Georgia PIC Network
Region 4 Meeting

Get the *facts*…get *connected*…GET *INVOLVED*!

October 25, 2012
9:30 a.m. – 3:00 p.m.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Announcements

Parent Engagement Month

BY THE GOVERNOR OF THE STATE OF GEORGIA

A PROCLAMATION

PARENT ENGAGEMENT MONTH

WHEREAS: Education is the gateway to a brighter future for our children and our state. Georgia is committed to excellence in education and recognizes the importance of family participation in that pursuit of excellence; and

WHEREAS: Through active, ongoing engagement with their children, parents have the power to ensure their children succeed in achieving education goals. Parent engagement can take place at home and at school; and

WHEREAS: Partnerships are powerful, and by working directly with their children's schools and teachers, parents can build a strong foundation on which their children will thrive; and

WHEREAS: Parent Engagement Month provides an opportunity to raise awareness of the importance of parent engagement in a child's education from Pre-K to 12th grade; now

THEREFORE: I, NATHAN DEAL, Governor of the state of Georgia, do hereby proclaim November 2011, as PARENT ENGAGEMENT MONTH in Georgia, with November 17 as PARENTAL INVOLVEMENT DAY, and encourage parents to remain actively involved in the education of their children.

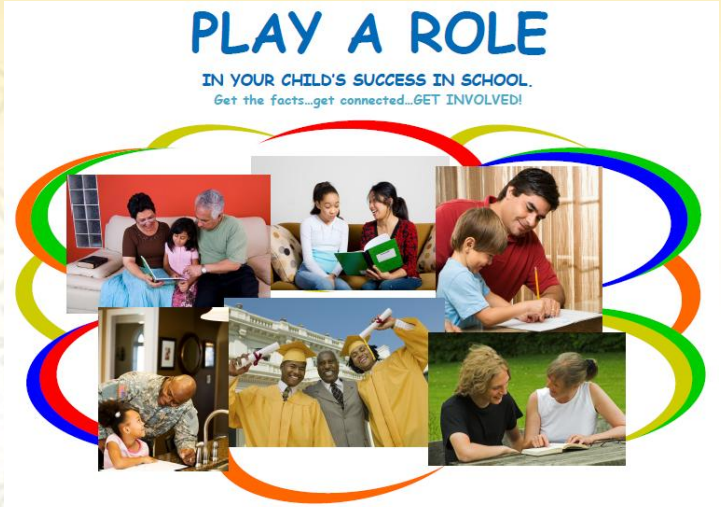
In witness thereof, I have hereunto set my hand and caused the Seal of the Executive Department to be affixed this 19th day of October in the year of our Lord two thousand eleven.

Nathan Deal
GOVERNOR

ATTEST

CHIEF OF STAFF

PROMOTING PARENTS AS LEADERS



The Georgia Parent Leadership Awards

The Georgia Department of Education (GaDOE) and the Georgia Parent Teacher Association (GA PTA) created the award to recognize parents across Georgia who utilize their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to *lead* the way in building positive outcomes for all children.

Announcements

Parent Engagement Awareness

Parent Engagement Month November 2012

Expect

- Governor's Proclamation
- Get Involved! Parent Calendars
- Sharing of "Best Get Involved Moments"
- Best Get Involved Moments Parent's Publication
- State School Superintendent's Letter to Parents and Families
- Parent Leadership Award Nominations

National Parent Involvement Day is November 15, 2012!

Learning from Each Other:
Peach County Schools PIC Presentation

Peach County Schools

Learning Today-Leading Tomorrow!

Welcome

We're glad you joined us!

REGION 4
FALL PIC NETWORK MEETING
OCTOBER 25, 2012

Your Presenters

Peach County Board of Education presenters:

- Dr. Ken Banter, Title I Director
- Sara Mason, District Parent Coordinator
- Shonda Fobbs, Parent Coordinator, HES
- Debbie Whyte, Parent Coordinator, KRES
- Judy Messer, Parent Coordinator, BMS
- Barbara Ezell, Parent Coordinator, FVMS
- Pam Harbage, Counselor, BMS
- Charlotte Shepherd, Counselor, BES
- Laurie Smith, Parent Coordinator, BES
- Nicolanne Smith, FVSU Dual Enrollment Coordinator
- Ouida Freeman, Administrative Assistant

PARENT INVOLVEMENT STRATEGIES IN PEACH COUNTY

District Family Resource Center

- Family Meetings
- Community Engagement Committee
- Academic resource center for students during parent meetings
- Mobile sound system that can be checked out
- System for families that speak languages other than English
- Parent resource check-out

One Year Action Plans

- Minimum of five workshops building parent capacity included on each school's Action Plan
- The Action Plan is reviewed by District Parent Coordinator and Title I Director
- Parent Workshops are coordinated with our Curriculum & Instruction Department and Instructional Facilitators
- Action Plans are then shared with the Board of Education

This is a sample of our Action Plan:

KAY ROAD ELEMENTARY SCHOOL
880 Kay Road
Byron, GA 31008
478-825-8893
www.kres.peachschools.org

Title I Parent Involvement Action Plan 2012-2013

Parent Resource Center:

Parent Coordinator - Debbie Whyte
The Parent Resource Center is located in Room 218, 4th door on the left as you approach the 2nd/3rd grade wing.
dwhyte@peachschools.org
(478) 825-8893, ext. 1136

Title I Meeting:

The Annual Title I Meeting of KRES will be held 5:30 P.M. on Thursday, September 27th in the KRES Cafeteria. It will be attended by Peach County Schools' Title I Director and the Principal, Asst. Principal, Parent Coordinator, Teachers, and Parents of Kay Road Elementary School. The annual meeting will be held to review:

Purpose of Title I
Title I Budget
School Status
CRCT School-Wide Results
School-Wide Title I Plan
Student-Teacher-Parent Compact
Complaint Procedures
Fraud, Waste, & Abuse
Parental Involvement Plan
Parental Involvement Budget

These documents will be available for review in the Parent Resource Center. The input of all stakeholders is valued and welcomed. All feedback will be submitted to the Principal and District Title I Office.

PARENT WORKSHOPS FOR 2012-2013

Date(s)/Time(s)	Title of Workshop	Targeted Audience	Brief Description
August 21, 2012	Parent Night	All interested families	Parents will be given an opportunity to review and give feedback on the District's CLIP (Comprehensive LEA Improvement Plan) and District Parent Involvement Plan

September 20, 2012 10:00 – 11:00 AM	Parent Involvement Plan & Budget Meeting	All interested families.	Parents will be given an opportunity to review and give feedback on the 2012-2013 Parental Involvement Plan and parent involvement monies/budget.
September 27, 2012 5:30 – 6:30 PM	Title I Annual Mtg.	All interested families.	Explanation of Title I policies, plans, and Procedures.
October 12, 2012 10:00 AM – 11PM	Parent Resource Center Orientation & Volunteer Opportunities at KRES	All interested families.	Families will have the opportunity to familiarize themselves with what the Parent Center has to offer and ways they can volunteer.
October 24, 2012 5:00 – 6:00 PM	Math Parent Workshop	All interested families.	Improving math skills of children by helping parents become better prepared to support them in math. .
November 7, 2012 12 Noon – 1 PM	Lunch-Time Learning Workshop on Bullying & Academics	All interested families.	This interactive, bring-a-sack-lunch workshop at noon addresses the nature of bullying, how it affects students' grades, and the rationale for preventing and stopping it.
November 29, 2012 5:00 – 6:00 PM	Math Parent Workshop	All interested families.	Improving math skills with parent involvement at each grade level.
January 25, 2013 10:00 – 11:00 AM (Parent Res. Ctr.) 1:00 – 2:00 PM (Fam. Res. Ctr. – FV)	Building Reading Skills in Science & Social Studies	All interested families	Improving reading skills in science and social studies.
February 7, 2013 5:00 – 6:00 PM	Math Parent Workshop	All interested families	Improving math skills by enlisting the support of family members.
March 14, 2013 5:00 – 6:00 PM (tentative date)	CRCT Parent Preparation Workshop	All interested families	To inform parents of the CRCT and test-taking strategies to review with their children.
April __, 2013 5:00 – 6:00 PM (in conjunction with Kindergarten Round-Up)	Entry Transition (Make & Take for children while parents register.)	Rising kindergarten parents	Our pre-k families will receive literature explaining our kindergarten expectations and routines and a Make & Take activity to prepare them for a successful year.
May __, 2012 5:00 – 6:00 PM	Exit Transition	Parents of rising 6th graders	We will host a meeting for our rising 6th grade students, to include the FVMS guidance counselor, BMS guidance counselor, KRES guidance counselor, parents, and administrative team members

Stakeholders reviewing the CLIP and Parent Involvement Plan

- Advertised (Call-out, emails, flyers in the community)
- Used Survey Monkey to get feedback - $300

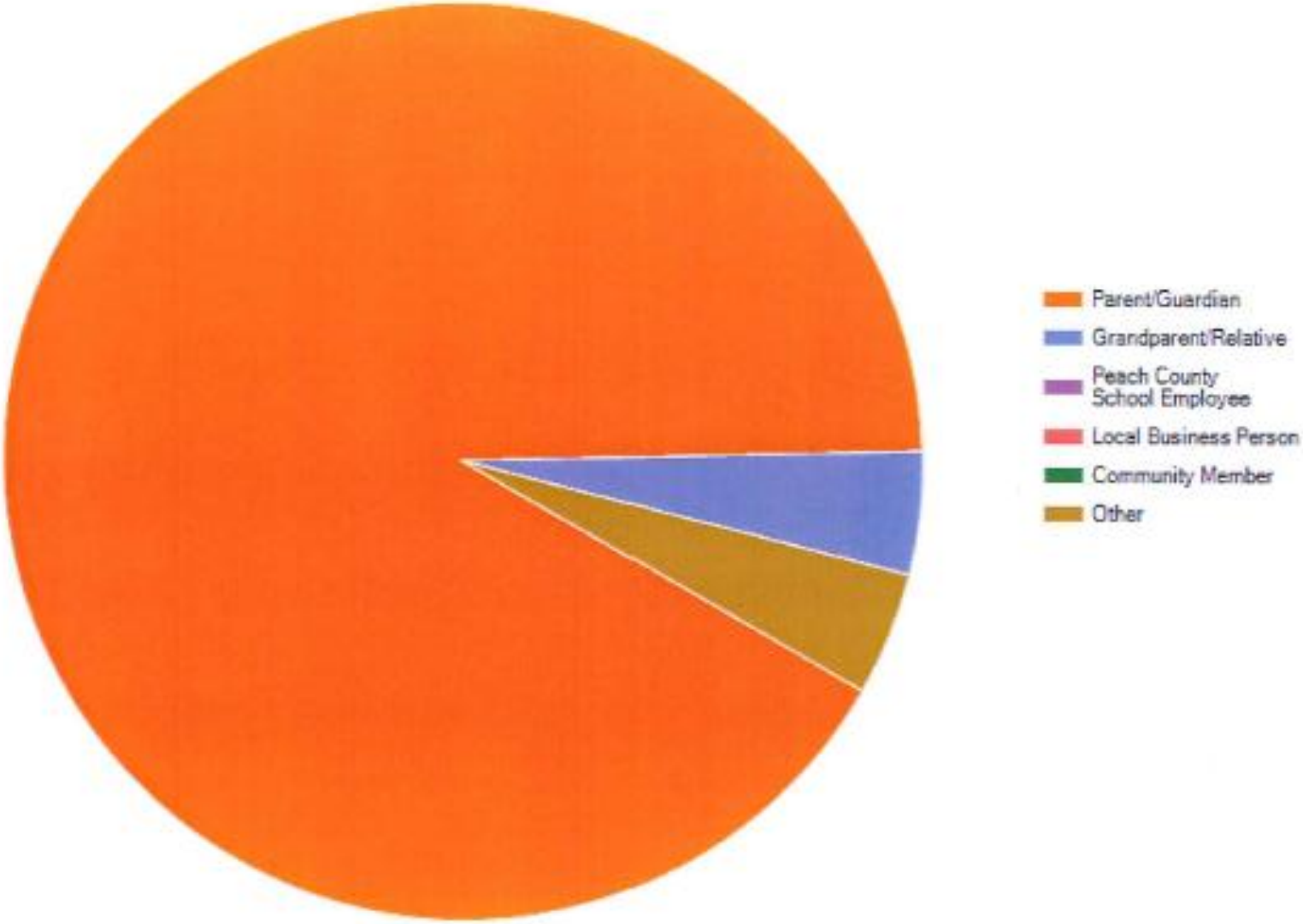
CLIP Survey

SurveyMonkey

Please select the title that best describes your role for the survey. (Please choose only one.)

	Response Percent	Response Count
Parent/Guardian	**91.3%**	**21**
Grandparent/Relative	4.3%	1
Peach County School Employee	0.0%	0
Local Business Person	0.0%	0
Community Member	0.0%	0
Other	4.3%	1
	Other (please specify)	1
	answered question	**23**
	skipped question	**0**

Please select the title that best describes your role for the survey.
(Please choose only one.)



Stakeholders reviewing the CLIP and Parent Involvement Plan

- Advertised (Call-out, emails, flyers in the community)
- Used Survey Monkey to get feedback - $300
- CLIP review meetings held at each school

Parent Night
Review the CLIP and District Parent Involvement Plan
Agenda

Welcome – remind everyone to sign-in

Introductions

Purpose of Parent Night – Review the CLIP and District PI Plan

- What is the CLIP?
- What is the District Parent Involvement Plan?

Instructions on Reviewing and Making Comments

- Comment Sheet
- List Section(s) Reviewed
- Name is Optional
- Please Date Sheet
- Return Comment Sheet and Pen to the front
- Complete CLIP and PI Plan are available in the Media Center for review at any time.

Adjourn – Thank You for your valuable input.

Stakeholders reviewing the CLIP and Parent Involvement Plan

- Advertised (Call-out, emails, flyers in the community)
- Used Survey Monkey to get feedback - $300
- CLIP review meetings held at each school
- Divided CLIP and District Parent Involvement Plans into manageable sections
- Created Stakeholders' Response Form Sample

PEACH COUNTY SCHOOLS

FY13 Comprehensive LEA Improvement Plan (CLIP) Review &
District Parent Involvement Plan Review

I reviewed the following document

___ Comprehensive LEA Improvement Plan (CLIP)

___ District Parent Involvement Plan

I reviewed the following Section(s) _____

I have the following comments or suggestions about the Section(s) I reviewed:

_____

_____

_____

_____

_____

_____

_____

Name (Optional): _____ Date: _____

Volume 2, Issue 1

September/October, 2012

KAY ROAD ELEMENTARY SCHOOL

STRAIGHT FROM THE HAWK'S NEST

(a bi-monthly newsletter from your Parent Coordinator)

Principal - Miss Angela Ezell Asst. Principal – Mr. David Evatt 478-825-8893

Message from Your Coordinator

Dear New and Returning KRES Families,

Welcome to the School Year of 2012-2013!

For those of you who don't know me, my name is Debbie Whyte, and I am the Parent Coordinator for Kay Road Elementary. My desk is in the Parent Center, Room 218, on the 2nd/3rd grade wing. I can be reached at 825-8893 (ext. 1136). You can also email me at dwhyte@peachschools.org. Communications are sent out through memos/flyers placed in your child's book bag as well as through e-mail. If you have access to email and are not yet on my distribution list, please let me know! I also post pertinent information and photographs from current events on the bulletin board in the main lobby.

Volunteers are a valuable asset to our school. There are numerous volunteer opportunities at KRES. Parents help out with the book fairs, picture days, festivals, field days, WINGS celebrations, and field trips. There are also times that we need volunteers for reading to classrooms on special occasions, one-on-one tutoring, sharing your careers, and working on small classroom projects in the Parent Center. If you are available during the morning of Friday, October 12th, please drop by the Parent Center between 10 -11 a.m. to check out our resources and learn about the many volunteer opportunities at KRES. Please let me know what your interests are, and I will add you to our volunteer list!

NOTE: Before any person can volunteer in the school system, a background check is required.

Feel free to stop by with any questions, thoughts, suggestions, or just to say "hi"!

Warmly,
Debbie

Congratulations to our very own KRES parent,
MRS. CHARLENE TOASTER,
of Fort Valley for being selected to serve on the
2013 State Superintendent's Parent Advisory Council.

PARENT INVOLVEMENT AT KRES

There have been many studies conducted that link a direct correlation between a parent's involvement with their child's education and that student's overall success in school. And the good news is, you don't have to give excessively of your time; even a few volunteer opportunities throughout the year that you can get involved in will show your child you care about his education. Kids love to see their parents in school; it gives them a sense of pride when mom and dad take an interest in the place kids spend the majority of their time throughout the week. As a parent, look for opportunities to give of your time; even if you work full-time or are a single parent, there is always a way to get involved.

The number one way you can get involved is to volunteer your time. Whether you come into your child's classroom to help with an activity, sort and shelve books in the media center, or even help plant flowers outside the building,

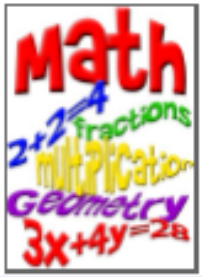
Open House at KRES—August

donating an hour or two of your time can make your child's school a better place. Some parents are able to make this a weekly or monthly activity, others can manage once or twice a school year. But either way, your child will be proud you're there, and teachers and other staff will appreciate the help and remember you, making the overall school experience a better one for your child.

We have a fantastic Parent/Teacher Organization for parents to get involved with. This group is invaluable at keeping many of the extras going each year. Our PTO provides much-needed support to teachers, helping them get funds and supplies for their classrooms. If you want to help KRES run more smoothly, then this is the perfect way to get involved. The meetings are held four times a year and in the evenings, making it easier for working parents to attend.

If you're not able to help out in one of the ways listed above for whatever reason, the best thing to do is attend some after school or evening events with your child. We host a variety of events throughout the year, from Curriculum Night to Field Day, that are perfect for families to attend together. Use these as an opportunity to get to know your child's friends, friends' parents, and his teachers on a deeper level. Cultivating relationships with others integral to your child's day shows that you really care about your child and his education, which can be invaluable to him.

"LEARNING TODAY, LEADING TOMORROW"



MATH PARENT WORKSHOP

Wednesday October 24th

5:00—6:00 p.m.

KRES PARENT CENTER ORIENTATION

October 12th

10-11 a.m.

Parents, please drop by our Parent Center and check out our different resources, enjoy a doughnut, and learn about various volunteer opportunities at KRES.

NEWS FROM THE GREEN TEAM

KRES is collecting non-alcoholic beverage bottles and soda cans.

During the 2011-2012 school year we collected over 15,000 bottles and cans. We want to double that for the 2012-2013 school year to help us win a large cash prize for our school. Each grade level will be competing to see who collects the most beverage bottles and cans each nine weeks. The winning grade level will receive a reward for the students in that grade level. See the image below to see what we are collecting. The plastic bottles must be #1 plastics. We are **not** collecting liquid detergent, milk jugs, or glass bottles.

#1 Plastics: PET or PETE found in soft drink & water bottles; mouthwash bottles; peanut butter containers; salad dressing and vegetable oil containers.

Non-alcoholic aluminum cans from **soft drinks and energy drinks.** NO BEER CANS. NO vegetable or soup cans. O.K. to crush the cans!

Cans & bottles can be dropped off on Monday mornings in the student drop -off area.

The KRES Green Team is currently collecting used pairs of shoes.

KRES recycles items with Terracycle. We are currently collecting pairs of shoes. Bring in your used shoes now until October 12th. We are collecting the following pairs of women's, men's and children's shoes which may include athletic sneakers, cleats, flats, high heels, dress shoes, boots, and fashion or casual sneakers.

KRES STUDENTS & GRANDPARENTS

Thanks to all of the grandparents who came out for lunch during Grandparent's Week. We loved seeing you!

UPCOMING EVENTS

Oct. 12	Your Parent Center/Ways to Volunteer - 10-11 a.m.
Oct. 16	Picture Re-takes
Oct. 18	Flu Vaccinations
Oct. 19	Sunshine Breakfast (Student of the Month) 8 a.m.
Oct. 22-26	Red Ribbon Week
Oct. 24	Math Workshop for Parents 5:00-6:00 p.m. at KRES
Oct. 26-Nov.2	Book Fair
Nov. 7	Lunch-time Learning Workshop on Bullying & Academics - (Bring a sack lunch and join us at Noon.)
Nov. 9	Veteran's Day at KRES - (veterans speak during PE classes)

THANK YOU PARENTS

for attending our Annual Title I Meeting and Curriculum Night held on September 27th. We appreciate your input and ideas for this new school year.

KRES Book Fair

Oct. 26 –November 2

Meeting the Parents Where They Are

- Tabor Heights Health and Education Meeting

CONNECTING WITH GRANDPARENTS AS PARENTS…FILLING THE GAP

Here's what we're going to cover:

I. History of GAP
II. Need for GAP/ 2010 Statistics/Top 10 Reasons Why
III. Our Mission & Goals
IV. How we got started
V. Community Partnerships
VI. Identification of GAP Grandparents/Students
VII. Organization of Meetings
VIII. Types of Programs for Grandparents and Students
IX. Let us take a moment to share pictures & quotes
X. Pitfalls/Problems to Avoid
XI. Next Steps/Future with GAP

History of GAP

GAP was founded in 1987 by Sylvie de Toledo, a clinical social worker, whose own family was impacted by the death of her sister. Her sister's death left an 8-year-old who immediately went to live with his grandparents. De Toledo recognized the need for support services targeting grandparents and other relatives who began to parent relative children because the parents were unable to do so.

History of GAP

Group therapy meetings where relatives could discuss their issues and concerns in a non-judgmental and caring environment with others in the same situation as themselves became the backbone of Grandparents as Parents programs today. These groups, however, are only a small part of GAP's programs today.

Need for GAP

- According to US 2010 Census, 301,254 children under the age of 18 live in homes where the householders are grandparents or other relatives.
  - 9% of the children in GA live with grandparents who are the householders
  - 3.1% of children in GA live with other relatives who are the householders

Need for GAP

102,126 grandparents are the householders and are responsible for their grandchildren living with them.

Of these:

- **47% of the grandparents are White and non-Hispanic, 46% are Black/African American, 1% are Asian, 4% are Hispanic/Latino.**
- **41% have no parents of the children present in the home.**
- **69% are under age 60.**
- **25% live in poverty.**

Need for GAP

The 2010 Census Report stated that 329 households in Peach County reported that they have grandparents living with their grandchildren. 164 of these grandparent households reported that they are the primary caregiver of those grandchildren.

Top 10 Reasons Why

- Death of the parents
- Incarceration of the parents
- Substance abuse by the parents
- Neglect
- Family violence
- Unemployment of the parents
- Inability to pay for the care of the child
- Teen pregnancy
- Terminal Illness/Mental Illness
- Parent Deployed for Military Service

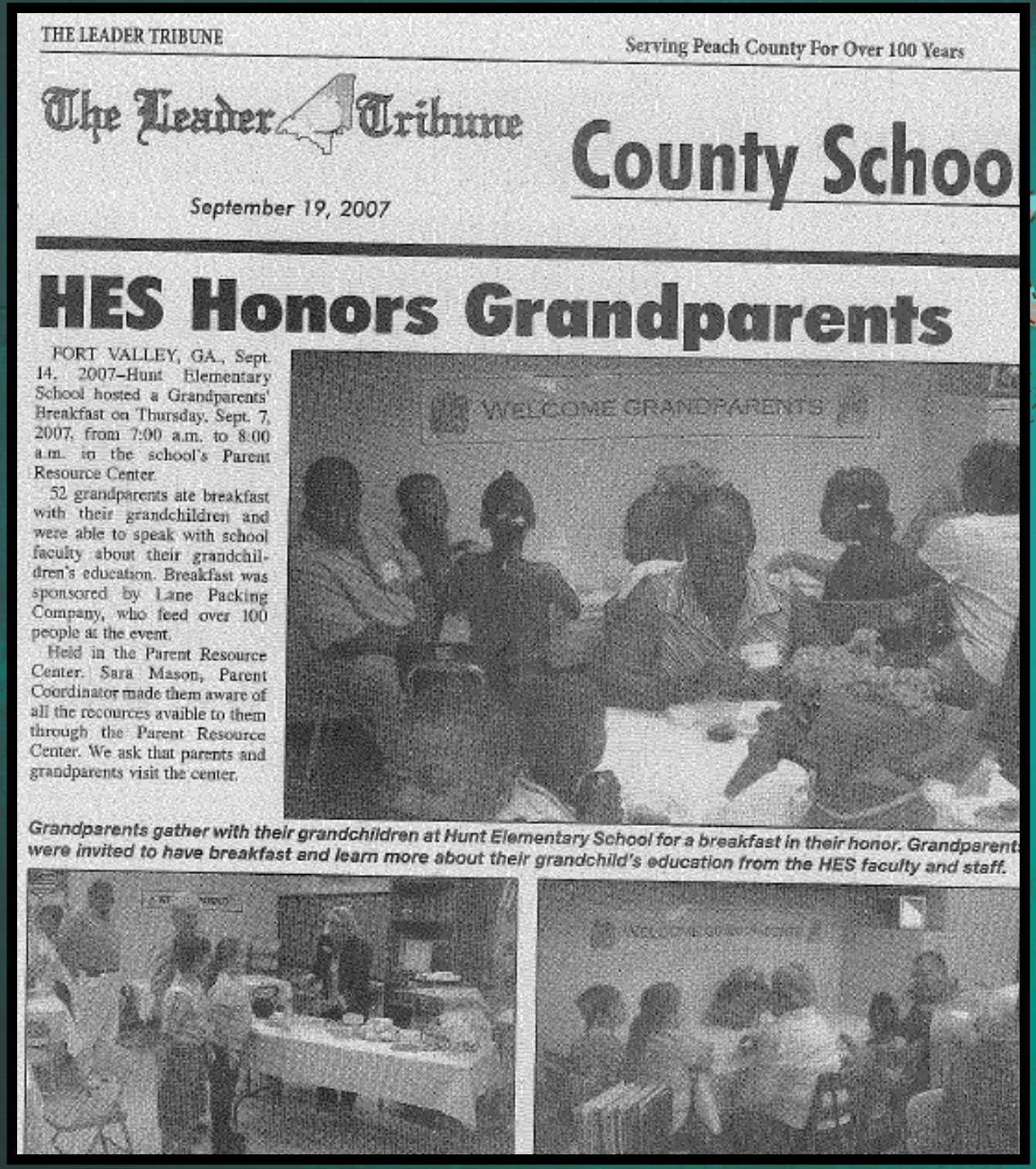
**Every family has their own story, but in Peach County, we have found these are the top 10 reasons why our grandparents are GAPs.

Peach County's Mission / Goal

- Our <u>mission</u> is to identify all of the grandparents in Peach County that are the sole caregiver for their grandchildren.
- Our <u>goal</u> is to support the grandparents in any way we can by connecting them to resources and people to help meet their needs.

How we got started

- <u>SEEING A NEED</u>: After holding a grandparents' breakfast at one of our elementary schools in September 2007, Parent Coordinator Sara Mason, realized the vast number of those grandparents who were actually raising their grandchildren.



THE LEADER TRIBUNE

Serving Peach County For Over 100 Years

The Leader Tribune

County Schoo

September 19, 2007

HES Honors Grandparents

FORT VALLEY, GA., Sept. 14, 2007–Hunt Elementary School hosted a Grandparents' Breakfast on Thursday, Sept. 7, 2007, from 7:00 a.m. to 8:00 a.m. in the school's Parent Resource Center.

52 grandparents ate breakfast with their grandchildren and were able to speak with school faculty about their grandchildren's education. Breakfast was sponsored by Lane Packing Company, who feed over 100 people at the event.

Held in the Parent Resource Center. Sara Mason, Parent Coordinator made them aware of all the recources avaible to them through the Parent Resource Center. We ask that parents and grandparents visit the center.

Grandparents gather with their grandchildren at Hunt Elementary School for a breakfast in their honor. Grandparents were invited to have breakfast and learn more about their grandchild's education from the HES faculty and staff.

This Grandparents' Breakfast in September 2007 brought forth the realization that Peach County schools had a great need for a GAP program. Most of the grandparents who came for this breakfast were the sole caregivers for their grandchildren.

How we got started

- <u>CREATED PARTNERSHIPS</u>: Sara Mason teamed up with a local United Methodist Church children's minister and a representative from The Middle Georgia Area on Aging to help create a small group setting for these grandparents to meet monthly to discuss any needs they may have as "parents". The first meeting was held in February 2008.

- <u>BUDGET</u>: Community Partnerships & Volunteers have allowed for this program to continue with <u>NO BUDGET</u>.

Community Partnerships

-
  Fort Valley United Methodist Church
- Lane Packing Company

- The Middle GA Area Agency on Aging
- Peach County Schools
- Community Donation of Workbooks for Parent Program

Identification of GAP Parents & Students

Our schools' Parent Coordinators are responsible for gathering the initial information to identify our GAP students. Our schools' teachers and clerical staff are also very helpful with gathering this information.

Identification of GAP Parents & Students

The eligibility for the GAP program is dependent on whether or not the grandparent is the main caregiver for the child. The Parent Coordinator contacts the grandparent to let them know about our program and ensure eligibility. The grandparent then completes a Registration Form.

This is an example of our GAP Registration Form.

G.A.P. - R.A.P. Program

GRANDPARENTS AS PARENTS
GAP

Registration Form

Student's Last Name:_____

Student's First Name:_____ DOB: _____/_____/_____

Parent Coordinator: _____ School: _____

Homeroom Teacher:_____ Grade:_____

Names & Ages of Siblings Living in the House:

1._____

2._____

3._____

4._____

5._____

Guardians

(1) Last Name:_____ First Name:_____

Relationship to Child:_____

Address:_____

City:_____ Zip Code:_____

Home Phone:_____ Work Phone:_____

Employer:_____

(2) Last Name:_____ First Name:_____

Relationship to Child:_____

Address:_____

City:_____ Zip Code:_____

Home Phone:_____ Work Phone:_____

Employer:_____

I attest to the fact that the information provided above is true and accurate.

_____ *Signature*

Grandparents of ALL Types

- Traditional Grandmother/Grandfather
- Maternal & Paternal Grandmothers raising grandchildren together
- Great-Grandparents raising both grandchildren and great-grandchildren
- Single Grandmothers

Organization of Meetings

- Monthly Meetings are held at 5:45 pm on the 3rd Thursday.
- Dinner is served from 5:45 – 6:20 pm.
- Programs are from 6:30 – 7:00 pm.
- Flyers are sent out to each GAP parent reminding them of the meetings.
- Agendas are given to each GAP parent.

This is a sample reminder flyer that each GAP Parent receives prior to each GAP meeting.

GAP

(Grandparents AS Parents)

Support Group Meeting

Thursday, December 15, 2011

Dinner: 5:45 – 6:30 p.m.

Compliments of Lane Southern Orchard

Program 6:30 - 7:00 p.m.

Adults: Parenting Challenge video series by Randy Carlson

Children: Christmas Music by Anna Keys & Sean Sammons

(Must have an approved application on file to attend.)

Fort Valley United Methodist Church
301 West Church Street
Fort Valley, Georgia

Mission

To provide services and programs that meet the urgent and on-going needs of grandparents and other relatives.

Contact: Debbie Whyte
Parent Coordinator
Kay Road Elementary School - Room 218
dwhyte@peachschools.org
478-825-8893 Ext. 1136

Ms. Sara Mason-Community Liaison, Peach County Public Schools

Grandparents as Parents

January 19, 2012

Agenda

Welcome .....Sara Mason
District Parent/Community Liaison

Introduction of Guest.....Debbie Whyte
Parent Coordinator/KRES

Prayer:.....Barbara Ezell
Parent Coordinator/FVMS

Dinner-5:45-6:15.....Lane Southern Orchards

Programs: 6:30 pm

Grandparents:..... Parenting Session-in Chapel

Children:.....RIF-(Reading is Fundamental)-Marlene Humphry

Dr. Ken Banter: Director of Federal Programs

Charlotte Shepherd and Pam Harbage-School Counselor-BES and BMS

Sara Mason: District Parent/Community Liaison

School Parent Coordinators:

Shirley Washington-PCHS

Barbara Ezell-FVMS

Shonda Fobbs-HES

Debbie Whyte-KRES

Judy Messer-BES and BMS

Next GAP Meeting-March 15, 2012-Dinner at 5:45 and Programs at 6:30 pm

This is a sample agenda that each GAP Parent receives at each GAP meeting.

Parent Programs

- Intro to GAP – Mission & Goals
- Nutrition/Health Workshops
- Grandparent Rights
- Children's Health Workshop
- Fire Safety
- L.E.A.P. (GED Program)
- Domestic Violence & Its Affects
- Finance Workshop
- ABCs of Discipline
- CRCT Test Taking Skills
- Feed Center Ministry Speaker (raised by grandparents)
- Peach County Superintendent
- Director of Student Services (raising her grandchild)
- School Counselors (raised by grandparents)
- DFCS Programs & Funds
- Listening to your Child
- Helping your Child with Organizational Skills
- "You are the Adult" Workshop
- Resolving Conflicts
- Building Good Character

Student Programs

- Fire Safety (Fire Dept. Clowns)
- Police Dept. Safety Tips
- Science Night (Macon State College Science Club)
- Leadership & Team-Building Workshop with PCHS Future Problem Solvers
- Music Night with FV United Methodist Church minister
- Read-Along Nights
- RIF (Reading Is Fundamental)
- Manners & Respect
- Christmas Carols & Dancing Night with Mr. Sean & Ms. Anna from BOE
- Children's Ministry Programs with Children's Minister at FV United Methodist Church
- Seasonal Activities (Valentine's, Easter, Christmas, Fall Harvest, Thanksgiving, Back to School)

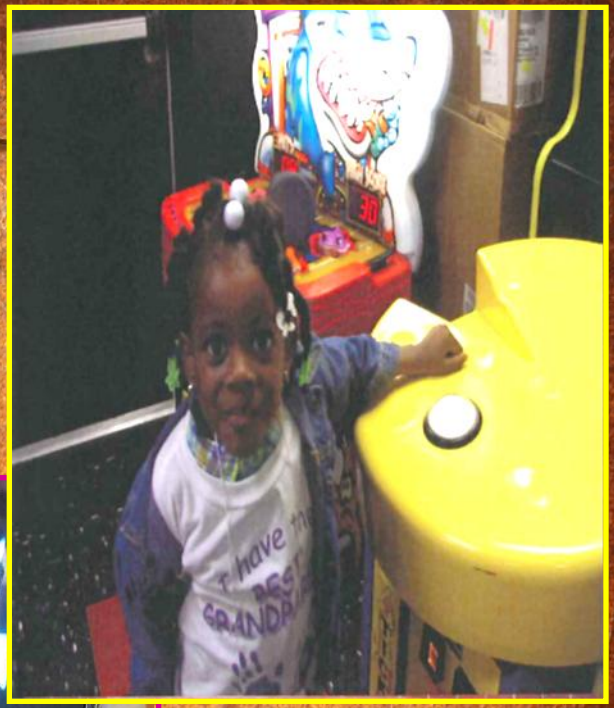
Let us take a moment to share

"GAP is the only time each month that we all can go out to eat as a family."

-Ms. Thomas, grandmother of a 2nd and a 6th grader

GAP/RAP's Day at the Aviation Museum

Fort Valley, GA, April 9, 2009-- Thirty-three 33 grandparents and grandchildren visited the Museum of Aviation in Warner Robins, Georgia on Thursday, April 9, 2009 during spring break. As part of the Grandparents as Parents/Relatives as Parents organization of Fort Valley, the group enjoyed a guided tour of the museum and lunch at Stevi B's. GAP/RAP assists grandparents raising their grandchildren by connecting them to resources and information that will help them in their everyday lives. The 50-member program hosts a monthly workshop and support group at Fort Valley United Methodist Church the last Thursday of every month. Pictured are Victor Gore, Jackson Gore and Lawson Harrison in the museum. Their grandmother is Juanita Bryant



Stevie B's Pizza

Trip to Atlanta Hawks Game

"GAP has been a lifeline for us and our grandchildren. The children used to think that they were the only kids being raised by grandparents. Attending the meetings opened their eyes to the fact that this is more common now that ever before and they are not alone. The more support and resources offered by GAP help us focus on the positives in raising our grandchildren. When you talk to other grandparents and share the challenges and difficulties that arise, it is comforting to know this group is part of a "community family" helping each other."

-Mrs. Holcomb, grandmother of a 3rd and a great-grandmother of a 4th grader

"GAP means a whole lot to my family. I really enjoy attending. We hope it continues to grow and will be around for a long time."
–Mrs. Wright, grandmother of 1st, 4th and 7th graders

Grandparents as Parents Group Has Year-End Cookout

Photo by Danny Gilleland

The Grandparents as Parents Group pose for a photograph Thursday while at Lane's Southern Orchard for their last gathering of the school year.

The Grandparents as Parents group gathered at Lanes for their end of the year cook out. The program assists grandparents who are raising their grandchildren.

Sara Mason said they connect these caregivers with resources and information that will help them in their everyday lives.

The group began with two people in February 2008 and now has as many as 50 people attend the monthly workshop and support group. The Peach County group meets the last Thursday of every month at Fort Valley United Methodist Church. . Sara Mason, the Parent coordinator at Hunt Primary and Natalie Brown with the Middle Georgia Agency on Aging have a program with the grandparents Betty Brantley, Children's Coordinator for the Fort Valley Methodist Church has program for the children. The group has dinner then the program. Ricky Vining has been preparing the dinners.

,Collaborative partners in the program are :

Peach County Board of Education/Parent Resource Centers. Sara Mason ids Parent Coordinator.

Fort Valley United Methodist Church. Betty Brantley Children's Director

The Middle Georgia RDC/ Area Agency on Aging-Natalie Brown.

Field Trips & Annual Events

Field Trips

- Museum of Aviation at Warner Robins Air Force Base
- Fort Valley State University Animal Farm
- Lunch at Stevie B's Pizza
- Atlanta Hawk's NBA basketball game in Atlanta, GA
- Picking strawberries at Lane Packing Company

Annual Events

- Spring Annual Picnic at Lane Packing Company
- Grandparent's Day Celebration

Pitfalls & Problems to Avoid

- Make sure to schedule GAP meeting nights along with all other schools' monthly meeting nights to avoid conflicts.
- Ensure that your attendees are all qualified as GAP parents (Registration process)
- Secure enough volunteers to help with the Student Program each month to ensure good supervision while GAP parents are having their Parent Program.
- Make sure your meeting is in a centralized, safe location where all parties will feel safe and secure.
- Introduce procedures for GAP meetings and remind attendees of those regularly to avoid conflicts and confusion. One procedure that is effective to enforce is that dinner is Dine-In ONLY.

Our Next Steps

- We are going to begin “flagging” our GAP students in our Student Information System (SIS). We will then be able to gather data about our GAP students. We will also be able to create our future Parent and Student Programs from any needs that are shown through this monitoring process. We will be able to determine if our GAP students need help in certain subjects, if they have behavior problems or needs, attendance issues, etc. We will also be able to track variances in those areas once we offer the necessary services.

Questions?

Thank you for joining us today!

Contact Us:

- Dr. Ken Banter, Title I Director
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Special Thanks To:

Mr. James Lassetter's
Communication Class
at Peach County High School
for creating the video clip
of Peach County's GAP Program

Break Time

360 – Degrees of Family Engagement:

Wrapping School Home and Community Engagement Around Student Achievement Outcomes

360 degrees of Family Engagement

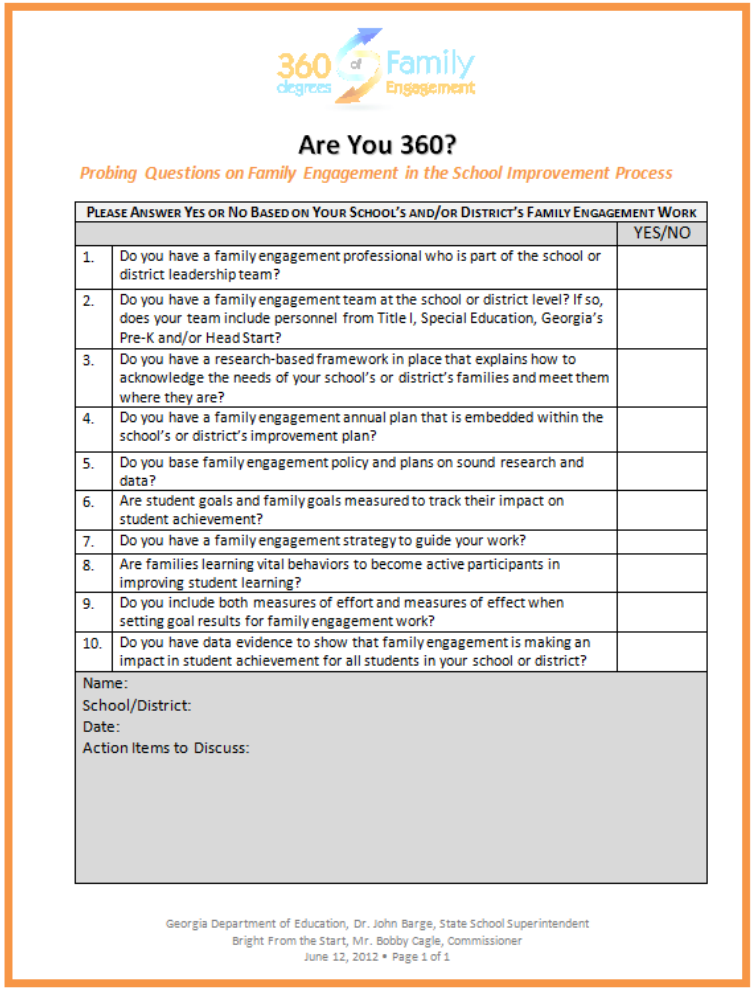
Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Are You 360?

360-Degrees of Family Engagement is a

PROCESS.

You may already be 360 and not even know it!



360 degrees of Family Engagement

Are You 360?

Probing Questions on Family Engagement in the School Improvement Process

Please Answer Yes or No Based on Your School's and/or District's Family Engagement Work		
		YES/NO
1.	Do you have a family engagement professional who is part of the school or district leadership team?	
2.	Do you have a family engagement team at the school or district level? If so, does your team include personnel from Title I, Special Education, Georgia's Pre-K and/or Head Start?	
3.	Do you have a research-based framework in place that explains how to acknowledge the needs of your school's or district's families and meet them where they are?	
4.	Do you have a family engagement annual plan that is embedded within the school's or district's improvement plan?	
5.	Do you base family engagement policy and plans on sound research and data?	
6.	Are student goals and family goals measured to track their impact on student achievement?	
7.	Do you have a family engagement strategy to guide your work?	
8.	Are families learning vital behaviors to become active participants in improving student learning?	
9.	Do you include both measures of effort and measures of effect when setting goal results for family engagement work?	
10.	Do you have data evidence to show that family engagement is making an impact in student achievement for all students in your school or district?	

Name:
School/District:
Date:
Action Items to Discuss:

Georgia Department of Education, Dr. John Barge, State School Superintendent
Bright From the Start, Mr. Bobby Cagle, Commissioner
June 12, 2012 • Page 1 of 1

Today's Agenda

- The What…
- The Who…
- The Why…
- The How…

of 360 – Degrees of Family Engagement!

What is 360 – Degrees of Family Engagement?

A *comprehensive* **Family Engagement Process and Plan** that *embeds* family engagement into school improvement goals by:

- Encouraging collaboration across departments
- Acknowledging various needs of families
- Utilizing research and data
- Breaking down school or district goals into measurable activities that matter

What is 360 – Degrees of Family Engagement?

Meets Georgia ESEA Flexibility Waiver Turnaround Principle Seven Requirement for Priority Schools

Title I Parent Involvement Policy → **360-Degrees of Family Engagement Plan** → **School or District Improvement Plan**

Executive Summary

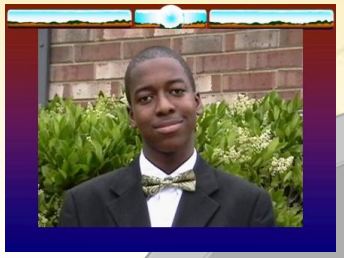
In-Depth and Collaborative Plan of Work

Embedded Family Engagement Activities

360-Degrees of Family Engagement Impact

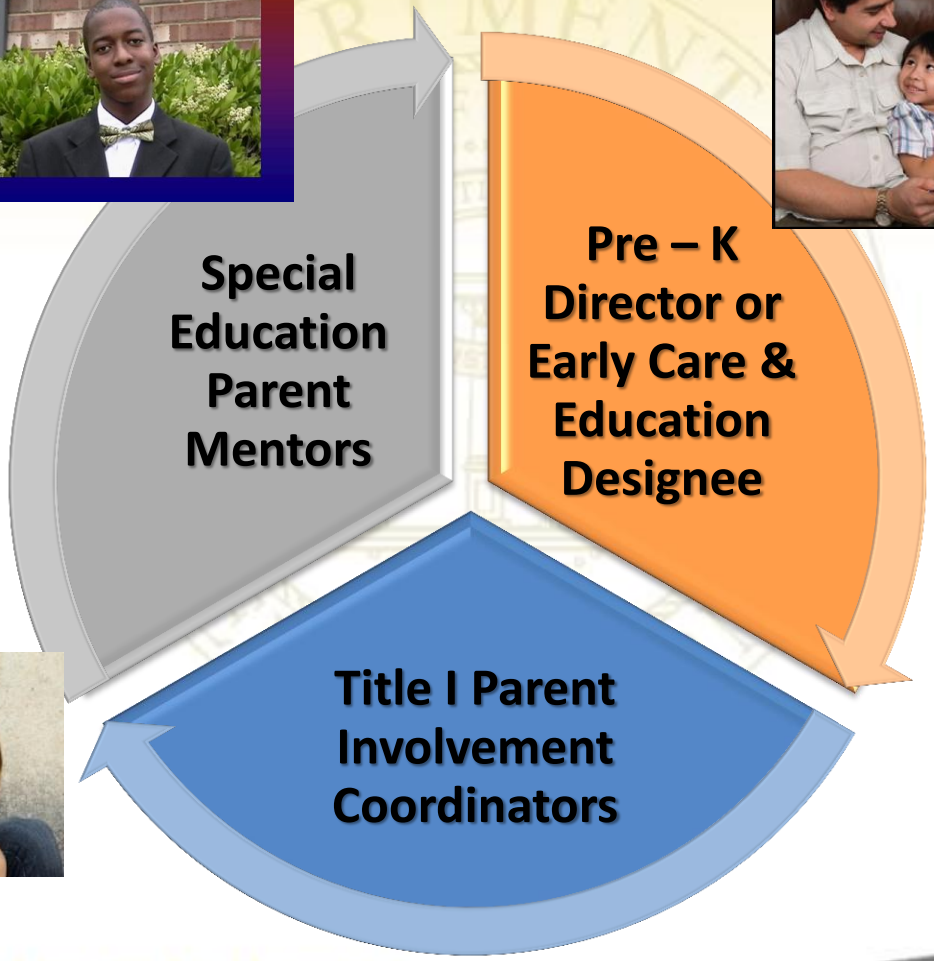
Title 1 About 1,000,000 students
Pre-K 84,000 students
Special Education 180,000 students

Who is Involved in the 360-Degrees of Family Engagement Process?



Parent hired to partner with local school systems in special education family engagement initiatives

Provides School Readiness and Support Services to Families



Liaison between home & school who builds parent capacity to increase student achievement.

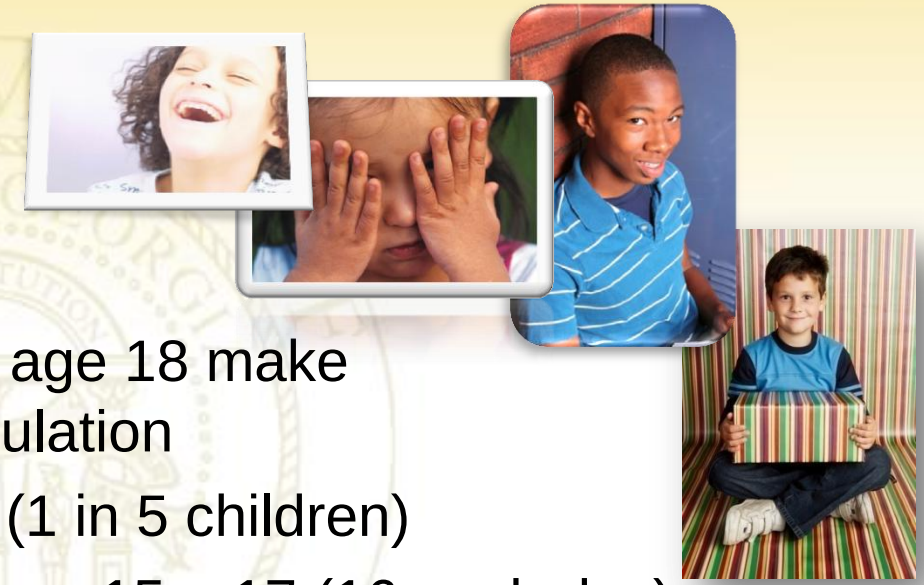
How to Impact in 360-Degrees

You are in a position to lead, observe, and influence in every direction!

Why 360-Degrees of Family Engagement?

Do you drop family and community engagement when no one is looking?

Acknowledging the Needs of Families



One year in Georgia…

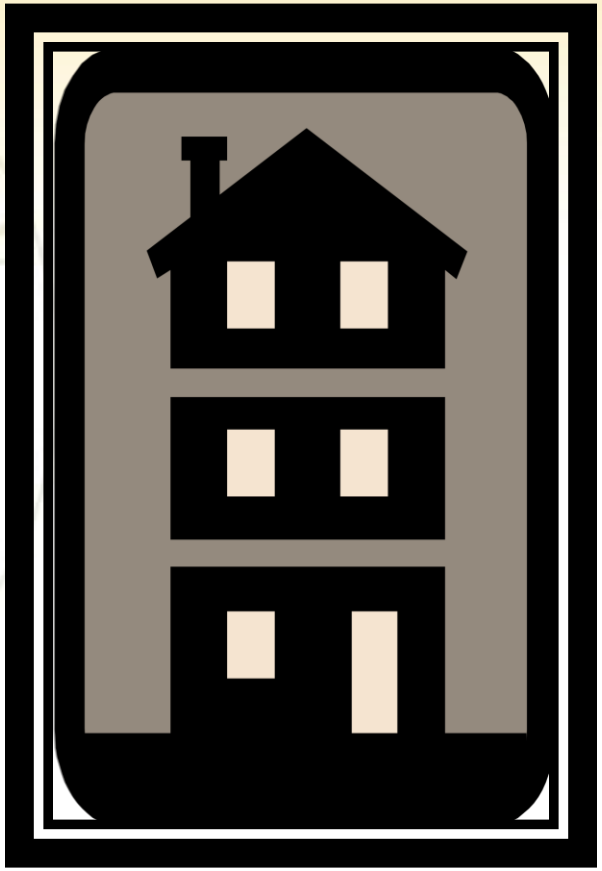
- 2,513,356 children from birth to age 18 make up 26 percent of the state's population
- 494,787 children live in poverty (1 in 5 children)
- 5,756 babies are born to girls ages 15 – 17 (16 each day)
- 60,810 of teens ages 16 - 19 are not in school and not working (11 percent)

Sources for Georgia statistics include child abuse and neglect, teen births, and low birth weight 2007 data from Georgia Department of Human Resources; and U.S. Census Bureau 2007 data for poverty and high school dropouts. For additional data or information visit gafcporg/kidscount.

What Does the Research Say?

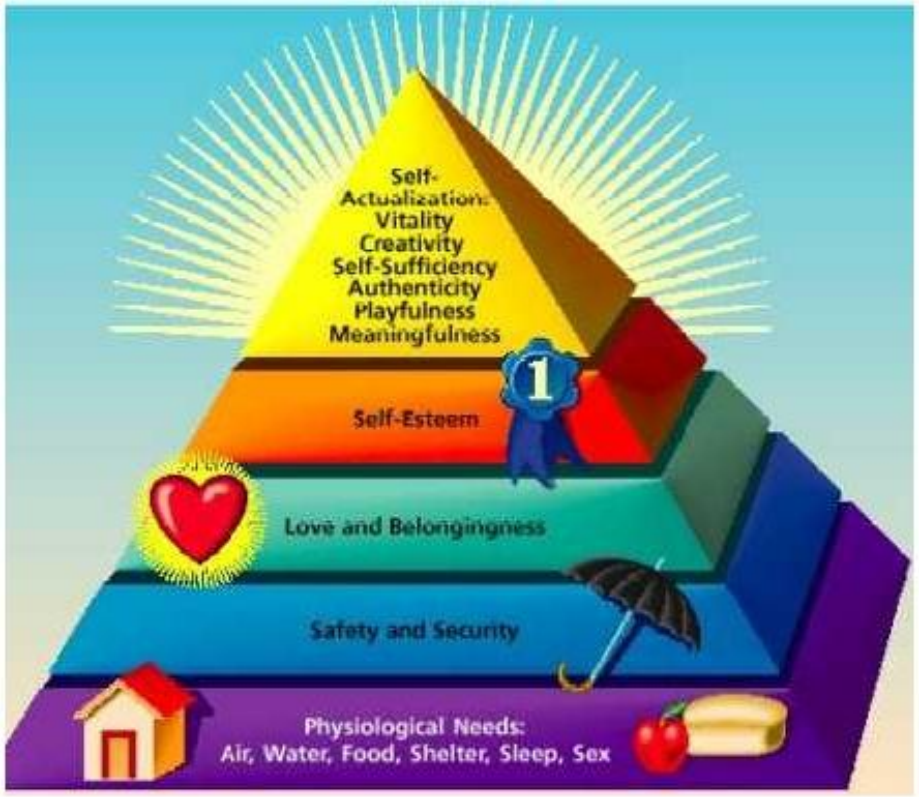
Students do better when a parent is engaged. Outside factors such as economics and ethnicity do not matter if the parent is engaged.

Henderson and Mapp (2002)



Maslow's Hierarchy of Needs

- **Self actualization**
- Esteem Needs
- Belonging Needs
- Safety Needs
- Psychological Needs



Head Start Parent and Family Engagement Outcomes

Guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement.

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

PTA's National Standards for Family-School Partnerships

Family – School Partnerships are what parents, schools, and communities can do together to support student success.

Strengthening Families Protective Factors

Although Strengthening Families was developed in early childhood education programs, partners in a large variety of settings working with many different populations are exploring ways to apply the approach.

360-Degrees of Family Engagement Crosswalk

How to use this **CHART** to engage	Begin with understanding a family's motivation level to create meaningful engagement.		Then focus on what families need to allow meaningful engagement at each level.	Use the Family-School Standards to engage families at each level.	Respond to needs early with school supports for protective factors at each level.	Take one level at a time and match the motivation type, the framework element, the standard, and the protective factor in each column to better engage families in education.
Look at Each LEVEL	**ABRAHAM MASLOW'S** Hierarchy of Needs	*Examples of Psychological needs at each level.*	**HEAD START** Family and Community Engagement Framework	**PTA** National Standards for Family – School Partnerships	**STRENGTHENING FAMILIES** Protective Factors	*Examples of issues that may affect a family's level of engagement.*

A tool to assist educators in understanding ***where families are*** in the school engagement equation.

Crosswalk Scenario Exercise

Ready! Set! Go!

Let's review the *key components* used by <u>family engagement professionals</u> to develop a 360 Plan to impact student achievement.

What Are the Key Components of a 360-Degrees Plan?

Each Step Connects

Goal

↓

Strategy

↓

Initiative

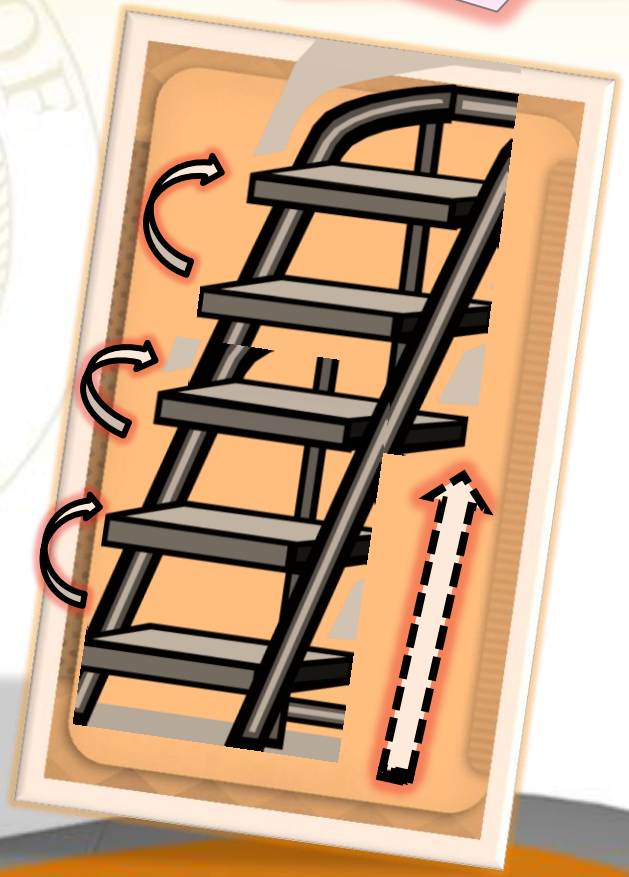
↓

Action Steps

↓

Outcome

ACHIEVEMENT



Measurable Goal

The measurable goal from your school or district improvement plan should be used as the goal for your 360-Degrees of Family Engagement Plan.

Measureable Goal	Increase the number of middle school students meeting or exceeding performance standards on the CRCT in mathematics from 84.5% at the end of 2012 to 86% at the end of 2013.

Strategy

A broad internal plan of action that will aid in achieving the measureable goal

Strategy	Activate the **National Standards for Family-School Partnerships** by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

Initiatives

A program, project, or process that assists in implementing a particular strategy

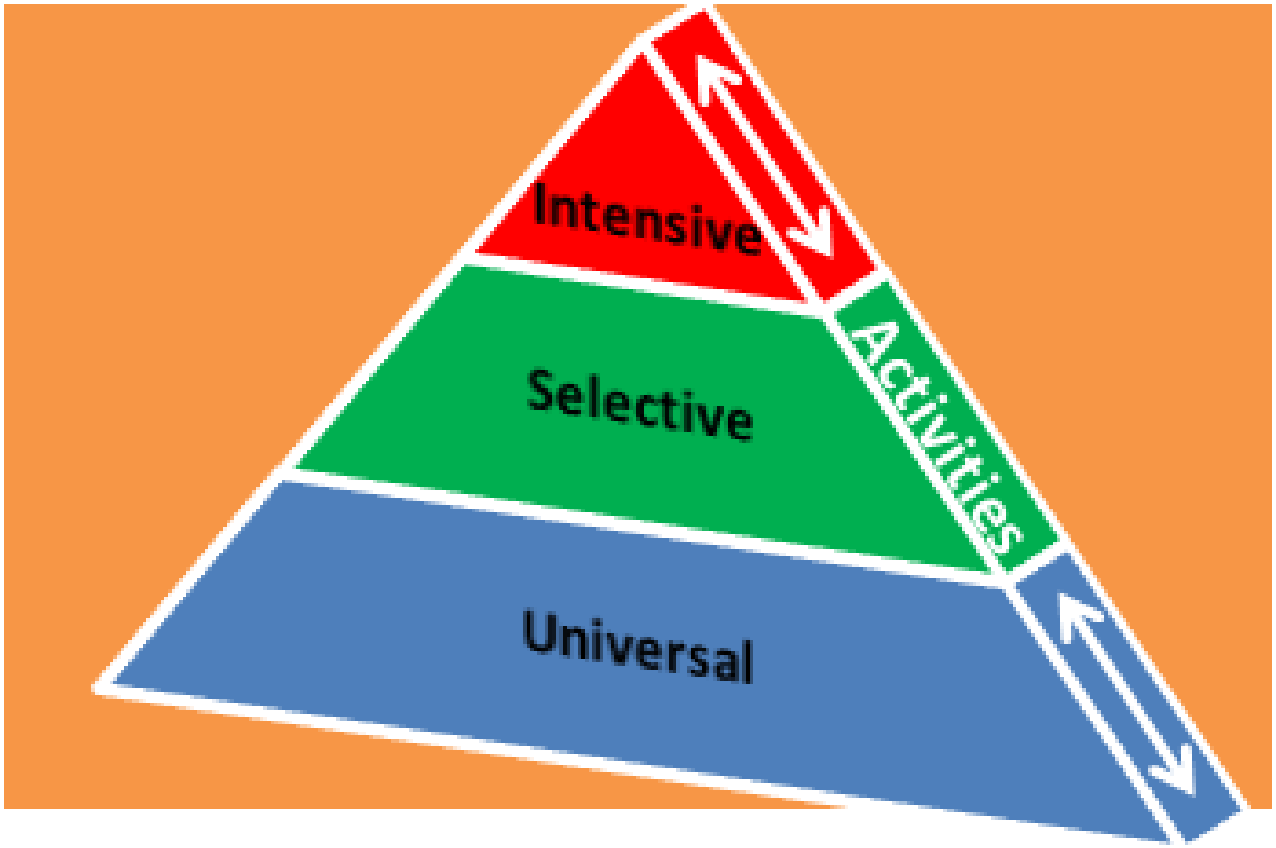
Initiative	Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and social supports through increased opportunities for practice and remediation, as well as two way communication opportunities.

Action Steps

Your action steps will move the 360 Team along to carry out a designated initiative through **ACTIVITES**.

Activity: *The importance of math in today's world becomes the focus of every activity and promotion in the school from gym class to after school events.* **Steps in Universal Activity** a. Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem. b. Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try. c. Math is promoted in signage throughout school and community. d. Speakers are invited to Skype into the school for five minute lessons on how they use math in business.	2 and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)	Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders	A. School calendar of events, technology, monthly parent newsletters, expert knowledge to develop math problems B. Math signage, Math in business speakers, businesses to promote math on signage and kiosks.	9/12 to 5/13 Ongoing Ongoing Ongoing Ongoing	Parents will learn new ways to use math with their student thru the activity.	80% of families in the school will report, through survey results, that they completed the math problem in the newsletter with their children each time a newsletter was sent home. 80% of families will report that they learned something new about math over the school year and how it is applied in today's world. 75% of families will report that they saw the school's math materials in businesses across the community.
e. Local businesses are asked to promote math on signage and kiosks.				Ongoing		25 speakers will Skype into select middle school classes for five minute lessons throughout the school year. 50% of the parents whose c children heard the Skype lesson will share that their children were able to teach the lesson to them. 75% of families will show, through a pre and post survey, that they learned new ways to use math with their children throughout the year. 50 posters regarding math will be placed in businesses, community centers and libraries. 10 churches will put a school math update and math problem in their church bulletins at least three times in the year.

Targeting Students and Their Families



Vital Behaviors
Family Initiative Benchmarks

Vital behaviors are the smallest set of actions that will lead to the results you want.

They are ***must do*** actions versus ***should do*** actions.

- ✓ Behaviors are actions, not results or qualities.
- ✓ If you cannot "do it", it is not a behavior.
- ✓ Just because it is a behavior does not make it vital.

Family Goal Results

- **Qualitative Data** is a *process* rather than an *outcome*. It provides an in depth description of virtually any information that can be captured that is not numerical in nature.
- **Quantitative Data** provides numerical information that is based on statistical methods such as experiments and questions.

Family Goal Results

- **Measures of Effort** refers to what activities were conducted and how they were implemented.
- **Measures of Effect** refer to the impact that resulted from families achieving identified family benchmarks.

Using a combination of ***measures of effort*** and ***measures of effect*** gives reliable information from numerical measurements that are backed up by detailed information around the process.

Outcome

A measure that examines the effectiveness of a specific initiative as it relates to meeting measurable goals

Where Do You Go From Here?

- Read the 360-Degrees of Family Engagement Curriculum at http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx
- Work with the School or District Leadership Team
- Think Outside the Box

Contact Information

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"Making Education Work for All Georgians"

Georgia Department of Early Care and Learning

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Priority School? You can also talk with your GaDOE School Improvement Specialist!

Open for Questions

Working Lunch:
Networking Conversation Table Topics

Review the Education Week teacher article in your folder and discuss your impressions with a colleague.

Is Parent Involvement the Missing Link in School Reform? How would you respond to the teacher's comments?

Annual Evaluation of Title I Parent Involvement Policy and Programs

Section 1118(a)(2)(E)

The LEA must conduct, with the involvement of parents, **an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part**, including identifying barriers to greater participation by parents in activities authorized by this section, and **use the findings of such evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the parent involvement policies described in this section**.

Section 1118(a)(2)(E)

- ✓ The LEA must **document the process for how the LEA will evaluate the parent involvement policy** each year.
- ✓ The LEA must **conduct an annual evaluation** of the content and effectiveness of the parent involvement policy.
- ✓ The LEA must **identify barriers** to greater parent participation.
- ✓ The LEA must identify the barriers to including "hard to reach" parents.
- ✓ The LEA must **use the findings of the evaluation to revise and improve the parent involvement policy**.

Meeting the Evaluation Requirements

- Focus Groups
- Open Discussion Forums
- Surveys
  - Mailing Surveys
  - Telephone Surveys
  - Electronic Surveys

Focus Group

- A focus group **provides the opportunity for several people to get together** in a confidential setting and it allows for structured evaluation that yields useful data
- The dynamics in focus groups often **bring out richer data** than other methods of evaluation
- A focus group should be **small enough to allow everyone to express their viewpoints and large enough to capture a diverse range of perspectives**
- A typical focus group usually **includes seven to twelve people**

http://surveysystem.com/sdesign.htm

Focus Group

- Remember, you must provide **all parents** the opportunity to participate, if you decide to use this method of evaluation
- You may have to **schedule multiple meetings** to accomplish this requirement
- Focus groups **can be administered at the local or district level** to evaluate the effectiveness of parental involvement programs and policy

Focus Group

Advantages

- The ability to **observe and hear parent opinions** firsthand, which eliminates the danger of misinterpretation or assumptions
- Fosters an environment that **encourages parent to interact among themselves** during the focus group sessions
- People are **willing to talk longer face-to-face** than to someone on the phone or when filling out a form
- Schools/Districts can implement a focus group **without the need for excessive costs associated with equipment or preparation**

http://surveysystem.com/sdesign.htm

Focus Group

Disadvantages

- The group could be **dominated by only a few parents**, which would result in only their opinions being heard
- Because focus groups are relatively small, it **limits the number of opinions** that could come from having a wider audience
- It could become **time-consuming** if it's not facilitated properly
- The facilitator would have to **find a centralized location** to have the meetings, send out notices about the focus group and make arrangements for parents without transportation to attend

http://surveysystem.com/sdesign.htm

Sample Focus Group Questions

- Think back to the beginning of the year, **what programs would you like to see modified or added to the parental involvement policy and plan** in the future? Describe what you mean.
- **To what extent** have you found the parent resource center useful? Describe areas of improvement that could be made.

Sample Focus Group Questions

- **Let's talk about** the opportunities you have had to network with other parents throughout the school year. **Name a few instances** when you have been able to take advantage of parent networking.

- **Explain how** those networking experiences have helped you and your children during this school year.

Open Discussion Forums

- Operates similarly to a **town hall meeting**
- **Ground rules** would need to be established at the beginning of the meeting to ensure cooperation and a smooth meeting
- Someone would need to be designated to **take minutes** as a means of capturing all comments
- **The Title I Director, administrator, and principal** would need to be present to help answer questions and provide valuable information to parents

http://www.wisegeek.com/what-is-an-open-forum.htm

Open Discussion Forum

Advantages

- **Allows for a large audience** or group of parents to participate
- Multiple meetings can be held to **accommodate various schedules**
- One of the most cost-effective ways to **gain massive input** and evaluate the school's policy and plan
- Provides the opportunity to **get direct feedback**

Open Discussion Forum

Disadvantages

- It can be **difficult to facilitate and ensure you allot time** for a majority of parents to comment
- It can be hard to **re-gain control** once it's been lost
- The **cost of transportation and childcare** can cause this cost-effective meeting to become expensive if it's held multiple times
- **Establishing a centralized location** to conduct the meeting outside of the school can be difficult because the size of the audience is unknown since it's open to all parents at once

Sample Open Discussion Forum Questions

- What type of **training or programs to improve student academic performance would you be likely to participate in** if they were offered by the school?
- What are some of the **top barriers** that prevent parents from being able to participate in school functions, activities, and planning events?
- Explain what **the school can do to address these barriers**.

Sample Open Discussion Forum Questions

- How **can the school assist you with helping your children in the core content areas** of Mathematics, English Language Arts, Science and Social Studies?
- What **hours are more convenient to conduct trainings, programs, parent meetings and workshops**?
- How can we **get more parents involved in the revision and planning process of the school's Title I Parental Involvement Plan and Policy** and other decision-making committees?

Surveys

- Surveys as a means of evaluation are one of **the most common methods used** to evaluate programs

- When you opt to use surveys as your evaluation method, you should **give parents and families advance notice** about when the surveys will be available on-line, mailed to their homes, or when to expect a phone call

- Surveys **require persistence with follow-up and tracking** to ensure that they have been fully administered to all parents and families

http://surveysystem.com/sdesign.htm

Mailing Surveys

Advantages

- Mailing surveys is **one of the most effective ways to give all parents an opportunity to be part of the evaluation process**
- This is the best kind of survey to do in the event that most of your **parents don't have working telephone numbers or are difficult to reach**
- This method **allows parents and families to answer at their leisure**, rather than in the moment they are contacted or while in a group setting
- Commonly **viewed as less intrusive** than other evaluation methods

http://surveysystem.com/sdesign.htm

Mailing Surveys

Disadvantages

- Time! Mailing surveys **takes longer** than other kinds of evaluation method because you have to wait several weeks before you can be sure that you have received most of the responses

- Parents and families with **lower educational and literacy levels** may not be able to understand the survey to complete it which leads to lower response rates

- Mailing surveys **can get expensive** with the costs associated with postage, labels, copies, and envelopes

http://surveysystem.com/sdesign.htm

Telephone Surveys

Advantages

- People can usually be **contacted faster over the telephone** than with other methods
- Certain software can be used to make **questionnaires automated and practical** by offering to perform calculations and modify questions based on the answers to earlier questions
- The **privacy of a phone survey** can often elicit longer or more complete answers than people will give on their own to mail or email surveys

http://surveysystem.com/sdesign.htm

Telephone Surveys

Disadvantages

- Telemarketers have given phone surveys a bad name; consequently, many people are **reluctant to answer/accept phone surveys**
- Due to the number of working parents, **no one is home during the day**. This limits calling time to a "window" of about 6:00-8:00 p.m.
- You **cannot engage in face to face interaction** to gauge the conversation and determine sincerity
- All families do not have **access to a telephone** and numbers can change often

http://surveysystem.com/sdesign.htm

Electronic Surveys

Advantages

- You will get **more accurate answers to sensitive questions because it's confidential**
- **Eliminates** the need for **data entry**
- There is **practically no cost involved** once the set up has been completed
- **People tend to give longer answers to open-ended questions** on electronic surveys than they do on other kinds of surveys
- Electronic surveys are viewed as **quick and easy** resulting in a quick turnaround on responses

http://surveysystem.com/sdesign.htm

Electronic Surveys

Disadvantages

- Parents **must have access to a computer** or one must be provided for them
- Electronic surveys may have **serious response rate problems in populations of lower educational and literacy levels**
- You have to **obtain email addresses for all of the parents** at your school and follow-up with an alternative survey for parents who don't have one
- Depending on the software you use, there is often **no control over people responding multiple times** to bias the results

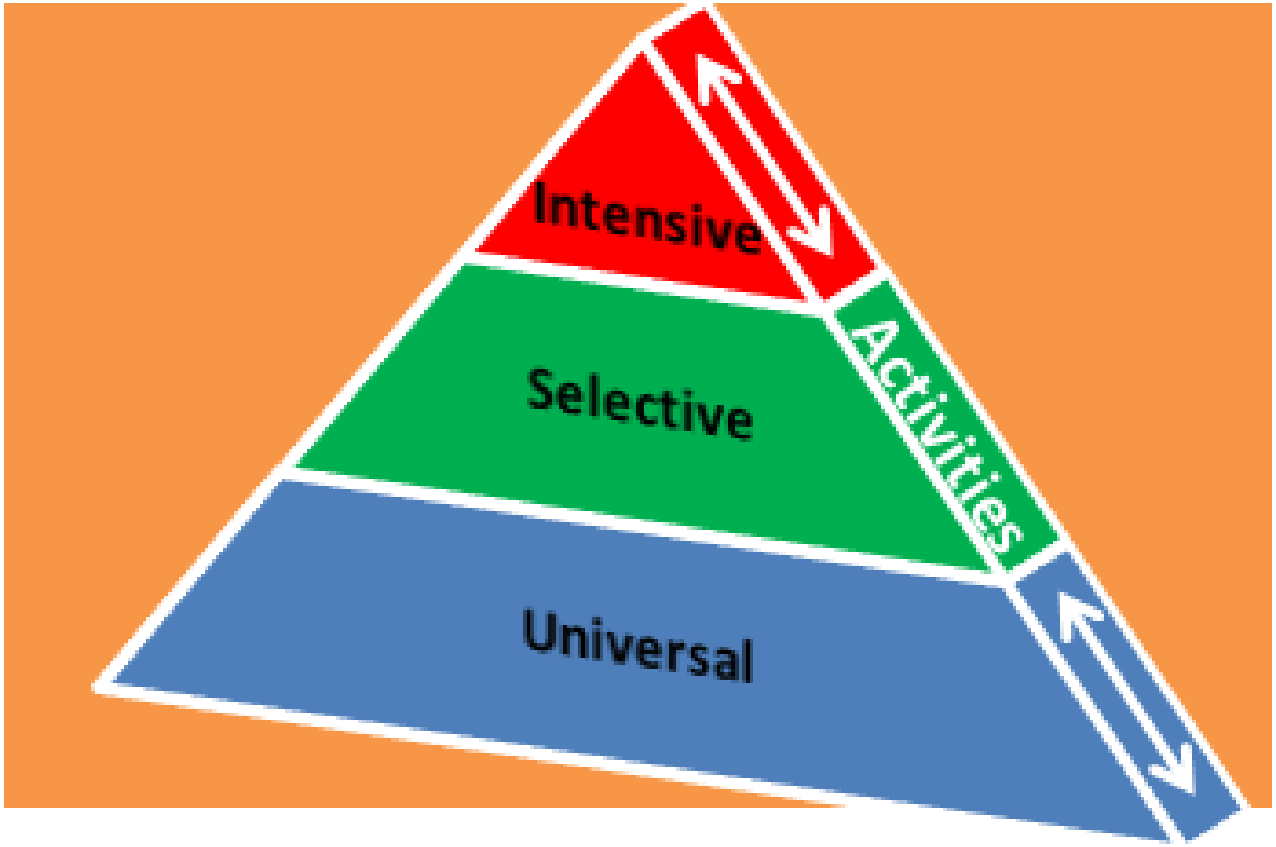
http://surveysystem.com/sdesign.htm

Targeting Families Through Surveys

Phone Call

Mail/Send Home

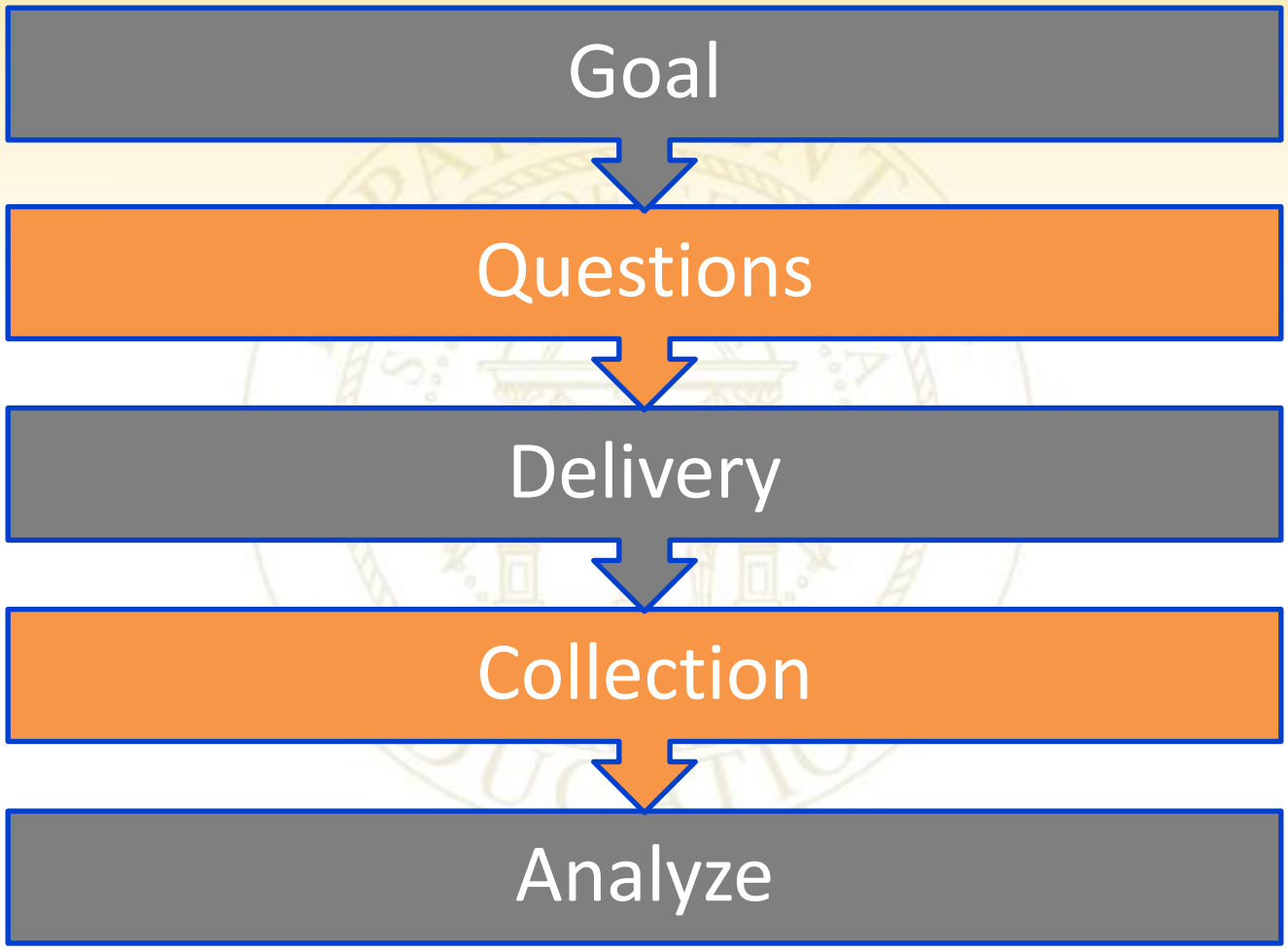
Electronic



How Can You Make Your Surveys Meaningful?

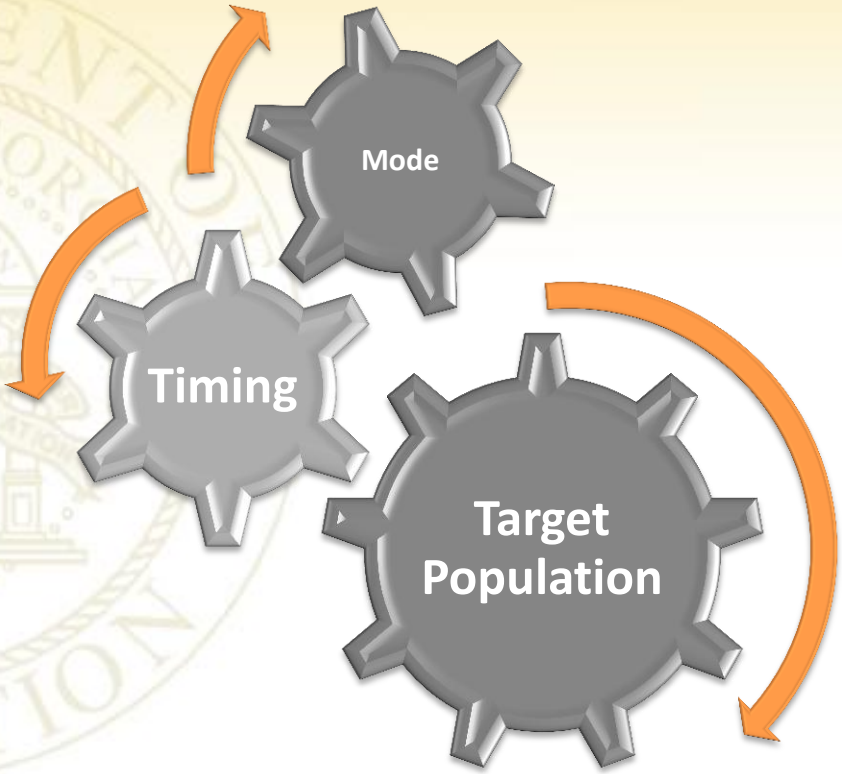
Since surveys are the preferred evaluation tool that is most recommended, let's go into more detail about how they can become more meaningful.

Survey Design and Execution Process



Goal

To assess the involvement of parents in the Title I parent involvement program and Title I parent involvement activities, as well as to ask them to review the Title I parental involvement plan and share how effective and realistic the plan was in its implementation



Questions

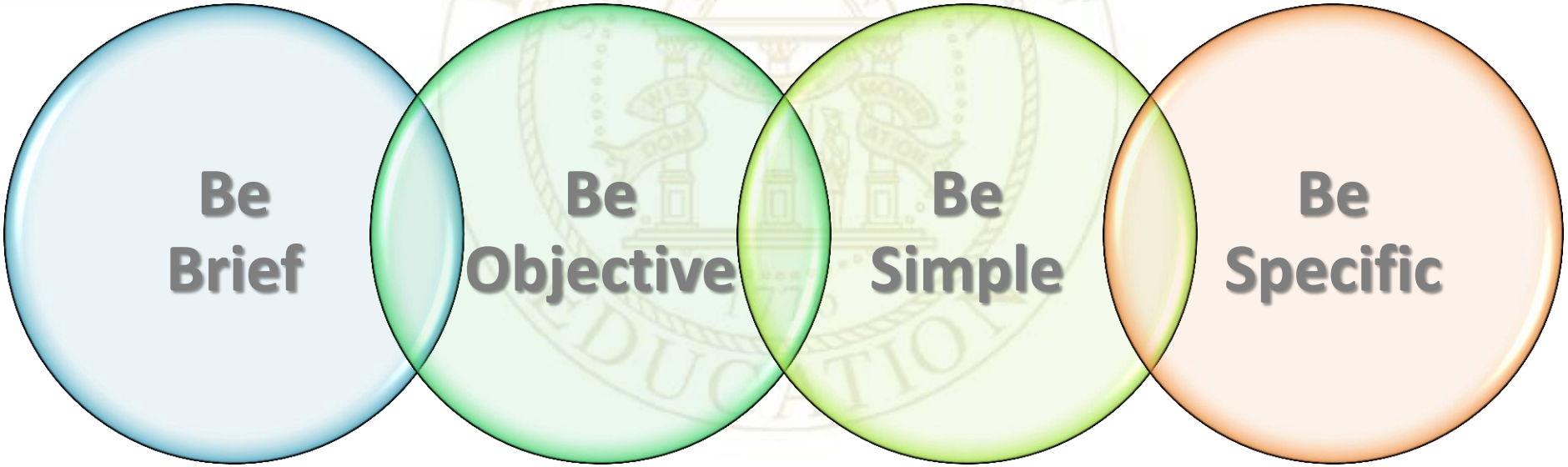
When writing good survey questions, they should be:

- **Relevant** – knowing the *objectives* of the survey and the *types of information* that need to be collected.
- **Accurate** – collecting data in a *reliable* and *valid* way.

Questions

Tips for Writing Good Survey Questions

Categorize questions as evaluating either ***events and behaviors*** or ***attitudes and judgments***. *Then:*



Questions

Tips for Writing Good Survey Questions

Be Brief

Keep questions **short** and ask **one question at a time**. Longer questions may quickly become confusing, thus resulting in a misread of what you are asking.

Questions

Tips for Writing Good Survey Questions

Pay attention to neutrality of the words.

Avoid:

- Leading Questions
- Loaded Questions
- Built in Assumptions

Be Objective

Questions

Tips for Writing Good Survey Questions

The survey should use language that is simple in both words and phrases.

Be Simple

Avoid:

- Complex words, technical terms, and jargon
- Shorthand (contractions, abbreviations, symbols, slashes, parentheses, brackets)

Questions

Tips for Writing Good Survey Questions

Be Simple

continued

Avoid:

- Framing questions in the negative
- Using double negatives
- Using double-barreled questions

Questions

Tips for Writing Good Survey Questions

Be Specific

Ask **precise** questions. Avoid things that are too general, too complex or undefined.

Questions

The Right Question Type

The types of survey questions used will play a role in producing relevant and accurate survey responses.

Questions

The Right Question Type

Open – Ended Questions

Advantages	Disadvantages
Increased reflection	Expression of feelings may be difficult
Unanticipated answers	More time and effort
Views more accurately described	Analyzing is time consuming and difficult

Questions

The Right Question Type

Closed – Ended Questions

- Checklists
- Multiple Choice
- True/False
- Attitude Scales

Closed – Ended Questions are ***easier*** for respondents to answer and are ***less time consuming*** to interpret and analyze.

Questions

The Right Question Type

Ranking or Ordinal Questions

Example: Please rank the items from 1 to 3 according to what subjects you would like to learn more about to help your child be successful in the classroom:

	1st Choice	2nd Choice	3rd Choice
Math	X		
Reading			X
Science		X	

Questions

The Right Question Type

Matrix and Rating Questions

Likert Scale

Example: Please answer the following question:

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
I feel welcome at my child's school.					

Questions

The Right Question Type

Matrix and Rating Questions

Semantic Differential Scale

Example: To what extent has attending the Title I Parental Involvement workshops helped you in your ability to help your child succeed academically?

Please answer along the following scale:

Improved 1 2 3 4 5 6 7 **Unimproved**

Questions
Quick Tips

- Begin with an introduction that explains the survey's purpose
- Start with questions that are easy to answer
- Ask about topic details before asking for an overall assessment
- Make it visually appealing – clean, simple, and consistent

Delivery
Response Rates

- **High** parent participation is needed to ensure data is representative and of value for Title I parent involvement decision making.
  - Better to have confidence in data value
  - Minimum 60% response rate

- **Lower** response rate doesn't mean the data is not valuable — but representativeness uncertain

Delivery
Response Rates

Increase response rates by:

- **Providing a purpose and making it personal**
- Promoting a sense of ownership among parents and staff in survey development
- Developing both online and paper versions
- Publicizing and distributing the survey by using many venues and methods
- Providing incentives for survey return to students or families

Collection and Analyze

What Do Your Survey Results Show?

The collection and analyzing process is ***crucial*** to not only survey results, but to the results of any annual evaluation that looks at the content and effectiveness of the parental involvement plan.

Therefore, we will next address how **any annual evaluation can be compliant by using the findings to design more effective parental involvement strategies and, if necessary, revise the plan/policy.**

ESEA Section 1118 (a)(2)(E)

How to Use the Evaluation Findings

- Compile and categorize all Title I Parent Involvement evaluation results.
- Present a summary of the Title I Parent Involvement evaluation results.
- Discuss results and revise Title I Parent Involvement plan to address evaluation results.
- Demonstrate to the entire school community how their input has made a difference.

How to Use the Evaluation Findings

Guiding Questions

1. Where did our Title I Parent Involvement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?

2. What were our student achievement goals this year?

3. How did we work as partners with parents in meeting those goals?

4. How can we improve on actively involving parents in the activities of our schools?

How to Use the Evaluation Findings

Guiding Questions

5. Do we have any barriers to parent involvement that need to be addressed?

6. How are we doing with distributing our district and school parental involvement plans to all Title I parents?

Parental Involvement

7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?

How to Use the Evaluation Findings

Guiding Questions

8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?

9. How can we improve building parent capacity?

10. Based on these evaluation findings, what changes do we want to make to our parental involvement plan for next year?

Guidance Sheet to Help with Implementation

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Open for Questions

Stretch Break

Common Core Georgia Performance Standards (CCGPS): What Parents Need to Know

CCGPS

Common Core Georgia Performance Standards

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

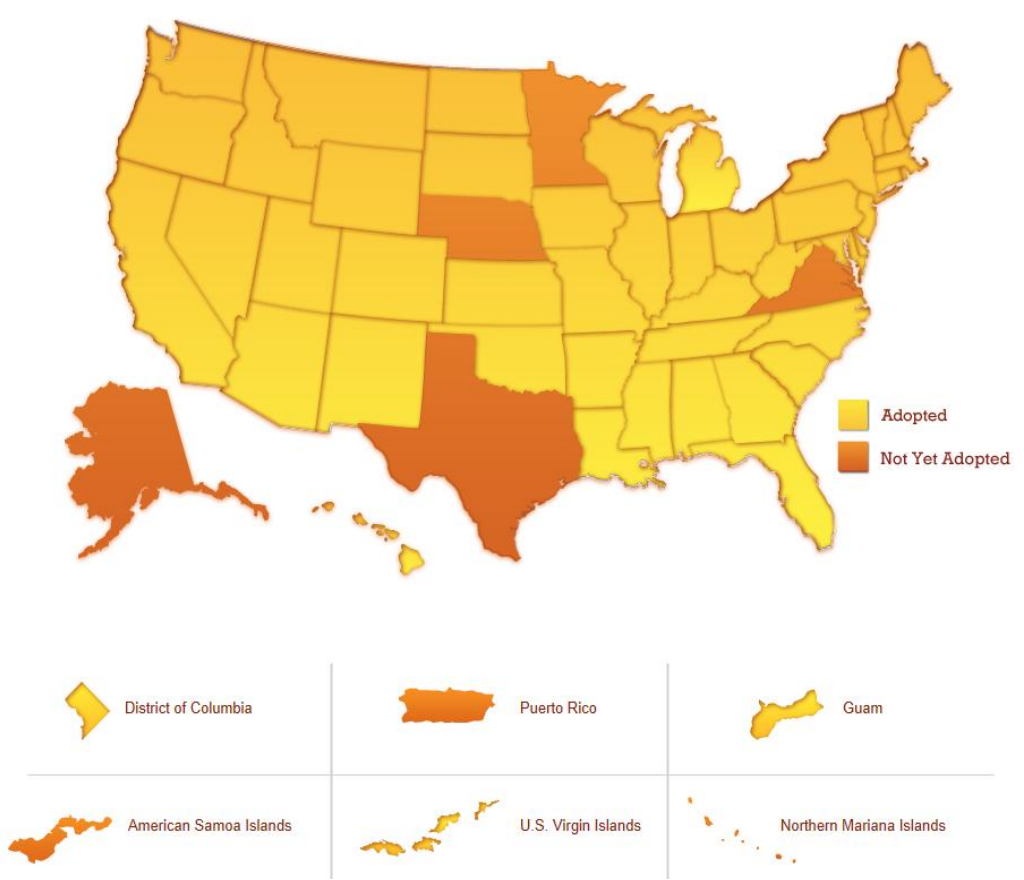
What Do You Know About

What is the Common Core State Standards (CCSS) Initiative?

- A ***State-led*** effort by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) with assistance of parents, teachers, school administrators, and experts such as Achieve, ACT, College Board, and National Association of State Boards of Education (NASBE) to improve educational outcomes for students.
- Developed a set of consistent, clear K-12 academic standards in ***English Language Arts, Literacy (in History, Social Studies, Science and Technical Subjects),*** and ***Mathematics*** to prepare all students for college and career ready success.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

What is the Common Core State Standards (CCSS) Initiative?



45 States and 3 territories have formally adopted the CCSS.

http://www.corestandards.org/in-the-states

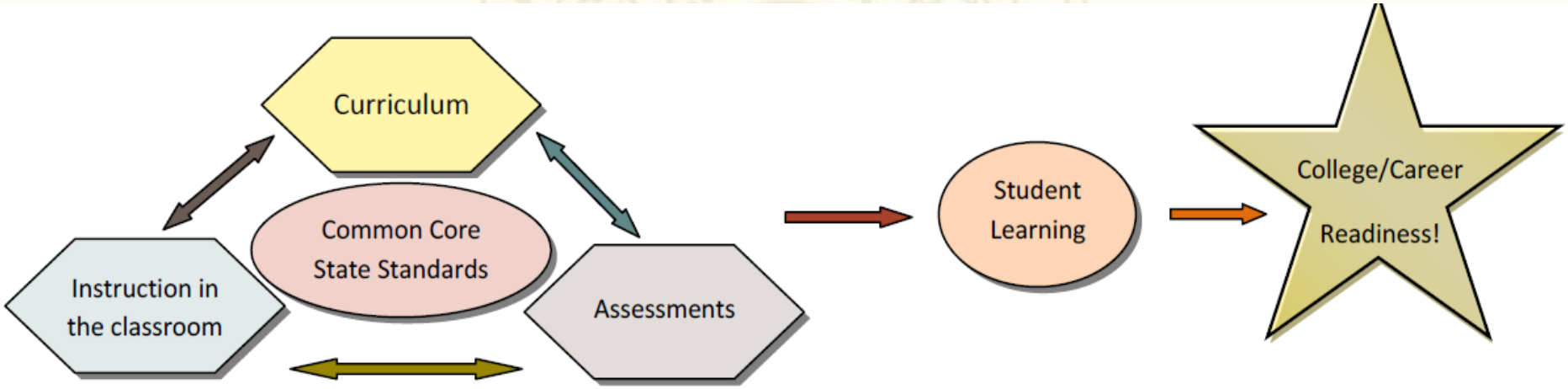
What are the Common Core State Standards (CCSS)?

- Academic Performance Standards provide clear, consistent expectations about what ***knowledge, skills, and practice*** students should have and learn at each grade level.
- These expectations help ***guide teachers and parents*** on what they need to do to help students graduate from high school ***prepared to enter college and/or a career.***
- The CCSS guide both ***curriculum*** (the subject matter taught at each grade level) and ***assessments*** (tests that determine the level of learning a student has achieved).

Rhode Island Department of Education
http://www.ride.ri.gov/instruction/DOCS/CommonCore/CCSS_Guide-Families.pdf

What are the Common Core State Standards (CCSS)?

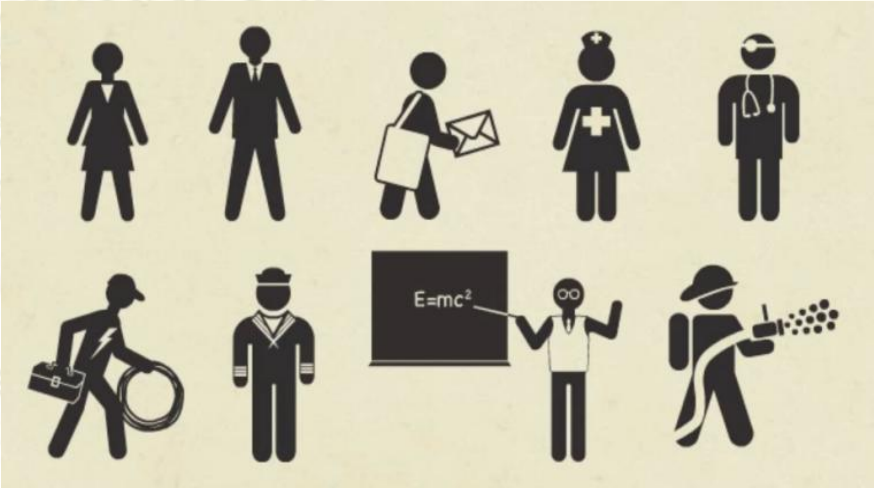
Standards-centered instruction, curriculum, and assessments drive student learning and college/career readiness.



Rhode Island Department of Education
http://www.ride.ri.gov/instruction/DOCS/CommonCore/CCSS_Guide-Families.pdf

Why are the Common Core State Standards Important to the Nation?

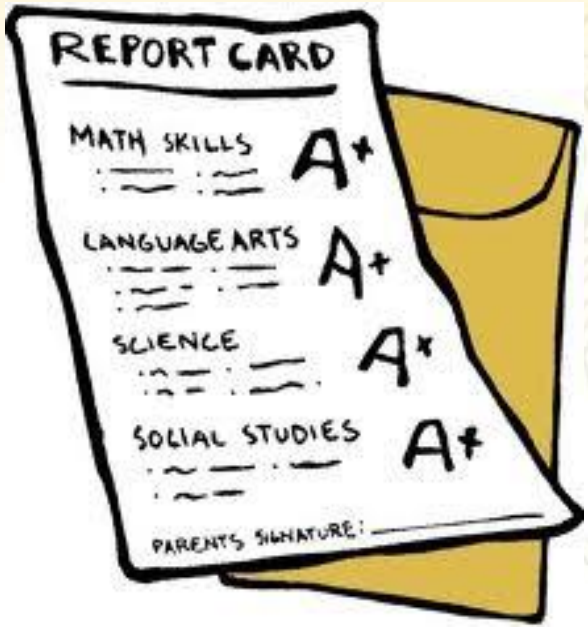
- Different standards create confusing expectations across the states.
- Global competitive edge is lagging among students in the US.
- Workforce skills do not match 21st century workplace demands.



What are the Common Core State Standards Benefits?

1. Consistent with Georgia Performance Standards (GPS)
2. Deeper understanding of core concepts
3. Aligned with college and career expectations
4. Focus on practical skills
5. Internationally benchmarked so all students are prepared to succeed in our global economy

What Does CCGPS Have to Do with Title I?



1118(c)(4)(B): Each school should provide parents of participating children a ***description and explanation of the curriculum*** in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

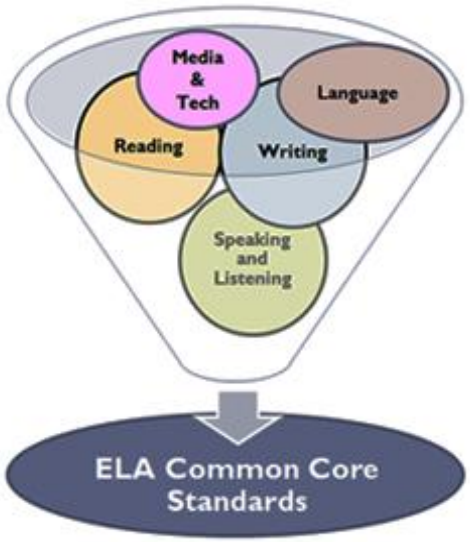
What Does CCGPS Have to Do with Title I?

1118(e)(1): Each school and local educational agency shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the ***State's academic content standards*** and ***State student academic achievement standards***, ***State and local academic assessments***, the requirements of this part, and ***how to monitor a child's progress and work with educators*** to improve the achievement of their children.

What Should Parents Expect?

Three Shifts in English Language Arts (ELA)/Literacy

1. Building knowledge through ***content-rich nonfiction***
2. Reading, writing, and speaking grounded in ***evidence from text***, both literary and informational
3. Regular practice with ***complex text*** and its ***academic language***



What Should Parents Expect?

Shift 1 in ELA/Literacy

Students Must…	Parents Can…
• **Read** more non-fiction • Know the ways non-fiction can be **put together** • **Enjoy** and **discuss** the details of non-fiction	• **Supply** more non-fiction text • **Read** non-fiction texts aloud or with your child/teen • **Have fun** with non-fiction in front of your child/teen

What Should Parents Expect?

Shift 2 in ELA/Literacy

Students Must…	Parents Can…
• Get smart in **Science and Social Studies** through reading • Handle "**primary source**" documents • Get smarter through texts • Find **evidence** to support their arguments • Form **judgments** • Make **arguments in writing** using evidence • **Compare** multiple texts in writing	• Supply series of texts on **topics of interest** • Encourage **researching** • Find books that **explain** • **Discuss** non-fiction texts and the ideas within • Talk **about** text • Demand **evidence** in every day discussion/disagreements • Encourage writing at home

What Should Parents Expect?

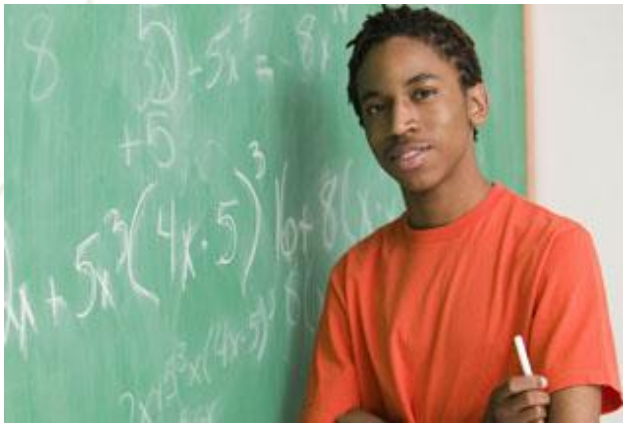
Shift 3 in ELA/Literacy

Students Must…	Parents Can…
• **Read** material at comfort level AND work with more **challenging** texts • Handle frustration and keep **pushing** • **Learn words** that they can use in college and career • **Compare stories** using text elements	• Provide more **challenging texts** AND provide texts they **want to read** and can read comfortably. • Know what grade level texts are **appropriate**. • Read **challenging text** with them • Read **multiple books** about the same topic and **compare and contrast** texts • Ask **why and how** questions

What Should Parents Expect?

Three Shifts in Mathematics

1. **Focus**: Strongly where the standards focus
2. **Coherence**: Think across grades, and link to major topics within grades
3. **Rigor:** In major topics pursue: *conceptual understanding, procedural skill* and *fluency*, and *application with equal intensity*.



What Should Parents Expect?

Shift 1 in Mathematics

Students Must…	Parents Can…
• Spend **more time on fewer concepts**	• Know what the **priority work** is for your child/teen for their grade level • **Spend time** with your child/teen on priority work • **Learn** the math your child/teen needs to know

What Should Parents Expect?

Shift 2 in Mathematics

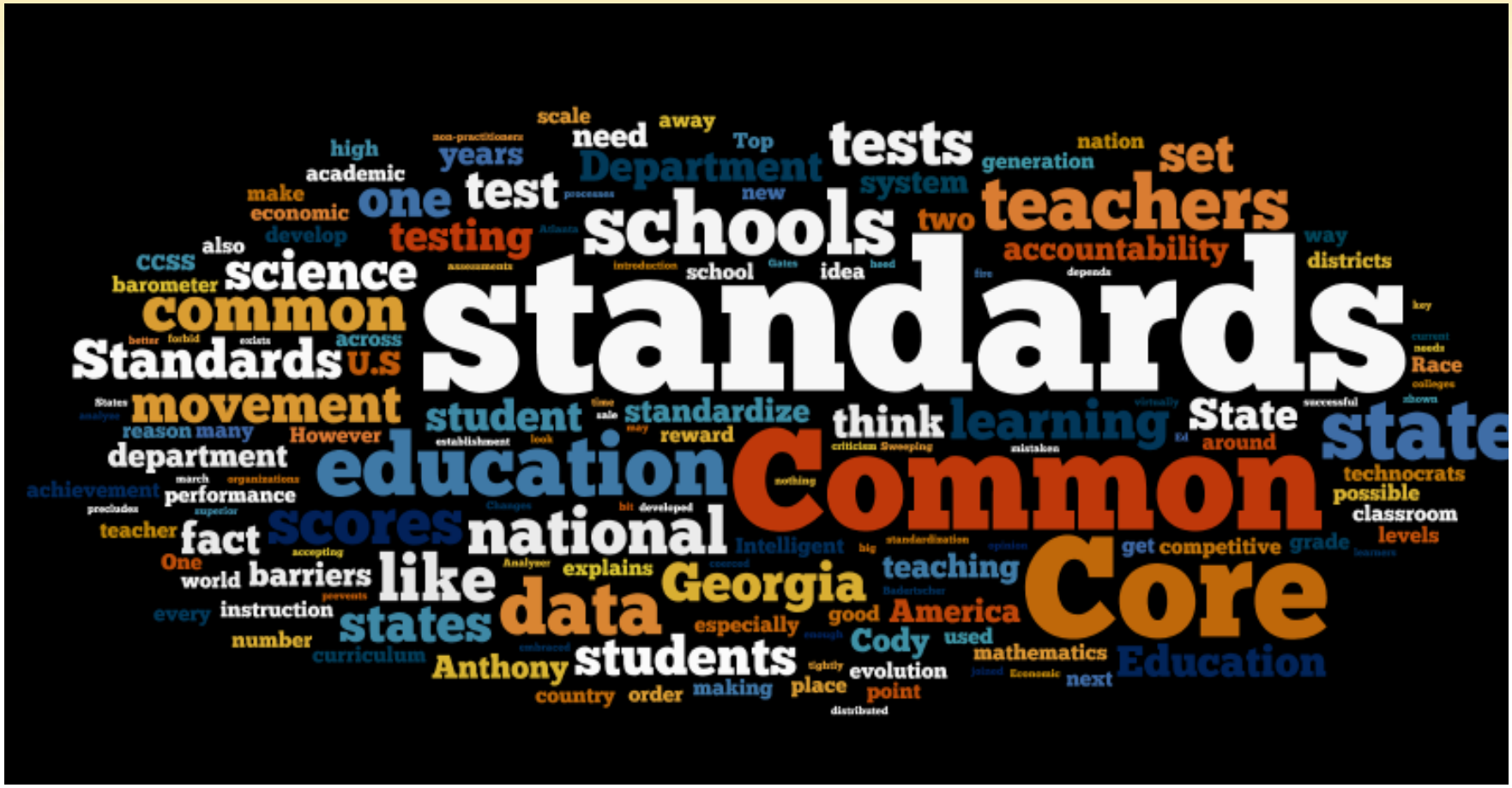
Students Must…	Parents Can…
• **Understand** why the math works. **Make** the math work. • Keep **building** on learning year after year	• Notice whether your child/teen **really knows** why the answer is what it is – have your child/teen **work out** problems • Know what your child/teen **struggled** with last year and how that will affect their learning • **Advocate** for your child/teen and ensure extra support is given to close gaps in knowledge

What Should Parents Expect?

Shift 3 in Mathematics

Students Must…	Parents Can…
• Spend time **practicing** lots of problems on the same idea • Be able to use **core math facts** fast • Apply math in **real world** situations and which math to use when	• Push child/teen to **know/memorize** basic math facts • Know what **fluencies** they should have and prioritize practice of those they don't know • Ask your child/teen to **do** the math that comes up in your daily life • Practice **application** with your child/teen.

CCGPS Classroom Looks Different



What Can Be Done to Teach Families about the CCGPS?

- Facilitate conversations among parents, teachers, and students about the CCGPS.
- Utilize communication resources to keep parents up to date.
- Engage parents in the educational process by communicating the standards their children are expected to know and be able to do.
- Create easy to replicate at-home activities to supplement what students are learning in the classroom.

Reinforce Learning at Home By…

Kindergarten Math

- **Strand**: Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **Standard**: *MCCK.G.2* – Correctly name shapes regardless of their orientation or overall size.
- **What Parents Can Do:** While driving in the car, ask your child to identify shapes he or she sees along the way. Buildings can be rectangles; the sun can be a circle, etc.

Reinforce Learning at Home By…

3rd Grade Standards

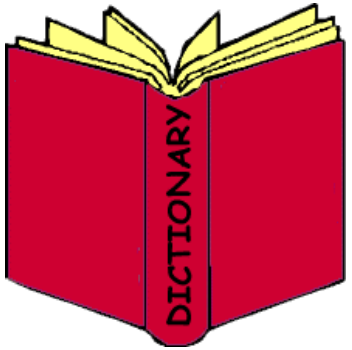
Students Must…	Parents Can…
• Read stories and poems aloud fluently without pausing to figure out what each word means. • Describe the logical connection between sentences and paragraphs in stories. • Distinguish the literal and nonliteral meanings of words (such as cold shoulder, etc.)	• Encourage your child to cut out a picture from a newspaper or magazine, paste it on paper and write a story about it. • Start a family vocabulary box or jar. Have everyone write down new words they discover when in conversation or reading, add them to the box and practice using them in conversation each week.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

6th Grade ELA

- **Strand**: Language - Vocabulary-Acquisition and Use
- **Standard**: *ELACC6L4c* - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **What Parents Can Do:** Encourage your child to look up word meanings either in home dictionaries or online regularly.



Reinforce Learning at Home By…

8th Grade Standards

Students Must…	Parents Can…
• Plan and conduct research projects that include several steps and use credible and documented print and digital sources. • Present findings and claims to others, emphasizing key points with relevant evidence and sound reasoning…	• Keep books and magazines around the house that your teen will enjoy. • Ask them for help planning a family outing by researching what should be done and developing a plan. • Ask your teen to bring sound evidence when they want to do/or need something or have an opinion.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

9th – 12th Grade Math

- **Strand**: Statistics and Probability – Using probability to make decisions

- **Standard**: *MCC9-12.S.MD.4* - Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

- **What Parents Can Do:** Find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. Ask your teen how many TV sets she or he would expect to find in 100 randomly selected households.

Common Core Resources…

GaDOE | GeorgiaStandards.org

Home | Common Core GPS ELA/Math | Georgia Performance Standards | Content Area Frameworks | Resources & Videos | Professional Learning

BROWSE COMMON CORE

Browse Common Core

- English Language Arts
- Literacy
- Mathematics
- CCGPS GPB Professional Learning Sessions

Common Core Georgia Performance Standards

Common Core Georgia Performance Standards

Georgia joined with 47 other states well over a year ago to develop a set of core standards for K-12 in English language arts and mathematics. On June 2, the Common Core State Standards were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards. The Georgia State Board of Education adopted the CCGPS on July 8, 2010.

What do they mean for Georgia?

Students of Georgia:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states, regardless of whether they decide to go to school at Georgia Tech or UCLA, or find a job in Georgia, Maine or Indiana
- Relevant content and application of knowledge through high-order skills

Educators of Georgia:

- Clear, focused expectations that assist them in being on the same page and working together with students and parents for shared goals
- A common-sense next step that is aligned to our Georgia Performance Standards (GPS)

Taxpayers of Georgia:

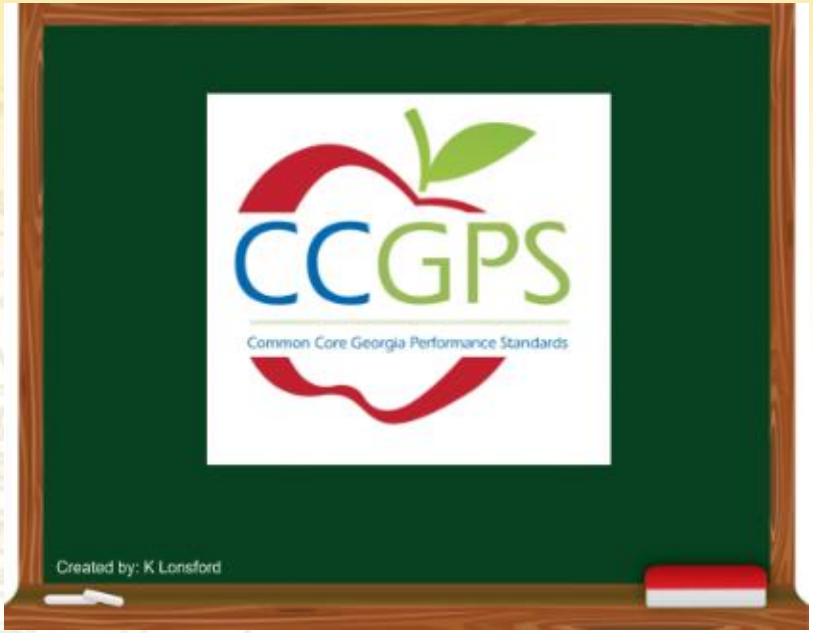
- Long-term potential savings on textbooks and instructional resources that come with consistent materials developed throughout the country

About the Common Core State Standards

- Led by National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
- Governor Perdue was selected by NGA to co-chair the initiative
- Developed by standards experts and educators
- Received multiple rounds of feedback from states and national organizations representing educators (e.g., International Reading Association (IRA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE)

Small Group Work

1. **Share** what you have been doing to in your school or district to assist families in learning about the CCGPS.



2. **Discuss** new ways to engage Title I families in their understanding and implementation of the CCGPS.

3. **Chart** your group responses and designate a group speaker to report back ***one idea for each question***.

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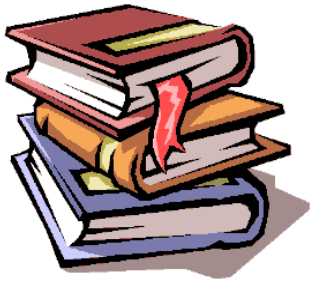

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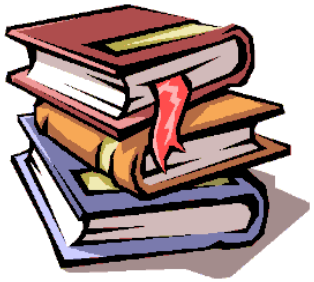

Questions

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Parent Involvement Compliance Review

Questions about Title I Parent Involvement compliance regulations or documents?

Join us for one-on-one technical assistance after the PIC Meeting from 3:00p.m. – 4:00p.m.