

Expanded Learning (ExL) Solution Plan

NAZ Solution Area Goal: 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.

[1] 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	<p>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 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	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

[2] SKILL BUILDING IN READING AND MATHEMATICS

Essential Active Ingredient		Necessary Conditions	Frequency (Dosage)
1	Utilize curriculum components approved by NAZ that align with the Minnesota K-12 Academic Standards in English Language Arts and Mathematics and the Reading and Math 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	<p>All students are assessed regularly with NAZ Progress Monitoring assessments that include reliable, leveled reading and math assessments to identify proficiency levels and specific skills needing instruction.</p> <p>Program staff utilize the data to inform program level adjustments to meet the identified needs of scholars.</p>	<ul style="list-style-type: none"> Program staff are trained and supported in utilizing Progress Monitoring systems (2015: easyCBM and FastforTeachers), including setting up scholars and utilizing data reports NAZ Connect roster data is accurate and uploaded into the Progress Monitoring system at least 1 week prior to assessment window Progress Monitoring data is entered into NAZ Connect for each scholar assessed NAZ Connect provides real time and accurate data to Program staff to inform programmatic adjustments 	<p>2x annually (fall, spring)</p> <p>2x in summer (pre-and post)</p>
3	<p>Independent reading with feedback in leveled text: i.e. "coached independent reading."</p> <p><i>and</i></p> <p>Literacy enhancement activities that engage scholars in using language creatively and purposefully.</p>	<ul style="list-style-type: none"> Leveled Readers library available, including books that are relevant to student desire and experience Students choose their own books based on reading level Program supports scholars reading books from their home classrooms (as assigned by teacher) Literacy enhancement activities are structured to increase motivation to use communication skills and increase literacy abilities 	<p>4 days/week (for 45 minutes) during school year</p> <p>Goal: at least 3 hours/week of combined reading and other supporting literacy</p>

		<ul style="list-style-type: none"> Literacy enhancement activities are strategically chosen to enhance the independent reading activities Dosage and frequency are measured daily and entered in NAZ Connect in order to make programmatic adjustments based on data-informed evidence around scholar outcomes 	enhancement activities
4	When indicated by performance data, students <u>below grade level</u> receive small group support and/or 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 (this may include programs such as Lexia, IXL, First in Math, etc.) Formal procedures for monitoring skill acquisition Dosage and frequency are measured daily and entered in NAZ Connect in order to make programmatic adjustments based on data-informed evidence around scholar outcomes 	<u>Reading:</u> 2x/week 30 minutes per session <u>Math:</u> 2x/week 30 minutes per session Formal skill assessment every 6 weeks
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 collection, analysis and communication of data and periodic reports. ExL program staff will use data from NAZ Connect to contribute to reports and will use NAZ Connect to record ExL performance data. NAZ Connect provides real time and accurate individual and program reports that include attendance data and achievement levels. 	Minimum of monthly, with a higher frequency as needed. Achievement Check-in with Parents: minimum 2x/year in alignment with Progress Monitoring

[3] SCHOLAR ENGAGEMENT

Essential Active Ingredient		Necessary Conditions	Frequency
1	Program structure reinforces and engages participants in activities to develop effective Academic 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 staff actively engage in Scholar Coaching and the Achievement Planning process through NAZ Connect to document goals and steps towards developing skills. Program environment, schedule, and culture is intentionally designed and implemented in a way that supports Scholars' use and development of skills. 	<ul style="list-style-type: none"> Every program day Evaluation: review Academic

		<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. 	outcomes monthly
2	<p>Program structure reinforces and engages participants in activities to develop effective Learning Time habits that include:</p> <ul style="list-style-type: none"> ● Regular, timely attendance ● Homework completion ● Organizing materials ● Positive class participation 	<ul style="list-style-type: none"> ● Program staff actively engage in Scholar Coaching and the Achievement Planning process through NAZ Connect to document goals and steps towards developing habits. ● Program environment, schedule, and culture is intentionally designed and implemented in a way that supports Scholars' use and development of skills. ● 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 staff regularly review program data (i.e. attendance) to evaluate specific supports for improving relevant habits. 	<ul style="list-style-type: none"> ● Every program day ● Evaluation: review relevant data monthly
3	<p>Program structure reinforces and engages participants in activities to develop effective Voice and Spark that include:</p> <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 ● Empathy, self-regulation, cooperation, and assertiveness 	<ul style="list-style-type: none"> ● Program staff actively engage in Scholar Coaching and the Achievement Planning process through NAZ Connect to document goals and steps towards developing positive attitudes. ● Program environment, schedule, and culture is intentionally designed and implemented in a way that supports Scholars' use and development of these skills. ● Program curriculum documents how these skills are taught and reinforced during program activities. ● Program training materials document how staff are trained on teaching and supporting attitudes. ● Program staff regularly review relevant data (i.e. attendance) to evaluate specific supports around these skills (suggested evaluation tool: SAYO-S) 	<ul style="list-style-type: none"> ● Every program day ● Evaluation: 2x year (fall, spring)
4	<p>Program structure reinforces and engages participants in activities to develop key college knowledge that includes:</p> <ul style="list-style-type: none"> ● NAZ's College Bound Scholar Pledge process ● Knowledge of different post-secondary options ● Knowledge of necessary high school coursework ● Financial options & procedures 	<ul style="list-style-type: none"> ● Programs have developmentally relevant curriculum to implement during programming ● Programs have access to and implement the College Bound Scholar Pledge and picture process ● Programs leverage collaborative opportunities with other parts of the Ecosystem (i.e. HS ExL and College Success) 	<p>Ongoing</p> <p>College Pledge implemented annually</p>

	<ul style="list-style-type: none"> Knowledge of career pathways and majors 		Photo taken/updated as needed
5	Program staff and NAZ staff implement “Team Scholar” approach in addressing needs and challenges in relation to individual scholars/families	<ul style="list-style-type: none"> NAZ Participation Protocol is learned and reviewed by NAZ and program staff and implemented in responding to challenges Tools for “Team Scholar” meetings and Action Plans are available and used to support Achievement Planning <ul style="list-style-type: none"> Agreed upon Goal High Action/High Alignment Action Commitments Ten Conversations Program and NAZ Staff use Achievement Planning process and document all Goals, Steps, and Action Commitments in NAZ Connect 	Ongoing

[4] INTEGRATION OF FAMILY ENGAGEMENT STRATEGIES

Essential Active Ingredient		Necessary Conditions	Frequency
1	Programs will communicate with parents about Scholar Achievement through regular Achievement Check-Ins	<ul style="list-style-type: none"> Regular use of NAZ Connect – programs are logging check-ins in Notes and Visits Implementation of regular progress monitoring measures (per EAI 2.2) and communicate outcomes in parent-friendly ways Staff trained and supported in communicating outcomes in strength-based methods supporting goal planning 	Program check-in: 1x/month Academic check-in: Every other month
2	Programs will integrate the Scholar Achievement Planning process to support families and scholars in being successful in the program; programs will also support Family Achievement Planning in interactions with families	<ul style="list-style-type: none"> Regular use of NAZ Connect NAZ provided training and support for program staff to access and utilize NAZ Connect and Achievement Plans Partnership processes and protocols ensures regular updating of parent and scholar Release of Information in order to engage all members of the “Team” 	During “Team” scholar meetings Ongoing – 1x week check-in with each scholar who has active SAP

3	Programs will plan and host family events throughout the program year	<ul style="list-style-type: none"> Family events are focused on Achievement Planning and parent co-hort building NAZ Staff support programs in recruitment for events and day-of logistics, including parent transportation Programs track family participation in NAZ Connect on the participation subtab and/or classroom module 	Minimum 3 family events/year
4	Programs will communicate and reinforce the importance of families participating in full Achievement Planning and High Priority Actions	<ul style="list-style-type: none"> Programs are kept current on Family Academy course offering dates and times Programs are updated when High Priority Actions that are relevant become available Programs ping Connectors via NAZ Connect when a family expresses interest in an opportunity 	Ongoing
5	<p>Programs communicate with parents about key school transition points as scholars near those transitions (5th grade to middle school, and 8th grade to high school) and how these transitions connect to college readiness</p> <ul style="list-style-type: none"> Middle school ExL options & connection/enrollment processes High school ExL options & connection/enrollment processes 	<ul style="list-style-type: none"> Programs have information readily available for key transition times and send home with scholars Schedule events for 5th grade and 8th grade parents to discuss transitions NAZ staff attend transition meetings ExL Action Team discusses and plans for content of these transition meetings Program staff communicate with Connectors when transition periods are approaching 	<p>Information sent home at least once a year</p> <p>Parent information meetings happen at least once a year</p>

[5] COLLABORATION WITH SCHOOLS AND COMMUNITY PARTNERS

Essential Active Ingredient		Necessary Conditions	Frequency
1	Partner programs work together intentionally to support program transitions for families and scholars, including key transitions (5 th grade to middle school, and 8 th grade to high school) and when scholars change programs during the school year	<ul style="list-style-type: none"> Programs use NAZ Connect to identify scholars for key transition points Programs invite partner programs to recruit/enroll scholars at key transition points Programs document all Achievement Planning information in NAZ Connect and directly communicate with partner programs during transitions to ensure proactive support is in place for scholars NAZ K-8 Expanded Learning and High School Expanded Learning partners work together to transition scholars to HS programs 	<p>Ongoing</p> <p>Focused collaboration at key transition times: K-5 to middle school Middle school to HS</p>

2	Partner programs share best practices and “what works” strategies with one another based on data and proven outcomes	<ul style="list-style-type: none"> • Programs meet regularly to work on challenges and opportunities • Programs have clearly stated outcomes and implement Solution Plan with fidelity • Programs implement NAZ ExL Learning Community model as an Action Team to support program growth 	Action Team meets 1x/month
3	Partner programs actively seek resources and partnerships (i.e. mentoring) to fully implement programming and ensure accelerated outcomes for scholars	<ul style="list-style-type: none"> • Program leadership staff are connected to Expanded Learning Professional Networks (i.e. Minneapolis After School Network) • Programs share information about formed partnerships with one another and possible opportunities for collaboration • Programs partner with other parts of the Ecosystem to enhance program elements and strengthen the continuum of support through the pipeline approach 	Ongoing Partners share opportunities at monthly meetings
4	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	<ul style="list-style-type: none"> • Access to NAZ Connect and NAZ Achievement Plans • NAZ batch uploads Academic History information received from District and other schools into NAZ Connect in a timely, regular basis (MCA, MAP, school attendance, etc.) • Anchor School Academic Navigators will serve as the primary liaison for scholar academic information 	Minimum of every 2 months, with a higher frequency as needed.

[6] RESULTS, ASSESSMENT, AND EVALUATION

Essential Active Ingredient		Necessary Conditions	Frequency
1	Programs implement a quality assessment process that includes evaluation feedback by each of the following: <ul style="list-style-type: none"> - scholars - families - program staff - program leadership - NAZ staff (if applicable) 	<ul style="list-style-type: none"> • Programs have evaluation process and tools that have been approved by NAZ • Programs have a system of evaluation documented for utilizing results • Programs utilize evaluation data to revise programming and realign resources 	Minimum of once annually, with higher frequency as needed
2	Programs use data from NAZ Connect to drive ongoing program evaluation and outcomes.	<ul style="list-style-type: none"> • Programs have consistently accurate data for enrolled scholars and families in NAZ Connect • Program staff work to identify the appropriate reports needed to do program evaluation and analysis 	<ul style="list-style-type: none"> • Fall, Spring, Summer • Ongoing

		<ul style="list-style-type: none"> Programs work with NAZ Systems team staff to continually improve the functionality of NAZ Connect for supporting program evaluation 	
3	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.	<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. (i.e. Fast or easyCBM systems) 	<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>
4	ExL programs engage in Results NAZ process as part of continuous quality improvement efforts.	<ul style="list-style-type: none"> Program leadership attends Results NAZ meeting annually Programs ensure all evaluation data (per the Solution Plan) is updated and accurate Programs communicate efficiently with Wilder during the two months prior to Results NAZ 	<ul style="list-style-type: none"> Programs collect data on program activities daily Results NAZ: annually

[7] MENTORING

Essential Active Ingredient		Necessary Conditions	Frequency
1	Programs provide high-quality opportunities for mentoring for enrolled scholars	<ul style="list-style-type: none"> Mentoring opportunities are offered in 1:1 and small group settings Mentees are provided with preparation for mentoring Mentors have frequent, regular contact with mentees focused on the needs of the mentee Mentors are screened according to EEP standards Mentoring relationship has at least 6 documented meetings NAZ Connect is used to track visits, goals, and notes 	<ul style="list-style-type: none"> Ongoing Minimum of one opportunity for mentoring per program year
2	NAZ Mentoring Anchor partners implement the Elements of Effective Practice for Mentoring in their mentoring programs/practices	<ul style="list-style-type: none"> Programs have access to and utilize the EEP Toolkit Programs have evaluation tools and criteria for mentoring practice 	<ul style="list-style-type: none"> Ongoing Evaluation as specified by EEP
3	Recruit eligible mentors using diverse recruitment strategies	<ul style="list-style-type: none"> Programs will demonstrate active strategies to recruit eligible mentors Programs will prioritize diversification of recruitment efforts to ensure matches for NAZ scholars Programs will work together to identify pathways, opportunities, and events to collaboratively recruit mentors 	<ul style="list-style-type: none"> Ongoing
4	All mentees will be sufficiently prepared to understand the role of the mentor and how to make the most of the mentoring relationship	<ul style="list-style-type: none"> Programs utilize the Minnesota Mentoring Partnership Preparing for a Mentoring Relationship resource 	<ul style="list-style-type: none"> Upon initial match Ongoing

		<ul style="list-style-type: none"> • Scholars are given appropriate time to introduce themselves and build relationship with their mentor 	
5	All mentors will be sufficiently prepared and trained to feel confident and effective in their role of promoting achievement as a NAZ mentor	<ul style="list-style-type: none"> • Mentors are given training and development around the NAZ model and Scholar Achievement Planning • Mentors are given support to promote positive attitudes towards school, academic achievement, and a college bound culture • Mentors are entered as part of the Scholar's team on the Team subtab 	<ul style="list-style-type: none"> • Upon initial match • Ongoing

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.