



West Virginia DEPARTMENT OF
EDUCATION

**ATTENDANCE, BEHAVIOR,
COURSE PERFORMANCE, AND
FAMILY-SCHOOL PARTNERSHIP**

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CONTENT

- Definitions
- Dual Capacity-Building Framework for Family-School Partnerships
- Check the A-B-Cs?
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- Four Versions of Family-School Partnerships

OBJECTIVES

Participants will be able to:

- Define Family Engagement
- Recognize How to Utilize WV GRADUATION 20/20 Resources
- Develop potential activities for the WV GRADUATION 20/20 School Action Plan
- Examine Versions of Family-School Partnerships

FEDERAL LEGISLATION

Many Federal programs emphasize family engagement; and laws that govern the early childhood, elementary, and special education systems reference the importance of family engagement.

- EVERY STUDENT SUCCEEDS ACT (ESSA) 2015
- HEAD START
- STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY ACT (PERKINS V) 2018
- INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA) 2004 Amended through ESSA (Parts B & C)
- WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) 2014
- SECTION 504 OF THE REHABILITATION ACT 1973

WHY FAMILY ENGAGEMENT?

- Learn to read faster (Exhibit faster rates of literacy).
- Have higher grades and test scores.
- Are promoted and take more challenging classes.
- Adapt better to school and have better attendance.
- Have better social skills and behavior.
- Graduate and go on to post-secondary education.

WHAT IS FAMILY ENGAGEMENT?

- Parents/families working together to enhance and improve the development of children and adolescents. (Dr. Joyce Epstein, 2001)
- The various ways that a child's adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) at home, school, or in the community, effectively support children's learning and healthy development. (Dr. Karen Mapp, 2007)
- The concept of family engagement is simple: involve families in the learning of their children, and they become partners and advocates of success. (Dr. Steven M. Constantino, 2016)

U.S. DEPARTMENT OF EDUCATION

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including the planning, development, and evaluation of such activities, programs, and systems. (2016)

WHAT IS YOUR ROLE IN FAMILY ENGAGEMENT?

- **HOME** – Family provides an environment supportive of developmental needs of children. The student builds awareness of the importance of education.
- **SCHOOL** – School has a welcoming learning environment to engage families. Families are aware of opportunities to participate in school-related activities.
- **CLASSROOM** – Teachers and parents share student concerns of the whole child. Families are ready to support the education of their child in the classroom in different ways.
- **COMMUNITY** – The LEA identifies and integrates community resources to enhance school programs. Families use community programs to increase child's skills, talents, and/or obtain needed services.

WHAT IS YOUR ROLE IN FAMILY ENGAGEMENT? (Continued)

- **FAMILIES AS PARTNERS** – LEA and families recognize the importance of school-family partnerships in school improvement efforts. Both know that families can help the school system in their efforts to increase student academic success.

OBSTACLES

Family engagement can be the vehicle toward improving educational opportunities for all students yet:

- Principals and teachers receive little training for engaging families.
- Parents – particularly low-income and limited-English-proficient parents often lack understanding of the school system.

This results in one-way communication and “random acts of engagement” such as poorly attended parent nights.

FAMILY ENGAGEMENT ACTION STEPS

Henderson and Mapp (2002) suggest the following action steps to establish effective family engagement programs:

- Recognize that all parents, regardless of income, education level, or cultural background are involved in their children's education and want their children to do well in school;
- Link family and community engagement efforts to student learning;
- Create initiatives that will support families to guide their children's learning, from preschool through high school;
- Develop the capacity of staff to work with families.
- Focus efforts to engage families on developing trusting and respectful relationships; and
- Embrace philosophy of partnership and be willing to share power with families. Make sure parents and school staff understand the responsibility for children's educational development is a collaborative enterprise. (Mapp, 2004)

DUAL CAPACITY FRAMEWORK

The DUAL CAPACITY – BUILDING FRAMEWORK FOR FAMILY – SCHOOL PARTNERSHIPS is designed to act as a scaffold for the development of family engagement strategies, policies, and programs. Coming from the U.S. Department of Education it can guide effective family engagement practices:

- That are systemic, embedded, and integrated across an organization;
- That build relationships between families and school staff;
- That are linked to student learning; and
- That create collaborative partnerships to support positive student outcomes.



ACTIVITY 1 – FOUR VERSIONS OF FAMILY-SCHOOL PARTNERSHIPS

Four leading proponents of family-school partnerships, Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies (2007), offer four versions of family-school partnerships – and a rubric that establishes an achievable standard for partnership. Henderson et al. define the four versions of partnership as:

PARTNERSHIP SCHOOL

All families and communities have something great to offer – we do whatever it takes to make sure every single student succeeds.

OPEN-DOOR SCHOOL

Parents can be involved at our school in many ways – we’re working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

ACTIVITY 1 – FOUR VERSIONS OF FAMILY-SCHOOL PARTNERSHIPS (Continued)

COME-IF-WE-CALL SCHOOL

Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get help in the community if we need it.

FORTRESS SCHOOL

Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.

4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> There is a clear, open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office A community representative sits on the school council 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to help out Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."

—from "Beyond the Bake Sale—The Essential Guide to Family-School Partnerships" (2007) by Henderson, Mapp, Johnson & Davies



CHECK THE A-B-Cs!

- ✓ Research has identified attendance, behavior, and course performance (ABCs) as powerful predictors of high school completion.
- ✓ ABC data is recommended to be used by educators to prevent students from dropping out of high school and improving student outcomes.
- ✓ CHECK THE A-B-Cs documents provide for both students and their families awareness of what effects and how to improve school success.

**Are you on-track to be successful in school?
Check your A-B-Cs!**



Success in school takes more than just passing a grade.

<h1>A</h1> <p>ATTENDANCE Am I missing two or more days a month of school?</p>	<p>How can I improve my attendance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk to your teachers/counselor about your school's attendance requirements/rules. <input type="checkbox"/> Seek help when you need support to improve your attendance. <input type="checkbox"/> Prepare the night before: clothes, books, set alarm, do not stay up too late. <input type="checkbox"/> Make plans to arrive at school on time each day. <input type="checkbox"/> Schedule doctors' appointments and trips after school hours or when school is not in session. <input type="checkbox"/> Discuss a plan with your teachers for making up missed assignments.
<h1>B</h1> <p>BEHAVIOR Is my behavior interfering with my success at school?</p>	<p>How can I improve my behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk to an adult at school if you are having problems with friends. <input type="checkbox"/> Reflect on how you are getting along with others and work on ways to improve relationships. <input type="checkbox"/> Get involved in activities such as clubs, sports, or work that interests you. <input type="checkbox"/> Share with an adult any changes or problems that may affect your behavior. <input type="checkbox"/> Report any bullying behavior.
<h1>C</h1> <p>COURSE PERFORMANCE Am I passing all of my classes?</p>	<p>How can I improve my course performance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the requirements needed for passing courses. <input type="checkbox"/> Seek additional help from adults if you are not passing a class, and ask about additional supports such as tutoring. <input type="checkbox"/> Ask a friend to help you study for tests and quizzes. <input type="checkbox"/> Complete assignments on time and make up any missed work. <input type="checkbox"/> Review your grades online on an ongoing basis so you know how you are doing.

You may not pass a grade if:

- » you are absent two or more days a month, you fail language arts and/or math, and your behavior is interfering with your success at school.

Check off ways that lead to success in school!
For additional information to increase graduation rates, visit <http://wvde.us/social-education/initiatives/graduation-20-20/>



**Are you on-track to graduate?
Check your A-B-Cs!**



Graduating from high school takes more than just passing classes.

<h1>A</h1> <p>ATTENDANCE Am I missing two or more days a month of school?</p>	<p>How can I improve my attendance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk to your teachers/counselor about your school's attendance requirements/rules. <input type="checkbox"/> Seek help when you need support to improve your attendance. <input type="checkbox"/> Prepare the night before: clothes, books, set alarm, do not stay up too late. <input type="checkbox"/> Make plans to arrive at school on time each day. <input type="checkbox"/> Schedule doctors' appointments and trips after school hours or when school is not in session. <input type="checkbox"/> Discuss a plan with your teachers for making up missed assignments.
<h1>B</h1> <p>BEHAVIOR Is my behavior interfering with my success at school?</p>	<p>How can I improve my behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk to an adult at school if you are having problems with friends. <input type="checkbox"/> Reflect on how you are getting along with others and work on ways to improve relationships. <input type="checkbox"/> Get involved in activities such as clubs, sports, or work that interests you. <input type="checkbox"/> Share with an adult any changes or problems that may affect your behavior. <input type="checkbox"/> Report any bullying behavior.
<h1>C</h1> <p>COURSE PERFORMANCE Am I passing all of my classes?</p>	<p>How can I improve my course performance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know the requirements and credits needed for graduation. <input type="checkbox"/> Seek additional help from adults if you are not passing a class, and ask about additional supports such as tutoring and/or credit recovery. <input type="checkbox"/> Ask a friend to help you study for tests and quizzes. <input type="checkbox"/> Take elective courses that interest you. <input type="checkbox"/> Complete assignments on time and make up any missed work. <input type="checkbox"/> Review your grades online on an ongoing basis so you know how you are doing.

You have a 75% chance of dropping out of school if:

- » you are absent two or more days a month, you fail language arts and/or math, and your behavior is interfering with your success at school.

Check off ways that lead to success and graduation!
For additional information to increase graduation rates, visit <http://wvde.us/social-education/initiatives/graduation-20-20/>



The purpose of the WEST VIRGINIA CHECK YOUR ABCs documents is to engage students and their families in school success. Family engagement is just as important as student engagement. The most accurate predictor of a student's achievement and graduation is the extent to which his/her family encourages learning.

A TTENDANCE

AT A GLANCE

- Students should miss no more than 9 days of school each year to stay engaged, successful, and on track to graduate.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of the three signals that a student may drop out of school.
- By 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically effect a student's academic success.

A TTENDANCE

- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help the student graduate from college and keep a job.
- Improving student attendance is an important goal for schools, because students who are at school have more opportunities to learn than those who are not.
- Specific school practices of family and community engagement are associated with improved attendance including:
 - Communicating with families about the school's attendance policies and their own student's attendance;
 - People to contact at the school;
 - Conducting workshops on attendance;
 - Conducting home visits; and
 - Providing afterschool program for students.

B BEHAVIOR

AT A GLANCE

- Schools in more economically stressed communities make more contacts with families about problems their students are having.
- Meaningful interactions between teachers and families of students with behavior issues have been shown to improve student outcomes.
- A final unsatisfactory behavior/conduct mark in at least one class at the middle school level is one of the three signs a student may drop out of school.
- Students whose families are engaged with the school have better social skills and behavior.

B BEHAVIOR

- Students' behavior, in school and out, is related to their home environment and family dynamics.
- Neglectful and passive parenting styles, lax disciplinary approaches, poor parental monitoring, inadequate family problem solving, and high levels of conflict in the home all were predictive of delinquency among juveniles.
- Implementing practices of school, family, and community partnerships focused on student behavior improve student behavior at school.
- Parental involvement activities like helping with homework and volunteering at school are instrumental in preventing behavior problems.



COURSE PERFORMANCE

AT A GLANCE

- Partnerships with families tend to decline across the grade levels.
- Students whose families are engaged in their education are more successful in school and have higher academic goals.
- Failing a course in mathematics and/or English language arts at the middle school level is highly predictive of dropping out of school.
- Students who earn fewer than 2 credits in 9th grade had a 75 percent chance of dropping out of school. Grade 9 course performance in particular is shown to correlate strongly with high school graduation.
- Students are promoted, take more challenging courses, and graduate when their families are engaged.
- Meaningful interactions between teachers and families of students with learning issues have been shown to improve student outcomes.
- Students whose families are engaged in their education exhibit faster rates of literacy acquisition.



COURSE PERFORMANCE

- Evidence of the connections between literacy resources at home and students' literacy development is overwhelming. Students from homes with more books and more reading by families perform higher on reading achievement tests than do students from less reading-rich environments.
- Family influence on literacy and reading achievement is well documented in preschool and elementary grades.
- Studies indicate that middle and high schools' communications with families are also associated with higher levels of student reading.
- Mathematics presents some unique challenges associated with school, family, and community partnerships.
- The progressively difficult nature of mathematics curricula makes it especially important for schools to implement strong partnership programs and activities related to math from preschool on.

FAMILY – SCHOOL PARTNERSHIP

- ✓ Is your school using CHECK THE A-B-Cs?
- ✓ WHAT could your school do to encourage families and students to use the documents?

PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES

- Transition planning services begin while students are in school. Compared to their nondisabled peers, students with disabilities – as well as those with chronic achievement problems – are more likely to experience unemployment or underemployment, low pay, and job dissatisfaction.
- High schools and middle schools can better engage and support these students by helping identify their strengths and interests and providing them with skills (or a plan for gaining them) they need in the workplace.

The WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES guide is designed to advance the efforts in ensuring all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce. Its purpose is to provide information for students, families, school staff, and community agencies to use as students with disabilities are preparing for school-to-work and post-school life.

The WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES guide includes:



- INTRODUCTION
- TRANSITION ACTIVITIES correlated with age group (grades 6-8, grade 9, grade 10, grade 11, grade 12, post-secondary)

HIGH SCHOOL FAMILIES

- The planning guide can serve to improve home-school communication by increasing families' understanding of course and graduation requirements and ways to monitor and support their student's progress.
- It can also increase families' awareness of the steps they can take to help their students graduate high school and make the transition to post-school activities.

MIDDLE SCHOOL FAMILIES

- For families of students in middle school the guide can help create a seamless path to high school so families remain engaged throughout their teen's high school grades.

UTILIZATION

The planning guide can be used to reach out to families and students:

- SCHOOL DISTRICT – College- and Career-Readiness transition planning for ALL students – Use at Personalized Education Plan (PEP), Individualized Education Program (IEP), and Section 504 Plan meetings.
- AGENCY – Use in development of Plan for Employment (IPE), and Pre-Employment Transition Services (Pre-ETS) meetings.
- FAMILY/STUDENT – Provide family and student with step-by-step guide and timeline outlining transition planning activities.

FAMILY-SCHOOL PARTNERSHIP

- Is your school using the PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES guide?
- WHEN has your school engaged family/students with the guide?

WHAT IS A *GRANDFAMILY*?

- A household in which a grandparent assumes the role of primary caregiver for a grandchild has come to be known as a *grandfamily*.
-
- *GrandFamilies* represent a population with family social interactions and responsibilities that are more complex than usual.

NATIONAL TRENDS

- Over 2.9 million grandparents are responsible for grandchildren.
- For every 1 child in the foster care system, 25 are being raised by grandparents or relatives outside of the system.
- *GrandFamilies* save taxpayers more the \$6.5 billion by keeping kids out of foster care.
- The increase in *grandfamily* households is attributed primarily to rising rate of drug addictions.
- *GrandFamilies* have become the hidden victims of the opioid crisis across the United States.

STATEWIDE TRENDS

- 22,000 (6%) of children live with a relative with no parent present.
- 41,482 (10%) of children under 18 lives in homes where householders are grandparents or other relatives.
- 21,304 grandparents are householders responsible for their grandchildren who live with them.
- West Virginia ranks 2nd in the nation in the percent of grandparents responsible for their grandchildren.
- West Virginia has the highest percent of children not living with a biological parent.
- West Virginia has more children in DHHR state custody per capita than anywhere else in the United States.

COMMON REASONS FOR GRANDPARENTS RAISING THEIR GRANDCHILDREN

- Death of a parent
- Abandonment or neglect
- Incarceration
- Substance abuse
- Unemployment and/or financial problems
- Military deployment
- Mental illness
- Divorce
- Teen pregnancy
- HIV/AIDS
- Abuse, family violence

GRANDCHILDREN ARE AT RISK FOR:

- Multiple adverse childhood experiences (ACEs)
- Behavioral health problems
- Mental health problems
- Substance misuse

GRANDPARENTS ARE AT RISK FOR:

- Negative health outcomes
- Social isolation
- Depression
- Financial burden/poverty
- Legal problems

CHALLENGES FACED BY CUSTODIAL GRANDPARENTS

- Legal status
- Financial support
- Health care/mental health care
- School
- Child behavior
- Family relationships
- Support services
- Fair and equal treatment
- Often dealing with addiction of adult child

WEST VIRGINIA HOUSE BILL 2020

HB 2020 included \$300,000 in funding for WVSU's Healthy *Grand*Families Program to expand to all 55 counties aiding grandparents raising their grandchildren.

WV HEALTHY GRANDFAMILIES INITIATIVE

- West Virginia State University has partnered with West Virginia State University Extension Service since 2016 to offer this free initiative which provides information and resources to grandparents who are raising one or more grandchildren.
- It is designed as a series of 8 week discussion groups held in venues such as churches, schools, and libraries in communities where seniors live.
- Each discussion group, of no more than 20 people, provides valuable resources along with childcare for attendees and refreshments.
- Upon completing the series of discussion groups, participants are provided three months of free follow-up services. Services include help in locating community resources, confidential assistance in meeting the unique needs of the family situation, and advocacy services as needed.

FAMILY-SCHOOL PARTNERSHIP

- Does your county have a HEALTHY GRANDFAMILIES PROGRAM?
- Do you know HOW MANY of your students are being raised by their grandparents?

TRANSITION SLIDE GUIDE



Transition planning is a process that brings together a student with a disability and those individuals directly involved in helping students with disabilities prepare to transition from school to adult living.

There are five areas that should be discussed in a transition planning meeting:

- Job Exploration
- Work-based Learning
- Counseling for Transition & Post-Secondary Programs
- Workplace Readiness Training
- Self-Advocacy Training

PURPOSE

The purpose of the WEST VIRGINIA TRANSITION SLIDE GUIDE is to increase collaboration between students, families, school staff, and community agencies. The Transition Slide Guide organized by critical questions, addresses quality program development along with supporting resources, materials, and activities.

Program planners can support all students more effectively by sharing goals and defining responsibilities between programs.

JOB EXPLORATION	<ul style="list-style-type: none"> • Who is going to school? • How is job education coordinated with other plans for students? (Transition plan, IEP, 504) • Who needs to be at the table? • Who is responsible for the transition plan? (Who?) • How often is the plan reviewed? • How is the transition plan implemented? • How is the transition plan monitored? • Who is coordinating services and supports?
WORK-BASED LEARNING	<ul style="list-style-type: none"> • How are multiple plans to transition coordinated? • Who is taking on the responsibility for the learning work-based learning? • How is it different from the work experience being applied in the classroom? • How is the transition plan implemented and monitored? • How is the transition plan monitored? • How is the transition plan implemented?
COUNSELING FOR TRANSITION & POST-SECONDARY PROGRAMS	<ul style="list-style-type: none"> • Who is aligning high school classes and schedules with post-secondary? • How are student experiences, assessments and skills being used to develop post-secondary? • How are post school applications, scholarships and funding sources being investigated? • Who is coordinating services and supports with disability services at post-secondary institution?
WORKPLACE READINESS TRAINING	<ul style="list-style-type: none"> • What are the students' career goals? • What are the needs for the students to reach their goals? • What resources and supports are available to develop career readiness skills? • How are the students' career readiness training experiences being monitored? • How are the students' career readiness training experiences being monitored? • How are the students' career readiness training experiences being monitored? • How are the students' career readiness training experiences being monitored?
SELF-ADVOCACY TRAINING	<ul style="list-style-type: none"> • Who is supporting development of self-advocacy skills? • How are the students' self-advocacy skills being used to reach their goals? • How are the students' self-advocacy skills being used to reach their goals? • How are the students' self-advocacy skills being used to reach their goals? • How are the students' self-advocacy skills being used to reach their goals?



SELF-ADVOCACY

The ARC of West Virginia
<http://www.thearc.org/>
 Services, information, resources and advocacy for people with intellectual and developmental disabilities and their families



West Virginia Developmental Disabilities Council
<http://www.dcc.wv.gov/Pages/default.aspx>
 Working to ensure that West Virginians with developmental disabilities receive the services, supports and other forms of assistance they need to achieve self-determination and achieve independence, productivity, integration and inclusion in the community



Be Determined!
<http://www.be-determined.org>
 Instruction, models, videos to build skills on self-determined behavior, IEP participation, etc.



ME! Lessons for Teaching Self-Determination and Self-Advocacy
<http://www.oe.edu/education/careers-and-partnerships/transition-education-materials/resources-for-teaching-self-advocacy-and-self-advocacy.html>
 Self-determination oriented evaluation, research, development, transition education instruction and dissemination of best educational and support practices



ASSISTIVE TECHNOLOGY

West Virginia Assistive Technology System (WVATS)
<http://www.wvats.org/>
 Borrow equipment or software, and consult with a specialist regarding accessibility issues



Job Accommodation Network's Searchable Online Accommodation Resource (SOAR)
<http://askjan.org/>
 Accommodation options in work and educational settings



TRANSITION PLANNING RESOURCES

Marshall University Autism Training Center
<http://www.marshall.edu/atc/>
 Provides training, information and support to West Virginians with autism, their families, educators and other professionals



National Center on Secondary Education and Transition
<http://www.ncset.org/>
 Transition resources, technical assistance and information



PREPARING FOR CAREER TRAINING AND COLLEGE

Educational Goals
<https://www.education.gov/>
 One stop shop for professionals, and students grades 8-12 on preparing for college, career, training, equity check of skills, and interests, self-advocacy, IEP, FAFSA, ACT, etc.



Going to College
<http://www.going-to-college.org/>
 Video clips and activities resources for teens to get a head start in planning for the future



RESOURCES

RESOURCES



GRADES 12-	GRADES 11-12	GRADES 9-10	MIDDLE SCHOOL	SLIDE OUT
<ul style="list-style-type: none"> • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment 	<ul style="list-style-type: none"> • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment 	<ul style="list-style-type: none"> • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment 	<ul style="list-style-type: none"> • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment • Career Readiness Assessment 	
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SLIDE OUT

	Grades 12-	Grades 11-12	Grades 9-10	Middle School
Grade 12				
Grade 11				
Grade 10				
Grade 9				
Grade 8				
Grade 7				
Grade 6				
Grade 5				
Grade 4				
Grade 3				
Grade 2				
Grade 1				
Grade 0				



THE WEST VIRGINIA TRANSITION SLIDE GUIDE INCLUDES:

- FIVE PRE-ETS discussion areas
- GUIDANCE QUESTIONS under the five Pre-ETS discussion areas
- TRANSITION ACTIVITIES correlated with the age group (middle school, grades 9 & 10, grades 11 & 12, grades 12+) on the Slide Out card
- SUPPORTING RESOURCES with corresponding QR Code (Quick Response Code) on the Resources card
- DOCUMENTATION card stock correlated with student's age (middle school, grades 9 & 10, grades 11 & 12, grades 12+)
- DEFINITIONS of transition terminology on the back

UTILIZATION

The Transition Slide Guide can be used in multiple capacities to improve efficiency and effectiveness of Transition Planning for All students. Transition planning discussions should involve the guidance questions in each of the five areas which correlate with the activities for the age group. The card stock may be copied to all for multiple uses of the folder.

- **SCHOOL DISTRICT – INTERNAL USE – COLLABORATION AND PLANNING –** College- and Career-Readiness/Transition Planning for All students – Counselors, General Educators, Special Educators, Transition Specialists identify ways to communicate, share information, assessment, curriculum standards, PEPs, IEPs, etc. Discussion and planning – Who will do What, How, and When?
- **AGENCY – INTERNAL USE – COLLABORATION AND PLANNING –** Division of Rehabilitation Services Counselors, Service Coordinators, Providers, etc. identify ways to communicate, share information, improve efficiency and effectiveness of planning. Discussion and planning – Who will do What, How and When?

UTILIZATION (CONTINUED)

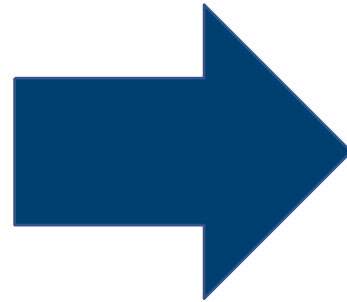
- **CROSS AGENCY** – Agency Personnel identify ways to communicate, share information to improve efficiency and effectiveness of transition planning and activities for students
- **INDIVIDUAL STUDENT TRANSITION PLANNING** – School and Division of Rehabilitation Services use the guide with individual student/family member to discuss and plan transition activities – Career Plans, PEP, IEP, IPE, etc.
- **FAMILY/STUDENT** – Provide family member a **TRANSITION SLIDE GUIDE** for his/her own transition planning identifying ways that they can facilitate Self-Advocacy and student involvement in **THEIR** futures planning

FAMILY-SCHOOL PARTNERSHIP

- Is your school using the WEST VIRGINIA TRANSITION SLIDE GUIDE?
- HOW has your school engaged staff/family/students/community with the guide?

FAMILY-SCHOOL PARTNERSHIP REQUIRES A SHIFT IN MINDSET

From seeing Family Engagement as an add-on, extra work, a burden or fundamentally separate from what we are supposed to do as educational practitioners...



...To seeing Family Engagement as an essential, fundamental component of proficient and effective teaching and learning practice.

ACTIVITY 2 EXIT TICKET

Graduation 20/20 School Action Plan Activities

- Putting these suggestions into action.
- **ATTENDANCE**
- **BEHAVIOR**
- **COURSE COMPLETION**
- **FAMILY – SCHOOL PARTNERSHIP**

References

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