

BY 2020,
ALL CHILDREN
IN GEORGIA
WILL BE ON A PATH TO
READING
PROFICIENTLY
BY THE END OF
3RD GRADE.



GET GEORGIA
READING

CAMPAIGN FOR GRADE-LEVEL READING

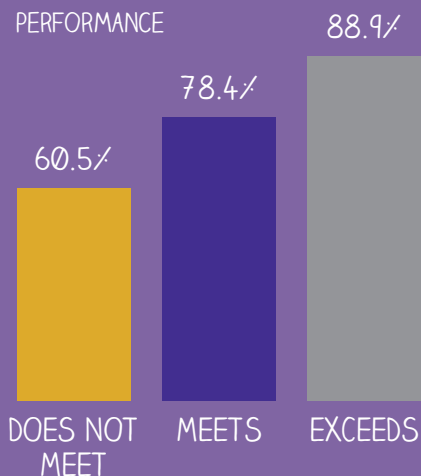


STUDENTS WHO DON'T
READ PROFICIENTLY BY THE
END OF THIRD GRADE ARE
**MORE LIKELY TO
DROP OUT**
OF HIGH SCHOOL
COMPARED TO
PROFICIENT READERS.

LEARNING
TO READ → READING
TO LEARN

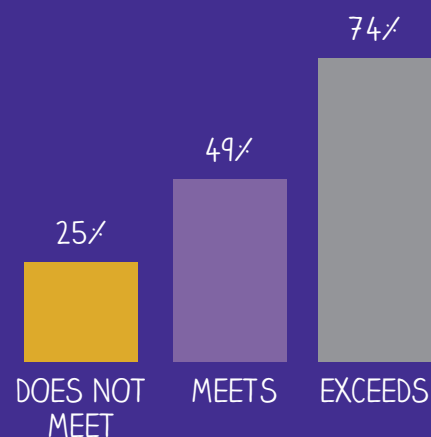
HIGH-SCHOOL GRADUATION IN GEORGIA, 2016

BY 3RD GRADE READING
PERFORMANCE



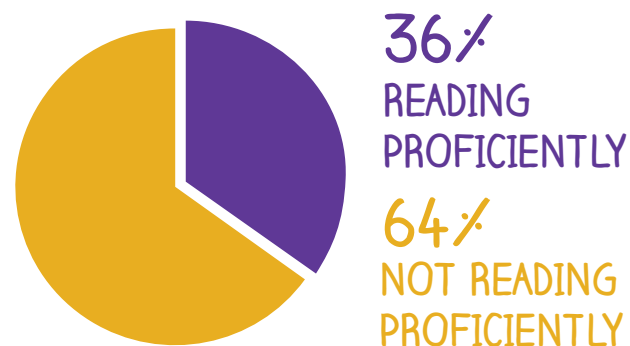
ACT/SAT PARTICIPATION RATE IN GEORGIA, 2016

BY 3RD GRADE READING
PERFORMANCE



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.



Georgia Milestones ELA, 2017

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



SUMMER
LEARNING LOSS



K-3
OUT-OF-SCHOOL
SUSPENSION



ATTENDANCE



CHILDREN LIVING
IN POVERTY



QUALITY
CHILD CARE
ACCESS



CHILD CARE
CLIMATE

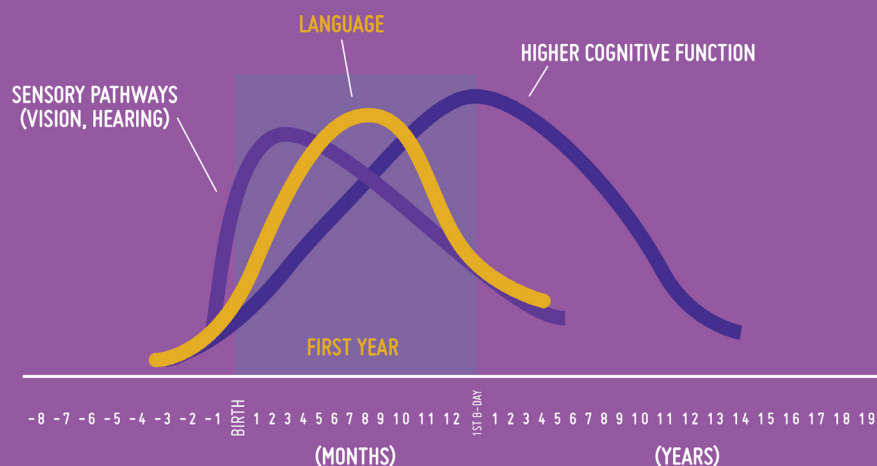


CHILDREN'S
MENTAL HEALTH



LOW
BIRTHWEIGHT

EARLY BRAIN DEVELOPMENT



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.



OUR COMMON AGENDA



GET GEORGIA READING CAMPAIGN PARTNERS ARE RALLYING PEOPLE, ORGANIZATIONS, AND COMMUNITIES TO APPLY A COMMON AGENDA AS A FRAMEWORK FOR ACTION SO THAT ALL CHILDREN IN GEORGIA BECOME PROFICIENT READERS BY THE END OF THIRD GRADE.



This common agenda rests on four research-based pillars that provide a new way of looking at early literacy and learning during the first eight years of life, opening the doors to conversations that identify gaps and opportunities to take actions that close those gaps.

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

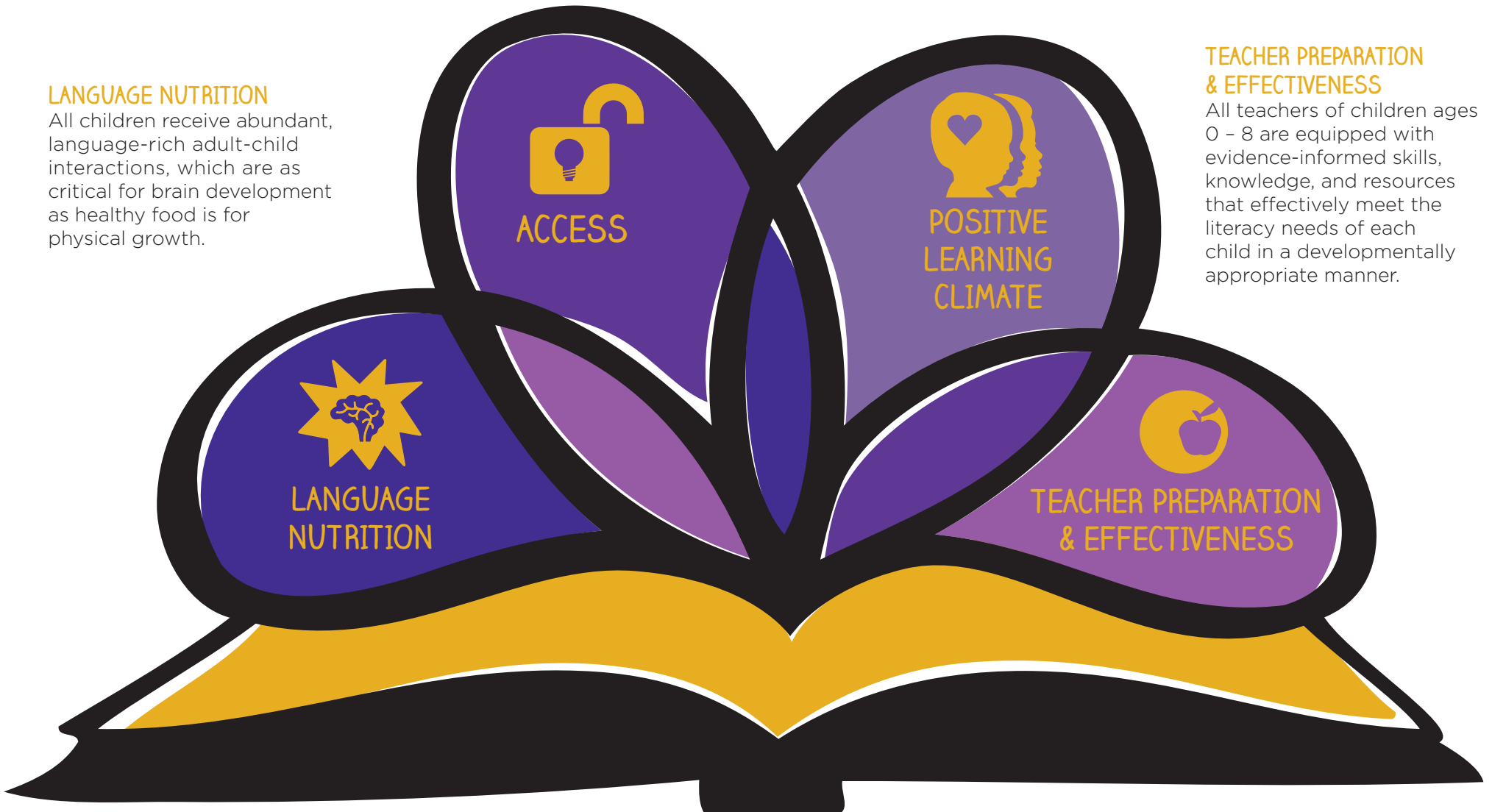
All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, and ultimately student success.

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



AWARENESS

Population is informed about services that exist and what they provide



AFFORDABLE

Cost of services meets population's ability to pay



ACCESSIBLE

Location of supply is geographically within the population's reach



AVAILABLE

Size or volume of the supply meets population needs



ACCOMMODATING

Delivery of services is designed to improve population outcomes



ACCEPTABLE

Characteristics of service providers and population are receptive to each other

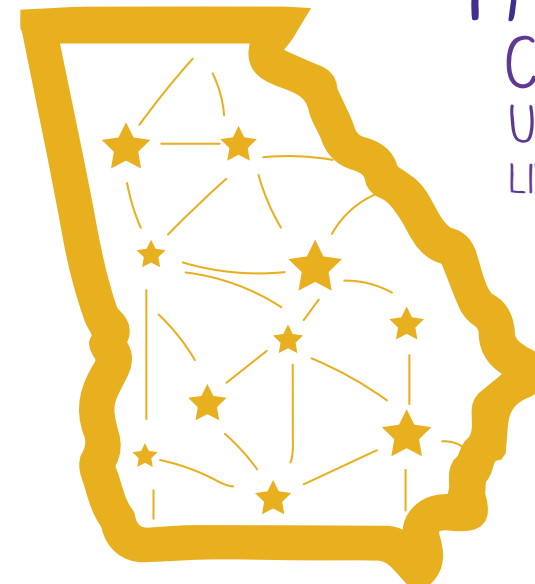
Challenging Conventional Approaches

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



ROLES OF THE CAMPAIGN



IDENTIFY AND MAKE SENSE OF FACTORS
that affect children's ability to read



CONNECT AND SUPPORT DECISION-MAKERS
in moving from a sector-focused approach
to a population-focused approach



USE DATA TO CHANGE THE CONVERSATION
and align policies and investments to
strengthen the four pillars



INSPIRE COLLECTIVE ACTION AND INNOVATION
to create the conditions essential for success



CELEBRATE PARTNER SUCCESSES
and clearly communicate possibilities to realize
the common agenda across the state

WHAT YOU CAN DO TO #GETGAREADING



TALK, READ, SING, AND PLAY
WITH KIDS – ESPECIALLY BABIES –
ALL THE TIME.



HELP PROMOTE ACCESS TO HEALTHY
FOODS, HEALTHY ENVIRONMENTS,
AND HEALTHY DEVELOPMENT.



HELP MAKE KIDS FEEL SAFE,
SUPPORTED, AND READY TO LEARN
BOTH AT HOME AND IN SCHOOL.



SUPPORT DEVELOPMENTALLY
INFORMED APPROACHES FOR
TEACHING AND LEARNING
FROM AGES 0-8.



THE PATH TO READING PROFICIENCY BY THE END OF THIRD GRADE



LET'S HELP
OUR KIDS LEARN
TO READ BY
THIRD GRADE.



Our kids have
great peer
relationships.

In the summer,
our kids go to
camp and read
one book
a week.

Our kids can
read proficiently
by third grade.

WITH THE
ABILITY TO
READ, OUR KIDS
CAN LEARN
ANYTHING.



READING
PROFICIENTLY



Our
kids learn
problem
solving.

SUMMER LEARNING

Our kids
enjoy going
to school.

123 ENGAGING CLASSROOMS



PREPARED & READY FOR SCHOOL



QUALITY CHILD CARE, HEALTH CARE, & NUTRITION

ABC STRONG VOCABULARY & SELF-REGULATION SKILLS



SOCIAL-EMOTIONAL DEVELOPMENT & POSITIVE SOCIAL INTERACTIONS



CRITICAL BRAIN DEVELOPMENT & THE FOUNDATION FOR LANGUAGE & LITERACY



EARLY LANGUAGE EXPOSURE & NURTURING RESPONSIVE RELATIONSHIPS WITH ADULTS

BIRTH

1

2

3

4

5

6

7

8+ YEARS

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

