Post-Secondary Network
April 11, 2019
Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

*In ONE word, what piece of advice would you offer new HS graduates?*
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.
## Strategic Planning Process

<table>
<thead>
<tr>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Council</td>
<td>Planning, data review, industry research</td>
<td>Executive Committee</td>
<td>Executive Committee</td>
<td>Leadership Council</td>
</tr>
<tr>
<td>Executive Committee Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member survey analysis</td>
<td>Superintendent Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refined strategy, plan to implement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learn4Life is a collective impact effort focused on “raising the education bar” in Metro Atlanta.

Our mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life.
Our Theory of Action will focus our work for the next three years

**What we do:** We...

- **Amplify bright spots**
- **Create shared understanding [of data]**
- **Engage partners**

...in an environment of sustained trust, learning, and momentum
What Will L4L Look and Feel Like in 2022

• **L4L will drive change through Metro ATL;** by identifying proven strategies to address the core indicators, L4L will enable improvement of overall outcomes for students throughout the region.

• **“Bright Spots” impact will grow;** by building a data-driven continuous improvement process, L4L will enhance the scale and impact of each bright spot strategy.

• **Partnership and stakeholder engagement will remain high;** by building a mature “backbone”, L4L staff will communicate progress and share thought leadership to facilitate CAN engagement.

• **The Leadership Council and CANs will be tightly connected,** to allow the sharing of best practices and lessons learned.
Key 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
8th Grade Math Proficiency

42% of children are proficient in math by the end of the 8th grade.
Framework to Identify Bright Spots

Key Factors

- Interventions for Struggling Learners
- School Culture
- Teacher Effectiveness

What’s Working?

Where are things working?

Selected Strategies

Leadership Council Criteria

Bright Spots to Scale

Learn4Life
Core Features

• Curated mobile maker spaces with a breadth of tools and equipment
• Codified, age- and developmentally-appropriate curriculum
• “Real-world,” applied STEM expertise
• Highly skilled team with diverse role models
• Metrics to measure progress and report outcomes
• Strong and sustained partner, funder, and stakeholder relationships
Georgia middle schools holding GaDOE school-wide STEM or STEAM certification show positive gains in mathematics proficiency on the Georgia Milestones EOG over a three-year trend.

Grade 8 Mathematics Proficiency
Average 3-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Students Proficient &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>36.7 (n = 417)</td>
</tr>
<tr>
<td>2017</td>
<td>44.2 (n = 599)</td>
</tr>
<tr>
<td>2018</td>
<td>48.3 (n = 658)</td>
</tr>
</tbody>
</table>


Six middle schools in Georgia currently hold GaDOE STEM or STEAM school-wide certification (Amana Academy, Coleman Middle, Marietta Middle, Marietta 6th Grade Academy, The STEM Academy at Bartlett, and Thomson Middle).
What is Post-Secondary Attainment in Metro Atlanta?

26% of the 2010 graduating class had earned a post-secondary degree or credential by 2015
Post-Secondary Factor Analysis: Success Factors

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

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

Change Action
Network focus areas
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
The Reason for Bright Spots...

- Prove that progress can be made
- Goal is a movement around successful practice, but it starts with Bright Spots
Role of L4L Network

Work to Date
• Identified high level plans to scale
• Utilized resources of network to assist in addressing scaling challenges

Next Phase – a level deeper
• Develop deeper understanding of critical success factors
• Identify students (characteristics) who can most benefit from these interventions
• Look for opportunities to collaborate across strategies
Learn4Life Bright Spots: Analytics & Advising for Post-Secondary Success
We’ll provide tailored suggestions for expansion & improvement guided by bright spots’ historical data

Project questions:
• How can bright spots most effectively collaborate to make progress toward shared outcomes?
  • What are the existing conditions in schools?
  • What conditions do metro Atlanta schools need to achieve post-secondary success?

TODAY’S GOAL:
Discuss **specific data or measures** that bright spots can use as evidence of progress toward shared outcomes.
PDSA = continuous improvement cycle

**Plan**
- What are our **resources** and **strategies**?
- What **outcomes** are most important to us?
- How will we **measure** progress on these outcomes?

**Do**
- What **data** do we need to collect?
- What **evidence** of our outcomes is there?

**Act**
- How will we **improve** conditions to...
- **collaborate** to...
- increase progress toward outcomes to...
- **serve** students more effectively?

**Study**
- What can we **learn** from data and evidence?
- Where are we making the most progress toward outcomes?
- What **conditions** do we need to more effectively **collaborate**?
Today, we’ll start with PLAN

Plan

What are our resources and strategies?

What outcomes are most important to us?

How will we measure outcomes?
A logic model is a way to PLAN and a tool for focusing the questions you have about data and evidence (1/2)

<table>
<thead>
<tr>
<th>Resources &amp; Inputs</th>
<th>Strategies/Activities</th>
<th>Related Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>What (and who) will we need?</td>
<td>What will we do?</td>
<td>What evidence will there be of our efforts?</td>
<td>What changes do we expect/desire?</td>
<td>What will be the greater good?</td>
</tr>
<tr>
<td>Assumptions</td>
<td>External Conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A logic model is a way to PLAN and a tool for focusing the questions you have about data and evidence (2/2)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>What changes do we expect/desire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enroll in and complete post-secondary education</td>
<td>Factors impacting outcomes:</td>
</tr>
<tr>
<td></td>
<td>• FAFSA completion</td>
</tr>
<tr>
<td></td>
<td>• Academic preparation</td>
</tr>
<tr>
<td></td>
<td>• College-going culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
<th>What will be the greater good?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More educated population</td>
<td>• Lifetime earnings increase 2.5x</td>
</tr>
<tr>
<td>• Greater racial and economic equity</td>
<td>• Access to the 60% of jobs that require post-secondary degrees</td>
</tr>
<tr>
<td>• Economic development for the region</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students leaving HS without skills and credentials they need</td>
</tr>
<tr>
<td>• Students’ college options defined by zip code</td>
</tr>
</tbody>
</table>
Context and Identified Needs: Post-Secondary Enrollment

The graph depicts the relationship between the percent of high school graduates enrolled in postsecondary education and the percent of students eligible for free or reduced lunch. The data points are scattered on a scatter plot, with a trend line indicating a negative correlation. The data shows that as the percent of students eligible for free or reduced lunch increases, the percent of high school graduates enrolled in postsecondary education decreases. The infographic on the right highlights that 79% of 2016 graduates enrolled in a post-secondary institution, and 26% of 2016 graduates earned a credential or degree by 2016.
Percent of HS Graduates Earning One Year of Credits within Two Years of Enrollment

![Graph showing the relationship between percent of HS graduates earning one year of credit within two years of enrollment and the percent of students eligible for free or reduced lunch. The graph indicates a negative correlation.](image-url)
What do we mean by “evidence”?

• *Evidence* (noun): the available body of facts or information indicating whether a belief or proposition is true or valid

• What information do the bright spots and their stakeholders need to assess progress toward outcomes?

• **What would change in this graph if bright spots achieve outcomes?**
Let’s work together in small groups to reflect on data and evidence for outcomes

Focus on the **Outcomes** column of the logic model.

1. What existing **measures** indicate that the organization is making progress toward shared outcomes?
2. What **additional evidence** could the organization collect and share to demonstrate progress toward shared outcomes?
3. Is this evidence available? Is it possible to collect and share this evidence?

**Final Reflection**
4. What are two things **learned** today?
5. What are two lingering **concerns or questions** that you have?
Share Out

• What are two things your group learned?
• What are two lingering concerns or questions that your group has?
<table>
<thead>
<tr>
<th>April - May</th>
<th>June CAN Meeting</th>
<th>August CAN Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bellwether will:</strong></td>
<td><strong>Bellwether will:</strong></td>
<td><strong>Bellwether will:</strong></td>
</tr>
<tr>
<td>• reach out to bright spots to request data</td>
<td>• share early findings</td>
<td>• share refined findings and final products</td>
</tr>
<tr>
<td>• analyze early findings about progress toward outcomes and conditions</td>
<td>• engage CAN to more develop a clearer understanding and refine findings</td>
<td>• make recommendations for moving forward</td>
</tr>
</tbody>
</table>
Unlikely Film Screening

- Documentary about post-secondary access and outcomes
- Hosted by GSU (free)
- Wed, April 17
  - Reception: 5pm
  - Film: 6pm
  - Panel: 7:45pm
Report Release Event, May 6, 2019

2019 Objectives

1. Generate awareness of L4L process
2. Call to Action support bright spots
3. Release of State of Education in Metro Atlanta 2019
Network Next Steps

Survey – please complete now

Upcoming meetings:
Thursday, June 13
Thursday, August 29
Tuesday, October 17

RSVP – Unlikely film screening: April 17, 6pm

RSVP – L4L’s annual event: May 6, 8-10am