

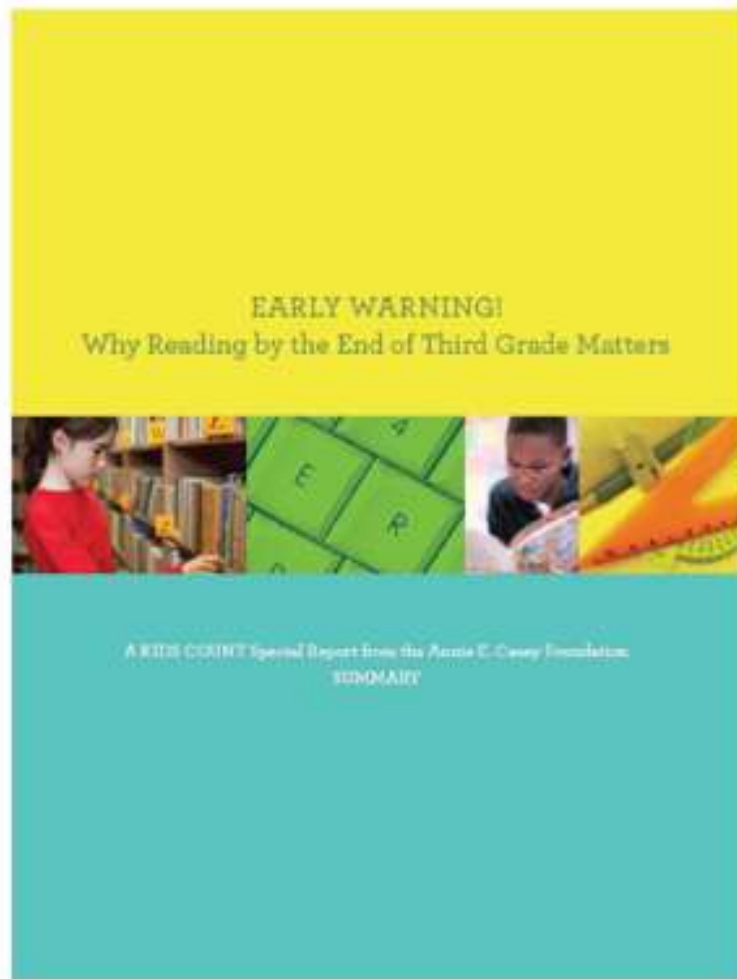


GET GEORGIA
READING

CAMPAIGN FOR GRADE LEVEL READING

A PLATFORM FOR ACTION ACROSS GEORGIA
DRIVEN BY A COMMON AGENDA TO
ACHIEVE THE SHARED EXPECTATION THAT
ALL CHILDREN IN GEORGIA ARE ON A PATH
TO 3RD GRADE READING PROFICIENCY.





EARLY WARNING!
Why Reading by the End of Third Grade Matters

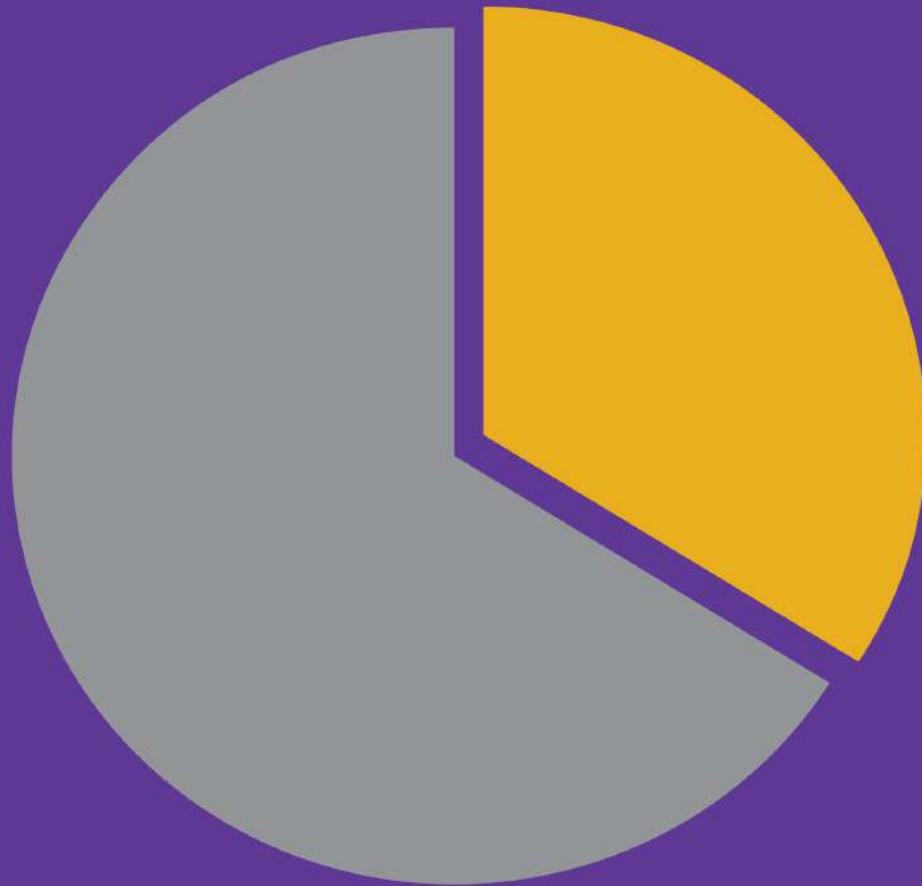
A KIDS COUNT Special Report from the Annie E. Casey Foundation
SUMMARY

2010

A KIDS COUNT
SPECIAL REPORT

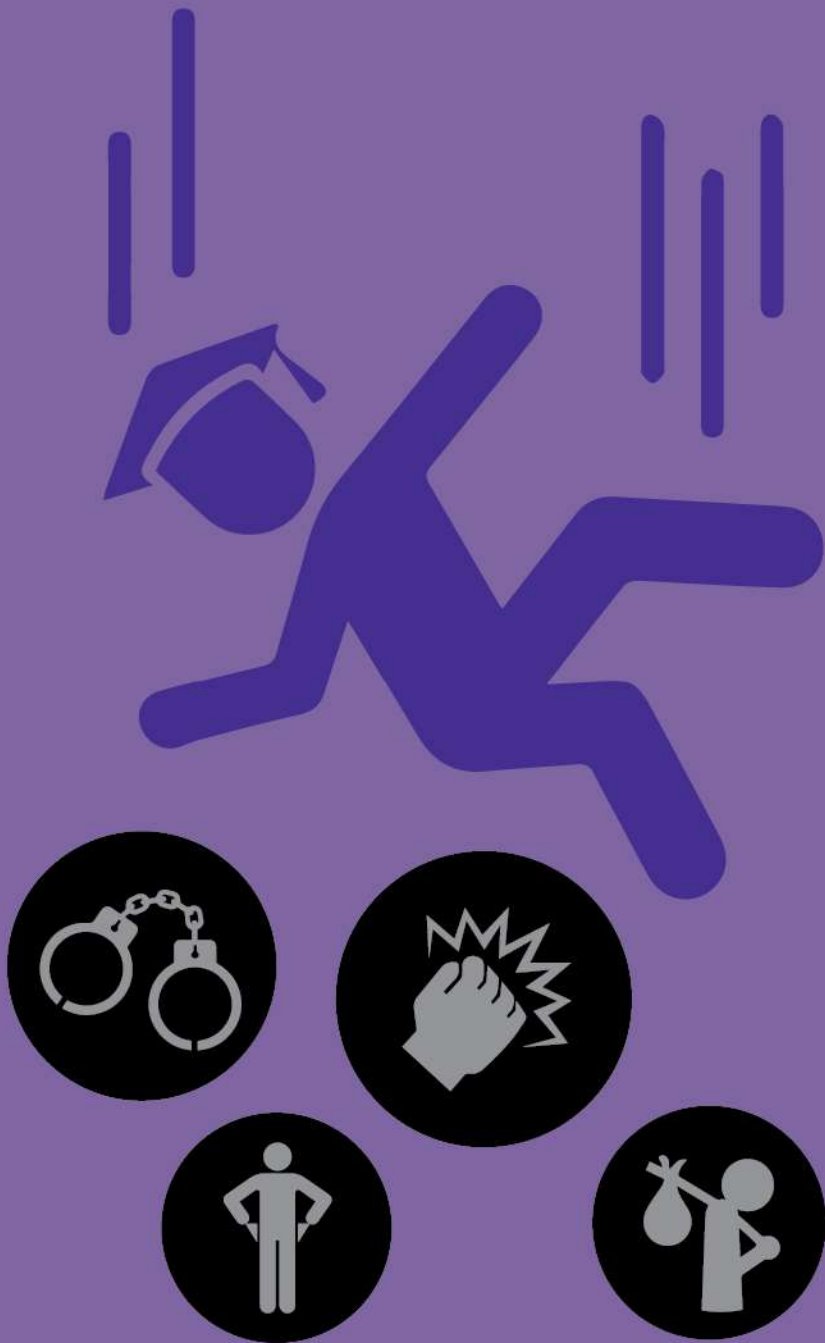
THE ANNIE E. CASEY
FOUNDATION

3RD GRADE READING PROFICIENCY IN GEORGIA



34%
READING
PROFICIENTLY

66%
NOT READING
PROFICIENTLY



STUDENTS WHO DON'T
READ PROFICIENTLY BY THE
END OF THIRD GRADE ARE

**4 TO 6 TIMES
MORE LIKELY
TO DROP OUT**

OF HIGH SCHOOL
COMPARED TO
PROFICIENT READERS.

3RD GRADE

IS WHEN CHILDREN MAKE THE SHIFT FROM



THE CHALLENGE.

What would you
have to believe to
imagine all kids on
a path to literacy
by the end of
3rd grade?

“Experts often
possess more data
than judgment.”

Colin Powell

DISEASES

There are always **determinants**.

Patterns are related to risk & protective factors that provide **clues** to help identify solutions.

DISEASES

There are always **determinants**.

Patterns are related to risk & protective factors that provide **clues** to help identify solutions.

LOW READING PROFICIENCY

There are always **determinants**.

Patterns are related to risk & protective factors that provide **clues** to help identify solutions.

FACTORS IMPACTING 3RD GRADE READING

?

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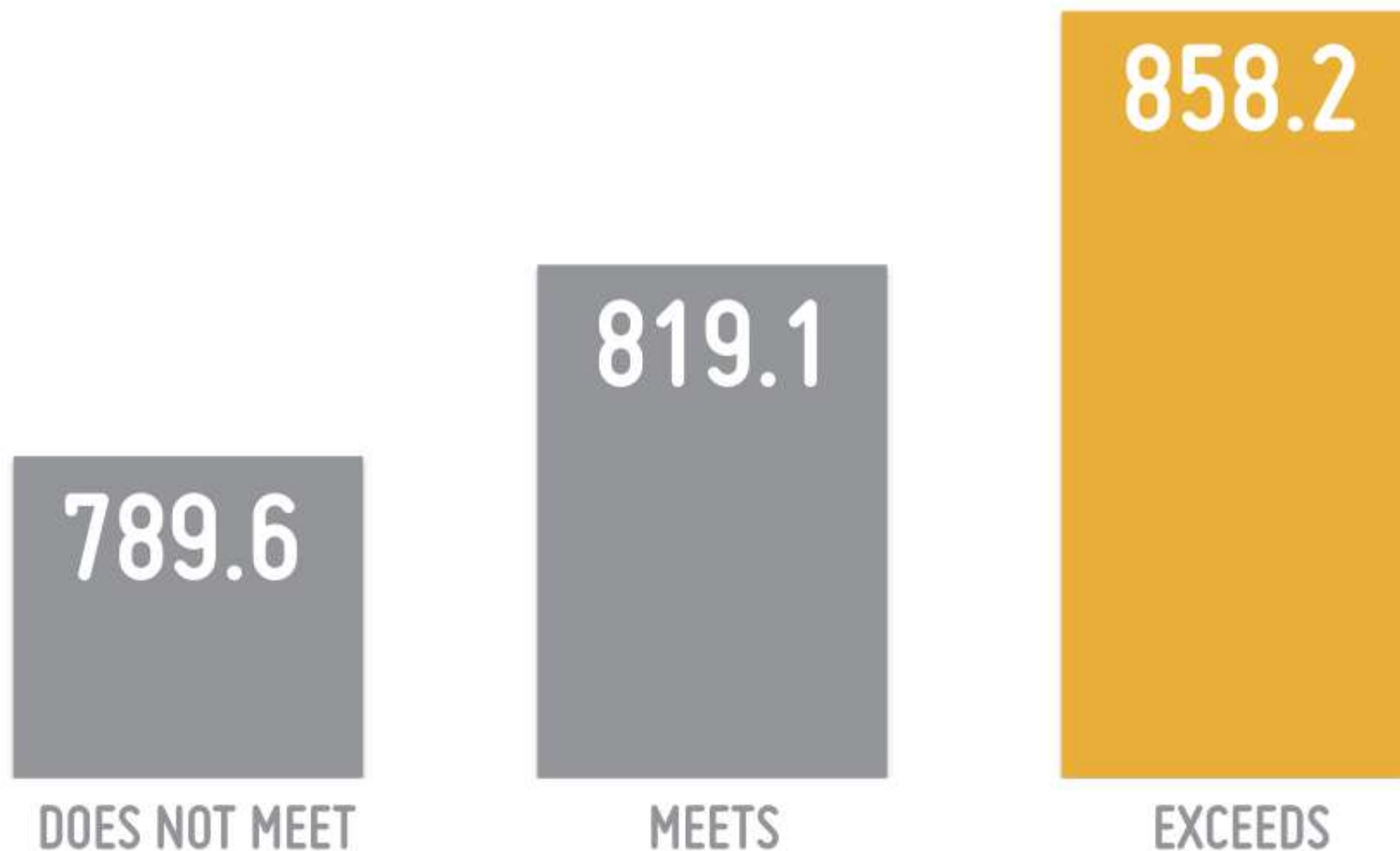
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MEAN 8TH GRADE MATH SCORES

BY 3RD GRADE READING OUTCOMES

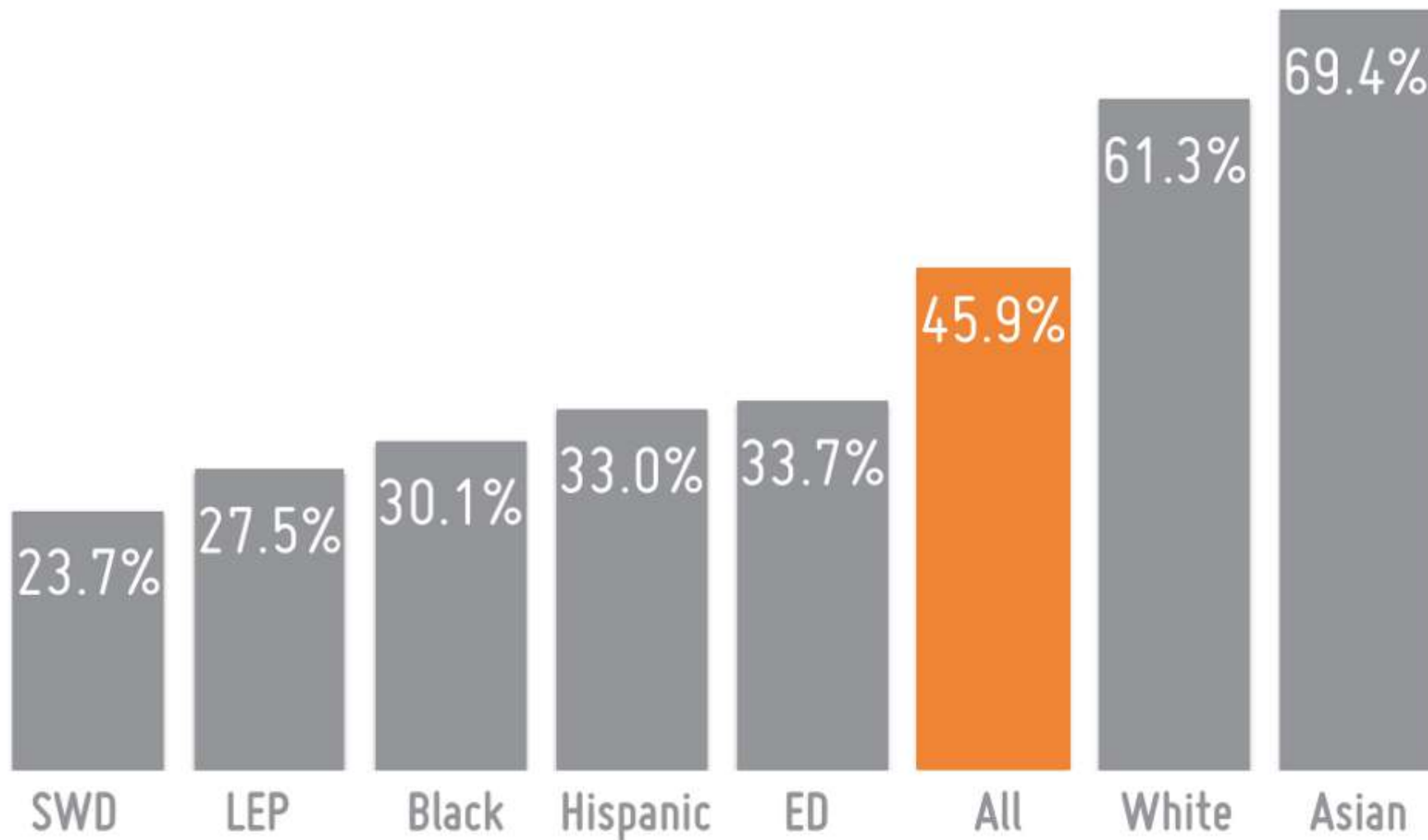


3RD GRADE READING SCALE SCORES

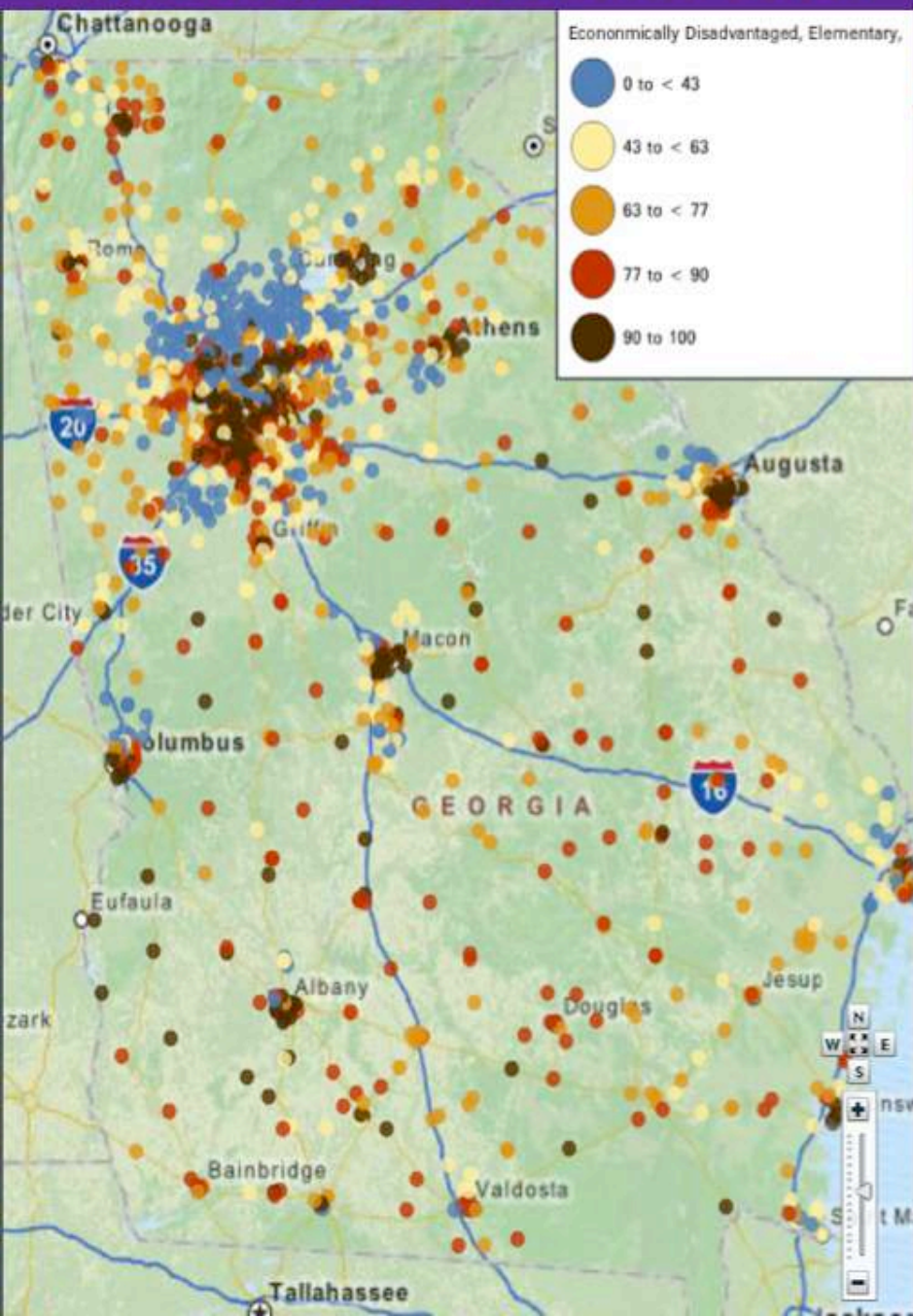
“You know, Mom,
every math problem
is a reading problem.”

4TH GRADE STUDENT
DECATUR, GA

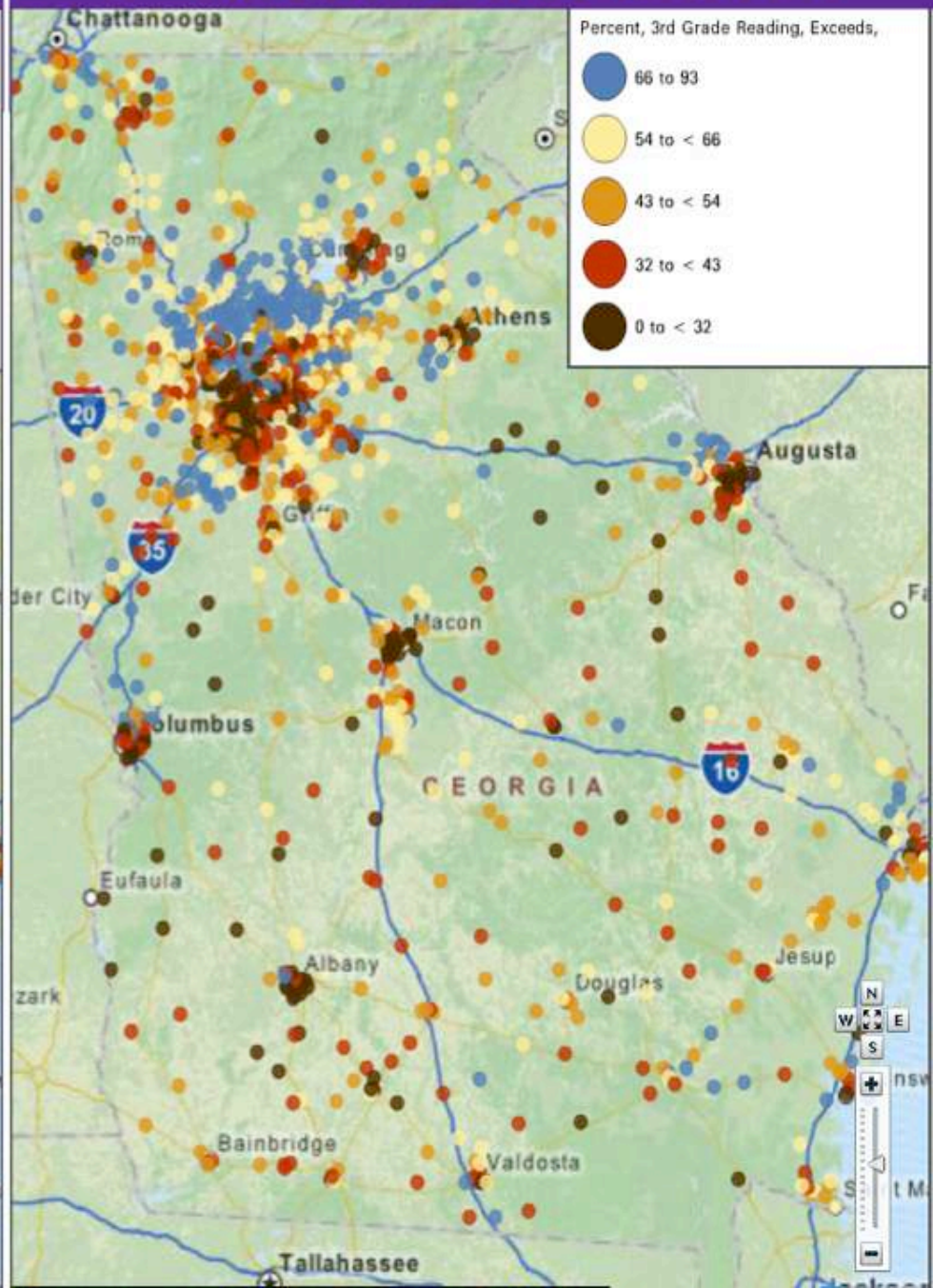
3RD GRADE READING EXCEEDS BY POPULATION SUBGROUP



ECONOMICALLY DISADVANTAGED



3RD GRADE READING EXCEEDS



Who Can Read on Grade Level After 3rd Grade?



of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



of kids with at-risk attendance
(missed more than 9 days both years)

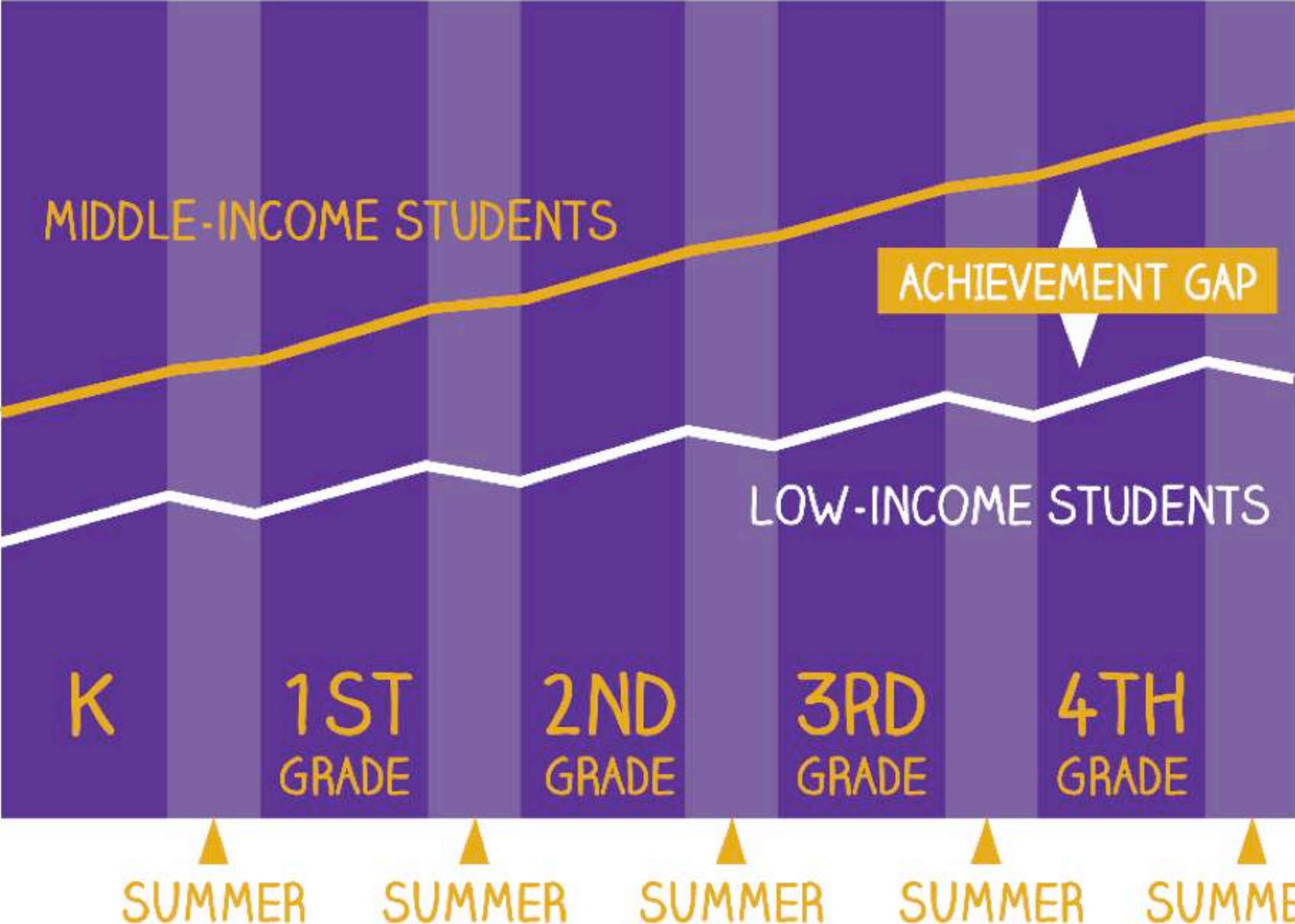


of kids chronically absent in K or 1st
(missed 18 or more days one year)

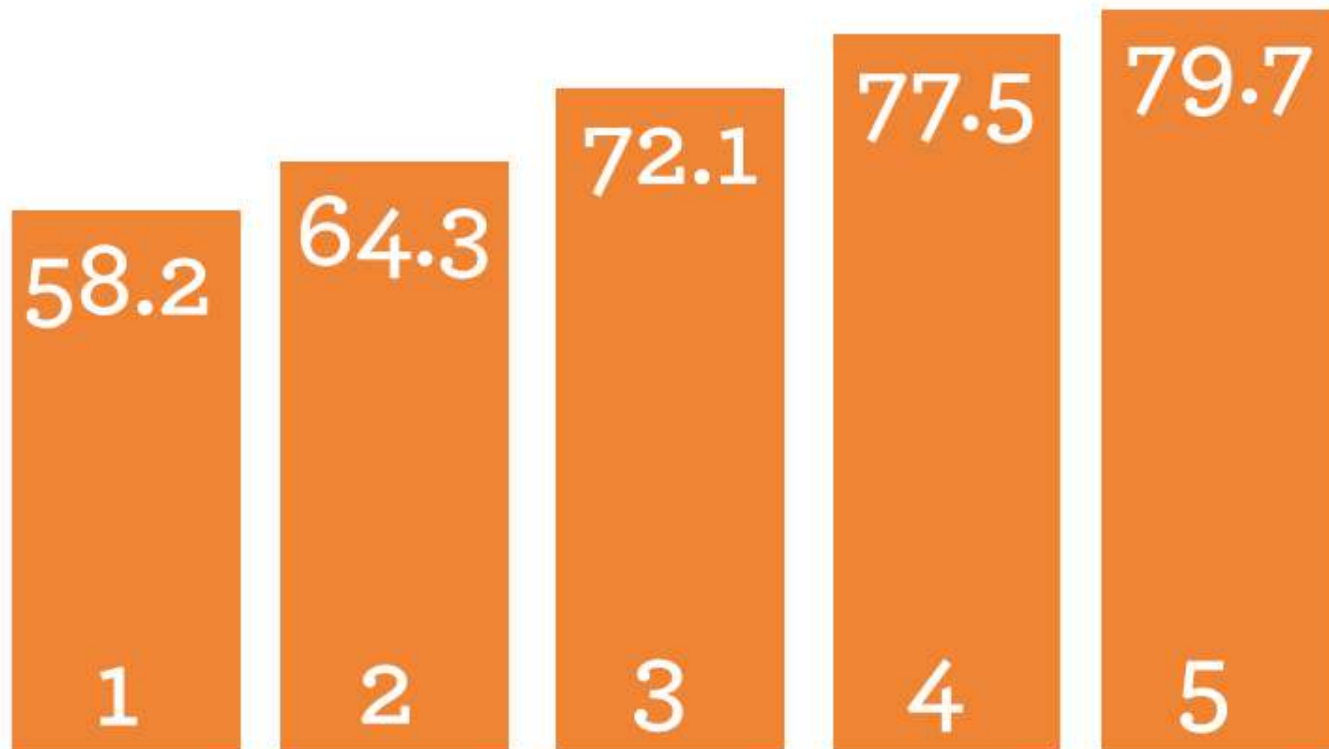


of kids chronically absent in K and 1st
(missed 18 or more days both years)

SUMMER READING ACHIEVEMENT



COLLEGE AND CAREER READY PERFORMANCE INDEX BY SCHOOL CLIMATE STAR RATING



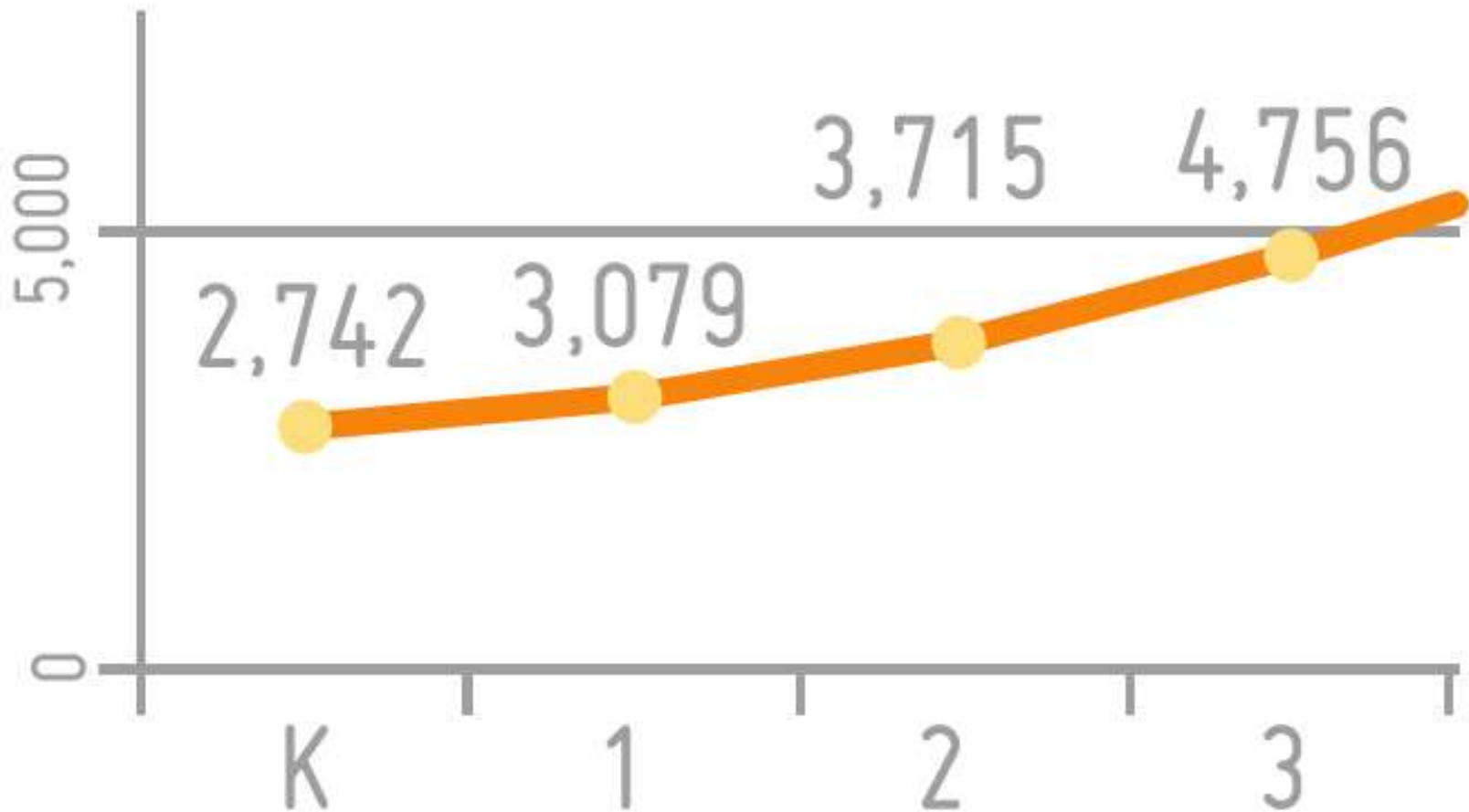
School Climate Star Rating

2013-2014 STATEWIDE DISCIPLINE OUT-OF-SCHOOL SUSPENSION BY GRADE LEVEL

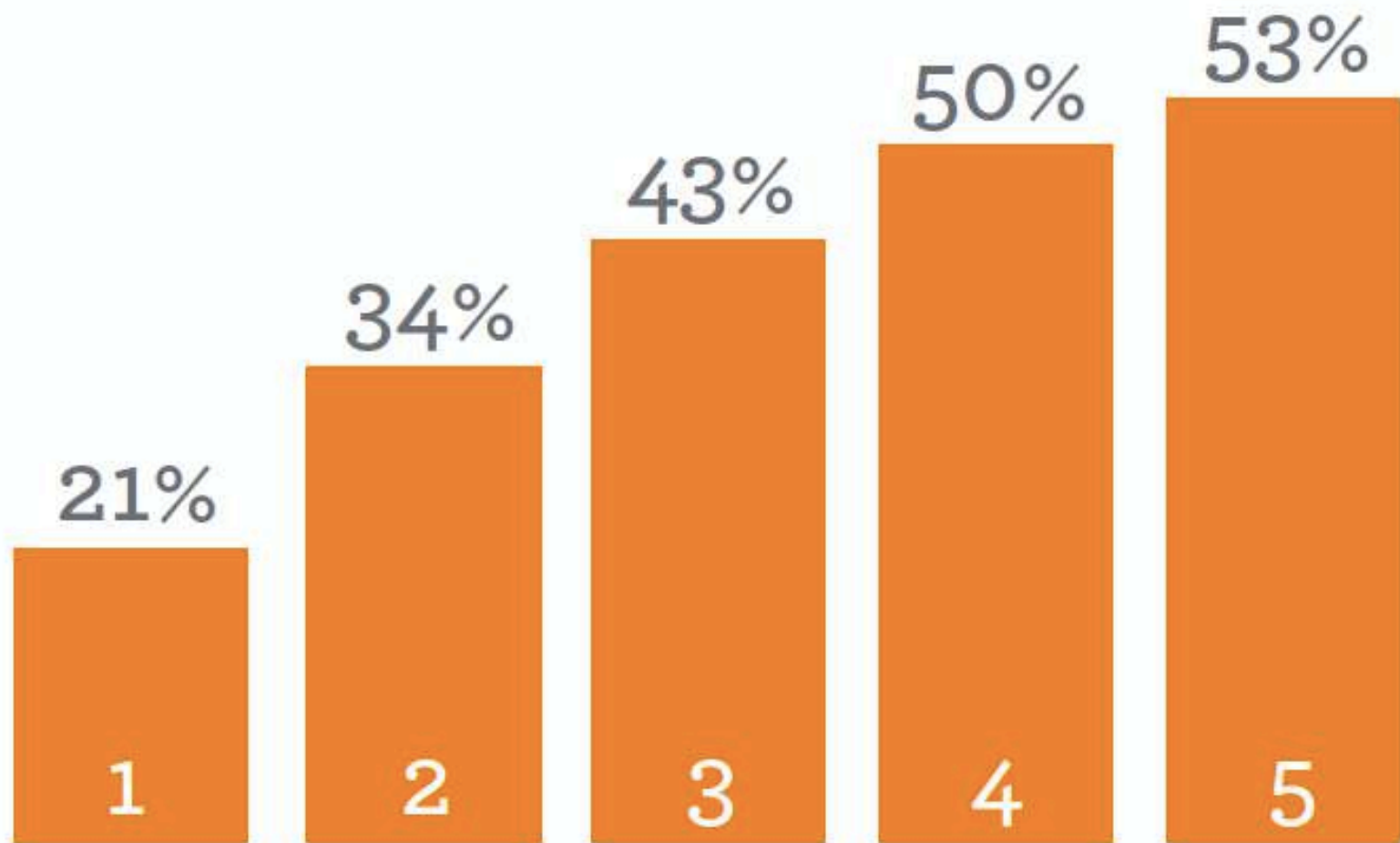


14,292 CHILDREN

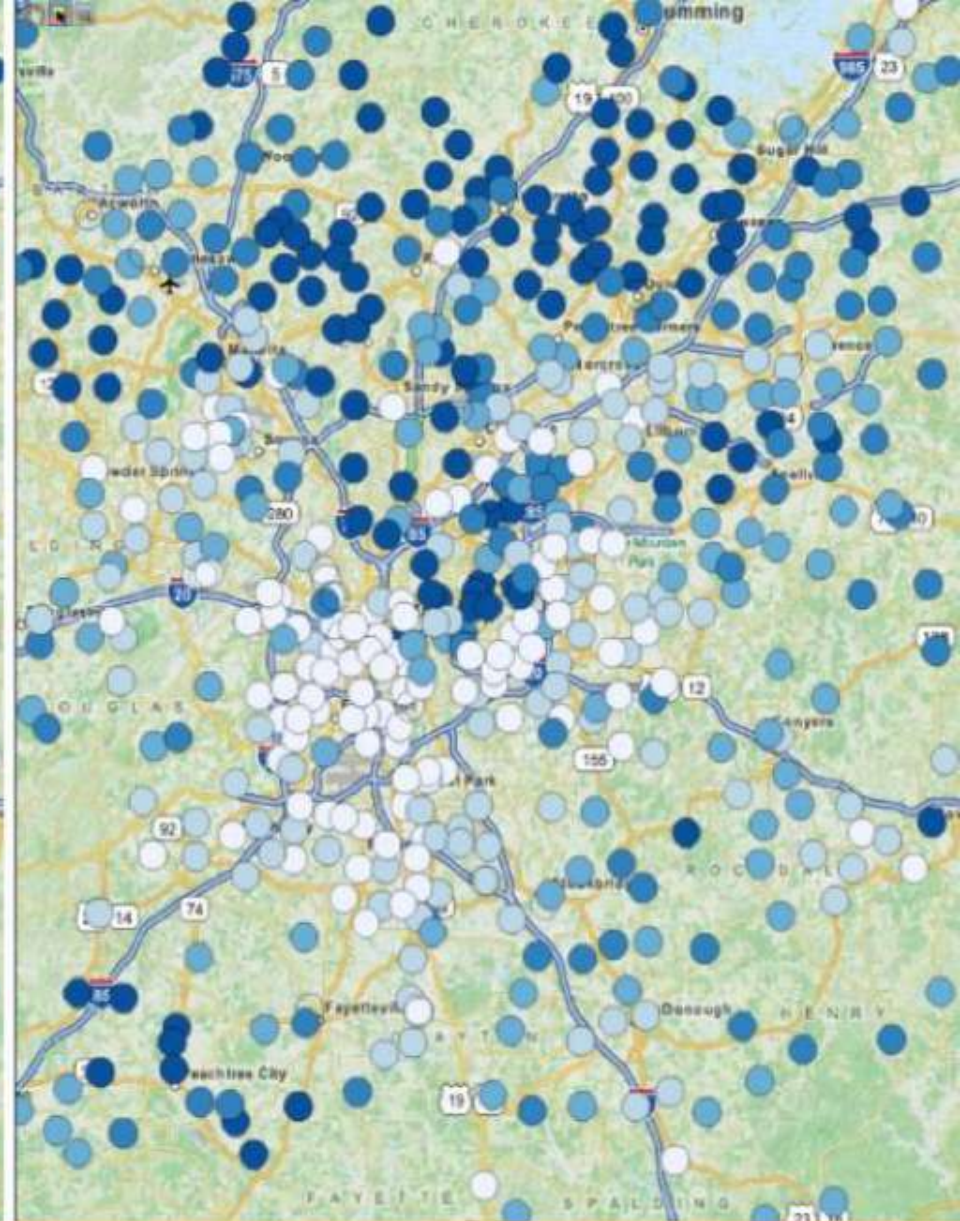
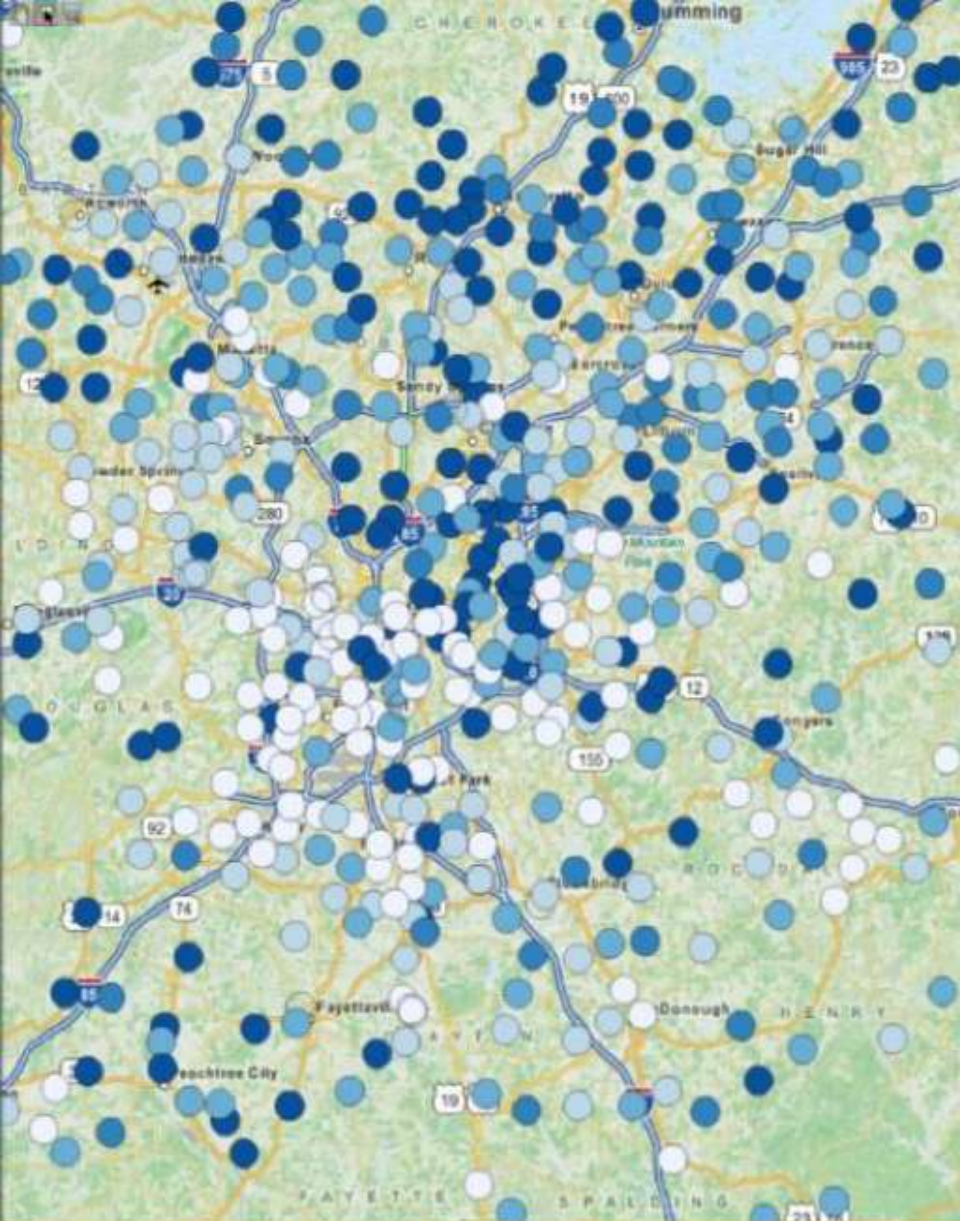
AGED 5-8 YEARS OLD, RECEIVED OUT OF SCHOOL SUSPENSIONS IN GEORGIA IN 2014



3RD GRADE READING EXCEEDS BY SCHOOL CLIMATE STAR RATING



School Climate Star Rating



Suspensions per 1,000 - 3rd grade, 2013
(dark blues are **lowest** suspension rate)

% Exceed - 3rd grade reading, 2013
(dark blues are **highest** exceed rate)



An **8 pt. increase** in reading scores in K and 1st grade would result in a **23% decreased** risk of conduct problems 30 months later — controlling for gender, income and baseline conduct problems.

Bennett, et al 2003

“Meaningful Differences”

	CHILD 1	CHILD 2	CHILD 3
WORDS HEARD BY AGE 3	13 MILLION	26 MILLION	45 MILLION
QUESTIONS PER HOUR	5	20	40
AFFIRMATIONS VS. PROHIBITIONS	5/11	12/7	32/5
VOCABULARY BY AGE 3	525	749	1,116

LISTENING VOCABULARY BY KINDERGARTEN

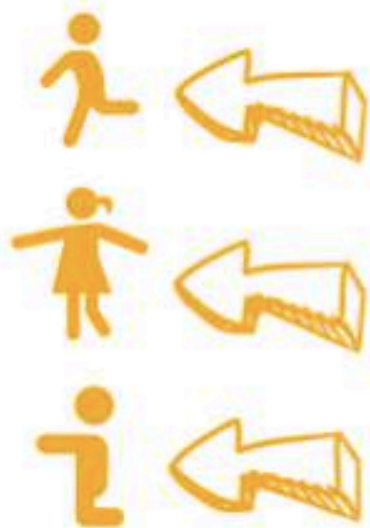
3,000
WORDS

20,000
WORDS

PRESCHOOL EXPULSIONS

OCCUR AT A RATE MORE THAN 3 TIMES
THAT OF GRADES K THROUGH 12

3X



“When children don’t have language, their behavior becomes their language.”

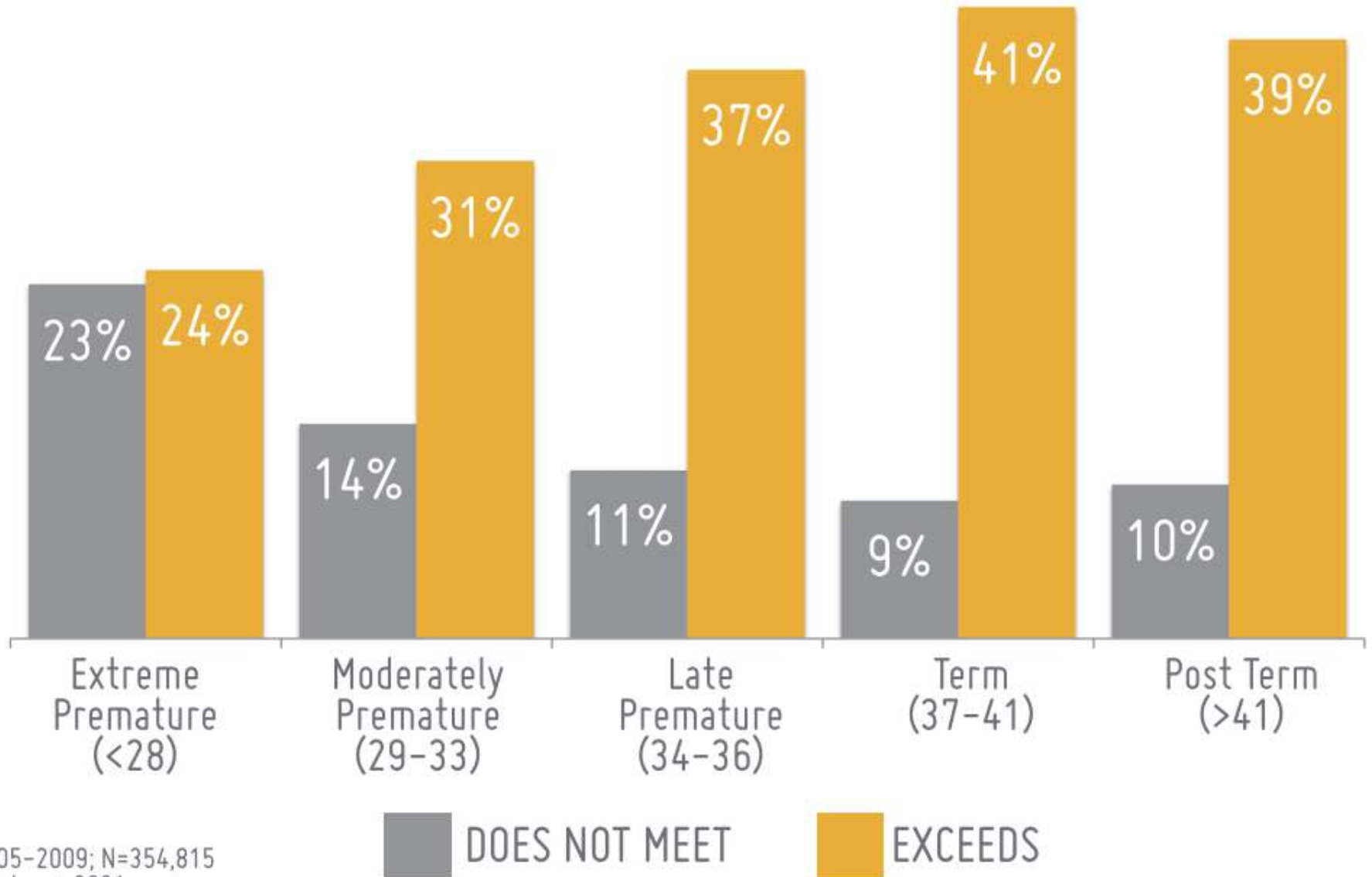
JUDGE PEGGY H. WALKER

DOUGLAS COUNTY JUVENILE COURT





1ST GRADE READING SCORES BY GESTATIONAL AGE



2005-2009; N=354,815
P value < .0001

FACTORS IMPACTING 3RD GRADE READING



SCHOOL
CLIMATE



K-3
DISCIPLINE DATA



ATTENDANCE



ECONOMICALLY
DISADVANTAGED

PERCENT OF
CHILDREN RECEIVING
SUBSIDIES ENROLLED
IN QUALITY RATED
CHILD CARE



CHILD CARE
CLIMATE



CHILD CARE
TEACHER
QUALIFICATIONS



EARLY LANGUAGE
EXPOSURE
& DEVELOPMENT



PRETERM
BIRTH



LOW BIRTH
WEIGHT



MATERNAL
EDUCATION



HEALTHY
LEARNING
ENVIRONMENT

How do you
create conditions
so that each child is
on that path?

FOUR PILLARS



FOUR PILLARS



FOUR PILLARS



FOUR PILLARS



FOUR PILLARS





All children receive abundant language-rich adult-child interactions, which are as critical for brain development as healthy food is for physical growth.



All children & their families have access to, and supportive services for, healthy development and success in high-quality early childhood and elementary education.



All educators, families, & policy-makers understand & address the impact of learning climate on social-emotional development, attendance, engagement, and ultimately, student success.

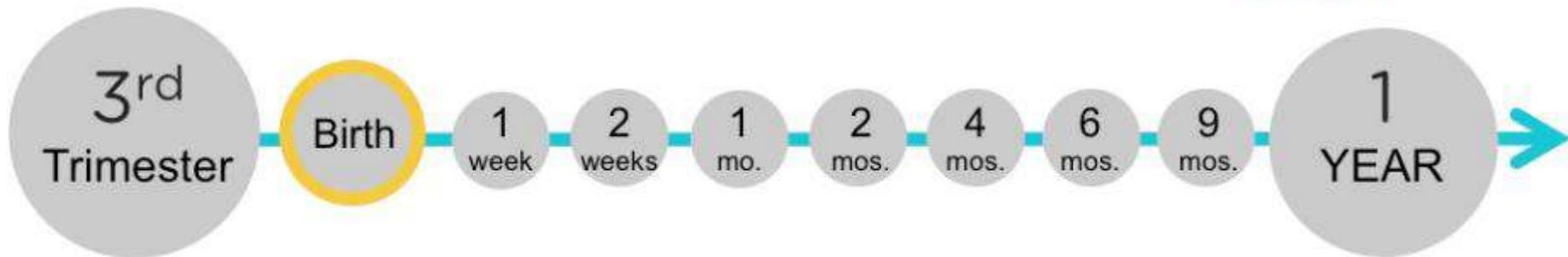


All teachers of children ages 0-8 are equipped with evidence-informed skills, knowledge & resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.

TALK
WITH ME
BABY



Nursing workforce will be trained to **educate and coach** expectant and new parents about **why and how** to talk with their babies.



Why nurses?

99%

of all **expecting and new parents** are seen by nurses in this time frame.

Videos will be shown
in **every WIC office** —
where **60%** of all new and
expecting parents visit



Public action campaign,
including resources and
reminders for parents.

Coming soon!

A mobile app with reminders
and instructional videos





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ACCESS

THE SIX KEYS TO ACCESS



AWARENESS

Population is informed that the service exists and what it provides



AFFORDABLE

Prices of services meets population ability to pay



ACCESSIBLE

Location of supply aligns with population location/demand



AVAILABLE

Size or volume of the supply meets population needs



ACCOMMODATING

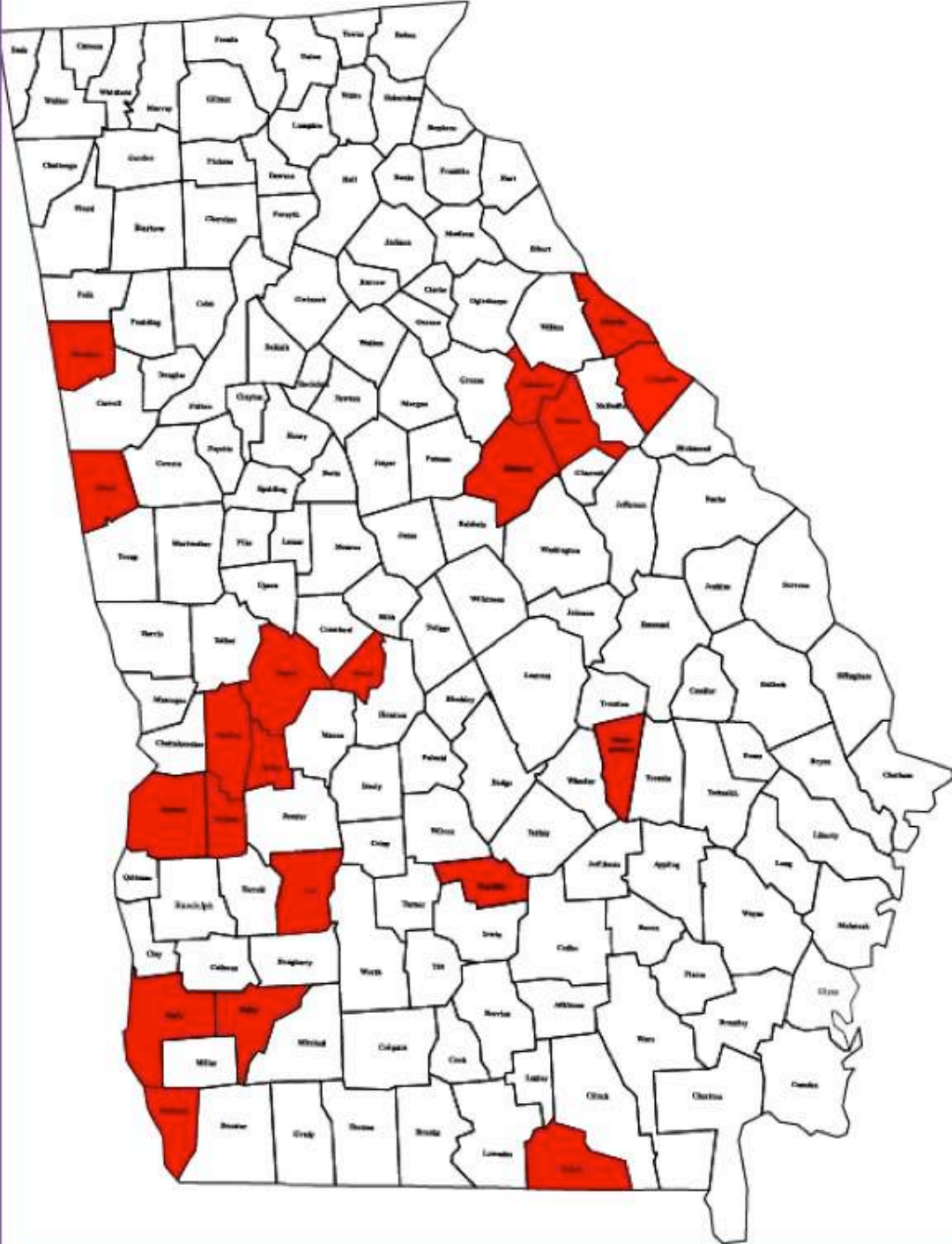
Delivery of service meet population needs



ACCEPTABLE

Characteristics of service providers & population are receptive to each other

ACCESS TO SUMMERTIME NOURISHMENT



The law of crappy
systems trumps
the law of crappy
people (Pfeffer and Sutton,
2006)





PARENTS OF 4 & 5 YEAR-OLDS

TEXT GAREADY4K TO 313131

TO RECEIVE TIPS, FACTS & RESOURCES FOR PRE-K & KINDERGARTEN



GET GEORGIA
READING





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POSITIVE LEARNING CLIMATE

Just as workplace climate impacts attendance, happiness, and productivity—when children feel safe, welcome, and have positive relationships with adults in school, they're more likely to attend school, behave appropriately, and learn.

Culture eats
strategy for
breakfast.

-PETER DRUCKER

If a child doesn't know how to swim,
we teach.

If a child doesn't know how to tie their
shoes, **we teach.**

If a child doesn't know how to
multiply, **we teach.**

If a child doesn't know how to behave,
we...

If a child doesn't know how to swim,
we teach.

If a child doesn't know how to tie their
shoes, **we teach.**

If a child doesn't know how to
multiply, **we teach.**

If a child doesn't know how to behave,
we...punish?

Good Behavior Must Be Taught
just as any other skill is taught and practiced

It does not make sense
to punish a child for not
knowing how to behave if
we have not taught them.

GOOD BEHAVIOR IS LEARNED

GEORGIA'S RESPONSE
TO THE NEED FOR POSITIVE
EARLY LEARNING CLIMATES

Children develop critical social-emotional skills thru age 8



Confidence



Relationships



Persistence



Communication



Attentiveness



Problem-Solving



FROM:



Early child care
environment

VS

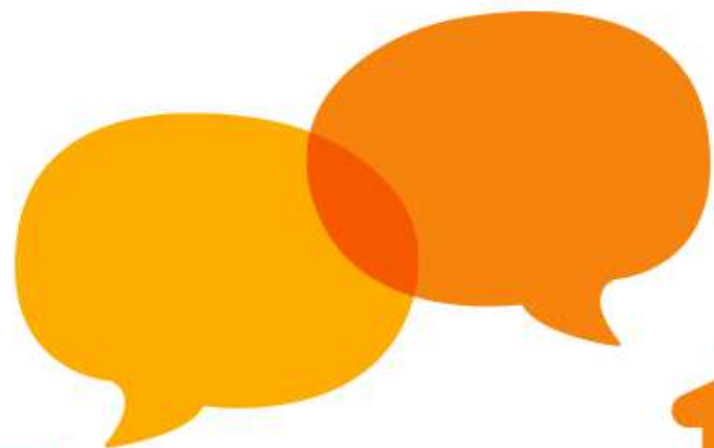


School environment

TO:



Early child care
environment



School environment



PROGRAMWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

- Birth-age 5
- Focused on social, emotional and behavior development to prevent/respond to challenging behavior
- Classroom implementation
- Implementation with fidelity relies on 9 critical elements with emphasis on classroom practice-based coaching
- Social emotional learning strategies taught as part of the pyramid practices
- All three tiers implemented together
- Acknowledgement system is on-going, positive feedback to both individual children and whole group



SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

- K-12th grade
- Focused on preventative/proactive practices to improve school climate
- Starts with building a foundation using school-wide implementation and then layers classroom support based on need
- Implementation with fidelity relies on 10 critical elements
- Social skills instruction occurs through teaching of expectations and rules
- Three tiered continuum—school/class, groups, individuals students
- Acknowledgment system includes group and individual components



Social emotional learning strategies taught as part of the pyramid practices

School staff and teachers are trained on classroom management strategies for all students as well as social emotional, developmentally appropriate practices to support students in K - 3rd grade

Social skills instruction occurs through teaching of expectations and rules

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool PBIS
to integrate
social emotional
learning strategies
supporting social,
emotional and
behavior
development

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool PBIS
to integrate
social emotional
learning strategies
supporting social,
emotional and
behavior
development



Blended with
school-wide
PBIS training to
improve school
climate and
increase reading
proficiency
by 3rd grade

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool PBIS to integrate social emotional learning strategies supporting social, emotional and behavior development



Blended with school-wide PBIS training to improve school climate and increase reading proficiency by 3rd grade



3rd grade reading proficiency in a positive school climate increases likelihood of high school graduation



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GEORGIA'S EXPECTATION OF ALL
KIDS ON A PATH TO 3RD GRADE
READING PROFICIENCY REQUIRES
SUSTAINING GAINS MADE FROM
THE EARLY YEARS THROUGH THE
EARLY GRADES.

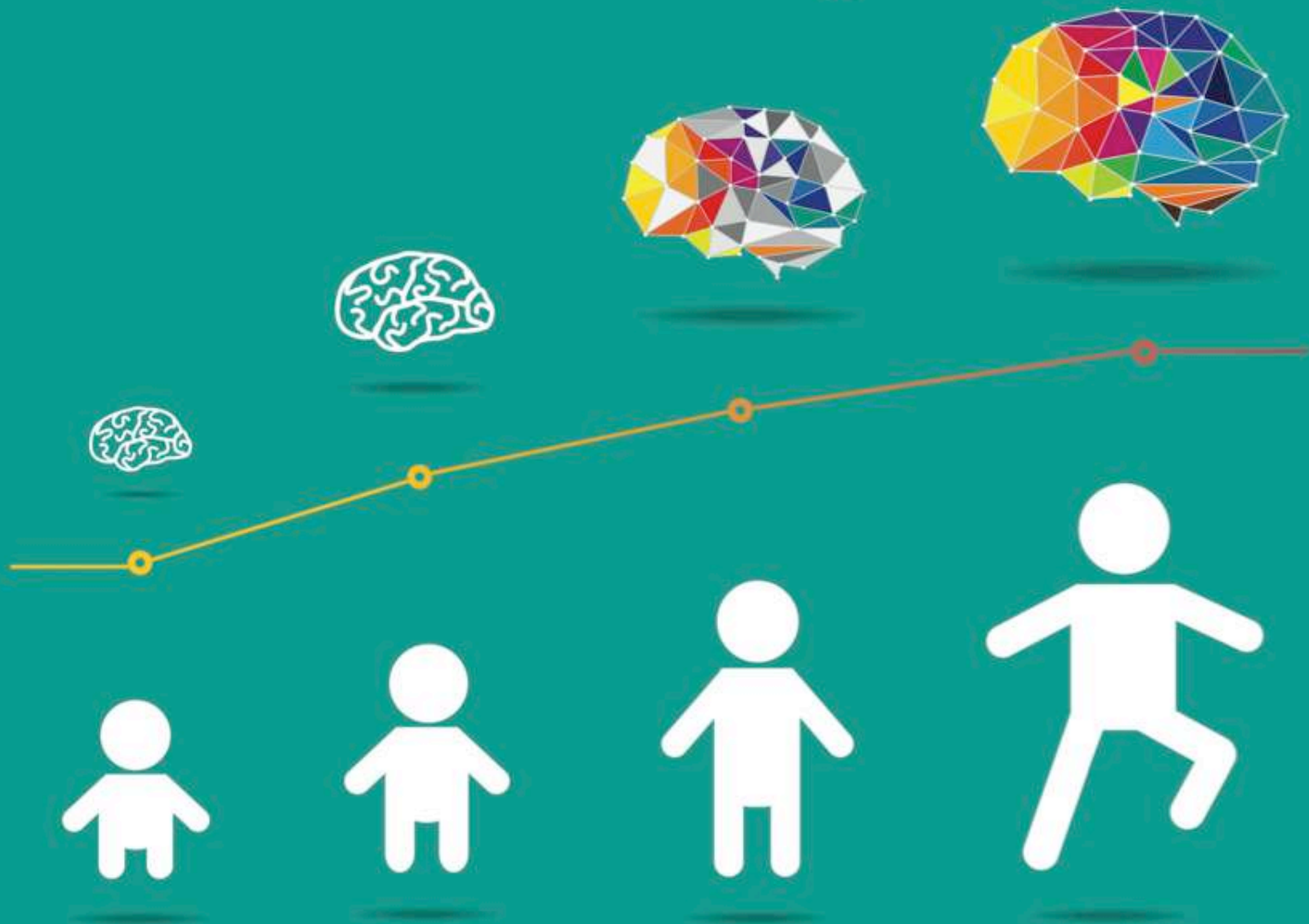
“EARLY LEARNING” = BIRTH TO AGE 8



BIRTH 1YEAR 2YEARS 3YEARS 4YEARS 5YEARS 6YEARS 7YEARS 8YEARS



Social connections provide fuel for the brain to grow





**Falling in love with
the social world**



**Seeking out social
connections with words**



**Succeeding in
a range of
social settings**

How can we support this growth?

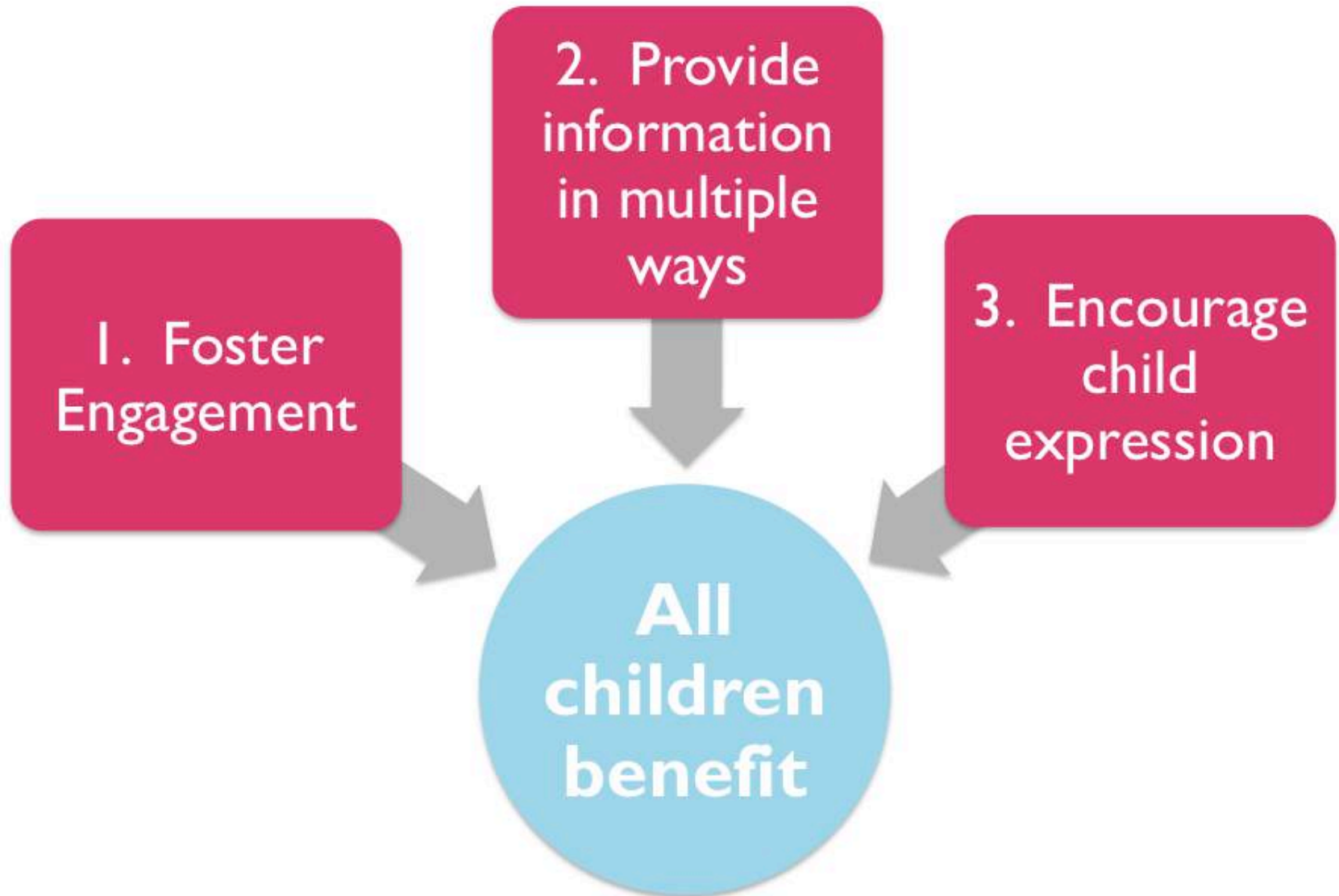


Falling in love with the social world

Seeking out social connections with words

Succeeding in a range of social settings.

A universal design for learning can foster social connections for *all* children

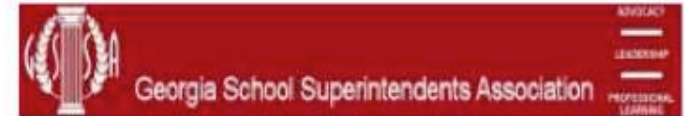




“Growing Readers”

Get Georgia Reading Campaign Cabinet

Reach the People Who Reach the People





GET GEORGIA
READING

COMMON AGENDA FOUR PILLARS

CAMPAIGN HOST:
GEORGIA FAMILY
CONNECTION
PARTNERSHIP

CAMPAIGN CABINET

CAMPAIGN
COORDINATION
& SUPPORT



LANGUAGE
NUTRITION



ACCESS



POSITIVE
LEARNING CLIMATE



TEACHER
PREPARATION

STRATEGIC COMMUNICATION

DATA & RESEARCH



Talk With Me Baby



Quality Rated

GaReady4K

Healthcare Access

myON

Lunch at the Library



PBIS Blended Model

PBIS K-12 Expansion

PBIS Pyramid Model in PreK



Social Emotional Learning

Growing Readers

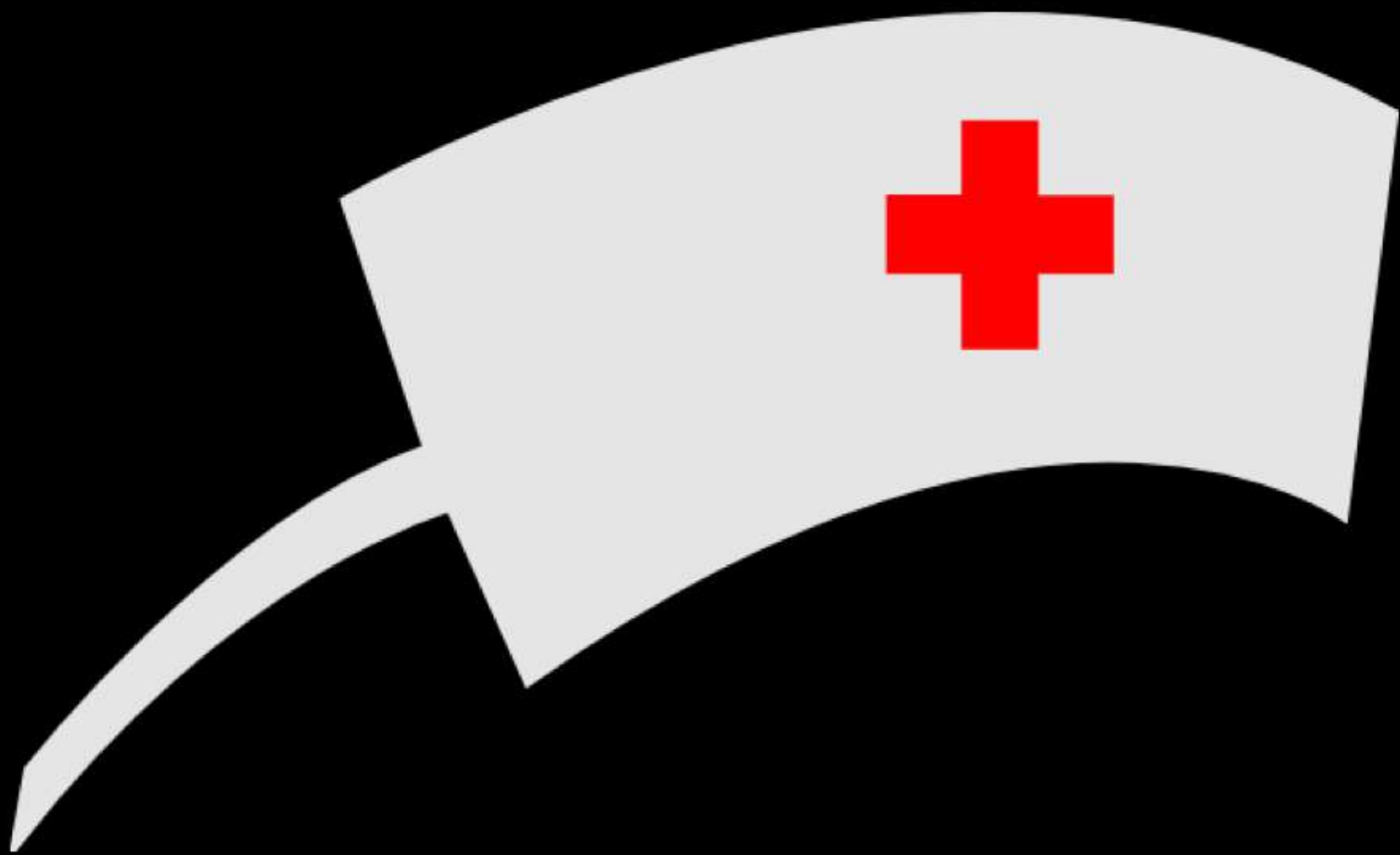
Read Right From the Start

Early Education Empowerment Zones

Georgia Innovation Fund















FOUR PILLARS



YOUR INVITATION TO
#GETGAREADING

FOUR PILLARS



Join the campaign to get Georgia reading.

Sign up today to share your story and
download your partner badge at

getgeorgiareading.org



GET GEORGIA
READING

CAMPAIGN FOR GRADE LEVEL READING

PARTNER