

Georgia Parent Mentor Partnership

Envisioning Success for 2020

Planning, Implementation,
Evaluation, and Building Capacity

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Reaching your family engagement goals is easier with clear vision and effective planning. Review tools and effective practices for making FY20 the most impactful family engagement year for you, your partners, and the GaPMP.

Learning Targets

- I can identify steps I can take to plan target work with my end goal in mind.
- I can describe my family engagement work in terms of how the family and student will be impacted.

Pre-session questions

1. Name two planning steps you will take or already have taken to meet your end-of-the-year goal.
2. Name one way your target work will improve an outcome for families.
3. Name one way your target work will improve an outcome for students.

Start Planning for Success

- Using the Toolkit and Learning Curve
- Building Partnerships
- Finding a Target Group
- Finding an initiative or area of focus
- Training and support
- Timeline and benchmarks for goals
- Additional tools and professional development

Toolkit and Learning Curve

- Tools for planning
 - Pre/Post and Parent Satisfaction Surveys
 - E2Ps (Evidence to Practice Guides)
 - P2I (Planning to Implementation)
 - Best Practice Summaries
 - Webinars
 - Learning Modules
 - Quarterly reports
 - ****New: Checklist to assist your work

Where to Start...

FY20 Parent Mentor Planning-Implementation-Evaluation Checklist	
Determine and plan Family Engagement work to align with district priorities & report by	Review previous success, feedback, and recommendations
	Review Best Practice Summaries
	Meet with district administrator and partners
	Use Kickoff opportunity to plan
	Set time up in your district to plan
	Use E2P guides related to discussed priorities
	Select objective, goal, and vital behaviors
	Select target group (utilize Family Pre/Post survey or other resou
Plan your training, guided by learning targets (what you want far	

Building Partnerships

- In your region
 - Seasoned Mentors
 - Mentors working on similar work
 - Communities of Practice
- In your district
 - School staff and teachers
 - Community partners
 - Parents and family member



Be prepared to report the roles your partners took in the target work

Finding a Target Group

- Small group of families to work with more closely for target work and data collection
- Should be 5 to 20 families (most pick 10 or more)
- Consider your partners and what families need
 - Teachers and other community partners
 - Your conversations with families
 - Survey results



Finding an Initiative or Area of Focus

- What needs improving?
- What initiatives are already in place?
- Where are your possible partners?
- Review the E2P Guides with your administrator:
 - Graduation
 - Partnerships
 - Authentic Stakeholder Engagement
 - Self-determination/IEP Participation
 - Post-secondary Success
 - Literacy
 - Academic Performance, Behavior, and Attendance

Why Families Will Come and Learn and then Do



**What are we learning?
Why are we learning it?
How will we know we've learned it?**

Learning Targets

- If my goal of a training is to make sure my **Families understand late transition and what it means for their child as they prepare to exit high school**
- I might present a 30 min presentation to include:
 - **Planning for the future**
 - **Transition actions that can be done in community or home**
- In order to measure what they know on these topics **before I train** (Pre) I will show them what I **expect them to learn** through **I CAN statements**:
 - I can define transition planning.
 - I can describe 2 actions my child and I will work on related to his/her transition plan.

Learning Target Data

The questions I will use to measure their Pre and Post learning could be:

1. True or False: A transition plan identifies goals to accomplish during the year that will assist a student reach their post-high school plans.
2. My child and I plan to work on these steps together based on his/her goals:

Ongoing Support of Families

To ensure they use the new information, during the training I will:

- Link the new information with why it is important to plan ahead for their child's success (find research related to my topic that gives incentive to complete the vital behaviors)
- Use a transition checklist (tool) during the training and show them how to use it to identify and complete actions at home or in community (2nd tool for second V.B. might be a vision sheet to set goals before next IEP meeting)
- Offer to check on them throughout the year (benchmark checks) by phone or in person to share new ideas and support skill-building
- Gather feedback from families to change or offer new supports so more families benefit from what is learned during the year.

Timeline to Reach Goals

- Be aware of reporting dates
 - October 15th
 - January 15th
 - April 15th
- Set benchmarks to check on current status
 - 2-3 that are asked about during reporting

Other Resources and Professional Development

- Region meetings/other Parent Mentors
- Local and region trainings/conferences
- Local or district teams/boards
- Other agencies



Reporting Your Success

- Adequate Details
- Benchmark Checks and Changes to the Work
- Obstacles and Solutions
- Linking Outcomes
 - Learning
 - Action
 - Student
- Building Capacity



Asking Yourself Questions to Reflect and Ensure Replication

Authentic Stakeholder Engagement Tool

Benchmark Checks

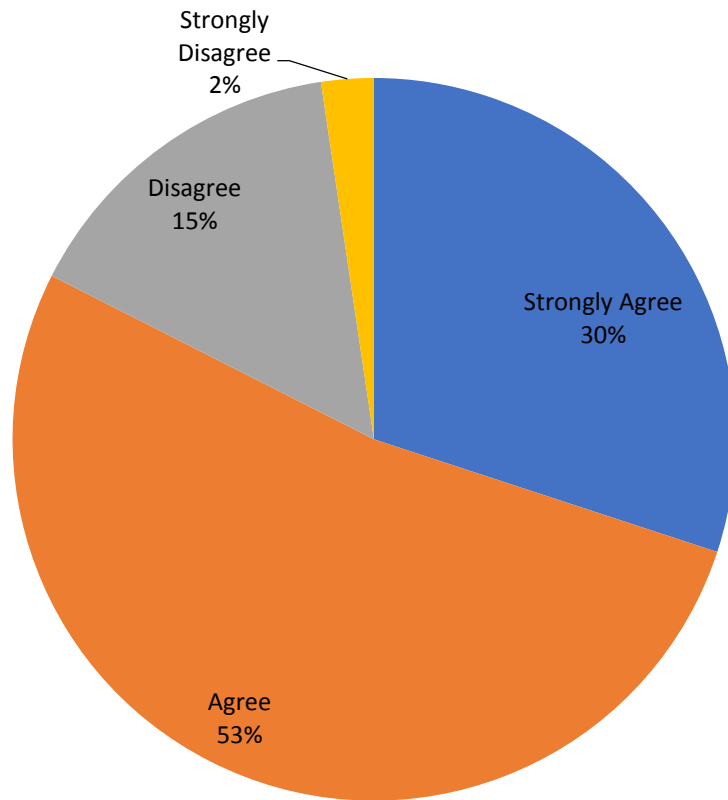
- What can I ask myself about the work?
- What are families telling me?
- What does the data say?



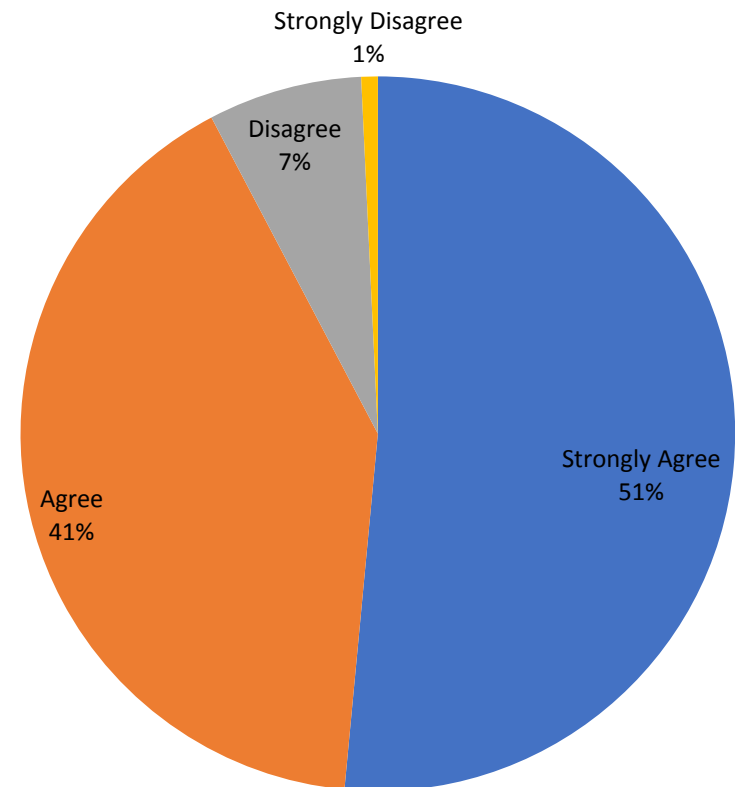
**Not Just
A Date**

My child's current performance and progress toward graduation are clearly communicated.

Pre-survey

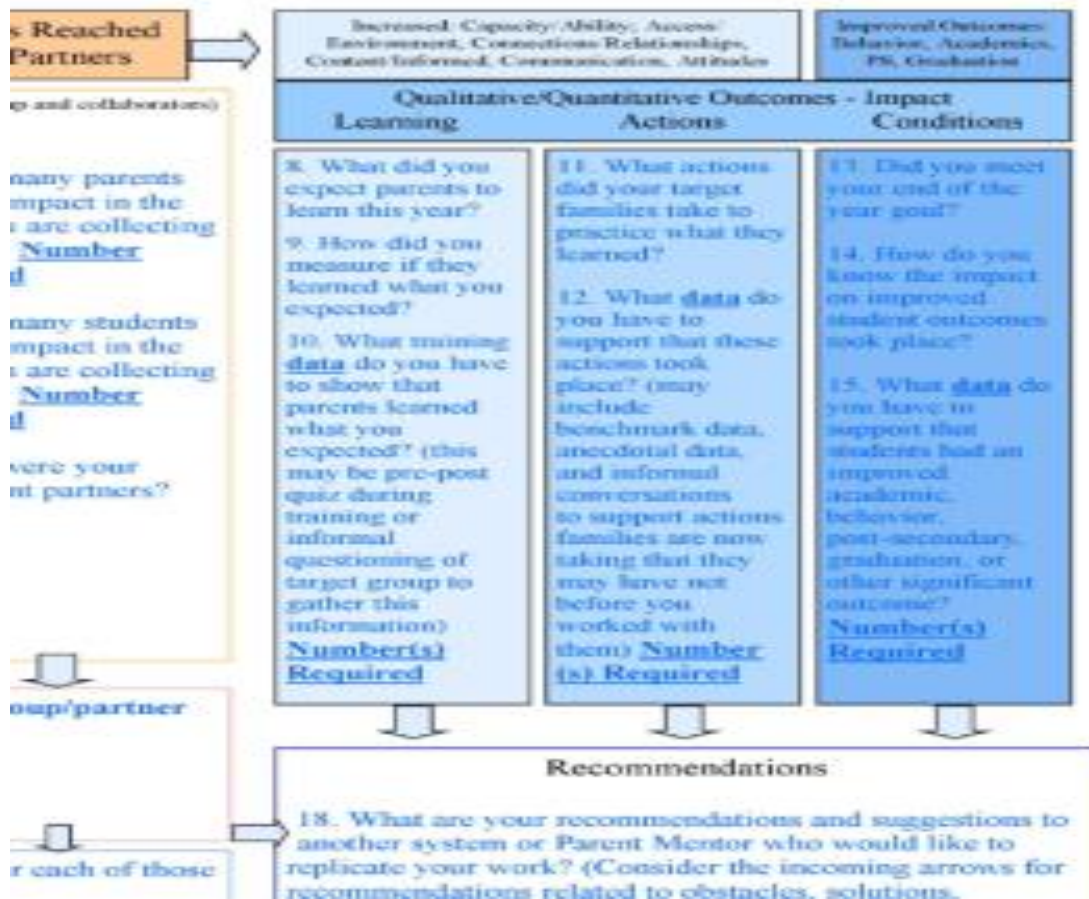


Post-survey



Changes to the Work

- Listening to feedback, data, and partners
- Go a different direction
- Use a different tool
- Change partners; add partners
- Change in timeline
- Change of focus area



Measuring the Impact Sharing Outcomes

Learning Outcomes

- Measured at time of initial training or conversation
- Measured prior to learning and after learning session
- Easiest outcome to get 100%
- May occur individually or in large groups
- Select learning targets that go along with the two vital behaviors you will support families complete
 - **VB – Use a transition checklist to complete task....**
 - **L.T. – I can identify 2 transition task to complete with my child**
 - **Pre/Post Question – What is one example of a task your child needs to complete before he/she exits high school?**

Action Outcomes

Why does the family want to do anything with the new information? What research are you sharing to empower families to do the actions?

- Once you know they have the KNOWLEDGE now you can ASK them to do something with it

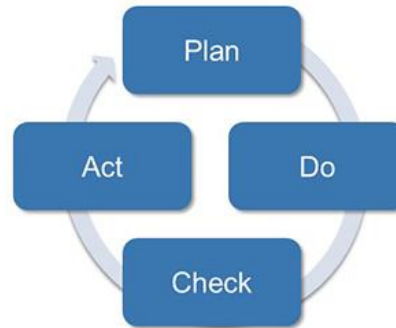
The Action = The Vital Behaviors

- Repetitious tasks
- Linked to learning and outcomes
- Measured and captured in reporting
 - Benchmark data
 - End-of-the-year data

Student Outcomes

- What will the actions that families and students take together do for the student in the short term or long term?
 - Improve academics, behaviors, or attendance
 - Improve transition outcome
 - Improve graduation/grade outcome
 - Acquired job, skill, mentor, or accomplishment
- Consider the pre-data and how you will acquire post-data and partners role in collecting and reviewing data

Obstacles and Solutions



- Families struggling to complete vital behaviors were offered extra practice sessions
- Families who were not able to attend the trainings were trained by contacting parent by phone or home visit
- Students were not educated about their disability so talking in terms of strengths and challenges helped families understand how they could start conversations with their child about why they had an IEP team

Results-based Implementation

- What RESULTS do you plan to see due to what you have
 - Learned
 - Taught
 - Supported
 - Partnered with others on
 - Collected data for



Best Practice Summaries

1. Graduation
2. IEP Participation/Self-determination
3. Post-secondary Success
4. Partnerships

Building Capacity



Go Beyond current Target Group
Go Beyond Limited Partners
Go Beyond Individual Initiative
Go Beyond One Year Plan

Building Capacity

- Improving communication and information sharing
- Improving engagement of volunteers and partners
- Shared leadership
- Effective use of technology and media outlets
- Improving how team measures outcomes
- Improved skills, strengths, and knowledge
- Greater impact and success

Post-session Questions

1. Name two planning steps you will take or already have taken to meet your end-of-the-year goal.
2. Name one way your target work will improve an outcome for families.
3. Name one way your target work will improve an outcome for students.

Questions and Thoughts

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