RESULTS NAZ
Early Childhood
July 16, 2015
EARLY CHILDHOOD SOLUTION PLAN RESULTS

• Prenatally through age 3, children’s age-appropriate development toward kindergarten readiness will be monitored, and services and supports will be provided as needed.

• NAZ-enrolled children ages 3 through 5 will make adequate progress toward developing literacy, numeracy, social-emotional and other skills that contribute to kindergarten readiness.
EARLY CHILDHOOD
KEY FINDINGS
PROGRESS TOWARD FULL IMPLEMENTATION

1. EAI implementation over time, Fall 2013 to Summer 2015

- October 2013: 2% Full implementation, 51% Initial implementation, 11% Design, 2% On hold
- March 2014: 4% Full implementation, 32% Initial implementation, 2% Design, 30% On hold
- November 2014: 6% Full implementation, 32% Initial implementation, 11% Design, 6% On hold
- June 2015: 6% Full implementation, 20% Initial implementation, 11% Design, 2% On hold
11. Kindergarten readiness, proficient in literacy, 2011-12 to 2014-15

Note: 2014-15 BKA results are preliminary and subject to change as more complete data become available.
IMPLEMENTING ASSESSMENTS

3. Scholars assessed with all relevant progress monitoring measures, Spring 2014 to Spring 2015

- Scholars enrolled in partner programs:
  - April 2014*: 11%
  - October 2014*: 19%
  - Spring (Apr-June) 2015: 23%

- Scholars not enrolled in partner programs:
  - April 2014*: 39%
  - October 2014*: 81%
  - Spring (Apr-June) 2015: 81%
5. IGDI performance, percent of scholars on track, Fall 2014 and Spring 2015

**Literacy**
- Picture Naming: 15% (Fall 2014), 20% (Sound Identification), 37% (Rhyming)
- Sound Identification: 26% (Fall 2014), 12% (Sound Identification), 24% (Rhyming)
- Rhyming: 54% (Fall 2014)

**Numeracy**
- Oral Counting: 31% (Fall 2014), 32% (Quantity Comparison), 41% (1-to-1 Counting)
- Quantity Comparison: 15% (Fall 2014), 28% (Quantity Comparison), 32% (1-to-1 Counting)
- 1-to-1 Counting: 42% (Fall 2014), 48% (1-to-1 Counting)

*Data for April 2014 and October 2014 were compiled by the University of Minnesota’s CEED. The total number of scholars assessed during each period is available in the Appendix.*
8. Percent of scholars ages 0 to 4 with at least one Early Childhood Checklist goal set

- 2013 year-end: 66%
- 2014 mid-year: 83%
- 2014 year-end: 84%
- 2015 mid-year: 76%

Note: 2014 year-end findings were compiled by NAZ’s Evaluation Director, Tracy Roloff, and Database Administrator, Karen Maida.
HIGH QUALITY EARLY LEARNING PROGRAM ENROLLMENT

Percentage of 3-5 year olds enrolled in 3- or 4-star early childhood program

<table>
<thead>
<tr>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>53%</td>
<td>68%</td>
</tr>
<tr>
<td>37%</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>32%</td>
<td>39%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Data for April 2014 and October 2014 were compiled by the University of Minnesota's CEED.
ENROLLMENT AND PROFICIENCY

7. IGDI performance, percent of scholars on track, by average hours of early childhood attendance, Spring 2015

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Naming</td>
<td>Oral Counting</td>
</tr>
<tr>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>24% (N=28-34)</td>
<td>42% (N=15-16)</td>
</tr>
<tr>
<td>Sound Identification</td>
<td>Quantity Comparison</td>
</tr>
<tr>
<td>37%</td>
<td>28%</td>
</tr>
<tr>
<td>17% (N=28-34)</td>
<td>45% (N=15-16)</td>
</tr>
<tr>
<td>Rhyming</td>
<td>1-to-1 Corr. Counting</td>
</tr>
<tr>
<td>54%</td>
<td>37%</td>
</tr>
<tr>
<td>21% (N=28-34)</td>
<td>52% (N=15-16)</td>
</tr>
</tbody>
</table>

- Blue: Attended for fewer than 7 hrs/day (N=28-34)
- Orange: Attended for 7+ hrs/day (N=15-16)
- Green: Percent of students "on track" in a research sample
SUPPORTING SCHOLARS MOST BEHIND

Percentage of scholars identified as "at risk" via progress monitoring (n=77)

- Checklist goal set: 88%
- Enrolled in EC program: 81%
- Enrolled in high quality EC program: 79%
- Referral or recommendation: 19%
6. Growth in IGDI performance, Fall 2014 to Spring 2015

Note: Change in performance is defined based on performance levels, not scores. That is, by definition, a scholar can only qualify as "improved" if they were "off-track" in Fall 2014.
KEY QUESTIONS
1. How do we support pre-literacy in NAZ scholars?

Areas for dialogue:
- Scholars in Early Learning programs?
- Scholars *not* in Early Learning programs?
KEY QUESTIONS

2. How does our collaborative process ensure that scholars identified as most behind get access to services needed?

Areas for dialogue:

- Scholars in Early Learning programs?
- Scholars not in Early Learning programs?
KEY QUESTIONS

3. How do we increase number of scholars in high quality EC programs?

Areas for dialogue:
- Ensure state scholarships are targeted to NAZ scholars
- Address smaller but still existent gap between cap and cost
THANK YOU