



**The Prichard Committee**

Building a Groundswell for Excellent Education

# Coping with COVID

## Teacher & Family Study

*A study of the pandemic's impact on education. Told by Kentucky families and teachers. Captured by a 9-member intergenerational citizen research team.*

November 2020

“ I never thought about it. I always sent him to school and never dealt with it. I knew he was safe and learning. Now I am having to really think about his learning, his participation, and so much more.

*-Kentucky Parent*

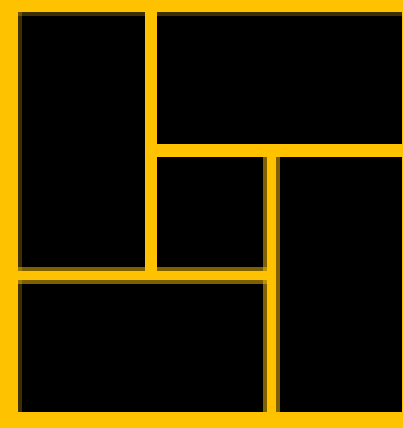
“ I think right now high-quality teaching includes being connected to your students on a personal level, just making sure that they're okay, and that they're having mental health checks, making sure that they are comfortable and that they're not worried about other things that get in the way of their learning.

*-Kentucky Teacher*

“ I just think that education will look different from here on out. I think education has changed, and I think that it's important for us as an education community to start thinking, 'What will the future hold?'

*-Kentucky Teacher*





---

## Who We Are

We are a citizen research team of school stakeholders. Dubbed the “Intergen 9”, our team consists of three parents, three teachers, and three students representing eight districts across Kentucky. Five of us are people of color. We were charged with amplifying the voices of Kentucky teachers and families navigating teaching and learning through the COVID-19 crisis. Our work is inspired by the mixed-methods *Coping with COVID Student-to-Student Study* conceived by the Prichard Committee Student Voice Team. This report is supported by an Accelerator Grant from Seek Common Ground.

---

## What We Did

The *Coping with COVID Teacher and Family Study* is a stakeholder-driven initiative launched in the wake of statewide school closures. The goal is to understand the social and emotional learning experiences of students’ primary support system during the late summer and early fall months of the COVID-19 crisis. Our study includes both a survey and qualitative peer interviews conducted by the teacher and parent members of our team.

The *Coping with COVID Teacher and Family Survey* was created by the Intergen 9 citizen researchers. We disseminated it widely and digitally through the team’s family and teacher networks in the weeks leading up to and including the start of the new school year (Aug. 4 through Aug. 21, 2020). When the survey closed, over 4,000 people responded from 111 of Kentucky’s 120 counties. Of those, 2,068 people fully completed it, including the final demographic section, which allowed us to count them in the final results.

We used a Spanish language version of the survey and made efforts to target individuals and groups who were underrepresented in the responses after the first week of the survey window. And though we were as intentional as possible about reaching the most representative sample possible, and though we did get some diverse geographic representation, our results for both parents and educators skewed white, female, and middle class.

Our survey covers six main topic areas: COVID-19, mental health, teacher morale, family morale, communication, and remote teaching and learning. We recognize that perception and experience in August 2020 may not accurately represent current sentiments, as schools’ responses to the pandemic are especially dynamic. However, we have selected data for this report that we believe provide a valid representation of family and teacher lives and that have implications for improving education policy and practice.

---

## Why We Did It

The rationale behind our project is threefold:

1. By surfacing data and stories, we hope to provide insight that can guide local and state-level decision makers to be more responsive to the needs of families and teachers as we work our way through the pandemic;
2. By sharing this research, we also hope to bridge the empathy gap between students, families, and teachers that can be exacerbated by a crisis like this; and,
3. By operating as an intergenerational team and co-designing our research strategy in the way that we did, we hope to provide a scalable model for how students, families, and teachers can—and really should—act as citizen researchers to ensure education equity and make our education system the best it can be for all stakeholders.

## Survey Reach

111 OUT OF 120 KENTUCKY COUNTIES REPRESENTED

Survey Sample	Teachers	Families (no teacher-parents)	Teacher-Parents (counted as teachers)
2,068	1,306	762	501

## Teacher Demographics

WHITE	MASTER'S DEGREE	MIDDLE CLASS	WORKING CLASS
95%	78%	62%	15%

We removed administrators from the "teacher" data to keep the focus on student-teacher interactions in the classroom. However, we included administrators in our family data as appropriate. For our analysis, we counted our teacher-parents solely in the teacher category. We felt that a parent who is also a teacher might have extra insight that could serve as an informational advantage and skew the parent results. Of the teachers surveyed, 8% teach English Language Learning, 12% teach Remedial or Intervention, 26% teach Special Needs, and 14% teach Gifted and Talented classes. In addition, 36% of teacher respondents reported that most of their students come from poor families; 31% said most come from working class families; and 15% said most of their students come from middle class families.

## Family Demographics

WHITE	MASTER'S DEGREE	MIDDLE CLASS	WORKING CLASS
92.3%	48%	53%	17%

We use "family" in this report as a broad, inclusive term to capture the role of parents, grandparents, guardians and other key student caretakers. The families surveyed had students evenly distributed across the K-12 spectrum. 23% had students in grades K-2; 33% had students in grades 3-5; 23% had students in grades 6-8; and, 25% had students in grades 9-12.

## Peer Interviews

TOTAL	PARENTS	TEACHERS	TEACHER/PARENTS
24	10	6	8

In an attempt to address the limits of our survey sample, from September 28-October 23, our research team sought out those who were underrepresented in the survey. Among others, our interview sample targeted male and African-American parents and teachers, as well grandparents raising grandchildren. The teachers and parents on our team interviewed their peers from both rural and metro areas across the state. We also spoke with parents, grandparents, and teachers of children with special needs, and those who have special needs themselves.

## Report Sections

COVID-19

Page 3

TEACHER MORALE

Pages 5 & 6

COMMUNICATION

Page 8

MENTAL HEALTH

Page 4

FAMILY MORALE

Page 7

REMOTE TEACHING &  
LEARNING

Page 9

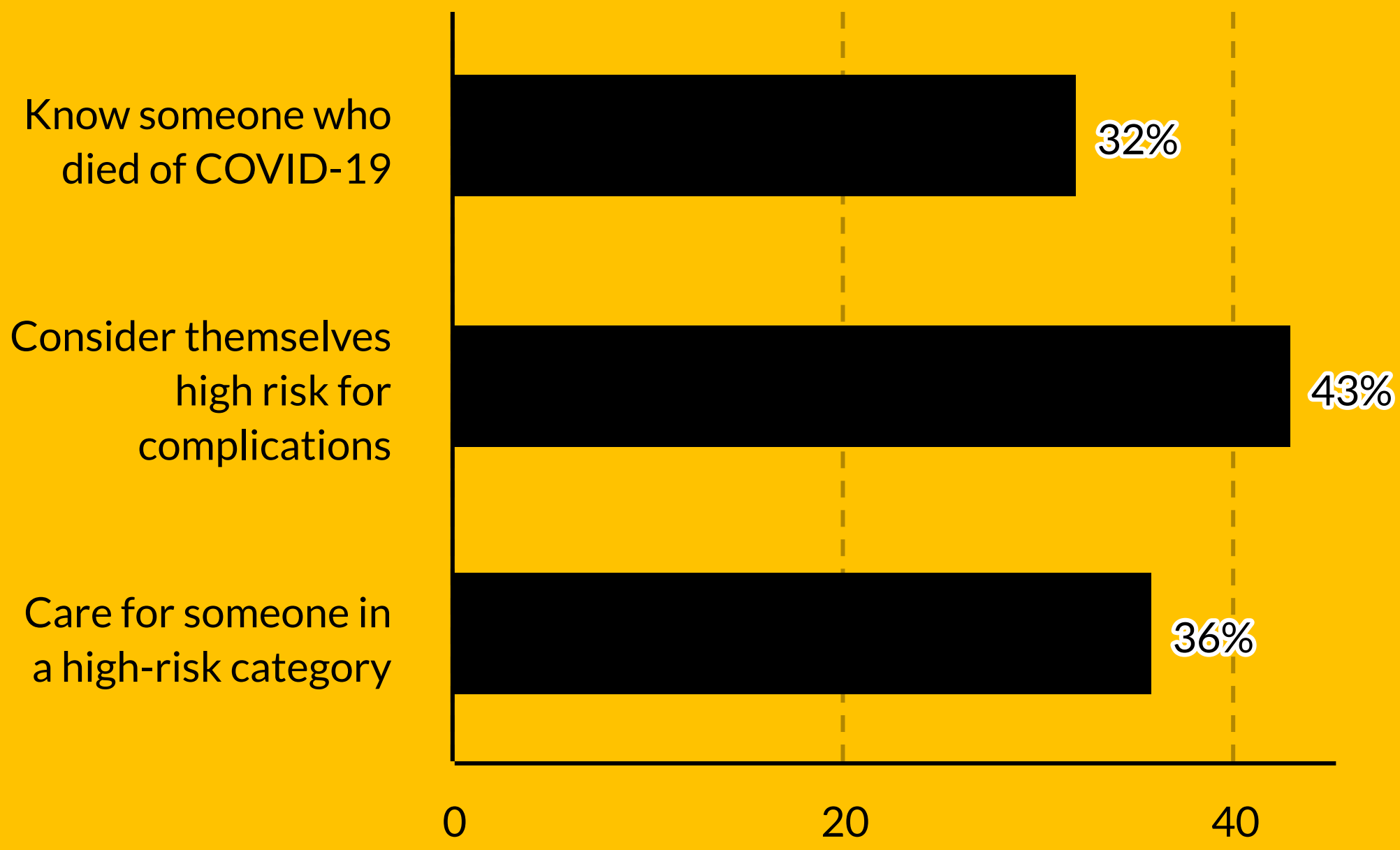
# COVID-19



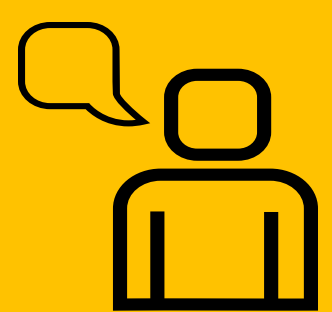
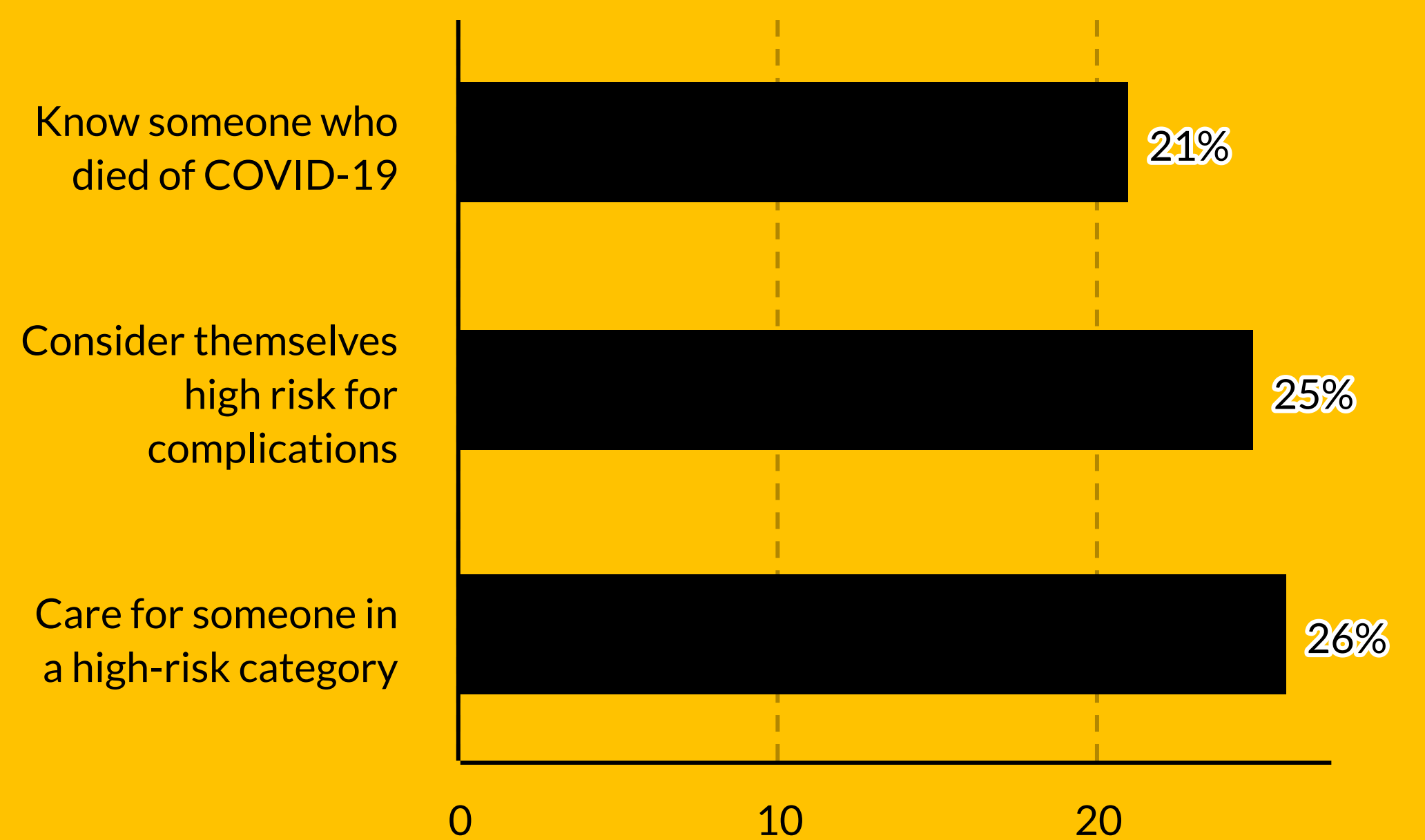
## Key Finding

For a large number of Kentucky teachers and families alike, health and safety concerns around COVID-19 exposure are informed by direct experience.

### Teacher Responses



### Family Responses



## Teacher & Family Voices

“My son will be going to in-person next week. I am concerned about that. I have COPD, and my lungs are very weak. I've talked to the school board about my concerns, but they said he has to come to school. I am worried that he will bring home COVID and I will get sick. Then they will have a problem with me. I need to be safe.”

Parent in  
**Jessamine County**

“I personally don't feel that anything is working well right now. My biggest issue is the lack of transparency with COVID. Just recently, I translated for an ESL student who tested positive for COVID and no one called me. I don't feel like I should know about everyone who is positive, but I should know if I have worked with them. I keep my child home for virtual learning but come to work where other people's kids cough all over me, so I am most likely taking it home anyway.”

Teacher and Parent in  
**McCracken County**

“Initially the issue that really stood out for me and a lot of my colleagues was how are we going to stop the spread of COVID within our schools? And how are we going to be able to teach effectively while doing that? Because you have to think about social distancing or having to be the mask police and washing hands. They're kids, and they want to hug up on each other and hang out and talk because they haven't been able to do that. And so, my biggest issue then was, how do you keep them from doing that? And now that school has started, we are actually teaching both virtually and in person, and that is a huge issue. Huge.”

Teacher and Parent in  
**Laurel County**

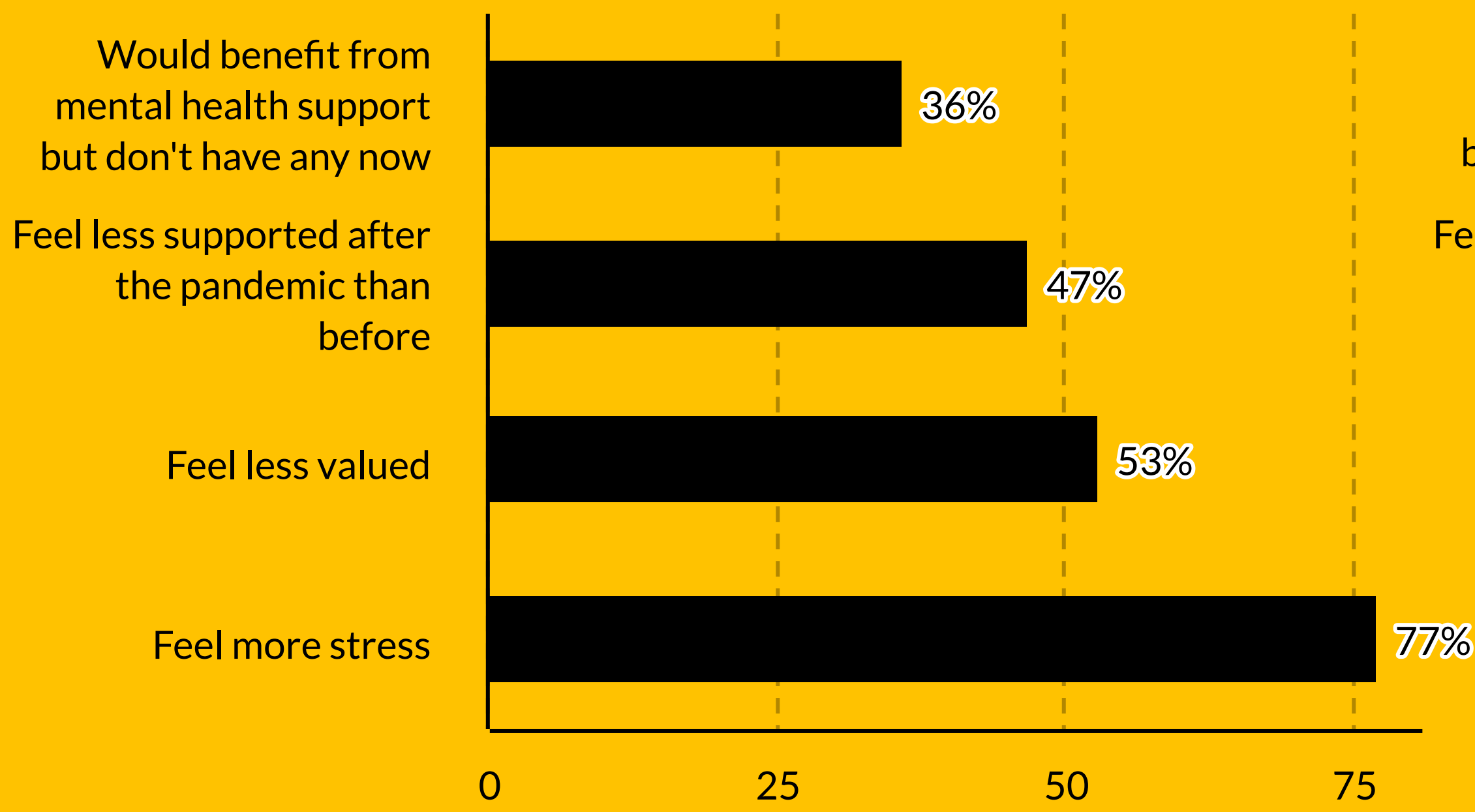
# MENTAL HEALTH



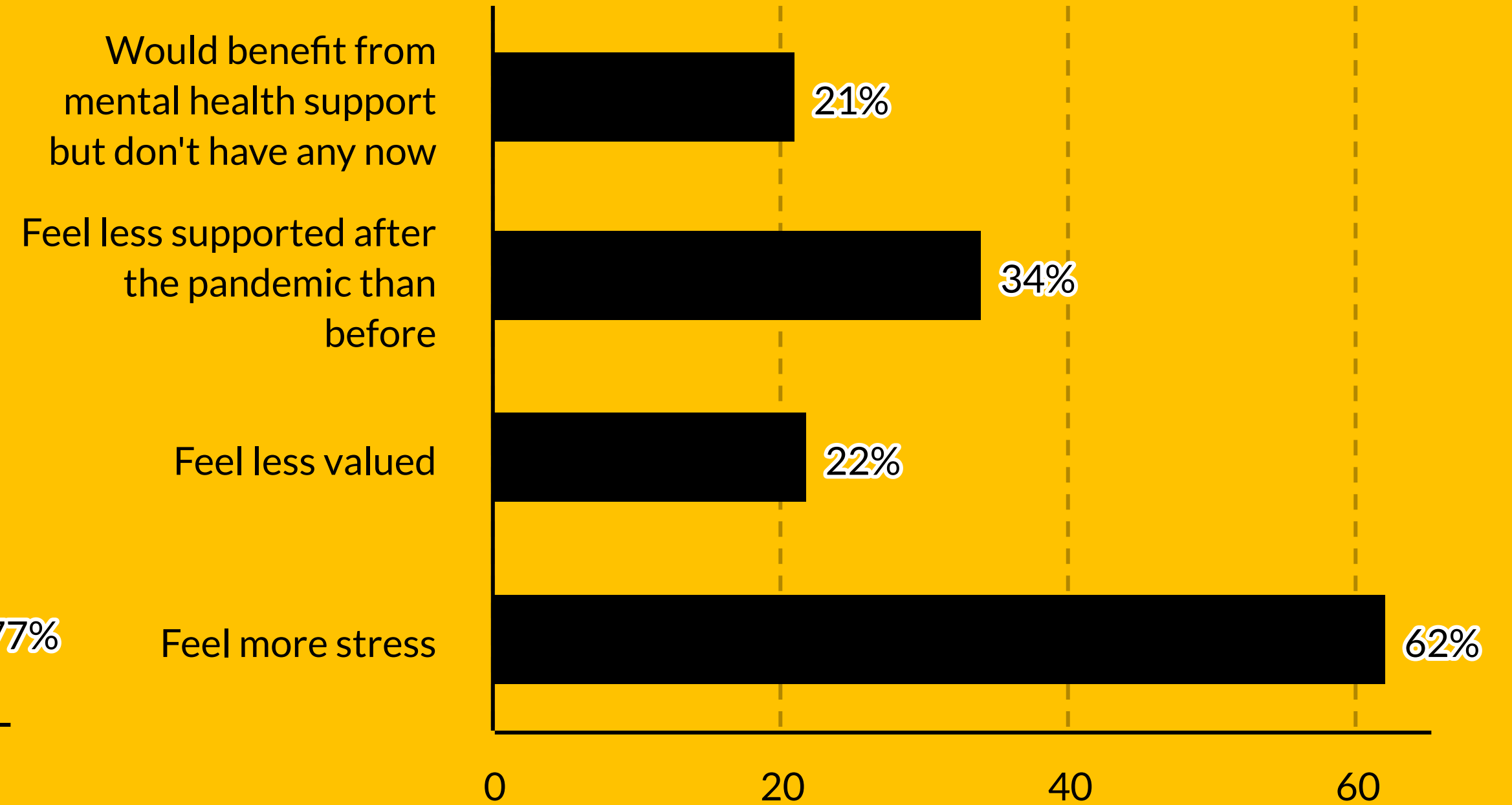
## Key Finding

Since the pandemic closed Kentucky schools, more teachers and families want and need mental health support.

### Teacher Responses

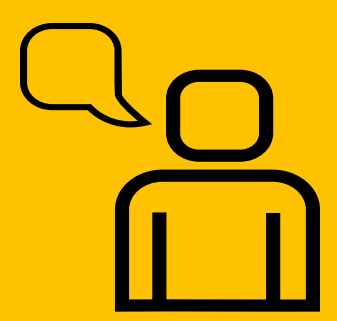


### Family Responses



Other data to consider that underscores the mental health needs of teachers who are also parents:

- The percentage of parents who are also teachers who said they would benefit from mental health support but didn't have any before vs. after COVID nearly doubled, from 26% to 50%.
- Compared to before schools closed: 34% of parents felt less confident, but 50% of teacher-parents felt that way. 22% of parents felt less valued, but 52% of teachers felt less valued. And 34% of parents felt less supported, but 47% of teacher-parents did.



## Teacher & Family Voices

“ I personally just think that all our teachers in general should be given credit. I know what it is like to be home with one kid doing classwork. It is so frustrating. I do not know how teachers do it. It has been a struggle for me. All their different personalities. I don't know how teachers do it. The only thing I know is that I don't know a solution. I never thought about it. I always sent him to school and never dealt with it. I knew he was safe and learning. Now I am having to really think about his learning, his participation and so much more.

Parent in  
Carter County

“ Overall, there is a huge lack of support and knowledgeable sources for teachers. Teachers are being told two different things about everything they are supposed to be doing. Teachers are confused and filled with uncertainty. I see teachers that have been teaching for two years or less being totally done with the profession. Personally, I feel burnt out more and more every single day. I pour myself into work because it is what I love to do. I will never stop being a teacher; however, there is no fun and joy in this anymore. This is my 5th year teaching.

Teacher and Parent in  
Marion County

“ I think high-quality teaching and learning includes a big piece of emotional health stability, a big piece of making sure-even bigger than being able to ask really engaging questions-is making sure that the kids' needs are being met in a way that they can readily concentrate on the content. I think right now, high-quality teaching includes being connected to your students on a personal level, just making sure that they're okay, and that they're having mental health checks. Making sure that they are comfortable and that they're not worried about other things that get in the way of their learning.

Teacher and Parent in  
Simpson County

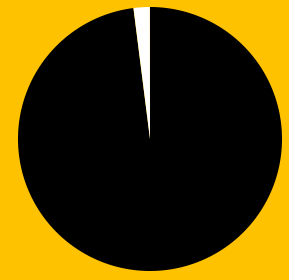
# TEACHER MORALE



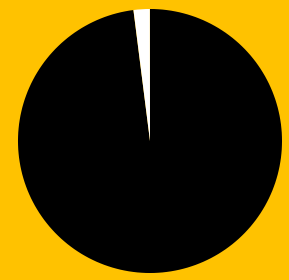
## Key Finding

Many more Kentucky teachers are feeling more vulnerable in their profession, and teacher morale is taking a major hit.

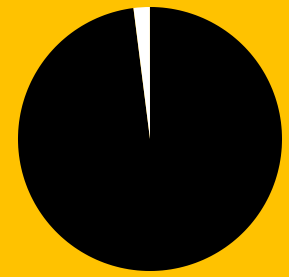
### Before the Pandemic



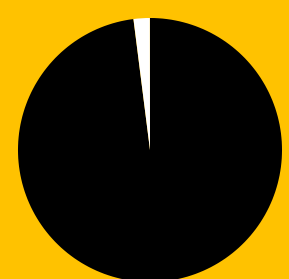
100% of teachers felt their teaching led to **meaningful** student learning.



98% of teachers felt **motivated** to teach.

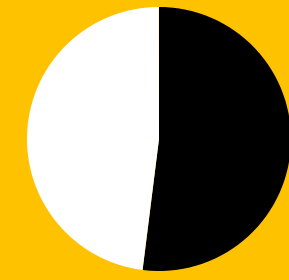


81% of teachers said their **workload** felt manageable.

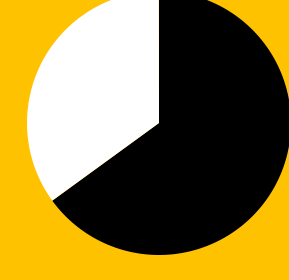


98% of teachers felt **confident** about their instruction.

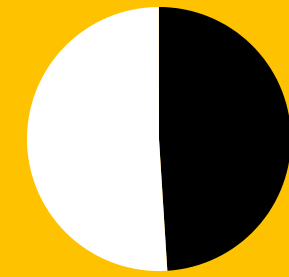
### During the Pandemic



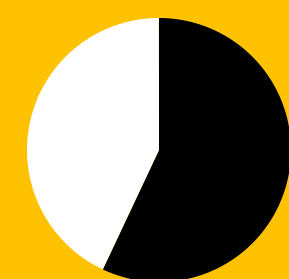
52% of teachers feel their teaching leads to **meaningful** student learning.



65% of teachers feel **motivated** to teach.



49% of teachers say their **workload** felt manageable.



57% of teachers feel **confident** about their instruction

↓ 48%

↓ 33%

↓ 32%

↓ 41%

61%

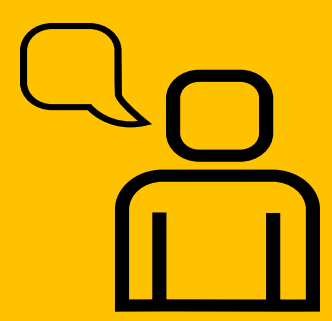
Teachers feel prepared to close learning gaps caused by COVID-19.

27%

Teachers considering leaving the profession in the next year due to COVID-19.

14%

Teachers feel as though they have no permission at all to implement solutions to the problems they find.



## Teacher Voices

Teachers cite four key reasons that they are considering leaving the profession: safety, childcare needs, financial pressure and feeling voiceless.

### Safety

“ We need recognition that teachers can’t be expected to follow the COVID guidelines in person and teach their subject! It’s impossible and no other group has been able to get all people to follow guidelines for COVID and that’s with adults. Try doing that with kids! People need to wake up! We aren’t magicians, babysitters or nurses! Many of us fear for our lives and those of our own families. Some parents don’t think their kids should even follow the guidelines! We are doomed.

### Financial Pressure

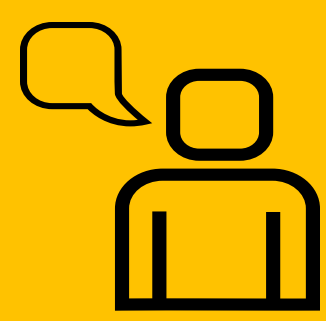
“ I do not want to leave. I am a fifth year teacher. However, with an autoimmune disease, I am at high risk and wish that I had the option to retire or take a leave of absence. My district is not offering flexible options for staff who are at-risk. Instead, I was presented with three options for leave, none of which are financially possible for my family.

### Childcare Needs

“ I am a single parent of an incoming kindergartener. Working from home while caring for a child who is supposed to be educated at the same time is a concern. Choosing to resign from my position when I am the sole provider for our family is a concern. My parents, aged 60+, are my only available form of childcare as needed, and returning to work/school would triple their exposure. Ultimately, if I should die from this or any other cause, custodial, financial, and legal issues will have to be dealt with for my minor child.

### Feeling Voiceless

“ I haven’t been asked or involved in any conversations about reopening. A simple line of communication would make me feel like I’m not just a warm body to babysit kids.



## Teacher Voices

“I just think that education will look different going forth from here on out. But whether we have vaccines for COVID, I think education has changed. And I think that it's important for us as an educational community to start thinking, 'What will the future of education hold? Does state level high-accountability testing really matter at the end of the day?' Because I know that teachers were still working harder at the end of last year than they ever were before. And I think sometimes we have to have a grade from the state to either give you the pat on the back that you're doing the job that you need to be doing, or you get reprimanded for not getting the grade that you need to be getting. So is that really the best way that we can spend money in education?”

Teacher in  
**Simpson County**

“I thought that district guidance would be an issue on how we accomplish this, because we didn't receive really any direction from our district. And then when we did actually start back and they had required mandatory trainings for teachers, none of it was really anything that we needed. So my fear was--because they never really asked teachers what we needed--that they weren't going to take that into account. And that fear came true.

Teacher in  
**Fayette County**

“I cringe. It's not high-level learning. I just don't know how to maintain it. I'm unequipped for this, as far as what this looks like. I'm afraid that the students are, too. I just, I don't see. I don't know.

Teacher and Parent in  
**Lewis County**

“Even living within the city limits, our internet has been spotty at times. So that has created challenges sometimes because we could use a hotspot from our phone, but where we live, there's a lot of trees and so we don't have always good cell service. But internet is a big thing. I think also just getting teachers or educators just to understand, and parents too, the importance of communicating with each other through this. So you have your Dojo, you have your texting apps, those things are important. And we need to make sure that parents, community members, and teachers feel comfortable and know how to use those.

Teacher and Parent in  
**Simpson County**

“My son was staying at home with my husband who only has to go into his office one day a week. And then on that last day, he'd come in with me. So, I would get home after teaching virtually all day and trying to wrap my brain around like, "Okay, how can I deliver this content virtually?" I would have to sit with him and help him work because he has Asperger's and so getting him to complete work sometimes is like pulling teeth. There's times that I can't get to emails until the end of the day, that's just part of the issue. I've got in-person students I have to work with too. And we just have to show grace and as much grace as we possibly can and not blame the teachers. And don't blame districts, because we're dealing with something that's beyond our control.

Teacher and Parent in  
**Laurel County**

# FAMILY MORALE

---



## Key Finding

Most parents surveyed reported that both they and their children struggled with distance learning last spring, and many reported lowering their expectations as a result.

## Family Responses

78%

reported their children **struggling with learning at home** and online teaching.

71%

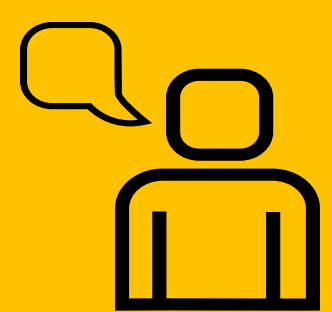
reported **struggling with helping their children** with remote learning work.

54%

reported that their **children were either never engaged or only somewhat engaged** in their learning activities and tasks last spring.

32%

**lowered their learning expectations** in the spring



## Family Voices

“ Their mom died of cancer in April during COVID, and they are both adopted. Their dad left their mom when she found out she had cancer. They have experienced so much trauma over the last few months. I thought it would be an issue with the 3rd grader. She is ADHD and has other issues. She is on medicine. I was afraid she would not sit down to do virtual school. It is difficult to get her to sit and do school. We are active and I have never made her sit. Plus, I work all day and it is hard for me to come home to sit and help with lessons.

Grandparent in  
**Magoffin County**

“ [My grandson] with severe nonverbal autism would drive by school, and he would have a meltdown. He really missed the school routine--even if it is only a couple hours a day--just to get socialization for being nonverbal and keeping his learning going.

Grandparent in  
**Whitley County**

“ I believe most of my daughter's teachers provide her with honors level work. I agree with the system that is in place for holding students accountable. My daughter must be logged in at certain times for certain classes. She is able to upload her work. The system and expectations are clear. I just don't believe this system is consistently being enforced. Parents are not being held accountable, nor are they acting responsibly. If parent participation were better, I think it would be more beneficial for lower grades to receive live virtual instruction. Our feedback is being considered with our students. I chat with teachers frequently, all except one of them. The rest of the teachers chat right back when I send them a message. My daughter will be starting tutoring with one of her teachers soon. Our families need computers, internet access, and "how to" classes on using the internet. Parents need help on learning how to use Microsoft Teams. People are tired.

Parent in  
**McCracken County**

“ We tried to do the virtual, and it did not work. We ended up deciding to do homeschooling with her. When school started, they were doing these little tweaks here and there [so she could] see the interpreter and the teacher at the same time. They didn't have any of it fixed, and it overwhelmed her. She could not see the teachers, the interpreter or the presentation. It was just three things going on at once and she could not see all three of them. And it overwhelmed her to where she was like, I can't do this. So that's when we made the decision that the best choice was to homeschool her because we did not feel that they were accommodating her in her needs as being a DHH (Deaf or Hard of Hearing) student.

Parent in  
**Daviess County**



# COMMUNICATION



## Key Finding

When Kentucky schools closed last spring, teachers tried multiple approaches to communicate with and engage students remotely, with varying degrees of success.

Teachers reached students & families in a range of ways:

82% 

tried phone calls.

81% 

tried texting.

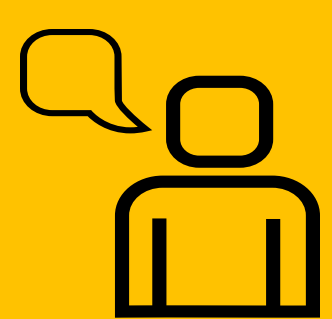
78% 

tried video conferencing.

39% 

tried one-on-one meetings.

- 56% of teachers found using an education platform to be successful for engaging students in remote learning; 54% found the same for Zoom or other video conferencing; 41% said text was effective; and 37% reported contact with parents to be a successful strategy for promoting student engagement
- Parents identified giving personalized guidance (78%), providing an option for virtual tutoring (64%), and facilitating virtual parent meetings (54%) as the top three ways to do remote learning well.
- 24% of families report little or no communication with their child's teacher last spring.



## Family & Teacher Voices

“The role of the administrator is to support and communicate with families to ensure that they know what is expected at this time. When we think about high expectations, yes, we want our children to complete and be engaged in instruction on a day-to-day basis, whether they are virtual, in-person or hybrid. So we have to ensure that those standards are the same as they would be when we are in person, but also understand that families need support, and families need opportunities to engage with administrators or teachers on how to navigate this new world.”

Administrator and Parent in  
**Warren County**

“When the quarantine first happened, there was way more communication through email. This year, there's like hardly anything. Instead of communicating with the teachers, it's like you're communicating with the computer, which is not easy sometimes.

Parent in  
**Bath County**

“I have noticed the needs in the community are access to technology, as well as better methods of communication. Without a doubt, parent/teacher communication has grown at an incredible rate this year. Despite this, I am seeing that parents still seem confused about most information sent out. I am seeing a need for information to be presented more often and more clearly to families. I think if there is a system put in place right now that families get used to and frequently check and respond to, we will be more likely to keep these relationships that we are seeing right now. If not, we are going to lose all this parent support that we have now.

Teacher and parent in  
**Marion County**

“Honestly, it is the simple things that matter at this point. Students are just wanting to be heard and known. I believe that so many of the scholars, especially the middle school scholars, are wanting their voices heard and their concerns acknowledged. We are providing grace to them because as adults, we need grace from time to time. Why would we not extend that to the scholars, too? So, just making sure the students are cared for, pushed to their potential, and taught content with grace is really high-quality teaching in this virtual environment. We can maintain high expectations for student learning by making sure the students stay on task and with us during the class and classwork. Anytime we notice a student falling behind, we immediately reach out to them and their parents and try to come up with ways to extend ourselves for them. I always ask the students what questions they have or concerns that they would like to share. I do this multiple times during the lesson. Before logging off Zoom, I again ask. As they log off, I continue asking.

Student Teacher in  
**Fayette County**

# REMOTE TEACHING & LEARNING



## Key Finding

While some find benefits in remote instruction, many families and teachers face significant challenges to support teaching and learning from home.

12%

families said they did **not have access to reliable Wi-Fi.**

21%

families said providing care for their **child at home while they work is a big concern.**

15%

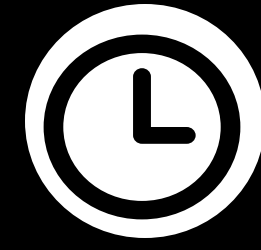
teachers said they must **share the devices** they use for teaching with others in their home.

33%

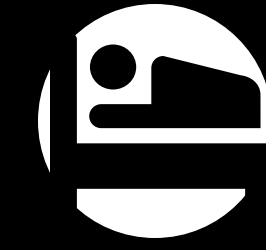
teachers said they only **sometimes or never have access to a distraction-free environment** when teaching from home.

Top 3 responses from 566 parents asked:

"What aspects of remote learning were productive for your child?"



Flexibility, ability to learn at own pace



Better sleep



Fewer distractions at home than in school



## Family & Teacher Voices

“ There are a lot of kids that are at home by themselves, and they do not have ready access to help in doing the work. There are a lot of families where the bottom line is people have to work. While the adults are at work, the kiddos are at home by themselves or with a sitter, and they do not have access to help when doing the problems.

Teacher in  
**Simpson County**

“ It is difficult because a lot of times my child is home working on things by herself. It's hard for me to divide my time when I am home, because I feel like I need to be checking emails and answering students, but my child needs help as well.

Teacher and Parent in  
**Hopkins County**

“ We can keep our expectations high, just challenging them to do their best even during these weird circumstances. Give them grade-level work, and harder when necessary. For students who are not engaged in remote learning, I'm differentiating instruction by making videos for kids needing additional support and giving them choices in the assignments they complete. I'm getting feedback by using Google Forms for quizzes and formative assessments to make sure my students have demonstrated mastery before moving on to a new topic. I also do Zoom hangouts where kids can talk with me about their needs. The needs that have emerged during the COVID-19 pandemic are definitely childcare and internet access. Well, internet and technology. Lots of kids don't have internet, but even the ones who do, struggle with having multiple siblings and only one Chromebook per household.

Teacher in  
**Hopkins County**

“ My favorite thing that's happening really, really well right now is that a lot of the students in my district have parents who are working, and they don't have a lot of guidance with them at home. And you would think that would be a bad thing, but they are the ones that do have the resources and are signing on are acquiring the most awesome real-world skills. There's no teacher coming to their classroom and pulling them out and telling them where they need to be at certain times, so these kids have to be accountable for themselves. They're using their clocks on their computers, and they're writing down schedules and they're teaching themselves, with assistance from us of course, why telling time and keeping a schedule is a real world skill. And included in all that is math and planning and elapsed time and all these things that you wouldn't necessarily have thought your students would learn. It's amazing.

Teacher in  
**Fayette County**



# Report Recommendations

## Coping with COVID

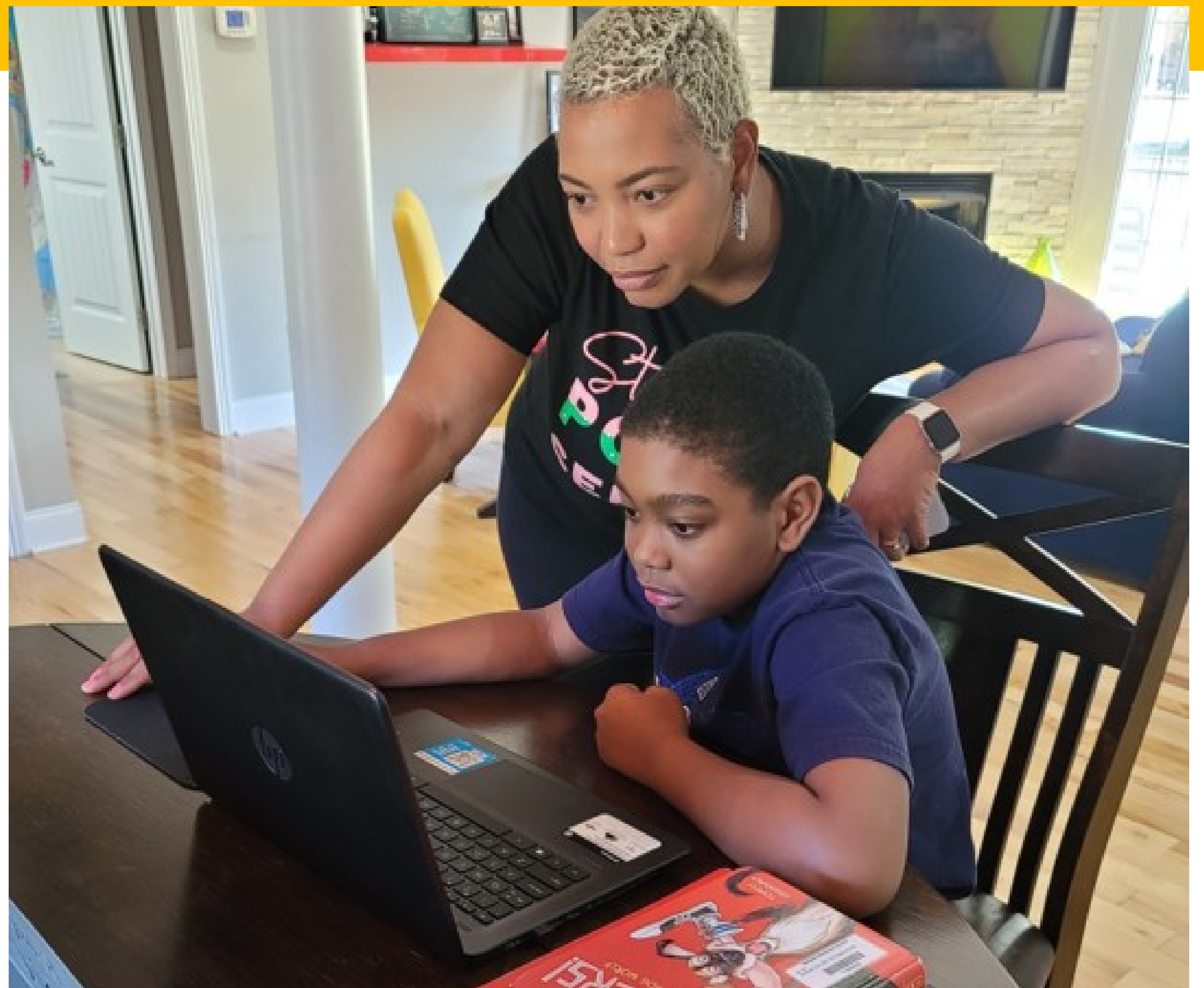
- Ensure COVID-19 decision-making processes are flexible and responsive to the changing needs of families and students;
- Generate clear messaging that communicates changes in COVID-19 safety policies and routines;
- Normalize consistent and transparent two-way communication between families, students, teachers, schools, and the community.

## Mental Health

- Share resources and mental health supports available in the local community as well as in the school with families;
- Create personal hand-offs when possible rather than contact sheets of phone numbers; and,
- Highlight the importance of social and emotional needs along with academic ones.

## Teacher Morale

- Provide more consistent informal and formal professional learning opportunities for teachers to share solutions with each other;
- Include teachers in the design of data gathering tools and systems that inform decision-making;
- Acknowledge that academic skill development is only one aspect of what schools and communities are asking of teachers;
- Foster teacher agency. Provide more flexibility in lesson planning, instructional delivery, and scheduling models that directly impact the ability of a teacher to:
  - individualize student support,
  - share best practices and lessons learned with other teachers, and
  - improve the quality of student learning experiences.



## Family Morale

- Include families in the design of data gathering tools and systems that inform decision-making;
- Increase intentional interactions between teachers, families, and students that:
  - foster relationship building,
  - maximize student engagement, and
  - improve two-way communication.
- Create more informal and formal opportunities to build technical capacity in parents that contribute to virtual learning success.

## Communication & Engagement

- Evaluate the consistency and quality of two-way communication systems with students, families, and teachers; and,
- Be proactive and intentional about reaching out and offering support and encouragement to those families who are disengaged or disconnected.

## Remote Teaching & Learning

- Advocate for increased funding and leverage community-based organizations to provide:
  - access to licensed counselors, social workers, and other mental health professionals for all students, families, and educators who need them and
  - basic needs, such as reliable sources of food and shelter;
- Create more internet hot spots, especially in rural areas that are under served; and,
- Give teachers, students, and families grace on communication, technology, and life. But also encourage grit so that our families, students, and teachers don't settle for less than what they need to be effective.



# Intergen 9 & Friends Research Team

## Parent Trio:

LaToya Benberry, McCracken County  
Penny Christian, Fayette County  
Annette Hines, Rowan County

## Student Trio:

Audrey Gilbert, Franklin County (Frankfort Ind. HS, 10th grade)  
Nyasha Musoni, Fayette County (P.L. Dunbar HS, 12th grade)  
Spandana Pavuluri, Jefferson County (Manual HS, 10th grade)

## Teacher Trio:

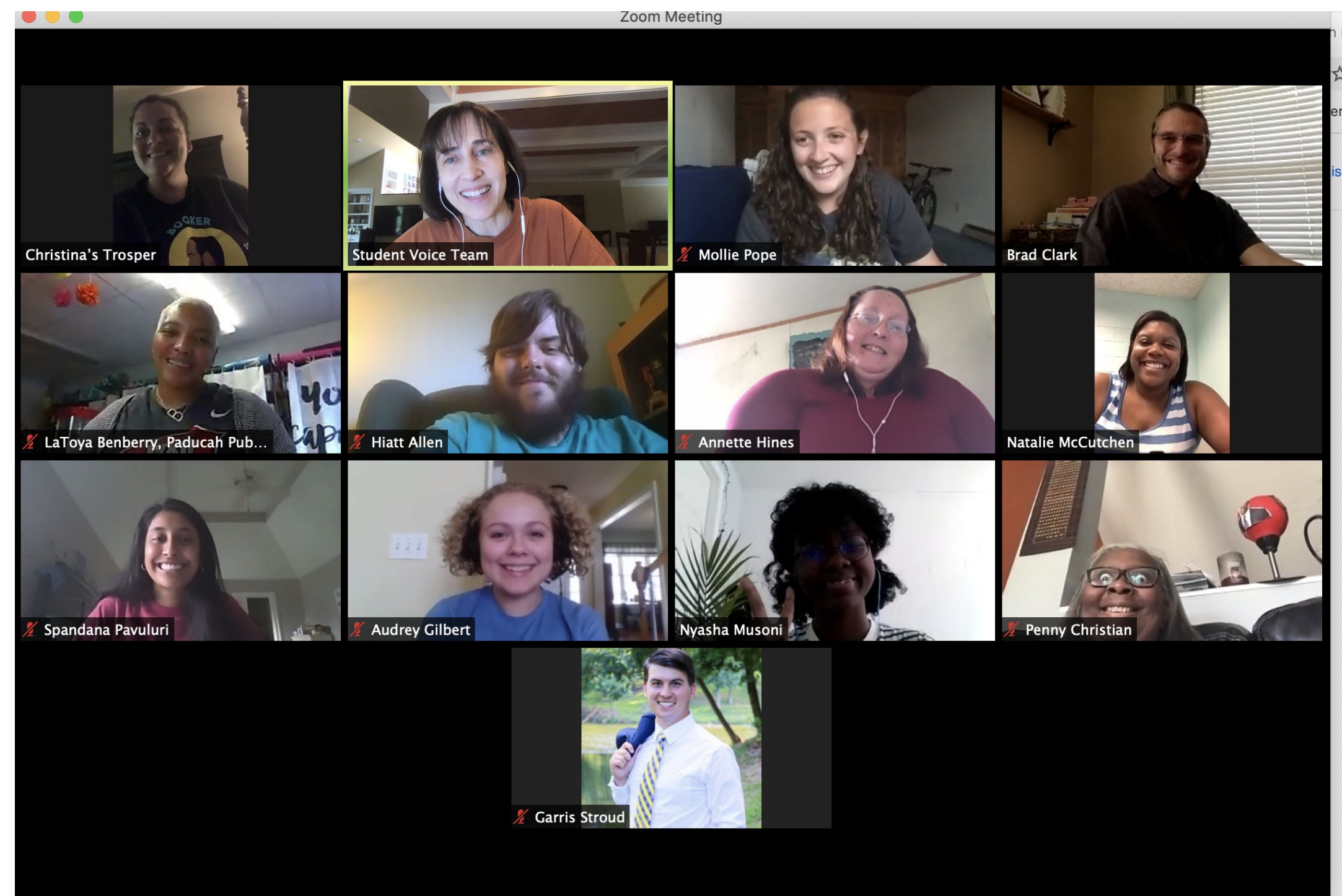
Christina Trospen, Knox County  
Natalie McCutchen, Simpson County  
Garris Stroud, Hopkins County

## Facilitator Trio:

Rachel Burg Belin, Prichard Committee Student Voice Team  
Brad Clark, Latent Talent Accelerator  
Mollie Pope, Prichard Committee Member, Knox County

## Hope Street Group Alumni Educator Interviewing Support Team:

Julia Bishop, Lee County  
Heidi Givens, McLean County  
Dana Thomas, Marion County

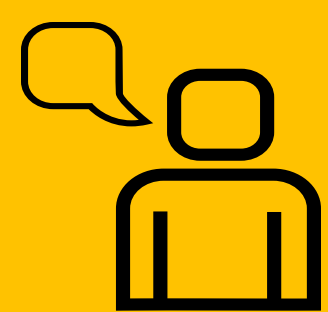


## Evaluation Intern:

Leighanne Guettler-James, Fayette County

## Special Thanks To:

The Prichard Committee's Jessica Fletcher for designing this report and Brooke Gill and Laura Beard for supporting our parent capacity, Hiatt Allen for assisting with survey design and dissemination, and Seek Common Ground for underwriting and championing our initiative.



## What We Learned

“ I think what was beautiful is that we're all from different areas, we all have different experiences as teachers, as students, as parents, and that there was more common ground among us and more commonalities than what we observed during our first meeting. I liked that what we were good at could bubble to the surface. More than anything, I felt like the process was really, truly collaborative.

Christina  
Teacher

“ What I think was very, very important was how engaged everyone was. Discussions are the first thing I think about when I think about our team, and I mean that in such an amazing way. We had these discussions where everyone was just able to talk about their ideas and their experiences. I feel like that was one of the best parts of this process, just being able to talk. And that's really what helped us co-design our data collection tools and report.

Spandana  
Student

“ I could see this type of participatory-action research process working for parents in my school. It would empower them to use their voices and thoughts together to do something similar or along the lines of something we haven't even yet considered. I enjoyed it. I liked the challenging thoughts that other people had that contradicted mine. It helped me grow, and it was really sweet.

LaToya  
Parent



## What We Learned

“ Going in with an open mind, with an intent to hear and to learn is very important. We have a lot of perspectives in our group, but there are so many other perspectives out there that we wanted to understand. We were determined to uplift perspectives both within our group and outside of it.

Nyasha  
Student

“ Everyone’s voice was valued, and I think that was important and part of our success. Listening, learning and participation were encouraged throughout the process. Our timeline may have contributed to success as well, since we had to move fast to get to each project stage. We were very busy on this project throughout the three months.

Annette  
Grandparent

“ I think we worked well together. I don't think it's a question that we gelled, but Nyasha hit on something as far as perspective. Moving forward, if some group somewhere across the country were to ask us what we could've done better, what we wish we could've done, there are voices that were not represented in our survey. Our research team itself had the diversity we needed to make representative decisions. But if we did it again or if someone tries to replicate this, I would do even more to be intentional to find as many voices as possible in our data collection outreach.

Penny  
Parent

“ I think that what's so excellent about this intergenerational model is that you had three groups of stakeholders that could've all disagreed on everything and advocated for only their side of the issue. Instead, we all came together to say these issues are an issue for all of us. If all these groups of stakeholders work together, we have a bigger impact than working separately.

Audrey  
Student

“ It was incredible how the voices of so many different groups came together to share concerns, collect data, dissect issues, and formulate solutions. I was so intrigued to be able to put our collective minds together to determine recommendations. This group is a unique mix of students, teachers, and parents. I am proud to have been a member of the Intergen 9!

Natalie  
Teacher

“ Our collaboration as teachers, parents, and students resulted in findings that were meaningful and actionable -- an impressive feat for non-professional researchers. I am excited to see additional community-based, co-design processes develop in the future and continue to prove their value.

Garris  
Teacher

## For Further Discussion

1. Does anything in this report particularly surprise or resonate with you?
2. What else would you like to know about how Kentucky families and teachers are coping with COVID beyond this snapshot?
3. Do you feel the way a majority of teachers or families feel in this report? Why do you think that is?
4. How, if at all, are you or people you know expressing appreciation and value for the role teachers play in your community right now?
5. What obligation, if any, do Kentuckians who do feel safe and engaged in school have to create a better environment for those who do not?
6. This report lists recommendations along with the findings. Based on the stories and statistics in this report as well as your own lived experience, what else would you suggest to school decision makers to improve the education experience of students, families, and teachers?
7. Are there any specific ways in your own sphere of influence in which you personally could better support families or teachers coping with COVID right now?



**prichardcommittee.org**

Since 1983, the Prichard Committee has worked to study priority issues, inform the public and policy makers about best practices, and engage citizens, business leaders, families, students, and other stakeholders in a shared mission to move Kentucky to the top tier of states for education excellence and equity for all children, from their earliest years through postsecondary education.

The Prichard Committee for Academic Excellence

Lexington, KY

859-233-9849

[admin@prichardcommittee.org](mailto:admin@prichardcommittee.org)

