



Coordinator Name

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Planning Team

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Program Description

Purpose or Mandate

The mission of the SSD Parent Education and Diversity Awareness Program (PEDA) is to champion meaningful inclusion, diversity awareness and family engagement through supporting and working with everyone who touches the student's life.¹

Summary Description of Program

The SSD Parent Education and Diversity Awareness program utilizes a number of strategies and services to reach and support all families and stakeholders.² PEDA supports our stakeholders through consultation, resource and referral, problem solving, training/workshops, Parent Advisory Council (PAC) development and support and Leadership development. In addition, our program provides ongoing collaboration with community agencies and offers all of the resources available in our Family and Community Resource Center to the community.

Which specific CSIP goals and PCF processes does this Program support?

CSIP Goal Area 1 (Student Success): Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

CSIP Goal Area 5 (Collaboration): Promote, facilitate and enhance parent, student, and community collaboration to meet the needs of all students.

CSIP Objective 5.2: Increase engagement with parents and the community through collaborative relationships.

CSIP Goal Area 6 (Communication): Ensure a systematic and effective process for communicating with stakeholders.

CSIP Objective 6.1: Provide systematic two-way communication processes in support of all stakeholder groups.

Process Classification Framework (PCF) Elements:

- 5.2 Plan and manage student and stakeholder relationship and engagement strategies
- 5.3 Measure and evaluate student and stakeholder service strategies
 - 5.3.1 Plan district-wide Family Engagement programs and strategies
 - 5.3.2 Implement engagement programs and strategies
 - 5.3.3 Evaluate district-wide Family Engagement strategies and programs

Who are the Customers/Stakeholders?

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other: Community Agencies, Organizations, Service Providers, State Agencies and Community Members (within and outside of St. Louis County)

What are the Customer/Stakeholder requirements?

Parents and families:

1. Knowledgeable staff
2. Timely responses
3. Current and accurate information
4. Proactive recommendations
5. Support in navigating the educational process
6. Information and resources to address disputes proactively
7. Confidence, empowerment, understanding, support
8. Opportunities to give back, support and leadership

Community partners:

1. Inform our families about their services
2. A venue to reach families (resource fairs, workshops, email distribution)
3. Partnership
4. Knowledgeable staff
5. Timely responses
6. Current and accurate information

What is this program expected to accomplish?

Through effective parent, family and community engagement and involvement, students will have the opportunity for improved academic, social and emotional outcomes. In addition, through effective community engagement, members of the extended community will become engaged partners for student success. Our goal is to influence these outcomes through:

1. Professional learning (workshops, trainings, and presentations)
2. Access to a variety of resources (1:1 contacts, referral, consultation, and library)
3. Ongoing support for learning (website resources, trainings, 1:1 contacts, and community resources)
4. Increased family and staff understanding (resources, referrals, 1:1 contacts, awareness, and family supports)
5. Leadership opportunities district-wide (local and district-wide PAC and Parent Leadership Institute)
6. Participation on district-wide committees (PEDA supports both the district and families by providing parent perspective and voice at all levels of the district)
7. Customer satisfaction

Briefly describe how this Program works

PEDA analyzes data and feedback to make program decisions each year. Data sources include surveys and online data collection systems. Professional learning for families and staff are determined from attendance numbers, topic requests and CSIP requirements. Staff professional learning is determined through department and region improvement plans and director and administrator requests. Materials in the Family and Community Resource Center are updated based on surveys, requests and checkout data. In addition, the PEDA administrators regularly meet with key SSD programs and departments to gather additional input and requirements. Family outreach is accomplished through staff presentations, parent workshops, resource

fairs, the Parent Outreach Mentor Program, the Parent Leadership Institute, and SSD and local PAC support. Focusing on underrepresented school districts, the PEDAs administrators align program goals and outreach efforts to reach all families. Collaboration with agencies and the community is another resource PEDAs emphasize to reach families and to keep our information and resources up to date.

What resources (type and quantity) are required to execute this plan?

- 1 12-month full time administrator
- 1 12-month full time secretary
- 3 10-month full time administrators
- 1 10-month .5 FTE secretary
- 1 10-month part time clerk
- 5 cubicles
- 1 desk/area and meeting area
- Resource Center with Desk
- 5 laptops
- 3 desktops
- 4 iPads
- Capability to print and disseminate materials

Action Plan Summary

Previous Cycle Goals and Measurable Objectives

A previous evaluation of Parent Education was conducted in 2006. At that time, the evaluation did not specify goals and objectives.

Current Cycle Goals and Measurable Objectives

2013-2015 Overall Goals and Measurable Objectives

Goal 1: Families (including students where applicable) will be better prepared for transitional steps throughout a student's educational career.

Objective 1.1: Participation in transition presentations will increase by 2% over the prior year.

Objective 1.2: In partnership with the Transition Department and community agencies, the Parent Education Program will present transition-specific presentations targeting all St. Louis County school districts.

Objective 1.3: PEDAs will increase the number of contacts and communications with Regional Transition Networks (RTN).

Goal 2: Parent/family contacts and utilization of the services PEDAs provides will increase.

Objective 2.1: PEDAs staff will increase parent/family contacts as defined as phone calls, direct e-mails, and in-person conversations.

Objective 2.2: Attendance at presentations will increase.

Objective 2.3: PEDAs staff will increase the number of informational resources brochures created and provided to SSD units or departments year over year.

Objective 2.4: Families will utilize the services offered through the Family and Community Resource Center.

Goal 3: Recipients of services will be highly satisfied with the programming PEDAs provides.

Objective 3.1: Customer satisfaction with presentations will increase.

Objective 3.2: Customer satisfaction with 1:1 contacts will increase.

Goal 4: PEDAs services will engender increased parent/family voice, advocacy, and involvement, in turn promoting positive outcomes for students.

Objective 4.1: Parents/families who participate in the Parent Leadership Institute will increase their knowledge and ability to advocate successfully for their child.

Objective 4.2: Customers will perceive that programming provided through PEDAs positively impacts students.

Current Cycle 2015-2016 Action Plans

Short-term (within the next school year)

PEDAs administrators will attend all SSD PAC meetings and at least one district PAC meeting per semester.

Medium-term (1-2 years)

Increase the number of resources and materials provided to families to support student learning at home by creating and maintaining an online repository of resources.

Create and support an IEP process survey tool.

Work to increase regional diversity among SSD Parent Leadership Institute attendees.

Parent Outreach Mentors will be trained and actively perform their roles.

Long-term (3 years and more)

Increase SSD PAC membership.

Evaluation Plan Summary

Program Evaluation Authority

Board Policy IM (adopted 10/28/14) requires a biennial evaluation of this program. The previous evaluation report was approved by the SSD BOE on 11/21/06. As of 2015-16, Parent, Family and Community Involvement has been added to the Program Evaluation schedule.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program’s processes with the goals of the program?
- What is the level of deployment of this program’s services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

- What is the status of the program’s progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

Quantitative Measures – Criteria for Evaluation

Measure to be used	Targets
1.1 Participation in transition presentations as measured by CallTracker ³ and WisdomWhere ⁴ . Evaluation period for all measures is July 1 st through June 30 th .	2013-14 actual: 429 2014-15 actual: 525 2015-16 target: 535 (2% increase)
1.2 Transition-specific presentations presented in SSD and partner district schools by PEDDA (total number and number of districts receiving workshops).	Number of transition presentations total: 2013-14 actual: Data not available 2014-15 actual: 24 2015-16 target: 28 Number of districts receiving transition presentations: 2013-14 actual: 4 2014-15 actual: 4 2015-16 target: 8
1.3 Total number of Regional Transition Network (RTN) meetings attended.	2013-14 actual: 0 2014-15 actual: 0 2015-16 target: 4

<p>2.1. Overall <u>family</u> contacts. This includes all FRC contacts made via email, phone, or in-person; family attendance at workshops and presentations; and family visitors to FCRC table at fairs (e.g., transition fair, ability fair, etc.). <i>Excludes</i> contacts with community members, SSD staff, families who are not served by SSD or a partner district, and post-graduate related contacts. Multiple contacts regarding the same issue are counted only once (as defined in PEDAs call tracker data entry guidelines).</p>	<p>2013-14 actual: Data not available 2014-15 actual: 2223⁵ 2015-16 target: Baseline year due to methodology change</p>
<p>2.2 <u>Overall</u> attendance at presentations and workshops as indicated by WisdomWhere and Call Tracker data (includes families, community, and all other attendees).</p>	<p>2014-15 actual: 614 2015-16 target: 621 (1% increase or maintain)</p>
<p>2.3 Number of informational resource brochures created for and provided to SSD units or departments (Informational brochures are brochures that include information on services and supports provided by specific SSD departments and/or programs that are not explicitly described on the SSD public site).</p>	<p>2013-14 actual: 1 2014-15 actual: 2 2015-16 target: 4</p>
<p>2.4 Count of materials checked out by families (includes books/DVDs, resource packets, brochures, facts sheets, and handbooks). Reflects Alexandria⁶ data. Printing expenses will be provided to approximate the distribution of materials other than those listed above.</p>	<p>2013-14 actual: 503 (printing \$5350) 2014-15 actual: 525 (printing \$3695) 2015-16 target: 525 (maintenance target)</p>
<p>3.1 Percent of attendees who agree or strongly agree with post-workshop evaluation survey item, "Today's professional learning has increased my knowledge and understanding." Note that this includes all presentations coordinated by PEDAs, including those developed and presented by organizations <i>outside of</i> SSD.</p>	<p>2014-15: 95.0%⁷ 2015-16: 95.0%</p>
<p>3.2 Results of surveys sent to parents following 1:1 contacts. Specifically, the percent of respondents who agree or strongly agree with the survey question, "The information and support provided to you by the Parent Education staff was helpful."</p>	<p>2014-15 actual: 99% 2015-16 target: 99%</p>

4.1 Percent of parents who agree or strongly agree with the survey item "Today's professional learning has increased my knowledge and understanding" following participation in the Parent Leadership Institute.	2014-15: Will serve as baseline.
4.2 Percent of attendees who agree or strongly agree with post-workshop survey item, "I believe the content and strategies from today's professional learning will have a positive impact on student achievement."	2014-15 actual: 92.5% 2015-16 target: 95%

Notes

1. The Harvard Family Research Project provides the following guidance that speaks to the importance of family engagement for the long term success for students with disabilities:

One of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement confers benefits on all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as the general student population. Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families. Their families play a number of supporting roles, including as their advocates and as people who can provide valuable insight into their specific needs to instructors, who may at times feel pressed by trying to meet the needs of diverse groups of students. There are rarely any simple answers to balancing the needs of each individual child with disabilities with others' needs, with competing structural, bureaucratic, pedagogical, and emotional factors often adding extra layers of effort and complexity for everyone involved. But when families and educators work together as partners, it enhances the likelihood that children with disabilities will have positive and successful learning experiences. www.hfrp.org/publications-resources/browse-our-publications/family-engagement-and-children-with-disabilities-a-resource-guide-for-educators-and-parents

2. Family engagement as it relates to student learning is also a focus of the Title I program, a separate program evaluation for which is conducted biennially. Though administrators of the two programs collaborate, family outreach and engagement initiatives managed through the Title I program fall outside the scope of the present program evaluation.

3. Call Tracker is an internally-designed system embedded in Sharepoint (SSD Life) that is used to log PEDA activities, presentations, and contacts/inquiries. 2014-15 was the first year the "Call Tracker" data collection system was utilized, and the system was modified/calibrated over the course of the 2014-15 school year to better conform to program needs. As such, 2015-16 represents the first year data is being collected from start to finish using consistent rules and procedures. 2013-14 data reported was collected using the WisdomWhere system (see below) only. Interpretation of trends based on comparison of data should be done with caution given moderate cross-year differences in data collection procedures.

4. WisdomWhere is the professional development management system used by SSD.

5. See Note 1. 2014-15 data will be less accurate than that collected in 2015-16 due to procedural inconsistencies. Thus 2015-16 should likely serve as the “true” baseline for this measure.

6. Alexandria is the software used by SSD to inventory and manage circulation of books and media in the Library Media Center.

7. The system by which workshop evaluation data is collected involves feeding completed evaluation forms into a high speed scanner to register responses in connection with AutoData survey software. Use of this process has resulted in some loss of data due to (a) a portion of surveys not being scanned, and (b) completion of workshop evaluation surveys that failed to register when scanned due to poor copy quality.



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Evaluation Summary

Purpose or Mandate

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PEDA supports the following CSIP goals and Process Classification Framework elements:

CSIP Goal Area 1 (Student Success): Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

CSIP Goal Area 5 (Collaboration): Promote, facilitate and enhance parent, student and community collaboration to meet the needs of all students.

CSIP Objective 5.2: Increase engagement with parents and the community through collaborative relationships.

CSIP Goal Area 6 (Communication): Ensure a systematic and effective process for communicating with stakeholders.

CSIP Objective 6.1: Provide systematic two-way communication processes in support of all stakeholder groups.

PCF 5.2 Plan and manage student and stakeholder relationship and engagement strategies

PCF 5.3 Design and implement family engagement program

PCF 5.3.1 Plan district-wide family engagement programs and strategies

PCF 5.3.2 Implement engagement programs and strategies

PCF 5.3.3 Evaluate district-wide family engagement strategies and programs

A biennial evaluation of this program is required under Board Policy IM. The last evaluation report was approved by the Board in 2006. At that time, the evaluation did not specify goals and objectives.

Program Description

The SSD Parent Education and Diversity Awareness program utilizes a number of strategies and services to reach and support all families and stakeholders.² PEDA supports our stakeholders through consultation, resource and referral, problem solving, training/workshops, Parent Advisory Council (PAC) development and support, and leadership development. In addition, our program provides ongoing collaboration with community agencies and offers all of the resources available in our Family and Community Resource Center to the community.

What were the major accomplishments or benefits of this program?

- SSD Parent Leadership Institute (PLI) and development of parent leaders.
- 83 parent workshops and 2 community-wide resource fairs (provided at SSD Central Office and in partner districts), as well as online opportunities.
- One-on-one parent, staff, and community consultation, problem-solving and referral.

- The Family and Community Resource Center (FCRC) library of books, DVDs, and resource materials (both in print and online).³
- Parent perspective and voice on SSD committees and goal teams.
- Support of the SSD Parent Advisory Council (PAC).
- General education, special education and operational staff professional learning.
- Collaboration with Communications Department on resources and creation of "SSD Unfiltered," a monthly e-newsletter for the special education community that is distributed by email to those who elect to receive it.
- Coordination of community agency partner meetings twice per school year to collaborate and share resources.
- Development of a new online data collection system.
- North County outreach via parent mentors, fairs and workshops.
- Recording of PEDA processes in all areas in alignment with the SSD Process Classification Framework (PCF).

Program's expected impact on student performance: The number of families we reach contributes to our impact on student performance. Through effective parent, family and community engagement and involvement, students will have improved academic, social and emotional outcomes. In order to achieve the level of involvement and engagement necessary to reach improved outcomes, parents and families need support, resources, training and leadership opportunities. In addition, through effective community engagement, members of the extended community will become engaged partners for student success.

How well did this program fulfill its purpose or mandate?

- Inadequate Approaching Satisfactory Satisfactory Excellent

What factors made essential contributions (+/-) to this rating?

Factors that made essential positive contributions:

- Creation of processes across all areas of responsibility.
- Hosting Agency collaboration meetings twice/year.
- Planned and executed the 8th annual Parent Leadership Institute (PLI).
- Twice-annual newsletter distribution of workshops and targeted outreach to specific audiences to advertise workshops that seem most applicable to that group.
- Collaborative relationships with Directors, Principals, and Area Coordinators to identify areas of needed support, provide professional learning opportunities, and distribute PEDA information and resources.
- Creation of a new online data collection system that aligns to the district Balanced Scorecard and enables more effective data sharing.
- The use of PDSA resulted in a new system for resource library materials circulation.
- Preparation of onboarding materials for new Parent Education and Diversity Awareness staff that aligns with newly created PEDA SIPOCs and process documents.
- SSD Parent Advisory Council (PAC) support and attendance, along with facilitation of two PAC listening sessions.
- Participation in and support of the SSD Title I Family Engagement committee. Created and maintain online learning resources for families.
- Provided professional learning presentations during New Teacher Orientation (NTO), Special Education Leadership Academy (SELA), and New Paraprofessional training.
- In collaboration with Transition Department, created transition trainings for parents and families to support understanding of transition and skill development earlier. Piloted trainings in Zone 2 and developed a plan to implement county-wide during the 2015-16 school year.

- PEDAs representatives are now members of the District’s Behavior Work Team and Behavior Leadership Team.
- Created Transition to Kindergarten materials in collaboration with Early Childhood Special Education (ECSE) and created and maintain the associated online repository.
- Coordination of the CSIP Strategy 5.1.5, “Inclusive Practices.” Updated the SSD manual, “Inclusion Matters” and made it available on the public site. Also created online materials, online professional learning and organized Inclusive Education Stakeholder Committee meetings.
- Facilitated the Poverty Simulation cultural awareness-related professional learning opportunity; a PEDAs administrator became a certified facilitator for the Poverty Simulation.
- Developed a collaborative relationship with the SSD Social Work department.
- Collaborated with a Social Security Administration (SSA) administrator to create staff and family resources.
- PEDAs staff served as members of the following teams and committees: Collaboration Goal Team, Workforce Goal Team, Special Education Process Committee, Standards-Based IEP Project Team, Disproportionate Rates of Autism (DRA) Committee, Autism Advisory, Bullying Committee, Technology Goal Team (District and Department), Family Engagement Committee, Transition 24/7, IEP Process Improvement Committee, Inclusive Education Stakeholders and Roll Out Committees, and Evaluation Process Improvement Committee (EPIC).

What is the general level of customer or stakeholder satisfaction with this program?

Not at all Satisfied Somewhat Satisfied Very Satisfied Completely Satisfied

What factors made essential contributions (+/-) to this rating?

Stakeholder satisfaction has reflected exemplary customer service, materials and information. Stakeholder feedback has been overwhelmingly positive. Please see evaluation results reported below.

Evaluation Results

What is the status of the program’s progress toward achieving its goals?

Goal 1: Families (including students where applicable) will be better prepared for transitional steps throughout a student’s educational career.

Measurable Objective 1:	Participation in transition presentations will increase by 2% over the prior year.
Results: Attendance of PEDAs programming is recorded through the WisdomWhere ⁴ and Call Tracker ⁵ systems. PEDAs presented 24 transition to adult life-specific trainings during the 2014-15 school year. Attendance at transition-specific trainings increased from 429 attendees during the 2013-14 school year to 525 attendees in 2014-15, a 22% increase .	

Measurable Objective 2:	In partnership with the Transition Department and community agencies, the Parent Education Program will present transition-specific presentations targeting all St. Louis County school districts.
Results: 24 transition to adult life-specific trainings were provided in 2014-15. 11 of these were presented <i>in collaboration with</i> the Transition Department. Presentations were given in 5 different partner school districts. No data is available for years prior to 2014-15.	

Measurable Objective 3:	PEDA will increase the number of contacts and communications with Regional Transition Networks (RTN).
Results: Beginning with the 2015-16 school year, Parent Education began to collaborate with the Transition Department related to RTN's. In addition, Parent Education wrote specific action steps in their 2015-16 improvement plans to contact and attend RTN's. A target of 4 contacts was established for the 2015-16 school year. As of May 2016, 3 RTN meetings have been attended by PEDA staff.	

Goal 2: Parent/family contacts and utilization of the services PEDA provides will increase.

Measurable Objective 1:	PEDA staff will increase parent/family contacts as defined as phone calls, direct e-mails, and in-person conversations.
Results: The overall number of parent/family contacts for 2014-15 was 2196 . ⁶ This figure reflects both individual contacts (1278; this includes phone calls, emails, etc.) and presentation attendance (918). The total number of contacts including families, staff, community and agencies was 5207 . Data for school years prior to 2014-15 is unavailable.	

Measurable Objective 2:	Attendance at presentations will increase.
Results: There were 2890 attendees at PEDA presentations in 2014-15. ⁷ In 2013-14, presentation attendance was 1831 (though this represents only attendance entered into the WisdomWhere system; in 2014-15, both WisdomWhere and Call Tracker systems were utilized for the purpose of attendance tracking).	

Measurable Objective 3:	PEDA staff will collaborate with the Communication Department to increase the number of informational resources brochures created and provided by SSD work units and/or departments. ⁸
Results: PEDA supported the creation of 2 informational resource brochures/materials during the 2014-15 school year (the topics of these were Transition to Kindergarten and Standards Based IEPs). One resource brochure was developed in 2013-14. These resources are available on the PEDA wiki page. ³	

Measurable Objective 4:	Families will utilize the services offered through the Family and Community Resource Center.
Results: Attainment of this objective was assessed by the number of materials checked out by families. ⁹ 525 books and/or DVDs were checked out during the 2014-15 school year, representing an increase over 2013-14, during which year 503 books and/or DVDs were checked out by families. The FCRC also distributes many fact sheets, brochures, resource packets, and other informational handouts. Printing expenditures for such materials were \$3,695 in 2014-15, and \$5,350 in 2013-14. ¹⁰	

Goal 3: Recipients of services will be highly satisfied with the programming PEDA provides.

Measurable Objective 1:	Customer satisfaction with presentations will increase.
Results: Attainment of this objective was assessed via the percentage of Agree and Strongly Agree responses to the post-workshop evaluation item, "Today's professional learning has increased my knowledge and understanding." During the 2014-15 school year, 95% of attendees at presentations provided or hosted by PEDA responded Agree or Strongly Agree to this survey item (321 participants provided a response). No data is available for years prior to 2014-15. ¹¹	

Measurable Objective 2:	Customer satisfaction with 1:1 contacts will increase.
Results: Attainment of this objective was assessed via the percent of respondents answering Agree or Strongly Agree to the SSD Parent Education and Diversity Awareness survey question, "The information and support provided to you by the Parent Education staff was helpful." The SSD Parent Education and Diversity Awareness survey is sent by email to first time contacts and customers contacting the department regarding issues related to St. Louis County schools. 99% of the 126 respondents completing the survey expressed agreement with this item over the course of the 2014-15 school year. No data is available for years prior to 2014-15. ¹¹	

Goal 4: PEDA services will engender increased parent/family voice, advocacy, and involvement, in turn promoting positive outcomes for students.

Measurable Objective 1:	Parents/families who participate in the Parent Leadership Institute will increase their knowledge and ability to advocate successfully for their child.
Results: 100% of the 17 graduates of the 2014-15 Parent Leadership Institute responded Agree or Strongly Agree to the workshop evaluation survey item, "Today's professional learning has increased my knowledge and understanding."	

Measurable Objective 2:	Customers will perceive that programming provided through PEDA positively impacts students.
Results: Attainment of this objective was assessed via the percentage of participants at all PEDA workshops who responded Agree and Strongly Agree to the post-workshop evaluation item, "I believe the content and strategies from today's professional learning will have a positive impact on student achievement." During the 2014-15 school year, 92.5% of workshop participants reported that the content and information presented would positively impact student achievement (319 participants provided a response). ¹¹	

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths:

- A high degree of customer satisfaction with PEDA programming.

- The expanding reach and outreach of the PEDDA program.
- The large number of resources made available to families through the FCRC.
- Improvements in the PEDDA data collection system initiated in 2014.
- Collaboration between PEDDA and other SSD departments
- Targeted collaboration efforts with Transition and Early Childhood departments to create materials and reach more families.
- The knowledge base and personal experience of PEDDA staff.
- Identifying and supporting the growth of parent leaders.
- PEDDA representation provides a parent/family perspective on SSD processes, programs and committees.

Opportunities/Weaknesses:

- Capacity for *comprehensive* outreach is somewhat limited given current PEDDA staffing levels.
- Barriers to providing all families with information regarding the program and opportunities. Barriers include staff turnover, difficulties in making connections with existing parent/family outreach efforts, limitations in technology resources (e.g., wireless access at Central office, adequate website platform for materials, webinars and social media), and a lack of a systematic approach to/prioritization of educating staff on PEDDA supports available.
- For some objectives, cross-year comparisons were either not available or difficult to interpret due to data tracking system changes and/or limitations (though this concern should be minimized moving forward given improvements documented in this report).
- Given the nature of the program (i.e., services that target families and the community), drawing clear links between PEDDA activities and student outcomes is methodologically challenging. The current evaluation does not directly examine the impact of PEDDA's services on students.

How well aligned are the program's processes with the goals of the program?

Very well aligned. All program goals tie directly back to the CSIP and the Process Classification Framework.

Deployment Level of Program Services

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program?

Yes **No**

If Yes, describe changes.

Increase the budget to mail newsletters (this occurred during the 2015-16 school year). Consider adding a third 10-month PEDDA administrator in order to increase capacity to provide equitable access to information, resources and supports for parents and families county-wide.

Should goals be changed, added or removed?

Yes **No**

If Yes, describe changes.

Evaluation Implications

What are the actual costs of this program, and how do they compare to budget?

Total Annual Expenditures:	\$ <u>245,258.65</u>	Total Annual Budget:	\$ <u>251,452.65</u>
Staff	\$ <u>224,526.65</u>	Staff	\$ <u>224,526.65</u>
Technology	\$ <u>Not included</u>	Technology	\$ <u>Not included</u>
Other*	\$ <u>20,732</u>	Other*	\$ <u>26,926</u>

**Other includes materials, printing, library additions, mailing/postage, outside presenter fees, etc.*

What are the major sources and amounts of funds?

SSD budget. A Special Education Foundation Grant to support Parent Leadership Institute provided an additional \$3,000.

How many customers (students) are served by this program?

The actual number of customers served by this program is indeterminate. The services it provides are open not only to families of students served by SSD (24,307 students served in total as of fall 2015), but also to all families in the St. Louis metropolitan area.

What is this program's annual cost per customer (student)?

\$ 10.10 (per SSD student served expenditure)

\$ 47.10 (per program "contact" expenditure; see Objective 2.1)

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

The program has a fairly wide reach and serves a diversity of customers. Not factored into the cost/benefit calculation are potential cost *savings* to the District that come in the form of complaints, mediations, and due process actions that are avoided as a result of the family assistance and timely issue resolution that PEDDA provides, along with inter-organizational collaborative efforts meant to ensure SSD practices and process meet the needs of families.

General Recommendation Resulting from this Evaluation

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program as is with specific action plans for improvement.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.

Action Plans

Review of Action Plan progress since last report.

Action Plan 1 (short-term)

<i>Opportunity for Improvement:</i>	Outreach
<i>Action Plan:</i>	PEDA administrators will attend all SSD PAC meetings and at least one partner district PAC meeting per semester.
<i>Progress on Action Plan:</i>	Action plan completed.

Action Plan 2 (medium-term)

<i>Opportunity for Improvement:</i>	Resources for families
<i>Action Plan:</i>	Increase the number of resources and materials provided to families to support student learning at home by creating and maintaining an online repository of resources.
<i>Progress on Action Plan:</i>	Action plan completed (and the number of resources available continues to grow).

Action Plan 3 (medium-term)

<i>Opportunity for Improvement:</i>	Family participation in and satisfaction with the IEP process
<i>Action Plan:</i>	Create and support an IEP process survey tool.
<i>Progress on Action Plan:</i>	Action plan completed.

Action Plan 4 (medium-term)

<i>Opportunity for Improvement:</i>	Equity
<i>Action Plan:</i>	Work to increase regional diversity among SSD Parent Leadership Institute attendees.
<i>Progress on Action Plan:</i>	Action plan completed, though efforts to increase diversity continue.

Action Plan 5 (medium-term)

<i>Opportunity for Improvement:</i>	Resources for families
<i>Action Plan:</i>	Parent Outreach Mentors will be trained and actively perform their roles.
<i>Progress on Action Plan:</i>	Action plan completed.

Action Plan 6 (long-term)

Opportunity for Improvement:	Family voice in SSD practices
Action Plan:	Increase SSD PAC membership.
Progress on Action Plan:	Action plan completed.

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

- Create onboarding materials for new administrators to our program, including calendar/timelines, process steps and daily responsibilities.
- Fully implement the PEDDA-controlled Call Tracker data collection system.

Medium-term (1-2 years)

- Increase outreach to families by mailing the Parent Connection newsletters home each semester.
- Devise a process to increase responses to the SSD Parent Education and Diversity Awareness parent survey.
- Research the feasibility of, and potential approaches to, evaluating the impact of Parent Education efforts on student-level outcomes.

Long-term (3 years and more)

- Increase outreach by improving technology resources, including website platform for materials and webinars, social media and wireless access at Central Office.
- Enhance collaboration with partner districts in order to increase PEDDA outreach to families through collaborative opportunities, presentations, and professional learning. In addition, work with partner district departments of communication to make PEDDA resources easily available to families via partner district websites.

Notes

1. The Harvard Family Research Project provides the following guidance that speaks to the importance of family engagement for the long term success for students with disabilities:

One of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement confers benefits on all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as the general student population. Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families. Their families play a number of supporting roles, including as their advocates and as people who can provide valuable insight into their specific needs to instructors, who may at times feel pressed by trying to meet the needs of diverse groups of students. There are rarely any simple answers to balancing the needs of each individual child with disabilities with others' needs, with competing structural, bureaucratic, pedagogical, and emotional factors often adding extra layers of effort and complexity for everyone involved. But when families and educators work together as partners, it enhances the likelihood that children with disabilities will have positive and successful learning experiences. www.hfrp.org/publications-resources/browse-our-publications/family-engagement-and-children-with-disabilities-a-resource-guide-for-educators-and-parents

2. Family engagement as it relates to student learning is also a focus of the Title I program, a separate program evaluation for which is conducted biennially. Though administrators of the two programs collaborate, family outreach and engagement initiatives managed through the Title I program fall outside the scope of the present program evaluation.

3. A variety of Parent Education materials and resources are available online, including the following:

The Family and Community Resource Center page: https://www.ssdmo.org/cool_tools/fcrc.html

The Parent Workshop page: https://www.ssdmo.org/cool_tools/workshops.html

The PEDAs "wiki" page: <https://ssdfcs.ssdmo.org/groups/ssdparenteducationdiversityawareness/>

The PEDAs site on SSD Life (available only to SSD staff): <https://www.ssdlife.org/ParentDivEd/>

The Parent Connections newsletter: https://www.ssdmo.org/cool_tools/Parent_Connection.pdf

4. WisdomWhere is the professional development management system used by SSD.

5. Call Tracker is an internally-designed system embedded in Sharepoint (SSD Life) that is used to log PEDAs activities, presentations, and contacts/inquiries. 2014-15 was the first year the "Call Tracker" data collection system was utilized, and the system was modified/calibrated over the course of the 2014-15 school year to better conform to program needs. As such, 2015-16 represents the first year data is being collected from start to finish using consistent rules and procedures. 2013-14 data reported was collected using the WisdomWhere system only. Interpretation of trends based on comparison of data should be done with caution given moderate cross-year differences in data collection procedures. Data collected in 2015-16 through the new system will serve as baseline for future comparisons. 2014-15 data will be less accurate than that collected in 2015-16 due to procedural inconsistencies.

6. The figures reported here differ from that which appeared in the evaluation Plan Summary as a result of a recalibration/recalculation that corrected the timeframe parameter for data collection.

7. This data includes workshop attendance and district and staff presentations, including orientations. Not all staff presentations are included. Recalibration of presentation tracking will begin 2016-17. The system by which workshop evaluation data was previously collected involved feeding completed evaluation forms into a high speed scanner to register responses in connection with AutoData survey software. Use of this process resulted in some loss of data due to (a) a portion of surveys not being scanned, and (b) completion of workshop evaluation surveys that failed to register when scanned due to poor copy quality.

8. Note that the wording of this objective was modified slightly from what appeared in the Evaluation Plan Summary.

9. The FCRC uses Alexandria software to inventory and manage circulation of materials. This is the same system that is used by the library and media centers in SSD schools.

10. The rationale for reporting printing expenditures was that they might serve as an indicator of the extent to which materials that are not "checked out" were distributed by the FCRC, and that could be used to assess improvements over time. In fact, printing expenditures appears to be a less than ideal indicator for a variety of reasons including inconsistent outlays for printing/production of large quantities of materials from year to year, and the move to providing access to a more extensive catalog of resources online.

11. PEDAs staff began using the Planning and Developing post-workshop evaluation survey in 2014-15. Survey item content is different from the PEDAs survey used previously, preventing comparison of results across years.