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

• At your table, your best Halloween costume ever!
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%
- 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
Collective Impact Model Is Reaching Scale

10,800+ ORGANIZATIONS ENGAGED

32 STATES + DISTRICT OF COLUMBIA

72 COMMUNITY PARTNERSHIPS
building local infrastructure to improve education outcomes for every child

© StriveTogether
Progress in Key Cities

Cincinnati Public Schools

Core Indicators

Kindergarten Readiness
- 2020 Goal: 75%
- Rate of Change:
  - Current: 1.6%
  - Needed: 3.0%
- Increase: +13
- 2004: 57%

High School Graduation
- 2020 Goal: 90%
- Rate of Change:
  - Current: 4.5%
  - Needed: 2.7%
- Increase: +14
- 2004: 74%

4th Grade Reading
- 2020 Goal: 91%
- Rate of Change:
  - Current: 2.3%
  - Needed: 2.5%
- Increase: +21
- 2004: 76%

Postsecondary Enrollment
- 2020 Goal: 75%
- Rate of Change:
  - Current: 1.4%
  - Needed: 0.8%
- Increase: +11
- 2004: 69%
What is Learn4Life?
Who are we serving?

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

Executive Committee

- Leadership Council
  - Core Team (Data/Communications)
  - 3rd Grade Reading Change Network
  - 8th Grade Math Change Network
  - High School Graduation Change Network
  - Post-Secondary Enrollment Change Network
  - Post-Secondary Completion Change Network
- Early Childhood Change 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

May Network Meeting
- Finalize Initiative Recommendations

March Leadership Council
- Review Factor Analysis
- Approve Initiatives

Nov Leadership Council
- Review Factor Analysis
- Share progress

Select Key Focus Area
7/17

2 months

4 weeks

4 weeks

4 weeks

4 weeks

4 weeks
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.
Factor Analysis
Data Lens: Triangulation in Identifying Factors

LOCAL DATA

DECISION MAKER

Ideal

National Research

Community Expertise & Voice

INFORMER

Learn4Life
Ability to Impact
Circle of Influence / Concern

Circle of CONCERN

What you care about

Circle of INFLUENCE

What you can do something about
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
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)
- College-Going Culture
- College Entrance Exams
- Good Fit and Match
- Academic Preparation
- College Applications

Completion
- Social and Academic Norms
- Academic Support
- Career Exposure
- College Enrollment
- Financial Support
- College Orientation
- Appropriate Coursework
ACTIVITY 1: Common Understanding

Whole Group

• Define six priority factors
  o Why does this factor limit success?
  o Why does this factor exist?

• Flip Charts around the room with research

With Your Table

• Gallery walk to charts
• Add any additional insight, if necessary
• Check mark if you agree
ACTIVITY 2: Prioritization of Factors

Whole Group
• Review six factors

With Your Table
• Draft a 2x2 chart (impact / influence)
• Discuss the weighting of each factor
• Place each post it on your chart
• Be prepared to present to group
• Walk your post its over to group chart
PRIORITIZATION ACTIVITY

Unable to influence
Low

High

High influence
Low impact

Low influence
Low impact

High influence
High impact

Low influence
High impact

Impact

Learn4Life
ACTIVITY 3: Root Cause Analysis

Re-Group

• Sit at a table with one of the priority factors you have experience with

With Your Table (20 min)

• Draw the trend line for the last five years in this factor?
  o What forces are creating positive movement?
  o What forces are creating negative movement?

• What data would you like to see to support your chart?
  o For each data element, identify if you know the source of that data

• Present your chart to the group
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 Data – if there are data elements that have accessible, we will be in touch to capture them

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

Next Meeting: Thursday, December 7 at 12:30 pm

Follow us Social Media: @L4LMetroAtlanta and www.L4LMetroAtlanta.org
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- Good Fit and Match

**Academic Preparation**
- College Applications

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