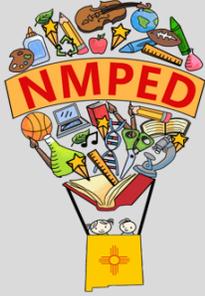


The New Mexico Public  
Education Department



# FAMILY EDUCATION SURVEY

Key findings from our June 2020 survey



## FINDING #1

### Student Wellness

Families want more support for their child's intellectual and socio-emotional growth if distance learning continues.



## FINDING #2

### The "Digital Divide"

Access to hardware, technology, and reliable internet posed significant barriers for families after the switch to distance learning.

## FINDING #3

### Student Investment & Engagement

After the switch to distance learning, families reported they felt their children were less engaged.



## FINDING #4

### Family Engagement Preferences

Families expressed an interest in increased communication as well as guidance and resources to support their children's learning at home.



A COMPREHENSIVE SUMMARY REPORT OF THE  
FAMILY SURVEY FINDINGS CAN BE FOUND ON  
THE NMPED WEBSITE

# 23,222

## caregiver-by-child responses

Percentages below reflect student populations represented in the family survey responses

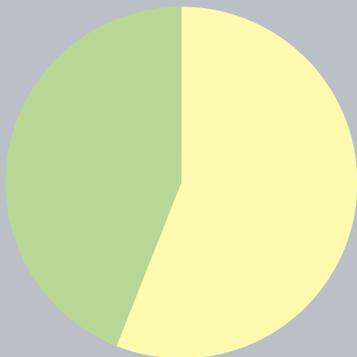
24%

Special  
Education

7.7%

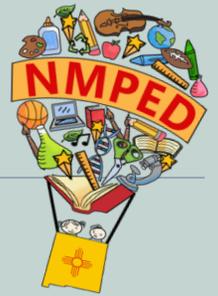
Tribal  
Affiliation

NO  
44%



YES  
56%

Children who receive  
free/reduced-price  
lunch



40

30

20

10

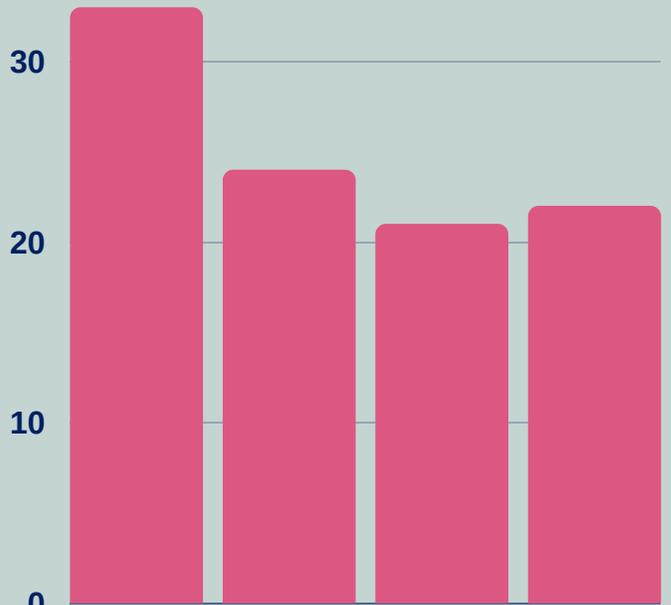
0

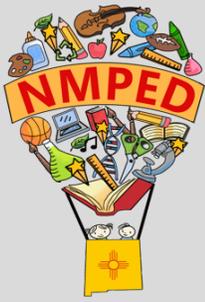
Early Childhood

Elementary

Middle Grades

High School





## **BARRIERS**

**Unreliable internet & access to technology**  
**Clear communication**  
**Limited feedback**  
**Time management & routines**  
**Motivation & student investment**

## **BRIGHT SPOTS**

**Improved time management**  
**Independence & autonomy**  
**One-on-one time at home**  
**Focus on safety and self-care**



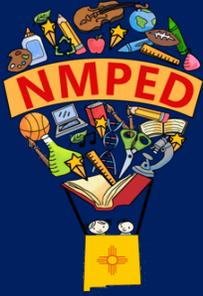
## **SUGGESTIONS**

**Maintain rigor & re-introduce grades**  
**Allow for choice & flexibility**  
**Be thoughtful of teachers' time**  
**Improve school-home communications**  
**Introduce new content**

# **SURVEY TRENDS**



The family education survey asked a series of open-ended questions to assess the barriers, highlights, and suggestions families had with respect to their distance learning experiences.



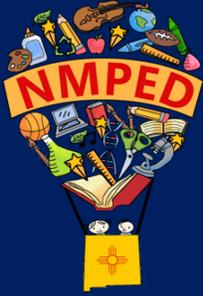
# 1

## student wellness

Families want more support for their child's intellectual and socio-emotional growth if distance learning continues.



The issues of academic stress and student enjoyment need to be addressed. According to the result of the family survey, as academic stress increases, student enjoyment decreases. This trend is amplified as children grow older (i.e. high school students report higher stress and less enjoyment than early childhood students do). While there was a slight uptick in classroom discussion around what to do when feeling scared, nervous or angry after the switch to distance learning, overall support for fostering positive student mindsets decreased. As students return to school - whether in-person or through a hybrid model - it is important that educators continue to monitor their well-being and provide appropriate support and guidance across grade levels.



# 2

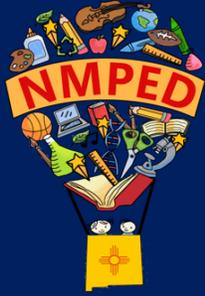
## the “digital divide”

Access to hardware, technology, and reliable internet posed significant barriers for families after the switch to distance learning.



It is important that the New Mexico Public Education Department (PED) proceed with a clear and comprehensive understanding of “gap” areas and communities in need of additional technical support.

It will be of utmost importance that the PED continues to work with cross-sector partners to support expanding infrastructure and access for our students and families. In addition, the PED shall encourage LEAs to leverage federal and local funding to provide every student with a digital device and support for internet connectivity.



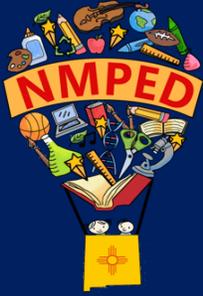
# 3

## investment & engagement

After the switch to distance learning, families reported that they felt their children were less engaged.



Families also reported a drop in both satisfaction with support for student growth and with educators' ability to meet the individual needs of their child. At the same time, we saw a significant decrease in student investment and engagement after the switch to distance learning. It is important to examine the connection between these items and to explore the supports needed for educators to continually engage their students and ensure children are invested in a remote or hybrid learning experience.



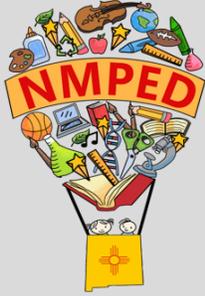
# 4

## family engagement

Families expressed an interest in increased communication as well as guidance and resources to support their child's learning at home.



Across grades and family background, the family survey revealed an overall preference for increased communication from educators both before and after the switch to distance learning. While ongoing communication and resources to support learning at home are more common practices in the primary grades, families of secondary students expressed an increasing desire for these modes of family engagement. It is critical to explore and implement differentiated practices in academic partnership across the grade level continuum and to establish a strong culture of family engagement at the school/district level.



FAMILY THOUGHTS ON

# SCHOOL REENTRY

WHAT DO YOU NEED TO FEEL SAFE,  
SECURE, AND PREPARED TO SEND  
YOUR CHILD BACK TO SCHOOL?

The New Mexico Public Education Department (PED) received over 15,000 responses to the question above. Overwhelmingly, families expressed concern for schools being able to follow CDC and medical guidelines, and for children being able to adhere to enhanced safety procedures (e.g. wearing face coverings, regular hand-washing, and keeping workspaces clean and disinfected).

While many families advocated for smaller class sizes and regular sanitation/cleaning procedures upon returning to school, even more families referenced staying home and/or homeschooling. **There were more than 2.5 times as many references to home or home-schooling as there were to maintaining smaller in-person class sizes. In addition, there were 2.6 times more references to online than to in-person schooling for the fall.** Families made very few references to in-person or remote learning and while some participants referred to a combination, hybrid, or blended-learning model, less than 0.01% of families referenced these terms.

Families frequently referenced the desire for a COVID-19 vaccine as a reentry requirement and expressed elevated concern for medically fragile students, students and teachers with pre-existing health conditions, and those living in intergenerational homes.