Moving Toward Collaboration

Garry McGiboney, Ph.D.
Georgia Department of Education

gmcgiboney@doe.k12.ga.us
There are Four Kinds of People

Those who make things happen

Those who watch things happen

Those to whom things happen

Those who don’t even know things are happening
Collaboration is an unnatural act among non-consenting adults.
Misconceptions about Collaboration:

- What does collaboration really mean?
- What expectations come with collaboration?
- Are there misperceptions about collaboration expectations?
- How is collaboration built? Is collaboration an event or a process?
- How does misinformation, personal perception and the lack of information hamper collaboration?
Example of...
...how misinformation or the lack of information can lead to flawed assumptions that challenge collaboration

Goals of some agencies, service providers and others:

(1) Improve student attendance
(2) Reduce juvenile arrests
(3) Reduce juvenile health risks: diabetes, drugs and alcohol use and abuse, teen pregnancy
(4) Improve education outcomes
(5) Improve nutritional access
(6) Reduce exploitation of children
70+% of Georgia school systems will have a school year with less than 180 days.

Perhaps the truncated school year will affect the goals of many agencies, service providers and others.

Collaboration becomes even more essential.
Questions About Collaboration:

- What expectations come with collaboration (what do you want to happen)
- Misperceptions about collaboration expectations (test your assumptions)
- How collaboration is built (the process of moving toward collaboration)
- What collaboration means to you (ask yourself)
collaboration is everything
COLLABORATION

A Friend Is Just A Stranger You Haven’t Alienated Yet
Collaboration: How Do We Get There?

Is it worth the effort?

“ALONE WE CAN DO SO LITTLE; TOGETHER WE CAN DO SO MUCH.”

- Helen Keller
Are you missing the chance for collaboration?

The Touchstone
Are you missing the chance for collaboration?

The Touchstone and Collaboration

Collaboration is Not an Event; it is a Process
The Collaboration Continuum

- Contact
- Communicate
- Cooperate
- Coordinate
- Collaborate
- Convergence

- Investment Increases
- Risks Increase
- Outcomes Improve

Collaboration is not an event; it is a process.
**Contact** is when groups first meet to open dialogue. No joint efforts or projects at this stage, just getting to know each other and building relationships that allow groups to proceed along the continuum.

**Contact is not Collaboration**
Communication is when groups begin to meet and talk about issues/concerns and perhaps commonalities. This is the first stage of getting to know each other, and the first step toward establishing trust.

Communication is not Collaboration
Cooperation is when groups work informally on an activity that offers small but tangible effort. This might be sharing information or helping each other with an activity. **Trust development at this point is very important** in order to move to the next level.

Cooperation is not Collaboration
**Coordination** is when the work moves beyond an ad hoc or “as needed” basis, and a **framework** is required to organize the group into everyone knowing what they have to do, when and where. Calendaring, distribution lists, meeting reports and other communication tools emerge to support this framework, such as cross-domain advisory committees. **Trust establishment at this level in large part determines whether or not the work moves to Collaboration or stagnates and withers.**
Collaboration moves beyond the shared agreements of the previous stages, to become a process of shared creation – the groups create new shared understanding that didn’t exist previously and couldn’t be arrived at individually. Something is new that wasn’t there before, including transformation among the collaborators – it is because of this need for actual change that true collaboration occurs so infrequently.
“We have tried, but we cannot get them to collaborate with us.”

“I don’t know why they say we’re not collaborating with them; we talk to them all the time.”

“Collaborate with them? It never works; they have no interest – they don’t even come to the meetings.”

“I’ve been to the meetings, and all they want to do is tell us what to do or tell us what we’re doing wrong. Collaboration is impossible.”
The barrier was not the four minute mile; the barrier was the attitude and belief that it could not be done.

Is it time to reexamine your attitude and belief about collaboration?
Myth:
Collaboration is a defined destination on a fixed point of determination.

Collaboration is a process.
(Belief + Attitude + Expectation + Communications + Commitment) x Trust = Collaboration
Contact is when groups first meet to open dialogue. No joint efforts or projects at this stage.

Coordination is when the work moves beyond an “as needed” basis, and a framework is required to organize the group.

“People and organizations seldom move at the same pace.”
Cooperation is when groups work informally on an activity that offers small but tangible effort.

Coordination is when the work moves beyond an “as needed” basis, and a framework is required to organize the group.

“Encouragement and discussion motivates people, not criticism.”
**Coordination** is when the work moves beyond an “as needed” basis, and a framework is required to organize the group.

**Collaboration** moves beyond the shared agreements of the previous stages, to become a process of shared creation.

“We are so close.”
Define what collaboration looks like in your environment

...with you and your staff
Separate the Signal from the Noise
Discuss Expectations: **Start with the Collaboration Continuum**
"It’s as simple as this. When people don’t feel like they’ve been listened to, they won’t really get on board.”

Patrick Lencioni

The Five Dysfunctions of a Team
Collaboration
with the
Georgia Department of Education

Collaboration Need: School Climate

What is the need and why is collaboration important?

✓ 30% of 6th graders are bullied
✓ Georgia is 10th in the nation with out-of-school suspensions
**School Climate**

We can all remember childhood moments when we felt particularly **safe** (or **unsafe**) in school.

We can all remember when we felt particularly **connected** to a caring adult (or frighteningly **alone**) in school.

We can all remember when we felt particularly **engaged** in meaningful learning (or **not**).
Research has demonstrated that a **positive school climate** is associated with:

- **Academic achievement**
- **Student engagement in school**
- **Positive social skills development**

Studies show that there is a significant difference in student achievement between schools with a good school climate and those with a poor school climate.
School Climate refers to the quality and character of school life. School Climate is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational structures.
What Does That Mean?

**Students:**
If students do not feel safe at school, do not feel welcomed at school, or not treated with respect and are not given opportunities to learn, mature and grow, they will not meet their academic potential or learn positive social lessons.

**Schools:**
If the school climate is not positive, students will underperform, student attendance and student discipline are not likely to improve, school safety could be compromised, and teacher retention may be negatively affected.
The systematic study of school climate has led to a growing body of research that attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety development; mental health, and healthy relationships.

How Do We Measure School Climate?
The Georgia Department of Education (GaDOE) is one of the first states with a defined method in the collection and analysis of school climate data through the implementation of a statewide annual survey: Georgia Student Health Survey II.

The Survey is an anonymous, statewide survey instrument developed by the GaDOE in collaboration with the Georgia Department of Public Health and Georgia State University. The Survey identifies safety and health issues that can have a negative impact on student achievement and school climate.
The **Survey** is offered at no cost and provides Georgia public school districts (and private schools that wish to participate) with a measurement system for several categories: **alcohol and drug use, nutrition and dietary behaviors, thoughts of dropping out of school, suicide and self-harm, bullying, use of unsupervised time, sense of safety and well-being, etc.**

113 middle school questions
120 high school questions

School systems are given a unique **URL address** for each of their middle and high schools.
Survey results are available at the school, district and state levels.

Survey results are made public and are posted on the GaDOE webpage.

Each school and school district that participates in the Survey receives a comprehensive report that allows school administrators and other staff members to compare outcomes and plan prevention and intervention strategies and programs.
The **Survey** is administered annually beginning in October. Baseline data was collected in the fall of **2007**.

- **2011-2012**: 350,000 students took the Survey
- **2012-2013**: 600,000 students took the Survey

---

**Students who think drugs or alcohol are harmful**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Alcohol</th>
<th>Tobacco</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>8th</td>
<td>81</td>
<td>89</td>
</tr>
<tr>
<td>10th</td>
<td>79</td>
<td>93</td>
</tr>
<tr>
<td>12th</td>
<td>78</td>
<td>94</td>
</tr>
</tbody>
</table>

---

**School Safety, By Grade**

- I brought a weapon to school in past 30 days
- I have been offered, given or sold drugs on school property within the past 12 months
- I have instant messaged people I don't know

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
</tr>
</tbody>
</table>

---

**Unsupervised Time on Computer By Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>None</th>
<th>&lt;1hr/day</th>
<th>1hr/day</th>
<th>2-3hr/day</th>
<th>4-5hr/day</th>
<th>6+hr/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Alcohol and Drug Use, Past 30 Days, By Grade**

- Alcohol
- Tobacco
- Marijuana
- Chewing Tobacco

<table>
<thead>
<tr>
<th>Grade</th>
<th>Alcohol</th>
<th>Tobacco</th>
<th>Marijuana</th>
<th>Chewing Tobacco</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>5</td>
<td>13</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>8th</td>
<td>3</td>
<td>9</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>10th</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>12th</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>6th Grade</td>
<td>7th Grade</td>
<td>8th Grade</td>
<td>9th Grade</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>I have been bullied at school in the past 30 days</td>
<td>21%</td>
<td>19%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>I have been picked or teased at school in the past 30 days</td>
<td>39%</td>
<td>35%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>I participated in gang activity in the past 30 days</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>I like school</td>
<td>83%</td>
<td>79%</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>I feel successful at school</td>
<td>92%</td>
<td>91%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>My school has high standards for achievement</td>
<td>91%</td>
<td>88%</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>My school sets clear rules for behavior</td>
<td>92%</td>
<td>89%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>I know what to do in an emergency</td>
<td>95%</td>
<td>93%</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>My teachers treat me with respect</td>
<td>85%</td>
<td>78%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Student behaviors in class allow my teachers to teach</td>
<td>75%</td>
<td>70%</td>
<td>70%</td>
<td>71%</td>
</tr>
<tr>
<td>Students are frequently recognized for good behavior</td>
<td>75%</td>
<td>67%</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>My counselor is helpful when I need assistance</td>
<td>91%</td>
<td>87%</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>I have thought about dropping out of school</td>
<td>15%</td>
<td>18%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>I brought a weapon to school in the past 30 days</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>School meals are healthy</td>
<td>61%</td>
<td>51%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>I know who my graduation coach is</td>
<td>14%</td>
<td>15%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>I have contacted my graduation coach</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>I have an adult at school I can talk to if I need help</td>
<td>83%</td>
<td>78%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>I have texted people I do not know</td>
<td>13%</td>
<td>20%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>School is a place I feel safe</td>
<td>82%</td>
<td>76%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Alcohol Use in the past 30 days</td>
<td>4%</td>
<td>6%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>Marijuana Use in the past 30 days</td>
<td>1%</td>
<td>3%</td>
<td>5%</td>
<td>9%</td>
</tr>
</tbody>
</table>
General Safety

- Bullying Prevention Toolkit
- Cyberbullying Prevention Toolkit
- School Bus Safety
- Cybersafety for Schools
- Crisis Management and Prevention in Georgia Public Schools

Health

- Georgia Student Health Survey II (GSHS II)
- National Suicide Prevention Lifeline
- After a Suicide: A Toolkit for Schools
- Georgia Prescription Drug Abuse Prevention Initiative
- Stop Underage Drinking
- Preparing for the Flu
- Child Injury Prevention Planning Manual
- Georgia Disaster Mental Health
- Providing Safe Drinking Water At Your School
- Healthy School Environment Resources
- MRSA Toolkits for Schools
# College and Career Readiness Performance Index (CCRPI)

<table>
<thead>
<tr>
<th>School Climate Rating 1-5 (poor to excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSHS II, Teacher, Parent Surveys</td>
</tr>
<tr>
<td>Student Discipline Data</td>
</tr>
<tr>
<td>Student Attendance</td>
</tr>
</tbody>
</table>
College and Career Readiness Performance Index (CCRPI)

CCRPI
Additional Points for Supplemental Indicators

School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Positive Behavior Intervention Supports; Teachers as Advisors; Mentoring; Peer Mediation; Conflict Mediation
School climate is related to student achievement, student discipline, student healthy behaviors, and student attendance.

Significant correlation between school climate and student attendance...
## Number of Georgia Students Absent 15 Days or More

<table>
<thead>
<tr>
<th>2009</th>
<th>2012</th>
<th>(9.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>161,107</td>
<td>180,995</td>
<td></td>
</tr>
</tbody>
</table>
### Number of Georgia 8th Graders Absent 15 Days or More

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12,096</td>
<td>13,913</td>
</tr>
</tbody>
</table>

(12%)
# Georgia 8th Grade Student Absences and Graduation Rate (within four years)

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Days</td>
<td>81.89%</td>
</tr>
<tr>
<td>1 to 5 Days</td>
<td>80.17%</td>
</tr>
<tr>
<td>6 to 10 Days</td>
<td>71.91%</td>
</tr>
<tr>
<td>11 to 14 Days</td>
<td>61.08%</td>
</tr>
<tr>
<td>15 or More Days</td>
<td>38.09%</td>
</tr>
</tbody>
</table>
## Georgia 9th Grade Student Absences and Graduation Rate (within four years)

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Days</td>
<td>80.52%</td>
</tr>
<tr>
<td>1 to 5 Days</td>
<td>82.24%</td>
</tr>
<tr>
<td>6 to 10 Days</td>
<td>72.68%</td>
</tr>
<tr>
<td>11 to 14 Days</td>
<td>61.27%</td>
</tr>
<tr>
<td>15 or More Days</td>
<td>30.73%</td>
</tr>
</tbody>
</table>
This cannot be done without collaboration.
Georgia Department of Education is working with:

- Governor’s Office of Children and Families
- Ga. Dept. of Behavioral Health
- Ga. Dept of Public Health
- Ga. Dept. of Juvenile Justice
- Ga. Dept. of Community Health
- Georgia Juvenile Court Judges
- Georgia Appleseed
- Georgia Advocacy Office
- Georgia State University Institute of Public Health
- Georgia State University School Safety Center
- University of Georgia Safe and Welcoming Schools Project
- Georgia PTA
- Georgia Family Connection Partnership
Moving Toward Collaboration

Georgia Department of Education is working with:

- Georgia School Boards Association
- Anti-Defamation League
- Girls Scouts of America
- Mental Health America
- The Carter Center Mental Health Center
- Annie E. Casey Foundation
- Georgia Department of Early Care and Learning
- Georgia Communities in Schools
- Georgia Council on Substance Abuse
- Georgia Association of Educational Leaders
Moving Toward Collaboration

Griffin-Spalding County School System
Spalding High School OSS reduced 32%.

Gwinnett County Public Schools
Dacula Middle School discipline incidents reduced 66% and OSS reduced 24%

Newton County School System
Newton High School OSS reduced by 15%.
Moving Toward Collaboration

Savannah-Chatham School System
High School OSS reduced 41%.

Savannah-Chatham School System
Middle School OSS reduced 26%.

Gwinnett County Public Schools
GIVE Center (alternative school) discipline incidents reduced 51%.
“...there are persons who seem to have overcome obstacles and by character and perseverance to have succeeded.

But we have no record of the numbers of able persons who fall by the wayside; persons who, with enough encouragement and opportunity, might also succeed. Isn’t that reason enough to work together, to collaborate.”

Mary Barnett Gilson (1877-1959)
Economist, Educator
ALONE
WE CAN DO
SO LITTLE

COLLABORATION

TOGETHER
WE CAN DO
SO MUCH
Georgia Department of Education

Garry McGiboney

gmcgiboney@doe.k12.ga.us