Post-Secondary Success
August 7, 2018
Who’s in the room?

• Name
• Title
• Organization
• One Word That Describes your Summer?
Today’s Agenda

1. Quick Overview of Learn4Life
2. Data discussion with ‘Bright Spots’
3. Introduce Texting Platform
4. 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
What is Post-Secondary Attainment in Metro Atlanta?

26% of the 2010 graduating class had earned a post-secondary degree or credential by 2015.
How does Learn4Life Work?
Who We Are

Five Core Counties

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.

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 Factor Analysis
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.

2) If a child has received the relevant math education by 8th grade:
   A. That child will have a higher likelihood of going to college.
   B. That child will likely be more successful in high school, college, and careers beyond.

3) 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

- Access to Rigorous Courses
- Gender Expectations
- Racial Expectations
- School Culture
- Relevant Curriculum
- Interventions for Struggling Learners
- Teacher Effectiveness
- Academic Preparation
- Access to Appropriate Technology
- Math Anxiety
- Language and Literacy Skills
- Use of Assessment Data
Factor Analysis Results

- Race
- Interventions
- Culture
- Teacher Eff.
- Lang. & Lit.
- Rig. Courses
- Gender
- Curriculum
- Anxiety
- Tech.
- Assess.
- Leadership Council
- Change Action Network
- Preparation
- Race
- Culture
- Interventions
- Curriculum
- Anxiety
- Lang. & Lit.
- Tech.
- Assess.
- Gender

Leadership Council vs. Change Action Network
8th Grade Math Proficiency Factors

- Access to Rigorous Courses
- Gender Expectations
- Racial Expectations
- School Culture
- Relevant Curriculum
- Interventions for Struggling Learners
- Teacher Effectiveness
- Academic Preparation
- Access to Appropriate Technology
- Math Anxiety
- Language and Literacy Skills
- Use of Assessment Data

Learn4Life
Change Action Network
The Work of Change Action Networks

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
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
Post-Secondary Factor Analysis: Success Factors

Enrollment
- Social Skills and Family Support
- College Entrance Exams
- College-Going Culture
- College Applications
- Academic Preparation
- Financial Support (FAFSA)
- Exposure to College
- Good Fit and Match

Completion
- Social and Academic Norms
- Financial Support
- College Enrollment
- Appropriate Coursework
- College Orientation
- Career Exposure
- Academic Support

Change Action
Network focus areas
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
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
Continuous Improvement Tools

Consultancy Protocol

Time: 45 minutes

Purpose
The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes - to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

1) Overview (5-10 minutes)
The presenter gives an overview of the dilemma with which they are struggling, and frames a question for the consultancy group to consider. The focus of the group's conversation is on the dilemma.

2) Probing Questions (10 minutes)
The group asks probing questions of the presenter. These questions should be worded so that they help the presenter clarify and expand her/his thinking about the dilemma presented to the consultancy group. The goal here is for the group to learn more about the dilemma and to do some analysis of 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 re-state her/his question for the group.

3) Group Discussion (15 minutes)
The group talks with each other about the dilemma presented. In this step, the group works to define the issues more thoroughly and objectively. Sometimes members of the group suggest actions the presenter might consider taking; if they do, these should be framed as "open suggestions," and should be made only after the group has thoroughly analyzed the dilemma. The presenter does not 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 raise for us?
- What do we think about the dilemma?
- What might we do or try if faced with a similar dilemma? What have we done in similar situations?

4) Presenter Reflections (5 minutes)
The presenter reflects on what they/he/she has heard and on what they/he/she is now thinking, sharing with the group anything that particularly resonated with him or her during any part of the Consultancy.

5) Group Reflections (5 minutes)
The facilitator leads a brief conversation about the group's observation of the Consultancy process.

Protocol adapted from SRI: School Reform Initiative: A Community of Learners

Design Sprint

Empathy Map

[Diagram]

Articulate a Point of View

[Diagram]
Yarbrah Peeples, Director

- 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 improve College Adviser Recruitment and Retention as the organization scales in Atlanta metro?
• 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.

**Problem of Practice:** How do we ensure students follow through with implementing the plans they develop in The Scholarship Academy trainings?
Brooke Flowers,
Executive Director

• 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 might we reimagine program design elements to navigate competing pressures for student time?
ACTIVITY: Choose Your Own Adventure!

Goal: Continuous Improvement

• Select the group most aligned with your experiences/role

• Facilitator at each table will organize discussion

• Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your org
Report Out of Learnings

Share one idea you heard from today’s conversations that you want to apply.
Text Messaging Tool - CAC

What we’ve learned

Parents most consistently respond to messages about...
- SAT/ACT registration & fee waivers
- Scholarship resources
- FAFSA Assistance

Parents most consistently click links to resources on...
- FAFSA (homepage)
- College list (Big Futures: How to Find a College that Fits you)
- Local scholarships
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

**Next bi monthly Meeting:** Tuesday, October 9 at 12:30 pm to 2 pm

**Join 8th Grade CAN** email will be sent out in the next week, attend or recommend participant

**“Bright Spot” Strategies** – Stay connected with key strategies discussed today