



“Ready on Day One: Strategies and Tools to Support CGLR Coalitions With School Success”

July 25, 2024
12:30 pm - 2:00 pm ET

We invite you to review these materials to inspire your engagement for the discussion.

Biography Booklet

Link: [Biography booklet for conversation leads](#)

Background

This GLR Week session targeting CGLR community coalitions, community and state leads, partners and funders brings together local field experts and practitioners about strategies and tools in three areas that are key to addressing equitable learning loss recovery. The breakout room conversations include: 1) High-dosage tutoring, 2) School attendance, 3) Community supports and services. Each of these topics has been identified in CGLR’s [Civic Action and Advocacy Agenda, 2023-2026](#) as areas to prioritize in the mobilization efforts within the 350+ network of communities.

Room 1: High-dosage Tutoring

Over the last few years, high-dosage tutoring has emerged as a critical strategy for school success. As state leads representing Mississippi and Missouri, Alissa Hobart and Lisa Greening have experienced the impact that strategy can have in accelerating equitable learning recovery for children. In this breakout room conversation, they will share what they are doing alongside partners within their coalitions.

Consider the efforts in your community to support young learners with high-dosage tutoring. What factors have contributed to their impact? What can be done better?

Room 1 Materials

[BLOG post](#) for key takeaways about effective high-dosage tutoring programs

Websites

Mississippi’s Initiative: [Mission Acceleration](#)

Key partner within Mission Acceleration: [United Way of Northeast Mississippi](#)

CGLR’s coalition lead for St Louis, MO: [Turn the Page STL](#)

Room 2: School Attendance

In the wake of the pandemic, we have seen rates of chronic absenteeism spike nationwide with only slight decreases in the past year. Boosting attendance for those most affected by pandemic-precipitated learning loss is essential to ensuring that students benefit from the many school-based efforts to accelerate equitable learning recovery. Cecelia Leong, Vice President of Programs with Attendance Works, will facilitate this community discussion with leaders from two CGLR communities as they review strategies to support children attending school every day.

Given the critical importance of showing up to school every day, how has your community approached this work with school districts? What more could be done?

Room 2 Materials

Conversation Padlet link: [School Attendance conversation Padlet](#)

Websites

Attendance Works website: [Attendance Works Resources](#)

Website for [United Way of Greater Lehigh Valley](#)

Room 3: Community Supports and Services

The call to action has been answered by CGLR's network of communities and this breakout room will take a deeper dive into some of the unique pieces being addressed by community organizations; language development as a crucial component of school readiness and school success, vision, and family supports.

Consider the strategies of building language development in the very early years, ensuring children can see well through support with vision, and the many ways we can meet families with additional resources. What more would you like to know about implementing these strategies? What connections can be made within your own community to build on these?

Room 3 Materials

Websites

Get Georgia Reading tool: [Language as a missing link resources](#)

[Let's Read San Mateo County](#)

[The Big Lift](#)

[United Way of Central Iowa](#)

[Vision to Learn website](#)