

Report to Whole Families Systems Core Team

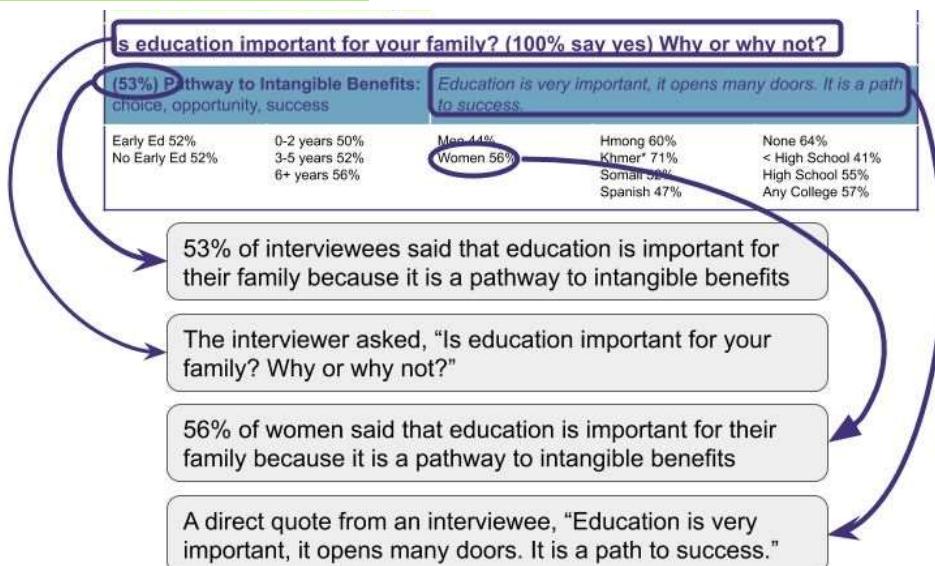
Prepared by Cradle 2 Career

June 2020

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How to read tables in this report:



Highlights by Agency

In the course of these interviews, some agencies were mentioned repeatedly as being particularly skilled at one or more aspects of service delivery. These highlights are mentioned here to potentially aid in the planning processes.

Rochester Math and Science Academy

Families served by RMSA frequently state that they appreciate the fact that their children are able to maintain cultural practices at school, and see those practices upheld by staff as well. Specifically, being able to wear traditional clothing and eat Halal food.

Families First

Head Start's assistance and referrals to resources, including the provision of basic needs such as the food pantry are frequently mentioned. Specifically, it was noted by many families that they have recently begun accessing resources due to the pandemic.

Early Head Start's home visiting program is often referred to in positive terms, with parents acknowledging the parenting skills they are learning and reflecting on how this has supported the development of their children.

Listos

Spanish-speaking parents mention that their children's language skills have improved, and believe this supports their connection with their parent's culture. At the same time, parents note that students are being equipped with the skills necessary to move fluidly between cultures.

Project FINE

Multiple times, families state that Project FINE is where they go to for help in navigating systems and accessing resources. Even in instances where families do not feel the need for support currently, they feel confident that Project FINE would be able to support them should something come up.

WIC

While not a part of this process, and also not an organization, many families are familiar with the WIC program and express appreciation for it. This is speculated as being due to the ease of applying and the large number of families that are eligible for services.

Public Health Nurses

Also not a part of this interview process, but public health nurses (and other home visiting programs) are often mentioned as being the source of information about resources.

Cultural Considerations

Underreporting and Defining Barriers

While working on the development, collection, and analysis of this data set, both the Collection and Analysis Subcommittees have noted cultural differences in the way participants may share information, particularly that of a sensitive or negative nature.

In the section focused on barriers, for example, the questions were structured as “How often do you worry about [barrier]?” followed by the open-ended question, “Can you tell me more?” In a number of instances, interviewees respond that they rarely or never worry about a particular barrier, but then describe the ways in which they encounter barriers.

- Early calculations for underreporting are as follow:
 - 12% for Khmer speakers
 - 15% for Hmong speakers
 - 23% for Somali speakers
 - 27% for Spanish speakers
- However, it would be prudent to revisit what constitutes a ‘barrier’ and what constitutes an ‘asset.’ In many instances, an interviewee may identify a solution they are currently implementing (example: depending on rides from friends and family) which may be interpreted by policy-makers as a barrier (lack of reliable transportation, in this case). This is ***particularly true for access to childcare***. Many families report they have no need for childcare, either because someone is a homemaker or because parents are working opposite shifts. It is unclear if these practices are due to family preferences, or are born out of necessity.

Assimilation and Retaining Culture

In many places, families say that they want their children to both retain their culture *and* assimilate to American culture. In essence, they want their children to adopt the best of both cultures. However, in many instances, American culture and family culture may clash. This creates a tension, wherein the same items appear in the ‘working well’ and ‘not working well’ list. For example, parents may state that they want their children to adopt and learn American culture from their peers, but also state that they do not like the new habits, mannerisms, and behavior that they are learning from their peers.

It is also important to note the number of times ‘socialization’ appears as a theme in the Perceptions Section, and that socialization may mean becoming more social with peers *and/or* learning about American culture and norms - and that these are stated with approximately the same frequency by parents.

Some organizations were highlighted by interviewees as being particularly able to help children bridge cultures - Rochester Math and Science Academy and Listos in particular.

Methodology

This work aimed to engage refugee and immigrant families with the following characteristics:

- One or more children, at least one under the age of five
- Had been in the US a short duration of

The team's approach relied on existing relationships and outreach worker experience and used loosely-structured interviews to promote authentic conversations. Interviewers went through training to ensure they were prepared. Interviewees received a check in appreciation for their participation and to cover their costs associated with the interview process.

Pop Up Sampling and Convenience Sampling initially considered, but not pursued due to COVID and accelerated timelines.

Attached is the protocol. Interviews were conducted using simultaneous translation, working from an English protocol but typically conducted in another language. Interviewers took notes on a printed version of the protocol, or worked from a fillable pdf version of the protocol. After the interview was completed, they entered the responses into a Google Form which acted as the primary means of data collection.

The data analysis was contracted with Cradle 2 Career (C2C). Open-ended responses were themed and coded, then all results were quantified based on five key disaggregations:

- Children in early education (or not)
- Time spent in the US
- Language spoken in the home
- Gender
- Education level of the parent

Analysis was done in conjunction with the analysis team. Themes were validated by consulting with interviewers, comparing to Core Team planning documents, and through a reflective journaling practice.

Learnings on Methodology

It is recommended that community-based prioritization processes guide the work in the future.

Interviewers noted that more open-ended and free-form data collection in the future will result in illuminating new barriers families are facing.

A full methodology can be found in the appendix.

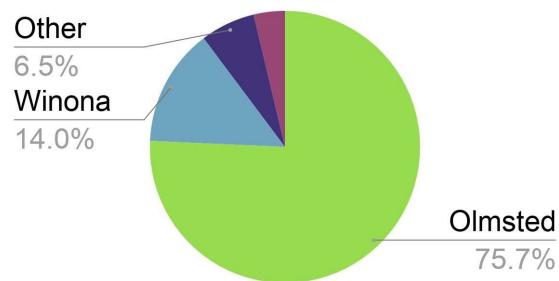
Demographics of Interview Participants

Total Participants: 107
With Children Under Age of Five: 99%

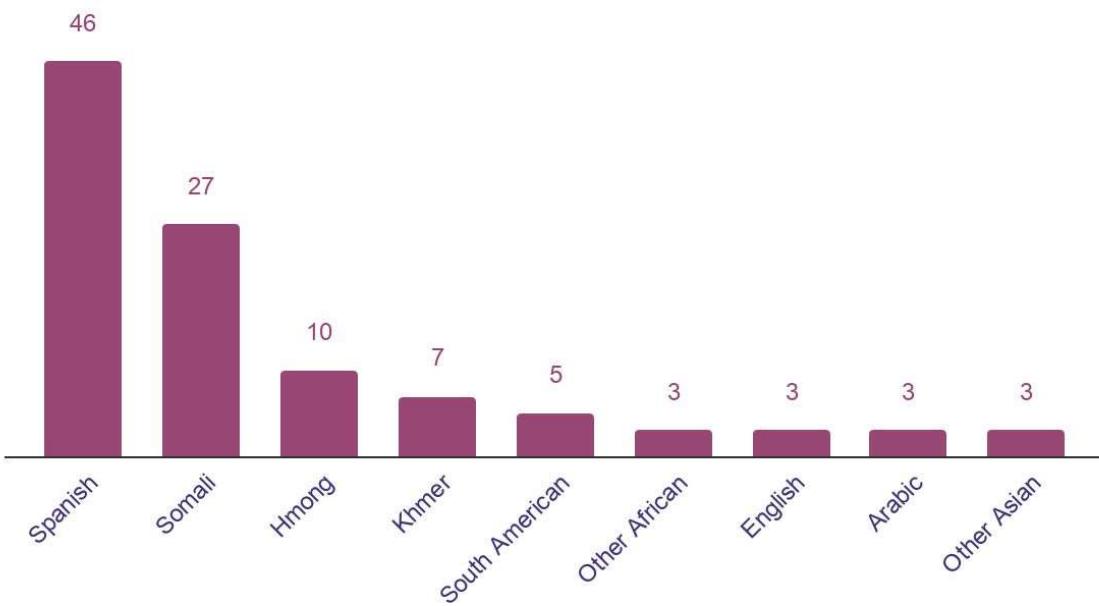
Any Child Born in Olmsted County



Where People Live

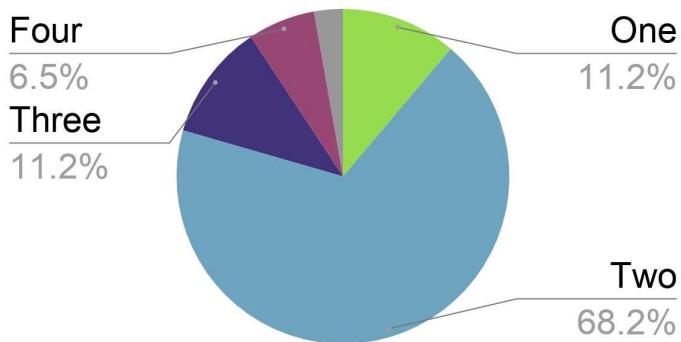


Languages Spoken in the Home



For disaggregated analysis, there are statistics provided for Somali, Spanish, Khmer, and Hmong-speaking respondents. Other groupings were considered, such as 'other African languages' or 'other Asian languages,' but each of these groups had less than ten respondents and as such reliable themes and analysis could not be derived.

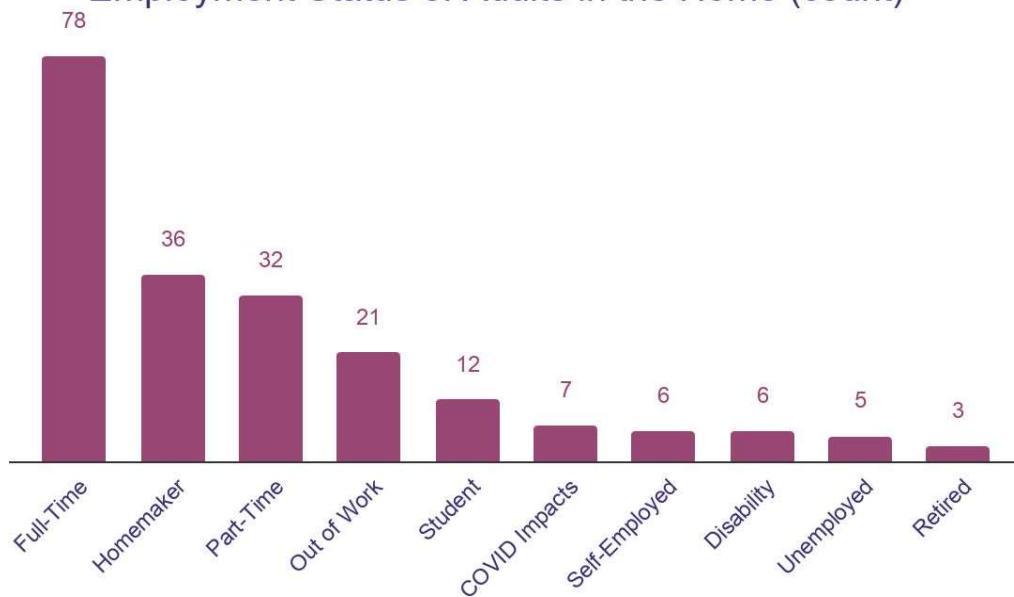
Number of Adults in the Household



Relationship Status of Interview Participants

Status	Count	Percent
Married	68	64%
Part of Unmarried Couple	15	14%
Never Married	11	10%
Other	7	7%
Separated or Divorced	6	5%

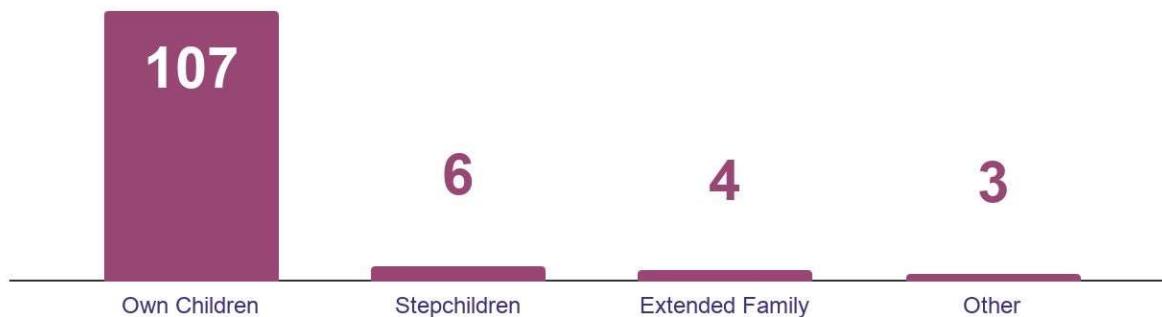
Employment Status of Adults in the Home (count)



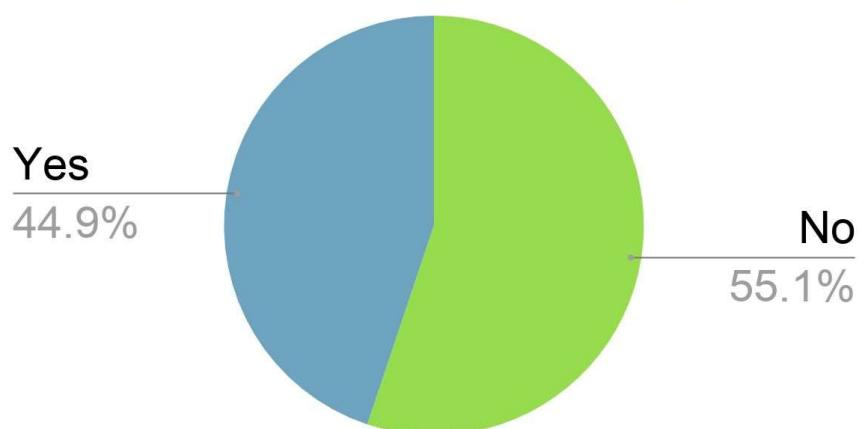
Key Findings: Most families have at least one person working full time, part-time, self employed, or a student. Many families that have someone working full or part time also have a second adult homemaking.

Ages of Children Living in Interview Households					
Age Range (in years)	0-5	6-10	11-15	16-17	18+
Total Number of Children	167	83	45	11	16
Percent of Children	52%	26%	14%	3%	5%

Relationship Between Children in the Home and Participant (count)

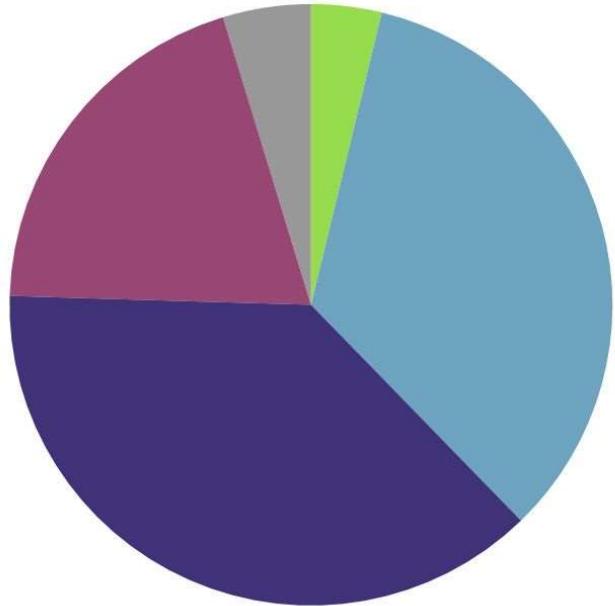


Families with All Children Aged 0-5



How many people can you call on for practical help?

- No one: 4%
- One or two people: 34%
- Three to five people: 38%
- Six to ten people: 20%
- Eleven or more people: 5%



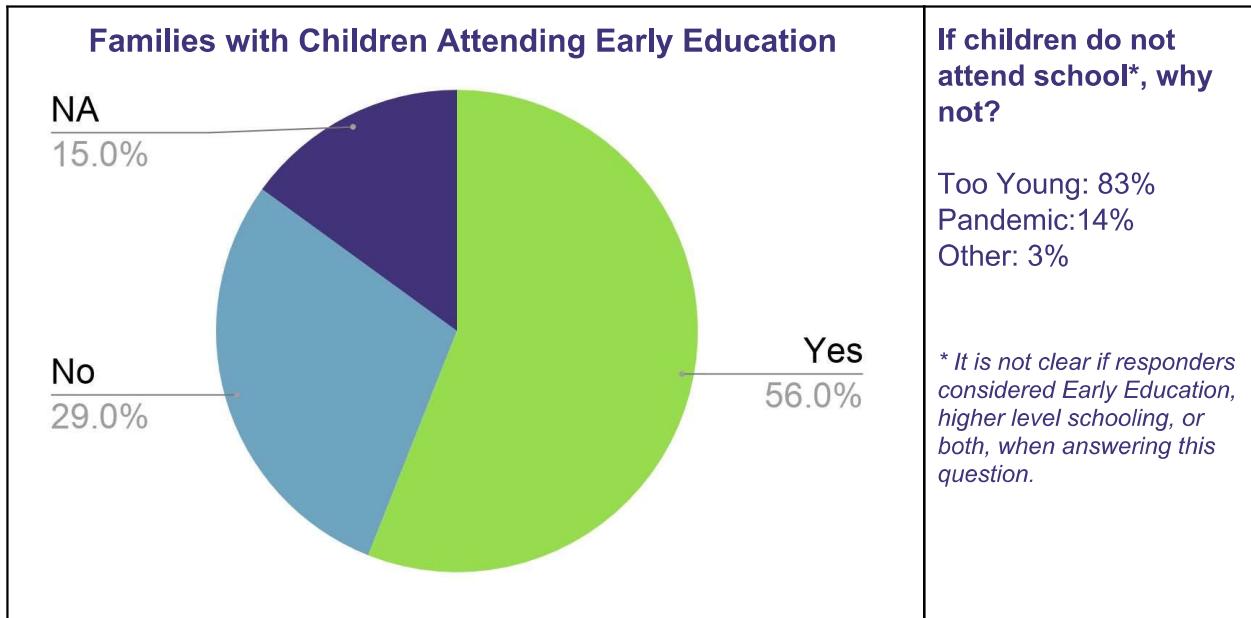
Who can you call on for practical help?

- Self (and partner if present): 21%
- Extended family: 28%
- Community, *but no extended family*: 15%
- Community *and* extended family: 29%

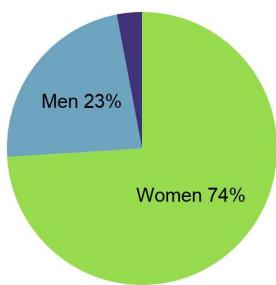
Half of all families that have lived in the US 0-2 years say they have no one to call on for practical help

Key Disaggregations

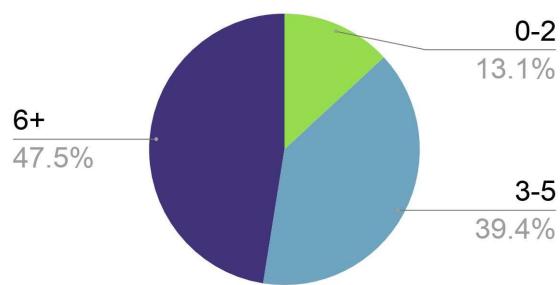
The following disaggregations are used throughout the report, meaning you can view the percentage of participants from each grouping that responded to each question.



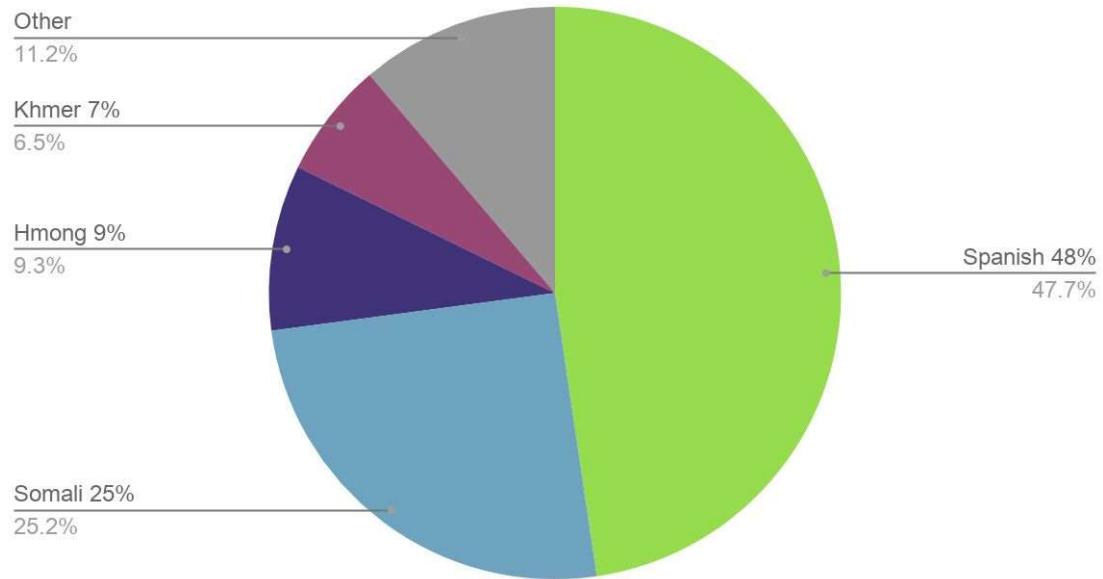
Gender of Interviewees



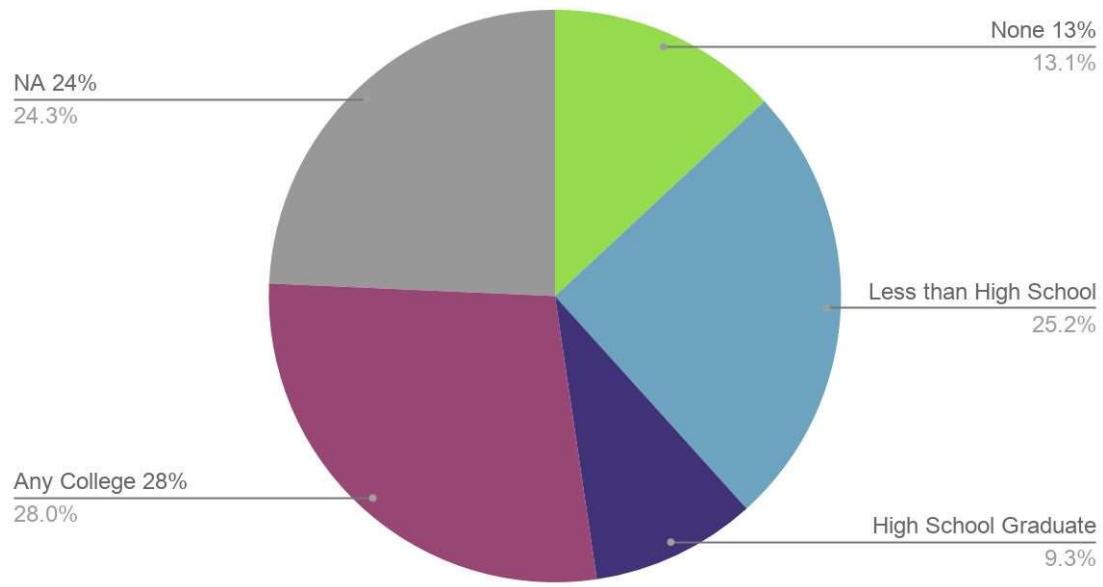
Years in the US



Language Spoken in the Home



Education Level of Parents



Perspectives on Education

Is education important for your family? (100% say yes) Why or why not?

(53%) Pathway to Intangible Benefits: choice, opportunity, success	<i>Education is very important, it opens many doors. It is a path to success.</i>			
Early Ed 52% No Early Ed 52%	0-2 years 50% 3-5 years 52% 6+ years 56%	Men 44% Women 56%	Hmong 60% Khmer* 71% Somali 52% Spanish 47%	None 64% < High School 41% High School 55% Any College 57%
(36%) Self- Development: values and basic skills	<i>Education is important to us because it is the basis for improving as a person and society.</i>			
Early Ed 42% No Early Ed 32%	0-2 years 57% 3-5 years 38% 6+ years 28%	Men 36% Women 35%	Hmong 10% Khmer* 14% Somali 26% Spanish 45%	None 14% < High School 37% High School 45% Any College 37%
(32%) Practical and Financial Security: jobs and being self-sufficient	<i>We see that if the person doesn't have any degree it is hard to find a good job and have financial stability.</i>			
Early Ed 33% No Early Ed 39%	0-2 years 36% 3-5 years 26% 6+ years 36%	Men 20% Women 37%	Hmong 60% Khmer* 29% Somali 11% Spanish 35%	None 14% < High School 37% High School 36% Any College 27%
(21%) Socialization: civic duty, communication, and helping others	<i>Education is very important for humans. It takes you out of ignorance, helpful for your society, contribute to life.</i>			
Early Ed 23% No Early Ed 16%	0-2 years 21% 3-5 years 26% 6+ years 18%	Men 28% Women 18%	Hmong 0% Khmer* 29% Somali 22% Spanish 24%	None 0% < High School 33% High School 18% Any College 20%

Analyst notes: A recurring theme was comparisons between the parents' education and the opportunities they hope to see for their children, such as, "I want them to have the opportunities I did not have."

Noticeable were the responses that were cautionary, such as, "They will get nowhere without education."

*less than 10 respondents

What did your educational experience look like?

(56%) Interruption: war, marriage, kids, cost, non-transferable degree

I did not have the opportunity to go to school, for my parents it was only important that I learn to work

Early Ed 50%
No Early Ed 65%

0-2 years 36%
3-5 years 57%
6+ years 62%

Men 52%
Women 58%

Hmong 80%
Khmer* 57%
Somali 52%
Spanish 59%

None 100%
< High School 93%
High School 36%
Any College 40%

(26%) Continuing Education: want to, GED, online, self-education

No formal education at all, never went to school, I am trying to educate myself through adult education and night schools

Early Ed 32%
No Early Ed 13%

0-2 years 7%
3-5 years 24%
6+ years 34%

Men 24%
Women 28%

Hmong 20%
Khmer* 57%
Somali 41%
Spanish 14%

None 14%
< High School 26%
High School 45%
Any College 30%

There was a pretty even split between positive and negative school experiences as children.

Parents report that in many instances, their own parents were unable to support their education (often because their schooling was in a different language). Many report a feeling of isolation in their own educational journey, and that there was 'no one to help' them when they struggled.

*less than 10 respondents

What are your dreams and wishes for your children(s) education?

(64%) Attainment: go as far as they can, attend and graduate college		<i>My dreams and wishes for all my children getting good master degree or PhD degree.</i>		
Early Ed 57%	0-2 years 64%	Men 56%	Hmong 70%	None 71%
No Early Ed 65%	3-5 years 57%	Women 67%	Khmer* 71%	< High School 59%
	6+ years 68%		Somali 78%	High School 36%
			Spanish 61%	Any College 70%
(50%) Career Focus: get a good job, particularly in the helping professions		<i>I wish at least one of them can be a doctor. Even if it's not a doctor, be something good and have a good future.</i>		
Early Ed 57%	0-2 years 50%	Men 52%	Hmong 70%	None 29%
No Early Ed 52%	3-5 years 50%	Women 47%	Khmer* 43%	< High School 44%
	6+ years 48%		Somali 19%	High School 64%
			Spanish 59%	Any College 50%
(25%) Personal Growth: work hard, be a good person, and fulfill dreams		<i>Be successful isn't important, the most important thing I want my son to be is to become a good person in the future</i>		
Early Ed 28%	0-2 years 36%	Men 32%	Hmong 10%	None 0%
No Early Ed 29%	3-5 years 29%	Women 24%	Khmer* 14%	< High School 22%
	6+ years 20%		Somali 19%	High School 36%
			Spanish 31%	Any College 30%
(21%) A better life: financial stability and independence		<i>To get the best education and get a better job away from the streets. I want them to be able to help themselves.</i>		
Education Ed 20%	0-2 years 7%	Men 32%	Hmong 30%	None 21%
No Early Ed 19%	3-5 years 12%	Women 19%	Khmer* 0%	< High School 15%
	6+ years 34%		Somali 48%	High School 27%
			Spanish 10%	Any College 30%
(17%) Generational Change: have the education I did not, see my sacrifices		<i>I want my children surpass me not only in education but have better life than us</i>		
Early Ed 15%	0-2 years 14%	Men 24%	Hmong 10%	None 7%
No Early Ed 23%	3-5 years 17%	Women 15%	Khmer* 29%	< High School 19%
	6+ years 18%		Somali 7%	High School 27%
			Spanish 22%	Any College 23%
<i>A very common response is structured like this: I want them to study and be successful so that they can get a professional career, it's up to them what that is, but I'd like for them to be a doctor/teacher/etc.</i>				
<i>The status of being a 'professional' is highly desirable, largely due to the respect that American society gives white-collar workers.</i>				
<i>There was another theme of contribution (11%), whether that was to society or to one's own family. This theme gets stronger the longer a family has been in the US, and is particularly common with Hmong-speaking interviewees.</i>				
*less than 10 respondents				

What are some cultural values that are important to you when it comes to your children(s) education?

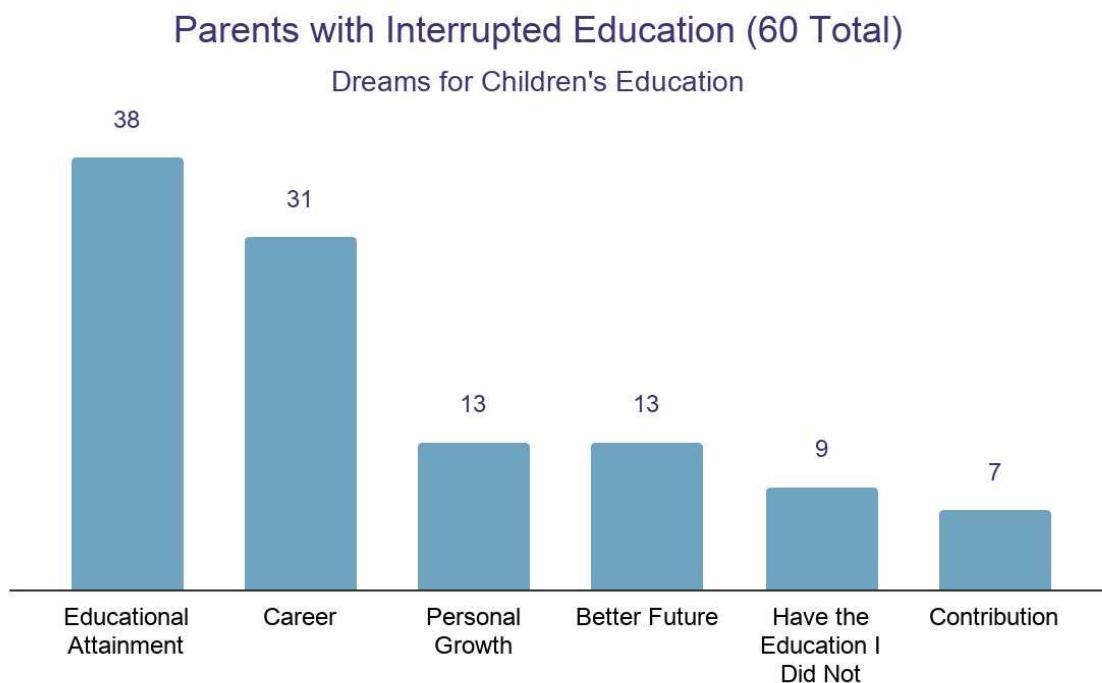
(42%) Morals: responsibility, humility, generosity, honesty, perseverance	<i>My parents are war refugees. They always tell us to work hard, respect your elders, and love your family.</i>			
Early Ed 43% No Early Ed 52%	0-2 years 71% 3-5 years 40% 6+ years 36%	Men 52% Women 37%	Hmong 50% Khmer* 29% Somali 15% Spanish 51%	None 29% < High School 44% High School 55% Any College 37%
(38%) Retaining Culture, Language, and Religion	<i>Just to know who he is and where he came from. I want him to balance his culture always.</i>			
Early Ed 33% No Early Ed 29%	0-2 years 7% 3-5 years 36% 6+ years 50%	Men 20% Women 46%	Hmong 60% Khmer* 43% Somali 74% Spanish 16%	None 64% < High School 33% High School 18% Any College 43%
(34%) Respect	<i>It is my culture, respect. The first thing respect. Respect is a big place in my culture and then religion.</i>			
Early Ed 35% No Early Ed 42%	0-2 years 50% 3-5 years 31% 6+ years 32%	Men 16% Women 39%	Hmong 60% Khmer* 0% Somali 4% Spanish 51%	None 21% < High School 44% High School 27% Any College 30%
<p><i>There was another theme of family unity (13%) - the desire for children to stay physically close to family, even into college and establishing their careers. It is notable that this theme gets stronger the longer a family has been in the US, particularly among Hmong- and Spanish-speaking interviewees.</i></p> <p><i>Also mentioned frequently were knowledge and academic success and the importance of providing the moral and financial support necessary for their children's education.</i></p> <p><i>Some participants mentioned specific aspects of culture or educational norms from their home country that are intentionally being left behind.</i></p>				
<small>*less than 10 respondents</small>				

Intersection between interrupted education and educational dreams

During analysis, it was noted that the sentiment, 'have the education I did not have' came up frequently. Analysts suspected that parents with interrupted or frustrated educational journeys would be more likely to express this sentiment. Upon analysis, however, this turned out to be untrue. In fact, the sentiment 'go as far as they can in education' was the strongest theme for those with interrupted or frustrated education. So much so, in fact, that a large group of respondents **only** expressed this sentiment, as opposed to other respondents who were likely to mention a number of sentiments such as personal growth, contribution to society, etc.

Of 60 total parents who report having an interrupted education, 20% state that their dream for their child's education is attainment - to go as far as they can, attend college, and/or get a degree - without mentioning any dreams such as personal growth, career, or contribution. An additional 33% state that their dream for their child's education is education attainment **and** a career - also without mentioning dreams such as personal growth or contribution. Taken together, these two dreams - attainment and career - account for 53% of all responses.

Listed below is the number of times all dreams were mentioned (totals may not add up due to one response referencing multiple dreams).



Barriers

#1 Food Security



Never 42%
Rarely 13%
Sometimes 29%
Often 10%
Very Often 5%

There is not job for me and making sure I have meals for my children everyday is stressing. They always want to eat and it makes it hard. Its hard for me to tell them that I'm not working to provide food.

Often or Very Often 15%

Early Ed 15%	0-2 years 14%	Men 12%	Hmong 10%	None 7%
No Early Ed 13%	3-5 years 14%	Women 16%	Khmer* 71%	< High School 22%
	6+ years 16%		Somali 4%	High School 18%

Spanish 10%	Any College 10%
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(26%) Job Instability: job loss, fewer hours, fear of job loss

If my husband lose his job or get sick is not other way to obtain money to cover for food or others.

Early Ed 25%	0-2 years 29%	Men 20%	Hmong 30%	None 43%
No Early Ed 26%	3-5 years 29%	Women 29%	Khmer* 29%	< High School 30%
	6+ years 22%		Somali 4%	High School 36%

Spanish 37%	Any College 13%
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(24%) Rely on Community Resources and Family

i have family willing to help

Early Ed 27%	0-2 years 29%	Men 16%	Hmong 0%	None 36%
No Early Ed 16%	3-5 years 21%	Women 27%	Khmer* 29%	< High School 19%
	6+ years 26%		Somali 30%	High School 36%

Spanish 25%	Any College 20%
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(17%) Pandemic: food scarcity, change in routine, fear of going out

The pandemic has affected my work hours and this has affected my economy, and sometimes I don't have enough money to feed my girls.

Early Ed 22%	0-2 years 7%	Men 20%	Hmong 20%	None 0%
No Early Ed 10%	3-5 years 14%	Women 16%	Khmer* 57%	< High School 30%
	6+ years 22%		Somali 4%	High School 18%

Spanish 16%	Any College 10%
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28% of families report that they are feeling food secure. This may be because they are still working, that they have enough money and food, or have solutions such as gardening. Food stability is particularly common amongst Hmong-speaking respondents (70%).

*less than 10 respondents

#2 Housing



Never 36%
Rarely 21%
Sometimes 22%
Often 7%
Very Often 12%

We might not be able to pay for the house. We also don't have money to make repairs. We have to leave some things broken. His salary is enough to pay the bills month to month- no saving. We often worry what would happen if he got sick.

Often or Very Often 20%

Early Ed 18%	0-2 years 7%	Men 12%	Hmong 20%	None 29%
No Early Ed 13%	3-5 years 17%	Women 23%	Khmer* 29%	< High School 26%
	6+ years 26%		Somali 19%	High School 18%

(32%) Financial Instability: single income earner, paying bills or rent

Early Ed 33%	0-2 years 21%	Men 32%	Hmong 10%	None 21%
No Early Ed 26%	3-5 years 29%	Women 33%	Khmer* 57%	< High School 37%
	6+ years 38%		Somali 7%	High School 36%

(24%) Pandemic: loss of hours or job, becoming sick and unable to work

Early Ed 22%	0-2 years 14%	Men 24%	Hmong 30%	None 21%
No Early Ed 29%	3-5 years 26%	Women 25%	Khmer* 29%	< High School 22%
	6+ years 26%		Somali 7%	High School 27%

(10%) Suitable Housing: for children, size, repairs, or safety

Early Ed 7%	0-2 years 0%	Men 8%	Hmong 30%	None 14%
No Early Ed 16%	3-5 years 12%	Women 11%	Khmer* 0%	< High School 15%
	6+ years 12%		Somali 15%	High School 9%

(8%) Cost

Sometimes we worry if we can afford it, because it is expensive

Early Ed 5%	0-2 years 0%	Men 8%	Hmong 10%	None 0%
No Early Ed 13%	3-5 years 12%	Women 9%	Khmer* 14%	< High School 19%
	6+ years 8%		Somali 4%	High School 0%

15% of families say they have housing solutions - particularly living with family and using housing vouchers. Housing vouchers are particularly common amongst Somali-speaking families and those with no formal education.

*less than 10 respondents

Tied for #3 Transportation



Never 45%
Rarely 18%
Sometimes 21%
Often 7%
Very Often 7%

It worries me that my kids don't get dropped off after school specially when they come back home. I have to pay someone that picks them up and takes care of them. We have our own vehicle to go to our job.

Often or Very Often 15%

Early Ed 13%	0-2 years 14%	Men 12%	Hmong 10%	None 14%
No Early Ed 6%	3-5 years 17%	Women 16%	Khmer* 86%	< High School 11%
	6+ years 14%		Somali 11%	High School 18%

Spanish 8%
Any College 17%

(20%) Need rides: no car, can't drive, no license *I don't have transportation, I rely on friends, neighbors and the community.*

Early Ed 22%	0-2 years 29%	Men 12%	Hmong 0%	None 36%
No Early Ed 16%	3-5 years 24%	Women 20%	Khmer* 14%	< High School 19%
	6+ years 14%		Somali 19%	High School 27%

Spanish 25%
Any College 13%

(13%) Unreliable vehicle, or fear about sole vehicle breaking down *For I have only a used car, if my car broke down then I didn't have a car go to work any more.*

Early Ed 7%	0-2 years 7%	Men 16%	Hmong 30%	None 0%
No Early Ed 23%	3-5 years 10%	Women 13%	Khmer* 57%	< High School 22%
	6+ years 18%		Somali 4%	High School 18%

Spanish 10%
Any College 13%

(8%) Not enough cars for the number of drivers *Only have one car for everyone. They all work in three diffrent places so that is hard at times.*

Early Ed 8%	0-2 years 21%	Men 8%	Hmong 0%	None 7%
No Early Ed 6%	3-5 years 7%	Women 9%	Khmer* 14%	< High School 7%
	6+ years 6%		Somali 4%	High School 18%

Spanish 12%
Any College 7%

A distrust of public transportation is occasionally noted. Many families state that they have reliable transportation to get to and from work, but that transporting the kids to school is a challenge because drop-off hours conflict with partner's or own working hours.

*less than 10 respondents

Tied for #3 Familiarity with Resources



Very Unfamiliar 3%
Unfamiliar 10%
Somewhat Familiar 22%
Familiar 32%
Very Familiar 31%

When you don't have enough money, you ask for assistance and they help a little to buy milk for my child. Also with WIC if you have small child, you ask for assistance they help too.

Very Unfamiliar or Unfamiliar 13%

Early Ed 10%	0-2 years 21%	Men 20%	Hmong 10%	None 7%
No Early Ed 23%	3-5 years 19%	Women 11%	Khmer* 14%	< High School 7%
	6+ years 6%		Somali 4%	High School 27%
			Spanish 16%	Any College 10%

(23%) Currently Use Resources

I have received assistance from the schools and from my church and people in the community have offered help.

Early Ed 27%	0-2 years 36%	Men 24%	Hmong 10%	None 21%
No Early Ed 23%	3-5 years 19%	Women 24%	Khmer* 14%	< High School 37%
	6+ years 24%		Somali 0%	High School 27%
			Spanish 39%	Any College 17%

(19%) Do Not Use Resources Currently: see detail below

I am familiar with the resources, and I have used some in the past. I know that if I need help, they will help me.

Early Ed 23%	0-2 years 36%	Men 8%	Hmong 50%	None 0%
No Early Ed 16%	3-5 years 17%	Women 22%	Khmer* 0%	< High School 7%
	6+ years 16%		Somali 11%	High School 18%
			Spanish 22%	Any College 37%

(17%) Learn from People: family, social worker, nurses, home visitors

We know about the resources through word of mouth and we learned through our home visitor & school

Early Ed 15%	0-2 years 21%	Men 20%	Hmong 0%	None 14%
No Early Ed 16%	3-5 years 21%	Women 14%	Khmer* 14%	< High School 26%
	6+ years 12%		Somali 11%	High School 9%
			Spanish 20%	Any College 7%

19% of interviewers say they do not access resources currently. Reasons given include: because their income is too high to qualify, because they are no longer eligible, they have a fear of revealing their status, they are a new family and are unaware of resources available to them, they do not need resources, or they face transportation barriers. An additional 20% state that they are aware of the resources available to them, but do not elaborate on use. And 6% say that they are confident they would know where to look for resources, should they need them.

For families that are only aware of a single resource, it is typically WIC

*less than 10 respondents

#5 Paying for Childcare



Never 68%
Rarely 15%
Sometimes 7%
Often 6%
Very Often 4%

It has been very hard for me to find something here. The cost is a lot to find a place that works evenings and weekends since that's when I work.

Often or Very Often 9%

Early Ed 12%	0-2 years 7%	Men 0%	Hmong 20%	None 0%
No Early Ed 6%	3-5 years 10%	Women 13%	Khmer* 0%	< High School 19%
	6+ years 10%		Somali 7%	High School 0%

Spanish 12% Any College 10%

(48%) No Needs: homemaker, accommodating schedules, not working

I just came here, and I don't work, so I can take care of my son because I'm staying home.

Early Ed 47%	0-2 years 64%	Men 56%	Hmong 40%	None 43%
No Early Ed 55%	3-5 years 45%	Women 46%	Khmer* 43%	< High School 37%
	6+ years 46%		Somali 22%	High School 82%

Spanish 55% Any College 43%

(12%) Difficulties: cannot afford it, cannot find it

I only work part time and I do not have enough money to keep up with my childcare payment.

Early Ed 15%	0-2 years 14%	Men 4%	Hmong 20%	None 0%
No Early Ed 10%	3-5 years 14%	Women 15%	Khmer* 0%	< High School 30%
	6+ years 10%		Somali 4%	High School 0%

Spanish 18% Any College 7%

30% of respondents say they have childcare - whether through family and friends, receiving assistance, or they can afford to pay.

Some responses are unclear whether families do not need daycare because they lost jobs and are home, or if staying home is their preferred lifestyle. Cultural considerations around lifestyle preferences should be considered, particularly when taken together with the 'family unity' theme noted elsewhere in the report.

*less than 10 respondents

#6 Relationships with Educational Institutions: Can you share about your relationship with your child's school?



Very Satisfied 53%
 Satisfied 28%
Neutral 14%
Dissatisfied 2%
Very Dissatisfied 0%

I'm trying to teach my children even though I do not have an education; I feel like I am acting sometimes, but I know that it is so important"

Satisfied or Very Satisfied 81%

Early Ed 82%	0-2 years 75%	Men 78%	Hmong* 100%	None 42%
No Early Ed 41%	3-5 years 74%	Women 81%	Khmer* 83%	< High School 86%
	6+ years 90%		Somali 79%	High School* 100%
			Spanish 76%	Any College 90%

(48%) Communication: availability, answer question, provide information	<i>Because if I ask a question I get an answer for the teacher.</i>
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Early Ed 50%	0-2 years 33%	Men 56%	Hmong* 71%	None 8%
No Early Ed 44%	3-5 years 39%	Women 47%	Khmer* 67%	< High School 52%
	6+ years 59%		Somali 32%	High School* 44%
			Spanish 43%	Any College 52%

(37%) Staff Behavior: welcoming, accommodating, engaging	<i>I have felt excluded, their interpreters are not very friendly and the school does not have programs that help parents</i>
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Early Ed 48%	0-2 years 58%	Men 28%	Hmong* 14%	None 50%
No Early Ed 19%	3-5 years 39%	Women 39%	Khmer* 0%	< High School 33%
	6+ years 31%		Somali 42%	High School* 22%
			Spanish 45%	Any College 48%

(20%) Quality of Education	<i>Because the school offers a better education and they have well-qualified teachers as well.</i>
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Early Ed 18%	0-2 years 8%	Men 28%	Hmong* 0%	None 17%
No Early Ed 25%	3-5 years 29%	Women 19%	Khmer* 50%	< High School 29%
	6+ years 18%		Somali 26%	High School* 22%
			Spanish 21%	Any College 19%

(14%) Language: as a barrier, supportive attempts appreciated	<i>They know I don't know English and when I go they try to make it as easy as possible for me to understand or help me as much as they can.</i>
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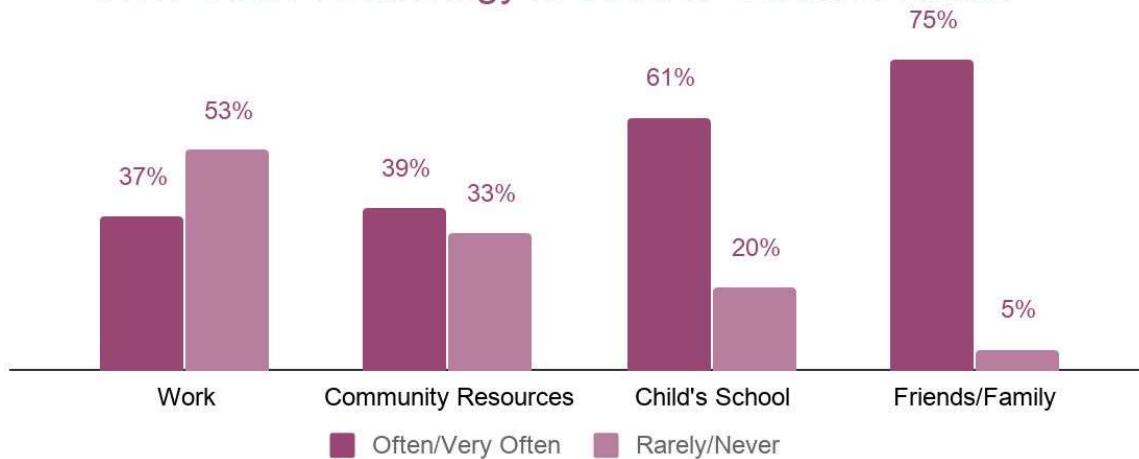
Early Ed 16%	0-2 years 25%	Men 0%	Hmong* 0%	None 25%
No Early Ed 12%	3-5 years 13%	Women 19%	Khmer* 0%	< High School 14%
	6+ years 13%		Somali 16%	High School* 11%
			Spanish 17%	Any College 5%

All themes listed in this section could be described as assets or barriers, depending on institutional response. These themes should be thought of as 'key factors to the quality of families' relationship with schools'.

*less than 10 respondents

Breakout Section: Technology

How Often Technology is Used to Connect With...



General Themes Around Technology

(23%) Pandemic: need technology to connect socially and distance learn *It is a way to overcome the situation in a better way, social distancing but still in communication with them and also with family and friends.*

Early Ed 20%	0-2 years 14%	Men 28%	Hmong 60%	None 0%
No Early Ed 39%	3-5 years 19%	Women 23%	Khmer* 0%	< High School 26%
	6+ years 30%		Somali 7%	High School 27%
			Spanish 29%	Any College 27%

(16%) Phone is King: often the only tech used, offers many platforms *The only technology I know how to use is my cell phone.*

Early Ed 12%	0-2 years 14%	Men 16%	Hmong 0%	None 43%
No Early Ed 16%	3-5 years 21%	Women 16%	Khmer* 0%	< High School 15%
	6+ years 12%		Somali 22%	High School 9%
			Spanish 20%	Any College 13%

(16%) I don't understand technology, or do not have the necessary skills *It's hard to use technology for us because we are not familiar with it. We did not have a computer back home.*

Early Ed 17%	0-2 years 43%	Men 8%	Hmong 0%	None 29%
No Early Ed 13%	3-5 years 12%	Women 18%	Khmer* 14%	< High School 26%
	6+ years 12%		Somali 15%	High School 18%
			Spanish 20%	Any College 7%

Interviewees report using technology in many ways - for their own education, to communicate and connect, and to access resources. Specific platforms mentioned include Whatsapp, Facebook, Instagram, email, and phone.

*less than 10 respondents

If technology was easier to use, would you connect with your child's school more?



Yes 83%
No 4%
Maybe 13%

Technology is becoming more important everyday and will be a big part in my child education

Yes 83%

Early Ed 80%	0-2 years 64%	Men 91%	Hmong 100%	None 86%
No Early Ed 89%	3-5 years 85%	Women 81%	Khmer* 86%	< High School 81%
	6+ years 88%		Somali 100%	High School 73%

(11%) Hesitations: lack of tech, prefer face-to-face, negative effects of tech

I know technology is very important, but we prefer face to face.

Early Ed 10%	0-2 years 14%	Men 17%	Hmong 0%	None 0%
No Early Ed 18%	3-5 years 15%	Women 10%	Khmer* 0%	< High School 12%
	6+ years 8%		Somali 4%	High School 0%

(9%) Language: need tech to communicate, need interpreter to learn

I don't know about technology but with interpretive services included in that technology - then yes.

Early Ed 8%	0-2 years 7%	Men 9%	Hmong 0%	None 7%
No Early Ed 7%	3-5 years 15%	Women 9%	Khmer* 29%	< High School 15%
	6+ years 4%		Somali 0%	High School 9%

13% of interviewees restated that they were interested to learn more - that they recognize the importance of technology, and that it can help with school. Nearly all people expressing this interest were Spanish-speaking.

*less than 10 respondents

If culturally appropriate technology resources or training were made available, would you, the parent or guardian participate?



Yes 86%
No 4%
Maybe 9%

We would participate to support our children

Yes 86%

Early Ed 85%	0-2 years 86%	Men 80%	Hmong 90%	None 86%
No Early Ed 84%	3-5 years 81%	Women 87%	Khmer* 86%	< High School 85%
	6+ years 92%		Somali 100%	High School 64%
			Spanish 82%	Any College 93%

(10%) Language: need tech to communicate, need interpreter to learn *I would like to participate more, English can be a little barrier, I read and understand some, but is really hard to talk*

Early Ed 15%	0-2 years 21%	Men 8%	Hmong 0%	None 0%
No Early Ed 6%	3-5 years 10%	Women 11%	Khmer* 14%	< High School 22%
	6+ years 8%		Somali 4%	High School 0%
			Spanish 18%	Any College 7%

(7%) Depends On: scheduling, tech needs, gaining baseline knowledge *Yes if they work with my work hours.*

Early Ed 5%	0-2 years 7%	Men 4%	Hmong 0%	None 7%
No Early Ed 10%	3-5 years 10%	Women 6%	Khmer* 14%	< High School 7%
	6+ years 4%		Somali 0%	High School 9%
			Spanish 10%	Any College 3%

(7%) Hesitations: no time or baseline knowledge *I can't because when you are stressed. You are unable to focus.*

Early Ed 5%	0-2 years 0%	Men 8%	Hmong 10%	None 14%
No Early Ed 13%	3-5 years 12%	Women 6%	Khmer* 0%	< High School 4%
	6+ years 4%		Somali 0%	High School 18%
			Spanish 6%	Any College 3%

Some specific interests were shared: cultural songs/food/cooking, cultural connections, school apps, help with email, and voice to text.

31% of respondents said they recognize the benefits of such training and would like to take the opportunity. This was particularly common for Somali-speaking interviewees as well as those with no formal education.

*less than 10 respondents

Breakout Section: What's Working Well

What are some of the things that have worked well with schooling?

(45%) Quality of education, particularly individualized supports	<i>I liked how my daughter is teaching the English language, the activities and personalized accompaniment has made it easier.</i>				
Early Ed 45% No Early Ed 39%	0-2 years 33% 3-5 years 52% 6+ years 44%	Men 47% Women 44%	Hmong* 22% Khmer* 83% Somali 42% Spanish 45%	None 8% < High School 48% High School* 56% Any College 65%	
(32%) Socialization: increasing confidence, talking more	<i>It helped build my daughter's confidence so she is becoming less shy and more comfortable around other children.</i>				
Early Ed 34% No Early Ed 22%	0-2 years 42% 3-5 years 29% 6+ years 32%	Men 26% Women 33%	Hmong* 0% Khmer* 17% Somali 42% Spanish 33%	None 42% < High School 33% High School* 22% Any College 30%	
(25%) Engagement: teachers, home visits, conferences, communication	<i>Connecting with the teacher at school everyday so I know what my child needs help with at home.</i>				
Early Ed 27% No Early Ed 28%	0-2 years 8% 3-5 years 19% 6+ years 34%	Men 26% Women 25%	Hmong* 89% Khmer* 33% Somali 0% Spanish 14%	None 0% < High School 24% High School* 44% Any College 26%	
(12%) Affordability: transportation, free meals, scholarships, tuition assistance	<i>The school transportation, meals, and the support we get from the school.</i>				
Early Ed 5% No Early Ed 11%	0-2 years 0% 3-5 years 19% 6+ years 10%	Men 16% Women 11%	Hmong* 0% Khmer* 17% Somali 32% Spanish 2%	None 42% < High School 5% High School* 0% Any College 9%	
<i>11% said that one of the things going well with schooling was their children learning English. This was particularly true for families who had been in the US for two years or less, those with no formal education, and those who spoke Spanish in the home.</i>					
<i>Additional comments indicated that language support, the location of the school (close to home), and information on additional community resources were also helpful to the family.</i>					
<i>Analyst note: we highly recommend reading the individual responses to this question, included in the appendix</i>					

Breakout Section: What's Not Working So Well

Can you share an example or story about something that hasn't been working too well with schooling? What's getting in the way?

(28%) Logistics: registration, enrollment, tutoring, tech, schedules				
<i>it was hard to enroll them, we did not know who to contact</i>				
Early Ed 34%	0-2 years 23%	Men 16%	Hmong* 22%	None 42%
No Early Ed 28%	3-5 years 32%	Women 31%	Khmer* 17%	< High School 29%
	6+ years 27%		Somali 32%	High School* 11%
			Spanish 28%	Any College 26%
(23%) Behavior/Social: distracted, restless, struggles with being new, bullying				
<i>My children's friends at school have shown them how to be disrespectful.</i>				
Early Ed 20%	0-2 years 15%	Men 5%	Hmong* 89%	None 0%
No Early Ed 33%	3-5 years 13%	Women 30%	Khmer* 50%	< High School 33%
	6+ years 34%		Somali 0%	High School* 22%
			Spanish 14%	Any College 17%
(21%) Language Barriers				
<i>They send many messages in English that I do not understand. I have requested interpreters many times but I have never received the services.</i>				
Early Ed 23%	0-2 years 23%	Men 21%	Hmong* 0%	None 17%
No Early Ed 17%	3-5 years 29%	Women 22%	Khmer* 33%	< High School 19%
	6+ years 15%		Somali 11%	High School* 33%
			Spanish 30%	Any College 22%
Analyst note: we highly recommend reading the individual responses to this question, included in the appendix.				
*less than 10 respondents				

Breakout Section: Language

Language as an Asset

Many families comment that the way their child's school addresses language, in many ways, defines the strength of the relationship they have with the school.

Language support appears to be working best for (or perhaps is not needed as extensively by) Hmong and Somali interviewees, as they are least likely to report that language is a barrier with regards to their child(ren)'s education (Hmong 0% and Somali 7%).

As example, when I go to their school, even they know I don't know English and when I go they try to make it as easy as possible for me to understand or help me as much as they can. They know I don't have English and they do their best to help with anything I need.

I don't speak English and the teachers always are looking for ways to communicate with me.

Language as a Barrier

Unfortunately, there are many instances in which institutions are not accommodating language needs. This includes being unresponsive to specific requests regarding language support, being unable to provide language support, or being unwelcoming to those needing language support.

11% say language is a barrier to building a quality relationship with their child's school - this is true for 25% of families in the US for two years or less

21% say that language support is not working well with their child's school

I have felt excluded for the teaching of my children, their interpreters are not very friendly and the school does not have programs that help parents in the same situation.

I really love all the program but the only problem is the language barrier when communicating with the school. More opportunities to use an interpreter would be helpful, especially when filling out forms or my child needs vaccinations. I have used an interpreter before over the phone but that is difficult, it would be more helpful in person.

He doesn't have the language skills to contact the school and ask them to include him in the communication

Sometimes others make comments and assuming that the other person cannot understand and it can be irrelevant or relevant that can affect the follow up with the student. Some parents can understand but not reply because they don't have enough vocabulary.

My kids had hard time understanding their teachers due to the accents and started kind of hating schooling altogether

They send many messages in English that I do not understand. I have requested interpreters many times but I have never received the services.

	<p><i>I don't feel good with his interpretations because I understand English and he doesn't say things correctly.</i></p> <p><i>I do not read Spanish; that is why I have requested that all my messages be of voice in Spanish and I do not receive them. I feel a little frustrated because I cannot help my children at all</i></p>
<p>While language does not rise to prominence as a theme relating to barriers such as transportation, food, housing, or paying for childcare, it is readily expressed as being a barrier to technology use.</p> <p>9% say language is a barrier to tech use</p> <p>10% say language barriers would present challenges in participating in tech training - this is true for 21% of families in the US for two years or less</p>	<p><i>I would like to have more information available in Spanish, web pages we can switch to Spanish to English.</i></p> <p><i>Yes, I would like to participate more (in tech training), English can be a little barrier, I can read and understand some, but is really hard to talk</i></p>
<p>Interviewer notes indicate the language barriers may prevent participants from accessing resources in the community, despite not indicating that there is a language barrier.</p>	<p><i>When discussing barriers, Dad said a few times "because of my education level". He said his English is fine because he was forced to learn in the Army but he was never able to develop his writing skills to the level he would like. For his wife, English language has been a barrier.</i></p> <p><i>It seemed (she) repeatedly viewed her limited English and lack of interpretive services as a barrier.</i></p>
Language as Heritage	
<p>Many parents (38%) say that retaining their heritage (culture, language, and religion) is important to them when it comes to their child(ren)'s education.</p> <p>This is particularly true for Hmong (60%) and Somali (74%) interviewees, as well as those with no formal education</p>	<p><i>That they have a good understanding of where they came from. That they continue to speak Spanish, read it and write it because that is one way for them to know more about their culture and the values of Venezuela.</i></p> <p><i>Keep their native language, Somali culture, and Islamic culture</i></p> <p><i>I want my children to keep the Hmong language. I want them to be good at English, but also learn Hmong.</i></p>

Breakout Section: Pandemic

Because of the pandemic, families are struggling with....

1. Employment 64%
2. Helping with homework 47%
3. Mental health 46%

4. Keeping children safe from the virus 31%
5. Food 27%
6. Housing 26%
7. Connecting with school 21%
8. Finding daycare 19%
9. Transportation 14%
10. Marital/family problems 12%

When asked to share more, interviewees focused on the following:

(33%) Financial Decline: job loss, fewer hours, falling behind financially

Because the pandemic my partner lost his job then we are very limited on money to cover the basic expenses.

Early Ed 35%
No Early Ed 32%

0-2 years 50%
3-5 years 33%
6+ years 28%

Men 16%
Women 38%

Hmong 20%
Khmer* 0%
Somali 15%
Spanish 55%

None 43%
< High School 41%
High School 36%
Any College 27%

(21%) Mental Health: stress, anxiety, worry and depression

I get stressed and I'm just waiting so this gets over.

Early Ed 28%
No Early Ed 16%

0-2 years 21%
3-5 years 21%
6+ years 20%

Men 0%
Women 27%

Hmong 40%
Khmer* 0%
Somali 0%
Spanish 31%

None 7%
< High School 26%
High School 0%
Any College 30%

(13%) Change in Routine: food, stuck indoors, social isolation

We are worried about the pandemic. The change of routine has been hard.

Early Ed 13%
No Early Ed 19%

0-2 years 14%
3-5 years 12%
6+ years 14%

Men 12%
Women 14%

Hmong 0%
Khmer* 0%
Somali 7%
Spanish 20%

None 0%
< High School 19%
High School 9%
Any College 20%

Analyst notes: stress and worry are prevalent in these responses. 7% of respondents focused on fears of getting or spreading the illness, and 6% focused on challenges with school.

*less than 10 respondents

Theme Validation

Themes Identified in Interviewer Notes

Those themes that were not identified elsewhere in our analysis are highlighted. Counts are included after each theme. We met with the interviewers to discuss how these themes overlapped and differed with those identified elsewhere. Interviewer comments are captured in the right-hand column.

Pandemic	
Interrupting education (6) Changes to routine (4) Increased resource use (4)	(no interviewer comments)
Barriers	
Employment instability (29) Language (24) Unable to help w school (14) Fear and stigma (13) Isolation for newcomers (13) Daycare (7) Housing (6) Technology (6) Legal Issues (5) Education level of parents (5) Transportation (4) Food (3) Education unnecessary (2)	<p><i>When you have not been through that journey (schooling), it is a lot harder to support someone on that journey.</i></p> <p><i>For the Latino community, the language is the first barrier. And the second one is around legal issues.</i></p> <p><i>A common theme is to want their children to have a better education than they had in home countries. Many are afraid that they will not be able to help their children as much as they want to because of the language and unfamiliarity with technology</i></p> <p><i>It was surprising the number of families reporting that they have no one to turn to for practical help. That may hinder the progress of that family as they are new to the US. They need someone to help with navigating. [Isolation] is a real barrier for families and children.</i></p>
Assets	
Engaged parenting (7) Networks of family/friends (9)	<p><i>Parents' engagement (and assimilation) and utilization of resources is very different. Some communities have patterns of education and higher education and utilization of resources. A lot of it has to do with time spent in the US.</i></p> <p><i>Some cultures rely a lot on family and friends when they first arrive - friends may help to translate/interpret when school supports are not sufficient. They also act as navigators (at school, in access resources, etc) when there are no supports provided by the system.</i></p>
Others	
Dreams for kids' education (8) Working opposite shifts (3) Changing schools (2)	<p><i>Families change schools for a variety of reasons, but it is largely because they want their children to relate to their peers. However, a school change may interrupt their child's education. If the school change is achieved by moving to a different community, it may also create a need for the parents to create a new social network.</i></p>

Themes Identified in Core Team Planning Process

On January 27, 2020, the Core Team met to discuss the systemic barriers they saw for refugee and immigrant families in accessing early education. As a form of theme validation, we include those items identified by the Core Team, with revisions based on new learnings indicated as follows: topics validated by these interviews are highlighted, new topics are italicized with asterisks

Issue	Policies	Systems	Services	Other
Transport	Drivers' license requirements	Transportation hours/routes	Lack of training	<p>Access to car</p> <p>Vehicle reliability</p> <p>Reliance on friends/family</p> <p><i>*When there is only one vehicle, it is often used to get to work instead of getting kids to school</i></p>
School Culture	Residency requirements for school mailings/information	Educator Training Gaps between school and home	Unaligned hours Limited interpretation	<p>Lack of welcoming climate</p> <p>Cultural differences</p> <p>Distrust from previous schools</p> <p>Bullying/Stereotyping</p> <p>Knowing where to start</p> <p><i>*Learning undesirable behavior from peers</i></p>
County and State Support	Eligibility Reqs.	Affordable Housing Food Employment	Applying for support	<p>Knowing where to start <i>*particularly true for new families with no social networks yet</i></p> <p>Concerns about status <i>*not only fears about revealing undocumented status, but also fears that utilizing public resources will affect visa status</i></p>
Other Priorities			Lack of access to childcare <i>*this was not mentioned as a barrier, families tended to report 'no need' for childcare due to the presence of a homemaker</i>	<p>Hard to prioritize school</p> <p>Caring for other small children</p> <p>Clothing</p>
Mental Health			Lack of access to mental health	Family mental health with limited support

Reflective Journaling Practice

Project staff conducted a reflective journaling exercise, which consisted of reading through the interviews and responding to some directed questions. Their responses are summarized here.

Overall Story	<p>Barriers: language, culture, education, technology, and housing/economic stability</p> <p>Families are hardworking and attempting to overcome challenges.</p> <p>The COVID-19 crisis has exacerbated pre-existing inequities. While many families were working hard and accessing some resources/supports to ensure their children got a good education to have a better future, they were experiencing added stressors and new concerns due to COVID. With job instability and loss and young children unexpectedly home, families relied on family, friends, neighbors, and formal supports related to food and social services to make ends meet.</p>
Key Themes	<p>Health: COVID and overall health</p> <p>Education: a good education is desired, some families struggle either with assisting their child, or finding assistance for their child to succeed. Many desire their child to go into the healthcare field.</p> <p>Language frustration with communication with the child/s school or teacher. Lack of culturally appropriate language services and the infrastructure needed.</p> <p>Technology was identified as a common finding due to the COVID crisis.</p> <p>Housing/Economic Stability are present and often interchangeable due to the fact that with one as a barrier the other itself becomes a barrier, evident by the responses of these interviews.</p> <p>Many experienced disruptions in education or were expected to work to support family from an early age. Parents desire to continue their own education.</p> <p>Struggling to support kids doing homework.</p> <p>Many are grateful for scholarships or enrollment in headstart/early headstart for kids.</p> <p>Kids experiencing bullying at school - some schools responsive, some not.</p> <p>Transportation: one car, no cars, relying on family and friends for rides.</p> <p>Cultural values: respect, responsibility, and language preservation.</p> <p>Families, friends, neighbors. Few mentioned having a large network. Several also mentioned having a limited network of people to rely on.</p> <p>Fear of citizenship issues for accessing benefits.</p> <p>Food: WIC, food shelves, school lunch program</p>

What was surprising?	<p>The fact that some cultural groups such as some SE Asian families didn't view as children in preschool a priority as otherwise expected.</p> <p>I find it also rather interesting that a significant amount of parents admitted that a barrier for them assisting their children in their education stems from their lack of educational experience, and understanding of what type of assignments students are receiving. One great example of that is interview number 84, where the mother wanted to assist her children but was unable to. Her other dream was also to go back to school herself to address the barrier but worried about childcare.</p>
Did findings vary by geography?	<p>From a bird's eye view I don't entirely believe that the themes of the barriers are exclusive to one geographic location over another. However, I do believe that the minority groups are substantially different amongst geographic regions of this project.</p>
What do the findings mean in the context of the WFS grant?	<p>The findings are somewhat expected and unexpected at the same time. It was expected to identify barriers affecting immigrant children 0-5 and their families. However, while typical culprits such as job security, transportation, and resources were expected. The unexpected was the identifying of unique perhaps overlooked barriers such as "family embarrassment"- meaning some families found it difficult and a barrier to assist or participate in their children's schooling simply because they themselves were either not able, or didn't understand what was assigned. I believe that this finding alone has identified a barrier that perhaps is obvious when you pause and think about it, yet overlooked if not underrated. Forming service delivery models in the future would and should be focused on this barrier as a component along with other identified barriers such as tech access, and other complimentary services.</p>
What role does COVID play in these responses?	<p>Families are experiencing additional stresses related to COVID-19 through issues such as job instability (loss, reduced or unpredictable hours, lack of childcare), and issues with homeschooling children. With these financial concerns come extra worries around food, housing payments, mental health, and technological issues.</p>

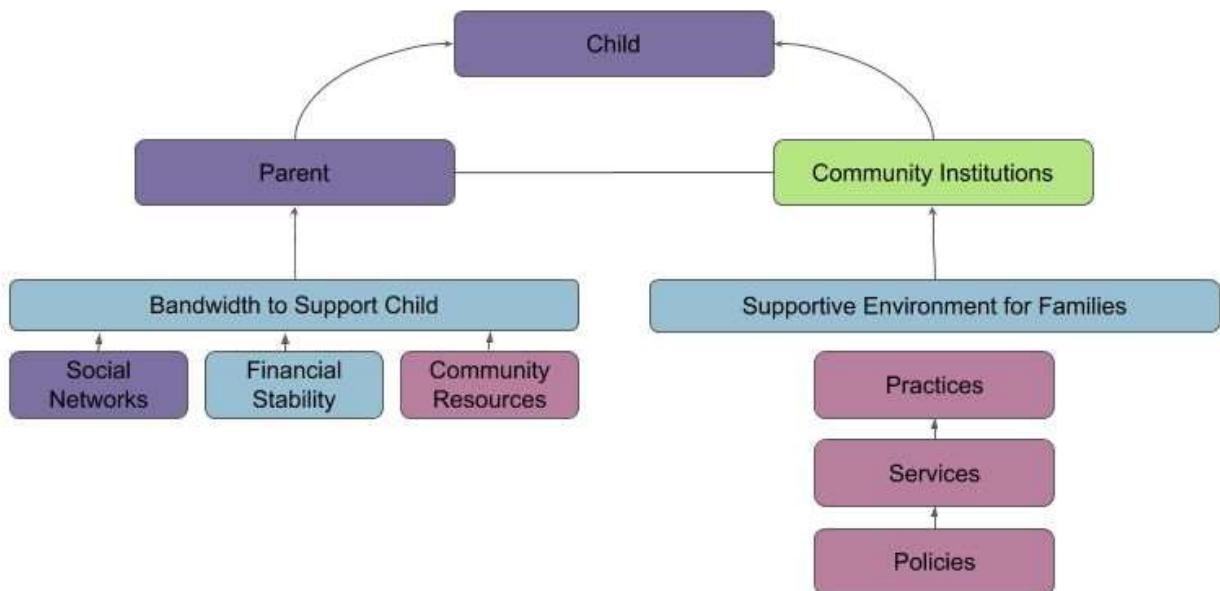
Systems to Support Whole Families

Both community institutions and parents intend to support the child in their educational journey. Community institutions also have a direct relationship with the parent.

For community institutions, their ability to provide a supportive environment for families impacts their ability to have a positive relationship with the parent and support the child. This supportive environment is built upon policies, services, and practices put in place at the organizational or system level.

For parents, their ability to support the child in their educational journey depends greatly on their bandwidth available to support the child. This is done by achieving financial stability, accessing community resources, and relying on social networks. If one of these is not available to the parent, they will likely lean more heavily on one of the other two.

In the diagram below, people are indicated by purple, outcomes are indicated by blue, and objects of systems change initiatives are indicated by pink. Community institutions tend to focus on the objects of systems change when seeking to create change for families, but social networks, parents themselves, and financial stability (often achieved through education) are also powerful levers.



Appendix Links

- [Protocol](#)
- [Full Methodology](#)
- [Responses to the question, “What is working well with your child’s education?”](#)
- [Responses to the question, “What is not working well with your child’s education?”](#)
- [Full Tables](#)
- [Code Book](#)
- [Exploration of Intersection of Interrupted Education and Dreams](#)
- [Exploration of Underreporting](#)