

Family Academy Solution Plan

NAZ Family Academy Result: Parents and caregivers who complete an age-appropriate Family Academy offering will increase their knowledge, behavior and skills to support their child(ren)'s academic and socio-emotional growth leading to college readiness.

ORGANIZATIONAL CAPACITY & CHARACTERISTICS

Organization-wide activities that 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 builds an infrastructure around the values of:</p> <ul style="list-style-type: none"> • Results-based accountability • Neighbors providing ground-level leadership • Supporting NAZ families as they progress through the cradle-to-college pipeline 	<ul style="list-style-type: none"> • Clearly articulated value statements reinforced in all staff trainings and embedded across the initiative, including: <ul style="list-style-type: none"> ○ Breaking the belief gap ○ Families as leaders ○ Cultural responsiveness 	Ongoing
(2)	<p>Connector staff, who serve as neighbor leaders, support the recruitment, engagement in and retention of families in age-appropriate Family Academy offerings.</p>	<ul style="list-style-type: none"> • Connectors must: <ul style="list-style-type: none"> ○ Be interested in and committed to positive interactions with families ○ Demonstrate a willingness to learn ○ Demonstrate respect and strong interpersonal skills ○ Demonstrate a commitment to a culture of achievement ○ Live in or have a strong connection with the Northside Community ○ Have a high school diploma • Connector hiring practices emphasize hiring staff who represent linguistic, cultural and ethnic origins that mirror families on the Northside, including individuals who themselves have experienced living in poverty. 	Ongoing
(3)	<p>Program services are provided in line with NAZ values to promote a context that is positive, respectful, engaging, and fosters a culture of achievement.</p>	<ul style="list-style-type: none"> • All Family Academy staff and volunteers are expected to demonstrate positive, respectful, and engaging interactions with Family Academy participants and with each other (including all partners in FA delivery). • Professional development for staff continuously emphasizes respectful, engaging, and positive services. 	Ongoing

ALIGNMENT ACROSS NAZ SYSTEMS

Communication, continuity, and alignment across all NAZ systems

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Program Managers identify and manage times at which it is important for Connectors to allocate significant portions of their focus to recruitment of Family Academy participants and support their engagement.	<ul style="list-style-type: none"> As supported by the Process Map and NAZ Connect information sharing, Program Managers determine times during which Connectors will have increased responsibility to focus on Family Academy recruitment and engagement and will support Connectors to successfully conduct these efforts. During times when Family Academy requires extensive effort from Connectors, their job tasks will be delegated accordingly. 	In alignment with Family Academy scheduling
(2)	Connectors utilize NAZ Connect to support families' engagement in FA and document these efforts.	<ul style="list-style-type: none"> All contact is properly documented and logged in NAZ Connect under Visits/Activities and Goal Notes. 	At indicated time in FA Program
(3)	When developmental concerns are noted, systems are in place to support the necessary referral and service provision.	<ul style="list-style-type: none"> Relationships with Anchor Partners and the pathways for referral are in place so that when developmental concerns arise and are noted, they are addressed in a responsive and timely manner by appropriate resource partners. 	As needed
(4)	Family Academy processes and procedures demonstrate consistency and alignment with the processes and procedures of related and overlapping Solution Areas, where indicated.	<ul style="list-style-type: none"> Solution Area Process maps include specific process linkages to other Solution Areas when program components are common or overlap. Overlapping Solution Areas may include: Family Engagement, Early Childhood, EXL, and Teacher Effectiveness. 	As indicated
(5)	Family-wide behavior and mental health supports used within the Family Academy program are consistent with supports used in other NAZ program areas, such as ExL and school systems.	<ul style="list-style-type: none"> NAZ adopted behavior and mental health supports and practices are developed with a combination of local expertise, evidence-based best practice, and empirical support. 	Ongoing

CONTINUITY AND COMMUNICATION (FULL PIPELINE SUPPORT)

Ongoing communication and alignment exists to support transition from one FA offering to the next

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	To ensure continual attendance and participation in Family Academy class offerings, the Family Academy Coordinator engages in extensive documentation and tracking as well as communication with Connectors between every weekly program sessions.	<ul style="list-style-type: none"> The Family Academy Coordinator interacts with the Connectors prior to and after each class session, communicating via NAZ Connect to inform Connectors when families do not attend class. The Family Academy Coordinator tracks the Connectors communication with families before the start of each class session and confirms transportation needs. 	Weekly; prior to and after each program session

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(2)	To foster a sense of continuity, families are supported as they transition between Family Academy programs, in alignment with their unique family needs.	<ul style="list-style-type: none"> • NAZ Connectors are current in their knowledge of the various Family Academy offerings and how they support families at each stage of their child's development. • There are a sufficient number of Family Academy program slots available to serve the needs of the Zone along the developmental pipeline. • The Family Academy Coordinator tracks family's attendance in Family Academy offerings, updates NAZ Connect upon program completion, and prompts family's when they should enroll in the next Family Academy offering. 	As families transition between FA programs
(3)	As families access different components of the Family Academy system, family level information is tracked and used to ensure relational and informational continuity.	<ul style="list-style-type: none"> • Important classroom and family information is documented and tracked in NAZ Connect, including progress on FA related goals during each program component. • NAZ Connector or FA staff follow up weekly with FA participant goal attainment. • Prior to the start of a new program session, the parent classroom facilitator and assistant reads each participant's achievement plan in order to increase their awareness of ongoing family strengths and challenges. 	Notes regarding family's goal setting, achievement, and attendance in FA are documented weekly during active programming

COMMON PROGRAM ELEMENTS

Elements common across all Family Academy Program offerings

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Parent classroom Facilitators adhere to NAZ values and are representative of the community when possible.	<ul style="list-style-type: none"> • Facilitators must: <ul style="list-style-type: none"> ○ Be interested in and committed to positive interactions with families ○ Demonstrate respect and strong interpersonal skills ○ Demonstrate a commitment to a culture of achievement ○ Possess knowledge of content about age-appropriate development ○ Have practice facilitating adult learning experiences • As able, Facilitators represent the linguistic, cultural and ethnic origins that mirror families on the Northside. • NAZ values are shared with and made available to facilitators 	Each program day

Essential Active Ingredient	Necessary Conditions	Frequency (Dosage)
(2) Child classroom teachers, teacher aides and staff adhere to NAZ values and are representative of the community when possible, with lead classroom teachers holding an appropriate credential.	<ul style="list-style-type: none"> • At minimum, lead classroom teachers are staff at current partner programs who meet the credentialing standards for that specific age group. • Child classroom staff must: <ul style="list-style-type: none"> ○ Be interested in and committed to positive interactions with families and children ○ Demonstrate respect and strong interpersonal skills ○ Demonstrate a commitment to a culture of achievement • NAZ values are shared and made available to classroom staff. • As able, child classroom staff represent the linguistic, cultural and ethnic origins that mirror families on the Northside. • Individuals selected for these positions should also have training and continued support for family engagement at all levels. 	Each program day
(3) All Family Academy programs are developed to integrate evidence-based practice with community-driven content so that all programs are relevant to the lives of participants, resulting in a rigorous program that meets the unique needs of the NAZ community.	<ul style="list-style-type: none"> • Program Development Includes: <ul style="list-style-type: none"> ○ An extensive literature review process to identify evidence based components. Close attention is paid to relevance of research evidence to the NAZ community context. ○ Selection of program components is conducted to maximize relevance and “fit” with community context. ○ Focus groups and interviews with potential participants are used to gather input on culturally relevant components. ○ A community-based participatory model is used in all program development and evaluation efforts. 	Ongoing during the development process
(4) A process of iterative development is used in which all FA program components are field tested to examine feasibility, potential impact and need for refinement based on the input of potential participants.	<ul style="list-style-type: none"> • “Theater tests” of Family Academy sessions are conducted as able. • Theater Test sessions include a focus group component to determine program elements that work and don’t work with families. • Theater Tests allow for trouble shooting of program logistics like transportation, meals, staff ratios, stipend, etc. • Theater tests make certain that there is shared understanding among program developers, program staff and program participants of the obvious and deeper meanings of words, terms, concepts and strategies. 	Ongoing during Theater Tests
(5) Several strategies are utilized to promote FA participation and to eliminate barriers FA participants face.	<ul style="list-style-type: none"> • Meals, transportation, on-site child care and a child-care stipend (for older children) are provided for all FA participants. • FA uses a cohort model to promote community building and social support. • Incentives are provided to FA participants for goal completion. 	Ongoing during program sessions

FAMILY ACADEMY: COLLEGE-BOUND BABIES PROGRAM COMPONENTS

Essential Active Ingredient		Necessary Conditions	Dosage	Duration
(1)	Parents participate in a structured setting that provides education, empowerment, and specific skill building, delivered in a supportive cohort context.	<ul style="list-style-type: none"> Program is led by a skilled and trained facilitator along with a co-facilitator. Program curriculum is evidence-based, high quality, and community expert informed. NAZ staff foster a culture of collegiality. Program focuses on clearly articulated core messages and clearly articulated "active strategies". Program is facilitated with a variety of media (i.e. books, role-plays, video clips, handouts, etc.). As indicated by adult social learning theory, program sessions include both guided open discussion and specific skill instruction. 	1 hour and 45 minutes to 2 hours	12 weeks (10 weeks of content, 1 week for evaluation 1 week for graduation)
(2)	Parents engage in reflective, targeted skill practice with children on site with feedback provided from NAZ staff.	<ul style="list-style-type: none"> Families attend sessions regularly to allow the opportunity for parents to engage in targeted skills practice with their children (referred to as "Skills Practice"). Skills Practice sessions include clearly scripted interactions between parent and child (referred to as "Active Strategies"). NAZ staff are present during Skills Practice to provide guidance and feedback. 	20 minutes	6 weeks
(3)	NAZ Connectors deliver Booster Sessions to participating families which include in-home reinforcement of Language and Literacy and Positive Discipline Active Strategies taught in class.	<ul style="list-style-type: none"> Connectors delivering Booster Sessions will have successfully completed CBB and Booster Session training. Booster Sessions include the use of modules and vignettes. Connectors demonstrate appropriate developmental responses to family during Booster sessions. 	1 hour	3 weeks
(4)	To support parent's active engagement with the CBB content, parents establish weekly goals for what they hope to learn, which they report on the following week.	<ul style="list-style-type: none"> A pre-set list of goals aligned with the CBB curricula is made available each week for parents to choose a goal to work on from. NAZ Connectors conduct a mid-week check in on goals with families during the week. 		1x/ week

(5)	For every child who attends CBB with their parent, he or she receives high quality interactions and environments to promote school readiness.	<ul style="list-style-type: none"> • The infant/toddler classroom contains a skilled teacher (Ratio 3:1). • The preschool classroom includes a skilled early childhood teacher (Ratio 8:1). • Classrooms contain enough support staff to comply with child-staff ratio. • Classroom lesson plans align with parent education components. • Classroom contains developmentally appropriate furnishings and materials. 	2 hours and 15 minutes	12 weeks
(6)	When potential developmental concerns are noted, CBB staff will employ the NAZ protocol for linking families with appropriate screening and diagnostic services.	<ul style="list-style-type: none"> • CBB staff members are trained on the NAZ protocol for connecting children with necessary supports and services when developmental concerns are noted. • Outcomes of referrals and services are tracked in NAZ Connect. 	As needed	
(7)	Parents will receive multiple layers of support to ensure their active engagement in CBB.	<ul style="list-style-type: none"> • Incentives are given to FA participants who read the weekly assigned chapters. • Pre-session Orientation Meeting is held for CBB participation. • Pre-CBB individual meeting is held with NAZ Connector support on CBB goal setting and achievement. • NAZ Connector provides a high level of support to encourage attendance including multiple phone calls and/ or text messages and trouble-shooting resistances/ barriers as needed. 	13 weeks	
(8)	To promote ongoing program quality and improvement, specific tools will be used to evaluate the program and monitor fidelity of implementation of program components.	<ul style="list-style-type: none"> • The Fidelity of Implementation System & Session Assessment (FISSA) will be used for fidelity monitoring. • Parent Knowledge and Practices Questionnaire (PKPQ) will be used for program evaluation. • Participants have the opportunity to evaluate the facilitator with a Facilitator Evaluation. 	<ul style="list-style-type: none"> • FISA: 1x/ each session • PKPQ: Once prior to program and once after program • Facilitator Evaluation: 1x/ each session 	
(9)	FA facilitators and support staff receive an in-depth training of content curricula, facilitation skills, and NAZ protocols and procedures.	<ul style="list-style-type: none"> • Materials included in the facilitator training are a research manual and facilitator guide. • Role-play video modeling, practice and feedback comprise the training. 	Up to 30 hours of in-class training, plus up to three Family Academy sessions that are observed and/ or co-facilitated prior to independent facilitation.	

FOUNDATIONS

Essential Active Ingredient		Necessary Conditions	Dosage	Duration
(1)	Parents participate in a structured classroom setting that provides education, empowerment, and specific skill building, delivered in a supportive cohort context.	<ul style="list-style-type: none"> Program is led by a skilled and trained facilitator along with a co-facilitator. Program is facilitated with group discussion, application of concepts, exercises, work books, and targeted skill instruction. Primary skill focus is on Self-Awareness, Self-Regulation, Self-Motivation, Empathy, and Relationship Management. 	8 weeks	2 hours/session
(2)	Foundations participants develop an increased sense of their core value and a strong internal locus of control.	<ul style="list-style-type: none"> Program curriculum includes discussion of core value and exercises to assist parents' in understanding their core value. Development of an internal locus of control is reinforced through facilitated discussion, reflection activities, and positive reinforcement. 	Each week	
(3)	Participants build self-confidence and social skills that will lead to effective navigation of opportunities for supporting their children's academic success.	<ul style="list-style-type: none"> Curriculum focuses on the delivery of content knowledge and direct skills practice to support development of these skills. 	Each week	
(4)	Facilitator completes extensive training in the Twin Cities RISE curriculum and in the framework of personal empowerment in order to effectively facilitate classroom curriculum.	<ul style="list-style-type: none"> Foundations facilitators receive an in-depth training of content curricula and facilitation skills. There are three phases of facilitator training: <ul style="list-style-type: none"> Phase 1: Empowerment Training Phase 2: Train the trainer Phase 3: Co-facilitation 	<ul style="list-style-type: none"> 30 hours 36 hours 48 hours 	
(5)	For every child who attends Foundations with their parent, he or she receives high quality interactions and environments in the child classroom.	<ul style="list-style-type: none"> Classrooms contain enough support staff to comply with child-staff ratio. Classroom contains developmentally appropriate furnishings and materials. 	8 weeks	2.5 hours/session
(6)	Evaluation data is collected to examine the impact of Foundations Training on parent's knowledge, skills and beliefs.	<ul style="list-style-type: none"> A questionnaire that includes items that focus on the key areas of Foundations content knowledge and skills training. 	Parents complete a pre and post assessment at the beginning and end of the Foundations session.	

COLLEGE-BOUND BABIES READING PROGRAM (CBBRP)

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(1)	Families work with their Connector to enroll in CBBRP and set CBBRP as a goal on their achievement plan.	<ul style="list-style-type: none"> • Graduation from the College Bound Babies Program. • Connectors have sufficient training on and knowledge of CBBRP. • A CBBRP program flyer is distributed to families and is discussed with the family by the NAZ Connector upon enrollment. 	One time after graduation from CBB
(2)	Families are provided with a home library of culturally specific, age appropriate books and a bookcase to implement a home library.	<ul style="list-style-type: none"> • NAZ has access to a sufficient supply of culturally specific, age-appropriate books. • Families are given support and encouragement on how to engage their children in reading. • Family engagement around reading is viewed as systemic within the initial and the extended family and not falling on a single parent alone. 	One time, at beginning of CBB-RP
(3)	Parents will develop a routine of reading to their children at home and expect that their children will engage in reading activities.	<ul style="list-style-type: none"> • For children who aren't yet competent readers, parents will read stimulating books that are of the child's interest. • For children who are learning to read independently, parents will engage in supported reading of developmentally appropriate books with their child. • For children who are reading independently, parents will encourage and reinforce independent reading. 	At least 30 minutes of reading per day
(4)	Families make regular visits to the North Regional Library to access programs and services that enhance and promote school readiness.	<ul style="list-style-type: none"> • NAZ incentivizes families to visit the local library and to participate in programs and services that increase language development by giving a one-time incentive (\$25 gift card after 5 trips to library). • A library passport is issued to track visits to the library and for families to record the number of pages read to their child using the checklist in the passport. • Library staff has been trained on and are knowledgeable about the program, process and logistics. • When a family visits the library, staff will stamp the corresponding day of the visit and write in the date of the visit. 	At a minimum, 2 visits per month
(5)	Parents use evidence-based approaches to promote language and literacy development during book reading activities with their children.	<ul style="list-style-type: none"> • Through participation in CBB, parents have learned and have had the opportunity to practice the CARE strategies (Commenting, Asking open ended questions, Responding with praise and encouragement, and Expanding on what the child says). • The library passport includes a reminder of the CARE strategies to reinforce the use of this strategy while engaging in reading activities. 	During every reading interaction

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
(6)	NAZ Connectors support family's active participation in the College-Bound Babies Reading Program.	<ul style="list-style-type: none"> Connectors review library passport materials with the parent and trouble shoot any barriers to regular reading and/or library visits. Connectors log phone calls/ visits and record relevant details in Goal notes within NAZ Connect. 	At a minimum, one time per month

**Add to Foundations somewhere: Expanded Learning and Early Childhood Partners will staff the Foundations child classrooms.