



“What’s Working: CGLR Communities with Learning-Rich Spaces in Everyday Places”

October 10, 2023

12:30 - 2 p.m. ET/9:30 - 11 a.m. PT

Agenda

- Welcome
- Introduction of learning-rich environments and CGLR
- Sharing of the work in two CGLR communities; Lisa Greening with Turn the Page STL and Marissa Smith with WAKE Up and Read
- Breakout room discussions
- Wrap-up

Session Materials

We invite you to review these materials in preparation and to inspire your thoughts for the discussion that will happen during the breakout room time.

(Ecosystem of Out of School Learning)



Breakout Room Information

We will be using two breakout rooms in our session to engage in conversation about the topic of cultivating learning-rich environments. The breakout room conversations will focus on these guiding questions while also having the flexibility for all attendees to add to the discussion. These questions are structured as starting points and conversation starters.



Guiding Questions

Here are the conversation starters for the breakout room discussions. They are grouped into four stages of work.

Stage 1 Inspiration: These projects start with an idea and inspiration.

- Are there any attendees who are in this stage of projects?
 - How are you getting things going and what are the essential conversations you are having?
 - Who is involved and why?
- How do we ensure we are also co-creating with families, minoritized communities, and people who have experienced systemic inequity?
- How is community and family voice infused at the beginning of the project and then throughout the project moving forward?
- What inspired this work in your community?

Stage 2 Interest: Gaining interest of the community, stakeholders, partners, and others who can help bring these projects to fruition is the next step.

- Who are the key partners and organizations in your communities which are vital to bringing these projects to implementation (libraries, friend foundations to libraries, community foundations, civic organizations, etc.)?
- It's been said that "*It's not a straight path*" when describing the relationships necessary to investing in these projects. Please share about the organic nature you've experienced with projects so deeply connected with communities.
- As community leaders and practitioners, how can we address fragmentation in the sectors that can sometimes hinder working together where there could be alignment?
- How do we support normalizing and naming barriers and addressing them head on as a strategy?

Stage 3 Interaction: Projects are implemented, families and children are interacting.

- Share how families in your communities are engaged. How have you maximized the different ways we can communicate and reach families?
- How do you ensure families and caregivers are centered and continuously shape the projects, even after implementation?

- Working towards building projects that move from “transactional” to “relational” is sometimes a long-term goal. How can we move this concept forward and build a network of literacy champions with families and children as partners beyond “recipient”?
- How do you ensure diversity and representation in book selection?
 - How can this lead to deeper conversations and program opportunities with families?

Stage 4 Investment: Projects require investment and methods for sustainability to keep things going.

- “Rigor is a barrier”, as these types of projects are challenging to measure quantifiable outcomes. How do we build a case for philanthropy and investors?
- How would we measure progress and outcomes that may be directly connected with funding?
- How do we keep this work going and sustainable?

Topic Connection with Campaign for Grade-Level Reading Advocacy Agenda

The Campaign for Grade-Level Reading shared our “Civic Action and Advocacy Agenda” for 2023 – 2026 in a document this past July during GLR Week. This document, which has been included in the pre-read materials, outlines our focus for the immediate future in response to the reality of how the pandemic exacerbated learning loss. The Learning Loss Recovery Challenge prioritizes five specific strategies to support equitable opportunities for learning that our network of 350+ local CGLR coalitions can implement. As stated, “Embracing the ‘learning happens everywhere’ approach that makes learning-rich environments community-wide and ubiquitous” is one of the five strategies.

Additional Resources

See below for articles about cultivating learning-rich environments and information connected with our conversation leads and commentators.

Articles

- [The Brookings Institute - "Playful learning creates multigenerational opportunities with intergenerational impacts"](#)
- [HeadStart: Early Childhood Learning & Knowledge Center - Learning Environments](#)
- [NAEYC: The Power of Playful Learning in the Early Childhood Setting](#)
- [William Penn Foundation - "Philadelphia Playful Learning Landscapes: Scaling strategies for a playful learning movement"](#)
- [William Penn Foundation - "Transforming Community Spaces into Opportunities for Playful Learning: Measuring Progress Success"](#)

Websites

- [Barbershop Books](#)
- [Early Readers, Future Leaders: Pinellas Campaign for Grade-Level Reading](#)
- [Everyday Places and Spaces](#)
- [LaundryCares Foundation](#)
- [Too Small to Fail](#)
- [Turn the Page STL](#)
- [WAKE Up and Read](#)