RESULTS NAZ

HIGH SCHOOL TO COLLEGE SUCCESS ROUNDTABLE
JUNE 15, 2017
MEETING AGENDA

• Table introductions
• The Results NAZ continuous improvement process
• Notable findings
• Key questions
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INTRODUCTIONS
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NAZ CONTINUOUS IMPROVEMENT PROCESS
NAZ CONTINUOUS IMPROVEMENT CYCLE

RESULTS PLAN
Define best-practice collaborative strategies for Action Areas:
- Family Engagement and Education
- Early Childhood
- K-8 Success
- High School to College
- Family Support

RESULTS NAZ Roundtable Dialogue for Each Action Area
- Key leaders spotlight data
- Find solutions for gaps
- Highlight successes

STRATEGY ADJUSTMENT MAPPED OUT FOR:
1) program work, and
2) public policy/system change efforts.

KEY LEARNINGS are used to adjust plans for direct impact with participating families.

Northside Influence, Policy & Systems Change

NAZ BOARD (oversight of effort)
ACTION TEAMS (learning community)
PARTNER PROGRAMS & NAZ TEAMS (operational changes)
NAZ scholars will graduate high school college-ready, enroll in an optimal post-secondary program, complete a credential within 150% of their program length, successfully enter a career pathway and be engaged civically in the community.
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NOTABLE FINDINGS
Many programs require a GPA of 2.0 or higher.

Fewer than 2/3 of NAZ H.S. scholars meet this standard by the end of the first quarter of AY 2016-17.

Just over half could meet it as of the end of the third quarter.

**Source:** Data provided by NAZ staff, analyzed by Wilder Research.
Of scholars who had, or whose parents had goal plans, 17% had at least one goal or step; the proportion was higher (26%) among those who participated in an OST program during AY 2016-17.
Scholars working with Family Achievement Coaches tended to complete more goals if their parents were also working with Coaches.
Students in NAZ partner high schools. College going culture.

Grades 9-12: About how many friends that you spend time with...

- Do well in school?
  - Fall 2013-14: 35%, Fall 2014-15: 28%, Fall 2015-16: 26%, Fall 2016-17: 25%

- Plan to go to college
  - Fall 2013-14: 43%, Fall 2014-15: 35%, Fall 2015-16: 33%, Fall 2016-17: 32%

- Think its important to work hard on school work?
  - Fall 2013-14: 37%, Fall 2014-15: 33%, Fall 2015-16: 30%, Fall 2016-17: 31%

- Know anyone who has attended college?
  - Fall 2013-14: 30%, Fall 2014-15: 27%, Fall 2015-16: 27%, Fall 2016-17: 21%
NOTABLE FINDINGS

Students in NAZ partner high schools. College going culture.

Grades 6 -8: About how many friends that you spend time with...

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall 2013-14</th>
<th>Fall 2014-15</th>
<th>Fall 2015-16</th>
<th>Fall 2016-17</th>
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<tbody>
<tr>
<td>Do well in school?</td>
<td>33%</td>
<td>33%</td>
<td>28%</td>
<td>31%</td>
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<tr>
<td>Plan to go to college</td>
<td>55%</td>
<td>49%</td>
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<td>Think its important to work hard on school work?</td>
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<td>43%</td>
<td>40%</td>
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<td>Know anyone who has attended college?</td>
<td>37%</td>
<td>34%</td>
<td>30%</td>
<td>21%</td>
</tr>
</tbody>
</table>
College going culture: NAZ enrolled parent’s advice to their H.S. scholars about college and career preparation

It appears that NAZ-enrolled parents of older children… have increased their involvement in guiding the scholars’ course and program selection over three years of the survey, while zone-wide responses have remained similar between 2013 and 2015.
NOTABLE FINDINGS

Out-of-school-time (OST) program participation

Of 310 high school scholars enrolled in NAZ, 33% (102 out of 310) participated in at least one OST program during the SY 2016-17 including Achieve Minneapolis and Project Success. Of the 102 who participated 43% were first time participants and 57% had participated in a previous OST.
Results Plan strategies and Key Elements

What would your organization most like NAZ’s help to strengthen?

- Help youth apply for college
- Stay in contact during first year of college
- Share data of how program youth are doing in school
- Help organization connect to parents; workforce partners
- Train program staff on NAZ Connect
- Interests of 9th graders for better placements
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KEY QUESTIONS
Given that more than two-thirds of NAZ-enrolled scholars do not meet some partner program requirements of having a G.P.A. of 2.0 or higher, what are opportunities programs could create to facilitate participation of more NAZ scholars?
How can we -- NAZ and Programs -- collaborate to engage parents?
Per the Results Plan, how can the NAZ collaborative support scholars with positive identify development (including race and culture)?