

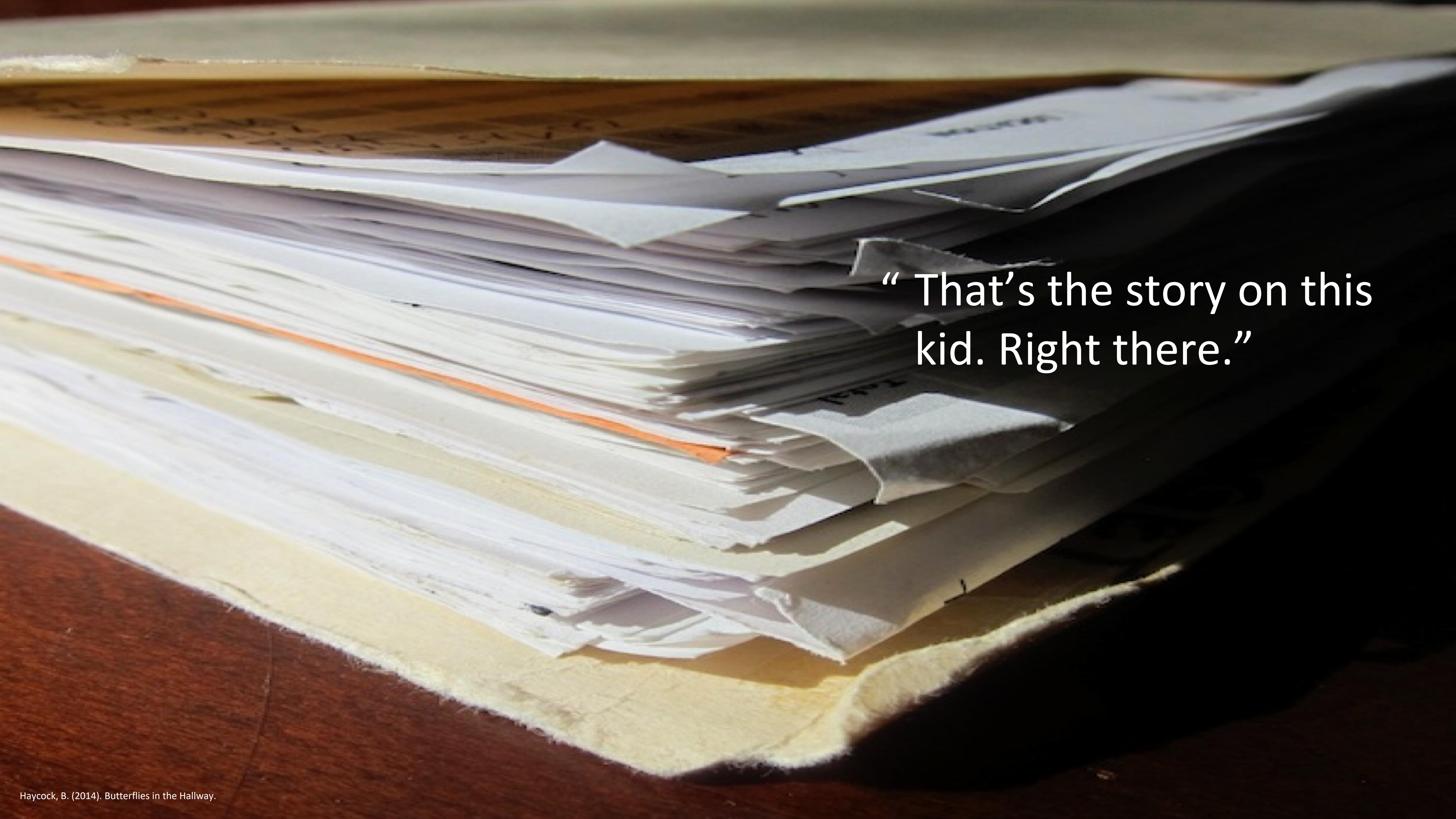


GET GEORGIA  
READING

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CAMPAIGN FOR GRADE-LEVEL READING

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A close-up, low-angle shot of a massive stack of papers and folders on a desk. The stack is composed of numerous white sheets of paper, some of which are slightly yellowed with age. Several folders, some with orange and yellow covers, are interspersed within the stack. The papers are piled high, creating a sense of depth and volume. The lighting is dramatic, with strong highlights on the edges of the papers and deep shadows in the recesses, emphasizing the texture and thickness of the stack. The background is dark and out of focus, drawing attention to the papers in the foreground.

“ That’s the story on this kid. Right there.”

REWRITING  
OUR STORY  
TO IMPROVE  
CHILDHOOD  
LITERACY



GET GEORGIA  
READING

# LEARNING TO READ

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

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

# READING TO LEARN

2010

A Kids Count  
Special report

The Annie E. Casey  
Foundation

# 3rd grade reading proficiency in Georgia, 2010



34%

Reading  
Proficiently

66%

Not Reading  
Proficiently



Students who can't read proficiently by the end of third grade are **4X more likely to drop out** of high school compared to proficient readers.

# 3rd grade

Is when children must shift from

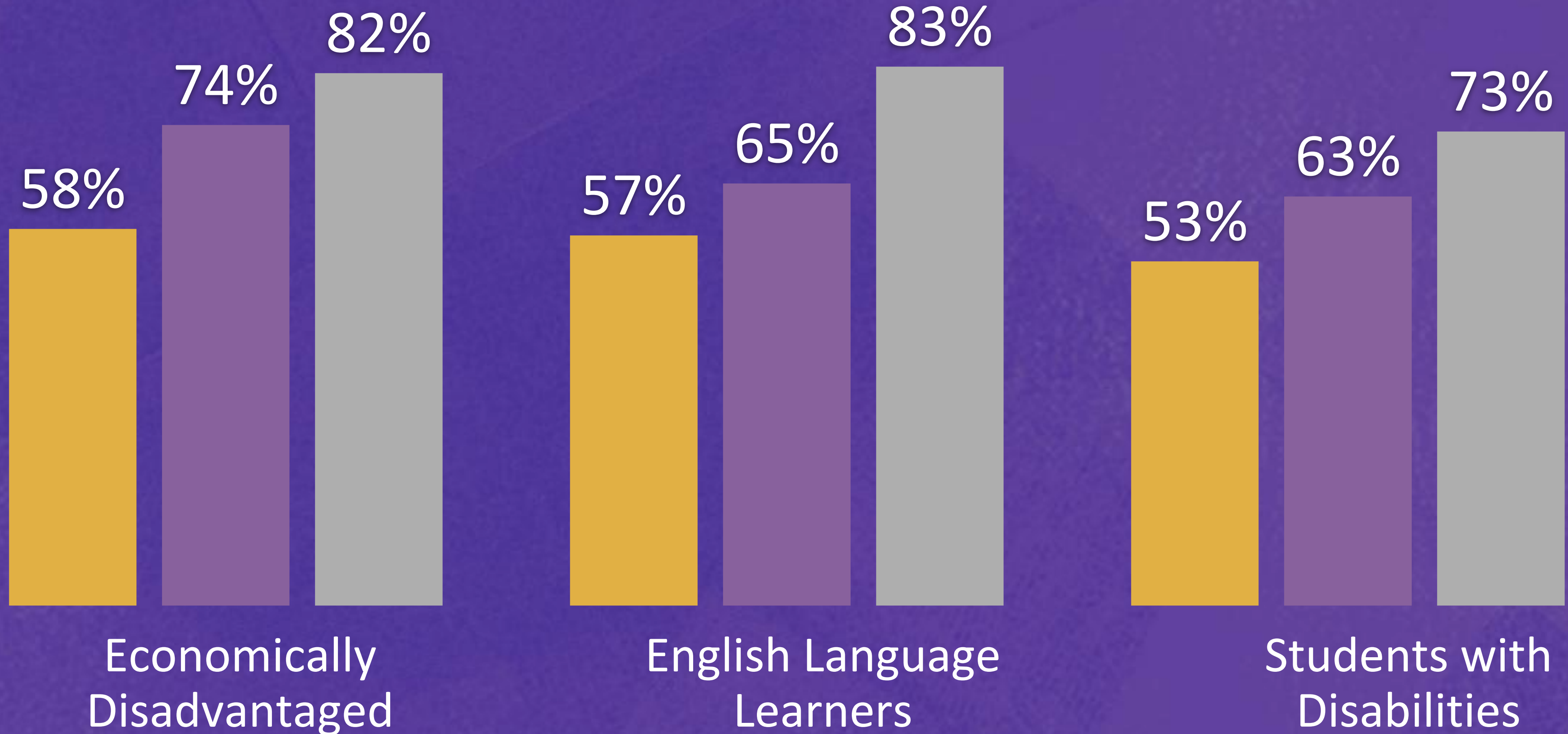
Learning  
To read



Reading  
To learn

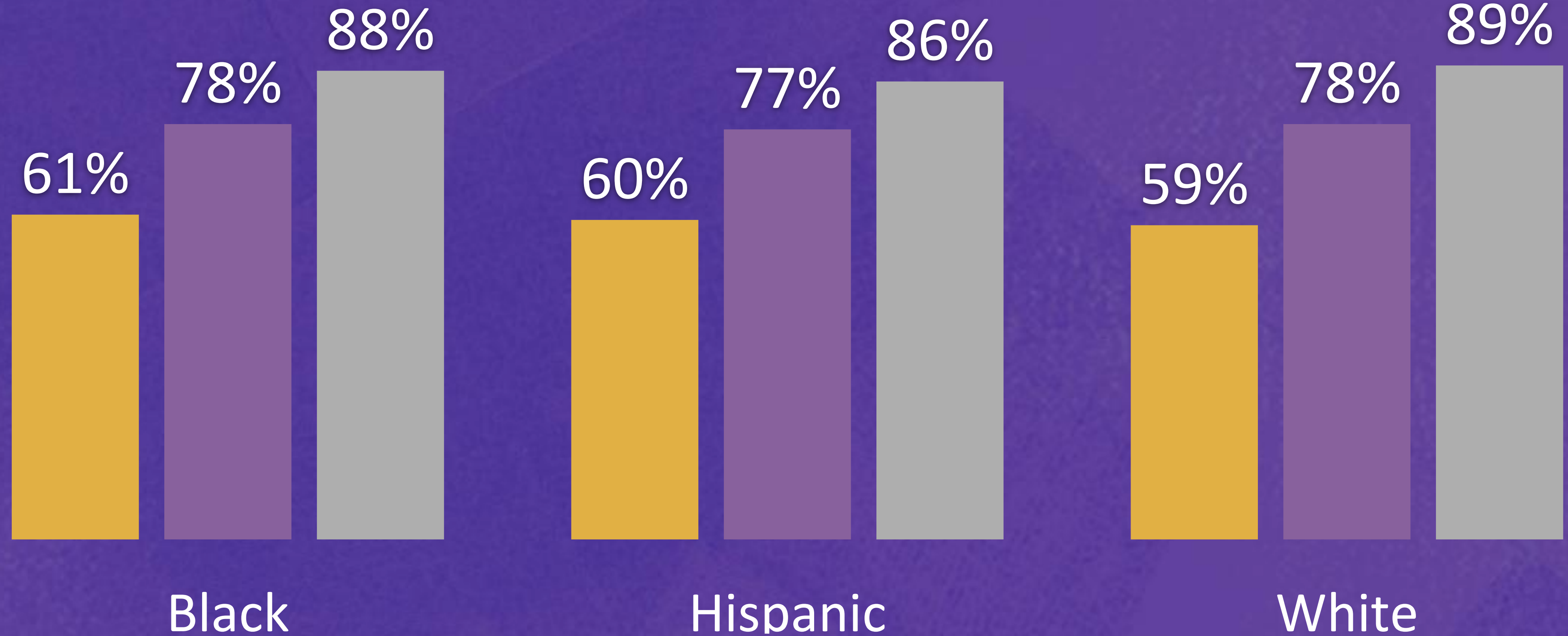
# High school GRADUATION

BY 3<sup>RD</sup> GRADE READING PERFORMANCE



# High school GRADUATION

BY 3<sup>RD</sup> GRADE READING PERFORMANCE



the campaign's  
unique approach to  
**#getgareading**



A NEW WAY OF  
**THINKING**

# An epidemiological approach

## DISEASE

Does not occur by chance. There are always factors that influence diseases to occur.

Is not random.

Patterns of factors illuminate clues that inform solutions.

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Does not occur by chance. There are always factors that influence literacy to occur.

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What factors influence  
a child's path to literacy?

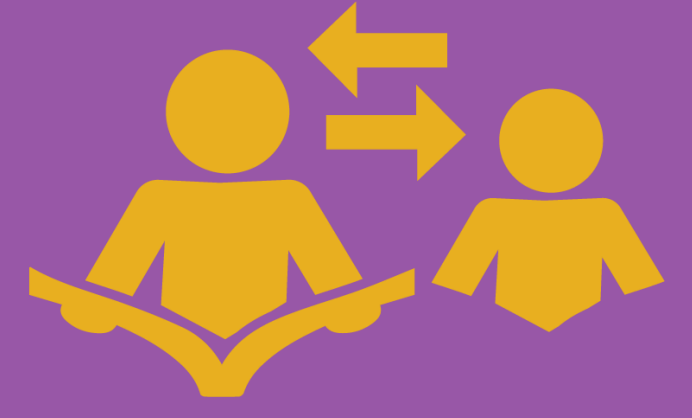
What factors influence a child's path to literacy?



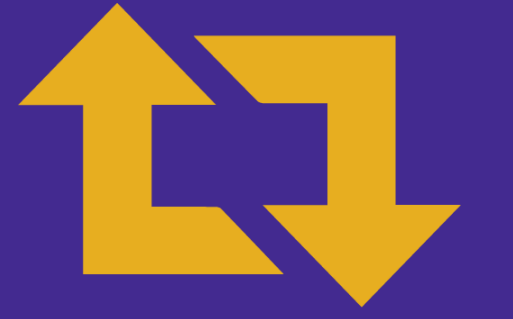
School climate



Maternal Health



Family & Adult Literacy



Attendance



Preterm & low birthweight



Active Engagement



Safe & Stable Housing



Out-of-school Learning



Health Barriers



Classroom climate



Language Development



Preschool – 3rd grade suspension

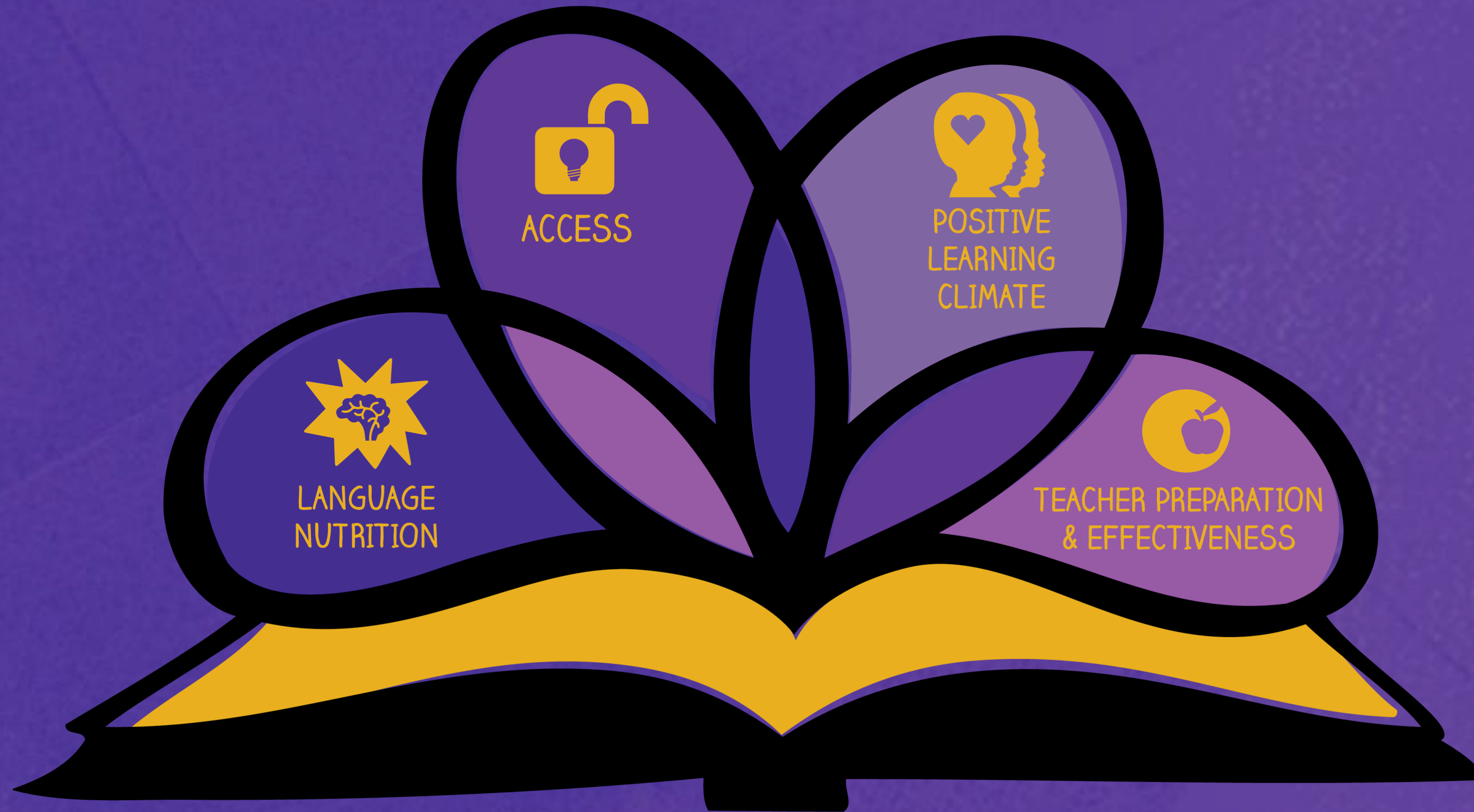
Getting more kids to read takes  
more than good schools,  
more than great teachers, and  
more than loving parents,

It takes all of us  
working together.

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It takes all of us  
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# Four pillars



All children experience abundant, positive, language-rich social interactions with caregivers, educators, and peers.



LANGUAGE  
NUTRITION

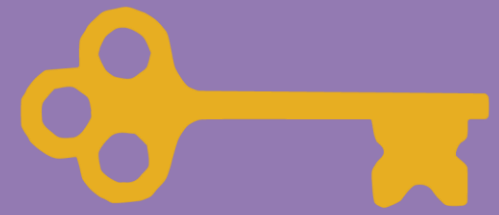
All children and their families have access to, and support for, healthy development, emotional well-being, and educational achievement.





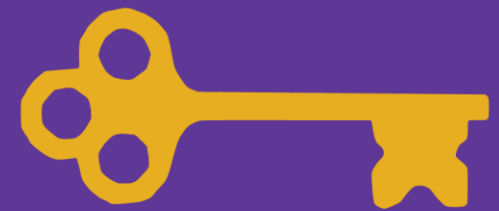
# ACCESS

## THE SIX KEYS TO ACCESS



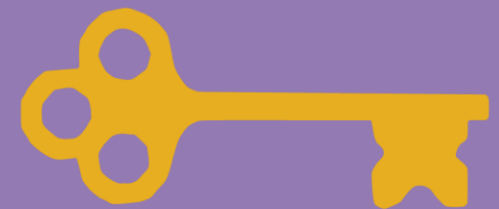
### AWARENESS

Population is informed about resources that exist, what the benefits are, and why it matters for them



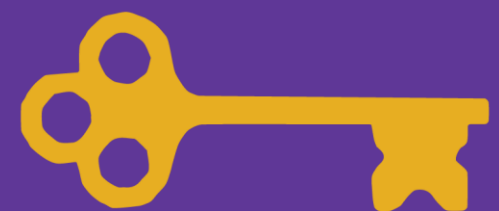
### AFFORDABLE

Cost of resources meet population's ability to pay



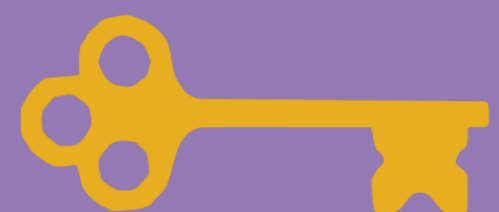
### ACCESSIBLE

Location of resources is geographically within the population's reach



### AVAILABLE

Size or volume of resources meet population needs



### ACCOMMODATING

Delivery of resources aligns with population needs



### Acceptable

Resources are provided in ways that are receptive to the population

All children feel safe and nurtured, from the early years through the early grades, so they can learn and grow—both emotionally and academically.



POSITIVE  
LEARNING  
CLIMATE

All caregivers and educators are equipped with evidence-informed skills to effectively engage all children through developmentally responsive practice.



TEACHER PREPARATION  
& EFFECTIVENESS

# framework for action

The four pillars function as guiding principles to:

- Shape policies
- Drive practices
- Inform investments
- Support implementation across systems and sectors, agencies and organizations, and communities



What factors influence a child's path to literacy?



School climate



Maternal Health



Family & Adult Literacy



Attendance



Preterm & low birthweight



Active Engagement



Safe & Stable Housing



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# Exploring the Link between Housing & Education Outcomes

- Housing instability & homeless impacts development, cognition, health, and wellbeing
- Even a single eviction filing can have long-lasting impact on children
- Frequent residence changes can lead to frequent school changes
- Housing quality issues – i.e., overcrowding & poor physical conditions - can prevent children from learning



# Student Homelessness

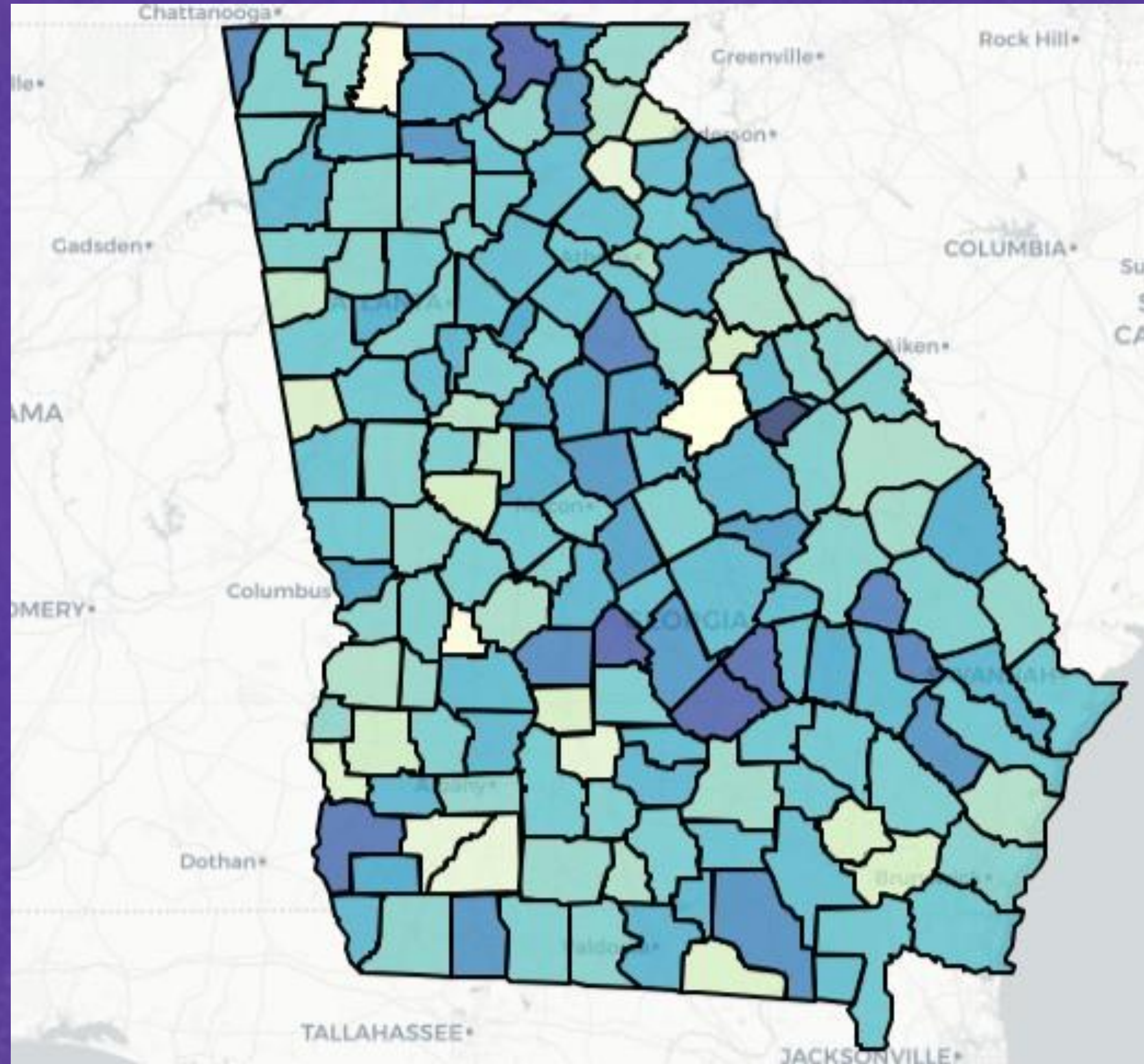
- Defined as lacking a fixed, regular, adequate nighttime residence
- Include children in shelters, motels, cars, campsites, staying with friends/relatives, or living in transitional or emergency housing
- Approximately 2% of GA students are homeless (as many as 60,000 students)
- Believed to be **under reported** for fear of DFCS intervention



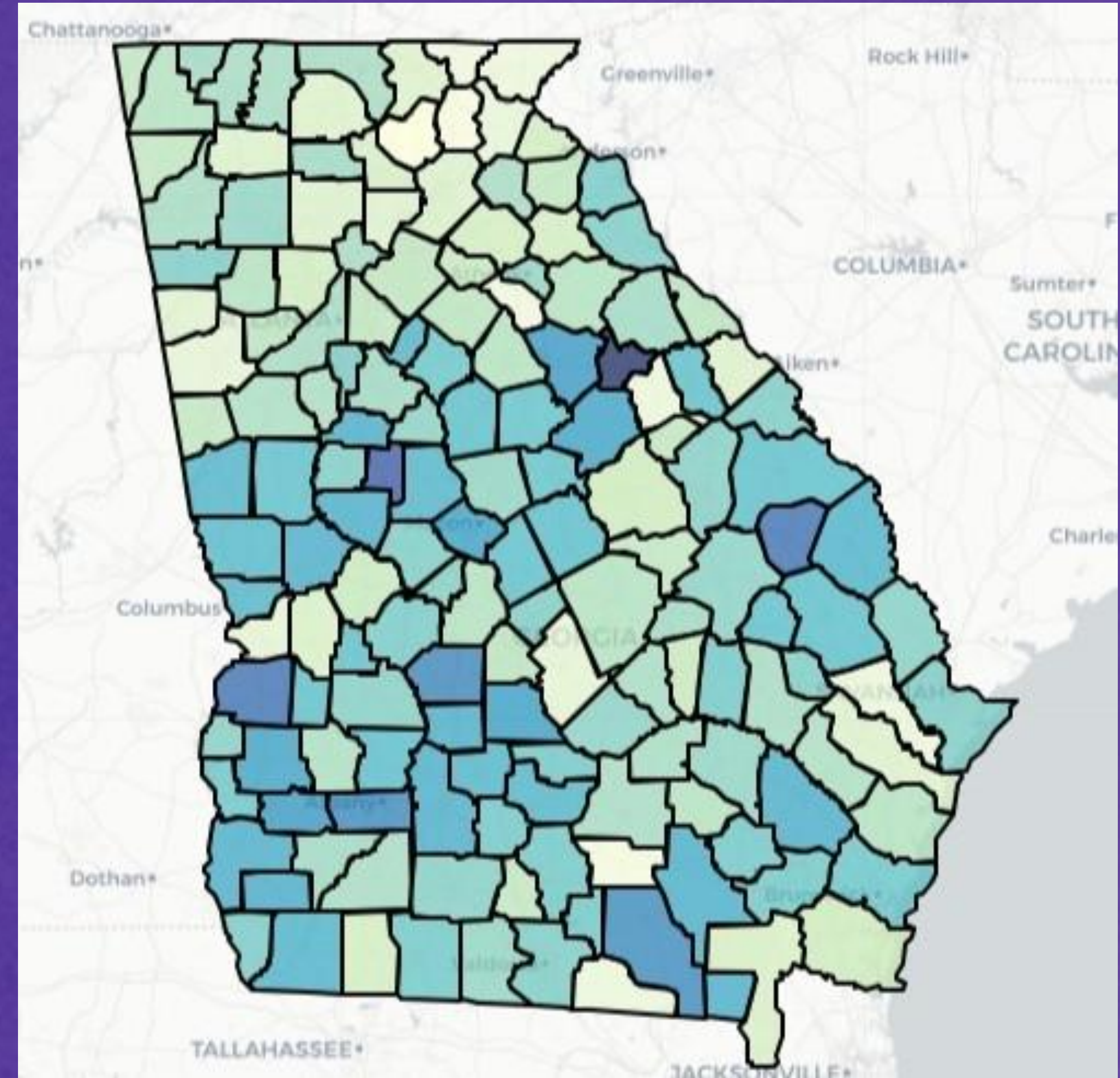
# Becoming a Data Detective: What Does this look like in Georgia?



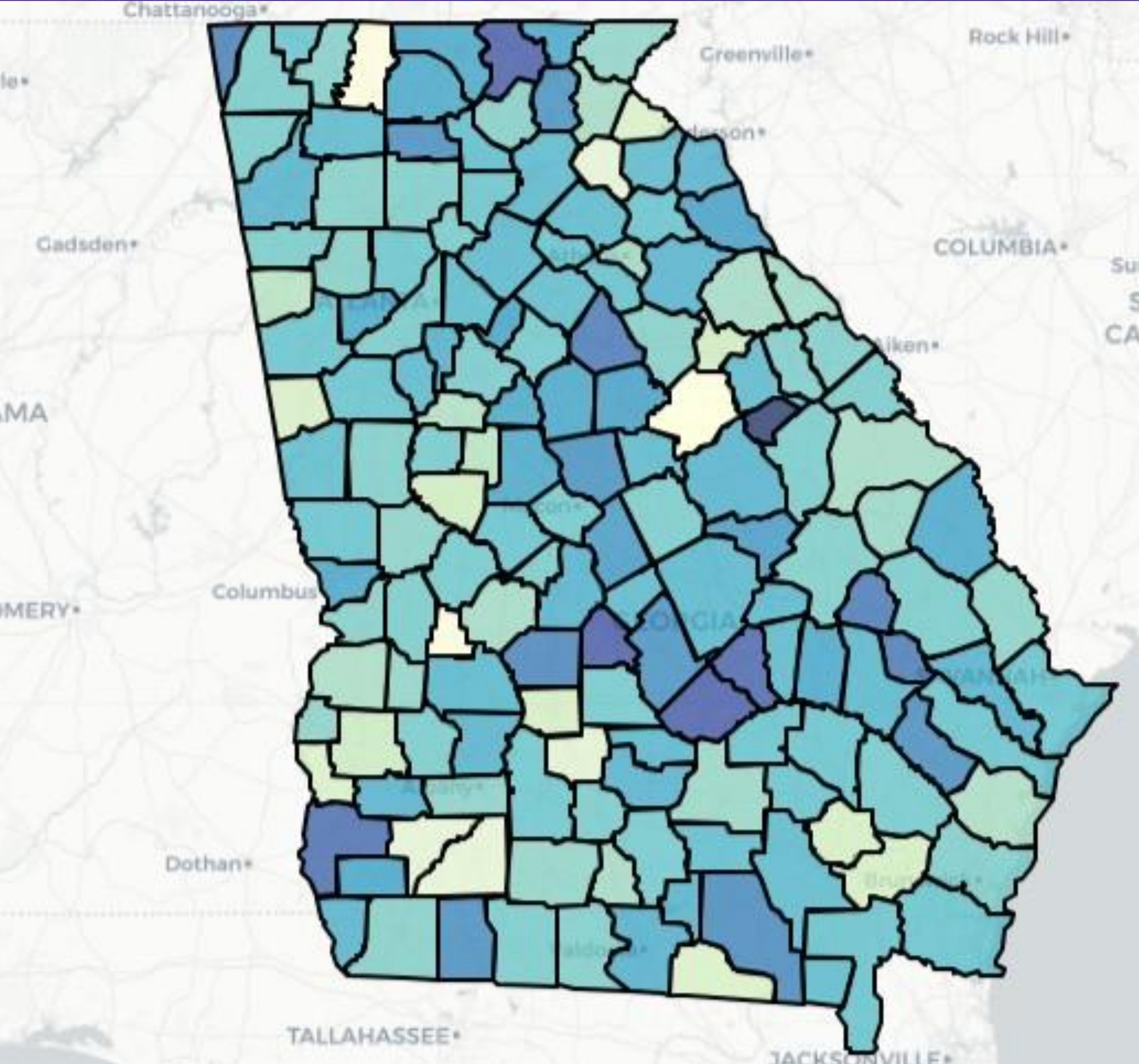
# Change in Overcrowded Housing



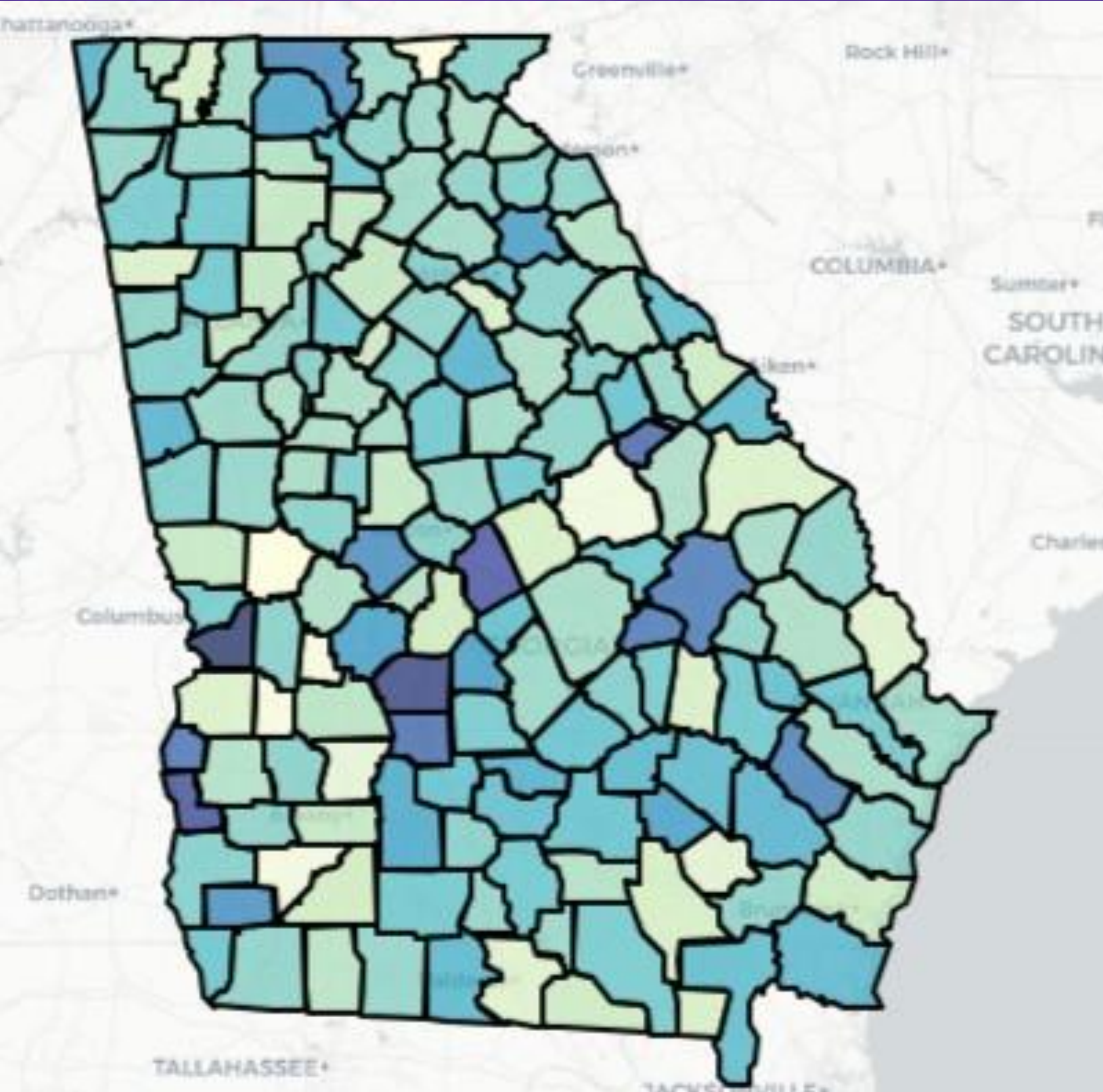
# Premature Births



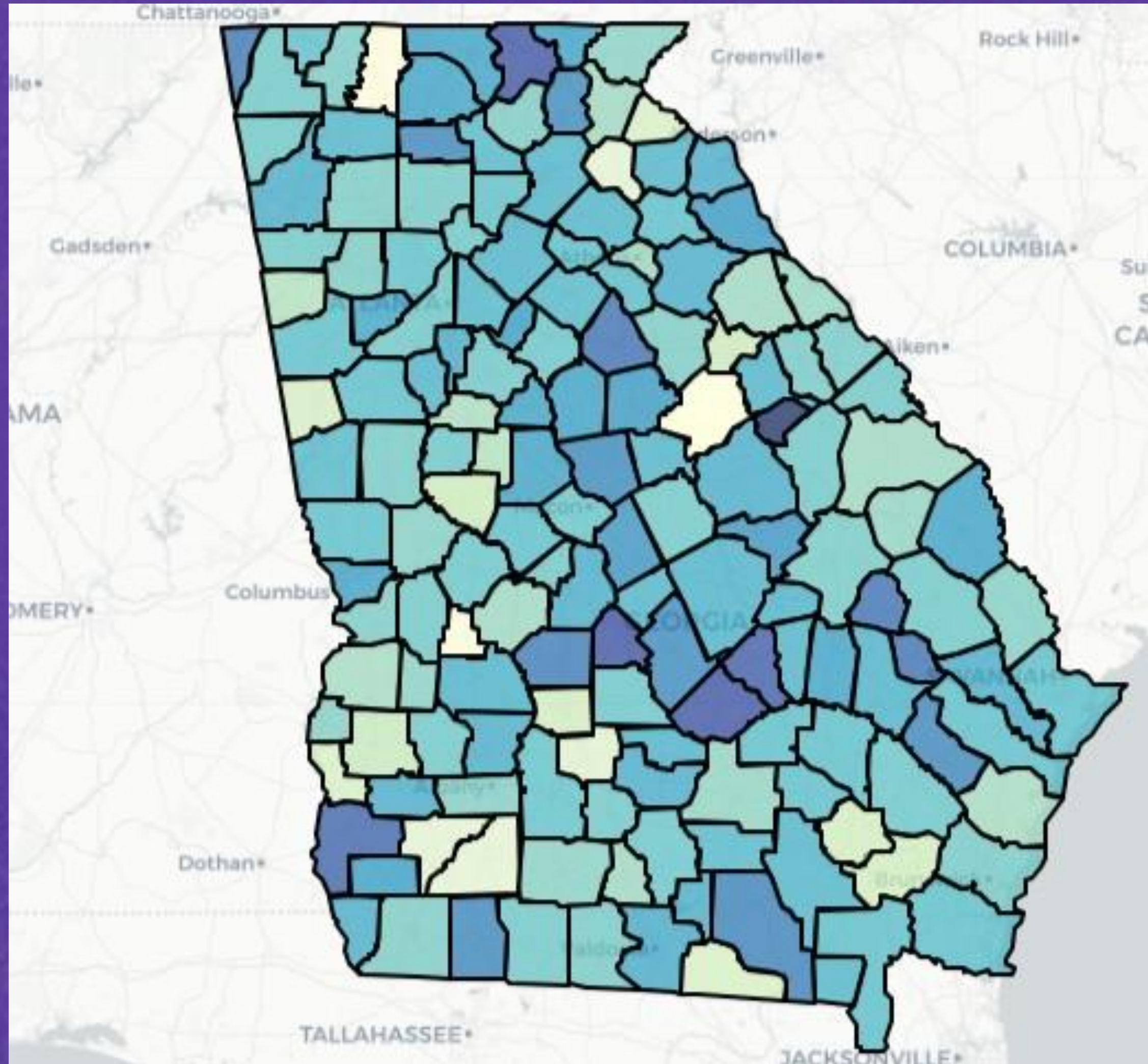
Change in Overcrowded Housing



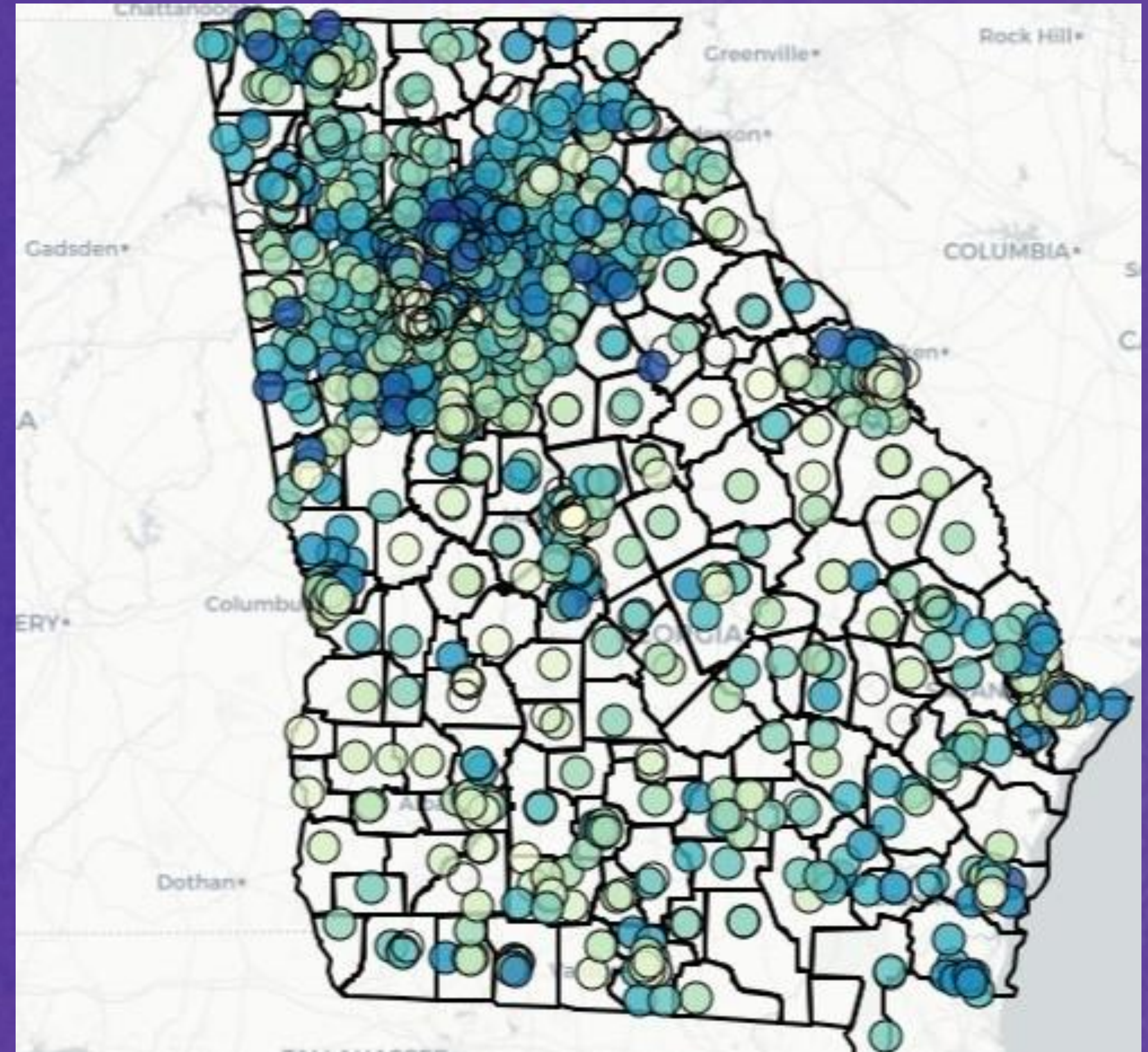
K Students Absent 15+ Days



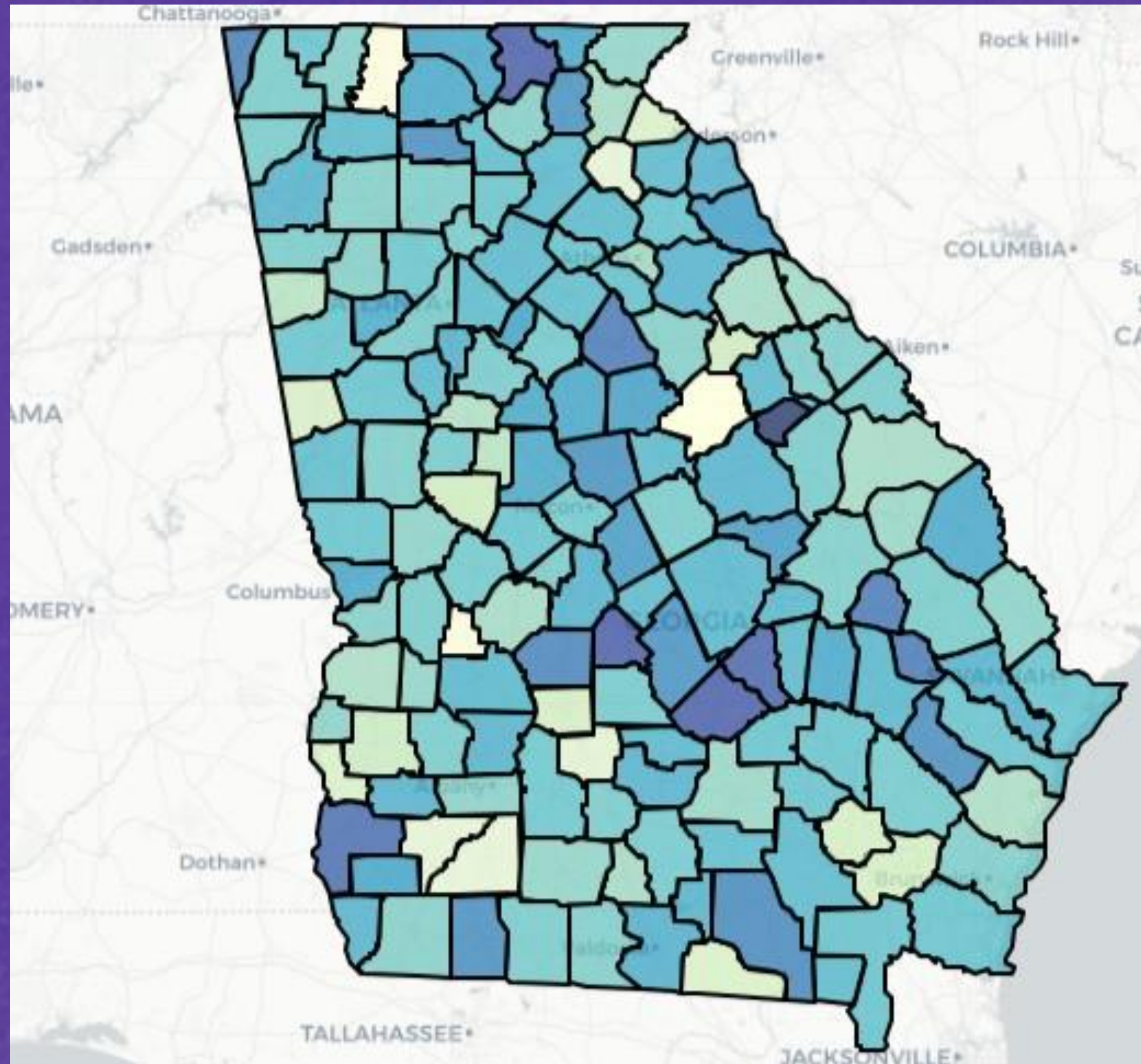
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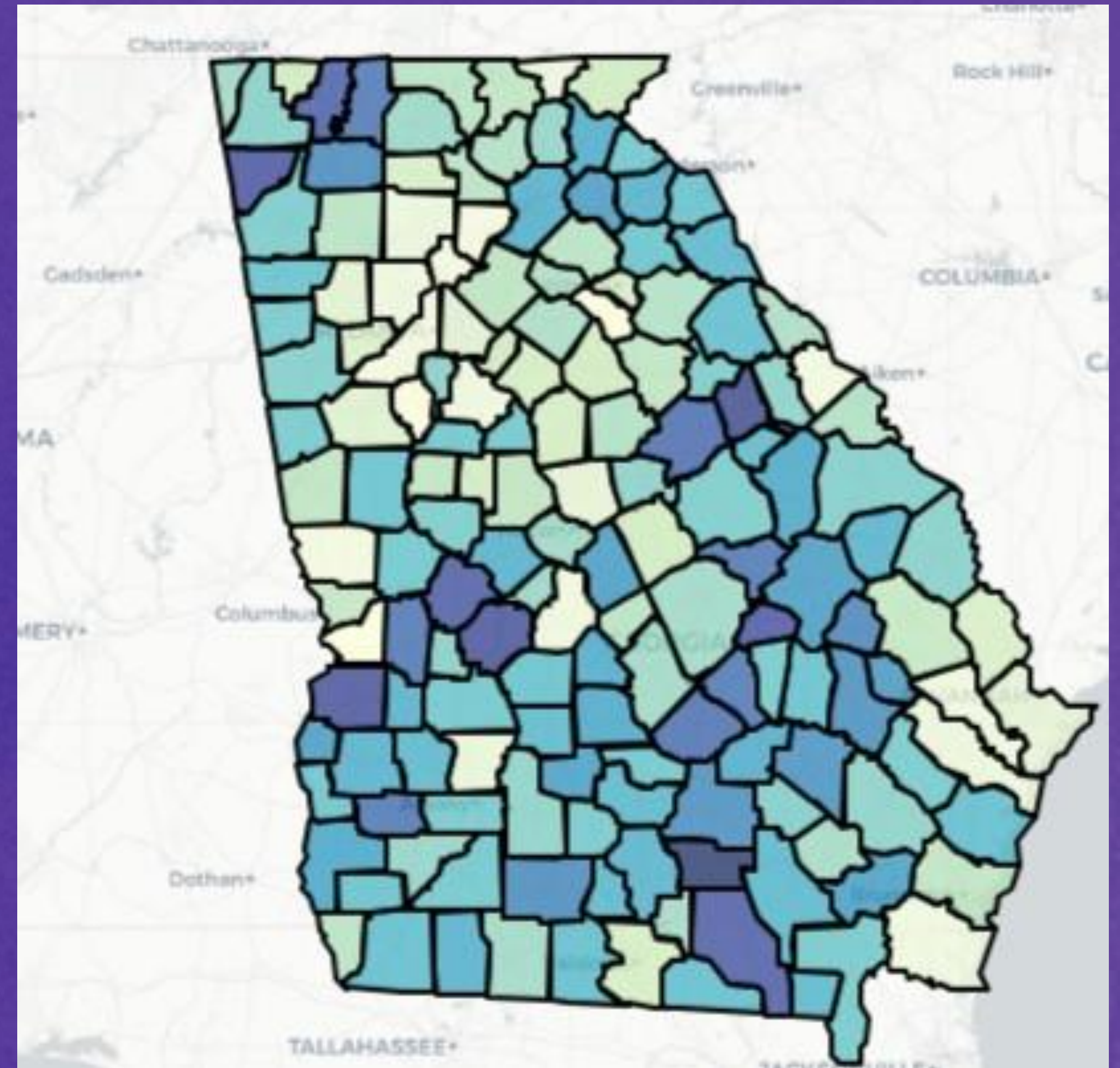
# 3rd Grade Reading Proficiency



Change in Overcrowded Housing

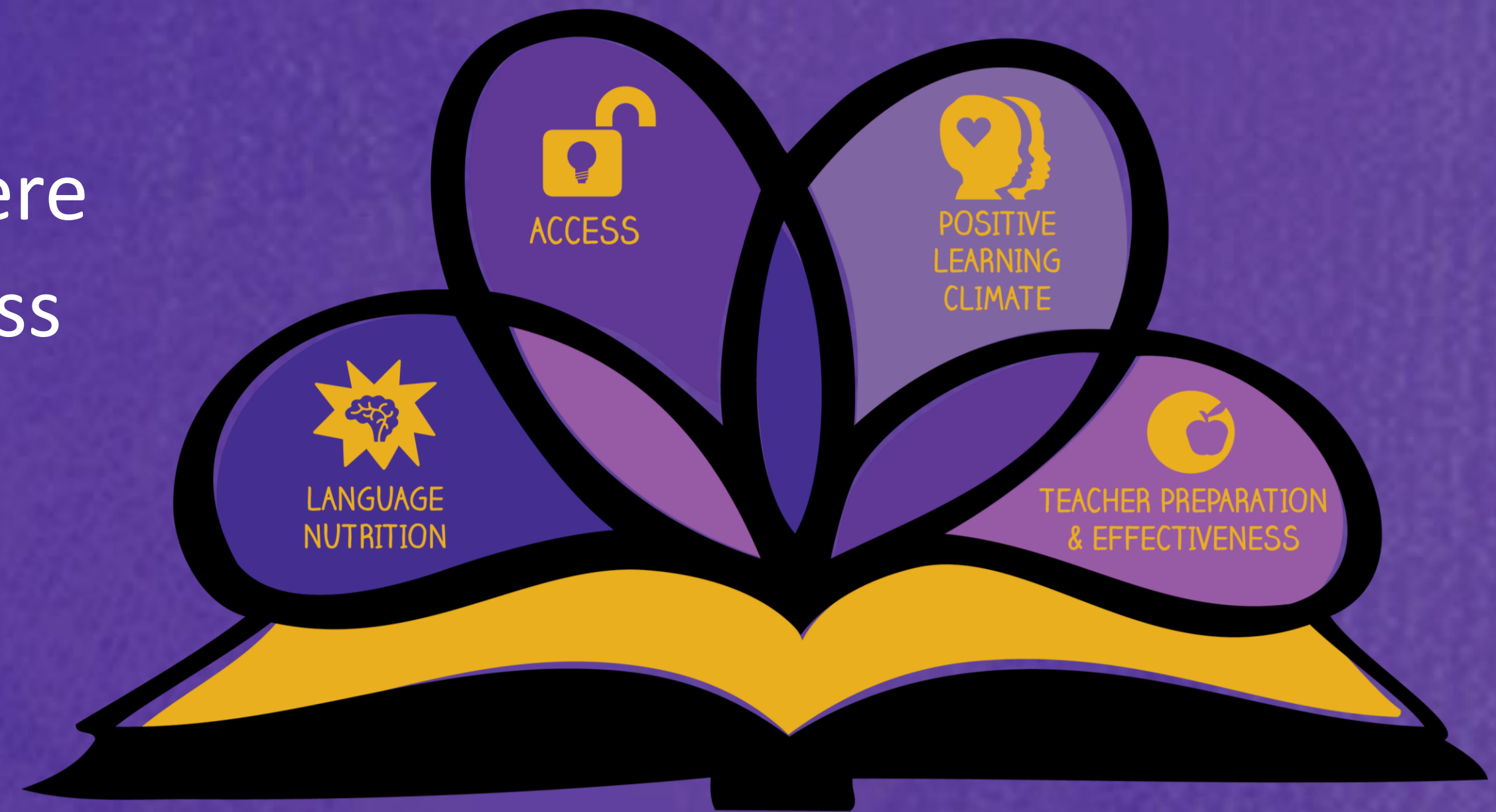


No HS Diploma, Age 25+



# Student Mobility Rate

- Measures the percentage of students who transfer schools, enter late, or leave early during a school year, excluding normal grade promotions
- Four of five districts with the highest rates were majority black, majority directly certified and in the southern region
- Four of five districts with the lower rates were majority white with directly certified rates less than 25%



# Student Mobility Rates by County

County	Rate (Percent)
Camden	14.5
Catoosa	10.6
Habersham	16.8
Richmond	24.0
Upson	10.5



# What We're Learning

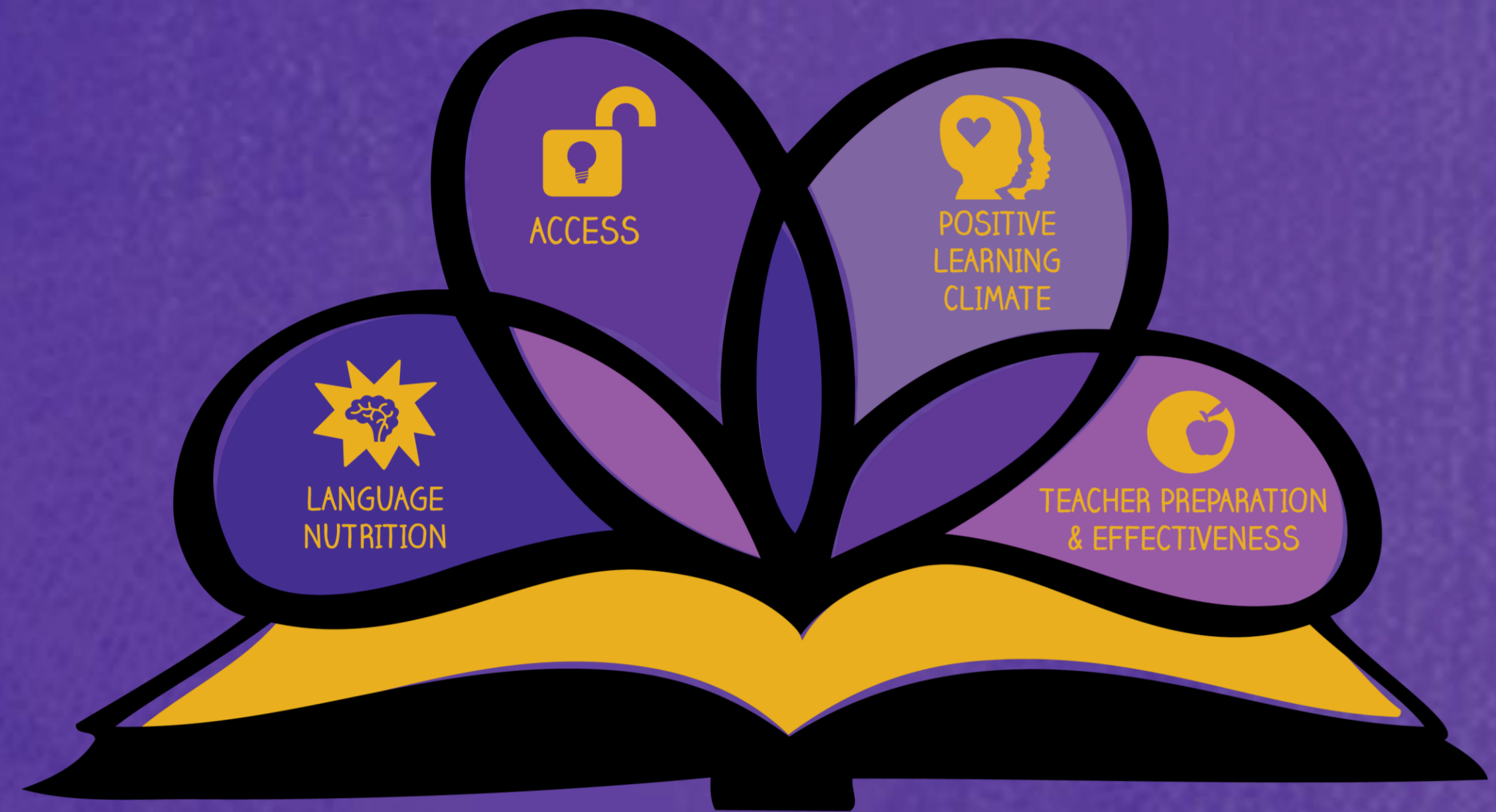


# Case Study: Tupelo Ridge (Houston County)

In 2017, DCA highlighted education through its Qualified Allocation Program

A representative from the developer researched the issue, which led to reaching out to the Get Georgia Reading Campaign

The result – an onsite early literacy center structured around the Campaign’s Four-Pillars



# Case Study: Neighborhood Reinvestment Initiative (City of Atlanta)

Vision: Make Atlanta the best place in the country to raise a child

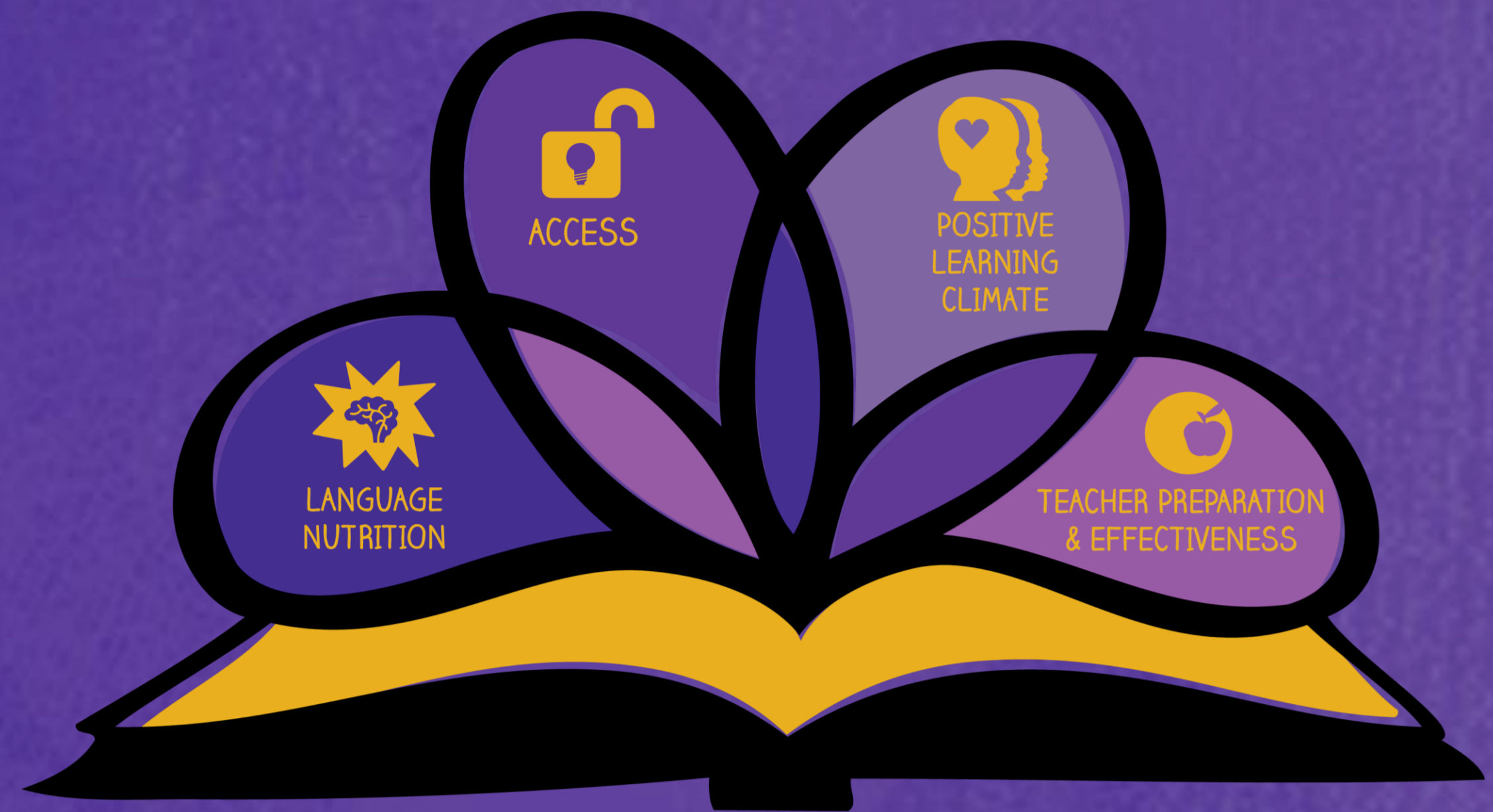
How: **Affordable Housing**, Public Safety, Youth Development & Education, Public Spaces, Transit, Health & Wellness, Economic Opportunity, Dependable Government

Starting in seven priority neighborhoods

Lobbying for the extension of a Tax Allocation District to make this possible



Your Stories:  
Other Initiatives Successfully Linking Housing &  
Education?



# Conclusions & Considerations

- Safe, stable, affordable housing is linked to education achievement
- Are there opportunities for partnership between housing , education, and community development organizations to work together to impact early literacy and other educational outcomes?
- Census and county-level data are publicly available. How might this data influence the location, density, and types of housing your city or county considers?
- Are there opportunities to co-locate affordable housing and support services?
- Where are there opportunities for direct engagement and integration of parent with parents, families, and caregivers as you build and implement your plans?
- The Get Georgia Reading Campaign pillars may provide a framework for developing local plans



# Resources: Where to Find this Information

GOSA Data Dashboard (downloadable):  
<https://gosa.georgia.gov/dashboards-data-report-card/downloadable-data>

GA Awards: <https://gaawards.gosa.ga.gov/>

Readiness Radar:  
<https://data.neighborhoodnexus.org/project/readinessradar>



# Thank you!

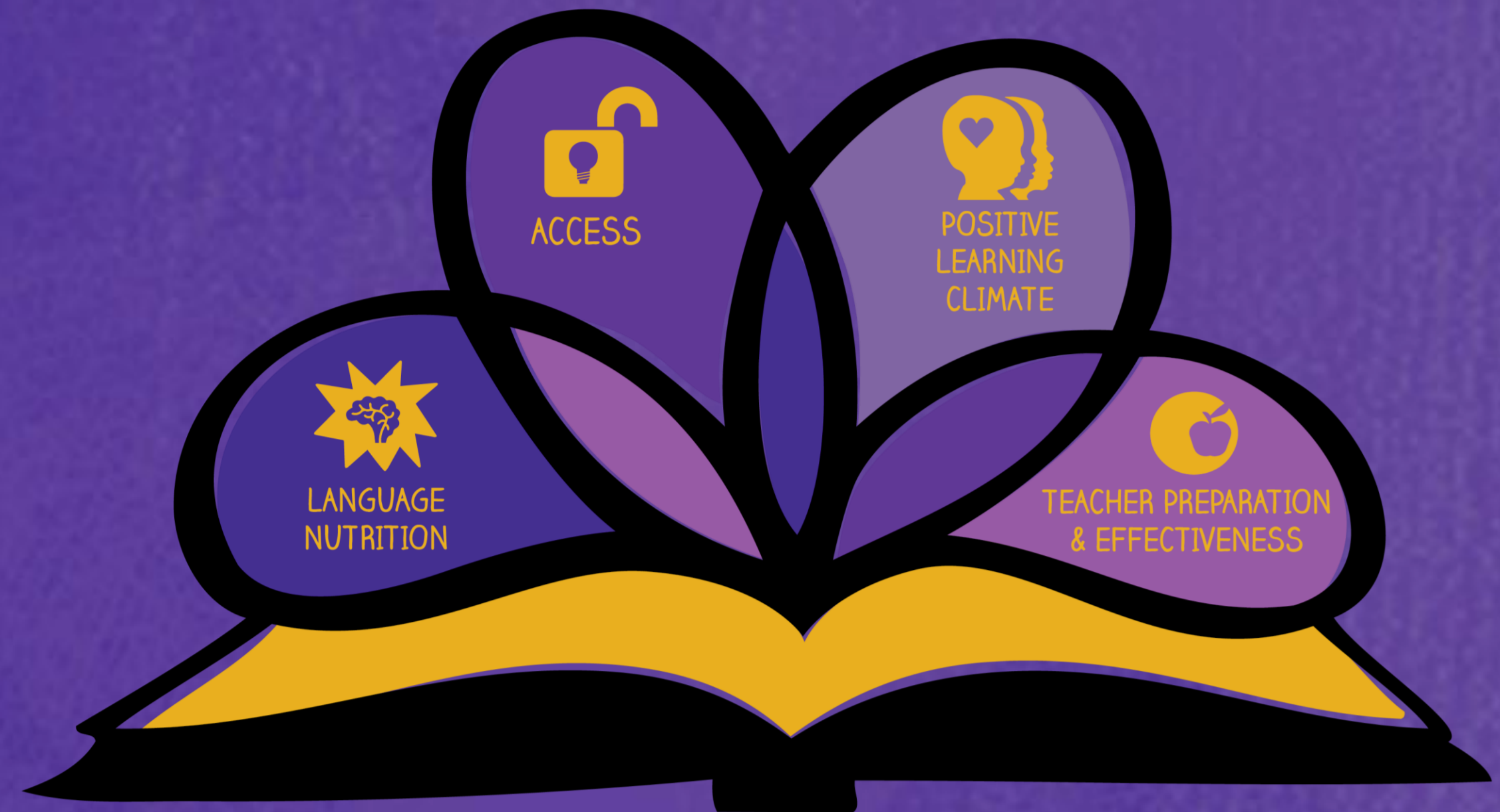
**Contact:**

Akia Lewis

The Get Georgia Reading Campaign

Email: [akia@gafcp.org](mailto:akia@gafcp.org)

Phone: 470-366-1431



REWRITING  
OUR STORY  
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LITERACY



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