

## Part C Project Details

### Goals and Objectives

1. This project is an extension of the QEF Project "Enhancing School Engagement: Facts Finding and Interventions" (2007/0115), a project with a focus on secondary school. Like the original project, this extension project includes both research and intervention components. In its research component, this project will make downward as well as upward extensions. It will extend the investigation to upper primary school and examine the development of school engagement in the transition from primary to secondary school (From P.5 to F.2). It will also extend the investigation to senior secondary school and examine the vicissitudes of school engagement of senior secondary students (From F.4 to F.6). The knowledge gained in the research will not only benefit the participating schools but also other schools in Hong Kong. The knowledge will be useful to educators who strive to enhance school engagement of students.
2. In its intervention component, this project will develop and evaluate three intervention programs that would promote school engagement in both primary and secondary students.
  - 2.1. Leadership training for secondary students for the enhancement of school engagement
  - 2.2. Teacher development program for the enhancement of school engagement
  - 2.3. Parenting program for the enhancement of school engagement
 The direct beneficiary group will be the students, teachers, and parents in the participating schools. The indirect beneficiary group will be students, teachers, and parents in other primary and secondary schools in Hong Kong.

### Needs Assessment and Applicant Capability

#### Significance of School Engagement

School engagement is a multidimensional construct that comprising affective, behavioral, and cognitive dimensions of student adaptation in the school (Jimerson et al., 2003). In recent years the concept of school engagement has attracted growing interest in the field of education. Many educators and researchers see it as one solution to the problems of low academic achievement and high dropout rates that plague many schools (Fredrick et al., 2004). In view of the significance of school engagement, however, some phenomena in Hong Kong education are alarming. In the QEF Project (2007/0115), we found that there is a consistent decline of school engagement among junior secondary school students in Hong Kong.

#### Extension of the Investigation

Given the preliminary findings of the QEF Project (2007/0115), there is a strong need to know more about the vicissitudes of school engagement in Hong Kong students and the strategies that would enhance their school engagement. The purpose of this project is to extend the QEF Project (2007/0115) that only focuses on junior secondary school. We shall extend our investigation to upper primary school and senior secondary school. We shall follow a group of Primary 5 students for 4 years (From P.5 to F.2) and investigate their engagement in school during the important transition from primary to secondary school. We shall also follow the F.3 students in the QEF Project (2007/0115) in the school year 2009/2010 to F.6 when they graduate from secondary school.

The transition from primary to secondary school has been a concern to many educators and researchers in the Western countries. Numerous studies have indicated that this transition is associated with decline in academic performance (Alsbaugh, 1998; Barber & Olsen, 2004; Zanobini & Usai, 2002), decreased motivation (Schneider, Tomada, Normand, Tonci, & de Domini, 2008; Anderman, Maehar, & Midgely, 1999; Zanonini & Usai, 2002), lowered self esteem (Eccles et al., 1993; Wigfield, Eccles, MacIver, Reuman, & Midgely, 1991), increased psychological distress (Barber & Olsen, 2004; Chung, Elias, & Schneider, 1998; Crockett, Peterson, Graber, Schulenberg, & Ebata, 1989), and decline in school bonding (Schneider et al., 2008). Eccles and her colleagues (1993) put forward the stage-environment fit theory and argue that both the timing of the transition and structural characteristics of the secondary school setting may have harmful effects on students' academic and emotional adaptation. For

example, early adolescence is a time in need of social connectedness but moving from more personalized primary school to achievement-oriented and impersonal secondary school goes against this developmental need. Many American studies have found that students who stayed in the same school for their secondary education had less school-related stress (Rudolph, Lambert, Clark, & Kurlakowsky, 2001), better self-esteem, preparedness, attendance (Eccles, Lord, & Buchanan, 1996), and higher academic interests (Dotterer, McHale, & Crouter, 2009) than the students who transited to another school for their secondary education. However, using nationally representative data in Canada, Whitely and her colleagues (2007) did not find students' difference in achievement over the transition period between those students who stayed in the same school or moved to a junior high school in Grade 7. Their results suggest that the findings of American studies may not be generalized to other countries with different structural characteristics of the primary and secondary school setting. It is unknown whether the stage-environment fit theory can apply to Hong Kong. It is a very meaningful endeavor to examine the effects of transition on the engagement of Hong Kong students.

Since the Education Reform in 2000, the Education Bureau has encouraged the establishment of through-train schools so as to facilitate the smooth transition from primary to secondary school. This background provides an invaluable platform to test the stage-environment fit theory. However, there is a dearth of research in this area in Hong Kong. The proposed project will fill this lacuna and generate very useful knowledge about the primary to secondary school transition and its associations with student engagement in school.

Other than a downward extension to upper primary school, the proposed project will also include an upward extension to senior secondary school. In the QEF Project (2007/0115), we have detailed data of a group of students (N = 500) who started their secondary school study in September 2007. By July 2010, we shall have six waves of data about their engagement in schools in the first three years of their secondary school study. These students belong to the cohort that started secondary school after the new academic structure of 3-3-4 had been implemented for a year. It is worthwhile to study this group of students until they graduate from secondary school in the summer of 2013. We shall be able to see the vicissitudes of student engagement of this representative group of students in the complete 6 years of secondary school study after the new academic structure was implemented. Upon the request of the Assessment and Monitoring Sub-committee of the QEF, we shall strengthen this sample by including another 500 students from three more schools. In total, we shall follow 1,000 students in six secondary schools from F. 4 to F. 6.

#### Extension of the Intervention

It is the mission of the QEF Project (2007/0115) to know the facts as well as to make intervention for betterment. In alignment with this mission, the proposed project also has a strong component in intervention. From the preliminary findings of the QEF Project (2007/0115), we know that the role of teachers is indispensable to student engagement in school. The association of teacher support with student engagement is even stronger than those of parent and peer support. We see a strong need to equip teachers with the knowledge and skills on the enhancement of student engagement. Therefore, we shall provide teacher training to the three primary schools that participate in the proposed project. In addition, we shall also run parent education seminars to the parents in these schools.

As for the intervention in the three secondary schools that had participated in the QEF Project (2007/0115), we shall collaborate with the teachers there and provide leadership training programs to their students. We shall adopt the positive youth development model (Lerner, 2000) as the framework of our study. We believe that students are equipped with developmental assets and are capable of enhancing themselves under structured activities and projects. Our leadership training programs shall help students build upon their own strengths and further explore and develop their potentials. However, we shall go beyond the individual level in our intervention. Besides bringing upon positive changes among the individual participants in our leadership training programs, we intend to involve them as the key agents for cultural change and work for the betterment of their own schools. Studies in the Western countries show that involving students as agents for school cultural and climatic changes have

positive effects on student engagement and academic achievement (Rudduck & Flutter, 2000). Students also show gains in their senses of belonging and competence through their participation (Mitra, 2004). We believe that any successful change is not possible unless it comes from within the school. External assistance is only the catalyst. We need to cultivate a group of young leaders who are eager to improve the sense of belonging among their fellow-students.

#### Applicants' Capability

The proposed project involves collaboration between researchers from tertiary institute and front line educators from primary and secondary schools. The following are the members of the project team:

	Name	Post	Institution
Project Leader	Dr. Shui-fong Lam	Associate Professor	Department of Psychology, the University of Hong Kong
Project Members	Prof. Terry K. F. Au	Chair Professor	Department of Psychology, the University of Hong Kong
	Mr. Wing Kit Chan	Principal	YWCA Hioe Tjo Yoeng College
	Dr. Chi Keung Mak	Principal	Lok Sin Tong Young Ko Hsiao Lin Secondary School
	Mr. Shiu Hung Wong	Principal	Kwai Chung Methodist College
	Mr. Cheong Ming Cheung	Principal	Christian Alliance S.Y. Yeh Memorial Primary School
	Mr. Hui Yuen Lau	Principal	STFA Wu Mien Tuen Primary School
	Mr. Ping Fai So	Principal	Tin Shui Wai Methodist Primary School

The first five members of the team are the core members of the QEF Project (2007/0115). We have established strong collaboration since 2008. In the past two years, we have made the following accomplishments:

- 1) Development of a scale with strong psychometric properties to measure school engagement (Lam et al., 2009);
- 2) Completion of 5 waves of survey on school engagement, its antecedents, and outcomes with the junior secondary students in the three participating schools;
- 3) Development of a social competencies program for junior secondary school students;
- 4) Development of a study skills training program for junior secondary school students;
- 5) Adaptation of a motivation enhancement program for junior secondary school students;
- 6) Implementation of the above three programs to 350 Form 1 students of the three participating schools.

With this ground work, we are confident that we are able to carry out the extension project successfully. We build the new project on what we have accomplished in the original project.

#### **Targets and Expected Number of Beneficiaries**

##### Direct Beneficiaries

The direct beneficiaries are the students, teachers, and parents who participate in the intervention programs. We shall conduct leadership training programs in each of the three secondary schools that had participated in the QEF Project (2007/0115) (40 students x 3 schools = 120 students). We shall operate a teacher development program in each of the three primary schools (60 teachers x 3 schools = 180 teachers). In addition, we shall offer parent training to the parents of the primary students who participate in the project (150 parents x 3 schools = 450).

##### Indirect Beneficiaries

The extension project consists of two components. The first is a longitudinal component that traces the development of school engagement of upper primary school students and senior secondary school students. The second is a series of intervention programs on school

engagement. The knowledge generated from both components will inform educators who try to enhance student engagement in school. At the end of the project, we shall conduct a public seminar to share our experiences and results. It will be open to all teachers and principals in Hong Kong. The project has many groups of indirect beneficiaries. They include 1) the students who are not directly involved in the intervention programs in the nine participating schools (1,000 students x 9 schools = 9,000 students); 2) the teachers and principals who attend our summary seminar (300 participants); and 3) an unlimited number educators and parents who learn from our experience through reading our publications.

### Conceptual Framework

Figure 1 presents our conceptual framework of school engagement, a multidimensional construct that comprising affective, behavioral, and cognitive dimensions. We have identified two sets of antecedent factors for school engagement: personal and contextual factors.

#### Personal Factors

They are the motivational beliefs that include goal orientations (Dweck, 1986), attributions (Weiner, 1985) and self-efficacy perceptions (Bandura, 1977). Students with learning goals are more persistent after failure than students with performance goals (Elliott & Dweck, 1988; Lam et al., 2004). Attribution can also be an important antecedent of student motivation. Students who attribute success and failure to effort are more likely to invest effort in future tasks (Weiner, 1985). In addition, students with high self-efficacy believe that they are capable of successfully performing actions that will lead to success. They attempt challenging tasks and do not give up easily (Bandura, 1977).

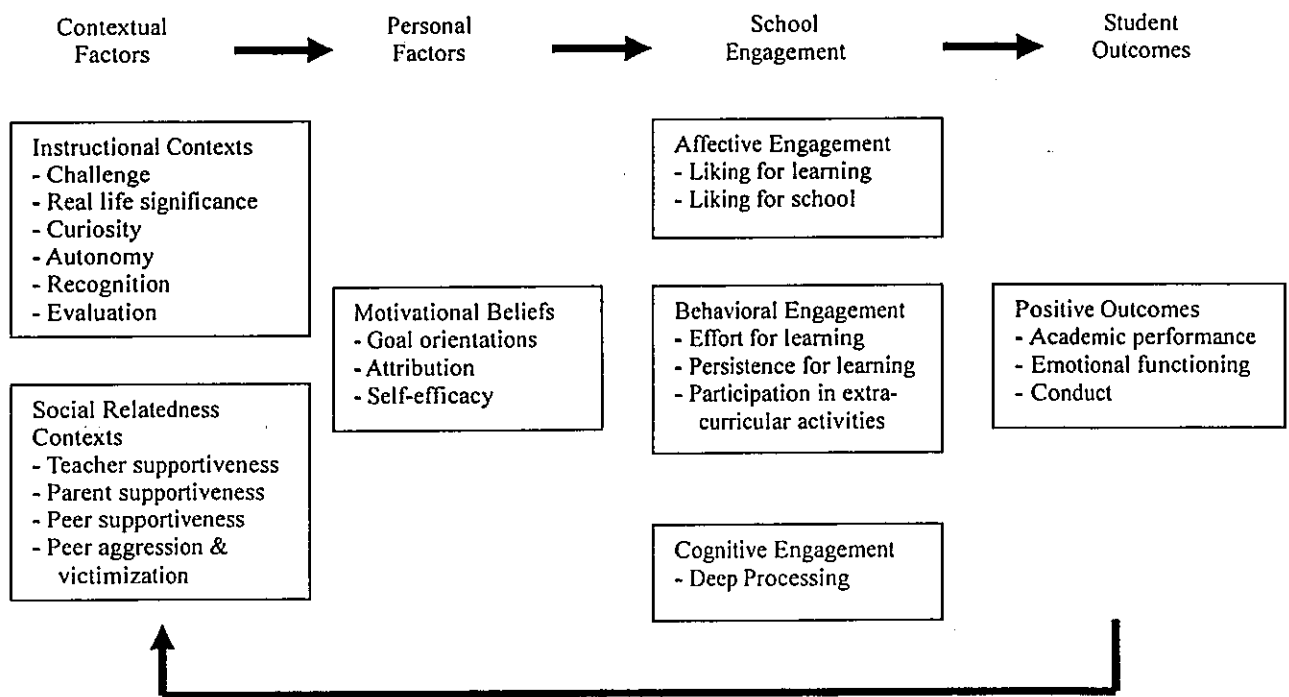


Figure 1. The antecedents and outcomes of school engagement.

#### Contextual Factors

As personal factors, goal orientations, attribution, and self-efficacy are closely affected by contextual factors (Juvonen & Wentzel, 1996). In the school, at least two sets of contextual variables are likely to influence students' personal motivational beliefs and their school engagement. The first set pertains to instructional contexts, and the second pertains to social-relatedness contexts. How teachers teach in classrooms has tremendous impact on student motivation (Perry et al., 2006). On the basis of social-cognitive theories and empirical research findings in motivation and instructional strategies, we have identified six important components of instructional contexts: (1) Challenge, (2) Real Life Significance, (3) Curiosity,

(4) Autonomy, (5) Recognition, and (6) Evaluation (Lam et al., 2007). The more the students reported that their teachers assigned challenging work, integrated real life significance to learning tasks, aroused their curiosity, supported their autonomy, recognized their effort or improvement, and used formative evaluation, the stronger intrinsic motivation they reported in learning.

Social-relatedness contextual factors can also affect school engagement. Children who report a higher sense of relatedness to teachers and peers show greater emotional and behavioral engagement (e.g., Furrer & Skinner, 2003; Connell & Wellborn, 1991; Gest et al., 2005; Murray & Greenberg, 2001). While teachers and peers are important socialization agents in the school system, parents are the equivalent in the family system. It is well documented that parenting styles (e.g., Steinberg, Lamborn, Donrbusch, & Darling, 1992) and parental involvement (e.g., Waanders, Mendez, & Downer, 2007) contribute to student's academic performance.

With this conceptual framework, we shall investigate the development of student engagement from upper primary school to senior secondary school and how it is associated with the changes in the contextual and personal factors in different stages of schooling. The knowledge generated in the proposed project will be very helpful for educators and parents who want to enhance student engagement in school.

#### **Innovation**

Although the proposed project is built on the QEF Project (2007/0115), it is innovative in many ways. First, it is the first study in Hong Kong that tracks student engagement among students from primary school to secondary school. As it is extremely difficult to track primary school students after they are promoted to different secondary schools, there is a dearth of research on the transition between primary and secondary school. The proposed project will fill this lacuna and provide very useful information to educators. Second, when the data from the proposed project are combined with those from the QEF Project (2007/0115), we are able to track the vicissitudes of school engagement among the students who started their secondary school in 2007, the second year after the initiation of the new 3-3-4 academic structure. Third, we shall spend two years to build a leadership program in the three participating secondary school. This is not an ordinary leadership program. The student leaders of this program have a mission to enhance the student engagement in their schools.

#### **Extent of Teachers' and Principals' Involvement in the Project**

##### Teachers' and Principals' Involvement

The teachers and principals of the nine participating schools are integral and indispensable collaborators in the proposed project. The longitudinal study is designed primarily by the researchers from the tertiary institution. However, the administration of the survey and retrieval of data from school archive is impossible without assistance of the teachers. As for the intervention programs, the participation of the teachers is essential. We shall work closely with the responsible teachers in each of the three original secondary schools for the development and implementation of leadership training program. In addition, teacher development will be provided to all the teachers in the three primary schools in the academic year 12/13. The involvement of the teachers is important because they are expected to apply the findings of the proposed project to their actual practice in education.

**Implementation Plan with Timeline**

The project consists of two major components: 1) Two longitudinal studies of school engagement among students in upper primary and senior secondary schools; 2) Development and evaluation of a series of intervention programs that would enhance school engagement in primary and secondary school students. Table 1 presents the timeline for the implementation of these two components.

Year	2011		2012		2013		2014	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
First half or second half of the year								
1) Longitudinal research								
A. Tracking of P.5 students to F.2	■	■	■	■	■	■	■	
B. Tracking of F.4 students to F.6	■	■	■	■	■	■	■	■
2) Intervention programs								
A. Primary school								
Teacher development program				■	■	■	■	
Parenting training seminar								■
B. Secondary school								
Leadership training program		■	■	■	■			
C. Dissemination of Knowledge								
Manual for leadership training program			■	■	■	■	■	
Book for teachers on school engagement			■	■	■	■	■	
Book for parents on school engagement			■	■	■	■	■	
Seminar for educators								■

Longitudinal Research on School Engagement

In the downward extension, we shall trace the changes of school engagement among the P.5 students in three primary schools until they are in F.2. These three schools are STFA Wu Mien Tuen Primary School, Tin Shui Wai Methodist Primary School, and Christian Alliance

S.Y. Yeh Memorial Primary School. The first two are through-train schools where students can promote to an affiliated secondary school. The last is a non-through-train school where students go into different secondary schools after P. 6. The participants will be 450 P.5 students (150 students x 3 schools) in the academic year 2010/11. We shall follow them for four academic years and at the end of each academic year. We shall ask them to complete a questionnaire about their school engagement, motivational beliefs and perceptions of instructional and social-relatedness contexts in the school. In total, four waves of data will be collected. Other than self-report measures, we shall also use data from school archives to examine student engagement. Students' academic performance and record of conduct will be useful.

In the upward extension, we shall follow the 500 F.4 students in the academic year 2010/11 of the three secondary schools that participated in the QEF Project (2007/0115). These three schools are Kwai Chung Methodist College, Lok Sin Tong Young Ko Hsiao Lin Secondary School, and YWCA Hioe Tjo Yoeng College. We already have detailed data about this group of students since they were F.1 students in 2007/08. We shall continue to collect data from these students at the end of each academic year from 2010/11 to 2012/13. Three more waves of data collection in school are expected. In addition, we shall continue to track their education and work placement for one more year after they graduate in 2013. We shall contact them again by July 2014 and see how well they adapt in their work and further study. It is important to understand how students with different levels of student engagement adapt to society after they graduate from secondary school. With the assistance from the schools, we shall also try to track down the students who drop out from senior secondary school and to study the reasons for their dropout and their adaptation in society after they have left their schools. In response to the request of the Assessment and Monitoring Sub-committee of the QEF, we shall include three more secondary schools to the longitudinal survey, namely Valtorta College, Lok Sin tong Leung Kau Kui College, and TWGHs Mrs. Fung Wong Fung Ting College. These three schools have diverse backgrounds and will strengthen our original sample and make it more representative of Hong Kong senior secondary school students. That means we shall follow 1,000 F.4 students from six schools. Three schools had participated in the QEF Project (2007/0115) and the other three have just joined us.

#### Intervention Programs on School Engagement

In the downward extension, we shall provide teacher development to the 180 teachers in the three primary schools. We shall do so after their students are promoted to Form 1 lest the data are contaminated. Therefore the teacher development program will be launched in the academic years 2012/13 and/or 2013/14. We shall help the teachers understand what they can do to enhance the school engagement of their students. To help the teachers other than those in the three primary schools, we shall write a book in layman language on student engagement. The target readers are primary and secondary teachers in Hong Kong. We shall also run parent education seminars to the parents in the three primary schools after the students finished their last questionnaire in Form 2. The parents who will be benefited are around 450 (150 x 3) if all of them are responsive to our invitation. We shall help them understand what they can do as parents to enhance the school engagement of their children. To provide incentive, a book in layman language on student engagement will be given to each parent who allows and encourages his/her child to complete all the four questionnaires in the four years.

In the upward extension, we shall work with the Form 1 to Form 4 students in the three original secondary schools that had participated in the QEF Project (2007/0115) from the academic year of 2011/12 to 2013/14. We focus on this group of students so that we can avoid the participants of our research components and minimize the chance of data contamination. In collaboration with the teachers, we shall provide leadership training for a group of students in each of the three schools (40 x 3 = 120). We hope that they can be the agents for cultural change in their schools. As resources are limited, intervention will not be implemented in the three new secondary schools that have just joined the current QEF project.

To disseminate the knowledge generated in this project, a seminar for all the school teachers in Hong Kong will be conducted at the end of fourth year so as to share with them

what we know about student engagement. The expected audience is about 300.

### **Expected Deliverables and Outcomes**

#### Intangible Outcomes

In the longitudinal study, we shall trace the development of school engagement in upper primary and secondary schools in Hong Kong. The knowledge generated will be very helpful to educators. We shall also develop and evaluate a series of intervention programs that promote students' engagement in school. We expect that the teacher development program will help the teachers in the three participating primary schools know more about how to enhance students' engagement in school. We also expect that the parents of these schools will also benefit from the parent training seminar. As for the leadership training in the three secondary schools, the student leaders will be directly benefited and their fellow students will be indirectly benefited.

#### Tangible Outcomes

In terms of tangible deliverables, we intend to produce three publications:

- 1) Instructor's manual on leadership training program
- 2) Book in layman language on student engagement with teachers as readers
- 3) Book in layman language on student engagement with parents as readers

We hope that these publications do not only benefit the students, teachers, and parents in the participating schools but also other students, teachers, and parents in Hong Kong. We shall hold a public seminar at the end of the project in 2014. We shall share our experience with the participants and give them free copies of these publications.

### **Budget**

	Year 1 (2011)	Year 2 (2012)	Year 3 (2013)	Year 4 (2014)	
<b><u>Staff Costs</u></b>					Subtotal
Full-time Postdoctoral Fellow/Research Officer	\$439,356	\$439,356	\$439,356	\$439,356	\$1,757,424
\$(35,613 + 1,000) x 12 months (Year 1)					
\$(35,613 + 1,000) x 12 months (Year 2)					
\$(35,613 + 1,000) x 12 months (Year 3)					
\$(35,613 + 1,000) x 12 months (Year 4)					
Full-time Research Assistant II	\$160,537				\$160,537
\$12,741 x 1.05 x 12 months (Year 1)					
Full-time Research Assistant I		\$192,087	\$192,087	\$192,087	\$576,261
\$15,245 x 1.05 x 12 months (Year 2)					
\$15,245 x 1.05 x 12 months (Year 3)					
\$15,245 x 1.05 x 12 months (Year 4)					
Full-time Research Assistant II			\$63,116	\$63,116	\$126,232
\$12,022 x 1.05 x 5 months (Year 3)					
\$12,022 x 1.05 x 5 months (Year 4)					
					Subtotal \$2,620,454
<b><u>Services</u></b>					
Part-time Research Assistant I	\$4,750	\$4,750	\$9,500	\$9,500	\$28,500
\$95 x 50 hours (Year 1)					
\$95 x 50 hours (Year 2)					
\$95 x 100 hours (Year 3)					
\$95 x 100 hours (Year 4)					
Part-time Student Research Assistants	\$4,600	\$4,600	\$9,200	\$11,500	\$29,900
\$46 x 100 hrs (Year 1)					
\$46 x 100 hrs (Year 2)					
\$46 x 200 hrs (Year 3)					
\$46 x 250 hrs (Year 4)					
					Subtotal: \$58,400



**General Expenses**

Portable Adventure Training Materials for Leadership Training Series	\$25,000
Production of Questionnaires	\$10,000
Development and Management of Web Site for Data Collection	\$10,000
Postage	\$5,000
Transportation	\$21,600
Production of Program Manual with DVD	\$70,000
Production of Two Books	\$140,000
Training Camp Fee	\$36,000
Seminars on Parenting and Presentation of Results and Project Materials	\$20,000
Consumables and Stationery	\$48,512
Subtotal:	\$386,112
<b><u>Contingency</u></b>	\$13,334

**Total: \$3,078,300****Staff**

Throughout the four-year project, we need a full-time postdoctoral fellow or a qualified educational psychologist with the title Research Officer. He/she will assist the project leader in the development, implementation, and evaluation of various components of the project. We need a staff member with such a high caliber so as to make sure that the project can achieve its objectives. The data generated by this project are longitudinal and multilevel. We require researcher with strong research capability to manage and analyze these data with hierarchical multilevel modeling and latent growth curve modeling. In addition, the school-based intervention program in the three secondary schools requires a scientist-practitioner who does not only know how to conduct research but also intervention effectively and scientifically. Other than this postdoctoral fellow or Research Officer, we need one full-time research assistant at the rank of RA I according to the University Pay Scale. Their duties include liaison with the schools, conducting surveys, managing data, filing documents, helping with the development and implementation of interventions. When our target students in the three primary schools graduate by July 2012, we expect that at least 220 of them will be promoted to different secondary schools. Therefore, data collection will be very difficult. Our research assistants need to contact these students one by one through e-mail and telephone. So we require another Full-time RA II for 5 months of Year 3 and 5 months in Year 4.

**Services**

Throughout the four years, we also need temporary assistance from part-time RA I and student RAs for odd jobs such as data collection, data entry, preparation for the materials of the school-based interventions, and proof reading of manuals and books for publication.

**General Expenses**

To facilitate the leadership training in the three secondary schools, we need to buy a series of portable adventure training materials. These materials shall allow us to conduct adventure and experiential activities within the campuses of the three schools. We shall collect data from the students by printed questionnaires as well as internet. We are able to administer the survey to the senior secondary students and the upper primary students because it is easy to locate them in their schools. However, it would be very difficult to administer survey to the primary school students when they are promoted to secondary schools. It is particularly true for the students in the non-through train school. We need to use alternative methods to reach them. This difficulty also applies to the senior secondary school students after they graduate from their secondary school. One possibility is to ask these students to complete the questionnaire on internet. So we need the resources to set up and maintain the website for data

collection in the last two years of the project.

Our staff members will travel to the six schools by public transportation. The average cost of a round trip is about HK\$60. We expect that they will take approximately 60 round trips to each of the seven schools during the four years. These 60 round trips include data collection, consultation with school staff, and implementation of the school-based programs (60 trips x 6 schools x HK\$60 = HK\$21,600)

Program Manual: We are planning to develop and publish an instructor's manual on the leadership training program. The cost for producing 1,000 copies of program manual with DVD is about HK\$70,000.

Books for Teachers and Parents: We are also planning to publish two books on student engagement in layman language for teachers and parents. The cost of producing 1,000 copies of the two books is about HK\$140,000.

Training Camp Fee: We are planning to organize two training camps for student leaders of each of the three secondary schools. The cost is about \$300 per head and the fund will sponsor half of the costs. The total cost is about HK\$36,000 (HK\$150 x 40 students x 2 times x 3 schools).

#### Contingency

The contingency is about 3% of the total budget without staff cost.

#### **Report Submission Schedule**

Our project team commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
1 <sup>st</sup> Progress Report 1/1/2011 - 30/6/2011	31/7/2011	1 <sup>st</sup> Interim Financial Report 1/1/2011 - 30/6/2011	31/7/2011
2 <sup>nd</sup> Progress Report 1/7/2011 - 31/12/2011	31/1/2012	2 <sup>nd</sup> Interim Financial Report 1/7/2011 - 31/12/2011	31/1/2012
3 <sup>rd</sup> Progress Report 1/1/2012 - 30/6/2012	31/7/2012	3 <sup>rd</sup> Interim Financial Report 1/1/2012 - 30/6/2012	31/7/2012
4 <sup>th</sup> Progress Report 1/7/2012 - 31/12/2012	31/1/2013	4 <sup>th</sup> Interim Financial Report 1/7/2012 - 31/12/2012	31/1/2013
5 <sup>th</sup> Progress Report 1/1/2013 - 30/6/2013	31/7/2013	5 <sup>th</sup> Interim Financial Report 1/1/2013 - 30/6/2013	31/7/2013
6 <sup>th</sup> Progress Report 1/7/2013 - 30/12/2013	31/1/2014	6 <sup>th</sup> Interim Financial Report 1/7/2013 - 30/12/2013	31/1/2014
7 <sup>th</sup> Progress Report 1/1/2014 - 30/6/2014	31/7/2014	7 <sup>th</sup> Interim Financial Report 1/1/2014 - 30/6/2014	31/7/2014
Final Report 1/1/2011 - 31/12/2014	31/1/2015	Final Financial Report 1/7/2014 - 31/12/2014	31/1/2015

#### **Evaluation Parameters and Method**

##### Longitudinal Study

There are four waves of data collection in both the downward and upward extensions. We shall compile and report the preliminary results within three months after each wave of

data collection. We shall also make annual reports to track the progress. At the end of the project we shall present the results in a public seminar as well as academic journals.

#### Intervention Programs

We shall launch a leadership training program in the three secondary schools. To evaluate the impact of this program, we shall employ a quasi-experimental design with pre-and post-test measurement. As for the teacher development program and parenting seminar, we shall conduct an evaluation survey to solicit teachers' and parents' perception of their effectiveness.

#### **Sustainability of the Outcomes of the Project**

As we develop the leadership training program with the input from the teachers of the participating schools, this arrangement will enhance the compatibility of these programs into the co-curricular of the participating schools. In addition, we expect that the knowledge generated from the current project does not only benefit the students, teachers, and principals in the participating schools but also other students, teachers, and principals in the other schools in Hong Kong. As we shall develop instructor's manual for the leadership training program, the other schools can easily adopt the program.

#### **Dissemination/Promotion**

We shall develop instructor manual for the leadership training program and publish two books on student engagement for teachers and parents. At the end of 2014, we shall hold a public seminar to share our experience with the teachers and principals in other schools in Hong Kong. We expect that 300 participants will attend the seminar. We shall disseminate the results of our project and give them free copy of our instructor manual and books.