

Translating terms into  
action steps



Locating the tools so  
you can do your best  
work



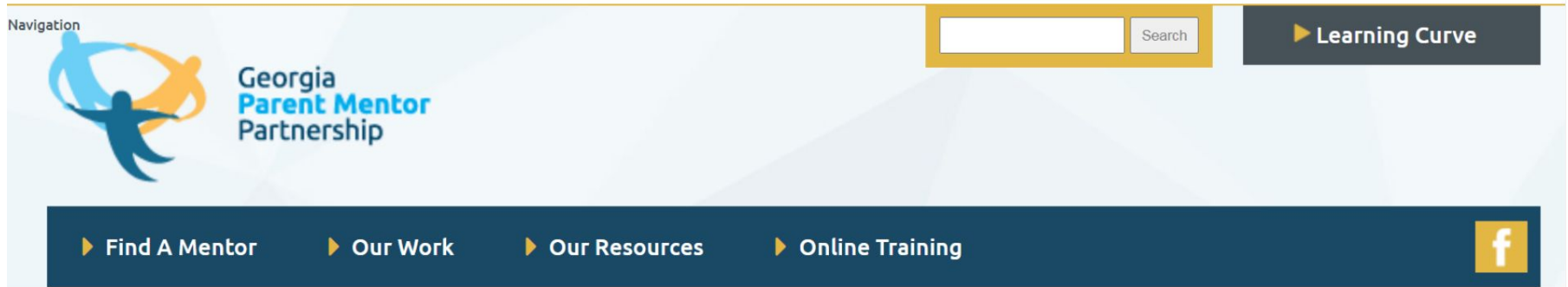
Georgia  
Parent Mentor  
Partnership

# Parent Mentor Speak

## GAPMP

- **The Georgia Parent Mentor Partnership**
  - The GaPMP is supported by the Division for Special Education Services and Supports (DSESS). The parent leaders, moms and dads of children with disabilities, are hired by local school districts, state schools and the Department of Juvenile Justice to work with families, school teams, teachers, and the community.
  - ***The goal is to build a bridge of communication between home and school***

# Get to know the [Website](#) and the [Learning Curve](#)



▶ Learning Curve

is where you will find

Reports

Webinars

Parent Mentor shared materials

# Let Logic be your Guide

## Family Engagement Framework

CONSIDER THE BEST PRACTICES AND EVIDENCE TO SUPPORT IMPROVED OUTCOMES FOR GRADUATION, SELF-DETERMINATION, AUTHENTIC STAKEHOLDER ENGAGEMENT, POST-SECONDARY SUCCESS, AND TRANSITION

DETERMINE INITIATIVE, SELECT TARGET GROUP, INFORM FAMILIES/PARTNERS, NETWORK & COLLABORATE TO IMPACT OUTCOMES, IDENTIFY TOOLS AND RESOURCES FOR IMPLEMENTING PLAN AND DATA COLLECTION

PARTICIPATE IN REGION AND DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES, WORK WITH PARTNERS TO IMPLEMENT INITIATIVE, COLLECTING AND SHARING IMPACT

ACCESS COLLECTED FEEDBACK AND DATA (LEARNING TARGET, ACTION, STUDENT ACHIEVEMENT & SURVEY DATA), MAKE CHANGES TO PLANNED WORK AS NEEDED DURING IMPLEMENTATION,

USE PERSONAL AND PEER EVALUATIONS, REPORT DETAILS AND DATA QUARTERLY, USE FEEDBACK TO PLAN FOR UPCOMING YEAR, DETERMINE BEST PRACTICES



Logic Model – Visual tool for planning, implementation, and evaluating the ongoing process of family engagement and reporting expectations.



► Learning Curve

1. Go to the

FE Framework Toolkit

2. Choose

Logic Model

# Use a Checklist to Help You Stay on Track

NEW MENTOR CHECKLIST	
<b>PLANNING</b>	<b>IMPLEMENTATION</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Review Best Practices, E2P guides, &amp; Toolkit</b></li><li><input type="checkbox"/> <b>Meet with district administrator and partners for planning goals/actions</b><ul style="list-style-type: none"><li>1) Write and distribute an introductory email/letter using district guidelines</li><li>2) Prepare and deliver an "elevator speech" for personal introductions</li><li>3) Participate - in at least 1 collaborative opportunity (school or community based)</li></ul></li><li><input type="checkbox"/> <b>Select families you will offer support</b><ul style="list-style-type: none"><li>1) Write a letter or email to introduce yourself to families and distribute using district guidelines</li><li>2) Give and review submitted Family Pre/Post survey(link on the Learning Curve) of at least 5 families</li><li>3) Discuss with 1 or more teachers/partners the current needs of families</li></ul></li><li><input type="checkbox"/> <b>Create your training schedule for in-person or virtual opportunity</b><ul style="list-style-type: none"><li>1) Identify at least 1 partner to assist with planning a training session for families</li><li>2) Identify 2 dates to check on families you will support</li><li>3) Identify at least 1 student outcome to collect data for related to your family engagement work</li></ul></li></ul>	<p>We are engaging families and partners for sustainable support and success. We practice the Leading By Convening Framework for Engagement.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Inform families : What will families learn and what information will you share?</b><ul style="list-style-type: none"><li>1) Pick 2 learning goals you have for families this year (learning targets)</li><li>2) Decide content of training(s) and set up at least 1 in-person or virtual training</li><li>3) Select and use 1 or more shareable resources or tools to support family/partner training</li></ul></li><li><input type="checkbox"/> <b>Network with families and partners : Gather feedback from families (including needs)</b><ul style="list-style-type: none"><li>1) Collect, evaluate, &amp; report Family Pre/Post Survey or use other sources (ex. district or state surveys) to guide support</li><li>2) Assist 2 families build an effective two-way communication plan with their child's school</li></ul></li><li><input type="checkbox"/> <b>Collaborate and model partnering to improve outcomes</b><ul style="list-style-type: none"><li>1) Contribute as a partner in the collaborative meeting/team you chose in planning phase</li><li>2) Assist 2 families make a community connection with a partner that will support their student success</li></ul></li></ul>
<b>EVALUATION</b>	<b>REPORTING</b>
<p>The evaluation of your target work is ongoing and occurring while the work is being implemented and impacting the outcomes your plan is seeking. Expect.</p> <p>Personal and peer review of ongoing work</p> <p>Utilizing benchmark dates to review feedback, obstacles and solutions for reporting</p> <p>Submitted reporting to be evaluated and feedback and coaching provided</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Report Q1 plan no later than October 15th</li><li><input type="checkbox"/> Set 2 benchmark dates to collect data and follow-up accordingly</li><li><input type="checkbox"/> Report Q2 submission and Family Pre-surveys no later than January 15th</li><li><input type="checkbox"/> Report final Q3 report and Family Post-surveys no later than April 15th</li><li><input type="checkbox"/> Enter contacts quarterly October 15th, January 15th, April 15th, and May 30th</li></ul>



▶ Learning Curve

1. Go to the Learning Curve and look for this tab

FE Framework Toolkit

2. Choose

PDF | UNCATEGORIZED  
New Mentor Checklist  
updated Sept. 2023

# Reporting

FY24 Traditional Family Engagement Report Q1

FY24 Rookie Mentor Family Engagement Report Q1

New Mentor Checklist Updated for FY24

Quarterly Contact Reporting (due Oct. 15, Jan. 15, April 15, and May 30 (or before you leave school))



Due Oct. 15  
Jan. 15 and  
April 15



1. Go to the

► Learning Curve

2. Choose

Reporting

What Else is there?  
Need help figuring out  
data collection or how  
to count contacts?

Related Pages:

Data Collection Tips and  
Tools

Quarterly Contact  
Reporting



# A Closer Look at What's in The FE Framework

## VB Vital Behaviors

Vital Behaviors – Actions that are ongoing and promote the success of families and students when put into practice. Parent Mentors promote and support these actions during trainings and while giving support to families.

Help you ensure families are actively practicing the things you are teaching

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Teacher and family will discuss child's <b>progress report</b> regularly.	Family and student will use provided <b>exercises to practice at home</b> , regularly reporting efforts using preferred method of communication.	Family and student will review <b>behavior strategies</b> to guide conversations/ activities, regularly reporting progress.	Family and student will complete a <b>vision sheet</b> related to student's interests, strengths, and challenges, identifying task to complete, regularly reporting progress.	Family and student will use a <b>graduation timeline</b> as a guide to track individual activities identified as needing to be completed.	Family and student will track ongoing conversations by using <b>conversation starters or progress reporting</b> to discuss attendance, behavior, and academic needs of student.



► Learning Curve

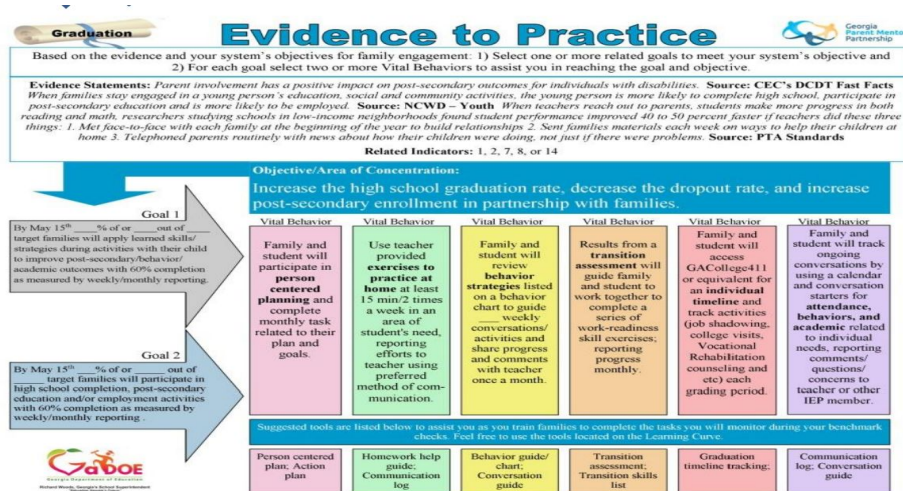
1. Go to the Learning Curve and look for this tab

FE Framework Toolkit

2. Choose a category

Authentic Stakeholder Engagement	Graduation
Literacy	Partnerships
PSOutcomes	Self Determination

# A Closer Look at What's in the FE Framework



## Learning Curve

1. Go to the Learning Curve and look for this tab

FE Framework Toolkit

2. Choose a category

PDF Authentic Stakeholder Engagement	PDF Graduation
PDF Literacy	PDF Partnerships
PDF PSOutcomes	PDF Self Determination

Evidence to Practice Guides

Also called

E2P Guides

Evidence to Practice (E2P) – Research based guides to assist Parent Mentors select target goal, vital behaviors, and tools for target work with families. Best utilized as a planning tool with district administrator and partners in target work.



# A Closer Look at What's in the FE Framework

## Target Groups



1. Go to the

2. Choose

► Learning Curve

New Mentor Resources

DOCK | UNCATEGORIZED  
Tips on Choosing A Target Group

Use the Framework Tools to Train your Target Group:

- Pre Surveys
- Choose big topic from E2P Guide
- Select VBs
- Plan Trainings
- Collect data
- Post Surveys

### Tips on how to choose a Target Group

*A Target Group is a small group of parents you select to work with over the school year*

#### Your Target Group Should Be

A manageable number of families you can easily contact on a regular basis (if you choose an established initiative ex: ASPIRE, you may select a subgroup of those already participating)

A group of parents you can talk with each month to ask if they were able to complete the assignment or task you trained about

A group of parents who will communicate with you if they did not complete assignment and will answer when you ask, "what would have helped you to be able to complete the assignment?"

# A Closer Look at the FE Framework

## Learning Targets

“I Can” statement for what the family can expect to learn during a learning session tied to the target work and vital behaviors they will be asked to complete. Measured at time of initial training, before family members are asked to do the vital behaviors.

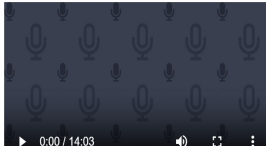


► Learning Curve

1. Go to the

Reporting

2. Choose



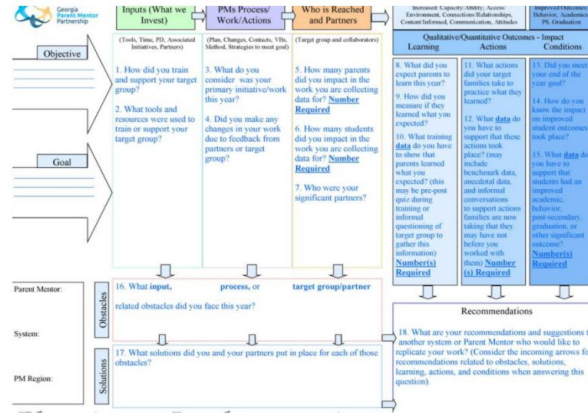
Learning Targets

## Examples of learning targets:

- I can name **2** steps in goal setting.
- I can identify **3** tasks/behaviors for my child to complete by the end of the school year.
- I can name **2** benefits of two-way communication.
- I can name **3** things that my child can practice at home to develop his/her social skills.
- I can identify **2** employment skills that my child needs to develop/improve in order to become an employable adult after completing high school.
- I can define self-determination.
- I can describe why it is important for me to be a part of my child's IEP team.

# A Closer Look at the FE Framework

## Planning to Implementation or P2I Guides



### ► Learning Curve

1. Go to the

Reporting

2. Choose

FE Framework Toolkit

3. Choose

P2I Guide with Questions

Planning to Implementation (P2I) – Visual tool to look ahead while planning, reviewing the guiding questions

Use this during the year to keep you on track

# A Closer Look at the FE Framework

## Leading By Convening



Questions related to **informing, networking, collaboration, and transforming** levels of engagement as part of our use of [Leading by Convening](#) Framework for authentic stakeholder engagement practices. Use this for peer and personal review of target work

# A Closer Look at the FE Framework The Standards

The PTA developed national standards for successful family school partnerships. We use research-based strategies for family engagement. Measure your family engagement work by asking yourself how your trainings are: **Welcoming families** to partner with schools. Promoting and insuring effective **Communication**. **Supporting** student success. Are the activities **Speaking Up** for every child. Are you training families so they can become advocates to **Share Power**. Are you **Collaborating** with the community and agency partners.



*You will be asked to report on these different aspects of the Standards, so think about them as you plan your work with families*



## Other Stuff

**Need Help?** Just Reach Out to Your [Region Rep](#) or your [Communications Coach](#)

**Is a Link no longer working?** Just Reach Out to Your [Communications Coach](#)

**Want to see what other mentors have done?**  
[Parent Mentors in Action](#)