



# Results NAZ: Early Childhood Education

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# Key findings

## Overall implementation

- The Early Childhood Solution Plan was revised in January 2016 to reflect NAZ's updated priorities with respect to Early Childhood Education.
- At this time, 67 percent of all components of the Early Childhood Solution Plan are being fully implemented.

## Progress monitoring, screening, observation, and referral

- 30 percent of scholars age 0 through 3 were screened for developmental delays during Spring 2016 with both the ASQ and ASQ:SE; between 65 and 91 percent of scholars were on track on each of the ASQ scales, and 79 percent were on track in the ASQ:SE.
- 46 percent of scholars age 4 through 5 in participating partner programs completed the IGDJ assessment of early literacy and numeracy; during Spring 2016, scholars generally performed better on early numeracy scales (30-42% on track) than early literacy scales (10-36% on track).
- 61 scholars currently age 3 through 5 had a documented MPSI-R score based on NAZ Connect data; of those, 84 percent received a "Clear Pass," indicating they were not at risk for developmental delays.

## Prenatal services

- All 16 women who were pregnant during FY2016 completed a prenatal assessment, and 94 percent (15 out of 16) reported regularly attending well-baby visits.

## Early childhood education

- As of March 2016, 86 percent of all NAZ scholars age 0 through 2 who were enrolled in early childhood education were enrolled in a high-quality program (18 of 21 scholars age 0 through 2).
- As of March 2016, 59 percent of all NAZ scholars age 3 through 5 had documented enrollment in a high-quality early childhood education program (137 of 234 scholars age 3 through 5 who were not yet enrolled in kindergarten).

- Families of 52 scholars currently age 0 through 5 have received CCAP funding, and families of 108 scholars of all ages have received CCAP funding at some point.

### **Family Academy and Family Supports**

- 30 percent of families with children age 0 through 5 have completed at least one Family Academy program.
- One-quarter of families with children age 0 through 5 (26%) participated in at least one Family Support area (Housing, Career/Finance, Behavioral Health); of those, the greatest proportion of families (60%) participated in the Housing pipeline alone, without other NAZ Family Supports.

### **Kindergarten transition**

- 24 percent of scholars in the August 2015 kindergarten cohort have a family member who participated in the Transition to Kindergarten event.
- Families of 38 percent of scholars in the August 2015 kindergarten cohort received a Transition to Kindergarten handout.

# EAI implementation

The NAZ Early Childhood Solution Plan focuses on progress monitoring of developmental, literacy, and numeracy milestones, screening, and observations of NAZ children. NAZ also focuses on supporting families in prenatal care, wellness, and behavioral health. In addition, NAZ supports parents in enrolling their children into high-quality early learning settings, participating in Family Academy, and preparing for the Transition to Kindergarten.

The Early Childhood Solution Plan was revised in January 2016 to reflect NAZ's early childhood priorities moving forward. Key changes include:

- Transitioning Prenatal Services and Targeted Home Visiting from unique sections to items within Integration with Health and Behavioral Health.
- Removing the System Monitoring and Capacity Assurance section, which sought to increase the number of high-quality early childhood education slots available within the Zone.

Due to these changes, April 2016 results are not directly comparable to those from previous years.

To outline the stages of implementation, Implementation Manager Jillian Kahn, Think Small Director of Family Engagement Diane Haulcy, Director of Early Childhood Education Cynthia Hillyer, and Executive Director of Early Childhood Education Maureen Seiwert rated each item of the implementation plan using the following scale:

- ***On hold***: These activities are not actively being worked on.
- ***Design stage***: NAZ and its partners are in the process of designing and planning for implementation.
- ***Initial implementation***: NAZ and its partners are beginning to implement the EAI, but are not yet expecting to see significant outcomes.
- ***Full implementation***: NAZ and its partners are fully implementing all elements of the EAI with the expectation that outcomes are a reflection of how well scholars and families are responding to the intervention.

The overall rating for each item was based upon the average of the four individual participants' ratings. If the ratings were evenly split, the average rating was rounded up. For example, if two raters identified an item as in "initial implementation" and two felt it

was in “full implementation,” the rating was rounded up to “full implementation.” This was the case for 6 out of the 39 items in the Solution Plan (1.6, 2.4, 3.3, 3.4, 4.2.3, and 6.3).

As of April 2016, most aspects (67% of all items) of the Early Childhood Solution Plan are in full implementation (Figure 1).

- All items within the sections *Organization Commitment* and *Experiences for Scholar and Parent Outside the Classroom* are in full implementation.
- Between 75 and 80 percent of items in *Parent and Child Preparation for the Transition to Kindergarten* (75%) and *Leveraging Partnerships to Guarantee Uninterrupted Access* (80%) are in full implementation.
- Between 50 and 60 percent of items in *Uninterrupted Care and Education* (50%), *Embedding Engagement Strategies* (50%), *Progress Monitoring, Screening, Observation, and Referral* (60%), and *Effective Instruction* (60%) are in full implementation.
- All items within *Integration with Health and Behavioral Health* are in initial implementation.

## 1. EAI implementation by solution plan section, April 2016

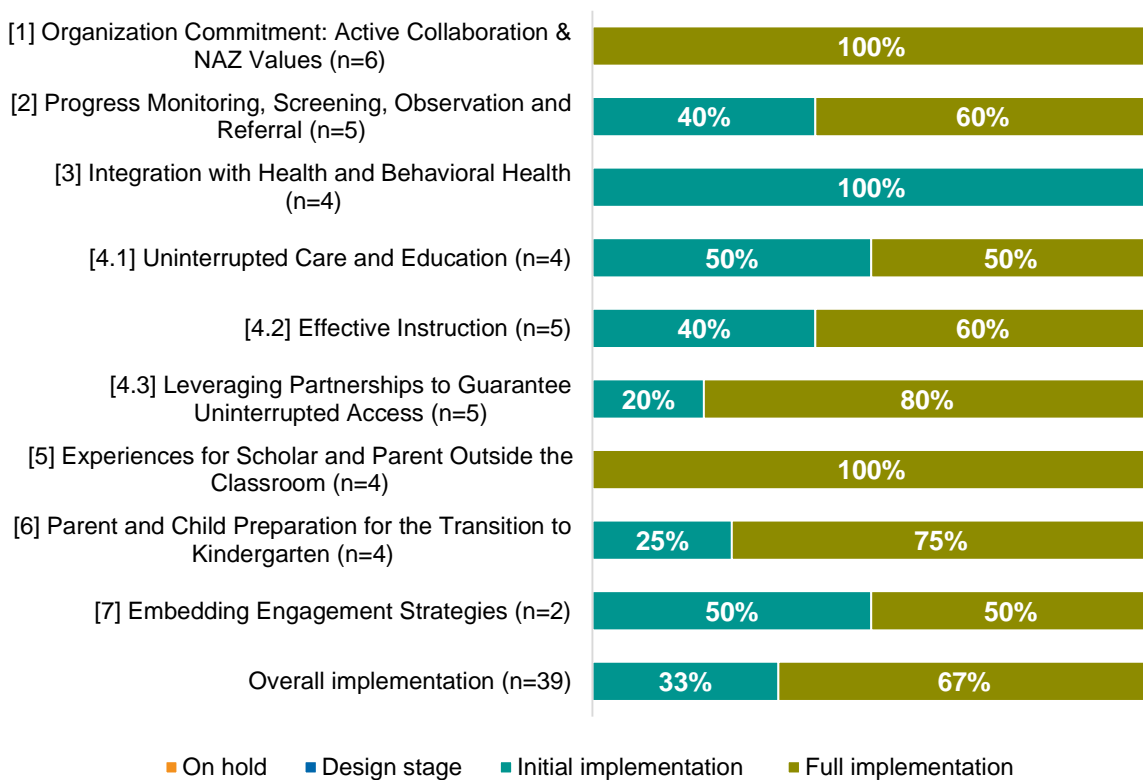
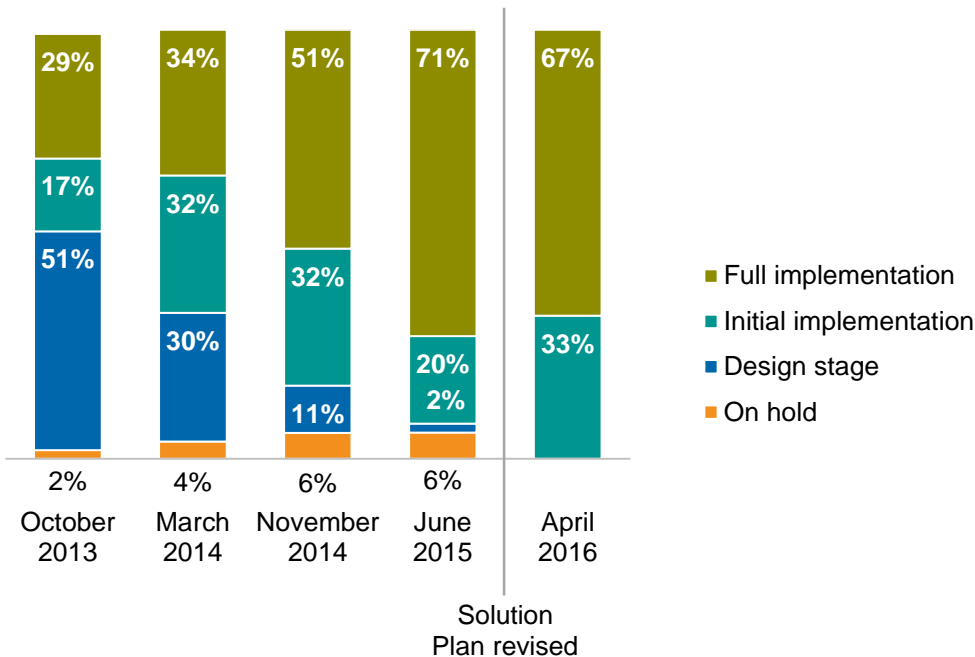




Figure 2 illustrates the implementation stage of items on the Solution Plan over time, with a growing proportion of the plan moving from design stage to full implementation.

## 2. Early Childhood Solution Plan implementation, October 2013 to April 2016



**Note:** The Early Childhood Solution Plan was revised in January 2016.

### Summary of current early childhood strategies and initiatives

Based upon the findings of the 2015 Early Childhood Results NAZ evaluation report and the follow-up discussion at the Results NAZ meeting, several themes and subsequent action steps were identified for the early childhood team to consider going forward:

- 1) Provide parents and teachers with additional strategies and tools to support and promote pre-literacy skill development in young children, which should include a continued focus on numeracy skill development, expanded training and tools for teaching pre-literacy in Early Childhood programs, and developing and implementing training and tools for parents to support and advance pre-literacy skills.
- 2) Develop and implement more effective strategies to identify and support scholars identified as ‘at-risk’, which should include creating a watch list of scholars who may be at-risk, as well as flagging at-risk scholars to promote increased communication, goal setting, and collaborative goal accomplishment around identified needs.

- 3) Address the gap between scholarship and the cost of high-quality early childhood programs by creating a task force to strengthen existing strategies and identify new opportunities to cover the funding gap.

The Early Childhood Action Team identified a range of activities occurring within the partners aimed at addressing these and other early childhood priorities. While these strategies did not necessarily emerge directly as a result of last year's Results NAZ action plan (as many of these activities were implemented and have been growing over the last several years), these activities align with the aforementioned action steps.

Within *Minneapolis Public Schools*, these early childhood-focused activities include:

- *Growing to Succeed*, a curriculum for parents focused on building pre-literacy and other skills in early childhood.
- *Ready Set Read*, a literacy program for informal child care providers aimed at helping parents read to their children.
- A pilot preschool parent education program being implemented in *High Five* preschool program sites, based on parent input about how to engage parents in parent education.
- STEM classes (science, technology, engineering, and math) - incorporated into ECFE classes - for parents of young children to increase their knowledge around STEM at this level.
- Social media messaging targeting parents with the aim of encouraging parents to engage in activities with their child in order to advance school readiness.
- *Seeds of Emergent Literacy Training*, which provides training and coaching for childcare providers around how to help children develop early literacy and language skills.

**Other Early Childhood Action Team partners** are also engaged in a range of activities that include:

- *Family Partnership*, which provides training to teachers around math and literacy.
- *Way to Grow*, a home visiting program dedicated to providing families with education around literacy, math and health curriculum, parent education, child development, and school expectations.

- *Minnesota Reading Corps*, in which tutors provide one-on-one, targeted reading support to students.
- *Partnering in Parent Education (PIPE)*, a training sponsored by the Minnesota Department of Health for home visitors to enhance their literacy work with families within the home.
- Targeting “at-risk” rising Kindergartners, based on assessments and behavioral health information, with a 6-month intervention that includes occupational therapy and parent education (starting at two anchor sites).

Additionally, the Early Childhood Leadership Team has recently begun work aimed at bridging the gap between early childhood scholarships and the actual cost of high-quality early childhood programs, as well as identifying funding to help children without any type of scholarship.

# Progress monitoring, screening, observation, and referrals

The following section summarizes the results of NAZ screening and assessment efforts with scholars, as well as the early childhood goals achieved by scholars.

## Early childhood screening

According to the Minnesota Department of Health:

*Early Childhood Health and Developmental Screening ... helps parents and communities improve the educational readiness and health of all young children through the early detection of children's health, development, and/or other factors that may interfere with a child's learning and growth. Developmental screening allows early identification of children at risk for cognitive, motor, communication, or social-emotional delays. These are delays that may interfere with expected growth, learning, and development and may warrant further diagnosis, assessment, and evaluation.*

The Minnesota Department of Education recommends screening between the ages of 3 and 4 so that children can get help before starting Kindergarten. Screenings fall into two categories: parent-report developmental screenings or observational developmental screenings. Parent-report screenings are designed to be either completed by the parent or through a parent questionnaire. At NAZ, the ASQ and ASQ:SE are parent-report completed via questionnaire. Observational screenings are conducted by trained screeners and may vary by program across NAZ partners.

## Parent-report developmental screenings

### *ASQ and ASQ:SE screenings*

The Ages & Stages Questionnaires® (ASQ) is a parent-completed questionnaire used to screen for potential developmental problems. The ASQ assesses five measures of development—communication, gross motor, fine motor, problem solving, and personal-social—while the ASQ:SE screens for issues related to social-emotional development. The instruments can be used with children age 0 through 5, but NAZ focuses its use on children age 0 through 3.

Because the questionnaires are intended to be used as screening tools, it is not appropriate to show change in ASQ/ASQ:SE scores over time. Rather, because the purpose of the ASQ is to identify possible developmental problems in young children, the threshold for

“at risk” is set relatively low. Therefore, changes in risk level would not have the same meaning as those in academic assessments like the Indicators of Individual Growth and Development for Infants and Toddlers (IGDIs) or Measures of Academic Progress (MAP scores).

## (2.2) What percent of all scholars age 0 through 3 were assessed with the ASQ and ASQ:SE?

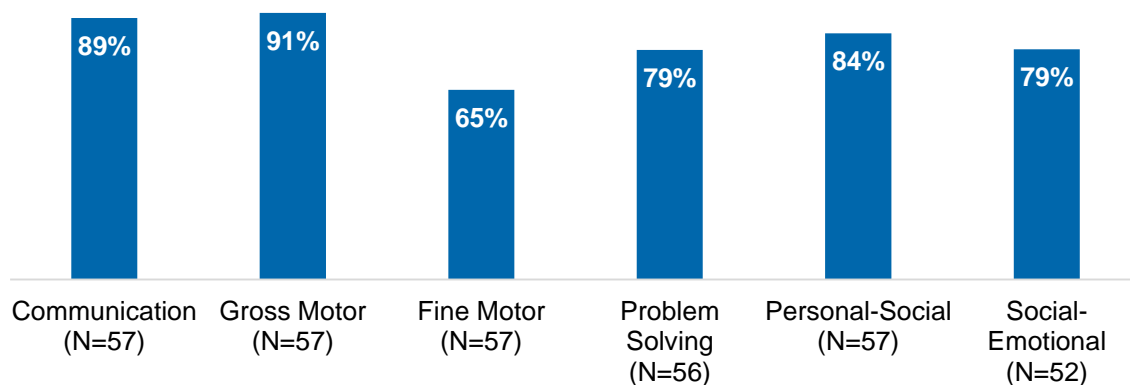
- 33 percent of scholars age 0 through 3 completed at least 3 of the 5 ASQ domains during Spring 2016 (56 out of 171)
- 30 percent of scholars age 0 through 3 were assessed with the ASQ:SE during Spring 2016 (51 out of 171)
- 30 percent of scholars age 0 through 3 were assessed with **both** the ASQ and the ASQ:SE during Spring 2016 (51 out of 171)

### ASQ and ASQ:SE results

In general, scholars were on track on individual domains of the ASQ, and nearly 4 out of 5 scholars (79%) were on track with their social-emotional development. During Spring 2016:

- For each of the domains assessed, at least 65 percent of scholars were on-track in each ASQ and ASQ:SE domain (Figure 3).
- Scholars were most likely to be on track in gross motor (91%) and communication (89%) skills.
- Scholars were least likely to be on track in fine motor skills (65%), which represented the area of greatest need.

### 3. ASQ and ASQ:SE performance, percent of scholars on track, Spring 2016



\* Spring 2016 includes ASQ and ASQ:SE forms administered by NAZ between December 1, 2015 and June 17, 2016.

## Observational developmental screenings

Observational developmental screenings have been promoted by the state under the name “Screen at 3.” In the following section, “Screen at 3” language will be used interchangeably with “observational developmental screening.”

Overall, 194 NAZ scholars have been screened using an observational developmental screening, and they ranged in age from 7.5 months to 5.7 years old at the time of their first screening. Note that, in this case, a “screening” refers to completion of any component of the approved observational developmental protocol (e.g., height, weight, etc.), not completion of the Minneapolis Preschool Screening Instrument – Revised (MPSI-R), which is only valid for children ages 3 through 5. MPSI-R results will be explored later in the section. Other components of the screener can be completed with younger children.

Of all those screened with an observational developmental screening, 37 percent were first screened during the six months following their third birthday, and 57 percent were first screened while they were 3 years old (Figure 4).

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### 4. Age at first Screen at 3, all NAZ scholars screened

Age	Percent
0 to 1	1%
1 to 2	1%
2 to 3	5%
3 to 3½	37%
3½ to 4	20%
4 to 5	31%
5 or older	6%
Total	194

Of all scholars age 3 through 5 who had not yet enrolled in school, 36 percent (85 out of 234) had been screened. Of the 95 scholars who turned 3 within the past 12 months, 18 scholars (19%) had an observational developmental screening record in NAZ Connect. Of those who had participated in screening, 17 percent (3 scholars) had been screened prior to age 3, 72 percent (13 scholars) had been screened between 3 and 3.5 years, and 11 percent (2 scholars) were screened between age 3.51 and age 4.

***(2.3) How many scholars turned 3 in the past 12 months, and what percent of those children were “screened at 3” within 6 months of their 3rd birthday?***

NAZ has set internal targets to promote observational developmental screening within 6 months of a scholar’s 3<sup>rd</sup> birthday. This is to allow for early detection of possible developmental delays and application of follow-up supports. Screenings required for entrance into Minnesota public schools can occur from the age of 3 through the first 30 days of Kindergarten.<sup>1</sup> According to NAZ Connect records:

- 95 scholars turned 3 years old between March 1, 2015 and March 1, 2016.<sup>2</sup>
- 14 percent of those who turned 3 during that period were screened at age 3 or during the 6 months following their third birthday (13 out of 95).

***Screen at 3 results***

The Minneapolis Preschool Screening Instrument-Revised (MPSI-R) is the screening tool used during the Screen at 3 process. It measures a variety of early learning skills, including language, colors, fine motor, and gross motor skills.

MPSI-R scores are used to determine whether a child should be referred for further evaluation. Results on the MPSI-R screenings align with three distinct outcomes: the scholar can have a “Clear Pass,” indicating that they are on-track developmentally; they can be in a “Gray Area,” suggesting that further assessment may be needed; or the score could result in “Refer,” indicating that they should be referred for follow-up services.<sup>3</sup>

Of NAZ scholars currently age 3 through 5, 61 had a documented MPSI score.<sup>4</sup> According to the Summer 2016 cut-offs:

- 84 percent received a “Clear Pass”
- 5 percent scored in the “Gray Area”
- 12 percent received a recommendation to “Refer”

Follow-up data for referrals—for example, which organization or services families were referred to—are unavailable at this time.

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<sup>1</sup> Minnesota Department of Education. Early Childhood Screening, 2016, [education.state.mn.us/MDE/fam/elsprog/screen/](http://education.state.mn.us/MDE/fam/elsprog/screen/), Accessed 27 Aug. 2016.

<sup>2</sup> March 1, 2016 reflects the date of the data pull.

<sup>3</sup> These levels reflect new MPSI norms calculated during Summer 2016 and applied to all assessments, including those administered in the past.

<sup>4</sup> If scholars had multiple MPSI scores, the most recent was used.

## (2.4) Progress monitoring - IGDI assessments

The Indicators of Individual Growth and Development for Infants and Toddlers (IGDI) assessment is used to measure early literacy (picture naming, sound identification, and rhyming) and numeracy skills (oral counting, quantity comparison, and one-to-one correspondence counting) in children age 4 and 5. Scholars are rated as “in the green,” or on track, “in the yellow,” which indicates the scholar is at some risk, or “in the red,” which indicates that they are at risk for delays. Assessments were administered by staff at NAZ partner programs.

### *(2.4) What percent of scholars age 4 through 5 enrolled in partner programs were assessed with the IGDI?*

- 53 percent of these scholars completed more than half of the IGDI domains during Fall 2015 (18 out of 34).<sup>5</sup>
- 59 percent of these scholars completed more than half of the IGDI domains during Spring 2016 (27 out of 46).<sup>6</sup>

### *IGDI results*

During the 2016 Spring Achievement Check-in (ACI) period:

- In general, scholars performed better on early numeracy measures than early literacy measures.
- Between 10 and 36 percent of scholars assessed were on track in early literacy measures, with the weakest performance in Sound Identification (10%).
- Between 30 and 42 percent of scholars assessed were on track in early numeracy measures, with the strongest performance in Quantity Comparison (42% on track).

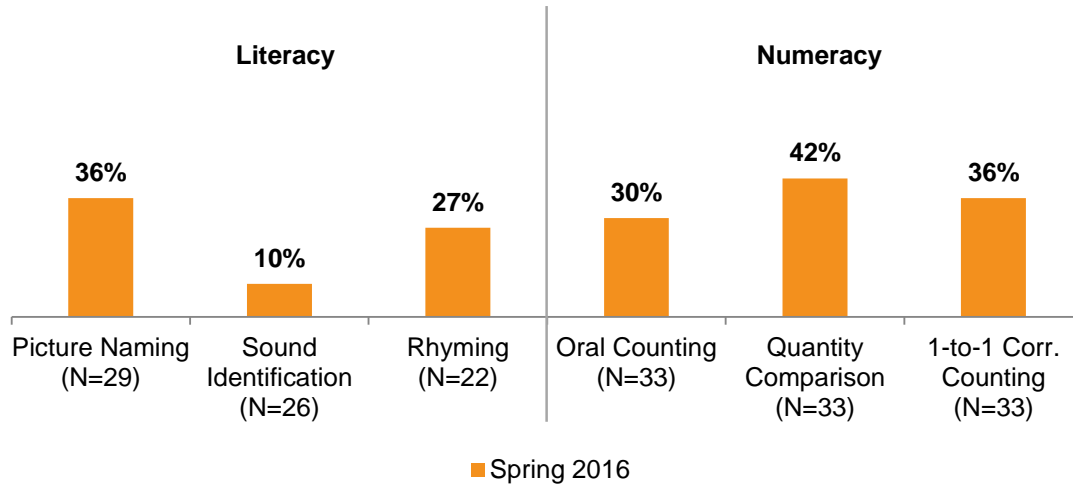
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<sup>5</sup> A total of 23 scholars completed the IGDI assessment during Fall 2015; however, five who were assessed were not identified as actively enrolled in an administering partner program at the time of the assessment. Errors could be due to incomplete data in the date fields.

<sup>6</sup> A total of 33 scholars completed the IGDI assessment during Spring 2016; however, six scholars who were not listed as actively enrolled in a partner program administering the assessment as of the date of the data pull, 3/1/2016. Errors could be due to incomplete data in the date fields. These scholars are omitted from this count, but included in the overall IGDI results presented in Figure 4 to capture all students assessed.



## 5. IGDI performance, percent of scholars on track, Spring 2016



\* Scholars who were unable to complete sample questions for a given domain were not asked the remaining questions, and instead assigned an outcome of "Task Discontinued." Those scholars are included in the denominator for this measure.

## (2.5) Early Childhood Goal Plan

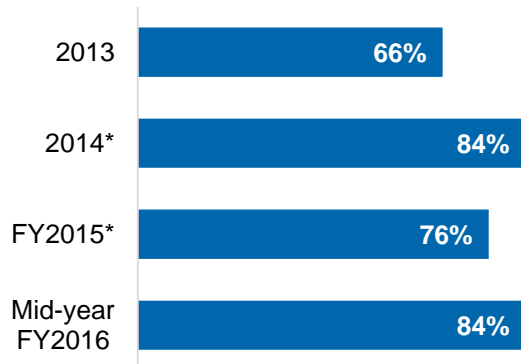
The Early Childhood Goal Plan is a key form of communication between families, Connectors, Navigators, and partner organizations. The Early Childhood Goal Plan includes goals related to literacy and numeracy skill-building, early childhood education enrollment, seeking regular well-child visits and developmental screenings, and supporting other key elements of success for young scholars. More information is available in the Appendix.

### ***(2.5) What percent of age-eligible scholars have early childhood goal plan goals completed?***

As of December 31, 2015, 84 percent of NAZ-enrolled scholars age 0 through 4 had at least one Early Childhood Goal Plan goal set, which is up slightly from the FY2015 rate of 76 percent (Figure 6).

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#### **6. Percent of scholars age 0 to 4 with at least one Early Childhood Goal Plan goal set**



**Note:** NAZ changed its reporting from the calendar year to fiscal year (July 1 to June 30) reporting beginning on July 1, 2014. There is a six-month overlap between calendar year 2014 and fiscal year 2015 (July 1, 2014 through December 31, 2014).

# Family Academy and Family Supports

NAZ's primary Family Supports are Housing Navigation, Career/Finance Navigation,<sup>7</sup> and Behavioral Health Navigation. In addition to these supports, NAZ provides Family Academy, a series of classes that empower parents to help their scholars succeed. Although not directly related to academic outcomes for youth, Family Academy and Family Supports are intended to stabilize families and ultimately improve academic outcomes. The following presents information about the extent to which families of scholars age 0 through 5 participated in Family Academy and received various Family Supports.

In total, 279 families parented 370 scholars age 0 through 5 who were not yet enrolled in elementary school. These families were enrolled in NAZ at any point between July 1, 2015 and March 1, 2016, which represents the first part of FY2016 and much of the early childhood work that has been done since the July 2015 Results NAZ Early Childhood report.

## Family Academy

For all 279 NAZ-enrolled families with early childhood-age scholars:

- 83 families (30%) have completed at least one Family Academy program.
- 25 families (9%) completed at least one Family Academy program between July 1, 2015 and May 1, 2016.<sup>8</sup>

## Family Supports

For all 279 NAZ-enrolled families with early childhood-age scholars, between July 1, 2015 and March 1, 2016:

- 20 percent (56 families) received Housing Navigation
- 6 percent (17 families) received Behavioral Health Navigation
- 5 percent (15 families) received Career/Finance Navigation

In total, 72 families (26%) with children age 0 through 5 participated in at least one Family Support area between July 1, 2015 and March 1, 2016. Of those 72 families:

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<sup>7</sup> These data are based on visits with Career and Finance Navigators. Data cannot be used to distinguish between work on careers and work on finance.

<sup>8</sup> Based on data pulled May 1, 2016, which reflects Family Academy courses completed through April 26, 2016.

- 60 percent (43 families) participated in Housing Navigation only
- 11 percent (8 families) participated in Behavioral Health Navigation only
- 8 percent (6 families) participated in Career/Finance Navigation only
- 8 percent (6 families) participated in Housing and Behavioral Health Navigation
- 8 percent (6 families) participated in Career/Finance and Housing Navigation
- 3 percent (2 families) participated in Career/Finance and Behavioral Health Navigation
- 1 percent (1 family) participated in all three areas

# Prenatal services

## (3.1) How many/what percent of known-to-be pregnant mothers reported attending regular prenatal visits?

As of March 2016, 16 women had NAZ Connect data showing that they were currently pregnant or had been pregnant within the last year, out of a total of 925 NAZ-enrolled women age 12 to 50. Of these pregnant women:

- All had completed a prenatal assessment
- 94 percent (15 out of 16) said they visit a health professional regularly
- 94 percent (15 out of 16) said they had both visited a health professional regularly and had completed a prenatal assessment

More information about how pregnancy is defined using NAZ Connect data can be found in the Appendix.

# High-quality care and education

## (4.1) High-quality care and education for infants and toddlers

### (4.1.2) How many/what percent of 0-5 year olds are enrolled in 3 or 4 star-rated early childhood programs?

NAZ’s goals for early childhood enrollment vary depending on the age of the child.

#### Scholars age 0 through 2

NAZ’s goal is for all 0 to 2 year olds who are enrolled in an early childhood program to be enrolled in a *high-quality* program (i.e., the program received a 3- or 4-star Parent Aware rating). In total, there were 136 scholars age 0 through 2 enrolled in NAZ between July 1, 2015 and March 1, 2016. As of March 2016:

- 15 percent of scholars age 0 through 2 were enrolled in some kind of early childhood program or care (Figure 7).
- 77 percent of infants and toddlers who were enrolled in early childhood education or care were enrolled in a high-quality center.

#### 7. Percentage of 0-2 year olds enrolled in 3- or 4-star early childhood programs

Age	Number in NAZ				Number in any early childhood program				Number in 3-4 star programs (% of those in any program)			
	14-Apr	14-Oct	15-Jun	16-Mar	14-Apr	14-Oct	15-Jun	16-Mar	14-Apr	14-Oct	15-Jun	16-Mar
0	53	20	14	17	3	1	0	2	2 (2/3)	1 (1/1)	-	1 (1/2)
1	80	78	38	45	21	9	1	6	19 (90%)	6 (67%)	1 (1/1)	6 (6/6)
2	71	83	61	74	26	33	8	13	20 (77%)	28 (85%)	4 (4/8)	11 (85%)
<b>Total</b>	<b>204</b>	<b>181</b>	<b>113</b>	<b>136</b>	<b>50</b>	<b>43</b>	<b>9</b>	<b>21</b>	<b>41 (82%)</b>	<b>35 (81%)</b>	<b>5 (5/9)</b>	<b>18 (86%)</b>

**Note:** Data for April 2014 and October 2014 were compiled by the University of Minnesota’s CEED. For March 2016, scholars in Family, Friend, and Neighbor Care are not considered to be attending an early childhood program.

## Scholars age 3 through 5

NAZ aims to enroll *all* preschool-age children—scholars age 3 through 5—in high-quality early childhood education programs. Therefore, percentages are calculated based on *all* NAZ scholars of that age.

In total, there were 234 scholars age 3 through 5 enrolled in NAZ at any point between July 1, 2015 and March 1, 2016 who have no documented kindergarten enrollment for the 2015-16 school year. As of March 2016:

- There was an increase in the percentage of 3-5 year olds in NAZ who were enrolled in 3- or 4-star early childhood programs, from 47 percent in June 2015 to 59 percent in March 2016 (Figure 8).
- High-quality program enrollment increased substantially among 3- and 4-year-olds between June 2015 and March 2016, but declined for 5-year-olds (73% to 61%).

### 8. Percentage of 3-5 year olds enrolled in 3- or 4-star early childhood programs

Age	Number in NAZ				Number in any program				Number in 3-4 star programs (% of all scholars 3-5 in NAZ)			
	14- Apr	14- Oct	15- Jun	16- Mar	14- Apr	14- Oct	15- Jun	16- Mar	14- Apr	14- Oct	15- Jun	16- Mar
3	85	83	94	95	35	36	36	48	31 (36%)	31 (37%)	30 (32%)	45 (47%)
4	88	101	74	95	52	68	33	65	47 (53%)	62 (61%)	29 (39%)	61 (64%)
5	68	14	79	44	52	10	64	33	46 (68%)	10 (71%)	58 (73%)	31 (61%)
<b>Total</b>	<b>241</b>	<b>198</b>	<b>247</b>	<b>234</b>	<b>139</b>	<b>114</b>	<b>133</b>	<b>146</b>	<b>124 (51%)</b>	<b>103 (52%)</b>	<b>117 (47%)</b>	<b>137 (59%)</b>

**Note:** Data for April 2014 and October 2014 were compiled by the University of Minnesota's CEED. More information can be found in the Appendix. For March 2016, scholars in Family, Friend, and Neighbor Care are not considered to be attending an early childhood program.

***(4.1.3) How many/what percent of NAZ 0-5 year olds are receiving financial supports for early childhood?***

Families of NAZ scholars receive two primary types of financial support: early childhood scholarships and Child Care Assistance Program (CCAP) funding. Early childhood scholarships represent an important part of NAZ supports. Due to data sharing challenges, scholarship information is unavailable for this year.

As of March 2016, however, the families of 30 scholars age 0 through 5, not currently enrolled in school, are participating in the Child Care Assistance Program (CCAP).<sup>9</sup> Of these 30 scholars:<sup>10</sup>

- 90 percent are currently enrolled in a high-quality early learning center.
- 10 percent are currently enrolled in a center that is not considered high-quality.

Additionally, 20 scholars in this age group are on the waiting list for CCAP, and 19 scholars have an application in process.

CCAP serves nearly one in five scholars (18%) currently enrolled in early childhood education programs, and has impacted an even greater number of scholars enrolled in NAZ.

- Families of 52 scholars age 0 to 5 have benefitted from CCAP funding at some point.
- Families of 108 NAZ-enrolled scholars of *all* ages have received CCAP funding at some point.

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<sup>9</sup> This represents 30 scholars in 22 separate families.

<sup>10</sup> Scholars who were not listed as currently enrolled in an early learning center as of March 2016 were excluded from these numbers.



# Kindergarten transition

## (6.1) How many/what percent of families with children entering Kindergarten next school year are engaged in the Kindergarten selection and enrollment process with a Partner and/or NAZ staff member?

NAZ held its 2015 Transition to Kindergarten event on August 11, 2015. Among the 97 scholars in the Kindergarten cohort:<sup>11</sup>

- 38 percent of scholars' families (37 of 97) received a Transition to Kindergarten handout.
- 24 percent of scholars (23 of 97) had a family member who participated in the Transition to Kindergarten event.

Of the scholars who benefitted from the event (n=23), 52 percent (12 scholars) attended an anchor school, 39 percent (9 scholars) attended a non-anchor school, and two were missing information on school enrollment in NAZ Connect.<sup>12</sup>

Of all 97 scholars in this cohort, school enrollment data are available for 73. Of those with data available, about half (52%) attended a NAZ partner school, with 29 percent attending partners within Minneapolis Public Schools, and 23 percent attending charter or parochial partner schools. Figure 9 shows the percentage of rising Kindergarteners attending each school.

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<sup>11</sup> The kindergarten cohort is considered to be all children born between September 1, 2009 and September 1, 2010 who were enrolled in NAZ during July 2015, which could be considered the “recruitment period” for the Transition to Kindergarten event.

<sup>12</sup> These data are collected during July and August, and as such, may reflect anticipated school enrollment rather than actual school enrollment. Likewise, data may be missing if families have not yet identified a school for their scholar.

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## 9. School enrollment among kindergarten-age scholars, 2015-16

School	Kindergarten cohort who attended the school	
	Percentage (N=73)	Number of scholars (N=73)
Elizabeth Hall International (MPS)*	18%	13
Nellie Stone Johnson (MPS)*	11%	8
Sojourner Truth Academy*	8%	6
Lucy Craft Laney (MPS)	8%	6
Ascension Elementary School*	5%	4
Harvest Preparatory School (Harvest Network)*	5%	4
Mastery School (Harvest Network)*	5%	4
Cityview Performing Arts Magnet (MPS)	4%	3
Other Minneapolis Public School	18%	13
Other charter	12%	9
Other	4%	3

**Note:** Asterisks indicate NAZ partner schools. Enrollment data are missing for 24 of the 97 scholars in the kindergarten cohort, resulting in N=73. Schools that had fewer than 3 scholars attending them or whose school choice was labeled as “Other” were grouped into one of the “other” categories. Due to rounding, percentages do not sum to 100%.

# Appendix

## General information

This report includes data for scholars enrolled in NAZ between July 1, 2015 and March 1, 2016. All “current” ages are calculated as of the date of the data pull, March 1, 2016, unless otherwise specified.

The majority of the data were downloaded from NAZ Connect on March 1, 2016, but the report also incorporates some more recent data. It includes:

- NAZ program attendance data through May 1, 2016 to capture Transition to Kindergarten event participation, which was uploaded after March 1, 2016
- NAZ Family Academy completion data through May 1, 2016 to capture Spring 2016 program completion
- ASQ, ASQ:SE, and IGDI assessment scores through June 17, 2016 to capture Spring 2016 progress monitoring period

Early childhood program participation reflects current enrollment in an early childhood program as of March 1, 2016. The scholar was considered “enrolled” if either of the following are true: the scholar had a current early childhood placement listed in NAZ Connect, or the scholar was missing a current placement, but had documented early childhood program attendance during March 2016, based on data shared by a NAZ partner program.

## Progress monitoring

NAZ uses three primary assessments to monitor development and early learning among early childhood scholars: the Ages and Stages Questionnaire (ASQ), the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE), and the Indicators of Individual Growth and Development for Infants and Toddlers (IGDI). Administration methods have changed slightly since the Fall 2014/Spring 2015 administration period:

- NAZ is no longer coordinating IGDI administration for scholars outside of partner programs. In previous years, Solution Plan item 2.1.3 has measured the percent of children progress monitored in NAZ partner programs *and* outside of NAZ partner programs (scholars “at-large.”) NAZ has discontinued coordinated assessment of scholars at large with the IGDI, but continues administering the ASQ/ASQ:SE to all scholars.
- Scholars are now assessed using only one instrument—either the ASQ/ASQ:SE *or* the IGDI—whereas in previous years there was some overlap. Early childhood programs assess 4 and 5 year olds with the IGDI, and Family Achievement Coaches screen scholars age 0 through 3 with the ASQ and ASQ:SE.

NAZ also supports scholar assessment with Minneapolis Public Schools’ Screen at 3 protocol, a holistic assessment of scholar health and development.

Figure A1 summarizes key elements of progress monitoring administration.

### A1. Summary of progress monitoring measures, 2015-16

Category	ASQ/ASQ:SE	IGDI	Screen at 3
Ages assessed	0 through 3	4 through 5	3 through 5
Scholars targeted	All NAZ scholars	NAZ scholars enrolled in most early childhood partner programs*	All NAZ scholars
Administrators	NAZ Family Achievement Coaches; Screen at 3 staff (Screen at 3 ASQ:SE only)	Early childhood partner program staff	Screen at 3 staff
Dates of assessment			
Fall 2015	NA	10/19/15 – 12/19/15	NA
Spring 2016	12/1/15 – 6/17/16	5/1/16 – 7/1/16	NA

**Note:** Fall 2015 ASQ/ASQ:SE assessments not included in this report.

\* A few NAZ early childhood partner programs—particularly partner Head Start programs—did not administer IGDI.

The report summarizes outcomes for scholars assessed with the IGDI during Spring 2016. Due to the changes in administration method, the number of scholars assessed each period decreased compared to last year (from 50-60 last year to 21-33 this year), and only 14 scholars were assessed during both periods. Because the group of scholars assessed during Fall 2015 and Spring 2016 were so different, results were not shown side-by-side as they were last year. Likewise, since so few scholars have pre-post scores, increases/decreases in scores were not computed.

### A2. IGDI performance, Fall 2015 and Spring 2016

	Fall 2015		Spring 2016	
	% on track	# assessed	% on track	# assessed
Picture Naming	27%	22	36%	33
Sound Identification	14%	22	10%	30
Rhyming	14%	22	27%	26
Oral Counting	14%	21	30%	33
Quantity Comparison	27%	22	42%	33
1-to-1 Corr. Counting	32%	22	36%	33

**Note:** Results are omitted if the child was too young (less than 48 months) at the age of assessment. Scholars who could not complete the sample questions (which resulted in an outcome of “Task Discontinued”) are included in the total number assessed.

## Pregnancy

Verifying the status of pregnant women in NAZ Connect was challenging. To be considered pregnant within the last year, a woman must have had a due date indicating they were pregnant between 3/1/2015 and 3/1/2016. This definition is more conservative than what was used last year.

## Topics not addressed

Due to data limitations and time constraints, this report omits some components of NAZ's Early Childhood work. For example, we do not include measures of the work of Early Childhood Family Coaches, who collaborate with families daily to advise on early childhood education, set and complete goals, and make referrals to services in the area. We also have not included data on targeted home visiting, which is tracked primarily by partners. If these measures are of interest in the future, more time may be needed to gather consensus around measures (e.g., of the work of coaches), obtain partner data, and analyze accordingly.

## Early Childhood Goal Plan

The Early Childhood Goal Plan consists of 14 primary goals that Family Coaches set with families of scholars age 0 through 5. Each of the primary goals includes goal steps, which are generally smaller components of the overall goal.

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### A3. Early Childhood Goal Plan

#### 1. Build a college-going culture in our home

Talk about careers with toddlers and pre-schoolers once a week using toys and books for one month

Reach out to another NAZ family ("family peer") to find out their plans for college for their scholars

Complete the "College Bound Commitment through NAZ" (must sign Pledge)

Post the Commitment Family Photo prominently in the home as soon as you receive it

Declare to 3-5 close friends or family members that this child will attend college

Attend next NAZ Family Night

#### 2. Increase the time this child spends in early literacy activities

Complete the College-Bound Reading Passport Program (Booklet)

Create a library at home with books for this scholar

Add to the library at home with books for this scholar during the next month

Read to this child at home 3-5 times/week for one month

For the next month, when watching TV, prioritize PBS shows like Super Why, Sesame Street, Arthur, Word Girl

Choose one or more strategies from the "Building Language and Reading Skills" handout to practice this week (Handout)

Partner with this scholar's teacher to support early literacy skill development in the classroom and at home

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**3. Increase the time this child spends in early numeracy activities**

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Choose one or more strategies from the "Building Early Math Skills" handout to practice this week (Handout)

Partner with this scholar's teacher to support early numeracy skill development in the classroom and at home

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**4. Complete relevant Family Academy program**

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Complete College-Bound Babies

Complete Ready to Succeed

Talk to other parent who has graduated from a Family Academy program

Within the next month, set up meeting with FA staff to learn more about the program

Ensure reliable transportation to Family Academy each week

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**5. Enroll in high-quality Early Learning Opportunity**

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Select EC center that best meets my child's needs

Apply for MPS High Five

Apply for MPS Three School

Complete all enrollment documents

Ensure reliable transportation to the EC program each day

Ensure my child attend the EC Program daily

Seek financial support for enrollment (ex: CCAP, scholarship, sliding fee, other)

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**6. Complete application for Child Care Assistance Program (CCAP) as early as possible**

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Call Hennepin County at 612-348-5937 to put name on Basic Sliding Fee waitlist as soon as you find out you are pregnant

Work with MFIP case worker to submit CCAP application to county for authorization

Complete and return application packet within two weeks of receipt

Maintain current contact info with Hennepin County by calling 612-348-5937

Call Hennepin County at 612-348-5937 to confirm status as needed

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**7. Seek regular assessments and screenings to ensure early learning and development**

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Determine location for Screen at 3 assessment (MPS or other Screening Partner) and make appointment

Attend scheduled Screen at 3 appointment

Ensure this scholar is progress monitored at his/her enrolled early learning center

Attend NAZ progress monitoring session

Ensure reliable transportation to Screen at 3 appointment or progress monitoring session

Review results from screening or progress monitoring and discuss recommended follow up with my team, either together or separately

If needed, rescreen scholar after an appropriate amount of time before the next progress monitoring session.

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## **8. Attend recommended well-child visits (Handout)**

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Attend first well-baby visit by the time child is 1 month old

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Attend baby's 2 month well-baby visit

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Attend baby's 4 month well-baby visit

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Attend baby's 6 month well-baby visit

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Attend baby's 9 month well-baby visit

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Attend child's 1 year old well-child visit

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Attend child's 15 month well-child visit

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Attend child's 18 month well-child visit

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Attend child's 2 year old well-child visit

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Attend child's 3 year old well-child visit

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Attend child's 4 year old well-child visit

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Attend child's 5 year old well-child visit

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## **9. Support transition to Kindergarten (Handout)**

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Select and enroll in a NAZ Anchor School

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Visit and tour potential school selections

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Complete Kindergarten selection (ie: School Request Card for MPS)

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Complete registration/enrollment process at selected school (ie gather the documents required for registration, such as immunization record, birth certificate, screening results)

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Let Connector know which school has been selected

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Register for summer Expanded Learning

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Visit a Kindergarten classroom, ideally at selected school

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Begin Education Checklist with anchor school staff in early summer

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Attend NAZ Transition to K event this year

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Practice school-specific behaviors at home for the month prior to first day of school

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Review and take action on Starting Kindergarten Skills Checklist (handout)

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Get school supplies in preparation for the start of school this Fall

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Attend back to school night at selected school

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**10. Resolve barrier to continuous enrollment in high-quality childcare or early learning opportunity**

Apply for scholarship

Apply for CCAP

Resolve CCAP challenge

Obtain consistent, timely transportation for child to and from program

Bridge communication concern(s)

Ensure my child attends the EC Program daily

Apply for scholarship

**11. Access early intervention services to address a concern revealed in an assessment**

Complete additional screening process

Complete Individual Family Service Plan (IFSP)/Individual Education Plan (IEP)

Enroll in/partner with Early Childhood Special Education (ECSE)

Coordinate action plans with relevant partners

Access therapeutic services

Resolve barrier to continued access to services (i.e. gap in insurance)

Partner with a home visiting program

Seek additional support through an early childhood partner

Partner with a home visiting program

Seek additional support through an early childhood partner

**12. Create an active home-school partnership**

Schedule and attend this scholar's parent-teacher conference

Prepare for scholar's parent-teacher conference with Connector

Volunteer in scholar's classroom once a month

Attend school's next family night or parent meeting

Ask this scholar how school was every day for one month

When visiting my scholar's classroom, I will observe my scholar's interaction & engagement with his/her teacher & peers

I will communicate my expectations according to what my scholar can do rather than what he/she cannot do



**13. Increase learning to support scholar to build social-emotional skills and engage in positive behavior**

Tell this scholar I love him/her every day this week, give them a hug, and describe something I like about them

Create a list of family rules for my house that are age-appropriate for this child and post rules

I will keep a routine at home for eating, sleeping, diapering/toileting and play times. I will talk with my scholar about routines and what will be next

Choose one or more strategies from the "Building Social-Emotional Development" handout to practice this week (Handout)

Partner with this scholar's teacher to support social-emotional skill development in the classroom and at home

**14. Increase learning to support scholar in reaching developmental milestones**

Reduce screen time for this scholar for one month

Choose one or more fine motor activities from the early development handout to practice this week

Choose one or more communication activities from the early development handout to practice this week

Choose one or more large muscle activities from the early development handout to practice this week

Choose one or more problem solving activities from the early development handout to practice this week

Partner with this scholar's teacher to support developmental skill building in the classroom and at home