Group Information	
List all group members	1.Susanna King 2.Liz Mair 3.Patti O'Shea 4.Marie Ray "Advocacy PLuMS: U make it special"
Summarize your communication plan for the semester (how do you plan to reach each other, communicate and ensure that communication is received?)	We are planning to meet in person as much as possible. We have created a group text using the app 'GroupMe' and will communicate our available times for the upcoming week. If we are unable to get a time to meet in person, we will resort to video meetings via Zoom. If a team member does not reply in the GroupMe app, we will call and be sure that our communication is being received. We also changed the format of this document from Word to a Google doc so that we can work on it together. *(Note: We will convert it back to a Word doc before submitting it)*

|	A1: Topic Selection – 20 points
1.1 Describe the social problem/condition you will address (rates, estimates, prevalence/incidence, etc.)	Living in poverty often leads to low academic achievement, identified by low standardized test scores, less completion of post-secondary school, and increased high school drop-out rates (Hair, Hanson, Wolfe & Pollak, 2015). The academic achievement of students in lower socioeconomic status (SES) schools in Chattanooga, TN, many of which are located in a geographic area called the Opportunity Zone, are behind their peers in expected student growth from the previous year (Mangrum, 2018). Studies show that parental involvement positively affects the learning outcomes of children (McQuiggan, 2017; Sheldon, 2015). The goal for this program is to increase parental involvement, thus improving academic scores among children attending Hardy Elementary, designated a Priority School in 2017 along with eight other Hamilton County schools. A Priority School indicates students are in the bottom five percent for academic achievement based on test scores compared to schools across the state (Hamilton County Department of Education, 2018). Hair, N. L., Hanson, J. L., Wolfe, B. L., & Pollak, S. D. (2015). Association of child poverty, brain development, and academic achievement. *JAMA pediatrics*, *169*(9), 822–829. doi:10.1001/jamapediatrics.2015.1475 Hamilton County Department of Education. (2018). *Hamilton County Schools increases Reward Schools for 2018*. Retrieved from: https://www.hcde.org/newsroom/reward_schools_for_2018Elementary School. Mangrum, M. (2018). *A Deeper Look at Hamilton County's TVAAS Scores*. Retrieved from: https://www.timesfreepress.com/news/local/story/2018/aug/19/deelook-hamiltcountys-tvaschools-where-are-ga/477296/ McQuiggan, M., Megra, M., Grady, S. (2017). *Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016*. Retrieved from: https://nces.ed.gov/pubs2017/2017102.pdf Sheldon, S., & Bee, S. (2015). *The Family Engagement Partnership Student Outcome Evaluation*. Center on School, Family, and Community Partnerships. Retrieved from: https://www.researchgate.net/publication/319226886_The_Family_Engagement_Partnership_Student_Outcome_Evaluation
1.2 Describe the extent of the social condition/problem (provide estimates of the condition and distribution; estimates,	Existing research has shown that parental school involvement is related to a student's academic success (Benner, Boyle & Sadler, 2016). According to Robin Bambrey, the principal, Hardy Elementary has 440 students enrolled this year, with approximately 195 families (personal communication, September 2, 2019). At the last parent night held by Hardy, a record attendance of 50 families were present (R. Bambrey, personal communication, September 2, 2019). Parent teacher conferences see an average of five parents for each class and the classes range from 17-21 students (R. Bambrey, personal communication, September 2, 2019). While attempting to form a PTA last year, three families joined and this year, the number of families increased to nine (R. Bambrey, personal communication, September 2, 2019). As a result of the low

rates or occurrence, etc., what are the key areas that you will be focusing on?)	number of families getting involved at Hardy Elementary, the goal of this study is to increase parental involvement in an effort to improve academic achievement. Benner, A.D., Boyle, A.E. & Sadler, S. J. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth and Adolescence, 45*(6), 1053. https://doi.org/10.1007/s10964-016-0431-4
1.3 Identify the population (is the target population a system, group, or individual?	The target population the program will address are the parents of students attending Hardy Elementary School in Chattanooga, TN, and achieving below average scores in Math and Reading courses. To help this population increase academic achievement, we will focus on parental involvement in school and the effect it has on the child's academic performance.
1.4 Describe the target population (individual, community, systems; include demographics, language, dispersion,	Parents or legal guardians who have at least one child enrolled at Hardy Elementary School in Chattanooga, TN will make up the target population. These parents are part of the local community who live within the Hardy Elementary school zone. Within the entire community of Chattanooga, the ethnic demographic is 61% Caucasian and the remaining 39% are from an ethnic minority (United States Census Bureau, 2018). The National Center for Education Statistics (2019) recorded 509 as the total number of students enrolled, 29 who were White, 475 who were Black and five students from other or mixed ethnic backgrounds which demonstrates that the demographics for the city of Chattanooga do not reflect the demographics of this one elementary school (National Center for Education Statistics, 2019). English is the primary language within this population (National Center for Education Statistics, 2019). Hamilton County Schools. School zone printable maps. Retrieved on 5 September 2019 from: https://www.hcde.org/common/pages/DisplayFile.aspx?itemId=738339 National Center for Education Statistics. (2017). Search for public schools. Retrieved on 5 September 2019 from: https://nces.ed.gov/ccd/schoolsearch/school_detail.asp?ID=470159001809 United States Census Bureau. (2018). Quick facts Chattanooga City, Tennessee. Retrieved on 5 September 2019 from: https://www.census.gov/quickfacts/chattanoogacitytennessee
1.5 Describe current service programs (if something similar	Currently there are several opportunities that Hardy Elementary offers to gain parental support, including forming a Parent/Teacher Association (PTA), literacy and math nights, parent/teacher conferences, and a Back to School Bash (Hardy Elementary, 2019). Literacy and Math nights are held once a year to provide opportunities for students to display and explain

already exists in the agency, neighborhood, community)	their work in these subjects to their families. Families were invited to the school to share in their child's accomplishments while also engaging in fun, subject related activities. Parent-teacher conferences are held at the school during morning, afternoon and evening hours in order to meet with those parents that wanted to speak to teachers in a private setting to discuss the progress and needs of their child. The Back to School Bash is usually held within the first thirty days of school and is a night that the families are invited to the school to meet their child's teacher, see the classroom and review the expectations the teacher has for the students. There are no programs in the community that focus on helping parents become more involved in their child's education, however online resources such as ptotoday.com allow parents to explore ways in which to connect with their child to create a positive academic relationship with their child. Tips on parenting can also be found here. Hardy Elementary. (2019). Retrieved from https://hardy.hcde.org
1.6 Describe the targeted need (of all the issues comprised in the social problem you identified, what is the specific need you will be focusing on during this semester?)	The broad issue of low academic achievement of children who attend schools in low SES neighborhoods in Hamilton County, TN is the initial problem that this research study seeks to solve. There are many factors that contribute to this issue such as instability of households, drug use, high rate of single parents, poor nutrition, high rate of teacher and administration turnover, parents working multiple jobs causing them to be absent from the home and low rate of parental involvement in the schools. From this list of factors that contribute to low academic achievement, the research team targeted the low parental involvement and designed a program that aims at increasing that involvement, specifically at Hardy Elementary School. As a result, the academic achievement of the students is expected to improve.
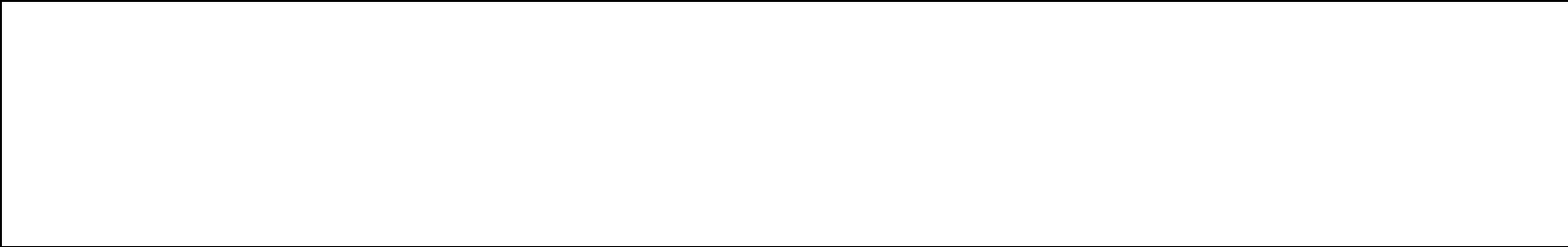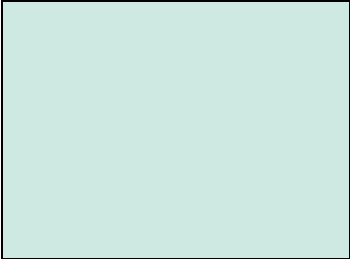
A2: Literature Review – 50 points

2.1 Identify and describe the program you are planning (it is understood that this may change after you complete the needs assessment) (4 pts.)	The name of the program which will be implemented is "Family Involvement and Engagement at Hardy Elementary. The program goal is to improve the students' academic achievement at this Hamilton County low Socioeconomic school. The focus is to strengthen the connection between Hardy Elementary and its families by eliciting involvement in school activities. It will also foster a positive learning environment in the students' homes through encouraging family engagement. By offering these methods simultaneously more families can participate, regardless of their their schedule or resources (Larson, 2017). After collaboration with the principal of Hardy Elementary, Robin Bambrey, we will conduct a needs assessment to determine how the students would most benefit from involving families in their education. In the meantime, existing research shows that providing opportunities for parents to engage at the school during both day and evening hours, to collaborate with faculty on identifying a need they see as important and to entice them with an incentive to participate are effective strategies to increase involvement (Poza, Brooks, & Valdés, 2014).
	The foundation of the program is built on monthly theme nights, which will include a topic of interest, food and an explanation of activities that students can engage in with their families at home throughout the month. While we have ideas for some of the themes, cooking or money for example, we agree with Emerson, Fear, Fox and Sanders (2012) that participation will be maximized if we encourage the collaboration of the families to determine their needs and interests regarding the topics. This will likely be determined from a survey that would be available online and in print form, distributed at the school and on school websites and social media pages. Our program will operate on a reward system for families and credit would be earned by attending school events and engaging in the learning opportunities that are sent home.
	Families will be invited to the theme nights by either printed or mailed invitations sent home with students, phone calls or in-person home visits. Home visits are time consuming and would therefore, be used in circumstances when a family is going through a difficult time or has not been engaging with the school. This determination will be made by the teachers with approval from administration.
	Each theme night will include a speaker discussing the particular topic, choosing a speaker from the community or Hardy family when appropriate. Food will be part of each theme night as well, utilizing the cafeteria as needed and calling upon the existing volunteer base of RockPoint church and local high school students. More volunteers will be sought out as the need arises.
	One part of the program includes the theme related design and implementation of activities that can be done with ease at home, engaging in fun, positive learning opportunities. These activities will not be required homework assignments, but will instead be optional opportunities for parents and students to earn credit. Activities will be created by grade level teachers or volunteers and will be explained at the monthly meetings. Families will have opportunities to receive the needed supplies for the activities that correspond to their child's grade level. These family activities may be worked on at anytime throughout that

month, increasing the likelihood of participation.

The final component of Family Involvement and Engagement at Hardy Elementary includes the reward system. Credit will be earned at the various events and opportunities throughout the year in the form of points.The points can then be spent by the family after each quarter, which is equivalent to eight week increments. We will call on the community to supply services, gifts and gift cards for fun activities or needed services that would be free for the families, such as local restaurants, bowling, movie tickets or rock climbing. This reward system has the potential to be automated with a computer application which would be used to give credit to families and allow them to use the application to request their reward. There would also be a printed system that would be available to families that are unable to access the technology.

An example of a money themed night at Hardy Elementary:
- The printed invitations will be on a dollar bill template.
- The speaker could discuss budgeting or tips on how Hardy families can save money.
- The food could be made from low cost recipes, with recipes available.
- The home activities would be money related, for example: Kindergarten: naming and sorting coins; 2nd Grade: counting money and operating a 'store' at home where money will be exchanged; 5th Grade: Write and act out a play in which money is the main topic.

Emerson, L., Fear. J., Fox, S., and Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau: Canberra. Retrieved from https://www.aracy.org.au/publications-resources/command/download_file/id/7

Larson, J. (2017). Engagement vs. involvement: Building an inclusive school community. Hive Digital Minds. Retrieved from https://hivedm.com/engagement-vs-involvement-building-an-inclusive-school-community/

Poza, L., Brooks, M. D., & Valdés, G. (2014). "Entre Familia": Immigrant parents' strategies for involvement in children's schooling. School Community Journal, 24, 119 –148. Retrieved from https://eric.ed.gov/?id=EJ1032245

2.2 Conduct an environmental scan of the location where the main organization operates, looking at other similar programs offered in the area: What factors will help to distinguish your program from these other programs? (7 pts.)	There are many initiatives and programs that seek to increase student achievement by focusing on the curriculum, teaching strategies, or administrative policies. For example, Hirn, Hollo, and Scott (2018) studied teaching styles and their effect on academic achievement. Hamilton County, TN reached improvement goals set by new superintendent Dr. Bryan Johnson after he grouped twelve low performing schools into the newly formed Opportunity Zone and provided intensive coaching, recruitment of high quality teachers and increased learning opportunities (HCDE, 2018). Hardy Elementary is located at 2100 Glass St in Chattanooga, TN on the city's east side. Also located on or near this side of town are several agencies that provide some form of support to the students and faculty, including some that seek to improve academic achievement. Centerstone Counseling has an office at Hardy Elementary and staffs it with a full-time counselor. Big Brothers Big Sisters matches volunteers with individual students to provide a supportive, caring person that meets regularly with the student at the school. Love Fellowship offers after-school tutoring four days a week in the classrooms at Hardy Elementary. There is also an after-school club that offers students the opportunity to learn karate, technology, drums and varying other interests. RockPoint Church provides a unique service to Hardy Elementary in that their members care for the faculty by showering them with gifts, sending volunteers to help in the classroom, participating in facility improvement projects, providing needed supplies and bringing food to the faculty. All of these services seek to enrich the lives of the students attending Hardy Elementary and some of them specifically target improving academic achievement. The administration leads the faculty in offering activities at the school to engage the families, such as Literacy and Math nights, Parent-Teacher Association meetings, parent conferences, and a Back to School night in the fall. The Family Involvement and Engagement Program is different than any program that is operating in or near Hardy Elementary because it will focus on connecting families to the school, while also nurturing the relationship between the students and their families through engaging learning activities. Parents and guardians will be rewarded for making school engagement a priority, while seeking to encourage collaboration in education and improving lines of communication. Hamilton County Department of Education (HCDE). (2018). *Hamilton County Schools increases Reward Schools for 2018*. Retrieved from: https://www.hcde.org/newsroom/reward_schools_for_2018 Hirn, R., Hollo, A., & Scott, T. (2018). Exploring instructional differences and school performance in high-poverty elementary schools. *Preventing School Failure: Alternative Education for Children and Youth*, *62*(1), 37–48. doi.org/10.1080/1045988X.2017.1329197
2.3 What is unique	The Family Involvement and Engagement Program seeks to increase academic achievement, but it offers a unique focus

about your project? (2 pts.)	by encouraging families to become more connected to the school. Additionally, the program includes efforts to increase caregiver engagement, not only caregiver involvement. Another unique feature of the program is that it will promote communication between faculty and families with in-home visits, phone calls, special events at the school and post cards, all elements that were included in the efforts of three Lincoln Heights Middle School seventh grade teachers as they engaged parents in positive ways (Greene & Voiles, 2016). Lastly, the program encourages family involvement by rewarding families for spending time on the activities and events that will potentially lead to increased academic achievement of their children. Greene, J. & Voiles, D. (2016). Positive contact: Redefining parent involvement. *Association for Middle Level Education (AMLE).* Retrieved from https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/619/Positive-Contact-Redefining-Parent-Involvement.aspx

2.4 What does the literature say about the social problem and the issues you identified? (minimum 15 peer-reviewed sources) (15 pts.)	As the wage gap between the middle class and lower class expands, trends in the segregation of socioeconomic status emerge. Students living in lower SES neighborhoods typically demonstrate lower academic achievement when measured by standardized tests, grade point averages, high school completion, college enrollment, and college graduation than students living in higher SES neighborhoods (Bischoff & Reardon, 2013). Factors contributing to lower achievement scores can stem from problems such as homelessness, cultural norms, parents' level of education, and job related stressors (Chun, 2019; Pavlakis, 2017). In 2015, the No Child Left Behind Act of 1965 (NCLB) received an update which allowed states more autonomy when setting standards for their students, creating new programs based upon empirical models, and granted money to fund literacy (Understood 2019; Gorski 2012). Under the new Every Student Succeeds Act (ESSA), parental involvement is directly addressed; the input of parents and families is required in order to complete state educational plans. During the 2017-2018 school year, scores from students attending Hardy Elementary were gathered and compared against Tennessee state scores from the previous school year. Student's academic scores in Mathematics and Science had decreased respectively, while Engilsh scores improved by .5% (Tennessee Department of Education 2018). Hardy Elementary received an overall achievement score of 0 out of 4, zero being the lowest mark possible. The effects of under-performing schools has an effect not only on students and families, but also on the educators. A teacher's perception of a group of students may influence the way they act towards students and their engagement in the teaching process (King 2018). Being that Hardy Elementary sits in a low socioeconomic area, the children in attendance are likely to have a learning deficit based on resources available to them. Income segregation becomes apparent as individuals in lower socioeconomic brackets continue to a downward spiral into poverty (Bischoff 2013). As a child grows socially and academically, they depend on their neighborhood and neighborhood context for early development. For students in a low SES neighborhood, their challenges will differ from that of a student in a high SES setting. From the time a child starts attending school (kindergarten), the impact of living in a disadvantaged neighborhood becomes evident. Children's achievement scores worsen due to few household and community resources (Morrissey 2017). Another identified problem is homlessness: homelessness places students at a high risk for academic failure (Pavlakis 2017). Families who do not have stable housing and encounter significant financial hardships are less likely to be involved in the academics of their child (Xu 2017). On the Scholastic's teacher survey, 98 percent of teachers indicated that family involvement is a key component to student success (Primary Sources, 2014). How a family unit decides to be involved with their student is dependent on factors such as culture, levels of education, language proficiency, and environmental barriers.

When students perceive direct parental involvement through their cultural context, their academic performance is positively affected (Chun 2019; Garbacz et al, 2018). One of the main themes identified from a study on improving academic achievement of students attending low SES schools is establishing meaningful collaborations between parents and schools (Williams 2018; Rogers 2018). Students whose parents communicated regularly with teachers and engaged in school activities proved to have higher academic scores (Anthony 2019). The quality of homework involvement is not always linked to socioeconomic backgrounds, rather the emotional quality the parent can provide to help facilitate learning (Dumont 2014). As the child progresses through school, their levels of parental support wax and wane as cognitive and self regulating skills increase. Direct parental involvement in kindergarten children showed positive correlation between academic achievement in their child (Bryce 2019). As the child grew, the need for direct parent involvement tapered and teacher involvement increased. Teachers who initiated support from parents reported better learning outcomes among student population (Sheldon 2017).

Anthony, C. J., & Ogg, J. (2019). Parent involvement, approaches to learning, and student achievement: Examining longitudinal mediation. *School Psychology, 34*(4), 376–385. doi-org.ezproxy.southern.edu/10.1037/spq0000282.supp (Supplemental)

Bischoff, K., Reardon, S. (2013). Residential Segregation by Income. Retrieved from: https://s4.ad.brown.edu/Projects/Diversity/Data/Report/report10162013.pdf

Bryce, C. I., Bradley, R. H., Abry, T., Swanson, J., & Thompson, M. S. (2019). Parents' and teachers' academic influences, behavioral engagement, and first- and fifth-grade achievement. School Psychology, 34(5), 492–502. doi-org.ezproxy.southern.edu/10.1037/spq0000297.supp (Supplemental)

Chun, H., Devall, E. (2019). A parental involvement and academic socialization model: A cultural approach. *School Psychology, 34*(5): 555-565. doi: 10.1037/spq0000330

Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2014). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. Journal of Educational Psychology, 106(1), 144–161. https://doi-org.ezproxy.southern.edu/10.1037/a0034100

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Gorski, P. C., & Gorski. (2012). No child left behind act of 2001. In Encyclopedia of diversity in education. Thousand Oaks, CA: Sage Publications. Retrieved from https://ezproxy.southern.edu/login?url=https://search.credoreference.com/content/topic/no_child_left_behind_act_of_2001?institutionId=2258

King, B., Nelson, D., Fowler, R., & Shriner, M. (2018). The underachievement of students in high poverty area schools: A qualitative case study on low teacher expectation. Academic Achievement and Quality Teaching. ProQuest Dissertations Publishing. Retrieved from http://search.proquest.com/docview/2131641538/

Morrissey, T & Vinopal, K. (2018). Neighborhood Poverty and Children's Academic Skills and Behavior in Early Elementary School. Journal of Marriage & Family, 80(1), 182-197. doi.org/10.1111/jomf.12430

Pavlakis, A., Goff, P., & Miller, P. (2017). Contextualizing the Impacts of Homelessness on Academic Growth. Teachers College Record, 119(10). Retrieved from https://www.researchgate.net/publication/314878983_Contextualizing_the_Impacts_of_Homelessness_on_Academic_Growth

Robinson, D. (2017). Collaborative partnerships between high poverty and minority parents and educational leaders: Reversing the school and home divide. Journal for Multicultural Education. 11. 2-18. 10.1108/JME-11-2015-0035.

Rogers, Kelli R., et al. "Influences of academic success among low-income minority students: A qualitative interpretive meta-synthesis of student, educator, and parent experiences." School Social Work Journal, vol. 43, no. 1, 2018, p. 38+. Gale Academic Onefile, https://link-gale-com.ezproxy.southern.edu/apps/doc/A582635274/AONE?u=tel_a_sau&sid=AONE&xid=c56172d1. Accessed 21 Sept. 2019.

Sheldon, S., Bee, S. (2015). The Family Engagement Partnership Student Outcome Evaluation.

TN Department of Education. (2018). Hardy Elementary School. Retrieved from

	https://reportcard.tnk12.gov/districts/330/schools/110/page/SchoolOverall Williams, J. M., Greenleaf, A. T., Barnes, E. F., & Scott, T. R. (2019). High-achieving, low-income students' perspectives of how schools can promote the academic achievement of students living in poverty. Improving Schools, 22(3), 224–236. https://doi.org/10.1177/1365480218821501 Xu, J. (2017). The Multidimensional Factor Structure of Parental Involvement With Adolescent Children. http://www.davidpublisher.org/Public/uploads/Contribute/5a8fe25042bdf.pdfv
2.5 What does the literature say about what others did? What worked, and what did not? (When presenting studies, make sure that you include sample size, methodology and study results to substantiate your points.) (minimum 10 peer-reviewed sources) (15 pts.)	Collaboration between parents and schools is a basic tenant of parental engagement and it includes activities that are done at home, allowing all families to participate regardless of work schedules, technology limitations or income status (Larson, 2017; Roy et al, 2017). In contrast, parental involvement includes opportunities for parents to participate in school activities, such as chaperoning a school field trip or planning a class party (Larson, 2017; Roy et al, 2017). While both of these methods are beneficial, engaging parents in learning has demonstrated a positive effect on test scores, school attendance and improved behavior (Emerson et al., 2012). In addition to collaboration between parents and schools, parental involvement has also been shown as important for social and emotional skills among students. This can play a role in student achievement as well since a good balance of socio-emotional intelligence can help an individual be prepared for difficulties (Roy et al, 2017). Another study which shows the positive effect of parental involvement was researched by Garbacz et al (2018). This research was conducted on 204 schools who participated in positive behavioral interventions and supports (PBIS). The schools were located in three US states and had participated in the PBIS programs ranging from one year to more than fourteen years. The intent of this study was to identify things which can be a barrier to a child's family having a positive relationship with the child's school. Barriers which were identified included a lack of resources and communication on the part of the school and lack of communication on the part of the family. Parental involvement can affect academic achievement in 3 different ways. First there is home-based involvement, then school based involvement, and finally home-school communication (Dearing et al, 2016). In a longitudinal study which was conducted using a quasi-experimental design these three factors were studied in order to determine what interventions would work best for a sample size of 667 school-aged children. This study found that while both school based involvement and home-school communication had an effect on reading scores in Kindergarten - third grade, parent home based involvement

did not have an effect on reading scores.

A successful program titled REDI was conducted on 556 preschool-aged children in Pennsylvania (Bierman, Heinrichs, Welsh, Nix, & Gest, 2017). Some children in this program participated in REDI-C which was the classroom learning while others participated in both REDI-C and REDI-P. REDI-P is the additional curriculum which parents participated in helping their child with before the child went on in to grade school. This program incorporated both the social-emotional learning as well as lessons which taught children language development skills. At the conclusion of this program, academic achievement and mental health outcomes were measured using several scales. Out of five measures, students showed benefit in four of the mental health areas at the second grade level and three of the academic measures (Bierman et al, 2017).

A program similar to REDI was researched by Iruka, Brown, Jerald, and Blitch (2017). The title of this program is "Early Steps to School Success" also known as ESSS. The core focus of ESSS is to develop language in children and is centered on birth - 5 years of age. The sample size for this study was 5,046 children who were first enrolled from age 0-3 years. The study found that there was a positive correlation between home visits and interactions between parent and child. This included interactions where the parent read to the child or worked with the child on building literacy (Iruka et al, 2017).

In a qualitative interpretive meta synthesis (QIMS) conducted to study the research regarding academic achievement among low income minority youth it was found that the family and community aspect played a significant role in the achievement of these students (Rogers, et al, 2018). After conducting a search based on the criteria of the study and controlling for duplicates and factors which did not fit search criteria the sample size was 9 studies discussing the personal experience of 1,248 parents, academic leaders, and students. Out of the 9 studies, 55% had the community engagement as a significant theme. Another theme which showed up in 33% was parental expectations of achievement.

A final factor which has been shown to improve academic achievement is family engagement at dinner time. A longitudinal study conducted by Houtenville and Conway (2008) used a survey of almost 25,000 eighth graders, their teachers, parents and school administrators. This was combined with standardized testing results of the same school year. It was determined that dinner time, designated for conversation about a child's day can help improve academic achievement. This type of engagement was also seen as successful among Latin-American immigrants. According to research conducted by Poza, Brooks, and Valdés (2014) 24 parents answered questions which determined how engaged they were with their children. Under the category of "asking questions" 88% responded affirmatively.

Bierman, K., Heinrichs, B., Welsh, J., Nix, R., & Gest, S. (2017). Enriching preschool classrooms and home visits with evidence-based programming: sustained benefits for low-income children. *Journal of Child Psychology and Psychiatry, and Allied Disciplines, 58*(2), 129–137. doi.org/10.1111/jcpp.12618

Dearing, E., Walsh, M., Sibley, E., Lee‑St. John, T., Foley, C., & Raczek, A. (2016). Can community and school‑based supports improve the achievement of first‑generation immigrant children attending high‑poverty schools? *Child Development, 87*(3), 883–897. doi.org/10.1111/cdev.12507

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Poza, L., Brooks, M. D., & Valdés, G. (2014). "Entre Familia": Immigrant parents' strategies for involvement in children's schooling. School Community Journal, 24, 119 –148. Retrieved from https://eric.ed.gov/?id=EJ1032245

Rogers, K., Maxwell, D., & Robinson, S. (2018). Influences of Academic Success among Low-Income Minority Students: A Qualitative Interpretive Meta-synthesis of Student, Educator, and Parent Experiences.(Report). School Social Work Journal, 43(1), 38–59. Retrieved from https://go-gale-com.ezproxy.southern.edu/ps/i.do?id=GALE%7CA582635274&v=2.1&u=tel_a_sau&it=r&p=AONE&sw=w

	Roy, M., & Giraldo-García, R. (2017). The Role of Parental Involvement and Social/Emotional Skills in Academic Achievement: Global Perspectives. School Community Journal, 28(2), 29–46. Retrieved from http://www.adi.org/journal/2018fw/RoyGiraldoGarciaFall2018.pdf
2.6 How do you plan to incorporate information from the literature into your project plan (how the program will shape out)? (2 pts.)	Since many of the students at Hardy Elementary come from non-traditional homes, we will change the verbiage of our program from 'parental' involvement to 'family' involvement. As Larson (2017) suggested, we will also add the word' engagement' to differentiate between attendance at a one-time event versus an ongoing participation in learning activities and outcomes. This is how we established the name of our program, "Family Involvement and Engagement Program at Hardy Elementary."

Much of the recent literature pertaining to parental involvement emphasizes the need to create a positive, safe and non-intimidating culture at the school where families feel welcomed, valued and appreciated (Greene & Voiles, 2016). Often there is already a negative association which might be based on prior experiences. Keeping this in mind as we plan activities and events for Hardy Elementary we will seek family input. This input will include scheduling, time commitment, child care, transportation and financial limitations. As we plan monthly meetings at the school, we will seek to include speakers from Hardy's families or the surrounding community who have something beneficial to contribute.

The literature demonstrates the need for a program that begins at the end of summer with an introduction to the new school year (Greene & Voiles, 2016). This program will utilize postcards, phone calls and home visits by the teachers and staff to welcome students and their families to Hardy Elementary. It also promotes the need for consistency and support throughout the year and so the monthly meetings will provide opportunities to share school events, such as fundraisers and themed nights, while also addressing family needs with guest speakers and tangible tools, such as a budgeting class or cooking instruction. The take-home activities will promote quality time together for the families which research shows has a positive effect on the child's achievements at school.

Finally the research demonstrates the need for extrinsic motivation to gain a high amount of involvement for this program. Therefore, a reward system will be incorporated which will be fueled by points earned at the various opportunities and events. The rewards might include gift cards, fun days at the school or a self-care day for caregivers. The results of the Needs Assessment will yield valuable information that will further shape these specific details.

Greene, J. & Voiles, D. (2016). Positive contact: Redefining parent involvement. *Association for Middle Level Education (AMLE)*. Retrieved from https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/619/Positive-Contact-Redefinin |

	g-Parent-Involvement.aspx
	Larson, J. (2017). Engagement vs. involvement: Building an inclusive school community. Hive Digital Minds. Retrieved from https://hivedm.com/engagement-vs-involvement-building-an-inclusive-school-community/
2.7 Conclude with a clear problem statement (Should follow this prescription: "We know *X* and we know *Y* from the literature. However, we don't know *Z*, and that is the reason why it is important to explore….") (5 pts.)	From the information available on students attending Hardy Elementary, they have lower academic scores than other students in the Hamilton County (TN Department of Education, 2018). Existing research also shows that parental involvement within the school context, family support and availability to their child contributes to increased academic achievement. It is not possible to assume the needs of all caregivers and the circumstances that prevent them from engaging with their child, it is important for this study to explore the unique needs of the family environment when implementing the Family Involvement and Engagement Program at Hardy Elementary. Some considerations will be varying the day of the week that the monthly theme night is held to allow for busy schedules and putting all printed materials at or below a fifth grade reading level to account for families who are literacy challenged. Other considerations will be added as becomes necessary. TN Department of Education. (2018). Hardy Elementary School. Retrieved from https://reportcard.tnk12.gov/districts/330/schools/110/page/SchoolOverall

3.1 Sources of data (is data available to collect from existing sources – agency records, social indicators, etc? Will you need to customize research – focus group, community forum, survey, etc.?) (10 pts.)	The data from last year's family involvement at events and activities will serve as a benchmark to indicate if there is a correlation between our program and the level of family involvement this year at Hardy Elementary. According to Robin Bambrey, the principal of Hardy Elementary School, the information below indicates parental involvement in activities and events held during the 2018-19 school year: ● 50 families attended a school-wide parent night ● 33 families attended the school-wide Literacy night ● Classrooms averaged five families at parent-teacher conferences with class sizes ranging from 17-21 students each ● Staff attempted to form a Parent Teacher Association (PTA) and three families joined. This school year currently has nine families signed up as members of the PTA. (R. Bambrey, personal communication, September 2, 2019) Article 4, Section 8 of the Hamilton County PTA Council bylaws require a new local PTA unit to have a minimum of eight members and that the membership must maintain at least 20 members in subsequent years (Hamilton County Council of PTAs, 2019). In order for Hardy Elementary to maintain a local PTA unit under Hamilton County's PTA next year, it will be required to increase membership from nine to 20. While there are some templates on the internet, a customized survey will be used to better respond to the needs of the families and school staff at Hardy Elementary. An existing survey found on the Bentonville Arkansas District website will be used as a starting point and tweak it to assess the current environment, communication and opportunities for parental involvement at Hardy Elementary. Ideas for future planning will also be requested. Additionally, families and faculty will have an opportunity to indicate if they would like to speak with a member of the research team to discuss family involvement at Hardy Elementary further. By seeking these additional opportunities for interviews, it is expected that support will be gained by empowering families and staff with inclusion in the planning process, as well as identifying potential leaders of the program. The survey will be made available to the families and staff at Hardy Elementary in several ways, including a printed copy sent home with students, as well as an electronic survey that is advertised on the school's website, facebook page, posters placed in the front office and signs posted outside during carline. The target population will then be made up of the families and staff members who submitted their responses to the surveys. Resources

	Bentonville Public Schools. (2019). Parent involvement survey. Retrieved from https://bentonvillek12.org/web/support/parent_survey.asp Hamilton County PTA. (2019). Hamilton County PTA council bylaws. Nashville:Author.
3.2 Deleted per Dr. Racovita	N/A
3.3 Statement of purpose (SoP): (It presents what the research study/needs assessment attempts to find: It should start with "The purpose of this study is…" or similar) (5 pts.)	The purpose of this needs assessment is to find out which activities and events should be incorporated into the family involvement and engagement program. Careful attention will be given to ensuring that the program activities do not pose significant barriers which would prevent family involvement, including financial obligation, scheduling, or a need for child care. Collaboration with the families on planning the activities and events will likely increase the level of involvement by the families (Larson, 2017). For example, when choosing the topic and guest speaker for a particular theme night, a needs assessment will be used to provide insight and guidance in finding one that is of interest and benefit to the families. An important goal of the planning process is to allow families to see the value of their involvement and engagement in their child's education. The ultimate goal of gaining family involvement in school activities is to develop a positive relationship between families and school staff. Research has demonstrated that a positive relationship and increased involvement by families helps to increase academic achievement of students at the school (Rogers, Maxwell, & Robinson, 2018). Larson, J. (2017). Engagement vs. involvement: Building an inclusive school community. Hive Digital Minds. Retrieved from https://hivedm.com/engagement-vs-involvement-building-an-inclusive-school-community/ Rogers, K., Maxwell, D., & Robinson, S. (2018). Influences of Academic Success among Low-Income Minority Students: A Qualitative Interpretive Meta-synthesis of Student, Educator, and Parent Experiences.(Report). *School Social Work Journal, 43*(1), 38–59. Retrieved from https://go-gale-com.ezproxy.southern.edu/ps/i.do?id=GALE%7CA582635274&v=2.1&u=tel_a_sau&it=r&p=AONE&sw=w

3.4 Research question/s (List the research question/s. The questions should align with the problem and the statement of purpose. Be very specific here. The statement should be in the form of a question, ending with a question mark) (8 pts.)	What activities and events, including the implementation methods of such activities and events, would cause an increase in involvement and engagement by families of students at Hardy Elementary School for the 2019-2020 school year?
3.5 Identify the Null and Alternate hypotheses (8 pts.)	H_0: There is no relationship between the design and implementation of family activities and events at Hardy Elementary and the amount of family involvement in those activities H_1: There is a relationship between the design and implementation of family activities and events at Hardy Elementary and the amount of family involvement in those activities.

3.6 Identify the variables (quantitative) or the concepts (qualitative) to be studied (list them) (8 pts.)	**Research Recap:** **Independent variable/s (IV)**: The activities and events that are part of the family involvement and engagement program including: ● Themed nights once a month (food and activity included for free) ● Professional speakers to present material at each event ● Take-home family activities **Dependent Variable/s (DV):** The level of participation of families in the activities and events that are part of the family involvement and engagement program including: ● Parent/Teacher conferences ● Literacy and Math nights ● Monthly Themed nights ● Completion of take-home activities ● Chaperones for field trips ● Volunteers at individual class events (parties, special projects, etc). **Controlled variable/s (CV):** Variables that can be controlled by the study: ● Welcoming atmosphere of school ● Grade level of student **Extraneous Variable/s (EV)**: Variables outside of the study's control including: ● family schedules ● access to transportation ● number of children in a family unit ● parent/guardian's level of education ● low socioeconomic status ● disabilities

	Themes and Categories:
	
	The **barriers** that prevent families from becoming involved in school activities and events:
	    ● Transportation
	    ● Scheduling conflicts
	    ● Other children
	    ● Education Level of Family Members
	
	The **perceptions** held that influence involvement in school activities and events:
	    ● Cultural norms
	    ● School atmosphere
	    ● Educator biases
	
	The **values** held by caregivers that influence involvement in school activities and events:
	    ● Of education
	    ● Of family involvement

3.7 Methodological approach (Choose the specific approach you believe is appropriate for this study.) (1 pt.)	_x___ *Qualitative (e.g.: what are the needs…; how do…; why do…, etc.)* ● *Drawbacks to this are that it is difficult to generalize responses for the population.* _x___ *Quantitative (e.g. what is the relationship…; does IV predict DV…; what is the difference between groups…; etc.)* __x__ *Mixed Methods utilizing survey and interviews*

3.8 Rationale for methodology (Write a 1-2 sentence rationale describing how your design is best suited to answering your research questions.) (5 pts.)	A mixed methods approach will be used to determine the activities and events that will generate increased involvement by the families of students at Hardy Elementary School. Quantitative data, such as the number of times a family member has been to the school, attended a parent-teacher conference, received a phone call from a teacher and questions that seek to identify the reasons for not attending school events will be helpful to determine the existing culture of family involvement at Hardy Elementary. But it will require qualitative data, such as ideas for future activities, further explanation of the questions, and especially an opportunity to demonstrate the desire and need for involvement by the families to improve family engagement at Hardy Elementary.

A4: Needs Assessment Research Plan – 55 pts.

4.1 Population and sampling plan (Describe the population of people OR data *(e.g. newspaper articles, schools, neighborhoods)* in which your study is interested. Briefly describe inclusion criteria if any, and exclusion criteria if any. Describe how you plan to select the sample. Include the steps you will take to recruit participants. Provide enough detail so that someone else would be	**Population** The study seeks to survey two groups of people, the caregivers of students at Hardy Elementary School and the faculty. The group of caregivers may include parents, grandparents, foster parents, guardians and any other adults who are stakeholders in the lives of children who attend Hardy Elementary. The faculty may include teachers, administration, support personnel and any other faculty member who chooses to share her/his opinion on family involvement at Hardy Elementary. It is important to gain experiences and viewpoints from both faculty and families in order to design activities and events that benefit the families as well as the students. The survey is open to participants aged 18 or older, so any caregivers who are under age 18 will be excluded from the study. Participants under age 18 are minors and would therefore, need parental consent to participate. Since the number of participants would be minimal, parental consent is not being offered in this study. **Sample Selection** The surveys will be made available to the families and staff at Hardy Elementary in several ways, including a printed copy sent home with students and placed in the school's front office. There will also be an online version of the survey that will be advertised and easily accessed on the school's website and Facebook page. Posters advertising the survey will be placed in the front office and signs will be posted outside during carline with a large QR code printed on them. The QR code will link users to the electronic survey on the school's website. The study sample will then be made up of the families and staff members who submit their responses to the surveys using any format. At each opportunity to complete the survey, informed consent will be provided. For example, the surveys sent home with students or obtained through the front office will have a cover page explaining the purpose of the research being conducted, as well as the intent of confidentiality and voluntary participation. There will also be an informed consent above the survey that is available on Hardy

able to follow this recipe to conduct the study. Provide brief rationale for your decisions.) (10 pts.)	Elementary School's website and Facebook page. There is an optional component to the research study which includes interviews to gather more specific information as to barriers of family involvement at Hardy and desires for future activities and events. If a participant wishes to be contacted by a member of the research team, an interview will be set up, either via telephone or in person. Informed consent of the participant will be a requirement before the interview can be conducted. By seeking these additional opportunities for interviews, researchers expect to gain support by empowering families and staff with inclusion in the planning process, as well as identifying potential leaders of the program. Also, caregivers with literacy challenges who might be less likely to complete a survey may choose to participate via an interview.
4.2 Site permission (Who is authorized to provide permission to use this site or source? What do you need to do to obtain permission to access the population or data source?) (3 pts.)	Robin Bambrey is the principal of Hardy Elementary and she is the person who is authorized to allow researchers access to the school and conduct the survey and interviews. Ms. Bambrey will be contacted via email to coordinate and set up an in-person meeting to discuss the details of the study. The study procedures will be adapted to meet Ms. Bambrey's requirements and consider all suggestions offered. Ms. Bambrey can be reached at bambrey_r@hcde.org.
4.3 Data collection (Describe the exact procedure that will be used to conduct the study. This is a step-by-step description of exactly how you will collect your data). (10 pts.)	Following authorization of this study, participants will have the opportunity to complete the survey by utilizing a printed copy or an online version which can be accessed via the school website, the school Facebook page or by using the QR code linked to the survey. Before the online survey can be accessed, the participant must acknowledge that the informed consent has been read and agreed to. Completed online surveys will be electronically sent to the researcher's email without any identifiers, keeping responses anonymous. Once the online survey has been completed and submitted, an option to request an interview from a member of the research team will be asked, explaining that the purpose of the interview is to gather further details of their responses and ideas. If the participant chooses to proceed to the interview, there will be an opportunity for contact information and best available times to be given. A researcher will then contact the participant to gather any additional information the participant wishes to share. During the interview, notes will be taken by the researcher and will be stored on a Google document shared with the research team only. Participants who choose to use the paper survey will have the Informed Consent attached to the survey. There is a statement on the top of the survey that reads, "Completion of this survey acknowledges receipt and agreement of the Informed Consent". Completed printed survey copies can either be mailed to a PO Box monitored by the Research team, dropped in a locked box located in the front entryway at Hardy Elementary, returned to the office by the student or scanned and emailed to a member of the research team. The box will be

	emptied by members of the research team two times a week.
4.4 Data analysis (Describe analysis procedures for each distinct data type and research question: specific statistical analysis for quantitative studies; audiotapes, transcripts, video tape, field notes, photos, etc. for qualitative studies; or describe a combination of procedures for a mixed methods design. **For each research question** or sub-question, detail the actual data analyses to be conducted to answer each specific question.) (15 pts.)	This study will utilize a mixed methods approach to identify the elements that will make up the Family Involvement and Engagement Program at Hardy Elementary, engaging in surveys and interviews. Three types of questions will be utilized on the survey, grouping them by type including fill in the blank, Likert scaled responses and an option to circle all answers that apply. The information that is gathered by utilizing fill in the blanks will be analyzed by counting the characteristics for each variable, also known as frequency. The responses that are provided by utilizing the Likert scale will be summarized with descriptive statistics to detail the observations noted from those responses. The final data to be analyzed is the qualitative responses provided from interviews and questions that require the participant to circle all that apply. This data will be coded by identifying common themes and further breaking those themes into categories.
4.5 For each research question, write a brief statement of what you hope your results will show. (5 pts.)	**Research Question:** *What activities and events, including the implementation methods of such activities and events, would cause an increase in involvement and engagement by families of students at Hardy Elementary School for the 2019-2020 school year?* After surveying the caregivers and staff, the results of this study will show the topics that are of interest to families who have students at Hardy Elementary School. The results of this survey will also identify the best times to hold school events in order to gain increased participation. Lastly, this survey expects to identify volunteers that will join in the planning and implementation of The Family Involvement and Engagement Program at Hardy Elementary, a new program to increase

	family participation at the school.
4.6 Ethical considerations (Describe any ethical considerations given the sample population and/or topic. How do you plan to protect human participants while identifying the sample, while collecting the data, while analyzing the data, after data are collected, when you store your data? Refer to the CITI training for the areas you need to address) (12 pts.)	By participating in this study, researchers are aware of the possibility that negative viewpoints and sentiments toward the school and families may be discussed and participants could become disenchanted with each other. These sentiments will be minimized by protecting the identity of all participants, both families and faculty. Demonstrating the value of each participant by giving them a voice to explain their experiences and share their ideas should also minimize negative sentiments. Since the survey is anonymous, no personal risks to the relationship between students, families and faculty are expected. All survey submissions will remain anonymous as participants are instructed to exclude their names from the completed survey. If any names are included on the surveys, they will be immediately removed by a member of the research team. Printed surveys will either be mailed to a PO Box monitored by the Research team, dropped in a locked box located in the front entryway at Hardy Elementary or scanned and emailed to a member of the research team. The box will be emptied by members of the research team two times a week. Completed online surveys will be electronically sent to the researcher's email without any identifiers, keeping responses anonymous. If a participant chooses to meet with a member of the research team to discuss viewpoints and ideas further, a referral portion will be torn off, completed and returned to the research team using the options detailed above. Contact information will only be utilized by a member of the research team to coordinate the interview. If the participant chooses to be considered as a volunteer for the program, their contact information will be put in a file for future use. All participant contact information will be stored separately from the interview notes and there will be no connection between the two. While names will not be used during the collection of data, the information provided however, could be used for future research studies or distributed to another investigator for further study without additional informed consent. Any data provided for future research will not include names or other identifiers.
**A5: Stakeholder and SWOT Analyses – 75 pts.**
5.1 Prepare a stakeholder matrix using the template provided. This will be used in the final paper as an appendix. (5 pts.)	The stakeholder matrix for the program is attached in the appendix *uploaded in eclass as a Word document

5.2 Prepare a stakeholder power/influence grid using the template provided – use information from the Matrix as your base (5 pts.)	The stakeholder power/influence grid for the program is attached in the appendix *uploaded in eclass as a Word document
5.3 Stakeholders (**provide a detailed description** of the main stakeholders, expanding on the information you prepared in the Stakeholder Analysis Matrix) (5 pts.)	See 5.5
5.4 Access and method (How do you plan to access your stakeholders? Describe method: meeting, interview, survey, etc.) (5 pts.)	See 5.5
5.5 Stakeholder engagement (How will you engage the different stakeholders in the project?) (5 pts.)	**Caregivers:** 5.3 Caregivers are the parents, grandparents, guardians, and foster parents who have vested control and interest in the student. 5.4 Caregivers will be contacted via the survey which can be accessed electronically or in print. Optional interviews are available for caregivers who would like to discuss detailed information and these interviews will be conducted either in person or over the phone.

-	5.5 Caregivers will be very involved in the planning of the program, beginning with the surveys and interviews. Once the program is ready to be implemented, caregivers will be invited to attend the monthly theme nights and will be engaging in the take-home activities with their students. By having a voice in the planning of the Family Involvement and Engagement Program, caregivers are expected to be more involved in the student's learning. **Faculty**: 5.3 Teachers and non-academic staff, including office staff, counselors, classroom aides, cafeteria workers, and the janitor 5.4 Faculty will be contacted via email and school meetings. 5.5 Faculty will be invited to complete the survey at the Needs Assessment phase. They will then have a role in the Family Nights that will be held at the school each month.. Teachers will be involved in designing the take-home activities that will be tailored to students in each grade. **Administration**: 5.3 The principal and assistant principal of Hardy Elementary School 5.4 The administration will be directly informed via emails and meetings. The administration will be copied on emails that are distributed regarding the program. 5.5 The administration will be involved in developing the program and will have the authority to make final decisions as to the content of program materials and activities. They will take responsibility for holding faculty accountable to participating and completing assigned tasks. The administration will initiate communication with Saunya Goss and explain the program to the leaders of the Opportunity Zone. **Students**: 5.3 Children that attend Hardy Elementary from the grades Pre-K - 5 5.4 The students may turn in surveys from their caregivers as requested. They will participate with their families in the take-home activities assigned. Students will also bring their families to the Parent Nite.the survey but will not be informed of the specific content. 5.5 The children will be involved by attended the programs with their Caregivers. **Hamilton County School Board (HCSB):**

5.3 The nine elected members of the board including, Tiffanie Robinson who is Hardy Elementary School's representative.

5.4 Ms. Robinson will be informed of the Family Involvement and Engagement Program via email after the planning process is complete and the implementation has begun.

5.5 Ms. Robinson will be made aware of the new program for the purpose of securing financial resources from the HCSB to help with the implementation during the next school year. There may come a time in the future when the local media will be invited to write a story about the positive relationship between Hardy Elementary School's faculty and families. At this juncture, it would be beneficial and wise for Ms. Robinson to be prepared to respond to questions about the new program in her district.

Hamilton County School Superintendent:

5.3 Dr. Bryan Johnson

5.4 Dr. Johnson will be informed of the Family Involvement and Engagement Program via email after the planning and implementation of the program is complete.

5.5 Dr. Johnson will be made aware of the program once it has proven to be successful. At that point, it would be beneficial for Dr. Johnson to know the details of the program for the purpose of replicating it in other schools that experience low family involvement.

Community Resources:

5.3 Volunteers and local agencies that will present and speak at school events, donate to school needs and to provide childcare during events. These agencies and volunteers include Rockpoint Church, Big Sisters & Big Brothers, Hope Fellowship Tutors, and Baylor School students. Other resources will be identified once the survey data is analyzed.

5.4 People from local agencies and organizations will be called upon to partner with Hardy. Some of the entities already have an existing relationship that will be nurtured and others will be new to Hardy. Contact will be made via telephone, email and in person meetings to develop these relationships further. The best form of communication will be evaluated for the entity and purpose.

5.5 The people affiliated with the community resources will be very involved in the planning and implementation of the actual program. They will be crucial to the success of the Parent Nights and their partnership will be a high priority. However, these resources will not be utilized during the needs assessment phase of conducting the surveys and interviews.

Opportunity Zone Leadership:

	5.3 Saunya Goss, Director of Elementary Schools for the Opportunity Zone 5.4 Ms. Goss will be notified about the Family Investment and Engagement Program by Mrs. Bambrey, Hardy's principal. Since the Opportunity Zone oversees many activities and programs at Hardy Elementary, Ms Goss will be notified by email periodically with updates as to the progress of the program. 5.5 Ms. Goss will not be asked to be actively involved in the development or implementation of the program, but any suggestions and ideas she offers will be considered.
5.6 Are there any stakeholders with negative views of the project, or who oppose the project? If so, how do you plan to address the situation? (5 pts.)	It is possible that the Opportunity Zone's leadership might pose some opposition to the design and implementation of the program, as they tend to micromanage the schools in their zone. To address this possibility, Mrs. Bambrey, who already has a relationship with them, will initiate discussion about the program. From that point, the research team will keep Ms. Goss updated on the progress of the program. If Ms. Goss makes suggestions, they will be considered and if productive, they will be implemented. There is likely to be some opposition to the program from some of the families who have a negative impression of Hardy, which may be based on past experiences. The research team will demonstrate understanding for their feelings and explain the important role they will be able to play in the new program. By doing this, the research team is hopeful that some of these families will choose to get involved.
5.7 Describe how this stakeholder analysis has influenced (or not) your project design, outline and implementation. (5 pts.)	By analyzing the relevant stakeholders, appropriate methods of engagement have been determined, realistic expectations set, and goals outlined. Through the analysis, the researching body has identified the most critical components of the implementation process, i.e. the parents, students, and staff. The dot matrix has revealed who has the most buy-in as it relates to the outcome of the parent engagement program, and what steps need to be taken in order to have the best possible conclusion for all parties involved. It is now possible for the researching body to locate potential community partners who wish to enhance the program's success.

5.8 Describe your agency's Strengths (**S**WOT) (potential areas to cover: People (*human resources, people and skills, board of directors*); Resources (*buildings, facilities, equipment, financial resources*); type of governance, leadership, staff development, communication; Products (*intellectual property*); Finances (*financial position, cash balance, etc.*)) (8 pts.)	**People:** The people who are a strength to this program are the volunteers who are established at Hardy Elementary. These include volunteers from the following locations, Rockpoint Church, Big Sisters & Big Brothers, Hope Fellowship Tutors, and Baylor School students. **Resources:** Resources which are already in place for this program and are considered areas of strength are that the program will be conducted in an existing school facility at Hardy Elementary which is within the community this program will serve. The research team will also have access to communication with parents through existing school networks.
5.9 Describe your agency's Weaknesses (**S**WOT) (same potential areas to cover as for Strengths) (8 pt.)	**People:** Although the desire to participate in building an engaging environment for families at Hardy Elementary may be strong, there is a problem of limited numbers of volunteers. Considering that volunteers are individuals with busy schedules, another challenge faced is their availability during events. **Resources:** For families who face the challenge of taking care of more than one child, it would be appropriate for the institution to have childcare opportunities. However, funding for childcare is missing. This issue also ties in with transportation: families may be unable to find reliable transportation to and from the event. Lastly, obtaining special speakers may present an issue when they cannot be compensated for their material or time.

5.10 Describe your agency's Opportunities (SW**O**T) (areas to cover: demographic factors, economic factors, political/legal factors, sociological factors, environmental factors, cultural factors, technology, etc.) (8 pts.)	**Opportunities:** The research team expects that the more engaged the parents become, the more support they will provide through advocating for the students' needs. If this program is successful, it could be replicated and implemented across the county which would in turn give Hardy Elementary recognition as well as potential sources for more funding. There is the potential that if the program is successful, it could attract more teachers who want to teach at Hardy. This would present the administration with more applicants, allowing them the ability to choose the most qualified teachers, contributing to a more constant teacher hire rate and less turnover.
5.11 Describe the Threats to your agency (SWO**T**) (areas to cover: competitor factors (capabilities, resources, ownership, market segments, products, prices, promotions, distributions, suppliers, etc.) (8 pts.)	**Threats:** Since the topics for each meeting will not be decided until after the initial survey is complete, a threat to the program will be finding appropriate speakers who are willing to volunteer and have availability to be involved with implementation of "Theme Nights." Caregivers may not have reliable sources of transportation so this could threaten program attendance and involvement. To combat this, funds are being sought to provide a bus to bring families to the school for theme nights and return them home at the completion. Another possible threat could come from the caregivers themselves. Some caregivers have a negative view of Hardy Elementary School and this attitude could potentially deter them from choosing to get involved in the planned activities and events and possibly spread to other families.
5.12 In brief statements, answer the following questions: How can you use each strength? How can you stop each weakness? How can you exploit each opportunity? How can	The volunteers who currently work at Hardy Elementary will be utilized by the research team in the implementation of this program. In addition, all program activities will take place at the existing school facility. Volunteers who have special skills will be utilized to provide those things during each meeting. The primary weakness identified is that of funding for this program. The research team will look into a grant provided by the U.S. Department of Education (2019) which includes a requirement to develop and implement a program with the parents at the school that engages parental involvement. Another weakness within the program is the number of volunteers. The research team plans to stop this weakness by advertising and calling additional sources of volunteers throughout the community in addition to people who may be interested in volunteering from other local organizations.

| you defend against each threat? (8 pts.) | The research team will focus on publicizing the success of the program in order to exploit the opportunity to utilize additional funding to Hardy elementary, as well as draw the attention of parents and teachers outside the community who may become interested in involvement at Hardy Elementary.
Finally, the threats of transportation for parents and childcare for additional siblings of students will be defended against through not only asking for volunteers to be available for childcare but requesting that local organizations become involved through donating time and resources that will ensure transportation can either be paid for by the program, or provided through volunteers.

Funding

Work with local companies to help fund activities, freebees, and food. Consider that all of your meal doesn't have to be donated from the same source: get a side at one restaurant and desert from another. Think about your partners in education. Our local power company would bring a big grill and help turn out burgers or would write a check. Often large companies need to make community connections and smaller companies are happy to get their name out there. Even if they can't offer you funding this time, be sure to invite locals to your events. Getting community leaders in your school to see the impact on students is sometimes all you need. You'll never know until you ask!

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https://www.scholastic.com/teachers/blog-posts/meghan-everette/10-tips-family-engagement-school-year/#Theme |

A6: Logic Model – 40 pts.	
6.1 Complete the Program Planning Form provided in E-class. Submit your Program Planning/Logic Model form with this assignment. (30 pts.)	See Logic Model submitted separately ✔
6.2 Describe your program goals (use SMART goals) (5 pts.)	By the end of The Family Involvement and Engagement Program, family involvement will increase by 50% as measured by the number of families that join the PTA and attend family/teacher conferences.as compared to the 2018-19 school year, and participate in the monthly Theme Nights compared to the first month. By the end of The Family Involvement and Engagement Program, 41% of students will be reading on grade level as assessed by the TNReady exam and Fountas & Pinnell reading benchmark given in May 2021. ✔

A7: Evaluation Plan – 75 pts.	
7.1 Target population DESCRIBE the final <u>direct recipients</u> of the service program) (5 pts.)	The students who attend Hardy Elementary School and their families are the direct recipients of the program. The students include those who are enrolled in grades Pre-K through fifth grade. The families of these students include the caregivers and other supportive relatives who may live in the home or have a vested interest in the student.

7.2 Scope of activity (clearly describe the service or intervention that addresses the need, including who will provide service, how often, and for how long, as outlined in your Logic Model) (5 pts.) **For each activity**, describe the desired results (Clearly describe the outputs – Logic Model; explain how the outputs flow logically from the activities mentioned above) (5 pts.) **Then**, describe the intermediate outcomes (describe the milestone that will occur for the recipients within the program year. Who or what directly changes because of this activity? Clearly describe what benchmarks will be achieved by recipients. Explain how the	**Activity 1: Completed Surveys** Surveys were completed by caregivers and teachers of some of the students at Hardy Elementary School. The purpose of the survey was to assess the current relationships between the school and families, and to gain insight on family interests and availability with the plan to increase involvement and engagement with the school. These surveys will be used to create lessons for students to complete with their family as take-home activities and design the monthly theme nights that will be held at the school. By creating theme nights that are beneficial and of interest, a significant number of caregivers, estimated at 10% of the 195 families, will attend events at the school with their child. In addition to the theme nights, events that are expected to see a rise in attendance include teacher conferences, student celebrations, work days and class trips. When families feel positively connected to their child's school, their involvement positively affects their child's academic performance. **Activity 2: Community Resources** Community resources will involve local organizations and volunteers, many who are already working with Hardy Elementary, such as Big Brothers and Sisters, Rockpoint Church, Boys and Girls Club of Chattanooga and others. These community resources are invaluable to the theme nights within the program, as they will contribute to and staff the refreshment tables and provide childcare. Additionally, volunteers who are experts in the field will speak on topics related to the monthly theme nights. By utilizing existing community resources and bridging new relationships, the program will be staffed by people committed to the success of the program, resulting in positive and successful events. As word spreads about the fun and informative monthly theme nights, families will return and new families will join, resulting in a positive connection and increased attendance at school events. This increased attendance will contribute to the increased academic achievement by the students. **Activity 3: Teacher Planning** During professional development the week before school begins, teachers will draft learning activities for students and take-home activities for students and their families that correspond with the theme for the monthly event.. By involving the family in a learning activity with the student, an opportunity for positive learning will be available. Creative, engaging, low-maintenance and relevant lessons will excite students and families about learning and likely increase participation. Increased participation by families in their child's learning will contribute to an increased academic achievement. **Activity 4: Training**

intermediate goals flow logically from the activities described above). (5 pts.) **Finally**, describe the end outcomes (describe the long-term change that will occur for the recipients within the program year or longer. Who or what will change directly from the activities presented above? Clearly describe what key change will be achieved by the recipients. Explain how the outcomes flow logically from the activity/ies presented above, and how they are connected to the intermediate outcomes). (5 pts.) (*In this section, you are translating the Logic model into a narrative.* Total: 20 pts.)	Training will be given to faculty and staff of Hardy Elementary during the week of professional development. By providing the training prior to the start of school, teachers are given the opportunity to create appropriate learning activities and take-home activities for their students that correlate with the topic of the theme night and are not burdened by this task during the school year. The training provided will give the teachers the time and tools needed to competently and effectively plan these lessons. Quality lessons will enrich the students' education, generate increased participation by families and lead to an overall increase in academic achievement of the students.

Activity 5: Refreshments
In order to increase attendance at the monthly theme nights, refreshments will be offered. Since the families have busy schedules and many will be coming from work, nutritious food will be provided by community donors. An option will be available for families who have nut allergies, dairy and gluten intolerance, and vegetarian diets. By increasing inclusivity, families will be aware of the school's effort to meet the needs of their families toward dietary needs and will be more likely to attend. An increase in involvement and engagement at Hardy Elementary's events will contribute to an increase in the students' academic achievement.

Activity 6: Facility
Using Hardy Elementary School as the location for the monthly theme nights and grade level activities, families have opportunities to feel comfortable entering the building and interacting with the staff, other families and community volunteers. It also provides a space which can house large groups and is central to the families homes. The gymnasium provides the opportunity for the guest speaker to reach a large audience, accommodating all families that attend. The classrooms will provide a location for the students to complete their grade level activities and space for the younger children to be cared for by the volunteers. By using the central location of the school and creating a welcoming atmosphere, caregivers are more likely to attend future monthly theme nights. The increased involvement and engagement of families at school events will ultimately lead to an increase in academic achievement.

Activity 7: Setup, Breakdown and Clean-up
The janitor at Hardy Elementary will be responsible for setting up the gymnasium, as he is already on site and paid for the time it will take to do so. Two employees from the custodial company will be hired to clean up after the event to provide a welcoming atmosphere for the families. The volunteers will be utilized to break down the event by putting tables and chairs away. A faculty member will be responsible for setting up and putting away the audio equipment that will be used to provide |

sound so the audience can hear the welcome address, announcements and guest speaker throughout the gym. By providing a clean, welcoming atmosphere, families will have a more positive experience and will be more likely to return the next month. An increase in involvement and engagement at Hardy Elementary's events will contribute to an increase in the students' academic achievement.

Activity 8: Grants / Private Funding
In order to have Theme Night run smoothly, money from the private sources and grant funding is needed to supplement the cost. The money is needed to pay teachers and staff for staying an additional amount of time, paying for janitorial staff to clean up after the event, and compensate guest speakers. The survey will indicate transportation needs and those needs will be addressed with a bus or other transportation options and paid for with this funding.

7.3 Data source, instrument, data collection plan (what is the most direct possible data source to measure the **outputs**? What instrument will you use? How is it connected to the overall evaluation plan? Include information regarding where/when/how will the data be collected.) (10 pts.)	There will be ten theme nights being hosted at Hardy Elementary throughout the academic school year. Each grade level will prepare ten learning activities for the theme nights, and an additional ten take-home assignments to be given at the conclusion of each event. Community partners such as Subway or Dos Bros will donate refreshments which will provide families with dinner and options for family members with dietary restrictions. Success of the theme nights will be measured by: (1.) the short surveys collected after each theme night, (2.) an increase in the number of families who attend each theme night, and (3.) with a goal of 10% of Hardy families attending on average throughout the school year. The funding will be measured by the amount of money that is secured compared to the amount that was requested.

7.4 Data source, instrument, data collection plan (what is the most direct possible data source to measure the **intermediate outcomes**? What indicators/benchmark measures will you use? Describe what will be looked at to gauge progress toward the result? How is this step connected to the overall evaluation plan?) (10 pts.)	The most direct data source to measure intervention outcomes will come from the caregivers and staff who attend the monthly theme nights. Short surveys will be distributed to caregivers and staff and they will be collected before they exit the school. The surveys will contribute to obtaining a count of the number of families in attendance, as well as valuable feedback about the evening and input into the design and restructure of future theme nights. The sign-in sheet, number of students participating in grade level activities, and the surveys will provide an accurate measure of attendance for the evening and this number will be compared to previous events to assess whether attendance has increased. By the end of The Family Involvement and Engagement Program, overall family involvement will be measured by the number of families that join the PTA and attend family/teacher conferences.participate in take-home activities and attend the monthly theme nights. Similar events will be compared to the 2018-19 school year, and the new programming will be compared to the weeks prior. The results of the attendance and engagement by caregivers is expected to correlate to the overall goal of achieving academic improvement of the students.
7.5 Objective statement (Using the information from this form and the Logic Model, write your objective statement. (Example: Among the parents of the 50 identified students (*target population*), 20 parents (*sample*) will enroll in the positive parenting program (*outputs*) and 75% will	Among the195 families who have students attending Hardy Elementary School in the 2019-2020 school year, a total of 10% of families will participate in school activities designed to increase involvement and engagement at Hardy Elementary School. This involvement will strengthen the relationship between faculty and families and lead to increased academic achievement by the students.

complete the program (*intermediate outcomes*). It will lead to the increase of parenting skills and the decrease in student behavior programs and dropout rates (*long-term outcomes*)). (10 pts.)	
7.6 Human resources (describe the number of staff/volunteers participating in the activity and the total hours of intervention: Logic Model) (5 pts.)	The predicted number of staff and volunteers needed to facilitate one monthly Theme Night is 35, comprised of Hardy faculty and staff, volunteers for childcare and refreshments, the guest speaker and cleaning crew. Each Theme Night will last approximately 1 ½ hours, allowing time for refreshments for the students and families and the activities for the evening, including the grade-level activities for the students and guest speaker for the caregivers.
7.7 Support (SUMMARIZE (not Describe) any training for volunteers/staff you will need to conduct. Include topic and scope – how long, frequency – how often: Logic Model) (5 pts.)	The week before school begins in August is set aside for classroom setup and professional development, and it is during this week that the faculty and staff of Hardy Elementary will receive training to explain the program and discuss their roles. This training will include creation of the lesson plans for the semester and ways to promote the program to encourage families and students to attend events. Before Christmas Break, the second part of the training will be done, discussing the results of the prior semester and make adjustments as necessary.
7.8 Material resources (Describe resources, including equipment,	To effectively conduct the monthly theme nights, material resources are a necessity. In preparation, the survey results will be used to secure guest speakers that will discuss topics that are beneficial and of interest to the families of Hardy Elementary. Lesson plans and take-home activities will be prepared by teachers for students from each grade level during professional

structure, vehicles, curriculum, travel expenses, etc.: Logic Model) (5 pts.)	development in August. Set-up of the event each month will require a clean school building, tables and chairs arranged as needed and an audio system so that the guest speaker will be heard. Community resources will be utilized to donate refreshments and paper products for the monthly theme nights and volunteers from the community will serve them to the families. Volunteers will also provide childcare so that caregivers can listen to the guest speaker while the children are engaged in learning activities and having fun. Funding for materials that are not donated will come from private donors who support Hardy Elementary School and grant opportunities.
7.9 Sustainability (provide a short paragraph describing how you think your program will be sustainable) (5 pts.)	Because 70% of all assistance given to non-profits is given by individuals, the main focus of this program will be engaging individuals within the community. The relationships that are developed will continue to sustain the program regardless of changes in school administration or local education agency budgeting. Monthly theme nights will be sustainable through the intentional relationships forged with community partners such as the Boys and Girls Club of Chattanooga, Big Brothers and Sisters, Rockpoint Church, among others. Other community resources will be utilized to provide food for the families and guest speakers who are experts in the topics presented.
7.10 Write an abstract that would showcase your entire program proposal (Extra credit: 5 pts.)	See separate attachment