



Early Literacy Change Action Network March 22, 2022

Say hello in the chat box...

- Share your name, organization, and role

Agenda

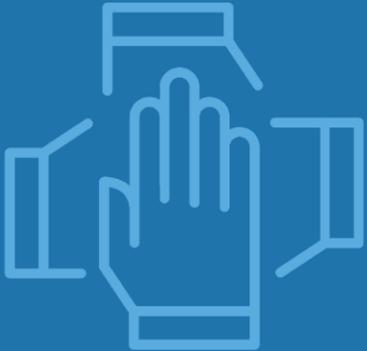
- L4L's Theory of Action
- Postsecondary Network Update
- Early Literacy Bright Spot Updates
 - ArtsNOW
- Consultancy Discussions
 - Vision To Learn
 - Emily Lembeck Center
 - SEE-KS

L4L's Theory of Action

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

What we do:

Engage partners



Create shared understanding (of data)



Amplify bright spots

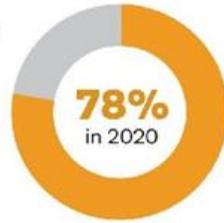


Our Region is Diverse and Growing

Five Core Counties & School Districts



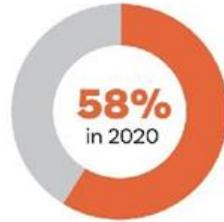
Students of Color



Change in Eight Years,
2012-2020

53,000+

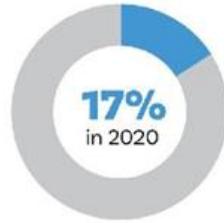
Low-Income



Change in Eight Years,
2012-2020

18,000+

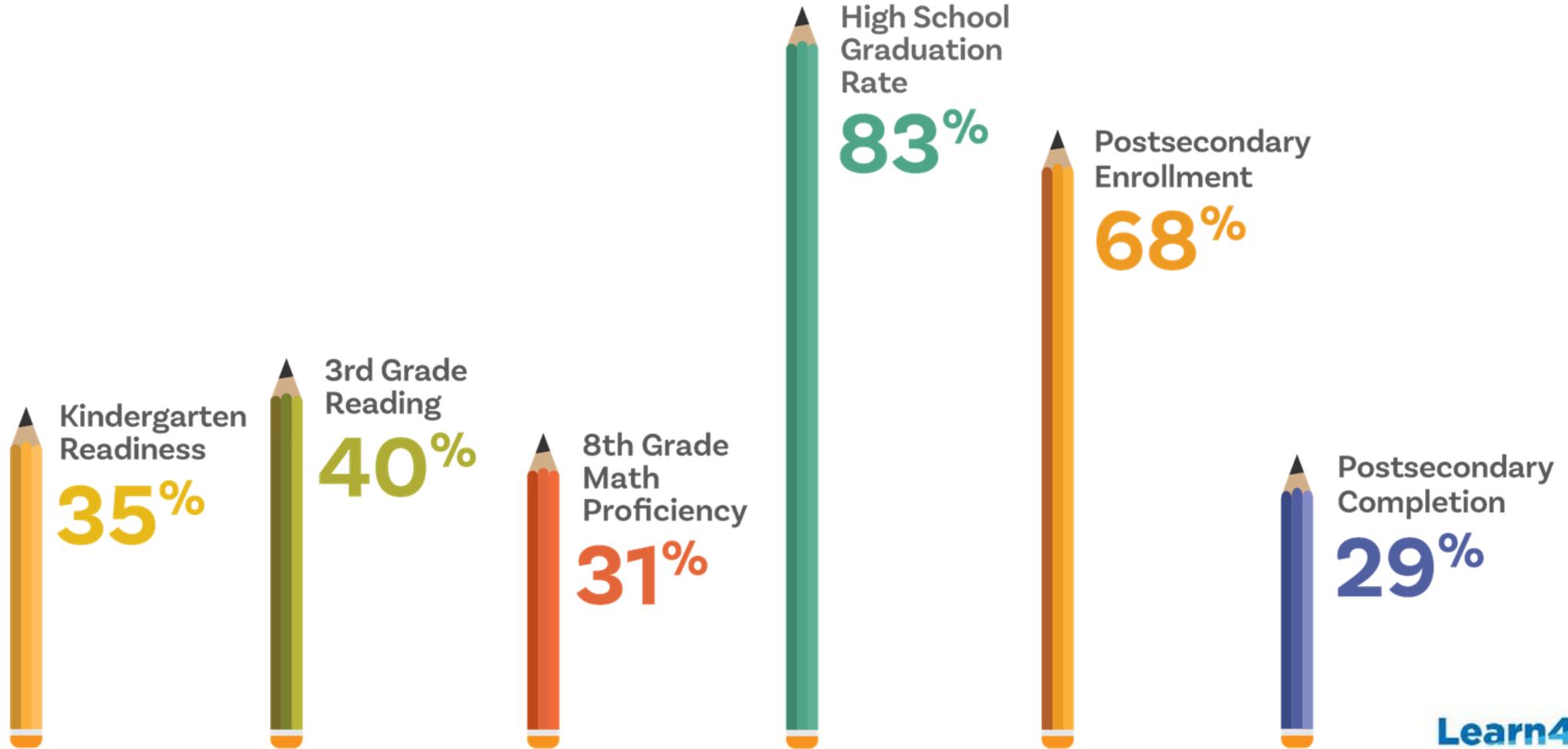
English Learners



Change in Eight Years,
2012-2020

54,000+

The State of Education in Metro Atlanta



L4L Change Action Networks

Early Grade Literacy



Kindergarten
Readiness



3rd Grade Reading
Proficiency



8th Grade Math
Proficiency



High School
Graduation

8th Grade Math

Postsecondary Success



Post-Secondary
Enrollment



Post-Secondary
Completion

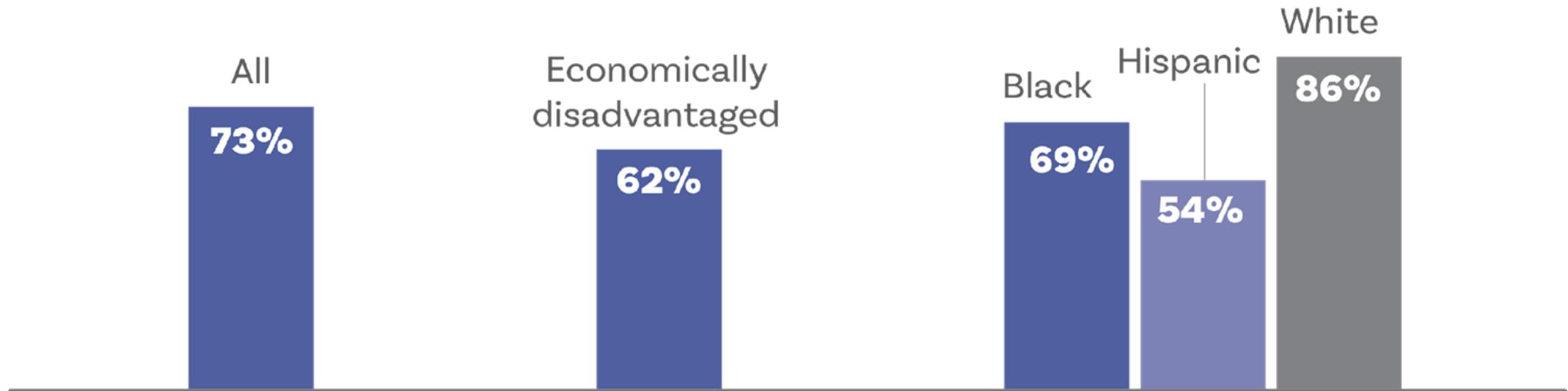


Postsecondary Success



Postsecondary Enrollments Gaps Exist

Percent of Students Enrolling in a Postsecondary Institution Within 16 Months of Graduation*



*2017 High school graduates



Post-secondary Success Proficiency Factors

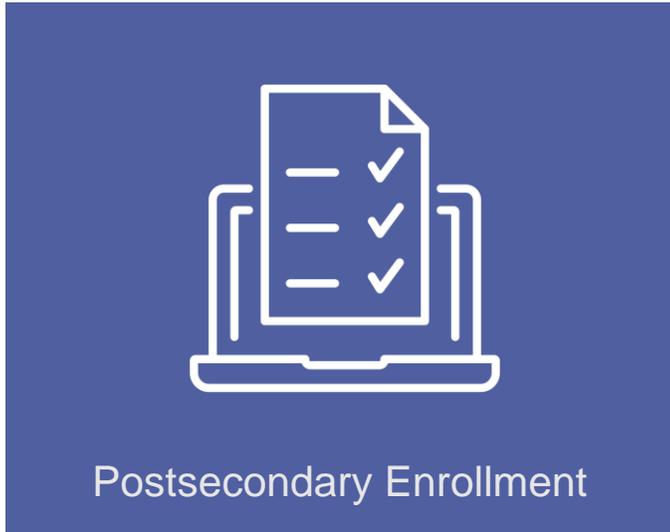
Academic Preparation
College-going Culture
Financial Support



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Social Skills and Family Support
College Entrance Exams
Social and Academic Norms
College Applications
College Enrollment
Appropriate Coursework
College Orientation
Career Exposure
Exposure to College
Good Fit and Match
Academic Support

FAFSA is Critical for Postsecondary Success



Completing the FAFSA increases postsecondary enrollment from 55% to 90%



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

College Bound FAFSA Initiative

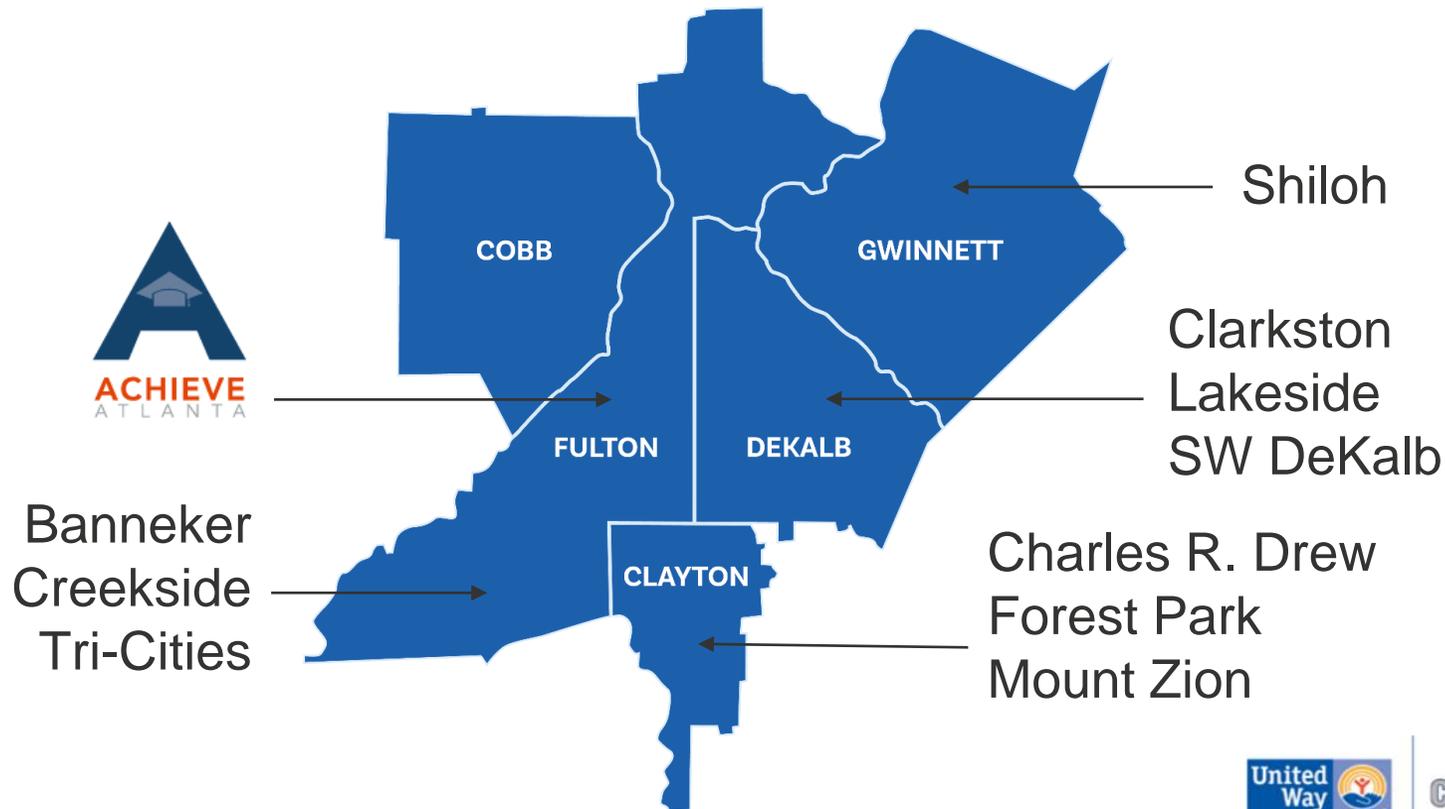
Goal: To increase postsecondary enrollment and completion by improving FAFSA completion across metro Atlanta

Strategy: Scale and accelerate the good work of the Scholarship Academy and the United Way's College Bound program who are:

- Training volunteers to work directly with students to complete FAFSA
- Hosting completion events and office hours
- Providing marketing materials and incentives



FAFSA Completion Phase 1: 10 High Schools, 4 Districts



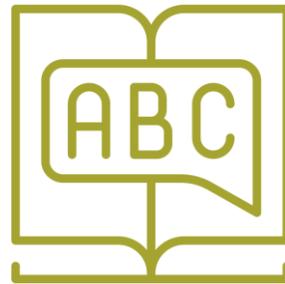
Success since Oct 1, 2021:

- 200 parents engaged
- 626 students engaged
- 248 FAFSA completed
- Spring semester events underway



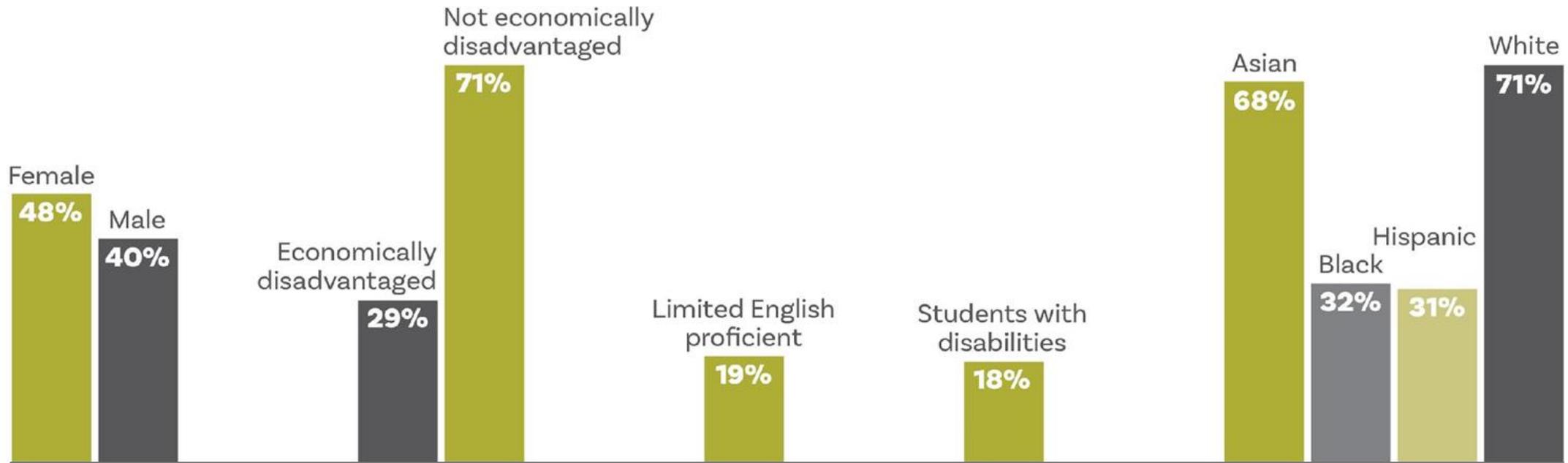


Early Grade Literacy



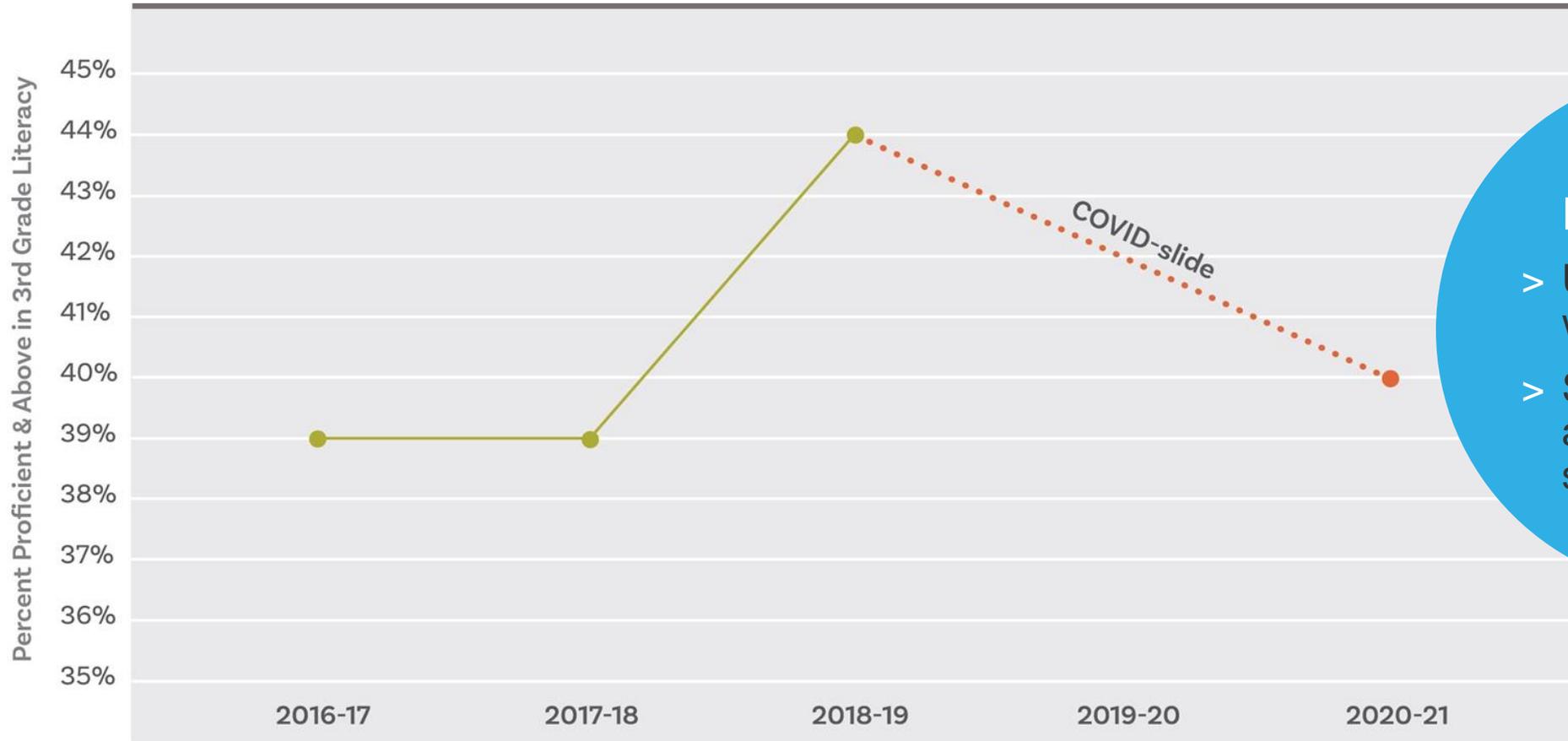
3rd Grade Reading Proficiency Disparities

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



Metro Region Experienced Interrupted Learning

3rd Grade Reading Proficiency

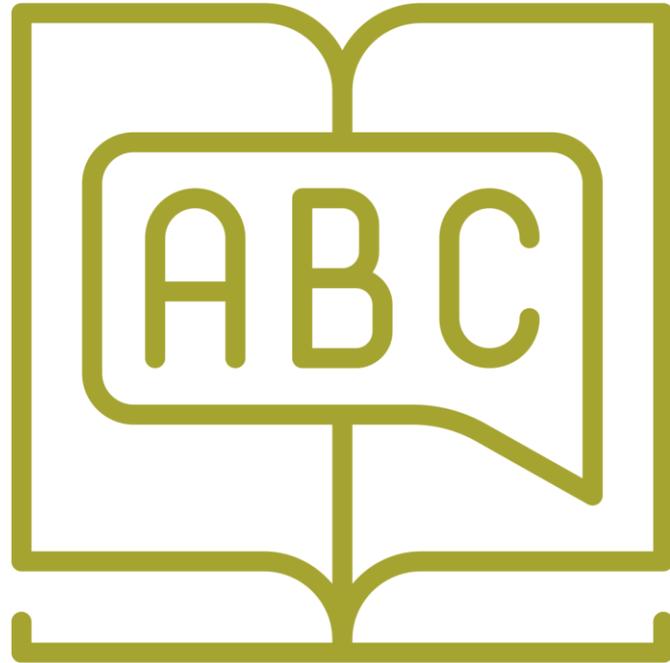


Percent Tested: 95%+ 95%+ 95%+ NA 65%

Key findings

- > Upward trajectory was reversed
- > Similar movement across tested subjects





Early Grade Literacy Proficiency Factors

Children's Mental Health
Early Childhood Education
Physical Health
Student Engagement
Teacher Preparation

Adult Literacy
Attendance
Birth Outcomes
Language Development
School & Classroom Climate
Social-emotional Competence
Summer Learning Loss



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Highlights of Bright Spot Work

Vision To Learn

5,000+

number of metro Atlanta students identified by Vision to Learn as needing glasses.



Reach Out and Read

59

Reach Out and Read sites serving 59,000+ students in metro Atlanta



Cox

189,000+

members engaged in professional development and a community of practice



Highlights of Bright Spot Work

SEE-KS

ArtsNOW

18,000+

students reached through SEE-KS
in metro Atlanta



100%

of educators are more comfortable
implementing arts integrated lessons
with ArtsNOW support





artsNOW Update

- Grant-funded opportunity for metro Atlanta elementary schools to engage in ArtsNOW professional learning for two years
- This network helped shape the inclusion process, and district leaders learned about the opportunity
- Schools from Fulton and Marietta moving forward

Purpose of Consultancy

The Consultancy protocol has two main purposes:

1. To develop participants' capacity to see and describe the dilemmas that are the essential material of their work
1. To access the collective wisdom of the group to generate solutions

Welcome Pete, Christine, and Emily!



Pete Silberman
Chief Growth Officer



Christine Ramirez
Director



Emily Rubin
Director



Choose your own adventure

Network Partner	Question
 <p data-bbox="249 572 522 631">Vision To Learn Focus on the Future</p>	How can Vision To Learn help transition referred students to a medical home and ongoing care?
 <p data-bbox="318 806 624 906">Emily Lembeck Early Learning Center A Marietta City School</p>	How can the Lembeck Center best support other early childhood centers in Marietta with behavioral supports?
 <p data-bbox="178 978 458 1078">SEE-KS</p>	Why are teacher retention rates dropping, and what can be done?

Vision To Learn Topic of Discussion

Context: Vision To Learn (VTL) has provided 342,000 eye exams. Of those, about 47,600 (~14%) have resulted in referrals for ongoing care. Although VTL solves cost, transportation, and other key access barriers when visiting schools and community sites to provide vision services, providing ongoing care, particularly for those students who are referred, is a persistent challenge.

VTL has tried several different partnerships, including with children's hospitals, area Medicaid providers, and community-based organizations like the West Side Health Collaborative and Chris 180. Such partnerships have resulted in only limited success in transitioning students to ongoing follow up care.

Question: How can Vision To Learn help transition referred students to a medical home and ongoing care?

Lembeck Center Topic of Discussion

Context: Over the course of the pandemic, early childhood education centers have seen an increase in challenging behaviors in children. These behaviors may be due to social disconnection, resource instability, and trauma from the pandemic. Amidst staffing shortages and other systemic challenges (such as limited resources and low pay), centers are struggling to equip their teachers with tools to support student behavior. As the flagship early learning center in Marietta, the Lembeck Center has a suite of resources to support student behavior, and is seeking the best avenues to support other centers.

Question: How can the Lembeck Center best support other early childhood centers in Marietta with behavioral supports?

SEE-KS Topic of Discussion

Context: There is a increasing vulnerability in our school systems due to teacher retention rates dropping even lower than in previous years due to the impact of the pandemic. Staff retention is an indicator of overall school climate and academic performance. While SEE-KS is focused on enhancing learner engagement to promote more positive outcomes in literacy, the relationship between teacher engagement and student engagement is an essential question. The more positively engaged the teacher is with their peers and leadership team, the more engaging the curriculum and instruction will be. Yet, these connections have not risen to the top of priorities in many school systems.

Question: Why are we losing our teachers and what can be done to retain our most valuable assets?

Agenda

- Overview (5 min)
- Probing Questions (5 min)
- Group Discussions (15 min)
- Presenter Reflections (3 min)
- Group Reflections (2 min)

Overview (5 min)

- The presenter gives an overview of the dilemma with which she/he is struggling, and frames a question for the consultancy group to consider.

Probing Questions (5 min)

- The group asks probing questions of the presenter such as more specifics about the history or scale of the challenge.
- 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 group yet.
- At the end of the 5 minutes, the facilitator asks the presenter to re-state her/his question for the group.

Group Discussion (15 min)

- The group talks with each other about the dilemma presented.
- In this step, the group works to define the issues more thoroughly and objectively.
- The presenter doesn't speak during this discussion, but listens in and takes notes.
- The group talks about the presenter in the third person.

Presenter Reflections (3 min)

- The presenter shares 2-3 takeaways that particularly resonated with them during group discussion (or any other part of the Consultancy), and shares what they are thinking about moving forward.

Group Reflections (2 min)

- The facilitator leads a brief conversation about the group's observation of the consultancy process.

Share out

Share one theme or idea from your group's discussion

- Continued Vision Care / Vision To Learn
 - Pete & Ken
- Early Childhood Behavioral Supports / Lembeck Center
 - Christine & Jennie
- Teacher Retention / SEE-KS
 - Emily & Damian

Network Next Steps

➤ **We'll see in you in six weeks**

- Tuesday, May 10

➤ **L4L is hiring a communications consultant**

- Please share with your networks

➤ **In the chat box (optional)...**

- Share any resources you'd like to be shared with this network in the follow up email

Reach Out and Read Georgia Update



Welcome, Amy Erickson!

