READ! BY 4TH

READY * ENGAGED * ABLE * DETERMINED

Philadelphia's Grade-Level Reading Strategy

Draft as of July 28, 2014

Prepared by

FAIRMOUNT VENTURES

A GUIDE TO THIS PLAN

This document:

- Establishes the strategic direction for Philadelphia's Campaign for Grade-Level Reading
- Presents Philadelphia's Community Solutions Action Plan (CSAP) for submission to the National Campaign for Grade-Level Reading
- Equips participating organizations with a unified case for support and investment from organizational and philanthropic partners

It is intended to be a dynamic document that will continue to evolve as members of Philadelphia's Steering Committee and Strategy Subcommittees (referred to collectively throughout this document as the "Philadelphia Coalition") review, revise, and sign on to become implementers of the plan.

The plan is organized into three sections, titled and framed in accordance with the CSAP guidelines provided by the National Campaign and tailored to Philadelphia:

Part I: Community Overview   **Page 3**

Provides a broad overview of Philadelphia's current and historical strengths and challenges. It includes salient demographic data and frames the issue in the context of the larger educational system.

Part II: The Community Solutions Action Plan (CSAP)   **Page 4**

A presentation of key data related to Philadelphia's grade-level reading challenge and existing supports as context for our vision, intended outcomes and the Philadelphia Strategy, READ! By 4th.[1] Each goal and its related strategies are presented with a tactical approach and listing of organizations currently committed to particular tactics. Operational agreements are under development and will codify commitments of participating organizations. We expect to secure more commitments as the Philadelphia Coalition shares the plan. This section also comprises assurances related to synergy with other efforts, sustainability, and data contributors.

Part III: Overview of the CSAP Development Process   **Page 24**

This section describes the organizational structure of the overall campaign. It also enumerates the critical success factors and challenges to assuring cross-sector collaboration, stakeholder engagement, and community outreach and involvement.

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[1] A placeholder name for the purposes of this document and sharing the Philadelphia Strategy with campaign partners.

PART I: COMMUNITY OVERVIEW

Philadelphia, Pennsylvania, is a 141.6-square-mile city-county that is home to more than 1.5 million people. Its population is diverse and the city is perhaps best known internationally for its history: Philadelphia was the first capital of the United States, the site of the writing of the Declaration of Independence and the U.S. Constitution, and home of the symbolic and iconic Liberty Bell. Compared to other East Coast cities like Boston, New York, and Washington, Philadelphia is a more affordable place to live. Philadelphia's history, world-renowned museums and cultural institutions, and thriving restaurant scene attracted 34.4 million visitors last year.[i]

KEY POPULATION DEMOGRAPHICS

	Total	Black	White, not Hispanic	Hispanic or Latino	Asian
Population	1,553,165	44%	37%	13%	7%
Poverty Rate	28.4%	34%	17%	42%	30%
Unemployment	10.7%	12.6%*	6.6%*	-	-
HS diploma	34.2%	39.4%	32.8%	34.6%	18.7%
Bachelor's or more	23.2%	12.6%	34.8%	10.4%	34.6%

* Indicates jobless rate in July 2013. Unavailable for other demographics. Source: Bureau of Labor Statistics
Sources: City of Philadelphia, Office of Community Empowerment and Opportunity (2013), and US Census (2012)

Philadelphia is in many ways a study in contradictions. It is a city where arts and culture are experiencing a long arc of revival, where residents and tourists bike, hike, and walk along the Schuylkill River and the trails of one of the largest urban parks in the world. Its population, including the number of young, educated residents, has increased in recent years reversing a population decline dating back to the latter half of the 20th Century. At the same time, it is city that has not fully recovered from the dissolution of industry and manufacturing—and the unemployment of many with a high school diploma or less—that precipitated that decline. Philadelphia is now a central hub for jobs in "meds and eds", but also a city where available employment opportunities do not match the qualifications of its residents.

More than ten percent of the population is unemployed, compared to the 8% national average. More than one in four residents—28.4%, or more than 440,000 people—live in poverty,[ii] giving Philadelphia the alarming distinction of being the most impoverished of the ten largest U.S. cities. Children are disproportionately affected, with more than 1 in 3—39% or about 135,000 children under the age of 18—living below the federal poverty level. So, too, are our city's Black and Latino residents, whose poverty rates—34% and 42%, respectively—are more than double that of White Philadelphians.[iii] Fighting poverty is a priority for Mayor Nutter and, in summer 2013,

POVERTY IN PHILADELPHIA, 2013

Image source: City of Philadelphia, Office of Community Empowerment and Opportunity

the City's Office of Community Empowerment and Opportunity launched a broad-scale campaign, *Shared Prosperity*, to harness the collective impact of the many multi-sector partners who share that priority.
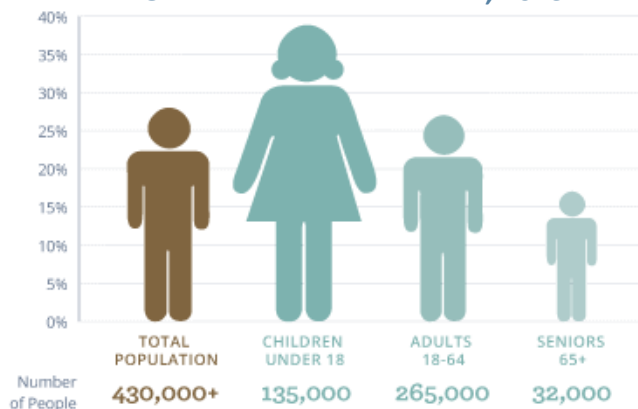
Education is also among Mayor Nutter's priorities since he assumed office in 2007. To say that Philadelphia is facing an education crisis would not be an overstatement. Despite an upward trend in

educational attainment, only 23% of Philadelphians 25 and older have a bachelor's degree or higher, compared to the national average of 29%.[iv] Indeed, the city ranks 22nd in educational attainment out of the 25 largest US cities.[v] Despite significant gains in on-time high school graduation, our graduation rate is still just 64%[vi] compared to the national rate of 80%.[vii]

KEY K-12 STUDENT POPULATION DEMOGRAPHICS, 2014

	TOTAL	BLACK	HISPANIC/ LATINO	WHITE	ASIAN	ELL[2]	STUDENTS W/DISAB.	ECON. DISADV.
DISTRICT[3]	135,149 100%	69,373 52.8%	24,980 19%	18,961 14.4%	10,633 8.1%	11,879 9%	8,124 13.8%	114,738 87.3%
CHARTER[4]	67,315 100%	38,050 62.6%	10,028 16.5%	8,797 14.5%	1,777 2.9%	N/A	N/A	44,365 73%
CATHOLIC	22,808	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: not available   Sources: School District of Philadelphia and the Archdiocese of Philadelphia, 2013 and 2014 The School District of Philadelphia serves the majority of school-age children in Philadelphia. Enrollment in charter schools has risen considerably over the last decade while public and Catholic school enrollment has declined. Disaggregated data for Catholic school enrollment is unavailable.

While specific approaches may differ, Philadelphia is united in the belief that Philadelphia schools, as a whole, must do better to ensure students receive a quality education. Among many actors and key stakeholders in the local school reform movement are the Philadelphia School Partnership (PSP), a funder intermediary seeking to provide philanthropic support to expand high performing schools; the Philadelphia Federation of Teachers, the union representing District teachers; parent groups like Parent Power, Parents United for Public Education and the parent-student-teacher collaborative, Philly Coalition Advocating for Public Schools; Philadelphia Home and School Council and Home and School Associations; Philadelphia Students Union and Youth United for Change both representing the voices of students; The Public School Notebook, an independent nonprofit news and civic engagement organization. Staff and leaders from some of these efforts, as well as other community, nonprofit, and public sector leaders, also comprise the Philadelphia Coalition of nearly 200 stakeholders, led by Public Citizens for Children and Youth (PCCY) and the Urban Affairs Coalition (UAC), who led the development of the Philadelphia Strategy, READ! by 4th—Ready, Engaged, Able and Determined by 4th Grade—and our Community Solutions Action Plan (CSAP).[5]

PART II: PHILADELPHIA'S COMMUNITY SOLUTIONS ACTION PLAN
Assurance #1: The Challenge and Existing Efforts
Philadelphia is in many ways a thriving, vibrant city, but educational opportunity is not equally accessible to all of our children. This section presents key statistics and existing efforts to improve grade-level reading, school readiness, attendance, summer learning, and high school graduation.

3rd-Grade Reading Level
More than half (51%) of Philadelphia's 13,855 public school third graders could not read on grade level in 2012.[6]

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[2] ELL: English Language Learners

[3] For District, charter and Catholic schools, totals reflect 2013-2014 academic year enrollment. At the time of publishing this document, the most current District and charter demographic breakdown available was for the previous academic year, 2012-2013, included in this chart. Thus, the raw demographic numbers will not add up to District and charter totals.

[4] Ibid.

[5] See Appendix A for a full list of Coalition members and Part III for more on the Coalition and CSAP process.

[6] Year for which disaggregated data is available for both District and charter schools.

District Schools. Philadelphia commonly relies on the PSSA exam to measure students' reading proficiency.[7] According to the most current data available, 45.8% of all 3rd-Graders in District schools were reading on grade level in 2012; 54.2% were not. The national disparities between White students and Black, Latino, English language learners (ELL), and students with individualized education plans (IEP) are present in Philadelphia, as indicated in the chart on the right. [viii] Notably, there is little difference in the overall grade-level reading rate—45.8%—and that for children who are considered economically disadvantaged (43%); 87.3% of children in District schools are considered economically disadvantaged.[ix]

Charter Schools. In the 2012 school year, 58.6% of 3rd-Grade students enrolled in charter schools were reading on grade level, representing about a 5-point decrease since 2008.[x] Racial disparities in performance are present in the charters and, as with District schools, the difference between overall student performance—58.6% on grade level—and that for children considered economically disadvantaged is minimal (54.6%); about 73% of students enrolled in Philadelphia charter schools are economically disadvantaged.[xi]

Private and Parochial Schools. [TBD]

% of 3rd-Grade District School Students Reading on Grade Level, according to PSSA (2008-2013)					
	2008	2009	2010	2011	2012
All Students	52.8	54.8	53	58.9	45.8
White	73.3	73.6	74.1	77.5	69.2
Black	48.5	50.2	46.8	53.5	39.2
Latino	46.3	47.8	49.5	54.8	37.9
Asian	70.6	76.2	73.2	72.9	65.5
IEP	19.8	24.6	21.9	32.1	14.9
ELL	38.5	46.8	36.7	41.2	20.6
Economic Disadvantage	50.7	52.7	50.6	56.6	43

% of 3rd-Grade Charter School Students Reading on Grade Level, according to PSSA (2008-2012)[8]					
	2008	2009	2010	2011	2012
All Students	63.7	63.4	61.1	64.6	58.6
White	80.6	78.9	80.4	82.8	82.6
Black	59.5	58.1	53.9	59.7	51.6
Latino	46.3	51.3	58	58.9	61.3
Asian	63.7	66.6	78.8	79.3	82.9
IEP	37.3	37	31.8	42.3	32.2
ELL	27.3	36.8	41.7	44.4	53.6
Economic Disadvantage	58.2	57.1	57	61.1	54.6

A Note about PSSA Data. District PSSA reading scores for all 3rd-Grade students in 2012 dipped by more than 13 points compared to the previous year. A 2012 analysis by *The Notebook* found that 22 schools, four of which are charters, saw drops in reading or math proficiency rates by 30 points or more that same year.[xii] While many factors likely contributed to decreased performance, there is substantial evidence that performance on prior years' exams is inflated due to school teacher and administrator cheating and 2012 scores dropped as a result of changed testing procedures. The Philadelphia Coalition will explore with Campaign partners across all school types how best to reliably measure reading proficiency with other tools in addition to the PSSA.

Reading Instruction

There is no single, common theory of reading instruction or a set of instructional practices shared across schools in Philadelphia. In its strategic plan, Action Plan 2.0, the District establishes strategies for developing a consistent and rigorous practice of literacy instruction to support its goal of ensuring that 100% of 8 year olds read on grade level that are consistent with the Philadelphia Campaign for Grade Level Reading. These strategies are supplemented by strategies for ensuring a continuum of services and curriculum from pre-K to Kindergarten, more effective parent engagement, and quality teaching and

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[7] The PSSA is the Pennsylvania System of School Assessment. Third-graders take the exam near the end of the academic year. Students who are able to read on grade level score "proficient" or "advanced" on the reading portion of the exam.
[8] 2012-2013 charter PSSA results unavailable at time of publication.

leadership.[xiii] A number of community-based and nonprofit organizations support schools' efforts to improve instruction and literacy, including the nationally recognized Children's Literacy Initiative (CLI). CLI, a Coalition member, raises literacy through teacher coaching and creating grade-level professional learning communities that increase schools' and teachers' local capacity for quality literacy instruction.

School Readiness
It is well documented that high-quality early childhood programs help to prepare children for academic success. In Philadelphia, only 34% of children ages 3 and 4 are enrolled in high-quality pre-K.[9] This figure also comprises quality childcare programs. As of June 2012, 136 of 1,890 childcare programs (7%) were ranked as providing "good quality care" by Keystone STARS, a voluntary system that ranks the quality of licensed early childcare providers. These 136 programs serve just 3,897 of 120,000 children under the age of 6.[xiv]

53% of Philadelphia Kindergarteners read on grade level, according to the 2012-2012 Developmental Reading Assessment (DRA).

Source: School District of Philadelphia

There are multiple initiatives and venues for improving pre-K quality, increasing access to early learning programs, and supporting school readiness. This local and regional work aligns with Philadelphia's Campaign for Grade-Level Reading and shares a number of key Coalition members.

- United Way Success by 6: A program of Coalition member the United Way of Greater Philadelphia and Southern New Jersey that focuses on "whole child" development, social, emotional and academic. In 2007, there were approximately 20 Success by 6 centers that built and sustained high quality. That number increased to over 100 by 2013.
- Pre-K for PA: A statewide policy campaign to ensure that all children ages 3 and 4 have access to quality pre-K whose founding partners include Coalition members Public Citizens for Children and Youth, Economy League of Greater Philadelphia, United Way, and the Delaware Valley Association for the Education of Young Children (DVAEYC). Pre-K for PA has galvanized a movement of more than 300 organizations and 4300 people across Pennsylvania.
- Race to the Top Early Learning Challenge Grant: Pennsylvania received a $51.7M award to improve early childhood education programs across the state. This grant's focus on targeting ECE to the lowest performing elementary schools in the state, improving access to quality ECE for children with the highest need, and improving the quality of preK-3rd Grade educators is well-aligned with the goals of Philadelphia's campaign. [See Assurance #4.]
- The School District: will implement in 2014 a comprehensive Early Childhood Education Plan that aligns with local school readiness efforts including United Way's work, the Mayor's Early Learning Advisory Council, and Pennsylvania's Early Learning Challenge Grant. The Plan will also outline a communication strategy targeted to parents of children from birth to 5 to better ensure Kindergarten readiness. In support of the launch of its ECE Plan, early this summer the District, supported by the Philadelphia Coalition, hosted a Strategy, Policy and Planning session focused on gathering community and stakeholder input on its role in helping parents and pre-K providers prepare children for entering Kindergarten.
- Parent Engagement: Organizations and programs like Coalition members DVAEYC, Reach Out and Read, Nurse Family Partnership, and the Maternity Care Coalition provide tools and one-on-one interventions to equip parents with information, books and strategies to support reading

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[9] Figure is the unduplicated count of PA Pre-K Counts, Head Start Supplemental Assistance Program and Keystone STARS 3 and 4 enrollments; Head Start; public school pre-k; accredited or PDE licensed nursery school; providers accredited by the National Association for the Education of Young Children, National Association for Family Child Care, National Early Childhood Program Accreditation, and Council On Accreditation.

at home and preparing children for entering Kindergarten. Reach Out and Read alone serves 42,000 Philadelphia children and their families every year.

Student Attendance

Data from the School District of Philadelphia confirms what we know from the research extensively documented by Attendance Works: regular attendance correlates to reading proficiency. As the chart on the right indicates, schools with the greatest number of students attending 95% or more of instructional days tend to have more students reading on grade level.
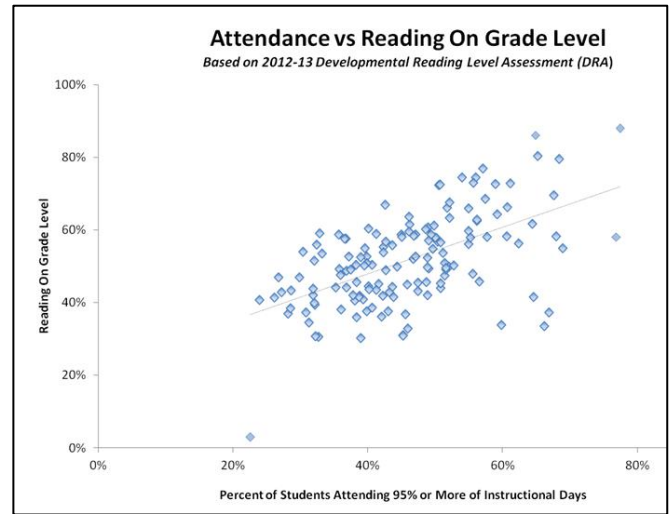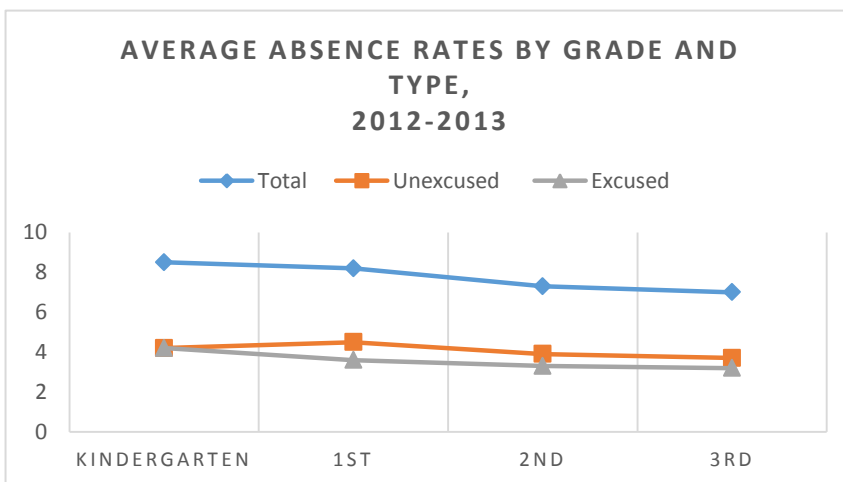

Source: School District of Philadelphia, 2013

Attendance data is currently available from District schools. Across these schools, Kindergarteners are missing an average of 15 days or three weeks of school; 1st-Graders miss an average of more than 14 days. Rates of excused and unexcused absence differ little (see chart and graph below) and excessive instances of either type of absence can mean missed hours of important literacy instruction in the early grades. Currently, however, intervention by the District's Office of Attendance and Truancy is triggered only after three *unexcused* absences (beginning with a recorded "robo-call"); as such, the District is focused on truancy and high rates of excused absence are under the radar.

The District tracks and reports average daily attendance which, according to Attendance Works' research, can largely obscure chronic absenteeism. This—as well as focusing intervention on truancy—is in accordance with Pennsylvania State Department of Education policy. The District is challenged to raise parental awareness about the importance of regular attendance by the additional state policy that does not mandate school attendance until a child is 8 years old. Without a policy or human, financial, and technological resources to look more broadly at attendance and raise awareness about its importance, parents are often unaware that their child's absence is even a concern.

	Kindergarten	1st	2nd	3rd
Average Absence Rate	8.5	8.2	7.3	7
Equivalent Days	15.3	14.76	13.14	12.6
Unexcused Days	7.56	8.1	7.02	6.66
Excused Days	7.56	6.48	5.94	5.76

Source: School District of Philadelphia, 2013

Kindergarteners and 1st-Graders miss an average of nearly three weeks, or 14-15 days, of instruction.

The District's absence data and associated parent engagement strategy in recent years have been limited due in large part to significant budget constraints. The District, however, is leading a number of promising initiatives that will add great value to the Campaign's efforts to boost attendance in Kindergarten through 3rd Grade and beyond. The District:

- Began an overhaul of its management information system to improve internal communications and enable analysis of absence on the *student* level in school buildings, rather than averages at the District, grade, or building level. It will also be able to disaggregate data by key demographics, like race, poverty and academic performance.
- Is aligning its new systems, approach to absence, and parent outreach with research and best practices following meetings during Philadelphia's Campaign planning process with Attendance Works and Pittsburgh Public Schools, a regional model of excellence.
- Following a pilot, received funding for a District-wide study by Harvard University to test messaging strategies and methods for communicating attendance matters to parents.
- Completed a District-wide study of asthma clusters and building-environment improvement needs, recognizing that, with 35,000 identified asthmatics in its schools, asthma is a significant contributing factor to school absence.
- In 2009 launched a partnership with the City's Department of Human Services to promote attendance among K-3 students and their families outside of the standard truancy model.
- Partnered with Philadelphia Youth Network and Project U-Turn in 2013 to launch a public awareness campaign to ensure parents and caring adults understand the importance of regular school attendance and its relationship to reading, school performance, and high school graduation.

Summer Reading
Philadelphia does not currently have a centralized depository for data that captures the number of summer programs that include a literacy component in their activities, much less track the outcomes of those that do. As with other grade-level reading challenges in our communities, however, summer reading is largely a question of quality and access. School enrollment data from the District confirms that there are more than 90,000 children enrolled in Kindergarten through 3rd Grade alone in District and charter schools.[xv] About one-third of these live below the federal poverty line.[xvi] The Philadelphia Coalition seeks to define "quality" and "effectiveness" in summer literacy programs, and whether our city's low-income children have equal access to them.

However the Campaign has mobilized a cadre of multi-sector partners to increase summer reading across the city by infusing a literacy component into programs that heretofore might not have focused on reading along with literacy-focused summer programs (see Assurance #3 for the strategy and participating programs). Programs will be offered to nearly 4,500 children in K-3 across more than 63 sites beginning this summer. In the Fall, the Campaign will begin to examine student outcomes for those who participated in these programs in partnership with the School District of Philadelphia. The summer pilot will allow the Campaign to begin to define the minimum level of reading infusion necessary to retard summer learning loss. Campaign partner the Free Library of Philadelphia will support training for this initiative, including to nearly two dozen Parks and Recreation summer camp staff serving over 1,000 children in grades K-3. The Free Library has been a leader in literacy-focused summer programming, providing a Summer Reading program for Philadelphia's children for 100 years, free of charge, serving 40,000 children each summer.

High School Graduation

The link between grade-level reading by 3rd and longer-term educational outcomes is clear. Improving the high school graduation rate is a District-wide priority and a major focus of the city administration since Mayor Nutter entered office in 2007. In 2012, the four-year high school graduation rate among Philadelphia public schools was 64%, which is 12% higher than it was 7 years earlier.[xvii] This increase is supported by multiple citywide efforts to include the nationally recognized collective impact initiative Project U-Turn, led by Coalition member Philadelphia Youth Network. Still, of the 17,211 students who entered high school in 2008, 24% (3,583) dropped out before graduation in 2012[xviii].

Parent/Family Engagement

There is no central organizational home for engaging parents[10] in their children's education. There are promising models from the ECE and Early Head Start/home visiting sphere; charter schools like Mastery and KIPP; summer programs like Springboard Collaborative; parent groups like Parent Power, Parents United for Public Education and the parent-student-teacher collaborative, Philly Coalition Advocating for Public Schools; Philadelphia Home and School Council and Home and School Associations; to name a few, and the School District articulates goals for meaningful family-school partnership in its strategic plan.

Assurance #2: Desired Outcomes and Impact

Vision

The Coalition's vision is for a Philadelphia where all children are reading on grade-level by the end of 3rd Grade, a critical milestone that puts children on a pathway toward greater academic success and positive life outcomes. Our vision is for a Philadelphia that enables this achievement by assuring that:

- Parents are empowered to guide their children through each learning milestone and life transition.
- All children are enrolled for at least two years in a high-quality early learning program before entering Kindergarten.
- Kindergarten enrollment is a universal value.
- All children get the tools and instruction they need to learn to read so they successfully make the vital, exciting transition to *reading to learn*.
- Schools and parents strive for 100% school attendance.
- All children, regardless of family income, read year-round and make learning gains over the summer.
- Organizations and systems that play a part in achieving this vision collaborate to maximize resources, effectiveness and impact.

Operational Outcome Targets

The Philadelphia Coalition's vision, like all visions, is aspirational. Our belief in its attainability is what drives us, but we must set realistic—though ambitious nonetheless—goals for the next six years. Our primary, operational target outcome is to **double the share of children in Philadelphia who are reading on grade level by the end of 3rd Grade by 2020**. We expect to achieve the following:

- Grade-Level Reading: 97% of 3rd-Grade students are reading on grade level
- School Readiness: 68% of children are enrolled in a high-quality pre-K program
- Student Attendance: 97% attendance rate in Kindergarten and 1st Grade
- Summer Learning: 100% of children participating in literacy-rich summer programs

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[10] The word 'parents' is used in this document to refer to parents and other adult primary caregivers.

As detailed in the Community Overview, the K-3 students who are the focus of our strategy attend a range of District, charter, parochial or private schools. No one group of children by virtue of where they go to school is excluded from the opportunities Philadelphia's Campaign for Grade-Level Reading will offer; our vision is for *all* children to have equal access and success. On a practical level, however, the Coalition's strategies at this stage (and the focus of this draft of our Community Solutions Action Plan) target those systems and organizations where the majority of students attend school and where we can have the greatest impact. For that reason, the current focus of our strategy is largely on elementary schools operated by the School District of Philadelphia. Our strategy also targets the public charter school system and schools managed by the Archdiocese of Philadelphia, though at this time relevant data is less accessible and robust than that for District schools. The Philadelphia Coalition is exploring with other signatories of the Philadelphia Great Schools Compact[12] ways to assure greater inclusion of all Philadelphia K-3 students. Further, the Coalition expects that our implementation process and organizational structure will significantly broaden and increase participation. (See Assurance #3: Goal VI and #6: Success & Sustainability.)

Select Indicators & Target Outcomes
The chart below comprises key indicators and annual target outcomes. The Coalition expects that the backbone organization and organizational homes will collaboratively review baselines and benchmarks below and develop shared evaluation plans and metrics. Baseline years vary according to most current available data for each indicator. Supporting appendices are Appendix B for additional possible indicators and C, a logic model detailing activities associated with key outcomes.

Indicator	Baseline	2015	2016	2017	2018	2019	2020
Third Grade Reading[13]							
3rd Grade PSSA, all students	48.7% (6,752)	56.8% (7,877)	64.9% (9,002)	73% (10,127)	81.2% (11,252)	89.3% (12,377)	**97% (13,504)**
3rd Grade PSSA, economic disadvantage	45.3% (5,412)	52.8% (6,314)	60.4% (7,216)	67.9% (8,118)	75.5% (9,020)	83% (9,922)	**91% (10,824)**
3rd Grade PSSA, Black or African-Am.	42.5% (3,330)	49.6% (3,886)	56.7% (4,442)	63.8% (4,998)	70.9% (5,554)	78% (6,110)	**85% (6,660)**
3rd Grade PSSA, English Language Learners	21.9% (156)	25.5% (182)	29.2% (208)	32.9% (234)	36.5% (260)	40.1% (286)	**44% (312)**
3rd Grade DRA [or other assessment TBD]	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**
4th Grade Reading[14] Proficiency [PSSA and DRA]	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**
School Readiness							
Enrollment in quality early care and education (birth to 3 years old)	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**

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[11] We expect to revise this to a measure reflecting summer learning *gains* once the Coalition has collected adequate data to establish a reliable baseline.

[12] Signatories include the District, Pennsylvania Coalition of Charter Schools, Philadelphia Charters for Excellence, Mayor's Office of Education, Pennsylvania Department of Education, and the Archdiocese of Philadelphia.

[13] District and charter schools, 2012. 2013 grade- and student-level data not yet available.

[14] The Campaign will use 4th grade indicators to measure sustained achievement of reading proficiency. The 4th grade baseline will be established in 2015, the first academic year after implementation of Philadelphia's strategy.

Indicator	Baseline	2015	2016	2017	2018	2019	2020
Enrollment in high-quality pre-K (ages 3 and 4)[15]	34% (13,133)	39% (15,321)	44% (17,509)	50% (19,697)	56% (21,885)	62% (24,075)	**67% (26,266)**
Kindergarten reading, DRA[16]	53% (6,281)	-	-	-	-	-	**TBD**
Student Attendance[17]							
Kindergarten Attendance	91.5%	92.4%	93.3%	94.2%	95.1%	96%	**97%**
1st Grade Attendance	91.8%	92.6%	93.4%	94.2%	95%	95.8%	**97%**
Summer Learning							
K-3 Reading Loss, DRA	*TBD*	-	-	-	-	-	**0%**
K-3 Reading Gains, DRA	*TBD*	-	-	-	-	-	**TBD**

Assurance #3: Strategy

The Philadelphia Coalition's work across six committees and 22 meetings between February and June 2014 established five interlocking goals and sets of strategies, detailed below, to double the number of Philadelphia children reading on grade level by the end of 3rd grade.[18] Over six years, the Philadelphia Strategy will:

1. Support and empower parents as their children's first teachers.
2. Establish meaningful family-school partnerships that support and empower parents as the guides of their children's learning.
3. Establish a standard, evidence-based methodology of reading instruction that supports the success of all readers, regardless of socioeconomic background or unique learning needs.
4. Create multiple venues, within programs and in families' homes, for year-round reading and summer learning.
5. Raise awareness and resources that ensure regular attendance in the early grades.
6. Be supported by an organizational structure that assures coordination and integration of new and existing efforts to move the needle on grade-level reading in Philadelphia.

Strategies within each goal represent a mix of programmatic and systems reform initiatives. They include expansions or reformation of current local models, realignment of existing programs and investments, or evidence-based practices from research or other cities adapted to the context in Philadelphia. Collectively, our strategy has three tiers of activities: community-wide mobilization efforts, one-on-one intervention, and a coordinated public information campaign. This section details Philadelphia's six-year goals and strategies, and spotlights key first-year tactics and organizational commitments. We anticipate using this plan to garner ongoing feedback and revision and to elicit additional organizational commitments for elements of the strategy.

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[15] February, 2014.

[16] DRA is the Developmental Reading Assessment, administered to District public school students at the beginning and end of each school year. Benchmarks based on District public school data.

[17] District public school data, 2013.

[18] See: 1) Appendix A for a full list of stakeholder participants; 2) Appendix C for our Logic Model; and 3) Part Three of the CSAP for a thorough accounting of the CSAP development process.

Goal I | Family Engagement: Parents are empowered to serve as their child's first teachers and most important guides of their progress as readers throughout the school years

Family engagement is an overarching strategy that catalyzes outcomes in each component of the Philadelphia Strategy. Our vision is for a continuum of support via high-trust relationships and Philadelphia schools that provides parents with tools, information and clear pathways for involvement in their child's progress as readers from birth through the school years. The two tiers of Philadelphia's family engagement strategies are:

- Parents as First Teachers: The school readiness pillar of the Campaign for Grade-Level Reading is an opportunity for the Philadelphia Coalition to align with and fill gaps in existing city and state initiatives focused on improving the quality and quantity of early childhood education options (see Assurance #1 for a summary of existing efforts). The Coalition is deeply involved in pre-K advocacy and provision; to add value rather than duplicate those efforts, Philadelphia's school readiness strategy will target primary caregivers' role in their young children's learning from birth to age 5.
- Family-School-OST Partnership: The Philadelphia Coalition's vision is for a school and out-of-school time (OST) system that supports parents' and teachers' common understanding of expectations for children's reading and education. Aligned with the District's Action Plan 2.0 to become a parent- and family- centered organization and building on successful models of family engagement, the Philadelphia Coalition seeks to create family-school-OST partnerships with multiple venues for parents' feedback and monitoring of their child's reading performance, attendance, and progress throughout the school years.

Strategies for Family Engagement
1. Design and launch a public awareness campaign featuring compelling messages, practical tools and current popular technology and media that support parents as first teachers.
2. Disseminate and embed messages and tools in centers and relationships of trust, such as pediatricians' offices and other healthcare facilities, childcare providers, community-based organizations, and through popular media channels and spokespeople.
3. Establish a standard set of practices and expectations for parent-school engagement.
4. Launch a community mobilization effort that ensures parent ownership of these strategies.

Key Year-One Tactics: Family Engagement

ACTIVITY	KEY ACTORS[19]	STRATEGIES SUPPORTED
1. Create or identify parent tips, activities and tools in mixed media (print, video, audio, games, apps, text messaging, etc.) to close the 30 million word gap.	Maternity Care Coalition Temple University's Infant Language Laboratory	1
2. Create and launch communications strategy for engaging parents about ensuring their children are "Kindergarten ready".	School District of Philadelphia Delaware Valley Association for the Education of Young Children (DVAEYC)	1,2
3. Provide information to pediatricians, OB/GYNs, family doctors, nurses, and other medical professionals in private and public healthcare settings to ensure they ask parents questions and provide tips about talking and reading with their infants and young children.	Children's Hospital of Philadelphia—Reach Out and Read PA Academy of American Pediatrics	1,2
4. Disseminate tips and tools to parents either directly or through other high-trust relationships, like childcare or other early care programs, home visiting programs, etc.	Block Captains? Clear Channel Cradles to Crayons DHS and CUAs? DVAEYC Early Intervention? Maternal, Child and Family Health of the Philadelphia Department of Public Health WIC?	1,2
5. Convene primary caregivers and parent organizations in a planning effort for community-wide mobilization and interventions to promote reading, e.g. literacy block parties, book fairs, concerts, etc.	Women's Christian Alliance Clear Channel Free Library of Philadelphia	1,4
6. Appoint or hire an internal leader to work with schools to implement parent engagement practices.	School District of Philadelphia OST partners?	3
7. Convene literacy programs, District teachers, principals, administrators, parents and parent organizations for strategy sessions to support parent leadership and mobilization for family-school-OST partnership for grade-level reading. The partnership will: a. Engage parents' ideas and feedback through community dialogue about developing authentic family-school partnerships for literacy. b. Identify and disseminate schools' best practices for family-school partnerships to promote literacy through the following parent activities: kindergarten parent conferences, back-to-school nights, book fairs and other family literacy events, parent-teacher conferences, etc. c. Draw out and highlight the family engagement elements of successful literacy programs for incorporation into schools' and other literacy programs' strategies.	[Non-District lead?] School District OST partners? The Notebook? SchoolNet? Home and School Associations? School Advisory Councils? American Reading Company? Children's Literacy Initiative? Springboard Collaborative?	3,4
8. Utilize community, grassroots organizations and parent organizations to ensure that parents are drivers of agenda and strategy.	Early Head Start and Head Start? Maternity Care Coalition	3,4

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[19] Organizations, departments, etc., in this column have made commitments to the GLR strategy to date or, if followed by a question mark, represent the collective thinking of the planning and Steering committees. Campaign committees are invited to react to the key actors listed in the plan currently, identify who may be missing, and add their work where it aligns with the Philadelphia strategy. See Appendix D for Operational Agreements.

ACTIVITY	KEY ACTORS[19]	STRATEGIES SUPPORTED
9. Work with the District to build upon and incorporate parent engagement and leadership approaches of Head Start and other child care programs into the District's early education approach.	Early Head Start and Head Start? Maternity Care Coalition	3,4
10. Create a Parent Engagement Team of teachers, principals and administrators with deep knowledge of school standards and effective communication methods to partner with parents to develop standards and procedures. Ensure alignment with birth to 5 strategies.	School District OST partners?	3,4
11. Provide training to K-3 parents on how they can augment their child's learning in ways that align with reading instruction in the classroom.	School District	3,4

Goal II | Evidence-Based Instruction for All Readers: Standardized, evidence-based practices of reading instruction support a range of student learning needs

Quality, evidence-based instruction in reading is the heart of Philadelphia's strategy. The Philadelphia Coalition visited more than 10 high-performing, high-poverty schools to glean a sense of local best practices, and made early recommendations to the District about how to screen principals and teachers for their backgrounds in literacy instruction. Building on its expertise and learning through the planning process, the Philadelphia Coalition articulated a strategy for institutionalizing and investing in instructional practices based on the science of reading instruction and that teach *all* students to read. Our long-term vision is to change the approach and practice of teacher education in reading instruction from the beginning, namely, the local schools of higher education that train most of Philadelphia's teachers in how to teach reading.

Strategies for Establishing an Evidence-Based Practice of Reading Instruction
1. Identify and standardize across schools a research-based practice and program of reading instruction that teaches all students how to read.
2. Identify and standardize across schools a model of professional training and coaching to implement and sustain designated practices.
3. Populate the professional pipeline with teachers and principals who are educated in the theory and practice strategies adopted.
4. Target investment and resources to schools and personnel that implement reading instruction practices effectively and with fidelity.

Key Year-One Tactics: Evidence-Based Instruction for All Readers

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
1. Partner with the Organizational Home to ensure schools' accountability for and implementation of instructional strategies.	School District	1
2. Convene key stakeholders (e.g. Philadelphia School Partnership, the Philadelphia Federation of Teachers) and a team of skilled teachers, experienced principals, and experts in child literacy as a continuation of Philadelphia's planning process.	School District Philadelphia Federation of Teachers? Philadelphia School Partnership?	1,2
3. Identify a short list of code-based instructional programs and a spectrum of research-supported instructional strategies that Philadelphia schools should be using to ensure all children, including those with learning disabilities and differences, learn how to read.	School District AIM Academy? Archdiocese? Charter schools? PA Dyslexia Legislative Coalition Philadelphia Out of School Time Literacy Initiative (POSTLI)	1
4. Identify and standardize tools for screening, diagnosis, monitoring children's progress, and tracking outcomes.	[See Activity 3]	1
5. Provide training and/or classroom support to equip every teacher with the strategies designated through the planning process.	School District Children's Literacy Initiative? City Year?	1,2
6. Provide education and training that increase understanding of dyslexia among teachers, principals, and administrative leaders.	School District [See Activity 3]	1,2
7. Partner with area institutions of higher education to increase the inclusion of adopted practices identified through activities 2-4, above, in their preK-	School District Drexel University?	1,3

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
4 certification programs and retool their approaches and courses for Act 48 credits.[20]	St. Joseph's University?	
8. Institute a hiring preference for teachers and principals with coursework or certification aligned with its new instructional practices.	School District	1,3
9. Launch a workshop series to increase the number of teacher certification programs aligned with the International Dyslexia Association's (IDA) Knowledge and Practice Standards.	IDA	3
10. Develop a timeframe and work plan by which Philadelphia schools could feasibly institute a hiring mandate for adopted practices and teacher training programs supported by the IDA by 2020.	School District IDA	3
11. Concentrate funds currently used for elementary school teacher professional development on these new approaches.	School District	4
12. Allocate at least half of any special incentive or transformation funds intended for coaching or professional development in elementary schools to boosting children's literacy skills.	School District	4

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[20] Act 48 of 1999 requires all Pennsylvania educators with PA public school certification and all vocational certificates to participate in ongoing professional education.

Goal III | Summer Readers: Compelling messages and a range of summer reading opportunities catalyze year-round reading and support summer learning

The Philadelphia Coalition envisions a city of year-round readers, where all caring adults are aware of the importance of reading every day and children see reading as a part of their everyday lives, in school and out. Currently, there are not enough high-quality summer learning program options to meet the needs of Philadelphia children in grades K-3. Philadelphia will infuse reading into existing programs and families' homes, beginning with key messages and a pilot to launch in summer 2014 and designed during the planning process. Beginning in year one, programs will be offered to nearly 4,500 children in K-3 across more than 63 sites beginning this summer.

Strategies that Support Year-Round Reading and Summer Learning
1. Infuse reading into a range of summer program options. [21]
2. Ensure families' access to books for their children in their own homes.
3. Create a quantitative and qualitative evaluation plan to establish summer learning baselines and assess the effectiveness of a range of summer programming options.
4. Create a public awareness campaign to mobilize parents and communities around the importance and positive outcomes of year-round reading, regardless of whether their children are in a formal summer program.

Key Year-One Tactics: Summer Readers

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
1. Utilize the framework and criteria established by the Philadelphia Coalition to infuse reading into existing summer camps and programs.[22]	American Reading Company Big Brothers Big Sisters? The Boys and Girls Club of Philadelphia Diversified Community Services? Eagles Youth Partnership The Free Library of Philadelphia The Lenfest Center Philadelphia's City Department of Parks and Recreation Philadelphia Reads Rock to the Future Salvation Army Springboard Collaborative YMCA	1
2. Provide workshops and staff development to programs and program staff on best-practice, high-literacy strategies that can be used in programs.	Free Library of Philadelphia POSTLI	1
3. Provide free, easy access to age- and level-appropriate books to children and their families.	Department of Human Services (DHS) Free Library of Philadelphia	2
4. Utilize the framework designed by the Philadelphia Coalition to track key performance measures, including activities delivered, number of books read, time spent reading daily, and student attendance.	All Infusion Partners [See Activity 2: Key Actors]	3

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[21] See Appendix E for reading infusion elements.
[22] See Appendix E for the framework.

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
5. Document and contribute to the larger campaign effort qualitative impressions about the effectiveness of reading infusion activities. Findings will contribute to further refinement of the summer program-based reading infusion model in succeeding years.	All Infusion Partners [See Activity 2: Key Actors]	3
6. Assess summer program students' reading proficiency at the end and beginning of the school year to measure summer reading gains.	School District of Philadelphia	3
7. Launch the summer reading campaign with a press conference; messages in key print, radio, and social media; and the use of public and sports figures beloved by local children.	Clear Channel DHS Eagles Youth Partnership Free Library of Philadelphia The Notebook PCCY School District	3

The following tips for parents were published in a June 2014 issue of a District parent newsletter.

5 and 30. How much should your child read over the summer? It's simple: 5 books and/or 30 minutes a day. Children who read 4-5 books over the summer prevent the "summer slide". Reading 12 books can be as effective as summer school in improving reading skills!

Choice matters. Let your child choose the books s/he wants to read during the summer months. Of course, you'll have to help them choose a book that's at the right level—challenging but not frustrating.

5 fingers. How can you tell if a book is too advanced? Try the 5-finger rule: ask your child to read about 100 words from a book. For each word that is too difficult, ask him/her to raise a finger. If s/he raises more than five fingers, the book is probably too hard.

Read *with* your child. When you read together, you can help with tough words and ask questions that engage your child in the experience of reading a book. Ask about illustrations and point out authors' and illustrators' names. Discuss the story. Ask what the lesson of the book is. Remember: there's no right or wrong answer. It's about encouraging your child to think about what she or he is reading.

It's easy and fun! Everyday life offers opportunities to read, too, even if you don't have a book on hand. Your child can read street signs out loud to you, or signs and labels at the grocery store, or even spell out the names of things that don't have signs or labels on them. Make a game of it: How many times does he or she see the word "you" on signs on the subway or waiting for the bus? Can he or she find a word that begins with B?

Adapted from research by the National Summer Learning Association.

Goal IV | Attendance Matters: Public awareness campaign and targeted interventions ensure regular attendance in the early grades

The Philadelphia Campaign for Grade-Level Reading will leverage District- and school-led initiatives, local models and national best practices together to improve current data and systems and promote awareness of attendance matters.

Strategies to Ensure Regular School Attendance in the Early Grades
1. Increase parent and student awareness of the benefits of and community or school supports for regular attendance.
2. Remediate asthma triggers in school buildings and family homes to prevent asthma attacks.
3. Develop more robust absence data collection and analysis to enable a deeper understanding of the causes, contributing factors and prevalence of chronic absence in Philadelphia schools. Over time, this will also enable assessment of the impact of Attendance Matters strategies.

Key Year-One Tactics: Attendance Matters

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
1. Hire or assign a professional with communications expertise to lead a 100% K-3 attendance messaging campaign targeted towards both parents and students.	School District	1
2. Develop incentive systems that reward students with good attendance and support school-led efforts to reduce both excused and unexcused absence.	School District	1
3. Appoint school-based Attendance Teams that a) tailor support for regular attendance to individual student needs and b) develop and provide systems, tools, messages of encouragement for regular attendance across the student body.	City Year?	1
4. Prioritize school building improvements in elementary schools that contain known asthma triggers (e.g., mold) and where asthma and related absence are prevalent.	School District	2
5. Launch messaging campaign to inform parents about how to reduce possible asthma triggers in the home.		2
6. Train school personnel and parents in ways to help students reduce asthma attacks.	School District American Lung Association Community Asthma Prevention Project (Children's Hospital of Philadelphia)?	2
7. Disaggregate average absence data to get a clearer picture of student- and school-level absence rates.	School District	3
8. Identify chronic absence or risk of chronic absence by tracking *all* absence, regardless of whether it is excused or unexcused.	School District	3
9. Align data collection and analysis with best practices established by Attendance Works, including: a) designating individual good attendance (9 or fewer days absent); warning signs (10-17 days); and chronic absence (18 or more days); b) identifying trends and relationships between absence rates and school/community geography, grade level, and academic performance; and c) cross-tabulating absence with demographic data (race, poverty, gender, neighborhood).	School District	3

ACTIVITY	KEY ACTORS	STRATEGIES SUPPORTED
10. Align school and community intervention with information gleaned from data.		1,3

Goal V | Coordinated for Success: A coordinated organizational structure and overarching public information campaign ensure an integrated strategy

Integration and coordination of the strategic interventions is key to success. Philadelphia's Grade-Level Reading Steering Committee employed a collective impact approach to the planning process and will utilize a similarly integrated approach to organizing its ongoing implementation.

- Designation of a guiding backbone organization provides structure for coordination of the strategy, shared measurement, and centralized responsibility for mobilizing funding.
- In Philadelphia, there are no designated centers or "owners" of the many activities associated with our goals; establishment of an organizational home for each goal assures accountability and centralized, "go-to" entities for providers, parents, and investors seeking entrée and support.
- An integrated communications plan ensures consistent, positive messaging that drives both behavior and culture change around reading.

Strategies for Integration and Coordination
1. Create and staff an organizational structure that establishes centralized coordination and accountability across Philadelphia's grade-level reading strategy.[23]
2. Launch an overarching and integrated information campaign that connects the dots between the Coalition's goals, grade-level reading, and longer-term outcomes, and drives community mobilization and ownership of the issue.

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[23] See Appendix F for a visual presentation of the Organizational Structure.

Key Year-One Tactics: Coordinated for Success

ACTIVITY	KEY ACTORS	QUARTER[24] TO BEGIN

1. Designate <u>or</u> design and oversee a competitive request for proposal (RFP) process to designate a Backbone Organization[25] that will:
  a. Guide Philadelphia's Grade-Level Reading vision and strategy.
  b. Operationalize the strategy by coordinating Organizational Homes, coordinating internal and external communications, and aligning activities across goals and strategies.
  c. Establish shared measurement practices utilizing target outcomes and annual benchmarks laid out in this plan. House technology and serve as the depository/aggregator of strategy data and outcomes.
  d. Build public will by coordinating an overarching information campaign and consistent messages across goals and strategies.
  e. Collaborate with Coalition and other multi-sector partners to advance policy related to grade level reading, quality instruction, school readiness, and attendance matters.
  f. Mobilize and coordinate funding from diverse sources to support GLR priorities and activities
Designation process should consider capacity and readiness of potential Backbone to perform these functions.
	GLR Strategic Oversight Committee[26]	First

2. Design and oversee a competitive RFP process to designate Organizational Homes to serve as lead coordinators of:
  a. Parents as First Teachers
  b. Family-School Partnership [may combine two family engagement components]
  c. Evidence-Based Instruction for All Readers
  d. Summer Readers
  e. Attendance Matters
Applicants may pursue designation for multiple sets of strategies. In addition to applicants' qualifications pertaining to role and key responsibilities vis-à-vis programmatic support of the GLR strategy, RFP considerations may include: mission alignment, experience coordinating broad-scale/collective impact initiatives and contracting with community based providers, applicants' capacity and proposed approach to ensuring alignment of their sets of strategies with other relevant local, national, place-based, etc., initiatives and policy.
	GLR Strategic Oversight Committee, with support from Backbone if timely	First

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[24] First-year activities presented in detail by quarter. Future year activities will be determined at end of previous year based upon what is learned, accomplished, resources, etc. A basic premise of Collective Impact is that we do not fully know what will be needed in the future since there will be learning from the ongoing synergy of activities. Hence, the planning and practice is an ongoing dialectic.

[25] PCCY and UAC should test the viability of both options with the Steering Committee and potential funders. The Steering Committee and funders should also be consulted about these options or possible interim measures to ensure timely pursuit of funding for the GLR Strategy.

[26] A subset of the Steering Committee that guided Philadelphia's planning process. Organizational Home applicants who are also on the Steering Committee will not serve on the Strategic Oversight group.

ACTIVITY	KEY ACTORS	QUARTER[24] TO BEGIN
3. Commission (perhaps through competitive RFP) economic impact study that makes case for investment in Philadelphia's GLR strategy.	GLR Strategic Oversight Committee, consultant supported	First
4. Develop an initial budget and fundraising plan for each set of strategies. Translate commitments into quantifiable in-kind contributions.	Backbone, staff or consultant supported	Second
5. Utilize target outcomes and benchmarks in this plan to develop shared measurement systems and practices.	Backbone, with Organizational Homes	Second
6. Develop respective operational plans. Subcontract with community-based or other providers for programmatic implementation as appropriate.	Organizational Homes, with Backbone	Second-Third
7. In operational plans, determine how to support Backbone's fundraising (e.g., by leveraging existing relationships with philanthropy, realigning existing or securing new funding, etc.).	Organizational Homes	Second

8. Develop overarching communications plan, including public information campaigns, that ensures consistency of branding and messaging across goals and strategies. Coordinate individual communications tactics of Organizational Homes. All communications and campaigns should consider:
  a. An "opt-in" strategy via multiple media platforms, including a public campaign website featuring the plan, to ensure broad implementation and "sign-on" to the plan.
  b. The target markets (i.e., typically young [teens to mid-twenties] parents and their children [from birth to 9 years old]).
  c. Use of multiple media (website, social media, print, visual, audio, text messaging) to reach families where they are.
  d. Culturally- and language-diverse messages aligned with the diversity of Philadelphia.
  e. Positive messages (i.e., the flip side of negative statistics associated with not reading on grade level by the end of 3rd).
	Backbone, staff or consultant supported	Second

9. Develop tactical communications plans and public awareness campaigns coordinated with overarching plans. All communications and campaigns should consider:
  f. The target markets (i.e., typically young [teens to mid-twenties] parents and their children [from birth to 9 years old]).
  g. Use of multiple media (website, social media, print, visual, audio, text messaging) to reach families where they are.
  h. Culturally- and language-diverse messages aligned with the diversity of Philadelphia.
  i. Positive messages (i.e., the flip side of negative statistics associated with not reading on grade level by the end of 3rd).
	Organizational Homes, with Backbone; staff or consultant supported	Second

10. Launch information campaign.	Backbone, with Organizational Homes	Second
11. Report on/input incremental outputs and outcomes.	Organizational Homes	Third-Fourth
12. Review progress and develop operational plans for year two.	Organizational Homes, with Backbone	Third-Fourth
13. Review progress, publish annual report, and develop policy agenda for year two.	Backbone	Third-Fourth
14. Review progress and consider whether to maintain GLR Strategic Oversight Committee or designate other/additional convener and/or governance structure.	GLR Strategic Oversight Committee	Fourth

Assurance #4: Connecting for Synergy

The planning process paved the way for alignment and synergy between stakeholders who heretofore may have operated in silos often characteristic of the nonprofit and public sectors. The Philadelphia Coalition will continue to connect with and support local, state and national initiatives of mutual benefit to our respective missions and to maximize collective impact. Key examples in addition to existing supports identified under Assurance #1 follow.

Race to the Top Early Learning Challenge Grant

Pennsylvania received a $51.7M award to improve early childhood education programs across the state. This grant's focus on targeting ECE to the lowest performing elementary schools in the state, improving access to quality ECE for children with the highest need, and improving the quality of preK-3rd Grade education is well-aligned with the goals of Philadelphia's campaign. This grant will fund the development and implementation of a universal kindergarten readiness screening tool, the Kindergarten Entry Inventory (KEI). Data from that assessment will provide a clearer picture of entering kindergarteners' needs and baseline for the Philadelphia Coalition's school readiness goals.

Action Plan 2.0, School District of Philadelphia

In Action Plan 2.0, the District's current strategic plan, the District establishes strategic focus on:
- Ensuring that 100% of 8 year olds will read on grade level
- Establishing the District as a parent- and family-centered organization
- Implementation of a literacy-rich early childhood continuum of services
- Implementation of a rigorous preK-12 curriculum and appropriate learning experiences for English language learners[xix]

The Philadelphia Coalition shares its vision and sees the District, the system charged with primary responsibility for educating our children, as a planning and implementation partner. As such, the Coalition and the District from the beginning ensured alignment of our grade-level reading outcomes and strategies with those articulated in the action plan. We developed a working operational agreement[27] that establishes our expectations around creating a shared agenda and system of assessment that we expect to update frequently.

Philadelphia School Partnership

The Philadelphia School Partnership (PSP), a local funder and convener for education reform in the city, is a key partner in our Campaign for Grade Level Reading. Its membership on the Steering Committee provides entrée to parent groups, charter school data, and signatories of its Great Schools Compact.[28] The Campaign and PSP will continue to collaborate to ensure alignment of our goals and identify opportunities for investment.

Place-Based Initiatives

Philadelphia's GLR Steering Committee will include in its RFPs to establish organizational homes a preference for organizations that collaborate with and add to the work of local and national place-based

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[27] See Appendix D.
[28] Signatories include the District, Pennsylvania Coalition of Charter Schools, Philadelphia Charters for Excellence, Mayor's Office of Education, Pennsylvania Department of Education, and the Archdiocese of Philadelphia.

initiatives, including Philadelphia Department of Human Services' Improving Outcomes for Children and the Promise and Choice Neighborhoods initiatives.

Assurance #5: Data for Measuring Success & Ensuring Accountability

Developing a shared definition of success and system of measurement is essential to the realization of the Philadelphia Coalition's goals. Data limitations noted throughout this document notwithstanding, we have taken important steps to ensuring ongoing availability of data and the accountability of campaign participants.

1. We established an organizational structure for Philadelphia's grade-level reading strategies that ensures a central coordinating entity—the backbone organization—that will be the main accountability officer and depository of key campaign data. The appointment of one central location for performance data mitigates the inevitable challenges to data coordination presented by initiatives of this size and scale.
2. We established as part of an operational agreement with the School District of Philadelphia, the primary data holder and contributor, a data sharing agreement that assures the availability of metrics associated with grade-level reading, school readiness, attendance, and summer learning.
3. Public Citizens for Children and Youth, the co-lead of Philadelphia's planning process, is the primary local aggregator and holder of data associated with school readiness indicators like access to and enrollment in quality pre-K, and access to childcare subsidy. PCCY will continue to track and contribute this data.
4. All Philadelphia Grade-Level Reading Campaign organizational homes and signatories must agree to track particular outputs and outcomes, and contribute their data to the overall assessment effort.

Assurance #6: Success & Sustainability

Success depends upon broad-based support. We have taken a number of steps to ensure sustainability and ownership of the strategy beyond the Philadelphia Coalition.

1. The campaign planning process (detailed in Part III of this CSAP) and organizational structure were intentionally designed to engage and mobilize a range of stakeholders, from grassroots to large institutional partners.
2. Letters of commitment and operational agreements signal early commitment and a strong foundation of multi-sector partners that will attract broader participation.
3. Summer launch activities provide a successful model for aligning and deploying organizations' existing resources in new ways.
4. Funders have been involved in the planning process since the public launch of the campaign in December, 2013. Their strategic oversight and input on the case for investment has already led to commitments of $XXXXX new dollars and realignment of $XXXXX.
5. A key first action step for the backbone organization is to design and launch an "opt-in" engagement strategy for the Campaign to broaden participation beyond the "usual suspects". A public website will offer an explicit menu of participation options and call on individuals and organizations whose work aligns with our strategy to "sign on" to the Campaign.
6. The Coalition will commission an economic impact study to create an economic case for investment and sustained coordination of Philadelphia's grade-level reading strategy. The study will establish the long-term value of a successful campaign and the connection between reading proficiency, educational and employment outcomes, and a healthy, thriving city.

PART III: OVERVIEW OF THE CSAP DEVELOPMENT PROCESS

Philadelphia's Campaign for Grade-Level Reading was announced in December of 2013, launching a citywide, multi-sector planning effort to improve grade-level reading and school readiness, school

attendance and summer learning. Over the succeeding six months, the Philadelphia Coalition of nearly 200 stakeholders representing local communities and nearly 100 city departments, nonprofits, academic research institutions, philanthropy, and community-based organizations served on five strategy subcommittees to define our community's grade-level reading challenge and marshal a movement and the resources to meet it.[29] This section details the planning process and highlights successes and challenges the Philadelphia Coalition faced in mobilizing cross-sector collaboration, stakeholder engagement, and community involvement.

Process

Introduction and Launch. On December 20, 2013, Ralph Smith, Senior Vice President, Annie E. Casey Foundation and Managing Director of the Campaign for Grade-Level Reading, School Superintendent William Hite, and Mayor Michael Nutter announced the official launch of the Campaign through a public announcement and press conference. The launch was covered by local radio and TV, and articles describing the need for the Campaign appeared in the Philadelphia Tribune, Daily News and Public School Notebook. PCCY and UAC hosted a planning session attended by 75 education and early childhood stakeholders before the press conference.

In January 2014, Coalition leaders PCCY and UAC met with about 100 public sector leaders, nonprofits, foundations, research institutions and community stakeholders to introduce the Campaign and recruit participants to a Steering Committee and five targeted Strategy Subcommittees described below. Campaign leaders spoke at literacy- and education-focused conferences to promote the effort, and engaged Annie E. Casey Foundation's consultants and other grade-level reading communities to create our planning structure and work plans. PCCY and UAC issued open and targeted invitations to staff the committees with a broad range of community voices and expertise.

Planning Structure. The planning team (PCCY, UAC and Fairmount Ventures, consultants to the planning effort) designed a structure that would support collective impact, assure broad stakeholder input, and establish a clear framework for strategy development and decision-making.
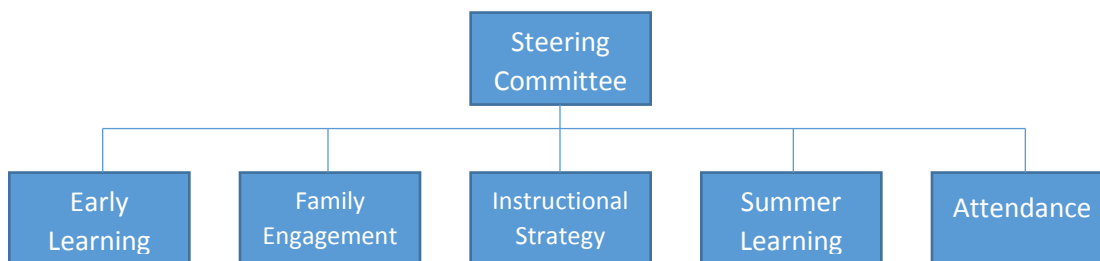
The planning team formed a Steering Committee of leaders from the community and public, nonprofit, philanthropic and academic sectors who are high-level strategic thinkers, policy makers and critical to the adoption and implementation of strategies outlined in Philadelphia's Community Solutions Action Plan. They were charged with providing strategic oversight to the planning team, leadership to the five Strategy Subcommittees and periodic review and final approval of the plan. Recruitment to the five Strategy Subcommittees was open to ensure broad participation. Each Strategy Subcommittee was charged to deliberate on its respective grade-level reading concern and, based on the knowledge and expertise of its members, provide recommendations to the Steering Committee. Over the course of the six-month planning process, committee membership grew as word spread about Philadelphia's Campaign for Grade-Level Reading.

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[29] See Appendix A for Steering Committee membership and Coalition membership by sector and organization.

<u>Strategy Development.</u> Collectively, committees met twenty two (22) times between February and June to build a common understanding of Philadelphia's grade-level reading challenge and develop targeted, integrated strategies. All committee members were explicitly charged with "signing on" to the CSAP and driving implementation in their organizations. This charge ensured investment in strategy development and was instrumental in securing early organizational commitments detailed in this draft of the plan.

Cross-Sector Collaboration
Philadelphia's CSAP process was very effective in engaging public and philanthropic leaders and ensuring their input in the plan. Steering Committee members include the Mayor's Office of Education, Deputy Mayor for Environmental and Community Resources, City Council representation, the Superintendent for the School District of Philadelphia, the Department of Human Services, and the Free Library of Philadelphia. The Committee was also staffed with partners in philanthropy, including the Philanthropy Network Greater Philadelphia, a philanthropic membership organization whose funding priorities include grade-level reading, the United Way, Independence Blue Cross, and Wells Fargo. Coalition leaders also engaged the public and philanthropic sectors in their venues, speaking at conferences and meetings to get feedback on our work throughout the planning process. A key next step for the Coalition is to more deeply engage the business community and carve out its role in revising, implementing and investing in the plan. Our economic impact study will support that effort.

Stakeholder Engagement
A broad cross-section of community-based organizations, providers, parents, advocates, and community members with on-the-ground experience and expertise related to the five strategy areas were the drivers of the CSAP development process. As members and leaders of Philadelphia's Strategy Subcommittees, they informed the Steering Committee about the scope of the grade-level reading problem in Philadelphia, existing local resources and local and national best practices relevant to its issue area. They provided the programmatic recommendations to the Steering Committee that form the heart of this plan, and they are first among the signatories committed to its implementation.

Community Outreach and Involvement
The Urban Affairs Coalition ensured a sharp focus on diversity and inclusion to ensure that hard-to-reach families, English language learners, and often under-represented communities had access to the planning process and were equal voices in strategy development. Not unlike other grade-level reading communities, however, one of Philadelphia's greatest challenges was broad and deep community involvement. We were always intentional about outreach and participation beyond "the usual suspects" but recognize that next phases of the campaign must extend further beyond the current core of the Coalition. We anticipate that our coordinated public information campaign and communications strategy will help reach more community members. Community outreach and mobilization process outlined in this plan—like those driven by the District, Clear Channel, the Women's Christian Alliance, and parent-led organizations—are also important next steps to ensuring broader inclusion.

Appendix A: Philadelphia Grade-Level Reading Coalition Membership

<u>Steering Committee</u>
Co-Chairs
Donna Cooper: Executive Director, Public Citizens for Children and Youth
Sharmain Matlock-Turner: President and CEO, Urban Affairs Coalition

Public Sector
1. Anne Marie Ambrose: Commissioner, DHS
2. Benjamin Brock, Office of Councilwoman Jannie Blackwell
3. Maryum Darby-Madison, Special Assistant to the Deputy Mayor, Parks and Recreation
4. Michael DiBerardinis, Deputy Mayor for Environmental and Community Resources, Parks and Recreation
5. Paul Kihn,Deputy Superintendent, School District of Philadelphia
6. Hedra Packman, Director of Library Services (Retired), Free Library of Philadelphia
7. Siobhan Reardon, President, Free Library of Philadelphia
8. Lori Shorr, Chief Education Officer, Mayor's Office for Education

Community
9. Loraine Ballard Morrill, Community Affairs Director, Clear Channel
10. Otis Bullock, Executive Director, Diversified Community Services
11. Darlene Callands-Curry, President, Black Alliance for Educational Options
12. Bonnie Camarda:, Divisional Director of Partnerships, Salvation Army
13. Quibila Divine, Director of Education and Community Resources, Women's Christian Alliance
14. Lola Grove Rooney, Director of Early Childhood Education, YMCA
15. Adrienne Jacoby, Director, Philadelphia Reads
16. Jerry Jordan: President, Philadelphia Federation of Teachers
17. Lisabeth Marziello, CEO, Boys and Girls Club
18. Christopher Mominey, COO and Secretary for Catholic Education, Archdiocese of Philadelphia
19. Leslie Tyler, Mother Bethel AME Church

Research/Policy/Funders
20. Yemele Ayala, Associate Vice President of Education and Income, United Way
21. Kevin Dow, Senior Vice President of Impact and Innovation, United Way
22. Chekemma Fulmore-Townsend, President & CEO, Philadelphia Youth Network
23. Mark Gleason, Executive Director, Philadelphia School Partnership
24. Aldustus Jordan, Vice President & Community Affairs Manager, Wells Fargo
25. Debra Kahn, Executive Director, Philanthropy Network Greater Philadelphia
26. Lorina Marshall-Blake, President, Independence Blue Cross Foundation

<u>Strategy Subcommittees</u>
Community
1. Clear Channel
2. Community Asthma Prevention Program
3. Community Concern #13, Inc.
4. Diversified Community Services
5. Economy League of Greater Philadelphia
6. Mother Bethel AME Church
7. Mt. Airy USA
8. The Philadelphia Public School Notebook

9. Parent Power
10. Philadelphia Federation of Teachers
11. Philadelphia School Partnership
12. Tenth Memorial Baptist Church
13. United Way of Greater Philadelphia and New Jersey
14. Women's Christian Alliance

Public Sector
15. Department of Human Services
16. Free Library of Philadelphia
17. Mayor's Office of Education
18. Office of Councilwoman Jannie Blackwell
19. Parks and Recreation
20. Philadelphia Housing Authority
21. School District of Philadelphia

Research/Policy/Funders
22. Barra Foundation
23. Community Asthma Prevention Project, CHOP
24. Drexel University School of Education
25. Drexel University Community Partnerships
26. Eagles Youth Partnership
27. Econsult
28. Education Plus PA
29. Education Plus Academy Cyber Charter School
30. Social Innovations Journal and Lab
31. Fels Institute of Government
32. Education Works
33. Independence Blue Cross Foundation
34. Levin & Associates
35. Lincoln Financial
36. LISC Philadelphia
37. Literate Nation
38. Pennsylvania Dyslexia Legislative Coalition
39. University of Pennsylvania Graduate School of Education
40. Public Citizens for Children and Youth
41. Philanthropy Network Greater Philadelphia
42. Policy Lab, CHOP
43. Research for Action
44. Solutions for Progress, Inc.
45. St. Joseph's University
46. Sylvia Carter & Associates
47. Temple University

48. Union Benevolent Association
49. Wells Fargo
50. Works for Progress for America

Schools and Service Providers
51. AARP Experience Corp.
52. Achieve Now
53. African American Leadership Forum
54. AIM Academy
55. American Reading Company
56. Black Alliance for Educational Options
57. James Blaine Elementary School
58. Boys & Girls Clubs of Philadelphia
59. Children's Literacy Initiative
60. Chinatown Learning Center
61. Children's Hospital of Philadelphia
62. City Year
63. A.B. Day School
64. Einstein Medical
65. Fitler Academics Plus
66. Learning Ally
67. KIPP Philadelphia Elementary Academy
68. Lenfest Center
69. Mastery Charter Schools
70. Maternity Care Coalition
71. Thomas Mifflin School
72. Montgomery Early Learning Centers
73. Robert Morris School
74. Northwood Academy Charter School
75. Need in Deed
76. Nurse Family Partnership
77. Philadelphia Freedom Valley YMCA
78. Philadelphia Montessori Charter
79. Philadelphia Reads
80. Philadelphia Youth Network
81. Please Touch Museum
82. Public Health Management Corporation
83. Rock to the Future
84. Russell Byers School
85. Salvation Army
86. Springboard Collaborative
87. Student to Student
88. Sunrise of Philadelphia, Inc.
89. Urban Affairs Coalition
90. West Oak Lane Charter School
91. Woodland Academy

Appendix B: Key Indicators & Annual Benchmarks

Indicator	Baseline	2015	2016	2017	2018	2019	2020
Third Grade Reading[30]							
3rd Grade PSSA, all students	48.7% (6,752)	56.8% (7,877)	64.9% (9,002)	73% (10,127)	81.2% (11,252)	89.3% (12,377)	**97% (13,504)**
3rd Grade PSSA, economic disadvantage	45.3% (5,412)	52.8% (6,314)	60.4% (7,216)	67.9% (8,118)	75.5% (9,020)	83% (9,922)	**91% (10,824)**
3rd Grade PSSA, Black or African-Am.	42.5% (3,330)	49.6% (3,886)	56.7% (4,442)	63.8% (4,998)	70.9% (5,554)	78% (6,110)	**85% (6,660)**
3rd Grade PSSA, English Language Learners	21.9% (156)	25.5% (182)	29.2% (208)	32.9% (234)	36.5% (260)	40.1% (286)	**44% (312)**
3rd-Grade DRA [or other assessment TBD]	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**
4th-Grade Reading Proficiency [PSSA or DRA]	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**
Grade-Level Reading, 1st & 2nd Grade							
Enrollment in quality early care and education [birth to 3 years old]	TBD	TBD	TBD	TBD	TBD	TBD	**TBD**
1st-Grade reading, DRA[31]	47% (6,048)	-	-	-	-	-	**TBD**
2nd-Grade reading, DRA[32]	57% (6,705)	-	-	-	-	-	**TBD**
School Readiness							
Enrollment in high-quality pre-K (ages 3 and 4)[33]	34% (13,133)	39% (15,321)	44% (17,509)	50% (19,697)	56% (21,885)	62% (24,075)	**67% (26,266)**
Kindergarten reading, DRA[34]	53% (6,281)	-	-	-	-	-	**TBD**
Kindergarten readiness, DIBELS	*TBD*	-	-	-	-	-	**TBD**
Kindergarten readiness, KEI	*TBD*	-	-	-	-	-	**TBD**
Student Attendance[35]							
Kindergarten Attendance	91.5%	92.4%	93.3%	94.2%	95.1%	96%	**97%**
K Chronic absence	*TBD*	-	-	-	-	-	**TBD**
1st Grade Attendance	91.8%	92.6%	93.4%	94.2%	95%	95.8%	**97%**
1st Grade chronic absence	*TBD*	-	-	-	-	-	**TBD**
Summer Learning							

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[30] District and charter schools, 2012. 2013 grade- and student-level data not yet available.

[31] DRA is the Developmental Reading Assessment, administered to District public school students at the beginning and end of each school year. Benchmarks based on District public school data.

[32] Ibid.

[33] February, 2014.

[34] DRA is the Developmental Reading Assessment, administered to District public school students at the beginning and end of each school year. Benchmarks based on District public school data.

[35] District public school data, 2013.

Indicator	Baseline	2015	2016	2017	2018	2019	2020
K-3, low-income access to quality summer programs	*TBD*	-	-	-	-	-	**TBD**
K-3 Reading Loss, DRA	*TBD*	-	-	-	-	-	**0%**
K-3 Reading Gains, DRA	*TBD*	-	-	-	-	-	**TBD**

Appendix C: Logic Model

2014-2020

Backbone Organization: Coordination of Common Agenda & Vision, Shared Measurement, Building Public Will, Advancing Policy Agenda, Mobilizing Funding, Organizational Homes

Family Engagement:
Parents as First Teachers and Family-School Partnership

Evidence-Based Instruction

Summer Readers

Attendance Matters

Coordinated Public Information Campaign: Connects the Dots between Grade-Level Reading, Parent Engagement, Summer Learning, Attendance, and Positive Life Outcomes; Positive Messages; Culturally Appropriate; Multiple Languages; Multiple Media

Children Enter Kindergarten "Ready to Learn"; Family-School Teams in Every School

Common Theory & Practice

Learning Sustained Over the Summer

Good Attendance

2020: 97% of Philadelphia School Children Read on Grade-Level by the End of 3rd Grade

Appendix D: Operational Agreements

Appendix E: Framework for Reading Infusion

Reading Infusion: *Participating programs will agree to <u>at least</u> #1 and 30 minutes of reading per day to help Philadelphia attain the goal of no summer reading loss. They may also incorporate one or more of the following activities.*
1. <u>Books:</u> Books are provided onsite for guided or independent reading. A selection is designed such that the program can accommodate a range of reading levels and children's choice. Participating programs should provide five (5) reading-level appropriate books per child. The Campaign will provide explicit instructions and/or resources for programs that do not already have onsite collections. For example, the Campaign may: identify the nearest Free Library branch and provide a program with instructions for how to obtain a deposit collection (aligned with the program's theme, if applicable) for the summer; connect a program with the Philadelphia READS Book Bank; or help a program explore and finance fee-based options like American Reading Company's 100 Book Challenge. The Campaign will provide tips on how to determine whether a book is at the right level for a child.
2. <u>Books at home:</u> Participating programs ensure that every child has a Free Library of Philadelphia card and that they and their parents know where the nearest location is. Participating programs may—though are not required to—have a lending library so that children may borrow books and read them at home.
3. <u>Reading throughout the day:</u> Summer programs and camps incorporate reading into their routine programming. For example: at the beginning of camp, children write the camp's rules and values on poster board, post them on the wall, and each day begins with their recitation; children create labels for different areas and objects in their room and the reading of those labels is incorporated into daily activities; music-related activities include children writing and reading their own or favorite song lyrics; physical activity begins with reading rules or tips related to a particular sport; crafts begin with written and illustrated instructions; even snack and lunch time can feature a literacy component (e.g., "Do you want the fruit that begins with A [apple] or B [banana]?"). The Campaign will provide how-to guides and tip sheets to programs that implement this model of reading infusion.

4. <u>~~Guided~~ Shared reading and literacy activities:</u> Reading books with children is part of the daily program. An ideal student to program staff ratio is 20:1 or fewer. Reading may take place in larger or smaller groups, but the emphasis is on *interactive* reading, with children having an opportunity to read and staff asking prompting and engaging questions that elicit children's interpretations and enthusiasm, and ensure their understanding of stories. Participating programs agree to Literacy Coach training at one or more levels (see Program Staff Training, below). Literacy activities include one or more of the following:
    • Tabletop Literacy Kits
    • Crafts
    • Dramatics
    • Games
    • Writing

Program Staff Training: *Participating programs' directors and/or staff must attend the GLR Info Session.* *Reading Coach training, detailed below, is associated with guided literacy activities.*
1. <u>Program Directors' and Staff GLR Info Session:</u> All participating programs attend this introduction to the Campaign, possible infusion strategies, and different levels of participation. How-to guides and tips regarding infusion strategies will be distributed to assist programs incorporating "reading throughout the day" activities (described above). Program directors and staff will also receive key messages and tips for their integration into programming and publicity, including how to link reading with choice. Hosted by PCCY and Free Library.
2. <u>Reading Coach training:</u> The Campaign will provide citywide Reading Coach training to programs that incorporate ~~guided~~ shared reading activities. Reading Coaches will receive training in the application of Literacy Kits and the basics of teaching reading and remediation. Each program will establish a clear process for Reading Coaches who identify students' potential learning differences or other challenges beyond needing additional reading practice.
Parent Engagement: *Participating programs agree to at least one parent engagement element.*
Parent engagement activities may include:
1. <u>Parent Satisfaction and Perception Survey:</u> satisfaction with program and awareness of importance of summer reading measured at end (pre- and post- for higher level of participation?)

2. <u>Goal Setting:</u> e.g., teachers discuss parents' plans for children's summer at spring conferences, refer to GLR programs, and establish a Summer Reading Plan.
3. <u>Periodic Parent-Instructor Meetings:</u> participation requires some minimal number of parent-instructor meetings to track progress, etc.
4. <u>Others?</u>

Data Sharing & Assessment: *All participating programs agree to share their data with the larger GLR effort. Basic components of assessment are detailed below.*

1. <u>Student Identification Information:</u> Participating programs agree to collect at least two of the following three (2 of 3) pieces of identifying information from each student: his/her name, date of birth, and student identification number. The GLR Campaign will distribute cards to each participating program to collect this information, along with the name of students' schools (recently completed and forthcoming years), which the Campaign will use to obtain students' May and October DRA scores from the School District of Philadelphia and other schools.
2. <u>Attendance:</u> Programs track daily attendance and report on attendance rate at the end of the summer program.
3. <u>Quantitative and Qualitative Description of Activities:</u> Participating programs track inputs and outputs and record observations of successes and challenges. GLR Campaign Volunteers will visit select sites in the third through fifth weeks of summer programs to complete an observational checklist and assess programs and literacy coaches in action.

Appendix F: Organizational Structure[36]

STRATEGIC OVERSIGHT COMMITTEE

BACKBONE ORGANIZATION

ORGANIZATIONAL HOME FOR:	ORGANIZATIONAL HOME FOR:	ORGANIZATIONAL HOME FOR:	ORGANIZATIONAL HOME FOR:	ORGANIZATIONAL HOME FOR:
PARENTS AS FIRST TEACHERS	FAMILY-SCHOOL PARTNERSHIP	EVIDENCE-BASED READING INSTRUCTION	YEAR-ROUND READERS	ATTENDANCE MATTERS
Providers	Providers	Providers	Providers	Providers

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[36] As presented here, there is a separate organizational home for each component of the Family Engagement strategies, Parents as First Teachers and Family-School Partnership. The Steering Committee may designate a single organizational home for the full complement of parent strategies.

Appendix G: About Fairmount Ventures

Fairmount Ventures was launched in 1992 to help create the world we all want to live in. Our vision for society is one in which community and connection are valued, where everyone has equal access to the resources and support needed to live healthy, joyful, resilient lives. The founding idea for our business was to assemble a multi-disciplinary, diverse team capable of providing unparalleled insights and access to funding to nonprofit and public sector organizations in order to strengthen and accelerate their transformational impact in communities. Since then, Fairmount has been a thought partner to over 325 organizations. Whether a start-up with a powerful idea in search of funding and opened doors, a mid-sized organization ready to take center stage, or a venerable institution wanting to pivot and launch a community-focused initiative, Fairmount has guided clients to envision and plan their next stage of growth, and then connect to resources to realize their goals. Fairmount is sought for our deep understanding of the Philadelphia region and rich set of connections that we bring to benefit every client. While often the unseen partner in organizational planning, generating new program ideas, facilitating a merger or securing funding, we are proud when we see the impact of our work in programs, services, schools, facilities, community centers, parks, and murals that we helped launch, improve or expand.

After more than two decades, Fairmount's vision to "position nonprofits to grow and thrive" holds constant and is realized through a mix of inter-related services:

- Resource development
- Strategic planning
- Business planning
- Mergers & affiliation
- Program design and assessment
- Board development

Clients benefit from Fairmount's expertise regarding the trends, issues and funding landscape in multiple fields: early childhood, K-12 and higher education; community healthcare; youth development; human services; housing and community development; community arts and culture; historic preservation and interpretation; food access and sustainable communities; and workforce development. This rich understanding enables Fairmount to promote cross sector partnerships, facilitate connections and introduce programmatic and funding opportunities in arenas often unknown to clients. Our knowledge and data-driven methodology capture trends and evidence-based practices nationally if not globally to assure that our clients benefit from best practices irrespective of their point of origin.

A more complete understanding of Fairmount Ventures can be gleaned at www.fairmountinc.com.

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Appendix H: End Notes

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[xiii] School District of Philadelphia. "Action Plan v2.0." February 17, 2014. The Action Plan is available online at www.philasd.org/actionplan.

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