Appendix A

What We Know: Families thrive when protective factors are robust in their lives and communities.

Using the Strengthening Families Approach, more than 30 states are shifting policy, funding and training to help programs working with children and families build protective factors with families. Many states and counties also use the Protective Factors Framework to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors. For more information and many tools and options for implementation, visit www.strengtheningfamilies.net.

Nationally, Strengthening Families is coordinated by the Center for the Study of Social Policy (CSSP) and supported by national partner organizations including:

- Child Welfare Information Gateway
- The Finance Project
- FRIENDS National Resource Center
- The National Alliance of Children’s Trust and Prevention Funds
- Parents As Teachers
- United Way Worldwide
- ZERO TO THREE

The Protective Factors Framework

Five Protective Factors are the foundation of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies support the common-sense notion that when these Protective Factors are well established in a family, the likelihood of child abuse and neglect diminishes. Research shows that these protective factors are also “promotive” factors that build family strengths and a family environment that promotes optimal child and youth development.

Parental Resilience

No one can eliminate stress from parenting, but a parent’s capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family’s life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.

Social Connections

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to “give back”, an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Concrete Support in Times of Need

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Knowledge of Parenting and Child Development

Accurate information about child development and appropriate expectations for children’s behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Social and Emotional Competence of Children

A child or youth’s ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development create extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.
The Strengthening Families Approach

- Benefits ALL families
- Builds on family strengths, buffers risk, and promotes better outcomes
- Can be implemented through small but significant changes in everyday actions
- Builds on and can become a part of existing programs, strategies, systems and community opportunities
- Is grounded in research, practice and implementation knowledge

**A New Vision**

- Strengthened families
- Optimal child development
- Reduced child abuse & neglect

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Families and communities, service systems and organizations:
- Focus on building protective and promotive factors to reduce risk and create optimal outcomes for all children, youth and families
- Recognize and support parents as decision-makers and leaders
- Value the culture and unique assets of each family
- Are mutually responsible for better outcomes for children, youth and families

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**Levers**

- Community and multi-system leaders act to build sustainable infrastructure through key levers for change:
  - Parent Partnerships
  - Policy/Systems
  - Professional Development

**Strategies**

- Community programs and worker practice consistently:
  - Facilitate friendships and mutual support
  - Strengthen parenting
  - Respond to family crises
  - Link families to services and opportunities
  - Value and support parents
  - Further children’s social and emotional development
  - Observe and respond to early warning signs of abuse and neglect

**Protective Factors**

- Families and communities build protective factors that also promote positive outcomes:
  - Parental resilience
  - Social connections
  - Knowledge of parenting and child development
  - Concrete support in times of need
  - Social and emotional competence of children

**Results**

- Strengthened families
- Optimal child development
- Reduced child abuse & neglect
Appendix B

Family Engagement Solution Plan – [with Protective Factors alignment]

Purpose of this document:
The Family Engagement Action Team asked the NAZ Internal Evaluation team to examine areas of alignment between the Strengthening Families Protective Factors Framework (http://www.cssp.org/reform/strengtheningfamilies/about#protective-factors-framework) and the NAZ Family Engagement Solution Plan. The following document highlights key areas where each of the five protective factors aligns with the solution plan. This document could be used to guide the explicit inclusion of Protective Factors language in a revision of the solution plan, or could simply be used as a reference as to how the two frameworks align.

The five Protective Factors are:

1. **Parental Resilience**: Resilience is an individual’s ability to cope with stress, challenges, and adversity. Resilience in parenting means managing challenges, solving problems, building secure relationships, and handling stress.
2. **Social Connections**: Includes network of supports: family members, friends, neighbors, and communities that offer advice, support, and guidance in problem-solving.
3. **Concrete Support in Times of Need**: It is necessary for supports to be provided as well as easily accessible in times of crises including economic, housing, and health care hardships as well as when dealing with substance abuse, domestic violence, and mental illness concerns.
4. **Knowledge of Parenting and Child Development**: Families must receive accurate information and parent education about appropriate and typical child development in order to support their children’s healthy development.
5. **Social and Emotional Competence of Children**: A child’s ability to self-regulate behavior, communicate effectively, and have positive interactions with others are all essential for building positive relationships with families and peers.
NAZ Family Engagement Result:
Parents will increase their belief, intention, skills, and commitment to support their child(ren)'s academic development and successful path to college.

<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAZ builds an infrastructure around the values of:</td>
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<tr>
<td>1. Results-based accountability</td>
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<td>2. Neighbors providing ground-level leadership</td>
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<tr>
<td>3. Supporting NAZ families as they progress through the cradle-to-college pipeline</td>
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<td>4. Strengthening families through protective and promotive factors</td>
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<td>Clearly articulated value statements reinforced in all staff trainings and embedded across the initiative, including:</td>
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<td>o Breaking the belief gap</td>
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<td>o Families as leaders</td>
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<tr>
<td>o Cultural responsiveness</td>
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<tr>
<td>o Protective and promotive factors</td>
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<tr>
<td>All NAZ systems and processes (e.g., hiring, employee support, supervision, performance review) reflect values.</td>
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<tr>
<td>Ongoing</td>
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</table>

| NAZ hires Connector staff to serve as family coaches and neighbor leaders who actively promote a culture of high expectations and support for families and children in the Zone. |
| Connectors must: |
| o Be interested in and committed to positive interactions with families |
| o Demonstrate a willingness to learn |
| o Demonstrate respect and strong interpersonal skills |
| o Demonstrate a commitment to a culture of achievement |
| o Live in or have a strong connection with the Northside Community |
| o Have a high school diploma |
| 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 |

| NAZ places all families arm-in-arm with a NAZ Connector who partners with them as a guide, coach, and support system in order to help families support their children's well-being and educational success and move through the entire cradle-to-college pipeline effectively. |
| Connectors are assigned no more than 40 families. Of those, it is projected that the "high touch" process will differ based on family achievement planning variations. |
| When matching incoming families with a Connector, race, ethnicity, and gender match are considered. |
| Families are typically assigned to the Connector located at the school of the youngest child in the family. |
| Connectors are not matched with families with whom they have too close of a personal relationship. |
| NAZ hires and retains adequate numbers of skilled Connectors to meet annual targets for enrolling and supporting families. |
| Ongoing; Connectors work a base of 40 hours per week, of which no more than 30 are expected to be in connection with families |

Comment [L1]: "Social Connections": Connectors are members of the network of supports and have strong connections with the community.
<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
</tr>
</thead>
</table>
| NAZ builds and continuously utilizes NAZ Connect as a user-friendly centralized data management system for staff to use to drive and prompt their work with families. | - Sufficient training of all NAZ and Partner staff expected to use NAZ Connect.  
- Clearly communicated expectations of use.  
- Ongoing support and guidance around use.  
- Sufficient technical assistance to support daily use.  
- NAZ Connect is HIPPA and FERPA compliant. | Ongoing |
| NAZ provides value-driven professional development that enables Connectors to promote a context that is culturally sensitive, positive, respectful, engaging, and data driven, with a focus on fostering a culture of achievement. | - Adequate resources to support training.  
- Time for training is factored in to Connector expectations so they can participate in training and still effectively support all of their NAZ families.  
- Professional development for staff continuously emphasizes respectful, engaging, and positive services.  
- Connectors receive training on using data from NAZ Connect to drive achievement. | Each program day |

### [2] TRAINING, SUPERVISION & PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
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</thead>
</table>
| Connectors receive comprehensive initial training on how to work with families, including training on key interactional strategies and using data to drive achievement. | - Connector training reinforces the Connector’s role as a partner and family coach versus a case worker.  
- Connector training focuses on using data from NAZ Connect to understand family aspirations, strengths and needs and connect them to services, supports and interventions that ensure family and student success.  
- Training includes NAZ-specified safety protocol.  
- Initial two-month training period is probationary. After two month probationary period is successfully completed, then Connector status is official. | All staff undergo 6 – 8 weeks of training upon hire. |

**Key Interactional Strategies**
- Empowerment Training/Foundations  
- Academic support strategies  
- Motivational Interviewing (MI)  
- Crisis Intervention  
- Culturally-Informed Practices  
- Trauma-Informed Practices  
- Solution Focused Brief Intervention  
- Protective Factors Strengthening Families Framework  
- Family Academy

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Comment [L2]:
The framework is part of Connector training.
The aim of this conceptual framework is to prevent child abuse and neglect through adopting research-based protective factors for children by strengthening and changing how families approach parenting.

Communities, families, institutions, and organizations are responsible for strengthening protective factors to create the best outcomes for children and their families.

Comment [L3]:
“Knowledge of Parenting and Child Development”: This protective factor is “exactly the kind of information families receive in the Family Academy class in order to support their children’s healthy development. Although not directly linked as a service provided through the FE solution plan, this factor is linked to other actions areas in NAZ i.e. Family Academy.” (Michelle Martin)
<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Connectors are trained to use NAZ Connect to drive and prompt their work with families.</td>
<td>Ongoing</td>
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<tr>
<td>2. Connectors receive support and work in active partnership with a highly effective Program Manager to drive outcomes with families.</td>
<td>Weekly:</td>
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<td></td>
<td>- Easy-to-follow training process for system use.</td>
<td>2 hour Connector Huddle</td>
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<td>- Expectations for use of NAZ Connect and the support process in place for timely data entry are made clear during training.</td>
<td>Hour long 1:1 between Program Manager and Connector</td>
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<td>- To ensure adequate level of supervision and active partnership, Program Managers are assigned 6 to 8 Connectors. Supervision of Connectors is the primary job responsibility for the Program Manager, and is the focus of at least 80% of their role.</td>
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<td>- Program Managers use reflective supervision to support Connector’s performance and engagement with families to support data driven results.</td>
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<td>- Program Managers set clear results-oriented goals and expectations as they work with Connectors, providing “high expectations and high support.”</td>
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<td>- Facilitated by use of Performance Management Goal Plan in meetings.</td>
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<td>- Connectors seek and receive support from Project Managers when faced with a family issue they are not prepared to handle independently.</td>
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<tr>
<td>(3) Connectors set goals for ongoing professional growth and document progress towards goals in their Performance Management Goal Plan.</td>
<td>Program Manager reviews goal plans at least monthly.</td>
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<tr>
<td>4. Connectors receive ongoing training and professional development.</td>
<td>At least annually, but typically ongoing</td>
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<td>- All staff have a professional development portfolio (includes 24 hours of MI training).</td>
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<td>- Time for training is factored in to Connector expectations so they can participate in training and still effectively support all of their NAZ families.</td>
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<td></td>
<td>- Goal plan identifies the Connector’s current skills set and identifies steps needed to acquire new skills and further develop their engagement and efficacy with families.</td>
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<td></td>
<td>- Program Managers regularly review goal plans and provide feedback.</td>
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</table>
### [3] ESSENTIAL WORK FUNCTIONS

<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
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</table>
| (1) Connectors **embody NAZ values** in their interactions with families by:  
  - Communicating high expectations with high supports.  
  - Emphasizing the importance of building a culture of achievement in the home.  
  - Demonstrating a high level of cultural responsiveness in all interactions with families and partner organizations.  
  - Using data to drive results. |  
  - Connectors receive initial training and ongoing supervision and support in how to embody and communicate **NAZ values**. | Ongoing |
| (2) Connectors methodically, strategically and adaptively **recruit new families** by:  
  - Using systematic and targeted recruitment plans set by NAZ Anchor Partner organizations.  
  - Knocking on doors in the Zone.  
  - Supporting parents who have chosen leadership goals related to recruitment of new families. |  
  - Connectors are trained in NAZ’s safety policy and protocol.  
  - Connectors (and parents with leadership goals) use recruitment scripts to inform their own style of engaging new families and helping them understand the benefits of participation in NAZ.  
  - Connectors record recruitment efforts in NAZ Connect.  
  - Program Managers provide Connectors with opportunities to reflect on and receive feedback about recruitment practices in order to make quality improvements as needed. | Ongoing |
| (3) Connectors **lead families through a stepped enrollment process** to establish initial NAZ Connect Family Profile in key areas, with a focus on education. |  
  - Connectors are attuned to ensuring that NAZ families feel supported and comfortable in initial meetings.  
  - Connectors obtain a signed Release of Information (ROI) during initial enrollment, and maintain up-to-date ROI in NAZ Connect as an ongoing process.  
  - Connectors communicate the importance of data, both to help families achieve their own goals, but also to empower the Zone to use data to drive results in the community.  
  - Families actively engage in the development of their Family Profile.  
  - Connectors complete the Enrollment tab for the head of household and age-appropriate Education tabs for each scholar. |  
  - Upon recruitment  
  - Happens across 1-3 meetings with family. |
| (4) Connectors engage families in completing the **College-Bound Commitment process** for each scholar in the family. |  
  - College-Bound Commitment assessment for each scholar.  
  - Parent signs College-Bound Commitment pledge, has family photo taken, and participates in public declaration. | Upon enrollment |

Comment [L4]: “Social Connections”: This protective factor could be added to the list of NAZ values.  
“Social Connections” is: a network of supports: family members, friends, neighbors, and communities that offer advice, support, and guidance in problem-solving. But more narrowly this Protective Factor can be linked to engagement through relationship with NAZ connector. Michelle Martin noted that this Protective Factor will also be applicable when they create the cohorts and supporting networks amongst NAZ parents piece.
<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
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</thead>
</table>
| Connectors work with families to **build and continually update an Achievement Plan for each scholar** (including an Education Goals Checklist or Early Childhood Checklist). | • Connectors build trust by discussing confidentiality, practicing appropriate disclosure, respecting the right to privacy, clarifying expectations, and practicing deep listening.  
• Connectors maintain ongoing contact with families following the NAZ High-Touch Approach to fostering engagement.  
• Updates are entered into NAZ Connect on a regular basis.  
• Connectors use the NAZ Connect system that prompts stepped processes and facilitates use of data to drive achievement.  
• Connectors continue to assist with additional goal development as goals are reached; using MI and other key interactional strategies to drive toward college success and family stability.  
• All families are supported in setting completion of Foundations as a goal during initial development of solution plan.  
• Families are supported in setting a goal related to age-appropriate Family Academy offering.  
• Program Managers use data from NAZ Connect on a weekly basis to identify areas of engagement focus. | • Initially: Upon completion of the College-Bound Commitment process; Within 2 wks of joining NAZ  
• Implemented weekly to monthly (min of 1 in-person mtg per-month)  
• Reviewed quarterly to assess for age appropriateness |
| Connectors **match families with opportunities** that will facilitate meeting the family’s stated goals. | • Connectors do not provide direct service; they connect families to service organizations following NAZ-specified process maps.  
• Program Managers use data from NAZ Connect reports on a weekly basis to identify areas of engagement focus. | Ongoing |

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**Comment [LME5]:**  
"Knowledge of Parenting and Child Development": Connectors play a role in referring parents to Family Academy and other partner organizations that provide this information and support

**Comment [L6]:**  
"Concrete Support in Times of Need": This protective factor could align here.  
"Concrete Support in Times of Need" is: It is necessary for supports to be provided as well as easily accessible in times of crises including economic, housing, and health care hardships as well as when dealing with substance abuse, domestic violence, and mental illness concerns.

**Comment [L7]:**  
"Parental resilience": Connectors link families to services that work to enhance parental resiliency.
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<tr>
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</thead>
</table>
| Connectors use key interactional strategies and NAZ operating procedures as guided through NAZ Connect as the basis for all interactions with families. | • Use NAZ online protocols to support use of strategies and operating procedures.  
• Connectors work with families using the NAZ Connect system that prompts stepped process and facilitates use of data to drive achievement.  
• All Connectors are trained to follow NAZ-specified safety protocol.  
• Connectors reach out to families using methods that best match the families’ needs, including contact via text, email or in person meetings at the home, Partner program, or other location.  
**Key Interactional Strategies**  
• Empowerment Training/Foundations  
• Academic support strategies  
• Motivational Interviewing (MI)  
• Crisis Intervention  
• Culturally-Informed Practices  
• Trauma-Informed Practices  
• Solution Focused Brief Intervention  
• Protective Factors Strengthening Families Framework  
• Family Academy | Ongoing, with a minimum of 1 in-person meeting per month |
| Connectors function as ethical and thoughtful neighbor leaders.                                  | • Connectors are trained on mandated reporting and risk assessment safety planning and adhere to NAZ procedures around ensuring safety of all household members  
• Connectors report all potential occurrences of abuse or neglect to their immediate supervisor, who supports them in the mandated reporting process.  
• Connectors engage with families by adhering to NAZ-defined guidelines for boundary setting.  
• Connectors utilize individual supervision to discuss challenges in ensuring adherence to NAZ policies. | Report within 24 hours of potential occurrence. |

*Comment [L8]: “Parental Resiliency”: This Protective Factor may fit in here under key interactional strategies in promoting parental resiliency... Connectors could act as the support network for helping families handle stress, manage challenges, solve problems, and build secure relationships to enhance capacity for resiliency (or connect families to services that work to enhance parental resiliency).*
### [4] INFORMAL OBSERVATIONS WITH FAMILIES

<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
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</table>
| (1) During in-person contacts, Connectors follow NAZ protocol for noticing and flagging developmental concerns. | • NAZ articulates common developmental concern protocol.  
• Connectors receive training on NAZ protocol for noticing and flagging developmental concerns.  
• NAZ Connect family achievement plans are up to date and accessible. | At every in-person visit |
| (2) When developmental concerns are identified, staff produce and document specific referrals and linkages for information gathering or services related to developmental concerns. Outcomes of referrals and services are tracked in NAZ Connect. | • Partner staff receive ongoing training in protocol for documenting and referring developmental concerns and NAZ Connect.  
• Partner organization collaborates with EC Navigator.  
• NAZ Connect is kept up to date. | As needed |

### [5] COMMUNICATION AND INFRASTRUCTURE

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<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
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</table>
| (1) Connectors use the NAZ Connect Data system as the primary method for documenting interactions with families in order to achieve a high level of accountability and to facilitate internal NAZ communication and communication with partner agencies regarding a family's needs, strengths, and progress. | • Connectors receive training on effective use of NAZ Connect and using data to drive achievement.  
• Connectors enter NAZ Notes while interacting with families.  
  o Each NAZ Note creates a data point (goals set, change made to the family profile, referral made to partners, updating goal status, etc.).  
  o When confidential information is received, note is marked as “private”  
• Connectors review NAZ Note content with their families before ending visit. If a Note cannot be made while interacting with the family, the NAZ Note must be entered the day of the interaction, no later than within 24 hours of meeting. | NAZ Connect Notes should be recorded during every interaction with the family; 100% of interactions, both in person and over the phone. |
| (2) Connectors demonstrate a high degree of communication with other NAZ staff and Partner organization staff to support families and meet their needs. | • Regular, ongoing communication about families’ progress with key partners regarding a child’s/family’s progress.  
• High level of information sharing supported by ROI process.  
• The Family Achievement Plan documents each family’s goals and serves as the central source for connections and communication between and among NAZ and partner staff.  
• In-person meetings occur as needed to support and promote communication.  
• After immediate high needs crisis situations have been resolved, communication between Connectors, Program Managers and Partner staff allows for necessary follow-up and referral for additional services as needed. | Ongoing (specified based on action area) |
| (3) Connectors demonstrate a high degree of communication at site team meetings. | • Site team meeting processes and protocols are followed.  
• Connector is supported by Program Manager for more immediate needs on a weekly basis. | Biweekly |

Comment [L9]: “Social and Emotional Competence of Children”: If connector notices concern with social and emotional functioning (i.e. lack of ability to self-regulate behavior, inability to effectively communicate, etc.) then connector could flag this concern. Social and emotional skills are essential in building positive relationships, so this component may function in informing connector training.

Comment [L10]: “Knowledge of Parenting and Child Development” and “Social and Emotional Competence of Children” both relate to this EAI.
### Family Engagement Focus Group Protocol

<table>
<thead>
<tr>
<th>Categories and Questions</th>
<th>Time allotted</th>
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<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>5 min</td>
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<tr>
<td>1. Tell us who you are, when you first began working as a Connector for NAZ, and what you most enjoy doing when you are not at work.</td>
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</table>

**Key Area 1: Levels of Engagement**

<table>
<thead>
<tr>
<th>Question</th>
<th>Time allotted</th>
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<tbody>
<tr>
<td>2. Think about the families in “newly enrolled/not fully engaged” level of engagement. What do you think they have in common?</td>
<td>40 min</td>
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<tr>
<td>- Examples of possible common factors: housing stability, financial, attitude</td>
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<tr>
<td>3. Think of a family that has stayed at the “newly enrolled/not fully engaged” level of engagement. Describe what factors stopped them from becoming more engaged.</td>
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<tr>
<td>4. Think about the families in “Engaged Partner” level of engagement. What do you think they have in common?</td>
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<td>5. Think about the families in “Engaged Partner – Achievement reached” level of engagement. What do you think they have in common?</td>
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<td>6. Think about the families in “Leader” level of engagement. What do you think they have in common?</td>
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<tr>
<td>7. Think of a family that has moved up a level of engagement. Describe what factors helped them become more engaged.</td>
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<tr>
<td><em>Additional prompt:</em> Think about situational/external (e.g., stable housing) and internal factors (e.g., high motivation)</td>
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<tr>
<td>8. Think of a family that has discontinued enrollment. Describe what factors led to discontinuation or stopped them from remaining engaged.</td>
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**Key Area 2: Training and Essential Work Functions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Time allotted</th>
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<tbody>
<tr>
<td>9. Tell us how the training you received when you began working at NAZ supports the work that you do.</td>
<td>25 min</td>
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<tr>
<td>- Examples of training (How and when do you use -- from skills and strategies in Connector Guide):</td>
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<tr>
<td>- Interviewing and Coaching Skills (Motivational interviewing)</td>
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<td>- Foundations (empowerment skills)</td>
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<tr>
<td>- Build relationship and partnership with families</td>
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<tr>
<td>- Home visiting</td>
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<tr>
<td>- Cultural responsiveness</td>
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</tr>
</tbody>
</table>

10. Now that you have been working at NAZ for a while, do you need any additional support using the strategies you were trained on? |              |
| *Additional prompt:* |              |
| o In what ways or which strategies? Tell me more about that... |              |
11. Describe how you communicate high expectations with high supports in your day-to-day work with families (what does it look like). (3.1)
   Additional prompt: We’re asking two things here—do families know you have high expectations of them and do they feel supported?
   - Do you feel like your families trust you? How many families have you been able to establish a trusting relationship with (rough percent)?
   - Do you feel families are willing to reach out to you for help? If not, what do you think gets in the way?

**Key Area 3: Crisis Prevention and Response**

12. When crisis situations have come up with your families, did you feel prepared to respond and support them in accessing resources? Was there anything that could have made you feel more prepared? (1.1)

13. Describe your level of comfort responding if/when a mandated reporting situation arises? (3.8)
   Additional prompt:
   - do you feel supported by your supervisor?

**Ending**

14. Have we missed anything? Is there anything we should have discussed about your role as a Connector related to family engagement but didn’t?
## Categories and Questions

### Opening
Tell us when you first began working as a Connector for NAZ and what’s your background (jobs, trainings related to the work you do now)

### Key Area 2: Training and Essential Work Functions

15. When you first began working at NAZ as a connector, did you feel you had enough training to carry out your expected role in partnering with families? If so, what was the most useful training? If not, what would you have liked more training in?

Describe a time when you used a strategy with a family from one of the trainings. (2.1, 3.7a)
- Examples of training (How and when do you use -- from skills and strategies in Connector Guide):
  - Interviewing and Coaching Skills (Motivational interviewing)
  - Foundations (empowerment skills)
  - Build relationship and partnership with families
  - Home visiting
  - Cultural responsiveness

16. Describe how you emphasize importance of building a culture of achievement in the home in your day-to-day work with families. (3.1)

17. Describe how you communicate high expectations with high supports in your day-to-day work with families (what does it look like). (3.1)

  Additional prompt: We’re asking two things here—do families know you have high expectations of them and do they feel supported?
  - Do you feel like your families trust you? How many families have you been able to establish a trusting relationship with (rough percent)?
  - Do you feel families are willing to reach out to you for help? If not, what do you think gets in the way?

18. Describe how you demonstrate a high level of cultural responsiveness in your day-to-day work with families. (3.1)

  - How do you embed this into your work; how do you support people from various demographic backgrounds (culturally infused principles)
  - Diversity and assets

19. How do you use the data in NAZ Connect when working with
families? (3.1)
   Additional prompt: What is the most important role that data play when working with families?

20. To what extent do you use the process maps to guide your work? (5.2a)

   Think of a typical family with which you work. What does NAZ support look like for this family? How do different NAZ staff fit into the picture and how might you connect the family to meet their needs? (think about work with A.N.’s, B.N., partners)

21. Do you feel like you are able to respond to questions or concerns about parenting or child development when they come up? (1.1)
   Additional prompts:
   - Can you think of an example?
   - A parent asking how to respond to their child being bullied in school

### Key Area 3: Crisis Prevention and Response

22. Describe a time when your work with a family prevented a crisis from occurring. (1.1).

23. When crisis situations have come up with your families, did you feel prepared to respond and support them in accessing resources? Was there anything that could have made you feel more prepared? (1.1)

24. What do you do after a high needs crisis situation has been resolved? (5.2b)
   Additional prompt: Were you able to support the families afterward? What does that look like?
   Example: family losing housing

25. Describe how you would respond if or when a mandated reporting situation was to arise? (3.8)
   Additional prompt:
   - do you feel supported by your supervisor?

**Ending** Have I missed anything?
# Appendix D
## Weekly Supervision Form

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Connector Agenda Items</th>
<th>Action Commitment Follow Up</th>
<th>Targets</th>
<th>Actual</th>
<th>Solution Plan?</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Targets</th>
<th>Actual</th>
<th>Solution Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruits</td>
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<tr>
<td>Enrolled</td>
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<tr>
<td>Home Visits</td>
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<td>Drop Ins</td>
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### Bright Spots

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<th>Data in GDoc?</th>
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<th>No</th>
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<td>Housing</td>
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<td>Career Finance</td>
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<tr>
<td>Follow Ups?</td>
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</table>

### NAZ Values/Feedback

<table>
<thead>
<tr>
<th>NAZ Connect:</th>
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<tbody>
<tr>
<td>Issues?</td>
<td></td>
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<tr>
<td>Roster Review</td>
<td></td>
</tr>
<tr>
<td>Spot Checks</td>
<td></td>
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</tbody>
</table>

### Propose to Implement in Process?

### Notes

### Action Commitments
NAZ Connect Troubleshooting Issue Log-For ERS Use

This form is to be used by ERSs to submit patterns of NAZ Connect issues to the Results System Team. This form should only be used after the ERSs have tried to resolve the issue.

* Required

Date *

mm/dd/yyyy

Time *

Example: 11:00 AM

Describe the issue? *

Describe the steps taken to attempt to solve the issue *
If applicable, provide the NAZ Connect ID#(s) for the profile where this is occurring.

Submit

Never submit passwords through Google Forms.
Appendix F - Process Maps

College Bound Commitment

Use college **talking points** to provide facts about benefits of having a college degree.

Request Communications Team to take photo and post on social media.

Invite family to make College Bound Commitment after Enrollment

CONVERSATION: Connector guides parent to begin unpacking challenges to college going culture

COMMITMENT: Parent signs **pledge**, has family photo taken and participates in public declaration.

Process Complete

NAZ Connect Steps

Log phone call in **Visits Log** & enter details in **Case Notes** about nature of conversation

Administer "College-Bound Commitment" **assessment** for each scholar on the child's record and use process to guide conversation

NAZ Connect Steps

$25 Gift Card

• **Upload** signed **pledge** to enrollment tab on the HoH record and give HoH a paper copy to keep
• Record gift card in "**Resources**" on the HoH record
• Mark "Complete College Bound Commitment" **goal** as complete.
• Set "College Bound Culture Checklist" **Goal Plan** for each scholar in the household.

Set next meeting to develop Achievement Plan

$25 gift card after Achievement Planning session(s) complete

rev. 1/8/14
Recruitment to Enrollment

A family submits an interest form or is targeted from an Anchor.

Program Coordinator receives basic family info, assigns Connector and initiates engagement process.

Connector follows recruitment protocol to set up first meeting.

- Create new record for Head of Household with status as "recruited".
- "Ping" assigned Connector to let them know about assignment.

Enter household information for all members of the household.

- Log phone call in Visits Log & enter details in Case Notes about nature of conversation.

Confirm address using verification protocol & complete initial consents.

- Add family members and capture the Household Structure for the family's profile.
- Complete the Demographics Tab for each individual in the household.
- Complete the Housing Tab for HoH.

Use Orientation Protocol to review values, goals & benefits of NAZ with the family.

- Track on the Set-up Info Tab for Head of Household that the Orientation Protocol is complete.

Begin Achievement Planning by completing Enrollment Tab for HoH and age-appropriate Education profile tab (EC or K-12) for each child.

- Complete remainder of Enrollment Tab questions for Head of Household only.
- Complete age-appropriate Education Tab for all children (EC, K-12).
- For Scholars 0-5 years old, complete the EC Placement Subtab.
- Have family sign NAZ Connect Matrix ROI.
- Add the goal "Complete College-Bound Commitment" for each child in the household in either EC or K12 tab.
- Change status with Program Manager ONLY on Info Tab to "Enrolled" and enter today's date (see step above).

Give $50 gift card and invite family to take 5-10 books to start a library at home.

Set Enrollment Status to "Enrolled" for all members of the household following Program Manager review and approval during one-on-one weekly meeting.

$25 gift card after College-Bound Commitment.

Set next meeting to engage in College-bound commitment.

Rev. 6/13/14