

Building a Parent-Centered Ecosystem for Out-of-School Learning

April 18, 2023





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Presenters



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Network for the Development
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Patti Miller
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Too Small to Fail, Clinton Foundation

Presenters



Jill Pereira

Vice President Education and Impact
United Way of Greater Lehigh Valley



Rachel Stine

Director of Book Abundance
Book Harvest

The Ecosystem Supporting Out-of-School Learning

Learning begins at home, but learning-rich environments are everywhere.



Poll 1: Tell Us About Yourself and Those You Serve

What is Your Racial or Ethnic Background?

- American Indian or Alaskan Native.
- Asian / Pacific Islander.
- Black or African American.
- Hispanic.
- White / Caucasian.
- Multiple ethnicity

2. What is the Racial or Cultural Backgrounds of Families You Serve?

- American Indian or Alaskan Native.
- Asian / Pacific Islander.
- Black or African American.
- Hispanic.
- White / Caucasian.
- Multiple ethnicity

Moderator



Arthur Affleck III

Executive Director

Association of Children's Museums



ASSOCIATION OF
**CHILDREN'S
MUSEUMS**

OUR MISSION

We champion children's museums and together
enrich the lives of children worldwide.



Our Vision

A world that prioritizes the rights of all children to playful learning and a healthy, safe and equitable future





Literacy begins at birth.

Since 2011, Book Harvest has provided two million books to families, ensuring that parents have the tools and power to ignite and strengthen their children's literacy.

Rachel Stine, Director of Book Abundance

bookharvest.org



Our Vision

Books for *every* child from birth.

Support for *every* parent.

Literacy for *every* community.

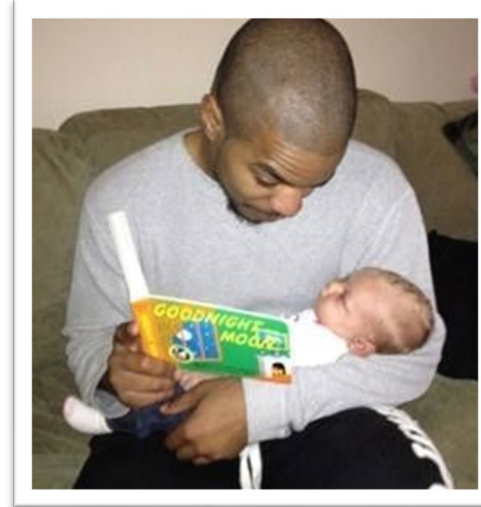


Building a System of Care Beginning at Birth



Books from Birth

Providing a starter home library of 10 new board books for newborns and their families, in collaboration with pediatricians and hospitals



Book Babies

Supporting parents and their young children with an abundance of books and literacy coaching home visits over five years, starting at birth



Books on Break

Maintaining reading skills with book provision at the end of the school year for PreK-5 students, in collaboration with Pre-K systems and school districts



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Too Small to Fail's Three Key Strategies

People



Places



Resources



Places: Transforming Everyday Spaces



Hospitals



Grocery Stores



Playgrounds



WIC Clinics



Laundromats



Diaper Banks

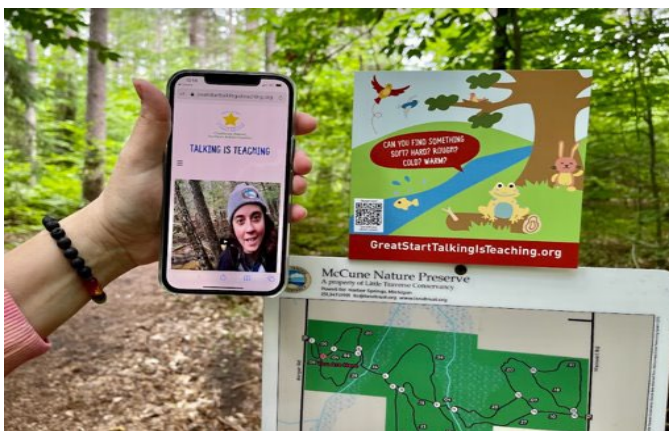


Family Courts



Transport

Community Campaigns Partnership Innovation






IOWA STATE UNIVERSITY
Extension and Outreach

WE ARE IOWA'S 99 COUNTY CAMPUS



Population Level



Storywalk®

The StoryWalk® program is designed for families to engage in literacy activities while learning, moving, and enjoying the outdoors.



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READ

across IOWA



Take your time!



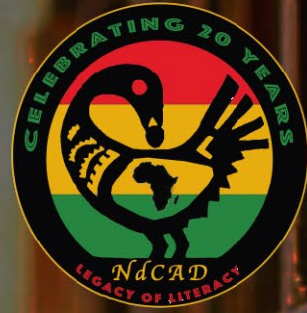
READ SLOWLY

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CHECKOUT STEM





NETWORK FOR THE DEVELOPMENT OF CHILDREN OF AFRICAN DESCENT Family Education Center

*Building and equipping the village to
raise and educate our children*

Our Mission

We exist to strengthen the cultural connections within communities of African descent that promote, sustain and enhance the healthy development of our children

STRENGTHENING & BUILDING

Identity <·> Family <·> Community <·> Systems

Critical Literacy
Self-Determination
Self-Efficacy



A Holistic & Two-Generation Approach *Working together with children, families and community*

CULTURALLY-BASED PROGRAMS & SERVICES

Family Literacy & Cultural Enrichment

Parent Education and Advocacy
Home Visiting and Community Engagement
Free Children's Books

Academic Support

Evidence-Based Reading Interventions
Home Learning Curricula and Resources

Training & Resources

Resource Libraries
Professional Development Training
Consulting



OUTCOMES & IMPACTS

Education

K-5th Grade African American Students:

100% Increased reading skills
Students increased 2-5 guided reading levels in 9 weeks
65% Met or exceeded grade level reading

Family Stabilization

African American TANF Participants

64.3% Increased engagement
17.9% Increased education
44.2% Increased employment hours

TANF participants "are more likely to be engaged in employment, education and be employed than they were prior to their enrollment in NdCAD."

-Ramsey County Evaluator

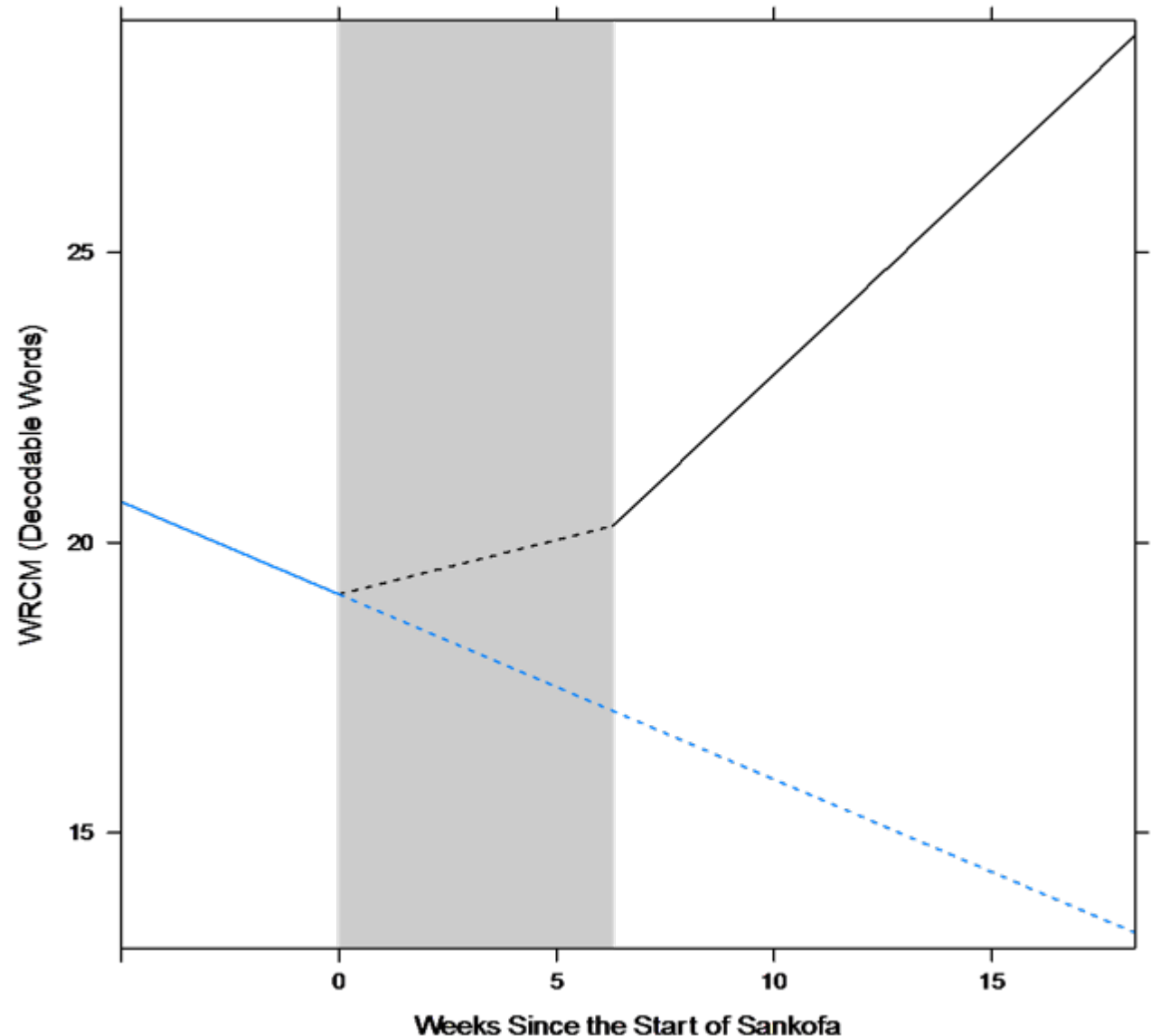
NdCAD Approach & Model Effects Students' Reading Ability

Findings from a 5-year research evaluation project on NdCAD Sankofa Reading Program, conducted by Center for Applied Research and Educational Improvement (CAREI) at the U of M, with support from CNCS Social Innovation Fund (SIF)

Key Finding #1: Prior to Sankofa, students' reading ability (based on words read correctly per minute) was declining. After Sankofa, students' were growing at an additional 0.15 words read correctly per minute (WRCM).

Key Finding #2: Prior to Sankofa, students' school attendance was sporadic. After Sankofa, students' school attendance was increasing.

SOURCE: SIF Summary Report Prepared by Saint Paul Promise Neighborhoods, Joaugag Lee Program Manager and Muneer Karcher-Ramos, Director (March 28, 2018)



Lehigh Valley Reads' Mission:

All students in the Lehigh Valley reading on grade level by the end of third grade, by 2030.



Pillars 2023 - 2030

- Awareness and access to **early literacy supports**
- Deepening and expanding **United Way Community Schools**
- Access to adequate **internet** for everyone
- **Science of reading** practices promotion and support



Connection to the NCGLR EcoSystem

Awareness/Access to **Early Literacy Supports**

- Equipping Families to create learning rich homes
- Creating learning-rich environments in community

Deepening and expanding **United Way Community Schools**

- Activate and Make Accessible through Coordination, Community Resources
- Engage with Before, During, Afterschool and Summer Providers



Poll 2: What is Happening in Your Community?

1. Do any of the "everyday" destinations that parents and children tend to visit in your community (*e.g., laundromats, grocery stores, doctor's waiting rooms, WIC Centers, public parks, etc.*) have signs with tips parents can use to help their children learn?
2. Has your community invested in, or considered investing in, learning-rich playgrounds?
3. Do cultural or amenity institutions in your community (*e.g., museums, public libraries, zoos, aquariums, children's theaters*) encourage economically challenged families to use the institutions as a resource for children's learning?
4. Has your community created learning-rich settings for children while they are in transit (*e.g., on sidewalks, bus stops, rail stations, etc.*)?
5. Do any everyday destinations in your community offer programs for their customers that focus on children's early literacy, early math and/or social-emotional development?

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

PARTNERS WEBINAR

Community Engagement Initiative: A Family Engagement Framework for Sustainable, Systemic Change
Tuesday April 25, 3–4:30 p.m. ET/12–1:30 p.m. PT

FUNDER-TO-FUNDER WORKSHOP

Breaking Digital Access Barriers in Healthcare: Catalyzing Telehealth Ecosystems
Tuesday, May 2, 12:30–1:45 p.m. ET/9:30–10:45 a.m. PT
Co-sponsored by The Patterson Foundation

LEARNING LOSS RECOVERY CHALLENGE

Making “Learning Happens Everywhere” a Community-Wide Priority
Tuesday, May 2, 3–4:30 p.m. ET/12–1:30 p.m. PT

Join us!

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays #GLRKeepers

