

LISTENING TO LEARN:

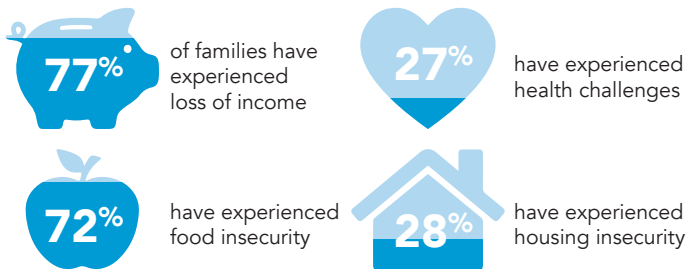
WHAT LOS ANGELES FAMILIES SAY THEY NEED DURING DISTANCE LEARNING

The Partnership for Los Angeles Schools collaborated with researchers from the University of Southern California (USC) on a study in July 2020 of more than 1,100 Los Angeles Unified School District (LA Unified) families in the Partnership network to understand the challenges of distance learning for Black and Latinx families in the spring and summer of 2020, and to identify strategies that can help improve the distance learning experience. Here's what we learned:

OUR 10 FINDINGS

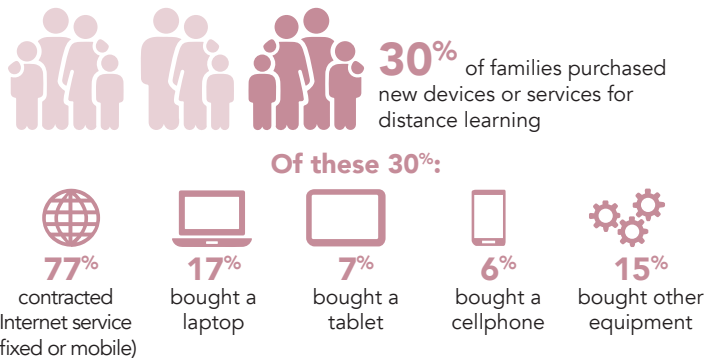
1 LIVES AND LIVELIHOODS ARE AT RISK

Even as families struggle with dramatic changes to schooling, they are also grappling with more fundamental challenges since the start of the pandemic.



2 FAMILIES ARE MAKING INVESTMENTS TO SUPPORT DISTANCE LEARNING

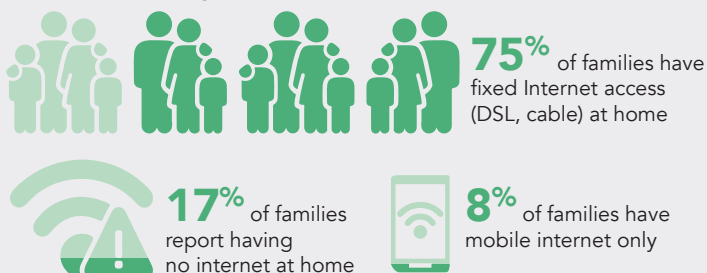
Since March, about 1 in 3 families have purchased new devices or services to support distance learning.



(Note: multiple answers are possible)

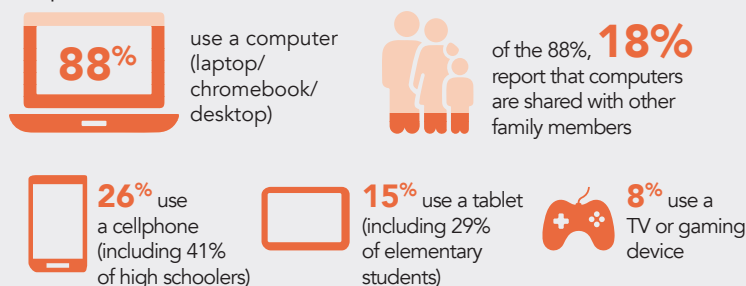
3 INITIATIVES TO PROVIDE INTERNET ACCESS REMAIN VITAL

While three out of four families have home broadband internet service, a quarter do not. This underlines the importance of LA Unified's hotspot initiative, along with other efforts to close the digital divide and support distance learning.



4 STUDENTS USE A RANGE OF DEVICES FOR DISTANCE LEARNING

Some families continue to lack adequate devices or have devices that are shared among several family members. Many students use smartphones, which may prevent students from fully engaging in distance learning activities optimized for other devices.



(Note: multiple answers are possible)

5 STUDENTS OFTEN LACK QUIET SPACE FOR DISTANCE LEARNING

Lack of adequate space at home may negatively impact engagement, and ultimately, academic performance.



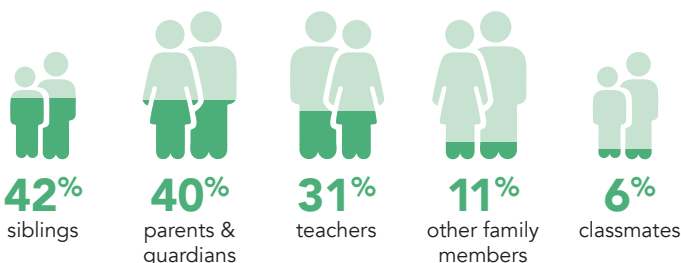
14% of families report students "never" have a space free of noise or distraction for distance learning



23% of families report students only "sometimes" have a space free of noise or distraction for distance learning

7 STUDENTS RELY ON SIBLINGS FOR SUPPORT

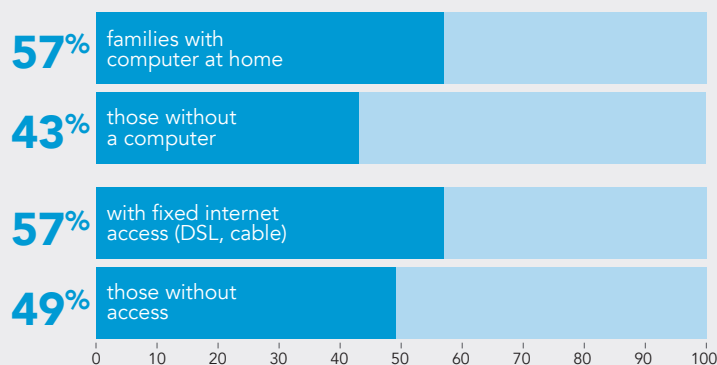
Students are turning to siblings and other family members for support with distance learning activities. Students ask the following individuals for help with schoolwork:



(Note: multiple answers are possible)

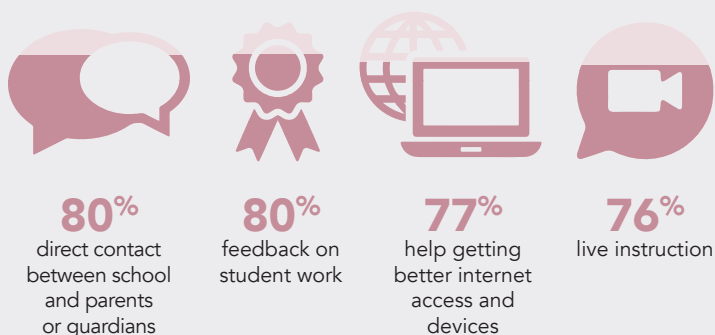
9 STUDENTS ARE MORE ENGAGED WHEN THEY HAVE A COMPUTER AND RELIABLE INTERNET ACCESS

Parents who report their children were always engaged with school activities during distance learning:



10 WHEN LOOKING AHEAD TO THE 2020-21 SCHOOL YEAR, FAMILIES ASKED FOR MORE SUPPORT

Parents described the following areas as "very important" for schools to increase in the fall:



6 MANY PARENTS ARE NOT FAMILIAR WITH DISTANCE LEARNING TECHNOLOGY

Parents and guardians may struggle to help students with the technological needs that arise with distance learning due to limited experience using computers and digital education platforms.



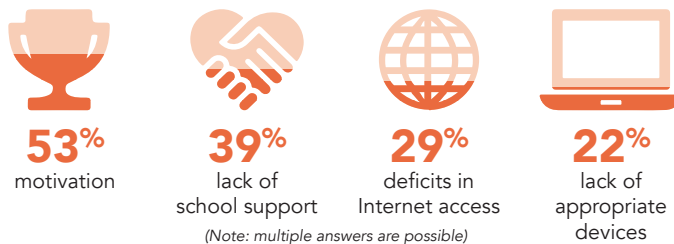
75% of parents/guardians do not use computers on a regular basis



47% of parents/guardians have never visited the school's digital education platforms (e.g. Schoology, Google classroom)

8 STUDENTS NEED CONSISTENT SUPPORT AND MOTIVATION TO COMPLETE ASSIGNMENTS

Student motivation and deficits in technology at home are major barriers to effective distance learning. Families also voice concerns about lack of school support for their children. Parents cite the following causes for students not completing schoolwork:



(Note: multiple answers are possible)

Find the full Partnership Equity Alert, including recommendations for action, at www.partnershipla.org/news.