RESULTS NAZ
Family Engagement
November 20, 2014
Parents will increase their belief, intention, skills, and commitment to support their child(ren)'s academic development and successful path to college.

Family Engagement Solution Plan Result
How parents are increasing their commitment:
## Enrollment Data

<table>
<thead>
<tr>
<th># actively enrolled at mid-year point.</th>
<th>2015 Fiscal Year-end Target</th>
<th>October 2014 Actual</th>
<th>2013 Year-end Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1000 families with 2500 scholars</td>
<td>688 families with 1675 scholars</td>
<td>548 families with 1390 scholars</td>
</tr>
</tbody>
</table>

**ON TRACK**
## ENROLLMENT IN KEY OPPORTUNITIES

<table>
<thead>
<tr>
<th>Metric</th>
<th>2014 Year-end Target</th>
<th>2014 Mid-Year Actual</th>
<th>2013 Year-end Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of scholars enrolled in ExL oppotunity</td>
<td>450</td>
<td>563</td>
<td>278</td>
</tr>
<tr>
<td># of early childhood scholars with a scholarship funding enrollment in an EC Center</td>
<td>NA</td>
<td>102</td>
<td>NA</td>
</tr>
<tr>
<td># of K-8 scholars progressed monitored by NAZ</td>
<td>750</td>
<td>566</td>
<td>271</td>
</tr>
<tr>
<td># and % of adults who received Housing Navigation.</td>
<td>TBD</td>
<td>162 (77% of those referred)</td>
<td>NA</td>
</tr>
<tr>
<td># and % of adults who received Career/Finance Navigation.</td>
<td>TBD</td>
<td>93 (53% of those referred)</td>
<td>NA</td>
</tr>
<tr>
<td># of adults who received Behavioral Health Navigation</td>
<td>TBD</td>
<td>49</td>
<td>NA*</td>
</tr>
</tbody>
</table>

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Percent of Families Who Met with a Connector at Least Once a Month to work on Goal Planning
How parents are increasing their intention:
ACHIEVEMENT PLANS SET

Percent of K-12 Scholars with Education Checklist

- 2013 Year-end Actual: 45%
- 2014 Mid-Year Actual: 69%
- 2014 Year-end Target: 80%

Percent of EC Scholars with EC Checklist

- 2013 Year-end Actual: 66%
- 2014 Mid-Year Actual: 83%
- 2014 Year-end Target: 80%
How parents are increasing their skills and beliefs:
FOLLOW THROUGH ON GOALS FOR HIGH PRIORITY OPPORTUNITIES

- **Family Academy (FA)**
  - 212 set the goal to complete Family Academy
  - 22 (10%) of those graduated from a Family Academy offering

- **Expanded Learning (ExL)**
  - 235 set the goal to enroll their scholar in ExL
  - 139 (59%) of those attended an ExL program

- **High Quality Early Childhood (EC) Education**
  - 170 set the goal to enroll their scholar in High Quality Early Care and Education
  - 79 (46%) of those families enrolled their scholar in a 3/4 star EC program

*Note: This data tracks follow through on high priority goals, not total enrollment level in these programs.*
FOLLOW THROUGH ON ACHIEVEMENT PLANNING: GOAL STEP COMPLETION

Gap Area

![Bar chart showing the number of individuals for different goal step completions in Quarter Two.]

- 245 individuals completed 0 steps.
- 69 individuals completed 1 step.
- 162 individuals completed 2 or more steps.
How increasing parent skills and beliefs relates to scholar achievement:
RELATION BETWEEN # OF GOAL STEPS COMPLETED IN QUARTER 1 AND PROFICIENCY IN READING AND MATH

![Bar Graph]

*Note: The mean difference in # of Quarter 1 Goal Steps completed for those who are proficient in CBM Reading and CBM Math versus those who are not is statistically significant.

Scholars who were proficient in Reading and Math had parents who completed almost twice as many goal steps as those who were not proficient.
**PROCESS IMPROVEMENT UNDER WAY**
Achievement Planning 2.0

- Process improvement incorporating feedback from Connectors and analysis of what is working.
- Overhauled approach to Achievement Planning to increase key action.
  - More focused goal setting
  - More intentional follow up on goal progress
  - Increased communication to support goal progress
LEVELS OF ENGAGEMENT

A metric of belief, intention, skill and commitment.

1. Newly Enrolled/ Not Fully Engaged
2. Engaged Partner
3. Engaged Partner Achievement Reached
4. Leader
KEY FOCUS FOR DIALOGUE

Ideas, solutions, and insights related to increasing NAZ’s effectiveness in supporting families to make progress on their goals.

Questions:
How do we increase family’s level of engagement?
How do we capitalize on families who are already engaged?
What are we doing well?
Are there other things we could be doing?
CONNECTOR FEEDBACK RELATED TO FOCUS

Key engagement strategies Connectors reported that help them support increasing parent’s commitment, intention, skill and belief:

- Motivational Interviewing & Empowerment Training
- Less experienced Connectors shadowing Lead Connectors
- Cultural Responsiveness Training
- More clarity on the process for getting support to families during crises or unexpected situations.
What Increases Family Engagement?

• Opportunities for families to get involved in a NAZ or Partner event or program
• A need for extra supports for their scholar
• NAZ events
• NAZ staff support them in overcoming a barrier
• NAZ staff acting as partners to support families in taking the lead
• Consistent relationship with a Connector
What impedes family engagement or leads to discontinuation?

- Transferring to a different Connector
- Misconceptions about NAZ and Connector’s role and functions (e.g. “I thought you were going to get me a job”)
- Scholar’s academic achievement is not at the top of their priority list due to more pressing needs
- Lack of communication and willingness to engage
- Poor match between available opportunities and needs
- Scheduling barriers
- Language barriers