Post-Secondary Success
January 25, 2018
Today’s Agenda

1. Quick Overview of Learn4Life
2. Review Bright Spots
3. Plan for Next Steps
Who’s In the Room?

• Name
• Title
• Organization

• What is one word that captures your feelings about last week’s “Ice Days”
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
Cradle to Career Indicators

**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
Collective Impact Model Is Reaching Scale

- 72 Community Partnerships
  - Building local infrastructure to improve education outcomes for every child
- 10,800+ Organizations Engaged
- 32 States + District of Columbia

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Learn4Life
How does Learn4Life Work?
Who are we serving?

5 Core Counties

K-12 Students 2016-17

608,145

K-12 Students 2010-11

564,289

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</td>
<td>- Manage fundraising plan</td>
</tr>
<tr>
<td>decision makers</td>
<td></td>
</tr>
<tr>
<td>- Help connect with potential</td>
<td>- Enter into MOUs on behalf of other organizations</td>
</tr>
<tr>
<td>partners</td>
<td></td>
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<tr>
<td>- Assist in navigation through a</td>
<td>- Serve as fiscal agent</td>
</tr>
<tr>
<td>variety of organizations</td>
<td></td>
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</tbody>
</table>
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
Ability to Impact

Circle of Influence / Concern
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 & Effectiveness
- School and Classroom Climate
- Children’s Mental Health
- Summer Learning Loss
- 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

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills and Family Support</td>
<td>Social and Academic Norms</td>
</tr>
<tr>
<td>Exposure to Colleges</td>
<td>Academic Support</td>
</tr>
<tr>
<td>Financial Support (FAFSA)</td>
<td>Career Exposure</td>
</tr>
<tr>
<td>College-Going Culture</td>
<td>College-Going Culture</td>
</tr>
<tr>
<td>College Entrance Exams</td>
<td>College Entrance Exams</td>
</tr>
<tr>
<td>Good Fit and Match</td>
<td>Good Fit and Match</td>
</tr>
<tr>
<td>College Applications</td>
<td>College Applications</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>College Enrollment</td>
</tr>
<tr>
<td>Financial Support</td>
<td>Financial Support</td>
</tr>
<tr>
<td>College Orientation</td>
<td>Appropriate Coursework</td>
</tr>
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*Learn4Life*
PRIORITIZATION ACTIVITY

- High Influence, Low Impact: College-Going Culture
- High Influence, High Impact: Financial Support (FAFSA)
- Low Influence, Low Impact: Academic Preparation
- Low Influence, High Impact: Learn4Life
Goals for Today

1. Review Bright Spots

2. Determine which hold the most promise
   - Find out what we need to make a decision
   - Determine how are we going to get that information

3. Each group “owns” their own recommendations and process

By end of February, L4L will bring forward recommendations from the group for the March 28 Leadership Council Meeting
Notes about Bright Spots

- There are no bad bright spots, but some fit with L4L better than others.
- Just initial ideas for discussion, not final proposals
- List includes items address the factors in our focus
- This is not an exhaustive list.
- Ask questions and learn!
Process

• Each bright owner introduces idea for 30 seconds

• Everyone sorts themselves by table into the factor they want to review

• Facilitator at each table guides conversation
# Academic Preparation

## Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Preparatory Courses</td>
<td>John Floresta</td>
</tr>
<tr>
<td>OneGoal</td>
<td>Brooke Flowers</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>United Way of Greater Atlanta</td>
</tr>
<tr>
<td>Coaching for College Completion</td>
<td>United Way of Greater Atlanta</td>
</tr>
<tr>
<td>Advancement Via Individualized Determination (AVID)</td>
<td>Sonya McCoy-Wilson</td>
</tr>
</tbody>
</table>
# College Going Culture Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
</tr>
</thead>
<tbody>
<tr>
<td>USG Momentum Year</td>
<td>Heather Collins</td>
</tr>
<tr>
<td>The Scholarship Academy</td>
<td>Vanessa Meyer/Jessica Johnson</td>
</tr>
<tr>
<td>Internship Package (GA CATT)</td>
<td>Terri Bonoff</td>
</tr>
<tr>
<td>Institute for Student Achievement (ISA Approach)</td>
<td>United Way of Greater Atlanta</td>
</tr>
<tr>
<td>CoPliot powered by College Forward</td>
<td>United Way of Greater Atlanta</td>
</tr>
<tr>
<td>Odyssey U Path to College</td>
<td>Jeff Cohen</td>
</tr>
</tbody>
</table>
## Financial Support Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA Completion Assistance</td>
<td>Ashley Bozarth</td>
</tr>
<tr>
<td>College Advising Corps (CAC)</td>
<td>Korynn Schooley</td>
</tr>
<tr>
<td>FAFSA One Day Events</td>
<td>United Way of Greater Atlanta</td>
</tr>
<tr>
<td>Cash for College</td>
<td>United Way of Greater Atlanta</td>
</tr>
</tbody>
</table>
ACTIVITY: Review Bright Spots

Goal
- Main role: curate bright spot proposals, make recommendation according to criteria
- Facilitator will record notes

Review in order (5 min each)
1. How well does this bright spot address the criteria?
2. What data would you like to see for next meeting?
3. Who can help get that data?

Pick Most Promising (10 min)
- Find consensus on bright spots (2-3) and point of contact
Make Commitments

For the Feb 22 meeting…

1. What information are you going to bring back next meeting?

2. Who are you going to connect with before we meet again?

3. Are there any other strategies you would like to see for next meeting?
Network Development Timeline

Select Key Focus Area
7/17

March Leadership Council
- Review Factor Analysis
- Share progress

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

4th Network Meeting
- Review Bright Spots

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

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

5th Network Meeting
- Finalize Recommendations

March Leadership Council
- Review Factor Analysis
- Approve Initiatives
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.
Team Next Steps

**Homework:** Follow up on Research from Bright Spots

**Connect** with others to check viability of these proposals

**Next Meeting** on **Thursday, February 22:** 12:30 pm – 2 pm