MOONSHOT MOMENT

From Learners to Earners

Fueling our Economic Vitality

Moonshot Literacy Leaders Summit
April 13, 2023

Welcome

Barbara Hammond, The Learning Alliance
Margaret Ingram, MCAN Fellow (former state teacher of the year)

Welcome All!
(New, Veteran, and Out-of-Area Friends)

Why was it important for you to come to this meeting today?
What is in your heart?

What Are We Building?

Margaret Ingram, MCAN Fellow (former state teacher of the year)

Don’t build your house
on a sandy land;
Don’t build it too near the shore.
Well, it might look kind of nice,
But you have to build it twice.
Or youll have to build
your house once more.
(repeat 3 times)

You better build your house
Upon a rock.
Make a good foundation
on a solid spot.
When the storms
may come and go,
but the peace of God
you will know.

Our Moonshot Goal - 90% (or more) Literacy

Building Community

Megan Kendrick, The Learning Alliance

- Community Building: Let's Play A Game
- Make Your Name Tag

What is our Moonshot Moment Goal?

Talk to your table and jot down our Moonshot goal.

How long have you been a member of MCAN?

A. New to the room

B. 1-2 years

C. 3-6 years

D. Longer than I can remember (6 years +)

Which group do you best connect with?

A. Concerned citizen or philanthropist who wants to help promote the importance of early literacy

B. Elected official or other community leader

C. Social service organization and nonprofit organization

D. School District Employee

What experience can you best relate to with learning to read?

A. I struggled learning to read.

B. I have a child or family member who struggled to learn to read.

C. Fortunately, reading came easily to me.

D. I do not remember learning to read.

A baby is born with over 100 billion neurons, which are the basic building block of the brain. How many will they have by adulthood?

A. 50 billion neurons

B. 100 billion neurons

C. 200 billion neurons

D. 500 billion neurons

What is the return on investment for a quality early childhood program?

A. $2 for every $1 investment

B. $4 for every $1 investment

C. $8 for every $1 investment

D. $13 for every $1 investment

In Indian River County, how many of our 3rd grade students are reading at or above grade level? (Our Moonshot goal is 90% or more)

A. 43%

B. 53%

C. 58%

D. 68%

What excited you to join the conversation today?

A. To learn more about the science of reading.

B. To find out how to get more involved.

C. To collaborate with others and create action plans to solve problems around early literacy.

D. Other

Intentions for Today

Debbi Arseneaux, The Learning Alliance

*Unite

*Learn

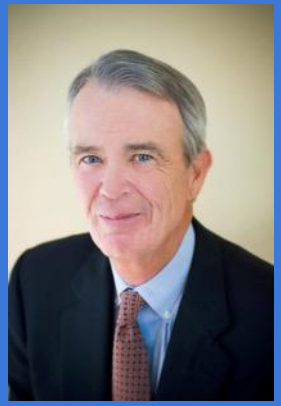
*Act

“I have not failed. I’ve just found 10,000 ways that won’t work.”
– Thomas Edison

Thank you for being part of our Moonshot Community!

What does it take to reach 90% literacy?
A Moonshot Community!

Welcome from Ray Oglethorpe and Dr. David Moore



Ray Oglethorpe, Chairman of The Learning Alliance
Past President of America Online
“Grandfather of the Moonshot Moment Goal”

Why inspired you to host this Literacy Summit?

Dr. David Moore
Superintendent of the School District of Indian River County

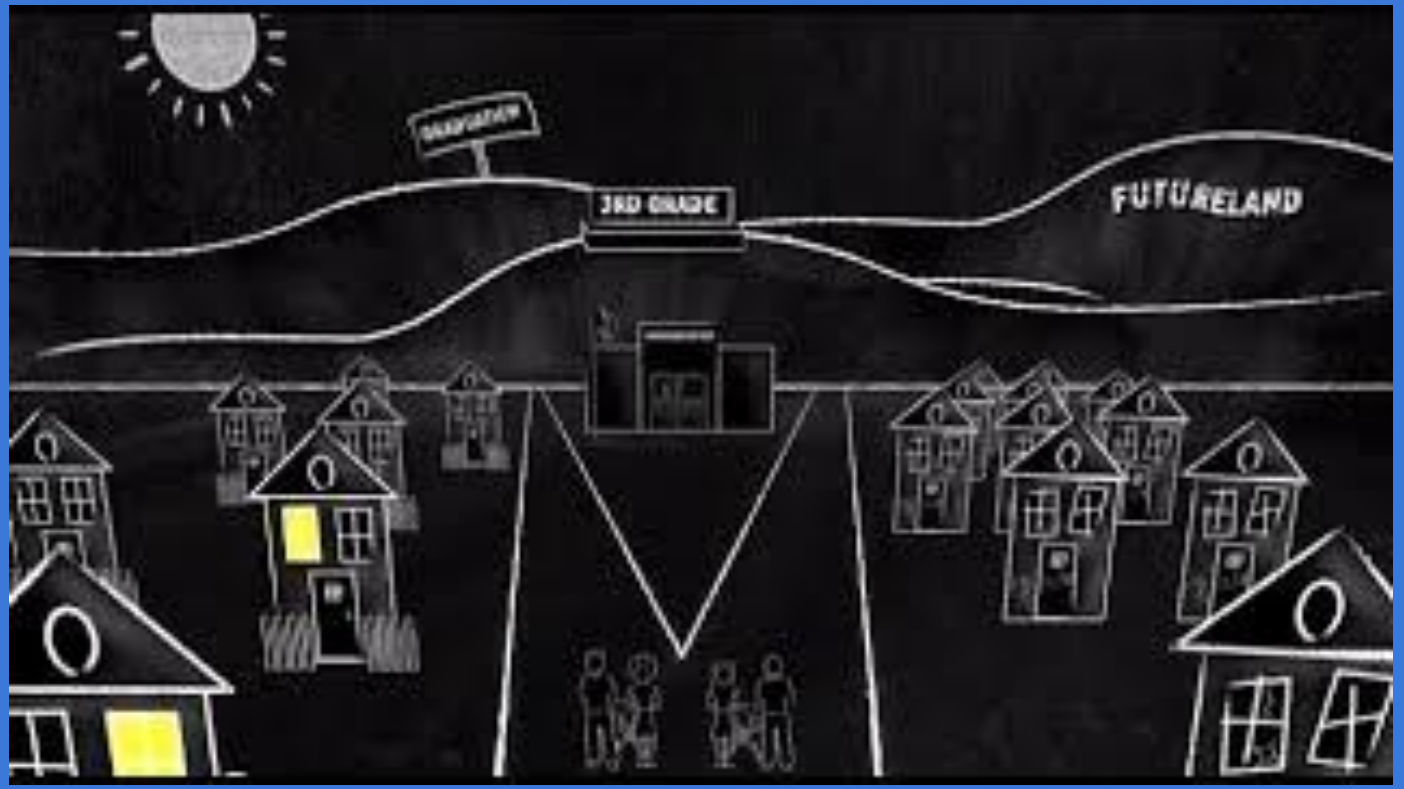
Your Turn

What is your WHY? Why are you compelled to join this Moonshot Moment journey? What was it that inspired you to be part of this meeting?

Turn and talk to your neighbor on the left.

Moonshot Moment - National Attention

Ron Fairchild, Campaign for Grade-Level Reading



Moonshot Moment - National Attention

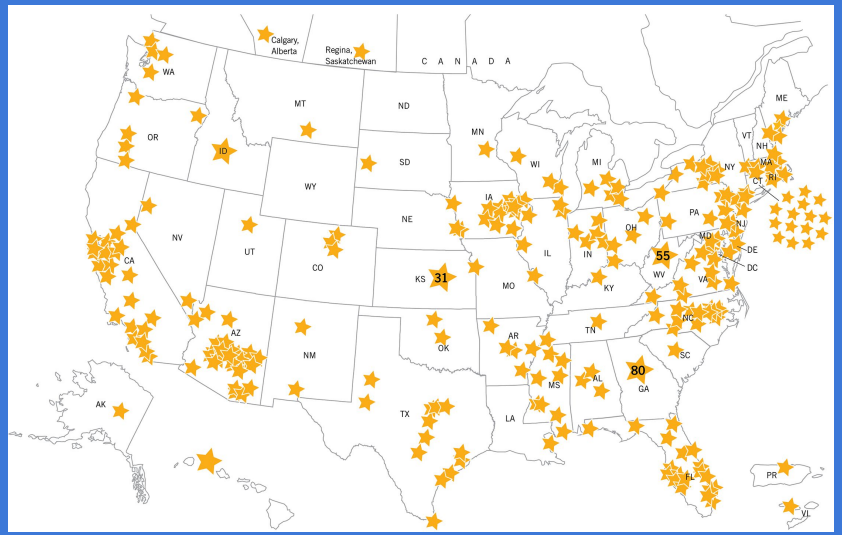
Ron Fairchild, Campaign for Grade-Level Reading

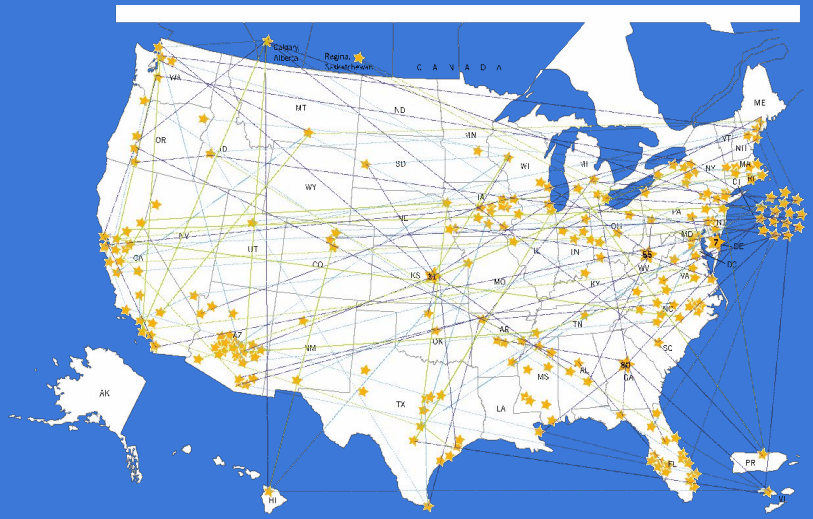
Ron Fairchild
President & CEO
Smarter Learning Group
ron@smarterlearninggroup.com

Senior Consultant
Campaign for Grade-Level Reading

THANK YOU!
gradelevelreading.net / @readingby3rd / #GLReading
The Campaign for
GRADE-LEVEL
READING

CGLR Communities Network





2023 CGLR Playbook

“What’s working, where, how well, and under what conditions?”

ENSURING EARLY SCHOOL SUCCESS FOR LOW-INCOME CHILDREN

What Mobilized Communities Must Do

Stop playing catch-up

Ensure that fewer children start school so far behind.

End chronic absence

Don't let students fall further behind during the school year.

Reverse the summer slide

Enable striving and struggling readers to make progress instead of losing ground.

Address health-related challenges

Healthy development is key to early academic success.

Equip parents to succeed

Parents are brain builders, first teachers and tutors, strongest advocates and best coaches.

Advance grade-level reading and math

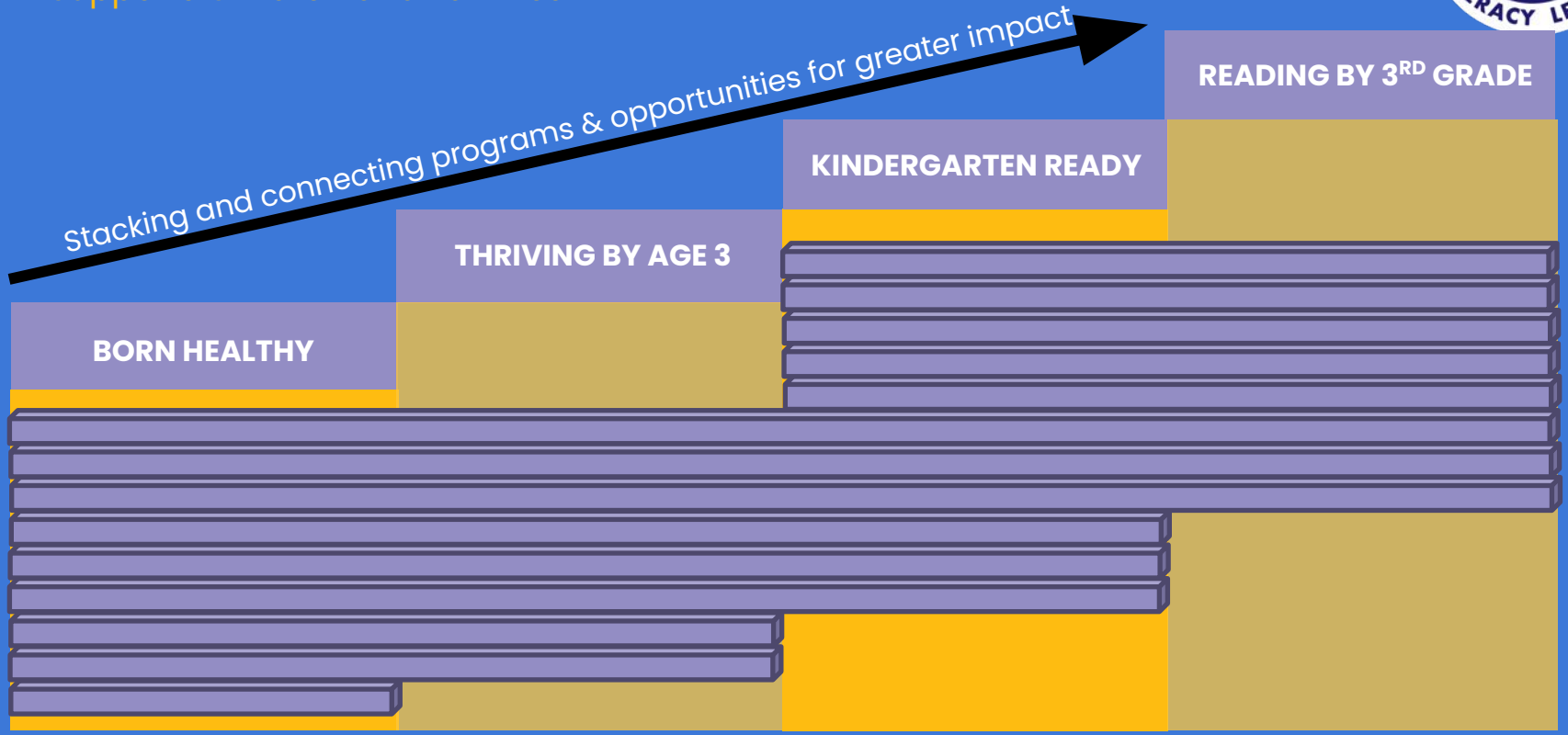
Start early, align and integrate.

Slow learning loss & accelerate equitable recovery

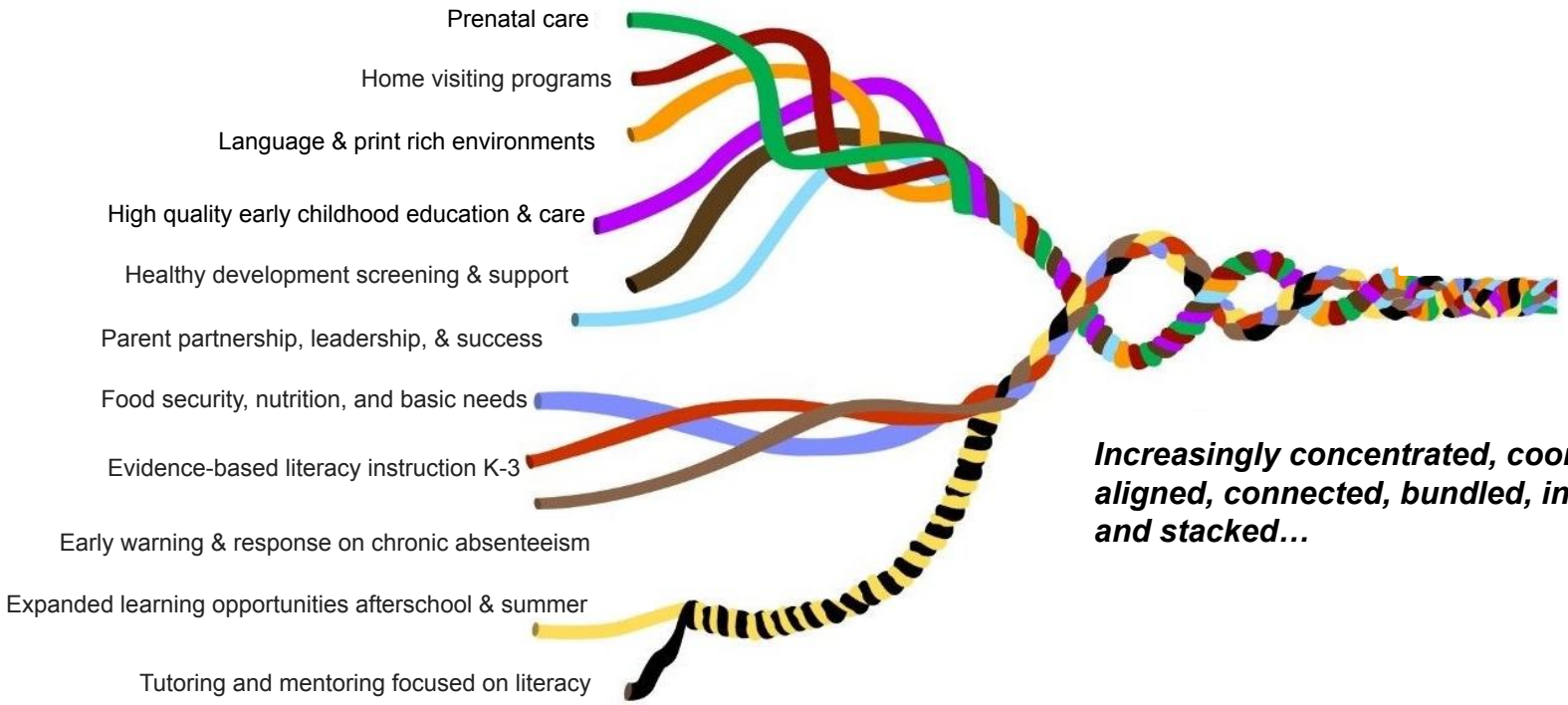
Fast-track access to the internet, tutors and out-of-school learning.

THE JOURNEY TO READING PROFICIENCY

How the Campaign for Grade-Level Reading Supports Children and Families



Connecting & Aligning Existing Work



Increasingly concentrated, coordinated, aligned, connected, bundled, integrated, and stacked…

The Ecosystem Supporting Out-of-School Learning

Learning begins at home, but learning-rich environments are everywhere.

Reflection

*Learn

What did you just learn?

Turn and talk with your table

*Act

What actions could you take?

Write them down

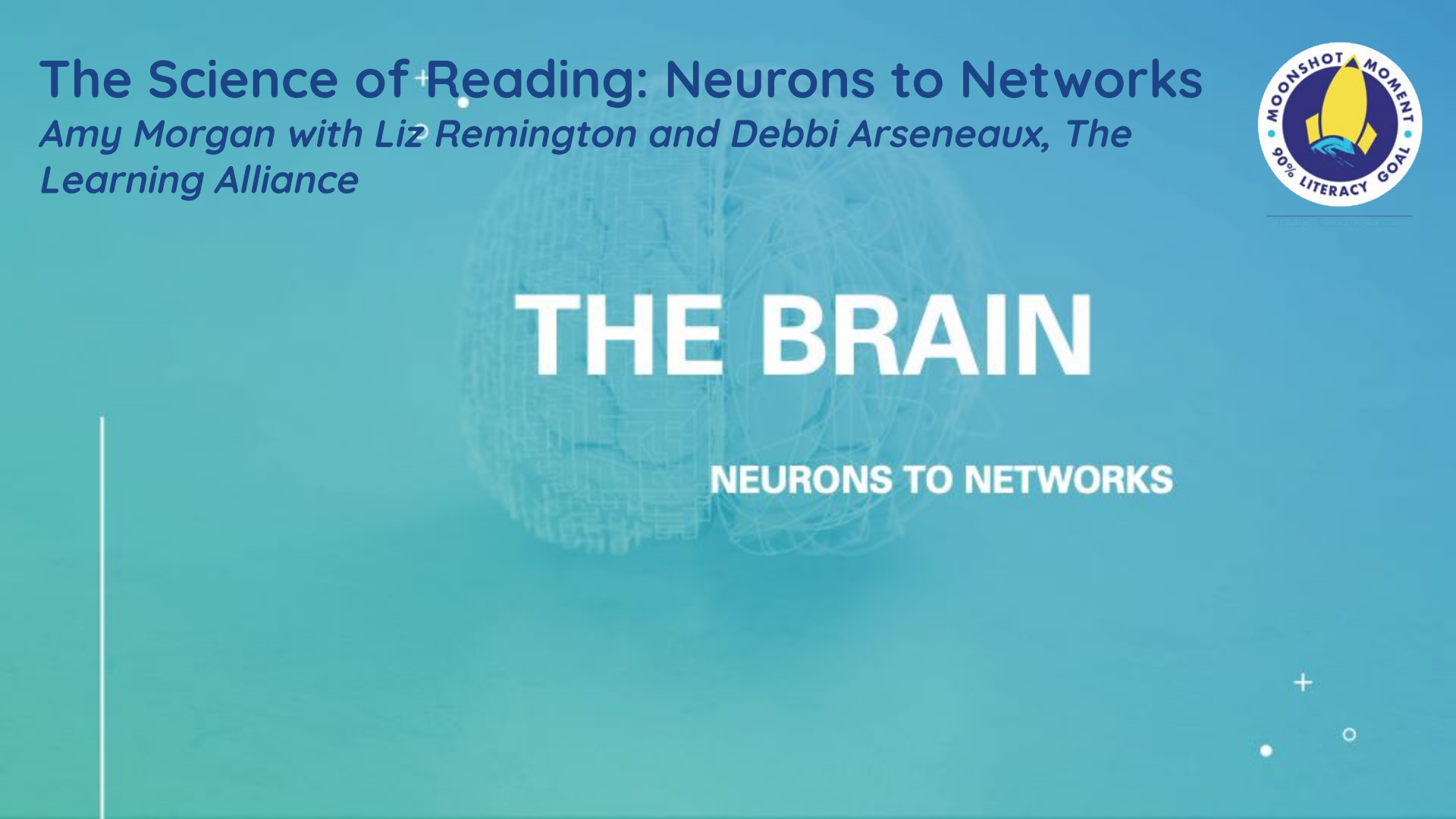
“Small deeds done are better than great deeds planned.” - Peter Marshall

Brain Break

Moonshot Families Team

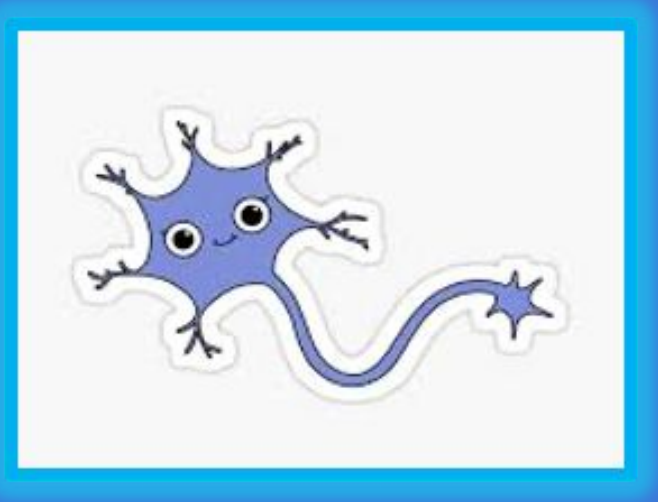
The Science of Reading: Neurons to Networks

Amy Morgan with Liz Remington and Debbi Arseneaux, The Learning Alliance



The Science of Reading: Neurons to Networks

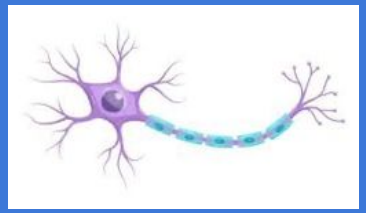
<u>Neurons</u> are the basic building blocks of our brain.



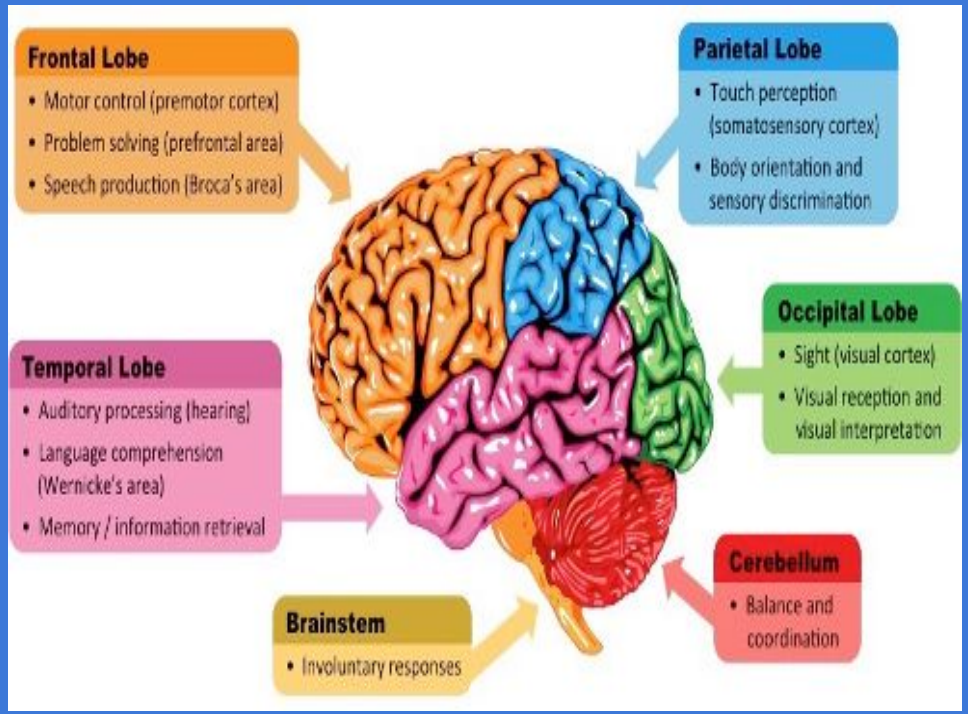
How do we get from the billions of mostly disconnected neurons to a brain that is organized and functioning?

The Science of Reading: Neurons to Networks

NEURON



NETWORKS



The Science of Reading: Neurons to Networks

REMEMBER!

- Development of skills critical to language and reading begins in infancy
- Caring and supportive interactions with caregivers during infancy and early childhood are related to a child's success in school and in life

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

1. Parent who talks with their child about the shapes and colors they see as they walk down the street.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

2. Parents who sing lullabies to their child in their native language.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

3. Parents who share a book with a child on their lap.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

4. Parent who gives their toddler a tablet/phone so they can watch an instructional video.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

5. Child with chronic ear infection starting at age one.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

6. Parent who answers the infamous “why” questions.

The Science of Reading in Schools, Homes, and Community: “Wait, Wait Don’t Tell Me”

7. “Peter Piper picked a peck of pickled peppers . . . “

Reflection

*Learn

What did you just learn?
Turn and talk with your table

*Act

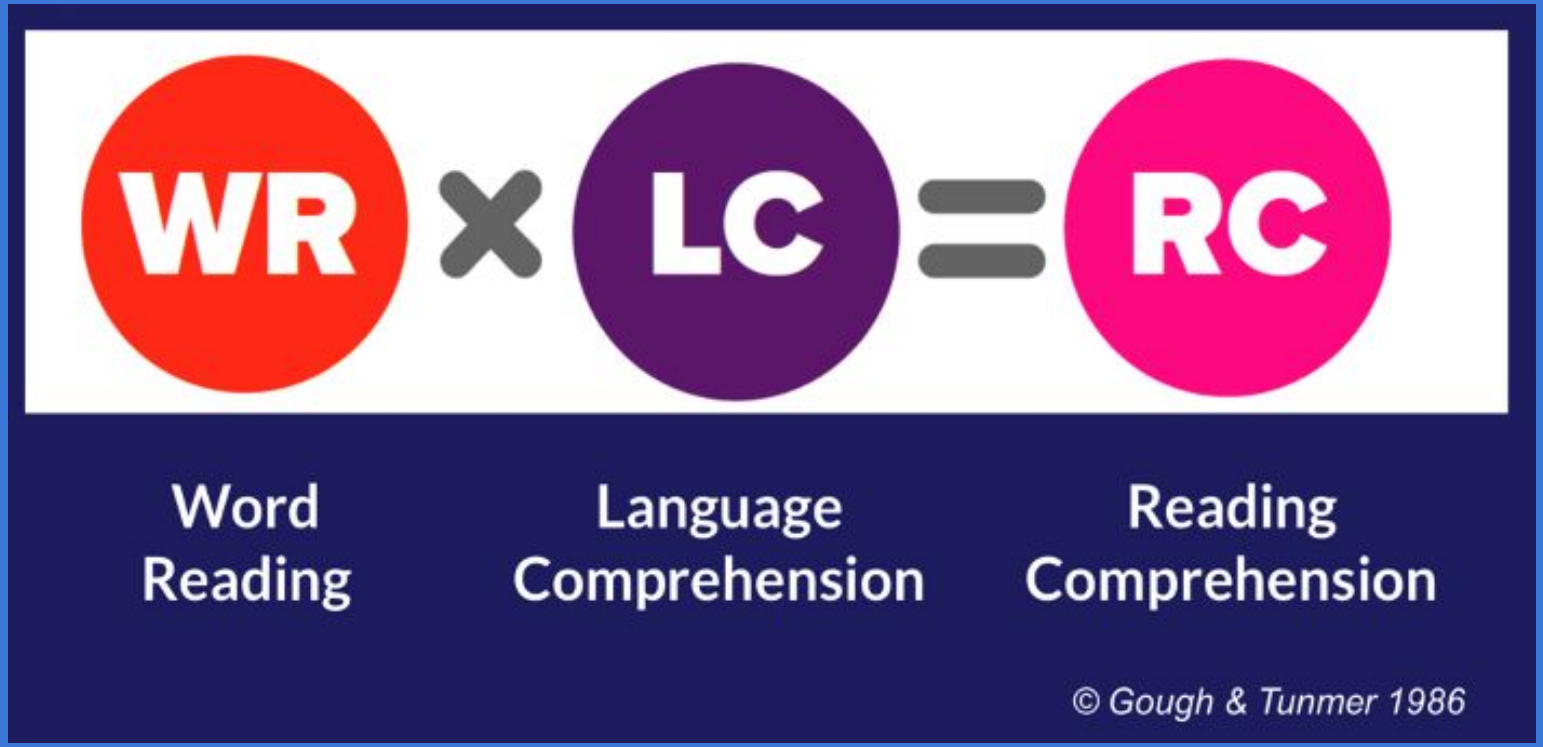
What actions could you take?
Write them down

“Do you want to know who you are? Don't ask. Act! Action will delineate and define you.” -- Thomas Jefferson

The Science of Reading - Changes Lives

The Simple View of Reading

Liz Remington, The Learning Alliance



Get out a pencil and paper and write down as much as you can remember from the next slides in 3 secs

scray

MOONSHOT MOMENT
90% GOAL
LITERACY LEADER

yrmhv

MOONSHOT MOMENT
90% GOAL
LITERACY LEADER

conzayment

MOONSHOT MOMENT
90% GOAL
LITERACY LEADER

ecnmztnyao

MOONSHOT MOMENT
90% GOAL
LITERACY LEADER

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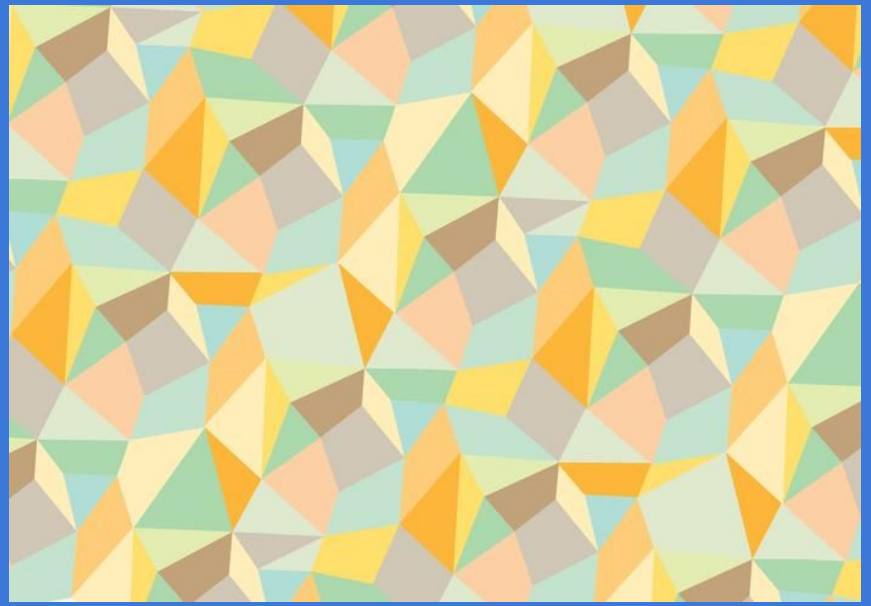
Our brains are pattern seeking

We are data hunter & gatherers

We respond to repetition & novelty.

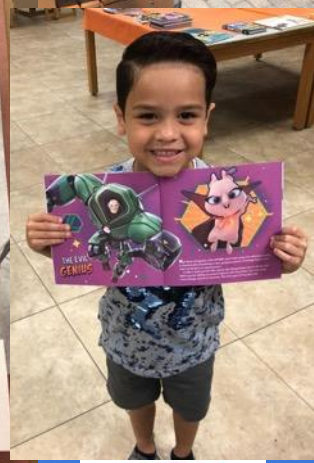


© The Learning Alliance

“The procedure is actually quite simple. First you arrange things into different groups. of course, one pile may be sufficient depending on how much there is to do. if you have to go somewhere else due to the lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is it is better to do too few things at once than too many…”

Washing Clothes

“The procedure is actually quite simple. first you arrange things into different groups. of course, one pile may be sufficient depending on how much there is to do. if you have to go somewhere else due to the lack of facilities that is the next step, otherwise you are pretty well set. It is important not to overdo things. That is it is better to do too few things at once than too many…”



Reading Comprehension: Applied Literacy

RC

Reflection

*Learn

What did you just learn?
Turn and talk with your table

*Act

What actions could you take?
Write them down

“Action is the foundational key to all success.” - Pablo Picasso

The Creation of a Literacy World Capital

STRONGER SDIRC TOGETHER

THE LEARNING ALLIANCE · TRANSFORMING LIVES THROUGH LITERACY · MANAGING PARTNER OF THE

Dr. David K. Moore
Superintendent

Our Educational Landscape

of Elementary Schools - 13

# of Title 1 Elementary Schools - 9

Title 1 Student Demographics - Elementary

% Economically Disadvantaged
75%

% Students with Disabilities
19%

% Limited English Proficient
12%

% White, Non-Hispanic
42%

% Black
21%

% Hispanic
30%

Building a System for Faces of the Future

- Student-Centered
- Science of Reading & Implementation Science
- Teaching Proficiency & Embedded Coaching
- Parent & Community Engagement

Grade 3 FSA English Language Arts Results
Three-Year Trend in SDIRC District Rankings
Comparison of Results to Statewide Performance

Percentage of Students Scoring Level 3 or Above
Spring 2022

State	SDIRC
53%	58%

SDIRC performance exceeds the State performance by five (5) percentage points.

*Source: FLDOE; Data includes all traditional elementary schools, both charter and non-charter, all students with valid score regardless of full-year enrolled status.

Partnering for Excellence in Teaching

- A hub of expertise in the Science of Reading and the implementation of exemplary instructional practices.
- A systemic approach to sharing and learning best practices in literacy development within and across schools.
- A systematic framework for building and sustaining the talent bench to accelerate student learning.

The Five Challenges

- High-Quality Early Childhood Experiences
- Student Attendance & Engagement
- Recruitment & Retention of Teachers
- Parent Awareness & Education
- Authentic Community Engagement

STRONGER TOGETHER SDIRC

THE LEARNING ALLIANCE · TRANSFORMING LIVES THROUGH LITERACY · MANAGING PARTNER OF THE Memphis Learns

Growing Educators

Growing Schools

For the Faces of the Future

Reflection

*Learn

What did you just learn?
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What actions could you take?
Write them down

“Dreams don't work unless you take action. The surest way to make your dreams come true is to live them.”
— Roy T. Bennett

Kindergarten Readiness: Empowering Parents and Quality Pre-K

Wanda Lincoln and Elizabeth Swann, Ph.D.

Kindergarten Readiness Playbook

What will it take to ensure that all children have access to quality Pre-K and arrive ready for Kindergarten?

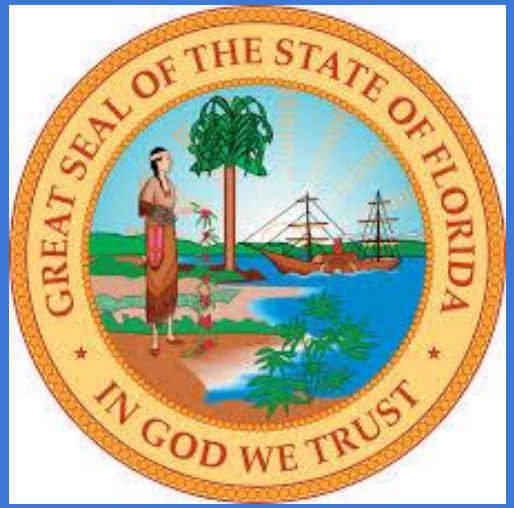
- ❑ Empower parents and families to be their child's first teacher

- ❑ Access to **Quality** Pre-K Programs
  - ❑ Highly-trained, qualified Early Childcare Educators
  - ❑ Adequate funding to support quality programs and full-time professional educators

"Funding Pre-K programs continues to be a major issue. Providing high quality early learning programs comes with a cost. Focus should be placed on the quality of educators responsible for our youngest learners. Early learning educators deserve to be recognized and compensated for providing high quality instruction. Professional, well educated teachers will have a significant impact on the success of our youngest learners."

— Marsha Powers, CEO
Early Learning Coalition of Indian River, Martin, and Okeechobee Counties

By the Numbers - Pre-K in Florida (2021 NIEER)



- 4th in the Country for access to 4-yr old Pre-K
- 41st in the Country in funding for QUALITY
- 2 out of 10 QUALITY Standards Met

*Source: https://nieer.org/wp-content/uploads/2022/04/YB2021_Executive_Summary.pdf

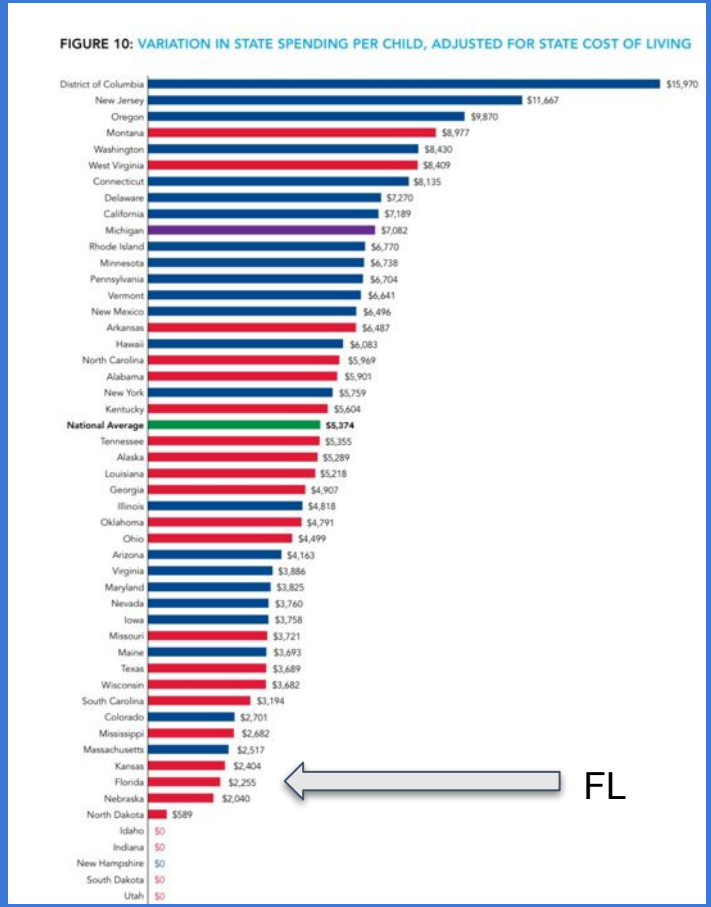
Who is Investing in 4-yr Olds?

2019 National Average Investment per 4-yr old: $5,374

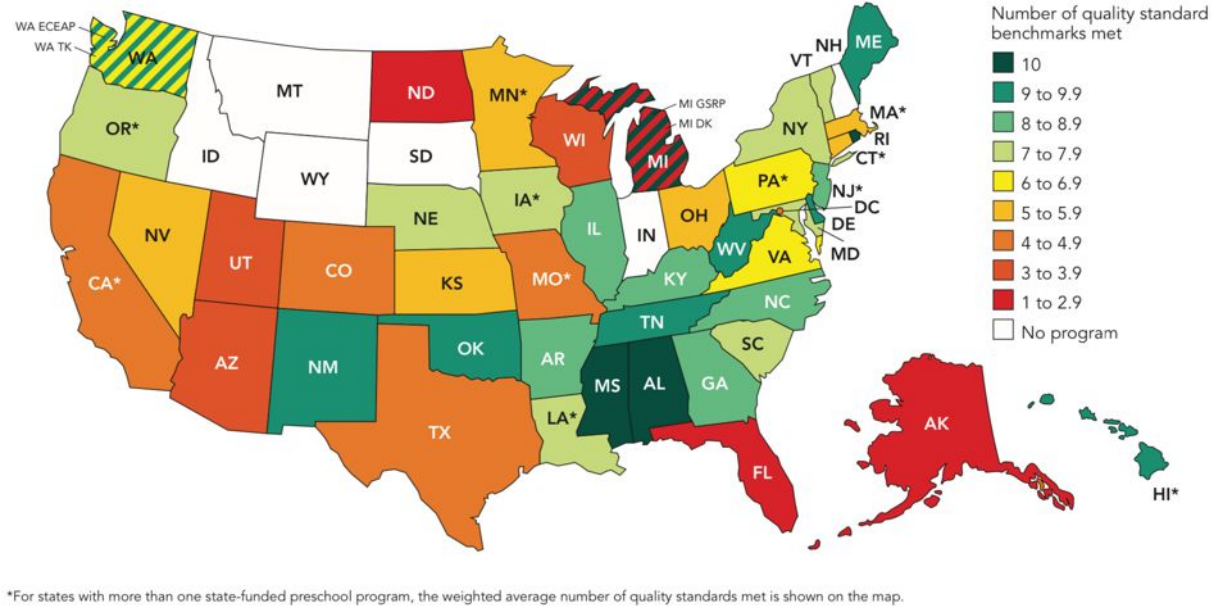
Florida: $2,255 (estimated increase of $350 to $2,605)

CCR: $11,000

*Source: https://nieer.org/wp-content/uploads/2022/04/YB2021_Executive_Summary.pdf Figure 10, page 23



State of QUALITY Early Education



Florida meets two of the ten “quality standards”

State of QUALITY Early Education in Florida

QUALITY STANDARDS CHECKLIST

POLICY	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA (summer); CDA or equivalent + training (school year)	**BA**	☐
Teacher specialized training	ECE, Elem. Ed., Other (summer); CDA (school year)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	120 hours/5 years (public school teachers); 10 hours/year (teachers in licensed child care); PD plans (teachers & assistants on probation)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	12 (summer); 20 (school year)	**20 or lower**	☑
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	**1:10 or better**	☐
Screening & referral	Vision, hearing & health (public schools & licensed child care only)	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

2

Source: https://nieer.org/wp-content/uploads/2022/04/Florida_YB2021.pdf

Childcare Resources BrightSpot: The Story of Building a Quality Pre-K Educator Profession (Brain Builders) in IRC

Elizabeth Swann, Ph.D.
Childcare Resources

Solutions - What Can YOU Do?

Take Action:

1. Speak up on behalf of young children. (“Donate your small talk”)
2. Share the ‘Read/Talk/Play/Sing/Create’ message with families.
3. Find ways to honor our pre-k teachers. (e.g., free admission day; discounts; adopt a classroom)
4. Talk to your elected officials and vote for funding.
5. Attend the April 26 MCAN meeting to participate in the first ‘deeper dive conversation’ to discuss “Quality Preschool in Indian River County.” (RSVP to Marie O’Brien)
6. Share your new ideas and wonderings.

Reflection

*Learn

What did you just learn?
Turn and talk with your table

*Act

What actions could you take?
Write them down

You are what you do, not what you say you do.

– Carl Jung

Closing Message from Easton

IGNITION

What actions will **you** take to lead the way?

Add “fuel” to your rocket.