

GEORGIA★READS

Georgia Council on Literacy
Georgia Municipal Association
July 21, 2026
10:00 AM – 3:00 PM



WELCOME

Chairman Scott Johnson

Larry Hanson, Georgia Municipal Association





GOEWS: Implementing HB1302 & 1193

Fran Dundore, Executive Director

July 28, 2026

Education and Workforce Strategy

2023 | 2024 | 2025 | 2026

1

Georgia Match

Georgia's unified student-to-career matching platform connecting talent with opportunity.

2

HB982 High Demand Career List

The state's single list of high-demand occupations driving education and investment decisions

3

HB192 Top State for Talent Act

A commitment to making Georgia the destination for skilled talent and business growth.

4

HB1302 Education and Workforce Strategy Act

The culmination of Governor Kemp's workforce development agenda built on four years of transformative work to align education and industry across Georgia.



From GOSA → GOEWS: What Changed?

GOSA Governor's Office of Student Achievement

Asked:

"How are students & schools performing?"

- Student achievement focus
- K–12 accountability & data
- Research, Evaluation and Reporting
- Served education stakeholders
- Literacy



GOEWS Governor's Office of Education and Workforce Strategy

Answers:

"How do we prepare Georgians for high-demand careers?"

+

- Connects educational outcomes to workforce outcomes
- Aligns education with opportunity
- Strategic planning, coordination & implementation
- Creates Georgia's new statewide education and workforce plan for approval by the State Workforce Development Board

GOSA measured success in education; GOEWS translates educational success into workforce success



The GOEWS Plan

Office of Education and Workforce Strategy | Established by HB 1302

PURPOSE

Coordinate the efforts of all state agencies and relevant entities engaged in education, data governance, student achievement, talent development, and workforce preparedness throughout Georgia.

STRATEGY TEAM AGENCIES

Dept. of Education
(DOE)



GA Student Finance
Commission (GSFC)



Technical College
System (TCSG)



Dept. of Labor
(DOL)



University System
of Georgia (USG)



New Initiatives

Three concrete ways HB 1302 is coming to life for Georgians

1

Georgia Career Navigator

MVP Launch: September 2026

- Statewide platform connecting students to pathways, credentials & opportunities
- Centralizes state resources — financial aid, admissions, career data

2

CTO Challenge

Connecting Talent to Opportunity

- Federal competition to accelerate the Talent Marketplace
- Adds Learning & Employment Records, Credential Registry, and AI job matching
- Puts GA CTAE credentials on a national interoperable platform

3

Georgia Match

Proactive postsecondary connection

- Direct Admissions
- Eligible students receive proactive admission offers
- Integrated with the Navigator - instant confirmed status



GOEWS will now build Georgia's Education and Workforce Strategic Plan

Informed by:

- High Demand Career List
- Return On Investment findings
- Credentials and Articulation work
- Combined WIOA/ Perkins Plan

Approved by:

State Workforce Development Board



Career Navigator Platform

Georgia's students have never had more options - or less clarity about how to navigate them.

The Career Navigator platform is being built as a statewide tool that brings together real labor market data, skills and interests, postsecondary pathways, credential information, and personalized guidance so every Georgian can see the full picture and make informed decisions about their future.

Built for All Georgians

- Statewide platform connecting students to pathways, credentials & opportunities
- Designed to be a one-stop-shop for college and career planning
- For students, families, advisors, career changers, military, and workforce re-entry



Deep Data Integration

- Cross-agency data from GADOE, TCSG, USG, and labor market sources - connected in one place so advisors and students can see real opportunity, not just options.
- Centralizes state resources - financial aid, credentials, admissions, career data

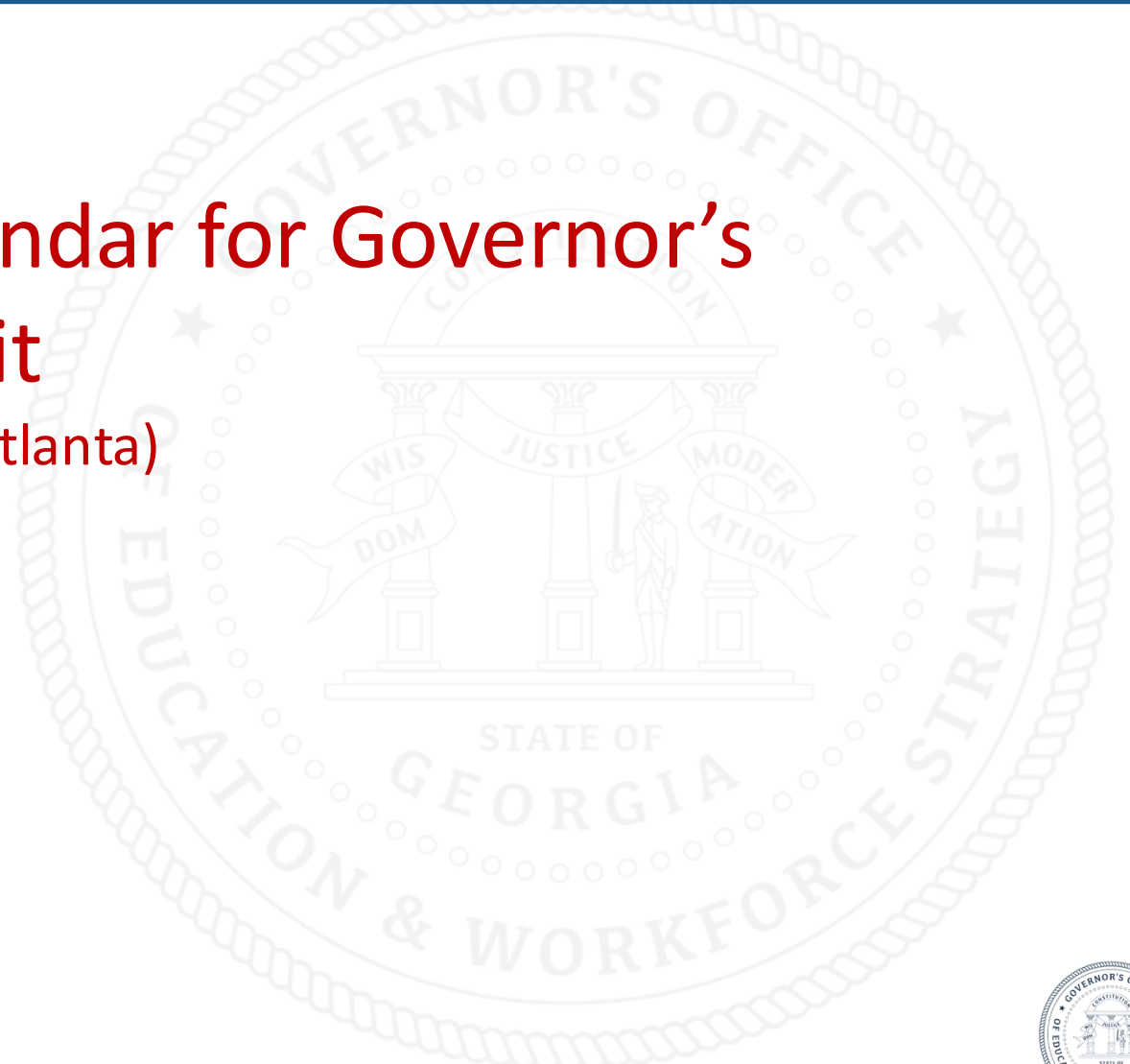


What is Next?



1. Mark Your Calendar for Governor's Workforce Summit

September 24- 25 (GWCC Atlanta)



Georgia Council on Literacy Transition Plan

Stacey Lutz

State Literacy Coach Coordinator

Partner Updates:

Georgia Reads Community Collaborative



GEORGIA★READS
Turn the page to a brighter future

Arianne Weldon

Get Georgia Reading Campaign

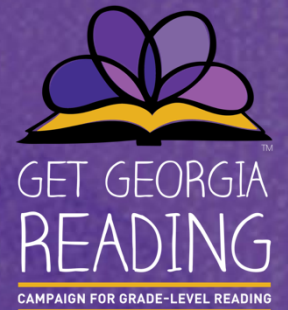
From Plan to Practice

Community Tools to Support Vision 2030

Shared framework.

Shared tools.

A shared way of learning.



Vision 2030 gives Georgia a destination

Guiding Principles

Goals & Objectives

**Outcomes
& Targets**

**Sustainability
Commitments**

Vision 2030 gives Georgia a destination

Guiding Principles

Goals & Objectives

**Outcomes
& Targets**

**Sustainability
Commitments**

How does a community help turn the plan into practice?

The plan also names four priority focus areas

1

Mobilizing communities

through Georgia Reads

2

Building educator and leader capacity

through coordinated literacy coaching

3

Strengthening early language

and developmental systems

4

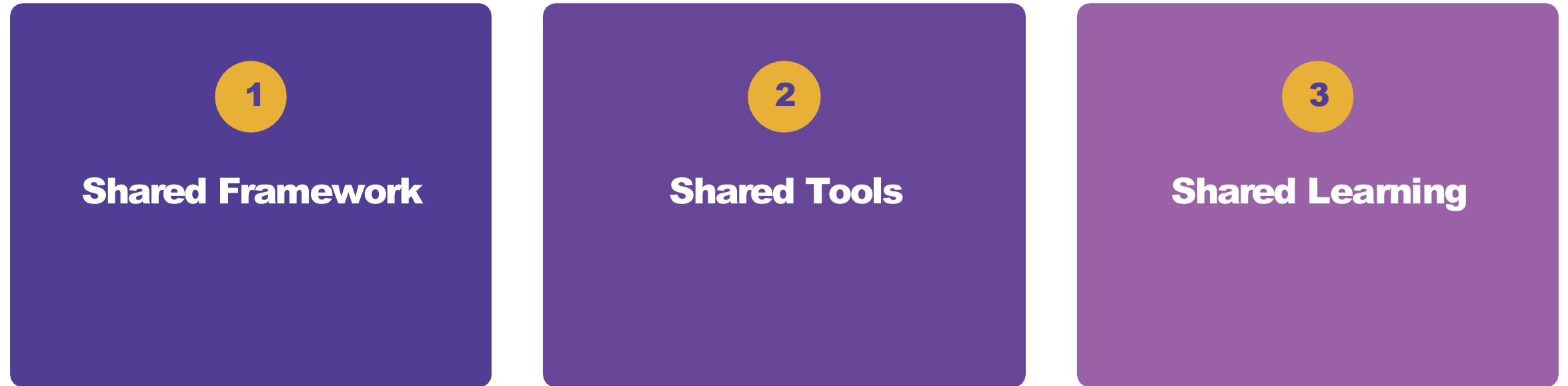
Implementing systematic screening

for hearing, vision, and language development

Communities are one of the four. Language development runs through two.

The tools in this update sit inside a priority the plan already set.

Three things carry a plan into practice



The framework gives shared language. The tools help communities use it. The learning carries what they find back.

The Four Pillars

The conditions that must be in place for literacy to take hold



Language Nutrition

Engagement through language-rich social interactions, from birth through high school and beyond

Access

Reachable, affordable, trusted supports

Positive Learning Climate

Safe and nurtured, in every setting where learning happens

Teacher Preparation & Effectiveness

Adults equipped for developmentally responsive practice

The same conditions, seen from two places

STATE PARTNERS

create the possibility

COMMUNITY PARTNERS

create the reality

Two vantage points. One set of conditions.

Both are needed. Both are happening at once.

Access has structure



"We have a resource."
and
"Families are supported by it."
are two different questions.

Awareness

Affordable

Accessible

Available

Accommodating

Acceptable

The Six Keys turn "Access is a challenge" into "Which key needs turning?"

Underlying factors shape early literacy

Illustrative, not exhaustive.

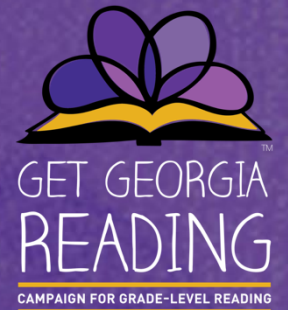


Two foundations

The Four Pillars name the conditions literacy depends on — held in common across Georgia, and acted on together.

Factors beneath them decide whether each condition is in place.

Both foundations.
One framework.



Crosswalk and translation

CROSSWALK

Where does this connect?

Shows where the plan and pillars line up.



TRANSLATION

What does this mean in practice?

Points toward action.

What conditions need to exist? · What might a community do? · What can be learned?

What might help communities

Two tools are in development, built on the same four conditions — and both serve a priority focus area the plan already names.

Being designed to help communities:

1

See conditions

2

**Understand
opportunities**

3

**Organize and take
action**

4

Learn together

Support for applying the framework locally.

Community-based resource inventory

Exploring ways to help communities:

See conditions

**Recognize
resources**

**Understand
underlying factors**

Consider access

**Identify
opportunities for
action**

A resource means more than a program.

People · Places · Policies · Practices · Processes · Funding streams · Information channels · Relationships

One concept being explored



Instead of

“Vision screening referrals aren't followed up.”

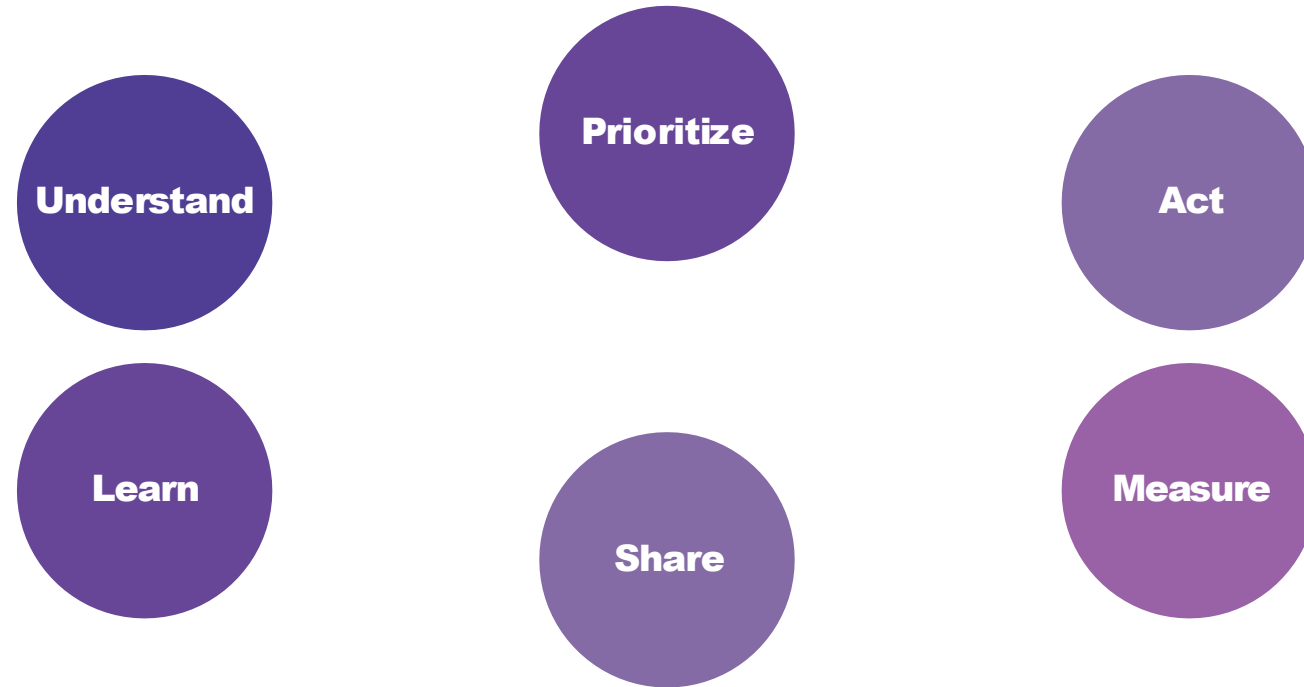
A community might find

“Vision screening flags the need, but the exam and glasses that follow cost more than families can afford.”

Once the key is named, action becomes clearer.

Community action planning and implementation

Exploring ways to help communities:



It studies what works, what doesn't, and why — with equal care

We learn the most when we ask both “What’s working, and why?” and “What didn’t work, and why?” Understanding success helps us sustain and spread it; understanding failure shows us what needs to change — both are critical.

Why shared learning matters

COMMUNITIES BRING

Experience

Evidence

Knowledge

STATE PARTNERS BRING

Framework

Resources

Support

Communities see what state partners cannot. State partners see patterns no single community can.



One reciprocal learning system, working in both directions.

Parts of the plan are still being designed

Each is written as an open-ended goal — develop, explore, recommend — not a fixed target

An early literacy coaching model

A professional learning system for grades 4–12, including early language development

Recommendations to the Executive Committee based on the 4–12 screener pilot

Common tools and rubrics for evaluating preservice classroom practice

Unfinished by design — which is what makes them places where evidence from practice can shape what gets built.

Three examples from the plan

Goal 1.1

Kindergarten entry

PILLAR

Language Nutrition

KEYS TO TURN

Awareness · Accessible · Accommodating

Goal 1.3

Beyond third grade

PILLAR

Positive Learning Climate and Language Nutrition

KEYS TO TURN

Available · Accommodating

Goal 2.1

Educators prepared

PILLAR

Teacher Preparation & Effectiveness

KEYS TO TURN

Accessible · Affordable for the workforce

One thread across the continuum.

Underlying factors shape early literacy

Illustrative, not exhaustive.



ONE UNDERLYING FACTOR

One thread: language development

THE CHILDREN'S CONTINUUM

Birth-to-Five



K-12

PREPARING AND SUPPORTING THE ADULTS WHO WORK ACROSS BOTH

Educator Preparation



Literacy Coaching

future educators

educators already in classrooms

One thread, the length of the continuum.

One thread, carried all the way through

A proactive, developmentally responsive approach



Language development is happening in every interaction.
Noticing it is what makes scaffolding possible.

Language development is a window into well-being

Setting the stage for literacy, academic success, and emotional well-being.

Widening the view

Developmentally appropriate

Focuses on the child, and on what is expected for their age.

Developmentally responsive

Widens the focus to what surrounds children, and to what those surroundings provide:

Adults and settings

Environments and practices

That wider view is how children flourish.

NOTICE Language Indicators of Well-Being

A shared approach to developmentally responsive practice — in every setting, from birth through high school and beyond.

NOTICE Language Indicators of Well-Being

BEFORE WORDS

EMERGING LANGUAGE

Children are building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.

Children are beginning to use single words, brief phrases, and simple sentences with either spoken words, pictures, sign language, or technology.

The Why	Orienting toward or away from stimuli in the environment.	Responding to a familiar caregiver's voice, gestures, touch, and facial expressions	Communicating for different purposes including: sharing attention, requesting, and sharing emotion	Communicating for many reasons including starting social games, sharing, protesting, and requesting actions	Communicating frequently within back and forth exchanges with others	Communicating to request assistance, share emotion, and request information (e.g., where's __?)
The How	Moving body position, head position, or gaze	Vocalizing or babbling in a back and forth manner	Using gestures, facial expressions, imitated actions, or vocalizations to gain attention	Pairing gestures with sounds, routinized or imitated words (either speech, pictures, signs, or other)	Using single words for object labels, people's names, action words, modifiers, and relational words (e.g., up, down, in)	Using and understanding of combinations of words with people's names and verbs
Coping With Others	Changing state in response to a familiar caregiver's voice, touch, or being close	Showing interest and soothing in response to a familiar caregiver	Soothing in response to others' facial expressions, actions, and emotion/energy states	Seeking comfort and engagement from familiar caregivers	Seeking comfort from others by asking for attention and comfort items	Requesting soothing activities when distressed
Coping On One's Own	Noticing people or things in the environment	Using familiar routines and materials as a source of comfort	Using objects familiar to natural routines to soothe during transitions	Imitating simple play actions to rehearse real-life activities	Using play actions with objects to rehearse real-life activities.	Using simple self-regulatory language or symbols ("first...then") to maintain engagement in activities.

"Symbols" refers to spoken words, written words, picture symbols, sign language, etc.

This table was developed by Rubin, Weldon, McGiboney, Thomas & Pileggi (2023); Reference: Prizant, Wetherby, Rubin, Laurent & Rydell (2006); Updated April 2026

Across the top

Four developmental progressions.

Down the left

Indicators in four areas.

Purposely not organized by age bands. Notice where children are — not where they are not.

Four progressions

Before Words

Communicating primarily through body language, gestures, and facial expressions — building attachment to the social world.

Emerging Language

Single words, brief phrases, and simple sentences — spoken words, pictures, sign language, or technology.

Developing Language Competence

Simple and complex sentences in familiar situations, still developing in unfamiliar ones. Inner self-talk begins.

Conversational

Complex sentences consistently, with inner dialogue to regulate emotion and problem solve — executive functioning.

Notice the progression. Find the column that matches. The next column over shows where to scaffold.

What we notice

WHY

Communicating for many reasons.

HOW

Sharing needs and ideas in many different ways.

COPE WITH OTHERS

Use of language for mutual regulation.

COPE ON ONE'S OWN

Use of language for self-regulation.



This is universal practice, in an ordinary moment.

It takes a shared way of looking, and an adult prepared to scaffold what comes next.

The same lens, built into how adults are prepared

Early Childhood

K-12

**Educator
Preparation**

Literacy Coaching

**Community
Partners**

State Partners

ALREADY UNDERWAY

Columbus Technical College has integrated these concepts into its Early Childhood Care and Education program.

The Georgia Professional Standards Commission has reflected them in the recently updated rule for birth-to-five educator preparation programs.

AN OPPORTUNITY TO CONSIDER

Literacy coaching is another potential pathway — including these concepts within coaching preparation would strengthen developmentally responsive practice, without creating a separate initiative to carry it.

Woven into preparation. Carried forward in practice.

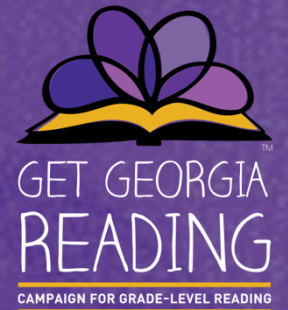
From Plan to Practice

A shared framework gives us common language.

Shared tools help communities put that language to work.

A shared way of learning carries what they find back.

When communities and state partners
work toward the same conditions and learn together —
a plan becomes practice.



Chan Weeks

Georgia Municipal Association

GeorgiaForward

Facilitator Intake Form



GEORGIA COMMUNITY LITERACY COLLABORATIVE

Building Local Capacity to Improve Literacy Outcomes

The Georgia Community Literacy Collaborative is a three-year learning experience that helps communities improve literacy outcomes. Each participating community is paired with a trained facilitator who guides the community leadership team through planning, implementation and support.

FACILITATOR ROLE

As a facilitator, you will:



Guide a community leadership team through the Collaborative's three-year process



Lead strategic planning and facilitated team discussions



Connect communities to statewide research and resources



Support accountability and implementation between retreats



Provide one year of technical assistance to communities preparing to participate in the Collaborative



Receive training, tools, ongoing support, and a facilitator stipend

Guided by the Get Georgia Reading Four

Pillars:



Language
Nutrition



Access



Positive Learning
Climate



Teacher Preparation
& Effectiveness



BECOME A COMMUNITY FACILITATOR

*Be a Catalyst for
Change*



INTERESTED?

Scan the QR code to complete
the Facilitator Intake Form.

Amy Lingo

Georgia Southern University



GEORGIA SOUTHERN
UNIVERSITY



Georgia Literacy Impact Initiative & Georgia Southern University Literacy Center

Research and Statewide Partnership



GEORGIA SOUTHERN
UNIVERSITY

From Literacy Science to Classroom Results

*Partnership driven implementation with measurement of
teacher practice and student outcomes*

Georgia Literacy Impact Initiative

Building Educator Capacity So Georgia's Readers Soar

**Connecting the
strategies we
use support
teachers to
teach literacy**



**Transforms
preparation and
classroom
practice**



**Hybrid
professional
learning
experience with
coaching**



**Using
assessments to
target
professional
learning**



**Utilizing
student and
teacher data to
measure
growth**



Partnerships

First District RESA



Pilot Districts

- **Candler County School District**
- **Toombs County School District**

Participants

- **66 teachers across 4 schools**
- **1,778 students in participating classrooms**

Evaluation Instruments

All measures were evaluated at the start of the pilot to establish a baseline and then at the end of the school year to evaluate growth.

Teacher Measures

Teacher Competency Diagnostic across nine domains of literacy

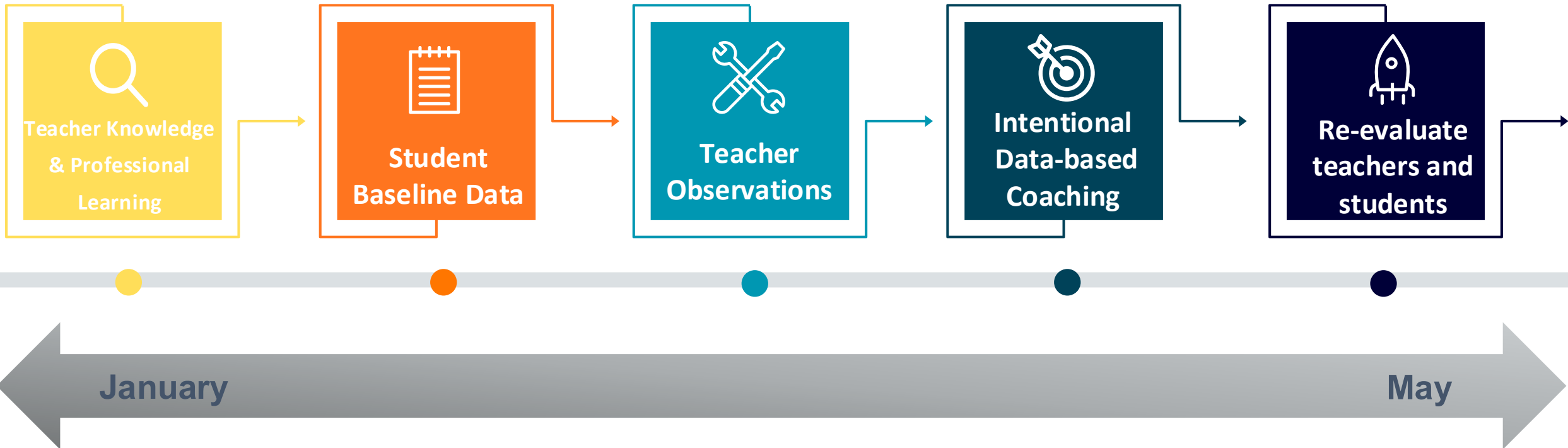
Self-Efficacy Survey

Audio recordings of teachers to analyze instructional strategies

Student Measures

Teacher Administered CORE Phonics assessment

The Pilot Process



Teacher Outcomes

Major Finding #1

Teacher competency increased substantially in just 4 months

1. K-3 Teacher competency increased from 65.6% to 76.5%
2. The number of proficient teachers (scoring 80% or higher) more doubled from baseline to post-assessment (20.3% to 49.2%)

Major Finding #2

Largest gains occurred in Assessment and Phonemic Awareness

1. Results show that **growth was not uniform** and the most significant growth were in domains with the lowest scores during baseline- assessment and phonemic awareness
2. The improvement in Comprehension and Morphology **were minimal** and not statistically significant

Teacher Outcomes

Major Finding #3

Teacher degree, experience, and prior training did not significantly predict baseline competency

Advanced Degrees: Educational Specialists (Ed.S.) tended to demonstrate higher baseline competency

Teaching Experience: More experienced teachers yielded higher baseline scores, though this advantage diminished and became negligible around the 15-year tenure mark

Prior Training: A higher volume of prior literacy training was descriptively associated with stronger baseline performance. Specifically, **Orton-Gillingham (OG)** and **LETRS** trainings were marginally significantly predictors of higher baseline competency

Student Outcomes

Major Finding #4

Students demonstrated measurable growth in some foundational reading skills

Highest growth was in Letter Names uppercase (21.8% growth), Letter Names lowercase (24.8% growth) and Consonant Sounds (25% growth)

Major Finding #5

Students in K-3 demonstrated most growth

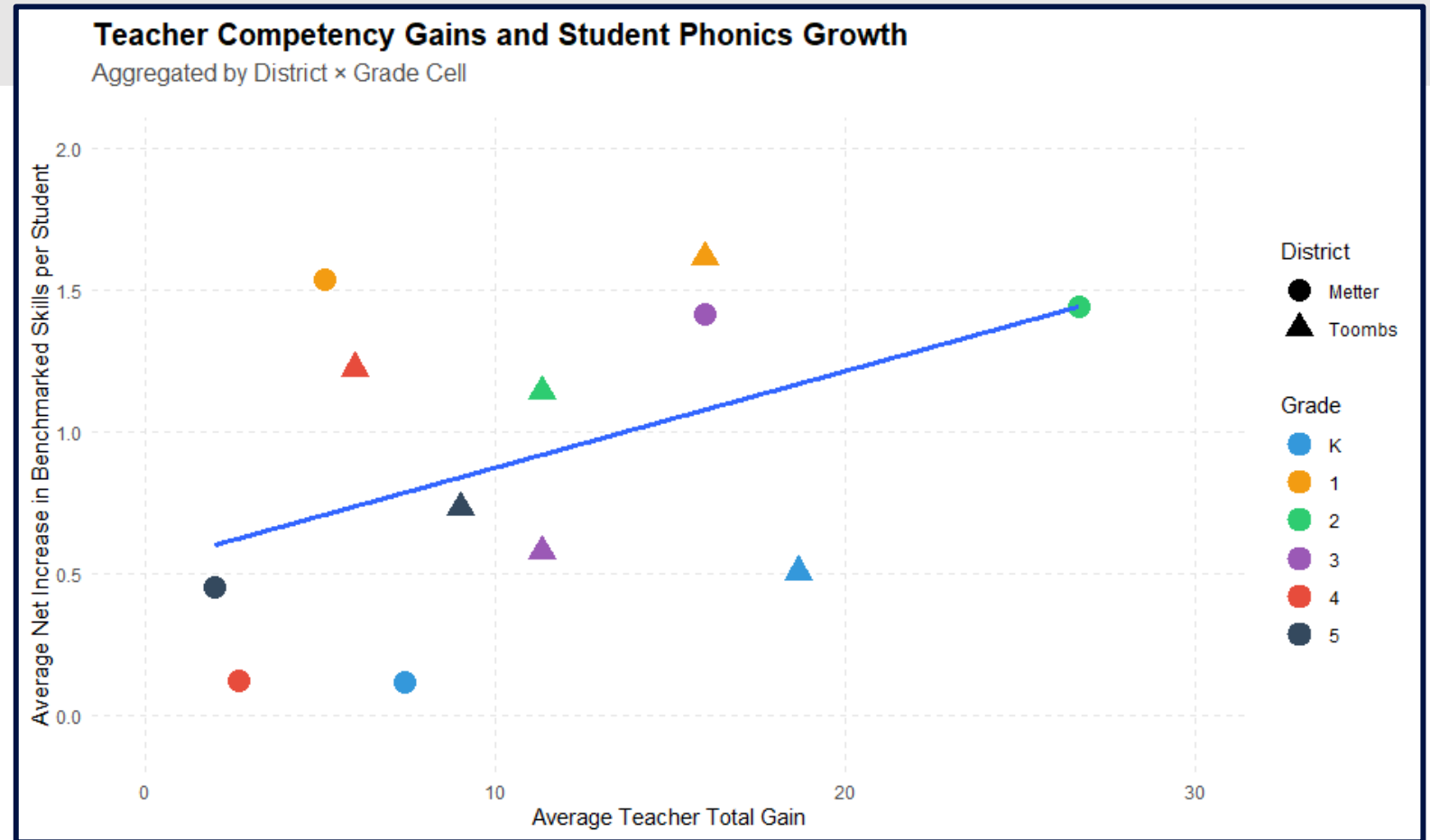
The average number of core phonics skills mastered at the benchmark tier increased significantly from pre- to post-intervention but this foundational skill expansion was substantially **more pronounced within the primary grades** (Grades 1, 2, and 3) compared to the upper elementary grades (Grades 4 and 5).

Combined Outcomes

Major Finding #6

Teacher Growth and Student Growth Moved Together

There was a **moderate positive association** between average teacher competency gains and the average number increase in student benchmarked skills ($r = 0.449$, $p = .143$). However, these results are just descriptive, **not statistically significant**.



Alignment to the Georgia Southern University Literacy Center

Teacher competency improved when educators received targeted support.



Professional Learning for Literacy Coaches to provide ongoing, data-driven support for educators.

Teacher degrees, experience, and previous training did not reliably predict instructional competency.



Educator Competency Evaluations to measure what educators know and can do—not just what training they completed.

Students demonstrated significant growth in many foundational literacy skills.



Demonstration Sites and University Partnerships to scale practices that improve student outcomes statewide.



GEORGIA SOUTHERN UNIVERSITY LITERACY CENTER

Supporting Pre-service and In-service Educators

Purpose

Establish a collaborative infrastructure for supporting evidence-based literacy instruction across Georgia.



**Preservice Teacher Preparation and
Demonstration Sites**



Professional Learning for Literacy Coaches



Evaluations Measure Educator Capabilities



GEORGIA SOUTHERN UNIVERSITY LITERACY CENTER

Supporting Pre-service and In-service Educators

Expected Outcomes

1

All school-based literacy coaches will possess the knowledge, skills, and capabilities to support and coach K-3 educators in the science of Reading

2

Demonstration Schools/Districts will provide a replicable model to scale transformative professional development, leading to excellence in literacy instruction

3

Teacher preparation programs will coordinate to improve preservice literacy training

Georgia Southern University Literacy Center

Each University partner will be assigned 3rd Party Literacy Coaches that will serve as literacy coaches for demonstration sites



Demonstration Schools

- Facilitate scheduling for coaching
- Manage data collection
- Maintain partnerships

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Evaluation & Data Analysis

University Partners

- Manage teacher and student data
- Analyze teacher and student data for schools
- Develop research questions unique to their universities
- Attend regular meetings with GSU Literacy Center to report data
- IRB requirements

3rd Party Coaches

- Review teacher and student data to inform coaching
- Monitor teacher access to resources
- Provide school-based analysis of results for demonstration sites

3rd Party Evaluator

- Review all data collected across all sites
- Review coaching data from school-based coaches
- Analyze effectiveness of school-based coaches and demonstration sites



GEORGIA SOUTHERN UNIVERSITY LITERACY CENTER

Supporting Pre-service and In-service Educators

Collaborative Partnership



Demonstration Districts will provide a replicable model to scale transformative professional development, leading to excellence in literacy instruction



Teacher preparation programs will coordinate to improve preservice literacy training

Flexibility to the unique
needs of your partner
schools

Collaboration with
other University
partners for pre-service
teacher hub

Focus on research
aligned with faculty
interest

Collaboration



- Regular meetings
- Sharing data from demonstration sites
- IRB
- Educator Preparation collaboration
- Dissemination of results

Questions?

Dr. Penney McRoy

Dr. Rebecca Pennington

Georgia Professional Standards Commission



GaPSC Implementation of Literacy Requirements

Penney McRoy, Ed.D., Director and Rebecca Pennington, Ph.D., Lead Literacy Specialist
Educator Preparation Division, Georgia Professional Standards Commission

Georgia Council on Literacy
July 21, 2026



Implementation Timeline

2023

October:

Program providers submitted Action Plans describing steps to full implementation.

2024

August:

New standards must be fully implemented in programs.

October:

Program providers submitted evidence of full implementation.

2025

Beginning in the fall of 2025, GaPSC approval reviews will require evidence of full implementation, to include candidate assessment data.



Summer 2026 Updates

Approval Review Results

Literacy Coaching Endorsement

Literacy Compliance Reviews

New Personnel





Approval Review Results

Approval Standards include 4 literacy-focused components

- Program of Study/Curriculum (courses and clinical experiences)
- Candidate Assessments (demonstration of knowledge and skills)
- Knowledge of Dyslexia (characteristics, evidence-based instruction, multisensory approaches, accommodations, multi-tiered systems of support)
- Faculty Resources (knowledge and skills)



Approval Review Results

- Since Fall 2025, approval reviews have been conducted for **16** educator preparation providers (EPPs)
- A Literacy-Focused Reviewer served on each approval review team
- Of 16 EPPs reviewed...
 - 1 received two areas for improvement
 - 2 received one area for improvement
- Progress Reports are required to demonstrate areas for improvement have been addressed



Literacy Coaching Endorsement

GaPSC is responsible for:

1. Establishing endorsement program requirements,
2. approving programs and monitoring program quality, and
3. issuing the endorsement to those who successfully complete an approved program.



Literacy Coaching Endorsement

Who is involved in establishing endorsement requirements?

Subject matter experts from:

- Public and private universities
- RESAs
- Georgia school districts
- Get Georgia Reading Campaign
- The Sandra Dunagan Deal Center for Early Language and Literacy
- GaDOE
- GOEWS



Literacy Coaching Endorsement Preparation Rule

Rule components specify:

- **Who** is eligible to enroll in the endorsement,
- The knowledge they must possess to **begin** the program,
- The knowledge and skills they must demonstrate to successfully **complete** the program, and
- How they will be **assessed**.



Literacy Coaching Endorsement Preparation Rule

- Who:
 - Certified educators, including retired educators returning to work
 - Three years of successful teaching experience

- Pre-requisite knowledge:

Proficiency in the knowledge and skills delineated in the Foundations of Reading, Literacy, and Language standards (a passing score on the Applications of the Science of Reading GACE Assessment)



Literacy Coaching Endorsement Preparation Rule

What must Endorsement candidates know and be able to do at program completion?

The rule defines knowledge and skills across four domains:

- Creating and fostering a culture of collaborative literacy leadership
- Knowledge and application of assessment to inform literacy instruction
- Knowledge and application of literacy development and instruction
- Development and implementation of literacy-focused professional learning



Literacy Coaching Endorsement Preparation Rule

- Knowledge and skills will be demonstrated and assessed during structured, job-embedded clinical experiences with experienced literacy coaches serving as mentors.
- A standardized assessment is being developed.





Literacy Coaching Endorsement Assessment

A standardized assessment for the endorsement will serve two purposes:

- As a **pre-assessment**, determine how the knowledge and skills of currently practicing literacy coaches aligns with the endorsement rule standards and help program providers determine what, if any, additional knowledge and skills need to be developed through endorsement coursework to earn the endorsement.
- As a **post-assessment**, provide assurance program completers possess all the knowledge and skills required to earn the endorsement.



LCE: Rule Timeline



July – August 2026: Endorsement rule development will continue



October: The rule making process will begin with formal rule initiation by the Commission



November: Required 30-day public comment period



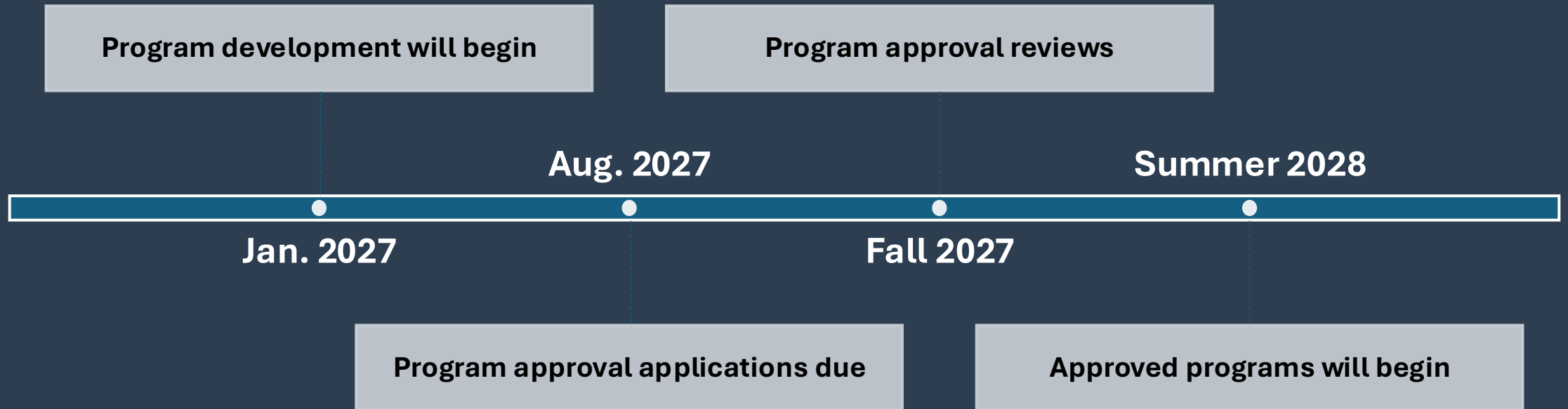
December 10, 2026: The Commission will consider the rule for adoption



January 1, 2027: Rule effective date, if adopted



LCE: Program Timeline





Literacy Compliance Reviews

- Every 4 years, per HB1193
- Educator preparation provider and program performance is reviewed against all GaPSC Approval Standards, **including literacy-related standards**, in GaPSC Continuing Approval Reviews occurring every 7 years.
- A second review, focused solely on the literacy-related standards will occur at the mid-point of the 7-year approval review cycle.
- Results will be shared in accordance with HB1193.

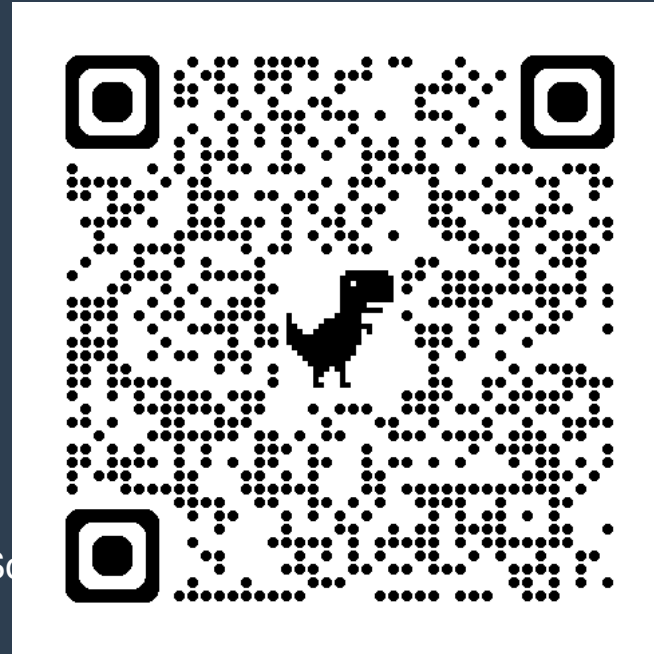


New GaPSC Personnel

- Four Literacy-Focused Education Specialists
 - Will plan and facilitate Literacy Compliance Reviews
- Interviews are being conducted this month
- Anticipate hiring in mid-September



Questions?



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Thank you!

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Dr. Rebecca “Becky” Pennington, Lead Literacy Specialist
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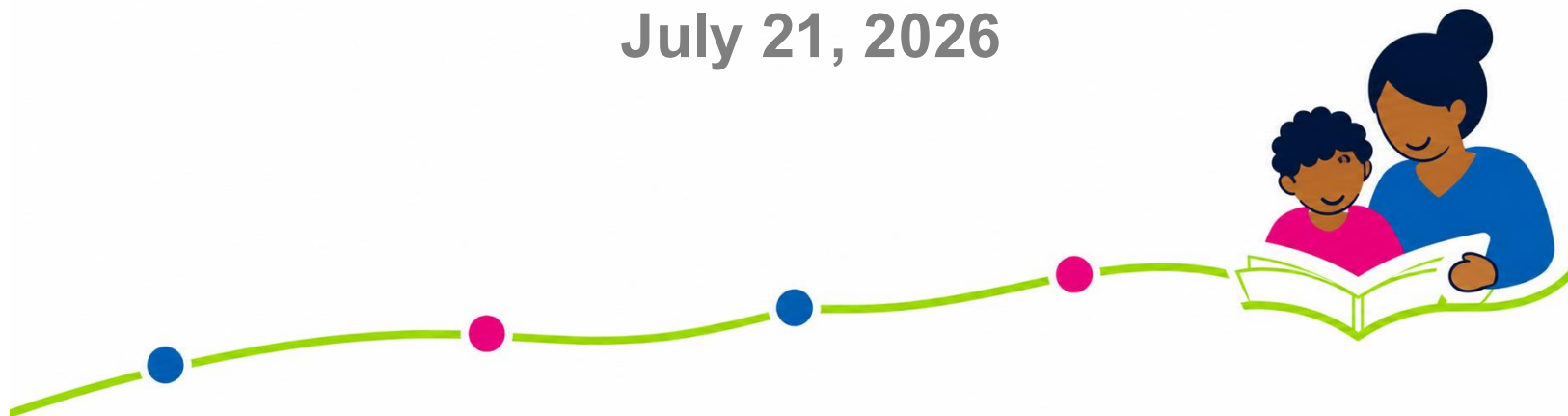
April Aldridge

Georgia Department of Education

Building Coherence in Georgia's Literacy Landscape

Policy > Practice > Student Impact

Georgia Council on Literacy
July 21, 2026



Georgia's Literacy Policy Timeline



2025-26

- Passage of HB 1193 – Georgia Early Literacy Act of 2026
 - Implementation of Georgia's K-12 ELA Standards
- First year that:
- New teachers have been prepared to provide evidence-based literacy instruction
 - Current teachers have completed science of reading training
 - School-based literacy coaches in the highest need schools
 - Regional literacy coaches throughout GA

2024-25

Passage of HB 307 – Georgia's Early Literacy and Dyslexia Act

First year of:

- HQIM for reading in K-3
- Universal reading screening and Dyslexia Screening
- New educator preparation content standards for literacy
- Teacher training on the science of reading
- School-based literacy coaches placed in the 60 highest need schools and
- Regional literacy coaches throughout GA

2023-24

- Passage of Senate Bill 464 (screeners narrowed, executive committee for Georgia Council on Literacy)
- High-quality instructional materials (HQIM) for K-3 approved
- Universal reading screeners and dyslexia screeners approved

2022-23

- Passage of House Bill 538 – Georgia Early Literacy Act
- Passage of Senate Bill 211 – Established Georgia Council on Literacy

2019

- Passage of Senate Bill 48 – Georgia's Dyslexia Legislation
- Dyslexia Pilot Program begins

The Implementation Message We Need Now

Support the field by naming the continuity, clarifying what is new or different, and supporting the people doing the work.

NOW: | HONOR THE WORK



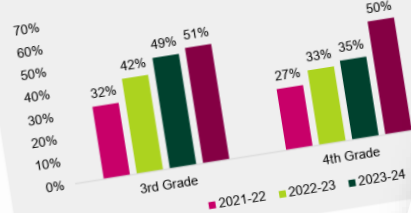
Honoring the Work Already Underway: Literacy Spotlight Stories

School Literacy Spotlight Story MIDWAY HILLS ACADEMY & MIDWAY HILLS PRIMARY BALDWIN COUNTY SCHOOLS

Introduction

In 2021-22, 32% of 3rd graders at Midway Hills Academy in Baldwin County, Georgia were at or above grade level according to their Lexile scores on the Georgia Milestones ELA assessment. In 2022-23, this statistic had risen to 42% — an increase of almost 20 percentage points. In 2023-24, this statistic had risen to 51% — an increase of almost 20 percentage points. This trend was also seen in 4th and 5th grades over the same period.

PERCENTAGE OF STUDENTS WITH LEXILE SCORES AT OR ABOVE GRADE LEVEL AT MIDWAY HILLS ACADEMY



In October 2025, SERVE at the University of North Carolina interviewed district leaders from Baldwin County Schools, Midway Hills Primary, to learn how they accomplished these significant gains. This conversation follows summarizes our conversation.

Context

According to Georgia's [School Grades Reports](#), in 2023, 65% of Black and economically disadvantaged students in grades K-2 were in grades 3-5 and had a little over 400 students in grades K-2.

The current principal of Midway Hills Academy (K-2) prior to her current role, with knowledge of the K-2 students and the two schools have worked closely together.

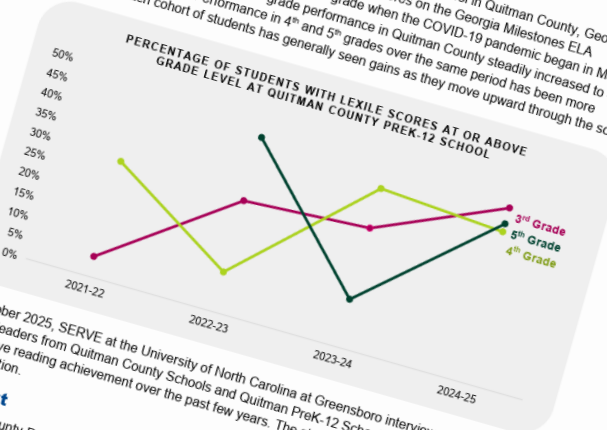


School Literacy Spotlight Story QUITMAN COUNTY PREK-12 SCHOOL QUITMAN COUNTY SCHOOLS

Introduction

In 2021-22, just 5% of 3rd graders at Quitman County PreK-12 School in Quitman County, Georgia, were at or above grade level according to their Lexile scores on the Georgia Milestones ELA assessment. This cohort of students was in 1st grade when the COVID-19 pandemic began in March 2019. Over the next three years, 3rd-grade performance in Quitman County steadily increased to 44% at or above grade level. Performance in 4th and 5th grades over the same period has been more uneven, but each cohort of students has generally seen gains as they move upward through the school.

PERCENTAGE OF STUDENTS WITH LEXILE SCORES AT OR ABOVE GRADE LEVEL AT QUITMAN COUNTY PREK-12 SCHOOL



In October 2025, SERVE at the University of North Carolina interviewed school and district leaders from Quitman County Schools and Quitman PreK-12 School to learn about their efforts to improve reading achievement over the past few years. The story that follows summarizes our conversation.

Context

Quitman County PreK-12 School is the only school in the rural Southwest Georgia district of Quitman County, located at the border with Alabama. According to Georgia's [School Grades Reports](#), in 2023, 24, Quitman County PreK-12 School served 301 PreK-12 students. The school reports that 100% of students are considered economically disadvantaged, and thus, it has a school-wide Title I program that uses federal Title I funds to benefit all students. At such a small size, the school has only one classroom per elementary grade level. The school principal oversees all grade levels, assisted by an elementary assistant principal in the elementary grades.

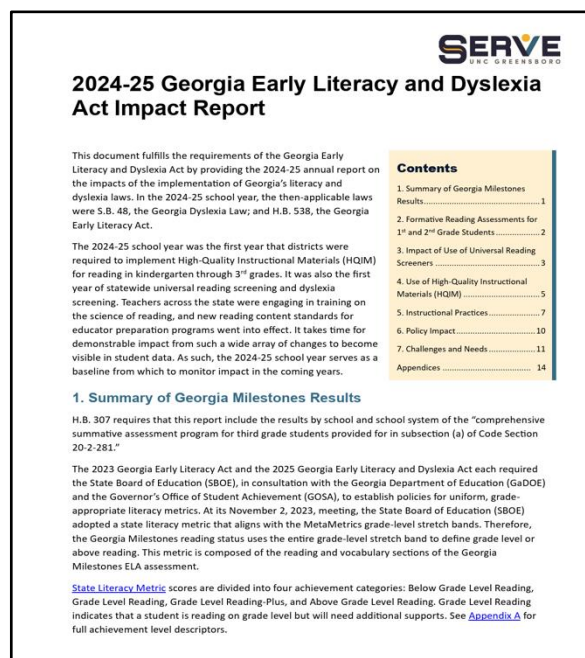
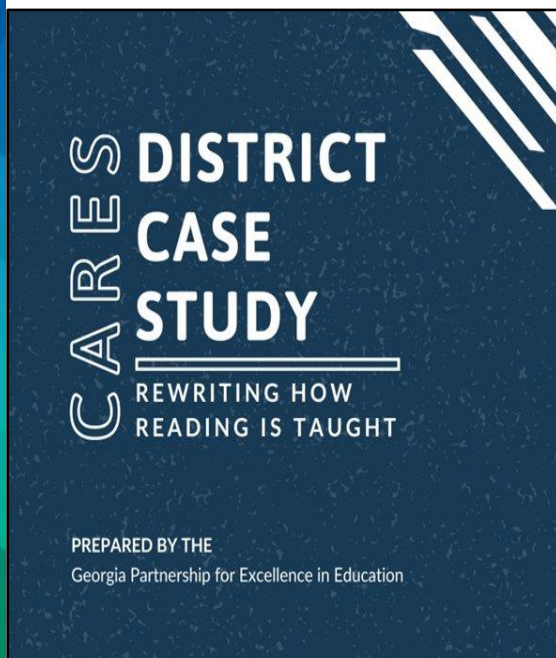


- Local context, shared commitment
- Systems in action
- Leadership + Support in action
- Full embrace, visible impact

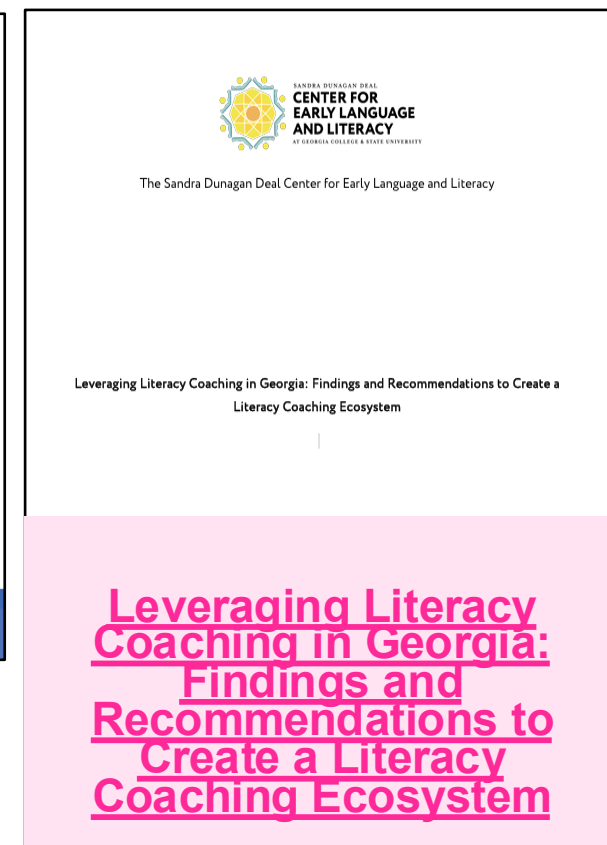
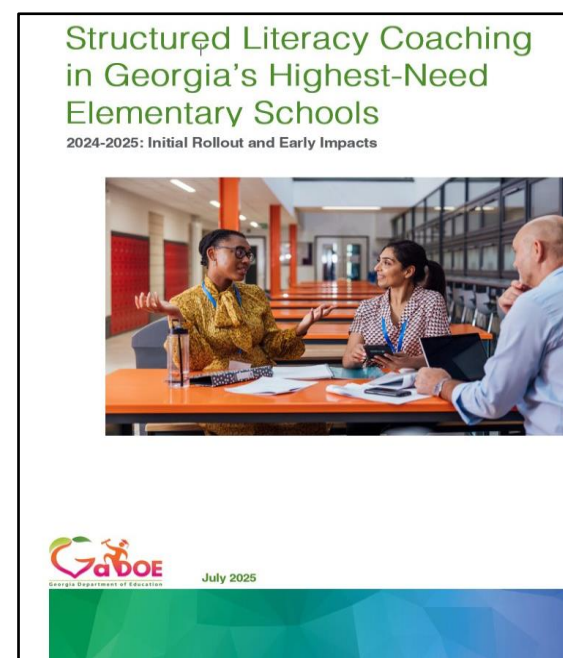
Baldwin County:
Midway Hills
Primary and
Midway Hills
Academy

Quitman County:
PreK-12 School

Honoring the Work Already Underway: Understanding Georgia's Literacy Landscape



[GaDOE-Georgia-Early-Literacy-and-Dyslexia-Act-Required-Report](#)



[Leveraging Literacy Coaching in Georgia: Findings and Recommendations to Create a Literacy Coaching Ecosystem](#)

The Implementation Message We Need Now

Support the field by naming the continuity, clarifying what is new or different, and supporting the people doing the work.

NEXT: CLARIFY THE CHANGE



Clarifying the Throughline

What is new, and what remains essential

NEW ADDITIONS



First Grade Readiness



School-based
Literacy Coaches



Unified Literacy Plans

NEW

These are new additions to build a stronger foundation and drive results.

CONTINUING THE WORK



K-12 ELA Standards



High-Quality Instructional Materials



Universal Screening



Tiered Reading Support Plans



Professional Learning



These essential components continue and strengthen the work already in motion.



Literacy Resources

NEW

3.0
COMING
SOON

Literacy in Georgia: Frequently Asked Questions

HB 1193 (Georgia Early Literacy Act of 2026)

1. Big Picture

What does HB 1193 do?

HB 1193 is Georgia's statewide literacy law focused on improving reading outcomes, especially in the early grades. It strengthens reading instruction, provides support for teachers and school leaders, requires local literacy planning, and creates a more coordinated statewide structure for literacy improvement.

Why did Georgia pass this bill?

The bill reflects Georgia's commitment to helping more students read on grade level and to building a stronger statewide system for literacy. It is designed to align instruction, screening, professional learning, coaching, and local planning so schools have clearer support and families have more confidence that students will get help early.

Who benefits from HB 1193?

Students, families, teachers, school leaders, and local communities all benefit. The bill is especially focused on children from birth through grade 3, but it also calls for unified literacy planning from birth through career readiness.

Does HB 1193 replace earlier literacy laws?

HB 1193 substantially revises and builds on Georgia's previous literacy legislation, including prior dyslexia, screening, coaching, and instructional materials requirements. It creates a more unified structure for implementing that work statewide.

2. What Families May Notice

Will students still be screened for reading?

Yes. The law continues universal reading screening for students in kindergarten through grade 3 using approved screeners. These screeners are intended to help schools identify students who may need support and to monitor literacy development over time.

What happens if a student is struggling to read?

If a student is identified as significantly at risk of not attaining grade-level reading proficiency, the school must provide support. The bill emphasizes tiered reading intervention, ongoing progress monitoring, and stronger use of data to guide instruction.



[HB-1193-FAQ.pdf](#)



Educating Georgia's Future

HB 1193 – Literacy Coach Funding District Guidance/Frequently Asked Questions

What is the source of funding?

K-3 literacy coach funding is provided through the Quality Basic Education (QBE) formula, not a grant. Funding is earned automatically by eligible schools and rolled into each LEA's total QBE allotment.

When will districts begin earning these funds?

Pending the Governor's signature on the FY27 state budget, districts will begin earning funds with the QBE cycle starting in July, with earnings reflected on QBE allotment sheets beginning this fall.

Which schools are eligible?

A school is eligible if it serves any grades K-3, regardless of overall grade configuration.

How is funding calculated?

Funding is based on total school FTE across all grades, not K-3 enrollment alone.

- 200 or fewer total FTE = earns 50% (0.5) literacy coach funding
- 201 or more total FTE = earns 100% (1.0) literacy coach funding

Each eligible school earns funding independently; system totals reflect the sum of eligible schools.



[HB 1193 – Literacy
Coach Funding FAQ](#)



Guidance for First-Grade Readiness Georgia Early Literacy Act of 2026 (HB 1193)

Georgia's first-grade readiness process is designed to support thoughtful placement decisions for children who are age-eligible for first grade. For children enrolled in Georgia public school kindergarten, GKIDS 2.0, together with an approved universal reading screener, will serve as the first-grade readiness assessment.

For children who did not attend kindergarten in a Georgia public school and whose parent or guardian requests placement into first grade, schools may use the [ELA/Reading: First Grade Early Intervention Program \(EIP\) Entrance Rubric](#) and related probes, together with an approved universal reading screener, and other relevant evidence. If a child is identified as significantly at risk of not attaining grade-level reading proficiency, the school must implement a tiered reading intervention plan, notify the parent or guardian, and follow required procedures for placement decisions and appeals.

Purpose

This guidance is intended to support consistent, child-centered first-grade placement decisions for children who are age-eligible for first grade.

What the law requires

[Under HB 1193, the Georgia Early Literacy Act of 2026:](#)

- Kindergarten is the expected entry point for most children.
- A child who meets the age requirement for first grade may be assessed for first-grade readiness at the request of the parent or guardian or at the discretion of the principal.
- Eligibility for first-grade placement must be based on state-approved assessment instruments, teacher input and recommendations, and other relevant information, including parent or guardian preference.
- If a child is identified as significantly at risk of not attaining grade-level reading proficiency, the school must immediately develop and implement a [tiered reading intervention plan](#) and provide written notice to the parent or guardian.

Assessment Approach

For children enrolled in Georgia public school kindergarten:

- GKIDS 2.0 evidence
- State Board-approved universal reading screener
- Teacher input and recommendations
- Other relevant information, including parent or guardian preference and available records

Page 1 of 2



[TL_First-Grade_Readiness_
Guidance](#)

Aligning State Literacy Policies & Practices 2.0 House Bill 307 (2025)

Connecting Georgia's Literacy Legislation, ELA Standards,
and School-Based Practices for Real Results



Updated July 2025



[Aligning State Literacy
Policies and Practices 2.0](#)



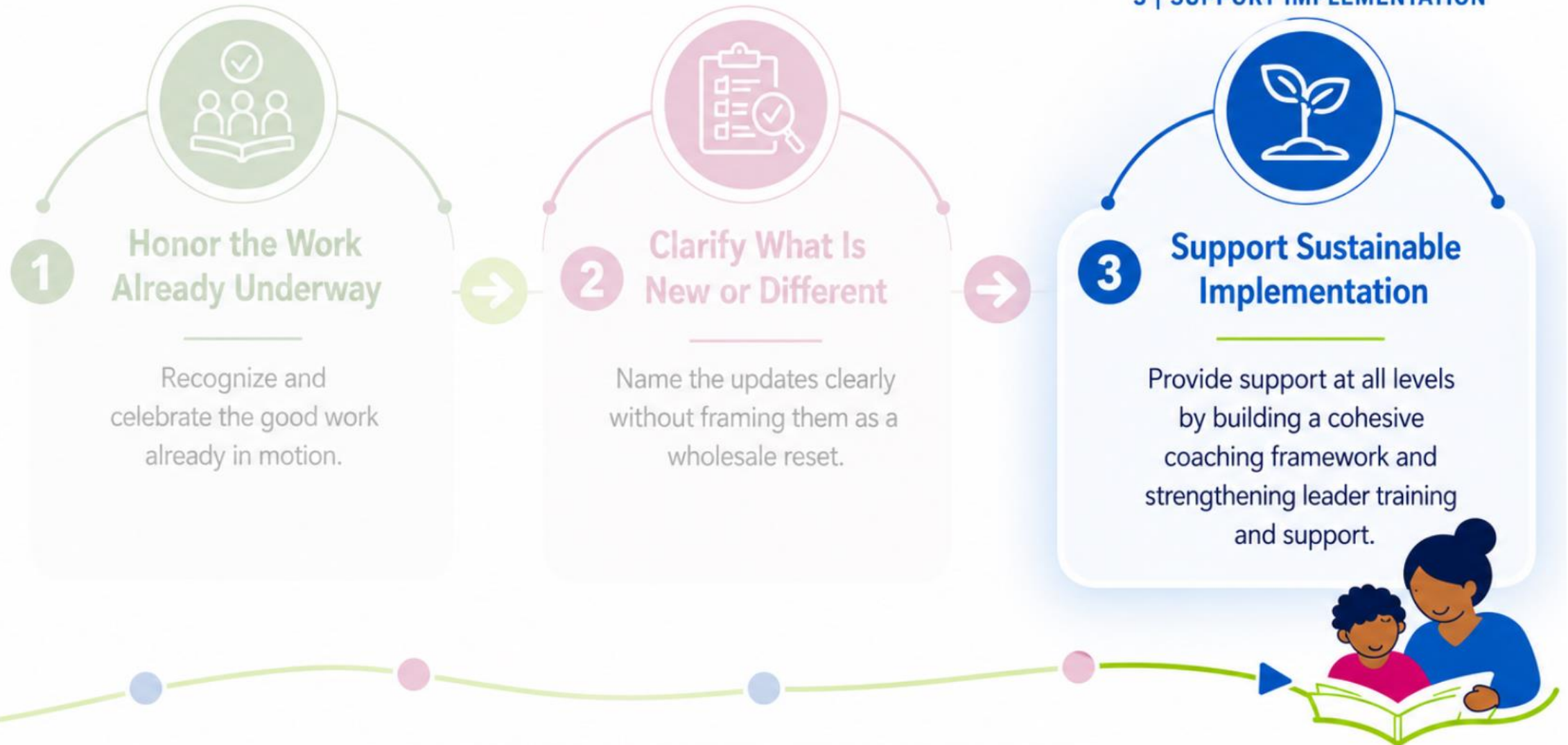
GaDOE and SBOE Responsibilities in HB 1193

Item	Deadline	Status
Establish qualifications, responsibilities, and job descriptions (all literacy coaching roles)	August 1, 2026	Completed
Establish appropriate literacy metrics	No deadline listed	Metric was agreed upon / completed in November 2023.
Approve high-quality instructional materials (HQIM)	March 1, 2027	First list of HQIM materials was approved in 2023.
Adopt first-grade readiness measure	July 1, 2026	In process
Establish promotion and retention policies	July 1, 2026	In process
Publish dyslexia handbook	July 1, 2026	Completed
Establish system certification process for HQIMs	March 1, 2027	Completed
Publish dyslexia handbook	July 1, 2026	Completed
Develop or procure PL program for K-3 teachers	2027-2028 School year	Completed
Provide technical assistance to districts	Ongoing	Ongoing
Approve literacy coaching standards	August 1, 2026	In process
Annual report on impact of legislation	November 1, 2026	April 1 report completed November report in process

The Implementation Message We Need Now

Support the field by naming the continuity, clarifying what is new or different, and supporting the people doing the work.

3 | SUPPORT IMPLEMENTATION



Two Conditions for Sustainable Implementation

Coaching and leadership work together to move policy into daily practice.

1 | Cohesive Coaching Support



- ✓ Builds educator knowledge and strengthens instructional practice
- ✓ Provides job-embedded modeling, feedback, and follow-up
- ✓ Creates consistency across classrooms and schools

2 | Prepared and Engaged Leaders



- ✓ Set priorities and protect time for literacy
- ✓ Reinforce expectations and align resources
- ✓ Use data and create the conditions for coaching to succeed

Coaches support the practice. Leaders create the conditions.



Building Capacity Across the System

Coaches, leaders, and teachers learning within one coherent framework.



Leadership Connection:

Coaching becomes sustainable when leaders understand, reinforce, and participate in the framework.

2,900

School-Based
Coaches &
School/District
Leaders



DIRECT JOB-EMBEDDED SUPPORT

Collaborating at the school and district level to support educators and drive student literacy growth.



24,000

K-3
Teachers



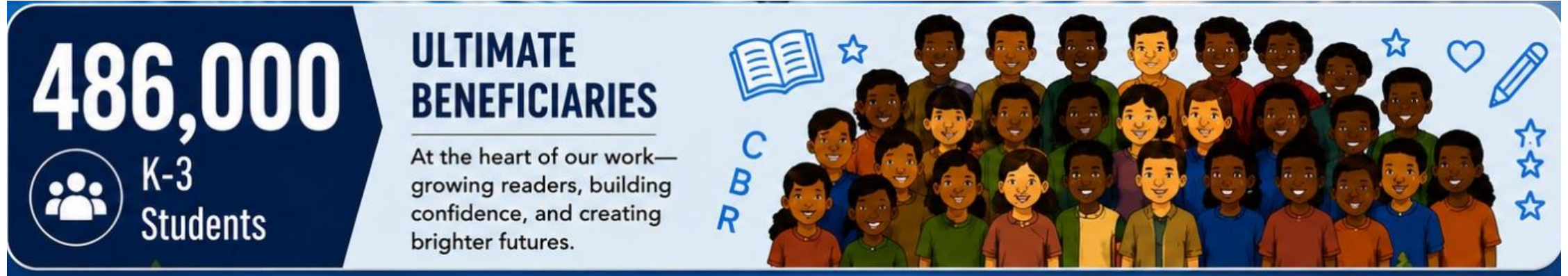
INTENTIONAL DISTRIBUTED IMPACT

Dedicated educators laying the foundation for lifelong literacy and success.



Leadership Connection:

District leaders align expectations, resources, professional learning and accountability. Principals establish the conditions, time, trust and focus required for effective coaching.



486,000
K-3
Students

ULTIMATE BENEFICIARIES

At the heart of our work—
growing readers, building
confidence, and creating
brighter futures.

CBR

Illustration of a diverse group of K-3 students smiling, surrounded by icons: an open book, a star, a heart, a pencil, and three stars.



Leadership Connection:

When leaders prioritize and reinforce effective coaching, students benefit from stronger instruction across classrooms and schools.



GaDOE's Centralized Resource Hub



Literacy and Dyslexia
Resource Repository
<https://url.gadoe.org/breew>



ELA Playbook
<https://url.gadoe.org/9gwcw>

The GaDOE Literacy and Dyslexia Team



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Preparing students for life.

www.gadoe.org



@georgiadeptofed



youtube.com/user/GaDOEmedia



Georgia Department of Education



LUNCH

12:30 PM – 1:30 PM

Up next: Literacy Plan Highlights- Vision 2030

Literacy Plan Highlights -Vision 2030

House Bill 1193

Stacey Lutz

State Literacy Coach Coordinator

Supporting Literacy Plan by Metrics

Dr. Stephanie Snidarich

Sandra Dunagan Deal Center

Deal Center Support to the Georgia Council on Literacy and HB 1193 Implementation

Literacy Council Meeting, July, 2026

Presented by

Lindee Morgan, Ph.D.
Stephanie Snidarich, Ph.D.



SANDRA DUNAGAN DEAL
**CENTER FOR
EARLY LANGUAGE
AND LITERACY**
AT GEORGIA COLLEGE
& STATE UNIVERSITY



Deal Center Support to the Council and HB 1193

- Literacy Plan Metrics Reporting
- Georgia Reads Evaluation
- Literacy Coach Network
- Advancing Literacy Leadership
- Coaching Endorsement Task Force
- Unified Literacy Coaching Project: Landscape Analysis Highlights and Future Work

Unified Literacy Coaching Project (ULCP)

The ULCP, led by the Deal Center, aimed to strengthen literacy coaching across Georgia.

This comprehensive, multi-component project focused on understanding current practices, establishing literacy coaching standards, and supporting evaluation systems.

- Let's Read Georgia
- Growing Readers
- Structured Literacy Coaches in CSI Schools

Unified Literacy Coaching Project

The ULCP, led by the Deal Center, aimed to strengthen literacy coaching across Georgia.

This comprehensive, multi-component project focused on understanding current practices, establishing literacy coaching standards, and supporting evaluation systems.

Goals:

- Inform policy
- Guide strategic investments
- Enhance literacy coach effectiveness.

Project Components



Landscape
Analysis

Domains,
Standards &
Competencies

Cohesive
Evaluation
System
Components

Landscape Analysis



Research Questions:

- What are the strengths of Georgia's Literacy Coaching Systems?
 - Let's Read Georgia
 - Growing Readers
 - Structured Literacy Coaching in CSI Schools
- What are the challenges encountered within Georgia's Literacy Coaching Systems?

Landscape Analysis



Process:

- Statewide Literacy Coaching Survey
- Stakeholder interviews and focus groups
- Documents review

Landscape Analysis

Products:



The Sandra Dunagan Deal Center for Early Language and Literacy

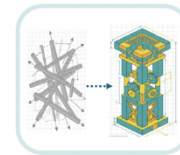
The Sandra Dunagan Deal Center for Early Language and Literacy (Deal Center) conducted a landscape analysis of literacy coaching across Georgia during the 2025/26 school year. This project was initiated to map literacy coaching resources in each of the three state systems, identify areas to unify and strengthen the existing systems, and recommend scalable improvements.



The primary inquiry guiding this work was:

What can we learn from the current state-level literacy coaching systems that will support strong implementation of a unified systematic approach to state-level literacy coaching support for school-based coaches?

Historically, literacy coaching systems in Georgia have operated independently—often utilizing very different methods, expectations, and processes. House Bill 1193 presents an opportunity for restructuring these systems to unite the work of literacy coaching statewide. The proposed recommendations provide a blueprint for change grounded in the findings of the landscape analysis.



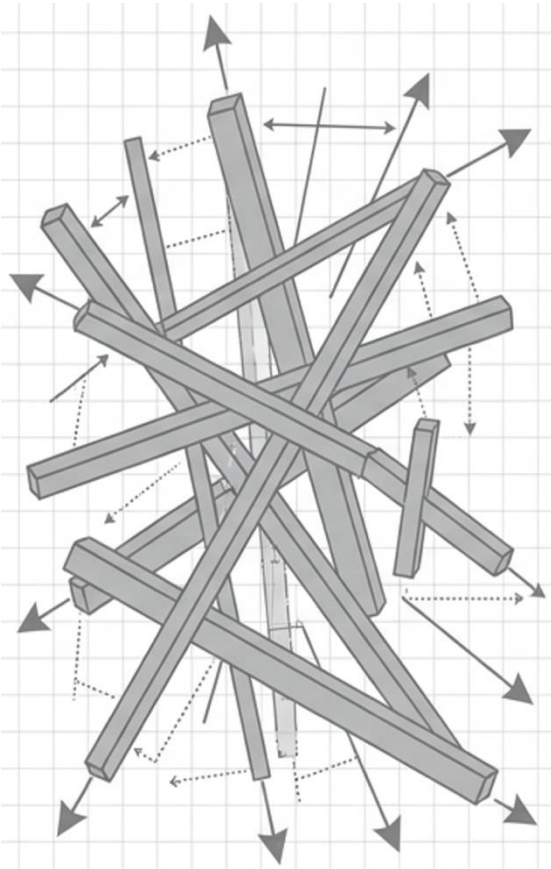
Recommendations

- 1 Develop, share, and ensure adoption of a comprehensive definition of a literacy coach, and clearly delineate each coaching role and associated responsibilities.**
Fostering broad acceptance and use of the literacy coach definition and support for their work will also encourage broader awareness of the need for and buy-in for literacy reform.
- 2 Develop a comprehensive approach to literacy coaching that is aligned across system levels to create an ecosystem of support**
Building a cohesive, multi-layered comprehensive support network for literacy coaching across all levels of the educational hierarchy ensures sustainable, high-quality instruction.
- 3 Develop new or adapt existing tools to facilitate processes that support coaches' engagement and collaborative work with districts, schools, and teachers.**
Developing common tools will facilitate the processes that support coaches' engagement and guide their collaborative work with districts, schools, and teachers.

Literacy Coaching in Georgia &

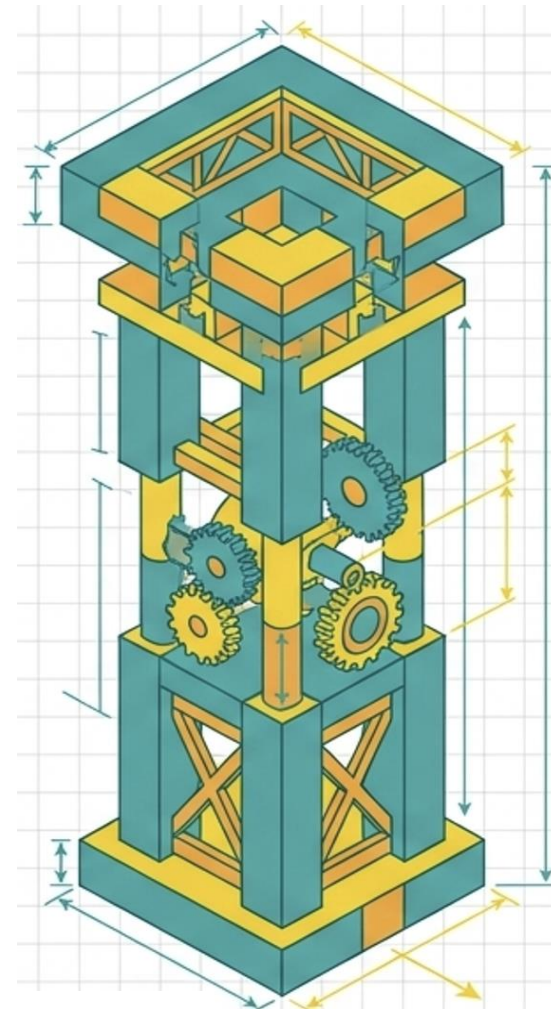
Recommendations for Alignment with the Georgia Early Literacy Act of 2026

Dr. Lindee Morgan, Dr. Stephanie M. Snidarich, Claire Suggs,
and Dr. Sharon Koon



The Context

Literacy Coaching systems in Georgia operate independently without a shared framework—often with very different methods, expectations, and processes.



Unified Structure

Need for a unified structure to help move toward a more standardized system of literacy coaching across Georgia.

“It takes all of us to build children’s reading brains.” –The Deal Center Team

Recommendation #2



Develop a comprehensive approach to literacy coaching that is aligned across system levels to create an ecosystem of support

Building a cohesive, multi-layered comprehensive support network for literacy coaching across all levels of the educational hierarchy ensures sustainable, high-quality instruction

Aligning Landscape Findings & HB 1193



Landscape Finding



No statewide definition of a literacy coach or clarity on literacy coach role and processes.

Implications: There is confusion about coaches' role & uncertainty about what they do, which results in inconsistent practice.

HB 1193: Defines literacy coach & coaching responsibilities.

Landscape Finding



Teachers vary in receptiveness to coaching & many struggle to implement structured literacy.

Implications: There is ambiguity about the purpose of coaching and who benefits (everyone!), & more support in schools is needed.

HB 1193: Defines literacy coach & funds a literacy coach for every school.

Landscape Finding



School administrators are often unengaged in implementing literacy reforms.

Implications: Many principals have not been trained in structured literacy and do not understand the literacy coach role or how to collaborate with them.

HB 1193: Creates regional leadership literacy coaches to support school & district leaders.

Landscape Finding



Each state coaching system provides a robust framework of support for coaches.

Implications: Literacy coaches cannot do this work in isolation and need support.

HB 1193: Creates regional literacy coaches to support school-based coaches

Landscape Finding



Most state coaches possess a wealth of training and experience in literacy or coaching or both.

Implications: Literacy coaches need expertise in both literacy instruction & coaching.

HB 1193: Creates framework of support to continue building all coaches' expertise in literacy & coaching.

Landscape Finding



Coaches report progress in implementing structured literacy instruction.

Implications: High quality literacy coaching works to change practice.

HB 1193: HB 1193

HB 1193 → Challenge + Opportunity



Focus on Implementation



Installation

Initial
Implementation

Full
Implementation

Focus on Implementation



Installation

Goal:

Understand how districts are operationalizing literacy coaching components of HB 1193

Two-Pronged Approach



Statewid

e

Evaluation

Deep-

Dive

Analysis

Statewide Implementation
& Indicator analysis

Qualitative exploration of
challenges, opportunities, &
successes experienced by
stakeholders



**STAY
TUNED**



THANK YOU



SANDRA DUNAGAN DEAL

**CENTER FOR
EARLY LANGUAGE
AND LITERACY**

AT GEORGIA COLLEGE & STATE UNIVERSITY

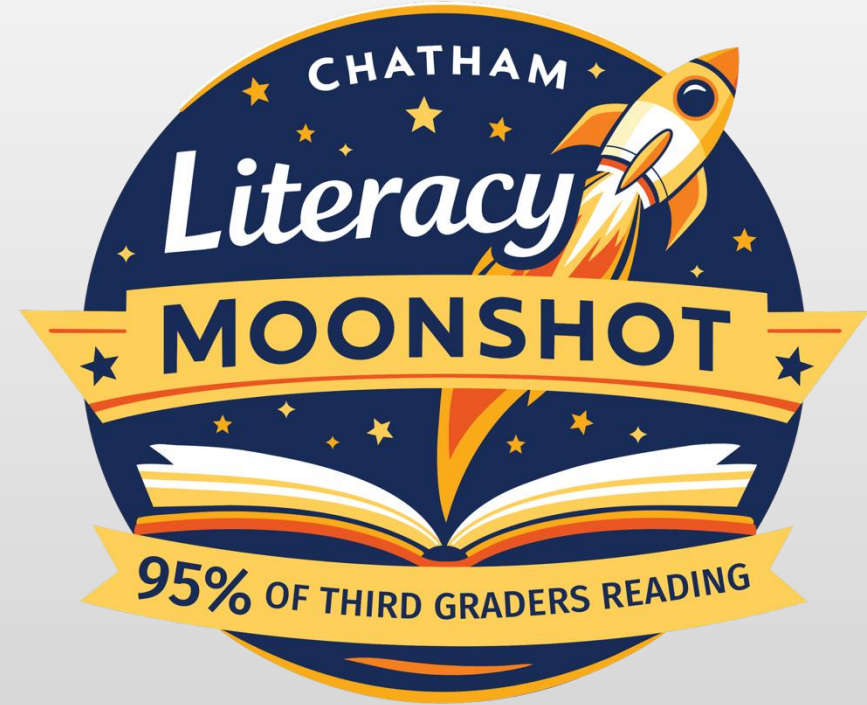
Community Highlight

Chatham Literacy Moonshot Initiative

George Woods

Chatham Educational Alliance

Chatham Literacy Moonshot Initiative



July 21, 2026

Agenda

1. Why
2. What
3. How

4. Who
5. When

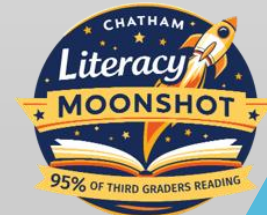
*“We have gotten really good at admiring the problem.
We need to stop.”*
- Frank Kendall, Secretary of the Air Force

Chatham Educational Alliance - Who are We?

- ▶ We are a small local non-profit organization with a focus on improving educational outcomes for all children in our public schools

- ▶ Over the past five years, we have:
 - ❑ Introduced and executed Literacy Week in Savannah and Chatham County
 - ❑ Funded Speakers such as Dr. Kymyona Burke, from the Mississippi Miracle / Marathon
 - ❑ Funded a pilot for Ignite Reading – a high-intensity tutoring program that has produced a significant positive impact on literacy rates. ***ignite is now being rolled out district-wide.***

- ▶ Currently, we are working on two major initiatives:
 - ❑ Moonshot
 - ❑ Early Learning Centers for Working Families



Why do we need 95% of Our Children Reading by the 3rd Grade?

- ▶ Cost of Failure
- ▶ Potential for exponential change in the lives of individuals and our community as a whole

Cost Category	Minimum Lifetime Cost per Non-Proficient Reader	Maximum Lifetime Cost per Non-Proficient Reader
Lost tax revenue	\$40,000	\$80,000
Crime and incarceration	\$148,884	\$205,313
Healthcare and social services	\$60,000	\$75,000
Public Assistance	\$165,000	\$333,000
Total	\$ 413,844	\$693,314

"It is easier to build strong children than to repair broken men"

- Frederick Douglas

Where are We Now?

SY2025 Georgia Milestones Assessment System (SCCPSS)

**3rd Grade Students
Reading Within or
Above Grade Level**

53%

**Based on Lexile Measure of Grade
Level Reading Comprehension**

**3rd Grade Students
English Language Arts
Proficient or Above**

26%

**Reading on Grade Level: 53% of Composite Score
Writing: 47% of Composite Score**

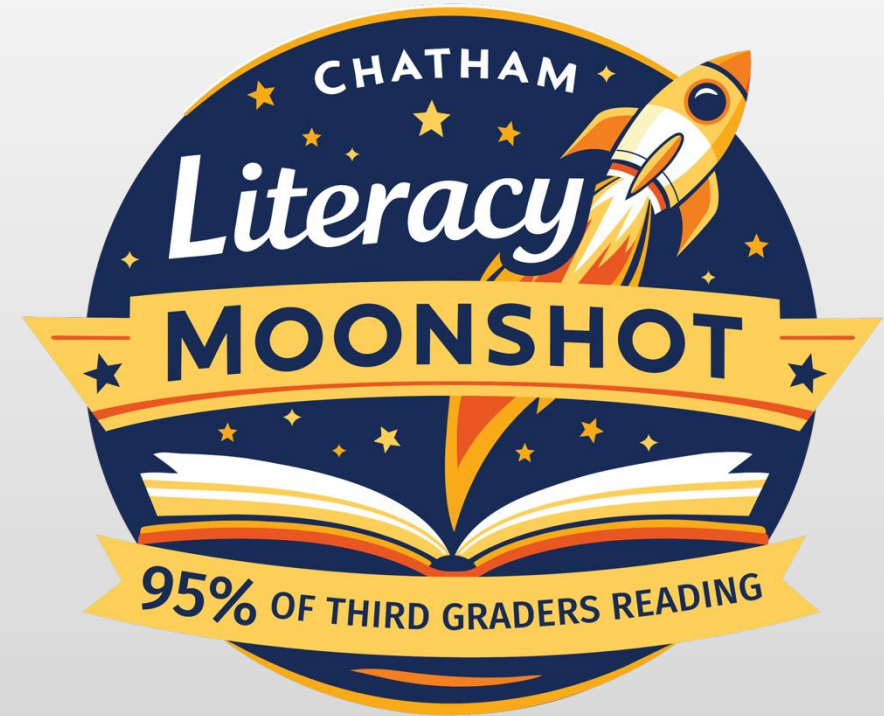
What Are We Going to Do About It?



What Are We Going to Do About It?

A broad-based whole of community effort that is coordinated around a singular goal.

In five years, 95% of our 3rd Graders in Chatham County are reading on grade level.

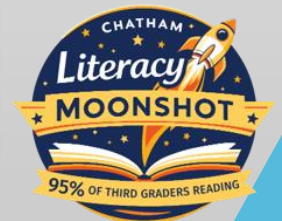


How - Campaign Plan

LINES OF EFFORT

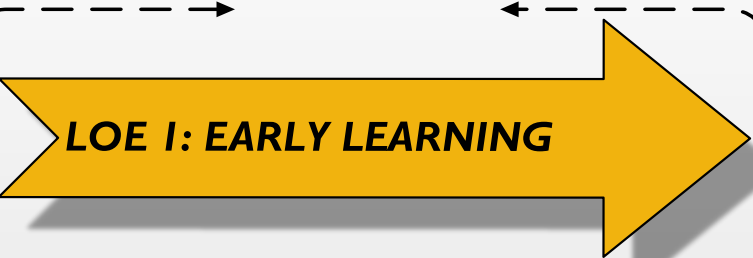
ENDURING OBJECTIVES

GOAL



How - Campaign Plan - Early Learning

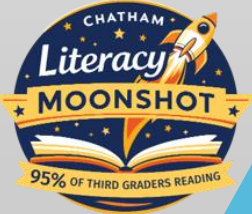
LINES OF EFFORT



ENDURING OBJECTIVES



GOAL



How - Strategic Framework



ENDURING OBJECTIVE

**A
Community
where
all children
are
kindergarten
-ready at the
beginning of
kindergarten**

STRATEGIC PILLARS

Child Care Access Sustainable Child Care Kindergarten Readiness

GOALS

Families have access to high-quality, affordable child care. Child care programs have strategic community partnerships to support providing high-quality care. Families have the knowledge and resources needed to ensure kindergarten readiness.

KEY ACTIONS TO DATE

- Funded a financial analysis study to support the implementation of “Community Assets + Community Resources” to create more ELC Slots in Chatham County
- Working to increase access to Talk With Me Baby across private and public health providers in Chatham County
- Working to improve Early Learning readiness and quality with existing private providers

How - Campaign Plan - Direct Classroom Instruction

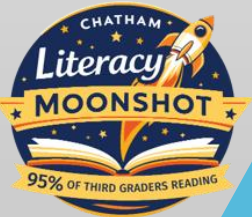
LINES OF EFFORT

ENDURING OBJECTIVES

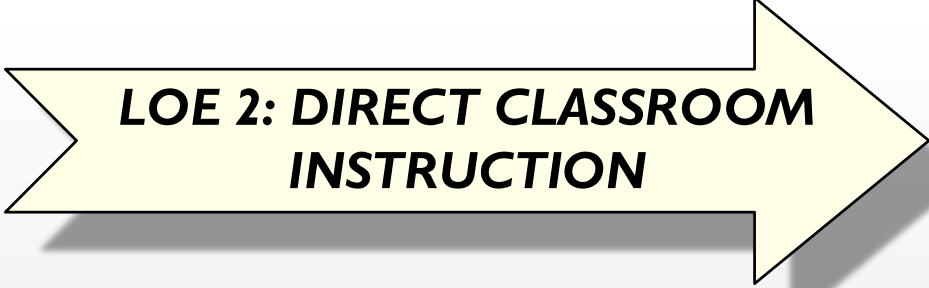
GOAL

**LOE 2: DIRECT CLASSROOM
INSTRUCTION**

**A District that consistently
provides effective classroom
instruction in all schools, producing outstanding
academic achievements.**



How - Strategic Framework



ENDURING OBJECTIVE

A District that consistently provides effective classroom instruction in all schools, producing outstanding academic achievement

STRATEGIC PILLARS

High Quality Instruction

Educator Capacity

Family & Community Partnership

GOALS

Ensure all PK-5 and identified secondary teachers and leaders complete Science of Reading professional learning.

Create structures for effective coaching that promote best practices among teachers and leaders and sustainable professional growth.

Provide educators with high-quality instructional materials aligned with the Science of Reading and sustained support to ensure effective implementation.

KEY ACTIONS TO DATE

- Approved a bold 5-year Strategic Plan for the District - Moonshot Goal Included
- Invested over \$4,250,000 in direct high-dosage literacy tutoring (Ignite) for K-3 students (1,700 students will be engaged)

How - Campaign Plan - Family Support & Child Development

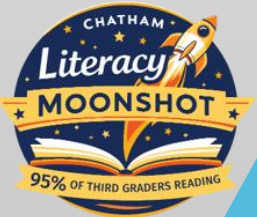
LINES OF EFFORT

ENDURING OBJECTIVES

GOAL

**LOE 3: FAMILY SUPPORT &
CHILD DEVELOPMENT**

**A Community that inspires
and empowers families to support education
for their children, and removes barriers
so that all children are ready to learn**



How - Strategic Framework



ENDURING OBJECTIVE

A Community that inspires and empowers families to support education for their children, and removes barriers for families so that all children are ready to learn

STRATEGIC PILLARS

Inspired and Empowered Families

Reduced Barriers & Increased Access

Connection to Community Resources

GOALS

Equip families with the desire to have the evidence-based knowledge, tools, and confidence to serve as their child’s first teacher.

Identify and remove obstacles that limit families’ ability to support early literacy.

Provide wraparound resources that support families and help ensure every child is ready to learn.

KEY ACTIONS TO DATE

- Developing and initiating a Parent Literacy Pilot
- Conducting workgroups to assess family readiness
- Developing a common needs assessment tool for community partners

How - Campaign Plan - Education Work Force

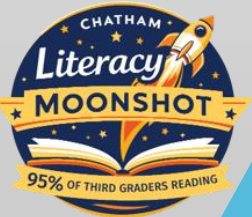
LINES OF EFFORT

ENDURING OBJECTIVES

GOAL

**LOE 4: EDUCATION WORK
FORCE**

**A Community where
the education work force is correctly
sized, highly valued, and inspired to
achieve professional excellence in
education at every level**



How - Strategic Framework

**LOE 4: EDUCATION WORK
FORCE**

ENDURING OBJECTIVE

**A Community
where
the education
workforce is
correctly
sized, highly
valued, and
inspired to
achieve
professional
excellence in
education at
every level**

STRATEGIC PILLARS

Teacher Quantity

Teacher Quality

Teachers are one of the
most critical workforces
in our community

GOALS

We have the correct number
of early learning and K-12
teachers to educate all of our
children effectively

Our teachers are correctly
trained in the Science of Reading
at our colleges of education, and
receive professional
development throughout their
entire career

Our community's economics
and social recognition reflect
the value teachers bring to
society

KEY ACTIONS TO DATE

- Coordinated existing industry expertise with HR systems of SCCPSS for compensation conversations
- Adding SCCPSS openings to RISE and other industry employment systems
- Looking at ways to leverage existing housing stock to create teacher incentives
- Improving public recognition of teacher success

How - Campaign Plan - Community Culture

LINES OF EFFORT

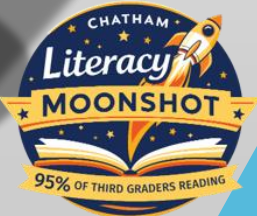
ENDURING OBJECTIVES

GOAL

95% of All
3rd
Graders
Reading
on Grade
Level

LOE 5: COMMUNITY CULTURE

A Community wide
culture that supports public education
by valuing excellence,
merit and accountability.



How - Strategic Framework

LOE 5: COMMUNITY CULTURE

ENDURING OBJECTIVE

A Community wide culture that supports public education by valuing excellence, merit and accountability

STRATEGIC PILLARS

Change Our Relationship With Public Schooling “Culture Eats Strategy For Breakfast”

GOALS

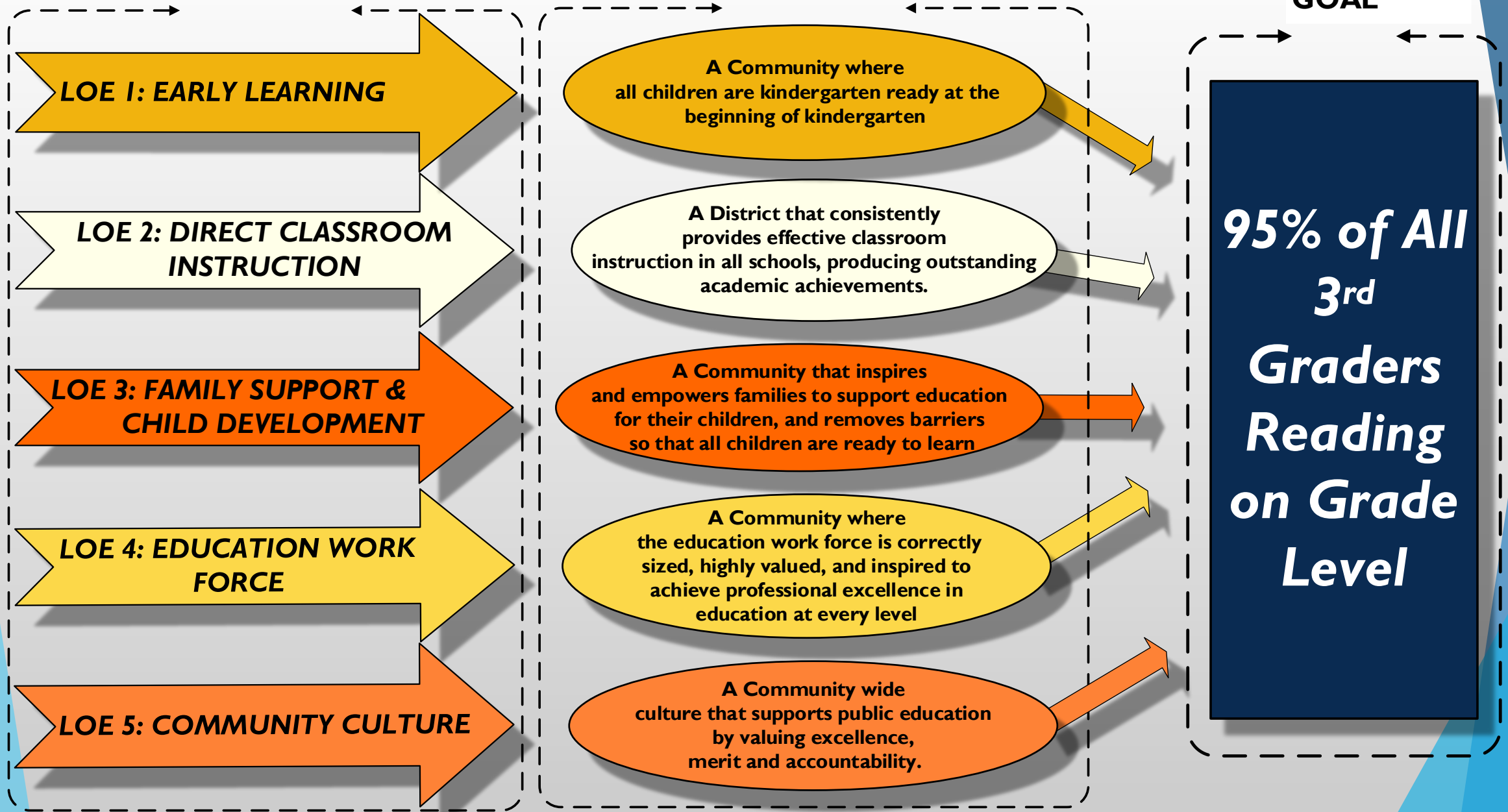
Chatham County Population Understands the value and impact of Public Education

Chatham County Public Schools earn a positive reputation across the entire county

KEY ACTIONS TO DATE

- Conducted two separate polls to gather detailed data on public sentiment on SCCPSS
- Engaged a marketing firm to support a change in community perception
- Rolling out the Moonshot to stakeholders in the Community through a series of “lunch and learns”

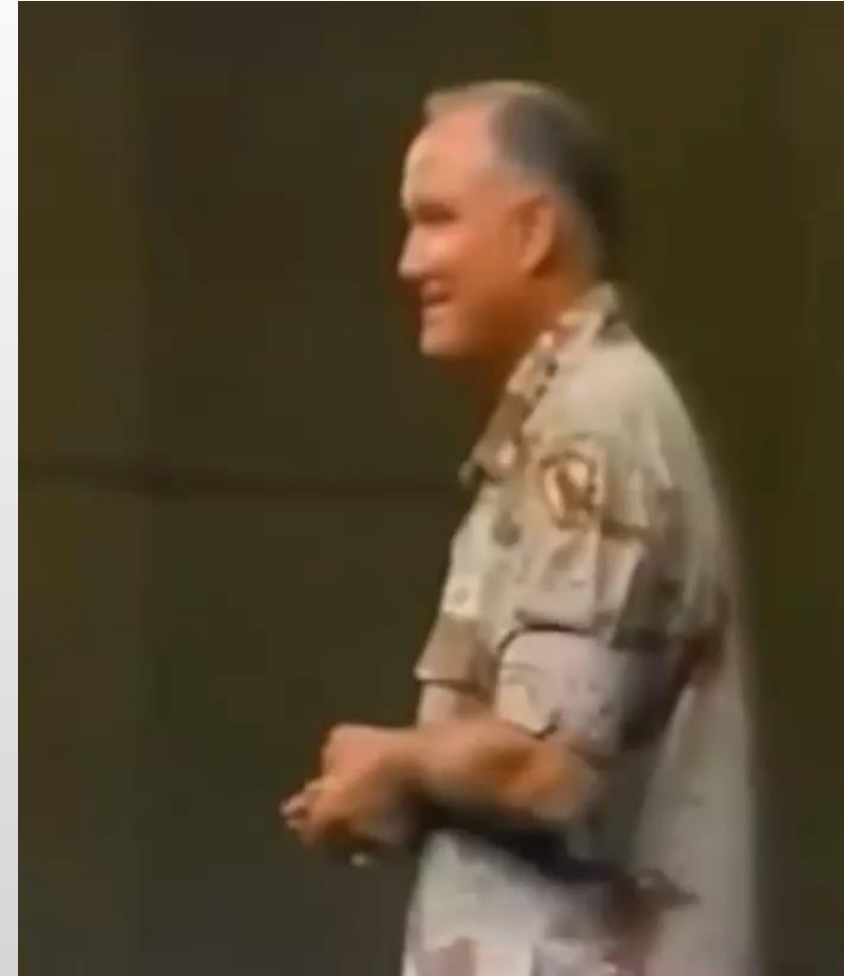
How - Campaign Plan



Who - Everyone

This is a generational challenge that will take the skills, talents, and knowledge of each and every one of us.

- ❑ The CEA is serving as the backbone organization for the Moonshot Initiative
- ❑ We **MUST** have:
 - *Institutional Patience*
 - *Accountability Culture*
 - *Sustained Civic Will*
 - *LEADERS.*



"To hell with the cynic."

- GENERAL Norman Schwarzkopf

Who - Build The Team

▶ Executive Steering Committee

- ❑ SCCPSS, SEDA, Chamber of Commerce, Savannah State, Georgia Southern, Chatham Public Health, Savannah Technical College, United Way, Faith Community, HCA, CEA

▶ LOE Team Leaders

- ❑ Early Learning - Chelsea Owens, Savannah Technical College
- ❑ Direct Instruction - Cherie Goldman, SCCPSS
- ❑ Family Support - Cheri Dean, United Way of the Coastal Empire
- ❑ Education Workforce - Zachary Ott, SEDA
- ❑ Community Culture - Rick Roney, CEA

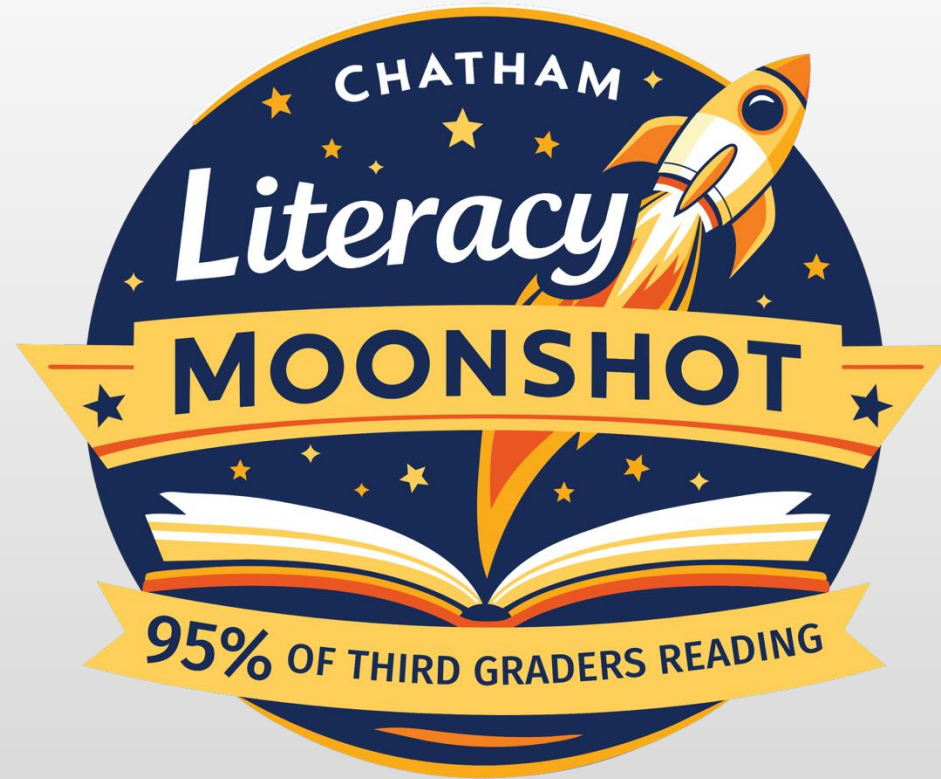
*“A small group of thoughtful people can change the world.
Indeed, it’s the only thing that ever has.”*

– Margaret Mead

When

- ▶ Since the Launch, Team Leaders have established their teams, and the work has begun
- ▶ Talk With Me Baby Implementation Program
- ▶ Early Learning Center Pilots- Start by August 2027
- ▶ Chatham's First Annual Literacy Summit - September 16, 2026
 - ❑ Keynote Speakers - Kareem Weaver, Fulcrum, Jessica Sliwerski, Ignite Reading, & Coomer Yates, Atlanta Speech School
 - ❑ Update from SCCPSS on the state of the District and the implementation for the 26-27 school year
 - ❑ *Of course, the entire Council is invited!*
- ▶ Chatham's First Annual Faith Leaders for Literacy Summit- September 17, 2026
 - ❑ A gathering of a diverse group of faith leaders coming together to develop a plan for how they can serve their congregations in the realm of literacy
 - ❑ Sponsored by CEA, executed by the faith community

Thank You and Questions



Next Steps

Dr. Fran Dundore

- **Virtual Council Meeting – October 6, 2026**
- **Final Council Meeting – November 17, 2026**



Thank you for Joining Us!

GeorgiaReads.org

