1. SUPPORT
Caregivers during COVID-19 experienced challenges with the lack of individualized support for themselves and their students including consistent live Zoom (virtual) classes, multilingual tutoring for both parent and student, and clear communication about expectations.

"We [Caregivers] also want to learn. Even though we might not understand everything teachers say, but our [students] know we’re always around for them."

2. ACCESSIBILITY
They experienced challenges with the lack of flexibility, consideration and support for their unique experiences and challenges as working and/or non-English speaking parents, especially in trying to learn and navigate new technology required of them and their students.

Experience
“We [Caregivers] don't know much about technology, computers and all that, just basics so for me it was super difficult.”

Recommendation
“If they [the school] could have on some program to upload the homework, so we [caregivers] can access and translate the [homework] into Spanish for us [caregivers] to teach them [students], because all the tasks they [students] have on the computer come in English.”

3. EMOTIONAL STRAIN
Caregivers during COVID-19 experienced feelings of stress, anger, frustration due to the increased responsibilities and expectations of them as both a parent and a teacher of their children.

Recommendation
“It seems to me that [the school staff] have to become a little more individualized to the emotional part of each family other than that caregivers are frustrated with COVID.”

4. RELATIONSHIP WITH TEACHER
During COVID-19, caregivers experienced difficulty developing a relationship with teachers due to language, communication, and trust barriers which impacted their ability to support their students at home.

Experience
“I think if there was more communication with the school about what was going on all the time and not just [my child] was absent... That’s the end of what we get from the school... why is [everything else] unimportant?”

Recommendation
“More teachers who speak Spanish or more people involved in the school who speak Spanish, I think [caregivers] would feel more comfortable and more welcome in a school.”

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