3rd Grade Reading Change Action Network March 6, 2018
Today’s Agenda

1. Provide an Overview of Learn4Life
2. Update on launch of Post-Secondary Network
3. Progress on 3rd Grade Reading Bright Spots
4. Plan for Next Steps
Who’s In the room?

• Name
• Title
• Organization
What is Learn4Life?
Cradle to Career Indicators

1st Phase

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

2nd Phase

High School Graduation Rate
- 79%
  - Graduation rate in 2016

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

Post-Secondary Completion
- 26%
  - 26% of 2011 graduates earned a credential or degree by 2016
The Work of Change Action Networks

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
## Learn4Life Scaling Role

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

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

- High Influence, Low Impact
- High Influence, High Impact
- Low Influence, Low Impact
- Low Influence, High Impact

- College-Going Culture
- Financial Support (FAFSA)
- Academic Preparation

Low Influence, Low Impact
Low Influence, High Impact
High Influence, Low Impact
High Influence, High Impact
Selected Bright Spots

Financial Support (FAFSA)

College-Going Culture

Academic Preparation
Review 3rd Grade Network “Bright Spots”
Ability to Impact

Circle of Influence / Concern

Circle of CONCERN

What you care about

Circle of INFLUENCE

What you can do something about
<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Language Development</td>
<td></td>
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<tr>
<td>Birth Outcomes</td>
<td></td>
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<tr>
<td>Adult Literacy</td>
<td></td>
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<tr>
<td>Physical Health (oral, hearing, vision)</td>
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<tr>
<td>Social-Emotional Competence</td>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td>Teacher Preparation &amp; Effectiveness</td>
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<tr>
<td>School and Classroom Climate</td>
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<td>Children’s Mental Health</td>
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<td>Summer Learning Loss</td>
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<td>Other</td>
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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
Selected Bright Spots

Physical Health (oral, hearing, vision)

Early Childhood Education

Teacher Preparation and Effectiveness
Work of 3\textsuperscript{rd} Change Action Network

1. Continuous improvement

2. Use data as a flashlight

3. Articulate roadblocks to Leadership Council
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

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

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

Learn4Life
ACTIVITY: Consulting Protocol x3

Goal: Continuous Improvement

• Each group will do three “brief” rotations and discussions
• Facilitator at each table will walk you through the consulting protocol
• Purpose is to:
  • Learn from each other
  • Identify challenges to share with Leadership Council
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

**Annual Report Release** on Tuesday, April 24: 8 am to 9:30 am at the Metro Chamber

**Quarterly Meeting:** Wednesday, May 30 at 12:30 pm to 2 pm

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