"*Mi granito de sal:*"
An Evaluation of Briya Voices for All

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"Cuando me invitaron al grupo, me hicieron sentir que, 'tu tienes voz para otras personas.' Así yo no soy la única que piensa que su voz no cuenta. Con el grupo... me hace sentir que puedo dar mi contribución, como *mi granito de sal* para poder ayudar en la comunidad donde yo vivo, donde mi hija va a pasar muchos años en las escuelas. Y eso es la razón porque yo decidí invertir tiempo en el grupo."

Adriana, Briya Voices for All participant

Introduction

Briya Public Charter School (Briya) is a nationally recognized, two-generation educational program that has been serving immigrant families in Washington, DC for over 30 years. At Briya, children ages zero to five enroll in early childhood and prekindergarten classes while their parents take English as a Second Language (ESL), high school diploma, or workforce courses. Families receive wraparound services through Briya's partnership with Mary's Center, a federally qualified health center with co-locations at three of Briya's four sites. Fostering parent leadership is a critical component of Briya's programming and is carried out through adult education classes, student council, student ambassadors, and its student advocates group, Briya Voices for All (BVFA)[1].

In early 2020, Briya received a grant from the National Center for Families Learning (NCFL) to support Family Service Learning (FSL). Briya used the grant to support BVFA, an existing program for students interested in learning about advocacy and community organizing. BVFA grew out of students' interest in taking action against injustices that they observed in DC's immigrant community. It started as an optional class during summer school in 2019 but was so popular that students asked the school to continue it during the school year. While space and staffing limitations did not permit the continuation of a standalone class, the group proceeded to meet weekly during the one-hour break between morning and afternoon classes[2] starting in the 2019-2020 school year.

During the evaluation period, BVFA chose to advocate for three issues: to change the guidelines for re-enrolling for insurance benefits through DC's state-funded health insurance program, DC Alliance, to secure cash assistance for workers during the pandemic, and to increase access to affordable housing.

The DC Alliance program requires individuals to reenroll every six months in person at a single location in DC. Families report that this process starts early in the morning when they must wait in line for the office to open; often it takes an entire day to complete the intake and acquire insurance cards. If any forms are missing, they have to start the process again. Families are frustrated that they have to miss school and work every six months to do this and want the time period extended to 12 months with online options for reenrollment. BVFA focused on DC Alliance advocacy from October 2019 through March 2020 and made significant traction by meeting with city officials and testifying in front of DC City Council. As of February 2021, there is

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[1] The students voted to adopt BVFA as the name of their group in October 2020. Previously, they were called "Briya Student Advocates." For the purposes of this report, I am using BVFA throughout for consistency and readability.

[2] Briya students enroll in either morning (9:00-11:30) or afternoon (12:30-3:00) classes.

a bill going through Council to extend the timeline but questions around how it would be funded.

Once the pandemic hit, momentum for changing DC Alliance faded and other needs arose. In March 2020, BVFA joined a coalition of organizations in the city advocating for cash assistance for workers not eligible for unemployment insurance or federal stimulus checks. These efforts resulted in the DC City Council allocating $14M to the cause and individuals receiving debit cards with $1,000. In fall 2020, BVFA returned to working on DC Health Alliance, and also decided to form a subcommittee on affordable housing in DC.

BVFA is facilitated by Billy Cerullo who is a Family Services Coordinator at Briya's Sharpe site. Billy's primary role at the school is to work with families to help them address barriers to their educational success. For example, he shows families how to obtain nutritional assistance, get a school transportation subsidy, secure stable housing, obtain employment, and make educational choices beyond Briya. He also has a passion for and extensive training in organizing. Outside of Briya he is the Director of Training at [Rising Organizers](), a DC-based group that trains future community organizers. In facilitating BVFA, he follows the frameworks displayed in Appendix B of this report – the 12 Principles of Organizing and the Lifecycle of an Organizing Campaign.

Both the grant and the request of this evaluation were designed for two FSL cohorts at Briya. The first cohort would be for students from spring 2020 and the second would be students in fall 2020. While there is some mobility in and out of the group, just over a third of the group stayed consistent from spring to fall.

Family Service Learning

As part of the grant, NCFL trained Briya staff on its FSL model and process. The model is rooted in an ethic of community service with an added component of Parent and Child Together Time (PACT) (Cramer & Willson Toso, 2015). In addition, NCFL employs an FSL process with the following six components:

1. Investigation: Together, parents and children investigate community problems that they might potentially address. Investigation typically involves some type of research and community-mapping activity.
2. Planning and preparation: Teachers, parents, children, and community members plan the learning and service activities and address the administrative issues needed for a successful project.
3. Action (implementing the service activity): This component includes the actual completion of a family service experience. This component can assist families in developing important knowledge, skills, and attitudes, and it yields direct benefit for the community.
4. Reflection: Activities that help parents and children understand the service-learning experience and think about its meaning and connection to them, their society, and what they have learned in school.
5. Demonstration of results and celebration: Families, community participants, and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future. This is a good time to share the results of a successful project with the larger community.

6. Sustainability: Sustainability in service learning is defined as the ability to maintain or increase program efforts by building constituencies; creating strong, enduring partnerships; generating and leveraging resources; and identifying and securing funding sources that are available over time. Institutionalization addresses the extent to which service learning is integrated into the culture and goals of a school, community organization, or institute of higher education. (Cramer & Willson Toso, 2015).

Evaluator Positioning

I have been connected to Briya for more than 13 years. At the end of 2007, I was hired to be a Family Literacy Instructor teaching beginning and intermediate ESL classes, parenting, and parents and children together (PACT) time. Eventually, I became the Adult Education Coordinator at the Ontario Road site. In 2011, I left for graduate school but occasionally took on contract work coaching teachers and delivering professional development. Since 2018, I have worked as an independent consultant for Briya providing research, evaluation, and policy services. I have a Briya email address, attend staff meetings, and – prior to March 2020 – worked on-site two days per week.

My knowledge about Briya and established relationships were an asset to this evaluation as I know how the school is structured and have direct access to students, staff, and the school's data systems. However, when engaging in data collection, analysis, and reporting activities, I suspended previously held beliefs in order to be an objective evaluator. My training as a researcher and extensive experience conducting mixed methods studies have prepared me to recognize my biases in order to stay true to the intent of my work. Throughout this evaluation, I aim to let the data – often collected directly from staff and students – tell the story of BVFA and its impacts on participants and the larger community.

Evaluation Design

I conducted a two-phase, mixed methods evaluation of BVFA carried out over a 12-month period beginning in February 2020 and concluding in February 2021. In aligning with the requests of NCFL, the first phase consisted of a process evaluation of BVFA from February 2020 through July 2020. This portion of the evaluation focused on how Briya was implementing the six components of NCFL's FSL model including parent-child efforts to co-design service-learning opportunities and the role of NCFL coaching. The second phase was an outcomes evaluation focused on the development of parent leadership, workforce, and language skills.

Evaluation Questions

The evaluation addressed six evaluation questions (EQs), three pertaining to the process evaluation and three pertaining to the outcomes evaluation.

Process Evaluation Questions

EQ1: How did BVFA carry out the six components of family service learning?
EQ2: To what extent were FSL opportunities co-designed by parents and children?
EQ3: What role did NCFL coaching play in the program implementation for BVFA?

Outcomes Evaluation Questions

EQ4: How does BVFA support the development of parent leadership skills?

EQ5: How does BVFA support the development of parent workforce skills?
EQ6: How does BVFA support parents' language development?

Methodology

The evaluation employed qualitative and quantitative research methodologies to collect and analyze data for both the process and outcomes evaluations.

Protocol Development

I developed protocols for document reviews, interviews, and focus groups. Protocols differed for the process and outcomes evaluations according to the specific EQs of each. Draft and final protocols were developed and tested during the process evaluation and then shared with NCFL for feedback ahead of the outcomes evaluation. Copies of all protocols I created can be found in Appendix C.

Data Sources

Table 1 contains a list of the data sources included in the evaluations: program documents, observations, interviews, focus groups, surveys, attendance data, and administrative data. Changes to the initial data sources were made in order to account for the absence of assessment data due to the COVID-19 health pandemic. Assessment data were replaced with student interviews in the spring and additional surveys in the fall. While survey data were collected in both the spring and the fall, I have included them in the outcomes evaluation portion of the report to better align with the intent of that portion of the evaluation.

Table 1. Data Sources

Data Source	Description	Process Evaluation	Outcome Evaluation
Documents	Documents produced as part of BVFA	✓	✓
Observations	Open-ended observations of BVFA meetings	✓	✓
Interviews	Interviews with Briya staff and students who are part of BVFA	✓	✓
Focus groups	Semi-structured focus group with BVFA		✓
Surveys	Developed by NCFL and administered by Briya		✓
Attendance data	Attendance in BVFA	✓	✓
Administrative data	Parent teacher conference participation, civic participation data	✓	✓

Table 2 demonstrates the alignment between data sources and EQs. In order to have triangulation of evidence, when possible there are at least two sources of data to answer each EQ.

Table 2. Alignment of Data Sources to EQs.

Evaluation Question	Data Source(s)
EQ1	Documents, observations, interviews
EQ2	Interviews, observations
EQ3	Interviews
EQ4	Documents, observations, interviews, focus group, surveys
EQ5	Documents, observations, interviews, focus group
EQ6	Documents, observations, interviews, focus group

Data Analysis

Analytic approaches were determined by each data source as well as the associated EQs. I employed qualitative methods, including close reading and open and thematic coding, to analyze observations, interviews, and focus group data. I used quantitative methods including descriptive statistics and analysis of variance (ANOVAs) to analyze survey data, attendance data, and administrative data. Quantitative analyses were conducted in SPSS. A more detailed description of analysis procedures appears in the results section according to each specific data source.

Process Evaluation

The following are descriptions of how each data source was collected and analyzed as well as results from that data source. A discussion of findings across data sources as they relate to each EQ follows this section of the report.

Observation

Data Collection and Analysis

On April 23, 2020, I conducted an observation of BVFA. I took field notes during the observation and recorded the meeting and chat log. I used my notes, the recording, and chat log to develop a transcript of the meeting. I then read and coded the transcript for evidence of the six components of FSL. After coding the transcript, I summarized all of the data by code.

Results

Six students and two Briya staff members, Billy and Stephanie, attended this virtual meeting. At the time of this observation, students had been in distance learning for about six weeks and had been meeting remotely via Zoom. They had already shifted their focus from the public health insurance program to cash assistance for excluded workers. DC City Council had recently awarded $5M to DC Cares to provide financial support to DC residents experiencing economic hardship due to the pandemic but who were excluded from other benefits. However, the students (along with many others in their coalition) agreed that this sum was insufficient to meet the needs of excluded workers in DC. In preparation for the meeting, Billy shared articles

and videos with students about what other jurisdictions were doing to support excluded workers.

The purpose of this meeting was to debrief on the actions they had already taken, talk about articles they had read, and plan for next steps. The tone of the meeting was casual but also productive. There was evidence of distributed leadership in the group. Even though Billy facilitated the meeting, all students took turns talking, sharing their ideas, and advancing the discussion. It was apparent that the students and staff were familiar and comfortable with one another. Everyone was respectful, took turns, and for the most part did not interrupt. Most of the conversation was oral except for a few chats. In one case, a student used the chat to offer an opinion, but another student asked her to share aloud. Stephanie also used the chat feature to provide more information on the federal stimulus payments.

The observation revealed evidence of the first four components of FSL – investigation, planning and preparation for action, action, and reflection. As previously mentioned, the students came to the meeting with an understanding of how other jurisdictions were supporting excluded workers with cash assistance as well as the stimulus checks that many Americans would receive through the CARES Act. This information provided a baseline for further **investigation** about the situation in DC. Students shared their experiences as well as what they were hearing and seeing from their classmates, neighbors, and friends. Students discussed both the quantity of money that families should receive as well as the mechanisms for how money could be distributed. There was some disagreement about the best mechanisms to get money to individuals, but discussion was respectful and productive. Throughout the meeting the students' confidence was palpable. It was apparent that the students felt they had a deep understanding of the experiences of excluded workers in DC, that decisionmakers needed to know about these experiences, and that they were well suited to provide them with this information.

From their understanding of families' experiences sprung the compulsion to act. Billy made sure that the conversation moved from investigating the problem towards **planning and preparing for action** by posing simple and provocative questions like, "What do we want?" Students engaged in discussion about the situations that families were facing and how best to support them, as well as plans for next steps. Students stated that they wanted to increase their use of social media to share their messages by promoting relevant hashtags (i.e., #DontExcludeMe, #NoMeExcluyas) and to continue to meet with Councilmembers as well as Maria Gomez, the President and CEO of Mary's Center, a partner of Briya's and one of the community-based organizations that would distribute funds. Students also recognized that in order to be prepared for these meetings, they needed to meet more regularly. At the conclusion of the meeting, they agreed to meet twice the following week to prepare for a meeting with Ms. Gomez and then again for the official meeting with her.

While no specific **actions** were taken during this meeting, students referenced previous and future actions during their discussion. Specifically, they talked about their social media campaigns and meetings with decisionmakers. Moving forward, they set the very specific goal of advocating for more than the already allotted $5M.

During key points in their discussion, Billy posed important **reflection** questions such as, "Has the Council heard us?" and asked students where they felt they were in the cycle of

organizing. This helped students to reflect upon whether they achieved their goals and think about what needed to come next.

Student Interview

Data Collection and Analysis

In June 2020, I interviewed two participants of BVFA, Adriana and Marisol[3]. Adriana is a 28-year-old student who enrolled in Briya's Advanced 2 ESL class in February 2020. Soon after she started participating in BVFA. Her husband and three-year-old daughter are also Briya students. Marisol is a 22-year-old student who has been attending Briya since 2018. Prior to our conversation she had just completed her high school diploma at Briya and was planning to enroll in Briya's Medical Assistant credentialling program. Her two-year-old son is also a Briya student.

I used a semi-structured interview protocol developed in advance of our conversation that included open-ended questions and follow up probes aimed at eliciting information about the interviewees' experiences as part of the group as well as what they perceived as the group's impacts. We met via Zoom for one hour and both participants consented to being recorded. The interviewees expressed a preference to conduct the interview in Spanish. I used our recording and my notes to create a translated transcript of our conversation prior to analysis.

As mentioned above, this data source was not part of the initial proposal for NCFL. However, due to the health pandemic, Briya was not able to collect student outcome data in the spring of 2020. In conversations with NCFL staff, we decided to replace the analysis of student test data with an interview. My intent with the student interview was to capture data on students' experiences and perceived impacts of BVFA in order to provide another descriptive data source. Since this was not in direct alignment with the initial evaluation questions, I used close reading and open coding of the transcript to capture emergent themes from the data which I then used to create the following summary.

Results

I started the interview by asking Adriana and Marisol to tell me what the word "advocate" meant to them. At the time the group was still referred to as "Student Advocates." Adriana said that an advocate is a person who can help their community and Marisol added that specifically their group is one that helps immigrant families who feel they are not valued or cannot voice their ideas. She added, "We take on this role for them, to be their voice." Both women indicated that prior to joining the group, they did not consider themselves advocates. Marisol indicated that she felt afraid and did not want to get involved in "these problems," but now both women acknowledge the important differences that BVFA has played both in their personal development as well as in their community. Both acknowledged initial hesitation to join the group, but said this hesitation eventually led to transformation.

Throughout the interview, the women referenced perceived barriers that, prior to joining the group, made them feel powerless and like their ideas and opinions did not matter. These perceived barriers included education level, English proficiency, ethnicity, immigration status, their roles as mothers, and discrimination. Through BVFA, the women increased their

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[3] All student names are pseudonyms.

knowledge of organizing and local government, gained power and strength through the relationships they formed with other Briya students and staff, and saw the benefits of their collective actions. This process helped them see that any perceived barriers should not hold them back and that they possessed an innate potential to be agents of change. They saw this both within their group and in other areas of their lives. As is highlighted in the opening quote to this report, Adriana said, "My daughter is going to spend a lot of time in schools in the US and I want to be able to advocate on her behalf." She already noticed that she felt more confident asking questions during parent teacher conferences. Adriana also commented on how her increased confidence transferred to her work environment. She had recently applied for and was promoted to be a project manager in the home remodeling company where she works – the only woman and only young person in this role. She acknowledged that before joining BVFA she was too intimidated to even apply. She said that now she feels more confident communicating both in person and in writing. Both students highlighted the experience of delivering testimony in front of DC City Council as moments when they realized something had changed in them – that they had superseded their perceived barriers and were working to make meaningful changes in the lives of immigrant families in DC.

In fact, the transformation that they observed in themselves was a motivating force to advocate on behalf of others. Because they had previously felt that their voices did not matter, they were able to recognize when others held this same belief and advocate on their behalf. The pandemic and BVFA's subsequent work around excluded workers illuminated the plight of many immigrant families in DC, showing the women that health and economic disparities were widespread. The extent of families' struggles also motivated them to act.

Participating in BVFA helped them to develop concrete skills that they felt would be important for current and future employment. These included writing formal emails and letters, creating a meeting agenda and objectives, having casual conversations, and speaking publicly. Both women also attributed improving their English abilities to their participation in BVFA, particularly related to vocabulary connected to the issues they investigated through the group.

Adriana and Marisol indicated that even though they loved participating in BVFA, they recognized that there was room for improvement. Principally, they knew that more students wanted to participate in the group, especially students from other ESL levels and other school sites. They acknowledged that since the group was conducted entirely in English, it would be difficult for students with lower English proficiency to participate.

In March 2020, DC required all city schools to transition to virtual learning. At this time, BVFA also switched to online meetings. While both women expressed how much they missed the *convivencia* (sense of community) that they had in person—coffee breaks, being able to say, "I like your outfit," or giving high fives are not the same on Zoom—they also acknowledged that it was easier for students to attend online so there was more regular and consistent participation.

Staff Interviews

Data Collection and Analysis

At the end of the spring 2020 semester, I conducted interviews with Billy and his supervisor, Stephanie, who is Briya's Director of Student Services. Stephanie attends all BVFA

meetings and advises Billy on the group. Both interviews were conducted in English via Zoom. With the interviewees' permission, the interviews were recorded. The interviews were based upon the Staff Interview Protocol in Appendix C. I used the interview recordings and my notes to develop a transcript of our conversation before analysis. Analysis consisted of several close reads of each transcript to code interview data for evidence related to the three Process Evaluation Questions. I also used open coding to capture any additional themes that emerged as part of our discussions.

Results

Both interviewees indicated that BVFA was carrying out all six components of family service learning in their work. Interviewees indicated that **investigation** occurred at two levels in BVFA. First, there was investigation into the specific advocacy areas, both to gather stories of how the issues impacted the community and to understand the context surrounding the issues. For example, students talked to their classmates and community members to understand how the six-month Alliance reenrollment requirement negatively impacted them. They also talked to city officials and members of their advocacy coalition to understand why this policy was in place and how to advocate for changes.

Second, BVFA spent a lot of time learning about the structure of DC government, including elected and appointed officials in the Mayor's office and DC City Council. Billy emphasized how this demystified the power structures in DC for students and made them feel more energized to act.

Interviewees also indicated that **planning and preparation** occurred at two levels. First, students planned and prepared for each scheduled meeting. Ahead of all meetings, Billy meets with the meeting chair, timekeeper, and notetaker to set the agenda, plan, and review roles. Second, students also dedicated a lot of time to planning for actions by establishing priorities, setting goals, identifying key players, meeting with coalition members, going over logistics, preparing any written materials, and practicing speeches and testimony.

In spring 2020, BVFA engaged in four main **actions**: attending the Mayor's Budget Forums, testifying at DC City Council Department of Health oversight hearings, participating in a rally at City Council in support of funding for excluded workers, and social media days of action for excluded worker funding.

Interviewees indicated that **reflection** was a part of every BVFA meeting. Specifically, the group checked in on where they were in the cycle of community organizing, if they were on track to meet their goals, and any course corrections that were needed to get them closer to their goals.

When asked about **demonstration of results and celebration**, both interviewees recalled a particularly celebratory moment when the students watched Vincent Gray, DC City Council member and chair of the Council's Committee on Health, reference BVFA's testimonies by name during a hearing with Wayne Turnage, the Deputy Mayor for Health. Billy shared a clip of this moment during a BVFA meeting and students erupted into cheers! In addition, Briya's communications department often shares photos on Briya's social media accounts about the group's work (e.g., this tweet, this tweet, this tweet).

Despite the interruption of a global pandemic, BVFA exhibited **sustainability** by continuing to meet in spring 2020 and eventually meeting twice a week once advocacy for excluded workers picked up. They also continued to meet through July even though the school year

ended in early June. Similarly, Briya's leadership team and student leaders meet at least quarterly to discuss the integration and sustainability of Briya's leadership programming.

Interviewees also discussed the respective roles of parents and children in relation to BVFA. Parents play an extensive role in BVFA; they determine almost every aspect of the group's direction including when and where to meet, what issues to focus on, strategy, who to meet with, and what actions to take. The inception of BVFA came directly from parents' desires to organize around issues that were important to their communities. While the initial concept for the group was more parent- rather than child-led, there is an inherent two-generation nature to everything that Briya does and this carries over into BVFA. Prekindergarten teachers at Briya's Sharpe site heard from both staff and parents about the success of BVFA and wanted to replicate the experience for the children. After exploring ideas of organizing and leadership, the children decided that they wanted to plan a party. They formed committees, established a plan, created invitations, and eventually held a fun and successful party. In addition, many children of BVFA students attended or participated in actions taken by the group. Mothers wore or carried babies to City Council hearings and older children attended the Mayor's Budget Forum.

Billy expressed his appreciation for the NCFL coaches and Stephanie echoed that she had observed Billy's gratitude for the additional support. Specifically, he often felt alone in his role facilitating BVFA and expressed that the coaches proved to be helpful sounding boards and resource connectors. He noted that coaching sessions were semi-structured; if there was something he wanted to discuss, they focused on that, otherwise they would help him reflect and push him to think deeper about the group and its direction. Specifically, he noted that the coaches provided helpful guidance in working with a coalition when that became challenging.

Documents

Data Collection and Analysis

During the 2019-2020 school year, there were 151 unique BVFA-associated documents collected and saved in the shared Google Drive. I analyzed every document individually using the protocol contained in Appendix C and cataloged each document in a spreadsheet. Each document was coded for evidence of the six components of FSL.

Results

The document types included meeting agendas, meeting notes, presentations, resources, student work, photos, and screenshots from social media campaigns. In total, there were 162 codes applied to the documents. The most frequently applied code was for Planning and Preparation (49.4%) followed by Investigation (17.9%), Action (17.3%), Reflection (11.4%), Demonstration of Results and Celebration (3.1%), and Sustainability (0.6%).

Attendance Data

Data Collection and Analysis

Attendance data collection for BVFA in the 2019-2020 school year began in October 2019 and continued through July 2020. All data were collected by Billy in a Google Sheet. I analyzed those data in Excel using descriptive statistics (i.e., counts, sums, averages).

Results

BVFA had regular weekly, one-hour meetings plus additional meetings and events on an ad hoc basis for a total of 43 possible attendance days. During these 10 months, 45 students participated in BVFA and there were 59 total hours of BVFA activities that students could have participated in. Student attendance ranged from one to 47.5 hours during this school year with an average total attendance of 10.76 hours over the course of the year and 2.38 hours per month. Before the pandemic (October through February) there were an average of 21 students attending per month but during the pandemic (March through July), the average decreased to 14 students per month. The highest attending month was February with 31 attenders and the lowest was July with six. Participation in BVFA is optional and students can join or leave the group at any time.

Administrative Data

Data Collection and Analysis

As part of Briya's student data tracking, the school collects information on students' participation in their children's parent teacher conferences and civic engagement. Data are collected by teachers during one-on-one conferences with students three times per year. I analyzed the data in Excel by calculating percentages.

Results

For the spring 2020 semester, 94.6% of BVFA students reported attending at least one parent teacher conference at their teacher's school and 100% of BVFA students reported engaging in a civic activity in their community.

Process Evaluation Discussion

The following is a summary of the process evaluation findings by evaluation question.

EQ1: How did BVFA carry out the six components of family service learning?

Analysis of data from the documents, from observation, and from interviews indicate that BVFA is carrying out the six components of FSL. Specifically, the group has spent a substantial amount of time investigating issues that are important to them and their community, planning and preparing for action, and reflecting upon the process. While the actions that the group has taken may be few in number, they have been impactful both for the community and for BVFA students. Similarly, the group has not spent much time demonstrating and celebrating their results, but this is largely because they are working on big issues that take time to change. The actions that they have taken have been celebrated both within the group and on Briya's social media to the extent possible. In December, BVFA received a VoicesDMV Community Action Award from the Greater Washington Community Foundation for their work to "make our region more equitable and inclusive." Lastly, BVFA has improved its sustainability by increasing membership and building constituencies, and Briya is committed to supporting the group and better integrating leadership development throughout the school.

While the evidence supports BVFA's implementation of the FSL model, it does not appear to be completely intentional. Instead, alignment with the six components is attributable to substantial overlap with BVFA's guiding Principles of Community Organizing and Cycle of

Community Organizing (see Appendix B). Regardless of the genesis of these concepts, BVFA is a program that closely aligns with NCFL's vision for leadership and service opportunities for families.

EQ2: To what extent were FSL opportunities co-designed by parents and children?

As indicated in the student and staff interviews as well as the observation, BVFA students are the architects of their group – they lead meetings, pick issues to investigate, set goals, make big decisions, take actions, and evaluate their progress. While BVFA's facilitator is a crucial element to the group's functioning, he is highly aware of his role and tactfully provides appropriate guidance without dictating the group's direction. There is also evidence that the children of BVFA students receive tangential benefits from their parents' participation in the group. This occurs both through seeing their parents advocate on behalf of BVFA and in other areas of their lives, such as their education. These experiences normalize the notion of taking action on behalf of others, making your voice heard, and speaking directly to those in power about inequities in your community. BVFA parents are models for making change. The current structure of BVFA does not necessarily involve parents and children planning for and taking action together; however, there was evidence that the group was headed in this direction prior to the pandemic and may well return to it once in-person schooling fully resumes later this year.

EQ3: What role did NCFL coaching play in the program implementation for BVFA?

In the staff interviews, both Billy and Stephanie indicated that the NCFL coaching was a supportive element of the grant that furthered Billy's facilitation of the group. He indicated that the NCFL coaches were supportive and thoughtful and asked questions that pushed him to think deeper about the group. In addition, when he was experiencing frustrations with the DC coalition working on cash assistance for excluded workers, one of the coaches was able to provide insight from her own experience doing similar work. Finally, aside from some assistance from Stephanie, Billy largely worked alone on BVFA and he appreciated the camaraderie that his regular meetings with NCFL provided.

Outcomes Evaluation Results

The following are descriptions of how data were collected and analyzed as well as results from each data source. A discussion of findings across data sources for the outcomes evaluation can be found in the next section of this report.

Observation
Data Collection and Analysis

On December 2, 2020, I conducted an observation of BVFA. I took field notes during the observation and also recorded the meeting and chat log. I used my notes, the recording, and the chat log to develop a transcript of the observation. I then read and coded the transcript for evidence of students' leadership, workforce, and language development. After coding the transcript, I summarized all of the data by each code.

Results

        Thirteen students attended this meeting, along with three Briya staff members (Billy, Stephanie, and Abigail), and a guest speaker. Prior to this meeting, BVFA had been trying to decide between advocating on one of two issues – the reenrollment timeline for Alliance, which was the group's focus prior to the pandemic, or affordable and secure housing, which had become increasingly tenuous during the pandemic.

        To inform their decision making, they invited a guest speaker from Legal Aid of DC who is familiar with both issues to provide them with additional background information and guidance. After a Q&A with the guest, the group had a discussion about which issue to focus on. It was apparent that there was still interest in both. Billy polled the students and 25% of them wanted to focus on Alliance, 17% wanted to focus on housing, and 58% wanted to continue to work on both. There was also agreement that they would like more information – particularly related to housing as presented by the guest speaker. Analysis of the transcript revealed evidence of students' development of leadership, workforce, and language skills.

        With regard to **leadership skills**, the tension around choosing an issue provided an opportunity for students to engage in discussion, build consensus, consider others' perspectives, think about power, and make tough decisions. After the speaker concluded, Billy asked the group to reflect on what they were taking away from their discussion with the guest: "Did we achieve our goal to learn more about housing and Alliance and to determine which issue is more strategic and the best to choose?" The students then engaged in a discussion about which issue to focus on and why. This required listening and considering others' ideas to reach a decision. From their exchanges, it was obvious that the students were still grappling with this decision – both of these issues are really important to them and to their community.

        Students also showed that they were thinking about the issues from the perspective of the decisionmakers (City Council members) who they would need to advocate in front of. They acknowledged that they should choose an issue that they could win on and that would have limited budget implications as the next fiscal year would likely be strained by the ongoing pandemic. This reflected an understanding of the practical aspects of their decision, beyond emotions.

        Students acknowledged that the ability to make an impact on either of these issues would require power, which is obtained through increasing the number of people in their group, developing relationships with stakeholders, and acquiring more information both about the issues themselves as well as about how to impact them.

        Eventually, they agreed to a vote, which showed that a majority (almost 60%) of students wanted to continue to focus on both issues. With that decision, the students were able to think about a concrete next step. Narrowing their focus on housing, they decided to invite a guest speaker from the Latino Economic Development Corporation.

        There was also evidence of **workforce skill** development. This meeting, like many of the meetings with guest speakers, had a very professional tenor. Every BVFA meeting has a chair, timekeeper, and notetaker who all meet with Billy in advance to set the agenda and clarify their roles. Students all joined the meeting via Zoom and showed an ease with using the features of the platform, including the chat, mute buttons, and cameras. Students spent some time preparing for this meeting by drafting questions and sending them to the speaker in advance. They interacted with him respectfully and professionally. Students also demonstrated their

understanding of the cycle of organizing and the principles of organizing – two guiding frameworks for their group. They acknowledged that they still needed more information, particularly related to housing issues in DC.

Lastly, there was also evidence of opportunities to build and practice English **language skills** in an authentic context. Throughout the meeting, students engaged in meaningful interactions in English on topics that are of great significance to them and their communities. In this observation, students got to engage with a guest speaker from Legal Aid of DC who talked about complex topics, including health insurance and housing. They asked clarifying and expanding questions to further their understanding and the discussion as a whole. Their comments and questions revealed a sophisticated understanding of health insurance and housing and that these are prominent issues for their families.

Staff Interviews
Data Collection and Analysis

At the end of the fall 2020 semester, I conducted follow-up interviews with Billy and Stephanie. Both interviews were conducted in English via Zoom. With the interviewees' permission, the interviews were conducted in English and recorded. The interview was based upon the Interview Protocol in Appendix C. I used the interview recordings and my notes to develop a transcript of our conversation before analysis. Analysis consisted of several close reads of each transcript to code interview data for evidence related to the three Outcomes Evaluation Questions. I also used open coding to capture any additional themes that emerged as part of our discussions. Interview data provided evidence for the ways that BVFA supports the development of students' leadership, workforce, and language skills.

Results

Billy and Stephanie both indicated that students developed **leadership skills** through participation in BVFA. The group affords students ample opportunities to gain confidence in themselves and trust in one another through leading meetings, making decisions, taking on new challenges, problem solving, and speaking with guest speakers and public officials. Through these experiences, students increase their knowledge of important systemic issues and gain a sense of power which, as Stephanie noted, helps them "feel like they have a role in affecting change" in their lives and in their communities.

BVFA has also helped students hone their abilities to recruit other members to the group. One of the group's core organizing principles is "leaders have followers"; the students know that the more people they have in the group, the more powerful they will be. As a result, students talk with their classmates and community members about BVFA and invite them to attend meetings. Billy knows of at least two students who initially came to Briya for BVFA and then enrolled in classes. Relatedly, the sense of community that students experience through BVFA is an important aspect of their leadership development – they know that their relationships with one another are a key contributor to their success.

During the fall semester, students also had to navigate tension in their group. Students were torn between whether or not they should return to working on the DC Alliance health insurance issue or if they should shift and work on housing, an issue that had become more pressing during the pandemic. The group spent most of the fall semester investigating these

issues and trying to make a decision. As of early January, they were still split and working on both simultaneously. This debate brought about tension and many lengthy discussions, but Billy really let the students guide the process and did not push them to move on before they were ready. This likely meant that they lost time when they potentially could have been engaging in more actions, but navigating this tension was important for the group and for building their capacity as individual and collective leaders.

In addition, both Billy and Stephanie noted that the knowledge students gained related to DC government structures and the specific issues they were investigating was important to increasing their confidence and capacity as leaders both within the group and in other areas of their lives.

BVFA also facilitates the acquisition of **workforce skills** such as preparing for and running a meeting, setting an agenda, taking notes, managing people and projects, staying organized, conducting research, and engaging in professional communication. Every BVFA meeting is planned and facilitated by a student leader. There is also always a timekeeper and notetaker. Student leaders guide the overall direction of the group through setting goals and objectives and coming to consensus about the group's next steps.

Billy and Stephanie both agreed that BVFA was a place where students could continue to develop their **language abilities** as well as apply what they were learning in their academic classes in a real-world context. Students learn important vocabulary, terminology, and discourse structures associated with the issues they are investigating. The group's activities provide opportunities to communicate orally and in writing within and outside of the group. External opportunities include delivering testimony to City Council, interacting with experts during research meetings, conducting one-on-one meetings with stakeholders, and writing advocacy letters. Stephanie noted that beyond just providing students with opportunities to use language, BVFA also helps students to become more confident in communicating even if their English is "not perfect." She went on to add, "ESL class is a safe place where it's easy to take risks. Meeting with city officials feels like there's a lot more at stake, but they do it, they see that they can do it, and it fuels their confidence and desire to do it in the future."

Collectively, students' experiences in BVFA and the skills they develop transfer to other areas of their lives, such as in their neighborhoods, religious groups, community organizations, and their children's schools. Stephanie noted that parent participation is contagious and that by being active and engaged in their kids' schools, they serve as a model for how other families can get involved. This same ripple effect also impacts their children. Parents are role models who normalize advocacy and show their children that they care about issues that impact the larger community.

Focus Group
Data Collection and Analysis

On Wednesday, December 16, 2020, I conducted a focus group with 10 students from BVFA. The focus group was held over Zoom, lasted for 35 minutes, was conducted in English, and was guided by the protocol in Appendix C. Participation in the group was optional, as was responding to any of the questions that I posed. All participants consented to being recorded. From the recording, I developed a transcript of our conversation before analysis. I analyzed the

transcript by coding data by the skill type (leadership, workforce, and language) and then summarized the data for each.

Results

Focus group participants reflected the diversity of BVFA students. The average age of the focus group participants was 34 years old, and they were enrolled in Advanced 2 ESL (60%), NEDP (30%), or CDA (10%) classes. Their prior education ranged from 6th grade to a graduate degree. They spoke five different home languages (Spanish (30%), Amharic (30%), Russian (10%), Tigrinya (10%), and French (10%)) and came from six countries (Ethiopia (30%), Mexico (20%), El Salvador (20%), Russia (10%), Eritrea (10%), and Guinea (10%)). Racially, 50% identified as Black, 40% American Indian or Alaskan Native, and 10% White. Forty percent identified as ethnically Hispanic. All are parents and 80% had a child who is also currently enrolled in Briya.

The discussion focused on how BVFA supported their skill development in three specific areas leadership skills, workforce skills, and English skills. Table 3 contains the skills mentioned by students during the focus group.

Table 3. Leadership, Workforce, and Language Skills

Leadership Skills	Workforce Skills	Language Skills
set goals	communicate orally and in	develop vocabulary
work on a team	writing	build comprehension skills
listen to and synthesize	lead meetings	understand different voices
others' ideas and opinions	ask clear questions	and accents
respectfully disagree	manage time	gain confidence in language
make speeches	speak in public	abilities
develop a strategy	have patience	speak in public
make a step-by-step plan		

BVFA participants acknowledged the many ways that their advocacy activities supported the development of their **leadership skills**. Specifically, they noted that the group helped them work together to set goals, develop step-by-step plans and strategies to meet those goals, and work together to accomplish them. They also recognized that members of the group did not always agree with one another, but they appreciated how they learned to listen to everyone's ideas and respectfully disagree when needed. Lastly, they felt that making speeches was both an important part of their group and an important leadership skill.

Focus group participants recognized how participating in BFVA helped them to develop **workforce skills** that would help them in their professional roles. These included sending written communications like emails, leading meetings, asking clear questions, managing their time, speaking in public, working as a team, and having patience. Moreover, developing these skills through BVFA gave them confidence in other contexts. One student noted how these are not just important skills for workers but will help them be leaders. She said, "If we are a manager or supervisor, those skills can help us be in that position. The person who is hiring will see us demonstrating those skills and want to promote us."

Repeatedly, students emphasized how BVFA provided them with an authentic context to use and continue to develop their English **language skills** by interacting with native speakers and with each other. They emphasized that they not only learned new vocabulary but were also able to use it in meaningful ways. They developed their oral comprehension through listening to and interacting with many of the guests that visited their group. Several students stated that hearing different voices and accents was a helpful way to build their listening skills. They also gained confidence in their abilities to speak publicly in English as evidenced by providing testimony at City Council hearings, speaking at Mayoral budget forums, and conducting meetings with city officials. Most importantly, Briya students did not view their English abilities as a barrier to organizing and taking action.

Across all of the skill types, BVFA students emphasized how they have used much of what they learned in other areas of their lives including in their jobs, community organizations, and their children's schools. Several focus group participants noted how being an immigrant also makes them feel like they do not have a voice, but that BVFA helped them see how their voices – both individually and collectively – matter and are powerful. One student noted, "As immigrant families, we don't feel like we are good at speaking. This class helps us learn skills and gain confidence to show that we really want to speak and speak in public. We are not afraid to speak in our children's school. [BVFA] gives us the power to speak in a language that is not native."

Documents

Data Collection and Analysis

In December 2020, I analyzed all of the BVFA documents from the fall semester that were housed in the shared Google Drive. In analyzing the documents, I followed the protocol in Appendix C. I also created a database to catalog each document and note the document type, data, who created the document, location of the document, and date reviewed. I coded each of the documents for evidence of leadership, workforce, and language skills. I also added descriptions and notes on the documents.

Results

In total, I reviewed 23 unique documents from September through December 2020 that were housed on the shared Google Drive. Document types included meeting agendas, presentation materials, resources, handouts, and sample student work. After coding all of the documents, there was evidence of support for leadership skill development in 70% of the documents, for workforce skill development in 39% of the documents, and for language skill development in 9% of the documents.

Attendance Data

Data Collection and Analysis

Beginning in the 2020-2021 school year, Briya incorporated attendance data collection for BVFA into their Student Information System, which I exported for analysis in Excel using descriptive statistics (i.e., counts, sums, averages). In fall 2020, BVFA started meeting twice a month for an hour and a half each time. Previously, in the 2019-2020 school year, the group had met weekly for one hour.

Results

From mid-September 2020 through the first week of January 2021, the group met eight times with 12 potential attendance hours (range 1.5 to 12 hours). During this time, 35 students participated in the group and an average of 14 students were present per meeting (range 11 to 22). On average, students attended just over three sessions or 4.75 hours. On average, 17 students attended each month; 23 students attended in November and 11 in January. Participation in BVFA is optional and students can join or leave the group at any time.

Administrative Data

Data Collection and Analysis

As part of Briya's student data tracking, the school collects information on students' participation in their children's parent teacher conferences as well as their civic engagement. Data are collected by teachers during one-on-one conferences with students three times per year. I analyzed the data in Excel by calculating percentages.

Results

For the fall 2020 semester, 100% of BVFA students reported attending at least one parent teacher conference at their teacher's school and 76% of BVFA students reported engaging in a civic activity in their community.

Student Surveys

NCFL administered student surveys in the spring and fall semesters. The first survey was given only to students who participated in BVFA and is referred to herein as the BVFA survey. The second survey was given to both BVFA students as well as students from Briya's Advanced ESL and high school diploma courses, the academic courses that BVFA students enroll in. The second is referred to as the Leadership Survey in this report. Students could choose to complete any of the surveys in English or Spanish.

BVFA Survey

In the spring and fall, students who participated in BVFA were asked to complete a survey that collected data on their demographic information, educational background, employment, family and children's learning interactions, school interactions, support of child's learning, problem solving, and working on projects. The surveys were optional and were administered electronically.

Data for both surveys were analyzed in SPSS. I used descriptive statistics (i.e., frequencies, percentages, ranges, means, standard deviations (SD)) to summarize data as well as analysis of variance (ANOVA) tests to analyze between group differences. Appendix D contains additional tables for survey data at the question level.

Table 4 contains a summary of the demographic data from the pre- and post-BVFA surveys. There were 12 unique respondents on the pre-survey and 10 on the post-survey. Two samples were very similar demographically. Both groups were largely female, Latinx, and bilingual, English-Spanish speakers. Additionally, the majority of respondents lived in households with at least two adults and at least two children. Most respondents had an annual income of less than $35,000, were unemployed, and were looking for work.

Table 4. BVFA Pre- and Post-Survey Demographics

	Pre (N=12)	Post (N=10)
Female	92%	100%
35-44 years old	42%	50%
Latinx	75%	80%
Black	25%	10%
Spanish-speaking	75%	80%
English-speaking	67%	80%
2+ adults in home	83%	90%
2+ kids in home	75%	70%
<$35K income	60%	70%
<HS diploma	42%	40%
Unemployed	67%	70%
Seeking employment	57%	57%

Table 5 contains data on respondents' frequency of communication with their child's teacher (Q19). There was a decrease in the frequency of communication from the pre- to the post-survey. Whereas initially 42% of respondents had daily communication with their child's teacher, on the post-survey, only 20% were still communicating on a daily basis. Similarly, there was an increase in weekly communication from 16% to 40%.

Table 5. BVFA Pre- and Post-Survey Communication with Child's Teacher (Q19)

	Pre (N=12)	Post (N=10)
Daily	42%	20%
2-4 times a week	42%	40%
Weekly	16%	40%
Monthly	0%	0%
A few times a year	0%	0%
Almost never	0%	0%

I created subscale scores for the seven groups of questions that were thematically linked and used the same response scale (i.e., Questions 15-18 and 20-22). For instance, Question 15 contained six sub-questions about parents' level of confidence in engaging in specific activities related to their child's education (e.g., reading, homework help, talking to child's teacher). For each of these scaled questions, I calculated an average score per respondent for that entire subscale. Table 6 contains descriptive statistics for the pre- and post-survey respondents on each of these subscales. Four of the seven subscales (for confidence, accessing school information, efficacy, and working on projects) were higher on the post-survey. However, one-way Analysis of Variance (ANOVA) tests indicated that none of these differences were statistically significant.

Table 6. BVFA Pre- and Post-Survey Results

	Pre-Survey					Post-Survey				
	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
Confidence (Q15)	12	2.33	4	3.50	0.62	10	3	4	3.65	0.35
Child Activities (Q16)	12	0.5	7	4.83	2.12	10	1.75	6	4.21	1.73
School Visits (Q17)	12	0.38	1	0.74	0.23	9	0.11	1	0.47	0.28
School Info (Q18)	11	0.33	1	0.80	0.29	10	0.33	1	0.87	0.28
Efficacy (Q20)	12	2	3	2.67	0.36	10	2.17	3	2.72	0.33
Problem Solving (Q21)	12	2	3	2.49	0.32	10	1.86	2.86	2.40	0.30
Working on Projects (Q22)	12	2	3	2.69	0.33	10	2.17	3	2.72	0.25

Note. Each subscale varies in the number of response choices therefore comparisons should not be made between subscale means.

Leadership Survey

NCFL also administered a Leadership Survey to BVFA students as well as to a comparable group of their peers from Briya who do not participate in BVFA. The survey asked for demographic information, as well as 11 subscales related to leadership. Table 7 contains demographic information about the non-BVFA and BVFA respondents. Both groups were largely female, over 35 years old, had an annual income of less than $25,000, were unemployed, and were renters. BVFA had almost equal representation of Black and Latinx students (~39%) whereas non-BVFA was more heavily Latinx (70.5%). The BVFA group also had less formal education than the non-BVFA group with 62.5% and 45% having less than a high school education, respectively. Appendix D contains additional tables for survey data at the question level.

Table 7. Demographics Non-BVFA and BVFA

	non-BVFA (N=56)	BVFA (N=49)
Female	98.00%	89.00%
Latinx	70.50%	39.68%
Black	13.64%	39.06%
Spanish-speaking	70.60%	39.06%
Amharic-speaking	2.27%	17.19%
Over 35 years old	61.36%	64.06%
HS diploma or less	45.00%	62.50%
Income less than $25K	77.42%	64.58%
Employed	41.46%	32.79%
Renter	80.49%	77.97%

I created 11 subscale scores for each of the survey sections that were thematically linked and used the same response scale (i.e., Questions 3-91). For each of these scaled questions, I calculated an average score per respondent for that entire subscale. Table 8

contains descriptive statistics for the non-BVFA and BVFA respondents on each of these subscales[4]. Overall, nine of the 11 subscales had an average score that was greater for the BVFA group. One-way ANOVA tests indicated that two of the mean subscale scores differences were statistically significant. The leadership skills subscale mean was greater for the BVFA group ($F(1,101) = 3.41$, $p = .017$) The preparedness for advocacy subscale mean was also greater for the BVFA group ($F(1,97) = 3.10$, $p = .008$).

Table 8. Leadership Survey Mean Subscale Scores

		N	Mean	SD	Min.	Max.
Efficacy (Qs 3-8)	non-BVFA	56	2.97	0.47	2.17	4
	BVFA	49	3.06	0.64	0	4
Leadership Confidence (Qs 9-27)	non-BVFA	56	2.57	0.58	1.05	4
	BVFA	47	2.78	0.57	1.37	4
Leadership Skills (Qs 28-38)	non-BVFA	55	2.85	0.46	1.36	4
	BVFA	47	3.06	0.39	1.73	4
Social Emotional Relationship (Qs 39-44)	non-BVFA	54	3.54	0.55	1.17	4
	BVFA	46	3.37	0.72	0.33	4
Family Learning Systems (Qs 45-50)	non-BVFA	54	3.15	0.51	2	4
	BVFA	47	3.34	0.50	1.67	4
School Involvement (Qs 51-57)	non-BVFA	54	2.73	0.64	1.29	4
	BVFA	47	2.92	0.54	1.57	4
Frequency of School Involvement (Qs 58-66)	non-BVFA	48	1.62	0.71	0.38	3
	BVFA	45	1.42	0.70	0.22	3
Confidence in Community Interactions (Qs 67-71)	non-BVFA	53	1.92	0.86	0	4
	BVFA	46	2.23	0.75	0.6	4
Frequency of Community Involvement (Qs 72-77)	non-BVFA	41	0.54	0.75	0	3
	BVFA	45	0.77	0.83	0	3
Systems Understanding (Qs 78-84)	non-BVFA	53	1.42	0.59	0	2.57
	BVFA	46	1.67	0.71	0	2.86
Preparedness for Advocacy (Qs 85-91)	non-BVFA	53	0.87	0.59	0	3
	BVFA	46	1.23	0.71	0.14	3

Note. Each subscale varies in the number of response choices therefore comparisons should not be made between subscale means.

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[4] "Not Applicable" responses were removed from analysis.

Outcomes Evaluation Discussion

The following is a summary of the outcomes evaluation findings by evaluation question. While each of the constructs of leadership, workforce, and language skills were investigated separately, data indicate that there is substantial overlap and interconnectedness between the three.

EQ4: How does BVFA support the development of parent leadership skills?

Through participating in BVFA, parents have the opportunity to build leadership skills while working on issues that are important to them and their community. These opportunities come from the structure of BVFA where students lead meetings, make decisions, and drive the group's progress and process. Both staff and students indicate that they observe leadership skill development in participants. Specifically, they mention that they do the following: run meetings, problem solve, make decisions, take on new challenges, build power, recruit new participants, navigate tension, learn about government, set goals, work on a team, listen to and synthesize others' ideas and opinions, make speeches, develop a strategy, and make and carry out plans. The result of developing these skills is increased confidence in themselves to be leaders both within BVFA and in other areas of their lives. Lastly, the development of these skills also builds trust in their group as they rely on one another to accomplish their shared goals.

EQ5: How does BVFA support development of parent workforce skills?

Similarly, through participating in BVFA, parents have the opportunity to build workforce skills. Specifically, parents and staff mention that they do the following: run meetings, set agendas, take notes, ask clear questions, manage time, manage people and projects, stay organized, conduct research, communicate professionally, speak publicly, and have patience. Currently, most students at Briya and in BVFA work in janitorial, construction, or restaurant jobs and have not yet had a job in the US where they can apply skills that may be more applicable to an office environment. However, acquiring these skills increases their confidence to one day obtain such a position. Participating in BVFA, seeing themselves grow, and experiencing success helps them to believe that other realities are possible for themselves and their families, including new career paths.

EQ6: How does BVFA support parents' language development?

BVFA provides a complement to students' academic classes where they are improving their English and/or working on their high school diploma. While important learning happens in their classes, they are mostly interacting with their teachers and classmates. BVFA provides an opportunity for them to step outside of the comforts of the classroom and apply what they have learned in a real-world environment. As evidenced in the student interview in the process evaluation, successfully interacting with a city official around an emotionally charged and highly technical subject like health insurance or funding for excluded workers is transformative. And that transformation increases their confidence and carries over to other areas of their lives. Suddenly having to speak English to address a child's teacher or a boss at work does not feel as intimidating as it did before. In sum, there is some direct language instruction as part of BVFA

related to the vocabulary associated with the issues they're focusing on, but the real growth is in students' increased confidence in using English in meaningful contexts outside of the classroom.

Discussion of Survey Findings

Although not designed to specifically align to the EQs established in the evaluation proposal, the NCFL surveys provided complementary data sources to both the process and outcomes evaluations. The BVFA survey revealed decreases in the frequency of communication with their children's teachers from the pre- to post-survey. These differences are likely attributable to the shift in learning modes due to the pandemic. Most of the pre-surveys were administered in early March 2020 just before the switch to virtual learning. For many families, especially those whose children are also enrolled at Briya, school drop-off and pick-up times provide an opportunity for daily communication with teachers. The post-surveys were administered in January 2021 when most schools were still virtual and therefore missing that daily opportunity for even informal conversations with a teacher. Even Briya students who were enrolled in the hybrid model would only come on-site two days each week.

There were not significant differences on the subscale means from the pre- to post-BVFA survey. The lack of statistical significance is likely attributable to the fact that Briya's robust two-generation model supports the development of parents' knowledge, skills, and abilities in many of these areas, thus BVFA itself may not have been an additional contributor to these differences. Moreover, many of the students who participate in BVFA have been at Briya for many years and have had time to develop and grow in many of these areas.

Contrary to the lack of impact detected on the BVFA survey, the Leadership survey showed that the BVFA group had greater scores on the leadership subscales compared to their non-BVFA peers with two of those differences being statistically significant. Specifically, the group had higher perceived abilities in the area of leadership skills (Questions 28-38) and preparedness for advocacy (Questions 85-91). This means that BVFA is impacting students' perceptions of their skills in these areas, which is further triangulated by the interview, focus group, and observational data sources.

In comparing the BVFA and Leadership Surveys, it is important to note the differences in sample size. In the BVFA surveys there was a smaller number of respondents (12 on the pre-survey and 10 on the post-survey) whereas there were 49 BVFA respondents to the Leadership Survey. Therefore, the differences in overlapping questions (e.g., demographic information) are likely attributable to the different number of respondents on each survey.

Conclusion

The data collected, analyzed, and presented in this report paint a picture of BVFA, a small grassroots effort by engaged students and caring staff to advocate on behalf of the needs of immigrant families at one two-generation school in Washington, DC. Even though BVFA has been in existence for less than two years, it is already making in impact in DC and on the lives of the student participants. BVFA is a natural extension of Briya's mission to strengthen families and communities and develop programming that is responsive to families' needs. Perhaps the

most important marker of success for BVFA is the lived experiences of the students who lead the group. In the student interviews and focus groups, BVFA participants were incredibly grateful for the opportunity to participate in BVFA and expressed that they feel that the program is benefitting them. One survey respondent put it simply when she said, "I am a part of BVFA. It has changed my life."

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Appendix A: About Merit RPE and Ashley Simpson Baird

Merit Research, Policy, and Evaluation (Merit RPE) was established in 2019 to provide customized, equity-focused research, policy, and evaluation solutions to schools and educational non-profits. Merit RPE is led by Founder and Principal Ashley Simpson Baird, Ph.D. Dr. Simpson Baird has more than 17 years of experience working in the education sector, primarily in the Washington, DC metro area including in DC Public Schools, DC Public Charter Schools, DC Office of the State Superintendent of Education, Alexandria City Public Schools, and Baltimore County Public Schools.

Dr. Simpson Baird is an accomplished researcher, evaluator, and policy analyst who is versed in presenting technical content to a variety of stakeholders including policymakers, school administrators, educators, families, and students. She has dedicated her career to improving the educational experiences of children learning English and their families and is passionate about using her expertise to solve problems of practice and strengthen all families and the schools that serve them. She brings lenses of equity and social justice to everything she does, both personally and professionally, and believes that creating a more just society begins with the micro interactions and intentions we bring to our daily lives.

Previously, Dr. Simpson Baird was a Senior Researcher at American Institutes for Research (AIR) where she led research, technical assistance, and policy-focused projects related to the education of English learners (ELs). In this role, she worked with local, state, and federal clients; managed project budgets of up to $3M; led study design, data collection, and analyses; and wrote technical reports and presented findings to stakeholders. In her position at AIR, Dr. Simpson Baird interacted with many schools, districts, and educational organizations that wanted to partner with AIR, but did not have the resources to hire a large research firm. Hence, she founded Merit RPE to bring research and evaluation closer to the people and organizations who could benefit from it the most.

Dr. Simpson Baird holds a Ph.D. in Education from the University of Virginia where her dissertation focused on EL family engagement in an urban elementary school. During her doctoral studies, Dr. Simpson Baird worked on the Latino Families Study, a longitudinal research study of Latino preschoolers aimed at understanding home language and literacy practices. She also worked on the development of the Phonological Awareness Literacy Screening-español (PALS-español), an early literacy screener for Spanish-speaking children. She is experienced in conducting both quantitative and qualitative analyses using analytic programs such as SPSS, Stata, and Dedoose. Her work can be found in peer-reviewed publications such as The School Community Journal, Journal of Early Childhood Literacy, TESOL Quarterly, and Language Learning.

She attained a dual M.A.T. in English as a second language (ESL) and Spanish from The School for International Training where her thesis paper examined critical pedagogy in family literacy programs. She earned her B.A. in Letters, Arts, and Sciences – a self-designed course of study focused on experiential education and leadership development – from The Pennsylvania State University. Dr. Simpson Baird is bilingual in English and Spanish. She began studying Spanish in elementary school and has worked professionally in Spanish-speaking or bilingual contexts since 2003. She began her career as a Peace Corps volunteer in the rural highlands of Bolivia.

Appendix B: BVFA Guiding Frameworks

Principals of Community Organizing

1. Change involves tension.
2. Small is beautiful.
3. The first revolution is internal.
4. It is hard to feel empathy when you are far from the problem.
5. Power is the ability to act.
6. No permanent allies, no permanent enemies, only permanent interests.
7. Control the situation, control the outcome.
8. People act because of their self-interest.
9. Never do for others what they can and should do for themselves.
10. Power is often hidden.
11. Take people from where they are, not from where you want them to be.
12. Organizers teach leaders, leaders organize.

Cycle of Community Organizing
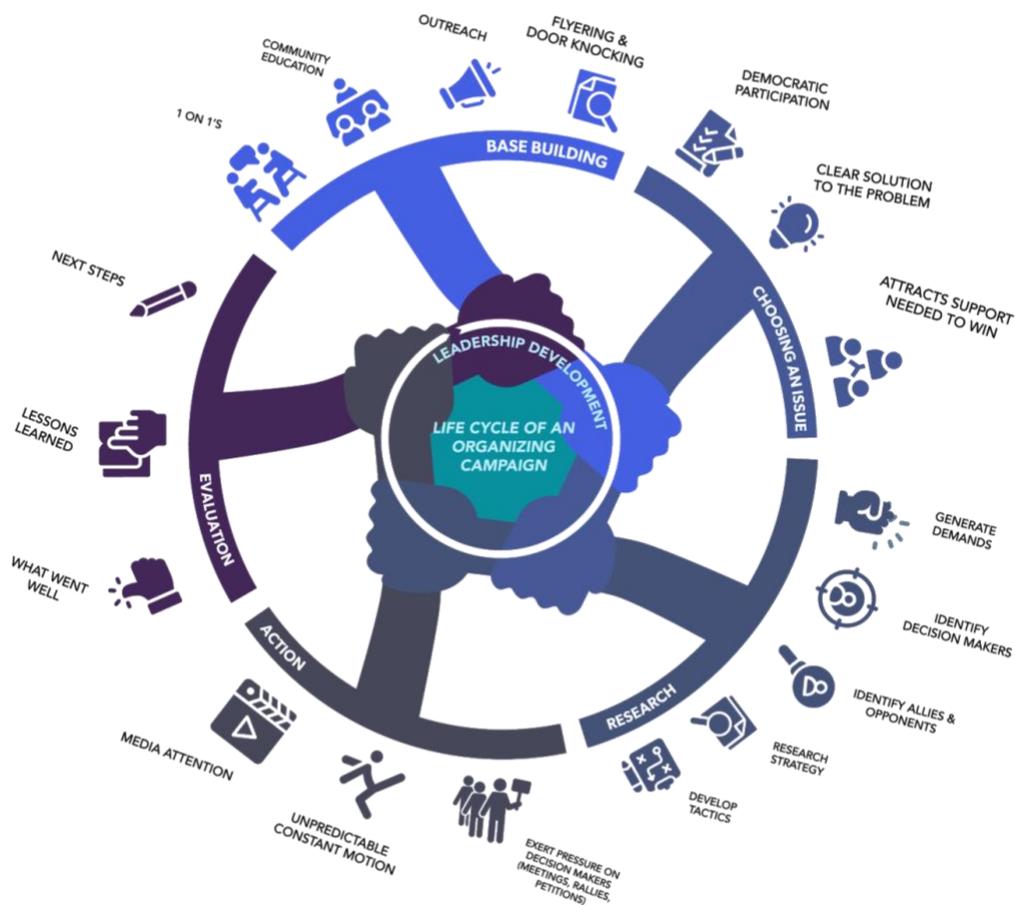
Source: Rising Organizers

Appendix C: Data Collection Protocols

Briya Voices for All Evaluation
Observation Protocol

Related Process Evaluation Questions
EQ1: How did BVFA carry out the six components of family service learning?

Related Outcome Evaluation Questions
EQ4: How does BVFA support the development of parent leadership skills?
EQ5: How does BVFA support the development of parent workforce skills?
EQ6: How does BVFA support students' language development?

Date:
Time:
Location:
Attendees:
Observer:
Was observation recorded?

Running Record:
(*Observer's field notes*)

Post-Observation Observer Reflections:
1. What components of family service learning were evident during this observation?
2. What leadership skills were observed?
3. What workforce skills were observed?
4. What language development was observed?
5. Additional reflections:

Briya Voices for All Evaluation
Staff Interview Protocol

Participants: Interviews will be conducted with the Briya staff member who leads BVFA, Billy Cerullo, and his manager, Stephanie Mintz, who oversees his work and co-develops the vision for the group.

Related Process Evaluation Questions
EQ1: How did BVFA carry out the six components of family service learning?
EQ2: To what extent were FSL opportunities co-designed by parents and children?
EQ3: What role did NCFL coaching play in the program implementation for the first Briya cohort?

Related Outcome Evaluation Questions
EQ4: How does BVFA support the development of parent leadership skills?
EQ5: How does BVFA support the development of parent workforce skills?
EQ6: How does BVFA support students' language development?

Introduction:
- Thank you for your willingness to participate in this interview as part of an evaluation of BVFA supported by the National Center for Families Learning. Your participation in this interview and response to any individual questions are at your discretion. If you prefer not to respond to a question, let me know and we can skip it.
- Permission to record.

Questions and Prompts:
1. Could you please tell me your name, role at Briya, and relationship to BVFA?
2. (PE, EQ1) NCFL's FSL model is based upon the following six components (show handout of the six components). Let's go through each component and discuss to what extent this has been a part of BVFA.
3. (PE, EQ2) Now I'd like to talk about the "family" part of FSL. In what ways have parents and children – both those attending Briya and not – been a part of BVFA.
   a. Follow-up: In what ways did children benefit from their participation in Briya FSL?
   b. Follow-up: In what ways could children be more involved in the future?
4. (PE, EQ3) What role did NCFL coaching play in supporting implementation of BVFA
   a. Follow-up: How often did you meet with coaches?
   b. Follow-up: What was the format of your meetings?
   c. Follow-up: How many virtual? In person?
   d. Follow-up: What additional support did they provide outside of those meetings?
   e. Follow-up: What did you change or adjust as a result of their coaching?
5. (OE, EQ4) How does BVFA support the development of parent leadership skills?
   a. Follow-up: What skills were developed? How?

  b. Follow-up: Did you see these skills transferred to other contexts outside of Briya?

  c. Follow-up: What additional skills would you like to foster in students for the future?

6. (OE, EQ5) How does BVFA support the development of parent workforce skills?

  a. Follow-up: What skills were developed? How?

  b. Follow-up: Did you see these skills transferred to other contexts outside of Briya?

  c. Follow-up: What additional skills would you like to foster in students for the future?

7. (OE, EQ6) How does BVFA support students' language development?

  a. Follow-up: What language skills did students develop?

  b. Follow-up: How did you come to emphasize the development of these skills?

  c. Follow-up: Did you see these skills transferred to other contexts outside of Briya?

  d. Follow-up: What additional skills would you like to foster in students for the future?

8. Thank you for your participation!

Briya Voices for All Evaluation
Student Interview Protocol

Introduction:
- Thank you for your willingness to participate in this interview as part of an evaluation of BVFA supported by the National Centers for Families Learning. Your participation in this interview and response to any individual questions are at your discretion. If you prefer not to respond to a question, let me know and we can skip it.
- Permission to record.

Questions and Prompts:
1. In your own words, what is an advocate?
2. Why did you join BVFA?
   a. Follow-up: Did you consider yourself an advocate before joining the group?
   b. Follow-up: Before joining the group, did you consider yourself an advocate?
   c. Follow-up: What do you like about BVFA?
   d. Follow-up: What do you dislike about BVFA or is there anything that you would change?
3. How are decisions made in the group?
   a. Follow-up: Is this process effective?
4. Do you play a role in determining the direction of the group?
5. In March, BVFA switched from in-person to Zoom meetings. How did this change impact your experience in the group?
   a. Follow-up: What did you like about the change?
   b. Follow-up: What did you dislike about the change?
6. Tell me about your experience advocating for excluded workers in DC.
   a. Follow-up: In addition, what other things have you done on behalf of excluded workers?
   b. Follow-up: What was the result?
   c. Follow-up: What did you learn?
   d. Follow-up: What other skills or abilities have you developed through this work?
7. Have your children participated in BVFA?
   a. Follow-up: If so, what were their experiences?
   b. Follow-up: If not, how could Briya incorporate children in the future?
   c. Follow-up: What benefits do they receive from your participation in BVFA?
8. What have you learned as part of BVFA?
   a. What skills have you learned as part of the group?
      i. Leadership
      ii. Workforce
      iii. Language
   b. What would you still like to learn?

Briya Voices for All Evaluation
Student Focus Group Protocol

Recruitment: Focus group participants will be recruited from all students who have participated in BVFA during the fall 2020 semester. The evaluator will contact students via individual emails and/or WhatsApp messages to explain the purpose of the focus group and ask for their participation. She will also make an announcement in class. Participants will respond directly to the evaluator if they agree to participate.

> **Related Outcome Evaluation Questions**
> EQ4: How does BVFA support the development of parent leadership skills?
> EQ5: How does BVFA support the development of parent workforce skills?
> EQ6: How does BVFA support students' language development?

Introduction:
- Thank you for your willingness to participate in this focus group as part of an evaluation of BVFA supported by the National Center for Families Learning. Your participation in this conversation is optional. If at any time you would like to withdraw from the focus group, please let me know and I will remove all of your responses before analysis.
- Permission to record.

Questions and Prompts:
1. Let's begin with some introductions! Please tell me your name and how long you have been a part of BVFA.
2. If you were describing BVFA to someone who had never heard of it, what would you tell them?
3. Now, I'd like to talk about three topics – leadership skills, workforce skills, and language development.
4. I would like to start by talking about leadership. Can you tell me what "leadership" means to you?
   a. *If students are unsure, facilitator can suggest, "running a meeting, recruitment, developing a vision, encouraging others…" and let students build off of her ideas.*
   b. How have you seen your leadership skills develop through BVFA?
   c. How have you used these skills outside of BVFA?
   d. What additional leadership skills would you like to develop?
5. Now let's talk about workforce skills, or the skills that you need to do be a good worker or employee. When you hear, "workforce skills," what does that mean to you?
   a. *If students are unsure, facilitator can suggest, "being on time, staying organized, taking notes at a meeting, asking difficult questions, doing research…" and let students build off of her ideas.*
   b. How have you seen your workforce skills develop through BVFA?
   c. How have you used these skills outside of BVFA?
   d. What additional workforce skills would you like to develop?

6. Our third topic for today is language development. Specifically, I want to know about how your English has improved through BVFA.
    a. Tell me how what you do in this group impacts your English skills.
    b. How do you know that your English has improved?
    c. How have you used these skills outside of BVFA?
    d. What additional language skills would you like to develop?
7. Thank you for your participation!

Briya Voices for All Evaluation
Document Review Protocol

> **Related Process Evaluation Questions**
> EQ1: How did BVFA carry out the six components of family service learning?
>
> **Related Outcome Evaluation Questions**
> EQ4: How does BVFA support the development of parent leadership skills?
> EQ5: How does BVFA support the development of parent workforce skills?
> EQ6: How does BVFA support parents' language development?

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Evidence of the six components of FSL (EQ1):

Component	Evident (yes, no, partial)	Brief description of evidence
1. Investigation		
2. Planning and Preparation		
3. Action		
4. Reflection		
5. Demonstration of results and celebration		
6. Sustainability		

Evidence of skills development (EQs 4-6):

Skill	Evident (yes, no, partial)	Brief description of evidence
1. Leadership		
2. Workforce		
3. Language		

Appendix D: Additional Survey Results

BVFA Pre- and Post-Survey*

	Pre-Survey					Post-Survey				
Question	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
15a	12	3	4	3.75	0.45	10	3	4	3.50	0.53
15b	11	2	4	3.36	0.81	10	3	4	3.70	0.48
15c	11	2	4	3.27	0.79	9	3	4	3.56	0.53
15d	11	2	4	3.55	0.69	10	3	4	3.70	0.48
15e	11	2	4	3.55	0.69	9	3	4	3.56	0.53
15f	10	2	4	3.20	0.79	9	3	4	3.78	0.44
16a	12	0	7	5.08	2.47	10	2	7	4.70	2.06
16b	9	0	7	3.78	2.73	9	0	7	3.11	2.93
16c	11	2	7	4.82	2.36	10	0	7	4.40	3.06
16d	10	0	7	4.90	2.64	10	2	7	4.40	2.22
16e	12	0	1	0.83	0.39	9	0	1	0.89	0.33
17a	12	0	1	0.67	0.49	9	0	1	0.33	0.50
17b	10	0	1	0.50	0.53	8	0	1	0.13	0.35
17c	9	0	1	0.44	0.53	9	0	1	0.44	0.53
17d	8	0	1	0.88	0.35	9	0	1	0.56	0.53
17e	10	0	1	0.50	0.53	9	0	1	0.11	0.33
17f	11	0	1	0.64	0.51	9	0	1	0.33	0.50
17g	10	0	1	0.90	0.32	7	0	1	0.57	0.54
17h	11	1	1	1.00	0.00	9	0	1	0.78	0.44
18a	10	0	1	0.90	0.32	10	1	1	1.00	0.00
18b	8	0	1	0.63	0.52	8	0	1	0.75	0.46
18c	11	0	1	0.82	0.41	9	0	1	0.78	0.44
20a	12	3	3	3.00	0.00	10	1	3	2.80	0.63
20b	12	2	3	2.67	0.49	10	2	3	2.60	0.52
20c	11	2	3	2.73	0.47	10	1	3	2.70	0.68
20d	12	1	3	2.42	0.67	10	1	3	2.50	0.71
20e	11	2	3	2.55	0.52	10	2	3	2.90	0.32
20f	12	2	3	2.75	0.45	9	2	3	2.89	0.33
21a	12	2	3	2.50	0.52	10	2	3	2.30	0.48
21b	12	2	3	2.75	0.45	10	2	3	2.50	0.53
21c	12	2	3	2.67	0.49	10	1	3	2.30	0.68
21d	12	2	3	2.42	0.52	10	2	3	2.50	0.53
21e	12	1	3	2.42	0.67	10	2	3	2.50	0.53
21f	12	2	3	2.42	0.52	10	2	3	2.40	0.52
21g	12	2	3	2.25	0.45	10	2	3	2.30	0.48

22a	12	1	3	2.50	0.67	10	1	3	2.30	0.68
22b	12	1	3	2.42	0.67	10	2	3	2.70	0.48
22c	12	2	3	2.75	0.45	10	2	3	2.70	0.48
22d	12	2	3	2.83	0.39	10	2	3	2.90	0.32
22e	11	2	3	2.82	0.41	10	2	3	2.80	0.42
22f	12	2	3	2.83	0.39	10	2	3	2.90	0.32

*Question numbers align to the post-survey form.

Leadership Survey Non-BVFA vs. BVFA students

	Non-BVFA					BVFA				
Question	N	Min.	Max.	Mean	SD	N	Min.	Max.	Mean	SD
3	56	1	4	3.05	0.672	49	0	4	3.2	0.735
4	56	2	4	2.95	0.644	49	0	4	3.1	0.797
5	56	2	4	3.39	0.562	49	0	4	3.43	0.707
6	55	0	4	3.27	0.732	49	0	4	3.08	0.975
7	56	1	4	2.73	0.842	49	0	4	2.9	0.872
8	55	1	4	2.44	0.739	48	0	4	2.65	0.887
9	55	0	4	2.35	0.886	47	0	4	2.38	0.822
10	55	0	4	2.51	0.814	47	1	4	2.83	0.702
11	56	0	4	2.3	0.807	47	0	4	2.62	0.795
12	55	1	4	2.65	0.844	47	0	4	2.72	0.902
13	56	0	4	2.61	0.966	47	0	4	2.79	0.907
14	55	0	4	2.62	0.85	47	1	4	2.68	0.783
15	56	1	4	2.84	0.654	47	1	4	2.94	0.845
16	56	0	4	2.73	0.904	46	0	4	2.83	0.825
17	55	0	4	2.51	0.94	47	1	4	2.94	0.763
18	56	1	4	2.75	0.815	47	1	4	2.85	0.78
19	56	0	4	2.52	0.934	47	0	4	2.74	0.82
20	56	0	4	2.48	0.763	45	1	4	2.71	0.787
21	56	0	4	2.41	0.781	45	0	4	2.56	0.841
22	56	1	4	2.95	0.724	47	1	4	3.11	0.634
23	56	1	4	2.39	0.779	47	0	4	2.68	0.887
24	56	1	4	2.66	0.793	47	1	4	2.85	0.834
25	55	0	4	2.35	0.886	46	0	4	2.57	0.91
26	56	1	4	2.79	0.803	47	2	4	3.09	0.686
27	55	0	4	2.45	0.857	47	1	4	2.94	0.791
28	55	2	4	3.13	0.579	47	3	4	3.38	0.491
29	55	1	4	3.07	0.663	46	1	4	3.28	0.621
30	55	1	4	2.89	0.629	47	1	4	2.96	0.624
31	55	1	4	2.64	0.649	47	1	4	2.85	0.589

32	54	0	4	2.96	0.726	46	1	4	3.04	0.595
33	55	1	4	2.87	0.668	46	2	4	3.11	0.64
34	54	0	4	2.98	0.714	47	1	4	3.13	0.612
35	55	1	4	2.87	0.579	47	2	4	3.3	0.587
36	55	1	4	2.58	0.786	47	0	4	3	0.86
37	55	0	4	2.71	0.786	46	1	4	2.8	0.833
38	55	1	4	2.65	0.673	47	1	4	2.79	0.883
39	52	1	4	3.58	0.667	46	0	4	3.41	0.933
40	54	0	4	3.09	1.014	46	0	4	2.96	0.988
41	52	1	4	3.58	0.723	46	0	4	3.33	0.967
42	54	2	4	3.76	0.473	46	0	4	3.59	0.748
43	53	1	4	3.62	0.627	46	0	4	3.48	0.913
44	53	2	4	3.68	0.581	46	0	4	3.46	0.959
45	54	1	4	3.11	0.634	47	1	4	3.32	0.695
46	54	0	4	2.87	0.702	46	1	4	3.13	0.687
47	53	1	4	3.09	0.741	46	2	4	3.33	0.598
48	54	2	4	3.43	0.633	47	1	4	3.47	0.687
49	54	0	4	3.17	0.885	46	1	4	3.46	0.69
50	54	2	4	3.24	0.671	46	1	4	3.33	0.701
51	54	0	4	2.28	0.979	47	0	4	2.34	0.867
52	52	1	4	2.6	0.799	47	0	4	2.83	0.816
53	54	0	4	2.85	0.856	47	1	4	3	0.722
54	54	1	4	2.85	0.856	46	1	4	3.2	0.719
55	54	0	4	2.39	0.96	46	0	4	2.5	1.006
56	54	1	4	3.06	0.834	47	2	4	3.3	0.657
57	54	1	4	3.07	0.749	46	2	4	3.33	0.56
58	39	0	3	1.77	0.931	39	0	3	1.54	0.969
59	38	0	3	1.18	1.111	41	0	3	1.1	1.044
60	36	0	3	1	1.171	36	0	3	0.81	1.037
61	29	0	3	0.76	1.123	33	0	3	0.64	0.962
62	35	0	3	1.54	1.197	36	0	3	1.14	1.15
63	42	0	3	1.1	1.031	41	0	3	1.37	0.994
64	47	0	3	2.45	0.775	45	0	3	2.04	0.796
65	44	0	3	1.98	1	42	0	3	1.81	0.994
66	44	0	3	2.02	0.976	43	0	3	1.7	1.013
67	53	0	4	2.04	0.96	46	0	4	2.24	0.923
68	53	0	4	2.04	0.876	46	0	4	2.37	0.928
69	52	0	4	1.83	0.964	43	1	4	2.12	0.823
70	51	0	4	1.88	1.032	44	0	4	2.3	0.904
71	53	0	4	1.85	0.949	46	0	4	2.15	0.988

72	35	0	3	0.71	0.893	40	0	3	0.95	1.061
73	33	0	3	0.48	0.712	42	0	3	0.88	0.993
74	38	0	3	0.5	0.862	41	0	3	0.9	0.917
75	35	0	2	0.26	0.505	39	0	3	0.46	0.884
76	32	0	2	0.19	0.471	37	0	3	0.62	0.953
77	29	0	3	0.34	0.721	33	0	3	0.42	0.936
78	53	0	3	1.58	0.795	46	0	3	1.93	0.879
79	53	0	3	1.66	0.783	46	0	3	1.85	0.965
80	52	0	3	1.92	0.788	44	0	3	2.05	0.888
81	53	0	3	1.42	0.795	45	0	3	1.64	0.908
82	53	0	3	1.04	0.831	44	0	3	1.27	1.042
83	51	0	3	1.47	0.88	44	0	3	1.66	0.963
84	53	0	2	0.83	0.7	44	0	3	1.27	0.899
85	53	0	3	0.87	0.761	46	0	3	1.41	0.805
86	53	0	3	0.94	0.77	46	0	3	1.35	0.849
87	53	0	3	1.15	0.632	46	0	3	1.28	0.861
88	52	0	3	0.96	0.713	45	0	3	1.2	0.869
89	53	0	3	0.68	0.728	44	0	3	1.09	0.936
90	53	0	3	0.94	0.718	44	0	3	1.3	0.904
91	52	0	3	0.56	0.669	45	0	3	1	0.707