



Building a GaPMP Family Engagement Framework

Construction Team-

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2015 GaPMP University

Building on Our Experience



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Georgia's School Superintendent
"Educating Georgia's Future"
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Celebrating 11 years of data collection
Qualitative *and* Quantitative

Remember Anecdotal stories?



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Celebrating 11 years of data collection

Qualitative *and* Quantitative

Remember when we added
PTA Standards?



“What are those?”



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Celebrating 11 years of data collection

Qualitative *and* Quantitative

Remember the first year we added "Data Collection" to the Plan?

"You want me to do what?"



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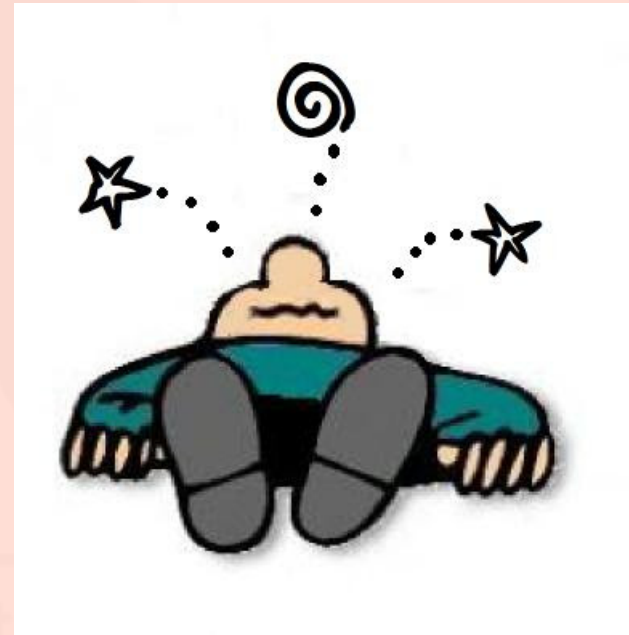
Celebrating 11 years of data collection

Qualitative *and* Quantitative

And then - Data

Statewide Indicators with

- SMART Goals
- Vital Behaviors



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Celebrating 11 years of data collection

Qualitative *and* Quantitative

Data collection, SMART GOALS, Vital Behaviors

Celebrating many great successes!!!!



Evidence-Based Practices

- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes
- Have undergone systematic review process using quality indicators to evaluate level of evidence

Research-Based Practices

- Are based on rigorous research designs
- Have demonstrated a record of success for improving student outcomes

Promising Practices

- Are based on research
- Have demonstrated limited success
- Have used a 'weak' research design

Unestablished Practices

- Are not based on research
- Have no data to support effectiveness
- Based on anecdotal evidence and/or professional judgment

Our Work vs. System



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Parent Mentors Work

- Individuals
- Target Groups
- Initiatives
- Activities
- Relationships
- Contacts
- Resources
- Events

Statewide Work

- SPP Indicators
- Compliance
- Parent Survey
- Graduation Rate
- Drop-out Rate

Our Work Aligns!



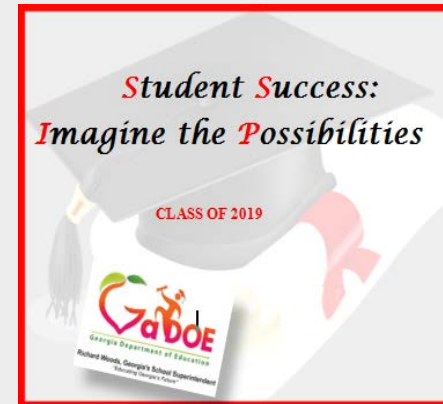
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Parent Mentors Work

- Individuals
- Target Group
- Initiatives
- Activities
- Relationships
- Contacts
- Resources
- Events

Statewide Work

- SSIP
- Authentic Stakeholder Engagement
- Adaptive Solutions
- Increased Grad Rate



Within What We Do *and* in the Research *we found*



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A guide to improving student outcomes related to family, school and community partnerships

GaPMP Family Engagement Framework

- Guided by research and evidence
- Family engagement behaviors that lead to student outcomes

Research Publications We Reviewed



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- 1. Guidepost for Success by NCWD with ODEP:** High expectations, Remain involved, Help access information, Active role in transition, Access to support networks, Understand disability impact, Learn about rights and responsibilities, Learn how to access services, Understand individual planning tools
- 2. CEC's Effective Partnership:** Communication, Competence, Respect, Commitment, Equality, Advocacy, Trust
- 3. It Takes a Parent (Appleseed):** Information, Engagement, Advocacy
- 4. PTA National Standards:** Welcoming, Communicating, Supporting, Speaking up/Advocacy, Sharing Power, Collaborating
- 5. Dual Capacity-Building:** Capabilities (skills/knowledge), Connections (networks), Cognition (beliefs/values), Confidence (self-efficacy)

Evidence Statements

Involvement:

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.

Source: CEC's DCDDT Fast Facts

Evidence Statements

Partnership:

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.

Source: Dual Capacity

Evidence Statements

Skill Building:

When parents have access to positive behavior strategies to use at home, then they can use the information to provide training for their child in the home to improve communication, instructional and social skills.

Source: Appleseed

Evidence Statements

Involvement:

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

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Evidence Statements

Skill Building:

When parents have access to community resources then they can connect their child to service learning projects in the community.

Source: Appleseed



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Evidence Statements

Partnership:

When family and school staff collaborate with community members to connect student, family and staff then they have expanded learning, community services and civic participation opportunities.

Source: National PTA Standards

Explore the Research



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Look for:

1. Two statements that you were already SURE of and reflect in your work already.
2. Two statements that you found NEW and EXCITING.
3. Was there a TOOL or ACTIVITY mentioned that you might consider using to impact family engagement?

Time to Share...

The Construction Team *Explored the Research* and Assembled a Way to:



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1. Review the research easily
2. Select pre-written goals and vital behaviors based on your system's Student Success Plan
3. Identify tools to help you train and collect data for showing your results using what is already out there

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Evidence to Practice

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 attending, 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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Our Work in Terms of Objectives

- Improve school and community partnerships for student success.
- Improve post-secondary outcomes for students with disabilities.
- Increase graduation rate, decrease dropout rate, and increase post-secondary enrollment in partnership with families.

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FY 16 Work



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- You will have **2 SMART goals**
- Each with 2 Vital Behaviors *you select* to help reach that SMART goal
- Suggested **tools/handouts** already *being used or created* to keep you from “reinventing the wheel”



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Goals must be **SMART!**

Specific

Measurable

Attainable

Realistic & **R**esults-oriented

Timely

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Measuring Success

By May 15th

50% *targeted* families
will participate in high school
completion, post-secondary
education and/or
employment activities

60% completion as measured
by monthly recording.

How is it
SMART?

Who are you
working
with????

How does it
relate to Vital
Behaviors?

Vital Behaviors

- Ongoing
- Routine
- What you train Family to do
- Is the **WHAT** being measured in the goal – 60% completion rate
- Consider how will you know it is happening



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Vital Behavior Activity

Family and Student will select ___ areas of need from a transition activity checklist and complete one each month.

How would you train on this vital behavior?

How would someone else collect the data?

How would you collect the data?

Tying it All Together

By May 15th

50 % of families or 5/10
will utilize learned
communication strategies to
improve parent-teacher
relationship by reporting
ongoing, positive
communication
60% completion as measured
by monthly recording.



Vital Behaviors



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- 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.

Trained in October: 6 opportunities given

- 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.

Trained in October: 6 opportunities given

Setting Stage for Success

1. You have selected 10 families as your target group
2. You will introduce the project to the parents in October
3. You will make the first call to track results in December, the second in February and the last call in April (your benchmarks)
4. Families are given **6 opportunities** to do each Vital Behavior you are training them on
 1. 2 VBs X 6 months = 12 opportunities given to each family to do the vital behaviors you train them to do

Setting Stage for Success

So if:

Each family (10) has 12 opportunities to be successful with VBs from **Nov – April (6 months * 2 VBs)**

How do I measure benchmarks:

- 20% Dec Reach 5/10 families
- 40% Feb Reach 6/10 families
- 60% Apr Reach 7/10 families

Setting Stage for Success

December Benchmark:

Did the families **take** 20% of the **opportunities given** for this time period (2 months by Dec)

	<u>VB1 taken</u>	<u>VB1 given</u>	<u>VB2 taken</u>	<u>VB2 given</u>
Family 1:	0	2	2	2
Family 2:	1	2	1	2
Family 3:	1	2	2	2
Family 4:	1	2	1	2
Family 5:	2	2	0	2

For Dec Benchmark:
VB1: 5/10 & VB2 6/10
opportunities were
**Taken out of
opportunities Given**
benchmark was met
VB1: 50% & VB2: 60%

Setting Stage for Success



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- Do the same for Feb (40%) and Apr (60%)

Looking at VB1 and VB2 for Goal 1 data as sample

Dec: 5/10 = 50% (VB1), 6/10 = 60% (VB2)

Feb: 4/10 = 40% (VB1), 5/10 = 50% (VB2)

Apr: 7/10 = 70% (VB1), 6/10 = 60% (VB2)

We met our
Benchmarks!

Did I reach my Goal???

Well we have another step before we can answer that:

**Did 50% of target group complete 60% of the VBs
they were asked to do???**

Individual Family Data



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In our example of having a target group of
10 families

- You will need to see if 5 or more families did at least 60% of what you asked them to do this year....
 - The best way is to go back and count the total number of
 - **Opportunities Taken** by each family
 - Divide that number by the number of **Opportunities Given** to each family



The
Goal Is Met!

Each family had **12 opportunities** to complete VBs for each
SMART Goal

So any family who completed **60% of 12 opportunities**
(Or **8 or more opportunities**) reflects success...

If that number is 50% of your target group (as
goal states)...

Working Goals



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By May 15th

50 % of families or 8/16

will participate in high school completion, post-secondary education and/or employment activities

60% completion as measured by monthly recording.

If in May 50% of your target group has completed **8 opportunities** out of the **12 opportunities given** then you have met goal.

Vital Behaviors

- Family and Student will select ___ areas of need from a transition activity checklist and complete one each month

Trained in October: 6 opportunities given

- Family and Student will understand and discuss graduation requirements, using a child's individual timeline to keep track of upcoming activities on monthly bases, logging their conversations

Trained in October: 6 opportunities given

It's going to be Great!!!



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But wait – do you have to remember all this!

Multiple ways of being supported
In your work...

We are Better Together!!!!



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It's going to be Great!!!

Benchmark/Goal Calculator

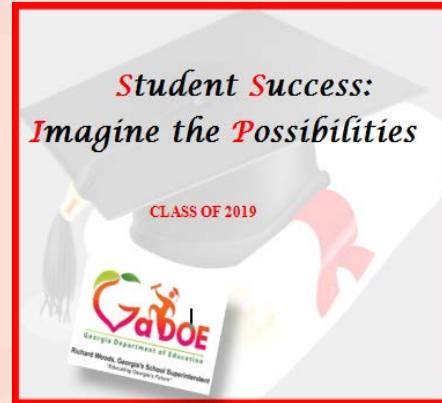
Total number of opportunities based on the month you trained	6	6	12	6	6	12
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Target Family	Goal 1 VB 1	Goal 1 VB 2	Goal 1 is met	Goal 2 VB 1	Goal 2 VB 2	Goal 2 Met
	Opportunities Completed	Opportunities Completed	If % is equal to or over benchmark or goal	Opportunities Completed	Opportunities Completed	If % is equal to or over benchmark or goal
1	5	1	50%	1	6	58%
2	4	5	75%	5	5	83%
3	2	6	67%	5	2	58%
4	6	3	75%	2	3	42%
5	1	5	50%	3	4	58%
6	4	5	75%	1	3	33%
7	2	1	25%	2	4	50%
	24	26		19	27	

Imagine the Possibilities!!!



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Stakeholder Engagement

Smart Goals

Adaptive Solutions

Vital Behaviors

Increased Graduation Rate

Evidence to Practice

Objectives