

Southwest Counseling Solutions
Corporation for National and Community Service
Social Innovation Fund Project
English Language Learners Family Literacy Project
Subgrantee Evaluation Plan Implementation Study for
Project Year III - 2014 - 2015

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Southwest Counseling Solutions
English Language Learners Family Literacy Project

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Southwest Counseling Solutions
English Language Learners Family Literacy Project
Executive Summary

The English Language Learners Family Literacy (ELL FamLit) project implemented by Southwest Counseling Solutions (SWCS) operationalizes the social innovation theory that in order to achieve high and equal education levels for *all* children regardless of cultural and socioeconomic backgrounds, educators must provide comprehensive dual generation innovations that; 1) engage parents directly in schools with programs that build their capacity for home school partnerships and their English language skills, 2) create school-wide climates that endorse the positive contributions parents can make to their children's learning, 3) engage parents in classrooms as co-learners with their children, 4) teach parents strategies that support literacy development at home, and 5) help parents develop and act on self-perceptions relative to their children's education.

The project goal is to break the intergenerational cycle of poverty and illiteracy. The ELL FamLit project enrolls Hispanic adults, the majority of whom have not earned a high school diploma in a school-based program family literacy and learning program to build knowledge and skills that support their young children's education. The project builds on the education provided by four public schools in southwest Detroit whose population are predominated by Hispanic, minority, and economically challenged students. The primary intervention strategy is to strengthen parents' capacity to act as their children's most powerful teachers. The goal of intergenerational change is stimulated and nurtured through a multi-component adult education program offered in the elementary schools attended by participating adults' children.

A total of 84 families were enrolled in the ELL FamLit at some point during the school year. All schools offered over 330 hours of opportunities for participation, more than double what would be needed for full project activity completion. 100% of the adults reported that their

primary learning goals were to be become better teachers of their children and improve their English language skills.

A comparison of the NRS Functioning Levels between parents who had a pretest and a posttest indicates a positive trend indicating that more parents were performing at the higher levels at the end of the year. When the bottom two levels (Beginning ESL and Low Beginning ESL) are combined and compared with the top two levels (High Intermediate ESL and Advanced ESL), a change of a 9% decrease at the bottom two levels and an 8% increase at the top two levels is found. A paired-samples t-test indicated that scores were significantly higher on the posttest ($M=55.48$, $SD=11.44$) than on the pretest ($M=50.61$, $SD=15.32$) for participants with pretest and posttest scores that had participated in project activities for at least 150 hours, $t(43)=-3.579$, $p=.001$. A paired-samples t-test indicated that scores were not significantly different on the posttest ($M=46.89$, $SD=20.19$) than on the pretest ($M=44.79$, $SD=18.51$) for participants with pretest and posttest scores that had not participated in project activities for at least 150 hours, $t(18)=-1.030$, $p=.317$.

One in five parents read to their child three times a week and one in three read every day. Parents also reported listening to their children read with approximately the same range of behaviors – 36.8% listened every day, 20.6% listened five days a week which coincided with the school week. 96.5% of the parents reported that they regularly helped their children with homework.

The use of electronic devices as information and communication tools was prevalent among parents. 41.2% of the parents used technologies (Internet, tablets, smart phones, computers) with their children. 73% % of parents communicated with the children's teachers via e-mail and 51% use their devices to access the school's web page for information such as students' grades, the school calendar (ex., days off), and special events. At the same time, 23% of the parents report accessing educational websites.

Parents reported that they were actively and meaningfully engaged with their children's schools. Nearly all (94.1%) attended a parent conference or met informally with teachers, the director or principal to discuss their child. The same number also attended special events (school plays, art shows) where their child participated.

The ELL FamLit program served 84 elementary students (kindergarten through third grade) during the 2014-2015 school year. Seventeen students either left the school before the end of the year or were late enrollments. Therefore, not all data was collected on each student due to length of time in school. For the analysis reported here, 67 students (children of adult program participants) participated all year and had attendance data. This group is called the Focus group. Children ($n = 67$) of participating adults in grades kindergarten through third were matched by the project coordinator with two students ($n = 130$) of similar demographics (Hispanic, gender, classroom) per student.

This analysis indicates that the comparison students had the poorest attendance with an average rate of 92.63%. This was followed by the attendance rate of 93.81% average for students whose families enrolled in the program but did not complete 150 hours of participation. The group with an average attendance rate of 96.89% was the group of students with the best rate and the students whose families were enrolled in the program and completed at least 150 hours of participation. Statistically significant differences [$t(66)=3.331$, $p=0.001$] were found between the average attendance rate of the focus group ($M= 0.955$, $SD=0.047$) and the comparison group ($M=0.926$, $SD=0.054$). In practical terms, the 66 students in the focus group students attended 369 more days (about 2,214 hours) than the 66 comparison children. This finding means the focus children had more than two additional weeks of instruction than their comparison peers.

There was a dramatic difference between focus students whose parents completed 150 hours of participation and those who did not take full advantage of this educational opportunity. Those whose parents completed the participation hours were more than twice (40:19) as likely to have an attendance rate of at least 90%.

Vivid and statistically significant differences were found among groups with the comparison children attending the least, students whose parents did not complete participation hours attending more than the comparison group, but less than the focus group of students whose parents fully participated. The effect size was $d = -0.58$, which falls in the moderate range and which in practical terms means substantially more time for learning.

Regarding students' academic mindsets and learning behaviors, an item analysis indicated substantial gains were made by the focus group on "self-initiation of a task" as well as their ability to: complete task in a group, complete task when working independently, ask pertinent questions, know when to get help from a teacher, appropriately seek help from peers, talk about class activities, and be comfortable when interacting with peers.

Of the sixty-seven students children of parents in the program, fifty-five of these focus students had pre and post reading achievement data. The focus group had a gain of 7.44% at or above grade level while the comparison group had a gain of 1.88%. The focus group increased their proficiency rate by 5.66% more than the comparison group. At the end of the year 20.75% of the focus students were reading at or above grade level compared with 15.09% of the comparison students reading at grade level. While 2nd and 3rd grade students grew more as readers, their scores compared with the comparison students were not significantly different.

Young siblings (infants and toddlers) of the focus children who were enrolled in the project's child care/early education program were all developing in a typical age appropriate manner at the end of the year. In practical terms, the focus children and their siblings had a significantly richer home literacy environment at the end of the year than they did at the beginning. On the items in the literacy/learning portion of the family interviews, a significant difference was found between pre and post intervention. Statistically significant differences [$t(43) = -6.593$, $p = 0.000$] were found between the score on the literacy and learning items from the initial interview ($M = 3.20$, $SD = 1.025$) and same items on the final family interview ($M = 4.409$, $SD = 0.693$). The results ($F(43,43) = 2.19$, $p = 0.012$) indicate statistically significance differences between the variances in the focus and comparison groups. A calculation of the Cohen d for effect size ($d = -1.014$)

indicates a strong effect size (practical significance). In practical terms, the focus children and their siblings had a significantly richer home literacy/learning environment at the end of the year than they did at the beginning. The items that increased substantially (more than doubled) between the beginning of the year and the end were: talking with their child about family history or ethnic heritage and helping their child with homework.

All of the parents agreed that they thought positively about their children's future. This perception was positively echoed in another item regarding their child(ren)'s academic future. None of the parents believed their children would drop out of school, and only one felt a high school diploma or GED would be their child's highest level of attainment. In May of the school year, 76.5% of the parents predicted that their elementary school aged children would eventually graduate from college. Parents believed their children needed their continued support. 83.6% of the parents' primary goal for staying in the family literacy program was to "become a better teacher of my child." Parents' confidence in their ability to support their children as learners was strong as evidenced their agreement of a survey item regarding their capacity to help with schoolwork – no one disagreed with that statement. Families served by the English Language Learners Family Literacy Project have the potential not only to survive the barriers to success that they encounter daily – two generations are developing the essential knowledge and skills essential for thriving in the 21st century.

IMPLEMENTATION STUDY CONTEXT

Introduction

Background of the Project: The English Language Learners Family Literacy (ELL FamLit) project implemented by Southwest Counseling Solutions (SWCS) operationalizes the social innovation theory that in order to achieve high and equal education levels for *all* children regardless of cultural and socioeconomic backgrounds, we must provide comprehensive dual generation innovations that 1) engage parents directly in schools by providing ongoing programs to improve their English language skills to build their capacity for home school partnerships, 2) create school-wide climates that endorse the positive contributions parents can make to their children's learning, 3) engage parents in classrooms as co-learners with their children, 4) teach parents strategies to share at home that support literacy development, and 5) help parents develop and act on perceptions and skills relative to their children's education.

The project goal is to break the intergenerational cycle of poverty and illiteracy. This project enrolls Hispanic adults, nearly all of whom had not earned a high school diploma, in a school-based program that promotes family literacy and learning to support their young children's education. The project builds on the education provided by four public schools in southwest Detroit whose populations are predominated by Hispanic, minority, and economically challenged students.

The primary intervention strategy is to strengthen parents' capacity to act as their children's most powerful teachers. The goal of intergenerational change is stimulated and nurtured through a multi-component adult education program offered in the elementary schools attended by participating adults' children. The program provides adults with daily instruction throughout the school year. The program enhances adults' English language (oral, writing, and reading) skills, strengthens literacy and mathematics knowledge and skills through daily

instruction and guided practice. Instructors and community leaders provide classes that address parenting challenges and present “new solutions to old problems”. Parents are introduced strategies that support young children’s learning in schools and at home.

The English Language Learning Family Literacy Program (ELLFamLit) integrates the content each of the four program components (Adult Learning, Parenting Education, Parent and Child Together Time – PACT, and Children’s Learning) to create a holistic dual generation intervention. The program is grounded by valid research that targets instructional content and learning experiences that build parents’ self-efficacy so that they have skill sets and positive attitudes relative to their children’s education. Rather than simply being told that “helping your child become a life long learner is every parent’s responsibility”, adults have daily opportunities participate in their children’s classrooms. They become co-learners with their children. These day-to-day experiences help parents to better understand and support teachers’ expectations and content standards. Parents learn what they can do at home to enhance their children’s academic development, such as assisting with homework and reading aloud with their children.

Parents receive multiple invitations be active in the school community as volunteers and stewards. ELL FamLit program components strengthen English language skills and academic knowledge (ex., math, reading) so that parents feel comfortable modeling positive attitudes about school, practicing English, and being actively engaged in “next steps” toward their own educational and employment opportunities.

About the Implementation Evaluation: This is the third Annual Implementation Report for the Southwest Counseling Solutions (SWCS) Social Innovation Fund (SIF) project sponsored by the Corporation for National and Community Service (CNCS). The format and content of this study are framed by guidance regulations directed by CNCS. In compliance with these regulations, the independent evaluator and program staff of Southwest Counseling Solutions (SWCS) are committed to the systematic, rigorous, data-based inquiry process that is detailed in the SWCS

Subgrantee Evaluation Plan (SEP). The data in this report reflect culturally influenced norms and values – ways of knowing – held by parents and caregivers of young children in Detroit schools.

During all phases of this study, the evaluators respected the security, dignity, and self worth of respondents, program participants and stakeholders. Permission to conduct the study was granted by the Institutional Review Board of the University of Missouri-St. Louis, (the evaluators are Adjunct Professors). Data was collected about adults' background and goal setting, self-efficacy and support of children's schooling reflects participants' worldviews, English language usage, and literacy related behaviors. Likewise, the cultures of each of the four participating elementary schools shape and maintain shared patterns of behavior, though, and beliefs of administrators, teachers, students, and their parents.

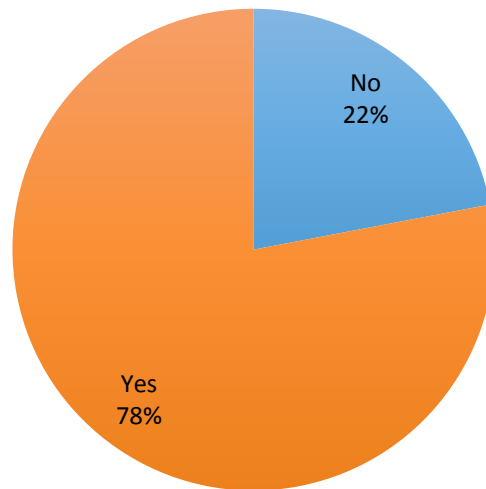
The evaluation is grounded by the multi-focal impact question, To what extent does the ELL FamLit program increase education-related parent behaviors, improve student school actions (attendance and discipline), and increase student achievement? The question is explored with a quasi-experimental design with comparison groups of school aged children (grades K – 3). Three Detroit schools (Harms, Munger, Maybury) and one charter school (Lighthouse) were selected. The schools meet the study criteria:

- high Hispanic student population with low literacy achievement,
- a high Hispanic parent population that qualified for ELL support,
- adequate space for an adult education class to meet daily,
- commitment to data collection protocols within prescribed parameters,
- support of the four component family literacy program design in their buildings.

Fidelity to Professional Evaluation Standards on Cultural Competence

The formative and summative evaluation processes that frame this report ensure recognition, accurate interpretation, and respect for participants' diversity and for their Hispanic/Latino culture. Family heritage and history were important to the adults, as demonstrated by their responses to the Family Surveys. The surveys were printed in Spanish.

Figure 1
Percent of Parents Who Talk About Their Family History or
Ethnic Heritage with Their Children



In order to ensure that the evaluation demonstrates cultural competence some aspects of the Subgrantee Evaluation Plan (SEP) had to be modified. For example, the SEP called for an *Initial and a Post Family Interview*. When the evaluator met with the adult educators and visited each program site during the winter of 2012- 2013 she learned that none of the *IFIs* were administered according to the one-to-one interview protocol of the instruments. Rather, they had been administered as pencil and paper interviews.

In response to these concerns, last year the data collection tool was restructured as a group survey – items were grammatically simplified with fewer forced choice options for response. The choices were more easily comprehended when translated orally by the administrator from English to Spanish. The written surveys, provided for all participating adults were printed in Spanish. The initial protocol specified collecting the data directly in electronic format for immediate upload. The adults are suspicious of any interview information collected on computers given the political climate regarding immigration. Therefore, each adult is given a paper copy of the Initial and Post (End of Year) Family Surveys and allowed to complete the responses individually and privately.

Informed Consent: A total of 84 signed Active Consent forms were collected from adults enrolled in the program. The signatures affirmed that project staff and evaluator had permission to collect and analyze data on adults and their children. Of the 84 Active Consent forms collected; 25 were from Harms, 15 from Maybury, 29 from Munger, and 15 from Lighthouse. Two additional consents were from parents of children of fourth graders who were not eligible for this analysis. Passive Consent forms were sent home with all students in the focus children's classrooms. Parents were given the option of not responding to the Passive Consent form unless they objected to their child having data collected (anonymous and confidential) for the evaluation.

Paper copies of the consent forms are scanned and sent to the evaluator (Base Camp online data repository) before data is downloaded from the NCFL data system to Center of Effort LLC for analysis. In this manner, the *Teacher Reports of Student Performance* (TROSP) are also completed on paper by the classroom teachers, collected by SWCS staff and then entered on the NCFL system. The process is labor intensive and time consuming. However, the policies of the public schools not to allow Internet exchanges of data between teachers and external evaluators is respected and upheld throughout the evaluation.

Program Delivery Timeline

The ELL Lit project for Year III (September 2014- May 2015) represents a fully implemented project design. Eighty-four parents matriculated into the program and studied to achieve personal learning goals that included helping their children be successful in school. Space for adult education education/parenting education was established in each school. Services commenced in early October and ended in late May.

Data Collection Schedule: The data collection protocol was established by the National Center for Families Learning (NCFL). Three adult educators and the project coordinator collected project data for adults, distributed to teachers and collected the *TROSP* protocols, and kept

detailed attendance records (per program component). The protocol calls for entering interview data from the *Initial and Post Family Surveys* directly on line at the time of data collection. None of the school settings are WIFI enabled and minimal Internet connections are available for project staff. Data are recorded on paper, transferred to the SWCS project director (Lynn McGregor) who inputs and uploads the data to the NCFL data system (Survey Gizmo). Confidentiality of the data is protected by a passcode that only the evaluator (Center of Effort LLC) can access. Data and the analyses are stored on an online repository (Base Camp) managed by the evaluator.

Table 1
Data Collection Timeline

| Month | Date | Activity |
|----------------|----------|----------------------------------------------------------------------------------------------|
| September 2014 | 15 | Program Starts |
| | 15 - 30 | Collect all initial data including Consent forms, Initial Interviews, Pre-BEST Tests |
| | 22-26 | Send home Parental passive consent forms for comparison children, collect BOY reading scores |
| October | 6 | Initial class roster and list of focus & comparison children and BOY reading scores due |
| | 6 | September monthly participation hours due |
| | 6 to 17 | Complete initial ASQ3s on children in supportive childcare |
| November | 1 to 25 | Complete home visits for 5 families |
| | 3 | Distribute Pre-TROSPs to teachers |
| | 5 | October monthly participation hours due |
| | 25 | All Pre-TROSP info due |
| | 26 | Home visit reports due |
| December | 5 | Monthly participation hours due |
| January 2015 | 5 | Monthly participation hours due |
| | 26 to 30 | Complete ASQ3s for any new children or infants eligible for a screen at next age level |
| February | 5 | Monthly participation hours due |
| | 9 to 12 | Collect MOY reading scores |
| March | 5 | Monthly participation hours due |
| April | 1 to 30 | Complete home visits for 5 families |

| | | |
|-------|----------|----------------------------------------------------------------------------|
| April | 5 | Monthly participation hours due |
| May | 4 | Distribute Post-TROSP forms to teachers |
| | 5 | Monthly participation hours due; spring home visit reports due |
| | 11 to 20 | Collect EOY Reading Scores, administer Post BEST Tests and Post Interviews |
| | 18 | Request attendance and discipline referral info from school staff |
| | 18 to 27 | Complete final ASQ3 for children in supportive childcare |
| | 21 | All Post-TROSP forms and EOY reading scores due |
| | 29 | All Post BEST scores, attendance and discipline referral data due |
| June | 4 | Tentative last day of ELLP programming |
| | 5 | Monthly participation hours due |
| | 8 to 12 | Year End Celebration to be held during this week |
| | 31 | End of Year Data Uploaded to Evaluator |

Program Beneficiaries

Communities: The demographic pattern of southwest Detroit is predominately Hispanic/Latino. The ELL FamLit project serves three vibrant Hispanic/Latino neighborhoods in southwest Detroit; Springwells, Vernor/Junction, and Chadsey Condon. According to the 2010 Census, these neighborhoods have a population of approximately 71,000 residents with a Hispanic population in excess of 52% in Chadsey Condon and about 57% in Springwells and Vernor/Junction. Approximately 10% of the residents in these communities are under three years of age.

Parents/Caregivers: The second Common Indicator of the portfolio of the United Way of Southeast Michigan (UWSEM) Social Innovation Fund project is; “Families and caregivers nurture children’s development.” This section of the annual report provides a rich description of the 84 English Language Learners Family Literacy (ELL FamLit) program during the third year of program implementation.

Program Components

The ELL FamLit project design is a comprehensive family literacy services model grounded by the scientifically based, nationally acclaimed Kenan model developed by National Center of Family Literacy (NCFL). This model includes four components: Early Childhood Education, Adult Education, Parenting Education, and Parent and Child Together (PACT) Time. All four components are provided through a partnership with Southwest Counseling Solutions (SWCS), Detroit Public Schools (DPS) and National Center for Families Learning (formerly doing business as the National Center for Family Literacy).

Early Childhood Education. Supportive child care/early childhood education is provided for siblings of the PK-3 grade children, from birth through age three. They receive a pre-literacy childcare with emphasis on school readiness that supports all five developmental domains. Twenty-four children, aged birth to three, in supportive childcare were screened for developmental delays using the *Ages and Stages Questionnaire*.

Parenting Education. Supportive Early Childhood Classes introduce the English language to infants and toddlers. Parents interact with the early education staff to understand the day's activities and their child's developmental progress across domains. Parenting sessions that are held in the elementary schools for two hours per week to help parents learn how to engage their children with bi-lingual interactive activities. Guest speakers and the adult educators engage parents with developmentally appropriate stimulations of ways to engage children in the learning process. Parents also designed and executed service learning projects.

PACT Time. Parents go to their children's classrooms and engage in lessons with their children, classmates and teachers during school day. They have opportunities visit their infant/toddlers or preschool classrooms.

Adult Education and Literacy. Adults are provided regular classes in their children’s schools to develop English language skills and prepare for next steps in the continuum of educational and career goals.

The program operates four days per week (Monday through Thursday) during the regularly scheduled school day. Weekly and daily schedules are posted in the Adult Education classrooms.

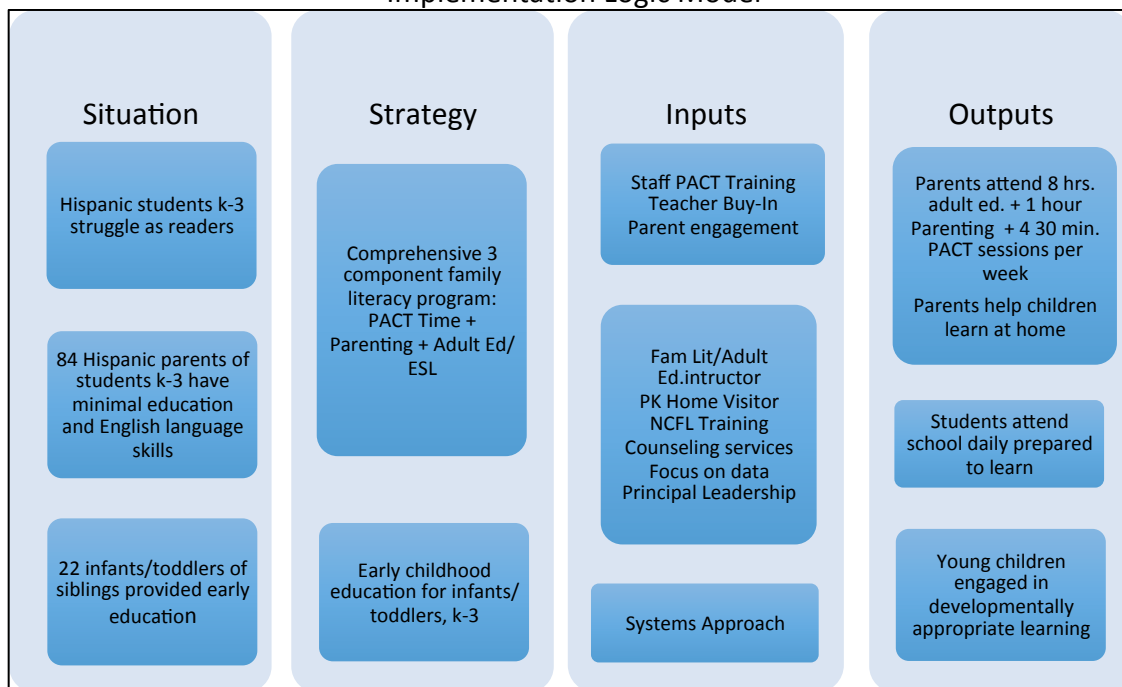
IMPLEMENTATION DIMENSIONS

Fidelity to Program Design

Parents are expected to demonstrate regular daily attendance in Adult Education, Parenting, and PACT Time. Parents are guided to transfer the content of Parenting sessions, learning strategies practiced during adult education, and lessons learned during PACT Time to enhance intergenerational learning at home.

Figure 2

Implementation Logic Model



PARTICIPANTS

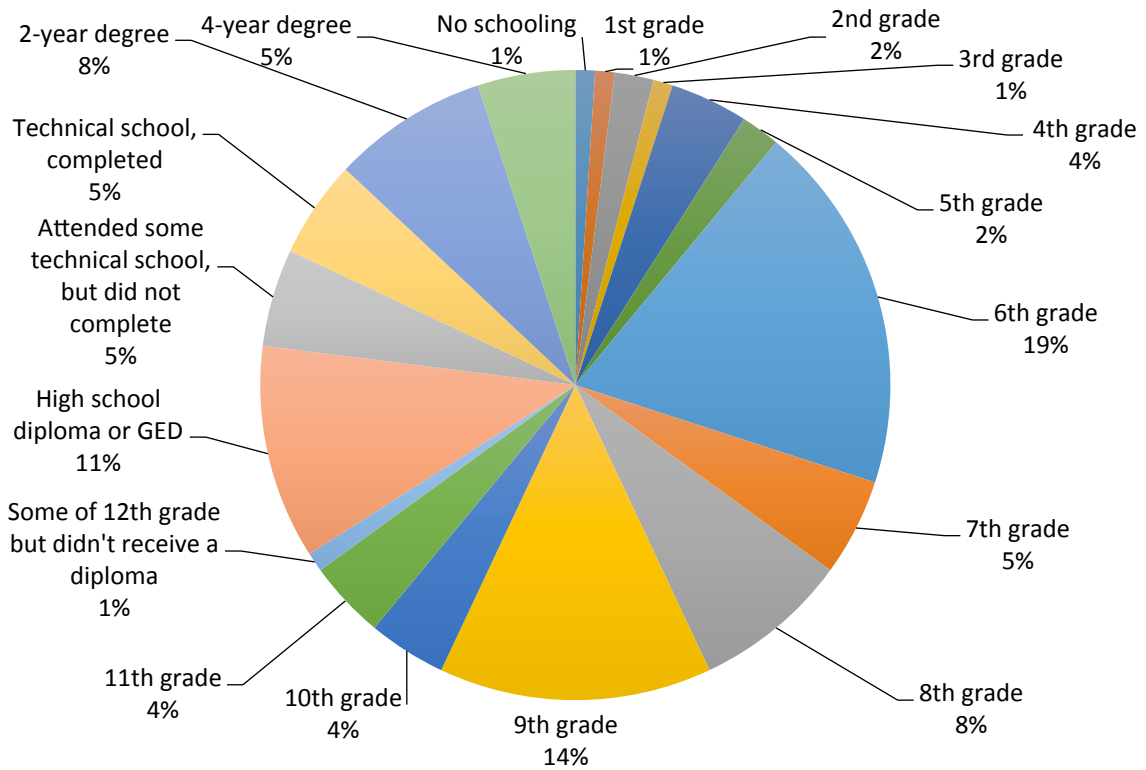
Demographic Background Self Reported on Family Surveys: Data collected on the Family Surveys (FS) show that 66% of the parents are married. Upon the enrollment, Initial FS (n=84) show that 93% of the parents had lived in the United States for more than one year. Most of the adults' children (88%) were born in the U.S. The young children in these families begin their educations very early, 59.5% attended Head Start, and 23.8% were enrolled in preschool. This is a stark contrast to their parents' education, 92% received whatever education they had previous to enrollment in the program in schools outside of the U.S. Of all parents enrolled, 30% had completed sixth grade or less. In fact, the highest grade attained by 19% of parents was sixth grade, and one parent had no formal schooling. Low education is highly correlated with high degrees of poverty that establishes an intergenerational cycle that gets passed on from one generation to the next.

Participants' education attainment ranged from none to technical school, the higher end also accounts for 28% of the adults who had been enrolled in Adult Education prior to joining the family literacy program.

Data show that 52% of the adults dropped out of school because of a lack of money and economic problems, yet only 6% left because they had secured a job (and of those it is not clear at what time of their education they were hired, or what type of job they secured). Further more, 88% of the adults reported on the Family Interview that "to earn more money" was an important goal that could be achieved by enrolling in the program. 78% sought to get a better job with the new knowledge and skills gained through family literacy.

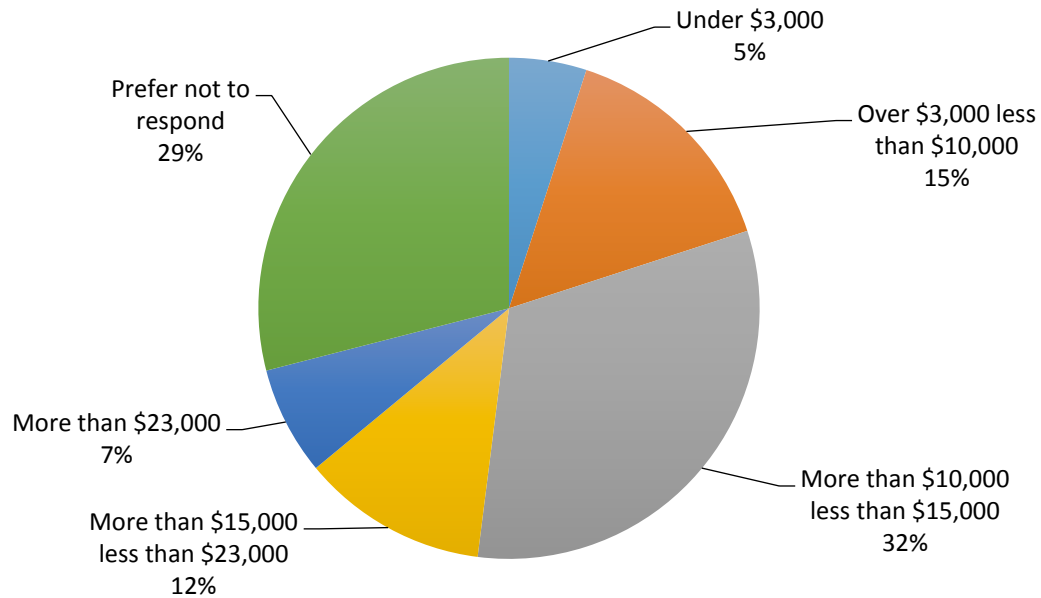
Figure 3

What is the Highest Education Level (Grade) Attained by Adults



Family household incomes varied, with 77% reporting theirs came from salaries and wages – though for many this income was earned by another family member as 21% were not currently employed or had never held a job. Regardless of who in the family worked, 59% of families lived on annual incomes of \$23,000 or less. Given that more than 75% of the families include 2 or more children, poverty is a common economic denominator.

Figure 4
Yearly Household Income From All Sources



The family literacy program takes place four hours per regular school day across the school year. Full participation is a rigorous, time consuming commitment. Few parents (18.6%) were employed upon enrollment or when they completed the end of year surveys. Gaining employment was a common reason for leaving the program. Of those who did work (n = 10) and attend the program, three worked 36-40 hours a week. As a group, half worked less than 20 hours and half worked more than 20 hours per week. Jobs held include the Automotive Industry (n = 2), Delivery (n = 1), Clerical (n= 1), and Fast Food (n = 1).

Regarding job responsibilities, four handled cash, one was involved with order taking, three used a computer, and two supervised others. Most job descriptions were Others. Only 8 adults cited, "to get a better job" as their motivation for enrolling in the family literacy program. Six sought to upgrade their skills to keep their current job. Getting a better paying job was the lowest ranked reason for enrolling in the program.

The Initial Family Survey data shows the adults were pragmatic regarding their careers. This was ascertained through the analysis of three survey items. The first probed their confidence using technology as part of a job responsibility. Most everyone was confident they could turn a computer on and access the Internet but they were far less confident about the use of common software programs and applications. (See Table 2.)

Table 2
Adults' Confidence with Computers

| | Not at all comfortable | Uneasy | Somewhat comfortable | Comfortable | Extremely confident in abilities | Responses |
|------------------------------------------|------------------------|--------------|----------------------|--------------|----------------------------------|-----------|
| Use basic computer vocabulary | 0.0 % 0 | 58.3 % 49 | 0.0 % 0 | 41.7 % 35 | 0.0 % 0 | 84 |
| Turn on and turn off a computer | 0.0 % 0 | 16.7 % 14 | 0.0 % 0 | 83.3 % 70 | 0.0 % 0 | 84 |
| Use a keyboard and/or mouse | 0.0 % 0 | 29.8 % 25 | 0.0 % 0 | 70.2 % 59 | 0.0 % 0 | 84 |
| Load software | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 0.0 % 0 | 0 |
| Have skills necessary to utilize Windows | 0.0 % 0 | 66.7 % 56 | 0.0 % 0 | 33.3 % 28 | 0.0 % 0 | 84 |
| Type a letter or document | 0.0 % 0 | 69.0 % 58 | 0.0 % 0 | 31.0 % 26 | 0.0 % 0 | 84 |
| Use the Internet to obtain information | 0.0 % 0 | 42.9 % 36 | 0.0 % 0 | 57.1 % 48 | 0.0 % 0 | 84 |

The second item probes adults' sense of what jobs they are qualified to hold. The most frequent job is "labor/worker" (40%). A somewhat unexpected choice identified by 27% of the adults (beginning of year) is customer service. This may refer to telemarketing jobs where Spanish speaking staff deal with the Hispanic communities/customers. Retail, health care, and supervisory management jobs each appealed to 13% of the adults. There was far less interest in the food industry (7%), clerical work (6%), or construction (5%). (See Figure 3.)

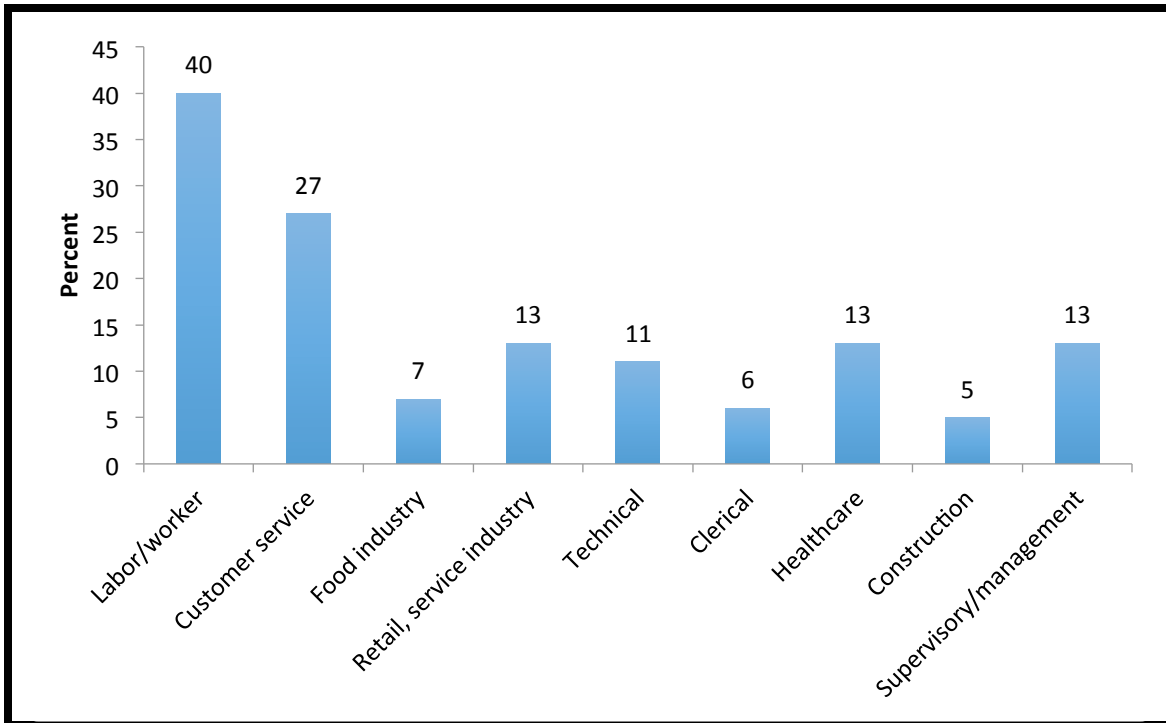
The final survey item asked about career possibilities. The most popular choice selected by 39% of the group is Personal Service, jobs held by nurse aids, hairdressers, domestic staff, and others. This is followed by professional positions such as physicians and lawyers (17.9%) and selling expensive things such cars and real estate (17.9%). (See Table 3).

Table 3
Adults' Career Aspirations

| Career | Percent | Count |
|------------------------------------------------------------------------------------|---------|-------|
| Manager and administrator | 2.4% | 2 |
| Professional (lawyer, doctor, etc.) | 17.9% | 15 |
| Associate Professional (technical support staff such as computer technician, etc.) | 15.5% | 13 |
| Clerical and secretarial (administrative assistance, etc.) | 16.7% | 14 |
| Skilled craft person (carpenter, heat/air conditioning repair, etc.) | 2.4% | 2 |
| Personal service (includes nurse aids, hairdressers, domestic staff, etc.) | 39.3% | 33 |
| Sales (automobile, real estate, retail, etc.) | 17.9% | 15 |
| Plant and machine operative | 2.4% | 2 |
| Other (agriculture, forestry, fishing, etc.) | 4.8% | 4 |
| Personal and protective service (includes police, fire, security, etc.) | 7.1% | 6 |
| Total | | 84 |

Figure 5

Type of Work Adults' Envision Themselves Doing by Percent



Enrollment: Southwest Counseling Services' enrollment target set in the Subgrantee Evaluation Plan (SEP) is to serve 100 adults who are English Language Learners (ELL) with their children enrolled in kindergarten through third grade.

89 parents responded positively to recruiting efforts and expressed interest in enrolling at the beginning of the 2014-2015 school year.

84 parents/guardians were the official participants in the ELL FamLit project.

Three parents of the 89 did not complete the program nor sign a consent form. Two parents did not have a focus child in the targeted grades (PK-3) for analysis. Therefore, 84 parents/guardians were the official participants in the ELL FamLit project. The project achieved 84% of its target enrollment. Enrollment for the 2014-2015 (N = 84) was six less than 90 full participants from the prior year when 80 complete data sets were collected for analysis. Note this enrollment accounts for families represented by one parent enrolled and one of their children selected as a focus child for the group data analysis.

Each school’s target enrollment was 25 families. Munger exceeded this goal with 29 families. Harms met the goal of 25 families. Maybury and Lighthouse’s enrollments fell below the goal, with 15 families each. It should be noted that this was the first year Lighthouse, a charter school, was a participating school. Lighthouse replaced Phoenix, the Education Achievement Authority school that was removed after two years of extremely low enrollment and minimal data production.

Table 4
Analysis of Participants

| Number Participants | Explanation |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 89 adults | Responded positively to recruitment efforts or expressed interest in program |
| 84 adults | Official participants - Participated in program for one or more sessions and had a focus child in the appropriate grades |
| 66 adults | Official participants having evidence of participation during beginning and ending half of the year; used to determine full adult participation |
| 84 adults | Adult participants who took either a pretest or posttest on the BEST |
| 63 adults | Adult participants who took both a pretest and posttest on the BEST; full data set for growth in English |
| 84 adults | Initial family interviews; used for demographic analysis |
| 63 adults | Family interviews completed at end of the year |
| 66 adults | Both beginning and end of year family interviews completed; programmatic goals and differences in adult cluster for |
| 84 children | Total number of focus children |
| 67 children | Total of students who participated all year and had attendance data; Focus group |
| 130 children | Students identified as possible comparison children |
| 132 children | Group selected as comparison pairs focus when conducting paired samples t-test for analysis of attendance |

ADULT ANALYSIS

Data for all adults are analyzed primarily for intensity (amount of participation in the project activities), and achievement in English language proficiency on the Basic Essential Skills Test (BEST). These areas are discussed in this section. Changes in parenting and attitude are discussed in a later section.

Amount of Participation

Participation hours can be accumulated by parents through three types of project activities; participation in adult education classes (ABE/GED/ESL), participation in parenting classes related to literacy and education (Parent Time), and participation in their child's classrooms (PACT time). To be considered a full participant, the participant must have evidence of participation during the first and second semesters of the school year, participate regularly in all three components, and attend at least 60% of the program hours offered.

Each school is expected to provide a minimum of 250 hours from which parents completing the project activities will have participated in a minimum of 150 hours. Although the exact amount of time available varied slightly among the schools, parents had more than double the amount of opportunity needed to complete the 150 hours at each school. (See Table 4.) Overall, 77% of the participants participated at least once during the first semester and once during the second semester of the school year.

Over 80% of the participants at Harms, Lighthouse, and Mayberry participated during the full year. 59% of the participants at Munger could be classified as full participants. (See Table 5.) Lighthouse had the

Parents as a group directly participated at their children's schools for more than 13,500 hours.

highest average number of hours per participant with 208.18 hours. Munger's average hours of participant per participant fell below the 150 hours expected for project activity completion. Together the four schools supported parent participation in excess of 13,500 hours. (See Table 4.)

While Lighthouse had one of the fewest number of participants, it demonstrated the highest degree of intensity in terms of the number of hours taken from the number of hours offered. Lighthouse had the highest percentage (73%) of parents who participated for *at least* 150 hours in the program core components. Conversely, Munger, which was able to recruit the largest number of participants, had the lowest percentage (29%) of participants that completed at least 150 hours. (See Table 5.) Opportunities for these two schools to share regarding recruitment strategies and parent commitment strategies could shed some light on best practices. Over 54% of the participants completed at least 150 hours in project activities.

*73% of Lighthouse's
were full participants.*

A review of reasons reported by adults for discontinuing participation included; illness, pregnancy, childcare issues, conflict with work schedule, and/or finding employment. More than a half dozen babies were born to parents at Munger during the program year. Most of these mothers were persistent up to their due dates unless medical issues prevented their attendance. Lighthouse was a new program with a vibrant young instructional staff and an optimal learning environment. The teachers and families appeared eager to join the activities promoted through this charter school and family literacy program. This point is exemplified by the 73% of parents who were full and enthusiastic participants. (See Table 7.)

Table 4

Possible Number of Hours of Participation by School

| Hours of Participation | | | | |
|-------------------------------|--------------------|--------------------|------------------|-----------------|
| School | ABE/GED/ESL | Parent Time | PACT Time | Total |
| Harms | 218.50 | 66.25 | 49.8 | 334.55 |
| Lighthouse | 233.50 | 59.00 | 49.58 | 342.00 |
| Maybury | 234.25 | 65.50 | 55.50 | 355.25 |
| Munger | 240.75 | 65.00 | 52.50 | 358.25 |
| Total | | | | 1,390.05 |

Table 5

Actual Number of Hours of Participation by School

| School | Number of Months with Data | Parents in Program | Average Hours of Participation | Total Hours of Participation |
|-------------------|-----------------------------------|---------------------------|---------------------------------------|-------------------------------------|
| Harms | 9 | 25 | 164.24 | 4106.00 |
| Lighthouse | 9 | 15 | 208.18 | 3122.75 |
| Maybury | 9 | 15 | 176.84 | 2652.60 |
| Munger | 9 | 29 | 125.47 | 3638.56 |
| Total | | 84 | 160.95 | 13519.91 |

Table 6

Percentage Fully Participating by School

| School | Number of Participants | Participated During Both Semesters | % Participating Fully |
|--------------|------------------------|------------------------------------|-----------------------|
| Harms | 25 | 22 | 88% |
| Lighthouse | 15 | 14 | 93% |
| Maybury | 15 | 12 | 80% |
| Munger | 29 | 17 | 59% |
| Total | 84 | 65 | 77% |

Table 7

Percentage Completing More Than 150 Hours by School

| School | Number of Participants | Participated > 150 hrs. | Participated < 150 hrs. | % Completing Activity Participation Expectations |
|--------------|------------------------|-------------------------|-------------------------|--------------------------------------------------|
| Harms | 25 | 15 | 10 | 60% |
| Lighthouse | 15 | 11 | 4 | 73% |
| Maybury | 15 | 8 | 7 | 53% |
| Munger | 29 | 11 | 18 | 29% |
| Total | 84 | 45 | 39 | 54% |

Adult Participant Summary: A total of 84 families were enrolled in the ELL FamLit at some point during the school year. This number fell short (by 16%) of the 100 families target enrollment number. Neither Maybury nor Lighthouse reached expected levels of participants. Overall, 66 participants (78%) were full participants attending at least one activity during each of the school semesters. All schools offered over 330 hours of opportunities for participation, more than double what would be

Nearly 4 out of 5 parents were full participants.

needed for full project activity completion. Munger had the lowest average number of actual hours of participation falling below the 150 hours required for completion of project activities. Fifty-four percentage of all participants completed at least 150 of participation with Lighthouse having the highest percentage (73%).

English Language Skills

Home Language: 100% of the adults reported that a primary learning goal was to improve their English language skills. Of the 84 adults that

Every parent hoped to increase her English language skills.

completed the Initial Family Survey, only 1 family (1%) spoke only English in the home; thirty-seven families (44%) spoke both English and Spanish in the home; and, forty-six families (55%) spoke only Spanish in the home. Nineteen families (23%) read to their child in only English; thirty-three families (39%) read to their child in both Spanish and English; and, twenty-nine families (35%) read to their children in Spanish only. One family (1%) did not read to their child, while two other families (2%) did not respond.

Table 8
Language Usage in Families' Home

| Language Spoken in Home | Language Families Use When Reading to Child. | | | | | Total |
|-------------------------|----------------------------------------------|------|--------------|-------------|-------------|-------|
| | English Only | Both | Spanish Only | Do Not Read | No Response | |
| English | | | 1% | | | 1% |
| Both Languages | 11% | 19% | 13% | | 1% | 44% |
| Spanish | 12% | 20% | 20% | 1% | 1% | 55% |
| Total | 23% | 39% | 35%* | 1% | 2% | 100% |

*Difference due to rounding.

This table shows that the one solely English speaking family read to their child only in Spanish. Families that spoke only Spanish mostly read to their children in either Spanish or Spanish and English. Overall, 20% of the students exclusively experienced Spanish as the oral or written form of communication in their home.

Basic English Skills Test: Adult Education teachers completed a roster with *Basic English Skills Test (BEST)* pre and posttests for English Language Literacy class recorded on a spreadsheet. *BEST* is aligned to the Adult Education National Reporting System (NRS). It was used to measure participant performance and growth in English language and literacy skills. According to the NRS Functioning Level Table, *BEST* scores can be used to determine literacy levels and corresponding skills.

Table 9
Literacy Level determined by *BEST* Test Scores

| Level | Literacy Level | <i>BEST</i> Test Score Range |
|-------|-----------------------|------------------------------|
| 1 | Beginning ESL | 0-7 |
| 2 | Low Beginning ESL | 8-35 |
| 3 | High Beginning ESL | 36-46 |
| 4 | Low Intermediate ESL | 47-53 |
| 5 | High Intermediate ESL | 54-65 |
| 6 | Advanced | 66+ |

Participants are not administered the *BEST* or *Initial Family Surveys* until they have attended four sessions (11 contact hours). Participation hours were collected and uploaded to the evaluator monthly. All 84 participants completed the pretest, and 63 (75%) completed both pretest and posttest. Data from these participants are summarized in the tables below with pretest and posttest scores being presented first, followed by NRS Educational Functioning Levels.

Table 10

Pretest Scores for *BEST* by School

| | Number of Participants Tested | Minimum Score | Maximum Score | Average Pretest Score |
|-------------------|-------------------------------|---------------|---------------|-----------------------|
| Harms | 25 | 17 | 72 | 51.84 |
| Lighthouse | 15 | 5 | 69 | 38.87 |
| Maybury | 15 | 30 | 74 | 55.33 |
| Munger | 29 | 4 | 76 | 46.83 |
| | | | | |
| Total | 84 | 4 | 76 | 48.42 |

Table 11

Posttest Scale Scores for *BEST* by School

| | Number of Participants Tested | Minimum Score | Maximum Score | Average Posttest Score |
|-------------------|-------------------------------|---------------|---------------|------------------------|
| Harms | 21 | 42 | 72 | 58.00 |
| Lighthouse | 14 | 32 | 71 | 49.57 |
| Maybury | 10 | 43 | 73 | 58.50 |
| Munger | 18 | 3 | 74 | 46.39 |
| | | | | |
| Total | 63 | 3 | 74 | 52.89 |

In looking at the *BEST* pretest data we see that distribution of scores are fairly well-distributed between levels 2 and 6 on pretest and between levels 3 and 6 on the posttest. (See Tables 12 and 13 below.)

Table 12

Number of Participants Scoring at NRS Educational Functioning Levels

| | Pre-test | Post-test |
|------------------------------------|----------|-----------|
| Beginning ESL | 2 | 1 |
| Low Beginning ESL | 13 | 5 |
| High Beginning ESL | 24 | 13 |
| Low Intermediate ESL | 12 | 13 |
| High Intermediate ESL | 17 | 17 |
| Advanced | 16 | 14 |
| Did not test – Left program | 84 | 63 |

Table 13

NRS Levels by School

| | Number Pretested | Number Posttested | Range of Pretest Levels | Range of Posttest Levels |
|-------------------|------------------|-------------------|-------------------------|--------------------------|
| Harms | 25 | 21 | 2-6 | 3-6 |
| Lighthouse | 15 | 14 | 1-6 | 2-6 |
| Maybury | 15 | 10 | 2-6 | 3-6 |
| Munger | 29 | 18 | 1-6 | 1-6 |
| | | | | |
| Total | 84 | 63 | 1-6 | 1-6 |

Pre and post data reveal that adults spanned the continuum of levels. A fuller understanding of the impact of adult education can be obtained by

There was an 8% increase at the top two NRS levels at the end of the year.

comparing the group of 63 who had both pretest and posttest scores. A comparison of the NRS Functioning Levels between those who had a pretest and a posttest indicates a positive trend

indicating that more participants were performing at the higher levels. When the bottom two levels (Beginning ESL and Low Beginning ESL) are combined and compared with the top two levels (High Intermediate ESL and Advanced ESL), a change of a 9% decrease at the bottom two levels and an 8% increase at the top two levels is found.

Figure 5

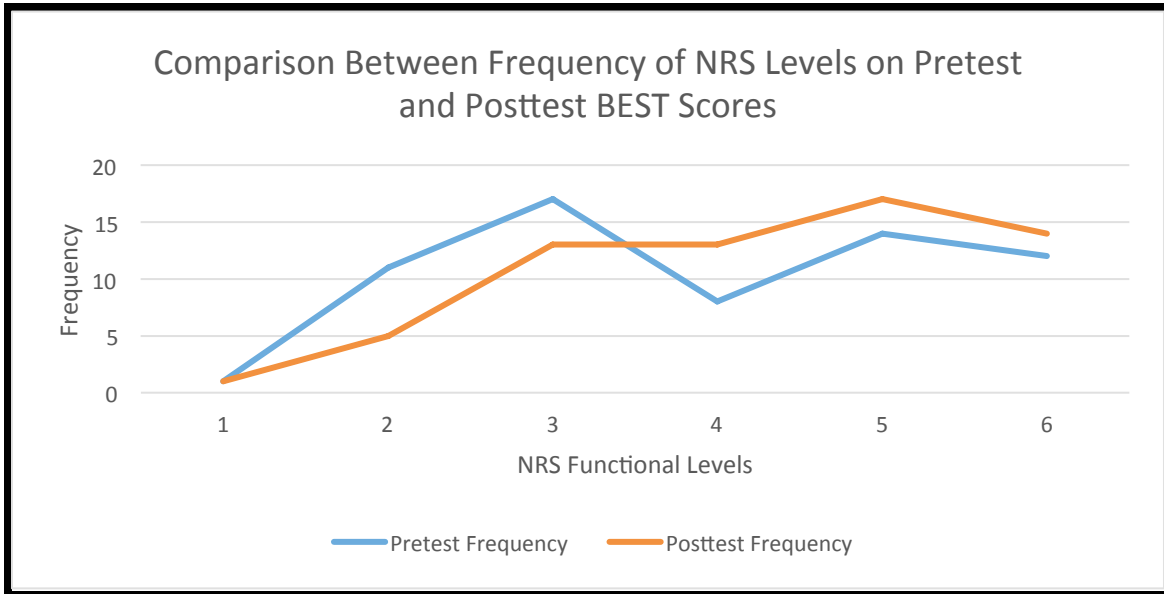


Table 14

Comparison of Pretest and Posttest NRS Educational Functioning Levels
For those with Scores on Both Tests

| | Pre-test | Post-test |
|-------------------------------------------|----------|-----------|
| Beginning ESL | 1 | 1 |
| Low Beginning ESL | 11 | 5 |
| High Beginning ESL | 17 | 13 |
| Low Intermediate ESL | 8 | 13 |
| High Intermediate ESL | 14 | 17 |
| Advanced | 12 | 14 |
| Total Pretest and Posttest Matches | 63 | 63 |

Analysis is furthered by dividing the 63 participants with pretest and posttest scores into groups based upon intensity of treatment (minimum of 150 hours of program activities). The five data points that impact this analysis are; adult education hours, parent time hours, PACT hours, BEST pretest scores, and BEST posttest scores. Results were not as expected: only two schools had greater gains in BEST Test Scores for the group that participated 150 hours or more. Data show that scores are flattening out in the two NRS Intermediate levels.

However, paired samples t-tests indicated differences for significance among the three groups: all participants taking pretest and posttest, those with at least 150 hours of participation, and those with less than 150 hours. A paired-samples t-test indicated that scores were significantly higher on the posttest ($M=52.89$, $SD=15.00$) than on the pretest ($M=48.86$, $SD=16.42$) for all participants with pretest and posttest scores, $t(62)=-3.555$, $p=.001$.

A paired-samples t-test indicated that scores were significantly higher on the posttest ($M=55.48$, $SD=11.44$) than on the pretest ($M=50.61$, $SD=15.32$) for participants with pretest and posttest scores that had participated in project activities for at least 150 hours, $t(43)=-3.579$, $p=.001$.

A paired-samples t-test indicated that scores were not significantly different on the posttest ($M=46.89$, $SD=20.19$) than on the pretest ($M=44.79$, $SD=18.51$) for participants with pretest and posttest scores that had not participated in project activities for at least 150 hours, $t(18)=-1.030$, $p=.317$.

Table 15

Participants' Change in BEST Scores

| | Number with Pre and Posttest | Average Change in BEST Scores | Number with at least 150 Hrs. Participation | Average Change in BEST Scores | Number with Less Than 150 Hours Participation | Average Change in BEST Scores |
|--------------|------------------------------|-------------------------------|---------------------------------------------|-------------------------------|-----------------------------------------------|-------------------------------|
| Harms | 21 | 7.14 | 15 | 7.80 | 6 | 5.5 |
| Lighthouse | 14 | 8.29 | 11 | 7.91 | 3 | 9.67 |
| Maybury | 10 | 1.70 | 7 | 1.00 | 3 | 3.33 |
| Munger | 18 | -1.61 | 11 | 0.27 | 7 | -4.5 |
| | | | | | | |
| Total | 63 | 4.03 | 44 | 4.86 | 44 | 2.11 |

Change between pretest and posttest National Reporting System (NRS) for Adult Education Test Benchmarks for Educational Functioning Levels were about the same regardless of group. (See Table 16.) Pretest means for all groups fell within Level 4 described as Low Intermediate ESL. On the posttest only the group that had 150 hours or more of project activity participation changed levels. It moved to Level 5, which is described as High Intermediate ESL. (See Table 17).

Table 16

Participants Change in NRS Levels

| | All with Pre and Posttest | Average Change in NRS Levels | Number with at least 150 Hrs. Participation | Average Change in NRS Levels | Number with Less Than 150 Hours Participation | Average Change in NRS Levels |
|------------|---------------------------|------------------------------|---------------------------------------------|------------------------------|-----------------------------------------------|------------------------------|
| Harms | 21 | 0.62 | 15 | 0.80 | 6 | 0.17 |
| Lighthouse | 14 | 0.57 | 11 | 0.55 | 3 | 0.67 |
| Maybury | 10 | 0.10 | 7 | 0.00 | 3 | 0.33 |
| Munger | 18 | 0.06 | 11 | -0.09 | 7 | 0.29 |
| Total | 63 | 0.37 | 44 | 0.39 | 44 | 0.32 |

Table 17

Mean Scores on the BEST

| | All | >150 hours participation | <150 hours participation |
|----------|------------------------------------------|-------------------------------------------|------------------------------------------|
| Pretest | 48.86 Low Intermediate ESL (47-53) | 50.61 Low Intermediate ESL (47-53) | 44.79 Low Intermediate ESL (47-53) |
| Posttest | 52.89 Low Intermediate ESL (47-53) | 55.48 High Intermediate ESL (54-65) | 46.89 Low Intermediate ESL (47-53) |

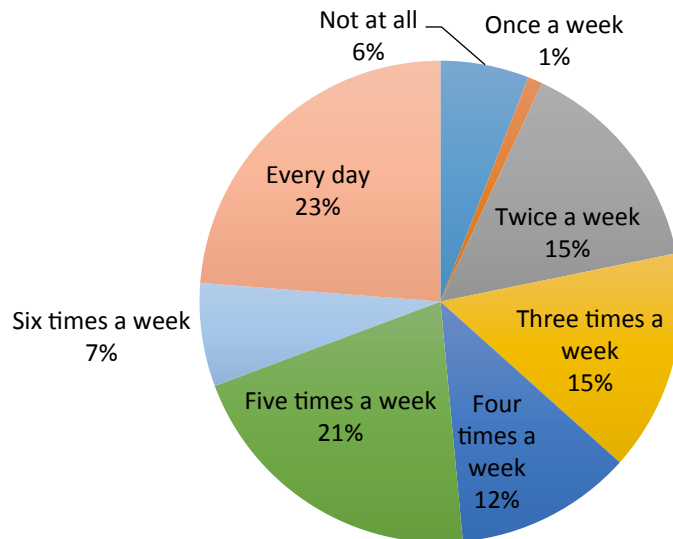
Explanation of NRS Levels of Participants: BEST posttest data present a compelling support of full participation in English Language Learning classes over a school year. The mean for adults who participated less than 150 hours was slightly, but not significantly higher at the end of the year, but remained stagnant in term of the Low Intermediate ESL (score 47-53) score.

According to the BEST manual and NRS guidance materials, at the Low Intermediate level of English language facility there are common behaviors demonstrated by adults. One can expect the parents of the SWCS program to understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition. These vocabulary skills are essential for interacting with health care providers (health literacy) and securing jobs. Within this level, adults have the skills needed for routine tasks such as asking and respond to questions posed by teachers and the principal. They can express their own and family members basic survival needs and participate in some routine social conversations with English only speakers, although with some difficulty because they have developed some control of basic grammar.

Program parents in the Low Intermediate ESL level can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary. With these skills they can interact in English with their children's homework and read aloud children's books. These parents are able to write simple notes and messages on familiar situations (ex., notes explaining a child's absence or need for an early dismissal) but these often lack clarity and focus. They write with sentence structures that often lack variety but show some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). These skills were reported in the Family Surveys, 93% of the children of adults in the program were read aloud to by a family member multiple times during the week.

Figure 6

Frequency of Adult Child Reading Interactions



While the scores (Low Intermediate level) of adults who participated less than 150 hours were only somewhat better than upon enrollment, at this level they are able to interpret simple directions and schedules, signs, and maps. This is a survival skill for families new to the urban community. Regarding the typical school to home papers children stuff into their backpacks for their parents to review, these parents are able to fill out simple forms but need face to face support for some documents that are not simplified. They are moderately prepared to handle routine entry-level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Also noted in the Family Surveys, these parents are able to handle simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

These skills are contrasted with full participants who developed competencies associated with High Intermediate ESL (BEST scores 68-75, SPL 6). As with those at the Low Intermediate level, these adults can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition and can communicate basic survival needs with some help. They use new phrases in limited social situation albeit with some hesitation.

They tend to rely on clear spoken descriptions and concrete terms and they work to control more complex grammar.

The Annie E. Casey Foundation, Grade Level Reading Campaign (2016) stresses the critical need for parents need to talk, read and interact with their children. Parents need to understand that it is *how* they interact that helps the development their children's vocabulary, comprehension and critical thinking skills. Parents at the High Intermediate level can meet the Reading Campaign's expectations that parents assist their child at home. These parents can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). This is important for reading children's literature and using context to determine meaning. They are also more proficient in understanding homework assignments as they can interpret actions required in specific written directions. They can help their children to write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues). They have learned to recombine learned vocabulary and structures. They can monitor children's writing as well as their own through self and peer editing for spelling and punctuation errors.

At this level of English proficiency, adults can meet basic survival and social needs. They can follow some simple oral and written instruction and have some ability to communicate on the telephone on familiar subjects. They can write messages and notes related to basic needs. Their health literacy is evolving to the extent that they can complete basic medical forms. They can complete written job applications and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Their technological literacy and skills enable them to learn and work with learn basic computer software such as word processing.

Home Literacy Behaviors

The Family Surveys provide descriptive data about parents' (n = 68) ways of promoting literacy and learning in the home. According to self-report data on the End of Year FSs, only 1 parent reported not reading to her child at home. One in five parents read to their child three times a

week and one in three read every day. Parents also reported listening to their children read with approximately the

Over 95% of the focus children had parents help them with their homework.

same range of behaviors – 36.8% listened every day, 20.6% listened five days a week which coincided with the school week. 96.5% of the parents reported that they regularly helped their children with homework.

The use of electronic devices as information and communication tools was prevalent among parents. 41.2% of the parents used technologies (Internet, tablets, smart phones, computers) with their children. 65% own smart phones. 88.2% used technology to find information, 86.6% used it to learn something new, and 95.6% played games on their electronic devices. All parents watched television with their children and all talked with

Half of all parents said they access the school's web site.

their children about the content of their viewing

experiences. 73% % of parents communicated with the

children's teachers via e-mail and 51% use their devices to access the school's web page for information such as students' grades, the school calendar (ex., days off), and special events. At the same time, 23% of the parents report accessing educational websites.

Parents reported that they were actively and meaningfully engaged with their children's schools.

The vast majority of parents are meaningfully engaged with their children's schools.

Nearly all (94.1%) attended a parent conference or met

informally with teachers, the director or principal to discuss their child. The same number also attended special events (school plays, art shows) where their child participated. More than half (63.2%) attended at least one parent advisory meeting and or PTA meeting (92.6%). Almost three quarters (72.1%) of the parents volunteered at special events (ex., field trips, book fairs, service learning projects) and half (50%) volunteered in their child's classroom.

CHILD ANALYSIS

Performance Outcomes

Impact Research Question: To what extent does an ELL FamLit program increase education-related parent behaviors, improve student school actions (attendance and appropriate on-task learning behavior), and increase student achievement?

In this section we will report on the analysis of children's attendance, and reading achievement. The ELL FamLit program analyzes the reading achievement, daily attendance rate, and school based behaviors (ex., discipline, time on task) of children whose parents are in the program. Only children (of participating adults) enrolled in kindergarten through third grade are considered program participants. Younger siblings of these elementary aged students are provided childcare in three of the schools. The younger children (infants through 36 months) are screened for developmental delays (*Ages & Stages Questionnaire - ASQ*). Preschool children eligible for transition to kindergarten are administered the *PALS* (submeasure, Upper Case Letter Recognition). No children were eligible for kindergarten in the fall of 2015 thus no PALS data was collected.

Children's Focus and Comparison Groups

Children (n = 67) of participating adults in grades kindergarten through third were matched by the project coordinator with two students (n = 130) of similar demographics (Hispanic, gender, classroom) per student. Students were matched by gender, ethnicity and similar classroom performance on English language arts and reading measures. To conduct the match, the evaluator was provided a roster of focus children with two names of comparison candidates who met the criteria. The evaluator used a random number selector to randomly matched comparison children identified by the teachers with each comparison child. (See Appendix).

Limited data was collected on preschool children of participating adults; attendance has a comparison child, but ASQ results will be descriptively analyzed rather than using a matching

comparison model. Also, because the children were infants and toddlers, the screening tool did not generate pertinent data for the Common Indicators of the UWSEM portfolio evaluation for kindergarten readiness.

Equivalence of Groups

Teachers completed the Teacher Report of Student Performance (TROSP) at the beginning of the year for each child of parents who signed up to participate in the ELL Family Literacy program and for two comparison children. All students from both groups were Hispanic and eligible for free or reduced lunch. The focus child and two comparison children for each focus child were from the same classroom.

The TROSP contains 12 items that teachers rated on Likert-like scales using descriptive words for the different levels. The evaluator converted these descriptive scales into quantitative data and clustered the questions around concepts. These four conceptual clusters were academic, efficacy, attendance, and social/behavioral indicators. The academic cluster was comprised of questions related to overall academic ability, reading level, and expected future school success. The efficacy cluster includes items related to motivation, self-confidence, and family support. The attendance cluster was a single item. The social/behavioral cluster included questions on relationship with peers, classroom behavior, and class participation.

For each cluster, analysis for equivalence of groups was conducted using an F-Test Two Sample Variances and a T-test: Two-Sample Assuming Equal Variances (Unequal sample size) 2 tailed-test. Results are displayed in the table below.

Table 18

Statistical Analysis for Groups by Cluster

| TROSP Cluster | Means | t-Test: Two Sample Assuming Equal Variances (Unequal Sample Size, Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|-----------------------|-------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| Academic | Focus - 9.40 Comparison - 9.72 | t(199)= -0.789 p=0.431 | F(71,128)=1.29, p=0.214 |
| Efficacy | Focus – 11.68 Comparison - 10.96 | t(199)= 1.687, p=0.093 | F(71,128)=1.08, p=0.706 |
| Attendance | Focus – 4.60 Comparison - 4.35 | t(199)= 1.954, p=0.052 | F(71,128)=0.950, p=0.826 |
| Social/ Behavioral | Focus – 12.13 Comparison - 11.68 | t(199)= 1.167, p=0.245 | F(71,128)=0.960, p=0.860 |
| Total | Focus – 37.81 Comparison - 36.71 | t(199)= 0.937, p=0.350 | F(71,128)=1.110, p=0.606 |

N = 72 Focus children and 129 Comparison children

None of the clusters were found to have a significant difference in their variance or means. These results of significance along with demographic matching establishes the equivalency between groups, focus and comparison.

Group Composition

The ELL FamLit program served 84 elementary students (kindergarten through third grade) during the 2014-2015 school year. Seventeen students either left the school before the end of the year or were late enrollments. Therefore, not all data was collected on each student due to length of time in school. For the analysis reported here, 67 students (children of adult program participants) participated all year and had attendance data. This group is called the Focus group.

Each focus child had one or two students matched to them to use for a comparison group. The Spanish speaking SWCS parent liaison coordinated the sampling procedure. This process varies from the original plan where the principal or his/her designee were expected to match

students. During the pilot year all principals deferred from matching students and delegated the task to the teachers. This practice threatened the study's validity because of potential for teacher bias and was discontinued. The project SWCS School liaison is fluent in Spanish and assumed this task. She was not biased with student history when she identified two students to match with each child in the Focus group. All students were Hispanic and eligible for free or reduced lunch.

Beyond these characteristics, matching was made with the following characteristics in order of importance; same classroom, same age, and same gender. At the end of the year, the evaluators randomly selected (using a list of 100 randomly generated numbers of either 1 or 2) which match, student 1 or 2, was to be the match student used for analysis. If the matched student left the school during the year or if there was only one student, the other student became the matched member of the matched group comparison.

Student Attendance

Sixty-seven children attended all year (October – May) and had attendance data. Student attendance is measured in two ways. First, the attendance percentage is the most common measure used in education and is determined by using the formula: $(\text{time present}) / (\text{total possible time})$. The second measure is the one being used more recently in public education to identify whether or not schools meet the NCLB (No Child Left Behind) criteria. This measure uses the percent of students achieving the 90% average attendance benchmark. Attendance was analyzed using both strategies, the data are provided in the tables below.

The mean attendance was determined for the focus students group and the comparison students group. A comparison of the differences between the groups shows that the focus group attendance percentage was at least 2.5% higher and as much as 5% higher than the comparison group. To create the match set, one student in third grade who didn't have a comparison match was removed.

Table 19

Average Percent Attendance by School

| | Focus Students | Comparison Students |
|-------------------|-----------------------|----------------------------|
| Harms | 95.40% | 92.63% |
| Lighthouse | 96.70% | 94.14% |
| Maybury | 96.93% | 91.89% |
| Munger | 94.90% | 91.89% |
| | | |
| Total | 95.80% | 92.63% |

Next, average attendance of the focus group is examined by whether the parents had enough hours for full participation in the project activities. This analysis indicates that the comparison students (see Table 18 above) had the poorest attendance with an average rate of 92.63%. This was followed by the attendance rate of 93.81% average for students whose families enrolled in the program but did not complete 150 hours of participation. The group with an average attendance rate of 96.89% was the group of students with the best rate and the students whose families were enrolled in the program and completed at least 150 hours of participation.

Table 20

Average Attendance of Focus Students by Participation Level of Parents

| | Average Attendance |
|-------------------------------------|---------------------------|
| Full Participation | 96.89% |
| Less than Full Participation | 93.81% |

A t-test, two-sample assuming equal variance for means was conducted on the 66 pairs to determine whether test results were significant. Statistically significant differences [t(66)=3.331, p=0.001] were found between the average attendance rate of the focus group (M= 0.955, SD=0.047) and the comparison group (M=0.926, SD=0.054). An f-test two samples for variances was conducted. The results (F(65,65)=0.76, p=0.280) indicates that the variance between the two groups was not statistically significant.

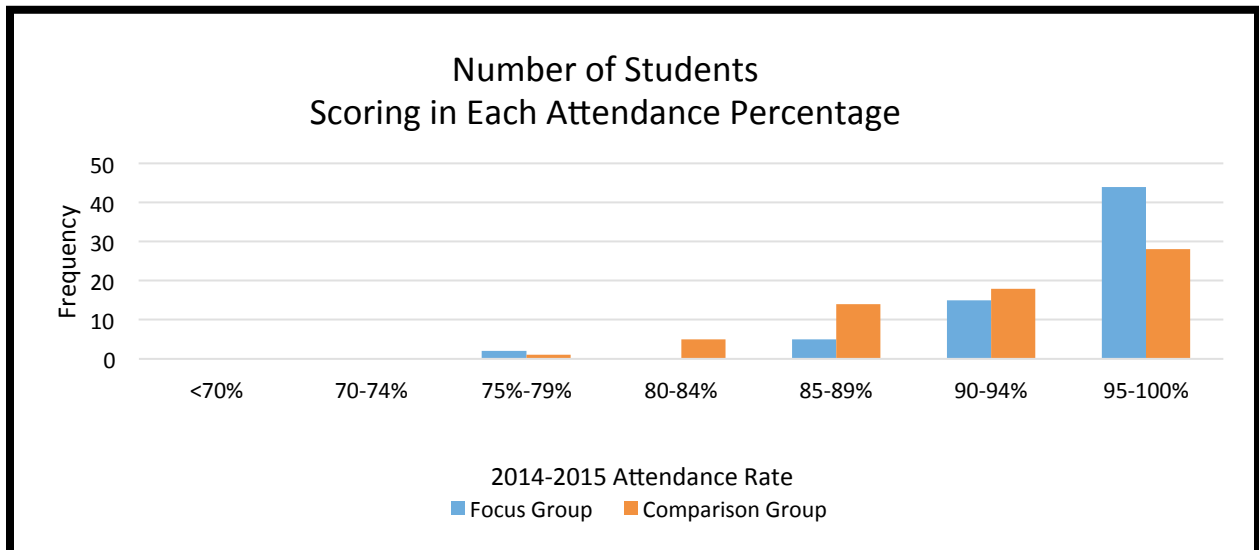
A calculation of the Cohen d for effect size ($d=-0.581$) indicates a moderate effect size (practical significance). In practical terms, the 66 students in the focus group students attended 369 more days (about 2,214 hours) than the 66 comparison children. This finding means the focus children had more than two additional weeks of instruction than their comparison peers.

A histogram helps us to visualize the distribution of scores. It is apparent that the focus group had substantially more students

On average, comparison students missed a month of school.

with a 95% attendance rate or better, which means these students were absent less than two weeks during the year. The comparison group had more students with an attendance rate of less than 90%, which means these students were absent more than a month of school.

Figure 7



When evaluated by the criteria of attending 90% or more of the time, the focus group had significantly more students (59) meeting the criteria than the comparison group (28) as can be seen in the accompanying table.

Table 21

Percent of Students Meeting 90% Attendance Benchmark by School

| | Focus Students | Comparison Students |
|------------|----------------|---------------------|
| Harms | 84.21% | 78.95% |
| Lighthouse | 100.00 % | 84.62% |
| Maybury | 100.00% | 63.63% |
| Munger | 82.61% | 65.22% |
| | | |
| Total | 89.40% | 72.72% |

Next, the percent of the students in the focus group that met the 90% criteria is examined by whether the parents had 150 hours of participation in project activities. The difference between focus students whose parents completed 150 hours of participation and those who did not was dramatic. Those whose parents completed the participation hours were more than twice (40:19) as likely to have an attendance rate of at least 90%.

Table 22

Percent of Students Meeting 90% Attendance Benchmark by Participation Level of Parents

| Level of Participation | Average Attendance |
|------------------------------|--------------------|
| Full Participation | 95.24% |
| Less than Full Participation | 79.17% |

Attendance Summary: The data show that parents who attend the ELL FamLit program ensure that their children attend school on a daily basis to a greater extent than the students whose parents are not engaged in the school based family program. Dramatic and statistically significant differences were found among groups with the comparison children attending the least, students whose parents did not complete participation hours attending

Focus students, especially those whose parents were full participants, attended more school than comparison students.

more than the comparison group, but less than the focus group of students whose parents fully participated. The effect size was $d = -0.58$, which falls in the moderate range and which in practical terms means substantially more time for learning.

Tracking chronic absence is a strategy to promote literacy development (Annie E. Casey Foundation, 2016). These data confirm the impact research hypothesis that students of parents who fully participate in the ELL FamLit Program will exhibit strong annual attendance rate equal or greater than the mean daily attendance rate for the school or the matched sample group. This is an important program impact. Research show one in 10 kindergarten and 1st grade students miss nearly a month of school every year (Annie E. Casey Foundation, 2016). The problem exacerbates student failure. The AEC Foundation's, Grade Level Reading Campaign, (2016) reports that kindergarteners who miss 10 percent of school days have lower academic performance when they reach first grade. Of most relevance to the ELL FamLit program is their research finding that the reading scores for Latino children were most seriously affected. Chronic school absence is in part responsible for an attendance gap that disproportionately holds back primary grade students from low-income families who miss critical learning days when the reading curriculum is taught.

Student Discipline/Academic Mindset

Records for actual disciplinary referrals in the Detroit Public School are not accessible for this evaluation. Discipline was eliminated from the evaluation plan after the pilot year. The TROSP was revised to ask the teachers to provide information about appropriate on task learning behavior demonstrated by focus and comparison students in the classroom. This data replaces the initial SEP evaluation question focused on discipline – defined for this study as teachers' referrals to the building principal to correct or punish students for disruptive behavior.

An analysis of the classroom behavior portion of the pre and post Teacher Reports of Student Progress (PreTROSP and PostTROSP) provides a look at classroom work and interpersonal behaviors associated with an academic mindset (Dweck, 2006). Twelve questions comprise this

portion of the interview. These questions look at general discipline, work quality, self-initiation of a task, ability to complete task in a group, ability to complete task when working independently, assignment completion, ability to ask pertinent questions, ability to know when to get help from a teacher, ability to appropriately seek help from peers, active engagement, ability to talk about class activities, and comfort interacting with peers. Each of these items was rated as poor, fair, average, good, or excellent by the teacher.

Analysis began by identifying students who had both a pre and post TROSP and separating focus students from the comparison students. The data set contained complete sets for 62 focus students and 124 comparison students. The first analysis was to determine whether these groups were equivalent in their behavior ratings at the beginning of the year. This was followed by whether they were equivalent in their behavior ratings at the end of the year.

Table 23
Statistical Analysis of
PreTROSP and PostTROSP Classroom Behavior Related Items

| | Mean | t-Test: Two Sample Assuming Equal Variances for Means (Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|----------------------------|-------------------------------------|------------------------------------------------------------------|--------------------------------------------|
| Beginning of Year PreTROSP | Focus – 41.74 Comparison - 41.69 | t(184)= -0.026, p=0.979 | F(124,62)=0.76, p=0.202 |
| End of Year PostTROSP | Focus – 44.44 Comparison - 42.59 | t(184)= -0.931, p=0.353 | F(124,62)=1.14, p=0.563 |

On the classroom behavior items of the PreTROSP and PostTROSP, no statistically significant differences were found between means of the focus and comparison groups ($t(43)=-6.593$, $p=0.000$). A F-test, two samples for variances was indicated no statistically significance differences between the variances in the focus and comparison groups ($F(43,43)=2.19$, $p=0.012$). (See Table 22.)

Next, the group results were analyzed to determine whether they had statistically significant changes between the PreTROSP and PostTROSP for behavior items. A paired two sample test for means was conducted to determine significance.

Statistically significant differences were found for the focus group on classroom behavior items ($t(61) = -2.484, p = 0.016$). No statistically significance differences between the variances was found for the focus group based on results of an F-test, two samples for variances ($F(43,43) = 2.19, p = 0.012$). No significantly statistical differences were found on the t-Test ($t(123) = -1.009, p = 0.315$) or F-Test ($F(123,123) = 0.77, p = 0.144$) for the comparison group on behavior items from the PreTROSP nor the PostTROSP. (See Table 23).

Table 24
Statistical Analysis by Group for Change between
PreTROSP and PostTROSP on Classroom Behavior Related Items

| | Mean | t-Test: Paired Two Sample for Means (Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|------------|---------------------------------------|------------------------------------------------|--------------------------------------------|
| Focus | PreTROSP – 41.74 PostTROSP - 44.44 | $t(61) = -2.484, p = 0.016$ | $F(61,61) = 1.16, p = 0.575$ |
| Comparison | PreTROSP – 41.69 PostTROSP - 42.59 | $t(123) = -1.009, p = 0.315$ | $F(123,123) = 0.77, p = 0.144$ |

The item-bank on the TROSP addresses learning behaviors cited in research on positive, growth (academic) mindsets (Dweck, 2006). An item analysis indicated substantial gains were made by the focus group on

- self-initiation of a task
- ability to complete task in a group

- ability to complete task when working independently
- ability to ask pertinent questions
- ability to know when to get help from a teacher
- ability to appropriately seek help from peers
- ability to talk about class activities, and,
- comfort interacting with peers.

An item analysis found three areas of substantial growth for the comparison group

- ability to ask pertinent questions
- ability to know when to get help from a teacher, and
- ability to appropriately seek help from peers.

A minimal decline in scores was noted for the for the comparison group on four indicators

- ability to general discipline
- assignment completion
- ability to talk about class activities and,
- comfort interacting with peers.

A substantial decline in scores was noted for the for the comparison group on

- active engagement.

The Hewlett Foundation (2010) includes many of these academic behaviors in its framework of deeper learning. The framework is geared toward the skills and knowledge students must acquire in order to meet the challenges of a rapidly changing world. The deeper learning framework includes working collaboratively communicating effectively and learning how to learn (Farrington, 2013). These components are essential attributes of Dweck’s model of growth mindsets – initiating tasks, being comfortable when working in groups, and knowing when to ask the teacher for help all contribute to the development of positive attitudes about learning and generate successful learning outcomes.

Regarding comparison group’s substantial decline in scores for active engagement and that focus students in the same classrooms maintain this approach to learning over time, research affirms that the consequences of academic disengagement are detrimental and debilitating, setting off a downward spiral of low self-esteem, impeded effort, and escalating failure (Covington & Mueller, 2001).

Reading Achievement

Impact Research Question. To what extent does an ELL FamLit program increase student reading achievement?

Analysis: Student achievement is assessed using STAR reader in second and third grades and using STAR Early Literacy in kindergarten and grade 1. Standard scores are available for assessment at all grades. For grades 2 and 3, grade level equivalents are available to use in determining whether or not students are at level. In grades K and 1, scaled scores can be compared to risk cut off based on the time of the year. Those that fall in the “low risk” range are consider at level while both “at risk” and “some risk” are considered below. Benchmark cutoff scores were found on page 23 of the Early Literacy Teacher guide. Cutoff for “at level” are provided below. (See Appendix A for full table.)

Table 25
Cutoff Scores for the Early Literacy STAR

| | September | May |
|-----------------------|-----------|------|
| Kindergarten | >555 | >674 |
| 1 st grade | >705 | >816 |

Students in the Analysis: Of the sixty-seven students who had attendance, fifty-five of the focus students had pre and post reading achievement data. Of the twelve who did not, 9 were pre-kindergarten and three students had no data (one student in first grade and two in second grade). One student in third grade did not have a match in the classroom and 1 preschooler was able to be assessed with the STAR Early Literacy Assessment, but no other preschooler was

able to be assessed as a comparison. Therefore, the final analysis of achievement data was conducted for 53 pairs of students.

Achievement analysis began with grade level functioning and was followed by scale scores. Prekindergarten student analysis will conclude the section and be based on the results of the Ages and Stages developmental screening questionnaire.

Analysis of Grade Level Performance: Grade level functioning is defined as whether students are at or above grade level expectations using the Benchmark cutoff scores for Star Early Literacy and grade level for the Star Reading Assessment. For those assessed with the Star Early Literacy or Star Reading at the beginning of the school, both the focus students and the comparison students had 13.21% of their group that was at or above grade level. At the end of the year, the focus group had 20.75% of their students performing at grade level or above, while the comparison group had only 15.09% performing at grade level or above.

The amount of growth between percent at or above grade level at the beginning of the year and the end of the year was analyzed. The focus group had a gain of 7.44% at or above grade level while the comparison group had a gain of 1.88%. The focus group increased their proficiency rate by 5.66% more than the comparison group.

Table 26
Percent of Students Reading At or Above Grade Level

| | Percent At or Above Grade level at Beginning of Year | Percent At or Above Grade level at End of Year |
|------------|------------------------------------------------------|------------------------------------------------|
| Focus | 13.21% | 20.75% |
| Comparison | 13.21% | 15.09% |

Analysis of academic achievement was conducted using scaled scores for the two versions of the Star assessments. Because the range for the scaled scores on the two assessments differed,

they had to be analyzed separately. Grades kindergarten and first were analyzed together and grades 2 and 3 were analyzed together.

Analysis of Kindergarten and First Grade Students: Using scaled scores for the Star Early Literacy assessment, academic achievement was analyzed for grades kindergarten and first combined using data from the beginning of the year, the end of the year, and growth. No statistically significant difference was found on any of these measures between the focus students' performance and the comparison students' performance. Difference in average rate of growth between these two groups was 27.61538 scaled scores with the comparison group growing more. The range of scores was 52-870.

Table 27
Statistical Analysis for Grades K-1 on Star Early Literacy Reading

| | Mean | t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|----------------------------|---------------------------------------|---------------------------------------------------------------------------|--------------------------------------------|
| BOY (Beginning of Year) | Focus – 402.85 Comparison - 353.08 | t(50)= 0.947, p=0.348 | F(25,25)=1.18, p=0.678 |
| EOY (End of Year) | Focus – 537.00 Comparison - 514.85 | t(50)= -0.296, p=0.768 | F(25,25)=1.02, p=0.961 |
| Difference in Growth | Focus – 134.15 Comparison - 161.77 | t(50)= -0.674, p=0.503 | F(25,25)=0.57, p=0.164 |

Analysis of 2nd and 3rd Grade Students: Academic achievement was analyzed using scaled scores for the Star Reading assessment, for grades two and three combined. Data from the beginning of the year, the end of the year, and growth was analyzed. No statistically significant difference was found on any of these measures between the focus students' performance and the comparison students' performance. Difference in average rate of growth between these two

groups was 23.96 scaled scores with the focus group growing more. The range of scores was 63-673.

Table 28
Statistical Analysis for Grades 2-3 on Star Reading

| | Mean | t-Test: Two Sample Assuming Equal Variances (Equal Sample Size, Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|-------------------------|---------------------------------------|---------------------------------------------------------------------------|--------------------------------------------|
| BOY (Beginning of Year) | Focus – 156.89 Comparison - 188.22 | t(52)= -1.245, p=0.219 | F(26,26)=1.15, p=0.717 |
| EOY (End of Year) | Focus – 227.37 Comparison - 234.74 | t(52)= -0.252, p=0.802 | F(26,26)=2.05, p=0.073 |
| Difference in Growth | Focus – 70.48 Comparison - 46.51 | t(52)= 1.203, p=0.234 | F(26,26)=1.61, p=0.229 |

Analysis of Students Linked with Parents' Participation: An analysis was performed comparing the achievement of focus students whose parents had participated in project activities for at least 150 hours with the achievement of focus students whose parents participated less than 150 hours. No statistically significant difference was found on Beginning of Year, End of Year, nor Growth analysis. It should be noted that only 6 students in kindergarten or first grade had parents who signed up, but did not complete the program activities. Therefore, these results should be interpreted carefully.

Table 29

Statistical Analysis Comparing Achievement

of K-1 Focus Students Whose Parents Participated 150 Hours or More

with Achievement of K-1 Focus Students Whose Parents Participated Less Than 150 Hours

| | Mean | t-Test: Two Sample Assuming Equal Variances (Unequal Sample Size, Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|-------------------------|------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| BOY (Beginning of Year) | >150 hrs. – 387.1 <150 hrs. - 455.33 | t(24)= -0.736, p=0.469 | F(19,5)=8.79, p=0.024 |
| EOY (End of Year) | >150 hrs. – 517.65 <150 hrs. - 601.50 | t(24)= 0.246, p=0.808 | F(19,5)=5.88, p=0.059 |
| Difference in Growth | >150 hrs. – 130.55 <150 hrs. - 146.17 | t(24)= -0.262, p=0.796 | F(19,5)=2.15, p=0.405 |

An analysis was performed comparing the achievement of focus students whose parents had participated in project activities for at least 150 hours with the achievement of focus students whose parents participated less than 150 hours. No statistically significant difference was found on Beginning of Year, End of Year, nor Growth analysis.

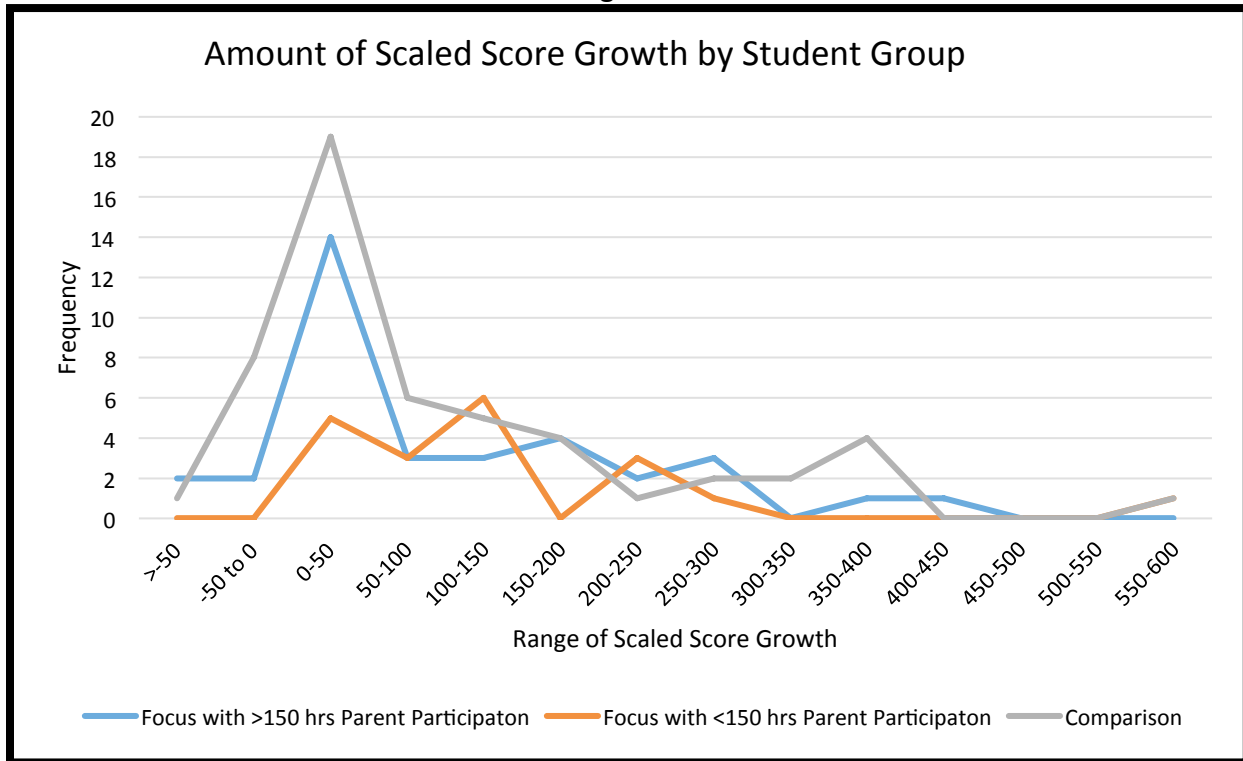
Table 30

Statistical Analysis Comparing Achievement
of Grades 2 and 3 Focus Students Whose Parents Participated 150 Hours or More
with Achievement of Grades 2 and 3 Focus Students Whose Parents Participated
Less Than 150 Hours

| | Mean | t-Test: Two Sample Assuming Equal Variances (Unequal Sample Size, Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|----------------------------|------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| BOY (Beginning of Year) | >150 hrs. – 170.07 <150 hrs. - 140.42 | t(25)= -0.794, p=0.435 | F(14,11)=2.24, p=0.185 |
| EOY (End of Year) | >150 hrs. – 219.93 <150 hrs. - 236.37 | t(25)= -0.341, p=0.736 | F(14,11)=2.12, p=0.216 |
| Difference in Growth | >150 hrs. – 49.87 <150 hrs. - 96.25 | t(25)= -1.509, p=0.144 | F(14,11)=1.37, p=0.605 |

A graph of the growth, showed non-normally distributed data among the three groups of students. Therefore, an ANOVA was an inappropriate statistical test. The last analysis conducted on the achievement data was the Kruskal-Wallis test. This test showed no statistically significant difference in growth in reading scaled scores among the groups: $H = 5.5058, p = 0.064$, with a median growth score of 40 for children of parents who participated 150 hours in ELL FamLit activities, 108 for children of parents who participated less than 150 hours, and 40 for children identified as comparison students.

Figure 8



Reading was taught by classroom teacher in small groups and whole class groupings. Kindergarten and first grade students at Harms received reading instruction taught exclusively in Spanish, and the STAR was administered in English. The evaluator noted that only parents at Harms were scheduled for PACT during reading instruction. Parents were observed in PACT during math at Maybury and Munger. Some parents engaged in PACT at Lighthouse during math and others during reading. The National Research Council (Snow, Burns, & Griffin, 1998) concluded that multiple, complex variables contribute to reading difficulties, including poverty, and poorly prepared or unqualified teachers.

Family literacy programs build on the structured reading curriculum and individual instructional practices that children experience in schools. While it is somewhat frustrating to review data that affirms extensive, meaningful parental engagement with children’s learning, parental engagement alone cannot account for a child’s reading success as measured by standardized reading assessments.

Based on the data analysis for reading achievement, the confirmatory hypothesis that students of parents who fully participate in the ELL FamLit program will meet reading assessment benchmarks is not met.

Preschool Screening: Exploratory Evaluation Question

Evaluation Impact Question: To what extent do infants and toddlers of parents who have fully participated in the FamLit program demonstrate age appropriate scores/development?

- What is the relationship among level of parent participation, changes in school-related parenting behaviors, and toddler/infant changes in developmental milestones?
- What is the impact of parental involvement in FamLit on the siblings of the identified students?

Analysis: Young siblings (infants and toddlers) of the focus children at Maybury, Harms, and Lighthouse received on-site child care during the same time their parents were at the school active in the ELL FamLit program. Munger is a minimally staffed school with excessive classroom enrollments in all grades. For example, at the beginning of the year (August 2014) the principal reported to the evaluator and SWCS project director that she had nearly 50 third graders enrolled, 98% of whom were English Language Learners, and the DPS had not yet secured a teacher nor could she possibly find room for a second third grade classroom. While supportive of the ELL FamLit program, the principal had no classroom space to provide childcare.

The primary purpose of the ELL FamLit child care program is to stimulate and support child development across the domains of language, physical, cognitive, social, and emotional development. These domains contribute to school readiness and improved learning outcomes in later life. The ELL FamLit program is designed to further young children's language and literacy skills to prevent them from encountering reading difficulties when they enter school.

Ages and Stages: Preschool achievement is focused on developmental milestones for various age groups evaluated through Ages and Stages Questionnaires (ASQ3). It consists of a series of 20 questionnaires that correspond to age intervals from birth to 6 years. The questions ask whether the child is (or is not) able to do a certain activity. These responses are scored and help parents and educators know what activities may need extra attention and whether a child should be referred for a developmental checkup with a professional.

During the school year, the ASQ3 is administered several times before the final observation. These interim administrations are scored in five categories, Communication, Gross Motor, Fine Motor, Problem Solving, and Personal Social. Three scores are possible in each of these areas, “below cutoff”, “at cutoff”, or “above cutoff”. The cutoff score varies based on age. The designation of “below cutoff” indicates a probable developmental delay in that area. Students who score in this area may be referred for further evaluation or intervention.

“At cutoff” indicates a possible developmental delay in that area. “Above cutoff” indicates no developmental delay is currently indicated. The final assessment provides a single score that is then translated into “typical development,” “at cutoff,” or “below cutoff.” Those who scored significantly higher than the cutoff score for their age may be referred for further evaluation for enrichment to support their strong developmental growth.

Ages and Stages was obtained on two of the focus students and 22 siblings of focus children in grades K-4. At the beginning of the year, only two students had less than four areas not scored at above cut off. These two students’ interim observations indicated growth and they had typical development by the end of the year. A summary of the end of the year observations showed 2 students at cutoff, 19 with typical development, and 3 students with significantly above typical development.

Table 31

ASQ-SE Observation Scores and Remarks Final Observations April and May of 2015

| ID | # of Areas Above Cutoff | | Final Observation | | |
|----------------|-------------------------|---------------------|-------------------|-------|------------------------------------------------------------------------------|
| | Initial Observation | Interim Observation | Form Used | Score | Remarks |
| H106S | 4 | | | | At cutoff |
| H107S | 5 | 5 | | | Typical development |
| H109S | 1 | 3 | 36 months | 45 | Typical development |
| H110S | 5 | | 48 months | 50 | Typical development |
| H111S | 5 | | 48 months | 30 | Typical development |
| H113S | 4 | 4 | 48 months | 40 | Typical development |
| H118 | 0 | 4 | 6 months | 10 | Typical development |
| H125S | 5 | 5 | 36 months | 45 | Typical development |
| L101S | 5 | 5 | 48 months | 35 | Typical development |
| L103S | 5 | | 60 months | 55 | Typical development |
| L104S | 5 | 5 | 36 months | 95 | Typical development score for this age is 59 - talk to mother, recommend IMH |
| L104S2 | 5 | 5 | 48 months | 70 | At cut off of 70 |
| L106 | 5 | | | | Typical development |
| L107S | 5 | | | | Typical development |
| L110S | 5 | 5 | 12 months | 25 | Typical development |
| L111S | 5 | 5 | 30 months | 55 | Typical development |
| L113S | 5 | 5 | 36 months | 90 | Typical development score for this age is 59 - talk to mother, recommend IMH |
| Ma104S | 5 | 5 | | | Typical development |
| Ma106S | 5 | | | | Typical development |
| Ma107S | 5 | 5 | 30 months | 50 | Typical development |
| Ma107S2 | 5 | 5 | 60 months | 30 | Typical development |
| Ma109S | 5 | 4 | 36 months | 55 | Typical development |
| Ma110S | 5 | 5 | 24 months | 35 | Typical development |
| MA111S Gr 4 | 5 | 4 | 36 months | 90 | Typical development score for this age is 59 - talk to mother, recommend IMH |

One of the primary purposes of developmental screening tools is to target delays and create an action plan to address them. Teachers review ASQ items with parents on a regular basis during the school year to track children's progress or lack thereof. Data show that the young siblings of the focus children were on track. This information is also helpful for transition to Head Start and

other preschool programs so that educators become immediately familiar with a child’s developmental status across the essential learning domains.

Home Visits

There was no standard criteria for selecting families for home visits by SWCS staff. The general purpose of a home visit is to provide a private venue for discussing parents’ concerns about child rearing and their children’s development. It is also an opportunity for the staff to introduce a variety of strategies for parents to do at home that bridge school learning and promote literacy.

Data was collected for 50 families using the *Home Literacy Environment Checklist*. The *Checklist* was developed by Head Start for use during Home Visits. Data collected includes the types of literacy materials (children’s) displayed, books, and a parent self-report of interactive literacy behaviors shared with their children. The protocol for the *Checklist* also directs parent educators to administer the instrument as a self-report to increase parents’ awareness and accountability for home behaviors that stimulate and support early literacy. This was done in conjunction with Parent Time. None of the family literacy environments were scored at the lowest level either on the pre or post *Checklist*.

Table 32
Score Ranges on Home Visit Environmental Checklist

| Score Range | Interpretation |
|-------------|--------------------------------------------------------------------------------|
| 30-37 | Home literacy environment has most of the necessary supportive elements |
| 20-29 | Home literacy environment has many of the necessary supportive elements |
| 11-19 | Home literacy environment has some of the necessary supportive elements |
| 0-10 | Home literacy environment needs improvement |

Table 33

Interpretation of Home Visit Environmental Checklist Results

| Home Literacy Environment ... | # of families in category | % in category |
|------------------------------------------------------|---------------------------|---------------|
| has most of the necessary supportive elements | 34 | 68% |
| has many of the necessary supportive elements | 15 | 30% |
| has some of the necessary supportive elements | 1 | 2% |
| needs improvement | 0 | 0% |

One hundred percent of the families have crayons, pencils, paper, and a writing surface or table. Most indicators were found in 80% of the homes. Aspects which were in only 60 to 80 percent of the homes and with which parents need support are: acquiring magnetic alphabet letters, rhyming books, and larger numbers of picture books; reading to the child more than four times per week; increasing frequency for teaching child new words and for having detailed and informative conversations; teaching children nursery rhymes and working with rhyming; modeling adults reading more frequently and feeling confident in their reading; and reading to children at a younger age. The one area that was in less than 40% of the homes was having 50 picture books.

Eight parents have pre-intervention home visit data from either Spring of 2015 or Fall 2015, which was compared to the post-intervention home visit data. Table 34 shows the distribution of those scores for the pre and post intervention home visits.

Table 34

Pre- Post Home Visit Environmental Checklist Results

| | Pre Intervention | | Post Intervention | |
|------------------------------------------------------|------------------|---------------|-------------------|---------------|
| | # in category | % in category | # in category | % in category |
| Home Literacy Environment ... | | | | |
| has most of the necessary supportive elements | 2 | 25% | 6 | 75% |
| has many of the necessary supportive elements | 5 | 62.5% | 2 | 25% |
| has some of the necessary supportive elements | 1 | 12.5% | 0 | 0% |
| needs improvement | 0 | 0% | 0 | 0% |

A two sample paired t-test was conducted to determine whether differences in means was significant. Statistically significant differences [$t(7)=-2.417$, $p=0.046$] were found between the score on the pre home visit checklist ($M= 25.75$, $SD=5.523$) and the post home visit ($M=31.625$, $SD=04.274$). An F-test two samples for variances was conducted. The results ($F(7,7)=1.67$, $p=0.515$) indicates that there was no statistical significance between the variances in the two samples. A calculation of the Cohen d for effect size ($d=-0.862$) indicates a strong effect size (practical significance).

In practical terms, the focus children and their siblings had a significantly richer home literacy environment at the end of the year than they did at the beginning. The area that changed in at least 50% of these home visits were having magnetic alphabet letters and rhyme books, playing reading and alphabet games on a computer, going to library or bookstore every 2 months, and learning to rhyme and to write other's names.

An analysis of the literacy/learning portion of the initial (pre) and final (post) family interview extends this trend to the broader population. This portion of the interview asks whether any adult in the last week had engaged in these activities with their child: Told the child a story; Taught the child songs or music; Talked with child about family history or ethnic heritage;

Helped the child with homework; or, Worked with child on learning something new. The analysis used the initial and final surveys of the forty-four of the families who were full participants.

Table 35
 Statistical Analysis Comparing Literacy and Learning Questions
 from the Family Interviews, Initial and Final

| | Mean | t-Test: Paired Two Sample for Means (Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|---------------------|--------------------------------|------------------------------------------------|--------------------------------------------|
| Literacy & Learning | Initial – 3.20 Final - 4.41 | t(43)= -6.593, p=0.000 | F(43,43)=2.19, p=0.012 |

On the items in the literacy/learning portion of the family interviews, a significant difference was found between pre and post intervention. Statistically significant differences [t(43)=-6.593, p=0.000] were found between the score on the literacy and learning items from the initial interview (M= 3.20, SD=1.025) and same items on the final family interview (M=4.409, SD=0.693). A F-test, two samples for variances was conducted. The results (F(43,43)=2.19, p=0.012) indicate statistically significance differences between the variances in the focus and comparison groups. A calculation of the Cohen d for effect size (d=-1.014) indicates a strong effect size (practical significance).

Parents created significantly richer home literacy/learning environments at the end of the year than they had at the beginning.

In practical terms, the focus children and their siblings had a significantly richer home literacy/learning environment at the end of the year than they did at the beginning. The items that increased substantially (more than doubled) between the beginning of the year and the end were: talking with their child about family history or ethnic heritage and helping their child with homework.

The outcome question probed was, to what extent does the ELL FamLit program increase education-related parent behaviors? This analysis affirms the research impact hypothesis that

parents who fully participate in the ELL FamLit Program demonstrate strong literacy-supporting parenting behaviors evidence by an increase in school/literacy supporting behaviors in out-of-school (ex., home) experiences.

Child Analysis Summary

Equivalence of groups. All students were Hispanic and eligible for free or reduced lunch. Students in the comparison group were matched by classroom, age, and gender to the focus students. No significant differences were found between focus groups and comparison groups initial data.

Attendance. Analysis of attendance indicates that the comparison students had the poorest attendance, followed by focus students whose parents were not full participants. The group with the highest attendance were students whose parents were full participants in the ELL FamLit program. The differences in attendance rate between the comparison and focus groups were found to be statistically significant with a moderate effect size that resulted in 369 more days of attendance for the comparison children. Finally, significantly more students in the focus group achieved the 90% attendance benchmark than students in the comparison group.

The 66 focus group students attendance rate was 96.6% representing 369 more days than the 66 comparison children for an average 12 days of additional classroom instruction per child.

Reading Achievement. Using the results from STAR Early Literacy and Reading assessments, the results of 53 pairs of focus students and comparison students were compared. Both groups started with the same percentage of students at or above grade level. At the end of the year, the focus group had 5.66% more students at or above grade level in reading than the comparison group. No significant differences were found among any groups when scaled scores were used for the analysis. Lastly, a Kruskal-Wallis test of the growth in achievement was conducted and no statistical significance was among the three groups: focus group whose

parents participated in 150 hours of program activities, focus students whose parents did not complete 150 hours of program activities, and the comparison group.

Summary of the Home Learning

Environment: Analysis of the data from the Home Literacy Checklist and the

Focus students and their young siblings had many opportunities to learn at home with their parents.

literacy and learning items in the Family Interview indicated statistically significant changes in the focus student's out-of-school learning environment. More literacy materials were available and more academic or learning interactions were experience between an influential adult and the child. The effect size for this finding is strong.

PARENTS' SELF- EFFICACY

Self-efficacy is a by-product of a person's self-concept, self-confidence, and self-esteem. Research (Schunk, 1984) has long held that self-efficacy is an important variable to understand as a facet of motivation and other achievement behaviors. For example, assessing self-efficacy can reveal how confident a parent feels about being able to learn English, help her child(ren) with homework, and become active in school events. High self-efficacy in one's ability to become a fluent speaker of the English does not assure an equal measure of self-efficacy related to being a homework helper or PTO president. It is a task-specific belief.

Self-efficacy influences the way people think, their motivation, emotions, and choices (Bandura, 1993). The degree to which parents appreciate their capacity for thought and action is a powerful influence on their ability to predict events and control those events that affect their lives. For parents, self-efficacy entails grasping the power their own education and attitudes have on their children's academic success. If a mother credits her academic progress to hard work rather than something she was born with, then her children can learn that actions such as paying attention in class and doing homework are how to "get smart." There are many intergenerational commonalities regarding the benefits of a growth mindset – the perception

that human brains are malleable. Individuals at any age “grow smarter” when provided regular opportunities to learn new things and practice skills associated with learning (Dweck, 2006).

An analysis of the parent efficacy was conducted using data from a portion of the Initial and Final Family Surveys (Pre and Post). Twenty-three items comprise this portion of the interview. These questions asked the parent to respond with the words agree or disagree to a statement. For example, I _____ with this statement: I know how to help my child do well in school. While most questions were asked in this positive manner where “agree” would be the desired answer, a few were asked in the negative and the desired answer was “disagree.” For example, I _____ with this statement: I don’t know if I am getting through to my child. The initial and final interviews was done in English and Spanish as needed by the adult.

An analysis for the score on the efficacy portion was conducted on all interviews, comparing the initial interview with final interview. This data set contained 150 surveys, 84 initial and 67 final interviews. A two-sample assuming equal variance t-Test found no statistically significant differences between means of the initial and final interviews ($t(148)=-1.502$, $p=0.135$). Likewise, an F-test, two samples for variances found no statistically significance differences between the variances in the initial and final interviews ($F(82,66)=1.81$, $p=0.013$).

Since treatment intensity has been an important variable in this study, the efficacy data was analyzed for families who were full participants (had at least 150 hours of participation) compared with those who were not full participants. There was no significant difference between the results of this analysis (See Table 33) on the initial interview. On the final interview, no significant difference was found on the t-test ($t(65)= -0.027$, $p=0.978$) . However, a significant difference was found on the F-test for variances ($F(43,22)=0.35$, $p=0.002$).

Table 36
 Statistical Analysis of Efficacy Items
 on the Initial and Final Family Interview

| | Mean | t-Test: Two Sample Assuming Equal Variances for Means (Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|-------------------|----------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------|
| All families | Initial – 21.33 Final - 21.70 | t(148)=-1.502, p=0.135 | F(82,66)=1.81, p=0.013 |
| Initial Interview | Full Participant – 21.41 Not Full Participant - 21.23 | t(81)= -0.473, p=0.637 | F(43,38)=1.08, p=0.814 |
| Final Interview | Full Participant – 21.70 Not Full Participant - 21.70 | t(65)= -0.027, p=0.978 | F(43,22)=0.35, p=0.002 |

For full participants, initial and final interviews were matched to create a dataset for a pre-post analysis. Forty-four families had both initial and final surveys. A paired two sample t- test for means found no statistically significant differences (t(43)= -0.950, p=0.348). Again, statistically significant differences were found on the two sample F-Test for variances (F(43,43)=3.17, p=0.000).

Table 37
 Statistical Analysis of Efficacy Items
 for Matched Initial and Final Family Interviews

| | Mean | t-Test: Paired Two Sample for Means (Two-tail) | F-Test Two-Sample for Variances (Two-tail) |
|-------------------|----------------------------------|------------------------------------------------|--------------------------------------------|
| Full Participants | Initial – 21.41 Final - 21.70 | t(43)= -0.950, p=0.348 | F(43,43)=3.17, p=0.000 |

An item analysis indicated that twelve items did not change. Eleven of these items started with all 44 families selecting the positive response on both the interviews. Most other items changed minimally. The only two that changed substantially, were two of the questions that were phrased in the negative. The complexity of the language structure and the fact the interviews were provided in different languages (English and Spanish) may have compromised this data. Another confounding variable is that many of the parents had been enrolled in the project since it's inception three years ago. Their responses reflect long term persistence to pursue personal and family goals through regular participation the ELL FamLit program. The following analyses focus on the Post Family Survey results (N = 68).

Confidence in one's ability to deal with conflict and find solutions to problems is a critical element of self-efficacy. Nearly all parents (96.7%) agreed or strongly agreed

Over 95% of parents were confident that they could cope with family problems and 75% extended this self-assurance to being able to help other families in times of stress.

with the statement, I am able to deal with problems that happen in my family. This sense of efficacy and self-reliance extended to their support of others, 75% felt they were able to help other families or friends when they have problems.

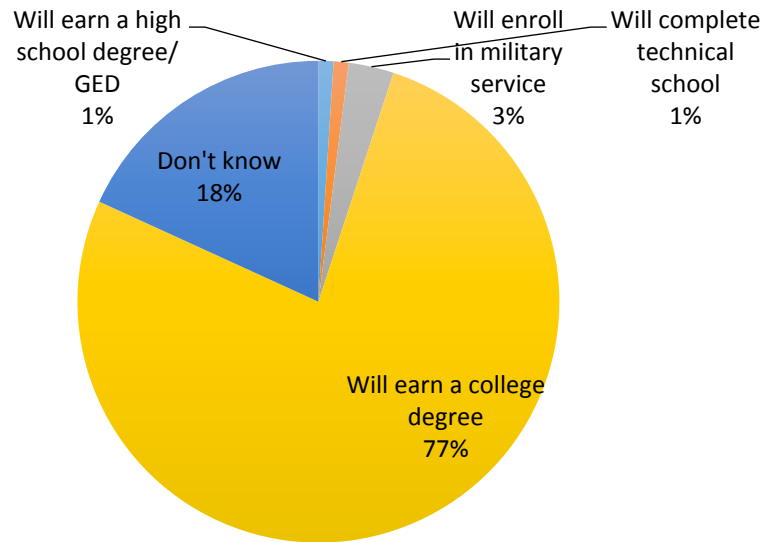
All of the parents agreed that they thought positively about their children's future. This perception

100% of parents expect their children to succeed at and beyond high school.

was positively echoed in another item regarding their child(ren)'s academic future. None of the parents believed their children would drop out of school, and only one felt a high school diploma or GED would be their child's highest level of attainment. In May of the school year, 76.5% of the parents predicted that their elementary school aged children would eventually graduate from college.

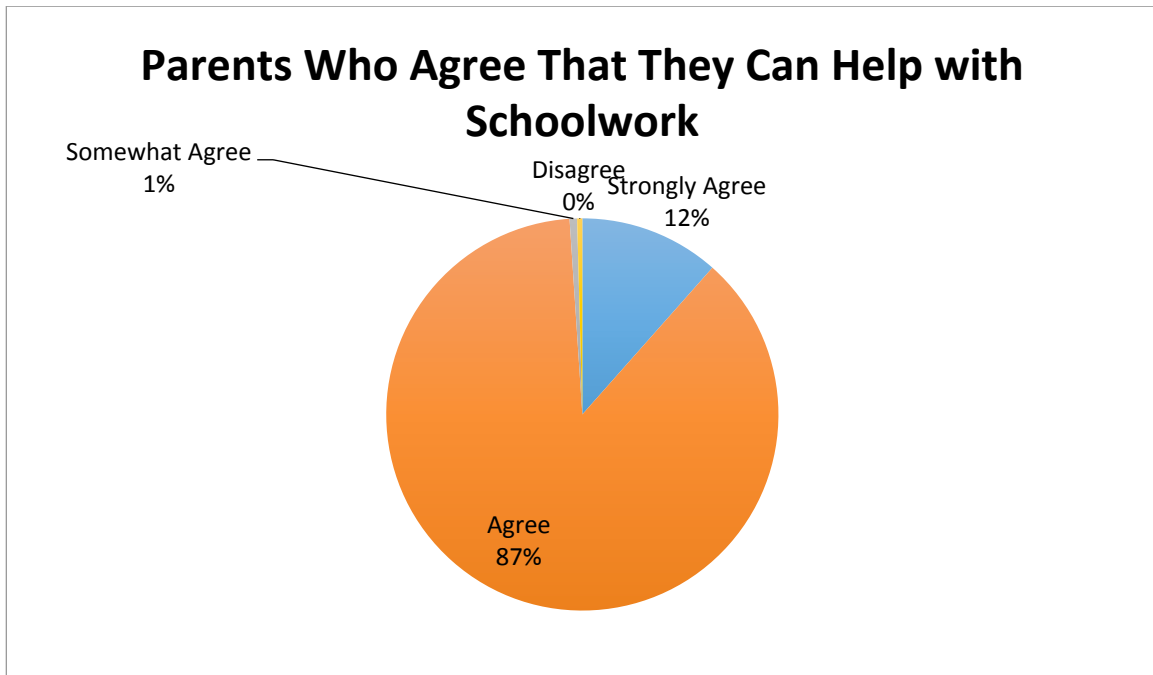
Figure 9

Parents' Expectation for Their Child's Highest Level of Educational Attainment



Parents believed their children needed their continued support. 83.6% of the parents' primary goal for staying in the family literacy program was to "become a better teacher of my child." Parents' confidence in their ability to support their children as learners was strong as evidenced by their agreement regarding their capacity to help with schoolwork – no one disagreed with that statement. If the parents had reported a low sense of self-efficacy regarding the role of being their child's first and best teacher, their ability to be self-directed and successful learners would be diminished. There is a strong likelihood that they would attribute successes and failures to luck rather than the amount of effort they put into the task.

Figure 10



The end of program year responses across schools affirm parent’s self-efficacy – their confidence in their own competencies - to achieve their learning goals. Another way to look at data regarding adults’ confidence in their ability to set and achieve new goals – even after a personal history of academic struggles or minimum schooling - is to apply the concept of mindsets set forth by Stanford University psychologist, Carol Dweck (2006). Generally speaking, school age students acquire new skills and ensuing confidence and subsequent willingness to apply these in daily life. Adults in the family literacy program had relatively few formal academic successes to build on.

Overall, parents presented positive, growth mindsets associated with lifelong learning.

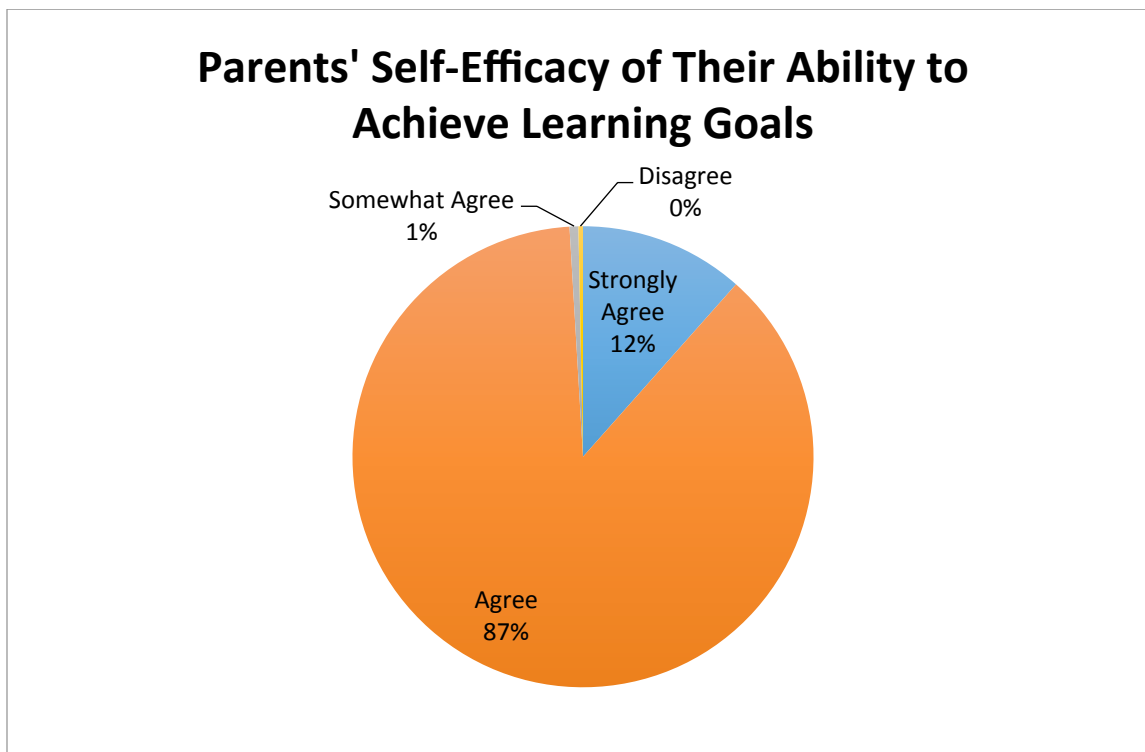
However, the Initial Family Survey

data implies a tacit sense of

understanding that they were capable of setting and achieving goals. Post data confirmed their confidence as evidenced by a universal agreement the adults did in fact meet their own benchmarks.

These data reflect adults' perceptions that the basic qualities associated with learning can be developed through effort. That's a growth mind set – being “smart” isn't something carved in stone – it's the product of concerted effort and experience. People can continue to grow and learn new skills throughout their lives if they put in the effort and choose experiences that stimulate learning.

Figure 11



A general review of the responses to Survey items imply that the adults' had self-efficacy in four areas. First, they had a sense of belonging to the learning community at their children's school. Numerous survey items reveals multiple ways parents engaged with teachers, principals and other families at the schools. Second, they believed in their capacity for meeting their own learning goals as well as their children's long term academic success. Parents expressed confidence in their use of technologies such as computers and smart phones as well as increasing their English language skills and advancing their basic educational competencies. Third, parents sensed that their abilities could grow if they exerted appropriate effort and

completed learning tasks. Monthly attendance hours confirm adults' persistence and willingness to approach increasingly complex learning tasks. And finally, that their work towards learning goals held value for their families. The survey data imply that in their adult studies, interactions with teachers in classrooms with their children, and school related activities parents found connections that enabled them to process new ideas and information.

REPORT PROCESS

Reports are Submitted on Time

Data were collected according to schedule (See Table 1) and uploaded regularly to the NCFL data system. The evaluator downloaded and analyzed the data during the year. The evaluator reported initial findings on program implementation and adult outcomes to the project staff in September 2015.

Reports Contain Rich Information

The evaluator visited each program with the adult educators and SWCS staff. Following the visits over two days, she held meeting with the staff and instructors to guide them through data interpretation and fielded questions about testing protocol, program fidelity, barriers to success, and program strengths.

This report centers on data for SWCS to use for program improvement and analyses that the funder, CNCS can use to determine program quality of the UWSEM subgrantee. Data on the Common Indicators was shared as directed with Child Trends. The analysis of the portfolios' progress toward the Common Indicators is not the responsibility of the local independent evaluators.

Quality Control Processes are in Place

Monthly phone conferences and ongoing e-mail exchanges took place between the evaluator, SWCS staff and NCFL experts. NCFL assigned an administrative assistant to the project with the

responsibility of assisting SWCS with data uploads and modifications to the *Family Interviews and Data System Manual*.

CONCLUDING DISCUSSION

The third annual SWCS Implementation Study began with the evaluation question, To what extent does the ELL FamLit program increase education-related parent behaviors, improve student school actions (attendance and appropriate learning behaviors), and increase student achievement? Data for adult and child attendance, adult English language skills development, adult self-efficacy, children’s reading achievement, children’s academic mindset behaviors, and developmental milestones of siblings of focus students who were enrolled in the program’s child care were analyzed to address the evaluation question.

Michigan has had a family involvement policy for nearly two decades (Michigan Department of Education, 2007). The policy recognizes the importance of parent and family engagement in schools. The ELLFamLit program is in accordance with the State’s directive that every school Family Involvement Plan must engage families, educators, business, and other community members in education. Students and their families at three Detroit Public Schools and one Detroit Public Charter school are supported with funding and technical assistance provided by the Corporation for National and Community Service (U.S. Government), the United Way of Southeast Michigan, and The National Center for Families Learning (match funding for the Toyota Families Learning Program at the four schools). The ELL FamLit program one of the ways the schools to provided students and their families with “outreach strategies, related home learning activities, community resources, and supportive school and district policies and actions” (Michigan State Board of Education Policy Statement, 1997).

The first question component response described parenting behaviors associated with family literacy. Data were reported that found the home literacy environments of participating families to increase significantly between initial and final home visits. Home literacy behaviors such as shared oral reading, providing literacy materials (ex., paper, books, crayons, etc.) in the

home, discussing shared viewing of TV, using the Internet to find information, using e-mail to communicate with teachers were all present. All of these elements are essential for learning literacy and successful family schools partnerships.

The focus children and their siblings had a significantly richer home literacy/learning environment at the end of the year than they did at the beginning. Observers of the sample families' home environment reported evidence of literacy behaviors that increased substantially (more than doubled) between the beginning and end of the year. These were: talking with their child about family history or ethnic heritage and helping their child with homework.

Data collected on the pre and post Family Surveys reflect parents who are building their capacity for strong and sustainable school engagement. Parent and child engagement at home and at school are congruent with the U.S. Department of Education Dual Capacity Framework for Family-School Partnerships (Mapp & Kuttner, 2013). They affirm that families have taken on multiple roles as: supporters, encouragers, monitors, advocates, decision makers, and collaborators (Mapp & Kuttner, 2013).

The second facet of the question was answered through data analysis that found significant positive differences between the daily attendance patterns of focus children compared with the matched comparison group. Comparison students had the poorest attendance with an average rate of 92.63%. This was followed by the attendance rate of 93.81% average for students whose families enrolled in the program but did not complete 150 hours of participation. The group with an average attendance rate of 96.89% was the group of students with the best rate and the students whose families were enrolled in the program and completed at least 150 hours of participation. Statistically significant differences [$t(66)=3.331, p=0.001$] were found between the average attendance rate of the focus group ($M= 0.955, SD=0.047$) and the comparison group ($M=0.926, SD=0.054$). The effect size was $d= -0.58$, which falls in the moderate range and which in practical terms means substantially more time for learning.

On average, the focus children had 12 more days of school attendance. In addition to coming to school 96.89% of the time – their parents were right beside them in class for at least 30 minutes four times a week. Their parents held high expectations for their school success, and over 90% of their parents expect them to graduate from college.

While there were no differences between the reading achievement of focus and comparison this year, it is noted that all were students in low performing schools with high percentages of students deemed at risk. One in five of the focus children were reading at grade level or above by the end of the year compared with 15.9% of the comparison children reading at or above grade level. There is no apparent threat to the internal validity of the study because of parents in the classroom during PACT Time. The presence of parents during reading instruction, math, or other subjects was erratic due to changing daily schedules. Regardless of the schedule, parents were focused on their own children's task engagement. Their focus was reported during the daily debriefing time in the adult education class where they shared questions and insights about their children's learning. Research confirms (SEDL, 2002) that children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between the culture at home and at the learning institution.

Parents' hours of direct participation in their children's schools aggregated to a total of more than 13,500 hours. Between 29% (Munger) and more than 73% (Lighthouse) participated for at least 150 hours during the school year. Parents were consistently and meaningfully engaged with school learning at all schools throughout the school year.

Parents of English language learners face serious barriers as they work to become informed and involved in their children's education. The inability to communicate with teachers because of language barriers, unfamiliarity with formal schooling and differences in cultural norms regarding parents' responsibilities for children's learning are addressed through the adult education, parenting, and PACT Time program components every week throughout the school

year. Parents respond to these lessons learned and developing academic mindsets by volunteering at school, attending parent teacher conferences, and engaging in family-school activities that include service learning. Socio-economic factors are not approached as barriers to success but rather common denominators that build a learning community.

Focus students demonstrated multiple behaviors associated with an academic (growth) mindset and unlike the comparison students maintained their active engagement from fall to the following spring. Data suggest they are developing self-efficacy regarding their ability to learn. Young students with a high degree of self-efficacy tend to approach difficult tasks – such as learning to read - as challenges to overcome, instead of problems to be avoided. It is hoped that this trend in the focus children continues as it is essential sustain their efforts even when coping with reading difficulties.

The final year of the Southwest Counseling Solutions Social Innovation project evaluation will focus on summative outcomes. At this time it is not known whether the outcomes reported for individual years will prove to be more insightful about the project's impact than the longitudinal analysis over a four year period. What is known at this point is that in four Detroit elementary schools, each of which serves high proportions of economically disadvantaged, yet culturally enriched families, parents engaged in the English Language Learners Family Literacy Project are providing their children with ongoing support to help them become successful in school. These parents are building strong home to school partnerships that have the potential to enhance the schools' capacity to improve and meet the academic needs of all students. Families served by the English Language Learners Family Literacy Project have the potential not only to survive the barriers to success that they encounter daily – two generations are developing the essential knowledge and skills essential for thriving in the 21st century.

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APPENDIX

Random Number Table

100 Random Numbers

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2 1 1 1 2 1 2 2 2 1 2 2 1 2 2 1 1 1 1 2 2 1 2 1 2 1 1 2 2 1 2 2 1 2 1 2 2 2 1 1 2 1 2 1

Specs: This table of 100 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 2. Duplicate numbers were allowed. This table was generated on 1/5/2016.

Generated at <http://stattrek.com/statistics/random-number-generator.aspx>.