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A. Significance

The *Mindset for All through Teacher Training and Parent Engagement (Mindset for All)* project will be implemented at four school sites serving middle school students in the Los Angeles Unified School District: Berendo Middle School, Le Conte Middle School, Young Oak Kim Academy, and three autonomous pilot schools at Robert F. Kennedy Community Schools: Ambassador School of Global Leadership @ RFK, New Open World Academy @ RFK, and UCLA Community School @ RFK. Using the growth mindset model, the 3-year initiative seeks to refine teacher-training and parent engagement tools that help develop noncognitive skills in middle school students to support academic and lifelong success.

All the schools are located within the Los Angeles "Promise Zone," one of thirteen nationally designated, high-poverty areas that are working in partnership with the federal government to address challenges faced within the community. As detailed in the American Community Survey, 2008-12 (U.S. Census Bureau), living conditions in the largely immigrant Promise Zone present hardships for low-income families and the working poor. 34% of area families with children under the age of 18 live in poverty, compared with a national average of 17%, and 70% of people five years or older speak English less than well, as compared with 9% nationwide. This indicates critical language barriers for the majority Latino and foreign-born population in the area. In addition, student identity and self-efficacy issues perpetuate a cycle in which students from low-income and immigrant families struggle to access higher education. The noncognitive skills developed through this project are of critical importance to their success.

Not surprisingly, given the myriad challenges faced by the community, academic achievement is an abiding issue. The target schools are on the state list of lowest-performing schools, receive Title I funding, and have been on California Program Improvement status for several years and the high schools to which these students matriculate have graduation rates averaging 57%. All four school sites are part of the U.S. Department of Education-funded GEAR UP 4 LA initiative, which strives to increase college attendance and success.

(1) Utility of the Products. The urban context in which this project will be implemented and the challenges faced by targeted students and families are mirrored in communities across the United States, so this project's impact will extend well beyond the immediate community served. In fact, it is designed specifically to have that broader impact. One of our key partners, the Project for Education Research That Scales (PERTS) at Stanford University, provides the free online Mindset Kit for teachers and parents interested in learning how to foster adaptive learning mindsets. Currently the Mindset Kit beta release consists of the following:

- **For teachers:** 15 lessons that include information on neuroscience and brain development, sample lesson plans, types of praise that promote growth mindsets, and activities and ideas for celebrating mistakes.
- **For parents:** 10 lessons including background and research on the importance of helping their children develop adaptive learning mindsets, a quiz to help them reflect on their own beliefs about mindsets and making mistakes, and activities to develop skills in using growth mindsets language and process praise.

The toolkit also includes a practice library – an online space for parents, teachers and other educators to share lesson plans, activities and ideas that they are using to foster growth mindsets that promote dialogue and peer learning.

With project funding, the Growth Mindset toolkits will be expanded and refined based on learnings from this effort, benefiting not just the LAUSD students, but students across the country.

Families In Schools (FIS) develops parent engagement curricula and trainings that are implemented at districts throughout Southern California and beyond, with a focus on low-income, immigrant communities. The growth mindset parent trainings that FIS develops and pilots through this project will be provided to other districts during the third year of project implementation and will be integrated into FIS's ongoing *Transition to Middle School* program. FIS also will support PERTS in the development of additional parent engagement activities and lessons for the Mindset Kit.

(2) Promising New Strategies. At the heart of *Mindset for All* is a dual focus on the two most significant spheres of influence on a child's academic trajectory: the home and the classroom. The project's theoretical foundation melds the research-supported conclusion that noncognitive skills improve academic achievement and the parent engagement research showing that parents and the home environment can play a significant role in building student confidence, resiliency and other noncognitive skills. With a dual focus on teachers and parents, *Mindset for All* seeks to build students' noncognitive skills by simultaneously influencing the classroom and home environments. The project will examine differences in student outcomes for students in classrooms with trained and untrained teachers, as well as the efficacy of the two-

generation approach, looking at differences in outcomes among students whose parents do and do not participate in the training. Rather than focusing solely on the classroom or home environment, the significance of this effort is that teachers and parent educators will participate together in certificated coach training conducted by National School Reform Faculty (NSRF). They in turn will train other teachers and parents, so that the strategies, techniques and language that teachers use to promote growth mindsets can be replicated in the home.

In communities such as the one in which our target schools are located, with high rates of crime and violence and a heavy gang presence, the lure of the streets becomes ever more powerful as youth fall behind in school. Our students are confronted with opportunities to choose a negative path on a daily basis. If teachers and parents continuously reinforce messages around growth vs. fixed mindsets and change students' sense of self-efficacy with respect to their academic potential, they have the power to change life trajectories. When students understand they can control their own brain development through the level of effort they exert, they work harder, which is reflected in their academic performance. Until we can re-engage students in learning, academic remediation efforts that focus on specific cognitive skills developments are likely to fail, because students will not put forth the effort needed if they don't believe it will make a difference. The theory of change underlying this effort is that students in classrooms with teachers trained to implement growth mindset strategies will have more positive outcomes than those in untrained teachers' classrooms, but the combined effect of implementing growth mindset strategies in both the home and the classroom will be greater than focusing only on one of those spheres of influence.

(3) Contribution to Development and Advancement of Theory, Knowledge, and Practices. The *Mindset for All* project has tremendous potential to develop and advance theory, knowledge and practices. First, funds are allocated for PERTS to continue to develop and refine their online Mindset Kit, increasing and enhancing the lessons on academic motivation and noncognitive skills development. By building this free resource and making changes based on lessons learned through project implementation at our target schools, this project will make a significant contribution to growth mindset practices.

As noted above, we expect to demonstrate the added value in implementing complementary strategies at home and in the classroom to develop noncognitive skills. It is our theory that those students whose parents participate in growth mindset training and implement the strategies and techniques at home will have stronger outcomes than those who are only exposed to growth mindset strategies in the classroom. If that theory bears out, the results of this project will advance the burgeoning growth mindset field and give practitioners an additional tested approach to noncognitive skills development. We believe there is particular value in this project, as the students to be served are largely from immigrant, Spanish-speaking, low-income families. Demonstrating the efficacy of this approach with high-need populations is especially important as it can contribute to closing the achievement gap between low-income students of color and their more advantaged peers.

The third year of project implementation will be devoted primarily to sharing results of the project through mechanisms such as conference presentations and webinars. We intend to share both successes and challenges so that other districts can

learn from our experience. Learnings will be folded into NRSF coaches training, which will be provided to parent educators, teachers and school staff from other LAUSD schools and other districts during the third year of project implementation, as well as into FIS parent engagement training provided to other LAUSD sites and districts, contributing directly to the advancement of growth mindset practices in the field.

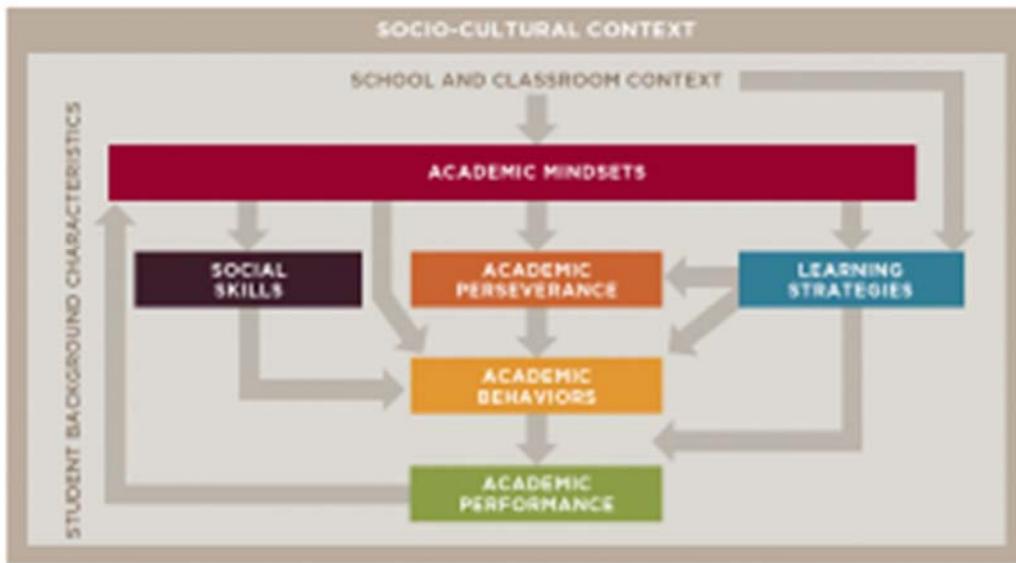
B. Quality of the Project Design

(1) Theory. As discussed previously, our theory of change posits that the combined effect of growth mindset strategies in the home and classroom will exceed the impact of classroom-only exposure. The rationale for our approach is based on two overlapping bodies of research: a) research on noncognitive development, particularly growth mindset theory; and b) research on parent engagement practices that support noncognitive development. (Please see the attached Bibliography in Appendix D for our full list of sources.)

Noncognitive development. In a review of literature on developing adolescent learners, Farrington, et al (2012) delineated five facets of noncognitive development: 1) academic behaviors; 2) academic perseverance; 3) academic mindsets; 4) learning strategies; and 5) social skills. LAUSD has a number of programs in place to enhance these noncognitive development factors, such as the Second Step program and the Restorative Justice discipline approach designed to teach social skills; and AVID and similar programs that focus on learning strategies. *Mindset for All* will give the district additional strategies, with a specific focus on growth mindsets, a subset of the third factor: academic mindsets (i.e., adaptive or growth mindsets).

The graphic below demonstrates that academic mindsets have a direct and indirect influence on each of the other factors in academic success. The development of academic mindsets causes a ripple effect that leads to improved academic performance. There is a wide body of evidence demonstrating that students’ beliefs about their own intelligence and their ideas about what contributes to academic success or failure correlate more strongly with academic performance than measures of ability such as standardized tests (Farrington et al, 2012). We believe our emphasis on moving students from fixed to growth mindsets through multiple spheres of influence has tremendous potential to alter students’ self-concepts and put them on the path to academic, career and life success.

FIGURE 2.1
 A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/ School and Larger Socio-Cultural Context



(Farrington, et al, 2012, p. 14)

Parent Engagement. By training both parents and teachers, the *Mindset for All* project focuses on two core contexts: the classroom context and the socio-cultural context. While there are clearly many other factors that are part of the socio-cultural

milieu influencing our students, the family is at the core. A 2012 Center on Education Policy paper reviewed the research literature on how parent involvement, family background and culture influence student motivation. Parents do not need specific knowledge of subject content or particular academic skills to have a positive impact on their children's academic development; they can contribute by changing their child's academic mindset and motivation. Conversely, they can have an adverse impact by emphasizing intelligence over effort, instilling the fixed mindset mentality that hinders academic progress and negatively impacts effort. We believe that engaging parents is the path to creating the socio-culture context that can have a positive influence on developing growth mindsets.

Wang and Eccles (2012) also found that parents directly influence school engagement. Parent social support was positively correlated with each of the factors measured: school compliance, participation in extracurricular activities, positive school identification, and intrinsic motivation. However, research also shows that there are disparities in parent social support based on income status, further attesting to the need for both teacher and parent growth mindset training.

Mindset for All Logic Model

Activities →	Short-Term Outcomes (Y1) →	Long-Term Outcomes (Y2)
<ul style="list-style-type: none"> • NSRF trains coaches on effective facilitation and coaching facilitators on growth mindset tools • Coaches train teachers and parents of students in those teachers' courses • Teachers and parents implement growth mindset tools • Coaches convene teachers and parents monthly for peer learning 	<p>↑</p> <p><u>Students</u></p> <ul style="list-style-type: none"> • Increased grit • Increased college degree expectations <p>↑</p> <p><u>Teachers and Parents</u></p> <ul style="list-style-type: none"> • Increased knowledge of growth mindset tools • Increased implementation of growth mindset tools 	<p>↑</p> <p><u>Students</u></p> <ul style="list-style-type: none"> • Increased grit • Increased college degree expectations • Increased GPA • Increased persistence in high school <p>↑</p> <p><u>Teachers and Parents</u></p> <ul style="list-style-type: none"> • Increased knowledge of growth mindset tools • Increased implementation of growth mindset tools
Student Measures		Sources/Populations
8-item Grit Scale, start/end of each year		Survey of students in project schools/ classrooms
College expectations, start and end of each year		Survey of students in project schools/ classrooms
End-of-year GPA before, during, and after growth mindset exposure		Transcript data for all students in treatment and comparison groups
End-of-year GPA before, during, and after growth mindset exposure		Transcript data for all students in treatment and comparison groups
Persistence from 9th to 10th grade		Transcript data for all students in treatment and comparison groups, older cohort only
Incidence and level of participation in potentially confounding student activities		Participation records of students in project schools/grades in GEAR UP grant
Teacher/Parent Measures		Sources/Populations
Level of participation in growth mindset training		Participation records of teachers/parents in project schools/classrooms
Self-reported indicators about growth mindset tool knowledge, implementation, and utility		Annual survey of teachers/parents in project schools/classrooms
Evaluation Models: Quasi-experimental methods to meet Strong Evidence With Reservations		
<p><u>Quasi-experimental methods</u></p> <ul style="list-style-type: none"> • Compare change in grit scores among students of teachers/parents who participated in training compared with students of teachers/parents with no training. Students will be matched on baseline grit scores, and analyses will control for participation in potentially confounding GEAR UP activities. • Compare persistence and change in GPA among those same groups, as well as a group of non-GEAR UP students matched on baseline GPA. 		

(2) Exceptional Approach. As noted previously, our dual emphasis on parent and teacher training represents an exceptional approach to meeting both absolute priorities. With respect to ***Absolute Priority 1 – Developing Noncognitive Skills in Middle-Grades Students***, both growth mindsets and parent engagement have an extensive research base supporting their efficacy as strategies for building noncognitive skills. By marrying these two approaches into a cohesive strategy, we expect to achieve the student outcomes delineated in the project logic model.

The opportunity for other districts and schools to benefit is woven into our project design in multiple ways: 1) through the refinement of the free online growth mindset resources available through PERTS; 2) through Year 3 conference presentations, webinars, learning exchanges and other mechanisms for sharing results; and 3) through the allocation of funding in Year 3 to train staff from additional LAUSD sites and other districts to implement the approach we have developed, implemented and refined based on project learnings.

This project also aligns perfectly with ***Absolute Priority 2 – Supporting High-Need Students***, striving to change learning environments which in turn will improve academic outcomes. The schools targeted are all Title I, Program Improvement schools located in the Los Angeles “Promise Zone,” a highly challenged community. The vast majority of students served are at risk of educational failure based on multiple factors that define “high-need:” living in poverty, attendance at High-minority Schools, below grade level performance, English Learner status and being at-risk of not graduating from high school on time.

Changing academic mindsets for high need populations such as the students we will serve is of critical importance. Most of our students come from families with limited formal education and will be first-generation college attendees should they pursue post-secondary education. They often lack educational role models and may not perceive themselves as “college material.” Many are undocumented, and the financial realities of pursuing higher education often thwart dreams before they are fully formed. Large numbers of our students enter the school system as English Learners, facing additional challenges from their first day. For these high-need students, of key importance is empowering them with the knowledge that working hard and being engaged in the learning process directly translate to academic success.

(3) Coherent, Sustained Program of Research and Development. The primary contribution to parent engagement and growth mindset research lies in the training structure that this project will employ. Programs designed to enhance classroom and home learning environments typically operate on parallel planes rather than being truly cohesive efforts. While the specific strategies employed in this program will differ from classroom to home, the coaches working with parents and those working with teachers will have received the identical certification training and the growth mindsets content developed by PERTS will be used by all coaches, to ensure that teachers and parents are sending the same messages using similar language and techniques, making home and classroom mutually reinforcing. This intentional, strategic approach will advance inquiry in the growth mindsets field and contribute to the knowledge base around improving academic outcomes for low-income students of color.

(4) Performance Feedback and Continuous Improvement. Discussed in more detail in the next section, performance feedback and continuous improvement are integral to the project design. The NSRF-provided coaches' training will create a supportive environment for honest, productive dialogue. Monthly peer learning exchanges will allow teachers to raise any challenges they face in implementing the strategies learned as well as to share what techniques are working well. The coaches will meet regularly with the Project Manager and give him or her their perspectives on progress at their respective school sites. The full partnership team will meet quarterly to review progress, with evaluation data shared so any issues can be discussed and potential solutions generated immediately.

C. Quality of the Management Plan

(1) Procedures for Ensuring Feedback and Continuous Improvement. As discussed in the Project Evaluation section below, a number of mechanisms built into the program design will facilitate ongoing feedback and continuous improvement. To be optimally effective, program implementation needs to be monitored at both the classroom and school levels. This will be accomplished through the following strategies:

Partner Team Meetings. The Project Co-Directors will convene quarterly partner meetings at which each of the program components will be reviewed and implementation updates from each school will be provided. Any challenges occurring across sites will be discussed, with the team brainstorming possible solutions and identifying specific actions to be taken. The evaluator will provide updates on implementation progress based on program data collected and findings from project

staff surveys, and facilitate a discussion of any programmatic adjustments that might be made in response to any issues that the evaluation uncovers.

School Site Meetings. The Project Manager will hold monthly meetings with coaches at each site to gain insight into each school site's project implementation. While there are specific milestones to achieve (e.g., teachers trained by a specific month), this is not a project in which a specific curriculum is being implemented. As such, the Project Manager will use the school site meetings to gather insight through the observations of the coaches, who will interact personally with teachers and parents. The teachers' and parents' level of engagement will give coaches a sense of whether the trainings are having the intended impact; e.g, enthusiasm level, depth of questions asked, specific examples of strategies employed and any noticeable changes in students. If implementation challenges are identified, the Project Manager will seek guidance from the Co-Directors and partners about steps to take to overcome any obstacles.

(2) Responsibilities, Timelines, and Milestones. The GEAR UP 4 LA Co-Directors will devote a percentage of their time to this project, ensuring that it is integrated smoothly into the culture at each of the four target school sites. (Co-Director resumes are included in Appendix B.) The full-time Project Manager, who will be an FIS employee based out of the GEAR UP 4 LA office, will oversee day-to-day operations of the program, ensuring that logistical issues are addressed, checking in with coaches at each site regarding training and ongoing peer-learning activities, serving as the liaison to the project partners and evaluator, etc.

Key activities and responsible partners are outlined in the timeline below:

Oct 15 to Dec 15	PERTS develops additional Mindset Kit content
	FIS develops and translates (Spanish) parent training materials on growth mindsets and noncognitive development
Jan 16 to June 16	NSRF conducts training for 20 coaches (4 per school site and 4 from partners) on facilitation and coaching skills, weaving in growth mindset content
	Certificated LAUSD coaches train 15 teachers at each school and certificated FIS coaches train the parents of students in those 15 teachers' classrooms on growth mindset techniques as part of <i>Transition to Middle School</i> program, using PERTS training materials (all training completed by March)
	Teachers and parents implement growth mindset strategies
	LAUSD coaches facilitate monthly peer-learning exchanges with trained teachers
	FIS Coaches reinforce growth mindset strategies at monthly parent meetings
June 16 to Aug 16	2 day refresher/training for teachers
Sept 16 to June 17	Certificated LAUSD coaches train additional 15 teachers at each school and certificated FIS coaches orient and train the parents of students in those 15 teachers' classrooms on growth mindset techniques using PERTS training materials as part of <i>Transition to Middle School</i> program (Training completed by November.)
	Teachers and parents implement growth mindset strategies
	LAUSD Coaches convene trained teachers for monthly peer-learning
	FIS Coaches reinforce growth mindset strategies at monthly parent meetings
	PERTS continues to refine and build online Mindset Kit

<p>June 17 to Aug 17</p>	<p>2 day refresher/training for teachers</p>
<p>Sept 17 to May 18</p>	<p>Trained teachers and parents continue to implement growth mindset strategies</p>
	<p>PERTS revises materials based on internal research and project evaluation findings</p>
	<p>FIS refines growth mindset parent training module based on evaluation findings</p>
	<p>All partners share results and lessons learned with broader community through conference presentations, webinars, etc.</p>
	<p>Final evaluation report is completed and findings and recommendations are included in report produced by partners for external audiences</p>
<p>June 18 To Sept 18</p>	<p>NSRF trains an additional 25 coaches using PERTS growth mindset materials. Coaches will work with students and parents from other LAUSD middle schools and schools in other districts, expanding the project’s reach beyond the four target school sites.</p>
	<p>FIS trains 25 people from other LAUSD middle schools and schools in other districts to implement the Transitions to Middle School curriculum, inclusive of the new module on growth mindsets.</p>

(3) Commitments of Each Partner. Memoranda of Understanding detailing the commitments of each partner are included in Appendix A. We selected our partners because of the specific expertise each brings to the project. As the lead agency and fiscal agent, LAUSD has the infrastructure needed to implement the project at both district and school site levels. Through our GEAR UP 4 LA initiative at the target schools, we have existing relationships with FIS and PERTS and a solid history of building collaborative partnerships that improve academic achievement.

The relevance of each partner to the project is:

- **FIS – Parent Engagement Expertise:** FIS brings leadership expertise in parent engagement as a school reform strategy. Growth mindset parent training is a natural fit within their *Transition to Middle School* program, which includes lessons on adolescent development and supporting children’s academic success. *Transition to Middle School* evaluation results have shown that parents without a high school diploma show the greatest increases in knowledge gains: the growth mindset module and parent orientation to growth mindsets that FIS will develop will be effective with our target population.
- **Stanford/PERTS – Content Expertise:** PERTS possesses extensive knowledge of academic motivation research in general, and growth mindset research in particular, and has applied that knowledge base to the development of practical tools for educators and parents.
- **NSRF – Facilitation Expertise:** NSRF will provide **its** Critical Friends Group® Coaches Training that teaches participants to build an environment of trust, give and receive feedback effectively, and create a culture of excellence among students and teachers. Growth mindset content will be woven into the coaches’ training. Certificated coaches will in turn train teachers and parents at the target schools.

Each partner is integral to the project’s success. Staff from all partner sites will participate in the NSRF training. LAUSD and FIS staff will then deliver the growth

mindset content gleaned through PERTS through professional development and parent training sessions.

D. Quality of the Project Evaluation

The external evaluation will be conducted by CoBro Consulting, the firm evaluating the GEAR UP 4 LA program. Using the same evaluator will streamline systems and build on the positive working relationship LAUSD has established with the evaluator, as well as the evaluator's in-depth understanding of contextual factors at the target schools.

(1) Examining the Effectiveness of Project Implementation Strategies.

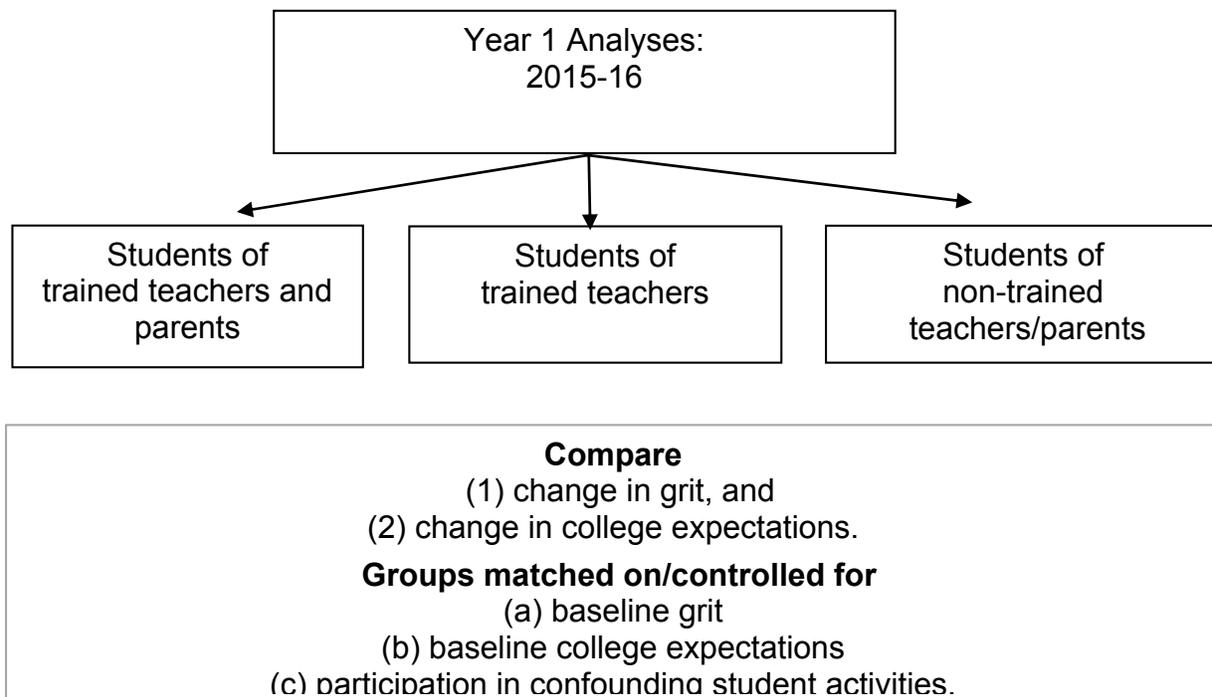
Project impacts will be evaluated using several rigorous quasi-experimental methods to determine impact. Each method will provide valuable information on outcomes associated with project activities and will be examined as a whole to understand relative impacts on students' noncognitive development and academic achievement.

Additionally, analyses conducted by PERTS for their own research purposes on the effectiveness of tools developed by the organization will be incorporated into final evaluation summary results to understand concordant findings and additional information outside the scope of this evaluation.

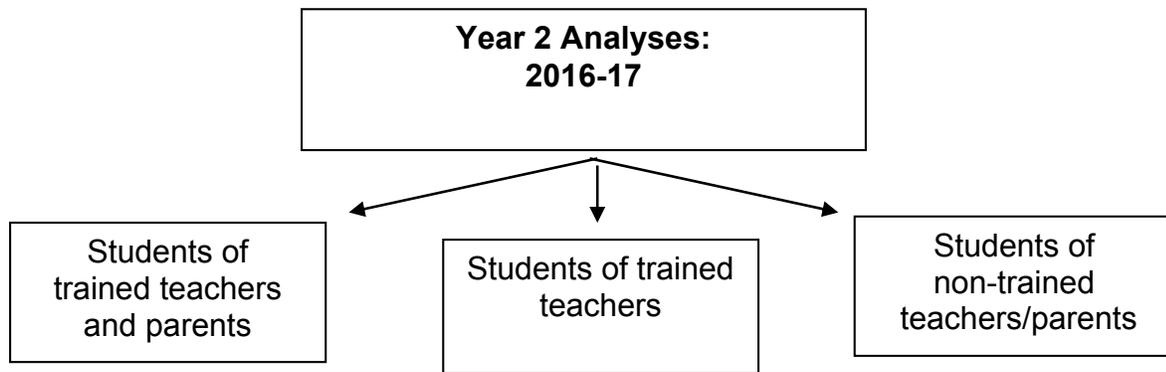
Project activities in Year 1 will be evaluated based on the intended impact on measurable outcomes that could be affected by initial exposure to teachers/parents who participated in growth mindset training. Specifically, students of participating teachers/parents during Year 1 are expected to demonstrate increased grit (Duckworth & Quinn, 2009) and college expectations by the end of the school year. The Year 1 evaluation will use a comparative change model to examine student-level change for

students exposed to the treatment via their teachers and a comparison of change among like students whose teachers/parents did not participate and also will examine differences between students with both teachers and parents trained and those whose teachers were trained but parents were not. A regression analysis will be used to assess the effect of parent training over and above any effect of teacher training.

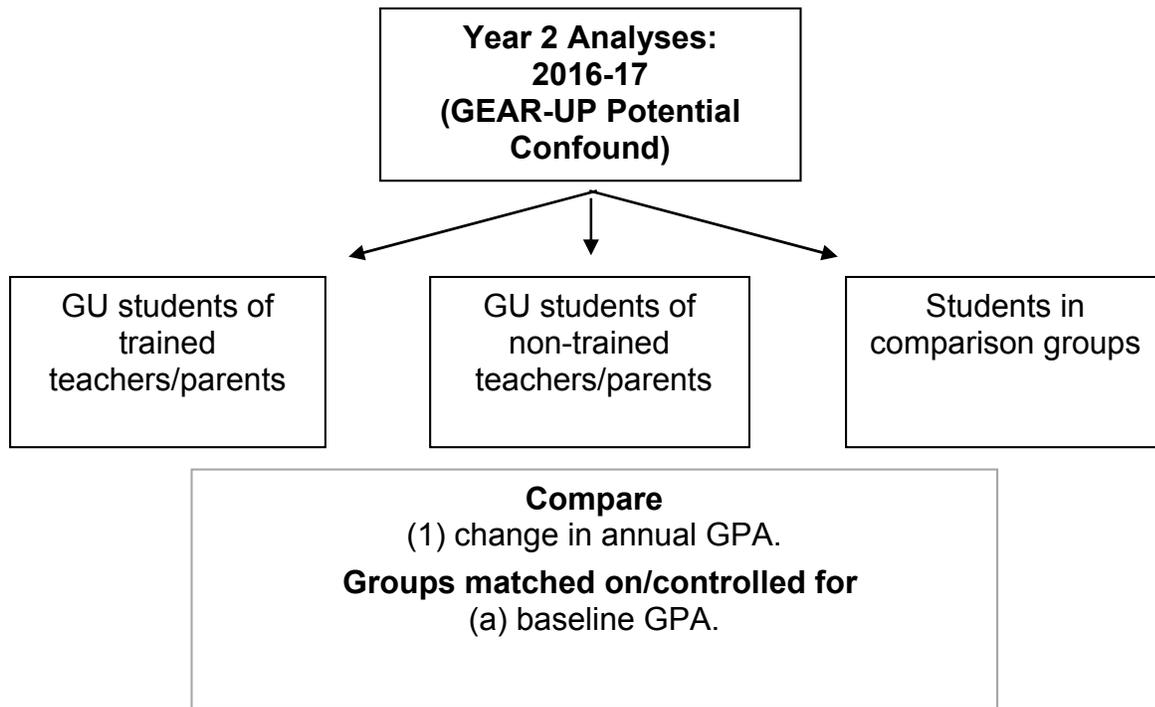
Students in each group will be matched on baseline grit scores, baseline college expectations, and participation in student activities offered throughout the year that may also impact the outcomes. Particular attention will be focused on students low in either baseline grit or college expectations, because those students may well have been targeted for particular student services and so are expected to demonstrate some confounding factors to be considered within the analysis. Additionally, these are students for whom this project plans to have the strongest impact and so further exploratory analyses will likely be undertaken after primary evaluation analyses are conducted if warranted by findings.



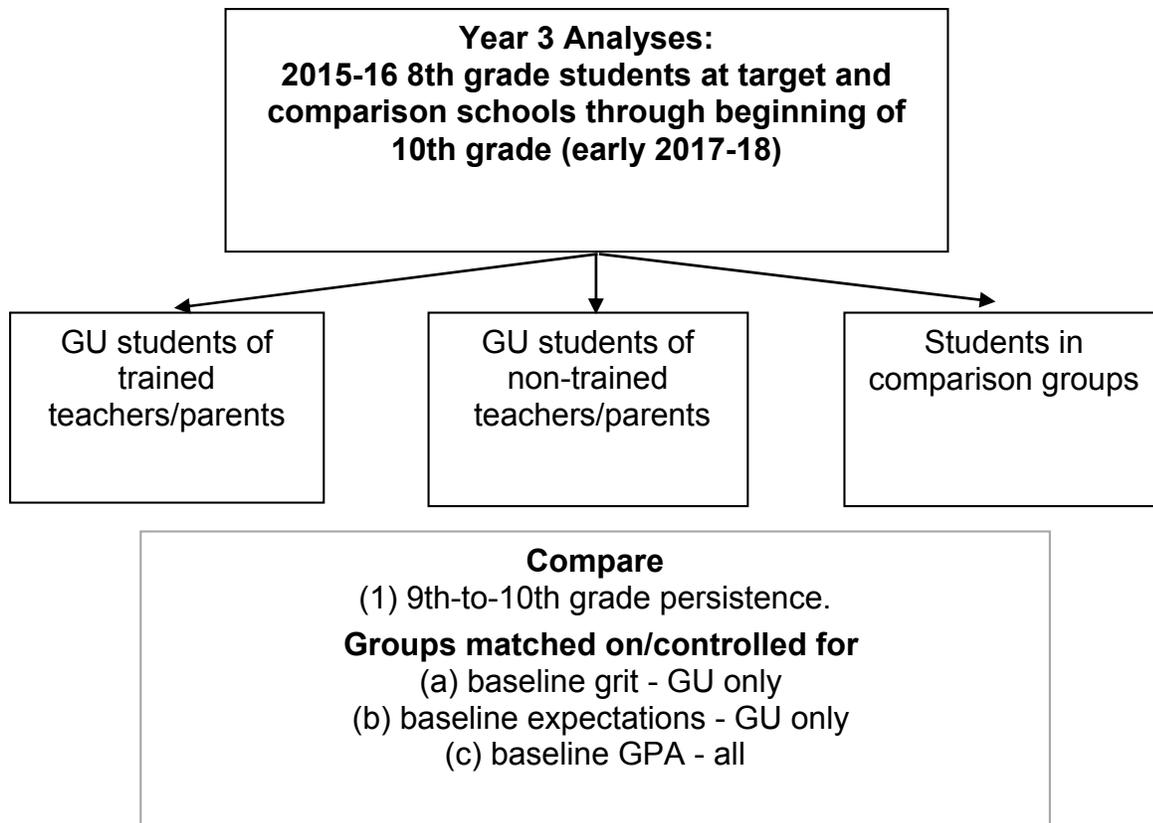
As growth mindset training and classroom implementation becomes more widespread and embedded in curriculum during Year 2, impact is also anticipated to widen to include academic outcomes of students exposed to the tools. Therefore, evaluation will expand to include not only measures of grit and college expectations, but also global academic performance as measured by annual grade point average (GPA). As with prior analyses, a comparative change model will be applied to focus on change in GPA from prior to project Year 1 to the end of project Year 2. Students will be parsed and examined separately based on the year in which they had exposure to the growth mindset tools to help determine time-to-impact issues as well, and groups matched on GPA will be selected from among students at comparative schools and grade levels which will be used as the greater pool from which to select comparison students for each analysis using such data.



Compare
 (1) change in grit, and
 (2) change in college expectations
 (3) change in annual GPA.
Groups matched on/controlled for
 (a) baseline grit
 (b) baseline college expectations
 (c) baseline GPA
 (d) participation in confounding student activities.



The project's focus will shift in Year 3, as will evaluation activities. To follow-up on longer-term impacts of project activities, analyses in Year 3 will examine data for the first cohort of eighth grade students impacted by this project (2015-16 eighth graders) as they transition into tenth grade. The ninth-to-tenth grade transition is a documented bottleneck in a high school career, with large proportions of students failing to promote to the next grade. Analyses will examine the treated GU students, non-treated GU students, and comparison group students, using similar controls as described earlier (grit and college expectations among GU students, pre-project GPA among all students) to compare persistence rates.



As a supplemental evaluation component, analyses during the final year will also reference a summary of qualitative and quantitative findings compiled by PERTS staff as they examine the effectiveness of the growth mindset tools.

(2) Guidance on Replication or Testing in Other Settings. The evaluation is designed to contribute to the replication materials that will be produced during Year 3 of the project. By incorporating statistical procedures to control for the potential confound of the existing GEAR UP program, we expect to be able to gauge the effectiveness the *Mindset for All* project as a stand-alone intervention. Examining the impact on the subgroup of students whose parents received the training in addition to their teachers compared with those whose exposure to growth mindset strategies was only in the classroom will provide valuable insights to guide replication or testing in other settings.

The strong communication already existing between the evaluator and LAUSD staff ensures that contextual factors impacting analyses of services will be accounted for and provide for an understanding of the applicability of findings to other similar populations, which is vital before replication of successful outcomes can be attempted. The methodologies planned for *Mindset for All's* evaluation were developed to ensure adherence to scientific principles of empirical research methodology as they apply to the educational settings in which they will be implemented.

CoBro consultants have also been instrumental in working within the GEAR UP community to share best practices, experiences, useful research, and evaluation knowledge. They have an extensive documented history of sharing key findings from evaluations with the GEAR UP community at regional and national conferences in order to further efforts toward replication of successful interventions and will continue that practice as evaluators of this project.

(3) Performance Feedback and Periodic Assessment of Progress. The Compass data management system used by the evaluator, combined with access to timely student level data, allows the program to maintain up-to-date data entry of service participation and academic data transfers. It also provides reports that project staff will use to monitor ongoing progress in program implementation and outcomes attainment. Student-level demographic, academic, and non-cognitive data will be linked with program participation data. Compass can run statistical descriptive and inferential analyses for routine examination of the impact of individual service components (and similarly, identify any dosage effects of particular services), as well as program participation as a whole, as related to predefined outcomes.

Student, parent and teacher surveys will provide insight into perceptions and attitudes about the program and educational experiences. The evaluator will analyze survey results and provide item response distribution reports, both program wide, and site specific, to allow for targeted modifications of service offerings in response to localized findings.

Another key component of monitoring progress involves examining and evaluating data on an ad hoc basis, as unanticipated questions arise. The project will take advantage of reporting options to examine topics of interest, as well as annual data presentations to provide a comprehensive discussion of pertinent issues.

(4) Evidence About Effectiveness that Would Meet What Works

Clearinghouse Evidence Standards With Reservations. The quasi-experimental methods delineated in this section to evaluate the project's impact will produce evidence about effectiveness meeting the WWC Evidence Standards with reservations, the highest level possible for quasi-experimental evaluation. We have indicated several methods we can use to ensure baseline equivalence on indicators of interest, including drawing from a similar population of students, collecting data consistently for each group, and extracting subgroups of data within those populations if the larger groups do not show equivalence at the outset. All assessments of baseline equivalence will use the required definition of less than 0.25 standard deviations in absolute value within the pooled sample with statistical adjustment, or less than 0.05 with no adjustment. Typically we hold our evaluations to the 0.05 standard internally, so our inclination is to proceed based on the assumption that we will find a way to meet it within the available

research samples, such as by using propensity score matching techniques or subdividing the populations based on baseline and confounding measures.

The potential issue of confounding factors will also be addressed using several analysis tools. Because all students included in analyses of grit and college expectations are part of the GEAR UP program (where such data are collected), they are receiving a wide variety of direct services that may also impact outcomes examined for this project. Participation in these services is monitored and recorded, and so it is possible to use GEAR UP program records to determine the confounding effects of such participation and any need to adjust analyses or match upon participation rates accordingly. Similarly, for analyses examining change in GPA or student retention, a comparison group of non-GEAR UP students will be used to provide an additional perspective. Evaluation of the GEAR UP program as a whole has already defined two overarching types of comparison groups that showed baseline similarity in student characteristics such as race, ethnicity, socio-economic status, and academic achievement. Within those populations, analyses for this evaluation will select subsets determined by baseline GPA to provide an additional level of comparison external to the GEAR UP program.

Additional analyses will influence the comparisons made. For example, because teachers and parents may opt in to the training, it is possible that there may be existing differences among teachers or parents who choose to participate compared with those who don't. If the situation arises where more teachers would like to participate than the project can accommodate during Year 1, a random selection process will be used to select, which would provide stronger evidence. However, as anticipated, teachers will

be allowed to self-select, and as such, an examination of those teachers' education level, teaching subjects, and student levels taught will be examined to understand any potential confounds. Similarly, though only parents whose students are taking courses from teachers participating in the project's activities will be eligible to participate, those who opt to do so may differ from those who do not, which will also be examined through data available from parent surveys as well as the academic outcomes of their students at baseline.