

“Relationships That Work in CGLR Communities With Coalition Leads, Schools, and Other Partners”

February 13, 2024

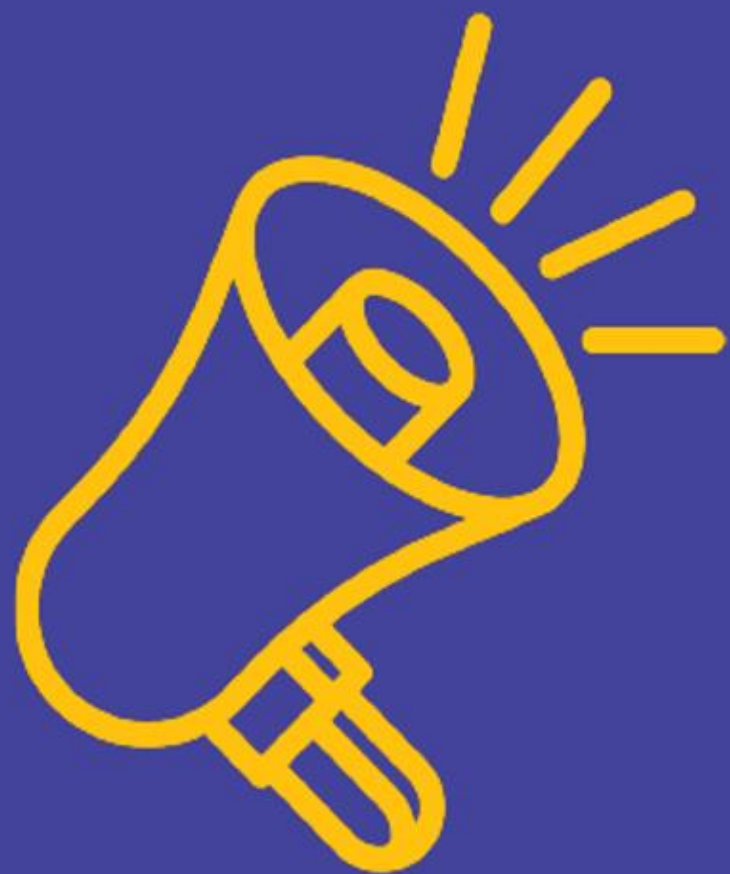
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CRUCIBLE
OF PRACTICE

Reflections on Lessons Learned

The Campaign for
GRADE-LEVEL
READING



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@CampaignforGLR

#GLReading

#LearningTuesdays

Housekeeping Tips



Reflections on Lessons Learned



- Please introduce yourself in the chat box.
- All attendees are participating in Listen Only mode during the beginning of the session.
- We may be using breakout rooms for discussion later in the session. During the discussion portion, we encourage you to come off of mute and participate in the conversation.
- All resources will be shared in a follow-up email to all registrants.
- Please take the brief evaluation survey posted at the end of this session.

Today's Conversation Leads



Pattie Allen

Ready Schools Coordinator
Down East Partnership for Children
Nash and Edgecombe Counties, NC



Viola Barnes-Gray

Ready Communities Coordinator
Down East Partnership for Children
Nash and Edgecombe Counties, NC



Trish Dupuis

Director of Resource Development
United Way of Regina
Saskatchewan, Canada



Debra Lanham

Research and Development Director
Down East Partnership for Children
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Gary E. Lee

Faith Partner
Pastor First Baptist Church
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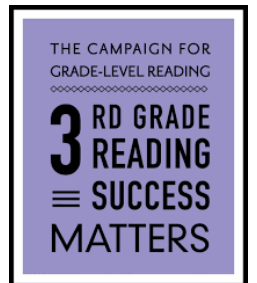
Kristen Miller

G.W. Carver Elementary Principal
Pinetops, NC



Sandi White

Family Literacy Coordinator
Regina Region Family Literacy Hub
United Way Regina
Saskatchewan, Canada



Icebreaker

Ingredients for Building Trust

THE CAMPAIGN FOR
GRADE-LEVEL READING

3 RD GRADE
READING
≡ SUCCESS
MATTERS

In the chat, please
share your answer:

“What are some key
ingredients for
building trust when
working in
collaboration with
others?”





**TODAY'S
CHILDREN ARE
TOMORROW'S
LEADERS.**

Resources for Families

There are many resources available to parents in our community. If you are not sure what services are available, please visit our website (depc.org) or call us. Even if it is not a service we provide directly, we can often help connect you to the right resource to meet your needs.

- We also have many resources available such as links for activities and ideas for summer learning: <https://depc.org/ready-schools/summer-learning/>
- Tips on resilience: <https://depc.org/recipe-for-resilience/>
- Summer Feeding/Summer Learning sites: <https://depc.org/families/summer-feeding-sites/>
- Building Blocks Newsletter: <https://depc.org/building-blocks-newsletter-2/>
- Finding child care: <https://depc.org/child-care/finding-quality-child-care-0-12/>
- Positive Parenting Tips: <https://www.triplep-parenting.com/nc-en/triple-p/>
- Rootle: <https://www.pbs.org/show/rootle/>
- Sesame Street in Communities: <https://sesameworkshop.org/resources/>
- Act Early: <https://www.cdc.gov/ncbddd/actearly/>

Family First counselors are available to offer families information on over 150 community resources including choosing quality child care referrals. Stay connected with the programs we are currently offering to parents. Visit depc.org or scan the QR code.





Our Vision

We believe that all children and their families can reach their full potential when surrounded by a united and supportive community.

Our Mission

Launching every child as a healthy, lifelong learner by the end of third grade!

Our Goals



Early Care & Education

High quality early care and education.



Families & Communities

Engaged families and coordinated communities.



Health

Health and development on track beginning before birth.



Ready Schools

Effective teaching and learning for K-3 students, inside and out, 365 days a year.



By the Numbers

(July 1, 2022 – June 30, 2023)

15,312

children 0-8 in both Edgecombe & Nash counties

721

children benefited from DEPC childcare scholarships and NC Pre-K

11,740

visits were made to Discovery Park

12,397

children benefitted from parent education and support programs

621

early childhood professionals receiving training

116

ECE teachers served through WAGE\$

869

households were assisted in making child care choices

72,555

meals were served at Summer Feeding/Learning Sites

882

children participating in kindergarten transition activities



483

children participated in Raising a Reader



3,667

children are receiving books at home each month through Dolly Parton's Imagination Library



6,849

books were distributed in 7 medical clinics during well child visits

Why We Need Your Support



LITERACY

One of the most important predictors of school success and high school graduation is reading on grade level by the end of the third grade.

HEALTH

31% of Edgecombe County and **21%** of Nash County children live in food insecure households.



CHILD CARE

40%

On average, single parents with infant or toddlers in child care spend **40%** of their income on their child's care.



BRAIN DEVELOPMENT

First 2,000 Days are important

The first 2,000 days of a child's life are the most important time for their brain development. The most rapid period of development in life happens in children's earliest years.

POVERTY

28%

of children in Nash and Edgecombe counties currently live in poverty.

School Readiness



Both children and schools need to be ready for success by 3rd grade

Quality early care, literacy, summer learning and school attendance are all important to early school success. The Ready Schools Pathways include: Leaders and Leadership; Transitions; Teacher Supports; Engaging Environments; Effective Curricula; Family, School and Community Partnerships; Respecting Diversity and Assessing Progress. Contact us to get involved!



Addressing the Child Care Crisis

Down East Partnership for Children has consistently stepped up as a leader in addressing the child care crisis. One strategy successfully implemented in the Spring of 2023 was the creation of an Early Childhood Education Apprenticeship Program through Apprenticeship NC. After over two years of community collaboration with strategic partners such as the Community College System, local high schools, Early Childhood Education providers and others, we were able to begin enrolling apprentices into the program in the Fall of 2023. We look forward to expanding the program in 2024 as it supports building the pipeline of Early Childhood Educators needed to provide quality childcare in Nash and Edgecombe counties to support the workforce of today and build the workforce of tomorrow.



What Does Family Engagement Mean

- DEPC has various family engagement components (newborn programs with local hospitals, parenting classes/individualized support, early literacy programs, opportunities to serve as playgroup leaders, committee members, and board members, leadership training programs, etc.)
- **General Strategy:** Work within existing networks to reach the most vulnerable children/families
 - Includes faith based, childcare providers, medical clinics, libraries, school, and district staff
 - Family Engagement begins at birth



What Does Family Engagement Mean

□ Focus on school support:

- Align with relevant, already established school committees
- Integrate DEPC/community support into standing school committees. This brings a new perspective to the work. The early care community, school community, and other community resources come together to create a system that can support the healthy growth of all children and families.
 - ✦ Process: Engaging schools to establish buy-in; recruit/connect appropriate community partners to the team; support school-identified/established priorities that span at least one year or longer.

□ Transition from DEPC lead to School lead

- Targeted Support in 5 elementary schools with universal support for each school district: NCPS and ECPS
- Each school is at a different place in its development and strength; therefore, we intentionally meet school teams where they are. This builds capacity and moves the work forward

Family Engagement Lessons

- **Lesson 1:** The work of our support is most effective when the school and the community partners are in the driver's seat
 - ✦ When the schools and community partners determine the focus of the work and desired outcomes, a higher level of success is seen. DEPC can act as a facilitator and provide support and resources for the team to move the work forward.
 - ✦ Example: Success Mentoring Program at GW Carver
 - Data analysis at start of school year
 - Identified chronic absence as a top priority
 - DEPC connected school team to potential resources/strategies
 - School team decided on Success Mentoring Program
 - School used resources to develop a model that met their needs
 - Community members participated in recruitment
 - It worked! - data
 - Discussion about necessary tweaks to make sure the program is sustainable moving forward

Family Engagement Lessons

- **Lesson 2:** Building Relationships between the school and community partners is critical to the success of the School Teams
 - ✦ Ready Schools and Ready Communities work is interwoven, works hand in hand
 - ✦ In building relationships, Ready Communities wraps a network of engaged community partners and resources around the 5 schools of work
 - ✦ Targeted community partners represent faith, civic, business, and other groups
 - ✦ We have learned that building relationships between the community and schools requires front loading of the work before partners are connected to the School Teams.
 - ✦ It takes time, patience, and a sense of the culture of the school and the community and the willingness of community partners to want to connect
 - ✦ Relationships must be cultivated between the perspective community partners & existing partners. DEPC's Ready Communities Staff helps to facilitate and sustain this connection.

Family Engagement Lessons

- **Lesson 2:** Building Relationships between the school and community partners is critical to the success of the School Teams
 - ✦ The School Community Team Handbook is used as a recruitment tool/strategy to bring people to the table to have authentic conversations about the importance of the work and their roles.
 - ✦ Contact the principal first to foster a safe space on the relevant School Team(s) to cultivate the relationship between school and the community partners.
 - ✦ Where partners feel valued, they will take the initiative to be the drivers of the work.
 - ✦ One of the challenges of work is that community partners may not be able to participate in the scheduled meetings.
 - ✦ A solution to this challenge is the creation of Level 1 and Level 2 engagement for community partners
 - Level 1 – partners can attend monthly or scheduled meetings.
 - Level 2 – Partners cannot attend scheduled meetings; however, they can provide support and resources.

Family Engagement Lessons

○ Lesson 2 (continued):

- ✦ Contact the principal first to foster a safe space on the relevant School Team(s) to cultivate the relationship between school and the community partners.
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Family Engagement Lessons

- **Lesson 3:** Connecting the work of school and community team members to the goals and vision of the school is critical
 - ✦ Example: Coker Wimberly connecting to Faith based partners
 - ✦ Coker Wimberly shared a need with DEPC to engage community partners to support students with reading and social/emotional resources
 - ✦ DEPC shared the need with local faith-based partners in our network
 - ✦ Spearheaded by the School Improvement Team Chair, the school leadership team met to determine menu of options for faith-based partners/volunteers
 - ✦ A Meet and Greet was held by the principal for the faith-based team of partners and volunteers
 - ✦ Based on self-interest, volunteers are serving as buddies, tutors, and mentors for children at risk
 - ✦ One volunteer adopted an entire class of kindergartners.
 - ✦ Faith-based partners are alumni who appreciate being included in the success of their Alma Mater.



Why Invest in This Area?

- Children from impoverished households are ill equipped to be academically successful.
- Low-income children have less exposure to language, are less likely to be read to on a regular basis, have physiological needs (home, health, food, security) met consistently, and are exposed to higher levels of stress, impacting brain development.
- Several schools in the Twin Counties have 90% of their student body designated as economically distressed.
- Research shows that children proficient in reading by the 3rd grade are more likely to be academically successful.
- Children not reading on grade level by the end of grade 3 are more likely to fall behind in school and are 4 times more likely to drop out of school.



Primary Programs

Programs Supporting Literacy and Learning Environments

Family First

Counselors available year-round to provide information and referral services for high quality childcare, early literacy, and community resources (Smart Start Funding)

Childcare Scholarship/North Carolina Pre-kindergarten (NCPK)

Scholarships for childcare if parent(s) work 30 hours per week or are enrolled in school full time. NCPK serves at-risk 4-year-olds during the school year. (Smart Start Funding)

Incredible Years, Triple P, Circle of Parents, Playgroups

Provide parenting support year-round (Smart Start, PNC, Snap Ed, and DSS (Division of Social Services) Funding)



Primary Programs

Programs supporting Health and Literacy

Summer Feeding/Summer Learning

DEPC promotes summer learning throughout the year. Sites are provided with Summer Learning toolkit resources through the NC Early Childhood Foundation and NC Department of Public Instruction. The Early Childhood Foundation Summer Learning toolkit is distributed to targeted summer feeding/learning sites and reviewed at DEPC's Summer Learning Orientation. Summer learning is also promoted through several media channels, including the Rocky Mount Telegram, DEPC website and Facebook page, and local radio stations. Information is also provided at several DEPC committee meetings with local partners to share within their networks.

Indoor Play-space, Discovery Park, Community Garden

Promote appropriate active play and serve as educational tools in training parents and early education professionals throughout the region (Smart Start, Snap Ed, PNC Funding)



Primary Programs

Programs supporting Advocacy and Volunteers - Debra

Standing Committees/Networks

- Transition Alignment, Healthy Kids Collaborative, Latino Hispanic Outreach, Early Child Community Partners, Community Outreach and Development- community partners regularly convene to strengthen the early childhood system (Smart Start Funding)
- Networks – Faith-Based Network (local churches and associations), Health Network (local hospitals, WIC, health clinics, etc.), Community Fellows Network (former citizen leaders graduating from Community Leadership Development program), Summer Feeding/Summer Learning Network (childcare providers, school systems, volunteers, retired teachers, faith-based partners)

Community Leadership Development

Community Fellows - 10-week leadership development program teaching



Relationships...

A supportive community will:

- Value true partnerships
- Be intentional in listening to the partners' needs and what will work best for them.
- Build trust to sustain relationships that create success
- Do the work in collaboration and ensure work is data driven
- Be able to shift and adapt as needed to meet current climate
- Establish longevity. Be dependable. Be confidential.



Relationships with School Districts/Partners

Schools work diligently to meet the individual academic needs of their students. However, more strategies are needed to meet the needs of students in extreme poverty. Local community partners and other entities can provide additional support that impacts the school environment, improving academic outcomes.

National studies, as well as local data, show that children from pre-kindergarten to grade three are more likely to succeed in a school actively engaging families and connecting with a network of community leaders and resources. However, schools typically cannot incorporate community engagement into their support infrastructure.

Our work supports a model that can be replicated in other extreme poverty, low performing schools and give underserved youth every resource available for their specific needs; thus, serving the whole child and creating stronger schools, surrounded by a supportive community increasing student success.

Learn more about our programs

Down East Partnership for Children offers a variety of services and resources for families with children ages 0-8. Scan the QR code to the right to view all of DEPC's family services and our programs for 2023!



Your donation builds dreams for our children!

Have you ever wondered how to make a difference in the lives of children in your own community? You can make that difference simply by supporting Down East Partnership for Children. Your donation helps support the many programs and opportunities necessary to fulfill our mission of “launching every child as a healthy, lifelong learner by the end of the third grade.” No matter the amount, when you make the decision to give, you become a part of our mission, and we, along with the children in our community, have two words for you; ***Thank You!***

30 CELEBRATING YEARS

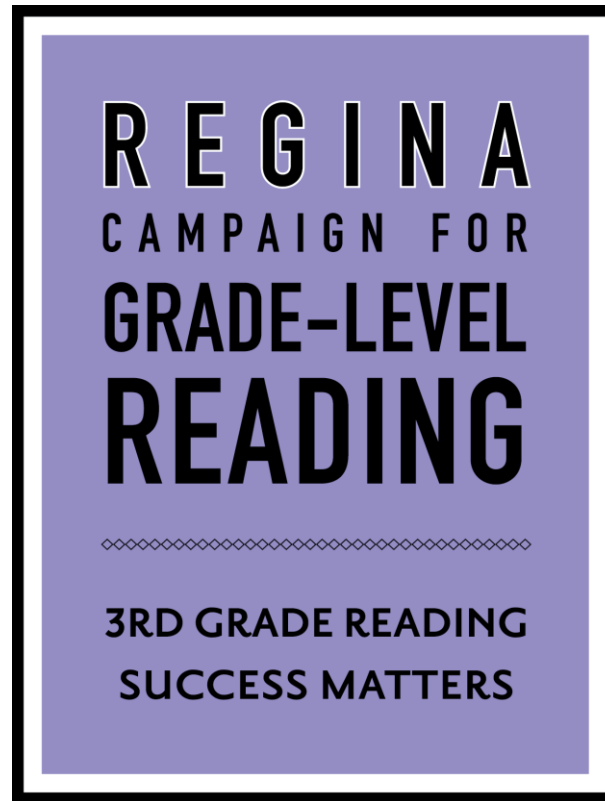
- Join us this year as we celebrate **30 years of service** to children and families in the Twin Counties.

- **April 19, 2024**



- **September 28, 2024**

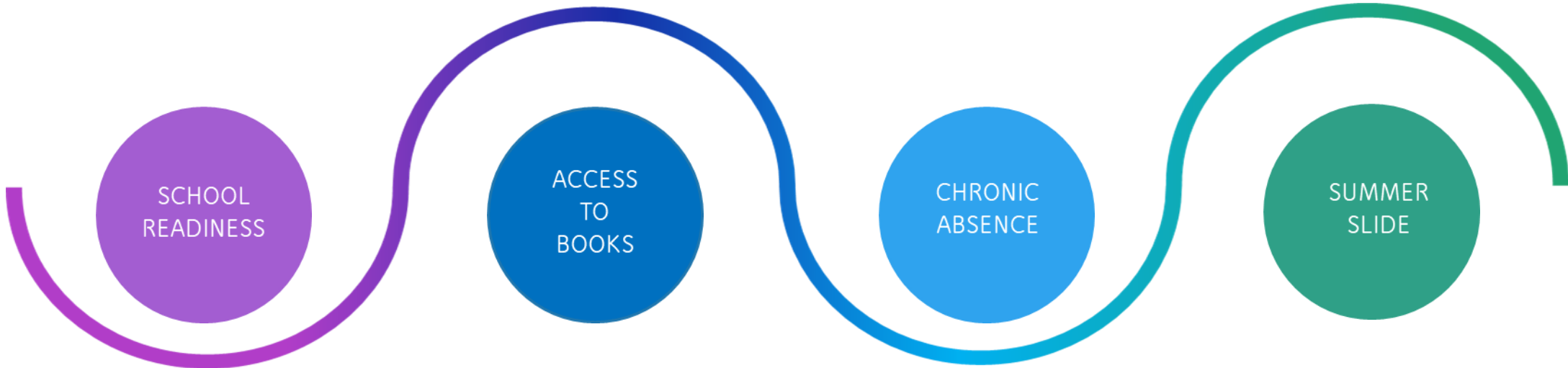
- **FAMILY FUN DAY**
at North Carolina Wesleyan University



PARTNERSHIPS MATTER

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CONTINUUM OF SUPPORTS



SCHOOL
READINESS

HELPING KIDS START
KINDERGARTEN MORE
PREPARED BY
PROVIDING ACCESS TO
HEALTH
INTERVENTIONS,
LEARNING TOOLS AND
RESOURCES IN
ADVANCE OF THE FIRST
DAY OF SCHOOL

ACCESS
TO
BOOKS

PROVIDING ACCESS TO
A WIDE RANGE OF
GRADE-LEVEL BOOKS
FOR STUDENTS IN THE
CLASSROOM, AND AT
HOME SO CHILDREN
CAN ENGAGE IN
READING MORE OFTEN

CHRONIC
ABSENCE

FOCUSING ON THE
IMPORTANT ROLE
ATTENDANCE PLAYS IN
ACHIEVING ACADEMIC
SUCCESS BY REMOVING
TRANSPORTATION
BARRIERS, AND
IMPLEMENTING
ATTENDANCE
INCENTIVES

SUMMER
SLIDE

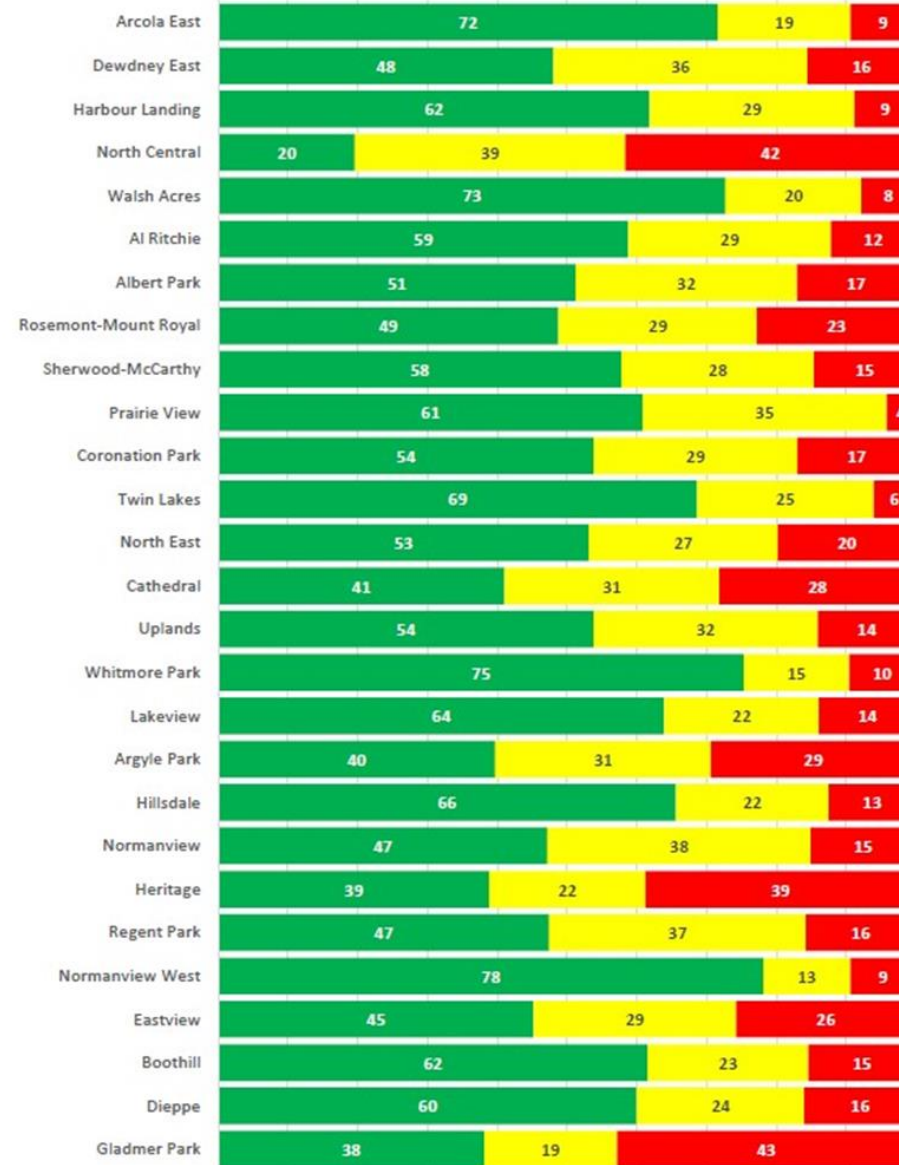
HELPING KIDS GAIN, OR
MAINTAIN, AND NOT
LOSE GROUND OVER
THE SUMMER MONTHS

2019/20 EYE RESULTS BY NEIGHBOURHOOD

EYE The Early Years Evaluation

Assesses the skills of children aged three to six years as they prepare for and make the transition to school.

2019-20 Overall EYE results (%) at school entry, by city neighbourhoods (using home postal code and not school) with at least 20 children, ordered largest to smallest number of records



THE EYE CONSISTS OF TWO COMPLEMENTARY COMPONENTS



Early Years Evaluation
DIRECT ASSESSMENT

Kindergarten Readiness
EYE-DA



Early Years Evaluation
TEACHER ASSESSMENT

Educational Planning & Design
EYE-TA



Albert



Seven Stones



St. Augustine



Kitchener

YEAR 1



Connaught



Imperial



Sacred Heart



Coronation Park

YEAR 2



St. Michael



Arcola



St. Francis



Thomson

YEAR 3

BASELINE DATA: PRE COVID

	% of Students Ready for School (EYE)	% Students at Grade 3 Reading Level
CITY-WIDE AVERAGE	57%	74%
FALL 2019 CGLR SCHOOLS	44%	42%
SPRING 2020 CGLR SCHOOLS	NA-COVID	NA-COVID





YEAR 2

YEAR 3

YEAR 1
COVID-19

CGLR

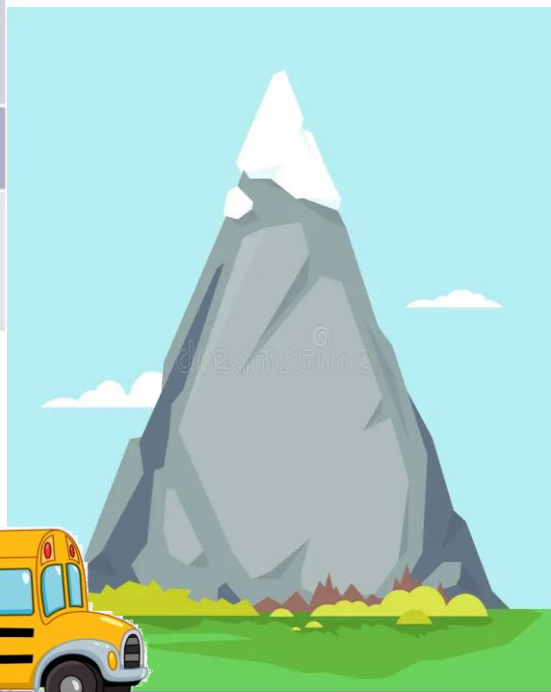
HELP!

WELCOME
BACK TO
SCHOOL

OUR ROAD TOWARDS STUDENT ACHIEVEMENT

ON OUR WAY! YEAR 1 OF THE CAMPAIGN FOR GRADE LEVEL READING PLAN

	% of Students Ready for School (EYE)	% Students at Grade 3 Reading Level
CITY-WIDE AVERAGE FALL 2020	63%	48%
CGLR Year 1 Priority Schools Average Fall 2020	26%	26%
CITY-WIDE AVERAGE SPRING 2020	78%	65%
CGLR Year 1 Priority Schools Average Spring 2021	44%	34%





BEGINNING OF YEAR 2 STUDENT ACHIEVEMENTS DROP FURTHER

	% of Students Ready for School (EYE)	% Students at Grade 3 Reading Level
CITY-WIDE AVERAGE FALL 2021	57%	52%
YEAR 2 CGLR SCHOOLS FALL 2021	22%	25%

GAINING GROUND END OF YEAR 2!

SPRING DATA EXCEEDS
PRE-PANDEMIC RESULTS
FOR OUR COMMUNITY
SCHOOLS!



	% of Students Ready for School (EYE)	% Students at Grade 3 Reading Level
CITY-WIDE AVERAGE SPRING 2022	78%	71%
YEAR 2 CGLR SCHOOLS SPRING 2022	46%	52%



YEAR 3 – BUILDING A CITY OF READERS



CGLR Year 3 Priority Schools
Fall 2022 EYE Data: 39%
2022 Achievement Gap: 19%
vs
2020 Achievement Gap: 37%

CGLR Year 3 Priority Schools
Fall 2022 Gr 3 Reading: 45%
2022 Achievement Gap: 9%
vs
2020 Achievement Gap: 22%

Spring 2023 City-Wide EYE
Data: 77%

Spring 2023 City-Wide Gr 3
Reading: 71%

Fall 2022 City-Wide EYE
Data: 58%

Fall 2022 City-Wide Gr 3
Reading: 54%

CGLR Year 3 Priority Schools
Spring 2023 EYE Data: 59%
2023 Achievement Gap: 18%
vs
2021 Achievement Gap: 34%

CGLR Year 3 Priority Schools
Spring 2023 Gr 3 Reading:
55%
2023 Achievement Gap: 16%
vs
2021 Achievement Gap: 31%

80% of what children learn is gained through vision

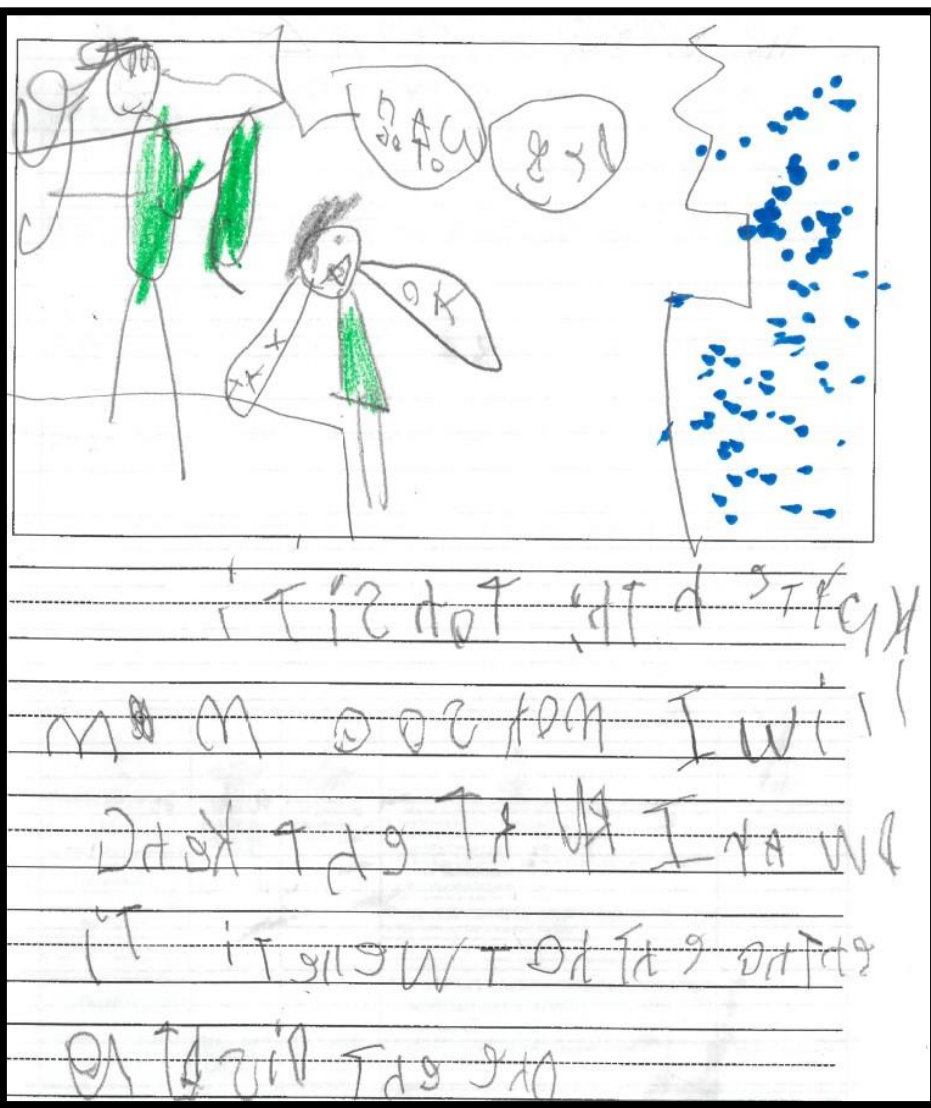


vision problems AND THEIR IMPACT ON LEARNING

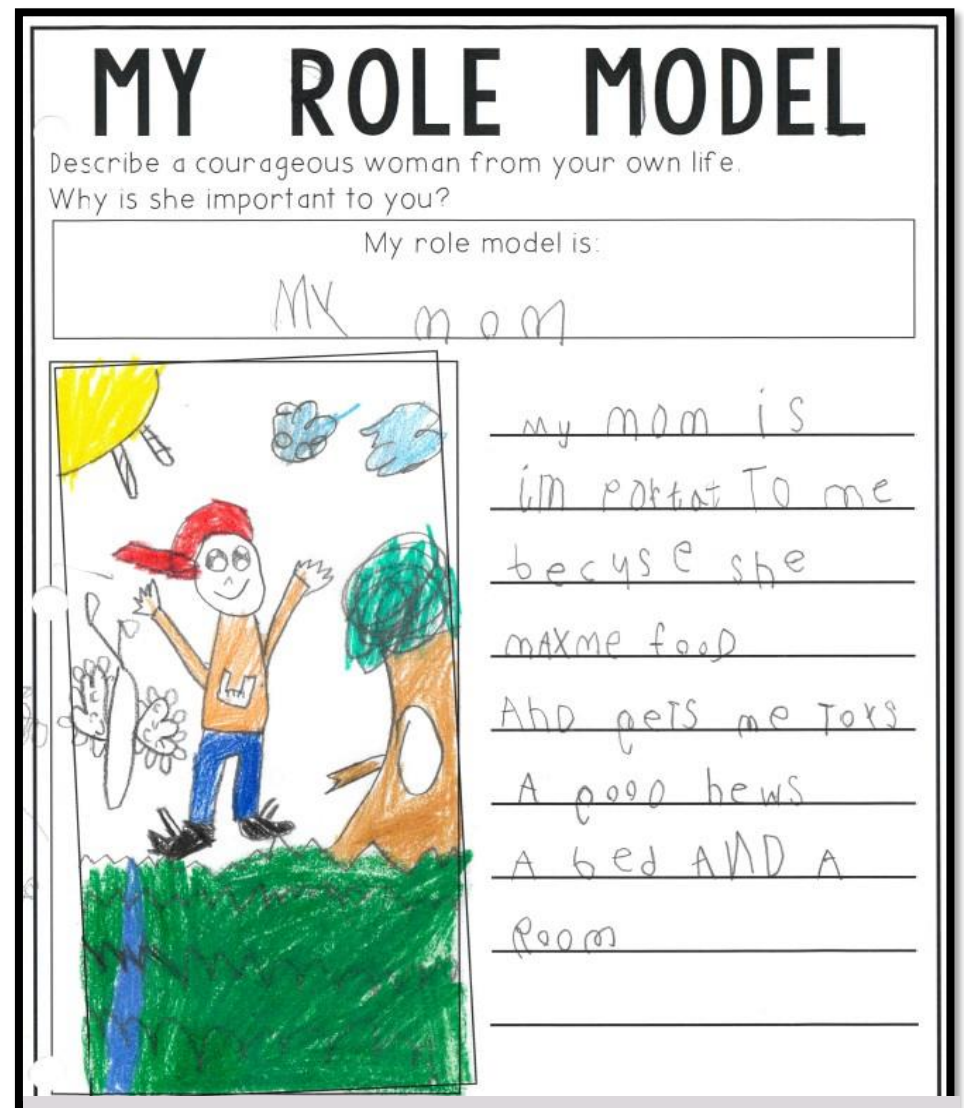


Functional Vision Problems Impact Classroom Performance





Sept 2022 work sample from student prior to health interventions.



March 2023 work sample after 16 Occupational Therapy sessions & 21 Vision Therapy Sessions.

On May 25th, 50 plus RCSD teachers, instructional assistants, speech & language pathologists, and leadership staff- spent their evening learning together best practices for supporting high tech AAC student users. The iPads with Proloquo2Go -purchased with United Way funds- were available for hands-on learning and collaboration. It was an amazing evening!

Many of the participants at last night's evening have been advocating for several years for all student to have their own 'voices'. With the support from United Way, these advocates are ecstatic to be able to actively support many students gain the ability to more clearly and accurately communicate with their teachers, instructional assistants and their peers. United Way recognized this as a barrier to learning for our students and as a result of their action, our RCSD Executive Council has agreed to continue to support high tech AAC options for our students moving forward! Thank you, Trish and the United Way, for joining us in our advocacy and for being the catalyst that has influenced the development of an RCSD AAC Initiative that will provide many more students their own 'voices' in the future.

**~ Coordinator of Student Services,
Regina Catholic School Division**

Investment in Health-Related Barriers to Learning



\$9,752
Vision related
interventions



\$3,380
Occupational
Therapy



\$6,000
Helping a Family of 4 Move
To a Better Home



\$25,000
To Purchase High AAC Devices
for Students



REGINA REGION

FAMILY **LITERACY** HUB

Engaging Families and Improving School Readiness

Guiding
Actions of
Family
Literacy
Hubs

Provision of early & lifelong access to quality family literacy programming and services, based on community needs.

Collaboration and/or cooperation with other agencies to build supports and referrals for families.

Develop the capacity of literacy practitioners in the province through training and support.

Promote public awareness of the importance and positive impact of family literacy.



Regina Region Family Literacy Hub Core Activities

Quality Programs & Services:

- PreK Family Days
- Parent Workshops
- Youth Literacy Programs, Young Parent Programs

Community Outreach & Networking:

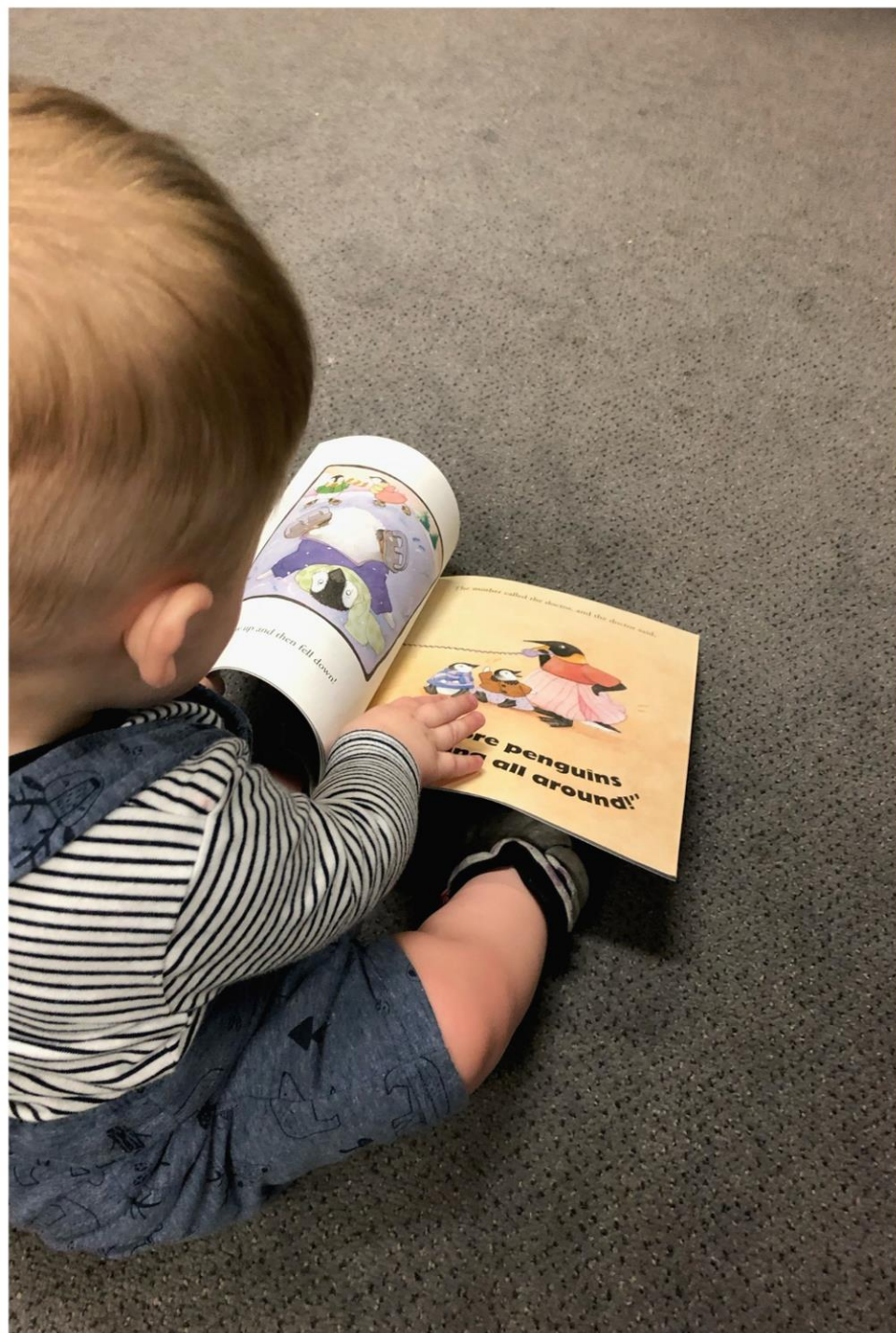
- Public Libraries
- School Divisions
- Daycares
- Community Centres
- Surrounding First Nation Communities

Public Awareness:

- Community Events

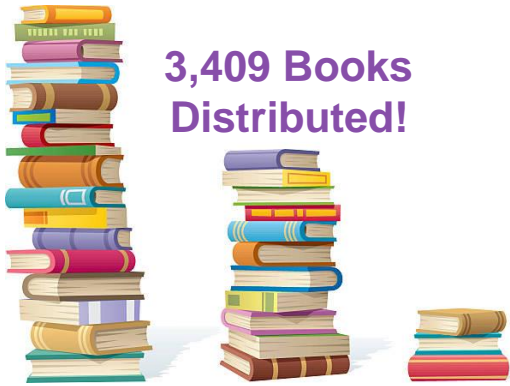


Community Outreach and Networking



SHIRLEY SCHNEIDER SUPPORT CENTRE

2022/23 Regina Region Family Literacy Hub Achievements



3,409 Books Distributed!



Hosted a Workshop for 48 Educators on Ways to Engage Families!



8 Family Literacy Evenings Hosted!

Provided Family Literacy Activities at Standing Buffalo Camp!



Celebrated National Soup Day Making Bannock Soup & Reading Stories with 12 Families!

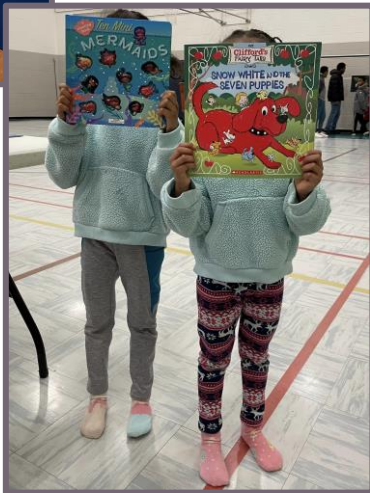
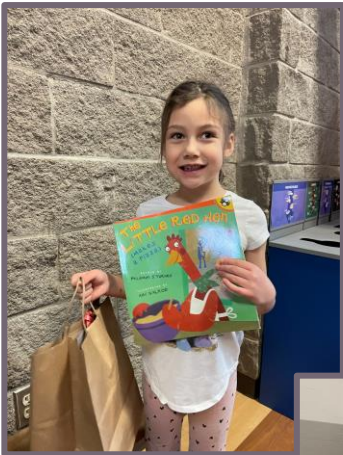


SO Many StoryWalks!

AND SO MUCH MORE!

2023/24 Regina Region Family Literacy Hub Achievements

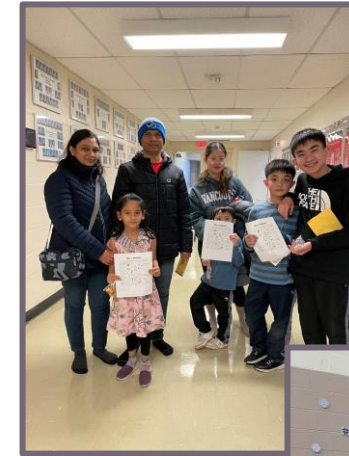
3,432 Books Distributed!



Hosted a Family Literacy Challenge to Celebrate National Day of the Child

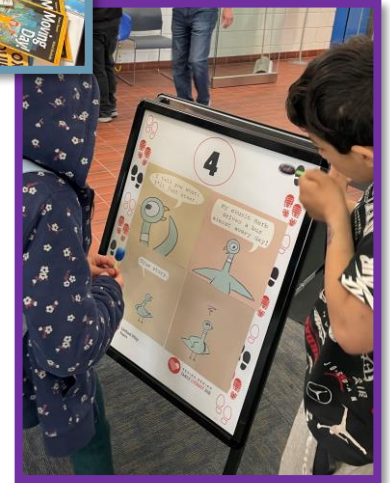


Hosted StoryWalks for 323 Camps at United Way Regina's Summer Literacy Camps



Dozens of Family Literacy Events Throughout the Year!

AND SO MUCH MORE!



Upcoming GLR Learning Tuesdays Webinars:

PARTNER WEBINAR

“The Science of Reading and Emergent Bilinguals”

Tuesday, February 13, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

FUNDER TO FUNDER

“Reading Universe: Scaling Teacher PD for Student Success”

Tuesday, February 20, 12:30 - 2:00 p.m. ET/9:30 - 11:00 a.m. PT

BIG BETS WORKING

“How Summer Learning’s Resurgence and Maximization Has Accelerated In-School Learning”

Tuesday, February 20, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

BIG BETS WORKING

“Not Without Teachers: Intentional Teacher Development for Improved Student Outcomes”

Tuesday, February 27, 3:00 - 4:30 p.m. ET/12:00 - 1:30.m. PT

