

The Campaign for
**GRADE-LEVEL
READING**



GRADE-LEVEL READING
COMMUNITIES NETWORK
SNAPSHOT

ABOUT THE CAMPAIGN FOR GRADE-LEVEL READING

Reading proficiency by the end of third grade is the most important predictor of high school graduation and career success. Yet every year, 68 percent of America's children—and more than 80 percent of children from low-income families—miss this crucial milestone.

The Campaign is a collaborative effort of funders, nonprofit partners, states and communities across the nation to turn this around and put children on the path for success. Our goal: By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently by the end of third grade. To reach this goal, we are working to assure:

- Quality teaching for every child every day in every setting—at home, with caregivers, in preschool, in kindergarten and in the early elementary grades;
- Community-driven efforts to address key barriers to achievement by promoting children's readiness for school, regular attendance and summer as a time to continue learning; and
- A seamless system of care, services and family supports for children from birth through third grade.

To find out more, go to www.gradelevelreading.net.



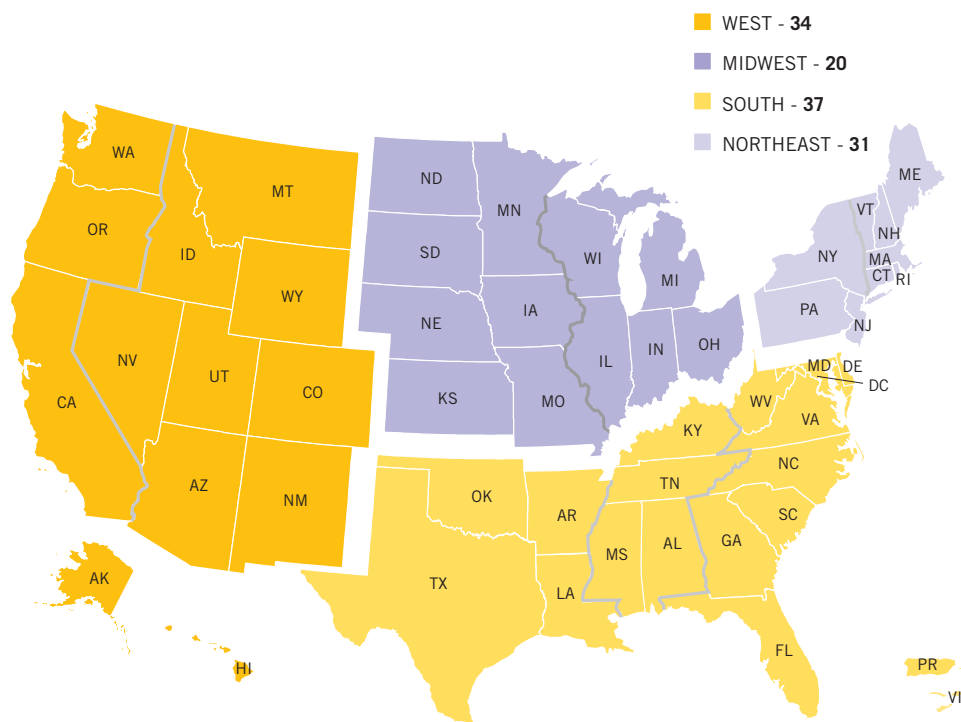
THE GRADE-LEVEL READING COMMUNITIES NETWORK

The Campaign for Grade Level-Reading welcomes 124 Charter Members of the Grade-Level Reading Communities Network. This Network will function as an intentional community of practice organized to (1) foster the development of solutions to the readiness, attendance and summer learning challenges, (2) link these solutions to ongoing local efforts to ensure quality teaching and improve schools, and (3) advance and accelerate the dissemination of the most promising policies, programs and practices to improve outcomes and achieve impact.

As a community of practice, the Grade-Level Reading Communities Network will provide opportunities for peer exchanges, peer supports and peer coaching between and among its members.

What the Charter Members of this network have in common is a commitment to ensure more college- and career-ready high school graduates by moving the needle on one of the best predictors of high school graduation, grade-level reading by the end of third grade. Toward that end, local elected and civic leaders have invested reputation and political capital, local funders have invested in the planning and convening, and stakeholders from all across these communities have invested time, talent and sweat equity. This is a remarkable story in the making. And we are proud to have a role in it.

NETWORK MEMBERS BY CENSUS REGIONS AND DIVISIONS OF THE UNITED STATES



CORE ASSURANCES

ASSURANCE #1

We understand the problem.

ASSURANCE #2

We know our destination and have established the goals, objectives, targets and milestones needed to chart the course over the next 3–5 years.

ASSURANCE #3

We have a strategy that is sufficiently powerful to achieve our objectives, targets and milestones.

ASSURANCE #4

We can get the data we need to set baselines, establish targets, track progress and promote performance accountability.

ASSURANCE #5

We are aligning and connecting with other important initiatives.

ASSURANCE #6

We have the support, resources and capacity to execute, implement and get this done.

The Network reaches 16% of all public school students in the United States.

The Network initially is focusing on three challenges to reading success that are amenable to community solutions:

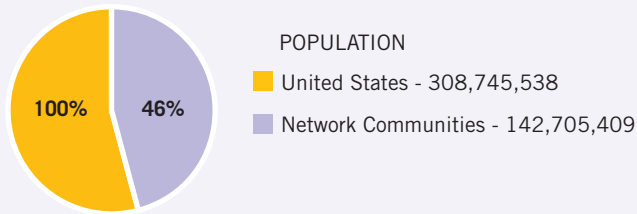
The Readiness Gap: Too many children from low-income families begin school already far behind.

The Attendance Gap (Chronic Absence): Too many children from low-income families miss too many days of school.

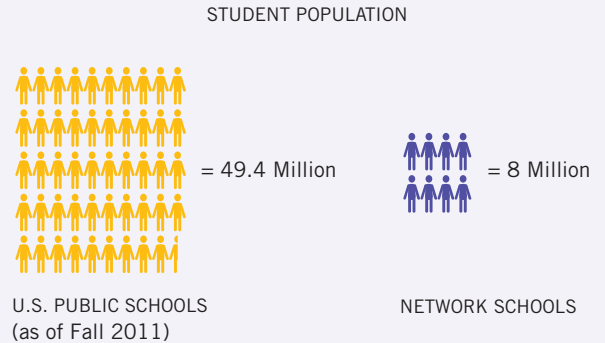
The Summer Slide (Summer Learning Loss): Too many children lose ground over the summer months.

In order to address these challenges, Charter Members of the Network convened sponsoring coalitions comprised of more than 1,800 organizations for the purpose of developing Community Solutions Action Plans.

PEOPLE LIVING IN NETWORK COMMUNITIES (continental U.S.)

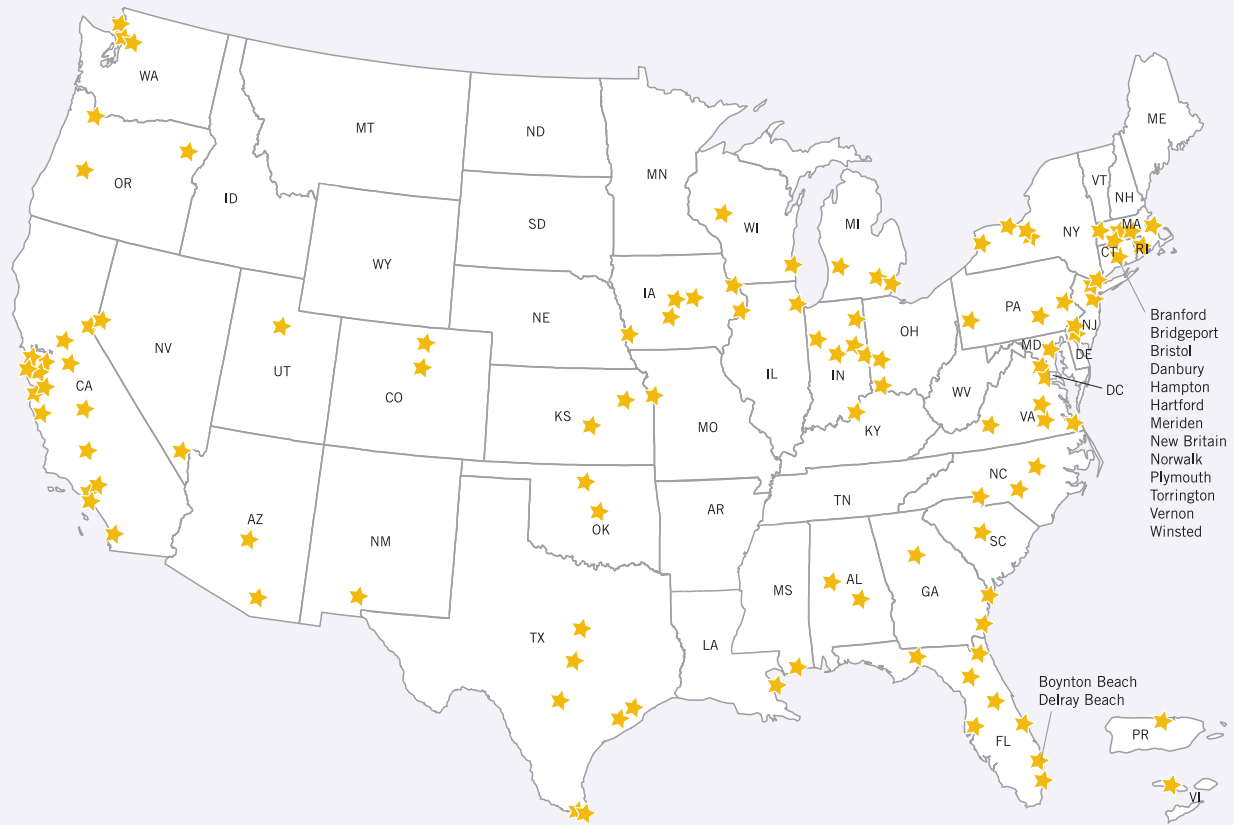


STUDENTS ATTENDING SCHOOLS IN NETWORK COMMUNITIES



CAMPAIGN FOR GRADE-LEVEL READING CONNECTIONS TO OTHER EDUCATION EFFORTS

- Network members are in 7 out of the 9 states with RttT Early Learning Challenge grants.
- Network members are in 8 out of the 8 states with Striving Readers grants.
- Of 37 total planning and implementation 2010/2011 Promise Neighborhood grantees, 20 are in Network locations.
- 76 percent of the school districts in the Trial Urban District Assessment (TUDA)—designed to explore the feasibility of using the National Assessment of Educational Progress (NAEP) to report on the performance of public school students at the district level—are members of the Campaign for Grade-Level Reading Communities Network.
- Of the 20 cities that received Cities of Service Leadership Grants to increase volunteerism and target volunteers to address their cities' greatest needs, 15 are members of the Network.



350 school districts
with **8 MILLION**
students from
grades K–12

PARTICIPATING COMMUNITIES

ALABAMA

Montgomery
West Alabama/Tuscaloosa

ARIZONA

Statewide (Phoenix, Tucson,
Flagstaff and Yuma)
Sahuarita and Green Valley

CALIFORNIA

Berkeley
Buena Park
Chula Vista
Fresno
Kern County
Long Beach
Los Angeles
Oakland
Pacoima Community
Initiative, Los Angeles
Richmond
Sacramento
Salinas
San Francisco
San Jose
Santa Cruz County
Stockton
Tahoe Truckee Community

COLORADO

City and County of Denver
Longmont

CONNECTICUT

Branford
Bridgeport
Bristol
Chaplin
Danbury
Hartford
Meriden
New Britain
Norwalk
Plymouth
Torrington
Vernon
Winchester

FLORIDA

Delray Beach
Gainesville/Alachua County
Jacksonville/Duval County
Miami-Dade County
Orlando
Palm Beach County
Tallahassee, on behalf of
Several Communities
Statewide
Tampa/Hillsborough County
Vero Beach

GEORGIA

Atlanta
Communities of Coastal
Georgia Foundation
(Brunswick)
Savannah

ILLINOIS

Chicago

INDIANA

Fort Wayne
Greater Lafayette
Indianapolis
Muncie
Richmond

IOWA

Ames
Council Bluffs
Des Moines
Dubuque
Marshalltown

IOWA & ILLINOIS

Quad Cities (Davenport)

KANSAS

City of El Dorado
Shawnee County

KENTUCKY

Louisville

LOUISIANA

New Orleans

MARYLAND

Baltimore

MASSACHUSETTS

Boston
Holyoke
Pittsfield
Springfield
Worcester

MICHIGAN

Ann Arbor
Detroit
Kent County

MISSISSIPPI

Gulfport

MISSOURI

Kansas City

NEVADA

Las Vegas
Northern Nevada and the
Sierra (Reno)

NEW JERSEY

Camden
Carteret
Newark
Paterson

NEW MEXICO

Dona Ana County/Mesilla

NEW YORK

Buffalo
Madison County
New York City
Rochester
Syracuse

NORTH CAROLINA

Mecklenburg County/
Charlotte
Southern Pines
Wake County

OHIO

Montgomery County/Dayton

OHIO & KENTUCKY

Cincinnati and Northern
Kentucky

OKLAHOMA

Enid
Oklahoma City

OREGON

Eugene
Multnomah County/Portland
Wallowa County

PENNSYLVANIA

Allegheny County
Lehigh Valley
Reading

PUERTO RICO

San Juan

RHODE ISLAND

Providence

SOUTH CAROLINA

Lexington and Richland
Counties

TEXAS

Arlington-Mansfield
Austin
Brownsville
Houston
San Antonio
Waco
Wharton, Colorado &
Matagorda counties

U.S. VIRGIN ISLANDS

St. Thomas

UTAH

Clearfield, Kearns, Park City,
and South Salt Lake
Salt Lake City

VIRGINIA

Alexandria
Petersburg
Richmond
Roanoke
Virginia Beach

WASHINGTON

Anacortes
Bellevue
Seattle and the South King
County cities of Auburn,
Burien, Federal Way, Kent,
Renton, SeaTac, and Tukwila

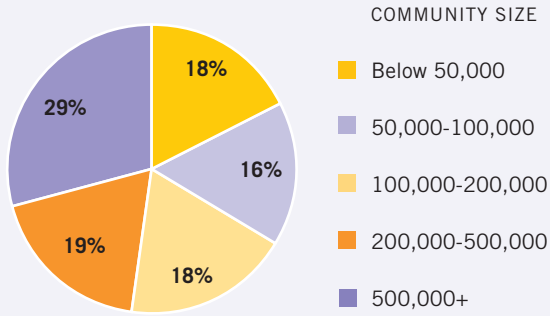
WASHINGTON, DC

Washington, DC

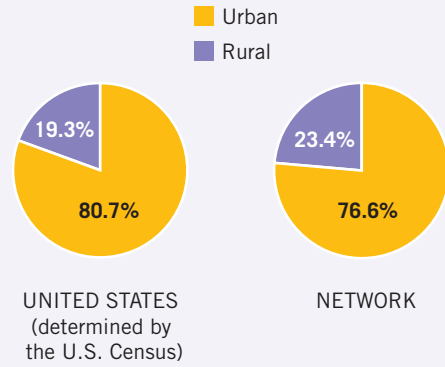
WISCONSIN

Eau Claire
Milwaukee

SIZE OF NETWORK COALITION AREAS



POPULATION DENSITY

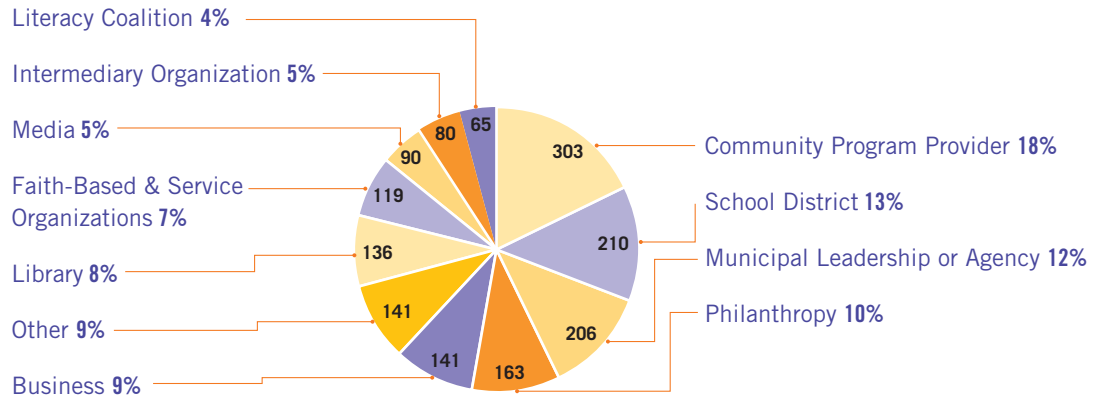


THE DEVELOPMENT OF COMMUNITY SOLUTIONS ACTION PLANS

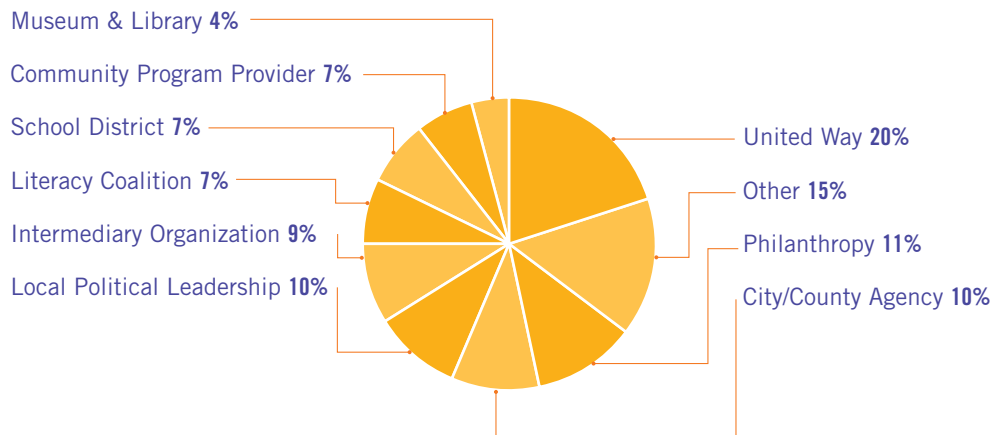
The Charter Members of the Network are rural, urban, suburban and diverse in population size and region. All became Charter Members by completing a rigorous locally led and supported process to develop a Community Solutions Action Plan (CSAP). Each CSAP sought to build upon and strengthen six core assurances around the readiness, attendance and summer learning challenges.

Moreover, consistent with the National Civic League's All-America City Awards criteria, the CSAP development process accorded considerable attention to cross-sector collaboration, stakeholder engagement and community outreach.

LOCAL COALITION COMPOSITION



LOCAL CAMPAIGN LEAD ORGANIZATION





08
Paw Print
Flame Thruze

CUTE
GIRLS

PEACE

FASHION

PROBUDIT

OOPS

Animals should definitely
not wear clothing.
Written by Judi Barrett
and illustrated by Ron Barrett

Knots on a Coast



THE NETWORK SUPPORT CENTER

The Network Support Center (NSC) is the arm of the Campaign for Grade-Level Reading established to help members of the Grade-Level Reading Communities Network develop, implement and sustain solutions to the challenges and barriers to grade-level reading by the end of third grade.

Over the next 18 months, NSC's technical assistance, capacity-building and tool development activities will be organized around three major priorities.

Helping Charter Members to refine the CSAP and to build the capacities, systems and tools needed for its implementation

Helping Charter Members to aggregate the resources for high-fidelity replication and scaling of the most promising high-leverage programs and solutions

Helping Charter Members to build and sustain robust “practice and learning for action” communities to accelerate the diffusion of the best ideas, programs and solutions

NSC will operate as the “hub,” broker and quality assurance manager of technical assistance and consulting support from a rich array of public, private and social sector providers. Through gatherings, webinars, online resources and other means, the NSC also will provide opportunities to confer directly with experts and policymakers. Most importantly, NSC will honor the diversity, strengths and accomplishments of Charter Members by unleashing the potential of the Network itself through facilitating peer exchanges, promoting peer learning and supporting peer coaching.

WWW.GRADELEVELREADING.NET