

BEYOND

2020

GET GEORGIA
READING
SUMMIT
WORKBOOK



GET GEORGIA
READING

CAMPAIGN FOR GRADE-LEVEL READING

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.

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.

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.

TEACHER PREPARATION & EFFECTIVENESS

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



INTRODUCTION

We made up our minds in 2013 to rewrite the story of Georgia’s approach to language and literacy. And though we already know our story’s climax—every child in Georgia is on the path to literacy—we must remain vigilant and continue to learn from and inspire one another as we take the Get Georgia Reading Campaign beyond 2020.

We’re beginning to work together to apply the four-pillar framework in ways we never knew we could to craft new—and sometimes unexpected—solutions, both at the local and state levels. We’ve also moved beyond system change to creating a new system to put every child in Georgia on a path to third grade reading proficiency.

This summit brings together a unique cross-section of community leaders and statewide decisionmakers to stimulate innovative, scalable solutions. You will hear from leading experts in this work and have opportunities to explore the information and ideas the speakers present. And you’ll have some fun—from the receptions and meals to networking with your peers from across the state.

We hope your journey over the next two days will help envision our pathway beyond 2020, and that you will leave inspired to take new action.



AGENDA

DAY 1

1:30 – 3 p.m.	Lightning Talks—Round 1 & Timeline Exercise
3 – 4:15 p.m.	Lightning Talks—Round 2 & Pyramid Exercise
4:15 – 5 p.m.	Lightning Talks—Round 3 & Reflection Exercise
5 – 6 p.m.	Hotel Check In & Free Time
6 – 8 p.m.	Reception (Lakeside Pavilion)

DAY 2

8 – 9 a.m.	Continental Breakfast (Outside Ballroom)
9 – 10 a.m.	Lightning Talks—Round 4
10 – 10:15 a.m.	Break
10:15 a.m. – 12 p.m.	Innovation Sessions
12 – 1 p.m.	Lunch
1 – 2:45 p.m.	Report Out from Innovation Sessions & Community Planning Time
2:45 – 3 p.m.	Afternoon Break & Evaluation
3 – 4 p.m.	Closing Announcements & Inspiration

LET’S GET SOCIAL

Sharing your summit experience on social media is an opportunity to contribute information to your network—partners at the summit and those who couldn’t be here. It’s also a way to connect with old friends and build new relationships to stay connected when you return home.

Share quotes, comments, presentation slides, and links that inspire you. Reshare posts and respond with your own comments. Take and share photos of old and new friends, speakers, and activities. Remember that posts with images always get more attention. And use our **#GetGARreading** hashtag.

1:30 - 2:30 PM



RANDY NIX

State Representative (R-LaGrange)
Georgia House of Representatives



ARIANNE WELDON

Director
Get Georgia Reading Campaign



**WENONA CLARK
BELTON**

Associate Judge
Juvenile Court of Fulton County



AMI KLIN

Director
Marcus Autism Center

NOTES

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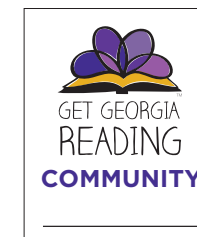
 30 MINUTES • 2:30 - 3 PM

PURPOSE:

To illustrate the Campaign's growth and impact across the state. We will also share the actions inspired by the talks and exercises to envision our pathway beyond 2020.

ACTIVITY:

Using the timeline wall provided, note when your community or organization joined the campaign, and the most significant accomplishment to date. Each table has two sets of stickers. Write a community or partner's name and when they joined the Campaign.



Using the larger Post-It Notes, briefly describe the community or partner's most significant accomplishments to date, and include the years they achieved them. When your accomplishments are posted please take a brief break and enjoy the snacks provided.

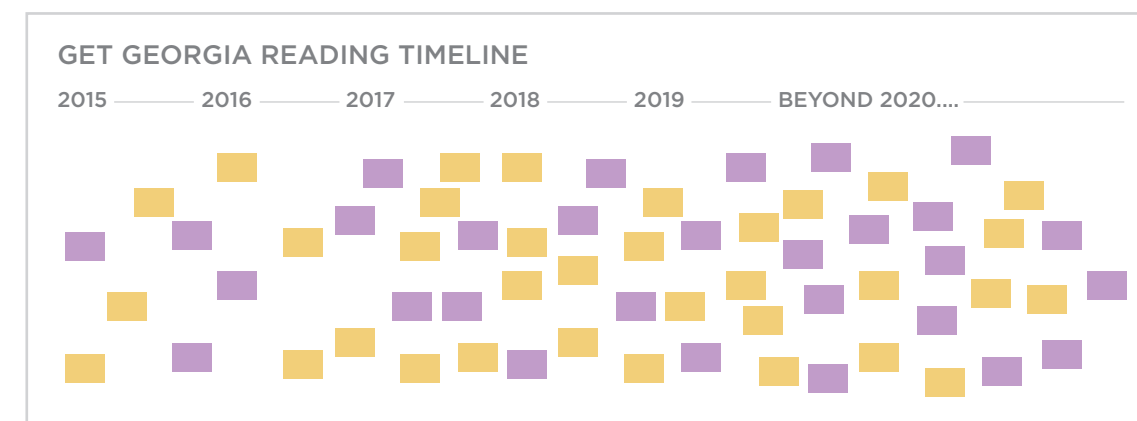


Significant community and organizational milestones



Significant policy and system milestones

Throughout the Summit, we encourage you to write any of your intentions for future action on a Post-It Note and include it on the Beyond 2020 portion of the wall.



DAY 1

LIGHTNING TALKS—ROUND 2

3 - 3:45 PM



EMILY RUBIN
Director
Educational Outreach Program,
Marcus Autism Center



**ANGELA LEON
HERNANDEZ**
Assistant Professor of Pediatrics
Emory + Children's Pediatric Institute



CAYANNA GOOD
Assistant Commissioner
Office of Adult Education,
Technical College System of Georgia

NOTES

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EXERCISE 2: PROGRESS PYRAMID

 30 MINUTES • 3:45 - 4:15 PM

PURPOSE:

To spark conversations and promote engagement of newer Campaign members with those who have been on the journey a bit longer. Together, you will identify actions in a framework that considers investment of time, impact, and effort. More focused community-specific strategy work will follow on Day 2.

ACTIVITY:

Each table has been assigned one pillar to focus on during this exercise. Label the pyramid provided with the pillar name assigned to your table.



Language
Nutrition



Access



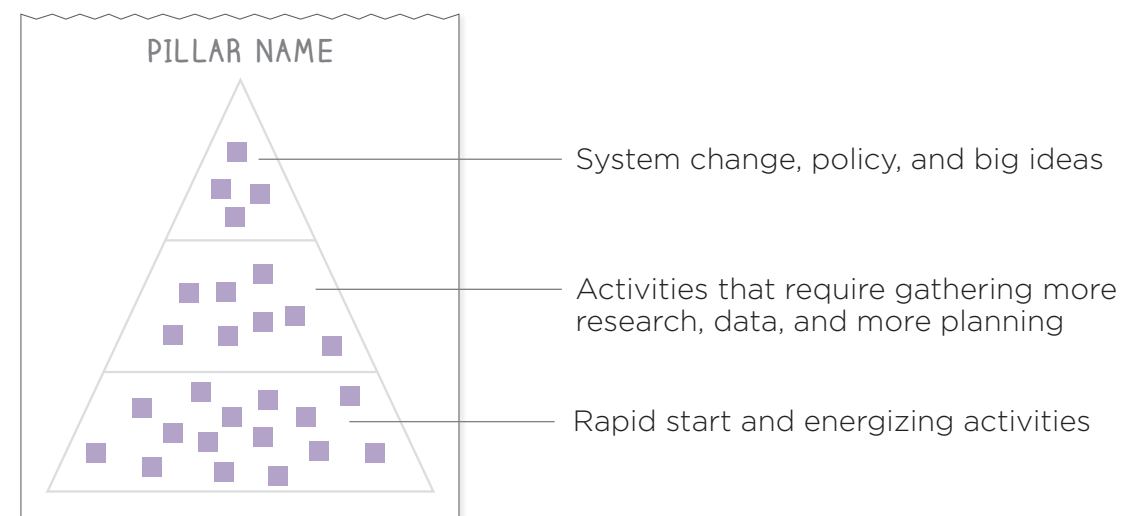
Positive Learning Climate



Teacher Preparation & Effectiveness

Brainstorm strategies and actions to address the pillar. Consider community-, policy-, and system-level strategies and actions. Consider actions taken and actions planned. The key is to identify good starting points and progression from rapid start at the bottom to system changes at the top.

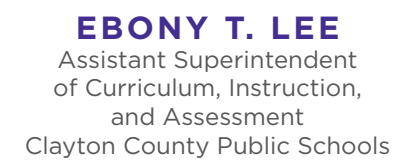
Write your ideas on Post-It Notes and then place them in the most appropriate section of the pyramid.



When your pyramid is complete, place it on the wall.



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INNOVATION SESSIONS

 90 MINUTES • 10:15 - 11:45 AM

PURPOSE:

We will consider scalable responses to population issues of significance—in terms of size or intensity—that support healthy child, family, and community development. The four topics of inquiry align with one or more pillars, address issues emerging from research, have potential for population-level impact, and are common issues across the state.

The innovation sessions are designed to help you reimagine and redesign responses to prominent and persistent issues. You will hear about the research underlying an issue and an example of a responsive innovation that puts the research insights into action. We will spend time brainstorming activities and discussing our priorities in small groups.

Your community team should split up to attend as many sessions as possible. The afternoon will be dedicated to community planning time.

NOTES

TOPICS OF INQUIRY



CHERYL BENEFIELD

Program Manager for Safe
and Supportive Schools,
Office of School Safety and Climate,
Georgia Department of Education

SESSION 1

Understanding and Strengthening Signals Indicating Healthy Social and Emotional Development

Research continues to emerge that illustrates the consequences of unaddressed factors that significantly influence children's academic, social, emotional, and mental health development. What are the signals—and how might we recognize them and appropriately respond sooner?



ANNALIZA THOMAS

Director
Certified Literate Community Program,
Technical College System of Georgia's
Office of Adult Education

SESSION 2

Intentionally Connecting Adult and Child Literacy Efforts

Research shows that parent literacy is one of the strongest predictors of a child's literacy outcomes. How might we galvanize and leverage together adult and child literacy efforts?



MIKE CARNATHAN

Manager
Research & Analytics Division,
Atlanta Regional Commission

SESSION 3

Everyone Plays A Role: Using Data Visualization and Partner Engagement to Change the System

Placing our data about the conditions impeding healthy child and family development in a geographic context provides new and innovative opportunities to engage neighbors and community resources.



**JENNIFER L.
STAPEL-WAX**

Associate Professor
Division of Autism and Related
Disorders, Department of Pediatrics,
Emory University School of Medicine

SESSION 4

Reaching Every New Family—and Responding

Opportunities to support families of very young children to provide environments full of loving, language-rich interactions and fueling their social and emotional engagement begin well before the child's entry into formal education.

INNOVATION SESSIONS PROCESS

RESEARCH & INSPIRATION

🕒 30 MINUTES

Speakers will share research and data to frame the issue before describing one example strategy or activity undertaken using the insights of the research.

BRAINSTORMING

🕒 30 MINUTES

Break into small groups and brainstorm additional innovative approaches that might put research insights into practice. Think about the research and examples you heard.

Capture your ideas on Post-It Notes using appreciative inquiry approach (“how might we...?”). These will be placed into a prioritization matrix adapted from the Open Practice Library.

EFFORT & IMPACT

🕒 30 MINUTES

Score ideas on the following two criteria:

HIGH EFFORT/LOW EFFORT

Consider...

- Cost
- Effort required for raising awareness
- Timeline to implement new service
- Need for major policy change

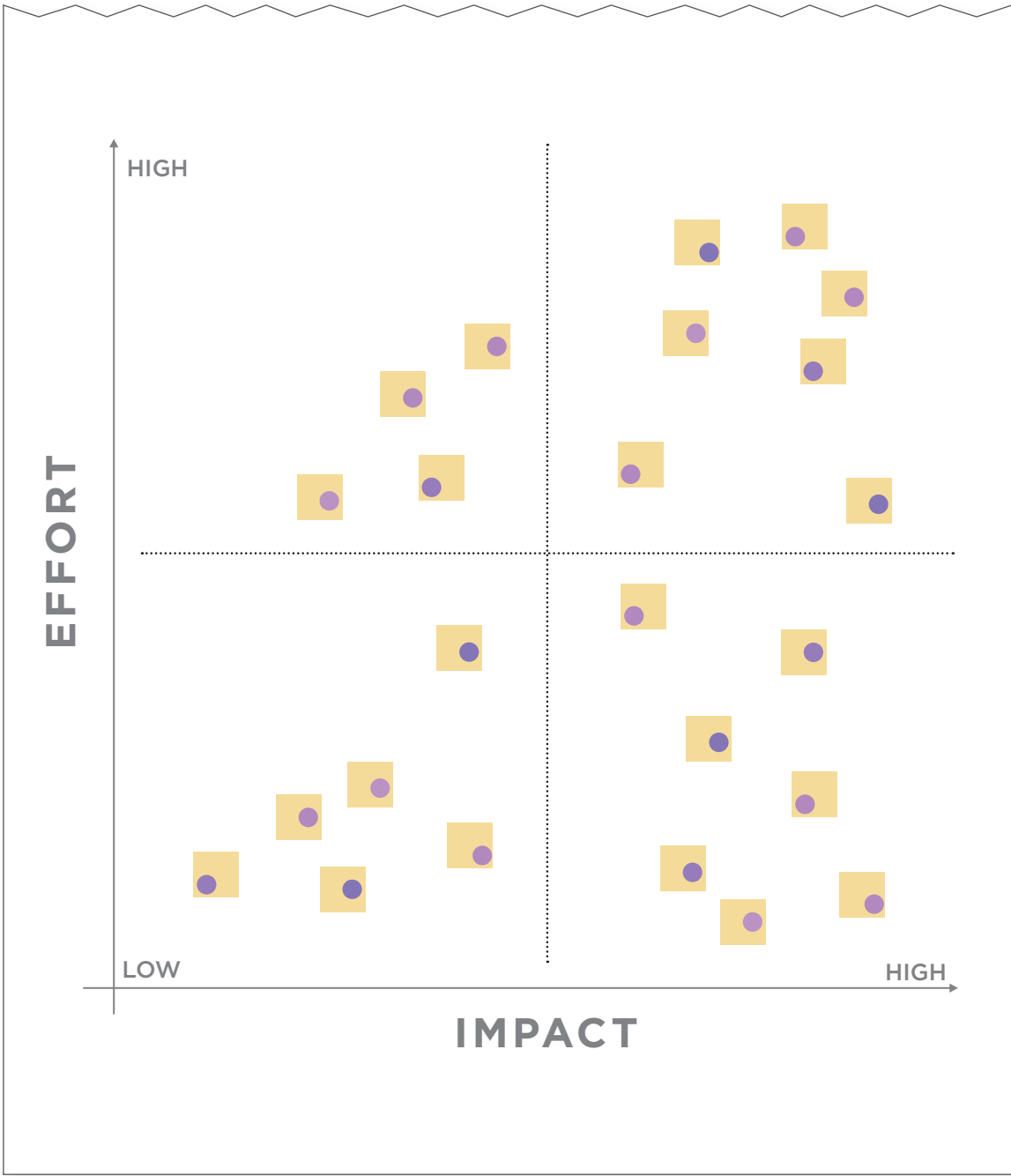
HIGH IMPACT/LOW IMPACT

Consider...

- Ability to scale
- Transformative for the population served
- Preventive vs. remedial
- Addresses underlying issues—not just the presenting problem

Place your Post-It Notes of innovative approaches on the matrix provided. Add pillar stickers to the Post-It Notes in the matrix. Innovations may address more than one pillar. When your matrix is complete, place it on the wall and identify someone to share some ideas with the group

EFFORT & IMPACT MATRIX



PLENARY LUNCHEON

12 - 1 PM • LUNCH WITH SPEAKER

1 - 1:15 PM • REPORT OUT FROM INNOVATIONS SESSIONS

1:15 - 2:45 PM • COMMUNITY PLANNING TIME

2:45 - 3 PM • BREAK & EVALUATION DISTRIBUTION



RON FAIRCHILD

Director

Grade-Level Reading Support Center,
Campaign for Grade-Level Reading

NOTES

CLOSING

ANNOUNCEMENTS & INSPIRATION

3 - 4 P.M.



HAYWARD CORDY

Executive Director
Oconee Regional Education
Service Agency

NOTES

EXERCISE 4:

COMMUNITY PLANNING TIME

 90 MINUTES • 1:15 - 2:45 PM

ACTIVITY:

Reflect on what you've learned during the summit with your community team. Develop some concrete next steps that apply the Campaign's four pillars.

Record your ideas for three specific timeframes—90 days, six months, and one year. Note which pillars you believe the actions will strengthen. Take these pages home and share them with your partners.

90 DAYS

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance. On the right edge, there is a small, faint vertical mark or smudge.

EXERCISE:
COMMUNITY PLANNING TIME
CONTINUED

6 MONTHS

1 YEAR

Take a photo of the final product and tweet using the **#GetGAReading** hashtag. Write your top one or two actions on Post-It Notes and place them on the Beyond 2020 section of the timeline wall.

SUMMIT SPEAKERS



WENONA CLARK BELTON
Associate Judge, Juvenile Court
of Fulton County

Wenona Clark Belton was appointed to the bench in 2013. She is a child welfare law specialist, certified through the National Association of Counsel for Children. Belton initiated PARTNERS Fulton County Juvenile Behavioral Health Court in 2015, which addresses the needs of court-connected youth with behavioral health challenges and co-occurring disorders.



CHERYL BENEFIELD
Program Manager for Safe and
Supportive Schools, Office of
School Safety and Climate, Georgia
Department of Education

Cheryl Benefield chairs the Georgia Department of Education’s Suicide Prevention Advisory Council. She represents the department on the Children’s Justice Act Task Force along with a number of other state and national groups dedicated to the safety and well-being of children and youth.



MIKE CARNATHAN
Manager, Research & Analytics Division,
Atlanta Regional Commission

Mike Carnathan is a founder of Neighborhood Nexus, a community intelligence system for Atlanta that provides data, tools, and expertise as a catalyst to create opportunity for all of the region’s citizens. He oversees the compilation of thousands of variables and indicators that tell the data story about Georgia.



ELLYN COCHRAN
Senior Director of Early Learning and
Child Development, United Way of
Greater Atlanta

Ellyn Cochran manages the United Way’s investments in efforts designed to support children birth through 8 so they enter school prepared to succeed and on a path to read by third grade. She previously served as director of Innovation Strategies for Georgia Early Education Alliance for Ready Students (GEEARS), leading the state’s work in supporting strategies that build on the science of early brain development.



HAYWOOD CORDY
Executive Director, Oconee Regional
Education Service Agency

Haywood Cordy has 36 years of experience in education. Past president of the Professional Association of Georgia Educators, Cordy has served as a superintendent of schools and an elementary, middle, and high school principal; directed programs for children with serious emotional behavioral disorders; and provided educational opportunities to first-generation college students.



SARA LEE CRUMBS
Coordinator, Quitman County Family
Connection

Sara Lee Crumbs is serving in her 16th year as coordinator for Quitman County Family Connection. She has served Georgia’s children and families as the first Head Start teacher for 3-year-olds in Randolph County, director of the Calhoun County Child Care Center, and parent educator and resource coordinator of the Even Start Program. She also served as bureau chief for the Calhoun-Clay Herald.



RON FAIRCHILD
Director, Grade-Level Reading
Support Center, National Campaign
for Grade-Level Reading

Ron Fairchild oversees the Grade-Level Reading Support Center, which assists more than 300 communities in 44 states involved in the national campaign. He also serves as president and CEO of the Smarter Learning Group, a national consulting firm. Prior to launching the firm in 2011, Fairchild was the founding CEO of the National Summer Learning Association.

Don’t forget to share quotes, comments, presentation slides, and links that inspire you. Reshare posts and respond with your own comments. And be sure to use our hashtag: **#GetGAReading**

SUMMIT SPEAKERS



CAYANNA GOOD

Assistant Commissioner, Office of Adult Education, Technical College System of Georgia
Executive Director, Governor's Office of Student Achievement

Cayanna Good leads the Technical College System of Georgia's Office of Adult Education, which administers federal adult education grants, provides adult education training programs for 50,000 Georgians, and supports local adult literacy community groups throughout the state. She also served as executive director of the Governor's Office of Student Achievement and was a high school and elementary school teacher.



EBONY T. LEE

Assistant Superintendent of Curriculum, Instruction, and Assessment Clayton County Public Schools

Ebony Lee has served in various instructional roles over the past 20 years. She has presented locally, nationally, and internationally and has been recognized as Teacher of the Year and Support Leader of the Year. Dr. Lee takes the literacy mission seriously and aims to continue expanding her knowledge, so she can positively influence her community and beyond.



ANGELA LEON-HERNANDEZ

Assistant Professor of Pediatrics, Emory + Children's Pediatric Institute

Angela Leon-Hernandez's research on newborn intensive care unit (NICU) babies who experienced unaddressed behavioral issues into toddlerhood led to the concept of shared reading between parents/caregivers and babies. She founded the Let's Read a Book Today! Shared Reading for NICU Babies program, designed to increase the practice of shared reading during NICU stay and continued supports after discharge through connections with local libraries.



GARRY MCGIBONEY

Deputy Superintendent, Office of School Safety and Climate, Georgia Department of Education

A champion for children, Garry McGiboney has served on numerous committees focused on children's mental health, dyslexia, leadership, and safety. He serves on the Georgia Supreme Court's Justice for Children Committee, Juvenile Detention Alternative Initiative Steering Committee, and Get Georgia Reading Campaign Cabinet, among others.



SUZANNE HARBIN

Director, Early Childhood Initiative, Community Foundation of Northwest Georgia

Suzanne Harbin strives to ensure that children have access to high-quality resources, so they are ready for school and reading proficiently by third grade. Under Harbin's leadership, Whitfield County was recently named a Pacesetter Community by the National Campaign for Grade-Level Reading and has received over \$9 million in funding including the PBS Kids Family Initiative Grant.



AMI KLIN

Director, Marcus Autism Center

Ami Klin is a Georgia Research Alliance eminent scholar professor and the Division chief of Autism and Developmental Disabilities at Emory University School of Medicine. His primary research focuses on the social mind and brain and the developmental aspects of autism spectrum disorder from infancy through adulthood. He also directed the Autism Program at the Yale Child Study Center, Yale School of Medicine.



RANDY NIX

State Representative (R-LaGrange), Georgia House of Representatives

Randy Nix, who has served in the Georgia House of Representatives for 13 years, chairs the Ethics Committee and serves on several others including Education, Economic Development and Tourism, Natural Resources and Environment, Appropriations, and the Special Committee on Access to Quality Health Care. His primary legislative focus has been on workforce development.



BENTLEY PONDER

Deputy Commissioner for Quality Innovations and Partnerships, Bright from the Start: Georgia Department of Early Care and Learning

Bentley Ponder leads the division that houses Quality Rated, Georgia Department of Early Care and Learning's Early Head Start—Child Care Partnership Grant, the agency's Research and Policy Analysis Team, and several initiatives related to community partnerships and engagement.



EMILY RUBIN

Director, Educational Outreach Program, Marcus Autism Center

Emily Rubin is a speech-language pathologist specializing in social-emotional learning. She is a co-developer of Social-Emotional Engagement—Knowledge and Skills (SEE-KS), a framework built around neuroscience-based instructional strategies. She also is co-author of SCERTS, a criterion-referenced assessment for social and emotional development.



NICOLETA SERBAN

Professor, School of Industrial and Systems Engineering, Georgia Institute of Technology

Nicoleta Serban's research record includes mathematical and statistical modeling and data science, with emphasis on health analytics using massive datasets to inform policymaking and targeted interventions. She has published more than 60 journal articles and a collaborative book on healthcare system complexities. Her latest book titled *Healthcare System Access* will be released in 2020.



JENNIFER L. STAPEL-WAX

Associate Professor, Division of Autism and Related Disorders, Department of Pediatrics, Emory University School of Medicine
Director, Infant Toddler Clinical Research Operations, Marcus Autism Center

Jennifer Stapel-Wax has worked clinically with children and families for over 25 years in doctoral level research, clinical practice, and graduate level teaching. Her specialties include assessment of young children, neurodevelopmental disorders, early intervention, and consultation/liaison in multiple systems of care. Her current focus is to lead community-based research and outreach projects for infants and toddlers at risk for autism spectrum disorders.



ANNALIZA THOMAS

Director, Certified Literate Community Program, Technical College System of Georgia's Office of Adult Education

Annaliza Thomas has worked with the Certified Literate Community Program network since 2011 and provides program support and technical assistance to adult literacy organizations throughout the state. She previously served in the Peace Corps as the global literacy specialist, providing support in literacy programming and training.



ARIANNE WELDON

Director, Get Georgia Reading Campaign

Arianne Weldon connects decision-makers across Georgia to create the conditions essential for all children to succeed. She applies her background in public health to help cross-sector partners apply insights from research and data to employ innovative solutions so all children become proficient readers by the end of third grade—paving the way to improved outcomes throughout school and life.

ALL CHILDREN WILL BE PROFICIENT
READERS BY THE END OF THIRD GRADE,
PAVING THE WAY TO IMPROVED OUTCOMES
THROUGHOUT SCHOOL AND LIFE.



GET GEORGIA
READING

CAMPAIGN FOR GRADE-LEVEL READING

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