

PARENT & GUARDIANS' SURVEY RESULTS: RESOURCE PARENTS

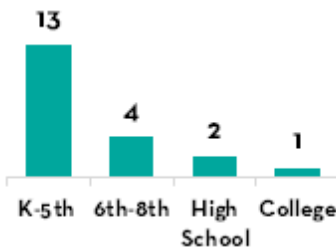
May through June of 2020, the Office for Students in the Care of D.C. (SCDC) and the SCDC COVID-19 Response Working Group coordinated an online survey for resource parents with students involved in the foster care or child welfare system to better understand the impact and effects of distance learning during COVID-19. The point of the survey was to gauge levels of support and identify common challenges specifically impacting resource parents, families, and students across the District. The survey was distributed electronically through agency partners at The Children's Law Center (CLC) and the Foster and Adoptive Parent Advocacy Center (FAPAC).

17 resource parents completed the survey representing approximately 27 children and young people.

FAMILY DEMOGRAPHICS:

Almost half of respondents reside in Ward 7, with the remainder scattered around the District and Maryland. Most of the resource parents have 1-2 students in their home with two individuals having 3 students. The overwhelming majority of respondents have younger-aged children, with **approximately 70 percent (12 resource parents) having children under the age of 11.**

Grade Level Breakdown



At the time of completing the survey, 40 percent of parents shared feeling

HAPPY, STRESSED, & OVERWHELMED.

Ward Breakdown



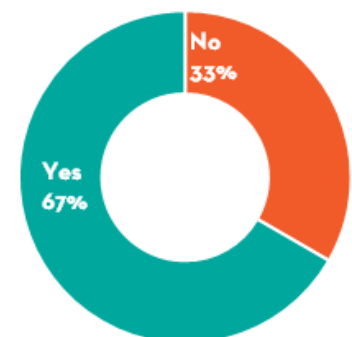
FAMILY THOUGHTS ON DISTANCE LEARNING:

Almost all parents - with the exception of two - were in contact with their child's teacher during distance learning; however, **7/17 families did not feel connected to their child's school.** When asked if they were **satisfied with the quality of their child's remote-learning over...**

50%
responded **NO.**

Additionally, over **40 percent of parents did not feel they were receiving enough support from their child's school or teacher** during distance learning.

Do you know who to call at the school if you need more support?



WHAT DID SCHOOLS DO WELL DURING DISTANCE LEARNING?

Parents were thankful that schools tried to adapt to the changing climate and provide the necessary resources to families as they transition into distance learning. This included: teacher engagement through Zoom, phone calls, text, or email; assigning additional schoolwork; and helping connect students and families to technology.

WHAT AREAS CAN SCHOOLS IMPROVE UPON?



Six parents wanted additional instruction time and school assignments for their student[s]. Parents cited wanting more **clarity with the instruction** and for the **schools to have more patience** as they navigate home-schooling, monitoring their child's technology use, and working remotely.



"A more polished offering of distance learning... so far we've received paper packets that are predominantly in a language we don't speak, sporadic sessions online beginning 7-weeks in and supplemental videos my child is not engaged with that also started way too late in the game.

~Ward 4 Resource Parent/Guardian



WHAT ADDITIONAL SUPPORTS DO FAMILIES NEED AT THIS TIME?

- **School supplies**, including additional access to technology so devices are not shared between parents and other siblings.
- **Tutoring services.**
- **Increased funding supports**, specifically for daycare vouchers and rental assistance.
- **Clearer instructions on accessing technology and remote learning.**

"I think kids in care are feeling extra isolated especially since family visits are often video chat. Hosting some live games or online events for resource families would be great."

~Ward 6 Resource Parent/Guardian