

“Relationships that Work in CGLR Communities with Coalition Leads, Schools, and Other Partners”

February 13, 2024
12:30 - 2 p.m. ET/9:30 - 11 a.m. PT

Agenda

- Welcome - Introduction to the topic
- Icebreaker
- Down East Partnership for Children (DEPC)
- United Way Regina
- Large group discussion about strategies
- Wrap-up

Conversation Leads



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Purpose

This Crucible of Practice Salon community conversation will explore some of the strategies successfully used by two CGLR communities to build upon partnerships with schools, faith-based organizations, and other partners to align efforts in support of school readiness and family engagement. During this session, the CGLR community leads will offer what has worked for them and engage attendees in a broader conversation about how the approaches can be adapted and used by others. Challenges to the work will also be explored. Attendees will consider these topics:

Relationships in the Coalition

- The basics of building relationships.
- Characteristics of the various stakeholders and roles they play.
- Building trust and how this informs and shapes the work.
- Lessons learned about relationship management.

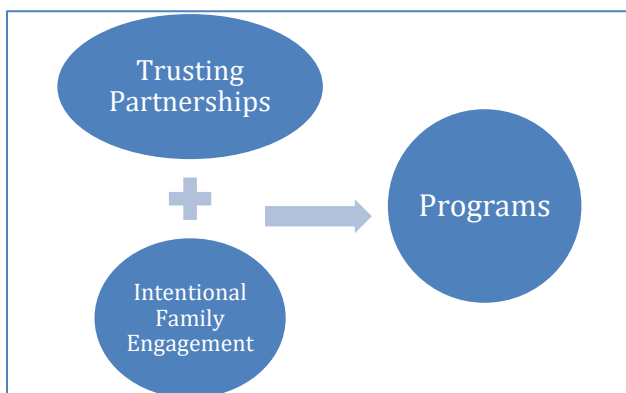
How the Partnerships Reinforce Family Engagement

- Innovative initiatives happening in these communities as a result of collaboration.
- Ways families are engaged with the coalition, including family/parent advisory committees.
- Understanding roles families play in the implementation of programs.

Topic Connection with Campaign for Grade-Level Reading Advocacy Agenda

The Campaign for Grade-Level Reading's ["Civic Action and Advocacy Agenda for 2023-2026"](#) outlines the priorities for the next three years to address the serious and urgent learning loss recovery challenge facing children and families. Embedded within the priorities is the necessity to ensure families are engaged within the initiatives implemented by CGLR coalitions and that the early years involving school readiness are critical. As stated in the Advocacy Agenda document, these four CGLR imperatives are fundamental in this session:

- ★ Focus on improving the prospects for the children of economically challenged, fragile, and marginalized families who are disproportionately families of color.
- ★ Elevate and center parents by equipping them to succeed as primary stakeholders and essential partners in improving outcomes and the overall well-being of their children.
- ★ Practice intentional collaboration as the preferred approach for enhancing impact and engaging allies, champions and partners.
- ★ Work and learn alongside the stakeholders most proximate to the problems and, therefore, to potential solutions.



Relationships and cultivating trusting partnerships within the coalition, along with intentionally engaging families influences the success of programs.

Down East Partnership for Children's Family Engagement Lessons

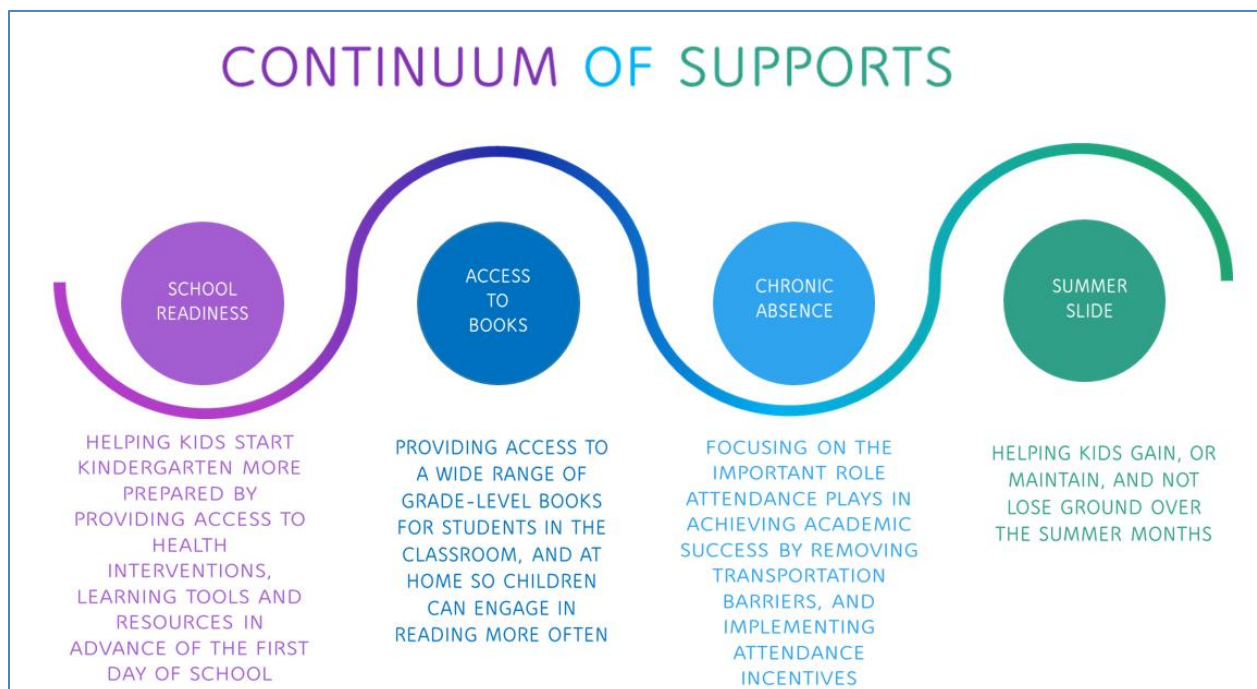
Down East Partnership for Children (DEPC) works together with partners to embed family engagement throughout their work. These are some of the lessons they will share.

Lesson 1: "The work of our support is most effective when the school and the community partners are in the driver's seat."

Lesson 2: "Building Relationships between the school and community partners is critical to the success of the School Teams."

Lesson 3: "Connecting the work of school and community team members to the goals and vision of the school is critical."

United Way Regina's Continuum of Supports to Address Literacy



Large Group Conversation

The team will use a Padlet to take notes from the session and this will be shared as a PDF in the follow-up resources. Attendee participation in responding to these questions is highly encouraged, as this session is held in the spirit of collective learning. We're hoping to curate a wide variety of responses to these questions as we explore the many ways everyone has cultivated and managed relationships, engaged families and the ways this influences program implementation. Although we may not have time to get to all of the questions, we invite you to still contribute to responding directly on the Padlet. Please access it using this link if you would like to add comments to any of the questions. [Padlet Link, Feb 2024](#)

Relationship Management Conversation Starters

- *Going back to our ice-breaker, what are the basic ingredients for building relationships and sustaining them, especially when there is a change in leadership?*
- *How does building trust inform the work?*
- *What happens if trust is broken?*
- *Please share the different types of community partners who have helped with the overall coalition and the roles they play.*
- *How are new partners brought into an established coalition? How do you connect them with others who are already involved?*
- *What are some lessons learned about relationship management?*

Family Engagement Conversation Starters

- *What are some ways families have successfully been engaged at all levels of the work happening in the initiative?*
- *How do family/parent advisory committees play out and inform programs?*
- *What are your best practices for the use of surveys to understand the perspectives of families?*
- *What roles do families play with programs implemented in the home?*
- *Some of the major challenges families recently have faced include COVID impacts, a weakened economy, job loss, school closures, food insecurities, etc. How have these transformed and shaped programs?*

Program Implementation Conversation Starters

- *There is an acknowledged interconnectedness between health, financial stability and education. These are the pillar areas of United Way. How does this play out in program implementation within your communities?*
- *School readiness is more than getting books to families. We know there are other challenges in preparing children for the transition to kindergarten and the work starts at birth. Say more about teams and staff that work within this transition area. What are the intentional connections between pre-schools, schools and families?*
- *What tools have worked with school readiness and how do the teams use these tools?*
- *How do your communities measure success in the area of school readiness?*
- *How is data shared across the coalition to drive program implementation?*
- *Rural vs urban – what are some of the differences between program implementation based on the environment?*
- *Many of our GLR coalitions are led by small teams. What are some things that have worked in maximizing effort and impact when there are challenges with capacity?*

Additional Resources

Please note that more resources and tools to support efforts with communications will be shared after the session.

Websites – Conversation Leads

- [Down East Partnership for Children](#)
- [United Way Regina](#)
- [United Way Regina - Family Literacy Hub](#)

Resources from Down East Partnership for Children

- [Read to Rise Resource Sheet](#)
- [School Community Team Handbook](#)

Resources from United Way Regina

- [3 Years of Campaign for Grade-Level Reading](#)
- [Early-Years Evaluation: Teacher Assessment](#)
- [Regina Family Literacy Hub placemat](#)
- [UWR Roadmap of Barriers](#)