



**i3 Project 2INSPIRE Parent Leadership Program
Year 4 Annual Performance Report
Executive Summary**



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The i3 Project at the California Association for Bilingual Education (CABE) – Project 2INSPIRE is implementing a *targeted school-based reform approach* that engages parents from diverse and low-income communities and includes constructing a systematic, learning outcome driven, strength-based collaboration with educators, parents and the wider school community. CABE is an eligible non-profit lead agency and formed a partnership with three school districts in Southern California: Garden Grove, Ontario-Montclair and Santa Ana to conduct the Project 2INSPIRE Family, School and Community Parent Leadership Development program (PLDP).

The activities and work completed in the fourth year of Project 2INSPIRE, included the following:

- **Evaluation and Research Activities**

- The research design consists of an interrupted time series design without a district-level comparison group. The outcomes from this research study will allow us to look at changes within each of our participating schools (i.e., percent of 3rd graders testing proficient before the project started and before it reached capacity compared to percent of 3rd graders testing proficient beginning in spring 2016), but we will not be able to make any comparisons between our 10 treatment schools. Year 4 was the first year project staff and evaluator looked at the changes in assessment results for the students at the 10 school sites.
- P2I project staff and Wexford Institute work collaboratively on monitoring evaluation plan that provides a project accountability and feedback system, reliable and usable data for feedback to support project decision-making, and assesses the project’s progress toward meeting goals and objectives and performance measures. Any data collection instrument developed by Wexford and/or project staff is reviewed to ensure that it will capture the data needed to document the project and provide feedback about project activities.
- In the Advanced Leadership level Project Staff provided coaching and mentoring to parent leaders who have graduated from Expert Level to maintain their engagement and to enhance the skills learned in the program.
- The Annual Parent Engagement Survey was administered to principals, teachers and office support staff in January-February during the 2016-2017 school year. In Year 4: 246 teachers, 47 office support staff and 18 school administrators from the 10 schools completed the survey for a total of 311 surveys.
- Data from a variety of sources was collected to answer the evaluation questions; collected data for the project objectives and performance measures; and formative data to inform project implementation. These sources include, parents, school site principals, school site staff, school site parent committees, P2I-i3 Staff and the P2I-i3 Project Director.

- **Professional Learning Opportunities**

Activity	Purpose
Meetings with District and School Administrators	Overview of Y4 project goals, activities, survey results, share P2I-PLD lessons learned at each site (Spring and Fall)
School Staff Meetings	Overview of Y4 project activities; results of data collected in Y4 and P2I Parent Leadership Development Program updates; administer the Annual Parent Engagement Survey
1-to-1 Meetings with P2I school site principals	Project status updates, discuss concerns, and receive P2I-PLD feedback.
Building Relationships-Cultural Proficiency Training	Featured using a Multicultural Approach for parental engagement for teachers, parents, school support staff and administrators.
Family Engagement Effective Practices Seminars with Karen Mapp	P2I school staff PD: Seminar on effective strategies and practices of Family Engagement Practices for administrators
P2I-i3 Staff Meetings	Project status updates, discuss concerns, and discuss P2I-PLD session feedback
P2I-i3 Staff Professional Development	Effective practices to maintain program fidelity, definition of roles and responsibilities; and themes for parent leadership

- **Parent Leadership Development Program**

- Project staff revised and refined the Advanced Leadership Level curriculum to use with parent leaders during coaching and mentoring sessions. The following topics are included: Using CLT as a multicultural strategy to engage parents; Building Relationships with diverse background groups, using technology, school policies and regulations, organizing meetings and training sessions, role of advocacy and leadership; organizing events-planning and budgets, fundraising strategies and maintaining records.
- Other Project Activities for Parent Leadership Development Program for Year 4

Activity	Purpose	Total Number Attending
Parent Recruitment meetings	Recruitment of parent participants. Information about the P2I-PLD	3354 parents total from 10 participating schools
Parent Orientation Meetings	In-depth intro to the P2I-PLD, preliminary enrollment in cohort	620 parents total from 10 participating schools
Awareness Level Training Sessions for Parents	Parent outreach via CABE regional conferences. Provide awareness level parent engagement info. Sixteen sessions were presented using i3 curriculum	1331 Parents

- The P2I-i3 project includes ten participating schools in three districts: Garden Grove USD, Santa Ana USD and Ontario-Montclair School District. The annual rate of participation and completion of Mastery Level and Expert Level training is follows: **MASTERY LEVEL** - Parents completing Mastery Level in Year 4 resulted in an 81% completion rate. A total of 120 parents participated in P2I-PLD sessions and of those, 97 completed all 12 sessions; and **EXPERT LEVEL** - Parents completing Expert Level in Year 4 resulted in 84% completion rate. A total of 63 parents participated in P2I-PLD sessions and of those, 53 completed all 16 sessions.

- **Progress in meeting Project Objectives for Year 4**

- Administrators at nine of the ten schools reported an increase in relationships with parents last school year. Slightly over half (52%) of teachers and support staff indicated their relationships with parents increased and 44% indicated that those relationships stayed the same as compared to the previous school year.
- A total of 311 teachers, school support staff, and school administration from all 10 school sites completed an annual survey about school climate and parent engagement at their schools. 66% percent indicated that most parents participate at their school sites by having opportunities to learn with school staff on how to collaborate to improve student achievement and having frequent opportunities to get to know each other.
- 98% of Mastery Level participants indicated on end of session surveys that they increased their knowledge on training content.
- 100% of Expert Level participants indicated on end of session surveys that they increased their knowledge on training content
- The Replication Tool Kit has served as a basis for presentations (CABE Annual Conference, AERA and CA Dept. of Education Accountability Conference), articles (Voices of Urban Education Journal) and newsletters about Project 2INSPIRE.

- **P2I-PLD Implementation:** P2I-i3 continues to encounter implementation challenges that impacted their Year 4 participation totals.

A total of 183 parents participated in Year 4, a decrease of 42 parents over Year 3 and a little over half of the 400 parents projected to begin P2I-PLD in Year 4. These unexpected results, can be attributed to the following issues at participating schools,

- Limited meeting space on school campus
- School sites have other parent programs scheduled on the same day as P2i-PLD making it difficult to recruit new parents.
- Parent specialists and parents also report that parents are seeking and getting employment also impacting the commitment to attend the sessions.

Table 1: District and School Data and Students, Parents, Teachers, and Administrators Served - 2016

LEA	Number of Schools Served	City and State of LEA	Number of Students Served	Number of High-Need Students Served	Number of EL Students Served	Number of Teachers Served	Number of Principals, VP, and resource personnel Served	Grade Levels Served	Number of Parents Served
Garden Grove USD	2	Garden Grove, CA	1,317	1,191	910	61.5	3	P-6	59
Ontario-Montclair SD	4	Ontario and Montclair, CA	2,976	2,596	1,349	131	17	P-8	102
Santa Ana USD	4	Santa Ana, CA	3,334	3,145	2,411	141	7	P-5	51
Totals	10		7,627	6,932	4,670	333.5	27		212

- The information above was obtained from CDE Dataquest. The project defines high need based on: 1) report of receiving free and reduced lunch- economic disadvantages; 2) school designated low performing-especially the subgroups; and linguistic ability-English Learner status.
- Cost per student: \$79.12 Students Served: 7,627

Federal and non-federal:	\$693,476
Evaluation Costs:	\$ 90,000
Total Expenditures minus evaluation costs:	\$603,476

Progress in meeting Competitive Preference Priorities (CPPs)

- Early Learning – There are 3 preschools participating in the project. These preschools are housed at one of the elementary schools in each district. Parents of preschool children are targeted for participation in the Parent Leadership Development Program so they have extended opportunities to enhance their knowledge and level of participation in the program. One of the modules addresses early learning and child development.
- Student with Disabilities and Limited English Proficiency – Many parents attending are parents of English Learners who are 61.5% of the students served. The classes are conducted in the language spoken by the parents which allows them to participate fully in the Parent Leadership Development program. One of the modules informs parents of school programs and one of the programs is the Special Education program for their district. This is another area where the principals are asked to address the parents so they can provide school level information. This year a school had an “Autism Day” to inform parents of the challenges an issues involved with this type of students. Parents are also attending workshops on special needs and have participated in IEP meetings and have taken leadership roles in committees for English Learners, such as DELAC at the district and ELAC at the school site.

Project 2INSPIRE (P2I) works with school leaders to build effective communication bridges with parents. By working as a team partner with the school, Project 2INSPIRE provides an opportunity for parents to learn how to interact with the school and parents are learning important aspects of schooling and about who is in the school community. Principals in Project 2INSPIRE schools know they can communicate more openly with parents who now understand the role of the principal and their role in the children’s education. The project has assisted in building stronger partnerships with families. Below are examples.

- The principal has participated in several occasions and is always willing to assist his parent leaders. He gets very excited when he sees his parent leaders engaged in making changes happen and co-presenting with him during parent or staff meetings.
- A principal from one of sites said, “partnerships are more cooperative, trusting and I feel honest because parents know they can trust me and I work with them and they work with me for the benefit of their children”.
- Parent Leaders planned and led recruitment events with the support of district staff, school administrator and school support staff.

- Principals from two sites each hosted a coaching and mentoring session where all parent leaders from 4 school sites gathered together. The principal and parent leaders hosting planned the event with the support of the parent specialist. This event allowed parents leaders from the same district to come together as a community to build relationships creating a stronger group of leaders within the same district.
- At one school the school staff has become more engaged with parent leaders in organizing not only school events but also supporting in community events.