



Results NAZ: Family Engagement

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Key findings

EAI implementation

- At least half of all Connectors (50%) said they had received initial training in key family engagement strategies, and the majority felt they were at least “somewhat knowledgeable and capable” of carrying out the strategies.
- Both Connectors and managers report that Connectors are culturally responsive in their interactions with families, build a culture of achievement in the homes of families, communicate regularly with other NAZ staff and partners, and connect families to helpful resources. Connector and manager perspectives around levels of communication with families were varied.
- NAZ families who participated in a phone survey in August/September 2015 reported high levels of satisfaction with NAZ staff and felt staff were knowledgeable, responsive, positive and encouraging, respectful, and understood their cultural background and values.
- The majority of NAZ families surveyed (92%) said they had set goals for their children and themselves, and that they were making real progress toward achieving those goals.
- NAZ parents who completed a satisfaction survey in February 2014 cited several benefits of their partnership with NAZ – a supportive environment and academic skills and support for their children among the biggest benefits. Parents were also most likely to identify communication issues and check-ins with NAZ staff as an area where the partnership could be improved.

Alignment across NAZ systems

- Most early childhood scholars at risk on either the ASQ, ASQ:SE, or IGDIs had an active Early Childhood Checklist goal during FY2015 (96-97%), although only about one in five (18-19%) have documented completion of at least one goal during the fiscal year.
- Most school-age scholars at risk on either the CBM-Math or CBM-OR (85%) had an active K-12 Checklist goal *set* by their parent during FY2015; of those, 14 percent had a parent *complete* the goal during FY2015.
- Parents of at-risk school-age scholars were slightly more likely to have set and completed Expanded Learning (ExL) and Academic Navigation goals than parents of

scholars *not* at-risk (e.g., 37% of at-risk scholars had an ExL goal set by their parent in FY2015, compared to 33% of those not at-risk), but differences are slight and should be interpreted with caution.

- Parents of scholars who were not proficient in at least one subject of the MCA (i.e., at risk) were slightly more likely to have active K-12 Checklist goals and complete those goals than parents of scholars who were not at risk (e.g., 88% of at-risk scholars compared to 84% of those not at risk had a K-12 Checklist goal). However, relatively few students were not at-risk (49 not at-risk vs. 288 at-risk), and differences are slight, so comparisons should be made with caution.
- NAZ scholars at-risk on the MCA participated in Expanded Learning and Academic Navigation at higher rates than those who were not at risk, and they were more likely to be referred to Expanded Learning.

Continuity and communication

- 320 families (56% of 567) had set a Family Academy participation goal at some point during their NAZ enrollment; of those, 40 percent had completed at least one Family Academy program.
- About one-quarter of *all* 567 NAZ families (24%) had completed at least one Family Academy program (regardless of whether they had set this as a goal or not).
- Connector survey results indicate that Connectors feel very knowledgeable about their ability to engage families in Family Academy enrollment. All said they had been trained in Family Academy engagement and enrollment and felt either “very” or “somewhat” knowledgeable about and capable of carrying out this activity.

Organizational capacity and characteristics

- Of the 567 actively enrolled families in NAZ during FY2015, length of enrollment ranged from two and a half months to five years, or about two years on average.
- The number of families on a Connector’s roster ranged from 16 to 44 families, or 30 families on average. Most worked with between 21 and 40 families during the year.
- About two-thirds of all participants (65%) who were enrolled in Family Academy in FY2015 (and attended at least one session) went on to complete a Family Academy course. This was slightly less than in FY2014 (71%).

- Families with a parent who completes the Foundations course with Family Academy are more likely to be engaged in other areas of the NAZ pipeline. This includes more *visits* with NAZ staff (37 visits vs. 22 visits), more *contact time* with NAZ staff (13 hours vs. 7 hours), and an increased likelihood of completing an active early childhood Checklist goal (92% vs. 85%) or K-12 Checklist goal (30% vs. 15%).
- Parents of 239 early childhood scholars (82%) had an active Early Childhood Checklist goal during FY2015; parents of 30 early childhood scholars (13%) completed a goal.
- Parents of 916 school-aged scholars (75%) had an active K-12 Checklist goal during FY2014; parents of 97 scholars (11%) completed a goal.
- Of the 195 scholars with an active goal to “enroll in a NAZ summer opportunity”, 42 percent enrolled in summer ExL programming in the summer of 2015.
- Of the 209 scholars with an active goal to “enroll in a NAZ after school opportunity”, 41 percent enrolled in at least one afterschool ExL program.
- Of the 336 scholars with either an active summer or after school ExL goal, 48 percent enrolled in at least one ExL program.

EAI implementation

To assess the implementation of the “Essential Active Ingredients” (EAIs) related to NAZ’s Family Engagement Solution Plan, two sources of data were utilized: “fidelity checklists” or brief surveys with both Connectors and Managers that assessed the extent to which they are able to perform their core job functions, and family surveys that assessed parents’ satisfaction with various aspects of NAZ programming.

Fidelity checklists

A key factor for success in the solution plan is ensuring that Connectors and managers have the capacity to perform their job duties. To identify the strengths and areas for growth with respect to NAZ’s Family Engagement Solution Plan, 16 NAZ Connectors and five NAZ managers participated in a short “fidelity checklist” survey.¹ The responses were compiled to help NAZ and Wilder identify areas in which NAZ could build capacity, adjust practices, or take other steps to ensure Connectors and managers are able to fulfill their duties.

Connector results (N=16)

Family rosters per Connector ranged from 22 to 39 families, or 33 families on average. According to the Solution Plan, Connectors should be assigned no more than 40 families.

- 44% (n=7) believed their family roster was too high, and reported rosters ranging from 30 to 39 families.
- 44% (n=7) believed their family roster was just right, and reported rosters ranging from 22 to 39 families.
- 13% (n=2) believed their family roster was too low, and reported rosters ranging from 26 to 27 families.

Most Connectors (56%) said they meet with their families in person monthly. About one-third (31%) meet weekly, while 13 percent meet daily. (It may be that families who are meeting with Connectors daily have more extensive needs and require a higher level of attention than those meeting weekly or monthly.)

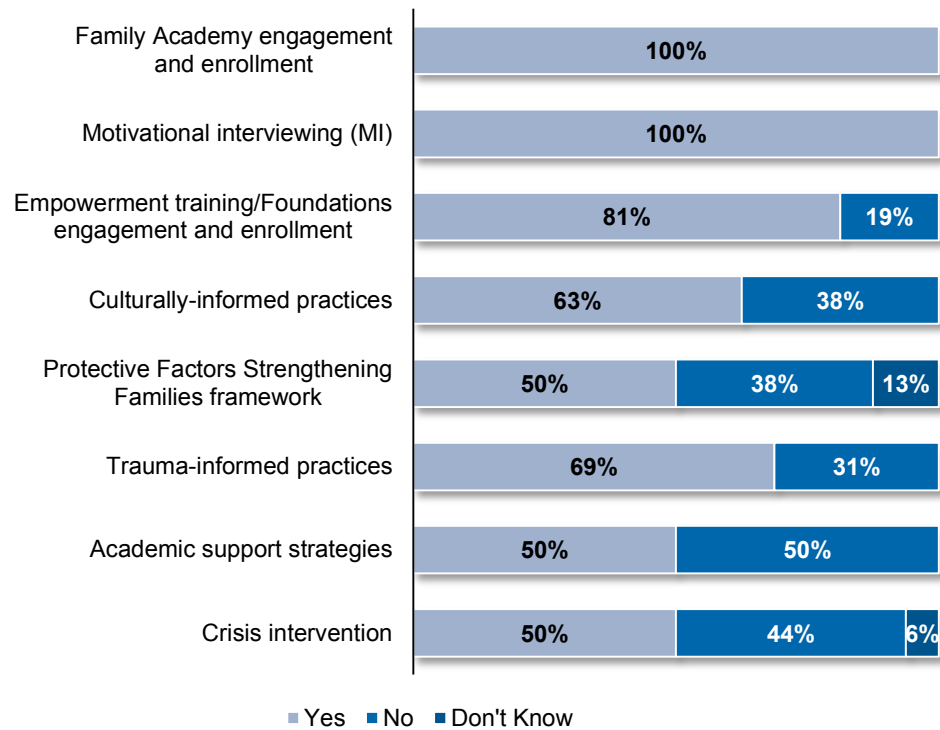
¹ A total of 16 Connectors were invited to participate in the survey; all 16 completed it, for a response rate of 100 percent. A total of 6 managers were invited to participate; 5 completed it, for a response rate of 83 percent.

Connectors spent between 7.5 to 35 hours in a 40 hour work week working directly with families, or 25 hours on average.

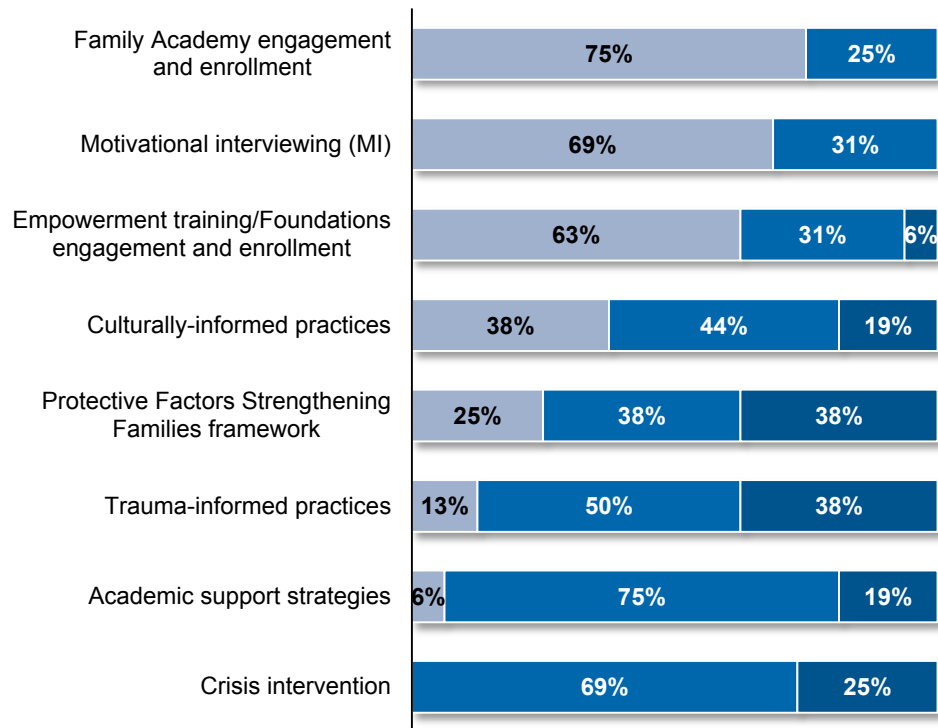
Training and knowledge of NAZ strategies

- At least half of all Connectors (50%) completing the survey said they had received initial training in various family engagement strategies (Figure 1). All Connectors said they had training in Family Academy engagement and enrollment as well as Motivational Interviewing (MI). Connectors were *least* likely to say they had training in the areas of academic support strategies, crisis intervention and the Protective Factors Strengthening Families framework.
- At least two-thirds of all Connectors were “very knowledgeable and capable” of carrying out Family Academy engagement and enrollment strategies (75%), Motivational Interviewing (69%), and empowerment training/Foundations engagement and enrollment strategies (63%) (Figure 2). The majority was at least “somewhat knowledgeable and capable” of carrying out all of the strategies, although more than one-third were “not knowledgeable or capable” when it came to the following areas: Protective Factors Strengthening Families framework (38%) and trauma-informed practices (38%).

1. Connectors receipt of initial training on Family Engagement strategies (N=16)



2. Connectors knowledge of and capability in using Family Engagement strategies (N=16)



- Very knowledgeable and capable
- Somewhat knowledgeable and capable
- Not very knowledgeable or capable

Manager results (N=5):

- Managers support anywhere from 2 to 7 Connectors, or 5 Connectors on average.
- Four of the managers said they meet one-on-one with each Connector weekly, while one manager meets with each Connector monthly.
- All five managers, either *all or most of the time*, help Connectors develop their skills in working with families and using key interactional strategies, help Connectors develop their skills in using NAZ Connect, and use families' weekly performance target data to identify ways to support Connectors. (See the Appendix for more information).

Frequency of engagement with families: Connector and manager perspectives

Connectors were asked how often they engage in a series of activities related to engaging with the families with whom they work, while managers were asked – from their perspective – how often *they* feel Connectors are engaging in these activities. Figure 3 summarizes these results for both Connectors and Managers and shows the extent to which their responses align. .

“High alignment” occurs when Connectors and managers generally agreed with one another on a particular item, whereas “low alignment” indicates there was *less* agreement between Connectors and managers on an item. This agreement or alignment could indicate that both sets of respondents feel like the Connectors are actively engaged in a particular activity, or they could agree that the Connectors are generally *not* engaged in a certain activity.

- Managers' and Connectors' responses were generally aligned on 7 of the 12 items assessed on the survey.
- There was less alignment across other items, primarily items assessing levels of communication with families.

See Figures A1 to A4 in the Appendix for more information.

3. Frequency with which Connectors engage with families: Alignment between Connector and manager perspectives

- High alignment:**
- Connectors are culturally responsive in their interactions with families and other partners.
 - Connectors emphasize the importance of building a culture of achievement in the home with families.
 - Connectors regularly communicate with other NAZ staff and partner organization staff about a family's progress and needs.
 - Connectors connect families to service organizations that will be helpful to them.
 - Connectors provide families with the support they need in order to complete their goals.
-
- Some alignment:**
- Connectors build trust with families by discussing confidentiality, practicing appropriate disclosure, respecting their right to privacy, and practicing deep listening.
 - Connectors provide families with the support they need in order to set goals.
-
- Low alignment:**
- Connectors connect with families using the method(s) that best match their needs (e.g., text, email, in-person in different settings, etc.)
 - Connectors communicate high expectations to families while also providing high levels of support.
 - Connectors meet with families as often as they want to meet.
 - Connectors regularly input data into NAZ Connect to track the progress of families with whom they work.
 - Connectors regularly communicate with families about their progress using the data in NAZ Connect.
-

Note. The scale for this set of items was as follows: High Alignment (difference of 20 percentage points or less between average Connector and manager responses), Some alignment (difference of 21-39 percentage points between average Connector and manager responses), and Low alignment (difference of 40 percentage points or more between average Connector and manager responses).

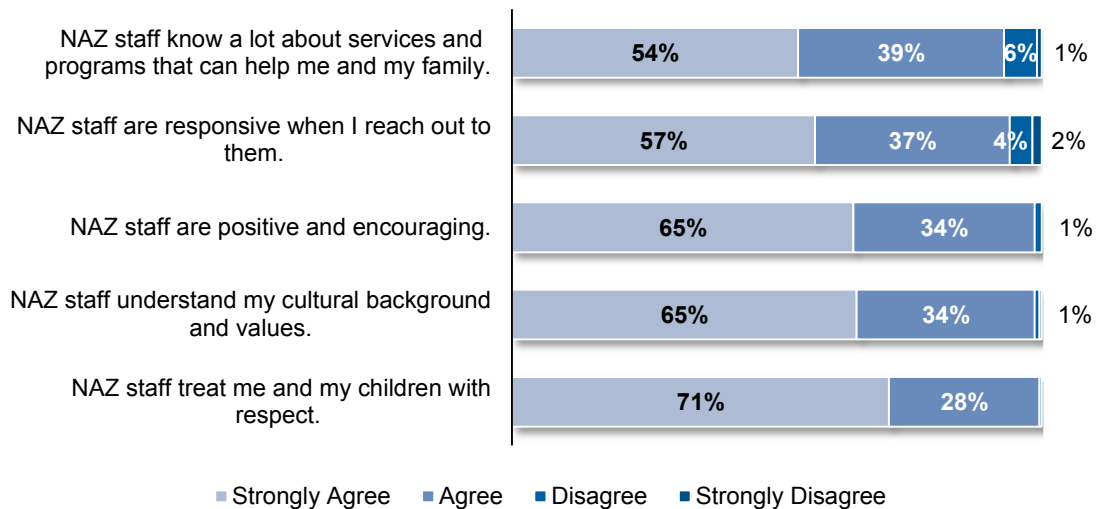
Family survey data

During August and September of 2015, 251 NAZ families participated in a phone survey designed to measure levels of engagement, as well as collect data required by the Promise Neighborhood Grant.

Figure 4 summarizes the findings related to interactions with NAZ staff. In general, parents were very satisfied with NAZ staff, with 93 percent “agreeing” or “strongly agreeing” with each positive item about NAZ staff. Highlights of this section include:

- The highest ranked item was “NAZ staff treats both me and my children with respect,” with 71 percent of respondents strongly agreeing, and the remaining 28 percent agreeing.
- The lowest ranked item was “NAZ staff know a lot about services and programs that can help me and my family,” with slightly more than half (54%) of respondents strongly agreeing, and 39 percent agreeing. Overall, the majority of families (93%) still endorsed this item, demonstrating parents generally have a very favorable impression of NAZ staff.

4. Interactions with NAZ Staff (N=251)



The survey also assessed parents' expectations for their children and their ability to help them succeed (Figure 5).

- 75 percent of respondents “strongly agreed” and 19 percent “agreed” that they have high expectations for their children’s success in school.
- Somewhat fewer, however, felt they knew how to help their children be successful in school, with 56 percent strongly agreeing and 37 percent agreeing.

5. Parental expectations for and support of children’s success in school (N=251)

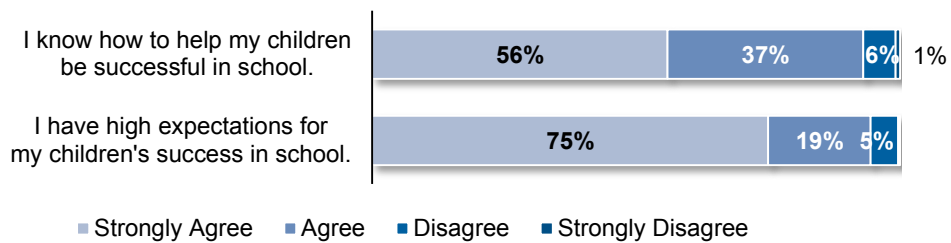
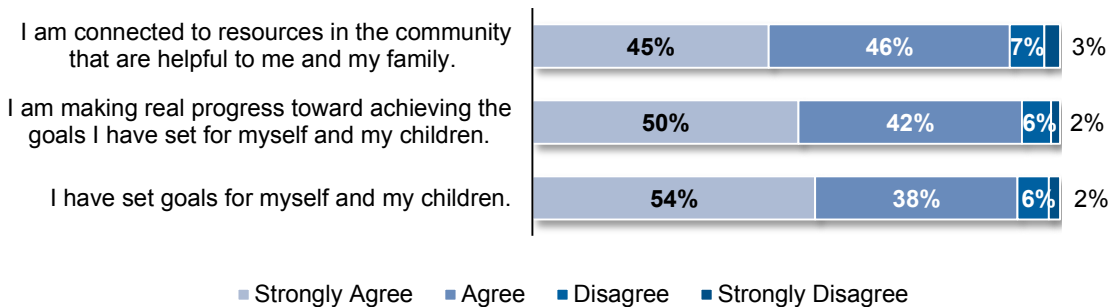


Figure 6 illustrates parent responses to questions about goal setting and resources.

- Almost all respondents (92%) said they set goals for their children and themselves and that they were making real progress toward achieving those goals.
- 9 in 10 families said that they were connected to resources in the community that are helpful to them and their family.

6. Parents setting and achieving goals and connecting to resources (N=251)



Satisfaction Survey: Open-ended responses

In February 2014, NAZ parents completed a satisfaction survey about their work with NAZ. Parents were asked four open-ended responses about what they found challenging in their work with NAZ, how NAZ could better partner with them, a benefit of partnering with NAZ, and suggestions for improving communication with NAZ. Highlights from these responses include:

- Parents were most likely to cite communication with NAZ staff as challenging (29%), followed by scheduling issues (14%) and finding resources (11%) (Figure 7).
- About half of all families (52%) thought NAZ could improve how it partners with them by increasing the number of check-ins with families (52%) (Figure 8).
- Parents were most likely to say that a supportive environment (35%) and academic skills and support (23%) were the biggest benefits of working with NAZ (Figure 9).

Outside of these responses, parents provided very few other suggestions for ways to improve NAZ.

7. What have you found challenging in working with NAZ?

	N	Percent
Communication with Connector/navigator/partner	21	29%
Scheduling	10	14%
Finding resources (general, childcare)	8	11%
Personal responsibilities as a NAZ client	7	10%
Housing support	6	8%
Career support/employment	3	4%
Feeling over-looked, left behind	3	4%
Other	14	19%
Total	72	

Note: Open-ended responses were coded into the themes presented above. Not all respondents provided a response.

8. How do you think NAZ could do a better job of partnering with you?

	N	Percent
More NAZ check-ins with individual families	31	52%
More opportunities and resources	13	22%
Opportunities for young teens/high school students	3	5%
Larger presence within the community	3	5%
Flexibility with meeting times	2	3%
Housing support	2	3%
Other	6	10%
Total	60	

Note: Open-ended responses were coded into the themes presented above. Not all respondents provided a response.

9. What is one benefit you have experienced from your partnership with NAZ?

	N	Percent
Supportive environment	47	35%
Academic skills and support	30	23%
Access to resources	14	11%
Housing	14	11%
Parenting skills	10	8%
Classes	5	4%
Great communication from staff	4	3%
Personal and social skills	3	2%
Finding reliable childcare	3	2%
Other	3	2%
Total	133	

Note: Open-ended responses were coded into the themes presented above. Not all respondents provided a response.

Alignment across NAZ systems

The alignment section of the solution plan addresses the Connector’s role in referring parents to appropriate supports when developmental or academic concerns are identified among children. Connectors work with parents to set Early Childhood and K-12 Checklist goals for each scholar in their household. This section explores goal setting and program participation for children based on assessment outcomes.

Early childhood scholars

NAZ uses three tools to assess development in early childhood scholars. The ASQ and ASQ:SE are used to screen for developmental issues in scholars ages 0 through 5. The IGDIs are used to assess learning—academic skills such as early literacy and numeracy—in preschoolers, ages 4 and 5.

It is important to note that there is no overall proficiency level on the ASQ, ASQ:SE, or IGDIs. Scholars are determined to be in the green, yellow, or red on each assessment, with yellow or red indicating scholars who are “at risk” and green indicating scholars who are on track. Nearly all scholars assessed were at risk on at least one scale of these assessments.

During Fall 2014, 163 out of 167 scholars assessed (98%) were at risk in at least one area of the ASQ or ASQ:SE, and 49 out of 50 scholars assessed (98%) were at risk on at least one IGDI scale. Most scholars assessed with the IGDI were also screened with the ASQ/ASQ:SE: 48 scholars took both the IGDI and ASQ/ASQ:SE during Fall 2014. All scholars assessed in at least one domain measured by each instrument are included in these data, even if they did not complete all scales.

Figure 10 shows goal setting and completion based on scholar risk in at least one area of the ASQ, ASQ:SE, or IGDI. This report does not examine “higher levels of risk”—e.g. those at risk in two or more scales—because such a cut-off would be arbitrary. NAZ instructs its staff to set Early Childhood Checklist goals with all parents whose scholars score in the red or yellow on at least one scale.

Most scholars at risk on at least one assessment had an active Early Childhood Checklist goal during FY2015 (96-97%), though only about one in five (18-19%) have documented completion of at least one goal during the fiscal year.

10. Early Childhood Checklist goals and goal completion for scholars at risk, Fall 2014

	Had an active Early Childhood Checklist goal during FY2015	Percent of those with an Early Childhood Goal who completed a goal during FY2015
At risk on at least one ASQ/ASQ:SE subscale (N=163)	158 scholars (97%)	31 scholars (19%)
At risk on at least one IGDI subscale (N=49)	47 scholars (96%)	9 scholars (18%)

Note: Some scholars were assessed with both the ASQ/ASQ:SE and the IGDI, so there is duplication between the two groups.

School-age scholars

School-age scholars are assessed using multiple measures that monitor their progress during the year (“progress monitoring” assessments). NAZ assesses scholars using the CBM-Math and CBM-OR, which are brief assessments that test math and reading skills, respectively, for scholars in kindergarten through eighth grade.

Progress monitoring results and goal setting

During Fall 2014, 414 scholars were tested using the CBM-Math or CBM-OR. Of those, 23 percent (97 scholars) were in the green on all measures on which they were assessed, while 77 percent (317 scholars) tested in the yellow or red on at least one assessment. In this section of the report, those scholars are identified as being “at risk.”

For scholars at risk on at least one of the assessments:

- 85 percent (271 of 317) had an active K-12 Checklist goal set by their parent during FY2015, compared to 86 percent of those not at risk (83 of 97) (Figure 11).
- Of those with an active K-12 Checklist goal, 14 percent (39 of 271) had a parent complete a K-12 Checklist goal during FY2015, compared to 10 percent of those not at risk (8 of 83).

Figure 11 shows the distribution among grade levels.

11. K-12 Checklist goal setting with parents of scholars at risk on CBMs, by grade level

	Total N assessed in Reading or Math	Percent of all scholars at risk	N at risk	Percent of <i>at risk</i> scholars with active K-12 Checklist goal	N not at risk	Percent of scholars <i>not at risk</i> with active K-12 Checklist goal
Grades K-2	144	71%	102	77%	42	81%
Grades 3-5	167	81%	135	88%	32	94%
Grades 6-8	103	78%	80	93%	23	83%
Overall	414	77%	317	85%	97	86%

Expanded Learning² (ExL) and Academic Navigation are the primary interventions for scholars with identified learning needs. Overall, parents of at-risk scholars were slightly more likely to have set and completed goals than parents of scholars not at risk, but these differences are slight and should be interpreted cautiously.

For scholars at risk on at least one of the progress monitoring assessments:

- 37 percent (117 of 317) had an active FY2015 ExL goal set by their parent, compared to 33 percent of those not at risk (32 of 97).
- 68 percent (214 of 317) participated in a FY2015 ExL program, compared to 61 percent of those not at risk (59 of 97).
- 42 percent (132 of 317) had at least one visit with an Academic Navigator during FY2015, compared to 24 percent of those not at risk (23 of 97).
- 88 percent of both groups had at least one documented contact with NAZ staff during FY2015.³
- At-risk scholars had more contact with NAZ staff than those who did not, averaging 163 minutes and 6.7 contacts with staff during FY2015, compared to an average of 81 minutes and 3.8 contacts with scholars who were not at risk.

² To best align with the availability of test scores, this analysis includes the Fall 2014, Spring 2015, and Summer 2015 sessions of Expanded Learning, but not Summer 2014, which is included in the dashboard analysis. CBMs were conducted during October 2014, and 2013-14 MCA scores became available to parents during fall 2014.

³ Note that this reflects time spent with the scholar, not parents. These data do not reflect contact with scholars' parents, who are the individuals setting and completing Checklist goals.

MCA results and goal setting

NAZ Connect contains 2013-14 MCA data for 337 scholars in grades 3 through 8, 10, and 11. Of the 337 scholars with MCA scores available in either reading or math, 288 (85%) were not proficient on the reading portion, math portion, or both. In this section of the report, we define those scholars as “at risk.”

To better understand this population, Figure 12 shows the percentage of students within each grade cohort who are proficient in reading, math, and *both* reading and math on the 2013-14 MCA, based on data downloaded from NAZ Connect.

12. Reading and math proficiency among NAZ-enrolled scholars, 2013-14 MCA

	Reading		Math		Reading and Math	
	Total N assessed	Percentage proficient	Total N assessed	Percentage proficient	Total N assessed	Proficient
Grades 3-5	182	18%	181	30%	180	14%
Grades 6-8	118	22%	125	17%	117	12%
Grades 10-11	16	31%	12	8%	-	-
Overall	316	20%	318	24%	297	13%

Note: Tenth graders are only assessed in reading and eleventh graders are assessed only in math; therefore, scholars cannot be proficient in both during the same test year. Data are only available for scholars with a valid consent to share academic data who were enrolled in Minneapolis Public Schools, the Harvest Network, Sojourner Truth, KIPP, or Ascension.

Parents of scholars who were not proficient in at least one subject of the MCA (i.e., at risk) were slightly more likely to have active K-12 Checklist goals and complete those goals than parents of scholars who were not at risk. However, it should be noted that relatively few students were not at risk (49 not at risk vs. 288 at risk), and differences are slight, so any comparisons should be made with caution.

- 88 percent (252 of 288) of scholars at risk had an active FY2015 K-12 Checklist goal active during FY2015, compared to 84 percent (41 of 49) of those not at risk (Figure 13).
- Of those with an active goal, 14 percent (35 of 252) had completed a K-12 Checklist goal during FY2015, compared to 7 percent (3 of 41) of those not at risk.

Figure 13 shows the distribution of goal setting across grade levels. Across all grades, most at-risk scholars (86-91%) had an active K-12 Checklist goal set by their parent. Parents of at-risk scholars in grades 6 through 8 were slightly more likely to have an active K-12 Checklist goal set for their child than scholars in grades 3 through 5 and 10 and 11. Scholars at risk were slightly more likely to have an active K-12 Checklist goal than those not at risk.

13. K-12 Checklist goal setting with parents of scholars at risk on MCA, by grade level

	Total N assessed in Reading or Math	Percent of all scholars at risk	N at risk	Percent of <i>at risk</i> scholars with active K-12 Checklist goal	N not at risk	Percent of scholars <i>not at risk</i> with active K-12 Checklist goal
Grades 3-5	183	86%	158	87%	25	80%
Grades 6-8	126	86%	108	89%	18	83%
Grades 10-11	28	79%	22	82%	6	*
Overall	337	85%	288	88%	49	84%

Note: Asterisk refers to data omitted due to small sample size ($N < 10$). Data are only available for scholars with a valid consent to share academic data who were enrolled in Minneapolis Public Schools, the Harvest Network, Sojourner Truth, KIPP, or Ascension.

NAZ scholars at-risk on the MCA participated in Expanded Learning (ExL) and Academic Navigation at higher rates than those who were not at risk; they were also more likely to be referred to ExL, though the sample size is relatively small. For scholars at risk on either the reading or math portion of the MCA:

- 36 percent (105 of 288) had an active ExL participation goal during FY2015, compared to 20 percent (10 of 49) of scholars who were not at risk.
- 42 percent (121 of 288) participated in a FY2015 ExL program, compared to 29 percent (14 of 49) of those not at risk.
- 35 percent (100 of 288) participated in Academic Navigation during FY2015, compared to 12 percent (6 of 49) of those not at risk.
- 70 percent (203 out of 288) had at least one documented contact with NAZ staff during FY2015, compared to 61 percent (30 out of 49) of those not at risk.⁴
- At-risk scholars had more contact with NAZ staff than those who did not, averaging 198 minutes and 8.6 contacts with staff during FY2015, compared to an average of 75 minutes and 3.0 contacts with scholars who were not at risk.

One-third of at-risk scholars who participated in Expanded Learning (33% of 121) participated in all three sessions measured (Fall 2014, Spring 2015, and Summer 2015), while 46 percent of scholars attended one session, and 21 percent of scholars attended two.

⁴ Note that this reflects time spent with the scholar, not parents. These data do not reflect contact with scholars' parents, who are the individuals setting and completing Checklist goals.

Continuity and communication

This portion of the solution plan is about ensuring continuous communication between Family Academy instructors and Connectors, from the point of referring families via goal setting, to helping families attend classes and complete coursework.

Family Academy goal setting

Connectors work with families to set appropriate Family Academy goals (i.e., participation in one of the Family Academy classes) based on the age of their scholar.

- 320 families (56% of 567) had set a Family Academy participation goal at some point during their NAZ enrollment.
- *Of those with a goal*, 104 families (33% of 320) had completed a Family Academy goal at some point during their NAZ enrollment.⁵
- *Of those with a goal*, 127 families (40% of 320) had completed at least one Family Academy program.
- *Of all 567 families*, 24 percent (135 of 567) had completed at least one Family Academy program (regardless of whether or not they had set this as a goal).⁶

Connectors knowledge and training related to Family Academy

Overall, Connectors feel very knowledgeable about their ability to engage families in Family Academy enrollment. Of the 16 Connectors surveyed during October 2015:

- All said they received initial training in Family Academy engagement and enrollment, and felt very or somewhat knowledgeable and capable of the task.
- Nearly all (13 of 16) said they received initial training on empowerment training/ Foundations engagement and enrollment, and most (15 of 16) felt very or somewhat knowledgeable and capable of engaging families this way.

⁵ Of the 104 families who completed a Family Academy goal, 82 families (79%) have documented completion of a Family Academy program.

⁶ Of the 135 families who completed a Family Academy program, 127 families (94%) had a Family Academy goal set, and 82 families (65% of 127) have documented completion of a Family Academy goal.

Supporting participation in Family Academy

Connectors are actively engaged in supporting the participation of families in Family Academy. NAZ has recently begun tracking these methods of support, but there is not yet a sufficient quantity of data to share in this report.

Organizational capacity and characteristics

This section explores how NAZ supports families through its referral pipeline, from goal setting to program completion. As such, the section includes information about the characteristics of enrolled families, Connector capacity, completion of Family Academy courses, and goal setting and completion among all scholars, not just those at risk. It also explores the role of Foundations as an entry into the NAZ pipeline, which strengthens the relationship between families and NAZ.

During FY2015, there were 567 actively enrolled families in NAZ. As of September 1, 2015:

- On average, families had been enrolled about two years.
- Length of enrollment ranged from two and a half months to five years.⁷
- About 20 percent of families had been enrolled a year or less.
- More than half of all enrolled families (55%) had four or more people in their family, and 17 percent of families had six or more people in their household.

Connectors and families

During the year prior to September 2015, based upon NAZ Connect data,⁸ Connectors (N=14) had:

- An average of 30 families on their roster during the year.
- Rosters ranging from 16 to 44 active families during the year.

Note that one of the Connectors began late in the study timeframe, so some rosters at the lower end of the spectrum may be due to this timing (i.e., the Connector was still “ramping up” his/her roster). Most Connectors worked with between 21 and 40 families during the year.

⁷ A family’s length of enrollment is based on the enrollment date of the head of household.

⁸ The results presented here are based upon NAZ Connect records for 14 NAZ Connectors during the specified 12-month period, while the results presented earlier in the EAI Implementation section of the report are based upon the survey responses of 16 Connectors in October 2015, so findings differ slightly.

Referrals into the NAZ pipeline

NAZ tracks referrals within NAZ through the goal setting process. Connectors meet with families and determine the appropriate goals. NAZ would like all families to participate in their Family Academy courses, particularly Foundations. This section outlines the process of moving from referrals to Family Academy to course completion, and the steps along the way.

Family Academy

Family Academy provides parenting empowerment classes that give parents the skills they need to put their kids on a path to college, beginning at birth. The current Family Academy course offerings are:

- **Foundations** builds parents' empowerment, self-awareness, self-regulation and motivation, empathy, and relationship-management skills. Families must complete this course before moving on to others in the series; it is appropriate for parents with children of any age. In its current form, Foundations courses meet weekly for 9 weeks.
- **College-Bound Babies (CBB)** is for parents of children age birth to three. It emphasizes the idea that parents are children's first teachers, and specifically focuses on building parents' positive discipline skills and their ability to contribute to their children's development of language, literacy, and numeracy. CBB courses meet weekly for 13 weeks.
- **Ready to Succeed (RTS)** supports parents of 4- and 5-year-olds in preparing their children for Kindergarten, particularly the development of language, literacy, numeracy, and executive function skills. It helps parents develop the knowledge and skills needed to be active participants in their child's school education, including engaging with teachers and the school system. RTS courses meet weekly for 13 weeks.
- **College-Bound Scholars - Elementary (CBS-1)** is for parents of elementary school-age scholars, which helps parents support their children's school success. CBS-1 courses meet weekly for 9 weeks.

Family Academy course completion

Family Academy courses are designed to build on one another. Some families had completed more than one Family Academy program. In total, 212 clients from 186 families have completed at least one Family Academy course. Of these, 135 families were actively enrolled during FY2015. For these 135 actively enrolled families:

- 66 percent of families (89 of 135) had completed one Family Academy course

- 24 percent (32 of 135) had completed two courses
- 9 percent (12 of 135) had completed three courses
- 1 percent (2 of 135) had completed four courses

The most frequently completed course among actively enrolled families was CBB (Figure 14).

14. Family Academy completion among FY2015 actively enrolled families

Program	Number of families that have completed course
Foundations	71
CBB	88
RTS	24
CBS-1	14
Total	244

Family Academy

We examined Family Academy course completion for all families enrolled⁹ as of November 1, 2015. Figure 15 shows outcomes for those who enrolled during FY2015. For these parents:

- Overall, 65 percent of participants who attended at least one session went on to complete a Family Academy course.
- Parents who enrolled in CBB and RTS were slightly more likely to complete the courses (74% and 67%, respectively) than those who enrolled in CBS-1 and Foundations (63% and 60%, respectively).
- Among participants who dropped out of a Family Academy course, this most often occurred relatively early in the course – typically, after a few sessions (2-4).

⁹ Enrollment is defined as participation in at least one session of the course.

15. Family Academy course completion, FY2015

Program	N enrolled (attended at least one session)	N completed the class	Percent of participants that completed	Average N sessions attended before dropping
Foundations (9 sessions)	55	33	60%	4.1
CBB (13 sessions)	27	20	74%	2
RTS (13 sessions)	33	22	67%	2.3
CBS-1 (9 sessions)	30	19	63%	4.4
All classes	145	94	65%	

Note: Participants do not need to attend all class sessions to complete a course. Foundations Part 1 and 2 were combined in 2014, which is reflected in the table.

Compared to parents enrolled during FY2015, participants enrolled during FY2014 were slightly more likely to complete courses (Figure 16).

- Foundations 1 and 2 had a 76 percent and 77 percent completion rate, respectively, during FY2014, compared to a 60 percent completion rate in 2015.
- Overall, 71 percent of participants who attended at least one session in FY2014 completed a Family Academy course.

16. Family Academy course completion, FY2014

Program	N attended at least one session	N completed the class	Percent of participants that completed	Average N sessions attended before dropping
Foundations 1 (4 sessions)	49	37	76%	2.4
Foundations 2 (4 sessions)	53	41	77%	1.4
CBB (13 sessions)	107	70	65%	2.8
RTS (13 sessions)	13	9	69%	2.8
All Classes	222	157	71%	

Note: CBS-1 did not launch until 2014-15.

Foundations as an entry to the NAZ pipeline

Of the 567 active families in NAZ Connect, 71 have documented completion of a Foundations course (13%).¹⁰ Families with a parent who completes Foundations are more likely to be engaged in other areas of the NAZ pipeline. During FY2015:

- Families who completed Foundations had an average of 37 visits during the past year, compared to an average of 22 visits with a NAZ staff member for those who had not completed Foundations.
- Families who completed Foundations spent more time in contact with a NAZ staff member, for an average of about 13 hours (789 minutes) compared to an average of about 7 hours (427 minutes) for those who had not completed Foundations.

Families who completed Foundations were more likely to have an active Early Childhood or K-12 Checklist goal for their children and were more likely to have completed checklist goals during FY2015.

- 92 percent of families (65 out of 71) that completed Foundations had an active Checklist goal for at least one child during FY2015, compared to 85 percent of families that had not completed Foundations (422 out of 496).
- 30 percent of families (21 out of 71) that completed Foundations completed a Checklist goal for at least one child during FY2015, compared to 15 percent of families that had not completed Foundations (74 out of 496).

Early childhood goal setting

Connectors encourage all parents with scholars ages 0 through 4 to participate in the Early Childhood Checklist. Parents work with Connectors to set these goals for their children.

- Of the 290 scholars ages 0 through 4 enrolled during FY2015, parents of 239 scholars (82%) had an active Early Childhood Checklist goal during FY2015.
- During that time, parents of 30 early childhood scholars (13% of 239) completed an Early Childhood Checklist goal.

Early Childhood Checklist goals are shown in Figure 17.

¹⁰ This result differs slightly from the data reported in the previous section, which documents Foundations completion by 74 families. The 74 families represents all families enrolled in these courses during their respective years, while the 71 only includes families who were actively enrolled during FY2015. See Appendix for additional information on actively enrolled families.

- The most frequently set goal was “Seek regular assessments and screenings to ensure early learning and development,” set for 175 scholars; it was also the goal with the greatest percentage of parents who completed goal steps, with 41 percent of parents completing at least one step toward the goal.
- The most frequently accomplished goal was “Enroll in high-quality Early Learning Opportunity,” which was completed by 13 percent of parents for whom it was set, with 18 percent having at least one step in that process completed on their behalf.

17. Early Childhood Checklist goals active and completed, as set by parents

Active goals	N active goals during FY2015	Percent of goals completed	Percent of goals for which at least one step completed
Seek regular assessments and screenings to ensure early learning and development	175	4%	41%
Build a college-going culture in our home	167	7%	2%
Complete relevant Family Academy program	163	2%	5%
Enroll in high-quality Early Learning Opportunity	144	13%	18%
Increase the time this child spends in early literacy activities	133	3%	10%
Complete application for Child Care Assistance Program (CCAP) as early as possible	107	7%	2%
Resolve barrier to continuous enrollment in high-quality childcare or early learning opportunity	39	8%	16%
Support transition to Kindergarten (Handout)	25	8%	4%
Attend recommended well-child visits (Handout)	23	9%	9%
Increase the time this child spends in early numeracy activities	2	*	*
Access early intervention services to address a concern revealed in an assessment	1	*	*
Create an active home-school partnership	0	*	*
Total	979	6%	14%

Note: Asterisks denote goals with fewer than 10 goal steps set.

K-12 goal setting

Parents of scholars in kindergarten through 12th grade are encouraged to participate in the K-12 Checklist, which is a series of goals that are set by parents to support their school-age scholars' development. As identified in the section titled "Alignment across NAZ systems," most NAZ school-age scholars demonstrate need in at least one subject area.

- Of the 1229 scholars ages 5 through 18, parents of 916 scholars (75%) had an active K-12 Checklist goal during FY2015.
- During that time, parents of 97 scholars completed at least one K-12 Checklist goal (11% of 916).

The rate of goal setting among parents of school-age scholars is lower than for parents of younger scholars, but that is expected given that school-age interventions, particularly for older students, were only implemented more recently.

- The most frequently set goal for K-12 scholars was "support learning in the home," which was set for 696 scholars (Figure 18).
- The most frequently completed goal was "enroll this child in a NAZ Anchor School," with a 31 percent completion rate and 133 goals being set.
- Goal steps were most frequently completed for the "Support learning in the home" goal, with 19 percent of parents setting that goal completing at least one step.

18. K-12 Checklist goals active and completed, as set by parents

Active goals	N active goals during FY2015	Percent of goals completed	Percent of goals for which at least one step completed
Support learning in the home	696	6%	19%
Build a college-going culture in our home	674	5%	3%
Be an active partner with this child's school to support success	673	7%	15%
Increase this child's learning time	629	6%	13%
Enroll this child in a NAZ Anchor School	133	31%	2%
Seek regular assessments to ensure academic development	113	3%	7%
Complete relevant Family Academy program	76	7%	0%
Attend recommended well-child visits (Handout)	30	3%	0%
Total	3024	7%	11%

Expanded Learning

Expanded Learning (ExL) is NAZ’s key strategy to strengthen school-age scholars’ academic skills. Approximately every two in five scholars whose parents set an ExL goal for them enrolled in an ExL program.

Note that the numbers below reflect scholars *with a Connector* who were enrolled NAZ at any point during FY2015. Many scholars without Connectors participate in ExL programs, but they are not included in this report. Therefore, these counts will likely differ from other reports.

For ExL summer opportunities:

- 195 scholars had the “enroll in NAZ summer opportunity” goal active during FY2015.
- Of those 195 scholars, 25 scholars (13%) had documented completion of the goal.
- Of those 195 scholars with a goal set, 82 scholars (42%) enrolled in summer ExL programming during Summer 2015.
- In total, 304 scholars *with a Connector* enrolled in ExL during Summer 2015, but not all of them had a documented goal.¹¹

For ExL after school opportunities:

- 209 scholars had the “enroll in NAZ after school opportunity” goal active during FY2015.
- Of those 209 scholars, 23 scholars (11%) had documented completion of the goal.
- Of those 209, 85 scholars (41%) enrolled in at least one after school ExL program (32 scholars enrolled in one semester-long session, 53 enrolled in two semesters).
- In total, 299 scholars *with a Connector* enrolled in after school ExL during Summer 2015, but not all of them had a documented goal.¹²

In total, 423 scholars *with a Connector* enrolled in at least one ExL opportunity during FY2015. Note that scholars may enroll in other summer or academic-year programs to support learning, and that these enrollments are not reported here.

¹¹ Of the 304 who enrolled in summer ExL, 82 scholars (27%) had a summer ExL goal set.

¹² Of the 299 who enrolled in after school ExL, 85 scholars (28%) had an after school ExL goal set.

Appendix

General information

- Data were downloaded from NAZ Connect on September 1, 2015.
- Throughout the report, “FY2015” denotes activities that occurred during Fiscal Year 2015, between July 1, 2014 and June 30, 2015.
- All ages are calculated as of June 15, 2015, which is approximately the individual’s age at the end of the FY2015. This age was chosen as the “current” age to best align with goal setting that occurred during FY2015.
- Throughout the report, the count of 567 actively enrolled families refers to those families where the head of household was actively enrolled during FY2015.
- Early childhood scholars are considered to be those ages 0 through 4, and school-age scholars are considered to be ages 5 through 18.
- In this report, “any Expanded Learning (ExL) goal” refers to only the primary enrollment goals: “enroll in a NAZ summer opportunity” and “enroll in a NAZ after school opportunity.” Other ExL goals are not included in this report.
- The only early childhood or K-12 goals examined in this report are those included in the current versions of the Early Childhood and K-12 Checklists, which are enumerated in Figures 17 and 18. Throughout the report, “early childhood goal” or “K-12 goal” refers only to this set of goals.

Important note about NAZ families included in this report

- Unless otherwise noted, this report only includes data for parents and scholars *fully enrolled* in NAZ at some point during fiscal year 2015, between July 1, 2014 and June 30, 2015. “Full enrollment” means enrollment with a NAZ Connector, not just in a NAZ qualifying solution, such as Expanded Learning. Qualifying solution scholars are generally included in our NAZ-enrolled population.
- This means that some numbers (e.g., the number of scholars at risk on a NAZ-administered assessment) may vary from what is reported elsewhere, such as the FY2015 year-end dashboard. Qualifying solution scholars are excluded because they are generally not involved in the family engagement work that are the primary focus of this report.

Data challenges

There is inherent bias in measures related to how often Connectors and Navigators meet with families. For example, parents that are more engaged are more likely to speak with their Connector or Navigator and report the completion of goals or outcomes.

Fidelity checklists: Connector survey

A1. How often do you do the following things with/for the families with whom you work? (N=16)

	All of the time	Most of the time	Sometimes	Rarely
I connect with families using the method(s) that best match their needs (e.g., text, email, in-person in different settings, etc.)	81%	19%	0%	0%
I am culturally responsive in my interactions with families and other partners.	81%	19%	0%	0%
I am able to build trust with my families by discussing confidentiality, practicing appropriate disclosure, respecting their right to privacy, and practicing deep listening.	75%	19%	6%	0%
I emphasize the importance of building a culture of achievement in the home with my families.	63%	31%	6%	0%
I communicate high expectations to my families while also providing high levels of support.	50%	44%	6%	0%
I am able to provide my families with the support they need in order to set goals.	50%	44%	6%	0%
I am able to meet with my families as often as they or I want to meet.	44%	50%	0%	6%
I regularly communicate with other NAZ staff and partner organization staff about a family's progress and needs.	38%	44%	13%	6%
I regularly input data into NAZ Connect to track the progress of families with whom I work.	25%	63%	13%	0%
I am able to connect families to service organizations that will be helpful to them.	25%	50%	25%	0%
I am able to provide my families with the support they need in order to complete their goals.	25%	50%	25%	0%
I regularly communicate with my families about their progress using the data in NAZ Connect.	19%	56%	13%	13%

A2. Please indicate the extent to which you agree or disagree with the following statements. (N=16)

	Strongly agree	Agree	Disagree	Strongly disagree
Because of my work as a Connector, NAZ parents are more likely to believe their children will have academic success.	33%	67%	0%	0%
Because of my work as a Connector, NAZ parents are more involved in their children's academic development.	33%	67%	0%	0%
Because of my work as a Connector, NAZ parents are more supportive of their children's academic development.	33%	67%	0%	0%
I get the support I need from my Manager in order to effectively do my job.	27%	47%	20%	7%
Because of my work as a Connector, NAZ parents have developed the skills needed to support their children's academic development.	20%	73%	7%	0%
I am well matched with the families with whom I work.	20%	60%	20%	0%
I receive ongoing training and professional development to enhance my ability to work effectively with families.	13%	60%	20%	7%
I get the support I need from my NAZ Engagement Results Specialist in order to effectively do my job.	13%	27%	33%	27%

Fidelity checklist: Manager survey

A3. Based on your observations, how often do Connectors do the following things with/for the families with whom they work? (N=5)

	All of the time	Most of the time	Sometimes	Rarely
Connectors connect families to service organizations that will be helpful to them.	3/5	1/5	1/5	0/5
Connectors are culturally responsive in their interactions with families and other partners.	2/5	2/5	1/5	0/5
Connectors provide families with the support they need in order to set goals.	2/5	1/5	2/5	0/5
Connectors build trust with families by discussing confidentiality, practicing appropriate disclosure, respecting their right to privacy, and practicing deep listening.	2/5	1/5	2/5	0/5
Connectors connect with families using the method(s) that best match their needs (e.g., text, email, in-person in different settings, etc.)	2/5	1/5	1/5	1/5
Connectors regularly communicate with other NAZ staff and partner organization staff about a family's progress and needs.	1/5	3/5	1/5	0/5
Connectors emphasize the importance of building a culture of achievement in the home with families.	1/5	3/5	1/5	0/5
Connectors regularly input data into NAZ Connect to track the progress of families with whom they work.	1/5	1/5	1/5	2/5
Connectors meet with families as often as they want to meet.	1/5	1/5	1/5	2/5
Connectors provide families with the support they need in order to complete their goals.	0/5	4/5	0/5	1/5
Connectors communicate high expectations to families while also providing high levels of support.	0/5	2/5	3/5	0/5
Connectors regularly communicate with families about their progress using the data in NAZ Connect.	0/5	1/5	3/5	1/5

A4. Please indicate the extent to which you agree or disagree with the following statements. (N=5)

	Strongly agree	Agree	Disagree	Strongly disagree
Because of the work of Connectors, NAZ parents are more likely to believe their children will have academic success.	2/5	3/5	0/5	0/5
Because of the work of Connectors, NAZ parents are more involved in their children's academic development.	2/5	3/5	0/5	0/5
Because of the work of Connectors, NAZ parents are more supportive of their children's academic development.	2/5	2/5	1/5	0/5
Because of the work of Connectors, NAZ parents have developed the skills needed to support their children's academic development.	1/5	3/5	1/5	0/5
Connectors get the support they need from their Manager in order to effectively do their job.	1/5	3/5	1/5	0/5
Connectors receive ongoing training and professional development to enhance their ability to work effectively with families.	0/5	4/5	1/5	0/5
Connectors are well matched with the families with whom they work.	0/5	4/5	0/5	1/5
Connectors get the support they need from their NAZ Engagement Results Specialist in order to effectively do their job.	0/5	3/5	2/5	0/5