

COVID-19 PARENT SURVEY FINAL REPORT

Brandon School Division

April 2020



Acknowledgements

This report is in response to the unprecedented closure of schools in BSD due to Covid-19. The author wishes to thank Dr. Marc Casavant, Superintendent/CEO of BSD, and Mathew Gustafson, Assistant Superintendent of BSD, for their leadership and guidance. Thank-you also to the nearly 3000 parents who filled out the survey.

Covid-19 Parent Survey

Final Report

April 6, 2020

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Executive Summary

Covid-19 and the resulting closure of schools have impacted parents/caregivers in unprecedented ways. Having accurate information about how parents and caregivers are responding, what their needs and challenges may be, and how schools can best support them during this time will help Brandon School Division (BSD) plan for the success of students, families, and schools.

The focus of this survey was to learn more about how parents/caregivers of students in BSD are responding to the closure of schools due to Covid-19. The objectives of this survey were to (1) identify the current challenges faced by parents/caregivers due to school closures; (2) learn parents' goals for their child(ren) during this time; (3) learn how much time can be reasonably expected for students to spend on learning from home; and (4) identify ways that teachers can support parents while working remotely. These objectives were addressed by the following overarching questions:

1. What are the challenges facing parents/caregivers (access to technology and internet, working arrangements, confidence, or others)?
2. What goals are important to parents/caregivers for their child(ren)'s learning during this time?
3. How much time are parents/caregivers expecting their child(ren) to spend on remote learning?
4. How can teachers support parents/caregivers to meet the current challenges?

To answer these questions, a survey of 15 questions was sent to all parents/caregivers who have children in BSD; 2846 responses were collected.

Major findings from this survey include:

- Nearly 75% (73.25%) of parents/caregivers are simultaneously working while being responsible for supporting the learning of their children, either full-time from home (31.98%) or away from home (27.94%). 10.07% are working part-time outside the home, and 11.94% are working part-time from home.

- The primary goal identified by parents was being prepared for next year's courses (64.29%), followed by improving skills and content in all areas (56.19%), improving literacy skills (36.73%), reducing pressure on children (35.78%), and improving numeracy skills (33.98%). Reducing familial stress was also listed as a goal (30.28%) as well as supporting children with individual educational programming (IEP) needs (19.88%).
- For parents/caregivers with children from K-6, one hour per day spent on school work is manageable. For Grades 7-9, two hours per day is manageable. For Grades 10-12, three hours per course per week is manageable.
- Challenges facing parents include balance, motivation, technology, subject area knowledge, time conflicts, stress, and communication.

There are several recommendations included in this report based on the feedback provided by parents/caregivers. These include increasing live communication between parents/caregivers and their children's teachers, providing flexible options and timelines, support for parental/caregiver skills especially in math, French, EAL, and advanced subjects, finding creative solutions for those lacking access to technology and/or internet, and designing home-based learning for children working largely independently.

This report is organized into a short introduction, followed by the main findings and recommendations. Appendix A includes the complete findings from the survey.

Introduction

Background

On April 1, 2020, BSD (BSD) agreed to collaborate with Michelle Lam, Director of Brandon University's Centre for Aboriginal and Rural Education Studies (CARES), to accurately identify the needs of parents/caregivers due to the Covid-19 pandemic. The objective of the *Covid-19 Parent Survey* project was to assess the current needs and opportunities facing parents and caregivers due to the closure of schools in the division. This information will be used to provide increased clarity and understanding of the reality facing parents and caregivers and to strengthen supports offered by the BSD.

The focus of this project was parent and caregiver challenges, goals, time expectations, and potential supports. The objectives were to:

1. Identify the current challenges faced by parents/caregivers due to school closures;
2. Learn parents' goals for their child(ren) during this time;
3. Learn how much time can be reasonably expected for students to spend on learning from home; and
4. Identify ways that teachers can support parents while working remotely.

Methodology

Process

From April 1, 2020, to April 3, 2020, Dr. Marc Casavant, Superintendent/CEO of BSD, Matthew Gustafson, Assistant Superintendent of BSD, and Michelle Lam, Director of Brandon University's Centre for Aboriginal and Rural Education Studies, refined questions for a survey to be sent out by email to all parents/caregivers of students in BSD.

On April 3, 2020, the survey was distributed via email from the BSD. The email included the following information: In this unprecedented time, the BSD is working on meeting the needs of our students and parents. To better help us meet the needs of you and your child/children, we are hoping that you will fill out the attached survey. Based on the feedback we receive from the survey, we will

use it to help us continue to plan and make sure the needs our students and parents are being fulfilled.

Participants

The participants for this survey were parents or caregivers who have students in BSD. All parents or caregivers who, at the time of registration, had included their email contact information, were included in the survey. For households where more than one parent/caregiver included an email contact, both parents/caregivers were contacted.

As this data collection was done solely for the BSD, ethics approval was not required.

To complete this research, SurveyMonkey forms were designed that could be filled out by clicking on a web-based link distributed by email. Between April 3, 2020, and April 7, 2020, 2846 responses were collected.

Data Collection and Analysis

The SurveyMonkey link was distributed via email to potential respondents who have child(ren) in BSD. Their responses were entered directly into the SurveyMonkey form.

All survey responses are included in this report (see Appendix A), as well as an analysis of responses by school and by grade level.

Limitations of this research

The results of this research are limited by several factors:

1. Technology – The survey was distributed solely by email. Parents/caregivers who do not have access to email, or who did not include an email address at the time of registration were not included. This may be significant because the percentage of parents/caregivers who identified that they did not have access to technology and/or internet in this survey was relatively low (1.88%). It may be much higher, only not captured in this online survey distributed through email.

2. Multiple responses – The survey was limited to one response per IP address. However, if one family had multiple parents/caregivers who, at the time of registration, included their email addresses, it is possible there may be multiple responses for one family. If one respondent answered from different locations such as work and home, there may also be multiple responses.
3. Current environment - At the time data was collected, Manitobans were responding to the stresses initiated by the Covid-19 pandemic. The virus left communities feeling unsafe and uncertain. It is possible that the emotional responses to the changes that were being forced on society in response to the pandemic will have affected the positive/negative nature of the responses.
4. Language – Due to time pressures, it was not possible to provide translations of the survey in multiple languages. This may have excluded some families from responding to the survey.

Major Findings

In Appendix A, all survey responses can be explored. The author of this report has summarized these findings in the following sections, including recommendations for further actions.

Overall findings

1. Being prepared for next year's courses was identified as the primary goal of parents/caregivers (64.29%), followed by improving skills and content in all areas (56.19%), improving literacy skills (36.73%), reducing pressure on children (35.78%), and improving numeracy skills (33.98%). Reducing familial stress was also listed as a goal (30.28%) as well as supporting children with individual educational programming (IEP) needs (19.88%).
2. The majority of respondents have access to reliable internet (93.93%), although some only have internet access through a phone (4.19%), and a small minority has no access at all (1.88%). Although 1.88% seems small, this equals 53 respondents.
3. Common devices that are available at home and can be used for learning are a smartphone that has internet (85.42%) and a computer/laptop with the internet (84%). Although these devices are available, in homes where multiple children will be simultaneously learning, 19.25%, or 542 respondents, say their children will need to take turns and cannot learn simultaneously when technology is required.
4. Most primary remote learning parents/caregivers are still working (72.85%). Of these, 30.84% are working full-time from home, 29.13% are working full-time away from home, 10.29% are working part-time from home, and 10.04% are working part-time away from home.
5. On average, most parents/caregivers expect their children to spend 1-4 hours on schoolwork per day. Two hours per day was the most common response (40.06%), followed by 3-4 hours (37.04%), and one hour per day (14.79%).

6. For parents/caregivers who have children from Kindergarten to Grade 6, the strong majority feel that one hour per day is manageable.
7. For parents/caregivers who have children from Grade 7 to Grade 9, the strong majority feel that two hours per day is manageable.
8. For parents/caregivers who have children from Grade 10 to Grade 12, the strong majority feel that three hours of school work per course per week is manageable.
9. Parents/caregivers report a range of confidence towards supporting children's learning at home, and a range of confidence towards using technology such as websites, apps, or software to support their children's learning. The weighted average of parents report that they feel moderately confident supporting their children's learning (3.32 on a 5 point scale), and moderately confident using technology to support learning (3.51 on a 5 point scale).

Common challenges in supporting children's learning from home include:

Balance: parents/caregivers simultaneously working and children needing to work independently; lack of supervision; balance between multiple children, especially babies and toddlers; balancing work demands, schooling, and other household responsibilities

Motivation: keeping children motivated, focused, or on task

Technology: technology such as computers, home printers or scanners not being available or needing to be shared; documents being sent in pdf format; slow or unreliable internet; not having technological skills to upload and send in assignments or use websites or apps; access to labs or specialized equipment

Expertise: parents/caregivers not understanding subject matter (particularly Math, French, and advanced high school courses); language barriers

Time: teachers only being available in-person during work hours when parents are working; time management or managing multiple schedules

Stress: family stress and mental health; managing children’s increased anxiety, frustration, and social isolation; parent/caregiver energy levels and emotional strength; children not accepting the role change from parent/caregiver to teacher, children with additional needs/IEPs

Communication: confusion over assessment/grading with inconsistent messages from educators; inflexible deadlines from teachers; multiple places to find information from separate teachers (emails, teams, paper, apps, etc.)

K – Grade 3 Findings

1. The top goals of parents/caregivers whose children are between Kindergarten to Grade 3 during the next three months are: (1) **Improving skills and content** knowledge in all subjects (58.63%), (2) Improving literacy skills (55.95%), (3) Being prepared for next year’s courses (53.87%), (4) Improving numeracy skills (47.32%), (5) Reducing stress on the family (31.55%), and (6) Reducing pressure on children (30.36%). An additional 19.87%, or 267 respondents, noted that supporting their children’s IEP needs was a top priority.
2. The **majority of respondents have access to reliable internet** (94.04%), although some only have internet access through a phone (4.77%), and a small minority has no access at all (1.19%). This is similar to the overall findings.
3. Common devices that are available at home and can be used for learning are a smartphone that has internet (87.95%) and a computer/laptop with the internet (80.28%). Although these devices are available, in homes where multiple children will be simultaneously learning, 23.12% of respondents say their children will need to take turns and **cannot learn simultaneously when technology is required.**
4. **Most primary remote learning parents/caregivers of children from K-3 are still working (69.25%)** with 30.16% working full-time from home, 24.87% working full-time away from home, 11.24% working part-time from home, and 11.39% working part-time away from home. Since younger children may require more instruction and supervision, this is an important consideration, as reflected in the challenges identified by parents and caregivers.

5. On average, parents/caregivers expect their K-3 children to spend approximately 2 hours on schoolwork per day. Two hours per day was the most common response (43.67%), followed by 3-4 hours (28.61%), and one hour per day (20.94%). In response to a question of whether five hours of school work per week is a manageable amount, **81.97% of parents/caregivers with K-3 children considered that a manageable amount**, 8.79% thought it was too much, and 8.2% considered it not enough.
6. Parents/caregivers with K-3 children are **moderately confident in supporting their children's learning** from home, although there is a significant range (5.06% not confident at all, 15.49% slightly confident, 33.8% moderately confident, 26.21% quite confident, and 19.43% very confident). Parents/caregivers are slightly more confident about supporting their children through technology, with most responses falling in the moderately to very confident range.

Grade 4 – 6 Findings

1. The top goals of parents/caregivers with children from Grades 4 – 6 are: (1) **Being prepared for next year's courses** (63.97%), (2) Improving skills and content knowledge in all subjects (57.95%), (3) Improving literacy skills (40.87%), (4) Improving numeracy skills (37.31%), (5) Reducing stress on family (37.12%), and (6) Reducing pressure on children (35.44%). Supporting children with individual educational programming (IEP) needs as a top goal was listed by 21.22%.
2. The **majority of respondents have access to reliable internet** (93.68%), although some only have internet access through a phone (3.95%), and a small minority has no access at all (2.37%). This is similar to the overall findings.
3. Common devices that are available at home and can be used for learning are a smartphone that has internet (85.7%) and a computer/laptop with the internet (84.71%). A webcam is available for 39.35% of the respondents. Homes where multiple children will be simultaneously learning, 30.01% of respondents (304 families) say their children will need to take turns and **cannot learn simultaneously when technology is required.**

4. **Most primary remote learning parents/caregivers of children from Grades 4 – 6 are still working** (73.25%) with 31.98% working full-time from home, 27.94% working full-time outside the home, 11.94% working part-time from home, and 10.07% working part-time away from home.
5. On average, parents/caregivers expect their Grades 4 – 6 children to spend approximately 2 hours on schoolwork per day. Two hours per day was the most common response (43.13%), followed by 3-4 hours (38.28%), and one hour per day (11.67%). In response to a question of whether five hours of school work per week is a manageable amount, **77.2% of parents/caregivers with Grades 4 – 6 children considered that a manageable amount**, 12.44% thought it was not enough, and 9.28% considered it too much.
6. **Parents/caregivers with children in Grades 4 – 6 are moderately confident in supporting their children’s learning** from home, although there is a significant range (5.23% not confident at all, 18.05% slightly confident, 34.62% moderately confident, 25.84% quite confident, and 16.27% very confident). Parents/caregivers are slightly more confident about supporting their children through technology, with most responses falling in the moderately to very confident range.

Grade 7 – 9 Findings

1. The top four goals of parents/caregivers whose children are in Kindergarten to Grade 3 during the next three months are: (1) **Being prepared for next year’s courses (77.01%)**, (2) Improving skills and content knowledge in all subjects (55.85%), (3) Reducing pressure on children (38.96%), (4) Reducing familial stress (33.06%), (5) Improving numeracy (26.96%), and (6) Improving literacy (24.52%). An additional 22.18%, or 218 respondents, noted that supporting their children’s IEP needs was a top priority.
2. **The majority of respondents have access to reliable internet** (94.51%), although some only have internet access through a phone (3.66%), and a small minority has no access at all (1.83%). This is similar to the overall findings.
3. Common devices that are available at home and can be used for learning are a computer or laptop that has internet (88.21%) and a smartphone or tablet with the internet (83.74%). Although these devices are available, in homes

4. where multiple children will be simultaneously learning, 25.76%, or 253 respondents, say their children will need to take turns and **cannot learn simultaneously when technology is required.**
5. **Most primary remote learning parents/caregivers of children from Grades 7 - 9 are still working (75.79%)** with 33.57% working full-time away from home, 29.91% working full-time from home, 10.68% working part-time from home, and 9.63% working part-time away from home.
6. **Parents/caregivers of children in Grades 7 – 9 expect their children to spend more time on schoolwork per day than younger grade levels.** Most parents selected 3-4 hours per day (43.88%), 38.88% selected two hours per day, and 9.39% selected one hour per day. Less than one hour per day was selected by 2.35% (23 respondents). When asked whether ten hours of school work per week was manageable, 79.43% of parents/caregivers selected, “yes, this is manageable,” 10.69% thought it was too much work, and 8.15% thought it was not enough.
7. Parents/caregivers with children in Grades 7 – 9 have a range of confidence in supporting their children’s learning from home. It showed that 7.72% are not confident at all, 17.17% are slightly confident, most (34.86%) are moderately confident, 24.29% are quite confident, and 15.85% are very confident). Similar to other grade levels, parents/caregivers in this range are slightly more confident about supporting their children through technology, with most responses falling in the moderately to very confident range.

Grade 10 – 12 Findings

1. The top goals of parents/caregivers whose children are in Grades 10 – 12 during the next three months are: (1) **Being prepared for next year’s courses** (73.68%), (2) Improving skills and content knowledge in all subjects (49.94%), (3) Ensuring there is no impact on university or college acceptance (44.19%), (4) Reducing pressure on children (42.59%), and (5) Reducing stress on the family (29.13%). An additional 21.54%, or 176 respondents, noted that supporting their children’s IEP needs was a top priority.
2. **The majority of respondents have access to reliable internet** (92.64%), although some only have internet access through a phone (4.66%), and a small minority has no access at all (2.7%). This is similar to the overall findings.

3. Common devices that are available at home and can be used for learning are a computer or laptop with internet (87.9%) and a smartphone or tablet with the internet (85.09%). In homes where multiple children will be simultaneously learning, 20.69% of respondents say their children will need to take turns and **cannot learn simultaneously when technology is required.**
4. **Most primary remote learning parents/caregivers of children from Grades 10 – 12 are still working (78.24%)** with 36.8% working full-time outside the home, 30.32% working full-time from home, 10.02% working part-time outside the home, and 9.9% working part-time from home.
8. Parents/caregivers of children in Grades 10 – 12 expect their children to spend more time on schoolwork per day than younger grade levels. Most parents selected 3-4 hours per day (44.1%), 35.5% selected two hours per day, and 9.58% selected one hour per day. Seven percent, or 57 respondents, selected 5+ hours per day. **When asked whether three hours of school work per course per week was manageable, 79.29% of parents/caregivers selected, “yes, this is manageable,”** 11.76% thought it was too much work, and 7.84% thought it was not enough.
9. Parents/caregivers with children in Grades 10 – 12 have a range of confidence in supporting their children’s learning from home with 9.41% not being confident at all, 19.68% being slightly confident, most (32.03%) being moderately confident, 24.94% being quite confident, and 13.94% being very confident). **In contrast to younger grade levels, parents in this range report a mix of confidence in supporting their children’s learning with technology.** It showed that 15.54% are very confident, 30.48% are quite confident, 28.76% are moderately confident, 17.63% are slightly confident, and 7.59% are not confident at all.

Grade Level Comparisons

- **As grade levels increased, the goals of improving literacy skills and numeracy skills decreased steadily across grades.** For example, 65% of Kindergarten parents/caregivers included improving literacy as a key goal, while only 10.7% of Grade 12 parents/caregivers included this as a goal.
- **College and university acceptance was identified as a significant goal in higher grades,** with Grade 12 parents/caregivers most

concerned about this (69.74%). Grade 11 was significantly less concerned with this (39.38%), and it decreased in importance from there, as grade levels decreased.

- Parents and caregivers across **all grade levels included reducing pressure on children as a key goal** although as grade levels increased, this goal also **increased in importance** (28.23% of Kindergarten parents/caregivers vs. 41.57% of high school parents/caregivers).
- **As grade levels increase, the number of parents and caregivers who are working also increase.** For example, 36.12% of Kindergarten parents/caregivers, 33.17% of Grade 1 parents/caregivers, and 31.62% of Grade 2 parents/caregivers are not currently working, compared to 19.14% of Grade 10 parents, 21.47% of Grade 11 parents, and 25.09% of Grade 12 parents. **This may contribute to the lower levels of confidence reported by parents/caregivers in higher grades.**
- Parents/caregivers of younger children were more likely to expect fewer hours of schoolwork per week.
- Parents/caregivers of high school students were less likely to report high confidence in supporting their children's learning from home. Parents/caregivers of children between K-Grade 2 were more likely to report high levels of confidence. The same pattern is true when reporting confidence in using technology to support learning.

Recommendations

The information gathered through this survey provides clarity and increased understanding of the realities faced by parents/caregivers due to the current Covid-19 pandemic. It may be useful in identifying and prioritizing goals, and in planning effective supports for families at home. To assist BSD in this process, the following recommendations are offered.

Recommendations for BSD

- **Understand the current challenges faced by parents and caregivers.** Many parents reported struggles related to balancing work responsibilities, care of other children, particularly babies and toddlers, and other household responsibilities. Parents are concerned about their own mastery of subject areas, particularly in the higher grade levels. Math was often mentioned, as well as English as an Additional Language and advanced courses. Parents also reported that their children were attending French immersion schools, but they themselves do not speak French. Motivating children was reported as a challenge, as well as managing multiple schedules and expectations from multiple teachers. If parents are working while children are in school, these challenges are compounded. Parents had concerns about technology, and many reported having computers but not printers, scanners, or skills to use particular websites or apps as requested by teachers. Communication was a challenge as well. Parents found it challenging to communicate or access information from multiple teachers when different programs, systems, or methods of communication were used. It was recommended that a centralized system be available, with training for access and use. Finally, stress and mental health for students and family members were key challenges.
- **Honour the strength of families.** Despite the plethora of challenges identified, many parents reported feeling somewhat confident in supporting their children and being willing to take on the challenges as best they could. Comments such as, “*I am not very tech savvy but I’ll try to manage,*” or “*I work full-time with extra hours and am exhausted but because I want my kids to have a good future I try hard to make time*” were common.
- **Address parent/caregiver goals.** Goals changed over the grade levels, from a strong focus on literacy and numeracy in early years, to preparing

for future classes and college or university acceptance in later years. Understanding these goals will help in knowing what to prioritize.

- **Set clear expectations around time for learning at home.** The recommendations of one hour per day from K-6, two hours per day for 7-9, and three hours per course per week for 10-12 were considered manageable for the majority of families.
- **Implement supports that address key challenges.** When categorized as either positive, negative, or neutral, parent and caregiver responses to their child's teachers were largely positive. This was seen in comments such as, "*She's been very supportive and understanding,*" or "*I have appreciated every effort, email, and connection made with our teachers. I am overwhelmed by how GREAT they have all been in this transition time.*" Alongside these positive responses were suggestions for ways teachers could help support learning from home. These suggestions included the following:
 - **Regular connections with learners.** Many parents mentioned a desire for daily, live connections with teachers. They would like teachers to provide instruction for new concepts, and then a teacher or EA availability as students are working. They would like check-ins and accountability for learners via video and weekly updates. Live connections were preferable. Some parents who work during school hours asked for times they could contact a teacher outside of work hours.
 - **Follow-up with assignments.** Parents mentioned a desire to have the accountability for learning coming from teachers. For example, one parent wrote, "*What are we to do with completed worksheets?*" Submitting assignments, providing feedback, assessments, and following up were all commonly mentioned. Clearly communicating expectations and providing ways to answer questions (homework keys, etc.) were also mentioned. For example, one parent wrote, "*Give homework and then talk to the students about the lesson they did that day,*" and another wrote, "*Brief consultations to be sure they're on track.*"
 - **Design with independent children in mind.** Many children are having to work independently and do not have a parent/caregiver supervising their learning all the time. It may help

to give instructions tailored to the child, not to the parent. For example, one parent wrote: *“Understand that we have too much to do at home...whatever is assigned is going to have to be done on their own.”*

- **Provide a map.** Parents also asked for teachers to provide an overview of how specific tasks or assignments connect to the content or curriculum. Parents asked for clear goals and outcomes. For example, one parent wrote, *“Help us set realistic goals and expectations of what an average 7 year old should be able to do.”*
- **Be flexible.** Parents mentioned increased stress over inflexible deadlines. Expectations should also be created with IEP goals in mind. For example, one parent wrote, *“Our child was quite discouraged with a test mark that came out last week after he had been working hard on his home assignments. I think if they do poorly on a test or assignment, the teacher could lessen the impact by an e-mail explaining what was done incorrectly and possibly giving them the option to correct those errors. Particularly when the student already has an IEP due to learning difficulties, and with the stresses and anxiety caused by the daily changes due to COVID-19 protocols. There needs to be an understanding that students are heavily feeling these changes in the household and in their adjustments to the structural changes happening in their lives.”* In addition, recognize that flexibility is required not just in deadlines and expectations, but also in communication. For example, some parents prefer email, others prefer TEAMS, and others prefer paper copies. Flexible options are preferred.
- **Build on familiarity.** Parents mentioned a preference for live video teaching with their child’s teacher as opposed to the same content presented by an unfamiliar person.
- **Communicate clearly and consistently.** Some parents felt overwhelmed by the number of emails/messages/etc., while other parents felt there was not enough communication. This may be due to a difference in preferences or a difference between teachers. Parents who had multiple children reported large differences in communication from one teacher to another. They also reported differences in the information received, with some teachers’ information conflicting with others. Setting guidelines for

appropriate communication by grade may be a way to ensure clear and consistent communication.

- **Creatively address technological challenges.** Parents reported ways that this is already happening, but individual approaches may be needed. For example, one parent wrote, *“Provide a flash drive with the lesson on it to make up for the internet limits. We asked for an increase in the limit but the best they can do isn’t enough for all his classes.”*

Recommendations for Future Research

How are parents and caregivers managing schooling from home over time?

As the current pandemic is expected to require learning from home for several months, as Covid-19 continues, layoffs and other work disruptions may increase. Conducting a follow-up survey two months into the home learning may provide new insights.

How effective are supports for students who have access to technology and internet, and those without?

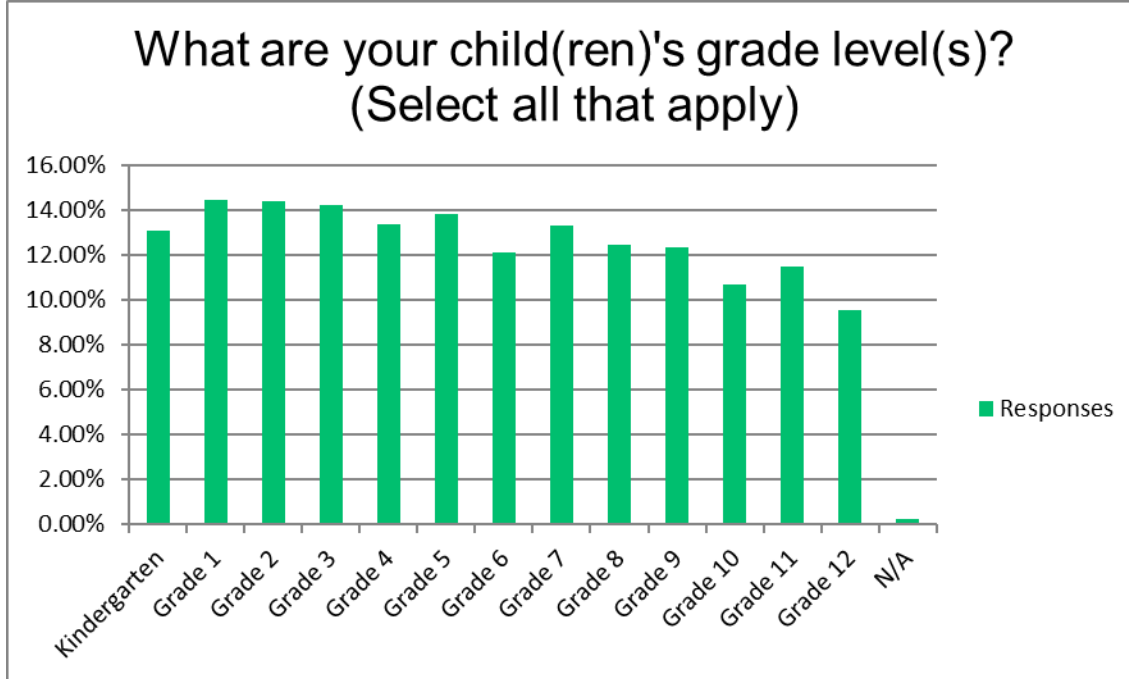
Although a small percentage, every grade level surveyed reported some students who did not have access to the internet or to technology. This number may be higher due to the limitations of the survey. Adequately supporting these students requires implementing supports to address this gap at the current time, and then assessing the effectiveness of these supports over time.

How do different parent/caregiver approaches to home learning affect the learning outcomes achieved by students? What home factors increase learning outcomes?

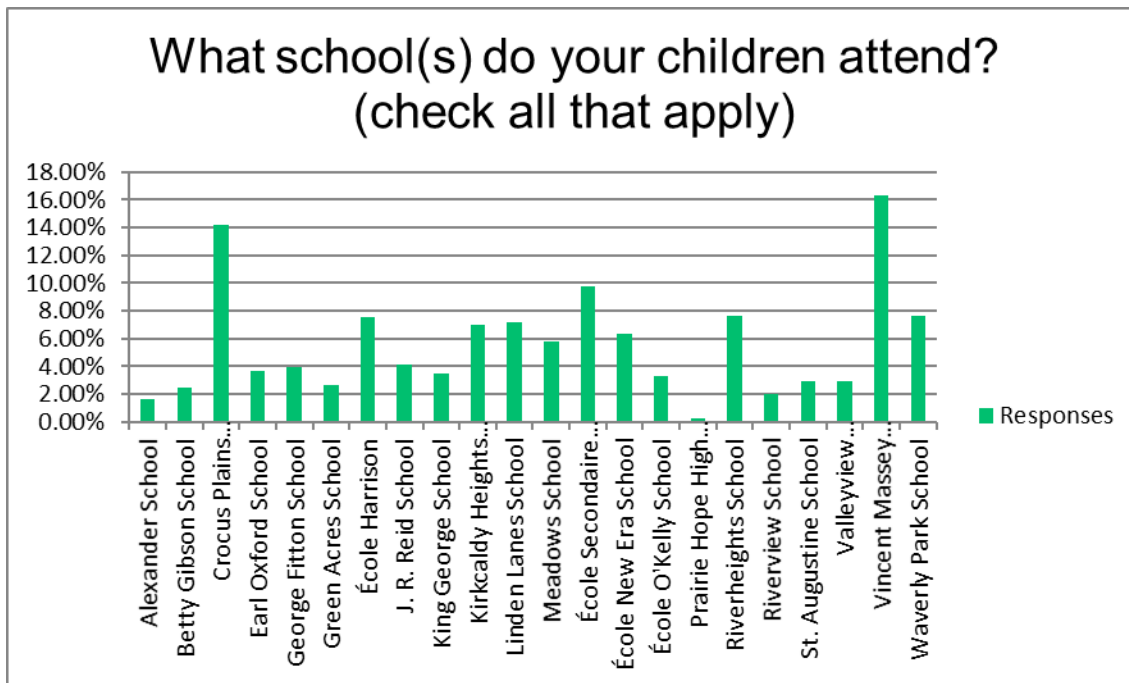
Understanding different approaches and how factors such as parent/caregiver availability, supervision, attitudes, education levels, communication, or others can increase learning outcomes may help create emerging best practices for parents/caregivers as they seek to support their children’s learning from home.

Appendix A: Survey Results

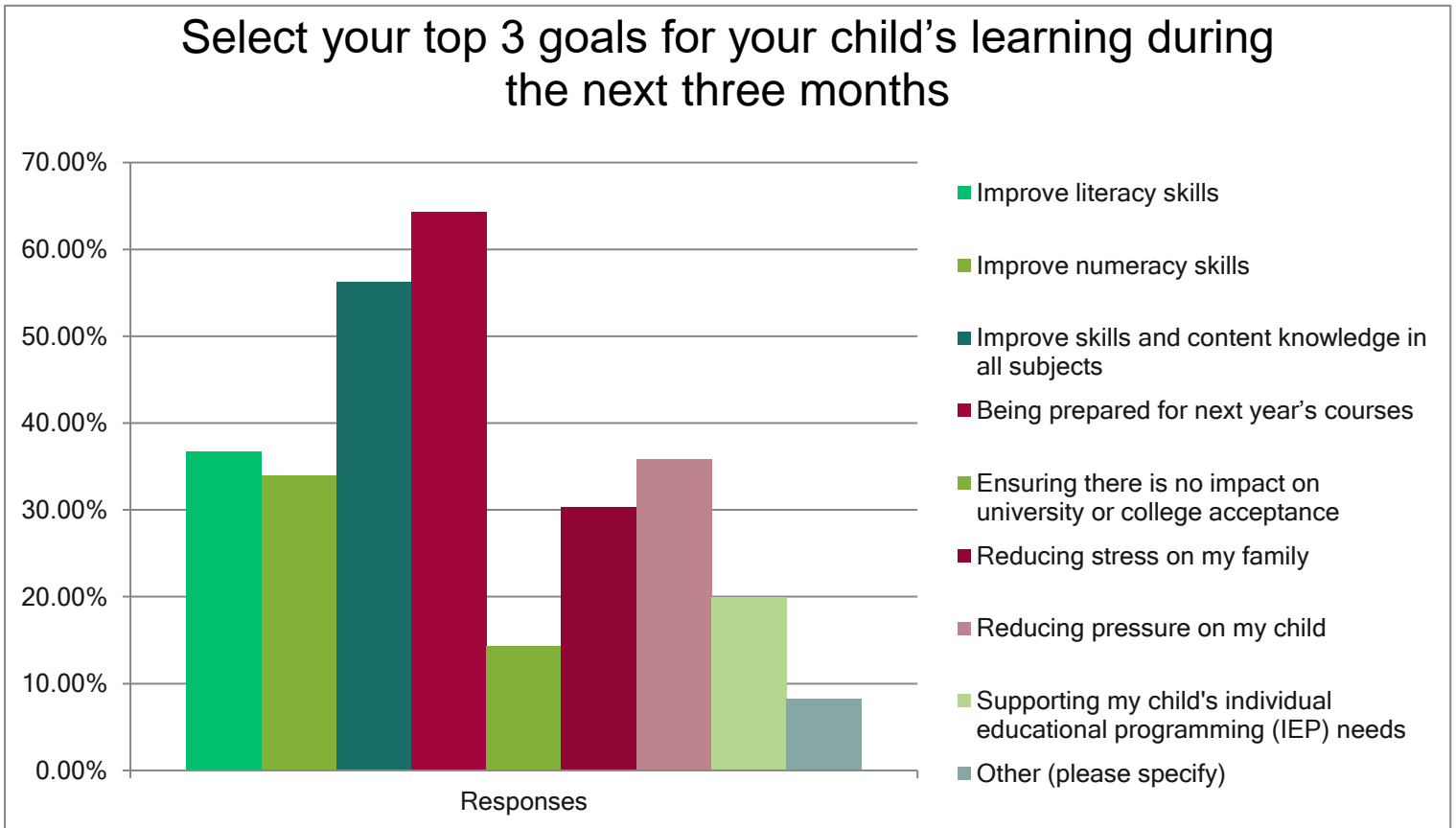
Q1. What are your children's grade levels?



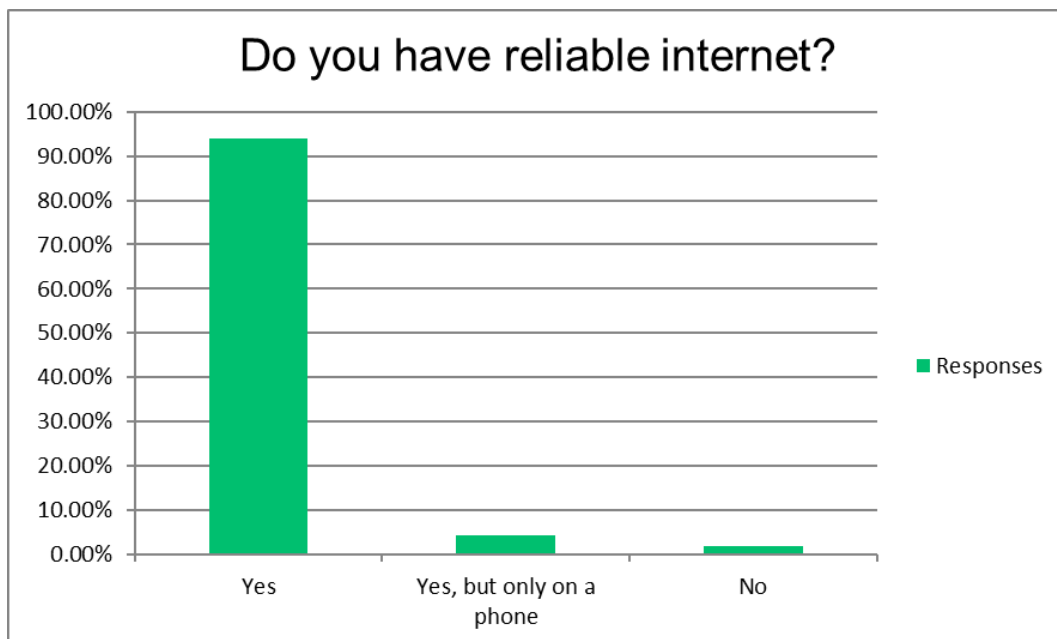
Q2. What school(s) do your children attend? (Check all that apply)



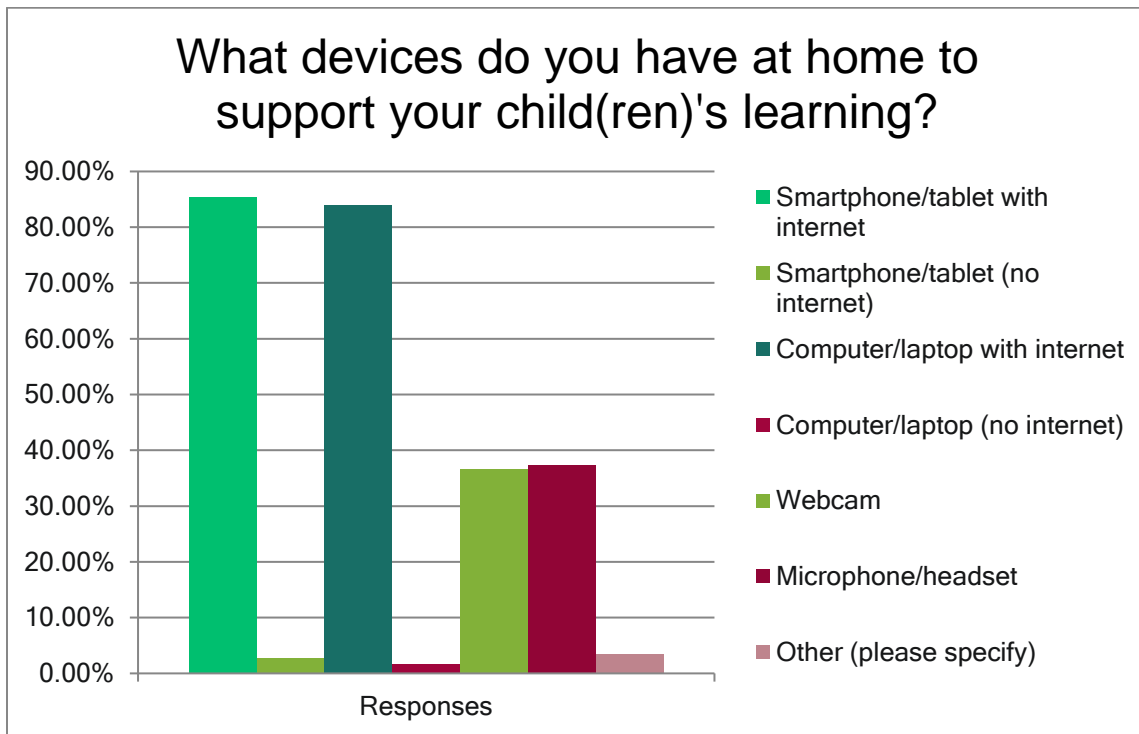
Q3. Select your top 3 goals for your child's learning during the next 3 months.



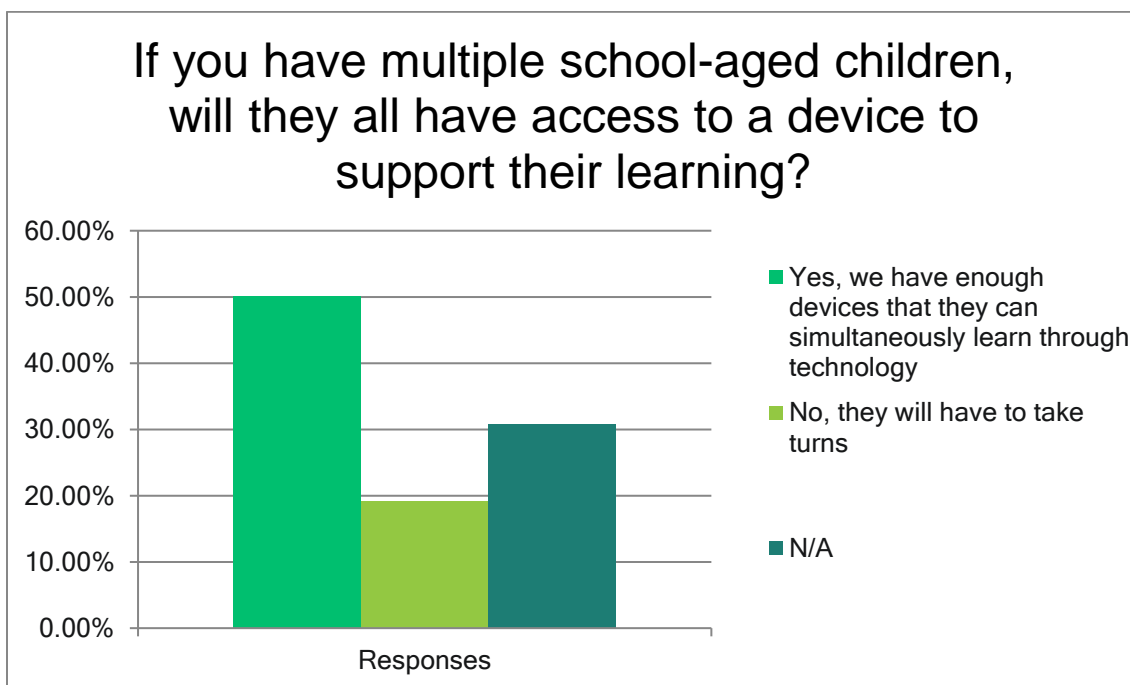
Q4. Do you have reliable internet?



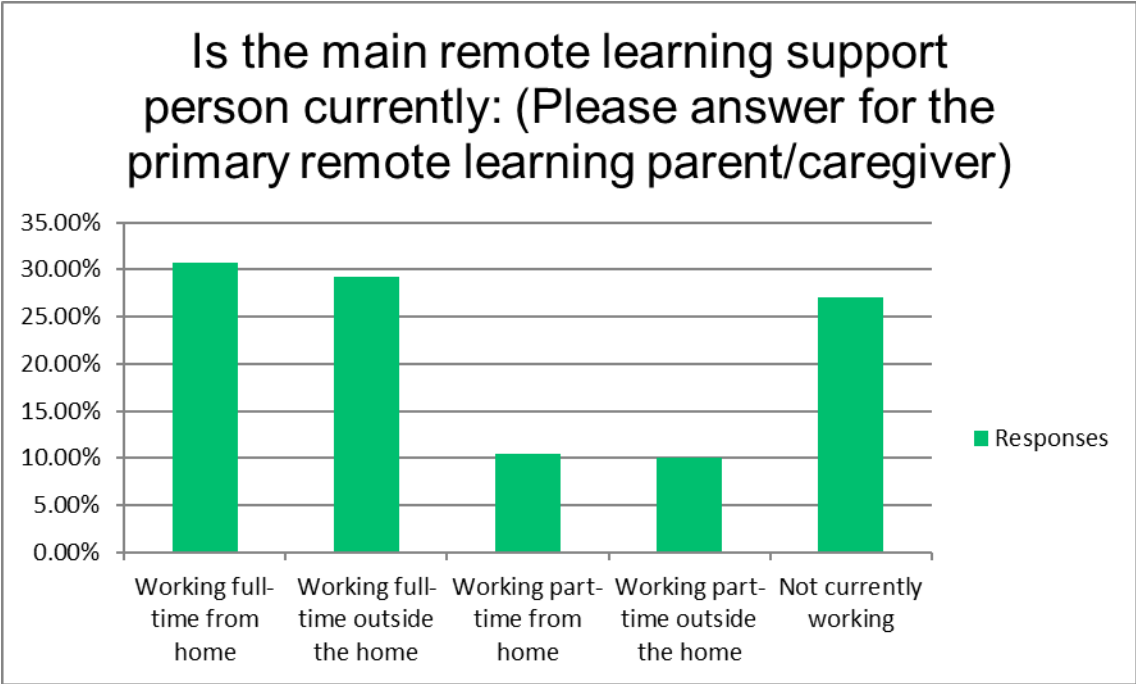
Q5. What devices do you have at home to support your child(ren)'s learning?



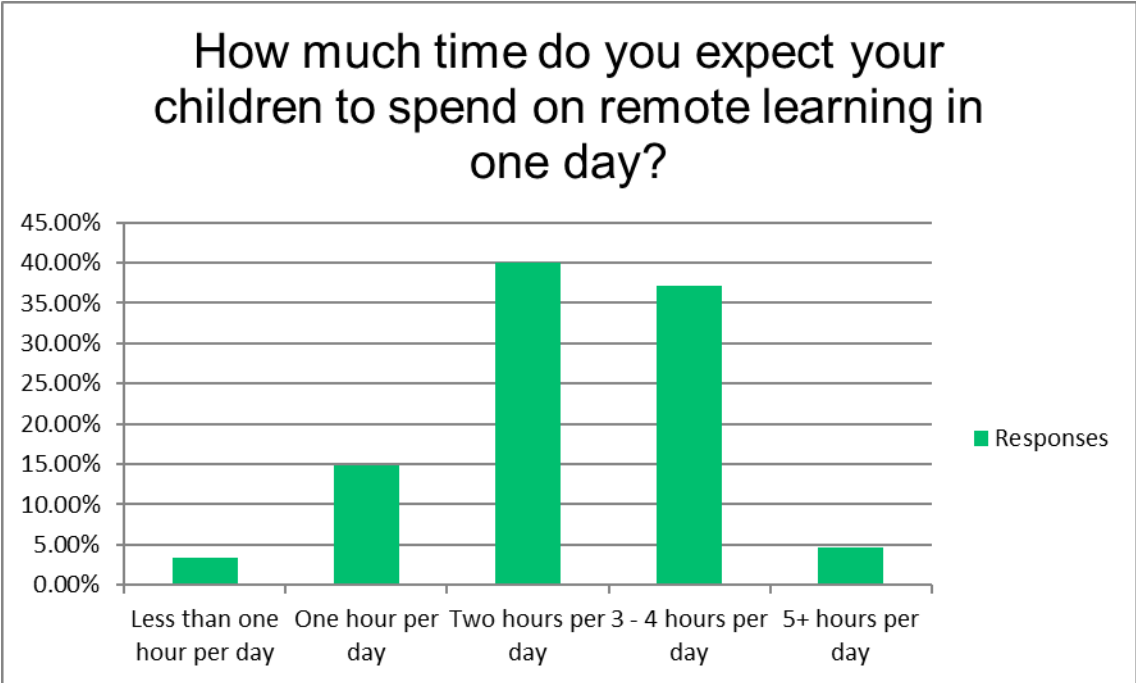
Q6. If you have multiple school-aged children, will they all have access to a device to support their learning?



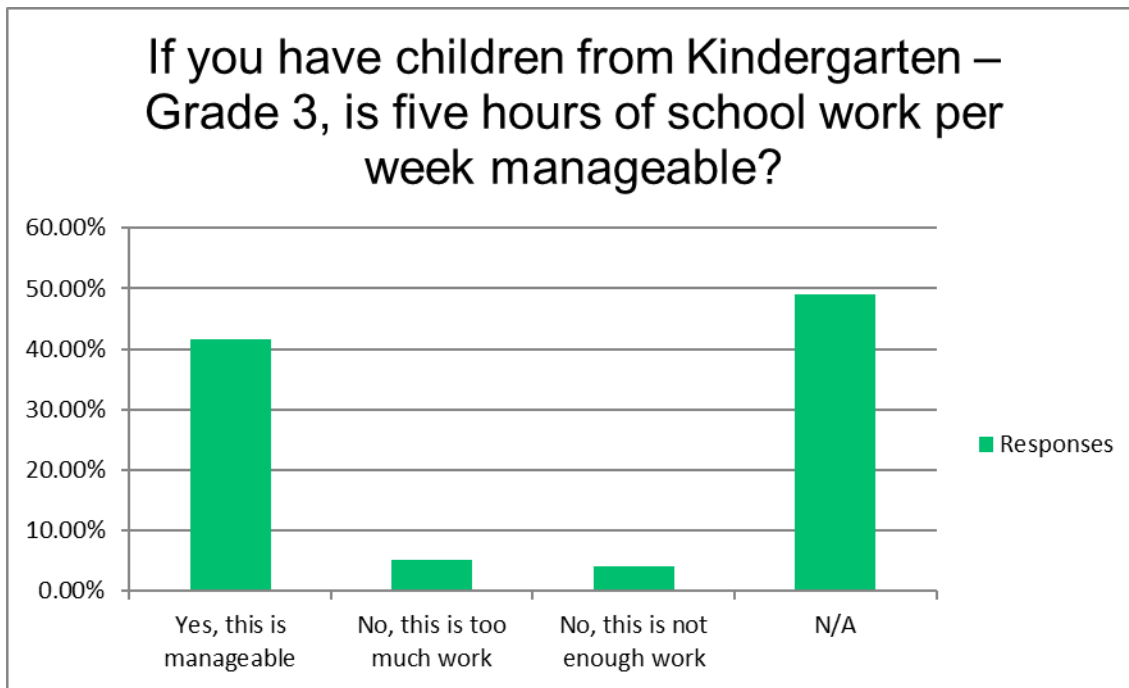
Q7. Is the main remote learning support person currently: (Please answer for the primary remote learning parent/caregiver)



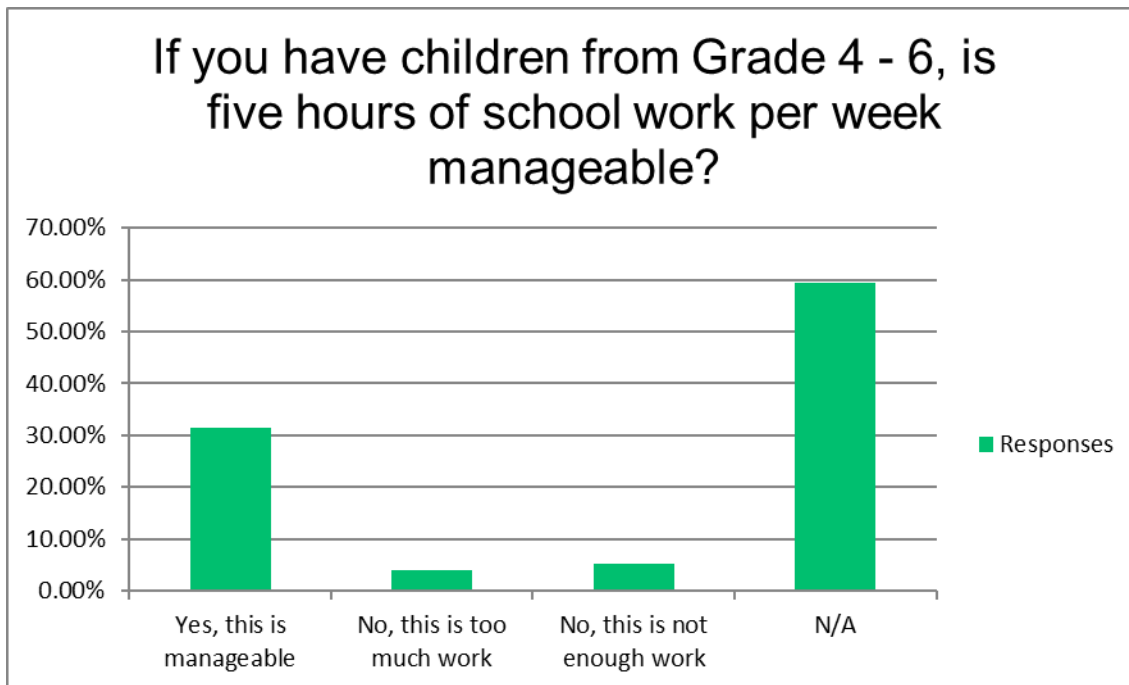
Q8. How much time do you expect your children to spend on remote learning in one day?



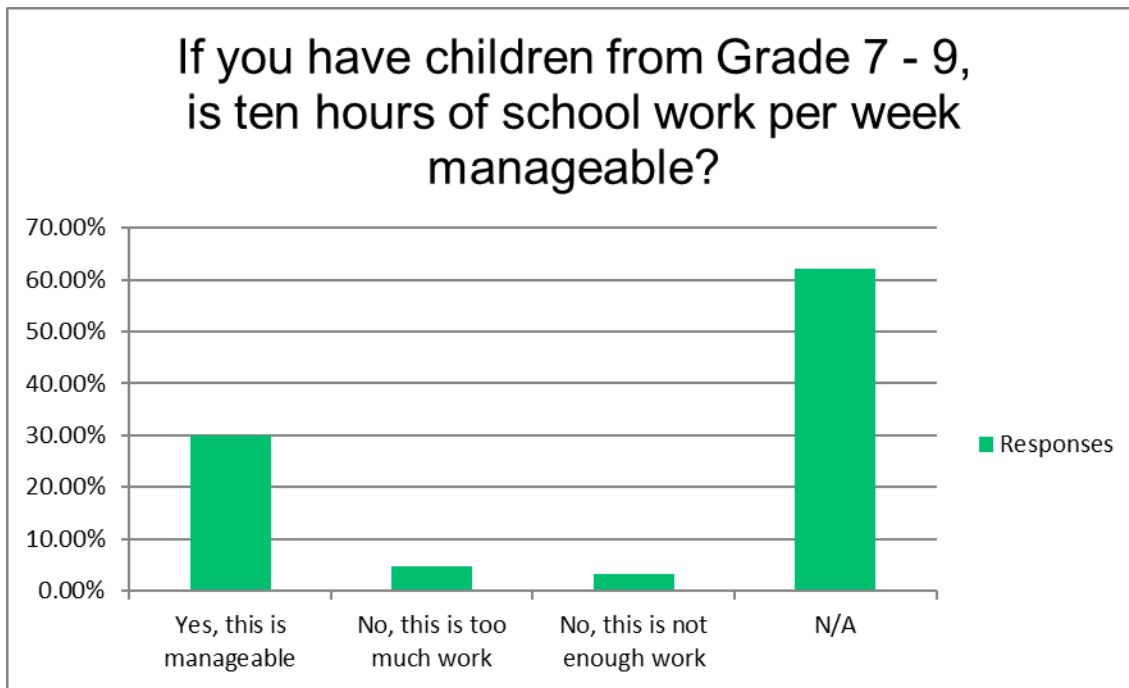
Q9. If you have children from Kindergarten – Grade 3, is five hours of school work per week manageable?



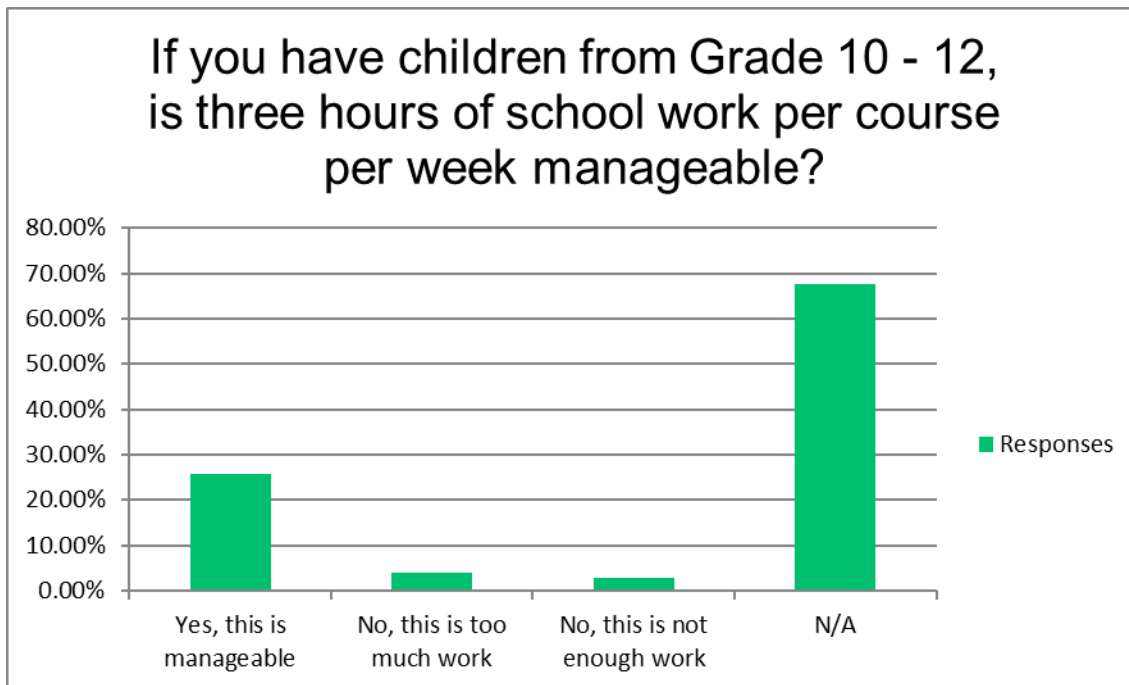
Q10. If you have children from Grade 4 – 6, is five hours of school work per week manageable?



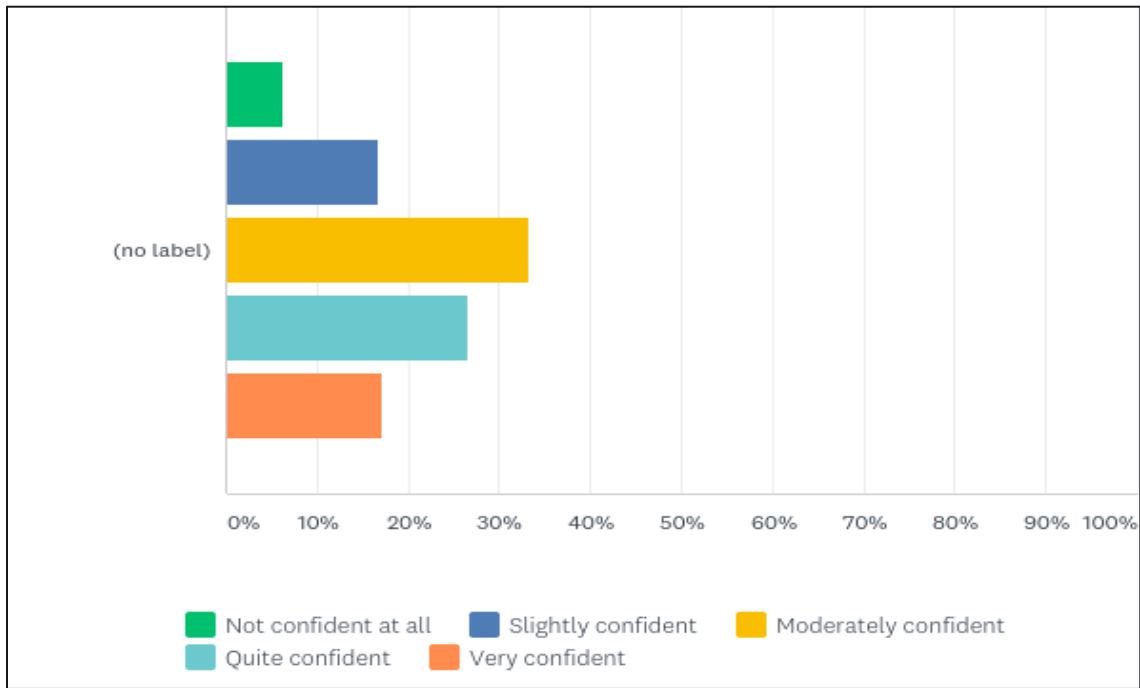
Q11. If you have children from Grade 7 – 9, is ten hours of school work per week manageable?



Q12. If you have children from Grade 10 – 12, is three hours of school work per course per week manageable?



Q13. How confident are you in supporting your child's/children's learning at home?



Q14. How confident are you in using technology (websites, apps, software, etc.) to support your child(ren)'s learning?

