Today’s Agenda

1. Provide an Overview of Learn4Life
2. Review the Change Action Network role
3. Narrow the Factor Analysis
4. Plan for Next Steps
Who’s In the Room?

• Name
• Title
• Organization
• What is your favorite place to visit over the holidays (assuming you get a break)
Post-Secondary Attainment

26% of the 2010 graduating class had earned a post-secondary degree or credential by 2015
Why it Matters?

1) More than 60% of the jobs of the future require some form of post-secondary education

2) Post-secondary completers earn 2.5x over their life time than with only a HS diploma

3) Families benefit
   - Better education outcomes for children
   - Lower rates of criminal behavior
   - Fewer teen pregnancies
Overview from ARC State of the Region
Cradle to Career Indicators

Our Focus

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 2016

Post-Secondary Enrollment: 79%
- Of 2014 graduates enrolled in a post-secondary institution

Post-Secondary Completion: 26%
- Of 2011 graduates earned a credential or degree by 2016

Learn4Life
Collective Impact Model Is Reaching Scale
How does Learn4Life Work?
Who are we serving?

<table>
<thead>
<tr>
<th>5 Core Counties</th>
<th>K-12 Students 2016-17</th>
<th>K-12 Students 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>608,145</td>
<td>564,289</td>
</tr>
<tr>
<td>Non-White</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>Low-Income</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>Limited English</td>
<td>13%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Source: Governor’s Office of Student Achievement
Low Income is defined as percent of children on the Free and Reduced Lunch Program
Learn4Life Organization Structure
Role of the Leadership Council

**Role**

- Approve key outcome indicators
- Prioritize work for Change Action Network
- Review Agenda (Initiatives/Strategies)
- Champion scaling and implementation of Agenda

**Deliverable**

- Six have been set
- 3rd Gr Reading/K Readiness
- Approve Recommended Strategies from Networks
- Generate political, financial, organizational support
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
## Learn4Life Scaling Role

<table>
<thead>
<tr>
<th>Inside Scope</th>
<th>Outside Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lift up bright spots to key decision makers</td>
<td>• Manage fundraising plan</td>
</tr>
<tr>
<td>• Help connect with potential partners</td>
<td>• Enter into MOUs on behalf of other organizations</td>
</tr>
<tr>
<td>• Assist in navigation through a variety of organizations</td>
<td>• Serve as fiscal agent</td>
</tr>
</tbody>
</table>

This table outlines the inside scope and outside scope of Learn4Life Scaling Role. The inside scope includes activities such as lifting bright spots to key decision makers, helping connect with potential partners, and assisting in navigation through a variety of organizations. On the other hand, the outside scope includes managing the fundraising plan, entering into Memoranda of Understanding (MOUs) on behalf of other organizations, and serving as a fiscal agent.
Operating Principles

1) **Think beyond own organization/services** – stay results focused, with an understanding of what all organizations can both give and get through this process.

2) **Attend and participate** in all meetings

3) **Use consensus**, practice non-attribution, accept and support group decisions.

4) **Maintain confidentiality** of data and opinions shared within the Network.
Change Action Network
The Work of Change Action Networks

Convene  Understand Local Context  Review Data  Analyze Factors  Identify Brightspots  Develop Action Plans
Why participate in the Network?

- Connection
- Discover Best Practices
- Achieve Org Targets
- More Efficiently Use Resources Through Collective Action
Network Development Timeline

1st Network Meeting
- Introduce L4L
- Gallery walk
- Begin Factor Analysis
- ID missing partners

2nd Network Meeting
- Complete Factor Analysis
- Identify Key Factors of Focus

3rd Network Meeting
- Finalize key factors
- Begin review of bright spots

4th Network Meeting
- Review Bright Spots

5th Network Meeting
- Draft Recommendations

March Leadership Council
- Review Factor Analysis
- Approve Initiatives

May Network Meeting
- Finalize Initiative Recommendations

Nov Leadership Council
- Review Factor Analysis
- Share progress

Network Development Timeline

Select Key Focus Area 7/17

2 months

4 weeks

4 weeks

4 weeks

4 weeks

4 weeks
Data Lens: Triangulation in Identifying Factors
Ability to Impact
Circle of Influence / Concern
3rd Grade Reading Proficiency Factors

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

Global Target: Improve 3rd grade reading proficiency rate in metro Atlanta

Key Drivers
- Physical Health
- Birth Outcomes
- Adult Literacy
- Early Childhood Education
- Teacher Preparation
- Social-Emotional Competence
- School and Classroom Climate
- Children’s Mental Health

Interventions/Strategies
- Vision To Learn
  Measure: Improved vision
- Reach Out and Read
  Measure: Parent Engagement in Literacy
- Read Right from the Start
  Measure: Literacy Instructional Skills
A Framework for Action

• Comprehensive review of Factors
• Research based
• Identifies 15 factors
• Combines ‘Enrollment’ and ‘Completion’
Post-Secondary Success Factors

Enrollment
- Social Skills and Family Support
- Exposure to Colleges
- Financial Support (FAFSA)

Completion
- Social and Academic Norms
- Academic Support
- Career Exposure

College-Going Culture
- College Entrance Exams
- Good Fit and Match

Academic Preparation
- College Applications
- College Orientation
- Appropriate Coursework

Academic Support
- Financial Support

Financial Support

Exposure to Colleges

College Entrance Exams
ACTIVITY: Data Discussion Protocol x3

Goal: Identify Factors for Bright Spots

• Each table has data from one of three factors
  1. College Going Culture
  2. Financial Support (FAFSA)
  3. Academic Preparation

• Facilitator will provide overview of data (3 min)

• Participate in facilitated discussion around data protocol (12 min)

• Rotate as a table
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

Share Bright Spots – Complete template to identify potential opportunities to scale

Participants: Is there anyone or any voice missing from this discussion?

Next Meeting: Thursday, January 25 at 12:30 pm

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