**MONTGOMERY
COUNTY PUBLIC
SCHOOLS**

Supporting the Academic Excellence, Engagement, and College Readiness of High School ESOL Students Through ESOL Student Service Learning Clubs

Office of Shared Accountability

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Executive Summary

The purpose of this study was to examine the impact of the English for Speakers of Other Languages (ESOL) Student Service Learning (SSL) Club on academic and non-academic outcomes for students receiving ESOL services during 2012–2013 in six high schools in Montgomery County Public Schools (MCPS). The ESOL SSL Club convenes regularly outside the students' instructional day. Four high schools partnered with Montgomery College—Takoma Park/Silver Spring (MC–TP/SS): Montgomery Blair, Springbrook, John F. Kennedy, and Northwood; one high school partnered with the City of Gaithersburg (Gaithersburg); and another partnered with Rotary International (Watkins Mill). As part of the regular club meetings, participating students were led by adult facilitators to identify needs in the community and address them through service-learning opportunities. There were 346 students who participated in ESOL SSL Clubs in 2012–2013. The objectives of the ESOL SSL Club are to—

- increase the **number of SSL hours earned** toward the graduation requirement,
- promote school attendance,
- increase **grade point average** (GPA) and raise course grades,
- increase passing rates on **high school assessments** (HSAs),
- increase literacy skills,
- increase **engagement** in community activities,
- increase **engagement** in school activities, and
- increase understanding of college and career expectations.

In order to estimate the impact of the ESOL SSL Club on specified academic and non-academic outcomes, this study used a multi-method four-part data collection design. Student-level records of club participation/engagement in community activities documented by club staff at each school, club advisor interviews, ESOL student survey, and a variety of data from MCPS official records were used to address the following two questions:

1. Did participation in the ESOL SSL Club contribute to a significant difference in: a) the number of SSL hours earned toward graduation, b) the average attendance, c) GPA and passing rates in identified courses, d) eligibility rates, e) grade-level promotion, f) percentage of students passing HSAs, and g) literacy skills between ESOL SSL Club participants and ESOL students who did not participate in the club?

2. Did participation in the ESOL SSL Club contribute to an increase in: a) level of engagement in community activities, b) level of engagement in school activities, and c) student understanding of college expectations?

To address the first evaluation question, multivariate analyses were used to compare academic outcomes of students in the ESOL SSL Club ($n = 346$) with non-club peers ($n = 346$). To address the second evaluation question, comparisons of survey responses for students in the club and non-club peers were conducted to determine if there were any differences in college expectations and in engagement in school and community activities between the two groups. In each of the analyses related to outcomes, preexisting differences between the two groups of students were controlled for through statistical procedures using propensity scores and use of covariates.

Summary of Findings

Evaluation Question 1. Did participation in the ESOL SSL Club contribute to a significant difference in: a) the number of SSL hours earned toward graduation, b) the average attendance, c) GPA and passing rates in identified courses, d) eligibility rates, e) grade-level promotion, f) percentage of students passing HSAs, and g) literacy skills between ESOL SSL Club participants and ESOL students who did not participate in the club?

Only results that provided evidence of statistically significant differences between club and non-club peers on academic and non-academic outcomes during school year 2012–2013 are presented in this summary.

SSL Hours Earned Toward the Graduation Requirement

- Overall, club members earned significantly higher numbers of SSL hours than non-club peers during 2012–2013. The average SSL hours earned by Grade 9 students was 26 compared with 4 hours for non-club peers, resulting in a medium club participation effect.
- By the end of the school year, a significantly higher proportion (29% vs. 22%) of all club members had completed the required SSL hours toward graduation compared to non-club peers. Grade-level analyses revealed that Grade 9 club members had a significantly higher percentage of students who had completed their required SSL hours (13% vs. 2%) students ($d = 0.40$).

School Attendance

- Combined analyses revealed that average school attendance was higher among club members in Grades 9 through 12 than non-club peers (F (1, 493) = 11.03, $p = .001$; $d = 0.25$). For all club members in Grades 9 through 12, the average attendance rate was 93% compared with 90% for non-club peers, associated with small meaningful club participation effect.
- At grade level, average attendance was significantly higher among club members (95%) than non-club peers (91%); (F (1, 172) = 9.64, $p = .001$; $d = 0.43$); specifically, club members attended an average of 4.4 more school days than non-club peers. The significant differences in average attendance signified a medium meaningful club participation effect.

Grade Point Average

- Grade 9 club members earned significantly higher average end-of-year GPAs compared to non-club peers. The average GPA of Grade 9 club members was .37 points higher than the GPA of non-club members (2.50 vs. 2.13, F(1, 340) = 15.12, $p = .000$, $d = 0.43$), equating to a medium effect.
- While the average GPAs differed statistically between the two groups of Grade 12 students (F (1, 72) = 4.74, $p = .033$, $d = 0.10$) in favor of club members, the effect size showed that the performance levels of the two groups was comparable.

Performance on Mathematics and Reading Courses Taken in 2012–2013

- Grade-level analyses of report card grades revealed that a significantly higher proportion of Grade 9 club members earned a C or better in each of the mathematics and language courses taken in 2012–2013 compared to their non-club peers. Specifically:
  - The proportions of Grade 9 students who earned a C or better in semester 1 (76% vs. 52%; $d = 0.64$) and semester 2 (75% vs. 57%; $d = 0.45$) mathematics courses was significantly higher among club members than non-club peers. The effect sizes associated with these differences showed medium to large educationally meaningful club participation effect associated with earning a C or better in mathematics courses.
  - The proportions of Grade 9 students who earned a C or higher in semester 1 (81% vs. 70%; $d = 0.35$) or semester 2 (78%% vs. 63%; $d = 0.40$) language courses was significantly higher among club members than non-club peers. The effect sizes associated with these differences showed small educationally meaningful club participation effect associated with earning a C or better in language courses.
- A significantly higher proportion of Grade 12 club members earned a C or better in semester 1 language courses (83% vs. 59%; $d = 0.70$) taken in 2012–2013 than non-club peers, signifying a large meaningful club participation effect associated with earning a C or better in the language course.

Academic Eligibility

- Club participation was associated with significantly higher rates of academic eligibility in Grade 9, contributing to educationally meaningful impact. Grade 9 club members (72% vs. 60%; $d = 0.31$) were more likely to earn a GPA higher than 2.0, making them academically "eligible" for the fourth marking period compared to non-club member peers.

Grade Advancement/Promotion/Record of Continued Education

- The proportion of Grade 9 students who were promoted to the next grade level was significantly higher among club members than non-club peers (75% vs. 65%, $d = 0.29$), signifying a small practically meaningful club participation effect on promotion rates. Promotion was determined by whether or not the student had earned the required number of credits to be ready for the next grade.

HSA Taken During the 2012–2013 School Year

- Higher percentages of club members passed each of the HSAs compared with non-club peers during school year 2012–2013. However, the differences in HSA passing rates were not statistically significant.

Literacy Skills

- Participation in the club was positively associated with development of English language skills, particularly in areas that involved communicating through listening, speaking, and oral language in general. The analyses revealed that club members made significantly higher average gains in composite Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELL) scores and in the domains of listening, speaking, and oral language from spring 2012 to spring 2013. The standardized effect sizes ranged from 0.27 to 0.40, signifying meaningful gains in literacy skills in the composite score and listening, speaking, and oral language domains for club members.

Evaluation Question 2. Did participation in the ESOL SSL Club contribute to an increase in: a) level of engagement in community activities, b) level of engagement in school activities, and c) student understanding of college expectations?

Overall, findings from student survey, student records of club participation, and club advisors interviews suggested that the ESOL SSL Club helped the students: a) connect to the community, b) expand on their skills and knowledge, and c) explore career and college options by increasing their understanding of expectations and preparation needed for college or career.

Connection to Community

- *Developing relationships.* The club provided a setting for a variety of relationships to develop: MCPS and community partnerships, positive staff-to-student interaction, student-to-student relationships, and student-to-community relationships through service projects. These interactions and relationships increased the ESOL students' level of engagement in school-sponsored activities, increased their confidence to interact with others, made students feel they were valuable contributors in the community, and increased students' understanding of the American culture.
- *Participation in community-based activities.* Evidence of how the club increased student engagement in community activities was summarized from analyses of student survey responses, club advisor records and interviews, as well records of SSL hours earned during the school year.
  o The number of activities recorded per student varied by school and ranged from 9 to 33 activities. Across all schools, the average number of recorded community activities per club member ranged from 4 to 9.
  o Several sources of evidence indicated that participation in the ESOL SSL Club contributed to increased engagement in community and school activities. Club members reported that the club helped them earn more SSL hour (93%) and they enjoyed attending the club activities (91%). These findings were consistent with the analysis of SSL hours earned by club members and non-club peers, which found that club members earned more hours during the 2012–2013 school year.

Engagement in School Activities

- Significantly higher proportions of club members participated in academic clubs, cultural activities, or other special interest clubs than non-club counterparts.
- The club increased students' familiarity with American culture while assisting students to learn about service hours needed to meet the graduation requirements. Findings indicated that ESOL students needed the club because: 1) newcomers and ESOL students were unfamilair with the requirements for earning SSL hours, 2) students were unlikely to earn SSL hours on their own, and 3) ESOL students were eager to learn and practice their English language skills.
- Club members specified that the ESOL SSL Club helped them become engaged in school activities, which helped them develop confidence to participate in more school extracurricular activities (84%), increased their confidence in using the English language (87%), and provided opportunities to practice their English (85%). The club also helped students develop confidence to participate more in classroom activities (86%), and nearly all would recommend the club to friends who are taking ESOL classes (90%).

Exploring College and Career Options

- *Plans after high school graduation.* When data were disaggregated by club membership, the findings showed that higher proportions of club members than non-club peers planned to go to a four-year college (51% vs. 48%), community college (27% vs. 23%), or work part-time (26% vs. 17%), but the differences were significant only for those who planned to work part-time.
- *Information for planning for college and career.* When analyzed by club membership, significantly higher percentages of club members than non-members mentioned the school counselor, ESOL SSL Club, and career center as their main sources of information for planning for career and college.
- *Preparing for college and career.* Overall, synthesis of the findings revealed participation in the ESOL SSL Club increased students' understanding of expectations and preparation needed for college or career.
  - Club members and non-club peers were mostly preparing for college in similar ways: talking to their parents/family members about their plans after graduation, working to improve their GPA, talking with a school counselor about college options, planning to take the SAT or ACT, and earning SSL hours.
  - While the actual number of students who had completed a set of specified activities related to college preparation was low, statistically significantly higher proportions of club members reported they had taken TOEFL (8% vs. 4%), earned all their required SSL hours (23% vs. 10%), or had taken ACCUPLACER (8% vs. 4%) compared with non-club peers.
  - The proportion of those who reported that they knew which colleges and universities match their interests and abilities was significantly higher among club members compared with non-club peers (71% vs. 66%)

Overview Knowledge/Understanding About Expectations for College

- The club helped members understand the college application process, gain the skills needed for completing a college application, and to a lesser extent completing financial aid forms. More than 70% of the club members reported: a) they knew what academic and career interest to pursue in college; 2) staff at their school helped them understand college requirements; 3) they knew the type of college they would apply to; and 4) they understood how to find information on colleges.
- Compared with non-club peers, club members were more likely to agree that they knew which colleges and universities matched their interest and abilities. In addition, a higher proportion of club members than non-club members indicated that a staff member helped them identify colleges that matched their interests and abilities.
- Only one third of club members and non-members, alike, agreed that they understood how to complete a financial aid application.

Recommendations

The following recommendations are based on the findings from the study:
- Continue to use the ESOL SSL Club to provide meaningful learning opportunities through which students with limited English skills can apply their skills and knowledge to real-world issues and problems and earn required SSL hours.
- Continue to support a career and college bound culture for newcomers to the country by highlighting the most critical aspects of being career and college ready—
  o making strong course selections connected to college and career aspirations,
  o developing a strong high school transcript,
  o taking timely college preparation tests (e.g., SAT/ACT),
  o completing SSL requirements,
  o visiting and selecting colleges,
  o applying for admissions, financial aid, and
  o seeking scholarships.
- Support students with resources to increase their familiarity with multiple opportunities available to them after high school graduation and to help them navigate applications for college admission, financial aid, and scholarships.
- Increase activities that enhance the development of English language skills and participation in school and community activities.
- Continue to assist with documentation of their SSL hours and student reflection for ESOL students who are still learning English.
- Consider inviting guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, including choosing the right college that matches student abilities and interest.
- Increase outreach to ESOL students not involved in the ESOL SSL Club.
- Share best practices for creating and sustaining MCPS/community partnerships that support ESOL SSL Clubs among the high schools.
- Examine reasons for limited impact of the SSL club on academic outcomes for Grade 10 and Grade 11 students.

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Supporting the Academic Excellence, Engagement, and College Readiness of High School ESOL Students Through ESOL Student Serving Learning Clubs

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The Office of Shared Accountability (OSA) conducted an outcome study to examine the impact of the Student Service Learning (SSL) Club on academic and non-academic outcomes for participating English for Speakers of Other Languages (ESOL) students in six Montgomery County Public Schools (MCPS) high schools. This study was requested by the Department of Enriched and Innovative Programs, Office of Curriculum and Instructional Programs.

It is a Maryland State Department of Education (MSDE) graduation requirement that students complete 75 SSL hours. Students begin working on this MSDE graduation requirement after completing Grade 5. Accumulated SSL hours are reflected quarterly on student report cards. The required 75 hours is prorated based on the grade of first-time enrollment in MCPS (Appendix A). The graduation requirement is intended to result in students becoming life-long contributors to the community.

Background

Student Service Learning Program in MCPS

SSL is designed to address recognized community needs and is connected to curriculum goals (MSDE, 2013). Preparation, action, and reflection are the three phases of service learning that distinguish SSL from traditional volunteering and community service. All service learning in the areas of indirect service, direct service, and advocacy include phases of preparation, action, and reflection. As such, quality service learning provides the student with knowledge, skills, attitudes, and career exploration opportunities that lead to effective citizenship in an increasingly diverse and interconnected world. A summary of SSL best practices is shown in Appendix B.

MCPS has identified three major ways that students can meet their SSL requirements (MCPS, 2013a). SSL hours can be earned through one or a combination of the following:

1. **School Courses**. Full participation in the SSL aspects and successful completion of specific middle school and high school courses during the instructional day (e.g., Grade 6 science; Grade 7 English; and Grade 8 social studies; National, State and Local Government; and specific high school electives identified in the MCPS Course Bulletin).
2. **School Clubs**. Membership and full participation in service activities promoted by school-sponsored clubs and organizations outside of the instructional day.
3. **Community Organizations and Opportunities**. Full participation in opportunities and organizations preapproved by MCPS for SSL outside of the instructional day.

Goals of the ESOL SSL Program

The overall goal of SSL in MCPS is to promote a behavior of lifelong service to the community by providing the student with knowledge, skills, attitudes, and career exploration opportunities that lead to effective citizenship in an increasingly diverse and interconnected world (MCPS, 2013b). By addressing recognized needs in the community through SSL, students are encouraged to—
- explore careers,
- expand skills and knowledge,
- strengthen character,
- develop responsibility,
- achieve curricular objectives,
- connect to community organizations, and
- reflect throughout the experiences.

ESOL SSL Club as Targeted Support. The ESOL SSL Club is a targeted response to needs of ESOL students to enable them to earn SSL hours, graduate on time, and be college and career ready. Many MCPS students meet the SSL graduation requirement 'on their own.' Such students are familiar with the local community and are able to find opportunities to serve through the MCPS SSL database, with parental assistance, sibling advice, using family connections, and other means. While the goal for ESOL students is to meet the SSL requirement in meaningful ways, ESOL students often experience difficulty completing SSL requirements for a variety of reasons (Fink, 2011). ESOL students may need to earn all their service hours in high school because it is difficult for recent immigrants to provide evidence of service learning hours they may have earned prior to entering MCPS. Some ESOL students who complete middle school in MCPS are often not at the academic level to be enrolled in the middle school courses in which they can earn up to 30 SSL hours, because at every grade level, the academic performance of students who are learning English lags behind that of non-ESOL peers in all academic areas (MCPS, 2013c). In addition, some students may not be aware of the necessity of earning SSL hours as a requirement for graduation from high school.

Connection to the Strategic Planning Framework. The goals of the ESOL SSL Club align with the MCPS Strategic Planning Framework, *Building Our Future Together: Students, Staff, and Community* (MCPS, 2013d). The Framework is constructed around three competencies that students need for success in the 21st century:
1. **Academic Excellence**: Making sure MCPS students have access to curriculum and instruction that allows them to develop and apply strong academic knowledge.
2. **Creative Problem Solving**: Ensuring students have the skills that are vital in the 21st century workplace, including the ability to collaborate, find creative solutions, analyze information, and communicate.
3. **Social Emotional Learning**: Helping students develop the ability to recognize and manage emotions, care about others, make good decisions, develop positive relationships, value diversity, and respect differences.

The connections of ESOL SSL Club to the MCPS Strategic Planning Framework are explicit through the immediate outcomes of the ESOL SSL Club (Figure 1).
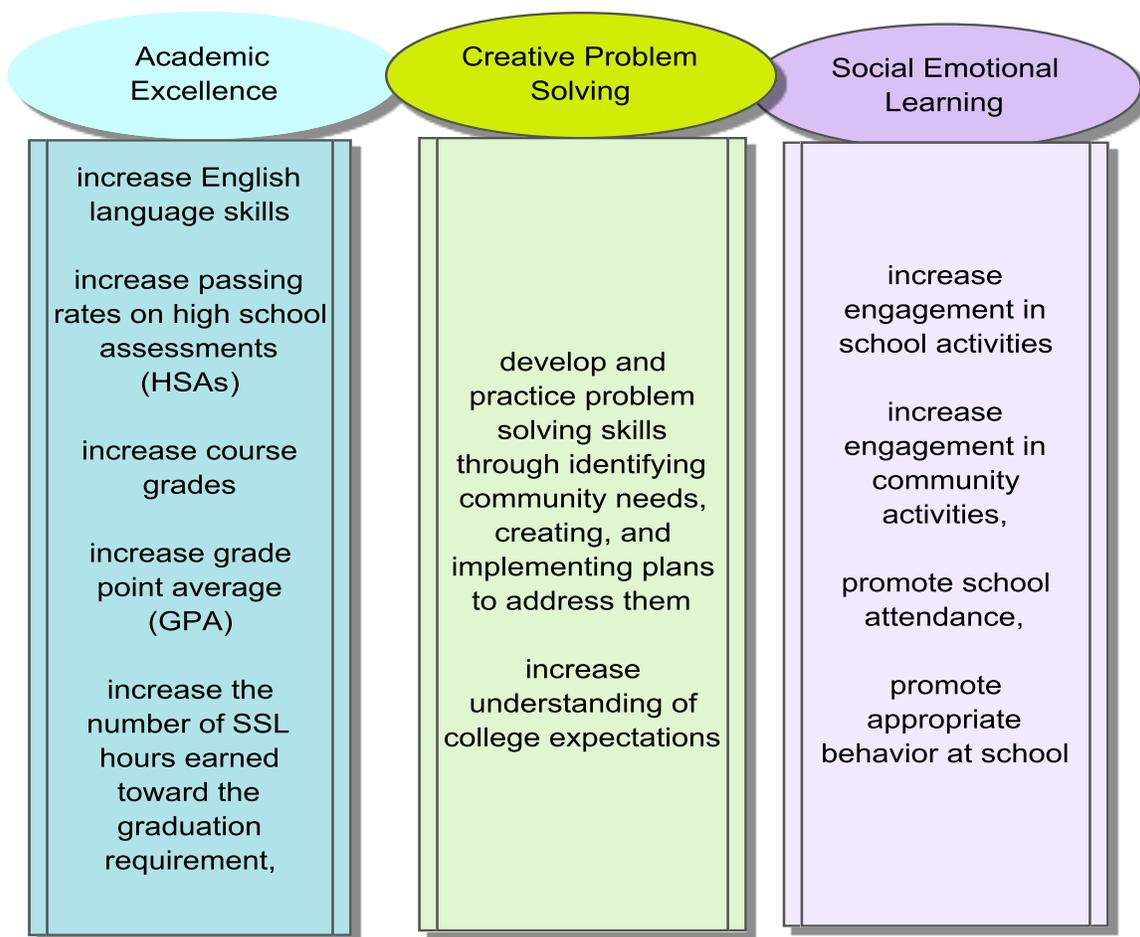
Figure 1. Academic, creative problem solving, and social emotional learning outcomes addressed through the ESOL SSL Club.

The objectives of the ESOL SSL Club are to—
- increase the **number of SSL hours earned** toward the graduation requirement,
- promote school attendance,
- increase **grade point average** (GPA) and course grades,
- increase passing rates on **high school assessments** (HSAs),
- increase literacy skills,
- increase **engagement** in community activities,
- increase **engagement** in school activities, and
- increase understanding of **college expectations**.

Hence, the ESOL SSL Club, a school-sponsored club, functions as a support to students who have limited English language skills and fewer family and community connections. The ESOL SSL Club becomes a way to enhance ESOL students' social awareness, including collaboration and relationship-building skills, and enable them to make a contribution to their communities.

With full participation in the ESOL SSL Club at their high school, students are expected to make progress toward achieving districtwide milestones to measure student progress corresponding to the following indicators:

- Record of progress toward meeting the service learning graduation requirement
- Reports cards documenting academic grades of C or higher
- Attendance records documenting 80% or better average daily attendance
- School records of continued education (promotion to next grade level)
- GPA of 2.0 and higher
- Fundamental knowledge regarding postsecondary education (application, resume, course options, etc.)

MCPS Community Partnerships and ESOL SSL Club

Through MCPS collaboration with the Maryland Campus Compact Volunteers in Service to America,[1] a volunteer was identified to engage ESOL youth in participating in service learning projects, monitor the program and student progress, and assess the student learning and community impact. The ESOL SSL Club was implemented in collaboration with Montgomery College—Takoma Park/Silver Spring (MC–TP/SS). Montgomery Blair High School (Blair) has participated in the MC–TP/MCPS program for the past four years. During 2012–2013, students from three additional high schools (Springbrook, John F. Kennedy [Kennedy], and Northwood) participated in the MC–TP/MCPS coordinated ESOL SSL Club (Appendix C). The activities of the ESOL SSL Club were co-developed and coordinated by the MC-TP/MCPS implementation team to support education completion, career preparation, civic engagement, and life-long learning.

Two additional high schools, Gaithersburg and Watkins Mill, provided ESOL SSL Clubs that worked with community partners in 2012–2013. Gaithersburg High School's partners were the Audubon Naturalist Society (ANS) and the City of Gaithersburg. The City of Gaithersburg provided support to Gaithersburg High School's ESOL SSL Club throughout the year through Maura Dinwiddle in partnership with the City of Gaithersburg Student Union. Watkins Mill High School partnered with the Rotary Club International.

Methods of Intervention/Support

The ESOL SSL Club convened regularly at each of the six high schools collaborating with MC-TP/SS, the City of Gaithersburg, and Rotary Club International outside of the students' instructional day. As part of the regular club meetings, participating students, led by adult facilitators, identified needs in the community to be addressed through service-learning opportunities. In addition, some club meetings focused on college and career planning, including providing guidance and support for students' preparation of applications, resumes, and college information gathering.

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[1]AmeriCorps VISTA is the national service program designed specifically to fight poverty.
See http://www.compact.org/initiatives/americorpsvista-program/vista-faqs/ for more information.

ESOL SSL Club Staff Characteristics

Each participating high school ESOL SSL Club had support and supervision at regular club meetings and weekend SSL activities provided by the following team of adults:
- One SSL ESOL advisor identified by the high school principal
- One staff member familiar with ESOL and SSL from the MC–TP/SS campus or the partnering organizations
- One ESOL resource teacher provided by the MCPS ESOL Office
- One or two Phi Theta Kappa Honor society students from MC–TP/SS
- One ESOL counselor

Review of Literature

Relationship Between Service Learning and Academic Achievement

Nature of service learning opportunities matters. Students who come to the United States from other countries come with varied educational experiences. As such, there are a variety of school programs designed to assist students who are recent arrivals to the United States and have limited English proficiency (Boyson & Short, 2003; Medina, 2009; Schultz & Vanna, 2008). Though working with university students, Baldwin, Buchanan, & Rudisill (2007), found "considerable agreement in the academic community that service learning is a multi-tiered pedagogy that can be implemented at any level of education, preschool through graduate school" (p. 316). Service learning can take place in many forms and locations. Students may experience it in their school or through their community. Research suggests that service learning serves students best when tied to classroom activities and student reflection on their service experiences (Pinzon & Barriga, 2006). A recent report by the Latino Youth Collaborative Steering Committee (LYCSC) recommended that service learning should include a variety of opportunities for youth of various ages in order to allow older youth who might need to care for younger siblings the chance to connect with positive after-school activities prior to reaching the graduation point (LYCSC, Montgomery County, 2010).

Participation in SSL and academic gains. Literature suggests that service learning may be used to increase and retain academic skills in mathematics, writing, reading, social studies, science, and language (Pearson, 2002). The high school/transition programs that have been studied showed increased high school graduation, more high school credits earned, higher GPAs earned, and increased enrollment in higher-level courses (James, Jurich, & Estes, 2001). The programs discussed in these articles were similar to the ESOL SSL Club; they did not use a single intervention but a combination of strategies to improve student performance such as community involvement and extended learning.

Benefit from information about college. In general, immigrant students have unique needs for information and assistance with access to higher education. A study in Texas by the American Youth Policy Forum (AYPF) reported that many immigrant students and their families are unaware of postsecondary opportunities (2009). The belief that postsecondary education is not a feasible option for them leads students to disengage from school and drop out. The report also

concluded that English language learners (ELLs), along with all students, benefit from well-coordinated partnerships between various agencies and institutions providing youth services (AYPF, 2009). Researchers identified ELLs among youth who have the hardest time overcoming labor market barriers, and who are most likely to join the growing ranks of disconnected youths (Hooker & Brand, 2009). Beyond the challenges of gaining both linguistic and academic proficiency, many secondary-level ELLs face particular barriers to college- and career-readiness. They are more likely to be first generation college-going students, as only 22% of ELLs have at least one parent with a postsecondary degree, compared with 44% of non-ELL youths. As such, they are less likely to have role models in their communities who have attended college; even families who have higher levels of education in their native countries may lack important information about postsecondary options and the college application process in the United States. Any program or policy that takes a long-term approach to ELL success must ensure that ELL youths receive extra assistance in learning about the college application, selection, and goal-setting processes, in order to build their "college knowledge."

Review of MCPS Studies Related to the ESOL SSL Club

OSA previously reported on a comparison of outcomes for students participating in the ESOL SSL Club at Blair with ESOL students not participating in the program (Fink, 2011). Compared to their peers without ESOL SSL Club experiences, ESOL SSL Club participants had 1) higher GPAs, 2) higher proficiency on four HSAs, 3) higher attendance rates, 4) lower suspension rates, 5) lower likelihood of withdrawing from school, and 6) higher percentage of SSL hours. Based on the study, a rigorous research study to examine the impact of the ESOL SSL Club on academic and affective outcomes of the participants was recommended.

Methods

Purpose of Study

The purpose of this study was to examine the impact of the ESOL SSL Club on academic and nonacademic outcomes of participating ESOL students during school year 2012–2013 in six high schools.

Evaluation Questions

This study was guided by the following evaluation questions:
1. Did participation in the ESOL SSL Club contribute to a significant difference in: a) the number of student service learning hours earned toward graduation, b) average attendance, c) passing rates in identified courses, d) eligibility rates, e) grade-level promotion, f) percentage of students passing HSAs, and g) literacy skills between ESOL SSL Club participants and ESOL students who did not participate in the club?
2. Did participation in the ESOL SSL Club contribute to an increase in: a) level of engagement in community activities, b) level of engagement in school activities, and c) student understanding of college expectations?

Study Design

A nonequivalent comparison-group design was applied to assess the impact of the club on student outcomes (Bordens & Abbott, 2008; Fraenkel & Wallen, 2009; Perrin, 2009; Shadish, Cook, & Campbell, 2002). Nonequivalent comparison-group design contains a treatment group (i.e., ESOL SSL Club participants) and a nonequivalent untreated comparison group (i.e., non-ESOL SSL Club members). The groups are "nonequivalent" because there is no random assignment of students to the club.

A multi-method, four-part data collection design was implemented; data collection strategies included: records of student participation/engagement in community activities documented by the ESOL SSL Club staff at each school, interviews with club advisors, surveys of ESOL students, and outcome data compiled from MCPS databases. All ESOL students at the six high schools were presented with the opportunity to participate in the ESOL SSL Club. Participation in the club was voluntary.

Study Sample

The study sample was comprised of students currently enrolled in ESOL programs at six participating high schools.
- *Treatment group*. The treatment group was ESOL students participating in the ESOL SSL Club during school year 2012–2013.
- *Comparison group*. The comparison group was a sample of ESOL students not participating in the ESOL SSL Club, matched using propensity scores that were computed based on demographic characteristics and grade level. The comparison group was equal in number to the sample of ESOL SSL Club members.

Study Measures

The following indicators were examined in this study:
1. *Progress toward SSL hours*. Number of service learning hours earned during school year 2012–2013 for ESOL students in the two study groups (SSL Club and comparison group).
2. *School attendance rates*. The average student attendance rates (percentage of days attended during 2012–2013) for the two groups.
3. *Literacy skills*. ACCESS for ELLs[2] overall composite and domain scores were used to measure change in literacy skills. Scale scores provide a psychometrically derived score (accounting for all tier and grade level differences) for each language domain. Scores are reflected on a scale of 100–600 (World Class Instructional Design and Assessment [WIDA], 2013).
4. *HSA passing rates*. Attaining a passing score on each HSA test taken: English, Algebra I, Biology, and Government.

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[2] Assessing Comprehension and Communication in English State-to-State for English Language Learners. This is the new English proficiency test for Maryland.

5. *Report card grades*. Attaining C or better on final grades in mathematics and English/reading courses taken.
6. *End-of-year GPA.* Cumulative GPA at end of school year 2012–2013.
7. *Academic eligibility*. Maintaining a marking period GPA of 2.0 or higher.
8. *Evidence of continued education*. Promotion to the next grade level, as determined by whether or not the student had earned the required number of credits to qualify for the next grade.
9. *Level of student engagement in school and community activities*. Record of student-level participation and attendance in activities of the ESOL SSL Club throughout the year as documented by SSL Club advisors.
10. *Familiarity with post-secondary education options.* Students' responses to questions about college and career plans on a survey of high school ESOL students administered in the spring of 2013.

These measures correspond to indicators of progress within domains of academic excellence, creative problem solving and social emotional learning competences as described in the MCPS Strategic Planning Framework (MCPS, 2013d).

Instruments and Data Sources

The instruments and data sources were:
1. *Survey of high school ESOL students.* The student survey was developed by OSA in collaboration with the MCPS SSL coordinator and MC–TP/SS partners. The items on the survey focused on student understanding of college expectations, familiarity with post-secondary education options, level of engagement in school activities and community activities, and students' experiences with the ESOL SSL Club. The survey was pilot-tested with ESOL students at one of the six high schools and revised appropriately. At the recommendation of ESOL teachers, Multidisciplinary Education, Training, and Support (METS) and ESOL level 1 students were exempted from taking the survey because the survey only was available in English. Electronic web-based surveys were administered to ESOL students in the six high schools in May 2013. Through the facilitation and coordination of the ESOL resource teachers at each school, students took the survey in a computer lab setting. ESOL teachers were asked to report to OSA the number of students in the METS program and beginning ESOL students who were exempted from taking the survey.
2. *Student participation in community activities worksheet.* The goal of this tool was to determine the level of student participation in ESOL SSL Club activities available at each school. This instrument was designed to collect student-level data about the number of activities available in each school, level of participation, as well as number of SSL hours earned through the ESOL SSL Club during the school year. For the four schools partnering with MC–TP/SS, student-level information was compiled throughout the year and submitted to OSA at the end of the school year by the Service Learning Collaborative coordinator for Montgomery College, Takoma Park as well as club advisors. For Gaithersburg and Watkins Mill high schools, the data were compiled and submitted by the club advisors.

3. *Interviews with ESOL SSL Club advisors.* An OSA researcher conducted in-person or e-mail interviews with the six club advisors. The interview protocol elicited information on: structure of the ESOL SSL Club, advisors' perception of the impact of the club, challenges faced, and suggestions for improvements. Four of the interviews were conducted face to face, and two of the advisors responded to the questions by e-mail.
4. *Student level outcome data.* The following data were compiled from MCPS databases: SSL hours, attendance, ACCESS scores, HSA scores, mathematics and language course grades, GPA, eligibility, and evidence of continued education (promotion).

Analysis Procedures

Three different analytical procedures were applied to address the evaluation questions: 1) logistic regression analytic models to examine rates of attaining academic outcomes between two groups of students for dichotomous variables (e.g., measured through passing HSA, final grades C or higher, eligibility, promotion); 2) analyses of covariance (ANCOVA) to detect differences between the two groups of students for attendance, GPA, change in ACCESS for ELL scores, and SSL hours completed during the school year; 3) descriptive analyses of structured survey items; and 4) content analyses of open-ended survey items and SSL Club advisor interviews.

Evaluation Question 1

The objectives of evaluation question 1 were to: a) describe the performance of ESOL SSL Club members on a variety of measures, b) compare the performance of ESOL SSL Club members and non-club members, and c) assess whether differences between the two groups of ESOL students are meaningful in an educational setting. As such, statistical significance tests and effect size statistics were used to address this question. Because of the limited sample size of student subgroups within the two study groups, the data were not disaggregated by student subgroups. Steps 1 to 6 were used to address the first evaluation question.

Step 1: Descriptive analyses of students.   Demographic characteristics of ESOL students in the six schools and by club membership were summarized.

Step 2: *Propensity score computation*. To statistically control for the nonequivalence of the ESOL SSL Club participants and non-participants, a propensity score was computed (based on Free and Reduced-price Meals System (FARMS) status, special education status, grade level, gender, and race/ethnicity using logistic regression (Luellen, Shadish, & Clark, 2005). The use of the propensity score method provided an effective approach for controlling any preexisting differences between the two groups of students. The propensity scores were divided into quintiles (five categories) and subsequently used as a covariate in the multivariate analyses in Steps 4 and 5 (Rosenbaum & Rubin, 1984).

Step 3: *Drawing a sample*. A matched sample of ESOL students not participating in the ESOL SSL Club was drawn using propensity score matching method.

Step 4: *Logistic regression.* Logistic regression analytical procedures were applied to assess any differences in proportion between two groups of students (ESOL SSL Club members and non-club members)—

- who attained report card grades of C or higher in mathematics and English/reading courses;
- who were promoted to the next grade level;
- who had academic eligibility as measured by attainment of GPA of 2.0 and higher; and
- who passed HSA tests in English, Algebra I, Biology, and Government.

Step 5: *Analyses of Covariance*. Analyses of covariance (ANCOVA) were applied to detect any statistically significant differences in the parametric outcome variables between the two groups (SSL hours earned, average student attendance, GPA) while simultaneously controlling for preexisting or intervening variables through the propensity score categories computed in Step 2. Repeated measure analyses were used for ACCESS for ELL scores from 2012 to 2013. The dependent variables were overall composite scores and domain scores for club and non-club members.   Students with ACCESS scores for both years were included in the analyses.

Step 6: *Computation of effect sizes*. Effect sizes were computed to assess any practically meaningful differences in measures between the two groups of ESOL students. In evaluating effects of out-of-school programs, effect sizes of 0.15 and above are considered important by educational researchers (i.e., the larger the effect sizes, the stronger the impact of the intervention) (Wasik & Slavin, 1993; Cohen, 1988; Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2005). A statistically significant result does not mean the result has practical or educational value. In addition, although effect size is meant to represent a "true" effect in the population, it is important to understand that effect size estimates may be influenced by sampling and the nature of measures being examined. In this study, we are concerned about the magnitude, direction, and relevance of effect, and it was important to use some critical thinking and perspective when evaluating practical significance. As such, only analyses that yielded evidence of: a) statistically significant differences between the two groups, and b) practically meaningful differences between the groups were considered likely to reveal a true difference between the two groups if one exists.

A second set of analyses was conducted to replicate steps 1 to 6 of the analytical procedures using a different sample of non-club peers. In the replicated analyses, the comparison group was selected randomly from non-club ESOL students in the six study schools. Generally, similar patterns were found in the direction of most of the findings as those generated using a matched sample.

Evaluation Question 2

The objective of evaluation question 2 was to assess the extent to which the ESOL SSL Club contributed to students' understanding of college expectations, level of engagement in school activities, and engagement in community activities. Data analysis procedures included:

Descriptive analyses of survey items. Descriptive statistics of survey items were completed to determine the frequency of responses to each of the structured items, and open-ended responses were summarized.

Analyses of familiarity with college options/school and community engagements. Comparisons of responses for students in the ESOL SSL Club and non-club students were made to determine if there were any differences in levels of familiarity with college options and engagement in school and community activities between the two groups. These analyses assessed if being in the club contributed to an increase in students' understanding of college expectations and engagement in school and community activities.

Analyses of students' perceptions of club membership. Examination was made of ESOL SSL Club members' responses to survey questions asking about their experiences in the club. Students who indicated they had been club members during any of the two years were included in the analyses of students' perceptions of the ESOL SSL Club.

Analyses of interviews and communication. Content analysis was conducted on ESOL SSL Club advisors' interviews and other electronic communications with program implementers in the course of school year 2012–2013.

Results

First, characteristics of ESOL students in the six study schools and in all MCPS high schools are presented. Then, characteristics of the analytic groups—ESOL SSL Club members and matched non-club members—are described. Finally, the results from evaluation questions 1 and 2 are presented.

Demographic Characteristics of ESOL Students

A total of 2,865 students in 25 MCPS high schools received ESOL instruction (or were eligible to receive instruction) during school year 2012–2013. In the six study schools with ESOL SSL Clubs, there were 1,159 ESOL students. The demographic characteristics of the ESOL students in the six study schools, and ESOL students in all MCPS high schools, are shown in Table 1 and Appendix D, Table D1. On grade level, gender, and percentage of students receiving special education services, the compositions of the two ESOL groups were similar. However, significant differences emerged in the race/ethnic composition and in FARMS participation. The percentages of Black or African American and Hispanic/Latino students among the ESOL students in the six study schools were significantly higher than the percentages across all ESOL students in MCPS. On the other hand, percentages of Asian and White students were lower in the study schools than among all MCPS ESOL students. Notably, the percentage of students who had ever participated in FARMS was significantly higher among the six study schools compared with all MCPS ESOL students.

Table 1
Demographic Characteristics of ESOL Students in Six High Schools with ESOL SSL Clubs
and ESOL Students in all MCPS High Schools

Demographic characteristics		ESOL students in six study schools (*N* = 1,159)	ESOL students in all MCPS high schools (*N* = 2,865)
		%	%
Gender	Male	56.2	55.1
	Female	43.8	44.9
Grade	Grade 9	48.4	46.0
	Grade 10	24.7	25.2
	Grade 11	13.5	15.4
	Grade 12	13.4	13.4
Race/ethnicity	Black or African American	23.4*	20.4
	Asian	9.8*	17.2
	Hispanic/Latino	65.1*	56.2
	White	1.5*	5.7
	Other, or Two or More Races	0.3	0.4
Receipt of FARMS (current or previous)	FARMS	90.7*	78.1
Special education (current)	Special education, any level	3.0	3.6

*$p < .05$; Difference is significant.

Description of Analytic Samples

A dataset of all students who were participating in ESOL in the six high schools was compiled. Students who participated in the ESOL SSL Club were flagged. Following that, a subsample of ESOL students who attended the six study schools but who did not participate in the ESOL SSL Club were identified. Propensity scores were generated using gender, race/ethnicity, grade level, receipt of FARMS services, and receipt of special education services. Propensity score matching was used to reduce the potential influence of preexisting differences on the estimate of ESOL SSL Club membership effects on outcomes for ESOL SSL Club members and non-members. The characteristics of the two matched analytic groups are shown in Table 2.

Table 2
Demographic Characteristics of ESOL Students in Analytic Groups

Demographic characteristics		Students in ESOL SSL Club (N = 346)		Students not in ESOL SSL Club (N = 346)	
		n	%	n	%
Gender	Male	152	43.9	162	46.8
	Female	194	56.1	184	53.2
Grade	Grade 9	168	48.6	173	50.0
	Grade 10	92	26.6	90	26.0
	Grade 11	47	13.6	46	13.3
	Grade 12	39	11.3	37	10.7
Race/ethnicity	Black or African American	92	26.6	79	22.8
	Asian	46	13.3	41	11.8
	Hispanic/Latino	200	57.8	224	64.7
	White	6	1.7	2	0.6
	Two or More Races	2	0.6	0	0.0
Receipt of FARMS (current or previous)	FARMS	313	90.5	316	91.3
Special education (current)	Special education, any level	4	1.2	4	1.2

The two analytic groups—students in the ESOL SSL Club and the non-club member comparison group—were similar in their percentages of grade level, gender, race/ethnicity, receipt of FARMS, and receipt of special education services. Chi-square tests revealed no statistically significant differences between the two analytic groups on any of the demographic characteristics reported.

Evaluation Question 1. Did participation in the ESOL SSL Club contribute to a significant difference in: a) the number of SSL hours earned toward graduation, b) the average attendance, c) passing rates in identified courses, d) eligibility rates, e) grade-level promotion, f) percentage of students passing HSAs, and g) literacy skills between ESOL SSL Club participants and ESOL students who did not participate in the club?

To address question 1, an examination of the specified measures of student performance was conducted for ESOL SSL Club members and for ESOL non-club members. Data on the specified outcomes of the two groups was compared using ANCOVA or logistic regression where appropriate. In each set of analyses, a calculated propensity score (quintile) variable was used as a control for preexisting differences between the two groups of students. Where appropriate or where data were available, prior years' achievement data were used as covariates to remove the effect of prior performance on the outcomes examined in this study.

Student Service Learning Hours Earned. The number of SSL hours earned by students in the two groups was examined through ANCOVA, with hours earned during 2012–2013 as the dependent variable (calculated by subtracting beginning-of-year hours from end-of-year hours) and propensity score quintile as covariate. Only students with record of SSL hours at the beginning and end of 2012–2013 school year were included in the analyses for this outcome.

Table 3 shows the adjusted mean number of hours earned during the school year for each of the groups at each grade level.

Table 3
Adjusted Mean Number of SSL Hours Earned During School Year 2012–2013
by ESOL SSL Club Members and Non-Club Comparison Group

| | Adjusted Means | | | | Effect of ESOL SSL Club Membership | | | |
| | Students in ESOL SSL Club | | Students not in ESOL SSL Club | | | | | |
Grade in school	Mean	N	Mean	N	Mean diff.	Std. Error	p	ES (d)
Grade 9	26.04	129	4.38	116	21.69	4.99	.001	0.40
Grade 10	24.02	87	17.23	81	6.79	3.71	.190	--
Grade 11	39.88	41	48.97	42	-9.09	12.38	.600	--
Grade 12	48.60	38	52.34	35	-3.74	11.68	.810	--

In Grades 9 and 10, students in the ESOL SSL Club earned more hours during school year 2012–2013 than similar students who did not participate in the ESOL SSL Club. Grade 9 club members earned a statistically significantly higher average of 26 hours during the school year compared with non-club peers who earned an average of 4 hours (F(1,244) = 9.93, p = .001, d = 0.40). Grade 10 students in the ESOL SSL Club also earned more SSL hours than their non-club counterparts (24 compared with 17), but the difference was not statistically significant (Table 3). The same comparison for Grades 11 and 12 did not produce statistically significant differences.

Further, the percentage of students who had completed the SSL hours required for graduation by the end of school year 2012–2013, by club membership, and by grade also was examined using logistic regression (Table 4) . The SSL requirement of 75 hours is prorated based on the grade of first enrollment in MCPS (Appendix A). The required SSL hours for students first enrolling in MCPS in Grade 9 would be 45; 35 hours for Grade 10; 20 hours for Grade 11; and 10 hours for students first entering MCPS in Grade 12. Table 4 shows the percentage of ESOL SSL Club members and non-club members in each grade who had earned the SSL hours required for graduation by the end of school year the 2012–2013.

Table 4
Percentage of Students With Completed SSL Requirement by End of School Year 2012–2013:
ESOL SSL Club Members and Non-Club Comparison Group

| | Students in ESOL SSL Club | | Students not in ESOL SSL Club | | Effect of ESOL SSL Club Membership | | | |
Grade in school	N	% Completed SSL Req.	N	% Completed SSL Req.	Diff. in %	Odds Ratio	p	ES (d)
Grade 9	168	12.5	173	1.7	10.8	7.96	.001	1.15
Grade 10	92	25.0	90	18.9	6.1	1.41	.340	--
Grade 11	47	38.3	46	56.5	-18.2	0.43	.054	-0.47
Grade 12	39	97.4	37	83.8	13.6	8.14	.060	--
All grades	346	28.9	346	22.3	6.6	1.44	.038	0.20

Among the students in all grades, a significantly higher percentage of club members compared with non-club members had completed their required SSL hours by the end of school year 2012–2013 (OR = 1.44, p = .04).   In Grade 9, a statistically and practically significant higher percentage of club members completed their required number of SSL hours by the end of the school year (13% vs. 2%, OR = 7.96, p = .001) when compared with non-club members. Club membership was not related to the percentage of Grade 10 students who had met the SSL requirement by the end of the school year. At the same time, compared to non-club peers, a significantly lower percentage of Grade 11 club members had completed the required SSL hours by the end of the school year (38% vs. 57%). The negative medium effect (d = -0.47) indicated that the average hours earned by Grade 11 club members at this point, lagged significantly behind that of non-club members. The proportion of Grade 12 students who had completed their required SSL hours were comparable between the two groups (Table 4).

   School Attendance.   School attendance of ESOL SSL Club members and non-club members was compared using ANCOVA procedures; the percentage of days attended during school year 2012–2013 was the dependent variable, and the propensity score quintile and the previous year's attendance rate were covariates. Table 5 shows the percentage of adjusted mean days club members and non-club members attended school by grade level and overall.

Table 5
Percentage of Days Attending School During School Year 2012–2013:
ESOL SSL Club Members and Non-Club Comparison Group

| | Adjusted Means | | | | Effect of ESOL SSL Club Membership | | | |
| | Students in ESOL SSL Club | | Students not in ESOL SSL Club | | | | | |
Grade in school	N	% Days Attended	N	% Days Attended	Mean diff.	Std. Error	p	ES (d)
Grade 9	88	95.03	92	90.63	4.41	1.00	.002	0.43
Grade 10	81	92.08	81	89.29	3.53	1.07	.068	0.29
Grade 11	39	89.99	40	88.50	1.49	2.00	.600	0.09
Grade 12	38	91.35	35	88.81	2.54	1.44	.211	0.21
All grades	248	92.66	246	89.62	3.04	0.65	.001	0.25

The average rate of attendance for all groups was well over 80%, which was the standard set for the SSL club objective for attendance. Among all students in Grades 9 through 12, club membership was significantly and positively related to better school attendance (F(1,493) = 11.03, p = .001, d = 0.25), equating to small but practically meaningful impact. On average, students who participated in the ESOL SSL Club had an attendance rate of 93% and their non-club peers attended at the rate of 90%, a difference of about five and one half days in a full school year (Table 5). At the grade level, club participation attendance was higher for club members than non-club members, but the effect was statistically significant only in Grade 9 (F(1, 179) = 9.64, p = .002, d = 0.43), resulting in medium practically meaningful impact.

GPA and Passing Rates in Identified Courses

The effect of club membership on school performance was analyzed by examining GPA and report card grades in English/reading and mathematics, eligibility, and promotion to the next grade. Performance of the two groups was compared with ANCOVA (for GPA analysis), and logistic regression (for categorical indicators for course grade, eligibility, and promotion analyses). In each set of analyses, the propensity score quintile was used as a control variable. In addition, the analyses controlled for previous year GPA for students in Grades 10 through 12. Analyses with the combined group of Grades 9 through 12 students were not conducted since previous GPA was not available for Grade 9 students, who make up a large proportion of each group. GPA is computed for high school level courses, so most Grade 9 students did not have a previous year GPA, or they had a GPA based only on one or two courses.

Grade Point Average. Table 6 shows the end-of-year GPA of students in the ESOL SSL Club and their non-club member peers. Grade-level analyses revealed a significant association between club membership and end-of-year GPA for students in Grade 9 and students in Grade 12.[6] The GPA of Grade 9 club members was .37 points higher than the GPA of non-club members (2.50 compared with 2.13, ($F(1, 340) = 15.12$, $p = .000$, $d = 0.43$), equating to a medium effect. In Grade 12, club members ended the year with a GPA of 2.56 and non-club members had 2.49 ($F(1, 72) = 4.74$, $p = .033$, $d = 0.10$). While the GPAs differed statistically between the two groups, the effect size showed that the performance levels of the two groups were comparable and the difference in mean GPAs was not meaningful in an educational setting.

Table 6
End-of-Year Grade Point Average (GPA):
ESOL SSL Club Members and Non-Club Comparison Group

	Adjusted Means				Effect of ESOL SSL Club Membership			
	Students in ESOL SSL Club		Students not in ESOL SSL Club					
Grade in school	*N*	End-of-Year GPA	*N*	End-of-Year GPA	Mean diff.	Std. Error	*p*	ES (*d*)
Grade 9	168	2.50	173	2.13	0.37	0.047	.000	0.43
Grade 10	83	2.28	81	2.30	-0.02	0.021	.539	--
Grade 11	39	2.42	40	2.37	0.05	0.020	.213	--
Grade 12	38	2.56	35	2.49	0.07	0.015	.033	0.10

Earning a Grade of C or Better in Mathematics and Reading courses. End-of-semester grades in mathematics and language (English, ESOL, or reading) were also examined for the two groups of students. Table 7 shows the percentage of students in each group earning a final course grade of C or better for the courses.

Table 7
Percentage of Students Earning a C or Better in Semester 1 and 2 Mathematics and Language Courses:
ESOL SSL Club Members and Non-Club Comparison Group

| | Students in ESOL SSL Club | | Students not in ESOL SSL Club | | Effect of ESOL SSL Club Membership | | | |
	N	% Earning C or Better	N	% Earning C or Better	Diff. in %	Odds Ratio	p	ES (d)
Mathematics, Semester 1								
Grade 9	165	76.4	169	51.5	24.9	3.17	.000	0.64
Grade 10	89	77.5	78	64.1	13.4	1.48	.321	--
Grade 11	43	72.1	41	65.9	6.2	0.95	.936	--
Grade 12	35	80.0	30	60.0	20.0	2.28	.196	--
Mathematics, Semester 2								
Grade 9	153	73.9	147	56.5	17.4	2.24	.001	0.45
Grade 10	87	65.5	75	62.7	2.8	0.66	.293	--
Grade 11	42	66.7	40	70.0	-3.3	0.69	.625	--
Grade 12	34	73.5	28	46.4	27.1	3.09	.079	--
Language, Semester 1								
Grade 9	165	81.2	167	69.5	11.7	1.89	.015	0.35
Grade 10	88	80.7	78	73.1	7.6	0.91	.826	--
Grade 11	44	77.3	43	79.1	1.8	1.43	.636	--
Grade 12	36	83.3	34	58.8	24.5	4.15	.046	0.79
Language, Semester 2								
Grade 9	163	77.9	165	63.0	14.9	2.08	.004	0.40
Grade 10	88	75.0	78	71.8	3.2	0.74	.493	--
Grade 11	44	75.0	43	72.1	2.9	2.46	.243	--
Grade 12	37	70.3	34	52.9	7.4	2.29	.179	--

In Grade 9, the percentage of students earning a C or better in each of the mathematics and language courses was significantly greater (odds ratios ranged from 1.89 to 3.17) for club members as compared with non-club peers (Table 7). At the same time, no discernible pattern was observed for club participation effects in mathematics or reading for Grade 10 students. The proportion of Grades 10 and 11 club members and non-club peers attaining a grade of C or better in mathematics or reading were statistically similar. In Grade 12, a significantly higher percentage of club members earned a C or higher in their semester 1 language course (83% vs. 59%, OR = 4.15, p = .046), compared with non-club peers, contributing to a large and meaningful effect (d = 0.79).

Academic Eligibility. Consistent with the findings for report card grades, Grades 9 and 12 ESOL SSL Club members were more likely to earn a GPA higher than 2.0, making them academically "eligible" for fourth marking period as compared to their non-club member peers,

but only in Grade 9 was the difference statistically significant. Table 8 shows the percentage of students in each group who had an eligible status at the fourth marking period.

Table 8
Percentage of Students With Eligible Status in Fourth Marking Period
of School Year 2012–2013: ESOL SSL Club Members and Non-Club Comparison Group

Grade in school	Students in ESOL SSL Club		Students not in ESOL SSL Club		Effect of ESOL SSL Club Membership			
	N	% Eligible	N	% Eligible	Diff. in %	Odds Ratio	p	ES (d)
Grade 9	166	72.9	169	60.4	12.5	1.75	.019	0.31
Grade 10	78	64.1	67	67.2	-3.1	0.42	.050	-0.48
Grade 11	36	69.4	37	62.2	7.2	3.21	.131	--
Grade 12	36	72.2	32	56.3	15.9	1.73	.384	--

In Grade 9, a significantly higher percentage of ESOL SSL Club members had academic eligibility in marking period four than their non-club peers (OR = 1.75, p = .019, d = 0.31), resulting in small positive effect of participation in the club (Table 8). In Grade 10, however, a higher percentage of non-club members than club members had eligible status at marking period four (OR = 0.42, p = .05, d = -0.48). The proportion of Grades 11 and 12 club members and non-club peers with academic eligibility status were statistically similar ($p < .05$).

Promotion. An additional indicator of academic performance was promotion to the next grade level. The percentage of students in each of the two groups—ESOL SSL Club members and non-club members—who were promoted at the end of school year 2012–2013 is shown in Table 9. For the purpose of this comparison, promotion was determined by whether or not the student had earned the required number of credits to advance to the next grade.

Table 9
Percentage of Students Promoted to the Next Grade Level at the End of School Year 2012–2013:
ESOL SSL Club Members and Non-Club Comparison Group

Grade in school	Students in ESOL SSL Club		Students not in ESOL SSL Club		Effect of ESOL SSL Club Membership			
	N	% Promoted	N	% Promoted	Diff. in %	Odds Ratio	p	ES (d)
Grade 9	167	75.4	170	64.7	10.7	1.68	.033	0.29
Grade 10	83	63.9	79	68.4	-4.5	0.535	.098	--
Grade 11	39	64.1	40	70.0	-5.9	0.847	.755	--
Grade 12	38	94.7	34	85.3	9.4	3.32	.213	--

As shown in Table 9, the Grade 9 club members were more likely to be promoted than were their non-club peers (75% compared with 65%, OR = 1.68, p = .033, d = 0.29), indicating a small club participation effect on promotion rates in Grade 9. The rates of promotion to next grade level for Grades 10, 11, and 12 were statistically similar for club and non-club members ($p > .05$).

HSA performance. Performance on the four HSA exams was examined for students in the ESOL SSL Club and for their non-club member peers. The percentage of students who passed the HSA during school year 2012–2013 was examined for each group. HSA results were limited to HSAs taken during school year 2012–2013 because any influence of the ESOL SSL Club would be limited to that timeframe. Results were not broken down by grade because students can take the tests in any grade, and may repeat tests not passed. Table 10 shows the passing rate for HSAs taken during 2012–2013 for each group.

Table 10
Percentage of Students Passing HSAs During School Year 2012–2013:
ESOL SSL Club Members and Non-Club Comparison Group

HSA Subject	Students in ESOL SSL Club		Students not in ESOL SSL Club		Effect of ESOL SSL Club Membership			
	N	% Passed	*N*	% Passed	Diff. in %	Odds Ratio	*p*	ES (*d*)
English 10	69	36.2	66	27.3	8.9	1.64	.199	--
Algebra I	76	23.7	62	22.6	1.1	1.08	.859	--
Biology	53	49.1	64	37.5	11.6	1.57	.240	--
Government	46	43.5	47	29.8	13.7	2.03	.115	--

Higher percentages of club members than non-club peers passed each of the HSAs during school year 2012–2013, but the differences in passing rates were not statistically different ($p > .05$).

English language skills. To assess changes in English language skills, ACCESS for ELLs overall composite and scores in the domains of listening, speaking, reading, writing, oral language, literacy, and comprehension for 2012 and 2013 were used. Only students with scores for both years were included in the analysis. Altogether, 444 students with scores for both years were included in the analyses.

A one-way within subjects (or repeated measures) ANOVA was conducted to compare the effect of club participation on change in ACCESS for ELL scores from spring 2012 and 2013 while controlling for ESOL level. The within-subject factors were scores in the domains of listening, writing, oral, speaking, literacy, and overall composite scores from 2012 to 2013. The between-subject factor was club membership with two levels: club member and non-club member. The findings revealed a significant club participation effect on change in overall ACCESS for ELL scores ($F(1,442) = 4.36$, $p = .04$). Further analyses also showed significant club effect on the mean change in ACCESS for ELL scores for the listening ($F(1,442) = 11.21$, $p = .00$), speaking ($F(1,442) = 8.00$, $p = .01$), and oral language ($F(1,442) = 17.10$, $p = .00$) domains in favor of club members. The effect sizes for the listening ($d = 0.30$), speaking ($d = 0.27$), and oral language ($d = 0.40$) domains signified small to medium meaningful effect in language development of the club members relative to non-club members. Table 11 displays the mean differences in change in scores for each of the ACCESS domains and the overall composite for club members and non-club peers.

Table 11
Estimated Marginal Mean Difference of Change from 2012 to 2013 and
Effect Size for ACCESS for ELL Scores

Domain	Students in ESOL SSL Club			Students not in ESOL SSL Club			Mean Diff.	Std. Error	p	ES (d)
	Mean	n	SD	Mean	n	SD				
Listening	34.74	226	37.23	21.89	218	43.46	12.844	3.84	.00	0.30
Speaking	33.02	226	43.36	21.74	218	40.57	11.279	3.99	.01	0.27
Reading	15.03	226	23.24	17.88	218	27.84	-2.85	2.43	.24	--
Writing	25.47	226	22.24	22.71	218	27.52	2.77	2.37	.24	--
Oral Language	33.91	226	31.10	21.86	218	30.27	12.049	2.91	.00	0.40
Literacy	20.27	226	16.59	20.31	218	21.78	-0.04	1.83	.98	--
Overall	24.39	226	16.63	20.74	218	20.09	3.651	1.75	.04	0.18

These results suggest that the club had a positive effect, contributing to development of English language skills, particularly in areas that included communicating with others through listening, speaking, and oral language in general.

Summary of Findings Related to Evaluation Question 1

Participation in the ESOL SSL Club was related to many of the outcome measures examined in this study particularly those related to expanding students' skills and knowledge. Analyses revealed that club members, particularly those in Grade 9, consistently outperformed their non-club peers on a range of measures. Specifically:

- Grade 9 club members completed significantly more SSL hours during the 2012–2013 school year than their non-club peers. All club members in Grades 9 through 12 in general and Grade 9 club members in particular were more likely to have completed their SSL requirement by the end of the school year.
- Club membership appeared to have a positive impact on school attendance. Grade 9 club members, as well as all club members in Grades 9 through 12, had significantly higher attendance rates than their non-club peers.
- The average end-of-year GPA for club members was higher than those of non-club members in grades 9 and 12. In addition, Grade 9 club members were more likely to earn a C or better in their mathematics and language courses than their Grade 9 non-club peers. The related measure of academic eligibility also showed that a higher percentage of club members in Grade 9 were academically eligible at the fourth marking period than their non-club peers. Finally, similar results were found when the percentages of students promoted to the next grade were compared: Grade 9 club members were more likely to be promoted than their non-club peers. No evidence of significant club participation effects were observed with regard to passing HSA exams in English 10, Algebra I, Biology, and Government.
- Participation in the ESOL SSL Club was related to development of English language skills, particularly in areas that involved communicating with others through listening, speaking, and oral language in general. On average, club members made greater gains in composite ACCESS for ELL scores from 2012 to 2013 than non-club peers, and in the domains of listening, speaking, and oral language.

Evaluation Question 2. Did participation in the ESOL SSL Club contribute to an increase in: a) level of engagement in community activities, b) level of engagement in school activities, and c) student understanding of college expectations?

This section presents findings from an online survey administered in May 2013 to Grades 9 through 12 ESOL students in the six schools with ESOL SSL Clubs. From MCPS records, 1,159 students in the six high schools in the study were identified as receiving ESOL services during school year 2012–2013. A total of 203 Level 1 ESOL students and students in the METS program were exempted from the survey, leaving a target sample of 956 students. A total of 601 students responded to the survey, yielding an overall response rate of 63%. Typical of most surveys, the response rate varied from item to item.

Characteristics of Survey Respondents

Table 12 describes the self-reported characteristics of the survey respondents. One item on the survey asked if students were club members in 2012, 2013, or both years. ESOL SSL Club members and non-club members were represented in similar proportions across grades and ethnicities; the ESOL SSL Club group had a higher proportion of female respondents while the non-club group had a higher proportion of male respondents, compared with the total respondent groups.

Table 12
Description of Characteristics of Survey Respondents

Characteristic		All survey Respondents (N = 601)		ESOL SSL Club Members[a] (N = 372)		Non-SSL Club Members (N = 229)	
		n	%	*n*	%	*n*	%
School	Blair HS	168	28.0	122	32.8	46	20.1
	Gaithersburg HS	123	20.5	87	23.4	36	15.7
	Kennedy HS	70	11.6	41	11.0	29	12.7
	Northwood HS	99	16.5	49	13.2	50	21.8
	Springbrook HS	46	7.7	20	5.4	26	11.4
	Watkins Mill HS	95	15.8	53	14.2	42	18.3
Grade	9	228	37.9	133	35.8	95	41.5
	10	187	31.1	122	32.8	65	28.4
	11	116	19.3	68	18.3	48	21.0
	12	70	11.6	49	13.2	21	9.2
Gender	Female	282	46.9	193	51.9	89	38.9
	Male	300	49.9	168	45.2	132	57.6
	Not Reported	19	3.2	11	3.0	8	3.5
Ethnicity	Hispanic/Latino	346	57.6	213	57.3	133	58.1
	Not Hispanic/Latino	238	39.6	152	40.9	86	37.6
	Not reported	17	2.8	7	1.9	10	4.4

[a]ESOL SSL Club membership was a self-report of membership for one or both school years and/or students who responded to items about their experiences in the ESOL SSL Club.

About 58% of all survey respondents indicated they were Hispanic/Latino; similar percentages of club and non-club respondents also reported they were Hispanic/Latino. While most respondents readily identified their ethnicity as either Hispanic/Latino or non-Hispanic/Latino, nearly half of the respondents selected "other" for race. This finding has implications beyond the scope of this study. Bearing in mind that the majority identified themselves as Hispanic/Latino, it is probable that immigrants, particularly of Hispanic/Latino origin do not perceive themselves in terms of the typical race categories as specified in the survey (American Indian or Alaskan native, Asian, Black or African American, Native Hawaiian or Pacific Islander, or White). Also, limited English proficiency could make it difficult for some respondents to distinguish between race and ethnicity.

Country Lived in Before Moving to the United States. One third (33%) of the students who provided open-ended responses last lived in El Salvador before moving to the United States (USA) (Figure 2). The remaining survey respondents last lived in: Ethiopia (10%), a variety of African countries (7%), Guatemala (6%), or Dominican Republic (5%). Also mentioned by more than 10 respondents were Honduras, Peru, Cameroon, Vietnam, countries in the region of the middle east, Mexico, Haiti, Ghana, India, and the Philippines.

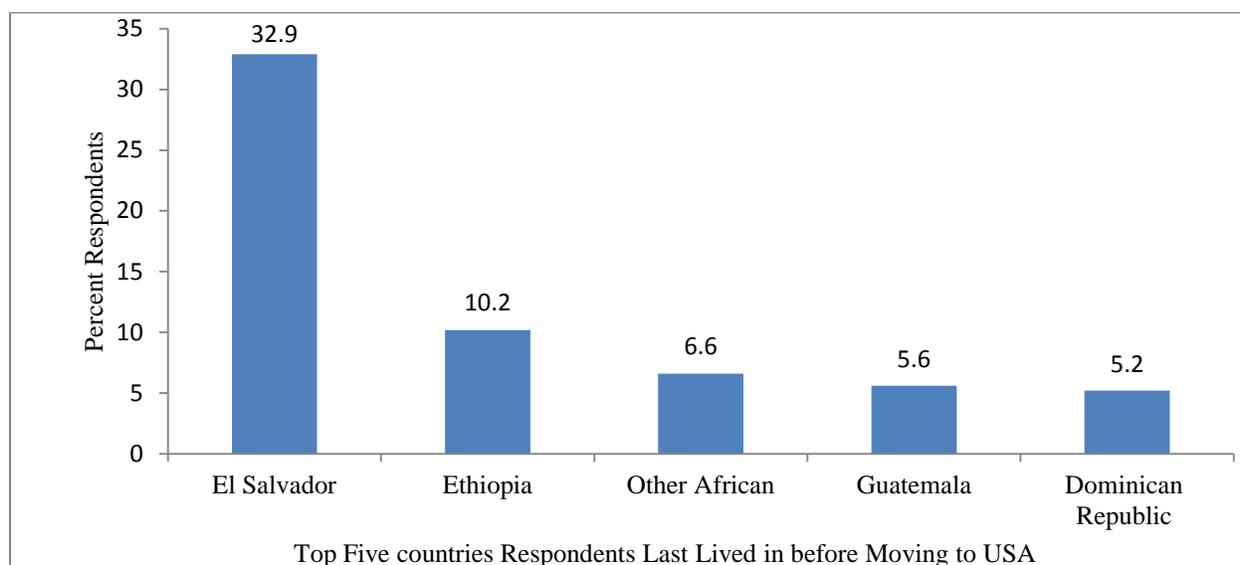*Figure 2.* Top five countries last lived in before moving to United States as reported by 557 students responding to the ESOL SSL survey.

Consistent with the reported country last lived in before moving to the USA, responses to an open-ended item showed that Spanish (55%), French (10%), or Amharic (10%) were the languages most often reported to be the respondents' primary language at home (Figure 3).
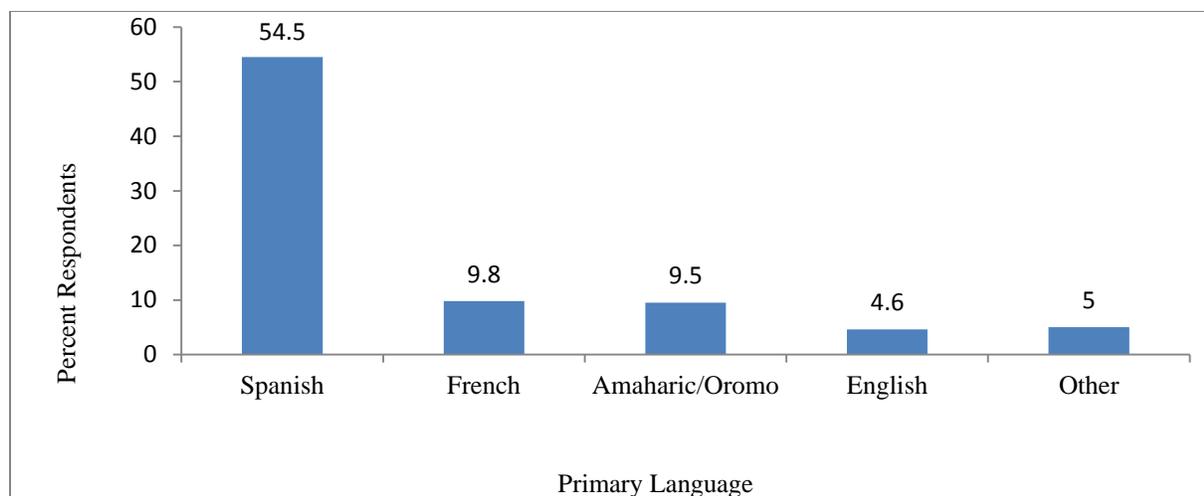
Figure 3. Primary language used at home as reported by 560 students responding to the ESOL SSL survey.

Club Participation and Student Engagement in the Community

The number of activities offered by the ESOL SSL Club in each school varied. The number of available activities, the average number of activities that club members participated in, and the average number of SSL hours earned by club members in the club activities are shown in Table 13. The activities data were compiled by the club advisors; they represent overall ESOL SSL Club activity participation (whereas other findings in this section are based on reports from the students who responded to the ESOL SSL survey).

The number of activities varied by school, with one school offering 9 activities and another up to 33 activities (Table 13; Appendix E, Table E1). Across the six high schools, the average number of activities an ESOL SSL Club member participated in ranged from four to nine. The average number of SSL hours earned through ESOL SSL Club activities ranged from two to nine. These findings indicated that the ESOL SSL Clubs provided multiple opportunities for ESOL students to earn SSL hours and those students got involved in their communities as they engaged in the various activities and projects.

Table 13
ESOL SSL Club Participants, Club Activities and SSL Hours Reported by School

	N	Total Club Activities Available	Club Activity Participation Per Student			Reported SSL Hours Earned in Club[a]		
			Max	Mean	S.D.	Max. Hours	Mean Hours	S.D.
Blair	92	23	21	4.3	5.0	19.0	3.6	4.4
Gaithersburg	148	33	26	5.8	6.0	42.5	8.9	9.4
Kennedy	52	22	17	4.0	3.9	9.5	2.0	2.1
Northwood	62	23	23	5.3	5.8	12.0	2.7	3.0
Springbrook	65	17	17	9.0	5.2	21.0	7.7	5.1
Watkins Mill	27	9	8	3.9	2.4	NA	NA	NA

Note. Data as reported by club advisors.
[a]This number may represent only a portion of total SSL hours earned during the school year.

Getting information about ESOL SSL club. Of all ESOL students surveyed, the majority heard about the ESOL SSL Club from teachers (61%) or friends (32%) (Table 14). Only a small percentage of the respondents indicated that they had never heard about the club (11%). Statistically significant higher percentages of ESOL SSL Club members than non-club peers reported they heard about the club from teachers (64% vs. 55%, $\chi^2(1, N = 601) = 4.04$, $df = 1$, $p = .04$) and from friends (39% vs. 22%, $\chi^2(1, N = 601) = 18.47$, $df = 1$, $p = .000$).

Table 14
How Students Heard about ESOL SSL Club for ESOL SSL Club and Non-club Peers

Methods	Total (N = 601)		ESOL SSL Club Members (n = 372)		Non-SSL Club Members (n = 229)	
	n	%	n	%	n	%
Teachers	364	60.5	237	63.7*	127	55.4
Friends	194	32.3	144	38.7*	50	21.8
Never Heard of It	69	11.4	--	--	41	18.0
SSL Club Last Year	61	10.1	59	15.9	2	0.9
School Posters	43	7.2	32	8.6	11	4.8
School Website	42	7.0	30	8.1	12	5.2
Other	3	0.5	1	0.3	2	0.9

Note. More than one answer may be given per respondent; therefore total percentages may exceed 100.
*$p < .05$.

Club Participation and Student Engagement in School Activities

The survey asked students to indicate which school-sponsored activities they had participated in during the school years 2011–2012 and 2012–2013. Table 15 shows rates of participation in school sponsored activities during school years 2011–2012 and 2012–2013 as reported by all survey respondents, and by ESOL SSL Club members and non-club members.

School sponsored activities by club membership. Further analyses showed that ESOL SSL Club members participated in nearly all the specified school sponsored activities at higher rates than non-club peers (Table 15). Significantly higher proportions of club members that non-club peers reported they participated in academic clubs (e.g., math club, history club) (20% vs. 4%), and cultural activities (e.g. Ethiopian club, food-around the world club) (23% vs. 6%), or other special interest clubs (e.g. Frisbee, chess) (21% vs. 14%). These findings suggested club members were more likely to participate in other school sponsored activities than non-club peers and that the club was a major opportunity for engagement in school activities for ESOL students.

Table 15
Number and Percent of Students Indicating Participation in School Sponsored Activities

School Sponsored Activities: Ever Participated in during last 2 years	All Survey Respondents (N = 601)		ESOL SSL Club Members[a] (N = 372)		Non-SSL Club Members (N = 229)	
	n	%	n	%	n	%
ESOL SSL Club	349	58.1	349	93.8	--	--
School organized sport	195	32.4	149	40.1	46	20.1
Other special interest club	110	18.3	79	21.2[*]	31	13.5
Cultural activity	97	16.1	84	22.6[*]	13	5.7
School play/ drama/theater	90	15.0	75	20.2	15	6.6
Academic club	83	13.8	75	20.2[*]	8	3.5
School musical group (i.e. band, chorus)	81	13.3	72	19.4	9	3.9
Honor society	75	12.5	69	18.5	6	2.6
Student government	57	9.5	54	14.5	3	1.3

[a]ESOL SSL Club membership was a self-report of membership for one or both school years and/or students who responded to items about their experiences in the ESOL SSL Club.
*p < .05.

Ways students earned SSL hours. Students were asked to specify all the ways they earned the SSL hours they had accumulated by the end of school year 2012–2013. When analyzed by club membership, significantly higher percentages of ESOL SSL Club members than non-club members selected ESOL SSL Club (43% vs. 7%, (χ^2(1, N = 601) = 87.8, p = .000) and other high school club activities that earn SSL hours (34% vs. 25%, (χ^2(1, N = 601) = 4.88, p = .017) as the modes through which they earned their SSL hours (Figure 4).
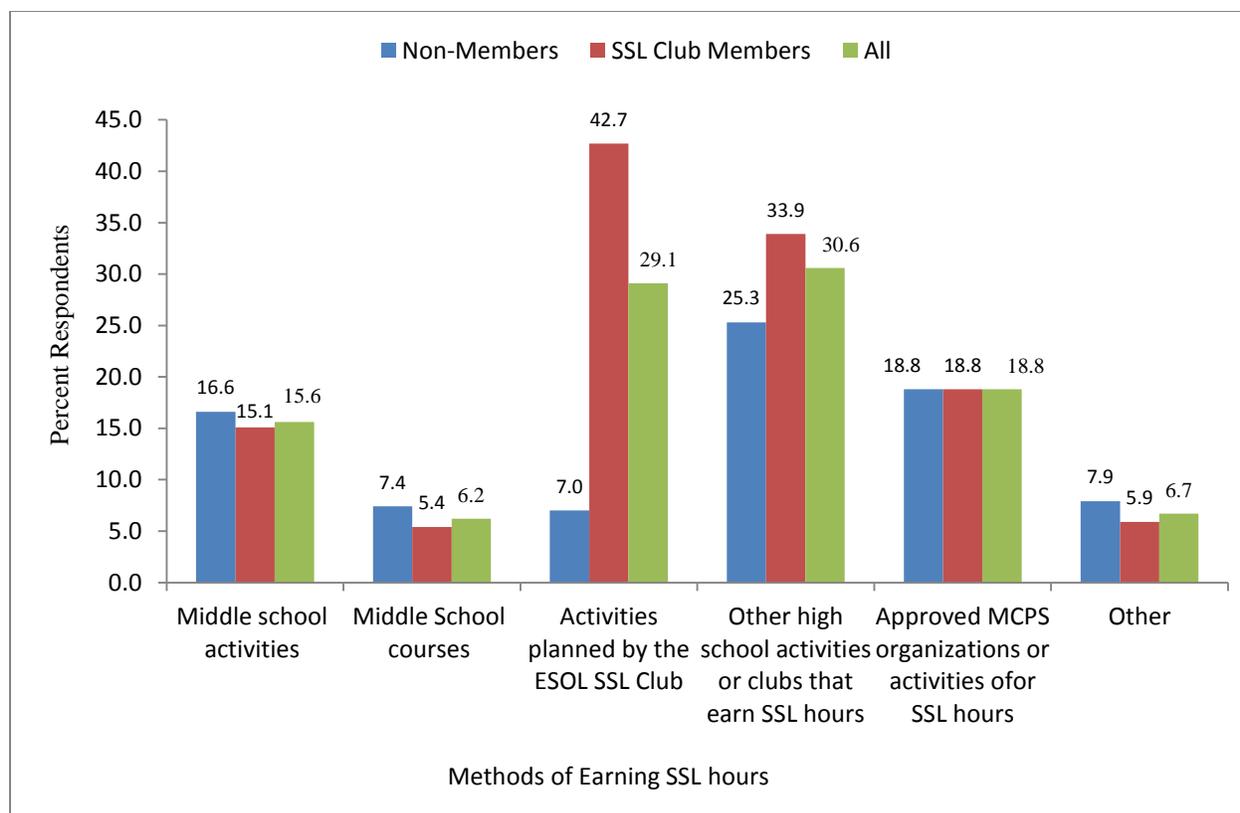
Figure 4. Responses of 601students on ESOL SSL survey to "How did you earn SSL hours you have now?"

Exploring College and Career Options

The survey asked respondents their plans after high school graduation, who helped them the most to get information for their plans upon graduation, their post high school plans for career or college, and what actions they had taken to prepare for college and career.

   Planning for college and career after high school graduation. A multiple response item asked students for their plans after graduation. When responses to the multiple response item were disaggregated by club membership, a slightly higher proportion of club members indicated they planned to go to a four-year college (51% vs. 48%), go to community college (27% vs. 23%), or work part-time (26% vs. 17%) than did their non-club peers (Figure 5). When analyzed by club membership, significantly higher percentages of SSL Club members than non-members selected work part-time (26% vs. 17%) ($\chi^2(1, N = 601) = 6.6$, $p = .010$) as part of their plans after high school graduation.
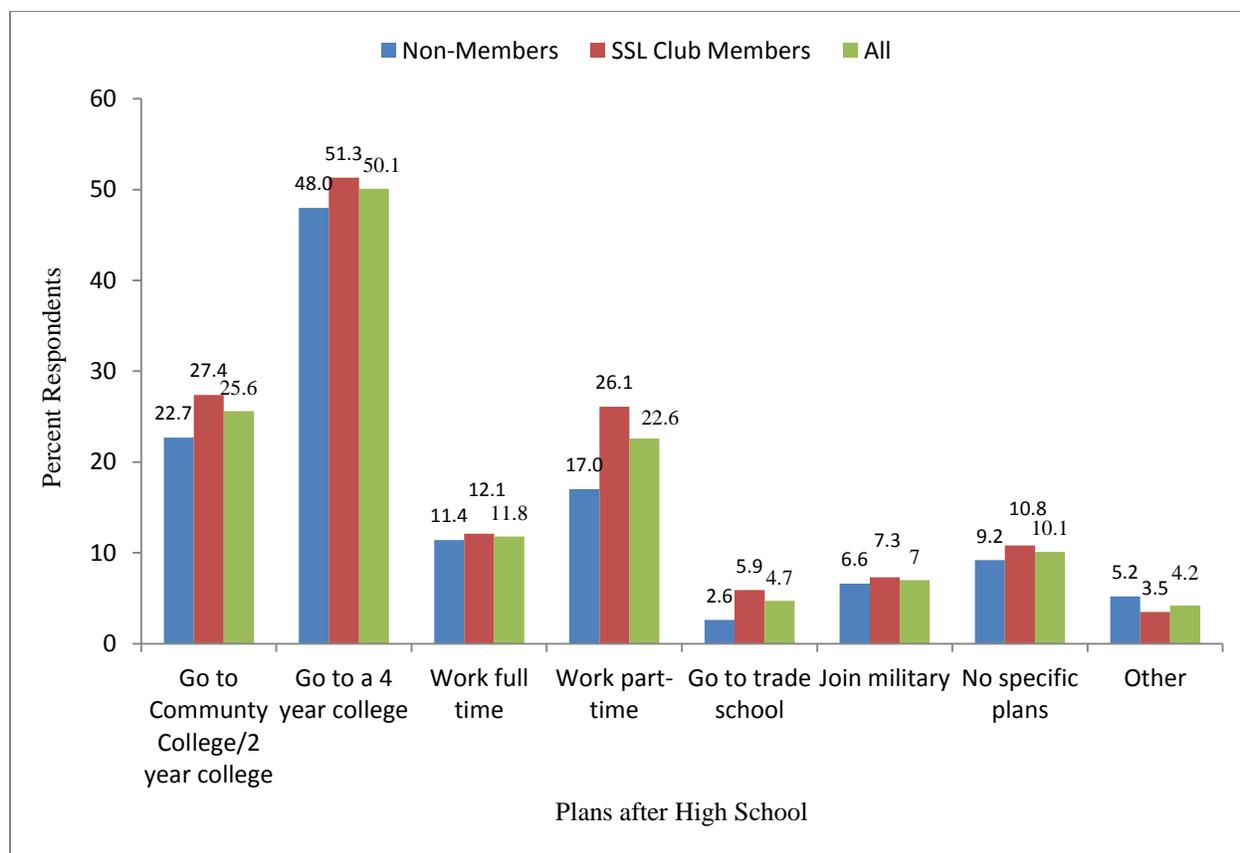
Figure 5. Plans after high school graduation reported by 601 survey respondents.

Who helped students get information for planning for career and college? As a group, *s*urvey respondents identified family members (50%), teachers (31%), and school counselors (29%) as the people who most helped them with information for college and career planning. Similar proportions between club members and non-club members reported they were helped by family members (50% vs. 49%) and teachers (33% vs. 27%), for club members and non-members, respectively (Figure 6). Significantly higher percentages of ESOL SSL Club members than non-club peers selected school counselor ($\chi^2(1, N = 601) = 5.0$, $p = .026$), ESOL SSL Club ($\chi^2(1, N = 601) = 12.5$, $p = .000$), and career center ($\chi^2(1, N = 601) = 4.0$, $p = .045$) as sources of their information for planning career and college after graduation.
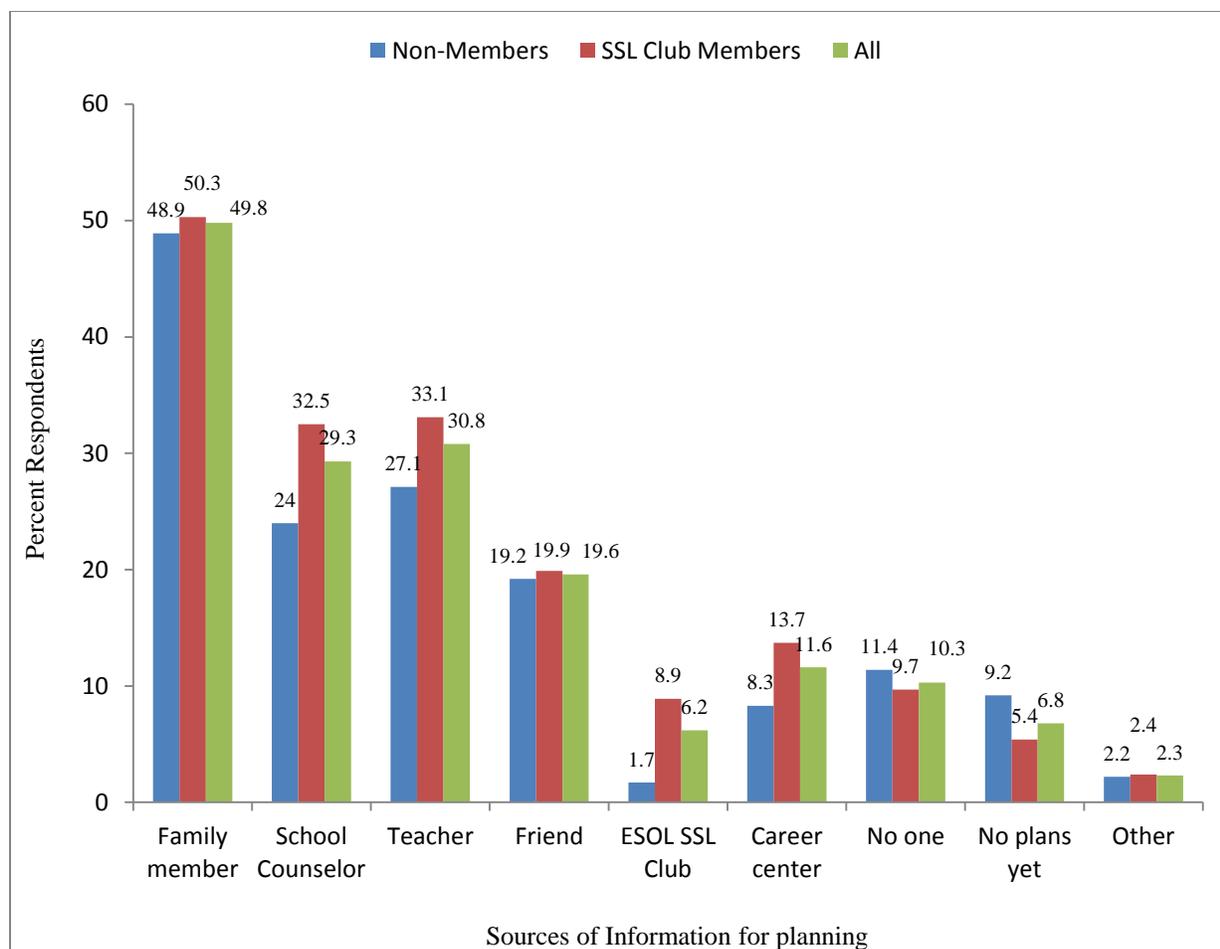
Figure 6. Most helpful sources of information for plans after graduation reported by 601 respondents, total and by club membership.

Decision to go to college. Students were asked when they first decided to go to college. The response categories were: *before ninth grade, ninth grade, tenth grade, eleventh grade, and twelfth grade*. Table 16 displays the percentage of club and non-club members who reported that they first decided to go to college before ninth grade or in ninth grade, a grade level all respondents had reached. The majority of Grades 9, 11, and 12 club members and non-club respondents as well as Grade 10 club members reported they first made the decision to go to college before ninth grade or in ninth grade (Table 16; Appendix E, Table E2). The proportion of respondents who had not decided to go to college varied by grade level of respondents and ranged from 3 to 26%. At each grade level, there were no statistically significant differences in proportions of club and non-club peers reporting when they first made the decision to go to college.

Table 16
Number and Percent Reporting When they First Decided to Go to College by Grade

Grade/club membership		When did you first decide to go to college?							
		Before ninth grade		Ninth grade		Combined Total before and in ninth grade		Not decided	
		n	%	*n*	%	*n*	%	*n*	%
12th	Club (*n* = 48)	22	45.8	6	12.5	28	58.3	4	8.3
	Non-club (*n* = 19)	6	31.6	6	31.6	12	63.2	5	26.3
11th	Club (*n* = 45)	21	46.7	4	8.9	25	55.6	2	4.4
	Non-club (*n* = 67)	29	43.3	7	10.4	36	53.7	2	3.0
10th	Club (*n* = 120)	40	33.3	21	17.5	61	50.8	16	13.3
	Non-club (*n* = 59)	17	28.8	11	18.6	28	47.5	11	18.6
9th	Club (*n* = 127)	57	44.9	31	24.4	88	69.3	23	18.1
	Non-club (*n* = 86)	43	50.0	19	22.1	62	72.1	17	19.8

Planning and preparing for college. Survey respondents primarily talked to their parents/family members about their plans, working to improve their GPA, visiting college websites, talking with a school counselor about college options, planning to take the SAT or ACT, and earning SSL hours (Table 17).

To assess which of the specified activities were more likely to be reported by ESOL SSL Club members than by non-club members, two-by-two contingency table analyses were conducted. For each specified activity, the proportions among ESOL SSL Club members who reported taking specified actions to prepare for college were greater than non-club peers (Table 17). Specifically, statistically higher proportions of ESOL SSL Club members reported that they had taken TOEFL ($\chi^2(1, N = 601) = 5.0$, $p = .025$), earned all their SSL hours ($\chi^2(1, N = 601) = 5.0$, $p = .000$), or had taken ACCUPLACER ($\chi^2(1, N = 601) = 5.0$, $p = .025$) as compared with non-club peers. Overall, these findings suggest that being in the ESOL SSL Club increased students' understanding of college expectations and preparation needed to be ready for college. These findings also suggested that these respondents have increased their awareness of the expectations and the need for advance planning.

Table 17
Number and Percent Reporting Actions They Took to Prepare and Plan for College

Specified Items	ESOL SSL Club Member (N = 372)		Non-Club Member (N = 229)	
	n	*%*	*n*	*%*
Talked to parents/family about my college plans	191	51.3	103	45.0
Working to bring up GPA	174	46.8	106	46.3
Visited college websites	114	30.6	56	24.5
Talked with a school counselor about college options	107	28.8	50	21.8
Planned to take SAT	96	25.8	53	23.1
Visited at least one college campus	94	25.3	44	19.2
Have earned all SSL hours	86	23.1*	22	9.6
Plan to take ACT	63	16.9	36	15.7
Getting more involved in extra-curricular activities	55	14.8	27	11.8
Have taken ACCU-PLACER	30	8.1*	8	3.5
Have taken TOEFL	30	8.1*	8	3.5
Have taken a college prep class at school	24	6.5	12	5.2
Have taken SAT	18	4.8	3	1.3
Have taken ACT	15	4.0	5	2.2

Note. This was an open-ended question and more than one response could be given, so percentages may not add to 100.
*$p < .05$.

A closer look at the actions taken to prepare for college showed some differences by grade level. Details can be seen in Appendix E, Table E3.

Frequency of discussion and visits to colleges. Several survey items addressed activities related to discussions about college and college visits. For students in the ESOL SSL Club and their non-club peers, more discussions about college and career were very often or often reported between the students and their family members (58%) and friends (51%) than with staff at school (41%) (Table 18). About one quarter (27%) of non-club members reported they had not discussed college with a staff member at all. About one quarter (27%) of ESOL SSL Club members and over one third (37%) of non-club peers reported they had not visited a college website at all. No significant differences were found between ESOL SSL Club members and non-club members with regard to frequency of discussion about or visit to colleges.

Table 18
Number and Percent of ESOL Students Reporting Frequency of Discussions About College

				Very Often	Often	Sometimes	At least once	Not at all
Family members talk to me about going to college.	SSL Club	(N = 339)	n	111	87	90	24	27
			%	32.7	25.7	26.5	7.1	8.0
	Non-club	(N = 184)	n	64	46	47	19	8
			%	34.8	25.0	25.5	10.3	4.3
A staff member at my school discussed college plans with me.	SSL Club	(N = 324)	n	44	87	78	58	57
			%	13.6	26.9	24.1	17.9	17.6
	Non-club	(N = 181)	n	20	41	41	31	48
			%	11.0	22.7	22.7	17.1	26.5
My friends talk with me about going to college.	SSL Club	(N = 329)	n	69	100	95	29	36
			%	21.0	30.4	28.9	8.8	10.9
	Non-club	(N = 181)	n	32	47	57	23	22
			%	17.7	26.0	31.5	12.7	12.2
I visited a college website.	SSL Club	(N = 327)	n	54	63	74	49	87
			%	16.5	19.3	22.6	15.0	26.6
	Non-club	(N = 182)	n	17	28	42	27	68
			%	9.3	15.4	23.1	14.8	37.4

Understanding college expectations.   Survey responses from the ESOL SSL Club members and their non-club peers showed a majority (more than 60%) of the respondents strongly agreed or agreed that: 1) they knew which academic and career interests to pursue in college (83% vs. 79%); 2) staff at their school helped them understand college requirements (73% vs. 78%); 3) they knew the type of college they would apply to (72% vs. 67%); 4) they understand how to find information about colleges (71% vs. 66%); 5) they know which colleges and universities matched their interest and abilities (69% vs. 60%); and 6) staff members at their school talked to them about their choices after high school (66% vs. 69%) (Table 19). Additional analyses indicated that ESOL SSL Club members were more likely to agree that they knew which colleges and universities match their interest and abilities than non-club peers ($\chi^2(1, N = 305) = 4.0$, $p = .045$). A related item showed that a higher proportion of ESOL SSL Club members (55%) than their non-club peers (48%) indicated that a staff member helped them identify colleges that match their interests and abilities. Notably, less than half of the ESOL SSL Club members (40%) and non-club members (32%) agreed that they understood how to complete a financial aid application.

Table 19
Number and Percent of ESOL Students Indicating Level of Agreement
With Statements about Plans After High School

	ESOL SSL Club Members			Non-Club Members		
	Total	Strongly Agree/Agree		Total	Strongly Agree/Agree	
	N	*n*	*%*	*N*	*n*	*%*
I know which academic and career interests I want to pursue when I go to college.	313	261	83.4	172	136	79.1
A staff member at my school helped me understand the requirements for college admission (e.g., GPA, college test scores).	312	228	73.1	174	136	78.2
I know the type of college I will apply to (2-year vs. 4-year).	301	218	72.4	168	113	67.3
I understand how to find information about colleges.	318	225	70.8	178	118	66.3
I know which colleges and universities match my interests and abilities.	305	211	69.2[*]	173	104	60.1
A staff member at my school talked to me about my choices after high school.	310	204	65.8	169	117	69.2
A staff member at my school helped me identify colleges that match my interests and abilities.	304	167	54.9	166	79	47.6
I understand how to complete a financial aid application.	293	117	39.9	158	51	32.3

*$p < .05$.

Students' Experience in ESOL SSL Club

There were 372 students who responded to the survey items intended for only ESOL SSL Club members and the response rate varied by question. More than half of those who provided a reason for joining the club indicated that they joined the ESOL SSL Club to earn more SSL hours (58%). In addition, more than one third stated that the club was recommended by teachers at the school (39%), they wanted to practice their English language skills (34%), or to participate in school activities (33%) (Table 20).

Table 20
Reasons for Joining the ESOL SSL Club as Reported by Survey Respondents

	(N = 224)	
Reason	*n*	*%*
I needed to earn more SSL hours.	129	57.6
It was recommended by teachers at my school.	88	39.3
I wanted to practice my English language skills.	76	33.9
I wanted to participate in school activities.	73	32.6
It was recommended by friends.	61	27.2
I wanted to learn how to apply for college.	41	18.3
I wanted to make friends.	27	12.1
Other.	4	1.8

Note. More than one answer may be given per respondent; therefore percentages may not add to 100.

Many benefits of the ESOL SSL Club were reported by respondents (Table 21).   Specifically, high percentages of the respondents indicated that:
- The club helped them earn more SSL hours (93%).
- They enjoyed attending the club activities (91%).
- They would recommend the club to friends who are taking ESOL classes (90%).
- The club helped build confidence in using English language (87%) and practicing English language speaking skills (85%).
- The club gave them the confidence to participate more in classroom activities (86%).
- The club gave them confidence to participate in other school extracurricular activities (84%).

In addition, more than 70% agreed that being in the ESOL SSL Club was helping them: a) learn about the college application process, b) gain skills needed to complete a college application, and c) gain skills needed to prepare a financial aid application. At the same time, 60% or higher agreed that the ESOL SSL club helped them a) identify colleges that matched their interests and abilities, b) learn how to conduct a college search, and c) gain a general understanding of the different types of colleges.

Table 21
Number and Percent Indicating Ways They Benefited from Participating in the ESOL SSL Club

| | | Strongly Agree/ Agree | |
	N	n	%
The club helps me to earn more student service learning hours.	227	212	93.4
I enjoy attending the club activities.	231	210	90.9
I would recommend the club to my friends who are taking ESOL classes.	216	195	90.3
The club helps me to increase my confidence in using the English language.	226	197	87.2
The club gives me the confidence to participate more in classroom activities.	214	183	85.5
The club helps me to practice my English language speaking skills.	223	189	84.8
The club gives me the confidence to participate in more school extracurricular activities.	208	174	83.7
The club is helping me to learn about the college application process.	224	164	73.2
The club is helping me gain skills needed to complete a college application.	222	160	72.1
The club is helping me gain skills needed to complete a financial aid application.	220	153	69.5
The club is helping me identify colleges that match my interests and abilities.	220	152	69.1
The club is helping me learn how to conduct a college search.	219	141	64.4
The club helps me understand the different types of colleges.	219	140	63.9

What did students like about the ESOL SSL Club?   There were 156 students who responded to the open-ended question on what they liked about the ESOL SSL Club. The most frequently cited aspects of the club that the students liked were: earning SSL hours (32%), practicing their English (21%), making friends and spending time with others (21%), as well as activities/trips (13%) and helping others/serving (12%) (Table 22).

Table 22
What Students Liked About the ESOL SSL Club

Response	Total N = 156	
	n	%
Earn SSL hours/Help with SSL requirements	50	32.1
Practice English	33	21.2
Make Friends/Spend time with Others	32	20.5
Activities/Trips	20	12.8
Help Others	19	12.2
Learn Things/Learn about Environment	17	10.9
Learn about College	13	8.3
Other (e.g., food, fun, help with homework, good program)	3	2.6

Note. This was an open-ended question and more than one response could be given, so percentages may not add to 100.

What did students learn in ESOL SSL Club? There were 133 students who provided responses to an open-ended survey question about what they learned at the ESOL SSL Club. The students reported learning about team work and social skills (34%) and improving English language skills—grammar, speaking, writing, and communication (19%). Respondents also mentioned learning to help others (17%), learning about colleges (16%), and learning about the environment (12%) (Table 23).

Table 23
What Students Learned in ESOL SSL Club

Response	Total N = 133	
	n	%
Team work/working together/being social/ importance of participation/showing respect	45	34.0
Learn English/grammar/speak/write/communication skills	25	18.8
How to help others	23	17.3
Learn about colleges and process	21	15.8
Learn about environment/earth	16	12.0
Importance of SSL hours/how to get SSL hours	15	11.3
Activities (yard sale, make book, crochet, clean, resume, etc.)	12	9.0

Note. This was an open-ended question and more than one response could be given, so percentages may not add to 100.

What would students change about the ESOL SSL Club? When asked what they would change about the club, the largest percentage of respondents indicated that the club was good and they would not change anything (35%). Others suggested adding more activities and trips (16%), recruiting more members (15%), having more frequent meetings (11%), and incorporating more information about college (8%). Some other suggestions included changing the schedule of club meetings so they do not happen at lunchtime, or that club members need to use more English and less Spanish at the club meetings (Table 24).

Table 24
What Students Want to Add/Change About ESOL SSL Club

Response	Total N = 137	
	n	%
Don't change anything/nothing/good as is	48	35.0
More activities/trips	22	16.1
More members/offer to more/would like to share with others	21	15.3
More time/more meetings/more days	15	10.9
More college information	11	8.0
Other (e.g., food, speak more English/less Spanish, schedule meeting at time other than lunchtime)	27	19.7

Note. This was an open-ended question and more than one response could be given, so percentages may not add to 100.

ESOL SSL Club Sponsor Interviews

ESOL SSL Club Fosters Student Learning in a Variety of Ways

Club advisors observed that the ESOL SSL Club created an evironment for students to learn about SSL requirements, college expectations, and American culture. The following section summarizes the responses of six club advisors as captured in one-on-one interview sessions or e-mail communication. Overall, the findings indicated the following:

- The ESOL SSL Club provides targeted support to ESOL students.
- The ESOL SSL Club creates opportunities for building a variety of strategic relationships between: MCPS and community partners, students and staff, students and students, and students and community.
- The ESOL SSL Club fosters student learning in all three competency areas addressed in the MCPS Strategic Planning Framework: academic excellence, social emotional learning, and creative problem solving. Students practice English language skills and experience increased self-awareness. Students serve as bilingual mentors to others and students' experience increased student engagement in school.
- To extend the reach of the ESOL SSL Club to more students, club advisors suggested having more in-school SSL Club activities or incorporating a high school course based on activities to earn SSL hours.

Increasing familiarity with American culture and graduation requirements for earning student service learning hours. Club advisors indicated that ESOL students are eager to learn and practice their English language skills and need the club because they are unfamilair with the requirements for earning SSL hours and are unlikely to earn SSL hours on their own (Appendix F, Table F1). Interviews also indicated that the ESOL SSL Club increased student engagement in school activities. One interviewed advisor stated ESOL students are new to the country and to the school…they come aware of performing community service, but not how to document their service or make sure it is approved service. Another advisor indicated that through the club, they [ESOL student] get to feel part of something…to help the community…to learn about American culture.

Relationship Building: Strengthening Community/MCPS Partnerships and Interpersonal Relationships. According to the interviews of the ESOL SSL Club advisors, the club provided a setting for a variety of relationships to develop. These relationships included: MCPS and community partnerships, positive staff-to-student interactions, student-to-student relationships, and student-to-community relationships through service projects. These interactions and relationships increased the ESOL students' level of engagement in school sponsored activities, increased their confidence to interact with others, made students feel they were valuable contributors in the community, and increased students' understanding of the American culture (Appendix F, Table F2). An advisor at one school shared that the club partnered with the Audubon Society and that the society provided students with monthly lessons related to eco-systems, habitat, and the watershed. Another club advisor indicated that sponsoring the club helped her learn more about the students outside of school and about the community surrounding the school. One advisor said ESOL students want to belong to a group…be part of a school club.

Staff positions/individuals/agencies key to success of ESOL SSL Club. Some key individuals, staff positions, community partners/agencies, as well as the more proficient ESOL students were commended for contributing to the success of the ESOL SSL Club (Appendix F, Table F3). Some advisors shared the following comments about agencies and individuals that contributed to the success of the club:

- The most important resource for the club is the teacher sponsor who students know, like, and trust.
- Through partnership with the City of Gaithersburg Student Union, the club has been successful introducing ESOL students to after-school activities in the community.
- The coordinator, Service Learning Collaborative, MC–TP/SS has done well connecting with students.
- The mix of students (new ESOL, Grade 12 ESOL students in need of SSL hours to graduate, non-ESOL bilingual students who hear the club announcements or come with friends) has had the unexpected consequence of providing bilingual mentoring, role models, and motivation for new ESOL students.

Insights for Sustainability of the ESOL SSL Club and Partnerships. While each of the club advisors recommended continuation of the ESOL SSL Club, some shared suggestions for improvements (Appendix F, Table F4). To make the club more robust, the advisors suggested:

- Have more activities at school because transportation is often a problem for these students.
- Embed SSL hours in high school courses so that all students have access to earning the hours they need for graduation.
- Consider having a bilingual sponsor or staff member to extend the club outreach and meet needs of ESOL level 1 and METS students.

Summary of Findings Related to Evaluation Question 2

- Several sources of evidence indicated that participation in the club contributed to students' increased engagement in community and school activities. Student survey responses as well as reports from club advisors indicated that participation in the club was helpful in earning SSL hours and participating in community activities. These findings were consistent with the analysis of SSL hours earned by club members and non-club peers which found that club members earned more hours during the 2012–2013 school year (Tables 3 and 4).

- Findings from surveys indicated that club members were more likely than non-club peers to report that they participated in other school sponsored activities. In addition, 84% of club members surveyed reported that the ESOL SSL Club gives them the confidence to participate in other school and extracurricular activities (Table 21).

- Overall, the findings suggested that being in the ESOL SSL Club increased student understanding of expectations and preparation needed for college or career. Compared to non-club peers, club members were more likely to know which colleges and universities match their interests and abilities (Table 19). More than 70% of the club members who responded to a survey reported that the club is helping to understand the college application process and to gain the skills needed for completing a college application and financial aid forms (Table 21).

Discussion/Summary

Service learning is an integral part of academic work. SSL teaches students that they can put their skills to use to solve problems in their community (MCPS, 2013a). The ESOL SSL clubs were facilitated through three different types of robust MCPS/community partnership models: MC–TP/SS partnered with Blair, Springbrook, Kennedy, and Northwood high schools; City of Gaithersburg and Audubon Society partnered with Gaithersburg High School; and Rotary International with Watkins Mill High School. While the structure of these models differed somewhat, the MCPS/community partnerships were important in facilitating meaningful school-sponsored events to help students get involved in the community and subsequently earn their SSL hours. When compared with non-club peers, club members from the six high schools: 1) earned larger numbers of SSL hours in 2012–2013 and higher proportions of Grade 9 and 12 students had completed their required number of SSL hours, 2) had higher average attendance rates, and 3) made larger gains in English language development. Grade-specific analyses revealed that Grade 9 club members: 1) earned significantly higher GPAs, 2) had significantly higher academic eligibility rates, and 3) were promoted to the next grade level at significantly higher proportions than non-club peers. An earlier study on outcomes for ESOL SSL Club members in one high school also reported similar results for some of these measures (Fink, 2011). The findings also corroborate studies that pointed out that English language learners and particularly newcomers benefit from well-coordinated partnerships between a variety of agencies and institutions serving youth.

Lastly, the findings provided insights on how the clubs could be enhanced. The suggestions included adding more courses through which students can earn SSL hours, having bilingual facilitators, and encouraging greater use of the English language among club members.

Recommendations

The following recommendations are based on the findings from the study:
- Continue to use the ESOL SSL Club to provide meaningful learning opportunities through which students with limited English skills can apply their skills and knowledge to real-world issues and problems and earn required SSL hours.
- Continue to support a career and college bound culture for newcomers to the country by highlighting the most critical aspects of being career and college ready—
  - making strong course selections connected to college and career aspirations,
  - developing a strong high school transcript,
  - taking timely college preparation tests (e.g., SAT/ACT),
  - completing SSL requirements,
  - visiting and selecting colleges,
  - applying for admissions, financial aid, and
  - seeking scholarships.
- Support students with resources to increase their familiarity with multiple opportunities available to them after high school graduation and to help them navigate applications for college admission, financial aid, and scholarships.
- Increase activities that enhance the development of English language skills and participation in school and community activities.
- Continue to assist with documentation of their SSL hours and student reflection for ESOL students who are still learning English.
- Consider inviting guest speakers (e.g., recent alumni, college admissions officers) to build student understanding of college life and the academic expectations of colleges, including choosing the right college that matches student abilities and interest.
- Increase outreach to ESOL students not involved in the ESOL SSL Club.
- Share best practices for creating and sustaining MCPS/community partnerships that support ESOL SSL Clubs among the schools.
- Examine reasons for limited impact of the SSL club on academic outcomes for Grade 10 and Grade 11 students.

Strengths and Limitations Associated with the Design and Methods Used in the Study

The findings generated from the study will not establish a *causal* relationship between club participation and the academic and nonacademic outcomes examined in the study due to lack of random assignment of students to the club.

Strengths

a. Study design used statistical procedures to control for preexisting differences and reduce selection bias. To control for potential differences between the students who joined the club and their non-club peers, both matching and advanced statistical procedures were applied.

b. Access to a variety of student-level information improved the quality of information**.** The completeness and quality of information in MCPS databases was instrumental for consistent reporting of each of the outcome variables at student level, grade, or course level where applicable; the quality of data and variety of measures contributed to the internal validity of the study.

c. A variety of academic and nonacademic outcomes were examined using a variety of methods and data sources; this was a strength because it reflects the multidimensional nature of the goals of the club and out-of-school learning opportunities from many viewpoints. The variety of measures and data sources contributed to the external validity of the study.

d. A relatively high response rate on the student survey (63%) comprised of respondents from each grade level and across six schools, reflected a representative sample of high school ESOL students.

Limitations

a. The use of quasi-experimental design could not adequately account for instances whereby the ESOL students "compare notes" about their experiences in the club with their non-club peers or influences of other interventions with similar goals that target ESOL students.

b. The scope of this study was to examine outcomes and not to examine the implementation of activities in the clubs per se. Therefore, there is limited information that would supplement and aid the interpretation of the quantitative measurements related to activities implemented by each club at the school level or expound on the nature of MCPS community partnerships in each school.

c. The limited English language proficiency levels of the target population affected their ability to: a) complete two open-ended questions on the student survey b) complete a critical thinking assessment:

o *Language demand of the student survey.* The survey was pilot-tested; however, some students needed their ESOL teachers to guide them through the survey. Responses to the open-ended items for: a) the year they enrolled in MCPS and b) the grade they enrolled in MCPS were not usable. In addition, researchers observed that some students, who did not check that they were a current or previous club member, answered some or all of questions related to the club. Subsequently, some background information indicators were not reported or used to facilitate additional analyses as previously intended.

o *Language demand of critical thinking assessment.* The initial design was to examine club impact on club members' critical thinking skills. Because the students were learning English and the assessments required a good command of the English language, the critical thinking assessment was not administered.

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Appendix A
Student Service Learning Implementation Plan

MONTGOMERY COUNTY PUBLIC SCHOOLS
Student Service Learning Implementation Plan

I. Implementation Plan and Curricular Connections

Detailed description of the Montgomery County Public Schools (MCPS) student service learning (SSL) implementation plan that includes, but is not limited to:

A. Minimum Level of Student Engagement

1. The minimum total number of hours students must engage in service learning activities before they successfully complete the service learning graduation requirement:

Beginning with the Class of 2011, students in MCPS will complete a minimum of 75 SSL hours for graduation. The SSL requirement of 75 hours is prorated according to the following scale and is based on the grade of first time enrollment in MCPS:

Enrolled or entering for the first time in Grade 6:   75 SSL hours required for graduation
Entering for the first time in Grade 7:   65 SSL hours required for graduation
Entering for the first time in Grade 8:   55 SSL hours required for graduation
Entering for the first time in Grade 9:   45 SSL hours required for graduation
Entering for the first time in Grade 10:   35 SSL hours required for graduation
Entering for the first time in Grade 11:   20 SSL hours required for graduation
Entering for the first time in Grade 12:   10 SSL hours required for graduation

The previous MCPS SSL plan approved by the Maryland State Department of Education (MSDE) required students to complete 60 hours for graduation. This remains in effect for the Classes of 2009 and 2010. It is prorated as follows:

Enroll in MCPS for the first time in Grade 11:   20 SSL hours required for graduation
Enroll in MCPS for the first time in Grade 12:   10 SSL hours required for graduation

MCPS students may begin working on this MSDE graduation requirement the summer after completing Grade 5. Hours are accrued throughout middle and high school. SSL hours may be earned in the following ways:

- Through full participation in SSL activities and successful completion of selected middle and high school courses where curricular objectives are achieved through SSL.
- Through full participation in school sponsored clubs and organizations that have a service activity focus.
- Through full participation in activities with nonprofit, tax-exempt organizations that are preapproved for SSL.

Source. MSDE (2013) *Service Learning in Maryland*

Appendix B
Best Practices of Student Service Learning

1. The Student Meets a Recognized Need in the Community.
- Examines pressing community needs—preparation
- Strategizes to address problems associated with community needs—preparation
- Provides direct, indirect and/or advocacy service—action

2. The Student Achieves Curricular Objectives.
- Uses academic standards to establish mastery objective—preparation
- Applies academic learning to recognized community needs—preparation, action, reflection
- Assesses progress toward and attainment of mastery objectives—preparation, action

3. The Student Gains Necessary Knowledge and Skills.
- Explores citizenship and career options—preparation, action
- Understands expectations associated with participation—preparation
- Cooperates with team members and community partners—action

4. The Student Plans Ahead.
- Identifies tasks, timelines and outcomes—preparation
- Assesses own skills and interests—preparation
- Takes leadership opportunities—preparation, action

5. The Student Works with Existing Service Organizations.
- Identifies nonprofit, tax-exempt organizations with which to partner—preparation
- Creates collaborative, reciprocal relationships through involvement—action
- Respects the human dignity and contributions of others—action, reflection

6. The Student Develops Sense of Responsibility
- Evaluates own performance—reflection
- Strengthens character through civic engagement—action
- Participates in a range of service opportunities—action

7. The Student Reflects Throughout the Experience.
- Evaluates overall impact of service and learning—reflection
- Analyzes what was learned from multiple perspectives—reflection
- Explores next steps to continue service-learning involvement—reflection

11-05 Adapted from Maryland's Seven Best Practices of Service-Learning

Appendix C
Demographic Compositions of Students in the Six High Schools

Table C1
Demographic Composition of Students in the Six High Schools

High School	Ever FARMS	ESOL	Mobility	AM	AS	BL	HI	PI	WH	MU
					Percent					
Blair	55.1	9.9	9.7	≤5.0	16.7	26.2	29.9	≤5.0	23.4	≤5.0
Gaithersburg[a]	62.6	10.1	14.4	≤5.0	9.9	25.5	39.7	≤5.0	21.0	≤5.0
Kennedy	77.6	8.1	14.1	≤5.0	9.2	37.8	45.4	≤5.0	5.5	≤5.0
Northwood	70.6	9.7	18.6	≤5.0	6.4	27.9	45.7	≤5.0	17.1	≤5.0
Springbrook	65.6	7.0	13.9	≤5.0	12.4	41.3	34.1	≤5.0	9.1	≤5.0
Watkins Mill[a]	71.7	7.7	18.6	≤5.0	10.1	37.8	34.6	≤5.0	14.0	≤5.0

Source: 2012–2013 *Schools at a Glance*.
Note. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or more (Multiple) Races (MU).
[a]School has community partner.

Appendix D
Demographic Characteristics of ESOL Students in the Six High School SSL Club

Table D1
Demographic Characteristics of ESOL Students in the Six High School SSL Club

		Gaithersburg (N = 250)		Kennedy (N = 154)		Blair (N = 314)		Northwood (N = 169)		Springbrook (N = 146)		Watkins Mill (N = 126)	
Characteristics		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	123	49.2	62	40.3	132	42	73	43.2	59	40.4	59	46.8
	Male	127	50.8	92	59.7	182	58	96	56.8	87	59.6	67	53.2
Race	Amind	0	0	0	0	0	0	0	0	0	0	0	0
	Asian	24	9.6	19	12.3	20	6.4	18	10.7	15	10.3	18	14.3
	AfamBlack	32	12.8	33	21.4	103	32.8	34	20.1	44	30.1	25	19.8
	White	5	2	1	0.6	2	0.6	8	4.7	0	0	1	0.8
	Hispanic	188	75.2	100	64.9	189	60.2	108	63.9	87	59.6	82	65.1
Grade	9	135	54	81	52.6	127	40.4	99	58.6	63	43.2	56	44.4
	10	61	24.4	36	23.4	81	25.8	36	21.3	39	26.7	33	26.2
	11	24	9.6	19	12.3	56	17.8	22	13	19	13	17	13.5
	12	30	12	18	11.7	50	15.9	12	7.1	25	17.1	20	15.9
FARMS	Never FARMS	30	12	16	10.4	21	6.7	19	11.2	15	10.3	7	5.6
	Prior to 2013 FARMS	34	13.6	27	17.5	43	13.7	25	14.8	18	12.3	11	8.7
	FARMS in 2013	186	74.4	111	72.1	250	79.6	125	74	113	77.4	108	85.7
SPECIAL Ed	Never Special Ed	244	97.6	148	96.1	306	97.5	165	97.6	141	96.6	119	94.4
	Special Ed in 2013	6	2.4	6	3.9	8	2.5	3	1.8	5	3.4	7	5.6
SSL Club	Not in Club	148	59.2	106	68.8	239	76.1	117	69.2	89	61	108	85.7
	SSL Club	101	40.4	48	31.2	72	22.9	51	30.2	56	38.4	18	14.3

Appendix E
ESOL Student Service Learning Activities as Described by Schools

Table E1
Description of ESOL SSL Club Activities Through Which Students Earned SSL Hours by School

School	Activities
Blair (23 Activities)	- Club Introduction/Welcome Back Sem2 – (2) - Prep for Weekend Activities – (6) - Behavior at Activities/Club - SSL Paperwork - Sign for Parade Float with Department of Environmental Protection - Labeling Newsletters with PTA – (2) (Note: this also included taking critical thinking pre-test) - Card Making for NIH – (3) - Community Sing - Financial Aid and Admissions from Montgomery College - Introduction Walk for Water – (2) - OSA Pilot Test - Community Dance - Critical Thinking Post Test
Gaithersburg (33 Activities)	- Eco Lunch/Eco Trip to Audubon/Eco SSL Form Help – (5) - Pumpkin Patch - Cheers for volunteers - Seneca Creek clean up - Raking leaves - Smith Center Orientation/Trip/Reflection – (3) - Migration Lessons (2) - ESOL Science class - Recycling planning/Trip – (2) - Green Building Learning - Gaithersburg Environmental Award group work - Bag It video – (2) - Writing for MCPS - Water Summit at Bohrer Park - Verification form completion - Calendar planning - Watershed lesson - (2) - Rake Lake - Public Comment Process Lesson, City of Gaithersburg - Bohrer Park Clean up - Meador Post evaluation lesson - Soil and mulch lesson - Bohrer Park Cleanup and Picnic
Kennedy (22 Activities)	- Introduction/Welcome back – (2) - PTSA Mail Sorting - Intro Weekend Activities – (3) - SSL Paperwork/Forms – (2) - Coupons – (2) - Sign for Parade Float with Department of Environmental Protection - Holiday Cards for Soldiers - Card Making for NIH (2)

Table E1
Description of ESOL SSL Club Activities Through Which Students Earned SSL Hours by School

School	Activities
	• Critical Thinking Pre-test • Unspecified • Walk for Water Intro/Signs – (2) • Prep work for PTK ceremony • Montgomery College Financial Aid/Admissions (2) • Critical Thinking Post Test
Northwood (23 Activities)	• Introduction/Welcome back – (2) • Intro Weekend Activities – (4) • Coupons (3) • Intro to Weekend/Applications for PTK Ceremony/Coupons • Sign for Parade Float with Department of Environmental Protection • Holiday Cards for Soldiers • Critical Thinking Pre-test/Post-test - (2) • Knitting/Crochet – (4) • Intro to Community Sing • Montgomery College Financial Aid/Admissions - (2) • Walk for Water Signs/Booklets – (2)
Springbrook (17 Activities)	• Intro Meeting • Thanksgiving project • Christmas project • Valentine's Day project • Montgomery County Workshop • Book project • Mother's Day • Dancer • Children's Book • Unspecified – (8)
Watkins Mill (9 Activities)	• Unspecified – (9)

Additional Activities Documented for Blair HS Students ($N = 92$)

Activity by students	n	%
Business Conference for Latina Women at MCC	16	17.4
National Book Festival	13	14.1
Pyramid Atlantic Yard Sale/Fundraiser (Oct. 13)	12	13.0
Takoma Park Library Book Sale	12	13.0
Hope House Halloween Party	10	10.9
Hope House Mural Restoration at Montgomery College	8	8.7
Cultural Arts Center Performance at MCC-TP/SS	7	7.6
Pancake Breakfast at Pyramid Atlantic	6	6.5
Phi Theta Kappa Induction Ceremony-April	5	5.4
Pyramid Atlantic Basketball Tournament	5	5.4
Takoma Park Street Festival	5	5.4
Tie Dye for the Children's Inn at NIH	5	5.4
Carpe Diem Arts Community Sing (Apr. 21)	4	4.3
Carpe Diem Arts Community Dance	3	3.3
Pyramid Atlantic Yard Sale/Fundraiser (Dec. 1)	3	3.3
Phi Theta Kappa Induction Ceremony-November	2	2.3
Sign Making for Walk for Water	2	2.3

Additional Activities Documented for Kennedy HS Students (*N* = 52)

Activity by students	n	%
Hope House Mural Restoration at Montgomery College	9	17.3
National Book Festival	7	13.5
Pyramid Atlantic Yard Sale/Fundraiser (Oct. 13)	6	11.5
Carpe Diem Arts Community Sing, MLK Day Performance	5	9.6
Pyramid Atlantic Yard Sale/Fundraiser (Dec. 1)	5	9.6
Holiday Pop-up Cards with Pyramid Atlantic	4	7.7
Old Takoma Clean-up	2	3.8
Art Assistant for Edelweiss Calcagno at Montgomery College	1	1.9
Business Conference for Latina Women at MCC	1	1.9

Additional Activities Documented Northwood HS Students (*N* = 62)

Activity by students	n	%
Art Assistant for Edelweiss Calcagno at Montgomery College	7	11.3
Phi Theta Kappa Induction Ceremony (Apr. 10)	7	11.3
Hope House Mural Restoration at Montgomery College	6	9.7
Carpe Diem Arts Community Dance	5	8.1
Old Takoma Clean-up	5	8.1
Holiday Pop-up Cards with Pyramid Atlantic	4	6.5
Pyramid Atlantic Yard Sale/Fundraiser (Oct. 13)	4	6.5
Takoma Park Street Festival	4	6.5
Carpe Diem Arts Community Sing (Feb. 21)	2	3.2
Carpe Diem Arts Community Sing, MLK Day Performance	2	3.2
Pyramid Atlantic Basketball Tournament	2	3.2
Pyramid Atlantic Yard Sale/Fundraiser (Dec. 1)	2	3.2
Phi Theta Kappa Induction Ceremony-November	1	1.6
Sign Making for Walk for Water	1	1.6
Takoma Park Library Book Sale	1	1.6

Additional Documented for Gaithersburg HS Students (*N* = 148)

Activity by students	n	%
Audubon Naturalist Society Woodend Nature Sanctuary	40	27.0
Lathrop E. Smith Environmental Education Center	32	21.6
Green Building Field Trip	30	20.3
Bohrer Park Clean-up with City of Gaithersburg Student Union	14	9.5
H$_2$O Summit at Bohrer Park	14	9.5
Seneca Creek State Park	10	6.8
Friends of Whetstone Lake	5	3.4

Table E2
Number and Percent of Respondents Indicating When They First Decided to Go to College

Respondents grade/club membership		Before ninth grade		In ninth grade		In tenth grade		In eleventh grade		In twelfth grade		Not decided	
		n	%	n	%	n	%	n	%	n	%	n	%
12	Club (n = 48)	22	45.8	6	12.5	1	2.1	9	18.8	6	12.5	4	8.3
	Non-club (n = 19)	6	31.6	6	31.6	0	.0	2	10.5	0	0	5	26.3
11	Club (n = 45)	21	46.7	4	8.9	5	11.1	13	28.9	n/a	n/a	2	4.4
	Non-club (n = 67)	29	43.3	7	10.4	9	13.4	16	23.9	n/a	n/a	2	3.0
10	Club (n = 120)	40	33.3	21	17.5	26	21.7	n/a	n/a	n/a	n/a	16	13.3
	Non-club (n = 59)	17	28.8	11	18.6	13	22.0	n/a	n/a	n/a	n/a	11	18.6
9	Club (n = 127)	57	44.9	31	24.4	n/a	n/a	n/a	n/a	n/a	n/a	23	18.1
	Non-club (n = 86)	43	50.0	19	22.1	n/a	n/a	n/a	n/a	n/a	n/a	17	19.8

Table E3
Actions Students Have Taken to Prepare and Plan for College by Grade

	Grade 9 (N = 162)		Grade 10 (N = 174)		Grade 11 (N = 109)		Grade 12 (N = 67)	
	n	%	n	%	n	%	n	%
Visit college websites	46	22.3	49	28.2	47	43.1	28	41.8
Visited at least one college campus	52	25.2	35	20.1	27	24.8	24	35.8
Talk with a school counselor about college options	42	20.4	37	21.3	48	44.0	30	44.8
Talk to parents/family about my plans	103	50.0	85	48.9	66	60.6	40	59.7
Working to bring up GPA	94	45.6	83	47.7	65	59.6	38	56.7
Getting more involved in extra-curriculars	30	14.6	22	12.6	17	15.6	13	19.4
Took a college prep class at school	7	3.4	5	2.9	10	9.2	14	20.9
Taking a tutoring class outside school	3	1.5	0	0.0	2	1.8	3	4.5
Plan to take ACT	30	14.6	29	16.7	36	33.0	4	6.0
Plan to take SAT	40	19.4	44	25.3	55	50.5	10	14.9
Taken ACCUPLACER	6	2.9	9	5.2	5	4.6	16	23.9
Taken TOEFL	13	6.3	15	8.6	3	2.8	7	10.4
Have earned all SSL hours	21	10.2	27	15.5	22	20.2	38	56.7
Taken SAT	5	2.4	1	0.6	1	0.9	14	20.9
Taken ACT	3	1.5	3	1.7	3	2.8	11	16.4
Other	1	0.5	2	1.1	2	1.8	0	0.0

Appendix F
Selected Verbatim Comments from Club Advisors Interviews

Table F1
Verbatim Examples of Student Learning

Category	Examples
Learn about SSL Requirements	• ESOL students are new to the country and to the school…they come aware of performing community service, but not how to document their service or make sure it is approved service. • ESOL SSL club reaches out more to ESOL students who are not used to schools requiring ESOL hours, are unfamilair with where to go to earn these hours, and even how many hours they need to complete for graduation. • Due to language and cultural differences, the notion of <u>required service</u> may be unfamiliar and the students have no experience identifying opportunities for SSL hours. These and other students who come to school in the middle of the year (including upperclassmen who are moving into MD state) have not participated in the many ESOL SSL Club activities which would promote their adjustment to school as well as provide opportunities for SSL hours. • Show them the activity or plan and they will perform in the same way as other students. Community service is part of their world, but documentation is unknown to them.
American Culture and Language	• Through the club, they feel part of something…they get to help the community…they learn about American culture. • Helps ESOL students with their language… • The kids need to belong to a group of like students. • This approach is well-suited to the less English proficient students we target.

Table F2
Verbatim Examples of Relationship Building

Category	Examples
Community and MCPS Partnerships	• The Rotary Club coordinated with our club and after attending a Rotary Club meeting students were excited about structuring the ESOL SSL Club with officers and participating more in the leadership decisions of the club. • Our partner is the Audubon Society and we focus on environmental concerns with a strong tie-in with environmental science. • We also partner with the City of Gaithersburg Student Union, an organization that offers after-school activities at the Bohrer Park Recreation Center next door. • The Audubon Society provided us with monthly hands-on lunch lessons related to eco-system, habitat, and the watershed, and a chaperone for six off-site activities outside school hours.
Positive staff-to-student interactions	• They lack confidence in themselves and in their English…they want to be with their ESOL teacher for security. • Seeing these students outside of school…not on an official basis…let me see a different side of these kids. • In helping these students I learned about them and I also learned about the community surrounding our school. • I enjoyed the experience - we do have some great kids. They definitely like structure and the activities. I know that we have to have things that everyone can do to keep participation up. • Through this partnership, we have been very successful in introducing new ESOL students to after-school activities in the community. • ESOL students are less likely to branch out on their own…

Table F2
Verbatim Examples of Relationship Building

Category	Examples
Student-to-student relationships	• Students have become a part of a school club…learned how to help the community…able to earn the service hours that they need…want to belong to a group and without the club they couldn't have earned the hours they needed. • The club has participated in the public comment process. • Students work with those peers that they are comfortable with and the structure provided by the leader of the club helps a great deal. Having one or two activities a week that the kids can participate in together is good. • I want to let the kids take leadership and let them think of projects to earn SSL hours.

Table F3
Verbatim Examples of Agencies and Individuals Who Contributed to Success of ESOL SSL Club

Category	Examples
Staff	• The ESOL teacher is essential to bringing these kids into the club. • The most important resource for the club is a teacher sponsor whom students know, like, and trust. • MCPS SSL Coordinator and the ESOL teachers who would push our organization to their students…telling them about getting involved and earning SSL hours…informing them of upcoming events. • MCPS SSL Coordinator provided us with the most support…support for materials and events. • The club leader from Montgomery College has done very well connecting with the students. She is very competent and organized and encourages the kids to participate in activities in their communities. She has had them participate in community clean ups and various cultural events, etc.
Organizations	• We also partner with the City of Gaithersburg Student Union. Through this partnership, we have been very successful in introducing new ESOL students to after-school activities in the community.
Students	• Trying to communicate through English is tough although possible with the help of the more proficient students. Students bring friends with them. • Perhaps due to the varied and extensive outreach, club membership includes a variety of students from the newest ESOL beginners in 9th grade to 12th graders in need of emergency hours and non-ESOL bilingual students who hear the announcements and want to get involved. This mix of students has had the unexpected consequence of providing bilingual mentoring, role models, and motivation for new ESOL students.

Table F4
Suggestions for Enhancing the ESOL SSL Club

Category	Examples
Suggestions	• Many students work after school or have transportation issues so it's a good idea to keep most activities close to the local neighborhoods as much as possible. • Maybe some projects within the school from time to time would be good too. • I strongly believe 45 hours should be embedded in high school courses that all students have access to (including each ESOL level). Extra-curricular activities are worth their weight in gold but place an undue burden on students and teachers. • We need to try to do more things at school because transportation to events is a problem. Having community events close to the school so we wouldn't need buses would help. • If we continue to target newcomer students, a bilingual sponsor may be more effective and less stressed.