

Expanded Learning (ExL) Solution Plan

NAZ Solution Area Result: ExL enrolled children demonstrate accelerated progress to achieve grade-level performance in reading and math.

Action Team Mission Statement: NAZ Anchor Partners will serve K through 8th grade NAZ-enrolled youth with effective extended learning programming designed to support grade-level attainment in reading and math for each enrolled participant.

ORGANIZATION COMMITMENT: Active Collaboration & NAZ Values

Organization-wide activities that will build the collaborative process and embed the core NAZ values across the effort, including NAZ families, staff, and partners.

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 will be available for posting, distributing, and publishing. • Operating plan concepts will be 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 Partner ensures that lead staff attend the following collaborative gatherings:</p> <ul style="list-style-type: none"> • NAZ-wide collaborative meetings • Action Team meetings 	<ul style="list-style-type: none"> • NAZ holds and publicizes meetings in a timely manner. 	<p><i>NAZ-wide meetings:</i> 2 times/year <i>Action Team meetings:</i> Minimum of 4 times/year</p>

(4)	As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff members who are interested in and committed to positive interactions with children and youth, and demonstrate a commitment to a cultural of achievement.	<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)	Program services are provided in line with NAZ values to promote a context that is positive, respectful, engaging, and fosters a culture of achievement.	<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)	Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes.	<ul style="list-style-type: none"> Maintain regular data entry in NAZ Connect Coordinate with NAZ Academic Navigators and other program staff. 	Each program day
(7)	The ExL program is designed to promote youth engagement, variety, and variation from the regular school day.	<ul style="list-style-type: none"> Programs focus on youth engagement and enrichment. 	Each program day
(8)	The ExL program follows the NAZ focus on an integrated approach to developing the Skills, Habits, Attitudes, Relationships, & Personal characteristics necessary for college readiness.	<ul style="list-style-type: none"> Program staff emphasize development of effective habits and attitudes, in addition to academic skills during interactions with students. 	Each program day

READING SKILLS

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Utilize curriculum components specified by NAZ that align with the Minnesota K-12 Academic Standards in English Language Arts and the Minneapolis Public School's Reading curriculum (or curriculum used in the school/district in which the predominant number of ExL students are enrolled).	<ul style="list-style-type: none"> Program directors are current on any revisions of the Minnesota K-12 Academic Standards. ExL program staff work closely with school district staff to ensure curricular alignment. 	Annual check in with districts served to ensure alignment in the curriculum
(2)	All students are assessed regularly with NAZ-specified assessments that include reliable, leveled reading assessment to identify reading level and specific skills needing instruction.	<ul style="list-style-type: none"> Scoring procedures to identify individual child reading levels, and skills needing remediation 	3x annually
(3)	Independent reading with feedback in leveled text: i.e. "coached independent reading."	<ul style="list-style-type: none"> Leveled Readers library Students choose their own books. Library includes books that are of interest to students. 	4 days/week (for 45 minutes) during school year; 8 weeks during summer

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(4)	Students below grade level participate in small reading groups with skills focused and informed by assessment.	<ul style="list-style-type: none"> • Specific formats or texts for instruction and correction in identified skills. • Formal procedures for monitoring skill acquisition. 	2x/week (30 minutes per session)
(5)	When indicated by performance data, children who require this level of instruction receive one-on-one tutoring on specific skills identified through assessment.	<ul style="list-style-type: none"> • Specific formats or texts for instruction and correction in identified skills. • Formal procedures for monitoring skill acquisition. • Lexia is recommended format. 	2x/week (30 minutes per session)
(6)	Periodic reports of participation, performance, and progress to child, parents, and teachers.	<ul style="list-style-type: none"> • NAZ Connect will be the primary mechanism for communication. • ExL program staff will use data from NAZ Connect to contribute to reports and will use NAZ Connect to record ExL performance data. 	Minimum of monthly, with a higher frequency as needed.

MATHEMATICS SKILLS

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	Utilize curriculum components specified by NAZ that align with the Minnesota K-12 Academic Standards in Mathematics and the Minneapolis Public School's Math curriculum (or curriculum used in the school/district in which the predominant number of ExL students are enrolled).	<ul style="list-style-type: none"> • Program directors are current on any revisions of the Minnesota K-12 Academic Standards. • ExL program staff work closely with school district staff to ensure curricular alignment. 	Annual check in with districts served to ensure alignment in the curriculum
(2)	All students are assessed regularly with NAZ-specified assessments that include reliable, leveled mathematics assessment to identify current performance level and specific skills needing instruction.	<ul style="list-style-type: none"> • Scoring procedures to identify individual child mathematics levels, and skills needing remediation 	3x annually
(3)	Guided independent mathematics skills practice at the student's individual level.	<ul style="list-style-type: none"> • Specific formats or texts for instruction and correction in identified skills. • Formal procedures for monitoring skill acquisition. • *First in Match is recommended format. 	4 days/week (for 30 minutes) during school year; 8 weeks during summer
(4)	When indicated by performance data, children who require this level of instruction receive one-on-one tutoring on specific skills identified through assessment.	<ul style="list-style-type: none"> • Specific formats or texts for instruction and correction in identified skills. • Formal procedures for monitoring skill acquisition. 	2x/week (30 minutes per session)
(5)	Periodic reports of participation, performance, and progress to child, parents, and teachers.	<ul style="list-style-type: none"> • NAZ Connect will be the primary mechanism for communication. • ExL program staff will use data from NAZ Connect to contribute to reports and will use NAZ Connect to record ExL performance data. 	Minimum of monthly, with a higher frequency as needed.

RELATED SKILLS HABITS, ATTITUDES, & RELATIONSHIPS

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	Partner engages participants in activities to develop effective skills that include <ul style="list-style-type: none"> • Study skills • Goal-setting • Maintaining awareness of comprehension • Time management and planning 	<ul style="list-style-type: none"> • Program curriculum documents how skills are taught and reinforced during program activities • Program training materials document how staff are trained on teaching and supporting skill development • Program organization creates environment that supports Scholars' use of the skills 	<ul style="list-style-type: none"> • Every program day
(2)	Partner engages participants in activities to develop effective habits that include <ul style="list-style-type: none"> • Regular, timely attendance • Homework completion • Organizing materials • Positive class participation • Studying 	<ul style="list-style-type: none"> • Program curriculum documents how habits are taught and reinforced during program activities • Program training materials document how staff are trained on teaching and supporting habits • Program organization creates environment that supports Scholars' use of the habits 	<ul style="list-style-type: none"> • Every program day
(3)	Partner engages participants in activities to develop effective attitudes that include <ul style="list-style-type: none"> • Sense of belonging in school and the academic community • Growth mindset that ability and competence grow through effort • Personal belief in one's ability to succeed at tasks • Belief in the value of academic work 	<ul style="list-style-type: none"> • Program curriculum documents how attitudes are taught and reinforced during program activities • Program training materials document how staff are trained on teaching and supporting attitudes • Program organization creates environment that supports Scholars' development of positive academic attitudes 	<ul style="list-style-type: none"> • Every program day
(4)	Partner engages participants in activities to develop effective relationships skills that include <ul style="list-style-type: none"> • Empathy • Cooperation • Assertiveness • Responsibility 	<ul style="list-style-type: none"> • Program curriculum documents how skills are taught and reinforced during program activities • Program training materials document how staff are trained on teaching and supporting skill development • Program organization creates environment that supports Scholars' use of the skills 	<ul style="list-style-type: none"> • Every program day
(5)	Program uses NAZ-approved curriculum to develop key habits, attitudes and relationships for college readiness.	<ul style="list-style-type: none"> • <i>NAZ-Specified Curriculum</i> is made available to partners. • NAZ provides partner organization staff on implementing <i>NAZ-Specified Curriculum</i>. • Partner organizations implementing a curriculum other than NAZ's <i>NAZ-Specified</i> document how their curriculum addresses the same Habits, Attitudes, and Relationships. 	<ul style="list-style-type: none"> • Every program day

KEY COLLEGE KNOWLEDGE & TRANSITION PREPARATION

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	<p>Program uses NAZ-approved curriculum to instruct participants on key college knowledge, including</p> <ul style="list-style-type: none"> • Knowledge of different post-secondary options • Knowledge of the norms of a college culture • Knowledge of necessary high school coursework • Financial options & procedures • Knowledge of career pathways and majors 	<ul style="list-style-type: none"> • NAZ-Specified Curriculum is made available to partners. • NAZ provides partner organization staff on implementing <i>NAZ-Specified Curriculum</i>. • Partner organizations implementing a curriculum other than NAZ's <i>NAZ-Specified</i> document how their curriculum effectively instructs participants on the same key knowledge. 	<ul style="list-style-type: none"> • Every program day
(2)	<p>Program uses NAZ-approved curriculum to instruct participants on preparation for key transitions including:</p> <ul style="list-style-type: none"> • High school options & application processes • Post-secondary application and admissions procedures • College entrance exam preparation 	<ul style="list-style-type: none"> • <i>NAZ-Specified Curriculum</i> is made available to partners. • NAZ provides partner organization staff on implementing <i>NAZ-Specified Curriculum</i>. • Partner organizations implementing a curriculum other than NAZ's <i>NAZ-Specified</i> document how their curriculum effectively instructs participants on the same key transitions. 	<ul style="list-style-type: none"> • Every program day

CONTINUOUS QUALITY IMPROVEMENT

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	<p>The Youth Program Quality Assessment (YPQA) tool is used to identify program areas needing improvement.</p>	<ul style="list-style-type: none"> • Any staff member conducting the YPQA is trained to administer the assessment according to standardized administration instructions. • When conducting the YPQA, assessment is focused on academic components of the program. • After assessment with the YPQA, a program improvement plan is developed and implemented. • Participating in annual NAZ check-in session (to be developed) to support use of YPQA process by the organization. 	<p>In first year of NAZ partnership, then alternating years.</p>
(2)	<p>Program demonstrates a professional development infrastructure that uses a standardized and structured observation of classroom instruction to inform the focus of coaching/supervision activities for academic support staff.</p>	<ul style="list-style-type: none"> • Validated, standardized assessment of classroom instruction. • Time and resources allotted for coaching/ supervision activities. • Coaching sessions also use child progress data to inform need for alteration to programming. 	<ul style="list-style-type: none"> • Observation = at least 2x/year • Coaching = at least 1x/month (1/2 hour per session) • <i>-Note: this coaching level can be reduced as practitioner skill level warrants.</i>

PARTNERSHIPS WITH SCHOOLS AND COMMUNITY ORGANIZATIONS

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	<p>Program staff regularly review school performance data via NAZ Connect, and use the data to inform the focus of ExL activities. Program staff members also regularly contribute ExL performance data to NAZ Connect.</p>	<ul style="list-style-type: none"> • Access to NAZ Connect and NAZ Achievement Plans. • Program's Academic Navigator will serve as the primary liaison with NAZ Connect and partner schools. 	<p>Minimum of every 2 months, with a higher frequency as needed.</p>

FAMILY ENGAGEMENT

Essential Active Ingredient		Necessary Conditions	Frequency
(1)	<p>Programs will facilitate active family partnerships that are aligned with NAZ resources, engagement staff, and procedures, and include:</p> <ul style="list-style-type: none"> • Regular contact with parents regarding attendance, academic progress, and concepts taught in the ExL program. • Joint review of NAZ Education Checklist. 	<ul style="list-style-type: none"> • Regular use of NAZ Connect 	<p>Minimum of monthly, with a higher frequency as needed.</p>

External Conditions:

All programming will take place in a clean, safe space that is large enough to accommodate participants. There must be enough tables and chairs for all children and the environment appears to reflect and express youth interests and work. For children's safety, all staff members are trained in first aid and CPR and have response plans for fires and injuries. A staff person monitors access and implementation of a check-in process to ensure a safe environment for children.