



Parent and Teacher Experiences During Initial Pandemic-Related School Closures

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Learning Frontiers

- Early Learning Network
 - Research network working to improve the academic success of children
 - 3 studies
 - systems-level policies
 - classroom observation
 - longitudinal

Longitudinal Study

- Identify malleable factors associated with early learning and school achievement over time from preschool through 3rd grade.
- Preschool-1st grade completed pre-pandemic
- COVID-19 closures occurred in the spring of 2nd grade



Learning Frontiers

PreK to Grade 3



- Central Nebraska Community Action Partnership
- Columbus Public Schools
- Chadron Public Schools
- Cozad Public Schools
- Creighton Community Schools
- Fairbury Public Schools
- Gering Public Schools
- Gordon-Rushville Public Schools
- Kearney Public Schools
- Lincoln Public Schools
- McCook Public Schools
- Norfolk Public Schools
- Northwest Community Action Partnership
- Omaha Public Schools
- O'Neill Public Schools

COVID-19 Study

- Captured the real-time experiences of parents and teachers during the spring of 2020 following the transition to remote instruction
- Participants
 - 67 second grade teachers
 - 145 parents of second grade students
- Data: parent & teacher surveys
 - Likert-type items
 - Open-ended free-response items (teacher only)

Quantitative Results:

Stress during remote instruction

- Parents' primary source of stress was their child's education.
- Teacher stress significantly increased following the transition to remote instruction.
 - On a scale of 1-10, teachers rated their stress before COVID-19 at the midpoint (5.45)
 - During COVID-19, their stress increased to more than 7.0

Qualitative Results:

Teacher reported challenges

- 3 themes emerged:
 - Motivating students to work hard remotely
 - Adapting remote instruction and assignments to individual students' needs
 - Collaborating with parents to support learning at home

Implications

- Ongoing recovery efforts may include mental health support for teachers
- Early childhood workforce development may consider addressing remote teaching skills, individualized student instruction, and stress management strategies
- Parent COVID-19 pandemic experiences may inform future home-school partnerships and services offered to parents
 - Potential need for intentional efforts to build and restore mutual collaborative partnerships