Who’s in the room?

- Name
- Title
- Organization

Share at your tables:
What was your best Halloween costume?
Today’s Agenda

1. Quick Overview of Learn4Life
2. Data discussion with ‘Bright Spots’
3. Plan for Next Steps
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 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
How does Learn4Life Work?
Who We Are

Five Core Counties

COBB  GWINNETT
FULTON  DEKALB
CLAYTON

K-12 Students

2016-2017
608,145
2010-2011
569,159

Non-white
Change in Six Years, 2010-2017
77% in 2017
50,000+

Low-Income
Change in Six Years, 2010-2017
60% in 2017
39,000+

Limited English
Change in Six Years, 2010-2017
13% in 2017
20,000+

Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2016-2017, Enrollment by Subgroup Programs; Georgia Department of Education, FTE Enrollment by Grade Level (K-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.

Learn4Life
Mission/Vision

Mission (what we are about)
• To ensure that every child in our region becomes a thriving citizen who achieves success in school, career and life

Vision (how we get there)
• Convene
• Connect
• Report
8th Grade Math Network Update
Eighth Grade Math Proficiency

42% of children are proficient in math by the end of the 8th grade.
Why it Matters

1) 8th grade is the ‘deadline’ that most accurately predicts a child’s success in college and beyond. Math proficiency correlates with:
   • Higher HS graduation rate
   • Higher likelihood of going to college
   • Greater career earnings

2) Preparing all students for rigorous mathematics helps to close the achievement gap among students from differing ethnic and socioeconomic groups.
# 8th Grade Math Proficiency Factors

<table>
<thead>
<tr>
<th>Access to Rigorous Courses</th>
<th>Gender Expectations</th>
<th>Racial Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Culture</td>
<td>Relevant Curriculum</td>
<td>Interventions for Struggling Learners</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>Academic Preparation</td>
<td>Access to Appropriate Technology</td>
</tr>
<tr>
<td>Math Anxiety</td>
<td>Language and Literacy Skills</td>
<td>Use of Assessment Data</td>
</tr>
</tbody>
</table>
Excellent School Visits

DREW Charter School

REX MILL MIDDLE

Freedom Middle School

Respect Always Means Success
## Bright Spot Proposals

### School Culture

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEAM Truck</td>
<td>Jason Martin</td>
</tr>
<tr>
<td>Generation Infocus</td>
<td>April Singley</td>
</tr>
<tr>
<td>Bricks4Kidz</td>
<td>Ben Leblois</td>
</tr>
<tr>
<td>School STE(A)M Certification</td>
<td>Christina De Giulio</td>
</tr>
</tbody>
</table>

### Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEAM Programming Professional Development</td>
<td>Lya Snell, Felicia Cullars</td>
</tr>
<tr>
<td>Birth to 5 Early Numeracy</td>
<td>Lya Snell</td>
</tr>
<tr>
<td>GA Numeracy Project</td>
<td>Lya Snell</td>
</tr>
<tr>
<td>Brain-Based SPED STEM Program</td>
<td>Adria Kitchens</td>
</tr>
<tr>
<td>Young People's Project Flagway</td>
<td>Vera Stenhouse</td>
</tr>
</tbody>
</table>

### Teacher Effectiveness

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating Algebra &amp; Computer Science</td>
<td>Bryan Cox</td>
</tr>
<tr>
<td>Argument-Driven Inquiry</td>
<td>Tonya Clarke</td>
</tr>
<tr>
<td>Side-by-Side Coaching &amp; Job-Embedded Learning</td>
<td>Tonya Clarke</td>
</tr>
<tr>
<td>Assessment Strategy</td>
<td>Mark Smith</td>
</tr>
<tr>
<td>Math for the Masses Promotions (*not TE)</td>
<td>Tonya Clarke</td>
</tr>
</tbody>
</table>
Post Secondary Network Update
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
Problem of Practice: How can CAC improve College Adviser recruitment and retention as the organization scales in Atlanta metro?
Summary of Adviser Needs

Linear Projection of Future Adviser Needs

Source: GCAC
Note: The 2018-2019 cohort consists of 21 advisers
2018-19 Summary of Adviser Characteristics

Adviser Recruitment Channel

- Posse email: 4.8%
- Internet Search: 4.8%
- Information Session: 4.8%
- Had a College Adviser: 4.8%
- Career Center Gap Year Panel: 4.8%
- UGA Job Search Site: 9.5%
- Handshake: 9.5%
- Departmental Email or Newsletter: 9.5%
- Someone Told Me: 47.6%

Source: GCAC
Note: The 2018-2019 cohort consists of 21 advisers
2014-19 Summary of Adviser Characteristics

Undergraduate Institution

<table>
<thead>
<tr>
<th>Undergraduate Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany State University</td>
<td>1.6%</td>
</tr>
<tr>
<td>AUC</td>
<td>4.9%</td>
</tr>
<tr>
<td>Augusta University</td>
<td>1.6%</td>
</tr>
<tr>
<td>Emory University</td>
<td>1.6%</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>3.3%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>9.8%</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>62.3%</td>
</tr>
<tr>
<td>Out-of-State Institution</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

Source: GCAC
Early Literacy Change Action Network
Third Grade Reading Proficiency Factors

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

Change Action Network focus areas
Selected Bright Spots

1. Physical Health (oral, hearing, vision)
2. Early Childhood Education
3. Teacher Preparation and Effectiveness
The Reason for Bright Spots...

1. Prove that progress can be made

2. Goal is a movement around successful practice, but it starts with Bright Spots
Work of 3rd Change Action Network

1. Continuous improvement

2. Use data as a flashlight

3. See ourselves in this work

4. Apply this protocol to all of our work
ACTIVITY: Choose Your Own Adventure!

Goal: Continuous Improvement

• Select the group most aligned with your experiences/role

• Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your organization
Continuous Improvement Tools

Consultancy Protocol

Purpose
The purpose of the Consultancy is to help participants think more expansively about a particular, concrete dilemma. The Consultancy protocol has 3 main purposes: develop participants’ capacity to see and describe the dilemmas and the essential material of their work, and to help each other understand and deal with them.

1) Overview (20 minutes)
The presenter gives an overview of the dilemma with which the group is struggling and frames a question for the consultancy group to consider. The focus of the group’s conversation is on the dilemma.

2) Pivoting Questions (10 minutes)
The group asks probing questions of the presenter. These questions should be framed so that they help the presenter clarify and expand their thinking about the dilemma presented to the consultancy group. The point here is for the group to learn more about the dilemma and to begin to analyze the dilemma presented. There is no discussion by the consultancy group of the presenter’s responses. At the end of the 10 minutes, the facilitator asks the presenter to restate their question for the group.

3) Group Discussion (20 minutes)
The group talks with each other about the dilemma presented. In this step, the group seeks to define the issues more thoroughly and objectively. Sometimes members of the group suggest that the presenter might consider asking if they do, these should be treated as “open suggestions,” and should be made only after the group has thoroughly analyzed the dilemma. The presenter doesn’t speak during this discussion, but listens in and takes notes. The group talks about the presenter in the third person.

Possible Questions
• What did we hear?
• What didn’t we hear that might be relevant?
• What assumptions seem to be operating?
• What questions does the dilemma pose for us?
• What do we think about the dilemma?
• What might we do if we were in a similar dilemma? What have we done in similar situations?

4) Presenter Reflections (5 minutes)
The presenter reflects on what they heard and on what they are now thinking, sharing with the group anything that particularly resonates with them or that is occurring in any part of the Consultancy.

5) Group Reflections (5 minutes)

## The Vision Movement: Communications

<table>
<thead>
<tr>
<th>Intra-Movement Communication</th>
<th>Movement-to-School Communication</th>
<th>Communication to the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication between Vision to Learn and Lions Lighthouse</td>
<td>Communication from Vision to Learn and Lighthouse to schools</td>
<td>External facing communications to community and sponsors</td>
</tr>
</tbody>
</table>

**Goal(s):**
- Align on expectations for school screenings, timing, and shared data between organizations
- Streamline the methods of communicating with schools
- Develop a repository of “canned” content
- Increase community and sponsor awareness around value of vision screenings and Lighthouse and Vision To Learn services
• Reach Out & Read equips pediatricians with training and resources to prescribe books and reading aloud as a means of fostering the language-rich interactions between parents and their young children that stimulate early brain development.

**Problem of Practice:** How can Reach Out & Read most effectively source and manage its volunteers?
Cori Cain, Read Right from the Start

• The Cox Campus offers free, interactive courses and resources based on proven language and literacy practices.

• The courses present Read Right from the Start practices, show real teachers using them, and support teachers as they begin to use what they have learned.

**Problem of Practice:** How do we encourage more teachers and instructional staff to incorporate the Cox Campus tools in their practice?
ACTIVITY: Choose Your Own Adventure!

Goal: Continuous Improvement

- Select the group most aligned with your experiences/role

- Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your org
Team Next Steps

Survey – please complete now

Upcoming meetings:
Tuesday, January 8
Tuesday, March 12
Tuesday, May 7

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Check out our new blog at
www.L4LMetroAtlanta.org/blog/