

# Parents Eager to Address Learning Loss: Lessons From the Field

February 23, 2021

The logo consists of a purple square with a thin black border. Inside the square, the text "The Campaign for" is at the top in a small font, "GRADE-LEVEL" is in the middle in a larger font, and "READING" is at the bottom in the largest font. All text is in a white, sans-serif font.

The Campaign for  
**GRADE-LEVEL**  
**READING**

# GLR Campaign's Approach to Parents

1

Helping parents to envision bold goals for their own children

2

Supporting parents in achieving those bold goals

3

Joining parents in marking progress and celebrating success

# Introductions



**Ambika Kapur**

Program Officer  
Carnegie Corporation of New York  
@CarnegieCorp

# Moderator

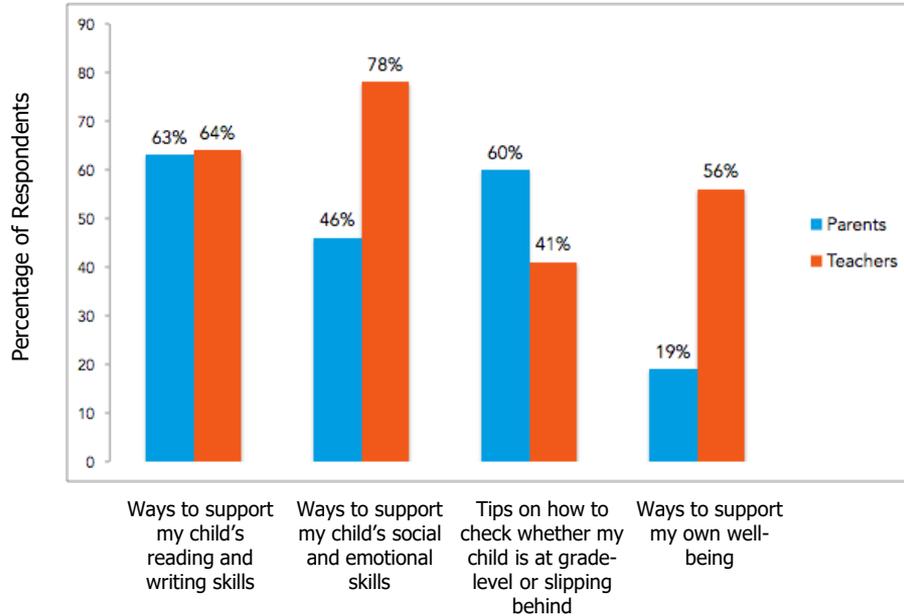


**Elisabeth O'Bryon**

Co-Founder & Chief Impact Officer  
Family Engagement Lab

***Analysis comparing teachers and parents -***

**What type of text messages would be most helpful for parents right now?**



# Co-Presenters



**Elizabeth Chu**

Executive Director  
Columbia University Center for  
Public Research & Leadership  
(CPRL)  
@ColumbiaLaw



**Claudia Medina**

Program Coordinator  
Alameda Unified School District  
@Pontelaspilas



**Jessica Lawrence**

Staff Policy Specialist for Family &  
Community Engagement  
Baltimore City Public Schools  
@BalCitySchools

# Co-Presenters



**Vidya Sundaram**  
Co-Founder & CEO  
Family Engagement Lab  
@vidya\_sundaram



**Helen Westmoreland**  
Director of Family Engagement  
National PTA

The **Center for Public Research and Leadership** is an education research and policy center housed at Columbia University.

We help school districts, state departments, and education nonprofit organizations respond to community and student needs with equitable, sustainable policies. Our program also prepares graduate students to be the next generation of education leaders and policy makers.



## Guiding Questions

With over 200 families, educators, family support and education advocacy organizations, and education thought leaders, we've explored these questions:

- What does **learning look like** for families?
- What **key innovations (both small and large)** have helped families navigate challenges and partner more effectively with their child's school and community?
- Looking to the spring, summer, and beyond, what **additional guidance and supports** are needed?

## Key Findings

**Every family is facing unique circumstances** based on their child's needs, their personal and professional obligations, and their family's risk tolerance, among other factors.

But discussions also revealed common findings regarding the **types of supports** families are seeking.

Families face an **“information overload”** and lack guidance on choosing a pathway that makes sense for their family

Months into the school year, **ensuring adequate supervision** for remote learning remains a significant challenge

**Too much screen time** is a recurring concern and families want to ensure opportunities for children to socialize and “be a kid”

Looking out for the entire family's **mental and emotional health** is key to sustaining children's learning and development

Families crave **more consistent partnership from schools** to track academic progress, prevent learning loss, and juggle responsibilities

## Zooming in on Family-School Partnerships

Our discussions also surfaced **specific areas of partnership** that families are seeking from teachers, staff, and school leaders in order to effectively support their children's learning and development.

Basic Needs	Communication	Academics	Connection	Problem Solving
<p>Families want help <b>meeting children's basic needs</b>, including childcare, food, housing, and digital access</p>	<p>Families seek <b>streamlined and clear communication</b> and <b>one person at the school</b> to go to with questions</p>	<p>Families want to understand the <b>key skills their children are learning</b> and <b>receive feedback</b> needed to target supports</p>	<p>Families seek ways to help their children <b>safely engage and connect with classmates and other peers</b></p>	<p>Families want to <b>problem solve with schools</b> in ways that are responsive to their children's needs</p>

# Upcoming GLR Learning Tuesdays Webinars:

## LEARNING LOSS RECOVERY CHALLENGE

The Role of Community Schools in Accelerating Learning & Learning Loss Recovery  
Tuesday, March 2, 3 p.m. ET/12 p.m. PT

## CRUCIBLE OF PRACTICE

Building a Community of Readers – A Spotlight on Lehigh Valley, PA  
Tuesday, March 9, 12:30 p.m. ET/9:30 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

Rapid Response: State Strategies to Implement High Dosage Tutoring  
Tuesday, March 9, 3 p.m. ET/12 p.m. PT

Please Join Us!

[gradelevelreading.net](http://gradelevelreading.net) @readingby3rd #GLReading #LearningTuesdays

