



Early Literacy Change Action Network March 16, 2021

Say hello in the chat box...

- Share your name, organization, and role

Small group welcome question

What one positive thing about this school year do you hope continues next fall?



Agenda

- L4L's Theory of Action
- Postsecondary CAN Update
- Literacy Bright Spot Scaling Discussions
 - ArtsNOW
 - SEE-KS

L4L's Theory of Action

What we do:

Mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

...in an environment of sustained trust, learning, and momentum

Engage partners

Create shared understanding [of data]

Amplify bright spots

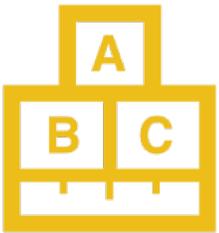


L4L Key Indicators

Early Grade Literacy

8th Grade Math

Post Secondary Success



Kindergarten Readiness

3rd Grade Reading Proficiency

8th Grade Math Proficiency

High School Graduation

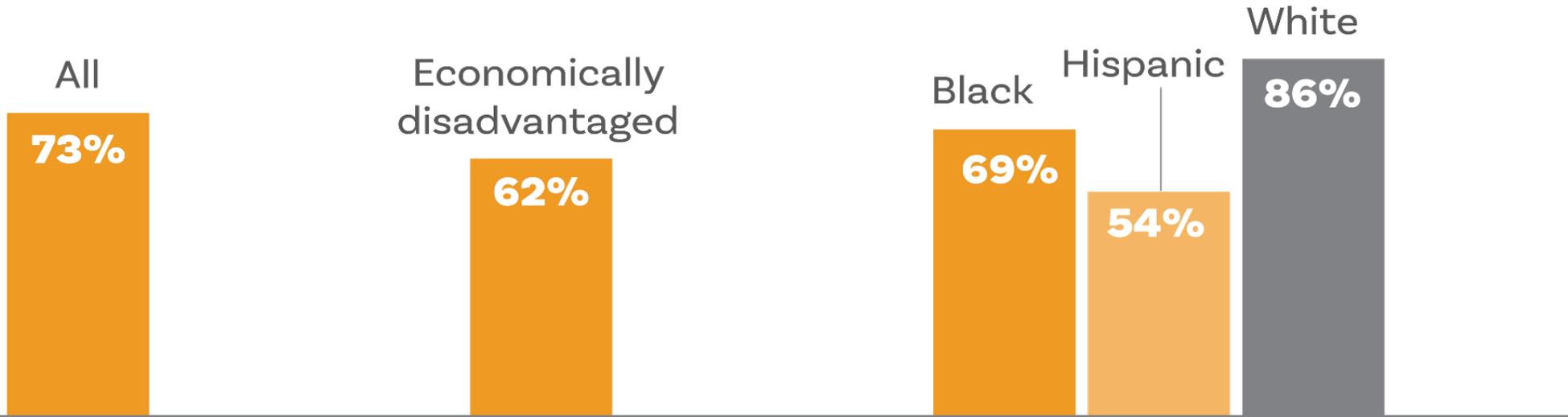
Post-Secondary Enrollment

Post-Secondary Completion





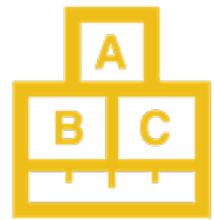
Postsecondary Enrollment



Percent of students enrolling in a post-secondary institution within 16 months of graduation*

*2017 High school graduates

FAFSA is a key indicator of Postsec success



Kindergarten Readiness

1



3rd Grade Reading Proficiency

2



8th Grade Math Proficiency

3



High School Graduation

4



Post-Secondary Enrollment

5



Post-Secondary Completion

6

Key Indicators

Academic Preparation

ACT/SAT Success

Financial Support

FAFSA Completion

College-Going Culture

Rigorous Coursework

FAFSA is critical for postsecondary success



Post-Secondary
Enrollment

5



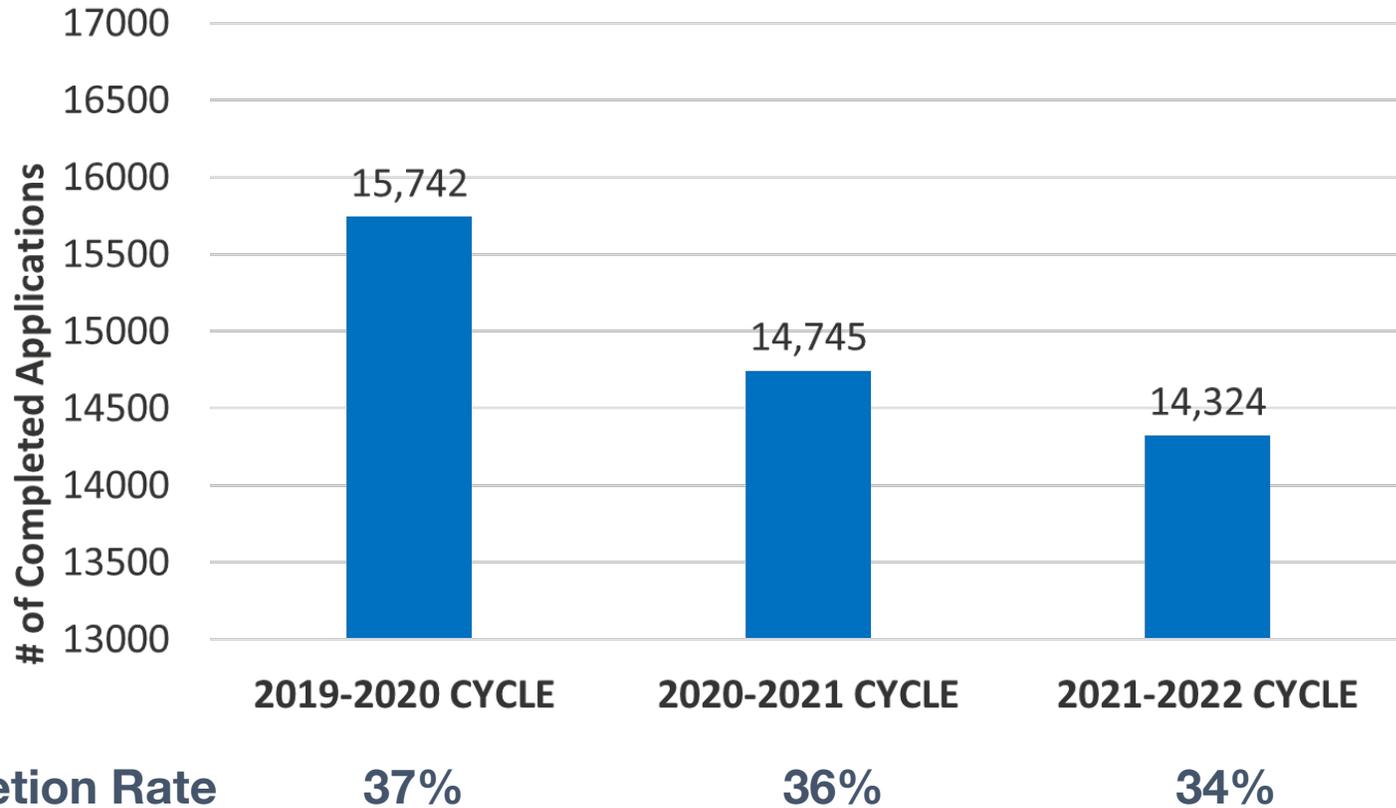
Post-Secondary
Completion

6

Completing FAFSA
increase postsecondary
enrollment from 55% to
90%

Every additional \$1,000 in
financial aid increases
postsecondary persistence
rates by 4%

FAFSA Applications in Metro ATL Declining



Low National Completion

- Students of color completion rates are 10% lower than white students
- \$3.4 billion is left on the table each year

Note: each cycle reflects the applications completed through the month of January

CAN identified many FAFSA Completion challenges

**School district
prioritization**

**Complexity for
school staff**

**Wavering
commitment to
postsec (COVID)**

**Complexity for
parents**

**Parent reluctance
to share info**

**Submission vs
completion
confusion**

**Awareness of
deadlines**

**Undocumented
students' hesitancy**

**Income eligibility
concern**

Theory of Action – *Personal Connection is Critical*

- **Proven by Research**—The most effective strategy to increase FAFSA completion is personal one-on-one assistance or advising (Davidson, 2013)
- **Proven by Bright Spots** - To overcome the barriers, direct connection with students and families creates real change – this is foundation of CAC and OneGoals’ success



- 1 day college events including FAFSA volunteers supporting students to complete
- Focused on communities in S Fulton, DeKalb and APS
- Led by The Scholarship Academy

Metro Atlanta 2021 FAFSA Initiative

***Goal:** to increase postsecondary enrollment and completion by improving FAFSA completion across metro Atlanta*

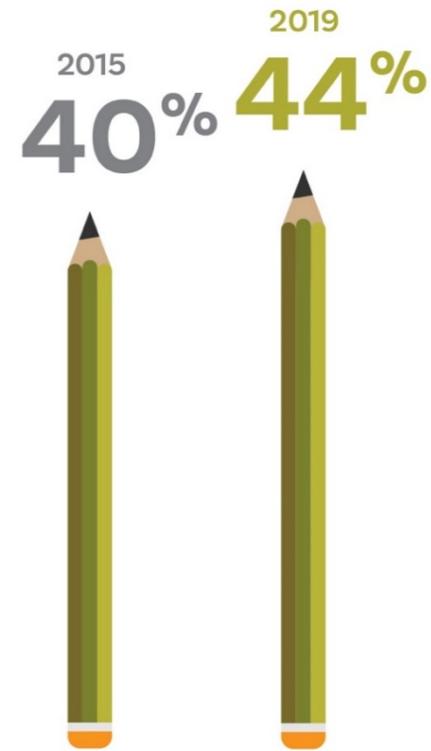
Strategy: Scale and accelerate the good work of TSA and the United Way's College Bound program by building collaborative ownership around shared FAFSA goals



3rd Grade Reading Proficiency

44%

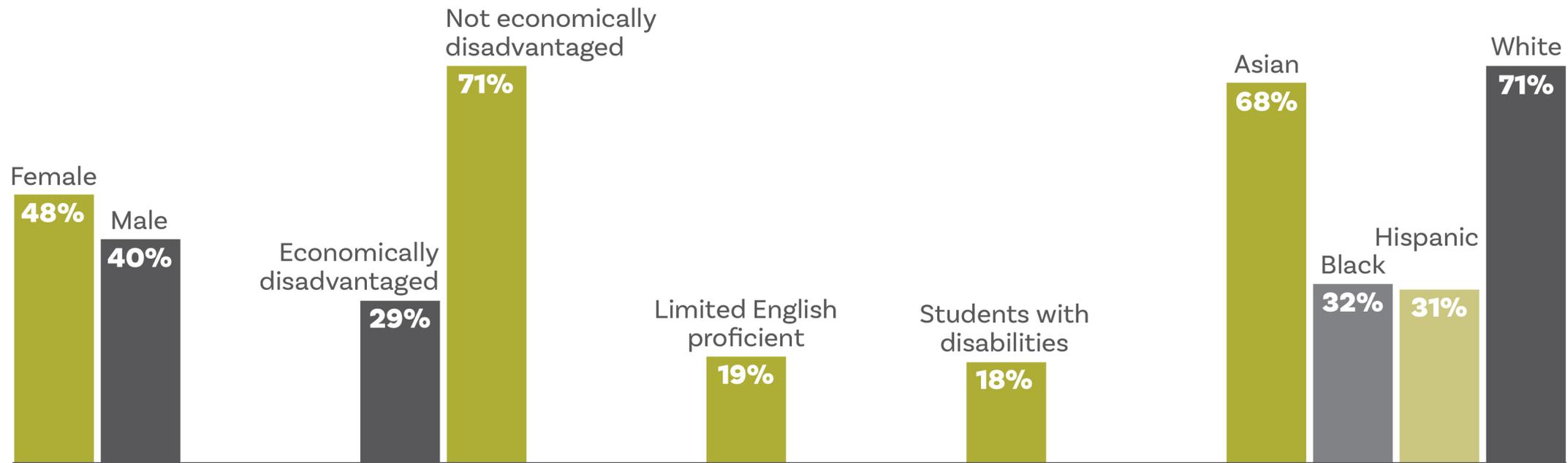
of children are reading proficiently by the end of third grade in 2019.





3rd Grade Reading Proficiency

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading



Source: GOSA, 2018-2019 Georgia Milestones End-of-Grade (EOG) Assessments (by grade)

Bright Spots are being scaled



VTL and the Gwinnett and Cobb Library system are now connected to distribute glasses

COUNTYWIDE

Eye exams, glasses free to kids, teens

Five library branches host screenings in July, August.

COUNTYWIDE

Free children's eye tests and glasses at libraries

The Vision To Learn mobile clinic will visit Cobb public libraries on 13 days during June and July.

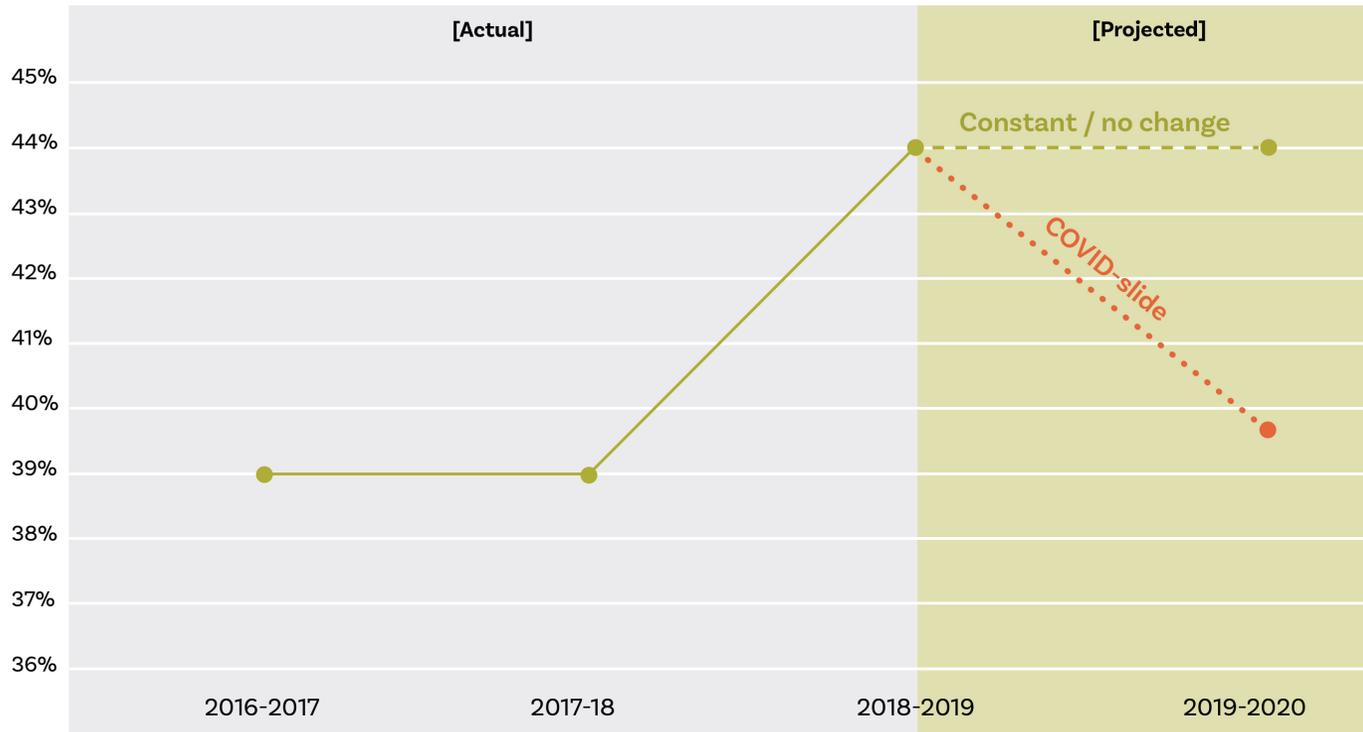


L4L built an innovative partnership with literacy leaders to train teachers virtually

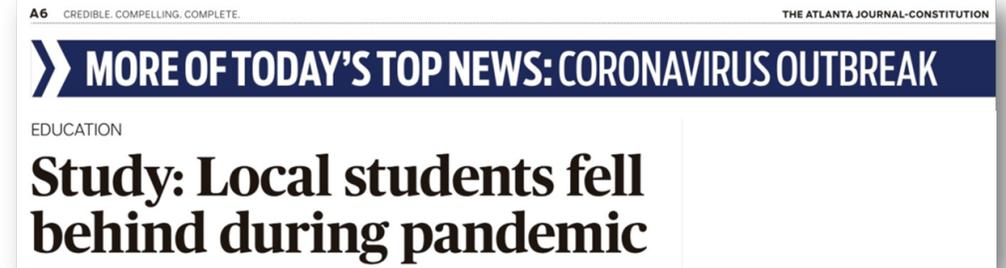


Measuring Pandemic Related Learning Loss

Indicates percent proficient and above in 3rd grade literacy



Source: EmpowerK12, 2020. Quantifying the Impact of COVID-19 School Closures on Metro Atlanta School Proficiency.



Key Findings

- 3rd grade reading and 8th grade math proficiency dropped between 3%-5%
- More than 20,000 fewer students in ELA are on grade-level

CAN and Leadership Council prioritized pandemic factors affecting 3rd grade reading proficiency

Teacher Preparation
Children's Mental Health
Early Childhood Education

Attendance
Summer Learning Loss
Student Engagement

School and Classroom Climate
Adult Literacy
Food Insecurity

Bright Spot Rubric Criteria

Questions you and the L4L Leadership Council asked...

Proven Model

“Does it work?”

Scalable

“Can it work in other places?”

Equitable

“Will it help close the opportunity gap?”

Bright Spots address pandemic learning loss

Today's Goals

- Provide insight into scaling plans so Bright Spots have greater impact on more students
- Focus on school leader priorities as entry point



Newest Bright Spots



A professional learning organization that delivers resourceful and innovative strategies to *engage students, equip teachers, and grow school communities* for meaningful impact on the future.

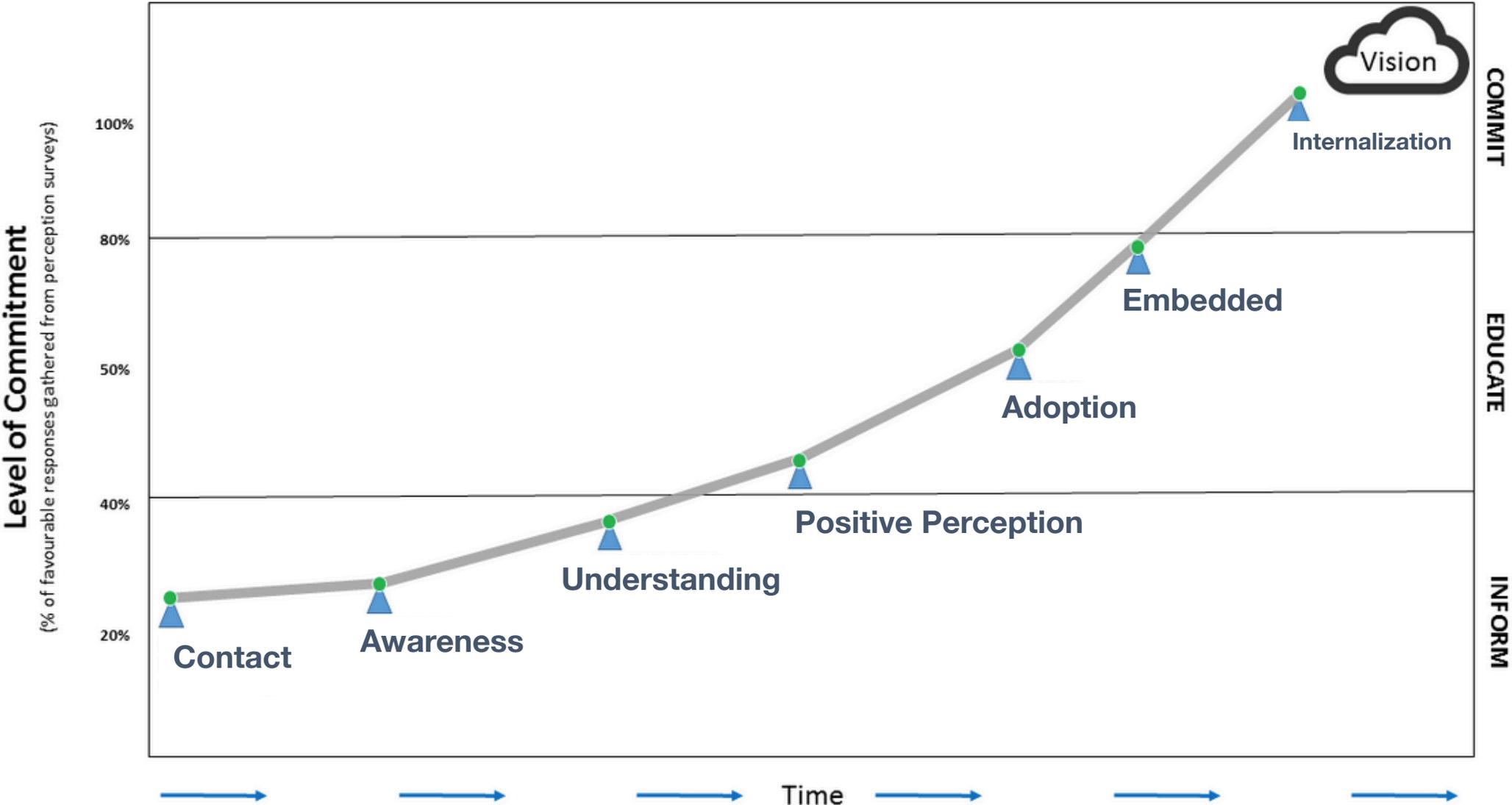


A professional learning approach that provides freely accessible tools that equip educators to enhance students' social emotional engagement in the learning environment.

Literacy outcomes logic model

Pandemic challenge	Bright Spot	Inputs	Outputs	Desired Outcome
Low student engagement	ArtsNow – arts integration	# principals invested ↓ # educators trained	<ul style="list-style-type: none"> Teacher usage Org support 	Increased 3 rd grade reading proficiency
	SEE-KS – social emotional engagement	# principals invested ↓ # educators trained	<ul style="list-style-type: none"> Student engagement Implementation 	

Commitment curve can guide principal investment



Source: <https://www.verozen.co.uk/2016/09/commitment-curve/>

Commitment curve stages

Stage	Description
1. Contact	Individuals have heard about the change
2. Awareness	Individuals are aware of basic scope and concepts of change
3. Understanding	Individuals understand the change impacts to the organization and their functional area
4. Positive Perception	Individuals understand change impacts and benefits to them
5. Adoption	Individuals are willing to work with and implement the change
6. Embedded	The change is the way work is done – the new status quo
7. Internalization	Individuals make the change their own and create innovative ways to use and improve

Source: <https://www.verozen.co.uk/2016/09/commitment-curve/>

Preview: small group discussions

Goal: identify strategies to increase school leader commitment to integrate ArtsNow and SEE-KS into more schools.

Agenda

1. Which of these two stages are the focus areas for the Bright Spot?
2. What strategies have you seen move leaders through these stages on the curve?
3. What is the Bright Spot currently doing to engage school leaders?
4. What is missing or overrepresented in the Bright Spot's approach?

Small group discussion

Goal: identify strategies to increase school leader commitment to integrate ArtsNow into more schools.

Agenda

1. Which of these two steps is the most challenging for ArtsNow to complete? (ArtsNow explains positive perception and adoption)
2. What strategies have you seen move leaders through these stages on the curve? (group)
3. What is ArtsNow currently doing to engage school leaders? (ArtsNow shares)
4. What is missing or overrepresented in ArtsNow's approach? (group)

School Leader Commitment Discussion

Key challenges in moving up the Commitment Curve (ArtsNow explains challenges here)

- **Positive perception:** Individuals understand change impacts and benefits to them
- **Adoption:** Individuals are willing to work with and implement the change

What strategies have you seen move leaders through these stages on the curve? (group)

- *Facilitator types as group shares*

ArtsNOW Principal Support

- **Overview conversation to engage principal:** Communicate value proposition that ArtsNOW is a proven, standards-based job-embedded, site specific support. Clarify that it is not a "program" or "curriculum" but supports best practices in teaching and learning
- **Needs assessment:** At the beginning of a new partnership, ArtsNOW conducts a walk through and meets with administration to learn about local school needs and goals (conduct a needs-assessment), to discuss "baseline", and to determine desired outcomes.
- **Follow up visit from ArtsNOW:** ArtsNOW leadership conducts follow-up site visits and walk-throughs with principal to discuss "look-fors" of implementation, as needed, and to discuss the effectiveness and progress of arts integration implementation.
- **Principal community of practice:** ArtsNOW has established an ArtsNOW Principals' Network that allows for opportunities to visit other ArtsNOW schools to see implementation in practice. Time is also provided for principals across districts to discuss arts integration and their successes and challenges.
- **Demonstration days:** ArtsNOW works with schools to facilitate Demonstration of Learning Days where they share their arts integrated practices with business leaders, parents, community members, and educators.
- **Principal retreats:** ArtsNOW has just begun holding Principal Retreats, providing opportunities to get away during the summer with other ArtsNOW principals and to learn from one another and other guests. Focus is on Ed Leadership.



School Leader Commitment Discussion

Commitment Stages	Potential Strategies (from group)	ArtsNow Strategy (current)	Start, Stop, Continue
4. Positive perception & 5. Adoption	<ul style="list-style-type: none"> Facilitator copies in from slide xx 	<ul style="list-style-type: none"> Overview convo Needs assessment Follow up visit from ArtsNow Principal community of practice Demonstration days Principal retreats 	<ul style="list-style-type: none"> Group gives feedback on what to start, stop, continue from columns B & C

Small group discussion

Goal: identify strategies to increase school leader commitment to integrate SEE-KS into more schools.

Agenda

1. What's challenging about the two identified stages for SEE-KS? (SEE-KS)
2. What strategies have you seen move leaders through this stage on the curve? (group)
3. What is SEE-KS currently doing to engage school leaders? (SEE-KS)
4. What is missing or overrepresented in SEE-KS approach? (group)

School Leader Commitment Discussion

Key challenges in moving up the Commitment Curve	What strategies have you seen move leaders through these stages on the curve? (group)
<ul style="list-style-type: none">• Positive perception: Individuals understand change impacts and benefits to them• Adoption: Individuals are willing to work with and implement the change	<ul style="list-style-type: none">• <i>Facilitator types as group shares</i>

Engaging Principals & Leadership

- ▶ **Align our work to current initiatives** within the school, district or state agency including but not limited to the mission, vision or belief statements
- ▶ **Create transparency** through a *SEE-KS Letter of Commitment*
- ▶ **Co-develop measures** to support outcomes
 - Social Engagement Ladder within standards-based lessons
 - Coaching Fidelity Rubric
- ▶ **Create sustainability** by using the SEE-KS Sustainability scale
 - Coaching & Mentorship Teams
 - Universal & Developmentally Sensible Instructional Strategies
 - Coaching Skills Using an Appreciative Inquiry Mentorship
 - Data Collection Using Engagement Ladder, Self-Reflection and Mentorship Rubric
- ▶ **Celebrate & share** by engaging in an end of the year experience with all educators to acknowledge our collective growth with learner engagement and appreciative inquiry

School Leader Commitment Discussion

Commitment Stages	Potential Strategies (from group)	SEE-KS Strategy (current)	Start, Stop, Continue
4. Positive perception & 5. Adoption	<ul style="list-style-type: none"> • <i>Facilitator copies in from slide xx</i> 	<ul style="list-style-type: none"> • Alignment with current school priorities • Transparency of process and goals • Co-develop measures • Create sustainability • Celebrate successes 	<ul style="list-style-type: none"> • <i>Group gives feedback on what to start, stop, continue from columns B & C</i>

Share out

Share one theme or idea from your group's discussion

- Dr. Shafiqua Little, L4L
- Ellyn Cochran, United Way
- Dr. Jennie Welch, GLISI
- Tommy Pearce, Neighborhood Nexus

and thank you to our volunteer facilitators :)

Network Next Steps

- **Attend the next network meeting:**
 - Tuesday, May 25
- **In the chat box (optional)...**
 - Share any resources you'd like to be shared with this network in the follow up email