3rd Grade Reading Change Action Network
2nd Meeting
February 28, 2017
TODAY’S AGENDA

1. Begin with the end in mind
2. Review Progress from last meeting
3. Finish Factor Analysis
4. Plan for Next Steps
WHO’S IN THE ROOM?

- Name
- Title
- Organization
- “The hardest job I ever had was...”
WHO ARE WE SERVING?

5 Core Counties

K-12 Students 2014-15

603,407

K-12 Students 2010-11

572,367

Source: Governor’s Office of Student Achievement
Low Income is defined as percent of children on the Free and Reduced Lunch Program
CRADLE TO CAREER METRICS

- **Children who have not developed reading skills by third grade are four times more likely to drop out of high school.**

- **From ages 0-5, children begin to develop verbal skills that promote kindergarten literacy levels, a determining factor in a child’s successful reading comprehension by third grade.**

- **The graduation rate**

- **% of 3rd graders reading proficiently**

- **% of 8th graders who are proficient in math**

- **% of 2010 graduates who had earned a credential or degree by 2015.**

- **% of 0-4 yr. olds attending high quality centers**

- **% of 3rd graders reading proficiently**

- **% of 2013 graduates enrolled in a post-secondary institution**

- **% of 8th graders who are proficient in math**

- **Post-secondary completion and employment**
  Workers with at least a bachelor’s degree earn roughly $500 more each week than workers with only a high school diploma.

- **Post-secondary enrollment**
  By 2025, more than 60% of jobs will require some form of post-secondary education.

- **High school graduation**
  High school dropouts have higher unemployment rates than high school graduates and are less likely to participate in the workforce.

- **8th grade math proficiency**
  Algebraic concepts, taught in 8th grade, are a key gatekeeper for student access to upper-level courses in math and science that is the driver of graduation, college readiness, and post-secondary completion rates.

- **3rd grade reading**
  Children who have not developed reading skills by third grade are four times more likely to drop out of high school.
WHAT Defines a Change Action Network?

• Group of diverse and committed individuals (educators, community-based organizations, etc.)

• Focused on one specific community level outcome

• Review local and national data, along with experience to identify action to work on collectively

• Identifies shared action to move the needle on a community outcome (i.e. – policy, practice, program)
PROPOSED OPERATING PRINCIPLES

1) Maintain confidentiality of data, opinions and information shared within the Network.

2) Attend and participate in all meetings, and be willing to stay focused based on the agenda.

3) Collaborate: share information, learn and work as one to achieve goals.

4) Use consensus, accept and support group decisions.

5) Think beyond own organization/services – stay results focused, with an understanding of what all organizations can both give and get through this process.
WHY PARTICIPATE IN THE NETWORK?

- Connection
- Discover Best Practices
- Achieve Org Targets
- More Efficiently Use Resources Through Collective Action
NETWORK DEVELOPMENT TIMELINE

Select Key Focus Area
11/16

CAN Organizing Meeting
- Introduce L4L
- Gallery walk
- Begin Factor Analysis
- ID missing partners
- 1/31/16

2 months

Network Launch Prep
- ID & Engage Members
- Disaggregated Data Collection
- Select 1st Meeting Date

4 weeks

2nd Network Meeting
- Complete Factor Analysis
- Identify Key Factors of Focus

3rd Network Meeting
- Deeper data dive into those key factors
- Review Bright Spots

4 weeks

Leadership Council
- Review Factor Analysis
- Review Baseline Draft

4 weeks

4th Network Meeting
Draft Action Plan

5th Network Meeting
Finalize Action Plan

6th Network Meeting
- Implement Action Plan
- Start Continuous Improvement Process
- Begin Monthly Meetings

2 months

4 weeks

4 weeks

4 weeks

4 weeks
## ALIGNED WITH UNITED WAY CHILD WELL BEING INDEX

### Goals

<table>
<thead>
<tr>
<th>United Way Child Well Being Index</th>
<th>Learn4Life</th>
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</thead>
<tbody>
<tr>
<td>1. % Low Weight Births</td>
<td>1. Kindergarten readiness</td>
</tr>
<tr>
<td>2. % Students Exceeding 3rd Grade Reading Standards*</td>
<td>2. % Students Exceeding 3rd Grade Reading Standards</td>
</tr>
<tr>
<td>3. % Students Exceeding 8th Grade Math Standards</td>
<td>3. % Students Exceeding 8th Grade Math Standards</td>
</tr>
<tr>
<td>4. High School Graduation Rate *</td>
<td>4. High School Graduation Rate</td>
</tr>
<tr>
<td>5. High School, College &amp; Career Readiness Score*</td>
<td>5. % Enrolled in Post-Secondary Education</td>
</tr>
<tr>
<td>6. % Children without Health Insurance</td>
<td>6. % Completion of post-secondary programs</td>
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<tr>
<td>7. % Children in Poverty</td>
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<tr>
<td>8. % Families Not Financially Stable</td>
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<tr>
<td>9. % Families with Housing Cost Burden</td>
<td></td>
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<tr>
<td>10. % Births to Mothers without a High School Diploma</td>
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<tr>
<td>11. % Enrolled in Post-Secondary Education</td>
<td></td>
</tr>
<tr>
<td>12. % Adults without a High School Diploma</td>
<td></td>
</tr>
<tr>
<td>13. % Adults without Health Insurance</td>
<td></td>
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<tr>
<td>14. Unemployment Rate</td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS A PROBLEM?

A problem is a “gap” - between:
• Current condition – what is actually happening and
• Target or ideal condition – what should be happening, what is needed
Key Driver Diagram

Global Target: All children in Camden County read proficiently by the end of third grade.

Key Drivers
- Summer Melt
- Safe, Healthy Home
- High Quality Teachers
- Literacy Skill Development
- Access to Support
- Access to Literacy Tools
- Attend School Regularly
- Grit

Interventions/Strategies
- 1:1 Tutoring
  Measure: Monthly MAP scores
- After-school & summer program alignment
  Measure: # of programs aligned
- Connect programs to school district data
  Measure: # of programs connected
- Bright spot identification & spread
  Measure: # of bright spot practices adopted by programs
- HS/College Student Reading Buddies
  Measure: Monthly MAP Scores

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A FRAMEWORK FOR ACTION

BY 2020, ALL CHILDREN IN GEORGIA WILL BE ON A PATH TO READING PROFICIENTLY BY THE END OF 3RD GRADE.
3rd Grade Reading Proficiency Factors

- Attendance
- Physical Health (oral, hearing, vision)
- School and Classroom Climate
- Language Development
- Social-Emotional Competence
- Children’s Mental Health
- Birth Outcomes
- Early Childhood Education
- Summer Learning Loss
- Adult Literacy
- Teacher Preparation and Effectiveness
- Other
3rd Grade Reading Proficiency Factors

- Attendance
- Language Development
- Birth Outcomes
- Adult Literacy
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- Children’s Mental Health
- Summer Learning Loss
- Other
ACTIVITY: LET'S DEFINE THOSE FACTORS

Individually
• Review research brief

As a group:
• How does this factor limit reading? (impact)
• Why does this factor occur? (influence)
WHAT'S NEXT: ABILITY TO IMPACT

Circle of Influence / Concern

Out of Network control: refer to Leadership/Partnership to address.

Out of Network scope: refer to another Network.
ACTIVITY: MAP FACTORS TO DATA

Individually
• Review factor research

With Your Table
• Draft a chart
• Discuss the weighting of each factor
• Place each post it on your chart
• *Be prepared to present to group*
PRIORITIZATION ACTIVITY

- High Influence, Low Impact
- High Influence, High Impact
- Low Influence, Low Impact
- Low Influence, High Impact
TEAM NEXT STEPS

- Homework: Identify solutions
  - Complete template (hard copy or electronic)
  - Send in by Monday, March 21
  - Gallery walk
- Data Council will also identify bright spots

- Key Dates
  - Leadership Council Update – March 24
  - Next Meeting on Tuesday, March 28 12:30 pm – 2 pm
  - Baseline Report Release – April 18, 7:30 am at Metro Chamber
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.
GRAVEYARD
A TOOL TO STRUCTURE OUR WORK: A3

• 11x17 piece of paper (Supposedly the largest size that could be faxed.)
• A problem solving approach—built around Plan, Do, Change, Act
• A concise summary of the problem and solution
• A way of structuring thinking
• A communication tool for teams to report problems and organize improvements
• Used for any kind of problem in all parts of the business
A3 Reporting Tool

Result
Community Level Outcome: Post-Secondary Enrollment

Result Statement: All children in Camden County will complete the FAFSA.

Indicator: % of students completing FAFSA

Measurement Tool: FAFSA

Current Conditions/Baselines

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>FAFSA Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 11 - 12</td>
<td>65% (520/800)</td>
</tr>
<tr>
<td>SY 12 - 13</td>
<td>26% (476/1700)</td>
</tr>
<tr>
<td>SY 13 - 14</td>
<td>25% (389/1556)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>FAFSA Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>45% (206/458)</td>
</tr>
<tr>
<td>Black/AA</td>
<td>18% (143/794)</td>
</tr>
<tr>
<td>Eco Disadvantaged</td>
<td>34% (361/1065)</td>
</tr>
<tr>
<td>Not Eco Disadvantaged</td>
<td>15% (70/467)</td>
</tr>
</tbody>
</table>

FAFSA Completion

<table>
<thead>
<tr>
<th>12th Grade Students: 1,356 enrolled in CCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/Ethnicity</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>African American/Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Multiracial</td>
</tr>
<tr>
<td>&amp;/Econ Disadvantag.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Click to view all Current Conditions/Baselines Information

Target(s)

Global Target: Increase FAFSA completion from 25% (389) to 95% (1,478) by 2020. (Measure: FAFSA)

SMART Target: Increase FAFSA completion rates of economically disadvantaged students from 34% (361) to 55% (585) by June 2015. (Measure: Ohio Department of Education Federal Student Aid Data Center)

Click to view Network Population to Whole Population (Ego) Chart

Factor Analysis (Story Behind the Baselines)

The College Enrollment factor that this group will be focused on is Financial Readiness, specifically FAFSA completion.

The key factors impacting FAFSA Completion are:
- FAFSA Awareness
- Parent Knowledge & Perception
- Socially & Emotionally Prepared

Click here to view process map, factor analysis & key driver diagrams and here to view Simple FMEA & Fishbone for FAFSA Completion

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FAFSA Completion

3/8/2015 3:10 PM

Interventions/Strategies

<table>
<thead>
<tr>
<th>Intervention/Strategy</th>
<th>Primary Measure (Impact)</th>
<th>Additional Measures (Quality/Quantity)</th>
<th>PDSAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA Training for College Access Providers</td>
<td>FAFSA Completion Rate for Students working with College Access Providers</td>
<td># of college access providers engaged in FAFSA data</td>
<td>1 complete</td>
</tr>
<tr>
<td>FAFSA Bright Spots Identification &amp; Spread</td>
<td>FAFSA Completion Rate for Students working with College Access Providers</td>
<td># of Bright Spots identified &amp; best practices spread</td>
<td>2 complete</td>
</tr>
<tr>
<td>FAFSA HS Completion Challenge</td>
<td>FAFSA Completion Rate for High Schools</td>
<td># of high schools participating in FAFSA challenge</td>
<td>2 complete</td>
</tr>
<tr>
<td>Connect strategic partners with weekly FAFSA Data</td>
<td># of partners using weekly FAFSA data</td>
<td># of partners working with partners who complete FAFSA</td>
<td>1 complete</td>
</tr>
</tbody>
</table>

Future interventions/strategies that will be executed once measures are identified and/or data is available to be collected:
1) FAFSA Text Reminders
2) Financial Aid Support at HS Events

Action Plan (Who, What, Where, When & How)

Major next steps in the Action Plan are:

<table>
<thead>
<tr>
<th>Intervention/Strategy</th>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA Training</td>
<td>Mark Jones</td>
<td>Complete P.D sections of 2nd cycle</td>
<td>By 4/1/15</td>
</tr>
<tr>
<td></td>
<td>Susan Greene</td>
<td>Identify location for next training</td>
<td>By 4/5/15</td>
</tr>
<tr>
<td></td>
<td>Yolanda Gonzales</td>
<td>Create call list</td>
<td>By 4/5/15</td>
</tr>
<tr>
<td>Bright Spots</td>
<td>Jim Jones</td>
<td>Pull Bright Spot data on 1:1 FAFSA Completion</td>
<td>By 4/5/15</td>
</tr>
<tr>
<td>HS Challenge</td>
<td>Morgan Brock</td>
<td>Discuss PDSA cycle 2 results with HS principals</td>
<td>By 4/5/15</td>
</tr>
<tr>
<td></td>
<td>Jim Jones</td>
<td>Pull HS FAFSA Completion rates</td>
<td>By 4/5/15</td>
</tr>
</tbody>
</table>

| Partners & Data       | Ali          | Review interviews with partners | By 4/8/15 |

Click here to view complete action plan for all interventions/strategies.

Study

Status

Goal: 800 (585 E.D) students

Status: All projects on track

3.14-14: 120/361 (33%) completed FAFSAs

YTD (3.14.15): 167 completed FAFSAs (29% to goal)

Action Commitments

Click here to view action commitment tracker.

Click here to follow progress and view April 2015 A3 for FAFSA Completion work.