DATE: May 2, 2018

TO: GaPMP Parent Mentors

FROM: Cynthia Criss Cynthia Criss

 Data Coach

 Georgia Parent Mentor Partnership

RE: FY18 GaPMP Toolkit 4th Quarter Reporting Form Tool

This Reporting Form Tool is designed for you to use to answer the Planning to Implementation Guide (P2I) Questions. There are 18 questions on the FY18 4th Quarter Report Form. This tool is designed so that all the Parent Mentor has to do is fill in the blanks. It is also designed so that all the Parent Mentor has to do is copy and paste the answers into the computer link form.

If you have questions, or need assistance, free to email me at ccriss@pulaski.k12.ga.us. You may also call me at 478 783-7487 (office), 229 313-2538 (personal cell).

Have an ULTRAGRAND day!  thanks.

1. Describe how you trained and supported your target group?

What worked or did not work when supporting, training, or gathering information related to your target group. Did one-on-one or large group training work best? How often did families speak to you or a partner? Share about the level of support which different families may have needed and why.

In (Please select the month you trained and supported your target group: **August; September; October; November; December; January; February; March; April),** 2017/2018, target families were invited to attend **(**Please select or insert: **a parent meeting; parent training; parent workshop; an informational meeting; initiative introduction meeting; individual parent meeting; phone meeting)** on the **(**Please select the E2P Guide that you chose for your target work: **Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiative and target work via **(**please select or insert the tool you used to invite your target families to attend the training sessions to receive information on the initiative: **letters, flyers, brochures, advertisements, emails, postcards)** to attend

In **(**Please select the month you trained and supported your target group**: August; September; October; November; December; January; February; March; April),** 2017/2018, target families were invited to attend (Please select or insert: **training sessions; informational sessions;)** to receive information on the **(Please select the E2P Guide that you chose for your target work: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiative and target work.

Families attended (Please select the training you used to prepare your target group to participate in their routine/ongoing actions (vital behaviors). Select one or more. **Parent meeting (large group); Parent meeting (one-on-one); By phone contact (one-on-one); In partnership with student’s teacher; Parent contact by email; Virtual training)** training

sessions to learn specific learning targets, how to complete vital behavior actions and how to collect vital behavior action data. Families that were ready to put the techniques learned in the vital behavior training into practice were followed throughout the year with follow up coaching by the Parent Mentor or collaborative partners. Families that struggled in grasping the application of the techniques were supported with additional Vital Behavior Training throughout the year by the Parent Mentor and other collaborative partners such as (Please select the collaborative partner(s) that assisted you with providing training and support to your families. **Family Connections; After School Program; Vocational Rehabilitation; Parent to Parent of Georgia; Counselor, Transition Specialist; Business owner or employee; CTI Coordinator; GLRS; General Education Teacher/Staff; High School High Tech Program; Post-Secondary School (College/Tech); Transition Alliance; Academic or GAA Coach; Support Agency (Arc/GCDD/AADD); Support Group; ASPIRE Staff; Easter Seals).**

**(**Please select the training that worked or did not with training and gathering information related to the target group**. Parent meeting (large group); Parent meeting (one-on-one); By phone contact (one-on-one); In partnership with student’s teacher; Parent contact by email; Virtual training) training.**

**(**Please select one: **Parent meeting (large group); Parent meeting (one-on-one); By phone contact (one-on-one); In partnership with student’s teacher; Parent contact by email; Virtual training) training worked; did not work) with training and gathering information related to the target group.**

**(**Please select one: **One-on-one; Large group) worked best with the learning target information and vital behavior training because families completed learning target activities for each Vital Behavior during the training. In addition, families learned information and techniques that helped them perform the vital behavior on their own by engaging in practice session activities.**

The Parent Mentor and/or collaborative partners contacted the families **(Please select or insert one: weekly; biweekly; monthly; quarterly; every grading period; during the benchmark data check month) to see if they were facing any barriers in completing the vital behavior actions.**

The Parent Mentor and/or collaborative partners supported the target families throughout the year with additional Vital Behavior Action training and support. Families who were not successful in completing the vital behavior actions were offered vital behavior practice sessions.

2. List the tools and resources used to train or support your target group? \*

These are the tools you used to train parents, collect information about the ACTIONS they were practicing, and items you may have shared to empower parents to assist their students. What tools or resources really benefited you and your families?

**The tools that were used to train parents, collect information about the ACTIONS they were practicing, and items that were shared to empower parents to assist their students are listed below.**

**(Please select the tools you used to train parents, collect information and items shared to empower parents: Contact/Communication log; Job/task completion agreement; Homework guide; Reading log; Communication log; Vision Worksheet; Interest Inventory; Skills Log with Progress Monitoring; Conversation Guide; Calendar/Communication Log; Behavior guide/chart; Conversation guide; Communication log; Transition planning guide; Person centered plan; Action plan; IEP checklist or planning tool; Transition assessment; Transition activity list or Transition skills list; Self-determination checklist; ASPIRE’ing FE Checklist; Calendar/Communication Log; Planning sign-in; Transition checklist; Graduation timeline; Monthly/Quarterly Progress Report; Graduation Timeline with conversation guide)**

**1.**

**2.**

**3.**

**4.**

**The following tools or resources that really benefited the families are listed below.**

**1.**

**2.**

**3.**

3. Describe your primary initiative/work this year using details; including qualitative and quantitative data?

The primary initiative/work this year was the **(Please select the E2P Guide that you chose for your target work: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiative.

The SMART Goal choice was the **(Please select the SMART Goal that you chose to impact your work. Attendance, Behavior, Academic Achievement Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will apply learned skills/strategies during activities with their child to improve post**

**secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting; Attendance, Behavior, Academic Achievement Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will contribute during school-family-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.**

**ASPIRE Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting; ASPIRE Evidence to Practice Guide SAMRT Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting.**

**C.A.F.E.’ Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child’s teacher with 60% completion as measured per monthly reporting; C.A.F.E.’ Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will contribute during school-family-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.**

**Graduation Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting; Graduation Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting;**

**Literacy Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting; Literacy Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child’s teacher with 60% completion as measured per monthly reporting.**

**Partnerships Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child’s teacher with 60% completion as measured per monthly reporting; Partnerships Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will contribute during school-family-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting;**

**Post-Secondary Evidence to Practice Guide SMART Goal 1: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will implement skills and strategies to improve post-secondary outcomes with 60% completion as measured by weekly/monthly reporting; Post-Secondary Evidence to Practice Guide SMART Goal 2: By May 15th, \_\_\_\_% of or \_\_\_\_ out of \_\_\_\_target families will participate in high school completion, post-secondary education and/or employment activities with 60% completion as measured by weekly/monthly reporting.)**

The families will complete the following vital behaviors: **(Please select or insert your Vital Behavior 1: Family or Community Mentor: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #1**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #1**

**Post-Secondary Evidence to Practice Guide Vital Behavior #1**

**Exercises to Practices at Home: Family and student will use provided exercises to practice at home, regularly reporting efforts using preferred method of communication:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #2**

**ASPIRE Evidence to Practice Guide Vital Behavior #2**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #2**

**Literacy Evidence to Practice Guide Vital Behavior #2**

**Partnerships Evidence to Practice Guide Vital Behavior #2**

**Vision Sheet: Family and student will complete a vision sheet related to student’s interests, strengths, and challenges, identifying task to complete regularly reporting progress:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #3**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #3**

**Literacy Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #5**

**Conversation Starters or Communication Guide: Family will utilize conversation starters or communication guide to have ongoing conversations with student related to their attendance, behavior, and or academic achievement:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #4**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #4**

**Partnerships Evidence to Practice Guide Vital Behavior #4**

**Behavior Strategies: Family and student sill review behavior strategies to guide conversations/activities, regularly reporting progress.**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #5**

**Graduation Evidence to Practice Guide Vital Behavior #3**

**Literacy Evidence to Practice Guide Vital Behavior #3**

**Utilize Resources and Supports: Family and student will utilize resources and supports, in their school or community to improve attendance, behavior, and/or academic achievement, regularly reporting progress:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #6**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #6**

**Partnerships Evidence to Practice Guide Vital Behavior #6**

**Person Centered Planning: Family and student will participate in person centered planning and complete tasks regularly that are related to their plan and goals:**

**ASPIRE Evidence to Practice Guide Vital Behavior #1**

**Graduation Evidence to Practice Guide Vital Behavior #1**

**IEP Checklist or Planning tool: Family and student will use an IEP checklist or planning tool to review and plan for conversations related to setting and meeting their goals:**

**ASPIRE Evidence to Practice Guide Vital Behavior #3**

**Graduation Evidence to Practice Guide Vital Behavior #2**

**Transition Activity List: Family and student will identify\_\_\_\_\_\_actions from a transition activity list to complete, regularly reporting progress:**

**ASPIRE Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #2**

**Self-Determination Checklist: Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress:**

**ASPIRE Evidence to Practice Guide Vital Behavior #5**

**Post-Secondary Evidence to Practice Guide Vital Behavior #6**

**Conversation Starters or Progress Reporting: Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student:**

**ASPIRE Evidence to Practice Guide Vital Behavior #6**

**Graduation Evidence to Practice Guide Vital Behavior #6**

**Literacy Evidence to Practice Guide Vital Behavior #6**

**School Family Community Team: Family will participate as a team member of a school-family-community team and partner to discuss and plan actions to improve student outcomes:**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #5**

**Partnerships Evidence to Practice Guide Vital Behavior #5**

**Transition Checklist: Family and student will utilize the results of a transition checklist to complete work-readiness exercises, regularly reporting progress:**

**Graduation Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #4**

**Graduation Timeline: Family and student will use a graduation timeline as a guide to track individual activities as identified as needing to be completed:**

**Graduation Evidence to Practice Guide Vital Behavior #5**

**Literacy Evidence to Practice Guide Vital Behavior #5**

**Post-Secondary Evidence to Practice Guide Vital Behavior #3**

**Progress Report: Teacher and family will discuss child’s progress report regularly:**

**Literacy Evidence to Practice Guide Vital Behavior #1**

**Partnerships Evidence to Practice Guide Vital Behavior #1**

**Regular Positive Communication Plan: Family will plan and utilize a regular positive communication plan with their child’s teachers:**

**Partnerships Evidence to Practice Guide Vital Behavior #3)**

and

**(Please select or insert your Vital Behavior 2: Family or Community Mentor: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

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**Partnerships Evidence to Practice Guide Vital Behavior #3**

The target group consists of **(Please select the number of families in your target group: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20) (Please select your target families’ grade level: Preschool; Elementary; Middle; High) school families.**

The percent expectation for families completing 60% of the vital behaviors is **(Please select or insert the percent expectation that you chose for your SMART Goal: 20%; 25%; 30%; 35%; 40%; 45%; 50%; 55%; 60%; 65%; 70%; 75%; 80%; 85%; 90%; 95%)** Therefore, **(Please select the number of families that you expect to complete the vital behaviors: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** are expected to complete the vital behaviors.

In addition, theend of the year goal **is (Please select or insert the percent expectation that you chose for your SMART Goal: 20%; 25%; 30%; 35%; 40%; 45%; 50%; 55%; 60%; 65%; 70%; 75%; 80%; 85%; 90%; 95%)** orout of **(Please select the number of families that you expect to complete the vital behaviors: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** families completing 60% or more of the actions.

The goal of the **(Please select the E2P Guide that you chose for your target work: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiative isto **(Please select one or more student outcomes that are being impacted by the work you are doing: Improve academics; Be on track for graduation; Improve attendance; Improve behavior; Be engaged in IEP process; Improve post-secondary goal; Develop self-determination/self-advocacy skills; Improve graduation rates.)**

For the 2017-2018 school year, the district wants to achieve the goal of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** familiesout of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** families participating in the initiative.

4. Describe changes you or partners made in your work due to feedback from partners or your target group.

The district’s original goal was to work on the **(Please select your district’s original E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiativeand the **(Please select your district’s target work: Transition; Post-secondary planning/success; Literacy; Early Learning; Behavior; Absenteeism; Academic Performance;**

**Self-determination/Self-advocacy; School Climate; PBIS; SSIP Plan; GraduateFirst)** target work and ask target families to complete the vital behaviors associated with the initiative and target work.Due to feedback from the partners, the district implemented the **(Please select the E2P Guide Initiative that your district implemented: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)**

Evidence to Practice Guide Initiative instead of the original initiative. To comply with the school district’s initiative implementation change, the Parent Mentor changed the target work from **(Please select the original E2P Guide Initiative that your district implemented: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary** Evidence to Practice Guide Initiative Goalto the  **(Please select the new E2P Guide Initiative that your district implemented: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Initiative. The vital behaviors changed from the **(Please select original Vital Behavior(s): Family or Community Mentor: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

**Attendance, Behavior, Academic Achievement Evidence to Practice Guide Vital Behavior #1**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #1**

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**Graduation Evidence to Practice Guide Vital Behavior #2**

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**ASPIRE Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #2**

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**Literacy Evidence to Practice Guide Vital Behavior #5**

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**Progress Report: Teacher and family will discuss child’s progress report regularly:**

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**Partnerships Evidence to Practice Guide Vital Behavior #1**

**Regular Positive Communication Plan: Family will plan and utilize a regular positive communication plan with their child’s teachers:**

**Partnerships Evidence to Practice Guide Vital Behavior #3)**

to

**(Please select new Vital Behavior(s): Family or Community Mentor: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

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**Transition Activity List: Family and student will identify\_\_\_\_\_\_actions from a transition activity list to complete, regularly reporting progress:**

**ASPIRE Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #2**

**Self-Determination Checklist: Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress:**

**ASPIRE Evidence to Practice Guide Vital Behavior #5**

**Post-Secondary Evidence to Practice Guide Vital Behavior #6**

**Conversation Starters or Progress Reporting: Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student:**

**ASPIRE Evidence to Practice Guide Vital Behavior #6**

**Graduation Evidence to Practice Guide Vital Behavior #6**

**Literacy Evidence to Practice Guide Vital Behavior #6**

**School Family Community Team: Family will participate as a team member of a school-family-community team and partner to discuss and plan actions to improve student outcomes:**

**C.A.F.E.’ Evidence to Practice Guide Vital Behavior #5**

**Partnerships Evidence to Practice Guide Vital Behavior #5**

**Transition Checklist: Family and student will utilize the results of a transition checklist to complete work-readiness exercises, regularly reporting progress:**

**Graduation Evidence to Practice Guide Vital Behavior #4**

**Post-Secondary Evidence to Practice Guide Vital Behavior #4**

**Graduation Timeline: Family and student will use a graduation timeline as a guide to track individual activities as identified as needing to be completed:**

**Graduation Evidence to Practice Guide Vital Behavior #5**

**Literacy Evidence to Practice Guide Vital Behavior #5**

**Post-Secondary Evidence to Practice Guide Vital Behavior #3**

**Progress Report: Teacher and family will discuss child’s progress report regularly:**

**Literacy Evidence to Practice Guide Vital Behavior #1**

**Partnerships Evidence to Practice Guide Vital Behavior #1**

**Regular Positive Communication Plan: Family will plan and utilize a regular positive communication plan with their child’s teachers:**

**Partnerships Evidence to Practice Guide Vital Behavior #3).**

**OR**

The Parent Mentor or partners made no changes in the targeted work.

5. How many parents did you impact in the work you are collecting data for?

In the work that the Parent Mentor collected data for, **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** parents were impacted.

6. How many students did you impact in the work you are collecting data for?

In the work that the Parent Mentor collected data for**, (Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** students were impacted**.**

7. List your significant partners?

The significant partners that collaborated within the district/system and/or community to meet the goal are listed below.

**(Please select or insert your significant partners: Child’s teacher; Director of program; General Education Teach/Staff; Special Education Administrator; Principal or School Administrator; Title 1; GLRS; Vocational Rehabilitation CounselorOption 4; Transition Specialist; Testing Coordinator; Business owner or employee; CTI Coordinator; Teacher Collaborative; Social Worker; Counselor; Community Agency/Service Provider; Civic Club; Graduation Coach; Academic or GAA Coach; Behavior Specialist; Case Manager; High School High Tech; Post-secondary School (College/Tech); Transition Alliance; Support Agency (Arc/GCDD/AADD); Special Olympics; SSIP Stakeholders; SSIP Success Coach; Public Safety; Chamber of Commerce; Support Group; Department of Juvenile Justice; Retired Teacher; Student-led group; ESOL and/or Language Interpreter; Supported/Customized Employment Agency; School/Community Mentoring Program; ASPIRE staff; Parent Council/Advisory Team.)**

**1.**

**2.**

**3.**

**4.**

8. List at least 2 things you expected parents to learn?

List the two Learning Targets you used while working with families to describe what you expected parents to learn.

The two Learning Targets that the Parent Mentor used while working with families to describe what they were expected to learn are listed below.

1. **(Please select your E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Vital Behavior **(Please select your vital behavior: Family or Community Mentor; Exercises to Practices at Home; Vision Sheet; Conversation Starters or Communication Guide; Behavior Strategies; Utilize Resources and Supports; Person Centered Planning; IEP Checklist or Planning tool; Transition Activity List; Self-Determination Checklist; Conversation Starters or Progress Reporting; School Family Community Team; Transition Checklist; Graduation Timeline; Progress Report; Regular Positive Communication Plan)** Learning Target: **(Please use the attached Learning Target List for Evidence to Practice Guide Vital Behaviors to list your two learning targets.)**
2. **(Please select your E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Vital Behavior **(Please select your vital behavior: Family or Community Mentor; Exercises to Practices at Home; Vision Sheet; Conversation Starters or Communication Guide; Behavior Strategies; Utilize Resources and Supports; Person Centered Planning; IEP Checklist or Planning tool; Transition Activity List; Self-Determination Checklist; Conversation Starters or Progress Reporting; School Family Community Team; Transition Checklist; Graduation Timeline; Progress Report; Regular Positive Communication Plan)** Learning Target: **(Please use the attached Learning Target List for Evidence to Practice Guide Vital Behaviors to list your two learning targets.)**

9. How did you measure if they learned what you expected? \*

Describe your process of measuring whether families learned the Learning Target information. (Two Examples: Pre/post questions before and after my training gave me details about what parents learned OR based on before and after discussion with parent(s) about \_\_\_\_\_ topic I measured they understood the learning target/intention.)

**(Please select or insert the tool you used to measure whether families learned the Learning Target Information: Quizzes; Questionnaires; Surveys; Conversations; Discussions; Phone Calls; Informal Questions)** before and after training gave the Parent Mentor details about what parents learned.

**OR**

Based on before and after **(Please select or insert the tool you used to measure whether families learned the Learning Target Information: Quizzes; Questionnaires; Surveys; Conversations; Discussions; Phone Calls; Informal Questions)** with parents about the specific topic, the Parent Mentor used the data to measure the families’ understanding of the learning target/intention.

10. Provide the learning target DATA to show that parents learned what you expected? Number(s) Required

Describe using DATA what # or % of parents LEARNED what you expected them to learn. (REMEMBER: this is the easiest data to impact so it was suggested that before asking parents to complete the ACTION or vital behaviors that 100% of your target families learn what is needed to perform the action. Did they and how do you know using the data you collected?) (Two Examples: 100% of my target group answered the learning target questions correctly during post-survey, therefore they improved their knowledge about \_\_\_\_ topic in order to complete the vital behaviors OR based on multiple conversations with my target group ?# out of ?# families understood the new information I shared and ?# families could answer any question I asked about \_\_\_\_\_ topic.)

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** of the target group answered the learning target questions correctly during post **(Please select or insert the tool you used to measure whether families learned the Learning Target Information: Quizzing; Questioning; Surveying; Conversations; Discussions; Phone Calls; Informal Questioning);** therefore, the families improved their knowledge about the topic they were being trained on in order to complete the vital behaviors.

**OR**

Before training, based on multiple conversations with the target group**, (Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of, **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** families understood the new information the Parent Mentor shared and after training, **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** families could answer any question they were asked about the topic.

**OR**

**(Please select or insert the tool you used to measure whether families learned the Learning Target Information: Pre and Post Quizzes; Pre and Post Questionnaires; Pre and Post Surveys; Before and After Conversations; Before and After Discussions; Before and After Phone Calls; Before and After Informal Questions)** were used to collect before and after learning target data.

**The learning target DATA to show that parents learned what they were expected to learn is listed below.**

1. **(Please select your E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Vital Behavior **(Please select or insert your vital behavior: Family or Community Mentor; Exercises to Practices at Home; Vision Sheet; Conversation Starters or Communication Guide; Behavior Strategies; Utilize Resources and Supports; Person Centered Planning; IEP Checklist or Planning tool; Transition Activity List; Self-Determination Checklist; Conversation Starters or Progress Reporting; School Family Community Team; Transition Checklist; Graduation Timeline; Progress Report; Regular Positive Communication Plan)** Learning Target

Before Training: **(Please select the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%) had prior knowledge of the topic)** After Training:: **(Please select the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** had gained knowledge of the topic.

1. **(Please select your E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guide Vital Behavior **(Please select your vital behavior: Family or Community Mentor; Exercises to Practices at Home; Vision Sheet; Conversation Starters or Communication Guide; Behavior Strategies; Utilize Resources and Supports; Person Centered Planning; IEP Checklist or Planning tool; Transition Activity List; Self-Determination Checklist; Conversation Starters or Progress Reporting; School Family Community Team; Transition Checklist; Graduation Timeline; Progress Report; Regular Positive Communication Plan)** Learning Target:

Before Training: **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%) had prior knowledge of the topic.)** After Training:: **(Please select the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** had gained knowledge of the topic.

11A. Describe the actions your target families took to practice what they learned.

Select ONE of your two vital behaviors you supported families in practicing this year.

**(Please select one or insert your Vital Behavior 1: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

**Family and student will use provided exercises to practice at home, regularly reporting efforts using preferred method of communication:**

**Family and student will complete a vision sheet related to student’s interests, strengths, and challenges, identifying task to complete regularly reporting progress:**

**Family will utilize conversation starters or communication guide to have ongoing conversations with student related to their attendance, behavior, and or academic achievement:**

**Family and student sill review behavior strategies to guide conversations/activities, regularly reporting progress.**

**Family and student will utilize resources and supports, in their school or community to improve attendance, behavior, and/or academic achievement, regularly reporting progress:**

**Family and student will participate in person centered planning and complete tasks regularly that are related to their plan and goals:**

**Family and student will use an IEP checklist or planning tool to review and plan for**

**conversations related to setting and meeting their goals:**

**Family and student will identify\_\_\_\_\_\_actions from a transition activity list to complete, regularly reporting progress:**

**Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress:**

**Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student:**

**Family will participate as a team member of a school-family-community team and partner to discuss and plan actions to improve student outcomes:**

**Family and student will utilize the results of a transition checklist to complete work-readiness exercises, regularly reporting progress:**

**Family and student will use a graduation timeline as a guide to track individual activities as identified as needing to be completed:**

**Teacher and family will discuss child’s progress report regularly:**

**Family will plan and utilize a regular positive communication plan with their child’s teachers:**

11B. Describe the actions your target families took to practice what they learned.

 **(Please select one or insert your Vital Behavior 2: Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress:**

**Family and student will use provided exercises to practice at home, regularly reporting efforts using preferred method of communication:**

**Family and student will complete a vision sheet related to student’s interests, strengths, and challenges, identifying task to complete regularly reporting progress:**

**Family will utilize conversation starters or communication guide to have ongoing conversations with student related to their attendance, behavior, and or academic achievement:**

**Family and student sill review behavior strategies to guide conversations/activities, regularly reporting progress.**

**Family and student will utilize resources and supports, in their school or community to improve attendance, behavior, and/or academic achievement, regularly reporting progress:**

**Family and student will participate in person centered planning and complete tasks regularly that are related to their plan and goals:**

**Family and student will use an IEP checklist or planning tool to review and plan for**

**conversations related to setting and meeting their goals:**

**Family and student will identify\_\_\_\_\_\_actions from a transition activity list to complete, regularly reporting progress:**

**Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress:**

**Family and student will track ongoing conversations by using conversation starters or progress reporting to discuss attendance, behaviors, and academic needs of student:**

**Family will participate as a team member of a school-family-community team and partner to discuss and plan actions to improve student outcomes:**

**Family and student will utilize the results of a transition checklist to complete work-readiness exercises, regularly reporting progress:**

**Family and student will use a graduation timeline as a guide to track individual activities as identified as needing to be completed:**

**Teacher and family will discuss child’s progress report regularly:**

**Family will plan and utilize a regular positive communication plan with their child’s teachers:**

12. Provide the DATA to support that these actions took place? Number(s) Required \*

Include benchmark data, anecdotal data, and informal conversation data to support actions families are now taking based on what they learned and practiced with your support. (Two Examples: 1st Benchmark 30% met, 2nd BM 50% met, and 3rd BM 75% met - therefore I met my end-of-year-goal with at least 50% of my families completing 60% or more of the actions OR My target families completed ?# of the ?# actions I showed them and I found this out by using the tracking process or tool I described in question 2 of this section.)

**The data to support that these actions took place are listed below.**

Benchmark 1:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** met

Benchmark 2:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** met

Benchmark 3:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** met

Therefore, my end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was met.

**OR**

**The data to support that these actions took place are listed below.**

Benchmark 1:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%) met and exceeded**

Benchmark 2:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** met and exceeded

Benchmark 3:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** met and exceeded.

Therefore, my end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was met and exceeded.

**OR**

**The data to support that these actions took place are listed below.**

Benchmark 1:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** did not meet

Benchmark 2:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** did not meet

Benchmark 3:

**(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%;**

**80%; 90%; 100%)** did not meet

Therefore, my end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was not met.

**OR**

The target families completed **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** of the **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** actions that the Parent Mentor showed them. A tracking process or tool(s) listed in question 2 was used to support actions families took based on what they learned and practiced with the Parent Mentor’s support.

**13. Did you meet your end of the year goal?**

Yes, the end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was met.

**OR**

Yes, the end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was met and exceeded by **(Please insert the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** points.

**OR**

No, the end-of-year goal of **(Please select or insert the appropriate percentage: 10%; 20%; 30%; 40%; 50%; 60%; 70%; 80%; 90%; 100%)** or **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** target families completing 60% or more of the actions was not met.

**OR**

Yes, the end-of-the-year goal of the target families completing **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** of the **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** actions that the Parent Mentor showed them was met.

No, the end-of-the-year goal of the target families completing **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** of the **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** actions that the Parent Mentor showed them was not met.

14. How did your work with families impact their student positively? (List the student outcomes)

Describe how what families LEARNED and how the ACTIONS they took (vital behaviors) impacted their students. This is a STUDENT OUTCOME such as: academic/behavior/attendance change or an improved skill level, resource connection, or post-secondary plan. Every student may not have been impacted the same way so list any impacts that were observed or reported.

**The things that the families LEARNED and how the ACTIONS they took (vital behaviors impacted their students are described below.**

**1.**

**2.**

**3.**

**4.**

15. Provide the DATA to support that students had an improved academic, behavior, post-secondary, graduation, or other significant outcome? Number(s) Required

Five Examples: ?# of ?# students earned their high school diploma OR all students (?#) in my target group passed all their courses in 2nd semester OR ?# students completed college applications with parent assistance and ?# of those students were accepted to their college choice OR ?# of students attended and participated in their IEP meeting for the first time OR ?% or ?# of the students completed 5 task each using the transition checklist.

**The data to support that students had an improved academic, behavior, post-secondary, graduation or other significant outcome is listed below.**

**(Please select or insert the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** students earned their high school diploma

**OR**

**(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** students in the target group passed all their courses in the 2nd semester.

**OR**

**(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)students completed college application with parent assistance and (Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** of those students were accepted to the college of their choice.

**OR**

**(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** students attended and participated in their IEP meeting for the first time

**OR**

**(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** out of **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** students completed **(Please select the appropriate number: 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20)** tasks each using the **(Please select your E2P Guide Initiative: Attendance, Behavior, Academic Achievement; ASPIRE; C.A.F.E.’; Graduation; Literacy; Partnerships; Post-Secondary)** Evidence to Practice Guidevital behavior tool.

16. What input, process, or target group/partner related obstacles did you face this year? Review P2I Guide to assist you identify these areas where obstacles may have taken place.

**The input, process or target group/partner related obstacles that the Parent Mentor faced this year are listed below.**

**1.**

**2.**

**3.**

17. What solutions did you and your partners put in place for each of those obstacles?

**The solutions that the Parent Mentor and partners put in place for each of those obstacles are listed below.**

18. What are your recommendations and suggestions to another system or Parent Mentor who would like to replicate your work? (Consider the incoming arrows for recommendations related to obstacles, solutions, learning, actions, and conditions when answering this question).

**The recommendations and suggestions to another system or Parent Mentor who would like to replicate the target work are listed below.**

**1.**

**2.**

**3.**

**4.**