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Project 2INSPIRE and Meeting Competitive Priorities 6 and 8

Project 2INSPIRE. Project 2INSPIRE is a research-based collaborative project that uses a school-based systemic approach to build capacity of schools and districts in establishing a Family-School-Community Leadership Program that involves all stakeholders--families, community-based organizations, teachers, administrators, and other school staff. While based on 30 years of research, it reflects the latest research showing a movement from a paradigm of parent involvement, to a paradigm of engagement and action. 2INSPIRE also utilizes research and theory as a basis for its program to meet the needs of high-need schools with diverse populations. The project has been developed, implemented and refined over the last eight years in 17 schools with parents of children in pre-schools and elementary schools, as part of the federally funded Parent Information and Resource Center (PIRC) administered by the California Association for Bilingual Education (CABE). The project provides parents, teachers, community liaisons, and principals the tools they need to work together as partners to improve schools and support the education of their children. Evaluation data has shown that the project contributes to positive school culture changes, which support school reform/improvement initiatives and improve student achievement of children of participating parents, as well as children school-wide. Parents and educators greatly value this project, for its outcomes at school and at home.

Competitive Priority 6 - Improving Early Learning Outcomes. Parents of children in 10 high need elementary schools and 4 preschool programs that feed into the elementary schools will engage in processes to develop knowledge and leadership skills. The curriculum modules include early childhood development so parents understand the importance of the child's early years and how to support their early education and as they transition to elementary school. 2INSPIRE uses research to improve educational outcomes for high-need young children by improving alignment,

collaboration, and transitions between early learning preschool programs and elementary school. Participants will identify issues, community resources, and steps to improve the transitions – a crucial component to turn around the high-need, low-performing elementary schools.

This is accomplished through 7 key 2INSPIRE strategies, working with all stakeholders to establish a systemic structure, effective processes and relationships that support family-school-community engagement with diverse families in low-income communities. The schools will establish an Action Team for Partnerships (ATP) that plans and takes action to engage families and the community, including a yearly plan for parental engagement activities, and will include early childhood themes to inform parents. Preschool parents, community, school, and pre-school representatives will identify needs at each transition period and create dialogue and action plans to improve them. A support team from each Partner LEA will work with the schools to support these transition activities, using information from a recent state evaluation of the Ready School program and recent research on transition activities to guide their work.

Competitive Priority 8 – Students with Disabilities and Limited English Proficient Students.

Project 2INSPIRE will implement an innovative program to address the unique learning needs of students with disabilities and the linguistic and academic needs of limited English proficient students (or English Learners–ELs). The program is designed to be responsive to the diverse cultural and linguistic backgrounds of families. Because of the large population of ELs whose families speak Spanish, program activities are conducted in Spanish and English and in two districts, Vietnamese and English. In the development of this program over the last 8 years, ELs, whose parents were participating in this program, made significant increases in English Language Arts (ELA) and math to begin closing achievement gaps. It is anticipated that the 2INSPIRE will sustain these increases and increase high school graduation. The curriculum for

the program was developed to include topics most needed by parents to fully understand their role and create a foundation for involvement in their children's education. New features of the program include a module on the Common Core State Standards and important resources through a partnership with *Novelas Educativas*. Through this partnership, parents of EL and Special Education students will have information about special education, STEM, and the impact mathematics has on their children's future. Another program module provides training on the early identification of students with special needs, which has been put online for use by project staff, partner LEAs, and parents. Partner LEAs have indicated that an area of great need is to understand how to better identify learning difficulties or disorders of ELs, especially autism. Analysis of 4 years of California public school data shows that Hispanic, Native American, and Pacific Islanders students have a much lower rate of identification than in other racial/ethnic groups, thereby leaving students without adequate services. This training will help parents work closely with educators to identify children who may not be receiving appropriate services.

Part A. Quality of the Project Design

Project Purpose and Partnership. CABE and its four partner LEAs in Southern California have formed a partnership, which meets all eligibility requirements including the match from the private sector, to conduct Project 2INSPIRE (*Innovations that Nurture Success in Parent Involvement to Reach Excellence*), a Family-School-Community Leadership Development Program that addresses Absolute Priority 3, at 10 elementary schools and 4 pre-schools. 2INSPIRE engages parents from diverse and low-income communities in a systemic effort to affect school reform, support increased academic learning for students, and overcome non-academic barriers to student achievement. The program has shown achievement gains with students of participants and also school wide, greater than those achieved by similar schools.

This project will provide a controlled and rigorous evaluation of the program through a quasi-experimental design. Based on earlier data collected on 2INSPIRE and the strong research base, we hypothesize that the quasi-experimental design will show a direct link between the 2INSPIRE parent engagement program and student achievement. With this evidence, 2INSPIRE would be an effective model for schools and districts to replicate – one long overdue.

2INSPIRE will be implemented in the high-need schools of the four official partner LEAs: Garden Grove, Los Angeles, Ontario-Montclair and Santa Ana Unified School Districts.

Following is **district-wide summary data for the four districts** (full data in Appendix J): **1) Low Income (SED) student:** Districts vary from 70% to 96%; **2) English Language Learners (ELs):** 32% to 57%; **3) SpEd:** 10% to 13%; **4) Ethnicity:** All districts have Hispanic student enrollments between 53% and 93%. One district has a large Asian population of 33%. Districts have fewer than 10% African American students, fewer than 11% Caucasian students, and; **5) Student Proficiency in Mathematics:** 43% to 55% of all students in grades 2-7 are proficient; 20% to 38% of SpEd students; 32% to 48% of EL students; 10% to 32% of SED students; **6) Student Proficiency in English Language Arts (ELA):** 30% to 57% of all students in grades 2-7 proficient; 10% to 25% SpEd; 9% to 28% EL; and 30% to 48% SED; **7) California High School Exit Exam (CAHSEE):** District passing rates are 35% or less in ELA and 37% or less in math.

Project Approach and Strategies. Project 2INSPIRE provides a model approach for: (1) building family awareness and competence in improving their children's educational outcomes; (2) enhancing their knowledge, skills, and abilities to support student learning and school improvement; and (3) engaging school staff to support and cultivate positive environments and build relationships with families that increase their capacity to support their children's educational needs. The 2INSPIRE research-based Approach and Strategies are **well-defined and**

replicable. 2INSPIRE moves from a paradigm of parent involvement to a paradigm of engagement and action with the following **Characteristics** (Mapp, 2010): shared responsibility, strength-based collaboration; systemic; integrated; learner-outcome driven, parent ownership and continuous improvement; and sustainable. The seven key Strategies include:

1. *A 3-Level Leadership Development for Parents, with Collaboration with Teachers and Administrators.* The content of the parent training includes the following areas: 1) their 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) their 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. The ongoing curriculum enrichment offers parents the latest information they need, such as the Common Core State Standards, STEM and the significance of math for students' futures, and "Beyond High School" about careers and higher education opportunities. A partnership with *Novelas Educativas* provides a culturally sensitive vehicle for discussion of these and other very important topics. Teachers and administrators attend sessions and co-present with parent leaders.

Research in adult learning and professional development clearly indicate that successful adult learning opportunities, provided by the parent specialists, must minimally provide opportunities for adults: 1) to learn and understand the underlying research and theory; 2) to observe how these understandings are implemented; 3) to practice implementing these understandings frequently and across several different contexts; 4) to receive on-going coaching and mentoring; and 5) to participate in on-going study/working groups with colleagues to share and discuss one's learning, new insights, successes, and challenges. The process of the training is collaborative, helping parents develop more confidence in working with others at the school and in the

community, bringing out their leadership skills. **Awareness Level** training provides critical information to parents, which impacts their children. Parents from multiple schools attend the sessions. **Mastery Level** is a school site-based program that is participant-centered and significantly more intensive in terms of content (deeper coverage), time, and effort. Parents are required to complete all 15 modules using project-based learning activities. **Expert Level** builds on the knowledge and skills developed in Mastery Level training and develops and refines them to create and sustain family-school community engagement in supporting student achievement. Parents/community liaisons completing the program offer services to other parents in their schools. (See Appendix J for sample module content and objectives).

Design Features. Design features increase the project's impact in the following ways:

- The program builds a critical mass of parents at the school with the knowledge and skills to engage other parents in learning about how they can increase their children's learning
- Ongoing coaching and assistance to the school increases the capacity building potential of the program. (Neufeld & Roper, 2003).
- Modules create inclusive and diversity-responsive relationships and collaborations within, among, and between parents, teachers, school administrators, community-based organizations, and personnel to support the creation of a "sense of community."
- Module curriculum is grounded in Community Learning Theory (Vargas and Hernandez, CAFE, 2005). It provides a framework for operationally defining the nature of diversity-responsive relationships of individuals within, among, and between the home, school, and community, but addresses how these relationships develop and are sustained.
- 2INSPIRE incorporates Epstein's (1996) six types of parent involvement to support ways parents can support their child's learning at home, school, and within the community.

2. School Site Based Reform Model – training and action steps focused on each participating school, with the use of an Action Team for Partnership Model (ATP) approach (Epstein, 2004), that includes all role groups from schools, and representation of the district and community. The ATP Model is the “action arm” or committee of the School Improvement Team or School Site Council that establishes Family-School-Community engagement. It supports implementation; monitors progress and resolves problems; reports progress to stakeholders; and continues to improve the school's engagement program. With parent, principal, teachers, and other community members, it develops the Action Plan for Parent/Community Engagement based on National Network of Partnership Schools Model.

3. Using Data. The project begins with data -- student data (achievement and surveys) and data from families (parent surveys, journals, session information, and evaluations) and staff on school environment, engagement, achievement and support to be collected annually to help schools and families work together to improve engagement and achievement.

4. Cross-Role Group Collaboration - collaboration with districts, pre-schools, and schools, including parents and staffs to support parent engagement and school reform. In developing this program we found the need to increase the knowledge, attitudes, and skills of administrators, teachers, and support staff to engage parents on how to build, establish, and maintain collaborative structures where parents feel true partnerships with schools and community. This is especially important for immigrant, EL families that have lost their source of support because of leaving their home countries and the lack of information about schooling practices in the U.S.

5. Partnerships with Community-Based Organizations (CBOs). Project staff work with partner organizations, district and school staff to recruit parents for the program. CBOs (such as, Proyecto Pastoral, Families in School and LA’s Best) will extend the outreach to parents and

bring the Project 2INSPIRE Awareness level to their communities, e.g. integration of the program into existing after school programs that also engage parents.

6. Parent Promoters (Promotores) come from partner schools, know the community and schools, and become partners with project staff to increase the number of parents participating in the program. Parent to parent interactions are effective in promoting a strong sense of community and work to further extend the reach of the program to more parents.

7. Implementation Led by Project Parent Specialists. Parent Specialists who are Project 2INSPIRE staff, in coordination with district and school liaisons, coordinate implementation of the project at schools and with districts, maintain fidelity to the design, provide training, coaching, and support school reform activities. The parent specialists are experienced in working with families, schools, and communities. They receive training to implement the project and ensure it meets fidelity criteria at the schools. They 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 and to share practices.

Project 2INSPIRE has high expectations for parents and students--acting on the belief that parents from diverse backgrounds can work collaboratively with school and community personnel to improve schools and student performance, and that family-school-community engagement will contribute to student academic and social success for all subgroups of students. When parents are *engaged*, considered leaders or potential leaders, they encourage others to contribute to that vision and help with the tasks to reach those goals. (Ferlazzo, 2009).

Project Goals, Objectives and Outcomes.

Goal A: To improve student outcomes in participating schools by decreasing the achievement gap of ELs, SEDs, while meeting the needs of Special Ed students.

Objective A1. By the end of Years 3, 4, 5, increase academic achievement of children of parents participating in 2INSPIRE, and for all students in the school, as measured by a) increasing each year the % of matched student groups at Proficient and above levels of student proficiency in English Language Arts (ELA) and mathematics on the CA state assessment by at least 4 percentage points; b) have larger increases at 2INSPIRE sites than comparison schools; and c) by increasing the schools' standing in meeting AYP growth targets.

Objective A2. 80% of students whose parents participate in 2INSPIRE and 80% of their teachers respond on a survey that their parents' involvement in their education has an impact on how they participate in school and in their sense of themselves as learners.

Goal B: To increase parent leadership through the 2INSPIRE Mastery and Expert levels.

Objective B1. Train 700 parents in Year 1 and 1,500 parents in Year 2-5 of the project.

Objective B2. Increase parental engagement at 2INSPIRE sites by 80% by Year 5.

Objective B3. 80% of parents completing Mastery Level will show evidence of increased understanding of module content as measured by parent specialist assessment, analysis of parent journals and other project artifacts.

Objective B3. 80% of parents completing the Expert Level will show evidence of increased knowledge of how to share their learning with other parents at the school by using (and documenting) their facilitation, planning, and presentation skills learned.

Goal C: Increase outreach to parents by partnering with local CBOs.

Objective C1. 200 parents in Year 1 and 400 Years 2-5 receive Awareness Training at CBOs.

Objective C2. Increase parental engagement at participating CBO sites by 80% by Year 5.

Objective C3. CBOs who work with parents in the community will report a 50% increase in parents participating in their supplementary after school programs that engage parents.

Goal D: Institutionalize a school-district infrastructure for effective parental engagement.

Objective D1. Increase school staff behaviors that create an environment and build relationships with families that support learning, as measured by annual surveys for each role group.

Objective D2. Members of the school Action Team for Partnerships (ATP) from participating schools will attend an ATP (Epstein, 2004) training in Year 3, develop a school plan for parental engagement tied to student achievement, and conduct those activities in Years 4 and 5 of the project (measured by annual surveys and analyses of project documents). This structure will ensure the maintenance of the program when the project ends.

Objective D3. Administrators (school and district), teachers, and support staff will attend and assist parent specialists in presenting school level information during the parent leadership development sessions (changes analyzed through project documents, focus groups, surveys).

Goal E: Develop a 2INSPIRE Replication Kit and disseminate it broadly.

Objective E1. Develop a 2INSPIRE Replication Kit by the end of Year 3 and disseminate it via conference presentations, website, and print materials during Years 3, 4, and 5.

Cost Effectiveness. Below are the numbers of parents and students participating in 2INSPIRE.

	Awareness Level	Mastery Level	Leadership Level	Total Parents	Students Unduplicated - Children of Participants
Year 1	100	840		940	7520
Years 2-5	2,160	3,360	800	6,320	25,280
Total	2,260	4,200	800	7,260	29,040

Below are estimated costs per student per year for reaching the total number of students –29,040

Year 1	Year 2	Year 3	Year 4	Year 5
\$154	\$122	\$120	\$93	\$83

Below are the estimated costs for scale-up the following numbers of students.

Scale –Up Fixed Costs: Program Director
Variable Costs: Project 2INSPIRE budget is calculated for 10 schools at approximately 400 students per school or 4,000 students plus their siblings – at least 6,000 per school; Variable costs for include Project 2INSPIRE costs, except for the Project Director, and no conference/travel costs. But include other personnel, training, meeting, supplies, mileage - approximately \$600,000 for 10 schools or 6,000 students

Scale-Up: Number of Students	100,000	250,000	500,000
Fixed Costs	\$125,000	\$125,000	\$125,000
Variable Costs	\$10,200,000	\$25,200,000	\$49,800,000
Total cost per year	\$10,325,000	\$25,325,000	\$49,925,000
Per pupil cost per year	\$103	\$101	\$100

Reasonable Costs. In-depth training programs, with research-based components to support and increase the likelihood of the training effecting changes in practice, are expensive. It is less expensive to provide fewer hours of training, provide parents with information only, or not provide coaching and mentoring at the school sites, but from research and evaluation, we know those programs are less effective because no substantial change has happened at the school level. 2INSPIRE contains the components necessary for capacity building at the school and district level to be effective at a very low cost per student (average \$114). After implementing and

refining 2INSPIRE over 8 years, we have maintained only what are the necessary components and activities to ensure increasing parent engagement and improving student achievement.

Partner districts will continue to be able to use Project 2INSPIRE curriculum after project ends.

All costs have been analyzed to ensure there are no unnecessary or extra hidden costs.

Incorporating the Project into Ongoing Work. Research increasingly shows the need for district support of school reform and for central offices to dedicate a group of central office administrators to work closely with school leaders to accomplish certain tasks (Honig, 2010).

The district and school-level Action Teams for Partnerships (ATP) provide information to help to take action steps identified by that research to develop an annual action plan and plans to continue family/community engagement. Also, in 2INSPIRE, administrators, teachers, and other staff join Parent Specialists to present the modules to promote a shared understanding of themes presented and begin forging the needed relationships for building a partnership school.

2INSPIRE builds capacity for parents, teachers, administrators, other staff and staff at CBOs to continue the partnership planning and training. These have been outcomes of the program.

Part B. Significance of 2INSPIRE

An Exceptional Approach. Project 2INSPIRE is an exceptional approach to this priority – it brings a new model of parent engagement and action into practice that already has some strong evidence of improving student achievement of both the children of the parent participants, and the total school. Its strategies build capacity to sustain the project after funding. This is an important model – with implementation and the quasi-experimental design, it will serve as a model for the nation as an effective Parent Leadership program for diverse populations in low-income communities. 2INSPIRE fits in with a broad body of research, summarized below, and

creates a model for the field based on an understanding of the need to move from a paradigm of parent involvement to a one of engagement and action with these characteristics (Mapp, 2010).

Old Paradigm	New Paradigm
Individual Responsibility →	Shared Responsibility
Deficit-based/Adversarial →	Strength-based and collaborative
Random acts →	Systemic
Add-on →	Integrated
Events Driven →	Learning Outcomes Driven
Compliance →	Ownership & Continuous Improvement
One-Time Project →	Sustained

Critical Role of Families to Increase Achievement and Support School Improvement.

Research now suggests, “that more than 60% of the variation in student performance comes from out-of-school factors and that students need a unified and comprehensive system of learning supports to succeed (Adelman 2011). The majority of students in California (64%) come from immigrant backgrounds. Either they or family members are immigrant, who bring varying understanding and attitudes about schooling and interacting with school staff (Carreon, 2005).

New Practices, Strategies, and Models. Only within the last 5-7 years has research begun to examine how engagement and collaborations can increase the type, frequency, and intensity of support leading to increased academic achievement for every student. Henderson and Mapp (2009) focus on understanding the nature of successful collaborative relationships, including how they develop and are sustained, and stress the importance of relationships. Schools working with *diverse* populations need to build a structure and a foundation for effective parental engagement targeting activities to increase academic achievement. A Center for Mental Health in Schools

(UCLA 2011) study on immigrant students indicates that community outreach for involvement and support that brings together school and community efforts to enhance the range of options and choices for students, both in school and in the community, can better address barriers to learning, promote child and youth development, and establish a sense of community that supports learning. 2INSPIRE helps schools create both the framework necessary and the outreach programs to improve student success. The supportive social relations established working together at a school provides protective functions for families who encounter many challenges. Connections parents make with other supportive adults in school are important in the academic and social adaptation for ELs, SED, and special needs students.

Four Critical Factors for Parent Engagement to Improve Student Learning. 2INSPIRE has identified four factors that are critical for improving or blocking parental engagement and, thus, support or hinder the rate and level of student learning: 1) *Types of Parent Engagement* - the extent to which parents are: introduced to each type of engagement - at home, school, and within the community; and provided with opportunities to "practice" each type of engagement; 2) *Frequency of Involvement* - how often parents are provided opportunities to learn, practice, and reflect on each type, and then implement each type of engagement; 3) *Intensity of Involvement* - amount of time parents spend learning, practicing, and reflecting on each Type of Engagement, and then the duration and strength of opportunities they have to implement each type; and 4) *Teaching and Learning Strategies* - to help each parent learn, practice, and reflect on how they can support their child's learning at home, school, and in the community; working with other parents, teachers, school administrators, and community members to engage in on-going team activities including outreach, preparing for meetings, facilitating groups, using learned processes

to create active participant-centered and inclusive meetings; and participating in strategic planning and implementation activities for effective family-school-community collaboration.

2INSPIRE Strategies are designed to have a positive impact on each of the four mediating forces listed above and thereby create optimal teaching and learning opportunities for parents, teachers, principals, and community members to become involved in maximizing high quality learning and optimizing learning opportunities for every child.

Potential Contribution to the Field. Few experimental research studies assess the impact of parental engagement on student achievement to provide us with replicable program models to improve student achievement of diverse populations. A few recent studies provide new understanding that parental engagement is a shared responsibility and that parents, teachers, school site administrators as well as central district is responsible for maintaining and enriching parental engagement opportunities to make increased student achievement happen for children (Mapp, 2008). Project 2INSPIRE has already shown strong indicators of effectiveness linked to student achievement in high-need schools with students from low-income families, English Learners, and SpED, many of whom have immigrated to the U.S. The research base and the development process of 2INSPIRE provide the framework for effectiveness. That, coupled with the research that will be conducted on 2INSPIRE as an I3 Development grant, will provide a very replicable effective model that could be used in communities across the country, a model they have been waiting and hoping for. Many educators want to provide a more effective parent engagement program for their parents and community members, but they don't know what that is or how to approach it. This model will help educators engage parents and communities, and also develops and institutionalizes an infrastructure of established policies, practices, relationships, and structures at elementary and pre-schools, at the district level, and in the community to

sustain efforts after i3 funding. Parents, teachers, and principals have reported 2INSPIRE has greatly benefited them and their schools, as it has completely changed the school culture because of the strong positive relationships it builds through its collaborative practices. 2INSPIRE was developed with parents of pre-school and elementary school students. This linkage is very helpful to the families, the pre-schools, and the elementary schools. Building a continuum of instruction and assessment between the two levels, and supporting children and families as they transition from one into the other, and through the grade levels, we believe, is a large factor in improved student achievement in the elementary schools.

The Project, with its research-based approach and its own evaluated practices creates an exceptional approach to Absolute Priority #3. Our hypothesis is that 2INSPIRE builds capacity to increase parent-school-community collaboration, change the school culture, and significantly improve student outcomes of children of parents participating in the program and school-wide.

Evidence of Impact. Project 2INSPIRE will have a significant, substantial, and important effect on improving achievement and closing achievement gaps. Over the last three years the project data indicates it will have a significant effect on improving student achievement and closing the achievement gap between English Learner and English-proficient students and between SED and non-SED students and the improved school level performance (meeting their AYP) of these schools. The data showed strong indicators of a link between parent engagement and increased achievement. *Student Assessment.* Project schools increased the percentage of students scoring as “Proficient” or “Advanced” by a significant amount of at least 4 percentage points for: **1) All Students** - in 67% of the grade level cases for ELA, and in 50% of the grade level cases for Math; **2) SED** – in 50% of the grade level cases for ELA and Math; **3) ELs** – in 50% of the grade level cases for ELA, and in 44% of the grade level cases for Math. The participating schools

showed the 4 percentage point growth in more grade level cases for all Students, SED, and EL, than did carefully selected similar schools. 2010 and 2011 CST scores of 123 students whose parents participated in 2INSPIRE showed increases in ELA and Math for groups of significant numbers -- Hispanic, ELs, and SED. **4) An analysis of CELDT** mean Scale Scores (assessing ELA proficiencies of ELs) for four cadres of students from three participating schools and three similar schools was completed for 2010-2011. **All grade level cadres at project schools showed statistically significant growth at the .05 level.** The mean Scale Scores of students at project schools at grade 3 were in the lower Intermediate Range. In grade 6, they were at the top of the Intermediate Range and in the Early Advanced Range. Mean Scale Scores of the similar schools at those grade levels were lower than the participating schools and in grade 6 were not in the Early Advanced Range. Achievement gains were also evident at the school site level where AYP targets were met. (See Appendix D)

Participating parents were asked what they gained from participating in the program, with these themes emerging: building new relationships with principals and staff and how important it was to them to feel being part of the team; gaining information and advocacy skills, along with increased confidence to get information needed to help their children and the confidence they felt about being effective parents; and linking to learning - parents credited the project for the increase in children’s levels of academic achievement. They also reported that they themselves were taking opportunities to increase their knowledge and be role models for their children.

Part C. Project 2INSPIRE Management Plan and Personnel

PD=Project Director; PC=Project Coordinator; PR=Principals; PS=Parent Specialist;
DL=District Liaisons; Eval=Evaluator; *=Milestone (also see Part D on Evaluation)

Goal A: Student Outcomes - Management Activities	Responsibility	Timeline
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Finalize MOUs to obtain district/organization board approval and selection of district level, school and preschool liaisons	PD/PC	Year 1 Jan-Feb
*Organize annual information/planning meetings for district, principals and preschool contacts	PD/PC PR/DL/Eval	Year 1 & Yearly
*Formalize Transitions Committee with district/school site, pre-schools, and parents to gain input and organize for the work	PC/PS/DL	Year 1-5
*Provide capacity-building PD for participating districts, schools, and non-profits on parental engagement, EL programs; special education/autism, Action Team for Partnerships plan	PD/PC/PS	Year 1-5 Yearly
*Develop data collection instruments and data schedule	PD/PC/Eval	Year 1
*Document increase in parental engagement through use of parent journals, action plans, and program activities	PS/Eval	Y1-5 ongoing
*Analyze data, submit required APR and evaluation reports to USDE; Share findings with district/school sites, and nationally	PD/Eval	Year 1

Goal B: Management Activities-with <i>Fidelity</i>	Responsible	Timeline
*Meet with site principals/liaison of participating sites to explain program requirements, responsibilities, goals, and design; and effective strategies for parental engagement	PD/PC	4/2013 and Y2-5 Yearly
*Convene project staff and LEA leaders for quarterly meetings to ensure program fidelity, communication, coordination	PD/PC	3/2013 and quarterly
*Establish parent recruitment plan for each school site and work	PC/PS	Y1-5

*Establish parent recruitment plan for each school site and work with district/site liaisons to implement plan.	PC/PS	Y1-5 ongoing
*Develop schedules for training within each district for parent leadership program implementation (Levels 2 & 3)	PC/PS	4/2013, ongoing
*Twice each year, conduct parent orientation meetings for all school sites to introduce 2INSPIRE program to parents	PS	Y1-5
*Provide assistance to low performing schools on engaging parents to build capacity of school sites	PD/PC/PS	Y1-5 ongoing
Goal C: Partnering - Management Activities	Responsibility	Timeline
*Outreach to CBOs to build and formalize partnership to include liaisons to Project 2INSPIRE and implement plan	PD/PC/PS	8/2013, ongoing
*Provide Project 2INSPIRE PD to prepare CBOs to introduce Awareness Leadership program, strategies, and practices	PC/PS	Y1-2
*Provide coaching and mentoring to CBO staff/parents to develop skills to present info sessions to other parents	PC/PS	Y2-5
Goal D: Infrastructure - Management Activities	Responsibility	Timeline
*Conduct surveys as a pre-post school climate measure	PD/PC/Eval	Yearly
*Provide PD on the Action Team for Partnership (ATP) process to all school site and district personnel and parent leaders	PD/PC	Year 3
Engage school and district administrators, teachers, and liaisons	PC/PS	Year 1-5

Training Milestones	Awareness	Mastery	Expert
Sessions or Modules/Hours	15 x 1.5 = 22.5	15 x 3=45	16 x 3 = 48
Timeframe to Complete Sessions/Modules	15 weeks	15 weeks	16 weeks
# of Cadres X # of Sites per year	2 x 4 sites=8	2x14 sites=28	1x10 sites= 10
# of Cadres X # Participants = total per year	8 x 30 =240	28 x 30 =840	10 x 20 =200

Personnel. Dr. Maria Quezada is the Project Director of 2INSPIRE. For the last eight years, she directed the two grants that funded the Parent Information Resource Center (PIRC) at CABE and the early implementation of 2INSPIRE. With over 20 years of experience, Dr. Quezada worked to design the program to support parents in changing their behaviors, change school culture, practices and policies, and evaluate the impact of these two on student learning. She has extensive experience in directing federal contracts and grants. Dr. Quezada is an expert in EL programs, second language acquisition, engaging parent, professional development, and was a lead early childhood educator where she taught courses to prepare preschool teachers.

Maria Villa, MA, Project Coordinator, served as Project Coordinator of the PIRC, managing school site operations of Project INSPIRE since 2008. She is responsible for overseeing project specialists and was the liaison for the satellites in Alameda County Office Education and San Bernardino County Superintendent of Schools. Ms. Villa has a Masters in Early Childhood Ed and served as project coordinator in two research studies from 2001-08 studying language and literacy development among Spanish-speaking children in TX, CA, and Guadalajara, Mexico.

Carlos Maya and Antoinette Hernandez, Project Parent Specialists, provided services to parents in the PIRC; worked in curriculum development and delivery, and have extensive experience in working with parents and in building collaborative partnerships with school districts. (Appx. F)

Part D. Quality of the Project Evaluation and Research

Evaluation Questions. (1) What is the relative effectiveness of 2INSPIRE in increasing parent involvement to support their child's learning at home, school, and in the community? (2) What changes have occurred because of CBO and pre-school involvement? (3) What is the relationship between parent engagement and school-wide efforts to improve student academic growth? (4) What is the relationship between and among parents, teachers, and principals in schools with an effective home-school-community collaboration team? (5) What is the context at each site? What barriers are within and outside the scope of the project? (6) How satisfied are parents with the project components and to what extent do they find it useful? (7) What type of cultural and institutional change has occurred at participating schools? (8) How has the ATP affected policies, procedures, and sustaining and growing parent engagement?

Methods. Evaluators and project staff will develop valid and reliable measures of performance, a realistic and reliable project accountability and feedback system, reliable and usable data for feedback to support project decision-making, final fidelity measures, assess our annual progress toward meeting our goals, objectives, and performance measures, and comply with requirements for the national evaluation of i3. The evaluation focuses on process and outcomes, to document program implementation, facilitate further development and replication, and gather data that show the promise of 2INSPIRE to improve student outcomes. Process evaluation will determine the extent to which the project is being implemented according to plan; assess fidelity and variability in expected/unexpected implementation; compare fidelity across participating sites; establish validity for the relationship between the intervention and the outcomes; provide information on what components of the project are responsible for outcomes; understand the relationship between program context and program processes (i.e., levels of implementation); provide project staff with feedback on the quality of implementation; and use feedback data to

refine program components (Bliss 2002). The outcome evaluation includes analysis of data to determine facilitating and hindering factors related to participant outcomes and to what degree the model supports participants' persistence through the training modules. Formative feedback will be provided in monthly meetings with evaluators and in quarterly status reports. Evidence will be determined by measuring outcomes related to our logic model.

Quantitative and Qualitative Data: *Quantitative Data - Surveys.* Participants will complete surveys to document participants' satisfaction with the training, the extent to which it is meeting their needs, the extent to which they find it useful and of high quality, and to provide Parent Specialists with feedback on how to improve the sessions. Parents also provide feedback on the "How Friendly Is Your School" Survey (Mapp, 2008) annually. *Stages of Concern.* The CBAM SoC survey will be administered to teachers and administrators annually to determine their movement through the seven stages of concern related to supporting a family-school-community decision-making collaborative. *Monthly Performance Report.* Each Parent Specialist will report modules completed, the total number of coaching and mentoring days provided to each parent at each Treatment School, challenges encountered, significant parent contributions, and other data. MPR data will be linked to school and student data. *Qualitative Data -* To better understand contextual, process, and outcome factors, and to monitor fidelity factors related to the implementation of 2INSPIRE, evaluators will use a variety of methods and instruments, including (see full description in Appendix J): interviews and focus groups; Parent Participant Journal; Leadership Development Observation Guide; Presenter Reflection/ Evaluation; and Artifact Documentation and Analysis Rubrics. *Reports.* Evaluators will use the collective body of data to create quarterly Status Reports to assist project staff to monitor, manage, and continuously improve training services and the entire project, as well as annual reports.

Facilitating Further Development/Replication. Our Logic Model (pg. 25 and Appx. J) will inform the components of our Fidelity Measure, both of which will support further development and replication. Fidelity scores will be generated for each participant group (parents, parent specialists administrators) measured against key program components. In addition to a Fidelity Model we will use an Innovation Configuration Map (Hall & George, 2000) to capture the adaptations that arise in school-based implementation of innovations. The Innovation Configuration Map, placing the program on a continuum of high to low quality implementation.

Measuring the Effectiveness of the Project. *Research Design Questions:* (1) Does parent participation in 2INSPIRE lead to children of those parents, and all students at the school, showing positive achievement outcomes in math and ELA? (2) Do the achievement outcomes of students whose parents participate vary as a function of their parent's' training at the Mastery or Expert Level? *Design.* A quasi-experimental design will assess the impact of the 2INSPIRE program on math and ELA achievement of students. The impact study is based on students enrolled in elementary schools in the participating districts. The treatment students are the cohort of 3rd, 4th, and 5th graders at participating schools during the 2012-13 through 2016-17 school years. The comparison students are those enrolled in a comparable number of schools within each district that are not participating in 2INSPIRE. *Sample Size.* Treatment group is approximately 2,000 and comparison size is approximately 2,000. *Data Collection.* Each participating school district will provide de-identified student data files that include student demographic data and student outcome data (i.e., math and ELA state test scores), and school level attendance for participating and comparison schools. Student data files will be coded and the external evaluator will only be able to identify students by their unique school ID number. *Dependent Variables.* The study includes a total of four outcomes in two domains, as follows:

Domain 1: Mathematics Achievement with scale scores and proficiency indicators on the math section of the California state test as outcome measures; and **Domain 2: English-language arts (ELA) Achievement** with scale scores and proficiency indicators on the ELA California state test as the outcome measures. *Independent Variables.* Included are demographic data, academic (eligibility for special education services, and 2nd grade math and ELA state test scale scores), and program (parent level of participation) covariates at the student level. At the school level the independent variable is participation in the training. We will assess baseline equivalence using the 2nd grade math and ELA Scale Scores. During Year 2 California will be transitioning to full implementation of the Common Core State Standards (CCSS), and will participate in the new Smarter Balanced assessment system, a computer adapted testing system that allows for interim and summative assessments that are vertically scaled from Grades 3-11. It is scheduled for full implementation during Year 3 of the grant, and we intend to include student performance on the Smarter Balanced assessment as an outcome measure if the data become available during the course of our funding period. *Statistical Analysis of Outcomes.* A two level HLM is used to statistically analyze a data model where students (Level 1) are nested within schools (Level 2) to determine the effect of the Parent Leadership Development Program on students' mathematics and ELA achievement. The confirmatory contrast is between the math and ELA scale scores for students in 3rd, 4th, and 5th grades at study schools during school years 2012-13 and 2013-14 (treatment students) and the mathematics and ELA scale scores for students in the same grades at non-participant comparable schools in the district (comparison students).

External Evaluators, Budget. The Wexford Institute researchers/evaluators, who will lead the 2INSPIRE study, have extensive evaluation and research experience, including federal projects, and final evaluation of 2INSPIRE trial implementation. Budget is based on previous projects of

similar scope. The evaluation team will provide .5 FTE to coordinate with the project staff, develop instruments, complete data collection on site and online, summarize and analyze data, and complete reports in order to improve outcomes and facilitate replication.

Logic Model. See full logic model in Appendix J – this is abbreviated due to limited space.

Context/Inputs	Activities	Outcomes
<ul style="list-style-type: none"> ○ Project staff and Parent/Specialists ○ Research-Based Framework ○ 3-level training program modules ○ ATP Team ○ Community-based Organization involvement ○ Dissemination materials and Replication Kit 	<ul style="list-style-type: none"> ○ Orientation for staff, districts, CBOs, school and pre-school sites ○ Recruit parents ○ CBOs provide Awareness training ○ Parent Specialists provide Mastery and Expert Level training ○ Parent Specialists provide coaching and mentoring ○ Continuous improvement feedback from staff and participant reflections and evaluation findings ○ Development of ATP Plan for Implementation and Sustainability ○ Dissemination and Replication products and services online and at conferences 	<ul style="list-style-type: none"> ○ Parents and school, district and CBO staff trained and continue INSPIRE training ○ Continued implementation of ATP committee and plan ○ Improved collaborative school culture ○ Improved outcomes for children of participating parents ○ Improved school-wide student achievement ○ Higher college acceptance and completion rates ○ Replication of 2INSPIRE in other districts
<p>Context: Must identify other types of parent involvement used at comparison schools.</p>		

See Appendix J for References