2020- 2021 Evaluation Parent Mentor Program

Parent Engagment Institute of Southwest Organizing Project and the Logan Square Neighborhood Association

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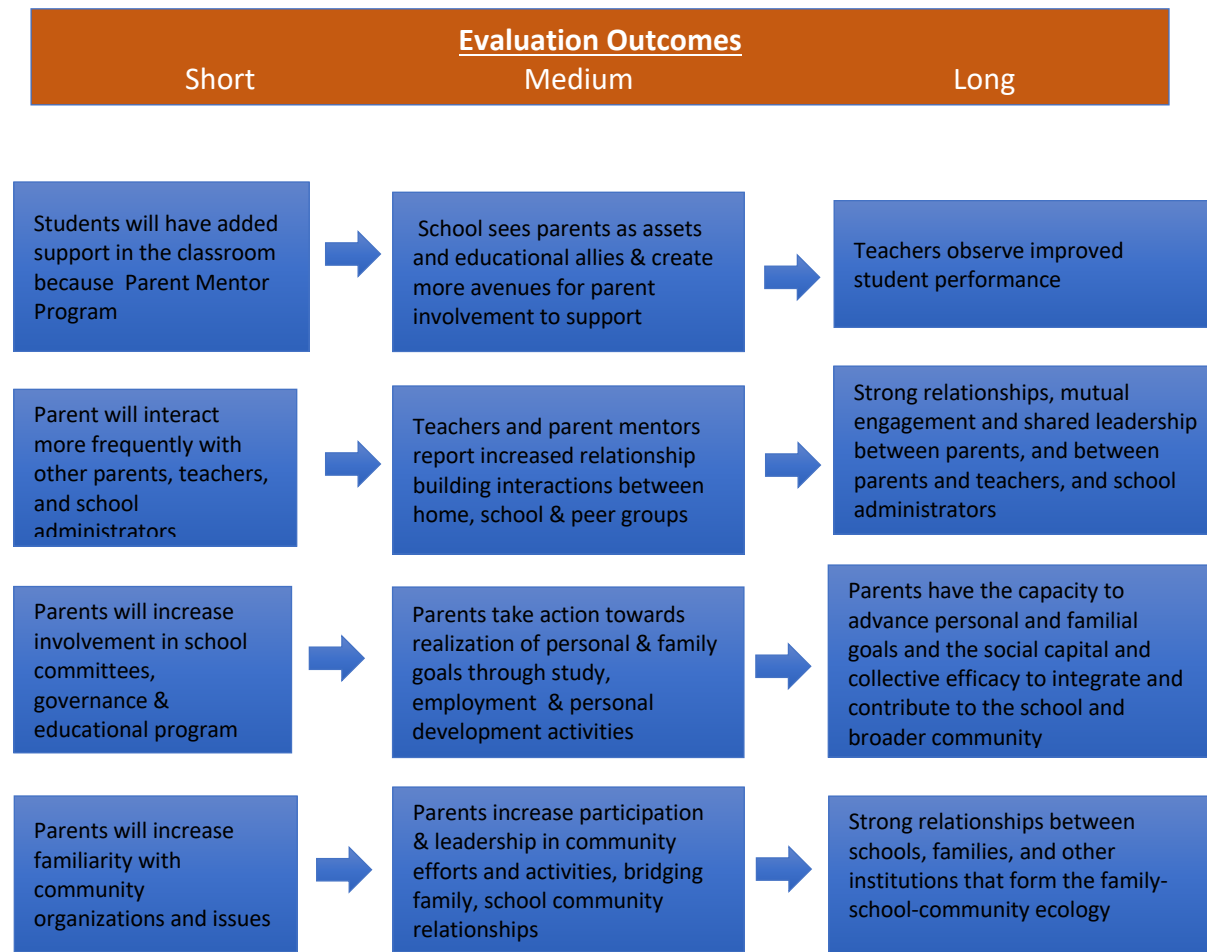Dayse Bermeo, Research Associate

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I.   INTRODUCTION

Background

In the mid 1990s, school linked services and parent engagement movements emerged amid a growing recognition of the poverty, social exclusion, and violence experienced by of many of the nation's children (Lawson & Briar-Lawson, 1997), the fragmented human service delivery system (Chaskin & Richman, 1992), and the alienation and marginalization felt by minority parents in their children's schools (Williams & Sanchez, 2011; Pérez Carreón, Drake, & Calabrese Barton, 2005). In Chicago, during this same period, the Logan Square Neighborhood Association (LSNA), an advocacy organization founded in 1962, initiated an organizing campaign that built on the growing recognition of schools as potential sites for the integration of community institutions and organizing parents to develop their capacity for leadership in their children's education and larger community context. In 1995 LSNA, based in a predominantly Latino under-resourced community, initiated this campaign in the form of a Parent Mentor Program in eight schools that focused on parent leadership development as well as school and community engagement as catalysts for social change (Warren, Hong, Rubin, & Sychitkokhong, 2009).

In 2005 LSNA joined forces with the Southwest Community Organizing Project (SWOP) to expand the program to the southside of Chicago and subsequently form the Parent Engagement Institute (PEI) to house the program. Twenty-six years later, with the support of the Illinois State Board of Education (ISBE), the program has grown to a network of 151 schools and 32 community-based organizations in Illinois, primarily in African American and Latino communities. Through an *Ecological Model for Parent Engagement* (EMPE), the program supports parents in 1) developing skills and strategies that will support their students in improving academic outcomes, engagement and persistence and 2) promoting transformative forms of mutual engagement, integration, and investment between families, schools, and communities (Hong, 2011). The EMPE assumptions and corresponding objectives are presented in Figure 1.

Figure 1   Ecological Model for Parent Engagement Outcomes

Evaluation Outcomes		
Short	Medium	Long

Short	Medium	Long
Students will have added support in the classroom because Parent Mentor Program	School sees parents as assets and educational allies & create more avenues for parent involvement to support	Teachers observe improved student performance
Parent will interact more frequently with other parents, teachers, and school administrators	Teachers and parent mentors report increased relationship building interactions between home, school & peer groups	Strong relationships, mutual engagement and shared leadership between parents, and between parents and teachers, and school administrators
Parents will increase involvement in school committees, governance & educational program	Parents take action towards realization of personal & family goals through study, employment & personal development activities	Parents have the capacity to advance personal and familial goals and the social capital and collective efficacy to integrate and contribute to the school and broader community
Parents will increase familiarity with community organizations and issues	Parents increase participation & leadership in community efforts and activities, bridging family, school community relationships	Strong relationships between schools, families, and other institutions that form the family-school-community ecology

Assumptions

- *Goal of Parent Engagement* is the transformation of families, schools, and communities towards web of relationships characterized by trust, support, and opportunity to develop capabilities for all

- *Context-Specific and Process-Oriented Ecological Model for Parent Engagement* that: 1) centers on parents, 2) promotes engagement, 3) views parents as assets, 4) broadens participation, and 5) transforms families, schools and communities

- *Stages of Ecology of Parent Engagement:* Induction, Integration, and Investment

- *Key Processes to Parent Engagement:* 1) developing forms of mutual engagement, 2) building relationships, and 3) sharing leadership

Current Context: Pandemic Impacts

In March of 2019 remote learning was introduced in response to the COVID-19 pandemic. Initially, it was thought that remote learning would be a short-term public health measure, yet it continued for most Illinois public school students throughout the 2020/2021 academic year. In the 3rd and 4th semester of 2020/2021 academic year some school districts offered varied combinations of all remote learning, hybrid remote and in-person learning options, and full in-person instruction five days a week. For example, the Chicago Public School District (CPS), the district for approximately 60 percent of Parent Mentor hosting schools, offered only remote learning in the 2020/2021 academic year through mid-February. At that point, CPS phased in in-person learning and hybrid remote/in-person learning, while offering a remote only format for parents selecting that option and for students requiring quarantine. Preschoolers and students in intensive and moderate cluster programs were prioritized for in-person instruction, followed by other students in kindergarten through eighth grade, and then high school students in the CPS phased reopening plan. However, a vast majority of students ended the academic year as they had begun with remote learning.

The move from a classroom-based to distance learning educational scheme was a tremendous challenge for students, parents, teachers, school administrators, and the Parent Mentor Program. The school system had to remake itself in a matter of weeks during the third quarter of the 2019 academic year and similarly, the Parent Mentor program had to transform itself to respond to the new education reality. Many of the communities in which the Parent Mentor Program operates have been disproportionately impacted by COVID-19. Chicago has a COVID-19 mortality rate that is 2.5 times the national average and African American and Latinx Chicagoans have COVID-19 mortality rates that are at least twice as high as whites (City of Chicago, 2020; Johns Hopkins University, 2020). Furthermore, students in these communities face additional barriers to remote learning due to social and educational inequities, raising concern that long standing imbalances in educational outcomes for students of color in Chicago could be exacerbated.

Current Study

This report provides a summary of the findings from the evaluation of the Parent Mentor Program of the Parent Engagement Institute (PEI) for the 2020/2021 academic year. Due to the COVID pandemic 2019/2020 and 2020/2021 were extraordinary years for public education in the United States and in the state of Illinois, and consequently, for the Parent Mentor Program.

The Parent Mentor Program is implemented in partnering schools through a network of community-based organizations that are coordinated and supported by the Parent Engagement Institute that is collaboratively operated by the Southwest Organizing Project and Logan Square Neighborhood Association. In a typical year, Parent Mentors (PM) are assigned a classroom to assist teachers for two hours per day, Monday through Thursday. On Fridays, the Parent Mentors participate in trainings that support their capacity to assist in the classroom, engage other parents in the school, and provide leadership in the school and broader community. After reaching 100 volunteer hours, Parent Mentors are eligible to receive a $500 stipend, with a two-stipend maximum per school year.

Clearly, the closing of schools as a social distancing measure during the COVID-19 pandemic presented additional challenges in maintaining parent and school engagement and the academic and socioemotional benefits for students. As students and teachers migrated from in-person to virtual classrooms, so did the Parent Mentors. This evaluation study documents the efforts and outcome of the Parent Mentor Program to continue parent-school/and community engagement during this period of distance education.

II. EVALUATION RESEARCH DESIGN

Evaluation Focus

The purpose of this evaluation study is to assess the impact of the Parent Mentoring Program in increasing parent and family engagement and the associated academic benefits for students. The study includes the following objectives associated with the EMPE.

- Assessment of changes in parent engagement with the school and the community in which the school is located over course of the academic year (measures of family-school-community engagement)
- Assessment of parent mentor leadership development (measures of social capital, self-efficacy, and collective efficacy)
- Assessment of parent mentor impact on student growth based on teacher and principal perceptions (regarding student homework completion, academic performance, and behaviors and attitudes)

Because of the extraordinary nature of the change in the instructional model for the 2020/2021 academic years due to COVID-19, the researchers and the Parent Engagement Institute staff decided that it was important to pivot the evaluation to explore how a classroom-based parent-school-engagement program, such as the Parent Mentor Program, had adapted in response to a dramatically different educational context during the public health crisis. This shift was of particular importance because the communities in which the Parent Mentor Program operates were unequally impacted by the pandemic. Specifically, the evaluation considered how the Parent Mentor Program had adapted to maintain parent, school, and community engagement during remote learning and social distancing measures in communities that are disproportionately impacted by COVID-19. The design allowed for the exploration of the nature and means of parent-school-community engagement in this context, as will its potential benefits for the academic progress and socio-emotional well-being of youth. This evaluation study was guided by four main research questions in addition to the model objectives:

- How do/can Parent Mentors use the knowledge, skills, and school and community relationships formed through the Parent Mentor Program to support the educational and socio-emotional development and well-being of their own children in remote learning contexts?

- How does/can the Parent Mentor Program foster continued school-family-community engagement during a time of social distancing and remote learning?

> ➤ How does/can the Parent Mentor Program support the educational efforts and goals of teachers and families in their school community while remote learning and social distancing practices are in effect?

> ➤ How do/can Parent Mentors use the knowledge, skills, and relationships formed through the Parent Mentor Program to identify and respond to the health, social and economic impact of COVID-19 on the families in their school and broader community?

Evaluation Design

This evaluation study relied on a mixed methods design that included primary data derived from surveys and focus groups, and secondary data from program activity logs. The period of the study was the 2020/2021 academic year (September 2020-June 2021). Pre and post program participation surveys were administered to Parent Mentors and the teachers that host them. Focus groups were conducted at the end of the academic term with Parent Mentors, Program coordinators, and PEI Staff. CBO mutual Aid logs provided secondary data for the evaluation. The use of a mixed methods design allowed for the collection of quantitative and qualitative data from diverse program stakeholders and participants to assess the efficacy of the program in advancing parent, school, and community engagement and enhanced educational and socioemotional outcomes for students.

Data Sources

Primary and secondary data sources were included in the study. The primary data was collected through the administration of surveys and 11 focus groups: (a) Parent Mentor pre and post program surveys (all parent mentors in all participating schools were asked to complete the survey), (b) Teacher pre and post program participation surveys (all teachers with a parent mentor were invited to complete the survey), (c) six Parent Mentor focus groups, (d) four Parent Mentor Program Coordinator focus groups, and (e) one PEI staff focus group. The secondary data was derived from Program Coordinator Mutual Aid Logs.

The Parent Engagement Institute partnered with 32 community-based organizations in Illinois to implement Parent Mentor Program in 151 schools in 17 school districts across Chicago metropolitan and downstate areas during the 2020/2021 academic year. The participating organizations were: Blocks Together, Brighton Park Neighborhood Council, Centro de Trabajadores Unidos, The Support Group, Community Development Sustainable Solutions- East St. Louis, Decatur Family YMCA, ELL Niles Parent Center-Niles Township, Elmhurst LSAN, ENLACE Chicago, Family Focus Aurora, Family Focus Nuestra Familia, Garden Prayer Youth Center, Hispanic American Community Education and Services (HACES), Peoria Friendship House, Logan Square Neighborhood Association, Moline-Coal Valley Schools, Northwest Side Housing Center, ONE Northside, Southwest Suburban Immigrant Project (Bolingbrook), Southwest Organizing Project, The ACE Project, The Resurrection Project, Teamwork Englewood, Westside Health Authority, Arab American Family Services DreAAm House, Family Focus Englewood, Family Focus North Lawndale, Future Ties, Project Vision, and Opportunities for All. Parent Mentors and teachers participating in the program were invited to participate in the evaluation study.

The school districts were all in Illinois. They included: Chicago (299) Chicago, Moline-Coal Valley Community Unit School District (40), Schaumburg Community Consolidated School District (54), Waukegan Community Unit School District (60), Decatur (61), Skokie (69), Hawthorn (73), Kankakee (111), Ridgeland (122), West Aurora (129), Rantoul (137), West Harvey Dixmoor (147), Dolton (148), Park Forest (163), East St Louis (189), Elmhurst (205), and Pembroke Community Consolidated District (259).

All Parent Mentors and teachers participating in the program during the 2020-2021 academic year were invited to complete the pre and post program surveys. A purposive sample of Parent Mentors, Parent Mentor Program Coordinators, and PEI staff were recruited for the focus groups. These three groups of program participants were selected for the focus groups because of the first-hand knowledge and information they possessed regarding how the Parent Mentor Program was adapting to maintain parent, school, and community engagement during remote learning, as well as the program's ongoing benefit

for the academic progress and socio-emotional well-being of youth in this new learning context. The Parent Mentor and Coordinator sample was recruited by PEI staff from partner community-based organizations that represented the diverse ethno-racial, urban/suburban/downstate, and program participation tenure of current program participants. All PEI staff were invited to participate in the focus group.

The sample consisted of the five CBOs that were selected for the focus groups because the communities and schools with which these organizations work represent the diverse ethno-racial, urban/suburban/downstate, and program participation tenure of current program partner organizations.

The samples for the surveys and focus groups are detailed in the corresponding findings sections of this report. Similarly, the sample for the secondary data derived from the CBO Mutual Aid Logs is detailed in the corresponding section of the report.

Data Collection and Analysis

All Parent Mentors and the Teachers hosting them were asked to complete the pre-program survey. The Parent Mentor and Teacher pre and post surveys were developed by the PEI staff with the support of the external evaluators. The Teacher surveys were designed to elicited information regarding classroom and school contexts and experiences from the perspectives of teachers. The Parent Mentor Surveys were designed to obtain information regarding classroom participation, parental practices at home and at school, parental school network and school/community engagement. The surveys were administered electronically using the Google Form platform at two points in time, at the initiation of the academic term and at the completion of the term. The survey instruments are included in Appendices I through 4

An EXCEL database was generated for each of the Google Form surveys. The data was coded and imported from the EXCEL database into SPSS. Once in SPSS, the data was cleaned and deidentified and subsequently analyzed. Analyses included descriptive statistics and measures of central tendency for program participant, classroom, and school characteristics, as well as program activities and participant perceptions. The analyses also included tests of statistical significance for differences on several pre and post program participation Measures.

School Coordinators recruited Parent Mentors to participate in the focus groups and Parent Engagement Institute staff recruited CBO and School Parent Mentor Program Coordinators for focus groups. The focus groups were conducted by the evaluation team members in a virtual format using the Zoom video conferencing platform and an interview guide. The focus group interview guides and participant demographic forms were developed by the researchers and PEI staff in collaboration (see Appendices V through IX. The focus groups were conducted in English, Spanish, or in a bilingual format, as indicated by the participant group.   The focus groups were recorded and transcribed for analysis. An inductive transcript-based analysis with open and axial coding of the focus group data was used to identify themes and their interrelationships (Lincoln & Guba, 1985; Strauss & Corbin, 2008). Dedoose, a web-based application that facilitates the coding and analysis of qualitative data was used to aid in this process.

CBO Program Coordinators and school Program Coordinators checked in with Parent Mentors during the COVID-19 school closures. Coordinators were provided a script and an EXCEL entry forms to utilize during the check-in calls in order to gauge needs and challenges experienced by Parent Mentors, as well as to learn how Parent Mentors were engaging with their community and their schools during school closures (see Appendix X). Coordinators were asked to use call logs to track information regarding the assistance they provided the Parent Mentors during their check-ins. Data from the logs were entered in EXEL files by the Program Coordinators for each of the 32 participating organizations. Call logs commenced in September of 2020 and ended in June 2021.

A sample of secondary data derived from the Program and School Coordinator Mutual Aid logs was included in the content analysis to understand: 1) the types of assistance by recorded in the logs: financial assistance, educational assistance, social distancing and safety assistance, social-emotional assistance, census, and other assistance and 2) how Parent Mentors were participating in community care. The data from a sample of five organization-based logs were collated into one file using the EXCEL power query feature. Using that output, the evaluators identified several illustrative quotes that reflected the phrases that appeared most frequently in response to each of the questions presented in the log.

III.   FINDINGS

The findings from the study are organized by data source (survey, focus groups, Coordinator logs) and stakeholder/participant group (Teachers and Parent Mentors)

Findings From Teacher Surveys

The Parent Mentor Program Teacher pre and post surveys were developed by the PEI, staff with the support of the external evaluators. The surveys were designed to elicited information regarding classroom and school contexts and experiences from the perspectives of teachers. All teachers that were assigned a Parent Mentor were asked to participate in the survey. The surveys were administered electronically using the Google Form platform at two points in time, at the initiation of the academic term in which the teacher worked with a Parent Mentor and at the completion of the term. While there were 257 teachers that completed the pre-program participation survey and 289 that completed the post survey, there were only 149 cases in which the same teacher completed the pre and post-survey, The analysis that follows is based on the of the 149 matches pair of teacher pre and post survey responses and includes descriptive for program participant, classroom, and school characteristics and test of statistical significance for differences on a number of measures pre and post program participation.

Sample Description

One hundred forty-nine teachers from the following school completed both pre and post program participation surveys: Benjamin Franklin Elementary (2),Thomas Edison Elementary (5), East Prairie-21st Century(5),Conrad Fischer Elementary (5), Kanoon Elementary (2),McCormick Elementary (3), Josefa Ortiz de Dominguez Elementary (2), Greenman Elementary (1), Nicholson Elementary (3), Schneider Elementary (6), Millie Proegler Elementary (1), Avondale-Logandale Elementary (2), Funston Elementary (1), McAuliffe Elementary (4), Mozart Elementary (4), Stowe Elementary (7), Yates Elementary (2), Belmont-Cragin Elementary (1), Mary Lyon Elementary (5),Northwest Middle School (3)Schubert Elementary (4), Jorge Prieto Math & Science Academy (1),

Franklin Elementary (4,Roosevelt Elementary (1), Michelle Obama School of Technology and the Arts (2), Martin Luther King Elementary (5), Hurley Elementary (4), Lee Elementary (1), Morrill Math & Science Academy (1), Nightingale Elementary (6), Sawyer Elementary (1), Talman Elementary(7),Tonti Elementary(3),Edwards Elementary (2), Peck Elementary (6), Pasteur Elementary (2), Stevenson Elementary(1),Sor Juana Elementary (3), Cesar E. Chávez Multicultural Academy (2), Richard J. Daley Academy (2), John H. Hamline Elementary (2),Irma C. Ruiz Elementary (4),Pilsen Academy (6), Harnew Elementary School(3), Carman Buckner Elementary (2), Clearview Elementary (2),Barry Elementary (6), and Logan Elementary (2).

Grade Taught: The teachers in the sample represented a broad range of grades, with the majority teaching pre-school through 1st grade 57% (f=79). The distribution of grades taught by teachers included in the sample is as follows: Pre-K 8% (f=11), Kindergarten 27% (f= 37), 1st Grade 23% (31), 2nd Grade 22% (f=30), 3rd Grade 11% (f=15), 4th Grade 4% (f=6), 5th Grade 3% (f=4), and 6-8th Grade 3% (f=4).

Years Participating in the Program: Forty-one teachers, 28% of the sample, indicated this was the first year that they participated in the Parent Mentor Program. Fifty-six teachers (38%) indicated that they were in their second year of the program and 52 (35%) reported participation in the Parent Mentor Program for three or more years.

Program Introduction: Half of the teachers (f=75) indicate that they had attended the program orientation/introduction. Seventy-four teachers indicated that they had not.

Years Teaching: Teachers in the sample reported a range of 1-10 or more years of teaching experience. The majority had been teaching for more than 10 years (66%). The length of time that teachers had been employed in their current school also ranged from 1 year to more than 10 years. The majority, 42% percent, reported that they had been in their current school for more than 10 years. (See Table 1.)

Table 1   Number of Years Teaching and Number of Years in Current School
(Frequency / Percentage)

	1-2 Years	3-5 Years	5-10 Years	10 Years +
Number of Years Teaching	11/ 7%	21 / 14%	19/ 13%	98/66%
Number of Years in Current School	27/ 18%	27/ 18%	32/ 22%	63/ 42%

Classroom Type: In the sample, 82 (55%) teachers taught in bilingual classrooms and 66 (45%) were in monolingual classrooms. One teacher did not specify the type of classroom in which they taught. Eighty-four % of teachers indicated that they were in contained classrooms, while 16% reported that they were subject specialists, and three percent did not provide an answer.

Classroom Support: Teachers were asked if there was another adult in their classroom and their role. Twenty-eight indicated that there was a teaching assistant in their classroom, 16 reported a special education teacher or assistant, 11 reported a paraprofessional or volunteer, and seven reported a student teacher in their classroom,

Languages Spoken: When asked about what languages the teachers spoke, 88 (59%) of those included in the sample indicated that they spoke English and Spanish, 58 (39%) spoke only English and three (2%) spoke only Spanish. Eight teachers reported speaking other languages: Polish, Arabic, and Serbo Croatian.

Students in Classroom: Teachers were asked how many students they had in their classroom; the percentage of their students that were English Language Learners (ELL); the percentage of their students with an Individualized Education Plans (IEP) or had special needs; and the percentage of their students that had started the academic year performing below grade level. The number of students they reported having in their classrooms ranged from 5 to 38 with an average of 21 students per class. On average teachers reported classes in which 51% students were designated as ELL and 7% had an IEP or special need. Teachers reported that on average the percentage of students in their classroom performing below grade level at the beginning of the school was 40%.

Links with School Community: Teachers were asked if they currently or previously had lived in the community in which their school is located and if they had connections with the community. Of those that responded to this survey item, 51 or 34%

of teachers stated they currently or had previously lived in the community in which the school is located, while 98 or 66% indicated they had not ever lived in the community. Forty-one or 28% of respondents stated they had connections or affiliations with an organization in the community in which the school is located.

Recommended Training for Parent Mentor: In the survey administered at the end of the academic year, teachers were asked to identify what type of training they would recommend for Parent Mentors to prepare them to contribute to student learning and engagement, and support teacher instruction. The survey allowed them to recommend multiple areas for capacity development. The most frequent recommendations of teachers, in rank order were computer technology and skills, academic support for students, instructional and engagement practices, basic subject knowledge and skills, scaffolding skills, classroom management, school and classroom policies, developmental knowledge and skills, Parent Mentor roles and responsibilities, personal capacities and dispositions. See Table 2 for frequencies.

Table 2   Teacher Recommendations for Parent Mentor Training

Focus of Training	Frequency
Computer & technology skills	105
Academic support for students	79
Instructional and engagement practices	72
Basic subject knowledge and skills	61
Scaffolding skills	45
Classroom management	42
School & classroom policies	20
Developmental Knowledge and Skills	26
Parent Mentor roles and responsibilities	24
Personal capacities and dispositions	10
Other	2

Parent Mentor Activities and Support: In the survey administered at the end of the academic year, teachers were asked to identify how Parent Mentors spent most of their time in their physical or electronic classroom. The survey allowed them to identify

multiple types of supportive activities in which their Parent Mentor engaged through the course of the academic year. The most frequent Parent Mentor activities identified by teachers, in rank order were: working with small groups of students, tutoring students one-on-one, providing on-on-one support for tier two and three students, breakout room for literacy, breakout room for math, providing one-on-one support for specific subject, helping with discipline, leading part of the class in an activity, providing one-on-one support for language fluency and comprehension, helping organize the classroom, checking/grading homework, or leading the whole class in an activity. See Table 3 for frequencies.

Table 3   **Supportive Activity in Which Parent Mentor Dedicated the Majority of Their Time in Rank Order**

Supportive Activity	Frequency
Working with small groups of students	76
Tutoring students one-on-one	65
Providing one-on-one support for tier 2 & 3 students	48
Zoom breakout room for literacy	42
Zoom breakout room for math	29
Providing one-on-one support for specific subject	25
Helping with discipline/disruptions	22
Leading part of the class in an activity	22
Providing one-on-one support for language fluency and comprehension	14
Helping organize the classroom	11
Checking/grading homework	10
Leading the whole class in an activity	9

Benefits to the Classroom: Teachers were asked about how the Parent Mentor program benefited their classroom. They were specifically asked to indicate how parent mentors provided support to students in math and reading and how they also provided socioemotional support for students. Teachers reported that Parent Mentor most frequently supported students in their math and reading by working with them in small groups, followed by assisting those in need of extra support, practicing skills and strategies, providing one-on0one tutoring, and providing bilingual assistance. See Table 4 for frequencies and percentages.

Table 4　Reading and Math Parent Mentor Learning Support for Students

| Parent Mentor Helped Students with Math and Reading by:	Frequency	Percent
Working with small groups	65	44.2
Assisting students in need of extra support	29	20.4
Practicing skills and strategies with students	15	10.2
Providing one-on-one tutoring	14	9.5
Providing bilingual assistance	3	2.0
Did not help in this area	18	12.2

Parent mentors most frequently offered socioemotional support by providing students with positive reinforcement. This was followed in frequency by building positive and meaningful relationships with students, helping students in need of extra emotional support, providing bilingual assistance, and mediating conflicts and difficult behaviors. See Table 5 for frequencies and percentages.

Table 5　Socioemotional Learning Support offered by Parent Mentors

| Parent Mentor Provide Socioemotional Support by:	Frequency	Percent
Providing positive reinforcement	53	35.6
Building positive and meaningful relationships	47	31.6
Helping students in need of extra emotional support	10	6.8
Providing bilingual assistance	7	4.7
Mediating conflicts/difficult behaviors	2	1.3
Did not help in this area	30	20.1

Benefits to the School: Teachers were asked how the program helped them think of parents as partners in educating children. Teacher responses indicated that the program helped them think of parents as education partners by offering teachers more opportunities to engage parents (78%) and/or providing insights into the perspective of parents (54%). See Figure 2 for frequencies.

Figure 2 Parent Mentor Program Helpes Teachers See Parents as Partners in Educating Children by:
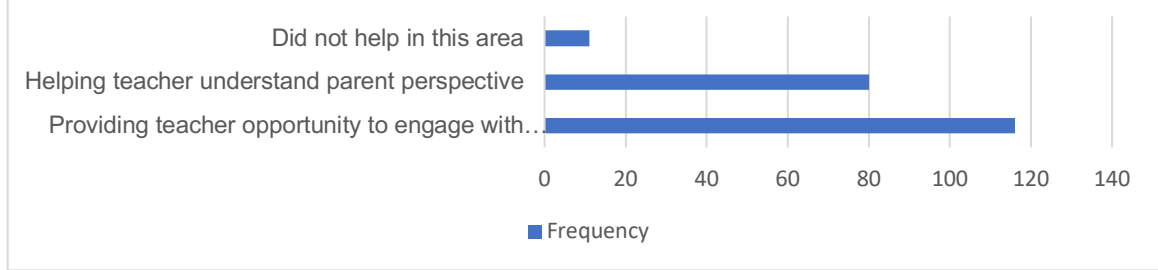
Teachers were also asked how Parent Mentors aided them in understanding the community. The survey allowed them to identify multiple ways in which the Parent Mentor did this. Teacher responses indicated that the Parent Mentors helped them in understanding the community by sharing their perspective as a parent (55.7%), sharing general information and insights (55.7%), keeping them abreast of issues/events (25.5%), and informing them about community resources (6.7%). Ten percent of teachers indicated that Parent Mentors did not provide help in this area. See Figure 3 for frequencies.

Figure 3   Parent Mentor Helped Teacher Gain a Better Understanding of the Community by:
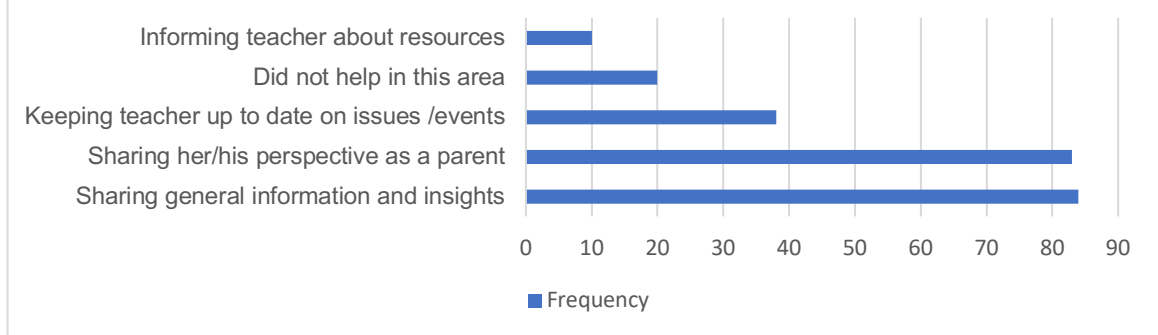
Test For Statistical Significance of Program Impact

There were 149 cases in which the same teacher completed the pre and post-survey. Teachers were asked about parent/teacher and parent/school interaction at the beginning of the program and at the end of the semester. The two points of measurement

(pre and post) allowed for the comparison of pre and post program engagement items included in the survey.

Teachers were asked about classroom support, interactions with students and parents, and community knowledge at the beginning of their participation in the program and at the end. The two points of measurement (pre and post) allowed for the comparison of 9 measures of classroom support and parent-teacher-community engagement included in the survey.

A paired sample t-test was computed to determine whether there was a statistically significant change between pre and post program measures for the teachers. The paired sample t-test is used in situations in which there are two sets of scores from the same study participant. This test allows one to see the change across variables at the two different points of measurement and determines if the change is of statistical significance. The t-test generates a mean (the average score) for each paired measure; in this case the grouped teacher pre and post group measures regarding classroom support and engagement with parents and the community included in the survey, and then tests for the statistical significance of the difference in score for the two different points of measurement for the item. This allows one to see if there is change between the pre and post program participation measures, the direction of the change, and test for statistical significance. This test can be applied to continuous variables or under certain conditions, can use ordinal measurement as continuous variables.

In this evaluation, we used a series of ordinal variables to summarize the ranges of responses to questions. For example, teachers were asked to consider how many of their students they had time to work with one-on-one for 10 minutes or more during school hours in the previous week. The response set was none, 1-2, 3-5 days, 6-10 or 11-20 or 21 or more. The data for this analysis met conditions to treat the ordinal measures as continuous variables.[1] In this analysis the means of the pre and post repeated ordinal variables and the corresponding Paired Sample T statistic were computed.

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[1] Pasta, D.J. (2009). Learning when to be discrete: Continuous vs Categorical Predictors. SAS Global Forum 2009. Paper 248-2009. Retrieved from https://support.sas.com/resources/papers/proceedings09/248-2009.pdf

Changes in Classroom Support Over the Course of the Program: Teachers were asked to identify on average how many times a week they had a Parent Mentor help with their class or assist students during synchronous learning time. They were also asked to report the number of students they had time to work with in small groups for 10 minutes or more during a synchronous session, as well as the number of students a Parent Mentor was able to work with individually or in small groups for 10 or more minutes.

The paired sample t-test indicated increases in all these areas over the course of the academic year. These increases were statistically significant at the .000 level. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 6. The table is followed by Figures 4 through 7 that provide visual representations of the change in frequency for each of these activities.

Table 6   Changes in Classroom Support Over the Course of the Program

Parent Mentor Support	Pre-test (mean)	Post-test (mean)	T-test	DF	Sign.
The number of times in the last week a parent mentor helped with my class	0.64	1.45	14.534	142	<.001
The number of times in the last week a parent mentor assisted students in class during synchronous learning time.	1.12	2.78	8.398	138	<.001
In the last week, the number of students I/teacher had time to work with individually or in a small group for 10 minutes or more during synchronous learning time	1.88	2.88	7.182	146	<.001
In the last week, the number of students the Parent Mentor had time to work with individually or in a small group for 10 minutes or more during synchronous learning time	0.61	1.97	10.861	146	<.001

Figure 4. Number of Times Weekly Parent Mentors Provided Class Help

Number of Teachers (y-axis, 0 to 140)
Number of Times/Week (x-axis)

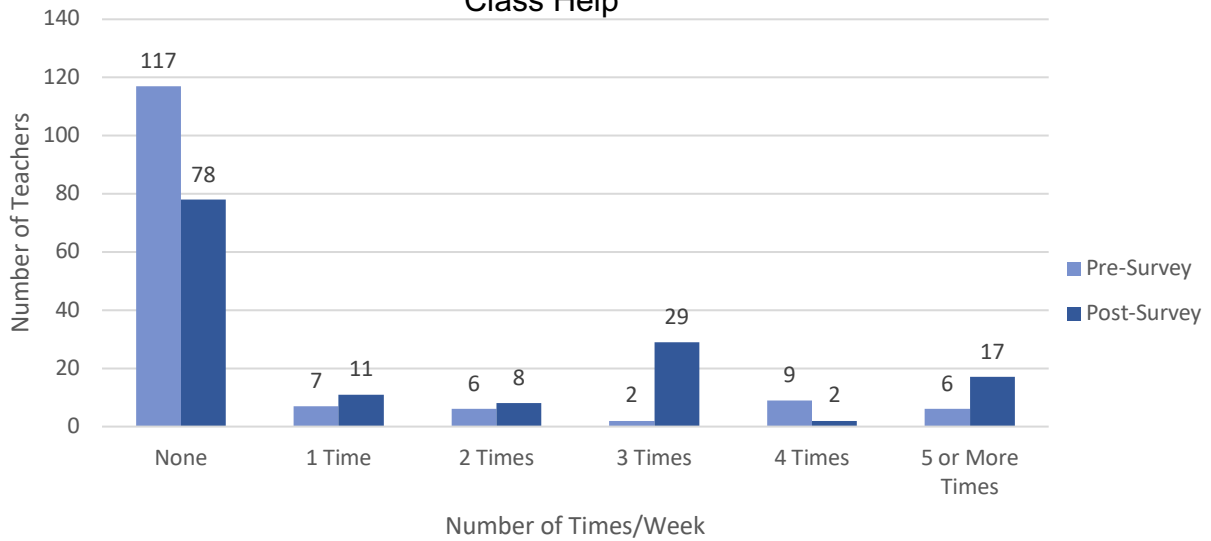| Number of Times/Week	Pre-Survey	Post-Survey
None	117	78
1 Time	7	11
2 Times	6	8
3 Times	2	29
4 Times	9	2
5 or More Times	6	17

Figure 5 Numer of Times Weekly that Parent Mentor Helped with a Synchronous Learning Session

Number of Teachers (y-axis, 0 to 120)
Number of Times/Week (x-axis)

Number of Times/Week	Pre-Survey	Post-Survey
None	101	34
1 Time	4	7
2 Times	8	15
3 Times	2	23
4 Times	11	26
5 or More Times	18	39
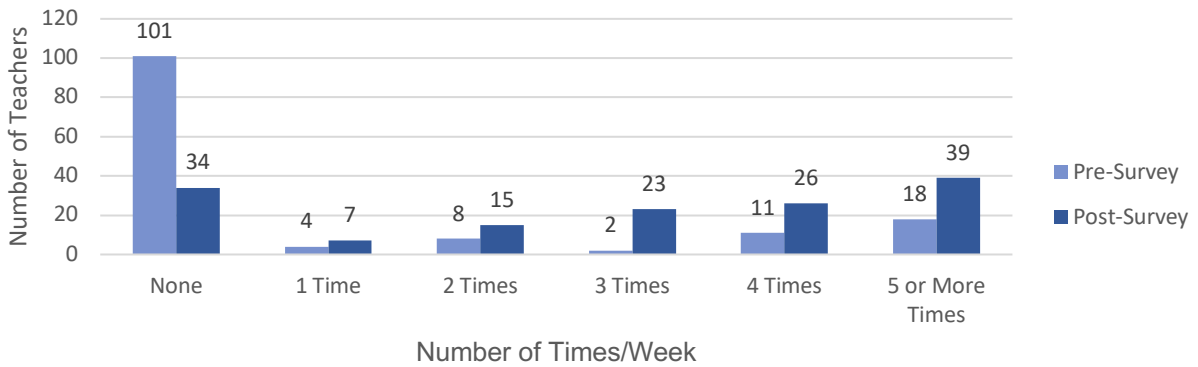
Figure 6 Number of Students Teacher Had Time to Work With Individually

Number of Teachers (y-axis, 0 to 80)
Number of Students/Week (x-axis)

Number of Students/Week	Pre-Survey	Post-Survey
None	33	11
1-2	23	17
3-5	24	26
6-10	68	41
11-20	0	30
21+	0	23

Figure 7   Number of Students Parent Mentor Worked With Individually

Number of Students/Week	Pre-Survey	Post-Survey
None	109	37
1-2	7	20
3-5	14	36
6-10	18	29
11-20	0	18
21+	0	8

Y-axis: Number of Teachers (0 to 120)
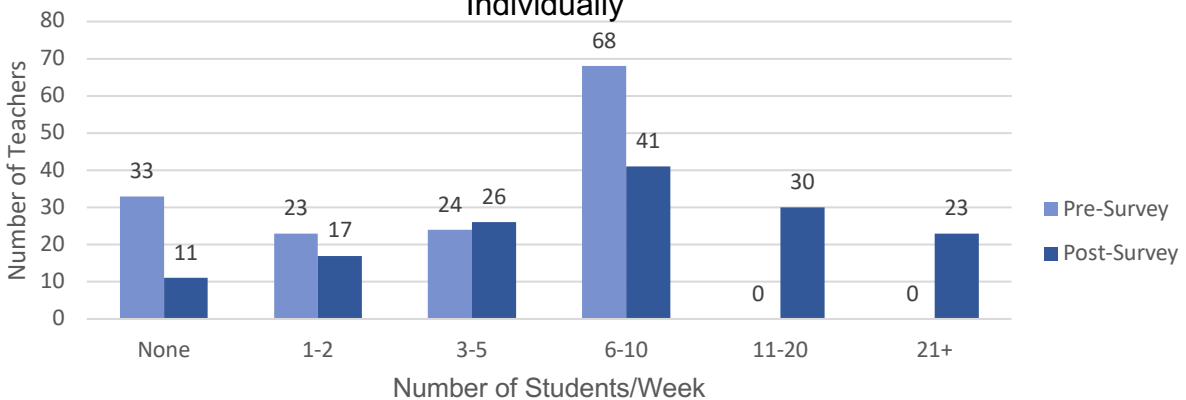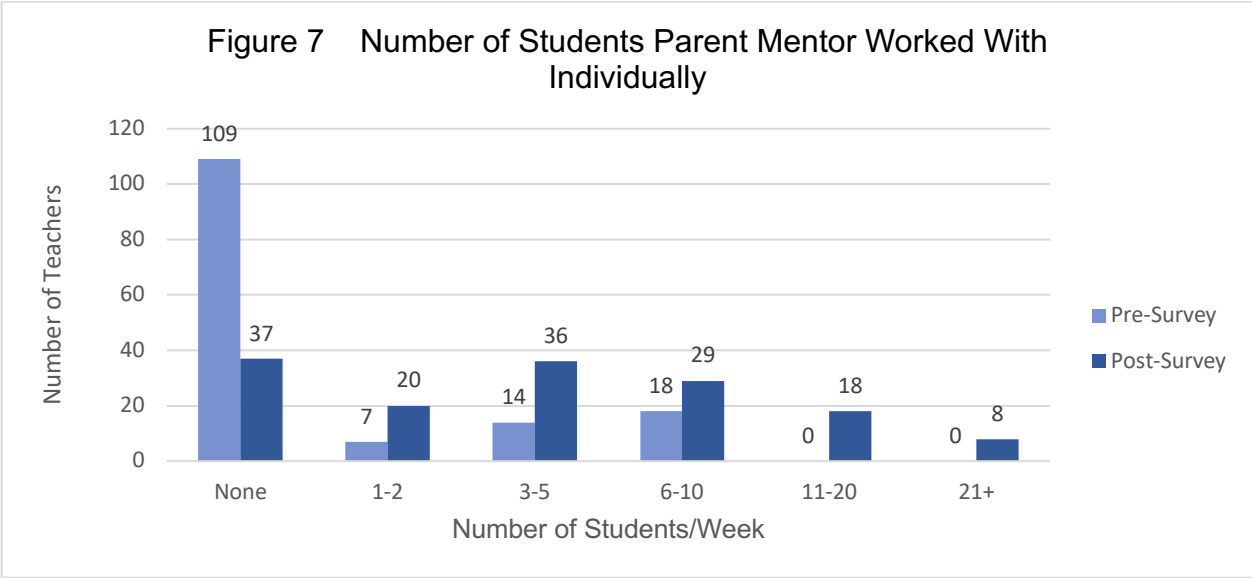
Number of Teacher Interactions with Parents and Students: Teachers were asked to think about how many times in the last week they had: a phone, virtual, face-to face, or text exchange with a parent to discuss their child's progress or behavior; or a communication regarding something *other* than their child's progress or behavior. They were also asked to report the number of parents that they reached out to individually by phone, email, text, or social media.   Additionally, teachers were asked to report how many times in the last week they had asked a school parent for suggestions and/or how many times they had learned something new from a parent about the COVID related needs of the community in which the school is located. The paired sample t-test indicated increases in all these areas over the course of the academic year. These increases were statistically significant at the .05 level for three of these items. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 7, which is followed by Figures 8 through 12, which provide visual representations of the change in frequency for each of these items.

Table 7   Number of Teacher Interactions with Parents and Students

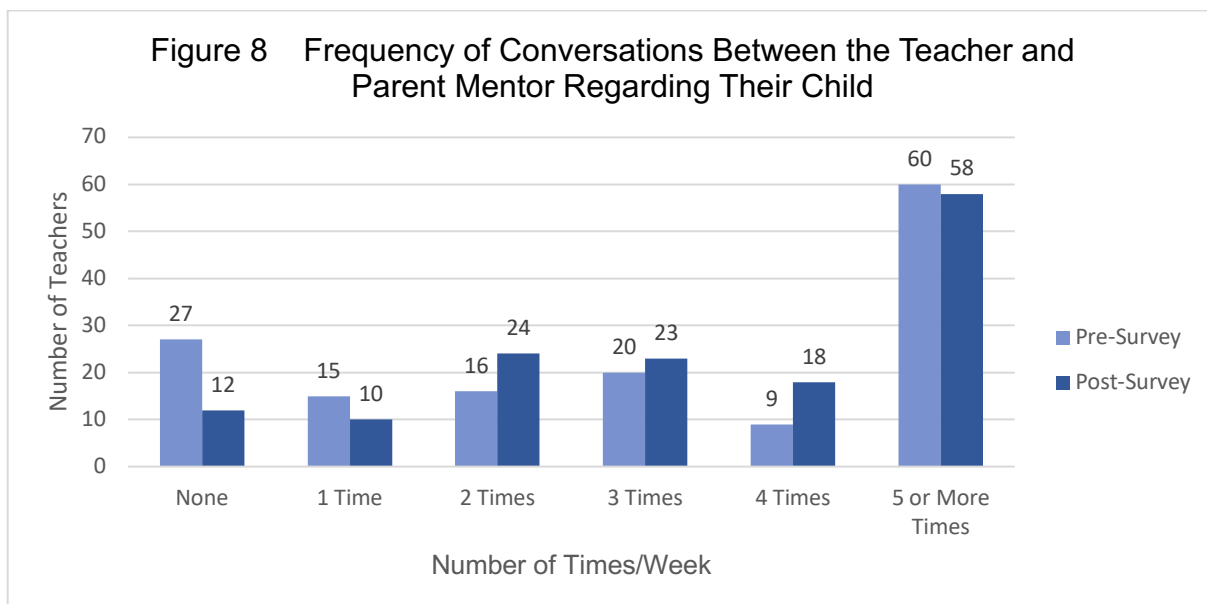| Communication Between Teacher and Parents	Pre-test (mean)	Post-test (mean)	T-test	DF	Sign.
The number of times I had phone Zoom, virtual text in persons conversations with school parent to discuss their children's progress or behavior in the last week	3.02	3.37	2.401	142	.084
The number of times in the last week that I had a phone, Zoom, text, or in-person conversation with school parents to discuss something other than their child(ren)'s progress or behavior in the las week	2.04	2.42	2.059	141	.042
The number of times I asked a school parent for a suggestion in the last week	1.27	1.44	1.766	143	.259
The number of times in the last week I learned something new about COVID related needs/impact in the community in which the school is located	1.33	1.09	1.956	143	.052
In the last week, how many parents from your school did you reach out to individually via phone, email, text, social media?	2.42	2.74	3.000	144	.003

Figure 8   Frequency of Conversations Between the Teacher and Parent Mentor Regarding Their Child

Figure 9   Frequency of Teacher-Parent Mentor Conversations Regarding a Child in the Class

Number of Teachers

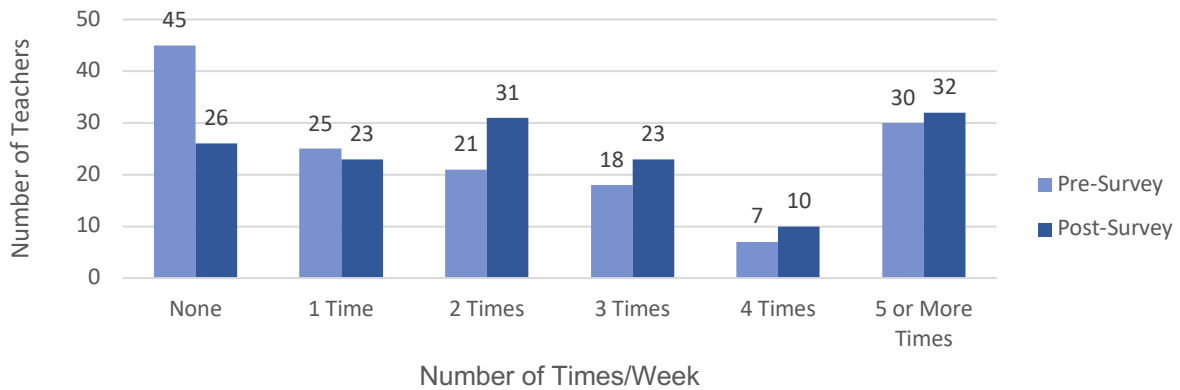| Number of Times/Week	Pre-Survey	Post-Survey
None	45	26
1 Time	25	23
2 Times	21	31
3 Times	18	23
4 Times	7	10
5 or More Times	30	32

Figure 10   Frequency the Teacher Asked Parent Mentor For a Suggestion

Number of Teachers

Number of Times/Week	Pre-Survey	Post-Survey
None	65	49
1 Time	31	38
2 Times	23	24
3 Times	10	21
4 Times	2	7
5 or More Times	15	8
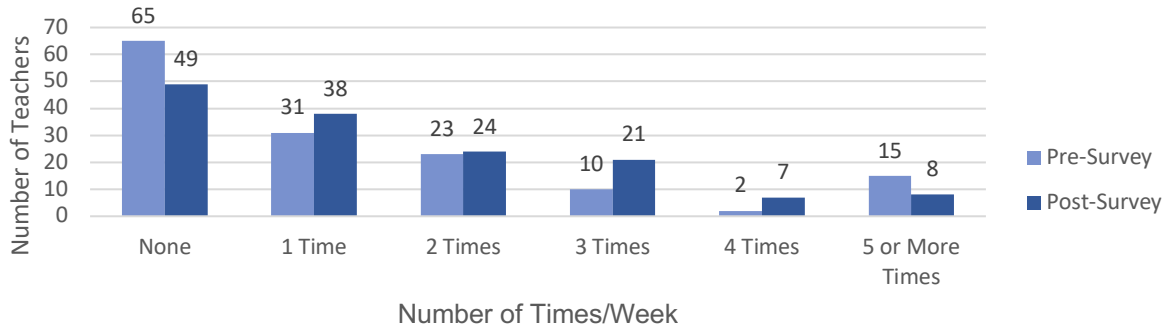
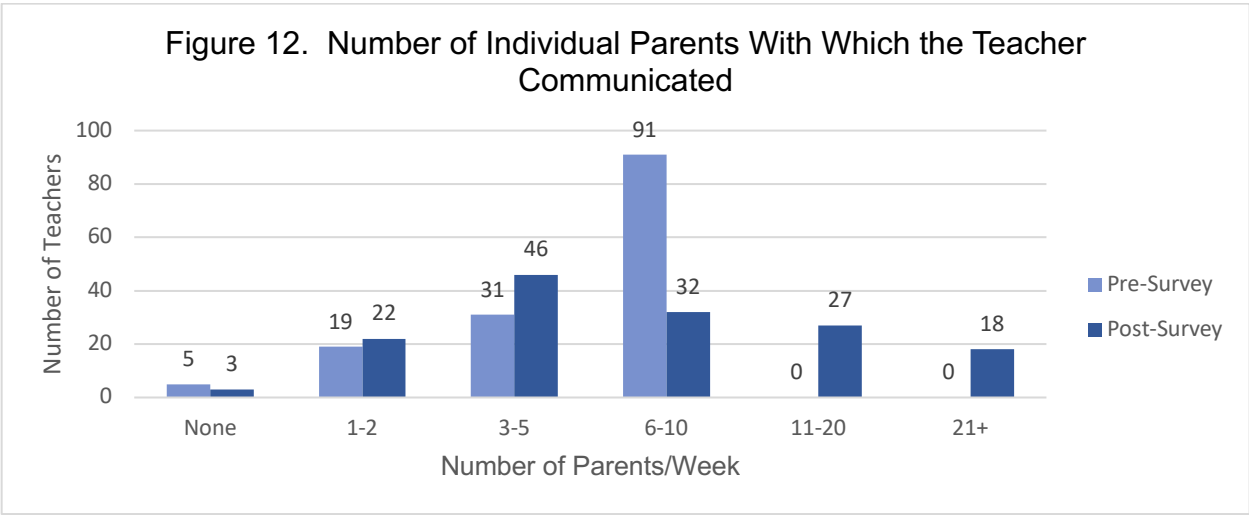**Figure 11**   Number of Times Teacher Learned About Community COVID Needs from Parent Mentor

Number of Teachers

Number of Times/Week	Pre-Survey	Post-Survey
None	41	62
1 Time	51	44
2 Times	31	20
3 Times	12	13
4 Times	3	4
5 or More Times	7	5

Figure 12. Number of Individual Parents With Which the Teacher Communicated
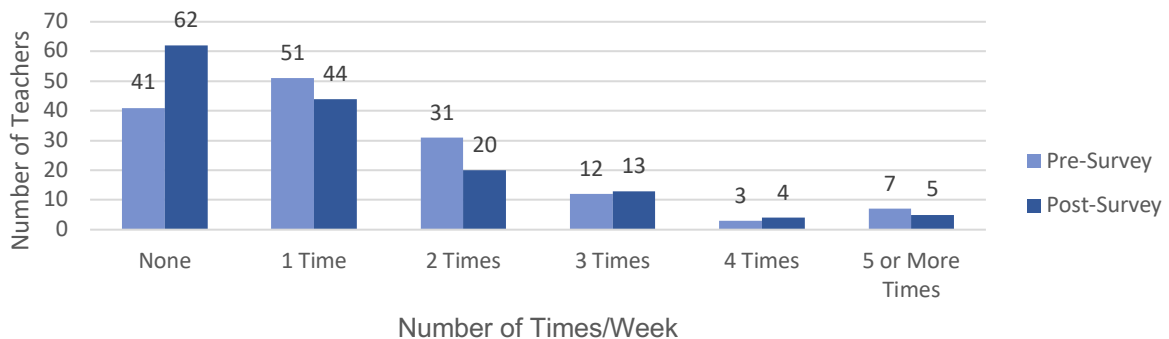
The Parent Mentor Program pre and post program surveys were developed by the PEI staff in collaboration with the external evaluation team and were administered electronically using the Google Form platform. The surveys were administered at two points in time: at the initiation of participation in the program for the current academic year and at the completion of the academic year. All Parent Mentors were asked to participate in the survey. This analysis only includes the cases in which both a pre and post survey was submitted for the Parent Mentor. While there were 545 Parent Mentors that completed the pre-program participation survey and 654 that completed the post survey, there were only 368 cases in which the same Parent Mentor completed the pre and post-survey. This analysis presents a descriptive analysis of the pre and post-survey data and a matched-pairs t-test for the 368 Parent Mentor surveys with matched repeated measures to test for the significance of difference. These analyses follow.

Sample Description

The sample consisted of 368 Parent Mentors from 98 schools that responded to both the pre and post-program participation survey. The sample characteristics are summarized below.

Schools and Grades: The Parent Mentors included in the sample were volunteering in Pre-K – 8th grade classrooms. The Parent Mentors in the sample volunteered in the following schools: Burroughs Elementary (f=5), Shields Elementary (f=14), Gunsaulus Scholastic Academy (f=3), Velma Thomas Elementary (f=4), Brighton Park Elementary (f=4), Davis Elementary (f=4), Matthew Gallistel Elementary (f=3), John L. Marsh Elementary (f=3), Orville T. Bright Elementary (f=5), Annette Officer Elementary (f=1), Muffley Elementary (f=1), Thomas Edison Elementary (f=3), East Prairie (21st Century) (Yr. 1) (f=3), Conrad Fischer Elementary (Yr. 2) (f=4), McCormick Elementary (f=4), Eli Whitney Elementary (f=4), Telpochcalli Elementary (f=3), Josefa Ortiz de Dominguez Elementary (f=7), Freeman Elementary (f=1), Greenman Elementary (f=1), Hill Elementary (f=3), McCleery Elementary (f=2), Nicholson Elementary (f=3), Schneider Elementary (f=5), Smith Elementary (f=1), Millie Proegler Elementary (f=1), Lorenzo Smith Elementary (f=3), Lincoln Cultural Center (f=2), Taft Elementary (f=3), East Elementary (f=1), Elmwood Elementary (f=1), West Elementary (f=4), Avondale-Logandale Elementary (f=8), Darwin Elementary (f=5), Funston Elementary (f=1), Goethe Elementary (f=2), McAuliffe Elementary (f=4), Monroe Elementary (f=5), Mozart Elementary (f=5), Stowe Elementary (f=9), Yates Elementary (f=3), Belmont-Cragin Elementary (f=5), Marvin Camras Children's Engineering School (f=5), Mary Lyon Elementary (f=5), Northwest Middle School (f=4), Schubert Elementary (f=5), Jorge Prieto Math & Science Academy (f=6), Gale Elementary (f= 5), Kilmer Elementary (f= 3), Greeley Elementary (f= 4), Roosevelt Elementary (f= 4), Michelle Obama School of Technology and the Arts (M.O.S.T.A.) (f=4), Martin Luther King Elementary (f= 4), Independence Elementary (f= 2), Oak View Elementary (f= 1), Jonas E. Salk Elementary (f= 1), Beverly Skoff Elementary (f= 7), J.R. Tibbott Elementary (f= 5), Bernard J. Ward Elementary (f= 1), Kenneth L. Hermansen Elementary (f= 1), Azuela Elementary (f= 3), Barnard Elementary (f= 2), Eberhart Elementary (f= 2), Hurley Elementary (f= 2), Lee Elementary (f= 1), Morrill Math & Science Academy (f=2), Nightingale Elementary (f= 2), Sawyer

Elementary (f= 5), Talman Elementary (f= 5), Tonti Elementary (f= 3), Edwards Elementary (f= 3), Esmond Elementary (f= 2), Hampton Elementary (f= 4), Peck Elementary (f= 2), Pasteur Elementary (f= 9), Stevenson Elementary (f= 2), Sor Juana Elementary (f= 3), Lincoln Avenue School (f=6), Washington Elementary (f= 4), Cesar E. Chávez Multicultural Academy (f=5), Peter Cooper Dual Language Academy (f=7), Richard J. Daley Academy (f=8), John H. Hamline Elementary (f= 8), Jose Clemente Orozco Community Academy (f=7), Manuel Perez Jr. Elementary (f= 7), Irma C. Ruiz Elementary (f=7), Pilsen Academy (f=3), Harnew Elementary School (f=4), Eastlawn Elementary (f= 1), DePriest Elementary (f= 3), Penn Elementary (f= 1), John Fiske Elementary School (f=4), John Haines Elementary (f= 4), James Ward Elementary (f= 7), Clearview Elementary (f=1), Lakeview Elementary (f= 1), Barry Elementary (f= 6), and Logan Elementary (f= 2).

Length of Participation in Program*:* Of the 368 Parent Mentors who responded to the survey item regarding their tenure in the Parent Mentor program, 70 or 19.0 percent indicated that they were in their first year of program participation and 298 or 81.0 percent had participated in the program for more than one year.

Number of Children*:* The Parent Mentors in the sample had between zero and 12 children, with the majority or 34.0 percent having two children, followed by 26.9 percent having three children.

Marital Status*:* 74.2 percent of the Parent Mentors were married or lived with their partner, 21.5 percent were single, 3.3 percent were divorced, and 1.1 percent were widowed.

Ethnicity and Race: 72.3 percent indicated that they were Latino, 14.7 percent African American, 6.0 percent Asian, 6.0 percent White and 1.1 percent identified "Other" for their race/ethnicity.

Place of Birth*:* 35.9 percent of the Parent Mentors indicated that they were born in the U.S. and 236 or 64.1 percent indicated they were born in another country.

Gender: 97.3 percent identified as female and 2.7 percent identified as male.

Languages Spoken*:* 45.4 percent of the Parent Mentors indicated that they spoke Spanish, 24.7 percent spoke English, and 27.7. percent indicated they spoke English and Spanish. 2.2 percent indicated "other" regarding the language(s) spoken.

Residence in Illinois: 7.3 percent of the sample indicated that they had resided in Illinois for 5 years or less; 8.4 percent between six and ten years; 15.2 percent between 11 and 15 years; and 69.0 percent had resided in Illinois for more than 15 years.

Education Completed*:* 10.6 percent of the sample indicated that highest level of formal education that they had completed was primary school; 19.3 percent middle school; 30.2 percent high school; 18.5 percent some college, and 9.0 percent had completed college. 4.1 percent reported completing a certificate program and 8.4 percent indicated "other" type of education completed.

Current Studies: At the pre-survey participation stage, 73 of the Parent Mentors in the sample indicated that they were enrolled in a program of study. Twenty-eight indicated they were enrolled in English classes, twelve in GED classes, eighteen in college classes, and fifteen in "other" classes. At the time of the post-program participation survey, Parent Mentors were asked about the classes they were currently taking or had already taken during the academic year. Most respondents (f=78) chose English classes, followed by fitness classes (f=33) and computer/IT (f=29) as those they were enrolled in or had enrolled in during the year. Those enrolled in "other" course included courses identified as: self-improvement, real estate, reiki, sewing, citizenship, mental and sexual health, and management.

Work: 24.7 percent of the Parent Mentors in the sample indicated that they were employed at the time of the pre survey. The percentage of Parent Mentors that were employed at the time of the post survey increased to 33.7 percent. At the pre survey stage, the most frequent types of employment indicated by Parent Mentors were: housewife (f=75), other (f=72), caregiver (f=13), childcare/daycare (f=9) and customer service/retail (f=8). During the post survey stage, the top five types of employment most frequently indicated were: other (f=28), school-based employment (f=27), food service/retail service/personal care services (f=21), manufacturing/warehouse services (f=21), caretaking/childcare/adult caregiving/nursing home/home health (f=16), and stay-at-home parent (f=13).

COVID Impact: Parent Mentors were asked about the impact of COVID on their employment and their childcare. 49.2 percent stated their employment was not impacted; 18.5 percent reported losing their job or being furloughed, 24.2 indicated their work hours

were reduced and 8.2 percent reported they were now working from home due to COVID. 72.3 percent of Parent Mentors indicated their childcare had not been impacted, 12.2 percent reported participating in a learning pod, 9.0 percent were caring for other people's children, and 6.5 percent stated they lacked childcare.

Technology Access: 93.2 percent of Parent Mentors indicated they had reliable internet access at home. Additionally, 94.8 percent responded that each child in their household had their own tablet or electronic device to support their online learning. 71.2 percent of Parent Mentors indicated they had sufficient understanding of the electronic learning platforms to support their child's study during distance learning.

Special Education/IEP: 20.7 percent of the Parent Mentors indicated that their child(ren) were enrolled in Special Education and/or had an IEP.

Bilingual Classes: 41.6 of Parent Mentors reported that their child(ren) were enrolled in bilingual classes.

Measurement of Program Impact on School and Community Engagement

Parent Mentors were asked about parent, school, and community interaction at the beginning of their participation in the program and at the end. The two points of measurement (pre and post) allowed for the comparison of twenty-seven pre and post program engagement items included in the survey.

A paired sample t-test was computed to determine whether there was a statistically significant change between pre and post program measures for the Parent Mentors. The paired sample t-test is used in situations in which there are two sets of scores from the same study participant. This test allows one to see the change across variables at the two different points of measurement and determines if the change is of statistical significance. The t-test generates a mean (the average score) for each paired measure; in this case the pre and post group measure for the Parent Mentors for each engagement item included in the survey, and then tests for the statistical significance of the difference in score for the two different points of measurement for the item. This allows one to see if there is change between the pre and post program participation measures, the direction of the change, and test for statistical significance. This test can be applied to continuous variables or under certain conditions can use ordinal measures as continuous variables.

In this evaluation, we used a series of ordinal variables to summarize the ranges of responses to questions. For example, Parent Mentors were asked to consider how many times in the previous month they had attended a parent committee meeting in person or online at their child's school and the response set was: none, 1 time, 2 times, 3 times, 4 times, or 5 or more times. The data for this analysis met conditions to treat the ordinal measures as continuous variables.[2] In this analysis the means of pre and post repeated variables and the corresponding paired sample t statistic were computed.

Changes in Frequency of Parent Mentor Conversations and Activities with Their Child(ren). Parent Mentors were asked to think about the last month and identify, on average, how many times week they had: helped their child with schoolwork at home or online; read to their child at home or online; had a conversation with their child; had a conversation with their child about their thoughts or feelings regarding school; and led a creative activity with their child. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 8. The table is followed by Figures 13 through 17, which provide visual representations of the change in frequency for each of these activities.

Table 8 **Changes in Weekly Frequency of Parent Mentor Interactions with Their Child(ren) during the 2020/2021 Program Year**

Type of Interactions with Child(ren)	Pre Mean	Post Mean	Paired Sample T-Test	DF	Sig.
Helped their child/ren with schoolwork at home/ online	0.93	2.83	15.476	356	<.001
Read with their child/ren at home/online	3.52	3.57	0.606	360	.545
Have a conversation with their child(ren)	4.61	4.45	2.530	359	.012
Have a conversation with their child (ren)about their thoughts or feelings about school	3.90	3.84	0.823	358	.411
Led a creative activity with their child(ren)	2.90	2.85	0.621	360	.535

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[2] Pasta, D.J. (2009). Learning when to be discrete: Continuous vs Categorical Predictors. SAS Global Forum 2009. Paper 248-2009. Retrieved from https://support.sas.com/resources/papers/proceedings09/248-2009.pdf

Figure 13   Average Number of Times Parent Mentor Helped Child(ren) with Schoolwork in a Week
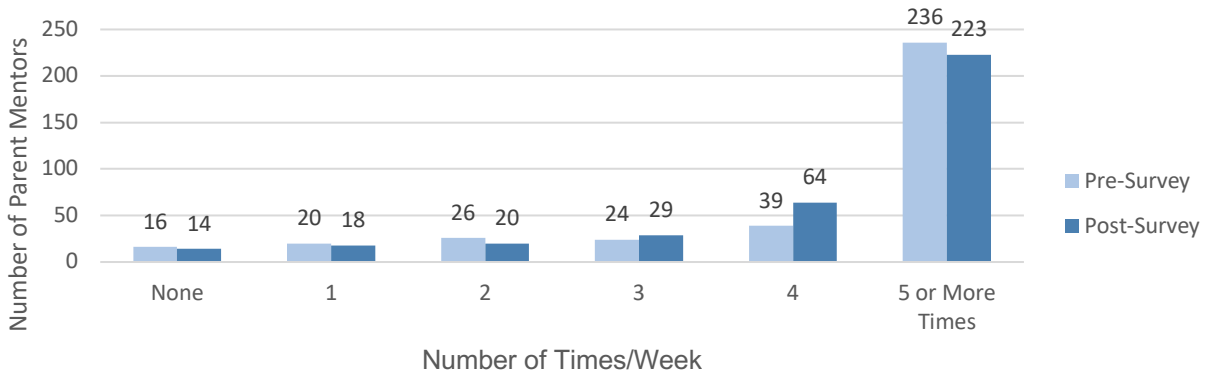

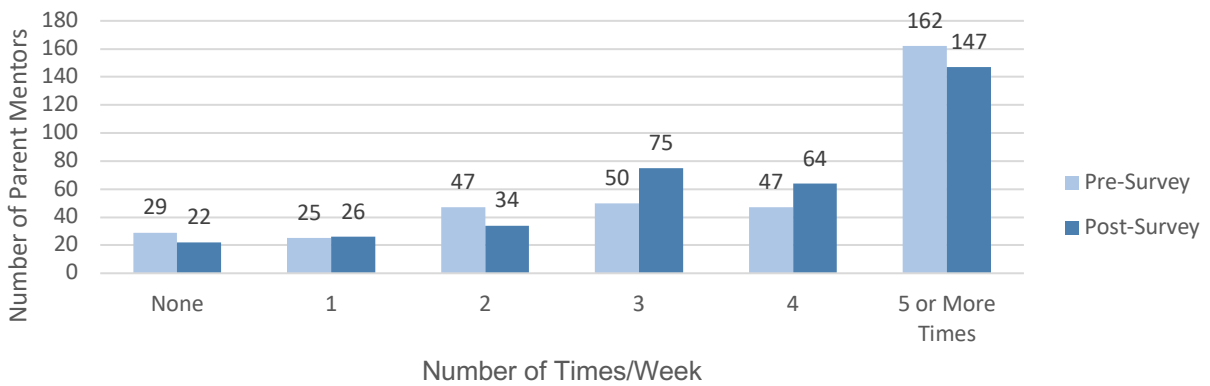Figure 14   Average Number of Times Parent Mentor Read to their Child(ren) in a Week

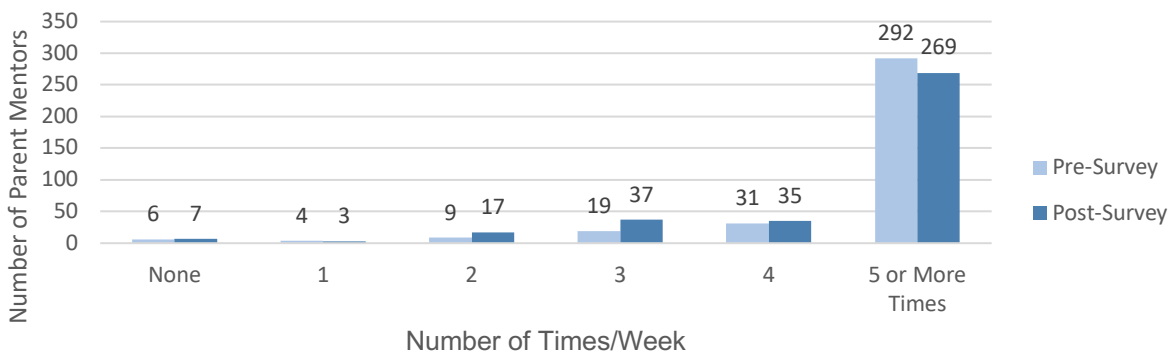Figure 15   Average Number of Times Parent Mentor Had a Conversation with their Child(ren) in a Week

Figure 16 Average Number of TimesParent Mentor Had a Conversation with their Child(ren) About School in a Week
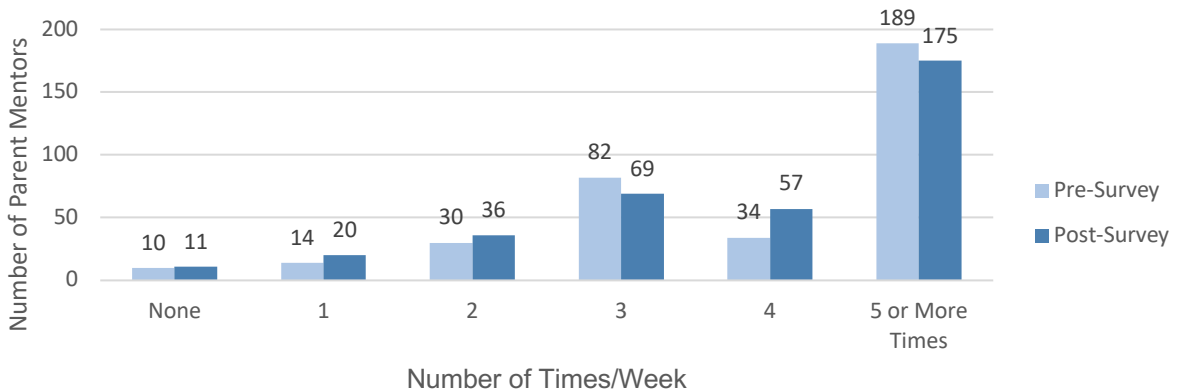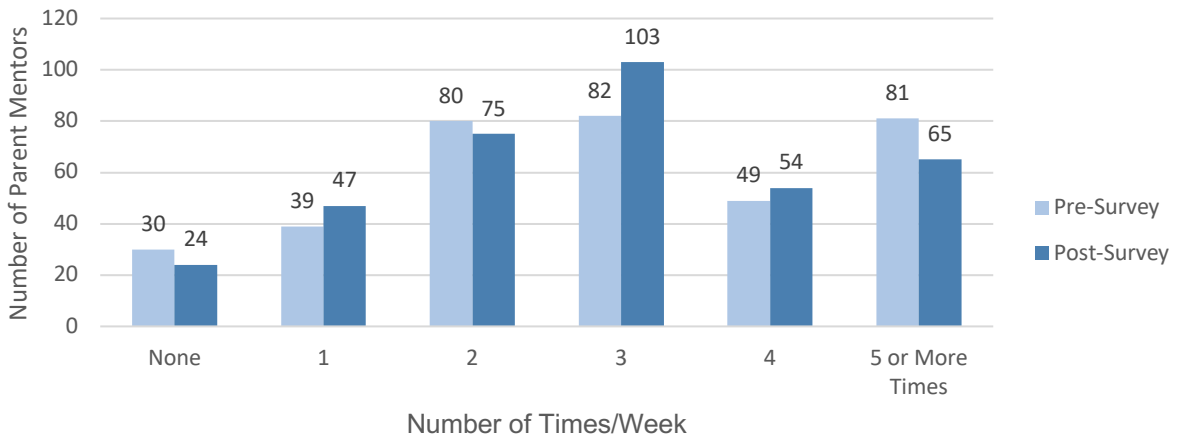

Figure 17   Average Number of Times Lead Creative Activity with Their Child(ren) in a Week

Deepened and Expanded Parent and School Networks and Support to Students: Parent Mentors were asked to think about the last month and identify, on average, how many times week they had: communicated with their child's teacher, communicated with their children about how they are doing academically, communicated with the school principal, and communicated with other parents from the school. There were increases in the frequency of communication between Parent Mentors and others over the course of their program participation. This included an increase frequency of communication with the children's teacher in general, and about how they are doing

academically, with the school principal, and with parents from the school. The increase in the frequency of communication with other parents was statistically significant. Parent Mentors were also asked on average how many times a week did they tutor small groups of students from the school in which they were a Parent Mentor. The increase in frequency of this activity was statistically significant.   The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 9. The table is followed by Figures 18 through 22 that provide visual representations of the change in frequency for each of these activities.

Table 9   Changes in Weekly Frequency of Parent Mentor Communications with School Community and Tutoring Support Over the Course of the Program Year

Type of School Communication and Support	Pre Mean	Post Mean	Paired Sample T-Test	DF	Sig.
Communicate with your children's teachers	2.66	2.75	0.936	362	.350
Communicate with your child(ren)s' teacher about how they are doing academically	2.07	2.25	1.897	361	.059
Communicate with the school principal	0.78	0.87	1.307	361	.192
Communicate with other parents from the school	2.36	2.83	4.360	357	<.001
Tutored small groups of students	0.93	2.83	15.476	356	<.001

Figure 18 Average Number of Times a Week Parent Mentors Communicate with Their Child's Teachers
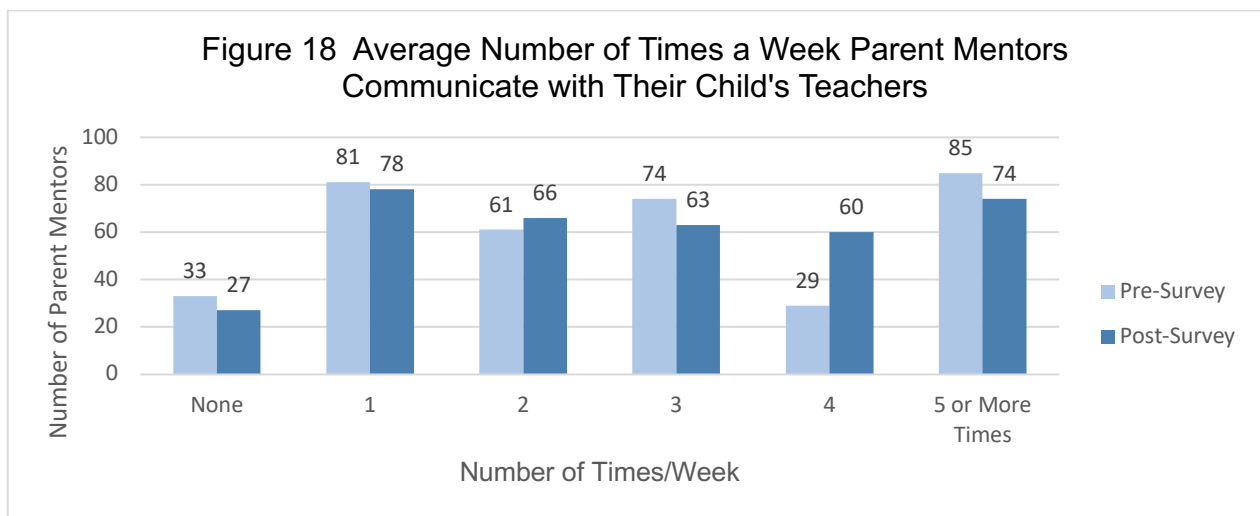
Figure 19   Average Number of Times Parent Mentors Communicate with Other Parents in the School
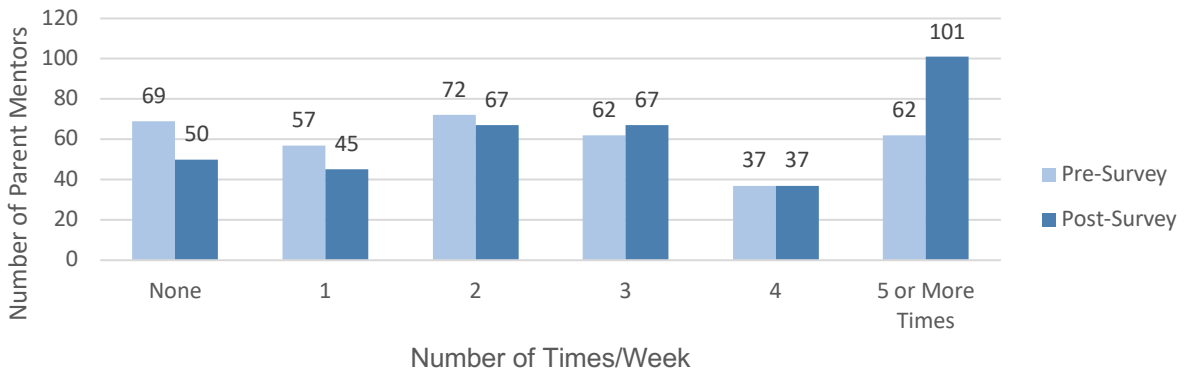

Figure 20   Average Number of Times a Week Parent Mentor Communicate with Their Child's Teachers About Academics
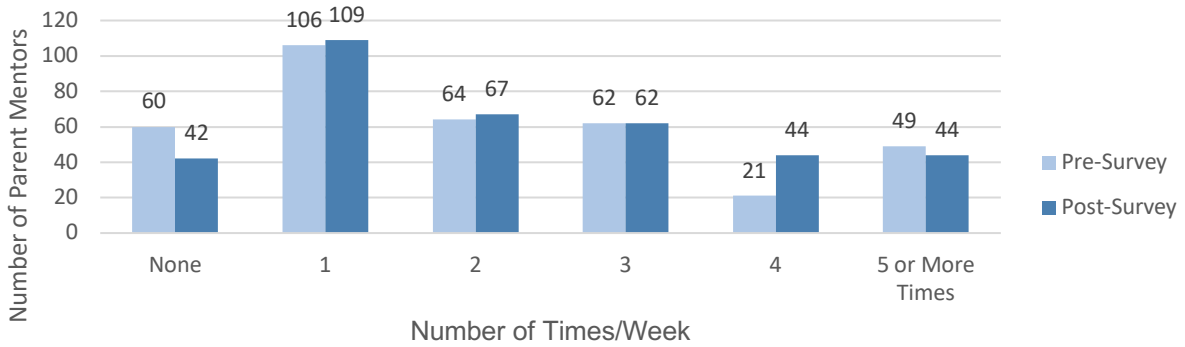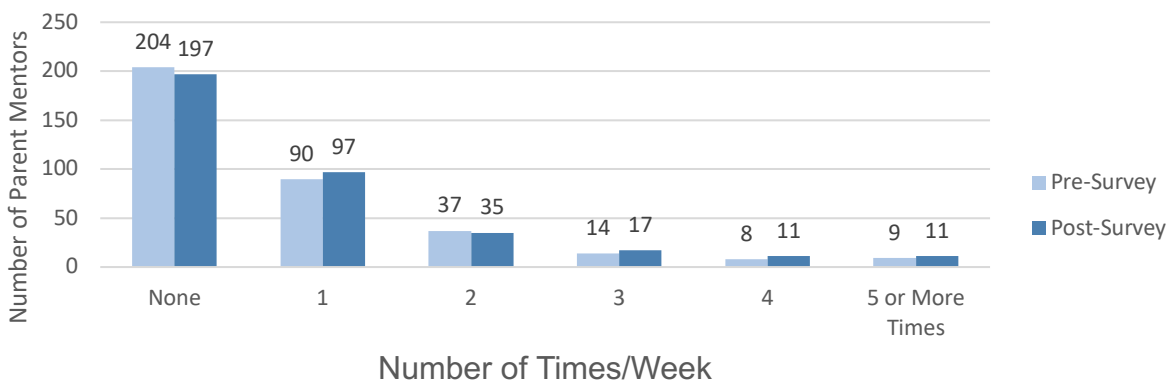

Figure 21. Average Number of Times a Week Parent Mentors Communicate with Principal

Figure 22   Average Number of a Week a Parent Mentors Tutored Small Student Groups
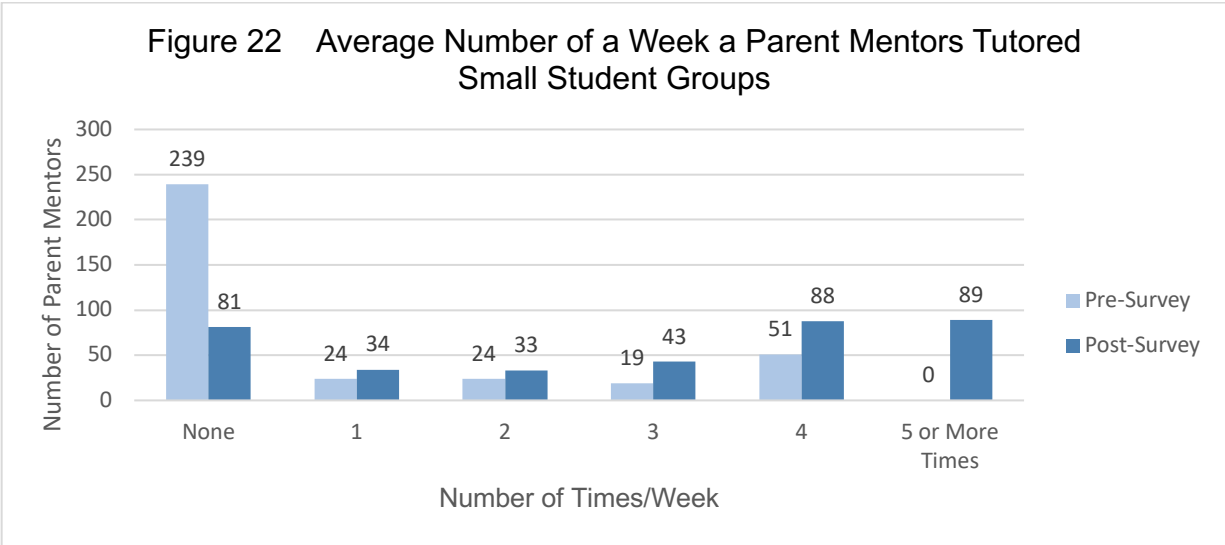
To gauge parental social networks and engagement in the school parents were asked how many parents and teachers in the school they communicate with via phone, email, Zoom, WhatsApp, text, or social media on average per week. Parent Mentors demonstrated an increase in the number of parents and teachers with which they communicated in a week over the course of the academic year as they participated in the program. The increase in the number of parents with which they communicated was statistically significant. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 10. The table is followed by Figures 23 and 24 that provide visual representations of the change in frequency for each of these activities.

Table 10   Changes in the Number of School Parents and Teachers with Which Parent Mentors Communicated on Average per Week

Type of Communication	Pre Mean	Post Mean	Paired Sample T-Test	DF	Significance
Number of parents in the school with which the Parent Mentor communicated	1.86	2.15	3.692	359	<.001
Number of teachers in the school the with which the Parent Mentor communicated	1.42	1.55	1.883	355	.060

Figure 23 Average Number of Parents with which Parent Mentors Communicated Weekly

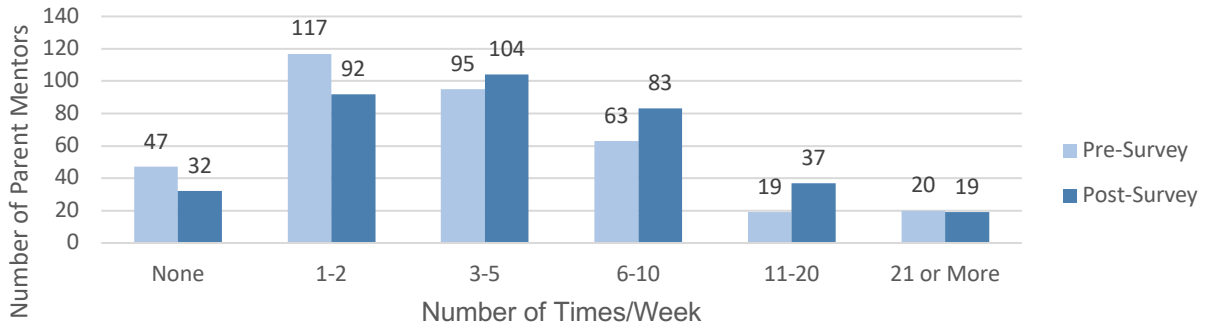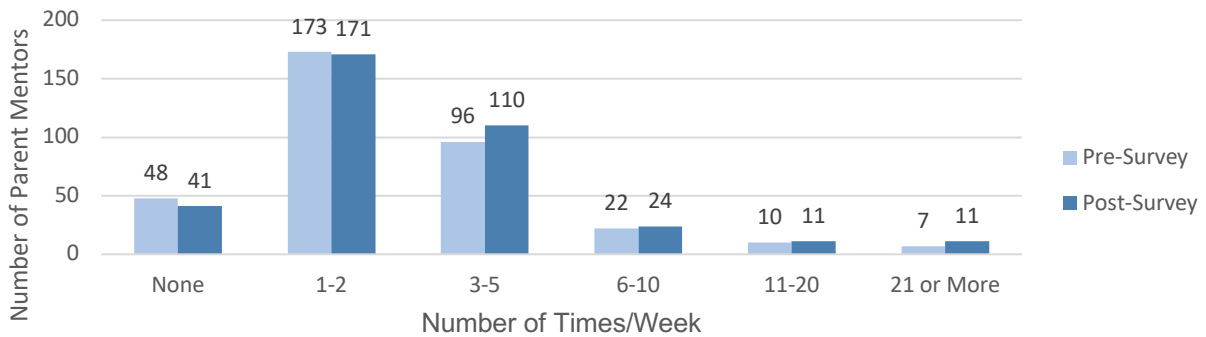Figure 23 Average Number of Parents with which Parent Mentors Communicated Weekly

Figure 24. Average Number of Teachers Parent Mentors Communicated with in a Week

Figure 24. Average Number of Teachers Parent Mentors Communicated with in a Week

Parents responded to questions regarding their school and community engagement and leadership. They were asked on average how many times a week over the previous month they had: attended a school parent committee meeting in person or online; helped to lead or plan a school committee meeting in person or online; helped lead or plan a school event/activity in person or online; and/or attended a community meeting or event in person or online. The Parent Mentor reported increases in all these activities, and the increases were statistically significant in all categories. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 11, which is followed by Figure 25 through 28 to provide visual representations of the change in frequency for each of these activities.

Table 11   Changes in Parent Mentor School and Community Engagement and Leadership Activities Over the 2020/2021 Program Year

School & Community Leadership & Engagement Activities	Pre Mean	Post Mean	Paired Sample T-Test	DF	Significance
Attended a school parent committee meeting in person or online	1.43	1.80	4.360	360	<.001
Helped to lead or plan a school committee meeting in person or online	0.44	0.68	3.906	357	<.001
Helped lead or plan a school event/activity in person or online	0.44	0.81	5.184	359	<.001
Attended a community meeting or event in person or online	1.43	1.96	5.939	361	<.001

Figure 25   Average Number of Times a Week Parent Mentors Attended a School Meeting

Figure 26   Average Number of Times Helped Plan a School Meeting

35

Figure 27   Average Number of Times a Week that Parent Menters Helped Plan a School Activity

Figure 28   Average Number of Times a week Parent Mentors Attended a Community Meeting
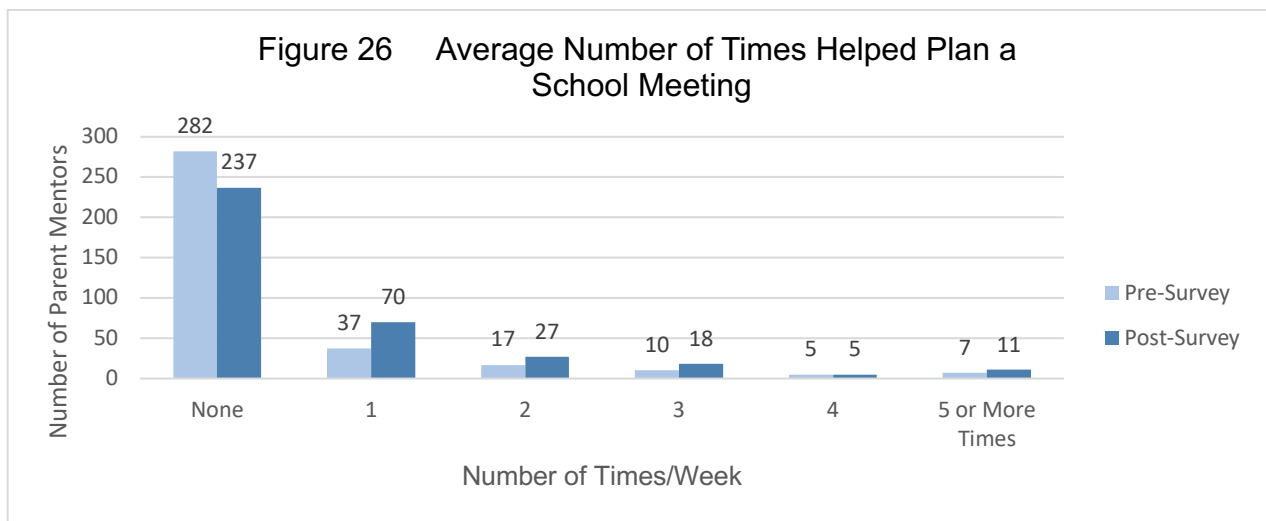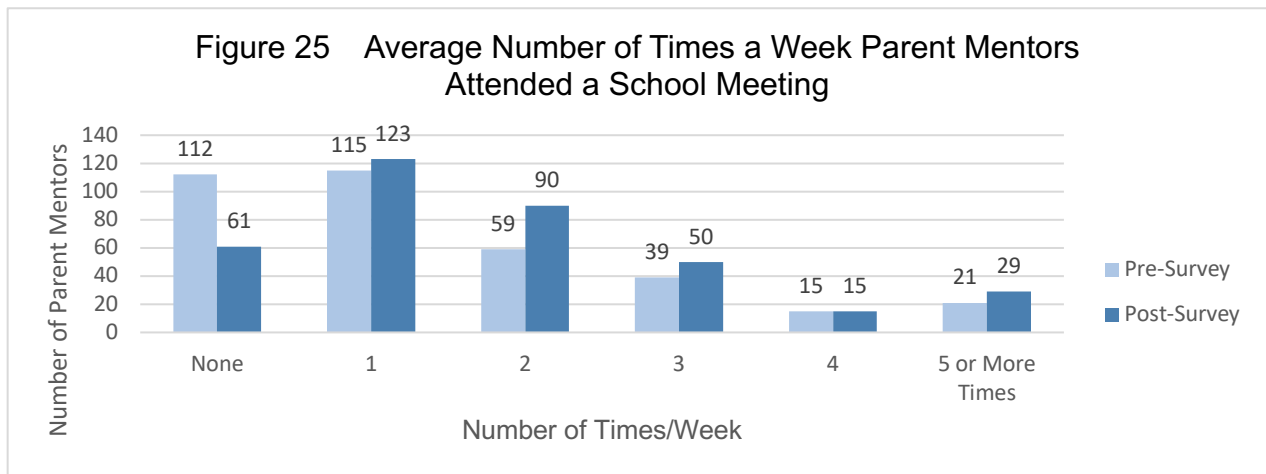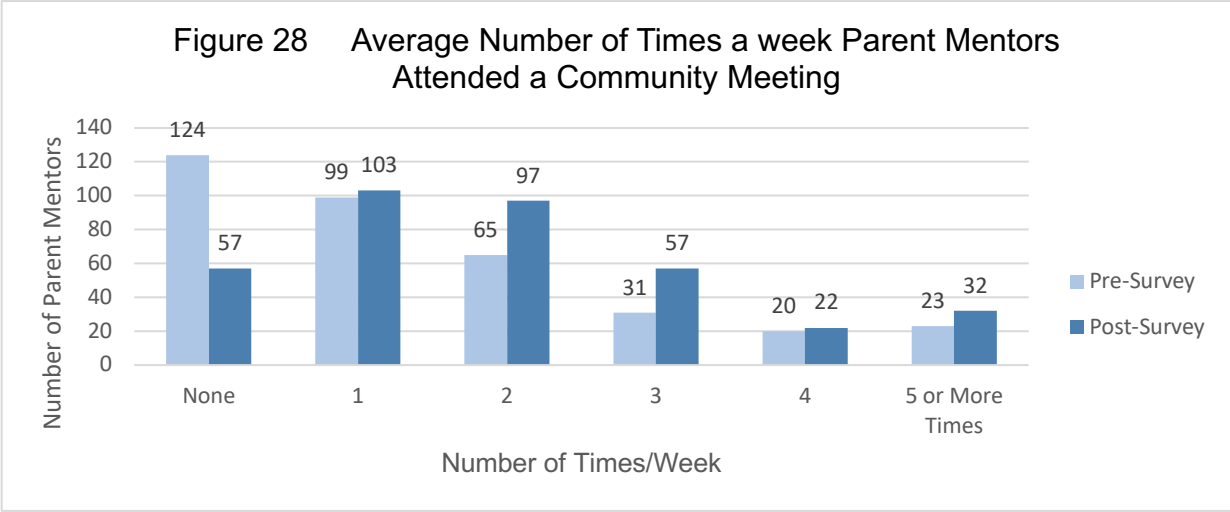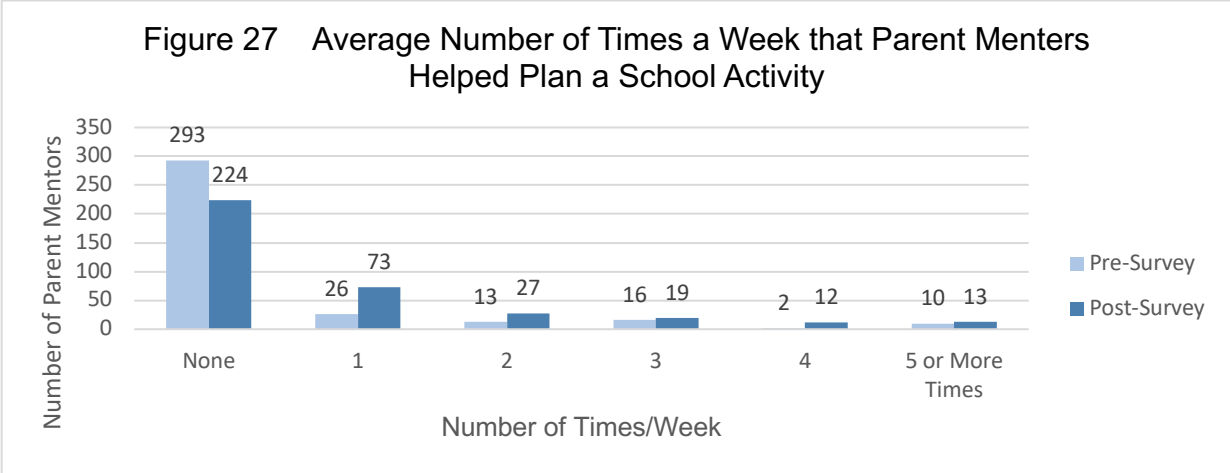
Deepened and Expanded Social Capital and Mutual Aid: A component of the parent Mentor Program is to prepare and support the program participants as leaders and community co-builders with parents, schools, and their neighborhoods. This is advanced through the relationship building and knowledge and resources sharing activities of the program. During the pandemic sole of these activities were expanded to incorporate mutual aid and support efforts to care for the school community.

The pre and prost program participation surveys asked Parent Mentors about some of the mutual aid activities in which they partook. They were asked on average how many times a week over the previous month they had: delivered books or learning materials to a child in their school or community shared information about the school or a community resource with another parent or neighbor; completed an errand, chore, or

directly helped a neighbor or another parent from the school; and/or provided emotional support or shared information about a mental health community resource with another parent or neighbor. The Parent Mentor survey responses indicated increases in all these activities, and the increases were statistically significant for all mutual aid categories. The pre and post-survey response means and the result of the paired sample t-test for these items are summarized in Table 12. The table is followed by Figures 29 to 32 that provide visual representations of the change in frequency for each of these activities.

Table 12   Changes in Parent Mentor School and Community Mutual Aid Activities Over the 2020/2021 Program Year

Frequency of Participation in School & Community Mutual Aid Activities	Pre Mean	Post Mean	Paired Sample T-Test	DF	Significance
Delivered books or learning materials to a child in their school or community	0.58	0.88	4.101	361	<.001
Shared information about the school or a community resource with another parent or neighbor	1.82	2.57	7.900	361	<.001
Completed an errand, chore, or directly helped a neighbor or another parent from the school	1.56	2.04	5.536	361	<.001
Provided emotional support or shared information about a mental health community resource with another parent or neighbor	1.24	1.94	7.302	359	<.001

Figure 29 Average Number of Times a Week Parent Mentors Delivered Learning Materials to School Families
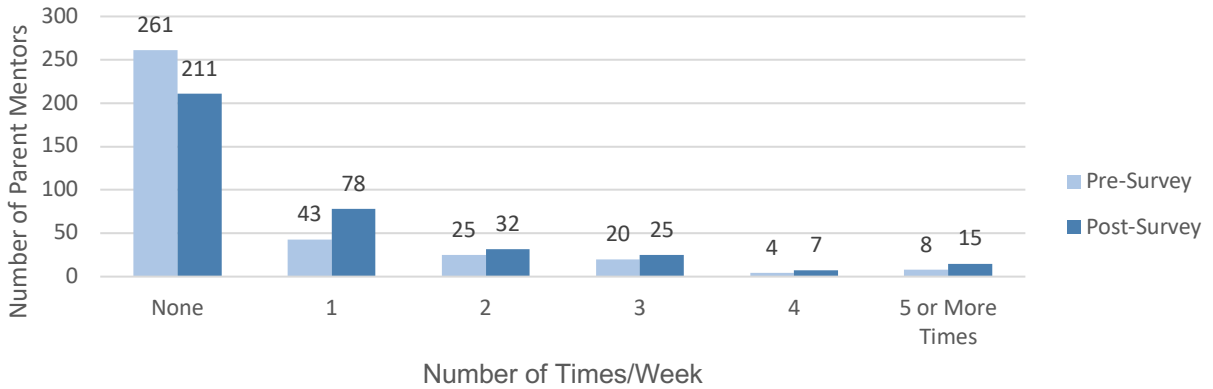

Figure 30 Average Number of Times a Week Parent Mentors Shared Information with School Community Member(s)
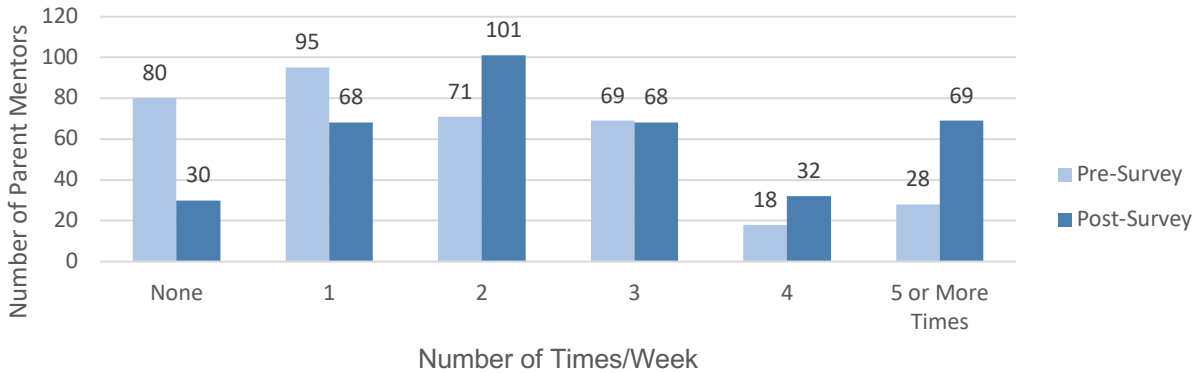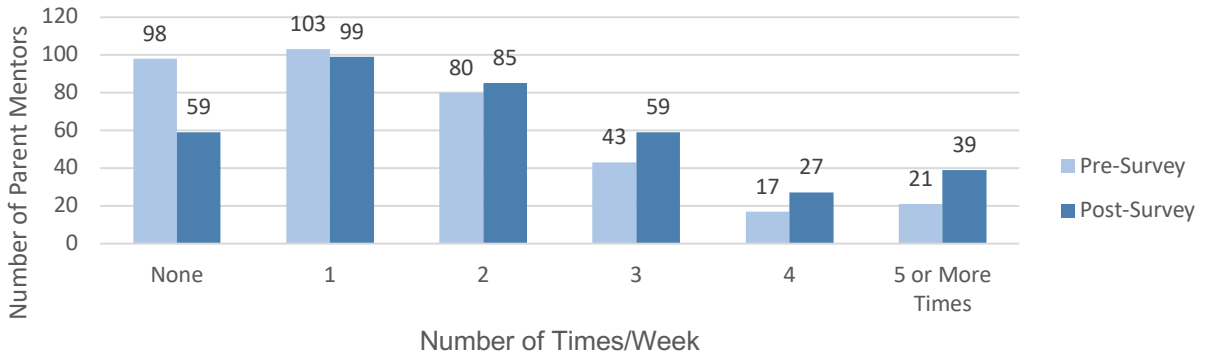

Figure 31 Average Number of Times a Week Parent Completed an Errand or Chore for a School or Community Member(s)

38

Figure 32   Average Number of Times a Week Parent Mentor Provided Emotional Support for School of Community Member
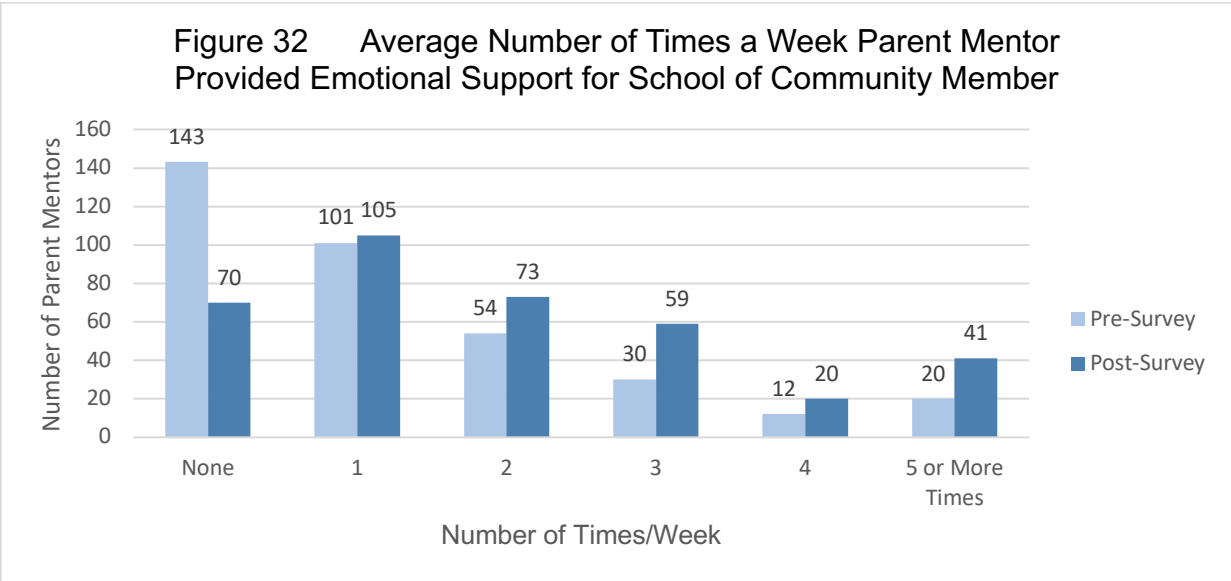
It has been widely observed that the social distancing and remote learning public health measures have contributed to disengagement and increased social isolation for many. These measures of family-school-community engagement indicate the benefits of the Parent Mentor Program in maintaining personal and institutional ties and exchanging varied social, emotional, developmental, and material resources that support children, families, schools, and communities during the pandemic.

Parent Mentor Perceptions Regarding School, Community, Social Capital, and Self: Parent Mentors were asked a series of questions regarding their perception of their connection, relationships, and leadership roles with their child's school, their local community, and local organizations. They were asked to rate a series of statements with a response set of strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Each response was a assigned a score: 5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1= strongly disagree.

Parent Mentor survey responses indicated growth in all these areas following their participation in the program. The increases were statistically significant in all but one category: confident in ability as a leader at work, community, and/or volunteer places. Table 13 displays each survey item and the average scores of Parent Mentor responses.

Table 13 is followed by Figures 33 through 36, which provide visual representations of the change in frequency for each of these activities.

Table 13   Parent Mentor Perceptions of School and Community Connection, Social Capital, and Self Efficacy

Indicators of School, & Community, Connection and Social Capital, and Self Efficacy	Pre Mean	Post Mean	Paired Sample T-Test	DF	Sig.
I feel like I am a part of/connected to my child's school	3.96	4.14	2.727	360	.007
I am knowledgeable about the importance of parent-school relationship	4.06	4.22	2.316	358	.021
I feel like I am a part of/or connected to the local community	3.71	3.92	3.380	361	.001
I feel confident in my ability as a leader at work, my community, and/or places I volunteer	3.93	4.04	1.636	362	.103
My family and/or I frequently participate in local activities and/or organizations	3.55	3.77	3.276	361	.001
I am knowledgeable about community resources	3.76	4.00	3.785	359	.001
I am connected to organizations in my community that can provide help and support when I need it	3.73	405	4.895	361	.001

Figure 33 Parent Mentor Agreement with the Statement: I Feel Part of My Child's School
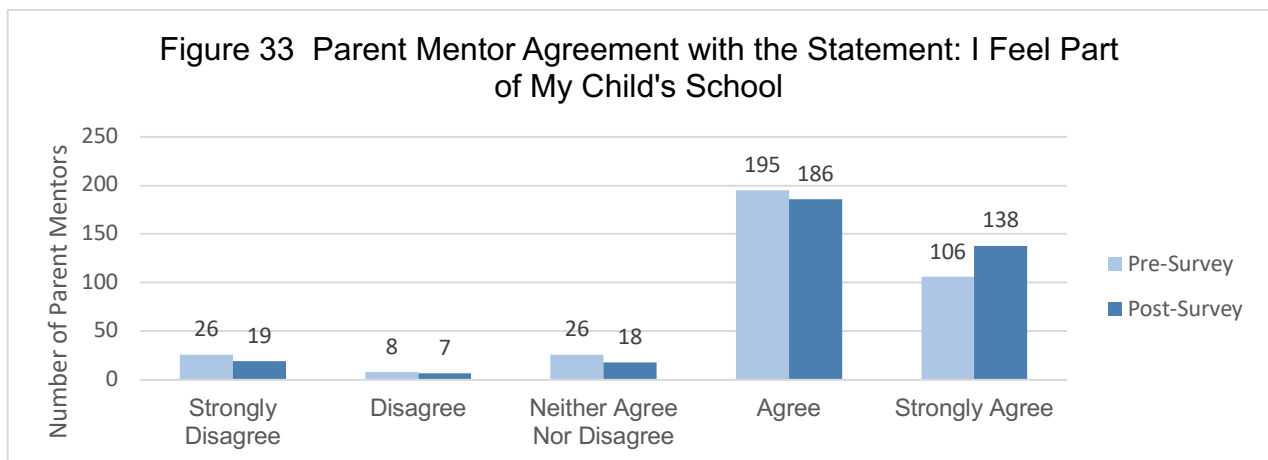
Figure 34 Parent Mentor Agreement with the Statement: I am Knowledgeable About the Importance of Parent-School Relationship
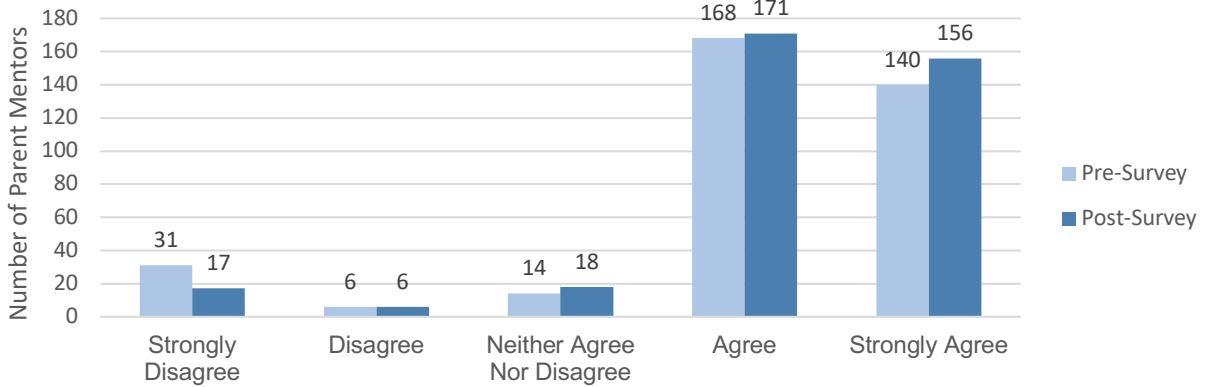
Figure 35 Parent Mentor Agreement with the Statement: I Feel Connected to My Local Community
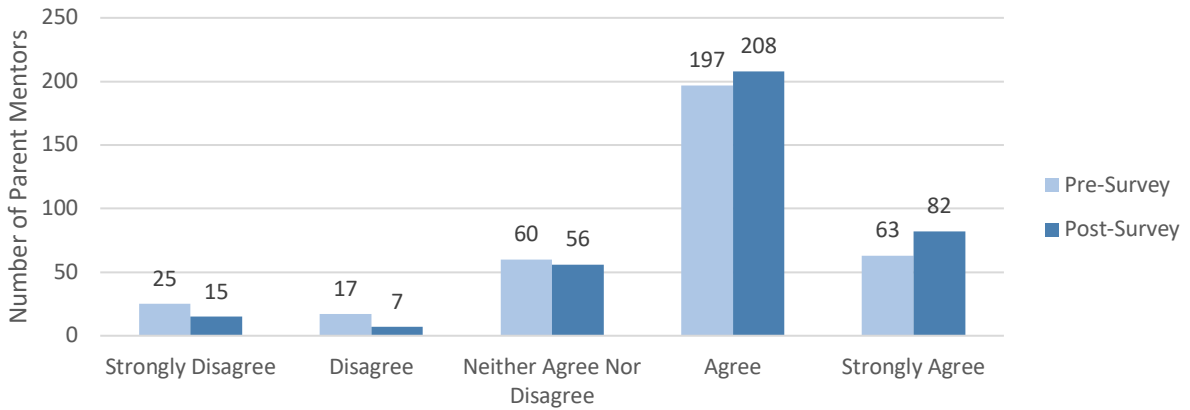
Figure 36 Parent Mentor Agreement with the Statement: I am Confident in My Ability as a Leader
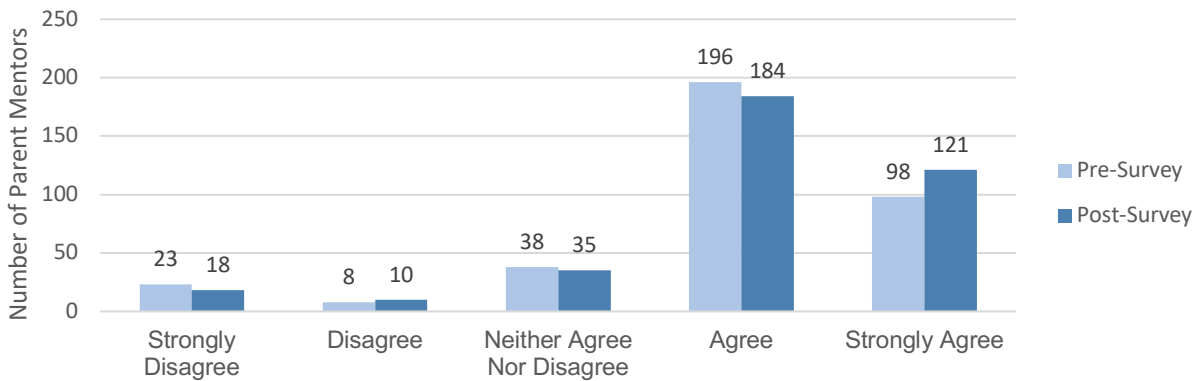
Post Program Participation Reported Gains

Personal Goals: Program participants set goals for themselves at the beginning of the school year. There were various types of goals set by respondents. The goals identified were: improving physical and/or emotional health (f= 96, 26.1%), completing Parent Mentor Program (f= 72, 19.6%), take a class or go back to school (f= 54, 14.7%), learn/practice a new skill (f= 50, 13.6%), participate in the school over and above what is required by the PMP (f= 36, 9.8%), better manage finances (f= 21, 5.7%), improve parenting practices/strategies (f=19, 5.2%), get a job or promotion (f= 13, 3.5), and start a business (f= 5, 1.4%).   See Figure 37.

Figure 37 Goals Set by Parent Mentor at the Beginning of the Academic Year
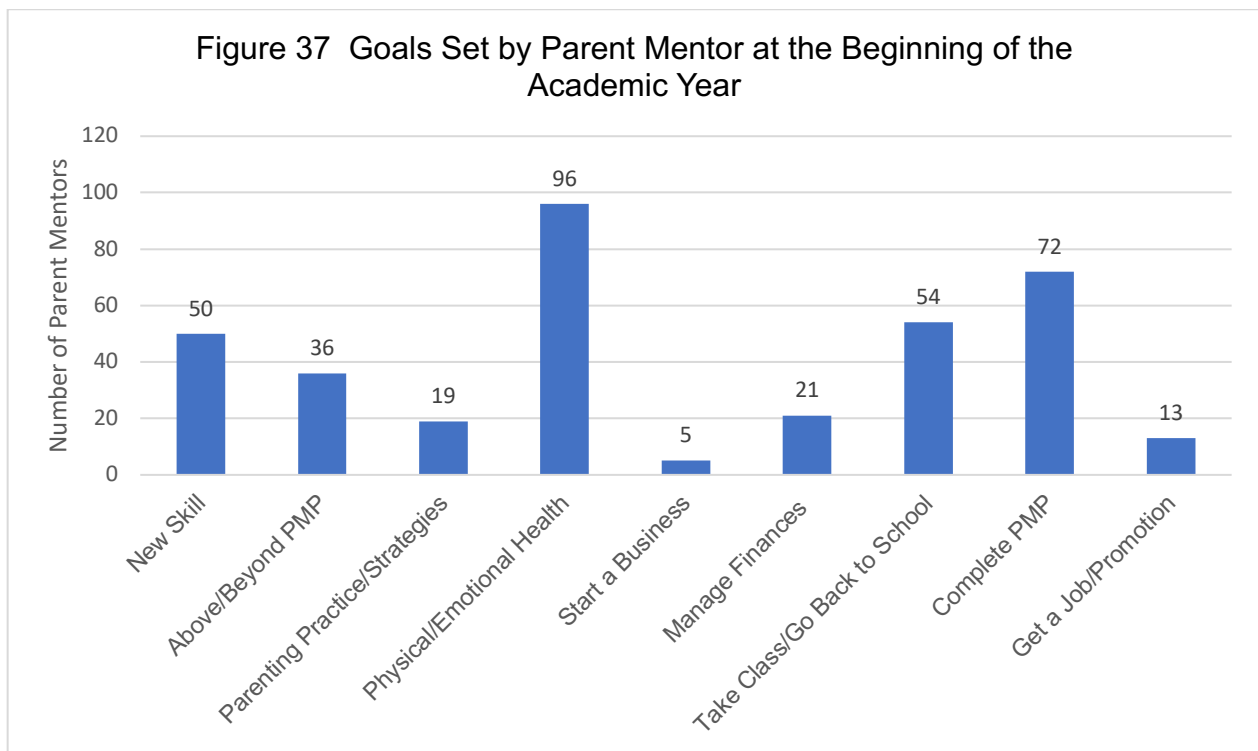
In the survey conducted at the end of the school year, Parent Mentors were asked about the progress that they had made on the goals set. The majority indicated that they had made progress or realized their goal. Two hundred four or 55.4 percent, indicated they had made some progress, 127 or 34.5 percent stated they had reached their goal, and 28 or 7.6 percent of respondents reported not being able to make progress. See Figure 38.

Figure 38 Progress on Goal Attainment Reported by Parent Mentors (Percent)
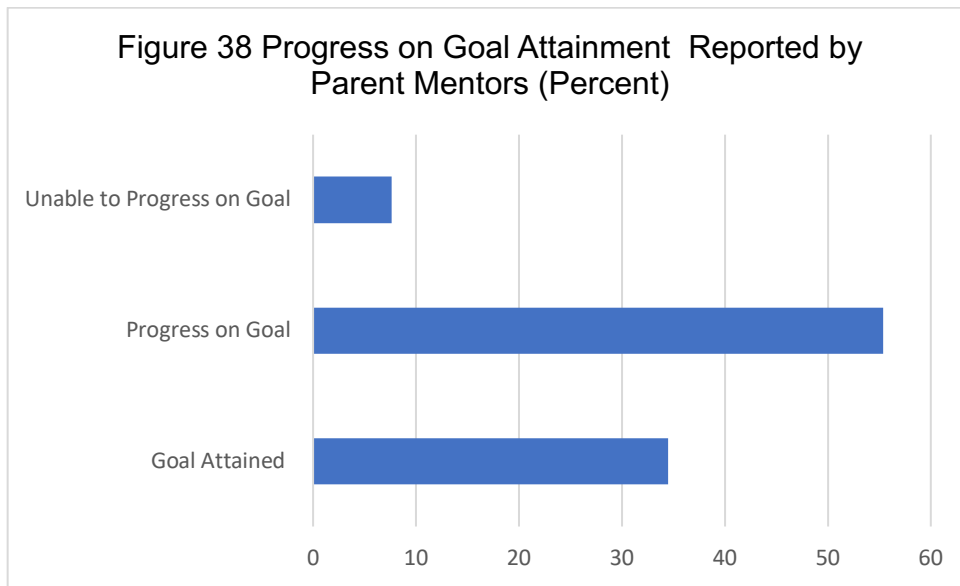
Parent Mentors who had indicated they had not reached their goal were presented the option to expand and share reasons for their response. Of those that responded this question, 19 shared they were still working on realizing their goal, 17 stated COVID/health reasons, 14 indicated that they needed more time and three reported financial reasons.

When sharing what would help them make more progress on their goals, Parent Mentors indicated the following: time management (f= 17), studying more or going back to school (f= 12), the pandemic ending/getting back to normal (f= 8), learning more English (f= 7), learning more technology/computer (f=5), and financial assistance (f= 4).

Personal Growth: An overwhelming majority of the Parent Mentors reported that they experienced personal growth in the previous year. In the post-program participation survey, Parent Mentors who responded indicated that in the last year they: felt better about themselves (64.4%), were more motivated to do things (57.0%), felt more confident as a parent (51.9%), communicated better with their family (47.5%), have a better understanding of school system (53.0%), gained a better understanding of community issue(s) (38.2%), and could express their thoughts and feelings more clearly (44.2%). See Figure 39.

Figure 39   Personal Growth Parent Mentors Reported as a Result of their Particpation in the Program (Percent)
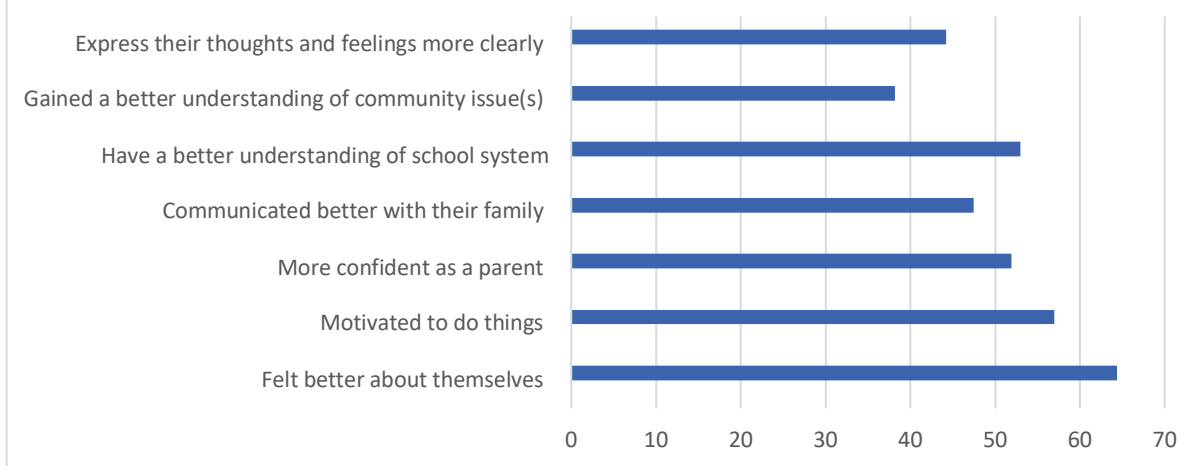
Future Goals: The post program participation survey asked Parent Mentors about their goals in the next two years. Parent Mentor respondents indicated the following regarding some possible future goals: 66.8 percent wanted to apply to the Parent Mentor Program again, 42.9 percent wanted to volunteer at their child(rens) school(s), 38.6 percent wanted to take classes or go back to school, 29.4 percent would like to get a job or start a business, 39.6 percent want to improve their English, 24.7 percent want to improve their family relationships and 34.3 percent would like to improve their emotional health.

Parent Mentors indicated that their participation in the program helped them set goals for their future because: they felt more confident in themselves (f= 258, 70.3%), were inspired by someone they met with a similar life experience (f= 108, 29.4%), learned about resources to help them (f= 222, 60.5%), they made supportive friendships (f= 194, 52.9%), the PMP exposed them to something new (f= 214, 58.3%), others believed in them (f= 134, 36.5%). A total of 56 respondents or 15.3 percent indicated that participating in the PMP did not motivate them to set goals. See Figure 40.

Figure 40   Program Helped Parent Mentor Set Goals Because:
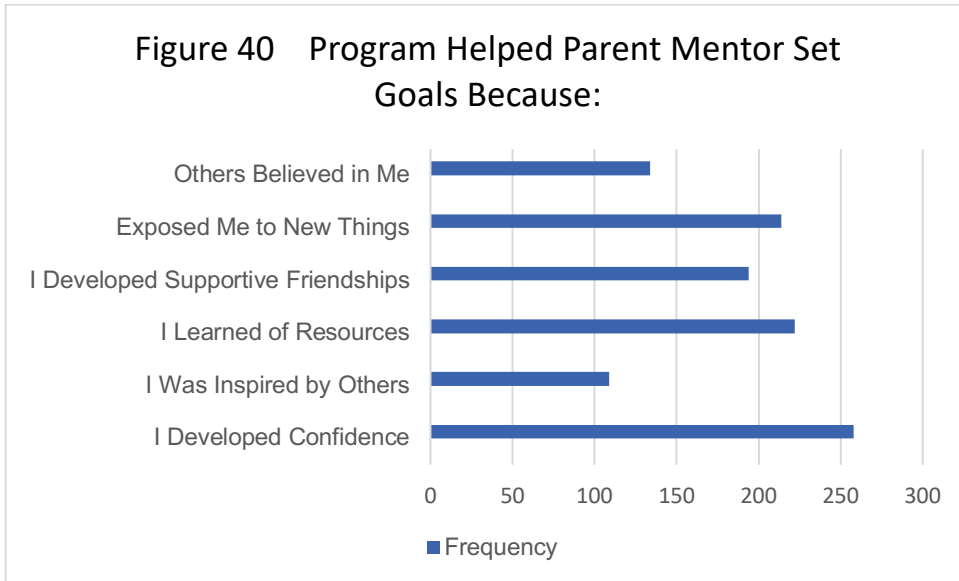
The Parent Mentor Program and the COVID-19 Pandemic

In the post survey, Parent Mentors were asked a series of questions to obtain more insight regarding the PMP during COVID-19. They were asked to rate the questions with a response of: strongly agree, agree, neither agree nor disagree, disagree or strongly disagree. When asked if being part of the PMP helped prepare them to help their children with remote learning, 46.6 percent strongly agreed and 38.7 percent agreed. Survey respondents were also asked if they agreed or disagreed that the PMP helped them stay connected to other parents and the school community during the pandemic. 84.2 percent of respondents strongly agreed and agreed. When asked if the PMP provided them with emotional support, 83.7 percent of respondents either strongly agreed or agreed. 88.6 percent of respondents indicated they agreed or strongly agreed that being part of the PMP helped them connect to important resources. Finally, when asked if the PMP had helped respondents learn about their people's history and U.S. history, 46.5 percent agreed, 26.1 percent strongly agreed, and 16.8 percent neither agreed nor disagreed. See Figures 41 through 45.

Figure 41 Parent Mentor Agreement with the Statement: PMP Prepared Me to Help My Chilld(ren)with Remote Learning

Number of Parent Mentors

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
26	6	19	142	171
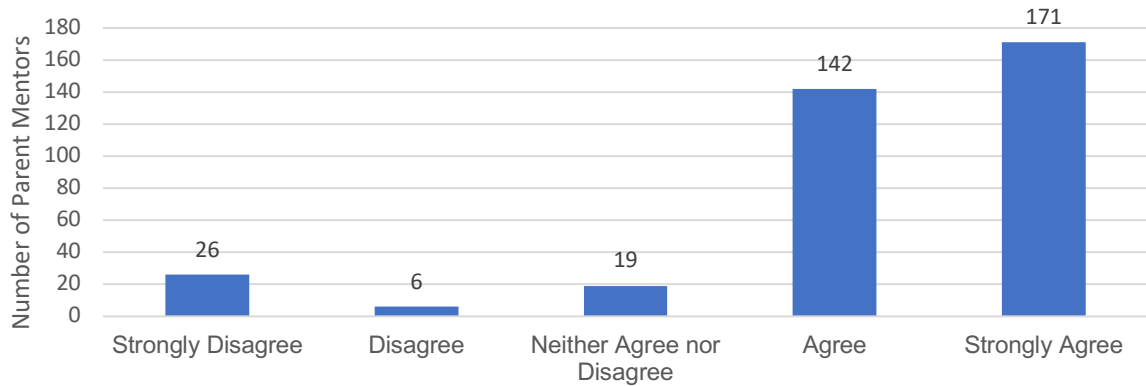
Figure 42 Parent Mentor Agreement with Statement: PMP Helped Me Stay Connected to Other Parents & School During COVID

Number of Parent Mentors

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
27	4	24	155	155
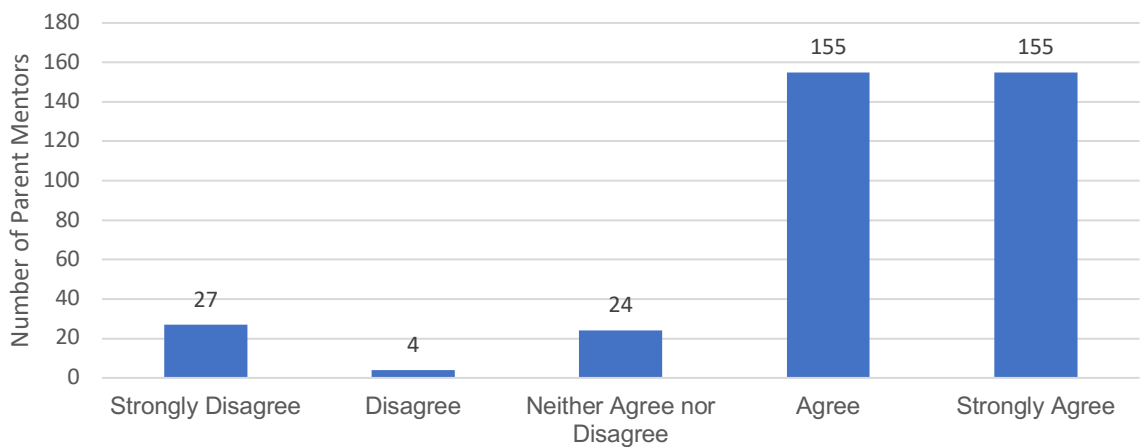
Figure 43 Parent Mentor Agreement with Statement: PMP Has Provided Me Socioemotional Support

Number of Parent Mentors

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
23	3	29	194	114
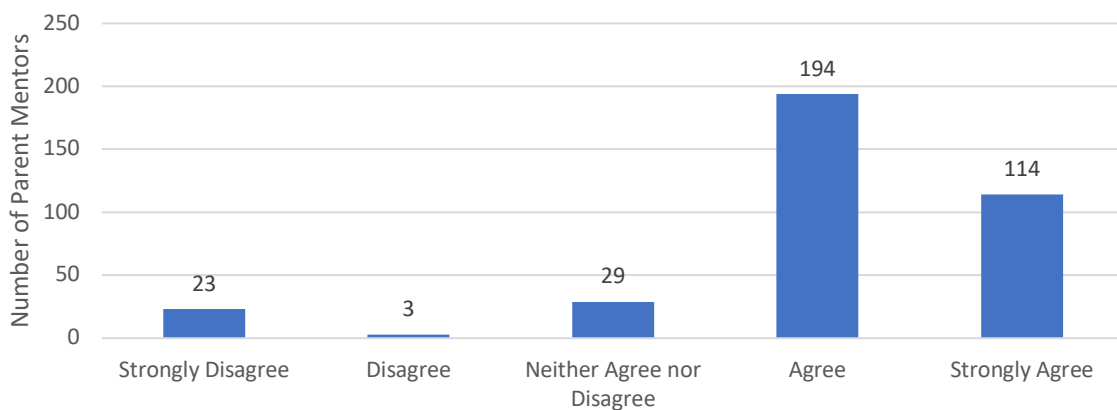
Figure 44 Parent Mentor Agreement with Statement: PMP Helped Connect me to Important Resources

Number of Parent Mentors

- Strongly Disagree: 21
- Disagree: 3
- Neither Agree nor Disagree: 15
- Agree: 199
- Strongly Agree: 127
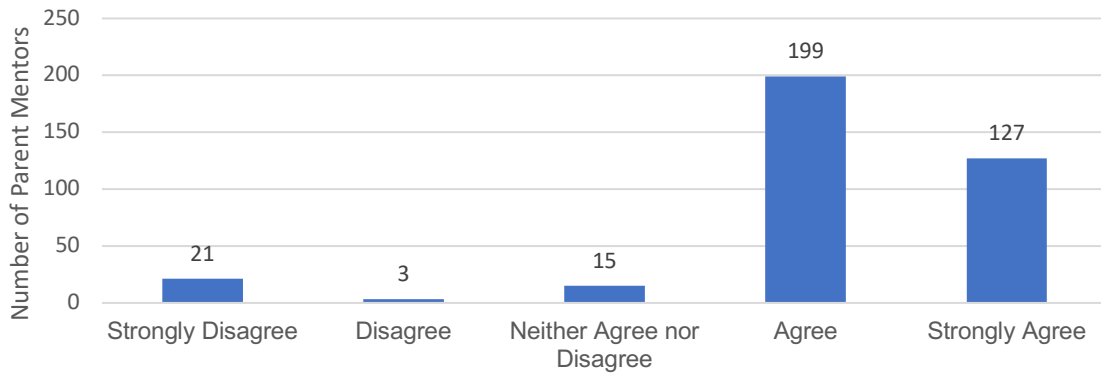
Figure 45 Parent Mentor Agreement with Statement: PMP Helped Learn About My People's History and U.S. History

Number of Parent Mentors

- Strongly Disagree: 24
- Disagree: 12
- Neither Agree nor Disagree: 62
- Agree: 171
- Strongly Agree: 96

,
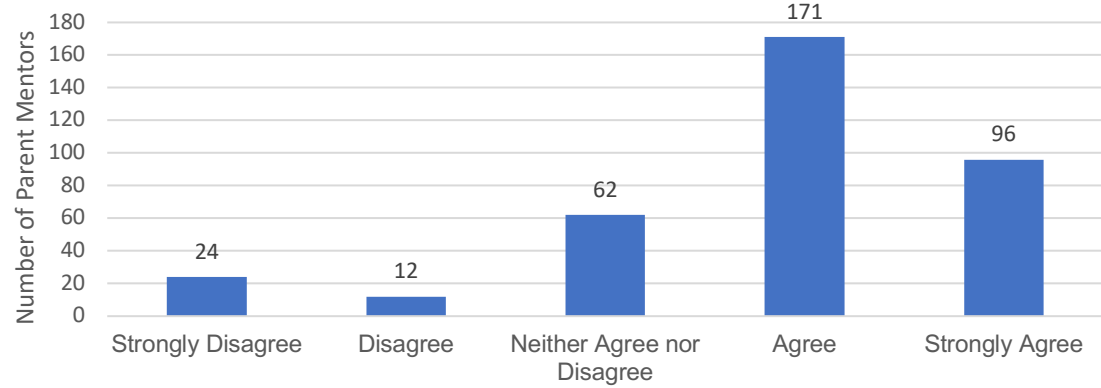
Findings from the Parent Mentor **Focus Groups**

Overview

Six focus groups with Parent Mentors were facilitated by evaluation team members. Two focus groups were English language and four were Spanish language interviews with the option of Spanish or English language interpretation for those participants in the Spanish language interview. Each of the focus group interviews were conducted via Zoom and had between three and eight participants. Each of the focus group interviews had a variety of Parent Mentors who represented multiple PMP community-based organizations and schools.

The focus group interview guides and participant demographic form were developed by the evaluation team and the PEI staff. The guides were developed and designed to evoke information regarding the changes, adaptations, and suggestions that emerged from the perspectives and experiences of Parent Mentors during the distance learning circumstance. The interview guides focused on the Parent Mentor, school, community, and organization contexts and roles during the public health crisis.

The evaluation team members conducted an inductive transcript-based analysis after the audio of the focus group interviews were transcribed. Open and axial coding were utilized to identify themes from the interviews (Lincoln & Guba, 1985; Strauss & Corbin, 2008). A web-based application named Dedoose was utilized to facilitate and aid the coding and analysis of qualitative data. An iterative transcript review process, independent coding by two evaluation team members, discussion amongst team members, documentation of coding progress, and identification of direct quotes to support emergent themes were utilized to enhance rigor and transparency.

Sample Description. A purposive sample of Parent Mentors were recruited to participate in focus groups. Participants were invited and selected for interviews because of their direct service experiences and knowledge regarding the program and its adaptation and functioning during distance learning. Additionally, Parent Mentors have suggestions for the future of the program due to their unique positioning and collaboration with the PMP. The potential sample of participants was recruited from community-based organizations.

A total of fifty-seven Parent Mentors filled out the sample description form indicating they were interested in participating in a focus group interview. Of the potential interviewees, thirty-three participated in an interview. Ten of the fifty-seven potential participants indicated it was their first year in the program. Fifty-four of the potential participants identified as female and three as male; forty indicated they were Latina/Hispanic/Mexican, ten indicated they were Black/African American, two were white/Caucasian, two were Arab/North African, one was Asian/Filipino, one indicated they were White/Hispanic, and one person did not indicate their race/ethnicity. Twenty-two potential interviewees were born in USA, twenty-seven were born in Mexico, and eight indicated they were born in another country. Thirty-four potential participants spoke Spanish, twenty-two spoke English and one person indicated they spoke another language. Potential participants indicated they had children in pre-K to college/university. Fifteen Parent Mentors reported one or more of their children enrolled in Special Education program and twenty-two reported one or more of their children participating in a Bilingual Education program.

Findings from Focus Group Interviews with Parent Mentors

Participants from the six focus groups interviews shared their experiences, perspectives, gains and challenges. Overall, although there were various challenges and difficulties in a distance learning context that shifted community needs, learning environments and Parent Mentor roles and work, interviewees focused on the support they have received, the support they have provided others and the skills learned and gained during this time. Major themes that emerged from the interviews were: distance learning, community and family needs, benefits and opportunities of the Parent Mentor Program, Challenges of Parent Mentor Program, and a looking towards the future. Expansion of these themes, along with excerpts from interviewees follow.

Distance Learning. Distance learning impacted the methods Parent Mentors utilized to engage in their roles and work. Parent Mentors described how virtual interactions were a challenge and elicited new forms of learning, engagement and connection.

It was harder. It was harder. I learned more, yeah it was overwhelming…Well, then you had to adjust and learn the computer and it wasn't….it was better…I mean I was better more hands on with the school and the children as opposed on the screen so that kind of made it a little bit more difficult because I had to learn differently of what children might have needed help or who I could help. And I had to learn the teacher, we were doing it all on the screen, so you had to retrain yourself. And learn those different links so that's what kind of made it interesting

It was a challenge to engage and connect with students via an electronic device.

Well, it was different actual…you know because we were on the computer and contact face-to-face is always, ah, easier because you are there and the energy is there so that's why behind the computer it made it more like ok, I see you but, ah, I really don't have to, you know, focus as much as I need to. So, for me it was a bit of a struggle because, ah, I pretty much knew how to, like, you know, keep the children's attention, you know, say certain things that was like important and necessary. And I was actually surprised because like you say, you have a lot of students on the screen and everybody doing their own thing but when she would put me in a breakout room with certain students, I would just say certain things, so you know, keep them engaged. And like, you know, getting them to like just to focus and you know, let them know how great they were doing or and taking my time. So like if they are doing something I would pretty much…I wouldn't let it go so on but I would let them, ah, do it when they were ready, you know, and let them know, that you know, ok take your time if you got to go get some water. You know how children are at home and doing their things so I would just always let them know, like I am here for you, and I am supporting you and I want to help you get this done and we can do this together. And it turned out fine.

PM Work and Collaboration and Engagement with Teachers. Despite the distance learning context, Parent Mentors and teachers collaborated well with each other. The examples below highlight the trust, teamwork and effective communication between Parent Mentors and teachers.

That's how much we [have] grown, because I observe and pay attention to how she taught so I learned her way so I can follow her and then in her absence…so if she is in a breakout room, I knew what she expected and what she wanted from the kids. So, it was like we were a tag team almost and it was actually an awesome experience which…. The teacher trusted me which made the kids trust me which made the parents trust me. So, it worked out fine. What we say is, we took lemons and made lemonade. We have the most attendance in the whole school, our classroom yes in the whole school just this one class. These kids actually show up, they show up and if the teacher is not there, they want me to be the substitute teacher cause the kids do not show up for a sub.

But the teacher also has a certain way that she teachers it, and so they would have like maybe like a sing along that goes along with that math problem that they can understand it. So, I would have to catch on and I would bring it to the teacher, and she was like, "oh yeah, well you know I do say this" ...So they were kind of …. they were teaching me, you know, along the way. And so, she would just…she let me know like when I get back on or sometimes she'll text me and say, "I've seen an improvement," or like a certain students that really didn't, you know, know too much have the help to do their homework or didn't want to do it, she noticed that they were getting their work done and she was like, "I've seen such an improvement." Then she'll be, "I really appreciate you."

Engagement, collaboration, and patience from teachers has helped PMs feel more at ease and confident with the new skills they have gained in order to navigate the remote learning environment. The following excerpt highlights the patience and trust between the Parent Mentor and teacher who are trying to work through the new circumstances.

Like I told the teacher, have patience with me because I am new to this, I am new to this and he says "no, it does not matter." And I told him, "If I make a mistake or I have something ... I won't get upset if you tell me. Tell me, 'You know that I don't like this.'" He said, "who knows how you are doing it but I like how you are working with the kids." He showed me he had projects on the computer, but I told him he has to show me because I don't know.

Sometimes if they (teacher) logs in to check on me and says, "don't think I'm checking in on you. I just have to report that I'm observing you." I say, "it's okay." They say, "keep working" and I say, "ok, that's fine." But no, they say they like it a lot and, in fact, they asked if next year I will be their parent mentor…" because I don't want them to switch you because, even though we [are using] technology, I have adapted well with you."

Parent Mentors and teachers are engagement the new circumstances work to foster support and learning for students. The following example underlines how even through remote learning environments, this parent mentor and teacher have prioritized open and sharing spaces for students.

For the most part we let the kids feel free, that they can talk and communicate with each other, and they can also go into the chat room for any topic that they want to discuss. We leave the floor of the room open for them to bring it up. Like when the George Floyd thing was going, we discussed that, and we have had some deaths in some of the kid's families and we gave them the opportunity to discuss that too. So we let it be an open room so they can feel free, they do need someone

to talk to and they do miss their friends but sharing with them on and during e-learning is a great way for now and it's been working so far.

The following Parent Mentor describes how they provided support to a student who was having difficulties and appeared to not have much support and help from the people in her home. The PM was able to communicate with the student's parent and, ultimately, the student obtained the help she needed.

> *Although she is, you know, very much behind but I am willing to do the work and if you can just put a little bit more time in with her, if you don't mind me calling on you every night then…so we can get her assignments done and she can receive a better grade than what she already has. So, the mom, you know, said I am more than willing to help and support. So, I was able to get her gratitude at the end but just to hear the baby just was whining and saying I need help, I need help. I just couldn't go through the computer to say, here this is what you can do instead of saying stop crying, don't worry about it. But you know, I was patient with her, and she always said thank you even though she said a lot of times I can't do it and I just kept saying, yes you can. But at the end she was happy with it and she said, I like being with you and I said I very much appreciate working with you.*

Various interviewees shared they have observed student progress.

> *In this year now with everything on the computer. I am helping the same teacher but now they assigned her to the bilingual first grade group and I still take care of the children who need to work that are a little slower. I have to be supporting them a lot in ... like going a little slower, wait for them, explain things to them several times. But since I started teaching them now, I have seen a lot ... a lot of progress.*

> *But on the other hand, all my students have received perfect attendance which is an actual big issue even within school, but they did good with that, and they actually received a success awards. They all had straight A's, so I was very, very proud of them. And of course, they know they had to in this household, we are accepting no low standards here.*

Communication. Despite in-person communication not being an option, Parent Mentor shared that communication with teachers was very present and a strength during the public health crisis.

> *I got so many calls, texts, you know, from ...cause I be away from my son's teacher but she know I appreciate the involvement and the fact that, you know…she does care about my son's education, you know. Because a lot of times like Ms. X say,*

they would log off, log back on, log off, won't get back on and you know. So many zooms… sometimes they won't be able to get around to texting or calling, you know, cause I am really concerned about, ok well they got off. But she would actually text, I mean call my phone if I don't answer, send me a text, you know, "this is what's going on with your son. He is not on," or "he has his screen off, he is not paying attention, he is not…." So, I really do appreciate that.

Interviewer: That's great. So, I expect from everyone's experience that there is been really strong communication from the teachers and the school? Yes, ok.
Participant 1: Oh yes, I agree.
Participant 2: Yeah, I think they have done a great job.

Challenges. With the shift to distance learning came various challenges and difficulties for Parent Mentors. In the excerpt below, the interviewee describes the initial fear PMs felt around having to work with technology.

About the technology, it was as if I was afraid. I would say, "no, I will not be able to, how am I going to get it?" It's like I was scared of everything. So, the point about this all is...how do you say...it's experiencing because, like I would tell my coordinator, "if I can't, better to send me to the classrooms" because I was set on [going to] the classroom…

Various Parent Mentors shared there were instances where they felt unable to support students and unable execute their role as a Parent Mentor.

In my case, it has not been a challenge, but it has been… I think that the help has been more hermetic, more limited because when one goes in person, you help with the children. And while attending to the child, one helps [by] working on papers and things like that. Sometimes I feel like another student because I help them (the teacher) review homework, assignments but it's like we have ...in my case I have a lot of downtime.

The following interviewees shared that if PMs are not familiarized with the Parent Mentor work and role, they do not feel welcome and do not feel useful. This shift to technology-based learning also appeared to have impacted some teachers' willingness to participate in the PMP during distance learning.

If you know, then you're welcomed. If you don't know to do it, in reality, they don't need you right now. Therefore, it's a challenge that we are battling with in my case.

In the school where I am, many teachers did not want to participate in the program because of the technology they said how were we (PMs) going to be connected... Parents Mentors without teachers because the teachers did not want to enroll…So if we do not have experience, if they did not train us on how to use those in the organization we are with, then it is very difficult for us to help them in the way they (teachers) want.

Mental Health Impact. Parent Mentors detailed how the pandemic and new learning circumstances have impacted student emotional, mental, and social states.

Also my daughter at first yes, she was good but little by little the grades were going down by a lot. She was crying, screaming and delaying all the work and I had to send her to school and well, right now she has raised her grades and she has recovered her assignments.

I think it affected some kids, like my nephew he got anxiety just not being around kids. My daughter was having a little anxiety as well, so I tried to take to the park, tried to…like try to do activities with them because being all at home in front of the computer all day and in a room at home, not seeing kids around I think it's pretty, pretty difficult for them as well for us that we are trying to learn. Parents, teaches, like everyone is new, everything is new, so we are trying to learn and try to cope with it.

Growing the technology and yes it does affect them emotionally because I know in the first semester, I didn't send my kids to the actual in person school but when my husband took the kids to the park and he saw what a panic, what a face they had when they saw people out there. It was like a panic in their face, so when he comes home his like, "you know what? My decision is made, I think it's best for them to go to school and have a little bit of exposure with other kids, you know, because it's affecting them to that extent."

The following Parent Mentor shares how their son has been able to express his emotions and feelings through drawing.

I think that in his emotional sense it has affected him a lot. I don't think so much in learning because I have been hard on him, and he has helped me because I have taught him to read in Spanish and he knows (bad audio) ... He is a child who likes to write and draw very much. So, we have focused on that, I have like 25 thousand drawings because he loves to draw. So, I feel that way he can bring out his feelings, his feelings towards what he is feeling in the moment.

Support Received. Despite the challenges of distance learning, Parent Mentors shared and described the various actors that supported their learning and training. Teachers, principals, coordinators, PMP staff and even their own children provided support in their preparation and experiences with distance learning.

> *So, we changed coordinator and also this coordinator that we have now, she is always worried about us, she is always on the lookout. From the beginning that she started, she has always trained us super well, she has kept us super active. So, it has been different before, now I suppose in the sense that we need a little more patience with the computer and because we are virtually, but I feel that they have always been attentive. Also, the teacher, the people who work at the school are always there, they are always inviting us to events, we are always active. And we are also active because we also see what is happening to other parents, no, around them and if they need help, the parent mentors are there for them, they know it.*

> *If we needed help from the person, from the technician, the technician was there for us. In other words, we just needed to call him, and he would fix the computer…So I think we have had support. The vice principal and the principal are always telling us, "If you need something, let us know." So, I know that if I call the principal or vice principal or any other person at the school, they will be there for us.*

> *He (teacher) helped me understand the technology, he shared with me... because he said this is super new for him too. He was one of those who taught with books, notebook, and all that. And he said, I understand you, he says, you are in the same place as me, I'm going to share everything. Everything they shared with me; I'm going to share with you. So, he shared with me even the YouTube videos that he saw, he always shared them with me. My teacher always ... and he practically taught me to use everything that was the computer.*

> *I thought about it a lot, but I said, "well it's going to be another challenge for me." In the beginning yes, honestly, I struggled a little, it was a little difficult-the links, the numbers-and then I would get confused. But little by little with all the training that they gave us and the help of my children, in reality I got everything.*

The workshops and training implemented by the PMP were found to be very helpful in preparing PMs to work under the new distance learning context.

> *Now with COVID they have prepared us, we have had a technology workshop with our internal coordinator. We also give ourselves trainings to learn more about the platforms with which the teachers work.*

The X [PMP CBO] provided us, it also provided us with computer classes, which was also where I more or less learned.

Opportunities. Although things have been difficult and challenging, Parent Mentors highlight the learning opportunities that have emerged during distance learning. Below, the interviewee shares they have taken advantage of this opportunity and has also modeled the learning opportunity for students.

Yeah, it's been awesome for me. I actually even learned so while I am helping the kids I am also learning too. Like I try to teach them you are never too old to learn. I am…. Like I said I am a grandma so you will think oh she knows it all, no she doesn't so is still learning and it gives me pleasure to help them but the one we were back at, this teacher who I work with this year wants me back next year. So that's like a big pat on back, like everybody thought that she was so hard at first, but I have never had a problem so that's like awesome to me.

Many Parent Mentors expressed confidence in their new abilities and described how they now utilize technology to support and work with students.

I am working with six groups or five children that the teacher assigns me and, yeah, I learned how to present the work, to be on the screen and to talk to them, [to] use the chat. But yes, it has been hard but at the same time beautiful, a very beautiful experience of being a Parent Mentor.

I don't have the tools to see what the kids are doing on the computer, but then I tell them, we can... to a little girl that is called X, show me your screen and I say show me your screen and she... the little girl shows me and that is when I notice if she is working or if she is not. And I help with if she did something wrong or something, and I will correct it.

And because we all know the challenges that virtual learning has brought this year, I do think that it also brought some benefits because I do think that, ah, I was exposed to being in the classroom more; [I was exposed to] to different opportunities. Getting to connect to those students a little better because I didn't only have the opportunity to work with small groups of students, but I have had the opportunity to like teach the class as a whole here and there for like 10-15 minutes. That has made, I think, quite a connection with all of the students, as well as parents.

…To be in the classrooms is very different and now it's easier for us because we had a lot of training, guidance, training, and practice, more than anything, and now it's easier for us.

Work with special needs students was particularly challenging, but the following Parent Mentor shares that with patience, the challenge was overcome.

And with my teacher they're kids with special needs, I feel like it's been a big challenge because of the kids, they are not paying attention 100% and you have to be doing different things, so they do not get frustrated and they pay attention. Or they did not enter [the zoom link] and then you would have to be calling the moms. Everything was difficult at the beginning but, thank God, and [because] the kids become caring with you…Afterwards they wait for you to enter [the zoom link]. But yes, it was complicated for me but now it I've passed.

Community and Family Needs. Community and family needs were broadened and aggravated by the pandemic. Interviewees reported that community members, including themselves, were having difficulties meeting basic needs due to the strains and consequences of the pandemic. The interview quotes below demonstrate that Parent Mentors utilized their networks to obtain information and resources for families in need.

I'm going to be honest about the situation we are in right now due to the pandemic, I lost my job. My husband didn't work, I'm going to be honest, I went to the meals that they gave for free, I went, and they gave you free. And this, we had never asked for help, but the pandemic arrived, and we did have to ask for it. So as I need it, I think other people need it.

[PMP CBO] provided us information. My coordinator provided us information from X [PMP CBO] about where they were delivering food, that they were also helping them with the rent, emotional health too. Because sometimes it's not just families, even one gets stressed and the confinement, seeing all the needs that are around us…

…I would I pass the information on. Or sometimes I would talk to them, and I didn't...if I didn't know, or I would always refer the people who asked me. They would say, "hey, you don't know, for example, when is the rent aid, or financial aid?" I say," look, I don't have the data right now, but I'm going to ask a person who does know, someone who is good with this, to talk to him or her, give me your phone number and they will talk to you." And then, well, they would talk with them, they would fill out the paperwork, they would refer them...

…I've also been helping them with the vaccine. Sometimes they ask me if I don't know where they can get vaccinated and I say, "yes, do you want me to make you

an appointment?" And sometimes they tell me yes and I call the people who make the appointments, and they make them. So, it has not been difficult for me in that aspect because I have, well, I know how to communicate with the people who help them.

Participant: My parents... they are parents who are, ah, who were essential workers. They did not stop going to work so they left their children at home and could not spend so much time with them, nor seeing what time they are connecting. So, they too faced some financial challenges during the pandemic and needed assistance with food and some, ah, personal items.
Interviewer: So, you had... you were able to connect to the resources for that?
Participant: Yes, I would search in…well, in the neighborhood where they were giving food, where they could go and where they were giving diapers. I was registering when CPS was doing the food delivery, I also registered them so that they received boxes of food at home for the students they had.

Other needs that emerged for families included filling out of paperwork and securing electronic devices for distance learning.

I mean I think it all depends. Some parents need a lot of help. Even just when we came back even with the form, the health form that they have to fill out. So yeah, I think they needed a lot of help with that. We needed a lot of help at the beginning so...

I was working with my two kids with one tablet because at the beginning since everything was not supposed to be permanent, I was like yeah, they'll be ok but no it was a mess. So yeah, we requested a chrome from the school for each of the kids which was a lot better. But yeah, I think it was a mess at the beginning. Everything was a mess at the beginning.

Responses from Community Actors. Parent Mentors described the type of support present in their communities on behalf of PMP and other organizations, churches, and initiatives.

Where I live in the Inglewood area there were a lot of support groups that came out and they handed out food to the needy and the homeless and those that were not in need, but they actually still gave them fresh produce, fruits, vegetable and all that too. It was actually a lot of locations all around. You had the church that was pretty much involved. I attend two churches as well as my children do. So, we were even able to help them and go out to the community too and they give away for either clothing, it was personal hygiene. And they always do, ah, preparing the students to come back to school and everything. So, supplies was already there, and they were still passing out supplies, even for at home because they was still be of need and of use to take notes and, you know, just have for later. But the community was very, very active. A lot of people still remain to keep things

safe, and they did pass out a whole lot of safety bags, hand sanitizers, gloves, mask to put on their face.

For me as well in the West Lawn area and there was a lot of, ah, church…like you mentioned a lot of places that gave out food boxes as well as essential boxes. Those were very helpful, and they were around different locations.

Yes, I do have to agree with X with X [PMP CBO]. They have been reaching out to the community in various ways like what she mentioned already. And that team is very dedicated to trying to get everybody in the loop like for the vaccines. They have been on it, promoting them

Parent Mentor Support and Engagement. Along with Parent Mentors helping meet the community needs detailed above, PMs also checked in and engaged with parents and families to provide support and encouragement during difficult times.

Calling them, to see how they feel, to see how they are in ... inside the house and also, well, yes, it was a change for many, it was stressful, because many were used to the children leaving and the parents and the children are all inside the house. But yes, calling and communicating so that they would see that they had a support to talk, calling them to see if everything is okay or also to tell them to take a break, relax and that we are there helping each other. We were also talking to them during this time. And they would also call me.

The following describes the difficulties faced by a parent who has a child with special needs and found herself having difficulties understanding and navigating remote learning. The Parent Mentor was able to provide emotional and moral support.

I told her (the parent) that she had to relax, to have patience because I know that it is difficult with a child who has autism. I told her, "You have to calm down because you've already been sick, you have to calm down so that you are well because if not who is going to take care of your child?" I told her, "The only one who can help them (their child) is you because the child cries with other people." Her husband was working so you have to calm down, relax so that you can help the child. And yes, well, I talked with her so much that, blessed be God, little by little she started understanding the computer. The little that I knew, well, I was helping her and now, well, she is calmer, she is better, and she knows more about the computer. But it has been very difficult for those who have children with special needs.

Parents from the community sought out engagement with Parent Mentors. The following interviewee shared they were sought out more during the pandemic than before

pre-pandemic times. This Parent Mentor is a liaison for parents and teachers, as well as someone who provides help in obtaining materials for school projects.

Well, there is one particular parent that actually asked to help her child and to work with her child. So, when I would bring my grandson's homework, we would let him join too and then help him with his homework so now he is very good. Now she calls me on a daily basis checking with me to make sure, you know, whatever he needs, to let me know what he needs and if there is a problem, she'll communicate with me. There was another parent, her son, you know they have certain projects that they are supposed to do and if the child wants to do it and they don't have the stuff then know that I am going to figure out a way to get it to them so he can do his project and he doesn't feel left out. So, and I been talking to...I have more parents phone numbers now than I've ever had before and they feel free to call me, text me. Cause like I said, it's like we became a family so I have been listening, learning, and helping always in any way I can to the parent or teacher.

Below are examples Parent Mentors being an important contact and liaison for parents who are navigating student issues.

It was a situation between, I should say students. They are both 7-year old's, so they are doing things on the games that they play and stuff and one student sent some, I guess, bad words or something to another student and the parent got…she saw it so when she got home she called me to share. Maybe cause she wanted to know what to do about the situation, so the only thing I had to go off was my common sense and that was to call...I emailed the teacher. So, then the teacher would know what the next step is and what do we do, and she emailed the principal and then they had to do a report and stuff. But then even after that the parent still was calling me because she wanted to know what was going to be done and she called to find out. So I needed to know a little bit more, but I think I went off on my gut instinct and said this is how we handle it. You let the teacher and the school handle it, I don't know enough about that background to say anything. I can't put myself in that situation like that, but I did want to also help the parent.

…suddenly a dad comes out and asks me "what can I do to go to the office because they don't let people in." Then from the guidance that the principal has given us, I sort of knew [what to tell him].

Parent Mentor Social Capital and Solidarity. Parent Mentor social capital is highlighted as they describe their response to community needs. Parent Mentors provide support to their communities via PMP and via other programs, organizations, and initiatives.

It is more involved and sometimes I think I have to find time to cook, I have to find time to adapt everything to my house so that I have time to do everything because

I am also in the afternoons, a parent in action. I connect with afterschool students-children who have bad grades to help them do their homework and I am also involved with community navigators. So, sometimes I am there on Saturdays. And then I think it opens you up… being a parent mentor is a platform to open more doors for you.

And this, but that's what I do, I'm a community navigator. So, I'm texting, sending you information to say if tomorrow they are going to give food, I'm sending you the time, the place. Or if someone asks me, do you know where I can apply because I am behind with the rent… then I will pass information to them. I let them know, I pass the information to them. You can call my organization or the organizations that are listed in the document and ask them the questions and if you want to apply, they make the applications. If they send me to ask where they are going to give food, and I have the information, I will provide it. We do that as community navigator.

Parent Mentor solidarity, willingness, and eagerness to provide support to their community members is evident. The following quotes highlight the awareness and desire to support their community.

Well, I did have the opportunity to help many people because since they gave us all this information, they gave us ... with the colleagues or even if someone knew about something, like going to ask for food at a church, where they were going to be giving, we shared everything, everything. We no longer see it as if it will help or not help you, we shared it with who else we could so that everything would reach all the people who might need it.

To all the people, no matter if they are parent mentors or not, we always try to share helpful things. Things that we find on Facebook or on any page or in the community, we try to share it with all the contacts so that they can take advantage of it. This situation is very difficult and not all people have the wisdom of technology. We have realized that we, as parent mentors, have received a lot of support to be able ... to learn but there are many parents who do not ... are very afraid, sometimes they do not know how to use the cell phone, or some people do not know how to read. So, I think that how this becomes more difficult and because almost more they navigate is ... oh they ride the bus or they do not have all the necessary resources.

PMP Benefits and Opportunities

Relationships between Parent Mentors. The Parent Mentor Program is a unique space where special bonds are created through shared experiences and objectives. Relationships that were cultivated through the PMP before the pandemic have continued to evolve.

Well, before the pandemic, you know, we were always in person, so we were always doing things together as parents and without children…so we are a very close knit with parents at our school and so we always come together and do things, different activities with each other and with our children.

During the focus group interviews, there were instances where Parent Mentors (who did not previously know each other) offered their support and advice to other interviewees that were expressing difficulties and challenges. The following are examples.

Parent Mentor 1: Well, the principal does not let us. That would be my first obstacle, for mi it's my first obstacle.
Parent Mentor 2: I would advise you, because we did this, what we did is we invited the principal to a meeting-all parent mentors, our coordinator. So what we did was like a play. One was even a teacher, the other a student and another was the parent mentor.

I put my name, my email, and my telephone number for support reasons. If you all would like to talk, if things become a little stressful or what have you or whatever…my name and my email is in the chatroom for any of you that wants to reach out to me for whatever the reason.

Opportunities. Parent Mentors identified general opportunities and benefits that come with being part of the program. The interviewee below shares their experience within PMP prior to the pandemic and during COVID times. The experiences differ, yet she classifies them both as helpful and advantageous.

I mean at the beginning it was like a learning experience because I had no clue about the education system at all in the U.S., in Chicago, about CPS or anything so I didn't know anything about it. So that was like a huge learning experience. How to get involved with the school, what did they have in school, the programs that they offered. That's the main reason that I got involved at the beginning in the parentship which was like awesome because I was able meet the school staff, meet with parents, meet the kids, get to know how the system works. So that was the beginning of my experience. And then now with the covid and all of that it was a whole different experience of how to deal with the covid, how to deal with the online learning, how to deal with the computer time and the kids and all of that, so yeah. I think it's been like two completely different experiences for me, but they have helped me as a mom, as a…like a lot, I can say that.

The following two quotes stress how helpful and supportive the PMP has been for Parent Mentors, especially during pandemic times.

For me, I think, it has been a great experience. I have learned like a lot. It's like having a group of support that you can look for help and they have resources for us as parents that nobody gave us instructions to be a parent and like at least we have a guidance of how to work with the kids, how to deal with emotions and all of that. Like it's such a big help and specially this year that has been so hard so I think it has been a really, really good program for like in many, many points in life, situations and all of that so.

It's like having a group of support that you can look for help and they have resources for us as parents that nobody gave us instructions to be a parent and like at least we have a guidance of how to work with the kids, how to deal with emotions and all of that.

In the following, the Parent Mentor expresses how the program has developed their leadership skills and their desire to pass on and share the benefits and opportunities of PMP with others.

Because you are already a leader from the moment you start to share, being a parent mentor, you become a leader because you learn many things and you learn to share information. You even lose the shyness of sharing information. So, we were looking at passing that trophy to someone else. Find more people who want to get involved as parent mentors, to grow and not be the same ones always.

Parent Mentors also shared that their own children have benefitted from their participation and role as Parent Mentors. The excerpts below describe how children have gained security and confidence.

For me it has always been a before and after of belonging to the program. It helped my little girl a lot. It's as if it gives them security. Because she told me, "Mommy, I don't know English" and she felt like she was less. And I as a mother I motivated her and told her, "You are in a process, you have to trust yourself, after a while you will know, you don't have to feel less. "And that was one of the things of why I started as a mentor. My little girl has already left the bilingual program, she is already in the general program. So, it's like seeing me gave her security. As soon as she saw me… she felt a part because I went to school, I talked to the teacher before entering as a mentor, I would be present at the school at times.

My son was already scared enough of technology. I don't know where it came from, and I think he could not connect at the beginning. After I started with the technology workshops, I noticed little things or little buttons that were used for this and I came and said, "look this is for this." He began to see me that I could do it too. And I knowing that I was scared to death, but I said, "look here, you try, you will see that you can." And yes, I think the fact of seeing me that I also tried, he did not know how to try, he started to, to also help him feel safe and I think that now, finally, the

child passed me, surpasses me completely. So this workshop technology helped me a lot to give my son the security of being able to connect so easily, open those applications that his teachers give him, give like 20 and that he has to submit jobs, and those things that they have to do everything on the same screen that I still don't know how to do it.

Participation in the PMP has provided the following Parent Mentor the opportunity to accomplish her dream of being an educator.

… in my case I wanted to be a teacher, but you know that in Mexico, because of one thing or another, sometimes you can't, and I tell my mom, "Thank God, you don't leave this life without fulfilling your dreams." Maybe I won't have…I'm not a certified teacher, I don't have my degree, but since all children they call me a teacher, well, I do feel like a teacher. And as the teacher says, it is because you are teaching.

Appreciation for the program. Various interviewees expressed what the PMP means to them as well as their hopes that more parents will become involved in the program.

Well for me it is a very, very beautiful experience. It is one of the best experiences that I have had because knowing that I can help teachers, I can help children and mainly I can help my children. This is something that makes me feel very, very proud, and for me this has been a very big challenge that I have overcome.

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I hope that in the future the number of parents involved can grow because I know that this will impact the school community, and the lives of the people, of the parents who participated and will leave this legacy, right, in us that changes the perspective before being part of the program and after having participated.

Being my first year, I am very comfortable and if God allows me for the coming year, I will also sign up again to be a parent mentor and I hope that this time it will be my turn in face-to-face class. The truth is that, ah, the attitude of the children towards you and the confidence they have in you, motivate you to continue in the program.

With the parent mentors we have a group where we can meet and if we have questions they'll go ahead and be like you know what you a doubt, we will teach you how to do it or whatever. That is how it was helpful for myself, and I think it will help everyone that will join this group and will make the community stronger.

So that bring ease to my heart, you know, in comments that were made. So, it helped me a lot, it helped me to become a better mom. To become a better person, to deal with more compassionate. To try to think about everybody else, you know, like being in their shoes, you know, seeing reality, you know, of course seeing

reality but trying to be a little bit more conscious that, ah, we had to…we are here to support each other. Like I say it again and again and I will say it again, that we need to support each other because if we don't have support, it's not going to happen. There is many people that have lost others during this time, and you know, but at least someone reaches out hey how are you doing, you know, I hope you are well, I am praying for you.

Well, it's an investment, I think, we can see it as an investment. Some people see it as a takeaway, because oh my time, yeah but nothing is guaranteed in life, right? We are just going through it and if you can invest in a child that doesn't have nothing to do with your blood, that is a total stranger, I think that is valued by that child and it's more of like a game for you in that sense because you are doing unconditional, you know what I am saying. Cause we would do things for our family because it's our family but if it's not our family sometimes we think twice about helping it out. So, it's part of taking it seriously, taking it as a commitment, taking as giving. It's better to give, like they say, then to get. So that's what I always tell my kids, if you give something with all your heart you are going to gain more than doing it because you have to do it, you know. Because sometimes we have to do things because you are forced to do it, right? You have to go to work because you have to go to work. But if you do parent volunteering if you see it in that sense that's more rewarding. I find it more rewarding; it might have financial rewards sometimes but if you have the emotional, spiritual reward I think it's worth more. So, I want to join the program and those that are in the program it's value and those that don't want to because they think it's a burden, to join and give time. Take it seriously, you know, take it as I might not need it right now, my kids might not need it right now but who knows, our grandchildren might need it, maybe somebody that you know, a friend might need it.

Challenges of Parent Mentor Program

Parent Mentors share that there is a lack of clarity and communication around the PM role, which impacts their collaboration with teachers.

I think the teachers are afraid of us. We are not coming in there trying to take over your class, we are coming in trying to work with you and we need to explain that. Like even now, no one knows who I am in this class, you know. I had to tell some of the parents...she thinks I am an aide; no, I am not an aide. So, it should be known I am a parent mentor, this is what I do. But I have been there for this whole year, they still don't know what it is that I do. That's what I am saying, we need to teach, the school needs to teach, we need to be seen and heard but no one is doing it cause I don't know what it was like back then. But now it's different, let them know we are here, show them what we are doing, and I don't think we are doing it that much. Shout it out.

The following excerpt describes how a PM is strategizing with their coordinator to attempt to connect with a principal and demonstrate the value of the PMP.

If it were up to her, there would be no program there, but the teachers request it. But it is super hermetic, she puts many limitations on us. When it is in-person we are saying what happens because... I tell my coordinator; we are going to do something so that she can see that the help of the parent mentors is essential within the school. I say we have to break that barrier.

Parental Engagement and Participation. Various interviewees noted that they have observed a challenge when it comes to families and parents participating in school meetings or activities.

… I do not see the other way to help them (parents)…they do not attend meetings and then only when there is a chance to see them on the street, greet them and tell them. But it is very little, it is very little, most of them are, I think, working.

I'm from school X. Unfortunately, parents in our school are the same. Only parent mentors, we are seven, attend the meetings… Our coordinator sends emails to the other parents, they never attend, they never give their opinion on what they think about learning, nothing of the kind. We are in the same position as the parents who did not participate, unfortunately the parents do not want to participate. They are offered the resources, the hours and the meetings by phone, computer, and everything and even then, they do not attend.

Below, an interviewee shares that they have learned that many parents do not participate in school events because they do not feel valued by their children's schools.

And some parents do attend, others, just as my colleagues mention…the parents sometimes do not show up to some meetings like those of the school and I think I can say that some parents have shared experiences where they feel little valued in their child's school, where they do not feel heard. Based on these experiences, they no longer have the desire to participate or return and I believe that everyone has different experiences, right. So, I know that has influenced how our schools have been having this difficulty in creating this community of parents growing in the school with other parents who are not parent mentors.

Looking Toward the Future

In-Person Learning Preparation. Parent Mentors describe the fear that is felt by many parents regarding the return to in-person learning. Some parents stated that they

would not send their children to in-person environments and would look for educational alternatives.

> *A mother told me no, I definitely did not see her take it, even if it is the decision that everyone return, I am not going to take my girl. She tells me that they're going to put her in a different program. In other words, the truth that I still believe we're going to use online. Many moms, many friends tell me that they are still not sure. That they are not going to send them. That they are going to put them in other programs.*

> *Yes, many of my friends and the people we have talked to at school, almost the majority, do not want to send them back. And the people who have taken them almost always is because they have to take them because they do not have someone to take care of the children, not because they wanted to, but because they really need it. So almost the majority is that they do not want to take the children to school.*

> *So yeah, I think it was more of the parents more than the kids. Cause the kids can adapt, they been adapting incredibly to any chaos right now, so I think is more the fear of the parents than the kids.*

Parents do not trust that schools will be able to follow through with the COVID plans and measures proposed to keep students safe.

> *CPS can say one thing, but the principal does another. So, for me things are not done like the agreement was made.*

> *So that's what they say, they tell us one thing, the principal says another, so the parents no longer know who to trust.*

Some Parent Mentors are of the opinion that children will be able to adapt well to the in-person COVID measures in place in school settings. While others thought that COVID measures are difficult for students to follow.

> *I think they (students) are better than the adults. I can tell you, yes, even the pre-k kids they know what social distance is, they can hold their mask for like the whole day so I think they do a lot better than the adults. It will be harder for them to take away that from the adults because they are so used to it. Like my son cannot leave the house without a mask. He is like I feel weird.*

> *They are used to, you know, going over to touch each other and want to play and, you know, want to …cause my teacher…. his teacher told me a couple of times I have to tell him you have to keep the mask on your face above your nose. And*

then he wanted to get up. In the beginning I let him go and he wanted to get up out of his seat so he had to transition to say you can't get out of your seat, you can't go over to the next student, you have to stay in your seat and practice his social distance. So, they are learning.

He didn't want to stay in his seat, keep the mask on. He was new too, he started crying and she told him, you have to…. this is what you have to do and he is so used to just…so I just fell so bad cause they are children.

An interviewee hoped that the in-person learning return provides the opportunity to meet with a small number of students in a separate space outside of the classroom.

I believe that this whole situation, although we are already safe, vaccinated and all that. But if I would like the mentor parents to also have small groups of 2-3, that we do not have as before ...

New Reporting Format. The following interviewee excerpts focus on the new reporting format utilized by Parent Mentors. Focus group participants share that there has been some confusion, but it has worked well. Some suggest that it be made an electronic system.

As far as, ah, the paperwork as far as our schedule and everything, that's been working out fine, you know, we our work timesheet and make sure we get it in to our parent coordinator and we haven't had no issues with that.

I haven't had an issue either but like they said as long as even if you do like a meeting in the morning and a meeting in the afternoon you just like combine the hours and you just do 2 hours in total for the day or something like that. So yeah, that would be fine. But if we could do it like digital that would be like my only advice instead of putting it like in paper because you, like, forget or like something.

Overview

A total of four coordinator focus groups were conducted by evaluation team members. All focus group participants were recruited by the PEI staff and CBO Program Coordinators. Two of the focus groups were conducted in the English language and two were conducted in the Spanish language, but English or Spanish language interpretation was provided for those in the Spanish language group who requested it. Each focus group interview had between three and nine interviewees. All focus group interviews were conducted via Zoom. Each focus group interview had various participants which represented multiple community-based organizations that collaborate in the program.

The participant demographic form and the interview guide for the Coordinator focus groups were developed by the evaluation team with the support and collaboration of the PEI staff. The interview guides were developed with the hopes of gaining more insight regarding program and stakeholder response, adaptation, and learnings from PMP implementation during distance learning due to the continuing public health crisis. The interviews sought to explore the adaptations, lessons learned, skilled gained, and recommendations from the perspective and experiences of Coordinators who have navigated this complex COVID-19 time.

The evaluation team members conducted an inductive transcript-based analysis after the audio of the focus group interviews were transcribed. Open and axial coding were utilized to identify themes from the interviews (Lincoln & Guba, 1985; Strauss & Corbin, 2008). A web-based application named Dedoose was utilized to facilitate and aid the coding and analysis of qualitative data. An iterative transcript review process, independent coding by two evaluation team members, discussion amongst team members, documentation of coding progress, and identification of direct quotes to support emergent themes were utilized to enhance rigor and transparency.

Sample Description. Recruitment for focus group interviews was completed via purposive sampling of Parent Mentor Program Coordinators. Participants were recruited due to the rich and important insight they hold regarding how the Parent Mentor Program has adapted and progressed during distance learning and as schools planned for the

return of possible in-person learning. Coordinators that indicated they were interested in participating in a focus group were from the following CBOs: Moline Coal Valley, SWOP, LSNA, Teamwork Englewood, and WHA.

Of the twenty-nine Coordinators who filled out a survey indicating they were interested in participating in a focus group, twenty-three eventually participated in an interview. Nine potential interviewees indicated it was their first year as a PMP coordinator and 20 stated they had more than one year experience as a coordinator. All potential focus group participants identified as female; 48.3% were born in USA, 34.5% were born in Mexico, and 17.2% were born in other countries; seventeen potential participates identified as Latina/Hispanic/Puerto Rican/Mexican, five identified as Black/African American, one indicated they were North African, three identified as White/Hispanic, one coordinator identified as White and Black Hispanic, and two coordinators identified as White/Caucasian. Twelve indicated they spoke Spanish, sixteen indicated they spoke English and one stated they spoke another language. Of the interested Coordinators, 55.2% were 35-45 years old, 27.6% were 46 years old or older, 10.3% were 23-35 years old and 6.9% indicated they were another age. Length of time working at their organization ranged from 1-20 years.

Findings from Coordinator Focus Group Interviews

The four focus group interviews with program Coordinators provide insights to how the Parent Mentor Program has shifted and adapted to the distance learning context, expanding community needs and responses, engagement, program challenges, and recommendations and suggestions for the future. These themes are expanded and illustrated by focus group participant quotes below.

Distance Learning

Technology. Like all PMP stakeholders, Coordinators who have participated in the PMP for a number of years experienced changes and adjustments due to the COVID-19 context. A change that impacted Coordinators was the increased use of technology in their daily work functions. The following excerpts describe some difficulties Coordinators faced in learning how to utilize and integrate technology in their roles.

In regard to like technology, at least from my perspective, prior to COVID we didn't really use any technology. Trainings were in-person, everything was really in-person. This year all of us kind of had to learn how to just embrace technology, you know. You can't….it was a require….in order to function anywhere whether it be X (PMP CBO) or anything else, we just had to learn how use zoom and google meets.

I think what has impacted the most and I think is most different, like <u>X</u> says, is transferring from in-person to virtual. Everyone, parent mentors and coordinators had to learn a lot in order to be able to help, to keep supporting teachers and students. But I think it's been a challenge for all the students [and] all the parent mentors. But it's worked and I think they are now more encouraged to do more because they can do reports online, they are helping their children with their homework, they are doing mini presentations with them. So, parent mentors are learning a lot and I think it's something that opened up a little more so that they believe in themselves as parent mentors and as parents in their family.

Now I am learning like when kids are in pre-kinder. It was a big challenge for me, and it's been challenging to start from zero because technology for me has been very basic…But now it's new, but I say I am very thankful for this opportunity and with the parent mentors I feel proud that they have also advanced.

Communication. Main modes of communication between parent mentors and coordinators had to be adjusted to rely on technology. Coordinators stated that this shift impacted their work hours.

I'd say yes because before we met with our parent mentors, like they said, in person and you brought up text messaging. We are constantly group texting with each other and our parent mentors, so that's kind of being our main form of communication when we don't see them.

My main way of contacting with the parent mentors and the school was through email with the school and like <u>X</u> said, we are tired trying to get your true voice heard through typing isn't really there.

The lack of in-person communication and contact complicated their jobs by limiting the ability to read body language and utilize in-person energy, which an interviewee identified as an important aspect of the parent mentor program.

I would say that the nature of the parent mentor program is so human centered that that was a big shift for everyone and the human connection contact I think folks did a phenomenal job of responding but they are tired.

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I would say it was kind of draining. I like to see people in person and when you schedule in person you can feed off of their energy. When you are texting someone it's almost on a 24-hour cycle kind of schedule.

The virtual experience also blurred boundaries and limits, extended their work hours, and expanded the who Coordinators worked with to include student family members.

I definitely say that a form of communication in regards to talking to even our own group was a little bit more difficult because we are not talking to them in person so it would be a lot more text messages or emails or zoom calls. I think sometimes the lines would get blurred because everyone schedule was so different because of their jobs, they had to change schedule in order for them to be able to, you know, function because a lot of people lost their jobs or had to change shifts. So, you would be getting phone calls at different times of the day versus like a set of hours per se.

I think it required a lot more coordination, you know, in giving some lead time to then get things recorded online.

Before the COVID we used to work only with the students face-to-face. Now with the COVID we use the google classroom meetings. It's looks like we are working with the whole family, parents are getting involved, the little siblings they want to learn as well, and they are happy to see your face.

Parent Mentor and Teacher Hesitancy. A particular difficulty pointed out by Coordinators was the recruitment of parent mentors and their placement with teachers. Coordinators spoke about the fear that emerged from the use and reliance of technology. This not only impacted parental confidence in their abilities to complete their parent mentor duties, but also impacted the willingness of teachers to collaborate with parent mentors.

Yes, it has been a little difficult because it's a program where we are always personally recruiting parents and it's become much more difficult to get those parents who wanted to work, help within the classroom when the class is virtual. Everything is harder since it's all via technology. Not everyone is up to date with technology.

And even the parent mentors now, I have the same people from last year because new ones couldn't because of the technology. It was a problem even with my [current] parent mentors- many of them wanted to quit and said they wouldn't be able to. I had to do a lot of training with them, one-on-one to train them a little more

with technology and that's how they were encouraged. But yes, it was a frustrating and fearful year. There's still fear, some were embarrassed but more were fearful.

I think the teachers do not want the help because they think they are going to struggle with them (parent mentors) as well.

I know that some schools they have pretty good parents and I know personally myself, I mean, some of my parents were like "I can't do it because of the little ones being at home, you know, how can I help out another group of kids if I can't even help my kids at home?" So, and that was something with my parents that….my parents this year was very low [numbers].

This year has been difficult for me in trying to connect a parent with a teachers because teachers feel like it's also something new for them and I do not judge them. So they have not accepted the parent mentor help. There are some parent mentors that are with teachers and others are not. So, it's been a drastic change…But it is totally different [because] in previous years, I did not struggle to place a parent with a teacher and now I do.

As described above, Coordinators had difficulties with recruiting Parent Mentors, but some utilized the new parent mentor work hour requirements as an incentive to encourage parents to participate in the program.

I have four parents that stayed from last year and I could only recruit one because it was very difficult to recruit; I was unable to do so. There was only one of the four that was convinced of staying. The rest thought about it because they were going to have their kids at home, and they were going to…work more and they felt like they were going to have a lot of problems with the technology. But there was an advantage this year: four hours that they would work with their children they were going to count, and I grabbed on to that as motivation for them. "As you know, you will have four hours that will already count," and I think that helped.

Distance Learning Support. Coordinators shared that they were able to find support during their transition to distance learning. Some Coordinators stated they received support from various stakeholders, including schools, community agencies, parent mentors and their own families.

Yes, I think the challenge was more difficult for me [because] I am at a low academic level, but I have had the support.

At the beginning it was very difficult for us but thanks to the principal that provided us technology class that we attended every day, we learned a little

more…because, at the beginning, the teachers thought they were going to struggle with us. It's as if they said they did not want to give us the opportunity and the principal spoke with them…

I feel like we have had a lot more support. We are stronger because we have learned how to coexist. We have learned a lot of things like zoom. When we were in the moment, we thought we wouldn't be able to we felt a lot of support from X (PMP CBO), training after training.

It has been difficult for the teachers to accept a parent mentor in a virtual classroom, but in my case, I have had the support of the principal and teachers to have them in the classroom. It has been a collaboration when they do not understand how to do something, how to do work that the teacher has assigned because they meet up in the homeroom link to explain to the parent mentor.

I am lucky regarding the technology because I have a mom that has a lot of training. She is studying psychology so we have found support with her…So when we were struggling, we would get together virtually, and she would show us step-by-step, and she had a lot of patience.

Parent, School and Community Engagement

A key objective and goal of the parent mentor program is fostering parent, school, and community engagement. Given the context dictated by the pandemic, much of the engagement highlighted by interviewees transpired in community settings. Coordinators provided parent mentors and families support, encouragement, and connection to resources.

Social Capital. The following examples underscore the social capital and solidarity present in communities. Parent Mentors and Coordinators are eager to pass on their knowledge and resources to community members.

I think also helping our parent mentors find resources they need in the community has helped them. And, in turn, when they find resources to help them, they are wanting to find resources to help other people.

I want to help so I would help her neighborhood and still does that, still gives and takes them food. I take her to pick up the food and she takes it to them. I have a new parent mentor that joined the X (PMP CBO) group, and she delivers food. They go and inform people about getting the vaccine and places to get it. I do that too- I call parents to remind them about the vaccines and to make appointments. So since the beginning of the pandemic, that was one of the things we had thanks to having contact with parents we were able to help many parents.

Engagement and Efficacy. Coordinators shared some examples of parent mentor and teacher engagement, as well as parent engagement in the program leading to self-efficacy. They highlight the commitment that Parent Mentors feel and carry out within and beyond the PMP.

> *Many thanks to the program that has been flexible with us. My parents are happy in kindergarten, connecting to the classroom with a small number of students-sometimes one, sometimes sharing with the teacher. There is a beautiful connection between the teachers and the parent mentor. That is when I say, "wow, we have done it."*

> *Many of them (parent mentors) are working for CPS. It has been one of the reasons they leave. But it's because they are helping at the schools in another way. Because they learned all of this thanks to the program. They learned much more and they are doing their part to help teachers online as well.*

The excerpts below are examples of mutual engagement, commitment and collective efficacy fomented within the PMP.

> *So, I told my boss, you know I do not want to fail you this year [but] I know I will not be able to do it. And she has had so much faith in me that she said, "you will and we will try." Also, with the support of my parent mentor team, with the help of the coordinators, I feel very powerful.*

> *But they (parent mentors), like us (coordinators), are there to motivate and help. They also want to grow, to learn…Sometimes I think they are doing things better than we are. There are many times that they are teaching us. It's something that makes us very proud- to know they are growing like us and even more. And that's the beautiful thing about this program that highlights the skills that you didn't even know you had.*

The following interviewee shared how they focused on defining and understanding *engagement* with the hopes that it would lead to deeper relationships between Parent Mentors and PMP stakeholders.

> *I met with my parent mentors every Wednesday and we really focused on engagement versus involvement and how those two qualities are very, very different and strategies that are effective in being successful with both involvement which can then lead to a higher level of engagement…That was a big step for some of my parent mentors. They were using those words interchangeably and involvement might be showing up to volunteer at the carnival. Engagement is understanding, ah, what my child might be needing assistance with and how I can*

support that at home as it aligns with what is happening in the classroom. So really having a more real relationship with the teacher or other folks in the building.

Lack of Engagement. The following excerpt from an interviewee highlights their concern about the lack of engagement and sense of community within the parent mentor program. They attribute this lack of community feeling and mentality to the pandemic.

Because we are in a pandemic and nobody wants to think about community, right, unless community revolves around your immediate family because everyone is worried about their own health. I mean understandably but I would say that, like, in comparison to last year I was not a coordinator, but I did feel some sort of group community within the parent mentors because we got to see each other every week, you know, we did get a sense of getting to know each other and then by the end of the year we would form a community. I still speak to those parent mentors who are no longer in the program as friends. And so, I think that difference this year is that comradery, I can't say that word, the sense of togetherness is not there anymore. I feel like this year it was not the year for that and I do not believe that for my school a sense of community actually happened.

Connection Between Coordinators, Parents and Schools. The connection with parents is an essential part of the Coordinator experience and job. To stay connected with parents through other than technological means, an interviewee described how they would complete safe in-person visitations or interactions, which were welcome.

Sometimes I would do at home visits but like they would be on their stairs, and I would be at the bottom of the steps. Every once in a while, just to make that connection, just to check on them to see how they were doing.

And then I also was fortunate that I did have face-to-face with some of my parent mentors at school pick-up. So sometimes we would be able to come up 10 minutes early and that helped for that human interaction like she said.

Staying connected with schools also continued to be key for Coordinators. This, like communication with many other stakeholders, was done via technology. There were difficulties but as time went on, coordinators noticed that communication via these means improved.

I meant the way I kept in contact with my administration, or the teachers was through email. Which at the beginning of the year because virtual schooling was kind of new for everybody. Even the teachers I think getting a response back from them was a little difficult. It was like pulling teeth because we were the last on their list, we were really in comparison to the rest of their world we were no priority…I

mean in regards to the administration I've had always been able to get a hold of the administration, personally I have, I mean but still again it was after, you know, two emails maybe even a phone kind of to that effect. But as the year went on and as people started to get more used to the virtual studying the turnaround time on getting back to me was starting to change for the better.

Community Needs and Responses

The scope of community needs broadened due to the pandemic. Continued Coordinator communication and connection with parents and families were key in order for Coordinators to be aware of emerging community needs and be able to expand and adjust their responses towards those needs.

> *From the beginning we kept communicating with people in the community. How you've said, giving them information about where to get the test, where they had masks, everything that was needed from the beginning of the pandemic. Where to get food.*

The following excerpt describes how coordinators took the initiative to call parents and community members on their own. The multiple roles of Coordinators in the community also aided in linking families to resources and support.

> *Since the pandemic started in March we, without the administration's authorization, started calling all of the phone numbers of families that had given us their numbers. We started contacting them to see if they needed help and with X's (community agency) help, we were able to help so that they knew the hours of food pantry, that they knew…I am also a system navigator, so that is why I knew where to apply for help with stress, for the kids, for the parents and they had the opportunity to apply for rental assistance.*

Mental Health. Significant community needs that surfaced were related to mental health. Coordinators described how students, parent mentors and coordinators themselves faced issues around emotional and mental health. Some interviewees shared these issues were previously present but were exacerbated during the pandemic.

> *I experienced anxiety before the pandemic. For me, being at home 24 hours a day, working and being between four walls has been difficult. I had my anxiety under control and I started experiencing anxiety attacks again not too long ago. Especially for those of us who are used to being up and down, those who are involved in the schools, involved in everything and never stop...It's been very*

difficult for parent mentors, for our coordinators, for our children, for the teachers it's been especially difficult.

It's been very difficult for my son because he has depression and has health problems. So for him all of this has been very difficult. But I think that I have the resources because I can go to the doctor, to my children's psychologists, all of that is familiar. But it is something that I think we need to have support of being able to speak to someone, to have someone who listens to us, where we can vent. Not only have our groups to vent but we need professions that encourage us, resources to be able to talk and vent everything we are feeling or what we do not know how to express. We do need access to mental health, to the resources that many people do not have. But I think our Hispanic community is the most difficult to ask for that help.

I think the stress is not only for the parents, it's also for us. Stress from supporting parents.

She transfers her stress to me because we do sit down like two hours on the phone. I've known her for years and I listen to her. I also know there are people that listen to me and they probably end up like I end up when I talk with her. But I let her vent and I give her advice.

As seen in the excerpts above, some of the stress and mental health concerns appeared to stem from the PMP work itself. The following excerpt highlights that the work and relationships built within PMP helped alleviate the stress aggravated by the pandemic.

I tried to not put too much on my mind so I was busy trying to see the other families. That is how I forgot about the despair of being locked up. That was a support because we could talk with parent mentors.

Community Organization Responses. Various coordinators shared that community organizations provided support to help meet community and family needs, as well as providing work support and resources for Parent Mentors and Coordinators. The following describe how organizations stepped in to provide materials, trainings, and linkage to resources during this challenging time.

[They] provided material in the middle of the year. Extra materials, a basket full of crayons, markers, dry erase, flash cards stuff like that. Recently we had like gift baskets like saying thank you for all the hard work for the parent mentors that were helping out. They have done, I know my organization, they have done a lot to thank the parent mentors this year, you know, for coming out in this epidemic and helping kids in need.

I think a lot of our trainings and stuff were very useful for the parent mentors and us teaching the computer. How to interact, learning to read and…to teach math and stuff. So, a lot that really help and [received] really good reviews.

Everything we have learned through the workshops and while we were at home and utilize that show that we weren't just not doing anything, you know, they provided us with the chrome books, they gave us everything that we would need to work virtually.

Since the pandemic started, we begin helping families so they could apply for help with X (community organization). So many families were benefitted with help in paying rent because many lost their jobs during COVID. And we still continue doing that to help our families from the communities of Logan Square, Hermosa and Avondale. So, our organization has done a lot for the families in our area.

A coordinator expressed that their organization did not provide the support described by other Coordinators.

I think unfortunately I would have to disagree, from my point of view. I don't know if it's because the parents for my school don't need a lot of the type of services that the X (PMP CBO) program offers, so I would say no.

PMP Challenges

Lack of Support Within Schools. Coordinators brought up challenges and difficulties for the parent mentor program. The challenges appear to be mostly related to lack of support from either school principals or teachers.

We've had that new administration two years and I feel that they have not given us an opportunity. I am not talking bad about the administration, only that it is another obstacle and I feel that when the administration works and wants to get to know the program, as a coordinator, it is easier to connect with teachers, [to explain to] the principal my role and the role of the parent mentor. But now we've had bad luck and when the new principal started, we went on strike and it was chaos. She started around October 7 and the 27th we went on strike. The opportunity to get to know the program was not given. [Then] the pandemic came so it's been a struggle to connect with her. We have sent her emails, made calls because I got to know her a little before, but not enough for her to get to know me and the program. So on that end, it's been so difficult to also get parents and if a principal does not give you the opportunity, how are you going to continue giving the help we offer?

Yes there are many principals and teachers that helped, but, in reality, not all of the schools are the same. There are some schools that close their doors to us and they do not offer all of those learning opportunities for the parents.

It is possible that this lack of support or engagement with the PMP is a consequence of the current pandemic climate. The Coordinator below indicates that they had never experienced lack of support from teachers until now.

> *I can say that I do have a lot of support from the principal but, unfortunately, not from some of the teachers. It was a surprise for me this year because I never had an issue in previous years. But I do think it would be an important support because they have our (coordinator) support. I think we are all always willing to work with them. But more support on behalf of the school would make our job easier as well as for parent mentors.*

The interviewee below points out that the lack of support experienced is due to the lack of time and not lack of interest on behalf of the school principal.

> *At my school, we have had 8 years with the parent mentor program but we almost never received support. They have not supported us like others who say "oh, my principal is very good." Our principal says that it isn't that she doesn't want to support the program but that she simply does not have time for all of that.*

The following Coordinator specifically brings up a lack of sense of community from certain school environments.

> *Well, I think in some schools that need it (sense of community) more than others. I say that because I am a coordinator at two schools and at one school there is more of a sense of community than there is at another school. One school has more of, ah, they block us more, we got more pushback the whole year. Like my parents just entered in the classroom maybe two weeks ago. The whole year, I mean, we had email, email, email and it was very hard so and we have tried different things, we tried to offer things for the students, for the parents, for the schools. Help with different meetings so, I think, there we need a more sense of community. The parents themselves tried to organize things for the whole entire school so we got a lot of push back from the school itself…So I think it just varies from school to school.*

Language Barriers. Another possible challenge identified by a coordinator was the lack of communication, understanding and engagement between parents and school authorities due to language barriers.

There might also be a language barrier. If the majority at the school only speak English, our parents that only speak Spanish will no longer go, they won't want to ask questions because there is no translation.

The suggestion below addresses the challenge of the PMP gaining awareness and acceptance within schools.

We can perhaps begin with an introduction for the teachers, a presentation or something to get to their hearts so they see that the parents are not there to give them more work, but they are there for the same [goal]: because they care about the education of the students. They want to be part of the education.

Recommendations and Suggestions

Recommendations for training or organizing parent mentors to complete their funtions under extraordinary circumstances, such as a pandemic, were shared by coordinators. The majority of the recommendations centered around the trainings and workshops that were already implemented during the pandemic. Coordinators stated they hoped those trainings would continue into the following academic year, and they hoped they would be able to put what was learned into practice, even if under unique circumstances.

So, to utilize the things that we learned, some of the workshops could be…. well not brought into the classroom, but maybe some of the ideas. I could remember this one workshop…so some of the things we learned in those workshops be utilized in the classroom. Because it's almost like when they, in my opinion, when they started back to class some got lax…and they just figured they weren't going back to school, or they thought "hey I love being in school at home and stuff." So, it's like they are going to have to be reconditioned to a norm that they had before, you know, just with certain stipulations sanitizing and being careful, you know things like that. But I think it would be great if some of the things we learned and ideas that was given to us during those workshops be utilized in the classroom even though we will be face-to-face, but it will still some great stuff in the workshops.

...these workshops that they give us on Tuesday, all of the organizations get together, and they are incredible. I have said that hopefully they do the same for the upcoming school year because they have helped many people. I started with a workshop to be a racial healing practitioner and that helped me a lot.

The following coordinator believed that parent mentors are eager and ready to return to in-person collaboration.

The parent mentors are more than ready to go to the schools. Every day they say they want to go to the schools. We are getting vaccinated, hopefully our kids will be vaccinated soon. I think it will be easy, the return will not be like at the beginning when some went and others did not. I think the parents are prepared for this and the previous parents who did not participate [in this year's program] are already texting us, calling us [and asking], "are you returning to school to join [the parent mentor program again]?" I tell them, "yes, we are going to return." And we will continue doing what we like to do: being at the schools helping our teachers and students.

Insights and Suggestions for Next Academic Year. Interviewees also had various observations and insights to prepare the parent mentor program for the following in-person academic year. Most of the insights and suggestions brought up had to do with COVID-19 precautions and preparations for parent mentors.

I somewhat agree with that, but I also disagree because I know in my school parent want to come back. I know teacher want us back in the building, so I think the majority of students are coming and I think with all the extra caution and everything it would be ok to come back. Like let's say they make it mandatory, which I don't agree that it should be mandatory, but with the vaccine and everything if parents want to come back and we feel safe... I feel secure if my parents come back.

To return this year, what I have told them is to get the vaccine because it is very important that they continue protecting themselves and we will see what they say. [I have told them to] Take on all precautionary measures, that they be calm and that they do not feel pressured. Because a lot of people will return with more nerves, with fear, the children will return low [educational level]. If we had students in low levels before, with what I have seen, this year the students are worse than other years. The educational level has declined a lot.

I have also told them to get vaccinated. I know the masking rules are gone for those who are vaccinnated but we do not know if you are really vaccinated. For example, let's say I did not get vaccinated but I no longer want to use a mask, I can just say I am vaccinated...So I tell the mom that if we return to the school, I will continue using my mask until all of this declines a little. So I do advice the vaccine and masking.

Possible Hesitancy from Teachers. Coordinators were aware that various teachers did not participate in the PMP because of the assumed difficulty in collaborating

with a parent mentor while distance learning. The following excerpt highlights the possibility of teachers continuing to opt out of the PMP, even with in-person learning, due to COVID-19 exposure.

> *I don't know maybe they just need to kind of do like survey I guess and see how comfortable people are? I think the other thing is that the teachers might not be comfortable with an extra adult in the classroom, right? Because, I mean, how do I force the teacher to answer, "hey are you vaccinated and are you ok with me being in the room with you?" The teachers might be like I already feel like I have enough exposure having kids let alone having another adult in the room. So here is the problem that I thought this year was getting teachers to want to participate in the program because they have to want to be in the program. They have to fill out an application. And if they were having a hard time doing it this year, and we are still technically living in a pandemic, it's not officially over; will they want to have an adult in the room with them is another question. I think there is maybe outside factors like that that might influence what the program might do.*

Socioemotional Training. An interviewee foresaw the need for specific training around loss, grief, and socioemotional issues. They predicted that parent mentors would have to be equipped to know how to help returning in-person students navigate the losses and difficulties created or aggravated by the pandemic.

> *…if the parents were to go back to the school, something that I think that they might need is going to be a maybe training on how to deal with all the problems….like social emotional problems that the students are going to have when they go back to the building because a lot of the students are going to be going to school after dealing with so much loss and so much frustration because some of them maybe have lost family members. Some of them maybe are frustrated because they have been at home all this time. So it's going to be also the parents going to be going back to the classroom they are going to have to know also, not just helping the student academically but also maybe dealing with some of those emotional social problems. So maybe some trainings on that for the parents.*

Beyond Chicago. The following Coordinators suggested that areas outside of Chicago, which have different circumstances, be taken into account when making programmatic decisions.

> *I would hope in the future, since we are statewide, that we can look at areas, specifically Moline here. You know we are a couple of hours away from Chicago and I think it was hard because our district has been on top of keeping everyone safe and vaccine and stuff. It would have been nice if we could have gone in the*

classroom, so it would be nice if it wasn't looked at, that we were all looked at individually. More so the area than just by state.

The restrictions that were put on the parent mentors here in the Quad Cities were very, very…they could not have been more opposite that from what we were currently doing in Moline, Coal Valley district. We were requiring masks, the rooms were cleaned regularly, ah, but the restrictions that the program set forth just weren't realistic for our community. To have an air purifier in every room, the windows have to stay open. It just…. those teachers didn't have to do those things. So that really made them feel like, well what is wrong with us?

PMP Work Recognition. There were various suggestions that emerged during the focus group interviews. Most of the suggestions were related to the amount of work that is asked for and completed on behalf of Coordinators and parent mentors and the compensation received.

I am sorry I feel like I am the Debbie downer here, but concern is in regards to the fact that, you know, I am a 1099 type of person under this program and yet I am treated as I am required to do something as an employee as if I was a W-2 employee and there is no distinction. The program does not have any real distinction in regard to how they should be communicating with me in regards to what's my requirements. What am I required to do? Because technically I am 1099, I am a contracted worker and yet they want to communicate with me and tell me what to do as if I am a direct employee of them and I am not. So there has to be some training to the organization as to what the 1099 person really is expected to do for them. That's one of my concerns.

We signed a contract and we know but we are not only coordinators; we are friends, advisors and, for a while now, my parents call me to help with anything or I have to fill out an application via internet. And that's of my own will, it's no longer work. But since this year has been virtual, I took time for each of them various times a day, every day to train them for this new virtual world.

I mean, unfortunately, I just feel like the program pushes volunteers by putting the stipend in front of people faces first and I feel like, you don't get a true volunteer. You get someone who wants to join in because they think they are going to get $500, right. So, when I was a parent mentor, I did not know about the $500. I am worth a lot more than $500 so I did it because of my want to be involved in the school, right, for my child versus the program. I think the program doesn't understand that when you have a true volunteer we don't want to know about SWOP, we are concerned about our child and their school and how I can benefit that school and so I think that's one issue and that's then why we get certain types of volunteers and maybe the training that SWOP picks are needed, right?

That is why we are also fighting to get those 7 million dollars to see if in the coming 2021-2022 year, a stipend of one thousand dollars for 100 hours can be given to each parent mentor because 500 dollars is nothing. I even feel embarassed but they receive the money with love because they [would] do the program in exchange for nothing. So I would like for it to happen that for every 100 hours, they would be given a stipend of one thousand dollars. I will continue fighting for that.

Since I've started it's been a stipend of 500 dollars and the parent mentors work up to 300-400 hours during the school year. The program commitment is of 200 hours each school year. So even if it's 100 but that they be given one thousand dollars. I hope others support me; I think we are on the same page. And [I will] continue working and inviting parents to be involved. I think this year will be more exciting because we are now experts in using the computer too.

Coordinators interviewed also stated that a certificate for participating in the PMP would be a nice and meaningful recognition for their work and contributions.

I think it (certificate program) would be a big recognition. And even if we do not get it, we are doing it and I think it would be great to have that on our record, no? It's not just talking about it. We really are doing something for the community and sometimes we do not recognize it but we are doing it. It would be good.

I think it would be nice to be recognized because it's a lot of work that one does and we are thanked for it but that's it. Even a thanks ends or the pay they give us but it would be nice to be recognized.

Overview

The weekly training program offered to Parent Mentors was significantly different than in previous years. In previous years, the training programs were offered in person and were coordinated at the CBO partner level with support for PEI as needed. During the 2020/21 the training program was moved to an online platform (ZOOM) as a pandemic related public health social distancing measure. The virtual format allowed for a more centralized organization and offering of the weekly training sessions across the whole Parent Mentor Program network. The weekly sessions were organized and hosted by the PEI and were offered at different days and times in the week, with English, Spanish, and Bilingual language options. Due to these substantial changes and because of the significant implications that training has for the new PEI program, *Ladders to Opportunity,* a section of this report is dedicated to the findings from all of focus groups regarding training.

Ten focus groups were conducted with Program Coordinators and Parent Mentors between May 20-May 27, 2021, and one focus group was conducted with staff of the Parent Engagement Institute on August 16 of 2021. All the focus groups were conducted by the evaluation team members using the Zoom virtual conferencing platform. Table 14 presents a summary of the stakeholder groups and participants included in the sample.

Table 14 Sample Composition

Stakeholder Group	Number & Language of Focus Groups	Number of Participants
Program Coordinators	4 (2 in English and 2 in Spanish)	23
Parent Mentors	6 (2 in English and 4 in Spanish)	33
PEI Staff	1 (in English)	13

All focus groups were recorded and then transcribed. Two evaluation team members conducted an inductive transcript-based analysis of the focus group transcriptions. Open and axial coding were utilized to identify training related themes from the focus groups (Lincoln & Guba, 1985; Strauss & Corbin, 2008). A web-based

application, Dedoose, was utilized to facilitate and aid the coding and analysis of the transcripts. An iterative transcript review process, independent coding by two evaluation team members, discussion amongst team members, documentation of coding progress, and identification of direct quotes to support emergent themes were utilized to enhance rigor and transparency. This section presents a summary of the focus group findings related to the training component of the Parent Mentor program

Summary of Focus Group Findings Regarding Parent Mentor Training Program

The inductive transcript-based analysis of the focus group data yielded several broad themes and subthemes related to the state-wide virtual format of the training sessions, the strengths of the training program, concerns regarding the training program, recommendations for improvement, and PEI plans for continued innovation of training program curriculum and associate activities and format. A summary of the major themes and illustrative quotes for follow for each theme and sub-themes. The quotes were drawn from the focus with the various stakeholder group: Program Coordinators, Parent Mentors, and PEI staff.

State-Wide and Virtual Training Format. Focus group participants identified many positive aspects of the on-line, state-wide format of the training. The participants noted the ease/convenience of attending a Virtual meeting because they did not have to travel. The shared that the state-wide training format allowed for participants to meet more program participants, many that they most likely would not have been able to meet otherwise. This allowed for an expanded circle of contacts for the program participants. Participants also noted that the gathering of so many Parent Mentors on a weekly basis generated a sense of power in numbers, motivation in seeing that they are not alone, and a sense of solidarity and common purpose. Illustrative quotes for each subtheme follow.

➢ **Convenience of Virtual Trainings**

Me personally, I loved the training online, you know. Sometimes I am at school and just the traveling far distance, you know, depends where. So, I really don't mind the

zoom meetings at all for some of the trainings. Like I said sometimes the driving distance is pretty far for me.

<div align="right">Program Coordinator</div>

I can say that this year, like I said before and mentioned, because it's been virtual it's been easier to join the trainings the workshops.

<div align="right">Parent Mentor</div>

But I also liked it because then one has time. They tell you at a certain time, you put it on your watch, or your calendar and your watch alerts you and you do not need to be running around to go to school or any other place where the meeting would be. So you turn on your phone or your computer, whatever you have on hand and you are there.

<div align="right">Parent Mentor</div>

➢ State-Wide Meetings Allowed for Expanding the Circle of Contacts

And then I liked getting…at some trainings I got to know when we had our break, I got to know some people that I would normally would not have gotten to know. So, it was kind of interesting, so I guess it depended on week to week.

<div align="right">Program Coordinator</div>

I think we all know each other better, I think all the organizations that we have here in Chicago and Illinois know each other and, hopefully, I think that at least we want the workshops, even if they are with all the schools, even if they are via Zoom.

<div align="right">Program Coordinator</div>

Because these workshops that they give us on Tuesdays, all of the organizations get together, they are incredible. I said hopefully for the next school year they will do the same.   Program Coordinator

But yes, I did like it a lot, even if it's virtual, you met more people and more opinions. I really liked how they did the workshops this time.

<div align="right">Parent Mentor</div>

➢ Hearing and Seeing One Another Generates Motivation and Solidarity

I loved the workshops that have been given, all those trainings on different topics for us to get what is necessary for each parent. And I like it because you get to know other people, you know of people that maybe are living through things that are harder than what you are living. Then "ok I'm going to relax; I'm going to be fine. If she is suffering so much and is so active, she is doing this." I feel that the organizations have worked very well to unite us all. And when I look in the comment box and I try to write down as much as I can of the ideas that parents give, testimonies that parents give. So, I feel that the virtual program, even though I saw it as a ghost for

me, now I see it as a new knowledge in another way, that you can communicate despite a screen, you can communicate.

<div align="right">Program Coordinator</div>

It exciting because you see that you are not the only person. Like I said, again, that you are not the only person that thinks a certain way.

<div align="right">Parent Mentor</div>

I loved it, I have never participated in a, you know, such a big group specially for the parent mentors. I mean I love it.

<div align="right">Parent Mentor</div>

I have also had the pleasure of sharing with my colleagues, we created a group of friends, of colleagues that I have on Thursdays, right, there we feel a… very comfortable because we create topics that we believe that only we are going through. But no, they are personal things, and it feels very nice that you have a support group there to…that they listen to you and give you advice and mutual support. And the truth is that it has been a very incredible experience.

<div align="right">Parent Mentor</div>

➢ Group Size

The only thing that I would say about it is not everybody has chance to express how they are feeling or answer a question.

<div align="right">Program Coordinator</div>

The only thing is that I think it would be better if the groups were smaller

<div align="right">Program Coordinator</div>

Like right now that we are in this smaller group, we can listen to each other. I don't know, it's a little better if we are smaller groups.

<div align="right">Program Coordinator</div>

I mean the idea of having a multiple or a large group in the training is not bothersome whatsoever.

<div align="right">Program Coordinator</div>

And so, having 200 plus people at that point could have been to your advantage cause then you are like ok, this is not really my cup of tea, I can hide behind 200 other people participating and I don't have to today, right?

<div align="right">Program Coordinator</div>

They kind of broke you down so like it would not be so many people that took that space. They broke it down in two day so it would be so many people so everybody would be able to ask questions, answer questions. Everybody will feel comfortable so like they had their fair share in time.

➤ Technological Challenges

Because we are in a group where there are 300 people and we say that we are going to start at 9 but we don't start until 9:30 because there are many parents who still do not know how to turn off the microphone…, there are many interruptions.

<div align="right">Parent Mentor</div>

What I think of the workshops that they give us: they have been a bit difficult, very challenging because of the technology and all since we all started from scratch with this. Parent Mentor

➤ Bilingual Language Format

It wasn't easy for me like to share. I felt like, because I am shy kind of, and especially because, ah, English is my second language and I felt I wasn't able to share. Sometimes I get confused because it's in Spanish, they speak in English, some people they shared in Spanish so I get confused sometimes or can't catch it.

<div align="right">Program Coordinator</div>

The translators are very good, they translated very well. And apart from that, they mixed our cultures and we learned from the Afros and the Afros learned from us.

<div align="right">Parent Mentor</div>

… The translations, at times you can't hear the meetings and all that.

<div align="right">Parent Mentor</div>

Because I participated in the one in the morning and I just changed to translate in Spanish and I drank my coffee, would take notes. It was very good for me.

<div align="right">Parent Mentor</div>

➤ Missed the Exercises and Conviviality of In-Person Training Format

The circumstance of being live sometimes something changes, the contact, or what do they call it? The icebreaker to meet each other.

<div align="right">Parent Mentor</div>

In my case, sometimes that causes me a lot of boredom and it was not ... Since I attended several in-person ones it is another contact, it is meeting people. In this case, yes, of course I was [present] and you learned in another way, but you need that contact, that activity, that…For example, in previous workshops we did activities, paste, cut out, write, make teams, games. We did many things that filled a lot, a little ... they gave you your breakfast, that interaction.

So now that we would do it virtually, it is very comfortable to be at home, but sometimes we turn off the camera and run to see what your child needs. The fact of sometimes not having that necessary time to be home and to be on camera, I think is also tiring, in my case.

Parent Mentor

Oh, it's educational. I am like a hands-on learning person so I learn from actually doing so a lot stuff and workshops that we had I would have learned better in person with someone.   Parent Mentor

Strengths of the Training Program.   Participants identified many strengths of the training program. The overwhelmingly expressed their satisfaction with the individual workshops and overall curriculum. They reported: an appreciation for the time to reflect and learn; the value of the new ideas, content, and viewpoints to which they were exposed; and the quality and diversity of the content and presenters.   They also expressed an appreciation for the gamut of topics covered in the sessions that ranged from technology, varied platforms, communication with our children, cultural diversity, history, racial justice, self-care, mutual aid, and community resources, to how to deal with anxiety. They also commented on the relevant application of the knowledge gained from the training sessions for use with children and their delight in the new capacities acquired.

Participants indicated that for the most part the trainings were relevant and aligned with the work that they did with students. They indicated that the trainings provided them with useful information and tools regarding how much time to provide a child to answer questions, how to read a book to a child, brainstorming activities, and much more. They also reported that the training provided them with practical knowledge and skills regarding the use of technology.

Participants noted tremendous value in the inclusion of spaces and content in the curriculum to engage in intercultural exchanges and gain knowledge of the history, experiences, leaders, of Latinx and African American communities.   They noted that the trainings revealed shared histories and contemporary experiences of racism, discrimination, social exclusion, and oppression, as well as examples of resistance and organizing.   They expressed that this content and forum for dialogue generated

understanding, empathy, and solidarity across ethno-racial identities and allowed for the expression of solidarity and commonality, while recognizing the unique histories. They shared their appreciation for the exposure historical information that they previously had never encountered and opportunities for cross cultural dialogue and encounter and the identification of shared struggles.

➢ **Space to Reflect, Gain New Perspectives and Develop Capacities**

[The workshops] have been very good in ways to reflect. They make you reflect a lot; they make you see things in different ways. Sometimes they have also helped us because I do not say that it is only for the parent mentors, right, because it is also help for us as sometimes you think, you are seeing oh I did not think to do this way ... You start thinking, right, that you do things, but you think that you are doing it in a bad way, right…Those workshops helped me to be a better person. Because I've done a lot of things ... like my kid, right, I scold him or something and they [the workshops] show you ways to better ... how to treat the situation in a better way, right, to also help us so that their self-esteem does not suffer because of the way you are speaking to them.

<div align="right">Program Coordinator</div>

That personally has helped me a lot in that way because I know that right now that we are working from home, right, and having...working virtually and having my son. He is in kindergarten [and] it is difficult to keep him sitting in front of the screen all day. So I've tried to also have that patience and those workshops have helped me a lot, a lot to reflect and to try to control the situation in a better way. And well, when I talk to my parent mentors, I focus more on giving them the opportunity to say how ... to express themselves because sometimes the workshops are a lot and I think they are left with that anxiety to get everything out. So while I talk to them, I give them the opportunity to express themselves and say how they felt in the workshops. Everything they have to say is very impressive. I think these workshops have helped us a lot, so much.

<div align="right">Program Coordinator</div>

I love it because they brought different people, different presenters that were able to educate us with history, with knowledge between using in the classroom, technology.

<div align="right">Parent Mentor</div>

There has been way more information that has been given to us and so I do feel, ah, this year has been outstanding in the workshops, the trainings compared to last year.

<div align="right">Parent Mentor</div>

Time to just sit out and be able to get the fundamentals of the information that you need actually helps a whole lot. A lot of people tend to browse over things, they don't like reading too much and I find that to be a very serious issue too. But the workshops has a lot, we was able to, you know, use icebreakers as well so it gave us some relaxation mode. You don't have to all tense about oh what are they going to say?   Parent Mentor

We have learned a lot because well, not only to use computers but about our culture. How people are struggling. Many topics have been very interesting to me. I have liked it.   Parent Mentor

I also did not know much about the computer, but... the principal of our school would give us courses and we learned little by little. And between the workshops offered by the LSNA and the orientation that the principal gave us, we learned more. And the teacher also gives you because she tells you where you need help, tell me and I'll show you because she knows more about technology.
                                                              Parent Mentor

And I am also very satisfied because, well, as the colleagues say, they have shown us workshops on history, about self-care, about how to deal with our children, about technology, right, about all the mutual help there is for the community. So, they are things that enrich us as people, right. I am very happy because I have taken big steps thanks to the organizations and all the experts.
                                                              Parent Mentor

We also train well with the Zoom, with the google meet, and I see that we are learning much more because we have more opportunities to be… training that is focused on that so that we learn not only the things that we were learning every year that was focusing on children, engagement, quality questions, and all that stuff, we learned a lot. In addition to that, we are learning how to use technology and workshops from Zoom and google and I love that.
                                                              Parent Mentor

They have given us many trainings about how to use the computer, how to use it to be ... honestly, I did not know very ... I was not very sure how to send an email, I always did calls or text messages or one-on-one speaking with parents. That's my thing, so I told my boss, you know I don't want to fail you this year, I know I'm not going to be able to do it and she has had so much faith in me that she said you can and let's try. And also, with the help of my parent mentors as a team, with the help of the coordinators I feel very powerful. I feel that I have learned a lot on how to use the computer, to connect to the meetings we have, and I enjoy every achievement because as I said before, for me this year of pandemic has been like my first year in pre-kindergarten and I am very advanced, and I am very proud of myself too.
                                                              Parent Mentor

Workshops that were important either about anxiety, or how to help children, technology, all that, we tried to share all that. Because at the moment I think that we all take a little help because no one was prepared for this. And I felt very comfortable being able to help them and help myself at the same time. Because that information served me and I felt comfortable that I could help more people, neighbors, other parents. Parent Mentor

➢ Training Aligned with The Work They do with Students

It's I think that since everyone was unprepared for what we needed to be trained in that some of the trainings were lackluster. They didn't have any real appeal to what we are doing, an everyday type of thing. Cause it was like how does that really help or influence what I am doing?

Program Coordinator

Very good trainings, like, for example, how do you say… it left me… how much time do the children have to answer, things from school that one… well, as parents they are going to be in the daily routine. How to help children in the classroom, how to read a book, things like that helps us. I work at the school, I did that training for me, and it has helped me because what we did not know, they tell us and what we already knew, they emphasize to us. Things like that.

Parent Mentor

What I wanted to mention was that this year we did have some workshops and trainings that were done by teachers. Like reading, they gave us ideas of what to do with the students because I think that was one of the points where sometimes a teacher would give you what to do, like the assignment but brainstorming activities are ways that you can help the student with it.

Parent Mentor

Sometimes, you know, if we are not too familiar, we struggle and I think this year that helped a lot, where we were given activities and ideas in things that we can do with the students. Parent Mentor

I believe one main point was stressed to a lot of us was patience, patience, patience and preparing yourself for whatever subject you'll be taking on with the students as well as if it had to engage the parents too. Parent Mentor

I say that they do show us how to understand a child more… Parent Mentor

➢ **Training Provide a Space for Interculturality, Racial Healing and Racial Justice**

I did get a lot of information about different cultures and different people so that was very informative and learned a lot about myself. So, it was really good and educational though.

<div align="right">Parent Mentor</div>

Well, I learned a lot about the Mexican culture and where they came from and how it started and I never knew any of that and so that was very educational for me, that was good. We had an empowerment workshop for women, which I really, really appreciated that. So, like I said I learned a whole lot.

<div align="right">Parent Mentor</div>

Well, I can say I really like the Mexican presentation that, X is talking about. I really liked it, that was a really good presentation I might say, me too I learned a lot.

<div align="right">Parent Mentor</div>

The translators are very good, they translated very well. And apart from that, they mixed our cultures and we learned from the Afros and the Afros learned from us…The other day I realized that because a lady who was sharing and said, "I did not believe that Hispanics struggle ... that they also suffered discrimination like us" and I said yes.

<div align="right">Parent Mentor</div>

I love the Afro-American lady who said, "oh from now on I'm never going to let them speak badly of Hispanics again."

<div align="right">Parent Mentor</div>

Well, actually, the parent mentor workshops that we are doing online fascinate me. They fascinate me because it is a lot of information. I love them because they give a lot of information about the history of the United States, about what Black people have done to defend their status here and having rights to get on the bus and all that. There are several workshops that… all are very good but there are some that I love the most… Those of history, I love to hear that and then my son says, "mommy, you aren't from here, why do you know a lot about the history from here?" I tell him because of the workshops... I love hearing about Rosa Parks, and I like all that.

<div align="right">Parent Mentor</div>

I too, personally, as Mrs. X has just shared, I love the workshops as they show us empathy towards others. We learn a lot of things, ah, that we didn't know before. I love culture workshops, history workshops. We always know how, well, this is the first time that I find out how, right, the people who were Latinos suffered here many years ago. That they would not let Black people get on the bus, I think now ... and there is still a lot of inequality, I think we have learned a little about equality, about empathy, about being more humble, about being more honest, about being able to support as a community. I think this is something that enriches us as individuals and

<div align="center">95</div>

fills us with pride because this is something that we leave our children as an inheritance. Good inheritances that they can empathize with other people, they can continue to be, ah, honest, humble, simple people and they know how to help other people in the future. I believe that these teachings leave us with very good values and not just us. The things that we learn is to share and be better people. So, I love these workshops. Parent Mentor

Concerns Regarding the Parent Mentor Program. The focus group participants identified several areas of concern regarding the training dimension of the Parent Mentor Program. Their concerns included the sequencing and prioritizing of training topics to ensure that Parent Mentor immediate needs were meet first. They prioritized trainings on technology to ensure the knowledge, skills, and self-confidence parent mentors needed to support their work with students, teachers, and other parents.

Some participants expressed concern for redundancy of workshops for returning parent mentors. Many identified that several workshops were the same as those that returning parent mentors had previously experienced and found the repetition problematic, while others highlighted the importance of repetition in the reinforcement of learning. Finally, some indicated that they found the training schedule inflexible and excessive, making it difficult for Parent Mentors to participate because of conflicts with personal responsibilities and commitments to teachers.

➢ **Sequencing and Prioritizing of the Training Topics**

I think that if there is going to be a training in technology it should not be about 8 months after you are in the program. The classes or trainings on technology should have been the first week as opposed to repeating the same training year after year. Program Coordinator

I think it would also be very important when the parents are given the first training sessions to include all that kind of training that we have given this year. Like computing or computer training. Because initial training always begins, they are about leadership and who knows what and what else. But right now, in reality, we would have to focus on the need that exists now. Those other training sessions would take place in the subsequent year, not necessarily starting. And also, the emotional support, more than anything so that the moms start their hours with a good foundation, know they are doing the computer and well-founded with self-esteem and everything they need to have from the first or second week, so that we can start well. I think that's what we need, I don't know. Planting the seed from the beginning and not when almost finishing.

> ➤ **Redundancy for Those that are Not New to the Program**

So, for example, as a parent mentor I experienced the training and then as a coordinator I was trained in the same training I experienced as a mentor. So, for me when they say hey did you learn anything from that week, I was like nope because I already seen this and so it seems like if I was to stay in the program when I come back in August or September I am going to see again. It's really a waste of time for people who have been in the program more than once. Whether you have been there as a mentor or as a coordinator and so I feel like if you are going to have people come and do virtual and it looks like that may be an option for CPS next year that needs to be the first type of training, that needs to be priority versus what is a leader, you know, stuff like that is kind of redundant in my opinion but that could just be me.   Program Coordinator

I am fortunate enough to have a college education, so like having some of that training to me is redundant. Like is I was somewhere else in life. A lot of my issues are the trainings and why would I want to repeat this in regard to having already done that.   Program Coordinator

I think I'm going to go back a little bit to what my teammates said about training. Apart from the schedules as they say, we have many, we already have many years working on the same thing and many times the trainings are exactly the same. So sometimes it is very true and sometimes it is difficult to answer the parents because they tell us, "Again they are going to give us this TipTop, again to attend TipTop. It is better I stay with my teacher because it helps more when I already seen that."   Program Coordinator

I have moms who are working with two teachers at the same time, so they have a full schedule all day and they have to leave that class because I tell them that it is required. I do not tell them that it is mandatory because I do not like that word. So, I tell them that it is required, and they ask me, "is it going to be about the same thing again"? So, I'm ok with it being one time, two times but they go many times for the same thing.   Program Coordinator

I also agree with X. That they say they sometimes give us the same workshops.
                              Program Coordinator

Yes, right now that X mentions, I think that, well, the topics are important because they're the same and we continue to see… it's the same in the classroom. Just that maybe those of us who already have several years like the parent mentors, we practically see the same presentation.
                              Parent Mentor

Yes, since I have 5 years, I am going to be frank, it seems to me…. It was a bit… since I already was familiar. Like my colleague says, just the fact that it is online is a little different, really.

<div align="right">Parent Mentor</div>

I would say update the themes, as she says, like she said already… I am 5 years here and then every year they are the same. I think updating the workshops they give us a little, the topics they give us for parent mentors.

<div align="right">Parent Mentor</div>

Well, I think that updating them yes but keep talking about those because they say the mother of retention is repetition, so then we can give examples to the other parents who are new and that they also learn because if we are not ... I barely have 2 years but if the parents from before were not there, from past years then I would not learn. Maybe they can give more ideas, they can teach me a little more. Just maybe update them but keep giving the same topics because they are important and also because we forget sometimes. Sometimes, well, I sometimes forget some things and so we need to repeat them and update them only.

<div align="right">Parent Mentor</div>

➢ Hours of Training are Inflexible and Excessive

Because unfortunately many parents, like I said, we are going to the same thing, we have the children at home. There are many things to do at home, perhaps if they were more flexible schedules.

<div align="right">Program Coordinator</div>

There were two schedules, but there are mothers who could not because the teachers give them like….

<div align="right">Program Coordinator</div>

I agree with my colleague because sometimes they give us schedules that are not flexible and I sometimes call my parent mentors and they tell me, "You know, I can't at this time because I think my teacher needs me more than I need to be in this meeting." I tell them, "I have no other choice that you have to participate in the meetings." Or schedule less meetings. Because sometimes we do a lot and the parents do not want to be in the meetings because they already have their schedule of working with the teacher and they decide, you know that today I cannot enter the group because sometimes the teacher leaves certain children to the parent mentor. So, they say, "I can't fail the teacher."

<div align="right">Program Coordinator</div>

Recommendations Regarding the Parent Mentor Program. The focus group participants offered several recommendations regarding the training dimension of the Parent Mentor program. These recommendations included: providing flexible schedules

for the trainings and adding information about contemporary everyday justice leaders in local communities, anti-racist practices in the classroom, and how one can get involved in local racial justice efforts to the workshops on interculturality and racial healing and justice. They recommended refreshing the curriculum and pedagogical approaches to add novelty for returning participants. In particular, they indicated that the TipTop and math workshops needed to be aligned with current school practices.

Participants recommended that several new workshop topics be added to the training series, including how to address the socio-emotional and mental health support needs of students and families, CPR- Cardiopulmonary Resuscitation, Special Education, introduction to the learning system and software programs used by CPS, and restorative justice. They also suggested that advanced course be offered to retuning Parent Mentors and that participants be given some options to select training based on their interest. Finally, the suggested that participants should be provided a certificate or formal recognition for having completed the training series.

➢ **Provide Flexible Scheduling for the Trainings**

Well, I liked that they had the two different schedules.
Program Coordinator

More flexible schedule. But I think I would like the workshops to continue like this on Tuesdays, online. I mean, and if not on Tuesdays, then Fridays. They can be changed one day so that parents can continue going to school on their normal days.
Program Coordinator

They are not two consecutive hours, they're half an hour in the morning, like that.
Program Coordinator

There are people who prefer in the afternoon after 4-5. There are people who prefer ... the one in the morning if it is available one early, that is fine. But there are many parents that prefer in the afternoon. Program Coordinator

➢ **Add Information About Contemporary Everyday Justice Leaders in Local Communities, Anti-Racist Practices in the Classroom, and How One Can Get Involved in Local Racial Justice Efforts**

… Have a workshop, as the other classmates say, to help within the school. That is what parent mentors are supposed to be for, to help the children within [the

school]. So as someone said, I think we all know about racism, maybe a workshop to explain something in some circumstance where one has to explain something to a child. But, I think, educational workshops more about how to work in a classroom is something more important.

<div align="right">Parent Mentor</div>

All the topics were very important because we learned, and we did not know many things. For example, I did not know how history had been…We didn't know about the history of the… well, I at least didn't know how Hispanics had been here before. Well, but I think that all the topics have very, very important and I would like a little more conversation about how we can help ourselves as a community to achieve reform. I think that I would like them to talk a little more about it because they talked about many things but how can we help each other as parent mentors, as a community, as associations for that. But it is a very long subject and I know it is very long and difficult, but how can we help each other. How to get parents involved in the school, get our community involved, get associations involved. And succeed because we have to fight for that. Well, I always thought, oh I'm going to talk to them about a reform so that they can put it there as a topic, so that all parent mentors can come out, because there are many of us, and we can achieve it. And not only in that, but in all the other communities, of all the others ethnic groups or races, because we are all suffering in some way. In other words, you do not necessarily have to be Hispanic, Black, it can also be, American, Anglo-Saxon, or White or in any way. That is, if it is a world of topics that can be discussed and of helping the community and helping them through us, through parent mentors and by informing parents in schools that there are also things that one can do differently. And then it is wonderful to me because they train us, and we can pass the information on to others. So, it is a world of themes.

<div align="right">Parent Mentor</div>

Yes, I would like them to talk about the people who do ...who stand out ... for those in the neighborhood. Because there are many people who work a lot and how they talked about so many, about Martin Luther King and all those but in the neighborhood, there are many, many people who are active nowadays and if they talked about them, one would come to know about people and how they are ... really are doing things, just that sometimes one does not notice. And I can imagine that it would motivate you right now, not to talk about the past of people who have already done something, but to talk about the people who are doing something right now.

<div align="right">Parent Mentor</div>

And just like getting involved, and just like the colleague said right now, that they will talk to…because they are doing things, and I know that things are being done for migration and all the organizations. SWOP is doing a lot and I feel like they are not getting us involved much in that. And as she said, there are many of us and if we all raised our hands and voices, something could be done. That's what I would like.

> ### Refresh the Curriculum to Add Novelty for Returning Participants

Maybe if they changed a little, that is, the same concept, but as they say, right, maybe we see it new. A new presentation but the same theme, right. I think it would be good.

<div align="right">Parent Mentor</div>

> ### Update the Curriculum to Reflect Current Pedagogical Approaches

Well, once we had a workshop that the vice principal gave us and he gave us the ... that is, it is something like the quality questions that are a topic that they have given us in SWOP, within TipTop but within the school is different. The principal gave us a question sheet like how they do them. They do them by levels. Level 1… I think there are 6 levels, I don't remember right now. And they are doing them by grades as well and by levels. So, it is very different how they give TipTop and how they do it at school. He told us, I am going to give you this as we do so that you can see and ask the questions and it was a very good idea, a very good idea how they gave it to us at school. So, I don't know, because it would also be like seeing how the school does work because sometimes the TipTop thing they give it to us, as they say, the same thing every year, every year. And inside the school, sometimes I already do everything differently. It is no longer like they are giving it in the workshops. This is what I noticed in this workshop that the principal gave us.

<div align="right">Parent Mentor</div>

I also say workshops, as X said. For example, mathematics. They no longer teach mathematics how they used to teach us. Mathematics no longer teaches it as they used to teach us. So, I would say more updated subject workshops.

<div align="right">Parent Mentor</div>

> ### Provide Advanced Courses for Returning Parent Mentors

No, I wouldn't remove them because more new parent mentors are coming. But, for example, for those who are already here, we are already in third or we are already advancing, we have been here for several years. You understand, so adding, not remove them. I think adding other things for people that have more years.

<div align="right">Parent Mentor</div>

Those of us who have already had several [years] have to repeat the same thing. Of course, it is always learning, it is always a new technique that they teach us, but it always is the same for us. Sometimes they even give us the same paper. We've already collected 3-4, so I think they should do that. The beginning ones, the intermediate ones, the most advanced ones and not because they are the

most advanced or the ones that know the least. Just because of that, to find another interest in this. I think I would also suggest that they change the level of each parent, depending on your experience.

<div align="right">Parent Mentor</div>

Yes, because when we were with TipTop and all that and the one-on-one, they were a bit boring and lost attention. You were distracted by other things because, "oh I already saw that last year," that is true. They should do it but I don't know if they can do advanced classes. So that one does not get bored or fall behind in the workshops, that they do not bore you. That would be a good option.

<div align="right">Parent Mentor</div>

➢ Offer Workshop Participants Topic Options to Select Based on Interest

I think I agree with the other girls. It's a very good option to give the opportunity to [have] several options and not just leave it to just one. How do you get into this forcibly or however you want to say it, but you have to get involved, there are other options, and you get into it. It would be a very good option and I think we would bring more parents together. It would be more of the desire to be part of something that is not the same for everyone. Yes, I agree.

<div align="right">Program Coordinator</div>

➢ Recommended New Topics

- ### • How to Address the Social-Emotional and Mental Health Support Needs of Students and Families.

  If the parents were to go back to the school, something that I think that they might need is going to be a maybe training on how to deal with all the problems….like social emotional problems that the students are going to have when they go back to the building because a lot of the students are going to be going to school after dealing with so much loss and so much frustration because some of them maybe have lost family members. Some of them maybe are frustrated because they have been at home all this time. So, it's going to be also the parents going to be going back to the classroom they are going to have to know also, not just helping the student academically but also maybe dealing with some of those emotional social problems. So maybe some trainings on that for the parents.

  <div align="right">Program Coordinator</div>

  I think emotional support trainings for parents, so that you can clear yourself from everything you do at home.

  <div align="right">Program Coordinator</div>

I already believe that our schools are going to need a lot of workshops, especially to help our families in our communities, as you said, with mental health that right now is through the roof, and we don't have those resources.

Program Coordinator

Now one topic that I didn't hear much about was like the social working part of something how we can help the kids more on that part. Because during this I did have to go through certain things that I wished that a social worker would have been there or if I had known more about it. So, I handled the situation but still, I didn't know enough about the situation, but I handled it.

Parent Mentor

I think other topics, like mental health that they cover were very, like I would love to see more about it because it was kind of basic. It was like ok, you have to practice selfcare and for some time we have been doing that for like a year. So I was like looking for more like ok, so more deep strategies or something are given to work with the kids and … through so much stress….through…I haven't been able…like I don't really know how to handle it so yeah, so I would love to see more of that…like we all know that mental health is important, we all know that we have to practice selfcare but I think more…I don't know, strategies or some more, more specific stuff about that, I'd love to see that.

Parent Mentor

As people say, I also have years here as a parent mentor and in past years they also brought us workshops with X, a psychologist, and he was the one who explained to us how to treat problems with children. Like for example, we could ask him questions: When a child does not want to pay attention to us, that throws a tantrum, what can we do because sometimes we cannot do anything to them, and he would explain it to us. I thought those workshops that he gave us were very good.

Parent Mentor

- ### *CPR- Cardiopulmonary Resuscitation*

Since last year I wanted to bring workshops for our CPR parent mentors. From CPR to… mostly for their own growth and hopefully this school year I will be made to do it.

Program Coordinator

- ### Special Education

We also need a little more help with how to deal with special [needs] children because, in past years, I have had to work with special needs children and sometimes it is a bit difficult, and sometimes not even the teachers can

handle them. So, I would like a little more of that type of training.

<div align="right">Parent Mentor</div>

This is my first year and I learned a lot. The truth is I used it a lot with my children at home. And I think the workshops are very interesting and we should go to them. And I think there are also other workshops that have been missing, from what I have heard with some parent mentors who work with special ed children. So, I think they have not focused on those workshops to help for these children, and I think they are extremely important as well. Why? Because sometimes I have heard that parents are helping these groups and they don't know how to do it. Especially since I am a mother of a special education child and… well one as a mother has a little bit of support, that knowledge, but parents who do not know how to treat children, how to work with… I believe that it is constant and more work still apart from the one that already…So I would like to include these types of workshops, such as working with special children.

<div align="right">Parent Mentor</div>

- **Programs Used by CPS**

I think that they lack how to train us in the programs that CPS uses in order to help them better. Like right now when I read with the children, we use a program called Fontanas. It tells you how many words the child reads per minute, if they are doing it well, what questions to ask them when they read. So that is also what the teacher told me, it's fine what you do, but I think you should focus more on the programs we use in class.

<div align="right">Parent Mentor</div>

- **Restorative Justice**

I want to say like, I want to…you know like peace circles.

<div align="right">Parent Mentor</div>

Yeah, something like restorative justice, yeah. Where you can have a more…parents that can work with students, yeah, something like a peace circle.

<div align="right">Parent Mentor</div>

Healing circles for the students.

<div align="right">Parent Mentor</div>

➢ **Provide Formal Recognition for Completion of Training Series**

I think that a [certificate or certification] would be a big recognition that, although sometimes we do not achieve it, we are doing it and I think it would be something very nice to have on our record, right? Not just talking

<div align="center">104</div>

about it. That we are really doing something for the community and sometimes we do not recognize it, but we are doing it. It would be a very good option.

<div align="right">Parent Mentor</div>

Now that X said that, sometimes we don't achieve it, in a talk [with] my vice principal we were saying that our moms are… they [vice principal] told me, "You are teachers, not certified but you do not stop being teachers because you are teaching children of other people." I think it would be nice to be recognized because it's a lot of work that one does, and we are thanked for it but that's it. Even a thanks ends or the pay they give us, but it would be nice to be recognized.

<div align="right">Parent Mentor</div>

We are so used to it and also almost all of the parent mentors, mine feel that when the school year is over, we always design a diploma or an event, even if it is small, a thank you. Or each individual coordinator organized something with the principals and teachers too. It was something so beautiful, so now I say, "Oh my God, now in this confinement and that they don't give us a diploma." There are people who collect, and it is a nice memory to say they participated. Even though it is a sheet of paper, but for me each sheet of paper that passes through my hands as a parent mentor is a very important thing. So, I would like them to give us ... that's what I had in mind to insist again to my coordinator, to my boss, that, please, even in our organization, she would give the parent mentor a diploma because I feel that now it is double what they deserve. But that is my opinion, and I would like it and it is very important to me because it is not a job, it is very little that is given to them economically, it is a little bit because of the valuable time they give.

<div align="right">Program Coordinator</div>

➢ **Participation in Training Has Inspired Enrollment in Certificate Programs**

I enrolled in nutrition classes, and I am going to leave with a certificate of I don't know, but I am going to leave with a certificate. They told me that I can, if I wanted, start selling corn on the street or fruit, and I have that certificate attached there, they cannot tell me anything because I am certified. So, I don't know what it's going to do for me, but I'm going to have a nutrition certificate. So, it feels nice to finish the course with a certificate, with a paper that says you did it and believe it because you finished it.

<div align="right">Parent Mentor</div>

Because they have helped many people. Including me, that I started with a course that I took to become a racial healing practitioner, so that helped me a lot.

<div align="right">Parent Mentor</div>

Plans of Parent Engagement Institute Training Program for AY 2021/2022.
The final focus group was with the staff of the Parent Engagement Institute. Participants reported a number of plans for the 2021/2020 academic year and noted the need to remain flexible and nimble in the new academic year to respond to the dynamic pandemic context. The novel items identified included: a new orientation series, new coordinators, and organizers; a revision of academic trainings series, history workshops, and the organizing curriculum; the inclusion of field trips in the training curriculum, an exploration of opportunities for in-person trainings in outdoor settings; and a commitment to staying flexible in training formats to respond to the pandemic.

> *In the end, I think we are kind of stumped because we have like 37 plans that we are all implementing so we are like where to being?... This group always rethinks and re-does everything, every year so we have been like having retreats all summer to plan and so we. So, I can name some highlights, right? We like started new orientations series, a new coordinator, and organizers. We are going to revamp our academic…X is going to help us like revamp some of our instructional packages, academic trainings. We are meeting with Mia or Hilda in an hour to think about the history series, what we want to redo.*
>
> PEI Staff

> *And we were hoping to do some like in person, you know, history field trips around Chicago but with the Delta variant some of the in-person stuff we just don't know. We are hoping to get together to do maybe like an outdoors train the trainer one on one in September like in the forest preserve.*
>
> PEI Staff

> *X is starting an organizing fellowship with like a core group of leaders. X is going to like revamp the whole organizing part of our curriculum.*
>
> PEI Staff

> *Yeah, I know that, you know, that we are trying to get back to, you know, being in person and having that comradery that you had when you are with someone in person but one thing I have to say that this has taught us is that as we evolve, I mean yes, we will be able to do in person but we are getting so big that it was already difficult for us to be in person because we had trouble finding spaces to accommodate everybody and now that we are….we are going to be really big, we are talking about like 200 schools and ah, in order to accommodate that, you know, is forcing us to learn how to be virtual as well as, you know, to be in person.*
>
> PEI Staff

Overview

Secondary data from a sample of Parent Mentor Program CBO Coordinator and School Coordinator Program Mutual Aid Logs were analyzed to identify the types of needs families were experiencing, as well as the resources that the Parent Mentors and CBOS were offering in response. These logs are based on the information gathered by the School Coordinator during weekly check-in calls with the Parent Mentors.

Entries were made to the Mutual Aid Logs throughout the 2020-21 Academic year, beginning at the start of the school year and ending in June 2021. Coordinators were provided an Excel entry form to utilize during the check-in calls to gauge needs and challenges experienced by Parent Mentors, as well as to learn how Parent Mentors were engaging with their community and school during the academic year. Coordinators also track information regarding the assistance they provided the Parent Mentors during their check-ins. Call logs commenced.

Data from the logs were entered in Excel files by Program Coordinators for 30 of the 32 participating organizations. Of the thirty organizations that recorded log information, eleven organizations recorded five entries or less, including two organizations that appeared to enter the same information for all entries and did not detail the resources provided. A total of 19 organizations provided logs with complete and detailed data, and the logs of five of these organizations were selected for a sample for analysis. The five organizations were selected because the communities and schools with which these organization work represent the diverse ethno-racial, urban/suburban/downstate, and program participation tenure of current program participants.

A total of 5,121 mutual aid log entries from the five organization were analyzed in more detail to understand the types of assistance Parent Mentors offered and provided to communities. Coordinators recorded types of assistance by one of the following six categories: financial assistance; educational assistance; COVID assistance; social-emotional assistance; voting, census or civic engagement; or other assistance. The five

organizations included in the sample were: SWOP; The Resurrection Project; Southwest Suburban Immigration Project; Enlace Chicago and Brighton Neighborhood Park Council.

Findings

Table15 details the frequency and percent of the categories of assistance provided by Parent Mentors and organization. SWOP was the organization that had the greatest number of assistance categories recorded (3565), followed by The Resurrection Project (1126), Enlace Chicago (402), Southwest Suburban Immigration Project (19), and Brighton Neighborhood Park Council (9).

Table 15   Category of Assistance and Frequency/Percent by Organization

Organization	Number of Assistance Categories Recorded	Frequency/ Percent of Financial Assistance	Frequency/ Percent of Education Assistance	Frequency / Percent of COVID Education	Frequency/ Percent of Social Emotional Assistance	Frequency/ Percent of Voting, Census, or Civic Engagement	Frequency /Percent of Other
SWOP	3565	1243/ 34.9%	661/ 18.5%	710/ 20.0%	395/ 11.0%	21/ 0.6%	535/ 15%
The Resurrection Project	1126	554/ 49.2%	218/ 19.4%	160/ 14.2%	39/ 3.5%	85/ 7.5%	70/ 6.2%
Southwest Suburban Immigration Project	19	3 / 15.8%	9/ 47.4%	3/ 15.8%	0/ 0.0%	4/ 21.0%	0/ 0.0%
Enlace Chicago	402	31/ 7.7%	328/ 81.6%	21/ 5.2%	8/ 2.0%	0/ 0.0%	14/ 3.5%
Brighton Park Neighborhood Council	9	0/ 0.0%	1/ 11.1%	3/ 33.3%	2/22.2%	1/ 11.1%	2/ 22.2%
Total	5121	1831/ 35.8%	1217/ 23.7%	897/ 17.5%	444/ 8.7%	111/2.2%	621/12.1%

Financial Assistance was the largest category of assistance recorded by coordinators of the five sample organizations. A total of 1831 instances of financial assistance were recorded and represented 35.8% of all categories of assistance. Coordinators detailed that Parent Mentors provided information regarding meeting basic needs, such as food assistance, which included food pantry sites, food giveaway information including during the holiday season, provided nutritional information, and picked up and delivered food for families. Other types of financial assistance provided

around billing and payments included help making bill payments, support in filling out IRS payment plans, information regarding utility bill assistance, and providing loan information. Cash and SNAP assistance including information for undocumented individuals, emergency fund information and support with SNAP applications were also provided. Another subcategory of financial assistance provided by Parent Mentors was unemployment assistance. See Table 16 for a summary of types of financial assistance offered. Examples of coordinator log entries regarding financial assistance provided to community members follow.

Table 16   Financial Assistance Category

Type of Financial Assistance	Details of Assistance Provided
Food distribution	• Information regarding food pantry sites • Provided information for holiday food distribution • Home food delivery
Billing/payment information	• Help paying bills via fax • Help filling out IRS payment plan • Provided information for help paying utilities
Cash/SNAP assistance	• Provided information for financial support for undocumented individuals • SNAP information and application assistance • Emergency fund information • Provided rental assistance information • Provided CBO financial assistance information
Unemployment assistance	• Help/information job application • Unemployment information

- "She picked up food and took it to their home."
- "Filled CRF application, which helps undocumented families financially."
- "Helped distribute food at a local food pantry."
- "She has lost her job due to Covid-19 so I referred her to a Navigator then she received the COVID-19 rental assistance."
- "I helped her get help from an organization since she's passing through a rough financial crisis and helped her fill out the application."
- "She has also helped people signing up for the CPS food delivery to neighbors around her house."
- "She helped him certify for unemployment."
- "Helped community members fill out application for help paying electricity and gas."
- "Went grocery shopping for them and delivered also food boxes."
- "Helped community members get in contact with organization that help pay for rent and utilities during pandemic."

Educational assistance was the second largest category of assistance with 1217 instances or 23.68% of all assistance recorded by program coordinators. Parent Mentors provided a range of educational assistance and information to community members, including information about various trainings for parents and students. Training topics ranged from school subject trainings, leadership training, high school parent training, and digital training, among others. Parent Mentors and coordinators also provided parents information regarding library programs, provided information, and encouraged parents to attend school meetings, and helped with understanding school processes such as the STEM program and the high school application process. Due to the ongoing public health crisis, support with distance learning and technology was also a big portion of the educational assistance provided. This included guiding parents through email access and functions, helping with applications and programs like Google Classroom, along with general help in obtaining and repairing electronic devices. Adult learning information like GED and English language class information was also recorded as support provided to community members during the academic year. See Table 17 for a summary of types of educational assistance offered. Examples of coordinator log entries regarding educational assistance provided to community members follow.

Table 17   Educational Assistance Category

Type of Educational Assistance	Details of Assistance Provided
Training information	• Help completing trainings • Provided information for various trainings (technology, school, parent, student)
Providing academic/school information	• Provided school meeting dates • Shared library information • Help with homework/assignments • Recruiting families for early learning • Information school application processes
Distance learning/ technology support	• Helped parents with remote learning classroom apps, links, etc. • Email support
Adult Education	• English language class information • GED class information

- "Helped moms from X school and from her daughter's classroom. Helped explain how to join Google classroom and sent links so that they can help their children."

- "Share information to parents regarding school reopening."
- "Called and texted parents to check on them and listen to their concern, while helping with remote challenges."
- "Gave information of English and GED classes offered by Chicago City Colleges."
- "Recruiting new families from our community for early childhood learning in schools."
- "This month coordinators focused their daily/weekly ins on making sure all mentors had an email and taught them basic step to read and sent an email."
- "She helped getting information for the parent about the high school process. She also inquired what would happen if her son didn't show up for the NWEA test since they were in isolation due to COVID 19."
- "She had questions about her computer because it wasn't working properly. I told her to take it school and see if the tech person could fix it. Also, they might give her a new one."
- "She wanted me to fill out something for her online. I told her that I could do it but she would learn nothing from that. Therefore, I told her that I would guide her through it so she would know and feel more independent."
- "She wanted to know how the STEM program is working at school. She was going to pick up more supplies at school for the program. Yet she wanted to know how I thought it was working out virtually. I told her the kids seem to be interested at times but other times they get out early."
- "Info about Digital training they get to choose if want in- person training with X at CBO X"

COVID-19 assistance was the third largest assistance category recorded by coordinators. This particular type of assistance totaled 17.5% of all assistance recorded in the mutual aid logs. Most of the help and information provided had to do with COVID-19 testing sites or general vaccine educational information and vaccine sites/centers. Various Parent Mentors made appointments for community members and sent out reminders regarding appointments and second doses. It was recorded that a Parent Mentor took care of a community member who had been infected with COVID-19. Another type of COVID-19 assistance provided was linking community members to the distribution of PPE sites as well as Parent Mentors distributing the PPE themselves. See Table 18 for a summary of types of COVID 19 assistance offered. Examples of coordinator log entries regarding COVID-19 assistance provided to community members follow

Table 18   COVID Assistance Category

Type of COVID Education Assistance	Details of Assistance Provided
Vaccine/testing	- Vaccine site information, including for those under 18 - Made vaccine appointment - Testing information
Information in obtaining resources/material	- Providing information regarding PPE distribution sites - Distributed PPE - Providing general COVID information

- "I set the appointment for the Covid-19 Vaccine. Then texted a reminder."
- "I take care of her because she had COVID-19."
- "Follow up on second dose vaccine"
- "She gave information about where she can make an appointment for COVID-19 vaccine."
- "Helped fill out vaccine appointment online."
- "Provided vaccine information for youth."
- "This month coordinators focused their weekly check ins with mentors about COVID Education, Social Distancing and Safety Assistance for all Parent Mentors making calls and providing them with mask."

Social-emotional assistance had 444 recorded instances, representing 8.7% of all assistance provided in the sample. SWOP recorded the majority of social-emotional assistance with 395 instances. Most of the support provided by coordinators and Parent Mentors involved listening, speaking, and reflecting with community members regarding life changes, experiences, and decisions. Some of the support also included wellness check-ins with older community members, as well as check-ins with current and previous Parent Mentors. See Table 19 for a summary of types of socioemotional assistance offered.   Examples of coordinator log entries regarding socioemotional assistance provided to community members follow

Table 19   Social-Emotional Assistance Category

Type of Social-Emotional Assistance	Details of Assistance Provided
Wellness checks	• Checking in with previous Parent Mentors • Checking in with elderly community members
Emotional support	• Listening and reflecting with community members regarding life decisions and changes • Referring to medical professionals for support

- "We talked about how her winter break went and how she felt. She said it was different because she didn't get to spend it with her entire family the way she normally does. However, she felt that for the first time in as long as she could remember she actually took time for herself. She enjoyed sitting down taking time with her husband to watch movies. I told her that was great because I remember she was always on the go in a hurry and then she says she felt good."
- "She wanted to talk about how it felt her first day of being in a virtual classroom. She expressed confusion of what she expected. She said it was a little overwhelming because she is used to walking into a classroom and helping the kids. She isn't used to sitting there doing nothing. I then suggested she just take notes and observe what the kids are learning."
- "We talked about how it would work out for her if she only sent some of her kids back to school. She said she felt that in person learning would only benefit 2 of her children. I told her there was nothing wrong with that and she should go ahead and try it out if that is what she wanted."
- "She said she has come to accept that her son is leaving to college and she is just going to make the best of the next few months. She has been so busy over stressing that she has been pushing him away. Now she is just going to let things be as they come and hope that things work out for the best, they have already done everything needed."
- "Emotional assistance she will need some advice on how to take care of a family member."
- "Wellness call she is an elderly person."
- "Helped a young woman who is 20 years old and now a widow. Advised to go to the medical doctor for help."
- "Checked on previous parent mentor well-being."
- "This month coordinators focused on their daily & weekly check-ins and doing an exercise with their Parent Mentors regarding 6 short term goals that they wanted to accomplish before the end of the program year and that goals had to be related to themselves ONLY pushing them to SELF CARE."
- "Called to see how is she feeling but she is overwhelmed and stress because her husband hurt himself at work."

- "Just checking up on her to see how her doctor's appointment when and how she is feeling."

Voting, census, or civic engagement was the category that registered the least number of instances. There were 111 instances recorded, which represented 2.2% of all assistance recorded. The Resurrection Project coordinators recorded 85 of those instances. The overwhelming majority of voting, census, or civic engagement had to do with voting. Parent Mentors called and reminded their family members, friends, and general community members to vote. Some Parent Mentors helped people register to vote, aided in finding assigned polling places and advised people to vote by mail. See Table 20 for a summary of types of voting, census, or civic engagement support offered. Examples of coordinator log entries regarding voting, census, or civic engagement follow.

Table 20   Voting, Census, Or Civic Engagement Category

Type of Voting, Census or Civic Engagement	Details of Assistance Provided
Voting information/assistance	- General voting information - Assistance with voting registration - Assistance in locating assigned poll - Encouraging community members to vote

- "I speak to remember how important they were voting."
- "Reminded her to vote on election day. Assisted them by finding their assigned polling location."
- "Made calls to family members and friends to go vote."
- "Reminded her to vote on election day. Assisted them by finding their assigned polling location. Help them register to vote."
- "Reminder calls to community members to go out and vote."
- "This month's coordinator focused their daily weekly check ins to make sure to remind all Parent Mentors the importance of voting."
- "To vote by mail because it's dangerous to go in person."

Other types of assistance totaled 621 instances or 12.1% of all assistance provided. There was a range of assistance categorized as "other" but many appeared to be miscategorized. Of the recorded assistance that did appear to fall under the "other"

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category, much had to do with linking community members to resources and information, including immigration information, medical information, and sharing information regarding holiday gift giveaways and winter clothing help. Other Parent Mentors also provided support to their community by picking up groceries and medication for those who were unable to do so. See Table 21 for a summary of types of other types of assistance offered. Examples of related coordinator log entries follow

Table 21   Other Assistance Category

Other" Assistance	Details of Assistance Provided
Information/linkage to resources	- Providing information regarding medical/health assistance - Providing information for CityKey - Assistance with CityKey application - Information for winter clothing - Information for Christmas gifts giveaways - Providing DACA information - Helped make consular registration appointment - Immigration information/appointments
Running errands	- Grocery shopping for community members - Picking up medication for community members

- "I went to the pharmacy and get her medication."
- "Information about how to get the CityKey."
- "Helped her translate"
- "Helped him find a doctor."
- "She gave information about winter clothing delivery help."
- "I refer him to SWOP for immigration appointment."
- "Information about health assistance."
- "Helped make appointment for consular registration."
- "Helped take care of children at church while parents listened to the bible."
- "Help people get in contact with TRP for DACA application."
- "Provided leadership workshop information."
- "This month coordinators focused their daily & weekly check-ins by connecting all the Parent Mentors with an opportunity to obtain a FREE DESK from fortune brands"
- "Got him information to renew his DACA."
- "X helped her to make an appointment in a Medical Clinic."
- "Helped him find information about his DACA status."

IV.   DISCUSSION

It is well established that parent involvement has a positive impact on student academic outcomes. Research consistently demonstrates when parents are involved in their children's education, students are more likely to attend school regularly, to complete homework, to receive higher grades, and to exhibit more positive behaviors and attitudes. Previous research has also found that in many schools located in low-income communities, parent involvement is low because of real and perceived class, race, cultural, linguistic, and historical barriers (Mapp and Kuttner, 2013).   The Parent Mentor Program of the Parent Engagement Institute has demonstrated success in addressing these barriers and in increasing parent leadership capacities and parent-school-community engagement (Hong 2011; Vidal de Haymes et al., 2019). Previous studies and evaluations of the Parent Mentor Program have documented its efficacy in advancing these goals. The current evaluation study documented the program's continued success in the promotion of parent-school-community engagement and educational and emotional benefits for students, even in the context of the rapid shift to remote learning due to a public health crisis.

In addition, we also found evidence that the Parent Mentor Program supported the realization of many of the Illinois State Board of Education (ISBE) essential instructional recommendations and guiding principles as outlined in the *Remote Learning Recommendations During COVID-19 Emergency* (March 2020) monograph. The Parent Mentor program provided Schools and families direct support in promoting the following practices and principles delineated in the ISBE monograph:

- Districts must seek to implement remote learning that addresses the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most (p. 8).
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them. (p.2)
- Support the whole child -- their mental health, nutritional needs, and safety needs (p.8)
- Parents will need access to clear information and ample resources (p.8).
- Since home will be the new classroom, it is critical that remote learning must work

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in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, districts must ensure that their method of remote learning accounts for…Students whose parents speak a language other than English and cannot assist with homework; Students who have special education needs (e.g., children with an IEP, twice exceptional students); Students who are coping with the illness or loss of a family member; and Students who are struggling with anxiety or depression (pp 9-10).

- Survey families to identify needs and follow through to provide for those needs. (p. 11).
- Encourage parent and child communication about health and wellness: diet, sleep, mental health, and good hygiene (pp. 12-13).
- In addition to providing activities appropriate to students' language proficiency levels, it is recommended that educators consider how to leverage the culturally and linguistically diverse backgrounds of the families. To the extent possible, communication with families of multilingual students should be shared in the home language as well as English. (p. 21).
- Uplifting Family and Community -There are great funds of knowledge within multilingual families and communities that are often overlooked or undervalued as sources to inspire and support learning (p. 22).
- Take the lead on setting up "mutual aid" groups -- networks for families to both say what they need and say what they can offer -- to provide support to each other or set up swaps (e.g., exchanging recipes, books, games) (p. 23).

In short, we found ample proof that the Parent Mentor Program was supporting Illinois schools in meeting the guidance of the State Board of Education in considering the particular family and home context of their students and bridging the family-community-school connection in this moment when the home has become the new primary site for instruction.   Findings from the 11 focus groups that were conducted with Parent Mentors, Program Coordinators, and PEI staff, as well as the analysis of a sample Mutual Aid Logs indicated that the Parent Mentor program played a critical role in keeping parents informed about school changes and distance learning, protecting their families health and emotional well-being, and accessing material and financial resources to address the needs caused by COVID relates job losses, furloughs, and reduced hours.

V. CONCLUSION

The Parent Mentor Program prepares, places, and supports Parent Mentors in physical and virtual classrooms with the goal of enhancing parent engagement in schools, which in turn contributes to academic success of children and youth. These programmatic goals align with state and federal education priorities, as well as considerable research that has demonstrated that parental engagement supports improved academic outcomes and school persistence for children and youth. While the program model is grounded in classroom-based placement of Parent Mentors, for this academic year the model had to modify in response to the instructional changes associated with the COVID-19 pandemic. Clearly, the closing of schools as a public health social distancing measure presented additional challenges in maintaining parent-school-community engagement and the associated academic and socioemotional benefits for students. Yet, this evaluation found that the Parent Mentor program was remarkably flexible, nimble, and resilient in response to this change and in its ability to continue advancing the goals of parent-school/and community engagement and educational and emotional benefits for students, even in the context of the stay-at-home order and shift to remote learning.

Parent Mentors described the difficulty adapting to a new educational environment due to COVID-19 but shared how involvement and experience with the Parent Mentor Program had provided them networks, resources, information, and collaborative relationships and networks within the Parent Mentor Program, the school and community. Their perspectives as parents of students and as Parent Mentors provided insights into the realities of their communities, households, and schools. Parent Mentors and Coordinators shared how they have adapted their work to continue with the Parent Mentor Program objective of parent, school, and community engagement. Although their work has shifted because of the current public health crisis, they continued to foster engagement with parents, schools, and communities, which increased their understanding of what Parent Mentors, and the extended community has had to navigate during COVID-19 and distance learning. Parent Mentors and Coordinators reported that they were able to utilize and build on the parent-school-community engagement they had already cultivated through the program to play important roles as connecting bridges between parents, schools, and community resources.

The Parent Engagement Institute also proved to be very agile in adapting to the evolving needs and challenges presented by the new education environment during the pandemic. They kept the pulse of the diverse communities involved in the parent mentor program through CBO reports and Mutual aid logs, which allowed them to identify needs as they emerged and coordinate responses and resources to address them in partnership with the CBOs, Program Coordinators and Parent. They also used the challenge distance learning pose d for the Parent Mentor Trainings as an opportunity to revise and enhance the curriculum and training offerings and to create a state-wide community and network among the Parent Mentors and organizational partners focused on improving the socioemotional wellbeing and educational outcomes of students.

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Teacher Pre-Survey (Fall 2020)

Please provide answers to the questions to be best of your ability. The data from this survey will be used to improve the program and to report to the funders how the program is doing on selective activities. Please note that we will only look the at overall program results. We will NOT be reporting individual responses.

Please be sure to complete this pre-survey BEFORE a Parent Mentor starts in your classroom.

Please provide the information requested below.

1.   1) Teacher Name (First & Last):

        _____

2.   2) School:

        _____

3.   Grade?

        _____

4.   Bilingual or Monolingual?

Mark only one oval.

◯ Bilingual

◯ Monolingual

5. Contained Classroom or Subject Specialist

Mark only one oval.

◯ Contained Classroom

◯ Subject Specialist

6. 3) School District:

_____

7. 4) Number of students in my classroom:

_____

8. Percentage of students that are English Language Learners (N/A if you work with multiple classes):

_____

9. Percentage of students that have IEPs or special needs (N/A if you work with multiple classes):

_____

10. Percentage of students thatstarted the year below grade level (N/A if you work with multiple classes):

_____

11. Is there another adult who works with your class?

Mark only one oval.

    ⬭ Teaching Assistant

    ⬭ Volunteer (not a Parent Mentor)

    ⬭ Special Education Assistant

    ⬭ Other

12. If you answered "other" above please write in below

_____

13. Is this your first year participating in the Parent Mentor Program?

Mark only one oval.

    ⬭ Yes

    ⬭ No

14. If this is not your first year, how long have you been participating with the Parent Mentor Program

Mark only one oval.

    ⬭ 2nd Year

    ⬭ 3rd Year

    ⬭ 4th Year

    ⬭ 5th Year

    ⬭ More than 5 years

15. I speak English and/or Spanish

Mark only one oval.

◯ English

◯ Spanish

◯ Both

16. If you speak another language besides English or Spanish, please write in below:

_____

17. I have been a teacher for:

Mark only one oval.

◯ 1-2 years

◯ 3-5 years

◯ 5-10 years

◯ 10+ years

18. I have worked at this school for:

Mark only one oval.

◯ 1-2 years

◯ 3-5 years

◯ 5-10 years

◯ 10+ years

19. I currently live in or once lived in the community where the school is located

Mark only one oval.

⬭ Yes

⬭ No

20. I have connections/affiliations with an organization/institution in the community where the school is located.

Mark only one oval.

⬭ Yes

⬭ No

21. In the last week a Parent Mentor helped with my class (e.g. Parent Mentor made family engagement phone calls, outdoor family sessions, and virtual family sessions)

Mark only one oval.

⬭ 5 or more times

⬭ 4 times

⬭ 3 times

⬭ 2 times

⬭ 1 time

⬭ Not yet

22. In the last week, a Parent Mentor assisted students in my class during synchronous learning time?(e.g. Parent Mentor assisted with small group tutoring breakout sessions through Google Classrooms)

Mark only one oval.

○ 5 or more times

○ 4 times

○ 3 times

○ 2 times

○ 1 time

○ Not yet

23. In the last week, I had phone/ Zoom/virtual/text/in person conversations with school parents to discuss their child's progress or behavior.

Mark only one oval.

○ 5 or more times

○ 4 times

○ 3 times

○ 2 times

○ 1 time

○ Not yet

24. In the last week, I had a phone/Zoom/virtual/text/in person conversation with school parents to discuss something other than their child's progress or behavior.

Mark only one oval.

- ◯ 5 or more times
- ◯ 4 times
- ◯ 3 times
- ◯ 2 times
- ◯ 1 time
- ◯ Not yet

25. In the last week, I ask a school parent for a suggestion.

Mark only one oval.

- ◯ 5 or more times
- ◯ 4 times
- ◯ 3 times
- ◯ 2 times
- ◯ 1 time
- ◯ Not yet

26. In the last week, I learned something new about the COVID related needs/impact in the community in which the school is located.

Mark only one oval.

( ) 5 or more times

( ) 4 times

( ) 3 times

( ) 2 times

( ) 1 time

( ) Not yet

27. In the last week, how many parents from your school did you reach out to individually via phone, email, text, social media?

Mark only one oval.

( ) 5 or more times

( ) 4 times

( ) 3 times

( ) 2 times

( ) 1 time

( ) Not yet

28. In the last week, with how many students did you have time to work with in small groups in breakouts for 10 minutes or more during whole class synchronous learning time?

Mark only one oval.

- ( ) 5 or more times
- ( ) 4 times
- ( ) 3 times
- ( ) 2 times
- ( ) 1 time
- ( ) Not yet

29. In the last week, with how many students in your class did a Parent Mentor work with individually or in small groups for 10 minutes or more? (e.g. small group tutoring breakout sessions during synchronous learning time, outdoor family sessions, and virtual family sessions

Mark only one oval.

- ( ) 5 or more times
- ( ) 4 times
- ( ) 3 times
- ( ) 2 times
- ( ) 1 time
- ( ) Not yet

Thank you for your time and leadership!

Teacher Post-Survey (2020 -2021)

Please provide answers to the questions to the best of your ability. The data from this survey will be used to improve the Program and to report to the funders how the Program is doing on selective activities. Please note that we will only look at overall Program results. We will NOT be reporting individual responses.

Please be sure to complete this Post-Survey AFTER a Parent Mentor has finished in your classroom.

Please provide the information requested below.

* Required

1.   Email *

2.   1. Teacher's Name (FIRST & LAST)? *

3.   2. School? *

4.   3. School District? *

5.   4. Grade? *

6. 5. Language? *

Mark only one oval.

◯ Bilingual

◯ Monolingual

7. 6. Classroom Type? *

Mark only one oval.

◯ Contained classroom

◯ Subject specialist

8. 7. Program Introduction? *

Mark only one oval.

◯ YES, I attended a Parent Mentor Program Meet & Greet/orientation at the beginning of the year.

◯ NO, I did not attend Parent Mentor Program Meet & Greet/orientation at the beginning of the year.

Observations Regarding your Parent Mentor

Please check ( ) ONE that most closely corresponds to your experience.

9. 8. On the days they were supposed to be there the Parent Mentor in my classroom:

Mark only one oval.

- ( ) never missed a day in the classroom
- ( ) missed occasionally but always found a way to communicate with me.
- ( ) missed occasionally without notice or explanation.
- ( ) had irregular attendance and made it difficult for me to count on him or her.
- ( ) left mid-semester without notice and I have not heard from him or her since.

10. 9. The Parent Mentor in my classroom spent the majority of his or her time:

Check all that apply.

- [ ] checking / grading homework
- [ ] tutoring students one-on-one
- [ ] leading part of the class in an activity
- [ ] helping organize the classroom
- [ ] providing one-on-one support for tier 2 & 3 students
- [ ] providing one-on-one support for specific subject
- [ ] helping with discipline / disruptions
- [ ] working with small groups of students
- [ ] leading the whole class in an activity
- [ ] providing one-on-one support for language fluency and comprehension
- [ ] Breakout rooms in math
- [ ] Breakout rooms in literacy
- [ ] Leading a whole class activity
- [ ] Preparing materials for class
- [ ] Translating
- Other: [ ] _____

Benefits to Your Classroom

Please check ( ) ALL that apply.

11. 11. The Parent Mentor helped students with their math and reading by:

Mark only one oval.

- ◯ providing one on one tutoring
- ◯ assisting students in need of extra support
- ◯ providing bilingual assistance
- ◯ working with small groups
- ◯ practicing skills and strategies with students
- ◯ did not help in this area
- ◯ Other: _____

12. 12. The Parent Mentor provided students with social-emotional support by:

Mark only one oval.

- ◯ providing positive reinforcement
- ◯ providing bilingual assistance
- ◯ supporting students in need of extra emotional support
- ◯ building positive, meaningful relationships
- ◯ mediating conflicts/difficult behaviors
- ◯ did not help in this area
- ◯ Other: _____

Benefits to the School

Please check ( ) ALL that apply.

13. 14. The Parent Mentor Program helps teachers think of parents as partners in educating children by:

Check all that apply.

- [ ] providing an opportunity for Teachers to engage more with Parents
- [ ] allowing teachers to better understand the Parent's perspective
- [ ] did not help in this area

Other: [ ] _____

14. 15. The Parent Mentor that I hosted helped me gain a better understand of the community by:

Check all that apply.

- [ ] sharing general information and insights
- [ ] sharing his / her perspective / opinion as a Parent
- [ ] keeping me up to date with issues / events
- [ ] helping familiarize myself with resources
- [ ] did not help in this area

Other: [ ] _____

Think About The Last Week...

Please place a check ( ) in the boxes below to indicate your response to each questions.

15. 16. In the last week a Parent Mentor helped with my class (e.g. Parent Mentor made family engagement phone calls, outdoor family sessions and virtual family sessions)

Mark only one oval.

- ◯ 5 or more times
- ◯ 4 times
- ◯ 3 times
- ◯ 2 times
- ◯ 1 time
- ◯ NOT YET

16. 17. In the last week, a Parent Mentor assisted students in my class during synchronous learning time. (e.g. Parent Mentor assisted with small group tutoring breakout sessions through Google Classrooms)

Mark only one oval.

- ◯ 5 or more times
- ◯ 4 times
- ◯ 3 times
- ◯ 2 times
- ◯ 1 time
- ◯ NOT YET

Think about the last WEEK. How many times did you:

17. 18. In the last week, I had phone / Zoom / virtual / text or in person conversations with school parents to discuss their child's progress or behavior.

Mark only one oval.

- ( ) 5 or more times
- ( ) 4 times
- ( ) 3 times
- ( ) 2 times
- ( ) 1 time
- ( ) NOT YET

18. 19. In the last week, I had a phone / Zoom / virtual / text or in person conversation with school parents to discuss something OTHER than their child's progress or behavior.

Mark only one oval.

- ( ) 5 or more times
- ( ) 4 times
- ( ) 3 times
- ( ) 2 times
- ( ) 1 time
- ( ) NOT YET

19. 20. In the last week, I ask a school Parent for a suggestion.

Mark only one oval.

- ⚪ 5 or more times
- ⚪ 4 times
- ⚪ 3 times
- ⚪ 2 times
- ⚪ 1 time
- ⚪ NOT YET

20. 21. In the last week, I learned something new about the COVID related needs / impact in the community in which the school is located.

Mark only one oval.

- ⚪ 5 or more times
- ⚪ 4 times
- ⚪ 3 times
- ⚪ 2 times
- ⚪ 1 time
- ⚪ NOT YET

Thinking about the last WEEK. How many Parents or Students did you:

21. 22. In the last week, how many PARENTS from your school did you reach out to INDIVIDUALLY via phone, email, text or social media?

Mark only one oval.

- ◯ 20+
- ◯ 11-20
- ◯ 6-10
- ◯ 3-5
- ◯ 1-2
- ◯ NONE

22. 23. In the last week, with how many STUDENTS did YOU have time to work with in small groups in breakouts for 10 minutes or more during whole class synchronous learning time? (Not counting test administration.)

Mark only one oval.

- ◯ 20+
- ◯ 11-20
- ◯ 6-10
- ◯ 3-5
- ◯ 1-2
- ◯ NONE

23.   24. In the last week, with how many STUDENTS in your class did a Parent Mentor work with individually or in small groups for 10 minutes or more? (e.g. small group tutoring breakout sessions during synchronous learning time, outdoor family sessions and virtual family sessions

Mark only one oval.

- ⬭ 20+
- ⬭ 11-20
- ⬭ 6-10
- ⬭ 3-5
- ⬭ 1-2
- ⬭ NONE

What kind of activities or training do you recommend for the Parent Mentors?
Please check ( ) ALL that apply

24.   25. What kind of activities or training do you recommend for the Parent Mentors?

Check all that apply.

- ☐ computer / technology skills
- ☐ instructional and engagement practices
- ☐ basic skills and knowledge of subjects taught
- ☐ school / classroom policies
- ☐ classroom management
- ☐ academic support for students
- ☐ personal capacities and dispositions
- ☐ Parent Mentor roles and responsibilities
- ☐ scaffolding skills
- ☐ developmental knowledge and skills
- ☐ Other

25.   26. Hosting a Parent Mentor in the future...

Mark only one oval.

◯ YES, if I have the opportunity in the future, I would like to host a Parent Mentor again

◯ NO, I am not interested in hosting a Parent Mentor in the future

26.   27. We welcome your thoughts and / or suggestions about the Parent Mentor Program.

_____

_____

_____

_____

_____

Thank you for your time and leadership!

FY21 Parent Mentor Pre-Survey / Encuesta Inicial para los Padres Mentores (Fall 2020 / Otoño 2020)

Thank you for participating in this survey..The survey data will be used to improve the program and update funders about program performance. Please keep in mind that we only report general results. We will NOT share individual responses.

Gracias por participar en la encuesta..Los datos de esta encuesta se utilizarán para mejorar el programa y para informar a los financiadores sobre el desempeño del programa. Tenga en cuenta que solo reportaremos los resultados generales del programa. NO reportaremos las respuestas individuales.

* Required

1. 1) FULL Name (The same as it appears on your Social Security Card or ITIN) / Nombre Completo (El mismo que aparece en su tarjeta de Seguro Social o ITIN): *

2. 2) Date / Fecha *

   Example: January 7, 2019

3. 3) Organization / Organización *

Mark only one oval.

- ⬭ The Ace Project
- ⬭ Arab American Family Services (AAFS)
- ⬭ Brighton Park Neighborhood Council (BPNC)
- ⬭ Centro de Trabajadores Unidos (CTU)
- ⬭ Community Development Sustainable Solutions (CDSS)
- ⬭ Decatur Family YMCA
- ⬭ DreAAm Opportunity Center
- ⬭ Elmhurst
- ⬭ Enlace Chicago
- ⬭ Family Focus Aurora (FFA)
- ⬭ Family Focus Englewood (FFE)
- ⬭ Family Focus North Lawndale (FFNL)
- ⬭ Future Ties
- ⬭ Garden of Prayer Youth Center (GOPYC)
- ⬭ Hispanic American Community & Education Services (HACES)
- ⬭ Logan Square Neighborhood Association (LSNA)
- ⬭ Moline Coal Valley Schools
- ⬭ Niles Township ELL Parent Center (Skokie)
- ⬭ Northwest Side Housing Center (NWSHC)
- ⬭ One Northside
- ⬭ Opportunities for All (OFA)
- ⬭ Partnership for Resilience (PFR)
- ⬭ Peoria Friendship House (PFH)
- ⬭ Project Vision
- ⬭ Southwest Organizing Project (SWOP)
- ⬭ Southwest Suburban Immigrant Project (SSIP)
- ⬭ Teamwork Englewood (TWE)
- ⬭ The Resurrection Project (TRP)
- ⬭ The Support Group (TSG)
- ⬭ Westside Health Authority (WHA)

4. 4) School / Escuela *

_____

_____

_____

_____

_____

5. 5) Is this your 1st year as a Parent Mentor? / ¿Es su primer año como Padre Mentor? *

Mark only one oval.

◯ Yes / Sí

◯ No

6. 6) If this is NOT your 1st year as a Parent Mentor, how many years have you participated in the Program? / Si ha participado anteriormente en el programa, indique cuántos años ha completado como Padre Mentor (no incluya este año académico en su recuento)? *

_____

7. 7) TOTAL number of your children / Número TOTAL de sus hijos *

_____

8. 8) Please check the boxes below that corresponds with your child(ren)'s age and enrollment in school. Please check ALL that apply. / Por favor marque en las casillas debajo que correspondan con la edad y la inscripción de su hijo(s) en la escuela. Por favor marque todos los que apliquen: *

Check all that apply.

- [ ] Infant / Toddler (Not in school)
- [ ] Pre-School
- [ ] Elementary
- [ ] Middle School
- [ ] High School
- [ ] College / Vocational School
- [ ] Not in school

9. 9) How many of YOUR children attend the school in which you are serving as a Parent Mentor? ¿Cuántos de SUS hijos asisten a la escuela en la está sirviendo como padre mentor? *

_____

10. 10) My child(ren) are in the Special Education and/or has an IEP / Mi(s) hijo(s) están en las clases de Educación Especial y/o tienen un IEP . *

Mark only one oval.

- ( ) Yes / Sí
- ( ) No

11. 11) My child(ren) are in the Bilingual Classes / Mis hijos están en la clase bilingüe: *

Mark only one oval.

- ( ) Yes / Sí
- ( ) No

12. 12) Marital Status / Estado Civil: *

Mark only one oval.

◯ Single / Soltero(a)

◯ Married or living with a partner / Casado(a) o viviendo con pareja

◯ Divorced / Divorciado(a)

◯ Widowed / Viudo(a)

13. 13) What is your age? / ¿Qué edad tiene? *

Mark only one oval.

◯ Under 22

◯ 23-35

◯ 36-45

◯ Over 45

14. 14) Country of birth / País de nacimiento: *

Mark only one oval.

◯ USA / EEUU

◯ Other / Otro

15. 15) The race or ethnicity that I identify with is / La raza o etnia con la que me identifico es: *

_____

16. **16) I identify as… / Me identifico como: ***

Mark only one oval.

◯ Female / Femenino

◯ Male / Masculino

◯ Non-Binary / No-Binario

17. **17) Language(s) I speak / Idiomas que hablo: ***

Check all that apply.

☐ English / Ingles

☐ Spanish / Español

☐ Other / Otro

18. **18) Years lived in Illinois / Años vividos en Illinois: ***

Mark only one oval.

◯ 1-5

◯ 6-10

◯ 11-15

◯ 15+

19. **Do you rent or own your home? / ¿Usted alquila o es dueño de su casa? ***

Mark only one oval.

◯ Rent / Aliquila

◯ Owner / Dueño

◯ Other

20. 19) Education you completed / Educación que completó: *

Mark only one oval.

- ⚪ Elementary /Primaria
- ⚪ Middle School / Secundaria
- ⚪ High School / Bachillerato
- ⚪ Some College / Algunas Clases Universitarias
- ⚪ Vocational School or Certificate / Vocacional o Certificado
- ⚪ Associate's Degree / Asociado
- ⚪ Bachelor's Degree / Licenciatura
- ⚪ Master's Degree or higher / Maestría o Superior

21. 20) I am CURRENTLY enrolled in / Actualmente estoy inscrito en: *

Mark only one oval.

- ⚪ English Classes / Clases de Ingles
- ⚪ GED
- ⚪ College / Universidad
- ⚪ Technical / Técnico
- ⚪ Other / Otro
- ⚪ None / Ninguno
- ⚪ Other: _____

22. 21) I am CURRENTLY employed (NOT including the Parent Mentor roll) / ACTUALMENTE estoy trabajando (sin incluir el rol de Padres Mentor) *

Mark only one oval.

- ⚪ Yes / Sí
- ⚪ No

23. Type of employment or work/ Tipo de trabajo *

_____

24. 22) Please place a check in the boxes that apply to how your employment status has been impacted by the Covid-19 pandemic. / Por favor marque en las casillas que aplican a cómo su situación laboral se ha visto afectada por la pandemia de Covid-19. *

Mark only one oval.

◯ Not Impacted / Empleo no afectado

◯ I am now working from home / Ahora estoy trabajando desde casa

◯ I have lost my job or have been furloughed / Me han dado de baja

◯ My hours have been reduced / Mis horas se han reducido

25. 23) Place a check in the boxes that apply to how your childcare has been impacted by the Covid-19 pandemic. / Por favor marque en las casillas que aplican a cómo su cuidado infantil se ha visto afectado por la pandemia de Covid-19. *

Mark only one oval.

◯ It has not been impacted / No ha sido impactado

◯ I lack childcare / Me falta cuidado de niños

◯ I am caring for other people's children / Estoy cuidando a los hijos de otras personas

◯ I am participating in a learning pod / Estoy participando en un grupo de aprendizaje

26. 24) I have adequate and reliable internet access in my home. / Tengo acceso a Internet adecuado y confiable en mi hogar. *

Mark only one oval.

◯ Yes / Sí

◯ No

27. 25) I have sufficient understanding of the electronic learning platforms to support my child's study at home during distance learning. / Siento que tengo suficiente conocimiento de las plataformas de aprendizaje electrónico para apoyar el estudio de mi hijo en casa durante el aprendizaje a distancia. *

Mark only one oval.

◯ Yes / Sí

◯ No

28. 26) Each child in my household has their own tablet or electronic device to support online learning. / Cada niño de mi hogar tiene su propia tableta o dispositivo electrónico para apoyar el aprendizaje en línea. *

Mark only one oval.

◯ Yes / Sí

◯ No

ACTIVITIES AND RELATIONSHIPS WITH YOUR CHILD(REN) AND SCHOOL COMMUNITY / ACTIVIDADES Y RELACIONES CON SU HIJO(S) Y COMUNIDAD ESCOLAR

For the following questions consider: 1) The school in which you are a Parent Mentor and 2) the last MONTH. On average, how many times a WEEK did you…? Please place a check in the boxes below to indicate your response to each question.

Para las siguientes preguntas, considere: 1) La escuela en la que es un Padre Mentor y 2) el último MES. En promedio, ¿cuántas veces en una semana…? Por favor, marque en las casillas debajo para indicar su respuesta a cada pregunta.

29. 27) On average, how many times a week did you communicate with your child(ren)'s teacher(s)? / En promedio, ¿cuántas veces en una semana se comunicó con la maestro/a de su hijo(s)?

Mark only one oval.

- ( ) 5 times or more / 5 veces o más
- ( ) 4 times / 4 veces
- ( ) 3 times / 3 veces
- ( ) 2 times / 2 veces
- ( ) 1 time / 1 vez
- ( ) None / Ninguno

30. 28) On average, how many times a week did you communicate with your child(ren)'s teacher(s) about how she/he is doing academically? / En promedio, ¿cuántas veces en una semana se comunicó con el maestro / la maestra acerca de cómo le está yendo académicamente a su hijo(a)s en la escuela?

Mark only one oval.

- ( ) 5 times or more / 5 veces o más
- ( ) 4 times / 4 veces
- ( ) 3 times / 3 veces
- ( ) 2 times / 2 veces
- ( ) 1 time / 1 vez
- ( ) None / Ninguno

31. 29) On average, how many times a week did you communicate with the school principal? / En promedio, ¿cuántas veces en una semana se comunicó con el director / la directora de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None/ Ninguno

32. 30) On average, how many times a week did you communicate with other Parents from the school? / En promedio, ¿cuántas veces en una semana se comunicó con otros Padres de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None/ Ninguno

33. 31) On average, how many times a week did you spend time tutoring small groups of students in breakout sessions during synchronous learning time or conducting outdoor or virtual family sessions. / ¿Cuántas veces a la semana dedicó tiempo a trabajar con grupos pequeños de estudiantes en sesiones grupales durante el tiempo de aprendizaje sincrónico o dirigiendo sesiones familiares virtuales o al aire libre?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ None/ Ninguno

34. 32) On average, how many times a week did you help your child(ren) with schoolwork at home or online? / En promedio, ¿cuántas veces a la semana ayudó a su(s) hijo(s) con tareas escolares en casa o en línea?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ None / Ninguno

35. 33) On average, how many times a week did you read with your child(ren) at home or online? / En promedio, ¿cuántas veces a la semana leyó con su(s) hijo(s) en casa o en línea?

Mark only one oval.

- ( ) 5 times or more / 5 veces o más
- ( ) 4 times / 4 veces
- ( ) 3 times / 3 veces
- ( ) 2 times / 2 veces
- ( ) 1 time / 1 vez
- ( ) None / Ninguno

36. 34) On average, how many times a week did you have a conversation with your child(ren)? / En promedio, ¿cuántas veces a la semana usted tuvo una conversación con su(s) hijo(s)?

Mark only one oval.

- ( ) 5 times or more / 5 veces o más
- ( ) 4 times / 4 veces
- ( ) 3 times / 3 veces
- ( ) 2 times / 2 veces
- ( ) 1 time / 1 vez
- ( ) None / Ninguno

37. 35) On average, how many times a week did you have a conversation with your child about his / her thoughts or feelings about school? / En promedio, ¿cuántas veces a la semana tuvo una conversación con su hijo(a) acerca de sus pensamientos / sentimientos sobre la escuela?

Mark only one oval.

⬭ 5 times or more / 5 veces o más

⬭ 4 times / 4 veces

⬭ 3 times / 3 veces

⬭ 2 times / 2 veces

⬭ 1 time / 1 vez

⬭ None/ Ninguno

38. 36) On average, how many times a week did you lead a creative activity with your child(ren)? / En promedio, ¿cuántas veces a la semana llevó a cabo una actividad creativa con su(s) hijo(s)?

Mark only one oval.

⬭ 5 times or more / 5 veces o más

⬭ 4 times / 4 veces

⬭ 3 times / 3 veces

⬭ 2 times / 2 veces

⬭ 1 time / 1 vez

⬭ None/ Ninguno

39. 37) On average, how many times a week did you attend a school parent committee meeting in person or online? / En promedio, ¿cuántas veces a la semana asistió en manera presencial o en línea a una reunión del comité de padres de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None / Ninguno

40. 38) On average, how many times a week did you help lead or plan a school committee meeting in person or online? / En promedio, ¿cuántas veces a la semana ayudó a dirigir o planificar una reunión del comité escolar en manera presencial o en línea?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None / Ninguno

41. 39) On average, how many times a week did you help plan a school event o activity in person or online? / En promedio, ¿cuántas veces a la semana ayudó a planificar un evento o actividad escolar en manera presencial o en línea?

Mark only one oval.

○ 5 times or more / 5 veces o más

○ 4 times / 4 veces

○ 3 times / 3 veces

○ 2 times / 2 veces

○ 1 time / 1 vez

○ None / Ninguno

42. 40) On average, how many times a week did you attend a meeting or event in the community in person or online? / En promedio, ¿cuántas veces a la semana asistió a una reunión o evento en la comunidad en manera presencial o en línea?

Mark only one oval.

○ 5 times or more / 5 veces o más

○ 4 times / 4 veces

○ 3 times / 3 veces

○ 2 times / 2 veces

○ 1 time / 1 vez

○ None / Ninguno

43. 41) On average, how many times did you deliver books or learning materials to a child in your school or community? / En promedio, ¿cuántas veces entregó libros o materiales de aprendizaje a un niño en su escuela o comunidad?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None / Ninguno

44. 42) On average, how many times a week did you share information about the school or a community resource with another parent or neighbor? / En promedio, ¿cuántas veces a la semana compartió información sobre la escuela o un recurso comunitario con otro padre de la escuela o un vecino?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None / Ninguno

45. 43) On average, how many times a week did you run an errand, complete a chore or directly help a neighbor or another parent from the school? / En promedio, ¿cuántas veces a la semana pasada hiciste un mandado, completaste una tarea o ayudaste directamente a un vecino u otro padre de la escuela?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ None / Ninguno

46. 44) On average, how many times a week did you provide emotional support or share information about a mental health community resource to another parent or neighbor? / En promedio, ¿cuántas veces a la semana compartió apoyo emocional o información sobre un recurso comunitario de salud mental a otro padre de la escuela o un vecino?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ None / Ninguno

Relationships with Teachers, Parents and Neighbors / Relaciones con Maestros, Padres y Vecinos

When answering the following questions consider: 1) the school in which you are a Parent Mentor and 2) the last MONTH. On average, how many parents, teachers, or neighbors a WEEK did you... Please place a check in the boxes below to indicate your response to each of the questions.

Al responder las siguientes preguntas, considere: 1) la escuela en la que es un Padre Mentor y 2) el último MES. En promedio, ¿cuántos maestro(a)s, padres, or vecinos por semana usted... Por favor, marque en las casillas debajo para indicar su respuesta a cada pregunta.

Think about the last MONTH and the school in which you are a Parent Mentor. On average, how many parents or teachers a WEEK did you... / Piense en el último MES y en la escuela en que es un Padre Mentor. En promedio, ¿cuántos maestro(a)s o padres por SEMANA usted...

47.   45) On average, how many Parents in the school did you communicate with via phone, email, Zoom, WhatsApp, text, or social media in a WEEK? / En promedio, ¿con cuántos Padres en la escuela se comunicó por teléfono, correo electrónico, Zoom, WhatsApp, texto o redes sociales en una SEMANA?

Mark only one oval.

◯ 20 or More / 20 o más

◯ 11-20

◯ 6-10

◯ 3-5

◯ 1-2

◯ None/ Ninguno

48. 46) On average, how many Teachers in the school did you communicate with in person, by phone, emails, Zoom, WhatsApp, text or social media in a WEEK? / En promedio, ¿con cuántos Maestros en la escuela se comunicó por teléfono, correo electrónico, Zoom, WhatsApp, texto, redes sociales o en manera presencial en una SEMANA?

Mark only one oval.

◯ 20 or More / 20 o más

◯ 11-20

◯ 6-10

◯ 3-5

◯ 1-2

◯ None/ Ninguno

49. 47) INTENTIONALLY LEFT BLANK (PLEASE SKIP)

Perceptions Regarding School, Community, Social Capital, and Self / Percepciones Sobre la Escuela, la Comunidad, y Capital Social y Sí Mismo

Please select the response that most closely reflects your level of agreement with the statement. For each of the statement, please indicate whether you "strongly agree," "agree," "neither agree nor disagree," "disagree," or "strongly disagree." Don't spend too much time on any question. Simply record your first impression. Please place a check in the boxes below to indicate your response to each question.

Por favor, seleccione la respuesta que mejor refleje su nivel de acuerdo con la declaración. Para cada una de las siguientes afirmaciones, indique si está "completamente de acuerdo", "de acuerdo", "ni de acuerdo ni en desacuerdo", "en desacuerdo" o "completamente en desacuerdo." No gaste demasiado tiempo en cualquier pregunta. Simplemente indique su primera impresión. Por favor, marque en las casillas debajo para indicar su respuesta a cada pregunta.

Please select the response that most closely reflects your level of agreement with the statement. Por favor, seleccione la respuesta que mejor refleje su nivel de acuerdo con la declaración.

50. 48) I feel like I am a part of/connected to my child's school. / Siento que soy parte de/tengo conexión con la escuela de mi hijo(a).

Mark only one oval.

◯ Strongly Disagree / Completamente Desacuerdo

◯ Disagree / Desacuerdo

◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

◯ Agree / De Acuerdo

◯ Strongly Agree / Completamente de Acuerdo

51. 49) I am knowledgeable about the importance of parent-school relationship. / Estoy bien informado(a) sobre la importancia de la relación entre los padres y la escuela. .

Mark only one oval.

◯ Strongly Disagree / Completamente Desacuerdo

◯ Disagree / Desacuerdo

◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

◯ Agree / De Acuerdo

◯ Strongly Agree / Completamente de Acuerdo

52. 50) I feel like I am part of, or connected to the local community. / Siento que soy parte de, o tengo conexión con la comunidad local.

Mark only one oval.

◯ Strongly Disagree / Completamente Desacuerdo

◯ Disagree / Desacuerdo

◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

◯ Agree / De Acuerdo

◯ Strongly Agree / Completamente de Acuerdo

53. 51) I feel confident in my ability as a leader at work, in my community, and/or in places I volunteer. / Me siento seguro(a) con mí habilidad de liderazgo en mi trabajo, comunidad, y/o lugares donde hago un voluntariado.

Mark only one oval.

- ◯ Strongly Disagree / Completamente Desacuerdo
- ◯ Disagree / Desacuerdo
- ◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ◯ Agree / De Acuerdo
- ◯ Strongly Agree / Completamente de Acuerdo

54. 52) My family and/or I frequently participate in local activities and/or organizations. (Can be virtual.) / Mi familia y/o yo frecuentemente participamos en actividades locales y/o organizaciones. (Puede ser virtual.)

Mark only one oval.

- ◯ Strongly Disagree / Completamente Desacuerdo
- ◯ Disagree / Desacuerdo
- ◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ◯ Agree / De Acuerdo
- ◯ Strongly Agree / Completamente de Acuerdo

55. 53) I am knowledgeable about community resources (organizations, where to get services & help). / Estoy bien informado(a) sobre recursos comunitarios (organizaciones, donde recibir servicios y ayuda).

Mark only one oval.

○ Strongly Disagree / Completamente Desacuerdo

○ Disagree / Desacuerdo

○ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

○ Agree / De Acuerdo

○ Strongly Agree / Completamente de Acuerdo

56. 54) I am connected to community organizations that can provide help and support when I need it. / Tengo conexión con organizaciones en mi comunidad que pueden proveer ayuda y apoyo cuando lo necesito.

Mark only one oval.

○ Strongly Disagree / Completamente Desacuerdo

○ Disagree / Desacuerdo

○ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

○ Agree / De Acuerdo

○ Strongly Agree / Completamente de Acuerdo

THANK YOU / GRACIAS

Thank you for participating in this survey. We will keep all survey results confidential. / Gracias por participar en el cuestionario. Mantendremos todos los resultados de la encuesta de manera confidencial.

Parent Mentor Post-Survey / Encuesta Final para los Padres Mentores (2020 / 2021)

Thank you for participating in this survey. The survey data will be used to improve the program and update funders about program performance. Please keep in mind that we only report general results. We will not share individual responses.

Gracias por participar en la encuesta. Los datos de esta encuesta se utilizarán para mejorar el programa y para informar a los financiadores sobre el desempeño del programa. Tenga en cuenta que solo reportaremos los resultados generales del programa. No reportaremos las respuestas individuales.

* Required

1. 1) FULL Name (The same as it appears on your Social Security Card or ITIN) / Nombre COMPLETO (El mismo que aparece en su tarjeta de Seguro Social o ITIN): *

   _____

2. 2. Date / Fecha: *

   _____

   Example: January 7, 2019

3. 3. School / Escuela: *

   _____

4. 4. Grade & Room # / Grado y # de Salón: *

   _____

5. 5. Coordinating Organization / Organización Coordinadora: *

Mark only one oval.

- ( ) The ACE Project
- ( ) Arab American Family Services (AAFS)
- ( ) Brighton Park Neighborhood Council (BPNC)
- ( ) Centro de Trabajadores Unidos (CTU)
- ( ) Community Development Sustainable Solutions (CDSS)
- ( ) Decatur Family YMCA
- ( ) Elmhurst
- ( ) Enlace Chicago
- ( ) Family Focus Aurora (FFA)
- ( ) Family Focus Aurora (Nuestra Familia)
- ( ) Family Focus Englewood (FFE)
- ( ) Family Focus North Lawndale (FFNL)
- ( ) Future Ties
- ( ) Garden of Prayer Youth Center (GOPYC)
- ( ) Hispanic American Community & Education Services (HACES)
- ( ) Logan Square Neighborhood Association (LSNA)
- ( ) Moline Coal Valley Schools
- ( ) Niles Township ELL Parent Center (Skokie)
- ( ) Northwest Side Housing Center (NWSHC)
- ( ) One Northside
- ( ) Opportunities for All (OFA)
- ( ) Partnership for Resilience (PFR)
- ( ) Peoria Friendship House (PFH)
- ( ) Project Vision
- ( ) Southwest Organizing Project (SWOP)
- ( ) Southwest Suburban Immigrant Project (SSIP)
- ( ) Teamwork Englewood (TWE)
- ( ) The Resurrection Project (TRP)
- ( ) The Support Group (TSG)
- ( ) Westside Health Authority (WHA)

○ Westside Health Authority (WHA)

○ DREAAM

ACTIVITIES AND RELATIONSHIPS WITH YOUR CHILD(REN) AND SCHOOL COMMUNITY / ACTIVIDADES Y RELACIONES CON SU HIJO(S) Y COMUNIDAD ESCOLAR

For the following questions consider: 1) the school in which you are a Parent Mentor and 2) the last MONTH. On average, how many times a WEEK did you…? Please place a check ( ) in the boxes below to indicate your response to each question.

Para las siguientes preguntas, considere: 1) la escuela en la que es un Padre Mentor y 2) el último MES. En promedio, ¿cuántas veces en una semana…? Por favor, marque ( ) en las casillas debajo para indicar su respuesta a cada pregunta.

Think about the last MONTH and the school in which you are Parent Mentor. On average, how many times a WEEK did you… Piense en el último MES y en la escuela en que es un Padre Mentor. En promedio, ¿cuántas veces en una semana...

6. 6. On average, how many times a week did you communicate with your child/ren's teacher/s? En promedio, ¿cuántas veces en una semana se comunicó con la maestro/a de su hijo(s)?

Mark only one oval.

○ 5 times or more / 5 veces o más

○ 4 times / 4 veces

○ 3 times / 3 veces

○ 2 times / 2 veces

○ 1 time / 1 vez

○ NONE / Ninguno

7. 7. On average, how many times a week did you communicate with your child/ren's teacher/s about how she/he is doing academically? En promedio, ¿cuántas veces en una semana se comunicó con el maestro/la maestra acerca de cómo le está yendo académicamente a su hijo(a) en la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

8. 8. On average, how many times a week did you communicate with the school principal? En promedio, ¿cuántas veces en una semana se comunicó con el director / la directora de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

9. 9. On average, how many times a week did you communicate with other parents from the school? En promedio, ¿cuántas veces en una semana se comunicó con otros padres de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

10. 10) On average, how many times a week did you spend time tutoring small groups of students in breakout sessions during synchronous learning time or conducting outdoor or virtual family sessions. / ¿Cuántas veces a la semana dedicó tiempo a trabajar con grupos pequeños de estudiantes en sesiones grupales durante el tiempo de aprendizaje sincrónico o dirigiendo sesiones familiares virtuales o al aire libre?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ None/ Ninguno

11. 11. On average, how many times a week did you help your child/ren with schoolwork at home / online? En promedio, ¿cuántas veces a la semana ayudó a su(s) hijo(s) con tareas escolares en casa / en línea?

Mark only one oval.

- ⬭ 5 times or more / 5 veces o más
- ⬭ 4 times / 4 veces
- ⬭ 3 times / 3 veces
- ⬭ 2 times / 2 veces
- ⬭ 1 time / 1 vez
- ⬭ NONE / Ninguno

12. 12. On average, how many times a week did you read with your child/ren at home / online? En promedio, ¿cuántas veces a la semana leyó con su(s) hijo(s) en casa / en línea?

Mark only one oval.

- ⬭ 5 times or more / 5 veces o más
- ⬭ 4 times / 4 veces
- ⬭ 3 times / 3 veces
- ⬭ 2 times / 2 veces
- ⬭ 1 time / 1 vez
- ⬭ NONE / Ninguno

13. 13. On average, how many times a week did you have a conversation with your child/ren? En promedio, ¿cuántas veces a la semana usted tuvo una conversación con su(s) hijo(s)?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

14. 14. On average, how many times a week did you have a conversation with your child about his / her thoughts or feelings about school? En promedio, ¿cuántas veces a la semana tuvo una conversación con su hijo(a) acerca de sus pensamientos / sentimientos sobre la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

15.   15. On average, how many times a week did you lead a creative activity with your child/ren? En promedio, ¿cuántas veces a la semana llevó a cabo una actividad creativa con su(s) hijo(s)?

Mark only one oval.

- ⬭ 5 times or more / 5 veces o más
- ⬭ 4 times / 4 veces
- ⬭ 3 times / 3 veces
- ⬭ 2 times / 2 veces
- ⬭ 1 time / 1 vez
- ⬭ NONE / Ninguno

16.   16. On average, how many times a week did you attend a school parent committee meeting in person or online? En promedio, ¿cuántas veces a la semana asistió en manera presencial o en línea a una reunión del comité de padres de la escuela?

Mark only one oval.

- ⬭ 5 times or more / 5 veces o más
- ⬭ 4 times / 4 veces
- ⬭ 3 times / 3 veces
- ⬭ 2 times / 2 veces
- ⬭ 1 time / 1 vez
- ⬭ NONE / Ninguno

17. 17. On average, how many times a week did you help lead or plan a school committee meeting in person or online? En promedio, ¿cuántas veces a la semana ayudó a dirigir o planificar una reunión del comité escolar en manera presencial o en línea?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ NONE / Ninguno

18. 18. On average, how many times a week did you help plan a school event/activity in person or online? En promedio, ¿cuántas veces a la semana ayudó a planificar un evento / actividad escolar en manera presencial o en línea?

Mark only one oval.

- ◯ 5 times or more / 5 veces o más
- ◯ 4 times / 4 veces
- ◯ 3 times / 3 veces
- ◯ 2 times / 2 veces
- ◯ 1 time / 1 vez
- ◯ NONE / Ninguno

19. 19. On average, how many times a week did you attend a meeting/event in the community in person or online? En promedio, ¿cuántas veces a la semana asistió a una reunión / evento en la comunidad en manera presencial o en línea?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

20. 20. On average, how many times did you deliver books or learning materials to a child in your school or community? En promedio, ¿cuántas veces entregó libros o materiales de aprendizaje a un niño en su escuela o comunidad?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

21. 21. On average, how many times a week did you share information about the school or a community resource with another parent or neighbor? En promedio, ¿cuántas veces a la semana compartió información sobre la escuela o un recurso comunitario con otro padre de la escuela o un vecino?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

22. 22. On average, how many times a week did you run an errand, complete a chore or directly helped a neighbor or another parent from the school? En promedio, ¿cuántas veces a la semana pasada hiciste un mandado, completaste una tarea o ayudaste directamente a un vecino u otro padre de la escuela?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

23. 23. On average, how many times a week did you provide emotional support or share information about a mental health community resource to another parent or neighbor? En promedio, ¿cuántas veces a la semana compartió apoyo emocional o información sobre un recurso comunitario de salud mental a otro padre de la escuela o un vecino?

Mark only one oval.

◯ 5 times or more / 5 veces o más

◯ 4 times / 4 veces

◯ 3 times / 3 veces

◯ 2 times / 2 veces

◯ 1 time / 1 vez

◯ NONE / Ninguno

Relationships with Teachers, Parents and Neighbors / Relaciones con Maestros, Padres y Vecinos

When answering the following questions consider: 1) The school in which you are a Parent Mentor and 2) the last MONTH. On average, how many Parents, Teachers, or neighbors a WEEK did you... Please place a check ( ) in the boxes below to indicate your response to each of the questions.

Al responder las siguientes preguntas, considere: 1) la escuela en la que es un Padre Mentor y 2) el último MES. En promedio, ¿cuántos maestro(a)s, padres, or vecinos por semana usted... Por favor, marque ( ) en las casillas debajo para indicar su respuesta a cada pregunta.

24. 24. On average, how many Parents in the school did you communicate with via phone, email, Zoom, WhatsApp, text or social media in a WEEK? En promedio, ¿con cuántos Padres en la escuela se comunicó por teléfono, correo electrónico, Zoom, WhatsApp, texto o redes sociales en una SEMANA?

Mark only one oval.

- ⬭ 20 or more / 20 o más
- ⬭ 11-20
- ⬭ 6-10
- ⬭ 3-5
- ⬭ 1-2
- ⬭ NONE / Ninguno

25. 25. On average, how many Teachers in the school did you communicate with in person by phone, emails, Zoom, WhatsApp, text or social media in a WEEK? En promedio, ¿con cuántos maestros en la escuela se comunicó por teléfono, correo electrónico, Zoom, WhatsApp, texto, redes sociales o en manera presencial en una SEMANA?

Mark only one oval.

- ⬭ 20 or more / 20 o más
- ⬭ 11-20
- ⬭ 6-10
- ⬭ 3-5
- ⬭ 1-2
- ⬭ NONE / Ninguno

Perceptions Regarding School, Community, Social Capital and Self / Percepciones Sobre la Escuela, la Comunidad y Capital Social y Sí Mismo	Please select the response that most closely reflects your level of agreement with the statement. For each of the statement, please indicate whether you "strongly agree," "agree," "neither agree nor disagree," "disagree," or "strongly disagree." Don't spend too much time on any question. Simply record your first impression. Please place a check ( ) in the boxes below to indicate your response to each question. Por favor, seleccione la respuesta que mejor refleje su nivel de acuerdo con la declaración. Para cada una de las siguientes afirmaciones, indique si está "completamente de acuerdo", "de acuerdo", "ni de acuerdo ni en desacuerdo", "en desacuerdo" o "completamente en desacuerdo." No gaste demasiado tiempo en cualquier pregunta. Simplemente indique su primera impresión. Por favor, marque ( ) en las casillas debajo para indicar su respuesta a cada pregunta.

26.   26. I feel like I am a part of / connected to my child's school. Siento que soy parte de / tengo conexión con la escuela de mi hijo(a).

Mark only one oval.

- ⬭ Strongly Disagree / Completamente Desacuerdo
- ⬭ Disagree / Desacuerdo
- ⬭ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ⬭ Agree / De Acuerdo
- ⬭ Strongly Agree / Completamente De Acuerdo

27.   27. I am knowledgeable about the importance of parent-school relationships. Estoy bien informado(a) sobre la importancia de la relaciónes entre los padres y la escuela.

Mark only one oval.

- ⬭ Strongly Disagree / Completamente Desacuerdo
- ⬭ Disagree / Desacuerdo
- ⬭ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ⬭ Agree / De Acuerdo
- ⬭ Strongly Agree / Completamente De Acuerdo

28. 28. I feel like I am part of / or connected to the local community. Siento que soy parte de / o tengo conexión con la comunidad local.

Mark only one oval.

○ Strongly Disagree / Completamente Desacuerdo

○ Disagree / Desacuerdo

○ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

○ Agree / De Acuerdo

○ Strongly Agree / Completamente De Acuerdo

29. 29. I feel confident in my ability as a leader at work my community and / or places I volunteer. Me siento seguro(a) con mí habilidad de liderazgo en mi trabajo, comunidad, y / o lugares donde hago un voluntariado.

Mark only one oval.

○ Strongly Disagree / Completamente Desacuerdo

○ Disagree / Desacuerdo

○ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

○ Agree / De Acuerdo

○ Strongly Agree / Completamente De Acuerdo

30. 30. My family and / or I frequently participate in local activities and / or organizations. (Can be virtual.) Mi familia y / o yo frecuentemente participamos en actividades locales y / o organizaciones. Puede ser virtual.

Mark only one oval.

○ Strongly Disagree / Completamente Desacuerdo

○ Disagree / Desacuerdo

○ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

○ Agree / De Acuerdo

○ Strongly Agree / Completamente De Acuerdo

31. 31. I am knowledgeable about community resources (organizations, where to get services & help). Estoy bien informado(a) sobre recursos comunitarios (organizaciones, donde recibir servicios y ayuda).

Mark only one oval.

- ◯ Strongly Disagree / Completamente Desacuerdo
- ◯ Disagree / Desacuerdo
- ◯ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ◯ Agree / De Acuerdo
- ◯ Strongly Agree / Completamente De Acuerdo

32. 32. I am connected to community organizations that can provide help and support when I need it. Tengo conexión con organizaciones en mi comunidad que pueden proveer ayuda y apoyo cuando lo necesito.

Mark only one oval.

- ◯ Strongly Disagree / Completamente Desacuerdo
- ◯ Disagree / Desacuerdo
- ◯ Option Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ◯ Agree / De Acuerdo
- ◯ Strongly Agree / Completamente De Acuerdo

Your Personal Growth and Goals / Sus Metas Personales

33. 33. What type of goal did you set for yourself at the beginning of the year? Check ( ) one¿Qué tipo de meta se propuso al inicio del año ? Marque ( ) solo una opción.

Mark only one oval.

- ( ) Improve physical and/or emotional health / Mejorar la salud física y / o emocional
- ( ) Improve Parenting practice/strategies / Mejorar prácticas / estrategias para parentales
- ( ) Take a class or go back to school / Tomar una clase o regresar a la escuela
- ( ) Complete Parent Mentor program / Completar el programa de Padres Mentores
- ( ) Participate in the school over and above what is required by the Parent Mentor program /
- ( ) Participar en la escuela más allá de lo requerido por el programa de Padres Mentores
- ( ) Get a job/get a promotion / Conseguir un trabajo / obtener una promoción laboral
- ( ) Start a business / Iniciar un negocio
- ( ) Better manage my finances (save money, lower debt, improve credit score) /
- ( ) Mejor administración de mis finanzas (ahorrar dinero, reducir deuda, mejorar puntaje de crédito)
- ( ) Learn/practice a new skill / Aprender/practicar una nueva habilidad

34. 34. As of today, what is the status of your goal? A partir de hoy, ¿cuál es el estado de su objetivo?

Mark only one oval.

- ( ) I reached my goal. / Alcancé mi meta.
- ( ) I made some progress reaching my goal. / Hice algunos avances para alcanzar mi meta.
- ( ) I was not able to make progress on my goal. / No pude avanzar en mi objetivo.

35.   35. OPTIONAL: If you did not reach your goal, why?/ OPCIONAL: si no alcanzaste tu meta, porque?

_____

_____

_____

_____

_____

36.   36. Optional: What would help you make more progress? / Opcional: ¿qué le ayudaría a progresar más?

_____

37.   37. Do you currently have a job? ¿Esta trabajando ahora?

Mark only one oval.

◯ Yes/Sí

◯ No

38.   38. If you do have a job, what kind of job do you have? / Si tiene un trabajo, ¿qué tipo de trabajo tiene?

_____

39.   39. Are you looking for a job? / ¿Esta buscando un trabajo?

Mark only one oval.

◯ Yes/Sí

◯ No

40. 40. Classes you are taking now or already took during this academic year. Check ( ) all that apply.Clases que este tomando ahora o tomó durante el año. Marque ( ) todo lo que corresponda.

Check all that apply.

- [ ] English/Inglés
- [ ] GED in English/GED en ingles
- [ ] GED in Spanish/GED en español
- [ ] Computers/Computadoras
- [ ] Sewing/Costura
- [ ] Fitness/Ejercicio
- [ ] Music/Música
- [ ] Dance/Baile
- [ ] Art/Arte
- [ ] College/Universidad
- [ ] Technical/Técnico
- [ ] Option 12

Other: [ ] _____

41. 41. In the last year, I have grown and feel…. Check ( ) all that apply. En el último año, he crecido y siento… Marque ( ) todo lo que corresponda.

Check all that apply.

- [ ] better about myself / mejor conmgo mismo
- [ ] that I am more motivated to do things / que estoy más motivado para hacer cosas
- [ ] more confident as a parent / más seguro como padre
- [ ] that I am able to communicate better with my family / que puedo comunicarme mejor con mi familia
- [ ] that I have a better understanding of how a school and/or the school system works / que entiendo mejor cómo funciona una escuela y / o el sistema escolar
- [ ] that I gained a better understanding of an issue or issues affecting my community (outside of the school) / que obtuve una mejor comprensión de un problema o problemas que afectan mi comunidad (fuera de la escuela)
- [ ] that I can express my thoughts and feelings more clearly / que puedo expresar mis pensamientos y sentimientos más claramente
- [ ] None/Ninguno

Other: [ ] _____

42. 42. What are your goals for the next two years? Check (   ) all that apply. ¿Cuáles son sus metas para los próximos dos años? Marque (   ) todo lo que corresponda.

Check all that apply.

☐ Apply again to the Parent Mentor program / Aplicar nuevamente al programa de Padres Mentores

☐ Volunteer at my child(rens) school(s) / Hacer trabajo voluntario en la(s) escuela(s) de mi(s) hijo(s)

☐ Take classes-go to school / Tomar clases - asistir a la escuela

☐ Get my GED / Completar GED

☐ Get a job or start a business / Conseguir un trabajo o iniciar un negocio

☐ Improve my English / Mejorar mi inglés

☐ Improve my relationship with my family / Mejorar mi relación con mi familia

☐ Improve my emotional health / Mejorar mi salud emocional

☐ None/Ninguno

Other: ☐ _____

43. 43. Participating in the Parent Mentor program helped me set goals for the future because / Participar en el programa de Padres Mentores me ayudó a establecer metas para el futuro porque

Check all that apply.

☐ I feel more confident in myself / Me siento más seguro de mi mismo

☐ Others believe in me / Otros creen en mí

☐ I was inspired by someone I met who has a similar life experience / Fui inspirado por alguien que conocí que tiene experiencia de vida parecida a la mía

☐ I learned that there are resources out there to help me / Aprendí que hay recursos disponibles para ayudarme

☐ I made friends and we support each other / Hice amigos y nos apoyamos mutuamente

☐ The Parent Mentor Program exposed me to something new / El Programa de Padres Mentores me expuso a algo nuevo

☐ Participating in the Parent Mentor Program did not motivate me to set goals / Participar en el Programa de Padres Mentores no me motivó a establecer metas

Other: ☐ _____

The Parent Mentor Program and the Covid-19 Pandemic

44. 44. Being a part of the Parent Mentor Program prepared me to help my own kids with remote learning./ Ser parte del Programa de Padres Mentores me preparó para ayudar a mis propios hijos con el aprendizaje remoto.

Mark only one oval.

- ⬭ Strongly Disagree / Completamente Desacuerdo
- ⬭ Disagree / Desacuerdo
- ⬭ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ⬭ Agree / De Acuerdo
- ⬭ Strongly Agree / Completamente de Acuerdo

45. 45. Being a part of the Parent Mentor Program helped me stay connected to other parents and the school community during the pandemic./ Ser parte del Programa de Padres Mentores me ayudó a mantenerme conectado con otros padres y la comunidad escolar durante la pandemia.

Mark only one oval.

- ⬭ Strongly Disagree / Completamente Desacuerdo
- ⬭ Disagree / Desacuerdo
- ⬭ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ⬭ Agree / De Acuerdo
- ⬭ Strongly Agree / Completamente de Acuerdo

46. 46. Being a part of the Parent Mentor Program provided me social emotional support./Ser parte del Programa de Padres Mentores me brindó apoyo socioemocional.

Mark only one oval.

- ( ) Strongly Disagree / Completamente Desacuerdo
- ( ) Disagree / Desacuerdo
- ( ) Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ( ) Agree / De Acuerdo
- ( ) Strongly Agree / Completamente de Acuerdo

47. 47. Being a part of the Parent Mentor Program helped me connect to important resources./Ser parte del Programa de Padres Mentores me ayudó a conectarme con recursos necesarios.

Mark only one oval.

- ( ) Strongly Disagree / Completamente Desacuerdo
- ( ) Disagree / Desacuerdo
- ( ) Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo
- ( ) Agree / De Acuerdo
- ( ) Strongly Agree / Completamente de Acuerdo

48. 48. Being a part of the Parent Mentor Program helped me learn about my people's history and U.S. history./Ser parte del Programa de Padres Mentores me ayudó a aprender sobre la historia de mis antepasados, mi comunidad de origen y la historia de los Estados Unidos.

Mark only one oval.

◯ Strongly Disagree / Completamente Desacuerdo

◯ Disagree / Desacuerdo

◯ Neither Agree or Disagree / Ni De Acuerdo Ni Desacuerdo

◯ Agree / De Acuerdo

◯ Strongly Agree / Completamente de Acuerdo

49. We welcome your comments about your experience as well as suggestions for how to improve the Parent Mentor program. / Agradecemos sus comentarios sobre su experiencia, así como sugerencias sobre cómo mejorar el programa de Padres Mentores.

_____

_____

_____

_____

_____

Thank you for participating in this survey. We will keep ALL survey results confidential. Gracias por participar en el cuestionario. Mantendremos TODOS los resultados de la encuesta de manera confidencial.

Appendix V. Interview Guide for Parent Mentor for Focus Groups

1. Please tell us about how you are currently involved in the PMP?

2. How long have you been involved in the PMP and in what way?

3. How has the Parent Mentor program prepared you for the new responsibilities and challenges presented by the distance learning and social distancing measured?

4. Are you reaching out to other Parent mentors/and or program staff for support during this process? Please explain how.

5. How is COVID-19 affecting your support of your child's learning at home? The learning of other children in the school or the classroom in which you volunteer?

6. Are there things you relied on your child's school (school lunches, for example) that are now being shifted to you at home. How are you coping with that? How are other parents in the school experiencing this shift?

7. Are there other ways in which organizations in the community have stepped in to help you or your school community during this time?

8. How are you finding support in your community? How are you supporting your community?

9. Have you maintained contact with the teacher/school staff/other PMs/students you interacted with prior to the move to distance learning? If so, can you describe some of the ways in which you are communicating and maintaining contact/relationships?

10. Are you able to use any of the skills from the workshops to support your children's academic work as they study from home due to the COVID-related distance learning? If so which ones? Can you tell me a little about this?

11. This year Parent Mentor trainings were offered online and shared among all organizations, unlike in previous years where each organization developed its own training. What was this experience like for you and the other parent mentors?

12. Have any of the relationships that you developed through your participation in the Parent Mentor Program been helpful to you during this time? Relationships with other parent mentors, other parents, and teachers?

13. Is there anything else you would like to share with us about your work with either the children or fellow PMP peers during COVID-19?

Guía de Entrevistas Grupales para los Padres Mentores

1. ¿Cuéntenos cómo participa actualmente en el PMP?

2. ¿Cuánto tiempo llevas involucrado en el PMP y de qué manera?

3. ¿Cómo te ha preparado el programa Padres Mentores para las nuevas responsabilidades y desafíos presentados por el aprendizaje a distancia y el distanciamiento social medido?

4. ¿Se está comunicando con otros mentores de padres y / o personal del programa para obtener apoyo durante este proceso? Por favor explique cómo.

5. ¿Cómo está afectando COVID-19 su apoyo al aprendizaje de su hijo en casa? ¿El aprendizaje de otros niños en la escuela o en el aula en la que se ofrece como voluntario?

6. ¿Hay cosas en las que confiabas en la escuela de tu hijo (almuerzos escolares, por ejemplo) que ahora te están transfiriendo a casa? ¿Cómo estás lidiando con eso? ¿Cómo están experimentando este cambio otros padres en la escuela?

7. ¿Hay otras formas en que las organizaciones de la comunidad han intervenido para ayudar a usted u otros miembros de la comunidad escolar durante este tiempo?

8. ¿Cómo encuentras apoyo en tu comunidad? ¿Cómo estás apoyando a tu comunidad?

9. ¿Ha mantenido contacto con el maestro / personal de la escuela / otros PM / estudiantes con los que interactuó antes de pasar al aprendizaje a distancia? Si es así, ¿puede describir algunas de las formas en que se comunica y mantiene contacto / relaciones?

10. ¿Puede usar alguna de las habilidades de los talleres para apoyar el trabajo académico de sus hijos mientras estudian desde casa debido al cierre de la escuela relacionado con COVID? ¿De ser así, cuales? ¿Puedes contarme un poco sobre esto?

11. Este año las capacitaciones para los Padre Mentor se ofrecieron en línea y se compartieron entre todas las organizaciones, a diferencia de años anteriores en los que cada organización desarrolló su propia capacitación. ¿Cómo fue esta experiencia para usted y los otros padres mentores?

12. ¿Alguna de las relaciones que desarrolló a través de su participación en el Programa de Mentores para Padres le ha sido útil durante este tiempo? ¿Relaciones con otros padres mentores, otros padres y maestros?

13. ¿Hay algo más que le gustaría compartir con nosotros sobre su trabajo con los niños o compañeros de PMP durante COVID-19?

1. If you are familiar with the parent Mentor Program during a pre-COVID school context, can you compare it to how the program has been operating in the context of distance learning?
   - How has your job as a coordinator for the Parent Mentor program changed since distance learning has been instituted?
   - How have you seen the parent mentor program being reorganized to support teaching and learning? Messaging to parents? Parent and school engagement?
   - If you were a parent mentor last school year, please tell us how you have seen the program change since last year when COVID started mid second semester?

2. How have you stayed connected to parents? To schools?

3. A major goal of the parent mentor program is to foster parent/school/community engagement? How have you been advancing this goal in the current context?

4. In what ways has your organization stepped in to help parents and parent mentors during this time?

5. Given your experience with the parent mentor program and with the way that schools have had to adapt to the Covid-19 situation, what would you recommend for training or organizing for parent mentors to support teaching in extraordinary contexts? Distance learning contexts? Hybrid contexts

6. Governor J.B. Pritzker and the IL Board of Education have issued recommendations for the return of students to the classroom but indicated that it would be up to each of the 852 Illinois school districts to develop their own reopening plans. That means some districts may choose to continue learning online, and the Chicago Public Schools has not yet indicated what they plan to do. How do you think the Parent Mentor program should plan or begin preparing for the upcoming academic year?

Preguntas Para el Grupo De Enfoque De los Coordinadores del Programa de Padres Mentores

1. ¿Cómo ha cambiado su trabajo como coordinador del programa Parent Mentor desde que se instituyó la educación a distancia? ¿Cómo te has mantenido conectado con los padres? ¿Y con las escuelas?

2. ¿Un objetivo principal del programa de Padres Mentores es fomentar la participación de padres / escuela / comunidad? ¿Cómo has estado avanzando este objetivo en el contexto actual?

3. ¿Hay otras formas en que su organización ha intervenido para ayudar a los padres en las escuelas y Padres Mentores durante este tiempo?

4. Está familiarizado con el programa de Padres Mentor y cómo funcionaba durante el contexto escolar "normal"; ahora en el contexto del aprendizaje a distancia, ¿cómo podría ver el programa de Padres Mentores reorganizado para apoyar la enseñanza y el aprendizaje? ¿Mantener comunicación con los padres? ¿Mantener el compromiso de los padres y la escuela?

5. Dada su experiencia con el programa de Padres Mentores y con la forma en que la escuela tiene que adaptarse a las situaciones de Covid-19, ¿qué recomendaría para capacitar y organizar a los Padres Mentores para apoyar la enseñanza en situaciones de emergencia o contextos extraordinarios?

6. El Gobernador J.B. Pritzker y la Junta de Educación de IL anunciaron recomendaciones para el regreso de estudiantes al aula, pero indicaron que correspondería a cada uno de los 852 distritos escolares de Illinois a desarrollar sus propios planes de reapertura. Eso significa que algunos distritos podrían optar por continuar el aprendizaje en línea y las Escuelas Públicas de Chicago aún no han indicado lo que planean hacer. ¿Cómo crees que el programa de Padres Mentores debería planear o comenzar a prepararse para el próximo año académico?

Appendix VII.   Parent Engagement Institute Focus Group Interview Guide

1. The Parent Mentor Program has experienced a lot of growth in recent years and is currently at the point of making another major expansion.
   - What do you see as the challenges for PEI at this moment?
   - What are the strengths/ capacity to support this growth?
   - How do you anticipate that the growth will impact the PEI?

2. PEI's major areas of work have been training, mentoring, organizing, developing organizational capacity, and redistributing of resources to the community.
   - Do you think these areas of work will or should change as you gear up for this round of expansion?
   - Will some become more prominent?
   - Will new areas be added?

3. COVID-19 created a climate of uncertainty and rapid change.
   - How has the PEI been resilient in agile in this moment?
   - What have been the biggest challenges to the PIE pose by COVID?
   - Will you go back to "operations as usual pre-covid once permitted? Or do you see any lasting changes.

4. During COVID you institute online state-wide training for the weekly workshops.
   - How was that experience?
   - What were the merits and/or limitations?
   - How do you envision your training efforts in the future?

5. You plan to initiate a program of Ladders of Opportunity
   - Why?
   - What are you hoping to accomplish with this program?
   - Are there any other areas of programing that you would like to see the PEI include in the future?

6. Consider the previous year.
   - What do you think were the most significant accomplishments of the PEI?

Parent Mentor Coordinator Demographic Form

Parent Mentor Demographic Form / Formato Demografico de Padres Mentores

* Required

1. 1. Is this your first year as a Parent Mentor? / ¿Es su primer año como Padre Mentore? *

   Check all that apply.

   ☐ Yes / Si
   ☐ No

2. 2. In what community-based organization do you work?¿En qué organización comunitaria trabajas? *

   _____

3. How long have you worked with this the organization?¿Cuánto tiempo llevas trabajando con esta organización? *

   _____

4. 3. Please list the school(s) in which you coordinate the Parent Mentor Program. Por favor indique las escuelas en las que coordina el Programa de Padres Mentores . *

   _____
   _____
   _____
   _____
   _____

5.   4. What is your age? /¿Cuál es tu edad? *

Mark only one oval.

⬭ Under 22 / Menores de 22 años

⬭ 23-35 years /años

⬭ 35-45 years/años

⬭ More than 46 years /Más de 46 años

⬭ Other / Otro

_____

6.   5. What is place of birth? /¿Cuál es tu lugar de nacimiento? *

Mark only one oval.

⬭ USA / EEUU

⬭ Mexico

⬭ Other / Otro.

_____

7.   6. Please identify your race and ethnicity. / Por favor identifique su raza y etnia. *

_____

8.   7. How do you identify? /¿Cómo te identificas ? *

Mark only one oval.

⬭ Female/Femenino

⬭ Male/Masculino

⬭ Neither/Ninguno

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9.   8. What languages do you speak? / ¿Qué idiomas hablas? *

Mark only one oval.

◯ English /Inglés

◯ Spanish /Español

◯ Other / Otro

_____

Parent Mentor Sample Description Form / Formato de Descripción de Muestra de Padres Mentores

* Required

1. What community based organization coordinated the Parent Mentor Program in your school? / ¿Qué organización comunitaria coordina el Programa de Mentores para Padres en su escuela?

    _____

2. 1. Is this your first year as a Parent Mentor? / ¿Es su primer año como Padre Mentor? *

    Mark only one oval.

    ( ) Yes / Si

    ( ) No

3. 2. Please identify the number of your children that are attending school by level of study. / Por Favor identifique el número de sus hijos que asisten a la escuela por nivel de estudio. *

    Check all that apply.

    [ ] Preschool or Kindergarten/ Preescolar o Kinder _____(# total)

    [ ] Elementary / Primaria. _____ (# total)

    [ ] Middle School / Secundaria _____ (# total)

    [ ] High School /Preparatoria _____ (# total)

    [ ] College / Universidad _____ (# total)

    [ ] Technical School / colegio vocacional _____ (#total)

4. 3. How many of your children are in the school you are serving as Parent Mentor? / ¿Cuántos de sus hijos están en la escuela en que sirves como padre mentor? *

Check all that apply.

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

5. 4. Is one or more of your children in a Special Education program? ¿Cuántos de sus hijos están en la escuela a la que sirve como uno o más de sus hijos en un programa de educación especial? *

Mark only one oval.

- ( ) No
- ( ) Yes /Si

6. 5. Is one or more of your children in a Bilingual Education program? ¿Está uno o más de sus hijos en un programa de educación bilingüe? *

Mark only one oval.

- ( ) No
- ( ) Yes / Si

7.   6. What is your age? /¿Cuál es tu edad? *

Mark only one oval.

◯ Under 22 / Menores de 22 años

◯ 23-35 years /años

◯ 35-45 years/años

◯ More than 46 years /Más de 46 años

◯ Other / Otro

_____

8.   7. What is place of birth? /¿Cuál es tu lugar de nacimiento? *

Mark only one oval.

◯ USA / EEUU

◯ Mexico

◯ Other / Otro.

_____

9.   8. Please identify your race and ethnicity. / Por favor identifique su raza y etnia. *

_____

10.   9. How do you identify? /¿Cómo te identificas ? *

Mark only one oval.

◯ Female/Femenino

◯ Male/Masculino

◯ Neither/Ninguno

11.　　10. What languages do you speak? / ¿Qué idiomas hablas? *

Mark only one oval.

◯ English /Inglés

◯ Spanish /Español

◯ Other / Otro

_____

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Script for Parent Mentor Check-In Calls During COVID-19 School Closure

Please use the following script and reporting form for your weekly call to Parent Mentors. Forms should be submitted <u>monthly</u> to SWOP PMP Coordinator.

1. First, how are you?
2. How have you and your family been impacted by the COVID-19 crisis? What are some of your biggest worries or challenges right now? (Could be financial, academic, personal, mental health, etc.)
3. What kinds of information or resources are you looking for right now, either yourself or someone you know?
4. Has your family been able to practice "Social Distancing"? Are there circumstances such as taking care of elderly parents, etc. that make it difficult? How have you been approaching it?
5. What is giving you hope right now? Are there rituals or activities you're doing right now for self-care? Things your family enjoys?
6. Can you tell me about some of the ways you've been helping the community right now? (i.e., making masks, getting groceries for homebound people, sharing info with your family and friends on the importance of Social Distancing, online advocacy alerts, etc.)
7. Would you be willing and able to check in with your teacher and/or other school families? We want to see if teachers need any help reaching out to parents or if anyone has questions we can help answer. Please keep me posted. Thank you!

Tracking Form for Individual Support Needs Identifies and Resources Provided

Please track all important information and assistance you are providing to your school communities following Parent-Mentor Check-In calls.

1. Financial assistance, i.e., helping apply for unemployment assistance, cash assistance, SNAP, rental assistance, food pantries, etc.
2. Educational assistance, i.e., helping parents connect with teachers or an e-learning app, sharing cool online educational stuff
3. Social distancing and safety assistance, i.e., had a conversation about challenges/strategies for practicing social distance or practicing safety at work
4. Social-emotional assistance, i.e. you were a listening ear or a virtual shoulder to cry on
5. Census
6. Other

School	Parent Name	Date of Contact	Assistance Category* (1-6)	What kind of assistance? Please be as specific as possible	What information or resources were you able to share (please be as specific as possible)	What information or resources are you still looking for? (The PEI team will do our best to help look for answers!)