Building a GaPMP Family Engagement Framework

Construction Team-

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2015 GaPMP University
Building on Our Experience

Celebrating 11 years of data collection

Qualitative and Quantitative

Remember Anecdotal stories?
Building on Our Experience

Celebrating 11 years of data collection
Qualitative and Quantitative

Remember when we added PTA Standards?

“What are those?”
Building on Our Experience

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?”
Building on Our Experience

Celebrating 11 years of data collection
Qualitative and Quantitative

And then - Data
Statewide Indicators with
• SMART Goals
• Vital Behaviors
Building on Our Experience

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

<table>
<thead>
<tr>
<th>Parent Mentors Work</th>
<th>Statewide Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individuals</td>
<td>• SPP Indicators</td>
</tr>
<tr>
<td>• Target Groups</td>
<td>• Compliance</td>
</tr>
<tr>
<td>• Initiatives</td>
<td>• Parent Survey</td>
</tr>
<tr>
<td>• Activities</td>
<td>• Graduation Rate</td>
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<tr>
<td>• Relationships</td>
<td>• Drop-out Rate</td>
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<td>• Contacts</td>
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<td>• Resources</td>
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<td>• Events</td>
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</tbody>
</table>
Our Work Aligns!

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

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

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 DCDT 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
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
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

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:

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
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.

Vital Behavior
Family and student will participate in person centered planning and complete monthly task related to their plan and goals.

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
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.

Vital Behavior
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.

Vital Behavior
Family and student will access GA College 411 or equivalent for an individual timeline and track activities (job shadowing, college visits, Vocational Rehabilitation counseling and etc) each grading period.

Vital Behavior
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.

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.

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
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.
FY 16 Work

• 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”
Goals must be SMART!

Specific
Measurable
Attainable
Realistic & Results-oriented
Timely
Measuring Success

By May 15\textsuperscript{th}

50\% \textit{targeted} families will participate in high school completion, post-secondary education and/or employment activities. 60\% completion as measured by monthly recording.
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
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

• 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)

<table>
<thead>
<tr>
<th>Family 1:</th>
<th>VB1 taken</th>
<th>VB1 given</th>
<th>VB2 taken</th>
<th>VB2 given</th>
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<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>Family 2:</td>
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<td>Family 5:</td>
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<td>0</td>
<td>2</td>
</tr>
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</table>

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

• 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

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

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

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.

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

If in May 50% of your target group has completed 8 opportunities out of the 12 opportunities given then you have met goal.
It’s going to be Great!!!

But wait – do you have to remember all this!

Multiple ways of being supported
In your work...

We are Better Together!!!!
It’s going to be Great!!!

Benchmark/Goal Calculator

<table>
<thead>
<tr>
<th>Total number of opportunities based on the month you trained</th>
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<th>6</th>
<th>12</th>
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<table>
<thead>
<tr>
<th>Target Family</th>
<th>Goal 1 VB 1</th>
<th>Goal 1 VB 2</th>
<th>Goal 1 is met</th>
<th>Goal 2 VB 1</th>
<th>Goal 2 VB 2</th>
<th>Goal 2 Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opportunities Completed</td>
<td>Opportunities Completed</td>
<td>If % is equal to or over benchmark or goal</td>
<td>Opportunities Completed</td>
<td>Opportunities Completed</td>
<td>If % is equal to or over benchmark or goal</td>
</tr>
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<td>1</td>
<td>25%</td>
<td>2</td>
<td>4</td>
<td>50%</td>
</tr>
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</table>

24 | 26 | 19 | 27
Imagine the Possibilities!!!