

California Association for Bilingual Education

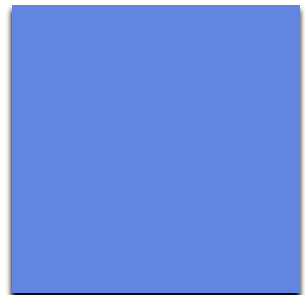
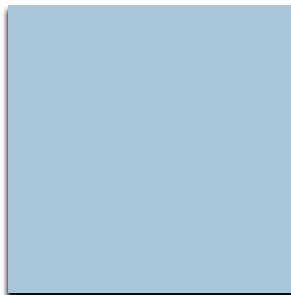
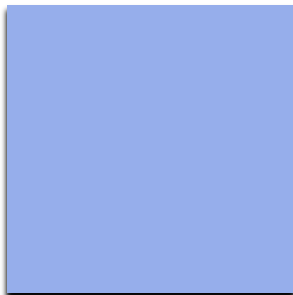
**Project 2INSPIRE:
Family, School & Community Engagement**

An Investing in Innovations (i3) Grant

Final Evaluation Report

October 2018

Prepared by
Wexford Institute
Rancho Palos Verdes, California





Project 2INSPIRE: Family, Community & School Engagement
An Investing in Innovations (i3) Grant
Funded by the US Department of Education Office of Innovation and Improvement
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PROJECT TERMS AND ACRONYMS

For consistency in reporting, Wexford and Project 2INSPIRE Staff developed terms to describe parent participant attendance in Project 2INSPIRE Parent Leadership Development sessions. These terms are used throughout this report.

Term	Project 2INSPIRE Definition
P2I	Project 2INSPIRE Family, School & Community Engagement Program
P2I-PLD	Project 2INSPIRE Parent Leadership Development
Served	Parent attended at least 1 session includes parents that dropped from training
Completion Rate	Number of parents completing divided by number of parents participating
Participated at Mastery Level	Parents with intent to finish; attending at least 3 sessions; DOES NOT include parents that dropped
TRAINED at Mastery Level	Completed 9 sessions or more of Mastery Level Project 2INSPIRE Parent Leadership Development
COMPLETED or CERTIFIED at Mastery Level	Completed all 12 sessions of Mastery Level Project 2INSPIRE Parent Leadership Development
Participated at Expert Level	Parents with intent to finish; attending at least 6 sessions; DOES NOT include parents that dropped
TRAINED at Expert Level	Completed 12 sessions or more of Expert Level Project 2INSPIRE Parent Leadership Development
COMPLETED or CERTIFIED at Expert Level	Completed all 16 sessions of Expert Level Project 2INSPIRE Parent Leadership Development
Cohort	Group of parents that began the Project 2INSPIRE Parent Leadership Development Program at the same time/semester
Project Year 1/Y1	Jan 1 - Dec 31, 2013 Mastery Level offered in Fall 2013 only (AY13-14)
Project Year 2/Y2	Jan 1 - Dec 31, 2014 Mastery Level offered in Spring 2014 (AY13-14) and Fall 2014 (AY14-15) Expert Level Training offered Fall 2014 only
Project Year 3/Y3	Jan 1 - Dec 31, 2015 Mastery Level offered in Spring 2015 (AY14-15) and Fall 2015 (AY15-16) Expert Level Training offered in Spring 2015 only
Project Year 4/Y4	Jan 1 - Dec 31, 2016 Mastery Level offered in Spring 2016 (AY15-16) and Fall 2016 (AY16-17) Expert Level Training offered in Spring 2016
Project Year 5/Y5	Jan 1 - Dec 31, 2017 Mastery Level offered in Spring 2017 (AY16-17) Expert Level Training offered in Fall 2017 (AY17-18)
Extension Period/Y6	Jan 1 – June 30, 2018 Extension Period granted by the USDOE to complete data collection activities in Spring 2018 (AY17-18)
FEAT	Family Engagement Action Teams formerly Action Teams for Partnership (ATP)
FSCEM	Family, School and Community Engagement Matrix Developed by Project 2INSPIRE

EXECUTIVE SUMMARY

"The greatest thing accomplished would be that sense of community and wanting to be a part of the school and the extended family. Knowing that they can make a difference in their child's education by the things they do and the things they say....and the different relationships the parents built amongst each other and with the staff. Project 2INSPIRE parents are much more comfortable asking the teacher things. And the teachers are much more comfortable with the parents."

– Project 2INSPIRE Principal, 2018



The Project 2INSPIRE Family, School and Community Engagement Leadership Development Program is an Investing in Innovation (i3) Development Grant funded by the US Department of Education and implemented by the California Association for Bilingual Education (CABE). The five-year grant funded the implementation and research for Project 2INSPIRE at ten elementary schools in Southern California from 2013 to 2017. CABE, a non-profit organization that promotes bilingual education and quality educational experiences for all students in California, partnered with three school districts, Garden Grove Unified School District, Ontario-Montclair School District and Santa Ana Unified School District.

Project 2INSPIRE is a school-based, systemic approach that engages schools and districts in building their capacity for establishing effective and relevant family engagement practices and strategies. The model is comprised of four key components: Project 2INSPIRE Professional Development, School and District Leadership Development, Parent Leadership Development and Professional Development for Project Staff. The four key components integrate current family engagement research and culturally responsive practices, including the US Department of Education's Dual Capacity-Building Framework for Family-School Partnerships and other current parent engagement research.

The following are notable program outcomes:

- Of 827 parents participating in Project 2INSPIRE, 79% completed Mastery Level and 32% completed Expert level. The project also provided Awareness level sessions to over 4,000 families attending CABE's regional and statewide conferences.
- As a result of P2I Parent Leadership Development (P2I-PLD), parents/families:
 - Increased their knowledge and skills to share what they have learned about parent engagement with other parents and increased their engagement in their child's learning by supporting their learning at home and at school.

- Increased their confidence and capacity to use their newly learned knowledge and skills to improve their child's learning and improve parent engagement at their child's school.
 - Understand the importance of and their roles as parent leaders. P2I parent leaders in many schools are now members and leaders on school and district committees.
 - Have self-confidence in their role as school leaders and community builders and view themselves as active partners in their child's school.
 - Set goals for themselves and further their own education: P2I parents have gone back to school to earn their GED, enrolled in community college courses to continue their education or to improve their language and literacy skills, have completed their Mexican primary or secondary education via the "Plaza Comunitaria" program (a partnership program between CAFE and the Mexican Consulate).
 - Increased their sense of efficacy and competence as parents, gained confidence to communicate and build relationships with others to support their child's education.
 - Developed the know-how and self-assurance to present and share information with different audiences. P2I parent leaders have presented workshops on parent engagement topics at their local schools, at district-wide workshops and at their local school board meetings. They have also co-presented with CAFE's P2I Parent Specialists at CAFE's annual statewide conference.
- Classroom teachers and school principals have increased positive perceptions about parents' abilities to help their children learn and their capacity to have a positive impact on school improvement.
 - Schools have improved or maintained their family friendly environments and value the social and intellectual capital that families of diverse backgrounds bring to their schools.
 - School principals, teachers and school staff understand the positive impact that parent engagement can have on school improvement and on student learning. Schools reported yearly increases in parent engagement.
 - The Project 2INSPIRE Family Engagement Action Team (FEAT) process established a structure, protocols and goal setting strategies that sustain family engagement and maintain a school's focus on student achievement by ensuring all planned activities have a focus on learning, are collaborative, developmental and integrated with the school vision and goals. It is an inclusive process that ensures all members of the school community are represented in decision-making roles. At all schools, P2I has developed a cadre of parent leaders that are well versed on those tools and protocols and are committed to helping schools sustain family engagement at a high level.

PROJECT OVERVIEW

Introduction to the Project

“Research shows that initiatives that take on a partnership orientation—in which student achievement and school improvement are seen as a shared responsibility, relationships of trust and respect are established between home and school, and families and school staff see each other as equal partners—create the conditions for family engagement to flourish.”

(Mapp & Kuttner, 2013; Patrikakou, Weissberg, Redding & Walberg, 2005)



The Project 2INSPIRE (P2I) Family, School and Community Engagement Leadership Development Program is an Investing in Innovation (i3) Development Grant funded by the US Department of Education and implemented by the California Association for Bilingual Education (CABE). The five-year grant funded the implementation and research for P2I at ten elementary schools in Southern California, from 2013 to 2017. CABE, a non-profit organization that promotes bilingual education and quality educational experiences for all students in California, partnered with three school districts: Garden Grove Unified School District, Ontario-Montclair School District, and Santa Ana Unified School District.

Project 2INSPIRE uses a targeted, school-based reform approach to build the capacity of schools and districts in establishing a Family-School-Community Leadership Program that involves all stakeholders--families, teachers, administrators, school staff, and their surrounding communities. The project engaged parents from diverse and low-income communities and included constructing a systematic, learning outcome driven, strength-based collaboration with educators, parents, and the wider school community. Initially developed and implemented through the federally funded Parent Information and Resource Center (PIRC) administered by CABE, the original Project INSPIRE program provided the framework and model for the current P2I project and collected data that showed that the program contributed to positive school culture changes, supported school reform/improvement initiatives, and improved student achievement of children of participating parents, as well as children school-wide.

This report serves as the final evaluation report for P2I. Wexford Institute, a division of Wexford Inc., a nonprofit research and evaluation agency, conducted the external evaluation of P2I. Using a collaborative evaluation approach, Wexford Institute worked with P2I staff to provide a project accountability and feedback system, reliable and usable data to support project decision-making, and assessed the project's progress toward meeting goals and objectives and performance measures. As an i3 grantee, the evaluation of P2I includes a statistical study of student outcomes. Throughout the grant period, Wexford participated in monthly phone meetings with the i3 Technical Liaison to prepare documents related to research. These include,

a logic model (see page 11), a fidelity of implementation matrix (see Appendix A) and an analysis of student outcomes (see Page 41).

Project Implementation Staff

CABE staff, with its extensive experience and knowledge of effective parent engagement practices, led the implementation of the project. Implementation staff included a Project Director and a Project Coordinator that managed the day-to-day operations of the grant. The Project Director, creator of the P2I theoretical framework and model, led the professional development of district and school leaders and monitored the project-wide goals and objectives. The Project Coordinator managed implementation at the ten school sites and was responsible for overseeing the four P2I Parent Specialists. Parent Specialists, in coordination with district and school liaisons, provided parent training and coaching, coordinated schoolwide data collection for the project, and supported school reform activities at all school sites. Parent Specialists are skilled facilitators of adult learning and have extensive experience in working with parents and in building collaborative partnerships at schools.

Participating Districts

Project 2INSPIRE was implemented in ten, high-need schools across three school districts in Southern California: Garden Grove Unified School District, Ontario-Montclair School District, and Santa Ana Unified School District. All three districts have high numbers of socio-economically disadvantaged students (SED), with percentages ranging from 69% to 95% and were selected as partners for this project based on their status as schools that needed to improve student achievement. Figure 1 shows the demographics for each of the three districts.

Figure 1. Participating School District Demographics

Source: California School Dashboard, AY2017-18

District	Grade Levels Served	District Enrollment Total	% District Enrollment High Need Students	
			SED	EL
Garden Grove USD	K-12	42,252	69%	39%
Ontario-Montclair SD	K-8	21,952	87%	37%
Santa Ana USD	K-12	51,383	95%	44%

The ten project implementation sites serve students from grades Pre-K to Grade 8 and include student populations that are 88% to 92% SED and 33% to 74% English learners (Figure 2). At the beginning of the project, all ten schools had not met Annual Yearly Progress targets for the state of California and had been in “program improvement” status one or more years.

Figure 2. Project 2INSPIRE Implementation Schools

Source: California Department of Education Enrollment, AY2017-18

District	School and Grade Levels Served	Total Student Enrollment	% SED	% ELL
Garden Grove USD	Eisenhower, K-6	669	91%	62%
	Heritage, P-6	461	90%	69%
Ontario-Montclair SD	Central Language Academy, K-8	709	71%	37%
	Elderberry, K-6	766	76%	35%
	Lehigh, P-6	714	87%	50%
	Vineyard, K-8	772	88%	33%
Santa Ana USD	Lincoln, K-5	855	92%	67%
	Lowell, K-5	779	89%	74%
	Martin, K-5	674	91%	58%
	Martin Luther King Jr, K-5	690	92%	72%

A Research-based Model for Parent Engagement

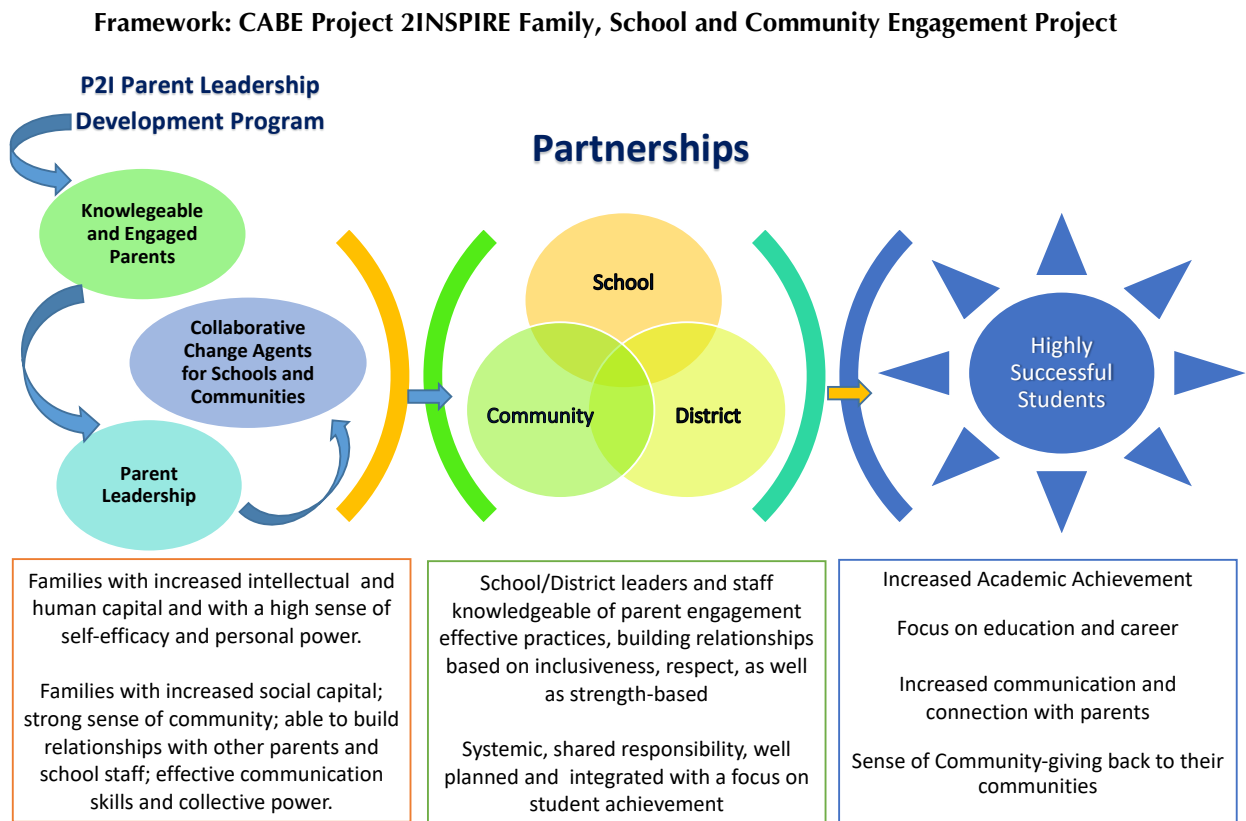
Project 2INSPIRE integrates CABE's ten years of parent engagement research and expertise, the US Department of Education's *Dual Capacity-Building Framework for Family-School Partnerships*, and the work of Karen Mapp and other current parent engagement researchers. Project 2INSPIRE is a research-based program that is collaborative by design, and unlike other family engagement programs. It deliberately fosters family engagement in the school's context, where families have an opportunity to make a difference for the entire school community. The school-based, systemic approach engages schools and districts in building their capacity for establishing effective, meaningful and relevant family engagement practices and strategies. Figure 3 is a visual representation of the theoretical framework developed by P2I for their parent engagement model.

The project model embeds the following tenets gleaned from current parent engagement research:

- ◆ School staff must hold a positive set of beliefs about family engagement before they can create strong and effective partnerships with families. These four "Core Beliefs" (Henderson, Mapp, Johnson and Davies, 2007) are embedded in the P2I model:
 - All families have dreams for their children and want the best for them.
 - All families have the capacity to support their children's learning.
 - Families and school staff are equal partners.
 - The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders.

- ◆ Community-building strategies use culturally responsive, co-powering strategies that welcome families, especially, those who bring diverse backgrounds, languages, and are traditionally marginalized and underserved in schools. (Vargas, 1987; Vargas 2008; Vargas, Hernandez and Ramirez, 2013)
- ◆ Schools that meaningfully engage families show gains in student achievement and in their ability to make the needed changes at the school, making it a better school for all students and their families. (Henderson, Mapp, Johnson and Davies, 2007)
- ◆ Developing families cultural/intellectual skills; increasing their knowledge about schooling and what their children are learning; and learning effective communication and advocacy skills as a foundation for becoming partners with the school—developing social and intellectual capital. (Bolivar and Chrispeels, 2010)
- ◆ Engaged parents are school leaders that help identify schoolwide goals for improvement and contribute to the achievement of those goals. Families, who participate in effective engagement programs and activities at the school, become a resource for the school and to their children. These families have the knowledge and capacity to supplement the school community and become partners in the education of their children. (Ferland, 2009; Quezada, 2018)
- ◆ Providing professional development on how to work effectively and respectfully with families is not only provided for family members, but also for school leaders and other staff members. Many school personnel do not have a background in family engagement or culturally responsive strategies that welcome and honor families because their teacher/administrator education program did not include this topic in their preparation. (Mapp and Kuttner, 2013)
- ◆ Schools, who value what families bring to the educational setting, recognize the importance of creating “opportunity conditions” for everyone by having goals that build and enhance the capacity of staff and families to support student achievement and school improvement. The four areas that provide opportunity conditions that build the capacities of both families and school staff are called the “4 Cs” (Mapp and Kuttner):
 - Capability: human capital, skills, and knowledge;
 - Connections: important relationships and networks—social capital;
 - Confidence: individual level of self-efficacy; and
 - Cognition: a person’s assumptions, beliefs, and worldview.

Figure 3. Project 2INSPIRE Theoretical Framework



California Association for Bilingual Education Project 2INSPIRE, ©2015

Based on the Community Learning Theory Approach developed by Roberto Vargas, PhD and J. David Ramirez, PhD (2013) and the US Department of Education Dual Capacity Parent Engagement Framework, Karen Mapp (2014).

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Key Project Components

Project 2INSPIRE is comprised of four key components: P2I Professional Development, School and District Leadership Development, Parent Leadership Development and Professional Development for Project Staff. The ten school sites implemented these components beginning in school year 2013-14 through school year 2017-18. Implementation was measured using a fidelity matrix that assigned scores to each school on each of these key components.

Key Component 1: Project 2INSPIRE Professional Development

This component operationally defines the activities that P2I provided each of the ten school sites. The P2I model includes six specific professional development activities for schools and districts:

- 1) Bi-Annual Leadership meetings to help guide and monitor the project at each school and disseminate evaluation data collected from parents and school staff.
- 2) 1-to-1 meetings with principals to monitor and support school-level implementation.
- 3) Yearly School Staff Meetings to share information and collect feedback about the project from school staff (classroom teachers, office staff, and instructional support staff).
- 4) Parent Engagement Research and Practices Seminar – Introduction to current parent engagement research and practices. Focused on changing school and district perceptions about parent engagement and school climate.
- 5) Research Based Strategies and Tools Seminar – Focused on increasing school principals and school staff knowledge of effective parent engagement practices.
- 6) Cultural Proficiency & Community Learning Theory – Focused on increasing schoolwide capabilities to establish a culturally responsive/proficient school climate.
- 7) Action Teams for Partnerships (ATP) training in Year 3 and Family Engagement Action Teams (FEAT) training in Year 4. The FEAT process was developed by P2I based on lessons learned from implementing Epstein’s Action Teams for Partnership Model approach in Year 3, feedback from school principals and foundations from the *Dual Capacity-Building Framework for Family-School Partnerships*.
- 8) Development of the ATP Plan in Year 3 and the FEAT School Plan in Year 4.

Key Component 2: School & District Leadership Development

This component operationally defines the participation of district leaders, school principals and school staff in P2I professional development. Key Component 2 documents attendance for school and district leaders and school staff in each of the eight P2I professional development activities described in Key Component 1.

Key Component 3: Parent Leadership Development

Beginning in school year 2013-14, parents at the ten implementation sites participated in the Project 2INSPIRE Parent Leadership Development (P2I-PLD) program. A major premise for the program is ensuring parents have the foundational knowledge about schooling, their role in the

education of their children, and how engagement provides long-term benefits to students. The curriculum was designed to ensure that parents grow socially and intellectually by embedding instructional strategies that are based on Adult Learning and Community Learning theory. The P2I-PLD focuses on building the capacities of families to engage in partnerships by:

- 1) Emphasizing the importance of connecting with other families and with school staff;
 - 2) Developing a family's sense of self – "I can make a difference", sense of place – "I too belong at the school", sense of purpose – "I know the role I have in my child's education", sense of direction – "I know what I must do to ensure my child's academic success", and sense of possibilities—"My child can be successful and will go to college";
 - 3) Developing the intellectual and social capacity of families so they participate fully in partnerships that enrich the school community; and
 - 4) Developing the confidence of families to become engaged supporters of their child's learning, and become advocates and leaders at their child's school.
- (Vargas, Hernandez and Ramirez, 2013)

Project 2INSPIRE is a two-tiered parent leadership program. In Years 1-5, parents at the ten sites participated in Mastery Level Leadership training. The 36-hour (12, three-hour sessions) face-to-face program provides families with content about their role in the education of their children and how to engage their children in learning activities in the home; knowledge of school systems, accountability, Common Core Standards, and curriculum needs of their children; their role as advocates for their children and the impact of their engagement on student learning; and their participation in decision making and school leadership committees. Beginning in Year 2 and continuing through Year 5, Mastery Level "graduates" participated in the 48-hour (16, three-hour sessions) Expert Level Leadership training. These sessions build on the knowledge and skills developed at the Mastery Level and develop and refine them to create and sustain family-school community engagement in supporting student achievement.

Parents that completed the Expert Level parent leadership development sessions also completed 16 or more hours of advanced leadership (coaching/mentoring) sessions. Designed using a Trainer-of-Trainers model, Expert Level sessions help parent leaders prepare to build relationships with diverse background groups through effective communication strategies; learn about current school policies and regulations, and understand the roles and responsibilities of school/district leaders; learn to develop agendas and minutes, and how to facilitate meetings; and understand the role of advocacy and leadership roles/responsibilities of leaders.

Over the 5-year grant period, P2I trained 652 parents at the Mastery Level and 261 parents at the Expert Level at ten schools in the Southern California area. Figure 4 summarizes the total number of P2I completers by year.

Figure 4. Number of Project 2INSPIRE Completers¹ by Project Year (Unduplicated Counts)

Project Year	Number of Parents Completed MASTERY Level	Number of Parents Completed EXPERT Level
Y1	198 parents 10 schools	--
Y2	198 parents 10 schools, 2 semesters	106 parents 10 schools, 1 semester
Y3	102 parents 10 schools, 2 semesters	51 parents 10 schools, 1 semester
Y4	98 parents 10 schools, 2 semesters	53 parents 10 schools, 1 semester
Y5	56 parents 10 schools, 1 semester	49 parents 10 schools, 1 semester
TOTAL TRAINED	652 Mastery Level	259 Expert Level

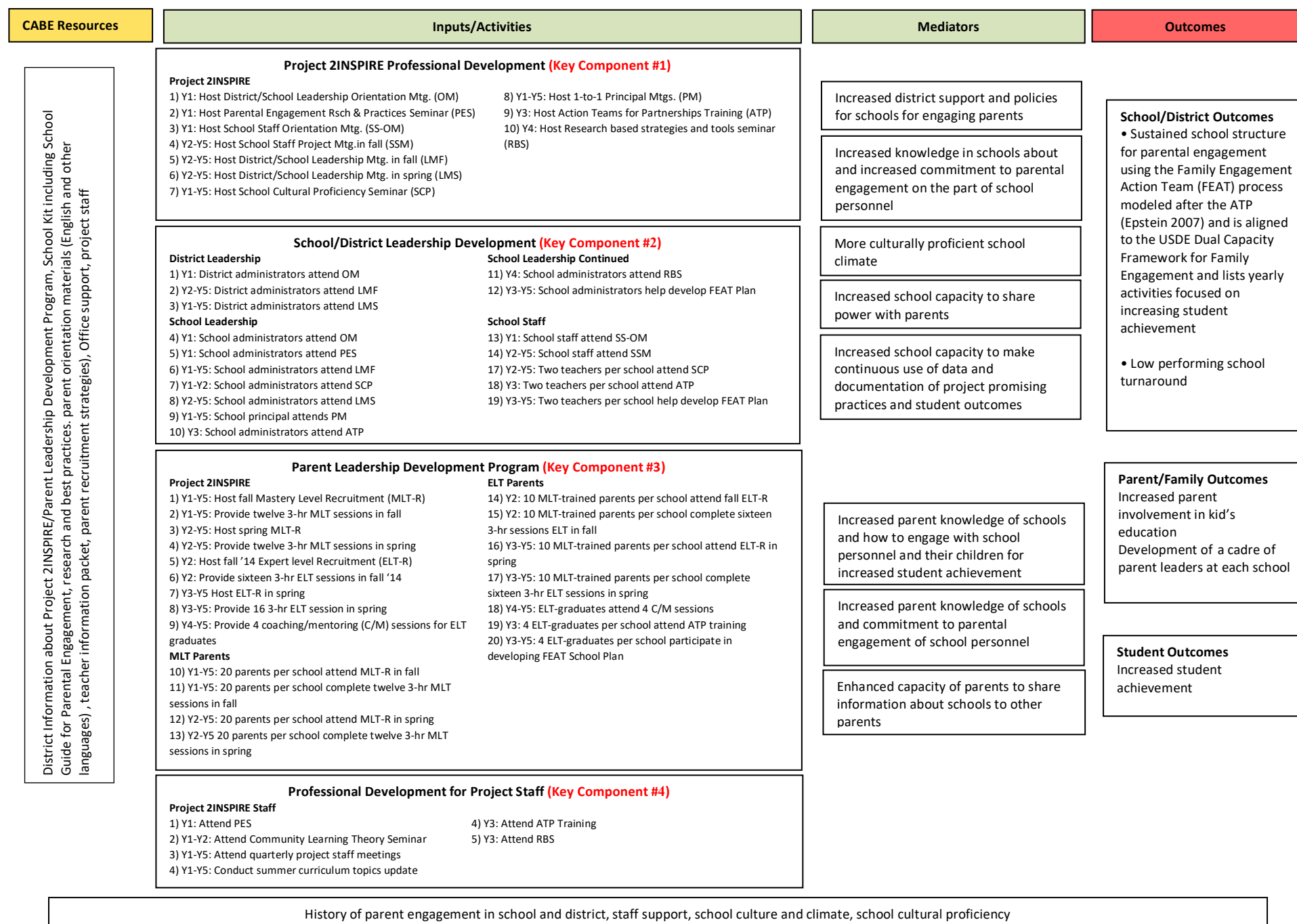
¹Mastery Level completers attended all 12 sessions. Expert Level completers attended all 16 sessions.

Key Component 4: Professional Development for Project Staff

The fourth component operationally defines the role of P2I Parent Specialists and documents their attendance in the following professional development activities:

- 1) Parent Engagement Research and Practices Seminar – Introduction to current parent engagement research and practices. Focused on changing school and district perceptions about parent engagement and school climate.
- 2) Research Based Strategies and Tools Seminar – Focused on increasing school principals and school staff knowledge of effective parent engagement practices, including project monitoring tools using Concerns-Based Adoption Model (CBAM).
- 3) Cultural Proficiency & Community Learning Theory – Focused on increasing schoolwide capabilities to establish a culturally responsive/proficient school climate.
- 4) Action Teams for Partnerships (ATP) training in Year 3 and Family Engagement Action Teams (FEAT) training in Year 4 (The FEAT process was developed by P2I based on the Epstein's Action Teams for Partnership Model approach).
- 5) Quarterly P2I Staff Meetings – Meetings to discuss delivery of services and implementation at each school site.
- 6) Summer Curriculum Topics Updates – Each summer, P2I Parent Specialists review the P2I-PLD Modules and revise content with current educational information and research.

Figure 5. Project 2INSPIRE Logic Model



KEY PROJECT COMPONENTS

“Ese empoderamiento que me dieron en las clases a mí me sirvió mucho pues, para llegar a la escuela con la confianza de saber que la gente que está aquí me va ayudar y está para apoyarme a ayudar a mi hija salir adelante.” The empowerment that I was given in these classes helped me, to know I can go to the school with the confidence of knowing that everyone there can help me and support me to help my daughter succeed.

Project 2INSPIRE Parent, 2018



Evaluators developed a fidelity matrix (see Appendix A) to evaluate the implementation of Project 2INSPIRE (P2I) at each of the ten implementation schools. The components of the fidelity matrix were taken directly from the logic model and include measures related to each of the four key project components. Each component includes multiple indicators; a school's fidelity score is a composite of scores achieved for each applicable indicator. Component scores for each school are then rolled up to create a composite score for the entire program. Components are implemented with high fidelity when 80% of the schools have a “high” component score.

Each key component is described below, along with a summary of the fidelity of implementation at the program and school level.

Component 1: Project 2INSPIRE Professional Development

This component operationally defines the activities that P2I provided each of the ten implementation sites. The Project 2INSPIRE model includes eight specific professional development (PD) activities for schools and districts:

PD-1: Bi-Annual Leadership Meetings (Fall and Spring, Years 1-5)

Project 2INSPIRE held leadership meetings in the fall and spring each year of the project with district and school leaders. These meetings provided a platform to discuss the progress of the project, the implementation of P2I at school sites, and disseminate evaluation data collected from parents and school staff. Project 2INSPIRE used reflective questioning strategies with district and school leaders to document contextual factors at each school, share ideas, resolve issues and provide needed support. The time for reflection also provided an opportunity for principals to reflect on their own parent engagement praxis. P2I schools also participated in seminar that provided them with tools and strategies to monitor the implementation of the P2I model at their schools.

Attendance was recorded to document the attendance of one district administrator and all ten school principals at each meeting.

PD-2: 1-to-1 Meetings with Principals (at least one meeting held each year)

Each year of the project, the P2I Project Director and Project Coordinator held at least 1 one-on-one meeting with each school principal. These meetings helped to monitor and support school-level implementation and discuss recruitment and retention of parents in the P2I Parent Leadership Development program and implementation of the Action Teams for Partnership (ATP)/Family Engagement Action Team (FEAT) process as well as provide support for other parent engagement activities held at each school.

PD-3: Yearly School Staff Meetings (Years 1-5)

The P2I Director and/or Coordinator held meetings at the beginning of each school year with school staff at each of the ten implementation sites. In Year 1, the meeting was an orientation and overview of the school's participation in the project. In Years 2-5, the meetings provided project updates and were also used as an opportunity to administer the Annual Parent Engagement Survey.

PD-4: Parent Engagement Research and Practices Seminar (Years 1-2)

In Years 1 and 2, the project provided two introductory seminars about current parent engagement research and practices. The first seminar reviewed current research and evidence-based practices for parent engagement and shared the theoretical framework for Project 2INSPIRE. In Year 2, Michele Brooks, former Assistant Superintendent at Boston Public Schools, presented a 6-hour seminar on the *Dual Capacity-Building Framework for Family-School Partnerships* and effective strategies for building school and district capacity to effectively engage families in student learning and school improvement.

PD-5: Research Based Strategies and Tools Seminar (Year 4)

In Year 4, P2I provided a seminar to further increase school principals and school staff knowledge of effective parent engagement practices. Dr. Karen Mapp presented half-day session about the essential components of the *Dual Capacity-Building Framework for Family-School Partnership*, and examples of real-life applications of the framework. This professional development activity also provided time for principals and district leaders to visualize the alignment of their parent engagement plans to the goals in their schoolwide action plans.

PD-6: Cultural Proficiency (Years 1-5)

Project 2INSPIRE provided Cultural Proficiency training sessions as a means to increase school staff member (teacher, support staff, and office staff) knowledge and commitment to parent engagement at each school and to establish a culturally responsive school climate. Cultural Proficiency sessions were provided each year of the project. In Years 1 and 2, school principals and district leaders were invited to attend the CAFE Annual Conference. At these two conferences, a Cultural Proficiency seminar was offered as part of a 2-day intensive session for P2I participants. In Year 2, the sessions were led by Cultural Proficiency expert and leader, Dr. Randall Lindsey. In Years 3, 4, and 5, Dr. Roberto Vargas presented the sessions and included a strand on how to build parent confidence by utilizing "Co-Powering Communication."

PD-7: Action Team for Partnerships/Family Engagement Action Teams Training (Year 3)

One of the primary goals of the project was to establish a structure at each school to ensure a quality and effective parent engagement program that would be sustainable after the end of the 5-year grant period. In Year 3/spring 2015, P2I provided 2-day training for district leaders, school principals, teachers and parent leaders on how to implement Dr. Joyce Epstein's ATP model. The school ATP is the "action arm" or committee of the School Improvement Team or School Site Council that establishes family-school-community engagement. The action team, comprised of the school principal, school staff, and parents, develops an action for parent engagement and then supports the implementation, monitors progress and continually works on improving the school's parent engagement program.

Evaluators and project staff conducted a thorough review of the plans and other pertinent data related to the implementation of ATP at school sites, and found that schools had a difficult time applying the ATP Model at their schools and that their ATP school plans focused on "involvement of parents" versus engaging parents in the school decision-making process. During Year 4/summer 2016, P2I developed a family engagement action team model based on the yearly plan and team features from ATP and foundations from Karen Mapp's "4-C" areas of the *Dual Capacity-Building Framework*. The action team and school plan template, were redesigned to align with the goals of the P2I, as well as to reinforce and support a paradigm of engagement and action. The P2I-FEAT process, established specific protocols and timelines to document and monitor the FEAT process and activities at school sites. Project 2INSPIRE Staff conducted training on the use of the FEAT process at the beginning of the 2015-16 school year and developed a handbook and tools for schools to use as they implement FEAT. Two FEAT implementation meetings were also held to review FEAT School Plans and receive feedback from principals on the new process. Throughout school year 2016-17, Project Staff attended FEAT meetings at each school and provided technical assistance.

PD-8: Development of the ATP/FEAT School Plan (Years 3-5)

In Year 3/spring 2015, school teams were given time to develop their ATP plans on their second day of ATP Training with Joyce Epstein, and were given feedback by P2I Staff upon final submission. After the redesign of the action team process in Year 4/summer 2016, school teams were provided training and guidance on the FEAT process, developed plans in Year 4/fall 2016 and were provided immediate feedback.

Fidelity of Implementation for Key Component 1

Fidelity of implementation criteria for the P2I Professional Development was for school sites to host the seven professional development activities described for this component. At the school level, Figure 7 below shows that each year of the project, P2I hosted all of the planned activities for all ten implementation sites and therefore met the fidelity of implementation threshold for Key Component 1 at the program level.

Figure 6. Program Level – Key Component 1 Fidelity of Implementation by Project Year

Key Component 1	80% of Schools Implemented with Fidelity?				
	Y1	Y2	Y3	Y4	Y5
Project 2INSPIRE Professional Development	Yes	Yes	Yes	Yes	Yes

Figure 7. School Level - Fidelity of Implementation for Key Component 1: Project 2INSPIRE Professional Development by Project Year and School

School Level	Fidelity Implementation Score for Component				
	Y1	Y2	Y3	Y4	Y5
Central Language Academy	High	High	High	High	High
Eisenhower	High	High	High	High	High
Elderberry	High	High	High	High	High
Heritage	High	High	High	High	High
Lehigh	High	High	High	High	High
Lincoln	High	High	High	High	High
Lowell	High	High	High	High	High
Martin	High	High	High	High	High
Martin Luther King Jr.	High	High	High	High	High
Vineyard	High	High	High	High	High

Component 2: School and District Leadership Development

This component operationally defines the participation of district leaders, school principals, and school staff in P2I Professional Development. Key Component 2 documents attendance for the following:

- **District Leaders & School Principals (Years 1-5)** - One district leader and a school principal were required to attend each of the P2I Professional Development activities 1-6 listed in Key Component 1.
- **School Staff (Years 1-5)** - School staff (office staff, teachers, and instructional support staff) were required to attend the P2I School Staff Meetings in Years 1-5. Two teachers per school were required to attend Cultural Proficiency seminars in Years 2-5; and two teachers per school were required to attend ATP/FEAT training in Year 3 and help develop the ATP/FEAT school plan in Years 3-5.
- **ATP/FEAT Process and Development of ATP/FEAT plan** - During Year 3, the ATP process was thoroughly reviewed by Evaluators and Project Staff. ATP implementation data suggested that ATP teams and plans were in the minimal to emerging stages of implementation. Furthermore, the protocols in place were not sufficient to determine how schools were incorporating the ATP process into their existing decision-making structures and when and what schools needed additional technical assistance with

implementation. Project 2INSPIRE Staff also felt that the ATP Model focused on “involvement” rather than “engagement” and although the ATP Model does require parents to participate as decision-makers, it did not address how to develop the capacity of a school to engage parents in the school decision-making process. The ATP Model therefore was deemed “not a good fit” for Project 2INSPIRE.

Much of Year 4 focused on the development of the P2I FEAT Model, adapting the action and yearly plan features of the ATP model and Mapp’s *Dual Capacity-Building Framework*. Project 2INSPIRE Staff developed the FEAT Model to closely align with the goals of the P2I Family Engagement program and establish specific protocols and timelines to document and monitor the FEAT process and activities at school sites. Project 2INSPIRE Staff conducted training on the use of the FEAT process at the beginning of the 2015-16 school year and developed a handbook and tools for schools to use as they implement FEAT. Two Implementation meetings were also held to review FEAT School Plans and receive feedback from principals on the new process. Throughout the school year, Project Staff attended FEAT meetings to monitor FEAT implementation and provided technical assistance to each school.

In Years 4 and 5, P2I Staff provided technical assistance to schools to implement the FEAT process. In all but one district, school administrators developed plans with input from teachers and parents. Ontario-Montclair School District opted to use their Single Plan for Student Achievement (SPSA) to address their parent engagement programs. The SPSA, a California Education Code requirement for schools receiving state and federal categorical funds, coordinates all educational services at a school and must be voted on by a School Site Council (composed of the principal and at least one of the following: a teacher representative, school staff representative, and a parent/community member. The SPSA differs from the FEAT in that it sets goals for the entire school and does not have a focus on parent engagement. Also, the guidelines for the development of the plan do not state that parents must be included in that process, they are included only in the evaluation of a plan that has already been in place or has already been developed by school leaders. The FEAT process is unique in its inclusivity, as it requires that parents be part of the team that develops the goals and objectives each year for parent engagement at the school. The FEAT process is driven by parent input and directly meets their needs. As a result, in schools where the SPSA has set the goals of parent engagement, P2I participation was limited.

Fidelity of Implementation for Key Component 2

In Years 1, 3, 4 and 5, district leaders and principal attendance School/District Leadership Development was impacted by school and district priorities that did not allow participants to fulfill P2I Professional Development requirements. During the 5-year grant period, between six and eight schools only had principals at the helm, without assistant/vice-principals there was a lack of administrative coverage on days principals were expected to attend P2I meetings and

professional development. Attendance was also hindered by requisite district meetings for both district and school leaders.

Similar to district and school leaders, school staff (teachers, office staff, and instructional support staff) attendance at Cultural Proficiency seminars and ATP/FEAT trainings was low because of a lack of substitute teachers or unexpected school incidents. Requisite district training, in some cases, also pre-empted teacher participation.

The Fidelity of implementation criteria for the School/District Professional Development were based on attendance for district administrators, school principals and school staff. At the school level, Figure 8 below shows that at 80% of the schools implemented School/District Professional Development with high fidelity in Year 2, 60% in Years 1 and 4, 50% in Year 3, and 70% in Year 5. At the program level, Year 2 was the only year that the project met the fidelity of implementation threshold related to School/District Professional Development.

Figure 8. Program Level – Key Component 2 Fidelity of Implementation by Project Year

Key Component 2	80% of Schools Implemented with Fidelity?				
	Y1	Y2	Y3	Y4	Y5
School/District Professional Development	No	Yes	No	No	No

Figure 9. School Level - Fidelity of Implementation for Key Component 2: School and District Professional Development, by Project Year and School

School	Fidelity Implementation Score for Component				
	Y1	Y2	Y3	Y4	Y5
Central Language Academy	High	High	High	High	High
Eisenhower	High	High	High	High	High
Elderberry	Moderate	High	High	Moderate	Moderate
Heritage	High	High	Moderate	High	High
Lehigh	Moderate	High	High	Moderate	High
Lincoln	High	Moderate	Moderate	High	High
Lowell	High	High	High	High	Moderate
Martin	High	High	Moderate	High	High
Martin Luther King Jr.	Moderate	Moderate	Moderate	Low	Moderate
Vineyard	Moderate	High	Moderate	Moderate	High

Component 3: Parent Leadership Development

This component operationally defines the P2I Parent Leadership Development (P2I-PLD) program implemented at each of the ten school sites. Key Component 3 documents parent attendance and completion totals for the P2I Mastery Level and Expert Level Parent Leadership Development sessions and for Expert Level graduates, attendance at Advanced Level coaching and mentoring sessions.

Project 2INSPIRE Parent Leadership Development Program (Years 1-5)

A major objective of the project was to build a critical mass of family leaders at each school equipped with the knowledge and skills to increase their children's learning, with the communication and advocacy skills to participate in school leadership committees and school planning teams and have the confidence and capacity to build relationships with other families and engage them at the school. The P2I-PLD provided all ten implementation sites with two levels of leadership training for families, coaching and mentoring for advanced level graduates of the P2I-PLD program and a dedicated P2I Parent Specialist to conduct the sessions and to support the implementation of the project model at each school.

At each of the ten implementation sites, P2I expected to train twenty parents per semester at the Mastery Level in Years 1-5 and ten parents at the Expert Level in Years 3-5. Ten Expert Level graduates were expected to complete at least four advanced leadership/coaching and mentoring sessions in Years 3, 4 and 5 and four Expert Level graduates were required to participate in the development of the ATP/FEAT school plan.

Fidelity of Implementation for Key Component 3

Project 2INSPIRE met its recruitment, participation, and completion targets in Year 1 but had difficulty meeting them in Years 2-5. Each semester, while there were a substantial number of parents that expressed interest during recruitment meetings and initial sessions, a low number of parents attended and completed the programs. This, despite the recruitment and retention plans developed at each school by P2I Parent Specialists in collaboration with school site principals, district or school parent engagement liaisons, and other parent leaders.

At the school level, the following issues, identified in Years 2 and 3 and persisting in Years 4 and 5, prevented parents from starting or continuing P2I-PLD:

- Parents were unable to commit because of work, school, or familial obligations.
- Competing parent engagement programs – Beginning in 2015, to align with parent engagement objectives in their Local Control Accountability Plans, districts started offering a variety of parent engagement workshops and programs. In some instances, these options required less seat time than P2I-PLD training. Requiring a twelve-week or sixteen-week commitment, P2I and its participating schools had a difficult time convincing parents to attend and complete the program.
- Lack of a school site parent engagement liaison – Two of the ten schools benefited from having part-time or full-time parent engagement liaisons that helped to continue the parent recruitment and retention work and family engagement activities during times

that the P2I-PLD Program was not in session. At the other school sites, assistant principals or classroom teachers filled the role of liaison or no liaison was assigned, leaving the school principal as the main contact for implementing P2I activities at the school.

- Limited meeting space on school campus - This issue was documented in Year 1 and continued in Years 2, 3 and 4. P2I Parent Specialists were limited to scheduling P2I-PLD sessions to dates in which meeting space was available, which in some cases were not accessible to parents.
- Limited time for recruitment between fall and spring semester that yield lower participation numbers for spring semesters.

In Year 4, P2I Parent Specialists and Expert Level-trained Parent Leaders also targeted retention of existing P2I parents (that attended sessions but did not complete). There were concerted efforts to contact P2I parents and invite them to, (1) complete Mastery Level certification or (2) return for Expert Level certification. Project 2INSPIRE Parent Specialists reported that a considerable number of parents did not return because they instead enrolled in English as Second Language courses or college-level courses. The project offered evening sessions at some schools but it was not sufficient to increase parent enrollment to projected levels. Recruitment and retention at some schools may have been impacted by changes in school site principals and/or assistant principals in Years 3-5.

In Year 3, five of the ten school sites offered Advanced Leadership sessions, in Year 4 this increased to nine schools and by Year 5 the sessions were offered at all schools. To meet high fidelity implementation criteria related to attendance at these sessions, at least ten expert level graduates were needed to attend each year. Fidelity of implementation was hindered by inconsistent attendance in Years 3-5; attendance criteria were met at high fidelity levels at only one school in Year 3, two schools in Year 4, and three schools in Year 5.

The fidelity of implementation criteria for P2I-PLD was tied to attendance and completion of the Mastery Level and Expert Level P2I-PLD training. In Year 1, 90% of schools met the threshold for high fidelity for Parent Leadership Development. In Years 2-5, five of the ten schools scored at moderate level of implementation and no schools met the threshold for high fidelity. As Figure 10 shows, at the program level, P2I-PLD was implemented with fidelity only in Year 1.

Figure 10. Program Level – Key Component 3 Fidelity of Implementation by Project Year

Key Component 3	80% of Schools Implemented with Fidelity?				
	Y1	Y2	Y3	Y4	Y5
Parent Leadership Development	Yes	No	No	No	No

**Figure 11. School Level - Fidelity of Implementation for
Key Component 3: Parent Leadership Development, by Project Year and School**

School	Fidelity Implementation Score for Component				
	Y1	Y2	Y3	Y4	Y5
Central Language Academy	High	Moderate	Low	Low	Moderate
Eisenhower	Moderate	Moderate	Moderate	Moderate	Low
Elderberry	High	Moderate	Low	Low	Low
Heritage	High	Moderate	Moderate	Moderate	Moderate
Lehigh	High	Moderate	Low	Low	Low
Lincoln	High	Moderate	Low	Low	Low
Lowell	High	Moderate	Moderate	Moderate	Moderate
Martin	High	Moderate	Moderate	Moderate	Moderate
Martin Luther King Jr.	High	Moderate	Moderate	Moderate	Moderate
Vineyard	High	Moderate	Low	Low	Low

Component 4: Professional Development for Project Staff

Key Component 4 operationally defines the role of P2I Parent Specialists and documents their attendance in six professional development (PD) activities. This component ensured that schools were assigned Parent Specialists that were trained in current parent engagement research and practices, updated P2I-PLD content, and aligned and supported implementation of P2I across the ten school sites.

To meet fidelity criteria for this component all P2I Parent Specialists were required to attend:

- Parent Engagement Research and Practices Seminar in Year 1
- Research Based Strategies and Tools Seminar in Year 4
- Cultural Proficiency/Community Learning Seminar in Year 1 and 2
- ATP/FEAT Teams in Year 3

Parent Specialists also attended the following professional development activities:

PD5: Quarterly P2I Staff Meetings (Years 1-5)

A total of four meetings each year to discuss delivery of services and implementation at each school site, discuss recruitment and retention strategies for P2I-PLD sessions, and share successful implementation of parent engagement practices at school sites.

PD6: Summer Curriculum Topics Updates (Years 1-5)

Each summer, P2I Parent Specialists reviewed the P2I-PLD modules for both Mastery and Expert Levels and revised content with current educational information and research.

Fidelity of Implementation for Key Component 4

The fidelity of implementation criteria for Professional Development for Project Staff required P2I Parent Specialists to attend the six activities listed above for this component. Figure 13 shows that P2I Parent Specialists attended all professional development activities in Years 1-5 therefore, the component was implemented with fidelity at the program level.

Figure 12. Program Level – Key Component 4 Fidelity of Implementation by Project Year

Key Component 4	80% of Schools Implemented with Fidelity?				
	Y1	Y2	Y3	Y4	Y5
Professional Development for Project Staff	Yes	Yes	Yes	Yes	Yes

Figure 13. School Level - Fidelity of Implementation for Key Component 13. Professional Development for Project Staff, by Project Year and School

School	Met Threshold for High Fidelity of Implementation?				
	Y1	Y2	Y3	Y4	Y5
Central Language Academy	High	High	High	High	High
Eisenhower	High	High	High	High	High
Elderberry	High	High	High	High	High
Heritage	High	High	High	High	High
Lehigh	High	High	High	High	High
Lincoln	High	High	High	High	High
Lowell	High	High	High	High	High
Martin	High	High	High	High	High
Martin Luther King Jr.	High	High	High	High	High
Vineyard	High	High	High	High	High

FSCE Matrix: A Project 2INSPIRE Implementation Monitoring Tool

The P2I Family, School, and Community Engagement Matrix (FSCEM or FSCE Matrix), based on the Concerns-Based Adoption Model (CBAM), was developed by the Project to guide implementation of the essential components necessary for meaningful engagement of parents into the school community. By looking at essential elements, practices and strategies that foster sustainable and authentic family engagement at the school and district level, all involved develop conceptual clarity of what the program looks like in practice.

There are a total of five elements that comprise the FSCEM. The School and District Leadership component is related to the school's parent engagement efforts, capacity to build partnerships and relationships with parents, and overall school climate. Three FSCEM component groups are related to the P2-PLD Program, addressing the P2I-PLD instructional practices, content, approaches, and support mechanisms. The fifth component group is related to the FEAT process, defining the ideal conditions for this school process. A full version of the FSCEM is included in Appendix A.

In Years 2 and 3, Project Staff utilized various iterations of the FSCE Matrix informally with school site principals to measure level of implementation of their parent engagement program and to ascertain what additional supports were needed. Based on those results, and other data collected, P2I Project Staff revised the action team process, modified instruction and content in the P2I-PLD sessions and finalized the FSCEM.

In Year 3/Spring 2016, Year 4/Spring 2017, and Year 5/Spring 2018, school site principals, parent leaders and P2I Parent Specialists measured level of implementation by scoring their school on five components from “non-implementation” to “ideal implementation” using a 5-point scale. Figure 14 summarizes data from respondents across the ten school sites. By the end of the project, elements related to the P2I-PLD had mean scores between 4.4 and 4.8 -- the ‘developing’ implementation level. School and District Leadership received slightly lower mean scores; across the ten sites respondent ratings ranged from 3.3-emerging to 4.5-developing. The FEAT, redesigned for Years 4 and 5, scored between 2.4-minimal and 3.6-emerging. A full summary of scores is included in Appendix A.

Figure 14. Project 2INSPIRE FSCE Matrix, Year 3-5 Mean Range Scores

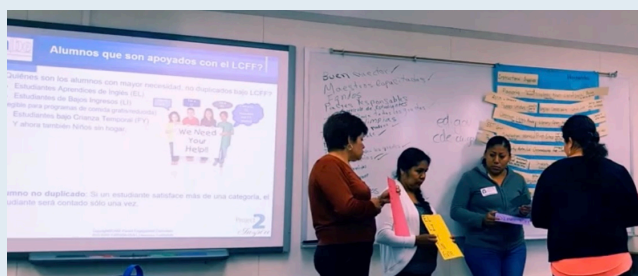
Level of Implementation Scale: 1-Non-Implementation; 2-Minimal; 3-Emerging; 4-Developing; 5-Ideal

P2I Program Element	Year 3 N=59	Year 4 N=83	Year 5 N=81
1. School and District Leadership	3.6 – 3.8	3.8 – 4.2	3.3 – 4.5
2. PLD Program – Instructional Setting & Practice	4.4 – 4.8	4.4 – 4.7	4.7 – 4.9
3. PLD Program – Instructional Approach, Content	4.6 – 4.8	4.3 – 4.4	4.7
4. Parent Leadership – Development & Support	3.5 – 4.5	4.0 – 4.3	4.1 – 4.6
5. Family Engagement Action Team	--	2.4 – 3.6	2.6 – 3.0

EVALUATION FINDINGS

"There's a better understanding of the system, grading and what's happening in the classrooms. Project 2INSPIRE parents know how they can support their children at home. The parents know the goals of the school; the teachers know what the goals of the school are—everyone knows where we're headed."

-Project 2INSPIRE Principal, 2018



Evaluation Overview

Wexford Institute, a division of Wexford Inc., a nonprofit research and evaluation agency, conducted the external evaluation of Project 2INSPIRE (P2I). Using a collaborative evaluation approach, Wexford Institute worked with P2I staff to develop an evaluation plan that provided a project accountability and feedback system, reliable and usable data for feedback to support project decision-making, and assessed the project's progress toward meeting goals and objectives and performance measures.

Data Collection and Data Sources

Data from a variety of sources were collected to answer the evaluation questions, provide information to meet project objectives and performance measures on US Department of Education annual performance reports, and formative data to inform project implementation. These sources include, parents, school site principals, school site staff, school site parent committees, district administrators, P2I Staff and the P2I Project Director.

Major evaluation activities included,

1. Administering surveys to principals, teachers, school support staff and P2I Parent Specialists attending P2I professional development activities in Years 1-5.
2. Administer surveys to parents attending P2I Parent Leadership Development. Attendees completed initial, weekly and end of training surveys as way to provide the project with feedback about the content they learned, their level of confidence with newly learned strategies and skills and overall response to the quality and usefulness of the sessions.
3. Administering an annual survey to principals, teachers and support staff at participating schools to measure school climate related to family engagement and based on tools developed by Karen Mapp and the Iowa Parent Friendly School Toolkit. The Annual Family Engagement Survey is administered to teachers, school staff, administrators and parents at each of the participating P2I schools. Participants were surveyed each academic school year.

4. Analyzing data collected by the project such as, ATP/FEAT professional development and meeting documentation, school-level program implementation data, and parent and principal interviews.
5. Developing activity and participation databased to collect information about each activity and to collect attendance information for all P2I Professional Development and parent leadership development.

Evaluation Findings

This section provides a full summary of evaluation findings for Project 2INSPIRE. Evaluators compiled evidence of progress for data collected in project years 1-5. Findings are organized in three categories:

1. Impact of Project 2INSPIRE Parent Leadership Development
2. Impact of Project 2INSPIRE Professional Development
3. Impact of P2I Implementation
4. Implementation Challenges

Impact of Project 2INSPIRE Parent Leadership Development

Finding 1: Of 827 parents participating in Project 2INSPIRE, 79% completed Mastery Level and 32% completed Expert level. The project also provided P2I-PLD Awareness level sessions to 4436 families at CABE's regional and statewide conferences.

P2I staff and evaluators developed a longitudinal participant database that documented participant attendance and completion of P2I Parent Leadership Development certifications. P2I staff and evaluators tracked levels of participation by participant and by site. Over the 5-year grant period, Project 2INSPIRE:

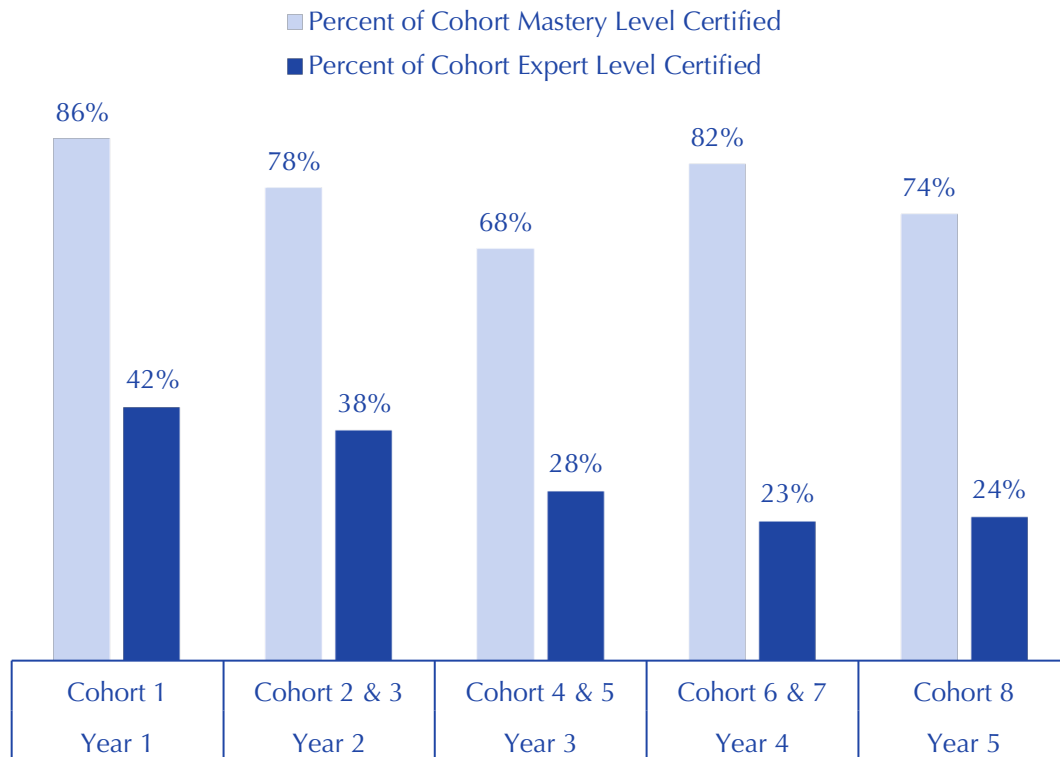
- Served 1,124 parents (unduplicated count) in three districts: 231 at Garden Grove USD, 523 at Santa Ana USD, and 370 at Ontario-Montclair SD.
- 652 parents completed Mastery Level: 131 at Garden Grove USD, 297 at Santa Ana USD, and 224 at Ontario-Montclair SD.
- 261 parents completed Expert Level: 44 at Garden Grove USD, 123 at Santa Ana USD, and 94 at Ontario-Montclair SD.

**Figure 15. Project 2INSPIRE Parent Leadership Development
Certification Totals by School and Level**

District	P2I School	Mastery Level Certified	Expert Level Certified
Garden Grove	Eisenhower	61	16
	Heritage	70	28
Santa Ana	Martin Luther King Jr.	69	27
	Martin	82	43
	Lowell	76	30
	Lincoln	70	23
Ontario-Montclair	Central Language Academy	43	31
	Elderberry	55	19
	Lehigh	62	24
	Vineyard	64	20
Projectwide Totals		652	261

Attendance data was also analyzed by cohort to determine the yearly certification rate. Figure 2 shows the percent of each cohort certified each project year. Each cohort is comprised of an unduplicated count of parents that started the P2I-PLD program in the same semester. Each year the project certified between 68% and 86% of parents at Mastery Level and between 23% and 42% at Expert level.

Figure 16. Percent of P2I-PLD Cohort Certified at Mastery and Expert Levels, by Project Year



During the five-year project period, over 4,000 families attended P2I Awareness level sessions at CAFE regional and state conferences, and other venues throughout the state of California. These sessions, presented by P2I Parent Specialists, are shorter in length and present overviews of Mastery level P2I-PLD topics such as, California's Local Control Funding Formula (LCFF), the Common Core/ELD Standards and understanding school committees and the importance of parent committee membership.

	Y1	Y2	Y3	Y4	Y5
Number of Parents/Families attending P2I Awareness level sessions at local, regional and state conferences	221	472	1380	1331	732

Finding 2: Parents participating in Project 2INSPIRE increased their engagement in their child's learning by supporting their learning at home and at school. They are confident with their roles as leaders and their ability to work with others to improve family engagement, student programs and student achievement. Classroom teachers and school principals have increased positive perceptions about parents' abilities to help their children learn and their capacity to have a positive impact on school improvement.

Perspectives from three different P2I participant groups were utilized to determine the effectiveness of increased parent engagement as it relates to supporting learning at home and school: (1) P2I-PLD Mastery and Expert Level parent participants, (2) P2I classroom teachers, and (3) school administrators.

Project 2INSPIRE Parent Perceptions

Data collected in Years 2-5 consistently show that a majority of P2I-PLD certified parents are building relationships with other parents and school staff and are working with other parents and school staff to improve parent engagement and student programs at their child's school. Project 2INSPIRE parent participants were confident with their roles as leaders and their ability to work with others to improve student services and student achievement. Overall, parents feel that schools engage families in improving student achievement. In Year 3, Year 4, and Year 5 between 72% and 90% of parents at all schools indicated that family programs and activities at their schools focused on student achievement and over 68% felt their schools linked family and community engagement efforts to student learning.

P2I-PLD Expert Level Participant Perceptions

Expert level participants (N=261) reported high to moderate level confidence related to:

- Knowing how to work collaboratively with other parents to increase student achievement at their child's school. (95%)
- Understanding the importance of their role as a parent leader and the impact they can make on the school community. (92%)
- Can recruit parents to participate in P2I and other parent engagement activities that provide information to parents (92%)
- Can plan and organize presentations for parents and others. (87%)
- Can present information about schools to other parents. (82%)

On a weekly to daily basis, Expert level participants report they:

- Build relationships with school staff. (93%)
- Build relationships with other parents at their child's school. (90%)
- Work with others to improve parent engagement at their child's school. (76%)
- Work on committees with teachers and parents to improve student services/programs at their child's school. (68%)

P2I-PLD Mastery Level Participant Perceptions

After completing Mastery level P2I-PLD (N=571), parents reported:

- 98% know how to help support their child's learning.
- 96% have set goals for themselves and/or for their children.
- 80% know how to communicate with teachers about their child's academic progress.
- 74% know how to build relationships with teachers and other parents at their child's school.
- 74% are working with others to improve parent engagement at their child's school.
- 68% know how to work on a committee with teachers and parents to improve student services/programs at their child's school.

Classroom Teacher Perceptions

School-level data show that classroom teachers have positive perceptions about parent engagement at their school. By the end of the project, at all school sites, a majority of teachers report that engaged parents have a positive impact on student learning and school improvement. Teacher perceptions about parent's ability to help their children learn, steadily increased from the beginning of the project in 2013-14 to the end of the project in 2017-18.

Figure 17. Classroom Teacher Perceptions about Parent Engagement, by Project Year

	Y2 F14	Y3 F15	Y4/5 S17	Y5/6 S18
Number of schools with 80% of teachers reporting:				
Their student's parents help their children learn.	2	4	3	6
Parents at their school that are actively engaged have a positive impact on student learning.	10	9	9	8
Parents at their school that are actively engaged have a positive impact on school improvement.	7	10	5	7

School Administrator Perceptions

Similarly, school principals increased or maintained positive perceptions about family engagement at their schools. Despite principal and assistant principal changes that occurred in Years 3, 4 and 5, over 80% of schools reported that their parents help improve their school, help plan how they will be involved and have opportunities to collaborate with school staff to improve academic achievement.

Figure 18. School Administrator Perceptions about Parent Engagement, by Project Year

	Y2 F14	Y3 F15	Y4/5 S17	Y5/6 S18
Number of School Principals reporting:				
Families help plan how they will be involved at the school.	7	8	8	8
Families and staff have opportunities to learn together how to collaborate to improve student achievement.	7	9	10	9

Finding 3: Each year, a majority of P2I Mastery Level PLD graduates were satisfied with the P2I Parent Leadership Development program, found it to be useful and of high quality, and demonstrated evidence of increased understanding of concepts presented in the training. Mastery Level graduates increased their confidence and capacity to use their newly learned knowledge and skills to improve their child's learning and improve parent engagement at their child's school.

Feedback surveys collected at the end of P2I Mastery level sessions included items related specifically to the objectives and learning outcomes for each session. As shown in the table below, each year of the project over 90% of P2I Mastery Level participants found the training of useful and of high quality, increased their understanding of parent engagement practices and were confident with their ability to use newly learned knowledge, skills or strategies.

Figure 19. Mastery Level Participant Perceptions about P2I-PLD, by Project Year

Percent of Mastery Level participants:	Y1 N=167	Y2 N=204	Y3 N=123	Y4 N=94	Y5 N=56
Reporting that P2I-PLD sessions were useful and of high quality	99%	98%	99%	99%	100%
Increased their understanding of concepts presented in Project 2INSPIRE training	94%	96%	97%	99%	96%
Were confident their ability to use newly learned knowledge, skills or strategies	93%	95%	98%	99%	98%

Mastery level graduates were asked to rate their level of understanding of parent engagement practices before and after completing P2I Mastery level training. A statistical analysis determined that there was a statistically significant difference in the pre-post increases ($p < .001$) for each of the items in the table below. This is evidence that after completing Mastery level P2I-PLD, parents increased their confidence and capacity to use their newly learned knowledge and skills to improve their child's learning and improve parent engagement at their child's school.

Figure 20. Mastery Level Participant Perceptions Before and After P2I-PLD

Mastery Level Participants Understood a lot about:	Before P2I-PLD	After P2I-PLD	Statistically Significant Change?
How to communicate with teachers about your child's academic progress	33%	80%	Yes
How to work with others to improve parent engagement at your child's school	27%	74%	Yes
The importance of parent leadership at your child's school	27%	74%	Yes
Building relationships	28%	74%	Yes
How to communicate with school/district administrators about your concerns/questions about school/district policies and/or procedures	24%	68%	Yes
How to work on a committee with teachers and parents to improve student services/programs at your child's school	26%	68%	Yes

Finding 4: As a result of P2I-PLD, Expert level graduates increased their knowledge and skills to share what they have learned about parent engagement with other parents, developed confidence in their role as school leaders and community builders, and view themselves as active partners in their child's school.

A sizeable component of the Expert Level P2I-PLD is the preparation of parent leaders to conduct and facilitate presentations or meetings to other parents and the school community at large, and to further develop their roles as role-models for their children, school leaders and community builders. Expert level graduates become the cadre of parent leaders that lead the efforts to sustain high levels of parent engagement at their schools. As shown in the table below, on end-of-session feedback surveys a majority of participants indicated they were confident in their abilities to plan and organize presentations for other parents, and developed their community building skills.

Figure 21. Expert Level Participant Perceptions about P2I-PLD, by Project Year

Percent of Expert Level participants:	Y2 N=106	Y3 N=49	Y4 N=52	Y5 N=49
Learned how to share what they learned with other parents	98%	97%	100%	98%
Developed their community building skills.	100%	98%	100%	100%
Developed their ability to use Community Learning in their presentations.	100%	100%	100%	100%

At the end of training, Expert Level participants (N=261) were asked questions about their level of understanding of fundamental facilitation and presentation skills, their level of confidence with their roles as parent leaders, and the frequency in which they engage in parent engagement activities during the school year. Their responses confirm they developed their capacity to support school improvement and student achievement in Mapp's "4-C" areas (Mapp and Kuttner, 2014):

CAPABILITIES - Developed their skills and knowledge to present information to other parents

- Learned how to develop their lesson observation skills to recognize the elements of effective presentations in practice (100%)
- Understand how to use presentation techniques for effective meetings and presentations (100%)
- Understand how the features of effective facilitation engage parents and build community (97%)
- Developed their ability to:
 - Plan and organize a presentation for parents and others. (87%)
 - Present information about schools to other parents. (92%)
 - Present at school level meetings (85%) and at school board meetings (77%)

CONFIDENCE - Developed self-efficacy as parent leaders and decision-makers at their schools

- Are confident in their role as a leader in their child's school. (90%)
- Are confident in their role as a committee member at their child's school. (89%)
- Are moderately to highly confident in their ability to:
 - Recruit parents to participate in school activities (92%) and participated in P2I and other parent engagement activities that provide information to parents (92%)
 - Facilitate a parent meeting or workshop using the Community Learning Theory approach (84%)

CONNECTIONS – Work on building relationships with other parents and school staff

On weekly to daily basis --

- Build relationships with other parents at their child's school (98%)
- Build relationships with school staff (88%)
- Work with others to improve parent engagement at their child's school (84%)
- Work on a committee with teachers and parents to improve student services/programs at their child's school (65%)

COGNITION - View themselves as valuable and active partners in their child's school

Understand the importance of:

- Having a successful attitude in their role as a parent leader. (92%)
- Their role as a parent leader and the impact they can make on the school community. (92%)
- Building relationships and a sense of community at their child's school. (95%)

Working collaboratively with other parents to increase academic achievement at their child's school. (95%)

Finding 5: As a result of completing P2I-PLD, parents experienced personal transformations – they became motivated to further their own education, increased their sense of efficacy and competence as parents, gained confidence to communicate and build relationships with others to support their child’s education, and developed the know-how and self-assurance to present and share information with other parents.

P2I Parent Specialist Feedback, principal interviews and data from parent focus groups conducted during Spring 2018 with sixty P2I family leaders across the ten school sites, repeatedly cited that as a result of completing P2I-PLD, parents experienced “transformations” in their self-confidence, self-motivation and knowledge and skills of effective parent engagement practices.

Self-Confidence

Parents reported having greater confidence in talking to teachers, school leaders and school staff

“[Project 2INSPIRE] Nos ayudó mucho para nuestra persona porque nos ha inspirado a querer terminar nuestra High School... algunas compañeras ya se han graduado y están inspirando a otras. Nosotras estamos ahorita en un curso para terminar, para sacar nuestro diploma de High School, o sea, estamos viendo más al futuro. Estamos queriendo poner el ejemplo para nuestros hijos.”

[Project 2 INSPIRE] Helped us a lot personally, because it has inspired us to want to finish our High School ... some of our classmates have already graduated and are inspiring others. We are now in a course to finish, to get our High School diploma, that is, we are now looking at our future. We want to set the example for our children.”

– P2I Parent Participant, April 2018

and in working in partnership with school staff to support and share the responsibility for student achievement and school improvement. P2I Parent Specialists documented and P2I Parents reported the following:

- At Heritage, Lowell and Martin Elementary schools, parents have participated in the development of their school’s Local Control and Accountability Plan (LCAP). At all ten schools, P2I parents became members of their site’s School Site Council, English Learner Advisory Council, Family Engagement Action Team committee and/or school PTA. Parents from all four Santa Ana USD schools represented their schools as members of the District English Learner Advisory Committee and District Advisory Committee – advisory parent groups at the district level that report to the district governing boards.
- P2I parent leaders have presented workshops on parent engagement topics at their local schools and at a district-wide Parent Leadership Conference. In Years 4 and 5, P2I parents co-presented with P2I Parent Specialists at CAFE’s annual statewide conference on topics such as, California’s Local Control Funding Formula (LCFF), the Common Core/ELD Standards and understanding school committees and the importance of parent committee membership.
- At the four Santa Ana USD schools, teams of Project 2INSPIRE presented at their local school board meeting. Their presentations, developed collaboratively between parents and principals, provided an overview of the purpose and goals of the program and highlighted personal and school-wide results of P2I implementation at their respective schools.

Motivation

Motivated by their accomplishment of completing Mastery and Expert level P2I parent leadership training, parents have set and attained educational goals for themselves. In Years 3-5, P2I Parent Specialists documented the following:

- Completed the requirements required to earn their GED/high school equivalency.

"Las presentaciones que teníamos que hacer adelante de los demás compañeros, eso nos ayudó a que nos desenvolviéramos más y tener mejor comunicación, tener mejor comunicación con la administración [de la escuela], con el maestro de mi hijo, con mis hijos, y con mis compañeros...a estar más involucrada yo aquí en la escuela."

The presentations that we had to make in front of other colleagues, that helped us to develop more and have better communication, have better communication with the [school] administration, with my child's teacher, with my children, and with my classmates...to be more involved here at school.

– P2I Parent Participant, April 2018

- Sixteen parents have enrolled in community college courses to continue their education and sixty-eight are taking courses to improve their language and literacy skills.
- Participated in "Plaza Comunitaria", a program offered in partnership by CABE and the Mexican Consulate, to finish their primary and secondary schooling and receive a diploma from the Mexican Education system. Over sixty parents have completed the program.

- Twenty parents have applied for and are now employed as Recreational Aides at their local schools (Lowell, Martin, Lincoln, Martin Luther King Jr, Heritage, Eisenhower).
- At six schools, between 40% to 70% of P2I-PLD participants have returned to work or have begun looking for work for the first time.

Knowledge

Parents that completed P2I-PLD have acquired and developed the knowledge and skills needed to negotiate the multiple roles (supporters, encouragers, monitors, decision-makers, advocates, collaborators) of effective family engagement and have a strong background in all aspects of the schooling process. In focus groups they described knowing,

- Their rights as parents, the importance of their participation in school leadership committees such as School Site Council, and being representatives of the school at district meetings.
- The importance of active engagement in their children's academic, social and emotional development for their academic success.
- They play an integral part of the school community and feel respected by school staff.
- Building and maintaining relationships with other parents and school staff are key to help improve the school and student learning.

"Aprendimos cómo hablar con los maestros, cómo hablar con la administración, cómo poder estar en una junta de directivos y poder dar tu opinión sin que te de vergüenza de lo que tú vas a decir, o de lo que van a decir de ti. Y el comportamiento de nosotros hacía la escuela, de estar más involucrados, y estar más interesados en la educación de nuestros hijos."

We learned how to talk to teachers, how to talk to the administration, how to go to a school board meeting and be able to give your opinion without being ashamed of what you are going to say, or what they are going to say about you. And our behavior towards school, to be more involved, and to be more interested in the education of our children.

– P2I Parent Participant, April 2018

Impact of Project 2INSPIRE Professional Development

Finding 6: Schools have improved or maintained their family friendly environments, value the social and intellectual capital that families of diverse backgrounds bring to their schools and understand the positive impact that parent engagement can have on school improvement and on student learning. Schools report changes in parent participation from “involvement” to “engagement”.

School Administrator Perceptions

Ferlazzo (2012) makes a distinction between “involvement” and “engagement” of parents at schools – a finding that was reflected in principal interview responses conducted in the final year of the project. Parent involvement is a “doing to” model, in which schools decide what is important for parents to know and tell parents what they should be doing. Parent engagement is a “doing with” model, where parents and schools work in partnership to ascertain school and student needs and develop solutions together. School principals (N=10) described ways in which family engagement changed at their school when compared to the beginning of the project, concurring that their schools had moved from involving to engaging parents:

- P2I Parents have stepped into leadership positions: school PTA president; District English Language Advisory Committee school site representatives, and School Site Council members. (10 of 10 principals)
- More parents have increased confidence to plan an active role at school and in their children’s academic growth. They understand the public-school system better and therefore are better able to engage in the system. (10 of 10 principals)
- Before P2I implementation, the school shared information with parents and their participation was encouraged by school site. After P2I, parents share information and are empowered to train and recruit parent participation. (9 of 10 principals)
- Parent Leaders are more involved in planning and implementing events and programs that directly impact student learning. (8 of 10 principals)
- Parent participation is more targeted – with emphasis on a link to learning. It is purposeful and linked to the school-wide vision. They have deeper understanding of family engagement. (8 of 10 principals)

Further supporting the reported increase in parent participation, school principals from seven of the ten implementation sites consistently reported medium (30%-50%) to high (51%-100%) parent engagement levels at their schools. By the end of the project principals indicated that,

- At eight (of ten) schools, parent leadership at their school increased and made a difference for their school.
- At six (of ten) schools, increasing their school’s staff knowledge of and strategies for building cultural proficiency is very important.
- At all ten schools, ensuring family engagement practices area linked to learning, collaborative, and build partnerships with families is very important.

Classroom Teacher Perceptions

By the end of the project, teachers reported increased understanding of the families at their school and the importance of fostering those relationships. A majority (N=234) strongly agreed or agreed that,

- They increased or maintained their relationships (over Y4/2016-17) with parents in their classroom or at their school. (77%)
- Gained a greater understanding of the families in their school and strategies learned in P2I assisted them in reaching out to the families in their classroom. (67%)
- They now have a greater understanding of the importance of engaging families in their school. (66%)

By the end of the project, 99% of teachers surveyed (N=240) indicated that parent engagement can help teachers be more effective with more students and is important for student success in school. Supporting this finding, school principals interviewed (N=10) described the way teachers have changed how they engage and interact with families (when compared to teacher practices before the project started):

- Project 2INSPIRE has impacted the way teachers engage with families:
 - Teachers work with families during literacy nights, during neighborhood walks (parents and staff walked side by side), and goal setting conferences. (6 of 10 principals)
 - It has changed parent awareness and understanding of student assessment results. When discussing results with teachers, they understand what they are talking about. (8 of 10 principals)
- Teachers are reaching out to parents more often and speaking about how parents/teachers can support students. Teachers bring parents in for more specialized ways to support their children. (6 of 10 principals)
- Teachers are more open to reaching out to parents. The project has made it easier for teachers to communicate expectations with parents. It has built trust. (8 of 10 principals)

Collective School Staff Perceptions

P2I Professional Development for principals, support staff and teachers has helped schools improve their school climate. As shown in Figure 22 below, by the end of the project more than half of the schools had a majority of their school staff indicate they have schools with family friendly environments.

Figure 22. School Staff Perceptions about School Climate, by Project Year

Number of schools with 80% or more school staff reporting:	Y1	Y2	Y3	Y4/5	Y5/6
All staff, including bus drivers, security guards, custodians and cafeteria workers welcome all families.	1	2	2	8	7
Front office staff is friendly - recognize visitors, provide information and answer the phone in a friendly, inviting way.	7	8	9	9	10
The school welcomes families through tours, bilingual assistance, and introduction of families to staff and other families.	2	3	4	3	5

*Data collected in Year 1 is considered baseline as school staff and parents had not participated in any P21 professional development or parent leadership development. Data collected in Year 5/6 is for the 2017-18 school year collected in spring 2018.

School staff perceptions about the relationship between school and families also changed over the course of the project. By the end of the 2017-18 school year (Year 5/6), most schools improved or maintained positive perceptions about families of diverse backgrounds. A majority of school staff (80% or more) reported,

- The school recognizes that all parents, regardless of income, educational level or cultural background, are involved in their children's learning. (8 of 10 schools)
- The school recognizes that all parents, regardless of income, educational level or cultural background, want their child to do well in school. (10 of 10 schools)

Changes in family engagement practices substantially changed from Year 1 to Year 5/6. The tables below show that by the end of the project, nine of the ten schools showed substantial change in their perceptions about families planning their involvement and helping to improve student achievement.

Figure 23. Year 1-Year 5 Comparison of School Staff Reporting that Families help plan how they will be involved at the school, by School

	Percent of School Staff reporting "A great deal" or "A lot like our school"			
	School	Y1	Y5/Y6*	Change
Families help plan how they will be involved at the school.	MAR	16%	72%	+56
	MLK	33%	79%	+46
	CLA	42%	87%	+45
	VIN	4%	48%	+44
	HER	10%	47%	+37
	EIS	29%	65%	+36
	ELD	16%	52%	+36
	LIN	33%	57%	+23
	LOW	39%	59%	+19
	LEH	26%	28%	+2

*Data collected in Year 1 is considered baseline as school staff and parents had not participated in any P21 professional development or parent leadership development. Data collected in Year 5/6 is for the 2017-18 school year collected in spring 2018.

Figure 24. Year 1-Year 5 Comparison of School Staff Reporting that Families and Staff have opportunities to learn together how to collaborate to improve student achievement, by School

	School	Y1	Y5/6*	Change
Families and staff have opportunities to learn together how to collaborate to improve student achievement.	HER	5%	65%	+60
	EIS	23%	78%	+55
	VIN	17%	56%	+38
	MAR	40%	75%	+35
	CLA	42%	70%	+27
	LEH	32%	48%	+16
	LIN	43%	57%	+13
	ELD	40%	52%	+12
	LOW	64%	76%	+12
	MLK	59%	60%	+1

*Data collected in Year 1 is considered baseline as school staff and parents had not participated in any P2I professional development or parent leadership development. Data collected in Year 5/6 is for the 2017-18 school year collected in spring 2018.

Impact of Project 2INSPIRE Implementation

Finding 7: The implementation of the Project 2INSPIRE Family Engagement Action Team process established protocols, that include families, school administrators and school staff, for sustaining and growing parent engagement at most schools.

Project 2INSPIRE Project Staff developed the Family Engagement Action Team Process (FEAT), utilizing the school team and yearly plan features from the *Action Teams for Partnership* (ATP) model, and foundations from the *Dual Capacity-Building Framework for Family-School Partnerships* (Mapp & Kuttner, 2007). The redesigned process was developed to align with the goals of the P2I program and included school principal feedback to establish FEAT team implementation protocols. The model, outlined in the FEAT handbook for school use, consists of:

1. FEAT School Committee – A school site team comprised of the principal, at least four parent leaders, at least two teachers, and other school community members. FEAT school teams were required to meet at least three times during the school year and provide documentation of the work completed at those meetings. P2I staff attended most FEAT team meetings as observers and technical experts. The FEAT handbook provided tools to help FEAT teams establish roles and responsibilities.
2. FEAT School Plan – A yearly plan, developed by the entire FEAT team, with family engagement goals that are aligned with Mapp’s “4-C’s” from the *Dual Capacity-Building Framework*. School FEAT teams were directed to complete their FEAT School Plans by November 2016 and immediately begin implementation of their FEAT School Plan activities. By the end of the project, seven of the ten schools had FEAT School Plans in place; another three schools reported using their Single Plan for Student Achievement to plan parent engagement activities at their schools.
3. Timelines for FEAT Plan development, review and implementation – P2I staff established timelines for completion of FEAT plans to ensure timely implementation. To provide feedback, P2I staff developed a tool that defines thirteen essential components of a FEAT plan.
4. FEAT Process Monitoring and Support – The FEAT handbook provides tools that help to document the work of the FEAT school team. P2I Staff also developed an internal monitoring plan (attendance at FEAT meetings, follow-up phone calls/emails to principals) to provide technical assistance to individual schools during the development of the FEAT plan and to help the school self-monitor implementation.

Figure 25 provides a summary of the FEAT process by school site in Years 4 and 5.

Project records (meeting notes, agendas and attendance sheets) document the implementation of FEAT at each school site. By the end of the project, seven of the ten schools had a FEAT plan and FEAT Team in place. Three schools at OMSD reported they were using their Single Plan for Student Achievement (SPSA) to document and plan their parent activities and utilized the School

Site Council (SSC) as the team driving family engagement efforts. At schools where FEAT was implemented, the FEAT team focused exclusively on planning, implementing and monitoring family engagement and provided updates to the SSC. SPSA and FEAT plans are developed in similar ways – by teams of teachers, principal and parents. SPSA's, however, focus on larger, school-wide or district-wide goals for improving student achievement and embed parent activities within said goals. FEAT plans focus solely on developing family engagement actions/activities that are linked to school improvement goals and clearly articulate the parent role in the actions/activities. Regardless of the plan used, all schools had in place a structure that included parents on a decision-making team to help plan family activities and all schools reported utilizing some format of the protocols featured in the FEAT handbook.

Figure 25: Summary of Year 4-Year 5 FEAT Process, by School Site

School	Team	Held FEAT Meetings		Year 5 FEAT Plan Status
		Year 4	Year 5	
Martin	Principal 2 Teachers 11 P2I Parents	Yes	Yes	Plan updated and complete
Heritage	Principal 1 Teacher 5 P2I Parents	Yes	Yes	Plan updated and complete
Eisenhower	Principal 2 Teachers 2 P2I Parents	Yes	Yes	Plan updated and complete
CLA	Principal 2 Teachers 2 P2I Parents	Yes	Yes	Plan updated and complete
Lincoln	Principal 2 Teachers 4 P2I Parents	Yes	Yes	Plan updated and complete
Lowell	Principal 1 Teacher 10 P2I Parents	Yes	Yes	Plan updated and complete
MLK	Principal 2 Teachers 4 P2I Parents	Yes	Yes	Plan complete
Vineyard	Principal 2 Teachers 4 P2I Parents	Unknown**	Unknown	SPSA Plan*
Elderberry	Principal 2 Teachers 3 P2I Parents	Unknown	Unknown	SPSA Plan*
Lehigh	Principal 2 Teachers 2 P2I Parents	Unknown	Unknown	SPSA Plan*

*These schools opted to implement parent engagement goals that were a part of their Single Plan for Student Achievement (SPSA). These plans do not focus on parent engagement; they embed parent activities within their districtwide/schoolwide goals for student achievement.

**School did not provide Project Coordinator with any records (attendance sheets, agenda, etc.) to show that meetings were held. The project assumes that School Site Council meetings were held at least twice during a school year to fulfill California Education Code requirements.

At the end of Year 4 and 5, school site principals, parent leaders and P2I Parent Specialists utilized the FSCE Matrix (see Appendix A) to score the school's implementation level of FEAT. Figure 26 shows that school mean scores for FEAT implementation were between 2.5 and 3.6 – minimal to emerging.

Figure 26. Project 2INSPIRE FSCE Matrix, Year 4-5 Mean Scores for Family Engagement Action Team Process

Level of Implementation Scale: 1-Non-Implementation; 2-Minimal; 3-Emerging; 4-Developing; 5-Ideal		
Family Engagement Action Team	Mean FSCEM Scores	
	Year 4 N=77	Year 5 N=79
1. FEAT Committee Members	3.6	3.0
2. FEAT Committee Roles and Responsibilities	2.7	3.0
3. Family Engagement Action Team (FEAT) School Plan	3.1	2.8
4. FEAT Plan for Monitoring and Evaluation	2.4	2.6
5. Providing Support for FEAT Committee	2.8	2.6
6. FEAT Committee Sharing Information to School/District	2.5	2.9

All seven school principals implementing the FEAT process reported that their FEAT plan assisted their school in planning yearly activities and events for parents (the three school principals using the SPSA plans also agreed). They also indicated that,

- P2I provided them with the structure, information, and tools on how to engage families effectively. (5 of 7 schools)
- Found the FEAT process “helpful” to “very helpful” in helping their school to increase family engagement. (7 of 7 schools)

When asked what elements of Project 2INSPIRE they planned to maintain at their schools after the grant period was over, two school principals shared the following about the FEAT:

- *“The FEAT Plan. Because it is a plan that we set based on our needs and it helps us get the activities and efforts set on the calendar and identifies who is responsible.”*
- *“We plan to continue a FEAT plan and meet regularly to revise it and add things as needed.”*

Teachers were also asked questions about FEAT and the school's family engagement practices. At seven schools, between 60% and 77% of teachers agreed or strongly agreed that their school's FEAT plan assisted their school in planning yearly activities and events for parents. At eight schools, between 60% and 93% of teachers agreed or strongly agreed that their school's family engagement practices included families in all facets of the school program.

Finding 8: Schools implementing Project 2INSPIRE components with moderate to high fidelity demonstrate many “Open-Door” and/or “Partnership School” features.

Evaluators examined school level fidelity of implementation data to determine if there were any patterns or recurring features amongst schools with similar implementation data. The percentage of yearly components that were implemented with high fidelity were calculated for each school. Figure 27 shows that five schools (will be referred to as school Group 1) implemented 75% or more yearly components with high fidelity while the rest (will be referred to as school Group 2) implemented 55% to 70% of the yearly components at high fidelity. The differences between the two groups were centered on the levels of implementation of Component 2 - School/District Leadership Development. In other words, district and school leaders and school staff attended most if not all of the P2I Leadership Development.

Figure 27. Fidelity of Implementation by Component for each School by Project Year
L=Low level implementation, M=Moderate implementation, H=High implementation

School	Component 1 Project 2INSPIRE PD					Component 2 School/District Leadership Development					Component 3 Parent Leadership Development					Component 4 PD of Project Staff					% High Y1-Y5
	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
CLA	H	H	H	H	H	H	H	H	H	H	H	M	L	L	L	H	H	H	H	H	80%
MAR	H	H	H	H	H	H	H	M	H	H	H	M	L	M	M	H	H	H	H	H	75%
HER	H	H	H	H	H	H	H	M	H	H	H	M	L	L	L	H	H	H	H	H	75%
LOW	H	H	H	H	H	H	H	H	H	M	H	M	L	L	L	H	H	H	H	H	75%
EIS	H	H	H	H	H	H	H	H	H	H	M	M	L	L	L	H	H	H	H	H	75%
LIN	H	H	H	H	H	H	M	M	H	H	H	M	L	L	L	H	H	H	H	H	70%
LEH	H	H	H	H	H	M	H	H	M	H	H	M	L	L	L	H	H	H	H	H	70%
ELD	H	H	H	H	H	M	H	H	M	M	H	L	L	L	L	H	H	H	H	H	65%
VIN	H	H	H	H	H	M	H	M	L	H	H	L	L	L	L	H	H	H	H	H	65%
MLK	H	H	H	H	H	M	M	M	L	M	H	M	L	L	L	H	H	H	H	H	55%

Evaluators then reviewed FSCE Matrix (FSCEM) data to see how schools (principals, parents and P2I Specialists) rated the implementation of P2I at their schools to the ideal implementation of the P2I model. (See Appendix A for the FSCE Matrix.) A FSCEM overall mean score for Year 5 was calculated for each school. Figure 28 shows Central Language Academy, Martin, Heritage, Lowell and Eisenhower schools (with 75% or more components at high fidelity) scored between 2.2 and 4.9. The other five schools had FSCEM overall mean scores between 1.2 and 4.8. Eisenhower and Lincoln schools seem to straddle in between both groups; they may have scored themselves either too low or too high on the FSCEM or may have nearly missed high fidelity of implementation on Component 2 in one year.

Figure 28. P2I FSCE Matrix – Overall Implementation Mean Scores for Year 5, by School

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

	Group 1					Group 2				
	75%-80% Yearly Components Implemented at High Fidelity					55%-70% Yearly Components Implemented at High Fidelity				
	CLA	MAR	HER	LOW	EIS	LIN	VIN	MLK	ELD	LEH
OVERALL FSCE MEAN SCORE	4.9	4.6	3.3	3.3	2.2	4.8	1.8	1.7	1.5	1.2

Evaluators then reviewed qualitative data collected from principals at Leadership meetings, surveys, and interviews, as well as contextual information from P2I Staff. This data was triangulated and schools were then compared to the four levels of partnership schools: Fortress School, Come-if-we-Call School, Open-Door School and Partnership School. (Henderson, Mapp, Johnson and Davies, 2007; Mapp, Carver, Landers, 2017) A full list of descriptors for each level is listed in Figure 29.

There were similarities and differences between each of the two Groups that emerged from the triangulation of all this data. Group 1 Schools, with a higher percentage of yearly components in place and with high mean scores on the FSCEM, display proficiency at “Open-Door School” practices and show some evidence of “Partnership School” practices. Group 2 schools, with slightly lower FSCEM and fidelity of implementation scores, are moving away from “Come-if-we-call” practices and are proficient at “Open-Door” practices.

There is evidence that Group 1 Schools (“Open-Door School” → “Partnership School”) share the following traits:

- Implemented the P2I model components with moderate to high fidelity from year to year and rated their implementation of the model between minimal and developing.
- Building Relationships: Parents and school staff work together on school committees to develop ways for parents to be engaged in school. Evidence of Parent Leaders conducting presentations at school staff and parent meetings, and recruiting other parents to become involved on school committees and attend school activities.
- Linking to Learning: P2I Parent Leaders more involved in planning and implementing events and programs that are linked to learning. Most FEAT plans showed parent engagement activities that were linked to school learning goals (literacy and math nights, instructional rounds with parents)
- Sharing Power: Evidence of an established FEAT process: teams include parents, teachers and principal, multiple meetings held throughout year, plans demonstrate evidence of school and parents working together to work on schoolwide learning and parent leaders facilitating parent feedback groups to provide input on school improvement plans.
- Addressing Differences: School leaders and staff acknowledge the community cultural wealth of families. Planned activities focus on developing respectful and trusting relationships, providing opportunities for parent leaders to practice and use their leadership skills and build the intellectual, social and human capital of the entire school community.

Group 2 Schools (“Come-if-we-call School” → “Open-Door School”) share the following traits:

- Building Relationships: Between 69% to 76% of parents report that teachers and families have frequent opportunities to get to know each other in meetings and school activities. Parents have positive relationships with school staff and are *“more comfortable talking to the school, they’re more comfortable coming in, they’re more comfortable participating.”* (Group 2 P2I Principal) Principals report they have an “open-door” policy with staff and parents. Principals report increased attendance at school committee meetings, an increase in the number of parents attending school events,

- Linking to Learning: Parent Engagement Plan is in writing. Schools using FEAT (Lincoln and Martin Luther King, JR) began working more closely with parents to develop their FEAT plans at the end of Year 5. For schools using the SPSA plans instead of FEAT, plans have been reviewed and describe parent involvement opportunities (parent workshops or conference that are offered by the district, school events and meetings).
- Sharing Power: Parent engagement activities are planned by school or district. The school recruits parents to volunteer at schoolwide events. SPSA plans focus on how the district will provide services and workshops that parents can attend.
- Addressing Differences: FEAT plans indicate that multicultural events are planned at the school and describe how P2I Parent Leaders will be involved. SPSA plans indicate translations and translators are available for parent meetings (Coffee with the Principal, GATE, SPED, SSC, etc.).

Figure 29. Four Types of Partnership

(Henderson & Mapp, 2007, pp. 14-18; Mapp, Carver & Lander, 2017, pp. 38-41)

Partnership School <ul style="list-style-type: none"> Engaging with families is seen as a commitment and a key component of school the school's functioning. Activities honor families' contributions. Teachers use books and materials about families' cultures. Families are actively involved in decisions on school improvement. All family events and initiative activities are connected to student learning and development Families and school staff have developed a clear, open process for resolving problems Parent-to-Parent networks are valued and cultivated. Staff are intentional about developing relationships of trust and respect with all families and engage in relationship-building practices, such as home visits. PTA includes all families.
Open-Door Schools <ul style="list-style-type: none"> Teachers contact families once a year. Office staff are friendly. Parent Coordinator available if families have questions or request help. An "open door" policy and protocol exists at the school. Teachers explain test scores if asked. Schools holds curriculum nights three or four times a year. Folders of student work go home occasionally. Principal will meet with parents to discuss a problem. Regular progress reports go to parents, but test results can be hard to understand. Parent-teacher conferences are held twice a year. Office staff will find a translator if parents ask in advance. Multicultural nights are held once a year. "Minority" parents have their own group. Parents can raise issues at PTA meetings or see the principal. Parent group sets its own agenda and raises money for the school.
Come-if-we-call School <ul style="list-style-type: none"> Better-educated parents are more involved. "Many immigrant parents don't have time to come or contribute." Staff are very selective about who comes into the school. Parents are told what students will be learning at the fall open house. All contact with teachers and school leaders must go through front office staff. Workshops are offered on parenting; they are planned by school staff without parent input or feedback. Communication is one-way, from school to home. School calls families when children have problems. Principal sets agenda for parent meetings. PTA gets the school's message out.
Fortress School <ul style="list-style-type: none"> Families do not bother school staff. Parents need security clearance to come in. Minority families don't value education. Curriculum and standards are considered too complex for parents to understand. Standard events are held each year mostly out of compliance. Teachers feel that family engagement should be left to the guidance staff or a parent coordinator as teachers need to focus on their teaching and learning. Principal selects a small group of "cooperative parents" to help out and serve on the decision-making committees that require parent participation. Engaging with families is a low priority and isn't thought of as being connected to student outcomes.

Finding 9: For school outcomes on English language arts and mathematics – there was no statistically significant difference between the school pre-intervention score one year prior to the intervention in 2013, compared to the final intervention score in 2017.

Study Design

The evaluation design is a single case design of 10 treatment schools, with three time points prior to the intervention (pre-intervention), and three time points after the start of the intervention (post-intervention). This design does not meet What Works Clearinghouse standards for either the group design, or the single case design for the following reasons:

- Group design. This is not a group design as it does not have a comparison group. There is no comparison set of schools.
- Single case design. This does not meet a single case design because this is only an AB design (pre-intervention/ post-intervention), and does not have at least three attempts to demonstrate intervention effect at three different points, or phases, in time.
- Confound. While the outcome uses state assessments, there was a change in the assessment that is confounded with the timing of the intervention. Prior to the intervention, the state used the California State Assessment (CBA). During the intervention, the state changed their assessments to the Smarter Balanced Assessment. Further, the first year of the intervention (2014), the state did not conduct the state assessments.

In total, the evaluation design is shown in Figure 30. There are 10 treatment schools, with a pre-test and post-test design.

Figure 30. Treatment Years and Pre-treatment Years for Combined 3rd- 5th Grade Outcomes for Treatment Schools (same for all participating districts)

Spring Pretest 2011	Spring Pretest 2012	Spring Pretest 2013	Spring Year 1 2014	Spring Year 2 2015	Spring Year 3 2016	Spring Year 4 2017
x	x	x	~	T.1	T.2	T.3

N = 10 Treatment Schools. There are no comparison schools.

~ Due to new common core assessment, the state did not report 2014 data using the new Smarter Balanced Assessment.

"x": indicates a pre-treatment year for the treatment schools. The pre-treatment years use the California State assessments.

"T": T indicates post-treatment year for the treatment schools. The treatment years use the Smarter Balanced (SB) assessments.

The contrasts and analyses are exploratory, where we will graph the average school mathematics and English Language Arts (ELA) scores, and conduct significance testing between the final year (2017) and the pre-intervention year that is one year prior to the intervention (2013), per WWC guidelines for baseline or pre-test measures. The contrast table is shown in Figure 31.

Figure 31. Contrast Table for Exploratory Analysis

CONTRAST NAME ^A	TREATMENT GROUP				COMPARISON GROUP		OUTCOME	
	Design	Condition/Description	Age/grade during intervention	Exposure	Condition/Description	Domain	Unit of observation ^B : Measure [Scale] ^C	Timing of measurement
RQ 1: ENGLISH LANGUAGE ARTS ACHIEVEMENT [10/01/2017]	Pre-post	Project 2INSPIRE school, post intervention a) grade 3 b) grade 4 c) grade 5	a) grades 1-3 b) grades 2-4 c) grades 3-5	3 years	Project 2INSPIRE school, pre-intervention a) grade 3 b) grade 4 c) grade 5	English Language Arts achievement	School: Smarter Balanced Assessment Consortium: ELA a) grade 3 b) grade 4 c) grade 5 [Continuous]	Pre-treatment: Spring 2013 Post-treatment: Spring 2017
RQ 2: MATHEMATICS ACHIEVEMENT [10/01/2017]	Pre-post	Project 2INSPIRE school, post intervention a) grade 3 b) grade 4 c) grade 5	a) grades 1-3 b) grades 2-4 c) grades 3-5	3 years	Project 2INSPIRE school, pre-intervention a) grade 3 b) grade 4 c) grade 5	Mathematics achievement	School: Smarter Balanced Assessment Consortium: Math a) grade 3 b) grade 4 c) grade 5 [Continuous]	Pre-treatment: Spring 2013 Post-treatment: Spring 2017

All outcomes are standardized, where we converted state assessments (scaled scores) into z-scores, using the state population standard deviations. We converted each school's achievement data by grade and by school year, utilizing the standard deviation for the students in that grade, in that given school year. The standard deviation reflects the state-wide student population, obtained through the California Department of Education.

For example, a z-score will be calculated for 3rd grade students for each school in the 2011 school year, using the state population mean and standard deviation provided by the California Department of Education, denoted in the formula below:

$$Z = \frac{x - \mu}{\sigma}$$

Where:

x is the school-level mean from the annual school report cards. For example, this will be the school-level average of 3rd grade student mean scores for ELA or math.

μ is the mean of the population provided by California Department of Education. For example, this will be the population 3rd grade student mean scores for ELA or math.

σ is the standard deviation of the population provided by the California Department of Education. For example, this will be the population 3rd grade student standard deviation for ELA or math.

Once all school year grade scores were standardized, we created an average school score by averaging the z-scores from 3rd, 4th, and 5th grades for each school. Specifically, there were 10 schools, within each school, we had 3rd, 4th, and 5th grade state assessment data from years 2011 through 2017. For significance testing, we conducted a paired, two-tailed t-test for ten schools. However, we also conducted a sensitivity analysis utilizing data from schools by grade (school by year by grade data). For both analyses, the results were the same with statistical significance.

Again, it is important to note that all means and standard deviations reflect the changes in the state assessment. The scaled score and standard deviation for 2011 through 2013 is for the California State Assessment. The scaled score and standard deviation for 2015 through 2017 is for the Smarter Balanced Assessment. California Department of Education opted not to test students in the first year of the Smarter Balanced Assessment implementation in 2014. Therefore, while all scores have been standardized, the results should be taken with caution, with no causal interpretations.

Exploratory Results of School Outcomes

The analysis of school outcomes is meant to be exploratory in nature. Given that there is no comparison group, the analysis is not designed to determine impacts of the intervention. Rather, the analysis is exploratory in nature to describe trends over time. Also, it is important to note that there is a confound with the assessment where state standards and assessments changed in 2014, coinciding with the intervention. Therefore, while state assessments were standardized (z-score) across years, comparing results between the California State Assessment (CSA), which is the pre-intervention years, and the Smarter Balanced Assessment, which is the post-intervention years, should be done cautiously without interpretation to impacts.

English Language Arts

For English and Language Arts (ELA) school outcomes, there was no statistically significant difference between the school pre-intervention score one year prior to the intervention (in 2013), compared to the final intervention score (in 2017). As shown in Figure 32, the mean z-score for ELA in 2013 was .45 (SD = .19), compared to the mean z-score for ELA in 2017 of .35 (SD = .27). Figure 33 shows the visual representation of the trends over time.

Figure 32. Descriptive Statistics for English Language Arts Assessment (N=10 schools)

Spring Testing Date	Mean	SD	Min	Max
2011	0.38	0.21	-0.12	0.85
2012	0.42	0.19	0.05	0.75
2013	0.45	0.19	0.05	0.81
2014	~	~	~	~
2015	0.33	0.31	-0.52	0.87
2016	0.42	0.24	-0.29	0.84
2017	0.35	0.27	-0.22	0.89

Figure Note: All scores were standardized into z-scores. However, the state assessment between 2011 and 2013 represent the California State Assessment. The state assessment between 2015 and 2017 represent the Smarter Balanced Assessment (which also represents changes to the state standards).

Figure 33. Graphical Representation of English Language Arts Assessments Between Pre-Intervention and Post-Intervention

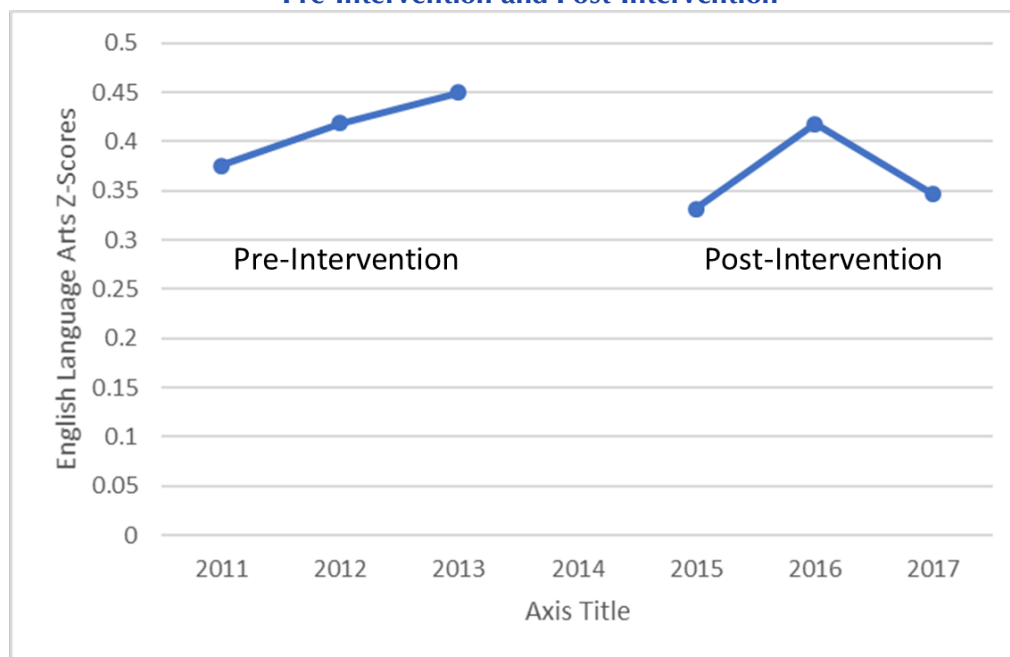


Figure Note: N = 10 treatment schools. Pre-intervention years includes 2011, 2012, and 2013 with the California State Assessments (CSA). The post-intervention years includes 2014 through 2017. There was a change in state assessments to the Smarter Balanced Assessment (SBA) during the post-intervention year (with no testing in 2014). There is no significant statistical difference between pre-test (2013 year, one year prior to the intervention) and post-test (2017 year).

Mathematics

For mathematics school outcomes, there was no statistically significant difference between the school pre-intervention score one year prior to the intervention (in 2013), compared to the final intervention score (in 2017). As shown in Figure 34, the mean z-score for math in 2013 was .20 (SD = .24), compared to the mean z-score for math in 2017 of .29 (SD = .21). Figure 35 shows the visual representation of the trends over time.

Figure 34. Descriptive Statistics for Mathematics Assessment (N=10 schools)

Spring Testing Date	Mean	SD	Min	Max
2011	0.10	0.29	-0.54	0.73
2012	0.10	0.31	-0.52	0.58
2013	0.20	0.24	-0.38	0.61
2014	~	~	~	~
2015	0.33	0.29	-0.54	0.85
2016	0.37	0.22	-0.20	0.85
2017	0.29	0.21	-0.08	0.71

Figure Note: All scores were standardized into z-scores. However, the state assessment between 2011 and 2013 represent the California State Assessment. The state assessment between 2015 and 2017 represent the Smarter Balanced Assessment (which also represents changes to the state standards).

Figure 35. Graphical Representation of Mathematics Assessments Between Pre-Intervention and Post-Intervention

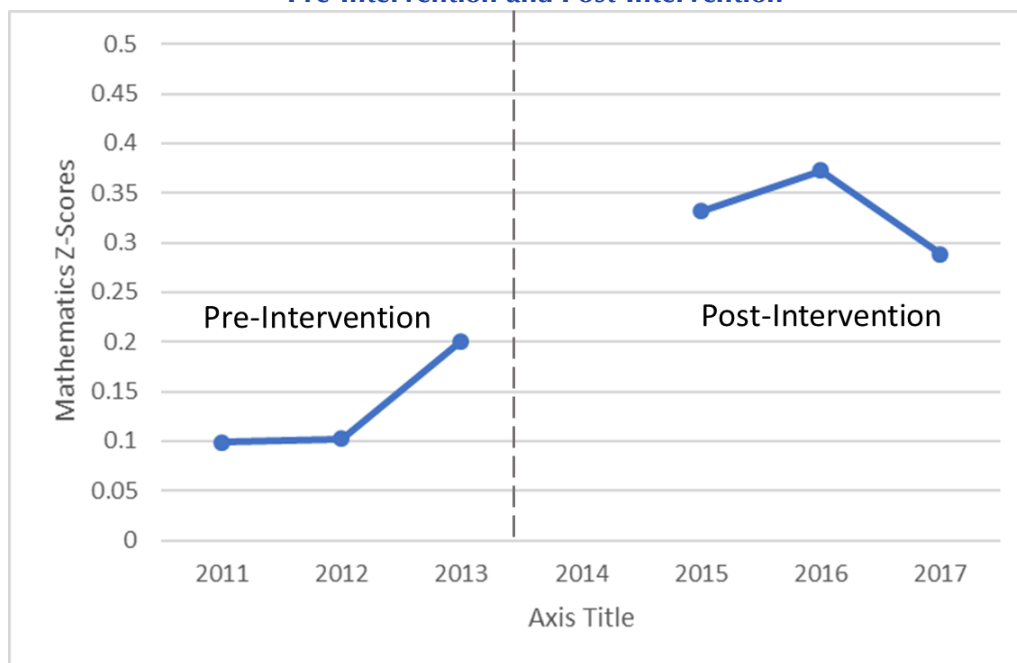


Figure Note: N = 10 treatment schools. Pre-intervention years includes 2011, 2012, and 2013 with the California State Assessments (CSA). The post-intervention years includes 2014 through 2017. There was a change in state assessments to the Smarter Balanced Assessment (SBA) during the post-intervention year (with no testing in 2014). There is no significant statistical difference between pre-test (2013 year, one year prior to the intervention) and post-test (2017 year).

Implementation Challenges

Finding 10: There were site-based challenges and district-wide initiatives that impacted implementation at all ten Project 2INSPIRE schools. These were outside of the scope of the project.

Evaluators documented contextual factors and challenges that emerged each year of the project. The following are issues that were identified in Years 1 or 2 and persisted through Year 5.

Challenge 1: P2I Parent Leadership Development Participation Totals

At each of the ten implementation sites, Project 2INSPIRE expected to train twenty parents per semester at the Mastery Level in Years 1-5 and ten parents at the Expert level in Years 3-5. Ten Expert level graduates were expected to complete at least four advanced leadership/coaching and mentoring sessions in Years 3, 4 and 5 and four expert level graduates were required to participate in the development of the ATP/FEAT school plan. P2I met its recruitment, participation, and completion targets in Year 1 but had difficulty meeting them in Years 2-5. Each semester, while there were a substantial number of parents that expressed interest during recruitment meetings and initial sessions, a low number of parents attended and completed the programs. This, despite the recruitment and retention plans developed at each school by P2I Parent Specialists in collaboration with school site principals, district or school parent engagement liaisons, and other parent leaders.

Challenge 2: Competing Parent Engagement Programs

Beginning in 2015, to align with parent engagement objectives in their Local Control Accountability Plans, districts and schools started offering a variety of parent engagement workshops and programs. In some instances, these options required less seat time than P2I-PLD training. Requiring a twelve-week or sixteen-week commitment, Project 2INSPIRE and its participating schools had a difficult time convincing parents to attend and complete the program. Project 2INSPIRE staff worked with school leaders to schedule P2I Parent Leadership Development sessions so they would not interfere with other programs. P2I Parent Specialists also reworked schedules to find the best time and day for families at each of the school sites. In Year 5, several P2I Expert level graduates were facilitators for the other school programs at some school sites.

Challenge 3: Changes in School Site Administrators

School administrator changes impact the implementation of the P2I-PLD program at school sites since it takes time for new principals and district representatives to understand their school culture, climate and the P2I-PLD program. In the five years of the project, there were principal changes at Vineyard, Heritage elementary schools; vice-principal changes Central Language Academy, Elderberry, Vineyard and Heritage Elementary schools. At Lowell Elementary, there was a change in principals in Year 2 and Year 5 as well as a change in assistant principal in Year 4. At the District Level, Santa Ana USD hired a new Superintendent in Year 3. Project 2INSPIRE staff mitigated this issue by meeting one-on-one with new administrators, and connecting them with P2I parent leaders.

Challenge 4: Limited Meeting Space at School Sites

Some schools had limited meeting space to hold weekly, 3-hour P2I-PLD sessions. Schools had other school-based programs or student services that were competing for meeting space. This issue was documented in Year 1 and continued in Years 2, 3 and 4. P2I Parent Specialists were limited to scheduling P2I-PLD sessions to dates in which meeting space was available. P2I staff worked with school leaders to find spaces (on and off-campus) to accommodate families. In at least six schools, a dedicated parent center for families was made available.

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APPENDIX A

1. Fidelity of Implementation Matrix
2. P2I Family, School & Community Engagement (FSCE) Matrix
3. P2I Family, School & Community Engagement Matrix: Year 3 – Year 5 Data Summary

Project 2INSPIRE – Professional Development (Key Component 1)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: Host District/School Leadership Orientation Meeting (OM)	Attendance roster	0-1	0=did not host OM 1=hosted OM
2	Y1-Y2: Host Parent Engagement Research and Practices Seminar (PES) ¹	Attendance roster	0-1	0=did not host PES 1=hosted PES
3	Y1: Host School Staff Orientation Meeting (SS-OM)	Attendance roster	0-1	0=did not host SS-OM 1=hosted SS-OM
4	Y2-Y5: Host School Staff Project Meeting (SS-PM)	Attendance roster	0-1	0=did not host SS-PM 1=hosted SS-PM
5	Y2-Y5: Host District/School Leadership Mtg in fall (LMF)	Attendance roster	0-1	0=did not host LMF 1=hosted LMF
6	Y2-Y5: Host District/School Leadership Mtg in spring (LMS)	Attendance Roster	0-1	0= did not conduct LMS 1= conducted LMS
7	Y1-Y5: Host School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-1	0= did not conduct SCP 1= conducted SCP
8	Y1-Y5: Host 1-to-1 Principal Meetings (PM)	Attendance Roster	0-1	0= did not conduct PM 1= conducted PM
9	Y3: Host Action Teams for Partnerships Training (ATP)	Attendance Roster	0-1	0= did not conduct ATP 1= conducted ATP
10	Y4: Host Research based strategies and tools seminar (RBS)	Attendance Roster	0-1	0= did not conduct RBS 1= conducted RBS

¹PES offered as needed. In instances where it is not needed, implementation score=1

Fidelity Score for Key Component 1	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 7 + Indicator 8	0-5	0-1= low 2-3 = moderate 4-5= high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 2 + Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 10	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8	0-5	0-1= low 2-3 = moderate 4-5 = high	Fidelity Threshold: 80% of schools at high level

Project 2INSPIRE – School/District Leadership Development (Key Component 2)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: District administrators attend District/School Orientation Meeting (OM)	Attendance roster	0-1	0=did not attend OM 1=attended OM
2	Y2-Y5: District administrators attend District/School Leadership Meeting fall (LMF)	Attendance roster	0-1	0=did not attend LMF 1=attended LMF
3	Y2-Y5: District administrators attend District/School Leadership Meeting spring (LMS)	Attendance roster	0-1	0=did not attend LMS 1=attend LMS
4	Y1: School administrators attend District/School Orientation Meeting Orientation Meeting (OM)	Attendance roster	0-1	0=did not attend OM 1=attended OM
5	Y1: School administrators attend Parent Engagement Research and Practices Seminar (PES)	Attendance roster	0-1	0=did not attend PES 1=attended PES
6	Y2-Y5: School administrators attend District/School Leadership Meeting fall (LMF)	Attendance Roster	0-1	0=did not attend LMF 1=attended LMF
7	Y1-Y2: School administrators attend School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-1	0= did not attend SCP 1= attended SCP
8	Y2-Y5: School administrators attend District/School Leadership Meeting spring (LMS)	Attendance Roster	0-1	0= did not attend LMS 1= attended LMS
9	Y1-Y5: School administrator attends 1-on-1 Principal Meetings (PM)	Attendance Roster	0-1	0= did not attend PM 1= attended PM
10	Y3: School administrator attends Action Teams for Partnership Training (ATP)	Attendance Roster	0-1	0= did not attend ATP/FEAT 1= attended ATP/FEAT
11	Y3-Y5: School administrators participate in developing Action Team School Plan (SP)	Attendance Roster	0-1	0=did not participate in SP planning mtg. 1=participated in SP planning mtg.
12	Y4: School administrators attend Research Based Strategies and Tools Seminar (RBS)	Attendance Roster	0-1	0=did not attend RBS 1=attended RBS
13	Y1: School staff attend School Staff Orientation Meeting (SS-OM)	Attendance Roster	0-1	0=did not attend SS-OM 1=attended SS-OM
14	Y2-Y5: School staff attend Project Meeting in fall (SS-PM)	Attendance Roster	0-1	0=did not attend SS-PM 1= attended SS-PM

Project 2INSPIRE – School/District Leadership Development (Key Component 2)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
15	Y2-Y5: Two teachers per school attend School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-2	0=did not attend SCP 1=One teacher attended SCP 2=Two teachers attended SCP
16	Y3: Two teachers per school attend Action Teams for Partnership Training (ATP)	Attendance Roster	0-2	0=did not attend ATP 1=One teacher attended ATP 2=Two teachers attended ATP
17	Y3-Y5: Two teachers per school help to develop the Action Team School Plan (SP)	Attendance Roster Meeting Agenda	0-2	0=teachers did not participate in development of SP 1=One teacher participated in SP planning 2=Two teachers participated in SP planning

Fidelity Score for Key Component 2	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 4 + Indicator 5 + Indicator 7 + Indicator 9 + Indicator 13	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 2 + Indicator 3 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9 + Indicator 14 + Indicator 15	0-10	0-4 = low 5-7 = moderate 8-10 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17	0-14	0-6 = low 7-10 = moderate 11-14 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 17	0-12	0-5 = low 6-9 = moderate 10-12 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 11 + Indicator 14 + Indicator 15 + Indicator 17	0-11	0-4 = low 5-8 = moderate 9-11 = high	Fidelity Threshold: 80% of schools at high level

Project 2INSPIRE – Parent Leadership Development Program (Key Component 3)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1-Y5: Host Mastery Level Recruitment session in fall (MLT-R)	Attendance roster	0-1	0=did not host MLT-R in fall 1=hosted MLT-R in fall
2	Y1-Y5: Provide twelve 3-hr MLT sessions in fall	Attendance Roster Final Survey	0-1	0=did not provide twelve 3-hr sessions 1=provided twelve 3-hr sessions
3	Y1-Y5: Twenty parents from each school attend Mastery Level Recruitment session in fall	Attendance Roster	0-4	0= ≤ 10 parents attend MLT recruitment 1=11-14 parents attend MLT recruitment 2=15-17 parents attend MLT recruitment 3= 18-20 parents attend MLT recruitment 4=21 or more parents attend MLT recruitment
4	Y1-Y5: Twenty parents from each school complete twelve 3-hr Mastery Level sessions in fall	Attendance Roster	0-4	0= ≤ 10 parents complete 12 MLT sessions 1= 11-14 parents complete 12 MLT sessions 2=15-17 parents complete 12 MLT sessions 3=18-20 parents complete 12 MLT sessions 4=21 or more parents complete 12 MLT sessions
5	Y2: Host fall '14 Expert Level Recruitment (ELTR)	Attendance Roster	0-1	0=did not host ELT-R in fall '14 1=hosted ELT-R in fall '14
6	Y2: Ten Mastery Level-trained parents from each school attend fall '14 Expert Level Recruitment (ELTR)	Attendance Roster	0-3	0= ≤ 5 parents attend ELT-R in F14 1=6-8 parents attend ELT-R in F14 2=9-10 parents attend ELT-R in F14 3=11 or more parents attend ELT-R in F14
7	Y2: Provide sixteen 3-hr Expert Level sessions in fall '14	Attendance Roster Final Survey	0-1	0=did not provide 16 3-hr ELT sessions in F14 1=provided 16 3-hr ETL sessions in F14
8	Y2: Ten Mastery Level-trained parents from each school complete sixteen 3-hr Expert Level sessions in fall '14	Attendance Roster	0-3	0= ≤ 5 parents complete 16 EL sessions in F14 1=6-8 parents complete 16 EL sessions in F14 2=9-10 parents complete 16 EL sessions in F14 3=11 or more parents complete 16 EL sessions in F14
9	Y2-Y5: Host Mastery Level Recruitment in spring (MLT-R)	Attendance roster	0-1	0=did not host MLT-R in spring 1=hosted MLT-R in spring
10	Y2-Y5: Twenty parents from each school attend Mastery Level Training Recruitment in spring	Attendance Roster	0-4	0= ≤ 10 parents attend MLT recruitment 1=11-14 parents attend MLT recruitment 2=15-17 parents attend MLT recruitment 3= 18-20 parents attend MLT recruitment 4=21 or more parents attend MLT recruitment
11	Y2-Y5: Provide twelve 3-hr Mastery Level sessions in spring	Attendance Roster Final Survey	0-1	0=did not provide twelve 3-hr sessions 1=provided twelve 3-hr sessions
12	Y2-Y5: Twenty parents from each school complete twelve 3-hr Mastery Level Training sessions in spring	Attendance Roster Final Survey	0-4	0= ≤ 10 parents complete 12 sessions 1= 11-14 parents complete 12 sessions 2=15-17 parents complete 12 sessions 3=18-20 parents complete 12 sessions 4=21 or more parents complete 12 sessions

Project 2INSPIRE – Parent Leadership Development Program (Key Component 3)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
13	Y3: Four Expert Level parents from each school attend Action Team for Partnerships training (ATP)	Attendance Roster	0-2	0=0-1 parents attend ATP 1=2-3 parents attend ATP 2=4 parents attend ATP
14	Y3-Y5: Host spring Expert Level Training Recruitment in spring (ELTR)	Attendance Roster Final Survey	0-1	0=did not host ELTR 1=hosted ELTR
15	Y3-Y5: Ten parents from each school attend Expert Level Training Recruitment session in spring	Attendance Roster	0-3	0= ≤ 5 parents attend ELT recruitment 1=6-8 parents attend ELT recruitment 2=9-10 parents attend ELT recruitment 3=11 or more parents attend ELT recruitment
16	Y3-Y5: Provide sixteen 3-hr Expert Level sessions in spring	Attendance Roster Final Survey	0-1	0=did not provide 16 3-hr ELT sessions 1=provided 16 3-hr ELT sessions
17	Y3-Y5: Ten parents from each school complete sixteen 3-hr ELT sessions in spring	Attendance Roster Final Survey	0-3	0= ≤ 5 parents complete 16 ELT sessions 1=6-8 parents complete 16 ELT sessions 2=9-10 parents complete 16 ELT sessions 3=11 or more parents complete 16 ELT sessions
18	Y3-Y5: Provide four coaching/mentoring sessions for Expert Level Graduates (C/M)	Attendance Roster	0-2	0= did not provide 4 C/M sessions 1= provided 4 C/M sessions
19	Y3-Y5: EL-graduates attend 4 coaching/mentoring (C/M) sessions	Attendance Roster	0-3	0= ≤ 5 parents attend C/M sessions 1= 6-8 parents attend C/M sessions 2= 9-10 parents attend C/M sessions 3=11 or more parents attend C/M sessions
20	Y3-Y5: Four EL-graduates per school participate in development of Action Team School Plan	Attendance Roster	0-2	0=0-1 parents participate in developing SP 1=2-3 parents participate in developing SP 2=4 parents participate in developing SP

Fidelity Score for Key Component 3	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-10	0-3 = low 4-7 = moderate 8-10 = high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12	0-28	0-13 = low 14-21 = moderate 22-28 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 13 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-37	0-18 = low 19-29 = moderate 30-37 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-35	0-17 = low 18-27 = moderate 28-35 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-25	0-12 = low 13-19 = moderate 20-25 = high	Fidelity Threshold: 80% of schools at high level

Project 2INSPIRE – Professional Development for Project Staff (Key Component 4)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: Attend Parental Engagement Seminar (PES)	Attendance roster	0-1	0=did not attend PES 1=attended PES
2	Y1-Y2: Attend Community Learning Theory Seminar (CLT)	Attendance roster	0-1	0=did not attend CLT 1=attended CLT
3	Y1-Y5: Attend quarterly project staff meetings	Attendance roster	0-4	0=did not attend quarterly mtg. 1=attended one quarterly mtg. 2=attended two quarterly mtgs. 3=attended three quarterly mtgs. 4=attended all quarterly mtgs.
4	Y1-Y5: Conduct summer curriculum topic updates	Product artifacts	0-1	0=did not conduct curriculum updates 1=conducted curriculum updates
5	Y3: Attend Action Teams for Partnerships Training (ATP)	Attendance roster	0-1	0=did not attend ATP 1=attended ATP
6	Y4: Attend annual Research based Strategies and Tools Seminar (RBS)	Attendance roster	0-1	0=did not attend RBS 1=attended RBS

Fidelity Score for Key Component 4	Composite	Indicator score at School Level	Component Score for each School	Fidelity Score at School Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-7	0-2 = low 3-5 = moderate 6-7 = high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-7	0-2 = low 3-5 = moderate 6-7 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 3 + Indicator 4 + Indicator 5	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 3 + Indicator 4 + Indicator 6	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 3 + Indicator 4	0-5	0-1 = low 2-3 = moderate 4-5 = high	Fidelity Threshold: 80% of schools at high level

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

Component	(5) Ideal Implementation	(4) Developing Implementation	(3) Emerging Implementation	(2) Minimal Implementation	(1) Non Implementation
School and District Leadership					
Professional Development for School/District Leaders Teachers and other staff	Active participation of school & district leaders, staff and teachers in all professional development activities in the following areas: <ul style="list-style-type: none"> • Parent Engagement research and practice • Building Relationships • Family Engagement Action Team Planning • Implementing Change 	Participation of school leaders and teachers in 3 of 4 professional development activities in the following areas: <ul style="list-style-type: none"> • Parent Engagement research and practice • Building Relationships • Family Engagement Action Team Planning • Implementing Change 	Participation of school leaders and teachers in 2 of 4 professional development activities in the following areas: <ul style="list-style-type: none"> • Parent Engagement research and practice • Building Relationships • Family Engagement Action Team Planning • Implementing Change 	Participation of school leaders and teachers in 1 of 4 professional development activities in the following areas: <ul style="list-style-type: none"> • Parent Engagement research and practice • Building Relationships • Family Engagement Action Team Planning • Implementing Change 	No participation of school leaders and teachers in professional development activities in the following areas: <ul style="list-style-type: none"> • Parent Engagement research and practice • Building Relationships • Family Engagement Action Team Planning • Implementing Change
Parent Outreach-providing opportunity conditions for family engagement	Active outreach to families through home visits, the use of technology (website & phone), flyers, phone calls, posters, orientation meetings; person assigned to do outreach for Parent Leadership Development (PLD) program and other school professional development for families	Home contacts, flyers, tech & phone calls made to families. School leaders and staff know about PLD program and actively promote the parent leadership program and family engagement.	Flyers about (PLD program sent home, some calls made to families about PLD Program	Flyers sent home with students and office staff do not provide info to families about family engagement opportunities and PLD Program	No information sent to families and office staff unaware of programs
Family/Parent Center - Setting	Dedicated space for families at schools and sessions held in facilities conducive to learning, e.g., Parent Center with resources, materials, technology, etc.	Families have a space for activities and classroom space with adequate time given to conduct sessions with resource materials and equipment	Classroom environment with set time and space for PLD Program	Sessions held in cafeteria or shared space that interferes with learning	Sessions held in high-traffic, noisy, confined areas, not conducive to learning or no assigned room
Building Partnerships to bring resources for families to support educational program	Building partnership climate at the school and actively seeking out resources and partnerships to enhance services for parents and students.	School leaders seek out resources and partnerships to bring additional services for parents and students.	School leaders seek out resources needed by parents and students.	School leaders seek out resources needed by parents and students, but no organized plan.	School leaders do not actively seek out resources and have no set plan for supporting families.

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

Component	(5) Ideal Implementation	(4) Developing Implementation	(3) Emerging Implementation	(2) Minimal Implementation	(1) Non Implementation
Building Relationships with Parents	School leaders take an active and participative role in building relationships with parents by engaging them more fully including decision-making roles at the school.	School leaders take an active role in building relationships with parents by engaging them more fully in school activities.	School leaders to some extent take opportunities to build relationships with parents.	School leaders seldom take opportunities to build relationships with parents.	School leaders are not accessible or do not build critical relationships with parents.
School Climate	School climate is inclusive and respectful of all families in the school community. School staff honors and connects with diversity. School conducts a yearly school climate survey and uses the feedback to maintain a positive, inclusive school climate.	School climate is respectful of families in the school community	School climate is respectful but not all families feel welcomed	School climate is somewhat respectful to diverse background families yet minimal effort is given to welcome parents at school	School climate is not respectful and no effort is given to welcome families at school
Parent Leadership Development Program – Instructional Setting and Practice					
Learning Environment	Safe and nurturing environment that fosters relationships and co-powers parents to know how to use knowledge gained in the sessions and to become partners with the school in the education of their children.	Safe and nurturing environment that fosters relationships and personal growth.	Safe and nurturing environment that fosters relationships.	Safe and nurturing environment.	Not a safe environment where parents can develop relationships and learn content of sessions.
Curriculum	Curriculum is comprehensive, culturally responsive, and engages participants; provides information about schools and participants become advocates for their children's education. Sessions are linked to student learning and standards.	Curriculum is comprehensive, culturally relevant, and participants are able to identify with content and relate to others effectively. Families learn about what their children are learning	Curriculum is complete, culturally relevant and participant are able to identify with the content that assists in knowing what their children are learning.	Curriculum is inclusive, yet lacks cultural relevance and not linked to learning.	Curriculum is not comprehensive or culturally responsive and does not provide up-to-date information relevant to school and to what students are learning.

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

Component	(5) Ideal Implementation	(4) Developing Implementation	(3) Emerging Implementation	(2) Minimal Implementation	(1) Non Implementation
Language Use	Sessions fully conducted in the participants' home language; interpreting and translation services readily available	Sessions conducted in English with interpreting services available in participant home language	Home language used and addresses the language needs of the majority	Content material translated with no interpretation services	No provisions made for the participants' home language
Parent Leadership Development Program – Instructional Approach, Content and Practice					
Community Learning Theory (CLT) Approach	Use CLT as a process for bringing parents together to establish relationships of community, create desired knowledge and wisdom, and develop their power for positive personal, family, community, and school change.	Use CLT as a process for bringing parents together to establish relationships of community, create desired knowledge and wisdom for individual action.	Use CLT as a process for bringing parents together to establish relationships among parents.	Use CLT as a process for bringing parents together during sessions.	Non- use of the basic concept of CLT as a process for bringing parents together during sessions and for collective action.
Use of Community Cultural Wealth	Sessions help parents find meaning rather than learn isolated facts and rules. Use of activities that involve students as thoughtful learners in socially meaningful tasks that taps into the home resources allowing families to share what they know.	Sessions help parents find meaning rather than learn isolated facts and rules. Use of activities that involve students as thoughtful learners in socially meaningful tasks.	Sessions help parents find meaning rather than learn isolated facts and rules. Use of activities that involve students.	Sessions help parents find meaning rather than learn isolated facts and rules.	Sessions do not bring in students lived experiences and only uses KWL to find out what parents know.
Parent Leadership - Development and Support					
Expertise in Community Learning Theory Approach	Parent leader uses CLT to bring parents together and establish relationships amongst the parents in each session to create opportunities for participants to build their foundational knowledge and develop their power for positive change.	Parent leader uses CLT to bring parents together and establish relationships amongst the parents in each session to create opportunities for participants to build their foundational knowledge.	Parent leader uses CLT to bring parents together and establish relationships amongst the parents in each session.	Limited use of CLT to bring parents together and establish relationships amongst the parents in each session.	Does not implement the essential components of CLT and therefore does not create opportunities to bring parents together and establish relationships amongst the parents in each session

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

Component	(5) Ideal Implementation	(4) Developing Implementation	(3) Emerging Implementation	(2) Minimal Implementation	(1) Non Implementation
Leadership Skills and Success	Parent leader has developed leadership skills that include being an inspirational leader that is able to work with others in a team and to reach established team goals.	Parent leader has developed leadership skills and is able to work with others in a team to reach goals.	Parent leader has developed leadership skills and is also in the process of being a team leader.	Parent leader has developed leadership skills somewhat and can lead a small group	Parent leader has limited or not fully developed leadership skills.
Facilitation Skills	Parent leaders facilitate and guide parent leadership development sessions and committee meetings and provide the necessary leadership to motivate and inspire participants to learn content or participate more fully in meetings while establishing relationships with others and work as a team.	Parent leaders facilitate and guide parent leadership development sessions and committee meetings and provide the necessary leadership to motivate and inspire participants.	Parent leaders facilitate parent leadership development sessions and committee meetings mechanically, but need added expertise.	Parent leaders facilitate parent leadership development sessions and committee meetings but need expertise in taking on leadership role.	Parent leaders facilitate parent leadership development sessions and committee meetings but need additional practice in running meetings and in taking on leadership role.
Committee Memberships (ELAC, SSC, LCFF) for Parent Leaders	Active recruitment by school leaders of parent leaders for committee membership or leader and decision making role.	Information sent to parent leaders about committee membership or leader and decision making roles at the school.	Parent leaders ask school leaders about committee membership or other leadership roles at the school.	Parent leaders not fully informed or invited by school leaders to be on committees or take a leadership role at the school.	Parent leaders not fully informed of committees or leadership roles available at the school.
Supporting Parent Leaders in Family Engagement Program offered at school site.	Parent leaders given ample support to share knowledge learned in Parent Leadership Development program by offering module sessions with other parents at the school or district level.	Parent leaders given support to share knowledge learned in Parent Leadership Development program by offering module sessions with other parents at the school or district level.	Parent leaders given some support to share knowledge learned in Parent Leadership Development program.	Parent leaders given limited support to share knowledge learned in Parent Leadership Development program.	Parent leaders not given support to share knowledge learned in Parent Leadership Development program.

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

Family Engagement Action Team - Planning for Success					
Component	(5) Ideal Implementation	(4) Developing Implementation	(3) Emerging Implementation	(2) Minimal Implementation	(1) Non-Implementation
FEAT Committee Members	School FEAT committee has representation from principal, school leaders, at least two parent leaders, teachers and other community members.	School FEAT committee has representation from school leaders, two parent leaders, and teachers.	School FEAT committee has representation from school leaders, a parent leader, and a teacher.	School FEAT committee has representation from school leaders and a parent leader.	School FEAT committee has no representation from parent leaders.
FEAT Committee Roles and Responsibilities	FEAT committee has fully established roles and responsibilities for each committee member and parent leaders participate in decision making roles.	FEAT committee has established roles and responsibilities for each committee member and parent leaders participate in committee.	FEAT committee has established roles and responsibilities for each committee member -- parents are not involved in leadership roles.	FEAT committee has not established roles and responsibilities for committee members.	Parent leaders not informed or invited to be on FEAT committee.
Family Engagement Action Team (FEAT) School Plan	School has a yearly FEAT Plan whose activities are aligned with the 4 C (Capability, Connections, Cognition, Confidence) goals; and linked to LCAP and Single Plan for Student Achievement; and have a mechanism for monitoring; and evaluating it at the end of each school year.	School has a yearly FEAT Plan whose activities are aligned with the 4 C goals; linked to LCAP and Single Plan for Student Achievement.	School has a yearly FEAT Plan linked to LCAP and Single Plan for Student Achievement.	School has a FEAT school level plan that is somewhat linked to the Single Plan for Student Achievement	School does has not developed a FEAT school level plan
FEAT Plan for monitoring and evaluation	The FEAT committee members as a team have developed monitoring and evaluation strategies that provide feedback of school's activities for parent engagement.	The FEAT committee members as a team have developed monitoring and evaluation strategies.	The FEAT committee members have developed monitoring and evaluation strategies with minimal input from all team members.	The FEAT committee members have developed monitoring and evaluation strategies, but not clear how feedback is provided.	The FEAT committee does not have established strategies for monitoring, feedback or evaluation.
Providing support for FEAT Committee	School leaders and staff provide ample support and are inclusive of parent leaders in their role on the FEAT committee and in the yearly activity planning process, monitoring and evaluation of the plan.	Parent leaders given support and opportunity to participate in decision-making roles and feel a sense of community with other committee members.	Parent leaders given some support as a FEAT member and are included in some activities of the committee.	Parent leaders given limited support for their participation in the FEAT committee	Parent leaders not given support as members of the FEAT committee.

Project 2INSPIRE Family, School and Community Engagement Matrix (FSCEM)

School _____

FEAT Committee sharing information to school/district	FEAT committee has a plan for sharing information on parent engagement activities and outcomes to school staff, school/district committees or boards	FEAT committee has a plan for sharing information on parent engagement at the school level committees	FEAT committee has a plan for sharing information on parent engagement but has not designated audience	FEAT committee does not have a clear plan for sharing information on parent engagement.	FEAT committee has not included plan for sharing activities and outcomes of parent engagement program.
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P2I Family, School & Community Engagement Matrix: Year 3 – Year 5 Data Summary

Figure A: P1I FSCE Matrix – School & District Leadership

Summary of Implementation Scores

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

1. School and District Leadership	Year 3 N=59	Year 4 N=83	Year 5 N=81
PD for School/District Leaders, Teachers and other Staff	3.8	4.1	3.9
Parent Outreach	3.8	4.2	4.0
Family/Parent Center – Setting	3.6	3.8	3.3
Building Partnerships	3.6	4.1	3.7
Building Relationships with Parents	3.7	4.0	4.0
School Climate	3.8	4.2	4.5

Figure B: P1I FSCE Matrix: PLD Program-Instructional Setting and Practice

Summary of Implementation Scores

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

2. PLD Program – Instructional Setting and Practice	Year 3 N=59	Year 4 N=83	Year 5 N=81
Learning Environment	4.4	4.6	4.7
Curriculum	4.8	4.4	4.8
Language Use	4.7	4.7	4.9

Figure C: P1I FSCE Matrix: Instructional Approach, Content and Practice

Summary of Implementation Scores

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

3. PLD Program – Instructional Approach, Content and Practice	Year 3 N=59	Year 4 N=83	Year 5 N=81
Community Learning Theory Approach	4.8	4.4	4.7
Use of Community Cultural Wealth	4.6	4.3	4.7

Figure D: P1I FSCE Matrix: Parent Leadership: Development and Support

Summary of Implementation Scores

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

4. Parent Leadership: Development and Support	Year 3 N=59	Year 4 N=83	Year 5 N=81
Expertise in Community Learning Theory	4.4	4.3	4.6
Leadership Skills and Success	4.5	4.3	4.6
Facilitation Skills	4.3	4.0	4.3
Committee Memberships for Parent Leaders	4.3	4.2	4.4
Supporting Parent Leaders	3.5	4.3	4.1

Figure E: P1I FSCE Matrix: Family Engagement Action Team (FEAT)
Summary of Implementation Scores

Level of Implementation Scale: 5-Ideal; 4-Developing; 3-Emerging; 2-Minimal; 1-Non-Implementation

5. Family Engagement Action Team	Year 3*	Year 4 N=77	Year 5 N=79
FEAT Committee Members	--	3.6	3.0
FEAT Committee Roles and Responsibilities	--	2.7	3.0
Family Engagement Action Team (FEAT) School Plan	--	3.1	2.8
FEAT Plan for Monitoring and Evaluation	--	2.4	2.6
Providing Support for FEAT Committee	--	2.8	2.6
FEAT Committee Sharing Information to School/District	--	2.5	2.9

*One indicator for the ATP process was included in the version of this matrix in Year 3. A low score, coupled with feedback from principals and P2I Parent Specialists, prompted P2I staff to develop the FEAT process.

APPENDIX B

1. Year 5: Project 2INSPIRE Parent Leadership Development
2. Year 5: Annual Family Engagement Survey Results

Year 5: Project 2INSPIRE Parent Leadership Development

Project 2INSPIRE (P2I) offered its Parent Leadership Development (PLD) program to parents in each of the ten participating schools. CABA offered Mastery Level certification sessions in spring 2017 and Expert Level certification sessions in fall 2017. In Year 5, a total of 93 parents participated in Mastery Level PLD and 61 in Expert Level PLD. Of those, 66% were certified at the Mastery Level and 88% at the Expert Level. Figures 17 and 18 outline the summary of attendance for each participating school in Year 5.

Figure 1: P2I PLD MASTERY LEVEL – Year 5 (Spring 2017) Attendance Summary by School

School	A Total Number of Parents Served	B Total Number of Parents Participated	C Total Number of Parents Trained	D Total Number of Parents Completed	E Completion Rate (E/B)
Eisenhower	9	5	2	2	40%
Heritage	12	10	10	8	80%
MLK	3	3	2	2	67%
Martin	14	14	11	10	71%
Lowell	17	17	15	12	71%
Lincoln	7	4	3	3	75%
CLA	6	5	5	4	80%
Elderberry	4	3	3	3	100%
Lehigh	6	4	4	4	100%
Vineyard	15	12	8	8	67%
Year 5 Totals	93	77	63	56	72%

Figure 2: P2I PLD EXPERT LEVEL – Year 5 (Fall 2017) Attendance Summary by School

School	A Total Number of Parents Served	B Total Number of Parents Participated	C Total Number of Parents Trained	D Total Number of Parents Completed	E Completion Rate (E/B)
Eisenhower	1	1	1	1	100%
Heritage	7	7	7	7	100%
MLK	6	5	5	3	60%
Martin	14	14	14	13	92%
Lowell	4	4	4	4	100%
Lincoln	3	3	3	2	66%
CLA	7	7	7	7	100%
Elderberry	4	4	4	3	75%
Lehigh	9	6	5	4	66%
Vineyard	6	5	5	5	100%
Year 5 Totals	61	56	55	49	88%

Parents participating in Year 5 Project 2INSPIRE Parent Leadership Development (P2I-PLD) completed weekly and end of training surveys as way to provide the project with feedback about the content they learned, their level of confidence with newly learned strategies and skills and overall response to the quality and usefulness of the sessions. Feedback from participants in Year 5 was positive overall – similar to Years 2-4.

Weekly Feedback Surveys - MASTERY LEVEL

Feedback surveys were collected at the end of each Mastery Level session; a summary of feedback is shown in Figure 22. All participants strongly agreed or agreed that all sessions,

- Were well organized and met their expectations;
- Utilized presentation strategies that provided a balance between getting information and interacting with others and used strategies and activities that helped them understand the content covered; and
- Learned things that would have an impact on their family and that would help their child or child's school.

Weekly feedback surveys also included four to seven items asking participants to determine if they had learned a concept presented and another four to seven items asking participants to discern if they were confident in their ability to use newly learned knowledge, skills or strategies.

Collectively, 98% (n=94) of participants strongly agreed or agreed that they had learned the concepts presented and 98% strongly agreed or agreed they were confident in applying their newly learned knowledge or skill.

Figure 3 shows the percent of parents that reported learning the session concepts and their confidence in applying those concepts by session title.

Figure 3: P2I-PLD Participants Spring 2017: Percent Agreed or Strongly Agreed to ALL MASTERY Level Knowledge and Confidence Items by Session

P2I-PLD Session Title	N	Knowledge Items	Confidence Items
S1: Helping your Child Achieve Academic Success	106	96%	95%
S2: Building Bridges Family and School Communication	74	96%	96%
S3: Education in a Digital World	72	90%	99%
S4: Understanding the US System of Education	68	100%	98%
S5: Basic Components of the ESEA Act	62	98%	98%
S6: Common Core Standards	55	96%	99%
S7: System of School Accountability	61	98%	99%
S8: Academic Programs	51	98%	97%
S9: Role of Parent Committees	54	100%	97%
S10: Beyond High School	63	97%	98%
S11: Early Childhood Education	64	100%	100%
S12: Goal Setting	63	98%	100%

Figure 4: P2I-PLD Participants Spring 2017: MASTERY Level Overall Session Feedback Items

Feedback Item	Spring 2017
	% Strongly Agree or Agree N=60
The objectives of the session were clear	100%
The objectives of the session were met	100%
The session was well organized	100%
The session was adequately paced- enough time was spent on each topic	100%
There was a balance between getting information and interacting with others	100%
The presenter was responsive to the needs of the participants	100%
The activities helped me learn	100%
The strategies used helped me understand the content/info covered in the sessions	100%
The content covered was clear	100%
The things I learned today will have an impact on my family.	100%
The things I learned today will help my child or my child's school	100%
The session met my expectations	100%
Overall, the session was of high quality.	100%

Weekly Feedback Surveys - EXPERT LEVEL

Similar to the Mastery Level, weekly feedback survey items for Expert Level sessions asked participants to determine if they had learned a concept presented and to discern if they were confident in their ability to use newly learned knowledge, skills or strategies (summarized in Figure 23). Overall feedback survey items, summarized in Figure 24, were administered at the end of the 6th session and at the end of the 12th session.

A majority of participants (85-100%, N=49 to 58) strongly agreed or agreed that they had learned the concepts presented and strongly agreed or agreed they were confident in applying their newly learned knowledge or skill. They all strongly agreed or agreed that all sessions (100%, N=51), were of high quality and met their expectations. All respondents strongly agreed or agreed that the things they learned in P2I-PLD sessions would help them develop their community building skills and help them use Community Learning Theory in their own presentations to parents and others at their schools.

Figure 5: P2I-PLD Participants Fall 2017: Percent Agreed or Strongly Agreed to EXPERT Level Knowledge and Confidence Items by Session

Session	N	Knowledge Items	Confidence Items
S1: Community Learning Theory	49	94%	98%
S2: Building Blocks of Success	50	96%	96%
S3: Qualities and Skills of Successful Leaders	53	100%	100%
S4: Enhancing our Facilitation Skills	54	100%	100%
S5: Building Our Capacity to Teach Others	54	98%	98%
S6: Bringing it All Together	53	98%	85%
S7-S12: Becoming Knowledgeable Facilitators	58	98%	97%

Figure 6: P2I-PLD Participants Fall 2017: EXPERT Level Overall Session Feedback Items

Feedback Item	Fall 2017 % Strongly Agree or Agree N=51
The objectives of the session were clear	100%
The objectives of the session were met	98%
The session was well organized	100%
The session was adequately paced- enough time was spent on each topic	100%
There was a balance between getting information and interacting with others	100%
The presenter was responsive to the needs of the participants	100%
The activities helped me learn	100%
The strategies used helped me understand the content/info covered in the sessions	100%
The content covered was clear	100%
The things I learned today will help me share what I have learned with other parents.	100%
The things I learned today will help me develop my ability to use Community Learning in my presentations.	100%
The things I learned today will help me develop my community building skills.	100%
The session met my expectations	100%
Overall, the session was of high quality.	100%

End of Training Survey - MASTERY LEVEL

The Mastery Level End of Training survey utilizes a retrospective design to determine: (1) the level of participants' engagement in their schools, and (2) their level of understanding of parent engagement before and after completing P2I-PLD training. Of 56 parents completing Mastery Level, 51 completed a final survey. The self-report data shows that parents know how to help support their child's learning and are learning how to build relationships with other parents and school staff to help improve parent engagement at their schools.

As a result of participating in MASTERY LEVEL Project 2INSPIRE PLD, Spring 2017 participants:

Support their child's learning	<ul style="list-style-type: none"> • Have set goals for themselves and/or their children. (96%) • Know how to help support their child's learning. (98%)
Begin to establish relationships with other parents	<ul style="list-style-type: none"> • Are learning how to share information with other parents. (86%) • Are recruiting parents to participate in P2I training. (78%) • Have helped organize a group of parents to communicate concerns to school and/or district administrators about school/district policies and/or procedures. (61%)
Begin to establish relationships with school/and or district staff	<ul style="list-style-type: none"> • Are working with others to improve parent engagement at their child's school. (86%) • Are working on a committee with teachers and other parents to improve student services/programs at my child's school. (73%)
Participate in school and/or district meetings or committees	<ul style="list-style-type: none"> • Have attended a school board meeting. (60%) • Have presented at a school board meeting. (31%)

There was substantial change noted on items where P2I-PLD participants indicated their level of understanding before and after completing Mastery Level – similar to previous years. Most survey items showed pre-post differences of 25-60 percentage points. Parents (N=51) reported they, (1) know how to build relationships [with others at their child’s school], (2) know how to communicate with their teachers about their child’s academic progress, and (3) know how to communicate school/district administrators about their concerns. Figure 7 summarizes participant responses.

**Figure 7: Participant Perceptions of Parent Engagement
Before and After MASTERY Level P2I-PLD Spring 2017**

Participants (N=51) understand a lot about...	Before P2I-PLD	After P2I-PLD	Change
Building relationships	13.7%	76.5%	+62.8%
How to communicate with teachers about your child’s academic progress	19.6%	76.5%	+56.9%
How to communicate with school/district administrators about your concerns/questions about school/district policies and/or procedures	15.7%	68.6%	+52.9%
How to work with others to improve parent engagement at your child’s school	15.7%	66.7%	+51.0%
The importance of parent leadership at your child’s school	17.6%	68.6%	+51.0%
How to work on a committee with teachers and parents to improve student services/programs at your child’s school	13.7%	60.8%	+47.1%
The importance of parent participation in school parent organizations such as PTA	10.0%	49.0%	+39.0%
The importance of parent participation in school and/or district committees	13.7%	39.2%	+25.5%

End of Training Survey - EXPERT LEVEL

The final survey questioned Expert Level participants about their level of understanding of fundamental facilitation and presentation skills, their level of confidence with their roles as parent leaders, the frequency in which they engage in parent engagement activities and in which they engage in supporting their child’s learning during the school year. All forty-nine Expert Level certified parents completed the final questionnaire.

A sizeable component of the Expert Level P2I-PLD is the preparation of parent leaders to conduct and facilitate presentations or meetings to other parents and the school community at large. Similar to results in Year 3 and Year 4, almost all Expert Level certified parents (N=49) strongly agreed or agreed that they developed their lesson observation and learned how to use reflection and peer feedback to improve their presentation skills.

Fall 2017 Expert Level Parents “moderately to highly confident” they can present information about schools to other parents (N=47 of 49), report they:

Developed their Lesson Observation Skills

- Learned how to develop their lesson observation skills to recognize the elements of effective presentations in practice (94%)
- Can identify the basic elements of the Community Learning Theory while observing a lesson (96%)
- Learned how to use the P2I Observation Form to observe workshops and presentations (96%)
- Learned how to provide feedback to others using the P2I Observation Form (96%)
- Can recognize successful teaching strategies in the lessons they observe (96%)

Used Reflection and Peer Feedback to Improve their Presentation Skills

- Can incorporate their reflection and feedback from my peers to improve my teaching practice (96%)
- Can share elements of a successful presentation (96%)
- Learned how to identify their strengths as a facilitator (96%)

Developed their Facilitation Skills

- Understand how to use presentation techniques for effective meetings and presentations (96%)
- Can list three facilitation skills that lead to an effective workshop presentation (96%)
- Can list three teaching strategies they can use to present information about schools to others (96%)
- Understand how the features of effective facilitation engage parents and build community (96%)

In addition to developing their facilitation and presentation skills, P2I-PLD has helped parents feel confident with their roles as members and leaders of their school communities. A majority (98%) are moderately to highly confident with their role as leaders and committee members at their child's school. Most (94%) are also confident they can recruit parents to participate in school activities, Project 2INSPIRE and other parent engagement activities that provide information to parents.

Between 96% and 100% of Expert Level Parents were moderately to highly confident that they understood the importance of,

- Building relationships and a sense of community at their child's school;
- Having a successful attitude in their role as a parent leader;
- Their role as a parent leader and the impact they can make on the school community; and

On items about how frequently they engage in activities at their schools and how often they support their child's learning during the school year, a majority of Expert level parents reported they frequently (daily to weekly) engage in activities at their child's school and support their child's learning.

On a daily to weekly basis, Fall 2017 Expert Level parents (n=49) engage in the following:

- | | |
|--|---|
| Engage in activities at their child's school | <ul style="list-style-type: none"> • Build relationships with school staff (96%) • Build relationships with other parents at their child's school (92%) • Access technology to find information to help other parents (82%) • Work on a committee with teachers and parents to improve student services/programs at their child's school (78%) • Work with others to improve parent engagement at their child's school (78%) |
| Support their child's learning | <ul style="list-style-type: none"> • Supervise their child's homework (98%) • Talks with their child about the school day (94%) • Help their child understand the content he or she is learning in school (92%) • Practice spelling, math or other skills with their child (92%) • Read to their child (92%) |

Year 5: Annual Family Engagement Survey Results

Developed to measure school climate related to family engagement and based on tools developed by Dr. Karen Mapp and the Iowa Parent Friendly School Toolkit, the Annual Family Engagement Survey is administered to teachers, school staff, administrators and parents at each of the participating P2I schools. Participants are surveyed each academic school year; teachers, staff and administrators have been surveyed in early fall and parents during the spring semester.

Survey Timeline Changes

After reviewing Year 1-3 survey data, Wexford Evaluators questioned if survey participants were responding about the same school year since parents and school staff and administrators were taking the surveys at different times of the school year. With that in mind, the timeline was changed so that all participants take the survey in the spring. Although this adjustment does not provide teacher, staff or administrator data for Project Year 4, it does ensure that schools receive data for each academic school year. This report provides a full summary of parent survey data collected in Years 1-5 and a brief overview of teacher, staff and administrator survey data collected in spring 2018/Year 6.

Figure 8: Family Engagement Survey Administration Timeline

Survey Population	Survey Administration Timeline					
	Y1	Y2	Y3	Y4	Y5	Y6
Parents		*	Spring '15	Spring '16	Spring '17	Spring '18
School Teachers & Staff	Fall '13	Fall '14	Fall '15	--	Spring '17	Spring '18
School Administrators	Fall '13	Fall '14	Fall '15	--	Spring '17	Spring '18

**To pilot the parent survey, in Year 2 the survey was administered to school committee members only. The sample size is too small to compare results with subsequent years.*

Annual Family Engagement Survey Items

The family engagement survey consists of 23 multiple-choice items about a school's,

- Family friendly environment,
- Parent programs and activities to engage families in improving student achievement,
- Relationships between teachers and families,
- Developing families' self-confidence and power, and
- Learning opportunities and leadership development for families and staff.

Additionally, teacher respondents are asked ten multiple-choice items about their students' parents and their participation in the classroom and fourteen items about their own parent engagement practices. Parents answer eight multiple-choice items about the frequency of their participation in school committees, school activities and how often they communicate with members of their school community (teachers, parents, staff).

School Staff (Teachers/Staff/Administrator) Perceptions at the School Level

Family Engagement Survey results were compared at the school level by identifying the number of schools that had 50% or more school staff respondents (teachers, school office staff and school administrators) indicate a survey item was "A great deal like our school" or "A lot like our school." Figure 23 shows the distribution of survey responses by school for the 2017-18 school year – a total

of 286 responses were collected from P21 classroom teachers, office staff and school administrators.

Figure 9: 2017-18 Family Engagement Survey, Number of School Staff Respondents by School

School	Classroom Teachers	School Office Staff	Principals and Vice Principals	Total Number Of School Respondents
Central Language Academy	23	1	2	26
Eisenhower	23	2	1	26
Elderberry	27	0	1	28
Heritage	17	4	1	22
Lehigh	25	2	2	29
Lincoln	23	6	1	30
Lowell	29	4	1	34
Martin	25	5	1	31
Martin Luther King Jr.	25	3	2	30
Vineyard	27	4	1	32
Totals	244	31	13	288

Three survey items describe family, school and community efforts to improve their schools. Beginning in Year 2 and continuing in Year 6, all schools had between 59% and 96% of their survey respondents indicate that their family programs and activities focus on student achievement so families understand what their children are learning and that their schools report to parents about how teachers, parents and community can work together to make improvement.

Figure 10: School Staff Perceptions about Family, School and Community Connections

Family-School-Community Connections	Number of Schools with 50% or more School Staff Responding "A great deal like our school" or "A lot like our school"				
	Year 1 F13	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
The school reaches out to identify and draw in local community resources that can assist staff and families.	4 schools	9 schools	9 schools	9 schools	9 schools
The school reports to parents about how teachers, parents, and community can work together to make improvement.	6 schools	10 schools	10 schools	10 schools	10 schools
Family programs and activities focus on student achievement so families understand what their children are learning.	8 schools	10 schools	10 schools	10 schools	10 schools

Overall teachers, staff and school administrators continue to report that their schools maintain family friendly environments. In Year 6 responses, all ten schools had between 62% and 92% of respondents report that their schools had a welcoming front office and school staff. Eight schools had between 62% and 91% of respondents and two schools with 100% of their respondents report that their schools had a welcoming front office and school staff. All ten schools had between 52% and 87% of their respondents indicate they had family-friendly signage on their campus.

Figure 11: School Staff Perceptions about a Family Friendly Environment

Family Friendly Environment	Number of Schools with 50% or more School Staff Responding “A great deal like our school” or “A lot like our school”				
	Year 1 F13	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
All staff, including bus drivers, security guards, custodians and cafeteria workers welcome all families.	8 schools	9 schools	10 schools	10 schools	10 schools
Front office staff is friendly - recognize visitors, provide information and answer the phone in a friendly, inviting way.	9 schools	9 schools	10 schools	10 schools	10 schools
Friendly signs inside and out welcome families and visitors and explain how to get around the building.	3 schools	8 schools	8 schools	8 schools	10 schools

Responses related to the relationships between school and families are also positive and increased slightly from the previous year. Figure 12 shows that classroom teachers, school staff and principals at most schools are increasingly providing opportunities for teachers and school staff to build relationships with families and offer support and resources to families that may need language assistance.

Figure 12: School Staff Perceptions about Relationships between School and Families

Relationships between School and Families	Number of Schools with 50% or more School Staff Responding “A great deal like our school” or “A lot like our school”				
	Year 1 F13	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
The school welcomes families through tours, bilingual assistance, and introduction of families to staff and other families.	7 schools	8 schools	9 schools	10 schools	10 schools
Teachers and families have frequent opportunities to get to know each other in meetings, breakfasts, home visits and class observations.	2 schools	6 schools	7 schools	9 schools	9 schools
A family liaison helps teachers connect to families and bridge barriers of language and culture.	3 schools	5 schools	8 schools	5 schools	6 schools

School respondents continue to report that their schools make it easy for parents to meet and talk with principals and teachers about their child. In Year 6, there was a slight decrease in the number of schools with families indicating they are helping plan how they will be involved at school. In Years 5 and 6, school respondents indicated that parents are increasing their participation in activities that would help their school, such as visiting other schools, reviewing materials and observing classes. In Year 6, four schools report that parents helped to improve their school by participating in these activities.

Figure 13: School Staff Perceptions about Developing Families Self-Confidence and Power

Developing Families Self-Confidence and Power	Number of Schools with 50% or more School Staff Responding "A great deal like our school" or "A lot like our school"				
	Year 1 F13	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
It is easy for parents to meet and talk with the <u>principal</u> about their child's progress, and any issues and concerns.	10 schools	9 schools	10 schools	10 schools	9 schools
It is easy for parents to meet and talk with <u>teachers</u> about their child's progress and any issues and concerns.	10 schools	10 schools	10 schools	10 schools	10 schools
Families help plan how they will be involved at the school.	--	4 schools	10 schools	7 schools	6 schools
Parents help to improve our school -- they collect information, observe classes, review materials and visit other schools.	--	2 schools	1 school	3 schools	4 schools
Families and staff have opportunities to learn together how to collaborate to improve student achievement.	2 schools	4 schools	7 schools	10 schools	9 schools

Classroom Teacher Perceptions at the School Level

Four items from the Family Engagement Survey were used as indicators to determine teacher perceptions about the impact of parent engagement on school improvement and student learning. An average of 89% of classroom teachers from all ten schools have positive perceptions about parent engagement at their school. At all school sites, a majority of teachers report that parent engagement is important for student success and helps them be more effective with more students and have a positive impact on school improvement. In Year 6, seven schools had 83% or more teachers indicate they strongly agreed or agreed that engaged parents have a positive impact on school improvement, an increase by two schools over Year 5.

Figure 14: Teacher Perceptions about Parent Engagement at their School

Teacher Perceptions about Parent Engagement at their school	Number of schools with 80% or More Teachers responding "strongly agree" or "agree"			
	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
Parent engagement is important for student success in school.	8 schools	10 schools	10 schools	10 schools
Parent engagement can help teachers to be more effective with more students.	10 schools	10 schools	10 schools	10 schools
The parents at my school that are actively engaged have a positive impact on student learning.	10 schools	9 schools	9 schools	8 schools
The parents at my school that are actively engaged have a positive impact on school improvement.	7 schools	10 schools	5 schools	7 schools

Each year the survey was administered, 88% or more of teachers at all schools felt that parents, when shown how, can learn ways to help their children with schoolwork at home and have strengths that can be tapped to increase student success in school. In Year 6, there was a slight increase in the number of schools with a majority of teachers indicating a parents' ability to help their children learn (6 schools) or helping their children with schoolwork at home (3 schools).

Figure 15: Teacher Perceptions about their Students' Parents

Teacher Perceptions about their Students' Parents	Number of schools with 80% or More Teachers responding "strongly agree" or "agree"			
	Year 2 F14	Year 3 F15	Year 5 S17	Year 6 S18
Every family has strengths that can be tapped to increase student success in school.	10 schools	10 schools	10 schools	10 schools
My student's parents help their children learn.	2 schools	4 schools	3 schools	6 schools
All parents could learn ways to help their children with schoolwork at home, if shown how.	10 schools	10 schools	10 schools	10 schools
My students' parents help their children with schoolwork at home.	2 schools	1 schools	2 schools	3 schools

Parent Perceptions at the School Level

Parents were asked the same Family Engagement Survey items as classroom teachers, school staff and principals. Parent responses were collected in spring 2015/Year3, spring 2016/Year 4, spring 2017/Year 5 and spring 2018/Ext Year 6. Spring 2014/Year 2 was a pilot year and only parents that were school committee members completed the survey; the Year 2 sample size is too small to compare to subsequent years.

Figure 16: Family Engagement Survey, Number of Parent Respondents by School

School	Y3 S15	Y4 S16	Y5 S17	Y6 S18
Central Language Academy	187	230	247	196
Eisenhower	187	338	288	359
Elderberry	432	337	247	164
Heritage	317	372	355	196
Lehigh	307	337	289	304
Lincoln	157	192	304	142
Lowell	256	644	508	306
Martin	630	425	424	251
Martin Luther King Jr.	305	233	327	218
Vineyard	284	347	326	212
Totals	3062	3455	3315	2348

Parents at all schools report encountering family friendly environments at their child's school. In Year 3, Year 4, and Year 5 over 60% of parents at all schools report that office and school staff is welcoming to all families. In Year 5, over 59% of parents at all schools report their child's school has family-friendly signage throughout the campus, an increase of 2% from Year 4.

Figure 17: Parent Perceptions about a Family Friendly Environment

Family Friendly Environment	Number of Schools with 50% or more Parents Responding “A great deal like our school” or “A lot like our school”			
	Year 3 S15	Year 4 S16	Year 5 S17	Year 6 S18
All staff, including bus drivers, security guards, custodians and cafeteria workers welcome all families.	10 schools	10 schools	10 schools	10 schools
Front office staff is friendly - recognize visitors, provide information and answer the phone in a friendly, inviting way.	10 schools	10 schools	10 schools	10 schools
Friendly signs inside and out welcome families and visitors and explain how to get around the building.	9 schools	10 schools	10 schools	10 schools

Parents report favorable relationships between schools and families at all schools. In Year 5, between 69% and 81% of parents at all ten schools indicate they have frequent opportunities to build relationships with other parents at school meetings and activities. Between 72% and 87% of Parents also report that the schools welcome families through tours, bilingual assistance and introduction of families to staff and other families.

Figure 18: Parent Perceptions about Relationships between School and Families

Relationships between School and Families	Number of Schools with 50% or more Parents Responding “A great deal like our school” or “A lot like our school”			
	Year 3 S15	Year 4 S16	Year 5 S17	Year 6 S18
The school welcomes families through tours, bilingual assistance, and introduction of families to staff and other families.	10 schools	10 schools	10 schools	10 schools
Teachers and families have frequent opportunities to get to know each other in meetings, breakfasts, home visits and class observations.	10 schools	10 schools	10 schools	10 schools
It is easy for parents to meet and talk with the <u>principal</u> about their child’s progress, and any issues and concerns.	10 schools	10 schools	10 schools	10 schools
It is easy for parents to meet and talk with <u>teachers</u> about their child’s progress and any issues and concerns.	10 schools	10 schools	10 schools	10 schools
The school recognizes that all parents, regardless of income, educational level or cultural background, are involved in their children’s learning.	10 schools	10 schools	10 schools	10 schools

Overall parents feel that schools engage families in improving student achievement. In Year 3, Year 4, and Year 5 between 72% and 90% of parents at all schools indicated that family programs and activities at their schools focused on student achievement and over 68% felt their schools linked family and community engagement efforts to student learning.

Figure 19: Parent Perceptions about Engaging Families in Improving Student Achievement

Engaging Families in Improving Student Achievement	Number of Schools with 50% or more Parents Responding "A great deal like our school" or "A lot like our school"			
	Year 3 S15	Year 4 S16	Year 5 S17	Year 6 S18
Families and staff have opportunities to learn together how to collaborate to improve student achievement.	10 schools	10 schools	10 schools	10 schools
The school reports to parents about how teachers, parents, and community can work together to make improvement.	10 schools	10 schools	10 schools	10 schools
Parents help to improve our school -- they collect information, observe classes, review materials and visit other schools.	10 schools	10 schools	10 schools	10 schools
The school links family and community engagement efforts to student learning.	10 schools	10 schools	10 schools	10 schools

APPENDIX C

1. Final Report and Supporting Documents Submitted to Abt-i3 Technical Assistance Team, September 2018



CABE PROJECT 2INSPIRE

Impact Study: Report of Findings

i3 Development Grant (CFDA 84.411P)

Award# U411C120057

Grant ID: DEV53

1. Evaluation Design and Contrast Tables

The evaluation design is a single case design of 10 treatment schools, with three time points prior to the intervention (pre-intervention), and three time points after the start of the intervention (post-intervention). This design does not meet What Works Clearinghouse standards for either the group design, or the single case design for the following reasons:

- *Group design.* This is not a group design as it does not have a comparison group. There is no comparison set of schools.
- *Single case design.* This does not meet a single case design because this is only an AB design (pre-intervention/ post-intervention), and does not have at least three attempts to demonstrate intervention effect at three different points, or phases, in time.
- *Confound.* While the outcome uses state assessments, there was a change in the assessment that is confounded with the timing of the intervention. Prior to the intervention, the state used the California State Assessment (CBA). During the intervention, the state changed their assessments to the Smarter Balanced Assessment. Further, the first year of the intervention (2014), the state did not conduct the state assessments.

In total, the evaluation design is shown in Figure 1. There are 10 treatment schools, with a pre-test and post-test design.

Figure 1. Treatment Years and Pre-treatment years for Combined 3rd- 5th Grade Outcomes for Treatment Schools (same for all participating districts)

Spring Pretest 2011	Spring Pretest 2012	Spring Pretest 2013	Spring <i>Year 1</i> 2014	Spring <i>Year 2</i> 2015	Spring <i>Year 3</i> 2016	Spring <i>Year 4</i> 2017
x	x	x	~	T.1	T.2	T.3

N = 10 Treatment Schools. There are no comparison schools.

~ Due to new common core assessment, the state did not report 2014 data using the new Smarter Balanced Assessment.

“x”: indicates a pre-treatment year for the treatment schools. The pre-treatment years use the California State assessments.

“T”: T indicates post-treatment year for the treatment schools. The treatment years use the Smarter Balanced (SB) assessments.

The contrasts and analyses are exploratory, where we will graph the average school mathematics and English Language Arts (ELA) scores, and conduct significance testing between the final year (2017) and the pre-intervention year that is one year prior to the intervention (2013), per WWC guidelines for baseline or pre-test measures. The contrast table is shown in Figure 2.

Figure 2. Contrast Table for Exploratory Analysis

CONTRAST NAME ^a	Treatment Group				Comparison Group		Outcome	
	Design	Condition/Description	Age/grade during intervention	Exposure	Condition/Description	Domain	Unit of observation ^b : Measure [Scale] ^c	Timing of measurement
RQ 1: ENGLISH LANGUAGE ARTS ACHIEVEMENT [10/01/2017]	Pre-post	Project 2INSPIRE school, post intervention a) grade 3 b) grade 4 c) grade 5	a) grades 1-3 b) grades 2-4 c) grades 3-5	3 years	Project 2INSPIRE school, pre-intervention a) grade 3 b) grade 4 c) grade 5	English Language Arts achievement	School: Smarter Balanced Assessment Consortium: ELA a) grade 3 b) grade 4 c) grade 5 [Continuous]	Pre-treatment: Spring 2013 Post-treatment: Spring 2017
RQ 2: MATHEMATICS ACHIEVEMENT [10/01/2017]	Pre-post	Project 2INSPIRE school, post intervention a) grade 3 b) grade 4 c) grade 5	a) grades 1-3 b) grades 2-4 c) grades 3-5	3 years	Project 2INSPIRE school, pre-intervention a) grade 3 b) grade 4 c) grade 5	Mathematics achievement	School: Smarter Balanced Assessment Consortium: Math a) grade 3 b) grade 4 c) grade 5 [Continuous]	Pre-treatment: Spring 2013 Post-treatment: Spring 2017

All outcomes are standardized, where we converted state assessments (scaled scores) into z-scores, using the state population standard deviations. We converted each school's achievement data by grade and by school year, utilizing the standard deviation for the students in that grade, in that given school year. The standard deviation reflects the state-wide student population, obtained through the California Department of Education. For example, a z-score will be calculated for 3rd grade students for each school in the 2011 school year, using the state population mean and standard deviation provided by the California Department of Education, denoted in the formula below:

$$Z = \frac{x - \mu}{\sigma}$$

Where:

\bar{x} is the school-level mean from the annual school report cards. For example, this will be the school-level average of 3rd grade student mean scores for ELA or math.

μ is the mean of the population provided by California Department of Education. For example, this will be the population 3rd grade student mean score for ELA or math.

σ is the standard deviation of the population provided by the California Department of Education. For example, this will be the population 3rd grade student standard deviation for ELA or math.

Once all school*year*grade scores were standardized, we created an average school score by averaging the z-scores from 3rd, 4th, and 5th grades for each school. Specifically, there were 10 schools, within each school, we had 3rd, 4th, and 5th grade state assessment data from years 2011 through 2017. For significance testing, we conducted a paired, two-tailed t-test for ten schools. However, we also conducted a sensitivity analysis utilizing data from 33 school by grade (school by year by grade data). For both analyses, the results were the same with statistical significance.

Again, it is important to note that all means and standard deviations reflect the changes in the state assessment. The scaled score and standard deviation from 2011 through 2013 is the California State Assessment. The scaled score and standard deviation from 2015 through 2017 is the Smarter Balanced Assessment. California Department of Education opted not to test students in the first year of the Smarter Balanced Assessment implementation in 2014. Therefore, while all scores have been standardized, the results should be taken with caution, with no causal interpretations.

2. Exploratory Results of School Outcomes

The analysis of school outcomes is meant to be exploratory in nature. Given that there is no comparison group, the analysis is not designed to determine impacts of the intervention. Rather, the analysis is exploratory in nature to describe trends over time. Also, it is important to note that there is a confound with the assessment where state standards and assessments changed in 2014, coinciding with the intervention. Therefore, while state assessments were standardized (z-score) across years, comparing results between the California State Assessment (CSA), which is the pre-intervention years, and the Smarter Balanced Assessment, which is the post-intervention years, should be done cautiously without interpretation to impacts.

2.1 English Language Arts

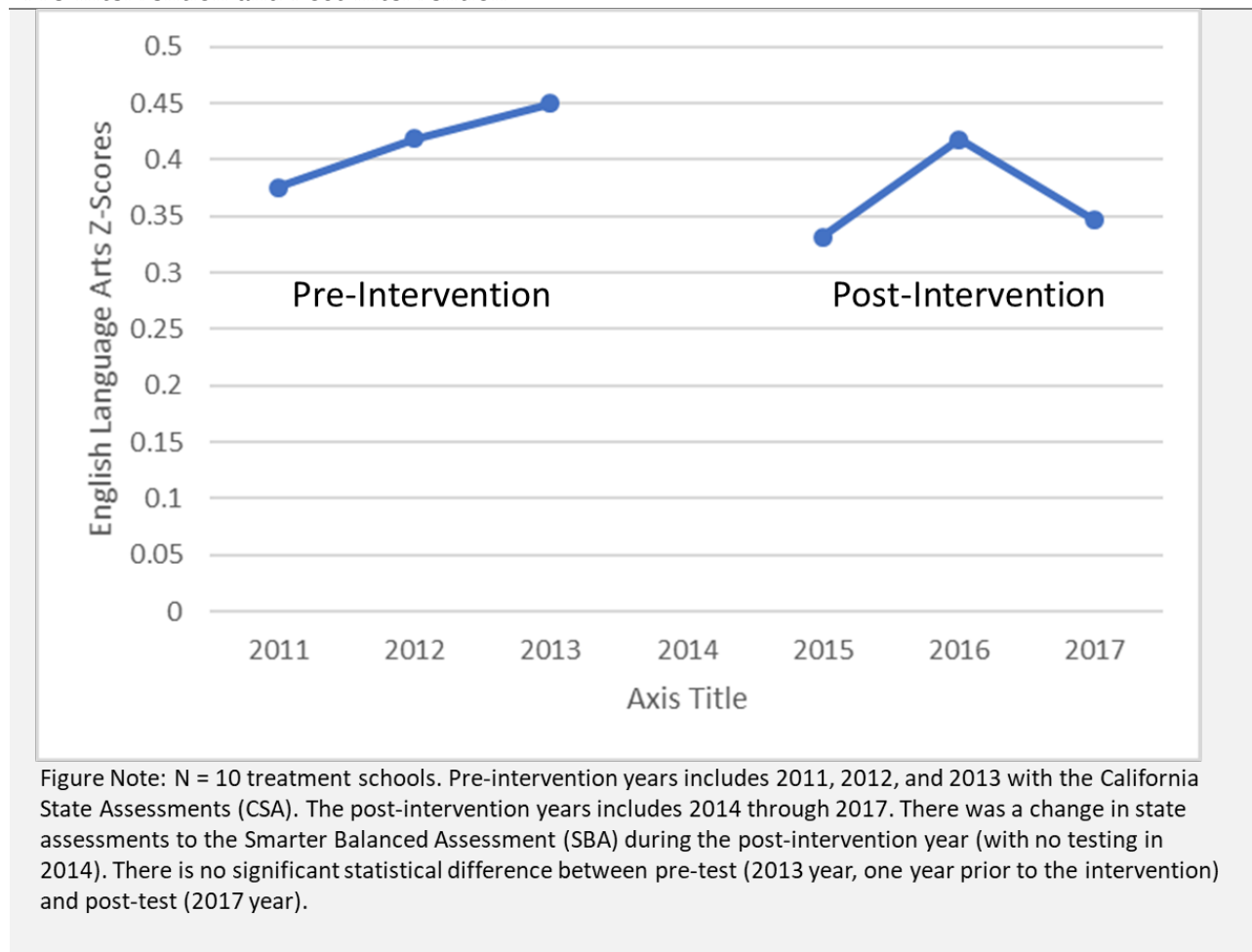
For English and Language Arts (ELA) school outcomes, there were no statistically significant difference between the school pre-intervention score one year prior to the intervention (in 2013), compared to the final intervention score (in 2017). As shown in Figure 3, the mean z-score for ELA in 2013 was .45 (SD = .19), compared to the mean z-score for ELA in 2017 of .35 (SD = .27). Exhibit 4 shows the visual representation of the trends over time.

Figure 3. Descriptive Statistics for English Language Arts Assessment (N = 10 Schools)

SPRING TESTING DATE	Mean	SD	Min	Max
2011	0.38	0.21	-0.12	0.85
2012	0.42	0.19	0.05	0.75
2013	0.45	0.19	0.05	0.81
2014				
2015	0.33	0.31	-0.52	0.87
2016	0.42	0.24	-0.29	0.84
2017	0.35	0.27	-0.22	0.89

Figure Note: All scores were standardized into z-scores. However, the state assessment between 2011 and 2013 represent the California State Assessment. The state assessment between 2015 and 2017 represent the Smarter Balanced Assessment (which also represents changes to the state standards).

Figure 4. Graphical Representation of English Language Arts Assessments Between Pre-Intervention and Post-Intervention



2.2 Mathematics

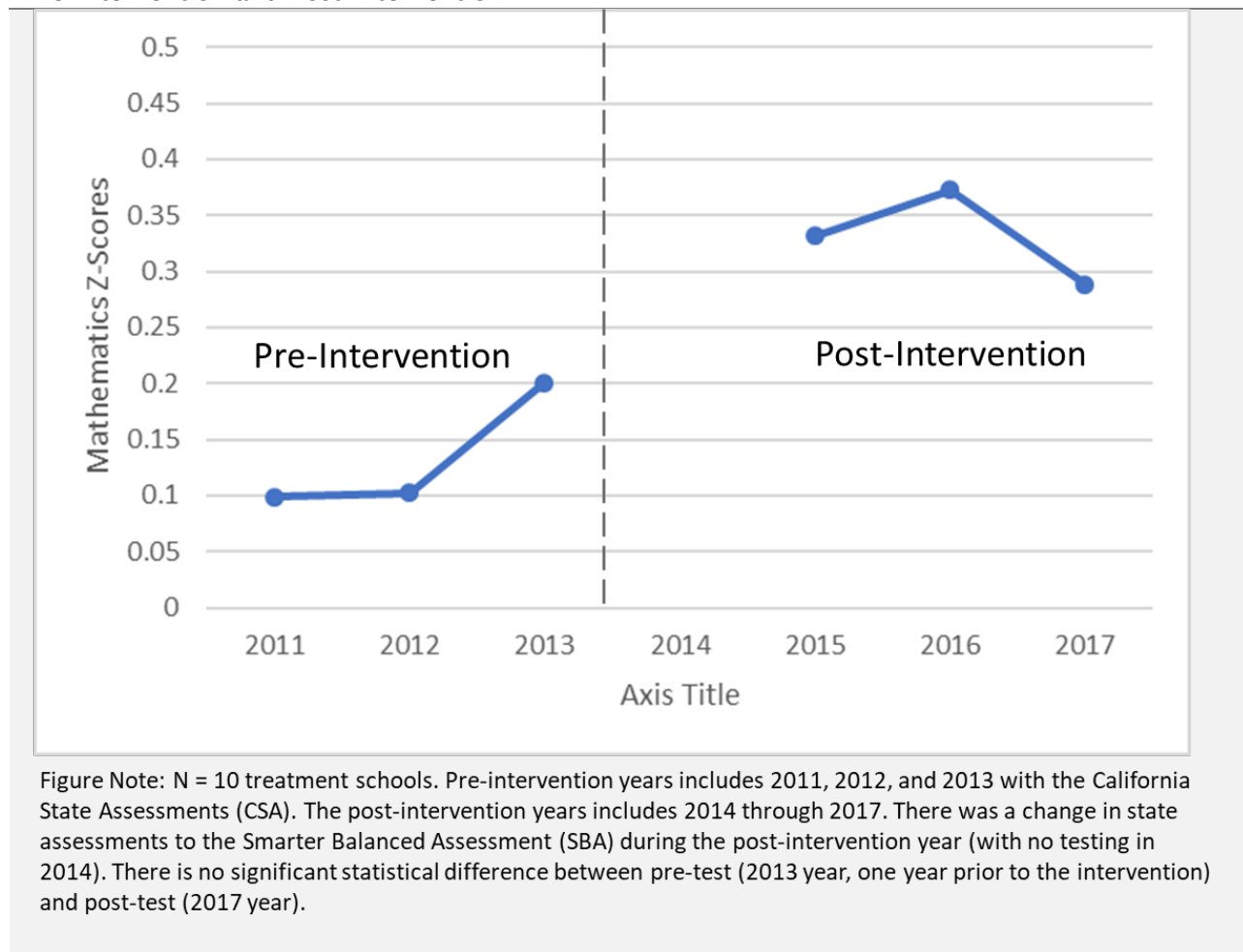
For mathematics school outcomes, there were no statistically significant difference between the school pre-intervention score one year prior to the intervention (in 2013), compared to the final intervention score (in 2017). As shown in Figure 5, the mean z-score for math in 2013 was .20 (SD = .24), compared to the mean z-score for math in 2017 of .29 (SD = .21). Figure 6 shows the visual representation of the trends over time.

Figure 5: Descriptive Statistics for Mathematics Assessment (N = 10 schools)

SPRING TESTING DATE	Mean	SD	Min	Max
2011	0.10	0.29	-0.54	0.73
2012	0.10	0.31	-0.52	0.58
2013	0.20	0.24	-0.38	0.61
2014				
2015	0.33	0.29	-0.54	0.85
2016	0.37	0.22	-0.20	0.85
2017	0.29	0.21	-0.08	0.71

Figure Note: All scores were standardized into z-scores. However, the state assessment between 2011 and 2013 represent the California State Assessment. The state assessment between 2015 and 2017 represent the Smarter Balanced Assessment (which also represents changes to the state standards).

Figure 6: Graphical Representation of Mathematics Assessments Between Pre-Intervention and Post-Intervention





CABE PROJECT 2INSPIRE

Logic Model and Fidelity Matrix

i3 Development Grant (CFDA 84.411P)
Award# U411C120057
Grant ID: DEV53

Narrative Description of Intervention and Logic Model

The Project 2INSPIRE Parent Leadership Development Project (P2I-PLD) is a research-based collaborative project that uses a targeted, school-based reform approach to build capacity of schools and districts in establishing a Family-School-Community Leadership Program that involves all stakeholders--families, community members, teachers, administrators, and other school staff. Project 2INSPIRE is based on research and theory to improve high-need schools with diverse populations. Project 2INSPIRE, builds family awareness and competence in improving their children's educational outcomes; enhances parents' and guardians' knowledge, skills, and abilities to support student learning and school improvement; and engages school staff to support and cultivate positive environments, create family-friendly schools, and build relationships with families that increase their capacity to support their children's educational needs. The theory of action upon which Project 2INSPIRE is based is a systematic and integrated parental engagement and action model that includes shared responsibility, strength-based collaboration, parent ownership and continuous improvement.

Each year of the grant, Project 2INSPIRE trained cohorts of parents in its 36-hour (12, three-hour sessions) Mastery Level Training (MLT). MLT training includes face-to-face training as well as independent research and homework. Beginning in Year 2 of the grant, exceptional "graduates" of the Mastery Level Training were invited to participate in the 48-hour (16, three-hour sessions) Expert Level Training (ELT) program. ELT training includes an additional 4 hours of coaching/mentoring. Over the 5-year grant period, Project 2INSPIRE trained 652 parents at the Mastery Level and 261 parents at the Expert Level at ten schools in the Southern California area.

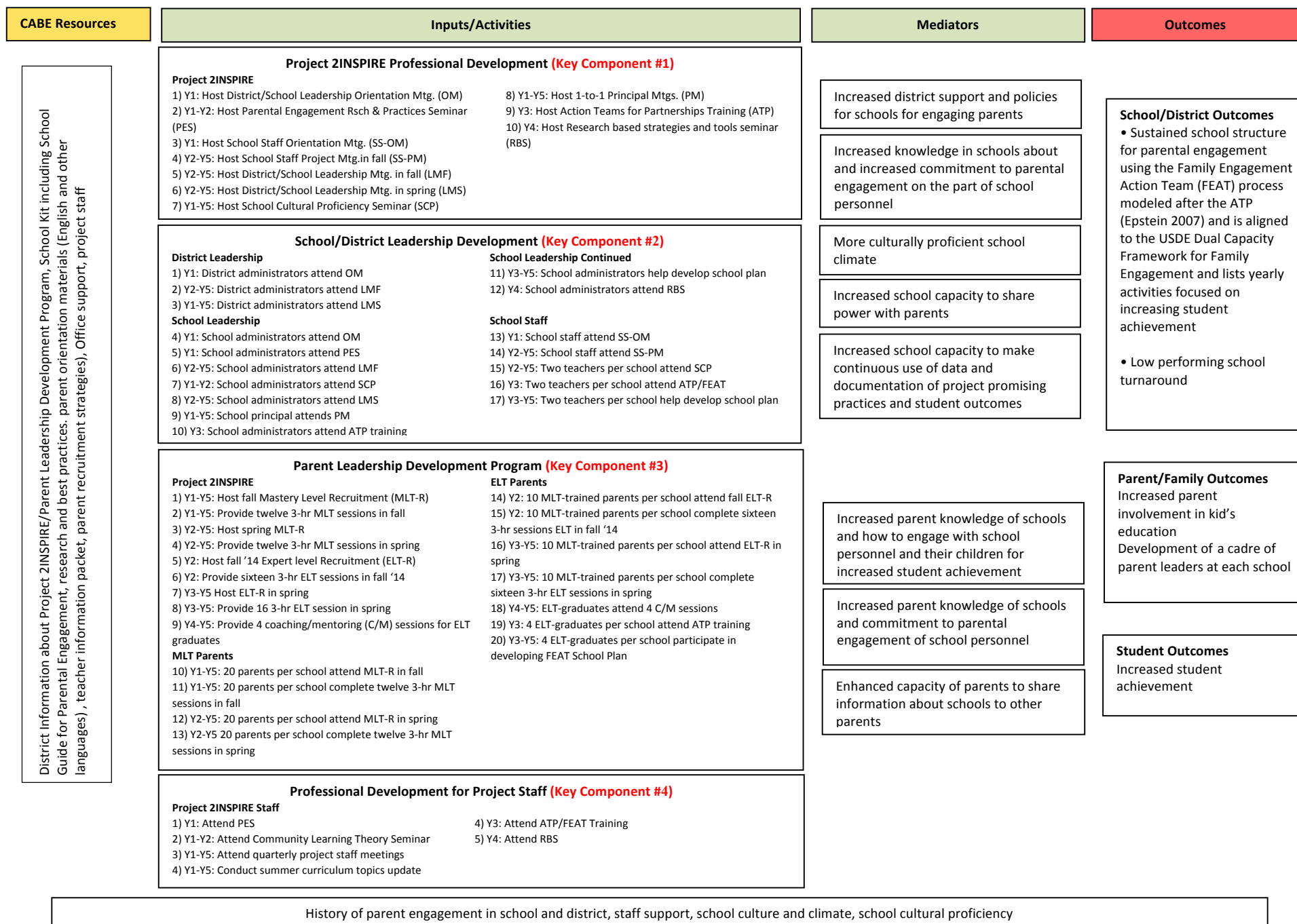
The content of the parent training includes: 1) parents' role in the education of their children and how to engage their children in learning activities in the home; 2) knowledge of school systems, accountability, and curriculum needs of their children; 3) parents' role as advocates for their children and the impact of their engagement on student learning; and 4) their participation in decision making and school leadership committees. Parents who complete the ELT become "Padres Promotores." These are parents who know the community and schools, and become partners with project staff to increase the number of parents participating in the program. The MLT and ELT sessions are facilitated by Parent Specialists who are Project 2INSPIRE staff. They are experienced in working with families, schools, and communities; are experts in conducting the sessions using the 2INSPIRE modules; receive coaching support from project staff; and participate in a community of learning, meeting quarterly to review program components, to share practices and ensure consistency of use of identified methods. In Year 3 of the project, each school established a Family Engagement Action Team (formerly referenced as Action Teams for Partnerships) that were trained to work with stakeholders to develop a plan for continued family involvement. The school teams worked to implement their plans in Years 4 and 5, and provide an infrastructure to sustain their family engagement programs.

By building capacity through ongoing training and support programs, the Project 2INSPIRE Parent Leadership Development Program aims to:

- 1) increase district support and policies related to schools' parental engagement practices;
- 2) increase knowledge in schools about research-based practices related to family-friendly schools and family engagement, and establish a commitment on the part of school personnel to actively engage in these practices;
- 3) increase school capacity to make continuous use of data related to the project's "promising practices" to improve student outcomes;
- 4) increase parents' knowledge of schools and their ability to use this knowledge to engage with school personnel;
- 5) increase parents' commitment to be actively engaged in their child's school; and
- 6) enhance parents' capacity to share school-related information with other parents.

During the five-year i3 grant cycle, CABE examined how building capacity of all stakeholders (district administrators, school administrators, school staff, and parents) to work collaboratively on a shared vision of school improvement would impact student achievement as measured by California's state accountability tests. Each school benefited from the presence of Padres Promotores along with cohorts of MLT parents that worked with teachers, support staff, and administrators to develop and implement a Family Engagement Action Team plan for parent engagement. These plans, built on a foundation of research-based strategies related to school cultural proficiency and parental engagement (on which administrators, school staff, and parents were trained), were developed in Years 3-4 of the grant and implemented in Years 3-5. Fidelity measures for Project 2INSPIRE were calculated annually for all units in which the intervention was delivered and received.

CABE Project 2INSPIRE Logic Model v. April 2017 (i3 Grant – DEV53)



Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – Professional Development (Key Component 1)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: Host District/School Leadership Orientation Meeting (OM)	Attendance roster	0-1	0=did not host OM 1=hosted OM
2	Y1-Y2: Host Parent Engagement Research and Practices Seminar (PES) ¹	Attendance roster	0-1	0=did not host PES 1=hosted PES
3	Y1: Host School Staff Orientation Meeting (SS-OM)	Attendance roster	0-1	0=did not host SS-OM 1=hosted SS-OM
4	Y2-Y5: Host School Staff Project Meeting (SS-PM)	Attendance roster	0-1	0=did not host SS-PM 1=hosted SS-PM
5	Y2-Y5: Host District/School Leadership Mtg in fall (LMF)	Attendance roster	0-1	0=did not host LMF 1=hosted LMF
6	Y2-Y5: Host District/School Leadership Mtg in spring (LMS)	Attendance Roster	0-1	0= did not conduct LMS 1= conducted LMS
7	Y1-Y5: Host School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-1	0= did not conduct SCP 1= conducted SCP
8	Y1-Y5: Host 1-to-1 Principal Meetings (PM)	Attendance Roster	0-1	0= did not conduct PM 1= conducted PM
9	Y3: Host Action Teams for Partnerships Training (ATP)	Attendance Roster	0-1	0= did not conduct ATP 1= conducted ATP
10	Y4: Host Research based strategies and tools seminar (RBS)	Attendance Roster	0-1	0= did not conduct RBS 1= conducted RBS

¹PES offered as needed. In instances where it is not needed, implementation score=1

Fidelity Score for Key Component 1	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 7 + Indicator 8	0-5	0-1= low 2-3 = moderate 4-5= high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 2 + Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 10	0-6	0-2= low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8	0-5	0-1= low 2-3 = moderate 4-5 = high	Fidelity Threshold: 80% of schools at high level

Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – School/District Leadership Development (Key Component 2)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: District administrators attend District/School Orientation Meeting (OM)	Attendance roster	0-1	0=did not attend OM 1=attended OM
2	Y2-Y5: District administrators attend District/School Leadership Meeting fall (LMF)	Attendance roster	0-1	0=did not attend LMF 1=attended LMF
3	Y2-Y5: District administrators attend District/School Leadership Meeting spring (LMS)	Attendance roster	0-1	0=did not attend LMS 1=attend LMS
4	Y1: School administrators attend District/School Orientation Meeting Orientation Meeting (OM)	Attendance roster	0-1	0=did not attend OM 1=attended OM
5	Y1: School administrators attend Parent Engagement Research and Practices Seminar (PES)	Attendance roster	0-1	0=did not attend PES 1=attended PES
6	Y2-Y5: School administrators attend District/School Leadership Meeting fall (LMF)	Attendance Roster	0-1	0=did not attend LMF 1=attended LMF
7	Y1-Y2: School administrators attend School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-1	0= did not attend SCP 1= attended SCP
8	Y2-Y5: School administrators attend District/School Leadership Meeting spring (LMS)	Attendance Roster	0-1	0= did not attend LMS 1= attended LMS
9	Y1-Y5: School administrator attends 1-on-1 Principal Meetings (PM)	Attendance Roster	0-1	0= did not attend PM 1= attended PM
10	Y3: School administrator attends Action Teams for Partnership Training (ATP)	Attendance Roster	0-1	0= did not attend ATP/FEAT 1= attended ATP/FEAT
11	Y3-Y5: School administrators participate in developing Action Team School Plan (SP)	Attendance Roster	0-1	0=did not participate in SP planning mtg. 1=participated in SP planning mtg.
12	Y4: School administrators attend Research Based Strategies and Tools Seminar (RBS)	Attendance Roster	0-1	0=did not attend RBS 1=attended RBS
13	Y1: School staff attend School Staff Orientation Meeting (SS-OM)	Attendance Roster	0-1	0=did not attend SS-OM 1=attended SS-OM
14	Y2-Y5: School staff attend Project Meeting in fall (SS-PM)	Attendance Roster	0-1	0=did not attend SS-PM 1= attended SS-PM

Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – School/District Leadership Development (Key Component 2)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
15	Y2-Y5: Two teachers per school attend School Cultural Proficiency Seminar (SCP)	Attendance Roster	0-2	0=did not attend SCP 1=One teacher attended SCP 2=Two teachers attended SCP
16	Y3: Two teachers per school attend Action Teams for Partnership Training (ATP)	Attendance Roster	0-2	0=did not attend ATP 1=One teacher attended ATP 2=Two teachers attended ATP
17	Y3-Y5: Two teachers per school help to develop the Action Team School Plan (SP)	Attendance Roster Meeting Agenda	0-2	0=teachers did not participate in development of SP 1=One teacher participated in SP planning 2=Two teachers participated in SP planning

Fidelity Score for Key Component 2	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 4 + Indicator 5 + Indicator 7 + Indicator 9 + Indicator 13	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 2 + Indicator 3 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9 + Indicator 14 + Indicator 15	0-10	0-4 = low 5-7 = moderate 8-10 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17	0-14	0-6 = low 7-10 = moderate 11-14 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 17	0-12	0-5 = low 6-9 = moderate 10-12 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 2 + Indicator 3 + Indicator 6 + Indicator 8 + Indicator 9 + Indicator 11 + Indicator 14 + Indicator 15 + Indicator 17	0-11	0-4 = low 5-8 = moderate 9-11 = high	Fidelity Threshold: 80% of schools at high level

Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – Parent Leadership Development Program (Key Component 3)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1-Y5: Host Mastery Level Recruitment session in fall (MLT-R)	Attendance roster	0-1	0=did not host MLT-R in fall 1=hosted MLT-R in fall
2	Y1-Y5: Provide twelve 3-hr MLT sessions in fall	Attendance Roster Final Survey	0-1	0=did not provide twelve 3-hr sessions 1=provided twelve 3-hr sessions
3	Y1-Y5: Twenty parents from each school attend Mastery Level Recruitment session in fall	Attendance Roster	0-4	0= ≤ 10 parents attend MLT recruitment 1=11-14 parents attend MLT recruitment 2=15-17 parents attend MLT recruitment 3= 18-20 parents attend MLT recruitment 4=21 or more parents attend MLT recruitment
4	Y1-Y5: Twenty parents from each school complete twelve 3-hr Mastery Level sessions in fall	Attendance Roster	0-4	0= ≤ 10 parents complete 12 MLT sessions 1= 11-14 parents complete 12 MLT sessions 2=15-17 parents complete 12 MLT sessions 3=18-20 parents complete 12 MLT sessions 4=21 or more parents complete 12 MLT sessions
5	Y2: Host fall '14 Expert Level Recruitment (ELTR)	Attendance Roster	0-1	0=did not host ELT-R in fall '14 1=hosted ELT-R in fall '14
6	Y2: Ten Mastery Level-trained parents from each school attend fall '14 Expert Level Recruitment (ELTR)	Attendance Roster	0-3	0= ≤ 5 parents attend ELT-R in F14 1=6-8 parents attend ELT-R in F14 2=9-10 parents attend ELT-R in F14 3=11 or more parents attend ELT-R in F14
7	Y2: Provide sixteen 3-hr Expert Level sessions in fall '14	Attendance Roster Final Survey	0-1	0=did not provide 16 3-hr ELT sessions in F14 1=provided 16 3-hr ETL sessions in F14
8	Y2: Ten Mastery Level-trained parents from each school complete sixteen 3-hr Expert Level sessions in fall '14	Attendance Roster	0-3	0= ≤ 5 parents complete 16 EL sessions in F14 1=6-8 parents complete 16 EL sessions in F14 2=9-10 parents complete 16 EL sessions in F14 3=11 or more parents complete 16 EL sessions in F14
9	Y2-Y5: Host Mastery Level Recruitment in spring (MLT-R)	Attendance roster	0-1	0=did not host MLT-R in spring 1=hosted MLT-R in spring
10	Y2-Y5: Twenty parents from each school attend Mastery Level Training Recruitment in spring	Attendance Roster	0-4	0= ≤ 10 parents attend MLT recruitment 1=11-14 parents attend MLT recruitment 2=15-17 parents attend MLT recruitment 3= 18-20 parents attend MLT recruitment 4=21 or more parents attend MLT recruitment
11	Y2-Y5: Provide twelve 3-hr Mastery Level sessions in spring	Attendance Roster Final Survey	0-1	0=did not provide twelve 3-hr sessions 1=provided twelve 3-hr sessions
12	Y2-Y5: Twenty parents from each school complete twelve 3-hr Mastery Level Training sessions in spring	Attendance Roster Final Survey	0-4	0= ≤ 10 parents complete 12 sessions 1= 11-14 parents complete 12 sessions 2=15-17 parents complete 12 sessions 3=18-20 parents complete 12 sessions 4=21 or more parents complete 12 sessions

Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – Parent Leadership Development Program (Key Component 3)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
13	Y3: Four Expert Level parents from each school attend Action Team for Partnerships training (ATP)	Attendance Roster	0-2	0=0-1 parents attend ATP 1=2-3 parents attend ATP 2=4 parents attend ATP
14	Y3-Y5: Host spring Expert Level Training Recruitment in spring (ELTR)	Attendance Roster Final Survey	0-1	0=did not host ELTR 1=hosted ELTR
15	Y3-Y5: Ten parents from each school attend Expert Level Training Recruitment session in spring	Attendance Roster	0-3	0= ≤ 5 parents attend ELT recruitment 1=6-8 parents attend ELT recruitment 2=9-10 parents attend ELT recruitment 3=11 or more parents attend ELT recruitment
16	Y3-Y5: Provide sixteen 3-hr Expert Level sessions in spring	Attendance Roster Final Survey	0-1	0=did not provide 16 3-hr ELT sessions 1=provided 16 3-hr ELT sessions
17	Y3-Y5: Ten parents from each school complete sixteen 3-hr ELT sessions in spring	Attendance Roster Final Survey	0-3	0= ≤ 5 parents complete 16 ELT sessions 1=6-8 parents complete 16 ELT sessions 2=9-10 parents complete 16 ELT sessions 3=11 or more parents complete 16 ELT sessions
18	Y3-Y5: Provide four coaching/mentoring sessions for Expert Level Graduates (C/M)	Attendance Roster	0-2	0= did not provide 4 C/M sessions 1= provided 4 C/M sessions
19	Y3-Y5: EL-graduates attend 4 coaching/mentoring (C/M) sessions	Attendance Roster	0-3	0= ≤ 5 parents attend C/M sessions 1= 6-8 parents attend C/M sessions 2= 9-10 parents attend C/M sessions 3=11 or more parents attend C/M sessions
20	Y3-Y5: Four EL-graduates per school participate in development of Action Team School Plan	Attendance Roster	0-2	0=0-1 parents participate in developing SP 1=2-3 parents participate in developing SP 2=4 parents participate in developing SP

Fidelity Score for Key Component 3	Composite	Indicator score at school level	Component Score for Each School	Fidelity Score at Sample Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-10	0-3 = low 4-7 = moderate 8-10 = high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 5 + Indicator 6 + Indicator 7 + Indicator 8 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12	0-28	0-13 = low 14-21 = moderate 22-28 = high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 13 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-37	0-18 = low 19-29 = moderate 30-37 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4 + Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-35	0-17 = low 18-27 = moderate 28-35 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 9 + Indicator 10 + Indicator 11 + Indicator 12 + Indicator 14 + Indicator 15 + Indicator 16 + Indicator 17 + Indicator 18 + Indicator 19 + Indicator 20	0-25	0-12 = low 13-19 = moderate 20-25 = high	Fidelity Threshold: 80% of schools at high level

Measuring Fidelity of Implementation: Project 2INSPIRE (DEV53)

Project 2INSPIRE – Professional Development for Project Staff (Key Component 4)				
Indicator	Operational Definition	Data Source	Indicator score at school level	Implementation score at the school level
1	Y1: Attend Parental Engagement Seminar (PES)	Attendance roster	0-1	0=did not attend PES 1=attended PES
2	Y1-Y2: Attend Community Learning Theory Seminar (CLT)	Attendance roster	0-1	0=did not attend CLT 1=attended CLT
3	Y1-Y5: Attend quarterly project staff meetings	Attendance roster	0-4	0=did not attend quarterly mtg. 1=attended one quarterly mtg. 2=attended two quarterly mtgs. 3=attended three quarterly mtgs. 4=attended all quarterly mtgs.
4	Y1-Y5: Conduct summer curriculum topic updates	Product artifacts	0-1	0=did not conduct curriculum updates 1=conducted curriculum updates
5	Y3: Attend Action Teams for Partnerships Training (ATP)	Attendance roster	0-1	0=did not attend ATP 1=attended ATP
6	Y4: Attend annual Research based Strategies and Tools Seminar (RBS)	Attendance roster	0-1	0=did not attend RBS 1=attended RBS

Fidelity Score for Key Component 4	Composite	Indicator score at School Level	Component Score for each School	Fidelity Score at School Level
Year 1	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-7	0-2 = low 3-5 = moderate 6-7= high	Fidelity Threshold: 80% of schools at high level
Year 2	Indicator 1 + Indicator 2 + Indicator 3 + Indicator 4	0-7	0-2 = low 3-5 = moderate 6-7= high	Fidelity Threshold: 80% of schools at high level
Year 3	Indicator 3 + Indicator 4 + Indicator 5	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 4	Indicator 3 + Indicator 4 + Indicator 6	0-6	0-2 = low 3-4 = moderate 5-6 = high	Fidelity Threshold: 80% of schools at high level
Year 5	Indicator 3 + Indicator 4	0-5	0-1 = low 2-3 = moderate 4-5 = high	Fidelity Threshold: 80% of schools at high level

The National Evaluation of i3 Technical Assistance Team

i3 Data Collection Templates for Reporting Fidelity of Implementation Findings

April 18, 2017

Abt Associates Inc.

Authors

Technical Assistance
Team Leaders



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The National Evaluation of i3 Technical Assistance Team

i3 Data Collection Templates for Reporting Fidelity of Implementation Findings

1.	Logic Model and Fidelity Measure [All Grant Types]	2
2.	Fidelity of Implementation of Intervention(s) by Year [All Grant Types]: Table 2.1.....	3

1. Logic Model and Fidelity Measure [All Grant Types]

Provide a copy of (a) the final intervention logic model and (b) the fidelity measure that was used to generate the results in Table 2.1 below.

1. If there have been **no** changes to the versions of the logic model or fidelity measure that are “registered” with the AR team, there are two options:
 - a. Referring reviewers to the relevant files in the i3 Sharepoint folder for evaluation documents
 - b. Attaching/appendixing the logic model and fidelity measure to this template.
2. If there have been changes to the registered versions of the logic model or fidelity measure, a copy of the revised model or measure should be attached/appendixing to this template.

Please choose one option for submission of the logic model and one option for submission of the fidelity measure to communicate which version the AR team should use in its review.

SUBMISSION OF LOGIC MODEL

Check **one** box below:

Logic model to be reviewed by the AR team is the version that is *currently-registered* with the AR team. There have been no changes to the registered version of the logic model.

- ☐ See file name on Sharepoint, or
- ☐ Logic model is attached/appendixing to this template.

Logic model to be reviewed by the AR team is a revised version. There have been changes to the currently registered version of the model.

- ☒ New logic model is appendixing/attached to this template.

SUBMISSION OF FIDELITY MATRIX

Check **one** box below:

Fidelity matrix to be reviewed by the AR team is the version that is *currently-registered* with the AR team. There have been no changes to the registered version of the fidelity matrix.

- ☐ See file name on Sharepoint, or
- ☐ Fidelity matrix is attached/appendixing to this template.

Fidelity matrix to be reviewed by the AR team is a revised version. There have been changes to the currently registered version of the matrix.

- ☒ New fidelity matrix is appendixing/attached to this template.

2. Fidelity of Implementation of Intervention(s) by Year [All Grant Types]: Table 2.1

Findings from Evaluator Study of Implementation: IMPLEMENTATION YEAR 1

Enter calendar year: January-December 2013 (e.g., 2010-11; Sept. 2011-June 2012; Summer 2012)

Intervention Component	Implementation measure (total number of measurable indicators representing each component)	Sample Size at the Sample Level (# of schools, districts, etc)	Representativeness of sample: Measured on All (A), Some (S), or None (N) of the units representing the intervention group in the impact analyses ^b	Component Level Threshold for Fidelity of Implementation for the Unit that is the Basis for the Sample-Level	Evaluator's Criteria for "Implemented with Fidelity" at Sample Level	Component Level Fidelity Score for the Entire Sample	Implemented with Fidelity? (Yes, No, N/A)
Planned Intervention Activities [i.e., key components]							
P21 Professional Development (Key Component 1)	5 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 7 + Ind 8	10 schools	A	Sum of Implementation scores for relevant indicators = 4-5 (out of 5) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 4-5)	100% (10 of 10 schools)	Yes
School / District Leadership Development (Key Component 2)	6 indicators: Ind 1 + Ind 4 + Ind 5 + Ind 7 + Ind 9 + Ind 13	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high level (score 5-6)	60% (6 of 10 schools)	No
Parent Leadership Development Program (Key Component 3)	4 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4	10 schools	A	Sum of Implementation scores for relevant indicators=8-10 (out of 10) = high fidelity	Implemented with fidelity if at least 80% of schools at high level (8-10)	90% (9 of 10 schools)	Yes
Professional Development for Project Staff (Key Component 4)	4 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4	10 schools	A	Sum of Implementation scores for relevant indicators=6-7 (out of 7) = high fidelity	Implemented with fidelity if at least 80% of schools at high level (score 6-7)	100% (10 of 10 schools)	Yes

^b All: If the intervention group in the impact analysis includes 10 schools and fidelity measurement includes these 10 schools, the evaluator would enter "A" indicating that All of the schools in the impact analysis are represented in the fidelity findings. Some: If the intervention group in the impact analysis includes teachers in grades K to 3 but fidelity is measured only for teachers in Kindergarten, the evaluator would enter "S" indicating that Some of the teachers in the impact analysis are represented in the fidelity findings. None: If the intervention group in the impact analysis includes grades 7 - 9 but fidelity is measured only for grades 5-6, the evaluator would enter "N" indicating that None of the grades in the impact analysis are represented in the fidelity findings.

Findings from Evaluator Study of Implementation: IMPLEMENTATION YEAR 2

Enter calendar year: January-December 2014 (e.g., 2010-11; Sept. 2011-June 2012; Summer 2012)

Intervention Components	Implementation measure (total number of measurable indicators representing each component)	Sample Size at the Sample Level (# of schools, districts, etc)	Representativeness of sample: Measured on All (A), Some (S), or None (N) of the units representing the intervention group in the impact analyses ^b	Component Level Threshold for Fidelity of Implementation for the Unit that is the Basis for the Sample-Level	Evaluator's Criteria for "Implemented with Fidelity" at Sample Level	Component Level Fidelity Score for the Entire Sample	Implemented with Fidelity? (Yes, No, N/A)
Planned Intervention Activities [i.e., key components]							
P2I Professional Development (Key Component 1)	6 indicators: Ind 2 + Ind 4 + Ind 5 + Ind 6 + Ind 7 + Ind 8	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 5-6)	100% (10 of 10 schools)	Yes
School / District Leadership Development (Key Component 2)	9 indicators: Ind 2 + Ind 3 + Ind 5 + Ind 6 + Ind 7 + Ind 8 + Ind 9 + Ind 14 + Ind 15	10 schools	A	Sum of Implementation scores for relevant indicators=8-10 (out of 10) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 8-10)	80% (8 of 10 schools)	Yes
Parent Leadership Development Program (Key Component 3)	12 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4 + Ind 5 + Ind 6 + Ind 7 + Ind 8 + Ind 9 + Ind 10 + Ind 11 + Ind 12	10 schools	A	Sum of Implementation scores for relevant indicators=22-28 (out of 28) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 22-28)	0% (0 of 10 schools)	No
Professional Development for Project Staff (Key Component 4)	4 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4	10 schools	A	Sum of Implementation scores for relevant indicators=6-7 (out of 7) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 6-7)	100% (10 of 10 schools)	Yes
^b All: If the intervention group in the impact analysis includes 10 schools and fidelity measurement includes these 10 schools, the evaluator would enter "A" indicating that All of the schools in the impact analysis are represented in the fidelity findings. Some: If the intervention group in the impact analysis includes teachers in grades K to 3 but fidelity is measured only for teachers in Kindergarten, the evaluator would enter "S" indicating that Some of the teachers in the impact analysis are represented in the fidelity findings. None: If the intervention group in the impact analysis includes grades 7 - 9 but fidelity is measured only for grades 5-6, the evaluator would enter "N" indicating that None of the grades in the impact analysis are represented in the fidelity findings.							

Findings from Evaluator Study of Implementation: IMPLEMENTATION YEAR 3

Enter calendar year: January-December 2015 (e.g., 2010-11; Sept. 2011-June 2012; Summer 2012)

Intervention Components	Implementation measure (total number of measurable indicators representing each component)	Sample Size at the Sample Level (# of schools, districts, etc)	Representativeness of sample: Measured on All (A), Some (S), or None (N) of the units representing the intervention group in the impact analyses ^b	Component Level Threshold for Fidelity of Implementation for the Unit that is the Basis for the Sample-Level	Evaluator's Criteria for "Implemented with Fidelity" at Sample Level	Component Level Fidelity Score for the Entire Sample	Implemented with Fidelity? (Yes, No, N/A)
Planned Intervention Activities [i.e., key components]							
P2I Professional Development (Key Component 1)	6 indicators: Ind 4 + Ind 5 + Ind 6 + Ind 7 + Ind 8 + Ind 9	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 5-6)	100% (10 of 10 schools)	Yes
School / District Leadership Development (Key Component 2)	11 indicators: Ind 2 + Ind 3 + Ind 6 + Ind 8 + Ind 9 + Ind 10 + Ind 11 + Ind 14 + Ind 15 + Ind 16 + Ind 17	10 schools	A	Sum of Implementation scores for relevant indicators=11-14 (out of 14) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 11-14)	50% (5 of 10 schools)	No
Parent Leadership Development Program (Key Component 3)	16 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4 + Ind 9 + Ind 10 + Ind 11 + Ind 12 + Ind 13 + Ind 14 + Ind 15 + Ind 16 + Ind 17 + Ind 18 + Ind 19 + Ind 20	10 schools	A	Sum of Implementation scores for relevant indicators=30-37 (out of 37) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 30-37)	0% (0 of 10 schools)	No
Professional Development for Project Staff (Key Component 4)	3 indicators: Ind 3 + Ind 4 + Ind 5	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 5-6)	100% (10 of 10 schools)	Yes
^b All: If the intervention group in the impact analysis includes 10 schools and fidelity measurement includes these 10 schools, the evaluator would enter "A" indicating that All of the schools in the impact analysis are represented in the fidelity findings. Some: If the intervention group in the impact analysis includes teachers in grades K to 3 but fidelity is measured only for teachers in Kindergarten, the evaluator would enter "S" indicating that Some of the teachers in the impact analysis are represented in the fidelity findings. None: If the intervention group in the impact analysis includes grades 7 - 9 but fidelity is measured only for grades 5-6, the evaluator would enter "N" indicating that None of the grades in the impact analysis are represented in the fidelity findings.							

Findings from Evaluator Study of Implementation: IMPLEMENTATION YEAR 4

Enter calendar year: January-December 2016 (e.g., 2010-11; Sept. 2011-June 2012; Summer 2012)

Intervention Components	Implementation measure (total number of measurable indicators representing each component)	Sample Size at the Sample Level (# of schools, districts, etc)	Representativeness of sample: Measured on All (A), Some (S), or None (N) of the units representing the intervention group in the impact analyses ^b	Component Level Threshold for Fidelity of Implementation for the Unit that is the Basis for the Sample-Level	Evaluator's Criteria for "Implemented with Fidelity" at Sample Level	Component Level Fidelity Score for the Entire Sample	Implemented with Fidelity? (Yes, No, N/A)
Planned Intervention Activities [i.e., key components]							
P2I Professional Development (Key Component 1)	6 indicators: Ind 4 + Ind 5 + Ind 6 + Ind 7 + Ind 8 + Ind 10	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 5-6)	100% (10 of 10 schools)	Yes
School / District Leadership Development (Key Component 2)	10 indicators: Ind 2 + Ind 3 + Ind 6 + Ind 8 + Ind 9 + Ind 11 + Ind 12 + Ind 14 + Ind 15 + Ind 17	10 schools	A	Sum of Implementation scores for relevant indicators=10-12 (out of 12) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 10-12)	60% (6 of 10 schools)	No
Parent Leadership Development Program (Key Component 3)	15 indicators: Ind 1 + Ind 2 + Ind 3 + Ind 4 + Ind 9 + Ind 10 + Ind 11 + Ind 12 + Ind 14 + Ind 15 + Ind 16 + Ind 17 + Ind 18 + Ind 19 + Ind 20	10 schools	A	Sum of Implementation scores for relevant indicators=28-35 (out of 35) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 28-35)	0% (0 of 10 schools)	No
Professional Development for Project Staff (Key Component 4)	3 indicators: Ind 3 + Ind 4 + Ind 6	10 schools	A	Sum of Implementation scores for relevant indicators=5-6 (out of 6) = high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 5-6)	100% (10 of 10 schools)	Yes
^b All: If the intervention group in the impact analysis includes 10 schools and fidelity measurement includes these 10 schools, the evaluator would enter "A" indicating that All of the schools in the impact analysis are represented in the fidelity findings. Some: If the intervention group in the impact analysis includes teachers in grades K to 3 but fidelity is measured only for teachers in Kindergarten, the evaluator would enter "S" indicating that Some of the teachers in the impact analysis are represented in the fidelity findings. None: If the intervention group in the impact analysis includes grades 7 - 9 but fidelity is measured only for grades 5-6, the evaluator would enter "N" indicating that None of the grades in the impact analysis are represented in the fidelity findings.							

Findings from Evaluator Study of Implementation: IMPLEMENTATION YEAR 5

Enter calendar year: January-December 2017 (e.g., 2010-11; Sept. 2011-June 2012; Summer 2012)

Intervention Components	Implementation measure (total number of measurable indicators representing each component)	Sample Size at the Sample Level (# of schools, districts, etc)	Representativeness of sample: Measured on All (A), Some (S), or None (N) of the units representing the intervention group in the impact analyses ^b	Component Level Threshold for Fidelity of Implementation for the Unit that is the Basis for the Sample-Level	Evaluator's Criteria for "Implemented with Fidelity" at Sample Level	Component Level Fidelity Score for the Entire Sample	Implemented with Fidelity? (Yes, No, N/A)
Planned Intervention Activities [i.e., key components]							
P21 Professional Development (Key Component 1)	5 indicators: Ind 4 + Ind 5 + Ind 6 + Ind 7 + Ind 8	10 schools	A	Sum of Implementation scores for relevant indicators=4-5 for high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 4-5)	100% (10 of 10 schools)	Yes
School / District Leadership Development (Key Component 2)	9 indicators: Ind 2 + Ind 3 + Ind 6 + Ind 8 + Ind 9 + Ind 11 + Ind 14 + Ind 15 + Ind 17	10 schools	A	Sum of Implementation scores for relevant indicators=9-11 for high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 9-11)	70% (7 of 10 schools)	No
Parent Leadership Development Program (Key Component 3)	11 indicators: Ind 9 + Ind 10 + Ind 11 + Ind 12 + Ind 14 + Ind 15 + Ind 16 + Ind 17 + Ind 18 + Ind 19 + Ind 20	10 schools	A	Sum of Implementation scores for relevant indicators=20-25 for high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 20-25)	0% (0 of 10 schools)	No
Professional Development for Project Staff (Key Component 4)	2 indicators: Ind 3 + Ind 4	10 schools	A	Sum of Implementation scores for relevant indicators=4-5 for high fidelity	Implemented with fidelity if at least 80% of schools at high fidelity (score 4-5)	100% (10 of 10 schools)	Yes
^b <i>All</i> : If the intervention group in the impact analysis includes 10 schools and fidelity measurement includes these 10 schools, the evaluator would enter "A" indicating that All of the schools in the impact analysis are represented in the fidelity findings. <i>Some</i> : If the intervention group in the impact analysis includes teachers in grades K to 3 but fidelity is measured only for teachers in Kindergarten, the evaluator would enter "S" indicating that Some of the teachers in the impact analysis are represented in the fidelity findings. <i>None</i> : If the intervention group in the impact analysis includes grades 7 - 9 but fidelity is measured only for grades 5-6, the evaluator would enter "N" indicating that None of the grades in the impact analysis are represented in the fidelity findings.							