3rd Grade Literacy
August 29, 2017
Today’s Agenda

1. What is L4L again?
2. Plan Do Study Act (PDSA)
3. Review bright spots
4. Plan for Next Steps
Who’s In the room?

- Name
- Title
- Organization

At your tables, *the coolest place you have been this summer*...
Overview of Learn4Life
Mission

• *Engage partners* (education, business and community partners, along with families and students) in a regional cradle-to-career initiative;

• *Collect and analyze data*

• *Align efforts and resources*
Who are we serving?

5 Core Counties

K-12 Students 2014-15

603,407

K-12 Students 2010-11

572,367

5 Core Counties

Cobb

Gwinnett

DeKalb

Fulton

Clayton

K-12 Students

Non-White

Low-Income

Limited English

76%

60%

13%

73%

57%

11%

Source: Governor’s Office of Student Achievement
Low Income is defined as percent of children on the Free and Reduced Lunch Program
Cradle to Career Indicators

- **Initial Priority**
  - Kindergarten Readiness: 20%
    - 0-4 yr. olds attended high quality centers in 2016
  - 3rd Grade Reading: 40%
    - 3rd graders were proficient in reading in 2014-2015
  - 8th Grade Math Proficiency: 38%
    - 8th graders were proficient in math in 2014-2015
- **High School Graduation Rate**: 79%
  - Graduation rate in 2015
- **Post-Secondary Enrollment**: 75%
  - Of 2013 graduates enrolled in a post-secondary institution
- **Post-Secondary Completion**: 31%
  - Of 2010 graduates earned a credential or degree by 2015

Learn4Life
The Learn4Life Process
L4L
ORGANIZATION STRUCTURE

Executive Committee

Leadership Council

3rd Grade Reading Change Network

Core Team (Data/Communications)

Early Childhood Change Network

Post-Secondary Completion Change Network

Post-Secondary Enrollment Change Network

8th Grade Math Change Network

High School Graduation Change Network
Criteria for Bright Spots

1. Complementary to School District Strategies
2. Scalable
3. Achievable
4. Measurable
5. Addresses Root Cause
6. Culturally Aware
7. Sustainable
8. Proven model
9. Community based
10. Positive ROI
11. Addresses equity
How do Change Action Networks work?

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
BY 2020, ALL CHILDREN IN GEORGIA WILL BE ON A PATH TO READING PROFICIENTLY BY THE END OF 3RD GRADE.
3rd Grade Reading Proficiency Factors

- Attendance
- Language Development
- Birth Outcomes
- Adult Literacy
- Physical Health (oral, hearing, vision)
- Social-Emotional Competence
- Early Childhood Education
- Teacher Preparation and Effectiveness
- School and Classroom Climate
- Children’s Mental Health
- Summer Learning Loss
Triangulation in Identifying Key Factors

LOCAL DATA

DECISION MAKER

Ideal

National Research

Community Expertise & Voice

Informer

Informer

Informer

Learn4Life
Circle of Influence/Concern

- Circle of CONCERN: What you care about
- Circle of INFLUENCE: What you can do something about
3rd Grade Reading Proficiency Factors

- Attendance
- Language Development
- Birth Outcomes
- Adult Literacy
- Physical Health (oral, hearing, vision)
- Social-Emotional Competence
- Early Childhood Education
- Teacher Preparation and Effectiveness
- School and Classroom Climate
- Children’s Mental Health
- Summer Learning Loss
## Role of the Leadership Council

<table>
<thead>
<tr>
<th>Role</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approve key outcome indicators</td>
<td>• Six have been set</td>
</tr>
<tr>
<td>• Prioritize work for Change Action Network</td>
<td>• 3rd Gr Reading/K Readiness</td>
</tr>
<tr>
<td>• Review Agenda (Initiatives/Strategies)</td>
<td>• Approve Recommended Strategies from Networks</td>
</tr>
<tr>
<td>• Champion scaling and implementation of Agenda</td>
<td>• Generate political, financial, organizational support</td>
</tr>
</tbody>
</table>
## Learn4Life Scaling Role

### Inside Scope
- Lift up bright spots to key decision makers
- Help connect with potential partners
- Assist in navigation through a variety of organizations

### Outside Scope
- Manage fundraising plan
- Enter into MOUs on behalf of other organizations
- Serve as fiscal agent
Review of Recommendations from Change Action Network
Selected Bright Spots

- Physical Health (oral, hearing, vision)
  - Vision To Learn
    - Focus on the Future

- Early Childhood Education
  - Reach Out & Read
    - where great stories begin

- Teacher Preparation and Effectiveness
  - Read Right from the Start on the COX Campus

- ATLANTA SPEECH SCHOOL
  - Helping each person develop his or her full potential through language and literacy

- Georgia Department of Education
  - Learn4Life
Continuous Improvement Model

**PLAN**
- What steps are needed?
- Who is responsible?
- Measure(s) used?
- Hypothesis

**DO**
- What happened?
- Did it go as planned?
- Record Data & Observations

**STUDY**
- Review data & observations
- What did you learn?
- Was your hypothesis correct?

**ACT**
- Based on what you learned, what will you do next?

Today
I. Overview of Each Bright Spot (large group)
• L4L Process leader will identify key aspects of the workgroup
• Each org leader will present their “bright spot”
• Opportunity for quick overview questions
• Introduce template as opportunity to use in your organizations

II. Small Group Review
• Self selection into groups, level groups if necessary
• Core team spread around to help moderate
• Review template in detail

III. Recap of Learning
• Any key group observations?
1. Brief overview of the organization.

2. What problem are we solving for?

3. How does our intervention/strategy address the challenge?
1. Brief overview of the organization.

2. What problem are we solving for?

3. How does our intervention/strategy address the challenge?
1. Brief overview of the organization.

2. What problem are we solving for?

3. How does our intervention/strategy address the challenge?
CAN #1 Agenda

I. Overview of Each Bright Spot (large group)
   • L4L Process leader will identify key aspects of the workgroup
   • Each org leader will present their “bright spot”
   • Opportunity for quick overview questions
   • Introduce template as opportunity to use in your organizations

II. Small Group Review
   • Self selection into groups, level groups if necessary
   • Core team spread around to help moderate
   • Review template in detail

III. Recap of Learning
   • Any key group observations?
Key Question for Discussion

• What part of this bright spot resonated most with you?

• Have all aspects of the problem been identified?

• Have all the barriers been identified?

• Identify promising strategies to address the barriers?

• Can your organization benefit from this bright spot?
Continuous Improvement Model

**PLAN**
- What steps are needed?
- Who is responsible?
- Measure(s) used?
- Hypothesis

**DO**
- What happened?
- Did it go as planned?
- Record data & observations

**STUDY**
- Review data & observations
- What did you learn?
- Was your hypothesis correct?

**ACT**
- Based on what you learned, what will you do next?

Today
Post Secondary Enrollment – The Next Change Action Network

Sample Focus areas:
• FAFSA Completion
• College Access Support
• Understanding Post-Secondary Options

You will all be included on the organizing email, feel free to forward to the right person…
Feedback/Ticket out the Door

• **Write a + on side of the index card:** share one strength of today’s session

• **Write a - on side of the index card:** write one question you still have, one idea you would like to challenge or one suggestion for improvement of today’s session.
Next Steps

• Support “bright spots”, as they align with your work

• Launch post-secondary CAN #2 (identify participants)

• Next Meeting Tuesday, Nov 14, 12:30 pm to 2:00 pm