

# Families After Pandemic

## KEEP LEARNING CALIFORNIA SURVEY REPORT SPRING 2022

As our communities regain a sense of post-pandemic normalcy, it is imperative to assess the impact the last few years have had on the lives of our families and their students. Keep Learning California partners conducted a survey to identify the evolving needs and concerns of families across California in order to better understand what can be done to support the academic and overall success of our communities.

Keep Learning California provides tools and resources both families and educators can use to help keep children learning and ensure the equity gap in education doesn't widen. This collaborative was developed by Attendance Works, Families In Schools and Parent Institute for Quality Education.

### METHOD

In the Spring of 2022, 539 respondents participated in a phone survey. Participants were predominately Spanish-speaking (90%) parents who completed Parent Institute for Quality Education (PIQE) programs and who reported having students in preschool (5%) and elementary (95%) schools and whose students (72%) identified as being English Learners.

### KEY RESULTS

58% of families reported that their student's experienced quarantining this academic year.

16% of families that reported their students had experienced quarantining, reported that their students did not have access to learning opportunities.

49% of families do not own their own technology equipment and 23% do not have their own email address.

38% of families reported not having access to social-emotional support

78% of families reported that a tutoring resource was either a high priority or essential.

### KEY DEMOGRAPHICS



participants reported that their ethnicity is Latina/o/x

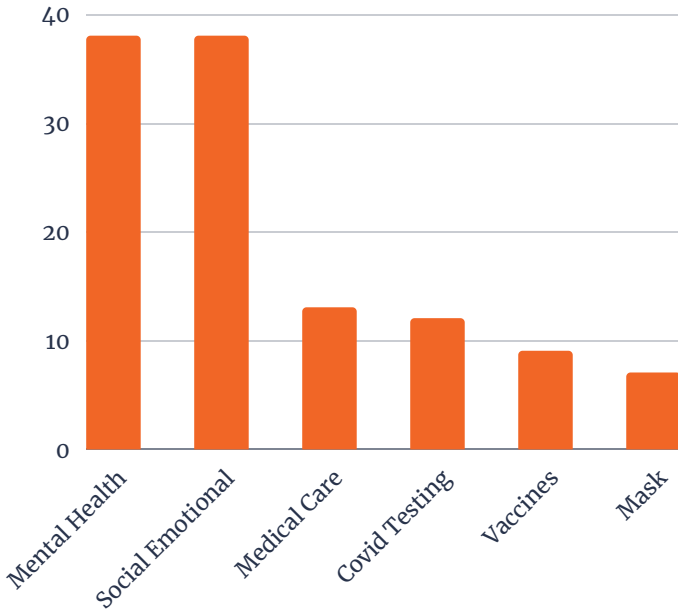


participants report their education level being high school or below



participants report an annual household income below \$29,000

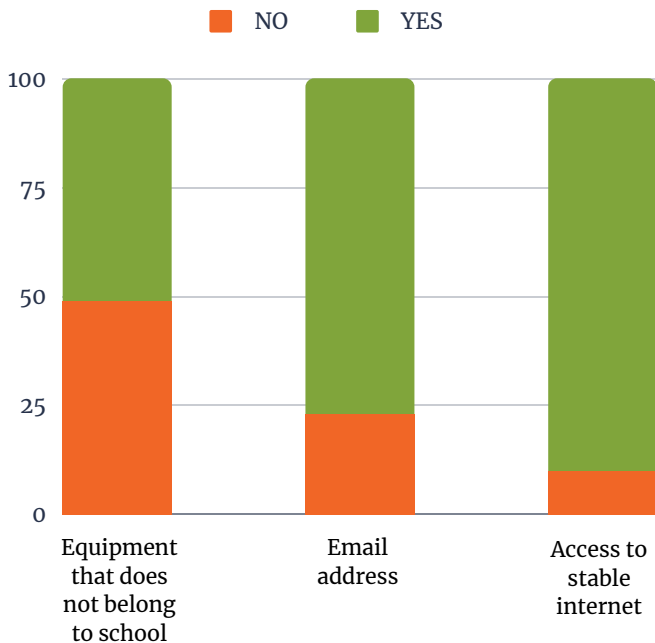
## SURVEY RESULTS



## MENTAL HEALTH AND SOCIAL EMOTIONAL SUPPORTS

Our families have experienced unprecedented challenges during the COVID-19 pandemic, particularly those already socio-economically disadvantaged. As families return to school and work, they are left with the personal and collective trauma, loss, isolation, economic hardship, and other remnants of the last few years.

Our families are calling for mental health supports and social-emotional learning (SEL) to be prioritized as an opportunity to address past challenges and create a more resilient, successful future for all.



## ACCESS TO DIGITAL TECHNOLOGY

Participants were asked if they had access to technology equipment that was not their own, email address and access to stable internet. The survey revealed that 49% of families did not own their own technology, 23% did not have access to email, and 10% continued to have challenges with access to stable internet.

## KEY DEMOGRAPHICS



participants identified their preferred language as being Spanish



71%

participants identified their students as being English Language Learners



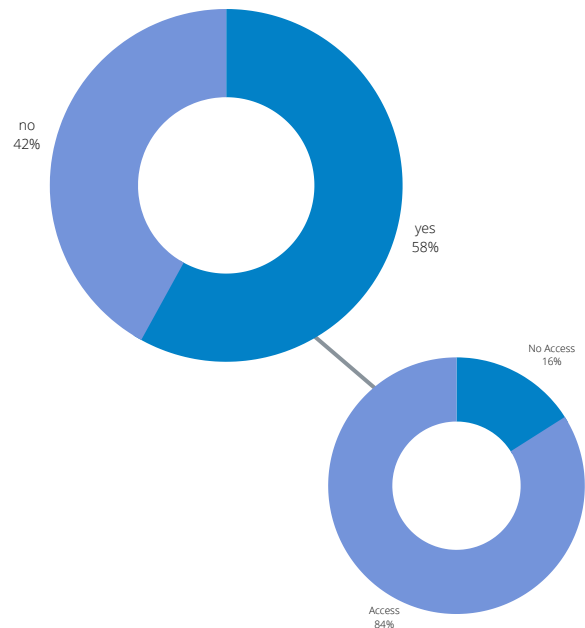
95%

participants report that their students were in elementary grade level

# SURVEY RESULTS

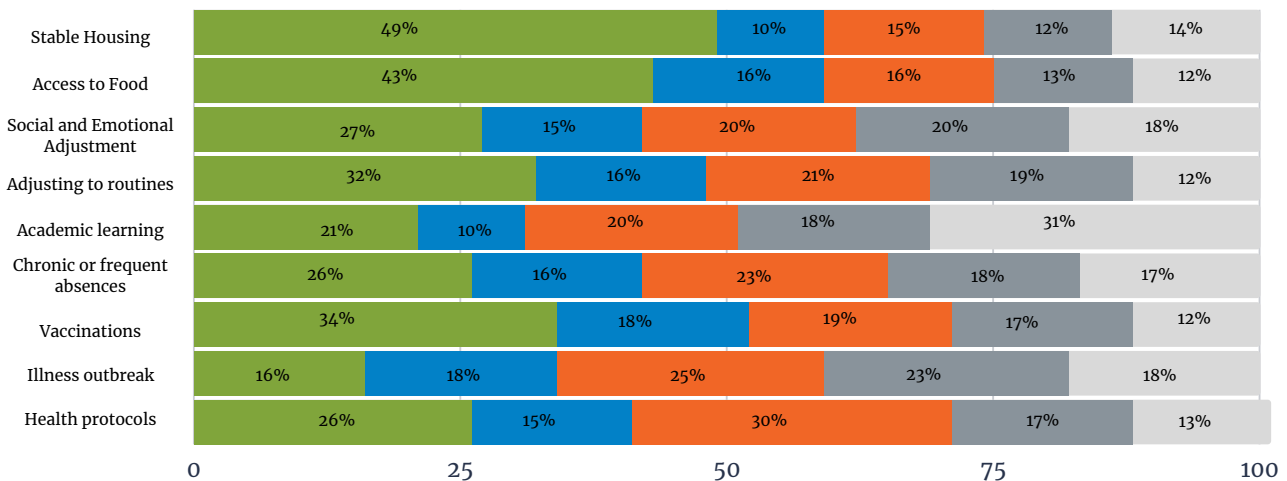
## QUARANTINING

More than half of our families' students (58%) were quarantined during the academic year. For many of these students (16%), staying at home meant missing out on vital learning time and growth opportunities. Some lack reliable internet or devices to complete assignments, need additional instruction time, lack a quiet place to focus at home, need mental health support or are burdened by the family's basic needs like childcare. Those missed learning opportunities mean many students are academically struggling and in need of even more support than ever before.



## HOW CONCERNED ARE YOU ABOUT THE FOLLOWING:

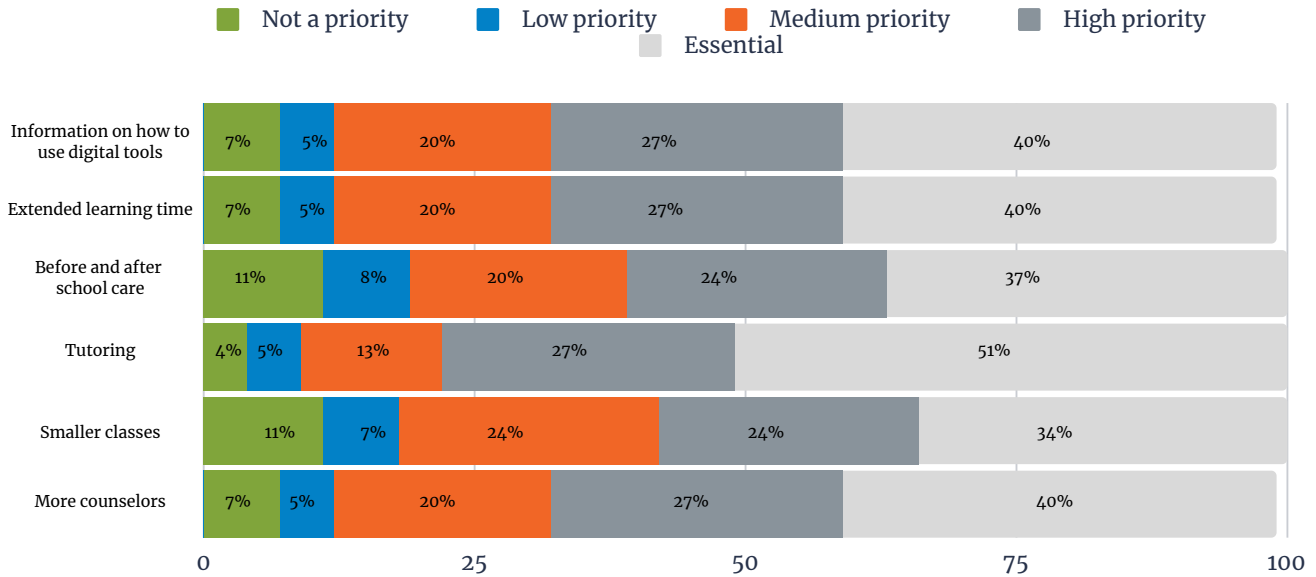
■ Not at all concerned    
 ■ Slightly concerned    
 ■ Somewhat concerned  
■ Moderately concerned    
 ■ Extremely concerned



Participants were asked what most concerned them. Education emerged as a topic of concern. Of those who responded, 49% said that they were either moderately or extremely concerned about their student's academic learning.

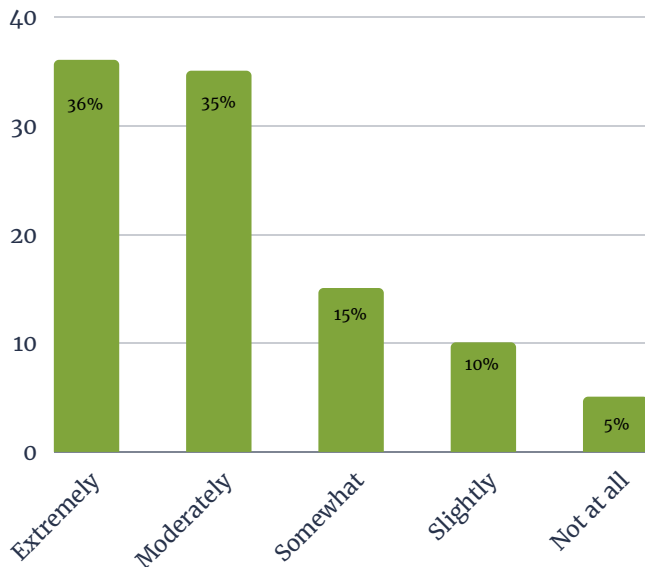
# SURVEY RESULTS

## RESOURCES PARENT'S FEEL WOULD BE MOST HELPFUL



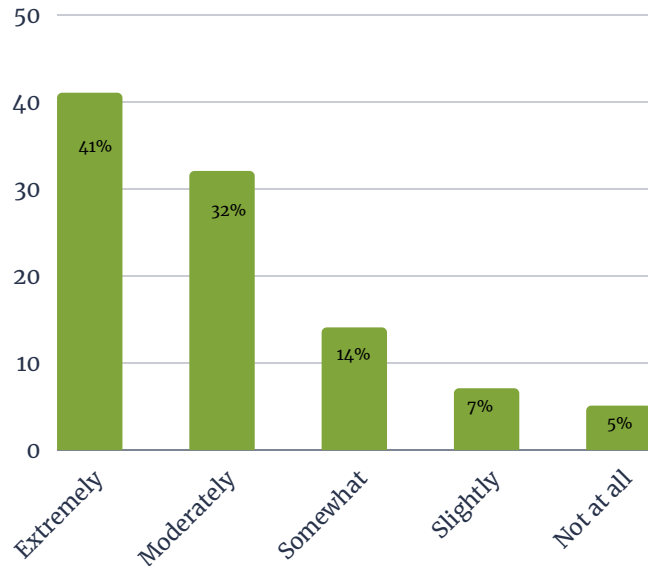
Participants were asked about resources that would be most helpful. Tutoring emerged as a top resource. Of those who responded, 78% said that tutoring was either a high priority or essential.

## SCHOOL COMMUNICATION EFFECTIVENESS



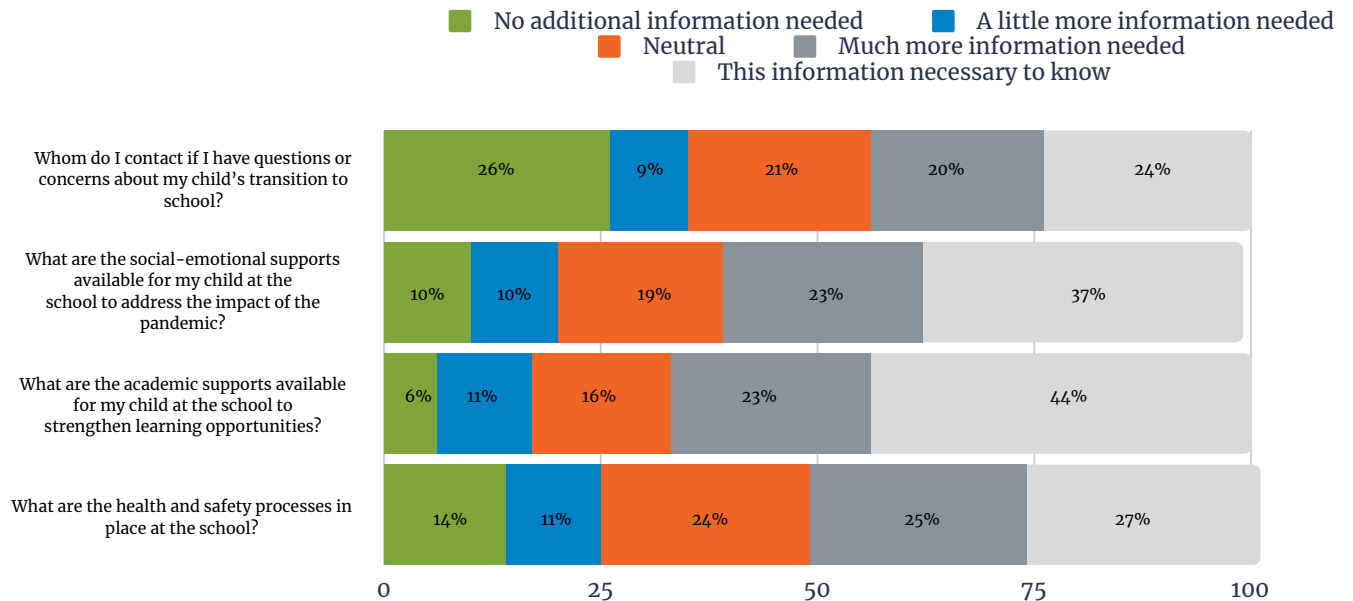
15% of families reported their student's school did not communicate or slightly communicate with them.

## COMFORT LEVEL FOR INQUIRING ABOUT STUDENT'S ACADEMICA



Participants were asked about their comfort level for inquiring about their student's academics with school staff (teachers, principals, counselors). Nearly half of respondents responded that they felt comfortable, yet 12% reported they continue to be slightly or not at all comfortable.

## QUESTIONS THAT NEED MORE INFORMATION



Participants were asked to share what questions are being asked that still require more information. Nearly a three-quarters (67%) of participants seek academic supports available at school to strengthen their student's learning opportunities.