Turn The Page STL

STRATEGIC PLAN

2026-2030

Turn The Page STL

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Theory of Change To Improve Reading Proficiency Rates in Under-Resourced Communities in St. Louis

Turn The Page STL

Students reading proficiently by the end of 3rd grade

Convene, foster collaboration, and fill gaps in early literacy ensuring every St. Louis child has the opportunity to read proficiently. Equity is embedded throughout the work.

Fill Gaps

- Language and print-rich environments
- Support for families in literacy best practices
- Well-researched use and integration of technology

Foster Collaboration

- High-quality affordable early childhood education
- High-impact tutoring
- Evidence-based literacy instruction PreK-3rd
- Expanded literacy programing in after-school and summer

Convene

- STL Tutoring Collaborative
- St. Louis Childhood Community Leaders
- Summer Literacy Infusion Partners



The Campaign for GRADE-LEVEL READING

Children Reading Proficiently By End of Third Grade

Turn the Page STL convenes, fosters collaboration and fills gaps in early literacy ensuring every St. Louis child has the opportunity to read proficiently.

Early Childhood Education

- ✳ **Connect with early childhood partners to share knowledge and best practices, strengthen program delivery, and ultimately improve direct impact on kindergarten readiness.**
- ✿ **Research, bundle, & release evidence-based literacy programs & best practices** to ECE (early childhood education) stakeholders.

Pre-K through 3rd grade Literacy Support

- ✳ Convene, support, inform, foster collaboration, and increase supply of tutors and demand of tutoring programs for the **STL Tutoring Collaborative members.**
- ✳ Build and sustain Turn the Page STL relationship with **St. Louis Promise Zone school districts.**
- ✿ Understand the needs of school districts and connect them to resources and literacy supports such as **kindergarten transitioning, high-impact tutoring, family engagement, assessments, and AI.**

Out-of-school Time Literacy Support

- ✳ **Convene biannual literacy forums.**
- ✿ Provide our **"hour-of-literacy-a-day" program & high-impact tutoring** in summer and afterschool programs.
- ✳ **Fill the literacy gaps** including “Everyday Places & Spaces” in under-resourced communities in St. Louis.
- ✳ **Provide books and literacy resources** at community events for families.
- ✿ **Market St. Louis as a community of readers** through establishment and implementation of an “stlreads” marketing plan.

The Campaign for GRADE-LEVEL READING

KEY

✿ Fill Gaps

✳ Collaborate

Turn The Page STL

Turn the Page STL convenes, fosters collaboration and fills gaps in early literacy ensuring every St. Louis child has the opportunity to read proficiently.

Early Childhood Education (Strategy 1 of 3)

Assumptions

Reading proficiently by the end of third grade sets a child on track for high-school graduation and life success. It is an inflection point that determines a child's ability to learn in other subjects and succeed academically. Without strong reading skills by this stage, students begin to fall behind in other subjects, leading to a cycle of academic failure.

Contribution to Population Level Indicators of Impact

- **Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.**
- Increase in kindergarten literacy readiness by 2030 as measured by the KOF data available through the state.
- Increase in K-3 literacy scores by 2030 as measured by school district assessments like IREADY, STAR or AMIRA.
- 80% of student participants in summer and after school Turn the Page STL literacy and tutoring program show improvement literacy skills as by as measured by CBM.

Community Needs

On average, 79% of students in the St. Louis Promise Zone school districts are reading below grade level by the end of 3rd grade. Third grade reading proficiency rates are the best predicator for long-term academic outcomes and personal well-being. In addition, the racial inequity in St. Louis' public education system has contributed to generations of under literate citizens. St. Louis Promise Zone school districts include Ferguson-Florissant, Hazelwood, Jennings, Normandy, Riverview Gardens, St. Louis Public Schools, and University City.

Key Strategies

- Connect with early childhood partners to share knowledge and best practices, strengthen program delivery, and ultimately improve direct impact on kindergarten readiness.
- Research, bundle, & release evidence-based, literacy programs & best practices to ECE (early childhood education) stakeholders.
- Bring literacy to the forefront in early childhood initiatives.

Activities

- As a Childhood Community Leader for the Office of Childhood MODESE, facilitate twelve (12) “St. Louis Childhood Community Leader” convenings of ECE stakeholders annually.
- Public and private early childhood resources and best practices shared with stakeholders at monthly meetings, via an e-newsletter, and social media.
- Evidence-based ECE literacy practices & programs are identified & shared.
- Actively participate and share literacy resources in early childhood initiatives.

Early Childhood Education (Strategy 1 of 3)

Short-Term Outputs (2026 -2027 School Year)

- Thirty (30) ECE partners and stakeholders attend 8 or more meetings a year. Resources and best practices shared.
- Survey, analyze and report the needs of the local ECE community. 110 ECE partners invited and 30% complete survey.
- Bring together three new partnerships/collaborations w/in the early learning ecosystem.
- Share the e-newsletter with 110 ECE partners monthly with a 50% open rate. 700 social media engagements/views annually. All include resources and best practices.
- Identify and share with ECE stakeholders “serve and return” best practices and programs.
- Actively participate in initiatives, including the Alliance, United 4 Children, Nine PBS, Kids Win MO, MO DESE’s Office of Childhood, WEPOWER, and Childcare Aware of Missouri.

Mid-Term Outputs 2027-2028 School Year

- Forty (40) ECE partners and stakeholders attend 8 or more meetings a year. At each meeting resources and best practices shared.
- Conduct a second annual survey, based on results from the first.
- Bring together two more partnerships/collaborations while supporting established ones.
- Share the e-newsletter with 130 ECE partners monthly with a 60% open rate. 600 social media engagements/views annually.
- Implement “serve and return” technology with a pilot cohort of ECE providers.

Impact stories recorded in a spreadsheet throughout the year to be shared annually in our Impact Report.

Long-Term Outputs 2028-2023 School Years

- Fifty (50) ECE partners and stakeholders attend 8 or more meetings a year. At each meeting resources and best practices shared.
- Write a report on identified needs, trends, and “big wins” in the ECE community.
- Bring together two more partnerships/collaborations while supporting established ones.
- Share the e-newsletter with 140 ECE partners monthly with a 65% open rate. 800 social media engagements/views annually.
- Analyze results from the “serve and return” pilot, seek additional funding, and double the size of the cohort of ECE providers.

Early Literacy Ecosystem Impact

- Increased collaboration and trust within the St. Louis early childhood education stakeholders.
- Increased utilization, resources & implementation of evidence-base, literacy practices & programs.
- Strengthened program delivery by ECE stakeholders.
- Amplified impact of ECE stakeholders.

→ Baseline data to be collected in 2026 in order to quantify.

Population Level Impact

- Increase in kindergarten literacy readiness by 2030 as measured by the KOF data available through the state.
- **Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.**

Turn the Page STL convenes, fosters collaboration and fills gaps in early literacy ensuring every St. Louis child has the opportunity to read proficiently.

PreK Through Third Grade Literacy Support (Strategy 2 of 3)

Assumptions

Reading proficiently by the end of third grade sets a child on track for high-school graduation and life success. It is an inflection point that determines a child's ability to learn in other subjects and succeed academically. Without strong reading skills by this stage, students begin to fall behind in other subjects, leading to a cycle of academic failure.

Contribution to Population Level Indicators of Impact

- Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.
- Increase in kindergarten literacy readiness by 2030 as measured by the KOF data available through the state.
- Increase in K-3 literacy scores by 2030 as measured by school district assessments like IREADY, STAR or AMIRA.
- 80% of student participants in summer and after school Turn the Page STL literacy and tutoring program show improvement literacy skills as by as measured by CBM.

Community Needs

On average, 79% of students in the St. Louis Promise Zone school districts are reading below grade level by the end of 3rd grade. Third grade reading proficiency rates are the best predicator for long-term academic outcomes and personal well-being. In addition, the racial inequity in St. Louis' public education system has contributed to generations of under literate citizens. St. Louis Promise Zone school districts include Ferguson-Florissant, Hazelwood, Jennings, Normandy, Riverview Gardens, St. Louis Public Schools, and University City.

Key Strategies

- Convene, support, inform, foster collaboration, and increase supply of tutors and demand of tutoring programs for the STL Tutoring Collaborative members.
- Build and sustain Turn the Page STL relationship with St. Louis Promise Zone school districts.
- Understand the needs of school districts and connect them to resources and literacy supports such as kindergarten transitioning, high-impact tutoring, family engagement, assessments, and AI.

Activities

- Convene the STL Tutoring Collaborative 12 times a year, provide current information about best practices in teaching reading and tutoring, and support increase in supply and demand of tutors via marketing efforts.
- Meet one-on-one with school district officials and communicate monthly via an identified platform, ie. email or an e-newsletter.
- Assess literacy needs and challenges of school districts.
- Connect schools to best practices and literacy supports, plus additional sources of funding.

PreK Through Third Grade Literacy Support (Strategy 2 of 3)

Short-Term Outputs (2026 -2027 School Year)

- Convene at least ten (10) STL Tutoring Collaborative members monthly with 90% directly participating.
- Create a catalogue of tutoring services available to districts.
- Meet one-on-one with four school district officials and determine and implement a best platform for communicating literacy information with them regularly. Align with MODESE Office of Literacy.
- At each meeting, ask school district officials about their literacy needs and challenges. Map and align those needs to potential, doable solutions.

Mid-Term Outputs 2027-2028 School Year

- Convene at least twelve (12) STL Tutoring Collaborative members monthly with 92% directly participating.
- "Sell" the catalogue of tutoring services available to districts and share possible funding sources for two school districts.
- Meet one-on-one with five school district officials. Continue to implement and improve communications with school districts. Align with MODESE Office of Literacy.
- Align three school district needs with potential, doable solutions and funding supports.

Long-Term Outputs 2028-2023 School Years

- Convene at least ten (12) STL Tutoring Collaborative members monthly with 92% directly participating.
- Continue to "sell" the catalogue of tutoring services available to districts that are not utilizing high-impact tutoring and share possible funding sources to two more school districts.
- Meet one-on-one with six school district officials. Continue to implement and improve communications with school districts. Align with MODESE Office of Literacy.
- Align five school district needs with potential, doable solutions and funding supports.

Impact stories recorded in a spreadsheet throughout the year to be shared annually in our Impact Report.

Early Literacy Ecosystem Impact

- Increased access for and demand to high impact tutoring.
- Increased collaboration among STL Tutoring Collaborative members.
- Strong cultivated relationships with St. Louis Promise Zone school districts.
- Increased utilization of high-quality, aligned literacy supports in schools.

→ Baseline data to be collected in 2026 in order to quantify.

Population Level Impact

- Increase in K-3 literacy scores by 2030 as measured by school district assessments like IREADY, STAR or AMIRA.
- **Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.**

Turn the Page STL

Turn the Page STL convenes, fosters collaboration and fills gaps in early literacy ensuring every St. Louis child has the opportunity to read proficiently.

Out-of-School Time Literacy Support (Strategy 3 of 3)

Assumptions

Reading proficiently by the end of third grade sets a child on track for high-school graduation and life success. It is an inflection point that determines a child's ability to learn in other subjects and succeed academically. Without strong reading skills by this stage, students begin to fall behind in other subjects, leading to a cycle of academic failure.

Contribution to Population Level Indicators of Impact

- Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.
- Increase in kindergarten literacy readiness by 2030 as measured by the KOF data available through the state.
- Increase in K-3 literacy scores by 2030 as measured by school district assessments like IREADY, STAR or AMIRA.
- 80% of student participants in summer and after school Turn the Page STL literacy and tutoring program show improvement literacy skills as by as measured by CBM.

Community Needs

On average, 79% of students in the St. Louis Promise Zone school districts are reading below grade level by the end of 3rd grade. Third grade reading proficiency rates are the best predicator for long-term academic outcomes and personal well-being. In addition, the racial inequity in St. Louis' public education system has contributed to generations of under literate citizens. St. Louis Promise Zone school districts include Ferguson-Florissant, Hazelwood, Jennings, Normandy, Riverview Gardens, St. Louis Public Schools, and University City.

Key Strategies

- Convene biannual literacy forums.
- Provide our "hour-of-literacy-a-day" program & high-impact tutoring in summer and afterschool programs.
- Fill the literacy gaps including “Everyday Places & Spaces” in under-resourced communities in St. Louis.
- Support and work with grassroots organizations to provide literacy resources at their events.
- Market St. Louis as a community of readers through implementation of a marketing plan.

Activities

- Host biannual literacy forums that focus on bright spots, best practices, and collaborations.
- Identify and convene specific participating summer & afterschool sites. Collect and distribute literacy resources, train counselors, place paid tutors, pre and post assess participants and provide other literacy supports.
- Map a St. Louis literacy landscape to best understand the literacy eco-system & fill gaps.
- Provide literacy resources at community events.
- Write and implement a marketing plan, including social media.

Out-of-School Time Literacy Support (Strategy 3 of 3)

Short-Term Outputs (2026 -2027 School Year)

- On average, eighty literacy stakeholders will attend the biannual literacy forum with a 75% active participation rate. One new partnership or collaboration formed at each literacy forum.
- Provide TTPSTL literacy program for 1,000 campers in 14 summer camps, and 100 students in 4 after school programs with 80% of participants (pre to post) increasing or maintaining their literacy skills.
- Map and share the St. Louis literacy landscape. Get input from literacy stakeholders before finalizing.
- Two thousand books and informational flyers given out at 20 community events to families
- Solicit funding for a marketing plan.

Mid-Term Outputs 2027-2028 School Year

- On average, ninety literacy stakeholders will attend the biannual literacy forum with an 80% active participation rate. One new partnership or collaboration formed at each literacy forum.
- Provide our literacy programfor 1,200 campers in 16 summer camps, and 150 students in 5 after school programs with 82% of participants (pre to post) increasing or maintaining their literacy skills.
- Analyze the gaps in St. Louis literacy ecosystem and identify funding to fill gaps.
- 2500 books and informational flyers given out at 25 community events to families.
- Write and implement a “stlreads” marketing plan.

Long-Term Outputs 2028-2023 School Years

- On average, ninety-five literacy stakeholders will attend the biannual literacy forum with an 85% active participation rate. One new partnership or collaboration formed at each literacy forum.
- Provide our literacy program for 1,400 campers in 18 summer camps, and 300 students in 6 after school programs with 84% of participants (pre to post) increasing or maintaining their literacy skills.
- Secure funding and find partnerships to fill two gaps.
- 3000 books and informational flyers given out at 30 community events to families.
- Continue implementation and regularly analyze results of the “stlreads” marketing plan.

Impact stories recorded in a spreadsheet throughout the year to be shared annually in our Impact Report.

Early Literacy Ecosystem Impact

- Increased alignment of literacy services, goals, & strategies within the literacy community.
- Increased access to literacy programming in the community.
- Decrease the loss of literacy skills during over summer and increase literacy skills for afterschool students.
- Increased access for literacy supports throughout the community.
- Increased literacy resources in homes.
- Increased community involvement in improving literacy and greater perception of St. Louis as a community of readers.

→ Baseline data to be collected in 2026 in order to quantify.

Population Level Impact

- 80% of student participants in summer and after school Turn the Page STL literacy and tutoring program show improvement literacy skills as by as measured by CBM.
- **Increase in third grade reading proficiency rates (up from 19.8% in 2025) in all seven school districts by 2030.**

Staff Organizational Chart

Kristine Loomis



Associate Director
Out-of-School Literacy Support

Lead our "hour-of-literacy-a-day" program & high-impact tutoring in summer and afterschool programs. With the team, fill the literacy gaps including *"Everyday Places & Spaces"* in under-resourced communities in St. Louis. Coordinate literacy resources for grassroot events. Assist in marketing efforts. Support additional team needs, including the bi-annual literacy forum.

Lisa Greening



Executive Director
Turn the Page STL

Human resources, fundraising, board support/development, strategic planning/ implementation/measurement, finances/internal systems, marketing/communication at the state, local and national level. Leads the early childhood education work priority and the bi-annual literacy forum.

Maura Hampton



Associate Director
PreK- 3rd Grade Literacy Support

Lead the STL Tutoring Collaborative to increase quality and capacity. Build and sustain Turn the Page STL relationship with St. Louis Promise Zone school districts by working with them to understand their needs and connect them a system of quality literacy supports and "best bet" programming. Assist in marketing efforts. Support additional team needs, including the bi-annual literacy forum.



Evaluation Planning & Strategic Priorities for Turn the Page STL

February 2026

Turn The Page STL

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Background

The Community Innovation & Action Center at the University of Missouri St. Louis partnered with Turn the Page STL from June 2025 to December 2025 to engage in an evaluation and strategic planning process. This partnership built on a previous in partnership in which CIAC conducted a six month engagement and strategic planning process as Turn the Page STL initiated its collaborative effort in St. Louis in 2020.

The overall goal of the current project was to support Turn the Page STL in a strategic and evaluation planning process that would inform Turn the Page STL's strategic priorities for 2026-2030. This report describes the deliverables and recommendations produced through this process.

Evaluation & Strategic Planning

Data Landscape

We began the project with a detailed look at the data landscape of early literacy in the region. We mapped out data sources used by area partners, noting widespread variation in data quality, data collection cadences, and the processes and challenges involved with accessing that data.

Stakeholder Mapping

CIAC guided Turn the Page STL in a stakeholder mapping process to identify key players in the region. We aimed to understand the landscape of early literacy supports in the region in order to understand where gaps exist and where there are overlaps among stakeholders. The St. Louis region has numerous stakeholders across sectors aiming to advance early literacy.

Strategic Priorities

CIAC and Turn the Page STL co-designed a visual that communicates the overall goal of the organization and its key offerings, organized into 3 key areas: Early Childhood Education, Reading for Success in the PreK-3 Classroom, and Literacy Support Throughout the Community. Color was used for each offering to indicate which strategy it aligned with: collaboration with other early literacy partners or filling gaps and building capacity in the region. Two versions were ultimately created to support different use cases and audiences; one condensed version and one more detailed version.

Theory of Change

We documented Turn the Page STL's theory of change throughout our strategic & evaluation planning process to ensure we had a shared understanding of Turn the Page STL's vision, goals, and plans for achieving those goals. The Theory of Change can be used as a communication tool with partners and funders alike.

Logic Model

A logic model was developed to map the relationships between inputs, activities, outcomes, and intended impact. Careful focus was dedicated to the distinction between the direct activities and impact of Turn the Page STL and those of its partners. The logic model is intended to be internal facing to support Turn the Page STL with evaluation planning and communication to funders.

Early Literacy Forum Kickoff

CIAC supported Turn the Page STL in planning and facilitating the first bi-annual Literacy Forum. The purpose of the first meeting was to convene a wide range of stakeholders across the region and share and gather feedback on Turn the Page STL's strategic priorities. Two-hundred and fifty individuals were invited, and 82 attended. Feedback gathered at the event was used to inform the recommendations outlined below.

Recommendations

Stakeholders who were engaged throughout this process acknowledged the role of Turn The Page STL as a convener and collaborator who continues to promote and prioritize early literacy throughout the region. Stakeholders noted that while there is room to strengthen and grow efforts around early literacy, the local ecosystem of organizations addressing literacy is strong and more organizations have begun to recognize the importance of early literacy and identify opportunities to collaborate. During Turn The Page STL's first bi-annual literacy forum, attendees celebrated small wins happening across the region, which as a collective whole can have a large impact.

During the November 2025 forum and a follow-up survey, as well as conversations with Turn The Page STL's board and staff, stakeholders in the early literacy ecosystem were engaged to suggest their ideas for the role of Turn The Page STL in advancing early literacy in the region and recommend strategies to advance early literacy for youth in St. Louis' Promise Zone neighborhoods. Below represents recommendations for Turn The Page STL to consider in its future efforts as an organization and in support of its collective impact work.

Recommendations to advance early literacy in St. Louis

Conduct a landscape analysis of the early literacy ecosystem

CIAC's work with Turn The Page STL and its stakeholders generated an early literacy ecosystem map, which provides a foundation of the types of organizations that are addressing childhood literacy in St. Louis Promise Zone neighborhoods. It is recommended to build upon this map to identify a comprehensive list of organizations that may not have a direct mission of improving literacy, but that address critical community needs that can bolster efforts in advancing early literacy, like religious institutions, community and recreation centers and local businesses. A landscape analysis can also examine the relationship between organizations to determine where there may be opportunities to strengthen or build new partnerships and foster

an ecosystem of individuals and organizations that can identify their distinct role in supporting childhood literacy.

Communicate bright spots and share promising practices

In its first bi-annual literacy forum in November 2025, Turn The Page STL highlighted the work of several organizations who are advancing youth literacy. From programs providing parent education and advocacy training to after school tutoring and summer reading programs for youth as well as professional development training for educators, the St. Louis region has numerous successful examples of literacy improvement efforts addressing needs for youth, families and educators. In addition to supporting information sharing and awareness of what stakeholders are doing, sharing bright spots is an inspiring way to celebrate progress in the region, provide inspiration and encourage collaborative efforts. Sharing the wins also creates an opportunity for dialogue around what factors contribute to the success of a program or model and can create a foundation for others in the region to test or pilot promising practices in their school or organization. Turn The Page STL should continue to host its bi-annual literacy forums to convene and grow the ecosystem of organizations advancing early literacy.

Broaden the stakeholders involved in early literacy work

As a collective impact effort, Turn The Page STL, through its previous strategic plan built a foundation for stakeholders to address early literacy through kindergarten readiness, summer learning, family and community engagement, and educator preparedness. It brought together individuals and organizations committed to the task of supporting an ecosystem where children are prepared to read on grade level by 3rd grade. The table is set for successful collective efforts; and yet there is room for more place settings at the table. Turn The Page STL and its partners are well positioned to promote the role of early literacy in supporting thriving communities and can expand its partnerships to include additional partners in philanthropy, community development, early learning - including small to large centers and home-based care providers, religious and cultural institutions and local government agencies. The saying holds true, “it takes a village”.

Promote reading as fun and exciting for youth and families

Stakeholders encouraged that reading should be viewed as something youth want to do, not something they have to do. There are many ways to promote reading as fun and exciting across the lifespan and in numerous settings. Autonomy in the choice of reading material can get youth excited about reading when they have interest in the topic, or representation through stories and characters that have relevance to their lives.

Forum feedback explored some barriers to reading, including limited adult literacy, making it challenging for parents to encourage reading for their kids when it is something they may struggle to do. Additional literacy programs for adults can address this barrier and can be paired with efforts to support literacy development for entire families. Awareness campaigns, like “Talk Read Sing” encourage literacy skills development in everyday settings in communities, like grocery stores, healthcare facilities, community centers and laundromats.

Recommendations for Turn The Page STL's role in St. Louis

Clarify the organization's role, key activities and intended outcomes

Since its last strategic planning process, Turn The Page STL has evolved its programmatic efforts, shifting away from numerous work groups to providing direct engagement with schools, serving as a convener and connector among organizations advancing literacy in the region and monitoring the impact of early literacy efforts. As a collective impact effort, Turn The Page STL is positioned to support early literacy by serving as the strong backbone to coordinate and align partners around a common agenda. Clarifying the goals and role of Turn the Page STL in the region will ensure that partners can most effectively engage in partnerships with Turn the Page STL.

Increase awareness of Turn The Page STL's role across the region

While it has grown its presence across the region over the last five years, Turn The Page STL should continue to focus on growing its network of collective partners and highlight the organization's role to new, key partners. This may include promoting to school districts the role the organization plays in the early literacy ecosystem as a convener and connector. Turn The Page STL can produce outreach material for schools highlighting best practice models and local efforts with an invitation to support districts in exploring additional models or potential partnerships that the organization could connect them to. Stakeholders identified that there is little alignment currently across districts and families may move across district boundaries impacting continuity in the literacy support students receive. Turn The Page STL can recommend best practices and models in an effort to increase alignment across districts in the types of interventions and approaches utilized. These literacy supports might include kindergarten transition support, high-impact tutoring, family engagement, assessments and utilizing AI tools in literacy. Similarly, with its role in the ecosystem of early learning, Turn The Page STL can reach a broad audience to highlight wins and bright spots and promote awareness of early literacy in the region to local and national funders to attract resources to the region to support literacy.

Measure organizational impact and support sustainability

To strengthen its role as the backbone organization to the collective impact effort addressing early literacy in St. Louis Promise Zone school districts, Turn The Page STL should identify evaluation metrics which will measure organizational progress and demonstrate to its stakeholders and funders, the impact that the organization makes in the region. A comprehensive evaluation planning process can facilitate the identification of metrics and methods for measuring the number and strength of its partnerships, its reach and impact in promoting best and promising practices to Promise Zone school districts, and the number and strength of collaborations it fosters.

Evaluation planning efforts should prioritize processes for obtaining data from standardized instruments used across the region.

A collective impact evaluation approach can provide a plan to measure the impact of the collaborative efforts the organization supports, including its tutoring and literacy collaboratives. Turn The Page STL should work with its stakeholders to determine a set of shared measurements that the collective will monitor over time to track progress in regional youth literacy rates. This may include publicly available data, including third grade reading proficiency data disaggregated by race available through the state or through data sharing agreements with school districts or other key stakeholders.

Increase opportunities for collaboration among organizations, educators and families

Turn the Page STL is recognized for its role in the collective impact effort to improve early literacy in St. Louis Promise Zone neighborhoods. The organization can continue to play a role in convening partners to share promising and best practices, highlight regional bright spots and build and maintain a network of individuals and organizations that are committed to improving early literacy for youth in the community. This can be accomplished through the continuation of the recently launched bi-annual literacy forums. Bringing stakeholders together regularly fosters new relationships across organizations that may otherwise not work together, creates an environment to talk about literacy efforts taking place across the region and can nurture innovation and creative approaches to addressing literacy in schools and in the community.

Stakeholders at the first forum in November 2025 noted that getting to know other attendees and brainstorming ideas for collaboration were valuable activities of the event. Stakeholders are interested in learning more about legislative efforts to impact literacy, opportunities to strengthen the collective impact work of early literacy and working together to develop practical next steps. Attendees also valued the opportunity to highlight bright spots in their own work and hear about efforts of other organizations.

Acknowledgements

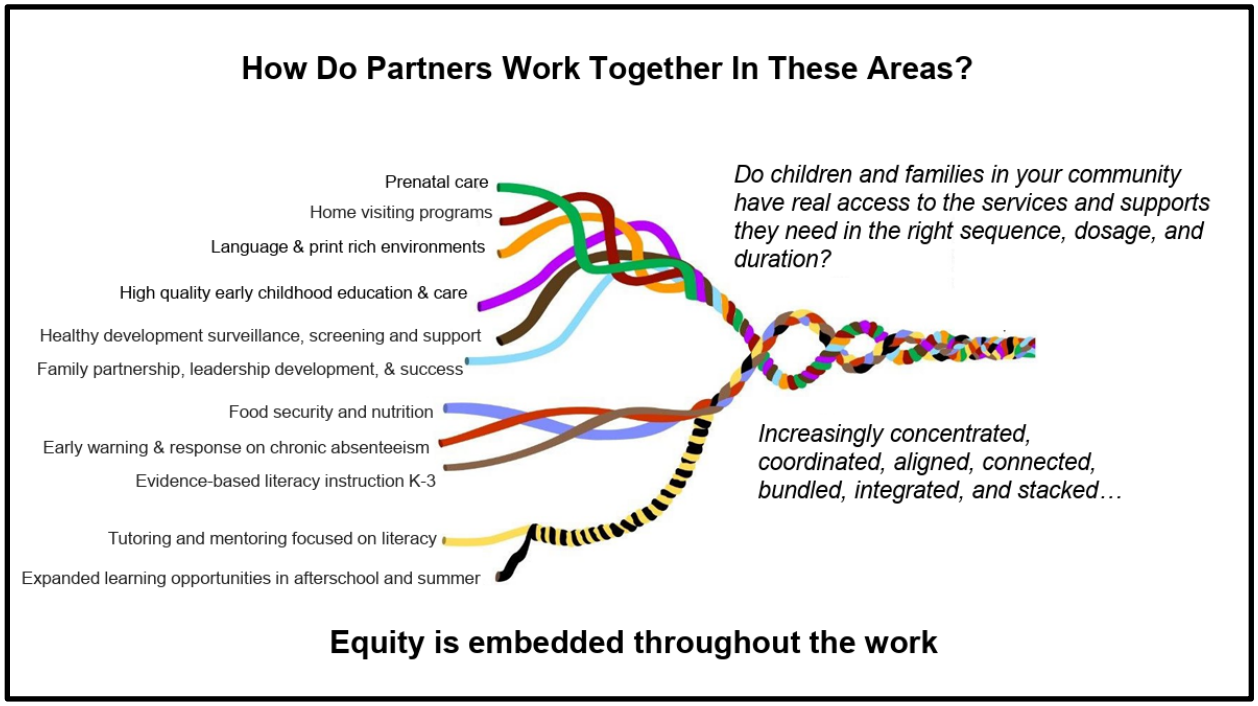
We would like to thank the following individuals whose close collaboration and partnership made this project possible:

UMSL Community Innovation & Action Center
- Kiley Bednar, Co-Director
- Emily Laurent, Evaluation & Applied Research Lead
- Leah Moser, Deputy Director

Turn the Page STL
- Lisa Greening, Executive Director
- Kristine Loomis, Associate Director
- Maura Hampton, Associate Director

Finally, we thank the Turn the Page STL board for their thoughtful feedback throughout this process.

Appendix 1: *Working Collaboratively to Improve Reading Proficiency Rates, Campaign for Grade Level Reading, 2025*



Appendix 2: *How Kids Learn to Be Fluent Readers, Dr. Hollis Scarborough, 2001*

