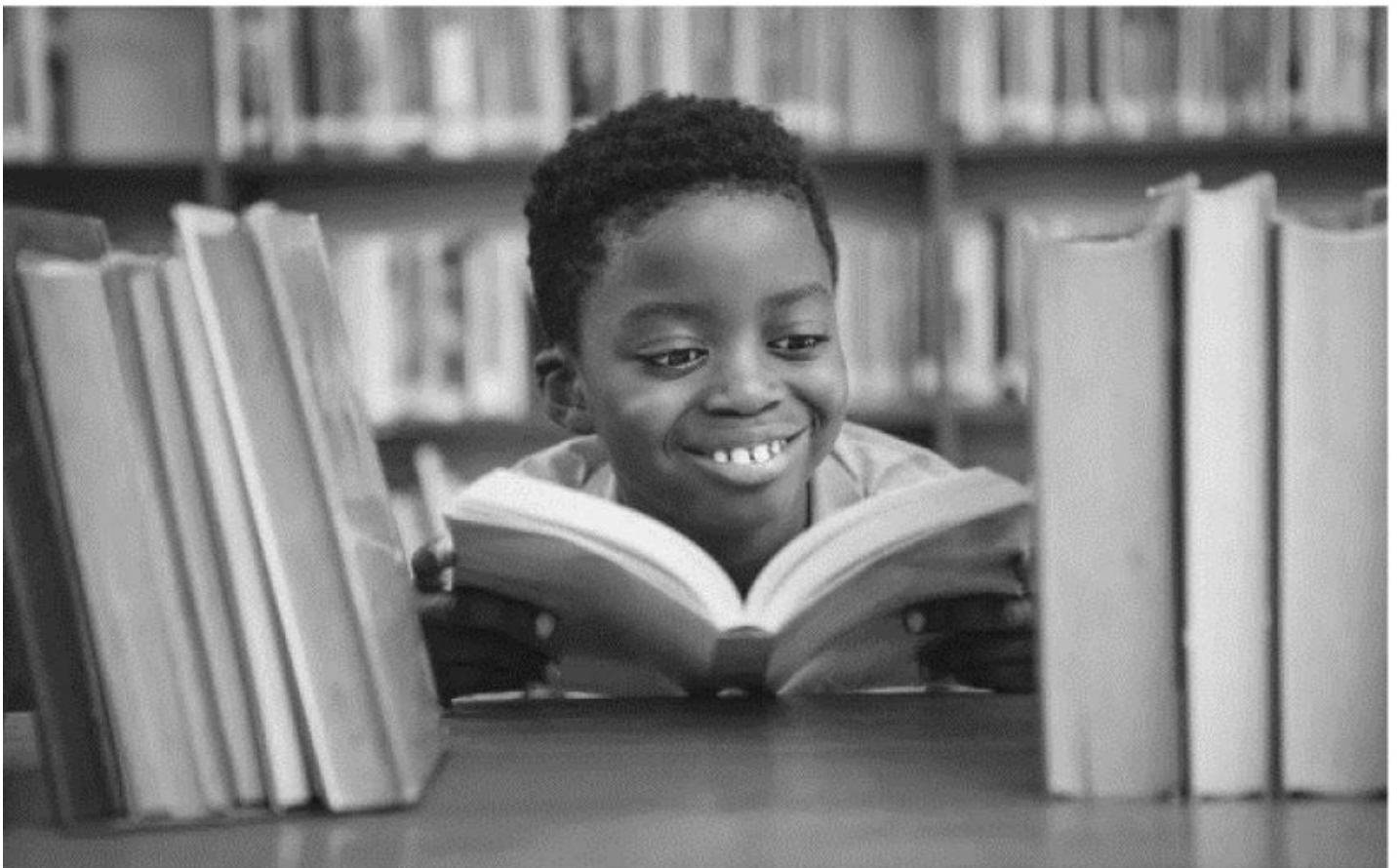
Next Steps

- Set baseline data for outcomes to be annually assessed with UMSL's Regional Data Alliance.
- Convene Work Teams to set and implement targeted, measurable next steps.
- Collectively provide high-quality, science-based, culturally-competent literacy education for teachers, which is aligned to Missouri DESE's Literacy Plan.
- Research a community-based "Reading Captain" model to provide trustworthy information and programming for Promise Zone families.
- Work with the public and private sectors to professionalize early childhood educators.
- Support the work of local literacy programs and schools/early childhood centers through alignment and resources.
- Be at the "table" to elevate literacy at local, collective impact organizations and programs.
- Give both families and educators a voice about literacy in a community awareness marketing campaign.
- Advocate on behalf of families for a quality education for their children, ages birth through third grade.
- Inform and share information about literacy and the factors that contribute to a child not reading proficiently by the end-of-third grade.
- Make literacy FUN and accessible for all.

6
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