

Early Childhood Solution Plan

For the Northside Achievement Zone (NAZ)

Early Childhood Result 1:

Prenatally through age 3, children’s age-appropriate development* toward kindergarten readiness will be monitored, and services and supports will be provided as needed.

**Developmental domains include cognition/language, social-emotional, gross and fine motor, and health.*

Early Childhood Result 2:

NAZ-enrolled children ages 3 through 5 will make adequate progress toward developing literacy, numeracy, social-emotional and other skills that contribute to kindergarten readiness.

PROGRESS MONITORING, SCREENINGS, OBSERVATION & REFERRAL <ul style="list-style-type: none">• Frequent informal observations• Tracking progress formally through validated screenings & assessments• Screen at 3• Follow up protocol when concerns noticed	INTEGRATION WITH HEALTH & BEHAVIORAL HEALTH <p>Create alignment in the areas of:</p> <ul style="list-style-type: none">• Prenatal care• Well-child visits• Targeted home visiting• EC mental health
HIGH-QUALITY CARE & EDUCATION <ul style="list-style-type: none">• Support for families and scholars to access care at 3- or 4-star rated sites• Partners provide effective instruction towards kindergarten readiness• Collaborative focus on addressing systemic barriers to access of uninterrupted care	EXPERIENCES FOR SCHOLARS AND PARENTS OUTSIDE OF THE CLASSROOM <ul style="list-style-type: none">• Strategies to build parent skills to support literacy, numeracy, and executive functioning in the home• Tracking and supporting participation in parent education (ie Family Academy)
TRANSITION TO KINDERGARTEN <ul style="list-style-type: none">• Align efforts with Anchor Schools that have kindergarten programs• Leverage Family Academy & achievement planning to support transition activities• Facilitate enrollment into Anchor Schools	EMBEDDING ENGAGEMENT STRATEGIES <ul style="list-style-type: none">• Connectors help families build and continually update best-practice goal plans in NAZ Connect to support kindergarten readiness• Utilize team approach to support scholars and families

[1] Organization Commitment: Active Collaboration & NAZ Values

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	<p>NAZ Partner embeds NAZ values organization-wide as key drivers to build a culture of achievement Zone-wide, including by:</p> <ul style="list-style-type: none"> • Posting NAZ Values in prominent public locations for staff, • Including Values in staff meetings and other organizational use, and • Contributing to the implementation of a developing operating plan designed to intentionally embed values across the collaboration. 	<ul style="list-style-type: none"> • Values are available for posting, distributing, and publishing. • Operating plan concepts are developed for input and contributions. • NAZ staff available for dialogue about embedding values. 	Ongoing
(2)	<p>NAZ Partner participates in ongoing educational opportunities, with the intention of core 'NAZ Way' concepts reaching staff who work with NAZ families, related to the following key NAZ values:</p> <ul style="list-style-type: none"> • Breaking the belief gap, • Families as Leaders & Organizations as Partners to Families, • Using Data to Drive Progress (results-based accountability), and • Embedding cultural responsiveness within our work with families and scholars. 	<ul style="list-style-type: none"> • NAZ develops and offers educational opportunities in a manner that works for Partners (such as through existing Action Team meetings). 	Ongoing
(3)	<p>NAZ staff and partner ensures that lead staff attend the following collaborative gatherings:</p> <ul style="list-style-type: none"> • NAZ-wide collaborative meetings • Action Team meetings • Site team meetings 	<ul style="list-style-type: none"> • NAZ holds and publicizes meetings in a timely manner. 	<i>NAZ-wide meetings:</i> 2 times/year <i>Action Team meetings:</i> Minimum of 4 times/year
(4)	<p>As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff who are interested in and committed to positive interactions with children and youth, and demonstrate a commitment to a culture of achievement.</p>	<ul style="list-style-type: none"> • Position posting language and hiring practices explicitly assess commitment to positive interactions and a culture of achievement. 	On hire
(5)	<p>Program services are provided within a context that is positive, respectful, engaging, and fosters a culture of achievement.</p>	<ul style="list-style-type: none"> • Hiring practices specify and select for staff who demonstrate respect. • Scheduling of program services provides opportunities for social interaction. • Professional development for staff continuously emphasizes respectful, engaging, and positive services. 	Each program day
(6)	<p>Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes.</p>	<ul style="list-style-type: none"> • Maintain regular data entry in NAZ Connect. • Coordinate with NAZ program staff (Connectors and Academic Navigators). 	Each program day

[2] Progress Monitoring, Screening, Observation & Referral

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	<p><u>Informal Observations</u> During in-person interactions with families of 0-5 year olds, NAZ and Partner staff observe scholars' progress towards developmental milestones.</p>	<ul style="list-style-type: none"> • NAZ and Partner staff receive training on noticing a developmental concern. • Family achievement plans are up to date and accessible in NAZ Connect. 	At least one in-person interaction per month
(2)	<p><u>NAZ Screening (0-3)</u> Every NAZ child 0-3 years old participates in regular screening to determine if they are on track to reach developmental milestones.</p>	<ul style="list-style-type: none"> • NAZ staff administer the ASQ and ASQ:SE for scholars 0-3 years old. • All results are shared with parents and entered into NAZ Connect. • All follow up steps, including referral outcomes, are entered into NAZ Connect. 	Ongoing, with a check in every 6 months
(3)	<p><u>Screen at 3 (Early Childhood Screening)</u> Every NAZ child is screened by a state-mandated screening organization at age 3.</p>	<ul style="list-style-type: none"> • NAZ and/or Partner staff implement referral process to state-mandated Early Childhood Screening organization for each child at age 3. • Partner staff receive NAZ Connect training. • All results are shared with parents and entered into NAZ Connect. • All follow up steps, including referral outcomes are entered into NAZ Connect. 	At age 3
(4)	<p><u>Progress Monitoring (4-5)</u> Every NAZ child up to kindergarten entry participates in progress monitoring to determine if they are on track to reach literacy and numeracy milestones.</p>	<ul style="list-style-type: none"> • NAZ and partner staff administer the Early Literacy & Early Numeracy IGDIs to 4-5 year olds. • All results are shared with parents and entered into NAZ Connect. 	Every 6 months
(5)	<p>When concerns are identified through the above strategies, NAZ and/or Partner staff support parents to set and complete the appropriate goals and steps from the Early Childhood Goal Plan that respond to the concern(s).</p>	<ul style="list-style-type: none"> • NAZ or Partner staff document all referrals and referral outcomes in NAZ Connect. Referrals could include: further assessment, EC mental health services, occupational therapy, physical therapy, speech therapy, home visiting, etc. • NAZ and Partner staff receive ongoing support to use the Early Childhood Goal Plan. • NAZ and Partner staff implement "Team Scholar" approach to supporting parents and scholars in resolving barriers to goal completion. 	Upon identification of a concern

[3] Integration with Health and Behavioral Health

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	<p>Pre-natal Care Pregnant women enrolled in NAZ receive early and continuous care (e.g. medical, behavioral health, parenting).</p>	<ul style="list-style-type: none"> Partners ensure that all prenatal and perinatal women they serve are screened for depression by medical providers and/or home visitors and referred to services as needed. NAZ and Partner staff are trained to refer pregnant women to services. Availability of programs centered on preventing low birth weight and premature death. Family understanding and acceptance of care. Availability of child care, transportation, and medical coverage to facilitate access to care. 	Upon knowledge of pregnancy until child is two years old
(2)	<p>Well-Child Visits NAZ staff ensure that parents are attending prenatal care and well-child doctor visits on schedule.</p>	<ul style="list-style-type: none"> NAZ staff review any concerns/referrals with parents. NAZ staff assist parents, as needed, to develop a plan to take action on referrals. NAZ staff document outcome of referrals and support ongoing next steps. NAZ Connect is updated with results. 	Following doctor recommendations for visit schedule
(3)	<p>Targeted Home Visiting NAZ and partner staff will make referrals to evidence-based home visiting providers as needed.</p>	<ul style="list-style-type: none"> Emphasis will be placed on identifying families with infants and toddlers (up to 36 months of age) 	As needed
(4)	<p>EC Mental Health NAZ scholars are regularly screened to ensure early identification of needs, and upon identification of need, are supported through connection with NAZ Behavioral Health staff and partners, in addition to NAZ early childhood staff and partners, as needed.</p>	<ul style="list-style-type: none"> Regular communication between the NAZ Early Childhood and Behavioral Health staff and partners. 	As specified in the Behavioral Health Solution Plan

[4] High-Quality Care & Education

[4.1] Uninterrupted Care & Education

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	All NAZ-enrolled infants and toddlers (up to 36 months) that are attending an in-home or center-based program attend a 3 or 4 star-rated program.	<ul style="list-style-type: none"> Partners maintain status as a 3- or 4-star rated Parent Aware program. 	As specified based on family interest and need (indicated in Family Achievement Plan)

(2)	All NAZ-enrolled preschool children (3-5 years old) attend a 3 or 4 star-rated program.	<ul style="list-style-type: none"> Partners maintain status as a 3 or 4 star-rated Parent Aware program. Sufficient financial supports are available to ensure accessibility of care. 	At least 15 hours/week, 38 weeks/year commencing at third birthday
(3)	NAZ staff support parents to enroll their scholar(s) in a high-quality early learning setting.	<ul style="list-style-type: none"> NAZ staff maintain awareness about available slots in 3- and 4-star care and education programs in and adjacent to the Zone. NAZ staff support parents in understanding and choosing high-quality care (e.g., via increasing parents' knowledge and use of the Parent Aware website). NAZ staff are trained in navigating available financial supports to facilitate enrollment. 	When child is 30 months old, or earlier depending on family or child needs.
(4)	NAZ & partner staff implement "Team Scholar" approach to address needs and challenges related to individual scholar's continuous enrollment.	<ul style="list-style-type: none"> Team partners with family to: <ul style="list-style-type: none"> Access financials supports without disruption, including CCAP and/or scholarships. Obtain reliable transportation to the early learning setting Identify solutions when a breakdown in communication occurs between a family and their early learning program Develop solutions for other barriers to consistent attendance and/or continuous enrollment. Key notes and next steps are entered in NAZ Connect. 	On-going

[4.2] Effective Instruction

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Partners use a shared conceptual framework and language about behavioral health, promoting protective factors/mitigating adverse childhood experiences, and promoting emotional health.	<ul style="list-style-type: none"> Fully developed framework, training manual, and identified resources to support competence-building of framework. Framework includes supporting NAZ scholars in their development and demonstration of appropriate emotional and behavioral self-regulation. 	Each program day
(2)	Partners use best practices for supporting scholars' kindergarten readiness skills, including social-emotional, literacy, and numeracy development.	<ul style="list-style-type: none"> Partner programs identify staff training needs and collaborate with NAZ to access resources that meet these needs. Partners maintain status as a 3 or 4 star-rated Parent Aware program. 	Each program day
(3)	Partners use progress monitoring data to inform program-level adjustments to meet the needs of scholars.	<ul style="list-style-type: none"> Partner programs identify staff training needs and collaborate with NAZ to access resources that meet these needs. 	Ongoing and in response to specific needs

(4)	NAZ and Partner ensure all children receive individualized services and instruction, either provided by the partner or through connecting with other organizations, to ensure each child's full range of strengths and needs is being addressed.	<ul style="list-style-type: none"> • NAZ and partner use progress monitoring results to inform specific strategies for supporting each scholar • NAZ and Partner staff communicate with parents regarding assessment results and any identified needs. • NAZ staff facilitate access to additional related services, as needed. • Partner programs have the capacity, resources, and supports needed to provide effective instruction to individual scholars (ie coaching, Reading Corps, Parent Aware, professional development and training, etc.) 	Each program day
(5)	Partners find ways to align classroom instruction with NAZ Family Academy offerings.	<ul style="list-style-type: none"> • Awareness of Family Academy offerings and curriculum 	Ongoing

[4.3] Leveraging Partnerships to Guarantee Uninterrupted Access

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	NAZ and Action Team partners develop strategies at the program level to minimize scholars' time on waiting lists and ensure programs are able to maintain full enrollment.	<ul style="list-style-type: none"> • Partner organizations and NAZ staff maintain open lines of communication regarding openings. 	Ongoing
(2)	<p>NAZ staff collaborate with Action Team Partners to maintain awareness of and coordinate around opportunities to:</p> <ul style="list-style-type: none"> • create new early learning programs, • support existing programs to obtain 3- and 4-star Parent Aware ratings, and • increase number of slots in existing 3- and 4-star programs. 	<ul style="list-style-type: none"> • Particular attention is directed towards supporting licensed in-home care to attain Parent Aware ratings • Partner organizations and NAZ staff maintain open lines of communication. 	Ongoing
(3)	NAZ staff collaborate with Action Team Partners to maintain awareness of and coordinate around public and private sources of tuition and related resources that support continuous enrollment of preschool children in 3- and 4-star rated programs (e.g. CCAP, Scholarships).	<ul style="list-style-type: none"> • Full funding gap for all 3 and 4 year olds in the Zone is identified and communicated to EC Action Team and NAZ board. • Partner organizations and NAZ staff maintain open lines of communication. 	Ongoing; As funding opportunities arise or shift

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(4)	NAZ and Partners participate in EC Action Team meetings and other conversations at the local, state, and/or federal level aimed at working toward funding solutions for continuous enrollment of preschool children in 3- and 4-star programs.	<p>Conversations should consider:</p> <ul style="list-style-type: none"> • Which populations are not eligible for funding? • Which eligible populations do not have sufficient funding because of limited funding per family? • Which eligible populations do not have sufficient funding because of limited funding pool? 	Ongoing; As funding opportunities arise or shift
(5)	NAZ Action Team Partners and NAZ staff maintain awareness of and coordinate with other early learning initiatives that support developing funding solutions for Zone families and increasing enrollment capacity in and near the Zone.	<ul style="list-style-type: none"> • Partner organizations and NAZ staff maintain open lines of communication. 	Ongoing

[5] Experiences for Scholar and Parent Outside the Classroom

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	All families enroll in and attend NAZ Family Academy offerings that match their child(ren)'s age.	<ul style="list-style-type: none"> • Connector facilitates enrollment process and communicates with Family Academy Coordinator to support family attendance. • All families complete NAZ Foundations Training. • NAZ offers Family Academy courses: <ul style="list-style-type: none"> ○ On a regular and consistent basis ○ At times and locations that are accessible to families ○ With enough capacity to meet the needs of all NAZ families 	As specified in Family Academy Solution Plan
(2)	NAZ finds ways to align Family Academy offerings with partner programming.	<ul style="list-style-type: none"> • Awareness of partner programming 	Ongoing
(3)	NAZ and partner staff support families' efforts to embed scholar skill-building opportunities at home.	<ul style="list-style-type: none"> • Early Childhood Goal Plan includes goals and steps tied to scholar skill-building activities at home. • Families provided with tip sheets for what they can do to support their scholar's skill development in early literacy, early numeracy, social-emotional, and other child development domains. • NAZ and Partner staff use screening and progress monitoring to identify who would benefit from additional support 	Ongoing; In response to progress monitoring data or an Achievement Plan goal

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(4)	NAZ and partner staff help families learn about and access scholar and parent skill-building opportunities in the community (e.g., library events, ECFE).	<ul style="list-style-type: none"> • NAZ and Partner staff use screening and assessment to identify students who would benefit from additional support. • NAZ and Partner staff consistently communicate about community opportunities and resources. 	Ongoing; In response to progress monitoring data or an Achievement Plan goal

[6] Parent & Child Preparation for the Transition to Kindergarten

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Partners who provide care and education services to families with 4-5 year olds offer services aimed at supporting both the parent and child as they prepare for the transition to kindergarten.	<ul style="list-style-type: none"> • Partners communicate their transition to K process to NAZ Central. • NAZ Staff are aware of each Partner's transition to K process and collaborate with Partners in order to coordinate alignment with NAZ's transition to K process. 	Annually (timing specified by each Partner)
(2)	NAZ and partner staff share enrollment options with families and support enrollment in selected school.	<ul style="list-style-type: none"> • NAZ-Specific Transition Plan. • Communication with kindergarten transition teams from Anchor Schools. 	Annually, beginning in January
(3)	NAZ and partners leverage Family Academy and Achievement Planning in transition to kindergarten activities.	<ul style="list-style-type: none"> • NAZ and partners identify opportunities to lift up key principles from Family Academy • NAZ and partners link transition activities to achievement planning (ie develop goals families can select as follow up to transition event) 	Ongoing
(4)	NAZ, Early Childhood partner, and Anchor School staff collaborate around transition to kindergarten to minimize gaps in the pipeline.	<ul style="list-style-type: none"> • Possible activities include: <ul style="list-style-type: none"> ○ Coordination of scholar school and classroom visits ○ NAZ staff co-located at anchor schools carry out achievement planning meetings during the summer prior to transition ○ NAZ, Early Childhood and Anchor School partners collaboratively host transition to kindergarten events for NAZ scholars 	Annually (May – September)

[7] Embedding Engagement Strategies

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Connector/Family Coach partners with a scholar's team (parent, other NAZ staff, and partners) to build and continually update an Achievement Plan for each scholar that supports his/her kindergarten readiness.	<ul style="list-style-type: none"> • Engagement Solution Plan includes EAIs to support implementation. • Connectors/Family Coaches use the Early Childhood Goal Plan as the foundation for the Achievement Plan 	As specified in the Engagement Solution Plan

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(2)	Partner and NAZ staff implement “Team Scholar” approach in addressing needs of individual scholars and families.	<ul style="list-style-type: none"> • NAZ staff participate in on-going communication with partners and NAZ staff in other ecosystem areas. • Team meetings draw from and inform the achievement planning process. • Key notes are entered into NAZ Connect. 	On-going