

**Providing Support for Latino Parents Navigating Remote Learning During
COVID-19 Pandemic**

Ileana C. Farney
B.S.E., The University of Kansas, 1991
M.S.S.L., Baker University, 2004

Submitted to the Graduate Department and Faculty of the School of Education of
Baker University in partial fulfillment of the requirements for the degree of
Doctor of Education in Educational Leadership


Verneda Edwards, Ed.D.
Major Advisor


Susan K. Rogers, Ph.D.


Peg Waterman, Ed.D.

Date Defended: 8/11/2022

Copyright by Ileana C. Farney

Abstract

This qualitative study was developed to research parents' perception regarding the support provided to them during the Covid-19 pandemic and navigating online learning. The purpose of the study was to investigate how Latino parents with students attending middle school in an urban school district in Kansas perceived the school district's support in navigating remote learning during the Covid-19 pandemic. The level of family engagement with the schools and the district, and the resources offered to parents during online learning were examined in this study. School systems could use the results of the study to support the implementation of an effective family engagement program. Implementing an effective family engagement program could facilitate viable and sustainable relationships between Latino parents and school systems. The findings of the study revealed five major findings that relate to the two themes that emerged from Texas, California, and Arizona studies. Three of the five major findings were related to communication with parents. The researcher found that there was some communication from the school district and the parents, but the amount and level of information exchanged between the parents and the school district was not consistent. Two of the five major findings were related to collaborative relationships between parents and the school district. Parents revealed that the lack of trust between parents and the school district was a barrier for developing relationships.

Dedication

The road to this adventure started with my passion for engaging with parents and encouraging them to be part of the school culture. I could not have been able to pursue this journey if not for the support of my husband, Bradley. Thank you for everything you did – house chores, cooking dinners, encouraging me to keep going, and most importantly, for all the feedback and edits on all my papers. To my research assistant, Lusía, you were always ready and willing to work weekends and evening to help interview the participants in this study. Your help scheduling interviews, helping interview the participants, verifying translations, and maintaining communications with the participants was priceless!

Acknowledgments

I want to thank Dr. Edwards and Dr. Waterman for their guidance and advice throughout this process. The onset of the Covid-19 pandemic and the closure of schools created a crisis for my research project. Thank you both for your patience and understanding. I appreciate your guidance in revamping my study and helping create a study that was relevant to the times and me as an educator. This process was difficult, but I am a better leader because of this process. I would also like to extend a thank you to Dr. Rogers for the emails with relevant articles and organizations connected to my research. Thank you to all my professors at Baker University for making my journey a memorable experience.

Table of Contents

Abstract	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
Chapter 1: Introduction	1
Background	2
Statement of the Problem	6
Purpose of the Study	7
Significance of the Study	7
Delimitations	7
Assumptions	8
Research Questions	9
Definition of Terms	9
Organization of the Study	11
Chapter 2: Review of the Literature	12
The Effects of Covid-19 on the Equity Gap	12
Best Models for Family Engagement Programs	28
Family Engagement in Kansas	31
Summary	32
Chapter 3: Methods	33
Research Design	33
Setting	33

Sampling Procedures	34
Instruments	34
Data Collection Procedures.....	38
Data Analysis and Synthesis.....	40
Reliability and Trustworthiness	41
Researcher's Role	43
Limitations	44
Summary	45
Chapter 4: Results	46
Finding 1	47
Finding 2	49
Finding 3	50
Finding 4	52
Finding 5	54
Summary	56
Chapter 5: Interpretation and Recommendations	57
Study Summary.....	57
Overview of the problem	57
Purpose statement and research questions	58
Review of the methodology	58
Major findings.....	59
Findings Related to the Literature.....	60
Conclusions.....	64

Implications for action	64
Recommendations for future research	65
Concluding remarks	66
References	68
Appendices.....	75
Appendix A. Interview questions	76
Appendix B. IRB Approval	78
Appendix C. District Approval	79
Appendix D. Participant Consent Form.....	80
Appendix E. Findings.....	81

Chapter 1

Introduction

The global event of the Covid-19 pandemic and the suspension of face-to-face classes in public schools nationwide created a need for the reinvention of the traditional educational system (August, Carlson, Cieslak, & Nieser, 2021). Although parental support and involvement have always been powerful influences on their children's education, the Covid-19 pandemic increased the importance of their impact on the educational success of their children. The Covid-19 pandemic has augmented language and cultural barriers impacting Latino parents' and school systems' relationships. Limited access to the Internet has widened the barriers to communication and accessibility of services between Latino parents and school systems (Kim & Padilla, 2020).

In the United States, the No Child Left Behind Act (No Child Left Behind Act of 2001) granted each state local control to implement educational programs and systems to help address an existing equity gap in accessibility to educational resources. The suspension of face-to-face classes during the Covid-19 pandemic amplified the equity gaps. Weiss, Lopez, and Caspe (2018) found a correlation between socio-economic status and academic achievement. The researchers called this gap the "*opportunity gap*" (Weiss et al., 2018, p. 1). Students living in poverty have less access to technology devices and internet services (Weiss et al., 2018). In 2017, the U.S. Census Bureau reported more than 11 million children living at the poverty level, with 3.5 million of these children living in "deep poverty" (Duncan & Le Menestrel, 2019). The authors stated that, "Child poverty rates were much higher for Black children (18%) and Hispanic

children (22%) than for non-Hispanic White children (8%)” (Duncan & Le Menestrel, 2019, p. 7). UnidosUS (2020) reported that 13 million Latino students were enrolled in our nation’s public schools. By 2027, 30% of the students in K -12 public schools were predicted to be Latino students (UnidosUS, 2020).

The states of Arizona, California, and Texas have taken an active role in addressing parents’ needs, particularly Latino parents, as support systems in the education of students. In Arizona, Parra (2020) found that implementing a sustainable family engagement program with high participation and retention rates was relevant in school districts across the nation and particularly relevant in urban school districts with high Latino populations. This study involved an investigation of Latino parents’ with students in an urban middle school in Kansas perceptions of the school district’s support in navigating remote learning during the Covid-19 pandemic.

Background

Access to computers or electronic tablets and the Internet became a necessity and a precondition for students to access education during the Covid-19 pandemic (Hill, 2020). In May 2020, a fact sheet released by the U.S. Department of Education reminded states of their obligation to support English learner (EL) students (August, et al., 2021). The Center for Success of English Learners reported that remote learning “has been particularly challenging for EL students” (as cited in August et al., 2021, p. 2). Language barriers, lack of translated communications with families, and limited access to necessary technology for both students and their families have widened the achievement gap between White students and students of color (August et al., 2021).

The Economic Commission for Latin America and the Caribbean (ECLAC) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) published a report in August 2020 describing challenges the Covid-19 pandemic created for educational and social systems in Latin America. In ECLAC and UNESCO's report, six implementation priorities were identified to ensure continuity, equity, and education for all students. The six-point plan included (a) education – make sure that all students can learn and close the digital divide; (b) health and nutrition – every child should have access to health and nutritional services as well as affordable vaccines; (c) mental health – provide services to young children and help end abused and gender-biased violence; (d) environmental issues - provide access to clean water, hygiene, and education about climate change issues; (e) child poverty – find ways to reduce and reverse the rate of children living in poverty, and (f) economic welfare – increase efforts in protecting children and their families in living and resolving conflict, disasters, and displacements (ECLAC & UNESCO, 2020). The education priority includes partnerships among educators, community organizations, students, and families (UNICEF, 2020). Even though the educational systems in Latin American countries are different from the United States' educational system, the six priorities identified in the report to ensure continuity, equity, and inclusion of education for all students were relevant for all students worldwide.

School districts across several states have developed programs designed to enhance and increase family engagement and participation (Weyer, 2015). Studies and surveys most recently conducted in California (Kim & Padilla, 2020), Texas (Latinos for Education, 2020), and Arizona (Parra, 2020) illustrated the need for a model that

addresses increasing family engagement, in particular the Latino population. In California, Kim and Padilla (2020) found that the digital divide and the lack of resources for Latino parents had widened the inequality gap associated with access to the Internet. Twenty school districts and over 400 Latino parents participated in a survey in Houston, Texas (Latinos for Education, 2020). The survey results indicated that the shift to virtual learning spotlighted the equity gap for Latino families in accessing technology and basic school information and resources (Latinos for Education, 2020). Parra (2020), Executive Director of All In Education, an Arizona-based educational organization, conducted a study on the impact of Covid-19 on Latino families in Arizona. Parra (2020) provided a model framework to create change and give Latino families a voice in policy decision-making regarding access to high-quality educational resources for all students.

Padres Comprometidos, a family engagement program developed in 2009 by UnidosUS (formerly known as National Coalition of La Raza), educated Latino and other immigrant parents about the American education system, and helped immigrant parents develop a trusting relationship with their children's schools (UnidosUS, 2019). This national family engagement program is an example of a program that provides a framework to engage parents in helping boost student achievement among Latino students. At the time of the current study, the most recent research on the impact of family engagement on student success had been conducted by Weiss et al. (2018). The results of the research ignited conversations and desire among the researchers in the Global Family Research Project to create the Family Engagement Playbook (Casper et al., 2019). The Playbook provided approaches and ideas to create conditions to close the equity gap in family engagement. The main idea was to co-create effective and

meaningful family engagement by joining families, schools, and communities. The framework focused on the family's role in contributing to students' academic and social success from pre-kindergarten to beyond high school. This approach to family engagement emphasized creating conditions for all families regardless of their linguistic, racial, or cultural background. To build capacity for the co-creation of a successful and effective systemwide plan, the playbook called for three areas of support: shifts in individual mindsets, relationships, and organizational change (Caspe et al., 2019). These three areas of support were flexible in their implementation. The areas of support could be adapted to the new requirements and shifts necessary to create a successful family engagement program.

The urban district where this study was conducted had been taking steps to develop a family engagement program. In 2018, the middle schools in the district started a pilot program, Family and Community Engagement Support (FACES). Every middle school employed a full time FACES person. The main role of the FACES person was to be the liaison between the school and the parents. The FACES person provided support for the families by connecting the families with community resources, facilitating parent-teacher meetings, and establishing communication channels with the school administration (Assistant Director of Diploma+, personal communication, August 10, 2018). The suspension of in-person classes in March of 2020, created a disruption in the services provided by the FACES program. At the time of this study, there was insufficient data to analyze the effectiveness of the program.

Statement of the Problem

Before the Covid-19 pandemic, Latino parents faced significant language and cultural barriers. School systems worldwide were developing ways to communicate and support students and their families to include them in decision-making and how these decisions impact the students' future (UNICEF, 2020). The suspension of face-to-face instruction due to the Covid-19 pandemic further hampered the relationship between Latino parents and school systems and highlighted the equity gap in accessing basic needs and technology (Kim & Padilla, 2020). The lack of access to the Internet, translation services for Latino parents to support remote learning, and non-delivery of live instruction to Latino students contributed to broadening the achievement gap between White students and students of color (August et al., 2021). Limited access to the Internet has increased the obstacles in communication and accessibility of services between Latino parents and school systems (Kim & Padilla, 2020). Latino parents and other non-English speaking families received limited information from the schools about managing and supporting their students during virtual learning (Latinos for Education, 2020). The effects of the Covid-19 pandemic impacted Latino students and their families in ways that are yet to be determined. "The void of Latino representation at decision-making tables has never been more apparent" (Latinos for Education, 2020). This study was conducted a year and a half after the onset of the Covid-19 pandemic. The Covid-19 pandemic was ongoing beyond the timeframe of this study. The long-term impact on student learning was still unknown.

Purpose of the Study

August et al. (2021) described the impact of online learning on EL students. commended in their report for states and school districts policies that can be utilized to support EL students and their families. The learning gap for students of color during school closures due to the Covid-19 pandemic was widened by 6 to 12 months as compared to White students (August et al., 2021). The purpose of the study was to investigate how middle school Latino parents in an urban school district perceived the district's support of their needs in managing remote learning during the Covid-19 pandemic.

Significance of the Study

The results of the current study could add to the limited body of research available regarding the impact of Covid-19 on Latino students. The results could also support the implementation of an effective family engagement program that could provide a viable and sustainable relationship between Latino parents and school systems. A successful family engagement program could result in higher student achievement (Foxen, 2019). The experience gained from utilizing the different platforms for remote learning and understanding the limitations, barriers, and needs of Latino parents in supporting their students could provide valuable information for a school system to develop a comprehensive and sustainable family engagement program.

Delimitations

Prior to the Covid-19 pandemic, students of color faced significant disparities ingrained in social and economic roots (UnidosUS, 2012). This study investigated how Latino parents of students in an urban middle school in Kansas perceived the school

district's support and navigation of remote learning during the Covid-19 pandemic. The following were delimitations:

1. The setting was an urban school district with seven middle schools. The data does not represent all other school settings.
2. The participants were limited to Latino middle school students' parents in an urban environment.
3. Most of the participants were non-English speakers. The participants were Spanish speakers from Mexico, Honduras, and El Salvador.
4. Ten subjects participated in a semi-structured interview. Each interview lasted approximately thirty minutes.
5. The interviews were conducted over the course of two months.

Assumptions

Lunenburg and Irby (2008) explained that assumptions “are postulates, premises, and propositions that are accepted as operational for purposes of the research” (p. 135).

This study was conducted under the following assumptions:

1. The participants clearly understood the purpose of the interview and comprehended the questions.
2. The participants were honest in their responses and did not use the interview process as a platform to report grievances against the school or school district.
3. The participants did not feel influenced by the interviewer.
4. The interviewer was not biased.

Research Question

This qualitative study does not contain hypotheses. According to Lunenburg and Irby (2008), “qualitative researchers follow the data...during the course of their interviews, they may shift directions based on initial respondents’ replies” (p.129). This study addressed one research question: How did middle school Latino parents in an urban school district feel supported during the Covid-19 pandemic? Follow-up questions were asked during the interview to maintain a respondent’s focus on the research question.

Definition of Terms

Lunenburg and Irby (2008) explained that it is important to have clear and specific constitutive and operational definitions for other researchers to replicate the study. These are the terms used in the research study:

Asynchronous learning. The students’ learning is delivered via the Internet, and students are not receiving live or in-real-time instruction. Students complete the assignments at their own pace (Asynchronous learning, n.d.).

Digital gap. Kim and Padilla (2020) describe the digital gap as the deficiency in access to the Internet services and usage among Hispanics, Whites, and other ethnic groups.

Equity gap. Bevevino (2021) defined the equity gap as the disparity in accessing services or resources among racial, socio-economic, gender, or other demographic groups that creates an equity gap.

Family engagement. Mapp and Bergman (2021) describe family engagement as a partnership between schools and families to help parents support their children’s learning and development.

Hispanic. Editors of Encyclopaedia Britannica describe a Hispanic as any person from Spanish-speaking countries in Latin America, the Caribbean, or Spain. This term identifies a person's origin and ancestry, not their race ("What's the difference", 2021).

Home learning. During the Covid-19 pandemic, home learning was used to identify the type of learning occurring when students were learning at home with the help of their parent or guardian while receiving instruction via the Internet, television, or radio during school closures (Dreesen et al., 2020).

Latino. This term is also used as *Latina* to identify a female person or *Latinx* as a gender-neutral term. This term is a shorthand version of the word *Latinoamericano*, and it refers to anyone born or with ancestry from Latin America. In the U.S., this term is used interchangeably with *Hispanic* ("What's the difference", 2021).

Online learning. Students learning and method of study where students and teachers do not meet in a physical space is called online learning. The students and the teachers use the Internet, email, and teleconferencing to conduct class. This term is interchangeably used with *distance learning* (Online learning, 2022).

Remote learning. Dictionary.com (n.d.) defines remote learning as the learning that is delivered to students using the Internet, while students view the teacher on a computer screen (Remote learning, n.d.)

Synchronous learning. Students are learning in real-time instead of at a student's pace and at the time of their choice. This type of learning can occur in a traditional classroom setting or virtually (Synchronous learning, n.d.).

Virtual learning. This term describes student learning conducted over the Internet and assignments given to students to complete during their own time (Virtual learning, 2021).

Organization of the Study

Chapter 1 included the overview of the study and the study's purpose, how Latino parents with students in an urban middle school in Kansas perceived the district's support in managing remote learning during the Covid-19 pandemic. Chapter 2 is the review of the literature. In Chapter 2, the researcher examined the limited research available on the effects of the Covid-19 pandemic and its impact on Latino parents in supporting the education of their students during remote learning. Chapter 2 includes a description of the most recent literature on developing a supportive and sustainable family engagement program. Presented in Chapter 3 are the methodology utilized, the research design, the criteria for selecting participants, and how data for the study was collected, analyzed, and reported. Additionally, the researcher's role and the limitations of the study are described in Chapter 3. The results of the qualitative research are presented in Chapter 4. Chapter 5 includes the summary of the study, the findings related to the literature, and the study's conclusion.

Chapter 2

Review of the Literature

The sudden closure of schools during the Covid-19 pandemic created language and cultural barriers impacting Latino students and parents, especially parents of English language (EL) students, and school systems' relationships leading to an educational crisis. The purpose of the study was to examine how middle school Latino parents felt supported by the school district and their student's schools in 2020 after the onset of the Covid-19 pandemic. This literature review includes research investigating how schools have engaged with parents, especially Latino parents, and whether that resulted in high student achievement. This chapter is organized into three sections. The research results on the effects of the Covid-19 pandemic and the equity gap seen during remote learning concerning family engagement, particularly with Latino parents are described in section one. The second section includes examples of effective models of family engagement programs. The third section of this chapter includes an explanation of the Kansas State Department of Education's requirements for family engagement and a description of the family engagement framework.

The Effects of Covid-19 on the Equity Gap

The suspension of in-person classes during the 2020-2021 school year created an educational crisis impacting school systems throughout the world. Worldwide, school systems experienced disruptions in instruction, professional development for faculty, and parental engagement. UNESCO, UNICEF, and the World Bank administered two surveys between May 2020 and October 2020 (UNESCO, 2020). One hundred eighteen

ministries of education completed the survey from May through June 2020. The second survey was submitted between July and October of 2020. The findings revealed the impact of school closures on learning loss and the inequities in the achievement gap between countries and socioeconomic groups worldwide. The findings from the surveys highlighted the inequalities and the widening achievement gaps between countries and social-economic groups (UNESCO, 2020).

At their peak in late April 2020, school closures disrupted the learning of almost 90 percent of students worldwide, affecting more than 1.5 billion school children. Poor children pay the heaviest price; some 463 million students were not able to access remote learning during school shutdowns and previous shutdowns demonstrate that children who are out of school for extended periods, especially girls, are less likely to return. (UNICEF, 2020, p. 7)

According to the World Bank (2021), countries or economies are divided into four income groups: low, lower-middle, upper-middle, and high-income economies. In 2021, the World Bank classified countries with a gross national income (GNI) per capita of \$1,036 or less as low-income countries. Lower-income countries are countries with a GNI per capita between \$1,036 and \$4,045. Upper middle-income economies are those countries with a GNI per capita between \$4,046 and \$12,535. A high-income country has a GNI per capita of \$12,536 (World Bank, 2021). The United States of America is classified as a high-income economy (World Bank, 2021).

The UNESCO's executive summary on the results of these two surveys on education's response to the Covid-19 pandemic revealed inequities within countries (UNESCO, 2020). Learning losses from school closings were reported. The number of

days schools were closed in 2020 due to the Covid-19 pandemic varied considerably between countries. An average of 47 days of in-person instruction was lost. Countries whose academic year was still in session when they responded to the survey reported an average of 55 days of lost instruction. Countries that had completed the academic year when participating in the survey reported 40 days of lost instruction (UNESCO, 2020). Countries with low- and lower-middle-income classifications reported the highest percentage of days closed for in-person classes (UNESCO, 2020).

Prior to the Covid-19 pandemic, the assessing and monitoring of student learning varied significantly across countries. The Covid-19 pandemic has intensified these discrepancies (UNESCO, 2020). Eighty-six percent of the countries participating in the survey reported that teachers were responsible for monitoring student learning, but 25% of low- and lower-income countries reported that teachers did not track learning. High-income countries reported that teachers tracked 97% of student learning (UNESCO, 2020). Liberman, Levin, & Luna-Bazaldua (2020) explained learning assessments as processes represented in different modalities depending on the purpose of the assessment. Teachers in the classroom utilize formative assessments in the form of classroom observations and feedback on homework assignments (Liberman et al., 2020). Teachers also used summative assessments to measure students' mastery of the learning goal (Liberman et al., 2020). School systems utilize high-stakes and large-scale exams to measure students' achievement at the state and national levels (Liberman et al., 2020).

The lack of consistency across countries and schools' systems makes it impossible to measure learning loss effectively. "As schools reopen, most countries reported assessing or planning to assess students through school-based assessments but

not in a systemwide way” (UNESCO, 2020, p. 6). Eighty-four percent of the countries that responded to the survey had plans to introduce support programs to remediate student learning loss (UNESCO, 2020). The high-income countries were more likely to consider remote learning as the official school day and did not consider any other support measures to improve or maintain student learning (UNESCO, 2020). The low- and lower-middle-income countries reported that they were planning to assess student learning through school-based assessments, but most countries’ ministry of education reported the postponement of state- and country-wide high-stakes assessments. (UNESCO, 2020).

Sixty-two percent of countries participating in the UNESCO survey reported that parents received study guides to help with in-home learning (UNESCO, 2020). Follow-up phone calls reinforced parental support, but this support system occurred in only 22% of low-income countries (UNESCO, 2020). Only 17% of parents in low-income countries could provide additional at-home learning support to their younger children. Most parents and caregivers in low-income countries did not have the luxury to work and be home with their children (UNESCO, 2020). The closure of schools created limited nutritional and mental health services provided to school children. The absence of these services generated additional financial burdens for the families (UNESCO, 2020). While 61% of high-income countries reported providing psychological counseling to parents and children, only 26% of low-income countries provided the services (UNESCO, 2020).

Brossard et al. (2020) published a research brief exploring the impact of Covid-19 on education. Brossard et al. (2020) emphasized the importance of the parents’ role in the students’ educational progress. “All policy decisions and implementation on

continuing education remotely should also be cognizant of the need to ensure parents' capability to help their child learn, to prevent exacerbating further global learning inequities to the detriment of the most vulnerable" (Brossad et al., 2020, p. 5).

Dreesen et al. (2020) collected data from 183 countries worldwide. Seventy-one countries reported that less than half of the population had access to the Internet (Dreesen et al., 2020). In addition to the lack of access to the Internet, 65% of households in low-income countries had electricity compared to 98% of households in high-income countries (Dreesen et al., 2020). A school system's responsibility to provide access to content through remote learning is one of many steps necessary to ensure student learning (Dreesen et al., 2020). It is equally important to engage and provide assistance to caregivers to assist learning at home as well as psychological support and safe use of technology (Dreesen et al., 2020).

Azevedo, Hasan, Goldemberg, Geven, and Iqbal (2021) published a brief considering the potential effects of Covid-19 on learning loss. The research used the data collected from 174 countries. Azevedo et al. (2021) predicted that school closures could result in student academic learning loss between 0.3 to 1.1 years of schooling,

Close to 11 million students from primary up to secondary education could drop out due to the income shock of the pandemic alone. Exclusion and inequality will likely be exacerbated if already marginalized and vulnerable groups, such as girls, ethnic minorities, and persons with disabilities, are more adversely affected by school closures. (Azevedo et al., 2021, p. 1)

Prior to the Covid-19 pandemic disrupting education, Azevedo et al. (2019), stating that 53% of children finishing primary education in low- and middle-income countries were

unable to read proficiently, sending the world into a learning crisis. Azevedo et al. (2019) describe the learning crisis as a significant contributor to the human capital deficit. This means that if countries do not take action to better the children's reading proficiency, the economic impact on the world economy will be severe,

Poor education outcomes have major costs for future prosperity, given that human capital is the most important component of wealth globally. Indeed, its importance grows as countries become more prosperous: in high-income Organization for Economic Co-operation and Development (OECD) countries, human capital makes up over 60% of the wealth. (Azevedo et al., 2019, p. 6)

The interruption of in-person classes due to the Covid-19 pandemic has negatively impacted closing the learning crisis gap. Azevedo et al. (2021) examined the impact of school closures and learning outcomes with a monetary interpretation of loss in human capital. The research was based on five datasets:

1. The Learning Adjusted Years of Schooling (LAYS) from the World Bank's Human Capital Index (HCI), which includes 174 countries (98% of the world's 4-17 year-olds)
2. The Organization for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) and PISA for Development (PISA-D), which includes 92 economies (77% of the world's lower secondary students)
3. Economic forecast from the World Bank Macro Poverty Outlook October 2020

4. The Global Monitoring Database, which includes 130 countries household survey data to estimate variations between educational enrollment and welfare
5. Earnings information from the International Labour Organization Statistics-ILOSTAT database (ILO 2020), which was completed by the Global Jobs Indicators database (JoIn)

The findings of the study provided evidence that the learning losses were substantial. Students around the world have experienced learning inequalities both within and across countries,

[R]apid telephone surveys fielded in countries ranging from Pakistan to Ecuador detail inequality in the remote-learning experience, and also shed light on an array of issues—ranging from the way students used their time to the state of their mental health. (Azevedo et al., 2021, p. 5)

The study highlights the impact on the economy due to businesses closing and heads of households losing income. This situation could lead to families having to ask their older children to drop out of school and go to work which could lead to the student never going back to school, “This is a particular problem for girls, persons with disabilities, and marginalized groups” (Azevedo, 2021, p. 6).

Hebebcı, Bertiz, and Alan (2020) conducted a qualitative research based on a case study in Turkey. Sixteen teachers and 20 middle and high school students participated in the study. Data was collected through structured interviews that consisted of eight open-ended questions. Distance learning was provided via television and the Internet for the participants in the study. The courses for each grade level were delivered weekly. The teachers’ and students’ opinions in the study revealed how distance learning impacted

student academic achievement. Of the 20 student participants, 15 revealed that distance learning had negatively impacted their learning. The findings showed that participants perceived a lack of time and inadequacy in the lessons delivered during distance learning. Two of the main disadvantages of distance learning included inaccessibility to the teacher for follow-up questions and technical and technological accessibility (Hebebcı et al., 2020). The findings revealed that 18 of the 20 students participating in the research experienced distance learning to be somewhat useful for their academic progress. The participants expressed the advantage of distance learning in taking care of their physical health and avoiding disruption of their education. For some participants, the short and concise (20-minute) lessons provided flexibility and the ability to control their home schedules (Hebebcı et al., 2020). The teacher participants in the study revealed that the advantage of providing distance learning during the school closures was the ability to provide education to students and avoid complete disruption of education. On the other hand, the teacher participants expressed concern about the infrastructure problems that limited the access to television and Internet services. This lack of access to technology leads to inequality of learning opportunities for students (Hebebcı et al., 2020).

Bhamani et al. (2020) conducted a qualitative study in Pakistan to investigate the parents' real-life experiences at home managing remote learning. Nineteen parents participated in the study and responded to open-ended questions via a Google document. The analysis revealed three main themes: (a) the impact of Covid-19 on student learning, (b) the support given by schools, and (c) strategies used by caregivers at home to support student learning (Bhamani et al., 2020). The parents expressed concerns about students' lack of routines as well as losing the understanding of important timelines and schedules.

It was expressed that this could influence future work habits (Bhamani, et al., 2020). The loss of peer interaction, teacher preparedness, and lack of routines during remote learning was also a primary parent concern (Bhamani et al., 2020). The switch to online learning disrupted parents in many ways. Parents became the primary source of on-task monitoring, homework helpers, schedule keepers, and tutors (Bhamani et al., 2020). Communication with parents during school closure became a challenge for school systems worldwide (UNESCO, 2020). The findings of Bhamani et al.'s (2020) study revealed that social media, short messaging, and email systems became channels for parent communication, and educational systems needed to understand that parents needed support in overcoming the barrier of limited technological resources. Bhamani et al. (2020) recommended that school systems, governments, and non-government organizations must plan structures to communicate with parents, develop new partnerships, and implement regular routines in preparation for future world pandemics and implementation of remote learning

The U.S. is classified as a high-income economy (World Bank, 2021); still, approximately 25% of the population is without access to Internet services (Dreesen et al., 2020). Between January 25 and February 8, 2021, the Pew Research Center surveyed and interviewed 1,502 American adults about digital adoption across demographic groups in the U.S. The survey addressed the core trends in the type of Internet services, broadband or dial-up, type of device owned, and model of cell phones owned. The analysis of the data revealed that Hispanics and Blacks were less likely to own desktop computers than Whites. Sixty-seven percent of the Hispanic respondents owned laptops or desktop computers compared to 80% of the White respondents (Atske & Perrin, 2021).

The study results indicated no statistical difference among demographic groups in the ownership of other digital devices like smartphones and tablets (Atske & Perrin, 2021). Twenty-five percent of Hispanics reported that their primary access to the Internet was through their smartphones (Atske & Perrin, 2021). Fifteen percent of the smartphone users who depended on their devices to connect to the Internet reported having difficulties paying for their cell phone service (McClain, 2021).

School districts across several states administered surveys to the low-income Latino population. Kim and Padilla (2020) conducted a study in Sierra Vista, California, an upper-middle-class city in Silicon Valley. The purpose of the study was to investigate the difficulties the digital divide creates for low-income households in a primarily Spanish-speaking Latino community in Silicon Valley, California. Fifty-five low-income Latino families with school-age children (5-18 years old) were interviewed regarding their Internet access, type of Internet services, and technological devices (Kim & Padilla, 2020). Analysis of the interview transcripts revealed that adequate access to technology was dependent on the economic barriers the participants faced. These economic barriers were the cause of disparities in technology access to low-income Latino families (Kim & Padilla, 2020). Low levels of education and lack of knowledge of the English language among Latino families contributed to the gap in Internet usage and access to technology. Latinos who speak English (94%) were more likely to use the Internet as compared to only 74% of those who spoke only Spanish (Kim and Padilla, 2020). Of the families with school-age children interviewed, 76.4% had access to Internet services, but 63.5% had access to a computer or a tablet. These families either owned a device (12.7%) or had a loaned device from the school (50.9%) (Kim & Padilla, 2020). In comparison, 96.4% of

households in the city's high-income population had at least one computer. These results highlight the inequities between high- and low-income families (Kim & Padilla, 2020). Families with no Internet access (23.6 %) reported owning at least one smartphone. The students in these households communicated with the school by phone, but the students were unable to complete schoolwork. Of the 55 families participating in the study, 48 reported communicating with the school and the teachers via emails and text messages (Kim & Padilla, 2020). Seven parents (12.7%) reported no contact with the school, and 9% stated they relied on in-person visits to stay informed about their children's school progress (Kim & Padilla, 2020). When Kim and Padilla (2020) were finalizing their research, the Covid-19 pandemic caused the closure of schools. The researchers selected a subset of participants, 10 school-age children and their families, to conduct a second interview (Kim & Padilla, 2020). The researchers wanted to understand the experiences of low-income Latino families during online learning. This part of the research investigated the quality of the online learning by considering the following factors: (a) learning space with minimal distractions, (b) device that does not need sharing, (c) reliable high-speed Internet, and (d) parental academic supervision and communication with teachers and school (Kim & Padilla, 2020). The phase 2 study findings provided evidence that 90% of the students interviewed did not have access to a quiet place to study. All the participants reported that they had a school-loaned device. Of the 10 participants, nine reported that their Internet connectivity was unreliable, and they had trouble staying connected with their teachers. English proficiency was a challenge for 80% of the parents, creating communication problems with the school and teachers. Seven of the 10 families reported an increased level of stress due to problems related to

online schooling, parent supervision of students at home, and student's grade dropping due to lack of academic help (Kim & Padilla, 2020).

The study demonstrates how real the digital divide is between low-income students and their upper-middle-class peers in a Silicon Valley city. Equal access to technology is crucial if there is to be equal opportunities in learning among all children of different social classes. (Kim & Padilla, 2020, p. 11)

Latinos for Education (2020) surveyed 400 Latinos in Houston, Texas. This sample of the population included Spanish-speaking families, teachers, school leaders, and multi-sector leaders. In August 2020, the Covid-19 infection rate among Latinos in Texas was 52%. Latinos accounted for 40% of the population in Texas (Latinos for Education, 2020). Over 300 Latino Spanish-speaking parents responded to the survey. The survey results revealed five themes that were classified into five main categories representing the most critical needs for Latino families: (a) student mental health concerns, (b) family access to basic resources, (c) student access to technology, (d) student learning loss, and (e) long-term advocacy planning with the Latino voice (Latinos for Education, 2020).

The top concern reported by 46% of the parents surveyed was the declining mental health of their children. These parents reported that their children constantly cried, asked to be taken to the hospital to be checked for Covid-19, and were stressed from losing a family member to Covid-19 (Latinos for Education, 2020). Food and income insecurity was another concern stated by 52% of the families. The parent of students not receiving a meal had increased expenses for groceries (Latinos for Education, 2020). The lack of reliable Internet and limited information about supporting

their child's learning at home were other concerns reported by 39% of the families. Forty-one percent of Latino parents reported difficulties supporting multiple students in their homes with one device. Parents reported that it was challenging to navigate the online instruction, make it accessible to multiple students on one device, seek support when they did not speak the language. Also, parents indicated they were afraid that their child was getting behind in their learning (Latinos for Education, 2020).

It was critical to clearly understand the parent's perspectives and nuances to help address their needs. Latino parents must have a voice and representation in decision-making when developing solutions and policies to support student learning.

In early August 2020, the Houston Chronicle reported the difference in perspective among parents surveyed by school districts in Greater Houston regarding their preference for in-person classes vs. virtual learning: In five districts [in Greater Houston] serving large numbers of Latino families, about 25 percent to 35 percent are choosing in-person classes. By contrast, about 55 percent to 70 percent of families across four school districts in more affluent areas of Houston indicated their preference is to send their children to campuses for in-person learning to start the school year. (Latinos for Education, 2020, p. 10)

The findings of the study provided evidence that even though learning loss and accessibility to technology tend to be a priority for school systems, Latino families' mental health and basic needs must be addressed before focusing on academics (Latinos for Education, 2020).

Parra (2020) published the results of a study conducted in Arizona. The study included 197 participants. Latino parents and educators participated in community

forums via Zoom meetings, Facebook Live events, Spanish Radio and television interviews, and phone interviews. The findings revealed that a primary concern of the participants was the lack of access to online learning due to limited access to Internet services and technological devices (Parra, 2020). One of the recurring themes in Parra's study was parent and family challenges brought by the Covid-19 pandemic. Some challenges Latino families faced included lack of confidence in their level of schooling, language and technical barriers, and exposure to the coronavirus from family members employed at essential jobs (Parra, 2020). Limited access to the Internet or reliable Wi-Fi connection was another barrier parents reported as challenging to provide in-home schooling support for their children (Parra, 2020).

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nonprofit organization that provides leadership, advocacy, and technical assistance on major educational issues (Hopkins & Weddle, 2020). The council's members are public officials who head elementary and secondary education departments in the states, the Department of Defense Education Activity, the District of Columbia, the Bureau of Indian Education, and five extra-state Jurisdictions. Hopkins and Weddle (2020) conducted a study and reported to the CCSSO with recommendations to state leaders to restart and recover access and equity for EL students during school closures. Hopkins and Weddle (2020) compiled information from researchers, policies, assessments, and accountabilities for EL students across five areas: (a) family engagement, (b) instruction, (c) assessment, (d) professional learning, and (e) leadership. EL students represent approximately 10% of the U.S.'s K-12 student population (Hopkins & Weddle, 2020). In their recommendations for state leaders, Hopkins and Weddle (2020) explained the

reasons for educational inequities and their direct correlation to the disparities in access to technology, including access to the Internet and electronic devices. The EL student population has suffered substantial inequities in their educational access and opportunity (Hopkins & Weddle, 2020). According to Hopkins and Weddle (2020), the inequities among the EL students are also due to the fears families experience of surveillance in online spaces and limited opportunities to engage with school staff in their native language.

The closure of schools, combined with the restrictions imposed in the workplace on teachers and administrators, have widened the communication gap between schools and parents (Latinos for Education, 2020). The limited access to reliable Internet, the lack of basic knowledge navigating communication platforms on the Internet, and the language barrier highlight school districts' need to create opportunities to increase support for Latino families (Latinos for Education, 2020). Teachers and school systems need a process to assess student learning to understand and make informed decisions when implementing an effective educational process (Lieberman et al., 2020). Dreesen et al. (2020) concluded that educational systems worldwide should develop policies and partnerships to navigate the Covid-19 pandemic and future educational crises effectively. One of the recommendations from the report includes applying the lessons learned from the Covid-19 pandemic crisis to have better family engagement. Dreesen et al. (2020) also recommended that governments invest in domestic infrastructure to create better access to the Internet and electricity. UNICEF's (2020) Division of Communication's Global Content Strategy published a brief with a six-point plan to respond to the educational crisis created by the Covid-19 pandemic. The six-point plan includes

recommendations for changing previous practices to overcome discrepancies in basic needs, technology accessibility, and educational gaps. The six-point plan includes:

1. Lost opportunities for learning – governments around the world must ensure that all children learn. This means ensuring that the digital gap is closed.
2. Health and nutritional services – governments must guarantee affordable vaccines and make them available to every child.
3. Mental health services – governments and partner agencies should support and protect mental health services to stop abuse and child neglect.
4. Climate change, clean water, sanitation, and hygiene – world governments must increase access to sanitation services to mitigate and stop the spread of pandemics.
5. Decrease child poverty – governments must prioritize giving children a voice and provide opportunities in decision-making that will impact their future.
6. Family support – The full impact of the world pandemic is still unknown. The crisis of the Covid-19 pandemic caused long-term disruptions in vital services that brought protection to the children and their families, particularly those experiencing displacement, disasters, and conflicts. (UNICEF, 2020, p. 16)

Providing access to content was the first task faced by the world's schools in navigating the challenges of educating 1.6 billion students (Dreesen et al., 2020). Addressing the digital divide was a challenging endeavor for the world's educational systems. While the Covid-19 pandemic has presented many challenges to the world's educational systems, it has also created opportunities for the creation of innovative, long-term improvements to

educational services, implementation of technology, and effective family engagement programs.

Best Models for Family Engagement Programs

In 2001, No Child Left Behind (NCLB) catapulted the movement of family engagement programs by requiring Title 1 schools to create school-family compacts. However, over 50 years of research showed how parent involvement directly correlates with increasing student achievement (Auerbach, 2010). Since the enactment of NCLB, organizations in the U.S. have created family engagement frameworks and models to promote effective family engagement. Padres Comprometidos, a family engagement program developed in 2009 by UnidosUS (formerly known as National Coalition of La Raza), focuses on educating Latino and other immigrant parents about the American education system and helps immigrant parents develop a trusting relationship with their children's schools (UnidosUS, 2012). This national family engagement program provided a framework to help boost student achievement among Latino students. The curriculum for this model of family engagement was designed to connect parents to their children's schools and overcome linguistic and cultural differences and their negative perceptions about the schools,

The Padres Comprometidos program builds the capacity of Latino parents to acquire the skills they need to effectively engage with schools and play a leading role in preparing their children for college. The program addresses language and culture as assets—rather than obstacles—upon which skills, confidence, and empowerment are built. (UnidosUS, 2012, p. 5)

The curriculum for the program is available in Spanish and English, and it is available in three levels: Preschool, Elementary, and Secondary (UnidosUS, 2012). The program addresses the role of the school during the implementation of the program. School staff are trained to teach, implement, and participate in the program. Training of the school staff is key to the success of the program (Unidos, 2012). The Padres Comprometidos program objectives focused on three areas: (a) parent relationships with their children, (b) parent relationships with the schools, and (c) parent relationships with other parents (UnidosUS, 2012).

In October 2018, Weiss et al. published a study on the impact of family engagement and student success. It was sponsored by a grant from the Carnegie Corporation of New York's Education Program. The Global Family Research Project conducted the research. The study results challenged educators and communities to rethink and renovate family engagement by developing innovative practices to ensure equitable learning pathways for all students (Weiss et al., 2018).

Caspe, Lopez, and Hanebutt (2018) created the Family Engagement Playbook framework as a follow-up to the Carnegie project. The Playbook lays out approaches and ideas to create conditions to close the equity gap in family engagement. The main idea is to co-create effective and meaningful family engagement by joining families, schools, and communities. The framework focuses on the family's role in contributing to students' academic and social success from pre-kindergarten to beyond high school. This approach to family engagement emphasizes creating conditions for all families regardless of their linguistic, racial, or cultural background. To build capacity for co-creation of a successful and effective systemwide plan, the Playbook calls for three levels of support:

(a) shifts in individual mindsets, (b) shifts in relationships, and (c) organizational change (Casper et al., 2018). These three levels of support are flexible in their implementation and can be adapted to the new requirements and shifts necessary to create a successful family engagement program.

In June 2021, Mapp and Bergman published a report recognizing parents' essential role in their children's education during the Covid-19 pandemic. "[W]e finally broke the imagined boundary that existed between home and school. Parents suddenly had a front-row seat to their children's learning, gaining new visibility into their education" (Mapp & Bergman, 2021, p. 3). In the report, Mapp and Bergman (2021) challenged school systems to create sustainable and equitable family engagement. Mapp and Bergman (2021) echoed a call for action previously issued by Weiss et al. (2018) for school systems to create an effective and sustainable family engagement framework. "We call on the sector to seize this opportunity to move toward a family engagement practice that is liberatory, solidarity-driven, and equity-focused" (Mapp & Bergman, 2021, p. 2). Additionally, Mapp and Bergman (2021) called for a new normal in family engagement that includes rejecting families' deficit-view and avoiding defining families by what they have and do not have. The framework should also include a codesign model of engagement where families and educators work together to overcome their shared challenges and improve the success of all children. Lastly, the program should be an effective and equitable educational practice, meaning that family engagement is a component of the criteria for student success (Mapp & Bergman, 2021). This new generation of family engagement programs celebrates and values cultural differences and eliminates the power imbalance between home and school.

With this report, we have issued a call to action for America’s PreK–12 sector to walk through the door opened by the dual pandemics of COVID-19 and systemic racism and embrace a new normal for family and community engagement. (Mapp & Bergman, 2021, p. 23)

Family Engagement in Kansas

Requirements for family engagement are part of state and federal educational statutes and regulations. The Kansas Education Systems Accreditation (KESA) (2021) has incorporated the Family, Business and Community Partnerships Foundational Rubric as supports for school districts to maintain their accreditation (KSDE, 2021).

Stakeholders are individuals and groups who reflect the demographics of the district and whose interests align with the district goals. This may include, but is not limited to: students, families, certified and classified staff, community members and leaders, post-secondary, business and industry partners, and local/county/state agencies and leaders. Systems demonstrate value and respect for community stakeholders by providing transparency and two-way communication. Community voice is encouraged, and the district considers all recommendations from stakeholder groups (KSDE, 2021).

The Multi-Tier System of Support (MTSS) in Kansas recognizes family engagement as a key component in student achievement. The MTSS framework encourages all schools and communities to work together to create a culture of collaboration (“Kansas Technical,” 2019). The Kansas Parent Information Resource Center, in partnership with the Kansas Department of Education (KSDE), Kansas Technical Assistance System Network, and the Kansas Community and Family Engagement, developed the Kansas Family Engagement Framework (Kansas Parent

Information Resource Center, 2019) based on the recommendations of the Global Family Research project published by Weiss et al. (2018). At the time of this research, Kansas had not begun a statewide study or effort to address the effects of COVID-19 on student learning and the needs of parents to support student learning at home (J. Groff, personal communication, October 19, 2020).

Summary

The topics reviewed in the literature included worldwide studies describing the disparities in low-, medium-, and high-income countries accessing technology, learning loss, and loss of basic needs programs for students and families. The literature described how students of low-income Latino parents have suffered a significant disparity in their learning gap during the world pandemic. The literature review also included the best models for family engagement. The third section of Chapter 2 contains a description of the Kansas Department of Education's expectations and framework for family engagement. Chapter 3 consists of a description of the methodology, the research design, setting, sampling procedures, and instruments for data collection procedures. Also described in Chapter 3 are the data analysis and synthesis, reliability and trustworthiness, researcher's role, and limitations.

Chapter 3

Methods

The purpose of this study was to examine how middle school Latino parents perceived being supported by the school district and their students' schools during the Covid-19 pandemic. This chapter includes a description of the research design used in the study. Methods of data collection and data analysis, the setting, instruments for data collection and sampling procedures are also discussed. In addition, this chapter includes the researcher's role and the description of the limitations.

Research Design

A phenomenological qualitative research design was utilized in this study. Bloomberg and Volpe (2019) explained that qualitative research is "suited to promoting a deep understanding of a social setting or activity as viewed from the perspective of the research participants" (p. 38). Phenomenological research involves the researcher investigating the "lived experiences of individuals about a phenomenon as described by participants" (Creswell & Creswell, 2018, p. 13). The semi-structured interview process was utilized to gather the data. The researcher prepared a limited number of questions with follow-up questions. Individual interviews and the researcher's observation notes were used to supplement the data collected during the interview process (Creswell & Creswell, 2018).

Setting

This study was conducted in seven middle schools in the urban school district. All seven middle schools are classified as Title I schools, which indicates that over 80% of the families qualify for free meals. The middle schools receive supplemental support

from Federal funds. “The purpose of Title I is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards” (KSDE, 2021a). The parents participated in a face-to-face interview in person or via Zoom. The subjects who chose to participate in person were interviewed in a public library, which was a neutral setting for the participants. The participants who chose to participate via Zoom conducted their meetings from their homes. The researcher and the researcher’s assistant interviewed all participants.

Sampling Procedures

The study used purposeful sampling of 10 Latino parents of middle school students. The purposeful sampling strategy was used based on the predetermined characteristics needed for the study: (a) the parent had to be a Latino parent, (b) the parents had at least one student attending middle school, and (c) the parent had to be in the country and had students attending school during the 2020-2021 school year. Most of the Latino parents did not speak English. Four parents were selected from one middle school with a Latino population of 78%, three parents were selected from a middle school with a Latino population of 76%, and three parents were selected from a middle school with a Latino population of 26% (KSDE, 2021b).

Instrument

The instrument used for collecting the data was a semi-structured interview with open-ended questions (see Appendix A). Lunenburg & Irby (2008) explained, “the main task in interviewing is to understand the meaning of what the interviewees say” (p. 91). The style of the interview method was the “responsive interview.” Rubin & Rubin (2012)

described responsive interviewing as “interviewing that treats the interviewee more as partners than as subjects of the research” (p. 38). By implementing the responsive interview style, the researcher received the answers from the participants as honest answers and worried less about participants viewing the process as confrontational or judgmental.

The interview questions were designed by reviewing the questions utilized in studies conducted in Texas (Latinos for Education, 2020) and Arizona (Parra, 2020). Information from the family engagement model developed by Caspe et al. (2019) helped in the design of some follow up questions utilized in the interviews. The questions used in the interview helped the researcher understand how the school district and the schools communicated with the parents and how the school district and schools created collaborative relationships with the parents. Questions 1 (IQ1), 4 (IQ4), and 6 (IQ6) were designed to investigate how the district and the schools communicated with the parents. The results derived from these questions were used to analyze the parents’ perceptions of the school district’s support during online learning. Questions 2 (IQ2), and 3 (IQ3) of this study inquired about the collaborative relationships between the parents and the school district and schools. Questions 5 (IQ5) investigated parents’ educational and emotional concerns about their children.

Each of the questions was written in English. The question was translated by the researcher, a native speaker of Spanish. The questions were also translated by the researcher’s assistant, a native speaker of Spanish. The translated questions were reviewed by a third native speaker of Spanish from El Salvador. This person was a parent liaison at one of the middle schools in an urban school district. The researcher and

the researcher's assistant compared their translations and agreed that the Spanish translation of the questions was accurate and conveyed the intended purpose of the question. The following questions were the questions asked of each of the participants in the study:

IQ1. How did the district and the school communicate with you about how to help your child learn during remote learning?

IQ1. *¿Cómo se comunicó la escuela y el distrito sobre cómo ayudar a su hijo(a) aprender durante el aprendizaje remoto?*

FQ1. If you needed help with your child's academic support, how did you communicate with the school or the teachers?

FQ1. *¿Si usted necesitó ayuda para ayudar en el aprendizaje de su hijo(a) cómo se comunicó con la escuela?*

IQ2. Did you feel comfortable reaching out to the district or your school for help?

IQ2. *¿Se sintió cómodo(a) con el distrito ó la escuela para pedir ayuda?*

FQ2. Why or why not?

FQ2. *¿Por qué or por qué no?*

IQ3. What help or support did you need from the school to help you during online learning?

IQ3. *¿Qué apoyo o ayuda necesitó del distrito ó la escuela cuando los estudiantes estaban aprendiendo en linea?*

FQ3. What resources did the school make available to you to help you with online learning?

FQ3. *¿Qué recursos le ofrecieron en la escuela para ayudarle con el aprendizaje en línea?*

IQ4. How did the school district communicate to you the support and services to help with your child's education during the pandemic?

IQ4. *¿Cómo le comunicó el distrito escolar el apoyo y los servicios que existían para ayudar con la educación de su(s) hijo(s) durante la pandemia?*

FQ4. Before the pandemic, what resources or services were available to you to help you at home with your child's education?

FQ4. *Antes de la pandemia, qué recursos habían disponibles para ayudarle con la educación de su hijo(a)?*

IQ5. At this point in time, what are your primary concerns about your child's education?

IQ5. *¿En este momento cuáles son sus preocupaciones sobre la educación de su(s) hijo(s)?*

FQ5. Who would you call to ask for help or support?

FQ5. *¿A quién llamaría para pedir ayuda?*

IQ6. Going forward, what do you think will be the best way to express your opinion and make suggestions to the school and the district?

IQ6. *¿Desde este punto en adelante, qué piensa sería la mejor manera de expresar su opinión y dar sugerencias al distrito ó a la escuela?*

The interviews were conducted in Spanish or English. The parents chose their preferred language for the interview. The questions were written in English and translated into Spanish. The interview transcript was translated to English by an Internet-

based program, Trint (2020). The researcher, who is a native speaker of Spanish, verified and adjusted the translated document. The translation was verified by the research assistant, who is also a native speaker of Spanish. The researcher and the research assistant collaborated and reviewed the translations to certify the authenticity of the correct translation.

Data Collection Procedures

The Baker Institutional Review Board (IRB) form was submitted and approved through Baker University on November 4, 2021 (see Appendix B). The study was conducted with permission from the urban district school board and the department of evaluation, research, and assessment (DERA) director (see Appendix C). Once the IRB was approved and district permission had been granted, the interviews were scheduled.

According to Rubin and Rubin (2012), the use of a qualitative study is fresh and real; therefore, the participants in the study possessed firsthand experience of the phenomenon that was the focus of the study. Participants in the study were invited to volunteer through an invitation sent via email and social media networks to the parents of the three middle schools participating in the research. Each middle school had a parent and community specialist who provided names of potential volunteers and made phone calls to invite parents to participate in the study.

Each participant was provided with a participant consent form (see Appendix D) which was to be signed if they agreed to be part of the study. The participants understood that they could withdraw from the study at any time. Before starting the interview, participants were informed how the information obtained from the interview would be recorded and stored. The research assistant informed participants that the recordings and

transcripts of the interview would be stored in the researcher's computer for three years. At the end of the three years, the recordings will be destroyed. The research assistant assigned each interviewee a letter to ensure anonymity and confidentiality. Participants were given the opportunity to ask questions about the process before the start of the interview.

The researcher did not have access to the letters linked to the name of each participant. The research assistant destroyed all records with information relating the letter to the participant's name. The interviews were conducted via teleconferencing, Zoom, or in person. Each interview was recorded. An electronic voice recorder was utilized to record the in-person interviews. The interviews that were conducted via Zoom, were recorded on the researcher's computer utilizing the Zoom video recording capability. All 10 participants were asked the same questions and follow-up questions. Each interview was transcribed. The six-question semi-structured interview was completed in 30-60 minutes.

After the interviews were transcribed and checked for accuracy, the research assistant confirmed with the participants that the transcripts were accurate. The researcher used Trint, an audio transcription software that supports translation services. Trint was used to transcribe the Spanish interviews and translate into English. Once the Spanish interview was transcribed and translated, the researcher verified and revised the translations to ensure each interview transcript was accurate. The research assistant reviewed and verified that the translated transcripts accurately portrayed the answers to the interview questions. Randomly selected paragraphs from the translated interviews were translated back to Spanish using the WEB based translator, Google Translate, to

ensure corrections made to the translated document maintained the accurate meaning of the interview transcript. The researcher and the research assistant conducted the interviews.

Data Analysis and Synthesis

According to Bloomberg and Volpe (2019) when analyzing qualitative data, the analysis is about “searching for and closely examining patterns and themes” (p. 282). Bloomberg and Volpe (2019) explained that qualitative content analysis can be approached inductively. This means that the researcher can start the analysis of the data with a “brief list of themes and identifies more as the coding and research occurs” (Bloomberg & Volpe, 2019, p. 240). The researcher organized the data into common patterns. Once the common patterns were identified, the data was coded into two main themes: communication between parents and the school district and schools, and collaborative relationships between the parents and the school district and schools. Saldaña (2016) describes coding as the process of analyzing data for the purpose of pattern detection and categorization. The researcher analyzed the data by classifying the participants’ responses into common patterns within the two themes. These common patterns were coded into five main findings.

The interviews were transcribed and summarized. The researcher and the research assistant coded the relevant patterns and concepts that emerged in the interviews. Once the patterns were coded, the patterns were organized and sorted. The common patterns were integrated into the five major findings.

The interviews were conducted in Spanish and English. The participants chose the language for the interview. Once the interview was transcribed, the interview was

translated into English. The researcher and the research assistant collaborated to ensure that the translation was accurate and conveyed the sentiments of the interviewee. If there was disagreement on the translation, a third party was consulted. The third party was a community and family engagement liaison who is also a native speaker of Spanish. The researcher is a native Spanish speaker from Venezuela. The research assistant is a native Spanish speaker from Mexico. The third-party translator is a native Spanish-speaker from El Salvador.

A qualitative content analysis was used to inductively analyze the data. The data was first organized by classifying text segments into common patterns. These common patterns were coded with a label representing a category. Each category represented one of the two themes that emerged from Texas, California, and Arizona studies: communication with parents and collaborative relationships between parents and school. During the data categorization into the two themes, the researcher analyzed the participants' responses to each of the interview questions and decided where each of the common patterns integrated into the two themes. The researcher evaluated all data and considered possible explanations if patterns emerging from the interviews did not match the themes prescribed by the interview questions.

Reliability and Trustworthiness

The potential language barrier between English- and Spanish-speakers presented a unique challenge to the trustworthiness and reliability of this study, “[H]ow researchers describe the way they use translators in cross-language qualitative research reflects their competence in addressing language as a methods issue” (Squires, 2009, p. 2). The researcher and the research assistant are both native speakers of Spanish. The researcher

and the research assistant discussed and agreed on the translation of terms and words used throughout the study to translate from English to Spanish and from Spanish to English. The researcher wrote the interview questions in English and translated the questions to Spanish. The research assistance verified the translation from English to Spanish to ensure the accuracy of the translation. The translated questions were reviewed for translation accuracy one of the community and family engagement liaison who is also a native speaker of Spanish. The researcher and the research assistant collaborated in the transcription and translation of the interviews to ensure that the translations captured the sentiments and emotions expressed by the participants.

Creswell and Creswell (2018) recommended member checking as a reliable strategy for establishing reliability in qualitative research. Once the interviews were transcribed, each interviewee was given the opportunity to read or hear the transcription of the interview and make changes if necessary. The research assistant reviewed the transcript of the interview with each participant and confirmed the accuracy of the transcript. The participants in the study were familiar with the researcher. The researcher conducted the interviews. The research assistant was present during the interviews. Participants signed an informed consent. Anonymity and confidentiality records were kept for all participants in the study. Opportunities were given to participants to ask questions about the interview process and clarify any confusion or doubt the participants may have had before the interview. The same questions were asked of all participants to maintain the fidelity of the data collection. There were some variations of the follow-up questions when participants chose to share additional information and deviated from the topics addressed by the interview questions.

Researcher's Role

Rubin and Rubin (2012) explained that the researcher's role in responsive interviewing is an active role. It is important that the researcher and the participants have open and honest conversations. At the time of the study, the researcher was the principal at one of the middle schools in an urban school district. The researcher had been a middle school assistant principal for fifteen years and had invested five years in developing a family engagement program at one of the schools. During the implementation of the family engagement program, the researcher discovered that parents with a language barrier and unfamiliarity with the American educational system did not engage or participated in many parent activities offered by the school. The goal of conducting this phenomenological qualitative study was essential to the researcher personally and professionally because the sudden interruption of in-person learning due to the Covid-19 pandemic created a once-in-a-lifetime opportunity to investigate how well school systems supported Latino parents in times of crisis.

The researcher is also a Latina who grew up in the public school system and experienced the struggles her parents had communicating with the schools and navigating the American educational system; therefore, the researcher's professional and personal experiences had the potential for the researcher to be biased. Bloomberg and Volpe (2019) suggested that researchers keep a journal that contains field and self-reflection notes throughout the research process. Utilizing self-reflection notes and journal entries keeps researchers aware of any possible biases and influences that could affect the interpretation of the study's results (Bloomberg & Volpe, 2019). The researcher used self-reflection and monitored subjectivity after each interview by keeping a journal

throughout the research process and discussing biases with the research assistant after each interview.

Limitations

Limitations that may have affected the results of this study:

1. The participants in the study were familiar with the role of the researcher in the school. The responses of the participants may have been affected by their familiarity with the researcher. This reaction to the researcher is known as “participant reactivity” (Bloomberg & Volpe, 2019, p. 225).
2. Some of these parents were known at the schools for their willingness to participate in school programs and activities. The participants’ responses may have been influenced by their desire to cooperate with the researcher and provide answers the participants thought the researcher wanted.
3. Some participants may have been motivated to participate to express their grievances and discontent with the school district. Their responses may have been influenced by their personal experiences in the school and not provided an accurate picture of the barriers that keep parents from participating in school programs and activities.
4. The method of data gathering was an interview method. One limitation to this method was that interviews are not neutral tools to gather data. For example, Bloomberg and Volpe (2019) cautioned that the interview method has been criticized “...for representing asymmetrical power relations” (p. 193).

Summary

Chapter 3 described the methods used to conduct a phenomenological qualitative study. Participants in the study participated in a semi-structured interview. The interview questions focused on the participants' experiences with the urban school district and its support of Latino parents during the Covid-19 pandemic. The chapter contained an explanation of the research design used in the study, the method for data collection, the selection method for the study participants, and the researcher's role. The method for analyzing data was detailed, and the limitations of the study were explained in Chapter 3. The results of the study are presented in Chapter 4. The results include five major findings related to two themes linked to communication with parents and collaborative relationships between parents and schools.

Chapter 4

Results

The results of this study are presented in this chapter. The purpose of the study was to investigate an urban school district middle school Latino parents' perceptions of the district's support of their needs in managing remote learning during the Covid-19 pandemic. This chapter presents the common patterns that emerged through analyzing the participants' responses to the interview questions. These common patterns were categorized into two themes that emerged from Texas, California, and Arizona studies: communication with parents and collaborative relationships between parents and school.

The participants for this study met the criteria described in Chapter 3: Latino parents of middle school students living in the urban school district attendance area. The participants were parents of middle school students from three middle schools in the urban school district. Seven of the 10 participants spoke Spanish. The interviews with the Spanish speaking participants were conducted in Spanish. The participants' responses were transcribed and translated using Trint, an online transcription and editing platform. The researcher and the researcher's assistant analyzed, edited, and concurred on the accuracy of the translations. All participants were interviewed in person or via videoconferencing between December 23, 2021, and February 26, 2022. The video conferencing interviews were conducted using the Internet application Zoom. All interviews were conducted at times that were convenient to the participants.

Once the interviews were completed and translated, the researcher organized the data applying a qualitative content analysis to inductively analyze the data. The data was classified into text segments with common patterns that emerged during the interview

process. These common patterns were coded with a label representing a category. Each category represented two themes. During the analysis of the themes, the researcher found five major findings that relate to the two themes that emerged from Texas, California, and Arizona studies. Three of the five major findings were related to communication with parents. Two of the five major findings were related to collaborative relationships between parents and the school district.

Finding 1: Communication Among District, Schools, and Parents

Finding 1 was developed through the thematic analysis of participant responses to IQ1, “How did the district and the school communicate with you about how to help your child learn during remote learning?”, and IQ4, “How did the school district communicate to you the support and services to help with your child's education during the pandemic?” All the participants reported that there was communication from the district and the schools to inform parents about the starting of remote learning and the resources available for the parents.

The responses to IQ1, showed that there was communication between parents, district, and schools. Participants B, H, J, K, Q, and R reported that the main communication was through text messages. Participants C, F, P, and R reported that communication from the district and the schools was received through phone calls. Participants B, J, and R stated that communication from the district was also received via emails. Participant D reported that district and school communication was received from the social media platform Facebook.

I think I didn't have much communication, and since I didn't have communication, I looked at Facebook. I don't have Facebook, but anyone could get in. And that's

where I saw the information on how to pick up, for example, the computer and how to pick up the school supplies.

Participant P reported that communication was received by way of regular mail.

The responses to IQ4 revealed that there was a lack of communication from the district and the school informing parents about support services available for parents.

Participants B, C, F, H and K reported that there was no communication regarding resources available to support them with online learning. Participant F reported that he would have liked help for his son, and he was the one to ask for the help,

We have Internet at home...He [his son] had what he needed to do everything, but he didn't like it [On-line learning]...They should have offered a place for one or two classmates to meet with a teacher, because that's what he wanted...I had to call the teachers to ask for support and was able to get some help for my son...The teacher would explain to my son how to get on the page for a project.

Participants D, J, P and Q stated that they received a phone call from the district offering free meals during remote learning. Participants J and R, who were district employees and English speakers, stated that they received text messages and emails from the district, the schools and the teachers offering after school help for students and other resources.

Participant J stated, "[Communication] was mostly by email. The teachers would communicate through text. The teachers provided me with their cell phone number, but mostly I got Bright Arrow emails that came from the district."

It was found that the school district and the schools communicated with the parents. The participants' perceptions of the communication from the school district and the schools varied. Text messages, phone calls, social media communication, and regular

postal mail were listed as communication mediums, but not all mediums of communication were used by all the participants.

Finding 2: Communication Between Parents and the Schools

Finding 2 was developed through the thematic analysis of participant responses to IQ1 follow-up questions FQ1, “If you needed help with your child's academic support, how did you communicate with the district, the school, or the teachers?”, and IQ5 follow up question FQ5, “Who would you call to ask for help or support?” Participants C, F, H, J, K, P and Q stated that their contact person for communicating with the schools and the teachers was the school secretary, who was a Spanish speaker. Participant P articulated that she was thankful for the relationships she had developed before the pandemic with the school secretaries at her student’s school, “I felt comfortable going to the secretaries, and they would help me. If my child was not doing well in school, I would tell the secretary, and the secretary would make an appointment with the teacher.” Participants F, H, K, P and Q explained that having a school principal who spoke Spanish facilitated communication and provided the opportunity to build relationships with the school. Participants P and Q expressed gratitude for having an administrator in the building who spoke their language. Participant P stated, “I felt comfortable asking for help with you, Mrs. Farney. You were the one who took care of me, and I’m very grateful because you had patience, and took care of me very well.” Participant R stated that communication with the teachers was in person. At the time the interview was conducted, participant R was a district employee who worked at one of the middle schools.

The participants communicated with the schools through a person who spoke Spanish. In most cases, it was the school secretary who communicated with the parents.

The school secretary spoke Spanish, and the parents felt comfortable reaching out to this individual. Participants F, H, K, P and Q developed a relationship with the principal or the secretary who spoke Spanish. Participant P had a relationship with the researcher, who was the principal of the middle school where the participant's student attended.

Finding 3: Parents' Comfort Level Reaching Out for Help or Support

Finding 3 was developed through the thematic analysis of participant responses to IQ2, "Did you feel comfortable reaching out to the district or your school for help?", and IQ5 follow up question FQ5, "Who would you call to ask for help or support?"

Participants B, C, H, K, and P did not feel comfortable reaching out for help. These participants cited language barriers, lack of trust, and feeling ignored as the reasons for not feeling at ease reaching out for help. Participant C expressed frustration about being able to communicate with the school,

I don't speak English. There were times when I couldn't ask something about my children or go to see what they needed because I couldn't go to the office and the teachers don't speak Spanish. So, communication was on the phone, and it was very difficult.

Participant B stated that communication over the phone was difficult, but not being able to read body language made her feel like she was being ignored when she asked for help, "...You can't get the feeling that someone is helping you, they're just listening or whatever,...It is easier to be able to see the teacher's body language and see if they're listening...Communication over the phone and online was very difficult." Participants H, K, and P acknowledged feeling ignored by the school and the teachers. Participant H said, "Sometimes I called the office, and they would tell me they were going to talk to the

teachers. But sometimes they didn't call back, and I struggled a lot." Participant K explained,

The whole problem started when the pandemic started. My son went from one school to a new school. He didn't know his teachers, didn't have any friends, and we had no confidence in asking for help from the teachers...We didn't know how to help him. We searched the internet to help him...Basically, it comes down to the language.

Participants D, F, J, Q, and R stated that they felt comfortable reaching out to the school and the teachers because they had developed relationships with the teachers, and the office staff, or administrators. Participant D stated,

I like to participate in school, and I get involved. I feel comfortable talking to the teachers and did not feel scared or what the teachers were going to say if I was wrong or asked a question that didn't make sense...I participated in Padres Comprometidos and learned to not be scared.... And also, I always have been in contact with the teachers since the children were in kindergarten.

Participant F explained that he was comfortable talking to the teachers because the teachers took the time to communicate with him and his son,

Yes, it made me feel comfortable because when we, the parents, were talking to the teachers online, they would explain to me and my son when he could not get on the page for a project he was doing, they would say, 'No, look, do this so you can get in and don't struggle...'. That's what they would tell us.

The availability of Spanish-speaking staff was one of the factors that facilitated communication between participants and the school. Participants felt comfortable

reaching out to the school when they found someone that was able to communicate with them in their native language. The language barrier created feelings of mistrust in some of the participants. Another factor that contributed to communication between parents and schools was the development of relationships between parents and teachers.

Finding 4: Parent Awareness of Resources Available to Support Students' Learning Before School Closures and During Remote Learning

Finding 4 was developed through the thematic analysis of participant responses to IQ3 follow up question FQ3, "What resources did the school make available to you to help you with online learning?", and IQ4 follow up question FQ4, "Before the pandemic, what resources or services were available to you to help you at home with your child's education?" Participants B, C, H, and K stated that they were not aware of resources available and there was no communication about resources available during online learning. Participant B explained that beside schools providing computers and school supplies, she received no other communication about any other resources available during the online learning and wished emotional support would have been provided for the students,

Once a week counseling for the kids to be able say how they felt...like talk to a counselor via Zoom. It would be like they would be able to communicate better with the school and the kids would be able to let their feelings out.

Participant C expressed frustration about having just one phone call about her daughter's Individualized Educational Plan,

The only help I received from the teachers [during online learning] for my girl which is where I needed the most help and struggled with getting the most

help...She receives speech services, but she needed more special classes...As I tell you, it was only once that they called me to talk about her needs.

Participants B, C, H, and K stated that there were no resources available to support their students with online learning, and Participants D, P, and Q explained that the only resource available to support their students during online learning were free lunches.

Participant Q explained, “Well, I realized that they were providing food for the children, but I only went to school like twice. Then, I didn’t go back.”

When asked about resources available before the pandemic, Participants B, F, K, P, and Q said that there were no resources available before the pandemic. Participants D, P, and Q stated that free lunches for the students were a resource available before the pandemic. Participant K stated that the special education services available before the pandemic for his son were unavailable during online learning,

My son has a hearing problem. When he was in person, the teacher would wear a mike to help him hear, but during online learning he had a hard time hearing the teachers through the computer plus the home noises were very distracting for him.

Participants B, J and R said that they were aware of resources and programs available for students before the pandemic including after school tutoring, sports, social events, and family engagement opportunities.

Participants C and H mentioned special education services for their children, and both participants expressed concerns about the lack of services provided during online learning. The perception and understanding of resources available during online learning and before school closure varied greatly. Before schools closed due to the Covid-19 pandemic, Participants B, F, K, P, and Q stated that there were no resources available to

support their children's education, but participants B, J, K and D explained that there were many resources available to support their children's learning.

Finding 5: Concerns About Lack of Support for Parents, Lack of Student Academic Progress, and Language Barriers

Finding 5 was developed through the thematic analysis of participant responses to question IQ3, "What help, or support did you need from the school to help you during online learning?", question IQ5, "At this point in time, what are your primary concerns about your child's education?", and question IQ6, "Going forward, what do you think will be the best way to express your opinion and make suggestions to the school and the district?" Participants C, F, H, J, K, Q, and R identified the need for programs and resources to educate parents using technology and understanding the mathematics curriculum. These participants expressed frustration being unable to help their students at home with technology issues and their math assignments. Participant F expressed frustration trying to help his son with math assignments, "I would have liked to have received after school tutoring for me and my son. It was very difficult trying to help him with his math assignment. I don't understand this new math!" Participants B, J, Q, and R were concerned about their students falling behind in school due to the lack of learning during online learning. Participant R was concerned with the learning gap her daughter experienced during online learning,

My daughter was doing very well in school before the pandemic. She was identified as gifted and was taking advanced classes. During online learning her grades went down and she didn't want to go to class. It's been a struggle with her.

Participants B, F, and J stated their concern about their students' stress and social anxiety. These participants stated that adjusting to in-person learning and managing the fear of getting sick and adjusting to being in crowded spaces were sources of stress and anxiety for them as well as for the students. Participant J said, "I feel my children are behind. My daughter suffers social anxiety. It took her three months to get accustomed to in-person classes...She could not handle the noise level at school." Participants C, F, H, J, and K were concerned about school safety. During online learning, their children experienced cyberbullying. Participant C was concerned about the students returning to in-person school due to the recent reports of violence reported in the national news during the return to in-person school in the fall of 2021,

Right now, I'm worried about all that is happening in the schools. I tell my son, look for a safe place, because what else can we do?....These school shootings worry me... That's what worries me the most, my oldest son is always worried.

The responses to interview question IQ6 revealed a need for schools and school district to provide interpreters and translation services to improve communication with Latino parents. All 10 participants expressed the need for schools and the district to improve communication with the parents. All 10 participants stated that the schools as well as the district must have interpreters or interpreter services readily available. The participants said it was important to receive written documentation that was translated into Spanish. Participants expressed the need for the schools to provide opportunities for parents to build relationships with the teachers and the building administrators. Participant D suggested, "I would like to participate in afterschool activities with my son and his teachers. The activities should be fun, so that the kids and the adults look

forward to participating.” Participants H, K, and F said that they would like to have English classes for parents offered at the school. Participant K explained,

[I would like] English classes to learn the basics in communication, so we can communicate with the teachers. We feel excluded from certain activities of the school because we do not speak the language. We are not fully engaged in school.

The participants expressed their desire to build relationships with the schools and improve communication. Participants explained there was concern about social anxiety and school safety once the students returned to in-person learning. Participants stated that the learning gap created by the lack of school attendance and engagement in class during online learning was a factor in creating stress and social anxiety for their students.

Summary

The purpose of the study was to investigate how middle school Latino Parents in an urban school district perceived the district’s support of their needs in managing remote learning during the Covid-19 pandemic. Chapter 4 included an explanation of how five findings were developed through the thematic analysis of participant responses to the interview questions. The findings represented two themes that emerged from Texas, California, and Arizona studies: communication with parents and collaborative relationships between parents and schools. Chapter 5 contains three sections describing the study summary, an explanation of the findings related to the literature, and conclusion of the study.

Chapter 5

Interpretation and Recommendations

This qualitative study involved an investigation of Latino parents' with students in an urban middle school in Kansas perceptions of the school district's support in navigating remote learning during the Covid-19 pandemic. Chapter 5 contains three sections. The first section describes the study summary. The next section is an explanation of the findings related to the literature. The final section of Chapter 5 includes the conclusion of the study.

Study Summary

This section describes an overview of the study on the perceptions of Latino parents in an urban middle school in Kansas of the school district's support in navigating remote learning during the onset of the Covid-19 pandemic. Furthermore, the purpose statement and the research questions present the rationale for the study. Ten participants from three middle schools, who were Latino parents of middle school students, were interviewed for this study. The review of the methodology and major findings provided information to the researcher for the conclusion and suggestions for further research.

Overview of the problem. Before the Covid-19 pandemic Latino parents faced significant language and cultural barriers (Parra, 2020). The suspension of face-to-face instruction due to the Covid-19 pandemic hampered the relationship between Latino parents and school systems and highlighted the equity gap in accessing basic needs and technology (Kim & Padilla, 2020). Latino parents and other non-English speaking families received limited information from the schools about managing and supporting their students during virtual learning (Latinos for Education, 2020). This study was

conducted a year and a half after the onset of the Covid-19 pandemic. The impact of the Covid-19 pandemic continues beyond the time frame of this study.

Purpose statement and research questions. The purpose of the study was to investigate how middle school Latino Parents in an urban school district perceived the district's support of their needs in managing remote learning during the Covid-19 pandemic. This study followed one research question: How did middle school Latino parents perceive the school district's support during the Covid-19 pandemic?

Review of the methodology. A qualitative study was utilized to investigate how Latino parents with students in an urban middle school in Kansas perceived the school district's support in navigating remote learning during the Covid-19 pandemic. The purposive sampling strategy was used to select 10 participants based on the predetermined characteristics needed for the study: (a) the parent had to be a Latino parent, (b) the parent had to have at least one student attending an urban school district middle school, and (c) the parent had to be in the country and have students attending the urban school district middle school during the 2020-2021 school year. The instrument used for collecting the data was a semi-structured interview with open-ended questions. The questions used in the interview helped the researcher understand how the school district and the schools communicated with the parents, and how the school district and schools created collaborative relationships with the parents. Each of the questions was written in English. The question was translated by the researcher, a native speaker of Spanish. The questions were also translated by the researcher's assistant, a native speaker of Spanish. The interviews were conducted in Spanish or English. The parents chose their preferred language for the interview. The questions were written in English

and translated into Spanish. The interview transcript was translated to English by an Internet-based program, Trint (2022). The researcher and the research assistant collaborated and reviewed the translations to certify the authenticity of the correct translation. The researcher conducted an inductive qualitative content analysis of the data (Bloomberg and Volpe, 2019). The data collected from the interviews were organized into categories. Each category represented the two themes that emerged from Texas, California, and Arizona studies: communication with parents and collaborative relationships between parents and schools. The researcher analyzed the data by classifying the participants' responses into common patterns within the two themes. These common patterns were coded into five major findings.

Major findings. The study revealed five major findings that relate to the two themes that emerged from Texas, California, and Arizona studies. Three of the five major findings were related to communication with parents. Analysis of the data revealed that there was some communication between the school district and the parents, but the amount and level of information exchanged between the school district and the parents were not consistent. All the participants reported that there was communication from the district and the schools to inform parents about the start of remote learning. Five of the 10 participants reported that there was no communication to inform them of the resources available. Some parents perceived that there was a lack of clear communication between the school district and the parents, while some parents felt that there was too much information being shared.

Two of the five major findings were related to collaborative relationships between parents and the school district. Parents revealed that the lack of trust between parents and

the school district was a barrier to developing relationships. Five of the 10 participants did not feel comfortable reaching out for help. These participants cited language barriers, lack of trust, and feeling ignored as the reasons for not feeling at ease reaching out for help. Seven of the 10 participants stated that their contact person for communicating with the schools and the teachers was the school secretary who was a Spanish speaker.

Findings Related to the Literature.

The results of the current study add to the limited body of research available on the impact of Covid-19 on Latino students. The literature review is included in Chapter 2. The literature includes research investigating how schools have engaged with parents, especially Latino parents, and whether that resulted in high student achievement. The first section of the literature analyzes the research results on the effects of the Covid-19 pandemic and the equity gap seen during remote learning concerning family engagement, particularly with Latino parents. The second section of the literature examines models of effective family engagement programs.

Brossad et al. (2020) published a research brief exploring the impact of Covid-19 on education. This brief emphasized the importance of the parent's role in the students' educational progress. The results of the current study revealed that Latino parents had difficulty and frustration in helping their students complete their schoolwork, particularly mathematics. Parents cited the lack of communication and language barriers as obstacles in seeking help from the schools to support their students during online learning.

School districts across several states conducted surveys in the low-income Latino population. Kim and Padilla (2020) conducted a case study with low-income Latino parents. The purpose of the study was to investigate the difficulties the digital divide

creates for low-income households in a primarily Spanish-speaking Latino community in Silicon Valley, California. The case study conducted by Kim and Padilla (2020) revealed that the need for equal access to technology was crucial to provide equal opportunities in learning for children of different social classes. The results of the current study found that access to technology was not a concern for the parents. However, the results of this study found that the lack of Spanish-speaking personnel available to help and support parents was a concern for parents.

Latinos in Education (2020) surveyed 400 Latinos in Houston, Texas. Over 300 Latino Spanish speaking parents responded to the survey. The survey results revealed five themes that were classified into five main categories representing the most critical needs for Latino families: (a) student mental health concerns, (b) family access to basic resources, (c) student access to technology, (d) student learning loss, and (e) long-term advocacy planning with the Latino voice (Latinos for Education, 2020). The top concern reported by 46% of the parents surveyed was the declining mental health of their child. The results of the current study indicated that Latino parents in the urban school district were concerned about the social-emotional health of their students and the students' learning loss. The participants in this study stated that their students were suffering from stress and social anxiety related to returning to in-person school. One participant reported that her student was receiving special education services for gifted education, but her student fell behind during the online learning and is no longer able to perform at the advanced level due to the social anxiety the student was experiencing.

Parra (2020) published the results of a study conducted in Arizona. The study included 197 participants. The findings revealed that a primary concern from the

participants was the lack of access to online learning due to limited access to Internet services and technological devices (Parra, 2020). One of the reoccurring themes in Parra's study was parent and family challenges brought about the Covid-19 pandemic. Some of the challenges Latino families faced included lack of confidence with their level of schooling, language and technical barriers, and exposure to the coronavirus from family members employed at essential jobs (Parra, 2020). The results of the current study did not provide evidence that limited access to the Internet was a concern for the parents. Participants in this study stated that an area of support that was necessary during online learning was tutoring classes for parents to equip them to help their students at home, particularly with mathematics homework assignments.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nonprofit organization that provides leadership, advocacy, and technical assistance on major educational issues. Hopkins and Weddle (2020) conducted a study and reported to the CCSSO with recommendations to state leaders to restart and recover access and equity for EL students during school closures. Hopkins and Weddle (2020) compiled information from researchers, policies, assessments, and accountabilities for EL learners across five areas: (a) family engagement, (b) instruction, (c) assessment, (d) professional learning, and (e) leadership. According to Hopkins and Weddle (2020), the inequities with the EL students are also due to the fears families experience of surveillance in online spaces and limited opportunities to engage with school staff in their native language. The results of the current study revealed that Latino parents encountered barriers in communication due to a lack of English language skills and a lack of knowledge of the content curriculum.

Dreesen et al. (2020) concluded that educational systems worldwide should develop policy and partnerships to effectively navigate the Covid-19 pandemic and future educational crisis. One of the recommendations from the report includes applying the lessons learned from the current crisis to have better family engagement. Providing access to content was the first task faced by the world's schools in navigating the challenges in educating 1.6 billion students (Dreesen et al., 2020). While the Covid-19 pandemic has presented many challenges to the world's educational systems, it has also created opportunities for the creation of innovative, long-term improvements to educational services. An area identified by Dreesen et al. (2020) is the development and implementation of an effective family engagement program. The responses from the participants in the current study revealed that the lack of trust between parents and the school district was a barrier to developing relationships. Five of the 10 participants did not feel comfortable reaching out for help. These participants cited language barriers, lack of trust, and feeling ignored as the reasons for not reaching out for help.

UNICEF's (2020) Division of Communication's Global Content Strategy published a brief with a six-point plan to respond to the educational crisis created by the Covid-19 pandemic. Two of the six-point plan identified included mental health services and family support. One of the major findings of the current study was related to the need for the school system to develop programs to improve relationships between the schools and Latino parents. The findings revealed that educational programs to help parents understand the educational system, curricula, English as a second language classes for adults, and the use of technology are factors that will provide a more effective and sustainable family engagement program. The results of the current study also

showed that programs addressing mental health needs for students and their families is a challenge that was amplified by the Covid-19 pandemic and is a task that school systems need to tackle.

Conclusions

The purpose of this qualitative study was to examine the perceptions of middle school Latino parents in an urban school district about the district's support for their needs in managing remote learning during the Covid-19 pandemic. The study examined the level of family engagement with the schools and the district, and the resources offered to parents during online learning. This section includes the implications for action, recommendations for future research, and concluding remarks.

Implications for action. The findings of this study represent two themes that emerged from Texas, California, and Arizona studies: communication with parents and collaborative relationships between parents and schools. The results of the current study provided evidence that school systems should invest time and money in implementing effective family engagement programs that include: 1. Translating and interpreter services for non-English speaking parents to improve communication, 2. Social-Emotional services for the family, and 3. Educational programs to help parents understand the educational system, curricula, English as a second language classes for adults, and use of technology.

This study could support the reason for considering a family engagement program that provides a viable and sustainable relationship between Latino parents and school systems. All participants expressed that there was a need for schools to provide opportunities for parents to build relationships with the teachers and the building

administrators. Participants explained that there was concern about social anxiety and school safety once the students returned to in-person learning. Participants perceived that a learning gap was created by the lack of school attendance and engagement in class during online learning. The learning gap was a factor in creating stress and social anxiety for their students. All the participants voiced their desire to develop a relationship with their child's school and improve communication that provides a system of support for their students.

Recommendations for future research. The following recommendations exemplify areas that could be explored through additional research. Researchers could build upon the results of this study to explore characteristics of family engagement programs that might best fit the needs of Latino parents and other non-English speaking parents. The current study had a small sample of participants and was limited to one urban school district. Additional parents from different grade levels and different types of schools could be interviewed. A more extensive study might provide a better understanding of perceptions of Latino parents and other non-English speaking parents and help school systems across the country implement family engagement programs that meet the needs of non-English speaking parents.

Inconsistent communication between the schools and the parents was cited as one of the major finding of this study. Text messages, phone calls, social media communication, and regular postal mail were listed as communication mediums. An additional study could be conducted by including quantitative data from a survey of parents to measure the types of communication between parents and schools. The data

collected could be analyzed and compared to the qualitative data to determine if the results are similar.

One of the themes from this study was related to collaborative relationships between parents and the school district. Parents revealed that the lack of trust between parents and the school district was a barrier for developing relationships. A study could be conducted in which teachers and administrators are interviewed and measure their perceptions of the support they provide to parents in their schools. The results of this research could be compared to the results of the current study and find out if the results are similar.

The current study revealed the need for schools to provide parents with resources to support the academic progress of their students at home. A study could be conducted by adding quantitative data measuring student achievement with standardized state and local test scores. The data collected could be correlated to the qualitative data collected through interviews to measure levels of family engagement due to the implementation of a family engagement program and student achievement. This study could provide information to implement a successful and sustainable family engagement program that helps increase student academic achievement.

Concluding remarks. Parents worldwide were impacted by the closure of schools due to the Covid-19 pandemic. Studies conducted worldwide by UNESCO (2020) and the World Health Organization (2020) revealed the need for educational systems to develop policies and partnerships to effectively navigate the Covid-19 pandemic and future educational crisis. The lessons learned from the Covid-19 pandemic and the educational crisis the pandemic created revealed the need for school systems to

have effective family engagement programs. The world's educational systems faced a challenge in addressing the limited access to technology and the Internet. Opportunities created by the Covid-19 pandemic must be embraced to challenge educators to create innovative and sustainable improvements to the educational services, implementation of technology, and effective family engagement programs.

References

- Asynchronous Learning. (n.d.) In *Dictionary.com*. Retrieved from <https://www.dictionary.com>
- Atske, S., & Perrin, A., (2021, April). *Home broadband adoption, computer ownership vary by race, ethnicity in the U.S.* Pew Research Center. Retrieved from <https://www.pewresearch.org/fact-tank/2021/07/16/home-broadband-adoption-computer-ownership-vary-by-race-ethnicity-in-the-u-s/>
- Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school-family partnerships. *Journal of School Leadership*, 20, 728-757. Retrieved from ERIC database. (EJ916123)
- August, D., Carlson, C., Cieslak, M. Y., & Nieser, K. M. (2021). *Educating English learner students during the pandemic: Remote and in-person instruction and assessment. Recommendations and resources for states and districts* [Policy brief]. Retrieved from <https://www.cselcenter.org/post/remote-learning-assessment-els-report>
- Azevedo, J. P., Crawford, M., Nayar, R., Rogers, H., Barron Rodriguez, M. R., Ding, E, & Gutierrez Bernal, M. (2019). *Ending learning poverty: What will it take?* Retrieved from <https://openknowledge.worldbank.org/bitstream/handle/10986/32553/142659.pdf?sequence=7>

Azevedo, J. P., Hasan, A., Goldenberg, D., Geven, K., & Iqbal, S. A. (2021, February).

Simulating the potential impacts of COVID-19 school closures on schooling and

learning outcomes: A set of global estimates. *The World Bank Research*

Observer, 36, 1-40. Retrieved from <https://doi.org/10.1093/wbro/lkab003>

Bevevino, S. (2021). RE: 5 experts weigh in on the state of higher education equity

[Online forum comment]. Retrieved from [https://eab.com/insights/daily-](https://eab.com/insights/daily-briefing/student-success/higher-education-equity-gaps/#:~:text=Equity%20gap%20means%20any%20disparity,or%20other%20major%20demographic%20groupings.)

briefing/student-success/higher-education-equity-

gaps/#:~:text=Equity%20gap%20means%20any%20disparity,or%20other%20ma-

jor%20demographic%20groupings.

Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020).

Home learning in times of Covid: Experiences of parents. *Journal of Education*

and Educational Development, 7(1), 9-26. doi:10.22555/joeed.v7i1.3260

Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road*

map from beginning to end. Thousand Oaks, CA: Sage Publications.

Brossad, M., Cardoso, M., Kame, A., Mishra, S., Mizunoya, S., & Reuge, N. (2020).

Parental Engagement in children's learning. Innocenti Research Brief. UNICEF.

Florence: Italy. Retrieved from

<https://www.unicef-irc.org/publications/pdf/IRB%202020-09%20CL.pdf>

Caspe, M., Atkin. C., De Reyas, L., Hau, I., Keeseey, D., Ligon, N., Wilton, K., & Salinas,

S. (2019). *Family agency and voice: Designing the next generation of family*

engagement. Retrieved from [https://globalfrp.org/Articles/Family-Agency-and-](https://globalfrp.org/Articles/Family-Agency-and-Voice-Designing-the-Next-Generation-of-Family-Engagement)

Voice-Designing-the-Next-Generation-of-Family-Engagement

- Caspe, M., Lopez, M. E., & Hanebutt, R. (2018). *A tool for transformative family engagement: A commentary on the family engagement playbook*. Retrieved from <http://bit.ly/PlaybookCommentary>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.
- Dreesen, T., Akseer, S., Brossard, M., Dewan, P., Giraldo, J. P., Kamei, A., Mizunoya, S., & Santiago Ortiz, J. (2020). *Promising practices for equitable remote learning: Emerging lessons from COVID-19 education responses in 127 countries* (Innocenti Research Brief). UNICEF. Florence: Italy. Retrieved from <https://www.unicef-irc.org/publications/1090-promising-practices-for-equitable-remote-learning-emerging-lessons-from-covid.html>
- Duncan, G., & Le Menestrel, S. (Eds.). (2019). *A roadmap to reducing poverty*. doi:<https://doi.org/10.17226/25246>
- Economic Commission for Latin America and the Caribbean (ECLAC) & United Nations Educational, Scientific and Cultural Organization (UNESCO): *Education in the time of COVID-19*. (2020). Retrieved from <https://www.cepal.org/en/publications/45905-education-time-covid-19>
- Foxen, P. (2019). *The state of public education for Latino Students: A qualitative research project*. Retrieved from <http://publications.unidosus.org/handle/123456789/1946>
- Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19)

pandemic. *International Journal of Technology in Education and Science*, 4(4), 267-282. Retrieved from ERIC database. (EJ1271267)

Hill, P. (2020). *Lessons from remote learning in six school systems*. Retrieved from <https://www.crpe.org/publications/lessons-remote-learning-six-school-systems>

Hopkins, M., & Weddle, H. (2020). *Restart & recovery. Access and equity for English learner students and families during COVID-19: Recommendations for states leaders*. Retrieved from https://ccsso.org/sites/default/files/2020-10/CCSSO_Restart_%26_Recovery_Access_and_Equity_for_English_Learner_v3.pdf

Kansas Department of Education (2021b). *Kansas building report card*. Retrieved from https://ksreportcard.ksde.org/home.aspx?org_no=D0500&rptType=2

Kansas Department of Education. (2021). *KESA guidance document*. Retrieved from <https://www.ksde.org/Portals/0/TLA/Accreditation/KESAGuidance.pdf>

Kansas Department of Education (2021a). *Title I Part A*. Retrieved from <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A>

Kansas Parent Information Resource Center (K.P.I.R.C) (2019). *Kansas can: Engage all families*. Retrieved from https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2487/Kansas_Family_Brochure_Final_vendor_final.pdf

Kansas Technical Assistance System Network. (2019). *Family engagement: A critical component to building an empowering culture in the Kansas Multi-Tier System of Supports (M.T.S.S.)*. Retrieved from <https://www.ksdetasn.org/kpirc>

- Kim, C. J., & Padilla, A. M. (2020). Technology for educational purposes among low-income Latino children living in a mobile park in Silicon Valley: A case study before and during COVID-19. *Hispanic Journal of Behavioral Sciences*, 42(4), 497-514. doi:10.1177/0739986320959764
- Latinos for Education. (2020, August). *Latino education in the time of COVID-19: The pandemic's unique impact on Latino students and families in Houston*. Retrieved from <https://www.latinosforeducation.org/houston-covid-19-impact/>
- Liberman, J., Levin, V., Luna-Bazaldua, D., (2020, April 27). Are students still learning during COVID-19? Formative assessment can provide the answer [Web log post] Retrieved from <https://blogs.worldbank.org/education/are-students-still-learning-during-covid-19-formative-assessment-can-provide-answer>
- Lunenburg, F. C., & Irby, B. J., (2008). *Writing a successful thesis or dissertation: Tips and strategies in the social and behavioral Sciences*. Thousand Oaks, CA: Corwin Press.
- Mapp, K. L., & Bergman, E. (2021). *Embracing a new normal: Toward a more liberatory approach to family engagement*. Retrieved from https://media.carnegie.org/filer_public/f6/04/f604e672-1d4b-4dc3-903d-3b619a00cd01/fe_report_fin.pdf
- McClain, C., (2021, June). *34% of lower-income home broadband users have had trouble paying for their service amid Covid-19*. Retrieved from <https://www.pewresearch.org/fact-tank/2021/06/03/34-of-lower-income-home-broadband-users-have-had-trouble-paying-for-their-service-amid-covid-19/>
- No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Online Learning. (n.d.) In *Merriam-Webster.com* (2022). Retrieved from

<https://www.merriam-webster.com/dictionary/learning>

Parra, S. (2020). *All in for Arizona's future: The impact of COVID-19 on Latino families*.

Retrieved from <https://allinforeducationaz.com/report>

Remote learning. (n.d.) In *Dictionary.com*. Retrieved from <https://www.dictionary.com>

Rubin, H. J., & Rubin, I. S., (2012) *Qualitative interviewing: The art of hearing data*.

Thousand Oaks, CA: SAGE Publications.

Saldaña, J. (2016). *The coding manual for qualitative researchers*. (3rd ed.) London, UK:

SAGE publications.

Squires, A., (2009, February). Methodological challenges in cross-language qualitative

research: A research review. *International Journal of Nursing Studies*, 46(2), 277-

287. doi:10.1016/j.ijnurstu.2008.08.006

Synchronous learning. (n.d.). In *Dictionary.com*. Retrieved from

<https://www.dictionary.com>

Trint. (2020). Retrieved from <https://www.temi.com/>

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020).

What have we learnt?: Overview of findings from a survey of ministries of

education on national responses to COVID-19. Retrieved from

[http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/National-Education-](http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/National-Education-Responses-to-COVID-19-WEB-final_EN.pdf)

[Responses-to-COVID-19-WEB-final_EN.pdf](http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/National-Education-Responses-to-COVID-19-WEB-final_EN.pdf)

United Nations International Children's Fund (UNICEF). (2020). *Averting a lost COVID*

generation: A six-point plan to respond, recover and reimagine a post-pandemic

world for every child. Division of Communication. New York: NY. Retrieved

from <https://www.unicef.org/media/86881/file/Averting-a-lost-covid-generation-world-childrens-day-data-and-advocacy-brief-2020.pdf>

UnidosUS. (2012, 2019, 2020). Retrieved from

<http://publications.unidosus.org/handle/123456789/2022>

Virtual learning. (2021). In *Cambridge Advance Learner's Dictionary & Thesaurus*.

Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/distance-learning?topic=types-of-education>

Weiss, H. B., Lopez, M. E., and Caspe, M. (2018). *Joining together to create a bold vision for next-generation family engagement: Engaging families to transform education*. Retrieved from

https://globalfrp.org/content/download/419/3823/file/GFRP_FamilyEngagementCarnegieReport.pdf

Weyer, M. (2015, June). *Engaging families in education*. Retrieved from

<https://archive.globalfrp.org/var/hfrp/storage/fckeditor/file/Engagingfamilieseducation-ncsl-weyer.pdf>

What's the Difference Between Hispanic and Latino? (2021). In The Editors of

Encyclopedia Britannica (Ed.), *The encyclopedia britannica*. Retrieved from

<https://www.britannica.com/story/whats-the-difference-between-hispanic-and-latino>

World Bank. (2021). *How does the World Bank classify countries?* Retrieved from:

<https://datahelpdesk.worldbank.org/knowledgebase/articles/378834-how-does-the-world-bank-classify-countries>

Appendices

Appendix A: Interview questions

IQ1. How did the district and the school communicate with you about how to help your child learn during remote learning?

IQ1. *¿Cómo se comunicó el distrito y la escuela sobre cómo ayudar a su hijo(a) aprender durante el aprendizaje remoto?*

FQ1. If you needed help with your child's academic support, how did you communicate with the district, the school or the teachers?

FQ1. *¿Si usted necesitó ayuda para ayudar con el aprendizaje de su hijo(a) cómo se comunicó con el distrito, la escuela, o los maestros?*

IQ2. Did you feel comfortable reaching out to the district or your school for help?

IQ2. *¿Se sintió cómodo(a) con el distrito ó la escuela para pedir ayuda?*

FQ2. Why or why not?

FQ2. *¿Por qué or por qué no?*

IQ3. What help or support did you need from the school to help you during online learning?

IQ3. *¿Qué apoyo o ayuda necesitó del distrito ó la escuela cuando los estudiantes estaban aprendiendo en línea?*

FQ3. What resources did the school make available to you to help you with online learning?

FQ3. *¿Qué recursos le ofrecieron en la escuela para ayudarle con el aprendizaje en línea?*

IQ4. How did the school district communicate to you the support and services to help with your child's education during the pandemic?

IQ4. *¿Cómo le comunicó el distrito escolar el apoyo y los servicios que existían para ayudar con la educación de su(s) hijo(s) durante la pandemia?*

FQ4. Before the pandemic, what resources or services were available to you to help you at home with your child's education?

FQ4. *Antes de la pandemia, qué recursos habían disponibles para ayudarle con la educación de su hijo(a)?*

IQ5. At this point in time, what are your primary concerns about your child's education?

IQ5. *¿En este momento cuáles son sus preocupaciones sobre la educación de su(s) hijo(s)?*

FQ5. Who would you call to ask for help or support?

FQ5. *¿A quién llamaría para pedir ayuda?*

IQ6. Going forward, what do you think will be the best way to express your opinion and make suggestions to the school and the district?

IQ6. *¿Desde este punto en adelante, qué piensa sería la mejor manera de expresar su opinión y dar sugerencias al distrito ó a la escuela?*

Appendix B: IRB Approval



Baker University Institutional Review Board

November 4th, 2021

Dear Ileana Farley and Verneda Edwards,

The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.
6. If this project is not completed within a year, you must renew IRB approval.

If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,

Nathan Poell, MLS
Chair, Baker University IRB

Baker University IRB Committee
Sara Crump, PhD
Nick Harris, MS
Christa Manson, PhD
Susan Rogers, PhD

Appendix C: District Approval

Department of Evaluation, Research, & Assessment

November 12, 2021

Dear Ms. Farney,

Please accept this letter as confirmation that your research study entitled, "Support Provided for Latino Parents Navigating Remote Learning During COVID-19 Pandemic," as approved by Baker University's IRB on November 4, 2021 has acquired permission to collect data from parents of students attending [REDACTED] Middle schools. These middle schools are educational institutions operated and supported by [REDACTED] Public Schools.

This permission will expire on November 12, 2023 or by the expiration date listed in the original IRB approval letter, whichever comes last. Should you wish to renew [REDACTED] approval for this same study, a new IRB approval letter from Baker University's IRB will be required.

Sincerely,



Director of the Department of Evaluation, Research, & Assessment



Appendix D: Consent to Participate

Invitation and Consent to Participate

You are invited to participate in a research project conducted by Ileana Farney, doctoral candidate at Baker University in Overland Park, KS. Your participation is necessary for the successful completion of this research project. The data collected from this research will help measure Latino parents' perception of the parental support navigating remote learning during COVID-19 pandemic. Your participation in this interview is being solicited because you are Latino parent in the school district

If you agree to participate in this research, please sign the form below.

I agree to participate in the research project Latino parents' perception of parental support navigating remote learning during COVID-19 pandemic.

Participant's Signature _____

Date _____

Contact information:

Ileana Farney, doctoral candidate, Baker University

Email: IleanaCFarney@stu.bakeru.edu

~~Verneda Edwards, Ed.D. Advisor, Baker University~~

Email: vernedae@bakeru.edu

Appendix E: Findings

Table 4.1

Finding 1: Communication Among District, Schools, and Parents

Participants	Type of communication	Comments
IQ1. How did the district and the school communicate with you about how to help your child learn during remote learning?		
B, H, J, K, Q, R	Text messages	The non-English speakers expressed concern that the messages were not translated to Spanish
C, F, H, R	Phone calls	Voice messages were not in Spanish
J and R	E-mails	Participants shared that they were district employees
D	Social media - Facebook	This participant is very involved in schools, volunteers, and has a relationship with the office staff
P	US postal service	Single parent and relies on communication with the school principal who speaks Spanish
IQ4. How did the school district communicate to you the support and services to help with your child's education during the pandemic?		
B, C, F, H, K	No Communication	Participants stated that there was a need for Social-emotional support needed, but these services were never offered
D, J, P, Q	Phone calls	The phone calls were about the service for free lunch for the students
J and R	Text messages	As district employees, these participant were aware of all the resources available. These participants knew that there was after school help for the students. The services were offered via teleconferencing with the teachers
J and R	E-mails	District employees and English speakers

Table 4.2*Finding 2: Communication between the parents and the schools*

Participants	Type of communication	Comments
FQ1. If you needed help with your child's academic support, how did you communicate with the district, the school or the teachers?		
B	Text messages	Participant reported that the teachers responded to the text messages in an expedient way
C, F, H, J, K, P, Q	Phone calls	Phone calls were made to the school secretary since this was the person that spoke Spanish.
D and R	E-mails	Participants communicated with the teachers via emails with the help of their students translating the messages.
R	In-person with the teachers	This participant was a district employee and worked at the school where her son attended school.
FQ5. Who would you call to ask for help or support?		
F, H, K, P, Q	The principal – Phone calls	Parents had a relationship with the school principal who spoke Spanish
B, C, J, R	Teachers – emails or text messages	Participants had a relationship with the teachers
C and D	School Secretary – phone calls	Participants stated that the school secretary was a Spanish speaker and helped them communicate with the teachers

Table 4.3*Finding 3: Parents comfort level reaching out for help or support*

Participants	Comfort level/barriers	Comments
IQ2. Did you feel comfortable reaching out to the district or your school for help?		
FQ2. Why or why not?		
B, C, H, K, P	No	Language barrier and lack of trust. Some of the participants felt ignored.
D, F, J, Q, R	Yes	These participants had developed a relationship with someone in the school, a secretary, an administrator, or a teacher.
FQ5. Who would you call to ask for help or support?		
F, H, K, P, Q	The principal – Phone calls	Parents had a relationship with the school principal who spoke Spanish
B, C, J, R	Teachers – emails or text messages	Participants had a relationship with the teachers
C and D	School Secretary – phone calls	Participants stated that the school secretary was a Spanish speaker and helped them communicate with the teachers

Table 4.4

Finding 4: Parent awareness of resources available to support students' learning before school closures and during remote learning

Participants	Type of resources available	Comments
FQ3. What resources did the school make available to you to help you with online learning?		
B, H, K	None	Participants expressed that there was no communication from any one to offer resources
C	One phone call for IEP review and ESL services	Participant was concerned that the Special education services needed for the students were not delivered since there was no communication about the student's progress
D, P and Q	Free lunches	Participants received phone calls and text messages about the free meals available to students three times a week
F	Teacher sessions to help student log into classes	Participant reached out to the teachers since the student was having anxiety and isolation
D, J, P and R	Technology, after school help, school supplies	Participants' children received tech devices, and school supplies to start the school year
FQ4. Before the pandemic, what resources or services were available to you to help you at home with your child's education?		
B, F, K, P, Q	None	Parents stated that they were no aware of any resources available to them or the students
B, J, R	After school tutoring, sports, and other social activities	Participants had a relationship with the teachers. Participants J and R were employees of the district
D	Parent engagement program, free melas for students, sports, and other social activities	Participant graduated from a parent engagement program, had a relationship with the office staff, administrators, and teachers
H	Special Education Services	Participant had a student who received Special Education services

Table 4.5

Finding 5: Concerns about lack of support for parents, lack of student academic progress, and language barriers

Participants	Type of support needed	Comments
IQ3. What help or support did you need from the school to help you during online learning?		
C, F, H, J, K, Q, R	Tutoring for parents to help students at home with their schoolwork	Participants expressed that they lacked the knowledge in technology and math to provide their students help at home
IQ5. At this point in time, what are your primary concerns about your child's education?		
B, J, Q, R	Falling behind due to learning gap	Participants expressed concern about the grades and attendance of their students during online learning. Their students struggle with online learning and the grades were considerably below before school closure.
B, F, J	Stress: social anxiety, school safety	Participants stated that adjusting to in-person learning and managing the fear of getting sick and adjusting to being in crowded spaces were sources of stress and anxiety for them as well as for the students. These factors increased the lack of progress in academic performance.
C, F, H, J, K	School Safety: Cyber Bullying, School Shootings	Participants were worried about students returning to school and lacking social skills after being home over a year. Participants expressed that their students had returned to school and experienced bullying in person and through social media. The news about school shooting around the country were also a concern
IQ6. Going forward, what do you think will be the best way to express your opinion and make suggestions to the school and the district?		
B, C, D, F, H, J, K, P, Q, R	Better communication with parents	Translated documents, availability of interpreters
C, F, Q, R	Build relationships with parents	Provide opportunities for parents, teachers, and students to interact