



Literacy Connects Infusion Project Evaluation

October 2015



LeCroy & Milligan
ASSOCIATES, INC.

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Submitted to:

Literacy Connects
200 E. Yavapai Rd.
Tucson, AZ 85705
Phone: (520) 882-8006
www.literacyconnects.org

Submitted by:

LeCroy & Milligan Associates, Inc.
2020 N. Forbes Blvd. Suite 104
Tucson, AZ 85745
Ph: (520) 326-5154
Fax: (520) 326-5155
www.lecroymilligan.com



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About LeCroy & Milligan Associates:

Founded in 1991, LeCroy & Milligan Associates, Inc. is a consulting firm specializing in social services and education program evaluation and training that is comprehensive, research-driven and useful. Our goal is to provide effective program evaluation and training that enables stakeholders to document outcomes, provide accountability, and engage in continuous program improvement. With central offices located in Tucson, Arizona, LeCroy & Milligan Associates has worked at the local, state and national level with a broad spectrum of social services, criminal justice, education and behavioral health programs.

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Executive Summary

The Infusion Project was born out of Literacy Connects' belief that a concentrated *infusion* of innovative and student-centered literacy services into a school and its surrounding community would result in better outcomes for children and adults would fare better in education, training, career, and the larger community. The Infusion Project unites several Literacy Connects programs with other community-based literacy and education services, and works to ensure that these programs and services are coordinated at elementary schools within specific communities that tend to have fewer resources available.

In its second year, the Infusion Project was implemented at Mission Manor Elementary School and Los Niños Elementary School in Sunnyside Unified School District (SUSD). The schools had similar demographics in terms of gender, race/ethnicity, and primary language. One of the schools, Los Niños, had a sixth grade while the other did not.

Each school was able to tailor the programming and delivery to its needs but universal elements included:

- Literacy Connects' Stories that Soar! (Magic Box/STS) program, a school-wide writing & arts integration curriculum;
- One of two family-based programs: Family Reading Night (FRN), a quarterly event designed to emphasize how parents can help their children become successful readers, held at each school in collaboration with SUSD's Parents as Teachers program and available to all families; or Family Education Night (FEN), a year-long program that included ELAA classes, Adult Basic Literacy (ABL) tutoring center, family literacy activities and children language and literacy activities;
- Literacy Connects' Reading Seed Intensive (RSI) program, one-on-one reading coaches for designated underperforming 1st-3rd grade students and free books for pre-K - 6th grade students;
- Teach the Parent Reach the Child (TPRC), a workshop series in which parents learn strategies for helping their children become confident, independent readers;
- Literacy Connects' English Language Acquisition for Adults (ELAA) program; and
- SUSD's Parents as Teachers (PAT) program, an early childhood home-visiting curriculum.

An evaluation was conducted on individual programs with the exception of the PAT program, FEN, and Magic Box/STS; PAT was not asked to share data for this evaluation and suitable data was not available for FEN and Magic Box/STS. Preliminary efforts were also made to evaluate the impact of the Infusion Project at the school level.



There were suggestions that each element of the Infusion Project that was studied had the intended effect on its target population in the predominantly Hispanic Mission Manor and Los Niños communities, although these findings relied, for the most part, on self-report data and not on objective indicators that would provide more reliable and valid data. Although it was not possible to compare beginning of year and year end RAPS data for the entire schools due to a substantial amount of missing data, there was also some indications that effects of Infusion Project activities may have been visible at the school level; again, however, more stringent data collection tools would be needed to confidently demonstrate the effectiveness of the programs. Data collection strategies are still evolving to support illustrating effectiveness of the overall project in enhancing literacy and support for literacy at the school community level.

All or nearly all of the parents who attended Family Reading Night at Los Niños, completed the Family Reading Night Survey reported that they would use the strategies that they learned at home that night with their child; that they thought they would read more with their child as a result of attending the event; and that they felt better prepared to help their child with reading.

There were several indicators of success of the RSI program. Despite variety in the intensity of delivery at the two schools, among students who received the RSI program for the whole year, there were notable improvements in RAPS scores at both schools. Teachers also primarily reported moderate to significant improvement in reading skills, attitude toward reading, and engagement in classroom/ learning activities. All of the RSI coaches reported that their student improved in their confidence in reading aloud and nearly all coaches reported that their student's excitement about reading had improved at least modestly and nearly all coaches reported that their student improved at least modestly in their interest in books; in some cases, coaches reported extraordinary improvement. Reading coaches at both schools also reported an almost universally positive experience, and all but one reading coach reported that they planned to volunteer for the same school next year. Coaches reported particularly liking to work with students 1-1, help students, and see student improvement.

Parent participants who responded to the TPRC Participant Survey reported very high rates of improvement as a result of the TPRC classes in a variety of areas related to supporting their children's reading. Beginning and intermediate students from the ELAA classes at both schools, which were open to parents and others, reported improvement in their understanding and communication in English as a result of the class their English skills. Participants also reported involvement in their child's school as a result of the class. ELAA teachers also reported that skill improvement was evident among their students, particularly in the deliveries where attendance was consistent.



Efforts to assess reading and writing attitudes at the end of the year indicated that over half of students at both Mission Manor and Los Niños reported that they liked or loved reading at school and even more reported that they liked or loved writing at school. However, when broken down by grade level, the distribution of positive attitudes about reading was strikingly different across the grades, with lower grades reporting more positive attitudes. The consistency of these findings across schools suggests possibly developmental issues at play and that it may be difficult to draw conclusions about student attitudes toward reading using a single tool across all grades.

At both sites a shift in attitudes by grade toward *writing* was less evident. Further, a majority of students at both schools reported feeling positive about sharing stories they wrote. These findings could relate to the implementation of Stories that Soar, an Infusion Project element that was not included in the evaluation due to limited reliable data. Suitable data collection tools and research with intervention school students and a control student population could better illuminate these implications.

The following recommendations are made for program improvement:

1. To maximize the potential of evaluation activities to demonstrate project effectiveness:
 - a. Continue working with school partners responsible for collecting and sharing RAPS data to better provide for analysis of program and school-level effects of the Infusion Project;
 - b. If an assessment tool for skill measurement that is appropriate to the backgrounds and literacy levels of Literacy Connects' adult learners can be identified, consider developing and collecting data that objectively assesses measurable change in skills in relevant areas;
 - c. In assessing reading and writing attitudes of students across the elementary school population, consider using data collection tools that take developmental issues into consideration. More than one tool may be necessary;
 - d. Improve data collection for both individual programs and for larger indicators. For example, while data collection from volunteers and teachers can be difficult to achieve, it would be optimal to have RSI teachers and coaches reporting on more of the students;
 - e. Consider identifying a reliable strategy for collecting and reporting on the effects of Stories that Soar to confirm the effectiveness of its role, currently hinted at in school-level indicators.



2. RSI coaches at both sites reported an almost universally positive experience and all but one reading coach reported that they planned to volunteer for the same school next year. To maintain continuity of volunteers, continue meeting their needs and addressing their concerns:
 - a. Assure that students with emotional or behavioral difficulties that are hard for reading coaches to manage are not assigned to RSI
 - b. Address minor dissatisfaction with Site Coordinator support at Mission Manor.
 - c. Consider addressing the RSI program improvements suggested by RSI coaches, including more time per session; shorter Professional Development sessions; begin earlier in the year; reach out to more students; more teacher contact at the beginning of the year and during the year; fingerprinting done earlier; more activity resources; and more communication between school staff and RSI coaches about student unavailability due to testing.



Introduction

The Infusion Project is a special project of Literacy Connects. Literacy Connects, a nonprofit organization in Tucson, Arizona, provides literacy services to community members of all ages. Literacy Connects was formed in 2011 through the merger of five literacy programs with a shared belief that, by working together, the programs would be able to make a deeper and more comprehensive impact on community literacy. Literacy Connects programming includes services designed to inspire children to engage in literacy activities, provide coaching in reading for children whose skills are delayed, and help adults learning reading, writing, math, and English. Additionally, programming is available to teach parents about the importance of reading to children, and thousands of books are distributed to children and adults.

The Infusion Project was born out of Literacy Connects' belief that a concentrated *infusion* of innovative and student-centered literacy services into a school and its surrounding community would result in better outcomes for children and adults would fare better in education, training, career, and the larger community. The Infusion Project unites several Literacy Connects programs with other community-based literacy and education services, and works to ensure that these programs and services are coordinated at elementary schools within specific communities that tend to have fewer resources available.

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- Literacy Connects' Reading Seed Intensive (RSI) program, one-on-one reading coaches for designated 1st-3rd grade students and free books for pre-K - 6th grade students;
- Teach the Parent Reach the Child (TPRC), a workshop series in which parents learn strategies for helping their children become confident, independent readers;
- Literacy Connects' English Language Acquisition for Adults (ELAA) program; and



- SUSD's Parents as Teachers (PAT) program, an early childhood home-visiting curriculum.

Literacy Connects contracted with LeCroy & Milligan Associates to analyze data collected on specific program elements of The Infusion Project and to analyze data collected from all children at the served schools at the end of the year.

Infusion Project Programs and Assessments

Stories That Soar!

Stories That Soar! (STS!) is a program of Literacy Connects that offers several components encouraging reading, writing, and creative expression. Its goal is to develop a love of writing and creative expression in students. The STS! component specific to the Infusion Project is the Magic Box. STS! staff provide a brief training for teachers, then hold a school-wide assembly in which the Magic Box, "hungry for students' stories," is introduced. Over a 14-21 day period, teachers encourage students to write stories and "feed" the Magic Box. Students may submit as many stories as they like. The Magic Box staff read all the stories that the children submit and choose a certain number of stories per school. These stories are then performed by professional actors for the students. The student authors are recognized during this school-wide performance. Evaluation tools that are collected include a STS! Post Residency Teacher Survey, currently undergoing adaptation to improve reliability. Results of the STS! Post Residency Teacher Survey from the 2014-15 school year will not be included in this report.

While analysis of the Magic Box program of Literacy Connects' STS! is not included in this report, 2014-2015 was the 8th year for delivery of this program at Mission Manor. Mission Manor's 5th graders have participated every year of their primary careers. In addition, in 2013-2014, a grant to STS! made it possible for approximately 20 SUSD high school students to illustrate and create books from 18 Magic Box stories by Mission Manor students. STS! provided programming at Los Niños for the first time this year with strong school support. Effects of the STS! program may underlie writing attitudes analyzed at the school level.

Family Education Night (FEN)

Family Education Night (FEN) took place twice a week from September to May at Mission Manor, beginning its third year there when the Infusion Project was officially launched. FEN consisted each semester of two ELAA classes (Beginning and Intermediate), an ABL tutoring center, bimonthly family reading activities, and children's literacy and creative expression activities. For this report, only data from the FEN ELAA classes have been analyzed.



Family Reading Night

Family Reading Night (FRN) was developed for implementation at both schools, a decision guided partly by the decision not to replicate FEN, which is very volunteer-intensive, at the second school, Los Niños. ELAA classes were instead offered at Los Niños during the school day, eliminating challenges of implementing evening children's programming. Family Reading Nights occurred quarterly (twice per semester) at Los Niños and one time only at Mission Manor. FRN required the greatest amount of collaboration among members of the "Infusion Project Team," which included the Infusion Project Director, RSI Program Coordinator, school Principal, school Title I Facilitator, Parents As Teachers Director, and an Infusion Project AmeriCorps member. The FRN events allowed each school to explain the parent-based component of their school-wide reading curriculum, Success For All. In addition, families had a chance to read together and children chose free books to take home. Results from the Family Reading Night Parent Survey, collected from parents following each event, are included in this report.

At Mission Manor, one evening of FEN classes was cancelled in order to offer FRN; however, participation in the FRN event was very low, so no attempts were made to repeat FRN at Mission Manor. FEN classes resumed at Mission Manor and continued through early May.

Reading Seed Intensive

Reading Seed Intensive (RSI) is a program of Literacy Connects that provides intensive reading support to select under-performing children in first through third grade during the school day at Mission Manor and Los Niños. Reading support is provided by trained volunteer reading coaches that work with the children one on one for 45 minutes, two times per week. The reading coaches are trained in the same reading principles that are taught at the schools, so that the methods and language used by reading coaches are congruent with what students are being taught in the classroom. The reading coaches also provide 1-2 free books to the student at each coaching session.

Evaluation tools that are collected for RSI include:

- School records - demographic information collected by SUSD;
- Reading Analysis and Prescription System (RAPS 360) - reading and language assessment collected by SUSD at the beginning and end of the school year;
- RSI Coach Survey - collected at the end of the school year from the reading coach to assess his or her experience and his or her impression of improvement made by the student;



- RSI Referral Form– completed by the teacher of the RSI student at the beginning of the school year to refer him or her to the RSI program, documents student reading level and attitude toward reading; and
- RSI Teacher Survey – completed by the teacher of the RSI student at the end of the school year and documents student reading level and attitude toward reading.

Results for RSI students at Mission Manor and Los Niños Elementary Schools are included in this report for demographics, number of intervention hours received, number of free books received, RSI reading coach impression of student improvement, teacher impressions of student improvement, and change in student RAPS scores between the beginning and end of the year assessments. RSI reading coach and teacher satisfaction are also included in this report.

Teach the Parent Reach the Child

Teach the Parent Reach the Child (TPRC) is a program originally created by Literacy Connects' Reading Seed program, the Pima County Public Libraries (PCPL), Make Way For Books (MWFB), and Pima Community College Adult Education (PCCAE). TPRC is a four week parent-delivered training program that helps parents learned how to help their children become more effective readers, provided while children are simultaneously engaging in literacy activities. Parent facilitators, many of whom have participated in previous TPRC workshops and have, as often as possible, children attending the school where it is being held, work with Literacy Connects and/or Pima College Adult Education staff members to plan the four two-hour sessions. Staff members cover logistics such as securing sets of books and making handouts. However, it is a parent, or team of parents, who deliver the sessions, since parent facilitation leads to a much higher comfort level among participants, the building of community, and increased willingness on that part of parents to share concerns about their children's reading. The model of parent-delivered workshops develops the parent facilitators' teaching and leadership skills as they support other parents to become more effective teachers to their children. Evaluation tools that are collected for TPRC include: the TPRC Parent Survey, which assesses parents' perceptions of their improvement in helping their children with reading and reading activities. Results of the TPRC Parent Survey are included in this report but do not distinguish between schools.

English Language Acquisition for Adults

English Language Acquisition for Adults (ELAA) is a program of Literacy Connects that provides educational support to adults for whom English is not their primary language. Programming is provided by trained volunteers with the goals of helping English language learners gain confidence in using English in their everyday lives, which ultimately empowers parents to be involved in their children's education. Evaluation tools that are collected include: the ELAA Teacher Survey and the ELAA Student Self-Assessment, both



of which collect information on student improvement. Both surveys were updated between the fall and spring semester deliveries to collect additional information and to provide more detail about student improvements. Results of the ELAA Teacher Survey and the ELAA Student Self-Assessment are included in this report. Results are reported separately for each semester. For the ELAA Student Self-Assessment, results are also reported separately by level (beginning and intermediate), which was specified in the survey; the ELAA Teacher Survey did not distinguish between level and results for beginning and intermediate are combined.

Parents as Teachers

Parents as Teachers is a program of SUSD and is based on a national, evidence-based model of early childhood home visitation, beginning as early as prenatally and up to age six. Basic services include: 1) personal home visits, 2) developmental screenings at 6-mos, 12-mos, 24-mos, 36-mos, and 48-mos., 3) group "connectors" or parent education meetings (an extension of the home visit in which parent-child activities are demonstrated and further parent education takes place), and 4) a referral network to address identified child and family needs. Sunnyside's PAT also holds library story hours and an evening program for fathers and children. Literacy Connects does not collect evaluation data for SUSD's PAT program.

School-level Change

Evaluation tools that are collected to assess change at the school level include a Literacy Habits and Attitudes Survey collected from all students at Mission Manor and Los Niños Elementary Schools at the beginning and end of the school year. This tool is undergoing adaptation; however, to guide future program and evaluation implementation, results from the year end Literacy Habits and Attitudes Survey are included in this report.

Demographics

SUSD data was analyzed to report on demographics, including number of students at each school, gender distribution, and race/ethnicity distribution.

Reading levels

Reading levels were analyzed using results from the RAPS 360 provided by SUSD. RAPS 360 assesses student reading ability according to the following scale:

- M=Meeting or exceeding grade level - the student is reading and comprehending text at or above their actual grade level.
- A=Approaching grade level – the student is reading and comprehending text 1 year below their actual grade level. Students in this category have passed the Comprehension Screening at or above their actual grade level, but did not pass the Fluency test at grade level



- C=Critical - the student is reading 2 or more years below their actual grade level. Students can be categorized as Critical if they fail either the Comprehension or Fluency portions of the test.

Results

School demographics

Mission Manor

There were 660 students at Mission Manor Elementary School. Mission Manor did not have a 6th grade. The number in each grade is illustrated in Exhibit 1. Of these students, 48.6% were girls (n=321) and 51.4% were boys (n=339).

Exhibit 1. Number of students in each school by grade, Mission Manor (n=660)

Grade	Number of students in each grade (%)
Kindergarten	94 (14.2%)
First	126 (19.1%)
Second	120 (18.2%)
Third	117 (17.7%)
Fourth	97 (14.7%)
Fifth	106 (16.1%)
Total	660 (100%)

The race/ethnicity distribution of Mission Manor students is illustrated in Exhibit 2. Most students at Mission Manor were identified as Hispanic. Many Mission Manor students spoke English as a second language; 106 students were designated as an English Language Learner (ELL) (83 ELL only and 23 Special Education/ELL).

Exhibit 2. Race/ethnicity distribution of Mission Manor students (n=660).

Race/ethnicity	Number of students in each race/ethnicity (%)
African American	11 (1.7%)
Asian/Pacific Islander	1 (0.2%)
Hispanic	521 (78.9%)
American Indian/Alaska Native	18 (2.7%)
White	109 (16.5%)



Los Niños

According to data provided by SUSD, there were 742 students at Los Niños Elementary School.¹ Unlike Mission Manor, Los Niños had a 6th grade. The number per grade is shown in Exhibit 3. Of these students, 49.7% were girls (n=369) and 50.3% were boys (n=373).

Exhibit 3. Number of students in each school by grade, Los Niños (n=742).

Grade	Number of students in each grade (%)
Kindergarten	91 (12.3%)
First	142 (19.1%)
Second	97 (13.1%)
Third	100 (13.5%)
Fourth	120 (16.2%)
Fifth	99 (13.3%)
Sixth	93 (12.5%)
Total	742 (100%)

The race/ethnicity distribution of Los Niños students is illustrated in Exhibit 4. Most students at Los Niños were identified as Hispanic. Many Los Niños students spoke English as a second language; 116 students were designated as an English Language Learner (ELL) (97 ELL only and 19 Special Education/ELL).

Exhibit 4. Race/ethnicity distribution of Los Niños students (n=742).

Race/ethnicity	Number of students in each race/ethnicity (%)*
African American	69 (9.3%)
Asian/Pacific Islander	6 (0.8%)
Hispanic	545 (73.5%)
American Indian/Alaska Native	24 (3.2%)
White	98 (13.2%)

¹ Other sources indicated that there were 631 students at Los Ninos Elementary in the 2014-15 schoolyear; the data for Los Niños provided by SUSD was analyzed and is reported herein but may reflect an inflated number of students.



School-wide Intervention: Family Reading Night

Family Reading Night was held twice in the fall semester and twice in the spring semester at Los Niños. The Infusion Project gave away 860 free books at these events. The number of free books provided by event is illustrated in Exhibit 5.

Exhibit 5. Number of free books provided at each Family Reading Night, Los Niños.

Event	Number of free books distributed to families
Family Reading Night #1	230
Family Reading Night #2	200
Family Reading Night #3	180
Family Reading Night #4	250
Total	860

Family Reading Night Surveys were collected at each delivery. Results of the surveys are reported below. Some families attended Family Reading Night more than once so there is some duplication of families across time points; however, only two families attended more than two Family Reading Night events.

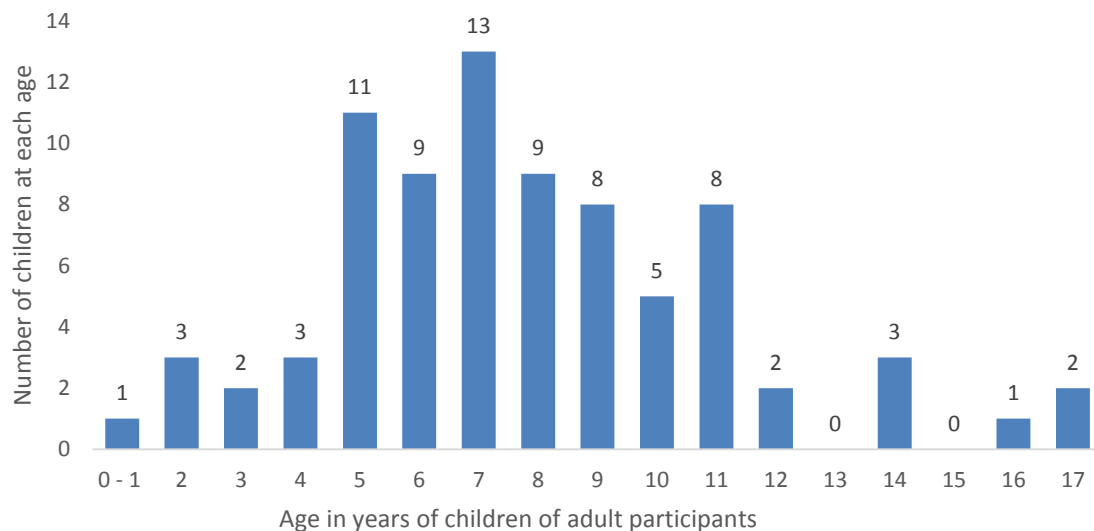
Results will not be reported for Mission Manor. Family Reading Night was held one time at Mission Manor; the evening was not well attended and only one Family Reading Night Survey was collected. A total of 40 free books were given away at this event. Family Reading Night was subsequently discontinued at Mission Manor. A variation on Family Reading Night, a Family Reading Fair, was also held at Mission Manor in an effort to identify a more functional strategy to promote reading to families. Although the Family Reading Fair did not prove sustainable, the Infusion Project gave away 325 free books at this event.

Family Reading Night Parent Survey Results: Los Niños

Family Reading Night #1. Thirty-five surveys were collected at the first Family Reading Night of the school year. Most parents (88.6%, n=31) reported that they were Hispanic/Latino; African American (n=1), White (n=1) and mixed race parents (n=2) were also represented. The number of children that parent participants reported having ranged from one to eight and represented a total of 84 children under the age of 18. Parents attending represented mostly elementary school-aged children. (See Exhibit 6).



Exhibit 6. Ages of children represented by parents at Los Niños' Family Reading Night #1, School Year 2014-15



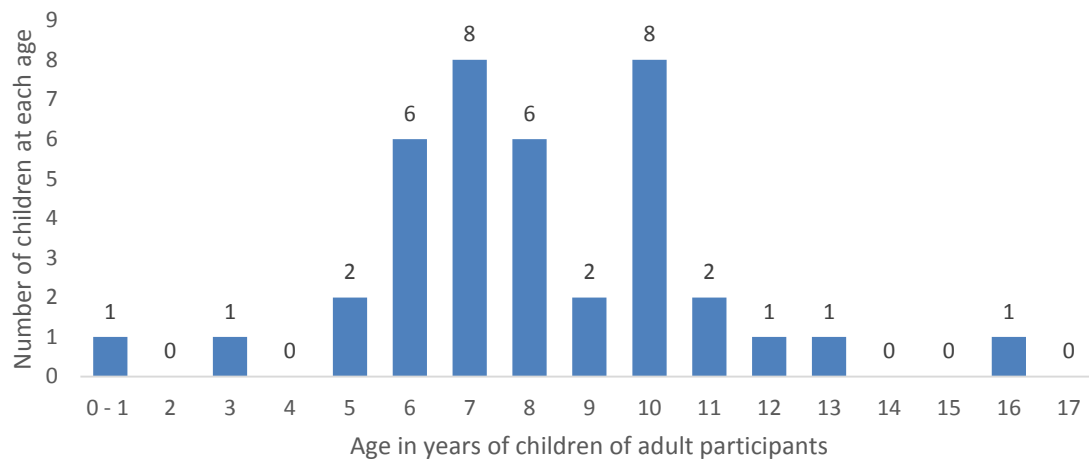
All parents who responded to surveys at the first Family Reading Night (100%, n=35) reported that they would use the strategies that they learned at home that night with their child. Nearly all (94.3%, n=33) reported that they thought they would read more with their child as a result of attending the event. Nearly all (91.4%, n=32) reported that they felt better prepared to help their child with reading.

Parents were asked what else they would like to learn about to better support their child in school. Responses are provided in Appendix 1.

Family Reading Night #2. Eighteen surveys were collected at the second Family Reading night of the school year. Most parents (72.2%, n=13) reported that they were Hispanic/Latino; three parents reported that they were American Indian/Alaska native and two reported that they were White. The number of children that parent participants reported having ranged from one to three and represented a total of 40 children under the age of 18. Parents attending represented mostly elementary school-aged children. (See Exhibit 7).



Exhibit 7. Ages of children represented by parents at Los Niños' Family Reading Night #2, School Year 2014-15



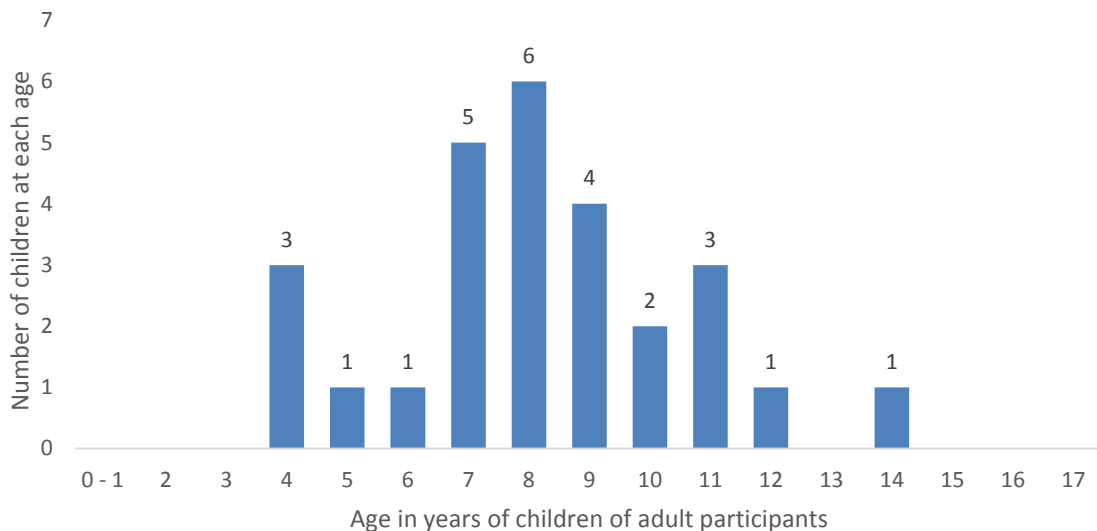
All parents who responded to surveys at the second Family Reading Night (100%, n=18) reported that they would use the strategies that they learned at home that night with their child. All parents (100%, n=18) reported that they thought they would read more with their child as a result of attending the event. All parents (100%, n=18) reported that they felt better prepared to help their child with reading.

Parents were asked what else they would like to learn about to better support their child in school. Responses are provided in Appendix 1.

Family Reading Night #3. Fifteen surveys were collected at the third Family Reading night of the school year. Most parents (80.0%, n=12) reported that they were Hispanic/Latino; White (n=1) and mixed race parents (n=1) were also represented and one parent did not report on their race/ethnicity. The number of children that parent participants reported having ranged from one to eight and represented a total of 27 children under the age of 18. Parents attending represented mostly elementary school-aged children. (See Exhibit 8).



Exhibit 8. Ages of children represented by parents at Los Niños' Family Reading Night #3, School Year 2014-15



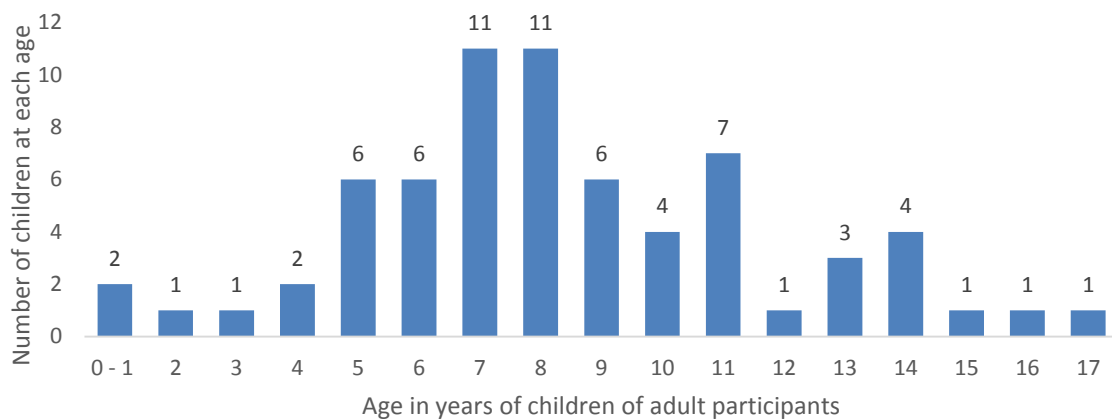
All parents who responded to surveys at the third Family Reading Night (100%, n=15) reported that they would use the strategies that they learned at home that night with their child. All parents (100%, n=15) reported that they thought they would read more with their child as a result of attending the event. All parents (100%, n=15) reported that they felt better prepared to help their child with reading.

Parents were asked what else they would like to learn about to better support their child in school. Responses are provided in Appendix 1.

Family Reading Night #4. Thirty-three surveys were collected at the fourth and final Family Reading night of the school year. The majority of parents (66.7%, n=22) reported that they were Hispanic/Latino; White (n=3), and mixed race parents (n=7) were also represented and one parent reported their race/ethnicity as “other.” The number of children that parent participants reported having ranged from one to seven and represented a total of 74 children under the age of 18. Parents attending represented mostly elementary school-aged children. (See Exhibit 9).



Exhibit 9. Ages of children represented by parents at Los Niños' Family Reading Night #4, School Year 2014-1



All parents who responded to surveys at the fourth Family Reading Night (100%, n=33) reported that they would use the strategies that they learned at home that night with their child. Nearly all parents (97.0%, n=32) reported that they thought they would read more with their child as a result of attending the event. Nearly all parents (93.9%, n=31) reported that they felt better prepared to help their child with reading.

Parents were asked what else they would like to learn about to better support their child in school. Responses are provided in Appendix 1.

Targeted Intervention: Reading Seed Intensive

At Mission Manor and Los Niños, students who were underperforming in reading were selected to receive coaching from an RSI coach. Teachers referred the students in the fall; in some cases the teacher played a role in selecting the students to be referred and in other cases, students were identified by the school's Title 1 facilitator (Mission Manor) or a "Reading Team" (Los Niños). Reading coaches met with their students twice a week.

At Mission Manor, coaches worked with a total of 31 RSI students during the year. Overall, coaches provided 1008 coaching sessions for a total of 756 hours, with an overall average of 24 hours per student; the number of sessions per student ranged from 16 to 47. At Los Niños, coaches worked with a total of 27 RSI students during the year. Overall, coaches provided 1137 coaching sessions for a total of 858 hours, with an overall average of 41 hours per student; the number of sessions per student ranged from 17 to 56.

To evaluate the impact of RSI services in their intended delivery format, students at the Infusion Project schools were identified who participated in RSI for the entire 2014-15 school year and completed both the year start and year end RAPS 360 assessments. Forty-one of the total fifty-eight students worked with RSI reading coaches for the entire 2014-



2015 school year and also had scores for both the pre and post RAPS tests, 27 students at Mission Manor (87% of those served by RSI) and 14 students at Los Niños (50% of those served by RSI). Missing post-test RAPS scores were a larger issue at Los Niños and impacted our ability to more fully analyze RSI students' progress.

Results for these RSI students at Mission Manor and Los Niños Elementary Schools will be reported for demographics, number of intervention hours received, number of free books received, RSI reading coach impression of student improvement, teacher impressions of student improvement, and change in student RAPS scores between the beginning and end of the year assessments. RSI reading coach impression of student improvement will be reported for both schools combined. RSI reading coach satisfaction will also be reported.

Demographics for RSI students who received complete programming

Exhibit 10 illustrates the number of students from each grade. Of the 27 RSI students at Mission Manor, slightly more (55%) were boys; 81.5% (n=22) were Hispanic. Of the 14 RSI students at Los Niños, slightly more (57%) were boys; 92.9% (n=13) were Hispanic.

Exhibit 10. Frequency of RSI students by school and grade.

Grade	Mission Manor	Los Niños
First	6	7
Second	7	3
Third	14	4
Total	27	14

Mission Manor RSI delivery

Number of intervention sessions and hours

For the 27 RSI students included in analyses, the number of coaching sessions per student at Mission Manor ranged from 13 to 47 with an average of 33.1 sessions. The total coaching sessions provided at Mission Manor for these students was 895.

For the 27 RSI students included in analyses, the number of hours of coaching per student ranged from 9.75 to 35.25 with an average of 24.9 hours per student. The total number of hours of coaching provided at Mission Manor for these students was 671.25.



Number of free books provided

RSI students at Mission Manor received a total of 450 free books from reading coaches. This number includes all students at the school who received any RSI services, including those who are not included in analyses.

Mission Manor RSI outcomes

Change in RAPS 360 levels

The year start and year end RAPS 360 levels of RSI students at Mission Manor are presented in Exhibit 11. At the beginning of the year, 22 RSI students at Mission Manor were assessed as “critical” but only nine were assessed as “critical” by year end. By year end, two students who received RSI coaching during the school year due were reading at grade level.

Exhibit 11. Percent and frequency of RSI students at each RAPS 360 level at year start and year end, Mission Manor.

RAPS 360 Level	Year start	Year End
C (Critical)	81.5% (n=22)	33.3% (n=9)
A (Approaching Grade Level)	18.5% (n=5)	59.3% (n=16)
M (Meeting Grade level)	0% (n=0)	7.4% (n=2)
Total	100% (n=27)	100% (n=27)

Cell sizes were too small to run a chi-square test for statistical significance.

Teacher impressions of student improvement

Mission Manor teachers reported on student improvement for 22 of the 27 RSI students. Teachers reported improvement in reading skills for over 90% of these students. See Exhibit 12. Teachers reported improvement in attitude toward reading for over 95% of these students See Exhibit 13. Teachers reported improvement in engagement in classroom/ learning activities for over 95% of these students. See Exhibit 14.



Exhibit 12. Teacher report of improvement in reading skills, Mission Manor.

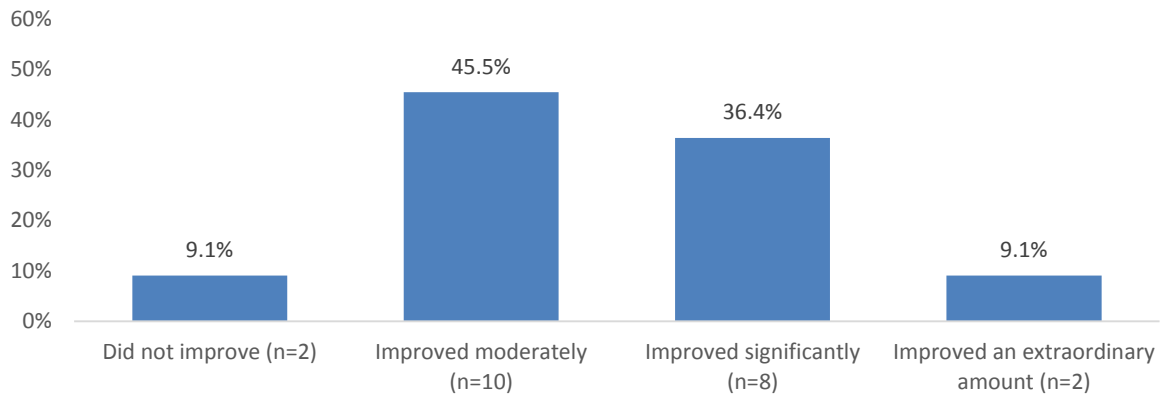


Exhibit 13. Teacher report of improvement in attitude toward reading, Mission Manor.

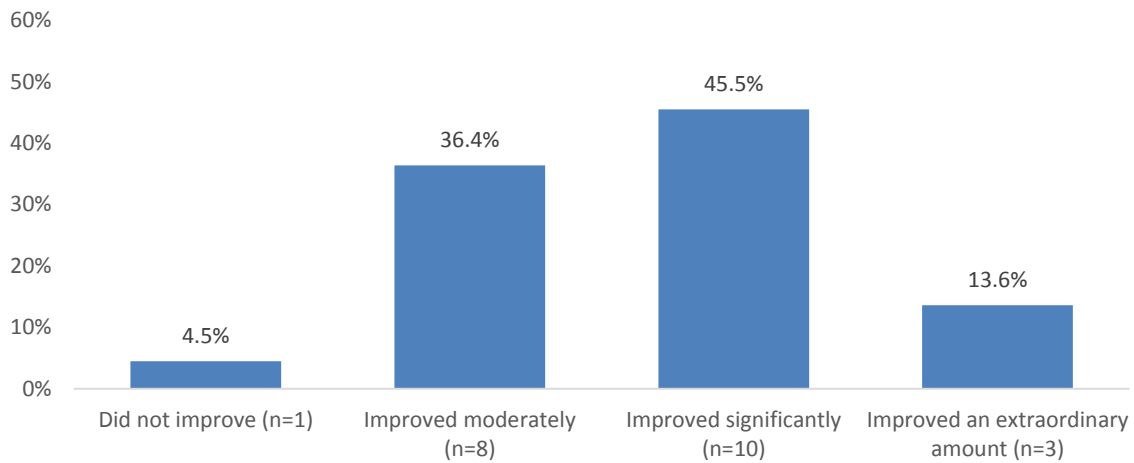
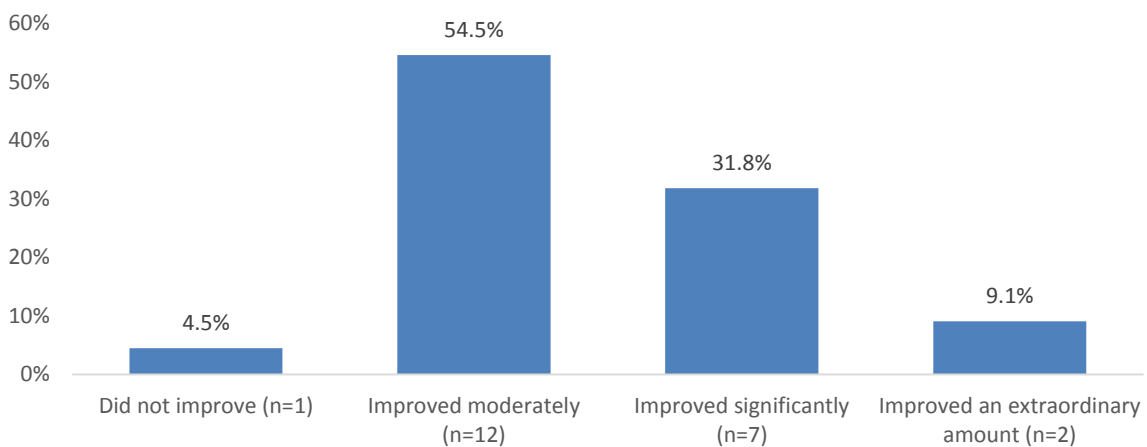


Exhibit 14. Teacher report of improvement in engagement in classroom/ learning activities, Mission Manor.



Los Niños RSI delivery

Number of intervention sessions and hours

For the 14 RSI students included in analyses, the number of coaching sessions per student at Los Niños ranged from 30 to 56 with an average of 42.1 sessions. The total coaching sessions provided at Los Niños for these students was 590.

For the 14 RSI students included in analyses, the number of hours of coaching per student ranged from 22.5 to 42.0 with an average of 31.61 hours per student. The total number of hours of coaching provided at Los Niños for these students was 442.50

Number of free books provided

RSI students at Los Niños received a total of 650 free books from reading coaches. This number includes all students at the school who received any RSI services, including those who are not included in analyses.

Los Niños RSI outcomes

Change in RAPS 360 level

The year start and year end RAPS 360 levels of RSI students at Los Niños are presented in Exhibit 15. At the beginning of the year, ten RSI students at Los Niños were assessed as “critical” but only two were assessed as “critical” by year end. By year end, four students who received RSI coaching during the school year due were reading at grade level.

Exhibit 15. Percent and frequency of RSI students at each RAPS 360 level at year start and year end, Los Niños.

RAPS 360 Level	Year start	Year End
C (Critical)	71.4% (n=10)	14.3% (n=2)
A (Approaching Grade Level)	28.6% (n=4)	57.1% (n=8)
M (Meeting Grade level)	0% (n=0)	28.6% (n=4)
Total	100% (n=14)	100% (n=14)

Cell sizes were too small to run a chi-square test for statistical significance.



Teacher impressions of student improvement

Los Niños teachers reported on student improvement for 11 of the 14 RSI students. Teachers reported improvement in reading skills for over 70% of these students. See Exhibit 16. Teachers reported improvement in attitude toward reading for over 90% of these students. See Exhibit 17. Teachers reported improvement in engagement in classroom/ learning activities for 90% of these students; one teacher did not report on this item for one student. See Exhibit 18.

Exhibit 16. Teacher report of improvement in reading skills, Los Niños.

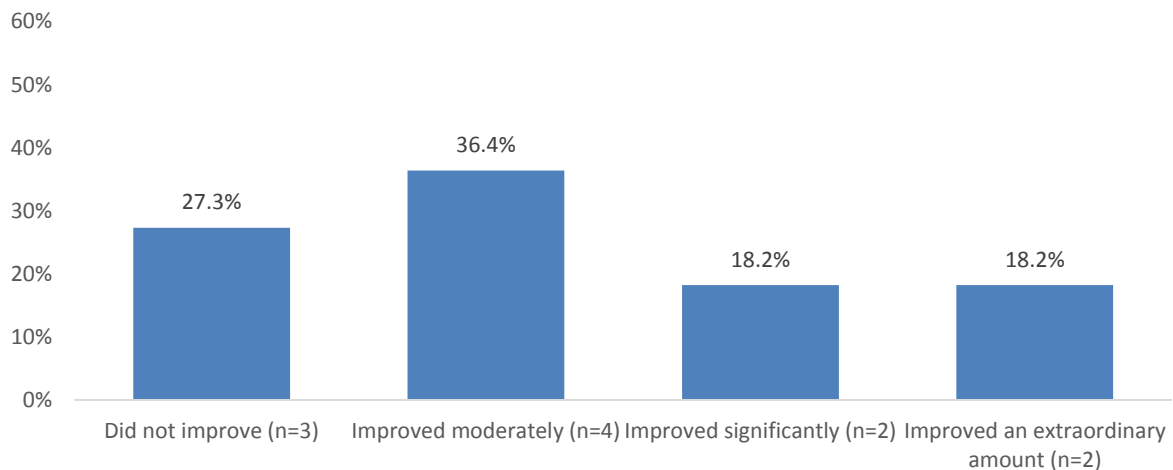


Exhibit 17. Teacher report of improvement in attitude toward reading, Los Niños.

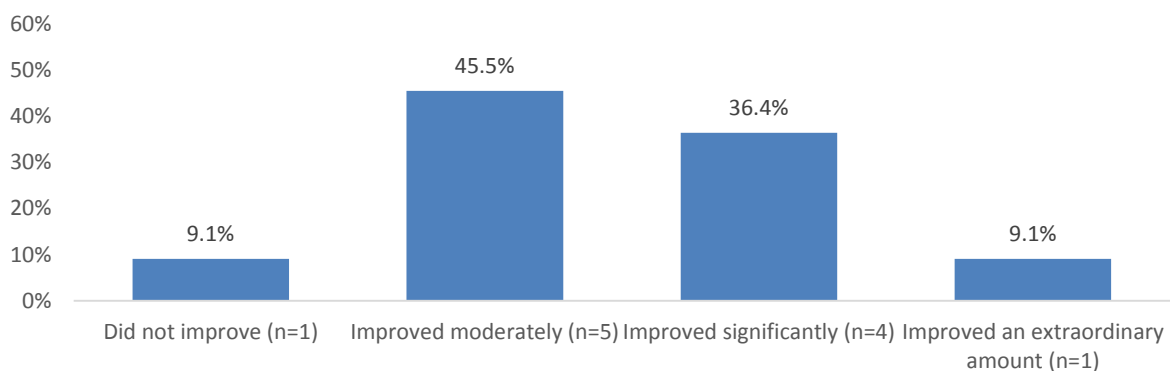
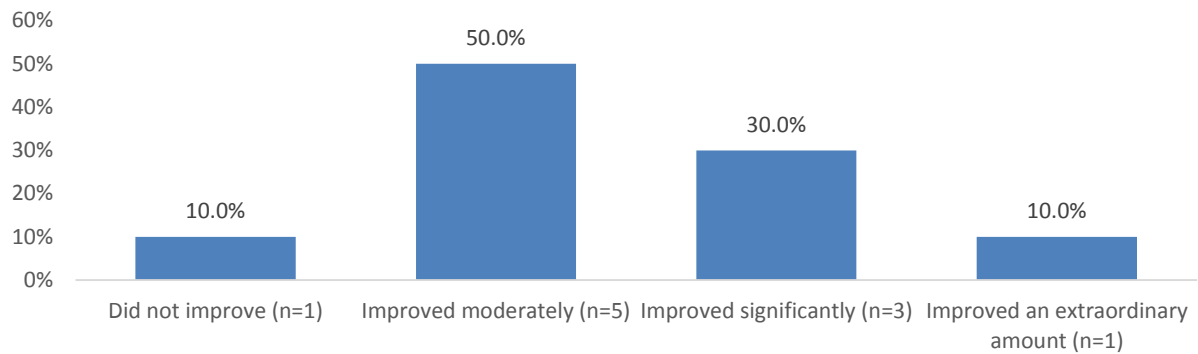


Exhibit 18. Teacher report of improvement in engagement in classroom/ learning activities, Los Niños.



Reading coach impression of student improvement

RSI reading coaches reported on their impressions of student improvement since the beginning of the year in confidence in reading aloud, excitement about reading, and interest in books. All coaches (n=27) reported that their student improved at least modestly in their confidence in reading aloud; 18.5% (n=5) reported that their student's confidence had improved an extraordinary amount. (See Exhibit 19). All but one coach (n=26) reported that their student's excitement about reading had improved at least modestly; 7.4% (n=2) reported that their student's excitement about reading had improved an extraordinary amount. (See Exhibit 19). All but one coach (n=26) reported that their student improved at least modestly in their interest in books; 11.1% (n=3) reported that their student's interest in books had improved an extraordinary amount. (See Exhibit 19).

Exhibit 19. Reading coach impression of student improvement during the year.

	Did not increase	Increased modestly	Increased significantly	Increased extraordinarily
Student's confidence reading aloud improved. (n=27)	0.0%	33.3%	48.1%	18.5%
Student's excitement about reading improved. (n=27)	3.7%	44.4%	44.4%	7.4%
Student's excitement about reading improved. (n=27)	3.7%	40.7%	44.4%	11.1%

RSI Coach Survey

RSI reading coaches reported on their overall experience as coaches. The RSI Coach Survey was completed by 21 reading coaches who worked with students who received a full year of coaching at Mission Manor or Los Niños. Fourteen were reading coaches at Mission Manor and 7 were reading coaches at Los Niños. Results of the RSI Coach Survey will be combined except where school site is relevant.



Number of student coached

RSI coaches reported coaching between one and four students. Most coaches reported coaching only one or two students. See Exhibit 20. The average number of students coached was 2.1.

Exhibit 20. Number of students being coached by RSI tutors.

Number of students coached	Percentage (Frequency)
1	38.1% (n=8)
2	28.6% (n=6)
3	19.0% (n=4)
4	14.3% (n=3)
Total	100% (n=21)

Coach Residency

Nearly all (90.5%) of the RSI coaches who responded to the RSI Coach Survey reported that they resided in Tucson year round. One coach reported that they were a winter visitor and another reported that their local residency was "other."

Intent to volunteer next school year

Nearly all (95.2%) of the RSI coaches who responded to the RSI Coach Survey reported that they planned to volunteer for the same school next year. One respondent was unsure and reported "I loved working at Mission Manor. However the drive is 30-45 mins each way (depending on traffic & road construction) and I need to work closer to my home."

Several coaches explained why they planned to volunteer at the same school:

- "I enjoy working at Mission Manor."
- "I would like the same school, but am willing to go elsewhere."
- "I enjoy working with the students and RS staff."
- "Preferably at the same school because I will still be "busing" it at the beginning of next year, and it's easy to take the bus from my house to there."

The Coaching Experience

RSI coaches were asked to consider the implementation of RSI at their school site and report on several quality issues. These results will be reported separately by school.



Mission Manor. For the most part, coaches reported a positive experience at Mission Manor. See Exhibit 21. All of the reading coaches who reported agreed or agreed strongly that they had been provided a quiet space to work with their pupil; received teacher responses to expressed questions or concerns; felt appreciated by teachers; and felt appreciated by students.

Exhibit 21. Coach report of quality of experience, Mission Manor.

	Disagree Strongly	Disagree	Agree	Agree Strongly
I was provided a quiet, semi-private space outside of the classroom to work with my Reading Seed students. (n=14)	0.0%	0.0%	42.9%	57.1%
I was able to work with my students one-on-one for 30 minutes (or 45 min for RSI) each week. (n=14)	0.0%	7.1%	14.3%	78.6%
My students were able to select the books we read together. (n=14)	0.0%	14.3%	28.6%	57.1%
The teacher responded to any questions or concerns I shared. (n=13)	0.0%	0%	53.8%	46.2%
The School Site Coordinator and/or teacher informed me of school events that would interrupt my coaching. (n=14)	0.0%	21.4%	57.1%	21.4%
I felt supported by my School Site Coordinator. (n=14)	0.0%	7.1%	21.4%	72.4%
I felt appreciated by the teacher(s). (n=14)	0.0%	0.0%	50.0%	50.0%
I felt appreciated by my students. (n=12)	0.0%	0.0%	33.3%	66.7%

Three questions were asked in the survey to assure that the coaches were being assigned students who met the target population criteria and that coaches' time was being used suitably. Results are reported in Exhibit 22. There was an indication that some students assigned to RSI had emotional or behavioral difficulties that were hard for reading coached to manage.



Exhibit 22. Appropriateness of students' qualities and support requests, Mission Manor.

	Disagree Strongly	Disagree	Agree	Agree Strongly
My students had at least conversational English proficiency. (n=13)	0.0%	7.7%	23.1%	69.2%
One or more of my students had significant emotional or behavioral difficulties. (n=13)*	38.5%	30.8%	23.1%	7.7%
I was asked to help my student with class assignments or homework during coaching sessions. (n=14)*	78.6%	21.4%	0.0%	0.0%

* Some items in this question set were negatively worded.

Los Niños. For the most part, coaches reported a positive experience at Los Niños. See Exhibit 23. All of the reading coaches who reported agreed or agreed strongly that they had been provided a quiet space to work with their pupil; been able to work 1-on-1 with their student for the requisite time; been able to select books with their student; been informed about expected disruptions; felt supported by my School Site Coordinator; felt appreciated by teachers; and felt appreciated by students.



Exhibit 23. Coach report of quality of experience, Los Niños.

	Disagree Strongly	Disagree	Agree	Agree Strongly
I was provided a quiet, semi-private space outside of the classroom to work with my Reading Seed students. (n=7)	0.0%	0.0%	28.6%	71.4%
I was able to work with my students one-on-one for 30 minutes (or 45 min for RSI) each week. (n=7)	0.0%	0.0%	14.3%	85.7%
My students were able to select the books we read together. (n=7)	0.0%	0.0%	14.3%	85.7%
The teacher responded to any questions or concerns I shared. (n=7)	0.0%	14.3%	0.0%	85.7%
The School Site Coordinator and/or teacher informed me of school events that would interrupt my coaching. (n=7)	0.0%	0.0%	28.6%	71.4%
I felt supported by my School Site Coordinator. (n=7)	0.0%	0.0%	0.0%	100%
I felt appreciated by the teacher(s). (n=7)	0.0%	0.0%	14.3%	85.7%
I felt appreciated by my students. (n=7)	0.0%	0.0%	0.0%	100%

Three questions were asked in the survey to assure that the coaches were being assigned students who met the target population criteria and that coaches' time was being used suitably. Results are reported in Exhibit 24.

Exhibit 24. Appropriateness of students' qualities and support requests, Los Niños.

	Disagree Strongly	Disagree	Agree	Agree Strongly
My students had at least conversational English proficiency. (n=7)	0.0%	0.0%	0.0%	100%
One or more of my students had significant emotional or behavioral difficulties. (n=7)	57.1%	28.6%	14.3%	0.0%
I was asked to help my student with class assignments or homework during coaching sessions. (n=7)	71.4%	14.3%	14.3%	0.0%

* Some items in this question set were negatively worded.



“The best part of the Reading Seed program is the one-on-one experience that the student and I share. This is exclusive time that someone is paying complete attention to them and listening to them. It is so rewarding to watch them 'blossom' over the course of the year and become more confident not only in their reading, but in expressing themselves as well. To have an adult who is interested in what they have to say while at the same time expanding their understanding of what the ability to read offers them, which is of course, a whole new world.”

-Reading Seed Intensive coach

Use of Resources

In the RSI Coach Survey coaches were asked several questions about their use of resources. Results are provided in Appendix 2. When asked what resources they found most helpful, the most frequently selected was the Reading Seed Free Book Area and the least selected was Professional Development.

Coach comments and suggestions about RSI

In the RSI Coach Survey coaches were able to provide their thoughts about the best part of the Reading Seed program, how the program could be improved, and any further thoughts they wanted to share. The most common best parts of the RSI program that were identified by reading coaches were being able to work with students 1-1 (n=9), helping students (n=5), and seeing student improvement (n=5). Verbatim responses are provided in Appendix 3. RSI coaches provided the following suggestions for improvement:

- More time per session;
- Shorter Professional Development sessions;
- Begin earlier in the year;
- Reach out to more students.
- More teacher contact at the beginning of the year and during the year;
- Fingerprinting done earlier;
- More activity resources; and
- More communication between school staff and RSI coaches about student unavailability due to testing.

“Working one on one with the student and seeing their interest in reading expand. And, how excited they become when they recognize their reading and comprehension skills have improved. It does as much for me as it does for the student. “

-Reading Seed Intensive coach

Verbatim responses are provided in Appendix 3.



Targeted Intervention: Teach the Parent Reach the Child

In 2014-15, TPRC was supported by PCCAE, MWFB and Literacy Connects through the Infusion Project, and was delivered at Mission Manor and Los Niños Elementary Schools. The TPRC Participant Survey did not distinguish between schools; results are reported for both deliveries combined.

TPRC Parent Survey Results

Fourteen individuals responded to the TPRC Participant Survey. All respondents reported that their ethnicity was Hispanic/Latino. The number of children they had ranged from 1-4, a total of 33 children. The ages of the children ranged from one to twenty-three; 14 of the children were 7 or under.

TPRC participants reported very high rates of improvement as a result of the TPRC classes in a variety of areas related to supporting their children's reading.

- 100% reported that they are “a lot” more comfortable reading aloud to their children as a result of the TPRC classes;
- 100% reported that they are “a lot” more knowledgeable about the reading skills their child or children need as a result of the TPRC classes;
- 100% reported that they are “a lot” more comfortable talking with other parents about the importance of reading as a result of the TPRC classes;
- 93% reported that they are “a lot” better prepared to help their children learn to read as a result of the TPRC classes;
- 86% reported that they are reading “a lot” more frequently with their children as a result of the TPRC classes.

Targeted Intervention: English Language Learner – Adult

In the Fall of 2014, English language instructions for adults was provided to four ELAA classes, two at Mission Manor and two at Los Niños, each with its own volunteer teacher. No official child care was provided but students were allowed to bring babies or toddlers to class if necessary to promote access for parents of young children and some parents did so. In both semesters, the ELAA classes at Mission Manor took place twice each week in the evening during Family Education Night (FEN) programming. In both semesters, the ELAA classes at Los Niños took place in the morning twice each week. Each site had a beginning class and an intermediate class, although the data did not provide for distinguishing between the two. The classes ranged in size from 16-26 and served a total of 87 students. Two students participated in two different classes but were only included for one data point to avoid duplication.



In the Spring of 2015, English language instructions for adults was provided to four ELAA classes, two at Mission Manor and two at Los Niños, each with its own volunteer teacher or teaching pair. Each site has a beginning class and an intermediate class. The classes ranged in size from 9-16 and served a total of 44 students.

Fall ELAA Student Feedback Results.

Forty-one students provided responses to the ELAA Student Self-Assessment in the fall of 2014 (Mission Manor beginning class n=9; intermediate class n = 9) (Los Niños beginning class n=11; Intermediate class n = 12).

Beginning classes. Most students in the beginning classes at both sites reported moderate increases in comfort communicating in English. (See Exhibit 25). All beginning students at both locations reported improvement in their understanding and communication in English as a result of the class. (See Exhibit 26). All students at Mission Manor and most students at Los Niños reported that they use English more in their daily lives as a result of the class; 33.3% of the Mission Manor students reported that they use “a lot” more English in their daily life. (See Exhibit 27).

Exhibit 25. As a result of the class I feel more confident communicating in English, Fall semester Beginning Class.

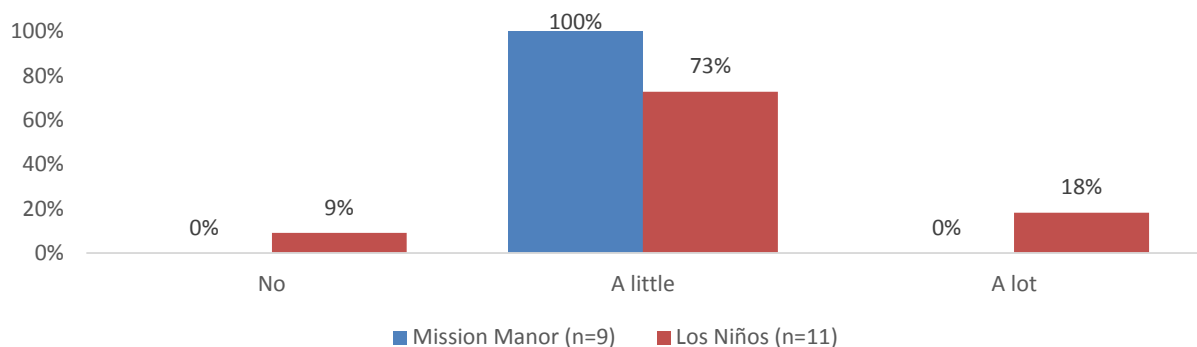


Exhibit 26. As a result of the class I understand and communicate better in English, Fall semester Beginning Class.

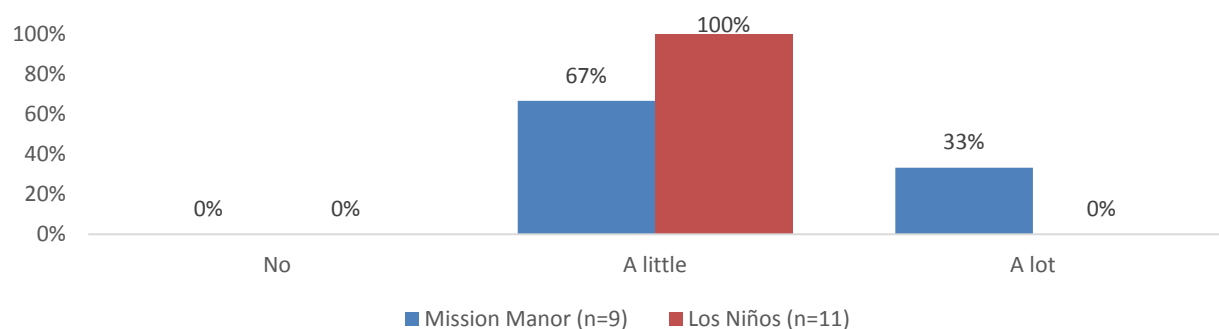
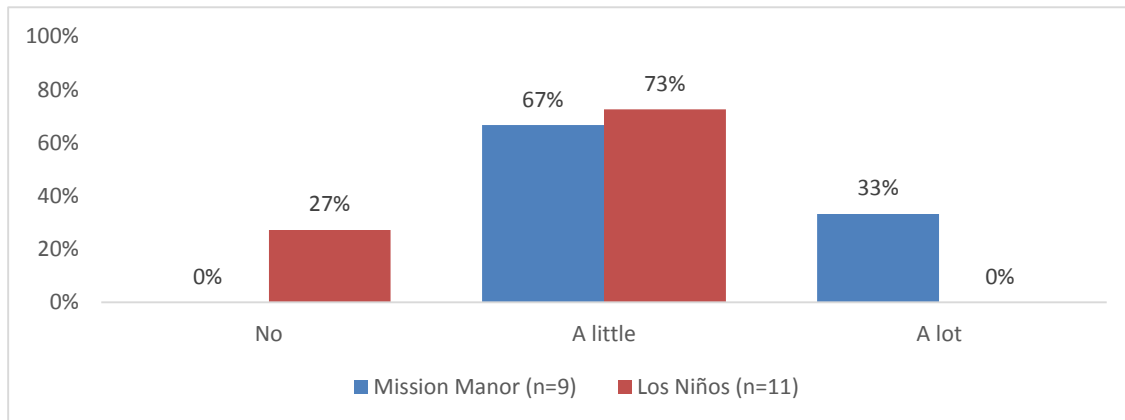


Exhibit 27. As a result of the class I use English more in daily life, Fall semester Beginning Class.



Beginning students reported on situations where they were using more English in their daily lives. They reported using more English in the following contexts:

Mission Manor

- Doctor's appointments (n=1)
- Children's school (n=5)
- Restaurants (n=4)
- Banking (n=1)
- With a neighbor (n=6)
- On the telephone (n=2)
- Stores and shopping (n=6)

Los Niños

- Doctor's appointments (n=5)
- Children's school (n=7)
- Restaurants (n=4)
- Banking (n=3)
- With a neighbor (n=2)
- On the telephone (n=5)
- Stores and shopping (n=7)

Beginning ELAA student shared descriptions of situations in which they are using more English in the daily lives. Verbatim responses are provided in Appendix 4.

Five ELAA students at Mission Manor and eight ELAA students at Los Niños reported that they are more involved in their child's school as a result of the class. Eight ELAA students at Mission Manor and nine ELAA students at Los Niños reported that they are more connected to community services as a result of the class. All of the beginning ELAA students at both sites reported that they seek out more opportunities to practice English as a result of the class; four students at Mission Manor and two students at Los Niños reported that they seek out more opportunities "a lot."



Beginning ELAA students reported on ways they are practicing their English. They reported practicing their English in the following contexts:

Mission Manor	Los Niños
<ul style="list-style-type: none"> • Reading books/magazines (n=8) • Reading to their children in English (n=5) • Trying to use English in stores, offices, etc. (n=8) • Watching TV shows in English (n=7) • Initiating conversations with people (n=6) • Helping other people practice English (n=2) 	<ul style="list-style-type: none"> • Reading books/magazines (n=7) • Reading to their children in English (n=6) • Trying to use English in stores, offices, etc. (n=10) • Watching TV shows in English (n=7) • Initiating conversations with people (n=5) • Helping other people practice English (n=3)

Beginning students were asked to report on other ways they were practicing English. Students reported the following:

Mission Manor	Los Niños
<ul style="list-style-type: none"> • <i>I use dictionaries.</i> • <i>I make games with my children in English.</i> 	<ul style="list-style-type: none"> • <i>Descargue una aplicacion en mi celular se llama wlingua la cual la reviso y practico a diario. [Translation: I downloaded an app on my cell called “wlingua” that I access and practice daily]</i>

Beginning ELAA students reported on whether and in what ways they had made progress toward their work goals. All of the beginning ELAA students at Mission Manor who reported having work goals (n=5) reported that had made progress toward their work goals. All of the beginning ELAA students at Los Niños who reported having work goals (n=4) reported that had made progress toward their work goals.



Beginning ELAA students reported the following areas of progress related to their work goals:

Mission Manor

- Increased my job skills (n=3)
- Entered job training (n=1)
- Got a new job (n=1)

Los Niños

- Increased my job skills (n=2)
- Entered education or college (n=1)
- Volunteering at a school (n=2)

Beginning ELAA students provided specific examples of how they had made progress toward their work goals. Responses were as follows:

Mission Manor

- *I try to speak a little more to my boss and to the clients.*
- *En mi trabajo practico el ingles y con mis nietos.* [Translation: In my job I practice my English and with my grandchildren]

Los Niños

- *Mi meta es saber lo indispensable para buscar un trabajo.* [Translation: My goal is to know the fundamentals to search for a job].

Beginning ELAA students reported several first time accomplishments during the semester. First time accomplishments included:

Mission Manor

- Got a library card (n=1)
- Got a driver's license (n=2)
- Used a computer (n=2)
- Used a dictionary (n=4)

Los Niños

- Got a library card (n=4)
- Got a driver's license (n=3)
- Used a computer (n=5)
- Used a dictionary (n=6)

Intermediate classes. All students in the intermediate classes at both sites reported increases in comfort communicating in English. (See Exhibit 28). All students at Los Niños and nearly all students at Mission Manor reported improvement in their understanding and communication in English as a result of the class. (See Exhibit 29). All students at Los Niños and nearly all students at Mission Manor reported that they use English more in their daily lives as a result of the class; 33.3% of the students at both sites reported that they use "a lot" more English in their daily life. (See Exhibit 30).



Exhibit 28. As a result of the class I feel more confident communicating in English, Fall semester Intermediate Class.

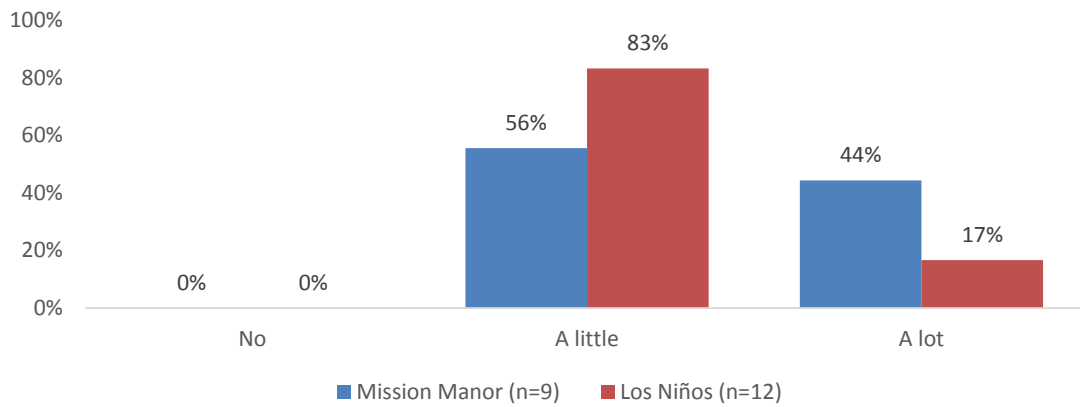


Exhibit 29. As a result of the class I understand and communicate better in English, Fall semester Intermediate Class.

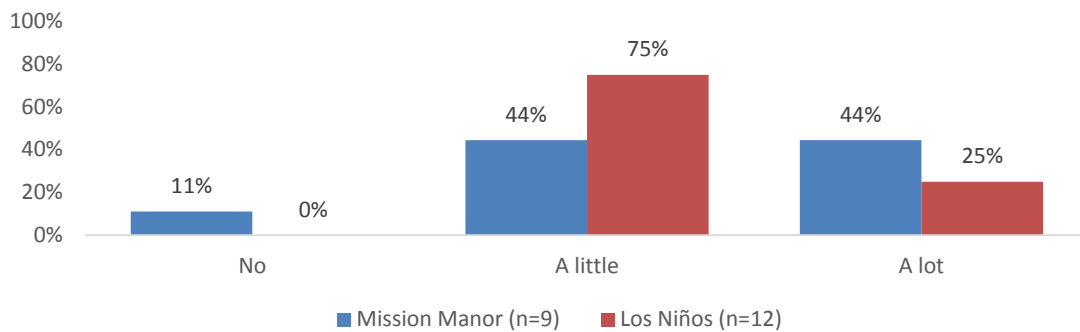
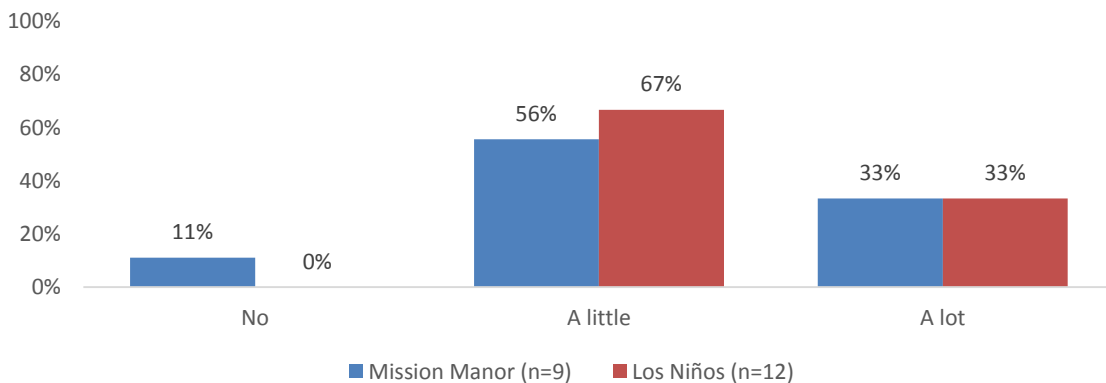


Exhibit 30. As a result of the class I use English more in daily life, Fall semester Intermediate Class.



Intermediate students reported on situations where they were using more English in their daily lives. They reported using more English in the following contexts:

Mission Manor	Los Niños
• Doctor's appointments (n=2)	• Doctor's appointments (n=4)
• Children's school (n=6)	• Children's school (n=9)
• Restaurants (n=6)	• Restaurants (n=7)
• Banking (n=2)	• Banking (n=3)
• With a neighbor (n=5)	• With a neighbor (n=6)
• On the telephone (n=6)	• On the telephone (n=8)
• Stores and shopping (n=8)	• Stores and shopping (n=9)
• Using community services (n=1)	

Intermediate ELAA student shared descriptions of situations in which they are using more English in the daily lives. Verbatim responses are provided in Appendix 4.

Six ELAA students at Mission Manor and ten ELAA students at Los Niños reported that they are more involved in their child's school as a result of the class. Six ELAA students at Mission Manor and nine ELAA students at Los Niños reported that they are more connected to community services as a result of the class. All of the intermediate ELAA students at both sites reported that they seek out more opportunities to practice English as a result of the class; three students at Mission Manor and six students at Los Niños reported that they seek out more opportunities "a lot."

Intermediate ELAA students reported on ways they are practicing their English. They reported practicing their English in the following contexts:

Mission Manor	Los Niños
• Reading books/magazines (n=8)	• Reading books/magazines (n=9)
• Reading to their children in English (n=5)	• Reading to their children in English (n=10)
• Trying to use English in stores, offices, etc. (n=3)	• Trying to use English in stores, offices, etc. (n=9)
• Watching TV shows in English (n=9)	• Watching TV shows in English (n=9)
• Initiating conversations with people (n=5)	• Initiating conversations with people (n=9)
• Helping other people practice English (n=1)	• Helping other people practice English (n=6)



Intermediate students were asked to report on other ways they were practicing English. Students reported the following:

Mission Manor

- *I speak English with my family (n=2)*

Los Niños

- *Escucho musica en ingles. [Translation: I listen to music in English].*

Intermediate ELAA students reported on whether and in what ways they had made progress toward their work goals. Three of the four intermediate ELAA students at Mission Manor who reported having work goals reported that had made progress toward their work goals. Three of the four intermediate ELAA students at Los Niños who reported having work goals reported that had made progress toward their work goals.

Intermediate ELAA students reported the following areas of progress related to their work goals:

Mission Manor

- Increased my job skills (n=2)
- Promoted to a better position (n=2)
- Got a new job (n=1)
-

Los Niños

- Increased my job skills (n=2)
- Promoted to a better position (n=2)
- Entered job training (n=1)
- Got a new job (n=1)

Intermediate ELAA students provided specific examples of how they had made progress toward their work goals. Responses were as follows:

Mission Manor

- *In a short time I became cook leader.*
- *I have a new job because I can have more conversations with people in English*

Los Niños

- *Ahora me comunico mas con los empleados de la oficina en mi trabajo. [Translation: Now I communicate more with the office employees at my work].*



Intermediate ELAA students reported several first time accomplishments during the semester. First time accomplishments included:

Mission Manor

- Got a library card (n=2)
- Registered to vote (n=1)
- Obtained a driver's license (n=2)
- Checked out a library book (n=1)
- Used a computer (n=3)
- Used a dictionary (n=4)

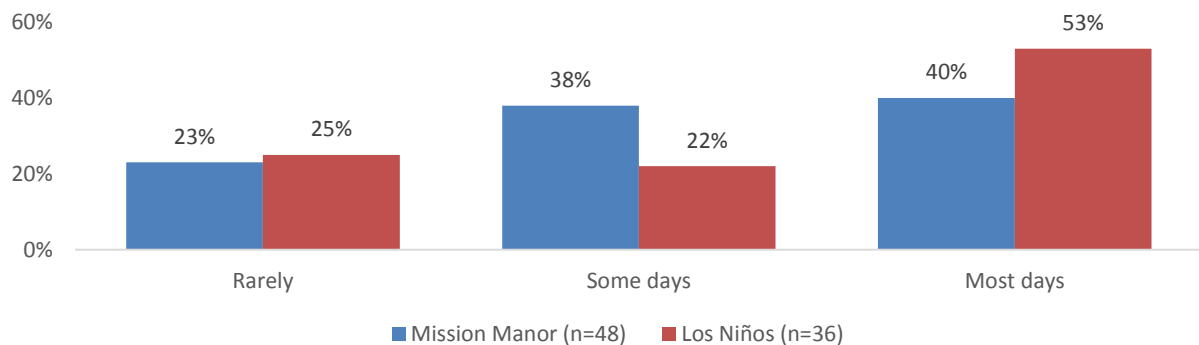
Los Niños

- Got a library card (n=4)
- Registered to vote (n=2)
- Voted (n=1)
- Obtained citizenship (n=2)
- Obtained a driver's license (n=1)
- Checked out a library book (n=2)
- Used a computer (n=4)
- Used a dictionary (n=1)

Fall ELAA Teacher Feedback Results.

During the Fall of 2014, ELAA teachers reported that class attendance was good, with more ELAA students attending class “most days” at Los Niños but a comparable number across the two sites attending “some days” or “most days” (78% and 75% respectively). See Exhibit 31.

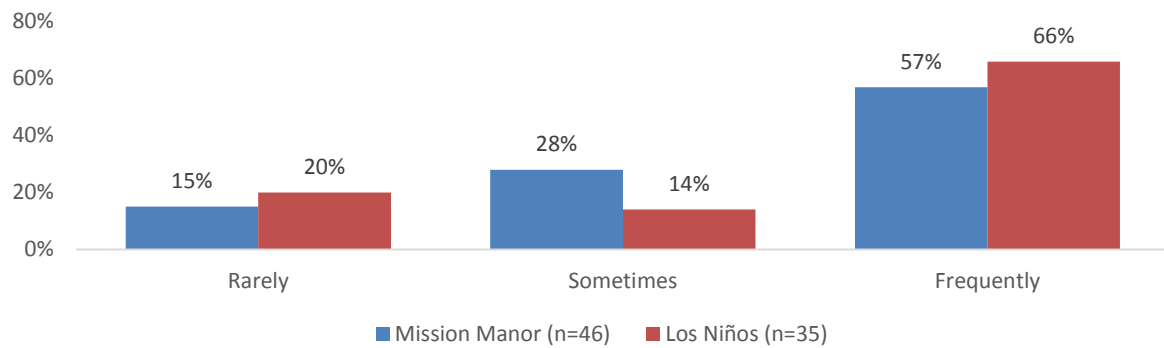
Exhibit 31. ELAA Class Attendance, Fall 2014



During the Fall of 2014, ELAA teachers reported that class participation was good. Teachers reported that over half of students at each of the sites participated in class “frequently.” See Exhibit 32.

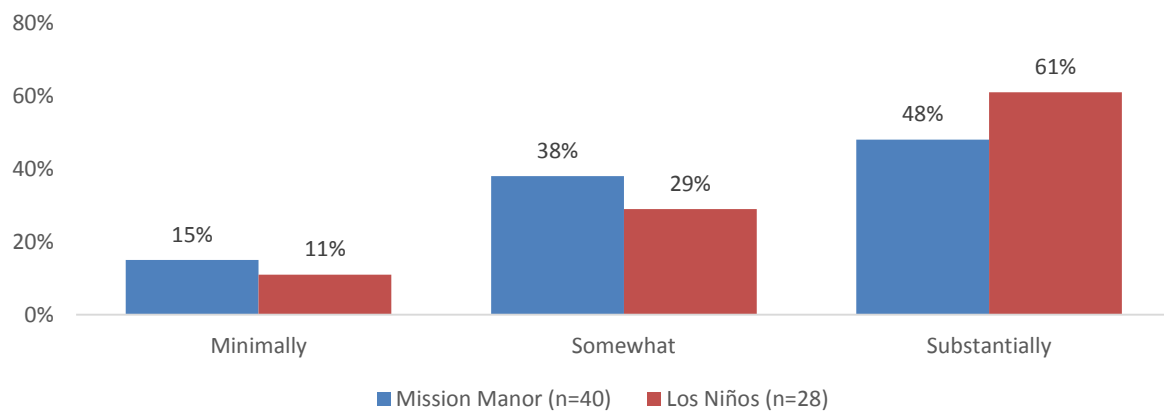


Exhibit 32. ELAA class participation, Fall 2014



During the Fall of 2014, ELAA teachers reported that skill improvement was evident among their students. Teachers reported that the vast majority of students improved at least somewhat at each site; teachers at Los Niños reported that 61% of their students improved “substantially.” See Exhibit 33.

Exhibit 33. Teacher report of ELAA student English language improvement, Fall 2014



Spring ELAA Student Feedback Results.

Twenty-six students provided responses to the ELAA Student Self-Assessment in the spring of 2015 (Mission Manor beginning class n=5; Intermediate class n = 5) (Los Niños beginning class n=7; Intermediate class n = 9).



Beginning classes. All students in the beginning classes at both sites reported increases in confidence communicating in English, with 60% of students at Mission Manor reporting they feel “a lot” more confident communicating in English. (See Exhibit 34). All beginning students at both locations reported improvement in their understanding and communication in English as a result of the class. (See Exhibit 35). All students at Mission Manor and most students at Los Niños reported that they use English more in their daily lives as a result of the class; 40.0% of the Mission Manor students reported that they use “a lot” more English in their daily life. (See Exhibit 36).

Exhibit 34. As a result of the class I feel more confident communicating in English, Spring semester Beginning Class.

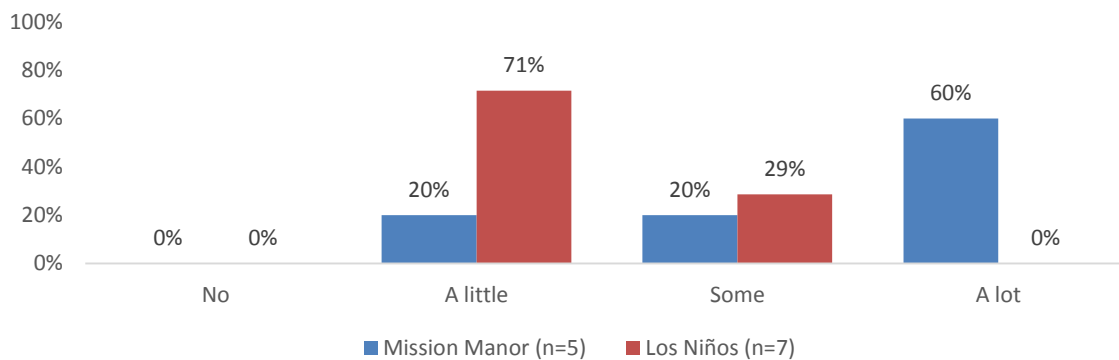


Exhibit 35. As a result of the class I understand and communicate better in English, Spring semester Beginning Class.

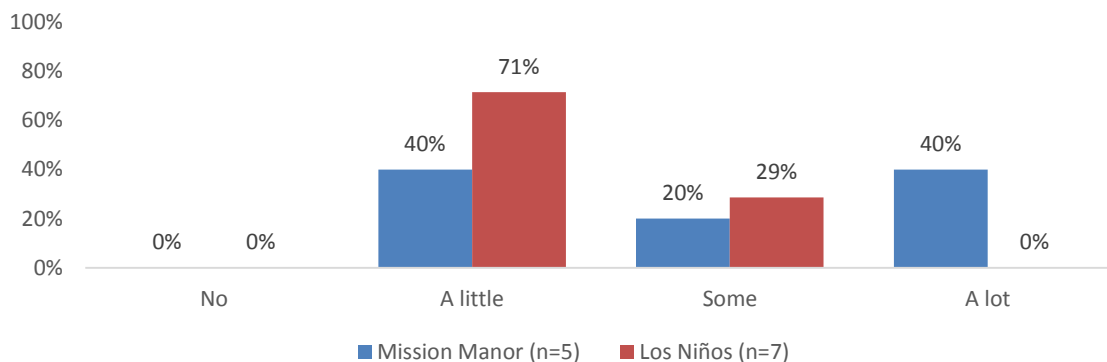
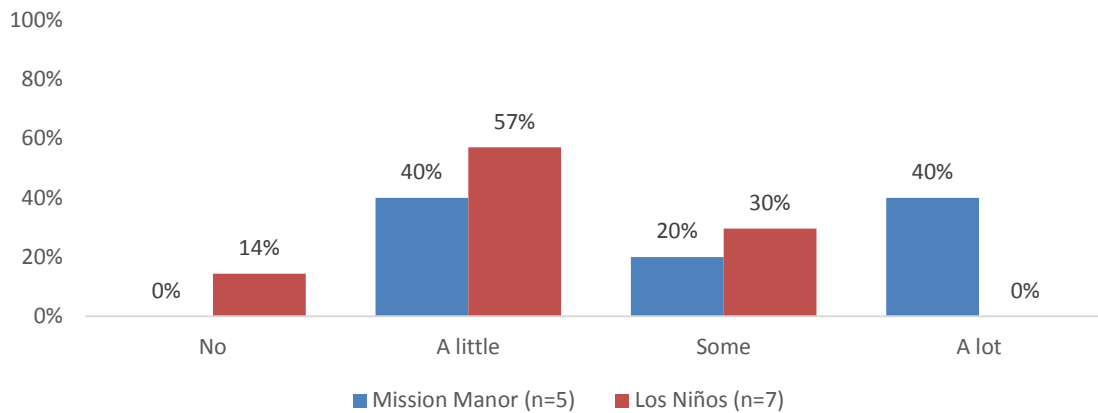


Exhibit 36. As a result of the class I use English more in daily life, Spring semester Beginning Class.



Beginning students reported on situations where they were using more English in their daily lives. They reported using more English in the following contexts:

Mission Manor

- Doctor's appointments (n=4)
- Children's school (n=4)
- Restaurants (n=2)
- On the telephone (n=2)
- Stores and shopping (n=4)
- With a neighbor (n=1)

Los Niños

- Doctor's appointments (n=3)
- Children's school (n=5)
- Restaurants (n=2)
- On the telephone (n=1)
- Stores and shopping (n=5)

Beginning ELAA student shared descriptions of situations in which they are using more English in the daily lives. Verbatim responses are provided in Appendix 4.

Four ELAA students at Mission Manor and seven ELAA students at Los Niños reported that they are more involved in their child's school as a result of the class. All of the beginning ELAA students at both sites reported that they are more motivated to practice their English as a result of the class; four students at Mission Manor and two students at Los Niños reported that they are "a lot" more motivated.



Beginning ELAA students reported on ways they are practicing their English. They reported practicing their English in the following contexts:

Mission Manor

- Reading books/magazines (n=4)
- Reading to their children in English (n=2)
- Trying to use English in stores, offices, etc. (n=4)
- Watching TV shows in English (n=4)
- Initiating conversations with people (n=3)
- Helping other people practice English (n=1)

Los Niños

- Reading books/magazines (n=4)
- Reading to their children in English (n=7)
- Trying to use English in stores, offices, etc. (n=6)
- Watching TV shows in English (n=3)
- Initiating conversations with people (n=3)
- Helping other people practice English (n=1)

Beginning students were asked to report on other ways they were practicing English. Students reported the following:

Mission Manor

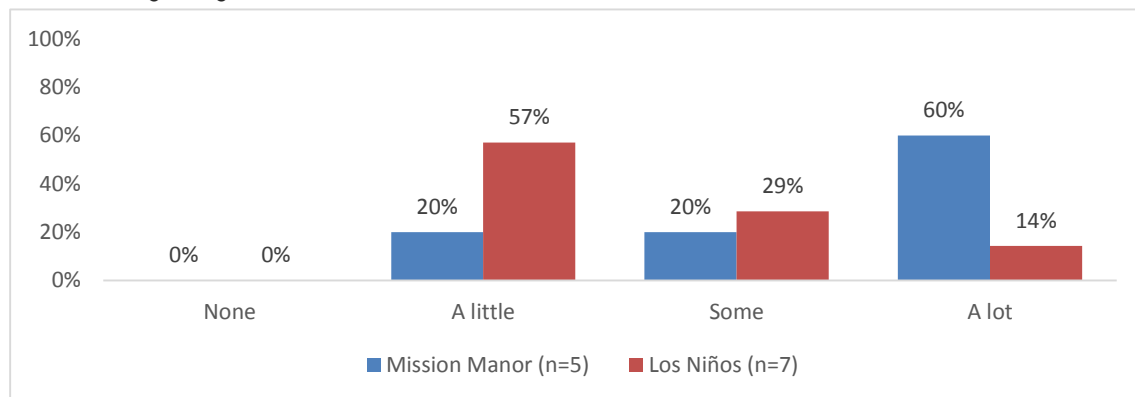
- [none]

Los Niños

- *Signs*

All of the beginning ELAA students at both sites reported that they learned about community services from their classmates and teacher. (See Exhibit 37).

Exhibit 37. During the class I learned about community services from classmates/teachers, Spring semester Beginning Class.



Beginning ELAA students reported on whether and in what ways they had made progress toward their work goals. All but one of the beginning ELAA students at Mission Manor who reported having work goals (n=4) reported that had made progress toward their work goals. All of the beginning ELAA students at Los Niños who reported having work goals (n=2) reported that they had made progress toward their work goals.

Beginning ELAA students reported the following areas of progress related to their work goals:

Mission Manor	Los Niños
<ul style="list-style-type: none"> Increased my job skills (n=2) Entered job training (n=1) 	<ul style="list-style-type: none"> [none]

Beginning ELAA students reported several first time accomplishments during the semester. First time accomplishments included:

Mission Manor	Los Niños
<ul style="list-style-type: none"> Got a library card (n=1) Checked out library books (n=1) Used a computer (n=1) Used a dictionary (n=2) 	<ul style="list-style-type: none"> Got a library card (n=2) Checked out library books (n=1) Used a computer (n=1) Used a dictionary (n=1)

Beginning ELAA students were asked if the class had made a difference in their life and, if so, how. Verbatim responses are provided in Appendix 4.

Intermediate classes. All students in the intermediate classes at both sites reported increases in confidence communicating in English. (See Exhibit 38). All students at Los Niños and nearly all students at Mission Manor reported improvement in their understanding and communication in English as a result of the class. (See Exhibit 39). All students at both sites reported that they use English more in their daily lives as a result of the class. (See Exhibit 40).



Exhibit 38. As a result of the class I feel more confident communicating in English, Spring semester Intermediate Class.

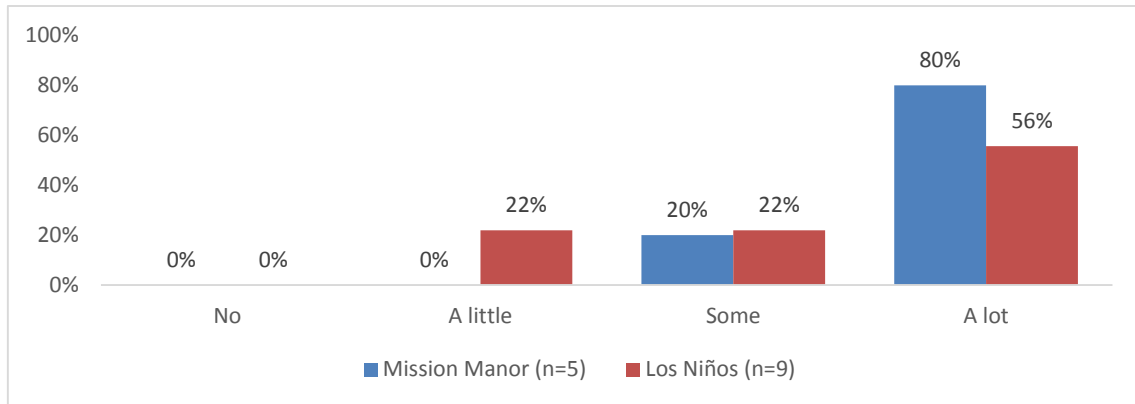


Exhibit 39. As a result of the class I understand and communicate better in English, Spring semester Intermediate Class.

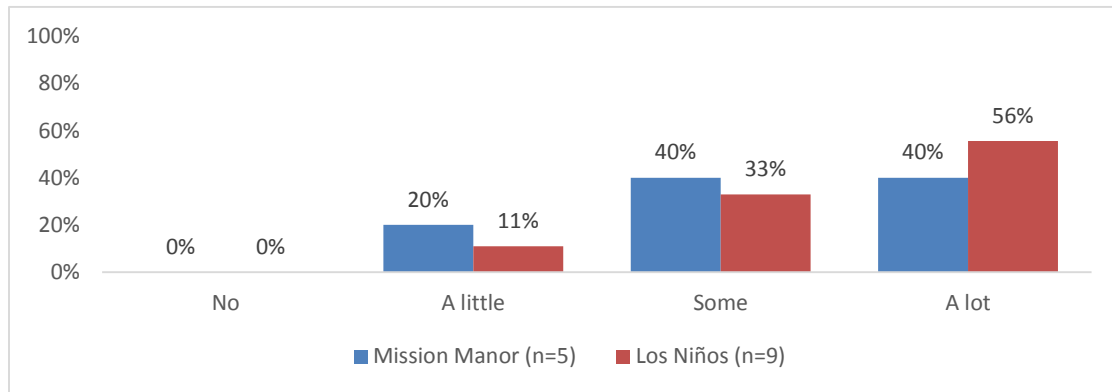
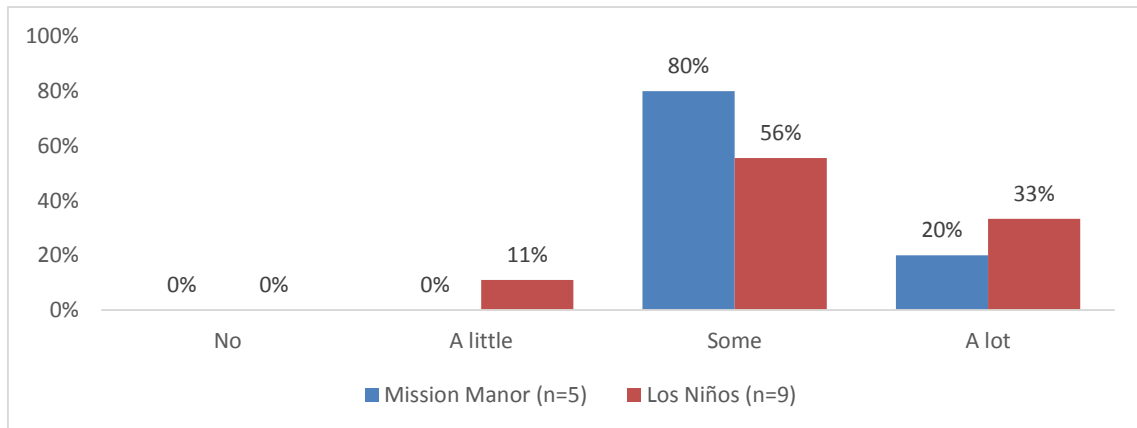


Exhibit 40. As a result of the class I use English more in daily life, Spring semester Intermediate Class.



Intermediate students reported on situations where they were using more English in their daily lives. They reported using more English in the following contexts:

Mission Manor

- Doctor's appointments (n=3)
- Children's school (n=2)
- Restaurants (n=3)
- With a neighbor (n=4)
- On the telephone (n=2)
- Stores and shopping (n=4)
- Using community services (n=1)

Los Niños

- Doctor's appointments (n=4)
- Children's school (n=8)
- Restaurants (n=7)
- With a neighbor (n=2)
- On the telephone (n=4)
- Stores and shopping (n=8)

Intermediate ELAA student shared descriptions of situations in which they are using more English in the daily lives. Verbatim responses are provided in Appendix 4.

One ELAA students at Mission Manor and eight ELAA students at Los Niños reported that they are more involved in their child's school as a result of the class. All of the intermediate ELAA students at Mission Manor and all but one of the intermediate ELAA students at Los Niños reported that they are more motivated to practice their English as a result of the class; two students at Mission Manor and four students at Los Niños reported that they are "a lot" more motivated to practice their English as a result of the class.

Intermediate ELAA students reported on ways they are practicing their English. They reported practicing their English in the following contexts:

Mission Manor

- Reading books/magazines (n=4)
- Reading to their children in English (n=3)
- Trying to use English in stores, offices, etc. (n=2)
- Watching TV shows in English (n=5)
- Initiating conversations with people (n=2)
- Helping other people practice English (n=1)

Los Niños

- Reading books/magazines (n=5)
- Reading to their children in English (n=6)
- Trying to use English in stores, offices, etc. (n=8)
- Watching TV shows in English (n=6)
- Initiating conversations with people (n=4)
- Helping other people practice English (n=2)

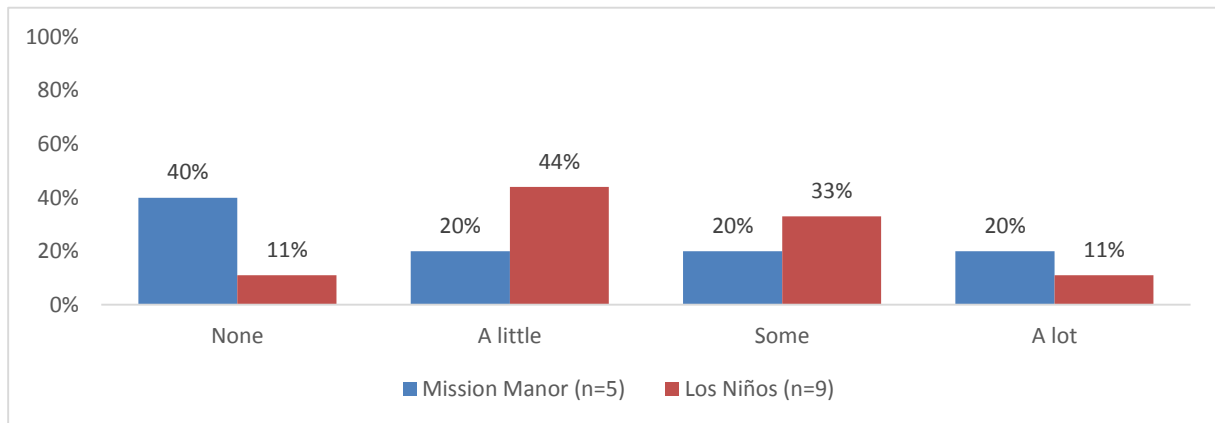


Intermediate students were asked to report on other ways they were practicing English. Students reported the following:

- | Mission Manor | Los Niños |
|--|---|
| <ul style="list-style-type: none"> • [none] | <ul style="list-style-type: none"> • <i>I listen to English language radio</i> • <i>I listen to the radio in English.</i> |

Intermediate ELAA students at both sites reported that they learned about community services from their classmates and teacher. (See Exhibit 41).

Exhibit 41. During the class I learned about community services from classmates/teachers, Spring semester Intermediate Class.



Intermediate ELAA students reported on whether and in what ways they had made progress toward their work goals. Both of the intermediate ELAA students at Mission Manor who reported having work goals reported that had made progress toward their work goals. The intermediate ELAA student at Los Niños who reported having work goals reported that he or she had made progress toward their work goals.

Intermediate ELAA students reported the following areas of progress related to their work goals:

- | Mission Manor | Los Niños |
|-------------------------------------|---------------------------|
| Got a new job (n=2) | Got a new job (n=1) |
| Increased my job skills (n=1) | Studied for GED/HSE (n=1) |
| Applied for a job (n=1) | |
| Promoted to a better position (n=1) | |



Intermediate ELAA students reported several first time accomplishments during the semester. First time accomplishments included:

Mission Manor

Got a library card (n=1)
 Obtained citizenship (n=1)
 Checked out a library book (n=1)
 Used a computer (n=1)
 Used a dictionary (n=1)

Los Niños

Got a library card (n=1)
 Obtained citizenship (n=1)
 Checked out a library book (n=1)
 Voted (n=1)

Intermediate ELAA students were asked if the class had made a difference in their life and, if so, how. Verbatim responses are provided in Appendix 5.

Spring ELAA Teacher Feedback Results.

During the Spring of 2015, ELAA teachers reported that class attendance was good. The ELAA teachers at both locations reported that the majority of beginning students attended “frequency” or “always.” See Exhibit 42. ELAA teachers at Los Niños also reported high rated of attendance at the intermediate class and ELAA teachers at both sites reported that no intermediate students attended only “rarely.” See Exhibit 43.

Exhibit 42. ELAA Beginning Class Attendance, Spring 2015

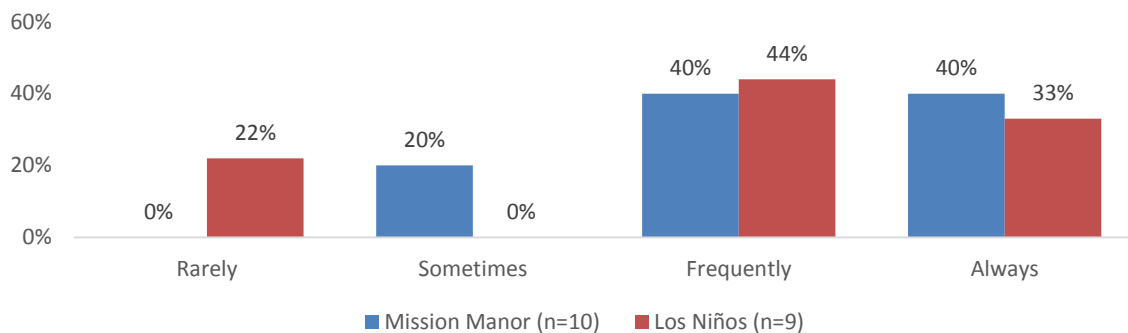
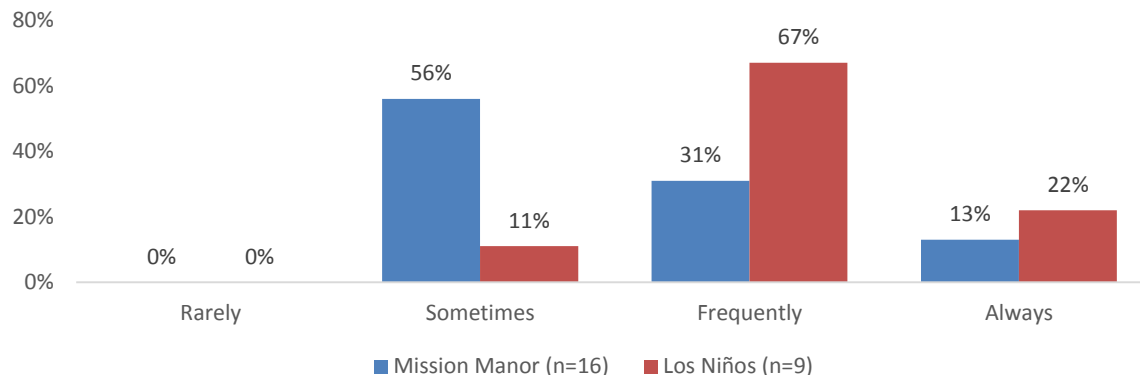


Exhibit 43. ELAA Intermediate Class Attendance, Spring 2015



During the Spring of 2015, ELAA teachers reported that class participation was good, although strong participation varied by site and by class level. ELAA teachers at Mission Manor reported that 80% of *beginning* ELAA students participated in class “frequently” or “always” while participation levels varied more broadly at Los Niños. See Exhibit 44. However, ELAA teachers at Los Niños reported that 89% of *intermediate* ELAA students participated in class “frequently” or “always” while participation levels varied more broadly at Mission Manor. See Exhibit 45.

Exhibit 44. ELAA Beginning Class Participation, Spring 2015

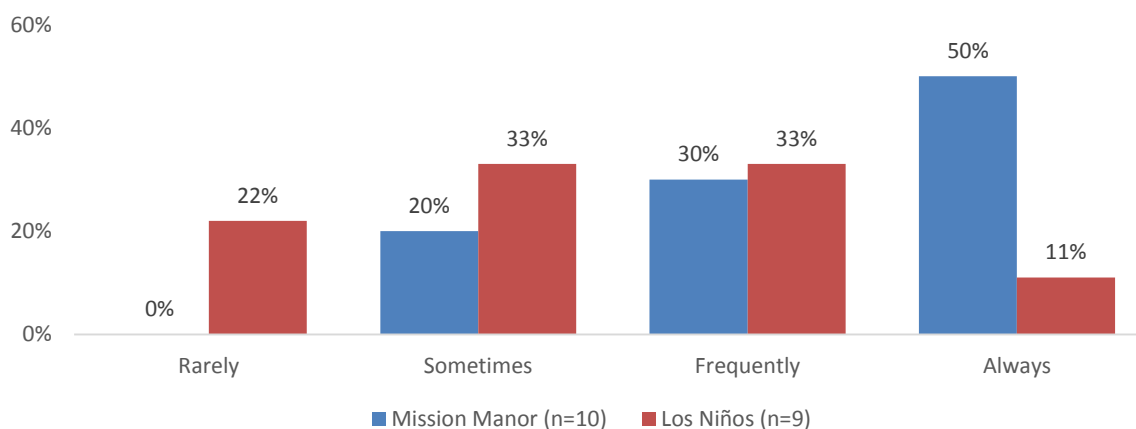
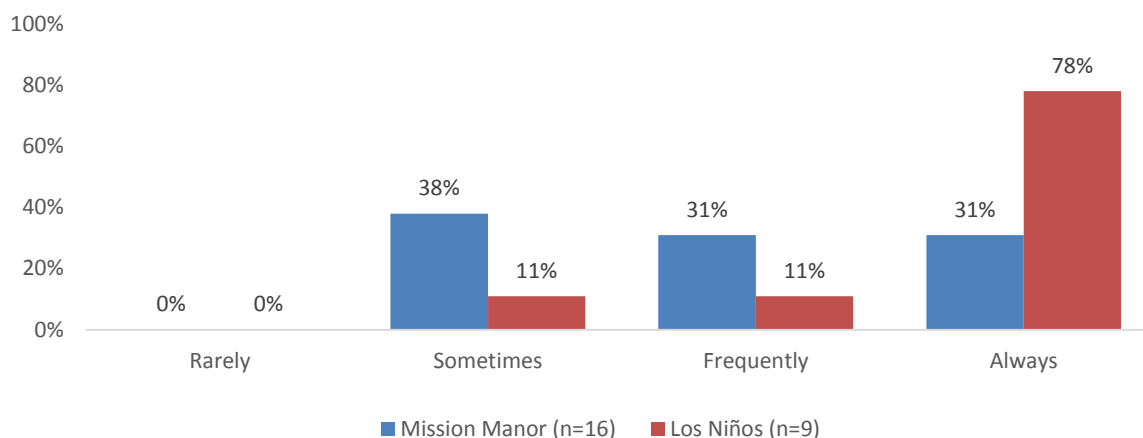


Exhibit 45. ELAA Intermediate Class Participation, Spring 2015



During the Spring of 2015, ELAA teachers reported that skill improvement was evident among their students on a variety of measures. For beginning ELAA students, improvement was reported particularly in understanding and confidence. See Exhibits 46-51. For intermediate ELAA students, strong improvement was reported across indicators at the Los Niños location, while less dramatic improvement was reported at Mission Manor, where attendance at the intermediate ELAA had also been reported as less consistent. See Exhibits 52-57 below and Exhibit 43 above.

Exhibit 46. How much beginning ELAA students improved their English, Spring, 2015

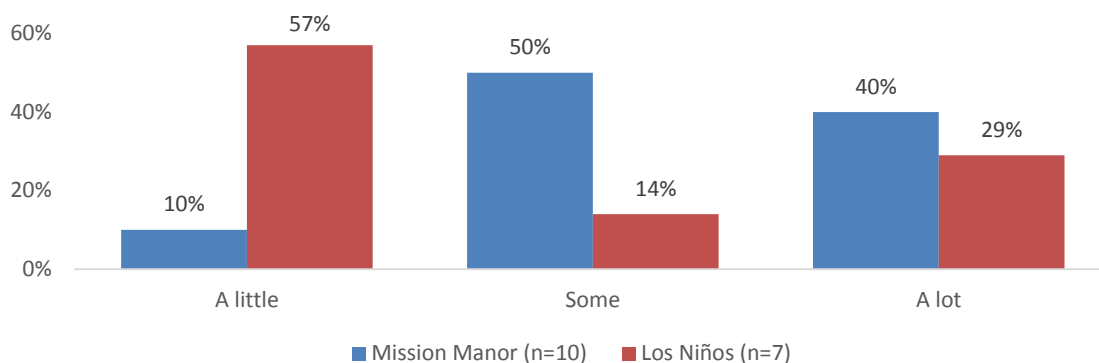


Exhibit 47. How much ELAA beginning students improved understanding of English, Spring 2105

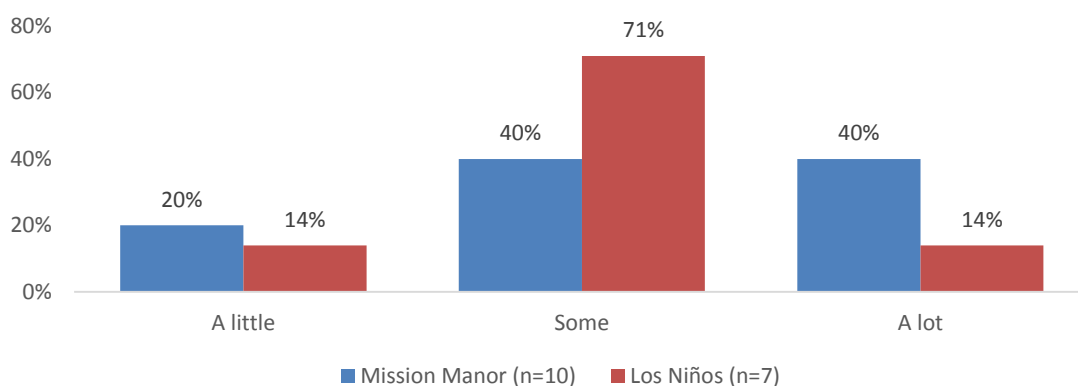


Exhibit 48. How much ELAA beginning students improved their speaking in English, Spring, 2015

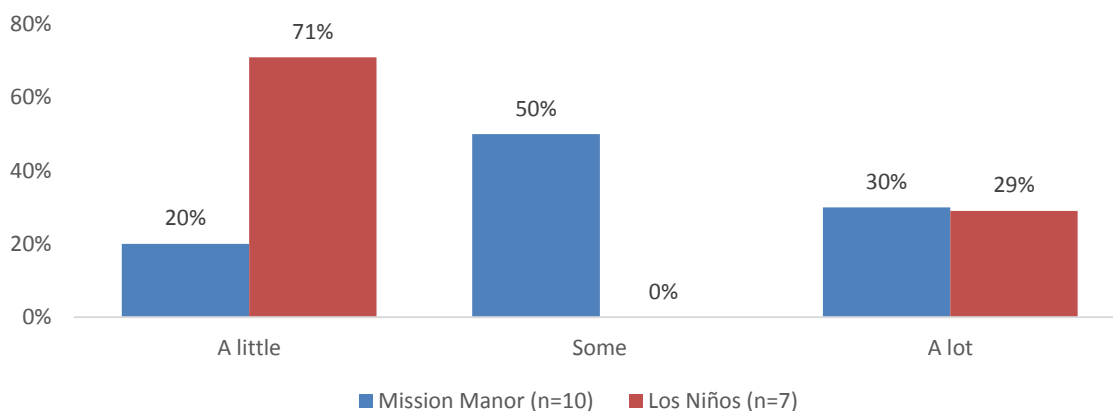


Exhibit 49. How much ELAA beginning students improved reading in English, Spring, 2015

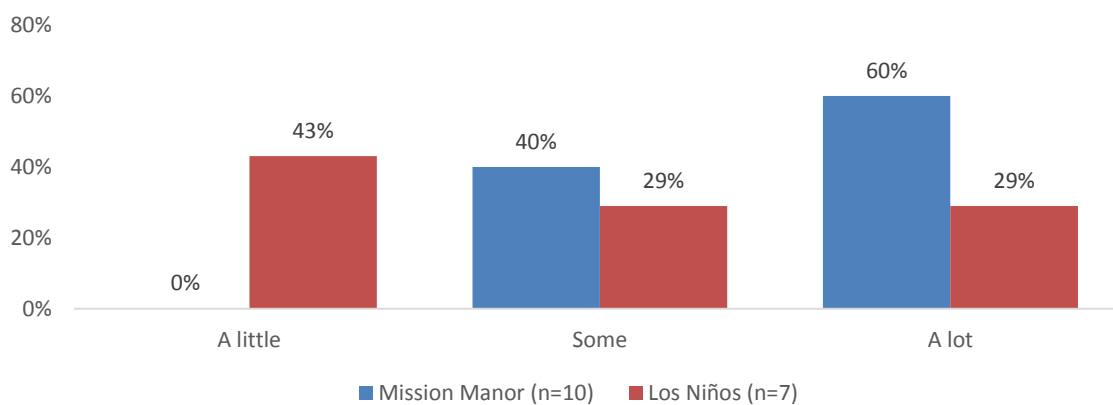


Exhibit 50. How much ELAA beginning students improved writing in English, Spring, 2015

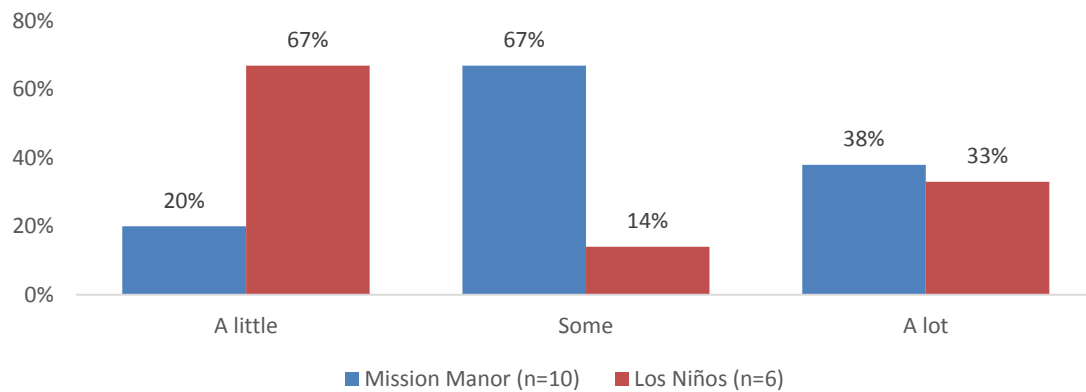


Exhibit 51. How much ELAA beginning students' confidence increased, Spring, 2015

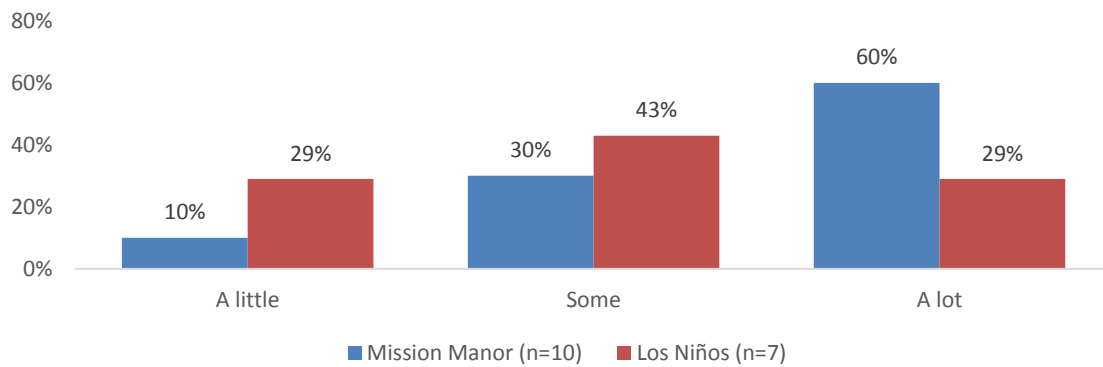


Exhibit 52. How much intermediate ELAA students improved their English, Spring, 2015

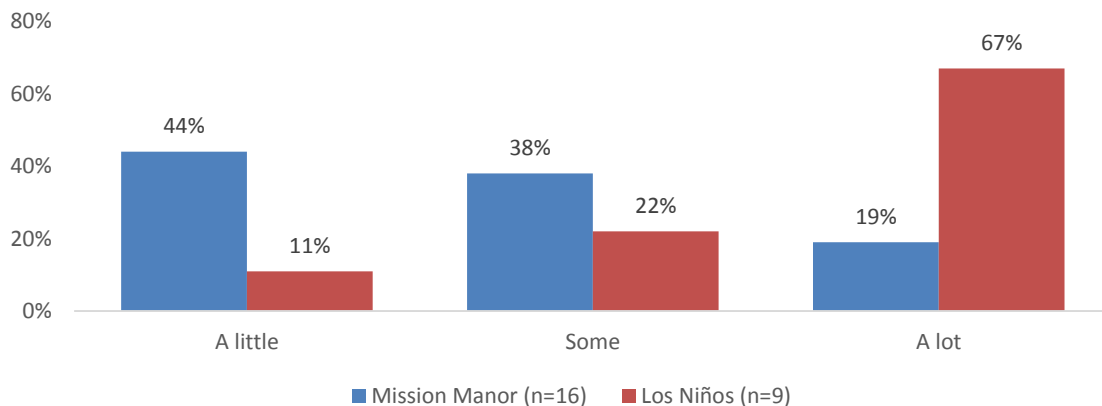


Exhibit 53. How much ELAA intermediate students improved understanding of English, Spring 2105

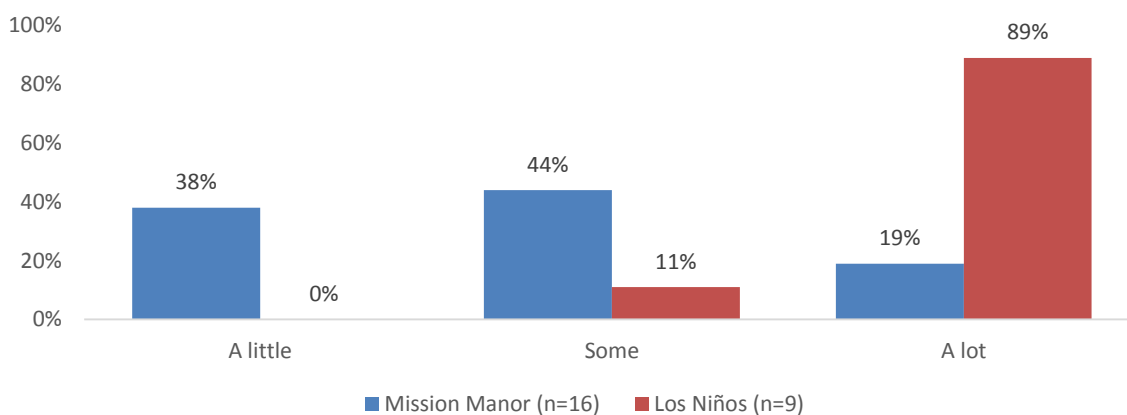


Exhibit 54. How much ELAA intermediate students improved their speaking in English, Spring, 2015

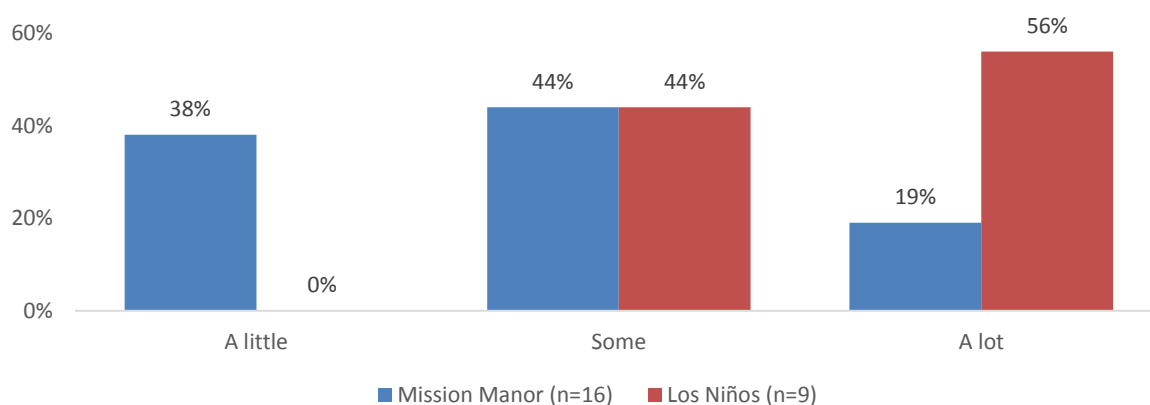


Exhibit 55. How much ELAA intermediate students improved reading in English, Spring, 2105

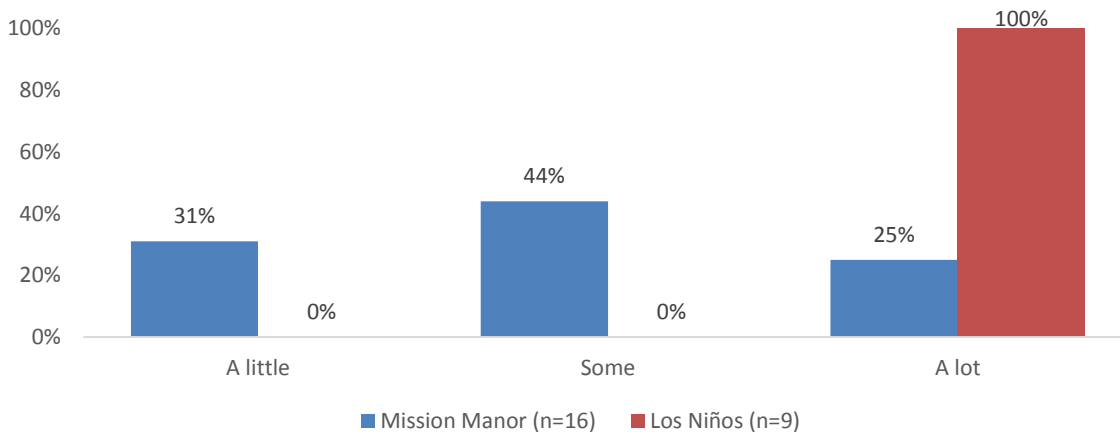


Exhibit 56. How much ELAA intermediate students improved writing in English, Spring, 2015

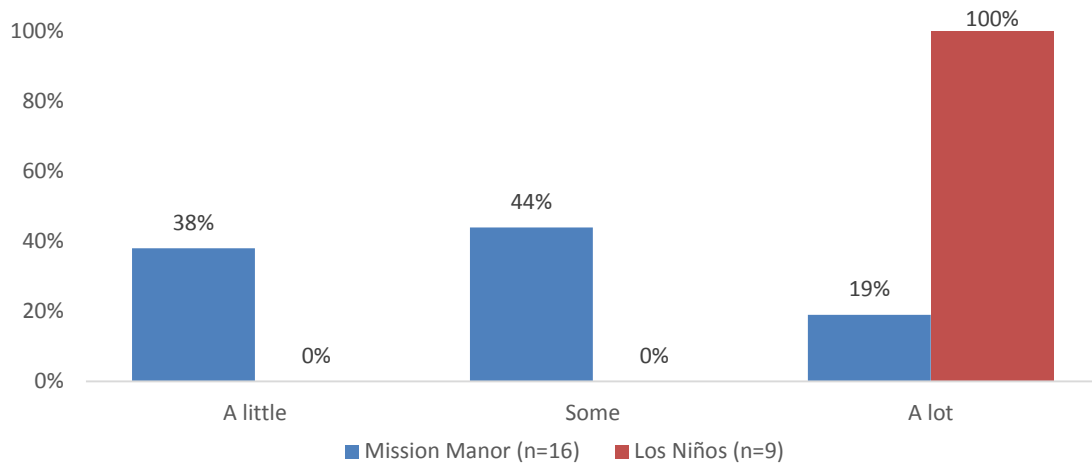
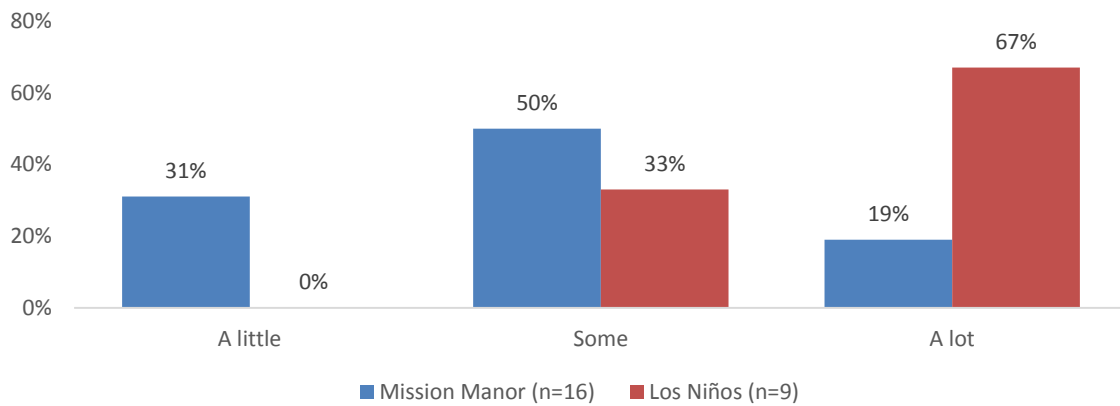


Exhibit 57. How much ELAA intermediate students' confidence increased, Spring, 2015



Student Attitudes

End of Year Attitude measured across the whole school

The Literacy Habits and Attitudes Survey was collected from all students at each school. Exhibit 58 illustrates the number of students by grade at both schools. At Mission Manor, 333 students completed the survey; kindergarten and 3rd grade had low representation. At Los Niños, 510 students completed the survey and all grades had substantial representation (including 6th grade, which was only represented at Los Niños).

Exhibit 58. The number of students completing the Literacy Habits and Attitudes Survey by grade at Mission Manor (n=333) and Los Niños (n=510).

	Mission Manor Frequency (%)	Los Niños Frequency (%)
Kindergarten	13 (3.9%)	62 (12.2%)
First grade	95 (28.5%)	66 (12.9%)
Second grade	61 (18.3%)	78 (15.3%)
Third grade	22 (6.6%)	102 (20.0%)
Fourth grade	92 (27.6%)	93 (18.2%)
Fifth grade	50 (15%)	52 (10.2%)
Sixth grade	NA	57 (11.2%)

Literacy Habits and Attitudes Survey Results for Mission Manor

At the end of the year, over half of Mission Manor students (69.3%, n= 231) reported that they liked or loved reading at school. See Exhibit 59. Even more reported that they liked or loved writing at school (72.0%, n=239). See Exhibit 60. When broken down by grade level, students in the lowest grades appeared to hold more positive attitudes toward reading with a lower frequency of positive attitudes evident in each subsequent grade; only 52.6% of fifth grade respondents reported a positive attitude compared with 100% of kindergarteners. See Exhibit 61. This shift in attitudes was less evident for attitudes toward writing. See Exhibit 62.

Exhibit 59. Year end attitudes toward reading for Mission Manor students. (n= 333).

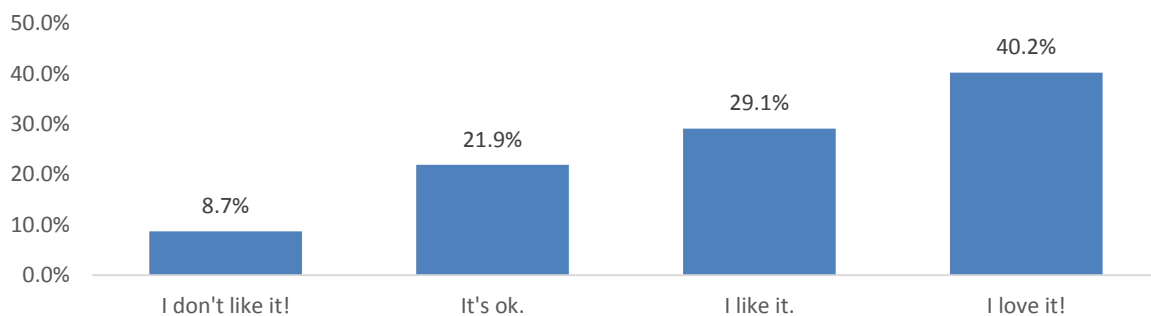


Exhibit 60. Year end attitudes toward writing for Mission Manor students (n=332).

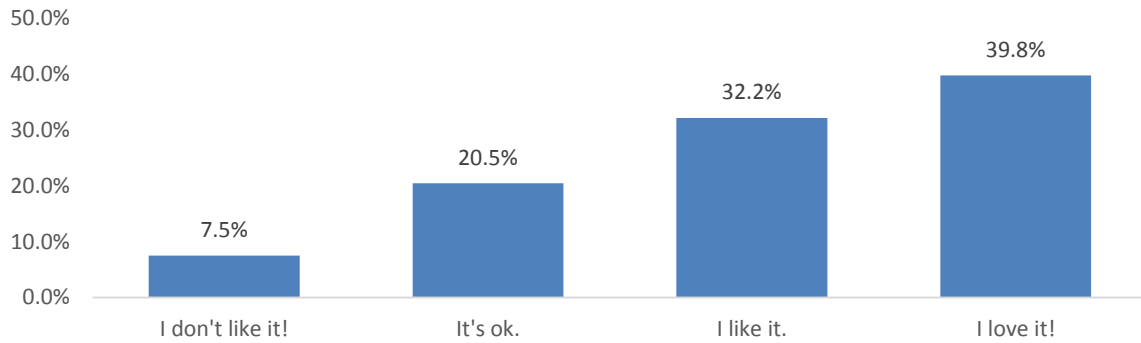


Exhibit 61. Year end attitudes toward reading for Mission Manor students by grade. (n=333)

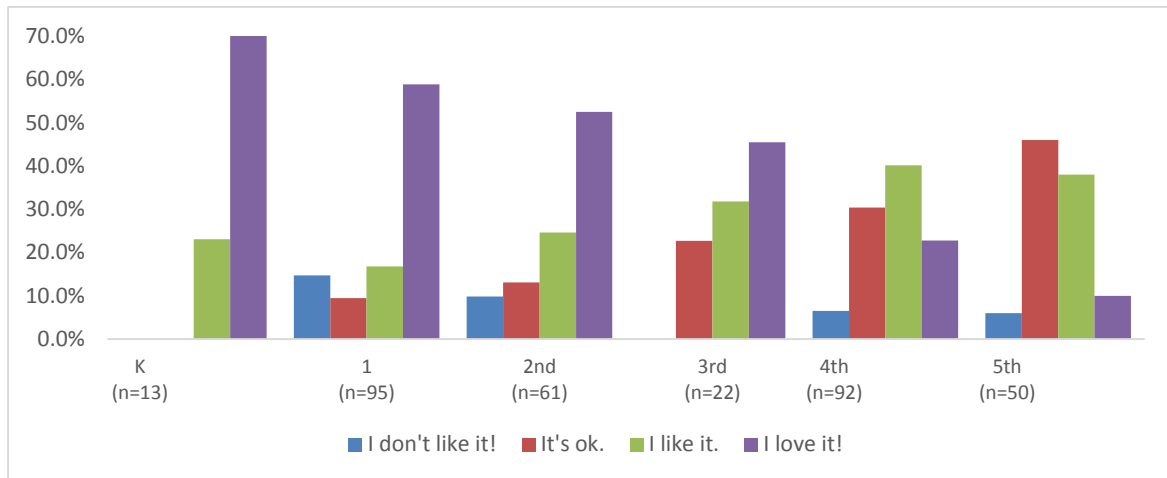
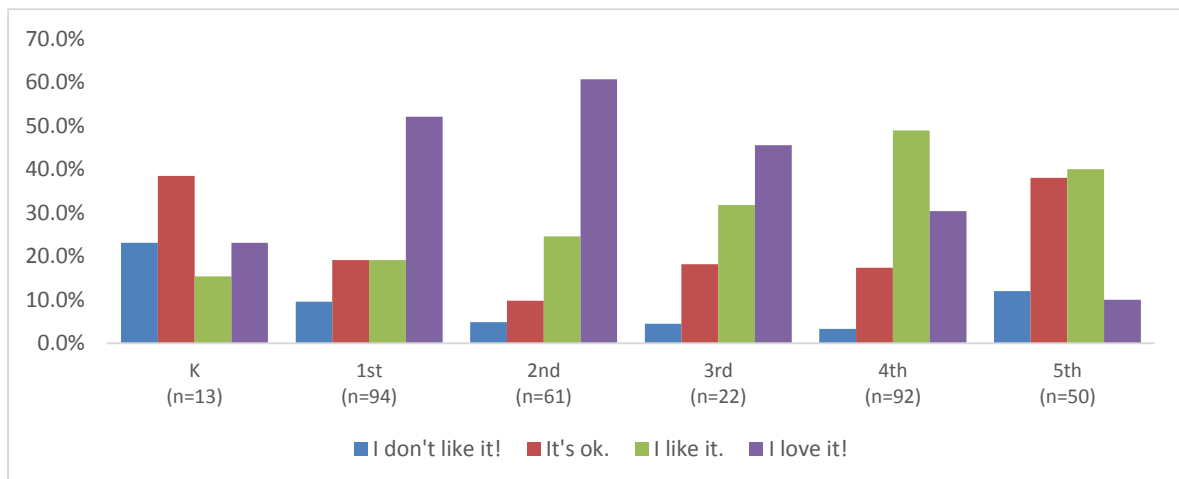
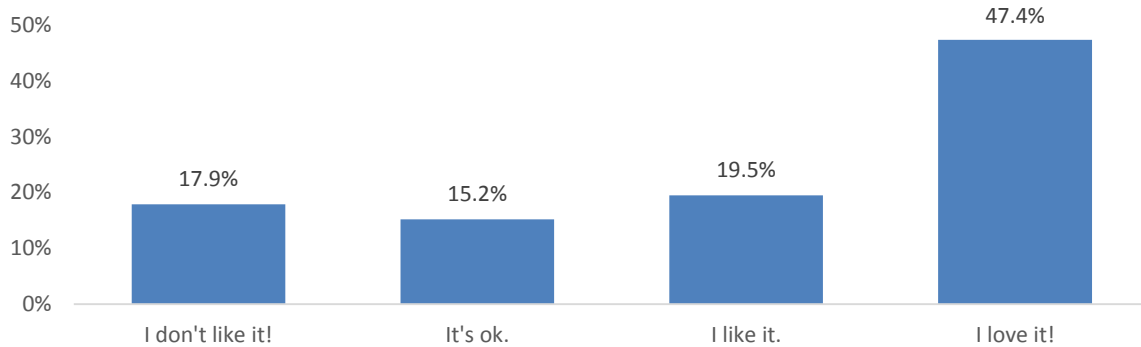


Exhibit 62. Year end attitudes toward writing for Mission Manor students by grade. (n=332)



Overall, 66.9% of students at Mission Manor reported feeling positive about sharing stories they wrote. (See Exhibit 63).

Exhibit 63. Year end attitudes toward sharing their stories for Mission Manor (n=329).



When asked whether they help their brothers, sisters, or other children read or write, 80.8% of Mission Manor students in 1st through 5th grade (n=248) reported that they helped others. (Kindergarteners were eliminated from these analyses because few would have acquired the skillset to assist others by the end of the school year).

Students reported on where they get most of the books they read. They were offered response options of “library,” “school,” and “other,” and asked to describe their “other” responses. Of 325 students at Mission Manor who responded to this question², the most common answer was the library (n=129, 39.7%) followed by school (n= 83, 25.5%). The survey did not distinguish between the public library and the school library so some library responses may have reflected the school library. Other places mentioned specifically included home (n=11), a store (n=7), and online (n=1). Forty-one students listed more than one place.

Literacy Habits and Attitudes Survey Results for Los Niños

At the end of the year, over half of Los Niños students (63.0%, n= 320) reported that they liked or loved reading at school. See Exhibit 64. Even more reported that they liked or loved writing at school (71.1%, n=359). See Exhibit 65. When broken down by grade level, students in the lowest grades appeared to hold more positive attitudes toward reading with a lower frequency of positive attitudes evident in each subsequent grade; only 38.6% of sixth grade respondents reported a positive attitude compared with 82.0% of

² Kindergartener respondents were left out of analyses because the data suggested that in some cases a teacher had provided the answers to this question rather than the students themselves.



kindergarteners. See Exhibit 66. This shift in attitudes was less evident for attitudes toward writing. See Exhibit 67.

Exhibit 64. Year end attitudes toward reading for Los Niños students. (n= 508).

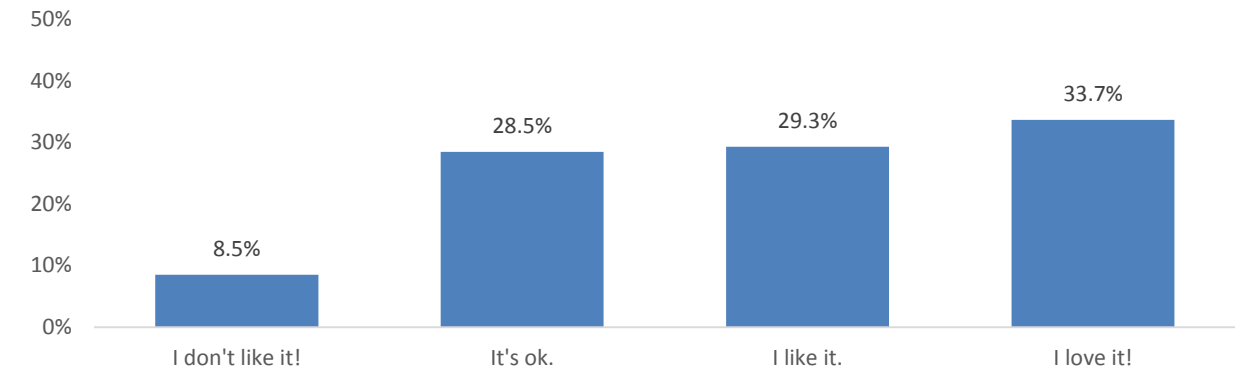


Exhibit 65. Year end attitudes toward writing for Los Niños students (n=505).

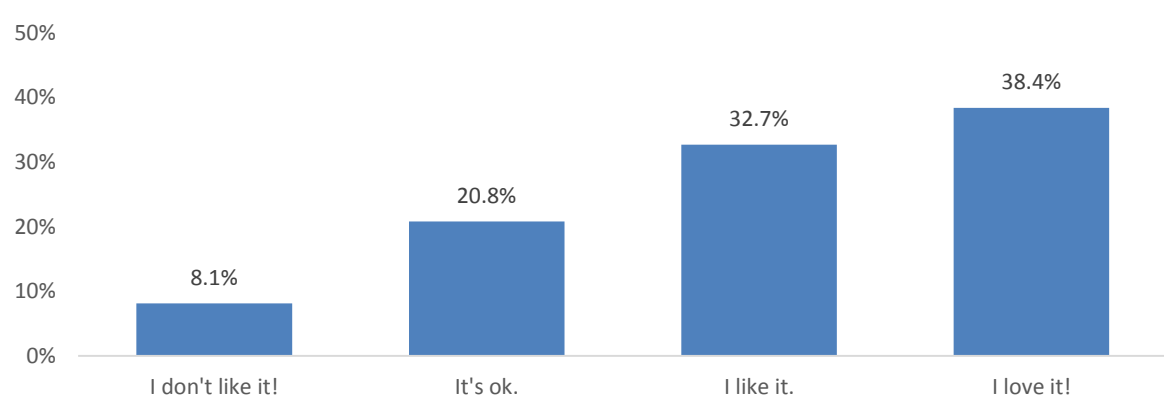


Exhibit 66. Year end attitudes toward reading for Los Niños students by grade. (n=508)

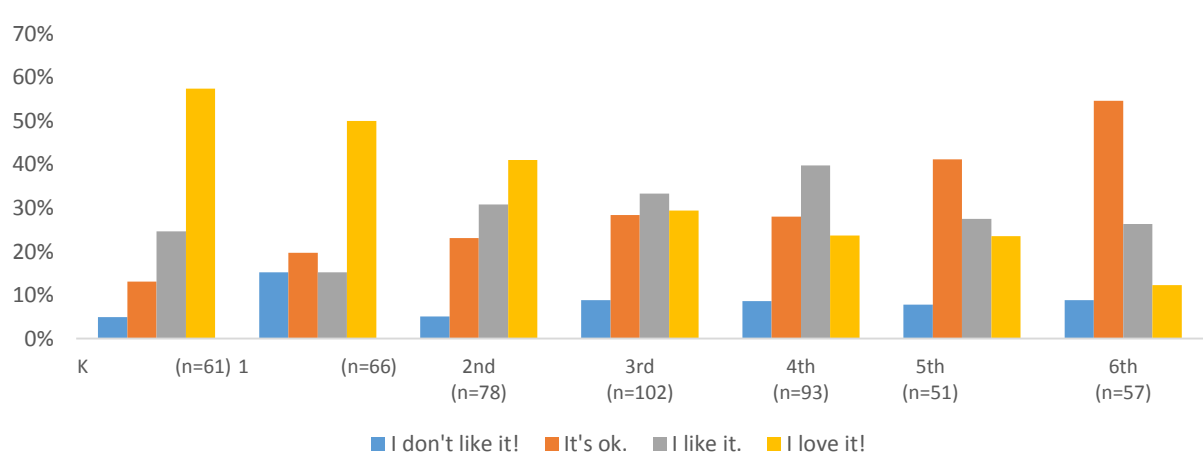
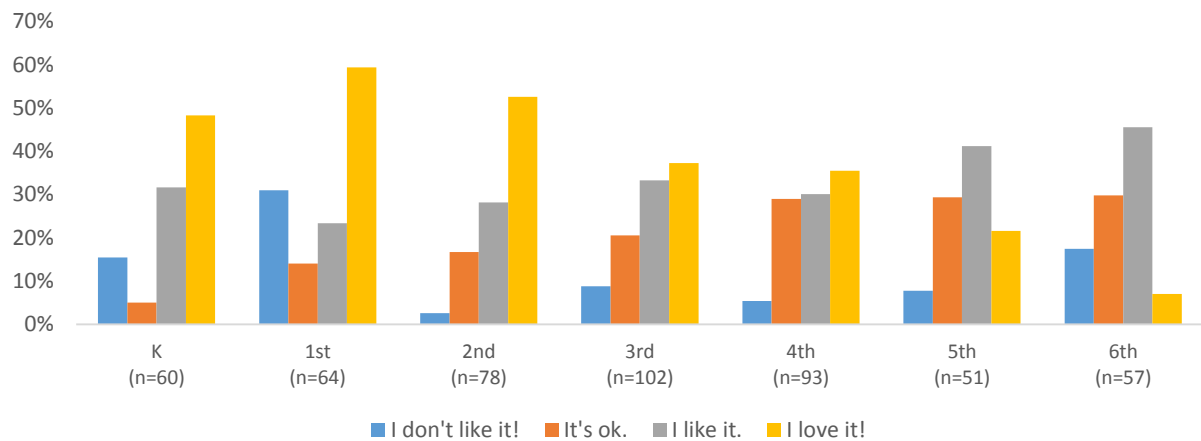
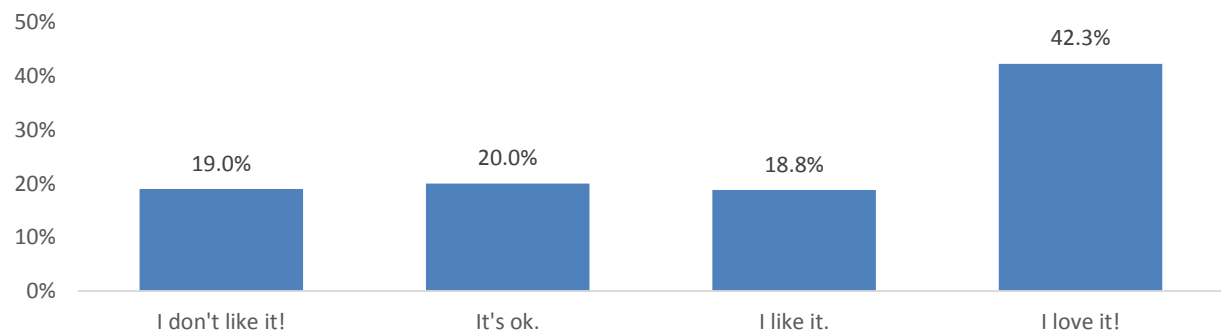


Exhibit 67. Year end attitudes toward writing for Los Niños students by grade. (n=505)



Overall, 61.1% of students at Los Niños reported feeling positive about sharing stories they wrote. (See Exhibit 68).

Exhibit 68. Year end attitudes toward sharing their stories for Los Niños (n=506).



When asked whether they help their brothers, sisters, or other children read or write, 75.3% of Los Niños students in 1st through 6th grade (n=324) reported that they helped others. (Kindergarteners were eliminated from these analyses because few would have acquired the skillset to assist others by the end of the school year).

Students reported on where they get most of the books they read. They were offered response options of “library,” “school,” and “other,” and asked to describe their “other” responses. Of 461 Los Niños students who responded to this question, the most common answer was the library (n=221, 47.9%) followed by school (n= 134, 29.1%). The survey did not distinguish between the public library and the school library so some library responses may have reflected the school library. Other places mentioned specifically included home (n=16), a store (n=14), and online (n=2). Twenty eight students listed more than one place.



Student Reading Level

End of Year Reading Level measured across the whole school

RAPS 360 assessments were conducted with all students four times during the year. RAPS levels for each student at the beginning and end of the school year were provided by SUSD. At Mission Manor, 160 students (24.2%) were missing beginning of the year RAPS scores and 99 students (15.0%) were missing RAPS scores year end. At Los Niños, 161 students (21.7%) were missing beginning of the year RAPS scores and 348 students (46.9%) were missing RAPS scores year end. Analyses were not run on RAPS scores for the school as a whole because of the substantial amount of missing data.



Discussion

There were suggestions that each element of the Infusion Project that was studied had the intended effect on its target population in the predominantly Hispanic Mission Manor and Los Niños communities, although these findings relied, for the most part, on self-report data and not on objective indicators that would provide more reliable and valid data. Although it was not possible to compare beginning of year and year end RAPS data for the entire schools due to a substantial amount of missing data, there were also some indications that effects of Infusion Project activities may have been visible at the school level; again, however, more stringent data collection tools would be needed to confidently demonstrate the effectiveness of the programs. Data collection strategies are still evolving to support illustrating effectiveness of the overall project in enhancing literacy and support for literacy at the school community level.

Family Reading Night, which was available to families of the entire student population, was delivered at Los Niños, where results suggest that the delivery of four sessions had the intended effect according to adult attendees. After each session, all or nearly all of the parents who completed the Family Reading Night Survey reported that they would use the strategies that they learned at home that night with their child; that they thought they would read more with their child as a result of attending the event; and that they felt better prepared to help their child with reading.

There were several indicators of success of the RSI program, which was delivered to students in first through third grade who were underperforming in reading at the beginning of the year. To best understand outcomes related to the most thorough delivery of the program, analyses were conducted only for the students at each school who were assigned a reading coach at the beginning of the year, remained at the school for the full year, and provided RAPS 360 data at the beginning and end of the year. The number of students who participated in RSI for the whole school year and for whom complete RAPS scores were available was almost twice as high at Mission Manor as Los Niños (27 to 14) results; however, more hours were spent in program delivery at Los Niños. Despite some variety in the intensity of delivery, among students who received the programming for the whole year, there were notable improvements in RAPS scores at both schools. At Mission Manor only nine students were still being assessed as “critical” according to year end RAPS scores, compared with 22 at the beginning of the year, and two students were reading at grade level by year end. At Los Niños only two students were still being assessed as “critical” according to the year-end RAPS scores, compared with ten at the beginning of the year, and four students were reading at grade level by year end. Teachers primarily reported moderate to significant improvement in reading skills, attitude toward reading, and engagement in classroom/ learning activities and reported improvement in all areas for nearly all of the students they reported on. All of the RSI coaches who reported their



impressions of student improvement since the beginning of the year reported that their student improved at least modestly in their confidence in reading aloud; nearly all coaches reported that their student's excitement about reading had improved at least modestly and nearly all coaches reported that their student improved at least modestly in their interest in books. In a few cases, coaches reported extraordinary improvement. Reading coaches at both Mission Manor and Los Niños reported an almost universally positive experience, although there was an indication that some students assigned to RSI at Mission Manor had emotional or behavioral difficulties that were hard for reading coaches to manage. All but one reading coach reported that they planned to volunteer for the same school next year. Coaches reported particularly liking to work with students 1-1, help students, and see student improvement.

Parent participants who responded to the TPRC Participant Survey reported very high rates of improvement in relevant areas as a result of the TPRC classes in a variety of areas related to supporting their children's reading. Fully 100% reported that they are "a lot" more comfortable reading aloud to their children as a result of the TPRC classes and 93% reported that they are "a lot" better prepared to help their children learn to read as a result of the TPRC classes.

Beginning and intermediate students from the ELAA classes at both schools, which were open to parents and others, self-reported improvement in their understanding and communication in English as a result of the class their English skills. Participants also reported involvement in their child's school as a result of the class. Teachers reported that skill improvement was evident among their students, particularly in the deliveries where attendance was consistent.

Approximately half the students at Mission Manor and a little more than two thirds of the students at Los Niños completed the Literacy Habits and Attitudes Survey in an effort to understand student opinions about reading and writing after the year of the Infusion Project programming. Due to the amount of missing information, results should be considered tentative. At the end of the year, over half of Mission Manor students reported that they liked or loved reading at school and even more reported that they liked or loved writing at school. However, when broken down by grade level, the distribution of positive attitudes about reading was strikingly different across the grades, with lower grades reporting more positive attitudes. These findings were very similar for Los Niños, where over 63% of students reported that they liked or loved reading at school and over two thirds reported that they liked or loved writing at school. Yet, again, when broken down by grade level, students in the lowest grades appeared to hold more positive attitudes toward reading with a lower frequency of positive attitudes evident in each subsequent grade. The consistency of these findings across schools points to developmental issues at play and



implies that it may be difficult to draw conclusions about overall project effectiveness using a single tool across all grades.

At both sites a shift by grade in attitudes was less evident for attitudes toward writing. Further, a majority of students at both schools reported feeling positive about sharing stories they wrote. These findings suggest a possible impact from STS!, an Infusion Project element that was not included in the evaluation. Reliable data regarding STS! and research with intervention school students and a control student population could better illuminate these implications.

The following recommendations are made for program improvement:

1. To maximize the potential of evaluation activities to demonstrate project effectiveness:
 - a. Continue working with school partners responsible for collecting and sharing RAPS data to better provide for analysis of program and school-level effects of the Infusion Project;
 - b. If an assessment tool for skill measurement that is appropriate to the backgrounds and literacy levels of Literacy Connects' adult learners can be identified, consider developing and collecting data that objectively assesses measurable change in skills in relevant areas;
 - c. In assessing reading and writing attitudes of students across the elementary school population, consider using data collection tools that take developmental issues into consideration. More than one tool may be necessary;
 - d. Improve data collection for both individual programs and for larger indicators. For example, while data collection from volunteers and teachers can be difficult to achieve, it would be optimal to have RSI teachers and coaches reporting on more of the students;
 - e. Consider identifying a reliable strategy for collecting and reporting on the effects of Stories that Soar to confirm the effectiveness of its role, currently hinted at in school-level indicators.
2. RSI coaches at both sites reported an almost universally positive experience and all but one reading coach reported that they planned to volunteer for the same school next year. To maintain continuity of volunteers, continue meeting their needs and addressing their concerns:



- a. Assure that students with emotional or behavioral difficulties that are hard for reading coaches to manage are not assigned to RSI
- b. Address minor dissatisfaction with Site Coordinator support at Mission Manor.
- c. Consider addressing the RSI program improvements suggested by RSI coaches, including more time per session; shorter Professional Development sessions; begin earlier in the year; reach out to more students; more teacher contact at the beginning of the year and during the year; fingerprinting done earlier; more activity resources; and more communication between school staff and RSI coaches about student unavailability due to testing.



Appendix 1. Family Reading Night Responses: What else would you like to learn about to better support your child in school?

Family Reading Night #1, Los Niños

- *How to get them to understand that there is more than 1 sound for each letter*
- *Just how to help them keep more focused for the amount of time*
- *Communicating with teacher to learn her reading level and how I can help her learn to read*
- *Any useful material will help*
- *Math*
- *Helping with other homework as in math*
- *Computers – math*
- *How to learn how to help my son with his homework*
- *How to make reading more fun and interesting*
- *Everything necessary*
- *More outings*
- *Aprender y practicar mas Ingles [to learn and practice more English]*
- *Aprender ingles [learn English]*
- *How to keep them a lil more interested in school*
- *How to better help sounding out words*
- *Entender mejor se tarea para ayudarlo. Yo se que cada vez sera mas dificil como vaya pasando de grado. [Translation: To better understand the homework in order to help with it. I know that it will be harder with each passing grade.]*
- *It would be good to teach children here how to read in spanish. Children learn faster when they are bilingual.*
- *Tecnicas de estudio y preparacion de examenes, tecnicas de concentracion [Translation: study and test preparatino techniques, concentratiion techniques]*
- *Aprender ingles, hablar, para asi ayudarlo con su lectura, escritura y tareas [Translation: To learn English, to speak, so as to help with their reading, writing and homework.]*
- *After school programs*
- *Mas estrategias para que mi hijo no se distraega a la hora de leer [Translation: More strategies so that my son is not distracted during reading time.]*

Family Reading Night #2, Los Niños

- *Leer y comprender mas ingles para ayudarles major [Translation: To read and understand more English in order to help more.]*
- *How to make reading more fun and interesting*
- *Any games that would make reading fun like the ones they did tonight*



- *Aprender el ingles [Translation: To learn English.]*
- *Aprender a leer mas con ellos [Translation: To learn to read more with them.]*
- *Asking more open ended questions about what they read*
- *Different fun games to get our children engaged in reading*

Family Reading Night #3, Los Niños

- *Math*
- *How to motivate to read and write*
- *To continue the excellent work you're doing in [teacher's] class*
- *Please do this again*

Family Reading Night #4, Los Niños

- *Everything! Anything!*
- *Learn English*
- *Teaching comprehending*
- *Consistency*
- *Everything I need to know to teach my children*
- *How to support they when are learning to read*
- *Help with math activities of some sort. By the way, I loved e handouts!!! Great packet!*
- *English*
- *Lecture ideas*
- *Reading tips on card stock for k-2*
- *What are the best books to read or should I just let the child choose a book*



Appendix 2. Reading Seed Intensive Reading Coach Use of Resources

Professional Development. Reading coaches reported attending between none and four Reading Seed Professional Development Workshops during the year. Results are reported in Exhibit 1a. Most RSI reading coaches attended one or more Professional Development Workshops.

Exhibit 1a. Frequency of RSI reading coach attendance at Reading Seed Professional Development Workshops. (n=18)

Number of Professional Development Workshops attended	Percentage (Frequency)
0	16.67% (n=3)
1	33.3% (n=6)
2	11.1% (n=2)
3	22.2% (n=4)
4	16.67% (n=3)
Total	100% (n=18)

Reading coaches who attended Professional Development workshops reported finding the following most useful about the workshops:

- *interaction with other coaches*
- *I get great ideas from [PD instructor] and from other coaches.*
- *just initial training, most helpful in conveying attitude and standards*
- *As a new coach, hearing what experienced coaches had to say made me feel more prepared for my first year. Also their book suggestions were helpful.*
- *Learn new methods to work with your student*
- *It gave me the tools/suggestions I needed to work with students who were younger than I was used to.*
- *Presentations and talking with other coaches*
- *Even though I have taught for a great number of years, I might have forgotten or needed refreshers.*
- *The ideas expressed by the instructor (well qualified) and the interaction with my peers.*
- *Learning about phonological awareness and skills*
- *[PD instructor] is amazing in providing tools and helpful strategies for keeping the kids engaged. The PD on comprehension was very helpful for me.*



Reading coaches who reported attending no Professional Development Workshops provided information about what interfered, including the following:

- *I have not been able to drive for most of the school year. Also, my energy level does not let me do much more than I am already doing. I find riding the bus more than necessary exhausting.*
- *Work full-time; difficult to take time off to attend workshops. The workshops that were provided on the weekend filled-up quickly - it just never worked out.*

Reading coaches were asked what Professional Development topics were not covered this year they would like to see offered next year. Responses included the following:

- *I need help with connection with students.*
- *More detailed examples of what the teachers listed as learning priorities and just what these mean. (Ex: Fluency, Decoding, etc.) As a non-teacher, I was not sure exactly what these meant or how best to address them.*
- *My biggest problem seems to be giving the student a way to figure out how to pronounce "thought, through, and thorough" and whether it is read or read before they've figured out the context. Also, why is weather pronounced with a short e and reading with a long e?*

Reading Seed Lending Library. Fifteen reading coaches reported that they used the Lending Library. Of those who did not, their reasons for not using the Reading Seed Lending Library was typically that the school already had a good selection of books available (n=3). This was also mentioned by some reading coaches who did use the Reading Seed Lending Library (n=2).

Reading Seed Free Book Area. Seventeen reading coaches reported using the Reading Seed Free Book Area. Sixteen reading coaches reported giving their students books from another source (in addition to books from the Reading Seed Free Book Area in all but one case).

Reading Seed Game Board. Eighteen reading coaches reported using the Reading Seed Game Board with their student.

Reading Seed Journal. Sixteen reading coaches reported using the Reading Seed Journal with their student. Two reported not using it, one because her partner coach used it instead and the other because her students were not interested and lacked the writing skills. Eleven (of



20 respondents, 55%) indicated that the Writing Activities handout was helpful. Two reported that they did not recall receiving the document.

Skill-Building Games & Activities Guide. Twelve reading coaches indicated that they used the Skill-Building Games & Activities Guide. Asked which activities they and their student enjoy most, reading coaches reported the following:

- *Flash car war where they kept the card for a correct answer*
- *the home-made dixie cups, Tower of Language, Tell Me a Story*
- *Words on a cup - for instant visual recognition*
- *Word fish*
- *Word games*
- *Word family chart, reader's theater, reading race*
- *They both like using the white boards to substitute one or two letters to make new words. It would be helpful to have elementary or beginning dictionaries for us to use with our students 1st through 5th.*
- *[Student] did enjoy working with the cards described above.*
- *Word cards and then creating a sentence with the word. We made up silly sentences which made it more fun*
- *Rhyming Sounds, "Go-Fish" word game, Flash cards, Word Bingo, BrainQuest cards, Contraction cards, Idioms and Homophone cards*

Most Helpful Resources. Reading coaches were asked what resources they found most helpful. Results are reported in Exhibit 1b. The most frequently selected was the Reading Seed Free Book Area. The least selected was Professional Development.

Exhibit 1b. Most helpful resources.

Resource*	Frequency
Professional Development	9
Reading Seed Lending Library	15
Reading Seed Free Book Area	16
Reading Seed Game Board	11
Reading Seed Journal	12
Skill-Building Games & Activities Guide	10

*Respondent could select more than one option.



Appendix 3. Open-ended Responses by Reading Seed Intensive Coaches regarding the Reading Seed Program

The best part of the RSI program. RSI reading coaches reported following when asked about the best part of the Reading Seed program:

- *It took me WAY out of my comfort zone and gave me the opportunity to interact with and hopefully help students.*
- *It is a fun way for kids to learn to read and learn to love reading. It is nurturing for the child and uber rewarding for the coach.*
- *The children come to view reading as a positive activity.*
- *Watching the kids improve.*
- *Interacting with students and teacher, sharing my enthusiasm and love of reading.*
- *I was lucky to have had two students who both liked to read. Seeing how they seemed to enjoy their time with me was pleasing. They both enjoyed talking to me about what they had done over the weekend and on holidays and I was able to find books relating to these activities that they seemed to enjoy. Seeing these students relate to me and how they are advancing in their reading ability and their self-confidence has been very gratifying.*
- *I hope that the little time we are with the students they appreciate reading for pleasure as well as for school assignments.*
- *Helping a student improve their reading skills and making reading exciting.*
- *Working one on one with the student and seeing their interest in reading expand. And, how excited they become when they recognize their reading and comprehension skills have improved. It does as much for me as it does for the student. Reminds me of what's really important.*
- *Being with the student one on one--It allows them to relax (a little) and concentrate on becoming better readers. Because coaches are provided with lots of support and suggestions, students' reading progress/success is inevitable.*
- *Being able to read with the student one-on-one, and discuss his/her interests, which helps in choosing reading materials that motivate the student to read.*
- *Well-organized but flexible and supportive culture in the program. Child-centered! Excellent supply of books, dedicated staff. The kids are the best.*
- *The free books and the leveled library. The journal are useful and the students enjoy the games because they get to work one on one with a coach.*
- *Probably the time I spend with the students, determining which practices are going to be the most beneficial for each student.*
- *Getting to know the students and see their progress*
- *The resources and ability to assist children in the development of their reading skills. The basis for learning and developing skills to become successful in life. The potential to develop*



the students self confidence in themselves and others. The opportunity to earn the trust of the student and they ask you for assistance knowing that we care about them and their well being.

- *The best part of the Reading Seed program is the one-on-one experience that the student and I share. This is exclusive time that someone is paying complete attention to them and listening to them. It is so rewarding to watch them 'blossom' over the course of the year and become more confident not only in their reading, but in expressing themselves as well. To have an adult who is interested in what they have to say while at the same time expanding their understanding of what the ability to read offers them, which is of course, a whole new world.*

How the RSI program can be improved. Reading coaches offered the following suggestions for how the Reading Seed program can be improved:

- *I know it is necessary to present a lot of material at workshops, but more, shorter workshops would help me (From the guy that complains about student attention spans). After 60 - 90 minutes I start to shut down.*
- *Begin earlier in the year.*
- *Doing great - looks like you've thought about almost everything!*
- *It is great just the way it is.*
- *Brief meetings with (or at least feedback from) the teacher (beginning, middle, end of program. Better communication re student absence or non availability.*
- *It is a great program because of the one on one the students and coaches spend with each other.*
- *Reach out to more students.*
- *I've worked only in the Intensive program and have no idea how other coaches do anything in 30 minutes. The 45 minutes was often barely enough. Seeing the progress [student] was able to make, I think a student without his problems would be a real "winner" to teach. I was greatly helped by the graded learning packets that were pro-vided. I'm sure I would have benefited from the professional development programs because I learned just from talking with other coaches as we came and went from the office.....I would like to have the finger printing done earlier (I think we have to redo it every 2 years) so that waiting for those results would not hold up the first day of working with my student.*
- *Have more activity resources available.*
- *For my experience at Mission Manor, the one area of improvement would be communication between staff and RS coaches. Too often, we had last minute notification of student testing that would make our students unavailable to us.*



Additional feedback. Reading coaches offered the following additional feedback:

- *Each of my students were sick at separate times and I got sick each time. We use had gel before we start but sitting in such close proximity and touching the same book as well they are coughing and blowing their noses makes it impossible to prevent direct exposure. I am wondering if we can decline to work with them if it is obvious they are sick. I was very ill each time.*
- *If [student] is in the program next year, I would definitely like to continue working with him. He is a bit shy, and he and I have established a rapport. We enjoy working together.*
- *I appreciate being able to work in the intensive program, which has many materials available to the coaches on site, as opposed to the other schools, at which the coaches have to find more materials themselves. I also enjoy working in the Sunnyside District feel very at home there. I hope that Mission Manor and this district continue to take advantage of the Reading Seed program, even as they experience more and more budget cuts. It is a valuable resource for students who need the extra help. As more students will be added to Mission Manor next year, I am concerned about increased lack of space for private one-on-one coaching, so I hope that the school administration will be able to work this out. I know they have done their best to accommodate the program so far, but each year gets more difficult.*
- *[LI staff member] was a fantastic site coordinator and definitely a real asset to have available to coaches and students alike.*
- *The on-site Coordinators [LI staff members] were so very helpful to me and were there not only to answer my questions and provide ideas, but took special interest in my students by searching and collecting books, quiz cards, etc. on the subjects in which they were most interested and having them ready for me for the next week's class. They were great!*
- *Because I know I can make a difference for the students in the program, I will continue for as long as I can. I feel needed and supported. Thank you for all you do!*
- *I strongly feel 45 mins 2x week is needed for genuine impact.*
- *Maybe more teacher work books that coaches can get ideas from (example word ladders, start with one word change one letter to get to another word.)*
- *We have a strong team that is willing to adapt and develop or incorporate new ideas into the program. I am proud to be part of this organization.*



Appendix 4. ELAA students' descriptions of situations in which they are using English in their daily lives as a result of the ELAA class

Fall - Beginning

Mission Manor

- *[Now] I can better understand homework given to me in my school.*
- *In homework I consult with my daughter about the words and how to pronounce them.*
- *In my work.*
- *Fui a comprar algunos articulos y le explicaba al empleado que queria comprar*
[Translation: I went to purchase a few articles and I explained to the employee what I wanted to buy].
- *In my work, friends and family.*

Los Niños

- *I call the Doctor and I put appointment for my friend son.*
- *Consulta con clinica para poner citas, en la escuela con maestros.* [Translation: Consulting with the clinic to make appointments; at the school with teachers].
- *Usando el diccionario en las tareas de ingles con mis hijas.* [Translation: Using the dictionary on English homework with my daughters].
- *Cuando tengo que ayudar a mis hijos con su tarea o cuando hago llamadas telefonicas que necesito hablar ingles.* [Translation: When I need to help my children with their homework or when I make telephone calls where I need to speak English].
- *Preguntas come fecha de nacimiento y lo que le duele a mi hijo.* [Translation: Questions like date of birth and what is causing my child pain].
- *Cuando voy al super a comprar el mandado de la semana pregunto cuando no encuentro algun producto o si tengo una duda.* [Translation: When I go to the supermarket to purchase the weekly groceries, I ask if I do not find a product or if I have a doubt].
- *Puedo hacer citas mejor y mas entendibles.* [Translation: I can make appointments better and understand more].



- *Entiendo mas en las tareas de mi hijo y en las tiendas me comunico mejor.* [Translation: I understand more in the homework of my son and in the stores I communicate better].
- *Entiendo un poco mas en las cosas que busco en las tiendas.* [Translation: I understand a bit more in the things I look for in the stores translated from Spanish].

Fall - Intermediate

Mission Manor

- *Once I called to make a Dr. appt and the lady did not speak Spanish so I did everything in English and at the end I apologized for my English and she told me "Your English is very good, better than my Spanish".*
- *I speak more English at work, with my boss, with my friends.*
- *When I am in a restaurant I can order my food.*
- *I made my credit card payment and understood the options*
- *I speak English on the phone*
- *When my children speak English, I can help with homework.*
- *In the store I can speak with the cashier*

Los Niños

- *En las tiendas y compras puedo un poco mas checar los precios. Consultas con los medicos puedo hacer citas.* [Translation: In stores and with purchases I can check prices a little better. Consultations with medical personnel, I can make appointments].
- *Cuando me encuentro con una persona que no habla espanol ya no me da tanta pena.* Translation: I am no longer so distressed when I find myself with a person who does not speak Spanish].
- *Mas entiendo al ver peliculas en ingles.* [Translation: I understand more when I watch movies in English].
- *Cuando hablo con los medicos y me piden toda la informacion de mi estado de salud y en el restaurante y el banco me comunico mas.* [Translation: When I speak with medical professionals and they ask all my health information and in the restaurant and the bank I communicate more.



- *I use more in my job, thank you teacher for be my teacher.*
- *Puedo pedir refills en la farmacia por telefono.* [Translation: I can request refills at the pharmacy via telephone].
- *Puedo hablar por telefono sin mucho problema.* [Translation: I can speak on the telephone without much problem].
- *Entiendo mucho mas y me siento con mas confianza al ayudar a mis hijos con las tareas y cuando voy a la tienda, pregunto y me entienden mejor.* [Translation: I understand much more and I feel more confident in helping my children with their homework and when I go to the store, I ask and they understand me better].
- *Puedo hacer citas.* [Translation: I can make appointments].
- *Me ayuda a comunicarme mas con mis niños y en las tiendas.* [Translation: It helps me communicate more with my children and in the stores].
- *Cuando hablo con mi hija, y ELAA me corrige cuando pronuncio mal alguna palabra.* [Translation: When I speak with my daughter and she corrects me when I pronounce a word incorrectly].

Spring - Beginning

Mission Manor

- *I can communicate a little better with my classmates.*
- *In my work and in the schools.*
- *In my case, I knew nothing of English. Neither numbers nor letters and today I understand more English and these classes have helped me greatly in all my personal life. Many thanks tutors for your efforts.*
- *Doing homework with my children.*



Los Niños

- *I read more English.*
- *I can order food and request the check in restaurants and I can seek better purchases and prices when I shop.*

Spring - Intermediate

Mission Manor

- [none]

Los Niños

- *I help my grandchildren with their homework and I read books in English.*
- *At the store, when someone is struggling with their English I feel I can help.*
- *To communicate what I am looking for in the stores.*
- *With my purchases, when I have to return items that I purchased.*
- *I use more English at work and I feel more confident. Thank you teacher.*



Appendix 5. ELAA students' descriptions of whether and how the class made a difference in their lives [Spring only]

Spring - Beginning

Mission Manor

- *It helped me to review a little more what I saw in class and it reinforced what I have learned.*
- *I am more involved in coexisting with my companions and this helps me have more communication with my bosses in my job.*
- *With these classes I can say that I understand a little more and I hope to continue attending these classes. Thank you very much for spending your valuable time with us.*

Los Niños

- *Much, because I feel more motivated to learn, speak and write in English.*
- *It has helped me a little.*
- *I'm happy.*
- *I can help my children more with their homework.*
- *The class has made a very large impact on my life because I have learned more and I feel very good.*

Spring – Intermediate

- *Yes because I can speak more English.*
- *Yes (n=2)*
- *Yes it did. I feel more confident interacting in English.*

Mission Manor

Los Niños

- *I am more interested in studying English. I try to speak more English to practice.*
- *Because of this class I have decided to pay more attention to people who speak to me in English.*
- *To motivate me to keep learning more English.*



- *Every class I learn something new; vocabulary, how to ask basic questions, how to help my children with their homework. I see how proud my children and husband are my attending school and I have also made new friends.*
- *I liked it because you review and learn and it encourages you to practice the little or the much one already knows.*
- *More than the class, it is the teacher (who has made the difference). Thank you.*
- *It helped me involve myself more and communicate better.*

