



**"Ready on Day One: Strategies
and Tools to Support
CGLR Coalitions With School Success"**

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

GLRWeek2024.gradelevelreading.net / #GLRWeek #FocusontheGaps

CGLR Communities Addressing the Gaps Conversation of Your Choice

MEET THE MOMENT:

FOCUS On The Gap(s)!

GLR WEEK 2024

Room 1: High Dosage Tutoring

Learn more from two incredible GLR communities in two different states about how they are applying this strategy.

Room 2: School Attendance

"Be Present, Be Powerful" is the 2024 Attendance Awareness theme through Attendance Works. Learn more about how this plays out in two CGLR communities.

Room 3: Community Supports and Services

Three communities and one national partner will share more about how they are working to support children and families to be ready "on Day One". Join this room to learn more.

Room 1: High Dosage Tutoring

CGLR Communities in 2 states are addressing the learning gaps through coordinated efforts in high-dosage tutoring during out-of-school time. Join this conversation to learn more!



Jenny Atkinson
Campaign for Grade-
Level Reading



Shelly Brooks
United Way of
Northeast Mississippi,
Tupeol/Lee Counties



Renada Chandler
Smart Kids Inc.
St Louis, MO



Lisa Greening
Turn the Page STL
St Louis, MO



Alissa Hobart
Center for Excellence
in Literacy Instruction,
University of Mississippi



Caroline Mitchell
Gateway Region YMCA
St Louis, MO

Room 2: School Attendance Conversation Leads

Join this conversation to learn more about strategies to support school attendance every day! What does it mean to "Be Present, Be Powerful"?



Cecelia Leong
Attendance Works



Khushboo Jain
United Way of the
Greater Lehigh Valley
Allentown, PA



Angela Logan
O.C. Johnson
Elementary School
Yuma, AZ

Room 3: Community Supports and Services

Community providers are doing so much through collaborative partnerships to ensure families and children have what they need to be ready for school. Join this group to see what's going on from coast to coast.



Kate Bennett
United Way of Central Iowa
Des Moines, IA



April Hopson
Columbus Technical College
Columbus, GA



Corrine Kroger
Vision to Learn



Katherine Sullivan
The Big Lift
San Mateo County



Martha Ann Todd
Columbus Technical College
Columbus, GA



Cheryl Werner
United Way of Central Iowa
Des Moines, IA

Breakout Room Instructions

Please choose the room conversation you would like to join.

- Room 1: High Dosage Tutoring
- Room 2: School Attendance
- Room 3: Community supports and services.

We will spend approx. 60 minutes in the breakout rooms, then pull back to the large group for key take-aways.

Everyone will receive all of the resources generated from each of the breakout room discussions in the follow-up email.

If you find yourself wanting to go into a different room, join the main room and we will help you navigate to the conversation of your choice.

In case you missed any, they can be accessed on CLIP

Monday, July 22

- Ready, Set, Go: Two-Generation Approaches for Kindergarten Readiness
- Supporting School Attendance in a Time of Changing Norms

Tuesday, July 23

- A Virtual Gratitude Reception: CGLR Salutes Children Museums
- The Promise and Potential of Play-Based Learning

Wednesday, July 24

- Building Brighter Futures: National Funders Share Insights on Place-Based Strategies
- The Influence of SEL: Closing Literacy Gaps in the Classroom

MEET THE MOMENT:
FOCUS On The Gap(s)!
GLR WEEK 2024

Remaining Plenary Session

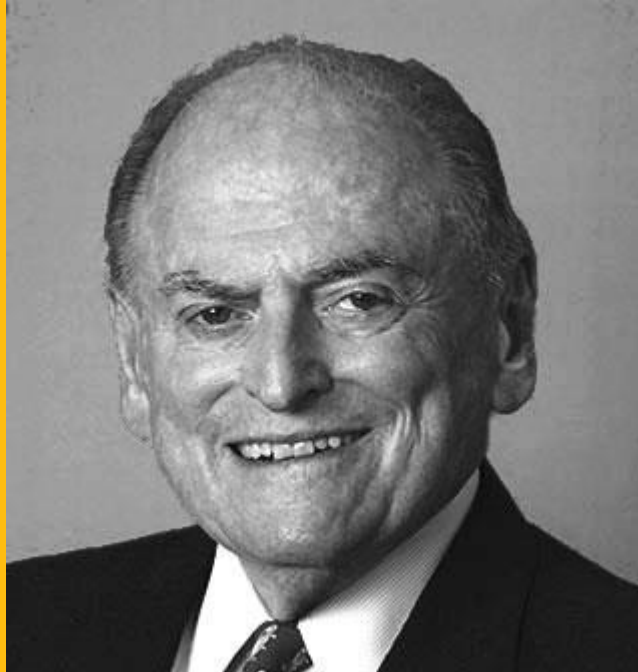
AI's Gap-Closing Potential: Emerging Opportunities and Challenges

Thursday, July 25, 3–4:30 p.m. ET

See our GLR Week Microsite for resources about all of these sessions: <https://glrweek2024.gradelevelreading.net/welcome/>

MEET THE MOMENT:
FOCUS On The Gap(s)!

GLR WEEK 2024



In Memoriam of a Fierce Champion for Literacy & CGLR

Bert Berkley

1923-2024

Read more about his work and accomplishments [→](#)



GLRWeek2024.gradelevelreading.net / [#GLRWeek](#) [#FocusontheGaps](#)

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

Room 1: High Dosage Tutoring

Room 1: High Dosage Tutoring



Jenny Atkinson
Campaign for Grade-
Level Reading



Shelly Brooks
United Way of
Northeast Mississippi,
Tupelo/Lee Counties



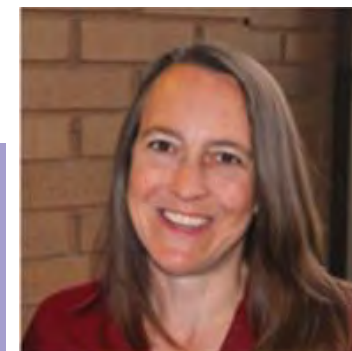
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St Louis, MO

Mission

ACCELERATION



THE UNIVERSITY of
MISSISSIPPI

Center for Excellence in
Literacy Instruction



AmeriCorps

Mission Acceleration Background



A high-dosage, high-impact tutoring program



Designed to accelerate reading achievement

K-5 students across MS



Started 2021 as a direct result of the COVID-19 pandemic



Housed at the University of Mississippi

**School of Education
Center for Excellence in Literacy Instruction**



K-5 students in MS communities

**Pilot phase began June 2021
A positive impact on reading achievement**

CURRENT MISSION ACCELERATION MODELS

AmeriCorps Mississippi (ACMS)



School Districts &
Community Partners



K-5th Graders



College Students

Volunteer Generation Fund (VGF)



2 School Districts
3 Elementary Schools



72 Students

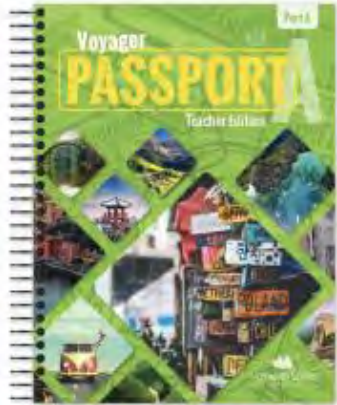


33 High School AGs

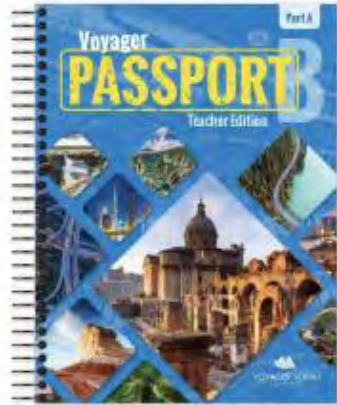
NPSS Standard - Key Program Components

- ✓ Dosage
- ✓ High-Quality Materials
- ✓ Instructional Practices
- ✓ Ratios
- ✓ Routines and Structures
- ✓ Setting
- ✓ Student Grouping
- ✓ Tutor Consistency

NPSS Standard-Key Program Components	Mission Acceleration Model
Dosage	40–60-minute sessions, 3-4 days per week (required 3 hours per week)
Curriculum	Voyager Passport
Instructional Practices	Trained volunteers with ongoing training, coaching, and modeling
Ratios	Students to tutors does not exceed 4:1
Routines & Structures	Consistent and explicit instructional routine; pre-, mid-, and post-assessments administered
Setting	Collaboration with partners to determine location
Student Grouping	K-5 students are strategically grouped
Tutor Consistency	AG tutors the same group of K-5 students



KINDERGARTEN



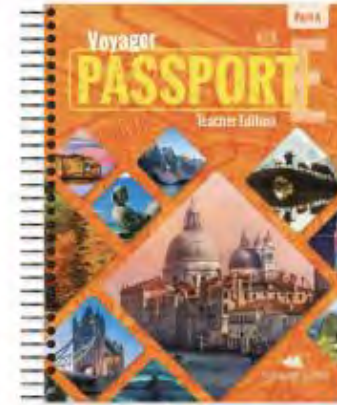
FIRST GRADE



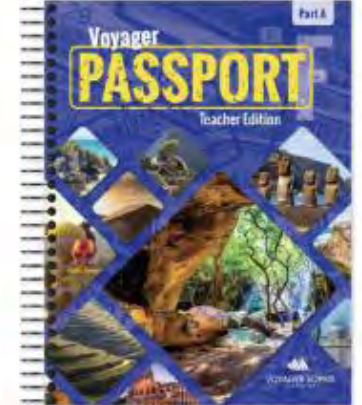
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

Curriculum

Mission Acceleration Spring 2023 Data

Spring 2023 Cohort

During Spring 2023, Mission Acceleration program activities took place at **9 sites** across **6 communities** delivering **small-group tutoring** for **30-70 minutes a day, 3 times per week**. On average, scholars experienced **4 months reading growth** during the **ten-week period**.



170 Scholars



67 Academic Guides



10 Weeks of Tutoring



115,559 minutes of reading support

A large, dark teal arrow pointing upwards, set against a light teal background.

Scholars achieved 4 months reading growth in ten weeks on average.

El Centro

Bridging Cultures in North Mississippi



El Centro
Spring 2024



El Centro Mission and Vision

Mission:

To facilitate Hispanic and newcomers' integration into the community through education, training and services

Vision:

To bridge Hispanic and North Mississippi cultures in order to create a cohesive and diverse community.



El Centro Programs: Campo Brillante

- An after-school program for ESL children K-12 grade
- Primary goal to improve academic proficiency and English language skills
- Helps children with homework and uses reading strategies & creative games to reinforce learning
- Our programs are open to EVERYONE in the community



About El Centro: Background

- Campo Brillante piloted in spring 2006
- Director hired and programs began in 2006



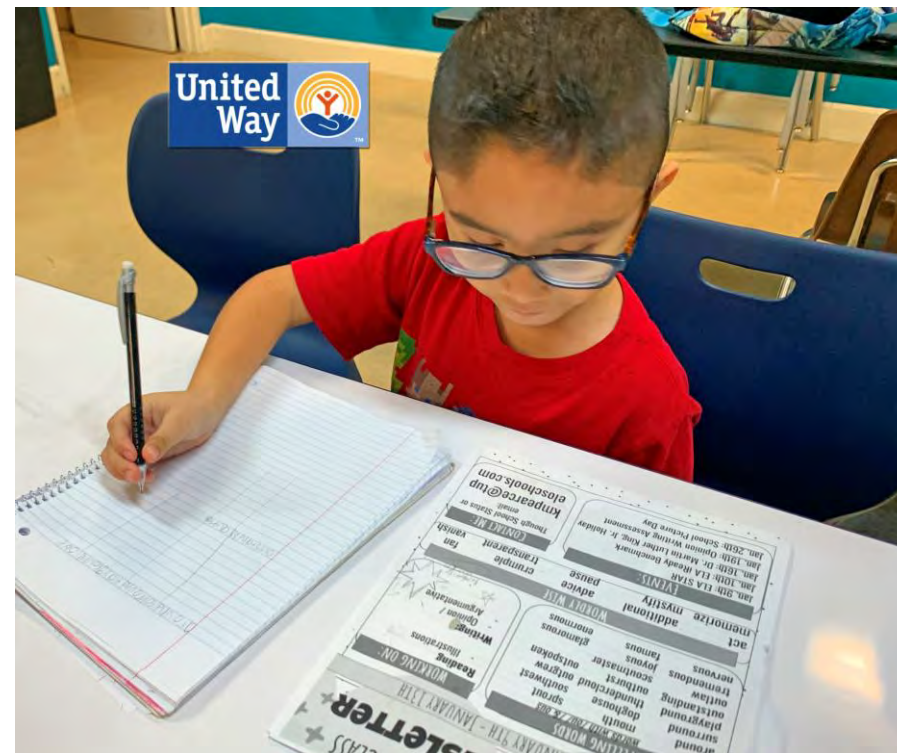
El Centro Resource Center

- Has bilingual assistants to help Hispanics access needed social services
- Has information in Spanish on variety of subjects
 - Parenting, child development, nutrition, etc.



Adult Classes ESL and Saturday Workshops





Free Tutoring for K-12th Grade Students



Mission Acceleration Reading Tutoring Program in Partnership with Early Childhood Coalition

















31 Scholars



7 Academic Guides



18 tutoring sessions



16,114 minutes of reading support

El Centro

During Fall 2022, El Centro in Tupelo, MS hosted Mission Acceleration activities **2 days a week**, providing **small-group tutoring** for **90 minutes a day**. On average, scholars experienced **two months of reading growth** during the **six-week period**.



Scholars achieved **2 months reading growth in six weeks on average**.

El Centro Data
Fall 2022



17 Scholars



4 Academic Guides



10 Weeks of Tutoring



15,321 minutes of reading support

El Centro

During Spring 2023, El Centro in Tupelo, MS hosted Mission Acceleration activities **2 days a week**, providing **small-group tutoring** for **90 minutes a day**. On average, scholars experienced **six months of reading growth** during the **ten-week period**.



Scholars achieved 6 months reading growth in ten weeks on average.

El Centro Data
Spring 2023

Statement from Director

“Mission Acceleration is a high demand program for El Centro students, and we often have to turn students away due to reaching capacity. Our kids enjoy the small group setting and the guides make the reading activities fun!”

Leticia Gassaway, El Centro Director



Mission
Acceleration
Website



Mission Acceleration Website

<http://msmissionacceleration.org/>

IN ST. LOUIS

STL TUTORING COLLABORATIVE

Ms. Lisa Greening
Executive Director
Turn the Page STL



MEET THE MOMENT:
FOCUS On The Gap(s)!
GLR WEEK 2024 JULY 22-26

Missouri
Read,
Lead,
Exceed



STL TUTORING COLLABORATIVE

THE NEED

1. The crisis in third grade reading proficiency rates in our low-income school districts in St. Louis
2. "The evidence is clear: high-impact tutoring works, and I've urged our nation's schools to provide every student who is struggling with extended access to an effective tutor," said Secretary of Education Miguel Cardona
3. Issues of inequity. Most families cannot afford to pay for a tutor.



STL TUTORING COLLABORATIVE

THE TEAM

A Red Circle
Hope Education
Lolly's Place
OASIS
Smart Kids, Inc.
St. Louis County Library
St. Louis Public Library
Teach For America St. Louis

University of Missouri - St.
Louis
Washington University
Webster University
YMCA
Restored 4 More



STL TUTORING COLLABORATIVE

FIRST STEPS

- Getting to know each other. Turn the Page STL convened a monthly virtual meeting for all STL Tutoring Collaborative members.
- Shared research of best practices and a shared google folder.
- Shared learning and understanding about training tutors in the “science of reading.”



STL TUTORING COLLABORATIVE

VISION

- Setting our vision that all students, K-4th grade who are not reading proficiently have access to a high-impact tutor in the St. Louis community, focusing on our seven lowest performing school districts.
- Understanding the St. Louis Tutoring Landscape. Hired Bellwether to complete a landscape analysis of supply and demand in the St. Louis region, which will be completed by October 1, 2024.
- Setting benchmarks for quality.
- Galvanizing St. Louisans to be part of the solution. Become a Tutor.
#stlreads



STL TUTORING COLLABORATIVE

RECRUITMENT OF TUTORS

- St. Louis city, county-wide marketing campaign for recruiting tutors, starting with the screening of the documentary, SENTENCED on September 8, 2024 (locally and nationally)
- Working with our local universities in our STL Tutoring Collaborative to recruit additional work-study students to get paid to tutor. (National Partnership for Student Success)
- Researching AmeriCorps models, including Literacy Lab.



STL TUTORING COLLABORATIVE

COLLABORATION & COMMUNICATION

- Collaborate and communicate at monthly meetings and align work between meetings. (Example YMCA partnering the St. Louis Public Library)
- Success for all. St. Louisans need choice.
- Funding high-impact tutoring programs in St. Louis, including private foundations and public money.



GATEWAY REGION YMCA



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Conversation Lead:

Caroline Mitchell

Executive Director,
Community Development

Gateway Region YMCA

St. Louis, Missouri



The YRead Program



**Environment and social connection opportunities
with literacy**



Supporting sustainable habits and celebrating success

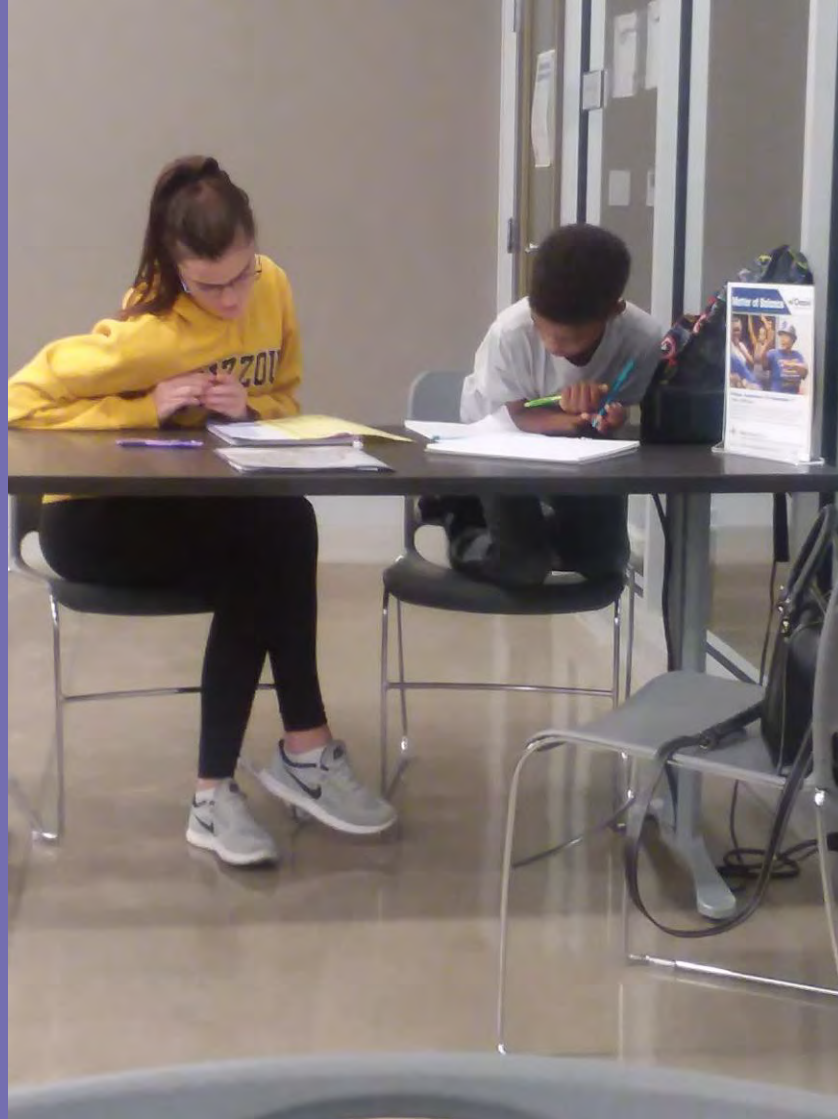
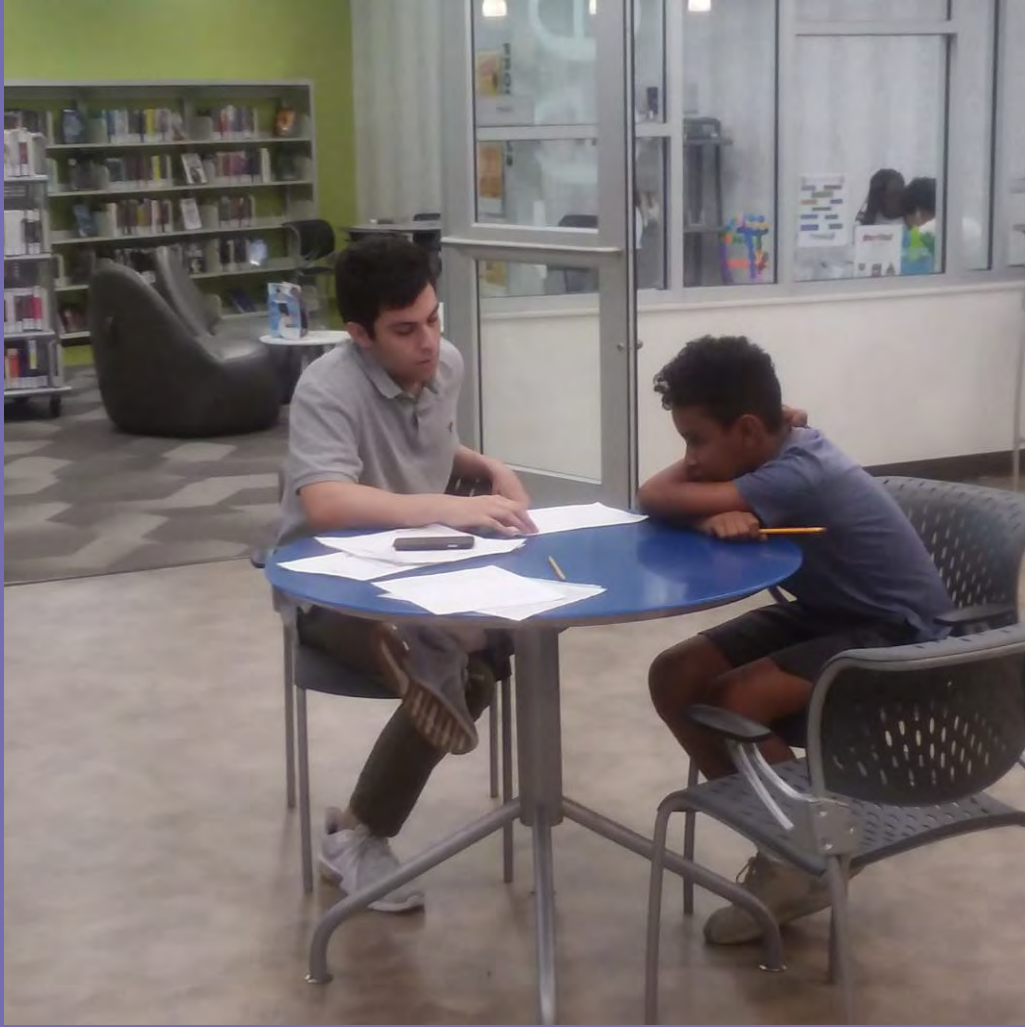


Renada Chandler
Executive Director
Smart Kids Inc.
St Louis, MO



Smart Kids Inc.
smartkidsinc.org





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

Room 1: High Dosage Tutoring Questions and Discussion

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

Room 2: School Attendance

Room 2: School Attendance Conversation Leads



Cecelia Leong
Attendance Works



Khushboo Jain
United Way of the
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Elementary School
Yuma, AZ



Ready on Day One:

Strategies and Tools to Support CGLR Community Coalition With School Success

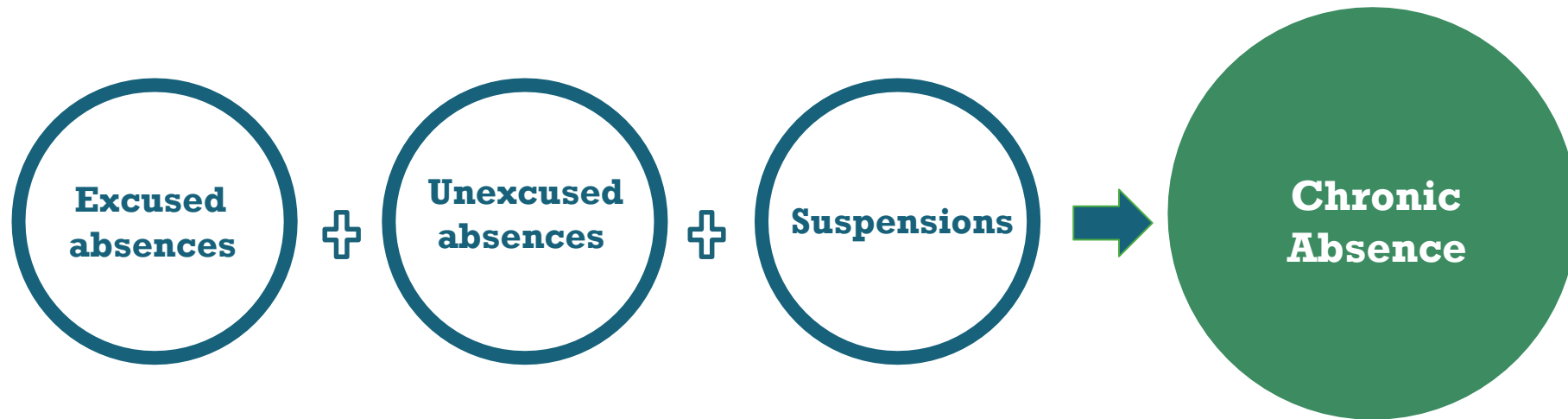




What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk.

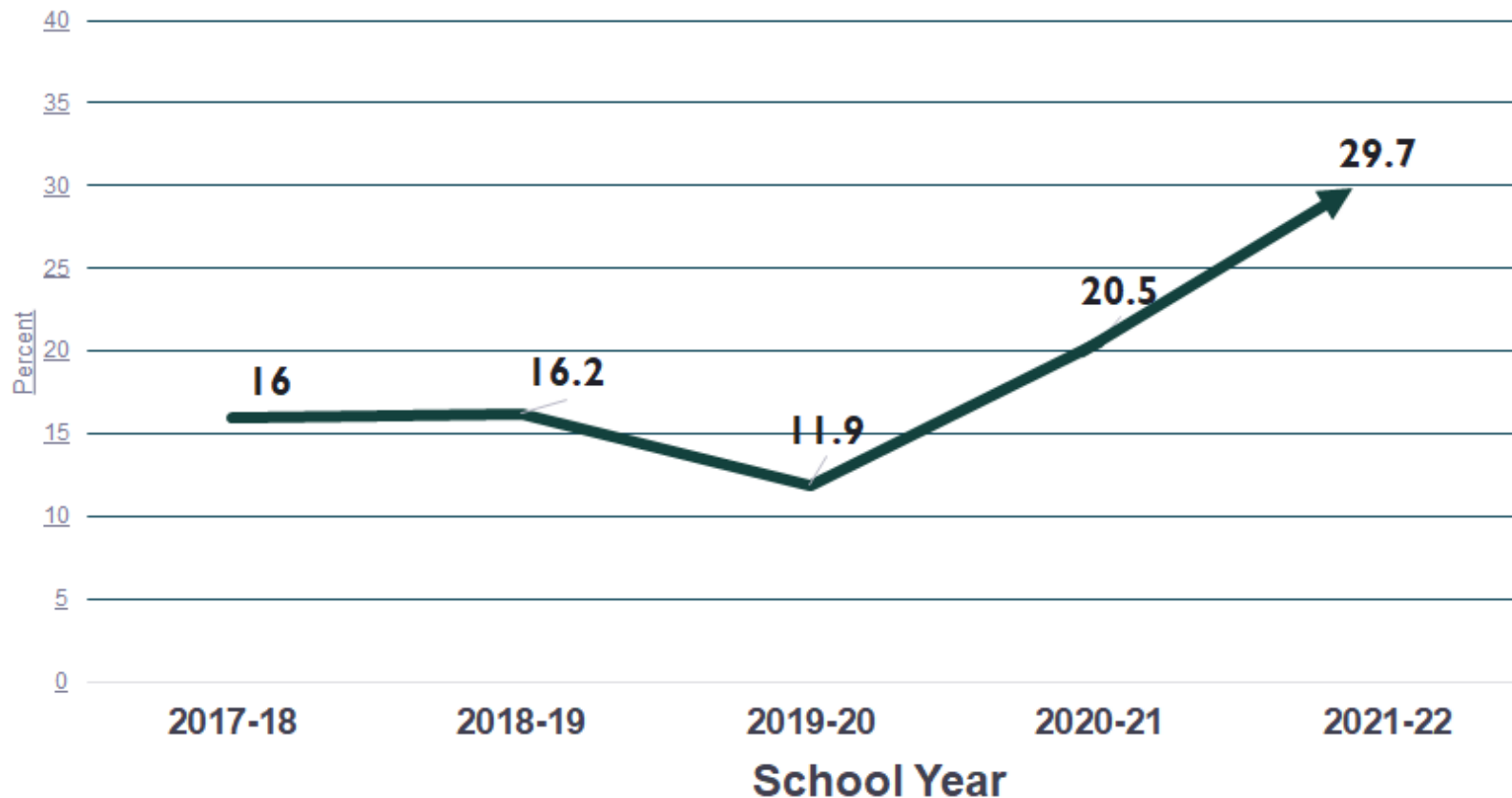
Chronic absence is defined as **missing 10 percent or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

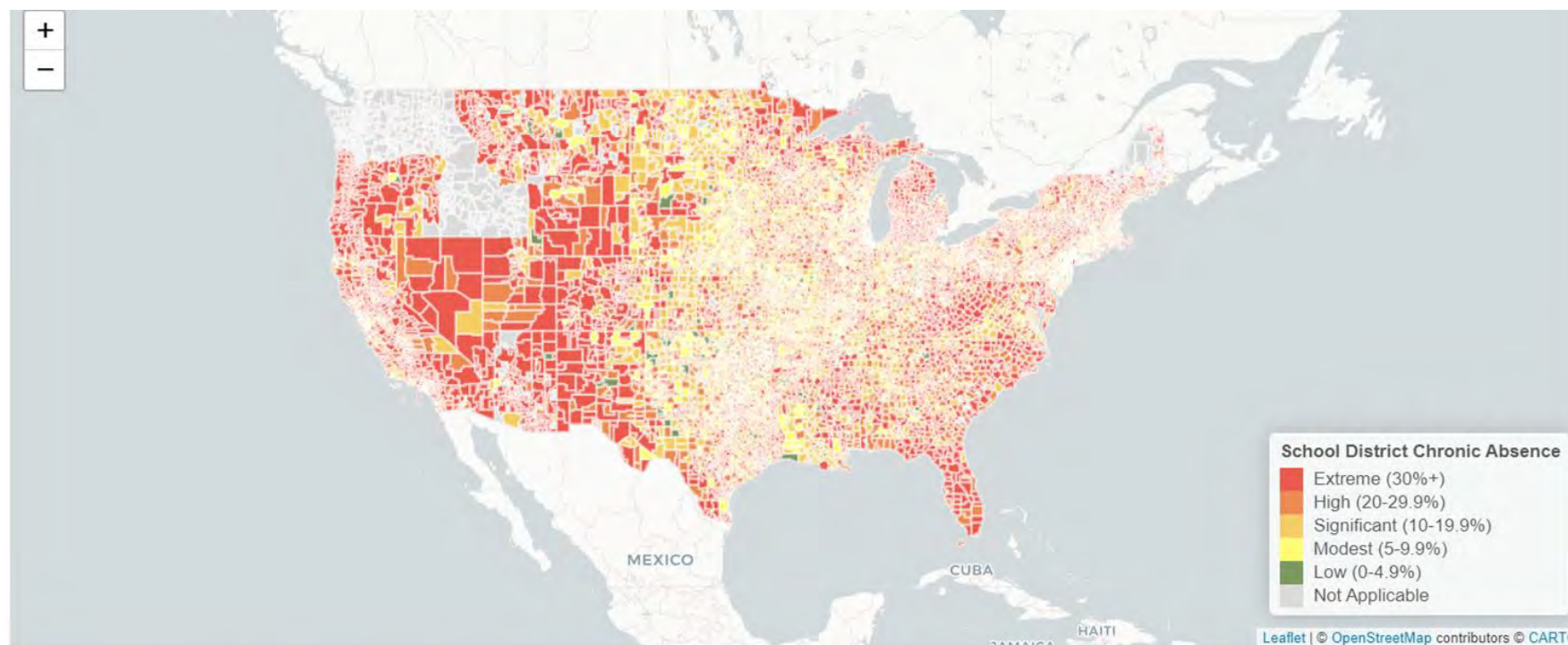
Chronic absence has nearly doubled

Percentage of Students Chronically Absent Nearly Doubled Nationwide Between SY 2017-18 to SY 2021-22



- ✓ The number of chronically absent students grew from over 8 million to 14.7 million
- ✓ Increases are occurring in tandem with significant drops in achievement
- ✓ State data from 2022–23 indicate rates remain high
- ✓ Chronic absence is highest in early elementary, especially kindergarten and high school

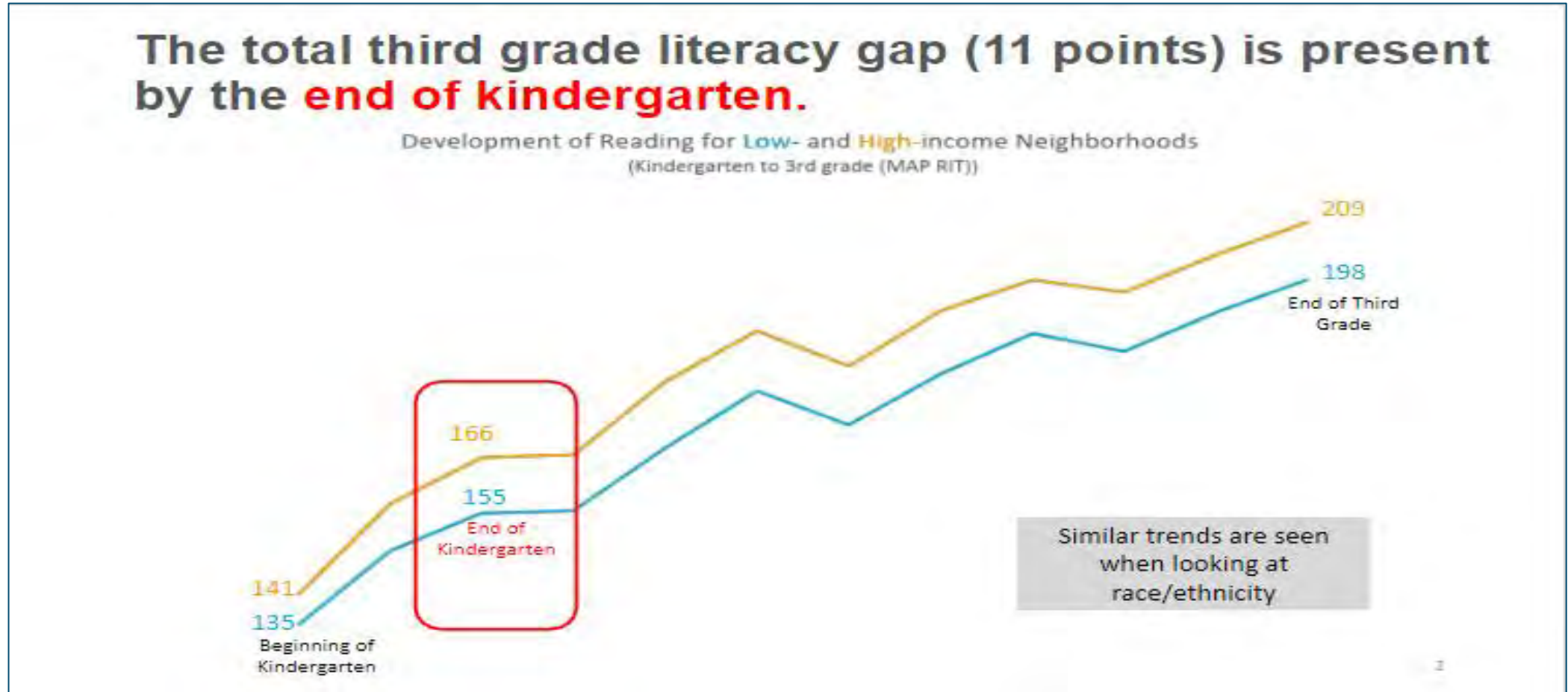
Interactive Map of Chronic Absence in U.S. School Districts: 2021-22



SOURCE: [Everyone Graduates Center](#) and [Attendance Works](#) analysis of data from the [U.S. Department of Education](#) and [U.S. Census Bureau](#).

[Interactive
Map](#)

Kindergarten Chronic absence likely contributes to the literacy gap at the kindergarten which is so hard to close.



Source: Professor James Kim, Harvard University and the Campaign for Grade Level Reading

Reducing chronic absence requires addressing underlying causes of chronic absence

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

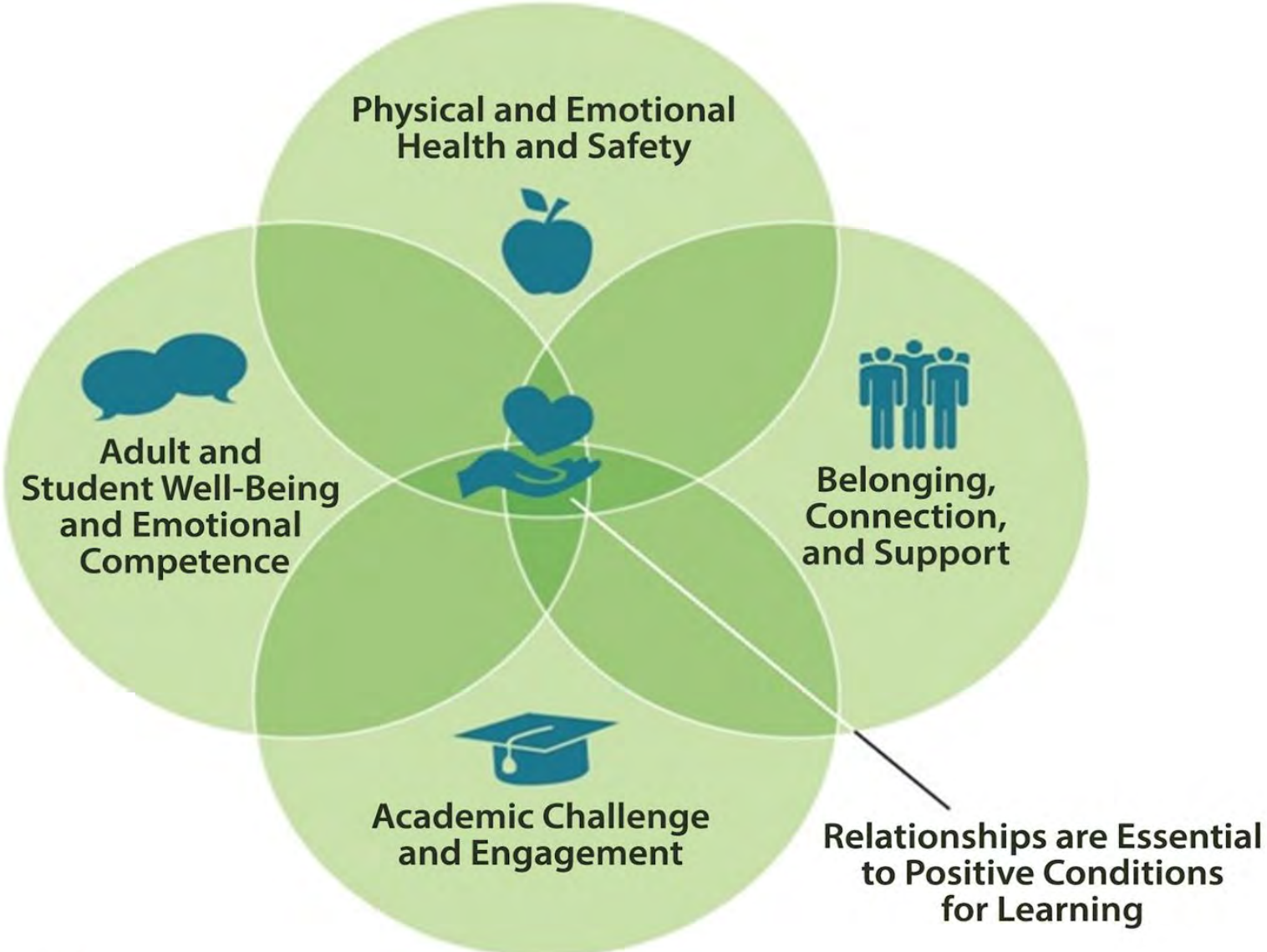
- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence

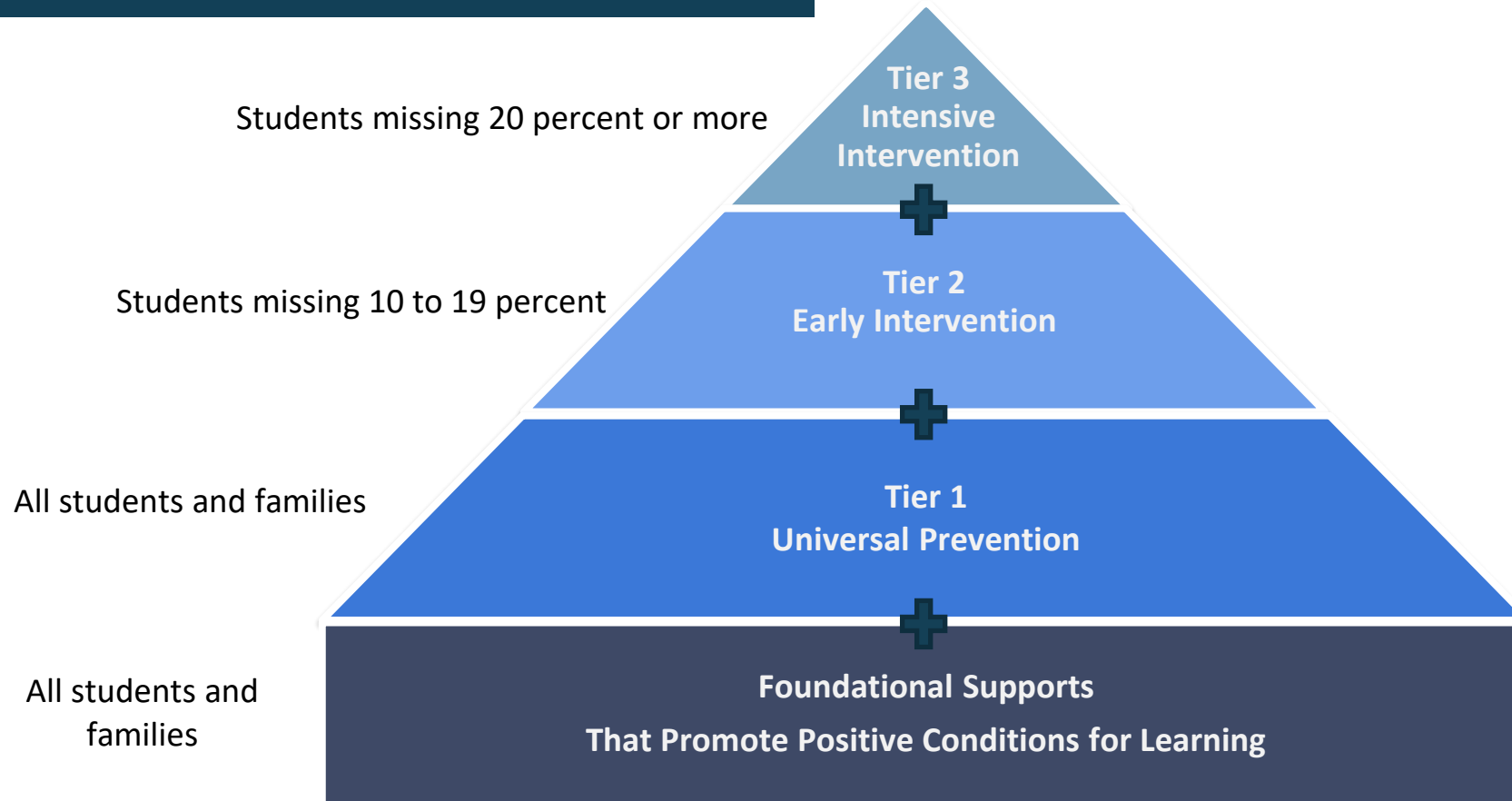
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

Partnering with Families to Ensure and Restore Positive Conditions for Learning





Multi-tiered support systems that begin with prevention are essential





Students and Families Go To School When They Have...





abc



United Way **COMMUNITY SCHOOLS**



H₂O



United Way of the
Greater Lehigh Valley



United Way Community Schools

19,814 Students

33 Schools

5 School Districts

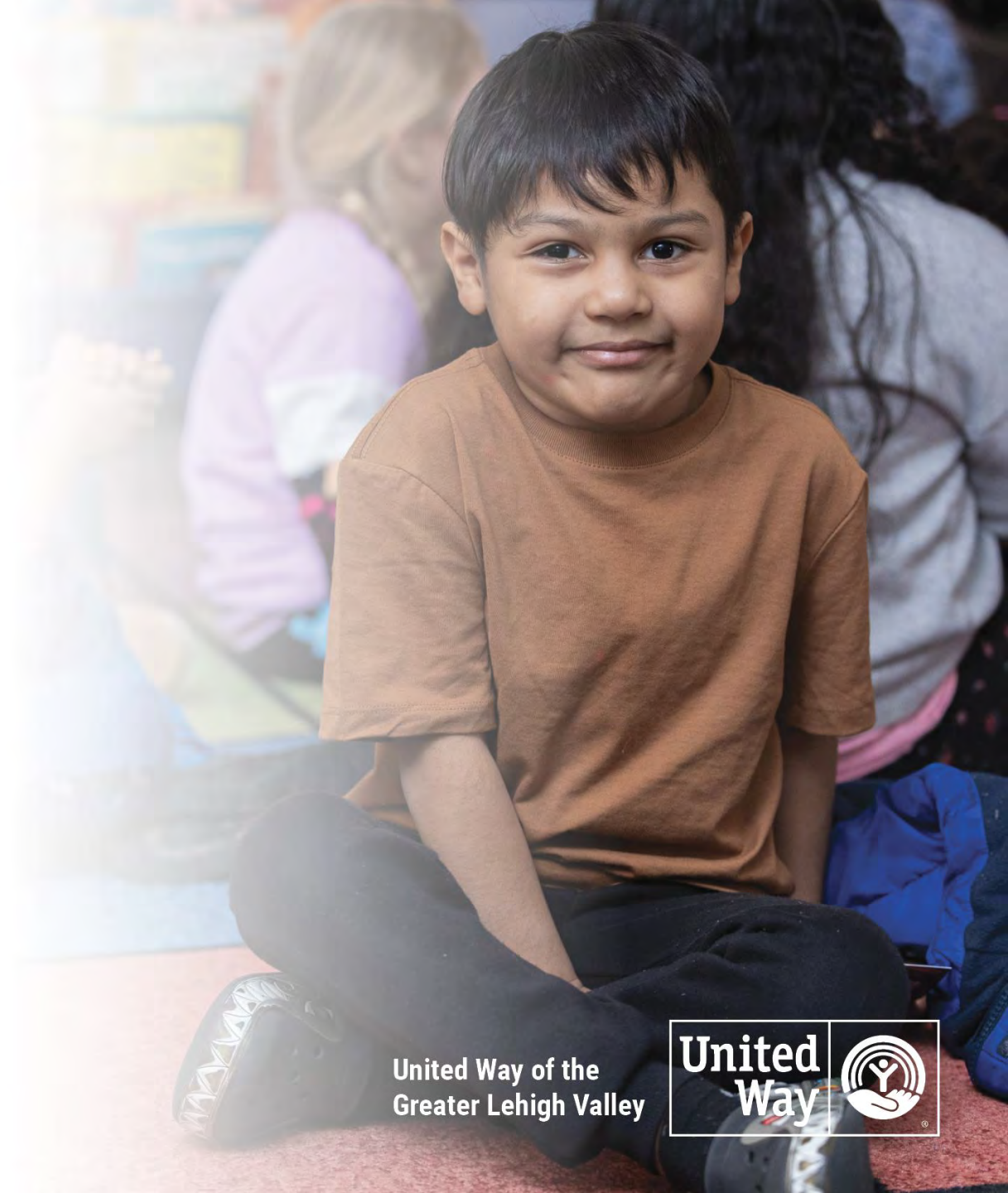
6 Lead Partners

23+ Funding Partners

24 Community School Coordinators

United Way
COMMUNITY SCHOOLS

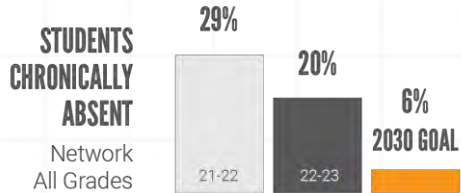
United Way of the
Greater Lehigh Valley



Chronic Absence in our Network

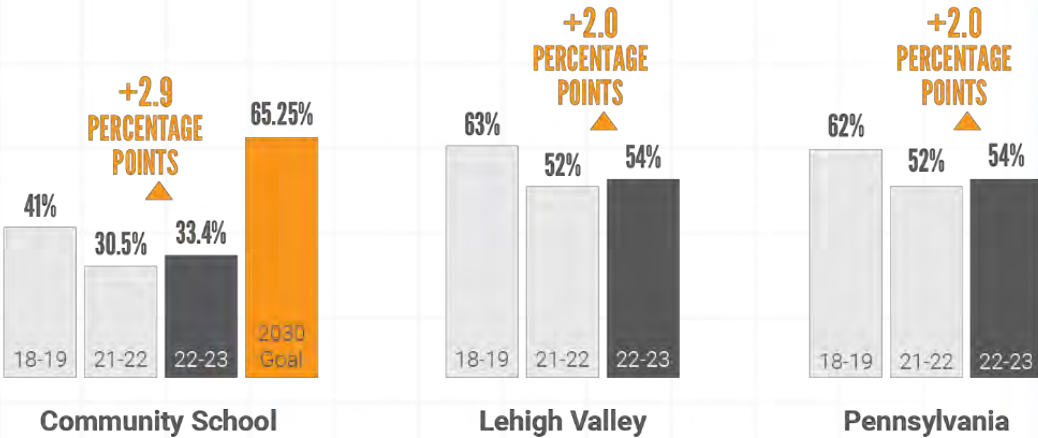
STUDENT ATTENDANCE

IMPROVEMENT IN CHRONIC ABSENCE
(missing 10% or more days per year)



THIRD GRADE STUDENTS PROFICIENT OR ADVANCED

Reading PSSAs



United Way
COMMUNITY SCHOOLS

United Way of the Greater Lehigh Valley



Timeline

2005 – 2006 School Year: Community School Initiative launched

2014: United Way Investment Plan released

2016 – 2017 School Year: Challenge 5 regional attendance campaign launched

2018 – 2022: Full Service Community School grant implementation

2020: COVID-19 pandemic

2022 – Present: Grounding in the Community School Framework

Challenge 5 Attendance Campaign



- Identified attendance work happening in Grand Rapids, MI as best practice and borrowed the framework
- Community-based and school-based strategies to encourage kids to strive for less than five absences – excused or unexcused – all year.
- Reduce chronic absenteeism by working to remove barriers that exist outside of the classroom to get students inside and learning.

How to Do it

Identified Best Practices through the UWCSN

Strategies to Consider: Systems Level

- Win/Win Partnerships with Higher Education Partners and Health Care Partners
- Create shared vision and agree up measurable outcomes
- Create shared language to share with families and communities around Attendance
- MOUs & data sharing agreements
- Collaborative Leadership Structures for continuous improvement

Strategies to Consider: Site Level

Tier I: Preventative

- Morning Greeters
- Absence charts distributed to all parents
- Parent involvement/after-school activities
- Multi-tiers of Recognition through PBIS:
 - Individual Student PBIS Rewards/Recognition
 - Grade Level Classroom Recognition
 - School Wide Recognition
 - Grade Level Lunch Bunches
- Kindergarten Open House Communication

Tier I: Preventative

- Parent Communication at the beginning of year on the importance of Attendance
- Monday Morning Quick Hits-Facebook, Dojo, and Twitter posts to families with reminders of why attendance matters
- Attendance Magnets for Families
- Attendance Posters through neighborhood
- Bike Racks/Safe Routes to School

Strategies to Consider: Site Level

Tier II: Intervention

- Weekly attendance meetings
- “Missing You” postcards
- Monthly Attendance Ambassadors
- Outreach worker/home school visits
- After-school programs
- Connecting with parents to see how we can help
- Posting grade level attendance percentages on Class Dojo



abc



United Way **COMMUNITY SCHOOLS**

Thank You



H₂O



United Way of the
Greater Lehigh Valley





Angela Logan
Principal,

O.C. Johnson
Elementary School
Yuma, AZ
#ourfutureisbright

Chronic Absenteeism: How do we address it?

Yuma School District One and O.C. Johnson Elementary



YSD 1 and O.C. Johnson: Who are we?

	YSD 1	OCJ
# Of Schools	13 elementary schools, 5 middle schools	
Free or Reduced Lunch	71%	82%
McKinney Vento Students	1%	2%
ESS Students	17%	10%
EL Students	18%	21%

Barriers

Non Traditional Family Structures

High Poverty Level: Food and housing insecurities

High Incarceration Rate

Work/Home Balance

Parents Education level/caring (not sure how I will say this??)



**Home
Liaisons**

Additional?



**District Level
Supports**

Counselors

**Family
Literacy**



Home Liaisons

2018-2019: 5 highest poverty elementary schools get a part time home liaison.

After Covid: Next 4 highest poverty elementary schools get a part time home liaison. Bigger elementary school add 3rd secretary to help combat attendance.

Counselors

Every one of our 18 schools has a counselor on site full time.

Utilize Character Strong districtwide



Family Literacy Programs

Strong Families Program

Family Engagement Program

Parent Education and PACT Time





**Home
Liaison**

**Strong
Families**

**O.C. Johnson
Jaguars**

**Empathy &
Knowledge**

**Community
School**

Teamwork!!!

Relationships!!!



Community School

Health Clinic On Site: Regional
Center for Border Health

Food Pantry: Supported by
Food Bank

Closet: Uniforms and
nonuniforms available



Teamwork-Relationships

We are one team. From our front office staff to our teachers to our cafeteria ladies, we know our students and families.

Families trust us. They share their stories with us



Empathy-Knowledge

Understanding our community
is vital.

Educating staff on community
resources is important.



2024-2025 School Year

**How will we combat this
from day 1?**

**Communication,
Relationships, Resources!!**



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

Room 2: School Attendance

Questions and Discussion

Craft Your Engagement & Attendance State Road Map

For more information go to:



MEET THE MOMENT:

FOCUS On The Gap(s)!

GLR WEEK

2024

**"Ready on Day One: Strategies and Tools to Support
CGLR Coalitions With School Success"**

Room 3: Community Supports and Services

Conversation Leads



Malai Amfahr
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Martha Ann Todd
Columbus Technical College
Columbus, GA



Cheryl Werner
United Way of Central Iowa
Des Moines, IA

THEMES

Language

Vision

Family Supports (where families are...)

1. What more would you like to know about implementing these tools and strategies?
2. From the strategies shared, what resonates with you about your community needs and opportunities to further the work?
3. Where do you see connections that can be made within your own community (connections with the conversation leads or similar partners within your local area)?





COLUMBUS TECH

**Leveraging the
Language as a Missing Link Toolkit
to Train Childcare Workforce**

Columbus Technical College



Columbus Technical College has successfully partnered with Emily Rubin, MS, CCC-SLP, Director of Communication Crossroads, Inc., to implement the Language as a Missing Link (LML) Language Champion training program.



This initiative has demonstrated a significant impact. Participants earn the Language Champion micro-credential badge, indicating mastery of certain skills associated with promoting language development.





The Language as a Missing Link badge program introduces a toolkit designed for individuals, practitioners, and policymakers to understand and employ practices that apply to language as a well-being indicator, strengthening our pathway to literacy and improving educational, mental health, and overall well-being outcomes.



The Language Champion micro-credential badge signifies that a student has met standardized performance criteria related to the application of specific language development skills.

To date, over 25 badges have been issued by Columbus Technical College, with an expected 180 to be issued by the end of calendar year 2024.



THRIVE.



Curriculum Integration

Early Child Care and Education class, ECCE 1103-Growth and Development of Young Children, provides students with a comprehensive understanding of physical, cognitive, and social-emotional development across various age groups. Cognitive development is closely examined at each age level, with a focus on language and its integral role in brain development.



Curriculum Integration

During the course, students explore the importance of language and social interaction with primary caregivers in infancy and toddlerhood, highlighting indicators of growth and development. As students progress through the curriculum, they analyze engagement levels in preschool settings at ages 2, 3, and 4, recognizing the significance of language development in cognitive and social-emotional development.



Curriculum Integration

The LML training video serves to reinforce these student learning outcomes by providing practical insights and real-world examples of the impact language development has on cognitive growth. The instructor utilizes the video as a teaching tool, facilitating discussions and highlighting the importance of language to cognitive development.



Language as a Missing Link

Language as a missing link

Noticing Language as a Well-being Indicator



SANDRA DUNAGAN DEAL
**CENTER FOR
EARLY LANGUAGE
AND LITERACY**
AT GEORGIA COLLEGE

Presented by Emily Rubin, MS, CCC-SLP

In collaboration with Arianne Weldon, MPH, & Garry McGiboney, PhD



Using the Tool Kit

NOTICE Language Indicators of Well-Being

BEFORE WORDS | **EMERGING LANGUAGE**

	BEFORE WORDS	EMERGING LANGUAGE
The Why	Recognizing or naming objects, colors, shapes, sizes, and other characteristics.	Communicating for needs, desires, or feelings, making simple statements, pointing, and other gestures.
The How	Understanding or following simple instructions, and using simple words to describe actions.	Using single words for actions, objects, or people, and using simple phrases and sentences.
Coping With Others	Understanding and responding to simple social interactions.	Using simple words to describe feelings and needs.
Coping On One's Own	Using simple words to describe actions and feelings.	Using simple words to describe actions and feelings.

Use this tool to guide you to be developmentally responsive as you interact with children & teens.

SANDRA DUNAGAN DEAL CENTER FOR EARLY LANGUAGE AND LITERACY



Classroom Observation





Community Partners

Enrichment Services Program (ESP) was established in 1964. ESP is a nonprofit Community Action Agency that each year provides more than 10,000 families and children of low income in the Chattahoochee Valley with the tools and resources to become self-sufficient. ESP's mission is to empower families to thrive through quality education, services, and partnerships.



Community Partners

United Way of the Chattahoochee Valley's (UWCV) mission is to reduce poverty. The UWCV leads efforts to address the community's toughest challenge and partners with organizations and people of all backgrounds to provide every person in the community with opportunities to succeed. UWCV's vision is a collaborative, resilient region where every person can thrive.



Conclusion

Investing in language development presents an opportunity to enhance emotional well-being, literacy outcomes, and overall quality of life.



Conclusion

By providing the Language Champion training program to additional audiences, we empower individuals to become advocates for language development, ultimately contributing to improved educational outcomes for many.



THANK YOU!

April Hopson

Vice President, Adult & General Education

Ahopson@columbustech.edu

Martha Ann Todd

President

Mtodd@columbustech.edu



The Problem

- **1 in 4** students have vision issues that can affect their ability to achieve in school and engage in life
- **80%** of all learning in a child's first 12 years comes through vision
- **95%** of 1st graders in low-income communities who need glasses do not have them
- **3rd Graders** who are not proficient in reading are more likely to drop out of school
- **3 million children** in America lack the glasses they need to read a book, see the board or participate in class

The Solution



Vision To Learn provides eye exams and glasses, free of charge, to students at schools in underserved urban and rural communities

More than **3 million** kids have been helped by Vision To Learn, including **475,000** provided with glasses.



87% are kids of color

89% of kids served live in poverty

How it Works

Vision Screening: Working with the school, each student is vision screened.

Eye Exam: Students who do not pass are examined by an optometrist on a mobile clinic.

Glasses: Students select their frames from a wide choice of sizes and styles. Vision To Learn returns to fit the glasses, and lost or broken glasses are replaced for free for one year.



Glasses Improve Student Achievement

“Vision To Learn linked to higher test scores for city students” – Johns Hopkins University Wilmer Eye Institute

Improved Test Scores

- Students provided glasses improved their standardized English test scores **by additional months** of classroom instruction
- Students in the lowest quartile and those with an Individualized Education Program **gained 4-6 months** of class time

Gains exceeded other common education interventions

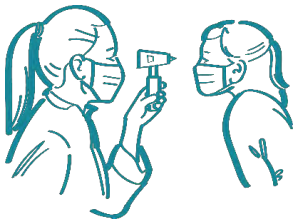
- Glasses outperformed 1:1 technology, extended school days, and charter schools
- For the lowest performing students, glasses outperformed individual tutoring



Vision To Learn - Impact



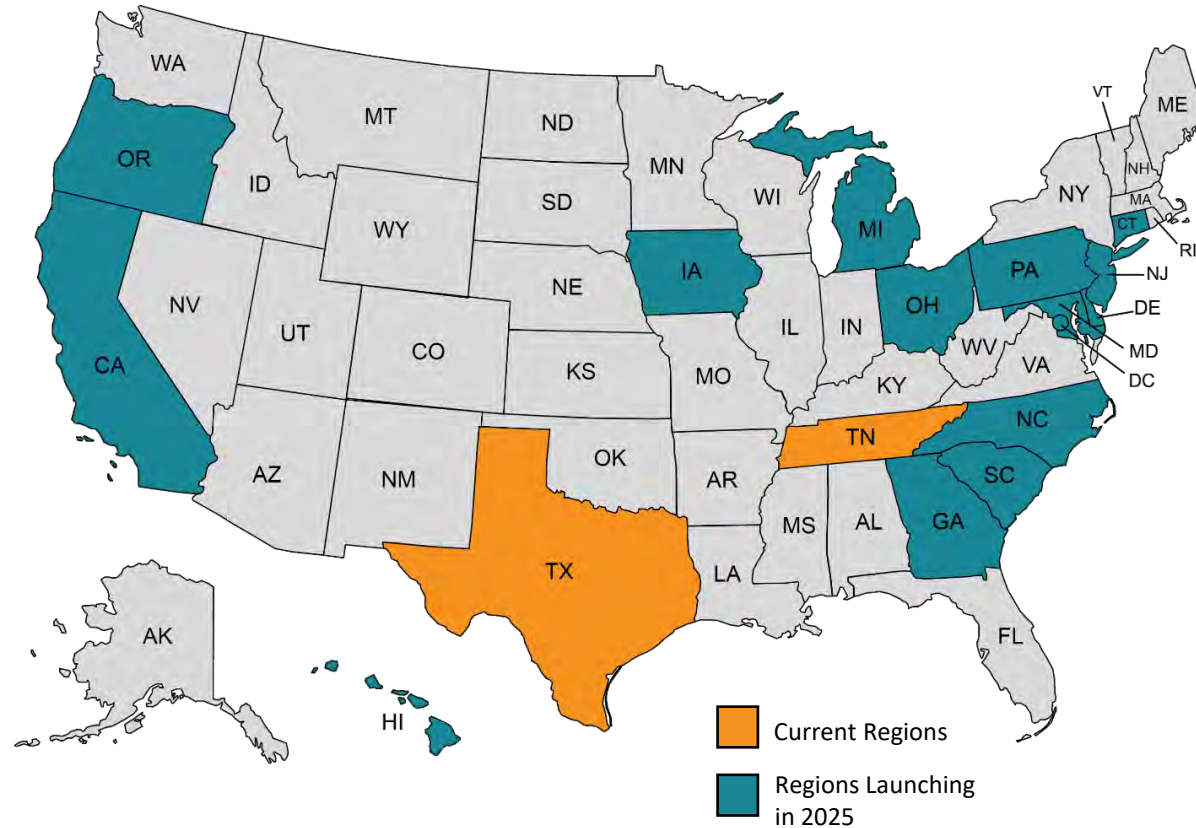
Over
3 million
Vision Screenings



577,533
Eye Exams

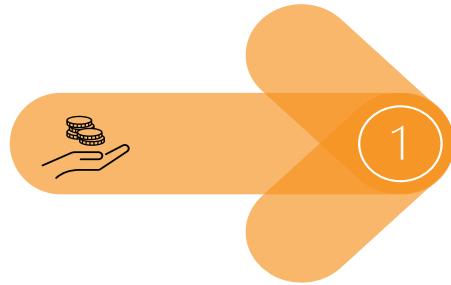


475,737
Glasses



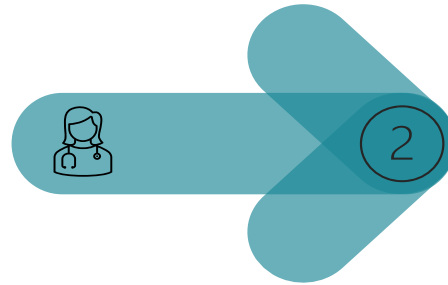
California
Connecticut
Delaware
Georgia
Hawaii
Iowa
Maryland
Michigan
New Jersey
North Carolina
Ohio
Oregon
Pennsylvania
South Carolina
Washington DC

How: Funding Sources Combine for Success



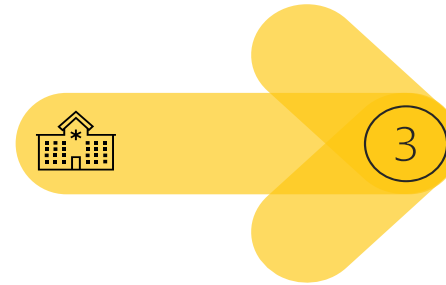
Phase 1: Philanthropy

- Needed to start the initiative but can taper as public funding grows
- VTL sustainability depends on a public-private partnership
- If successful, enables substantial program-wide expansion



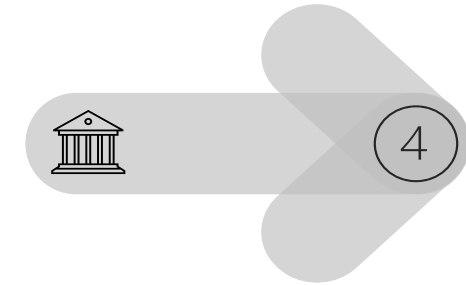
Phase 2: Medicaid

- Vision To Learn aims to credential and contract with the state's Medicaid funding
- Our program typically finds a student's insurance information via a coverage discovery vendor and the state portal



Phase 3: CHIP HSI

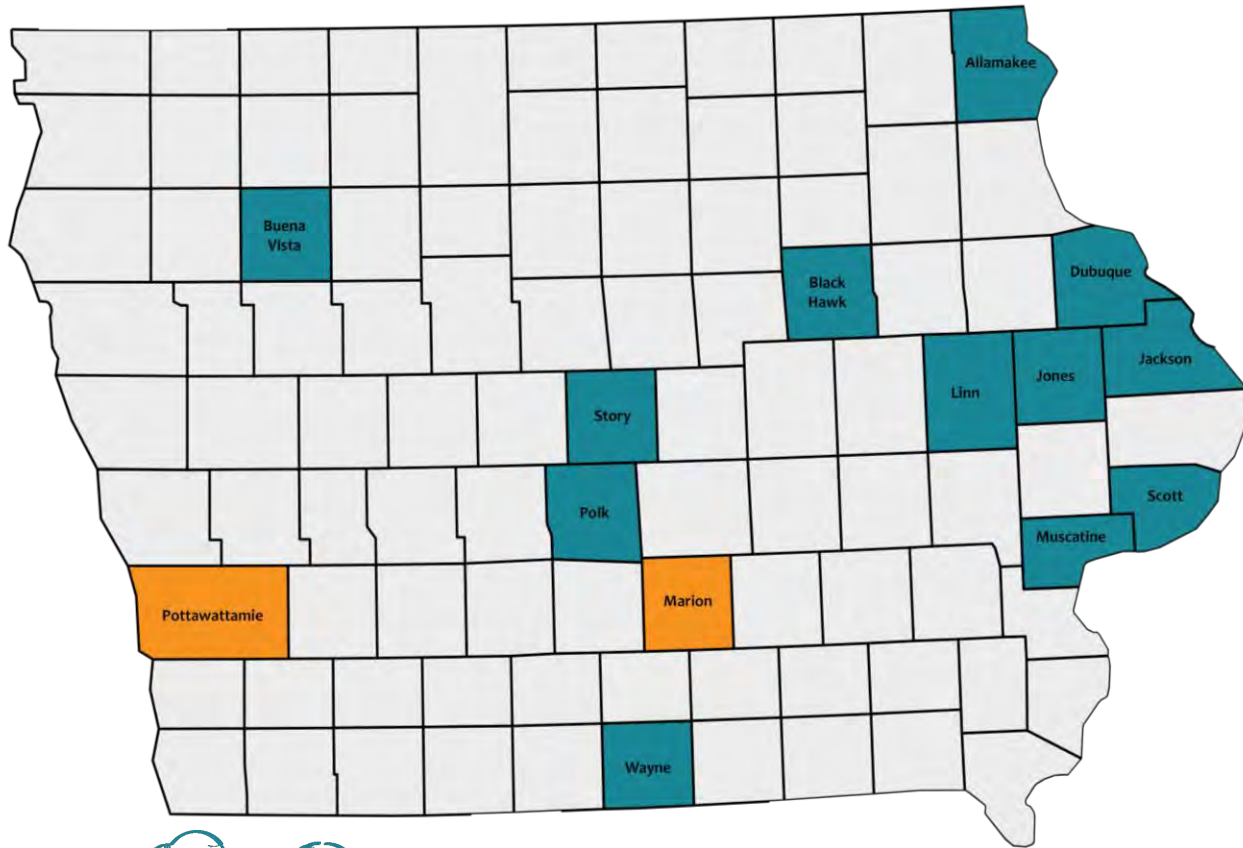
- Medicaid only covers a portion of Vision To Learn's costs
- To create a more sustainable program, whenever possible once Medicaid funding is established we work with state Governor's office and HHS for CHIP HSI approval



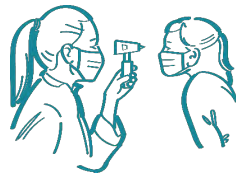
Phase 4: Other Sources

- Congressionally Directed Funding (CDS)
- State appropriations, Pay-for-Performance, regional economic/ education support programs, Grants-In-Aid
 - We have had success expanding statewide in HI, DE, and most recently Ohio.

Where We Work - Iowa



<u>County</u>	<i>Exams</i>	<i>Glasses</i>
Allamakee	895	818
Black Hawk	2718	2388
Buena Vista	311	252
Clayton	50	38
Clinton	18	15
Delaware	43	31
Dubuque	1524	1252
Jackson	837	637
Johnson	8	7
Jones	882	610
Linn	136	115
Muscatine	910	805
Polk	10,125	8278
Scott	547	515
Story	258	206
Wayne	256	240
Webster	190	126



19,524 Eye Exams



16,340 Glasses



Strong Partnerships Create Bigger Impact



AWARENESS BUILDING



BRIDGE TO HEALTH AND
EDUCATION NETWORKS



PHILANTHROPIC SUPPORT



ADVOCACY AND CONNECTION
TO POLICY WORK

Partner Spotlight



United Way
of Central Iowa





THANK YOU!

”
**FOCUS ON THE
FUTURE!**

Questions? Contact:

Corrine Kroger | Vision To Learn
Director of National Operations
+1 (563) 495-8691 | iowa@visiontolearn.org
www.visiontolearn.org







Vision To Learn
Focus on the Future

10,086

Eye exams

8,256

Students have
received
eyeglasses

50,707
Students
have received a
vision screening

Parenting and Life Skills



DAKRODGE NEIGHBORHOOD



BRIGHT BY TEXT CONTENT:

Types of Content



Core Content:

Based on a child's birthdate

- Pregnancy
- Health
- Safety
- Wellness
- Milestones
- Brain development/cognition
- Social-emotional development
- Creativity
- Parent encouragement and wellness



Your example can help your child develop healthy eating habits for life. Get tips to make meals healthy and fun even for picky eaters. [Link](#)

Community Messages:

Based on a family's zip code

- Local events
- Resources such as:
 - Food/diaper banks
 - Health fairs
 - Library storytimes
 - Museum events
 - Disaster aid and relief

The Bronx Children's Museum is hosting ArtSpot in Mill Pond Park on Sat, Sept 28 from 11AM-4PM. Come for art and science activities! [Link](#)

Optional Content

Based on a family's needs or interests

- Information for parents whose child has a speech or language delay
- Social-emotional activities to help children who've been at home during the pandemic
- Early math curriculum for 2-3 year olds
- Summer and spring break activities to keep kids' brains active and happy

TALK: You know your child best! Follow your gut if you think your child has a delay in speech or language. Some things to look out for: [Link](#)

We support parents from pregnancy through age 8.

Bright by Text **Community Messages**

Brand
Affiliation



Targeted
Audiences



Drive Community
Engagement



*"I love getting little age-appropriate messages on my phone that I know are **reliable and backed by science.**"*



BB BOOK BUDDY



CENTRAL IOWA VOLUNTEER HUB

Connecting nonprofits and volunteers
We make it easy to give back to your community



Contact Us

- Cheryl Werner
- Email: cheryl.werner@unitedwaydm.org

- Kate Bennett
- Email: kate.bennett@unitedwaydm.org



Ready on Day One!

**THE BIG
LIFT**



Agenda

- **TBL Overview**
- **Inspiring Summers**
- **Connecting Families to Community Resources**
- **Let's Read San Mateo County!** A partnership with the Oakland Literacy Coalition



The Big Lift

In San Mateo County, only 57% of students enrolled in public schools are reading proficiently by the end of 3rd grade.

The rate of reading proficiency drops to **27%** for students who qualify for free or reduced-price meals.

TBL Strategies

- **Instructional Quality Support** implementation of teaching practices that align with the science of reading in preschool to third-grade classrooms.
- **Family Engagement** Partner with families to provide resources and tools to bolster their children's literacy development, as well as encourage regular attendance in school.
- **Inspiring Summers** Provide academic and enrichment programs to prevent summer learning loss.



Inspiring Summers



THE ^{BIG}
LIFT

Program Design

- Each partnering district operates a minimum of 18 instructional days.
- Daily literacy skill building activities led by certificated teachers.
- Daily STEAM and mindfulness activities led by San Mateo County Library facilitators.
- Weekly fieldtrips and family engagement events.



Program Impact

- 39% of participating students are classified as English language Learners.
- 78% of participating students are included in the California Department of Education's unduplicated count.
- On average participating students have made 1.3 months of literacy gains.
- 90% of surveyed families stated their child gained self-confidence during the program.



Community Resources



BIG
THE
LIFT

Community Resources

- Weekly family engagement events
- CalFresh outreach
- Book giveaways
- Backpacks & School Supplies



Let's Read San Mateo County



**BIG
THE
LIFT**

Parent Website

- Comprehensive guide to reading and language development milestones for children from birth through 5th grade.
- Families can explore how reading works, practical ways to read with their child, and resources for additional support.
- Each page features videos, activities, and links to help families gain a deeper understanding of reading development.



letsreadsmc.org

English | Español | 中文 (简体) | Tagalog


A project of: **THE BIG LIFT**

LET'S READ
SAN MATEO COUNTY

How Reading Works ▾ Search By Age/Grade ▾ Reading Concerns ▾ Reading At Home ▾ About

LET'S READ
SAN MATEO COUNTY

A website developed to support young readers and their families



Contact information

ksullivan@smc.org

thebiglift.org

Letsreadsmc.org



THE BIG
LIFT

THEMES

Language

Vision

Family Supports (where families are...)

1. What more would you like to know about implementing these tools and strategies?
2. From the strategies shared, what resonates with you about your community needs and opportunities to further the work?
3. Where do you see connections that can be made within your own community (connections with the conversation leads or similar partners within your local area)?

