

California League of Middle Schools  
English Learner Families For College: Moreno Valley USD

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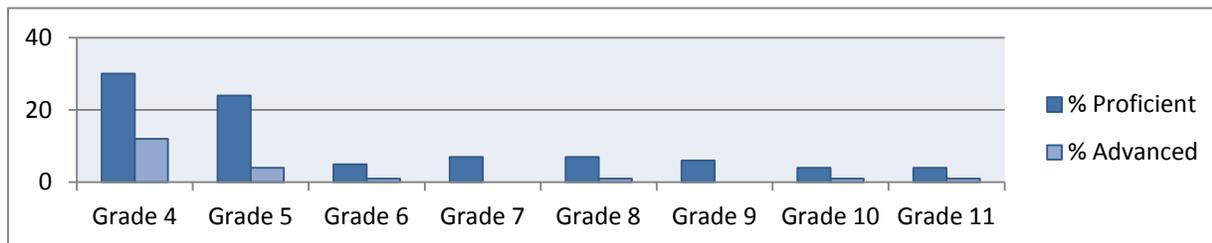
### **A. Quality of the Project Design**

California League of Middle Schools (CLMS) proposes the following project for consideration for a U.S. Department of Education Investing In Innovation (i3) Fund development grant: CLMS English Learner Families For College: Moreno Valley USD (for brevity, Families For College). A nonprofit 501(c)3 organization, CLMS will serve as lead agency; Moreno Valley Unified School District (MVUSD) will be the official local educational agency partner. Other partners will include Dr. Kate Kinsella, Families In Schools, the California Department of Education, American Institutes for Research, and Educational Resource Consultants.

#### **(1) Clear goals; explicit strategy; actions/priority aligned; goals, objectives, outcomes**

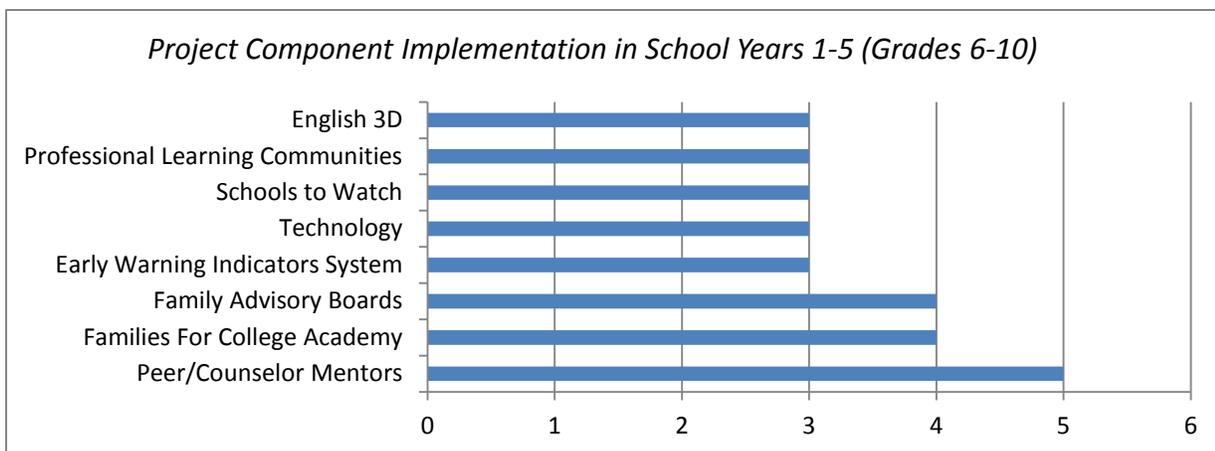
Families For College addresses *Absolute Priority 3* - Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement; *Competitive Preference Priority 8* - Innovations to Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students; and *Competitive Preference Priority 10* - Technology. Per district records, MVUSD is an urban-fringe Southern California district with the county's lowest high school graduation rate and highest dropout rate. MVUSD was placed in District Program Improvement in 2004-05, Title III Program Improvement (Limited English Proficient) in 2007-08, and Title II Program Improvement, Level C (AYP and HQT) in 2010-11. The district serves 35,969 students, of whom 81% qualify for free/reduced price meals, 64% are Hispanic, and 19% are African American. Of EL students, 88% are U.S. born and educated yet remain fixed at intermediate language proficiency levels as long-term English learners (LTELs). EL test data show a precipitous drop in English-language arts (ELA) proficiency from the primary to the middle grades, a fall from which they never recover:

*MVUSD English Learners: 2011 STAR Test Results, CST English-Language Arts*



In 2013-2014, 31% of sixth-grade students will be ELs. MVUSD urgently needs a secondary EL strategy that addresses family and community norms and language-driven instructional practices.

Over five years, Families For College will follow a cohort of 360 high-need English learners (LTELs and recently reclassified Fluent English Proficient, or R-FEP, students) and their families from the start of 6th grade at six middle schools through the fall of 10<sup>th</sup> grade at four high schools. The project will combine innovative avenues for student, peer, parent, and family engagement and leadership in a college-focused educational community (Olsen, 2010); targeted academic English instruction utilizing EL-focused curricula, instruction, and assessment (Kinsella, 2011); and an early warning system data tool (Balfanz & Herzog, 2009) so the treatment cohort may show significant gains in LTEL/R-FEP grade-level ELA proficiency, LTEL reclassification, and therefore LTEL/R-FEP college readiness. Academic resources will be concentrated in grades 6-8 so cohort students may reclassify as Fluent English Proficient by



the end of 8<sup>th</sup> grade to access the high school core curriculum. Peer, family and community

components will extend into high school. The independent evaluator, ERC, will implement a quasi-experimental, carefully matched comparison group design and select comparison group participants based on similar academics, demographics, and time periods.

During the initial planning period, the Project Director and Project Coordinator will establish a multi-year master schedule to monitor program component implementation by CLMS' staff and partners. Then, out of a pool of 5<sup>th</sup>-grade ELs who scored California English Language Development Test levels of 3-5 and California Standards Test-ELA levels of Basic or Below Basic, 360 families – 60 families at each of six middle schools – will sign a promise to participate, be accepted into Families For College, and provided extensive supports for nearly five years. In addition, 72 high-performing 8<sup>th</sup>-grade students from similar linguistic backgrounds will be recruited as high school peer mentors to guide five EL cohort students from 6<sup>th</sup> grade through 9<sup>th</sup> grade. District office staff will select 12 6<sup>th</sup>-grade teachers, two per middle school site, to be the project EL teachers at their school sites for school year 1. The EL teachers will receive honorariums for added responsibility in implementing the new programs during and after school, as will the four counselors who will oversee the 72 peer mentors at the high schools. Prior to the Fall of 2013, the EL teachers, peer mentors, and high school counselors will receive orientations and trainings. The project is structured as a train-the-trainer model to embed district sustainability and scalability into the process. Components include:

- English 3D: Dr. Kate Kinsella (2011) and colleague Theresa Hancock, authors of the new Common Core State Standards (CCSS) aligned Scholastic curriculum for LTELs, English 3D, will train 36 teachers in school years 1-3 (12 teachers from grade 6, then 12 from grade 7, then 12 from grade 8) to teach a combination of one period of core English-language arts and a second period of ELD and writing support using English 3D with the

goal of setting all cohort students on the path to college and career. Dr. Kinsella will also present to cohort families to bridge the academic and family elements and help parents understand English 3D, its relation to the CCSS's, and the parental role. Ms. Hancock will provide technical assistance to MVUSD EL leadership.

- Professional Learning Communities (PLCs): The EL teachers will collaborate weekly as site teams and monthly in a district-wide PLC. The effectiveness of the PLC as an ongoing professional development tool for educators is well established (DuFour, 2006).
- Schools to Watch (STW): This model middle schools program (NFAMGR, 2001) run by CLMS and the California Department of Education with the support of other state-level organizations will serve as a resource for EL teachers and principals to see effective EL and family engagement programs in action at high-need, high-performing sites.
- Technology: Training on using older-model, cost-effective iPads and district-approved apps such as Google Drive/Docs and Edmodo (a communication tool that will facilitate e-mentoring) will be provided to the EL teachers, peer mentors, and high school counselors. MVUSD is an Apple district with an iPad pilot program, school-wide wireless access, and district use policies in place.
- Early Warning Indicators System (EWIS): Developed by the American Institutes for Research and based on the work of Dr. Robert Balfanz who identified middle-grades attendance, behavior (discipline), and course performance in as indicators for high school dropout, EWIS training will be provided to the EL teachers so they may monitor cohort student performance and respond promptly.
- Family Advisory Boards: Families In Schools, a nonprofit organization that specializes in providing technical assistance to schools and districts on effective parent outreach and

engagement, will train middle and high school site teams that include EL teachers, assistant principals, office managers, and site EL specialists to establish an effective advisory board that includes three cohort parents and three cohort students who will be encouraged to take distributive leadership roles in supporting school improvement and cultivating a welcoming school environment. All site boards will meet regularly.

- Families For College Academy: Families In Schools (FIS) will also train EL teachers, counselors and parent leaders to implement a series of 23 sessions using FIS curricula throughout school years 1-4 so cohort families may better understand their role in improving their children’s educational outcomes.
- Peer/Counselor Mentors: The Project Coordinator will manage a peer mentor program that will help develop a college-going culture by pairing each 6<sup>th</sup>-grade EL cohort student with a college-bound 9<sup>th</sup>-grade student who will be a steady support as the cohort student moves from 6<sup>th</sup> to 9<sup>th</sup> grade, when the peer mentor will be a senior. The counselor at the cohort student’s destination high school will also mentor the cohort student. iPads will be the vehicle for e-mentoring in middle school. Starting with an in-person summer bridge program, mentoring will transition to in-person in high school.

**Logic Model (Goals per Absolute Priority 3)** *Appendix J has a more detailed model.*

<b>Goal 1:</b> Improve school engagement, environment and safety for English learners through student/parent/family awareness of/engagement in academic supports and K-16 processes.	
<b>Objectives</b>	<b>Outcomes</b>
a. 70% of cohort families participate in academies in years 1-4, student-led conferences in years 1-3.	In comparison to district history and control group, cohort students and

<p>b. 95% of cohort students transition from middle school with an academic plan and a digital portfolio.</p> <p>c. 95% of cohort students interact with peer mentors at least 10 times/year in years 1-4.</p>	<p>families display more active involvement in student- and family-centered activities designed to increase EL student engagement and achievement.</p>
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Objective note: (a) is twice the parent participation rate regularly experienced to date by FIS.

**Activities: Cohort Student Engagement Involving Peers and Families:** Using iPads and Apple or free open educational resources, cohort students create grade 6-12 academic plans and inquiry-learning multimedia projects. • Peer mentors and counselors connect frequently with cohort students over iPads to review academic plans and projects. • Cohort students share progress, portfolios, academic plan with parents/guardians in student-led conferences. • Middle and high school peer/counselor mentoring activities provide continued guidance, college-going culture, and community. **Family Training:** Four-year Families For College Academy for cohort students and families: transition to middle school, U.S. education system, English learner needs, monitoring academic progress, pathways to college, parents as education partners, transition to high school, safe and welcoming environments. **Peer Mentor Training:** For high-performing peer mentors on academic and college guidance over iPads and in person.

**Goal 2:** Increase high-need English learner achievement and school improvement through clear, consistent, EL- and LTEL-focused academic supports.

Objectives	Outcomes
<p>a. District AMAOs 1 &amp; 2 increase an average of 5% by year 4; District AMAO 3 increases 7% by year 4.</p> <p>b. 30% increase in cohort students scoring “proficient” or “advanced” on ELA CST by grade 8.</p>	<p>In comparison to control group and past district history, cohort students show accelerated student <b>achievement</b> (standardized test, ELA course grades)</p>

<p>c. 30% increase in cohort students scoring a ‘C’ or better in ELA courses in grades 6-8.</p> <p>d. 35% increase in reclassification as FEP by the end of 8<sup>th</sup> grade.</p>	<p>and accelerated student <b>growth</b> (California English Language Development Test, demonstrations of learning in digital student portfolios).</p>
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\* Objectives note: (a) AMAO goals exceed already stringent target requirements set for the district, (b) is double district past performance, (c) significantly exceeds district past performance, and (d) is nearly double past district performance.

**Activities: District Capacity Building:** Technical assistance for district EL program planning to support EL student success. **School Staff Capacity Building:** (a) training in EL-specific English 3D academic language development program by Dr. Kate Kinsella plus online activities; (b) training in educational technology, CDE/AIR Early Warning Indicators System (EWIS), Schools to Watch criteria; (c) field studies at Schools to Watch. • Professional learning communities-structured, job-embedded implementation of project by teachers • Teachers will share EWIS and course data at least monthly with parents and students, and attend family academy sessions.

**Goal 3:** School staffs will cultivate a welcoming, safe environment for families and build relationships to increase families’ capacity to support English learners’ educational needs.

Objectives	Outcomes
<p>a. Family advisory boards will influence parent engagement initiatives and the overall welcoming environment (measurements: logs and surveys).</p> <p>b. Parent surveys: Over 4 years, 20% increase in satisfaction with school environment and confidence re: knowledge of education system and child’s progress;</p>	<p>Inputs from students, families and staff will co-create a more welcoming and emotionally safe campus environment at each of the six middle schools and four high schools, leading to more actively involved families and higher</p>

student surveys: over 4 years, 20% increase in satisfaction with school environment and academics.

achieving English learners.

**Activities:** *Cohort Student and Family Input:* Family advisory boards will help guide school, EL program, and project improvement, and will collaborate with existing family engagement activities and groups (e.g., District English Learner Advisory Committee). • Cohort parent and student surveys will gauge school satisfaction, awareness of child’s progress. • School activities will foster social bonds.

***School Staff Training and Activities:*** Principals, teachers and counselors will train in parent welcoming and engagement, and with parents will craft an engagement/communication plan, train staff in plan, and use plan to build staff-family bonds via family-focused activities. • Student led conferences will give clarity on academic status and progress, increasing parent participation.

**(2) Proposed project cost; start-up and operating costs per student per year (including indirect) for reaching the total number of students served; estimated costs to reach 100,000, 250,000, and 500,000 students**

The cost of the project will be \$2,279,507 over five years. Although 360 students will be followed, similar services will be provided and measured for an estimated 1,080 total ELs and their families, including new sixth-grade ELs in years two and three, resulting in \$2,111 for intensive multi-year services per average Moreno Valley family of four (U.S. Census, 2010).

The yearly breakdown fee per student and family, including indirect costs, is as follows:

In year one, start-up costs will be \$173 per student/family and operating costs will be \$378 per student/family. In year two, start-up costs will be \$22 per student/family and operating costs will be \$431 per student/family. In year three, start-up costs will be \$22 per student/family and

operating costs will be \$426 per student/family. In year four, start-up costs will be \$0 per student/family and operating costs will be \$359 per student/family. In year five, start-up costs will be \$67 per student/family and operating costs will be \$232 per student/family. The estimated cost to reach 100,000 students and their families is \$211,100,000. To reach 250,000 students and their families, the total would be \$527,750,000. The amount for 500,000 students and families would be \$1,055,500,000.

**(3) Costs are reasonable in relation to objectives, design, potential significance of project**

*Costs Related to Objectives, Design:* The greatest costs are expertise and curriculum per the goals/objectives of student, parent and family engagement and EL academic achievement. More resources target the middle grades so that by high school, more ELs may access the core curriculum. *Costs Related to Potential Significance:* The project will provide a rigorous, cost-effective and sustainable EL model other districts can adopt by shifting structure, expenses, personnel, and perspective to better focus on EL needs. (Curriculum, training, staffing, and technology are normal district outlays.) In 2011, California had 1,441,387 English learners enrolled in public schools, over 23% of total enrollment. Of these, 71% are in grades K-6, showing the need to improve services for secondary ELs is only increasing (California Department of Education, 2011). A five-year per-family project investment of \$2,111 is reasonable given the enormous needs of ELs in California and other states.

**B. Significance**

**(1) Exceptional approach to priorities established for the competition**

Families For College takes an exceptional approach to harnessing the power of Parent and Family Engagement (**absolute priority 3**) to improve the achievement of English Learner students (**competitive preference priority 8**). Of the five million ELs nationwide (Goldenberg,

2008), most were born in the U.S. (National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs, 2009), live in poverty (Capps et al., 2005), have mastered what Cummins (1992) called Basic Interpersonal Communicative Skill (playground language), but have not fully developed the more abstract Cognitive Academic Language Proficiency needed for success in college and career (Olsen, 2010; Goldenberg, 2008; Kinsella, 2011). Ascending out of poverty is a multi-generational journey (Payne, 2005) and education is a widely accepted pathway out of poverty, yet parent involvement is often lacking in schools serving low-income neighborhoods. About 80% of EL parents were born outside the U.S. (Goldenberg, 2008). Panferov (2010), Arias and colleagues (2008), and Hoover-Dempsey and Sandler (1997) tell us that educators need to not only invite families to participate as partners in their child’s education and create a welcoming school environment, but to understand parents’ perspectives on literacy and school, help them grasp the parental role in U.S. education, and ensure they gain confidence to inhabit that role. **Families For College puts family engagement at the heart of a project whose exceptional approach is its combination of components identified by researchers as central to effective EL programs.** The project addresses site-specific recommendations Olsen (2010) identified as crucial for “remedying the harm” encountered by ELs:

Olsen’s Recommendations	Families For College
Data collection mechanism	Early Warning Indicators System, Balfanz & Herzog
ELD materials – access to core content	English 3D, Kinsella (Scholastic)
Build teacher and administrator capacity to serve ELs and LTELs	Intensive training, ongoing job-embedded professional development, parents as partners
Give ELs full access to the curriculum	Intensive middle-grades preparation for high school

	access to college prerequisites
Help parents understand/actively monitor child’s/school’s progress	Advisory roles, academies, student-led conferences, academic plans, staff capacity to engage parents
<b>Additional CLMS Recommendation</b>	<b>Families For College</b>
Activities to build student self-efficacy (Tinto, 1990) for academic engagement	Peer mentoring, inquiry learning, technology projects, academic plan development, student-led conferences

Technology (competitive preference priority 10) plays a crucial role in building student self-efficacy in the project design. Older-model, cost-effective iPads will be used to mirror students’ out-of-school informal learning in which peers connect electronically and create learning products, tapping cognitive engagement, collaboration, inquiry, critical thinking, and closing the digital divide (Crawford, 2007; Sprenger, 2010; ISTE, n.d.; USDE, 2010). Electronic mentoring from high-performing older peers who will later be seniors supporting cohort students’ transition to high school is a scenario not well represented in K-12 research, offering a promising new focus.

**(2) Potential contribution to developments, advancements of theory, knowledge, practice**

Reviews of existing EL research underscore that much theory exists but the lack of investigations into promising practices is inhibiting development of evidence-based solutions (Goldenberg, 2008; Kinsella, 2011). In California, it took Olsen’s *Reparable Harm* (2010), an extensive collaboration with over 40 school districts, to focus state-level attention on the unique, unmet needs of ELs (for example, the California Department of Education only last year created a dedicated EL department). As Olsen noted there is “an emerging and startling picture of students left behind, parents uninformed, educators unaware, and districts largely stumped about what to

do.” Families For College would put evidence-based theory and recommendations into practice within a quasi-experimental framework. The cohort model enhances project efficacy by providing five years of treatment to better support causal conclusions and generate longitudinal data for potential future i3 scalability. Qualitative measures will generate useful feedback from parents, students, and staff.

**(3) Likelihood of positive impact as measured by the importance or magnitude of effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates**

In comparison to the control group and past district history, cohort students are very likely to show positive impact as measured by accelerated student achievement (standardized tests and ELA course grades) and accelerated student growth (California English Language Development Test, demonstrations of learning in digital student portfolios). MVUSD currently has an EL achievement chasm, not a gap, and while CLMS will not promise to close the distance between MVUSD ELs and traditionally higher-scoring subgroups in five years, the project will significantly improve EL educational outcomes. The use of the Early Warning Indicators System by EL teachers will provide ongoing monitoring so fewer EL cohort students stumble into dropping out, but will instead receive timely supports to stay on the path toward high school graduation. The intensive, relationship-focused aspect of Families For College will translate to great gains for the cohort students and their families as parents learn how to monitor their child’s academic progress and adopt a distributive leadership role in their community schools. Many of the measurable objectives set the bar for twice the growth MVUSD currently experiences.

**C. Quality of the Management Plan and Personnel**

**(1) Management plan to achieve proposed objectives on time/within budget (clearly defined responsibilities, timelines, milestones for project, sustainability and scalability tasks)**

**Goal 1:** *Improve school engagement, environment and safety for English learners through student/parent/family awareness of/engagement in academic supports and K-16 processes.*

**Objectives:** (a) 70% of cohort families participate in academies in school years 1-4, student-led conferences in school years 1-3. (b) 95% of cohort students transition from middle school with an academic plan and a digital portfolio. (c) 95% of cohort students interact with peer mentors at least 10 times/school year in school years 1-4.

<b>Tasks</b>	<b>Timeline/Milestones</b>	<b>Responsibility</b>
<p><i>Planning:</i> Develop 5-year master schedule (dates, tasks, required district personnel, reporting). Recruit 360 families for school years 1-5 and 72 peer mentors for school years 1-4. Select 12 6<sup>th</sup>-grade teachers for School Year 1.</p>	<p>January – June 2013: 5-year master schedule completed; 12 teachers selected; 360 English learner families and 72 peer mentors recruited.</p>	<p>Project Director; Project Coordinator; LEA Liaison; Parent Engagement, English Learner, &amp; Technology Consultants; Project Evaluator</p>
<p><i>Families For College Academy / Student-Led Conferences Training:</i> -2 days Families For College Academy Training -4 hours student-led conferences training</p>	<p>Summers, 2013 -2016: 12 EL teachers will learn to provide family engagement sessions &amp; student-led conferences (School Years 1-3); 4 counselors will learn to provide family engagement sessions (School Year 4).</p>	<p>Project Director; Project Coordinator; LEA Liaison; Parent Engagement Consultants</p>

<p><i>Families For College Academy / Student-Led Conferences:</i> A minimum of 23 academy sessions &amp; 3 student-led conferences provided to 360 cohort families; 720 additional EL families will receive at least 2 academy workshops &amp; 1 student-led conference.</p>	<p>School Years, 2013-2017: At least 70% of 360 cohort families will attend a minimum of 75% of sessions in school years 1-4; at least 70% of 360 cohort families will attend at least 2 student-led conferences in school years 1-3.</p>	<p>Project Director; Project Coordinator; LEA Liaison; Parent Engagement Consultants; EL Teachers</p>
<p><i>Peer Mentor Training:</i> -1 day technology and peer mentor training</p>	<p>Summers, 2013 -2015: 4 counselors &amp; 72 peer mentors will learn to use iPads to help cohort students create academic plans &amp; digital projects.</p>	<p>Project Director; Project Coordinator; LEA Liaison; Technology Consultants</p>
<p><i>Peer/Counselor Mentoring:</i> A minimum of 40 peer &amp; 4 counselor mentoring sessions will be provided to each cohort student in school years 1-4.</p>	<p>School Years, 2013-2017: Cohort students will enter 9<sup>th</sup> grade with a plan for the future, technology skills, a staff member who knows them &amp; a supportive peer mentor who is a senior.</p>	<p>Project Director; Project Coordinator; LEA Liaison; Peer Mentors; Counselors</p>

**Goal 2:** Increase high-need English learner achievement and school improvement through clear, consistent, EL- and LTEL-focused academic supports.

**Objectives:** (a) District AMAOs 1 & 2 increase an average of 5% by year 4; District AMAO 3 increases 7% by year 4. (b) 30% increase in cohort students scoring “proficient” or “advanced”

on ELA CST by grade 8. (c) 30% increase in cohort students scoring a ‘C’ or better in ELA courses in grades 6-8. (d) 35% increase in reclassification as FEP by the end of 8<sup>th</sup> grade.

<b>Tasks</b>	<b>Timeline/Milestones</b>	<b>Responsibility</b>
<p><i>District Capacity Building:</i></p> <p>10 days consultation to district office EL staff to improve articulation, placement pathways, monitoring &amp; interventions for EL students at all levels.</p>	<p>2013-2017: A streamlined, data-driven EL pathway system will mean all cohort EL students are placed in appropriate classes for their academic needs and provided with powerful supports, resulting in better achievement and accelerated growth.</p>	<p>Project</p> <p>Director;</p> <p>Project</p> <p>Coordinator;</p> <p>LEA Liaison;</p> <p>English Learner</p> <p>Consultants</p>
<p><i>EL Teachers’ Capacity Building:</i></p> <p>-4 hours’ technology training and 4 hours’ student-led conferences training/school year</p> <p>- 7 days’ English 3D program training &amp; observations/school year</p> <p>- 2 days’ Schools to Watch field studies/school year</p> <p>-2 days’ summer institute training/summer</p> <p>-2 hours’ AIR Early Warning Indicators training/school year</p>	<p>2013-2016: Train-the-trainer-style capacity building with EL teachers in 3 sequential grades will build a sustainable, research-based EL system into district operations to facilitate scale up during and after the project. As cohort EL students rise in 6<sup>th</sup>-8<sup>th</sup> grades, EL teachers will gain significant skills to assist cohort and</p>	<p>Project</p> <p>Director;</p> <p>Project</p> <p>Coordinator;</p> <p>LEA Liaison;</p> <p>English Learner</p> <p>and Technology</p> <p>Consultants</p>

-54 hours' common planning time for PLCs/school year	following students in later years.	
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**Goal 3:** *School staffs will cultivate a welcoming, safe environment for families and build relationships to increase families' capacity to support English learners' educational needs.*

**Objectives:** (a) Family advisory boards will influence parent engagement initiatives and the overall welcoming environment (measurements: logs and surveys). (b) Parent surveys: Over 4 years, 20% increase in satisfaction with school environment and confidence re: knowledge of education system and child's progress; student surveys: over 4 years, 20% increase in satisfaction with school environment and academics.

Tasks	Timeline/Milestones	Responsibility
<p><i>Cohort Student and Family Input:</i></p> <p>-3 cohort parents and 3 cohort students will serve quarterly on Family Advisory Boards at each middle school with staff to help guide school, EL program, and project improvement.</p> <p>-Boards will craft and implement engagement plans.</p> <p>-Parent and student surveys will be administered in Years 2-4 to gauge project progress.</p>	<p>2014-2016: Cohort and additional families will gain a stronger connection to their school and increased willingness to participate in their children's education through family focused activities implemented as part of the engagement plan.</p>	<p>Project Director; Project Coordinator; LEA Liaison; Family Engagement Consultants; Project Evaluators</p>
<p><i>School Staff Training and Activities:</i></p>	<p>2013-2016: Staff and</p>	<p>Project</p>

<p>-3 days of training for staff who will serve on Family Advisory Boards at each school/school year</p> <p>-Cohort parents and students recruited for Family Advisory Boards</p>	<p>parent/student leaders will learn and implement the keys to creating a welcoming environment and increasing family involvement by improving staff abilities to engage families.</p>	<p>Director; Project Coordinator; LEA Liaison; Family Engagement Consultants</p>
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**Sustainability and Scalability**

<b>Tasks</b>	<b>Timeline/Milestones</b>	<b>Responsibility</b>
<p><i>Sustainability:</i> The entire project has been planned as a capacity-building train-the-trainer model so the district may sustain and expand the program with little additional outlay as grant will have provided “start-up” costs.</p>	<p>2013- 2017: Site and district staff will be experts able to train colleagues in all aspects; EL teachers will start training colleagues by school year 2 to implement Families For College academy sessions.</p>	<p>Project Director; Project Coordinator; Project Communications Director; LEA Liaison; Parent Engagement,</p>
<p><i>Scalability:</i></p> <p>-All parties will contribute multimedia (text, video, charts, images) project challenges and highlights, instructions, and curriculum to a</p>	<p>Fall 2017: -A handbook to help schools, districts and state departments of education</p>	<p>English Learner, &amp; Technology Consultants; Project</p>

<p>district handbook to be edited and disseminated by CLMS through CLMS’ newsletter, Web site, social media, partner organizations, and public relations efforts.</p> <p>-A case study synopsis with results will be submitted to education publications.</p> <p>-Sessions will be presented at CLMS statewide events.</p> <p>-A real-world cost analysis recalculating initial scaling targets will be incorporated into the handbook to assist districts in assessing costs.</p>	<p>implement similar programs to better serve English learners will be completed and shared by the close of the grant period.</p> <p>-If published, articles on the project and the handbook will reach thousands of educators.</p>	<p>Evaluator; Family Advisory Committees; Students; Parent Leaders; EL Teachers; Peer Mentors and Counselors</p>
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**(2) Qualifications, including relevant training and experience, of project director and key personnel, especially in managing projects of the size and scope of the proposed project.**

California League of Middle Schools (CLMS) will provide leadership for Families For College and participate in i3 Communities of Practice to collaborate with fellow grantees. CLMS will employ the Project Director to manage grant operations with the support of the management team. CLMS will also retain the services of CLMS staff and external training and advisory consultants as appropriate (please see resumes in Appendix F). CLMS has a strong background in grants management and is currently participating in three major grants which are all in good standing and on track toward achieving their objectives. The CLMS English Learner Families For College Management Team will meet at least monthly (in person or virtually), and will be composed of the following individuals. Please see resumes in Appendix F.

**Peter Murphy, M.S.Ed.**, will be the .20 Full-Time Equivalent **Project Director** administering the project. A former middle school special education teacher and principal, Mr. Murphy has served for over two decades as executive director of CLMS, for which he directs services to 20,000 members, produces multi-day professional development events for thousands of educators around the state, guides the California Schools to Watch model schools program, and oversees grants management. CLMS is the lead agency for a U.S. Department of Education 2010 School Leadership Program grant, a sub-awardee of a U.S. Department of Education 2010 i3 grant, and the lead agency for a 2010 United Way of Greater Los Angeles grant. ELs, family engagement, and technology are all topics for which Mr. Murphy has longtime experience in arranging trainings. He is past president of the National Forum to Accelerate Middle-Grades Reform and a founding member of the California Middle Grades Alliance.

**Maryam Hall, M.A.**, Grant Services Specialist for CLMS, will serve as the .60 Full-Time Equivalent **Project Coordinator**. Ms. Hall will assist Mr. Murphy; be the day-to-day liaison for MVUSD staff, peer mentors, and parent leaders; monitor the grant master schedule to ensure all partners are implementing activities per the timeline; and manage the peer mentor component of the program. She is the project coordinator for a School Leadership Program grant, the California portion of an i3 grant, and a United Way of Greater Los Angeles education grant. Ms. Hall has extensive experience in implementing youth and family programs for young people from economically disadvantaged and ethnically and linguistically diverse backgrounds.

**Kate Kinsella, Ed.D.**, is an education professor at San Francisco State University, a well-known scholar on English Language Learners and academic language, and the lead author of English 3D (Scholastic), the first research-based curriculum designed for long-term English learners. She is also the co-author of READ 180, a national reading intervention curriculum. Dr.

Kinsella will provide training to district staff and families on English 3D and the academic segment of the project. She will also guide her colleague, **Theresa Hitchcock**, co-author of English 3D, an experienced trainer, and an authorized California Teacher of English Learners, in providing training and advisory activities for district and site staff so they may implement the academic segment and sustain the work upon project completion. They have long experience in helping LEAs such as Vista and Santa Barbara unified school districts plan and implement EL programs.

**Kathleen Mooney, M.Ed.**, director of school partnerships for the Los Angeles-based nonprofit **Families In Schools (FIS)**, will oversee specialists who will train district staff to implement the Families For College Academy and Family Advisory Boards. Ms. Mooney has 13 years of experience in organizing family-school partnerships. In the past year, FIS provided technical and capacity-building assistance to 69 schools, districts, and organizations seeking to involve parents as effective education partners. FIS has deep experience working with EL families. Grantors that have funded their work include the U.S. Department of Education, United Way, Boeing Company Charitable Trust, and State Farm Mutual Insurance Company.

**Deborah Kasak, Ed.D.**, is the executive director of the National Forum to Accelerate Middle-Grades Reform. Dr. Kasak will serve as **Technical Adviser** to the Management Team due to her record of success in reporting, compliance, and disseminating the results of an i3 grant. She has managed a current i3 grant and a 2006 Comprehensive School Reform Quality Initiative grant.

**Steve Price, Ph.D.**, resource and evaluation director for **Educational Resource Consultants (ERC)**, will serve as **Principal Evaluator**, overseeing the external evaluation team

in implementing the evaluation plan, providing progress reports to the Program Director and Management Team, and assisting in the use of data for continuous improvement. Dr. Price is the former director of the Center for Educational Research and Services at California State University, Fresno. ERC evaluates the English Learner Access program for Los Angeles Unified School District and the Migrant Education program for Fresno County Office of Education.

**Lilia Villa, M.A.**, holds a bilingual credential and is the new director of English Language Learner Programs at Moreno Valley Unified School District (MVUSD). In her prior middle school principal post, she led student achievement increases that raised the site's similar schools rank from 4 out of 10 to 10 out of 10 in four years. Ms. Villa will be the **LEA Liaison** for the Management Team, lead the EL Teacher district-wide PLC, participate in staff trainings, and attend Families For College Academy sessions, lending her high expectations to maximize MVUSD personnel performance. She will help drive continuous project improvement, help recruit families and peer mentors, and select teachers to pilot the project.

#### **D. Quality of Project Evaluation**

The California League of Middle Schools (CLMS) will contract with Educational Resource Consultants (ERC) to conduct a thorough, external evaluation of the project. ERC is a consulting firm with more than 20 years of experience in evaluation and reporting for programs funded through federal, state and private sources. The evaluation design will follow a logic model approach (see logic model in appendices) and produce quantitative and qualitative data.

#### **1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving outcomes**

To evaluate fidelity of implementation of project activities, ERC will collect and review

participation data including sign-in sheets for staff trainings, records of family participation in academies and student-led conferences, and student mentor logs. To collect qualitative evaluation data, ERC will conduct focus groups of students and parents at participating school sites, and conduct structured interviews with school staff.

Implementation data will be collected on a quarterly basis and presented at meetings of the leadership team. This data will be reviewed and the quality of program implementation will be discussed. These meetings will be instrumental in providing CLMS, participating schools, and professional development partners with data needed for ongoing program improvement. Periodic measurement of quantitative program objectives (detailed below) will be reported and discussed at quarterly leadership team meetings to continually assess progress toward meeting expected outcomes. Following each point of data collection, focus group, or constituent interview session, the evaluation team will submit a written summary to the Project Director. In addition to sharing evaluation results, the ERC evaluation team will make recommendations to inform future professional development.

**2) The extent to which the evaluation will provide sufficient information about key project elements and approach of the project to facilitate further development, replication, or testing in other settings**

The quantitative evaluation will address the program's measurable impact related to school engagement and achievement of English learners, overall school improvement, and family engagement. Summarized annually in year-end reports, the evaluation team will collect and present data to answer the following evaluation questions that address measurable goals and objectives:

**Goal 1: To what extent does the program improve school engagement, environment and safety for English learners?**

**Objective 1a:** Did at least 70% of cohort families participate in academies in years 1-4, and in student-led conferences in years 1-3?

**Objective 1b:** Did at least 95% of cohort students transition from middle to high school with a four-year academic plan and digital portfolio?

**Objective 1c:** Did at least 95% of cohort students interact with peer mentors at least 10 times per year in years 1-4?

**Goal 2: What is the impact of the program on high-need English learner achievement and school improvement?**

**Objective 2a:** Did the district's Annual Measurable Achievement Objectives (AMAOs) 1 and 2 increase by an average of 5% by year 4; and did the district's AMAO 3 increase 7% by year 4?

**Objective 2b:** Did the percentage of cohort students scoring proficient or advanced on the California Standards Test (CST) in English-language arts (ELA) will increase by at least 30% by grade 8?

**Objective 2c:** Did the percentage of cohort students receiving a grade of "C" or better in ELA courses increase by 30% between grades 6 and 8?

**Objective 2d:** Did the percentage of cohort students reclassified as FEP increase by at least 35% by the end of 8<sup>th</sup> grade?

**Goal 3: Cultivate a welcoming, safe environment for families and build relationships to increase families' capacity to support English learners' educational needs**

**Objective 3a:** In what ways did family advisory boards influence parent engagement initiatives and the overall welcoming environment (as measured by logs and surveys)?

**Objective 3b.** Did the percentage of EL cohort parents who report satisfaction with the school environment and confidence regarding their knowledge of the education system and their child's progress increase by 20% over 4 years (as measured by parent surveys constructed by ERC)?

**Objective 3c:** Did the percentage of EL cohort students who report satisfaction with the school environment and academics increase by 20% over 4 years (as measured by student surveys constructed by ERC)?

**Objective 3d:** Did staff trained from each of the middle and high schools report annual improvements in family engagement (as measured by staff focus groups conducted by ERC each year)?

### *Quasi-experimental analyses*

Quasi-experimental methods will be used to further investigate the impact of the program on the academic achievement of high-need English learners. Using a matched pair design, the academic outcomes of cohort students will be compared with control groups of similar students who are non-participants but attend the same schools and are from the same grade level.

Academic outcome measures compared will be CST-ELA scores, CELDT score, and grades in ELA courses. Matching protocol will include demographic characteristics and previous history of performance on outcome measures (CST scores, CELDT scores, and ELA course grades) as matching characteristics. Repeated measures analysis of variance (RM-ANOVA) will be conducted to determine if statistically significant differences exist between cohort and control students on each academic outcome measure over a four year period, spanning grades 6-9.

In addition to the matched pair analysis, ERC will also conduct a four-year, longitudinal trend analysis in comparing the academic outcomes (CST scores, CELDT scores, and ELA course grades) of cohort students to outcomes of previous cohorts of students meeting the same

English learner criteria who entered sixth grade in each of the two previous years. Repeated measures analysis of variance will again be used to determine statistical significance for this trend comparison over the four year period.

To facilitate replication of successful strategies in other school districts, CLMS will collaborate with the evaluators to document key evaluation findings, develop and submit articles to peer-reviewed journals and other professional publications, and present at professional conferences.

**3) The extent to which the proposed project plan includes sufficient resources to carry out the evaluation effectively**

CLMS will allocate 8% of the grant award to evaluation. ERC's research and evaluation director, Steve Price, holds a doctorate in Educational Psychology, with advanced preparation in research methodology, and is the former Director of the Center for Educational Research and Services at California State University, Fresno. He holds an administrative services credential and has professional experience in K-12 and higher education. ERC has experience evaluating K-12 programs for English learners including annual evaluation of the Los Angeles Unified School District's English Learner Access program (as part of the 21<sup>st</sup> Century Community Learning Center after school programs) and Fresno County Office of Education's Migrant Education program. The ERC evaluation team includes members with experience and expertise in qualitative and quantitative evaluation, including the creation of customized assessments, survey construction, classroom observation, focus groups, software programming, database management, and statistical analysis. For this project, ERC will create a custom database to facilitate management of data required to measure intended outcomes, including participation records for all professional development activities, and results of surveys, and other assessments.

**California League of Middle Schools  
CLMS English Learner Families For College: Moreno Valley USD**

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