Georgia PIC Network
Region 1 Meeting

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

October 10, 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:
Paulding County Schools PIC Presentation

PAULDING COUNTY
SCHOOL DISTRICT
Focused on Learning

Parental Involvement

Tips on Organizing
Monthly
Parent Involvement Meetings

When are meetings held?

- Monthly
- Varied days of the month
- Schedule at flexible times
- Check school calendar for conflicts
- Plan meetings for the year in August and inform parents at Annual meeting

Meeting Topics

- Plan according to strategies listed in School Improvement Plan (Math Workshop, Technology, Reading Strategies, etc.)
- Feedback forms are given at each meeting for parent input on future meeting topics
- Presenters are asked to speak (District Parent Coordinator, Staff Spotlight, Students, Other District Personnel, etc.)

Organizing the Meeting

- *Title I Parent Involvement Meeting Summary Form

Title I Parent Involvement Meetings/Workshops Summary Form

School: Baggett Elementary

Title of Meeting/Session: Parent Involvement Meeting

Date(s): Wed. Aug 31st

Time(s): 8:15a.m.

Presenter(s): Carmen Bowling

Audience: Parents

Please attach the following documents:

✓ 1. Meeting/Workshop Summary Form

___ 2. Documentation of Notification
Must be dated with Month, Date, and Year and include time and location.

- ___ Flyer
- ✓ Website Notification
- ✓ Newsletter
- ✓ One Call Phone Logs
- ___ Minutes/Notes
- ✓ Invitations
- ___ Brochures
- ___ Emails
- ✓ Other ___

✓ 3. Dated Agenda

✓ 4. Dated Sign In Sheets with Name and Role of Participants
(ex. Parent, teacher, student, grandparent, community member, etc.)

✓ 5. Handouts

✓ 6. Dated Feedback Forms from Participants

Based upon the parent's evaluation of the session, what changes would you make if any?

Administrator's Signature: [illegible]

Date: 8/31/11

Organizing……..

- *Invitations- wording and RSVP section

You Are Invited

Baggett Elementary
Title I Parent Involvement Meeting
on
Thursday, September 29, 2011
at
8:15 a.m.
Room 300

The agenda includes:

- An overview of local, district, and state assessments
- An overview of state Georgia Performance Standards
- An opportunity to have input on topics for future parent meetings
- Overview of School Improvement Goals

If you have any questions, please contact Carmen Bowling
678-460-1570 email cbowling@paulding.k12.ga.us

Baggett Elementary School 948 Williams Lake Rd Powder Springs, GA 30127

---------- Please detach and return----------

So that we can be prepared for you, please indicate if you are able to attend by returning this portion to school with your child by Tuesday, September 27, 2011.

Name:_____ **Number Attending:**_____

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Name:_____ **Number Attending:**_____

Reading Check Sheet

*Agenda and Sign- In

Title I Parent Involvement Meeting
November 17, 2011
Agenda

- Welcome
- What are phonics?
- What is fluency?
- Make and Take:
  - Phonics Cards
    - Letter Sounds
    - Word Families
    - Blends
    - Digraphs
  - Comprehension
    - Reading Dice
    - Reading Mat
    - Flip-Flap
    - Game Board
- Feedback

Upcoming Dates:
Nov 21-25: Thanksgiving Break
Nov 21: Cheeseburger Bobby's Day
Dec 1: Chick-fil-A Night
Dec 5-Dec 9: PTA Holiday Shop
Dec 13: Stevie B's night
Dec 16: PTA Spirit Day
Dec 19: Cheeseburger Bobby's Day
Dec 19-Jan 2: Winter Holidays
Jan 26: Family Reading Night

Bessie L. Baggett Elementary School
Parent Involvement Meeting
Wednesday, August 31, 2011
Sign-In Sheet

Name	Relationship
Jorie Booker	Grandmother
Brandi Dupa	mother
Selena Mayo	mom
Brandy Hopps	Mom
Joshua Reele	Mom
Ronald Williams	father
Toleua Clark	mother
George & Sarah Burrow	Parents
Brian Turner	Father
Letitia Thomas	mother
Monara Williams	mother
Shannon Cheripka	Mom
Faith Lightcap	mom
Judith Wright	mom
Alma Thomas	mom
[illegible]	mom
[illegible]	Father

*Feedback form

Bessie L. Baggett
Title I Meeting Parent Feedback
Friday, May 4, 2012

1. What were some things you have found to be successful at our school this school year?

_____
_____
_____

2. The Flexible Learning Plan funds are spent to provide additional academic support for students. What are 3 suggestions on how the Flexible Learning Plan Funds should be spent?

1.

2.

3.

3. Please share any feedback you may have about today's agenda.
(2012-2013 School Improvement Plan, Title I Budget, Parent Involvement Policy, and/or Compact)

_____
_____
_____
_____
_____
_____
_____

Child's Name (first and last) _____ Teacher_____
_____ Teacher_____

Parent's Contact Information/Email_____

Thank you so much for completing this survey!

Organizing…..

- Advertising the meeting:

One Call Now
Website
Marquee
School/Grade Level Newsletter
Upcoming Events Calendar
Emails

Advertising the meeting….
*Newsletter and Webpage

Baggett Elementary School
948 Williams Lake Rd., Powder Springs, GA 30127 ph. 678-460-1570
Title I Newsletter

Date November 1, 2011

Do I encourage independence in my child?

As hard as it may be, it is essential to encourage independence in children. As children grow from infancy to adulthood, their success depends on your support of their transition through each stage. Ask yourself the following questions to determine if you are promoting and supporting independence in your son or daughter.

___Do I attempt to solve every problem for my child or do I encourage him or her to try to figure out a solution?

___Do I always run to the rescue when my child forgets their homework or do I allow him or her to experience the natural consequences?

___Do I allow my child to make mistakes or do I strive for perfection?

___Do I assign daily or weekly chores to my child so he or she can share some of the responsibilities of household management?

If you answered yes to most of these questions, you are promoting and supporting independence in your son or daughter.

Are You Keeping Track of Reading Progress?

The older your child gets, the more she/he will read independently. That can make assessing reading skills tough. Here are some questions to ask yourself. Does my child:
___1. Make few mistakes (less than six per 100 words) when reading grade-level books aloud?
___2. Read plenty of grade level books independently?
___3. Give correct answers to questions about reading material?
___4. Use reading as a way to learn?
___5. Enjoy reading alone?

How did you do? During grades 4-6, most of these answers should become yes.

Upcoming
Parent Involvement Opportunities
Parent Involvement Meeting
Thursday, November 17, 2011: 9:00am
- Agenda includes: 5 components of reading, phonics and fluency instruction, and make and takes.

Important Reminders:
- *Please visit the PIRC website www.georgiapirc.net*
- *Visit our Parent Resource Center!*
- *If you need a Free or Reduced lunch form please contact our cafeteria.*

November

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Teacher Work Day	2	3	4 Fall Festival
7	8 Stevie B's Night	9	10 PTA 6:30 K and 1st grade performance	11
14	15	16	17 Parent Involvement Meeting at 9:00 am	18
21 Thanksgiving Break	22	23	24	25
28	29	30		

*adapted from http://www.activityvillage.co.uk/teach_kids_empathy.htm

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Baggett Elementary

Page 1 of 1

HOME ABOUT STAFF ACTIVITIES MEDIA RESOURCES SCHOOL STORE

Title I Parent Involvement Meeting
Thurs., Mar. 29th, 2012 - 8:15-10:15 am - Please drop in for more ways to be involved in your child's education!

UPCOMING EVENTS
3/29/12 Baggett Art Show
3/29/12 Title I Parent Meeting
3/29/12 Yearbook Sale Ends
3/30/12 School Spirit Day
4/2/12 - 4/6/12 Spring Break
4/11/12 - 4/17/12 CRCT Testing
4/12/12 Baggett Chick-Fil-A Night

PRINCIPAL'S CORNER

Welcome to Baggett Elementary School, and thank you for visiting our website. Good things are happening here at Baggett, and our staff works hard to fulfill our mission of Building Educated, Achieving, Responsible Students. We want students to be active, successful learners in a safe, caring environment that is focused on learning.

We continually do "Whatever it Takes" to help our students succeed with a focus on learning and integrity in our efforts. Our goal for student achievement is to have 90% of our students scoring Meets or Exceeds on the Georgia Criterion Referenced Competency Tests (CRCT), and our students reached this goal in eight of nine categories in 2010-2011. We celebrate the fact that our students do so well in mastering standards and demonstrating what they have learned.

Education is an effort involving both school and home, and we ask that you take an active part in your child's education. Last year, we had the highest average daily attendance in our district, and I appreciate your efforts to make sure your children are present and on time. We are always grateful for the support given to our students and our school. Please feel free to let me know if I can be of assistance.

Yours in Education,

Jeff Robinson

POPULAR LINKS
2011-12 School Calendar
Lunch Menu
After School Programs - Learning Bridge
Parent Portal Login
Baggett School Report Card
Title I Resources & Surveys
Lunch Money - Online
Baggett "One Call Now" Calls

DISTRICT NEWS
5k Fiesta Race//Walk and 1k Kids Run - Plus School Competition for Wii systems!
Storm Assistance
Pope Elementary Open and Ready
2012-13 Middle School Attendance Boundaries
P.B. Birch Redistricting Update 2/7/2012
Bridge-Gap Winter STEM workshop (5th -8th Grade)
District Calendar Survey Press Release - Updated: 1/23/2012
Parent Letter regarding safety 2012

Baggett Elementary - 948 Williams Lake Rd. Powder Springs, 30127
Phone: (678) 460-1570 E-mail: webmaster

POWERED BY

Advertising……

Advertising.....

Items for Documentation

Emails to staff

Snapshots

Screen Shot of Webpage

Title Monthly Newsletter

Agendas & Sign-in Forms

Meeting Handouts

Parental Involvement

Annual Title I Parent Involvement Meeting

Making it Fun!

Title I Annual Meeting

Which documents do you review as drafts and provide opportunity for development by parents?

- District (LEA)
  - District Parent Involvement Policy
  - Title I LEA Plan

- School
  - Parent Involvement Policy
  - Compact
  - School Improvement Plan: Parent Involvement Goals
  - Title I Parent Involvement Budget

Other documents and information shared:

- Parent Right-to-Know
- Complaint Procedures
- "What is Title I"
- State Report Card/Title I Status
- Parent Resource Center Brochure

Dallas Elementary School

Annual Title 1 Parent Involvement Meeting

August 23, 2012

8:30 a.m.

- Welcome
- What is Title I?
- Paulding County School District LEA Plan (Local Education Agency)
- Parent Involvement Policies:
  - District
  - School
- 2011-2012 Parent/Student/Teacher Compact Revision
- 2011-2012 **Title I Schoolwide/SCHOOL Improvement Plan**
- Title 1 Status/Georgia Report Card www.doe.k12.ga.us
- Parent Information Packet
  - Title 1 School status letter
  - Parent Right to Know Letter (NCLB)
  - What every parent should know
  - Complaint Procedures for Federal Programs
- 2012-2013 Title I Funds
- Parent Involvement Resource Center
- National Parent Involvement Website (PIRC) http://www.nationalpirc.org/directory/GA.html (Georgia Information)
- Feedback Form

+All parents were invited to attend.

How can we help parents have F.U.N. as we review these documents?

F.U.N.

Friendly Competition-Set the stage.

Unifying Mission-Explain the purpose.

Novel Renditions-Convert familiar games/activities.

District LEA Plan/ What is Title 1?	Parent Involvement Polices- District or School ?	Compacts	SW/SIP
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Local Education Agency

What does LEA stand for?

Row 1, Col 1

Scoreboard

X

O

Click Here if X Wins

Click Here if O Wins

Which document(s) must be reviewed and revised with the help of parents and teachers?

Both the Compact and the Parent Involvement Policy

Home

Ten Questions

1	2	3	4	5
6	7	8	9	10

8. What is the 2nd action/strategy/intervention to increase parental involvement?

- Maintain a Parent Resource Center that contains reading and math materials for parents to check-out and use at home with their child(ren).

Additional Games Resources

Who wants to be a millionaire?

http://www.teachnet.com/lesson/misc/winnergame022500.html

Are you smarter than a fifth grader? (and several others)

http://jc-schools.net/tutorials/ppt-games/

Parade of Games in PowerPoint (Variety of Games)

http://facstaff.uww.edu/jonesd/games/index.html

After the F.U.N.

Steps
To a
Successful Family Night

Team

- Involve others!
- Get input from all stakeholders.
- Input = buy-in!

E ngage

- Make sure activities are planned to engage the entire family!

T eam

Union Elementary Family Night

February 28, 2008

START YOUR ENGINES for FAMILY NIGHT!

Win 4 Tickets to Dixie Speedway!
FREE Dinner (Provided by PTA)

Instructional Strategies to Help Your Child!

The Race is on
28 Days until CRCT!

WELCOME RACING with the WILDCATS

6:00 ~ Everyone will Begin in the Gym
6:20 ~ K-5 Students will remain in the Gym for the Entertainment
6:30-6:50 ~ Parents will speed to the 1st Session
6:55– 7:10 ~ 2nd Session
7:15—~7:30 ~ 3rd Session
7:30– Parents will return to Gym
7:30– Dinner will be served in the Cafeteria
You will earn a sticker for each session.
Stickers will earn your family a FREE Dinner!

Pit Stops	Room #	Attended
Break in for this Session—What are the 7 Keys to Reading Comprehension ?	120	
Get on Track with Math (K-2).	119	
Get on Track with Math (3-5)	112	
Start your Strategies for Reading & Writing (k-3)	117	
Speed Up with Compass Learning & CRCT at HOME (Computer Lab)	104	
Revin' Up with Test Taking Strategies	118	

* How to Support Reading and Math Through Thematic Family Nights

- ***Sports Theme*** *"Go for the Goals"*
- ***Space Theme*** *"Come & Enjoy an Evening in the Stars"*
- ***Rodeo Theme*** *"We're COUNTING on You to Attend Math Night"*
- ***Hawaiian Theme*** *"Surf's Up at Union Elementary School"*
- ***Nascar Theme*** *"Start your Engines for Family Night"*
- ***Circus Theme*** *"Under the Big Top at UES"*
- ***Family Fitness Night*** *Reading & Math*
- ***Jungle Theme*** *"Wild about Learning"*
- ***Family Game Night*** *"Let the Games Begin"*
- ***Camouflage Theme*** *"UES will be looking for YOU at Family Scavenger Hunt"*
- ***CRCT Night***
- ***Fun in the Fall*** *Students will earn a pass to the Fall Festival.*

Alot of communication and organization

- Flyers
- Invitations
- Websites

Engage

Team

*

Title I Parent Instructional Night

School: _____

Date(s): _____ Time(s): _____

Presenter(s): _____ Audience: _____

Please attach the following documents:

____ 1. Theme_____ Purpose:_____

___ 2. Documentation of Notification
Must be dated with Month, Date, and Year and include time and location.

_____ Flyer
_____ Website Notification
_____ Newsletter
_____ One Call Phone Logs
_____ Minutes/Notes
_____ Invitations
_____ Brochures
_____ Emails
_____ Marque
_____ Banner(s)
_____ Other _____

____ 3. Schedule for Presenters

____ 5. Handouts

____6. Materials

____7. Dinner provided by _____
_____Supplies
_____Food _____Drinks

____8. Brochure/Schedule for Families (sessions, activities, room # & time)

____ 9. Dated Sign In Sheets with Name and Role of Participants
(ex. Parent, teacher, student, grandparent, community member, etc.)

____ 10. Dated Feedback/Survey Forms from Participants

Based upon the parent's evaluation of the session, what changes would you make if any?

Motivation

- Get students excited about coming!
  - Theme, door prizes (donations)
- Families should leave with a next step.
- Food!

A lot of communication and organization

Engage

Team

Title I

School-Based

Parent Resource Centers

Tips for Establishing and Maintaining a Viable PRC

Parent Resource Center

Organizing

- Location
- Gather feedback from parents
- Purchase necessary shelving & resources
- Inventory & number as items arrive
- Arrange items by subject
- Create a communication bulletin board

Location is easily accessible to parents

Gather feedback from parents about needed resources (surveys, feedback forms)

Arrange items by subject as items arrive and complete inventory as items arrive

Spanish resource section as requested by parents

Create a communication board where parents can find copies of: Title I documents, event flyers, and feedback forms

Check Out Made Easy

- Post instructions
- Check Out Forms (with sample)
- Easily identified inventory numbers
- Return instructions
- Home Helper Letter

** Provide time following monthly parent meetings for parent resource check out

*How to Check Out Materials

- **Pick out the reading and/or math materials you would like to use.**
- **Locate the circled inventory number on the item.**
- **Sign out the materials by recording your name, item number and date in the notebook.**
- **Return them when you are finished working with them. (There is a basket in the lobby for returns, or you can return items to the Parent Resource Center.)**

*Check Out Form

2012-2013 Allgood Elementary
Parent Resource Center
Check Out

Adult's Name (Parent or Teacher)	Student's Name	Item Number	Date Signed Out	Date Returned
Ex: K. Woodlief	Joseph Gunter	248	9/01/11	9/13/11

Self Check Out with Posted Instructions

*Home Helper Letter

Principal:
Paul Wilder
Assistant Principal:
Stefanie Bowen
I.L.T.: Lynne Patterson

H - elping
I – gnite
R – esponsible
A – chieving
M – inds
Secretary: Pam Brooks
Bookkeeper/Attendance:
Bridgette Spence

Dear Home Helper,

Enclosed are materials to use at home that may help _____at school. The materials are from the Title I Parent Involvement Resource Center at Hiram Elementary School. Please return the materials with your child when you have finished using them at home.

Please contact your child's teacher or Lynne Patterson at 770-443-3392 if you have any questions.

Thank you for helping at home!
Lynne Patterson

Lynne Patterson
Title I Instructional Lead Teacher
Hiram Elementary School
lpatterson@paulding.k12.ga.us

Returning Made Even Easier

Advertising

- Sidewalk sign
- Hallway sign
- Open House - pass out brochures
- Parent Involvement Meeting Agendas
- Parent Volunteer previews and advertises new items received
- Parent Resource Center Brochure
- Monthly Newsletters
- School & Title I Website
- Classroom Newsletters

Sidewalk Sign

Hallway Sign

*Parent Resource Center Brochure

- There is a copy in your handout.
- Information to include:
- Location and hours of operation
- Check out and return procedures
- Purpose – lending library
- Benefits to parents and students
- Examples of resources

Even our backpacks advertise our Parent Resource Center!

Every Successful Parent Resource Center Needs…

Community Involvement

Volunteers are Priceless!

- Check items in
- Check for missing pieces, and/or restore condition of item, replace batteries
- Give Parent Resource Center tours to new parents
- Send out return reminders
- Assist with periodic physical inventory

"Coming together is a beginning; keeping together is progress; working together is success." ~ Henry Ford

Managing the Monitoring Process

Where do I begin? Preplanning is Key!

Reviewing your Monitoring Document

- Use the Monitoring Document as your constant companion – highlight as you go. Color coding is helpful.
- Seek clarification from your Area Specialist on any descriptions you have questions about.
- Be prepared for revisions.

Georgia Department of Education
FY12 Federal Programs Monitoring Document

OVERARCHING REQUIREMENT

I. LEA Monitoring of Schools and Programs

ITEMS	REQUIREMENTS	DOCUMENTATION ON FILE AT GaDOE TO VERIFY COMPLIANCE*	DOCUMENTATION ON FILE AT THE LEA TO VERIFY COMPLIANCE**
The LEA conducts monitoring of its schools and programs sufficient to ensure compliance with Title Program requirements. For more detail about requirements, reference ESEA SEC. 9304 EDGAR 80.20 80.40	1. Evidence of processes used by the LEA to monitor the implementation of Title I, Part A, Title I Part C, Title I, Part, D, Title II, Part A, Title III, Part A, Title VI, Part B, the McKinney-Vento Act, Race To The Top (RTT) and Lowest Achieving Schools. ✓ YH ✓ TH ✓ DJ ✓ SM 2. Evidence of the frequency of LEA monitoring of schools and programs. Evidence of feedback to schools/programs related to the compliance review that has been made in the most recent monitoring year. Evidence of corrective action related to the LEA compliance review of schools/programs. ✓ Yvette ✓ Teri ✓ Denise ✓ Sue	1. Approved budget(s) for Title I, Part A, Title I, Part C, Title I, Part, D, Title II, Part A, Title III, Part A, Title VI, Part B, the McKinney-Vento Act, RTT and Lowest Achieving Schools, if applicable. 2. LEA provides documentation. ✓ STATEMENT / NOTEBOOK ✓ ✓ Operations Manual ✓ ✓ ILT Notebook — ✓ Principal's Notebook — ✓ Interv. Notebook ✓ ✓ Survey Notebook ✓ ✓ Sue's Yearly List ✓ Google Calendar ✓ Emails ✓ Title I Dist. Imp. Plan ✓ OM Statements ✓ LEA Plan ✓ LEA PIP ✓ Intranet Web Shot ✓ Homeless Mtg. Info	1. Written description of the LEA monitoring process, including on-site procedures, timelines, schedules, data review, and the reporting and corrective action processes. Copies of reports, corrective actions, results of technical assistance. ✓ SW Plan Feedback emails ✓ Completed Audit Forms 2. Copies of: Schedule for monitoring Policy checklists School budgets ✓ Corrective actions from the most recent LEA monitoring of schools/programs Completed plans—SWP, TA, parental involvement, RTT Scopes of Work (SOW) Memos, reports, etc. Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA **Interview Questions:** 1. When was the last time the LEA monitored its schools and programs? March 2011 2. What findings, if any, were made as a result of that monitoring visit? PI - See Folder 3. Was there any follow-up to ensure that findings were corrected/addressed? yes 4. How does the LEA monitor its local schools' implementation of federal programs and provide technical assistance? 5. How do you involve your school principals in LEA monitoring policies and procedures? 6. How does the LEA monitor/compare school expenditure requests with needs listed in the schoolwide or targeted assistance plan? 7. If applicable, how does the LEA monitor the implementation of the reform model for the RTI lowest achieving school?

* This documentation provided by GaDOE during onsite visit.

Document 2: Target Area Schools Supervisor
October 2011 - Page 2 of 13

** This documentation provided by LEA during onsite visit.

Organization:
Color Coding & Numbering

- Notebooks and Folders
  - You and District Office Staff
    - Folders

      - Make them early with numbers only so you can adjust when monitoring document revisions occur.
      - District Folders are the same color as Director files, and a different color from the school folders to help you to stay organized.

Title I School Folders

- SCHOOLS:

  Use a different color for each school or one color for all schools…. just different than district.

Notebooks and Tabs

- Make tabs at the beginning of the school year that will remind you of what needs to be included for monitoring documentation.

- Use monitoring document terminology.

Cover Sheets & Reference Pages

- Create colored pages to indicate "GaDOE provides Documentation" or "Not Applicable to PCSD." Insert these immediately… you will feel instant progress!

- Create colored pages for referencing each Title Program and Notebook. "Title II Documentation, Please refer to ILT Notebook, Eligible Attendance Area Notebook," etc.

Getting schools ready…

- Communicate often!
  - Monthly ILT Meetings
  - Email Reminders
  - Principal's Meetings
  - Checklists and Descriptions
  - Provide them with the actual Monitoring Document – with highlights and notes!
- Provide samples and templates when appropriate.

Set Due Dates!

- Don't wait until right before your visit to collect documentation. Begin early! Much of what you need will be collected early in the school year.

- November – Parent Notifications, PIP, Compact, Annual Meeting, SW Plans, Inventory…
- December – HQ Letters, Parent Surveys, Periodic Certification, PI Documentation…
- Jan. – May – PI Documentation, Periodic Certification, Evaluation of PIP, Evaluation of SW Plan…

Checklists & Descriptions

- Provide them with checklists in familiar terms with due dates.
- Don't leave all interpretation up to the schools of what to include, it can be confusing…
- Keep all documents in the same order per folder.
- Define contents of each folder – be specific!

Title I Monitoring Documentation for Schools 2011-2012

School _____

COLLECT IN NOVEMBER

COLLECT IN DECEMBER

COLLECT IN JANUARY

Schoolwide Checklist (1)

1.2 –LEA Monitoring of Schools and Programs

Items that should be in folder:

1. Budget with correlation to SIP

Parent Involvement (3)

3.1-Copies of any notification or correspondence to parents in multiple languages, as appropriate.

Items that should be in folder:

1. Spanish versions of any documentation translated by school attached to English version.

Examples

- ☐ Evidence that school notifies parents about:
  - AYP Status
    - Letter, handbook, school newsletter, web
  - School Improvement Status
    - Letter, handbook, school newsletter, web
  - Public School Choice
    - Letter, handbook, school newsletter, web
  - Supplemental Educational Services
    - Letter, handbook, school newsletter, web
  - Teacher and Paraprofessional Qualifications
    - Letter, handbook, school newsletter, web
  - Highly Qualified Teachers
    - Letter, handbook, school newsletter, web

All this items are in the AYP letter.

Provide To Do Lists by Month

- Title I Director
- Title I Principals
- Title I ILTs
- Title I Teachers & Paraprofessionals

ILT Timeline Checklist 2011-2012

August & September

CURRICULUM & INSTRUCTION:

- ☐ Rank Title I student lists based on multiple criteria.
- ☐ Send home Notification Letter to Parents of Title I Students.
- ☐ Send required Title I Letters home to all parents in August. (See Req. Notification List)
- ☐ Revise School Imp. Plan to include all Title I Requirements with stakeholder feedback.
- ☐ Conduct teacher survey regarding instructional needs and support.
- ☐ Model strategies and teach demonstration or collaborative lessons in classrooms when appropriate.
- ☐ Coach using effective research-based instructional strategies in reading and math.
- ☐ Plan, research and implement professional development with grade levels/teams, staff, and individuals.
- ☐ Assist teachers with analysis of reading and math assessments and in differentiating instruction based on this data.
- ☐ Research and provide classroom teachers with strategies, ideas and materials to assist in differentiation of instruction with at risk students.
- ☐ Monitor Title I teachers regarding the progress and goals of their Title I students, and the management and use of student monitoring folders.
- ☐ Conduct weekly or bi-monthly Title I Meetings with your Title I staff.

PARENT INVOLVEMENT:

- ☐ Conduct Annual Title I Meeting with parents in August.
- ☐ Conduct September Parent Involvement Meeting.
- ☐ Develop/Revisit Parent-Student-Teacher Compact with parents at Annual Meeting and distribute to teachers.
- ☐ Develop/Revise local and district Parent Involvement Policy with parents at Annual Meeting and distribute to parents.
- ☐ Document parent involvement in development of Title I Budget. (Agenda/Sign In)
- ☐ Document parent involvement in development of School Improvement Plan. (Agendas/Sign Ins)
- ☐ Conduct a Needs Assessment Survey with Parents regarding workshops, activities, and involvement.
- ☐ Collect originals of signed Compacts and keep on file. (Teachers keep copies.)
- ☐ Send home August Parent Newsletter.
- ☐ Send home September Parent Newsletter.
- ☐ Conduct Parent Workshop if scheduled.
- ☐ Open and advertise Parent Resource Center with brochure, website, and newsletter article.
- ☐ Send invitations/flyers/news article/website notice to parents re: Parent Involvement Opportunities.

MANAGEMENT OF TITLE I PROGRAM:

- ☐ Place copies of student ranking sheets and Title I teacher schedules in your Documentation Notebook.
- ☐ Place parent meeting/workshop agendas, minutes, invitations, flyers, feedback forms and sign-in sheets in your Documentation Notebook.
- ☐ Create a needs list for determining your budget with your administrators and Parent Involvement Committee.
- ☐ Complete Title I Budget and turn in to Sue.

School Cover Pages for PI

- Use Cover Sheets to ensure all documentation is included.

Label everything…

Work Together…

- Schedule work sessions with due dates for Title I Director/Parent Involvement Specialist Review, Group Review, and Peer Review.

- Title I Director/Parent Inv. Specialist Review:
  - First Round: Parent Involvement Specialist reviews PIP, Compact, etc. and provides feedback to schools. (Sept./Oct.)
  - Second Round: Title I Director provides final approval. (Oct./Nov.)

Review and Work Sessions

- Group Review:
  - Representatives from each Title I school bring their folders to this work session. All go through their own folders to verify they are complete, to seek clarification, to put in the correct order, and/or make a list of items that need to be added.
- Peer Review:
  - Selected representatives from schools come to this work session to review peer folders for consistency, completion, and/or to make a list of items that need to be added.
- Final Review:
  - Title I Director reviews all local school files one last time!
- Be supportive and offer lots of assistance, this task can be overwhelming!

Keeping up with everything and everyone…

- Colored paper placed in the folders with needed documentation will help to keep up with:
  - What is needed
  - Who needs to provide it
  - Where it goes

When all colored papers are removed,

you know you have all requested documentation.

Final Review…think like a Monitor

- Go through each folder with monitoring eyes… ASK YOURSELF QUESTIONS…
  - Do I know what this is?
  - Is it easy to review? If you are confused, they will be too.
  - Is there too much, or not enough?
  - Do any questions come to mind?
  - Reconsider "extra" information – Monitors must review whatever you give them.

Setting up the Monitoring Room

- Files and notebooks
- Office Supplies
- Snacks

Monitoring Files with Notebooks

Schoolwide Plan Notebooks

Easy Access for Monitors

Space to work collaboratively

Relax, you are ready!

Don’t forget…
Celebrate with your team!

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.

how early childhood programs help prevent child abuse and neglect

Excellent early care and education programs use common program strategies to build the protective factors known to reduce child abuse and neglect.

QUALITY EARLY CARE AND EDUCATION

Program strategies that:

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Facilitate children's social and emotional development
- Observe and respond to early warning signs of child abuse or neglect
- Value and support parents

PROTECTIVE FACTORS

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

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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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 Assessment 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 of 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 is intended to get 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** 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 expressions** firsthand, which eliminates the danger of misinterpretation/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 expenses, 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 meeting, 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 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 live 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 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 critique 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 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**
- 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, 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**
- **Eliminates** the need for **data entry**
- There is **practically no cost involved** once the set up has been completed
- **People 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

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 needs.
- 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 with 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

References

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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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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.