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 PK3-12th 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?
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.

- Ward 8: 22.2%
- Ward 7: 19.4%
- Ward 6: 16.7%
- Ward 5: 13.9%
- Ward 4: 11.1%
- Ward 3: 8.3%
- Ward 2: 5.6%
- Ward 1: 2.8%

PAVE: Parents Amplifying Voices in Education
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%

*Percentages may exceed 100 percent as parents could select multiple options*
We heard from school leaders serving all grade levels.
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?
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 varied when controlling for schools who serve grades 9-12

*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 INTERNET ACCESS

1. **Most of my school community has access to wifi**
2. **Most of my school community does not have access to wifi and needs support**
3. **If my school community does have wifi access, it is often not consistent or it is slow**

The bar chart shows the percentage of responses for each category, with different colors representing different demographic groups.
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)**

### Graph Details:

- **My school has distributed devices to families in need**
  - [Bar chart showing distribution efforts]

- **My school has devices to distribute, but not enough**
  - [Bar chart showing availability status]

- **Parents in my school community need tech support to use the devices**
  - [Bar chart showing tech support needs]

### Percentage Values:

- **0.00%** to **100.00%** range is indicated on the y-axis.
Lack of jobs and income is the TOP challenge faced by families.

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

- Families are not able to work/earn income
- Families don't have access to non grocery essentials (i.e. diapers, medicine, cleaning supplies, etc.)
- Families do not have secure housing
- Families do not have access to healthcare/mental health services

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

Lack of jobs and income is the TOP challenge faced by families.
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:

- Adapting lessons to online platforms
- Supporting parents with instruction & lessons
- Updating grading procedures (giving credit/final grades)
- Ensuring families have the supplies needed for distance learning (paper, pencils, etc.)
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?
Schools are using multiple communication vehicles to CONNECT WITH FAMILIES.

- Share resources (i.e. PAVE)
- Facebook
- Twitter
- Instagram
- Webinar / Virtual Meeting
- Robo Calls / Mass Text
- Share updates from a city…
- LEA / School’s website
- E-mail / online newsletters
- Individual Calls
- Individual Text Messages

*Percentages exceed 100 percent as school leaders could select multiple challenges as “most”*
School leaders reported the following challenges in Communicating with families:

- Not all families have working cell phones or landlines
- Not all information we are getting from the city is accessible for families
- Not all families can access and/or are responsive to email or online communication
- Difficulty balancing providing families with timely updates and not overloading them
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”*

Leaders are depending heavily on the Mayor’s website and that of City Agencies. 

- City agencies (OSSE, DCPS, PCSB, DME, SBOE)
- Your LEA’s Central Office
- Texts/calls from colleagues/friends/family
- Twitter
- PAVE’s resource page or team
- Facebook
- DC Council
- Another organization’s resource page or team
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