



Family Engagement

GaPMP FY16 Reporting Training and Coaching December 15, 2015

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Learning Targets

- I can explain how research applies to my Family Engagement work.
- I can explain the purpose of the GaPMP Family Engagement Framework logic model.
- I can explain what is expected for the 2nd Quarter reporting date, January 15, 2016.

Why Family Engagement?

30 years of national achievement research shows a direct correlation between families engaged/involved in their child's education to higher achievement.

2010 Presidents and Fellows of Harvard College
Published by Harvard Family Research Project





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When Families Are Engaged:

Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.

These students also exhibit more consistently higher grades, test scores, better attendance, completed homework; and positive attitudes and behavior.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

<http://www.sedl.org/connections/resources/evidence.pdf>



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**A Logic Model is central to
program planning, evaluation,
program management and
communications**

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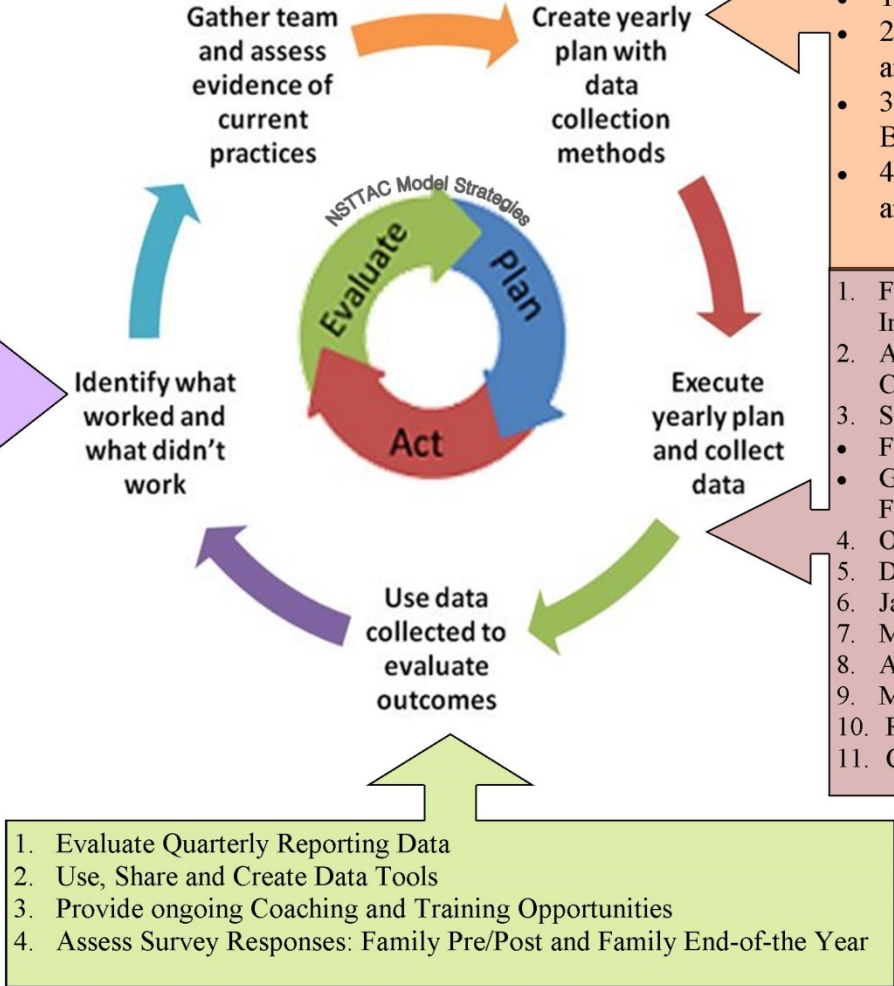
GaPMP Family Engagement Framework Starts Here

1. FY15 GaPMP Construction Team:
 - Research Family Engagement Practices
 - Review GaPMP Initiatives
 - Family Engagement Framework Model Created

1. Evidence to Practice Guides
2. FY16 Family Engagement Toolkit
3. Learning Curve Tools Publication
4. Coaching and Training to include One-on-One, Regional, and Statewide Opportunities
5. FY 16 Quarterly Reporting
 - 1st Qtr: Contacts and Target Group Planning
 - 2nd Qtr: Contacts, Commit to Reporting Plan, and 1st Opportunity to Report Benchmark Data
 - 3rd Qtr: Contacts and Report 1st and 2nd Benchmark Data
 - 4th Qtr: Contacts, Report 3rd Benchmark Data, and Goal Outcome

1. Evaluate Quarterly Reporting Data
2. Review Data Tools and Feedback
3. Provide ongoing Coaching and Training Opportunities
4. Evaluate Survey Responses: Family Pre/Post and Family End-of-the Year
5. Coalesce Returned Data for Improved GaPMP Outcomes

1. February 2015: GaPMP University for FY16 Planning, Implementation, and Evaluation
2. August 2015: Rookie Orientation Data Training and Coaching
3. September 2015:
 - FY16 Family Engagement Toolkit Webinar
 - GaPMP Kickoff Training and Coaching for FY16 Family Engagement Toolkit and Tools
4. October 15th: 1st Quarter Reporting
5. December 15th: Coaching and Training Webinar
6. January 15th: 2nd Quarter Reporting
7. March 2016 : Coaching and Training Webinar
8. April 15th: 3rd Quarter Reporting
9. May 30th: 4th Quarter Reporting
10. Regional Meetings: 4 per year in each region
11. Collect Family Survey Responses



1. Evaluate Quarterly Reporting Data
2. Use, Share and Create Data Tools
3. Provide ongoing Coaching and Training Opportunities
4. Assess Survey Responses: Family Pre/Post and Family End-of-the Year



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Graduation

1. When parents know how to access information about employment, further education, community resources, supports and accommodations, then use this knowledge to help their young person access this information, the young person will have better post-school outcomes. (NCWD for Youth)
2. If youth have access to mentors and role models who help them through a coordinated and progressive series of activities and experiences, allowing them to exercise leadership and build self-esteem, then the youth will gain skills and competencies to help them direct and control their own life. (NCWD for Youth)
3. When families stay engaged in a young person's educational, social, and community activities, the young person is more likely to complete high school, participate in secondary education, and is more likely to be employed. (NCWD for Youth)

Communication



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1. The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continued participation of families and staff. Participants in initiatives are more willing to learn from those they respect and trust. (Dual Capacity)
2. Initiatives that bring families and staff together for shared learning create collective learning environments that foster peer learning and communication networks among families and staff. (Dual Capacity)
3. When parents have access to regular two-way communication with teachers and administrators through face to face (i.e. counselors, open houses, conferences) or written (i.e. emailing) communication on information about school programs and student progress, then they can impact student achievement and school improvement. (Appleseed)



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IEP Awareness/Self-Determination

1. When parents are encouraged to participate in transition planning that includes being informed of parent support networks (e.g., networking opportunities with other parents, advocacy groups), giving multiple options for involvement (e.g., pre-IEP planning input, flexible IEP meeting times) and providing alternate ways to obtain input (e.g., survey sent home completed via phone call or email) in the transition planning process then parent involvement increases. (CEC's Fact Sheet)
2. Students with disabilities, who had one or more parents who participated in a greater percentage of IEP meetings during the 11th and 12th year, were more likely to be engaged in post-school employment and had greater stability in their employment status. (CEC's Fact Sheet)
3. When parents understand the importance of fostering self-determination skills (e.g., goal-setting, problem-solving, and decision-making) in their children, then they are more likely to promote the development of these skills on an ongoing basis using a checklist to monitor progress toward self-determination goals which can be particularly beneficial for adolescents with disabilities as they learn to meet the demands of employment, education, and adult life in the years following high school. (CEC's Fact Sheet)

Partnerships



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1. When families view themselves as partners in their children's education then they are able to construct roles which impact their children's education. (Dual Capacity)
2. When families know how to access and use support services offered by community agencies such as healthcare, cultural events, tutoring and after-school programs, then they can create advocacy tools for their child to use beyond graduation. (Appleseed)
3. When parents have access to school and student performance information and use the information to evaluate their child's academic, social and life skills, then they can improve the post school outcome possibilities for their child. (Appleseed)

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

Evidence Statements: *Parent involvement has a positive impact on post-secondary outcomes for individuals with disabilities. Source: CEC's DCDT Fast Facts* *When families stay engaged in a young person's education, social and community activities, the young person is more likely to complete high school, participate in post-secondary education and is more likely to be employed. Source: NCWD – Youth* *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. Source: PTA Standards*

Related Indicators: 1, 2, 7, 8, or 14

Objective/Area of Concentration:

Increase the high school graduation rate, decrease the dropout rate, and increase post-secondary enrollment in partnership with families.

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.

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 .

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Family and student will participate in person centered planning and complete monthly task related to their plan and goals.	Use teacher provided exercises to practice at home at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.	Family and student will review behavior strategies listed on a behavior chart to guide ___ weekly conversations/activities and share progress and comments with teacher once a month.	Results from a transition assessment will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and student will access GACollege411 or equivalent for an individual timeline and track activities (job shadowing, college visits, Vocational Rehabilitation counseling and etc) each grading period.	Family and student will track ongoing conversations by using a calendar and conversation starters for attendance, behaviors, and academic related to individual needs, reporting comments/questions/concerns to teacher or other IEP member.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Person centered plan; Action plan	Homework help guide; Communication log	Behavior guide/chart; Conversation guide	Transition assessment; Transition skills list	Graduation timeline tracking;	Communication log; Conversation guide
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Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

Evidence Statements: *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems.*

Source: PTA Standards Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. **Source: PTA Standards** When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully. **Source: Epstein** When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma. **Source: Epstein**

Related Indicators: 1, 2, 7, 8, or 14

Objective/Area of Concentration:

Improve school/family/community partnerships to improve student success

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.

Goal 2

By May 15th ___% of or ___ out of ___ target families will contribute during school-home-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.

Vital Behavior

Teacher will send home monthly/qtr **progress report** regarding students IEP goals and family and student will review report together, sending notes/concerns/questions back to teacher.

Vital Behavior

Use teacher provided **exercises to practice at home** at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.

Vital Behavior

Teacher and family will discuss and plan for **regular positive communication** based on the child's progress, home/community activities, or as a way of seeking parent input by preferred method of communication.

Vital Behavior

Each month family and student will review **accommodations or modifications**, making notes about their discussion, sharing recommended needs/changes with teacher.

Vital Behavior

Family will be a member of **school-community related team** and assist in planning/implementation of student related event (C.A.F.E., fundraiser, and etc.); given opportunities as a core member (monthly) or as an extended participant (bi-monthly) to be involved.

Vital Behavior

Family and student will review current/available resources and supports, identifying and then working with **community connections** to improve academic or post-secondary outcomes; such as mentors, tutors, work related internships, leisure/recreational connections, or others.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Monthly/Qtr Progress Report; Communication log

Homework help guide; Communication log

Communication log; Conversation guide

Conversation guide; Calendar/Communication Log

Planning sign-in; Communication log

Communication log; Transition planning guide

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

Evidence Statements: *Parent involvement has a positive impact on post-secondary outcomes for individuals with disabilities. Source: CEC's DCDT Fast Facts*
When families stay engaged in a young person's education, social and community activities, the young person is more likely to complete high school, participate in post-secondary education and is more likely to be employed. Source: NCWD – Youth
If youth have access to mentors and role models who help them through a coordinated and progressive series of activities and experiences, allowing them to exercise leadership and build self-esteem, then the youth will gain skills and competencies to help them to direct and control their own life. Source: NCWD – Youth

Related Indicators: 1, 2, or 14

Objective/Area of Concentration:

Improve post-secondary outcomes for students with disabilities

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.

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 .

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Student will be supported by family and community mentor/ business member as they job shadow or volunteer. Student, parent, and community member will record monthly progress.	Family and student will select ___ areas of need from a transition activity list and complete one each month.	Family and student will understand and discuss graduation requirements, using a child's individual timeline to keep track of upcoming activities on monthly basis, logging their conversations and accomplishments.	Results from a transition assessment will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and student will complete a vision sheet related to the interests, strengths, and weaknesses of student and identify ___ areas to work on, reporting progress to teacher monthly.	Family and student will use the self-determination checklist/ assessment for completing task, recording monthly progress to share at upcoming meeting.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Contact/ Communication log; Job/task completion	Transition Activity List	Graduation Timeline with conversation guide	Transition Assessment; Transition Skills List	Vision Worksheet; Interest Inventory; Skills Log with Progress	Self-determination checklist/ assessment
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FY16 1st Quarter Reporting - Review

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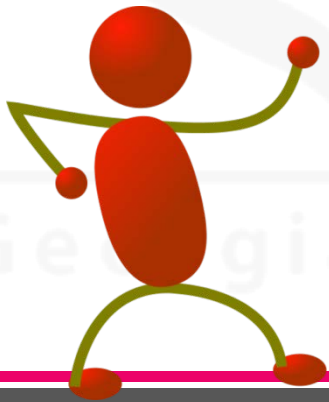
Target Group Numbers



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97 Parent Mentors
are planning to target

1370 families and students
To improve student outcomes

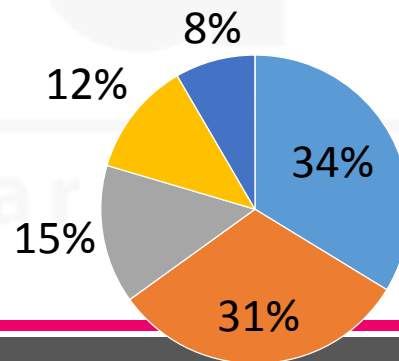


Goal Selection for FY16



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- Will participate in high school completion, post-secondary education and/or employment activities
- Apply learned skills/strategies to improve post-secondary/behavior/academic outcomes
- Will implement skills and strategies to improve post- secondary outcomes
- Contribute during school-home-community collaboration opportunities to increase engagement
- Will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child's teacher

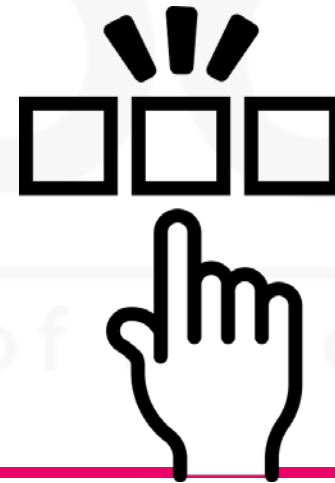


Top 5 Vital Behaviors Selected



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- Transition Assessment
- Individual Timeline
- Person-Centered Planning
- Attendance/Behavior/Academic Conversations
- Positive Communication

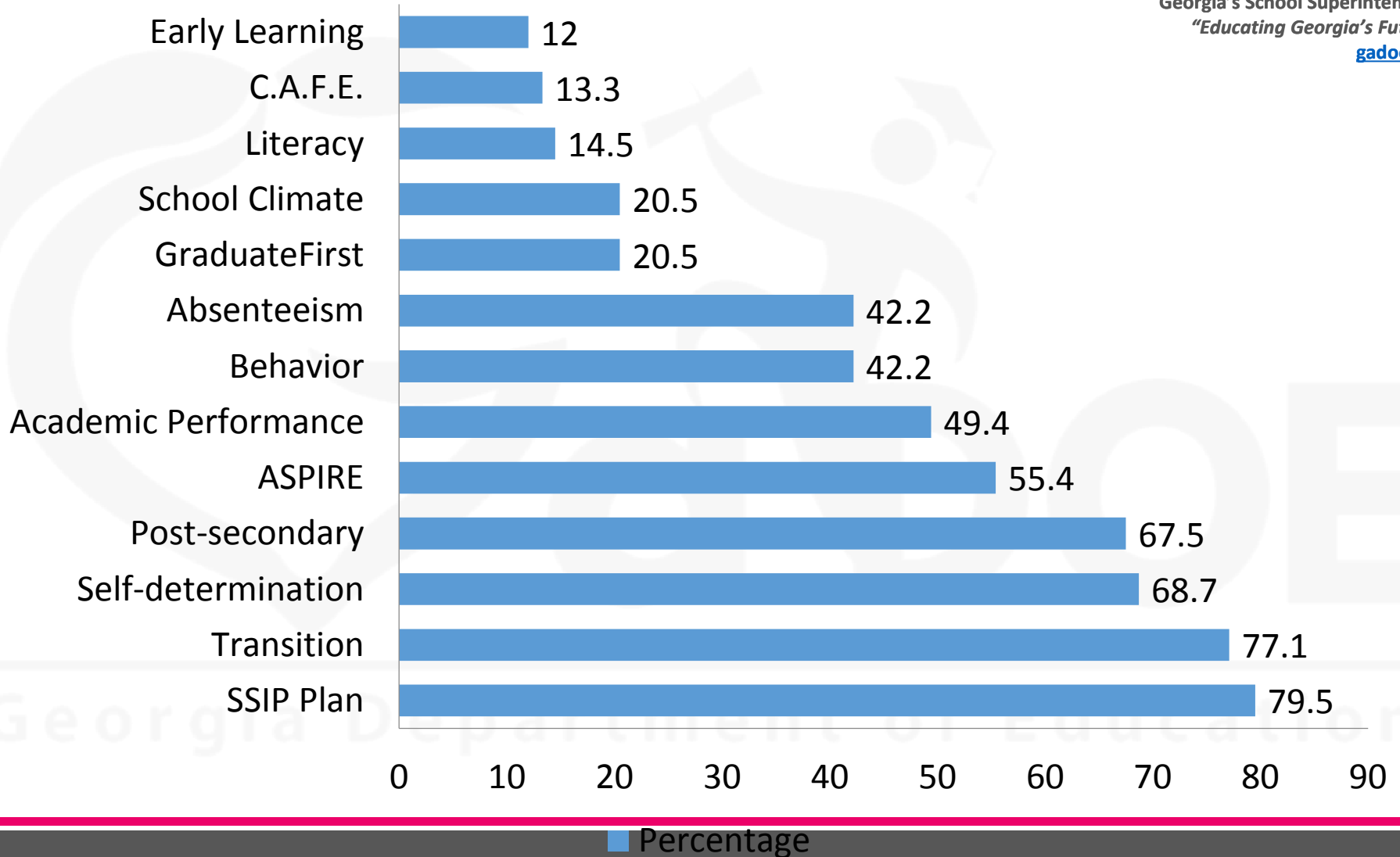


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Which of these initiatives can be impacted by your selected goal and vital behaviors?



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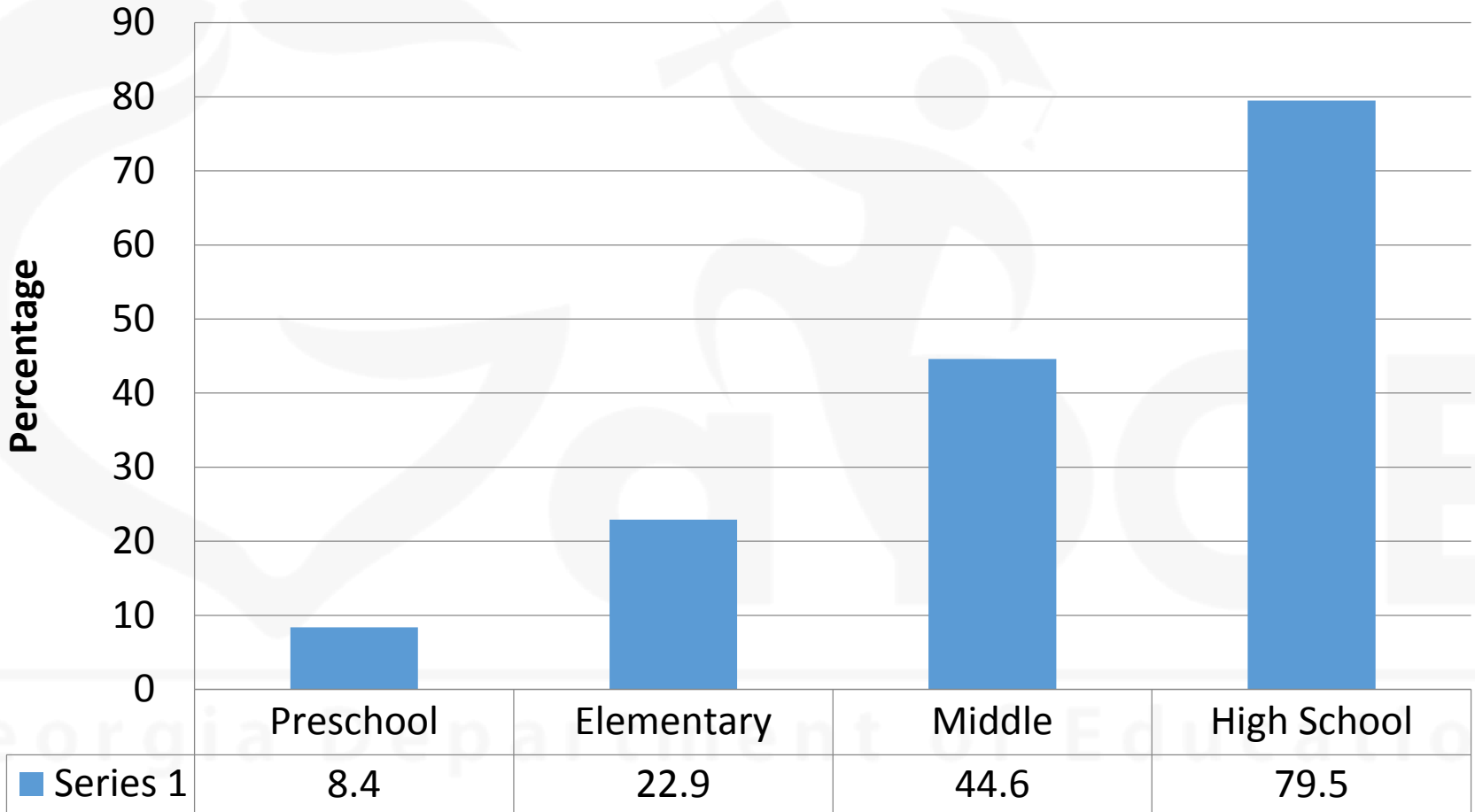




Grade Level Work



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FY16 2nd Quarter Reporting - Preview

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GaPMP FY16 Reporting - 2nd Quarter - Due January 15th

Each year GaPMP parent mentors complete an annual data collection report. In FY16 the final report will be comprised of information collected throughout the year.

The four dates for FY16 informational and data submissions are:

- October 15, 2015 - Select goal, vital behaviors and benchmark timeline
- January 15, 2016 - First opportunity to report benchmark data (20%)
- April 15, 2016 - Must report first (20%) and second (40%) benchmark data
- May 30, 2016 - Include third benchmark data (60%) and goal outcome

You will not be required to submit an Accountability Report at the end of the year but instead you will submit your information on the quarterly dates specified above.

Answer each of the required questions in as much detail as possible or with a number as stipulated by the questions description.

You will NOT be given a print option to print your report after it has been submitted but you can hit Ctrl+P to print your responses before you submit. Plan to keep a copy for yourself. A fill-able PDF version of the form will also be made available to you. If you forget to submit information during your first attempt you may respond again using the same link. After your initial submission the Edit Response option is given to you. You may also wait until the next quarter to submit missed information you feel is necessary to tell your Parent Mentor Story.

After the May 30th submission you will receive a copy of your FY16 submitted information and data to review, edit, and sign-off as your completed work. All four submissions will tell your Parent Mentor Story to improve graduation outcomes in your system.

Reminder: Do not forget to enter your Family Pre-Surveys using the link you were provided.

* Required

System/District/County *

Your Name *

Questions?

GaPMP Quarter 2 Reporting due
January 15, 2016
Thank you!

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