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Family Engagement During COVID-19

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Family Engagement During Covid-19

The New York Early Childhood Professional Development Institute, City University of New York & Bank Street College of Education

Family engagement is a central component of early childhood education, both from a sense of shared responsibility by educators and families for young children's well-being and because of research that shows that parents' involvement can contribute to children's educational success.*

Between May 5 and 12, 2020 we surveyed 3,355 early childhood educators from New York City and New York State. This is some of what they had to say about engaging with families early in the pandemic.

How they connected/

- / Video and telephone calls, texts, email, and snail mail
- / Sending activities, learning materials, and resources home
- / Distributing food
- / Working around parents' schedules, including nights and weekends
- / Providing emotional support

"Many parents I speak to are overwhelmed. In the beginning it was something new and they were upbeat about participating in home learning. Now it has become 'old' and the stressors are building day-by-day. I feel as if I have been a great support for them by calling and listening to them, not putting any pressure on them."

- special education teacher

Dilemmas with no simple solutions/

- / School-centric vs. family-centric perspectives on engagement
- / Special education services
- / Family languages other than English
- / Parents' remote work
- / Teachers who were also parents balancing *their* children's teachers' engagement expectations

"...small children learning remotely require supervision, [parents] should be seated beside their youngster to assist in the learning process."

- classroom teacher

"While the families appreciate all we are trying to do, and say so often, they feel they are simply not equipped to handle educational responsibilities."

- special education teacher

*To access the survey reports, [CLICK HERE](#)



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