

Teaching Preschool During COVID-19: Insights from the Field

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Abstract

This study examined preschool teachers' views on distance learning during the COVID-19 crisis. Using a survey distributed via social media groups and preschool director listservs (N = 105 teachers), we examined preschool teachers' views on distance learning, successful distance learning strategies, obstacles to preschool distance learning, student/family issues, administrative support, and personal stressors. Results of the online survey indicated that teachers were engaging in distance learning with the most successful activities being synchronous. However, the developmental level of the children and the amount of parental support needed were viewed as obstacles. Teachers also noted that some families lacked the necessary technology and access to the internet and some parents had limited reading and English language skills. Finally, similar to the families of the children they served, teachers were facing personal stressors like salary loss and childcare issues.

The ongoing COVID-19 pandemic has left educational systems in crisis due to the unprecedented need for distance learning at all levels of schooling, starting in preschool (Bao, Qu, Zhang, & Hogan, 2020). Since March 2020, many schools around the U.S., and indeed the world, have turned from in-school learning to forms of distance learning as a means of protecting children, teachers, and staff from the spreading of the COVID-19 virus (Hoffman & Miller, 2020). Although there have been many news reports of how families and teachers are faring (e.g., Sonnenschein & Grossman, 2020), there is only beginning to be scholarly reports. Most of the empirical reports queried families and asked how they are faring (e.g., Russell, Hutchison, Tambling, Tomkunas, & Horton, 2020; Schmidt, Kramer, Brose, Schmiedek, & Neubauer, 2020). Reports that have focused on teachers and schools are far fewer, and U.S. samples are underrepresented in those reports (e.g., Alea, Fabrea, Roldan, & Farooqi, 2020; Hebebcı, Bertiz, & Alan, 2020; Kim & Asbury, 2020). And, of particular relevance for this chapter, based on our search of the research literature, almost no studies include preschool teachers (cf., Samuelsson, Wagner, & Ødegaard, 2020). Relatedly, although virtual or distance learning has been around for over a century (Barbour & Reeves, 2009), we are unaware of any wide-spread applications in preschool.

It is critical to document what is occurring in preschool during COVID-19 for at least three reasons. One, the skills children exhibit at the start of kindergarten are important predictors of their ongoing and subsequent academic development (Duncan et al., 2007; Sonnenschein, Stapleton, & Benson, 2010). Two, preschool is considered a developmentally sensitive period requiring a different focus of instruction (NAEYC, 2020). Instruction focuses not only on the acquisition of academic skills but also the need for children to develop social/emotional/behavioral skills. Although in-school instruction occurs in a social context,

the importance of instruction focusing on the development of social/emotional/behavioral skills diminishes over time. Three, some consider kindergarten the new first grade (Bassok, Latham, & Rorem, 2016). That is, the focus on academic instruction begins earlier than it has in the past. Consequently, the importance of what occurs during preschool also increases.

This chapter will discuss the results of an online survey conducted by the authors in May of 2020 with U.S. preschool teachers. As we discuss in a subsequent section, the vast majority of the respondents were experienced preschool teachers, but none had had experience with distance learning prior to COVID-19. The chapter addresses what preschool teachers who completed our survey think is working well and, especially, the challenges they face successfully implementing distance learning during COVID-19. Ironically, some of what teachers say is working well is also the most challenging for them. Our chapter ends with some suggestions for what schools and administrators can do to improve the experience for teachers. Incorporating our suggestions should lead to more harmonious experiences for parents and effective learning for children.

Our overarching theoretical framework reflects the notion that children's development depends upon what occurs at home and school, and communication between the two settings (Bronfenbrenner, 1979; Crosnoe, Leventhal, Wirth, Pierce, & Pianta, 2010; Epstein, 2001; Mapp, 2003). Bronfenbrenner's (1979) ecological model notes that children's development occurs in several overlapping contexts (e.g., microsystems) and stresses that these contexts need to work well together (mesosystems) to optimize children's development. Relatedly, Epstein (2001) talked about overlapping spheres of influence in which parents and educators together exert an influence on children's learning. Similarly, Hoover Dempsey et al. (2005) talked about the importance of home and school factors in predicting parents' involvement in their children's education. Thus, in addition to parents viewing it as their role to assist their children and having

the relevant skills to do so, parents must be made to feel welcome by their children's schools. They also need to know what teachers expect them to do with their children and feel able to do so. Despite the importance of parents for their young children's educational development, we focus in this paper on what is occurring at school

The Importance of Preschool

Preschool attendance is important because of the positive association between such attendance and the development of children's academic, social/emotional and executive skills (e.g., Ansari, Pianta, Whittaker, Vitiello, & Ruzek, 2020; Barnett & Camilli, 2002; Barnett et al., 2018) needed for kindergarten readiness. Children who attend preschool generally begin kindergarten with stronger academic skills than children who do not attend a preschool program (Barnett, 1995). For example, Li et al. (2020, described in Ansari et al., 2020), conducted a meta-analysis of 65 studies and found that children attending preschool showed a benefit of a quarter of a standard deviation compared to those who did not. Consistent with such findings, New York City provides universal, free full-day preschool to all 4 year old children (New York City of Department of Education, 2020). Other educational jurisdictions are increasingly offering universal prekindergarten as well (Stavely, 2018). Although the gains from attending preschool persist after the start of kindergarten, they do decrease as time goes on (see Ansari et al., 2020, for a review). Regardless, as research shows, the early academic skills with which children enter kindergarten predict their academic success in later elementary school (Duncan, et al., 2007; Nguyen et al., 2016; Sonnenschein et al., 2010). And, in fact, kindergarten teachers expect children to start kindergarten with a significant level of academic preparedness (Bassok et al., 2016).

Although the academic benefits of preschool are important, so are the social/emotional benefits (Barnett & Frede, 2010; Hirsch-Pasek, Yogman, & Golinkoff, 2020). In fact, many kindergarten teachers view social/emotional readiness as even more important than other early academic skills (Hollingworth & Winter, 2013; Kowalski, Pretti-Frontczak, & Johnson, 2001; Rimm-Kaufman, La Paro, Downer, & Pianta, 2005; West, Denton, & Reaney, 2001). By engaging in rich, social conversations with other children and adults in the preschool classroom, a child's academic and social skills improve (Chapman, 2000). These social interactions better prepare a child for formal schooling. For example, Ramsook, Welsh, and Bierman (2020) found that higher levels of social skills displayed by children in preschool predicted better literacy and mathematics skills when children entered kindergarten. Additionally, studies have demonstrated that the use of mathematical language in social interactions is critical in developing mathematics concepts (Clements, Baroody, & Sarama, 2014; Purpura & Logan, 2015) and numeracy skills (Purpura & Reid, 2016). Academic, executive function, and social emotional skills are often correlated (Pace, Alper, Burchinal, Golinkoff, & Hirsh-Pasek, 2019), showing the importance of preschool for all aspects of young children's development.

Although children are not required to attend preschool in most U.S. educational jurisdictions (Pre-K Now, 2008), approximately 53% of U.S. children between the ages of three and five do attend some form of preschool prior to entering formal schooling. These percentages vary across demographic groups with children of color being less likely to attend (Child Trends Databank, 2019). The importance of attending preschool as a means of facilitating children's early academic development is shown by data from a recent survey which compared kindergarten teachers from two U.S. nationally representative data sets, one conducted in 1998 and one in 2010 (Bassok et al., 2016). Teachers in kindergarten classes in 2010 had higher

expectations for children's academic performance at the start of kindergarten and throughout the school year, than teachers in kindergarten classes in 1998.

Given the importance of preschool for children's educational progress, we need information on what occurs when in-school instruction changes to distance learning as it did with COVID-19. This chapter focuses on what teachers reported was working well and what was not.

Method

Participants

Participants were recruited via social media sites that catered to preschool teachers and sent out via a state director listserv. As shown in Table 1, 105 preschool teachers responded to the survey. However, not all teachers responded to every question, so the *n* across questions varied. Participants, of those who responded to these questions (94 female, 3 male, and 1 other), ranged from 23 to 72 years old ($M = 44.90$, $SD = 13.26$). Seventy-three percent were lead teachers, with the remaining participants being assistant teachers (10%), floating teacher assistants (1%), and other (16%). Participants who responded "other", identified their role in the classroom as "director," "owner," and "teacher's aide." Twenty-eight percent of the teachers worked in nonpublic centers. Forty-five percent worked in Early Head Start/Head Start Centers, 55% in Title 1 schools. Teachers had taught from 1 to 40 years ($M = 13.30$, $SD = 9.95$), with 79% having taught preschool at least 3 years. Thus, almost all the teachers were experienced preschool teachers. The majority of teachers had a Bachelor (36%) or a graduate degree (35%). In addition to teaching preschool, teachers had taught infants (27%), toddlers (54%), kindergarten (48%), grades first through sixth (36%), grades seventh through twelfth (14%), and other (17%). Table 1 contains additional demographic information.

Procedure

Teachers were invited to complete an anonymous online Qualtrics survey during May 2020. The link was refreshed three times. Teachers interested in participating in the study were asked to click on the link provided by researchers on the social media post. Upon completion of the survey, participants were redirected out of the survey and their responses were saved by Qualtrics.

Measure

The Qualtrics online survey contained 38 items, some of which were multiple choice and some open-ended. Sample questions are provided in Table 2. When responding to multiple-choice questions, participants were instructed either to check all that apply or to select the best answer. For example, the question, “In addition to preschool, what other ages/grades have you taught?” directed teachers to check all responses that apply. Response options included: infants (0 -1 years), toddlers (1 – 2 years), kindergarten, grades 1st through 6th, grades 7th through 12th, and other. The multiple-choice question, “What percentage of the families of children in your classroom do you think have computers/tablets/smartphones at home?” contained the options of less than 25%, 25-50%, 51-75%, and 76-100%. In addition to multiple choice questions, participants were also asked some open-ended questions. These questions inquired about (but were not limited to) the types of activities teachers utilized for distance learning, obstacles that interfered with distance learning, and the impact of COVID-19 on the teachers’ daily lives.

The survey utilized skip logic so that teachers only responded to questions that were relevant to themselves and their prior responses. For example, if teachers did not provide distance learning to the families of children in their program prior to COVID-19, they were not asked further questions on distance learning activities.

Additional survey questions inquired about the teachers' demographic backgrounds, including race/ethnicity, gender, age, and highest level of education. Questions also inquired about the teachers' years of experience, ages and grades taught (in addition to preschool), and certifications. Examples of demographic questions included: "What is the highest educational degree you received?" and "How many years have you taught preschool?"

Coding and Scoring of Data

Survey responses were downloaded directly from Qualtrics into Microsoft Excel and then into SPSS (Version 27). Quantitative items were tabulated and analyzed. Responses to each of the qualitative questions were analyzed using a consensual coding process (as described in Hill et al., 2005). The three authors served as the coders. They first independently grouped participants' responses by domains (e.g., topics used to group data) based on the data and the researchers' knowledge of the field. Then, "core ideas" were established to summarize data within the domains developed by the authors. Finally, a cross analysis was used to identify common themes across participants' responses. After themes had been identified, the three authors engaged in investigator triangulation to compare themes. Overall, the authors demonstrated 98% interrater reliability. The few disagreements among authors/coders were discussed and resolved.

Data are presented descriptively as percentages or means when appropriate. In a few cases, inferential statistics were used. These are described in more detail in the next section, as appropriate. In the case of the qualitative data, the various codes were quantified and compared.

Results and Discussion

Distance Learning

Eighty-nine percent of the respondents indicated they provided digital learning during the COVID-19 crisis. About seventy-three said this was required by their district. Most of the

respondents (73%) had not provided any form of home learning prior to COVID-19 (e.g., sending home learning packets and so on), so this type of activity was new for them. Those few who did mention sending home some activities for the children to do with their parents ($n=17$) prior to COVID-19, typically said what was sent home was based on what was occurring in class. Thus, they would send home “ideas/activities that (the children) could do at home to reinforce skills taught in school” or “emailed crafts and work sheets to families.”

Teachers were asked about all the methods they used to provide distance learning to preschool children during COVID-19. Response options included live (synchronous), recorded, and/or written home-learning instructions. Seventy percent of teachers who provided distance learning reported using a synchronous format of instruction. Teachers using a synchronous format provided children/families with a set time where everyone logged into a platform and participated together. Zoom was the most frequently used platform for synchronous instruction. Forty-seven percent of teachers also responded that they sent home recorded lessons for children. These asynchronous lessons were recorded on a platform like YouTube and children could watch and participate at a convenient time. Finally, 56% of teachers also reported sending home written instructions with lessons/activities for parents to complete with their children. Everyone reported sending home information in English, with Spanish the next most common language (21%).

What Teachers View as Working Well

We asked teachers, “What types of distance learning activities have been the most successful?” About 98 percent (97.59) of the 83 teachers who responded to this question gave positive responses. Teachers talked about offering many different types of activities to the children and their families. For example, a teacher stated, “I have been providing families with

written email activity plans for the last two months or so. I have also been doing individual calls with the children and caregivers as well as beginning to do group Zoom calls so as to prepare children for their reentry to school in the fall. I found that individual calls were the most helpful because I could tailor my teaching to what the family and the child needed, like specific activities or lessons, or tailored coaching to parents to extend natural learning and curiosity.”

According to the teachers, parents also liked the written plans. According to the responses, synchronous learning, the ability to communicate well with families, and the work sent home were things that worked well. One teacher noted, “We got great feedback on the zoom meetings which we did once a week” while another stated that “activity packets for families to complete at home” were successful. As we shall discuss in the next section, the same types of activities that worked well for some teachers or in some instances were also areas of great challenges for teachers. We suspect the apparent contradiction is that when these activities worked well, they worked very well. However, due to limited parent availability and other related issues, these activities often did not work well. We continue this discussion in the next section.

Challenges Teachers Face

Teachers faced consistent challenges in providing distance learning for their preschool children. The first three challenges that we discuss stem from difficulties in the interactions teachers had with families with whom they worked. The next two issues are limited support from the teachers’ school systems and challenges stemming from personal issues that teachers were facing.

Family-based challenges to distance learning. Preschool teachers reported facing many obstacles and stressors related to distance learning during COVID-19 based upon their

responses to specific questions in our survey and reading their responses to the questionnaire as a whole. Specific questions included, “What is your biggest obstacle in providing distance learning?”, “What types of distance learning have been the least successful?”, and “Is there anything else about the effects of COVID-19 on education that you would like to share with us?”

While some of the reported stressors differed for teachers in public and private preschool programs (as we discuss below), one of the most significant stressors for teachers in both types of programs was the amount of support children of this age needed to be able to engage successfully in distance learning. That is, these children, because of their age, needed a significant amount of assistance from their parents for distance learning to be successful. One teacher reported that “parents' schedules” were an issue. She went on to note, “I have no control over when children can learn from me aside from the guidelines I hear from parents. Working and not being able to have out-of-home learning with a teacher is hard on parents.” Another teacher reported difficulty scheduling learning activities when parents could access zoom sites. And, yet another teacher stated, “Distance learning has put a huge strain on parents (of young children especially) to take on a new role of co-facilitator in learning. This is nearly impossible when parents and/or children are unavailable during the regular working hours and cannot rely on the teacher's live lessons for instruction.”

Unfortunately, teachers also reported receiving feedback from parents that supporting their child's distance learning required too much parental support (50%) and that parents were unable to provide a set schedule for their preschool children's instruction (43.84%) (as noted in the example above). Relatedly, teachers reported that the work they sent home for the children to complete was often not completed or returned (30.14%). This probably reflects limited

availability of parents, developmental level of the children, and that preschool is not required in most states in the U.S.(thus making the completion of work less important, perhaps, than if children were older).

In addition to asking about obstacles to learning and related issues, we asked teachers, “What do you expect parents to do for distance learning to be successful?” The most common response given (81.93% of the 83 teachers who answered this question) was that teachers expected parents to be present to assist their child during distance learning. This included assisting one’s child or engaging one’s child in the learning process. One responding teacher noted she expected parents to, “Help children with the plans sent home. Sit with them at the computer to help them remain focused.” The second most common response, given by 22.89% or 19 teachers, was that parents should communicate with teachers. For example, a teacher indicated that she expected parents to “ask for guidance if needed and give feedback.”

Children’s issues. Two main issues came up in teachers’ responses to the various questions. One, preschool children’s developmental level is not sufficiently advanced to enable them to maintain attention and do the work. In response to the question about the biggest obstacle to providing distance learning, 27.5% of the responses focused on aspects of the children. For example, one teacher said, “The age of our students. Four year-olds learn by hands on learning. It was very hard to connect with them.” Another teachers said, “The children at this age have a limited attention span.” Another teacher noted that because of limited attention, children of this age need “hands on learning opportunities.” About 18% of the teachers also noted that distance learning limited the important opportunities for children’s social/emotional development. “The biggest obstacle is that children in our care need to learn their emotional/social skills and it’s difficult to teach these skills without children being present....”

The issue of children's social/emotional learning also came up in response to the question, "Is there anything else about the effects of COVID-19 on education that you would like us to know?" About 35% of the teachers mentioned concerns about the children's social/emotional development. "Young children need to be social. Distance learning is not a viable option..." and "Learning social skills!" were indicative of typical responses.

SES/ language issues. Teachers from publicly funded programs were more likely than those in nonpublic programs to report that parents in their schools experienced four main impediments to benefitting from distance learning as it was currently provided: limited English proficiency ($p = .003$) and reading skills ($p = .005$), and limited access to technological tools ($p = .000$) and/or internet connectivity ($p = .000$; see Table 3). Given that the lessons required internet and technological tools and were delivered mainly in English, one can understand why these would be impediments.

Support from the Teachers' School Systems

Although some teachers reported receiving support from their school systems, many did not receive such support. And many of the teachers wanted additional forms of support to be able to provide effective instruction for children during COVID-19. Teachers were asked whether they were currently provided resources for distance learning from their school or district, and if so what type. Fewer than half the teachers (43.9%) reported getting guidance or support for distance learning from their school district or administrators. Only 18% reported receiving sample lessons for parents, and only 26% received training on the use of different technologies that they needed to use.

We also asked teachers, "What support would you like from your administration to make it easier for you to provide distance learning for children and families?" They were given six

possible choices (sample lessons for parents, training on the use of different technologies, links to online resources for parents, support for technological issues, use of a school device to do online learning with children, other) and told they could check as many as they wished. The most commonly checked response was that teachers wanted more training on the use of different technologies (56% of teachers). This was followed by getting links to online resources to provide parents (42%) and receiving support for technological issues (40.4%). About thirty-six percent (36.7%) of the teachers wanted their schools to provide them with an iPad or computer to use for online learning with children and 33.9% wanted to receive sample lessons for parents.

Personal or Life Issues Teachers Face

Unfortunately, but perhaps not surprisingly, many teachers experienced negative impacts of COVID-19 as reported in their responses to the question on obstacles to distance learning and that on is there anything else you would like us to know. Fifty-four percent of the responding teachers indicated that they were impacted by COVID-19 on a personal level. Lack of childcare for their own children (27%) and needing to support their own children's learning (27%) were common stressors these teachers experienced. Teachers also reported experiencing personal family issues (47%) and having less time to work on professional tasks (48%). Food insecurity (22%) and salary loss (33%) also had a negative impact on teachers' ability to attend to distance learning.

We conducted an OLS regression with type of school as predictor and salary loss as the outcome. Being a teacher in a private preschool predicted employment/salary loss, $R^2=.183$, $b=.304$, $t(92) = 2.837$, $p < .006$. Although at first this pattern may seem surprising, teachers in publicly funded preschools received state and federal sources of support for their

salaries. Teachers in private preschools were more subject to the vagaries of fees provided by the students.

Conclusion

The data in this chapter illustrated areas of ease and difficulty experienced by preschool teachers in the U.S. engaged in distance learning for the first time in the spring of 2020. While the teachers reported that synchronous learning was most effective, they also indicated that distance learning as a whole was difficult due to the developmental level of the children. Due to their developmental level, preschool children need significant parental support in order for it to be successful. However, many teachers recognized that parents may be unable to provide the necessary support given their own responsibilities, such as work and caring for other children. The teachers in this study also indicated that some parents and children lack the necessary devices and internet access needed to participate in distance learning. All of these obstacles are in addition to personal stressors the teachers face including significant salary losses and having to care for their own children.

Few will argue the importance of preschool for children's development (see Ansari et al., 2020 ; Barnett & Frede, 2010; Barnett et al., 2018 for a review) or the home-preschool connection (Bronfenbrenner, 1979; Crosnoe et al., 2010). In this chapter we considered the perspective of teachers. However, it is also important to include parents' views. Data of ours (under review) indicate that parents of preschoolers report similar issues to teachers about distance learning. That is, distance learning is difficult due to the age of the children and the need for too much parental support for it to be successful. But given the importance of preschool, and today's highly technological world, it is important to consider how to make preschool distance learning more feasible. While COVID-19 will eventually end, utilizing some form of distance

learning or parts of it may well continue into the future. The issues we report in this chapter show weaknesses that will need to be addressed.

Making distance learning for preschoolers more successful begins with the schools and districts. Teachers need access to school-provided devices (e.g., laptops) and training on different platforms (e.g., google classroom, zoom, etc.) Additionally, teachers need professional development on planning lessons that can be delivered remotely. This includes specific development of their ability to engage young children in a manner that requires little to no parental support. In addition to resources for the teachers, families need access to free internet service and devices. Many teachers in this study, particularly those from publicly funded programs, indicated families lacked the necessary internet connectivity and devices to make distance learning successful.

When young children, particularly those from low income families, are without access to education they may suffer long-term negative impacts. Therefore, it is important that we find a way to make distance learning successful for all children, including preschoolers.

Limitations and Future Directions

There are four limitations that should be considered. One, the data in this study are self-report, a common method of data collection (Spector, 2006). This type of data collection does not allow us to observe the interactions between the teachers and the children in their classroom or the lessons being implemented. Future research should include an observation of actual preschool distance learning and/or authentic artifact review of asynchronous materials. Two, these data were collected in May 2020, at the relative beginning of the pandemic. It is possible that changes in instruction were made as teachers learned more about distance learning. Three, we used a convenience sampling method by sending requests for participation on list-serves used

by preschool teachers. This is a commonly used means of recruitment and is considered valid (Etikan, Musa, & Alkassim, 2016). Nevertheless, it is possible that only teachers most comfortable with using technology responded to our surveys. However, even if this is true, those teachers expressed concerns with the need to learn more about using technology for distance learning. Four, the data we report are in large part descriptive. Such data provides critical information about the educational opportunities that are available to preschoolers during COVID-19. Future research should consider more fully associations between variables and the impact on children's development and compare patterns across demographic groups.

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Table 1. *Teacher Demographics (N = 98)*

Variable	<i>M (SD) or %</i>
Age (years)	44.90 (13.26)
Gender (%)	
Female	94
Male	3
Other	1
Race/Ethnicity (%)	
American Indian or Alaskan Native	1
Asian	10
African American/Black	25
Latino/a/x	5
Middle Eastern/North African	1
White	64
Highest Educational Degree (%)	
HS/GED	11
Associate's	18
Bachelor's	36
Graduate	35
Certifications (%)	
Early Childhood Education	57
Elementary	20
Special Education	8

English for Speakers of Other Languages	2
Secondary Education	0
Other	13
School Type (%)	
Public	28
Private	72
Average Number Years Taught Preschool	13.30 (9.95)

Note. Percentage totals may not equal 100% due to rounding.

Table 2. *Sample Survey Items*

Items	Response type
<p>Ques. What types of distance learning instruction are you providing?)</p> <ul style="list-style-type: none"> ● Live: all children log on to a platform (e.g., zoom) and participate at the same time ● Recorded: teachers record lessons and children complete when convenient ● Written instructions: work packets and activity ideas are emailed/mailed to parents 	Check all that apply
<p>Ques. Are you currently provided resources for distance learning by your school or district administration?</p> <ul style="list-style-type: none"> ● Yes ● No 	Yes/No
<p>Ques. What is your biggest obstacle in providing distance learning</p>	Open-ended
<p>Ques. What do you expect parents to do for distance learning to be successful?</p>	Open-ended
<p>Ques. What percentage of the families of children in your classroom do you think have internet access?</p> <ul style="list-style-type: none"> ● Less than 25% ● 25-50% ● 51-75% ● 76-100% 	Multiple choice
<p>Ques. How much does COVID-19 impact your day-to-day life?</p> <ul style="list-style-type: none"> ● Not at all ● A little ● Much ● Very much ● Extremely 	Multiple choice
<p>Ques. How does COVID-19 impact your day-to-day life?</p> <ul style="list-style-type: none"> ● Increased food insecurity ● Employment/salary loss ● Lack of childcare/school for your child(ren) ● Having to homeschool your child(ren) ● Increased health issues ● Less available time ● Your own family issues ● Other 	Check all that apply

Ques. What types of distance learning activities have been the most successful? Please specify. Open-ended

Ques. What types of distance learning have been the least successful? Please specify. Open-ended

Note. Demographic questions are not included in the table. For a multiple choice response type parents were only able to select one response.

Table 3. *T-test Results Comparing Public (n = 29) and Private (n= 68) School Teachers' Responses to Obstacles Parents Faced During Distance Learning*

	Public		Private		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Limited reading skills of caregiver	1.55	0.506	1.82	0.384	-2.892	95	.005**
Limited math skills of caregiver	1.69	0.471	1.78	0.418	-0.932	95	.354
Lack of time to complete lessons	1.38	0.494	1.31	0.465	0.671	95	.504
Limited English proficiency	1.52	0.509	1.81	0.396	-3.041	95	.003**
Not being able to provide children a set routine and schedule for schoolwork	1.21	0.412	1.22	0.418	-.148	95	.882
Lack of computer, tablet, and/or smartphone	1.14	0.351	1.66	0.477	-5.328	95	.000***
Lack of internet access	1.21	0.412	1.76	0.427	-5.947	95	.000***

Note. ** $p < .01$. *** $p < .001$.