

Welcome

Once you have signed in, find your group, and join them in the designated area.

Goal 1.1	Goal 1.2	Goal 1.3	Goal 2.1	Goal 2.2	Goal 3.1	Goal 3.2
Susan Adams	Amy Denty	Eric Arena	Gary Bingham	Amy Lingo	Megan Andrews	Rebecca Ellis
Garry McGiboney	Carlett Fulcher	Katie Bennett	Laura Lynch	Bubba Longgear	Bryttney Bailey	Cayanna Good
Bentley Ponder	Kathy Matthews	Scott Johnson	Lindee Morgan	Penney McRoy	Carla DeBose	Leslie Hazel-Bussey
Kimberly Ross	Paige Pullen	Michelle Palmer	Stacey Neuharth-Pritchett	Jeanne Seaver	Sadie Krawczyk	Suzanne Harbin
Veronica Thomas	Carmen Rice	Andri Pilgrim	Katie Seymour	Richard Smith	Irene Munn	Helen Rice
Arianne Weldon	Barbara Ross	Justin Hill	Phenna Petty	Carla Tanguay	Chan Weeks	Julie Walker

Strategic Planning: Working Groups



Georgia Municipal Association
January 20, 2026

Scott Johnson

Chairman, Georgia Council on Literacy

Welcome from the Council

Larry Hanson

President and Chief Executive Officer,
Georgia Municipal Association
Welcome from GMA

Introductions

Let us know your connection to the work...

- Name, organization, and position
- Working group connection
- One sentence connection to a *Vision 2030* goal

Session Goals

- Level set on common language for action planning and implementation
- Prioritize objectives and action plans
 - *Vision 2030* areas of focus
 - Locus of control
 - Explicit assignment of responsibility
- Establish time constrained action plans
- Establish Working Group plan for 2026

Working Norms

L

Learn from each other



I

Inform without judgment

F

Focus on the shared goals

T

Trust the process and each other

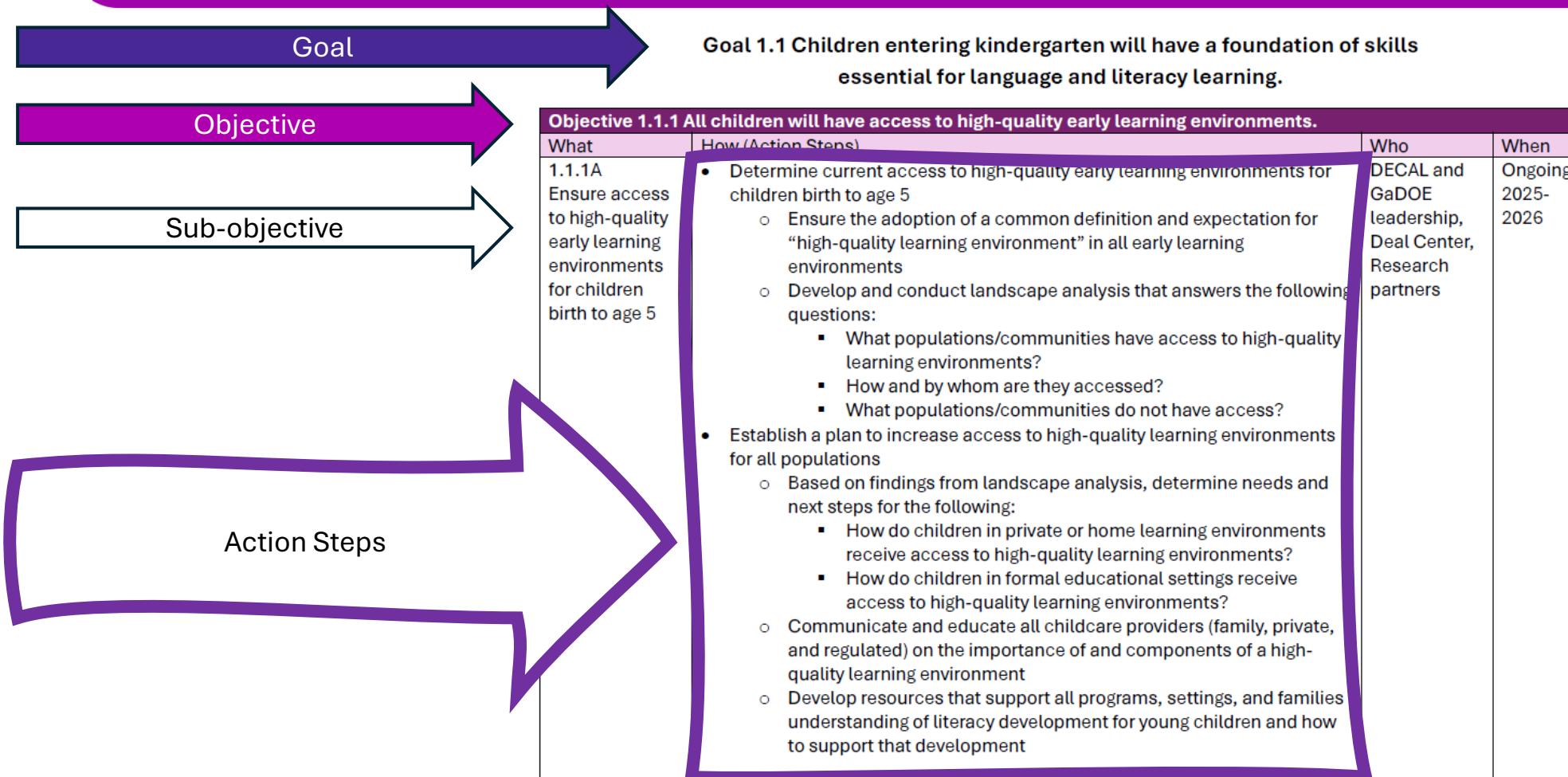
Georgia's Literacy Plan: Vision 2030

Stacey Lutz,
State Literacy Coaching Coordinator
Governor's Office of Student Achievement

Plan Overview

Guiding Principles	Every Child a Reader	Every Educator Prepared	Every Community Supported
Goals	<p>Every Child a Reader</p> <p>1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.</p> <p>1.2 Every child in Georgia will be a proficient reader by the end of 3rd grade.</p> <p>1.3 Students beyond 3rd grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.</p> <p>All pre-school children will</p> <ul style="list-style-type: none">• have access to high-quality early learning environments.• have access to a comprehensive, coordinated system for early screening (e.g. vision, hearing, and developmental, Health Check, Children's 1st) and intervention (e.g. Babies Can't Wait, Special Education Pre-K).• demonstrate the foundational skills essential for language and literacy learning upon entrance to kindergarten <p>All early learning centers will</p> <ul style="list-style-type: none">• provide developmentally appropriate instruction by using the Georgia Early Learning and Development Standards (GELDS). <p>All schools will</p> <ul style="list-style-type: none">• implement an effective multi-tiered system of supports that includes screening, data-based decision making by a multi-disciplinary team and tiered interventions as appropriate.• Implement an integrated multi-tiered system of supports that addresses the whole child ((academics, behavior, and wellbeing) to improve school climate, attendance, and results in improved student outcomes.• provide developmentally appropriate instruction by teaching the new K-12 ELA standards through the effective implementation of HQIMs (K-3) and appropriate resources (K-12). <p>All students will</p> <ul style="list-style-type: none">• demonstrate the foundational skills essential for language and learning	<p>Every Educator Prepared</p> <p>2.1 Educators will have the knowledge and skills to effectively teach all students to read.</p> <p>2.2 Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.</p> <p>All preservice educators will</p> <ul style="list-style-type: none">• receive high-quality preparation appropriate for their field of certification grounded in the science of reading and evidence-based instructional practices. <p>All educators will</p> <ul style="list-style-type: none">• have access to an integrated system of supports to ensure high-quality instruction in every classroom.• have access to appropriate and ongoing professional learning to build knowledge and skills to implement high-quality classroom instruction. <p>All leaders will</p> <ul style="list-style-type: none">• have access to a high-quality system of support to develop the necessary skills to implement a comprehensive, evidence-based schoolwide literacy plan.• have the knowledge and skills to implement a comprehensive school-wide, evidence-based literacy plan.• have access to ongoing high quality professional learning to build knowledge and skills sufficient to develop and implement school-wide literacy plans.	<p>Every Community Supported</p> <p>3.1 Families and communities will have access to resources and know how to utilize those resources in ways that result in active engagement in all aspects of family literacy.</p> <p>3.2 Every adult in Georgia will possess literacy skills essential for the workforce.</p> <p>All families will</p> <ul style="list-style-type: none">• have a community-based support system to ensure their children's language and literacy development (e.g., medical care, library access, appropriate screenings, etc.).• have the knowledge, tools, and resources to ensure children's language and literacy development including parent and caregiver awareness and engagement initiatives. <p>All communities will</p> <ul style="list-style-type: none">• implement a comprehensive literacy strategy that results in public and private partners collaboratively engaged to improve literacy outcomes for children and adults. <p>All adults will</p> <ul style="list-style-type: none">• have access to knowledge, tools, and resources that support the development of essential literacy necessary to engage in meaningful employment.
Objectives			

Plan Overview



Vision 2030 Areas of Focus

- Literacy Coaching
- Georgia Reads Community Collaboratives
- Birth to Five, Strengthening Early Language and Developmental Systems
- Vision, Hearing, and Developmental Screening

Establishing a Common Language

Arianne Weldon, MPH

- Strategic Innovation Manager and Get Georgia Reading Campaign Director, Georgia Family Connection Partnership
- Governing Board Chair, Sandra Dunagan Deal Center for Early Language and Literacy



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GET GEORGIA READING

CAMPAIGN FOR GRADE-LEVEL READING

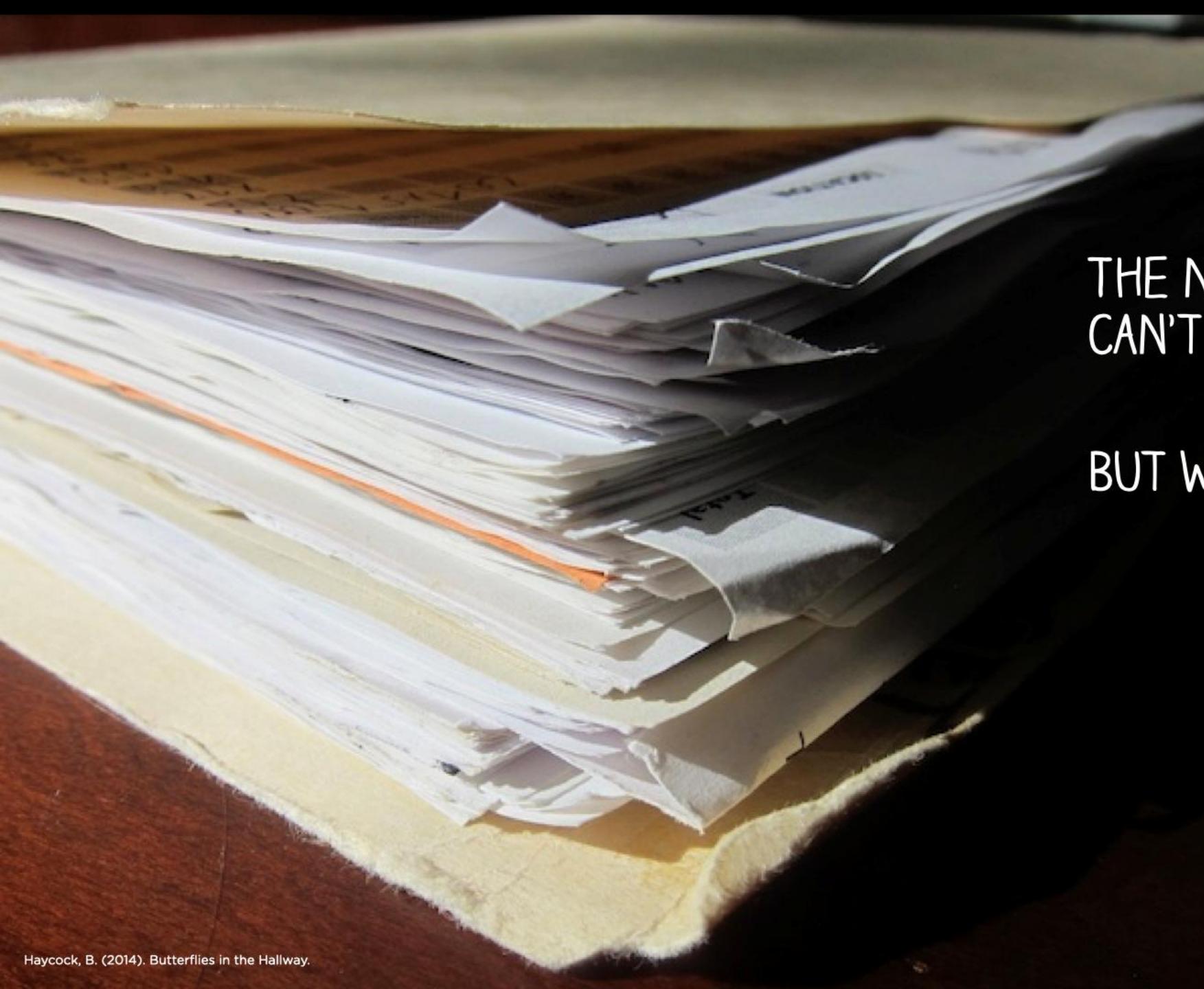




“THAT’S THE STORY ON
THIS KID. RIGHT THERE.”

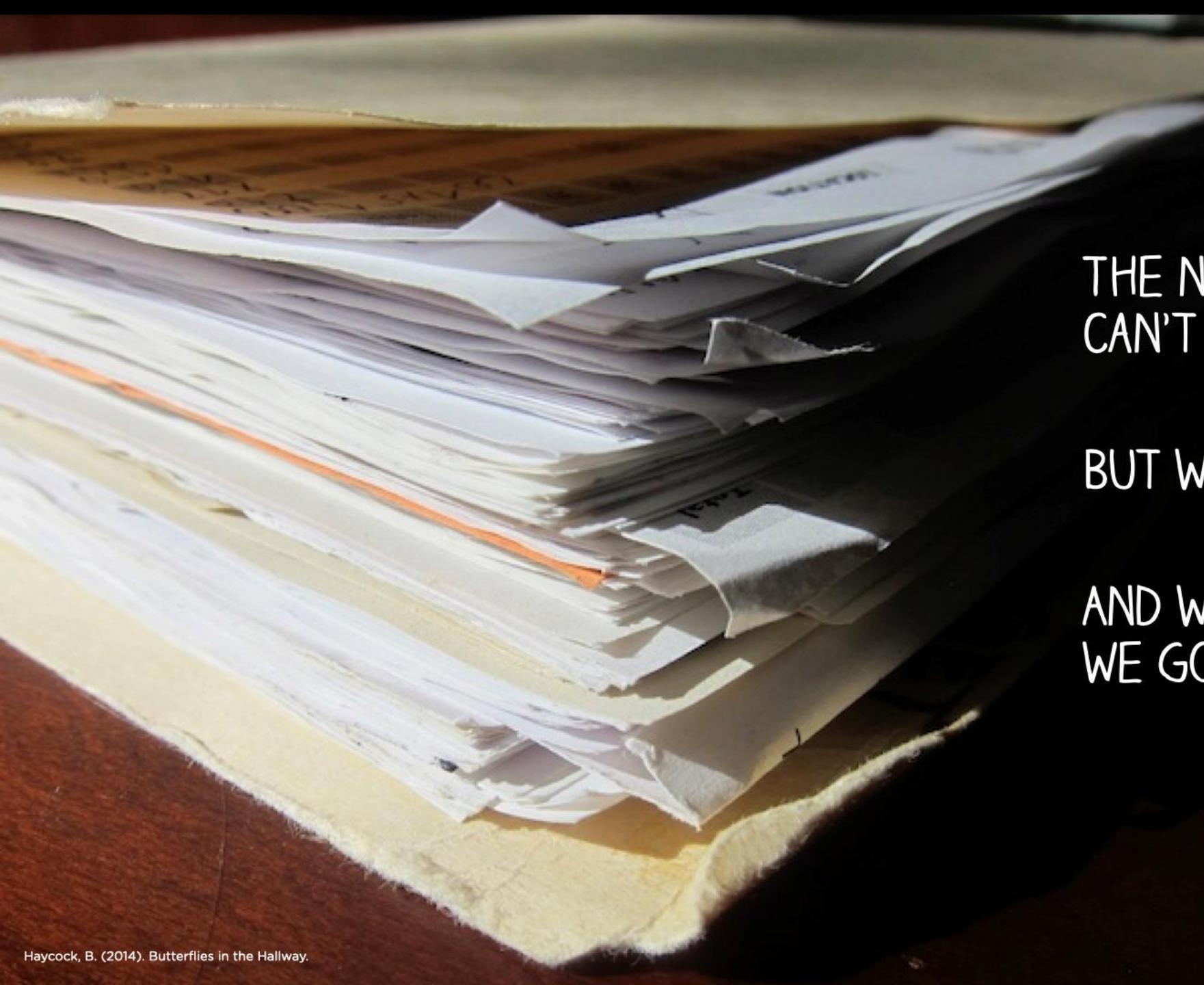


THE NUMBERS AND FILES
CAN'T TALK BACK.



THE NUMBERS AND FILES
CAN'T TALK BACK.

BUT WHAT IF THEY COULD?



THE NUMBERS AND FILES
CAN'T TALK BACK.

BUT WHAT IF THEY COULD?

AND WHAT IF THEY TOLD US
WE GOT THE STORY WRONG?

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

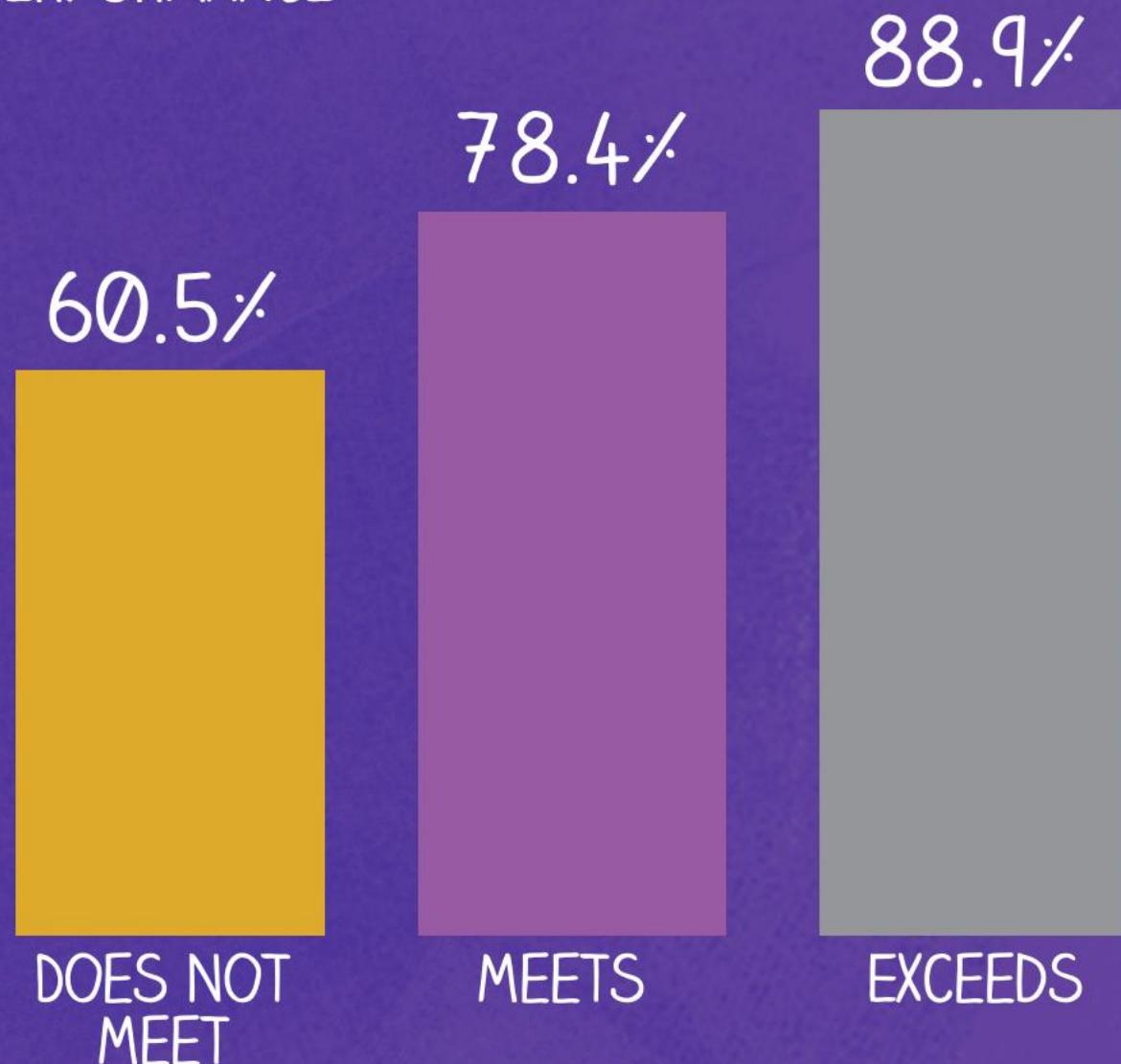
LEARNING
TO READ



READING
TO LEARN

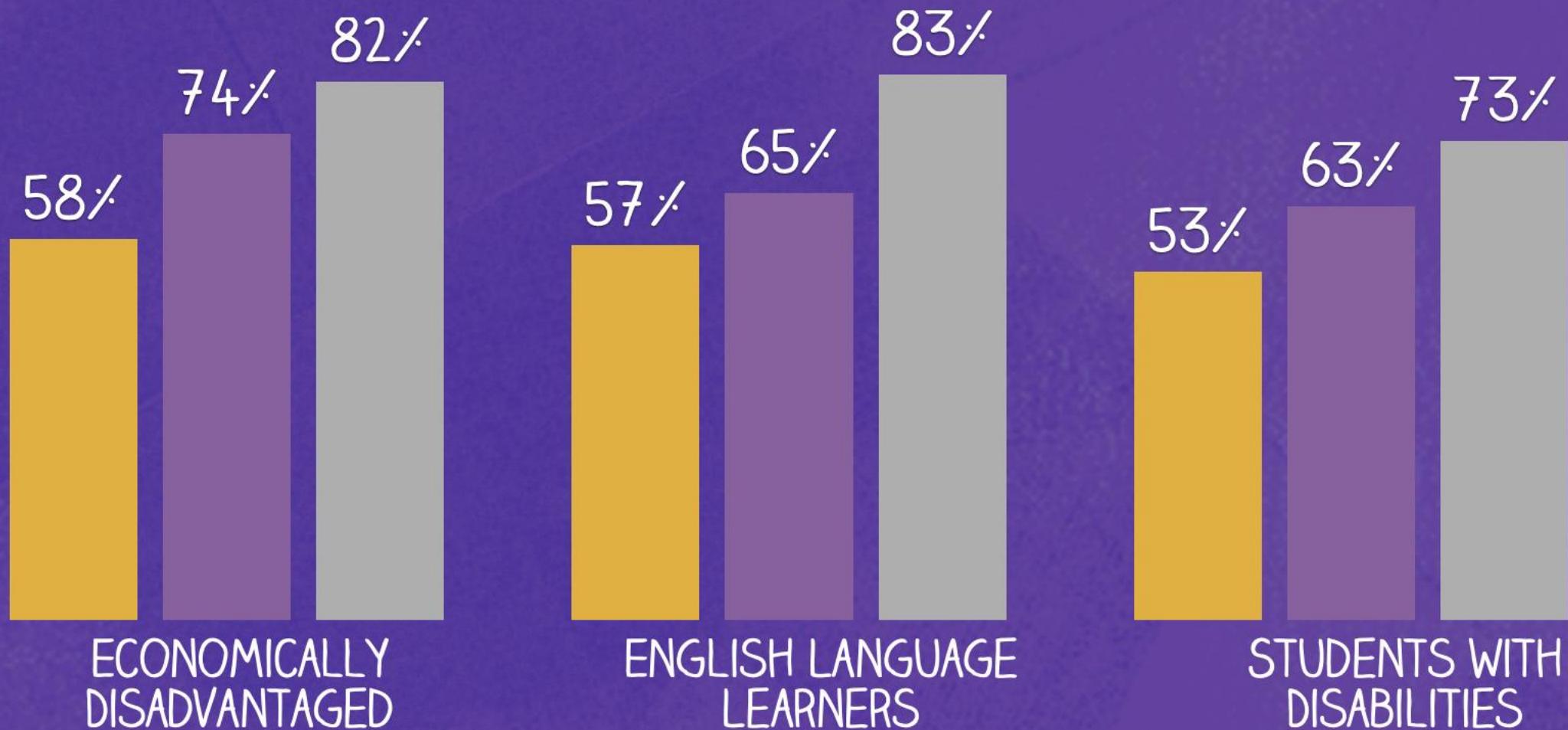
HIGH SCHOOL GRADUATION

BY 3RD GRADE READING PERFORMANCE



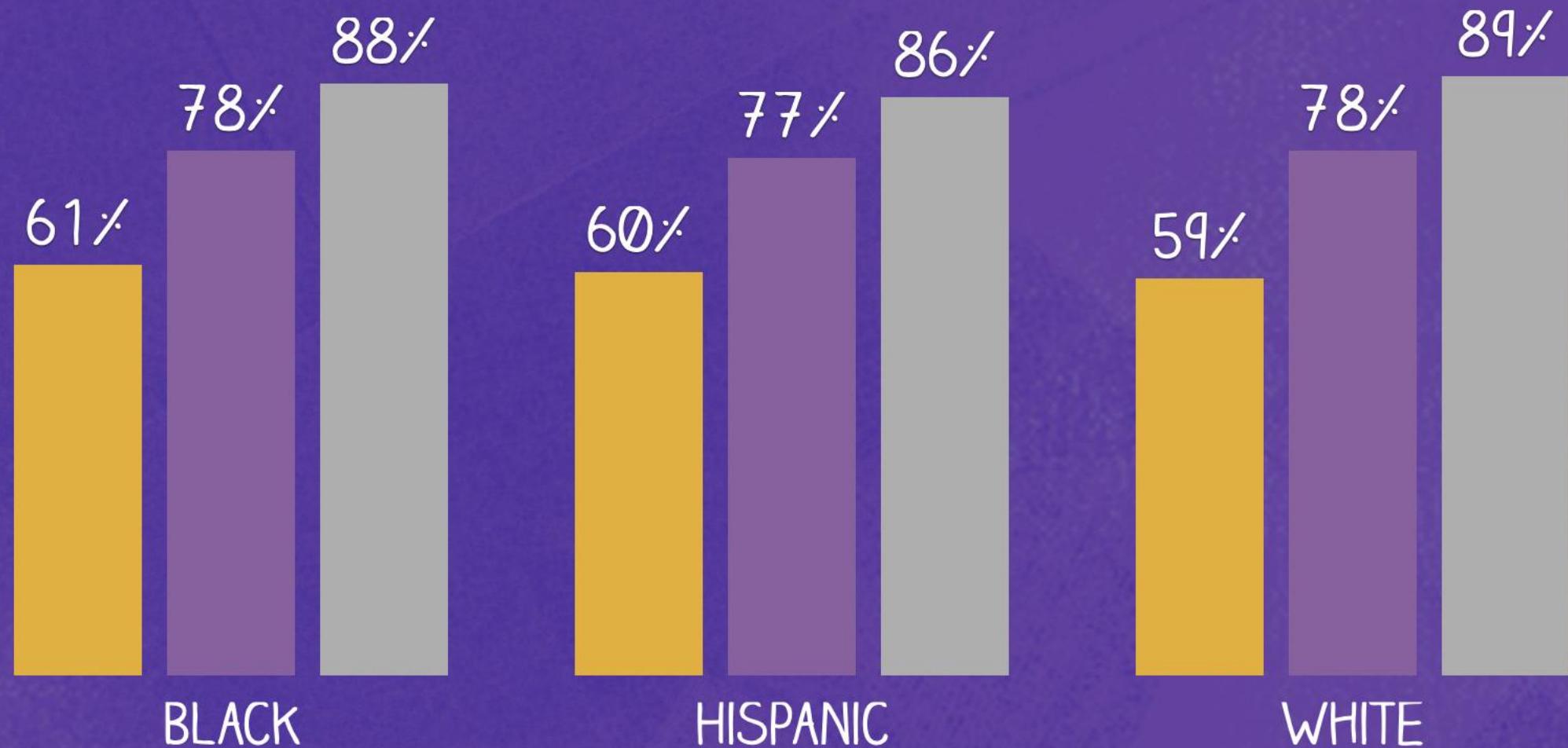
HIGH SCHOOL GRADUATION

BY 3RD GRADE READING PERFORMANCE



HIGH SCHOOL GRADUATION

BY 3RD 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.

An epidemiological approach

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LITERACY

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“ There is a crack in everything.
That’s how the light gets in.
—Leonard Cohen ”

WHAT FACTORS INFLUENCE
A CHILD'S PATH TO LITERACY?

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WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



FAMILY & ADULT
LITERACY



Child literacy starts with family literacy.

Regardless of income, strong maternal literacy significantly predicts higher child literacy and reduced challenging behavior.



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Regardless of income, strong maternal literacy significantly predicts higher child literacy and reduced challenging behavior.

Children in family literacy programs achieve literacy gains at **twice the rate** of children in child-only focused programs.

WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?

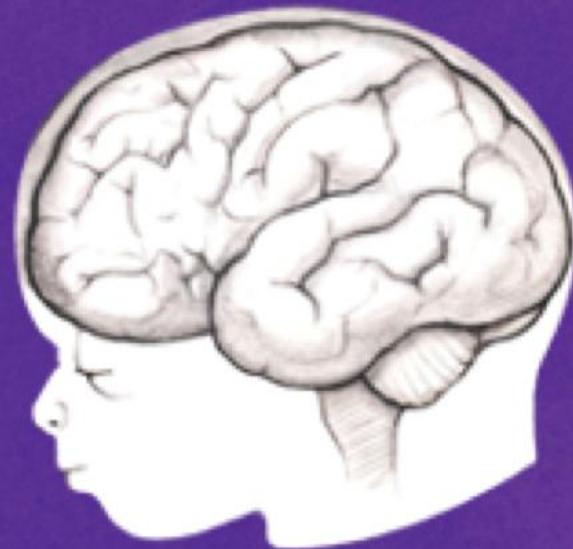


Women's health profoundly predicts birth outcomes.

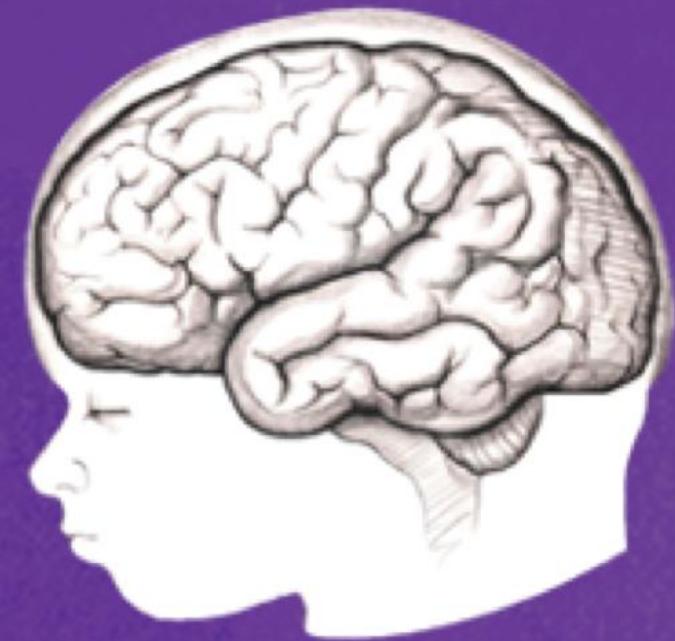
For example, the rate of **preterm birth** among women with hypertension and other cardiovascular-related conditions is **4 to 5 times** higher than their peers.



At 35 weeks, an infant's brain weighs **only two-thirds** of what it will weigh at 39 to 40 weeks.



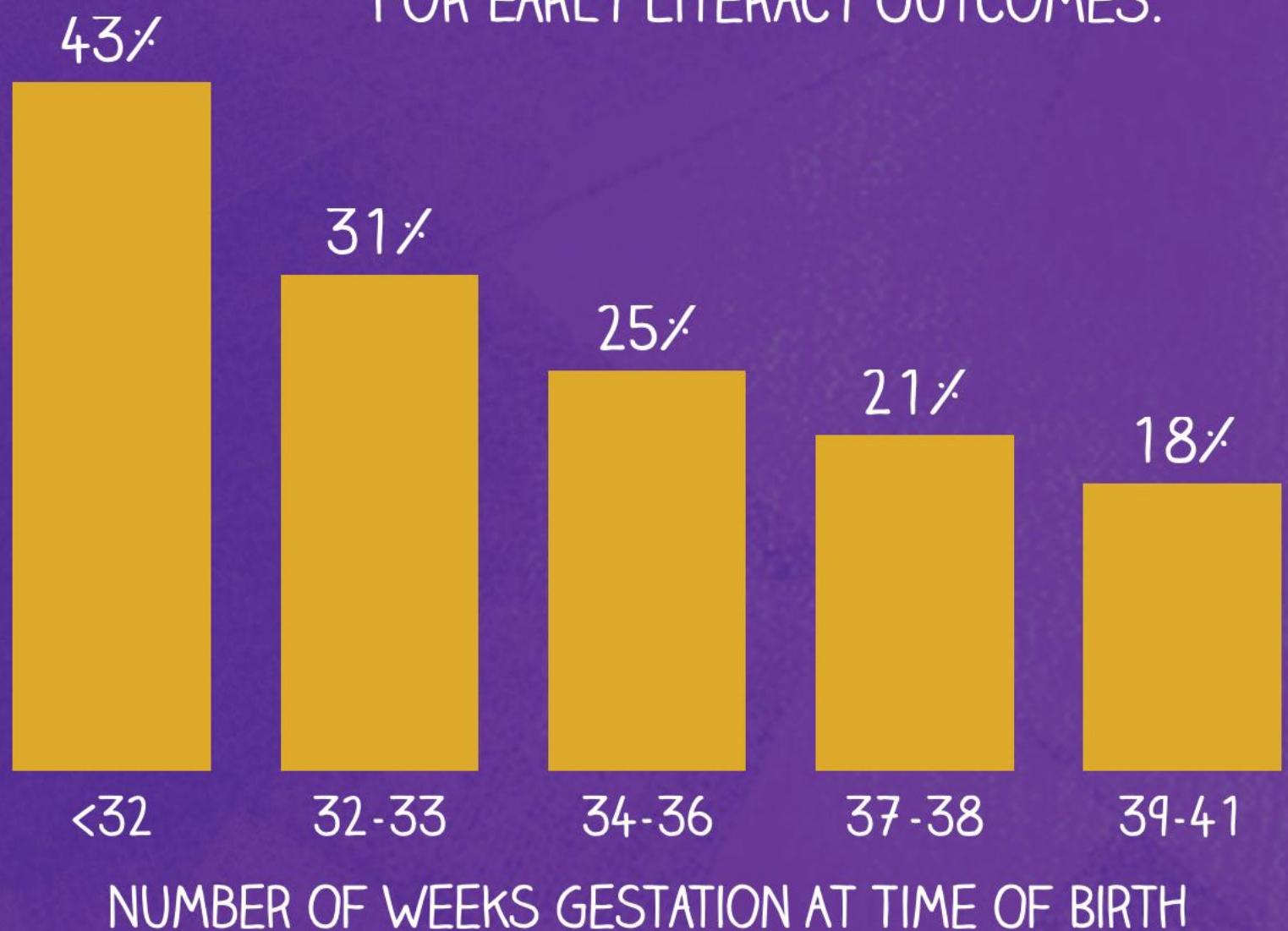
35 weeks



39 - 40 weeks

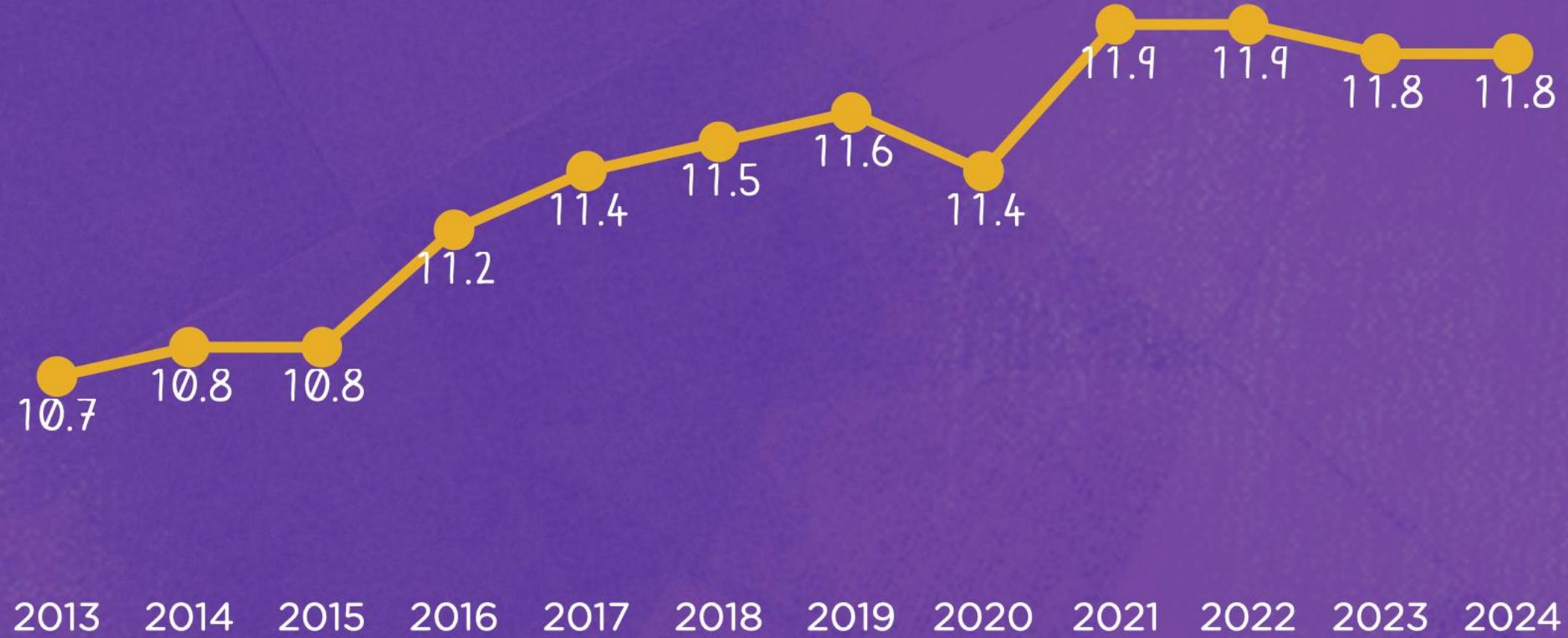
EVERY WEEK COUNTS FOR EARLY LITERACY OUTCOMES.

PERCENT BELOW
EXPECTED LEVEL IN
READING, WRITING,
AND MATH AT AGE 7.



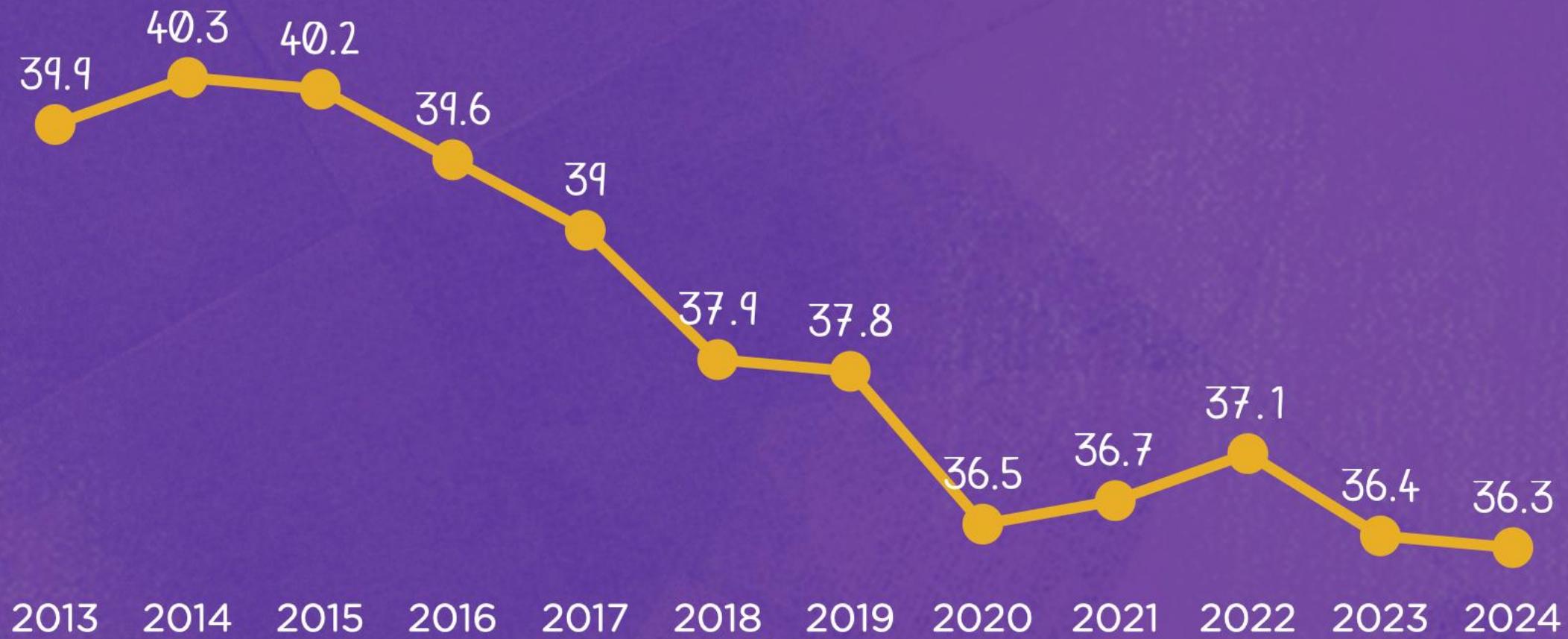
PRETERM BIRTH IN GEORGIA, 2013-2024

PERCENT OF BIRTHS



BIRTH RATE, GEORGIA, 2013-2024

RATE PER 1,000



BIRTH RATE, GEORGIA, 2013-2024

RATE PER 1,000



PRETERM BIRTH IN GEORGIA, 2013-2024

PERCENT OF BIRTHS



Georgia Department of Public Health

Georgia Department of Public Health

Compared with students born at term, preterm birth significantly increases the risk of **suspension, chronic absenteeism**, and scoring **below proficient in reading**.



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Compared to their full-term peers, infants born preterm are **2 to 4 times** more likely to be diagnosed with a mental health disorder in childhood & adolescence.

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The risk, severity, and extent of multiple mental health disorders **increases with each decreasing gestational week**.

WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



PRETERM &
LOW BIRTHWEIGHT



MATERNAL
HEALTH



FAMILY & ADULT
LITERACY



CHILD CARE
ACCESS



Quality child care has significant, lasting benefits for:

- Social development
- Emotional regulation
- Language development

Children in Rural Areas with Low Maternal Literacy

More time in child care (birth - 3) linked to:

- ↑ Improved literacy skills in kindergarten
- ↓ Fewer challenging behaviors in kindergarten



Children in Rural Areas with Low Maternal Literacy

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Dose-response protective effect:

More hours in child care (birth - 3) → stronger literacy and social-emotional development by kindergarten



WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



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LITERACY



CHILD CARE
ACCESS



ACTIVE
ENGAGEMENT



LANGUAGE
DEVELOPMENT

Language development is the foundation for literacy.



What is less known is that **engagement** through **frequent, language-rich social interactions** with caregivers, educators, and peers is both the “fuel” for and a “gauge” of language development.



These **interactions** are what we call **“language nutrition”** – a term coined to illustrate the vital role of language-rich social interactions in nurturing brain growth and language development.

From birth - 3rd grade and beyond!





Children who have difficulties with language development at age 5 are:

4X more likely to have **reading difficulties**

3X more likely to have **mental health challenges**

2X more likely to be **unemployed** as an adult



"WHEN CHILDREN DON'T HAVE
LANGUAGE, THEIR BEHAVIOR
BECOMES THEIR LANGUAGE."

The Honorable Peggy H. Walker
Senior Judge

WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



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LANGUAGE
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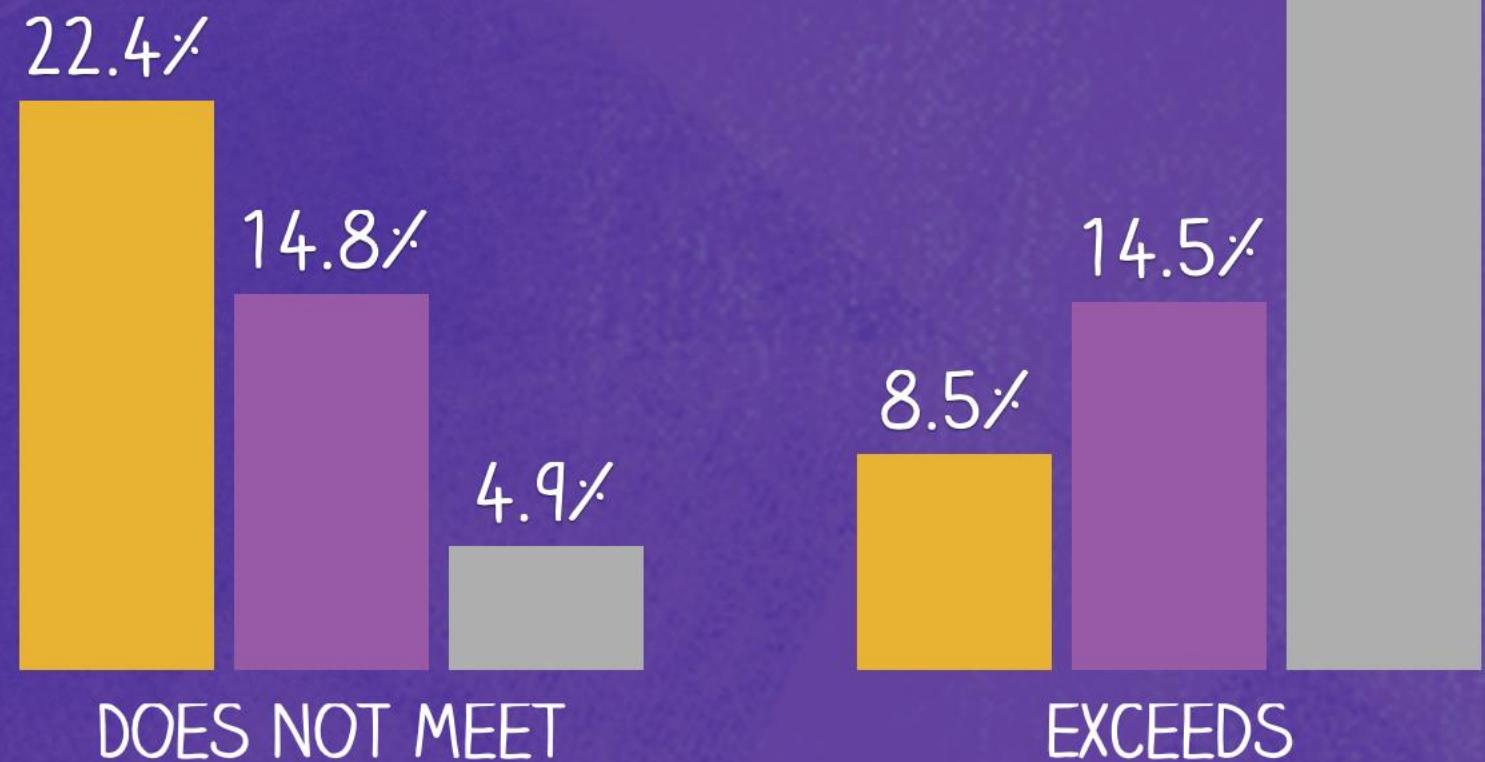


PRESCHOOL
- 3RD GRADE
SUSPENSION

KINDERGARTEN - 3RD GRADE OUT-OF-SCHOOL SUSPENSION BY 3RD GRADE READING PERFORMANCE

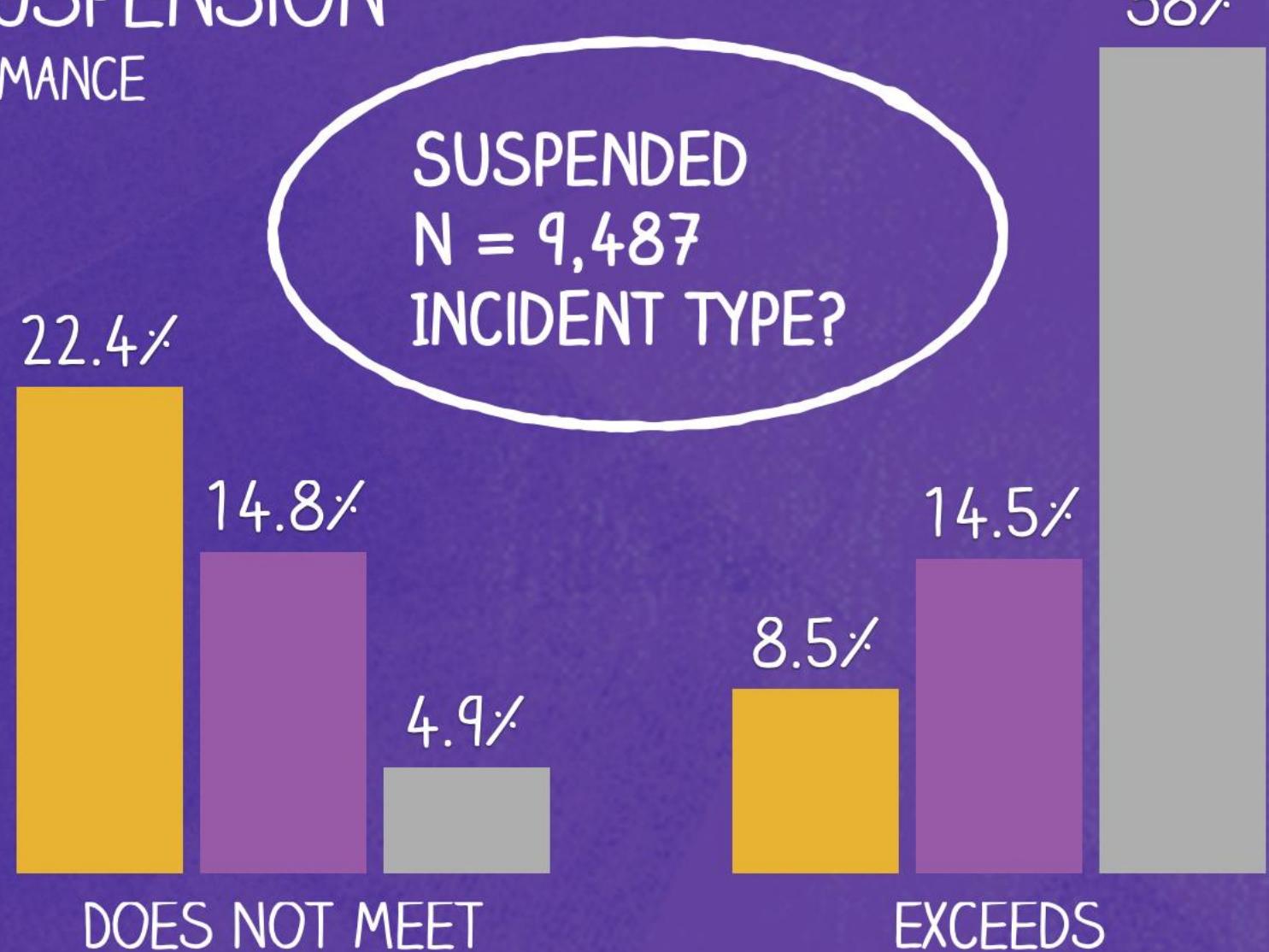
38%

- 3 OR MORE TIMES
- 1-2 TIMES
- NEVER SUSPENDED

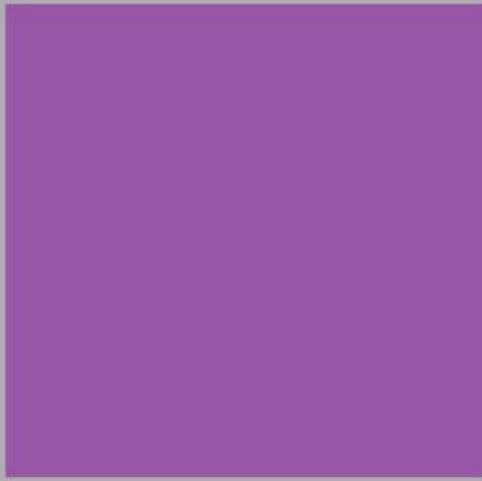


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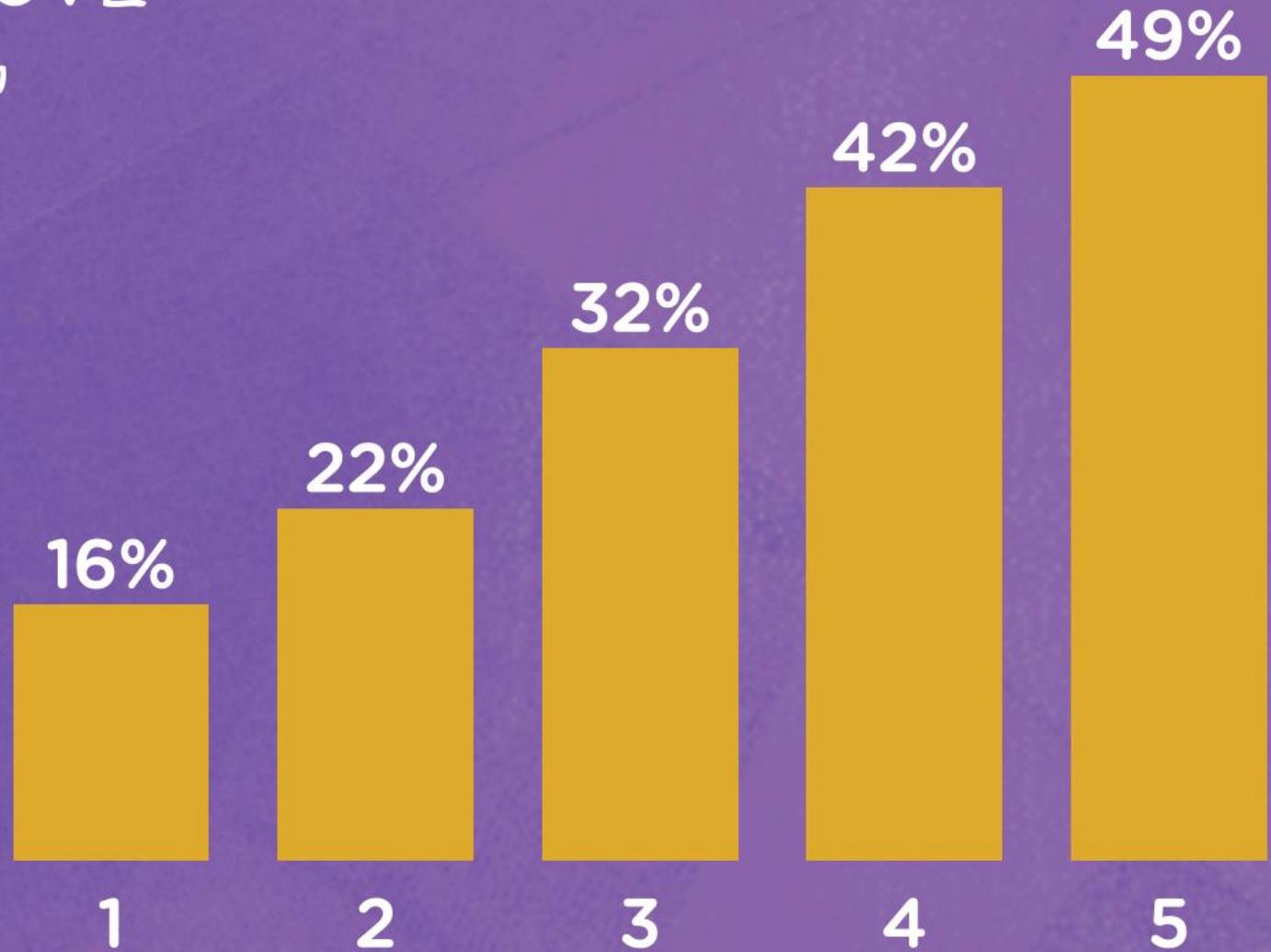
WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



Regardless of income, developmentally responsive classroom environments, practices, and interactions significantly and positively predict students' active engagement, which in turn predicts greater literacy achievement in third grade.



3RD GRADE ELA, 2019 PROFICIENT AND ABOVE BY SCHOOL CLIMATE RATING



WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



SCHOOL
CLIMATE



MATERNAL
HEALTH



FAMILY & ADULT
LITERACY



ATTENDANCE



PRETERM &
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ACTIVE
ENGAGEMENT



CHILD CARE
ACCESS



CLASSROOM
CLIMATE



LANGUAGE
DEVELOPMENT

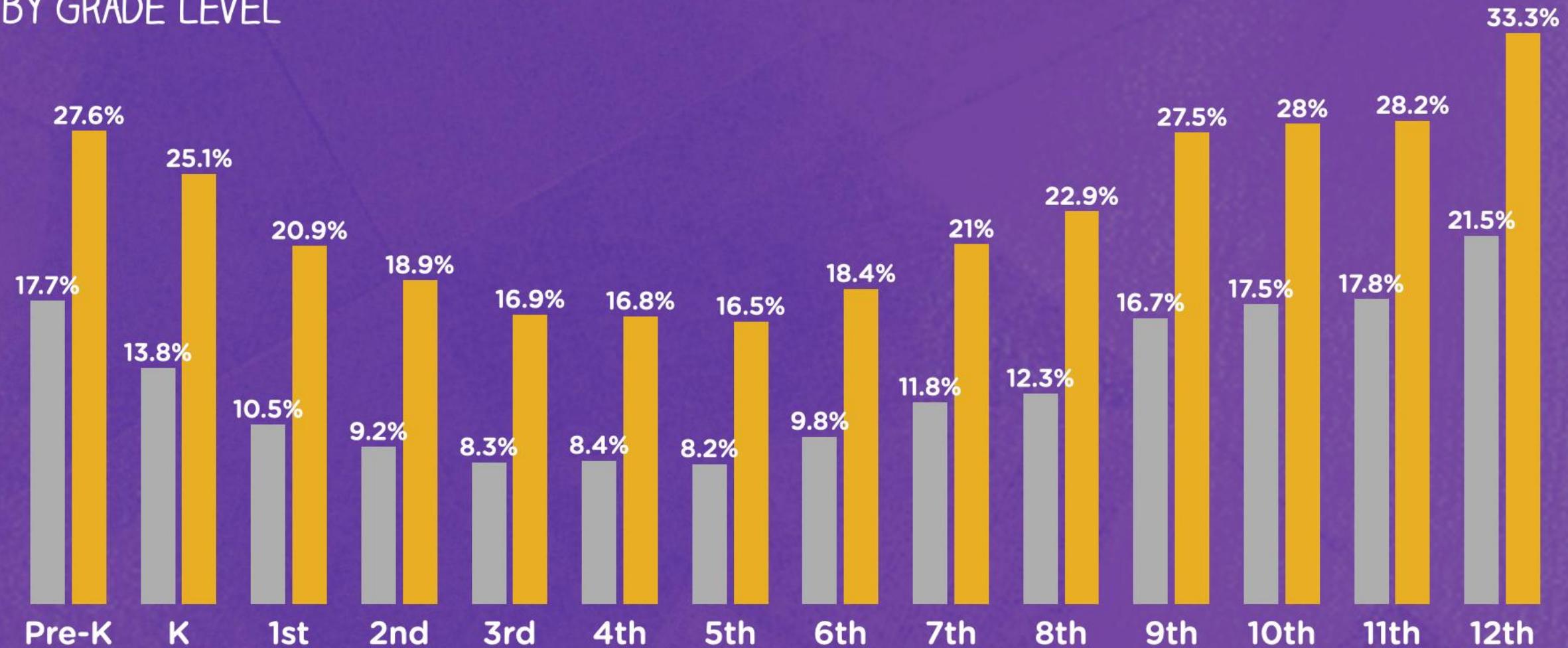


PRESCHOOL
- 3RD GRADE
SUSPENSION

PERCENT OF STUDENTS ABSENT MORE THAN 15 DAYS BY GRADE LEVEL

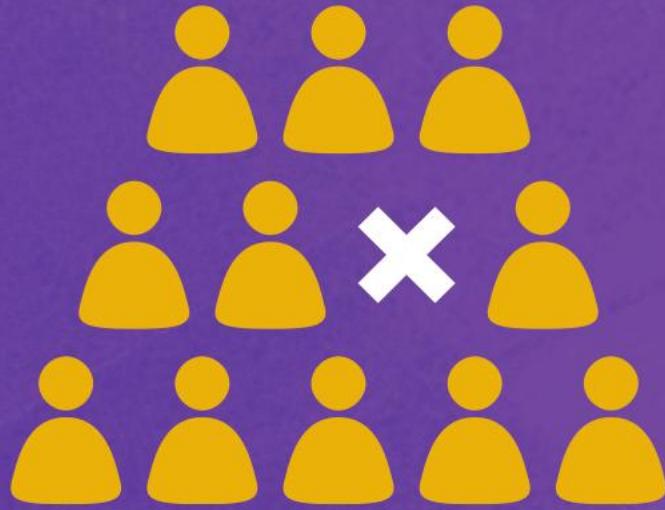
2019

2024

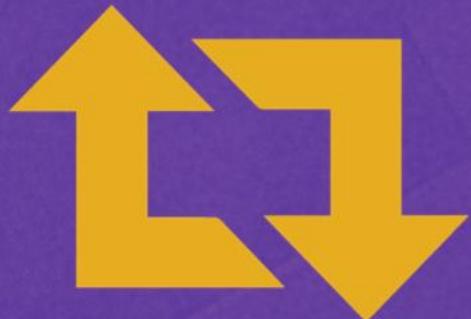


Statewide, a **5 percent** decrease in the number of students absent **more than 15 days** would result in a **7.3 percent** increase in third-grade literacy.





JUST 5 DAYS
OF ABSENCE BEGINS TO IMPACT
ACADEMIC ACHIEVEMENT
whether **excused, unexcused, or suspension.**



Absenteeism has a significant, negative impact on learning after just **5 days**.

Kindergarten students who were absent more than 5 days scored over **20% lower in reading** than their peers who were absent less than 5 days.

Right now, more than **60%** of students in Georgia are absent **more than 5 days**.

WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?



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ACTIVE
ENGAGEMENT



CHILD CARE
ACCESS



HEALTH
BARRIERS



CLASSROOM
CLIMATE

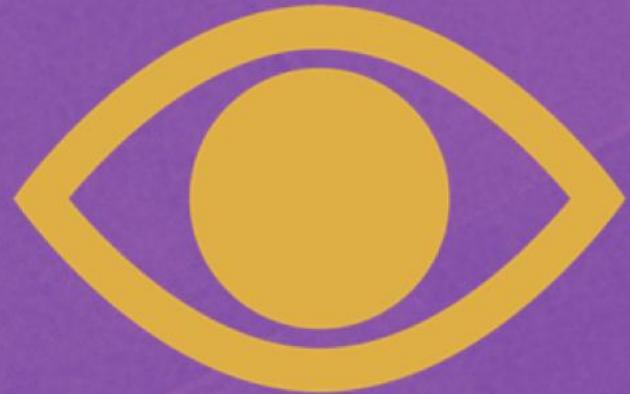


LANGUAGE
DEVELOPMENT



PRESCHOOL
- 3RD GRADE
SUSPENSION





About **80% of learning** occurs through visual tasks such as reading and writing.

Common vision impairments affect **25%** of children and can lead to behavioral and academic problems if they go uncorrected.



Health Barriers to Learning

Prevalent & persistent health conditions that when left unaddressed can interfere with a child's ability to learn, such as:

- Vision problems
- Hearing problems
- Uncontrolled asthma
- Untreated dental problems
- Food insecurity

In many Georgia communities, prevalence of these conditions is upwards of **15% to 25%** – in some cases higher.

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OUT-OF-SCHOOL
LEARNING



HEALTH
BARRIERS



CLASSROOM
CLIMATE



LANGUAGE
DEVELOPMENT



PRESCHOOL
- 3RD GRADE
SUSPENSION



Participation in high-quality afterschool and summer learning programs contributes to:

- improved academic outcomes
- reduced challenging behavior
- higher student attendance

WHAT FACTORS INFLUENCE A CHILD'S PATH TO LITERACY?

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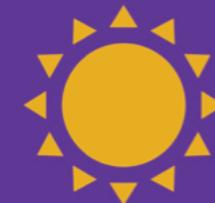
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OUT-OF-SCHOOL
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HEALTH
BARRIERS



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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.**

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



ACCESS

THE SIX KEYS TO ACCESS



AWARENESS

Intended audience knows that the resource exists, what the benefits are, and why it matters for them



AFFORDABLE

Cost of resource meets intended audience ability to pay



ACCESSIBLE

Location of resource aligns with intended audience



AVAILABLE

Size or volume of resources meet needs of intended audience



ACCOMMODATING

Approach to providing resources aligns with intended audience needs



ACCEPTABLE

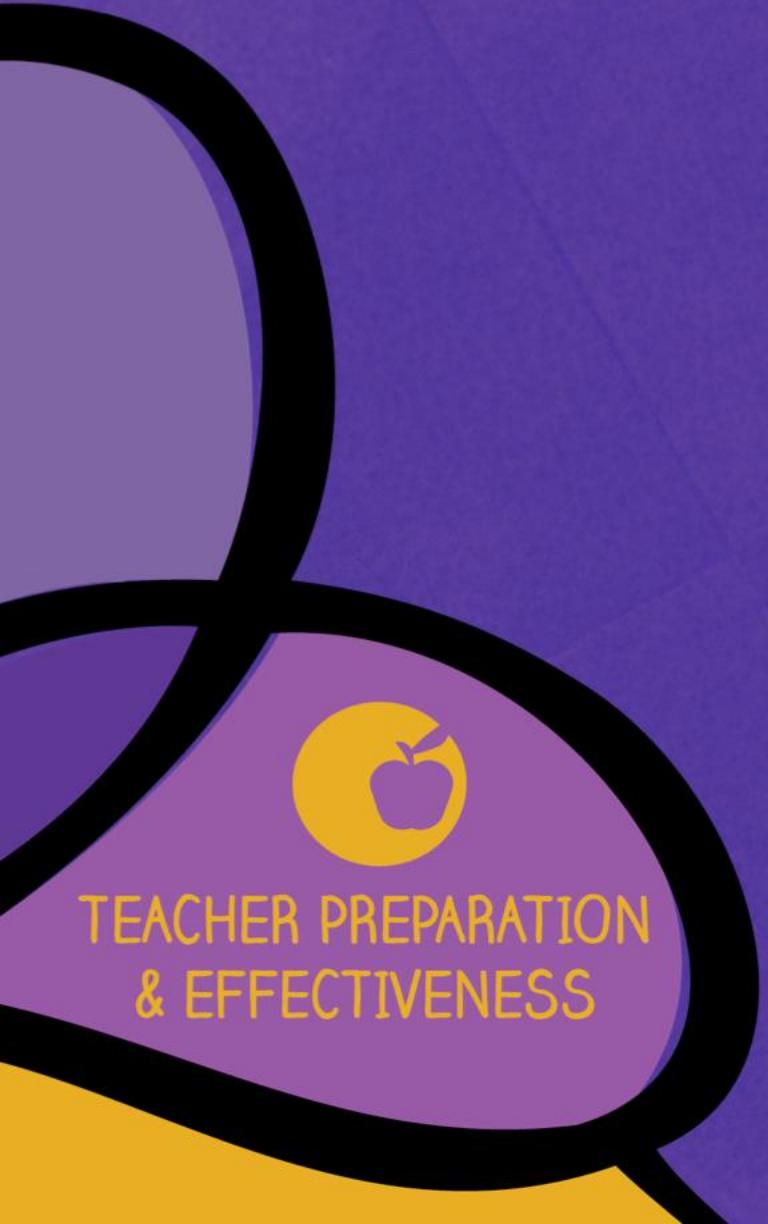
Intended audience is receptive to available resources provided



All children feel safe, nurtured, and engaged 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



EXAMPLES OF ACTIONS THAT ADVANCE THE FOUR PILLARS

	<p>TCSG Certified Literate Community Program & Family Literacy Professional Development with National Center for Families Learning</p>	<p>Sandra Dunagan Deal Center for Early Language and Literacy</p>	<p>Lunch at the Library — 1,000 Books Before Kindergarten — Fines Free</p>	<p>Literacy Council — Literacy Coach Funding — Deal Center Unified Literacy Coaching Project — Vision & Hearing</p>
	<p>Deal Center Community Coalition & Implementation Research Grants — DECAL LITTLE Grant — L4GA — GOSA Innovation Fund</p>	<p>Get Georgia Reading Campaign Cabinet & Campaign Communities — Great Equalizer & OSS Analysis</p>	<p>2Gen Academy — DPH Home Visiting — DECAL 2Gen Innovation Grants</p>	<p>GaPSC Rule — HB 307, HB 538, SB 211 — House Bill 740 — Senate Bill 123</p>
	<p>Language as a Missing Link Concepts & Practices — Developmentally Responsive Practices</p>	<p>GGR Cabinet Student Attendance Committee — GaDOE Insights Data Dashboard — House & Senate Study Committees on Attendance</p>	<p>Commission on Maternal & Infant Health — Mom's Heart Matters — 2Gen Developmentally Attuned Environments & Practices in NICUs</p>	<p>Georgia Reads Awards — Georgia Reads Community Collaborative Program</p>

THE PATH TO READING PROFICIENCY BY THE END OF THIRD GRADE

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



READING
PROFICIENCY

SUMMER LEARNING

123 ENGAGING CLASSROOMS

ABC SCHOOLS READY TO SUPPORT STUDENTS

QUALITY CHILD CARE, HEALTH CARE, & NUTRITION

ABC USE OF LANGUAGE FOR EMOTIONAL REGULATION

CONSTANT OPPORTUNITIES FOR SOCIAL & EMOTIONAL ENGAGEMENT

CRITICAL BRAIN DEVELOPMENT & THE FOUNDATION FOR LANGUAGE & LITERACY

EARLY, FREQUENT, & NURTURING INTERACTIONS WITH CAREGIVERS & EDUCATORS

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



BIRTH

1

2

3

4

5

6

7

8+ YEARS



ROLES OF THE CAMPAIGN

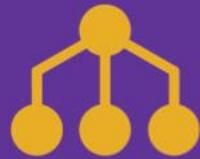


IDENTIFY AND MAKE SENSE OF FACTORS

that affect a child's path to literacy



IDENTIFY AND MAKE SENSE OF FACTORS
that affect a child's path to literacy



CONNECT AND SUPPORT DECISION-MAKERS
to move from sector-focused action to population-focused action



IDENTIFY AND MAKE SENSE OF FACTORS
that affect a child's path to literacy



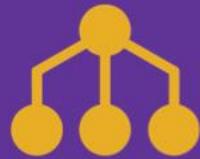
CONNECT AND SUPPORT DECISION-MAKERS
to move from sector-focused action to population-focused action



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



IDENTIFY AND MAKE SENSE OF FACTORS
that affect a child's path to literacy



CONNECT AND SUPPORT DECISION-MAKERS
to move from sector-focused action to population-focused action



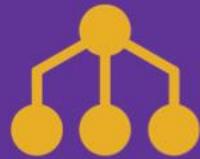
USE RESEARCH & DATA TO INFORM ACTION
and align policies and investments to strengthen the four pillars



INSPIRE COLLECTIVE ACTION AND INNOVATION
to create the conditions — defined by the four pillars — so that
all children are on a path to literacy



IDENTIFY AND MAKE SENSE OF FACTORS that affect a child's path to literacy



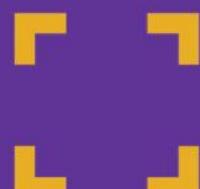
CONNECT AND SUPPORT DECISION-MAKERS to move from sector-focused action to population-focused action



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



INSPIRE COLLECTIVE ACTION AND INNOVATION to create the conditions — defined by the four pillars — so that all children are on a path to literacy



CELEBRATE PARTNER SUCCESSES and clearly communicate possibilities to realize the four pillars across the state

REWRITING
OUR STORY
TO IMPROVE
CHILDHOOD
LITERACY



GET GEORGIA
READING

Past to Present Connection

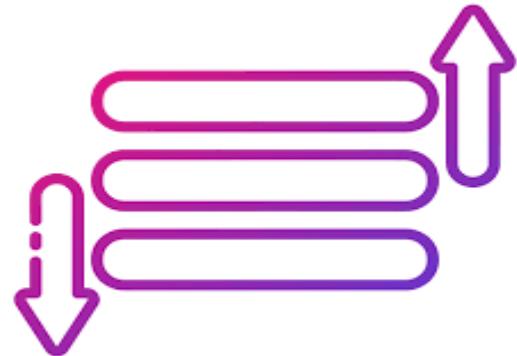
Dr. Fran Dundore

Executive Director,
Governor's Office of Student Achievement

Prioritization Activity

Stacey Lutz,
State Literacy Coaching Coordinator
Governor's Office of Student Achievement

Prioritization Activity



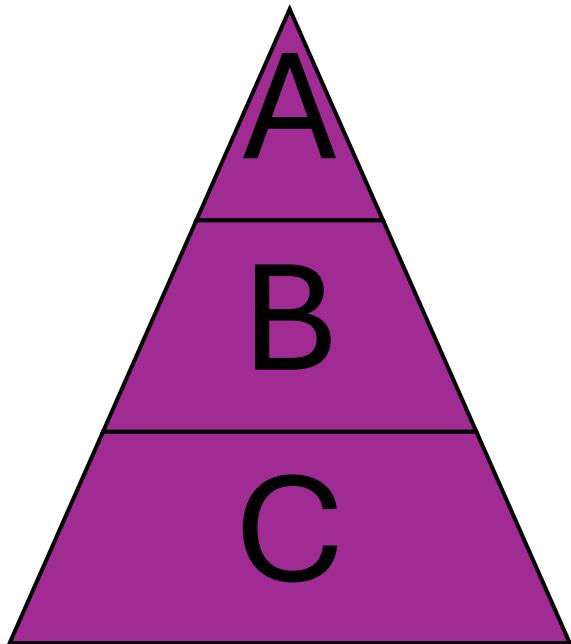
Goals for this activity:

- Prioritize actions and focus for each sub-objective by determining the appropriate course of action for each objective and sub-objective
- Align each objective and sub-objective to the Get Georgia Reading pillars
- Establish appropriate targets for Key Results
- Set up the conditions for action planning during the afternoon session

Pre-work and General Instructions

1. Divide your group based on the number of sub-objectives for your goal and assign sub-objective(s) to each small group or individual. (5 minutes)
2. In small groups, complete the “Building the Pyramid” activity (10 minutes).
3. Come back to the full group and complete “Aligning to Pillars” (30 minutes), and “Examining the Who, What, and When” (15 minutes).

Building the Pyramid



With which category does your sub-objective most closely align?

- A. This sub-objective requires a change in policy, state-level structures, or is a big idea that needs more detail to complete.
- B. This sub-objective requires gathering more research or data before action can be taken and needs to be directed to a task force or for formal study.
- C. This sub-objective can be acted on immediately (or is in progress) and should be prioritized for action, monitoring, or support.



Aligning to the Pillars

	Language Nutrition
	Positive Learning Climate
	Teacher Preparation and Effectiveness
	Access*



	AWARENESS: knows it exists, its benefits, & why it matters
	AFFORDABLE: cost meets the ability to pay
	ACCESSIBLE: location aligns with audience
	AVAILABLE: size or volume matches need
	ACCOMMODATING: approach to provision matches needs
	ACCEPTABLE: receptivity to available resource

Who is Leading the Work?

Goal 1.1 Children entering kindergarten will have a foundation of skills essential for language and literacy learning.

Objective 1.1.1 All children will have access to high-quality early learning environments.			
What	How (Action Steps)	Who	When
1.1.1A Ensure access to high-quality early learning environments for children birth to age 5	<ul style="list-style-type: none">• Determine current access to high-quality early learning environments for children birth to age 5<ul style="list-style-type: none">◦ Ensure the adoption of a common definition and expectation for “high-quality learning environment” in all early learning environments◦ Develop and conduct landscape analysis that answers the following questions:<ul style="list-style-type: none">▪ What populations/communities have access to high-quality learning environments?▪ How and by whom are they accessed?▪ What populations/communities do not have access?• Establish a plan to increase access to high-quality learning environments for all populations<ul style="list-style-type: none">◦ Based on findings from landscape analysis, determine needs and next steps for the following:<ul style="list-style-type: none">▪ How do children in private or home learning environments receive access to high-quality learning environments?▪ How do children in formal educational settings receive access to high-quality learning environments?◦ Communicate and educate all childcare providers (family, private, and regulated) on the importance of and components of a high-quality learning environment◦ Develop resources that support all programs, settings, and families understanding of literacy development for young children and how to support that development	DECAL and GaDOE leadership, Deal Center, Research partners	Ongoing 2025-2026

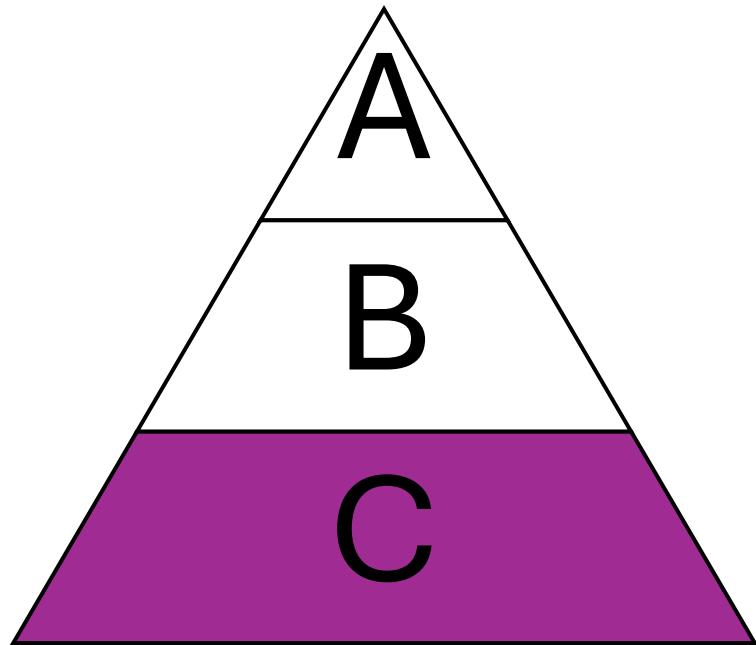
What Are We Doing? When?

Measurable Outcomes			2026	2028	2030
Objective	Agency or Data Source	Goal			
1.1.1A	DECAL	Increase the percentage of quality rated programs with 2-to-3-star ratings to 75% by 2030	Baseline	Projected TBD	Projected 75%
			Actual	Actual	Actual
1.1.1A	DECAL	Increase the percentage of children with CAPS scholarships enrolled in 3-star quality rated programs to 25% by 2030	Baseline	Projected TBD	Projected 25%
			Actual	Actual	Actual
1.1.1A 1.1.1B 1.1.4	DECAL	75% of early learning teachers working in licensed programs will complete training on GELDS	Projected 75%	Projected 88%	Projected 100%
			Actual	Actual	Actual
1.1.1A 1.1.1B	DECAL	85% of early childhood teachers in licensed childcare settings will demonstrate proficiency in language and literacy development through a state-approved, competency-based professional learning system	Projected 85%	Projected 95%	Projected 100%
			Actual	Actual	Actual
1.1.3	DECAL	Increase the percentage of kindergarten students scoring at or above benchmark on beginning of year universal screener to 70% by 2030	Baseline	Projected TBD	Projected 70%
			Actual	Actual	Actual
1.1.2A	EHDI DPH	Increase the number of children having a documented hearing screening by 12 months of age by 5% annually.	Baseline	Projected TBD	Projected TBD
			Actual	Actual	Actual



It's time for lunch!

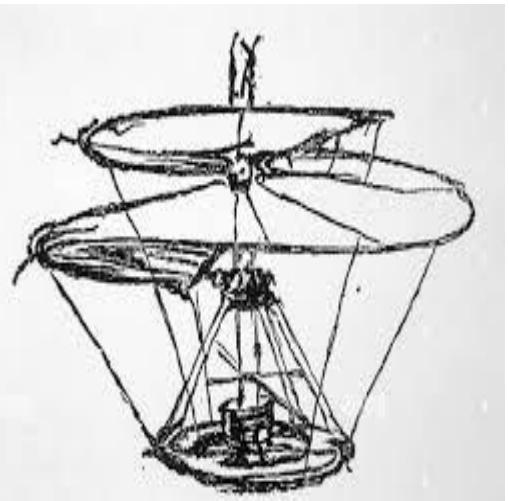
Action Planning



As you return from lunch, find a table group with whom you would like to work for our first rotation. Please choose a table based on your area of expertise, work responsibilities, or advocacy.

(The topics for each table have been selected from the sub-objectives identified as ready for action in the sessions this morning.)

Action Planning – State or Agency Level



*Who is providing **Leadership**?*

Who will directly oversee, guide, and direct the work?

Who has the authority to assign duties and responsibilities?

*Who is providing **Feedback**?*

Who is close enough to the work to provide specific constructive or corrective feedback?

Who is responsible for monitoring progress to provide this type of feedback?

*Who is providing **Implementation Support**?*

Who has the ability to provide material and/or human resources, technical support, or task-related guidance?

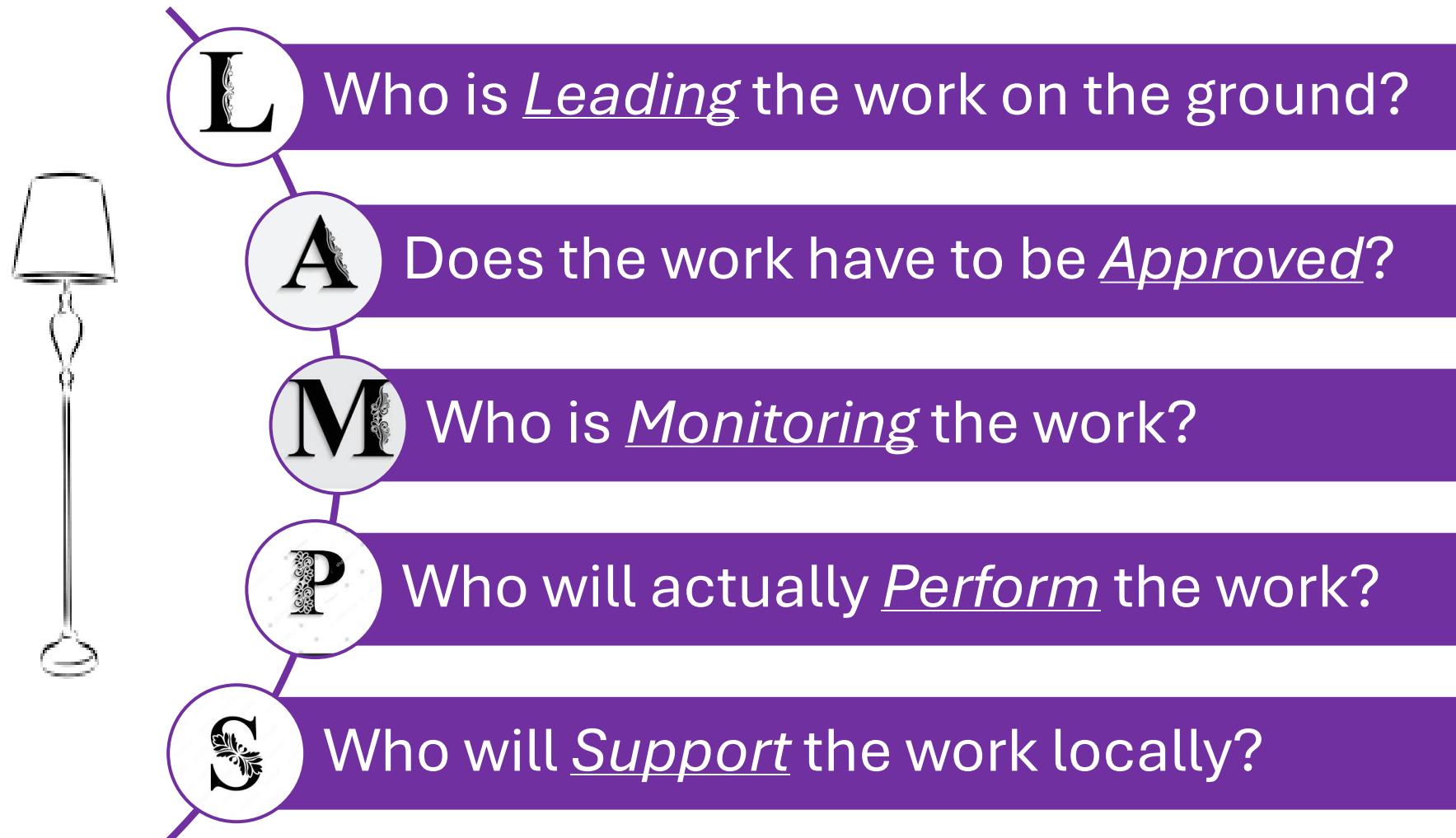
LIFT

*Who is providing **Transparent Communication**?*

Who is responsible for communicating to partners and stakeholders?

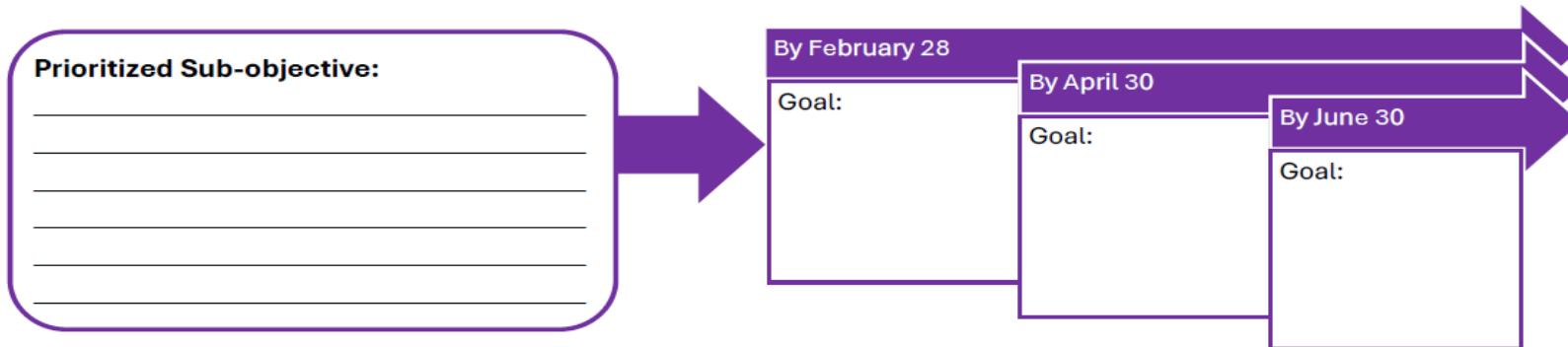
Who is able to share relevant data and information with partners?

Action Planning – Community and Local Level



Action Planning

Short Range Action Planning



State/Agency Level Planning

Local/Community Level Planning

Action Planning

State or Agency Roles and Responsibilities			
Name	Role (LIFT)	Action Steps Required	By Date

Local/Community Roles and Responsibilities			
Name	Role (LAMPS)	Action Steps Required	By Date



Rotation I Planning Cross-functional



With which
working group
does this belong?



Rotation 2

Planning

Cross-functional



With which
working group
does this belong?



Rotation 3

Working Groups



- Barriers to Learning – Dr. Garry McGiboney
- Birth to Five – Susan Adams
- Community – Dr. Cayanna Good
- Educator Preparation and Professional Learning – Dr. Laura Lynch
- K-12 – Amy Denty
- School Leadership – Dr. Bubba Longgear

Working Group Share Out



- How will your Working Group continue the work started today?
- How will you support the implementation of the action plans created today?
- What other things will you prioritize?



Thank you.