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.

Please provide the following basic data on your community:

- Specific geographic name by which the community lead wishes the community to be referenced on the Campaign's website and in Campaign publications.

- 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).

- Community size covered by Campaign (indicate specific range using the following categories: under 10k, 10k–25k, 25k–50k, 50k–100k, 100k–200k, 200k–500k, 500k+).

- Number and name(s) of school district(s) covered by/involved with 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.

- Names of individuals serving on your sponsoring coalition — with organizational affiliation, mailing address and email address — and/or names/addresses of organizations represented on the sponsoring coalition. (Please use the downloadable spreadsheet found at http://tinyurl.com/ok23vlp and include it as an attachment in your appendix.)

- Who in the philanthropic/funder community is committed to investing in and supporting your effort? Please provide the names of local funders involved in the work, along with name of the program officer and email address. Please provide any other helpful details (e.g., amount of funding? annual/multiyear?).

PART TWO: COMMUNITY OVERVIEW (Maximum 2 PAGES)

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 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 school years through 2020. Also, please provide an overarching vision for where your community will be by 2020 for school readiness, student attendance, summer 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 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.

- Helping parents envision and accomplish what they want for their children.

- Engaging parents in community coalition decision-making process.

- Identifying children's health conditions that interfere with learning for low-income children and building partnerships to address them.

- Improving coordination of existing services and programs and leveraging resources more effectively.

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.

PART FOUR: OVERVIEW OF THE CSAP DEVELOPMENT PROCESS (2 PAGES)

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 the Campaign, 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 at least through 2020?**
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; key leaders of public, business, civic and philanthropic organizations; and leaders of public and private health organizations and institutions 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 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?