Post-Secondary Success
December 13, 2018
Who’s in the room?

• Name
• Title
• Organization

• Share at your tables:
  What was the most important factor in your post-secondary decision?
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
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 (PK-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.
State of Education in Metro Atlanta

- Kindergarten Readiness: 20% of 0-4 yr. olds attended high quality centers in 2016.
- 3rd Grade Reading: 40% of 3rd graders were proficient in reading in 2014-2015.
- 8th Grade Math Proficiency: 38% of 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.
Community Indicators

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion

Learn4Life
Post Secondary Success
Change Action Network
Reviewing Our Process

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
What is Post-Secondary Attainment in Metro Atlanta?

26% of the 2010 graduating class had earned a post-secondary degree or credential by 2015.
Low Income Students Face Barriers

Students in State Colleges and Low-income Students Face Highest Graduation Barriers

Note: All rates for first-time, full-time freshmen, six-year bachelors’ graduation rates presented for students starting at research, comprehensive and state universities in 2010; three-year associate’s degree rates for students starting at state colleges in 2013, not counting transfers; data not available for technical colleges; *state college figures do not include transfers to bachelor’s programs
Students Requiring Remediation

Source: The Governor’s Office of Student Achievement
Needing Remediation Limits Success

Degree Completion Rate

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Students Not Enrolled in Learning Support</td>
<td>45.0%</td>
</tr>
<tr>
<td>Students Enrolled in Learning Support</td>
<td>18.2%</td>
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</tbody>
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Source: High School Graduate Outcomes Report, GOSA 2016
## Post-Secondary Success Factors

### Enrollments
- 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 Enrollment
- Financial Support

### College Orientation
- Appropriate Coursework
The Reason for Bright Spots…

• Prove that progress can be made

• Goal is a movement around successful practice, but it starts with Bright Spots
# Learn4Life’s Scaling Role

## Inside Scope

- **Connect**: Lift up bright spots to key decision makers and partners
- **Convene**: Bring collective insight to scale bright spots
- **Report**: Share progress through data

## Outside Scope

- Manage fundraising plan
- Project manage
Convening to Scale Bright Spots

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
PDSA is the Planning Tool to Support Scaling of Bright Spots

**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?
Vast Majority of Interventions Need Some Adjustments

1) **Adapt**: Pretty good. It could be better if we make some adjustments and try again. (90% of PDSAs)

2) **Adopt**: Worked well. Let’s try this on a larger scale and see if it still works. (9% of PDSAs)

3) **Abandon**: Total failure. Nothing to learn from this. Don’t do this again! (1% of PDSAs)
Quantitative Data
Feedback that can be expressed as a number.

Qualitative Data
Feedback that cannot be expressed as a number.
Data Is Everywhere

**Quantitative Data**
- Attendance rate
- Test Scores
- Demographics
- Teacher self-assessment

**Qualitative Data**
- Are other circumstances outside the classroom playing a factor in their results?
- How connected do students feel?
- How prepared does the teacher feel?
Quantitative & Qualitative Data Work Together to Inform Progress

Quantitative data shows you where to start or focus your work.

70% of students graduate from high school.
25% of 9th and 10th graders are chronically absent.

Qualitative data allows you to uncover the root causes.

Student A: “No one at my school cares if I show up to class. No one notices.”

Student B: “When I do show up, teachers and staff yell at me for not being at school – it makes me wonder, why do I even come?”

Learn4Life
ACTIVITY: Commit to 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
• Comprehensive scholarship preparatory program that teaches low-income, first generation college students to navigate the maze of financial aid in order to fund their college education.

• Students learn how to independently navigate the private scholarship market to increase the likelihood of graduation.

Updates
• Volunteer Engagement
• Earlier Student Engagement
• Financial Aid Assessment Tool
• Credit-bearing, educator-led class providing academic, financial and socio-emotional support during students’ junior and senior years of high school.

• Educator provides intensive, remote coaching support starting the summer after high school graduation through first day of sophomore year of college to support persistence and completion.

**Problem of Practice:** As OneGoal scales, how will we evaluate effectiveness in the ‘full release’ pilot?
• Places recent college graduates from partner universities as full-time college advisers in high school.
• Advisers collaborate with teachers and administrators to tie college-going into the life of a school.
• Advisers supplement, not replace, existing high school counseling staff.

Problem of Practice: How can CAC craft their messages to ensure their services are prioritized by schools and districts?
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Next Steps

Next Meeting Dates in this room from 12:30-2:00pm
- Thursday, February 21
- Thursday, April 11

Survey – Please Complete Now

Follow us on Twitter: @L4LMetroAtlanta

Please complete our strategic planning survey! It is in your inboxes.