COMMUNITY SOLUTIONS ACTION PLAN (CSAP)

FRAMEWORK

The Campaign for
GRADE-LEVEL
READING

The Community Solutions Action Plan (CSAP) will serve as the application for membership in the Grade-Level Reading Communities Network.

One advantage of joining the Campaign for Grade-Level Reading (CGLR) is that communities are able to access and participate in the GLR Learning for Impact and Improvement Platform (CLIP). This tool harnesses the collective knowledge, expertise and wisdom of the 300+ communities that are involved in the GLR Network for the purpose of driving impact and improvement on measures of early school success for low-income children. The platform enables you to:

- learn what's working by accessing in-depth data and stories about which communities are making measurable progress, under what conditions and why;

- strengthen your coalition by enhancing your communications capacity and enhancing your network;

- improve your performance by benchmarking against the best, most comprehensive, results-driven campaigns and refining your plans and strategies; and

- achieve game-changing impacts by adapting, aligning and replicating proven and promising solutions from other communities.

Once you submit your letter of intent, we will schedule an online walk-through that will introduce you to CLIP and point out resources that you may find useful as you develop your CSAP. In addition, your community will have access to a team space where members of your coalition can share documents, comments and resources. Prior to being formally welcomed into the GLR Network, communities must have a presence on CLIP. For any questions, please contact Jenny Atkinson at jenny@smarter learninggroup.com.

PART ONE: COVER PAGE(S)

Please provide the following data on your community:

- Specific **geographic name** by which the community lead wishes the community to be referenced on CGLR's website and in CGLR publications (for example, Roanoke, Virginia; Charlotte-Mecklenburg, North Carolina; Suncoast, Florida)

- Specific **branded community name** (for example, for the same communities as listed above: Star City Reads, Read Charlotte, Suncoast Campaign for Grade-Level Reading)

- Select one geographic boundary covered by the CSAP and served by the coalition (e.g., city, county, entire metro area, multiple counties, neighborhood, school district, school feeder pattern, small town, state, other)
  – City
  – County
  – Entire metro area
  – Multiple counties (Please list by name)
  – Neighborhood (Please list by name)
  – School district/s
  – State
  – Tribe
  – School
  – Other (Please specify)

- Population of area covered by your campaign

- Total number of school districts covered by/involved with your campaign (please include number of districts and names of each)

- Total number of public schools covered by/involved with your campaign

- Total number of students (K–3) in each district involved in your campaign

- Total number of students (K–12) in each district involved in your campaign

- Percent (and number) of K–12 students on free and reduced-price lunch for each district involved in your campaign (if free and reduced-price lunch information is not available, please include child poverty rate and indicate that)

- Designated Learning and Data Partner information (This is the person who is most involved with data in your coalition and/or the person who will be responsible for ensuring information on CLIP for your community is updated periodically.)

- Social links: Name and URL

- Community Lead (primary contact) information, including name, position, organization, phone number and email — if noted on spreadsheet below, that will suffice

- Please list members of the philanthropic/funder community who are committed to investing in and supporting your effort. Provide the names of local funder organizations involved in the work, along with names of the program officers and email addresses. Please provide any other helpful details (e.g., amount of funding? annual/multiyear?). Local funders received a monthly "Hot Topics" email from CGLR and informed about CGLR webinars and conferences developed especially for funders with an interested in early school success.

Finally, please submit the names of individuals serving on your sponsoring coalition — with title, organizational affiliation, mailing address and email address — and/or names/addresses of organizations represented on the sponsoring coalition. Use the downloadable spreadsheet found at http://tinyurl.com/ok23vlp. It is important that you include this spreadsheet with your completed CSAP. *Please do not make a PDF of the spreadsheet and add it as a part of your CSAP document. We need the information in the spreadsheet format.* Members of your sponsoring coalition receive occasional emails from CGLR and are used in our roll-up numbers of total or partners involved in CGLR nationwide. Partner organizations will also be added to your community profile on CLIP.

PART TWO: COMMUNITY OVERVIEW (1 PAGE)

Please summarize your community's story. Please include any additional demographic information that you think would be helpful, beyond the demographic information already provided in your cover page(s) above. It would also help to illuminate the history, character, strengths and challenges of your community.

PART THREE: THE CSAP (15 PAGES, plus up to a 5–page appendix for data and/or other explanatory information)

ASSURANCE #1

The Problem: Please provide a data-rich description of the current situation and recent trend lines for high school graduation, grade-level reading (third and/or fourth grade), school readiness, student attendance and summer and afterschool learning (summer school/program participation). Where possible, please disaggregate the data to illuminate the performance of children from low-income families, including race/ethnicity and English language learners, if available, and to spot outliers, trends and anomalies that could inform the thinking and work.

Please provide an overview of the range of services and supports currently focused on addressing aspects of the problems described above. Where possible, it would be helpful to identify where key supports and services are missing and/or unavailable.

What conclusions have you drawn about the extent to which some, most, or all of the following contribute to the performance gaps between children from low-income families and their peers?

- Problems/issues identified above are not a high priority for leaders in our community

- Too little information about what works

- Insufficient coordination among the key stakeholders and actors

- Inadequate resources

- Ineffective use of available resources

- Insufficient access to otherwise available resources

- Mismatch between the interventions and the needs

- Insufficient engagement of and support for parents

- Insufficient attention to the Health Determinants of Early School Success (refer to http://gradelevel reading.net/blog/healthy-readers-resource-guides).

ASSURANCE #2

Destination (Desired Outcomes and Impact): Please identify what your community has set as ambitious but achievable goals, targets and milestones for the current and successive four school years. Also, please provide an overarching vision for where your community will be in five years for school readiness, student attendance, summer and afterschool learning and third-grade reading.

ASSURANCE #3

Strategy (Integrated and Intertwined): Please outline the set(s) of coordinated activities, programs and initiatives designed to respond to each of the core challenges (readiness, attendance, summer and afterschool learning loss and grade-level reading) and indicate the extent to which the efforts focus on:

- Strengthening, expanding, scaling and coordinating existing programs and interventions.

- Importing, replicating and adapting promising practices and model programs from outside the community.

- Developing and inventing new and innovative approaches.

- Supporting parent success and helping parents envision and accomplish what they want for their children.

- Engaging parents in community coalition decision-making process.

- Building and strengthening productive parent/teacher partnerships.

ASSURANCE #4

(Connecting for Synergy): Please describe how your community's grade-level reading campaign will connect with, benefit from and/or support other ongoing efforts and initiatives. Depending on your community, these could include some or all of the following:

- Local school improvement, education reform and/or family support efforts supported by members of the sponsoring coalition;

- Initiatives by local school districts, health agencies and institutions, and state-level policy and/or initiatives; and

- Initiatives responding to the Promise Neighborhoods, Choice Neighborhoods, Striving Readers, Early Learning Challenge Fund, Strive Together, etc.

ASSURANCE #5

Data: Please explain the steps taken to ensure ongoing availability of and access to the data needed to set baselines, track progress and ensure accountability. It would help to provide specifics on the following:

- Who has what data?

- What understandings have been reached and what agreements have been made to ensure ongoing access to needed data?

ASSURANCE #6

(Success and Sustainability): Please explain the steps taken to ensure confidence that this effort will have the broad-based support, capacity and resources to succeed and endure. Considerations include:
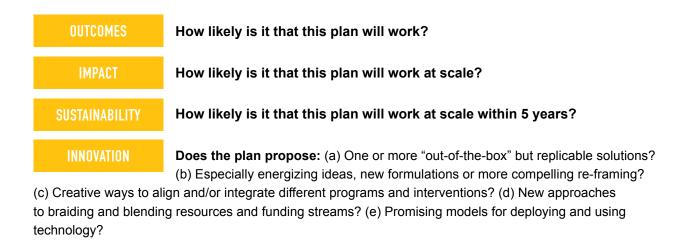
- Mobilizing key stakeholders and important constituencies, including: teachers and school/district officials; elected officials; key leaders of public, business, civic and philanthropic organizations; public and private health providers, organizations and institutions; parents, caregivers and parent-serving organizations; service providers; program operators; and funders.

- Identifying the tables, venues and forums for conversation, ongoing joint planning, tracking progress/making improvements and collective action.

- New and re-directed public, private and philanthropic dollars as well as dedicated citizen service and volunteer contributions.

Please describe the process utilized to develop the CSAP. It would help to provide examples of special success, particular challenges and lessons learned.

CSAP REVIEW AND ASSESSMENT

Before submitting your CSAP to CGLR, please take time to review it using the following items as guides. These represent key considerations that your coalition should use while developing your CSAP in order to strengthen its potential for generating the outcomes you envision. Please note that you do not need to provide written responses to the following as part of your CSAP.

OUTCOMES	**How likely is it that this plan will work?**
IMPACT	**How likely is it that this plan will work at scale?**
SUSTAINABILITY	**How likely is it that this plan will work at scale within 5 years?**
INNOVATION	**Does the plan propose:** (a) One or more "out-of-the-box" but replicable solutions? (b) Especially energizing ideas, new formulations or more compelling re-framing?

(c) Creative ways to align and/or integrate different programs and interventions? (d) New approaches to braiding and blending resources and funding streams? (e) Promising models for deploying and using technology?

CSAP Process Considerations

Cross-Sector Collaboration — How effective was the CSAP process at providing elected officials and other key leaders of public, business, civic and philanthropic organizations with a meaningful opportunity to share in the development of the plan and commit to its implementation?

Stakeholder Engagement — How effective was the CSAP process at providing parents and caregivers, service providers, program operators and funders with a meaningful opportunity to share in the development of the plan and commit to its implementation?

Community Outreach and Involvement (with special attention to diversity and inclusion) — How effective was the CSAP process at providing the community as a whole (including English language learners and hard-to-reach families) with a meaningful opportunity to learn about the process and have their views and voices heard on the framing of the problem and the solutions proposed?

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