By 2020, all children in Georgia will be on a path to reading proficiently by the end of 3rd grade.
We are at a critical point in time when it comes to preparing Georgia’s next generation of leaders.

Why? Because right now, nearly two-thirds of Georgia’s children are not reading proficiently by the end of third grade.

Low achievement in reading affects our economy, our safety, and our health.

Third grade is when children are expected to make the shift from learning to read to reading to learn. Children unable to make this shift face serious barriers for future learning, because they can’t grasp half of the printed curriculum in fourth grade and beyond, including math and science. As a result, these children fall even further behind.

Children who can’t read proficiently by the end of third grade are more likely to experience poor health, have discipline problems, perform poorly in eighth-grade math, become teen parents, and drop out of school. As adults, they’re more likely to spend time in prison, struggle with unemployment, and face shorter life expectancies.

It’s time to take on third-grade reading proficiency—not only as an education issue, but as an urgent priority for all who care about children’s health and well-being.
FACTORS THAT AFFECT CHILDREN’S ABILITY TO READ PROFICIENTLY

- Preterm Birth
- Child Care Teacher Qualifications
- Maternal Education
- School Climate
- Attendance
- Children Living in Poverty
- Low Birthweight
- Out-of-School Suspension
- Summer Learning Loss

- Quality Child Care Access
- Child Care Climate
- Children’s Mental Health
- Early Brain Development
- Sensory Pathways (Vision, Hearing)
- Higher Cognitive Function
- Language
- First Year
- Aerobic Capacity
- Early Language Exposure & Development
A Data-Driven Approach

Get Georgia Reading partners recognize that literacy is much more than an education issue. Our efforts to change long-term outcomes and consequences must begin early—long before children enter kindergarten.

The partners looked at root causes for why a child might not be reading. This new approach led to a focus on early brain development and language-rich interactions with infants and toddlers, school attendance, summer learning loss, and the influence of physical and mental health on all aspects of learning and development.

These investigations reveal that far too many children in Georgia lack access to quality health care, housing, nutrition, and supportive learning environments. And far too many children experience the trauma of stress and violence in their homes and neighborhoods, inhibiting their ability to learn and grow.

Children cannot learn when they are hungry, sick, or scared.
**THE FOUR PILLARS**

**ACCESS**
All children and their families have year-round access to, and supportive services for, healthy physical and social-emotional development and success in high-quality early childhood and elementary education.

**POSITIVE LEARNING CLIMATE**
All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, and ultimately student success.

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

**TEACHER PREPARATION & EFFECTIVENESS**
All teachers of children ages 0 – 8 are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.
### The Six Keys to Access

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Awareness</strong></td>
<td>Population is informed about services that exist and what they provide</td>
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<tr>
<td><strong>Affordable</strong></td>
<td>Cost of services meets population’s ability to pay</td>
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<tr>
<td><strong>Accessible</strong></td>
<td>Location of supply is geographically within the population’s reach</td>
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<tr>
<td><strong>Available</strong></td>
<td>Size or volume of the supply meets population needs</td>
</tr>
<tr>
<td><strong>Accommodating</strong></td>
<td>Delivery of services is designed to improve population outcomes</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Characteristics of service providers and population are receptive to each other</td>
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### Challenging Conventional Approaches

The four pillars provide a shared language and understanding of what a successful path to reading proficiency—starting from birth—looks like.

Campaign partners are using these research-based pillars as a framework to challenge conventional approaches and support collective action in communities throughout the state.

Strategies for supporting language acquisition, improving early learning and elementary school environments, and increasing alignment of curriculum and teaching methods from preschool through third grade are just some examples of this new way of working to get all children on the path to literacy.

We can only reach the 1 million children under age 9 who live in Georgia if communities across the state join this effort by identifying and addressing the needs of children in their area, and then applying the four pillars to build on their existing resources.

1 million children under age 9 live in Georgia
WHAT YOU CAN DO TO #GETGAREADING

1. Talk, read, sing, and play with kids—especially babies—all the time.
2. Help make kids feel safe, supported, and ready to learn both at home and in school.
3. Help promote access to healthy foods, healthy environments, and healthy development.
4. Support developmentally informed approaches for teaching and learning from ages 0-8.

ROLES OF THE CAMPAIGN

1. Identify and make sense of factors that affect children's ability to read
2. Connect and support decision-makers in moving from a sector-focused approach to a population-focused approach
3. Use data to change the conversation and align policies and investments to strengthen the four pillars
4. Inspire collective action and innovation to create the conditions essential for success
5. Celebrate partner successes and clearly communicate possibilities to realize the common agenda across the state
Our kids have a vocabulary of over 1,100 words by age 3. Parents and caretakers talk, read, sing, and play with our kids all the time. Our kids adore their families and teachers. Let's help our kids learn to read by third grade. With the ability to read, our kids can learn anything.

Parents and caretakers talk, read, sing, and play with our kids all the time. Our kids love to read books every night before bed. Our kids have great peer relationships. In the summer, our kids go to camp and read one book a week. Our kids have a listening vocabulary of 20,000 words by kindergarten. Our kids enjoy going to school. Our kids can read proficiently by third grade. Our kids learn problem solving. Our kids are able to see clearly, breathe easily, and eat healthily.

CRITICAL BRAIN DEVELOPMENT & THE FOUNDATION FOR LANGUAGE & LITERACY

EARLY LANGUAGE EXPOSURE & NURTURING RESPONSIVE RELATIONSHIPS WITH ADULTS

SUMMER LEARNING

READING PROFICIENTLY

PREPARED & READY FOR SCHOOL

QUALITY CHILD CARE, HEALTH CARE, & NUTRITION

STRONG VOCABULARY & SELF-REGULATION SKILLS

SOCIAL-EMOTIONAL DEVELOPMENT & POSITIVE SOCIAL INTERACTIONS

ENGAGING CLASSROOMS

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Getting more kids to read takes more than good schools, more than great teachers, and more than loving parents. It takes all of us working together.

JOIN US ON THIS JOURNEY TO GET GEORGIA READING.

getgeorgiareading.org

#GetGAReading