Appendix A

Early Childhood Solution Plan
For the Northside Achievement Zone (NAZ)
This document outlines the key activities (“essential active ingredients“) that will help NAZ and its Partners work collaboratively to reach two overarching NAZ Early Childhood goals:

Early Childhood Goal 1:
Prenatally through age 3, children’s age-appropriate development* toward kindergarten readiness will be monitored, and services and supports will be provided as needed.
*Developmental domains include cognition/language, social-emotional, gross and fine motor, and health.

Early Childhood Goal 2:
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.

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Updated on 1/28/2014
### [1] Organization Commitment: Active Collaboration & NAZ Values

*Organization-wide activities that build the collaborative process and embed the core NAZ values across the effort, including NAZ families, staff, and Partners.*

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<tr>
<th><strong>Essential Active Ingredient</strong></th>
<th><strong>Necessary Conditions</strong></th>
<th><strong>Frequency (Dosage)</strong></th>
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| NAZ Partner embeds NAZ values organization-wide as key drivers to build a culture of achievement Zone-wide, including by:  
• Posting NAZ Values in prominent public locations for staff,  
• Including Values in staff meetings and other organizational use, and  
• Contributing to the implementation of a developing operating plan designed to intentionally embed values across the effort, including NAZ families, staff, and Partners. | • Values are available for posting, distributing, and publishing.  
• Operating plan concepts are developed for input and contributions.  
• NAZ staff available for dialogue about embedding values. | Ongoing |
| NAZ Partner participates in ongoing educational opportunities, with the intention of core ‘NAZ Way’ concepts reaching staff who work with NAZ families, related to the following key NAZ values:  
• Breaking the belief gap,  
• Families as Leaders & Organizations as Partners to Families,  
• Using Data to Drive Progress (results-based accountability), and  
• Embedding cultural responsiveness within our work with families and scholars. | • NAZ develops and offers educational opportunities in a manner that works for Partners (such as through existing Action Team meetings). | Ongoing |
| NAZ Partner ensures that lead staff attend the following collaborative gatherings:  
• NAZ-wide collaborative meetings  
• Action Team meetings | • NAZ holds and publicizes meetings in a timely manner. | NAZ-wide meetings: 2 times/year  
Action Team meetings: Minimum of 4 times/year |
| As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff who are interested in and committed to positive interactions with children and youth, and demonstrate a commitment to a culture of achievement. | • Position posting language and hiring practices explicitly assess commitment to positive interactions and a culture of achievement. | On hire |
| Program services are provided within a context that is positive, respectful, engaging, and fosters a culture of achievement. | • Hiring practices specify and select for staff who demonstrate respect.  
• Scheduling of program services provides opportunities for social interaction.  
• Professional development for staff continuously emphasizes respectful, engaging, and positive services. | Each program day |
| Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes. | • Maintain regular data entry in NAZ Connect.  
• Coordinate with NAZ program staff (Connectors and Academic Navigators). | Each program day |
## [2] Progress Monitoring, Screening, Observation & Referral

NAZ staff and Partner staff follow these essential active ingredients with all NAZ-enrolled families with 0-5 year olds.

### [2.1] Noticing & Acting on Developmental Concerns

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| (1) At least one NAZ or Partner staff member has in-person interactions with every NAZ-enrolled 0-5 year old on a regular basis. | - Partner staff receive training in NAZ’s parent engagement protocols.  
- Data entered in NAZ Connect via Developmental Concern Protocol guidelines. | At least once per month |
| (2) Informal Observations  
During in-person interactions with families of 0-5 year olds, NAZ staff and Partner staff follow NAZ Developmental Concern Protocol, which articulates process for noticing and acting on developmental concerns. | - NAZ staff and Partner staff receive training on Developmental Concern Protocol.  
- Family achievement plans are up to date and accessible in NAZ Connect.  
- Data entered in NAZ Connect via Developmental Concern Protocol guidelines. | At every in-person interaction |
| (3) Progress Monitoring  
Every NAZ child up to kindergarten entry participates in progress monitoring to determine if they are on track to reach developmental milestones. | - For Scholars enrolled in Partner programs, Partners administer ASQ and ASQ-SE to parents of 0-5 year olds and the Early Literacy & Early Numeracy IGDIs to 4-5 year olds, and enter results into NAZ Connect.  
- For Scholars not enrolled in Partner programs, EC Navigator administers ASQ and ASQ-SE to parents of 0-5 year olds, and the Early Literacy & Early Numeracy IGDIs to 4-5 year olds, and enter results into NAZ Connect. | Every 6 months |
| (4) When developmental concerns are identified through informal observation or progress monitoring, NAZ staff or Partner staff follow Developmental Concern Protocol guidelines for referring family for further assessment or services. | - NAZ staff or Partner staff document all referrals in NAZ Connect.  
- NAZ staff and Partner staff receive ongoing training on developmental concern protocol and NAZ Connect.  
- Partner organizations collaborate with EC Navigator.  
- NAZ Connect is kept up to date. | As needed |
| (5) NAZ staff follow up on every referral to ensure child is receiving services and document referral outcomes in NAZ Connect. | - NAZ staff review any concerns/referrals with parents.  
- NAZ staff assist parents, as needed, to develop a plan to take action on referrals.  
- NAZ staff document outcome of referrals and support ongoing next steps.  
- NAZ Connect is updated with results. | Upon referral and every 6 months following referral |
| (6) NAZ staff ensure that parents are attending prenatal care and well-child doctor visits on schedule. | - NAZ staff review any concerns/referrals with parents.  
- NAZ staff assist parents, as needed, to develop a plan to take action on referrals.  
- NAZ staff document outcome of referrals and support ongoing next steps.  
- NAZ Connect is updated with results. | Following doctor recommendations for visit schedule |
### [2.2] Screen at 3 (Early Childhood Screening)

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| **(1)** Every NAZ child is screened at age 3 (or earlier if developmental concerns are identified). | • NAZ staff and/or Partner staff implement referral process to state-mandated Early Childhood Screening organization for each child at age 3 (or earlier if developmental concerns are identified).  
• Partner staff receive NAZ Connect training.  
• Early Childhood Screening results are shared with parents and Partner program  
• NAZ staff or Partner staff enter screening results into NAZ Connect. | At age 3 |
| **(2)** State-mandated screening organizations review each screening result with parents and refer for services and/or further assessment. | • Partner staff receive NAZ Connect training.  
• Partners communicate screening results and referrals made to each family’s Connector and to EC Navigator. | At age 3 Early Childhood Screening |
| **(3)** NAZ staff follow up on every referral to ensure child is receiving services and document referral outcomes in NAZ Connect. | • NAZ staff review any concerns/referrals with parents.  
• NAZ staff assist parents, as needed, to develop a plan to take action on referrals.  
• NAZ staff document outcome of referrals and support ongoing next steps.  
• NAZ Connect is updated with results. | Upon referral and every 6 months following referral |

### [3] Prenatal Services

**Partner organizations that offer prenatal services (including early identification and home visiting) follow these essential active ingredients with all NAZ-enrolled families they serve.**

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<tbody>
<tr>
<td><strong>(1)</strong> NAZ Partners maintain up-to-date information about prenatal resources and services in NAZ Connect.</td>
<td>• Partner organizations have sufficient training and technical assistance to effectively use NAZ Connect.</td>
<td>Once initially; review and update at least every 6 months</td>
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| **(2)** Pregnant women enrolled in NAZ receive early and continuous medical care. | • Partner availability for acceptance into care in first trimester.  
• Family understanding and acceptance of early prenatal care.  
• Availability of child care, transportation and medical coverage. | Per medical guidelines |
| **(3)** Partners ensure that all prenatal and perinatal women they serve are screened for depression by medical providers and/or home visitors and referred to services as needed. | • Partners are aware of culturally sensitive resources.  
• Availability of child care, transportation and medical coverage.  
• Program is centered on preventing low birth weight babies and premature death.  
• EC Navigator or Partner staff document screening occurrence and next steps. | Initially and then as needed |

Partner organizations that offer targeted home visiting services for families with infants and toddlers (up to 36 months of age) follow these essential active ingredients with all NAZ-enrolled families they serve.

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<tbody>
<tr>
<td><strong>(1)</strong> Partner organizations maintain up-to-date information about home visiting resources and services in NAZ Connect.</td>
<td>• Partner organizations have sufficient training and technical assistance to effectively use NAZ Connect.</td>
<td>Once initially; review and update minimum of every 6 months</td>
</tr>
<tr>
<td><strong>(2)</strong> Partner organizations work with eligible and identified families using a federally recognized standardized home visiting model (Definition of “federally recognized” to be further specified by NAZ).</td>
<td>• Partner staff are trained to implement program with fidelity. • Implementation fidelity of Partner staff checked at least annually.</td>
<td>As specified in selected curriculum, but at least monthly</td>
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<tr>
<td><strong>(3)</strong> Partner staff utilize resources in NAZ Connect to support family success.</td>
<td>• Partner staff receive ongoing training on community supports and resources, how to refer. • Partner staff maintain communication with NAZ staff to ensure families are receiving necessary supports.</td>
<td>Ongoing</td>
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[5] High-Quality Care & Education

Partner organizations that offer care and education for families with 0-5 year old children follow these essential active ingredients with all NAZ-enrolled families they serve.

Based on Minnesota’s Parent Aware rating system (www.parentawareratings.org).

[5.1] High-Quality Care and Education for Infants & Toddlers

Partner organizations that offer childcare for families with infants and toddlers (up to 36 months of age) follow these essential active ingredients with all NAZ-enrolled families they serve.

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<tbody>
<tr>
<td><strong>(1)</strong> Partner organizations maintain up-to-date information about infant and toddler care and education resources and services (including number of openings) in Think Small database.</td>
<td>• NAZ Central sends out monthly reminders to update number of openings.</td>
<td>Once initially; review and update minimum of every 6 months</td>
</tr>
<tr>
<td><strong>(2)</strong> All NAZ-enrolled infants and toddlers that are attending an in-home or center-based program attend a 3 or 4 star-rated program.</td>
<td>• Uninterrupted continuous care. • Partners maintain status as a 3- or 4-star rated Parent Aware program. • NAZ staff are trained to have discussions about early learning opportunities.</td>
<td>As specified based on family interest and need (indicated in Family Achievement Plan)</td>
</tr>
<tr>
<td><strong>(3)</strong> Partners refer families to available resources to assist with financial support of quality childcare experiences.</td>
<td>• Partner staff trained on how to refer families to financial supports. • Partner staff maintain communication with NAZ staff to ensure families are receiving necessary supports.</td>
<td>As needed</td>
</tr>
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## [5.2] Enrolling Preschoolers in 3 & 4 Star-rated Center and Family Care & Education Programs

Partner organizations, with support from NAZ, work to ensure enrollment in currently available services immediately after a child’s 3rd birthday.

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| (1) All NAZ-enrolled preschool children attend a 3 or 4 star-rated program. | • Uninterrupted continuous care.  
• Partners maintain status as a 3 or 4 star-rated Parent Aware program.  
• Connector begins discussing enrollment with family when child is 30 months old, or earlier depending on family or child needs. | At least 15 hours/week, 38 weeks/year commencing at third birthday |
| (2) Partner program offers a full range of early childhood educational services and accesses additional related services as needed. | • NAZ and Partner staff follow communication process with parents around assessment results and any identified needs.  
• All children receive individualized services, either provided by the Partner or through a Partner and NAZ staff connecting with other organizations to ensure each child’s full range of strengths and needs is being addressed.  
• NAZ staff facilitate access to additional related services, as needed.  
• NAZ facilitates and maintains resource options on NAZ Connect for Partner programs to use or refer to (organized by developmental domain). | Daily; At least 15 hours/week, 38 weeks/year |
| (3) Partner organizations maintain up-to-date information about preschool care and education resources and services (including number of openings) in Think Small database. | • NAZ Central sends out monthly reminders to update number of openings. | Once initially; review and update minimum of every 6 months |
| (4) NAZ staff develop plan for funding early childhood participation for each child and facilitate implementation of this plan. | • NAZ Connect populated with funding opportunities. | Quarterly, or as needed |
| (5) NAZ staff and parents of enrolled children review available centers with current openings and select one for enrollment. | • Partner ensures information is available in in Think Small database.  
• EC Navigator reviews and communicates information about available slots in 3- and 4-star center and family care and education programs in and adjacent to the Zone. | Prior to enrolled child’s third birthday  
Available slots updated monthly |
| (6) NAZ staff facilitate enrollment process and initial attendance at selected center. E.g. coordinating transportation | • NAZ staff and families have access to sufficient supportive resources (e.g. transportation).  
• NAZ and/or Partner staff communicate expectations to families for being enrolled in care and education programming. | Prior to enrolled child’s third birthday |
| (7) NAZ staff work with family and Partner organization to implement and expand Academic Achievement Plan. | • Families have begun to develop Academic Achievement Plan with NAZ staff. | At enrollment, modified as needed |
[5.3] Uninterrupted Care & Education Services
NAZ staff and Partners collaborate to preemptively address issues that are likely to lead to interruptions in childcare if not addressed. Efforts are focused around ensuring uninterrupted care and education for 3-5 year olds.

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| NAZ staff monitor and support families in initiating and maintaining CCAP enrollment (as eligible) in a timely and efficient manner, such that any child care assistance is secured and maintained throughout a child’s preschool years. | • Types of CCAP are:  
  o Basic Sliding Fee  
  o CCAP through MFIP  
  • For families receiving CCAP through MFIP, NAZ staff maintain relationship with MFIP employment service providers to be aware of process changes and to secure timely assistance when needed. | As needed |
| NAZ staff collaborate with Partner staff to ensure that families have adequate and reliable funding by reviewing and revising childcare funding plan. | • Partner staff monitor adequacy of funding plan for individual children and communicate this via NAZ Connect.  
  • Families are able to access sufficient funding resources to fill gaps in funding plan. | When Partner staff notice inadequate childcare funding |
| NAZ staff collaborate with Partner staff to ensure that families have reliable transportation to the school or center (e.g. assisting a family with car repairs). | • Partner staff use NAZ Connect to relay concerns about attendance.  
  • NAZ and Partner staff have access to sufficient resources to support families’ transportation needs. | As needed |
| Partner staff collaborate with NAZ EC staff to identify solutions when a breakdown in family communication with school or center occurs (e.g. facilitating discussions between school or centers and families). | • Families understand the expectations that NAZ and Partners have for families enrolled in childcare.  
  • EC Navigator does training to NAZ families receiving scholarships and NAZ Partners on receiving scholarship families.  
  • Partner staff and NAZ staff use NAZ Connect to relay concerns about communication. | As needed |
| Partner staff collaborate with family to identify cause of irregular attendance pattern and develop solutions. | • Partner staff inform NAZ staff when families are experiencing irregular attendance.  
  • Engagement team supports plan and refers to other services or action areas as needed. | As needed |

[6] Expanding Opportunities & Resources
NAZ and EC Action Team contribute to planning for expanding early childhood opportunities and resources in the Zone and participate in implementation of specified plans.

[6.1] System Monitoring & Capacity Assurance
NAZ and system/capacity Partners work to ensure that there are an adequate number of high-quality early childhood programs and “slots” to allow for participation of all NAZ children.

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| **Assess zone’s “enrollment capacity”**  
NAZ staff, EC Action Team Partners and Think Small collaborate in order to assess total number of slots in 3- and 4-star center and family programs (including MPS and Head Start) in and adjacent to the Zone. | • Partners maintain status as a 3- or 4-star rated in-home or center-based Parent Aware program.  
  • Determine current and forecast number of NAZ-eligible preschool children and slots needed for full participation. | Annually |
### [6.2] Funding Solutions

Creating funding solutions that facilitate continuous enrollment for preschool children in 3- and 4-star programs.

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| **Map out how to increase Zone’s “enrollment capacity”** | - Current and forecast numbers of NAZ-eligible preschool children and slots needed for full participation have been determined.  
- EC Navigator does outreach, along with Think Small, to potential in-home providers about becoming Parent Aware rated. | Revisit and revise plan annually |
| **Help existing programs receive 3- and 4-star ratings** | - Plan to increase Zone’s enrollment capacity has been developed. | Annually (or as specified by plan) |
| **Increase number of available slots** | - Plan to increase Zone’s enrollment capacity has been developed. | Annually (or as specified by plan) |
| **Coordinate with other early learning initiatives** | - Plan to increase Zone’s enrollment capacity has been developed. | Annually (or as specified by plan) |

### Necessary Conditions

- **List of funding solutions** maintained in NAZ Connect.
- **Full funding gap for all 3 and 4 year olds in the Zone** is identified and communicated to EC Action Team and NAZ board.
- **List of funding solutions** maintained in NAZ Connect.
- **Process map for funding solutions.**
- **Team has reviewed NAZ Connect data to gain understanding of NAZ family characteristics.**
- **Financial gaps for NAZ families have been identified.**

**Updated on 1/28/2014**
### Developmentally Rich Home- & Community-based Experiences

Skill-building experiences in the domains of early literacy, early numeracy, executive functioning and other domains of child development outside of formal classroom experiences described in section [5].

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<tr>
<td>(1)</td>
<td>All families enroll in and attend NAZ Family Academy offerings that match their child(ren)’s age.</td>
<td>As specified in Family Academy Solution Plan</td>
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| (2)                         | EC Navigator maintains in NAZ Connect an updated tracking of opportunities in the community that provide:  
  • Skill-building opportunities in the domains of early literacy, early numeracy, executive functioning and other domains of child development (e.g. library events) **and/or**  
  • Parent education around supporting their child’s development (e.g. ECFE)  
  • NAZ staff and EC Action Team make connections and develop relationships to enhance opportunities available.  
  • EC Action Team communicates opportunities they offer or hear about to EC Navigator.  
  • EC Navigator shares community opportunities with Connectors and EC Partners via NAZ Connect, and serves as a resource when questions arise. | Biannually, or as opportunities arise                                             |
| (3)                         | **Skill-building Opportunities for Children**  
NAZ staff and parents of 3 and 4 year-old children review and select from available skill-building opportunities in the domains of early literacy, early numeracy, executive functioning and other domains of child development (e.g. library events).  
  • EC Navigator shares community opportunities with Connectors and EC Partners via NAZ Connect, and serves as a resource when questions arise.  
  • Enough slots available in relevant programs.  
  • Empirically supported program services *(definition of “empirically-supported” to be specified by NAZ).* | Initially: When child is 30 months old  
As needed based on Achievement Plan goals                                         |
| (4)                         | **Parent Education**  
NAZ staff and parents of 0-5 year-old children review and select from available parent education programs to support their child’s development (e.g. ECFE).  
  • EC Navigator shares community opportunities with Connectors and EC Partners via NAZ Connect, and serves as a resource when questions arise.  
  • Enough slots available in relevant programs.  
  • Empirically supported program services *(definition of “empirically-supported” to be specified by NAZ).* | When Achievement Plan goals indicate a need for additional parent support beyond Family Academy |
### Essential Active Ingredient

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| (1) Partners who provide care and education services to families with 4-5 year olds offer services aimed at supporting both the parent and child as they prepare for the transition to kindergarten. | • Partners communicate their transition to K process to NAZ Central.  
• NAZ Staff are aware of each Partner’s transition to K process and collaborate with Partners in order to coordinate alignment with NAZ’s transition to K process. | Annually (timing specified by each Partner) |
| (2) NAZ staff identify kindergarten programs in Anchor Schools and other appropriate locations and gather information about program, enrollment requirements, and test scores/outcomes for enrolled children. | • Anchor Schools collaborate with NAZ staff to keep this information updated. | Annually (early Fall, prior to transition plan implementation) |
| (3) NAZ staff share enrollment options with families (either one-on-one or at a NAZ-specific “kindergarten round-up fair”). | • NAZ-Specific Transition Plan.  
• Communication with kindergarten transition teams from Anchor Schools. | Annually (Fall before K enrollment) |
| (4) NAZ staff and families of enrolled children review available kindergarten options and select one for enrollment. | • NAZ-Specific Transition Plan.  
• Communication with kindergarten transition teams from Anchor Schools. | Annually (January prior to K) |
| (5) NAZ and Partner staff support families in the process of enrolling scholars in Kindergarten at selected school. | • NAZ-Specific Transition Plan  
• Communication with kindergarten transition teams from Anchor Schools. | As needed, following timeline specified by selected school |
Appendix B

Questions Not Addressed in 2014

The early childhood team developed a list of evaluation questions, but some could not be evaluated at this time. This was typically because of a lack of robust data coming from NAZ Connect or a need to do more complex or time-consuming data collection than time permitted (e.g., focus groups with families). Where relevant, we describe primary barriers to data collection and the suggestions for resolution prior to the next annual evaluation.

Progress Monitoring, Screening, Observation and Referral

- How many scholars turned three in the past 12 months, and what percent of those children were “screened at three” within six months of their third birthday?
  - This question relates to EAI 2.2.1 and could not be addressed because data from NAZ Connect did not report screening status for all scholars, particularly those not receiving scholarships and attending early education programs.

- How many/what percent of families with birth to five-year-olds reported attending regular well-child doctor visits? (EAI 2.1.6)
  - This question relates to EAI 2.1.6 and could not be addressed at this time because this data field in NAZ Connect currently includes minimal and inconsistent data.

Prenatal Services

- Of NAZ-enrolled women who gave birth in the past year, how many had “healthy births”?
  - This question was identified by the early childhood action team leaders, but was not addressed this year. NAZ Connect currently captures apnea births and records whether it was a "live birth," but further specification is still under development.

Targeted Home Visiting

- How many/what percent of NAZ-enrolled families are eligible for targeted home visiting services, and how many of these families are receiving targeted home visiting services on at least a monthly basis?
  - This question relates to EAI 4.2 and could not be addressed. NAZ is in the process of developing ecosystem-wide criteria for this service, but absent this common standard practices vary significantly across service providers.
  - The full evaluation report presents information for 13 families enrolled in Healthy Start with The Family Partnership. These data only account for one of several home visiting services NAZ families can access, but do provide some initial insight into the kinds of data that will address this question.

High-Quality Care and Education for Infants, Toddlers and Preschoolers

- How many/what percent of three- to four-year-olds are attending 3- or 4-star rated early childhood programs at least 15 hours/week, 38 weeks/year?
  - This question relates to the attendance frequency noted in EAI 5.2.2. While attendance information for early childhood programs is being added to NAZ Connect, this practice is in early stage of implementation, and these data are not yet robust enough to be used for reporting on all scholars attending programming.
Appendix B

- How many/what percent of families with birth to five-year-olds enrolled in early childhood programs have been able to receive uninterrupted service?
  - This question relates to the entirety of section 5.3, which articulates how NAZ and Partner staff will support continuity in early childhood programming. As with the previous question, attendance data are not yet available to answer this question.

- How many families want their scholar to be enrolled in a high-quality early childhood program but have not been able to enroll?
  - This question relates to EAI 5.2.1, but could not be addressed at this time because of a lack of data that consistently addresses this across all scholars.

Expanding Opportunities and Resources

- How many new opportunities for early care and education financial support have become available in the past year? (e.g. # of scholarships or dollars available)
  - This question relates to EAI 6.2.1. Evaluators were not able to determine a reliable way identify these "new opportunities."

- What efforts have NAZ action team members put into the expanding opportunities variables (increasing high quality programs, increasing slots, increasing funding)?
  - This question relates to all EAIs in the Expanding Opportunities and Resources bucket. In planning the current evaluation, Early Childhood Action Team leaders and internal evaluators jointly concluded that attention to this question, and the data collection efforts needed to answer it, should be deferred.

Developmentally Rich Home- and Community-based Experiences

- This portion of the solution plan describes providing young scholars with skill-building opportunities outside formal class experiences in child development domains such as early literacy, early numeracy, and executive functioning. One EAI (7.1) relates to Family Academy, and will be addressed in a later evaluation effort. Other EAIs in this portion of the Solution Plan (7.2-7.4) are still in the design stage of implementation or are on hold, so were not addressed at this time.
Appendix C

NAZ Early Childhood Progress Monitoring: Measures and Detailed Results

Description of the Measures

The purpose of progress monitoring in NAZ is to provide frequent, actionable information about children’s developmental and academic achievement, behavioral and mental health, and other key aspects of child and family functioning and status such that NAZ and its collaborative partners have close-point information about whether planned solutions are likely to produce intended effects on larger, more periodically assessed intended outcomes.

NAZ has developed a set of these intended outcomes, or “checkpoints,” that represent the initiative’s aspiration to promote educational and social-behavioral competence for all NAZ participants. However, because these checkpoints are collected relatively seldom – for instance, assessment of kindergarten readiness only when a child reaches age 5 – they provide too little information for dynamic and real-time monitoring and revision of the interventions and supports that will produce these outcomes.

Standards for NAZ progress monitoring measures are extracted from a long history of research on General Outcome Measures, and include:

1. Brief, relatively cheap and easy to collect by a wide range of individuals requiring relatively little training or background skills
2. Repeatable (at least every quarter) with a constant metric of performance (and thus, a growth scale) that spans at least one calendar year
3. Related conceptually and statistically with NAZ checkpoints and US Department of Education indicators
4. Provide age/grade and growth-based standards for predicting future performance and/or allocating additional services and supports preferred
5. Produce actionable data at the level of the individual, program, and Zone.
6. Psychometrically sound, with known administration and scoring procedures and demonstrated reliability and validity characteristics
7. To the extent possible, already collected by other NAZ partners to increase efficiency and build capacity for data-sharing across the network
8. Produce measures that can be loaded directly to NAZ Connect and produce reports of status and progress for NAZ parents, engagement specialists, and partners in ways that contribute directly to monitoring, allocation of services, and improved developmental achievement for individuals and groups over time.

As specified in EAI 2.1.3, scholars and their families participate in progress monitoring data collection twice per year with the goal of determining if they are on track to reach developmental and early learning milestones. Early Childhood progress monitoring measures were:

- **Ages and Stages Questionnaire (ASQ):** A developmental screening tool for children from one month to five-and-a-half years of age. The scholar’s parent or a Partner staff member who had at least 15 hours/week of contact with the scholar filled out the assessment. The tool assesses the scholars’ strengths and challenges in the domains of communication, gross motor, fine motor, problem-solving, and personal-social. A scholar receives a score for each
domain and that score corresponds to a performance status of red (at risk for developmental delay), yellow (at some risk for developmental delay) or green (on track developmentally).

- **Ages and Stages Questionnaire: Social-Emotional (ASQ:SE):** A social-emotional screening tool for children from two months to five years of age. The scholar’s parent or a Partner staff member who had at least 15 hours/week of contact with the scholar filled out the assessment. The tool assesses scholars’ strengths and challenges in the domains of self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people. A scholar receives one overall score and that score corresponds to a performance status of red (at risk for developmental delay), yellow (at some risk for developmental delay) or green (on track developmentally).

- **Individual Growth and Development Indicators: Early Literacy+ (myIGDIs-EL):** myIGDIs-EL are a set of assessments for monitoring the growth and development of young children’s early literacy skills. These measures are easy to collect, sensitive to small changes in children’s achievement, and can be used to mark progress toward long-term desired outcomes. NAZ scholars were administered three of these assessments and given a score corresponding to a performance status of red (at risk for developmental delay), yellow (at some risk for developmental delay) or green (on track developmentally) for each:
  - **Picture Naming:** Targets oral language, or the ability to use words to communicate ideas and thoughts and to use language as a tool to communicate to others.
  - **Rhyming:** Targets phonological awareness, or the ability to detect and manipulate the sound structure of words independent of their meanings, which develops along a continuum of complexity from identification to synthesis to analysis.
  - **Sound Identification:** Targets alphabet knowledge, or knowledge about the names and sounds of the 26 letters of the alphabet.

- **Individual Growth and Development Indicators: Early Numeracy (myIGDIs-EN):** myIGDIs-EN are a set of assessments for monitoring the growth and development of young children’s early numeracy skills. These measures are easy to collect, sensitive to small changes in children’s achievement, and can be used to mark progress toward long-term desired outcomes. NAZ scholars were administered three of these assessments and given a score corresponding to a performance status of red (at risk for developmental delay), yellow (at some risk for developmental delay) or green (on track developmentally) for each:
  - **Oral Counting Fluency:** Targets the ability to produce numbers fluently in sequence.
  - **Quantity Comparison Fluency:** Targets the ability to make judgments fluently about differences in the quantity of object groups.
  - **One-to-One Correspondence Counting Fluency:** Targets the ability to count objects fluently.
Appendix C

Detailed Progress Monitoring Analyses for 2014

How did birth to five-year-old scholars perform on the ASQ, ASQ-SE, myIGDIs Early Literacy, and myIGDIs Early Numeracy progress monitoring measures?

The following data provide information about how scholars performed in the spring (February to March) and fall (August to October) of 2014. These data came from NAZ Connect (pulled on 4/22/2014 and 10/29/2014, respectively). For all scholars, we calculated the number (and percentage) of young scholars for each level of risk summatively, and then for individual domains. These data were analyzed for all scholars (to determine how NAZ scholars are performing in general), and then separately for scholars enrolled in NAZ Partner programs and scholars not enrolled in one of these programs. We do not report longitudinal results for scholars assessed at both time points, due to small numbers of children with repeated assessments.

Early Childhood Progress Monitoring Data for All Scholars

Table 1. Results by measure: All scholars, spring and fall 2014

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASQ</td>
<td>128</td>
<td>29 (23%)</td>
<td>43 (25%)</td>
<td>24 (19%)</td>
<td>40 (23%)</td>
<td>75 (59%)</td>
<td>88 (51%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASQ:SE</td>
<td>129</td>
<td>22 (17%)</td>
<td>40 (25%)</td>
<td>n/a</td>
<td>n/a</td>
<td>107 (83%)</td>
<td>117 (75%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>myIGDIs-EL</td>
<td>44</td>
<td>28 (64%)</td>
<td>39 (71%)</td>
<td>14 (32%)</td>
<td>16 (29%)</td>
<td>2 (5%)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>myIGDIs-EN</td>
<td>44</td>
<td>23 (52%)</td>
<td>29 (53%)</td>
<td>18 (41%)</td>
<td>23 (42%)</td>
<td>3 (7%)</td>
<td>3 (5%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Spring to Fall, we observed increases in both the numbers of scholars completing progress monitoring measures, and the percentage of scholars whose performance was judged to represent developmental risk; there was a related decline in the percentage of scholars whose scores indicated proficiency in any particular domain.

In summer 2014, NAZ set targets for the percentage of scholars considered on track developmentally ("green") on each measure (ASQ: 65%, ASQ:SE: 85%, myIGDIs-EL: 15%, myIGDIs-EN: 15%). As the data in Table 1 indicate, none of these targets were met.

The following four tables present both the number of scholars assessed and the percentage of scholars scoring at each level of risk for separate measures or sub scales of the ASQ, myIGDIs-EL and myIGDIs-EN.
Appendix C

Table 2. ASQ results: All scholars, spring and fall 2014

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Red: At Risk</th>
<th>Yellow: At Some Risk</th>
<th>Green: On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Communication</td>
<td>128</td>
<td>171</td>
<td>10 (8%)</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>126</td>
<td>171</td>
<td>11 (9%)</td>
<td>8 (5%)</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>125</td>
<td>171</td>
<td>15 (12%)</td>
<td>19 (11%)</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>125</td>
<td>171</td>
<td>14 (11%)</td>
<td>23 (13%)</td>
</tr>
<tr>
<td>Personal-Social</td>
<td>126</td>
<td>171</td>
<td>8 (6%)</td>
<td>15 (9%)</td>
</tr>
</tbody>
</table>

Percentages of scholars at each level of constant from Spring 2014 to Fall 2014 for all sub scales of the ASQ, with about 10% of scholars demonstrating significant risk across subscales and large proportions of scholars demonstrating assessed proficiency.

Table 3. myIGDIs-EL Results: All scholars, spring and fall 2014

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Red: At Risk</th>
<th>Yellow: At Some Risk</th>
<th>Green: On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Picture Naming</td>
<td>44</td>
<td>55</td>
<td>13 (30%)</td>
<td>17 (31%)</td>
</tr>
<tr>
<td>Sound ID</td>
<td>44</td>
<td>55</td>
<td>22 (50%)</td>
<td>11 (24%)</td>
</tr>
<tr>
<td>Rhyming</td>
<td>43</td>
<td>55</td>
<td>18 (42%)</td>
<td>35 (64%)</td>
</tr>
</tbody>
</table>

Noting that numbers of assessed scholars increased from spring to fall, these results indicate that risk status remains relatively constant across all three levels for Picture Naming (vocabulary and language development). A smaller proportion of scholars were scored “at risk” on Sound Identification (alphabet knowledge) from spring to fall, with noteworthy increases in percentages in both remaining status groups. Finally, Rhyming (phonological awareness) scores show an increase in children considered at risk from spring to fall, with a corresponding decline in the percentage of children considered on track in this domain; this latter result may reflect increased enrollment of scholars in pre-k programs in fall 2014, where instruction in phonological awareness can be expected (and, if effective, would produce changes in risk status by the following spring).

Table 4. myIGDIs-EN results: All scholars, spring and fall 2014

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Red: At Risk</th>
<th>Yellow: At Some Risk</th>
<th>Green: On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Oral Counting</td>
<td>44</td>
<td>55</td>
<td>2 (5%)</td>
<td>15 (27%)</td>
</tr>
<tr>
<td>Quantity Comparison</td>
<td>44</td>
<td>55</td>
<td>21 (48%)</td>
<td>25 (45%)</td>
</tr>
<tr>
<td>1-1 Corr. Counting</td>
<td>43</td>
<td>55</td>
<td>4 (9%)</td>
<td>10 (18%)</td>
</tr>
</tbody>
</table>

These data demonstrate that a large portion of scholars were identified as “At Some Risk” or “On Track” on the Oral Counting and One-to-One Correspondence Counting domains of the myIGDIs Early Numeracy measures, while a large portion of scholars were identified as “At Risk” or “At Some Risk” on the Quantity Comparison domain. As with Rhyming results reported earlier,
Appendix C

increases in assessed risk from spring to fall for oral counting and 1:1 Correspondence may reflect emerging instructional effects from enrollment in pre-k programs.

**Early Childhood Progress Monitoring Data: Partner Enrolled and Not Partner Enrolled**
The following table presents overall results of the four assessments for scholars enrolled in Partner programs and those not enrolled in Partner programs.

**Table 5. Results by measure: Partner-enrolled and not Partner-enrolled, spring and fall 2014**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Partner Status</th>
<th>N</th>
<th>Red: At Risk</th>
<th>Yellow: At Some Risk</th>
<th>Green: On Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>ASQ</td>
<td>Partner-Enrolled</td>
<td>98</td>
<td>103</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(21%)</td>
<td>(25%)</td>
<td>(15%)</td>
<td>(25%)</td>
</tr>
<tr>
<td></td>
<td>Not Partner-Enrolled</td>
<td>42</td>
<td>68</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(24%)</td>
<td>(25%)</td>
<td>(24%)</td>
<td>(21%)</td>
</tr>
<tr>
<td>ASQ:SE</td>
<td>Partner-Enrolled</td>
<td>103</td>
<td>100</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(19%)</td>
<td>(27%)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Not Partner-Enrolled</td>
<td>43</td>
<td>57</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(12%)</td>
<td>(23%)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>myIGDIs-EL</td>
<td>Partner-Enrolled</td>
<td>41</td>
<td>51</td>
<td>25</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(61%)</td>
<td>(88%)</td>
<td>(34%)</td>
<td>(29%)</td>
</tr>
<tr>
<td></td>
<td>Not Partner-Enrolled</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(75%)</td>
<td>(75%)</td>
<td>(25%)</td>
<td>(25%)</td>
</tr>
<tr>
<td>myIGDIs-EN</td>
<td>Partner-Enrolled</td>
<td>42</td>
<td>51</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(52%)</td>
<td>(49%)</td>
<td>(38%)</td>
<td>(45%)</td>
</tr>
<tr>
<td></td>
<td>Not Partner-Enrolled</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(25%)</td>
<td>(100%)</td>
<td>(75%)</td>
<td>(75%)</td>
</tr>
</tbody>
</table>

No clear differences are apparent when comparing language and early literacy, and early numeracy development for scholars enrolled in NAZ early childhood partner programs and scholars either enrolled in other programs or not attending early education programs.
How many/what percent of birth to five-year-olds had their progress monitored in the past year?

Table 6. Progress monitoring data for all birth to five-year-old scholars - for all preschool-aged NAZ Scholars, and for those enrolled and not enrolled in NAZ Early Childhood Partner Programs

<table>
<thead>
<tr>
<th>Assessed with...</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N*</td>
<td>Number assessed</td>
</tr>
<tr>
<td>Any assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>445</td>
<td>151 (34%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>159</td>
<td>106 (67%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>286</td>
<td>45 (16%)</td>
</tr>
<tr>
<td>All relevant measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>445</td>
<td>94 (21%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>159</td>
<td>62 (39%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>286</td>
<td>32 (11%)</td>
</tr>
<tr>
<td>ASQ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>445</td>
<td>128 (29%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>159</td>
<td>87 (55%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>286</td>
<td>41 (14%)</td>
</tr>
<tr>
<td>ASQ-SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>445</td>
<td>129 (29%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>159</td>
<td>87 (55%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>286</td>
<td>42 (15%)</td>
</tr>
<tr>
<td>Early Literacy myIGDIs**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>156</td>
<td>44 (28%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>81</td>
<td>43 (53%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>67</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>Early Numeracy myIGDIs**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Scholars</td>
<td>156</td>
<td>44 (28%)</td>
</tr>
<tr>
<td>Partner-Enrolled</td>
<td>81</td>
<td>43 (53%)</td>
</tr>
<tr>
<td>Not Partner-Enrolled</td>
<td>67</td>
<td>1 (2%)</td>
</tr>
</tbody>
</table>

* Total enrolled scholars, birth to age 5  ** Only four- and five-year-old scholars received the myIGDIs.

Generally, small proportions of all NAZ preschool-aged scholars completed progress monitoring assessments in the past year. Completion rates for individual measures range from less than a quarter of all scholars, to about half.
Appendix C

Significant differences persist in progress monitoring participation for scholars enrolled in NAZ Partner programs versus those enrolled in non-partner programs or not attending early childhood programming of any sort. Ninety percent of scholars enrolled in partner programs completed any assessment and 81% completed all assessments relevant for their age. By contrast, 27% of scholars not enrolled in these partner programs completed any progress monitoring measure, and only 19% completed all assessments relevant for their age.

Increased efficiency and participation in progress monitoring are current priorities for NAZ staff and partners – particularly for those scholars not currently enrolled in NAZ Partner Programs.
Appendix D

Early Childhood Developmental Concern Protocol to Support Kindergarten Readiness

If a scholar is enrolled with a NAZ Early Learning Partner

1. Partner makes referral for further screening/assessment or to needed services
2. Partner enters goals, steps, and/or Connections to partner in NAZ Connect
3. Partner pings Navigator and/or Connector to inform that goals, steps, and/or referrals have been made
4. Partner pings Navigator and/or Connector to request a “Team Scholar” meeting based on family interest/needs, if “high touch” supports are needed
5. Use common talking points for discussing scholar’s results to identify next steps based on strengths and needs:
   a. Avoid labels
   b. Stress Kindergarten readiness
6. Partner and/or NAZ staff provide parents with the following to support their scholar at home:
   a. Reinforce participation in NAZ Family Academy
   b. Home visits to model use of materials and skills

If scholar is NOT enrolled with a NAZ Early Learning Partner

1. NAZ staff make referral for further screening/assessment or to needed services (note: MPS Screening staff should be present at progress monitoring events to support an immediate “warm hand-off” for further MPS screening)
2. NAZ staff enter goals, steps, and Connections to partner in NAZ Connect
3. NAZ staff coordinates a “Team Scholar” meeting based on family interest/needs, if “high touch” supports are needed
4. Use common talking points for discussing scholar’s results to identify next steps based on strengths and needs:
   a. Avoid labels
   b. Stress Kindergarten readiness
5. NAZ staff provide parents with the following to support their scholar at home:
   a. Family Academy documents
   b. Reinforce participation in Family Academy
   c. Home visits to model use of materials and skills

NAZ Terms
- Connection: referral
- Ping: message within NAZ Connect
- Team Scholar: team model for supporting scholars

Last modified: 8/4/14
Appendix E

Early Learning Financial Supports

While public and philanthropic support for increased access to high-quality early childhood experiences is expanding, the current array of individual supports, the timing of these supports, and the ways these individual supports can (or cannot) be combined is quite complex. The following list includes details about the kinds of financial scholarships and supports that NAZ families use to enroll their scholars in early childhood programming.

- **State Early Learning Scholarships**
  - State Early Learning Scholarships – Pathway I: Families who qualify for these scholarships (income at or below 185 percent of the federal poverty line) can receive up to $5,000 per child to support enrollment at a high-quality early learning program of the family’s choice.
  - State Early Learning Scholarships – Pathway II: Pathway II scholarships are awarded to families through an eligible 4-star Parent Aware-rated program. Unfortunately, due to limited data sharing abilities at this time, data on these scholarships were not included in this year’s analyses.

- **Race to the Top Scholarships**
  - As part of the federal Race to the Top Early Learning Challenge Grant, NAZ was awarded approximately $1.9 million over the course of three years to distribute to families in the form of scholarships to support attendance at high-quality early learning programs. Scholarships support the cost of the state-approved rate for the program the family chooses, so amounts awarded per family per year depend on type and quality of the program. Amounts can range from approximately $4,000 per student for a half-day, public early learning program (or other programs that do not charge tuition) to up to $15,000 for a full day, full week experience in a Hennepin County Strong Beginnings program.

- **Child Care Assistance Program**
  - Families with incomes below 115 percent of the federal poverty line and a need for child care qualify for child care coverage (at the state-approved rate) for any child from birth to age 12. Families with incomes below 175 percent of the federal poverty line can also receive these funds to support child care, but due to a limited amount of resources these families are first placed on a waiting list. As of April 2014, the number of families on Hennepin County’s CCAP waiting list was over 5,000, with an approximate average wait time of two years.¹

- **Other Scholarships**
  - NAZ scholars have also received other scholarships that have supported enrollment in early learning centers. Currently, the only data we could access about additional scholarships related to the Buuck Morgan Scholarships. In future analyses, it would be beneficial to capture data about a wider range of sources (e.g. scholarships provided through centers).

¹ Information about the Hennepin County CCAP waiting list obtained through personal communication with Carol Miller at Hennepin County.