



Carroll Early Learning

BORN TO LEARN

- Implementation Update - October 24, 2017
- Melanie McClellan & Laura Smith



Today

- Background
- The *Get Georgia Reading* Campaign
- Carroll County Planning Process
- Where we are now
- Anticipated Next Steps
- Reflections & Lessons Learned
- Questions & Discussion

Background

- Pre-2016
 - CFWG presentation by GEEARS
 - Rotary presentation by *Get Georgia Reading*
 - Tanner – Brenda Fitzgerald presentations
- February 2016 “literacy partners” discussion
- 2016 Summit
- Separate conversations about & with GGR
- March 7, 2017 - County Commission declared us a *Get Georgia Reading Community*.



Get Georgia Reading Campaign

- Launched 2013
- Goal: Get all children reading on grade level by the end of third grade.
- Only one-third of Georgia's children read proficiently by third grade.
- Reading development starts at birth and is extremely complex.



Get Georgia Reading

Pillars

- **Language Nutrition:** All children receive abundant, language-rich adult-child interactions, which are as critical for brain development as healthy food is for physical growth.
- **Access:** All children and their families have year-round access to, and supportive services for, healthy physical and social-emotional development and success in high-quality early childhood and elementary education.
- **Positive Learning Climate:** All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, academic achievement, and ultimately student success.
- **Teacher Preparation and Effectiveness:** All teachers of children ages 0-8 are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.

Six Keys to Access

It's not enough to simply offer services. They need to meet the following criteria:

- **Awareness:** *Population is informed that the service exists and what it provides.*
- **Affordable:** *Prices of services meet population's ability to pay.*
- **Accessible:** *Location of supply geographically aligns with population needs.*
- **Available:** *Size or volume of the supply meets population needs.*
- **Accommodating:** *Delivery of service meets population needs.*
- **Acceptable:** *Characteristics of service providers and population are receptive to each other.*

Carroll County Planning Process

- **April 25 - Brain Trust**
 - Refine ideas, communicating back out (*Melanie, Laura, Amanda*)
- **June - Learning more** (*Melanie, Laura, Amanda, Becky Lansing, Angela Brown*)
 - Conference call with Arianne Weldon
 - Attend Governor's Summit on Early Language & Literacy
- **July 19 - CCEC Summit – bringing in key stakeholders**
 - Summarize & send information back out.
- **August 10 – Summit Follow-up Planning Meeting**
 - Summarize & send information back out.



Carroll County Planning Process

April 25 “Brain Trust”

- *John Green, Kim Jones, Michelle Morgan, Fred O’Neal, Sheral Threadgill, Winston Tripp, Tom Upchurch*
- Reviewed the *Get Georgia Reading* Model and Carroll County data, identified key Carroll County data points, and discussed how to proceed with the planning process.



Carroll County Planning Process

Brain Trust: Key Carroll County Factors

- Children living in poverty
- Education level of mothers
- Teen pregnancies
- Children attending preschool
- Third-grade reading proficiency

Carroll County Planning Process

July 19 CCEC Summit Bringing In Key Stakeholders


- E-mailed specific invitations to key stakeholders.
- Participants learned about the *Get Georgia Reading* model, reviewed data handouts, and participated in facilitated exercises:
 - “When I think about Carroll County’s third-grade literacy & what we are doing to improve that, what things am I proud of?”
 - “When I think about Carroll County’s third-grade literacy & what we are doing to improve that, what things am I sorry about?”
 - Preliminary brainstorming about what we can do by 2020 to improve the situation for our children.
- All participants invited to a 2-hour follow-up session August 10.

What am I proud of?

- **Community/Collaboration**
- **Specific Programs**
 - Ferst, Reach out and Read, Library, Public Schools
- **Funding**
- **Percentage of children with access to Pre-K**
- **Other:**
 - Leadership gets it, awareness, flexibility within the programs offered, improving, large number of programs

What am I sorry about?

- **Parenting issues**
 - Lack of parent engagement, parent education level, generational illiteracy
- **Transportation/Access to Services**
 - pre-k programs, prenatal care
- **Challenging to engage most needy children**
- **Day care**
 - Quality & accessibility
- **Other:**
 - Stigma, poverty, general public, pulling agencies together



Imagine that it's 2020 – what have we done?

- **Comprehensive Approach**

- books, parent education, quality training programs, food, transportation, educational opportunities

- **Transportation & Access to Services**

- Convenience, affordability, technology

- **Child care**

- Quality, standards, access

- **Expanding community involvement & awareness**

- **Every child gets books.**

- Parent awareness & involvement

- Incorporating the arts to give children a way to express themselves


- Increased teacher pay



Carroll County Planning Process

August 10 Follow-Up Session


- 16 participants
- Goal: Come up with specific actions that we as a community can take within the next two years.
- “What will be our markers of success?”
- “What specific programs can we implement in the next two years?”
- “What should we name our local campaign?”
- Participants agreed that they were interested in continuing this work.



Where we are now

Results of Carroll County Planning Process: Our Planning Framework

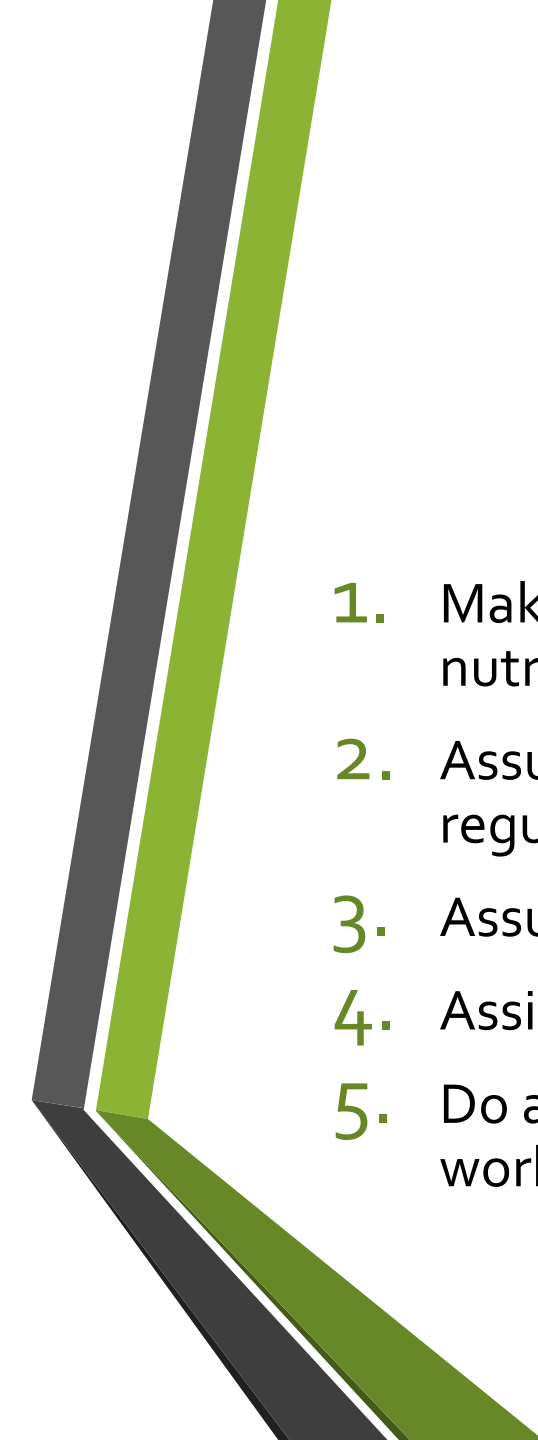
- Overarching Themes
- Initial Areas of Focus
- Success Markers



Planning Framework

Overarching Themes

- Our efforts are grounded in the *Get Georgia Reading* model. We will focus on the development of children from birth to age 5, with the goal of helping children begin school ready to learn.
- While we are focusing on all Carroll County children, we plan to drill down into available data in order to identify specific sub-groups or areas that may need more attention (i.e. children at higher risk).
- This is a collaborative venture that will require work from diverse stakeholders in our community – educators, daycares, non-profits, churches, social service providers, health care providers, businesses, policy makers, etc. We will build on existing strengths, identify gaps that need to be filled, and avoid duplicating efforts.



Planning Framework

Initial Areas of Focus

1. Make parents and other caregivers aware of the importance of language nutrition and how to develop it.
2. Assure that children have access to books and adults who read with them regularly.
3. Assure that parents have access to quality daycare opportunities.
4. Assist parents and children in making a successful transition into school.
5. Do an “access analysis” of other conditions and services that affect children, and work with others in the community to address those.

Success Markers:


How will we know that we are making progress?

- In two years we will see an increase in the number of:
 - Prospective/new parents who have been taught the importance of “language nutrition” and how they can help their children develop that.
 - Children with regular access to age-appropriate books.
 - 3 & 4 year-olds attending pre-school.
 - Daycare providers and pre-school teachers trained in early development aligned with the four *Get Georgia Reading* pillars.
 - Parents and other caregivers who read to their children on a regular basis.

Where we are now

Grants & Grant possibilities

- Building Capacity in Early Language and Literacy Development (College of Education, CCEC, WGTC, & school systems) – Alice H. Richards Grant - \$204,604 for 3 years
- Coordinating mini-grant applications (Oct. 31 Deadline, \$5,000 to \$20,000 for community partnerships)
 - Carrollton City Schools – Expand the Kindergarten Kickoff Program.
 - Carroll County Schools - Add another reading and language component to the State pre-k curriculum.
 - College of Education – Online modules for Career Pathways students
 - Ferst Foundation – Train parents through existing community networks (Communities in Schools, Housing Authority, Sheriff's Department, churches).



Where we are now

Continued Conversations

- Continuing Conversations with Tanner about prenatal/new parent training
- Community Presentations
- Randy Nix & *Get Georgia Reading* team visit



Anticipated Next Steps

- Developing communications & marketing plans
- Determining how to research progress
- Researching day care issues
- Identifying legislative needs
- Gathering data for “access analysis”
- Continuing to refine plans
- Continuing to invite partners
- Figuring out the “vetting” process for partners



Reflections & Lessons Learned

Collaboration



Reflections & Lessons Learned

Collaboration

Lessons Learned

- **Leadership Approach**
 - “Behind the scenes” work.
 - Continuous learning & reflection.
 - Process & content experts
- **Intentionality about networks**
 - Personally invite specific people, rather than depend on mass e-mails.
- **Communication-Planning Loop/Spiral**
 - Continuously educating partners.
 - Following up is critical – sending summary e-mails after meetings, sending reminders, etc.
 - Constantly “test” for understanding and ask for feedback, then refine plans & messages.
- **Keeping people focused & strategic**
 - Ready-aim-fire” NOT “Ready-fire-aim”
 - Avoid “management by neat idea.”

Questions & Discussion

- How can we help you?
- How can you help us?