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A Process Evaluation of a Family Involvement Program at a Title I Elementary School

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A PROCESS EVALUATION OF A FAMILY INVOLVEMENT PROGRAM
AT A TITLE I ELEMENTARY SCHOOL

by

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ABSTRACT

Parental or family involvement in student academics has been an on-going topic for researchers. There is a need for studies to be conducted on parental involvement program implementation in order to determine if there is an impact on student academics when school, family, and community partnership programs are in place. For this study, a process evaluation was conducted on a parental or family involvement program newly developed and implemented at a Title I elementary school in an urban setting. The purpose of this mixed-methods process evaluation was to (a) document how the program was implemented, (b) examine the progress toward meeting its intended outcomes, and (c) use findings to make recommendations to drive improvement. The program's logic model was used to examine the program's intended short-term outcomes; including increasing parental involvement and knowledge in regard to the school's reading, mathematics, and science curricula as well as increasing the knowledge of home strategies for student academic support. Student achievement impacts were also examined. Quantitative data collection included program participant survey data and participants' student achievement data for reading and mathematics. Document analysis of the program's artifacts allowed for a qualitative analysis for the evaluation. Findings indicated the program was making progress in increasing parents' knowledge about the reading curriculum, but not for mathematics and science. There was also an increase in parents' knowledge of home strategies and improvement in parental program attendance rates.

To Josh, my loving husband, who has taken care of my every need during this journey: Thank you for your support, encouragement, and unconditional love. You are the reason I have made it this far.

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CHAPTER 1
THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

Parental involvement in students' academic achievement has been an on-going topic of discussion and research in education. Whether attending school functions or meetings, assisting with homework, volunteering in the school, or communicating with teachers, parental involvement has produced positive impacts in many areas of students' lives. Martinez and Ulanoff (2013) found parents' roles to be significant in encouraging student achievement. Along with student achievement, positive psychological, social, and behavioral outcomes have been associated with parental involvement (Semke, Garbacz, Kwon, Sheridan, & Woods, 2010; Sheldon, 2007). There has been extensive research conducted supporting practices of school districts and policies to encourage family involvement (Auerbach, 2007; Decker, Decker, & Brown, 2007; Hornby & Lafaele, 2011; Sanders & Harvey, 2002). However, schools most in need, (e.g., Title I schools), tend to lack the resources for participation in such partnerships, and this leads to several problematic factors (Bartel, 2010; Hornby & Lafaele, 2011). Parent engagement reform efforts for low-income students offered a window of opportunity for improvement in student achievement for schools.

The Elementary and Secondary Education Act (ESEA), in 1965 mandated the use of federal funding to improve schools with a high population of low-income students through Title I funding (Aud, 2007; Malburg, 2015; U.S. Department of Education [USDOE], 2016.). Schools which receive this funding are considered Title I schools. The purpose of this funding was to bridge the academic achievement gap between students with a lower economic background and

other students. Title I has also required schools to develop a parent involvement policy with families which includes provides training to assist families in working with their students to improve their academic achievement. The ESEA has been reauthorized multiple times since its inception. The No Child Left Behind Act (NCLB) was signed into law in 2002, continuing policies to fund and encourage parental involvement programs in student academics (USDOE, 2016). In December of 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), mandating parental engagement efforts in schools and reauthorized the ESEA, previously NCLB.

As part of parent engagement, Title I schools have been required to develop a parent involvement policy (PIP) to fulfill the family and community involvement component of the school improvement plan (SIP) (USDOE, 2016). A description of how schools will plan and implement effective parent involvement activities directed towards improving student academic achievement is required to be included in the PIP.

The school involved in this study, hereafter referred to as Central Elementary School (CES), needed a parent engagement program directed toward improving academic achievement. The school's customary Parent Teacher Association (PTA) and Student Advisory Council (SAC) tracked low attendance, and other parent involvement activities were not directed toward improving student academic achievement. Based on the 2015-2016 Florida Standards Assessment (FSA) score calculations, the school dropped two letter grades from an "A" school to a "C" school (M. Jackson, personal communication, July 20, 2016). Although low attendance from parents or student family members at PTA and SAC may not have had a direct effect on the school's achievement status, creating a program for parents and families to learn how they could

help their students academically became another avenue for school improvement. The school's

parental involvement contact, who was also the researcher in this study, along with input from

administration and parents, developed a new family involvement program, named Family

Academy to be implemented throughout the 2016-2017 school year. The development of the

program was an effort to increase parent participation by providing trainings and engagement

activities to assist families in working with their students to improve their academic

achievement. Although the outputs of the program such as strategies to help students are known,

there was no knowledge of whether involvement had increased, if parents and families had

acquired knowledge of academic strategies from the sessions, or if there was progress in student

achievement. Therefore, a formative evaluation was needed to help determine the progress

toward the program's short-term outcomes.

Statement of the Problem

Positive impacts in student academic achievement have been found when there are family

and school partnerships (Center on Education Policy, 2011; Henderson & Mapp, 2002: Johnson

& Asera, 1999; Sheldon & Van Voorhis, 2004). The family involvement program created at

CES, a Title I school, was in the developmental stages. Fitzpatrick, Sanders, and Worthen

(2011), emphasized the importance of formative evaluation during the developmental stages of a

program in order to detect problems and provide feedback for areas of improvement to

strengthen the program. The problem addressed by this study was whether Central Elementary

School's new parent involvement program was making progress toward short-term outcomes of

the program's logic model, including the short-term outcomes of (a) increasing parent

involvement; (b) increasing families' knowledge of the English Language Arts, mathematics, and science curricula; and (c) increasing knowledge of home strategies to support the academic curriculum. Although the program was in its early stages, the researcher was curious to investigate the program impacts on student interim academic achievement.

<div align="center">Nature of the Study</div>

The nature of this study was a process evaluation using a mixed methods design. Qualitative methods were used in the form of document analysis. A quantitative survey was distributed to all Family Academy participants accessible at the school site and a quantitative analysis of student achievement interim scores in mathematics and reading was performed.

<div align="center">Purpose of the Study</div>

The purpose of this study was to determine the progress of Central Elementary School's new parent involvement program, Family Academy, during its early stages. Specifically, the study was being used to (a) document how the program was implemented, (b) examine the progress toward meeting its intended outcomes, and (c) use findings to make recommendations to drive improvement. This study examined strategies and findings for increasing home strategies to support student academic curriculum. The program impacts on students' interim academic achievement were also examined. Researchers have supported providing skill building opportunities for families including help with homework, enrichment, or review activities enhances parents' ability to support their students at home which result in positive outcomes for student achievement (Ingram, Wolfe, & Lieberman, 2007; Jeynes, 2005; Portwood, Brooks-Nelson, & Schoeneberger, 2015).

The following research questions were used to guide the study:

1. What progress, if any, has the parental involvement program made toward the program's short-term outcomes?

2. To what extent does participation in the parental involvement program impact student interim academic performance?

3. In what ways can the parental involvement program be improved?

Definition of Terms

The definitions of the following terms are provided to ensure a concise understanding of terms used throughout this study.

Involvement: Participation in any family-school activities parents may engage in for their students' academics, such as Epstein et al.'s (2009) six types of involvement including: parenting, communicating, supporting school, learning at home, collaborating with community, and decision-making.

iReady assessment: An assessment used to measure student ability in mathematics and reading (i-Ready Central, n.d.).

Parent: In the context of this study, the terms *parent*, *family,* and *caregiver* are used interchangeably and refer to the caretakers of a student (Miller, Lines, Sullivan, & Hermanutz, 2013).

Short-term outcomes: The short-term outcomes are the first level within the outcomes component of a basic logic model. The outcomes are the desired change, specifically; short-term refers to two years or less in the implementation of a program (Frechtling, 2007).

Significance

The National Center for Education Statistics (NCES) showed a drop in the percentage of parents of kindergarten through fifth-grade students who participate in education-related activities from 74.9 % in 2003 to 68.8 % in 2012 (NCES, 2015). By creating and targeting parent populations to join education-related activities, CES could be a school with a high percentage of parent involvement. However, a study was needed to understand if the program was making progress toward the intended outcomes. A process evaluation to determine the progress of CES's Family Academy program in its early stages can be used to develop and improve the program. The knowledge gained from the research findings add to existing research knowledge on the effects of parental involvement in student academic achievement and could benefit other schools that are considering the implementation of a similar program.

CHAPTER 2
LITERATURE REVIEW

Introduction

This chapter presents a review of the literature associated with the elements of the

parental involvement program formatively evaluated for this study. The process began with a

library search, limiting publication dates to the last 15 years, using the University of Central

Florida's databases (ERIC, Ebsco, Education Source, PsycINFO, Education from SAGE, and

Google Scholar). A key word search of parental involvement programs, parent involvement,

program evaluation, school-family partnerships, Title I, urban, evaluation, and parent

participation were used in order to conduct a literature review of relevant resources. Boolean

search strategies were used with the following: parents and involvement and education, parental

involvement and program evaluation, parents and educational program evaluation and urban, and

academic achievement and parental involvement. A review of the Harvard Family Research

Projects family involvement research bibliographies was also conducted using the terms: family

involvement, family involvement programs, and program evaluation.

The search led to articles covering a variety of educational programs with various

objectives, including social behavior, exceptional student advocacy, at-risk students, and drug

prevention. A review of the abstracts resulted in focusing on parental or family involvement

programs and/or efforts geared toward student academics or improvement in student academics,

as well as articles offering findings for evaluation types, including the use of logic models. When

reviewing the literature, themes of overcoming barriers to increase parental involvement

emerged. Reference sections of the articles produced yet another search on how parental

involvement programs address obstacles that may impede the success of a program.

Students have many factors in their lives which have an effect on their education.

Educators play an important role in creating academic experiences to produce positive

achievement outcomes. However, parents or guardians also have the opportunity to deepen the

knowledge gained in lessons during the school day (Wilkins & Terlitsky, 2016). With extra

support, or the involvement from parents and families, students have a better chance at achieving

success.

Discussed in this chapter are areas which provide background for parental involvement in

academics as well as areas which support the evaluation of the Family Academy program at the

target school. These areas include theoretical models of parental involvement, parental

involvement barriers, current practices in parental involvement programs and their effects on

academics, and an exploration of program evaluation.

<div align="center">Parental Involvement</div>

Epstein et al.'s (2009) Six Types of Involvement is one of the more commonly used

frameworks for parent or family involvement. The framework describes six involvement

strategies with suggestions for practices. With the goal of helping students reach success, the

suggested practices are aimed to guide educators developing programs to improve partnerships

among the family and community.

The first type of involvement from Epstein et al.'s (2009) framework is parenting. It deals

with helping parents create a supportive home environment. A recommended practice is to

provide workshops or trainings for parents. Second, communicating includes effective forms of school-to-home and home-to-school communications. A sample practice included a regular schedule of information shared through notices, phone calls, or newsletters. Next, supporting school or volunteering involves parents or caretakers actively helping to achieve school goals or student learning both in and out of school environments. For instance, assisting teachers or staff in classrooms or the school, as well as attending school events. Learning at home is the fifth type of involvement. This does not mean parents are teaching the school's academic curriculum at home. Specifically, learning at home entails simply supporting students with curriculum-related activities which include setting expectations, monitoring, and encouraging through homework or activities. The fifth type of involvement is decision making where parents work together with the school to set goals for improvement in student success. A sample practice of decision making suggested in the framework is active participation in the Parent Teacher Association (PTA) or other advisory councils such as School Advisory Council (SAC). The last of the types of involvement in Epstein et al.'s (2009) framework is collaborating with community. Collaborating with community calls for the incorporation of community resources, including but not limited to surrounding neighborhoods, businesses, cultural groups, and service groups, to support school initiatives set for learning. Service projects to benefit the community, such as recycling or canned food drives, are examples of how families, students, and the school can work together to develop as a whole. Although Jeynes (2012) critiqued Epstein's framework as being too basic, it has value in that it provides context for those who want to improve education.

Epstein et al. (2009) also theorized the school, home, and community work as three spheres of influence which may be pushed apart or drawn together depending on the practices

within the three elements. At the center of these spheres is the student. As the spheres move closer together, they begin to overlap creating a more solid relationship between the school, home, and community. The overlap then provides a support system surrounding the students to help build a better chance for success. The life of the student is viewed holistically and all that the student encounters in life is connected.

Structured in five levels, Hoover-Dempsey and Sandler (1997) developed the parental involvement process model. The focus of the model was to develop a framework to understand parent motivations in becoming involved in their child's education and how this involvement affects student outcomes. Included in the model were: Level 1, parent motivations to become involved; Level 1.5, parental involvement forms; Level 2, parent involvement behaviors; Level 3, student perceptions of the parent involvement behaviors; Level 4, student beliefs and behaviors; and Level 5, the student outcomes (Walker, Shenker, & Hoover-Dempsey, 2010). Specific areas of the parental involvement process model are discussed later in this chapter in addressing barriers to overcome.

Similar to Hoover-Dempsey and Sandler's (1997) parental involvement process model, Hornby and Lafaele (2011) developed a model adapting Epstein's (2001) three spheres of influence. Hornby and Lafaele's model of factors acting as barriers to parental involvement, inferred by the name, was developed to discuss parental involvement barriers and were grouped into four elements: (a) individual parent and family factors, (b) child factors, (c) parent-teacher factors, and (d) societal factors. These four elements will also be discussed in more detail later in the chapter; however, it seemed valid to include them in the parental involvement models section

of this chapter because the specific elements are important to consider when developing a family involvement program aimed at student academic achievement.

In order for parental involvement programs to reach their targeted audience, it is crucial to understand various models of parental involvement with an aim of overcoming barriers. This topic will be addressed in the following section focused on barriers to parental involvement.

<u>Barriers to Parental Involvement</u>

There are various frameworks or models for educators or program developers to use as a stepping stone to engage families with their students, school, and communities. However, in order to successfully promote involvement, there needs to be an understanding of elements or influences that may impede their efforts. Two specific models, along with other research findings, are discussed in this section to explain the various barriers to parental involvement and describe how the models can be used to build capacity of both schools and parents for engagement in the education of students (Hoover-Dempsey et al., 2005; Hornby & Lafaele, 2011).

Due to the nature of the current study, (i.e., formatively evaluating a parental involvement program in its beginning stages), the constructs of the parental involvement models discussed were based on the areas Hoover-Dempsey and Sandler (1997) considered central to parents' initial decisions to become involved. These areas consist of Level 1of the Hoover-Dempsey and Sandler model as well as individual parent and family factors from the Hornby and Lafaele (2011) model. Level 1, parents' motivations to become involved, is comprised of four variables: motivational beliefs, perceptions of invitations to involvement, perceived life context,

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and family culture (Hoover-Dempsey et al., 2005; Walker, Shenker, & Hoover-Dempsey, 2010). Individual parent and family factors, from the Hornby and Lafaele model, involve constructs similar to Level 1 of the parental involvement process model. This includes class, ethnicity and gender, current life contexts, perceptions of invitations for involvement, and parents' belief about parental involvement. These central constructs emphasize the personal relationships among the parents and students as well as families and schools. Parents perceive they have value in their students' education when schools create a welcoming environment where teachers and staff encourage and invite families to participate (Hornby & Lafaele, 2011).

Ingram et al. (2007) utilized Epstein's (1995) framework of typologies and Hoover-Dempsey and Sandler's (1997) parent involvement process model framework to investigate parent involvement and its relation to academic achievement. Survey results of the Ingram et al. study were used to determine which of Epstein et al.'s typologies were consistent among at-risk schools with high-achieving scores. Reasons for lack of participation with the typologies which were inconsistently used by parents were concluded to be potential barriers (Ingram et al., 2007). The researchers found that elements of communicating and learning at home may be difficult due to language differences and/or lower economic status, calling for communication between the school and family. Participation in volunteering in activities such as fundraising was discussed as a difficult area for parents who may be living in poverty. When involved in decision-making activities, it was suggested that parents may feel low self-efficacy due to lack of knowledge.

In a study conducted by Zarate (2007), three focus groups with eight to 10 Latino parents and two student focus groups were conducted in Miami, New York, and Los Angeles. Interviews were also held with school staff and parental involvement organization coordinators from

intermediate schools in the same areas. Findings indicated one of the barriers to parental involvement was lack of well-defined understandings of parental involvement itself. Perceptions of involvement from Latino parents included life participation and academic involvement. Life participation, which was mentioned more frequently, was equated to academic involvement in the eyes of the parents. Educators, however, perceived parental involvement with areas in school leadership such as PTA and administrative support such as volunteering within the school as providing academic support (Zarate, 2007).

Latino parents also found language was a barrier when helping students with homework (Zarate, 2007). However, it was not considered a barrier in regard to communication between school personnel and families because most schools often had means for translation resources such as bilingual staff or translated written communication. Parents did report the lack of flexible scheduling as a barrier to parental involvement. With regard to events and meetings held during school hours, Latino parents found it difficult to request time off due to the potential loss of wages. Additionally, students in the study who were all college-bound, attributed their success to the emotional support and motivation from parents in the upper grades and shared that their parents were involved during their elementary years via homework help and attending school functions such as PTA.

Patel and Stevens (2010) examined how the perceptions held by teachers, parents, and students regarding academic skills affected parental involvement and teachers' promotion of involvement programs. Despite other researchers' assertions that lack of proficiency in the English language causes barriers (Ingram et al., 2007; Zarate, 2007), findings in the Patel and Stevens' (2010) study showed teachers and parents had differing perceptions of student

capability. Spanish-speaking parents were more inclined to be involved with programs where they could volunteer or learn at home, and English-speaking parents seemed more detached. Understanding role perceptions among stakeholders is crucial if partnerships among students, families, and schools are to be adopted, active, and effective (Patel & Stevens, 2010).

<div align="center">Parental Involvement Program Effects</div>

A number of parental involvement programs have been implemented in schools with the aim of improving academic achievement. Researchers have found various effects on academics related to families, schools, and community partnerships (Mattingly, Prislin, McKenzie, Rodriguez, & Kayzar, 2002; Park & Holloway, 2017; Quezada, 2003; Sheldon & Epstein, 2005) and the activities implemented in involvement programs (Jeynes, 2012; St. Clair, Jackson, & Zweiback, 2012; Sheldon, 2003). Among the various studies, types of parental involvement activities documented differed, including their length and frequency of training methods (Mattingly et al., 2002), demographics of the participants such as grade level (Sheldon & Epstein, 2005), socio-economic status, and sample sizes (St. Clair et al., 2012; Wilder, 2014). There was also a lack of clear understanding as to which activities or methods were most effective (Rogers, Theule, Ryan, Adams, & Keating, 2009) and whether there were causal relationships with increases in academic achievement (Mattingly et al., 2002; Sheldon, 2003). Methodological differences among the studies were also claimed to be reasons for the inconclusive results of the effects of parental involvement on student academics (Fishel & Ramirez, 2005; Jeynes, 2012; Mattingly et al., 2002).

Despite some proven positive results, Mattingly et al. (2002) asserted there was little evidence to support that parental involvement programs had a positive influence in increasing student academic achievement. Mattingly et al. concluded many of the evaluations had unsound evaluation designs and data collection methods. However, the meta-evaluation was criticized by Jeynes (2012) based on the approach used to analyze data in the Mattingly et al. study. Similarly, Fishel and Ramirez (2005) found inconclusive evidence to support the effectiveness of parental involvement programs as related to academic achievement. During their review of 24 parental involvement studies, the researchers emphasized failure to report elements such as significant findings produced by involvement outcomes, measurement and statistical analyses, effect sizes, and procedural descriptions in order for others to replicate were all factors in reaching their conclusions.

Quezada's (2003) findings lend support for developing school, family, and community partnerships. The researcher reviewed six partnership programs from California schools with high populations of Hispanics or Latinos with low socioeconomic backgrounds. The particular schools all won the California School Boards Association Golden Bell Award based on their parental involvement programs. In order to qualify for the award, programs were required to have been implemented for at least two years and follow strict criteria to address the needs of the schools' populations and district visions. Although evaluation designs and data collection methods were not analyzed, it was found that schools reported an increase in academic performance, fewer discipline problems, an increase in parental involvement, better connections with parents and students among teachers, and an increase in community partners. The programs were deemed innovative and effective in their communication strategies, reaching ethnically and

linguistically diverse families. Results of the review of the programs support the literature

indicating positive results attributed to parent involvement programs.

Sheldon (2003) stressed the need for further studies to be conducted on program

implementation in order to determine if there was an impact on student academics when school,

family, and community partnership programs were in place. He utilized a combination of 82

urban elementary school's partnership program reports and standardized test scores. Program

reports included overcoming involvement barriers by providing outreach to families. This

included sending home information to families that could not attend workshops as well as

communicating openly and clearly. Providing chances for volunteering at school, opportunities

for interactive homework between students and families, and the inclusion of all demographic

groups were also reported. In addition to cultivating techniques for the school, family and

students to give to the community, the uses of community resources to boost learning were part

of the partnership programs. After gathering data, programs which provided more effort toward

outreach to involve parents were found to have a positive relationship with student performance

on state-mandated tests; however, no direct causal relationships were found (Sheldon, 2003).

Sheldon and Epstein (2005) conducted a study geared toward parental involvement in

mathematics. Included in this study were elementary and secondary schools, of which

approximately 75% reported they received Title I funding. The schools' longitudinal

mathematics achievement data via standardized mathematics test scores and report card grades

from 1997-1998 varied. Some schools reported a decline in mathematics test performance, but

others reported an increase. After analyzing the schools' responses in regard to the types of

partnership activities implemented and their perceived effectiveness, researchers found that not

all program involvement partnership practices related to higher achievement in mathematics scores. However, the practice of learning-at-home was consistently found to improve student performance. This was particularly true in schools that required students to interact with a parent or family member for mathematics homework or provided mathematics resources for home use. This type of learning-at-home coincided with Sheldon's 2003 findings related to interactive homework outreach.

Similarly, Ingram et al. (2007) found learning-at-home as well as parenting to be the most utilized in the three high-achieving, at-risk elementary schools surveyed for the study. In order to be considered high-achieving, the schools had to score in the top third of the Illinois State Achievement Test (ISAT). The study employed Epstein et al.'s (2009) typologies to determine which elements of parental involvement were most evident in being linked to student achievement. The researchers suggested allocating resources toward providing information to parents on how they can help their students at home.

St. Clair et al. (2012) conducted a follow-up study on English language learning (ELL) students' reading achievement to determine if students who had families participate in a literacy program would continue to have significantly higher scores than those students who did not have families participate in the program. The initial study, which occurred six years prior to the 2012 study, examined the effects of the parent involvement program which trained families how to engage their students in literacy activities at home as well as provide supporting resources. During the original study, findings showed those in the intervention group scored higher in language measures (St. Clair et al., 2012). Although the sample size of the longitudinal study

decreased, the control group scored significantly higher in state reading tests at the end of fifth and sixth grades.

A meta-analysis of 51 studies including parental involvement programs and their academic achievement associations was carried out by Jeynes (2012) in order to assess their overall effectiveness. Jeynes first addressed involvement in the programs and outcomes on student achievement. Next, he found which parental involvement programs were most effective in helping students. Specific studies which were not included in his meta-analysis were qualitative in nature due the difficulty in coding for quantitative purposes. Among the coding category characteristics were report characteristics, sample characteristics, intervention type, and research design. When analyzing the specific programs to determine which had greater effects, Jeynes (2012) classified them into six types of school-based parental involvement programs: (a) shared reading, (b) emphasized partnership, (c) checking homework, (d) communication between parents and teachers, (e) head start, and (f) ESL teaching. Overall, findings indicated higher student achievement outcomes were associated with parental involvement programs. The types of school-based parental involvement programs where statistical significance was found were shared reading, emphasized partnership, checking homework and communication between parents' and teachers' programs. Shared reading programs yielded the highest effect size.

Wilder (2014) found a strong positive relationship between parental involvement and academic achievement of students, regardless of their grade level or race in his synthesis of nine meta-analyses. However, when involvement was defined as homework help, there were no significant findings. In some cases, negative effects were found that were attributed to parents' lack of training in specific academic concepts. This contrasts with Sheldon and Epstein's (2005)

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results which showed mathematics-focused homework activities involving parent interaction resulted in increased mathematics scores.

<div align="center">Program Evaluation</div>

The significance of monitoring and evaluating the progress toward program goals in order to determine the effectiveness of the specific program was a reoccurring subject throughout the review of literature (Epstein et al., 2009; Fishel & Ramirez, 2005). Sanders (1999), Sanders and Epstein (2000), Sheldon and Van Voorhis (2001) asserted that utilizing program evaluations was one of the elements associated with better quality programs and implementation (Sheldon, 2003).

In program evaluation, evaluators work with stakeholders to determine the criteria for the value or worth of the program being evaluated (Fitzpatrick et al., 2011). This worth or merit, which is determined by the evaluation, assists stakeholders in making improvements to a program or decisions to end a program. There are two forms of evaluation: formative and summative. Formative evaluations are conducted to provide stakeholders information to be used for program improvement. In contrast, summative evaluations are used to assist stakeholders in making a judgement about a program, (e.g., whether to continue or expand a program because it has value or discontinue the program because there is no merit in the results). Formative evaluations tend to be conducted with new programs in order to provide steps for improvement, whereas summative evaluations are used for programs that are more established. However, the evaluator and the stakeholder work together to determine the best type of evaluation based on the needs of the stakeholder.

Utilizing a logic model to determine the theory of a program is an important step in program evaluation. According to Gervais, de Montigny, Lacharite, and Dubeau (2015), assessing a program's effectiveness without an understanding of the program's goals would make it difficult to report results. Therefore, articulating recommendations for program improvement would be limited. Gervais et al. (2015) presented a clear process to develop a logic model. This involves determining the objective, assembling the stakeholders and understanding their needs, identifying the program resources and influential factors, reviewing and listing proven strategies targeted at achieving the desired results, and identifying the assumptions as to how the selected strategies should produce the intended results.

Once developed, a logic model provides specific program components and goals and assists in describing how the two are linked. Moreover, the logic model provides the program theory and the change desired as a result of the program activities. The logic model includes four components: the inputs, activities, outputs and outcomes (Gervais et al., 2015). The inputs are the resources used by the program; activities are the actions carried out using the inputs; and outputs are the results of the actions such as a service or product leading to the outcomes. Outcomes, according to Fretchling (2007), can be categorized as short-term, medium-term, and long-term outcomes. When evaluating a program, an evaluator is able to follow the development of the program, its implementation, and how the program is managed. All elements within the logic model can potentially help develop an evaluation plan.

Summary

The section provided background on parental involvement models used by educators as well as frameworks for parental involvement programs. Additionally, literature on the effects of parental involvement programs and potential barriers for participation were discussed. Researchers have continued to suggest monitoring programs to evaluate their effects and progress toward desired outcomes.

Although researchers have not been unanimous in concluding whether there are clear positive results connecting parental involvement and academic achievement, the fact remains that Title I schools have been required to put forth effort in implementing parental involvement initiatives directed toward increasing academic achievement. The Title I elementary school in this study implemented a parental involvement program focused on improving students' academics. In the next chapter, methods are described which were used to determine if the program made progress toward its short-term outcomes.

CHAPTER 3
METHODOLOGY

Introduction

This chapter describes the methodology conducted for the formative evaluation of the

Title I school's parent involvement program, Family Academy. The purpose of the evaluation

was to examine the progress of the short-term outcomes of the program's logic model, including

increasing parent knowledge of academic curriculum, increasing home strategies to support

academic curriculum, and the program impacts on student interim academic achievement.

Although an increase in student academic achievement was a long-term outcome of the program,

the principal of the school and program coordinator requested the inclusion of an examination of

the impact the program may have had on student academics thus far in the implementation of the

program. It was anticipated that this may possibly provide direction for any areas of

improvement needed which were directly connected to student achievement data. Additionally, if

the Family Academy program was making progress or was able to address any areas of need

based on evaluation suggestions, there would be an opportunity for the continuation of the

program for the upcoming school year. Included in this chapter are the design selected for the

study, the design rationale, the program's logic model, and research questions which were used

to guide the evaluation.

Research Design

A mixed methods process evaluation approach was used to assess how the Family

Academy was being implemented and how it could be improved. To formatively evaluate the

Family Academy, both quantitative and qualitative measures were used. The researcher in this

study developed a parent survey aligned with the short-term outcomes in the parental involvement program's logic model. Survey data were collected utilizing the Qualtrics system. Students' iReady reading and mathematics data were collected and a descriptive analysis was conducted. The program's historical artifacts and the school's Title I parental involvement documentation were reviewed for a document analysis. The program's logic model was also used to guide the evaluation.

<div align="center">Rationale</div>

Sheldon (2003) stressed the need for further studies to be conducted on program implementation in order to determine if there was an impact on student academics when school, family, and community partnership programs were in place. According to Fitzpatrick, Sanders, and Worthen (2011), when a program is in its developmental stages, evaluations that examine the progress toward program goals are vital in helping to identify issues and provide feedback for areas of improvement. Frechtling (2007) advised progress evaluators to utilize the outcome section of a program's logic model. The Family Academy program's logic model (see Appendix A), was used to determine intermediate outcomes to examine and to develop the research questions. The results of the quantitative measures, in the form of a participant survey, student academic data, and program participant attendance addressed the needs of the first two research questions (Fitzpatrick et al., 2011; Stufflebeam, 2001). Moreover, the qualitative document analysis provided program context for the evaluation and historical insight (Bowen, 2009).

Research Questions

The following research questions were used to guide the study:

1. What progress, if any, has the parental involvement program made toward the
   program's short-term outcomes?

2. To what extent does participation in the parental involvement program impact student
   interim academic performance?

3. In what ways can the parental involvement program be improved?

Criteria and Standards

According to Fitzpatrick et al. (2011), specifying the criteria and standards for evaluation
questions allows evaluators to determine if outcomes have been met. In this study's case, the
evaluator was looking to determine what progress was being made toward the short-term
outcomes of the program and if there was any impact on student academic data; therefore,
defining criteria and standards was required. Table 1 provides the criteria used during analysis to
determine whether the program was making progress toward its short-term outcomes in addition
to the criteria used when analyzing student data.

Table 1

Criteria and Standards for Evaluation Questions

Evaluation Questions	Evaluation Criteria	Standards	Information Source
What progress, if any, has the parental involvement program made toward the program's short-term outcomes?	Increase in parent knowledge of English Language Arts, Mathematics, and Science Curriculum Increase knowledge of home strategies to support academic curriculum Increase parent involvement	The majority of parents who participate in the program report an increase in parent knowledge of English Language Arts, Mathematics, and Science Curriculum The majority of parents who participate in the program report an increase in knowledge of home strategies to support academic curriculum The number of participants in the program increases	Parent surveys Program documents
To what extent does participation in the parental involvement program impact student interim academic performance?	Increase in student reading and mathematics iReady scores	Increase is shown in student data from the beginning of the year to the mid-year assessments	Program participants' student beginning and mid-year iReady data

Note. Adapted from Sample Work Sheet for Planning the Evaluation Reporting (Fitzpatrick et al., 2011).

Procedures

Prior to contacting participants, the researcher submitted an application to the University of Central Florida's Institutional Review Board (IRB) requesting permission to conduct the study. Following the receipt of IRB approval of the study (Appendix B), the evaluation at Central Elementary was granted from the school principal and an application to conduct research was submitted to the school district's research department. Once permission was received, the process of contacting participants and analyzing documents was initiated by the researcher, who was also the program coordinator. Because the researcher was employed at the school site, she was considered to be an internal evaluator (Fitzpatrick et al., 2011; Stufflebeam, 2001).

Setting

Pseudonyms were used throughout the study for the school site and location to protect participants' confidentiality and anonymity. The investigation took place before and after school at Central Elementary, an urban public school located in Central Florida. The school has a population of approximately 947 students in pre-kindergarten through fifth grade with 75% on free and reduced lunch and a racially and ethnically diverse population (62%). The potential participants in the study were all students' adult family members who attended any of the four Family Academy sessions prior to beginning the evaluation process. It is important to note the Family Academy implemented five sessions; however, due to the nature and timeframe of the study, the Qualtrics survey covered the sessions leading up to the administration of the mid-year iReady assessment.

Any adult family members who signed in during any of the four sessions of the Family
Academy were invited via email to complete the participant survey. The email contained a
Qualtrics link to complete a survey. If any potential participants had responded by declining the
invitation, their email addresses would have been removed from the list. However, there were no
noted declines. Two follow-up emails were sent over the next two weeks to those who did not
select the link to begin the survey. Of the 133 emails sent, 14 emails bounced back, and a total of
20 respondents agreed to participate in the survey. When participants accepted and clicked on the
survey link, they were directed to an informed consent form where confidentiality of their
identities was explained. If families did not have online access, they were offered school
computers to use or paper copies of the survey. All surveys were completed online. Of the 20
who accepted the terms, 18 completed the survey. Of the 18, two (11%) were Asian/Pacific
Islander, one (5.5%) was black, seven (39%) were Hispanic, one (5.5%) was Multiracial and
seven (39%) were White. When asked about qualifying for free/reduced lunch, 17 (94%) of the
18 responded, with nine (53%) of the 17 answering "yes" to qualifying.

Data Collection

Survey Instrument

An electronic survey via Qualtrics was used to collect quantitative data from program
participants (Appendix C). The participant survey was designed by the researcher in order to
align with specific program logic model intermediate goals. The survey was reviewed by the
researcher's dissertation chair and department dean. Feedback was provided and revisions were

completed. The survey results were utilized to examine parents' use of academic strategies applied at home with their students as a result of attending one or more of the Family Academy sessions. Participants' responses also helped in determining whether knowledge of the science, English Language Arts (ELA), and mathematics curricula was gained as a result of attending one or more of the Family Academy sessions. The survey results provided demographics of participants as well (Appendix D).

Document Analysis

As part of the qualitative data collection, the researcher reviewed documents associated with the previous year's Title I documentation of parental involvement and the parental involvement program's archival documents. The documents took the form of artifacts such as program planning notes, advertisement strategies, agendas, PowerPoint presentations, hand-outs, attendance sign-ins, and end-of-session surveys. The researcher reviewed documents objectively and conducted a thematic analysis of the end-of-session surveys completed by participants at the conclusion of the September and October sessions. A total of 14 paper surveys were reviewed from the September session and 16 paper surveys were reviewed from the October session.

Student Data

Student achievement data were collected and analyzed based on growth from the beginning of year to the mid-year iReady Diagnostic in reading and mathematics. Students who had family members attend one or more of the Family Academy sessions were grouped as an Instructional Group in the iReady digital program. Using the Instructional Grouping tool allowed the internal evaluator, who was not assigned to classes, access to view student reports as a study

group. The data were entered into the SPSS statistics software where the data were divided based on grade level to provide descriptive statistics. A total of five first graders, two second graders, nine third graders, five fourth graders, and three fifth graders were used in the student data sample.

<div align="center">Ethical Standards</div>

Prior to the investigation, permission to conduct the study was sought and obtained from the Institutional Review Board, school district, and school site principal. The findings from this research were being used as partial fulfillment of the requirements to complete a Dissertation in Practice for the Education Doctoral program within the College of Education and Human Performance at the University of Central Florida. Pseudonyms were used throughout the study for the school site and location to protect participants' confidentiality. Findings were shared via a one-page Executive Summary to be posted on the school district's research website; however, any identifiers within the study were confidential and only known to the researcher. Each respondent was assigned an alias and data were reported using only the alias. The matching document of names to aliases was protected as confidential by the researcher in a secure database on a password protected computer. The researcher was the only person to have access to the data provided by participants.

Data from the surveys conducted via Qualtrics provided results in which participant responses remained confidential, and only the researcher had access to the web survey account. Identities in the information found during the review of program and parent involvement records and documents were not disclosed. Participants were provided with the option to withdraw from

the study at any time during the study. Student iReady reading and mathematics data were analyzed; however, identities were not disclosed. The researcher secured the documents both electronically and physically.

Summary

The results of the study were intended to be utilized by the school's administration to improve the program if continued in future school years. Participant survey results were used to determine if any progress was made toward the Family Academy's short-term outcomes. Specifically, the intent was to determine whether there was an increase in parent knowledge in regard to the reading, mathematics, and science curricula, and whether home strategies for academic support were being used as a result of attending the Family Academy. Another short-term outcome of the program that was investigated was whether there was an increase in parental involvement as a result of the program. Student achievement data for students who had families attend the sessions were also analyzed to determine if there was an increase in achievement from the beginning of the year to the middle of the year using iReady diagnostic reading and mathematics data. Archival documents were analyzed to provide contextual descriptions of the school, Family Academy program context, and attendance. Documents also revealed end-of-session surveys which were analyzed. The complete analysis of the data collected is discussed in the following chapter.

CHAPTER 4
FINDINGS

<u>Introduction</u>

The purpose of this study was to formatively evaluate the Family Academy parental involvement program initiated at a Title I elementary school using a process evaluation approach. The aim of the evaluation was to determine if progress had been made toward the program's short-term goals in addition to investigating the impact the program may have had on student interim academic achievement. Following is a summary of the results of the mixed methods process evaluation including a description of the program and an summary of the analysis of qualitative and quantitative data collected addressing the first two research questions which guided the evaluation. The findings of the analysis resulted in the identification of areas of improvement, thereby addressing the third research question in the study. It is important to note the program coordinator took on the role of the internal evaluator and researcher for this study after receiving the school district's approval.

For the 2016-2017 school year, Central Elementary, a Title I school began a parental involvement initiative, the Family Academy, aimed at providing families with a comprehensive program to enhance the academic success of all students. The program was initiated by the parental involvement coordinator who had determined there was a need for such a program. The program coordinator met with the school's principal to develop the Family Academy's logic model. The principal and program coordinator sought to (a) help families feel valued in the school, (b) help students by creating a network of partnerships surrounding them with the intent of supporting their needs, (c) involve the community with school initiatives directed toward

providing support for academics, and (d) encourage school faculty and staff to reach out to partner with their families by encouraging families to use strategies and ideas at home that had been introduced as part of the program.

As the Partners in Education (PIE) liaison for the school, the principal was in agreement with fostering an active role for the program in the school to enhance family, school, and community engagement efforts. The logic model was developed prior to the program developer's findings of barriers to parental involvement. However, barriers discovered were addressed, and steps were taken to address issues of concern after the implementation of the first two sessions. These barriers are explained further later in this chapter and discussed in Chapter 5. Due to time constraints beyond the coordinator's control, the program was developed over the course of the school year, following the program's logic model when possible with feedback from the principal, administrative team, and parents via end-of-session surveys. Planning for each session occurred at least one month in advance.

Program Context

In this next section, findings from an extensive review of documents associated with the previous and current year's Title I documentation of parental involvement and the Family Academy program are summarized. Although developing a curriculum guide for the parental involvement program was stated as an activity in the program's logic model, there was none available for review during the document analysis. As previously mentioned, time constraints caused issues in developing a full program curriculum prior to the first session of the Family Academy. Archival documents including artifacts such as program planning notes, advertisement

strategies, agendas, PowerPoint presentations, hand-outs, attendance sign-ins, and end-of-session survey results were sources of information for background of the program.

<div align="center">Program Overview</div>

The parental involvement coordinator, who was also the researcher, was required to attend district Title I parental involvement trainings throughout the school year. Included in the document analysis was a review of the Title I binder from the district trainings. Although references were not made to Epstein et al. (2009), there were clear similarities to her theories, (e.g., Epstein et al.'s (2009) overlapping spheres of school, family, and community partnerships together with the six types of involvement) in the information presented.

The analysis of the program documents provided a comprehensive overview of the sessions offered and how they were developed. All Central Elementary families were invited to participate in a total of five one-hour sessions held from 6:00 p.m. to 7:00 p.m. on either a Tuesday or Thursday over the course of the school year. It was found that the program takes into consideration language barriers. Spanish translation, the dominant language other than English spoken by students' families other than English, was provided at each session. Any advertisements in the form of flyers or postings on social media were also translated. Participant attendance varied in the number of sessions. Specific totals for the sessions are presented later in this chapter. Following are summaries of each session of the Family Academy.

<div align="center">September</div>

In order to align with school district and state parental involvement initiatives, the program coordinator researched the school district's and state's education websites for academic

strategies families could use at home to enhance students' achievement in reading and mathematics. An agenda with specific directions to access resources and a calendar of upcoming events were developed. A flyer was created and sent home with students one week prior to the event. The event details were also placed on the school marquee. Teacher volunteers helped to present information and offer translation to parents, if needed.

During the event, presenters showed families school websites on how to access student grades and grade specific resources for the current curriculum. Families were able to navigate specific resources shown during the presentation with the use of school laptops. An end-of-session survey was implemented in order to provide feedback for improvement and suggestions for topics of need from the families. Results of the end-of-session survey, which was aligned with this study's research questions, are discussed later in this chapter. Light refreshments and drawings for prizes ended the session.

<div align="center">October</div>

Parent suggestions from the September end-of-session surveys were used to design the October session. Suggestion themes included providing information on how to help from home, information about reading programs that can be used at home and the ones used at school, and information about the public library. It was also suggested to promote more to increase attendance. Some parents requested providing activities for children of participants who attend the sessions.

The program coordinator and principal reached out to a community resource, the county library, to present partnership opportunities between the school, families, and the library. A

representative from the county library agreed to attend the session and provided an opportunity for a question and answer session as well as a table display with handouts and applications to sign up for a county library card. The school's media specialist was also contacted to help organize a presentation of the Accelerated Reading program students used at the school. An agenda, handout with specific directions to access resources, and a calendar of upcoming events was developed. A flyer was created and sent home with students one week prior to the event. The event details were also placed on the school marquee. Another form of advertisement took place when the principal included a reminder of the event during the weekend school messenger. With the school messenger, all families registered with the school received a recorded message telephone call.

During the session, parents were able to learn about free apps to use with the reading program. Parent guides were printed from the school district's parent website. The guides provided kindergarten through fifth grade English Language Arts (ELA) information about what students were learning in their specific grades, questions to ask their students' teachers, and fun techniques to support ELA at home. Tables were also arranged to provide hands-on opportunities for participants' children to engage in while parents were participating in the session. The activities students were able to take part in were modeled after some of the activities suggested on the handouts parents received in the session. Thus, parents were able to personally see activities in progress that could be replicated at home. Light refreshments and drawings for prizes ended the session.

December

Low attendance at the first two sessions was a concern of the program coordinator. The coordinator conducted research prior to the December session to better understand barriers that may have caused low parental or family attendance at school involvement programs. Parent suggestions from the October end-of-session surveys were used to design the December session as well as research findings on barriers for low parental involvement. Suggestion themes included providing information about encouraging students to read, helping struggling readers, helping students with mathematics, getting active/antsy kids to focus and providing more advertisements to draw in my more attendees. The coordinator designed a more family-oriented and entertaining session to entice participation using the suggestions and research findings regarding barriers to parental involvement. One barrier documented was the idea that parents may feel negatively about school functions due to previous negative experiences.

The previous session flyers for September and October noted the sessions were informational. For the December flyer, the holiday spirit was utilized to advertise Reindeer Game Night with the intention of offering a more relaxed atmosphere. During the month of November, the school was able to create a Facebook page to disseminate school and district information. Therefore, the Family Academy was able to promote the December session via flyer, school marquee, school messenger, and a post on its Facebook page. A half sheet reminder flyer was sent home with students the day before the event. The program coordinator also compiled a group email of all attendees from previous sessions and sent a specific invitation to past attendees via email.

Academic games were created to review mathematics and reading skills and concepts which followed the current curriculum across all grade levels. The games were developed to be easily replicated at home. Instead of recruiting teachers or staff to run the academic games, they were invited to enjoy the night with the students and families by simply playing the games. To help implement the games and involve a community partner, the local Girl Scout Troop was invited to volunteer to meet requirements for community service hours. Due to time constraints and the unexpected number of attendees, an end-of-session survey was not distributed to event participants. Light refreshments and drawings for prizes ended the session.

February

Input from the school principal determined the topic for the February session: Florida Standards Assessment (FSA) information dissemination to families. During the 2015-2016 school year, the school had held an FSA Night where only 10 participants were present for the presentation. With the knowledge of the extremely low numbers in previous attendance, the program coordinator continued research of barriers to parental involvement. Personal invitations were found to draw families in for involvement activities. When designing the February session, the initiative of creating a welcoming environment was kept in mind along with the idea that the theme of FSA Night was typically directed toward the third through fifth grades. In order to reach out to all grade level parents, session elements were designed for both primary (kindergarten through second) and intermediate (third through fifth) grades.

A district resource for primary grades was contacted, Read2Succeed, and a representative of the group was invited to make a presentation to parents of struggling first- and second-grade

students. Read2Succeed (R2S) is a foundation that offers vocabulary and fluency tutoring materials to schools. Although volunteer tutors are normally placed in schools, the R2S contact worked with the Family Academy coordinator to offer parents free materials to be used in working with their students at home. Students in first grade who scored between 200 and 300 in iReady vocabulary and second-grade students who were below grade level expectancy in fluency met the criteria for R2S materials. A list of students and contacts was generated, and the Family Academy coordinator personally called 44 first-grade families and 36 second-grade families to invite them to learn about the R2S program and the free materials they could receive to help their students at home.

Along with the personal phone call invitations, individual grade-level specific flyers were sent home with students; event details were placed on the school marquee; an announcement was included in the school messenger; and information was posted on Facebook. The program coordinator also sent the Family Academy email list an invitation via email. An additional avenue of personal invitation was used for the February session. Teachers were emailed requesting them to forward the digital flyer to their class members' families. An agenda, handouts, and an FSA presentation were created. Teacher volunteers from the primary and intermediate grades were recruited to present. Three different sessions were conducted simultaneously during the event: (a) in the media center, the R2S session was presented to the personally invited parents; (b) intermediate grade-level parents were presented with FSA tips and testing information for their students in the auditorium; and (c) non-R2S parents who attended were presented with literacy and language development resources and activities in the cafeteria. Presentations were limited to 30 minutes in order to accommodate parents who had students in

both primary and intermediate grades. After the first 30 minutes, parents rotated as needed to the second session. Table 2 presents an overview of session topics that were included in the parent Qualtrics survey for the evaluation.

Table 2

Overview of Topics: Parent Involvement Training Sessions

Session	Topics	Content
September	District parent website	• New curriculum standards • Parent newsletters • Reading and mathematics parent guides • Video galleries for mathematics
	Grade monitoring	• Parent access to monitor student grades
	Online school resources	• Launch site for academic programs • iReady for mathematics and reading
October	District parent website Accelerated Reading program County library resources Literacy activities	• Grade-level resources presented for each nine weeks of school • AR program overview • County library review • Hands-on literacy content
December	Mathematics and reading game night	• Mathematics and reading review games for each grade level based on current state standards were available for all to play
February	Read2Succeed for K-2 Literacy activities for non-R2S K-2 FSA for 3-5	• Read2Succeed resources for fluency and vocabulary • Literacy activities for non-fiction and fiction readers • FSA tips and information for reading, mathematics and science for grades 3-5

The following May session was not included in the Qualtrics evaluation parent survey due to time constraints of the formative evaluation and the window of the beginning-of-year and mid-year iReady assessments. However, the researcher was able to review the documents after the implementation of the survey and chose to include it in the analysis. Attendance for the May session was helpful with regard to findings for one of the short-term outcomes in the program's logic model.

<div align="center">May</div>

The program coordinator discussed ideas with the principal about presenting information to parents including strategies to help prevent the summer slide. In her research, the coordinator searched for summer community activities, school district summer initiatives, and every day problem-solving scenarios into which families could integrate reading, mathematics, and science information. Along with summer slide prevention planning, the program coordinator reached out to previous Family Academy attendees to engage them by partnering with the event.

As a way to celebrate the end of the year, a Multicultural Night theme was used to bring families and staff together to celebrate their students. It was assumed by the coordinator that enticing more families to attend would allow the summer slide information to reach a larger population. Parent volunteers were requested, and food and multicultural entertainment ideas were sought. The school chorus was invited to perform, and mariachis were managed to be booked free of charge.

An agenda and presentation for preventing the summer slide was developed along with handouts for families identifying summer resources. Flyers were sent home with students; event

details were placed on the school marquee; an announcement was included in the school

messenger; teachers were sent an email requesting to forward information to class families; the

coordinator emailed the Family Academy contacts; and information was posted on Facebook. A

half-sheet reminder flyer was also sent home with the students the day before the event. Parent

volunteers helped with the set up, and teachers participated in providing table displays for the

multicultural night theme, greeting families and having them sign in.

<div align="center">Analysis for Research Question 1</div>

What progress, if any, has the parental involvement program made toward the program's short-term outcomes?

Short-term outcomes listed in the program's logic model included the following:

- Increase in parent knowledge of English Language Arts, Mathematics, and Science Curriculum

- Increase knowledge of home strategies to support academic curriculum

- Increase parent involvement

To determine if progress had been made in the program's three short-term outcomes, both

quantitative and qualitative methods were used to examine the outcomes within the program

logic model based on the previously stated criteria and standards presented in Chapter 3. To

review, in order to determine if progress was made toward increasing parent knowledge of the

academic curriculum and home strategies to use, the majority of the parents who participate must

report an increase in their knowledge of the reading, mathematics, and science curricula and in

strategies to use at home. The number of participants in the program itself must also show an

increase to demonstrate progress toward the short-term outcome of increasing parental

involvement. Following are a synopsis of the findings for each short-term outcome. The confidentiality of the participants was stated prior the start of the Qualtrics survey in the consent agreement. Therefore, it can be assumed parent participants answered questions truthfully.

Parent Knowledge of the Curriculum

The Qualtrics report (see Appendix C) provided results of parent participant survey responses addressing whether the participation in the program increased their knowledge in their students' English Language Arts, Mathematics, and Science curriculum. When responding to whether the program helped to increase their knowledge of their students' reading curriculum, of the 18 parents responding, 13 (72%) of the parents either strongly agreed or agreed, four (22%) responded neutral, and one (6%) disagreed. As to whether respondents had an increase in knowledge of their students' mathematics curriculum, eight (44%) of the parents either strongly agreed or agreed, six (33%) responded neutral, and three (17%) disagreed, and one (6%) respondent selecting strongly agree and strongly disagree. Finally, results show seven (39%) strongly agreed or agreed their knowledge increased about their students' science curriculum, eight (44%) were neutral, and three (17%) disagreed.

Parent Knowledge of Academic Strategies

Participants in the Qualtrics survey were able to report if the program helped to increase their knowledge of strategies to use at home to help support their students' academics. Of the 18 participants in the Qualtrics survey, 10 (56%) provided strategies they used at home which they learned during the Family Academy sessions. A total of 14 (77%) either strongly agreed or agreed, six (17%) were neutral, and one (6%) disagreed that the program helped to increase their

knowledge of strategies to use at home. The document analysis of the end-of-session surveys

conducted at the completion of the September and October sessions permitted a qualitative data

analysis to complement the quantitative findings reported in the Qualtrics survey. Of the 14

parents who completed the end-of-session surveys in September, four provided strategies they

would use at home and eight of the 16 parents from the October surveys provided strategies they

would use at home. Table 3 provides an overview of the self-reported data.

Table 3

Parent Responses: Use of Home Strategies

September	October	Qualtrics
• Check student iReady progress at home • The sites to practice with him at home • I use the links from the handout • The online tools	• I will look up the right level of books • the online programs • AR books and look at the downloaded books from the public library • I am going to use the website app to find AR books and track my children's progress. • I am going to download the app and link it to my email to get updates. • I will help him determine his reading level. • I will encourage him to read and pay more attention to the book levels. • I love the AR program and am going to download the app.	• New techniques to help my son. • The iready information. • Online access information for my child's iready program • how to search for AR books • Use of the non-fiction and fiction questions' activity. • Vocabulary enhancement strategies • Ways I could help my child • using different object to help count • Using different ways and household items to teach mathematics. • Read along

After review of the self-reported strategies either intended to be used after the sessions or stated to have been used when responding to the Qualtrics survey, four themes were repeated. The first was the use of the Accelerated Reading (AR) program apps to help students find books to read. Second was the utilization of the parent progress monitoring tool for iReady. Third was reading with the child or using reading strategy activities. Finally, using different household items to reinforce mathematics strategies was reported.

Increase in Parent Involvement

The Qualtrics survey captured 17 of the parents' perceptions as to whether the program contributed to increasing their involvement in their students' education. Of the 17 who responded, 15 (88%) strongly agreed or agreed and two (12%) were neutral. In addition to the Qualtrics survey, document analysis provided for further examination as to whether parental involvement increased over the course of the year during the Family Academy sessions. Table 4 shows the results of the Title I Parental Involvement Activities Tracking Form analysis for the 2015-2016 and 2016-2017 school years.

Table 4

Title I Parental Involvement Activities

	2015-2016		2016-2017	
Month	Activity	Participants	Activity	Participants
August	Meet the Teacher	832	Meet the Teacher	834
September	SAC/PTA	37	SAC/PTA	39
			Family Academy	14
October	SAC/PTA	30	SAC/PTA	25
			Family Academy	16
November	SAC/PTA	33	SAC/PTA	21
	Parent Conference Night	248	Parent Conference Night	556
December	SAC/PTA	20	SAC/PTA	20
			Family Academy	127
January	SAC/PTA	29	SAC/PTA	17
February	SAC/PTA	19	SAC/PTA	16
	FSA Night	10	Family Academy	199
March	SAC/PTA	22	SAC/PTA	24
April	SAC/PTA	23	SAC/PTA	24
May	SAC/PTA	14	SAC/PTA	25
			Family Academy	262

The tracking forms were analyzed based on a specific comparison of programs focused on parental involvement in student achievement. These programs included SAC, PTA, parent conference night, the Florida Standards Assessment (FSA) Night, and the Family Academy sessions. Participation for the parent conference night increased from one year to the next, and the addition of the Family Academy program showed an increase in participation during the months of the sessions. Participation in PTA and SAC remained stagnant throughout each year and decreased from the 2015-2016 school year ($M = 25$) to the 2016-2017 school year ($M = 23$).

Figure 1 shows an upward trend in attendance at the Family Academy sessions with a continuous

increase over the course of the school year. Figure 1 displays the individual Family Academy

session attendance.
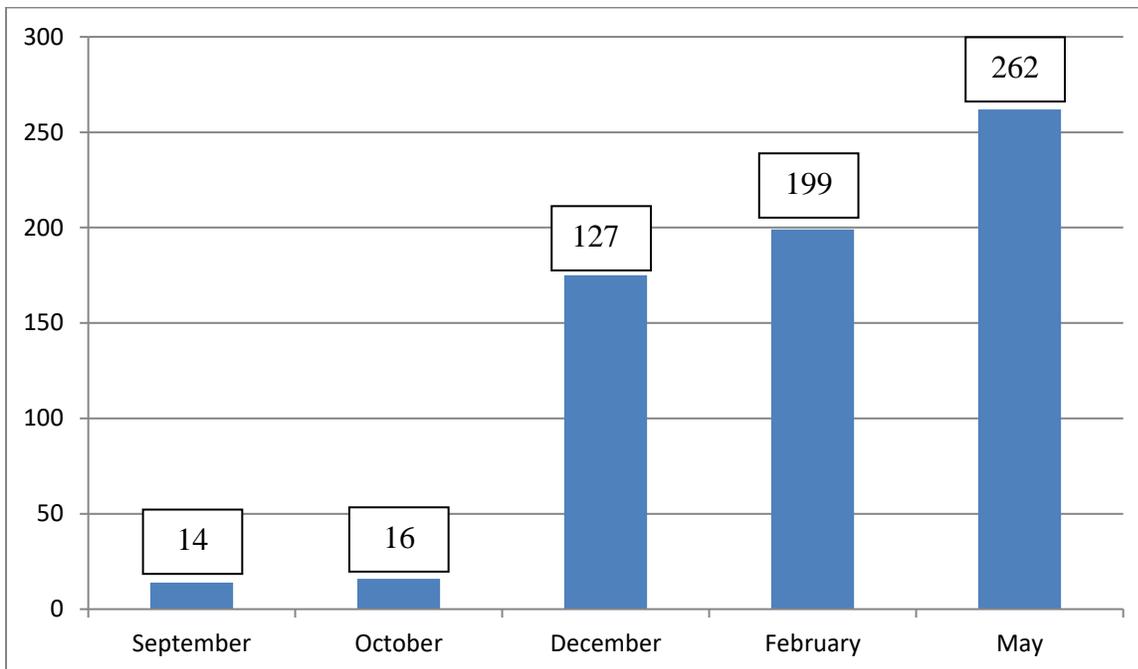
Figure 1. Family Academy 2016-2017 Attendance

Analysis for Research Question 2

To what extent does participation in the parental involvement program impact student interim
academic performance?

To examine the impact the Family Academy program had on student interim academic

performance, student iReady assessment data for reading and mathematics were analyzed. As

previously stated in Chapter 3, the standard for improving students' academics stated that there

must be an increase shown in student data from the beginning of the year to the mid-year iReady

assessments. The Qualtrics survey conducted with Family Academy participants provided an

opportunity for the researcher to receive consent to utilize student achievement data for the purposes of this study.

Students who were in kindergarten were excluded from the analysis because they were not administered the beginning of year iReady assessment. Therefore, comparison samples from the beginning of the year to the middle of the year were not available for analysis. A quantitative analysis was conducted to describe the samples from each grade level. First, the student data were entered into SPSS and a split test was run to separate grade levels. The descriptive statistics for the reading and mathematics beginning-of-year and mid-year for each grade level are displayed and discussed.

Table 5 provides a visual of the sample and measures of the first-grade scores ($N = 5$) showing a gain ($M = 29.2$, $SE = 18.70$) from the beginning-of-year reading to the middle-of-year reading. Results also indicated an increase ($M = 24.4$, $SE = 14.21$) in mathematics scores.

Table 5

Descriptive Statistics for First Grade

I Ready Assessment	*N*	*M*	*SD*
Beginning-of-year Reading	5	392.00	44.289
Middle-of-year Reading		421.20	51.737
Beginning-of-year Mathematics	5	343.80	33.463
Middle-of-year Mathematics		365.20	24.611

Table 6 includes the second-grade scores that were able to be used in the study. The results indicated there was a difference (*M* = 33.5, *SE* = 5.50) between the beginning-of-year reading scores and mid-year scores and a difference (*M* = 19.0, *SE* = 7.00) between the beginning-of-year mathematics scores and mid-year scores, showing an increase.

Table 6

Descriptive Statistics for Second Grade

iReady Assessment	*n*	*M*	*SD*
Beginning-of-year reading	2	521.50	55.861
Middle-of-year reading		555.00	48.083
Beginning-of-year mathematics	2	409.50	2.121
Middle-of-year mathematics		428.50	7.778

The third-grade results displayed in Table 7 indicate there was an increase in reading (*M* = 16.89, *SE* = 8.08) from the beginning-of-year assessment to the middle of the year. Both beginning-of-year mathematics scores and mid-year scores showed an increase (*M* = 8.56, *SE* = 2.46).

Table 7

Descriptive Statistics for Third Grade

iReady Assessment	*n*	*M*	*SD*
Beginning-of-year reading	9	543.67	59.710
Middle-of-year reading		560.56	55.385
Beginning-of-year mathematics	9	451.67	31.020
Middle-of-year mathematics		460.22	34.481

Table 8 displays the fourth-grade scores that were able to be used in the study. The

reading scores revealed a difference (*M* = 42.60, *SE* = 9.38. This signified an increase between

the beginning-of-year reading scores and mid-year scores. There was also a difference (*M* = 7.40,

SE = 6.30) between the beginning-of-year mathematics scores and mid-year scores, showing an

increase.

Table 8

Descriptive Statistics for Fourth Grade

iReady Assessment	*n*	*M*	*SD*
Beginning-of-year reading	5	472.60	46.934
Middle-of-year reading		515.20	28.613
Beginning-of-year mathematics	5	432.40	16.577
Middle-of-year mathematics		439.80	26.706

Table 9 indicates that fifth-grade scores also showed an increase in each subject area. In

reading, students increased (*M* = 51.0, *SE* = 17.44) scores from the beginning of the year to the

middle of the year. In mathematics, scores showed a gain ($M = 12.0$, $SE = 11.59$) between the

beginning of year and mid-year scores.

Table 9

Descriptive Statistics for Fifth Grade

iReady Assessment	n	M	SD
Beginning-of-year reading	3	539.00	32.512
Middle-of-year reading		590.00	3.606
Beginning-of-year mathematics	3	476.33	23.861
Middle-of-year mathematics		488.33	17.388

Analysis for Research Question 3

In what ways can the parental involvement program be improved?

The analyses for the first two research questions were used to address the third research

question in this study. The findings were evaluated based on the criteria and standards discussed

in Chapter 3. Recommendations for improvement are provided in the implications section of the

following chapter.

Summary

The purpose of this study was to formatively evaluate the parental involvement program,

the Family Academy, at a Title I elementary school. The process evaluation included

determining if the program was making progress toward its short-term outcomes. Results of the

analysis indicated there was an increase in knowledge of students' reading curriculum for the

majority of those who responded to the survey. In contrast, results for knowledge of mathematics

and science curricula did not show an increase for the majority of those who completed the survey. These findings were aligned with the topics presented during the Family Academy sessions which were included in the survey. The sessions surveyed were focused more on literacy resources, activities, and programs. Results revealed parents' knowledge of strategies to help support their students' academics did increase for the majority of the parents who responded to the survey. Findings of strategies used or intended to be used were similar to the curriculum knowledge gained by parents. Both demonstrated a substantial focus on literacy rather than mathematics and science. Parent surveys and document analysis showed a parental involvement increase with participation of the program.

Results of the student data analysis indicated there was an improvement on both reading and mathematics iReady assessments from the beginning of the year to the middle of the year in all grade levels included in the study. The beginning-of-year assessment was administered prior to the first session of the parental involvement program and the mid-year assessment was administered just after the February session. It is important to note the samples sizes were small for each grade level. Conclusions and implications for future studies are discussed in the next chapter.

CHAPTER 5
SUMMARY, DISCUSSION, AND IMPLICATIONS

Introduction

The purpose of this study was to formatively evaluate a parental involvement program, the Family Academy, held at a Title I elementary school using a process evaluation approach. Attendance at family involvement programs focused on helping students achieve academic success, (e.g., PTA and SAC), and there were no other programs or organizations at the school which met the same focus. The school's parental involvement coordinator and researcher in this study developed a program for parents and families which concentrated on enhancing students' academics. In order for the long-term outcome of increasing student academic achievement to be reached, the program coordinator decided it would be important to determine if progress was being made toward the program's short-term outcomes. Given that the program was in its beginning stages of development, such an evaluation could facilitate action steps for improvement, if needed.

Summary of Findings

A mixed methods formative evaluation was conducted to examine the Family Academy's progress toward short-term outcomes and any impacts participation in the program may have had on students' academic achievement. These findings were used to provide suggestions for areas of improvement. The program was developed session by session at least one month prior to each session. The principal, parents, staff, and some community resources provided input for topics and suggestions for each session. Findings suggest the program was meeting its short-term outcomes of increasing parent knowledge of the reading curriculum; however, no increase in

understanding was found for mathematics and science curricula. Results did show an increase in parents' knowledge of strategies to help their students. Parent involvement with academically focused initiatives also showed an increase. Although results indicated there was progress toward the short-term outcomes for the program, there were areas identified for improvement. These are discussed in the next section.

Discussion of Findings

The first research question involved investigating three components of the program's logic model. Findings showing that attending parents' knowledge of the reading curriculum increased more than did knowledge about the mathematics and science curricula after program sessions could be linked to the topics implemented at each session. The logic model stated that a short-term outcome offers a better understanding of the reading, mathematics, and science curricula to parents. However, there was a clear imbalance of topics addressing all three subject areas during the sessions.

Results of the parent Qualtrics survey data and the document analysis of the end-of-session surveys for the months of September and October indicated there was an increase in use of strategies learned at the Family Academy sessions. However, with the small sample size in comparison to the number of attendees, findings could not be generalized as to whether parents are engaged with their students at home using strategies presented during the program sessions consistently. Because of a lack of kindergarten iReady scores, it was not known if kindergarten parents could have affected their children's achievement scores.

In reviewing program attendance records, the data reflected an increase in numbers of parents attending over the course of the five sessions implemented. The session documentation showed the trend of a more family-oriented program being developed for each session as the year progressed. With a more student or child friendly environment, parents may have felt more welcome to bring their children to the sessions rather than feel the pressures of finding childcare. Another factor to consider was the way in which parents learned of and were invited to the events. The invitation methods progressed to a partnership effort among the program coordinator, principal, teachers, and students supplemented by social media. Hoover-Dempsey (2010) and Hornby and Lafaele (2011) both discussed the perceptions of invitations as being a barrier to parental involvement. The increasing attendance at sessions of the parental involvement program in this study demonstrated the power of invitations and the ability of the school to break through this perceived barrier by taking family factors into consideration in session planning as well as utilizing teachers and staff to encourage participation.

The content in all the three sessions demonstrated ways families could engage students with opportunities for learning at home. Learning at home was an element of parental involvement which was considered to be a barrier among many researchers discussed in the review of literature (Ingram et al., 2007; Patel & Stevens, 2010). By providing a more welcoming environment in the Family Academy for the last three sessions, the program content was able to reach a larger population of parents.

The second research question examined the specific focus on student interim achievement outcomes. There are factors to consider concerning the results of the formative evaluation of student data. First, parent participant samples in this study were low, causing a

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minimal amount of student data to be collected and analyzed for each grade level. The student data collected compared beginning-of-year data and mid-year data within the same school year, and gains were found in all grade levels for first through fifth grades. The Family Academy results were unlike the findings of Mattingly et al. (2002), where little positive influence was found with the implementation of a parental involvement plan. However, stakeholders should contemplate outside elements beyond the programs developer's control when determining effects of the program. In this case, if a longitudinal study were to be conducted to determine the effects on student data, variables such as tutoring outside of school, the methods of instruction from teachers, and intervention classes offered during the school day should be considered.

Similar to Rogers et al.'s (2009) findings of a lack of clear understanding as to which activities from parental involvement program sessions were most effective, it is not known if there was a direct causal effect that can be attributed to participation in the program. Although there were positive trends in student achievement outcomes, meaning scores did show growth from one assessment to the next, there were no direct correlations between attending the Family Academy program and student academic outcomes.

<div align="center">Implications</div>

This study was conducted based on the need to understand areas of improvement in the progress toward the Family Academy's short-term outcomes with the eventual goal of achieving long-term outcomes. Implications, therefore, respond to Research Question 3 as to specific ways in which the parental involvement program could be improved.

Although results of the first research question showed an increase in some parent knowledge of the curriculum and parent knowledge of home strategies, the results were indicated by those who completed the Qualtrics survey and those who attended the September and October sessions. Therefore, in order to be able to generalize these outcomes, it is suggested that this evaluation be conducted on a larger scale to produce results based on the majority of the population of attendees. Parental involvement was found to increase throughout the implementation of the program as did the number of attendees at each session. However, purposeful planning with the expectation that there will be a greater number of attendees is suggested in order to accommodate and gain the perspectives of unexpected numbers.

Jeynes (2012) emphasized that school, family, and community programs improve from one year to the next when committing time and resources. Although the program was developed using a logic model, further investigation as far as a process evaluation may help with understanding results of progress toward short-term outcomes. Rather than developing the program during the year from session to session, the program coordinator and other stakeholders should meet prior to the start of the school year in order to follow the program's logic model with fidelity. Using the logic model and the provided program context, a curriculum guide should be developed. A curriculum guide which is developed based on the program's logic model would allow for purposeful planning of a balanced coverage of topics for mathematics, reading and science strategies, resources, and activities.

It is also suggested that evaluation methods be included in the logic model as well as a timeline for goals to be met. This includes specific standards of measure to determine when student academic achievement has shown the desired effects of the program stakeholders. Given

that the program was essentially in its pilot year, the program developer and stakeholders were able to use this study's suggestions to begin improvement efforts for the upcoming school year. The existing program in place has the potential in reaching its long-term goals. A summative assessment in the form of a longitudinal study should take place once a timeline for long-term progress has been developed in order to determine the program's merit.

Epstein et al. (2009) discussed effect studies requiring adequate samples and longitudinal measures. A control group is suggested for future studies to determine if there is a direct effect on student achievement as a result of participation in the Family Academy program. Because the program's coordinator and principal's goals are to reach all families at the school, including schools with similar demographics and no parental involvement program comparable to the Family Academy could be included in order to attain a control group.

Central Elementary School put forth the effort to increase parent participation in student academics with a parental involvement program. The results of this study demonstrate the potential partnerships Title I schools and families may build with a specific focus on connecting state, district, and school initiatives in parent involvement with student academics while considering the needs of the school's population. The Family Academy is a program in its developmental stages; however, results of this study show progress toward short-term outcomes within a few months of its inception. The program provided skill building opportunities based on the needs of the stakeholders, and its framework can be used in other Title I schools.

The program caught the attention of the families at the Title I school. With an increasing audience, the partnership between the school, family, and community becomes stronger around students and their academic success. This type of program provides a more personal and inviting

atmosphere which, in some instances, parents have not previously found. Allocating resources for such programs could help Title I schools provide a less hierarchical environment for students' families.

From the program's initiation, the coordinator sensed the need to veer away from the idea a "parent" program, specifically. The idea of a family involvement program led to the development of the Family Academy. In order for there to be a less hierarchical outlook toward the school system from families and to encourage family involvement, schools need to adapt to the ever-changing culturally and socioeconomically diverse populations of the nation's urban schools. Schools need to consider the needs of families, an important component of the parent-school partnership. Implementing a program, such as the Family Academy helps to build these partnerships.
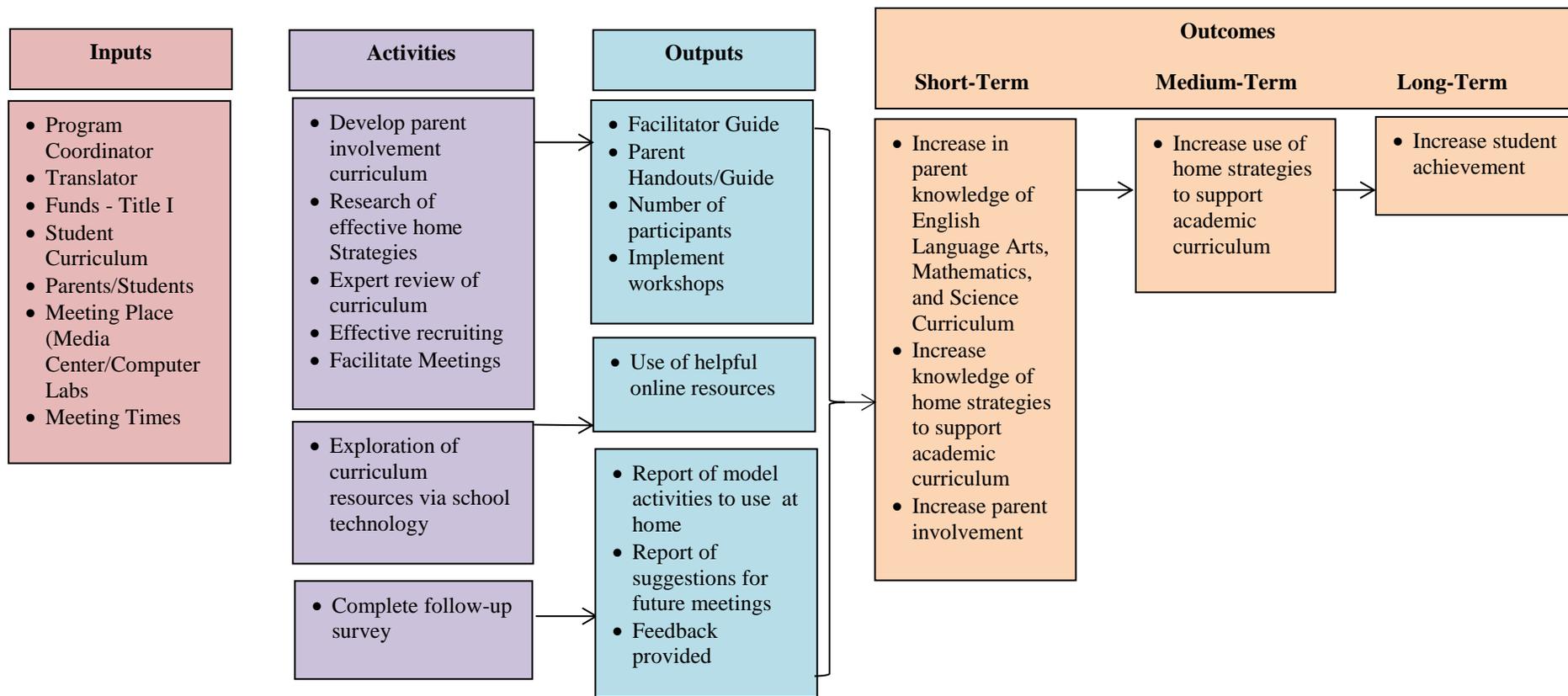
Limitations

Limitations include the role of the researcher as an internal evaluator for this study. Due to time constraints, there was a short span of time for the evaluation, and this led to a small sample size for both the participant survey response rate and for student data collection. For the student data, there was no way of tracking if students' parents utilized strategies and resources provided during the program sessions. Therefore, it is not known if parents' efforts or lack thereof affected student test results. Due to the utilization of the logic model to evaluate the program, the participant survey was developed by the evaluator. This allowed the questions within the survey to address areas within the logic model. However, the instrument itself was not tested for validity and reliability.

Summary

The process evaluation for this study revealed the Family Academy was making progress toward its intermediate outcome of increasing parent knowledge in reading; however, there was no progress in mathematics and science knowledge gain. Parent participant survey data and document analysis also indicated an increase in the knowledge of strategies learned in the program as well as an increase in parental involvement. Although increasing student academic achievement was a long-term outcome of the program, the program coordinator requested an examination of student data outcomes, thus far, in the implementation of the program. Results indicated an increase in student achievement from the beginning of the year to the mid-year assessments in reading and mathematics. The evaluation provided methods and findings that may be useful to parental involvement programs in their beginning stages of development; including those directed toward a Title I school population. In addition, the study adds to the literature on formative evaluations for programs of this nature.

APPENDIX A
LOGIC MODEL

Family Academy Program Logic Model

Inputs	Activities	Outputs	Outcomes		
			Short-Term	**Medium-Term**	**Long-Term**
• Program Coordinator • Translator • Funds - Title I • Student Curriculum • Parents/Students • Meeting Place (Media Center/Computer Labs) • Meeting Times	• Develop parent involvement curriculum • Research of effective home Strategies • Expert review of curriculum • Effective recruiting • Facilitate Meetings • Exploration of curriculum resources via school technology • Complete follow-up survey	• Facilitator Guide • Parent Handouts/Guide • Number of participants • Implement workshops • Use of helpful online resources • Report of model activities to use at home • Report of suggestions for future meetings • Feedback provided	• Increase in parent knowledge of English Language Arts, Mathematics, and Science Curriculum • Increase knowledge of home strategies to support academic curriculum • Increase parent involvement	• Increase use of home strategies to support academic curriculum	• Increase student achievement

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APPENDIX B
IRB APPROVAL

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Maria Moody:**

Date: **April 10, 2017**

Dear Researcher:

On 04/10/2017, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	A Formative Evaluation of the Family Academy program at a Title I Elementary School
Investigator:	Maria Moody
IRB Number:	SBE-17-12967
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Renea C Carver   on 04/10/2017 02:11:24 PM EDT
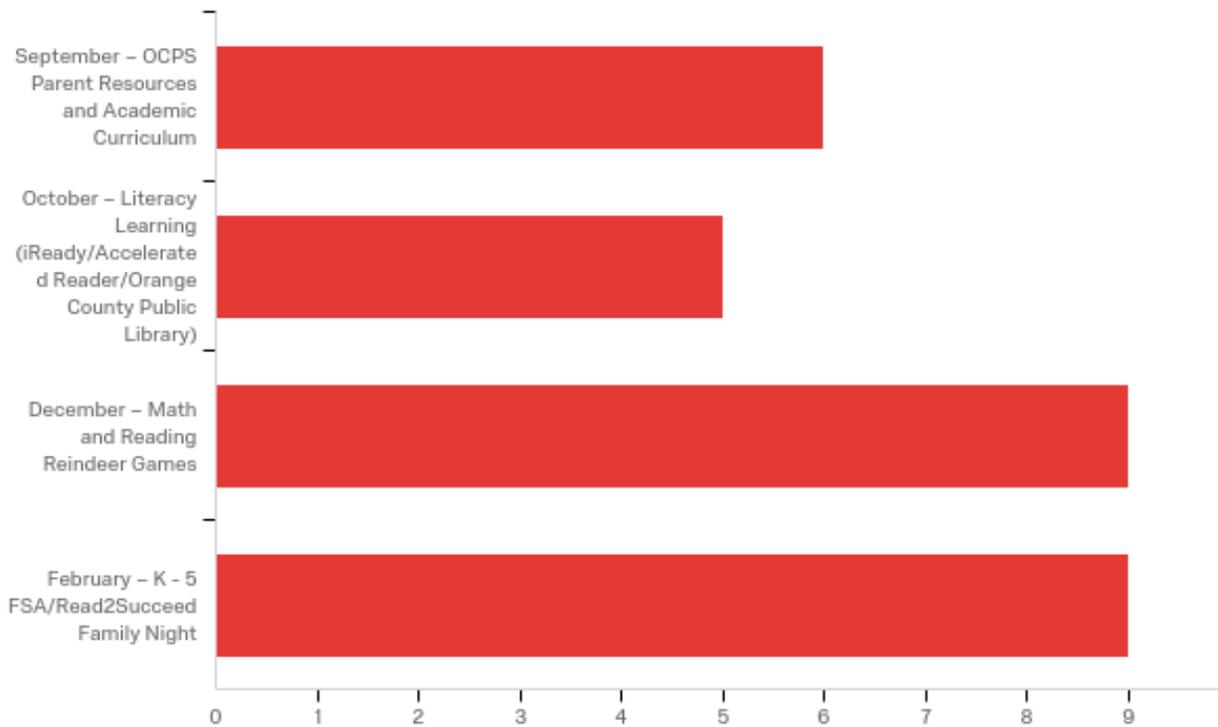
IRB Coordinator

APPENDIX C
QUALTRICS REPORT

Q1 - Informed Consent

Please Accept at the bottom to proceed to the survey, or Decline to end the survey.
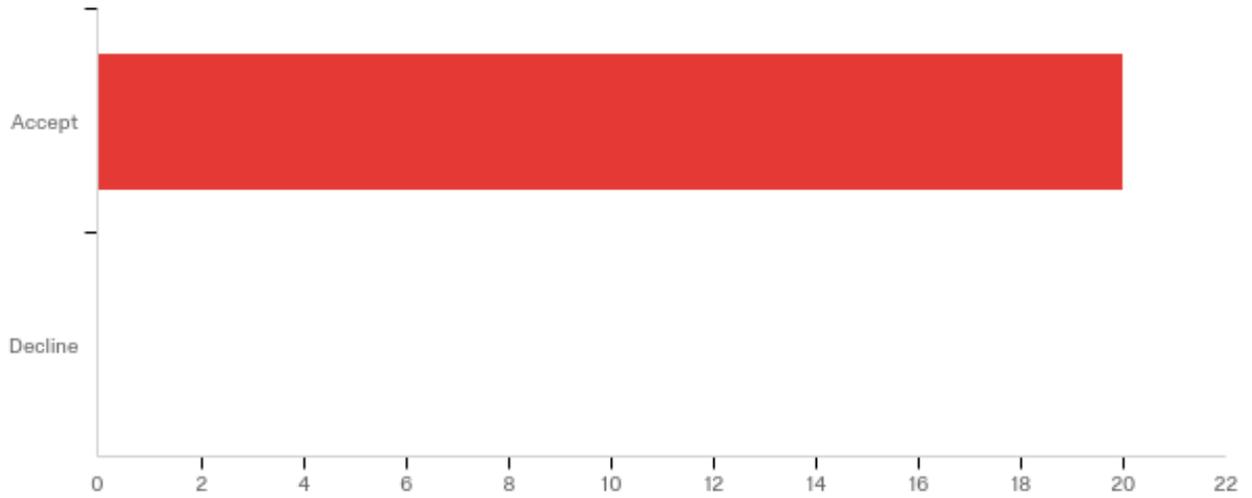
#	Answer	%	Count
1	Accept	100.00%	20
2	Decline	0.00%	0
	Total	100%	20

Q3 - 1. Which events to you attend? Select all that apply:

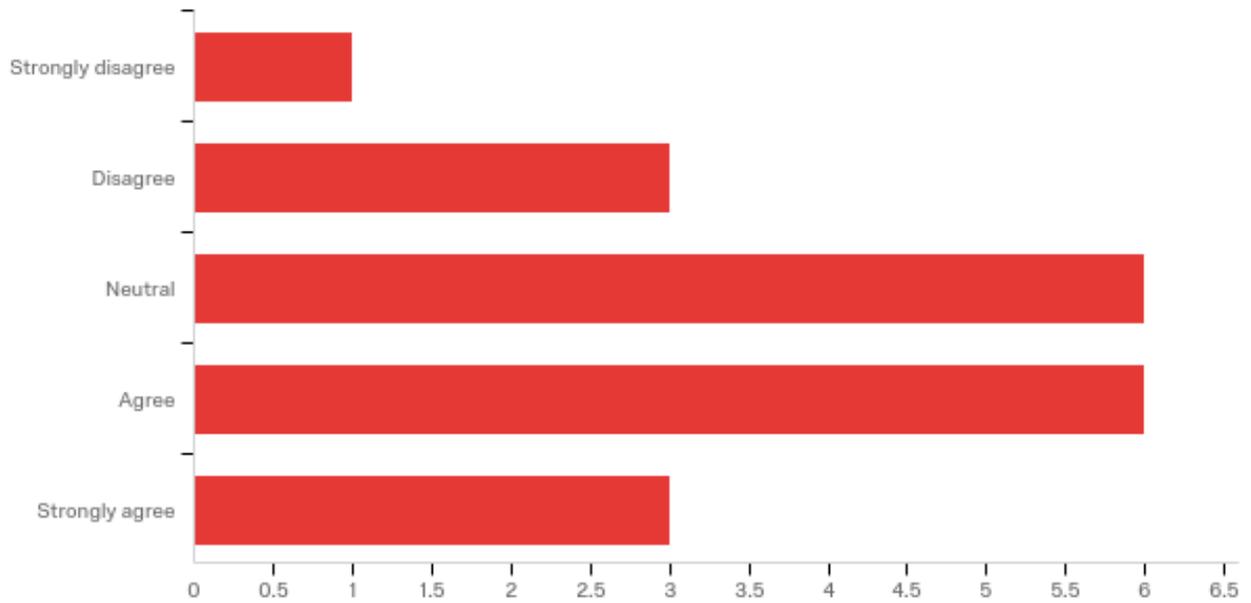| #	Answer	%	Count
1	September – OCPS Parent Resources and Academic Curriculum	33.33%	6
2	October – Literacy Learning (iReady/Accelerated Reader/Orange County Public Library)	27.78%	5
3	December – Mathematics and Reading Reindeer Games	50.00%	9
4	February – K - 5 FSA/Read2Succeed Family Night	50.00%	9
	Total	100%	18

**Q6 - 2. The program helped to increase my knowledge of my student's reading curriculum.**
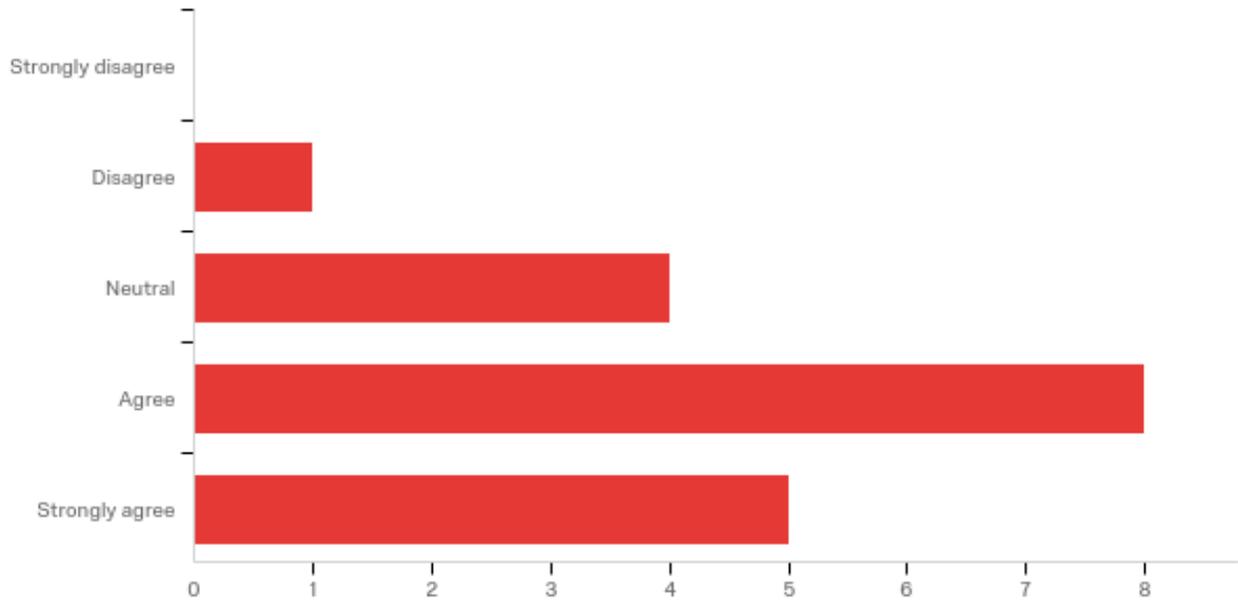
#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Disagree	5.56%	1
3	Neutral	22.22%	4
4	Agree	44.44%	8
5	Strongly agree	27.78%	5
	Total	100%	18

Q4 - 3. The program helped to increase my knowledge of my student's mathematics curriculum.
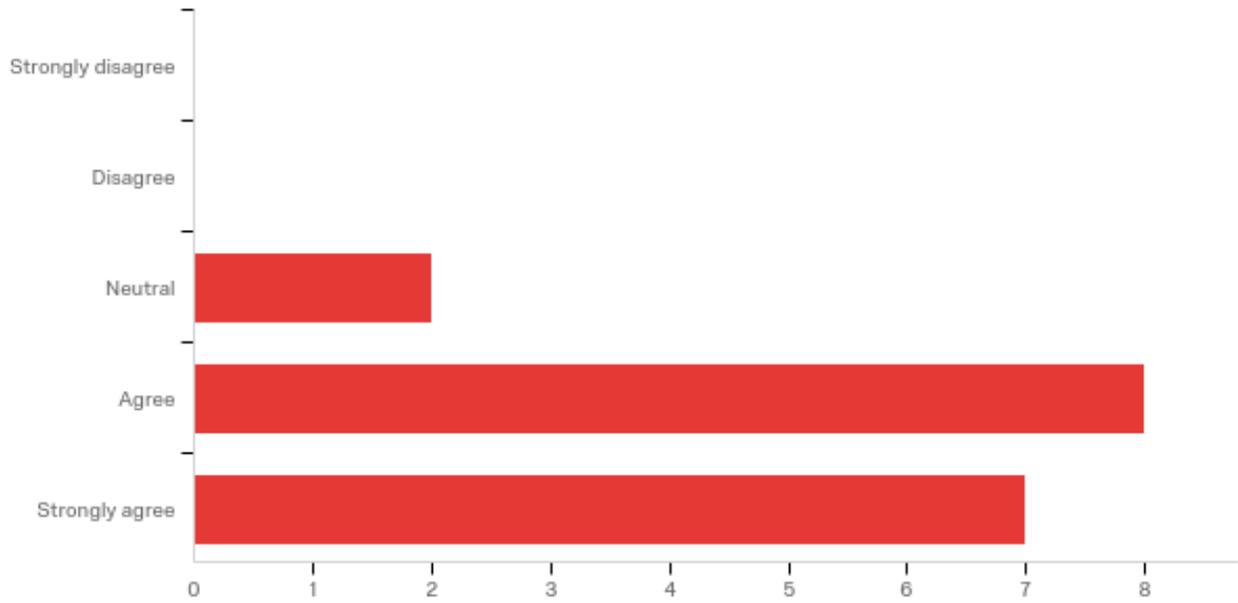

#	Answer	%	Count
1	Strongly disagree	5.56%	1
2	Disagree	16.67%	3
3	Neutral	33.33%	6
4	Agree	33.33%	6
5	Strongly agree	16.67%	3
	Total	100%	18

Q5 - 4. The program helped to increase my knowledge of my student's science curriculum.
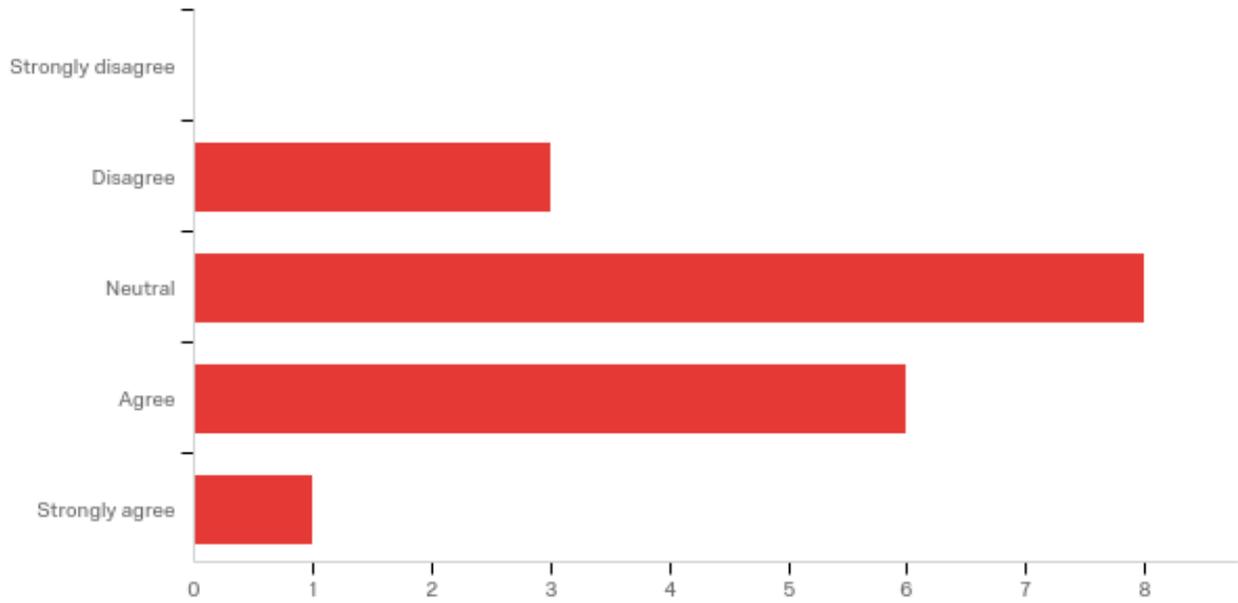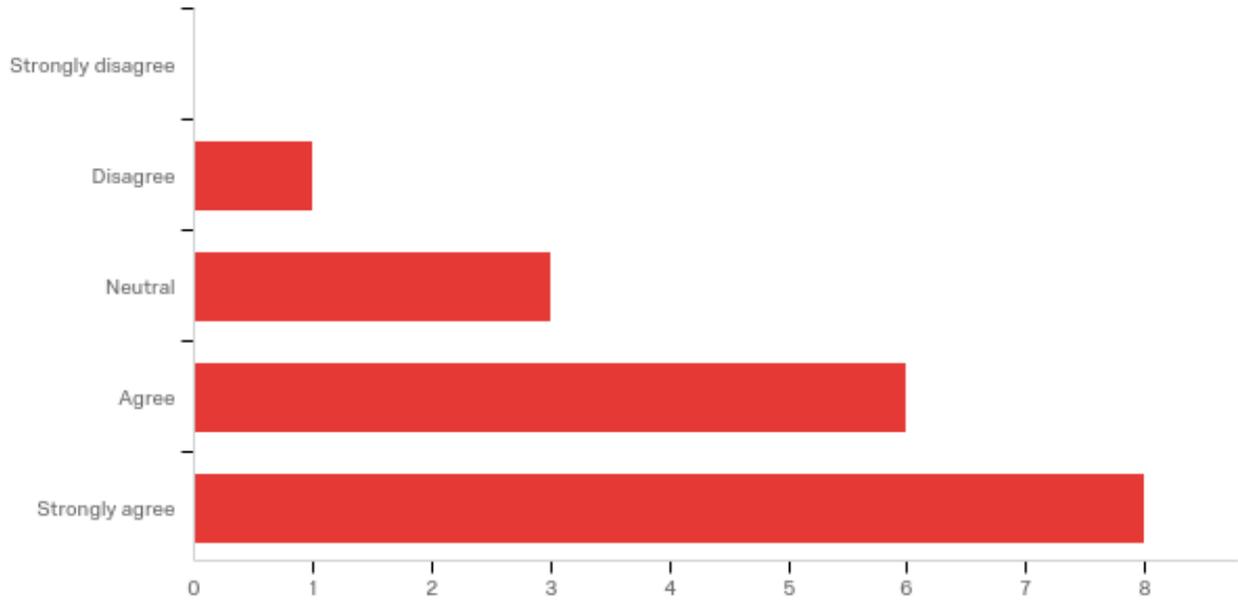

#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Disagree	16.67%	3
3	Neutral	44.44%	8
4	Agree	33.33%	6
5	Strongly agree	5.56%	1
	Total	100%	18

Q6 - 5. The program contributed to increasing my involvement in my student's education.

#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Disagree	0.00%	0
3	Neutral	11.76%	2
4	Agree	47.06%	8
5	Strongly agree	41.18%	7
	Total	100%	17

Q7 - 6. The program helped to increase my knowledge of strategies to use at home to help support my student's academics.

#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Disagree	5.56%	1
3	Neutral	16.67%	3
4	Agree	33.33%	6
5	Strongly agree	44.44%	8
	Total	100%	18

Q8 - 7. What strategies, if any, did you use which were learned during the Family Academy sessions?

7. What strategies, if any, did you use which were learned during the Famil...

New techniques to help my son.

The iready information.

Online access information for my child's iready program

how to search for ar books

Use of the non fiction and fiction questions' activity.

I didn't learn any strategy.

Vocabulary enhancement strategies

Ways I could help my child

using different object to help count

Using different ways and household items to teach mathematics.

Read along

Q9 - 8. Please do not provide names in the responses for the next questions. How many students do you have attending Castle Creek? What grade or grades are they in?

8. Please do not provide names in the responses for the next questions. How...

2 kindergarten and 3rd

2 students, 1st and 2nd grade

1, kindergarten

1, 3rd grade

1

3; 1, 3, 5

1 in 3rd

2. Grades K and 3rd.

1 - 2nd

2 children kindergarten and 4

1, 3rd

1 - 4th grade

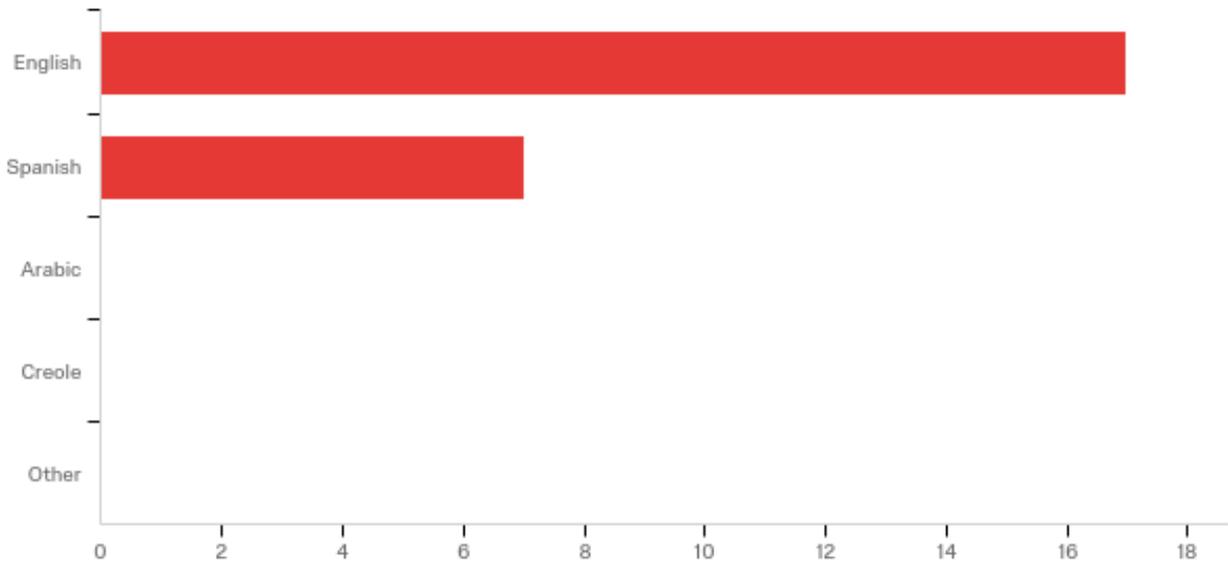Two kids. First and Third grades.

3 students/ k 3 4

2 students on 4th + 5th

1

2 children, 1 in kindergarten and 1 in 3rd grade

1st

Q10 - 9. In your home, what languages are spoken? Select all that apply.

#	Answer	%	Count
1	English	94.44%	17
2	Spanish	38.89%	7
3	Arabic	0.00%	0
4	Creole	0.00%	0
5	Other	0.00%	0
	Total	100%	18

Q11 - If other was selected, please specify language(s).

If other was selected, please specify language(s).

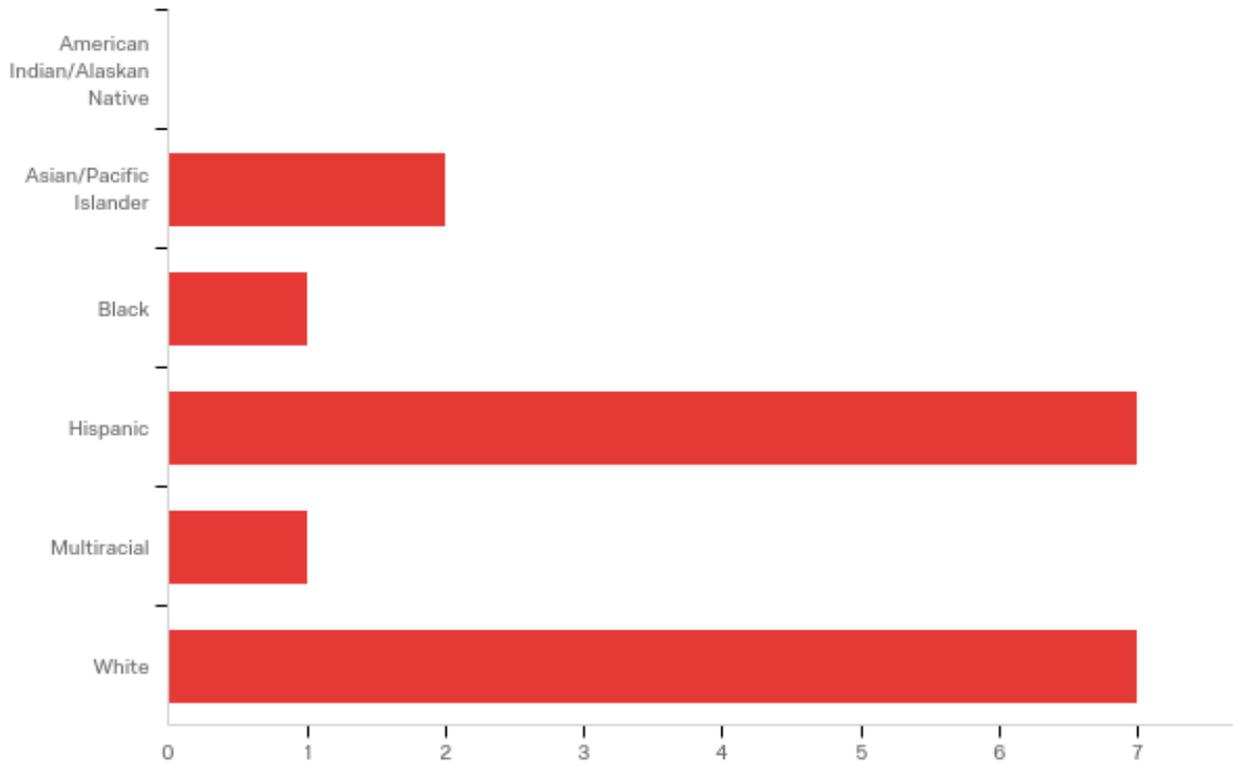**Q12 - 10. Do your children qualify for free/reduced lunch?**
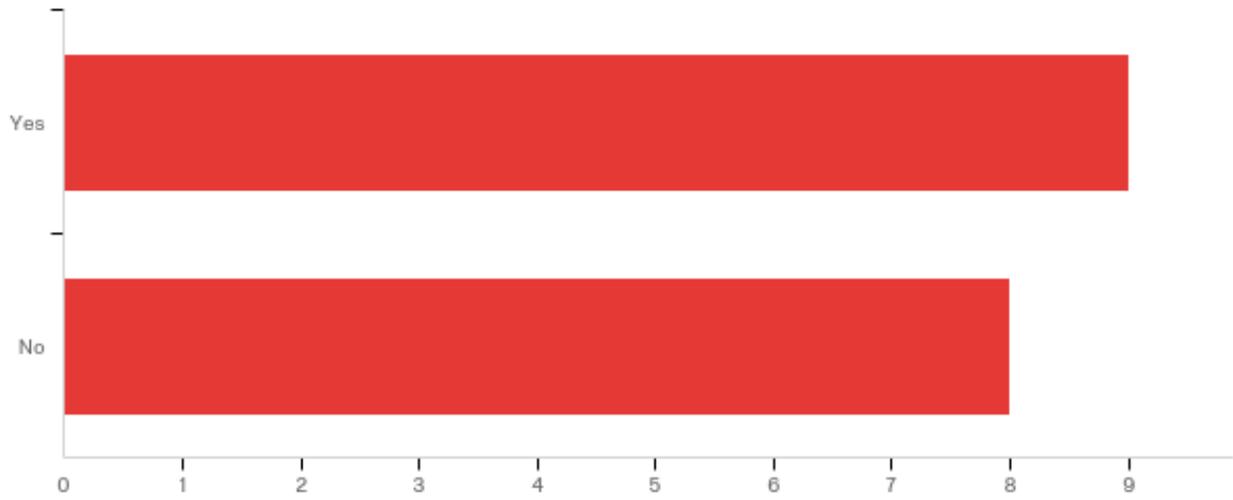
#	Answer	%	Count
1	Yes	52.94%	9
2	No	47.06%	8
	Total	100%	17

Q13 - 11. What is your ethnicity/race? Select one.

#	Answer	%	Count
1	American Indian/Alaskan Native	0.00%	0
2	Asian/Pacific Islander	11.11%	2
3	Black	5.56%	1
4	Hispanic	38.89%	7
5	Multiracial	5.56%	1
6	White	38.89%	7
	Total	100%	18

APPENDIX D
PARTICIPANT SURVEY

Family Academy Participant Survey

1. Which events to you attend?
   Select all that apply:
   September – OCPS Parent Resources and Academic Curriculum
   October – Literacy Learning (iReady/Accelerated Reader/Orange County Public Library)
   December – Mathematics and Reading Reindeer Games
   February – K - 5 FSA/Read2Succeed Family Night

Please answer based on the following scale:

1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

2. The program helped to increase my knowledge of my student's reading curriculum.
   1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

3. The program helped to increase my knowledge of my student's mathematics curriculum.
   1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

4. The program helped to increase my knowledge of my student's science curriculum.
   1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

5. The program contributed to increasing my involvement in my student's education.
   1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

6. The program helped to increase my knowledge of strategies to use at home to help support my student's academics.
   1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

7. What strategies, if any, did you use which were learned during the Family Academy sessions?
   (Open question)

8. Please do not provide names in the responses for the next questions. How many students do you have attending Castle Creek? What grade or grades are they in?

9. In your home, what languages are spoken (check all that apply)
   __ English
   __ Spanish
   __ Arabic
   __ Creole
   __ Other, please specify _____

10. Do your children qualify for free/reduced lunch?
    __ Yes
    __ No
    __ Don't know

11. What is your ethnicity/race? (select one)
    __ American Indian/Alaskan Native
    __ Asian/Pacific Islander
    __ Black
    __ Hispanic
    __ Multiracial
    __ White

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