Liberty University

School of Music

The Qualitative Ethnographic Research of the Relationship Related to Parental

Involvement, Community Support, and School Administrative Substructure Amid to

Inner-City Title-I High School Band Programs in Memphis, Tennessee.

A Dissertation Submitted to

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Doctor of Music Education

by

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Abstract

This qualitative ethnographic research investigated the fundamental unsubstantiated relationship related to parental involvement, community support, and school administrative substructure amid two inner-city Title-I high school band programs. This qualitative research embraced an ethnographic process managed by anthropology and sociology approached framework geared to study cultural responses over some time based on similar analytical cultural statistics. This study depicts the socioeconomic domain of a high school band community, highlighting key factors that add to the success and decline of the inner-city and Title-I high school band programs. It was conducted within Memphis, TN, within the North Memphis region, outlining the Raleigh, Douglas, and Berclair areas. Inner-city music programs may significantly increase the success rate of at-risk high school students by creating opportunities for higher education, engaging socially by requiring participation within the community, and earnestly developing discipline as active high school bandsmen. Despite the diverse respects of Fine Arts throughout the Memphis-Shelby County Schools (MSCS), all students in Memphis, TN, must engage in a Fine art elective such as art, dance, choir, or band. Still, ultimately, some form of music overshadows Fine Arts prerequisites. Findings will intentionally reveal relevant traits that contribute to the results of their relatively identical climate within MCSC high school band programs as it relates to support from parents, community, and school administration.

Keywords: Band, High School, Music, Education, Administration Community, Ethnography, Fine Arts, Inner-City, Qualitative, Title-I, Support

Dedication

This thesis is dedicated to the following people and organizations who have been instrumental in my development as an individual, musician, and educator:

1) God for blessing me with the ability do anything and everything I have accomplished.

2) My mom, Juandelisha Perry, for always being that strong, loving supporter without fail.

3) My Children, Empress and Nahjee Perry, whose unconditional love gives me strength to battle any difficult task.

4) My younger sisters, Summer and older sister Statisha, who continually support and encourage me to push forward.

5) My grandfather, who always believed in me and saw something in me, gave me the courage to keep going. R.I.P.

6) My students who encouraged me when I needed it and made it clear to me when my eyes were closed and kept me on the course.

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To Stephen E. Berry, my first band director, thank you for introducing me to the world of marching bands and igniting my musical passion. Your mentorship and guidance have been instrumental in shaping me into the musician and educator I am today. Your love for music and dedication to your craft has motivated me to strive for excellence in everything I do.

It is with a grateful heart that I dedicate my thesis and dissertation project to each of you. I pray that my research and academic pursuits will honor God, inspire others, and contribute meaningfully to music education.

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Chapter One: Introduction

Band programs hold a special place in high school extra-curricular activities, fostering creativity, discipline, and student teamwork. The level of support these programs receive can significantly influence their success and the experiences of the young musicians involved, however. This ethnographic qualitative study delves into parental, community, and administrative support relationships in three high school band programs, highlighting the contrast between bands with different support dispositions. Observing these programs, all comprised of socially and economically similar students, the study aims to shed light on the transformative power of support in shaping a high school band.

The band programs at two schools with similar population sizes prepared to showcase their musical talents in a highly-anticipated competition. While both schools boast thriving music programs, the sheer size of the band programs differs significantly. There is a high school band with supportive parents, administrators, and community members. Every instrument is meticulously maintained, uniforms are pristine, and the band members exude confidence and pride. Armed with ample resources, the band director leads his or her ensemble with passion and expertise. The parent booster club works tirelessly to fundraise, providing financial support while the community rallies its unwavering support through applause and encouragement. As a result, the band program thrives in an environment that foresters their growth, enabling them to reach new heights of musical excellence.

On the opposite side of the field is another high school band composed of students with the same physical and demographic characteristics as their counterparts, however, this band faces a different reality, marked by limited support from parents, community, and school administrators. In this band, instruments may be in disrepair, uniforms may be worn and

outdated, and resources may be scarce. The band director commits their best effort to maintain esprit de corps. The absence of a band booster and community involvement further exacerbates these students' challenges. Consequently, the band members encounter hurdles and limitations that hinder their artistic growth and overall band experience.

This ethnographic qualitative study seeks to understand the association between support and the band experience by exploring three relatively demographically close high school band programs in Memphis, TN. Through in-depth interviews and surveys with band communities, the study aspires to achieve the nuances and perspectives of the students, band directors, parents, school administrators, and community members involved. This study endeavors to shed light on the transformative potential of support in fostering musical development, self-confidence, and a sense of belonging among high school band programs. Ultimately, this research will contribute to a deeper understanding of the role of support and highlight the importance of parental, community, and administrative support to advocate for the establishment of robust support systems for all high school band programs, ensuring that every young musician has the opportunity to thrive and reach their full potential.

Background

Memphis, a city nestled along the banks of the Mississippi River, is renowned as a vibrant hub of musical creativity. With its rich history and diverse cultural heritage, Memphis has established itself as a staple in the world of music. This city is hailed as the birthplace of blues due to its pivotal role in this genre.[1] The rich musical history is as old as the city itself.

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[1] We Are Memphis, "A Brief History of Memphis Music," *We Are Memphis*, last modified March 26, 2019, https://wearememphis.com/play/culture/brief-history-memphis-music/.

Memphis was a hub for American trade and culture around the turn of the 20th century, and its culture influenced blues musicians like W.C. Handy and passed down traditions from generations of enslaved African Americans to free people. From the city's famous Beale Street, lined with iconic blues clubs, to attractions like *Sun Studio,* it has attracted aspiring musicians worldwide who seek to pay homage to the city's musical legacy.[2]

Segregation had been written into American law through legislation such as the 1896 Supreme Court Decision *Plessy vs Ferguson*, which established the mandate of "separate but equal" as a basis for the oppressive Jim Crow laws, but this was impossible for music.[3] In particular, music in Memphis was almost impossible to segregate. Elvis Presley, also known as the "King of Rock and Roll," was enthralled by the African-American styles of music.[4] In the 1960s, Soul music was recorded in Memphis, and musicians like Elvis, the Mar-Keys, and Booker T. became influential examples of a national movement in which art and culture confronted racial standards.[5]

Historical Context

Memphis has recognized the importance of nurturing young musical talents. According to the Memphis Music Initiative, 40% of Memphis youth live below the poverty line. More than

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[2] We Are Memphis, "A Brief History of Memphis Music," *We Are Memphis*, last modified March 26, 2019, https://wearememphis.com/play/culture/brief-history-memphis-music/.

[3] "The Memphis Sound and Racial Integration," *TeachRock* (501(c)(3) The Rock and Soul Forever Foundation, n.d.), https://teachrock.org/lesson/the-memphis-sound-a-case-study-of-music-and-integration-in-mid-century-america/.

[3] Ibid.

[4] Ibid.

[5] Ibid.

26% of the youth in the underserved neighborhood will not graduate, and only 5% will have

access to after-school music programs compared to other parts of the state.[6] The Memphis

Shelby County Schools (MSCS) is the largest school district in Tennessee and serves more than

106,000 students from k-12 with more than 6,000 teachers, however, the students are considered

poor. This inner-city public school system delivers a network of high school music programs that

allow students to explore their passion for music and develop their skills.[7] The high school band

program is not only a way for inner-city students to develop their musical talent but also

encourages communitive ethics that support a cultivated and safe environment. These programs

offer a comprehensive curriculum and expose students to the rich musical heritage of Memphis.

As the National Association for Music Education (NAfME) noted, "keeping high-quality music

programs in our schools contributes to our learners' success in school and life, and we must

make sure all learners have access."[8] These programs play a pivotal role in shaping our students'

overall academic achievements and personal growth, equipping them with not only musical skills

but also essential characteristics like discipline, teamwork, and creativity. Ensuring the

accessibility of these music programs to all learners is crucial to fostering a well-rounded

education that prepares individuals for success in both their academic journey and future

endeavors outside the classroom.

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[6] "About Us," *Www.scsk12.Org* (Memphis Shelby County Schools, n.d.), https://www.scsk12.org/about/.

[7] National Association of Secondary School Principals, "Poverty and Its Impact on Students' Education," *NASSP*, last modified November 14, 2019, https://www.nassp.org/poverty-and-its-impact-on-students-education/#:~:text=These%20factors%20often%20place%20more.

[8] Ashley Cuthbertson, "How to Keep Music in Our Schools - Ashley Cuthbertson," *Https://Nafme.org/* (National Association for Music Education, March 26, 2024), last modified March 26, 2024, https://nafme.org/blog/how-to-keep-music-in-our-schools/.

District Musical History

More high school band programs traditionally utilize ensemble-based forms of music education.[9] The more common ensembles used in high schools throughout the United States are marching and concert bands. Marching band programs typically involve outdoor performances and formations, where musicians play while marching in sync. Concert bands sit in a concert formation on stages, primarily focusing on creating harmonious music that showcases the incredible skills and talents of the musician. Both generally consist of the same students and commitment obligations. However, marching band programs require more time to prepare for adjudications, parades, band showcases, and band competitions.

The MSCS district has equipped its high school programs with efficient and dedicated teachers, however, many high school programs within this district do not meet the 10% or more of the school-wide population to participate in band. The problem is the additional effect of parental, community, and school administrative support on inner-city Title-I high school band programs. "Achieving competence is more than establishing teacher-student rapport; parents, the community, private teachers, and the school administration are all involved. Differences in the community and school cultures shape the conduct of instruction, affecting the rehearsal situation, as well as the priority of objectives, standards, and teaching strategies."[10]

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[9] Kenneth, Elplus. "THE STATUS OF MUSIC EDUCATION IN UNITED STATES PUBLIC SCHOOLS – 2017." *Giveanote*. Give A Note Foundation (2017), 2017. Last modified 2017. Accessed April 2, 2024. https://www.giveanote.org/media/2017/09/The-Status-of-Music-Education-in-US-Public-Schools-2017_reduced.pdf, 3.

[10] Richard Colwell, Michael P Hewitt, and Mark Fonder, *The Teaching of Instrumental Music* (New York, Ny: Routledge, 2018), 12.

Living in a low-income area has affected the community's impact on today's youth, which is increasingly higher in the inner-city areas. As one author notes, "recent data from the U.S. Department of Education state that 40 percent of high-poverty schools are not getting a fair share of state and local funds."[11] Funding, involvement, and participation are three types of support vital for the success of an inner-city Title-I high school band program. Title I aims to provide "all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."[12] This program adds additional funding to schools to support low-income families. The Title I program was established with the original goal of improving the educational attainment of impoverished children.[13] These funds are not in place of the additional local and federal funds allocated by the government but are required to specifically support the upgrades to a school's needs and services that benefit all students.[14]

Music teachers in the inner-city are responsible for creating a nurturing environment where students feel welcomed, safe, and motivated.[15] In return, the typical inner-city band program is underfunded and does not have the equipment, staff, literature, travel opportunities, and so much more essential to sustain itself. All teachers need adequate financial funding to maintain a successful and cohesive program. Music educators are amongst several other teachers

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[11] "Position Statement: Poverty and Its Impact on Students' Education -NASSP." *National Association of Secondary School Principals*. National Association of Secondary School Principals, 2020. Last modified 2020. Accessed March 24, 2023.

[12] Ibid.

[13]. Sonia Sousa and David Armor, "The Effectiveness of Title I: Synthesis of National-Level Evidence from 1966 to 2013," *Universal Journal of Educational Research* 4, no. 1 (January 2016), 205.

[14] Ibid.

[15] Tyreese Pleasanton, "The Significance of Teaching Music to Urban African-American Underprivileged Students," 2023,6. https://digitalcommons.liberty.edu/masters/1010/

affected by teaching at Title-I schools. These programs are structured so that the band can be a vehicle toward new opportunities that can be out of reach for most students. In 2020, 57% of students participated in music courses, and nearly 10,000 enrolled in band/orchestra.[16]

Title I School/ Financial Responsibility

The lack of support for music education in Title I inner-city schools significantly impacts students' academic and personal development. According to a study conducted by the National Association for Music Education, students who participate in music education programs have higher educational achievement, better attendance rates, and improved social skills compared to those who do not have access to such programs.[17] Due to budget cuts and a focus on standardized test scores, however, many Title I inner-city schools have reduced or eliminated their music programs, leaving students without the benefits that music education can provide. Music programs are often the first program to be cut from a school's budget.[18] This problem highlights the need for increased funding and support for music education in Title I inner-city schools to ensure all students have a well-rounded education. One researched explained it in the following manner: "If music education is to be seen as the right of every child in American schools, then advocates and philanthropists must work at the local level to educate school leaders as much as

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[16] "TN Data." *TN Arts Education Data Project*. Last modified 2020. Accessed February 25, 2023. http://tnartseducationdataproject.org/tn-data/.

[17] J Michelle Jones, "The Importance of Music Education in Urban Schools," *Journal of Education and Human Development* 8, no. 2 (2019), 24–29.

[18] Ashley Cuthbertson, "How to Keep Music in Our Schools - Ashley Cuthbertson," *Https://Nafme.org/* (National Association for Music Education , March 26, 2024), last modified March 26, 2024, https://nafme.org/blog/how-to-keep-music-in-our-schools/.

they work in the broader state and national policy environments."[19] This local-level engagement

is crucial because educating school leaders directly empowers them to understand the intrinsic

value of music education and its impact on student development. By collaborating closely with

school administrators, educators, and communities at the local level, advocates and

philanthropists can bridge the gap between policy mandates and on-the-ground implementation,

ensuring that music programs thrive within the school curriculum.

The word support can be defined in many ways depending on a person's point of view. In

this project, support is defined as rationally aiding financially or emotionally. Most band

programs in the U.S. rely on fundraising to provide means to pay in-and-out costs associated

with maintaining a successful band program. Funding allocated to band programs from many

districts and building-based budgets are inadequate, which requires the majority to depend on

fundraising, donations from families, and outside donations or sponsorships.[20] In the MSCS

system, many high school band programs lack the financial support necessary from

administrative, parental, and community, which is essential for its band programs to strive,

however, the geographical location of the school also contributes to how parents, students, and

the community will support a program.

Intrapersonal Relationships Impact

Through music education, students in inner schools can develop close relationships with

their education. Students who attend inner schools typically exhibit a greater inclination to

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[19] Kenneth Elpus, "THE STATUS OF MUSIC EDUCATION IN UNITED STATES PUBLIC SCHOOLS – 2017." *Giveanote*. Give A Note Foundation (2017), 2017. Last modified 2017. Accessed April 2, 2024, 4. https://www.giveanote.org/media/2017/09/The-Status-of-Music-Education-in-US-Public-Schools-2017_reduced.pdf

[20] Ibid.

engage in harmful social behaviors. Similarly, many at-risk students feel that schools are set up only for the "good students" and do not apply to them.[21] Music, in these situations, can offer that necessary connection. Music is well-suited to meeting the unique needs of at-risk students by its nature. Taking part in music can help students find relevance in their studies, build confidence, and promote positive behavior. The social and academic divide between students and teachers can be bridged in the classroom through thoughtful instruction in culturally appropriate music. Music educators must get ready to work with students from diverse cultural backgrounds, and having a culturally competent role model is crucial.[22]

According to Lincoln Smith, educators must look inward at their motives before offering solutions to problems with students in city settings.[23] His advice to improve the effectiveness of a band program is threefold: teaching in urban settings is not about the money, diversifying the teaching corps, and meeting students on their terms. He acknowledges that nothing can truly prepare one for the realities of teaching in underserved communities. He also specifically talks about the necessity of radical consistency, which he defines as arts programs that "flourish and grow without the perpetual threat of (program) cuts, as well as teachers and other caring adults who stay invested in their lives."[24] When a combination of factors impacts a teacher's work production, the form of support must be visible in the work environment.

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[21] Miriam Cents-Boonstra et al., "Fostering Student Engagement with Motivating Teaching: An Observation Study of Teacher and Student Behaviours," *Research Papers in Education* 36, no. 6 (2020): 755,768. https://www.tandfonline.com/doi/full/10.1080/02671522.2020.1767184.

[22] Ibid.

[23] Lincoln Smith, "OPINION: Four Things Every Music Teacher in an Urban School Should Know," *The Hechinger Report* (The Hechinger Report, November 26, 2019), last modified November 26, 2019, https://hechingerreport.org/teacher-voice-the-problem-with-my-urban-music-classes-it-wasnt-the-students-it-was-me/.

[24] Ibid.

Statement of the Problem

The lack of support for music education in Title I inner-city schools significantly impacts students' academic and personal development. According to a study conducted by the National Association for Music Education, students who participate in music education programs have higher academic achievement, better attendance rates, and improved social skills compared to those who do not have access to such programs.[25] Due to budget cuts and a focus on standardized test scores, many Title I inner-city schools have reduced or eliminated their music programs, leaving students without the benefits that music education can provide. This problem highlights the need for increased funding and support for music education in Title I inner-city schools to ensure all students have a well-rounded education.

The lack of parental support for music education in Title I inner-city schools has negatively impacted students' academic and personal development. Many parents in low-income communities may not prioritize music education due to financial constraints or a lack of awareness of its benefits, leading to reduced funding and resources for school music programs.[26] This problem highlights the need for increased parental involvement and education on the value of music education in Title I inner-city schools to ensure all students have a well-rounded education.

Title I inner-city schools face a significant problem: the lack of administrative support for music education adversely affects students' academic and personal development. The limited

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25 Michelle Jones, "The Importance of Music Education in Urban Schools," *Journal of Education and Human Development* 8, no. 2 (2019), 24–29.

26 Mike Lawson, "Music Education in Urban Schools," *School Band & Orchestra Plus*, last modified October 21, 2006, https://sbomagazine.com/82commentary-music-education-in-urban-schools/.

funding for music programs and a lack of qualified music educators have contributed to a decline in the quality of music education in these schools. [27] As a result, students from low-income families are deprived of the opportunity to develop their artistic and creative skills, which can have long-term implications for their career prospects and well-being. The problem highlights the urgent need for policymakers and school administrators to prioritize providing high-quality music education in Title I inner-city schools.

Statement of the Purpose

This study explores the aesthetic influences desired, requested, and defined within the parental, community, and administration spheres necessary to positively influence productivity within a Title-1 inner-city high school band program. The study seeks to identify the factors that motivate and inspire students to excel in music education within a challenging inner-city environment. There are few details about minority-majority students in inner-city high school band programs and the strategies used to motivate them to participate, succeed, and perform on par with or exceedingly better than their suburban peers or thriving communities. The research will delve into the role of parental involvement, community engagement, and administrative support in fostering a culture of excellence in the band program.

Qualitative research methods such as interviews and surveys will provide insights into the practices and strategies that can be employed to enhance the students' aesthetic experiences and improve overall productivity in the band program. This study contributes to the dialogue on the importance of aesthetic education in inner-city schools and provide practical recommendations

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[27] Henry Donahue, "How to Stop Music Education Funding Cuts," *Save the Music Foundation*, last modified May 13, 2021, https://www.savethemusic.org/blog/schools-cutting-music-programs/.

for educators and policymakers seeking to improve music education in Title-1 inner-city high schools.

Significance of the Study

This study amplifies the significance of parents, administration, and community support on inner-city Title-I high school band programs in Memphis, Tennessee. By investigating similar high school programs, it is expected that these programs will shed light on the impact of such support on student participation and the overall organization of these programs. Additionally, this study highlights the importance of adequate funding for essential Instruments, uniforms, and travel, compromising a large percentage of the funding for Title-I high school music programs. This study reveals the differences between successful and less successful high school band programs that depend on support from parents, the community, and school administration. Although most research has concentrated on working with at-risk students, empirical studies show that music education is not well designed, even though results show that integrated musical experiences make learning exciting for students and help them become better readers, writers, thinkers, and analysts.[28] Music provides a compelling and healthy substitute for risky conduct when paired with a student's interest and background. Programs that effectively include marginalized students consider their cultural origins, allow them to participate in marimba

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[28] Marja-Leena Juntunen and Katja Sutela, "The Effectiveness of Music–Movement Integration for Vulnerable Groups: A Systematic Literature Review," *Frontiers in Psychology* 14 (August 31, 2023), https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10513045/.

ensembles, gospel choirs, marching bands, and chamber ensembles, among other experiences, and teach them about the music of other cultures.[29]

For comparative purposes, this study also examines programs in urban/inner-city settings that excel with band directors who have similar ethnicity and environmental experiences. Lastly, this study illuminates how to better support students in minority-major programs and offer professional development opportunities for music educators in any area of at-risk population.

Research Question and Sub Questions

Funding, support, involvement, and participation can contribute to the success and failure of an organization. High school band programs in the inner-city of America's wide range of school districts are declining due to a lack of support from different entities. One author explained it in the following way: "Music programs are being eliminated in school systems all across America due to a lack of appropriate funding from the national, state, and local levels."[30] Band directors and students work against factors unique to the disparities of the community, the household, and the legislation of the system. "Although band participation benefits students, schools must address absenteeism through methods other than solely band participation."[31] Schools should enhance their strategies by involving parents, the community, and the administrative substructure to provide comprehensive student support. Parental involvement can

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[29] Nick Gehl, "How to Better Support Your Marginalized Students." The Art of Education University. September 2, 2019. https://theartofeducation.edu/2019/09/how-to-better-support-your-marginalized-students/.

[30] Jill Hobby, "Strategies to Address the Effects of Reduced Funding for Music Education" (Thesis Dissertation, 2004), 11. https://dc.etsu.edu/cgi/viewcontent.cgi?article=3618&context=etd

[31] Terran Ware, "Effect of School Band Participation on School Attachment, Measured by Attendance and Academic Achievement in an Urban School Setting." Dissertation, University of Houston, 2020, Iv.

play a crucial role in monitoring student attendance and providing necessary support at home while engaging the community can offer additional resources and mentorship opportunities for students.

Sufficient literature is needed to define relatable information on administrative involvement despite substantial reports on the lack of advocacy for parental, community, and administrative support for Title-I inner-city band programs via social media and networking proceedings for music educators. To resolve more prominent issues, one must identify the goal and start with the fundamental supporting constructs for these programs. This study sufficiently identifies the discrepancies contributing to the related program's success and demise. To resolve more prominent issues, one must also identify the goal and start with the fundamental support constructs for these programs. Parental, community, and administrative support simultaneously initiate the infrastructure for any extra-curricular program. Utilizing a qualitative ethnography approach will depict the aesthetical influence desired, requested, and defined within the parental, community, and administrative team needed to influence productivity within a Title-I inner-city high school band program. The research questions for this study are as follows:

- Research Question One: What is the effect of parental support in a Title-I inner-city high school band program?

- Research Question Two: What is the effect of community support in a Title-I inner-city high school band program?

- Research Question Three: What is the effect of administrative support in a Title-I inner-city high school band program?

Definition of Terms

At-risk[32] - one who exhibits the lowest level of academic success and attainment and the highest incidence of academic failure; these students represent those who are less likely to achieve success in school and life in general.

National Association for Music Education[33] -an organization of American music educators dedicated to advancing and preserving music education as part of the core curriculum of schools in the United States.

Title I[34] - federal program that supports low-income students in schools, with more than 40% of students qualifying for free or reduced lunch.

Qualitative Ethnographic Research[35] - qualitative research that gathers observations, interviews, and documentary data to produce detailed and comprehensive accounts of different social phenomena.

Underserved [36]– to populations who encounter impediments to accessing and acquiring victim services; includes populations underserved because of geographic location, religion, sexual orientation, gender identity, racial and ethnic populations, special needs populations,

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[32] Great Schools Partnership, "At-Risk Definition," *The Glossary of Education Reform*, last modified August 29, 2013, https://www.edglossary.org/at-risk/.

[33] National Association for Music Education. "NAfME." NAfME. 2018. https://nafme.org/.

[34] Samantha Cleaver, "What Is a Title I School?" We Are Teachers. May 17, 2023. https://www.weareteachers.com/what-is-a-title-i-school/.

[35] Jack Caulfield, "An Introduction to Ethnography | What Is It and How Is It Used?" Scribbr. March 13, 2020. https://www.scribbr.com/methodology/ethnography/.

[36] "34 U.S. Code § 12291 - Definitions and Grant Provisions," *LII / Legal Information Institute*, https://www.law.cornell.edu/uscode/text/34/12291#a_39.

such as language barriers, disabilities, alienage status, or age, and any other population determined to be underserved by the Attorney General or by the Secretary of Health and Human Services.

Minority-**Majority**[37] –a population in which more than half reported a race and ethnicity other than Non-Hispanic White.

Public School[38] – A public school system is vital in educating children from various communities and backgrounds, offering a diverse and inclusive learning environment that nurtures social development and academic growth. Public schools aim to equip students with the knowledge and skills needed to succeed in their academic pursuits and future careers through a comprehensive curriculum encompassing subjects such as mathematics, language arts, science, and history. In addition to traditional classroom instruction, public school systems often offer extracurricular activities like sports, music, and art programs to foster creativity, teamwork, and a well-rounded student educational experience.

Urban[39] – the experience, lifestyle, or culture of African Americans living in economically depressed inner-city neighborhoods less than ten map miles from a population center of 30,000 people or more.

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[37] William D. Hicks et al., "Revisiting Majority-Minority Districts and Black Representation," *Political Research Quarterly* 71, no. 2 (2018): 408, https://www.jstor.org/stable/26600481,

[38] "About Us." n.d. Www.scsk12.org. https://www.scsk12.org/about/.

[39] National Geographic, "Urban Area | National Geographic Society," *Education.nationalgeographic.org*, last modified January 4, 2023, https://education.nationalgeographic.org/resource/urban-area/.

Inner-city [40]– commonly applied to urban schools that accept students from neglected parts of a city, densely populated and usually deteriorating inhabited.

Summary

Chapter one presents a qualitative ethnographic research study that explores the relationship between parental involvement, community support, and school administrative structure in three Title-I high school band programs in Memphis, TN. The study focuses on the socioeconomic domain of a high school band community within similar ethnic and socioeconomic backgrounds. The objective is to understand the factors contributing to these programs' success and decline. This study aims to highlight the elements of enhancing the success rate of inner-city high school band programs and how providing opportunities through band-oriented activities affects the community. The findings of this research will ultimately provide insight into the role of parental support, community involvement, and school administration in shaping the program's success.

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[40] What is an Inner City, "ICIC Research," *What Is a Inner City?*, last modified April 7, 2016, https://icic.org/research/.

Chapter Two: Literature Review

Introduction

In this qualitative ethnographic research on parental involvement, community support, and school administrative substructure in inner-city Title-I high school band programs in Memphis, Tennessee, this chapter forms a robust theoretical base. The following section synthesizes the recent literature appropriate to culturally responsive teaching in music education. The review offers scholarly sources that support the adopted approach and design of the research and methods used. This exhaustive study is designed to shed light on complex relationships involving parent involvement, outside support, and school hierarchy, as unique cases are presented when studying high school bands in urban settings.

The Role of the Band Director

It is crucial to understand the artistic and educational position high school band directors value in their role before investigating how the relationship related to parental involvement, community support, and school administrative substructure amid inner-city Title-I high school band programs. According to Gabriel Arnold, a former high school band director, categorize a band director as a counselor, mentor, and father figure.[1] One of their most vital attributes is enforcing discipline and guidance to succeed in life and the classroom. The distractors outside the classrooms, such as crime, drugs, and poverty in the local community, are better served,

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[1] Gabriel Arnold, "Effective Band Director Techniques for Teaching in Title I Schools," In-Person (Presented at the The Midwest Clinic, Chicago, Illinois, December 16, 2015), https://education.musicforall.org/2016/03/27/effective-band-director-techniques-for-teaching-in-title-i-schools/.

motivating students.[2] In addition, the band room was a refuge for the students from all outside

influences that could be harmful. Most students listen to music, which is a helpful way to

decompress from stress that could come from peers, family, or school. Most significantly,

fostering a culture of pride within the company rapidly transformed the unfavorable, low-

standard culture into a supportive and upbeat one.[3]

Haack and Smith found that the high school band director is one of the most visible and

difficult teaching positions in K–12 education due to the pressure to perform at a high level.[4]

They stated, "One's work is open to general evaluation at PTA meetings, concerts, and

community events—assessment circumstances far broader than a visit from the assistant

principal every other month.[5]   Therefore, if band directors are pressured to produce a quality

band program, support from stakeholders should be considered.

Based on the research carried out by Gaylan Robinson, who explores the perceptions of

teachers regarding the issues with the practice of teaching singing music in urban settings, the

urban educational setting supports the context of inner-city high school band programs, and

although the emphasis is placed on choral music, the research applies to bands.[6] This gives

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[2] Gabriel Arnold, "Effective Band Director Techniques for Teaching in Title I Schools," In-Person (Presented at the The Midwest Clinic, Chicago, Illinois, December 16, 2015), https://education.musicforall.org/2016/03/27/effective-band-director-techniques-for-teaching-in-title-i-schools/.

[3] Ibid.

[4] Paul Haack and Michael V. Smith, "Mentoring New Music Teachers," *Music Educators Journal* 87, no. 3 (November 2000): 23–27, https://journals.sagepub.com/doi/10.2307/3399659.

[5] Gregory Whitmore, "Inspired Practice: The Values of High School Band Directors," *Visions of Research in Music Education* 38, no. 1 (October 9, 2021): 3, https://digitalcommons.lib.uconn.edu/vrme/vol38/iss1/8/.

[6] Gaylan Robinson, "Teacher Perceptions of Teaching Choral Music in Urban Schools"(Tallassee, FL. The Florida State University, 2019), 40.

readers a close view of the specific problems music teachers must grapple with in urban districts, and we can also learn about the rare challenges facing school band instructors. These may show how teacher-student interactions operate and the teaching methods used in such an environment.

In the study conducted by Robinson, the investigation pertains to educators' perceptions concerning the challenges associated with instructing vocal music within urban educational environments, with a specific focus on inner-city high school band programs.[7] It is noteworthy that while the research emphasizes choral music, its implications extend to encompass band programs. This examination offers a comprehensive understanding of the specific impediments that music educators encounter in urban school districts, presenting insights into the exceptional difficulties school band instructors confront.

Administrative Support

The band program at schools is often seen as a crucial element in building school spirit and improving public perception. The administrators regularly evaluate the program's performance and emphasize the importance of succeeding in competitions, however, school administrators need to understand that a band program can only run effectively with funding and an in-depth understanding of an instrumental music class's various aspects. This understanding can help them appreciate the hard work put in by band directors and recognize the importance of student achievement and musical training in music programs.

School administrators often see band programs as tools for fostering school spirit and public relations. The principal regularly evaluates the program's efficacy and tends to focus more

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[7] Gaylan Robinson, "Teacher Perceptions of Teaching Choral Music in Urban Schools" (Tallassee, FL. The Florida State University, 2019), 40.

on contest performance success.[8] It is crucial, however, for administrators also to understand the components of an instrumental music class. This understanding can help them appreciate the dedication of band directors and the importance of student accomplishment and training in music programs. While the band program is valued for its practical use by the school's athletic department and administrators, it also holds significant educational value that community members should know.[9]

The administrator's support will come in handy when requesting the general operating items to run a band program. It is essential to navigate the system effectively to secure the personnel, supplies, and assistance necessary for creating a plan that optimizes the band director's efforts. A crucial part of this is building a rapport with the school's principal, which can either facilitate or hinder every aspect of the program. The principal's decisions on hiring, scheduling, building policies, and finances shape the school's overall priorities.[10] Therefore, understanding and aligning with these priorities is critical for the success of a band program.

Having the backing of the school administrator is pivotal when seeking the resources needed to operate a successful band program. Successfully navigating the system to obtain staff, equipment, and support is vital in developing a plan that fully realizes the program's potential.

[6.] James Richard Sawyer, "Factors That Characterize Successful Inner-City High School Band Programs of the North Central States of the United States as Perceived by Administrators, Music Supervisors and Music Educators," *ETD Collection for University of Nebraska-Lincoln* (Dissertation, 2002), accessed July 15, 2024, 21. https://digitalcommons.unl.edu/dissertations/AAI3059969

[7] James Richard Sawyer, "Factors that Characterize Successful Inner-City High School Band Programs of the North Central States of the United States as Perceived by Administrators, Music Supervisors, and Music Educators," 21.

[10] "The Business Side of Teaching School Music: Working with Administrators," *NAMM Foundation* (Music Achievement Council, March 31, 2014), https://www.nammfoundation.org/educator-tips/business-side-teaching-school-music-working-administrators.

Establishing a solid rapport with the school's principal is crucial, as it can significantly impact every facet of the program. The administrator's choices regarding hiring, scheduling, school policies, and finances greatly influence the school's overarching objectives. Therefore, it is imperative to comprehend and align with these objectives for the program to thrive.

In a 2021 study, Bethany Nickel explores the unique perspective of principals with a music education background.[11] The study delves into how these leaders shape the administrative structure of music programs in Title-I high schools, shedding light on their influence on parental involvement and community support.[12] Additionally, the article examines the leadership styles that can significantly impact high school band programs in Memphis, focusing on the dynamics between school administrators, parents, and the local community in the context of urban Title-I schools.

Evan Feldman et al. delve into the practical aspects of teaching music and harmony in their extensive research on instrumental music education.[13] Their work shows how these elements function within American schools and their impact on musical education.[14] By providing a framework to interpret the relationship between administrative procedures and musical dimensions in inner-city Title-I high school band programs, the study offers valuable insights for educators, researchers, and policymakers.

Additionally, Michelle Fine emphasizes the importance of focusing on the needs of urban

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[11] Bethany Nickel, *Principals with Music Teaching Backgrounds: Interactions with the School Music Program*, *ERIC* (Case Western Reserve University, 2021), 190-199. https://files.eric.ed.gov/fulltext/EJ1305324.pdf

[12] Ibid.

[13] Evan Feldman et al., *Instrumental Music Education: Teaching with the Musical and Practical in Harmony*, 3rd ed. (New York, NY: Routledge, 2020), 3–16.

[14] Ibid.

adolescents in public schools, providing them with a platform for self-expression.[15] The study explores the dynamics of silencing and nurturing voices in an urban setting, and it aims to deepen our understanding of the challenges faced by student-band members in inner-city Title-I high school bands. The research delves into complex contexts, including parental involvement, community support, and school administrative substructure, within the tricky nature of this topic.

Parental Involvement

Parents who are involved in the music program are not just beneficial: they are crucial. The skills students learn in music education-accountability, such as effective communication, collaboration, self-assurance, and a unique work ethic-shape their entire lives. Parents recognize the significance of their children's music education and the valuable abilities they acquire.[16] Parents are not just observers but integral contributors, cheerleaders, chaperones, coordinators, drivers, cooks, and mentors, and they help manage fund-raisers. Therefore, parental involvement is essential to the music program's success and children's development. Parental engagement guarantees that parents actively participate in their child's education, are full partners in their child's learning, and are included in the decision-making process. Family commitments embody actions and attitudes that assist children in an intentional interactive manner that leads to significant learning and successful results.[17]

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[15] Michelle Fine, "Silencing in Public Schools," *Publications and Research* 64, no. 2 (February 1, 1987), 163-169. https://academicworks.cuny.edu/gc_pubs/620/.

[16] Emily Ward, 2017 "Getting Parents Involved in the Music Program." Music Travel Consultants. November 15, 2017. https://www.musictravel.com/blog/2017/11/15/getting-parents-involved-in-the-music-program/.

[17] Noel E. Kelty, and Wakabayashi Tomoko. 2020. "Family Engagement in Schools: Parent, Educator, and Community Perspectives." *SAGE Open* 10, no. 4 (October): 1–13. https://doi.org/10.1177/2158244020973024.

The recent Constance McKoy & Vicki Lind book published in 2022 presents a critical lens through which one can examine the complex interplay between cultural responsiveness and parental engagement in Memphis, Tennessee.[18] The authors discuss using ethnically responsive teaching, which has proven to be essential in bridging gaps in different cultural backgrounds and music education.[19] This lens goes further into what parents involve themselves in and the support they provide, stressing the multifaceted approach needed to cater to the unique needs of Memphis high school bands.

Students in Title I schools may not have access to different opportunities than other students living in communities with more financial support. Schools with financial support can afford new instruments, uniforms, and travel expenses. In addition, parents can afford to send their children to private instruction, professional concerts, college campus visits, summer music camps, and state/national conferences. These pursuits help create enduring memories and significantly improve a child's musical experience.[20] Parental and community involvement help fill the gap for students in Title I schools who need extra financial support during school events.

<div align="center">

Title I School "The Under Serve"

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The "underserved" population includes a broad selection of populations in the Shelby County School District in Memphis, Tennessee. Some of the underserved populations included in this study are limited to these specific groups or have no resources, are socioeconomically

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[18] Constance L McKoy and Vicki R Lind, *Culturally Responsive Teaching in Music Education* (Taylor & Francis, 2022).

[19] Ibid.

[20] Gabriel Arnold, "Effective Band Director Techniques for Teaching in Title I Schools," In-Person (Presented at the The Midwest Clinic, Chicago, Illinois, December 16, 2015).

disadvantaged, and have limited English proficiency. Additionally, these underserved populations are geographically isolated and educationally disenfranchised people of color, ethnic and national minorities, high school band students, and some disabled children. To serve the students in the "underserved" area or to be able to request support, it is important to learn more about the people that you will be serving. This effort will help develop relationships with students, parents, and the community.

The population diversity in the Shelby County School District is relevant in this study to show how students in economically disadvantaged locations are left behind regarding up-to-date instruments, uniforms, or equipment related to the high school band. The student body at Memphis-Shelby County Schools is a vibrant tapestry of diversity, with 0.1% American Indian or Alaska Native, 0% Native Hawaiian or another Pacific Islander, 5.9% White, 72.2% Black, 1% Asian or Asian/Pacific Islander, 17.6% Hispanic/Latino. Additionally, 3.2% of students proudly identify as multiracial, and 0% have not indicated their race or ethnicity.[21]

Adam Cohen and Khalid Ballouli's study delves into the elaborate affiliation between music, sports, and physical activity within at-risk communities.[22] By focusing on inner-city high school band programs, the research aims to understand the cultural dynamics at play comprehensively. The study sheds light on parents' socio-economic factors and challenges in these communities and explores the correlation between music programs and the broader ethnic culture.[23]

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[21] "Memphis Shelby County Schools." n.d. Scsk12.org. Accessed May 17, 2024. https://scsk12.org/.

[22] Adam Cohen and Khalid Ballouli, "Exploring the Cultural Intersection of Music, Sport and Physical Activity among At-Risk Youth," *SAGE Journals*, last modified June 27, 2016, https://journals.sagepub.com/action/authenticateSharedSP.

[23] Ibid.

The imminent qualitative ethnographic research endeavor represents a pioneering approach, drawing from Carlesta Henderson's examination of mitigating academic disparities among at-risk students and fostering an environment conducive to their holistic development as law-abiding and industrious individuals.[24] The undertaking commences with comprehensively scrutinizing the interplay between parental engagement, communal backing, and the administrative framework. Notably, Henderson's study serves as a pertinent reference point for the forthcoming survey conducted within the context of the Shelby County School High School Band in Memphis, Tennessee. Furthermore, the substantial contribution presented by Henderson relates to preparing future music teachers to work with minority students. The importance of this research for Memphis, Tennessee, is because it shows the complexity of dealing with school bands in Title-I schools, which connects learners with families within different social groups.

Henderson's work also significantly contributes to the preparation of future music teachers, particularly in terms of their ability to engage with minority students effectively. This research is particularly relevant to Memphis, Tennessee, as it illuminates the complex dynamics of managing school bands in Title-I schools and the potential for these programs to foster connections between students and families from diverse societal groups.

In 2021, Warrick Carter provided eyewitness testimony and personal perceptions on integration in school music departments.[25] This information is essential if one needs to understand how different systems, including music programs, administration, and communities,

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[24] Carlesta Henderson, "Preparing Future Music Teachers for Dealing with Minority Students: A Profession at Risk," *Visions of Research in Music Education* 16, no. 4 (2021), https://digitalcommons.lib.uconn.edu/cgi/viewcontent.cgi?article=1663&context=vrme.

[25] Warrick Carter, "Personal Observations on Integration and School Music Programs," *Visions of Research in Music Education* 16, no. 4 (February 25, 2022): 22–32, accessed July 15, 2024, https://digitalcommons.lib.uconn.edu/vrme/vol16/iss4/14/.

relate.[26] Carter's work draws on her own experience to provide a fresh voice that might contribute to the qualitative ethnographic research regarding inner-city Title I high school band programs, showing how they could interact with other components within the overarching school setting.

The Urban Experience in Teaching Music by Lisa DeLorenzo delves into the experiences of teaching music in urban schools.[27] It offers insights from five music teachers in New Jersey public schools who kept journals during the 2015-2016 academic year. Urban schools vary widely, with some receiving additional funding due to their urban status. Music programs benefit from significant human and material resources in schools where the arts are highly regarded, especially those designated as arts intensive. Adapting to the ever-changing nature of urban schools presents a significant challenge for teachers.[28]

To effectively support students facing challenges and help them succeed, it is crucial to understand the underlying causes of their behavior. It is important to note that challenging behavior is not exclusive to urban schools, however, due to the prevalence of stories and rumors about crime and violence in urban areas, many aspiring teachers tend to associate student aggression with urban schools. This is a misconception that needs to be addressed. In a diverse classroom, students from various cultural backgrounds bring unique communication styles that, when understood and respected, can enrich the learning environment.[29]

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[26] Lisa C. DeLorenzo, (2019*). Teaching Music: The Urban Experience* (1st ed.). Routledge. https://doi.org/10.4324/9780429196737

[27] Ibid.

[28] Ibid.

[29] Ibid.

Schools are microcosms of American society in the context of education, playing a crucial role in shaping students as active participants in a democratic society. In the realm of music education, a democratic classroom is one where the teacher and the students are equal partners in the learning process.[30] Music-making takes center stage in this environment, fostering critical and creative thinking about musical choices. Significantly, it also cultivates a sense of community among students. This sense of community is a key component of music education and a byproduct of music education. Students experience a prevailing sense of well-being, and both the teacher and the students contribute to building a strong sense of community.[31] Furthermore, music educators recognize the inherently political nature of teaching and strive to make it relevant by connecting it to the social environment in which students are immersed. Reflecting on this, Bakari Kitwana asserts that hip-hop music, despite its widespread acceptance in the mainstream, represents more than just entertainment; it serves as a voice for those who may otherwise go unheard.[32]

Donahue explored the impact of funding cuts on music programs in school districts, shedding light on the reasons behind such decisions. This study is crucial in understanding the existence of inner-city Title-1 high school bands today. It delves into the elaborate dynamics of school-based decisions on music education, including the role of parents, community support, and administration in urban settings.[33] Educators are increasingly resorting to fundraising efforts

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[30] Lisa C. DeLorenzo, (2019). *Teaching Music: The Urban Experience* (1st ed.).

[31] Ibid.

[32] Ibid.

[33] Henry Donahue, "How to Stop Music Education Funding Cuts," *Save the Music Foundation*, last modified May 13, 2021, https://www.savethemusic.org/blog/schools-cutting-music-programs/.

to prevent the slashing of music programs, particularly in urban areas. In a 2017 Give A Note Foundation survey, 42% of music teachers emphasized the essential nature of fundraising in delivering a comprehensive music curriculum, with 58% stating its significance in reducing the likelihood of budget cuts and enriching their programs. These figures illustrate the uphill battle educators face in preserving music education.[34]

Additionally, it is evident that music education budget cuts disproportionally affect school districts serving students of color, immigrant students, and low-income communities. Despite most students having access to music education, approximately 7,000 schools without music programs are primarily located in districts serving black, immigrant, and low-income student populations.[35] Research has underscored the importance of music education and its profound and lasting effects on child development. Involvement in music programs from an early age can enhance motor, language, and communication skills, influence brain plasticity, and even positively impact cognitive development.[36]

According to the National Overview of American Students, each student must also uphold a certain level of cultural integrity regardless of their cultural background.[37] Unfortunately, too many black students still perceive school as an unfamiliar and unpleasant environment. Majors and Billson claim that the 'styling' and 'posturing 'the school disapproves of

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[34] Henry Donahue, "How to Stop Music Education Funding Cuts." *Save The Music Foundation*.

[35] Ibid.

[36] Ewa A. Miendlarzewska and Wiebke J. Trost, "How Musical Training Affects Cognitive Development: Rhythm, Reward and Other Modulating Variables," *Frontiers in Neuroscience* 7, no. 279 (January 20, 2014), https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3957486/.

[37] Basha Krasnof, *Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably*, March 2016, 5-9. https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf

are examples of this animosity. Thus, rather than being punished for specific actions, a Black student wearing a hat or having baggy pants in class could be punished for their wardrobe choices, making school a place where Black students are not allowed to 'be themselves.' The culturally sensitive teacher will use their students' unique cultural experiences as a tool for instruction.[38]

This context becomes especially important considering the inner-city Title-I high school bands, illuminating possible discrepancies regarding the level of parents' involvement and the communities' support. These sources provide a general view of all students who are involved with music and, therefore, offer a starting information base for understanding the social dynamics that make high school bands functional in cities.

Teaching Music

Allison Daubney and Martin Fautley's article "Music Education in a Time of Pandemic" underscored the pandemic's worldwide effect on classroom music instruction.[39] The article explores adaptive strategies in music education during a pandemic using a framework; they shed light on external factors that could have contributed to the poor performance of the inner-city band programs in Memphis, however, this was not the issue considered. To understand the impact COVID-19 had on music before and during the pandemic in the inner school, Daubney and Fautley conducted a study. Several respondents emphasized the necessity for music

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[38] Basha Krasnof, *Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably*, March 2016, 5-9. https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching-508.pdf

[39] Alison Daubney and Martin Fautley, "Editorial Research: Music Education in a Time of Pandemic," *British Journal of Music Education* 37, no. 2 (June 11, 2020): 107–114.

educators to adopt a "learner-centered" approach, suggesting that understanding individual learners' preferences, interests, and backgrounds is crucial.[40] They highlight the abrupt transition that educators and schools had to make to a predominately online format and how this has affected music education. It raises concerns about curriculum and assessment, mainly because band directors must now utilize their professional judgment and rely on students and parents to use their own motivation techniques to practice.

Additionally, it was noted that Music Education Hubs strive to cater to the diverse needs of all young people in their local areas, acknowledging the potential of providing opportunities that are more than teacher-directed. There is a growing consensus that increased pupil independence leads to more effective learning, although implementing this approach requires a significant shift in educational practice.[41]

Moreover, facilitating dialogue between stakeholders could significantly enhance the overall experience for participants, emphasizing the importance of aligning students' aims and aspirations with their educational experience. Furthermore, there is recognition of the need to expose children and young people to musical opportunities they may not have considered, highlighting the value of diverse perspectives.[42] Overall, feedback from children and young people underscores their significant contributions to the ongoing debate. There is a strong sentiment that top-down decision-making impedes their opportunities for progress. While these individuals appreciate the opportunities provided to them, there is a consensus that greater dialogue with them would greatly benefit the music education sector at all levels. It is widely felt

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[40] Alison Daubney and Martin Fautley, "Editorial Research: Music Education in a Time of Pandemic"

[41] Ibid.

[42] Ibid.

that their voices must be heard and valued for them to advance in music, underlining the urgency and importance of this matter.[43]

To understand the context of teaching character ethics in pre-primary and primary schools, as cited by Wohabie Birhan et al., this study lays the groundwork for a general description of the broader educational environment and the different components that lead to the formation of a student's personality.[44] Examining the complexities of character education in primary schools might reveal if parents' participation, community help, and internal school structure affect pupils' complete learning experience: Parental Involvement, Community Support, and School Administrative Substructure of Inner-City Title-I High School Band Programs. In this regard, character education comes into play in developing students who relate to music programs and broader school happenings.

The Harlem community's HHL initiative serves as a prime example, motivating urban youth to participate in physical activity and music programs, resulting in positive outcomes.[45] The research is pioneering in its exploration of the unique amalgamation of sports and music and how they can be harnessed to bring about positive change beyond traditional sports-based interventions. It advocates for a holistic approach to SFD programming, focusing on impact assessment, organizational structure, physical activity, education, and cultural enrichment components. The study also draws attention to the recognized impact of music on society and the

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[43] Alison Daubney and Martin Fautley, "Editorial Research: Music Education in a Time of Pandemic," *British Journal of Music Education* 37, no. 2 (June 11, 2020): 107–114

[44] Wohabie Birhan et al., "Exploring the Context of Teaching Character Education to Children in Preprimary and Primary Schools," *Social Sciences & Humanities Open* 4, no. 1 (2021): 100171, https://www.sciencedirect.com/science/article/pii/S259029112100067X.

[45] Alison Daubney and Martin Fautley, "Editorial Research: Music Education in a Time of Pandemic"

emerging body of work dedicated to understanding the intersection of sports and music in various sociological contexts. Furthermore, it highlights the potential benefits of integrating music and sports in SFD programs, setting the stage for future research to explore their impact across diverse settings and locations.[46]

The existing research by Seth Pendergast on factors influencing student participation in secondary school music programs provides valuable insights that could inform efforts to support inner-city Title I band programs.[47] Hawkinson's review identified three primary factors that impact music participation: structural, interpersonal, and intrapersonal.[48] Structural factors relate to the contextual influences that enable or impede equitable access to music classes. In inner-city Title I schools, structural barriers may include limited music instruction offerings, scheduling conflicts that make it difficult for students to fit band into their schedules, and lack of funding/resources for music programs. Understanding these structural challenges could guide administrators and policymakers in developing solutions to improve access and support for inner-city band programs.

Interpersonal factors involve how students' cultural and social identities interact with societal norms and relationships with parents, peers, teachers, and the broader community. For students in under-resourced urban areas, interpersonal dynamics like parental attitudes towards music, peer perceptions, and community engagement could significantly influence band

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[46] Alison Daubney and Martin Fautley, "Editorial Research: Music Education in a Time of Pandemic," British Journal of Music Education 37, no. 2 (June 11, 2020): 107–114

[47] Seth Pendergast, "Understanding Participation in Secondary Music Classes: A Literature Review," Sage Journal: *Applications of Research in Music Education* 39, no. 1 (May 28, 2020): 38–49, https://journals.sagepub.com/doi/10.1177/8755123320928479.

[48] Ibid.

participation. These interpersonal factors could inform outreach and partnership strategies to increase family and community buy-in for inner-city band programs.

Finally, intrapersonal factors such as students' self-efficacy, interests, and perceived participation costs also shape music involvement. Low-income urban students may face unique intrapersonal barriers, like doubts about their musical abilities or concerns about the time/financial commitments required for a band. Addressing these intrapersonal factors through targeted support and curricular alignment could help inner-city band programs recruit and retain students better. By applying Hawkinson's review's structural, interpersonal, and intrapersonal framework, researchers could better understand the challenges and opportunities for parental, administrative, and community support of inner-city Title I band programs. This knowledge could inform the development of multi-faceted strategies to enhance equitable access, strengthen interpersonal connections, and bolster students' intrapersonal beliefs that are fundamental for sustaining inclusive band programs in under-resourced urban schools.

Why are Schools Cutting Music Programs

Music programs in schools are often seen as non-essential elective courses compared to sports programs, leading to budget cuts in music education. This classification can harm students who have a passion for music and rely on these programs for their creative outlet. The impact of these budget cuts on students is significant, often leading to a loss of a vital creative outlet. Advocates for music education argue that it is just as important as sports in developing well-rounded individuals. The impact of these decisions varies greatly depending on the resources available to each school district, with wealthier districts often able to maintain both music and sports programs. Ultimately, the decision to prioritize one over the other reflects the values and

priorities of the community. Research has provided evidence that an effective music program can significantly improve student academics and improve discipline.[49]

The cutting of the music program is not new. Music was severely affected during the Great Recession that profoundly affected music and art programs in public schools.[50] Nationwide per-pupil spending on public schools fell by roughly seven percent during that period. As a result, the availability of art and music was severely reduced in many districts. Regrettably, school districts that serve low-income communities, students of color, and immigrants were disproportionately impacted by this trend. Despite the apparent advantages of music education programs, some schools still risk music education due to persistent underfunding and subpar programs.[51] It is critical to acknowledge the benefits of music education for students' development of social-emotional abilities like confidence and focus, as well as improved attendance, academic performance, and teacher satisfaction

A longitudinal analysis by Jaschke Honing and Scherder presents a compelling case for the influence of music education on the executive functions of elementary school children.[52] This research, which spans over a significant period of time, suggests that family and environmental factors play a significant role in students' cognitive development and executive brain skills, particularly in the context of neighborhood schools in Memphis. The robustness and reliability of

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[49] Daniel J Levitin, *This Is Your Brain on Music: The Science of a Human Obsession* (New York, N.Y.: London : Atlantic, 2008).

[50] Rachel Carey, " Music in Unconventional Spaces: The Changing Music Scene of Great Depression America, 1929-1938," 2018, 2.
https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1554&context=master201019.

[51] Henry Donahue, "How to Stop Music Education Funding Cuts," *Save the Music Foundation*, last modified May 13, 2021, https://www.savethemusic.org/blog/schools-cutting-music-programs/.

[52] Artur C. Jaschke, Henkjan Honing, and Erik J. A. Scherder, "Longitudinal Analysis of Music Education on Executive Functions in Primary School Children," *Frontiers in Neuroscience* 12, no. 103 (February 28, 2018).

the findings are underscored by the longitudinal approach adopted in this research, which is crucial in uncovering the enduring impact of music education in high school, providing comprehensive insights into how early involvement can shape knowledge acquisition and skills in the high school context.

Financial resources significantly impact school music in urban areas because participation in music programs usually entails additional costs such as instrument rental fees, instrument accessories, uniform cleaning fees, and other necessary purchases. Participating in extracurricular activities gets to be a benefit instead of a lawful requirement. Students are also discouraged from enrolling in music programs populated by peers from outside their social network or targeting specific class demographics.[53] To promote equity, music teachers should provide everyone with free and equal music education, regardless of circumstance.

The case study by Ryan Shaw identifies weaknesses in art education and addresses issues concerning urban school programs.[54] While it does not explicitly focus on high school band programs, it contributes significant knowledge about the challenges facing arts education in urban areas across America. This understanding could inform discussions about the obstacles encountered by Title I high school band programs in urban settings, shedding light on systemic issues that may hinder their finances towards the program's effectiveness.

Shaw's study details the budget cuts within a particular district and how they affect urban schools.[55] It compares the inconsistencies in funding between urban and upper-class

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[53] Lauren Barack, 2018. "Music Education Can Have Tremendous Payoff despite High Costs." K-12 Dive. October 24, 2018. https://www.k12dive.com/news/music-education-can-have-tremendous-payoff-despite-high-costs/540249/.

[54] Ryan D. Shaw, "The Vulnerability of Urban Elementary School Arts Programs: A Case Study," *Journal of Research in Music Education* 65, no. 4 (November 6, 2017): 393–415, https://journals.sagepub.com/doi/full/10.1177/0022429417739855.

[55] Ibid.

communities. The study shows that this urban district is required to cut programs, like the arts, while the upper and middle-class districts do not.[56] Shaw's study furthermore assists in elaborating on the unfair circumstances that inner-city band programs face when building and maintaining a program designed to enhance community, musicianship, and scholarship.

The research designed by Kristen Moldovan highlights the unique barriers that SEL programming faces, such as funding, buy-in, professional development, and emotional capacity.[57] These barriers affect the implementation and sustainability of SEL programs in urban education settings. This research also highlights the importance of adaptability in education, especially in times of crisis. The shift to online formats for SEL programming demonstrates the resilience and dedication of educators and organizations in continuing to support students' social and emotional development despite the challenges presented by the sudden changes in the education system.

Furthermore, the findings of this research shed light on the unique barriers that SEL programming faces, such as funding, buy-in, professional development, and emotional capacity. These barriers affect the implementation of SEL programs and the overall success and sustainability of these initiatives in urban education settings. Educators, policymakers, and stakeholders must recognize the value of SEL programs and prioritize the development of strategies to overcome the barriers identified in this research. Providing support and resources for SEL programming can create a more holistic and practical educational environment that

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[56] Ryan D. Shaw, "The Vulnerability of Urban Elementary School Arts Programs: A Case Study," *Journal of Research in Music Education* 65, no. 4 (November 6, 2017): 393–415, https://journals.sagepub.com/doi/full/10.1177/0022429417739855.

[57] Kristen Moldovan, SCHOOL-BASED SOCIAL-EMOTIONAL LEARNING PROGRAMS in an URBAN SETTING: BARRIERS and FACILITATORS from the PERSPECTIVE of THOSE WHO IMPLEMENT THEM, December 2004: 24. https://etd.ohiolink.edu/acprod/odb_etd/ws/send_file/send?accession=csu1600947170740234&disposition=inline.

addresses students' social and emotional needs in urban settings.

KuRonde Washington's thesis provides this paper with resources that outline the need for support for music programs.[58] Washington proves that parents play a significant role in student aspirations.[59] This study also provides an overview of how music programs are declining in the inner city. This literature is an essential resource for further developing a stance on support for high school band programs and a need to continue to advocate for more resources to enhance student growth.

Furthermore, Washington's examination of the decline of middle school music programs addresses relevant issues across the education continuum.[60] This source provides a broader understanding of music programs' challenges, indicating trends and potential patterns that should be considered in the context of high school bands. Comprehending music education programs' systemic challenges at various levels is essential to formulating comprehensive and sustainable intervention measures for addressing potential difficulties within inner-city Title I high school bands in Memphis, Tennessee.

Summary

This literature review aims to help amplify the significance of parents, administration, and community support on inner-city Title-I high school band programs in Memphis, Tennessee. Music, a catalyst for positive social bonds and increased confidence, also serves as a creative

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[58] KuRonde Washington, *The Decline of Middle School Music Programs in Major U.S. Inner-City Schools* (Liberty University, May 2022), accessed July 14, 2024, 82. https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1862&context=masters.

[59] Ibid.

[60] Ibid.

outlet for students. The current research undertakes a comprehensive review of present-day empirical and theoretical literature, exploring significant variables and drawing from other fields to fill the gaps in direct literature. The chapter concludes with an in-depth analysis of the literature on cultural responsiveness in music education, a framework for culturally reactive music education, and an examination of the role of these factors in influencing high achievement in urban high school band programs, leaving the audience feeling informed and knowledgeable.

Chapter Three: Methods

Introduction

The methodology chapter is a crucial component of this thesis, providing a comprehensive understanding of this study's research design and approach. In line with the research questions and objectives, a qualitative ethnographic research method was chosen to explore how parental, administrative, and community support affects high school band programs. This method allows for an in-depth exploration of the social and cultural contexts surrounding the research topic, providing rich and nuanced insight into the participants' lived experiences. Qualitatively, this research will provide a real-life approach and often consist of different practices that construct an idea of the study group.

Qualitative research is an approach to understanding the meaning individuals or groups ascribe to a social or human problem.[1] Ethnographically, this research offers an interposition of the perspectives and experiences of the participants while delivering a holistic understanding of the values and social dynamics of the group.[2] This chapter aims to outline the research design, identify questions and hypotheses, characterize the participants, set the setting, describe instrumentation, reveal the procedures, and elucidate the data collection. By employing a qualitative ethnographic approach, this study seeks to uncover the sophisticated complexities and dynamics within the research context, contributing to the existing body of knowledge in the field.

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[1] Willy Lima and Enid F. Newell-McLymont, "Qualitative Research Methods: A Critical Analysis," *International Journal of Engineering and Management Research* 11, no. 2 (April 30, 2021): 189–199, https://www.researchgate.net/publication/351787645_Qualitative_Research_Methods_A_Critical_Analysis.

[2] Muhammad Hassan, "Ethnographic Research, Study, and Methods," *Research Method*, last modified July 17, 2022, https://researchmethod.net/ethnographic-research/.

Design

This study utilizes a qualitative ethnographic research design to investigate the perceptions and experiences of support within the context of the Title-I inner-city high school band with the Memphis-Shelby County School (MSCS) system in Memphis, Tennessee. The research design seeks to capture the diverse perspectives of students, parents, band directors, administration, and community members. Short-answer surveys and interviews were the primary data collection methods, allowing for a comprehensive exploration of the research topic from different angles.

The researcher administered surveys to the selected participants involved in the band program. The participants included the students, parents, the principal, the band director, and community members who were available and willing to participate. These surveys compromised open-ended and closed-ended questions, offering qualitative insight into the participant's perspectives. The surveys were conducted in person to ensure clarity to participants, capture non-verbal cues, and ensure the authenticity of responses. Additionally, interviews with the same participants were carried out to gather personal narratives about their experiences, perceptions, and attitudes toward support for the band program.

To maintain confidentiality, the interviews were scheduled during non-peak hours to minimize the chances of interruptions. Participants were given a private space to share their thoughts and experiences without fear of being overheard. The band hall practice rooms provided a quiet and secluded environment, allowing for focused and meaningful conversations. Additionally, using soundproofing materials in the rooms further ensured that the discussions remained private. These measures were taken to create a safe and conducive atmosphere for the participants to express themselves openly and honestly.

The research was designed to be anonymous to safeguard the participants' identities and confidentiality. Ethical considerations were paramount throughout the research design, and informed consent was obtained from all participants before their involvement in the study. Utilizing a qualitative ethnographic research approach alongside surveys and interviews facilitated a comprehensive exploration of the diverse perspectives within the high school band programs.[3] This method provides a holistic understanding of the research topic and contributes to the existing body of knowledge in the field.

Questions and Hypotheses

Through data analysis and interpretation, the study aims to provide valuable insight into the importance of the high school band support systems and their impact on student engagement, program success, and overall school community dynamics. The following hypotheses will guide the research study, allowing exploration of the relationship between parental support, community support, and administrative support, as well as uncovering the effects of support in an inner-city Title I high school band program in Memphis, TN. These insights could potentially increase the development of more effective systems in similar educational contexts.

- Research question 1: What is the effect of parental support in a Title-I inner-city high school band program?
    - Hypothesis 1: It is hypothesized that greater parental support in a Title-I inner-city high school band program will positively impact student engagement and performance. Specifically, students who receive higher levels of parental support,

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[3] Muhammad Hassan, 2022. "Ethnographic Research, Study, and Methods," 32.

attend performances, allocate financial assistance, and participate in booster activities will demonstrate higher levels of motivation, encouragement, and commitment to the band program.

- Research question 2: What is the effect of community support in a Title-I inner-city high school band program?

    o Hypothesis 2: It is hypothesized that increased community support in a Title-I inner-city high school band program will contribute to the overall success and stability of the program. Community support, local businesses sponsoring band events or needs, community members attending performances, and volunteers assisting with fundraising and logistics are expected to enhance the band program's resources, visibility, and community integration. Results are expected to enhance community pride, increase participation, and improve opportunities with growth and networking for the band program.

- Research question 3: What is the effect of administrative support in a Title-I inner-city high school band program?

    o Hypothesis: It is hypothesized that solid administrative support in a Title-I inner-city high school band program will positively influence the program's resource allocation, student outcomes, and organizational structure. Administrators who prioritize the band program by providing adequate funding, approving events or travel opportunities, and academic discipline will create an environment conducive to student success. This, in turn, is expected to lead to improved student performance, higher retention and graduation rates, and a stronger sense of belonging within the band.

Participants

Participants were chosen in consultation with the Shelby County Superintendent's Office on the knowledge and consent to conduct a study with those who could contribute to this study. The first criterion was that participants were current participants in Falcon, Devils, and Chiefs, a high school music program. Second, participants in this study were band directors, administrators, students, parents, and community leaders from inner-city high schools and districts within Memphis, Tennessee. The choice to have participants from three local high schools in Shelby County was made to maximize the sample size and provide a comprehensive range of district environments and participants' perspectives, ensuring the study's representativeness. Once the participants have been identified, inform each band director and administrator of the study and request their agreement to participate. They verbally agreed to do so, upon which suitable interview times and dates were arranged, however, students participating were asked to complete a parental consent form before an interview/survey was conducted.

Participants had the option to withdraw from the study at any time without penalty. This study's records were securely stored and remained confidential. Published reports will not include any information that will make it possible to identify any participants. Research records will be stored securely, and only the researcher can access them. By ensuring clear and ethical guidelines for participation, the study aims to engage a diverse range of participants and collect valuable data to address the research questions.

Setting

The study was conducted in Title-I inner-city MSCS high schools in the Northern Memphis, TN region. MSCS serves 109,797 diverse students, a high percentage of whom come

from low-income backgrounds.[4] The schools in the MSCS offer a range of academic and extracurricular programs to meet the needs and interests of students. The research focused on the high school's band program, which provides opportunities for students to learn and perform instrumental music. The band programs consist of multiple ensembles, including concert, jazz, marching, and jazz bands. The band program is led by a dedicated band director and typically supported by additional staff, an assistant director, a percussion instructor, and an auxiliary sponsor.

The band program rehearses in the band room/ hall, which is equipped with musical instruments, music stands, and other necessary equipment. Additionally, the band performs in the school auditorium, outdoor spaces, and other community venues. It is essential to acknowledge that high school band programs within the Title-I and inner-city spectrum operate within a unique context influenced by factors such as limited financial resources, diverse student demographics, and potential challenges related to the lack of community engagement. Understanding these settings will contribute to interpreting the study's findings and their applicability to similar settings and underscoring the crucial role of community engagement in the success of these programs.

Table 1 below presents the school population demographics for the 2022-2023 academic year, detailing the total student population, total band members, and the percentage of students involved in the band for the following three schools: School A, School B, and School C. These statistics provide insights into the participation rates of students in band activities across the three

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[4] "ACS-ED School District Profile 2016-20," *Nces.ed.gov* (Education Demographic And Geographic Estimates, 2022), last modified 2022, https://nces.ed.gov/Programs/Edge/ACSDashboard/4700148.

schools, showing variations in the proportion of students engaged in band activities relative to the total student population.

Table 1. School Population Demographics 2022-2023

School	Total Student Population	Total Band Members	% in Band
School A (Falcons)	1295	38	2.93% (2.93436)
School B (Devils)	657	60	9.13% (9.132)
School C (Chiefs)	779	109	14% (13.992)

Data Collection Method

A ten-question survey was developed to prompt a detailed descriptive response from band directors, students, parents, and administrators, providing insight into the level of parental involvement, community support, and the effectiveness of the school administrative substructure. The survey questions aim to understand the impact of these factors on the overall experience and development of student musicians in the band program. A list of twenty interview questions aimed to uncover the band director, students, parents, and administrator's insight on the impact of parental involvement, the role of community support, and the level of support provided by school administrative substructure in inner city Title-I high school band programs were considered.

These questions were developed to elicit detailed and nuanced responses, allowing for a comprehensive understanding of the participant's perspective. All students, directors, principals,

and administrators were asked the same questions, however, each set of survey and interview questions was orchestrated to question each group of participants to force a similar structure of responses and yet be specific to the group. The survey and interview questions need minor modifications and adaptations to align this study with the specific context related to each participant sub-group. For example, parents were asked to rate their independent support towards the band program; the students, admin, and band directors were asked how parental involvement impacts the overall success of the band program. These questions are similar, but the parents' participation and responses show the scope of parental support. This information is displayed in Tables 2 and 3 below.

Table 2 Survey Questions

Survey Questions High School Students	Survey Questions High School Administration	Survey Questions High School Band Director	Survey Questions High School Parent
How would you rate the level of parental involvement in your high school's band program?	How would you describe the level of parental involvement in the high school band program at your school?	How would you describe the level of parental involvement in your high school band program?	How would you rate your level of involvement in your child's high school band program?
In what ways do you feel that parental involvement positively impacts the band program at your school?	What specific measures or strategies have been implemented to encourage and increase parental involvement in the band programs?	In what ways do you believe parental involvement positively impacts the overall success of the band program?	What specific activities or events have you participated in to support the band program?
Can you provide examples of how	How do you perceive the	What specific initiatives or	How do you believe your

community support has contributed to the success of your high school's band program?	impact of parental involvement on the overall success and growth of the band programs?	strategies have you implemented to encourage and enhance parental involvement in the band program?	involvement in the band program positively impacts your child's overall experience and development?
What challenges do you believe arise from a lack of community support for the band program?	In what ways does community support contribute to the development and sustainability of the inner-city Title-I high school band programs?	How do you perceive the level of community support for the high school band program in Memphis, Tennessee?	In your opinion, what role should the community play in supporting and promoting the high school band program?
How would you describe the role of school administrative substructure in supporting and promoting the high school band program?	Can you provide examples of community initiatives or partnerships that have positively affected the band programs?	What measures have you taken to foster community support for the band program?	How would you rate the level of community support for the band program in Memphis, Tennessee?
Can you share any specific instances where school administrative support has made a difference in the band program's development?	How would you describe the current administrative substructure within the inner-city Title-I high school band programs?	How do you view the role of school administrative substructure in supporting and promoting the high school band program?	Have you observed any initiatives or efforts from the school administration to encourage parental involvement in the band program? If yes, please provide examples.
Do you believe there is a correlation between parental involvement, community support, and the overall success of the high school	What steps have been taken to ensure effective communication and collaboration between the school administration and the band programs?	Can you provide examples of how school administrative support has made a difference in the band program's development?	Do you believe there is a correlation between parental involvement, community support, and the overall success of the high school

band program? Please explain.			band program? Please explain.
Are there any specific initiatives or programs in place at your school that encourage parental involvement in the band program?	How do you evaluate the level of support and resources provided by the school administration to the band programs?	In your experience, do you believe there is a correlation between parental involvement, community support, and the overall success of the high school band program? Please explain.	What challenges do you face in terms of being involved in the band program and supporting your child's musical endeavors?
How do you feel about the current level of parental involvement in the band program? Is there room for improvement?	What challenges do you face in terms of ensuring adequate parental involvement, community support, and a strong school administrative substructure for the band program?	What challenges do you face in terms of ensuring adequate parental involvement, community support, and a strong school administrative substructure for the band program?	How do you think school administration could further support and enhance the band program in terms of resources and opportunities?
What recommendations would you make to enhance parental involvement, community support, and the school administrative substructure for the high school band program in Memphis, Tennessee?	What are your recommendations for improving the relationship between parental involvement, community support, and the school administrative substructure in the inner-city Title-I high school band programs?	Based on your experience, what recommendations would you make to further enhance parental involvement, community support, and the school administrative substructure for the high school band program in Memphis, Tennessee?	Based on your experience and observations, what recommendations would you make to improve parental involvement, community support, and the school administrative substructure for the high school band program in Memphis, Tennessee?

Table 3: General Interview Questions

General Interview Questions
1. How does parental involvement in the band program contribute to the overall experience?
2. Can you share any specific instances where your support has positively impacted the band program?
3. In what ways do you think the community supports the high school band program, and how do you encourage and foster that support?
4. How has administrative involvement influenced the success and growth of the band program?
5. Do you feel that the level of support and resources provided by the school administration adequately meets the needs of the band program? Why or why not?
6. Can you provide examples of how the school administration has positively contributed to the band program's development and accomplishments?
7. What challenges or limitations do you perceive in terms of providing support and resources to the band program?
8. How do you think increased administrative involvement could enhance the overall effectiveness of the band program?
9. What strategies or initiatives do you believe could improve community support and involvement in the high school band program?
10. In your opinion, what role should parents play in supporting and promoting the band program, and how can the school administration facilitate their involvement?
11. Have you noticed any differences in the level of parental involvement, community support, or administrative involvement between the band program and other school activities?
12. How do you think the band program could better collaborate with the school administration to enhance its effectiveness?
13. Can you share any specific instances where the lack of administrative involvement or support has hindered the band program's success?
14. Do you believe that greater administrative involvement and support positively impact the motivation and dedication of band students? Why or why not?
15. What suggestions do you have for improving communication and collaboration between the school administration, parents, and the band program?
16. How do you think additional resources or funding provided by the school administration or the community could benefit the band program?
17. Are there any specific initiatives or activities that you believe would encourage more administrative involvement in the band program?
18. How do you think the band program could effectively engage and involve the wider community with the support of the school administration?
19. Do you feel that the importance of the band program is fully understood and valued by the school administration? Why or why not?

> 20. Can you describe any instances where the collaborative efforts of the school administration, parents, and the community have positively impacted the band program?

Procedures

Participants for this study were recruited from the North Memphis area of Memphis, TN, within the MSCS system. The recruitment process was orchestrated through a meeting among the band directors and their programs using an in-person dialogue and emails to district supervisors and school administrations. Interview participants for students were selected on a volunteer basis during the meetings and finalized with approval from their band director. The surveys were administered 15 minutes before the interview. Each interview was audio-recorded and transcribed using the *Notta-Transcribe Voice-to-Text* app used to collect data for the researcher. The study will adhere to ethical guidelines, informed consent, and personal data protection. All collected data will be securely stored and accessible only to the researcher. Regarding maintaining anonymity, the participant's submission will be scanned and filed to appropriate identifiers.

In addition, participants were required to complete a demographic questionnaire to provide further context to their responses. The researchers analyzed the data using statistical software to identify patterns or correlations. Any identifying information has been kept separate from the data and stored securely. The researcher have also conducted member checking to ensure the accuracy and validity of the findings. The study results have been shared with the participants and their band directors and potentially published in an academic journal. The researcher's goal is that this study provides valuable insights into students' experiences in the North Memphis area and inform future music education programs.

Researcher Positionality

It is essential to highlight the researcher's background to provide context and transparency before presenting the findings. The individual responsible for this research is a highly experienced African American man who has dedicated six years of teaching in Title-I schools in Memphis, Tennessee. With a degree from an Historical Black College/ University (HBCU) and diverse teaching experiences that include international exposure in music education and higher education settings, his unique positionality significantly shapes the lens through which this study is conducted. It is essential to acknowledge that the researcher's personal experiences and insights, such as adjudicating band competitions, teaching music from kindergarten to higher education, working with over ten inner-city Title I band programs, building three band high school programs from ground zero, building an HBCU band program, partnering with establishing a music curriculum and being a product of an inner-city Title I school system has fueled the direction and outcomes of this project.

Furthermore, the wealth of knowledge and expertise this researcher brings serves as crucial tools that have enriched the text and added depth to the findings. The comprehensive understanding acquired through years of hands-on teaching experience and academic pursuits has undoubtedly contributed to the robustness of the research outcomes. Moreover, these findings are a testament to the researcher's dedication and passion and represent a valuable resource that can be leveraged to bolster music programs and foster a more robust band culture within the community.

The researcher's multifaceted background and expertise underscore this study's significance, positioning it as a valuable asset in advancing support for music education initiatives and nurturing the growth of band programs in the community. Before presenting the

findings, and in the spirit of self-awareness, this research was prepared by an educated Black/African-American man with six years of teaching experience at Title-I schools in Memphis, Tennessee. He is a proud HBCU graduate with some international experience teaching music and five-plus years of teaching in higher education. It should be noted that the researcher's positionality influenced this project to some extent. His knowledge is a significant tool that helped make the text significant. Thus, these findings will be utilized to enhance the support for music programs and further develop the band culture within the community.

Data Analysis

The data analysis process will focus on understanding and interpreting the rich and contextual data collated through participant observation through interviews and surveys using qualitative ethnographic methods. This data analysis aims to explore and intrepidly investigate the substance of additional support from parents, the community, and the administration for the inner-city Title-I high school band program in Memphis, TN. The research questions guided this ethnographic data analysis.

To collect the necessary data, the researcher created open-ended surveys and interview questions precisely mapped to disentangle the characteristic value of support from parents, school administration, and the community. The interview data was recorded by the *Notta-Transcribe Voice to Text* app and converted to an *Excel* file for scaffolding and coding. Each survey was printed and handed to the participant; handwritten responses were required.

The process for data analysis focuses on understanding and interpreting the rich and contextual data collated through participant observation, field notes, interviews, and other

ethnographic and qualitative methods.[5] The aim was to conduct interviews and surveys with

students ranging from 9th-12th grade, parents of students, band director, school administration,

and community members actively engaged in the mechanics of an MSCS band program within

the North Memphis region. Each MSCS band program incorporated in this study is

demographically located within 15 miles of each other and is categorized in no specific order as

School A, School B, and School C.

The dataset is thoroughly examined to identify and address any missing data or outliers

before conducting the analysis. The study requested a minimum of 10 interviews and surveys

from the participants from each school. Participants in the study were given proper consent

forms, asked to complete a survey, and asked to engage with the series of ten interview questions

anonymously. The researcher analyzed the transcription to remove any identifiers that may lead

to a breach of consent and to clarify the dialect, ensuring a transparent and authentic script. It is

vital for the researcher to follow along with the audio recording to pay attention to responses and

precisely what the informants say.

Summary

Ethnographic research is a valuable tool for understanding and documenting the

complexities of human culture and behavior. By immersing themselves in the group's daily lives,

researchers can gain a deep insight into the research subject's beliefs, values, and social

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[5] Joseph Wholey, Harry P. Harty, and Kathryn E. Newcomer, eds., *HANDBOOK of PRACTICAL PROGRAM EVALUATION*, 3rd ed. (989 Market Street, San Francisco, CA: Jossey-Bass, 2010), 559, http://www.blancopeck.net/HandbookProgramEvaluation.pdf,

interactions.[6] This method allows for a nuanced understanding of the subject matter, uncovering patterns and themes that may not be apparent through other research methods.

Ethnographic research in high school group programs for minority students plays a crucial role in understanding the complexities of their experiences. By delving into the group dynamics, participant characteristics, and training methods, researchers can unveil valuable insights that can enhance the effectiveness of these programs. This in-depth analysis identifies successful strategies and areas needing improvement, ultimately leading to better support and resources for minority students.

The meticulous and systematic approach of ethnographic research ensures a comprehensive examination of the research context and the individuals involved. Through rigorous data collection methods and thorough analysis, researchers can provide a detailed overview that enhances the credibility and validity of the findings. This level of detail instills confidence in the research outcomes, demonstrating the robustness of the study to the audience.

Furthermore, ethnographic research offers a unique perspective by capturing the voices and experiences of minority students in their own words. This qualitative approach allows a deeper understanding of their challenges, successes, and aspirations within the group programs. By amplifying their narratives, researchers can advocate for more inclusive and equitable practices that prioritize the needs of minority students in high school group programs. Ultimately, ethnographic research is a powerful tool for driving positive change and fostering a supportive environment for minority students.

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[6] Attia Noor, "The Role of a Principal in Creating a School Climate in Which New American Students Thrive: An Ethnographic Case Study of a Midwest Magnet School" (Thesis Dissertation, 2020), https://core.ac.uk/download/386176662.pdf, 8-14.

Ethnographic research offers a rich and insightful approach to studying human behavior and culture. It allows researchers to deeply explore the social world's complexities through careful observation and analysis. Through this, researchers can uncover valuable insights that can inform policy and practice in various settings.[7] This type of research also promotes cross-cultural understanding and empathy, fostering a more inclusive and diverse society.

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[7] Samantha Cleaver, "What Is a Title I School?," *We Are Teachers*, last modified May 17, 2023, https://www.weareteachers.com/what-is-a-title-i-school/.

Chapter Four: Research Findings

Introduction

This section delves into the detailed presentation, analysis, and interpretation of data gathered by the researchers. The main focus of this study is to evaluate how the support provided by parents, the community, and the administration impacts the Inner-City Title I high school band program in Memphis, Tennessee. The researchers utilized a retrospective study method deemed appropriate for collecting and scrutinizing documentary data to gather and analyze the necessary data. A thorough analysis of the accumulated data is essential for effectively testing the hypothesis and addressing the research questions. Data interpretation within this chapter primarily emphasizes illustrative analysis and is seamlessly integrated throughout. This section encapsulates the study's analysis, presentation, and interpretation results, showcasing the significant findings. The process of data analysis and interpretation predominantly involves quantitative data analysis, focusing on the outcomes derived from the questionnaires and interviews conducted. Each school is identified using a different pseudonym to ensure confidentiality and anonymity. This comprehensive approach guarantees that all research aspects were taken into consideration.

Chapter four commences with a comprehensive description of the study participants and details the research findings. The subsequent section elaborates on coding the survey questions into themes identified and thoroughly analyzed using an advanced Excel coding tool. The final part of this chapter presents a concise summary encapsulating the critical points discussed.

Demographics/Participants

The following study was presented to high school band directors, band students, administrators, parents of band students, and community leaders within the Shelby County School District. All participants surveyed were minorities of African American and Hispanic descent. All three school band directors and administrators actively took part in this study. A total of fifty-one student surveys were distributed to selected schools in the Shelby County School District, yet only fourteen surveys were completed. Parental and community involvement in this study was limited, primarily due to a low response rate or lack of engagement with interview requests. Table 4 below shows the total students, classroom teachers, and student/teacher ratio for Memphis-Shelby County Schools.

Memphis Shelby County District Detail[1]

Table 4: Memphis Independent School District Demographics

District Details (2022-2023 school year; Fiscal data from 2020-2021)		
Characteristics Staff Fiscal		**Show All**

County: Shelby County	**County ID:** 47157	
Locale: City: Large (11)		
CSA/CBSA: 32820		
Total Students:	109,797	
Classroom Teachers (FTE):	6,885.48	
Student/Teacher Ratio:	15.95	

Figure 1: Research Participants:3 Band Directors, 14 students,3 Administrators, 1 Parent

Figure 1 summarizes the specific participants involved in the research study. The data reveals that there were three band directors, fourteen students, three administrators, one parent, and one community member who participated in the study. The aim was to have at least three representatives from each sub-group across the three schools involved in the study, however, there needed to be more participation from the parents and community members, which may have skewed the results. This disparity of involvement could impact the overall findings and

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[1] "Search for Public School Districts - District Detail for Shelby County." *Nces.ed.gov*. CCD Public school district data for the 2022-2023, 2023-2024 school years, 2024. Last modified 2024. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=2&details=1&ID2=4700148&DistrictID=4700148.

conclusions drawn from the study. Further investigation may be required to understand the reasons behind this lack of engagement from these particular groups. *Figure 1* displays the population of all the respondents that participated in the study.

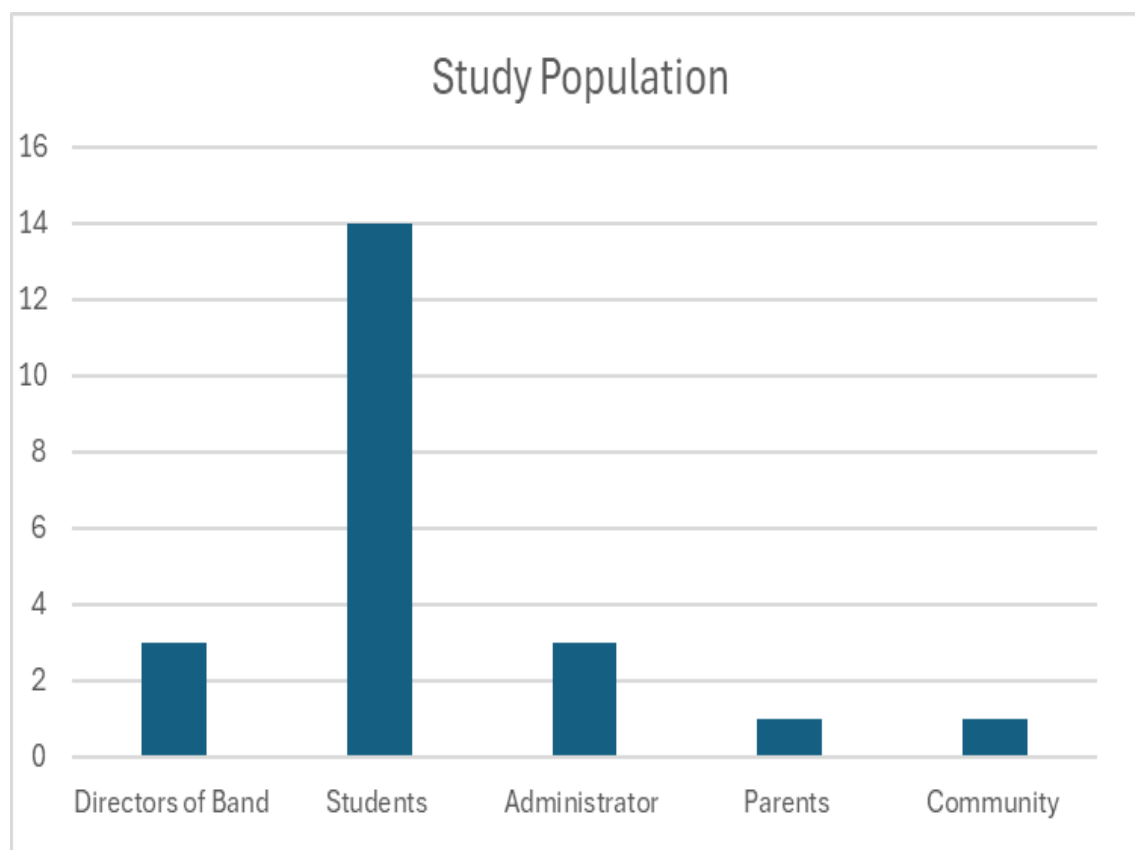**Figure:1 Study Population**

Figure 2: Participant Percentages by High School Program

Figure 2 displays the breakdown of participants from each school involved in the study. Despite the study being open to all students, only a limited number participated. The Chiefs and Devil groups had participation rates exceeding 35%, while the Falcon school's participation rate was approximately 27%. The band directors and administrative staff at each school supported the research initiative. Although there was general interest among students in the survey, only those

who returned a signed consent form were included in the study. Participation from parents and community members was notably lower compared to the students and the overall number of band students in the program.

Figure 2: Percentage Distrubution of Participants
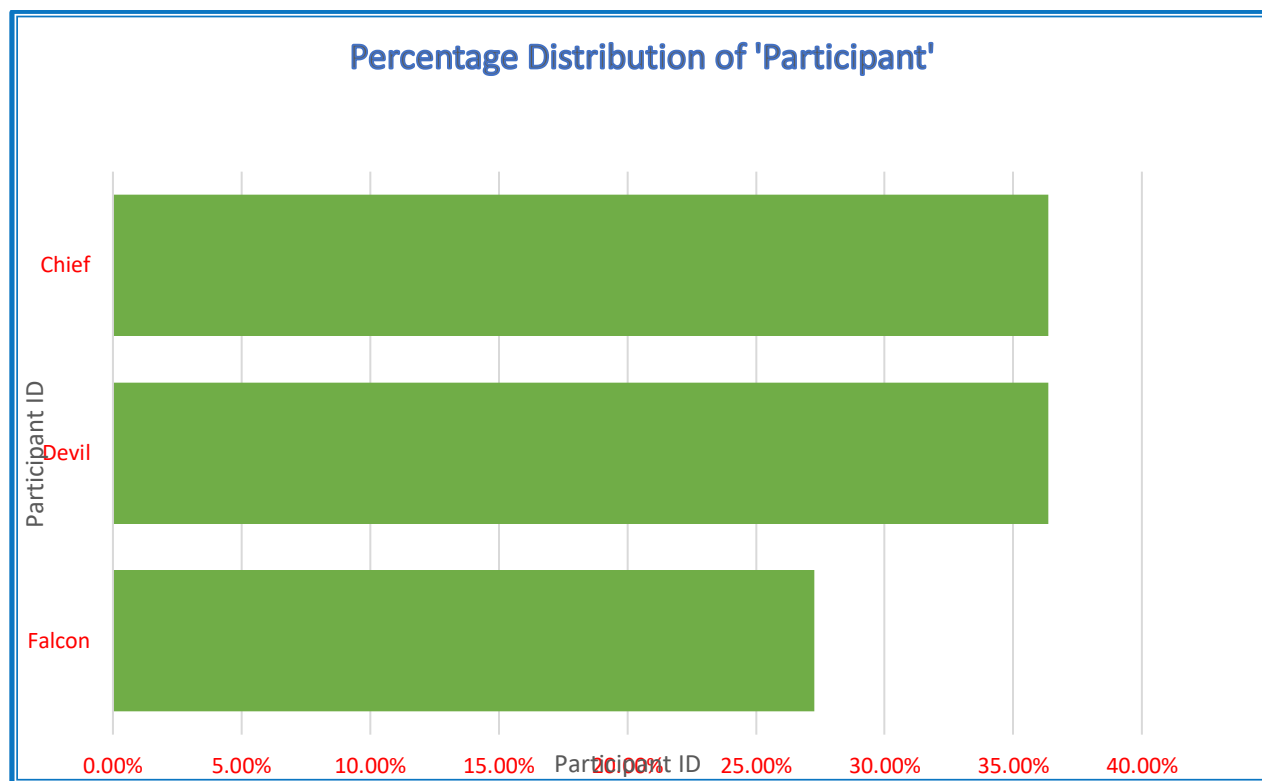
Overall, the data from Figure 2 highlights the varying levels of participation across the different schools involved in the study. This disparity in participation rates could potentially impact the generalizability and reliability of the research findings. Further exploration into the reasons behind the differing participation rates, such as school culture, student motivation, or parental involvement, could provide valuable insights for future studies in similar settings.

Results from the Study

The analysis of the interview transcripts revealed a wide range of perspectives and insights from the participants regarding the challenges and successes of running a high school band program in an inner-city Title-I high school. The participants' experiences shed light on the crucial role of parental involvement in the program's success, as well as the importance of community support and the support of the school administration. It is also important to note that the students play a significant role in the program's success, as their dedication, talent, and hard work are essential for a high-quality performance.

One of the key themes that emerged from the analysis was the need for solid communication and collaboration among all stakeholders involved in the band program, shown in Figure 3 below. Participants emphasized the importance of building solid relationships with parents, community members, and school administrators to ensure the program's success. Additionally, the participants highlighted the significance of their band director delivering a clear vision and goals for the band program and the ability to adapt and innovate in response to changing situations.
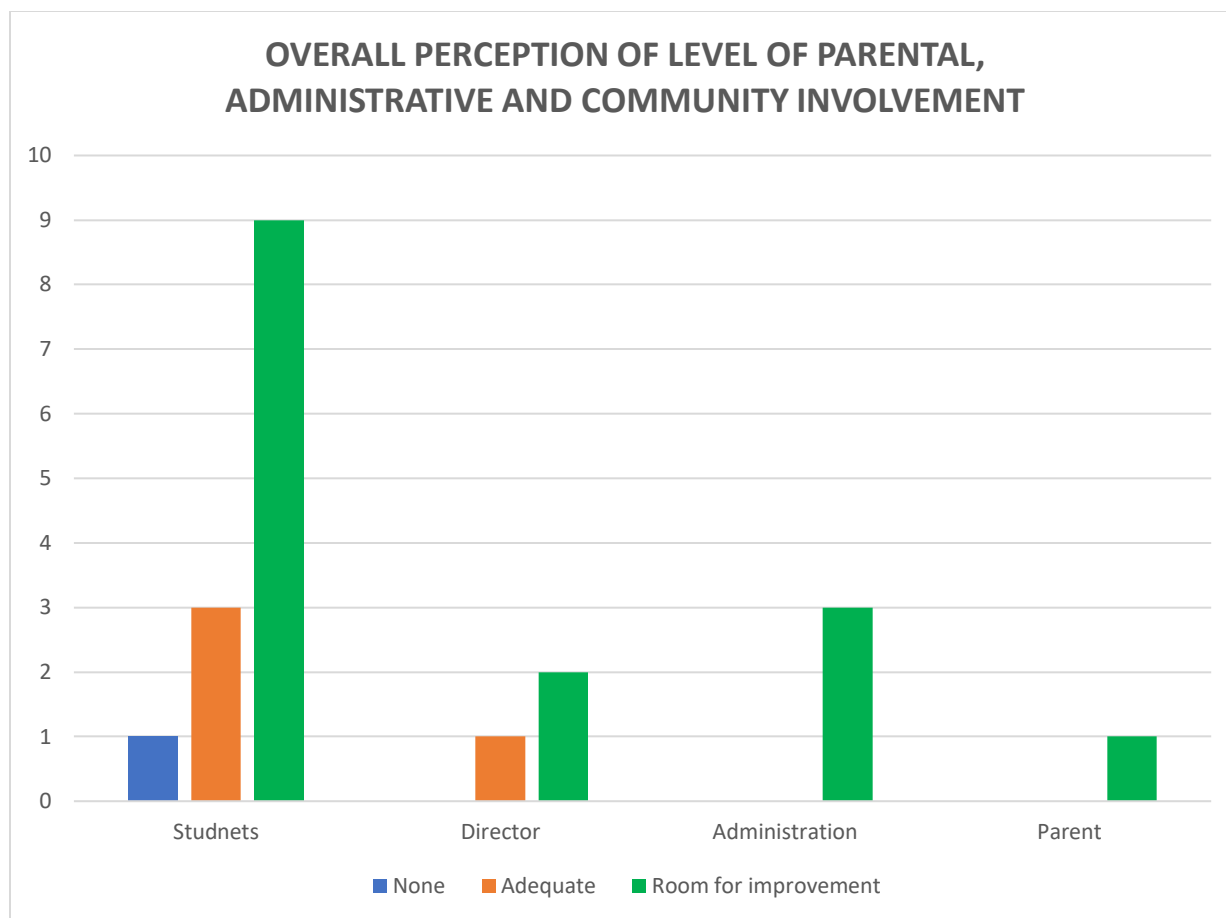
Figure 3 Overall Perception of Level of Parental, Administrative, and Community Involvement

The findings overall suggest that a successful high school band program requires a combination of dedicated leadership, effective communication, and strong community support. By understanding and addressing the core attributes identified in this study, educators and administrators can enhance their programs and ultimately improve the educational experience for all students involved.

Students

Students were required to answer specific questions such as 'How do you perceive the support from the administration, community, and parents? ', 'In what ways do you think this support is beneficial? ', and 'What could help enhance this support? '. The students were also

asked to explain how and why support was valuable and what could help improve this support. There was a total of fourteen students out of twenty students selected. Six students failed to attend the interview sessions or participate in the survey.

The students in this study understand that discipline is required when committing to a band program and acknowledge the sacrifice it takes to build and maintain it. Students unanimously report that funding is the most significant problem for their music program's success. Funding can be described as the financial resources allocated for day-to-day functions of the program, such as travel, uniforms, instruments, and band maintenance. Twelve out of fourteen students acknowledged a need for financial support in their respective band programs. Ten out of fourteen students reported that funding is the biggest issue that limits opportunities for the band program.

The students also expressed how they felt more driven to continue to build on their craft and help cultivate their band program when they have parental, administrative, and community support for their program. According to the students at two out of three schools in this study, the lack of parental and community support hindered the morale of the program. One hundred percent of the band directors advocate for community and parental support. One director stated that when parents show an interest in their child's activities and show up to their performance, the entire program benefits from feeling supported.[2]

According to the interviews and survey questions, eight out of fourteen students expressed a strong desire for more parental support or improvements in the existing support. This underscores the students' needs and expectations for parental involvement in their band programs. Figure 3 above shows a detailed breakdown of their suggestions.

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[2] Chiefs Director, Interview

Students are acutely attuned to the support they receive, a keen awareness that becomes amplified when it emanates from their parents. Within the intricate tapestry of the band program, students unreservedly express gratitude for the unwavering parental guidance that bolsters their musical journey. The tendrils of appreciation from the students intertwine with the threads of parental involvement, forming a symbiotic relationship that nurtures and fortifies the musical ecosystem. It is within this nurturing context that a common sentiment emerges: a yearning for even deeper parental engagement in the program's activities. The desire for heightened parental involvement resonates throughout the student body, echoing like a harmonious chord waiting to be struck. Figure 4 depicts a graphical manifestation of the students' perspectives of parental participation.
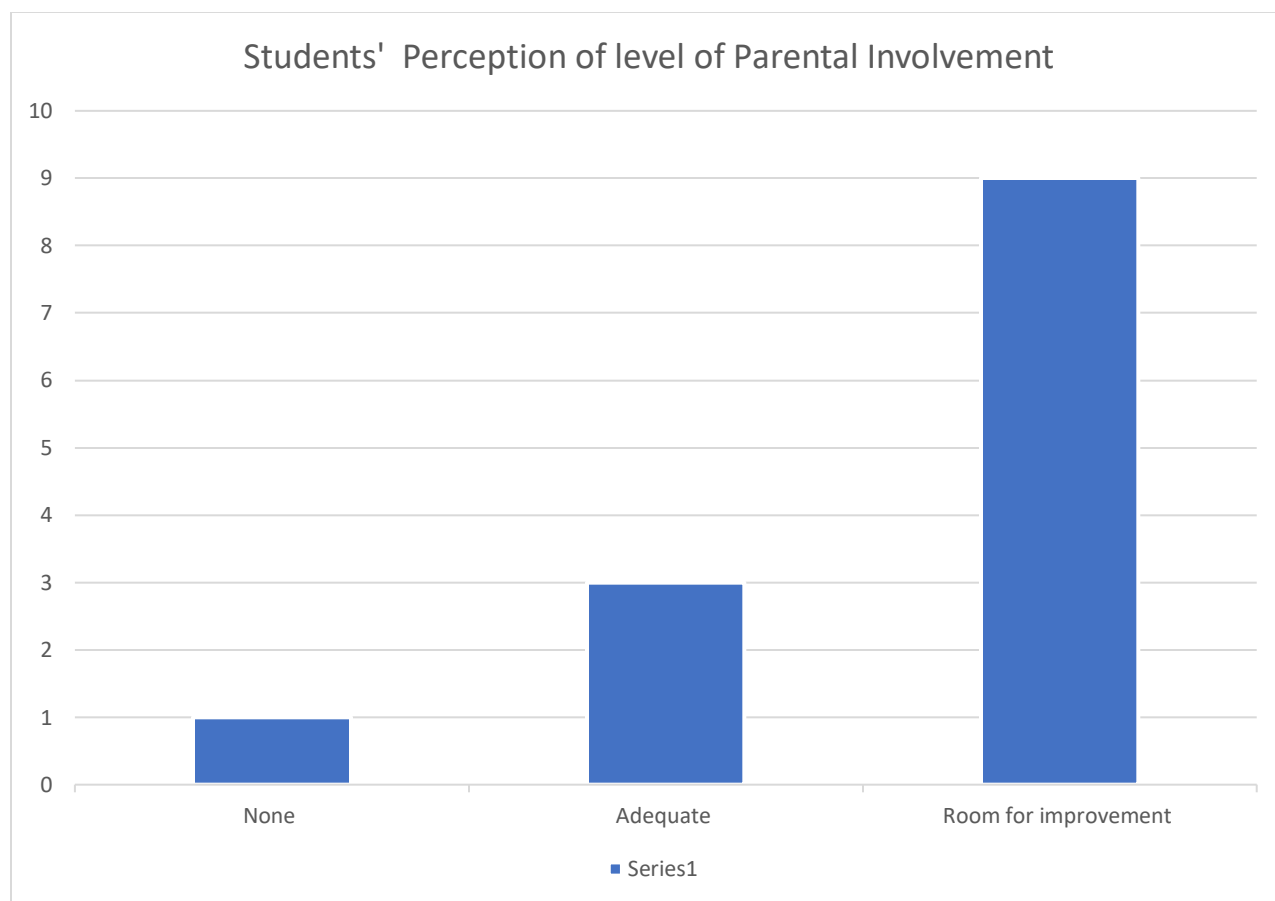

Figure 4: Student Perception of Parental Involvement

The overall findings of this study highlight the crucial role that support from parents, the community, and the administration plays in the success and morale of band programs. The students' insights shed light on the challenges they face in securing adequate funding for their program and how this impacts their opportunities for growth and development. The overwhelming consensus among students and directors underscores the importance of parental involvement and community support in fostering a positive and thriving band program. Moving forward, it is clear that addressing the issue of funding and enhancing support systems will be key priorities in ensuring the continued success of these music programs.

Support

The study also highlighted the importance of communication between all stakeholders involved in the band program. Band directors emphasized the need for clear and consistent communication with parents, community members, and school administration to ensure that everyone is on the same page and working towards a common goal. They believed regular updates, meetings, and feedback sessions would improve the program's effectiveness.

The study also found that students felt a sense of pride and accomplishment when their band program received support from various sources. This support validated their hard work and dedication and motivated them to strive for excellence in their musical pursuits. Students expressed gratitude towards everyone who contributed to their band program through financial donations or volunteer work. One student stated that the feeling of seeing the community members wear their band shirts, cheer them on at performances, and frequently attend band events instills a deep sense of pride and purpose within the band program.[3]

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[3] Falcon student, Interview

The success of a band program relies heavily on the collaborative efforts of all stakeholders involved. As active participants, students play a crucial role in fostering support from parents, community members, and school administration. By working together to provide both financial and non-financial support, these stakeholders can create a nurturing environment where students can thrive and grow as musicians. All parties need to recognize the value of their contributions and continue to support and uplift their local band programs.

<div align="center">**Directors**</div>

All band directors unanimously reported financial support as the biggest challenge in maintaining the daily operations of their band programs. They also stated that having a supportive administration is essential to acquire approval for trips and events. A strong and supportive administration can serve as the driving force behind fundraising efforts and advocate for the band's needs.

The relationship between band directors and administrators was highlighted by one director, who described their administration as the "glue" that holds the program together.[4] Moreover, students hold their band directors in high regard, viewing them as mentors and figures of respect. Students also expressed deep admiration for their band directors, viewing them as figures of respect who consistently go above and beyond for the well-being of the program and its members. This level of admiration and respect fosters a positive and supportive environment within the band, contributing to its overall success.

Parental and community support is also fundamental to maintaining a successful band program. The involvement and backing of parents and the local community can provide

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[4] Chief Director, Interview

additional resources, funding, and opportunities for the band. The survey used in this study revealed that parental and community support were critical factors in the success of band programs. Table 3.1 below shows that only 15% of the participants believed that joint parental and community support was not beneficial for the success of the band program, while 85% thought it was valuable. Additional backing from parents and the community is beneficial and integral to a band program's overall success in accessing sustainability, making them feel involved and essential to its success.
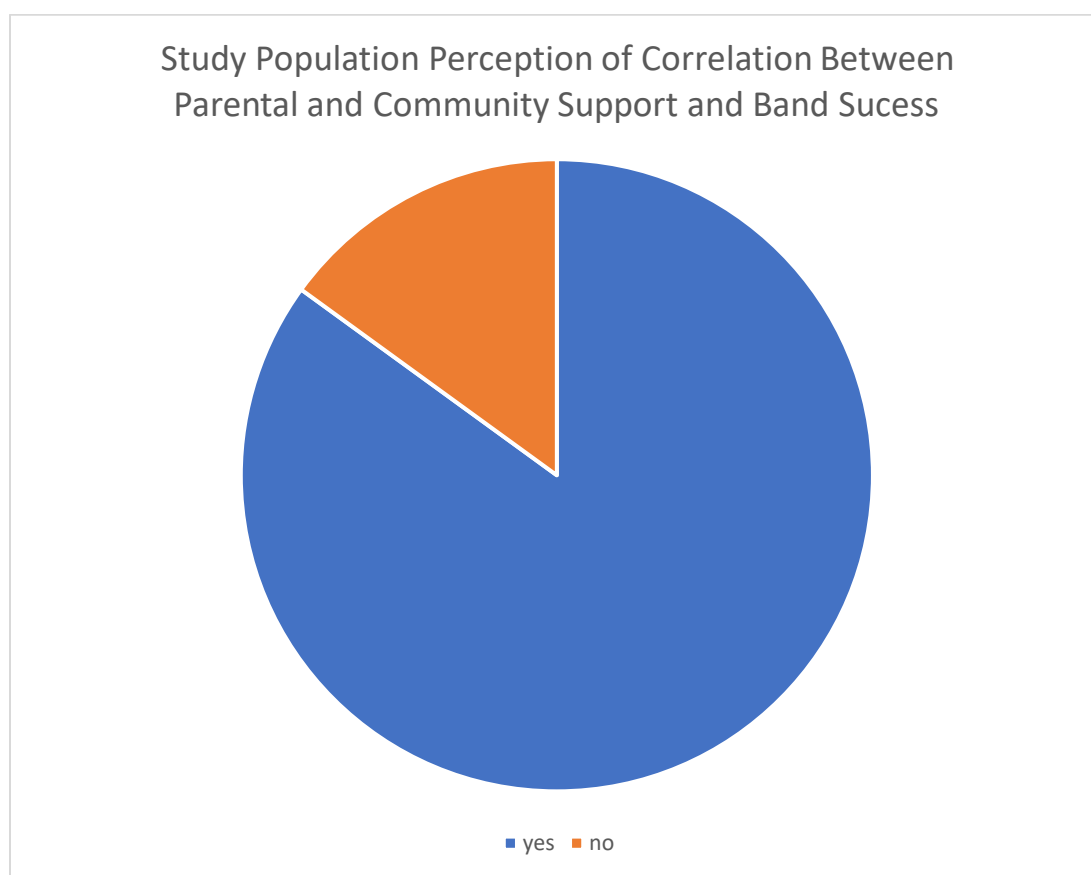

Figure 5: Correlation Between Parents, Community Support, and Band Success

The dedication and hard work of band directors, combined with this support network, ensure that students can continue to benefit from the enriching experiences of band programs.

Band directors are leaders and the decision makers for the band program. Their job is to teach music and marching techniques and inspire and motivate the students to excel in their musical abilities.

During the interviews, band directors expressed how they often serve as mentors and role models for their students, instilling essential values such as teamwork, dedication, and discipline. Directors must possess strong communication skills to communicate their vision and expectations effectively to the band members and collaborate with other staff members and parents to ensure the program's success. Directors play a crucial role in leading bands by utilizing their exceptional communication skills to effectively convey their artistic vision and performance expectations to band members. They must also engage in seamless collaboration with other staff members and parents to create a supportive and cohesive environment that nurtures the program's success. This communication not only fosters understanding but also builds strong relationships that are essential for a harmonious working dynamic within the band. By facilitating effective communication channels, directors can inspire, guide, and motivate all partners toward a shared goal of excellence in the band program and its performance.

Administration

Administrative support is beneficial in its respect and is noticed by the students. In the table below, student rated their view of administrative involvement as it related to the support from the administration for their high school band programs. 50% of the students feel they have high support from their administrative team. Four out of fourteen students reported moderate support from the administrative staff in their school. Two of the fourteen students stated there needed to be more active support. One student specified that he had no response about the

administrative involvement rating. Figure 6 below shows the administration ratings of high
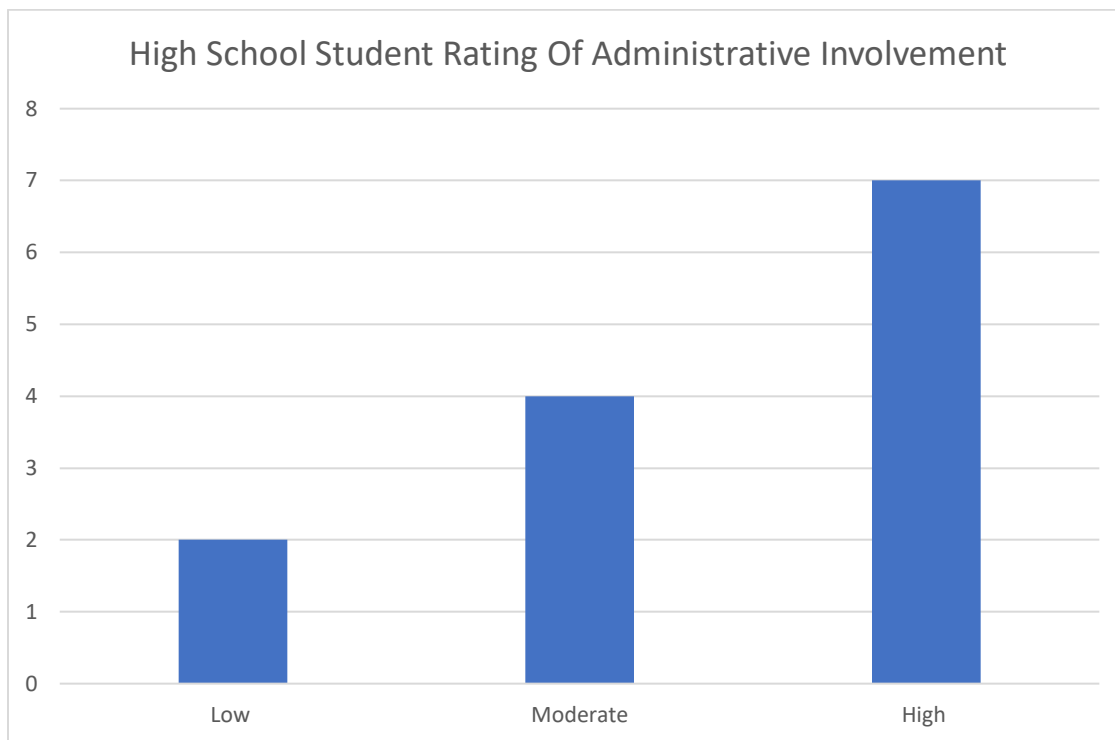school students.

Figure 6: Administration Involvement

One administrator emphasized the importance of community support in funding the band
program's activities and ensuring all students can access resources and guidance. They
highlighted the impact of donations in providing opportunities for students to participate in
competitions and travel experiences that enhance their musical abilities and personal growth.
Additionally, the administrator discussed their role in counseling students who may be struggling
academically or emotionally, recognizing the importance of addressing students' individual needs
to help them succeed both in and out of the band program. Overall, their dedication to supporting

students and fostering a strong sense of community within the band program was evident in their interview.

The school administrators are keen on expanding the community support for the band programs and believe that the community must be educated on promoting and marketing these programs effectively. They emphasize the importance of going the extra mile to showcase and advertise the band programs to a broader audience. Despite their enthusiasm, the administrators are aware of the financial constraints faced by the music department and the limitations it imposes on the productivity of the band programs. One principal stressed the need for increased funding from the school districts to enhance the quality and scope of the music department.[5]

In addition to financial support, the administrators also highlight the importance of fostering strong relationships with the community to garner more backing for the band programs. They see this as a crucial step in ensuring the long-term success and sustainability of the programs. The administrators are committed to working collaboratively with the directors to overcome these challenges and elevate the band programs to new heights. They believe that with the right resources and support, the school's band programs can flourish and significantly impact the students and the community as a whole.

Parents

The researcher's interaction with parents during the observations revealed varying levels of involvement and support. Despite efforts to speak with multiple parents, only one was available for an interview conducted thoroughly. At Chiefs High School, the researcher noted a dedicated group of parents, the Band Boosters, who were crucial in supporting the school's band

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[5] Devil Principal, Interview

program. This group handled tasks such as distributing water, fundraising for trips, providing snacks, and facilitating communication between the band director and less involved parents. The only interviewed parent emphasized the importance of parental support for both their own children and those whose parents were not as active in school activities. Attending performances and events was highlighted as essential to assist the band director and promote parental engagement.

In contrast, the lack of parental involvement at Falcons School was concerning. Despite the evident support at Chiefs High School, the researcher observed a noticeable absence of parental assistance at Falcons School. This disparity in parental participation underscores the importance of active parental involvement in supporting school programs and fostering a sense of community within the school environment. Moving forward, efforts should be made to encourage and facilitate parental engagement at Falcons School to ensure that all students receive the support and resources they need to thrive academically and socially. Moreover, additional assistance at Devil's High School would increase the support and productivity similarly displayed at Chief's High School.

The perception of parental involvement is crucial in shaping the student experience and academic success. The data presented in Figure 7 below sheds light on the varying levels of parental support across different schools. While the majority of students reported a high level of parental involvement, it is concerning that two out of three high schools showed a significant lack of support.
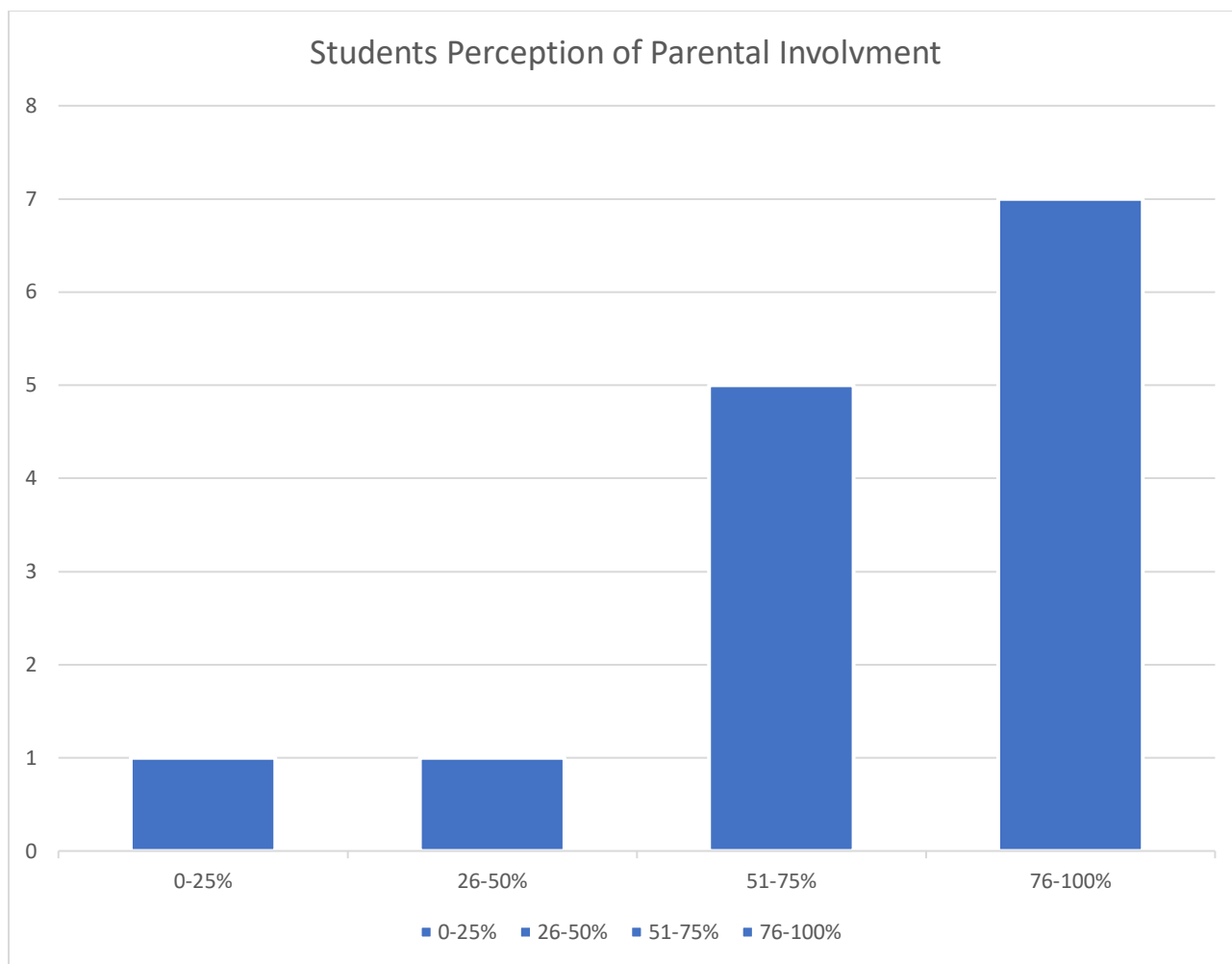
Figure 7: Parental Involvement

One possible explanation for this disparity could be the quality of the relationship between students and their parents. A strong connection between home and school has positively impacted academic achievement and overall well-being. Additionally, there may be a need for more understanding among students regarding tangible and intangible support from parents. Figure 8 below presents the findings of the analysis conducted by the researcher in collaboration with students and directors, focusing on both tangible and intangible forms of support. This data provides valuable insights into the effectiveness of various types of support in the educational context, shedding light on the importance of both tangible resources and intangible forms of

encouragement in fostering student success. By examining these perspectives, the researcher

aims to contribute to a deeper understanding of the role of support in promoting student

achievement and well-being, making the audience feel included and part of the process.
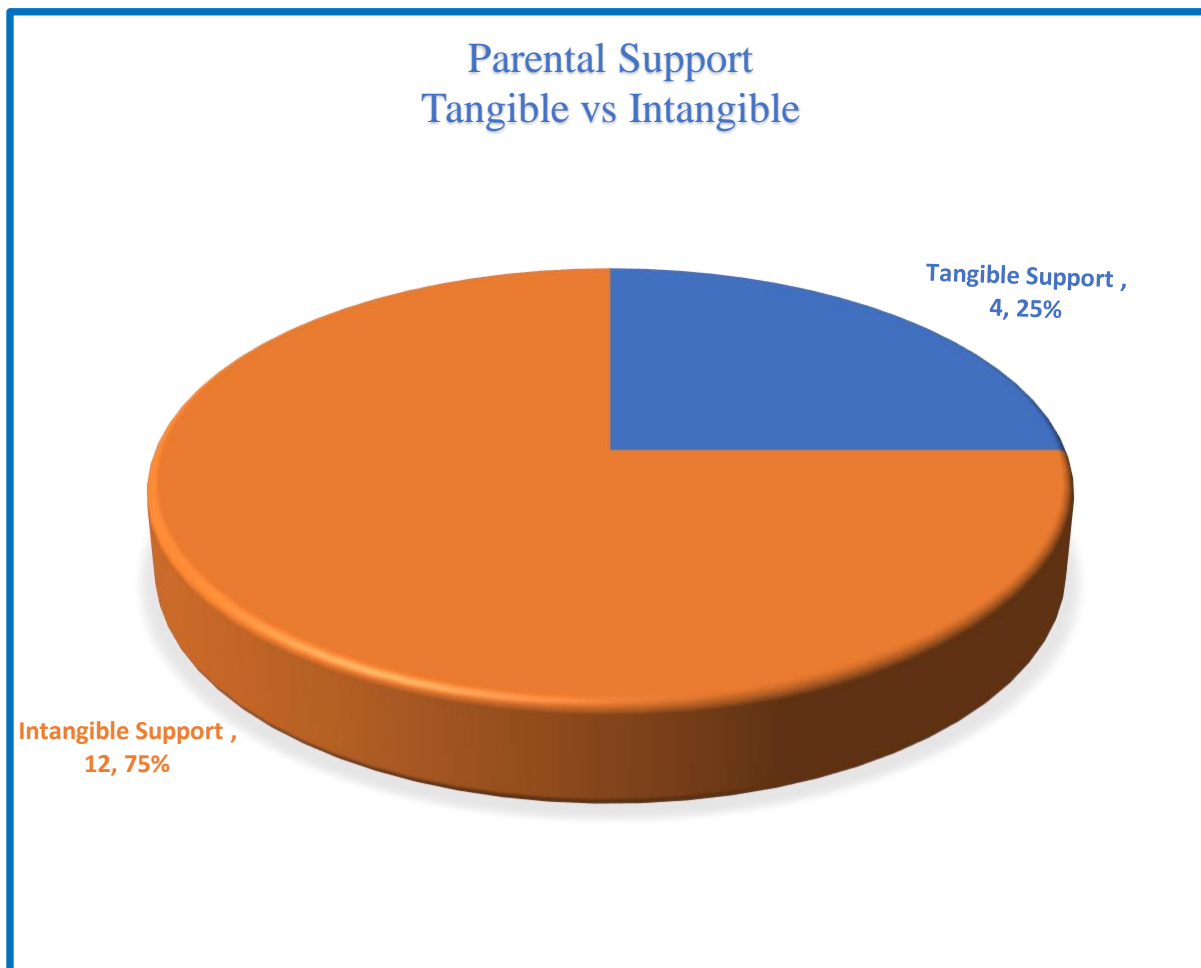

Figure 8: Tangible Support vs Intangible Support from Parents

Furthermore, it is crucial to recognize that reservations about family demographics could

contribute to the perceived lack of parental involvement. Students from diverse backgrounds

often face unique challenges involving their parents in their education. By acknowledging and

addressing these factors, schools can empower educators to foster a supportive environment for

all students, irrespective of their family circumstances.

Community

Community involvement is crucial for the success of school band programs, as evidenced by the experiences of the three schools in this study. While there is no one-size-fits-all strategy for including the community, all three schools have found ways to engage their supporters. From fundraising to attending events and sponsoring students, community members play a vital role in sustaining the productivity of the band programs.

One director even took to social media to expand their reach and attract more community sponsors, highlighting the importance of innovative approaches to community engagement.[6] There is still a need for more volunteers at the Devil and Falcon schools, however, which is incomparable to the Chiefs' community involvement.

The figure below shows the rating of community support from all participant groups. Blue represents 0% to 25%, while Orange represents 26% to 50%. No school has 100% of their community's support, however, community support is crucial in boosting students' confidence and motivation. The directors emphasized that when students feel supported by their community, they are more likely to succeed academically and personally. This support can come in many forms, such as cheers at sporting events, presence at school functions, and emotional encouragement during challenging times. By showing up and being actively involved in a student's life, the community sends a powerful message that they believe in their abilities and are

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[6]Chief Director, Interview
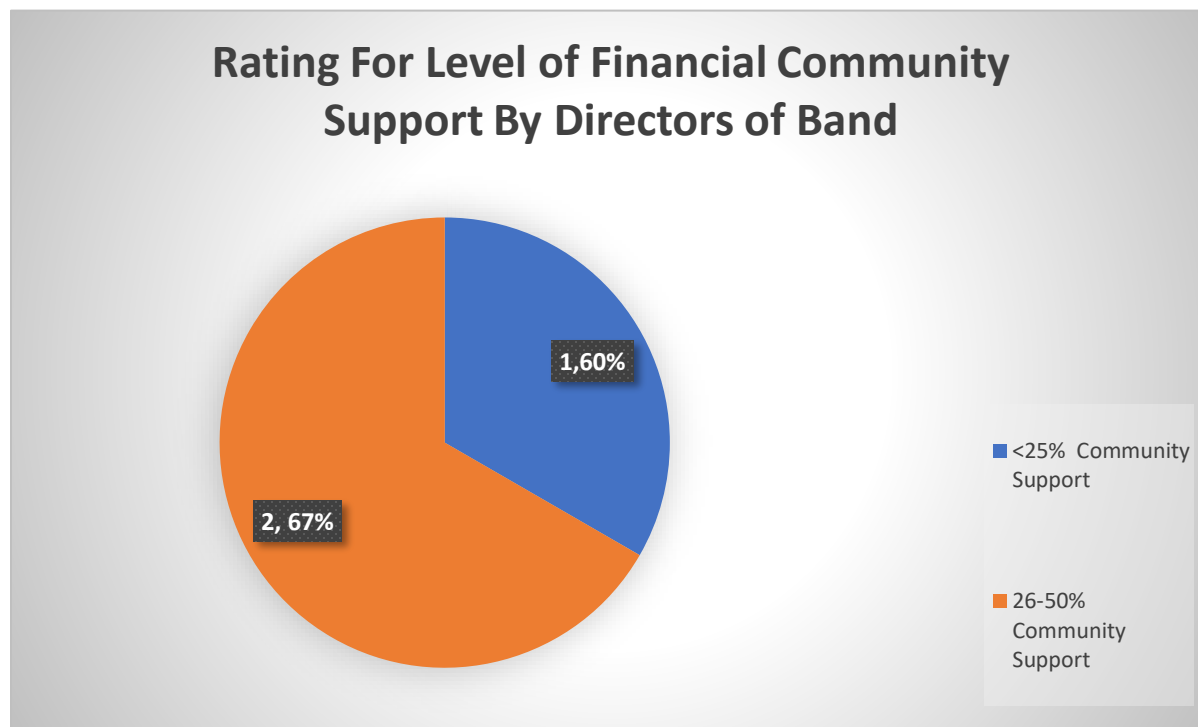
there to help them thrive.

Figure 9: Rating For Level of Financial Community Support by Directors of Band

The Chiefs, on the other hand, enjoy robust community support that not only helps fund their program but also aids in marketing it to a broader audience. Community members value the band programs at all three schools, as evidenced by their presence at events and willingness to support in various ways. The Falcon and Devil students acknowledged the need to work on increasing community involvement to ensure the long-term sustainability of their band programs.[7] By fostering solid relationships with their supporters, these programs can create a thriving musical community that benefits all involved.

Figure 10 below shows their perception of how community support has benefited their band program. Although financial contributions are beneficial, students are also influenced by non-financial acts of service toward their program. One student explained how cheering them on

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[7] Students, Interview

during Pardes motivates them to stay consistent and give more effort. That student also revealed how they felt as children in the community watching the band they participate in now and how it has transitioned to them being members, a testament to our community's integral role in their journey.
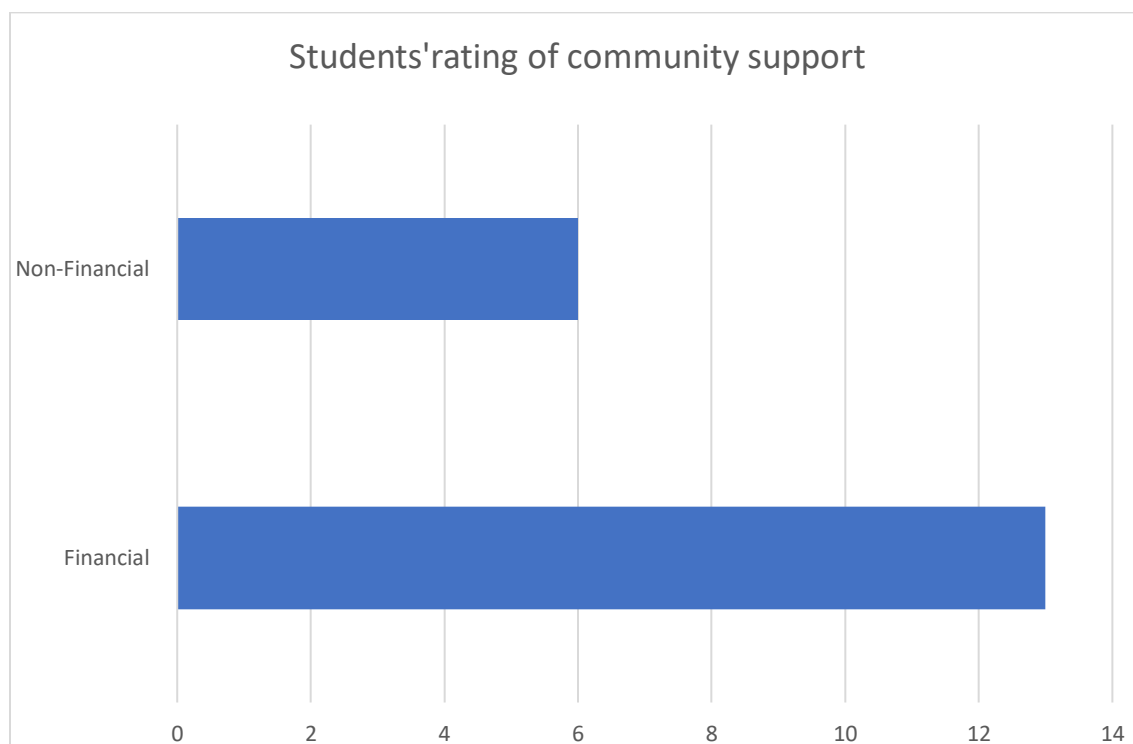

Figure 10: Students' Rating of Community Support

The directors highlighted how a lack of community support can have detrimental effects on a student's motivation. With the presence and encouragement of their community, students may feel safe, secure, and motivated. This can lead to a decline in academic performance, mental health issues, and a sense of disconnection from their peers and surroundings. In contrast, when students know they have a robust support system behind them, they are more likely to take risks, pursue their goals, and overcome obstacles with resilience and determination.

The support from administrators, parents, and the community plays a vital role in the continued success of band programs. Figure 11 shows how students, directors, and parents were asked what recommendations they would make to enhance further parental involvement, community support, and the school administrative substructure for the high school band program in Memphis, Tennessee. There was a consensus among stakeholders that a united effort from parents, the community, and the administration was essential to meeting the needs of the students in the band program. Working together could create a more enriching and supportive environment for young musicians to thrive and succeed.
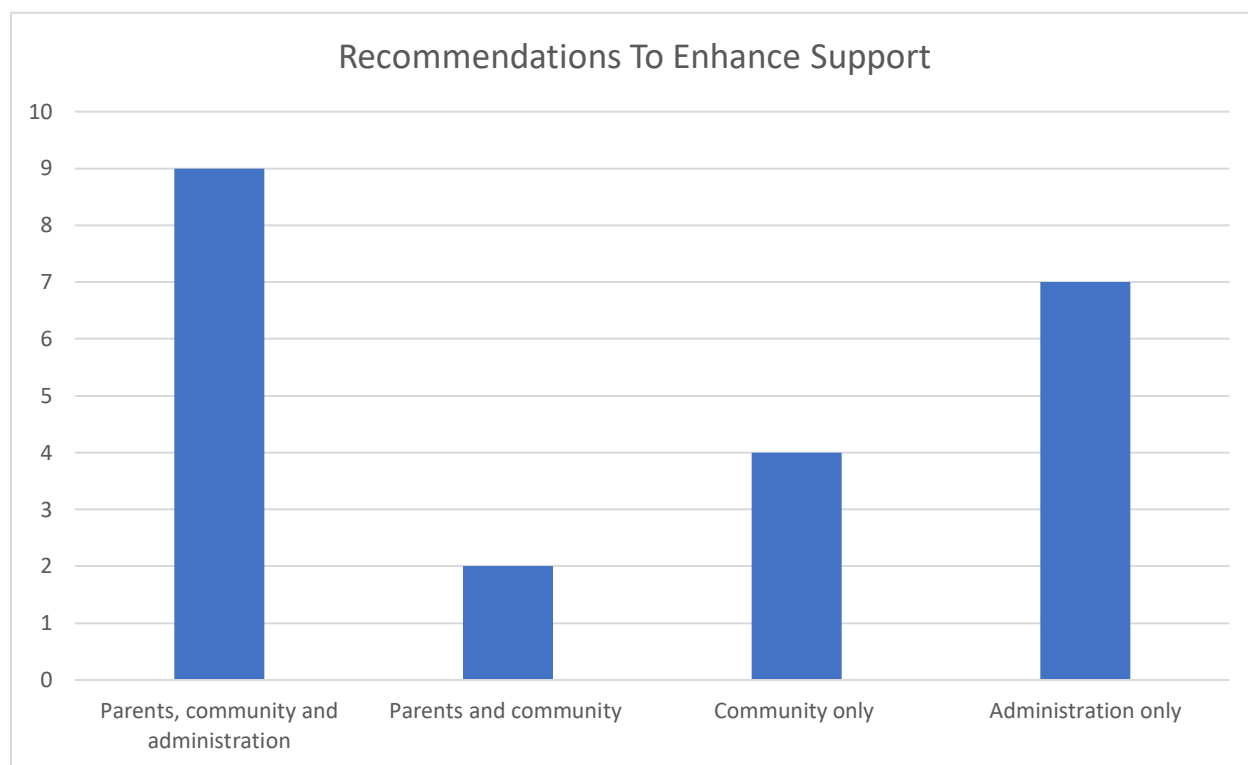

Figure 11: Recommendations to Enhance Support

Many students and parents felt that the band program was often overlooked compared to the school's athletic programs. They believed the administration should show more support and investment in the band program, just as they do for the sports teams and cheerleaders. This

sentiment was echoed by several community members who saw the band as an integral part of the school's identity and culture.

Two directors suggested that the administration allocate more funding to the band program, allowing for new instruments, uniforms, and performance opportunities. They argued that this investment could lead to significant growth and improvement in the band, benefiting the students involved and enhancing the school's overall reputation and spirit.

Community support for the band program was highlighted as the third least common theme among feedback from students and parents. The significance of community involvement was underscored by three students and one parent, who all expressed its positive impact on the band program. They emphasized how the community's support helps enhance the student's overall experience and contributes to the program's success. The parent expressed that having the community rally behind the band program provides financial assistance and fosters a sense of unity and pride within the school and local area.[8]

The shared belief in the importance of community support demonstrates the collective effort to ensure the band program thrives and continues to enrich the lives of its participants. This theme serves as a reminder of the invaluable role of external support in the success of the band program and the school community.

The idea of collaboration between parents and the community was the least common theme discussed in the initial text, however, it may be a crucial aspect that can significantly benefit the school and the community. By involving parents and community members in fundraising efforts, schools can raise more funds and foster a sense of community spirit and engagement. This collaboration can also gain new members and supporters for the school,

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[8] Devil Parent, Interview.

creating a more robust network of community members invested in the success of the students and the school. Parental and community collaboration can lead to more creative and effective fundraising strategies and opportunities for community members to be more involved in various aspects of school life.

The Chief's director emphasized the importance of involving parents and the community in the program's decision-making processes. This strengthens the relationships within the program and fosters a sense of ownership and investment from all parties involved.[9] This collaborative approach has improved communication, increased parental involvement, and a greater sense of community support for the program. By working with parents and the community, the program has addressed specific needs and concerns more effectively, leading to better outcomes for the children in their care.
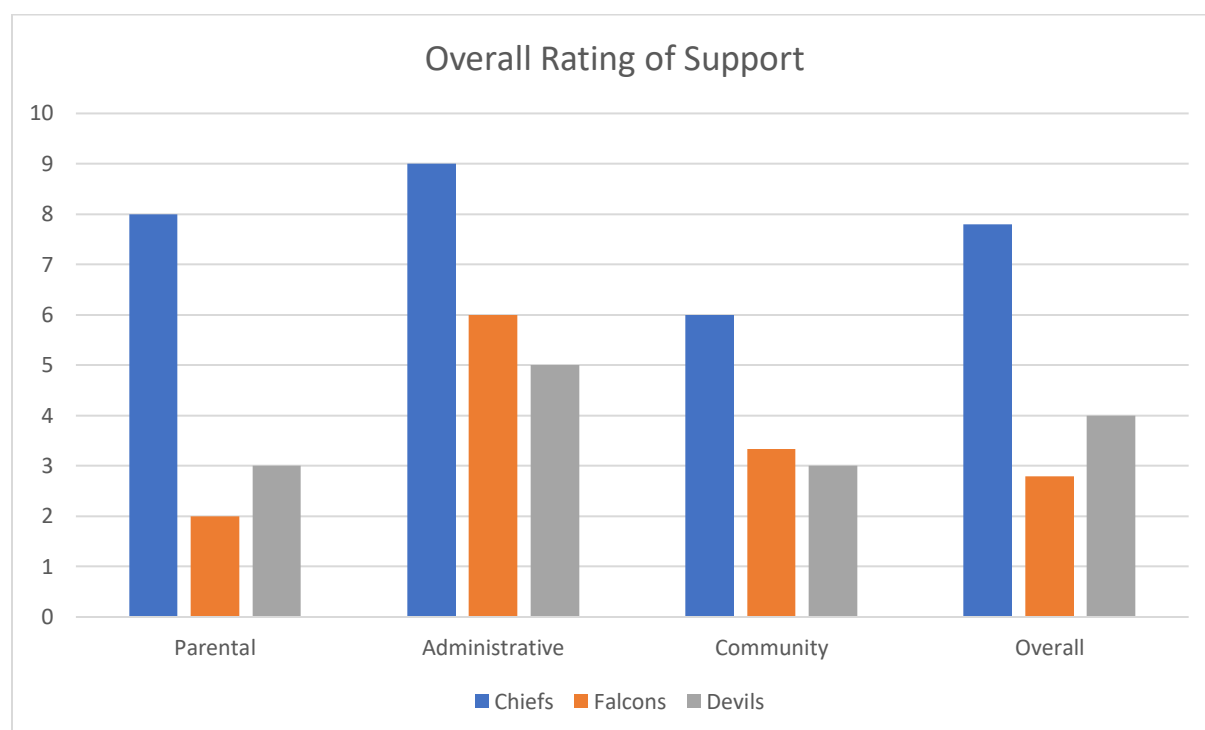

Figure 12: Overall Rating of Support

[9] Chief Director, Interview

The data presented in Figure 12 reveals the ratings given by students and directors for parental, administrative, and community support at three different schools. The Chiefs school received high ratings across the board, with an average of 8 for parental support, 9 for administrative support, and 6 for community support. On the other hand, the Falcons school had significantly lower ratings, with an average of 2 for parental support, 6 for administrative support, and 2 for community support. The Devils school fell somewhere in between, with average ratings of 3 for parental support, 5 for administrative support, and 3 for community support.

The overall ratings, calculated by averaging the individual ratings for each support group at each school, were 7.67 for the Chiefs, 3.3 for the Falcons, and 3.76 for the Devils. These results indicate that the Chiefs program is the most successful overall, with solid support from all three groups. In contrast, the Falcons and Devils programs are less successful, with lower levels of support from parents, administration, and the community.

The data from Figure 12 highlights the importance of support from parents, administration, and the community in the success of a school program. The Chiefs program is a prime example of how strong support can lead to a flourishing program, while the Falcons and Devils programs demonstrate the challenges that can arise when support is lacking. Ultimately, the data underscores the vital role that support systems play in the success of Title I music programs.

Research Question

Research Question #1

Research question 1: What is the effect of parental support in a Title-I inner-city high school

band program?

The survey questions were coded using the Excel Coding System, utilizing the theme of

tangible or intangible parental involvement, including praises, event participation, and

encouragement. Figure 13 illustrates the impact of intangible parental support on students,

administrators, and band directors. Figure 13 demonstrates that a significant 75% of survey

respondents emphasized the importance of parental involvement in the success of the band

program within the Shelby County School System in Memphis, Tennessee. Overall, respondents

expressed positive sentiment toward parental involvement, with students highlighting the

emotional connection fostered by parental participation and its positive impact on morale.
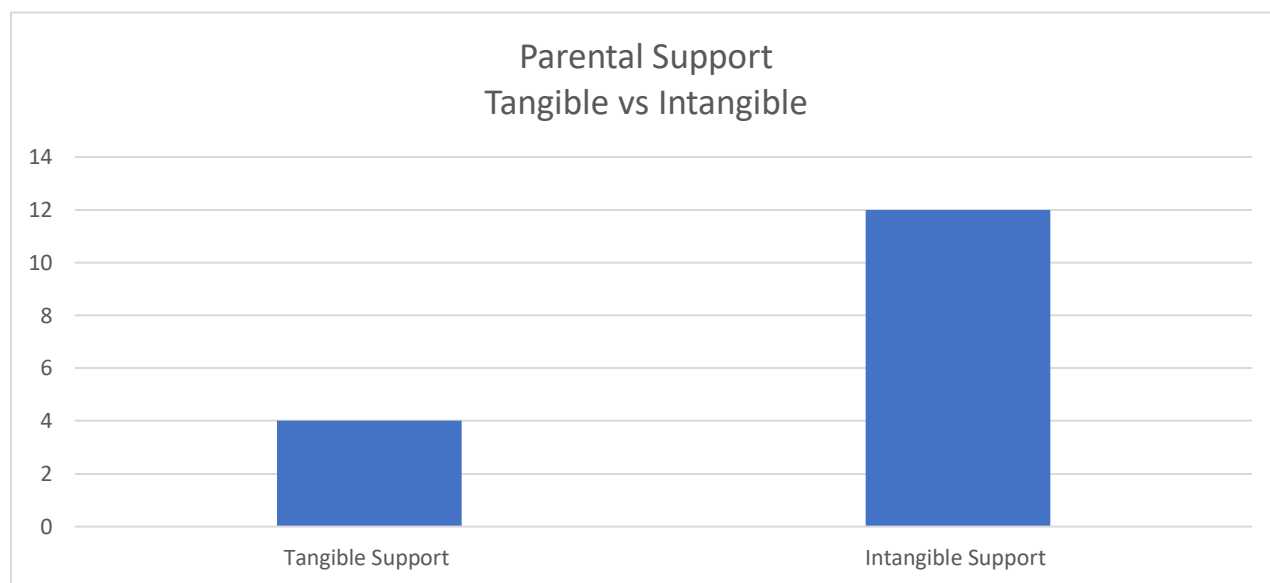

Figure 13: Tangible vs Intangible Parental Support

Band directors underscored the role of parental involvement in encouraging students to

strive for excellence. Additionally, band directors indicated that when parents are interested in

their child's activities and show up to their performance, the program benefits from feeling essential and supported.[10] Students work harder to do their best when their parents are in attendance.[11] The study findings support the hypothesis that increased parental support in a Title-I inner-city high school band program positively influences student engagement and performance. Specifically, students receiving higher levels of parental support by attending performances, providing financial assistance, and participating in booster activities demonstrate heightened motivation, encouragement, and commitment to the band program.

In Figure 14 below, the students rate parental involvement as no involvement, adequate, and room for improvement. The student respondents indicated a need for improvement in parental involvement. Although some students indicated that parent participation is adequate in some schools, not all schools get parental support like other schools. The previously stated mishaps were mainly due to the lack of transportation, parents' workload, or lack of interest. This lack of parental involvement can have a negative impact on students' academic performance and overall well-being. Schools and parents need to work together to ensure the success of all students. The students also emphasized the importance of communication between parents and teachers to create a supportive and nurturing learning environment.

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[10] Devil Band Director, Interview

[11] Falcon Band Director, Interview
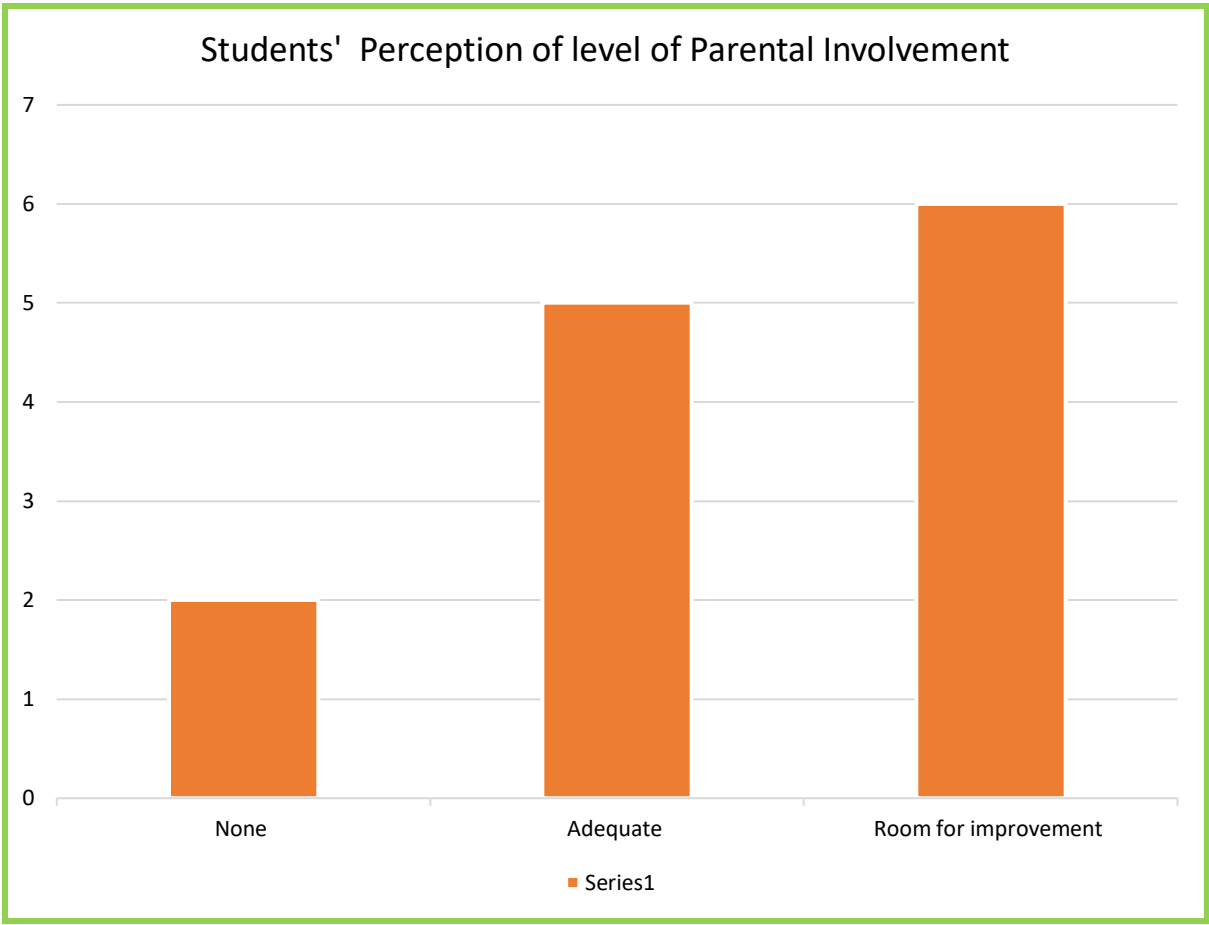
Figure 14: Students' Perception of Parental Involvement

Some band directors shared their actions to encourage parental engagement in the band program. Some strategies mentioned included utilizing a band app to keep parents informed about upcoming events, hosting regular meetings with parents to discuss program updates, and recognizing students whose parents actively participate in band booster meetings. These efforts aim to foster a stronger sense of community and support within the band program, ultimately leading to improved student success and participation.

Research Question #2

Research question 2: What is the effect of community support in a Title-I inner-city high school band program?

The community's involvement in a band program plays a crucial role in shaping the overall experience for students. It enhances their learning experience and fosters a strong sense of pride and ownership within the community. Additionally, community support is essential for the long-term sustainability and growth of the program. Without this support, the program may face various obstacles, such as limited resources, decreased student engagement, and a decline in the quality of the band program. Therefore, fostering strong community partnerships is vital for the success and longevity of any band program.

It is thus imperative to foster community engagement for the vitality and success of band programs. An examination of Figure 15 below reveals the perspectives of parents, administrators, and band directors on community involvement in the band program. According to the study participants, 60% of students assessed community involvement as ranging from 26 to 50% and expressed the view that the community needs to adopt a more active role in supporting the students. This is not just a suggestion but a call to action. Conversely, 40% of the participants rated the community support unfavorably, indicating 0 to 25% active support for their respective inner-city Title I high school band program. The study posits that increased community support for the inner-city high school band program will contribute to its success and stability.
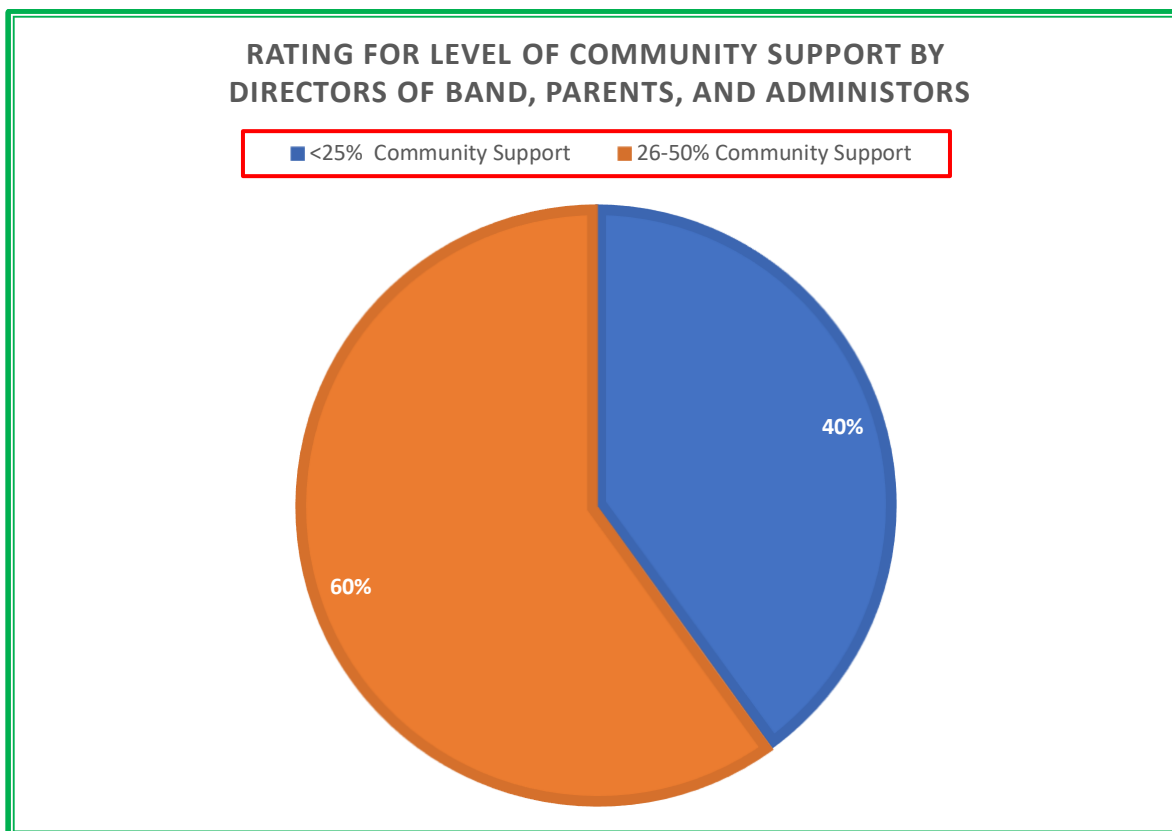
RATING FOR LEVEL OF COMMUNITY SUPPORT BY DIRECTORS OF BAND, PARENTS, AND ADMINISTORS

■ <25% Community Support   ■ 26-50% Community Support

40%

60%

Figure 15: Main Themes Community Support

The success of the inner-city band program is incredibly reliant on the support it garners from the community. A recent study revealed that all band directors identified their primary challenge as securing financial backing from the community. The insufficiency of financial resources provided by the school system could be mitigated through community resources. Furthermore, community backing, such as local businesses sponsoring band events, community members attending performances, and volunteers aiding in fundraising and logistical tasks, is expected to enhance the band program's resources, visibility, and integration within the community. This backing will result in heightened community pride, increased participation, and amplified opportunities for growth and networking within the band program.

Community involvement can also give students valuable experiences and connections beyond their time in the band program. Students can gain real-world skills, build relationships,

and explore potential career paths by participating in community events and collaborating with local businesses. Additionally, community support can help to create a sense of belonging and pride among band members, fostering a positive and motivating environment for all involved. The success of the inner-city band program is intricately linked to the level of support it receives from the community. By working together to secure financial backing, increase visibility, and foster a sense of community pride, the band program can thrive and provide valuable opportunities for growth and development for all involved. Figure 16 below shows the financial and non-financial support given to the band program from the student's prospective.
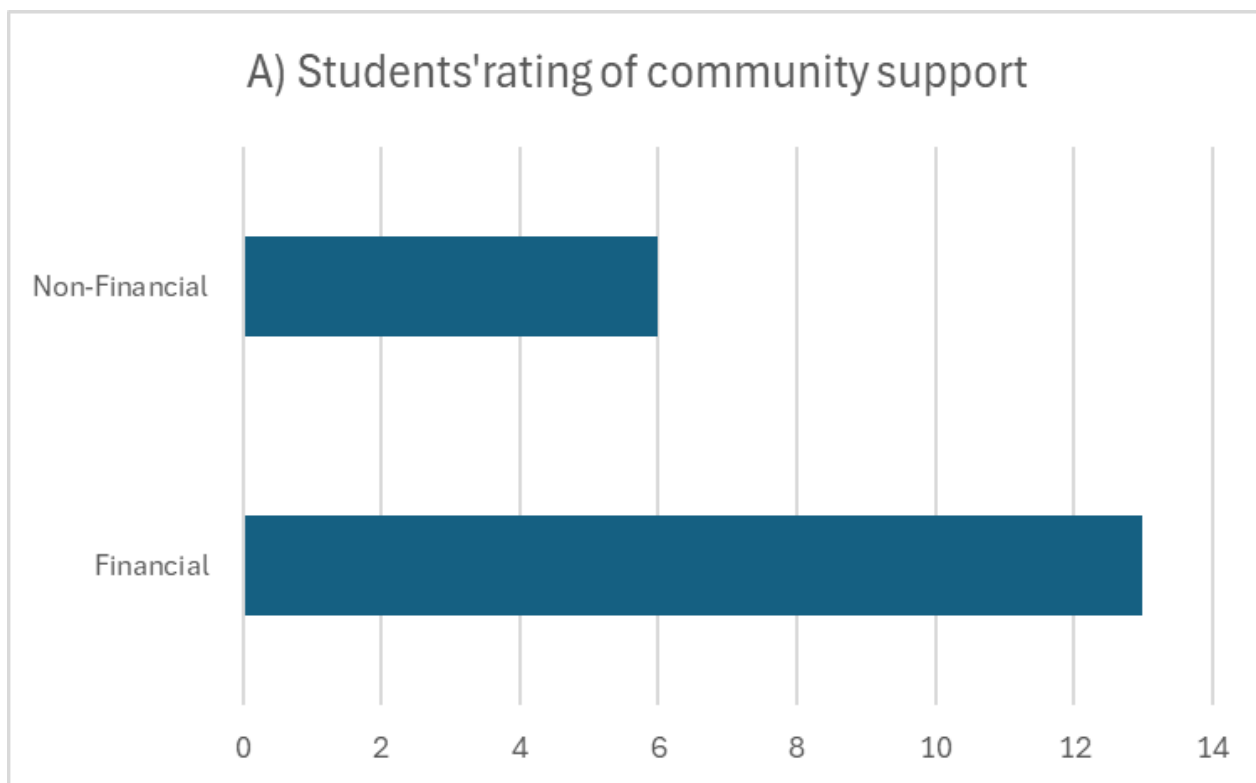

Figure 16: Students' Rating Community Support

The success of the Inner-City Band program relies on the generous support it receives from our local community. As the school system provides limited financial resources, the

program dramatically depends on sponsorship from local businesses for band events, as well as the attendance of community members at performances. Moreover, volunteer assistance in fundraising and planning is crucial to the program's success. Figure 16 above demonstrates the significance that MSCS participants place on the community's financial support for the band program. This widespread community support is expected to significantly enhance the band program's resources, visibility, and integration within the community. Ultimately, it is anticipated that this broad support will lead to increased community pride and result in greater participation and improved opportunities for growth and networking for the band program.

There is a recognized need for additional financial support to bolster the band program, although the participants appreciate the current school district funding. Participants highlighted the importance of more funding from the school and program funding. They acknowledged that the band programs exist primarily due to the school district's control of funding, where a significant portion is earmarked for sports. This has led to concerns about the allocation of funds, with participants noting the differences in funding between sports activities and the band program.

The study revealed that the band program heavily relies on the community's support to thrive and provide opportunities for its members. Participants stressed the significance of community involvement in various aspects, such as organizing fundraisers, offering meals during rehearsals and events, helping with transportation expenses, and aiding with the costs of membership dues and instrument purchases. The collaboration between the band program and the community not only enhances the overall experience for the participants but also fosters a sense of unity and shared responsibility within the community.

Research Question #3

Research question 3: What is the effect of administrative support in a Title-I inner-city high school band program?

The Title I program, which the federal government funds, was initially designed to tackle educational inequalities, however, the band program within high schools, a part of the Title I initiative, truly creates nurturing environments. These environments are instrumental in helping students develop resilience through internal and external support systems. By participating in music classes and being part of the band, students can manage their emotions and express themselves through music, thus building resilience that may not be fostered within their families. The band program plays an exceptional role in forming crucial relationships that students and their families rely on while providing musical education and nurturing connections with knowledgeable, empathetic adults.

The researcher hypothesized that giving substantial administrative support for a Title-I inner-city high school band program will positively influence resource allocation, student outcomes, and organizational structure. Administrators prioritizing the band program by providing adequate funding, endorsing events or travel opportunities, and maintaining academic discipline are expected to create an environment conducive to student success, leading to improved student performance, higher retention and graduation rates, and a stronger sense of belonging within the band.

Evidence shows that funding for the band program often competes with the sports program, with the latter usually receiving more support due to financial, community, parental, and administrative backing. Students from this study stated that they felt demoralized and marginalized. At the same time, band directors expressed concerns about the program being

frequently overlooked during funding allocation, significantly affecting the students' well-being and sense of belonging.

The band program plays a crucial role in creating a positive school atmosphere and providing valuable resources that benefit students from low-income backgrounds. Involvement in the band helps students develop personal and social skills through musical education and fosters a sense of community and belonging. Moreover, the benefits extend to parents, who take pride and joy in seeing their children's performances, and the wider school community, which experiences the positive impacts of the band program.

Summary

The importance of music programs in Title I schools in Memphis, TN, cannot be underestimated. The study participants, including music teachers, school administrators, parents, and community members, played a crucial role in providing valuable insights into the importance of music programs in Title I schools. Their input, which highlighted the benefits of music education, such as improved academic performance, social skills, and emotional well-being for students, was meticulously analyzed and presented in various sections, complete with charts, tables, and quotes to support the findings.

Study Takeaways

One of the key themes that emerged from the participant interviews was the lack of funding and resources for music programs in Title I schools. Many participants expressed concern over the limited access to instruments, sheet music, and qualified instructors, which could have improved the quality of music education available to students. Additionally, the

participants emphasized the need for greater community involvement and support to ensure the sustainability of music programs in these schools. Overall, the findings of this study underscored the vital role that music programs play in enhancing the success, proficiency, and overall well-being of students in Title I schools in Memphis, TN. Furthermore, this research aims to advocate for more significant investment and support for music education in underserved communities by highlighting the challenges and opportunities for improvement.

Chapter Five: Conclusion/Discussion

Introduction

The study utilized a combination of interviews, observations, and document analysis to gather data from five high-achieving band programs across the country. Band directors, students, and parents were interviewed to gain a comprehensive understanding of the methods and characteristics that contribute to the success of these programs. The findings revealed that solid leadership, a supportive community, and a focus on cultural relevance were vital factors in the success of these band programs. The theoretical implications of the study highlight the importance of culturally responsive teaching practices in music education. Educators can create more engaging and effective learning environments by incorporating students' cultural backgrounds and experiences into the curriculum. The empirical implications suggest that high-achieving band programs can serve as models for other music programs looking to increase diversity and success among their students.

This study provides valuable insights into the methods and characteristics of high-achieving band programs with minority-majority student populations. The recommendations for future research emphasize the need for further exploration of the impact of culturally responsive teaching practices on student outcomes in music education. By continuing to study and learn from successful band programs, educators can work towards creating more inclusive and effective music programs for all students.

Summary of Study

This qualitative ethnographic research has shed light on the relationship between parental involvement, community support, and school administrative substructure within inner-city Title-I high school band programs in Memphis, Tennessee. Through in-depth exploration and analysis, it has become evident that band programs thriving in environments of robust parental, community, and administrative support tend to yield more tremendous success. The findings of this study underscore the importance of collaborative efforts among parents, community members, and school administrators in fostering a conducive environment for the growth and development of high school band programs. When these stakeholders are actively engaged and committed to supporting the program, students benefit from enhanced resources, opportunities, and overall experiences.

This research also highlights the significance of acknowledging and addressing the unique challenges faced by inner-city Title-I high schools. By recognizing the impact of socio-economic factors and advocating for equitable access to resources and support systems, educators and policymakers can work towards creating more inclusive and thriving music education programs.

This study serves as a testament to the transformative power of collaborative partnerships and underscores the pivotal role they play in shaping the success and sustainability of inner-city Title-I high school band programs. Through continued dedication, advocacy, and investment in these vital relationships, we can pave the way for a brighter future for music education in underserved communities.

Summary of Findings and Prior Research

This study aimed to underscore the crucial role of support for developing Title I inner-city band programs in Memphis, TN. The study was a qualitative ethnographic research designed to analyze the influence of administration, parents, and community efforts on the productivity of these band programs. The findings highlight that band programs need parental and community support to overcome significant obstacles. While all schools in this study have supportive administration, the active involvement of parents and the community is crucial. Increased financial commitments for band programs are also necessary to achieve a more successful band program.

The value of music programs in Title I schools in Memphis, TN, cannot be underestimated. The support of administrators, parents, and the community is crucial in ensuring these programs' success, proficiency, and overall well-being. This support helps provide resources, funding, and opportunities for students to thrive in their musical education. The effects of parental, administrative, and community support for inner-city Title I band programs can be measured regarding student outcomes and program sustainability through various indicators and evaluation methods.

The study was a collaborative effort, with administrators, teachers, parents, and students all contributing valuable insights and experiences regarding music programs in Title I schools. The detailed descriptions, charts, tables, and evidence presented in this chapter highlighted and thoroughly discussed the findings from these participants. The themes that emerged from the participant interviews were closely examined, aligning with the researcher's observations and the study's results.

This study aims to illuminate the importance of music programs in Title I schools and the need for continued support and advocacy by understanding the perspectives and experiences of those involved. These findings contribute to the existing literature on music education and provide insights for improving and enhancing music programs in similar educational settings.

Exploration

This study revealed that more research is needed to measure the relationship between support and the inner-city Title-I high schools in Memphis, TN. Establishing geographical and ethical demographics that compare the urban and suburban high school band communities will further solidify the statistics needed for an authentic analysis. Building upon these findings and implementing strategies that prioritize and amplify parental involvement, community engagement, and administrative support within high school band programs is imperative. By doing so, students can be empowered, communities enriched, and a culture of excellence in music education that transcends socio-economic barriers can be cultivated. Researchers often rely on findings from prior, related research, which should be used to make the case for their research questions to be answered and further delegate the need for qualitative research methods.[1]

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[1] *QUALITATIVE RESEARCH METHODS in PROGRAM EVALUATION: CONSIDERATIONS for FEDERAL STAFF Office of Data, Analysis, Research & Evaluation Administration on Children, Youth & Families, 2016, 7.*
https://www.acf.hhs.gov/sites/default/files/documents/acyf/qualitative_research_methods_in_program_evaluation.pdf.

Higher Education

The findings of this study have significant implications for practice in higher education, particularly in the realm of student engagement and success. By recognizing the vital role of parental involvement, community support, and administrative substructure in fostering successful high school band programs, educators and administrators can adopt proactive strategies to enhance collaboration and communication with stakeholders. Implementing parent workshops, community outreach programs, and administrative task forces can help cultivate a culture of shared responsibility and accountability for student achievement in higher education.

This study underscores the importance of equity and inclusivity in educational practices, particularly for students from underserved communities. By addressing the unique needs and challenges faced by inner-city Title-I high school band programs, higher education institutions can strive to create more accessible and supportive learning environments for all students. This may involve revisiting admission criteria, scholarship opportunities, and support services to ensure that students from diverse socioeconomic backgrounds have equal access to educational resources and opportunities.

The findings of this study also highlight the transformative potential of collaborative partnerships between higher education institutions and external stakeholders. By forging strategic alliances with local schools, community organizations, and government agencies, colleges and universities can leverage collective resources and expertise to support the holistic development of students from pre-collegiate through post-secondary education. Through sustained efforts to build bridges between academia and the broader community, higher education institutions can proactively promote social mobility, economic development, and cultural enrichment in society.

Limitations

It is essential to acknowledge the study's limitations, despite its valuable insights into the relationship between support systems and inner-city Title-I high school band programs. One limitation is the generalizability of the findings, as the study focused specifically on a single geographic location: Memphis, Tennessee. The extent to which these findings can be extrapolated to other urban or suburban contexts may be limited. Future research should aim to replicate this study in diverse settings to enhance the external validity of the findings and provide a more comprehensive understanding of the factors influencing program success across different socio-cultural contexts.

Another limitation pertains to the reliance on qualitative ethnographic methods, which may limit the scope and depth of the findings. While qualitative research offers rich insights into stakeholders' lived experiences and perspectives within high school band programs, it may need more statistical rigor and generalizability of quantitative approaches. Future studies could benefit from employing mixed methods approaches that integrate qualitative data with quantitative measures to provide a more comprehensive and nuanced analysis of the relationship between support systems and program outcomes in higher education settings. Additionally, researchers should consider the potential biases and subjectivity inherent in qualitative research, such as researcher bias or participant interpretation, and take steps to mitigate these limitations through rigorous data collection and analysis techniques.

The final limitation of this research is the researcher's eight-year background working as a music educator in Title I inner-city schools in Memphis and participating in organizations that positively affect the youth and community through music. While this unique perspective may introduce a potential bias, it does not diminish the educational impact and expertise gained as a

high school band director within this vibrant and challenging community. The insights derived from this experience may enhance the understanding of the complex dynamics in these educational settings, offering a nuanced perspective that could be invaluable in interpreting the research findings.

Recommendations for Future Study

It is recommended that future research explore the potential impact of substantial parental and community support within the inner-city band programs. By investigating the effects of a large amount of community and parental support, researchers can gain a deeper understanding of the underlying methods and their effects of substantial support in inner-city band programs. This ongoing research would fill the existing knowledge gap and contribute to the broader field of developing music programs and music education.

Future studies must also focus on the long-term effects of adequate parental and community support to assess its sustainability and implications over time. Understanding how band boosters evolve and interact with changing circumstances can provide valuable insights for band directors and administrators. Moreover, investigating the long-term effects would enable researchers to identify potential areas for intervention or improvement to enhance the outcomes related to parental and community support for inner-city high school band programs.

It is recommended that future studies adopt a comparative approach to analyze the differences and similarities between Title I and Non-Title I high school band programs. By comparing the outcomes or experiences of different groups, researchers can identify potential factors contributing to variations in support for all high school band programs. This comparative analysis would provide a more comprehensive understanding of the effects of support for inner-

city high school band programs and its implications across diverse settings, allowing for targeted interventions and policy recommendations.

Future research should also consider the potential impact of the decline or elimination of music programs in educational institutions. With the increasing emphasis on STEM (Science, Technology, Engineering, and Mathematics) Education, there is a growing concern that music programs may be at risk of being marginalized or cut from some school systems. Investigating the potential consequences of losing music programs on students' overall educational experience, cognitive development, and socio-emotional well-being is crucial. Understanding can contribute to the importance of arts education and inform policymakers and education stakeholders about the potential long-term effects of diminishing music programs.

The effects of parental, administrative, and community support for inner-city Title I band programs can also be measured regarding student outcomes and program sustainability through various indicators and evaluation methods. These indicators may include:

Student Participation and Retention

Student participation rates and retention in the band program can reflect parental, administrative, and community support levels. Higher levels of support may correlate with increased student enrollment and sustained involvement in the program over time. The active involvement and ongoing commitment of parents, school administrators, and the local community play a significant role in shaping the success of the band program.

Academic Performance

Research has shown that participation in music programs can positively impact academic performance. Therefore, measuring the educational outcomes of students involved in the band program, such as GPA, standardized test scores, and graduation rates, can provide insights into

the effects of support on student achievement. The active involvement and ongoing commitment of parents, school administrators, and the local community play a significant role in shaping the success of the band program. Their collective efforts and encouragement are a source of pride, as these groups contribute immensely to the growth and vibrancy of the school band, ultimately enriching the educational experience and opportunities available to the students involved

Student Well-being and Social-Emotional Development

Assessing students' social and emotional well-being through surveys, interviews, or behavioral observations can help gauge the impact of the band program and the support it receives on students' overall well-being and social-emotional development. By utilizing a combination of surveys, interviews, and behavioral observations, educators and administrators can understand the impact of the band program and its corresponding support systems on students' social-emotional development. These assessments serve as powerful tools in determining the effectiveness of the band program and the extent to which it contributes to fostering a positive and nurturing environment for students.

Program Funding and Resources

The financial and material support level from parents, administrators, and the community is measured regarding program funding, availability of instruments and equipment, and access to additional learning opportunities. Tracking these resources can indicate the extent of support and its impact on program sustainability. The support from these critical stakeholders directly influences the program's capacity to meet its objectives and deliver a rich educational experience to its participants. Therefore, understanding and monitoring the resources flowing into the program is essential for ensuring its continued success and effectiveness in fulfilling its mission.

Community Engagement and Partnerships

The extent of community involvement and partnerships with local organizations, businesses, and music professionals can be assessed to determine the breadth and depth of support for the band program. This community engagement can include measuring volunteer hours, in-kind contributions, and collaborative initiatives. By delving into the details of the partnerships forged and the active involvement of key stakeholders in supporting the band program, a more accurate picture of the depth and breadth of community support can emerge, allowing for informed decision-making and strategic planning.

Long-Term Alumni Success

Tracking the post-graduation achievements of former band program participants, such as pursuing music-related careers, higher education in music, or continued involvement in the arts, can provide insights into the program's lasting impact and the support it received. This longitudinal tracking provides concrete evidence of the program's effectiveness and contribution to these individuals' personal and professional development. It also allows researchers to celebrate their successes and learn from their experiences to enhance and refine the program for future participants.

Program Retention and Growth

Monitoring the longevity and growth of the band program over time, including the addition of new ensembles, expansion of offerings, and sustained interest from students, can indicate the sustainability of the program, which the level of support from parents, administrators, and the community can influence. By systematically collecting and analyzing data related to these indicators, researchers and program evaluators can assess the effects of

parental, administrative, and community support on student outcomes and program sustainability for inner-city Title I band programs.

Implications for Practice

The researcher aims to delve deeper into the challenges faced by inner-city Title I high school band programs and the importance of collaboration between band parents, community members, and school administrators. By shedding light on successful high school band programs within struggling school systems, this study seeks to create awareness and advocate for better support from school districts and policymakers. The potential impact of this research on the audience, including school administrators, policymakers, band parents, community members, and stakeholders, is significant. Through giving a voice to students, band directors, and other stakeholders involved in the band's success, the research aims to provide a platform for sharing perspectives and experiences.

The study also proposes integrating marching band programs into extra-curricular activities, similar to high school sports teams and competitive cheerleading squads. The ultimate goal is to generate literature that not only supports inner-city Title I band programs but also calls for increased financial funding for all band programs, particularly in inner-city and Title I schools in Memphis, TN. This research seeks to advocate for the recognition and resources necessary for their continued success and growth by amplifying the voices of those involved in these programs.

Summary

This ethnographic qualitative study has illuminated the relationship between parental involvement, community support, and school administrative substructure within inner-city Title-I high school band programs in Memphis, Tennessee. The findings underscore the transformative potential of collaborative partnerships among stakeholders in fostering successful band programs. As educators and policymakers strive to create more comprehensive and prospering music education programs, it is imperative to prioritize and amplify parental involvement, community engagement, and administrative support.

The implications for practice extend beyond the realm of high school band programs to higher education institutions. By recognizing the vital role of collaborative partnerships and implementing proactive strategies to enhance student engagement and success, colleges and universities can create more accessible and supportive learning environments for students from underserved communities. This study emphasizes the importance of addressing the unique needs and challenges faced by inner-city Title-I high schools. It underscores the potential for higher education institutions to play a proactive role in promoting social mobility and economic development.

It is essential to acknowledge the limitations of this study, however, including its focus on a single geographic location and the reliance on qualitative ethnographic methods. Future research should replicate this study in diverse settings and employ mixed-methods approaches to provide a more comprehensive understanding of the factors influencing program success in higher education settings. Addressing these limitations and building upon the insights gained from this study, researchers can continue to advance our understanding of the complexities of

support systems in education and work towards creating more equitable and inclusive learning

environments for all students.

Appendix A: IRB Approval

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

February 29, 2024

Thomas Perry Jerry Newman

Re: IRB Approval - IRB-FY23-24-128 The qualitative ethnographic research of the relationship related to parental involvement, community support, and school administrative substructure amid to inner-city Title-I high school band programs in Memphis, Tennessee.

Dear Thomas Perry, Jerry Newman,

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the following date: February 29, 2024. If you need to make changes to the methodology as it pertains to human subjects, you must submit a modification to the IRB. Modifications can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

For a PDF of your approval letter, click on your study number in the My Studies card on your Cayuse dashboard. Next, click the Submissions bar beside the Study Details bar on the Study Details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your stamped consent form(s) and final versions of your study documents can be found on the same page under the Attachments tab. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research project. Sincerely,

_____

███████████, PhD, CIP

Administrative Chair

Research Ethics Office

Appendix B: MSCS Research Approval Letter - Research Project 2023-2024

Department of Research & Performance Management

███████████████████████████████████

█████████████ **PhD**
Research Manager
██████████████████

March 5, 2024

To: Perry, Thomas

Re: Research Proposal

After consideration of your proposal, we are granting approval for you to begin your research, "The qualitative ethnographic research of the relationship related to parental involvement, community support, and school administrative substructure amid to inner-city Title-I high school band programs in Memphis, Tennessee" in 2023-2024. You should use this letter as notification of final approval for all components your study.

The district-level approval being granted with this letter does not obligate any school or any person to participate in this project. Approval by the principal of any participating school is still needed before the study can begin at those schools. Also, individuals must be given the option of not participating.

Approval is contingent on you agreeing to use the data only for the purpose of the study described in the proposal.

We look forward to working with you in the completion of this project.

Sincerely,

████████████████

Appendix C: Chiefs High School Approval

Re: Permission Request - Thesis D.M.E. Thomas Perry - Manassas High School

████████████   ████████████████████

Tue 12/12/2023 11:50 AM

To:THOMAS A PERRY ████████████████

Hey Mr. Perry,

I don't mind you conducting your research at ████████ HS but because you are
using MSCS students in your research, you have to first get permission from the
district.

████████████, Ed.D

Chiefs High School Principal

████████████

████████████████

Chiefs HS Website

"Teaching Students. Building Leaders"

Together, we **MUST BELIEVE.**

Together, we **WILL ACHIEVE.**
Together, we are **REIMAGINING 901.**

Appendix D: Falcons High School Approval

Falcons HIGH SCHOOL

Principal

Mr. Perry,

The purpose of this email is to grant my approval for you to conduct research at
High School. If you need any additional information, please feel free
to contact me.

Appendix E: Devils High School Approval

                                        Principal
████████ Assistant Principal I ████████, Assistant Principal I ████████,
Assistant Principal

January 23, 2024

Dear Mr. Thomas A. Perry, M.Ed.,

Thank you for reaching out to me regarding surveying the stakeholders at ████████
High School, for the purpose of conducting research to complete your thesis titled,
"The Qualitative Ethnographic Research of the Relationship Related to Parental
Involvement, Community Support, and School Administrative Substructure Amid to
Inner-City Title-I High School Band Programs in Memphis, Tennessee."

I am approving this research study with the stipulation that my band instructor, ████████
████████, be actively engaged in arranging for the survey to be administered,
particularly, to the band students.
Please let me know if you require any additional information from me.
Sincerely,

Memphis Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin,
or genetic information,

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