

JACKSON CO.
CAMPAIGN FOR
GRADE-LEVEL
READING

.....
3RD GRADE READING
SUCCESS MATTERS

JACKSON COUNTY CAMPAIGN FOR GRADE-LEVEL READING
COMMUNITY SOLUTIONS ACTION PLAN

DECEMBER 2015

OVERVIEW OF JACKSON COUNTY, IOWA

GEOGRAPHY

Jackson County is one of Iowa's 99 counties located on the eastern edge of the state. It is located in northeastern Iowa, approximately 30 miles from the larger communities of Dubuque and Clinton. It borders the Mississippi River with impressive limestone bluffs offering panoramic views, wooded valleys and lush lowlands. Jackson County is filled with beautiful places and friendly people. Jackson County was formed on December 21, 1837 and named after Andrew Jackson (1767-1845), hero of the Battle of New Orleans (1815) and seventh President of the United States (1829-1837). Data from the State Data Center reported the July 1, 2014 population of 19,720. This was a decrease of 366 residents from April 1, 2010. Jackson County covers 656 square miles (31.2 people per square mile). The county seat of Maquoketa comprises 30% or 6,141 of the total residence. Jackson County encompasses 12 cities, 3 unincorporated communities, 18 townships, and 62 ghost towns. Adjacent counties are Dubuque (north), Clinton (south), and Jones (west). Two national protected areas include the Driftless Area National Wildlife Refuge and the Upper Mississippi River National Wildlife and Fish Refuge. The county has two state protected areas: Maquoketa Caves State Park and Bellevue State Park.

Jackson County supports a diverse blend of agriculture, commerce, industry and tourism. US Highway 61 crosses the county north to south, while US Highway 52 follows the eastern edge of the county and runs, generally, along the Mississippi River. State Highways 62 and 64 meander east to west through Jackson County, meeting in the city of Maquoketa. Numerous paved county roads connect all of the incorporated cities and unincorporated villages throughout the county.

HISTORY

The Winnebago and the Sac and Fox Indians and their enemy, the Sioux, hunted and fished in the area before the first white settlers came to Jackson County in 1833. In the early days, desperadoes settled in the woods along the Maquoketa River and occupied themselves with horse stealing, counterfeiting, and murder. In 1840, a posse of outraged citizens rounded up these outlaws, referred to as the Brown gang, in what came to be known as the "Bellevue War."

Bellevue was the first county seat of Jackson County in 1838 in honor of John D. Bell, an early resident and the first postmaster. After 1849, there followed a long period during which the county seat was moved back and forth between Bellevue and Andrew. In 1873, the long drawn-out county seat contest ended in Jackson County when Maquoketa (an Indian name given to the Bear River) won an election over Andrew by 179 votes.

POPULATION

In the past decade, the population of Jackson County has decreased from 20,086 to 19,720. This was a decrease of 366 people as measured by the State Data Center 2014. Of the total residents, the largest percentage is comprised of those who are age 25 to 44 (26.5%). Persons under the age of 5 make up 5.7% and those under the age of 18 make up 26%. The racial makeup of the county is 96.9% white which makes for limited racial diversity.

There are 8,078 households with the following makeup:

- 32% have school age children (under the age of 18)
- 58.2% are married couples living together
- 7.7% have a female head of household
- 27% are individuals living alone (13.8% age 65 or more)

- 13.8% have someone living alone who is 65 years of age or older
- The average household size is 2.3 and the average family size is 3.01.

Jackson County has 1193 children age 5 and under with a breakdown of 647 males (54%) and 546 females (46%).

INCOME

Based on 2010 Census data, the median annual income per household is \$34,529 which is far below the United States level of \$53,046. Males earn a median income of \$29,334 versus \$20,577 for females. The per capita income is \$17,329. Approximately 15.6% of Jackson County population is classified as “living in poverty” which exceeds the national average of 14.5%. There are 13.9% of children under 18 living below the poverty level compared with 8.9% of people 65 years old and over. Families with female head of household with related children under 18 years below poverty level is 40.7%.

EDUCATION

Approximately 14.5% of the population age 25 and over has earned a Bachelor’s degree or higher compared to 28.8% nationally. Of those aged 25 and over, 89.2% have a high school diploma.

JACKSON COUNTY SCHOOLS (1,511 PK-5 STUDENTS IN 2014-2015)

Jackson County has 4 public school districts (Andrew, Bellevue, Maquoketa, and Easton Valley) and 2 nonpublic school districts (Marquette and Sacred Heart). There are seven elementary schools across all Districts. Three of the 4 districts hired new superintendents in 2014-2015. All elementary schools except Briggs (Grades 3-5) operate 4-year old preschool programs providing 124 children with free preschool funded by the State of Iowa through the Statewide Voluntary Preschool Program. The high schools in Jackson County work collaboratively with shared school calendars, students, and programs such as professional development.

JACKSON COUNTY SCHOOL DATA 2014-2015

GRADUATION RATES

Andrew	PK-8	NA
Bellevue	PK-12	100%
Easton Valley	PK-12	96%
Maquoketa	PK-12	85%
Marquette	PK-12	100%
Sacred Heart	PK-6	NA

STUDENT ENROLLMENT

3-year-old Preschool	90
4-year-old Preschool	124
Kindergarten	224
Grade 1	203
Grade 2	198
Grade 3	208
PK-5	1,511
K-5	1,297
K-12	2,897
PK-12	3,112

SCHOOLS AND NUMBER ENROLLED

		3-year olds	4-year olds	Grades K-5
PUBLIC ELEMENTARY	Andrew	12	9	171
	Bellevue	36	38	248
	Cardinal (Grades K-2)	16	19	261
	Briggs (Grades 3-5)	0	0	240
	Easton Valley	0	23	215
NONPUBLIC ELEMENTARY	Marquette	10	12	83
	Sacred Heart	16	23	79

JACKSON COUNTY AVERAGES

- Reading at Grade Level: 76% average for K-3
- Free/Reduced Lunch: 41%
- Average Daily Attendance: 95.7%
- Annual Days Absent/Student:
K - 8.6; Gr 1 – 8.2; Gr 2 – 7.7 ; Gr 3 – 6.7

DESCRIPTION OF SCHOOL DISTRICTS & COMMUNITIES

Andrew

Andrew is an incorporated city supporting a population of 434 persons. The City of Andrew is a small rural community located in the center of Jackson County located on State Highway 62, seven miles north of Maquoketa. Andrew has 171 students in grades K-8. Upon completion of grade 8 at Andrew CSD, students attend Bellevue or Maquoketa High School through whole grade sharing contracts between the schools. Andrew and Easton Valley have a shared superintendent.

Andrew Community School District has been awarded the 21st Century Community Learning Center grant from the Iowa Department of Education beginning with the 2015-2016 year. Total funding over the 3-year period of the grant will be \$200,730. Andrew Community School District will receive nearly \$66,000 per year that will be dedicated toward increasing after school and summer programming which extends learning opportunities beyond the school day. This past year, Andrew self funded an initial after school program titled “Andrew LEAP” (Leadership Education through After-school Programming).

Andrew CSD implemented the Leader in Me program in 2012-2013 and is working to achieve “Lighthouse Status”. This achievement is only given to the premier Leader in Me schools throughout the world. Only 5% of the 2,000 schools implementing the program have achieved this status. If Andrew achieves this status, they will be the first school in the state of Iowa to be considered a Lighthouse school.

Bellevue

Bellevue is located in eastern Jackson County on the banks of the Mississippi River. Intersected by US Highway 52 and Iowa State Highway 62, Bellevue is 20 miles from both Maquoketa (to the southwest) and Dubuque (to the north), and less than 1 hour from the Quad Cities (to the south). Bellevue Elementary School was constructed in 1848 and is the oldest elementary school building still in use in Iowa. Bellevue Community School District has 621 students in grades K-12. In May, Bellevue CSD was listed in the top 25 Iowa schools for math & reading scores (scores listed at schooldigger.com). On December 16, 2015, Bellevue garnered the second-highest designation in a new Iowa education rating system as “high-performing” in the new Iowa School Report Card.

Marquette Catholic School is located in Bellevue with 225 K-12 students. Their new high school greeted students in the fall of 2015-2016.

Easton Valley (Miles, Preston, and Sabula)

East Central and Preston school districts merged in 2013 to form the Easton Valley School District. Renovations began in June of 2015 at the elementary school in Miles and the high school in Preston. The 1882 historical school building in Sabula that sat vacant since the 2013 merger was demolished in December of 2015. Easton Valley is focused on improving teaching and student learning through effective use of digital learning. Easton Valley has 435 K-12 students.

Miles is located 19 miles east of Maquoketa on Highway 64 in Jackson County and supports a population of 445.

Preston is located 15 miles east of Maquoketa on highway 64 in Jackson County. County Road Z-34 also bisects the town running north and south.

Sabula is located along State Highway 64, 28 miles east of Maquoketa. US Highway 52 intersects State Highway 64 from the north end of the community and US Highway 67 intersects highway 64 on the west end of the community. Surrounded by water, Sabula is Iowa’s only island city.

Maquoketa

Maquoketa is located along US Highway 61 between Dubuque to the north and Davenport to the south. Maquoketa has the largest population in Jackson County and it is the County Seat. Maquoketa is the largest district with 1,354 students in grades K-12. Sacred Heart Catholic Elementary School is located in Maquoketa with 91 students in Grades K-6. A Maquoketa middle school teacher, Jane Schmidt, was the Iowa State Education Association 2014 Teacher of the Year. In May, Maquoketa CSD was ranked near the bottom of all Iowa schools at 260th out of 296 for math and reading scores (scores listed at schooldigger.com).

JACKSON COUNTY CSAP DEVELOPMENT OVERVIEW

In 2013, a school administrator approached the Community Foundation of Jackson County with the idea of becoming a Campaign for Grade-Level Reading community to address county literacy concerns. In 2014, The Community Foundation of Jackson County in partnership with the Community Foundation of Greater Dubuque received a \$180,000 grant from an anonymous donor to expand GLR to the rural communities of Jackson County and Dyersville.

The CSAP process began with individual meetings of 60 Jackson County residents. Once initial stakeholders were identified, a kickoff meeting was held on January 22, 2015, at the Maquoketa Library to provide an overview of the Campaign for Grade Level Reading as well as to identify if those present desired to pursue a GLR Campaign for Jackson County. The 30 members unanimously committed to becoming a Campaign community. The newly hired Jackson County campaign coordinator worked with the GLR coordinator from Dubuque to submit a Letter of Intent that was accepted on February 11, 2015. The community coordinator assumed multiple roles of bringing the community together, facilitating discussion and conversation around grade level reading, and steering community partners and participants on the path that will help achieve the goals outlined in the CSAP.

The complete CSAP addresses the three underlying focus areas that keep children, especially those from

low-income families, from reading proficiently: School Readiness, School Attendance, and Summer Learning. The Steering Committee broke into these three subcommittees to develop CSAP goals and action steps. It will be our map that we will travel for the next three years. We will make adjustments along the way and use data to monitor progress.

CSAP STEERING COMMITTEE

The committee of 45 dedicated partners from schools, nonprofits, higher education, businesses and community organizations are led by the Community Foundation of Jackson County. Each partner has representation on one or more sub committees that meet bi-monthly to discuss School Readiness, Attendance, and Summer Learning.

4-H Extension Office
Area Education Agency
Andrew Elementary School
City of Bellevue
Bellevue Community School District
Bellevue Public Library
Briggs Elementary School
Cardinal Elementary School
Community Foundation of Greater Dubuque
Community Foundation of Jackson County
Community Partnerships for Protecting Children
DECAT
Dolly Parton Imagination Library
Early Childhood Iowa
Easton Valley Elementary School
Genesis Bright Spots
Hurstville Interpretive Center
Jackson County Childcare Resource and Referral
Lutheran Services of Iowa
Maquoketa Chamber of Commerce
City of Maquoketa
Maquoketa Art Experience
Maquoketa Community School District
Maquoketa Public Library
Marquette Catholic School
Northeast Iowa Community College
Ohnward Bancshares, Inc.
Preston Public Library
Project Concern
Sacred Heart School
Sunshine Preschool
YMCA (Maquoketa Area)

ASSURANCE #1: THE PROBLEM

During the 2014-2015 school year, an average of 24% of Kindergarten through 3rd grade students in Jackson County were not reading at grade level. Of the 833 students, 200 were not reading at grade level.

Jackson County has a high number of students living in poverty. Of the 1,297 K-5 students, 42% or 545 students are eligible for Free/Reduced meals.

Three of the five public elementary schools in Jackson County are identified as SINA Schools (Schools in Need of Assistance) as defined under No Child Left Behind legislation.

A 2014-2015 snapshot of the seven Jackson County elementary schools shows a picture of need:

Andrew Elementary School, Andrew

171 students in Grades K-5

- 44% of students qualify for Free/Reduced meals
- 22% of 2nd Grade students did not meet spring reading standards
- 34% of 3rd Grade students did not meet spring reading standards
- 4% of 1st Grade students were chronically absent
- 6% of 2nd Grade students were chronically absent
- School in Need of Assistance (SINA) in Reading, Year 1

Bellevue Elementary School, Bellevue

248 students in Grades K-5

- 24% of 2nd Grade students did not meet spring reading standards
- School in Need of Assistance (SINA) in Reading, Year 1

Marquette Catholic Elem. School, Bellevue

83 students in Grades K-5

- 42% of 3rd Grade students did not meet spring reading standards

Easton Valley Elementary School, Miles

215 students in Grades K-5

- 39% of students qualify for Free/Reduced meals
- 23% of 1st Grade students did not meet spring reading standards
- 39% of 2nd Grade students did not meet spring reading standards
- 8% of Kindergarten students were chronically absent
- 10% of 1st Grade students were chronically absent
- 5% of 3rd Grade students were chronically absent

Cardinal Elementary School, Maquoketa

261 students in Grades K-2

- 63% of students qualify for Free/Reduced meals
- 36% of 1st Grade students did not meet spring grade level reading standards
- 39% of 2nd Grade students did not meet spring grade level reading standards
- 16% of Kindergarten students were chronically absent
- 9% of 1st Grade students were chronically absent
- 13% of 2nd Grade students were chronically absent
- School in Need of Assistance (SINA) in Reading, Year 2
- 85% High School Graduation Rate

Briggs Elementary School, Maquoketa

240 students in Grades 3-5

- 63% of students qualify for Free/Reduced meals
- 23% of 3rd Grade students did not meet spring reading standards
- 4% of 3rd Grade students were chronically absent
- 85% High School Graduation Rate

Sacred Heart Catholic Elem. School, Maquoketa

91 students in Grades K-5

- 22% of 1st Grade students did not meet spring reading standards

Grade-level reading data will be disaggregated in the future to include gender and students receiving F/R lunch (low income) to assist with determining trends.

ELEMENTARY SCHOOL F/R RATES AND % READING AT GRADE LEVEL

School	F/R %	Percent Reading at Grade Level in Fall of 2014-2015			
		KGN	Gr 1	Gr 2	Gr 3
Andrew	44%	62.5	76	79	68
Bellevue	17%	69	85	89	71
Cardinal	71%	73	62	54	NA
Briggs	58%	NA	NA	NA	70
E Valley	39%	57	57	59	81
Marquette	8%	82	100	92	67
Sacred Heart	14%	94	95	100	93

FAST Test for Grades K-2; Iowa Assessment Test for Grade 3

ASSURANCE #2: THE DESTINATION

Our Campaign has formed focus groups in the areas of Summer Learning, School Readiness, and Attendance. Ambitious but achievable goals and targets for each goal have been created. Our vision is for the following:

Summer Learning – Provide quality summer reading programming for youth to maintain PK-3 proficiency and decrease the summer learning slide.

Attendance – Implement attendance policies and provide a network of support for at-risk families to ensure students attend school regularly.

School Readiness – Ensure young children are ready for school and ready to learn when they enter Kindergarten through access to high quality preschool and books.

The Jackson County Campaign for Grade Level Reading Committee, Community Foundation of Jackson County, and Community Foundation of Greater Dubuque are committed to our vision and are determined to find the resources to reach our goals. Through collective impact, students in Jackson County will continue to improve reading proficiency until all students are reading at grade level by Grade 3.

The following chart lists measurable goals for each focus area and is followed by additional narrative:

JACKSON COUNTY CAMPAIGN FOR GRADE-LEVEL READING MEASURABLE 3-YEAR AND LONG-TERM GOALS

FOCUS AREA	BASELINE DATA YEAR 1	THREE-YEAR GOALS	LONG-TERM GOAL
K-3 READING			
Ensure that more Jackson County students in grades K-3 read at grade level for success in school, college, and life.	In 2014-2015, 74% of Jackson County students in Grades K-3 read at or above grade level as measured by FAST assessment for K-2 (1st year of the electronic state assessment) and Iowa Assessments for Grade 3.	Increase baseline by 5% each year: 2014-2015 – 74% 2015-2016 – 79% 2016-2017 – 84%	90% of K-3 students in Jackson County reading at grade level
SCHOOL READINESS			
Provide children age 0-5 with access to books so they enter Kindergarten with vocabulary and pre-reading skills to succeed in school.	In January of 2014, 565 students age 0-5 received a free book from the Dolly Parton Imagination Library each month in the mail. (53% of the eligible 1,065 students in Jackson County under age 5)	Increase circulation by 10% each year: 2014-2015 – 565 2015-2016 – 622 2016-2017 – 684	75% of eligible students receiving DPIL books each month.
Install Little Free Libraries throughout Jackson County and ensure that each town has a minimum of one LFL.	In July of 2015, the first Little Free Library in Jackson County was installed at Little Bear Park in Maquoketa.	Install 4 additional LFL's each year: 2014-2015 – 1 2015-2016 – 5 2016-2017 – 9	15 Little Free Libraries in Jackson County
ATTENDANCE			
Ensure regular school attendance to improve school success.	In May of 2015, the average daily attendance for K-3 students in Jackson County was 95.7%. Average days missed per student per grade: KGN – 8.6% Gr 1 – 8.2% Gr 2 – 7.7% Gr 3 – 6.7% There were 833 students in Grades K-3 with 48 students (6%) chronically absent. Cardinal had 34, Easton Valley had 9, Briggs had 3, Andrew had 2.	Reduce the number of students who are chronically absent by 10% each year: 2014-2015 – 48 2015-2016 – 43 2016-2017 – 39	Reduce chronic absenteeism to 3% or less.

FOCUS AREA	BASELINE DATA YEAR 1	THREE-YEAR GOALS	LONG-TERM GOAL
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SUMMER LEARNING			
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Provide summer learning opportunities to reduce learning loss over the summer.	Jackson County has no universal summer programming. Schools have requested funds from DECAT to fund individual summer programs.	Three-Year Goals: <ul style="list-style-type: none"> 2015-2016: 85% of students who attend summer school will maintain or improve in reading as measured from the end of year spring 2016 FAST assessment to the beginning of year fall 2016 FAST assessment. 2016-2017: 88% will maintain or improve reading skill from spring to fall. 2017-2018: 92% will maintain or improve reading skill from spring to fall. 	Long-Term goal: 95% will maintain or improve reading skill from spring to fall.
Seek funding for summer programming including the cost of transportation for rural students.	There are plans for a coordinated Jackson County summer program where each elementary building will offer academics (reading and math) in the a.m. and enrichment in the p.m. with providers rotating to different buildings.		

HEALTH			
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As much as 80% of a child's learning in the first 12 years is obtained visually.	The Dubuque Campaign for Grade Level Reading secured funds to implement Vision to Learn in Title I schools in Dubuque and Jackson Counties.	Three-Year Goals: To develop a program model that will increase access to vision and other healthcare needs throughout Jackson County.	Long-Term Goal: Seek additional funding to expand to all the elementary schools in Jackson County and serve all identified students.
Children with poor vision struggle to see words in a book or on a board, which impedes their ability to learn.	Jackson County schools that will receive Vision to Learn follow-up screenings with identified students in January of 2016 are Cardinal, Briggs, and Andrew.		
Implement Vision to Learn as a pilot program in Jackson County.	Students will receive 2 pair of glasses so one pair can remain at school.	To develop a sustainable plan that will provide families with health services for the long term.	The Campaign will engage a variety of healthcare professionals, School District Health professionals, and parents to determine strategies that will address: raising awareness, overcoming barriers and developing a sustainable model.

For the purpose of this CSAP, goals have been broken down into three platforms: Community, Families, and Policy (Systemic). The goals are listed from Year 1 to Year 3 in each focus area. Each goal is followed by actions that will help achieve success. Long-term goals are shown at the end of each focus area.

SUMMER LEARNING

Summer Learning Year 1 Goals (2015)

1. Identify baseline data
2. Create goals/objectives
3. Inform/engage community
4. Develop shared vision

Convene steering committee of county stakeholders desiring to improve grade level reading [Community, Policy]

- Determine key participants and update as needed
- Engage county officials and ministerial leaders to include GLR focus

Collect and share baseline reading data from Jackson County schools [Community, Families, Policy]

- Memorandums of Understanding
- Use common assessments to identify the number of students who are not proficient in reading - FAST Composite, DIBELS Composite, and Iowa Assessment (Fall and Spring data)
- Share county data

Initiate collaboration between youth serving agencies to create a common vision for summer learning and to share stakeholder resources [Community, Policy]

- Compile a database of agencies, services, and special resource materials

Increase the number of students who participate in summer learning programs [Community, Families]

- Focus on students who do not read at grade level, low-income families, and minority families
- Measure the percent of students who maintain or improve reading skill from spring to fall

- Develop, distribute, and analyze a parent survey to determine needs of stakeholders
- Host free parent engagement event(s) focused on reading and healthy families
- When possible, provide transportation to families to participate in summer learning

Increase number of students utilizing public county libraries (Maquoketa, Bellevue, Preston, and Sabula) and summer programming [Community, Families, Policy]

- Share summer reading program information with schools
- Involve community in county library program activities that are based on National Library Themes
- Celebrate Summer Learning Day on June 19 with library activities

Secure funding for development, disbursement, and replenishment of reading materials [Community, Policy]

- Determine needs (Little Libraries, books for events, books at doctor's offices, waiting areas etc.)
- Investigate and pursue funding resources (grants, services organizations, community foundations, businesses, and individual donors)

Share GLR information, opportunities, and success stories through various media formats and events [Community, Families, Policy]

- County newspapers
- Website/FB/Twitter
- KMAQ Radio (Just Talk and public announcements)
- Booths at public events
- Presentations at service organizations (Rotary, Lions, Red Hats, KC's)
- Testimonials
- Schools
- Non-Profits

Summer Learning Year 2 Goals (2016)

1. Build capacity
2. Increase resources
3. Reinforce and enhance summer learning opportunities

Increase the number of students who participate in quality summer learning programs [Community, Families]

- Focus on students who do not read at grade level, low-income families, and minority families
- Measure the percent of students who maintain or improve reading skill from spring to fall
- Collaborate with schools to reach and distribute information to families
- Consider location and length of day when planning programs
- Provide transportation when possible for families to participate in summer learning
- Collaborate with schools that have 21st Century Community Learning Centers
- Partner with YMCA to offer summer programming

Build partnership support and funding streams to implement and sustain summer programming [Community]

- Continue to investigate funding for summer learning

Seek parent input for summer programming [Families]

- Use social media and various forms of communication

Provide training opportunities to agencies and volunteers (strategies, research, effective GLR programs) [Policy]

- Determine training needs

Promote reading through Reading in the Park events [Community, Families, Policy]

- Invite community leader readers
- Create sponsorships

Share GLR information, opportunities, and success stories through various media formats and events [Community, Families, Policy]

Summer Learning Year 3 Goals (2017)

1. Implement with fidelity
1. Adjust programming through data analysis

Increase participation rate of at-risk students in quality summer learning programs [Community, Policy]

- Collaborate with schools to reach and distribute information to target population
- Measure the percent of students who maintain or improve reading skill from spring to fall
- Consider location and length of day when planning programs
- Provide transportation when possible for families to participate in summer learning
- Collaborate with schools that have 21st Century Community Learning Centers
- Partner with YMCA to offer summer programming

Enhance/expand training for summer programming agencies and staff [Policy]

- Provide trained directors and staff

Re-evaluate summer learning plan for effectiveness [Policy]

- Use data from assessments and surveys

Identify and replicate effective programs [Policy]

- Focus on continuous improvement

Share GLR information, opportunities, and success stories through various media formats and events [Community, Families, Policy]

Summer Learning Long-Term Goals

1. Continuous improvement
2. Sustainability

Decrease in summer slide in reading proficiency
[Community, Families]

- Analyze data to monitor progress and modify plan

Countywide involvement in offering quality summer learning opportunities ensuring access and equity for all students (i.e. Dolly Parton Imagination Library, 4-H, Little Libraries, Public Library Summer Reading programs, Jackson County Family Fun Fest)
[Community, Families, Policy]

- Collaborate between county organizations

Families that embrace summer learning [Families]

- Data showing increased participation in summer learning programs
- Increased ownership in summer programming and reading immersion
- Satisfaction survey

ATTENDANCE

Attendance Year 1 Goals (2015)
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1. Identify baseline data
2. Create goals/objectives
3. Inform/engage community
4. Develop shared vision

Convene steering committee of county stakeholders desiring to improve K-3 attendance and truancy rates
[Community, Policy]

- Ensure that all schools in Jackson County are represented
- Provide professional development to help staff understand chronic attendance

Engage parents to understand the connection between attendance and reading achievement [Families, Policy]

- Communicate with parents early and often about the value of good attendance through district newsletters, school newsletters, and social media

- Inform parents about GLR and September National Attendance Month
- Create a county wide attendance logo (i.e. “Attend Today to Succeed Tomorrow”)
- Stress the importance of daily attendance with parents and the general public
- Help parents recognize what they can do to foster good school attendance

Review attendance policies that are published in handbooks [Policy]

- Ensure students are aware of the value of good attendance

Offer incentives to recognize good and improved attendance [Community, Families]

- Solicit input from students, parents, staff, and community members to determine meaningful incentives
- Avoid recognizing only perfect attendance

Collect and share attendance data from Jackson County [Community, Families, Policy]

- Communicate that parents have online access to student attendance data through the school information system
- Report attendance data annually to families and community partners

Share attendance information and success stories through various media [Community, Families, Policy]

- County newspapers
- Website/FB/Twitter
- KMAQ Radio (Just Talk and public announcements)
- Booths at public events
- Presentations at service organizations (Rotary, Lions, Red Hats, KC’s)
- Testimonials
- Schools
- Non-Profits

Attendance Year 2 Goals (2016)

1. Build capacity
2. Gather and analyze baseline attendance data
3. Decrease chronic absences

Work with business and nonprofit partners to increase school attendance [Community]

- Gather, analyze, and share attendance data with business community and enlist their help in getting students to school
- Engage GLR Steering Committee to promote school attendance
- Encourage business employees and customers to read to the children in their lives and volunteer in the community
- Invite community leaders to read at school events

Identify barriers impacting student attendance [Community, Families]

- Partner with parents to alleviate attendance barriers such as transportation issues, job loss, health issues, or unstable housing arrangements
- Work with resource agencies to support families in overcoming attendance barriers

Promote attendance at Summer Learning events [Families]

- Inform families of summer reading events and encourage attendance
- Survey families to determine summer learning interests

Review attendance policies and recommend policy improvements [Policy]

- Handbooks reflect changes

Share attendance information and success stories through various media [Community, Families, Policy]

Attendance Year 3 Goals (2017)

1. Implement with fidelity
1. Adjust attendance policy through data analysis

Uses data and strategies from Attendance Works to address chronic absences [Community]

- Show connection between partnerships and improved attendance

Evaluate successes and fully implement supports to families [Families]

- Use attendance data throughout Jackson County from school information system
- Sustain connections with school resource agencies for attendance support

Continued support at Summer Learning events [Community]

- Seek input from families, inform them of summer reading events, and encourage regular attendance

Fully implement revised attendance policies [Policy]

- Handbooks reflect new policy

Share attendance information and success stories through various media [Community, Families, Policy]

Long-Term Goals

1. Continuous improvement
2. Sustainability

Increase attendance throughout Jackson County schools [Community, Families, Policy]

- Analyze attendance data to monitor progress and modify policy

Encourage countywide involvement in promoting regular attendance for all students [Community, Families, Policy]

- Collaborate between county organizations

Provide evidence that families in Jackson County embrace regular school attendance [Family]

- Share data that reveals increased school attendance, decreased chronic absenteeism, and increased attendance in summer programs

SCHOOL READINESS

Year 1 Goals (2015)

1. Identify baseline data
2. Create goals/objectives
3. Inform/engage community
4. Develop shared vision

Inform, recruit, and enroll childcare and preschool providers for the Quality Rating System (QRS - Department of Human Services) and/or Quality Preschool Program Standards (QPPS - Iowa Department of Education) to ensure quality [Policy]

- Work with Jackson County school districts, Clinton/Jackson County Early Childhood Iowa, Community Partnerships for Protecting Children, Head Start, home visitation programs, and AEA early access services to engage legislators and local community leaders in issues around quality preschool and childcare centers
- Identify ways to increase knowledge of Social and Emotional Development

Identify barriers for families in attending quality 3- and 4-year old preschool [Community, Families]

- Gather information from multiple sources in the county including agencies, families, and schools
- Determine capacity of the system (space, money, other supports)
- Partner with parents to alleviate preschool access barriers such as transportation, job loss, health issues, or unstable housing arrangements
- Identify access to health care barriers (Primary Health Providers, vision/dental, and developmental screenings)

Create broader access to books for children age 0-5 [Community, Families]

- Encourage all families with children age 0-5 to sign up with the Dolly Parton Imagination Library to receive a free book each month from birth to age 5
- Implement open communication with the local coordinated intake system currently called Parent Pals to disseminate information about Little Libraries, DPIL, and school readiness
- Coordinate the construction of Little Libraries throughout Jackson County and provide brochures to parents regarding placement, usage, and availability

Engage parents to understand the connection between school readiness and reading success [Families]

- Provide parents with specific skills for reading readiness
- Sponsor family events emphasizing the importance of reading and provide free books and reading strategies
- Communicate with families utilizing evidence-based technology resources (i.e. Reach Out and Read)

Share school readiness information and success stories through various media [Community, Families]

- County newspapers
- Website/FB/Twitter
- KMAQ Radio (Just Talk and public announcements)
- Booths at public events
- Presentations at service organizations (Rotary, Lions, Red Hats, KC's)
- Testimonials
- Schools
- Non-Profits

Year 2 Goals (2016)

1. Build capacity and resources for school readiness

Partner with parents to alleviate identified preschool access barriers [Community, Families, Policy]

Utilize preschool readiness data from Jackson County [Community, Families, Policy]

- Report Teaching Strategies GOLD and/or IGDI using the year development skill summary
- Access/attendance in preschool

Hold conversations with schools to encourage implementation of the Quality Rating System (QRS) in child care and early education classrooms [Policy]

- Implement activities and opportunities to increase knowledge of Social and Emotional Development

Increase attendance at preschool reading events [Families]

- Inform families of preschool reading events and encourage attendance
- Provide free books for preschoolers in attendance
- Collaborate with currently scheduled community events

Continue to educate parents to understand the connection between school readiness and reading success [Families]

- Provide parents with specific skills for reading readiness
- Sponsor family events emphasizing the importance of reading and provide free books and reading strategies
- Communicate with families utilizing evidence-based technology resources (i.e. Reach Out and Read)

Share school readiness information and success stories through various media [Community, Families]

Year 3 Goals (2017)

1. Achieve increased school readiness through data collection

Continue to partner with parents to alleviate identified preschool access barriers [Community, Families, Policy]

- Engage and partner with the medical community to develop awareness building strategies that can be shared with families
- Work with medical providers on improving access to health services by determining the needs of families and identifying barriers

Utilize preschool readiness data from Jackson County [Community, Families, Policy]

- Report Teaching Strategies GOLD and/or IGDI using the year development skill summary
- Access/attendance in preschool

Confirm the number implementing the Quality Rating System (QRS) in child care and early education classrooms [Policy]

Continue to increase knowledge of Social and Emotional Development [Policy]

- Administer survey to families via providers

Increase attendance at preschool reading events [Families]

- Inform families of preschool reading events and encourage attendance
- Provide free books for preschoolers in attendance
- Collaborate with currently scheduled community events

Continue to educate parents to understand the connection between school readiness and reading success [Families]

- Provide parents with specific skills for reading readiness
- Sponsor family events emphasizing the importance of reading and provide free books and reading strategies

- Communicate with families utilizing evidence-based technology resources (i.e. Reach Out and Read)

Share school readiness information and success stories through various media [Community, Families]

Long-Term Goals

1. Continuous improvement
2. Sustainability

Increase preschool enrollment throughout Jackson County [Community, Families, Policy]

- Analyze attendance data to monitor progress

Increase implementation of the Quality Rating System (QRS) in child care and early education classrooms [Policy]

- Use data to confirm increase

Increase knowledge of Social and Emotional Development [Families, Policy]

- Analyze parent surveys

Encourage countywide involvement in promoting school readiness for all children [Community, Families, Policy]

- Collaborate with all organizations that provide services in Jackson County

Provide evidence that families in Jackson County embrace school readiness [Community, Families, Policy]

- Reporting of assessment data
- Increased preschool attendance
- Increased participation in the Dolly Parton Imagination Library program
- Increase use of the public libraries in Maquoketa, Bellevue, Preston, and Sabula
- Provide evidence of increased number of Little Free Libraries

ASSURANCE #3: STRATEGY

The Jackson County Campaign for Grade-Level Reading will focus on the platforms of Community, Families, and Policy (Systemic) as a road map for improving summer learning, school readiness, and attendance. The Campaign will explore ways to assist schools identified as Schools In Need of Assistance (SINA). We will also provide a coordinated approach for better impact in all focus areas.

Existing programs and approaches are valuable resources for information and baseline data. The Jackson County Campaign will strengthen and expand existing programs that support the Campaign for Grade Level Reading. We will constantly be looking for new and innovative programs to improve reading proficiency in Grades K-3. Parents will be surveyed to determine the types of summer programs they desire as well as input on transportation and scheduling.

SUMMER LEARNING

We will promote the integration of literacy into all summer programs as we support and expand the following current programs:

- Summer reading programs at Jackson County Libraries in Bellevue, Maquoketa, Preston, and Sabula offered to students in grades K-5 that provide incentives for children who read or participate in the free library programs
- Summer programs in the public schools offered through DECAT funds
- Summer programs offered through Hurstville Interpretive Center
- Youth training programs at Maquoketa Art Experience

- The Dolly Parton Imagination Library program that offers free books to children from birth to age 5 in Jackson County
- YMCA Summer programs
- College for Kids programs offered through Iowa State Extension located at Clinton Community College, Maquoketa Campus
- Sunshine Preschool 10-Week Summer Learning Camp that currently serves 40 students

Jackson County Campaign for GLR will work with Andrew Elementary School as they plan programming for a 21st Century Community Learning Center grant for 2015-2016 implementation. Andrew Community School District was awarded the 21st Century Community Learning Centers Grant from the Iowa Department of Education. Total funding over the 3-year period of the grant will be \$200,730. Andrew Community School District will receive nearly \$66,000 per year that will be dedicated toward increasing after school and summer programming which extends learning opportunities beyond the school day. This past year, Andrew self funded an initial after school program titled “Andrew LEAP” (Leadership Education through After-school Programming).

The Campaign will also partner with Maquoketa School District as they make application for a 21st Century Grant in December of 2015.

The Jackson County Campaign kicked off a series of family events for the summer of 2015 in Partnership with the Community Foundation of Jackson County, the Maquoketa School District, and Scholastic Books. Activities were geared toward students in grades K-5 and their caregivers. All events were free and the whole family was welcome to attend. Each event included a meal and a free book for each child. The events were held on June 8 (Read and Rise—offering a variety of research-based strategies for parents to support their child’s literacy development with a focus on reading every day), July 23 (Raising Readers—an interactive program to get the whole family reading to each other and choose age-appropriate books), and August 15 (Family Fest with other Jackson County agencies with activities for the whole family including a grade-level reading literacy corner featuring a guest author).

Our Campaign will replicate successful practices of other GLR Campaigns to develop, disburse, and replenish reading materials. This includes seeking funding and support for Little Free Libraries, books for events, and books dispersed at doctor’s offices and waiting areas.

Ongoing communication with families and awareness will increase participation in GLR programs. A Facebook page was created to share information about Grade Level Reading in Jackson County. Updates, photos, and videos help connect with partners, families, friends, and businesses. Information will be shared on KMAQ radio station public announcements and the Just Talk radio show as well as in county newspapers including the Maquoketa Sentinel Press, Preston Times, and Bellevue Herald Leader. Flyers that include GLR general information and ways families can get involved will be distributed at community and family events and in locations such as libraries and medical offices. Presentations about GLR will be made at service organizations such as Rotary, Lions Club, and Knights of Columbus.

Parent engagement is vital to our Campaign, and we will strive to get families involved in evening and summer programs by partnering with schools, agencies, and the communities in Jackson County.

SCHOOL READINESS

All of the elementary schools in Jackson County offer free 4-year-old preschool programming through Statewide Voluntary Preschool Program. Even though the programming is free, some students do not attend preschool. Our goal is to identify the barriers to attending quality 3 and 4-year old preschool and partner with parents to alleviate preschool access barriers. We know that families in poverty typically choose not to enroll students in preschool due to tuition costs. We encourage families to apply for 3-year-old preschool scholarships available through Clinton/Jackson Early Childhood Iowa. Those funds are not able to cover all requests. The school districts have kept the cost of preschool affordable through well-designed school budgets and low tuition.

Our GLR Steering Committee has representation from the Clinton/Jackson County Empowerment Board, which supports our efforts to provide quality preschool programming. Empowerment funds preschool tuition scholarships, summer preschool programming, classroom associates, and playground equipment safety upgrades.

The Mississippi Bend Area Education Agency assists in targeting the comprehensive needs of preschool children through a variety of services and programs such as ECSE, Speech, Occupational Therapy, School Psychologist, Behavior Interventions, Autism Resources, and Professional Development.

A big barrier for preschool attendance and summer programming is transportation. Jackson County is a rural community with many students living in the county. Some 4-year-old students do not attend preschool because of a lack of transportation. In the past, only Early Child Special Education students were transported. Preschool parents living in towns have greater access to transportation. We will work with schools as they seek funding for transportation for preschool and summer programming.

The Dolly Parton Imagination Library of Jackson County program provides a free book each month to children from birth to age 5. Even though 565 children presently receive a book each month, we are only reaching 53% of the eligible youth. We will implement open communication with the local coordinated intake system currently called Parent Pals to disseminate information about DPIL, Little Free Libraries, and school readiness.

We will inform, recruit, and enroll childcare and preschool providers for the Quality Rating System (QRS) and/or Quality Preschool Program Standards (QPPS) to ensure quality preschool programming. Preschool readiness data will be shared using Teaching Strategies GOLD and/or IGDI.

Many parents fail to see the connection between school readiness and reading success. We will attempt to change that by sponsoring family events emphasizing the importance of reading. Technology will become a

useful tool in communicating with parents and providing tips through innovating programs such as Reach Out and Read. Additional strategies will be available by partnering with healthcare providers.

Our Campaign will encourage county involvement in promoting school readiness for all youth and will collaborate with existing organizations that provide services in Jackson County such as:

- American Red Cross
- AmeriCorps
- Area Substance Abuse Council
- Bellevue Arts Council
- CPPC (Community Partnerships for Protecting Children)
- Child Care Resource and Referral of Southeast Iowa
- Children & Families of Iowa
- Clinton/Jackson DECAT and Early Childhood Iowa
- DHS (Department of Human Services)
- Foster Grandparent Program
- Genesis – Bright Beginnings
- Hillcrest Family Services – Mental Health Services
- Hurstville Interpretive Center
- ISU Extension
- I-Smile/VNS
- Iowa Works
- Jackson County Case Management
- Jackson County Department of Health
- Jackson County Libraries
- Lutheran Services in Iowa
- Maquoketa Art Experience
- Medical Associates
- Mississippi Bend AEA9
- Northeast Iowa Area Agency on Aging
- Ohnward Fine Arts Center
- Operation New View
- RTA (Regional Transit Authority)
- SafePath Survivor Resources

- United Healthcare
- WIC (Women, Infant, & Children)
- Women’s Health Services
- YWCA

Even though many resources are available, it can be confusing to parents to know where to turn. We can direct them to the Children & Family Resource Guide created by CPPC that provides information and resources about the 5 factors that promote healthy children and families:

1. Nurturing and Attachment – developing a close bond helping parents relate, respond, and communicate with their child(ren)
2. Knowledge of Parenting and Child Development – sharing information to assist parents in responding appropriately to a child’s behavior
3. Parental Resilience – recognizing the signs of stress and enhancing problem-solving skills to improve parents’ capacity to cope
4. Social Connections – identifying a network of family, friends, and neighbors for parent support in times of need
5. Concrete Supports – offering parents access to financial, housing, medical, and other resources and services to help parents meet basic needs so they can focus on their parent role

ATTENDANCE

Improving attendance and decreasing chronic absences (missing 10% or more of the school year (18 days) for any reason—excused or unexcused—may be our Campaign’s most significant opportunity. When analyzing average daily attendance in Jackson County, the ADA rate of 95.7% did not appear to be a concern. But when attendance was broken down by building and grade level, five buildings had classrooms where students were chronically absent. One kindergarten class had 16% of the students absent 18 or more days. We will identify barriers impacting attendance and partner with parents to alleviate barriers such as transportation issues, job loss, health issues including mental health, or unstable housing arrangement. County resource agencies will be valuable partners in overcoming attendance barriers.

If chronic absence begins in Kindergarten and continues year after year, some students may have missed half a year of instruction by the time they reach third grade. Research shows that children chronically absent in both kindergarten and first grade are far less likely to read proficiently at the end of third grade. If children don’t show up for school regularly, they miss out on the chance to acquire fundamental reading skills and to build a habit of good attendance that will help them throughout their life.

We will kick off the 2015-2016 school year with a focus on attendance awareness and the connection between regular attendance and school success. Communication will be early and often about the value of good attendance through district newsletters, school newsletters, and social media. Attendance resources will be utilized from Grade-Level Reading Huddle and Attendance Works.

Parents and staff will receive information from resources such as attendanceworks.org and glrhuddle.org. Incentives will be put in place to recognize good and improved attendance. We will implement attendance policies and provide a network of support for at-risk families to ensure students attend school regularly.

Addressing Barriers

Many larger communities have access to resources to address challenges such as poverty, unemployment, lack of trained workers, and illiteracy. Jackson County has numerous agencies to help families and schools, but the agencies have limited staff, resources, and time.

Our question to parents and the Jackson County community is:

“What do you think are the biggest barriers to grade-level reading success? How can we best help the children you know?” Their comments, our CSAP, and replication of successful GLR programs throughout the United States can guide us in our goal of improving reading proficiency of Jackson County students by the end of third grade.

ASSURANCE #4: CONNECTING FOR SYNERGY

The Jackson County Campaign for GLR is a perfect partner for schools as they strive to implement Early Literacy Implementation Iowa Code 279.68. Beginning May 1, 2017, a student must be retained in Grade 3 who is not proficient by the end of 3rd grade, does not enroll in and complete the intensive summer reading program, and does not qualify for a good cause exemption.

Our Committee of 45 partners from schools, nonprofits, higher education, businesses and community organizations, led by the Community Foundation of Jackson County, is ready to ensure that more low-income children succeed in school and are prepared for college, a career, and active leadership. Our Campaign focuses on a key predictor of school success and high school graduation: grade level reading by the end of 3rd grade. We will focus on Summer Learning, School Readiness, and Attendance and provide assistance to schools because they cannot succeed alone. A coordinated approach will engage partners, provide additional resources, and improve literacy.

Connections with The Community Foundation of Jackson County, The Community Foundation of

Greater Dubuque, and Dubuque's Every Child/Every Promise will provide synergy to achieve our CSAP goals and action plans. Dubuque began their Campaign in 2012 and connected with the rural communities of Jackson County and Dyersville in February of 2015. Their partnership and success (Pacesetter Community twice since 2012) will provide excellent support and direction as we strive to make measurable progress each year.

Jackson County receives support and services through Clinton/Jackson County Early Childhood Iowa, Child Care Resource and Referral, and Community Partnerships for Protecting Children (CPPC). Clinton Community College has a campus next to Maquoketa High School and is a valuable partner. Dolly Parton Imagination Library has provided free books to registered Jackson County children from birth to age 5 since 2010. There is no income restriction to receive these free books in the mail each month. We will continue to partner with these organizations to make a collective impact on Jackson County children.

ASSURANCE #5: DATA

All data in this CSAP on enrollment, grade level reading proficiency, and attendance was made available by the public and private school districts in Jackson County. All schools in Jackson County enter data on electronic student information system software to track gender, race, socioeconomic status, attendance, grades, special needs, and discipline. This information feeds into a state longitudinal data system that provides information on a student's complete academic career from kindergarten through college.

Each district superintendent or school administrator in the Campaign signed a 2015-2016 Memorandum of Understanding (MOU) agreeing to:

- A. Support the CSAP developed and submitted to the Campaign Network by identifying and implementing strategies appropriate to the organization.
- B. Seek to partner and support the community goals and objectives identified in the CSAP.
- C. Report and share data that support the shared measurement goals identified in the CSAP.

D. Support joint communication efforts including regular participation in Campaign meetings, newsletters, web tools, and press communication.

School readiness data is available through a Clinton/Jackson County Early Childhood Iowa Community Plan.

Parent survey information administered by the Jackson County GLR Campaign will also be shared with community members in a confidential manner.

There is not yet a standardized, centralized and ongoing source of data on the number of Jackson County

children attending summer learning programs. We will begin a system for tracking this information.

At the present time, the Coordinator for the Campaign is responsible for collecting and tracking data for the schools in Jackson County. If the school districts request training in Results-Based Accountability (RBA), the Community Foundation of Greater Dubuque will assist with that training as well as the Scorecard which can be used to manage data from the Campaign. This could assist with setting baselines, tracking progress throughout Jackson County, and ensuring accountability from each school.

ASSURANCE #6: SUCCESS AND SUSTAINABILITY

Success will be determined by analyzing data from our CSAP and making needed changes. Connections with our present partners will continue, and new partners will join as more of the community becomes engaged. This will happen through involvement in GLR events, communication of GLR activities, and community input.

In the fall, presentations were made to the elementary school staff at each district to provide information about the GLR Campaign. We wanted the teachers to know we are their partners as they strive to create proficient readers in grades K-3. We will communicate our vision to service groups and request their support in achieving our CSAP goals.

We will engage donors throughout our affiliate organizations to sustain the initiative, and grants applications will be submitted to acquire additional resources. Sustainability will become easier as the community invests in the Jackson County Campaign for Grade-Level Reading.

Parent engagement will be important with special emphasis on reaching out to families with children who are not proficient in reading. In order to be successful, this will involve some thinking outside the box. All Steering Committee members have an important role in bringing the CSAP to life and sustaining it into the future.

