



FY23 Final Traditional Report Form

Sharing the Journey 2022-2023

Approval Status

In Progress

Parent Mentor Partnership Region

Northeast

1. Did 100% of your target families complete a Pre and Post Family Survey by April 15, 2022?

No

2. Describe your initiative. Include what student outcomes your work aligns with. (This may be an alignment with your district or a collaborative community initiative.)

This year, my focus changed to high school post-secondary planning/success. The reboot of this initiative (My target group was in the area of post-secondary a few years back.) included my being able to collaborate with a high school educator, step into that classroom and connect with parents using the educator's established parent relationships. By coming alongside these families and providing them crucial post-secondary tools, they were better able to understand and guide their student into a more positive post-secondary outcome.

3. The primary area of focus for my initiative is: partnerships (communication), transition, Attendance, behavior, course completion (ABC) and Literacy

Post-secondary Success

4. How many years have you focused on this initiative?

1

5. How did you and/or your partners address any concerns or needs that you identified: Listening to families, looking at survey responses, or observing the actions (Vital Behaviors) families took? (did you have to pivot?)

In previous years, my focus was post-secondary success, but after changing to self-determination during FY22, decided our area of most need was in the arena of post-secondary success. That was the motivation to change my focus back to post-secondary success for FY23. This year, I did collaborate with one of our established high school teachers and was able to connect with parents and students that are graduating and moving into post-secondary roles. We were able to ask parents about areas of concern and fill in those areas with parent nights and post-secondary school tours.

6. Describe your Target Group Training. Include the following FORMAT, CONTENT, PARTNERS (and their role), and FAMILY LEARNING/ACTION/STUDENT SUCCESS MESSAGE. (You may answer as a narrative or give a bulleted response. This answer should provide the details needed for replication)

Since this was the first year of going back to post-secondary success the collaboration with my high school partner helped establish a foundation in which I could build for subsequent years. After talking with her and understanding the goals of our partnership, I initially began with parents (large group) from her seniors at the high school. I was able to obtain my pre/post surveys from this group. Once the surveys were completed and sent back to me, I was able to find my focus group. I communicated with this smaller

group about post-secondary needs and answer any questions parents had about options after high school.

7. List TRAINING TOOLS and RESOURCES (handouts, lists, websites, etc.) you used to train or support your target group.

*Parent's Guide Book - Are you ready for life after high school? Checklist and thoughts for parents and students (Researched and developed in the fall of 2022)

*Transition Activities Checklist for Parents

*Self-Determination Handout

*Self-Advocacy Checklist for Parents

*Avita Applications and website

*GVRA Information

*Goodwill Information

8. Number of Families Impacted

9

9. Number of Students Impacted

8

10. List the two Learning Targets you used this year.

Learning Target #1:

I can name two activities that my student needs to complete related to transition.

Learning Target #2:

I can define self-determination.

11. Did 100% of your target families learn what you intended? (This is the goal we are striving to meet so we are certain families are equipped to do the action [vital behavior])

Yes

13. How did you collect the learning target data? (This is the information you used to determine if the target families learned what you intended.)

We held parent meetings in order to get information out to our parents and also hosted a Parent Night at our high school. During our parent meetings, I was able to ask if parents had a checklist of post-secondary activities or if they knew about self-determination. In every instance, the parent did not have a comprehensive listing of post-secondary activities. They did not understand self-determination until I talked with them and provided them a handout.

14. Describe the action (Vital Behaviors) your target families took to practice what they learned.

VB #1: Family and student will identify two actions from a transition activity to complete, regularly reporting progress.

VB #2: Family and student will use a self-determination checklist to identify task to complete, regularly reporting progress.

After our meetings, families were able to take these provided tools and decide on areas in which they needed to focus. They were excited to receive our Parent's Guide Book, which provides many resources, websites, procedures, and includes the above mentioned Transition Activities Checklist for Parents and Self-Advocacy Checklist. These tools will remain with the family far into the future.

15. Report the number or percentage of families who successfully completed the actions. (Action Data)

100% of my target group completed the actions. Four of five of my target families began or completed the Free Application for Federal Student Aid (FAFSA) during Parent Night. The last member of my target group

obtained paperwork for the Georgia Advance Directive for Health Care and is making application for the day program located in our area. Therefore, five of five target group members identified and completed items on the Transition Activities Checklist for Parents and used the Self-Advocacy Checklist.

16. What student achievement outcomes did you expect to see based on the information you shared (Training) with families and the actions you supported them in doing?

I expected to see students in my target group successfully transition into a program after high school. Each student in my target group has made plans to attend a post-secondary school or attend the day program in our area.

A vital part of transition planning was the FAFSA. 100% of our parents attending our Parent Night seemed to be more at ease with the FAFSA instructions and were very appreciative of the assistance in getting started with the document. This will have an overall positive impact on their student's post-secondary success.

17. What student achievement data do you have that documents that students were impacted by the action (Vital Behaviors) that families took (Family Engagement)?

100% of our target group have post-secondary plans. By utilizing the tools provided, families took steps in completing the vital behaviors listed. If we can continue to help parents advance the ball in their student's life after high school, our students will see a positive impact on their future decisions and as they enter life after high school.

18. How did you collect your student achievement data? Collaborating with my teacher partner

19. Obstacles: Describe any obstacles you met related to inputs, processes, or target group/partners.

Of course, the obstacle of motivating parents to attend our parent meetings is ongoing.

20. Solutions: Describe solutions you and your partners put in place to address the obstacles you mentioned above.

Since this is the first year of rebooting our focus on post-secondary success, a foundation was laid upon which we will build next year. I plan to continue to collaborate with my high school partner and build on our parent nights.

This Fall, the plan is to be more proactive in reaching our parents, surveying our parents about their needs and then addressing these needs more specifically. Our first Parent Night was successful, but we need to create more excitement about the opportunities we have available.

21. Recommendations: List suggestions you would give to another school district or parent mentor who would like to replicate your work.

Finding an education partner seemed to really help me this year. I was better able to connect with parents because that avenue was already forged via the parent/teacher relationship. I just built on that already established relationship. Plus, with the teacher recommending me, the parent is already warmed and willing to accept my help and guidance.

22. Building Capacity is the process of developing strength and sustainability for our work by building a strong FOUNDATION, cultivating strategic RELATIONSHIPS, and being able to measure our EFFECTIVENESS and the IMPACT we are making on families. Here are some examples of strategies for building capacity you may recognize in your work: improving communication, improving information sharing, improving engagement of volunteers and partners, shared leadership, effective use of media outlets and identifying, utilizing and sharing data outcomes. Based on the above definition, did you build capacity this year?

Yes

23. Describe what you did to build capacity and how will it lead to long-term impact.

The most important area in which I will continue collaborating is with the high school educator. This relationship has grown and proven to be very effective in my overall goal in reaching parents for my target group. It will only grow in the years following.

While hosting our parent meetings and the Parent Night at the high school, parents were able to not only meet with my educational partner and me, but also had a chance to meet other parents, share experiences, and just talk in general.

One thing I really changed up this year was taking advantage of our call-out system. If I had any event, I would call that list of parents several times to remind them of the event and dates and times.

I was able to have in-person representatives from Avita Community Partners meet with our parents. By having these representatives attend, parents were able to connect first hand with this organization. One family that attended, was able to get many questions answered directly from the Avita representative. Parents were also able to meet our special education administrators and talk with them on a more personal level.

One of the greatest areas of building capacity for me this year has been in the arena of a regional position with Pioneer RESA. I was asked to continue facilitating the GLRS Transition Collaborative. I am now able to communicate, on a regional basis, with other special education professionals in an effort to successfully bridge life after high school. This crosses 14 lines into the counties that are represented in our RESA District.

24. Is there additional information that you would like to share about your family engagement work?

At the beginning of the school year, my main focus was to research, develop, and design a parent guide. I was able to pull together a step by step guide for parents to utilize as their students began the journey of exiting high school. I pulled resources from the internet, organizations, governmental programs, local programs, local, state, and national resources into one comprehensive guide. The book, when sent electronically, includes links to applications needed by parents as their children step in to a role of adulthood. I now use this Parent Guide with each parent meeting I host.

Through my collaboration with a high school educator, I was able to travel with her class of seniors to North Georgia Technical College, meet with representatives from student services, and take a tour of the facility. I was able to help answer student questions as it pertained to entering technical school after high school.

I was also able to travel with a group of students to Goodwill of North Georgia. While there, students were able to learn about their services and how Goodwill might help them with after high school decisions. I was able to meet key individuals within the Goodwill organization.

As the facilitator of North GLRS's Transition Collaborative I was able to help host and promote a College and Career Fair for our students over the Pioneer RESA district. 18 students from Franklin County were able to attend the fair, make connections, and gather information about possible future employment and school.

As applications were being taken for the State Advisory Panel for Special Education, I passed along the information and application to my parent database. I had a parent apply and be accepted as a member of this year's panel. Cynthia Banks has proven to be a valuable member of this panel and we are proud she is representing Franklin County.


I also help facilitate our Superintendent's Parent Advisory Council here in our school system. As a facilitator of this council, I make sure we have parents raising students with disabilities represented and seated around the table.

I will host our Moving to Middle School event on Tuesday, April 25, 2023. This is a 5th to 6th grade transitional meeting where parents can come get information about their student's move to middle school. We provide a pizza meal, give out lots of middle school information, take a school tour and allow parents an opportunity to ask questions. If their anxiety about this move is lessened, then that relief will trickle down to their student which will make for a smoother transition.

I will also host Highway to High School on April 27, 2023. This gives our 8th graders transitioning into high school a first hand, one-on-one look at life in high school.

Our county has a new Family Connections coordinator. I have been able to collaborate with her this year. We have already had an initial planning meeting to organize a comprehensive resource fair for our county in the Fall. I am also collaborating with our school social worker in organizing this event.

Approval Activity History

Actor	Actions	Date
 Jamila Pollard jpollard@doe.k12.ga.us	Waiting for Jamila Pollard's action.	Monday, April 17, 2023