



The Parents' Survey & Needs Assessment

Summary of Results
Presented: Tuesday, 15 January 2008

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Overview

- The Survey
- Summary of Selected Results
- The Utilization



Why Survey ?

- #1 Reason: "You Spoke, We Listened..."
- A programming resource
- An ongoing resource
- **Communication !**
 - Parents
 - Our GT Specialists
 - The District / Administration
 - Feedback from our CHILDREN !



Status

- Data Analysis Continues
- Publish Parents' Comments / Suggestions
- Organize Future Action
 - Form Working Group for Additional Data Review
 - Communicate Findings to Our Program Committee



Survey Design

- Survey Items derived from multiple resources
 - National Research Center on the Gifted and Talented <http://www.gifted.uconn.edu/NRCGT.html>
 - American Association for Gifted Children (at Duke University)
<http://www.aagc.org/>
 - World Council for Gifted and Talented Children
<http://world-gifted.org/>
 - Council for Exceptional Children
<http://www.cec.sped.org//AM/Template.cfm?Section=Home>
 - The Association for the Gifted
<http://www.cectag.org/>
 - Others...

Response

- Distributed approximately 300 surveys
 - By e-mail, and other means
- More than 200 responses!
 - A few families had more than one submission
- We may attempt to re-launch the Survey for Middle Schools and High Schools
 - There was limited response from these two groups



Selected Demographics

- Submitted anonymously: **approx. 50%**
- Not P.A.G.E. Members
 - 51% of respondents had not yet joined!
 - 2008 Parents' Outreach
 - Increase Membership
 - Increase Volunteer Base
- 96% of all responses were Elementary and Intermediate!



Helping Students: Specific Subjects and Skills, etc.

- **Top Subject Areas Parents Request Support:
Science and Math**
- **Others, with High Priority**
 - Time Management & Organization Skills
 - Motivation
 - Study Skills & Habits
 - Task Overload & Burnout



“Non-subject Specific”

- **65 Respondents** – “write-in” other topics
- **Leading Topics**
 - Time Management
 - Study Skills
 - Test Preparation / Test-taking Skills
 - Art / Foreign Languages
 - **Other Comments and Opinions**
 - Establish an effective District/Admin communications channel for Parents to express suggestions & opinions



"Other Topics, Issues, Resources..."

- **Extremely Important**
(20%, approx. threshold)

- Social, emotional needs
- Stress management, perfectionism, anger
- Discipline, self-management
- Underachievement, motivation
- Acceleration
- General parenting tips

	Not important at all in our case, or at this time	Not very interested	Somewhat interested	Very interested	Extremely important in our case
Parenting the gifted child/tips for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and emotional needs of the gifted child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceleration and acceleration alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parent/teacher partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disabilities - dual exceptionalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress management, perfectionism, anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under achievement, motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sibling relationships, impact on family dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Characteristics and identification of the gifted child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications - obstructions, and solving communication problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline and self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models for parent support groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



"Other Topics, Issues, Resources..."

- **Very Important**
(40-45% threshold)

	Not important at all in our case, or at this time	Not very interested	Somewhat interested	Very interested	Extremely important in our case
Parenting the gifted child/tips for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and emotional needs of the gifted child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acceleration and acceleration alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- General parenting tips
- Social, emotional needs
- Acceleration
- Parent-teacher partnership
- Stress management, perfection, anger
- Communications

- Underachievement, motivation
- Discipline and self-management
- Sibling relationships and family dynamics



What should it all mean?

- How to best Survey Data
- How to Coordinate with Program Committee
- How to coordinate with Fundraising

Examples of Fulfillments

1. **Parenting Primers** –
a “visiting professor” series
 - a. impact on the family / family dynamics
 - b. acceptance, and feeling different
 - c. emotional aspects / emotional skills
 - d. communication
 - e. parents of gifted children
 - f. social skills
2. **The World of Resources** –
*printed (books, articles, journals);
e-support and virtual spaces: websites – digital communities & blogs, etc.*
 - a. BYO/bring your favorites “compilation-evening”
 - b. Committee formation – collating, updating, outreach
 - c. Resource-of-the-quarter
3. **Nurturing** -
specific strategies for encouraging talents, e.g.:
 - a. recognition / discovery
 - b. math, writing and language arts, science, etc.
4. **The Journal Club Quarterly** -
 - a. reading for an evening – a discussion of timely publications
 - b. take home some top, current reading
 - c. conducting literature review
5. **Talking Technology** -
 - a. computer literacy
 - b. working smart in the informatics age

Other Information Useful for All of Us

- How to get information to you
 - What things work best for you?
 - What activities are less helpful
 - What you would like to get from PAGE?
-
- What are your concerns?



Parents Helping Us...

- Nearly **90%** of those responding to this question (approx. 90) -
would volunteer to assist us!



Please facilitate this by contacting info@kisdpage.com if Q1 is a good time for you to start helping!

- 30 respondents will assist w/ preparation, distribution of print and electronic resource materials!
- Fund-raising was the lowest ranked area of interest for participation! ...

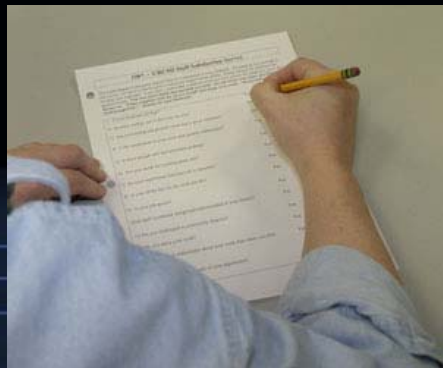
This is a vital area with which we need help! Please re-consider assisting our Fund-raising efforts.



You Spoke...

The Survey,
as an
ongoing resource

77% would participate
at least every 6 months



We're Still Listening!

Where to go from here...?

- More review of the data
- Integrate the data to our planning & programming process
- Feedback to parents regarding their concerns
- District/Admin communication pathway for comments/ideas

Using the Data Already

A Pilot Program Being Planned at One Campus

- FOCUS Groups and Awareness Sessions for Parents
- Validate the Project Design
- GT Specialist Involvement

Address Parents' Topics
- as collected by The Survey

If you would like additional information about how this pilot program is being organized, please contact info@kisdpage.com and/or len.avecilla@gmail.com





My e-mail is len.avecilla@gmail.com

or Call: 817.253.2966

with any questions you may have!

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Parents Advocating for Gifted Education
Keller ISD · Keller, Texas

You Spoke...



We Listened!