

## Collaboration Is a Consistent Theme for CGLR

“A common set of success factors is associated with the communities making the most progress. The most prominent and consistent of these factors are a **sense of shared ownership** of the goal; **joint accountability** for its attainment; a focus on the most vulnerable children; improvised solutions to data-sharing challenges; a tilt toward investing time, attention and dollars in what’s working; and an emerging acknowledgment that, like leadership, stewardship matters.”

*Midpoint Snapshots, (2016). The Campaign for Grade-Level Reading*

“Even the most promising programs and initiatives find it difficult to fulfill their potential given the **pervasive fragmentation, duplication of effort, proliferation of silos** and challenge of gaining timely access to data needed for quality decision making.”

*Midpoint Snapshots, (2016). The Campaign for Grade-Level Reading*

“The focus on “bigger outcomes” will bring additional strategic priorities, [including] extending the collective impact framework to accommodate and support **solutions design and development processes that capture the stored value** of the GLR Network’s distributed strengths, experience and expertise.”

*Midpoint Snapshots, (2016). The Campaign for Grade-Level Reading*

“It is important to recall again the ‘no silver bullet’ admonition. Our initiatives to lift up both parents and health will succeed best and contribute most when nested within a **strategic context that is intentional about fostering the connectivity and synergies** needed for sustainable scale.”

*Toward Bigger Outcomes, (2016). The Campaign for Grade-Level Reading*

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“Insofar as the health determinants of early school success are concerned, we see at least three major contributors to bigger outcomes and sustainable scale. [One is] silo-busting ‘common enterprise networks’ that create and reflect the **vertical and horizontal alignment needed** for joint planning, data sharing and ‘real-time’ feedback loops.”

*Toward Bigger Outcomes, (2016). The Campaign for Grade-Level Reading*

“Simply put, the research literature provides no credible evidence that any one of even the most exemplary and acclaimed programs is sufficiently powerful that it alone can close the gap. Absorbing and then responding to this reality will require a strategic shift, not just tactical tilts. Efforts to **align, stack and bundle promising and proven programs** must move from the ‘good things to consider’ bucket to the ‘urgent, must do.’”

*Toward Closing the Gap(s), (2017). The Campaign for Grade-Level Reading*

“The ‘do it all’ admonition...[has] moved us to envision **more collaborative approaches for harnessing the distributed strengths** of the GLR Network to design, develop and then assemble the various components of parent success and healthy child development. Similarly, those strengths must be recruited to propel intentional efforts to pursue what must be seen as imperative — **aggregating for impact and sustainable scale.**”

*Toward Closing the Gap(s), (2017). The Campaign for Grade-Level Reading*

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