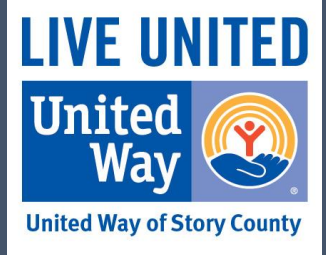




# Community Solutions Action Plan

December 2018



## Part 1: Community Profile



**Project Name:** Story County Reads

**Geographic boundary covered:** Story County, Iowa

**Community Size:** 50K-100K,  
(Approximately 97,000 residents in Story County)



### **Total # of children in Story County School Districts (2017-2018 school year):**

**Pre-kindergarten in all Story County districts = 761**

**Kindergarten in all Story County districts = 886**

**Grade 1<sup>st</sup> – 5<sup>th</sup> in all Story County districts = 4,136**

**Total all grades PK-5<sup>th</sup> in all Story County districts = 5,783**

### **Total # youth enrolled (K-12, 2017-2018) in Story County School Districts:**

Ames – 4,463

Gilbert – 1494

Ballard – 1,698

Nevada – 1502

Collins-Maxwell – 400

Roland-Story – 1063

Colo-NESCO – 405

**Total for all Story County school districts = 11,025**

**Total for all Story County school districts including PK = 11,786**

### **% and # of K-12 students enrolled for Free/Reduced Lunch program (2017-2018 School Year):**

Ames – 31% or 1369

Gilbert – 7% or 99

Ballard – 14% or 237

Nevada – 31% or 461

Collins-Maxwell – 27% or 107

Roland-Story – 21% or 221

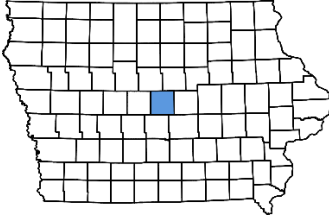
Colo-NESCO – 41% or 164

**Total enrolled for free/reduced lunch program = 24% or 2,658**

### **Sponsoring coalition & funders**

United Way of Story County serves as the backbone agency leading our literacy coalition. Service providers from various sectors, educators, businesses, and community members across the county are members of the Story County Reads coalition. We have joined under the vision that all youth in Story County achieve literacy proficiency by the end of third grade. Please refer to the list of our Coalition Members within our Appendix.

## Part 2: Community Overview – Who We Are



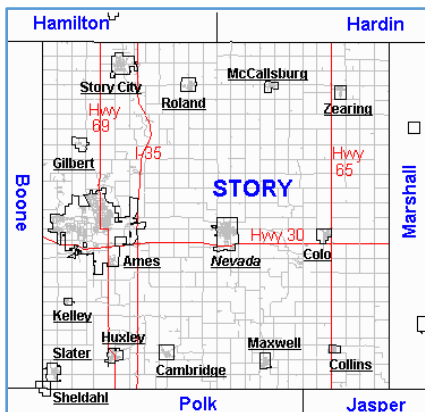
Located in the central part of Iowa, Story County is approximately 30 miles north of Des Moines, our state’s capitol and largest city. Our county is the ninth largest in the state of Iowa and has experienced steady growth over the years, particularly around the Interstate 35 (I-35) corridor. According to the US Census Bureau, Story County had a population of

97,502 in 2017 as compared to 89,542 in 2010. The population growth has centered on the town of Ames and those directly adjacent to Ames near I-35 including Gilbert and Huxley. The city population in Ames traditionally fluctuates based on when classes for Iowa State University (ISU) are in session, as the enrollment rate in fall 2018 for ISU is 34,992.

**Table 1: Population estimates of communities in Story County, Iowa**

Source: US Census Bureau

Town Name	Pop. estimate 2017	Town Name	Pop. Estimate 2017
Ames	66,498	Maxwell	923
Cambridge	815	McCallsburg	324
Colo	844	Nevada	6,777
Collins	480	Roland	1,286
Gilbert	1,140	Slater	1,500
Huxley	3,782	Story City	3,396
Kelley	301	Zearing	530
		<b>Community Totals</b>	<b>88,596</b>
		<b>Story County additional balance</b>	<b>8,906</b>
		<b>Grand total</b>	<b>97,502</b>



Community populations within Story County vary in size and a majority of the communities are considered rural with the exception of Ames. Residents living in towns on the southern border of the county such as Slater, Huxley and Cambridge are positioned in close proximity to the northern suburbs of Des Moines, our state’s growing metropolis. Residents of these communities take advantage of many commercial areas, employment and resources in both northern Polk County as well as Story County. Residents in the northern part of Story County such as Story City, Roland, McCallsburg, and Zearing

experience more limited access to a variety of community resources and are more likely to utilize local resources or go to the main hubs of the county; Ames or Nevada.

Additionally, Ames and Nevada has experienced recent growth in population. The influx of new residents has led to the development of more businesses supporting community members with the variety of choices generally associated with a larger city.

### Employment and Income (show/demonstrate the pockets of poverty)



The most common types of employment sectors within Story County are in the fields of education, healthcare, and manufacturing. Contrary to the perception of rural areas, the farming industry makes up only 2.3% of the share of reported employment in the area. The largest employer in Ames is Iowa State University. ISU provides employment for over 10,000 employees. Mary Greeley Medical Center is the

hospital and medical care center for Story County's residents and employs between 1,000-2,000 employees.



### The ALICE Project

The ALICE Project is a multi-state collaboration between multiple United Ways to raise awareness of the issues of financial instability in the United States. ALICE (Asset Limited Income Constrained Employed) offers data about

demographics and population level information related to income levels and various daily expenses, providing a detailed picture of the challenges an asset limited household faces. Using the context of the ALICE report and the associated data paints a more meaningful framework for understanding poverty in our community. The ALICE report defines the household survival budget as *"the bare minimum cost to live and work in the modern economy."* Using this definition, the average household survival budget in Iowa for a family of four is \$56,772. The survival budget accounts for both income and also regular basic expenses such as housing costs, food, transportation, etc. According to the ALICE report, 42% of the households in Story County are either an "ALICE household" (living within an asset limited income constrained and employed environment) or in poverty. This is slightly above the state average in Iowa which is 37%.

The basic median household income in 2017 for Story County was reported at \$55,561<sup>2</sup>. As with the ALICE report, this demonstrates that income levels in Story County are slightly below the state average of \$56,354. **Chart 1** demonstrates the percentage of the population in Story County communities that are considered either Asset Limited Income Constrained Employed and/or in poverty. Although the figures for median household income paint a general picture of affluence, there are still pockets of poverty throughout the county. This is also generally reflected by the percentage of youth enrolled in the free/reduced lunch program across all Story County school districts. Our team is making a concerted effort to ensure supportive services boosting academics is

<sup>1</sup> ALICE: A Study of Financial Hardship in Iowa, 2018 Report

<sup>2</sup> Source: US Census Bureau

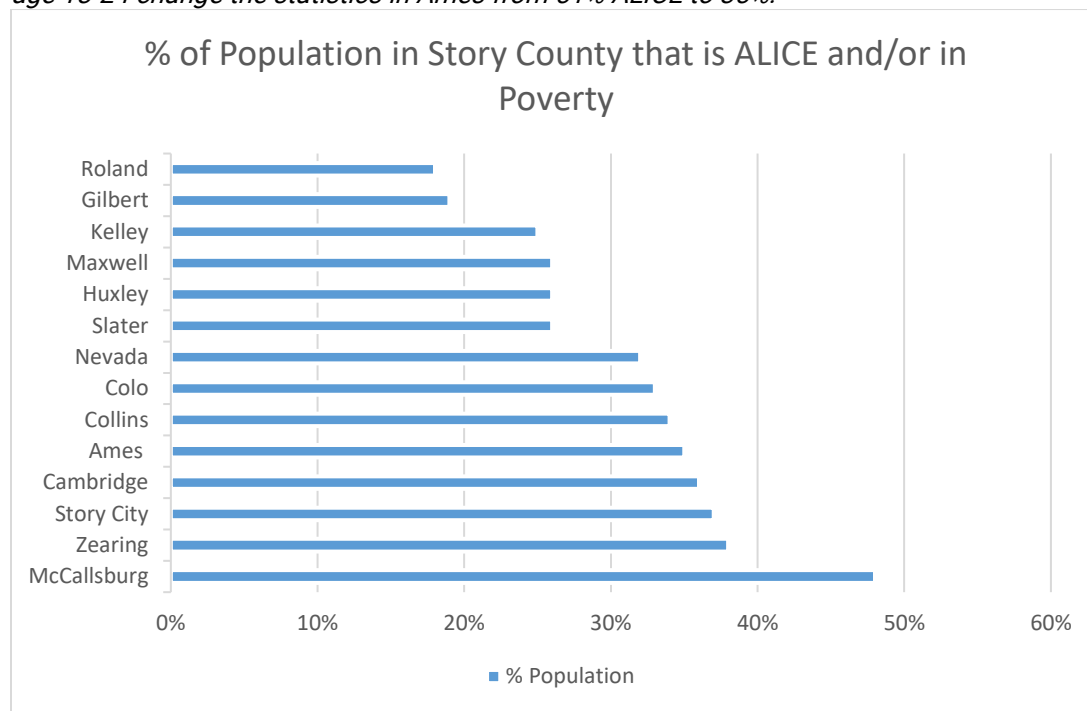
fully accessible within all areas of Story County, covering all seven school districts, to help close the achievement gap youth from families with lower resources may experience. We are aware multiple barriers may challenge our youth with achieving academic goals and multiple programs must be in place across various sectors to address all of these factors for families including physical and mental health, hunger, socialization, and transportation. Programs targeting basic needs may not specifically address literacy, however, achievement in education could be affected by a condition that is influenced by these programs.

**Chart 1. % of Population in Story County that is ALICE and/or in Poverty**

ALICE is defined as Asset Limited Income Constrained Employed

**Source:** ALICE: A Study of Financial Hardship in Iowa, 2018 Report

**Note:** *The population of Ames fluctuates because of the presence of Iowa State University and two thirds of undergraduate students live off-campus. ISU students living off campus are more likely to have incomes below the ALICE threshold. As stated in the ALICE report, removing the household populations age 18-24 change the statistics in Ames from 51% ALICE to 35%.*



**Our Strengths and Assets**

Story County is rich with assets and there are many strengths our coalition mobilizes to support our short term and long term goals. These are our top assets which positions our team well for positive, sustainable change in the area of third grade reading proficiency.

- **Opportunities for high quality education.** A great majority of schools within each of the seven Story County school districts are consistently ranked as “Exceptional”, “High-Performing” or “Commendable” on the Iowa School Report Card performance system. This system analyzes all of the schools within Iowa

on these nine measures: Proficiency, Closing Achievement Gap, College and Career-ready Growth, Annual Expected Growth, College and Career Readiness, Graduation Rate, Attendance, Staff Retention, and Teacher Survey of Parent Involvement.

- **Partnership with Iowa State University.** Iowa State University (ISU) and ISU Extension is an important and unique resource for Story County Reads. An active and thriving partnership with different departments within ISU supports progress for our coalition on many levels. It is the largest employer in the county and the enrolled student body makes up approximately 55% of the population in the city of Ames when classes are in session. ISU students are a source of volunteers and interns for many of our network's service providers. Direct and indirect work within programs are also supported through service learning projects. Additionally, teams of both faculty and students provide expertise in school readiness, summer learning, STEM, and grade level reading.
- **Community of volunteers.** Beyond the source of ISU, there is a broad, community wide engagement of high quality, enthusiastic volunteers who support and help drive the implementation of our various programs. Many of the programs supporting literacy and education rely on a strong foundation of consistent volunteers for success. Volunteers are actively recruited by multiple agencies within the Story County Reads coalition including the Volunteer Center of Story County, Central Iowa RSVP, and through United Way of Story County. Individual non-profit providers also independently recruit volunteers for specific programs.
- **United Way of Story County as the backbone agency.** United Way of Story County (UWSC) facilitates multiple county wide coalitions with the common goal of improving the quality of life for all who live in our communities. The footprint of UWSC reaches all of the communities in Story County and the broad network of the organization extends to stakeholders that include businesses, the public and private sector, and non-profit organizations. The ongoing commitment of UWSC to the vision of improving the quality of life in our communities along with the natural footprint of the organization perfectly positions UWSC to operate as the backbone agency for Story County Reads.
- **Multiple points of free access to books.** The presence of public libraries in most Story County towns including Ames, Cambridge, Collins, Colo, Gilbert, Huxley, Maxwell, Nevada, Roland, Slater, Story City, and Zearing offer wide access to free books for children and families. Other local sources of free books include the Iowa State University Library and the bookmobile maintained by the Ames Public Library. The free programs for youth and resources offered through the libraries support the long term literacy goals of Story County Reads. For example, the "Project Smales" program facilitated by the Ames Public Library makes monthly visits to 98 preschool and childcare providers in Ames. Finally, multiple "Little Free Libraries" are also present across the county in communities such as Ames, Gilbert, Huxley, Maxwell, and Nevada. Twenty four of these structures are

maintained by the non-profit partner agency Raising Readers in Story County. Raising Readers also supplies free books in 24 sites in the community through their “Reading Corners” activity.

- **Network of non-profit organizations.** There are multiple non-profit organizations that serve youth and families in Story County. These non-profits often partner with one another across programs to strengthen impact for all families and individuals served. As the work of Story County Reads moves forward and more alliances are established, these partnerships and collaborative work between organizations to serve the greater good creates a natural foundation for collective impact towards education.

## Part 3: The Community Solutions Action Plan

### Assurance #1: The Problem

*A data-rich description of the current situation and recent trend lines for high school graduation, grade-level reading, school readiness, student attendance, and summer learning*

#### **General Community-wide Challenges**

Our work teams and steering committee within the Story County Reads coalition have identified these community level challenges we will need to address in order to achieve our vision of all youth in Story County reading proficiently by the end of third grade.

- 1) **Access and less general availability of resources for rural families and smaller communities within the county.** Our county consists of one urban city surrounded by thirteen rural towns. Ames, with a population of approximately 66,000, is the primary hub for services and resources in the county, although the county seat is in the neighboring town of Nevada. Ames is located along the western boundary of the county and is relatively near Gilbert, Huxley, and Nevada. Communities that are on the northern and eastern boundary of the county are 30 minutes or less from Ames. The distance can create a barrier to some services for rural families and children who do not have reliable transportation. Examples of such services that may boost learning but are limited in access for rural families include a variety of childcare centers, libraries with enhanced programs, and service providers offering enrichment programs out of school. Therefore, these families must rely on limited services that are in closer physical proximity to where they live. Story County Reads recognizes this challenge and our team is working on addressing this issue by engaging with all seven Story County school districts and other local community assets, and bolstering programs across the entire service area to ensure supportive services are more readily accessible within rural areas.

- 2) Lack of systems to share data about common indicators towards youth success.** Story County Reads lacks a coordinated community wide system for collecting and storing data related to children’s development, non-profit program measures and outcomes, academic performance, and general indicators towards youth success. Currently, various local non-profit agencies independently evaluate their program results, but do not distribute the information in a coordinated way. Additionally, school districts do not currently provide all of the data needed to assess the effectiveness of programs addressing school readiness, attendance, summer learning, and general literacy proficiency. United Way of Story County uses the Clear Impact Scorecard platform to track goals, outcomes, and measures related to partner agencies funded by UWSC through the allocations process. This information is publicly shared for donors, stakeholders, and the general public on the organization’s website. This powerful tool has the ability to capture some indicators, but information must still be populated and entered into the system by staff. A separate scorecard for Story County Reads and data related to our coalition’s efforts in school readiness, attendance, summer learning, and grade level reading has been created. The Story County Reads team is also exploring other options for data storage that will have other capabilities beyond Clear Impact Scorecard. Use of another system will allow the team to drill down to specific program level impact.
- 3) Programs and organizations with similarities working in siloes rather than operating with strategic collaboration.** Story County is rich with resources and multiple organizations that focus on providing supports for youth and families. There is overlap in the program areas, geographic locations, and target age of program participants covered by these organizations. For example, there are three home visiting programs that cover the service area of Story County Reads implemented by three different service providers. Multiple providers also offer after school programs for elementary, middle school, and high school age youth, all with some common components of academic learning as a part of their programs. Sources of funding for programs and the pool of potential volunteers to help with staffing capacity generally does not change across communities in the county. Therefore, the competition for resources is present, especially in the arena of summer and out of school learning opportunities. One of the core goals of Story County Reads is to ensure there is collaboration between organizations to provide focused and strategic impact. Resource sharing and working together is a more sustainable method of ensuring youth in our communities are supported to achieve literacy goals.
- 4) Identifying an effective, shared methodology of spreading awareness about programs that support youth attending 7 different school districts, representing 14 different communities.** The geographic focus of Story County Reads is the entire county and includes seven different school districts, multiple rural communities and one urban center. The needs of the youth and families in all of these areas are different, therefore the methods of reaching our target population must also be as diverse as our communities. Identifying common



ground is vital along with ensuring our service delivery methods are broad enough to reach so many youth and yet flexible enough to change as the needs and assets of communities change. Our coalition must engage youth and families across the spectrum of all socio-economic levels as well as operate utilizing a perspective that honors racial equity.

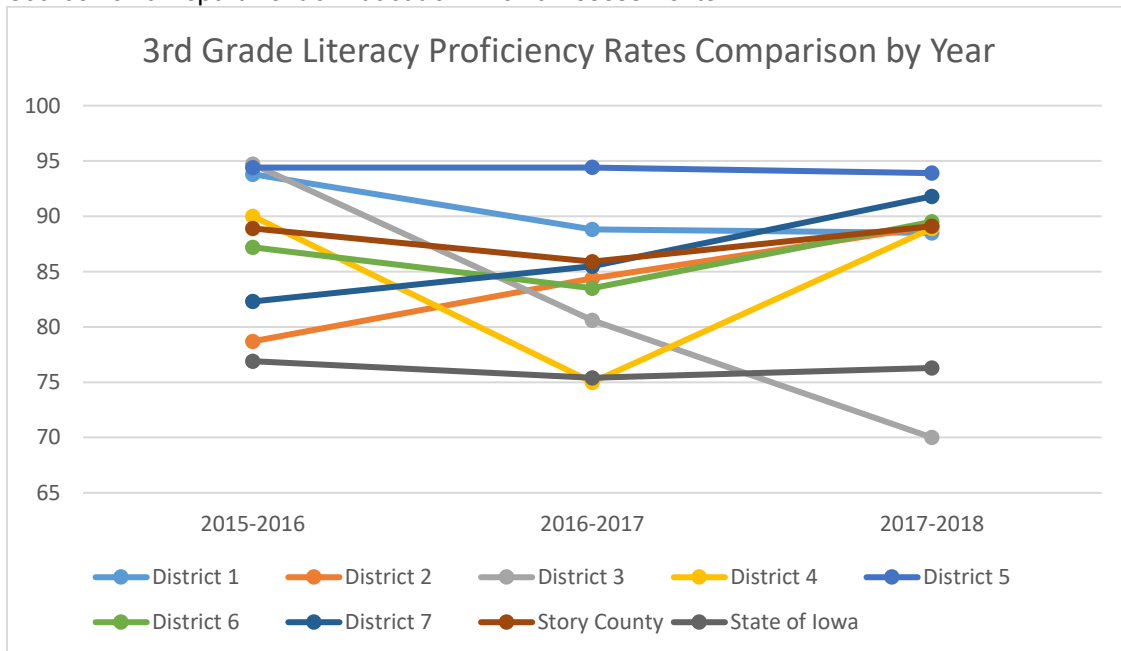
### Grade level Reading Proficiency



The rates of proficiency in literacy for youth in Story County hovers between 70% - 95%, depending on the school district. **Chart 2** shows the rates of proficiency for 3<sup>rd</sup> grade students from multiple school years based on the Iowa Assessments. There is fluctuation in rates of proficiency between the years assessed, but generally rates have remained steady with a few outliers in a handful of smaller districts. Our coalition reviews all of the literacy scores and will be working together with districts to determine reasons for patterns in either the decline or rise of proficiency levels over the course of multiple years. The Story County Reads coalition has a presence in all of these districts through our network of service providers and the delivery of some programs can be adjusted to meet the needs of youth based on this data. For example, one of the steps taken to address the general decline in proficiency for one of our districts is an expansion of summer learning opportunities for youth through more targeted and intentional programs.

**Chart 2: Literacy Proficiency Rates per Story County School District: 2017-2018, 2016-2017, and 2015-2016**

Source: Iowa Department of Education – Iowa Assessments



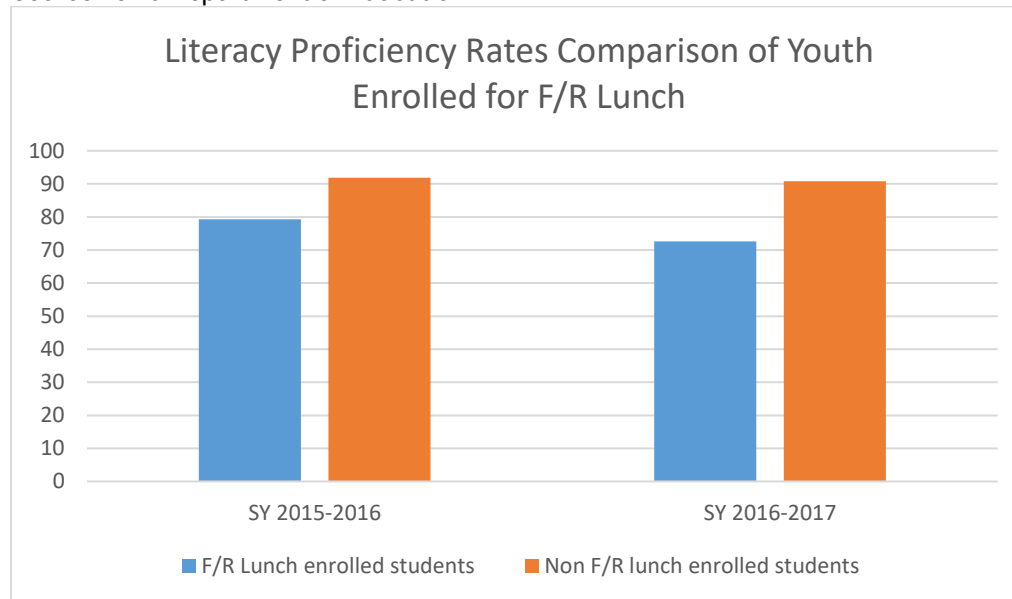
### Literacy Proficiency Rates Youth Enrolled in Free/Reduced Lunch Program

24% of the students enrolled in Story County school districts across grades K-12 are enrolled in the free/reduced lunch program which translates to 2,658 students. The

school district with the highest rate of students enrolled with this program is a smaller rural district with 41% or 164 of the district enrolled 405 youth. Although the rates of youth who are enrolled for free/reduced lunch are below 50% across all Story County school districts, there is still a consistent marked gap in the rates of literacy proficiency when comparing sub-groups of students based on income. **Chart 3** demonstrates that 3<sup>rd</sup> grade youth enrolled for free/reduced lunch in Story County generally have lower rates of literacy proficiency as compared to those who are not enrolled. Our team recognizes the connection between proficiency rates and challenges that youth from families with lower resources may experience. Utilizing general data about which schools and school districts have a higher population of students enrolled for free/reduced lunch, as well as which schools are in the footprint of being an open site with the USDA's Summer Food Service Program, informs our network of service providers about where to generally target programs that can offer specific supports for subgroups of students based on income. As a coalition, our service providers work together to align programs and balance opportunities for as many youth as possible, generally creating a safety net of services to meet multiple needs. Many of the services have a specific academic or social-emotional component which should lead to higher academic achievement within short term or long term outcomes.

**Chart 3: Literacy Proficiency Rates Compared for Youth Enrolled for F/R Lunch in Story County**

Source: Iowa Department of Education



### Current Services and Supports

Story County Reads is a multi-sector coalition that includes funders, non-profit providers, and members of the public sector. A large portion of stakeholders with the coalition is comprised of service providers who have specific programs which address literacy proficiency, academic achievement, or supportive services for youth and families. These service providers have a presence in more than one Story County community and the range of ages are covered through a variety of programs. Collectively between all of the providers within our network, all seven of the Story County school districts are covered by at least one service addressing school readiness,

summer learning, or general reading proficiency. Raising Readers in Story County, YSS (Youth Shelter and Services), Boys and Girls Clubs of Story County, LSI (Lutheran Services Iowa) and MICA (Mid Iowa Community Action Agency) offer multiple programs that serve youth of all ages along with their parents/caregivers.

Story County Reads also joins with our school districts to identify programs and strategies that align both with education goals for individual districts and meeting the needs of students. Resources districts can dedicate to specific outcomes are limited and partnering with our broad based coalition is a benefit to help them achieve more with less. One program making a significant difference for individual students is Iowa Reading Corps, which is implemented statewide. This program replicates the successful model established by the Minnesota Reading Corps, which pairs highly trained AmeriCorps members with specific, identified youth for weekly 1:1 tutoring sessions during school. Youth in the program have been selected by their teachers as students who would benefit the most from intensive interventions to improve proficiency. There are two levels of coaching the AmeriCorps members receive to maintain the fidelity of the program. Heartland Area Education Agency 11 engages AmeriCorps members as the external master coach for the program while a faculty member from the sponsoring school is the internal coach providing hands on support. The administrative work, initial training, and timecard management with AmeriCorps is handled by United Ways of Iowa. Iowa Reading Corps has been established within Story County Elementary Schools since 2013. United Way of Story County provides the required financial match for elementary schools to have an Iowa Reading Corps member serve students within specific schools. Our team is working with individual host schools to gather data which will demonstrate the impact the program is having for participants.

### School Readiness



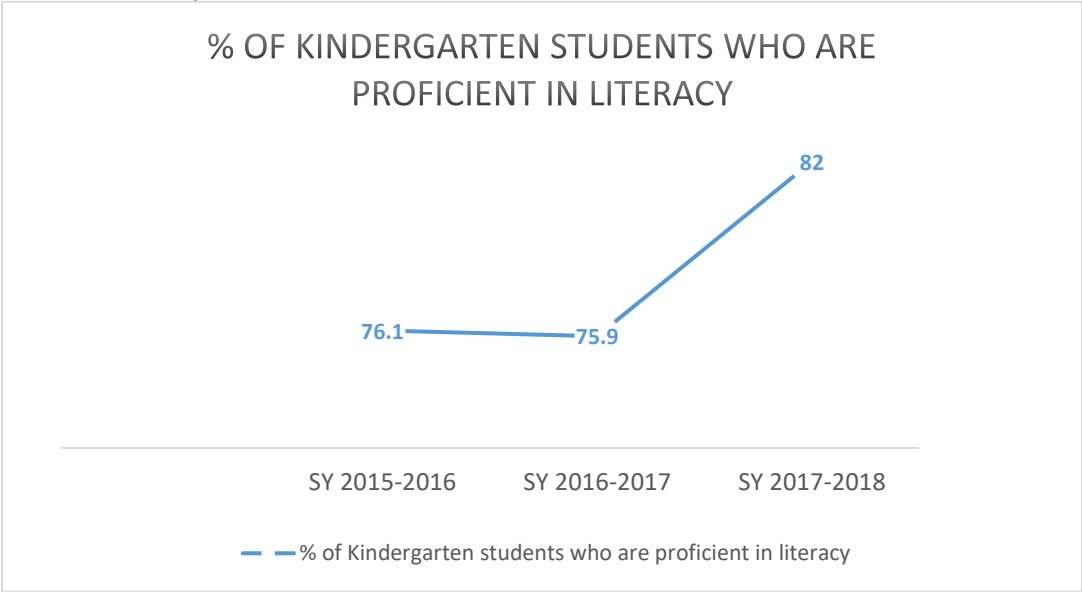
The Story County Reads coalition engages with many service providers and partners to support ensuring children are prepared to learn when they enter kindergarten. Programs and services within the area of school readiness target very young children age 0-4 and their parents and caregivers. One of the main challenges of school readiness is determining the factors that our team can reasonably address which lead to children being prepared to learn. Our school readiness team analyzed definitions of what it means to be “school ready” within other communities on a national level and agreed that it was important for our coalition to not only use outcomes related to literacy, but to also include other factors in defining the indicators of school readiness. The team adopted using factors related to the 5 domains of school readiness as outlined by the US Department of Education. These domains include:

1. Language development & literacy
2. Cognition & general knowledge
3. Approaches towards learning
4. Physical well-being & motor development
5. Social & emotional development

The results of FAST assessments for children entering Kindergarten show that some young students in our school districts are entering kindergarten without proficiency in early literacy skills. These districts all administer the FAST literacy assessment in fall. Our team uses the fall FAST scores for kindergarten as one indicator of school readiness, marking literacy. **Chart 4** shows a yearly comparison of the literacy proficiency rates using fall fast scores across Story County districts for kindergarten students. The other domains of school readiness currently do not have a consistent measure. An inventory of school readiness covering the other domains is in progress and will be implemented as another measure for this area.

**Chart 4: Fall FAST Results for Kindergarten Students in Story County: SY 2015-2018**

Source: Iowa Department of Education



**Current Services and Supports**

Our communities have a portfolio of programs and services that support young children and their parents/caregivers with ensuring each of the 5 domains of school readiness are addressed. Participation in these programs help to provide a foundation for long term cognitive and social-emotional growth as well as establish the language development skills needed for entering school. There is crossover in the programs, as the implementation of some of these programs are strengthened by partnerships between multiple organizations. The programs may also address more than one domain of school readiness.

**Table 2: Current Programs Addressing School Readiness with the Story County Reads Network**

Program	Implementation Team	Implementation Notes	Domain Addressed
ACPC Reading Buddies	• ACPC	• Targets age 3-4 attending ACPC	• Language development & literacy

	(Ames Community Preschool Center) <ul style="list-style-type: none"> <li>• Raising Readers</li> <li>• Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Pairs a volunteer with a child for 1:1 reading sessions</li> <li>• Dialogic reading is used along with rhyming games, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Cognition &amp; general knowledge</li> <li>• Approaches towards learning</li> <li>• Social &amp; emotional development</li> </ul>
Early Headstart	<ul style="list-style-type: none"> <li>• MICA</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 0-3, parents/caregivers</li> <li>• Both home visiting program and classroom based</li> <li>• Emphasizes strong parent/child engagement and how to support healthy development</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
First Five	<ul style="list-style-type: none"> <li>• MICA</li> <li>• Health providers in Story County</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 0-5, parents/caregivers</li> <li>• Public &amp; private partnership that joins health care providers with additional services to support early detection of social-emotional and developmental delays</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
Headstart	<ul style="list-style-type: none"> <li>• MICA</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 3-4</li> <li>• Half day or full day childcare within a structured setting and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
Healthy Futures	<ul style="list-style-type: none"> <li>• YSS</li> <li>• Raising Readers</li> <li>• Health care providers</li> <li>• MICA</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 0-5, parents/caregivers</li> <li>• In-home visitation program provides support for new parents to learn skills resulting in healthy child development and positive family engagement</li> <li>• Raising Readers provides books and materials YSS staff shares with families</li> <li>• Health care providers and MICA provides referrals for the program</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
Parent Café	<ul style="list-style-type: none"> <li>• LSI</li> <li>• Access</li> <li>• Variety of community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly sessions beginning in Feb-June '19</li> <li>• Targets age 0-12 and parents/caregivers</li> <li>• Peer discussion for parents covering topics to support parent/child relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Social &amp; emotional development</li> </ul>

Parents as Teachers	<ul style="list-style-type: none"> <li>• LSI</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 2-5, parents/caregivers</li> <li>• In-home visitation program with a curriculum</li> <li>• Program includes access to developmental screenings in the areas of cognitive skills, language development, social-emotional development, motor skills, vision, hearing, and health</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
Project Smyles	<ul style="list-style-type: none"> <li>• Ames Public Library</li> <li>• Multiple preschool and childcare centers</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 0-6, staff of childcare centers and preschools, parents/caregivers</li> <li>• Ames Public Library staff provides direct outreach through access to age appropriate books on-site at childcare centers and preschools, storytelling kits, puzzles, and activities</li> <li>• Supports are also offered to staff for engaging children in activities that will support literacy and language development</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Social &amp; emotional development</li> </ul>
Reach Out and Read	<ul style="list-style-type: none"> <li>• Ames Morning Rotary</li> <li>• Raising Readers</li> <li>• Health providers in Story County</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 2 mo - 5 yrs, parents/caregivers</li> <li>• Health providers give books at every child's wellness check-up and share tips for using the books</li> <li>• Raising Readers provides the books</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Physical well-being &amp; motor development</li> </ul>
Small Talk Story County	<ul style="list-style-type: none"> <li>• Ames Public Library</li> <li>• ISU</li> <li>• Raising Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 0-2, and parents/caregivers</li> <li>• Classes with a focus on child language, literacy, and social &amp; emotional development is provided to parents/caregivers. Classes are designed to strengthen child's healthy development</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Social &amp; emotional development</li> </ul>

Stork's Nest	<ul style="list-style-type: none"> <li>• YSS</li> <li>• Partners for incentive points include Ames Public Library, MICA, Primary Health Care, ISU Extension/Family Nutrition Program, LSI, Mary Greeley Medical Center, McFarland Clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Targets expecting and new mothers</li> <li>• Pregnancy, infant care, and parenting classes are offered</li> <li>• Incentive points are earned through the program and can be redeemed for baby supplies and equipment or for services with partners</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Physical well-being &amp; motor development</li> <li>• Social &amp; emotional development</li> </ul>
Story Pals	<ul style="list-style-type: none"> <li>• Raising Readers</li> <li>• Ames Community School District</li> <li>• Colo-NESCO Community School District</li> <li>• Nevada Community School District</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 3-5</li> <li>• Trained volunteers work in small groups with 2-3 children for a reading session</li> <li>• Sessions occur once a week during the school day at 3 Story County preschools</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Social &amp; emotional development</li> </ul>
Super K	<ul style="list-style-type: none"> <li>• Raising Readers</li> <li>• Ames Community School District</li> <li>• Nevada Community School District</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 4-5 (incoming kindergarten students, parents/caregivers)</li> <li>• 2 week kindergarten transition program to prepare children with skills needed for kindergarten</li> <li>• Program includes daily communication with parents/caregivers and tips for things that can be done at home to help children prepare</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Social &amp; emotional development</li> </ul>
Talk with Me Baby	<ul style="list-style-type: none"> <li>• Ames Morning Rotary</li> <li>• ISU</li> <li>• Health providers in Story County</li> </ul>	<ul style="list-style-type: none"> <li>• Targets nurses of expecting and new parents</li> <li>• Classes are offered to nurses and healthcare providers on language development tips they can offer to patients to support healthy infant and child development</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Physical well-being &amp; motor development</li> </ul>

## Attendance



Story County Reads uses information and materials provided by Attendance Works as a best practice model for defining chronic absenteeism and providing outreach to schools and families for how to address core issues. Our team recognizes chronic absence as missing 10 percent or more of school days due to absence for any reason; excused, unexcused, or due to disciplinary action.

School districts in Story County have traditionally relied on average daily attendance data which can mask chronic absenteeism. Each school district within our service area tracks attendance data differently, including reasons why students miss school. Story County Reads seeks to understand reasons why students are absent by tracking these trends in an effort to be able to best provide community wide solutions. Once trends are identified per MOU agreements, the Story County Reads coalition can refer intervention strategies and community resources to educators, parents and caregivers as a method of addressing attendance. MOU agreements for data sharing related to attendance rates and chronic absenteeism with each school district in Story County is needed as a first step towards impacting this issue. Story County Reads currently has an MOU agreement for data sharing of attendance information with Ames Community School District. Engagement with the other six districts is identified as a necessary strategy towards addressing attendance.

Attendance Works has identified a tiered system of support that can be used for providing support. Our team uses these tiers as guidance for specific intervention strategies that are communicated to stakeholders including parents, caregivers, and school administrators. These tiers<sup>3</sup>, strategies and target groups are:

- **Tier 1: Students missing up to 9%. Strategies include:**
  - Engage school to build a positive school culture
  - Establish positive relationships with students and families
  - Convey how absences impact academic achievement and ensure this message is understood
  - Monitor chronic absence data
  - Recognize good and improved attendance
  - Identify and address common barriers to school attendance
  
- **Tier 2: Students missing 10-19%. Strategies include:**
  - Personalized early outreach
  - Establish an individualized action plan to address barriers and increase engagement
  - Utilize caring mentors to provide support
  
- **Tier 3: Students missing 20% or more of school. Strategies include:**
  - Coordinated school and interagency response
  - Legal intervention as a last resort

Our team also recognizes the role school administrators, principals, teachers, counselors and nurses play in addressing individual student situations with attendance as they arise. Iowa law requires school districts to go through mediation at the expense of the school district with families whose children are chronically absent before other

---

<sup>3</sup> This information can be found on the Attendance Works website at: [www.attendanceworks.org](http://www.attendanceworks.org)



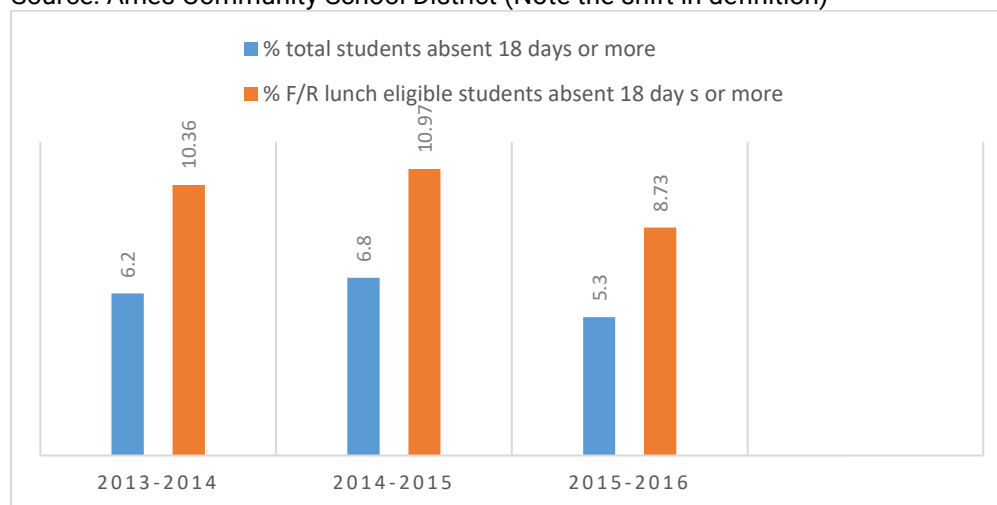
legal actions can be taken. If mediation does not resolve the issue, the school district can obtain support and guidance from the Story County Attorney to address chronic absenteeism with parents through the court system when other school efforts have failed.

### Current Services and Supports

Ames Community School District (ACSD) is the largest within our service area and the first district we began working with in addressing school attendance. **Chart 5** demonstrates data related to attendance for this district covering 2013-2016 using the definition of chronic absence meaning missing 18 days or more of school. Beginning in school year 2016-2017 tracking methods by ACSD changed. **Table 3** shows the most recent data we have for attendance from Ames Community School District using the definition of missing 10% or more of the academic school year.

**Chart 5: Attendance Data from Ames Community School District for grades PK-3 2013-2016**

Source: Ames Community School District (Note the shift in definition)



**Table 3: Attendance Data from Ames Community School District for grades PK-3 using the definition of chronic absenteeism as missing 10% or more of the academic school year, 2016-2018**

Source: Ames Community School District

Academic Year	% all PK-3 <sup>rd</sup> ACSD students who are chronically absent	% of PK-3 <sup>rd</sup> grade ACSD students on F/R lunch chronically absent	% of PK-3 <sup>rd</sup> grade ACSD students non F/R lunch chronically absent
2016-2017	7.6%	13.4%	3.9%
2017-2018	8.8%	16.8%	4.1%

The process known as Early Indicator System (EIS) provides administrators, counselors, and teachers real-time data on identifying students who meeting the “at-risk” criteria for one of the four at-risk factors being tracked on EIS. Attendance/chronic absenteeism is one of the four factors tracked. The other three factors include discipline referrals, academic performance, and standardized test scores. Counselors work alongside teachers and administrators to develop and implement an attendance plan for students who appear on EIS in need of assistance with chronic absenteeism. Short term and long term goals are also developed with the student. After the plan is developed, counselors

meet with students on an individual or group basis to provide additional support. Data is tracked and reported out every 3 weeks during the EIS meeting.

### Summer Learning



Research completed by the Annie E Casey Foundation and the national Campaign for Grade Level Reading states that youth from families with lower levels of income lose 2-3 months of reading proficiency each summer due to a lack of resources to maintain academic achievement. These youth frequently do not have the same opportunities for experiential learning as their peers with more resources. This research and other discussions related to how we could better serve youth in our communities prompted action. In 2012, United Way of Story County learned through community conversations within the hunger collaboration team that many families struggle financially during these warm weather months because they experience food shortage. Children who normally receive meals during the school day through the Free/Reduced Lunch program do not have this option during the summer. In an effort to address this meal gap for low income youth in our community, a collaborative effort was formed in the Story County community of Nevada to participate in the USDA Summer Food Service Program as a source of healthy, free meals for youth. Once it was established that this could be done, the team chose to bolster the program with structured, enrichment activities for program participants. Thus, the program “Food for Thought” was launched in 2013 to align with a summer enrichment program already being offered in Ames by our coalition partner, the Boys and Girls Clubs of Story County. By the end of the summer in 2013, “Food for Thought” in Nevada had served 174 kids with meals and enrichment activities. The response received from the community was extremely positive and future growth and expansion was eminent.

Our primary measure for summer learning when our coalition began in 2012 under the community name “Ames Reads” involved working with the Ames Community School District to compare reading assessment scores from spring to fall for students who participate in the district’s academic summer program and the coalition’s enrichment program, “Little Cyclone Camp”. An MOU agreement is still in place for data sharing so these comparisons can continue to be made. Our team is now also reviewing other measures that can be assessed, as this measure alone may not be a true indicator of whether or not “Little Cyclone Camp” is making the intended impact on improving or maintaining literacy. Also, as a coalition, we have more strategically aligned multiple programs within our network as a summer learning system to intentionally address multiple needs for youth. **Table 4** shows our growth over time in specific outputs. The output which has most consistently grown is the number of meals served across the portfolio of programs. The number of youth engaged has also steadily shown growth. It should be noted that the figure for the number of youth engaged in 2018 decreased because not all programs within the network reported.

**Table 4: Summer Program Growth across All Story County Reads Programs**

Year	# Meals Served	# Youth Engaged	# Volunteers	#Volunteer Hours Generated
2014	3,370	241	178	2,840
2015	8,500	250		
2016	17,534	791	138	1,668
2017	22,143	917	386	3,977
2018	24,007	600 *some programs have not reported	226	1,025

### Current Services and Supports

Summer learning is addressed through a work team comprised of multiple service providers and school district staff with an investment in ensuring youth have experience rich opportunities to learn. Our overall model of programs to meet youth where they are drives us towards delivering different types of program activities, involving more community sites, and thinking creatively about how the needs of youth will continuously be addressed. As a result of our involvement with the Campaign for Grade Level Reading, our team learned the 6 week dosage of summer learning programs yields a more substantial impact for program participants. Therefore, most programs within our summer learning portfolio are held for 6 weeks or longer. Food provision also remains a major component for most programs. **Table 5** lists all of the current programs within our summer learning system associated with Story County Reads. Staff from all of these programs convene together regularly to ensure each individual program is a compliment to the entire system and multiple needs are being addressed while resources are shared among service providers within the system.

**Table 5: Story County Reads Summer Learning Program Portfolio**

Program	Implementation Team	Implementation Notes	Needs Addressed
All Aboard for Kids	<ul style="list-style-type: none"> <li>All Aboard for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Targets grades K-8</li> <li>Specifically targets youth on the autism spectrum</li> <li>6 week program at a school based site (in Gilbert)</li> </ul>	<ul style="list-style-type: none"> <li>Food (snacks only)</li> <li>Enrichment with STREAM</li> <li>Socialization</li> <li>Community engagement</li> </ul>
Ballard Summer Enrichment	<ul style="list-style-type: none"> <li>Iowa Reading Corps member assigned to Ballard School District</li> <li>Huxley Public Library</li> <li>United Way of Story County</li> </ul>	<ul style="list-style-type: none"> <li>Targets grades K-6<sup>th</sup></li> <li>6-7 week program offering reading based activities</li> <li>Held at the Huxley Public Library</li> </ul>	<ul style="list-style-type: none"> <li>Food (breakfast and cold lunch)</li> <li>Academic component (literacy)</li> <li>Socialization</li> <li>Community engagement</li> </ul>
Boys and Girls Clubs of Story County	<ul style="list-style-type: none"> <li>Boys and Girls Clubs of Story County</li> <li>Nevada School District (vendor for meals)</li> </ul>	<ul style="list-style-type: none"> <li>Targets age 5-18</li> <li>Offers extended hours at the Boys and Girls Club site in Ames</li> <li>Added a site in Nevada 2018</li> </ul>	<ul style="list-style-type: none"> <li>Food</li> <li>Enrichment with STREAM</li> <li>Physical well-being</li> <li>Socialization</li> <li>Community engagement</li> </ul>

Camp Fire (Camp Canwita location)	<ul style="list-style-type: none"> <li>• Camp Fire Iowa</li> </ul>	<ul style="list-style-type: none"> <li>• Targets grades 1-10</li> <li>• Camp day program runs in week blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment with STREAM</li> <li>• Physical well-being</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>
Community Academy	<ul style="list-style-type: none"> <li>• Community Academy</li> <li>• Multiple community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Targets grades K-12</li> <li>• 3 week program that blends project based learning with community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment with STREAM</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>
Harrison Barnes Reading Academy: Summer Reading Buddies	<ul style="list-style-type: none"> <li>• Raising Readers</li> <li>• Ames Public Library</li> <li>• Boys &amp; Girls Clubs of Story County</li> <li>• Multiple community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Targets grades 1-3</li> <li>• 6 week program that pairs a trained volunteer with a child for a 1:1 reading session</li> <li>• Program held at sites in Ames, Nevada, and Huxley</li> </ul>	<ul style="list-style-type: none"> <li>• Academic component (literacy)</li> <li>• Socialization</li> </ul>
ISU Extension & Outreach, 4H & Clover Kids	<ul style="list-style-type: none"> <li>• ISU Extension &amp; Outreach – Story County</li> <li>• Multiple community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Targets grades K-12</li> <li>• Enrollment based program held throughout the summer in multiple locations across Story County</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment with STREAM</li> <li>• Physical well-being</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>
Kid's Club	<ul style="list-style-type: none"> <li>• YSS</li> <li>• Ballard Community School District</li> <li>• Gilbert Community School District</li> <li>• Roland-Story Community School District</li> </ul>	<ul style="list-style-type: none"> <li>• Targets grades K-6</li> <li>• Year round out of school program which offers academic support and enrichment</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Enrichment with STREAM</li> <li>• Physical well-being</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>
School based summer food & enrichment program	<ul style="list-style-type: none"> <li>• YSS</li> <li>• Ames Community School District</li> <li>• Collins-Maxwell Community School District</li> <li>• Nevada Community School District</li> <li>• United Way of Story County</li> <li>• Multiple community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Ames site ("Little Cyclone Camp") targets grades K-5</li> <li>• Collins site ("Little Spartan Camp") targets grades K-8</li> <li>• Nevada site ("Food for Thought") targets grades K-8</li> <li>• 6 week summer program that combines meals, academics and enrichment at different school sites in Story County</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Academic component (literacy, math, science)</li> <li>• Enrichment with STREAM</li> <li>• Physical well-being</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>
Summer Meals for Kids & Teens	<ul style="list-style-type: none"> <li>• Ames Public Library</li> <li>• Boys &amp; Girls Clubs of Story County (food sponsor)</li> <li>• Nevada Community School District (food vendor)</li> </ul>	<ul style="list-style-type: none"> <li>• Targets all ages as an open site in the community</li> <li>• June through August</li> <li>• Free lunch provided in the library</li> <li>• Enrichment activities offered</li> </ul>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Academic component (literacy)</li> <li>• Enrichment with STREAM</li> <li>• Socialization</li> <li>• Community engagement</li> </ul>

Super K	<ul style="list-style-type: none"> <li>• Raising Readers</li> <li>• Ames Community School District</li> <li>• Nevada Community School District</li> </ul>	<ul style="list-style-type: none"> <li>• Targets age 4-5 (incoming kindergarten students, parents/caregivers)</li> <li>• 2 week kindergarten transition program to prepare children with skills needed for kindergarten</li> <li>• Program includes daily communication with parents/caregivers and tips for things that can be done at home to help children prepare</li> </ul>	<ul style="list-style-type: none"> <li>• Language development &amp; literacy</li> <li>• Cognition &amp; general knowledge</li> <li>• Approaches to learning</li> <li>• Social &amp; emotional development</li> </ul>
---------	---	--	--

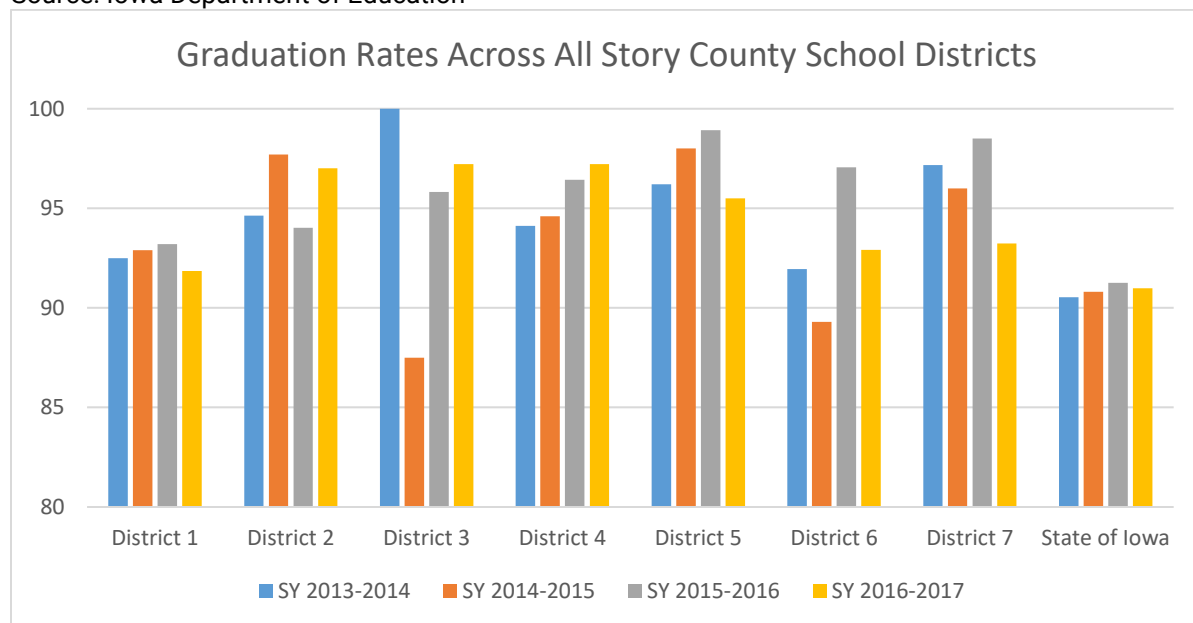
### General Graduation Rates in Story County



The graduation rates across the seven Story County school districts have remained generally above 90% over the past four years. The few exceptions have been in smaller districts where one to five students who did not graduate reflect a noticeable impact on the general percentage rate district wide.

**Chart 6: Graduation Rates across All Story County School Districts**

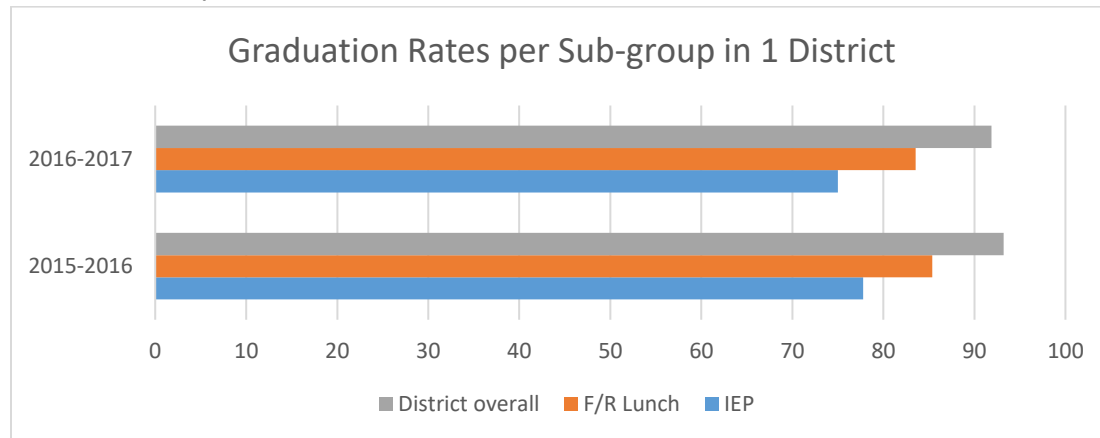
Source: Iowa Department of Education



Further examination of the graduation rate among subgroups of students demonstrate trends that can be used to inform the delivery of services. The graduation rates among students who are enrolled with the free/reduced lunch program or students with an IEP (Individualized Education Plan) are consistently lower than the general graduation rate. The type of IEP is not noted within these statistics.

**Chart 7: Graduation Rates per Sub-Group in One Story County School District**

Source: Iowa Department of Education

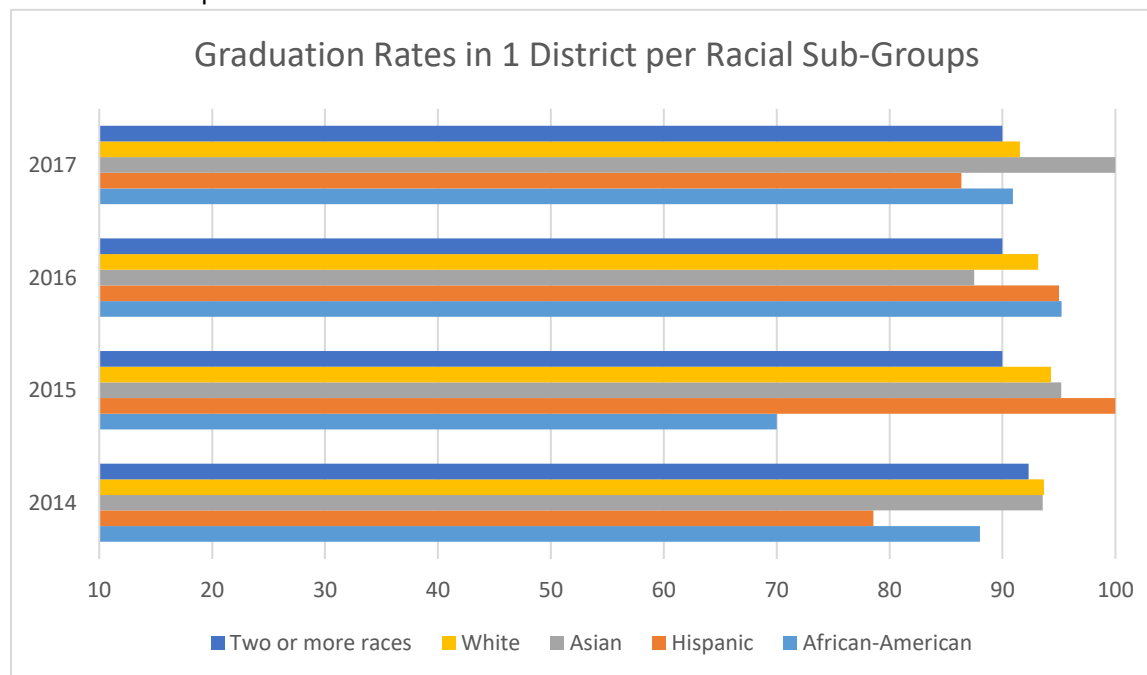


Only one school district in Story County has a large enough student population of minority students to track graduation rates among subgroups by race.

**Chart 8** shows the graduation rate per racial subgroup over the past four years. One striking consistency is that the graduation rate among students who are white and students who are two or more races is generally stable, holding between 91% - 95%, over the past four years. There is more fluctuation among minority students from year to year. Story County Reads is mindful of the history of fluctuations among subgroups and is working to address equity across program delivery within our network of service providers to ensure there are supports for success across minority groups.

**Chart 8: Graduation Rates in One Story County School District per Racial Sub-Groups**

Source: Iowa Department of Education



### Current Services and Supports

The focus of early childhood and childhood success with education establishes a foundation for youth to have a pathway towards graduation later in life. Obtaining proficiency with literacy is vital for graduation and enrollment with secondary education after high school. Although the Story County Reads coalition does not have a work group dedicated to high school graduation, the importance of graduation as a precursor for individual success later in life is the underlying driver of the entire coalition. Partner organizations such as YSS, Boys & Girls Clubs of Story County, ISU Extension and Outreach/Story County Extension, and Camp Fire have specialized programs serving multiple communities within Story County for middle school and high school students. The Ames Public Library also has specialized services for this age group. Graduation from high school is a long term positive outcome for these programs and mirrors the importance of supporting youth in all stages of their academic journey.

## **Part 3: The Community Solutions Action Plan**

### **Assurance #2 & #3: Our Destination and Strategy**

*\*Over-arching vision for 2020 in the areas of school readiness, attendance, summer learning and general reading proficiency, achievable goals, targets and milestones*

*\*Coordination of programs and initiatives designed to respond to school readiness, attendance, summer learning and general reading proficiency*



### Charting Our Destination Begins with Ames Reads

Our journey in creating a community based coalition focused on third grade reading proficiency began in the spring of 2012. Core members of our team in Ames recognized there was an academic achievement gap experienced between youth within various socio-economic groups. Around the same timeframe, the hunger collaboration, a community group facilitated by United Way of Story County, was exploring the food shortage experienced by families of youth who are enrolled for the free/reduced lunch program. These discussions about meal shortages would later lead to the school based summer food and enrichment program, a key part of our current summer learning portfolio. As our core team members reviewed other ways to directly address the academic needs of youth as a community, it became clear that organizing around the key components of school readiness, school attendance, summer learning, and reading

proficiency would lead to better, more sustainable change. Our original Community Solutions Action Plan was created and our team joined the national Campaign for Grade Level Reading in the spirit of uniting as a community coalition called “Ames Reads”.

As we worked together within the collective impact model and our coalition members increased the geographic footprint of services beyond the boundary of Ames, our team began to recognize youth in our rural communities were also in need of support to achieve literacy proficiency goals. Through “Ames Reads”, the team engaged multiple partners including Ames city staff, local businesses, non-profit organizations, Ames Community School District staff, affordable housing providers, and community members. The passion, dedication, and focused strategies led “Ames Reads” to being recognized as a Pacesetter community by the Campaign for Grade Level Reading in 2013, 2014, 2015, and 2016 under this community name.

### **Expansion: New Communities and Dedicated Staff**

Key coalition members such as United Way of Story County, Raising Readers in Story County, YSS, MICA (Mid-Iowa Community Action Agency, and LSI (Lutheran Services in Iowa) had a clear presence in towns outside of Ames and directly experienced the need to help more youth and families firsthand. As the team strategically recognized and analyzed the need for an expansion of efforts as well as the potential for long term sustainability, it was decided that the coalition would broaden to embrace all seven school districts within Story County, covering 14 separate towns and communities. “Ames Reads” officially became “Story County Reads” in early 2017.

United Way of Story County was awarded a funding request to support adding to the staffing capacity of “Story County Reads” by taking on the role of backbone agency within the coalition as well as contracting out the role of “Story County Reads Data Specialist” and “Summer Program Coordinator”. The community partner, YSS, entered into a temporary contract for “Summer Program Coordinator” and duties were given to the roles and responsibilities of an existing staff person who had previously been a part of coordinating the school based summer learning programs. Both the “Story County Reads Coordinator” and “Story County Reads Data Specialist” roles were hired in August 2017. Raising Readers in Story County serves as the employer for the “Story County Reads Data Specialist” while United Way of Story County employs the primary lead coordinator for the coalition as the backbone agency. Early on, the team concluded that having dedicated staff for the alignment and coordination of early childhood and childhood programs under the umbrella of “Story County Reads” as a major step in expansion and achievement of short term and long term outcomes. The basic infrastructure of the coalition, beyond the addition of new staffing capacity, remains the same. The collective impact model is used and there are work teams in place focused on school readiness and summer learning, along with a general steering committee.

### **Progress of the Work**

The passion and dedication of the team has only grown stronger with expansion. New partners have been added and work group discussions have included strategies about how to push services more fully into underserved areas to support rural populations.



Discussions within the work teams and steering committee led to the creation of our current strategic plan. The strategic plan acts as a fluid document embedded within our Community Solutions Action Plan outlining the goals and outcomes our team is focused on achieving in the next three years. Milestones are also noted as important indicators of outcome achievement within the strategic plan. Language in the strategic plan such as “Result” and “Indicator” verses “Goal” and “Objective” reflects the framework used by United Way Worldwide. United Way of Story County uses the data sharing platform called “Clear Impact Scorecard” to share results of partner agency program and services. The Story County Reads Data Specialist has been trained on how to use this platform and has created one especially for Story County Reads. Using this platform to share data is one of the ways our team has reorganized our infrastructure to be able to lead with data and use data as an informer of program delivery. Ensuring the terminology in the strategic plan also reflects terminology with United Way’s methodology of Results Based Accountability was an intentional move towards the overall alignment of Story County Reads with the work of United Way of Story County. The backbone agency will not only ensure for facilitation and oversight of the initiative, but also provide strategy management and long term sustainability towards making the desired impact of the entire coalition. Our strategic plan acts as both a compass and a map, guiding the work of the coalition. The strategic plan also encompasses our vision, mission, and desired results in school readiness, attendance, summer learning, and general reading proficiency.

## Story County Reads Strategic Plan

***Vision: All youth in Story County will achieve literacy proficiency at or above grade level by the end of third grade.***

Story County Reads coalition is an education initiative comprised of multiple partners dedicated to supporting the academic achievement of youth. United Way of Story County is the backbone agency and primary community convener for Story County Reads. The national Campaign for Grade Level Reading has identified three main focus areas that contribute to literacy proficiency: school readiness, school attendance, and summer learning. Story County Reads follows this model and has identified goals and objectives within each of these areas. Although 3<sup>rd</sup> grade literacy is a driving marker for most goals and measures, proficiency in 4<sup>th</sup> and 5<sup>th</sup> grade is also noted in some data tables, as programs offered by partners support all elementary school age youth. The long term outcome of all efforts is that youth graduate from high school and are set up for individual success later in life. This strategy map outlines these goals and follows the framework for Clear Impact Scorecard for reporting results.

## These are the definitions of terms within the strategy map:

**Result:** The condition of well-being we want for our youth and families related to youth literacy

**Indicator:** How we measure the condition

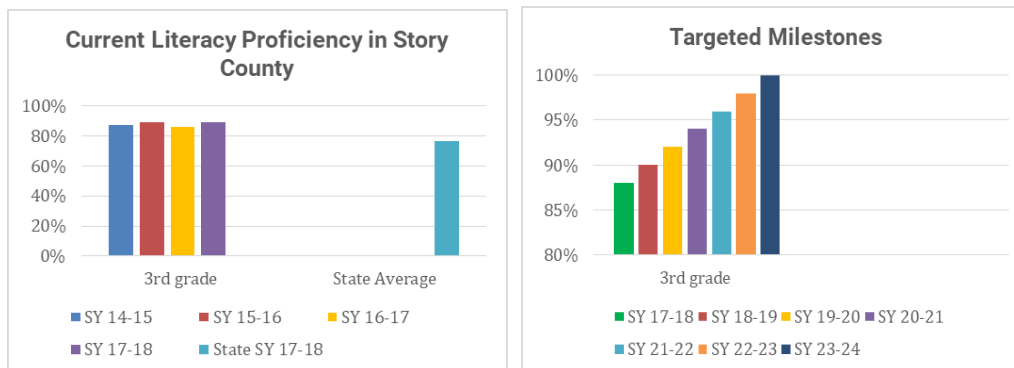
**Strategy:** An approach/action step we will take to improve the condition

**Performance measure:** How we know if the strategy is having a positive impact towards our result

**Related Programs:** Existing programs implemented by partners in our coalition related to the result

## General Literacy Proficiency

The Story County Reads coalition works to ensure youth in our community are proficient in literacy with a focus on closing the opportunity gap. The number of youth in 3<sup>rd</sup> grade proficient in literacy will increase by 2% increments annually as measured by the Iowa Department of Education's literacy assessment tool.



### General Indicators:

- % of all K-3<sup>rd</sup> grade youth proficient on the Iowa Assessments
- % of K-3<sup>rd</sup> grade free/reduced lunch youth proficient on the Iowa Assessments
- % of K-3<sup>rd</sup> non free/reduced lunch youth proficient on the Iowa Assessments

### Data and shared data management

**Result 1:** The collective impact of programs that promote healthy child development, school readiness, school attendance, summer learning, and youth literacy will be supported through the use of two shared database systems that store data and inform our network.

**Strategy 1.1:** A database that will store individual data per programs will be implemented.

**Performance Measure 1.1a:** The database is implemented by Sept. 2020

**Related Programs:** System TBD

**Strategy 1.2:** Program level data related to programs implemented by Story County Reads' partners and information about literacy assessments and school attendance will be tracked using Clear Impact Scorecard.

**Performance Measure 1.2a:** Access to the Clear Impact Scorecard for Story County Reads is shared with partners by September 2019.

**Related Programs:**

Clear Impact Scorecard

**ACEs (Addressing and Acknowledging Adverse Childhood Experiences)**

**Result 2:** Our network of providers and partners incorporate trauma-informed practices into programs and services to better support all youth.

**Strategy 2.1:** Service providers and educators in all 7 school districts have knowledge about and access to community wide collaborations and trainings focusing on resiliency and trauma informed care.

**Performance Measure 2.1a:** % of partners within the Story County Reads coalition that attend trainings and participate within collaborative meetings.

**Performance Measure 2.1b:** % network service providers who adopt trauma informed care into services.

**Related Collaborations**

- Children's Well-Being Collaborative
- Central Iowa ACES 360

**Literacy based programs during the academic year**

**Result 3:** School based and afterschool programs supporting literacy will target youth in K-3<sup>rd</sup> grade who are either in danger of falling below proficiency or not proficient on fall literacy assessments.

**Strategy 3.1:** Iowa Reading Corps is implemented in all 7 Story County school districts.

**Performance Measure 3.1a:** General increase in the # of Story County school districts and elementary schools participating in Iowa Reading Corps.

**Related Programs**

Iowa Reading Corps

**Strategy 3.2:** Service providers will note literacy proficiency levels for youth participating in programs to gauge growth.

**Performance Measure 3.2a:** # service providers with literacy based programs indicating growth in proficiency for program participants.

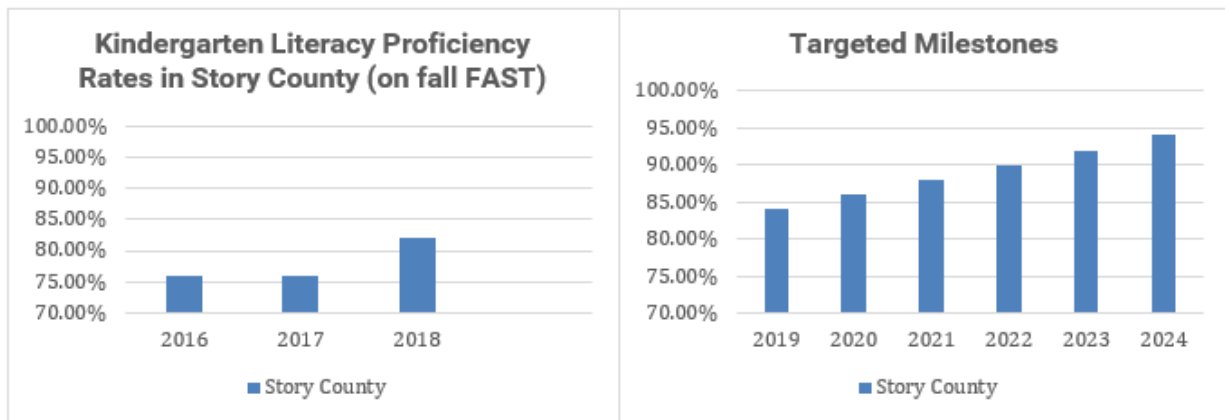
**Performance Measure 3.2b:** % participants demonstrating growth in literacy proficiency through the duration of the program.

**Related Programs**

Harrison Barnes Reading Academy (School Year Reading Buddies)

### Strategy Map: School Readiness

Children in Story County are prepared to enter kindergarten within the 5 domains of school readiness. There will be an annual increase by 2% increments in the number of children demonstrating literacy proficiency as measured by the Iowa Department of Education’s fall literacy assessment.



Source: Iowa Department of Education

**General Indicator:**

- % of kindergarten children who are proficient as measured by the Iowa Department of Education’s fall literacy assessment

**Consistent school readiness definition to inform programs:**

**Result 1:** Partners with the Story County Reads coalition have a shared understanding of the school readiness factors necessary for children. Programs implemented by Story County Reads partner organizations will address these factors to prepare children for kindergarten once the needs have been identified using a measurement tool.

**Strategy 1.1:** A survey will be created and administered for all Story County preschool and kindergarten teachers to gather feedback about school readiness

and the 5 domains (language & literacy development, cognition & general knowledge, approaches toward learning, physical well-being & motor development, social & emotional development). Teachers will be engaged in continuous cycles.

**Performance Measure 1.1a:** # of teachers per assessment cycle representing each school district who are actively engaged by completing and submitting the survey.

**Related Programs:** N/A

**Strategy 1.2:** By August 2019, a measurement tool will be implemented using the information gathered in the survey.

**Performance Measure 1.2a:** # and % of completed assessments using the measurement tool reported by educators.

**Performance Measure 1.2b:** # of organizations within the Story County Reads coalition that use feedback from the tool to influence program implementation

**Related Programs:** N/A

### **Awareness of resources to meet basic needs**

**Result 2:** Story County Reads' school readiness programs will expand to cover communities represented by all 7 school districts in Story County to ensure children and families are supported by services and resources.

**Strategy 2.1:** A public awareness campaign promoting resources such as 2-1-1 will be implemented to encourage outreach of existing programs and resources available.

**Performance Measure 2.1a:** General increase in the # of participants engaged in programs offered by Story County Reads partners

**Performance Measure 2.1b:** % of partner organizations participating in 2-1-1 as a resource

**Related Programs:**

- 2-1-1
- Consistent marketing efforts of existing programs by providers

**Strategy 2.2:** Story County Reads' school readiness team will meet monthly to evaluate programs, discuss resources, and review the expansion of programs to ensure community needs are met.

**Performance Measure 2.2a:** # of engaged team members involved with the School Readiness team attending meetings

**Related Programs:** N/A

**Professional development & training (Parents, caregivers, service providers)**

**Result 3:** The capacity of individuals and organizations supporting childhood success will be enhanced to address the 5 domains of school readiness (language & literacy development, cognition & general knowledge, approaches toward learning, physical well-being & motor development, social & emotional development)

**Strategy 3.1:** Story County Reads partners will collaborate on professional development opportunities.

**Performance Measure 3.1a:** # of partners who complete community offered trainings.

**Related Programs:**

- Lectio
- Campaign for GLR trainings
- Talk with Me Baby
- GOLD Teaching Strategies for Story County Reads partner childcare centers and preschools

**Strategy 3.2:** Parent and caregiver engagement programs that support healthy child development will be implemented in multiple accessible locations within the communities.

**Performance Measure 3.2a:** General increase in the # of parents and caregivers served through partner programs

**Performance Measure 3.2b:** General increase in the # of communities with at least 1 parent/caregiver engagement program implemented by a Story County Reads partner organization

**Related Programs:**

- Project Smyles
- Small Talk Story County
- Talk with Me Baby
- Parent Café
- Parents as Teachers
- Steps to Success
- Reach Out and Read
- Early Headstart & Headstart
- Healthy Futures
- Stork's Nest

**Strategy 3.3:** Employer based strategies, such as “Lunch & Learn” sessions will be used to provide outreach for parents and caregivers.

**Performance Measure 3.3a:** # of learning sessions offered annually by a member of the Story County Reads team

**Performance Measure 3.3b:** # of participants who complete sessions offered

**Related Programs:**

- VROOM
- Talk with Me Baby

**Literacy based programs**

**Result 4:** Children are prepared to enter kindergarten with basic literacy skills.

**Strategy 4.1:** Children are enrolled in preschool programs that provide basic literacy skills.

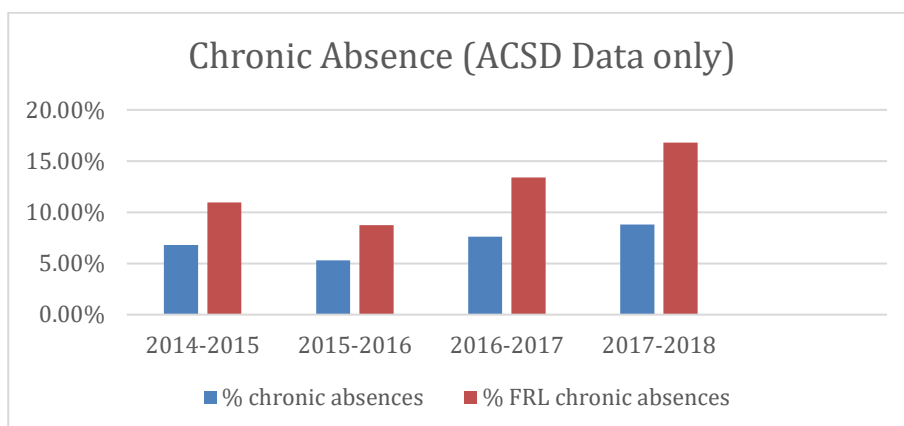
**Performance Measure 4.1a:** % of kindergarten children who are proficient as assessed by Fall FAST.

**Related Programs:**

- ACPC Reading Buddies
- Story Pals
- Super K
- Library based programs for 0-5 year olds
- Early Headstart & Headstart
- Parents as Teachers

**Strategy Map: School Attendance**

Chronic absenteeism (absence from school 10% or more of days enrolled) for K-5<sup>th</sup> grade students in all 7 Story County School Districts is reduced to 5% or below by 2024.



## General Indicators:

- % of all PK-3<sup>rd</sup> grade youth in Story County that are chronically absent
- % of PK-3<sup>rd</sup> grade youth eligible for F/R lunch in Story County that are chronically absent
- % of PK-3<sup>rd</sup> grade youth non eligible for F/R lunch in Story County that are chronically absent

## Schools

**Result 1:** All 7 Story County School Districts will participate in a county-wide school attendance campaign.

**Strategy 1.1:** Secure MOU data sharing agreements with all 7 Story County school districts. MOU's will stipulate data sharing about school attendance.

**Performance Measure 1.1a:** By January 30, 2019, all 7 Story County School District Superintendents will be engaged to begin the MOU negotiation process.

**Performance Measure 1.1b:** By June 30, 2019, all 7 Story County School District Superintendents will have signed an MOU data sharing agreement for attendance information.

### Related Programs:

School Attendance Campaigns

**Strategy 1.2:** The Story County Reads attendance toolkit will be available to all elementary schools in Story County.

**Performance Measure 1.2a:** The digital link for the Story County Reads attendance toolkit will be shared with all elementary schools by December 31, 2018.

### Related Programs:

- School Attendance Campaigns
- AttendanceWorks information

**Strategy 1.3:** Story County Reads team members will work with the administration and faculty at schools to identify a method for tracking attendance barriers for students who are chronically absent.

**Performance Measure 1.3a:** By June 30, 2019, Story County Reads members will have met with school principals and school counselors from each of the 7 school districts about reasons why youth are chronically absent.



**Performance Measure 1.3b:** By September 30, 2019, a method for tracking attendance is shared and implemented with all elementary schools.

**Related Programs:** N/A

## Parents

**Result 2:** Parents and caregivers will be engaged about strategies to establish positive attendance early and throughout each school year.

**Strategy 2.1:** Story County businesses will be engaged in awareness campaigns to learn about Tier 1 strategies for parents and caregivers.

**Performance Measure 2.1a:** General increase in the # of businesses pledging to promote positive school attendance

**Related Programs:**  
AttendanceWorks information

**Strategy 2.2:** A public awareness campaign supporting resources such as 2-1-1 will be implemented to encourage outreach of existing programs and resources available to address barriers to school attendance.

**Performance Measure 2.2a:** General increase the % of Story County Reads partners participating as a 2-1-1 resource

**Performance Measure 2.2b:** General increase in # referrals made to 2-1-1

**Related Programs:**  
2-1-1

## Strategy Map: Summer Learning

By 2030, 90% of K-5<sup>th</sup> grade students in Story County who are not reading at grade level will participate in an enrolled summer enrichment opportunity through the Story County Reads collaboration.

### Summer Learning System Data Chart

Year	# Meals Served	# Youth Engaged	# Volunteers Engaged	# Volunteer Hours Generated
Summer 2016	17,534	791	138	1,668
Summer 2017	22,143	917	386	3,977
Summer 2018	24,007	430 *some programs not reporting	226	1,025
<b>Totals</b>	<b>63,684</b>	<b>2,138</b>	<b>750</b>	<b>6,670</b>

### **General Indicators:**

- # meals served across all summer programs
- # youth engaged across all summer programs
- # youth who are not proficient engaged
- % youth engaged that are F/R eligible
- # volunteers engaged across all summer programs
- # volunteer hours generated across all summer programs

### **Academic Proficiency**

**Result 1:** There are programs offered within the Story County Reads summer learning portfolio that include an academic or enrichment component to address “summer slide”.

**Strategy 1.1:** All 7 community school districts within Story County will be represented by at least 1 summer program with an academic element.

**Performance Measure 1.1a:** # of communities within Story County where summer programs with an academic element are implemented.

#### **Related Programs:**

- All Aboard for Kids
- Ballard Summer Enrichment
- Boys & Girls Clubs of Story County
- Camp Fire
- The Community Academy
- Harrison Barnes Reading Academy: Summer Reading Buddies
- Kid’s Club @ Gilbert and Roland-Story
- School based summer food & enrichment programs
- Summer Meals for Kids & Teens
- Super K
- 4H & Clover Kids

**Strategy 1.2:** Youth who are enrolled in a literacy based summer program will gain or maintain literacy proficiency as measured by comparing internal pre/post literacy assessments.

**Performance Measure 1.2a:** Comparison of literacy performance on internal pre/post program assessments (assessment tool will vary per program).

**Performance Measure 1.2b:** % of youth who are not proficient demonstrating growth in literacy proficiency by comparing spring to fall assessments.

#### **Related Programs:**

- Ballard Summer Enrichment
- Harrison Barnes Reading Academy: Summer Reading Buddies
- School based summer food & enrichment programs

## **Summer Program Attendance**

**Result 2:** Youth engaged within the enrolled programs will maintain a positive rate of attendance.

**Strategy 2.1:** Youth will be encouraged to attend 85% or more of the program days offered per program.

**Performance Measure 2.1a:** % of enrolled program participants who had an attendance rate of 85% or higher

**Performance Measure 2.1b:** % of enrolled program participants eligible for free/reduced lunch who had an attendance rate of 85% or higher

### **Related Programs:**

- All Aboard for Kids
- Ballard Summer Enrichment
- Camp Fire
- The Community Academy
- Harrison Barnes Reading Academy: Summer Reading Buddies
- Kid's Club
- School based summer food & enrichment programs
- Super K
- 4H & Clover Kids

## **Reduction of meal gap for youth**

**Result 3:** Story County Reads' summer programs will address the meal gap for youth.

**Strategy 3.1:** Free meals will be provided in sites associated with the implementation of Story County Reads' summer programs across Story County.

**Performance Measure 3.1a:** # meals served across the network of programs

### **Related Programs:**

- Ballard Summer Enrichment
- Boys & Girls Clubs of Story County
- School based summer food & enrichment programs
- Summer Meals for Kids & Teens (Ames)

**Strategy 3.2:** Increase # summer meal sites resulting in all 7 Story County school districts having access to a summer meal program.

**Performance Measure 3.2a:** # meal sites across the county

### **Related Programs:**

- Ballard Summer Enrichment

- Boys & Girls Clubs of Story County
- School based summer food & enrichment programs
- Summer Meals for Kids & Teens (Ames)

## **Socialization**

**Result 4:** Summer enrichment programs support social-emotional development for youth by providing a safe and experience rich environment.

**Strategy 4.1:** Enrollment based summer programs have a plan that details program structure, schedules, staffing, emergency protocol, and social emotional based youth outcomes.

**Performance Measure 4.1a:** % of programs within the summer learning system that have a written implementation plan

### **Related Programs:**

- All Aboard for Kids
- Ballard Summer Enrichment
- Camp Fire
- The Community Academy
- Harrison Barnes Reading Academy – Summer Reading Buddies
- Kid’s Club
- School based summer food & enrichment programs
- Super K
- 4H & Clover Kids

**Strategy 4.2:** Community engagement opportunities are a scheduled part of the program curriculum.

**Performance Measure 4.2a:** % of summer learning programs that include field trips, community presenters, project based learning, and/or service learning as a part of the schedule.

### **Related Programs:**

- All Aboard for Kids
- Boys & Girls Clubs of Story County
- The Community Academy
- School based summer food & enrichment programs
- 4H & Clover Kids

## Organizations and Related Partners for Specific Programs

ACPC  
All Aboard for Kids  
Ames Community School District  
Ames Public Library  
AttendanceWorks  
Ballard Community School District  
Boys & Girls Clubs of Story County  
Camp Fire  
Collins-Maxwell Community School District  
District  
Colo-NESCO Community School District  
The Community Academy  
Iowa State University

Iowa State University  
ISU Extension & Outreach  
LSI  
Mary Greeley Medical Center  
MICA  
National Campaign for Grade Level Reading  
Nevada Community School District  
Nevada Public Library  
Raising Readers in Story County  
Roland Story Community School District  
Story County Extension  
United Ways Iowa  
YSS  
2-1-1

## Part 3: The Community Solutions Action Plan

### Assurance #4: Alignment and Synergy

*\*Alignment of our coalition with other ongoing efforts and initiatives impacting youth*

As the backbone agency for Story County Reads, United Way of Story County provides oversight and guidance with the coalition, all of the work groups, and daily operations to ensure the initiative is achieving the results outlined in the strategic plan and in long range literacy proficiency goals. Along with Story County Reads, there are other active community collaborations centering on a specific area of well-being. Similar to our work with youth literacy goals, these have been formed by stakeholders and align across sectors between non-profits, the public, and private sectors. United Way of Story County is also involved with these collaborations due to the organization's natural role as a community convener, funder, and county wide voice with health, education, and financial stability. A few of these established collaborations are significant to Story County Reads because of overlap with a focus on early childhood and childhood success. The success and stability of the "whole child" blends the areas of education, social-emotional health, physical health, parent engagement, and community supports. Synergy between multiple community collaborations enhances what each individual network is doing at a higher level, leading to deeper relationships among providers and individual youth and families. There are a limited number of human service and education based non-profit organizations providing supportive services targeting early childhood and school age youth. Therefore, building upon established partnerships across initiatives and sharing resources among community collaborations allows for each initiative to flow seamlessly and effectively to the targeted individuals and families.

#### Community Collaborations Intersecting with Story County Reads

There are five community collaborations, three local and two state driven, that are both active within Story County and overlap due to an early childhood/youth focus. Our depth of interaction within each collaboration varies, depending on the group. There is the potential for more engagement and cross collaboration with all of these groups as our work progresses and aligns the general areas of youth success in education and health.

#### Collaborations with a State Focus

**Early Childhood Iowa (ECI)** was established in 1998 as a state public and private initiative that would operate to support children age 0-5 and their families with three primary focus areas: 1) Promotion of and support for programs and services, 2) Support for local efforts, and 3) State systems work in early childhood. The vision of ECI is that "Every child beginning at birth is healthy and successful." The mission states that "The Early Childhood Stakeholder Alliance will assure all children age five and younger, and their families, have access to a continuum of essential, effective and high quality services by promoting a comprehensive, integrated system for Iowa's children, families

and communities.” The work of ECI is carried out by 38 boards, covering all of Iowa’s 99 counties. Governed by the Early Childhood Iowa State Board, these local boards work within designated counties to join parents and children with the non-profit, public, and private sectors on many levels, all with the long term outcome of ensuring children are supported towards optimal development. Funding for local organizations through ECI boards, as well as professional development opportunities for families, educators, and non-profit providers are also a part of ECI’s work. The local ECI board that covers Story County is named BooSt Together for Children. The director for BooSt Together for Children serves as a member of the School Readiness work team and also on our steering committee. Engagement with ECI also occurs through our representation on the statewide Equity Advisory Committee, which is charged with ensuring supports offered by Early Childhood Iowa operates by using an equity lens. Additionally, training opportunities, conferences and summits offered by ECI are attended by Story County Reads members.

### **Collaborations with a Local Focus**

**The Children’s Well-being Collaborative** led by our partner, YSS, was first assembled in 2017 as the result of a statewide grant. The goal of the collaborative is “to bring together a broad cross-section of entities together to collaborate and cooperate in the efforts to build and improve the effectiveness of prevention services that impact the well-being of children age 0-12 and their families.” This collaborative covers eleven counties which include Boone, Franklin, Greene, Hamilton, Hardin, Jasper, Madison, Marshall, Poweshiek, Story, and Warren. The collaborative meets three times a year as a large group and then locally per county as often as needed. The local focus of Story County’s team has been raising awareness for children and families of the community resources that are available to provide supports for youth mental health. As this collaborative moves forward, additional community members will be recruited to broaden the perspective and work of the team. Story County Reads members are a part of the Story County team with this collaborative, as the work overlaps with its focus on supporting the well-being of children.

**The Central Iowa ACEs 360 Coalition** is our area’s leader in addressing Adverse Childhood Experiences (ACEs) on a community level through offering training opportunities, data collection, disbursement of information, influencing policy change, and fostering local change. The connection between ACEs, toxic stress, health and education for our youth is a rapidly expanding area that Story County Reads is incorporating into our work. We recognize that the daily environment and other factors in which young children and older youth are exposed to plays a huge role in their development and ability to experience healthy growth on all levels. Working with Central Iowa ACEs 360 in spreading awareness about what ACEs are, how to identify them, and what it means to be trauma informed for our educators, health care providers, and youth serving organizations is an important component to ensuring our community is fully supportive.

**The Hunger Collaboration** in Story County is a cross sector team formed to address the issue of meal and food shortages within our community. Led by United Way of Story County, the team gathers regularly to discuss strategies that can be utilized to spread awareness of the issue, promote local resources, and connect individuals who are in need of services to those resources. Discussions within the Hunger Collaboration in 2011 and 2012 revealed that there are a large number of Story County youth that experience hunger during the summer months when school is not in session. These youth participate in the Free/Reduced lunch program during the school year, but do not have this option for a healthy meal during the summer. As a first step towards what would later become a robust summer learning program, “Food for Thought” was created to feed hungry kids. Aside from leading to our first summer food and enrichment program, the Hunger Collaboration is also associated with the work of Story County Reads through the Backpack Program™. This program alleviates the meal gap some children experience over the weekend by supplying a free bag of food to income qualifying children. It is provided in partnership with United Way of Story County, Story County school districts, and the Food Bank of Iowa. Our partner organization, Raising Readers in Story County adds an age appropriate book to the backpacks 3-4 times a year. Our team recognizes the strong relationship between health, and specifically hunger, with education and the ability for youth to learn. Adding components of meal provision and addressing hunger for youth in our community is a critical step towards supporting “the whole child” and their achievement with literacy proficiency. The program in Story County serves multiple elementary schools in all seven school districts.

## Part 3: The Community Solutions Action Plan

### Assurance #5: Data

*\*Steps taken to ensure ongoing access to data needed to establish baselines, set targets, track progress, disaggregate for subgroups, and ensure accountability*

Story County Reads is data-driven in our work on multiple levels. As a key component of our expansion into addressing youth literacy proficiency goals, our team created and hired a Data Specialist charged with establishing Memorandums of Understanding among our partners for the sustainable collection of data, managing the data received, tracking and sharing our goal progress, and determining our long term steps towards ensuring the coalition maintains the most accurate performance indicators related to school readiness, attendance, and summer learning. Raising Readers in Story County, a primary partner agency of Story County Reads, employs the Story County Reads Data Specialist. Clear Impact Scorecard is a database platform used by United Way of Story County to share goal performance externally with partner organizations and the greater community. The Story County Reads Data Specialist has worked with UWSC to become trained in using Clear Impact Scorecard and has created one specifically for tracking outcomes associated with our coalition.



## Measures We Are Collecting on Clear Impact Scorecard

The initial data indicators collected on Clear Impact Scorecard reflect outcomes and measures established in 2017 during the first year after our coalition expanded to a county wide focus. These are the data indicators that were originally created using this platform.

- ❖ **Children enter school developmentally on track. (School Readiness)**
  - % of Kindergarten students who are proficient (FAST proficiency)
  
- ❖ **Children exit 3<sup>rd</sup> grade reading at grade level**
  - % of all 3<sup>rd</sup> grade students reading proficiently in Story County
  - % of free and reduced lunch 3<sup>rd</sup> grade students reading proficiently in Story County
  - % of non-free and reduced lunch 3<sup>rd</sup> grade students reading proficiently in Story County
  - % of students that receive free or reduced price lunch in Story County
    - **Summer Program Proficiency**
      - % of all summer school students that improved or maintained FAST proficiency
      - % of summer academic students on free and reduced lunch that improved or maintained FAST proficiency
      - % of summer academic school students that improved or maintained FAST proficiency and attended greater than 85%
    - **Summer Program Attendance**
      - % of all summer academic students who had 85% or higher attendance
      - % of summer academic students on free and reduced lunch who had 85% or higher attendance
    - **Students that are chronically absent within District 1**
      - % of all PK-3<sup>rd</sup> grade District 1 students that are chronically absent
      - % of PK-3<sup>rd</sup> grade District 1 students on FRL that are chronically absent
      - % of PK-3<sup>rd</sup> grade District 1 students non FRL that are chronically absent
      - % of all PK-12<sup>th</sup> grade District 1 student that are chronically absent
      - % of PK-12<sup>th</sup> grade non FRL students that are chronically absent
      - % of PK-12<sup>th</sup> grade District 1 students on FRL that are chronically absent by grade
    - **Fall FAST Scores**
      - % of all K-3<sup>rd</sup> grade students proficient on Fall FAST
      - % of K-3<sup>rd</sup> grade free and reduced lunch students proficient on Fall FAST
      - % of K-3<sup>rd</sup> grade non free and reduced lunch students proficient on Fall FAST

In 2018, Story County Reads went through the process of creating a strategic plan with expanded results, strategies, and performance measures. Now that this plan has been approved by our steering committee and work teams, the measures reflected on Clear Impact Scorecard will change to align with the outcomes on the strategic plan. Some of

the previous data indicators that were on the original Clear Impact Scorecard may be removed, although the data would still be collected. Additionally, there are some data points tracked that may not be shared using the Clear Impact Scorecard platform, but would be used internally by the coalition to drive decisions about program implementation. These additional data points are also collected by the Data Specialist for Story County Reads:

- Program specific results for Raising Readers' Harrison Barnes Summer Reading Buddies using the program specific evaluation (% participants that maintained, improved, or regressed)
- % 3<sup>rd</sup> grade students in Story County not reading proficiently as assessed by Iowa Reading Assessments
- % 3<sup>rd</sup> grade students in Story County who are reading proficiently grouped by race and ethnicity
- % of school based summer enrichment program students who attended greater than 85% of program that improved or maintained proficiency using FAST assessments

Our coalition's focus on data collection and analysis to assist Story County Reads with making data driven decisions about programs has led us to explore establishing a data warehouse system that will store a large amount of information and produce queries based on the data. This system would function as a more internal method of analyzing data as compared to Clear Impact Scorecard, which is intended to be shared publicly with stakeholders. The data warehouse system would be used to assist our team internally with decisions about strategy, program development and management to address the areas of school readiness, attendance, summer learning and grade level reading proficiency. The vision is to create a clearinghouse that is a single repository of data from multiple sources, including all of our partners within Story County Reads. Another community within Iowa's Campaign for Grade Level Reading network has successfully established a data system in this way using a third party for both the data storage as well as the analysis. Our team has met with this coalition and is working to establish a similar method that would be designed to suit the needs of our team. It is within our three year strategic plan to implement both a data warehouse and Clear Impact Scorecard, as both are key to creating shared accountability within the coalition as well as tracking our measurements towards the established short term and long term outcomes.

Several Memorandums of Understanding (MOU) for sharing data need to be established with Story County school districts as well as with all of our formal partners within the coalition. In March 2015, Story County Reads (then known as "Ames Reads") and the Ames Community School District established an MOU that allows the coalition to collect data from the school district related to school readiness, attendance, and summer learning. In addition to Ames Community School District, the team has also established MOUs established with Nevada Community School District and Collins-Maxwell Community School District. The terms of these are being reviewed to broaden

the type of data collected. It is within our strategic plan to have data sharing agreements established with all seven school districts in Story County.

## **Part 3: The Community Solutions Action Plan**

### **Assurance #6: Success & Sustainability**

*\*Steps taken to ensure confidence that this effort will have broad-based support*

United Way of Story County operates as the backbone agency for the Story County Reads coalition and employs a full time person to project manage the work done by the coalition. Early in the process of working within the coalition as “Ames Reads”, the team recognized the importance of having a full time person dedicated to moving the overall initiative forward and connecting with both the current stakeholders as well as new individuals who could offer fresh perspectives. The full time Story County Reads Coordinator also engages with the Campaign for Grade Level Reading support team and leaders for other grade level reading coalitions in Iowa and across the United States as the primary spokesperson and representative of our community. Representation in this manner ensures our coalition is an active member of the vast network collectively working to influence youth literacy goals. Trading best practices with coalitions in both Iowa and nationally supports the long term sustainability of the initiative.

Story County Reads follows the model of collective impact, which relies on these five conditions: 1) backbone support from a dedicated organization, 2) establishing a common agenda, 3) continuous communication among stakeholders, 4) shared measurements for outcomes, and 5) mutually reinforcing activities. The common agenda for Story County Reads has been embraced by stakeholders as we move towards ensuring our vision of all youth in our community achieve literacy by the end of third grade. The mission and vision of our coalition resonates across various sectors because it is one of the main long term pathways towards building a stronger Story County overall. The condition of establishing continuous communication among stakeholders is maintained through consistent meetings at the steering committee level, within work group teams, and one on one between individual partner organizations and the Story County Reads Coordinator. Shared measurements are decided at the steering committee level and are reflected on the strategic plan. The strategic plan is our coalition’s guide over the course of the next three years as we move forward together. The mutually reinforcing activities are demonstrated in program partnerships addressing school readiness, summer learning and general reading proficiency. Planning meetings and shared grant seeking for collaborative programs also strengthen the joined efforts of coalition partners.

Since its inception in 2012, Ames Reads, and now Story County Reads, recognizes that we have specific community wide challenges to address that will determine the long term success of our collective efforts in achieving our vision of all youth in our community reading proficiently by the end of third grade. We also celebrate our short

term successes and reflect on the lessons we've learned operating as a coalition over the past six years. As we look forward to the future of our work, the next three years are critical to establishing key relationships with our rural school districts. These relationships are vital to our long term success as a county wide initiative. The important lessons learned that impact the long-term sustainability of Story County Reads are:

1. Story County Reads must continue to publicly communicate our campaign's strategic plan, literacy vision, desired results, and community wide effort using multiple methods of outreach.
2. Relationships matter with families, among partners, and with community contributors. The leadership of United Way of Story County as a convening organization is essential to our progress.
3. Empowering parents and caregivers is a top priority, especially considering the work within school readiness. A two generation approach that also addresses the needs of adults is significant.
4. Sustainable funding is necessary, particularly for some programs that are costly such as within the area of summer learning.
5. Human capital is necessary to maintain the wide embrace of our county wide initiative. Story County Reads needs individuals who care about our cause enough to be advocates within their organizations and locally, within each community we represent.
6. A common database system to share data indicators across the network is needed. The generated reports will act as an inspiration for what is needed within programs and a reflection of our progress.
7. Continued collaboration with other Grade Level Reading communities in Iowa as well as within the national Campaign for Grade Level Reading is highly beneficial. Story County Reads is a part of a much larger network and reciprocity in these relationships will support long term growth and sustainability.

## Appendix

### 1. Story County Reads Partners List

\*This list is subject to change with more expansion and staff changes with providers and participating organizations

#### Backbone Agency & Coordinating Staff

Name	Organization	Role
Malai Amfahr	United Way of Story County	Project manager/Coordinator
Autumn Long	Raising Readers in Story County	Data Specialist
Kalli Kennel	YSS	Summer Program Coordinator

#### Steering Committee

Name	Organization	Sector
Elizabeth Miner	Ames Community Preschool Center	Non-profit (youth/education)
Anthony Jones	Ames Community School District	Public
Jerri Heid	Ames Public Library	Public
Marion Kresse	BooSt Together for Children	State of Iowa
Erika Peterson	Boys & Girls Clubs of Story County	Non-profit (youth)
Arti Sanghi	Central Iowa RSVP	Non-profit (volunteers)
Kalen Petersen	Central Iowa RSVP	Non-profit (volunteers)
Craig Van Pay	Iowa State University	Education
Amy Barrett	LSI	Non-profit (youth)
Alyssa Barton	LSI	Non-profit (youth)
Laura Burdette	MICA	Non-profit (families)
Judith Reyes	MICA	Non-profit (families)
Autumn Long	Raising Readers in Story County	Non-profit (youth)
Lisa Reeves	Raising Readers in Story County	Non-profit (youth)
Carolyn Jons	Raising Readers in Story County	Non-profit (youth)
Randi Camp	Raising Readers in Story County	Non-profit (youth)
Diana Claus	Raising Readers in Story County	Non-profit (youth)
Eugenia Hartsook	Story County Extension – ISU Extension	Education
Sunni Swarbrick	Story County Community Foundation	Funder of non-profits
Jean Kresse	United Way of Story County	Non-profit, funder
Malai Amfahr	United Way of Story County	Non-profit, funder
Anne Owens	Volunteer Center Story County	Non-profit (volunteers)
Gerri Bugg	YSS	Non-profit (youth)
Jen Schmit	YSS	Non-profit (youth)

### School Readiness Team

<b>Name</b>	<b>Organization</b>	<b>Sector</b>
Elizabeth Miner	Ames Community Preschool Center	Non-profit (youth/education)
Jerri Heid	Ames Public Library	Public
Marion Kresse	BooSt Together for Children	State of Iowa
Craig Van Pay	Iowa State University	Education
Judith Reyes	MICA	Non-profit (families)
Megan Thompson	MICA	Non-profit (families)
Judy Dahlke	Raising Readers in Story County	Non-profit (youth)
Autumn Long	Raising Readers in Story County	Non-profit (youth)
Carolyn Jons	Raising Readers in Story County	Non-profit (youth)
Malai Amfah	United Way of Story County	Non-profit, funder

### Summer Learning Team

<b>Name</b>	<b>Organization</b>	<b>Sector</b>
Lisa McCarty	All Aboard for Kids	Non-profit (youth)
Anthony Jones	Ames Community School District	Public
Linda Jones	Ames Community School District	Public
Jerri Heid	Ames Public Library	Public
Erika Peterson	Boys & Girls Club of Story County	Non-profit (youth)
Kaitlin Binnebose	Boys & Girls Club Story County	Non-profit (youth)
Jennifer Radley	Campfire	Non-profit (youth)
Collin Reichert	Community Academy	Non-profit (youth)
Mike Todd	Community Academy	Non-profit (youth)
Chris deNeui	Nevada Central Elementary	Public
Shanna Spear	Nevada Public Library	Public
Ralph Manning	Kiwanis Service Club	Community
Jody Melcher	Kiwanis Service Club	Community
Autumn Long	Raising Readers in Story County	Non-profit (youth)
Judy Dahlke	Raising Readers in Story County	Non-profit (youth)
Lisa Reeves	Raising Readers in Story County	Non-profit (youth)
Mary Wilkins	Story County Extension – ISU Extension	Education
Jean Kresse	United Way of Story County	Non-profit, funder
Malai Amfah	United Way of Story County	Non-profit, funder
Anne Owens	Volunteer Center Story County	Non-profit (volunteers)
Barb Mittman	Volunteer	Community
Gerri Bugg	YSS	Non-profit (youth)
Denisha Renovales	YSS	Non-profit (youth)
Kalli Kennel	YSS	Non-profit (youth)
Jen Schmit	YSS	Non-profit (youth)

## 2. Landscape of Providers Serving Youth within the Story County Reads Umbrella

This list includes service providers engaged in Story County Reads. There are a number of providers outside of the umbrella that have not been included on this list. This section will be updated annually and providers added as our coalition expands. Many of the program providers collaborate with one another for the implementation, as reflected in certain programs being listed multiple times per service provider.

### ACPC (Ames Community Preschool Center)

Program	Age Served	Site location
<b>Childcare &amp; enrichment</b> , based out of main site and other locations across Ames	18 months – 5 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Main site</li> <li>• Edwards Elementary</li> <li>• Fellows Elementary</li> <li>• Kate Mitchell Elementary</li> <li>• Meeker Elementary</li> <li>• Northminster Presbyterian Church</li> <li>• Sawyer Elementary</li> <li>• St. Cecilia</li> </ul>
<b>ACPC Reading Buddies</b> (partnership with Raising Readers)	Preschool age	<ul style="list-style-type: none"> <li>• Main site</li> </ul>

### All Aboard for Kids

Program	Age Served	Site location
<b>Summer camp</b> , targets youth on the autism spectrum	K-8 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Gilbert</li> </ul>

### Ames Community School District

Program	Age Served	Site location
1 Preschool 5 Elementary Schools 1 Middle School 1 High School	Preschool age K-5 <sup>th</sup> grade 6 <sup>th</sup> -8 <sup>th</sup> grade 9 <sup>th</sup> -12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Northwood Preschool</li> <li>• Edwards Elementary</li> <li>• Fellows Elementary</li> <li>• Kate Mitchell Elementary</li> <li>• Meeker Elementary</li> <li>• Sawyer Elementary</li> <li>• Ames Middle School</li> <li>• Ames High School</li> </ul>
<b>Site for Iowa Reading Corps members</b> (partnership with United Way of Story County/UWSC)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• varies</li> </ul>

<b>Little Cyclone Academy</b> , academic based summer learning program	K-8 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• varies</li> </ul>
<b>Little Cyclone Camp</b> , enrichment based summer learning program, (partnership with primarily YSS and UWSC)	K-4 <sup>th</sup> grade * 5 <sup>th</sup> -8 <sup>th</sup> grade may be added beginning in 2019	<ul style="list-style-type: none"> <li>• varies</li> </ul>
<b>Story Pals</b> , Reading in small groups with 2-3 preschool age children, (partnership with Raising Readers)	Preschool	<ul style="list-style-type: none"> <li>• Northwood</li> </ul>
<b>Super K</b> , kindergarten transition program held in 2 week sessions during summer enrichment programs at school based sites, (partnership with Raising Readers)	Incoming kindergarten students	<ul style="list-style-type: none"> <li>• Ames</li> <li>• Nevada</li> </ul>

#### **Ames Public Library – Serves primarily Ames**

<b>Program</b>	<b>Site location</b>
<b>Harrison Barnes Reading Academy programs site</b> , (partnership with Raising Readers)	<ul style="list-style-type: none"> <li>• Ames Public Library</li> </ul>
<b>Project Smyles</b> , Ames Public Library staff provides direct outreach to preschools, childcare centers, and in participating homes by bringing age appropriate books, games, and materials on-site	<ul style="list-style-type: none"> <li>• multiple sites across Ames</li> </ul>
<b>Small Talk Story County</b> , language development program for new parents (partnership with ISU and Raising Readers)	<ul style="list-style-type: none"> <li>• Ames Public Library</li> </ul>
<b>Summer Meals for Kids &amp; Teens</b> (partnership with Boys & Girls Clubs of Story County, Nevada Community School District)	<ul style="list-style-type: none"> <li>• Ames Public Library</li> </ul>
Other early childhood and youth programs held on-site	<ul style="list-style-type: none"> <li>• Ames Public Library</li> </ul>

#### **Ballard Community School District**

<b>Program</b>	<b>Age Served</b>	<b>Site location</b>
2 Elementary Schools 1 Middle School 1 High School	PK-2 <sup>nd</sup> grade 3 <sup>rd</sup> grade – 5 <sup>th</sup> grade 6 <sup>th</sup> -8 <sup>th</sup> grade 9 <sup>th</sup> -12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Ballard West</li> <li>• Ballard East</li> <li>• Ballard Middle School</li> <li>• Ballard High School</li> </ul>
<b>Kids Club</b> (partnership with YSS)	Elementary age	<ul style="list-style-type: none"> <li>• Ballard West &amp; East</li> </ul>



<b>Site for Iowa Reading Corps members</b> (partnership with UWSC)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• Ballard West</li> <li>• Ballard East</li> </ul>
---	-------------------------	--

### Boys & Girls Clubs of Story County

Program	Site location
<b>Harrison Barnes Reading Academy programs site,</b> (partnership with Raising Readers)	<ul style="list-style-type: none"> <li>• Ames club site</li> </ul>
Out of school programs for youth age K-12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Ames club site</li> <li>• Nevada (serves middle school)</li> </ul>

### Camp Fire Iowa

Program	Site location
Summer day program for grades 1 <sup>st</sup> – 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Ames (Camp Canwita)</li> </ul>

### Collins-Maxwell Community School District

Program	Age Served	Site location
1 Elementary School 1 Middle & High School	PK- 5 <sup>th</sup> grade 6 <sup>th</sup> -12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Collins</li> <li>• Maxwell</li> </ul>
<b>Lil' Spartan Camp,</b> summer enrichment program, partnership primarily with YSS and UWSC	K-8 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Collins</li> </ul>
<b>Site for Iowa Reading Corps members</b> (partnership with UWSC)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• Collins</li> </ul>

### Community Academy

Program	Site location
Summer day program for grades K-12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Ames</li> </ul>

### Colo-NESCO Community School District

Program	Age Served	Site location
1 Elementary School 1 Middle & High School	PK- 4 <sup>th</sup> grade 5 <sup>th</sup> -12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Zearing</li> <li>• Colo</li> </ul>
<b>Story Pals,</b> reading in small groups with 2-3 preschool age children, (partnership with Raising Readers)	Preschool	<ul style="list-style-type: none"> <li>• Zearing</li> </ul>

### Gilbert Community School District

Program	Age Served	Site location
1 Elementary School 1 Intermediate School 1 Middle School 1 High School	PK-2 <sup>nd</sup> grade 3 <sup>rd</sup> - 5 <sup>th</sup> grade 6 <sup>th</sup> - 8 <sup>th</sup> grade 9 <sup>th</sup> - 12 <sup>th</sup> grade	• Gilbert
<b>Kids Club</b> (partnership with YSS)	Elementary age	• Gilbert
<b>Site for Iowa Reading Corps members</b> (partnership with UWSC)	K-3 <sup>rd</sup> grade	• Gilbert

### Iowa State University

Program	Site location
<b>Small Talk Story County</b> (partnership with Ames Public Library and Raising Readers)	• Ames
<b>Talk with Me Baby</b> (partnership with ISU Extension & Outreach, Mary Greeley Medical Center, and Ames Morning Rotary)	• Ames

### ISU Extension & Outreach

Program	Site location
<b>4H &amp; Clover Kids</b> , year round out of school learning program for youth ages K-12	• Ames
<b>Talk with Me Baby</b> (partnership with ISU Extension & Outreach, Mary Greeley Medical Center, and Ames Morning Rotary)	• Ames

### LSI (Lutheran Services Iowa)

Program	Age Served	Site location
<b>Emergency Childcare</b> , short term emergency childcare for families experiencing a crisis	0-12, parents/caregivers	• Story County
<b>Parent Café</b> , peer discussion and support group	0-12, parents/caregivers	• Ames
<b>Parents as Teachers</b> , home visitation program	2-5, parents/caregivers	• Story County
<b>People Place</b> , resource center and program site for parents	0-12, parents/caregivers	• Ames

### MICA (Mid Iowa Community Action Agency)

Program	Site location
<b>Dental clinic</b>	<ul style="list-style-type: none"> <li>• Ames</li> </ul>
<b>Early Headstart</b> , home visitation program and classroom setting focusing on early childhood	<ul style="list-style-type: none"> <li>• Nevada</li> </ul>
<b>First Five</b> , collaboration with health providers and service providers to provide support in multiple areas for parents of children age 0-5	<ul style="list-style-type: none"> <li>• Story County</li> </ul>
<b>Headstart</b> , early childhood care setting for children age 3 & 4	<ul style="list-style-type: none"> <li>• Nevada</li> </ul>
Other health programs that intersect with early childhood and youth	<ul style="list-style-type: none"> <li>• Story County</li> </ul>
<b>Steps to Success</b> , the local Family Development and Self-Sufficiency program	<ul style="list-style-type: none"> <li>• Story County</li> </ul>

### Nevada Community School District

Program	Age Served	Site location
1 Elementary School 1 Middle School 1 High School	PK-5 <sup>th</sup> grade 6 <sup>th</sup> – 8 <sup>th</sup> grade 9 <sup>th</sup> – 12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Nevada Central Elementary</li> <li>• Nevada Middle School</li> <li>• Nevada High School</li> </ul>
<b>Food for Thought</b> , summer enrichment program, partnership primarily with YSS and UWSC	K-8 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Nevada Central Elementary (<i>location may change to Nevada Middle School in 2019</i>)</li> </ul>
<b>Harrison Barnes Reading Academy programs site</b> , (partnership with Raising Readers)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• Nevada</li> </ul>
<b>Nevada Community Resource Center</b> , year round out of school program with wrap around services	PK-6 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Nevada</li> </ul>
<b>Site for Iowa Reading Corps members</b> (partnership with UWSC)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• Nevada Central Elementary</li> </ul>
<b>Story Pals</b> , reading with 2-3 children in small groups (partnership with Raising Readers)	Preschool	<ul style="list-style-type: none"> <li>• Nevada Central Elementary</li> </ul>
<b>Super K</b> , kindergarten transition program held in 2 week sessions during	Preschool	<ul style="list-style-type: none"> <li>• Nevada Central Elementary</li> </ul>

summer enrichment programs at school based sites, (partnership with Raising Readers)		
--	--	--

### Raising Readers in Story County

Program	Age Served	Site location
Access to free books in the community and in homes through Little Free Libraries, gift books, and in reading corners in multiple community sites	varies	<ul style="list-style-type: none"> <li>Multiple locations across Story County</li> </ul>
<b>Harrison Barnes Reading Academy: After School Tutoring</b> (Reading Buddies), one on one tutoring program held at multiple community sites	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>Multiple locations in Ames and Nevada</li> </ul>
<b>Harrison Barnes Reading Academy: Summer Reading Buddies</b> , summer hours and added site locations	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>Multiple locations in Ames, Huxley, and Nevada</li> </ul>
<b>Preschool Reading Buddies</b> , one on one pre-literacy program (partnership with ACPC)	Preschool	<ul style="list-style-type: none"> <li>ACPC</li> </ul>
<b>Reach Out and Read</b> , parent engagement distributing books by health care providers to parents/caregivers at wellness check-up	2 months – 5 years	<ul style="list-style-type: none"> <li>Story County</li> </ul>
<b>Read to Succeed</b> , weekend backpack food program combined with books for income qualified youth (partnership with UWSC)	K-5 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>School districts of Ames, Ballard, Collins-Maxwell, Colo-NESCO, Gilbert, and Nevada</li> </ul>
<b>Story Pals</b> , reading with 2-3 preschool age children in small groups, (partnership with school districts)	Preschool	<ul style="list-style-type: none"> <li>Ames – Northwood Preschool</li> <li>Colo-NESCO – in Zearing</li> <li>Nevada – Central Elementary</li> </ul>
<b>Super K</b> , kindergarten transition program held in	Preschool	<ul style="list-style-type: none"> <li>Ames</li> <li>Nevada</li> </ul>

2 week sessions during summer enrichment programs at school based sites, (partnership with school districts)		
<b>Small Talk Story County</b> (partnership with Ames Public Library and Iowa State University)	0-2, parents/caregivers	<ul style="list-style-type: none"> <li>• Ames</li> </ul>

### Roland-Story Community School District

Program	Age Served	Site location
1 Elementary School 1 Middle School 1 High School	PK-4 <sup>th</sup> grade 5 <sup>th</sup> – 8 <sup>th</sup> grade 9 <sup>th</sup> – 12 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Story City</li> <li>• Roland</li> <li>• Story City</li> </ul>
<b>Site for Iowa Reading Corps members</b> (partnership with UWSC)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• Story City</li> </ul>
<b>Kids Club</b> (partnership with YSS)	Elementary age	<ul style="list-style-type: none"> <li>• Story City</li> </ul>

### United Way of Story County (UWSC)

\*UWSC functions as a partner in several youth serving programs across Story County and also as the backbone agency for Story County Reads

Program	Age Served	Site location
BackPack Program (partnership with school districts, Food Bank of Iowa, and Feeding America)	Elementary age	<ul style="list-style-type: none"> <li>• varies</li> </ul>
Iowa Reading Corps (partnership with AmeriCorps, Heartland AEA, school districts, and United Ways of Iowa)	K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>• varies</li> </ul>

### YSS (Youth Shelter & Services)

Program	Age Served	Site location
<b>Healthy Futures</b> , home visitation program with multiple partners	0-5, parents/caregivers	<ul style="list-style-type: none"> <li>• Story County</li> </ul>
<b>Kids Club</b> (partnership with YSS)	Elementary age	<ul style="list-style-type: none"> <li>• Gilbert</li> </ul>
<b>School based summer food &amp; enrichment</b>	Varies per program, but generally K-8 <sup>th</sup> grade	<ul style="list-style-type: none"> <li>• Ames</li> <li>• Collins</li> <li>• Nevada</li> </ul>

<p><b>programs</b> (partnership with UWSC)  “Little Cyclone Camp” in Ames, “Lil’ Spartan Camp” in Collins, and “Food for Thought” in Nevada</p>		
<p><b>Stork’s Nest</b>, parenting classes based program for expecting and new parents</p>	<p>New parents</p>	<ul style="list-style-type: none"> <li>• Story County</li> </ul>