COMMUNITY SURVEY - RESPONSE TO COVID-19

ABOUT THE SURVEY

- As Delaware and the world continue to respond to **the effects of the COVID-19 pandemic**, Delawareans identified their key short-term and long-term education relief priorities.

- In a survey conducted by Rodel, **859 Delawareans prioritized the short-term and long-term needs** for student learning, family communication, educator support, and wraparound/non-instructional services.

- This non-scientific survey was **distributed through email and social media between April 8 and April 22**, almost four weeks after Gov. Carney's initial Declaration of a State of Emergency March 12

- The survey aimed to **gather information from the community so that Delaware's philanthropic, business, advocacy, and government partners can better serve their constituents** during and after the COVID-19 crisis.
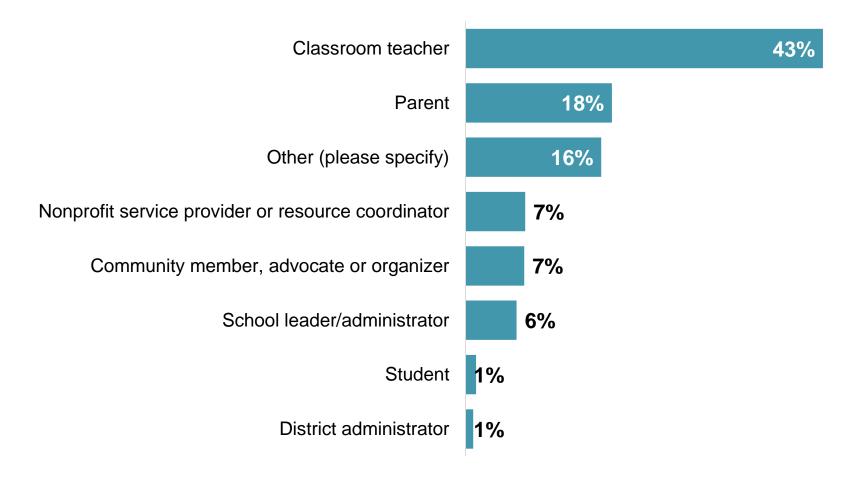
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SURVEY DEMOGRAPHICS – SUMMARY

SURVEY DEMOGRAPHICS - SUMMARY

WHAT IS YOUR ROLE?

Role	Percentage
Classroom teacher	43%
Parent	18%
Other (please specify)	16%
Nonprofit service provider or resource coordinator	7%
Community member, advocate or organizer	7%
School leader/administrator	6%
Student	1%
District administrator	1%

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Note: Respondents were asked to select one response and respond to the survey with that role in mind. Other response include grandparents, para-educators and other school support staff, community advocates, nonprofit and service providers, and early education workers and administrators.

SURVEY DEMOGRAPHICS - SUMMARY

TOTAL RESPONSES: 859

■ New Castle County   ■ Kent County   ■ Sussex County   ■ Out of State

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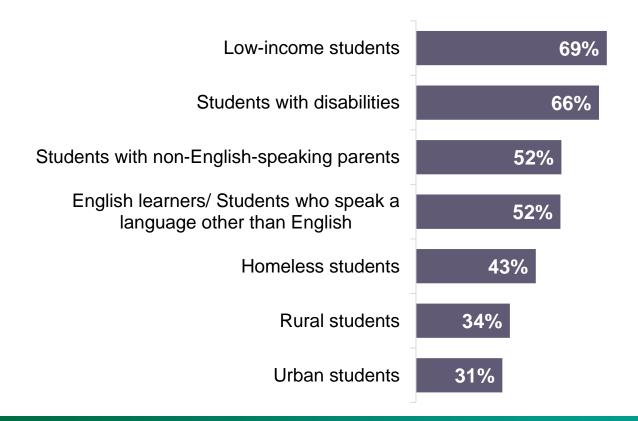**Note: In which county do you live/serve? Response options include all three Delaware counties and out of state response.**

SURVEY DEMOGRAPHICS - SUMMARY

TOTAL RESPONSES: 859

Do you represent, serve, or care for any of the following high-need students?

Category	Percentage
Low-income students	69%
Students with disabilities	66%
Students with non-English-speaking parents	52%
English learners/ Students who speak a language other than English	52%
Homeless students	43%
Rural students	34%
Urban students	31%

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Note: Respondents were asked to choose all that apply.

SHORT AND LONG-TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

SHORT - TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

Learning Supports

Printed learning packets or other offline learning materials

Supporting parents to help students learn

Devices (computer or tablet)

Communication Supports

Translation and interpreter services for families

Clear communication about what families and educators should expect regarding changes in learning and grading policy due to the pandemic

Educator Supports

Collaboration with volunteer tutors and/or community nonprofits to foster learning.

Training/guidance on how to conduct outreach in culturally competent ways

Training on effective and accessible virtual learning practices

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SHORT – TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

WHAT ARE THE MOST IMMEDIATE <u>LEARNING SUPPORTS</u> NEEDED FOR PUBLIC SCHOOLS/EDUCATORS AND THE STUDENTS/FAMILIES THEY SERVE?

Priority Level	Priority	Percentage That Chose Each Ranking
1	Wi-Fi and/or broadband infrastructure	53%
2	Printed learning packets or other offline learning materials	24%
3	Support parents in helping children learn	20%

Notes: The above include the top responses from all participants. Respondents were asked questions about immediate (now and in the next two months) learning supports, communication supports, and educators supports needed for public schools, educators, and students/families they serve. Respondents were asked to rate their response options from one to five, with one being high priority, and five being lowest priority.

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SHORT – TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

**WHAT ARE THE MOST IMMEDIATE <u>COMMUNICATION SUPPORTS </u>AND NEEDS FOR PUBLIC SCHOOLS/EDUCATORS AND THE STUDENTS/FAMILIES THEY SERVE?**

Priority Level	Priority	Percentage that chose each ranking
1	Clear expectations communicated to all school and district staff about their roles and responsibilities	53%
2	Translation services for materials for families who don't speak or read English	23%
3	Interpreter services for families who don't speak English	23%

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SHORT – TERM NEEDS AS IDENTIFIED BY THE COMMUNITY
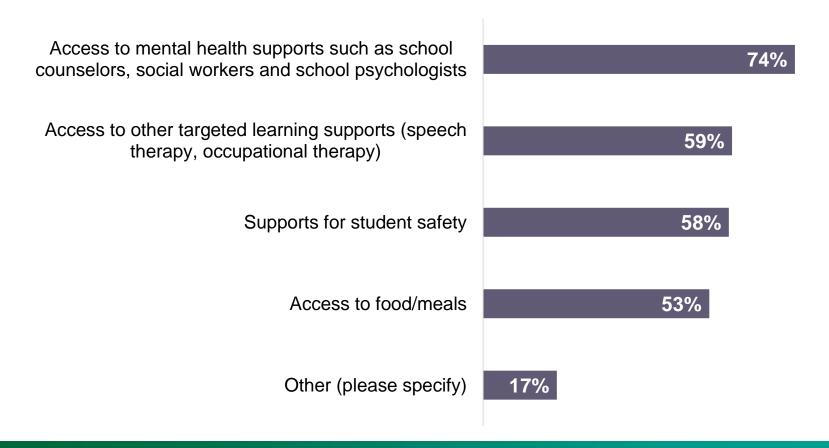
WHAT ARE THE MOST IMMEDIATE <u>EDUCATOR SUPPORTS</u> AND NEEDS FOR PUBLIC SCHOOLS/EDUCATORS AND THE STUDENTS/FAMILIES THEY SERVE?

Priority Level	Priority	Percentage that chose each ranking
1	Assistance meeting students' specific learning needs (such as students with disabilities, English learners, homeless students)	50%
2	Training/guidance on how to conduct outreach in culturally competent ways	25%
3	Collaboration with volunteer tutors and/or community nonprofits to foster learning	23%

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SHORT – TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

RECOGNIZING THAT SCHOOLS PLAY A LARGE ROLE SUPPORTING THE OVERALL WELLBEING OF STUDENTS AND FAMILIES, ARE THERE OTHER NON-INSTRUCTIONAL NEEDS THAT ARE NOT CURRENTLY BEING PROVIDED?

Category	Percentage
Access to mental health supports such as school counselors, social workers and school psychologists	74%
Access to other targeted learning supports (speech therapy, occupational therapy)	59%
Supports for student safety	58%
Access to food/meals	53%
Other (please specify)	17%

Notes: The above include responses from all participants. Respondents were asked to choose all that apply.

WHAT ELSE SHOULD PHILANTHROPY, GOVERNMENT POLICYMAKERS, AND ADVOCACY GROUPS KNOW WHEN PROVIDING RESOURCES (FINANCIAL OR INFORMATION OR OTHERWISE) TO SCHOOLS?

WHAT'S WORKING?

- Food support
- Teachers trying their best to reach students
- Social distancing
- Having virtual classes helps
- Communicating through text message is reaching more EL and low-income students at this time
- Collaboration among community agencies, private and public
- Collaboration at school/district levels working to get devices/internet/food to students and families
- Collaboration amongst teachers

WHAT'S MISSING?

- Wi-Fi Assistance, free internet for all, low or no cost technology
- Statewide professional development
- Social and emotional support for all
- Secure ways to communicate with students
- A clear understanding of what successful remote teaching/learning should look like
- Accommodations for students with disabilities, more guidance for SPED
- Transportation
- Technical support to complete applications
- Planning for the future
- Include early childhood education in discussions

WHAT BARRIERS EXIST?

- Lack of communication, clear communication to teachers on expectations
- Professional development, free internet access for all
- Reading support to catch students up
- Funding for 1:1 devices for all students
- Flexibility for school counselors, therapists, teachers so they can service students
- Parent training on Schoology

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Notes: The above include responses from all participants. Respondents were given the option to provide open ended answers under each of the following prompts: What's working? What's missing? What barriers exist?

LONG-TERM NEEDS AS IDENTIFIED BY THE COMMUNITY

Learning Supports

- Evaluation of the extent of **student learning loss** (37%)

- Implementation of mastery-based or competency-based learning or other **personalized learning approaches** (31%)

Communication Supports

- Support to **communicate with all English-speaking and non-English speaking parents** on how schools will transition back to in-person schooling (for example, class selection for middle/high school, how districts will identify learning gaps from closures, transition year specific information) (46%)

Educator Supports

- **Training and support for educator stress and trauma** stemming from the pandemic, including stress reduction and management, processing traumatic experiences and secondary trauma (38%)

- **Training/supports for personalizing instruction**, digital curriculum creation and delivery, open education resources, etc. (30%)

- Mobilization and **collaboration with nonprofit/**volunteer education providers (28%)

Wraparound Supports

- **Economic recovery** supports (48%)

- **Academic supports for students and families**, including tutoring/mentorship, guidance counseling (28%)

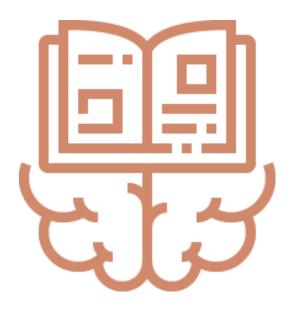- **Mental health services** for dealing with trauma (14%)

Notes: The above include top responses from all participants. Respondents were asked what longer term (when public schools return to in-person instruction) learning supports, communication supports, educators supports, and wrap around supports were needed. Respondents had to rate their response options from one to five, with one being high priority, and five being lowest priority.

SHORT AND LONG-TERM NEEDS OF DISADVANTAGED STUDENTS

NEEDS FOR ENGLISH LEARNERS

- Access to **certified English learner teachers**, programs, tutors, and translator services

- Access to and adaptation of **online/printed materials, programs, and learning management system**, in both English and the user's native language

- **Parent support, including translation/interpreter assistance**, technological assistance, training on how to help students learn

  - Translation and "drop in" type virtual Q&A sessions with qualified staff (not necessarily their teacher) to answer their questions.

  - Help managing learning for families with more than one child

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Notes: The above include top responses from all participants. Participants were given and open-ended prompt, asking what specifically is needed to ensure access to instruction and learning for high-needs students.

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NEEDS FOR STUDENTS WITH DISABILITIES

- **Increased access to special education teachers**, para-educators, therapists, counselors, and social workers

- Provide **more accommodation, flexibility, and case management**, including
  - Curriculum flexibility
  - Providing leveled materials and chunking and individual/small group meetings as needed
  - Support on meeting Individualized Education Program (IEP) Goals, help with distance learning
  - Access to tools for students with specific disabilities such as braille and screen reading technology, voice to text options on Schoology, closed captions, manipulatives
  - Flexibility on federal and state laws that might prohibit educators and medical professionals from using virtual meeting platforms to serve students

- **Parent support**, including
  - Consistent communication and access to leveled materials
  - Communication and support on how to best help their child with academics/occupational therapy/physical therapy/speech
  - remote learning support by SPED teachers (1:1; small group)
  - Support from nonprofits and community service providers

- Provide **all educators/staff professional development on Universal Design on Learning** to help create/adapt assignments for a diversity of learner needs

Notes: The above include responses from all participants. Participants were given and open-ended prompt, asking what specifically is needed to ensure access to instruction and learning for high-needs students.

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NEEDS FOR OTHER DISADVANTAGED STUDENTS

Homeless Students

- Access to **social workers, counselors, tutors, liaisons** between family and school

- Access to **temporary housing, food, transportation, internet and technology, and printed learning materials**

- **Guidance on how many students need help** and how to contact families to provide them with resources and school materials

Rural Students

- Access to **consistent and reliable internet and transportation**. Some said hubs are not accessible due to transportation issues

- Some suggest **dispatching school buses to rural areas to act as Wi-Fi hotspots**

- Create a **transparent schedule and plan for paper distribution/pick-up** and/or webinars to show students and parents how to submit work

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Notes: The above include top responses from all participants. Participants were given and open-ended prompt, asking what specifically is needed to ensure access to instruction and learning for high-needs students.

NEEDS FOR THOSE WHO SERVE DISADVANTAGE STUDENTS

English Learners

Respondents that **work with English learners** identified the following priorities…

- **Training and support for educator stress and trauma** stemming from the pandemic (38%)

- Additional/specific **support for students during transition years** (such as into kindergarten or high school) as highest priority (35%)

- **Economic recovery supports (52%)**

- **Guidance** on how many students need help resources and school materials and how to contact families to provide them with (open ended)

Students With Disabilities

Respondents that **work with students with disabilities** identified the following priorities…
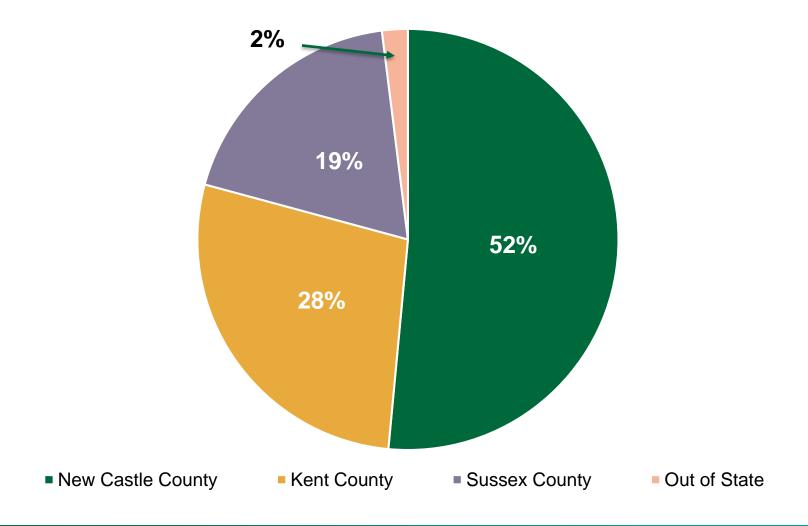
- **Evaluation of the extent of student learning loss** (36%)

- **Training and supports** related to trauma/grief/impact of crisis (40%)

- **Mental health services** for dealing with trauma (50%)

Notes: The above include top responses from participants who indicated they represent, serve, or care for a specific disadvantage student populations.

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SHORT AND LONG-TERM NEEDS AS IDENTIFIED BY CLASSROOM TEACHERS

EDUCATOR RESPONSES BY COUNTY

2%

52%

28%

19%

- New Castle County
- Kent County
- Sussex County
- Out of State

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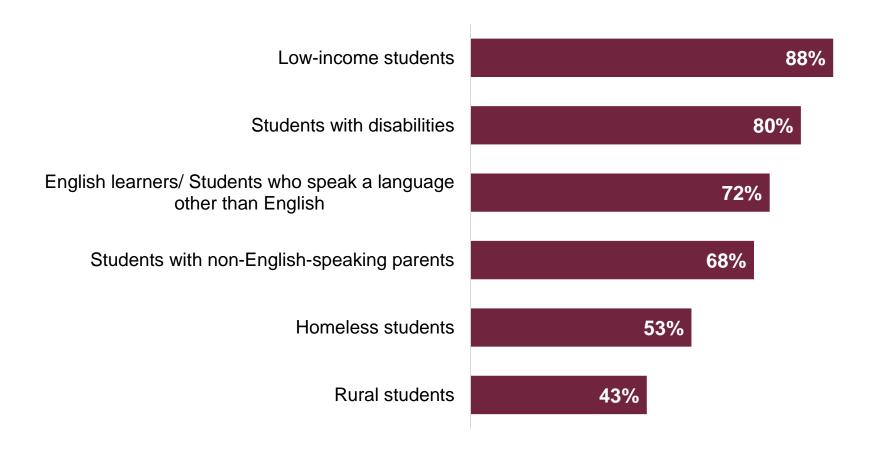
Note: If you are an educator, what county do you work in? Please skip if you are not an educator.

CLASSROOM TEACHER RESPONSES

DO YOU REPRESENT, SERVE, OR CARE FOR ANY OF THE FOLLOWING HIGH-NEED STUDENTS?

Category	Percentage
Low-income students	88%
Students with disabilities	80%
English learners/ Students who speak a language other than English	72%
Students with non-English-speaking parents	68%
Homeless students	53%
Rural students	43%

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WHEN ASKED WHAT THEIR HIGHEST PRIORITIES WERE ACROSS LEARNING, COMMUNICATION, AND EDUCATORS SUPPORTS, CLASSROOM TEACHERS INDICATED THE FOLLOWING:

Learning Supports

Half of classroom teachers indicated they need **Wi-Fi and broadband infrastructure**

Communications Supports

Half of teachers said they need **clear expectations communicated** to all school and district staff about their roles and responsibilities

Educator Supports

Nearly half of teachers said they need **assistance meeting students' specific learning needs** (such as students with disabilities, English learners, homeless students)

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EDUCATOR RESPONSES LEARNING SUPPORTS

WHAT ARE THE MOST IMMEDIATE <u>LEARNING SUPPORTS</u> NEEDED FOR PUBLIC SCHOOLS/EDUCATORS AND THE STUDENTS/FAMILIES THEY SERVE?

Priority Level	Priority	Percentage that chose each ranking
1	Wi-Fi and/or broadband infrastructure	50%
2	Support parents in helping children learn	21%
3	Printed learning packets or other offline learning materials	27%

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Notes: The above include top responses from participants who indicated they were classroom teachers. Respondents were asked questions about immediate (now and in the next two months) learning supports, communication supports, and educators supports needed for public schools, educators, and students/families they serve. Respondents had to rate their response options from one to five, with one being high priority, and five being lowest priority.

HOW WOULD LEARNING NEEDS BE DIFFERENT IF THE CURRENT EMERGENCY CONTINUES INTO THE FALL OR BEYOND? WHAT RESOURCES WOULD BE NEEDED FOR WHAT PURPOSE, WHEN?

SUPPORT STUDENT LEARNING BY…

- Training for students, teachers, and parents on distance learning platforms
- Ensure all students can access technology, internet, and printed materials
- Provide more special education support (e.g. re-writing IEPs, access to assistive technology)

SUPPORT TEACHERS BY…

- Providing administrative support to fill out forms/spreadsheets
- Providing updated computers/printers/scanners and access to their classroom for teaching materials.
- Offer guidance on how to balance home and work
- Offer teacher/administration check ins and help with family outreach and supports

STATE/DISTRICT TRANSPARENCY ON PLAN MOVING FORWARD, THAT CONSIDERS THE FOLLOWING…

- A defined schedule and flexibility to use additional resource(s) for your classroom
- Clear expectations/guidelines/standards of what is to be taught, grading work,
- Guidance on helping students submit work online and offline and how to support kids who need more help learning.
- Updated contact information for all students
- More centralized decision making (district not principals)

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Notes: The above include selected responses from participants who indicated they were classroom teachers and who responded to this open ended question.

CLASSROOM TEACHERS IDENTIFIED THE FOLLOWING TOP THREE PRIORITIES TO ADDRESS IN THE LONGER TERM—WHEN PUBLIC SCHOOLS RETURN TO IN-PERSON INSTRUCTION

1 Training and support for educator stress and trauma stemming from the pandemic, including stress reduction and management, processing traumatic experiences and secondary trauma

2 Training/supports for personalizing instruction, digital curriculum creation and delivery, open education resources, etc.

3 Mobilization and collaboration with nonprofit/volunteer education providers

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Notes: The above include responses from participants who indicated they were classroom teachers. Additional priorities included long-term wrap around supports like mental health services for dealing with trauma and academic supports for students and families, including tutoring/mentorship, guidance counseling

CLASSROOM TEACHER QUOTES ON LEARNING SUPPORTS

Learning Supports

Half of classroom teachers indicated they need Wi-Fi and broadband infrastructure

"For Elementary - this Schoology thing is WAY too much and we have to do lessons. We hardly had training and I have tech issues daily. Either through parents or files not uploading and Zoom freezes now during instruction."

"We have students with no technology and our district has nothing to give them."

"My district has been doing its best with tech, but infrastructure is limiting. I am a public school teacher and live where connectivity isn't consistent - frequent dropped connections."

"The students need to be able to get online to chat with the teachers and see what they're doing, the packets aren't adequate."

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CLASSROOM TEACHER QUOTES ON COMMUNICATIONS SUPPORTS

Communications Supports

Half of teachers said they need clear expectations communicated to all school and district staff about their roles and responsibilities

"Clear expectations communicated about special education supports for students with IEPs"

"An understanding that parents are trying to manage working, providing, decontaminating/cleaning and NOW we are expecting them to teach"

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CLASSROOM TEACHER QUOTES ON EDUCATOR SUPPORTS

Educator Supports

Nearly half of teachers said they need assistance meeting students' specific learning needs (such as students with disabilities, English learners, homeless students)

"Keep in mind that we have students with hearing loss which makes [online learning] much more challenging"

"Trainings on how best to support families - creating family support groups"

"Students need to feel safe and loved before learning."

"Translators for non-English speaking parents"

SHORT AND LONG-TERM NEEDS AS IDENTIFIED BY PARENTS

SHORT-TERM NEEDS AS IDENTIFIED BY PARENTS

Learning Supports

Half of parents identified **online, digital, or virtual learning support** as their first priority.

Wi-Fi and/or broadband infrastructure was identified as second priority, followed by printed learning packets or other offline learning materials.

Communications Supports

60% of parents indicated they needed **clear communication about what families and educators should expect** regarding changes in learning and grading.

Translation and interpreter services were also identified as high priority.

Educator Supports

45% of parents identified that **educators need assistance meeting students' specific learning needs**.

That includes training/guidance on how to conduct outreach in culturally competent ways and collaboration with volunteer tutors and/or community nonprofits to foster learning

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Notes: The above include top responses from participants who indicated they were parents. Respondents were asked questions about immediate (now and in the next two months) learning supports, communication supports, and educators supports needed for public schools, educators, and students/families they serve. Respondents had to rate their response options from one to five, with one being high priority, and five being lowest priority.

NON-INSTRUCTIONAL NEEDS AS IDENTIFIED BY PARENTS

MORE THAN TWO THIRDS OF PARENTS IDENTIFIED MENTAL HEALTH SUPPORTS AS A KEY NON-INSTRUCTIONAL NEED

Category	Percentage
Access to mental health supports such as school counselors, social workers and school psychologists	65%
Access to other targeted learning supports (speech therapy, occupational therapy)	57%
Supports for student safety	44%
Access to food/meals	37%

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Notes: The above include top responses from participants who indicated they were parents. Other items identified include fun activities for students, including opportunities for relaxed, social interactions, physical activities with groups of students, not just online classes and community help for low income families with non food items.

LONG-TERM NEEDS AS IDENTIFIED BY PARENTS

LEARNING NEEDS

- Evaluation of the extent of **student learning loss (42%)**
- Implementation of mastery-based or competency-based learning or other **personalized learning approaches (28%)**

EDUCATOR NEEDS

- **Training/supports for personalizing instruction**, digital curriculum creation and delivery, open education resources, etc. (41%)
- Mobilization and **collaboration with nonprofit/volunteer** education providers (24%)

WRAPAROUND SUPPORTS

- **Academic supports for students and families**, including tutoring/mentorship, guidance counseling (47%)
- **Economic recovery supports (28%)**
- **Mental health services** for dealing with trauma (21%)

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SHORT AND LONG-TERM NEEDS BY COUNTY

LEARNING SUPPORT PRIORITIES

New Castle County

40% of New Castle County respondents identify **evaluation of the extent of student learning loss** as top priority
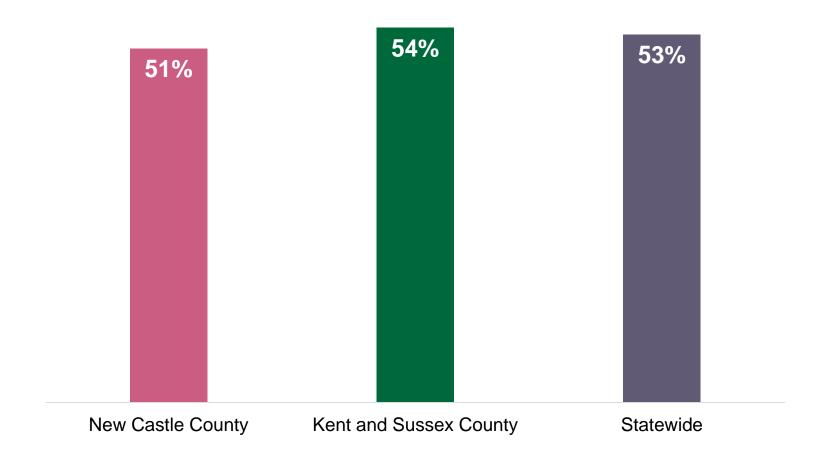
Kent and Sussex County

36% of Kent and Sussex County respondents identified **restructuring/extending school time to catch students up** (1:1 instruction, small group, extended day or calendar) as a top priority

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Notes: The above disaggregates responses based on county. Respondents were asked what longer term (when public schools return to in-person instruction) learning supports, communication supports, educators supports, and wrap around supports were needed. Respondents had to rate their response options from one to five, with one being high priority, and five being lowest priority.

PERCENTAGE OF RESPONDENTS IDENTIFYING WI-FI AND/OR BROADBAND INFRASTRUCTURE AS TOP PRIORITY BY COUNTY

New Castle County	Kent and Sussex County	Statewide
51%	54%	53%

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Notes: The above disaggregates responses based on county.

COMMUNICATIONS SUPPORT PRIORITIES

New Castle County

51% of New Castle County respondents identified clear expectations communicated to all schools and district staff about their roles and responsibilities as a top priority

Kent and Sussex County

56% Kent and Sussex County respondents identified clear expectations communicated to all schools and district staff about their roles and responsibilities as a top priority

EDUCATOR SUPPORT PRIORITIES

New Castle County

41% New Castle County respondents identified **training and supports related to trauma/grief/impact of crisis** as first priority

Kent and Sussex County

35% Kent and Sussex County respondents noted **training and support for educator stress and trauma** stemming from the pandemic as first priority
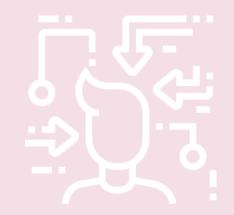
WRAPAROUND SUPPORT PRIORITIES

New Castle County

53% New Castle County respondents identified **economic recovery supports**

Kent and Sussex County

44% respondents from Kent and Sussex County identified **mental health services** for dealing with trauma

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LEARN MORE

We're always interested in discussing and sharing our work.

If you have questions or would like to learn more, contact us at info@rodelde.org