Dissertations, Theses, and Projects   Graduate Studies

Fall 12-16-2021

In This Together- A Collaborative Family Support Group Project

Gena Dempsey
gena.dempsey@go.mnstate.edu

Follow this and additional works at: https://red.mnstate.edu/thesis

Part of the Special Education and Teaching Commons

Researchers wishing to request an accessible version of this PDF may complete this form.

In This Together

A Collaborative Family Support Group Project

Gena Dempsey

Minnesota State University Moorhead

Capstone Project in Special Education

The Graduate Committee of Minnesota State University Moorhead

July 22, 2021

Contents

Abstract

According to a recent United Nations report, "the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 percent in low and lower-middle-income countries" (United Nations Policy Brief, 2020). The closing of schools and distance learning has disrupted the communication and collaboration between families and school staff in our local communities, causing damage to parent and teacher partnerships. The need is great to re-establish connections between schools and families, especially those that are marginalized, such as special education students (*Parent-Teacher Partnerships*, 2019).

Learning disrupted. Break in Communication. Isolation. These are not phrases or terms that project a collaborative environment that is essential between schools and families for student success according to the CEC (2017). Compounded by the disruption of learning, the lack of communication, and the feelings of isolation with the needs of a student identified with a disability. School entities begin to feel more and more impersonal and daunting. Parents/guardians with a student identified with disabilities may not have the connections or feel empowered to know how to help their child be successful at home or in school. They may not feel able to advocate with and for their child.

There is empirical evidence to support that collaboration and empowerment of parents/guardians and families in the educational process and assisting in the formation of effective partnerships with the school team can promote belongingness, advocacy, and successful outcomes throughout a student's educational journey. Using current research and personal experience in planning and implementing family/stakeholder collaborative events, "In This

Together" is a project focused on understanding the research behind the best practice of

collaboration and building the collaborative programming to promote collaboration, partnership,

empowerment, and equity between all educational stakeholders.

Keywords: Family Partnerships, Collaboration, Support Group, Special Education, Empowerment

Introduction

There has been no greater precept bestowed on teachers than the need to have consistent communication and involvement of families to achieve success with each student in the classroom. Teachers, administration, and others on the educational front want to know how to provide more equitable connections. Students and families want to know how to communicate their needs and want to know that their child is succeeding. However, most schools, districts and states still struggle with finding ways to connect the school, the family, and the community into effective partnerships. Examining the schools and districts in which these family-school-community connections have been successfully achieved is the first step to discovering how to foster these partnerships in other educational settings.

My Experience with Collaborative Practices

During my first three years of regular education teaching at a small rural private school, I learned quickly that reciprocal school-family relationships and school event interaction led to success at the elementary level. Weekly family support was celebrated every Friday morning during student led meetings. School events and collaborative meeting were well attended not only by parents/guardians, but extended family, and the community at large. Grandparents and community members were encouraged to participate by reading and sharing presentations to students, parents/guardians and teachers worked in tandem to ensure student success, while administration scheduled many family events that included all types of learning, participating, and family dynamics. The school became the meeting place for families to build foundations, find connections, and be part of a community that embraced comradery of all stakeholders.

Years later, as an elementary special education teacher of students with emotional behavior disorder in a small urban setting, my emotional behavioral disorder (EBD) special

education co-teacher and I recognized the disconnect from families during IEP meetings. We developed a bi-monthly family support evening for the elementary parents/guardians of children with disabilities. Our purpose was to help parents/guardians make connections and to have a forum to ask and have questions answered. We rallied our staff to volunteer, sought out community funding, and applied for grants to provide families with an evening meal and child-care so parents/guardians could enjoy an hour of uninterrupted learning from special speakers about disability areas, strategies, resources, and to have the time to ask questions. We enticed the hard-to-reach families with community sponsored door prizes for participation! Our numbers grew as well as the enthusiasm and feeling of belongingness. Parents/guardians shared comments about their excitement of learning on exit responses and submitted new topics of discussion and speaker ideas.

As my career changed to the middle school setting, I continued to teach special education for students with emotional behavior disorders. At this educational setting there were even more noticeable elements of isolation and feelings of helplessness described by parents/guardians at the IEP meetings. I was able to write and obtain a grant to fund a similar format of collaborative practice as the previous school. An evening meal for the family was provided and served by volunteer teachers, childcare by teens, speakers (now evolved into two setting for the parents/guardians and for the children learning), and door prizes for participation! Those unable to make the event could view the evening on our school website. Additionally, funding expanded collaborative practices for teachers, staff, and administration to increase their awareness of behavioral and mental health supports. Professional development workshops, social-emotional and mental health media were purchased for the school library. Furthermore, a much-needed curriculum for middle school instruction in emotional and behavioral self-regulation was

purchased to provide a platform for collaboration among teachers. Collaborative supports and partnerships were formed between all stakeholders.

Purpose of this Project

Currently, I serve as a special education teacher of emotional behavior disorders at the high school level with a very dynamic team that supports students with emotional disturbance, autism, other health impairments, specific learning disabilities, intellectual disabilities, and multiple impairments. Our administration has various scheduled supports to assist all students transitioning from the middle school to the high school. The counselors also have programs for transitions from middle school and for those new to the district. We also have an active parent student teacher association (PSTA). However, at this time in our district does not provide a collaborative support group specific to students with a disability and stakeholders. Research demonstrates that school-family involvement can be an important contributor to achievement for students with disabilities by providing important benefits for parents to perceive their child's school in a more positive light, enhancing their sense of efficacy as parents, and changing their perceptions of their child as learners (Epstein et al., 2019).

The stakes are high at the high school level to support families and students of marginalized factions to earn a diploma. The average (2016-2019) ND dropout rate for students with an IEP is 16.7 % and the averages of those students with an emotional disturbance (ED) is 58.5% (Information Technology Department - ITD, 2021). These indicators of students in special education of whom are at risk of not graduating, that may lead to an inability to obtain successful employment or be prepared for adulthood, is alarming. It is important to build in as many supports as possible to assist students and families find within the school and community.

Collaborative support between stakeholders may be an answer to bridge the gap, retain students with disabilities through the entirely of high school, and assist in the attaining of a diploma .

With the stakes highest for students with disabilities to complete high school, the purpose of this project is to provide a lens to view evidence behind collaborative practices within the marginalized group of students in special education. Gaps in practice will be identified and recommendations for those gaps will be discussed. The conclusion of this project will provide artifacts to guide collaborative practices, empower stakeholders, and provide means to gather information for continued sustainability of equitable practices for students and families with special needs.

Literature Review

High schools in urban settings have unique challenges when trying to develop partnerships and collaborative practices for stakeholders in education. High school teachers have more students than elementary teachers, overall, due to the many classes and larger class sizes. This translates to more families with whom to connect. Homes are usually a further distance from the schools than when the children went to elementary school, which decreases accessibility of some families to school functions. Moreover, when students reach high school, parents/guardians may not have the ability to support their teen's learning at that level, nor understand the newer technology, nor know how to help prepare their teen for successful adulthood independence while. Research concludes that teens are more apt to graduate from high school when parents are empowered to continue supportive involvement in the educational process (Epstein et al., 2019). There are obstacles to overcome to successfully form partnerships and collaborative practice that leads to educational success. Nationally recognized organizations, such as the Council for Exceptional Children (CEC) and others for equitable education and

reform, may be the initial key in shifting to more equitable practices in collaboration with students and families.

High Leverage Practices

The Council for Exceptional Collaboration (CEC), in conjunction with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) has published a set of 22 high leverage practices (HLP) for special education and teacher mastery to improve student success (McLeskey, et.al, 2017). These practices are arranged under four main tenants-collaboration, assessment, social/emotional behavior practices, and instruction.

The first two practices aligned with collaboration are fulfilled in districts during professional practice and other parent meetings--HLP1: Collaborate with professionals to increase student success and HLP 2: Organize and facilitate effective meetings with professionals and families. However, the third HLP is one that is likely discrepant for best practice collaboration—HLP 3: Collaborate with families to support student learning and secure needed services. This is a crucial collaborative element to student success-especially in the secondary level. Stakeholders may be led to believe that a child with disabilities has reached the secondary level of education, no longer needs collaborative support nor parents/guardians as an anchor in the educational partnership. There may be a belief that too much support may stunt an individual's growth toward independence. Rather, these are the most crucial years of education that a student (with stakeholder support) will need to yield credits towards a diploma. It is by far the most important leg of a young person's educational journey. Students with special needs, as well as their families benefit from partnerships, supports, and connections of educational stakeholders that advance the probability of success for their child with disabilities (Hsiao, et. al., 2018).

Evidence of Success with Collaboration in Education

Family Empowerment

Empowerment is giving an individual a sense of meaning, consciousness, competence, self-determination, community belonging, and community participation (Jungnam, et.al., 2017). A realistic method to collaborate with parents/guardians of marginalized groups is to build their understanding of the educational process, provide an environment to build confidence as well as community. A mega-analysis completed by Hsiao, et.al. (2018), revealed that families become empowered to make decisions, increase involvement to a level of their comfort, build stronger relationships with school entities which results in greater long-term success for the child in the educational environment.

According to the study, effective partnerships for collaboration includes active communication, professional competence, mutual respect, commitment, equality, and advocacy between all educational stakeholders. These are important elements for successful support and connectedness in the educational setting that will foster collaborative practices. Parents/ guardians that have a teen with a disability often feel isolated and feel a lack of control over the education programming of their child. Empowerment in collaborative practice is a powerful tool for connecting and strengthening all participants, putting the family in the center, and assisting with the connections. The main components of parent/guardian empowerment are to establish parents/guardians as a participator in the change over time, establish parents/guardians as advocates over time, establish parents/guardians as critical reformers, and establish parents/guardians as eco-cultural in preserving a family's sociocultural environments. Successful empowerment involves assisting the parent/guardian and the child to form connections that allow for development of leadership skills and consistent participation with the school entities.

Another parent empowerment model, researched and described by Jungnam, et.al. (2017), provided support for advocacy of parents/guardians, especially those that are marginalized. The study incorporated professional efficacy in leadership roles to promote parent collaboration with problem-solving, social justice advocacy, system inequity, racism that affects academic outcomes, and barriers to success. Using these four elements to empower parents: (1) raising consciousness, (2) facilitating competence and skill development, (3) connecting parents to communities through social networks, and (4) incorporating parents as leaders through school and community groups. These elements resulted in the parents reporting feelings of empowerment and stakeholder reporting increased collaboration. By raising consciousness through educating parents on school processes and increasing parents' participation in meetings and decision-making and assisting is connections with community groups, parents and stakeholders realized the benefits of this collaboration. The collaboration allowed parents to also obtain a platform for advocacy for programs and resources for their child that were not available. Collaborative participation helped to break down barriers experienced by families, led to knowledge of gaps for stakeholders, and enabled graduation to be accessible and achievable for their teen. The achievement gaps were decreased as students became more responsive to additional parent support. Historical barriers and stereotypes were dissipated, and a new understanding was developed that became the influence for change.

It is fathomable and realistic to believe that parents/guardians can step forward when invited to participate and become advocates of change through collaboration of educational stakeholders. Ishimaru, et.al. (2019) examined the effects of change using the method of collaboration in research completed in *Families in the Driver's Seat: Catalyzing Familial Transformative Agency for Equitable Collaboration*. This study focused on qualitative research

of nine parents identified as non-dominant by study standards to determine the effects of an

equitable collaboration approach to empower parents. A leadership framework designed and

implemented to build more active involvement through authentic relationships, reciprocity, and

accountability to one another resulting in increased parent involvement. The study suggested that

parents embraced their new roles in leadership, felt more valued, and transferred this mindset to

their teens, which resulted in increased academic success and trust of teens to school

representatives and staff. Parents became more engaged through the process and re-envisioned

their role and educators' roles to one of educational change. Parents become more responsive,

able to contradict historical stereotypes, and developed an understanding of how to be engaged in

collaborative practices to create change that assisted in social and academic success for their

child.

Improved Student Outcomes

The Varkey Foundation (2019), an organization of research formed for the improvement

of standards in education and to assist teaching quality to improve educational outcomes,

concluded that every stakeholder needs to work together for the best interest of students. The

collaboration between educators and parents should be the foundation of the education system.

Parents and teachers are powerful advocates in the lives of students and therefore should partner

together to ensure that students move between school to home in a seamless manner. There is an

urgent need to mentor students to become self-organized independent learners with the support

of crucial linkages from school to parent (Varkey, 2019). Studies have proven that collaboration

between families and teachers improves children's academic achievement, work habits, social

skills, and emotional well-being (Sheridan, 2018).

Promotion of Lifelong Collaboration

With communication and collaboration promoted in high school, college institutions are also noticing the positive effects of parental involvement at the collegiate level (Harper, et. al., 2012), especially with students in marginalized groups. The component of collaboration and involvement forged in the secondary setting appears to yield benefits in post-secondary training choices. Parental interest and communication focused on their child's academic progress was the most influential outcome for success. Collaboration and assisting parents/guardians to become and stay active entities throughout their child's academic journey will produce increased success.

Gaps in Collaborative Practice

Stakeholders may not be aware of the crucial role collaborative practices have on school success in high school. Parents/guardians and school entities may have a mindset that it is important for students to be independent at the secondary level and parents/guardians may not feel welcome to participate with planning or to be very involved. Parents/guardians may also feel intimidated by professionals or the subject content, with the technological advances, and by the lack of connections. Many parents/guardians and family members may also have their own disabilities, or mental health challenges, or have limited resources to support the family.

Collaborative practices need to be established during professional development ant within pre-service teaching programs. The Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform (2017) recommend that teachers have mastery in High-Leverage Practices (HLPs) in teaching to promote and ensure student learning. Currently, many teachers in the field may not yet be aware of the High Leverage Practices and teacher education programs are just beginning to introduce HLPs within teacher preparation programs. Collaboration has long been a tenant of teaching. Educators have known

that building collaborative bridges between home and school is best practice, however, collaboration has not been promoted for the benefits it contributes, nor has collaborative practices been consistent through 12th grade. Typically, these practices of school and family partnerships have declined substantially by middle school and high school years (Epstein, 2019) and unfortunately families are less likely to be participants at the secondary level.

Finally, lack of resources is another difficulty to be overcome in collaborative practice. Financial deficits, the lack of time to create, and administer collaborative supports were described as gaps in the practice of collaboration (Hunt, et.al., 2003). The number of schools utilizing collaboration methods remains low because of time constraints and lack of financial and human resources needed to implement the process. Jungnam, et.al. (2017) and Ishirmaru et.al. (2019) suggest the lack of resources for planning collaborative events and the increased need for more counselors, staff, interpreters, and parents in leadership as barriers to collaborative efforts. The allocation of time, cost, and human resources, as well as consistent participation in collaborative meetings may be difficult for families, good educators, and other school staff.

Recommendations for Success in Collaborative Practice

Create Collaboration Time

At the secondary level, creating times for positive regular connections with the family and taking small steps to get families involved at any level should be pursued and celebrated. Supporting families can be done in a variety of ways. Using a survey or questionnaire to establish needs, providing and follow-up, regular communication, and including resources such as childcare are initial starting points to help a parent feel successful and empowered (Hsiao, et.al., 2018).

Provide a Needs Assessment

Epstein, et.al. (2019) recommends conducting a needs assessment to identify concerns and issues surrounding family involvement at the secondary level. A collaboration between families and the school to determine goals, create mission statements, and problem-solve will assist in the initial planning stage. Establishing open communication opportunities and forums will assist in reflective and thoughtful conversations. Additionally, exploring different meeting formats and spaces to allow for non-threating participation will bolster participation.

Provide Time for Sharing

Successful collaborative processes of shared practice and responsibility can result in positive growth and support for students and empowers educators, and parents/guardians. Utilizing collaborative processes that create an environment of success is a powerful change agent. Providing consistent and routine opportunities for engagement in the collaborative process will need to be explored through the reallocation of resources which is a critical component for the development and implementation of successful collaboration for student support plans (Hunt, et.al., 2003). It is important to determine leadership and resources to interpret the needs and formulate plans to access and distribute resources that assist in dissipating the barriers that are found in educational settings. A careful needs assessment will reveal the barriers and help to identify the needs of marginalized families. Developing a relationship and accessing family needs will drive the support and empowerment goals (Jungnam, et.al. 2017).

Continued research is needed to create communities of support for marginalized families. The repurposing of educational and local resources will create a platform to build collaborative meetings with time to build relationships for families to become powerful advocates for change (Ishirmaru, et.al., 2019). McLeskey, et.al (2017) recommends that teacher preparation programs

that encompass the learning of HLPs will need more studies on implementation. A collaborative

professional development among practicing teachers as well as veteran mentor teacher should be

studied further for implementation to learn/utilize HLPs to inform practice in the domains and

assist in gaining insight into how to build bridges to parent relationship. Finally, forming

collaborative groups with students, parents/guardians, teachers, administrators, and community

counterparts have been studied, however, with new technology and meeting practices, more

research can benefit all participants to understand new areas to assist stakeholders in gaining

confidence, forming relationships, and engaging in consistent communication.

Implications for Practice

Create a Routine Communication Platform

As documented in the research and throughout my own collaborative practice

experiences, stakeholders as a whole benefit from collaborative practices. This can be carried out

simply by routine communication between home and school or by having a forum or platform of

consistent interaction with the capacity for individuals to grow to the level of interactions in

which they are comfortable. A study completed by Snell et. al. (2009) resulted in findings that

increased parent participation leads to greater school improvement because parents perform

critical roles in facilitating the learning process. Core parent/guardian leadership is essential to

further involve other parents/guardians as to the value of school and educational connections.

Families need to feel valued and respected as well as celebrated for participating and wanting the

best for their children. Creating relationships through regular interaction will form strong

partnerships. Getting involved in activities, such as computer learning or target learning social

events at school builds relationship with children as well as builds positivity toward school.

In a multi-case study Lin & Lui (2012) investigated parents collaborating with their child in computer programming. The result revealed that parents and student found pleasure in learning the program collaboratively. Parents reported feeling an increase in understanding the learning process and content, while their child felt that they had developed a closer relationship with their parent. Learning activities that foster collaboration between school, parent or guardian, and the student do not have to be a complex to change students' mindset toward parents'/guardians' involvement in school.

Form a Collaborative Family Group

To begin a collaborative family group one must plan a casual or informational meeting so relationships can be built. After seeking approval and support from administration, the next step of forming a family support group would be to discover the need. Therefore, the second step would be sending out an assessment of need survey (see Appendix) to gauge how much parents/guardians would like to interact, the needs, and when parents/guardians are available to collaborate. Also, disseminating information to teachers or having an in-service on the need for stakeholder collaborative relationships to increasing of student engagement is imperative to the success and growth of this group. In addition, a survey for teachers would be helpful to discover times, abilities, willingness to volunteer, etc. After analyzing the data from both groups, determining a time that most stakeholders can participate will help drive the meeting date placement. Depending on the need, reaching out to community partners may also be done to provide meals, childcare, topic speakers, and more.

The implementation of the collaborative group will involve procuring a comfortable place to meet (with childcare if needed). Providing a meal or snack to further the element of socialization as well as showing respect and appreciation for the collaborative team's and

family's time and effort to come together. An agenda (see Appendix) left on tables during the

social component is helpful to begin the focus for the content of the collaboration.

When the meeting begins, a welcome and introduction will set the stage for the

collaborative time and will also explain the need for this meeting of collaboration. Moving into a

mixer will assist in the process of getting to know each other, such as Four Corners, ("go to this

corner if you have 1-2 children", etc.). This will establish commonalities and lead to more

comfort for who is in the room and assist the formation of discussion groups of 4-5 participants

by shared similarities.

Thereafter, stating the goals of the meeting and the topic or a slide presentation will assist

focus and discussion (see Appendix for presentation example). Each group would work together

in collaborative roles according to the topic focus and format. A guided discussion throughout

the process will assist in providing a structure for making connections between families and

other stakeholders as well as a place to feel value through voicing individual input and concerns.

This also forms a framework for collaborative practices.

Finally, a conclusion to the in-service would include sharing of each groups' ideas for

utilizing the information that was dispersed during this collaborative time. A survey or exit ticket

(see Appendix) would be helpful at the conclusion of the group meeting. This completed form

should ask about the information presented for connection and useability. The form should also

request other topics of interest, concerns, and ask for each individual ability to participate further

as the collaborative group evolves. This will assist in guiding the practice as well as conveying

that each individual understand that their input is valuable to drive the groups programming.

Conclusion

Research and my own experiences suggest that consistent communication and collaborative approaches between families and other educational stakeholders contributes to school success. A gap of inconsistent involvement between stakeholders may leave many individuals feeling isolated, without the ability to advocate for needs and concerns, and perhaps without a place to celebrate success. These gaps can be bridged with appropriate communication and a time to collaborate to allow student, families, educators, and the community the time to problem-solve, find appropriate resources, receive training or information, and the time to build relationships and connections that promote understanding. The collaborative approach promotes and values the roles of individual stakeholders in the education process which in turn allows for growth in communication and leadership that is crucial for building success in students. When students, families, educational providers, and community members fully realize the value and need for collaborative practices among stakeholders, a strong cord of equitable partnerships can be interwoven to promote lifelong success in our youth.

A COLLABORATIVE MEETING PRESENTATION

An Example of a PowerPoint Introduction to a Collaborative Group

"IN THIS TOGETHER"
WE EACH WILL HAVE
A PART TO PLAY!

Teachers/Special Ed Teachers/Counselors Involvement
+ To commit to reach out and form relationships
+ To support the learning process needed by student and family
+ To provide helpful insights, additional resources to fill a technology gap, lesson support, availability for questions
+ Provide workshops/share relevant information for student success as needed

7

"IN THIS TOGETHER"
WE EACH WILL HAVE
A PART TO PLAY!

Administration Involvement
+ Allow time and place for this platform
+ Share valuable insights and information to aid success
+ Encourage staff and others to volunteer and support this collaboration
+ Be available to build relationships with all stakeholders
+ Provide funding to assist with Collaborative Meetings

8

"IN THIS TOGETHER"
WE EACH WILL HAVE
A PART TO PLAY!

Community Involvement
+ Provide resources to support collaborative involvement
+ Make connections and provide local support for needs
+ Provide workshops, participate in discussions to accelerate knowledge
+ Be available to provide services necessary for all stakeholders

9

REFERENCES

Epstein, J.C., Sanders, M. G., Sheldon, S. B., Simon, B. S., Karen Clark Salinas, Natalie

Rodriguez Jansorn, Van, F. L., Martin, C. S., Thomas, B. G., Greenfeld, M., Hutchins, D. J., & Williams, K. J. (2019).

School, family, and community partnerships : your handbook for action. Corwin, A Sage Publishing Company.

Hsiao, Y.-J., Higgins, K., & Diamond, L. (2018). Parent Empowerment: Respecting Their

Voices. *Teaching Exceptional Children,* 51(1), 43–53.
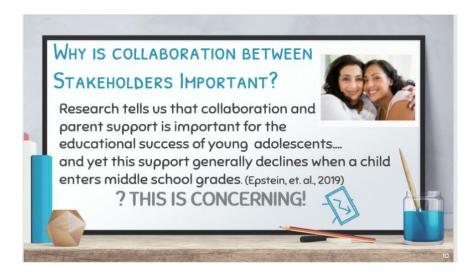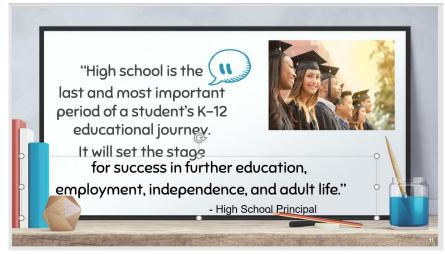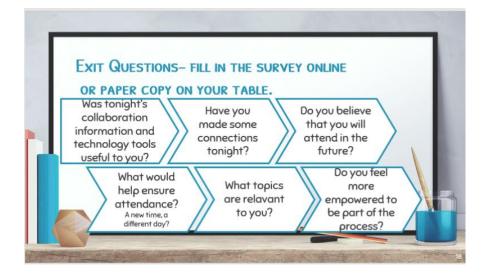
https://doi-org.trmproxy.mnpals.net/10.1177/0040059918790240

REFERENCES

Epstein, J.C., Sanders, M. G., Sheldon, S. B., Simon, B. S., Karen Clark Salinas, Natalie

Rodriguez Jansorn, Van, F. L., Martin, C. S., Thomas, B. G., Greenfeld, M., Hutchins, D.

J., & Williams, K. J. (2019). *School, family, and community partnerships : Your*

handbook for action. Corwin, A Sage Publishing Company.

Harper , C. E. , Sax , L. J. , & Wolf , D. S. (2012). The role of parents in college students'

sociopolitical awareness, academic, and social development . *Journal of Student Affairs*

Research and Practice , *49* , 137 – 156.

https://doi-org.trmproxy.mnpals.net/10.1177/0040059918790240

Hsiao, Y.-J., Higgins, K., & Diamond, L. (2018). Parent Empowerment: Respecting Their

Voices. *Teaching Exceptional Children*, *51(1),* 43–53.

https://doi-org.trmproxy.mnpals.net/10.1177/0040059918790240

Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at

risk and students with severe disabilities in general education classrooms. *Exceptional*

children, 69*(3),* 315-332.

http://www.casenex.com/casenex/cecReadings/collaborativeTeaming.pdf

Information Technology Department - ITD. (2021). *North Dakota Special Education*

Performance Information. Insights.nd.gov.

https://insights.nd.gov/Education/State/SPED/GraduationDropout

Ishimaru, A. M., Lott, J., II, Torres, K. E., & O'Reilly-Diaz, K. (2019). Families in the Driver's

Seat: Catalyzing Familial Transformative Agency for Equitable Collaboration. *Teachers*

College Record, *121(11).*

Jungnam, Kim, Fletcher, K., & Bryan, J. (2017). Empowering Marginalized Parents: An

Emerging Parent Empowerment Model for School Counselors. *Professional School*

Counseling, *21(1b),* 1–9.

https://doi-org.trmproxy.mnpals.net/10.1177/2156759X18773585

Lin, J. M.-C., & Liu, S.-F. (2012). An Investigation into Parent-Child Collaboration in

Learning Computer Programming. *Journal of Educational Technology &*

Society, *15(1),* 162–173.

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator

Development, Accountability and Reform. (2017). *High-leverage practices in special*

education. Council for Exceptional Children.

Sheridan, S. (2020) Establishing healthy parent-teacher relationships for early learning success*,*

Early Learning Network.

Snell, P., Miguel, N., & East, J. (2009). Changing Directions: Participatory Action Research as

a Parent Involvement Strategy. *Educational Action Research*, *17(2),* 239–258.

United Nations Policy Brief: Education During COVID-19 and Beyond, UN, 2020

Varkey, S. (2019). *Parent-Teacher Partnerships*. Varkey Foundation.

https://www.varkeyfoundation.org/what-we-do/research/parent-teacher-partnerships

APPENDIX

NEEDS ASSESSMENT SURVEY

Dear Stakeholder:

We are beginning a collaborative platform in which for quarterly interaction between student, p parents/guardians arent, teachers, administration, and community service entities. In order to facilitate the best collaborative experience, we are gathering information. Please complete the following and return to the school as soon as possible.

Times that work best for me to participate (Check all that apply):
___4PM   ___5PM   ___6PM ___7PM   ___8PM   ___Weekend or non-school day-Time:__

I would appreciate a meal with my family prior to the meeting: ___Yes   ___No

Areas of Support Needed (Check all that apply)

___Academics-Subjects of Need_____
___Homework/Test Preparation
___Out of School Time-managing
___Connections with other Stakeholders
___Transitions Help -financial aid, employment applications, etc._____
___Technology Support
___Understanding the disabilities and strategies to assist

Other Concerns:
_____

_____

IN THIS TOGETHER

MEETING AGENDA

I.   Social Time/Snacks or Meal for all Stakeholders

II.   Welcome and Introductions with discussion about experiences with Collaboration

III.   Mixer into Discussion Groups Placement

IV.   Goals and Objectives of the Meeting

V.   Focus Topic Defined

VI.   Slide Presentation

VII.   Guided Discussion and Questions

VIII.   Conclusion

   a. Exit Ticket -Review of meeting and projection of volunteer participation or topic

       implementation

   b. Survey of other Topics/needs for next Meetings.

IN THIS TOGETHER
EXIT TICKET: MEETING REVIEW-STEPS FORWARD

This exit ticket will help us gauge the success of the meeting topic and discussion from this meeting. Please complete and add your contact information so that follow up for the support requested or the volunteer participation that you indicate can occur.
Thank you for attending IN THIS TOGETHER.

Stakeholder Name_____

Student's Name _____
(Other Than Parent:)Please indicate Subject Taught or Service Provided_____

Best Contact Information (Phone)_____

(Email or Mailing address)_____
_____

RATE THE FOLLOWING:

	Least Satisfied				Most Satisfied
Meeting Overall	1	2	3	4	5
Meeting Topic	1	2	3	4	5
Discussion	1	2	3	4	5
Meeting Time	1	2	3	4	5
Comfortable Setting	1	2	3	4	5
Other _____	1	2	3	4	5

I would consider helping/volunteering by:
__Phone Calls
__Meal prep/distribution
__Chaperone Events
__Help Plan Events
__Join PSTA
__Classroom speaker -Area_____

Any reasons that prevent you from becoming involved that we can help with?
__Getting excused from work, work hours
__Child care needs
__Transportation issues
__Interpreter Needed
__Other:_____

I am concerned about my child passing High School Classes __Yes __No
I know how to get into the school grade system and portal   __Yes __No

Best times to come to the school to volunteer with your family

___Morning ___Afternoons ___Evenings ___Weekend

Future Topic Ideas or Concerns_____

_____

Other Comments:

.