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?
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 you’ll 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
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
CGLR Communities Network
2023 CGLR Playbook

“What’s working, where, how well, and under what conditions?”
<table>
<thead>
<tr>
<th>Ensuring Early School Success for Low-Income Children</th>
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<tbody>
<tr>
<td><strong>What Mobilized Communities Must Do</strong></td>
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<tr>
<td><strong>Stop playing catch-up</strong></td>
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<tr>
<td>Ensure that fewer children start school so far behind.</td>
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<td><strong>End chronic absence</strong></td>
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<td>Don’t let students fall further behind during the school year.</td>
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<td><strong>Reverse the summer slide</strong></td>
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<tr>
<td>Enable striving and struggling readers to make progress instead of losing ground.</td>
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<th>Address health-related challenges</th>
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<td><strong>Equip parents to succeed</strong></td>
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<tr>
<td>Parents are brain builders, first teachers and tutors, strongest advocates and best coaches.</td>
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<td><strong>Advance grade-level reading and math</strong></td>
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<td>Start early, align and integrate.</td>
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<tr>
<td><strong>Slow learning loss &amp; accelerate equitable recovery</strong></td>
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<tr>
<td>Fast-track access to the internet, tutors and out-of-school learning.</td>
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THE JOURNEY TO READING PROFICIENCY

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

Stacking and connecting programs & opportunities for greater impact

BORN HEALTHY

THRIVING BY AGE 3

KINDERGARTEN READY

READING BY 3RD GRADE
Connecting & Aligning Existing Work

- Prenatal care
- Home visiting programs
- Language & print rich environments
- High quality early childhood education & care
- Healthy development screening & support
- Parent partnership, leadership, & success
- Food security, nutrition, and basic needs
- Evidence-based literacy instruction K-3
- Early warning & response on chronic absenteeism
- Expanded learning opportunities afterschool & summer
- Tutoring and mentoring focused on literacy

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.

- Equip and support parents to create learning-rich environments at home
- Create learning-rich environments in everyday places and spaces
- Connect with high-quality afterschool and summer program providers that expand opportunities for learning
- Activate community amenities and institutions to engage with parents as accessible, welcoming partners and contributors to children's learning exposures and experiences

Public libraries • Museums • Zoos • Aquariums • Playgrounds • Performing arts centers • Community-based organizations • Community gardens • Libraries • Restaurants, food halls, popular retail stores • Grocery stores • Laundromats • Family centers • Book clubs, reading groups, etc. • Digital navigators • Home visiting

School-based programs • Boys’ and Girls’ Clubs • 4-H • Big Brothers/Big Sisters • Media support • Home visiting • Book access, distribution, and provision • 21st CCLC • Community-based organizations • YMCA, Boys & Girls Clubs • Digital navigators • Home visiting

MOONSHOT MOMENT
LITERACY LEADER
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
The Science of Reading: Neurons to Networks
Amy Morgan with Liz Remington and Debbi Arseneaux, The Learning Alliance
Neurons 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
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.
1. Parent who talks with their child about the shapes and colors they see as they walk down the street.
2. Parents who sing lullabies to their child in their native language.
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.
5. Child with chronic ear infection starting at age one.
6. Parent who answers the infamous “why” questions.
7. “Peter Piper picked a peck of pickled peppers . . . “
Reflection

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“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

\[ \text{Word Reading} \times \text{Language Comprehension} = \text{Reading Comprehension} \]

© Gough & Tunmer 1986
Get out a pencil and paper and write down as much as you can remember from the next slides in 3 secs
Our brains are pattern seeking

We are data hunter & gatherers

We respond to repetition & novelty.
“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
Reflection

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“Action is the foundational key to all success.” - Pablo Picasso
The Creation of a Literacy World Capital

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%
- % White, Non-Hispanic: 42%
- % Students with Disabilities: 19%
- % Black: 21%
- % Hispanic: 30%
- % Limited English Proficient: 12%
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

2021–2022
12th

2020–2021
16th

2018–2019
28th

+16
Rankings

Percentage of Students Scoring Level 3 or Above
Spring 2022

<table>
<thead>
<tr>
<th></th>
<th>State 53%</th>
<th>SDIRC 58%</th>
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<tbody>
<tr>
<td>SDIRC performance exceeds the State performance by five (5) percentage points.</td>
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*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
Growing Educators
Growing Schools
For the Faces of the Future
Reflection

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“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.
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

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
Florida meets two of the ten “quality standards”
# State of QUALITY Early Education in Florida

## QUALITY STANDARDS CHECKLIST

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

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

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.