



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Spring Regional PIC Meeting Minutes – Region 1

March 12, 2015

I. Welcome

Nathan Schult, Parent Engagement Program Manager, opened the meeting by welcoming all in attendance, introducing the Georgia Department of Education staff and thanking Floyd County for hosting the meeting. After introducing the Parent Engagement team, he stated that today he wants to capitalize on the wealth of knowledge Parent Involvement Coordinators (PICs) bring to the table. To achieve this, there will be ample time allotted for networking to learn from each other and leave the meeting with ideas and strategies. Nate then went over announcements starting with the 2016 Family Engagement Conference being held from February 4 – 6, 2016 in Athens GA. He advised the PICs to start planning and budgeting now and informed them that they can use their Title I funds for registration costs. Registration will open in August and he expressed his great desire for everyone to attend. He then announced a new conference partner, the Georgia Department of Early Care and Learning (DECAL). Lastly, he directed the group to the Conference Organization Committee form located in their folders. And he encouraged people to participate and volunteer on the conference organizing committee to help plan and organize the 2016 Conference. He told them to fill out a form and they will know shortly if they have been selected for the committee.

Nate switched gears and briefly discussed the Parent Engagement Program's [Facebook](#) and [Twitter](#) pages, before discussing the [Georgia PIC Network Blog](#). He informed the PICs of the many resources that are currently available on the Blog. He instructed them to take out the Georgia PIC Network Quick Review Sheet for the spring updates. He reminded the group to sign up for the PIC listserv to receive parent engagement updates. He then encouraged everyone to join his or her respective LLC group. He explained that LLCs are smaller, sub-regions of the PIC Network that are led by a school or district PIC who works in that region. These small regions allow PICs who work in closer proximity to communicate with colleagues who work with similar populations and face similar challenges. He informed the attendees that Tina Black is the chair for the Region 1 meeting.

He then went over housekeeping and transitioned into the mix mingle networking event.

II. Mix, Mingle and Share Networking

This portion of the meeting lasted approximately 15 minutes and was used for the PICs to network and share best practices. The group discussed the following questions:

- What has been your greatest success in working with families this year?
- What is one thing that you have done differently since the last PIC meeting to develop high-impact strategies to build family-school partnerships?
- What is one thing that you hope to accomplish this year?

At the conclusion of this section, Nate Schult then introduced Tina Black, Parent Engagement Specialist, to give Floyd County's presentation.

III. Learning from Each Other: Floyd County Schools

Tina thanked everyone for coming and welcomed them to Floyd County. She stated that Floyd's motto is "destination graduation for every child" and happily reported that they have just had their highest graduation report ever. She stated that parent engagement is truly valued at all levels in education and she is pleased to see that more and more educators are buying into parent engagement. Often in the past she felt as though she was selling parent engagement, and the difference is that now people are starting to buy into parent engagement.

She briefly elaborated on the Region 1 LLC, stating that they network and discuss monitoring and are able to be candid in sharing their ideas and concerns. She informed the group that the next meeting will be on April 8, 2015 at 11:30AM. She said to get in touch with her for more information.

Tina expressed her excitement for the upcoming 2016 Family Engagement Conference because her experiences at the past conferences were very positive. She stated that after the last conference, upon returning to Floyd County she discussed with her Superintendent about implementing the practices that she learned. Subsequently getting parents and the community on board with parent engagement became their goal and Floyd County decided to create its own version of the Family Engagement Conference. They began planning for their Family Engagement Conference by surveying professionals who work with families at a monthly meeting called Rome Collaborative. The surveys uncovered parents desire behavior, homework, and financial help. Tina stated that they would have been unaware of these problems without the survey. Tina stated they then put out proposals for presenters and received overwhelming replies from educators. The conference was free and was funded through community support and vendor tables.

She stated that the conference offered the following things:

- Grand opening and closing sessions by motivational speakers from our own community.
- Workshops like Bully Protection, Come and Play, Cool or Not Cool: Social Media Safety, Did you know you have Super Powers?, Kids and Money, Making Reading More Meaningful at Home, Math Across the Grades, Understanding and Redirecting Behaviors, and a Hispanic track as well.
- All of the workshops were from agencies in our community and were based on surveys that we had collected.

This past year was the 3rd annual conference and it drew over 350 guests - the majority of whom were parents. So popular that Floyd County Juvenile Court Judge, The Honorable Greg Price, not only is on our planning team. He mandates some families to participate. Local partnerships are so strong that sponsorships pay for the entire event and each year we have a carry over budget. Some of the things that parents also receive are breakfast and lunch. This past year children participated along side the parents, conference bags include items such as books, learning brochures, and other freebies., Vendors are established throughout the venue for parents to receive information about local agencies that can provide for their needs. Door prizes were also given.

She shared that the main goal of the Floyd County Family Engagement Conference is:

To serve as the catalyst to create connections between schools, parents, and the community that are strengthened by the shared goal of increasing student achievement by engaging all.

Together we will:

- Equip Educators to enhance their family engagement programs and build capacity in parents and stakeholders to improve learning for students
- Empower Parents to be informed decision makers in their child's education and to be contributors toward the success of their child as well as their child's school.
- Enlist Communities to reach out and strengthen the connections between families and schools to create and sustain lasting partnerships to improve education.
- Encircle Students with a strong network of support that will provide academic enrichment from schools, families, and community.

She stated that the most successful take-away from the conference was the collaboration between educators, parents, community stakeholder, and students. Tina concluded the district portion and then introduced the instructional lead teachers to discuss some initiatives that are taking place in the schools within Floyd County.

She introduced Stephanie Ayre from Alto Park Elementary School to discuss its partnership with Shorter University. Education majors at Educators at Shorter University held classes with the students and were able to familiarize themselves with math standards by using resources to get parents involved through a Math Fall Festival. At this festival the Shorter students took math standards and created fun math games, which both parents and students found very engaging. There was face painting and fun decorations and everything was related to math. Three things they were successful in: the Shorter students really worked with the kids, the students had a great time, and the parents were interacting with the teachers. She closed by saying that they are planning to do the event again next year. Tina also noted that this program was great because often in college education majors are not taught how to work with families working with families.

Tina then introduced John Kapustay from Cave Spring Elementary to discuss how his school has been partnering with parents in developing and revising their compact, budget, and parent improvement policy. John stated that the summer before he came to Cave Spring, the Parent Involvement Coordinator was

trying to write the policy and present it to parents, when they realized they were doing it backwards. The school decided to take a difference approach and instead invite parents into the school and present them with data regarding identified areas that needed improvement. He then showed the school's compact and stated that after partnering with parents, the compact turned out to be very meaningful for all parties involved. They revamped their compact and policy and made it easier to use, changed all of their events, and made the policies more centered on parents. In addition, they also discussed the Title I budget with parents. He stated that involving parents has worked so well for Cave Spring, they will be implementing the APTT program to get even more parents involved. He concluded his presentation and showed a video which highlighted one of Cave Spring's parent input meetings, "[Leading Effective Parent Meetings](#)".

Next, Suzette Davis from Garden Lakes Elementary School introduced herself and stated that her school recently adopted a new math curriculum and the parents were struggling to help their children with their homework. In an effort to combat this, they held meetings to help parent understanding, provided them with resources, and made materials available on line as well as in print. She stated that they started in September and it has been so successful in helping parents understand the curriculum; they are planning to do it again this coming year.

Tina thanked Suzette, and introduced Jason Smith from McHenry Primary. Jason stated that after taking a look at student data, school administration determined that math would be the focus for the year. To address this, he held parent meetings at three different times to address concerns about the math curriculum; parent surveys indicated that these meetings helped them better understand the curriculum. Jason also stated that McHenry utilizes collegiate resources they have, by having college students come in and play math games with the students. McHenry students take these games home to encourage parental involvement.

Suzette thanked the audience and Alias Jackson from Model Elementary introduced herself. Alias stated that at her school they are focusing on better engaging single parents or grandparents who are raising the kids, because they have found that it is generally harder to reach those parents. At Model Elementary, to encourage parents to get to know school faculty, the philosophy is "don't let a stranger teach your child" She stated that this school also hosted a "Boo Hoo Breakfast" in the beginning of the year for kindergarten parents because it helps both the parents and students feel welcome at school from the very start. She concluded her presentation by stating that they make it a priority to consistently let their parents know they value their opinion and support.

Next, Margaret from Pepperell Primary introduced herself and stated that her sole responsibility was to support parents at the school. She stated that over the years she has seen that getting parents involved is a continuing need for Pepperell, and her personal goal was to engage hard to reach families and be their advocates. She argued that sometimes teachers tend to focus too much on the child's needs instead of their successes, which is important to engage parents. She stated that parents in her school see her as an ally and trust her to accurately voice their concerns. She feels she made the connection with the parents in her school. Margaret ended by stressing the importance of being positive with parents; that is when you get the best results.

Michelle L. Cay and Robin Seagull, from Pepperell Elementary, introduced themselves and reviewed the successful parent engagement initiatives they have employed this year. They stated that they held a Math and Reading Night, started a Parent Volunteer Training Program, Google Technology Lunch-n-Learn,

and many other events. During the Parent Volunteer Program, they train parents to read to students and as well as train them to volunteer. They discovered that when parents learn this they truly become great collaborators with the teachers and they have in turn experienced great success with parental engagement at Pepperell Elementary.

Tina returned to the podium introduced the High School Team; PICs from Armuchee High, Coosa High, Model High, and Pepperell High. At the high school level parent involvement becomes increasingly difficult. The high school PICs stated that they are actively trying to instill a new mindset where parents are involved in the high school process. One of their main tactics is to conduct home visits; stating that it gives educators a better insight on the reasons some students are chronically absent. The high school team elaborated on home visits and the importance of thinking outside of the box. One high school PIC, Norma Williams, stated that she makes five to ten parent contacts a day as well as creates weekly progress reports.

Once the high school team wrapped up, Tina then thanked the Parent Engagement Program as well as all of the visiting PICs. Nate then returned to the podium, thanked the Floyd County team and let everyone go for a short break.

IV. Break

V. Gearing Up Your School and Families for a Successful Transition

Nate welcomed everyone back and dove into the *Gearing Up Your School and Families for a Successful Transition* portion of presentation. He began by stating that transition and family engagement are the perfect marriage. He stated that the first thing that pops into a person's mind when they think of school transition are one time events (open house, etc.), however it is more of a process. He defined school transition as: a **process - not an event** - that prepares all partners - **students, families, schools and communities** - to develop knowledge, skills, and relationships that help students move from one educational setting to another.

One event is not going to adequately prepare students; school transition must involve parents, school personnel, and community partners. He told the PICs to keep that in mind throughout the presentation.

Nate stated that school transition is important because:

- Helps students form a realistic expectation of school
- Provides a positive and successful first impression
- Relieves anxieties for students and families
- Paves the way for a successful school experience
- Bridges the gap between school, teachers and new families
- Provides multi-faceted guidance and support structures
- Demonstrates an inviting, supportive, and safe environment
- Builds a sense of community by supporting meaningful relationships and learning
- Supports school-initiated family and community partnerships

Furthermore, successful school transition alleviates anxiety, helps families, and paves a way for successful school experience. He stated that students that are successful in high school have most likely had a successful transition experience, and educators need to make sure to provide all additional support and services. School transition is also an opportunity for a sense of community; families should be made aware of programs that are available to them. He also mentioned that families who participate in a transition program are more likely to continue to be involved throughout the student's academic career. Nate stressed to the PICs to keep that in mind when looking to strengthen their family engagement programs in their schools or districts.

He then moved onto discussing how exactly school transition is a part of family engagement, stating that is has the following in common:

- Welcoming Environments
- Building Relations
- Communicating Information
- Address New Roles
- Developing Community Partnerships

He also mentioned that as students transition to new grades and new schools (most notably high school), parents need to understand their new roles and how they can continue to be involved.

Nate illustrated what successful school transition programs look like:

- Begin in the school year before students move to the new school
- Ongoing, specially designed programs offer greater support for sustained intervention
- Involve parents and community members in the planning process
- Align with key student milestones throughout the school year

He advised the PICs to consider key milestones (testing, registration, etc.) and provide families with information beforehand to ensure that students are prepared. Additionally, look at key dates on calendar and schedule transition events around that. He then listed to things to keep in mind when implementing a school transition program:

- Organize a School Transition Team
- Promote collaboration between feeder schools (ES – MS – HS)
- Involve parents and families in the transition process
- Increase awareness of academic programs
- Increase comfort and reduce anxiety through orientation activities
- Provide resources designed to make transition easier
- Design activities for the first weeks of school
- Continue the use of counseling teams or advisors to maintain support throughout the year
- Develop special interventions for families and students who may need additional support

To better illustrate this, he shared a few real life ideas that a select Georgia schools have implemented. He first discussed Ware County High School, which he remarked had very intentional school wide transition initiatives. One event was a Back to School BBQ, which all of the dads brought their grills to the BBQ's for the whole school. The school provided the food and the event was a huge success that set the stage for the school year by getting the whole community involved. This school also hosted school

transition initiative called Report Card Conferences, which required every student to have a conversation with an adult community member outside of the school – someone who genuinely cares and has an idea of what it takes to be successful. Another school that is succeeding in providing successful school transition programs is Midway Elementary School, who attributes their success to the various events they do in the beginning of the year. Midway has events such as Kindergarten Roundup and Kindergarten Camp that provides information to parents. They also established a parent-to-parent mentorship program called ‘Mentor Me’, which serves as a great peer support system and had been helpful with their transient population. Lastly, Nate discusses Ruth Hill Elementary School’s innovative and effective transition efforts. One such effort was the school principal driving school staff around the local neighborhood in a school bus and showing them where all the school’s families live. He stated that this really opened the eyes of the faculty and the parents and helped to change both of their negative perceptions. Additionally, this school also hosts Welcome Days where parents are able to come into the school to observe a whole day.

Nate then reminded the PICs of the various school transition resources that are available here: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/School-Transition.aspx>. PICs can order supplies as well as discover the school transition videos. He encouraged the group to continue to use these resources, and announced that the high school transition brochures and video will be released in the very near future. He wrapped up this portion of the presentation by sharing the Job Aid Timeline to help the PICs understand how they can best implement school transition in their job. He briefly goes over it, and encourages anyone to contact him if they have any questions. The group then broke for lunch.

V. Working Lunch

PICs shared best practices and discussed various student and family transition tactics. They also received a sneak peak at the “*High School is Happening!*” school transition video.

VI. Lost Art of Conversation: Engaging Families in Important Topics

After lunch Nate returned to the podium and began the *Lost Art of Conversation: Engaging Families in Important Topics* portion of the meeting. He asked the group why is it important to get parent feedback. To which a few attendees answered:

- To find out what is important to them.
- Are we meeting their needs?
- Are our methods effective?

Nate agreed with the suggestions and stated that not only is parent feedback required by law, but it is also a job evaluation tool. Parent feedback provides a way for parents to invest and get involved and get involved in their child’s education and if you listen to parent feedback, they will be more likely to participate. Nate also stressed to the group that even if only one or two parents provide input, sometimes that can be all that you need. To illustrate this point, he showed a video that showcased the power of teamwork and the power of one.

He stated that in Title I there are many opportunities for parents to provide feedback and be involved in the decision making process; with there being over ten different roles described in the law. Nate urged them to be intentional of how they gather input.

Nate then briefly went over a few reasons why parent input matters:

- Parents work more closely with their children than other adults can
- Parents provide critical input that only they can bring; They know their child better than anyone else
- Involved parents not only help their own child, but all children in a school
- Parents are the only adults in the educational process who have been and will continue to be deeply involved throughout the child's school career
- While parents may not be educators themselves, they bring their years of experience in other professions and aspects of life to the process

He then brought up the task of how educators can go about getting parent input, breaking it down to two components: inform and consult.

To inform the parent educators must simplify and personalize your message. Things to help achieve this:

- Frame information to parents - hook them with a problem in which they are the answer
- Select an issue of relevancy and urgency to parents
- Explain why parents are needed, what their role is and what is in it for them

To consult parents educators must mobilize and actualize. Things to help achieve this:

- Seek parent reaction, input and review – listen and discuss
- Utilize conventional and unconventional methods to reach parents
- Seek strategies that engage parents in meaningful, interactive discussion that matters

He urged the group to think outside of the box when considering ways to collect parent input. When planning and marketing parent input events, he also strongly suggested considering the following:

- Time of meeting
- Place of meeting
- Advance notice of meeting
- Marketing of meeting
- Structure of meeting
- Advertisement of meeting
- Childcare, transportation or food at meeting
- Type of meeting

He also reminded the PICs that there is nothing wrong with embedding parent input opportunities with other events, such as sporting events or school concerts. He then advised them to avoid being the only one talking; it is important for parents to be able to voice their opinions. He also warned them against information overload, taking up too much time, talking down to parents, and simply showing them a document to approve without getting genuine feedback.

To demonstrate an effective parent meeting, Nate showed the group a video which highlighted a Parent Input Meeting in Cave Spring Elementary School in Floyd County that successfully engaged parents and

allowed for authentic parent input. Nate stated that there were some great ideas shared, the parents asked challenging questions, there was a lot of healthy discussion amongst the parents and educators.

Nate suggested to present the information in a family-friendly context and urged them to do the following at their next parent input meeting:

- Share information in a family-friendly context
- Present data to ignite a sense of urgency
- Use words and graphics, try graphic recording
- Split sections up, only focusing on big picture ideas that matter
- Provide guiding handouts as well as engage group discussion
- Ask targeted questions, moving from broad to more specific

He stated that one way to accomplish acquiring parent input is with the Parent Café model. The Parent Café model was adopted by the World Café model, which was unexpectedly created by professors as they waited for a meeting inside a café. While waiting, they talked in rotating small groups and soon realized that they learned much more with this activity than in a standard meeting. They soon perfected it and it is now known as the world café model.

Nate suggested that PICs apply this logic to parent meetings and outlined the steps of the Parent Café model:

1. Clarify the purpose – let them know why you are doing parent café.
2. Create a hospitable space
3. Explore questions that matter – though provoking questions that lead to conversation
4. Encourage everyone's contribution
5. Make collective knowledge visible
6. Listen for important themes and share discoveries. What are your take-away points?
7. Record ideas – share your outcome, what are your next steps?

He stated that while doing this activity, there were a few things to keep in mind:

- Small groups at café tables.
- Set up progressive rounds of conversation
- Encourage members to draw, doodle, and write ideas.
- Use Table Hosts to welcome guests, briefly share main ideas, link and connect main ideas from prior conversations.

He then went over steps to include before getting started:

Getting Parents on Board

- Consider beginning with a short session
- Find champions to help publicize
- Use all avenues to spread the word

Invitations

- Personal invitations are more effective
- Have parents bring a friend
- Determine best time for parents

Emphasize the Benefits

- Help parents create networks
- Provide a space for parents to share
- Build knowledge and social capital

Nate informed the group that the Café Host was the most important person, with their responsibilities including:

- Work with planning team to determine purpose
- Name your Café
- Create a comfortable café environment
- Welcome the participants
- Explain the Café guidelines and Café etiquette

The Café Host is also responsible for making the space hospitable, explaining the purpose of the cafe, and facilitating the meeting. Additionally, each table has a host who should have a good grasp on the purpose and procedures of the Parent Café model. He stressed that table hosts should be friendly and good listeners. Their responsibilities include:

- Remind people at table to jot down key connections, ideas and discoveries
- Remain at the table when others leave and welcome travelers from other tables
- Briefly share key insights from the prior conversation so others can link and build on key ideas

Nate then introduced PIC Café and explained the rules. Each table was color-coded and participants had three different colors on their folders. He instructed that the table hosts will remain at their table while the other members are to stand up and move to a different table each round based on the color on their folders. During each round, he encouraged guests to record their thoughts and conversations on sticky notes and poster paper. At the end of the third round, guests return to their original table to collect their ideas and identify common themes based on the conversations that they had. Each table records their answers to the final questions.

The group actively engaged in the Parent Café with high remarks for this activity. Nate expressed his hopes that this exercise gave them an idea of how the café model works and that the PICs will actively employ it to continue to gain parent feedback. Nate then transitioned in the next portion of the meeting.

VII. Are We Too Schoolcentric? Dissecting the Parental Involvement Language

Nate began by stating that in the law we know that compacts and the like should be written in language that parents can understand which is often referred to as family-friendly. To take it to the next level, it is helpful to really analyze the power of the words we use - whether verbal or written. He shared that in college he was instructed on the importance of framing questions. His professors advised not to start a question with ‘why’ because that tends to automatically make people feel defensive; it is a better option to

start a question with ‘how’. He mentioned that in customer service you do not want to start your reply with the word no; rather offer suggestions of possible alternatives. He then shared a video called the power of words that further illustrated this message.

Nate shared with the group that Georgia is seen as leading the charge for family engagement. Recently having the opportunity to attend the National Title I Conference, Nate informed the group that Georgia was chosen to participate in a family engagement panel discussion. He applauded the PICs on their efforts and told them that these accomplishments are really a testament to PICs in the district and school levels. Although educators have been making progress with family engagement, he pointed it out that it was not always like that, and shifted gears to take a look back at its evolution.

The Seed

Parent engagement was once just a small seed, which recognized that the parent is involved in the child’s life.

The Seedling

It began to grow and soon research found that when parents are involved students’ test scores and attendance improve. Once discovering this information, educators still did not know how to turn that data into practice.

The Sprout

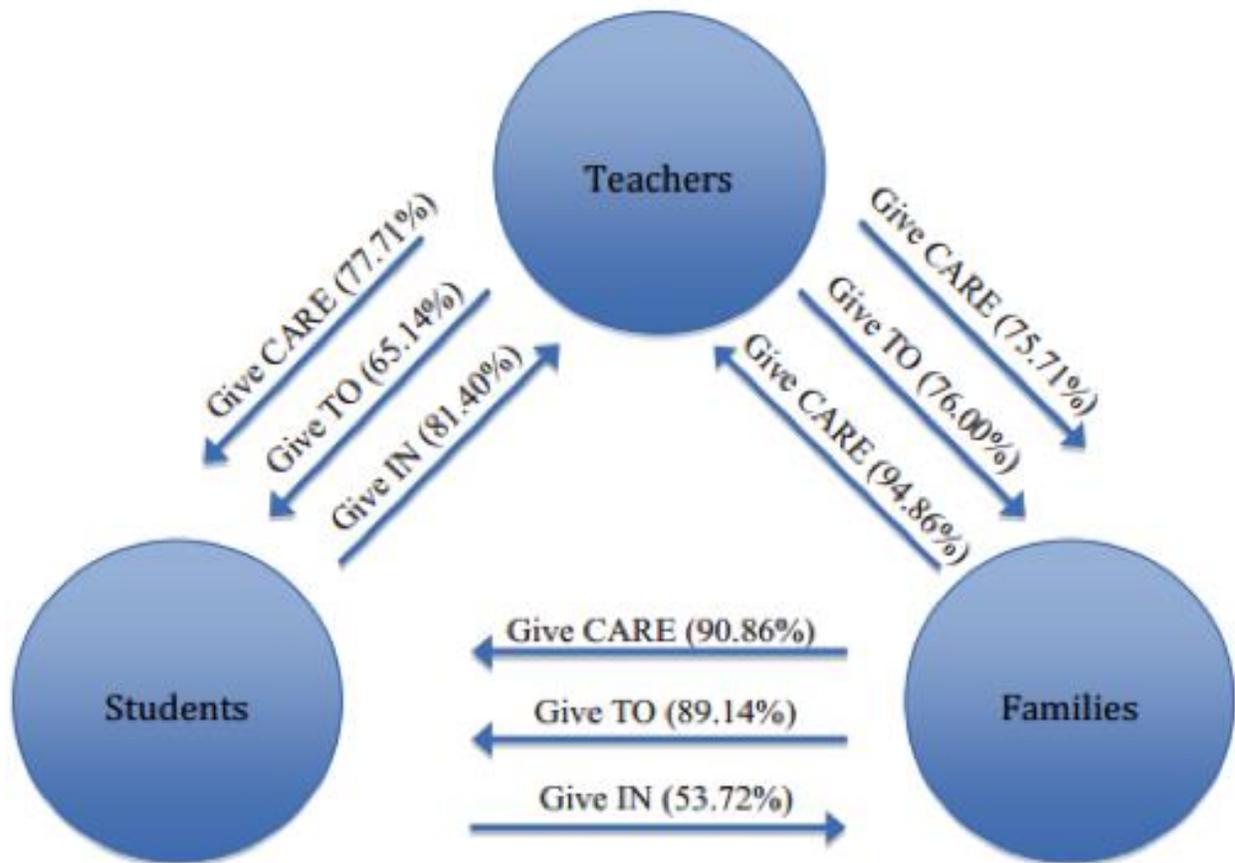
Eventually models were developed, but educators really weren’t doing it together and systemically.

The Bloom

Where educators are now - family school partnerships. Emphasizing the bidirectional relationship between families and schools to enhance student outcomes.

He stated that while family engagement has grown, parent engagement professionals are still using the same language that was used years ago before we started emphasizing the importance of partnerships. He then defines family-school partnerships as approaches that are focused on the child where families and educators cooperate, coordinate, and collaborate to enhance opportunities and successes for children and adolescents.

A recent study on parent school compacts was conducted to look at the roles that parents, students, and schools play. This study examined actual school-parent compacts to better understand how the language in these documents contributes to the framing of family, school, and community partnerships as well as potential implications for the support of authentic family engagement activities. They coded the contacts and determined the compacts reflected the following roles for parents, teachers, and students. Illustrated by the following graphic:



This image indicates that the relationships between actors in the compacts are primarily transactional in nature, and there is little discussion of partnership work. It also shows that students are primarily cast as objects in school–family compacts with little agency in their own education. The study found that most compacts are focused on the school. Instead of all partnerships being equal this model indicated that the school was on a higher level than the parents. He stated that consequences of this model include:

- Teachers see families as obstacles that must be overcome instead of partners with the capacity to help improve the quality of education for all students
- The inherent funds of knowledge that each family can offer to create authentic partnerships remain untapped resources in most schools

To address this problem, he urged the PICs to come back full circle to the seed - families.

One aspect of the family school partnerships are the four C's: capabilities, connections, cognition, and confidence. He then explains the four c's as:

Capabilities: Human Capital, Skills and Knowledge – staff need to be knowledgeable about the assets and funds of knowledge available in the communities where they work. They need skills in the realms of

cultural competency and building trusting relationships. Families need access to knowledge about student learning and the workings of the school system. They need skills in advocacy and educational support.

Connections: Important Relationships and Networks — Social Capital - Staff and families need access to social capital through strong, cross-cultural networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services.

Cognition: a person’s assumptions, beliefs, and worldview - Staff need to be committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children’s education, and must construct their roles in their children’s learning to include the multiple roles described in the Framework.

Confidence: Individual Level of Self–Efficacy - Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference. Let's discuss how this can effect our day to day lives.

Nate then directs the group to the Group Activity Parent Engagement Teaching Case handout located in their folders. He states it is a story from the Harvard Family Research Project told through the perspective of a parent, teacher, student and administrator. He instructs the PICs to read this story and share perspectives. The parent engagement professionals worked in groups, before Nate brought them back together and stated that this story illustrates how communication affects partnerships. As they go back to their schools, he urged them to consider utilizing this case study to think about ways to spark conversation with staff and administrators. He also reminded them to constantly consider whether they are the building partnerships they want to achieve with parents.

VIII. Closing

Participants were asked to complete their evaluations and Conference Organizing Committee forms and submit them in the appropriate box. Participants were also informed that the minutes and material presented would be available within a few weeks electronically on the Parent Engagement Program website, and certificates were handed out. Nathan Schult thanked everyone for attending and certificates were distributed to all in attendance.

IX. Optional Parental Involvement Compliance Review

Participants were invited to bring questions pertaining specifically to parent involvement compliance regulations and/or documentation. One-on-one technical assistance was provided to those with questions or if they wished to have select documents reviewed.