Improving Retention of Special Education Teachers and Early Intervention Personnel in Georgia: The Georgia Teacher/Provider Retention Program

State Implementation Team Meeting
April 16, 2021
Type in the chat:
How does Friday make you feel?
Updates

- Teacher Induction Program shared on Director’s Webinar on Tuesday
- Sending a message to all LEAs about the Teacher Induction Program through weekly communication
- Survey to confirm interest to participate
- Orientation meeting for Induction Program held on March 26th with GLRS
- One outstanding financial contract—still in process
- Working on the APR for May 7th submission
The Georgia Teacher/Provider Retention Grant is a United States Department of Education, Office of Special Education Programs grant awarded on September 28, 2020 to the Georgia Department of Education, Division for Special Education Services and Supports.

The award is for $500,000 per year for up to five years to address the retention of special education teachers and early intervention providers that have the necessary skills, knowledge, and support to effectively serve children with disabilities and their families.
Goal 1 - Model Induction Program Update

• High Leverage Practices reinforced with Mixed Reality Simulation
Goal 2 - Special Education Leadership Development Academy

Annette Murphy, Executive Coach
Goal 2 – Expand Inclusive Leadership Development
Goal 3 – Early Intervention Part C
Goal 3: Comprehensive System of Personnel Development Updates

- Subcomponent 3 - Pre-service Personnel Development
- Subcomponent 5 – Recruitment and Retention
  - Higher Education Consortium
  - Parent Educator Program

Parent Educators in Early Intervention
Insights From Evaluations

Nicole Megan Edwards, PhD; Peggy A. Gallagher, PhD

In a state’s Part C early intervention (EI) program, families are afforded a unique opportunity to connect with parent educators (PEs), parents of children who have received EI services, and who are trained to support EI families and staff with a range of tailored duties. In an effort to continually reflect and improve upon the role of PEs, the authors conduct an annual PE program evaluation with input from 4 groups of stakeholders including EI coordinators, service coordinators, parents in EI, and the PEs themselves. Findings from 5 consecutive annual evaluations are presented in this article. Although there continues to be primarily positive feedback and appreciation for the PE model, the evaluation process allows certain areas in need of improvement to be acknowledged and subsequently addressed. Considerations for evaluating a statewide initiative as well as incorporating a PE model are discussed.

Key words: early intervention, parent educators, parent, Part C, program evaluation, resource referral
Evaluation Update

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Questions and Discussion
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