Evaluation of the CLS English Learner Families For College Program in Moreno Valley Unified School District

Findings from the
Investing In Innovation
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Stephen Price, Ed.D.
Noel Price
Lisa Vang
Mariya A. Yukhymenko-Lescroart, Ph.D.

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Beginning in the 2013-14 school year, the California League of Schools initiated the *CLS English Learner Families For College* program in Moreno Valley Unified School District (MVUSD), a high-poverty, urban-fringe district in Riverside County (east of Los Angeles) that at the time had a low high school graduation rate and high dropout rate. Compared to the county and state, MVUSD has large percentages of students who are Hispanic, qualify for free or reduced-price meals, and are classified as English learners or ELs (California Department of Education, 2015-16, 2016-17). Historically, the percentage of ELs who were proficient in English-language arts dropped below 10 percent by 6th grade and below 5 percent by the 11th grade, an obstacle that impeded EL students' access to college-preparatory curriculum in high school and thereby limited their opportunities to access higher education and careers.

The *CLS English Learner Families For College* (Families For College) program was designed to improve the academic achievement of high-need English learners and students who were recently reclassified as Fluent English Proficient in MVUSD so these students would be able to access and navigate college preparatory curriculum in high school, with the ultimate goal of increasing EL college entry and completion rates. Over five years, the longitudinal program served a cohort of 325 English learners and their families from the beginning of 6th grade at six middle schools through the fall of their 10th grade year at four high schools. The program provided a unique combination of professional development for EL teachers, the EL-focused academic English language curriculum *English 3D*, family engagement strategies, and other academic/social supports for students. Innovative avenues for student, peer, parent,

family, and leadership engagement were implemented in a largely successful attempt to create a college-focused educational community. Targeted academic English instruction using EL-focused curriculum and instruction increased the number of students who became English proficient and achieved grade-level ELA proficiency.

Key Evaluation Findings

- The Families For College program resulted in significantly improved English-language arts (ELA) performance on standardized tests for students classified as English learners. These results were consistent across the six middle schools where the program was implemented, as no significant school-level effects were detected.

- 78% of the cohort students (196 of 250) who began the Families For College program in the fall of 6th grade (2013) as English learners were reclassified as Fluent English Proficient by the fall of 9th grade (2016); 83% of all cohort students reclassified by the fall of 9th grade (2016).

- During focus groups, students reported that using *English 3D* most improved their ability to speak and write more effectively in English. They indicated that the *English 3D* daily lessons provided many more opportunities to practice speaking with partners and present ideas to the whole class. Several students commented that their teachers took extra time to help them correct mistakes, use the right grammar and correct spelling and punctuation errors.

- Most students said their attitude towards school had improved because of their experiences in *English 3D*. They cited their teachers being excited about teaching and caring about student success.

- Cohort teachers interviewed also expressed that, through their *English 3D* class, their students became more confident and were more eager to participate. Students were using more academic vocabulary and their writing had improved. Overall, the students became more proficient in listening, speaking, reading, and writing in English. One teacher commented that her EL students became better writers than her GATE students. Others reported that students' writing was stronger with clearer thesis statements and better supporting evidence. Students were beginning to realize how important language skills were to their future careers and showed an increased interest in going to college. Teachers also reported that their EL students' attendance improved compared to other students.

- Teachers also reported that the professional development they received through the program improved classroom instruction. Improvements included an increase in teacher expectations resulting in more rigorous instruction. Teachers were more confident in using academic vocabulary and in implementing instructional routines more consistently. Teachers also incorporated the instructional routines they learned into their other content classes.

- Findings indicate that the family engagement and student support components experienced successes and challenges. The family workshop component, though high quality, was not accessed by a majority families, which district leaders explained is a common challenge when serving low-income parents due to parent obstacles such as multiple jobs, transportation issues, and caregiving requirements. However, the students interviewed who said their parents attended the workshops felt the workshops

increased parent interest in their academic achievement. Their parents asked them

more frequently about their homework and showed more interested in seeing what

they were studying. They also said their parents were paying more attention to their

attendance and grades. Participating parents were also taking more of an interest in

preparing the students for college.

- Overall, teachers felt the program improved EL parents' engagement with their schools.

Introduction/Background

English learners (ELs) are the fastest growing U.S. school population and constitute 21.4 percent of the total enrollment of California schools (U.S. Language Census, 2016). However, schools are struggling to provide programs and practices that are consistently effective, replicable, and scalable for ELs. Insufficient programs that do not meet students' academic and language development needs result in these students becoming underserved and underachieving (Olsen, 2014). Furthermore, many ELs who have attended U.S schools for years are still not English proficient. Between one quarter and one half of all ELs who enter the primary grades are estimated to become long-term English Learners (LTELs) (Olsen, 2014). The large number of adolescent ELs who have not yet become proficient English speakers indicates that their instructional needs have not been met (Flores, Painter, Harlow-Nash, & Pachon, 2009).

These students have unique language issues including limited knowledge of vocabulary, syntax, and grammar in both English and their native language. Many remain at an intermediate level of English proficiency or below (Olsen, 2010). These EL adolescents must cope with the double demands of learning rigorous content in core courses and a second language (Short & Fitzsimmons, 2007), which contributes to ELs achieving below grade-level academic standards (Olsen, 2010). ELs who are not reclassified are often tracked into lower-level classes and are at a higher risk of not graduating from high school (Kim & Herman, 2009).

In turn, without proper intervention, LTELs are likely to develop characteristics that decrease the likeliness of academic success, such as becoming more passive in classroom activities, dropping out of school at higher rates, and, for those who wish to further their

education, lacking awareness of how to prepare for college. Research in general education reveals that ELs tend to be passive observers during lessons. They rarely contribute to classroom conversations and when they do, the contributions are usually very minimal (Arreaga-Mayer & Perdomo-Rivera, 1996; Ramirez, 1992). Over time they may become tired of trying and decide they are unable to succeed. LTELs are more likely to take longer to complete their credits and more likely to drop out of school. As a result, they graduate at substantially lower rates (Callahan, 2013, Gwynne et al., 2012; Kim, 2011). The majority of English learners express a desire to go to college. However, they are often unaware of college entrance requirements, including the coursework needed, required GPA, and minimum entrance exam scores. Many assume they are qualified for college when, unfortunately, they are not (Olsen, 2014).

As a result, it is imperative that schools develop and implement programs to address the needs of ELs with a focus on preventing the occurrence of LTELs in middle and high school by reclassifying ELs as Fluent English Proficient students. The stakes are high; the rigor of new national K-12 standards and assessments has increased, and the workplace now demands workers with sophisticated language skills (Dutro & Kinsella, 2010). Fortunately, there is promising research from the field with recommendations of components that programs need to succeed in reclassifying ELs. The California League of Middle Schools (CLMS) and partners developed the English Learner Families For College (*Families For College*) program based on these recommendations. This report describes the program and the research used for its development as well as the impacts it had on middle and high school English Learners.

Project Description

Beginning in the 2013-14 school year, the California League of Schools initiated the *CLS English Learner Families For College* (Families For College) program in Moreno Valley Unified School District (MVUSD), a high-poverty, urban-fringe district in Riverside County (east of Los Angeles) that at the time had a low high school graduation rate and high dropout rate. Compared to the county and state, MVUSD has large percentages of students who are Hispanic, qualify for free or reduced-price meals, and are classified as English learners or ELs (California Department of Education, 2015-16, 2016-17). Historically, the percentage of ELs who were proficient in English-language arts dropped below 10 percent by 6th grade and below 5 percent by the 11th grade, an obstacle that impeded EL students' access to college-preparatory curriculum in high school and thereby limited their opportunities to access higher education and careers.

The program was designed to improve the academic achievement of high-need, long-term English learners (LTELs) and students who were recently reclassified as Fluent English Proficient in MVUSD, setting the stage for improved college entry and completion rates. The five-year program served a cohort of 325 English learners and their families from the beginning of 6th grade at six middle schools through the fall of their 10th grade year at four high schools. It provided a unique combination of professional development for EL teachers, academic language and family engagement strategies and curricula, and academic and social supports for students. Innovative avenues for student, peer, teacher, family, and leadership engagement led to a college-focused educational community. Targeted academic English instruction using EL-

focused curricula, instruction, and assessment in particular positioned students for reclassification as Fluent English Proficient and led to gains in grade-level ELA proficiency. Academic resources were concentrated in grades 6-8 so cohort students could reclassify by the start of high school, enabling access to the high school core curriculum. The following is a description of the program and how it addressed research-based recommendations.

English 3D

A key recommendation from Olsen (2010) is the use of appropriate, intensive, and effective English Language Development materials and academic content materials to promote access to the core content. In addition, ELs need dedicated time for second-language learning and practice, as content teaching does not effectively teach language skills (Gersten & Baker, 2000; Ramirez, 1992). Therefore, Families For College adopted a curriculum, *English 3D*, for daily use with EL students. Dr. Kate Kinsella is the author of *English 3D,* a Common Core State Standards and California English Language Development Standards aligned curriculum for long-term ELs published by Houghton Mifflin Harcourt. Dr. Kinsella provided the initial training for teachers and administrators, and oversaw the implementation of *English 3D*. Theresa Hancock, Dr. Kinsella's lead associate who is not affiliated with the publisher, directly trained all of the grade-level cohorts of 12 EL teachers (grades 6-8) by extensively modeling lessons and the key instructional routines required to successfully implement *English 3D*. Each year, teachers participated in 10 days of *English 3D* training, classroom coaching, and customized follow-up support sessions. Each teacher provided one period of core English-language arts with a second designated period of academic language instruction using *English 3D*. Teachers also worked collaboratively in Professional Learning Communities during each of the trainings, at their

school sites, and on Edmodo (an online communication tool) with a focus on *English 3D* curriculum: lesson planning, reflection, and improvement. Guided by Theresa Hancock, the teachers used this time to practice and plan lessons, share success and challenges, and to refine implementation of *English 3D*.

In addition to teacher training, school principals also received training in *English 3D* by Dr. Kinsella and Theresa Hancock. Theresa guided principals and district leadership during observations of grade-level cohort teachers to identify trends and to inform the subsequent day of follow-up training. Principals learned to identify key features of the *English 3D* instructional routines and discussed strategies to further support teachers. Principals also identified ways to protect teachers from additional initiatives and demands while participating in program. Finally, to strengthen their understanding of Dr. Kinsella's work with response frames, a key attribute in *English 3D* lessons, principals delivered mini-lessons with their teachers. These mini-lessons not only strengthened each principal's understanding of the curricula, but strengthened their credibility with teachers when conducting observations. Many principals expressed a deeper understanding of language-focused instruction as a result of the trainings and guided observations.

English 3D, a Common Core Standards and California ELD standards aligned curriculum*,* was specifically designed to accelerate language development for ELs who have functional social interactions using English, but lack the more advanced linguistic knowledge and skills required for more complex classroom content. Language acceleration is accomplished through a series of lessons and instructional routines derived from research-based principles designed

to dramatically to increase student's verbal and written interactions using academic English and to better prepare learners for more complex coursework.

The Families For College program also addressed the needs of students from culturally diverse backgrounds. These students may not share the same experiences as their peers and this may limit their ability to comprehend academic content (Jimenez, Garcia, & Pearson, 1996). Providing direct experiences or helping learners recall or add to relevant background knowledge through brainstorming increases the likelihood of learning and retention. Adding to students' background knowledge, including personal, cultural, or academic aspects, expands and extends their schema, thereby aiding their comprehension of content (Echevarra, Vogt, & Short, 2007). *English 3D* includes instruction to extend prior knowledge of language and content using these strategies. This is accomplished through enhancing prior knowledge and building and using critical vocabulary.

During this dedicated ELD period, students are explicitly taught language elements and use consistent instructional routines. Instruction that helps English learners see specific linguistic elements makes it more likely that students will acquire them (Spada & Lightbown, 2008). Teachers also model articulate verbal use of English using complete sentences, precise vocabulary, and a more formal register. Students are also exposed to engaging and effectively written academic English with the intent on using these exemplars as models for their own writing. Providing models of exemplary writing assists students in developing their own written academic discourse (Wong, Filmore & Snow, 2000). Language targets are included in peer interactions as they have been shown to increases gains in oral language proficiency (Saunders & Goldberg, 2010), which in turn leads to gains in reading and writing competency (August &

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Shanahan, 2006). Student language production is consciously monitored by the teacher with timely productive feedback given for verbal errors.

Family Engagement

Two parent components of Families For College, Family Academies and Family Advisory Boards, were designed to increase parent and family engagement to improve the achievement of EL students. For ELs to be successful, schools must ensure that parents are provided the resources and knowledge needed to monitor the impact of educational experiences on their children and determine whether their children are progressing normatively. Only then can parents of ELs play an active role in helping to shape their children's education and future (Olsen, 2010). Families In Schools (FIS), a community-based, nonprofit organization, provided guidance and training in both of the family components through a train-the-trainer model designed to build true partnerships among teachers, students, and parents. FIS trained cohort teachers to implement a series of 23 Family Academy sessions over a four-year period using FIS curricula. The Families For College teachers themselves delivered the courses with assistance from counselors and parent leaders. The goal of the trainings was to assist parents of ELs to better understand their role in improving their children's educational outcomes, to learn how they could best help their children navigate the needed steps to attend college, and to see what resources and strategies low-income families could apply to afford college (such as attending community colleges and then transferring to four-year institutions or seeking need and merit scholarships). Family Advisory Boards were created to support school improvement and cultivate a welcoming school environment. They were composed of site teams that included an administrator, a front office manager, an EL specialist, and parent and student representatives.

In informal interviews by program staff with teachers following the program's completion, teachers expressed a similar perspective: that the family academies in particular had built real college-going community, and that the personal relationships formed between parents and teachers were worth the extra effort on behalf of the teachers because the sense of belonging and high academic expectations that resulted for students translated to increased motivation (K. Sandberg, personal communication, June 10, 2018).

Early Warning Indicators

Teachers used Early Warning Indicators to monitor the attendance, behavior, and course grades of cohort students. The implementation and use of mechanisms to collect data on ELs provides early identification of EL needs and leads to more timely and effective interventions (Olsen, 2010). The Early Warning Indicators were developed by the American Institutes for Research and were based on the work of Dr. Robert Balfanz, who identified middle school attendance, behavior (discipline), and course performance as indicators of dropping out of high school (Balfanz & Herzog, 2009). Anecdotal evidence in the form of teacher interviews by program staff suggests that the early warning indicators were not used extensively or consistently, so they are not thought to have had significant impact on program results. Rather, what was thought to make a difference in this area was the mandatory annual cohort student self-review of their GPAs, standardized test results, and state English learner development test results (as applicable). Students monitored these performance indicators, recorded them in their own writing, and wrote how their progress related to becoming Fluent English Proficient/achieving grade-level language proficiency in regard to their college and career goals. They then discussed these results with their teachers, who later noted that this

component fostered internal motivation in the students by linking their present-day behavior and effort to their future success (K. Sandberg, personal communication, June 10, 2018).

Technology

The project used technology to assist students in monitoring their academic progress and connecting with their peer mentors. Training for using Chromebooks, Google Apps for Education, and Edmodo (a protected online community for educators) was provided to cohort teachers, peer mentors, and high school counselors. As mentioned earlier, cohort students created academic plans in Google Drive to track their progress toward qualifying for college preparatory curriculum in high school. Students updated their plans each middle school year and shared progress with parents through Chromebook-created videos or in person. In the third year, a number of students created digital portfolios in Google Drive to share exemplars of their work. For the middle school years, technology provided the medium through which peer mentors communicated with their mentees.

Mentoring

Families For College also provided a mentorship component for cohort students. To promote a college-going culture, 6th-grade cohort students were paired with college-bound 9th-graders, high achievers from similar backgrounds, who provided longitudinal peer support to cohort students from 6th to 9th grade. Counselors at cohort students' destination high schools provided adult mentoring to cohort students as well. Peer mentors connected first digitally on Edmodo using Chromebooks during middle school and then in-person during high school, so that incoming cohort student freshmen knew at least one high school senior, their peer mentor, well and could count on them as a positive influence in their college-going plans.

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In the informal interviews conducted with teachers and district liaisons after the program ended, the general perspective was that mentoring was useful and potentially could be even more valuable in future iterations of the program given several changes:

- Limit digital peer mentoring to the final year of middle school to keep interactions high quality, focused, and more relevant with the prospect of high school on the horizon for cohort students.

- Arrange for an in-person bridge activity between the peer mentors and mentees during the summer prior to eighth grade for the cohort students so mentees could meet their mentor in person prior to conversing digitally over the coming school year.

- Provide a focused curriculum with questions and goals to guide every online interaction (this step was taken by the Peer Mentor Coordinator for the project).

- Build college visits into the program so cohort students and perhaps peer mentors could experience college environments together, to include a variety of options such as a community college, a four-year public university, and a private college or university (this step was taken during the program; the district funded buses and substitute costs to enable college visits to occur when the teachers realized this would be a helpful activity).

District leaders noted that serving in the role of peer mentor was valuable for the older students as well. Peer mentor incentives included receiving a $1,000 college scholarship and keeping the Chromebook upon successful completion of mentoring activities. Because the peer

mentors were also from low-income, non-college-going backgrounds, serving in this role

sharpened their resolve to attend college.

Impact on English Language Development

Methodology

       To measure the impact of the Families For College program on the achievement of ELs, an interrupted time series design was conducted, applying a multi-level model (students within schools) and using state standardized test scores in English-language arts (ELA) as the outcome measure. California schools administer grade-level state standardized tests each year in May. This study included measures for cohort students from two pre-intervention years (4th and 5th grades) and two post-intervention years (7th and 8th grades). Only students for whom all four test scores were available were included in the analysis. California schools did not administer a state standardized test in May of 2014, when cohort students were in 6th grade. Because the state standardized test given in the years prior to intervention (California Standards Test) differed from the test given after the intervention (California Assessment of Student Performance and Progress), raw scores for each student were converted to z-scores. Z-scores were calculated separately for each testing year, based on statewide means and standard deviations for the grade level of the cohort.

Data Analysis

       A longitudinal hierarchical linear modeling (HLM) (Raudenbush & Bryk, 2002) was used to examine the impact of the Families For College program on the achievement of ELs using state standardized test scores in English-language arts (ELA) as the outcome measure with four waves of data. In longitudinal HLM, level-1 represents time and level-2 represents an individual (i.e., repeated observations are nested within individuals), which allows exploring change in scores across time.

Level-1 Model (time: repeated observations)
$ELA\_Z_{ti} = \pi_{0i} + \pi_{1i}*(T12_{ti}) + \pi_{2i}*(T23_{ti}) + \pi_{3i}*(T34_{ti}) + e_{ti}$
Level-2 Model (student)
$\pi_{0i} = \beta_{00} + r_{0i}$ $\pi_{1i} = \beta_{10} + r_{1i}$ $\pi_{2i} = \beta_{20} + r_{2i}$ $\pi_{3i} = \beta_{30} + r_{3i}$

In this model, π_{0i} is an intercept representing the predicted level of English in the 4th grade; π_{1i}, π_{2i}, and π_{3i} are three slopes representing the growth rate between the 4th and 5th grades, between the 5th and 7th grades, and between the 7th and 8th grades, respectively; e_{ti} is within person (measurement) error; r_{0i} is the between-person variance in predicted level of English in the 4th grade; and r_{1i}, r_{2i}, and r_{3i} are between-person variance in the growth rate between the 4th and 5th grades, between the 5th and 7th grades, and between the 7th and 8th grades, respectively. An important feature of the longitudinal HLM is that the growth parameters vary across individuals (Raudenbush & Bryk, 2002), which was reflected in the random-coefficient regression model.
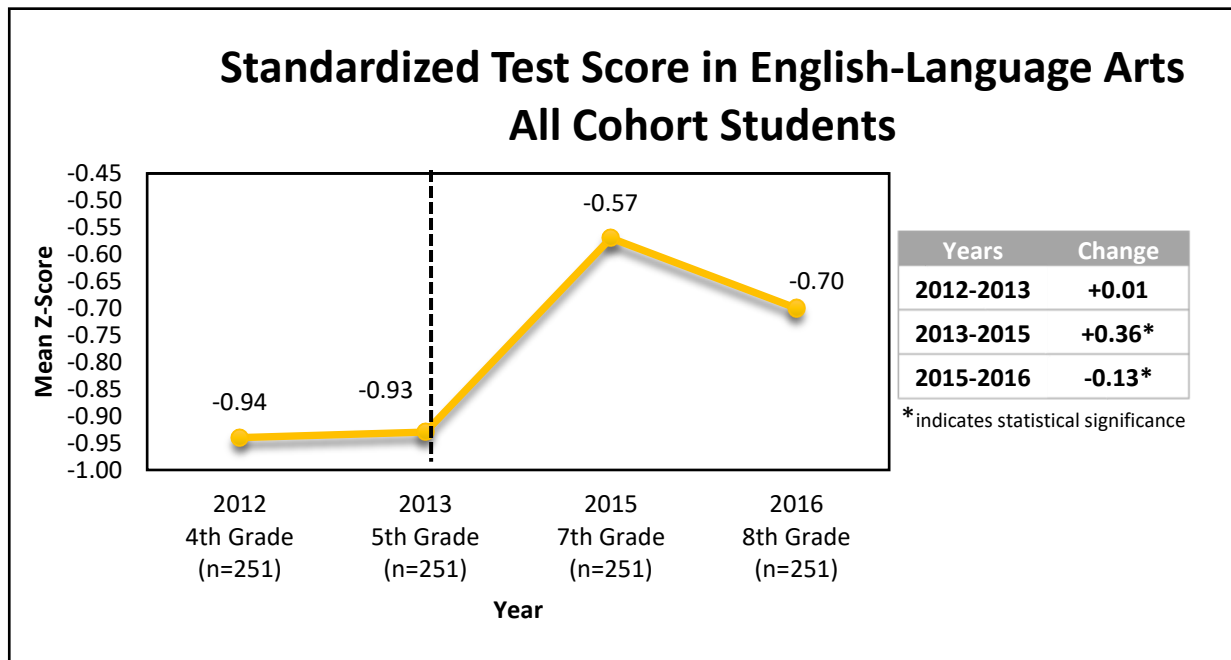
This study included measures for cohort students from two pre-intervention years (4th and 5th grades) and two post-intervention years (7th and 8th grades). Therefore, for substantive reasons, we chose to use a piecewise linear growth model, which allows testing individual linear growth for each wave. Thus, we modeled three slopes to test individual linear

growth between the 4th and 5th grades, between the 5th and 7th grades, and between the 7th and 8th grades.

Results

In the two years prior to beginning the Families For College program, cohort students scored .94 and .93 standard deviations below their same-grade peers on the state standardized ELA test. After two years of participation in the Families For College program, cohort students in the 7th grade demonstrated a significantly higher mean standardized ELA score when compared to their 5th grade (last pre-intervention) year (Figure 1). They showed a mean gain of .36 standard deviations relative to their same-grade peers in the state norming sample, with a high level of statistical significance ($p < .0001$). After three years of participation, the mean score of cohort students in the 8th grade remained .23 standard deviations higher than in their 5th grade year, also with a high level of statistical significance ($p < .0001$). In addition to the impact on state standardized test scores in ELA, 78% of students (196 of 250) who began the program in the fall of 6th grade (2013) as English learners were reclassified as Fluent English Proficient by the fall of 9th grade (2016).

Figure 1

**Standardized Test Score in English-Language Arts
All Cohort Students**

Years	Change
2012-2013	+0.01
2013-2015	+0.36*
2015-2016	-0.13*

*indicates statistical significance

In summary, the Families For College program resulted in significantly improved performance on standardized tests of ELA for students classified as English learners, which contributed to reclassification for a majority. These results were consistent across the six middle schools where the program was implemented, as no significant school-level effects were detected. Detailed information about the statistical significance of the slopes is reported in Table 1.

Table 1. *Final estimation of fixed effects with robust standard errors*

Fixed Effect	Coefficient	Standard error	*t*-ratio	Approx. d.f.	*p*-value
For INTRCPT1, π_0					
INTRCPT2, β_{00}	-0.94	0.03	-26.98	250	<0.001
INTRCPT2, β_{10}	0.01	0.04	0.18	250	0.859
INTRCPT2, β_{20}	0.36	0.04	10.14	250	<0.001
INTRCPT2, β_{30}	-0.13	0.03	-4.23	250	<0.001

Table 2 shows that the change between 4th and 5th grade and the change between 5th and 7th grade varied significantly across students, whereas between 7th and 8th grade students did not vary significantly in their change.

Table 2. *Final estimation of variance components*

Random Effect	Standard Deviation	Variance Component	d.f.	χ^2	*p*-value
INTRCPT1, r_0	0.43	0.19	250	653.01	<0.001
T12 slope, r_1	0.32	0.10	250	358.09	<0.001
T23 slope, r_2	0.29	0.09	250	341.45	<0.001
T34 slope, r_3	0.14	0.02	250	271.79	0.164
level-1, e	0.34	0.12			

Limitations

The study was originally designed as Quasi-Experimental Design (QED) with a control group to be drawn within the district. The planned control group was to consist of EL students from the same schools, grade levels, and EL levels in 5th grade that did not participate in the program. The project was expanded to include additional EL students from the original cohort so that more students could benefit from the program. However, due to this change, there was not a sufficient pool of potential control students at these schools. In response, control schools with similar characteristics were selected and a request for their standardized test data was submitted to the California Department of Education (CDE). During this time-period, CDE had an indefinite moratorium on fulfilling data requests related to the Smarter Balanced Assessment Consortium (SBAC). Therefore, student control group data was not available for the original study design and a single group interrupted series design was employed instead. Using the originally planned QED would have improved the study.

The study was limited to a single district where the treatment was implemented with all district middle schools (serving grades 6-8) being included in the study. This prevented the study to control for district-level factors (extraneous variables) that might have influenced the outcomes. California also changed its standardized test from the California State Test (CST) to the SBAC during the study. This resulted in pre-treatment measures from the CST and post-treatment measures from the SBAC. To compare the two sets of data, Z-scores were used. Also, California did not administer a standardized test in 2014 resulting in the inability to measure year-1 effects. The study would be improved if a consistent standardized test were used for all of the years analyzed.

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Fidelity of Implementation

ERC collected data throughout four years of the Families For College Project to determine the extent to which each component was implemented with fidelity. Project activities were categorized into four components for which fidelity of implementation was assessed: 1) Professional Development, 2) Support, 3) Student Participation, and 4) Family Participation. Numbers of teachers, students, or parents served or participating within each component were used to calculate component-level implementation fidelity for each participating school. For years 1 – 3 (when student participants were in the 6th through 8th grades), fidelity was assessed for six middle schools. For year 4 (when student participants were in the 9th grade), fidelity was assessed at four high schools. Scoring rubrics for each of the four components are included as an appendix and described in this section.

Component 1: Professional Development

- **English 3D training (years 1 - 3):** A cohort of twelve EL teachers (two from each participating middle school) was expected to participate in seven days of English 3D training and observation for each of the three school years (6th grade teachers in the first year, 7th grade teachers in the second year, and 8th grade teachers in the third year). Sign-in sheets from training dates were collected as the source of data for this measure.

- **Early Warning Indicators System (EWIS) training (years 1 - 3):** A cohort of twelve EL teachers (two from each participating middle school) was expected to receive two hours of EWIS training per school year (6th grade teachers in the first year, 7th grade teachers

in the second year, and 8th grade teachers in the third year). Sign-in sheets from training dates were collected as the source of data for this measure.

- **Technology training for teachers (years 1 - 3):** A cohort of twelve EL teachers (two from each participating middle school) was expected to receive four hours of technology training each school year. (6th grade teachers in the first year, 7th grade teachers in the second year, and 8th grade teachers in the third year). Sign-in sheets from training were collected as the source of data for this measure.

- **Training for teachers to provide Families For College Academy sessions (years 1 - 3):** A cohort of twelve EL teachers (two from each participating middle school) was expected to receive either one or two days of training (depending on grade level) to provide Families For College Academy training each school year (6th grade teachers in the first year, 7th grade teachers in the second year, and 8th grade teachers in the third year). Sixth and 8th grade teachers were expected to receive two days of training. Seventh grade teachers were expected to receive one. Sign-in sheets from training were collected as the source of data for this measure.

- **Training for counselors to provide Families For College Academy sessions (year 4):** A cohort of four counselors (one from each participating high school) was expected to receive one day of training (depending on grade level) to provide Families For College Academy training. Sign-in sheets from training were collected as the source of data for this measure.

Component 2: Support

- **Site-level professional learning communities (PLCs) (years 1 - 3):** A cohort of twelve EL teachers (two from each participating middle school) was expected to participate in one site-level PLC meeting per month during each of three school years (6th grade teachers in the first year, 7th grade teachers in the second year, and 8th grade teachers in the third year). Sign-in sheets and meeting agendas were collected as the sources of data for this measure.

- **Family Advisory Boards (years 1 - 3):** Family Advisory Boards that included EL teachers, assistant principals, office managers, site EL specialists, students and parents were expected to meet three times per year at each participating middle school. Sign-in sheets and meeting minutes were collected as the sources of data for this measure.

- **Peer Mentoring (years 1 - 4):** Each participating student was expected to receive at least one peer mentoring contact per month for each of four school years (6th through 9th grade). Since students received peer mentoring electronically in 6th through 8th grade, Edmodo social learning software was used to track mentoring contacts. Mentoring logs were used to record in-person mentoring sessions for students in 9th grade.

- **Counselor Contacts (years 1 - 4):** Each participating student was expected to receive at least one contact from a high school counselor per month for each of four school years (6th through 9th grade).

Component 3: Student Participation

- **English 3D classes (years 1 - 3):** The participating cohort of EL students was expected to complete English 3D classes in each of three school years (6th through 8th grade) as

measured by grade reports. Students' final academic grades were used as a measure of class completion each year.

- **Family Advisory Boards (years 2 - 3):** Three students from each participating middle school were expected to serve on Family Advisory Boards during each of two school years (7th and 8th grade). Sign-in sheets from Family Advisory Board meetings were collected as the source of data for this measure.

Component 4: Family Participation

- **Families in Schools Academy Sessions (years 1 - 4):** Families were expected to attend a series of 23 sessions. Sign-in sheets were collected as the source of data for this measure.

- **Family Advisory Boards (years 2 - 3):** Three parents from each participating middle school were expected to serve on Family Advisory Boards during each of two school years (when cohort students were in 7th and 8th grade). Sign-in sheets from Family Advisory Board meetings were collected as the source of data for this measure.

Table 1 shows the percentages of schools where each component was implemented with fidelity by year.

Table 1. Fidelity of Implementation Summary Table
Percentage of Schools Where Program Was Implemented with Fidelity
By Component and Year

Component	Criteria	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17
Professional Development	# Schools Met Fidelity	6	6	6	1
	Total Schools	6	6	6	4
	% Schools Met Fidelity	**100.0%**	**100.0%**	**100.0%**	**25.0%**
Support	# Schools Met Fidelity	4	5	3	1
	Total Schools	6	6	6	4
	% Schools Met Fidelity	**66.7%**	**83.3%**	**50.0%**	**25.0%**
Student Participation	# Schools Met Fidelity	6	0	5	N/A
	Total Schools	6	6	6	N/A
	% Schools Met Fidelity	**100.0%**	**0.0%**	**83.3%**	**N/A**
Family Participation*	# Schools Met Fidelity	N/A	1	6	0
	Total Schools	N/A	6	6	4
	% Schools Met Fidelity	**N/A**	**16.7%**	**100.0%**	**0.0%**

- Although Families in Schools Academy sessions were implemented during all four years of the project, a fidelity score was only calculated in year four (based on the number of families who attended over four years). This activity did not affect fidelity scores for years one through three.

Qualitative Evaluation Findings

Teacher Focus Groups

Between 2014 and 2016, annual focus groups were held with the teachers who participated in the Families For College program. These focus groups were held each February at the California League of Middle Schools Annual Conference in Sacramento, California. Focus groups were conducted among program teachers receiving English 3D training each year (2014: nine 6th grade teachers, 2015: nine 7th grade teachers, and 2016: seven 8th grade teachers). Focus groups yielded similar findings all three years which are summarized in this section.

Finding 1: Schools participating in the Families For College Program took active steps to create a welcoming environment for parents of English Learner (EL) students.

February 2014: 6th Grade Teachers

Two teachers discussed how outreach to parents began over the summer to inform EL parents about program registration and program components, invite them to an orientation, and to clarify that *English 3D* is a college prep class, not a support class. Parents were also regularly invited to participate in Parent Teacher Organization (PTO) and English Learner Advisory Committee (ELAC) meetings. Several teachers mentioned that their school provided supervised child care during ELAC meetings and the Transition to Middle School parent workshops, and at least one school opened up the learning lab (with twelve computers and two bilingual aides) for students to have homework time during the workshops. One teacher reported that parents had a chance to win gift cards for attending the workshops. At another school, five parents were invited to accompany the students as chaperones on a field trip to a

local university. The schools also provided simple dinner foods as an incentive to attend, with some workshops featuring a final potluck feast to which parents and teachers alike contributed.

February 2015: 7th Grade Teachers

All forms of communication with parents (web sites, phone messages, etc.) were translated into Spanish. EL parents were given the opportunity to serve as chaperones on the college campus visits. One teacher reported that her school had bilingual clerical staff as well as interpreters available for conferences and phone calls. Parents were regularly invited to participate in ELAC meetings, which were held right after school at one site to boost attendance. One site featured a Parent Resource Room where parents could learn to use iCampus and navigate the web on Wednesday early release days. Another teacher attributed her site's positive ELAC attendance to the 6th grade teacher who led the EL department and helped develop excellent rapport with the parents.

February 2016: 8th Grade Teachers

These teachers also mentioned that all forms of communication with parents (brochures, web sites, phone messages, etc.) were translated into Spanish. Several schools had bilingual office staff who greet parents, make phone calls, and answer questions in Spanish. At one school the principal was bilingual, which made him more accessible to parents, while another school had a very supportive bilingual counselor. At another school a bilingual school board member showed up at the workshop and spoke to the parents in Spanish. The district's parent ambassadors, parent leaders who were provided with a small stipend by the district to engage parents at each school site, were instrumental in connecting with parents through phone calls and home visits. One teacher reported that her school had a monthly "Coffee and

Conversation" event where parents could talk with the administration. Another teacher mentioned that her school had a Parent Resource Room for parent gatherings, and a Parent Literacy Club that met on Mondays. One teacher remarked that the "sincerity and caring" of the teachers made the parents feel welcome.

Finding 2: Teachers agreed that the program improved parent engagement at their schools.

As a result of the parent workshops, parents felt less intimidated and viewed teachers as more approachable. During all three focus groups, teachers reported that the workshops helped parents know the teachers better, become more comfortable approaching teachers with concerns about their children's education, and become more likely to reach out to the school for help and/or drop in to visit or email teachers more frequently.

February 2014: 6th Grade Teachers

Parents were learning about the A-G college prerequisite requirements, checking on grades, and talking to the school counselors more frequently. One teacher mentioned that her school added a bilingual "parent" tab on the school web site for parents to access resources in Spanish. Another teacher indicated that the presence of a male facilitator at the parent workshops helped encourage more fathers to participate (usually mostly mothers attended).

February 2015: 7th Grade Teachers

One teacher cited improved turnout of EL parents at parent/teacher conferences after the parent workshops. Several teachers reported that EL parents had developed meaningful relationships with each other, creating a genuine parent community.

February 2016: 8th Grade Teachers

Teachers reported that parents felt less intimidated and saw the teacher as more approachable. Parents were more aware of their children's grades, learned how to use iCampus, were proactively monitoring their children's academic progress, and asking more questions. Specifically, parents asked more questions about high school in the workshops. The parents were grateful for the program and felt more confident in their ability to help their child. There were also more couples (and fathers) attending the workshops during the 2015-16 school year.

Finding 3: Teachers agreed they saw a major difference in the engagement levels of parents who attended Families In Schools' workshops, when compared to other EL parents.

February 2014: 6th Grade Teachers

The teachers agreed they had seen a major difference in the engagement levels of parents who attended the workshops, compared to the other EL parents. Several teachers stated that the workshops were the "key factor" in the Families For College program. Parents who attended were more confident and more understanding of how to help students be successful. These parents learned who to contact at the school regarding different issues, and how to talk to their children about topics including their socio-emotional needs. Teachers said parents indicated that what they learned in the parent workshops was more relevant than the topics at ELAC (the workshops are more practical while ELAC is more informational), and that parent/child relationships had improved as a result.

February 2015: 7th Grade Teachers

After attending the workshops, parents understood and embraced the benefits of the program, overcoming skepticism or the common misconception that the program was a

penalty. They understood the value of the curriculum provided to the students. Parents learned their role in supporting their child's education. The workshops helped build relationships between students and parents; parents learned how to communicate with their children, and the children taught their parents the new language skills they were learning. One teacher commented on the positive parent/student connections she observed as students and their parents presented college plans together at the final workshop. Another teacher indicated that parents took something important away from every workshop, and that parents related this information to their older and younger children. Teachers also reported increased parent eagerness to chaperone the college field trips.

February 2016: 8th Grade Teachers

The teachers relayed that Families For College parents:

- Received more communication (phone calls) and support than the other parents, which encouraged them to be more involved. This included more positive contacts. Outside of the program, most contacts were related to poor grades or behavior, which put parents on the defensive.

- Had a greater comfort level and a more personal relationship with the teachers. Often, they even offered to help set up or clean up at the workshops.

- Developed a sense of community.

- Saw the relationship that was built between students and teachers (some students met twice a day with the same teacher for two or even three years) and they knew the teachers cared and were personally invested in their child.

- Were more open to discussing discipline or grades with the teachers because of the

  greater personal connection and comfort level. "We're a team," stated one teacher.

Finding 4: Teachers agreed that English 3D classes benefitted students.

Teachers observed a wide variety of benefits each year.

February 2014: 6th Grade Teachers

- Students became more active learners who were comfortable asking questions. The English 3D students asked more questions than those in other classes.

- Students learned how to extract information from readings and articulate writing. Teachers observed tremendous progress in student portfolios.

- Academic language became "ingrained," and students talked and shared more. Students were more "alert" and "business-like" during classroom discussions and felt empowered to express ideas.

- Students understood the need to "code-switch," and how to use language effectively in different real-world situations.

- Student confidence and self-esteem grew. They enjoyed "being heard" and were participating more. They "owned" the program and bonded with their teachers.

- Students "made connections" and used the strategies they learned in English 3D in other subjects as well.

February 2015: 7th Grade Teachers

- Students exhibited increased morale, confidence, and "swagger." They developed a group identity that they were part of something special. There was a classroom environment of positive peer pressure.

- Students volunteered more and were more comfortable speaking and presenting in class (including in their other classes). One teacher reported that the quality of class

discussions in her English 3D class was far superior to her general education or GATE classes.

- Students applied the English 3D strategies in their other subjects. A History teacher commented that her EL students were writing better than her GATE students.

- Student writing improved, with clearer thesis statements and better supporting evidence. Students used the English 3D frames on essays.

- CELDT scores increased and students were reclassified.

- English 3D student attendance improved, compared to the other students.

- English 3D students valued their education more than the other students, saw the vision for their future, and expressed the expectation that they would go to college. The field trips to colleges, in particular, helped them visualize what they were working toward.

- Students realized language was important for their future (interviews, jobs, etc.).

February 2016: 8th Grade Teachers

- Students exhibited increased confidence, morale, and "buy-in." They developed a group identity that they were part of a special community. They felt safe and comfortable in English 3D.

- Students were less shy, more eager to participate, and more comfortable speaking and presenting in class. Students were no longer afraid of giving the wrong answer and were even confident speaking in the presence of video cameras.

- Students held each other more accountable.

- Students used more academic vocabulary.

- Student writing improved, and resistance to writing diminished.

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- Students were more aware of reclassification and how to achieve it.

- Students were more informed and aware of their future options, including Honors/AP classes and how to prepare for college. They sought teacher recommendations and asked better questions of the high school counselors about what they needed for high school and college.

- Students believed they had the ability to go to college.

Finding 5: Teachers agreed that they benefitted from training provided through the program.

As part of the Families For College program, teachers received the following professional development: Families In Schools (FIS) training, English 3D training, early indicators training, technology training, and Edmodo webinars.

February 2014: 6th Grade Teachers

Regarding the technology training, the teachers expressed some disappointment in not receiving iPads, and indicated they would like more time to practice with the Chromebooks. Teachers reported that the FIS and English 3D training were most valuable. Teachers described the topics as "right-on" for the parents and the age of the children. They appreciated the opportunity to practice and model the lessons. The teachers shared some suggestions for improvement, such as rearranging the order of the parent workshops (they would put the one about "getting to know the school" first). They noted they had to modify some lessons that were too long, and that it was important for teachers to tailor the lessons to their own specific parents.

At some schools, teachers were given extra prep time to meet with their team before conducting the parent workshops. The teachers who did not have that prep time would have appreciated the additional time.

<u>February 2015: 7th Grade Teachers</u>

Teachers reported that the FIS and English 3D training were most valuable. They appreciated learning how to conduct the parent workshops in the FIS training, and praised the design and sequence of the workshops. They also spoke highly of the English 3D training and the effectiveness of the strategies they learned. Regarding the technology training, there was a consensus that it tried to teach too much all at once, and left the teachers feeling overwhelmed and frustrated. The teachers did not feel confident using the Chromebooks and would have liked more hands-on time learning about technology. Teachers would have liked to be given more lessons related to technology instead of having to create them. Regarding the FIS training, they would have liked to practice going through an entire lesson (instead of jigsaw). Teachers would have liked to "learn how to teach a unit well in advance instead of when you're starting it – but not too far in advance" (possibly two weeks in advance).

<u>February 2016: 8th Grade Teachers</u>

Teachers reported that the English 3D training was most valuable. They appreciated the interactive nature of the English 3D training – being with each other, planning lessons together, and practicing lessons with their peers. They found the observation process to be very helpful, both in terms of getting to see what is going on at other schools and receiving constructive criticism.

Finding 6: Teachers reported that professional development received through the program made a positive impact on their classroom instruction.

In general, teachers incorporated the new strategies (academic language, collaboration, etc.) into other classes/subjects beyond English during all three years. At some sites, some program components were implemented across the campus. Teachers reported increased rigor in their lesson planning and instruction and using more academic vocabulary themselves. They also reported increased expectations for themselves and their students and increased collaboration with peers. Each year, teachers provided additional specific examples of the benefits of professional development.

February 2014: 6th Grade Teachers

- Teachers "owned" the academic language and were more mindful of modeling it for students, and supporting students in using sentence frames, questioning strategies, etc. Teachers now expected and modeled complete sentences and precise vocabulary. Students took ownership of the strategies as well. "It is OUR strategy, not just MY strategy," explained one teacher.

- One teacher stated, "The consistency of instructional routines has helped students articulate what they have always wanted to express."

February 2015: 7th Grade Teachers

- Teachers were more confident using academic vocabulary and more mindful of modeling it for students. They felt more comfortable using academic vocabulary because the students knew it too.

- Teachers reported increased collaboration, both among students and with other teachers. Teachers frequently discussed what was working, sharing ideas and lessons. Students learned the keys for productive partnering (the 4 L's) and it helped them in all classes.

- Teachers felt more confident as professionals and felt "ahead of the game" in terms of what the district wanted teachers to learn and implement.

- One teacher stated, "Seeing the students' confidence gives me confidence."

February 2016: 8th Grade Teachers

- Teachers listened to students more attentively when they were speaking.

- Teachers gave students more "think time" and more specific directions ("putting things into steps for them, not overloading them").

- Teachers were more patient and taught at a slower pace so students would have time to process and "get" the content.

Student Focus Groups

Two student focus groups were conducted in May of 2017, when cohort students were at the end of their 9th grade year. Focus groups included 14 students from Moreno Valley High School and 6 students from Vista Del Lago High School. This section summarizes major themes that emerged from feedback provided by students.

Finding 1: Students credited *English 3D* with helping them reclassify out of English Learner status by improving their speaking, reading, writing and listening skills in English.

- The vast majority of students said that *English 3D* helped them improve their speaking the most. This was due to many opportunities to present in front of the class or in small

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groups. Students also improved their speaking by practicing with partners using sentence starters that promoted the use of academic language. Students also mentioned standing in front of the class to define words and use them in sentences.

- Students said that they received far more time to practice speaking in *English 3D* than they received in any other class. This extra practice time helped students feel less shy and more comfortable speaking English. Students said that without all the practice time, their English would not have improved so much.

- Students said English 3D improved their reading through opportunities to read articles and books and study new vocabulary words. One student said that, before *English 3D*, he used to skip words when reading. Once he had experienced the program, he joined the high school debate team.

- Students said *English 3D* improved their writing due to all of the one-on-one attention. One student said her teacher took extra time to help her correct her writing mistakes and learn correct spelling and punctuation.

- Students said *English 3D* helped improve their listening skills by listening to other students read out loud.

Finding 2: Students perceived their teachers as being excited about teaching and caring about their success.

- Students perceived English 3D teachers to enjoy teaching because they made class fun and creative with hands-on projects like making comic strips or writing newspaper articles to learn vocabulary. Students said their English 3D teachers "tried harder to teach" than other middle school teachers, some of which didn't try to teach.

- Students perceived program teachers as caring about them because they received more one-on-one attention in *English 3D* than in other classes. Also, *English 3D* teachers would reteach and make sure everyone in the class understood something before moving on, which was different from other classes.

- One student said, "I did terrible on a test. My *English 3D* teacher encouraged me to go to tutoring. She took time to explain things to me. She believed in me and said I had potential."

- Another student said, "She (*English 3D* teacher) was always happy, shared encouragement, and inspired us when we were presenting. She helped us out with all of our work."

Finding 3: Most students said that *English 3D* helped prepare them for the transition into high school.

- *English 3D* prepared students for high school because teachers helped students keep their grades up, and because of improved English skills.

- However, some students said that *English 3D* prepared them for high school English classes only, and that it also helped them learn to write essays, so they could succeed in other classes that required papers.

Finding 4: While most students said they had planned to attend college after high school before they became involved in the program, most students said their attitude towards school had improved because of their experiences in *English 3D*.

- *English 3D* improved students' attitudes towards school because teachers provided motivation and made learning English fun, plus students bonded with each other within their cohort.

- One student said, "In the fifth grade, I didn't want to learn English. In *English 3D*, it became fun to learn new words and talk to people."

Finding 5: Students who had parents who attended at least one parent workshop all reported positive changes in their parents' involvement in their education.

- The most common changes were parents showing increased interest in homework or helping access college-going information.

- One student said, "My mom doesn't know English, so school was all on me. (After going to a workshop) my mom started checking on me to see if I was doing homework right. She started showing interest in my homework."

- Another student said, "My mom is more involved in my schoolwork. She pays more attention to my attendance and grades."

- Another student said, "My mom is helping me more with getting into college. She is encouraging me and looking up scholarships."

Finding 6: Most students had suggestions about how the peer mentoring component could be improved.

Students said the mentoring program could be improved by:

- Setting aside specific time in *English 3D* for cohort students to communicate with mentors.

- Holding mentors accountable for responding to mentees (in junior high) within a certain time frame and meeting with mentees (in high school) with a specific frequency.

- More user-friendly software for electronic mentoring.

- Assigning fewer mentees to mentors.

- Additional training for mentors in building rapport.

- Developing protocol to match mentors with mentees based on commonalities. For example, a student-athlete might be matched with a mentor who was also a student-athlete, and if possible, in the same sport(s).

Conclusions

Overall, the Families For College program brought about positive changes for the students targeted and the teachers who took part in the trainings.

Results from the program reinforce findings from current research on the instructional characteristics of a strong designated period of English Language Development in a secondary school LTEL program. The program succeeded in improving EL student achievement on standardized ELA assessments. Student and teacher interviews indicate that the daily *English 3D* class had the greatest impact on this increase. Students benefitted from academic vocabulary development, increased time for discussions and presentations, as well as having access to exemplary writing examples. Teachers used student collaboration more frequently and reported an increase in student confidence and interest in academic success. Teachers felt the trainings provided by the program were useful and provided them with instructional routines that improved their abilities to deliver language-focused lessons that benefitted their students.

The parent and mentoring components also provided value to the program. However, a few changes may have made them more effective. The EL parent workshops, while successful, had a lower attendance rate than was anticipated. Increasing the outreach to parents or involving them more in the scheduling of after-school workshops from the beginning may have improved attendance. Indeed, the district instigated a parent ambassador program during the program in which a modest stipend was paid to a parent at each middle school to recruit parents to Families For College and other events. The Families For College teachers worked

closely with their site's parent ambassador to increase parent participation, a tactic that is still in place today at the sites.

The mentoring program suffered from issues with keeping students digitally engaged with their mentors. Selecting another technology, offering additional training, shortening the participation period, or arranging for in-person meetings between mentors and mentors at the beginning may have increased the quality of communication between the mentors and mentees.

The ultimate test of the success of any grant program may perhaps be measured in sustainability after the conclusion of grant funding. The district now pays directly for continued and expanded English 3D and Families In Schools training for its teachers because of the significant positive results of the Families For College program.

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Appendix:

Fidelity of Implementation Matrices by Year

	Measuring Fidelity of Implementation : YEAR 1					
	Families in Schools: Moreno Valley Unified School District					
	California League of Middle Schools					
	Operational Definition	Data Source	Level 1: Teacher/Staff-Level Scoring Metric	Level 2: School Level Scoring Metric	Program level Threshold for Adequate Implementation	Sample/Schedule of Fidelity Measurement
Component 1: Professional Development						
English 3D Training	12 EL teachers will participate in 7 days of English 3D training and observation per school year, grades 6-8	Sign-in sheets from training	0= teacher attends fewer than 6 days of training 3= teacher attends at least 6 days of training	0= no teacher meets the Level 1 target score of 3 3= 1 teacher meets the Level 1 target score of 3 6= both or all teachers meet the Level 1 target score of 3		Fidelity will be measured annually in all treatment schools for 4 years—relevant staff will be included in the sample
Early Warning Indicators System (EWIS) Training	12 EL teachers will receive 2 hours of EWIS training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 2 hours of training 1 = teacher attends full 2 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1		
Training for teachers to provide Families for College Academy sessions (provided by Families In Schools)	12 EL teachers will receive either 1 or 2 days of training (depending on grade level) to provide Families for College Academy sessions per school year. Teachers in grades 6 and 8 will receive 2 sessions. Teachers in grade 7 will receive 1 session.	Sign-in sheets from training	0 = teacher does not attend full complement of training days. 2 = teacher attends full complement of training days.	0= no teacher meets the Level 1 target score of 2 2= 1 teacher meets the Level 1 target score of 2		

ERC, P.O. Box 25641, Fresno CA 93729-5641   (559) 230.2103   www.ercdata.com

				4= both or all teachers meet the Level 1 target score of 2	
Technology training for teachers	12 EL teachers will receive 4 hours of technology training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 4 hours of training 1 = teacher attends full 4 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1	
Technology training for counselors	4 high school counselors will receive 4 hours of technology training in year one	Sign-in sheets from training	0 = Counselor does not attend full 4 hours of training 1 = Counselor attends full 4 hours of training	0 = Counselor does not attend full 4 hours of training 1 = Counselor attends full 4 hours of training	
Training to provide student-led conferences (provided by CLMS)	12 EL teachers will receive 4 hours of training for student-led conferences per school year.	Sign-in sheets from training	0 = teacher does not attend full 4 hours of training 1 = teacher attends full 4 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1	
Component 1: Professional Development				**Level 2 score range across 6 indicators: 0-17** **A school-level score of 13 or more indicates school fidelity at Level 2**	**At least 5 of the 6 schools obtain a score of 13 or more at Level 2**
Component 2: Support					
Site-level Professional Learning Communities (PLCs)	12 EL teachers will participate in one site-level PLC meeting per month	Meeting agenda, sign-in sheets	0 = teacher attends fewer than 6 site-level PLC meetings per year. 1 = teacher attends 6 or more site-level PLC meetings per year.	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target	

				2= both or all- teachers meet the Level 1 target score of 1	
Family Advisory Boards	Family Advisory Boards that include EL teachers, assistant principals, office managers, site EL specialists, students and parents will meet three times per year	Meeting minutes, sign-in sheets		0 = Family Advisory Board meets one or fewer times per year 1= Family Advisory Board meets two times per year 2= Family Advisory Board meets three times per year	
Peer Mentoring	1 peer mentoring contact per month will be provided to each student in grades 6-9 (4 total contacts in year one, 10 total contacts in years two and following).	Edmodo social learning software		0 = fewer than 70% of students receive at least 1 contact per month. 1 = 70% to 79% of students receive at least 1 contact per month. 2 = 80% to 89% of students receive at least 1 contact per month. 3 = 90% or more of students receive at least 1 contact per month.	
Counselor Contacts	One counselor contact will be provided per year, to each student in grades 6-10	Edmodo social learning software for grades 6-8, counselor logs for grades 9-10		0 = fewer than 70% of students receive at least 1 contact per year. 1 = 70% to 79% of students receive at least 1 contact per year. 2 = 80% to 89% of students receive at least 1 contact per year. 3 = 90% or more of students receive at least 1 contact per year.	

				Level 2 score range across 4 indicators: 0-10 A school-level score of 7 or more indicates school fidelity at Level 2	At least 5 of the 6 schools obtain a score of 7 or more at Level 2
Component 2: Support					

Component 3: Student Participation					
English 3D Classes	Students will complete English 3D classes	Students' final academic grades as a measure of class completion		0 = less than 70% completed 1 = 70% to 79%% completed 2= 80% to 89%% completed 3 = 90% or more completed	
Component 3: Student Participation				Level 2 score range across 3 indicators: 0-3 A school-level score of 2 or more indicates school fidelity at Level 2	At least 5 of the 6 schools obtain a score of 2 or more at Level 2

DEV_55 Fidelity of Implementation Rubric

Measuring Fidelity of Implementation: YEAR 2						
Families in Schools: Moreno Valley Unified School District **California League of Middle Schools**						
	Operational Definition	**Data Source**	**Level 1: Teacher/Staff-Level Scoring Metric**	**Level 2: School Level Scoring Metric**	**Program level Threshold for Adequate Implementation**	**Sample/Schedule of Fidelity Measurement**
Component 1: Professional Development						
English 3D Training	12 EL teachers will participate in 7 days of English 3D training and observation per school year, grades 6-8	Sign-in sheets from training	0= teacher attends fewer than 6 days of training 3= teacher attends at least 6 days of training	0= no teacher meets the Level 1 target score of 3 3= 1 teacher meets the Level 1 target score of 3 6= both or all teachers meet the Level 1 target score of 3		Fidelity will be measured annually in all treatment schools for 4 years—relevant staff will be included in the sample
Early Warning Indicators System (EWIS) Training	12 EL teachers will receive 2 hours of EWIS training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 2 hours of training 1 = teacher attends full 2 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1		
Training for teachers to provide Families for College Academy sessions (provided by Families In Schools)	12 EL teachers will receive either 1 or 2 days of training (depending on grade level) to provide Families for College Academy sessions per school year. Teachers in grades 6 and 8 will receive 2 sessions. Teachers in grade 7 will receive 1 session.	Sign-in sheets from training	0 = teacher does not attend full complement of training days. 2 = teacher attends full complement of training days.	0= no teacher meets the Level 1 target score of 2 2= 1 teacher meets the Level 1 target score of 2 4= both or all teachers meet the Level 1 target score of 2		
Technology training for teachers	12 EL teachers will receive 4 hours of technology training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 4 hours of training 1 = teacher attends full 4 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1		
Component 1: Professional Development				**Level 2 score range across 4 indicators: 0-14** **A school-level score of 10 or more indicates school fidelity at Level 2**	**At least 5 of the 6 schools obtain a score of 10 or more at Level 2**	

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Component 2: Support					
Site-level Professional Learning Communities (PLCs)	12 EL teachers will participate in one site-level PLC meeting per month	Meeting agenda, sign-in sheets	0 = teacher attends fewer than 6 site-level PLC meetings per year. 1 = teacher attends 6 or more site-level PLC meetings per year.	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target 2= both or all- teachers meet the Level 1 target score of 1	
Family Advisory Boards	Family Advisory Boards that include EL teachers, assistant principals, office managers, site EL specialists, students and parents will meet three times per year	Meeting minutes, sign-in sheets		0 = Family Advisory Board meets one or fewer times per year 1= Family Advisory Board meets two times per year 2= Family Advisory Board meets three times per year	
Peer Mentoring	1 peer mentoring contact per month will be provided to each student in grades 6-9 (4 total contacts in year one, 10 total contacts in years two and following).	Edmodo social learning software		0 = fewer than 70% of students receive at least 1 peer mentor contact per month 1 = 70% to 79% of students receive at least 1 peer mentor contact per month. 2 = 80% to 89% of students receive at least 1 peer mentor contact per month 3 = 90% or more of students receive at least 1 peer mentor contact per month.	
Counselor contacts	One counselor contact will be provided per year, to each student in grades 6-10	Edmodo social learning software for grades 6-8, counselor logs for grades 9-10		0 = fewer than 70% of students receive at least 1 counselor contact per year 1 = 70% to 79% of students receive at least 1 counselor contact per year. 2 = 80% to 89% of students receive at least 1 counselor contact per year. 3 = 90% or more of students receive at least 1 counselor contact per year.	

Component 2: Support				Level 2 score range across 4 indicators: 0-10 A school-level score of 7 or more indicates school fidelity at Level 2	At least 5 of the 6 schools obtain a score of 7 or more at Level 2
Component 3: Student Participation					
English 3D Classes	Students will complete English 3D classes	Students' final academic grades as a measure of class completion		0 = less than 70% **completed** 1 = 70% to 79%% completed 2= 80% to 89%% completed 3 = 90% or more completed	
Family Advisory Boards	3 students per school will serve on the Family Advisory Board at each participating school	Sign-in sheets		0 = none of the students served on the Family Advisory Board 1 = one student served on the Family Advisory Board 2 = two students served on the Family Advisory Board 3 = three students served on the Family Advisory Board	
Component 3: Student Participation				Level 2 score range across 2 indicators: 0-6 A school-level score of 4 or more indicates school fidelity at Level 2	At least 5 of the 6 schools obtain a score of 4 or more at Level 2
Component 4: Family Participation					
Family Advisory Boards	3 parents will serve on the Family Advisory Board at each participating school.	Sign-in sheets		0 = none of the parents served on the Family Advisory Board 1 = one parent served on the Family Advisory Board 2 = two parents served on the Family Advisory Board 3 = three parents served on the Family Advisory Board	
Component 4: Family Participation				Level 2 score range across 1 indicator: 0-3 A school-level score of 2 or more indicates school fidelity Level 2	At least 5 of the 6 schools obtain a score of 2 or more at Level 2

DEV_55 Fidelity of Implementation Rubric

			Measuring Fidelity of Implementation: YEAR 3			
			Families in Schools: Moreno Valley Unified School District **California League of Middle Schools**			
	Operational Definition	**Data Source**	**Level 1: Teacher/Staff-Level Scoring Metric**	**Level 2: School Level Scoring Metric**	**Program level Threshold for Adequate Implementation**	**Sample/Schedule of Fidelity Measurement**
Component 1: Professional Development						
English 3D Training	12 EL teachers will participate in 7 days of English 3D training and observation per school year, grades 6-8	Sign-in sheets from training	0= teacher attends fewer than 6 days of training 3= teacher attends at least 6 days of training	0= no teacher meets the Level 1 target score of 3 3= 1 teacher meets the Level 1 target score of 3 6= both or all teachers meet the Level 1 target score of 3		Fidelity will be measured annually in all treatment schools for 4 years—relevant staff will be included in the sample
Early Warning Indicators System (EWIS) Training	12 EL teachers will receive 2 hours of EWIS training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 2 hours of training 1 = teacher attends full 2 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target 2= both or all teachers meet the Level 1 target score of 1		
Training for teachers to provide Families for College Academy sessions (provided by Families In Schools)	12 EL teachers will receive either 1 or 2 days of training (depending on grade level) to provide Families for College Academy sessions per school year. Teachers in grades 6 and 8 will receive 2 sessions. Teachers in grade 7 will receive 1 session.	Sign-in sheets from training	0 = teacher does not attend full complement of training days. 2 = teacher attends full complement of training days.	0= no teacher meets the Level 1 target score of 2 2= 1 teacher meets the Level 1 target score of 2 4= both or all teachers meet the Level 1 target score of 2		
Technology training for teachers	12 EL teachers will receive 4 hours of technology training per school year, grades 6-8	Sign-in sheets from training	0 = teacher does not attend full 4 hours of training 1 = teacher attends full 4 hours of training	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target score of 1 2= both or all teachers meet the Level 1 target score of 1		

Component 1: Professional Development			Level 2 score range across 4 indicators: 0-14 A school-level score of 10 or more indicates school fidelity at Level 2	At least 5 of the 6 schools obtain a score of 10 or more at Level 2

Component 2: Support				
Site-level Professional Learning Communities (PLCs)	12 EL teachers will participate in one site-level PLC meeting per month	Meeting agenda, sign-in sheets	0 = teacher attends fewer than 6 site-level PLC meetings per year. 1 = teacher attends 6 or more site-level PLC meetings per year.	0= no teacher meets the Level 1 target score of 1 1= 1 teacher meets the Level 1 target 2= both or all- teachers meet the Level 1 target score of 1
Family Advisory Boards	Family Advisory Boards that include EL teachers, assistant principals, office managers, site EL specialists, students and parents will meet three times per year	Meeting minutes, sign-in sheets		0 = Family Advisory Board meets one or fewer times per year 1= Family Advisory Board meets two times per year 2= Family Advisory Board meets three times per year
Peer Mentoring	1 peer mentoring contact per month will be provided to each student in grades 6-9 (4 total contacts in year one, 10 total contacts in years two and following).	Edmodo social learning software		0 = fewer than 70% of students receive at least 1 peer mentor contact per month 1 = 70% to 79% of students receive at least 1 peer mentor contact per month. 2 = 80% to 89% of students receive at least 1 peer mentor contact per month 3 = 90% or more of students receive at least 1 peer mentor contact per month.

Counselor contacts	One counselor contact will be provided per year, to each student in grades 6-10	Edmodo social learning software for grades 6-8, counselor logs for grades 9-10		0 = fewer than 70% of students receive at least 1 counselor contact per year 1 = 70% to 79% of students receive at least 1 counselor contact per year. 2 = 80% to 89% of students receive at least 1 counselor contact per year. 3 = 90% or more of students receive at least 1 counselor contact per year.	
Component 2: Support				**Level 2 score range across 4 indicators: 0-10** **A school-level score of 7 or more indicates school fidelity at Level 2**	**At least 5 of the 6 schools obtain a score of 7 at Level 2**

Component 3: Student Participation					
English 3D Classes	Students will complete English 3D classes	Students' final academic grades as a measure of class completion		0 = less than 70% completed 1 = 70% to 79%% completed 2= 80% to 89%% completed 3 = 90% or more completed	
Family Advisory Boards	3 students per school will serve on the Family Advisory Board at each participating school	Sign-in sheets		0 = none of the students served on the Family Advisory Board 1 = one student served on the Family Advisory Board 2 = two students served on the Family Advisory Board 3 = three students served on the Family Advisory Board	
Component 3: Student Participation				**Level 2 score range across 2 indicators: 0-6** **A school-level score of 4 or more indicates school fidelity at Level 2**	**At least 5 of the 6 schools obtain a score of 4 or more at Level 2**
Component 4: Family Participation					
Family Advisory Boards	3 parents will serve on the Family Advisory Board at each participating school.	Sign-in sheets		0 = none of the parents served on the Family Advisory Board 1 = one parent served on the Family Advisory Board 2 = two parents served on the Family Advisory Board 3 = three parents served on the Family Advisory Board	
Component 4: Family Participation				**Level 2 score range across 1 indicator: 0-3** **A school-level score of 2 or more indicates school fidelity at Level 2**	**At least 5 of the 6 schools obtain a score of 2 or more at Level 2**

DEV_55 Fidelity of Implementation Rubric

			Measuring Fidelity of Implementation: **YEAR 4** (*NOTE: FIDELITY IS MEASURED IN 4 HIGH SCHOOLS {NOT MIDDLE SCHOOLS }*)			
			Families in Schools: Moreno Valley Unified School District			
			California League of Middle Schools			
	Operational Definition	**Data Source**	**Level 1: Teacher/Staff-Level Scoring Metric**	**Level 2: School Level Scoring Metric**	**Program level Threshold for Adequate Implementation**	**Sample/Schedule of Fidelity Measurement**
Component 1: Professional Development						
Training for counselors to provide Families for College Academy sessions (provided by Families In Schools)	Four (4) high school counselors will receive 1 day of training in year four when student participants are in grade 9.	Sign-in sheets from training	0 = counselor not trained 1 = counselor trained	0 = no counselor meets the Level 1 target score of 1 1 = 1 counselor meets the Level 1 target score of 1		
Component 1: Professional Development				**Level 2 score range across 1 indicator: 0-1** **A school-level score of 1 indicates school fidelity at Level 2**	**At least 3 of the 4 high schools obtain a score of 1 at Level 2**	
Component 2: Support						
Peer Mentoring	1 peer mentoring contact per month will be provided to each student in grades 6-9 (4 total contacts in year one, 10 total contacts in years two and following).	Edmodo social learning software		0 = fewer than 70% of students receive at least 1 peer mentor contact per month 1 = 70% to 79% of students receive at least 1 peer mentor contact per month. 2 = 80% to 89% of students receive at least 1 peer mentor contact per month 3 = 90% or more of students receive at least 1 peer mentor contact per month.		

				0 = fewer than 70% of students receive at least 1 counselor contact per year	
Counselor contacts	One counselor contact will be provided per year, to each student in grades 6-10	Edmodo social learning software for grades 6-8, counselor logs for grades 9-10		1 = 70% to 79% of students receive at least 1 counselor contact per year. 2 = 80% to 89% of students receive at least 1 counselor contact per year. 3 = 90% or more of students receive at least 1 counselor contact per year.	
Component 2: Support				**Level 2 score range across 2 indicators: 0-6** **A school-level score of 4 or more indicates school fidelity at Level 2**	**At least 3 of the 4 high schools obtain a score of 4 or more at Level 2**

Component 4: Family Participation					
Families In Schools Academy Sessions	Families will attend a series of 23 sessions using Families In Schools	Sign-in sheets	0 = Family attends fewer than 15 sessions over four years 1 = family attends 15 sessions over four years	0 = Fewer than 25% of families meet Level 1 target score of 1 1 = Between 26% and 50% of families meet Level 1 target score of 1 2 = Between 51% and 75% of families meet Level 1 target 3 = More than 75% of families meet Level 1 target score of 1	
Component 4: Family Participation				**Level 2 score range across 1 indicator: 0-3** **A school-level score of 2 or more indicates school fidelity at Level 2**	**At least 3 of the 4 high schools obtain a score of 2 or more at Level 2**