



FY23 Final Traditional Report Form

Sharing the Journey 2022-2023

Approval Status

In Progress

Parent Mentor Partnership Region

Southeast

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.)

My initiative that I have worked on for the last several years is Find Your Path. My target group worked on tasks related to graduation and preparing for post-secondary placement after graduation. Our work focused on graduation requirements, college applications, workforce readiness, transition options and FAFSA.

Students are identified for this initiative by the SPED case managers and transition support team.

Students must have expressed an interest in post-secondary placement and have no behavior referrals or excessive absences. We focused on providing information and training for students and their families on graduation requirements, post-secondary options available to students, workforce readiness, how to access accommodations at college and self-advocacy skills.

We also provide students and parents an opportunity to visit our local technical college, Coastal Pines Technical College. In past years, we have facilitated a College Transition Fair for students and their parents. This year we collaborated with Georgia High School High Tech and the Okefenokee Regional Transition Alliance to expand the fair to include opportunities for students to be exposed to the workforce and skilled trade jobs. Our College and Career Fair included 40 businesses and 2 colleges. The Fair was designed to encourage interest in our students in careers for skilled workers as well as access to college programs that provide the training necessary for these jobs.

Students were given a worksheet prior to the Fair to help identify area interests and also a guide to questions for employers during the Fair. Students kept the worksheet with them while participating in the Fair for guidance. After the Fair, students took the worksheet back to their classrooms where they identified jobs that they were applying for and applications that they needed to attain. This worksheet went in their transition folder at school after completion.

Students attending the Fair experienced demonstrations by local businesses in areas of construction related trades, manufacturing, trucking, healthcare, law enforcement, timber industry, railroad technology, military and banking. Students and parents received information about what skills and qualifications are required for different jobs. Coastal Pines Technical College and South Georgia State College provided students an opportunity at the Fair to meet with instructors in various programs regarding requirements and expectations. Students also received information on college applications, financial aid, and scholarship opportunities. We had 42 students participate in the College and Career Fair from Ware County High School with other students from our area. Four of the five students in my target group attended the Fair. The fifth student in my target group is a dual enrollment student in Welding and he was at class at Coastal Pines Technical College during the Fair.

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?

4+

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?)

Our focus is on providing information to students and families on post-secondary options available after graduation. Opportunities to meet with families have been at IEP meetings and by phone calls. While we still have more than a month of school left, I am still making sure that all of my target group has received the information and have a clear understanding of the learning targets. All of my students are on track for graduation however, we are still working on college applications and student's job applications. I have had to pivot my time to other responsibilities earlier in the school year and am now making sure all of my target group are working on our learning targets in the last weeks of school.

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)

My target group families were given information on graduation requirements and post-secondary placements options available to their student. This was done at IEP meetings, telephone calls and in person conversations. Families were given the transition and graduation brochure that includes graduation requirements and other information on successful transition after high school. During the IEP meetings, we discussed what options would be appropriate for their student. College applications are being made available as well as information on financial aid. We have a collaborative relationship with a local agency that assists parents and students in setting up FAFSA accounts at our High School. Partners that worked with us on this initiative include our Ware County High School SPED case managers and coordinator, Coastal Pines Technical College High School liaison, our school counselors at WCHS, Georgia High School High Tech and GVRA. Each of our partners support our students and their families through the process of graduation and planning for post-graduation placement.

The message of this initiative has always been student success to graduation and beyond. We have always encouraged our students and families that if they want to go to college it can be a goal that they can achieve. This year, we included students who may not have seen college as something they were interested in but instead entering the workforce after high school. In providing the College and Career Fair for students, we hopefully motivated them to work toward college and career goals and successfully transition to the workforce or post-secondary education placement after high school. This year's initiative included a self-contained student who is going to be going to Project Search after graduation. This student has attended the College and Career Fair, participated in industry field trips and works in our high school coffee shop. Success does not look the same for everyone. Our initiative is inclusive for all students of different abilities, to be successful in whatever path they choose after graduation.

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

Tools used during training are the transition and graduation brochure. This brochure included timelines, transition activities and a review of credits needed for graduation. Other tools and resources include Georgia Futures website through the Georgia Student Finance Commission, FAFSA information at Federal Student Aid website and College Disabilities Coordinator information for our local colleges. Parents are given information on how to access the Parent Portal in Infinite Campus and in SLDS. Parents are strongly encouraged to keep track of student grades for required classes and absences.

8. Number of Families Impacted

5

9. Number of Students Impacted

5

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

I can list 2 post secondary options for my child after graduation.

I can list 2 graduation requirements that my child needs in order to graduate.

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])

No

12. If no, why?

I am still working with families to meet the learning targets. We still have over a month of school for me to work with the target group families. All of my students are on track for graduation and they all have a plan for after graduation. One of the five students I have been working with has had to shift his plan due to becoming homeless in the last couple weeks. We are now working on independent living skills as opposed to college applications. He is now going to be working instead of going to college as he had planned due to his situation. We're still in contact with the parents but again the priorities for this student and his family are different now.

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.)

Families were able to discuss with me the options for post-secondary placements for their student and what the graduation requirements were for graduation. Conversations with parents were done during phone calls and IEP meetings.

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

Families were able to refer to the transition and graduation brochure that was given to them for graduation requirement and transition activities to assist their student on selecting post-secondary options. In conversations with parents, they reported that understood the graduation requirements and post-secondary options available to their student.

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

As of this report, I have three of the five students and their families have completed the learning goals. Families were aware of what their students' options are for post- secondary placement and knew the requirements for graduation.

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?

Students were informed of their post-secondary options and make decisions for their future based on the information that is provided to them. Students have or will have college applications or job applications completed by graduation. We have a planned a trip to our technical college next week. Our students and parents will have the opportunity to tour the college and obtain college applications to complete. There will also be an opportunity for our students to receive information on FAFSA and where appropriate is also completed.

Students at the College and Career Fair were also able to meet with potential employers and receive job applications.

Students complete the courses required for graduation and graduate on time.

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

All five students in the target group are near completion of the required coursework for graduation. All five

students will graduate on time. Three of the five student will have college applications completed and FASFA paperwork submitted. One of our students decided to enter the workforce after graduation instead of college due to a change in their life situation. The other student is undecided regarding military or college after graduation. We are meeting next week with her and her family to work on her plan.

18. How did you collect your student achievement data? IEP meetings and phone calls

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

There were no obstacles with the information being presented or the process of presenting to parents. Most of the obstacles were with communicating with parents.

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

Continued efforts to contact parents. Persistence was key.

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

This is a great initiative that has changed students' lives. It has impacted our post-secondary outcomes for students with disabilities. Since we have expanded the program to include entering the work force, this included many more students at our high school. It is important to look at data, especially the post-graduation data to see where your students are after a year. Buy in from school counselors is also important to the success of the initiative. The SPED Case managers and SPED coordinators are vital for information and access to students and their families.

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 long-term impact of this initiative is in the data we have of over 8 years of implementation. In that time, we have had 142 students participate in this initiative. The data for the Post School Outcomes for FY 2022 for the 2020-2021 school year exiters shows 12 of our students were enrolled in higher education and 18 were competitively employed a year after graduation. This is a 93.75% of 42 graduates are engaged after graduation. The year prior, 2019-2020, 80% of students were engaged after high school. This data shows improvement for our post outcomes. While COVID did impact our graduation rate which was 75% in 2020-2021, we are still above the state target of 73.46%. In looking at the data, it will show that Ware County continues to have meaningful and impactful outcomes due to the efforts of this initiative on our students with disabilities and their success after graduation.


We have effectively built relationships with stakeholders in our community as well as with our post-

secondary institutions. Our school partners include instructional coaches, counselors, case managers, assistant principals, work-based learning instructors, CTAE instructors and school psychologists. Our community partners include our Transition Alliance (ORTA), GVRA, HSHT, GLRS, Family Connections partners and RESA.

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

This year has been as busy as I have had in the last 13 years as a Parent Mentor. I have had many opportunities this year to work with parents on applying for Family Support services, Medicaid NOW/COMP waivers, searching out resources for parents who are homeless, providing outlets for food and helping parents apply for other services that will benefit their families. I have collaborated with community partners to facilitate the College and Career Fair, Exceptional Children's Day and a Pumpkin Patch Family Fun day for our families. Transition at the high school is part of what I do for the school district. I have facilitated job readiness and self advocacy skill trainings, career exploration fields trips and attended many IEP meeting with students and their families to prepare for post graduation. I also have helped establish a funding source for our self-contained students and their classrooms. This fund will allow money to support our student's needs with such things as cap and gown for graduation, parent training costs, field trips for students, classroom supplies and many other needs throughout the school year for our students, families and teachers.

Approval Activity History

Actor	Actions	Date
 Jamila Pollard jpollard@doe.k12.ga.us	Waiting for Jamila Pollard's action.	Friday, April 14, 2023