WORKING TOGETHER TO GET ALL CHILDREN 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.

High School Graduation by Third-Grade Reading Performance

- **Black**: 61% (Does Not Meet Standards), 78% (Meets Standards), 88% (Exceeds Standards)
- **Hispanic**: 60% (Does Not Meet Standards), 77% (Meets Standards), 86% (Exceeds Standards)
- **White**: 59% (Does Not Meet Standards), 78% (Meets Standards), 89% (Exceeds Standards)

Governor’s Office of Student Achievement, 2017

N = 98,162
We must prepare Georgia’s next generation of leaders today.

Right now, more than six out of 10 children in Georgia 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.

Georgia has taken 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

QUALITY CHILD CARE ACCESS

SCHOOL CLIMATE

MATERNAL EDUCATION

EARLY BRAIN DEVELOPMENT

LANGUAGE

HIGHER COGNITIVE FUNCTION

SENSORY PATHWAYS (VISION, HEARING)

FIRST YEAR

MONTHS

YEARS
A Data-Informed Approach

Get Georgia Reading Campaign 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.

Partners continue to explore factors that influence a child’s path to third-grade reading proficiency. This approach has focused on initial factors including early brain development, language-rich social interactions, school attendance, summer learning, 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.
GET GEORGIA READING CAMPAIGN PARTNERS RALLY PEOPLE, ORGANIZATIONS, AND COMMUNITIES TO APPLY A FRAMEWORK FOR ACTION SO THAT ALL CHILDREN IN GEORGIA BECOME PROFICIENT READERS BY THE END OF THIRD GRADE.

This framework is built on four research-based pillars that provide a new way of looking at early literacy and learning during the first eight years of life.
ACCESS
All children and their families have access to, and support for, healthy development, emotional well-being, and educational achievement.

LANGUAGE NUTRITION
All children experience abundant, positive, language-rich social interactions with caregivers, educators, and peers.
POSITIVE LEARNING CLIMATE
All children feel safe and nurtured, from the early years through the early grades, so they can learn and grow—both emotionally and academically.

TEACHER PREPARATION & EFFECTIVENESS
All caregivers and educators are equipped with evidence-informed skills to effectively engage all children through developmentally responsive practice.
THE SIX KEYS TO ACCESS

**AWARENESS**
- Population is informed about resources that exist and what they provide

**AFFORDABLE**
- Cost of services meet 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 use the four pillars as a framework to create new opportunities for change and support collective action in communities throughout the state.

Some of the ways we’re working together to get all children on the path to literacy include engaging caregivers in their child’s learning journey from birth, implementing two-generation approaches that support family literacy, and integrating a deeper understanding of language development as an indicator of well-being into classroom and health care practices.

1.17 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
to move from a sector-focused approach
to a population-focused approach

USE RESEARCH AND DATA TO INFORM ACTION
and align policies and investments to
strengthen the four pillars

INSPIRE COLLECTIVE ACTION AND INNOVATION
to create the conditions essential for all
children to succeed

CELEBRATE PARTNER SUCCESSES
and clearly communicate possibilities to realize
the four pillars across the state
WHAT YOU CAN DO TO #GETGAREADING

1. Talk, read, sing, and play with kids all the time – starting from birth.

2. Increase access to healthy foods, healthy environments, and healthy development.

3. Help make kids feel nurtured and engaged both at home and in learning environments.

4. Support developmentally responsive approaches for teaching and learning from birth through age 8.
The Path to Reading Prof by the end of third grade

Our kids are able to see and hear clearly and eat healthy food.

Our kids communicate to seek comfort, make requests, solve problems, and regulate emotions.

Our kids communicate to share emotion and describe others’ emotions.

Our kids love listening to and reading stories every day.

Our kids have safe and trusting relationships.

Let’s help our kids learn to read by third grade.

Constant opportunities

Critical brain development

Early, frequent, & nurturing interactions with caregivers & educators

Birth 1 2 3 4
Our kids communicate thoughts and feelings through body language, gestures, vocalizations, symbols, and words.

Our kids experience a positive learning climate.

With the ability to read, our kids can learn anything.

Our kids communicate thoughts and feelings through body language, gestures, vocalizations, symbols, and words.

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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.

getgeorgiareading.org

#GetGAReading