



PARENTS AMPLIFYING  
VOICES in EDUCATION

# Coronavirus School Leader Impact Survey Results

# Who We Are!



**MISSION:** PAVE *connects, informs,* and *empowers* parent leaders to give families in DC a **voice** and a **choice** in the vision for education in our city.

**VISION:** Parents are *partners* and *leaders* with schools and policymakers in developing a diversity of **safe, nurturing, and great schools** for *every child* in every ward and community.



We believe **ALL** conversations – and decisions – should be centered in the **experiences and interests of families and communities...**



***ESPECIALLY*** during such unprecedented and ***challenging*** times.



# Coronavirus School Leader Impact Survey



We conducted a survey to understand the **challenges school leaders** are facing and the challenges faced by their families - in the following areas:

- *Providing families with technological devices*
- *Family access to internet*
- *Supporting academics and distance learning*
- *Family's access to basic needs*
- *Communicating with families*



# Our Survey Approach

We shared the survey with every DCPS School Principal and all DC Charter School Leaders serving PK3-12<sup>th</sup> grade.

We shared through:

- *Emails and PAVE communication*
- *School and community partner networks & newsletters*
- *PAVE's Professional Learning Community (PLC) for School Engagement teams*

*Surveys were collected from 3/31/20 - 4/10/20*



Who did we  
hear from?



PAVE

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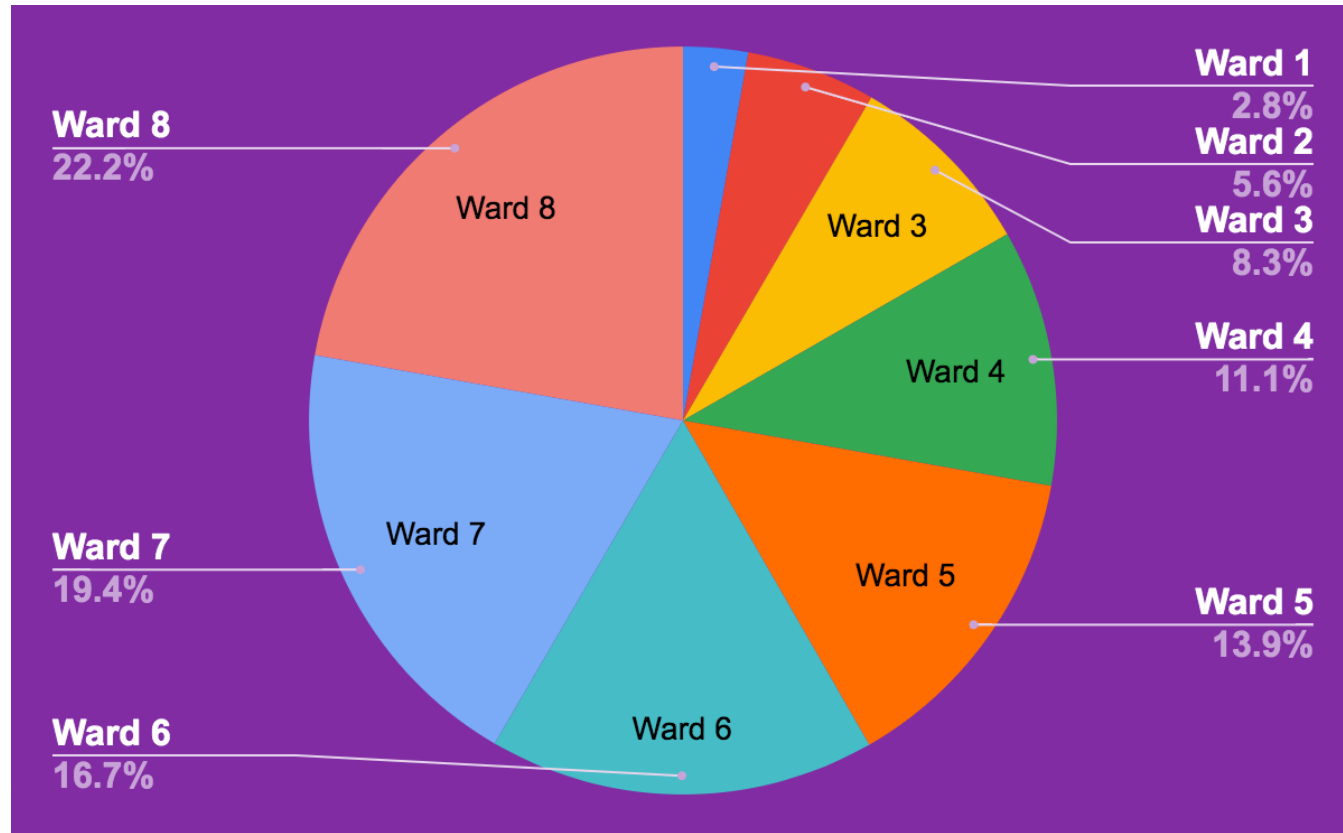
# We heard from DCPS and Charter school leaders.



- DCPS Principal (35.9%)
- Charter School Leader (45.3%)
- Charter School Leader - Central Office (18.80%)

- 20% of DCPS principals responded
- Leaders from 40% of Charter LEAs responded

# We heard from school leaders from across the city.



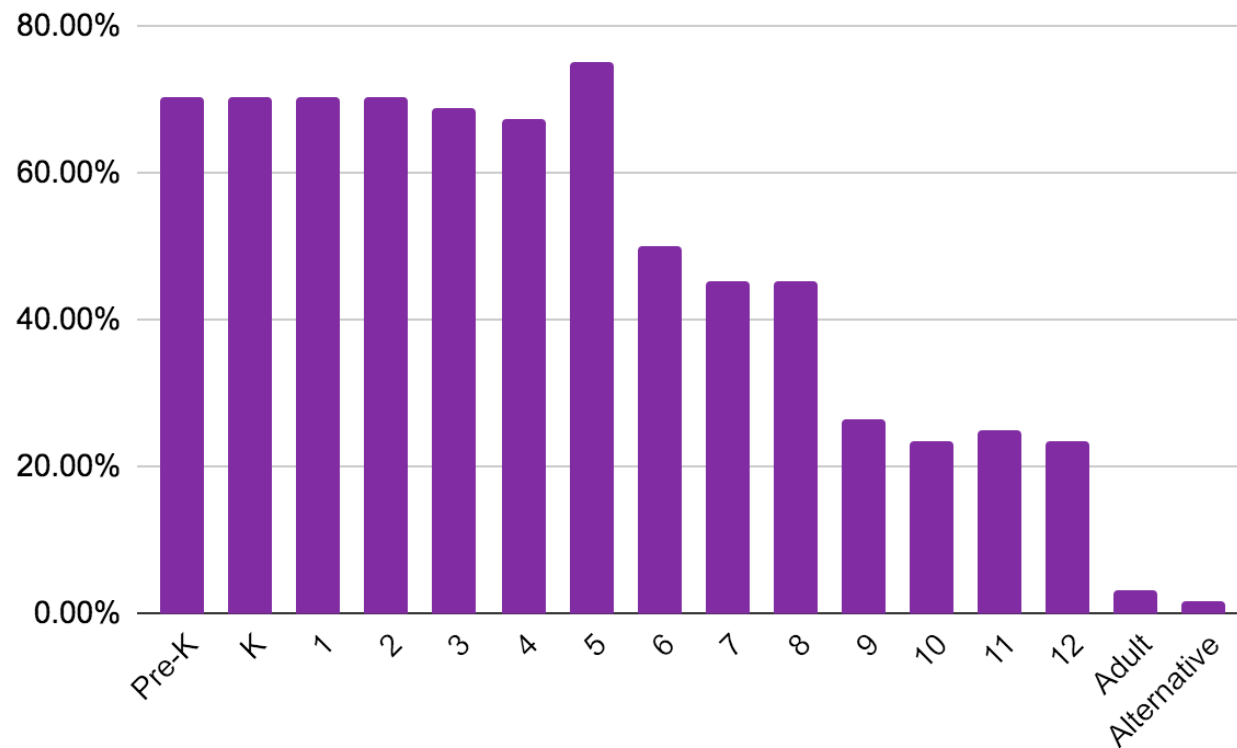
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# We heard from school leaders who serve diverse and low-income families.



- Schools Serving Majority Black/African American - 66%
- Schools Serving Majority Hispanic/Latinx - 13%
- Title 1 Schools – 79%

# We heard from school leaders serving all grade levels.



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# What did we ask?





# Survey Question Topics

- *What has been **challenging** for you?*
- *How has Coronavirus **impacted your school?***
  - *Technological devices*
  - *Internet access*
  - *Managing and supporting staff*
  - *Academics and distance learning*
  - *Communicating with families*
- *How has Coronavirus **impacted your families' access to basic needs?***

What are the most  
challenging issues for  
school leaders?



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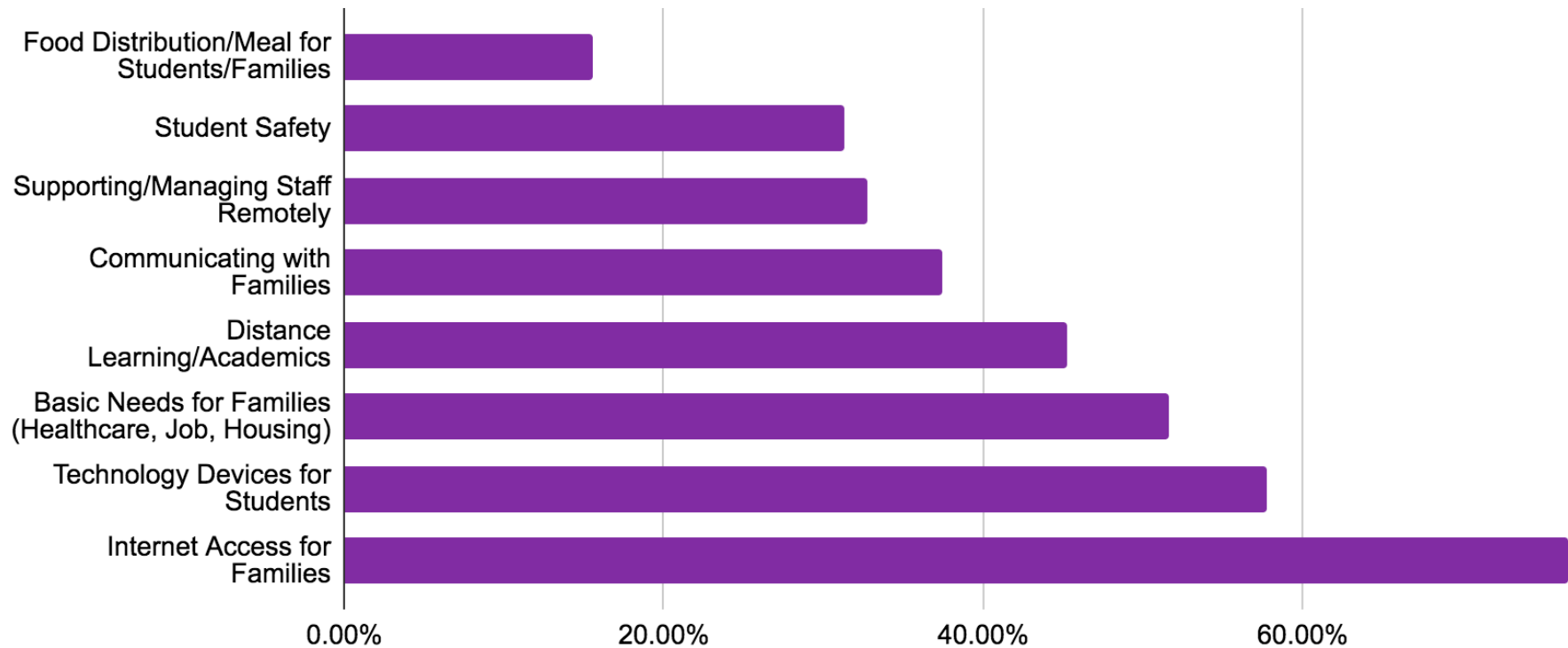


# Most challenging issues for school leaders are...

- *Families having access to **the internet***
- *Having enough **technological devices** for families that need them*
- ***Basic Needs** of families not being met*

*Top challenges remained the same after controlling for school type: Title I, majority Black/African American, and majority Hispanic/Latinx.*

Families having access to Wi-Fi, technological devices, and basic needs are major areas of concern for school leaders.

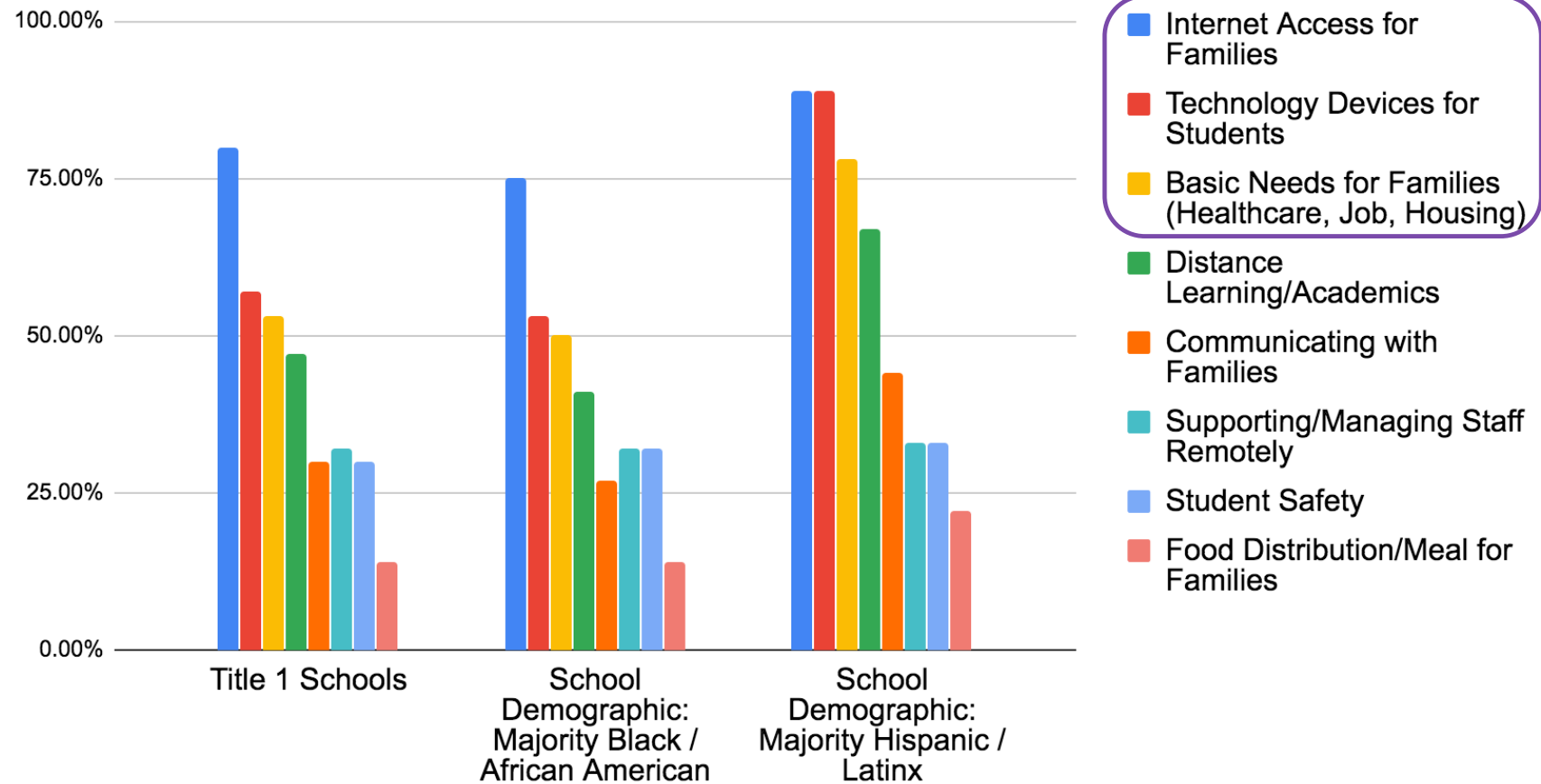


*\*Percentages exceed 100 percent as school leaders could select multiple challenges as “most”*



## Top CHALLENGES for school leaders (by school type)

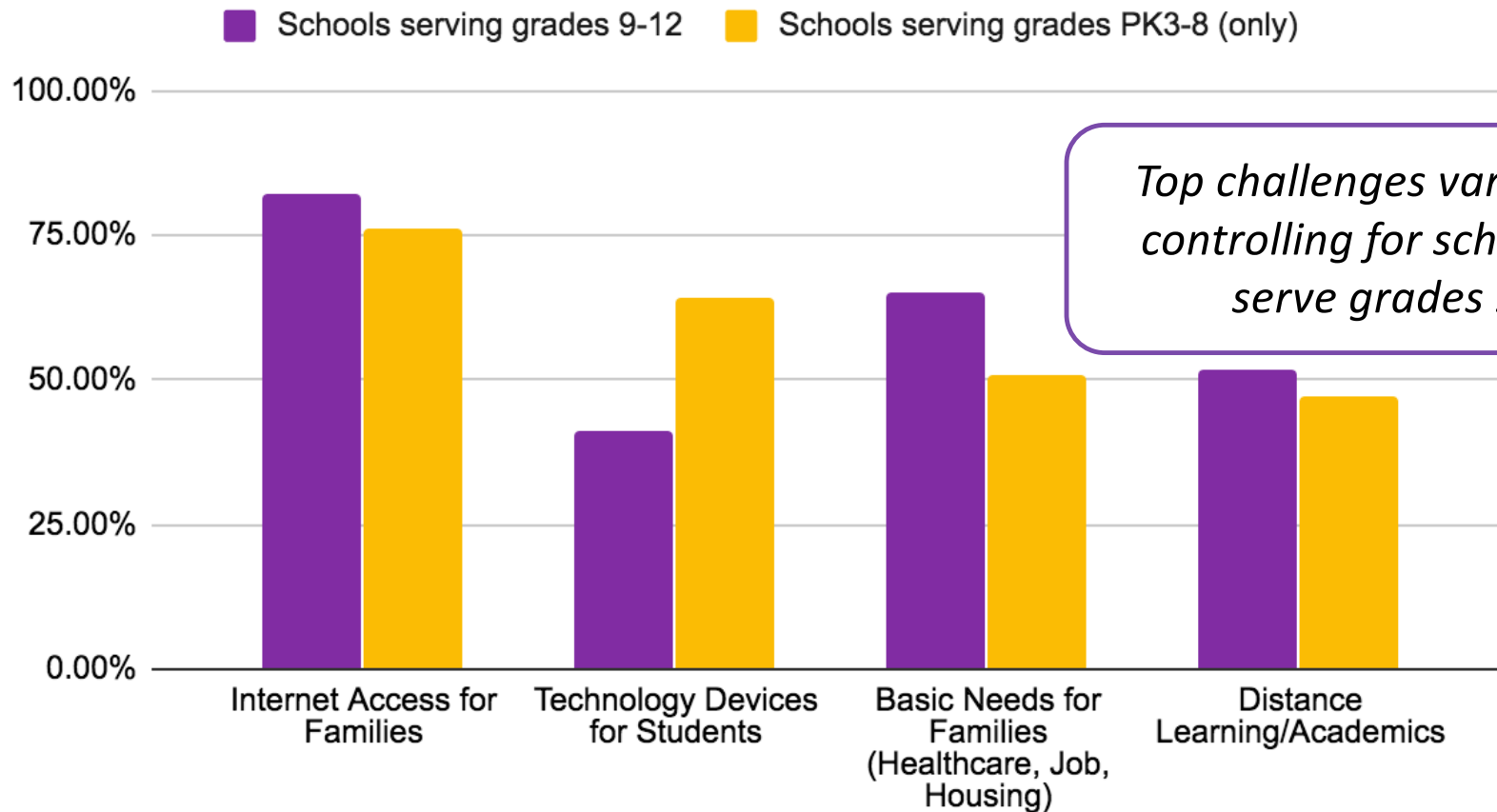
(% listed as MOST challenging\*)



\*Percentages exceed 100 percent as school leaders could select multiple challenges as "most"



## Top Challenges for Schools (by grades served)

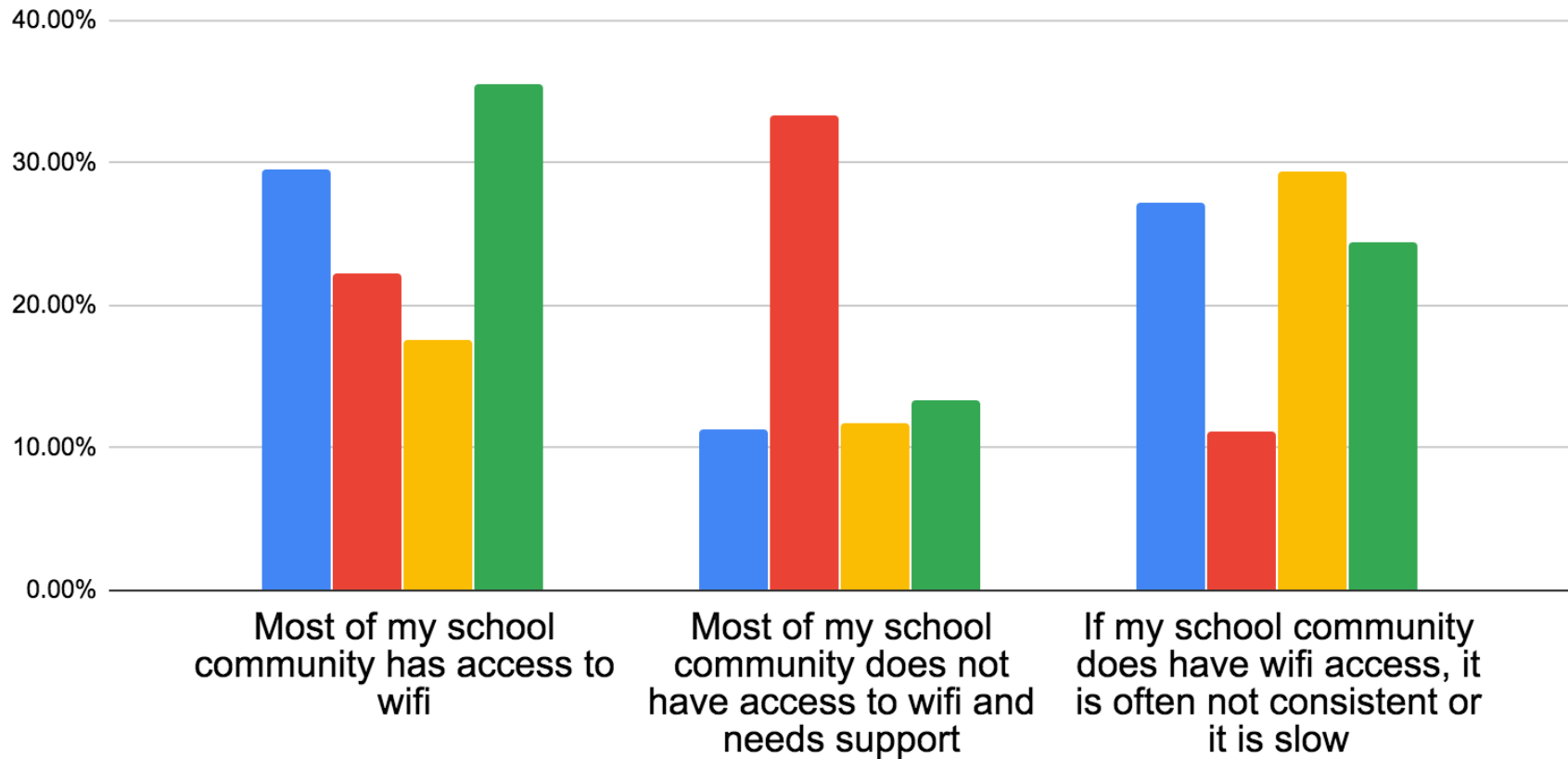


*\*Percentages exceed 100 percent as school leaders could select multiple challenges as “most”*

## When asked about INTERNET ACCESS, school leaders reported:



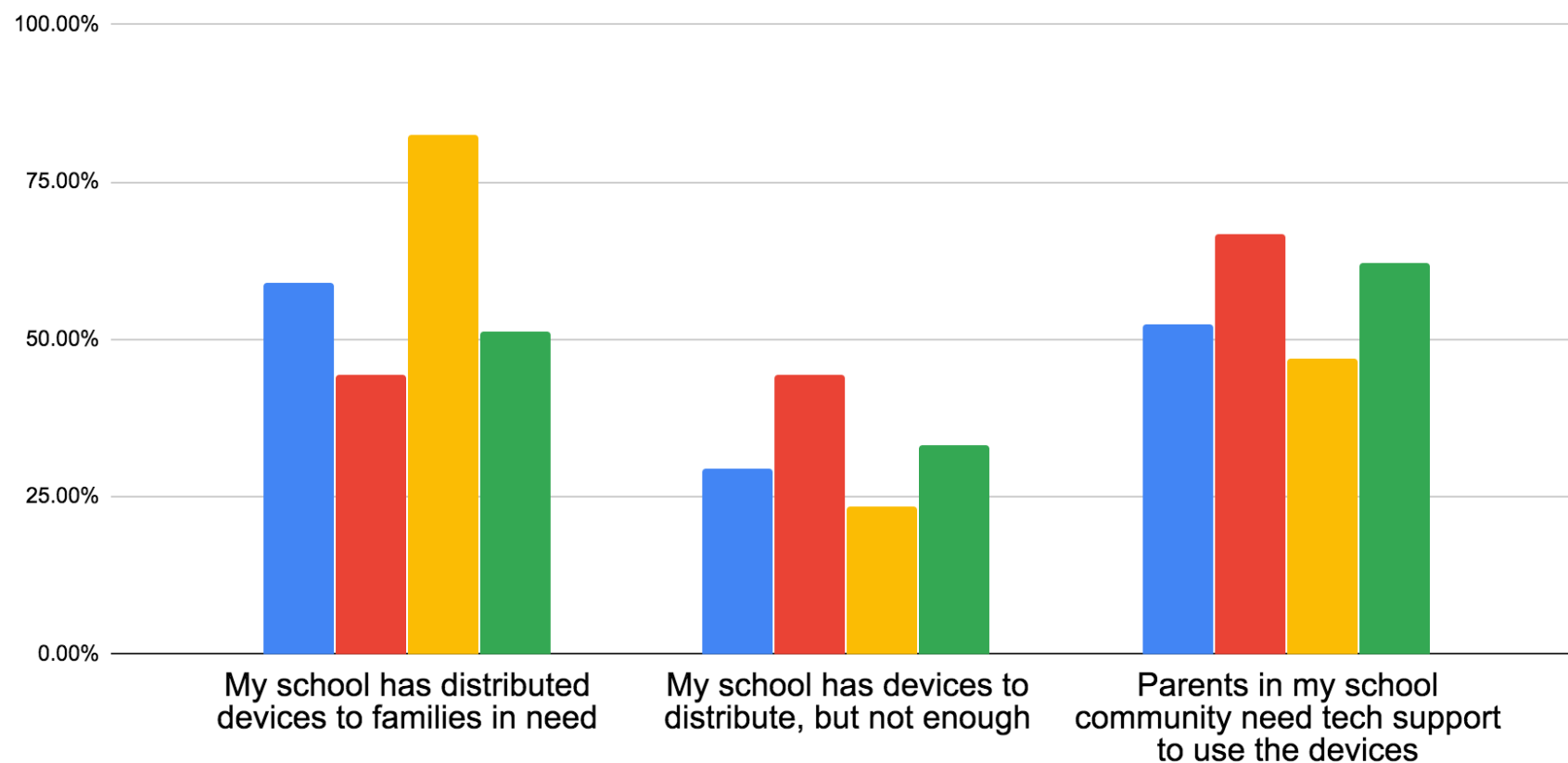
■ School Demographic: Majority African American/Black ■ School Demographic: Majority Hispanic/Latinx  
■ Schools Serving Grades 9-12 ■ Schools Serving PK3-8 (only)





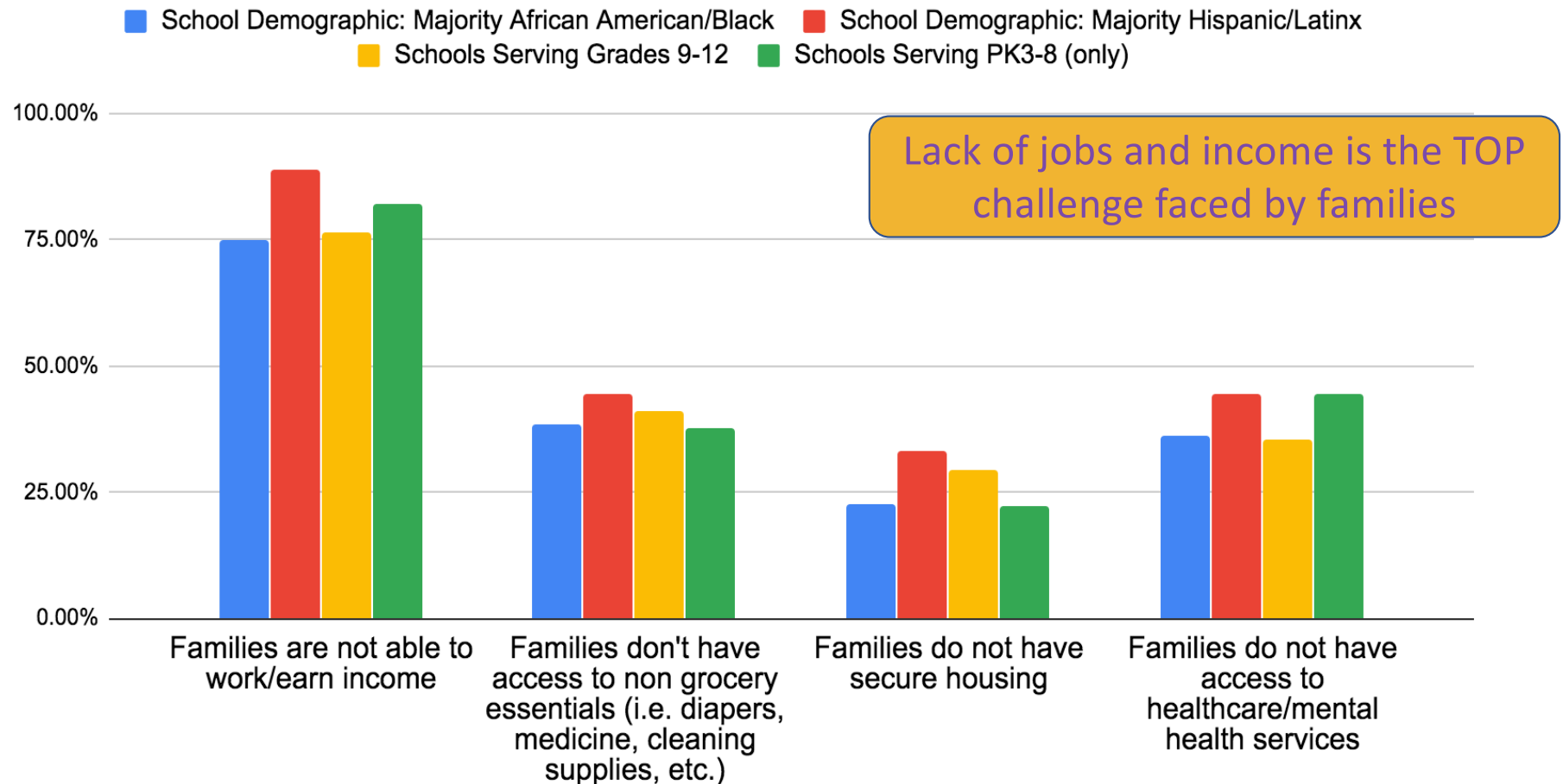
## When asked about TECHNOLOGICAL DEVICES, school leaders reported:

■ School Demographic: Majority African American/Black ■ School Demographic: Majority Hispanic/Latinx  
■ Schools Serving Grades 9-12 ■ Schools Serving PK3-8 (only)





## When asked about the challenges families face in having access to BASIC NEEDS, school leaders responded:

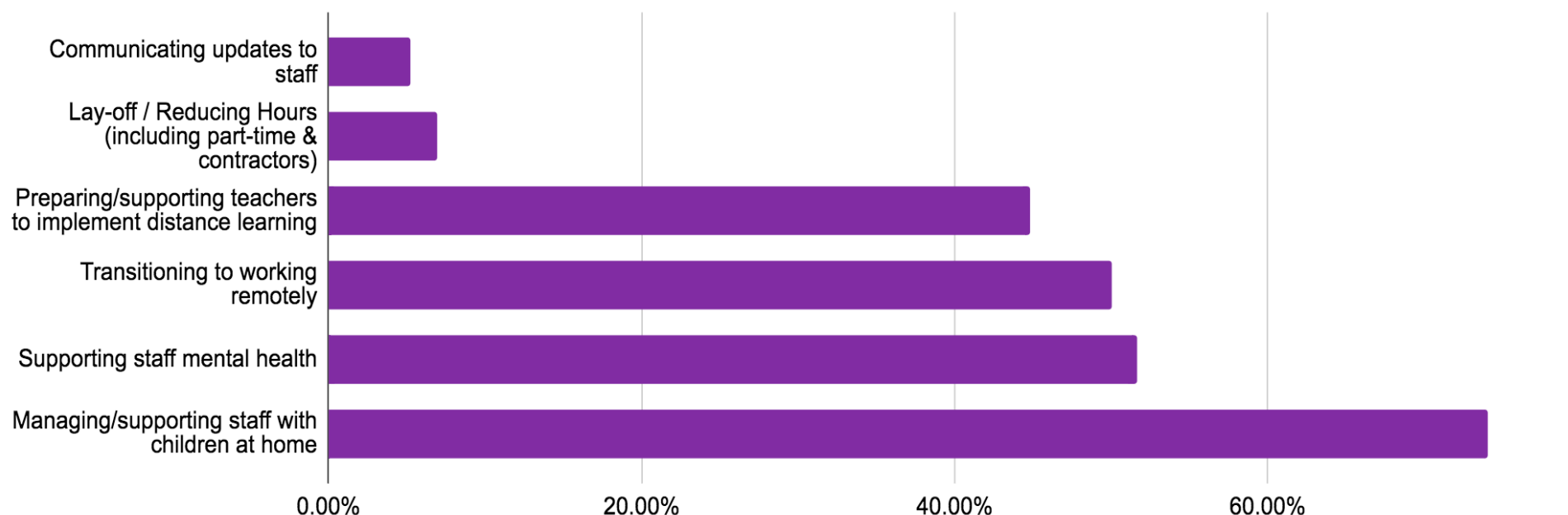


What is most challenging  
when transitioning  
to distance learning ?





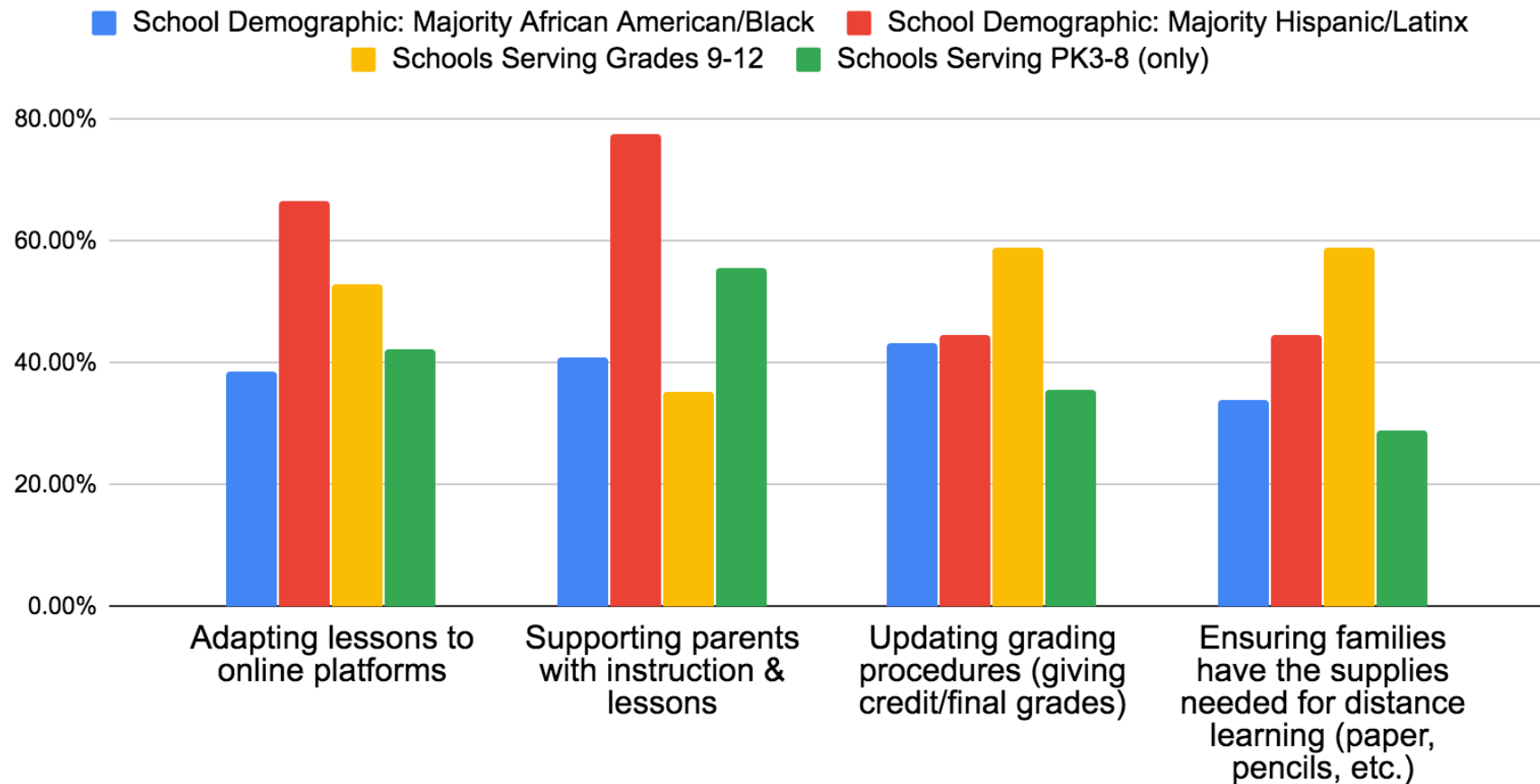
When **MANAGING STAFF**, most school leaders reported that supporting staff members with children at home as a **CHALLENGE**.



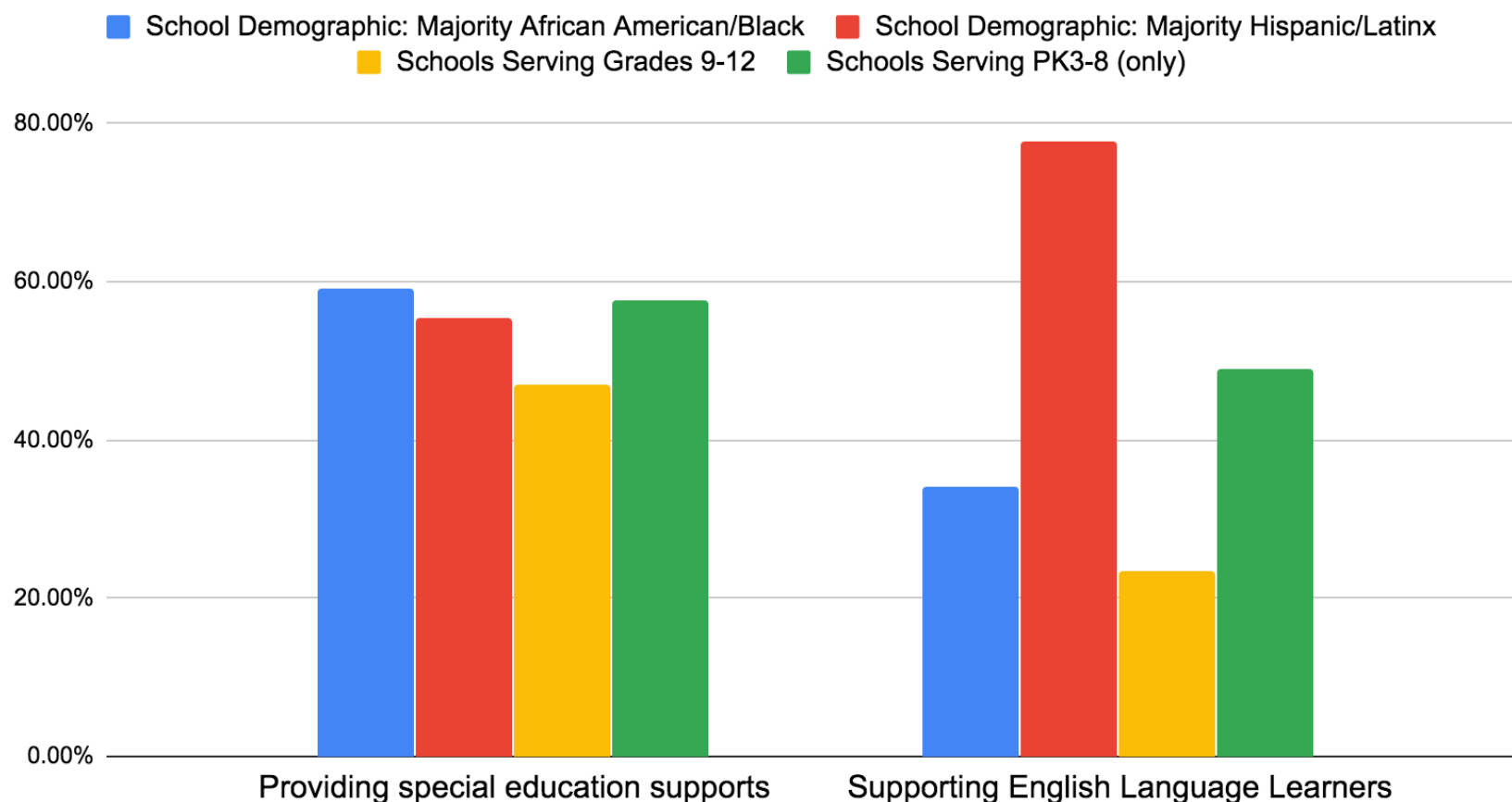
*\*Percentages exceed 100 percent as school leaders could select multiple challenges as “most”*



## In transitioning to DISTANCE LEARNING, school leaders reported the following CHALLENGES:



## School leaders reported that providing supports for ENGLISH LANGUAGE LEARNERS and for students enrolled in SPECIAL EDUCATION is a CHALLENGE during DISTANCE LEARNING.



# How are schools communicating with families?

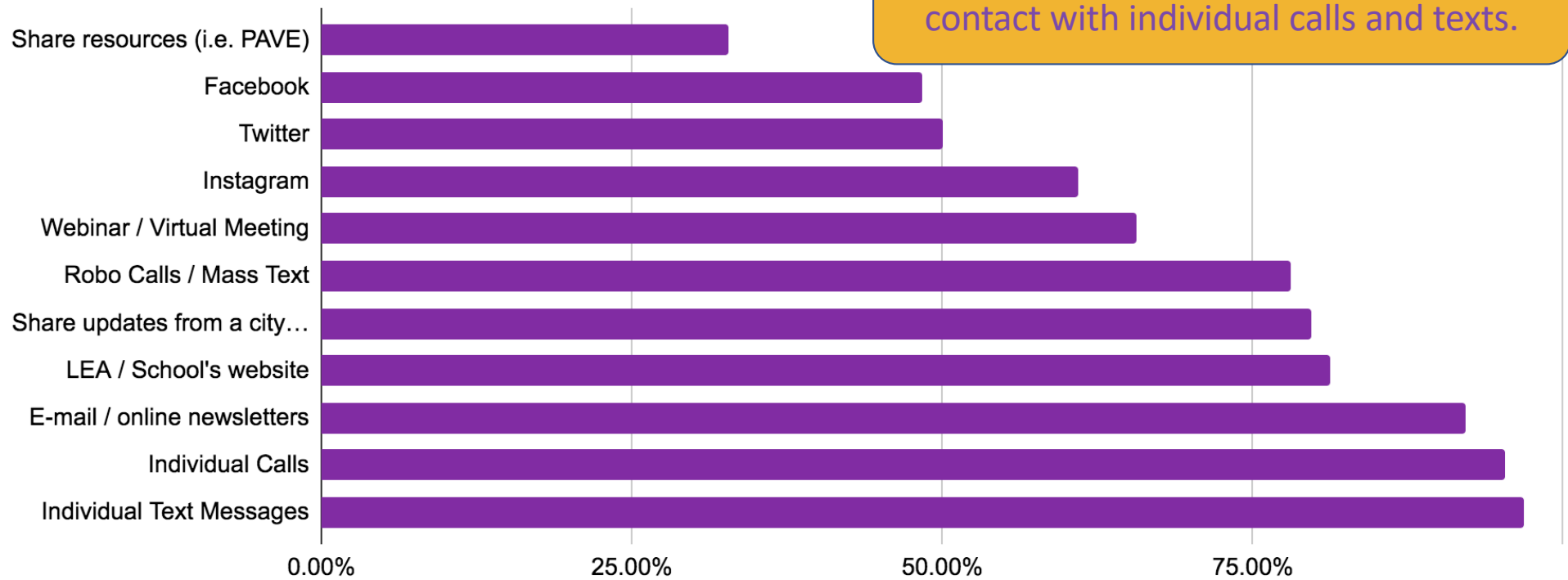


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# Schools are using multiple communication vehicles to CONNECT WITH FAMILIES.



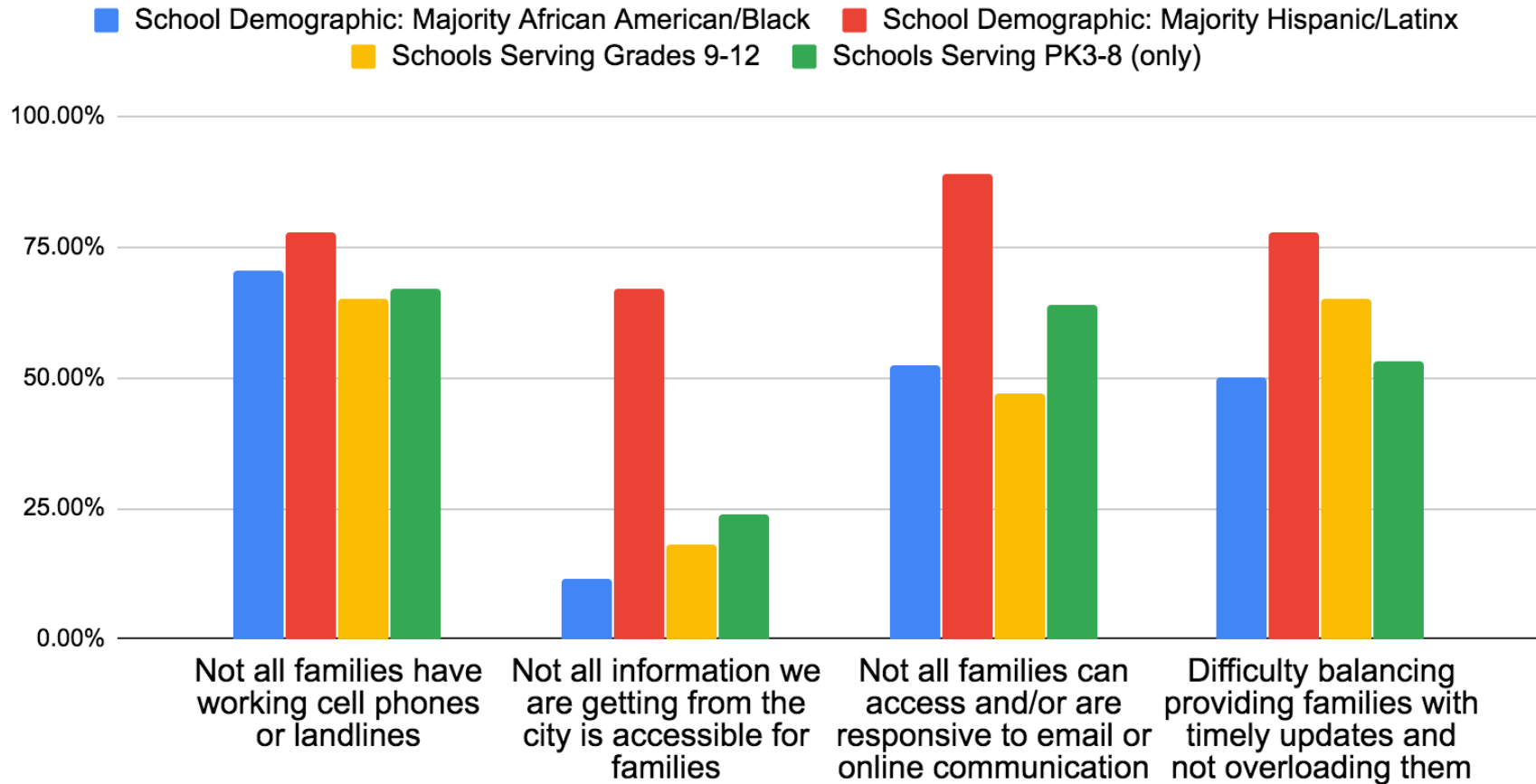
Schools are PERSONALIZING points of contact with individual calls and texts.



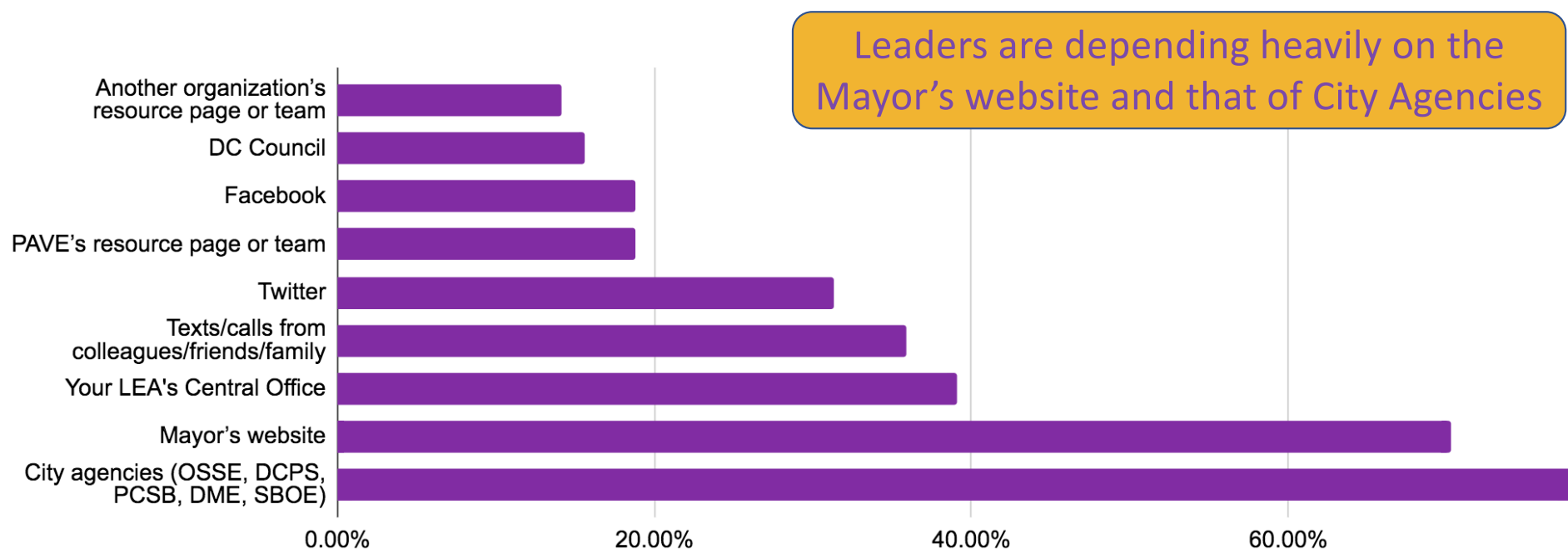
*\*Percentages exceed 100 percent as school leaders could select multiple challenges as "most"*



## School leaders reported the following challenges in COMMUNICATING with families:



## School leaders are accessing Coronavirus updates and information from the following sources:



*\*Percentages exceed 100 percent as school leaders could select multiple challenges as "most"*

Additional challenges  
raised by school leaders  
center on equity.



# Additional challenges raised by school leaders center around issues of EQUITY.



## Concern about widening the EDUCATION GAP:

*“How to move forward to provide instruction to kids who need it and have the tools they need to learn, when we know others do not have the tools they need, but they also need instruction. How not to further widen gaps in education?”*

*“Many of our students were already struggling, deeply impoverished, chronically absent, at risk, mentally and emotionally strained, highly stressed, high immediate complex and compounded trauma. Now this! We will see the gap exacerbated.”*



# Additional challenges raised by school leaders center around issues of EQUITY.



## Concern about exclusion of UNDOCUMENTED FAMILIES:

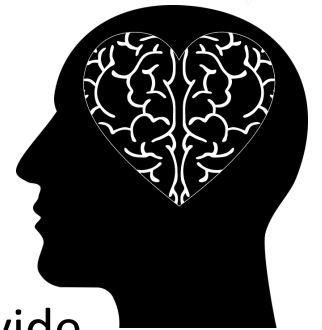


*“Undocumented families are being blocked access to government relief and unemployment.”*

*“Undocumented families have particularly struggled to get free internet access due to Comcast requested SSNs/licenses and other information they either don't have or don't want to share.”*

*“Many of our families do not feel safe going to the food distribution sites because of social distancing, but also because of their legal status.”*

# Additional challenges raised by school leaders center around issues of EQUITY.



## **Concern for MENTAL HEALTH:**

School leaders expressed virtual and privacy concerns in ability to provide students with mental health supports.

School leaders expressed concern in their ability to provide support for students dealing with death and illness.

*“Supporting students with parents who have substance abuse (drugs and alcohol) issues, since these issues will only increase as parents feel more stressed due to the conditions and economy.”*

# Key Takeaways



The COVID-19 pandemic has further exacerbated the challenges school leaders and families were already facing when it comes to closing the educational gap. Families across the city representing our most vulnerable population do not have access to fundamentals necessary for children to learn and families to thrive.



With the 2019-2020 school year closing early and the uncertainty regarding summer/fall learning experiences and calendar, leaders must work together to address the key challenges faced by school leaders:



- *ALL families having access to **the internet***
- *Having enough **technological devices** for ALL families that need them*
- *Ensuring that the **basic needs** of families are met*

# PAVE's Guidance for Family Engagement



*"Having families connect with us so that we can support them and help them to get their needs met, is a challenge."*



- The COVID-19 pandemic has further highlighted the need for schools to ensure that **family engagement is at the center of their educational program.**
- Moving forward, it is vital that schools move away from models that aim to simply involve and instead aim to **engage** and **work with families to co-create** equitable and rich learning experiences grounded on home and school partnerships and **aimed at giving parents and families a VOICE in the vision for education in our city and what it takes to get there.**
- ***Meaningfully engaging families starts with building authentic relationships based on trust.***

# PAVE's Guidance for Wellness Checks



**PAVE GOAL for INFORMING Families:** Communication between the school and families is reciprocal, timely, accessible to all communities, and tracked to allow for improvements in content, delivery method, accessibility, and frequency

In order to engage the most vulnerable families (*least responsive / have challenges connecting with the school*), schools should create a dedicated team to conducting wellness checks:

- Identify families based on **data** (*opening email, text response, answering calls*)
- Connecting with families to identify most effective **method** of communication
- Identifying the best parameters for communication (**frequency and timing**)
- *Schools should determine frequency of calls based on goal and capacity*

# PAVE's Guidance for Wellness Checks



**When conducting weekly wellness calls for families, be sure to have:**

- **Introductory Greeting:** *It is important to personalize these calls as much as possible. Use the parent's name/salutation and the name of the child. Thank them for their time and state the purpose of your call right away.*
- **Core Questions:** *Questions that give you explicit, straightforward responses to help you determine wellness. Examples include:*
  - *How are you/your student/your family doing/dealing with the quarantine?*
  - *Have you received the information needed to help your child with distance learning?*
  - *Is there something your family is struggling with?*
  - *How would you like us to connect with you moving forward?*
- **Potential next step based on response** (Yes / No)
- **Closing:** *Schedule another time to connect*

# What's Next?



It is vital that school and city leaders create a short- and long-term vision centered around **equity** to ensure that **all families** have access to the **information, technology, instruction, support** and **basic needs** allowing ALL children to grow academically and for families to thrive.

**PAVE Parent Leaders** have put together **THEIR vision** for what city leaders should do to **truly support kids and families** now and when we go back to school.

- Click [HERE](#) to learn more and how you can support!
- Click [HERE](#) for the Coronavirus **FAMILY** Impact Survey

# PAVE's Coronavirus Resources for Schools and Family Engagement Staff



Based on our conversations with schools and results from the School Leader Coronavirus Impact Survey, we know that an overabundance of information can be daunting during this time and that much information is not translated for our Spanish speaking families.

## **At PAVE's Coronavirus Resources for Family Engagement Staff you will find:**

- Resources that can inform your work during school closures
- Direct links to basic needs resources which you can share directly with families in need. *(translated in SPANISH)*
- *Look for this resource on PAVE's website below: available on 4/22/20.*  
<http://www.dcpave.org/coronavirus>

# PAVE Coronavirus Updates and Resources



- Resources for Families:  
<http://www.dcpave.org/coronavirus>
- Coronavirus Policy Implications:  
<http://www.dcpave.org/coronavirus-policy/>
- Contact PAVE: [schools@dcpave.org](mailto:schools@dcpave.org)