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Quick tips:

- **Save your progress** using the "Save Draft" button at the bottom of each page.
- **Navigate within the portal** using the Page tabs at the top or the "Next" and "Previous" buttons at the bottom of each page.
- **Page tabs are like pages in a document.** Some sections of the Self-Assessment are longer than others. Some pages have multiple sections. Other sections take multiple pages.

2015 GLR Community Self-Assessment

Thank you for participating in the 2015 Campaign for Grade-Level Reading Community Self-Assessment process.

The Self-Assessment is designed as a tool to help communities review and refresh their Community Solutions Action Plans (CSAPs). It also is intended to help communities share data and information with their colleagues across the Network and with the Campaign enterprise in order to be considered for 2015 Pacesetter Honors. Additionally, your responses will help inform the planning and delivery of technical assistance by your state lead and by the Campaign enterprise and its partners.

If you have any questions or need assistance with the Self-Assessment, please contact Susanne Bell at smarterlearninggroup.com or 443-974-3532. December 1 is the requested date for submitting the Self-Assessment in order to be considered for Pacesetter recognition.

The Self-Assessment tool is organized to provide you with a guided process for addressing the criteria for 2015 Pacesetter recognition. In order to be recognized as a 2015 Pacesetter, a community should complete and submit this Self-Assessment as an assurance that its sponsoring coalition is:

- Operating with an updated CSAP**
- Improving outcomes for low-income children/students in school readiness, school attendance, summer learning, and/or reading proficiency in the early grades**
- Implementing [Key Strategies for Success](#) and replicating proven/promising programs**
- [Supporting parent success](#) and [addressing the health determinants of early school success](#)**

E. Driving with data to establish baselines, set targets, track progress, disaggregate for subgroups, and ensure accountability

F. [Building a coalition of local funders](#) committed to achieving the result

Thank you for using this Self-Assessment tool and for sharing information about your efforts and progress with your Campaign colleagues across the country. As you collaborate with your colleagues, the [2015 Self-Assessment PDF](#) may be helpful

Cover Sheet Information

Navigate within the portal using the Page tabs at the top of the page or the "Next" and "Previous" buttons at the bottom. Save your progress using the "Save Draft" button at the bottom of the page.

While there may be more than one person completing this self-assessment, please provide the name of the *primary community lead*, as well as contact information for the *primary community lead* below. If your community has co-leads, enter the name, email address and organization of the second person below.

1. First Name

Mercedes

2. Last Name

Carmona

3. Primary Community Lead Email Address

mcarmona@first5fresno.org

4. Primary Community Lead Phone Number (XXX-XXX-XXXX)

559-558-4926

5. Primary Community Lead Job Title

Program Officer

6. Primary Community Lead Organization

First 5 Fresno County

7. Primary Community Lead Organization Street Address

2405 Tulare Street, Suite 200

8. Primary Community Lead Organization City

Fresno

9. Primary Community Lead Organization State

CA California

10. Primary Community Lead Organization ZIP Code

93721

11. Co-Lead First Name

Linda

12. Co-Lead Last Name

Gleason

13. Co-Lead Organization

The Children's Movement

14. Co-Lead Email

linda@tcmfresno.org

15. Coalition State

CA California

16. Geographic Name

Specific *geographic* name by which your community is referenced on the Campaign's website and in Campaign publications. If your community is not listed, contact Susanne Bell at susanne@smarterlearninggroup.com or 443-974-3532.

CA FRESNO

17. Is this community a member of the More Hopeful Futures cohort?

No

18. Branded Community Name.

If applicable, other branded name you use for your local Campaign (e.g., Sacramento Reads!, Turn the Page KC).

19. Community Webpage (enter URL)

www.tcmfresno.org

20. Community Facebook Page (enter URL)

Childrens Movement of Fresno,
https://www.facebook.com/tcmfresno/?fref=ts&ref=br_tf

21. Community Twitter (enter URL)

Section A

Navigate within the portal using the Page tabs at the top of the page or the "Next" and "Previous" buttons at the bottom. Save your progress using the "Save Draft" button at the bottom of the page.

Operating with an updated Community Solutions Action Plan (CSAP)

A1. Has your GLR coalition reviewed, updated, and expanded as warranted, the strategies included in your Community Solutions Action Plan?

Yes

A2. If YES, how frequently does your coalition review strategies? (Select one.)

Annually

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Section B

Improving outcomes for low-income children/students in school readiness, school attendance, summer learning, and/or reading proficiency in the early grades.

School Readiness Outcomes

If your community has not yet made progress or these questions don't apply, leave them blank. If you have made progress that has not yet resulted in data outcomes, please share in Item J2 by highlighting something particularly noteworthy about your Campaign's efforts and/or effectiveness.

The Campaign's progress indicators for school readiness are:

- More children from low-income families ready for school and developmentally on track
- Fewer children from low-income families entering kindergarten with undetected, undiagnosed and untreated conditions and developmental delays that can impede learning

As you consider your own local measures that relate to these progress indicators:

B1. Has your community made measurable progress in outcomes for children in school readiness?

Yes

B2. If Yes, with what age group(s) or grade level(s) have you made progress? (Select all that apply.)

Kindergarten

If you answered Yes above, please provide evidence by responding to the questions below for the age/grade where you made the **MOST** progress. If you need assistance with this, including sample measures, see [School Readiness TA Guidance](#). This link will open in a new window.

Example Answer

What measure	Age group or Grade and Specific Cohort Description	Baseline (Number or %)	When baseline data was collected	Most recent data (Number or %)	When most recent data was collected	What instrument or tool was used (name)	Source of data
School readiness	First grade in AnyCity School District	50%	Fall 2013	58%	Fall 2014	AnyState School Readiness Test	AnyCity School District

B3. What specific type or measure of progress are you reporting here?

Kindergarten Readiness

B4. For what specific age group, grade or cohort are you reporting data?

Kindergartners in 3 schools in different rural school districts

B5. What was your baseline number or percent for this age group, grade or cohort?

36.7% ready to go

B6. When was this baseline data collected?

2014

B7. What is your most recent data for this age group, grade or cohort?

40.9% ready to go

B8. When was your most recent data collected?

2015

B9. What instrument or tool was used to collect this data?

Kindergarten Student Entrance Profile

B10. What is the source of the data?

Fresno County Office of Education

B11. Have you disaggregated your school readiness data (or are you using disaggregated school readiness data) on the basis of family income or socio-economic status (such as percent of children qualifying for free and reduced price meals)?

Yes

B12. If Yes, as you look at this data, has your community made progress in outcomes specifically for *low-income children* in school readiness?

Yes

B13. If Yes, please provide your baseline number (and year) and most recent data (and year) for the age or grade level where low-income children have made the *most* progress. Please be sure to specify the age/grade level for which you are providing data.

The above schools cited all have school populations above 83% who are Free-and-Reduced-Lunch (83.3%, 92.8% and 94.3%) In addition English Language Learners range from 36.2% to 58.8%.

B14. Is the data reported above only from a single school or program site in your community?

No

B15. If Yes, what plans do you have for scaling your success beyond a single school or program site? ([Click here](#) for an example of how one community has addressed this. This link will open in a new window.)

We are currently implementing a workplan on parent education that we are testing at these three schools for possible practices that could be expanded.

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School Attendance Outcomes (Section B continued)

If your community has not yet made progress or these questions don't apply, leave them blank. If you have made progress that has not yet resulted in data outcomes, please share in item J2 by highlighting something particularly noteworthy about your Campaign's efforts and/or effectiveness.

The Campaign's progress indicators for school attendance are:

- More children from low-income families attending school regularly (**Note:** "Attending school regularly" is defined as missing less than 5% of the school year, or 9 days.)
- Fewer children from low-income families missing school because of manageable health challenges such as asthma and preventable ones such as tooth pain

As you consider your own local measures that relate to these progress indicators:

B16. Has your community made measurable progress in outcomes for children in school attendance?

Yes

B17. If Yes, with what age group(s) or grade level(s) have you made progress?
(Please choose all that apply.)

Second grade

If you answered Yes above, please provide evidence by responding to the questions below for the age/grade where you made the **MOST** progress. For assistance, including sample local measures, see the [School Attendance T.A. Guidance](#). This link will open in a new window.

Example Answer

What measure	Age group or Grade and Specific Cohort Description	Baseline (Number or %)	When baseline data was collected	Most recent data (Number or %)	When most recent data was collected	What instrument or tool was used (name)	Source of data
Classroom attendance records	Pre-school children in AnyCity School District	76.5%	2012-2013 school year	80%	2013-2014 school year	Children missing 5% or less of school year	AnyCity School District

B18. What specific type or measure of progress are you reporting here?

School district attendance records

B19. For what specific age group, grade or cohort are you reporting data?

2nd grade

B20. What was your baseline number or percent for this age group, grade or cohort?

14.6%

B21. When was this baseline data collected?

2013 End of school year

B22. What is your most recent data for this age group, grade or cohort?

10.0%

B23. When was your most recent data collected?

2014 End of school year

B24. What instrument or tool was used to collect this data?

District database

B25. What is the source of the data?

Fresno Unified School District

B26. Have you disaggregated your school attendance data (or are you using disaggregated school attendance data) on the basis of family income or socio-economic status (such as percent of children qualifying for free and reduced price meals)?

Yes

B27. If Yes, as you look at this data, has your community made progress in outcomes *specifically for low-income children* in school attendance?

Yes

B28. If Yes, please provide your baseline number (and year) and most recent data (and year) for the age or grade level where low-income children have made the *most* progress. Please be sure to specify the age/grade level for which you are providing data.

For the same school and grade (2nd), the above improvement went from 14.66% to 10.99% for low income chronically absent students. It should be noted that this schools is not the most improved in the district. Instead, it is one of three that a workgroup has identified to work specifically with on attendance and it improved while the other did not. It also showed an increase in literacy in chronically absent students. However, other schools had increased absence that appeared unrelated to literacy levels.

B29. Is the data reported above only from a single school or program site in your community?

Yes

B30. If Yes, what plans do you have for scaling your success beyond a single school or program site? ([Click here](#) for an example of how one community has addressed this. This link will open in a new window.)

The district is expanding efforts in 2015 with an increase of school attendance social workers from 3 for the whole district to 23. These

people work directly with chronically absent families to determine reasons and help them.

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Summer Learning Outcomes (Section B continued)

If your community has not yet made progress or these questions don't apply, leave them blank. If you have made progress that has not yet resulted in data outcomes, please share in item J2 by highlighting something particularly noteworthy about your Campaign's efforts and/or effectiveness.

The Campaign's progress indicators for summer learning are:

- More children from low-income families participating in summer programs that meet their academic and social needs
- More children from low-income families maintaining or increasing their reading levels over the summer
- Fewer children from low-income families experiencing summer as a high-risk period with major challenges to good nutrition and fitness

As you consider your own local measures that relate to these progress indicators:

B31. Has your community made measurable progress in outcomes for children in summer learning?

Yes

B32. If Yes, with what age group(s) or grade level(s) have you made progress?
(Please choose all that apply.)

Kindergarten
First grade
Second grade

If you answered Yes above, please provide evidence by responding to the questions below for the age/grade where you made the **MOST** progress. For assistance, including sample local measures, see [Summer Learning Attendance T.A. Guidance](#). This link will open in a new window.

Example Answer

What measure	Age group or Grade and Specific Cohort Description	Baseline (Number or %)	When baseline data was collected	Most recent data (Number or %)	When most recent data was collected	What instrument or tool was used (name)	Source of data
Reading on grade level	Example #1: 1st and 2nd grade participants	60%	Spring 2014	73%	Fall 2014	DIBELS Reading Assessment	AnyCity School District

	attending the Summer Rocks program pilot at Sunnyvale School District						
Individual reading level	Example #2: 150 campers attending the Y Readers program in Anywhere, USA	Pre-test established individual reading levels	Summer 2014 Pre-Test	79% of campers maintained or increased reading levels	Summer 2014 Post-Test	STAR Reader	YMCA in AnyCity, USA

B33. What specific type or measure of progress are you reporting here?

Fountas and Pinnel

B34. For what specific age group, grade or cohort are you reporting data?

Exiting K-2

B35. What was your baseline number or percent for this age group, grade or cohort?

B36. When was this baseline data collected?

End of year Fountas and Pinnel score 2015

B37. What is your most recent data for this age group, grade or cohort?

73% improved, 27% stayed the same, 0% declined

B38. When was your most recent data collected?

Summer 2015 post test

B39. What instrument or tool was used to collect this data?

Fountas & Pinnel

B40. What is the source of the data?

Central Unified School District

B41. Have you disaggregated your summer learning data (or are you using disaggregated summer learning data) on the basis of family income or socio-economic status (such as percent of children qualifying for free and reduced price meals)?

No

B42. Has your community made progress in outcomes *specifically for low-income children* in summer learning?

Yes

B43. If Yes, please provide your baseline number (and year) and most recent data (and year) for the age or grade level where low-income children have made the *most*

progress. Please be sure to specify the age/grade level for which you are providing data.

Those attending are all more than 70% free and reduced lunch.

B44. Is the data reported above only from a single school or program site in your community?

Yes

B45. If Yes, what plans do you have for scaling your success beyond a single school or program site? ([Click here](#) for an example of how one community has addressed this. This link will open in a new window.)

Other school districts came this summer to observe what this district is doing and learn.

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Grade-Level Reading Outcomes (Section B continued)

If your community has not yet made progress or these questions don't apply, leave them blank. If you have made progress that has not yet resulted in data outcomes, please share in item J2 by highlighting something particularly noteworthy about your Campaign's efforts and/or effectiveness.

The Campaign's progress indicator for grade-level reading is:

- More children from low-income families reading at or above grade-level at the end of first, second and third grade

B46. Has your community made measurable progress in outcomes for children in grade-level reading at the end of first, second, or third grade?

No

B47. If Yes, with what age group(s) or grade level(s) have you made progress? (Please choose all that apply.)

Third grade

If you answered Yes above, please provide evidence by responding to the questions below for the age/grade where you made the **MOST** progress.

Example Answer

What measure	Age group or Grade and Specific Cohort Description	Baseline (Number or %)	When baseline data was collected	Most recent data (Number or %)	When most recent data was collected	What instrument or tool was used (name)	Source of data
		67.1%		70.1%			

Achieved reading proficiency	All 3rd graders in AnyCounty, USA public schools		Spring 2013		Spring 2014	NC 3rd grade end of reading test	AnyCounty, USA Public School District
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B48. What specific type or measure of progress are you reporting here?

State mandated standardized test of ELA, Reading

B49. For what specific age group, grade or cohort are you reporting data?

3rd Grade

B50. What was your baseline number or percent for this age group, grade or cohort?

54% reading score for 3rd grade

B51. When was this baseline data collected?

This is baseline due to state test change

B52. What is your most recent data for this age group, grade or cohort?

54% at or near standard

B53. When was your most recent data collected?

August 2015

B54. What instrument or tool was used to collect this data?

Smarter Balance Assessment Consortium

B55. What is the source of this data?

California Dept of Education, CAASPP 2015 Test Results

B56. Have you disaggregated your grade-level reading data (or are you using disaggregated grade-level reading data) on the basis of family income or socio-economic status (such as percent of children qualifying for free and reduced price meals)?

Yes

B57. If Yes, as you look at this data, has your community made progress in outcomes *specifically for low-income children/students* in grade-level reading at the end of first, second, or third grade?

No

B58. If Yes, please provide your baseline number (and year) and most recent data (and year) for the age or grade level where low-income children have made the *most* progress. Please be sure to specify the age/grade level for which you are providing data.

We are establishing a new baseline due to changes in the state test. Consequently, we cannot say that there has been an increase.

B59. Is the data reported above only from a single school or program site in your community?

No

B60. If Yes, what plans do you have for scaling your success beyond a single school or program site? ([Click here](#) for an example of how one community has addressed this. This link will open in a new window.)

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Section C

Implementing [Key Strategies for Success](#) and replicating proven/promising programs

Which of the following Key Strategies for Success for school readiness are you utilizing?

C1. Community-wide messaging to raise awareness about the importance of early literacy, executive function skills, and the health determinants of early school success.

Yes

C2. Practices, programs and policies that equip parents, caregivers and providers with the information, tools and supports needed to take action on early literacy, executive function development and the health determinants of early school success.

Yes

C3. Universal access to screening and ongoing assessment that focus on early identification and intervention for developmental delays, vision and hearing impairments, and other physical and behavioral health challenges.

Yes

C4. Cross-sector coordination and partnerships that result in shared ownership for supporting parent success and joint accountability for making measurable progress on student outcomes.

Yes

C5. Are there other school readiness strategies that you wish to highlight? If so, please provide a brief description of each.

Which of the following "Key Strategies for Success" for school attendance are you utilizing?

C6. Community-wide messaging to raise awareness about the importance of good attendance and help families understand how absences starting in the early grades can add up and impede learning.

Yes

C7. Programs and policies that promote improving attendance through the development of early warning and rapid response systems to prevent and reduce chronic absenteeism and to address systemic barriers to going to school.

Yes

C8. Use of data on chronic absenteeism to identify and ameliorate health barriers (e.g., asthma, tooth decay) to good attendance.

No

C9. Cross-sector coordination and partnerships that result in shared ownership for improving attendance and joint accountability for making measurable progress on student outcomes

Yes

C10. Are there other school attendance strategies that you wish to highlight? If so, please provide a brief description of each.

We have a workgroup focused on attendance at Fresno Unified that first studied some "bright spot" schools. It appeared that incentives had a little impact for some children, but school culture, atmosphere, and most importantly - a single individual who knew them and cared mattered the most. This person was an office attendance clerk in one school, an after school coordinator in another, and a custodian in a third.

Which of the following "Key Strategies for Success" for summer learning are you utilizing?

C11. Community-wide messaging to raise awareness about the importance of summer learning, to encourage parents, caregivers and community leaders to take advantage of existing programs and services, and to support families in reading to and with children over the summer months.

Yes

C12. Practices, programs and policies that expand access to books and integrate literacy skills development in order to help children continue reading and learning over the summer months

Yes

C13. Expanding access to summer meals, physical activity, and health and nutrition information in a variety of settings and programs over the summer months.

Yes

C14. Cross-sector coordination and partnerships around data sharing, collection and analysis that result in joint commitment and accountability for making measurable progress on student outcomes.

No

C15. Are there other summer learning strategies that you wish to highlight? If so, please provide a brief description of each.

C16. Which of the following promising and/or evidence-based programs are you utilizing across your strategies? Select all that apply.

Abriendo Puertas
Evidence-based home visiting programs, such as Nurse-Family Partnership, Parents as Teachers, Early Head Start, and others
Help Me Grow
Incredible Years

Jumpstart
 PBS Parents
 Raising A Reader
 Scholastic programs or products
 Too Small to Fail

C17. Are there other significant promising and/or evidence-based programs you are replicating and wish to highlight? If so, please share below.

Yes

C18. Are you planning to expand or implement any promising and/or evidence-based programs?

We will be expanding Abriendo Puertas in Fresno County. In June 2015, 40 participants from 14 different organizations completed the Train the Trainers program. In addition, a subset of 3 schools is adding information focused on school readiness after reviewing data of the most needed to improve from incoming kindergartners. Additional time will be added to teach parents games that focus on those two areas (in this case shapes and recognizing letters.)

C19. If Yes, please provide the name and a brief narrative description of each.

Abriendo Puertas/Opening Doors is the nation's first evidence-based comprehensive training program developed by and for Latino parents with children ages 0-5. The ten interactive sessions focus on real-life experiences, use data about local schools and communities, and help parents understand their role in the development of and long-term impact on their children's educational outcomes.

C20. To what extent is your local Campaign placing a priority on providing supports, services, and/or interventions for children and families served by public housing?

Somewhat

C21. To what extent is your local Campaign using specialized high-tech, high-touch solutions (such as phone apps, text messaging, computer programs, etc.) to reach, engage, and support children and families?

Somewhat

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Section D

Supporting parent success and addressing the health determinants of early school success

D1. Please refer to the nine strategies for [supporting parent success listed on the infographic](#). Which one of these (if any) have you most successfully implemented? Please briefly describe your efforts.

For school readiness, we began a Talk Read Sing Campaign last year that was a media campaign for several months. One school district kicked it off. Individuals have presented numerous presentations to early child care providers and educational trainers/personnel about helping parents to close the "30 million word gap" of lower income children by talking, reading, and singing to their children.

D2. Please refer to the eight [health determinants of early school success listed on the infographic](#). Which one of these (if any) have you most successfully implemented?

Please briefly describe your efforts.

We have a workgroup focused on providing vision screenings to TK (and some preschool) and Kindergartners to a subset of schools in three districts as a pilot for both urban and rural areas. An initial one school pilot indicated that about 20% of children screened needed further testing, and of those almost all needed glasses. These glasses are provided on-site through a mobile van with on-site optometrists. Although children can get glasses through Medi-caid, we found that this is often not done or identified as a need by the parents until much later.

Section E

Driving with data to establish baselines, set targets, track progress, disaggregate for subgroups, and ensure accountability

E1. To what extent does your coalition gather and monitor data regularly and use it actively to guide implementation and track progress.

Somewhat

E2. What data platform or system technology is your local grade-level reading coalition using to collect and aggregate data from partner organizations and other sources in order to identify gaps, track/monitor progress, and develop strategies? Check all that apply.

Other (Please describe below.)

E3. Please briefly describe your data platform, if requested above.

We use partner platforms and bring together results. We are investigating a common platform that may take two years to decide upon and implement.

E4. To what extent does your coalition share relevant data with parents and the community about key campaign progress indicators and measures?

Very little

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Section F

Building a coalition of local funders committed to achieving the result

F1. Please describe briefly the most effective strategies you have used to engage funders in your local Campaign.

We have two funders at the GLR table who are actively engaged. Funders integrate learning from the coalition and then feed it back out to their grantees.

F2. Are you working to build a funder coalition committed to achieving your local GLR Campaign goals? ([Click here](#) for more information on funder coalitions.)

No

F3. If Yes, please explain.

Section G

Connecting for Synergy

G1. Have you identified and affiliated with one or more change initiatives underway in your community?

Yes

G2. If yes, please check all that apply.

Promise Neighborhoods

Strive

United Way

Educational improvement or reform initiatives — e.g., school improvement, PBIS (positive behavior intervention supports), RTI (Response to Intervention), etc.

Other (Please describe below.)

G3. If yes, please briefly describe the most significant benefits you have realized from connecting your Campaign to the change initiative(s) you identified.

In addition to the above, we have connected to Birth to 3rd Grade Challenge, Pre-term Birth Initiative, Boys and Men of Color, Building Healthy Communities, Starting Smart and Strong, QRIS/Early Stars, and Fresno Community Health Improvement Partners. It is too early to tell any benefits other than being involved with GLR helps support our need to gather disaggregated data in which to inform our decisions.

Section H

Your Local Sponsoring Coalition

H1. The Sponsoring Coalition is coordinated by an organization that views the campaign as a major priority and has the capacities needed for its leadership role.

Strongly Agree

H2. There is a solid core of local partners that are taking the lead in managing strategy implementation and are performing effectively in their roles.

Strongly Agree

H3. We have increased stakeholder engagement in our local Campaign over the past year, in terms of the overall number of individuals engaged and/or the number and diversity of stakeholder groups engaged.

Agree

H4. Over the past year we have increased or strengthened collaboration across institutional sectors (business, nonprofit, government, higher education, social service, health, faith, philanthropic) in our community.

Strongly Agree

H5. Parents are equal partners and decision-makers in our coalition.

Disagree

H6. Have you mobilized volunteers to support the goals of the Campaign?

Yes

H7. Yes, approximately how many during the current calendar year (2015)? Enter numbers only.

1051

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Section I

Technical Assistance

I1. Have you/your coalition received any technical assistance to support your local Campaign in the past year?

Yes

I2. If Yes, what topics did the technical assistance address? Select all that apply.

School Readiness

School Attendance

Summer Learning

Building/Sustaining Partnerships and Strong Campaign Coalition

Healthy Readers – including comprehensive screening strategies

Effective use of data to drive decision-making

I3. From what source(s) and/or venues have you received technical assistance?

Campaign Technical Assistance Partners (including Attendance

Works, National Summer Learning Association, Healthy Readers

Consultants, Successful Parenting Consultant, Results Leadership

Group, Community Wealth Partners, others)
 Information on the Huddle
 Information on the GLR public website (www.gradelevelreading.net)
 Publications/Resource guides produced by the Campaign
 Individual phone consultations
 State/Regional Meetings of Campaign Network communities
 Peer community leads in other Network communities
 Your state lead or enterprise point of contact
 National organizations
 Other state/regional/national conferences
 Foundations

I4. technical assistance was most helpful? Additionally, is there specific content that you would like to know more about and or any additional technical assistance that you would find particularly useful to advance your work?

Most helpful was StriveTogether technical assistance, shared learning through the Huddle and campaign network communities, publication and resource guides through the Campaign. Continued support through the state lead and enterprise point of contact as has been provided will continue to be appreciated.

Section J

For Reflection

J1. Looking ahead, what are the greatest challenges you are facing to achieving your local Campaign's goals?

Getting and housing disaggregated data in order to fully develop a comprehensive plan with baselines and indicator measurements to monitor over years.

Are there any aspects of your community's work that you believe others would benefit from learning about? You are invited here to highlight something particularly noteworthy about your Campaign's efforts and/or effectiveness. Your submission will be considered for publication by the Campaign. (Please upload a Word document with a max of 800 words.)

Fresno GLR Bright Spot - Principal Academy.docx

Section K

Updated Information on Your Community and Your Local Campaign

K1. Geographic boundary currently covered by the CSAP. Select one.

School district/s

K2. If you selected multiple counties, neighborhood, school feeder pattern or other, please provide more detail.

Birth-3rd Grade Initiative Schools - Fresno, Central, Kings Canyon, Fowler, Firebaugh

K3. Community size (total population) covered by Campaign. Indicate specific range by selecting one of the following categories.

100,000-199,999

K4. Name(s) of all school districts within the geographic territory that your local Campaign coalition covers, whether or not your Campaign is actually working with those districts.

Fresno Unified, Central Unified, Kings Canyon Unified, Fowler Unified, and Firebaugh-Las Deltas Unified

K5. School districts that are directly involved as a partner in your local coalition and/or whose children and families are the focus of your CSAP.

Fresno Unified; Central Unified; Kings Canyon Unified, Fowler Unified, and Firebaugh-Las Deltas Unified

K6. Total **number** of students (K–12 total only; not total for each individual grade) in each district listed in #4 above. Please list by school district name.

Fresno (73543), Central (15584), Kings Canyon (9774), Fowler (2477), Firebaugh (2296)

K7. **Percent** and **number** of K–12 students on free and reduced-price lunch for each district listed in #4 above. Please list by school district name.

Fresno (83.5%), Central (69.6%), Kings Canyon (79.5%), Fowler (77.5%), Firebaugh (93%)

K8. If available, please provide the total number of children ages 0-8 in geographic area covered by your Campaign. If you are not sure, please provide your best estimate. **Enter numbers only.**

278186

K9. Of this total, how many of these children are from low-income families? Again, if you are not sure, please provide your best estimate. **Enter numbers only.**

119063

K10. Using [this spreadsheet](#), please provide updated contact information for (a) individuals and organizations that are members of your sponsoring coalition and for (b) local funders investing in and/or involved with your local Campaign effort, along with the name of the program officer and email address. Please provide any other helpful details (e.g., amount of funding? for what time period?). Download the spreadsheet, complete it and then upload it here.

CoalitionandFunderContactInformation_noemail-Revised.xlsx

