

# GAPMP 2ND QUARTER REPORTING HELP GUIDE



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The collage includes six standards represented as puzzle pieces:

- Welcoming All Families (STANDARD 1)
- Communicating Effectively (STANDARD 2)
- Supporting Student Success (STANDARD 3)
- Speaking Up for Every Child (STANDARD 4)
- Sharing Power (STANDARD 5)
- Collaborating with Community (STANDARD 6)

The diagram, titled "The Web of Connections", features a central circle labeled "Leading by Convening" with three surrounding circles: "Share the Best Practice", "Ensure Relevant Participation", and "Engage the Community". Below the diagram is the text "Leading by Convening: Ensuring Relevant Participation" and the "idea" logo.


## Universal Best Practices

How Parent Mentors can build successful family-school partnerships.

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## Universal Best Practices

### Welcoming



- We want families to be active participants in the school. In order to do that we must help them become connected to what their students are doing and how their teachers are helping.
- How do we accomplish this? We can...
  - Establish a smooth line of communication to our families.
  - Target our work based on parent feedback and concerns.
  - Invite teacher and school staff to participate in our work and welcome parent input and support.

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## Universal Best Practices Communicating Effectively



- Families and school staff engage in regular, two-way, *meaningful* communication about student learning.
- Wait? This up to the teachers not me! Yes and No
- We can...
  - Give the parents the tools to effectively communicate with school staff.
  - Give them tips on working together with teachers and other staff by managing their emotions, communicating with purpose, and provide skillful observations that are relevant to the student's success.
  - Help decode the “education” language that often becomes a barrier between schools and families.

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## Universal Best Practices Supporting Student Success



- Facilitate collaboration between families and school staff to support student's learning and development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Supporting the “Support Staff” (Teachers, Transition, and Admin)
  - Educate parents about the strategies schools use to support students.
  - Empower parents to become a welcome and integral member of the IEP team.
  - Foster relationships between parents and teachers in order to coordinate efforts at school and at home to achieve common goals.

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## Universal Best Practices Speaking Up for Every Child



- Empower families to become advocates for their student and other children to help students have access to learning opportunities that will support success.
- It's hard enough to help one child. How do we help all children?
  - Sharing tools and resources to a small group can lead to the utilization of successful tools and resources for a larger group of students. *It is okay to start small.*
  - Empowered partners in student success can drive the bar forward by bringing knowledge to the table that might not come to light otherwise.
  - When one parent brings an issue to the forefront and comes equipped with solutions and ideas, it can provide a needed spark to ignite real change.
- Our work empowers families to become that spark by giving them the knowledge they need to *Speak Up*.

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## Universal Best Practices Sharing Power



- Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- Parent Mentor work is vital to giving parents a voice.
  - Our communication skills with school staff is just as important as the skills we are teaching parents.
  - By building partnerships within the school district, we can bring parent and family concerns directly to those in charge.
  - Our work empowers families to be on equal footing with the school when it comes to making decisions regarding programs and interventions.
  - We can help families understand the different methods that they can influence decisions. (Surveys, emails, attending and participating in school events etc...)

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## Universal Best Practices Collaborating with the Community



- Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.
- Parent Mentors are making connections:
  - Finding links in your community that can meet your families' needs is vital to the success of our work.
  - Community resources will vary greatly depending on your project and your area but finding the right resource to provide information and collaboration is key.
  - Examples: Vocational Rehab to help students access Work Based Learning Programs.
    - Parent to Parent to help families connect to SSI, Medicaid, and Waiver Programs
    - Local Businesses that can provide employment information
    - Agencies that are already tied into your school system
- Our Parent Mentor Network is an excellent resource to locate agency information and community partner opportunities.

## THE AUTHENTIC STAKEHOLDER ENGAGEMENT TOOL

- This 4 page document tool covers the four levels of engagement.
  - Informing
  - Networking
  - Collaborating
  - Transforming
- We will be looking at a couple of questions from each level to show how this tool can help guide our work.
- These are taken from the C.A.F.E. and Leading By Convening Manuals
  - Can be found on the Learning Curve for further study



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## INFORMING

- That is the actions taken to share or disseminate information with others who care about the issues being focused on. We play an important role in collecting, partnering, and sharing information and data in or districts, on teams, with families, and in the community.
- Let's explore how this role in engaging others might be highlighted in your reporting of targeted work.

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## QUESTION 1

### **Who will receive the information?**

There is a wide range of information to share with families. Careful consideration should be given to how you gather and share information that best aligns with your learning targets, vital behaviors, and planned student outcomes.

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## QUESTION 2

### **How is the research on family engagement helpful in communicating adaptive solutions or improving partnerships involving families?**

Family engagement research is valuable to stakeholder teams as it points out the importance and necessity of family members as partners in order to optimize student success.

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## FAMILY INVOLVEMENT AND SCHOOL COMPLETION



FAMILY INVOLVEMENT IS ONE OF THE MOST IMPORTANT CONTRIBUTORS TO SCHOOL COMPLETION AND SUCCESS. THE MOST ACCURATE PREDICTOR OF A STUDENT'S SCHOOL ACHIEVEMENT IS THE EXTENT TO WHICH HIS/HER FAMILY ENCOURAGES LEARNING. SUCCESS IS MORE LIKELY IF THE FAMILY COMMUNICATES HIGH, YET REASONABLE, EXPECTATIONS FOR THE STUDENT'S EDUCATION AND FUTURE CAREER AND BECOMES INVOLVED IN HIS/HER EDUCATION. MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS WHOSE PARENTS REMAIN INVOLVED TEND TO:

- **MAKE BETTER TRANSITIONS,**
- **MAINTAIN THE QUALITY OF THEIR WORK,**
- **DEVELOP REALISTIC PLANS FOR THEIR FUTURE,**
- **HAVE HIGHER GRADUATION RATES, AND**
- **ADVANCE TO POSTSECONDARY EDUCATION**

(CLARK, 1993; HENDERSON & MAPP, 2002; MAPP, 2004; SCHARGEL & SMINK, 2001; WILLIAMS BOST, 2004)

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## NETWORKING

This area describes the actions taken to ask others what they think about the issues being discussed and listening to what is shared on the issues. Sometimes we are setting up opportunities for these discussions, gathering information with surveys, sharing a parent's perspective, and encouraging groups to include broader perspectives. Let's explore some of the ways you have found networking to be an important part of your targeted work.

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## QUESTION 3

### **What can you learn from parent responses using surveys?**

Every time a parent or family member responds orally or in writing, they are sharing a perspective that is valuable and useful in contributing to the engagement of themselves or others.

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## QUESTION 4

### **Do you have concerns with asking stakeholders difficult questions in order to facilitate discussions around issues? (LbC pages 30)**

Acknowledging that there will be some discomfort during dialogue around important issues will assist everyone as they build trust and listen to each other.

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## IMPORTANT POINTS



“Fundamentally, two central realities –

That the family and the school system will probably have a long-term relationship and that they share an interest in the child’s education and development.

Just as important, ample evidence exists that outcomes for children are vastly improved when parents and educators have a shared vision and engage as partners working toward creating high expectations and meaningful results.”

From Dispute Resolution in Special Education: Self-Determination, Dignity, and Imagination are the Key, by Phillip Moses, American Bar Association’s Dispute Resolution Magazine, Spring 2016

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## COLLABORATING

This area includes engaging people in trying to do something of value and working together around an important issue. This important level will assist us in not being the only one working toward solving issues that we are targeting. Let’s hear a few ideas of how you are collaborating with families and partners to insure work is accomplished.

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## QUESTION 5

**What community or district campaign does your work most align with?** (Manual page 48)

Being a part of something already planned in the district or community will allow stakeholders an opportunity to support team efforts and build awareness for common concerns already being addressed.

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## QUESTION 6

**What kind of relationship will you need with partners and families to accomplish your goals?** (LbC page 91)

Building trusting relationships is essential for effective collaboration when seeking shared leadership to reach goals.



**Invest early in building trusting, working relationships.**

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## TRANSFORMING

This level of engagement really highlights the partnerships that ensure work is happening across stakeholders, leadership is being shared, and that consensus is being built. As we find ourselves in this level we will observe the work being done, evaluated, and celebrated. Share some of your transforming stories or ideas.

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## QUESTION 7

**How will you ensure all partners walk away with a personal action plan after team meetings?** (Manual page 50)

Teams working to accomplish goals together will appreciate sharing the work with others rather than doing the work alone.

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## QUESTION 8



**Do you and your partners reflect on success stories in order to motivate action and promote success of your planned work?** (Manual pages 52-56)

Keeping accurate records of accomplishments and ongoing action will benefit the team as they build awareness and request additional partner support.

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## IN SUMMARY:

Engaging families and partners is ongoing throughout our planning and implementation of targeted work. We might find ourselves at different levels with different groups or find that we are repeating levels through the year. Consider the many opportunities you might take to share the important work with families and partners to accomplish action steps and goals. Continue to reflect on questions from the tool as you answer reporting questions and evaluate your own work with partners or with each other.

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# Elevator Speech



<p>1</p> <h2>Who Am I?</h2>	<p>Before they hear about how awesome you are, they should have some idea about what you're up to right now, and what your name is. Start with something like:</p> <p><i>"Hi, my name is _____. I'm a junior at Hampton High School..."</i></p>
<p>2</p> <h2>Experience</h2>	<p>Share what you are doing now that can help you accomplish your goals. This would be a great time to mention any relevant certifications or past work/volunteer history.</p> <p><i>"I just completed my CPR/First Aid certification for my health science class. I enjoy volunteering with my church – I'm also on the swim team."</i></p>
<p>3</p> <h2>Goals</h2>	<p>Now is the time to hook them in and share how your goals align with the opportunity they have.</p> <p><i>"My ultimate career goal is to become a registered nurse."</i></p>
<p>4</p> <h2>Why</h2>	<p>So you've got them hooked, now it's time to reel them in. This is your chance to share what makes you stand out from everyone else and makes you the best fit.</p> <p><i>"I became passionate about the medical field after helping my grandfather recover from surgery. I have taken steps to become a nurse by joining the health science program at my school, joining HOSA, and becoming CPR/First Aid certified."</i></p>
<p>5</p> <h2>How?</h2>	<p>You made a strong impression so let's take it all the way to the finish line. End your elevator pitch strong by sharing the steps you are taking, or will need to take, to achieve your goal.</p> <p><i>"After high school I would like to attend a four-year college such as ____ or ____ to attain my Bachelors degree in nursing."</i></p>

## Learning Target

- Did my audience learn the concept or idea I wanted to communicate the day of my presentation?

## Vital Behavior

- What ongoing or continual action am I asking that my families do after they leave my training?

## Student Outcome

- How will students benefit when families complete the vital behaviors I am asking them to do? Can this data be measured?