

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	See 5.5

Matrix) (5 pts.)	
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.) -	<p>Caregivers:</p> <p>5.3 Caregivers are the parents, grandparents, guardians, and foster parents who have vested control and interest in the student.</p> <p>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.</p> <p>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.</p> <p>Faculty:</p> <p>5.3 Teachers and non-academic staff, including office staff, counselors, classroom aides, cafeteria workers, and the janitor</p> <p>5.4 Faculty will be contacted via email and school meetings.</p> <p>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.</p>

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.

	<p>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.</p>
<p>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.)</p>	<p>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.</p> <p>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.</p>
<p>5.7 Describe how this stakeholder analysis has influenced (or not) your project design, outline and implementation. (5 pts.)</p>	<p>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.</p>
<p>5.8 Describe your agency's Strengths (SWOT) (potential areas to cover: People (<i>human resources, people and skills, board of directors</i>); Resources (<i>buildings, facilities,</i></p>	<p>People:</p> <p>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.</p> <p>Resources:</p> <p>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.</p>

<p><i>equipment, financial resources</i>); type of governance, leadership, staff development, communication; Products (<i>intellectual property</i>); Finances (<i>financial position, cash balance, etc.</i>)) (8 pts.)</p>	<p>The research team will also have access to communication with parents through existing school networks.</p>
<p>5.9 Describe your agency's Weaknesses (SWOT) (same potential areas to cover as for Strengths) (8 pt.)</p>	<p>People:</p> <p>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.</p> <p>Resources:</p> <p>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.</p>
<p>5.10 Describe your agency's Opportunities (SWOT) (areas to cover: demographic factors, economic factors, political/legal factors, sociological</p>	<p>Opportunities:</p> <p>The research team expects that the more engaged the parents become, the more support they will provide through advocating for the students' needs.</p> <p>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.</p> <p>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,</p>

<p>factors, environmental factors, cultural factors, technology, etc.) (8 pts.)</p>	<p>contributing to a more constant teacher hire rate and less turnover.</p>
<p>5.11 Describe the Threats to your agency (SWOT) (areas to cover: competitor factors (capabilities, resources, ownership, market segments, products, prices, promotions, distributions, suppliers, etc.) (8 pts.)</p>	<p>Threats:</p> <p>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.</p>
<p>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 you defend against each threat? (8 pts.)</p>	<p>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.</p> <p>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. 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.</p>

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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