



## Communities Inventing, Innovating & Improvising

*We are deeply inspired by the many leaders and funders of the 300+ local community initiatives that are the Campaign for Grade-Level Reading (CGLR) who are improvising and innovating to attend to the urgent needs in their communities. Many kudos. – Ralph Smith*

### Objectives and Aspirations

Building on this year's *What's Working Community Challenge*, and in response to COVID-19, the Campaign for Grade-Level Reading invites GLR Communities to share their stories on how they are innovating and improvising to **support parent success** during this unprecedented challenge. The stories that we gather will be curated and shared across the network with the aspiration that communities will use them to generate new insights, inspire action and energize demand for strengthening the nation's systems of care, services and supports for families.

### Topics/Categories

Stories will capture how communities are responding — through formal systems and informal networks — to the reality that during a crisis, parents\* are more than the proverbial first teacher, brain builder, advocate and coach. They are the launch pad, the backbone and the backstop for their children. CGLR engaged a group of advisors from our GLR Network to help identify the various categories and dimensions of the challenges parents are confronting. We encourage you to align your stories to these, or add your own:

## 1. Continuity of Learning

- **Ongoing Supports for Learning:** Delivery and access to instructional materials, teachers, tutors, internet/connectivity, devices, etc.
- **Attention to Especially Vulnerable Students:** Special outreach and support for dual language learners, children with learning differences, struggling readers, students without adequate adult supervision, and/or those facing health- and trauma-related challenges.
- **Home/School Communication:** Increasing direct two-way parent/teacher communication utilizing multiple vehicles (e.g., telephone, email, apps, flyers, use of promotoras, etc., and in the appropriate languages).
- **Other**

## 2. Continuity of Support Services to Students

- Addressing student meals, student health, etc.
- Promoting play
- Providing tutoring supports
- Supplying technology supports
- Other

## 3. Supports for Families (Through Formal Systems and Informal Networks)

- Supports to families with very young children (0–3)
- Supports to immigrant, refugee, non-English speaking families
- Social/emotional support, managing stress, social interaction with peers
- Technical assistance on the use of technology, software, apps, etc.
- Connections to economic supports (income, food, housing security) for families
- Supports for family advocacy
- Parent coaching
- Supports for families where parents are required to work (either as essential workers or working due to financial hardship)
- Other

## 4. Other

We are especially interested in those stories that illuminate the myriad ways in which parents play a role as essential partners in preventing, mitigating and reversing student learning loss. These stories will help to inform the development of the Campaign for Grade-Level Reading's *Learning Loss Recovery Challenge*.

## Timeframe/Calendar: May — July 2020

**Week of May 18** WW 2.0 portal opens; communities are invited to upload their 350-word stories onto CLIP. We encourage communities to upload news articles, photos, blogs etc., to accompany each story.

**June 30, 2020** Portal for stories closes (8-week submission period) at the same time that we are wrapping up WWCC 1.0 and preparing for GLR Week.

**July 2020** Communities invited to review and reflect on Round 2 stories submitted.

**July 31, 2020** Wrap up *What's Working* rounds 1 & 2.

\*CGLR uses the short-hand term parents and “parent success” to refer to all of the adult family members who may be involved in raising a child, as well as family friends and neighbors who play a significant role in providing child care.



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