Out With the Old, In With the New:
Increasing Caregiver Efficacy Through Improved Communication

by

Amber L. Mukasa

Bachelor of Science, Xavier University, 2009

Master of Education, University of Pittsburgh, 2018

Submitted to the Graduate Faculty of the

School of Education in partial fulfillment

of the requirements for the degree of

Doctor of Education

University of Pittsburgh

2022

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

This dissertation was presented

by

Amber L. Mukasa

It was defended on

June 1, 2022

and approved by

Esohe Osai, Assistant Professor of Practice, Department of Health and Human Development

Angela Anglin-Taylor, Education Consultant

Dissertation Director: Lori Delale-O'Connor, Assistant Professor, Department of Educational Foundations, Organization, and Policy

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Amber L. Mukasa, EdD

University of Pittsburgh, 2022

This mixed-methods study aims to determine if the use of video communication can positively impact the self-efficacy reported by caregivers. Three inquiry questions guided the study. First, how can the use of informative, targeted videos influence the self-efficacy reported by a caregiver? Next, how well do caregivers understand what is expected of their kindergarten child at the beginning and end of the year; can a new form of supplemental communication result in a change of knowledge for caregivers? Lastly, how must schools shift their engagement efforts to meet the needs of families? All kindergarten caregivers at an elementary school located in Southeast, Washington, D.C were given the opportunity to participate in a survey and receive a six-part video series. Those who self-selected were also able to participate in pre- and post-interviews, which were analyzed using thematic coding. The results indicate that the video series had some positive effect on the efficacy reported by caregivers. The sample size was small but, on both the post-survey and during the post-interviews, all caregivers reported that they could support their child's learning at home and that they could create learning experiences at home. This was a change from the pre-surveys and pre-interviews. Future researchers should consider starting earlier in the school year and finding ways to increase the sample size. Additionally, researchers should be mindful not to limit their study to solely quantitative methods. Rich and meaningful data was found through the qualitative portion of the study.

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Acknowledgements

Thank you to my advisor, Dr. Lori Delale-O'Connor. Your guidance, wisdom, humor, and empathy has been invaluable since the very beginning of my journey toward this degree. Thank you to Dr. Taylor (my trusted mentor) and Dr. Osai, my committee members. I made it clear that I wanted my committee to reflect who I was as a practitioner: a Black woman committed to the work of educating Black children and communities. Both of you embody this in your daily work and I admire your contributions to this profession.

To Abriana, Bee, Cassandra, Daren, Jamila, Mark, and Shallegra. The inaugural cohort of the Urban Education doctoral program at University of Pittsburgh. A pandemic put a pause on our physical connection but could not stop the connectivity of our mission. I am grateful for your brilliance, for your encouragement, for your friendship. May we continue to demand that equity and race be the start of the conversation and never an afterthought.

To my 4th grade teacher, Ms. Davis. The educator who decided I was not just a Black girl with an attitude who talked too much. I was a gifted Black child who needed to be challenged. It was her that insisted I be advanced from 4th grade to 6th grade; and, from then on it seemed like I was always in the right place at the right time to receive the opportunities available to me including my acceptance into University of Pittsburgh. Unlike most stories about “that one teacher who changed your life”, I did not keep in touch with Ms. Davis. I don’t even know her first name. I am not sure she even knows the impact she made on my life. She may never know, but, just in case, I want it written somewhere that matters. Within this dissertation - the culmination of many years of academic commitment - I want to tell her that she mattered immensely, the work that she did mattered, and she was the teacher who changed my life.

Thank you to the folks at Southeast. The kindergarten team who supported me without a second thought and my colleagues who supported and encouraged me throughout this entire process. Thank you to the families who - I cannot say enough - are absolutely phenomenal. Thank you for showing me grace. Thank you for showing me love.

To my friends. The ones who go way back to Toledo, the FaMmm, Circus Gang, and those in a category of their own. You put my deadlines in your phone so you could send me encouragement on the important days. You stayed up late nights and came to my home so I could have company while I was writing because you knew that's what I needed. You sent me food. You told me I could do this. You were my thought partners. You looked after what was most valuable to me, my son, and reminded me that I was still a good mom even if the iPad was his best friend for the last year while I was writing. You laughed with me, cried with me, and loved me deeply. Thank you.

To my family. I would not be here without the love, support, and push of my mother who never let me operate below my capacity even in my childhood. Every scholarship, accolade, and award is because of your relentlessness. You have been the greatest mother to me and so many others. We are so lucky and you are such a gift to this world. To my father, who constantly reminds me to laugh, take a minute for myself each day, and to lean on God, thank you. I thank God I am a reflection of the best parts of my parents. To Tim, my first best friend. I know you always have my back and I got you. Forever. To my siblings, I pray I can be an example for you but more than that, my hope is that you set forth on your own path and be an example for others. To my grandparents, I can only hope that my achievements are a testament to your sacrifice and love. You are the foundation by which all of us are here and achieving. To my chosen family, the

Mukasas. I cannot stress enough how lucky I am to be loved and supported by you. You held me down and held me up these past three years. I do not take you for granted. Thank you.

Dedication

To my husband, Samwiri, and son, Maxwell. You two are my world. And the deepest parts of my soul love you endlessly. You have been my foundation and my joy during this journey. Thank you for the grace you showed and the strength you gave me every day. You let me know every day that I was enough.

To my ancestors, my greatest hope is that, in both my quest for excellence and my willingness to engage in the privilege of rest, I am your wildest dreams.

1.0 Introduction

1.1 Broader Problem Area

The academic outcomes a child achieves in kindergarten can impact both the entire trajectory of their educational journey and the opportunities they have in life. At the primary level (grades kindergarten through 2nd grade), schools expect students to master certain skills so that they are able to independently meet academic tasks. If students leave the primary school realm without having acquired the necessary skills, they may struggle to meet academic benchmarks (like state and local assessments). When students are not adequately prepared at each grade level before moving to the next one, it negatively impacts their academic outcomes, which in turn impacts post-educational and career opportunities.

Williams and Lerner (2019) stated, "one of the most widely recognized risk factors for school readiness is poverty" (p. 2). Only 48% of children who live in poverty are prepared for kindergarten at five years old or can be considered "kindergarten ready". This means that they have not mastered some or all of the skills that the school expects by the time they enter kindergarten. Poverty creates an impact that is so pervasive, it can become intertwined in every aspect of a child's life from the time they are born to when they go to school to when they create and establish families of their own.

> When family demographics are controlled for factors such as single parenthood and maternal education the poverty-related gap decreases; differences in parent characteristics and parent-child interactions account for much of the gap and have the potential for remediation to break the cycle of negative relationships that often impact one generation to the next' (William & Lerner, 2019, p. 2).

This means that outside of socioeconomic status, it is the relationship between the child and the caregiver as well as the characteristics the caregiver holds that impacts whether or not children are prepared or adequately progressing in school.

In addition to the importance of caregiver-child relationships, it is also the partnership between educators and caregivers that creates the optimum environment in which children can thrive. Caregiver involvement in early years helps establish good habits, which can be sustained for future successes (Englund et al., 2004). Caregivers have a significant amount of influence with regard to their involvement but this can be influenced or impacted by the willingness of the school/educators to include them and value their voice in the school. In order for caregivers to be able to support their child's academic journey, however, they need to have an understanding of the knowledge and skills their children are expected to have by the end of the year. Furthermore, they need an understanding of how schools operate and what could be expected of them in terms of both at school and in-home educational participation.

It is important to note that a caregiver's participation may also be impacted by their own schooling experiences. If they had negative or adverse experiences in school - such as contentious interactions with staff, isolation from the school community, or difficulty with academic expectations - it could negatively impact the way they engage with school once they have children of their own. The same could be said for positive experiences that the caregiver had as a student. This reinforces the notion that continuously focusing on improving the partnerships between schools and caregivers could create a cyclical effect that will impact generations. Ultimately, however, it is the responsibility of the school to establish effective communication with caregivers and to mitigate the impact that certain barriers (like previous school experience) could have on their involvement.

On a macro level, improving the outcomes in kindergarten has the potential to improve the outcomes in neighborhoods. Readiness in kindergarten transfers to success in first grade, third grade, and the rest of their schooling journey (Lilles et al., 2009, p. 72). As students become more educated, they have the potential to have more career and financial opportunities available to them. If they remain in their communities, both their skills and capital can be invested, which, theoretically, would lead to more funding for schools. Access to quality education and ample resources could lessen crime and/or recidivism. In low-income communities where these are factors, this could be impactful. So much so, that it interrupts the cycle of poverty and creates sustainable, generational change. It can all start with Kindergarten.

Given that success in early schooling years has the potential to yield higher outcomes and opportunities for children, this problem of practice focuses on the caregivers of kindergarten students and how schools communicate with them. Specifically, how can the school adjust their communication in order to ensure that caregivers have an understanding of the skills, knowledge, and concepts their child needs to master? Also, how does the increase in this understanding influence their own belief in their capacity to support their child? This is also known as their self-efficacy.

1.2 Organizational System

Friendship Public Charter School (FPCS) was founded in 1998 with two schools. It has since expanded to 16 campuses serving grades preschool through 12th. FCPS is located primarily in the Washington D.C area and is one of the largest charter school organizations in the city. Their mission is *"to provide a world-class education that motivates students to achieve high academic*

standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities." Schools within the district that serve preschool through eighth grade students are divided into elementary and middle school "academies". One of those locations within the FPCS district is Southeast Academy, where I serve as the Academy Director for the Elementary school. This location will be the basis for the work of this problem of practice.

Friendship Southeast Academy (FSEA or Southeast) is one of 21 charter schools located in Ward Eight in Washington D.C and one of five Tier I schools. Ninety-nine percent of the students at Southeast are African-American. Majority of the students (79%) are identified as high risk and 19% are classified as homeless. The Elementary Academy serves the students in preschool through third grade and the Middle School Academy serves the fourth through eighth graders. Many of the students who begin at FSEA in preschool remain at the school through eighth grade.

For the 2021-2022 school year, Southeast has set multiple school wide goals. Specific to kindergarten, which is the grade level of focus for this study, we expect to have 70% of our students meet or exceed their individual growth goals as measured by Measures of Academic Progress (MAP) assessment and have less than 25% of students qualify as truant (which means they miss less than 10 days of school). Unlike previous years where MAP growth was measured from spring to spring, this year will be measured from fall to spring. This was partially done because we could not rely on the data gathered during Spring 2021 due to the majority of the assessments being administered at home via Zoom. It was unclear the level of caregiver support scholars received while engaging in the assessments and therefore, the spring data cannot be considered valid.

Prior to the start of the 2020-2021 school year, I was hired as the Academy Director of the elementary school. As a result of the COVID-19 pandemic, I began the school year virtually. I

continued my work in that manner until the end of March when families were given the option to have their children return to the school building or finish out the year at home via virtual learning. In the entire early childhood program, which is Preschool (PK3) and Pre-Kindergarten (PK4), only 18 students returned to school, leaving 85% of the children at home to complete the year. There were seven students across four classrooms that returned in PK4 (Table 1). This means that for the 2021-2022 school year, almost all of the incoming kindergarten students had not been to school since they were three years old (the pandemic began when they were in PK3). There is also a subset of those students who never attended PK3, which makes kindergarten their first time in school. In previous years, the majority of scholars were coming directly from pre-kindergarten into kindergarten. Table 1 table highlights just how differently the incoming Kindergarten scholars were in comparison with over three-fourths coming directly from learning at home.

Table 1. Percentage of Pre-Kindergarten Scholars Enrolled in Virtual Learning

Teacher	Total Students	Students on Campus	Percentage Learning at Home
RS	14	3	79%
WB	14	0	100%
MF	14	1	93%
BS	15	3	80%

In Washington D.C, the school attendance law does not require students under the age of five to attend school (District of Columbia Public Schools, 2012). Prior to the pandemic, low in-seat daily attendance and truancy were already issues of concern for FSEA. The issue permeated across all grades, but was especially salient in PK3, PK4, and kindergarten, as staff continuously expressed that caregivers treated the school like it was daycare. Caregivers are not required to send their children to school in PK3 and PK4 but the attendance of those students impact the overall

score the school received at the end of the year on its Performance Management Framework (PMF). Additionally, when students were absent from school it led to them missing out on valuable opportunities to master academic skills. All of these challenges were present during the typical school year but the pandemic led to even fewer scholars attending school both virtually and in-person.

As an Academy Director, I have influence over the outcomes of the students in the elementary school. Over the summer, I play an integral role in the development of schoolwide goals and initiatives. During the year, I am then able to direct the focus and efforts of staff to support specific goals and achieve intended outcomes. I support teachers and staff through targeted professional development and continuous feedback. It is essential that staff is given adequate and effective support throughout the year as they are indispensable as it pertains to reaching goals. Lastly, I set the tone for how the Academy engages caregivers. Epstein and Dauber (1993) stated, "teachers who think that they and their principal differ in supporting parent involvement make fewer contacts with hard-to-reach parents" (p. 299). By making caregiver involvement a priority for the Academy, staff adopts the same mindset. The various roles I play as well as the relationship I have with stakeholders puts me in position to motivate and inspire improvement at FSEA and, specifically, influence change within kindergarten that leads to higher academic outcomes.

1.3 Stakeholders

The type of education that a child receives can impact not only what they do in school but the entire trajectory of their life. That trajectory can have an impact on their community and everyone around them. Therefore, the stakeholders connected to my problem of practice do not

just include those within education but also those connected to it. It is the collective effort, knowledge, and skills of each stakeholder that will lead to improvement and high levels of academic outcomes being achieved.

1.3.1 Classroom Educators

In terms of educators, there are several types connected to my problem of practice. The first are the teachers and any staff that support instruction. Within the scope of this study, educators will refer to any of the following: lead general education teachers, special education teachers, paraprofessionals, dedicated aides, and teacher assistants. Educators have some of the greatest impact regarding the day-to-day work of the school. Furthermore, outside of what children learn at home from their caregivers, it is within the classroom that educators provide the schooling necessary for the child to matriculate. It is the classroom educator who decides what children do and do not get taught on a daily basis; it is often the educator who decides what is and is not communicated to families. This dynamic often positions educators to be gatekeepers of education holding significant amounts of power. Children and their caregivers both depend on educators to connect with them, communicate expectations, and deliver a quality product.

There are 71 educators at FSEA. Thirty teachers are in the middle school and 41 in the elementary academy. The majority of the educators at FSEA are Black, which is a reflection of the race of the scholars and their caregivers. In total, 65 educators are Black, five are white, and one is Asian. Hines and Hines (2020) stated, “black students who have even one Black teacher during elementary school are more likely to graduate high school and consider college...experience less exclusionary discipline...a crucial break in the school-to-prison pipeline” (para. 4). Markowitz et al. (2020) reported that across nearly every measure they assessed, caregiver involvement is higher

when families experience a racial/ethnic match to their teacher (p. 18). Therefore, our school has a unique opportunity to leverage classroom educators to better support students and their families.

1.3.2 School Leaders

School leaders are another stakeholder found within education. For this project school leaders refer to principals, assistant principals, deans/support personnel, or instructional coaches. In addition to myself, there is an Academy Director in the Middle School Academy, one principal, three deans, four support personnel, and five instructional coaches. Though we set the tone for school wide goals, these goals cannot be achieved without the support of our caregivers. For example, in the past five years, the truancy rate at Southeast has never fallen below 25%. Our hope is to achieve that this year. In order to do that, school leaders must engage caregivers and ensure they understand the implications of absenteeism and truancy. Robinson et al. (2018) posits, "parents who underestimate the rigor and learning occurring in K - 5 classrooms may be less motivated to exert additional effort to help their child attend school more often" (p. 1166). School leaders forging the path for how we will communicate expectations for and the importance of attendance can lead to greater outcomes. The same can be said for engaging the caregivers of our kindergarten students. School leaders play a major role in setting the tone for how and why caregivers are engaged.

1.3.3 Caregivers

Caregivers and their own experiences and beliefs play a significant role in how a child experiences school. Research suggests that caregiver involvement in early years helps to establish

good habits, which can be sustained for future successes (Englund et al., 2004). Therefore, including them in the educational process in kindergarten, which this study aims to do, can lead to greater outcomes in later years. This can, in turn, lead to more opportunities in adulthood. This reinforces the notion that improving the work that schools do to partner with caregivers creates a cyclical effect that will impact generations.

Caregivers know their children best and can often be their strongest advocates in matters of school. Like educators, they hold a significant amount of power and influence. However, they are not always aware of this influence they hold. Further, this influence may be undermined when a caregiver does not engage with the school in the ways expected by teachers or school leaders. In order to academically support our youngest students, educators and school leaders must find ways to connect with caregivers even if it does not "look" the way it was originally envisioned. The majority of the students at FSEA come from low socioeconomic backgrounds. Dauber and Epstein (1991) found that Black caregivers from low socioeconomic backgrounds may focus on aspects of involvement that do not heavily rely on contact with the school (p. 301). This doesn't mean their involvement is "worse" than other types. It may mean, however, that we need to find new or alternative ways to connect with our families and not hold them solely to the often used, white, middle-class versions of engagement/involvement - like, volunteering during the school day, for example.

1.3.4 Students

Students begin to form dreams and aspirations very early. They watch the adults closest to them, both in their communities and on their favorite T.V. shows, and they begin to create visions for what is possible. It is why even from an early age, children can say, "I want to be a doctor".

Often, no one needs to tell them they are going to be a doctor. They establish opinions based on what they have been exposed to and create dreams for themselves. These dreams can be deterred by negative school experiences. Some of these negative experiences come just because they have not been adequately prepared to engage with their schoolwork and school becomes more stressful than enjoyable. Having students engage positively with their schooling experiences requires them to be set up for success. One of the ways this happens is by having students experience success in kindergarten that will permeate the rest of the schooling years. We will do this at FSEA by engaging caregivers and ensuring that they understand both the impact of their involvement and the long-term goals of kindergarten.

1.3.5 Middle and High School Teachers

Though they may not always see themselves as stakeholders in the work pertaining to kindergarten, teachers in middle and high school also benefit from and are directly impacted by this work. If students have not mastered specific skills by the time they are promoted from kindergarten, there is an increased chance that it will have a negative effect on their outcomes in later grades. Lilles et al. (2009) stated that because academic success stabilizes as early as first grade, the early experiences a child has are of great importance. Even in the earliest years, experiencing a lack of success can lead to higher dropout rates and difficulties in school. Once a student is behind their peers by the end of 1st grade, they will continue to have trouble catching up to their classmates in terms of reading fluency. When children struggle with literacy skills early in school, reading becomes anxiety producing and a source of frustration (p.72). Given that later in school, reading becomes essential to learning, school just becomes more frustrating than fruitful from the perspective of the child. This can have adverse effects on their ability and willingness to

finish. How a student performs in middle school can have an impact on the high school they attend or even how they are "tracked" once they start. A child's performance in high school will impact their life's trajectory. That trajectory will not only impact their quality of life but their community as well. Therefore, middle school and high school teachers stand to experience great gain when children are adequately prepared to enter their classrooms. This preparation begins at the kindergarten level.

1.3.6 Community

The last stakeholder identified is the community in which FSEA resides: Southeast D.C, Ward 8. All of the students in kindergarten at FSEA are Black and a high majority of them are classified as having low socioeconomic status. As stated before, adequate preparation for kindergarten creates a pathway for success for the rest of the schooling experience. As mentioned earlier, this pathway can improve neighborhoods at the macro level. As students become more educated, that education can often turn into actual careers and finances, which are then invested into the communities where they reside.

1.4 Statement of the Problem of Practice

The majority of the students at Friendship Southeast have been accessing their instruction virtually since March 2020. This led to a significant dip in academic performance.

> Researchers have found that the rate of growth in achievement among blacks is equal to that among whites during the academic year...in the summertime, both groups show a decrease, but that decrease is larger for blacks than for whites (Porter, 2007, p. 4).

Porter (2007) hypothesized that "black children on average are not receiving the schooling they need to acquire the kind of knowledge needed to succeed in performance assessments...there is differential distribution of opportunity to learn" (p. 4). The students at FSEA not only had two summers of potential regression, they also faced a number of barriers that shifted the typical instruction they would have received. For example, we provided all students with a device (either chromebook or iPad) but were limited in the number of hotspots we could provide. Therefore, some scholars had spotty, limited or inoperable internet access. This not only affected how much instruction they received but also how they were able to participate and/or grapple with the content. Teachers were also new to teaching virtually, which impacted the instruction they delivered.

FSEA is a Tier I school; in Washington D.C, this means that our school is classified as high-performing. Year to year, we are able to grow students at the same rate as or better than other schools in the city. However, the pandemic has significantly impacted our performance. Prior to leaving, in winter of the 2019-2020 school year, one percent of kindergarten students fell into the bottom quartile in Reading and four percent in Math. At the end of 2020-2021 (over a year since the pandemic began), 19% of students were in the bottom quartile in Reading and 17% were there in Math. This is illustrated in Figure 1. This was prior to the summer, during which a regression is expected.

One bright spot of virtual instruction was that caregivers were able to see what children were learning on a daily basis and many times, tried to engage alongside their student. Overwhelmingly, through engaging in dialogue with teachers, I found that they reported that this type of engagement was a new experience, and they had not had caregivers engaged in the instructional process in this way before. Even though we experienced significant learning loss, it is, without a doubt, that we were able to accomplish what we did because we had the support of

caregivers. Given the positive influence caregivers had on the education of students while at home, it is critical we find the right way to engage and partner with caregivers now that children have returned to the school building to receive their instruction. While the dip in academic achievement was not specific to the kindergarten students, research shows that caregiver engagement in younger grades can lead to higher achievement in later grades. Therefore, the focus of my study is the caregivers of kindergarten students.

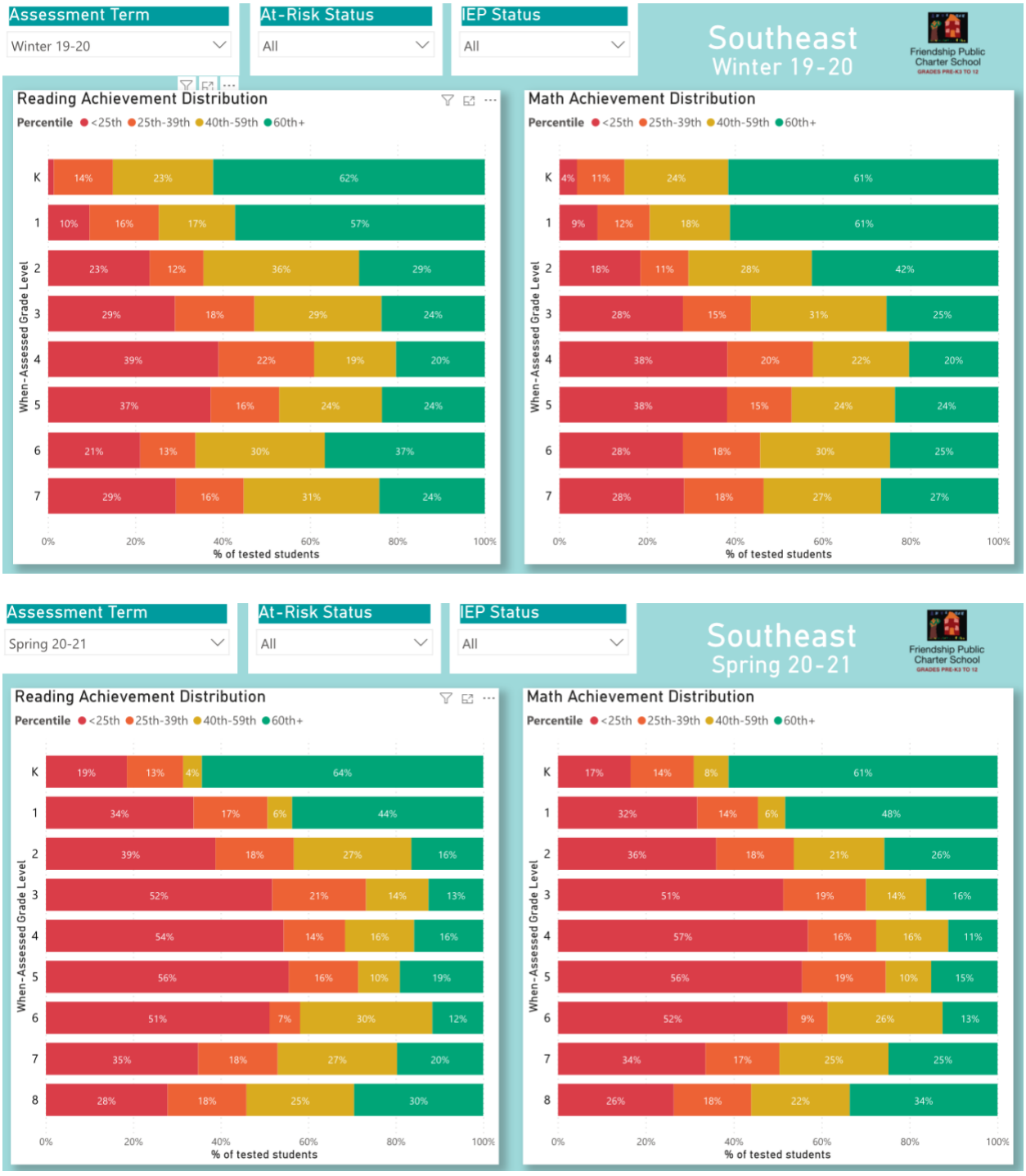


Figure 1. Reading and Math Achievement by Grade (PowerBi, 2022)

In my previous role, in a different district, I was charged with revamping the kindergarten screening process. We narrowed the skills we wanted scholars to have to the following: in ELA, students should be able to identify all 26 uppercase and lowercase letters, produce basic sounds for each letter, and identify the beginning sound of a given word. In Math, students are assessed on their ability to identify and write their numbers 1 – 10, count to 20 without assistance, and display an ability to use one-to-one correspondence. Physical and social skills include identifying their name without a group, writing their name, using scissors and glue, drawing a self-portrait with details and colors, sharing toys, and introducing themselves. After we assessed each student, I met with caregivers to review results and provided instructions and target areas for the summer.

Unfortunately, between the time that I met with caregivers in June and the start of the school year – when we rescreened students again – there was not much noticeable change in the knowledge or skills mastered. This led me to the following questions: How does caregiver involvement impact student achievement? Do caregivers feel they have the right tools and knowledge available to them to support their children's academic journey? If not, what would caregivers need to make them feel supported as they support their children? What are effective ways that schools have engaged caregivers in the academic process that has led to increased performance and in what ways do schools need to shift or change their style of communication?

There is a gap in the communication that is currently being offered by the school and what is expected by caregivers. Conversely, educators have expressed frustration in the involvement of caregivers this school year and the desire to have more academic engagement by caregivers. The goal of this study is to determine if strategic, concise communication from the school can affect the self-efficacy of a caregiver in supporting their child's academic journey. In order for caregivers to feel self-efficacy in their ability to support their student, they need to understand the overall

goals of kindergarten as well as the impact of their engagement or lack thereof. I hypothesize that by providing this information in a series of videos, I can positively impact the self-efficacy reported by caregivers.

Before describing the study I will be implementing, I will be reviewing the literature relevant to my problem of practice. Within this literature review, I will explore several ideas. First is the idea of Kindergarten Readiness. Though schooling is not mandatory prior to age five, certain learning can be critical. The next ideas surround caregiver involvement. How does the engagement or involvement of a caregiver impact the child? What barriers exist to that involvement and how do schools mitigate the effects of those roadblocks? Lastly, I will discuss efficacy and how schools can influence that of caregivers.

2.0 Review of Supporting Literature

2.1 School Readiness

In 1989, a little over a decade before No Child Left Behind was enacted, President Bush set a goal that by 2000, all children would be school ready (Doucet & Tudge, 2012). School readiness, however, is not easily defined and includes a number of factors. It was initially thought to solely regard the chronological age of a child; once a child turned five years old, it was assumed they were ready to start school. For the sake of this review, "school" means kindergarten. Hatcher et al. (2012) asserts that school readiness refers to not only the chronological age of the child but also their developmental stage and possession of specific academic (knowing how to write their name, recognizing their letters and sounds, and being familiar with books/print) and social (following directions, taking turns, and communicating needs and feelings) skills (p. 2). Furthermore, Lilles et al. (2009) asserted that a successful transition into kindergarten could predict how successful a child would be in school (p. 71). So, one approach would be for schools to identify students who are not "ready" from the start and, then, design and carry out interventions that address these areas. This could be a meaningful way to improve readiness among incoming kindergarten students.

As children transition to kindergarten, the involvement of the family is not only essential but desired by the school. Similarly, caregivers also desire communication from the school. They want the opportunity to visit the classroom and to be included in conversations having to do with their children's transition to kindergarten (McIntyre et al., 2007, p. 85). Despite the intentions of school staff, the majority of caregivers within this study asked for additional information about

kindergarten academic expectations which displayed a gap in understanding. Over fifty percent of caregivers were concerned about their child transitioning to kindergarten and being able to follow directions, behave appropriately, and keep up academically (in that order). Educators shared their concerns with respect to the same order as caregivers (McIntyre et al., 2007, p. 87). This shows that even though there may be gaps in communication, there actually isn't that large of gap between the concerns held by caregivers and educators.

There are several factors impacting why a child who is of school-age may or may not be ready by the start of kindergarten. First, the setting a child is in prior to beginning school influences their readiness. Sending a child to a preschool seems simple enough but it is a bit more nuanced when quality and type of child care setting is considered. Unfortunately, in a study done by Hatcher et al. (2012), the majority of educators in preschool/before school settings reported that they did not have familiarity with kindergarten expectations or how their students would be screened for readiness (p. 11). Caregivers, however, depended on the information provided by these same pre-school educators to gain insight into how ready their child was for kindergarten. This could mean that caregivers could have a misinterpretation or misunderstanding of their child's readiness or what they could do to support them based solely on information provided to them by their child's early childhood teacher.

Kindergarten teachers still have an opportunity to enhance or mitigate the effects of schooling - or lack thereof - that children get prior to entering kindergarten. However, there is still some variance in the type of access kindergarten students have to instruction. Some children attend kindergarten for two hours while others go to school for up to eight hours a day. Regardless of the experience, quality of education, or number of hours learning that a child receives, they are held to the same level of expectation regarding the Common Core State Standards (Workman, 2013, p.

1). Lilles et al. (2009) stated that because academic success stabilizes as early as first grade, the early experiences a child has are of great importance. Even in the earliest years, experiencing non-success can lead to higher dropout rates and difficulties in school. Once a student is behind their peers by the end of 1st grade, they will continue to have trouble catching up to their classmates in terms of reading fluency. When children struggle with literacy skills early in school, reading becomes anxiety producing and a source of frustration (p.72). Given that later in school, reading becomes essential to learning, school only becomes more frustrating than fruitful from the perspective of the child. This can have adverse effects on their ability and willingness to finish. At times, this lack of motivation can influence how teachers perceive the child and how they engage with them or promote them for opportunities. Though all children should have equal access to education and opportunities, these reasons highlight why it is critical that students have strong, positive academic experiences before leaving kindergarten.

In order to support caregivers in understanding Kindergarten Readiness, schools have a number of options. Walsh et al. (2018) facilitated a study in which they gathered the perspectives of caregivers about receiving transition-to-kindergarten videos. Caregivers positively related the viewing of the videos and reported that they had provided general information and activities they could do with their children (p.1). Han et al. (2017) stated, "home-based parent involvement supports the school readiness at kindergarten entry of children in low socioeconomic status" (p. 590). In kindergarten, using home-based involvement approaches could be especially impactful because children having increased academic skills when starting the year could have success in the future (Han et al., 2017, p. 591). My study seeks to combine these two facets: informational videos and strategies for home-based involvement in an effort to not just provide information but improve the self-efficacy that a caregiver reports having as a result of engaging with the videos.

2.2 Impact of Caregivers

While research makes it clear that caregivers have long been supporting learning at home, in 2001, No Child Left Behind set an expectation for schools with regard to caregiver engagement. If states wanted to receive federal money, then they needed to ensure they were investigating appropriate practices for getting caregivers involved in the education of their child. (NCLB, 2001). The No Child Left Behind Act (2002) defined caregiver involvement as, "the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities". Though that is the definition provided by the federal government, caregiver involvement can mean many things and researchers have defined it in a number of ways. For instance, Gonzalez-DeHass, Willems, and Holbein (2005) defined it as "parenting behaviors directed towards children's education" (p. 101). Englund et al. (2004) delineated between caregiver involvement and caregiver expectations stating that expectations are about the beliefs and the involvement has to do with the behaviors (p. 724). Expectations, according to Doucet and Tudge (2012), are actions engaged by the caregiver that either support or inhibit a child's success and the beliefs – "who parents are" – includes the "attitudinal, cultural, socioeconomic, and other personal characteristics that are believed to influence parents' academic socialization practices (p. 312). In other words, the totality of who a caregiver is impacts not only how they see "school" but how they see their role within it. Leithwood and Patrician (2015) used the term "educational culture" to describe those things within the home that are alterable: parenting style, expectations, instructional support provided, interest in school matters, and how a child's engagement with their school work is monitored (p. 665). They agreed that these aspects of a family, though alterable, are often connected to the income and education level of the family, which are often not alterable.

Englund et al. (2004) found that getting caregivers involved in the earlier years of a child's educational journey had particular advantages and that level of involvement was tied to the educational level of the mother. When mothers had achieved more years of education, they had higher expectations for their children in the first grade, which led to them being more involved and the child achieving higher during that year. The impact of this achievement in first grade continued past that year. When the child experienced higher levels of achievement in first grade, it both raised the caregiver's expectations of their child but also reinforced their involvement in third grade. That combination of their involvement and their expectations had a direct impact on their child's achievement in third grade (p. 727). Furthermore, the quality of instruction the mother provided added to their involvement and level of expectation had a greater impact on third grade achievement than her level of education. The caregivers within a school may have varying levels of educational attainment; there is no way for schools to control this factor. However, it would be of great benefit for the school to find ways to mitigate the effects of educational attainment and engage the caregiver as early in a child's schooling journey as possible in order to increase the chances of higher achievement in third grade and beyond. This could be accomplished through improved communication.

A substantial amount of research exists to support the notion that both caregiver involvement and expectations can have positive, lasting effects on a child's educational journey. Leithwood and Patrician (2015) found that caregiver expectations had the greatest impact on student achievement when compared with other forms of involvement (p. 667). However, there are reasons a variance exists in the type of involvement caregivers display. For example, Lazar and Slostad (1999) found that caregiver involvement was impacted by their own schooling experiences as well as their current circumstances, which was compounded by their cultural

values/beliefs (p. 161). Englund et al. (2004) found that the level of education attained by the caregivers and the level of expectation regarding a child's education were directly related. Caregivers who obtained higher levels of education were also more involved in the educational process both at school and at home when compared to their counterparts who did not matriculate as high (p. 724). Clearly, there are a number of factors that impact the extent to which caregivers are involved; but, sometimes their lack of desired presence can be reduced to a single narrative of apathy. Unfortunately, if educators assume the variance in involvement is due to an indifference or lack of concern, then it could impact the effort they put towards collaborating and/or engaging with caregivers.

2.3 Impact of Schools on Caregiver Involvement

Christianakis (2011) posited that Eurocentric cultural interpretations of families have monopolized research and therefore, all cultures are compared against white, middle class families in terms of involvement/engagement. Baquedano-Lopez et al. (2013) asserted that Moynihan's report on the African-American family structure led to a national focus on families of color and resulted in funding for Title I and Headstart programs. It was the establishment of these programs that reinforced that notion that the schooling/education that children received at home was not enough and therefore, needed to be infiltrated or influenced "to ensure the well-being of children" (p. 151). Cooper (2009) indicated that because white, middle class women have more privilege in terms of both race and class, constitute the majority of volunteers in a school, and govern parent-teacher groups, they are the measure by which all caregivers are measured (p. 381). All of these perspectives point to a flaw in thinking with regard to families of color. By and large, across races

and cultures, people want the best for their children. Measuring all cultures against the white, middle class is inequitable, unfair, and will not yield the results schools are looking for to support learning.

Even though some poor and minoritized families may not have the same resources (time, money, flexibility, or privilege) as their middle-class counterparts, they are held to the same expectation and/or level of involvement. Educators often want to use caregivers as "help labor" and accomplish tasks that make their lives easier and help them reach academic goals. This could look like grading papers or working with a small group. This type of support is often found in middle class classrooms but desired in under-resourced schools. Due to time constraints and availability of caregivers, this is not always possible in schools that serve poorer populations. Additionally, caregivers are not always available for communication in the way that schools desire due to obligations like work or other children. Both of these factors are perceived as a lack of engagement and indifference/disdain toward schooling and impacts how educators call on caregivers to support them and include them in the educational process (Christianakis, 2011, pp. 165-166). In fact, caregivers who were not present the way that staff desired (helping with school tasks, reinforcing behavior expectations at home, uplifting literacy in the home) were seen as unhelpful and not as intellectual equals who were capable of supporting learning. Cooper (2009) interviewed mothers who reported that the school perceived their lack of on-site presence as them not caring about their child's education, which, in turn, led to the educators not caring about the student (p. 387). Caregivers are judged by their involvement, presence, and engagement – or lack thereof – regardless of any mitigating factors that may be impacting their ability to meet the standards assumed by the school. When schools choose to perceive caregivers in these ways and

using these standards, they are foregoing relationships that the research says are essential to increasing and sustaining academic outcomes.

Barnard (2004) found that in years where a teacher rated a parent's participation as average or better, the child was 21% less likely to drop out of school. This is compounded when multiple years are considered. After three years of receiving average or better ratings, the child's likelihood of dropping out was 63% less when compared to a child whose caregiver was perceived not to be engaged. Conversely, after three years of having a parent participation of being rated average or better, the child had a 96% greater likelihood of graduating high school. In fact, for every point a parent was rated on the school involvement school used, a child stayed in school longer. In many cases, longer school means more opportunities. Even if a child drops out of high school and decides to pursue a G.E.D., more years in school could increase the chances of them passing, which, in turn, could lead to increased opportunities. It is notable that this was only the case when considering teacher ratings; caregiver ratings of themselves were not associated with higher or lower rates of dropping out (pp. 52-56). This could be because there is a gap in understanding of what types of involvement are most helpful for a child's success or even varying definitions of what involvement means. So, a caregiver could be doing certain things they deem as helpful and supportive but it is the opposite of what the educator believes is appropriate. Therefore, it was the perception that the educator had about the caregiver which affected how they, themselves, engaged with the student. For example, if a teacher felt like a caregiver was highly engaged and participatory, they may feel more inclined to match their efforts. Unfortunately, it could also go the other way in that a teacher feels less inclined to push or engage the child because they perceive that the caregiver does not care. This perspective excludes the entire concept of culture as it pertains to how caregivers may engage school. For example, some studies assert Black parents,

which is the group of stakeholders central to my problem of practice, possess and engage certain aspects of their cultural capital in order to advocate and resist their child's success in school and society (Delale O'Connor et al. 2020, p. 1920). Again, if the intention of the caregiver is misunderstood by the school, it could lead to deficit thinking by staff and influence their interactions. These studies reinforce why it is important to equip caregivers with the best knowledge possible so that they can be strong advocates for their child both outside and inside of the school; it also highlights how important it is for schools to be aware of who their families are and what they represent so they may be responsive to their attempts at engagement and advocacy. Additionally, it matters that schools are culturally competent so that they are not misinterpreting the efforts of families. Schools should be providing equal support to all students and their level of engagement should not be impacted by what they perceive the caregiver to be doing or not doing. Leaders should also put effort towards ensuring that the staff understand the communities they are working alongside.

George et al. (2010) found that third grade reading level was shown to be a significant predictor of eighth grade reading level, ninth-grade course performance, high school graduation and college attendance even after accounting for demographic characteristics and how a child's school influences their individual performance (p. 27). This research clearly supports the notion that higher achievement in younger grades sustains through their schooling years and this is sometimes predicated on the engagement of the caregiver. Influencing the engagement of the caregiver in the early years of a child's schooling can lead to life-changing outcomes for them. They will not only have more education and schooling, but they could also increase their chances of acquiring gainful, sustainable employment. Studies have found that the experience a person has greatly impacts that which they provide their own children when it comes to schooling; therefore,

influencing the involvement of a caregiver, could have a positive effect on the trajectory of their family. Thus, getting caregivers involved early in a child's educational journey can have generational impact and could potentially interrupt the cycle of poverty and the miseducation of minoritized people. Schools can influence this involvement by supporting caregivers, providing them with information, and communicating effectively.

2.4 Impacting Caregiver Efficacy

Bandura (1982) asserted that even when people know what to do, they will not always behave in that way because their own thoughts interfere with their knowledge and their actual actions. Additionally, how they judge their capabilities impacts both their motivation and behavior (p. 122). Bandura also stated, "people avoid activities that they believe exceed their coping capabilities, but they undertake and perform assuredly those that they judge themselves capable of managing" (p. 123). It is our beliefs about our abilities that affect what we choose to engage with and how we direct our efforts. Therefore, it is not enough that caregivers just know what to do, they must also feel equipped to do it.

Past research indicates many different factors that can influence the self-efficacy of a caregiver. First, the self-efficacy a caregiver has when supporting their child's academic journey can also be roiled by their own experience. Vandegrift and Greene (1992) emphasized that caregivers are often reminded of their own failures when engaging with school staff and activities. They assert, therefore, that the support caregivers receive be catered to their particular situation. For example, if schools want to assist in engaging caregivers they can ask their preferred form of correspondence and adapt depending on their answer. They also advocated that a caregiver's

involvement can be impacted by whether their own needs are being met. “It is impossible to solicit involvement from parents who are worried about their own survival” (Vandegrift & Greene, 1992, p. 59). When factors such as stress, food insecurity, mobility, and employment - or lack thereof - influences how involved a caregiver is, it also has the potential to impact achievement. Barnard (2004) stated that the confidence of the caregiver was associated with how they chose to include themselves in the educational process. In this study, the longer a caregiver was involved with Head Start, the more confidence they had, which had a positive impact on their future involvement (p. 60). All of this research suggests that both the past and daily experiences a caregiver has impacts their involvement and how well they can engage on behalf of their child. While schools are unable to change the past experiences caregivers have, they have significant influence over what they experience daily. Moreover, schools can impact how confident caregivers feel in supporting their child.

Green et al. (2007) stated, “applied to parental involvement, self-efficacy theory suggests that parents make involvement decisions based in part on their thinking about the outcomes likely to follow their involvement activities” (p. 533). The authors assert that self-efficacy is created through social interaction, persuasion, and beliefs. Caregivers make decisions about their involvement based on what they believe the outcome of being involved means for their child. A caregiver must be knowledgeable about what their child needs to know but also, the positive results that can come from their presence and involvement.

McIntyre et al. (2004) contends that it must be the school professionals who reach out to caregivers so that barriers (social and economic risk factors, time constraints, adverse feelings about being in school) do not get in the way of progress (p. 87). Barnard (2004) asserted that by schools just putting efforts towards increasing caregiver engagement, it achieves the intended

outcomes. Keane (2007) agreed that the onus of communication must begin with school staff and it is up to the school to make caregivers feel welcome (pp. 2 – 3). In order to improve and sustain collaborative efforts that benefit the student, schools must be mindful to be keenly aware of the customs and beliefs that exist within the communities they serve (Keane, 2007, p. 2). In addition to their experience, the culture of the family should also be considered when attempting to engage them in school matters. Delale-O'Connor and Graham (2018) stated, "teachers tended to view caregivers as part of a larger community and espouse what they perceived to be the beliefs of that larger community" (p. 522). This could be the case for decisions they make about what to teach or not teach their students; but, it could also extend to the beliefs they have about their students and the families/communities from which they come.

Christianakis (2011) suggests that schools shift from a parent-teacher partnership model, which focuses on aligning caregivers with teachers, to a parent-empowerment model, which seeks to engage caregivers in opportunities to make decisions (p. 160). The partnership model is based on middle class caregivers and is focused on changing home practices so that they align with the school because they are seen as inferior. When caregivers are empowered, they become decision-makers in the school and educators begin to anticipate misunderstandings so they can build from the culture of the home. Caregivers then feel more included in the educational process. Additionally, Baquedano-Lopez et al. (2013) argues that caregivers are "agents who can intervene and advocate…make adaptations and resist barriers to education" (p. 150). Title I requires that school staff, families, and children will share in the responsibility of improving achievement through the use of School-Family Compacts (U.S. Department of Education, 1996). However, Stevenson and Laster (2008) reported that less than a third of states were in compliance with regard to their usage of School-Family Compacts. Schools were using compacts as a way to encourage

compliance among caregivers rather than mechanisms for inclusion, empowerment, and shared responsibility.

Leithwood and Patrician (2015) assert that one approach to improving engagement is to identify the existing expectations caregivers have, persuading them that their children are capable, and extending their view of what's possible for their child is a start to bridging the gap between teacher and caregivers (p. 667). This comes through communication with families and ensuring they understand the benefits of shifting their parenting approach towards one that is supportive, firm, and interactive (p. 668). Having meetings with caregivers is not enough. There must be a concerted effort to provide "direct, practical help to parents in supporting their child's work at school" (Leithwood & Patrician, 2015, p. 680). Staff must have time to learn how to most appropriately engage with families and shift their, sometimes negative, attitudes towards caregivers (Leithwood & Patrician, 2015, p. 680). In addition, staff must also take care to be aware of their own biases and beliefs and how they "show up" when engaging with families or making decisions about children.

Overall, if schools can empower caregivers with the knowledge, skills, and confidence they need to support their child's academic journey, there can be collaboration to achieve positive outcomes that will transcend kindergarten. This notion leads me to a number of questions that I used to guide my work.

2.5 Inquiry Questions

One of the questions I posed earlier asked is in what ways do schools need to shift or change their style of communication? Additionally, how must schools shift their engagement efforts to

meet the needs of families? Schools typically have ways that they provide information to and communicate with caregivers. Some examples are newsletters, email blasts, brochures, and parent nights. At FSEA, educators shared, through conversation with me, that they were excited that families were able to be so engaged and knowledgeable about what their children were learning due to the nature of virtual learning. They have since expressed concern that this level of engagement and knowledge will not continue since children are no longer "doing school" in their homes. So, how can we, the school, be responsive to this change? What other ways can we communicate that still ensure caregivers are equipped with the same knowledge as last year? Specifically, as seen in Table 2, can we use targeted videos that provide caregivers with the information we believe they need in order to bridge the gap between what we became accustomed to during virtual learning and what exists now that we are back in the building? Can this communication tool be used to have a positive influence on the self-efficacy reported by a caregiver? In order for caregivers to feel positively or more efficacious about their abilities to support their children's readiness, they need to clearly understand what is expected of their child and how their role is critical in their growth.

Table 2. Inquiry Questions

Category	Inquiry Questions	Prediction
Outcome	How can the use of informative, targeted videos influence the self-efficacy reported by a caregiver?	I predict that caregivers will report a higher self-efficacy after receiving videos.

Outcome	How well do caregivers understand what is expected of their kindergarten child at the beginning and end of the year? Can a new form of supplemental communication result in a change of knowledge for caregivers?	After watching informative videos about Kindergarten Readiness, I believe caregivers will be able to successfully identify more end-of-year goals by the end of the study.
Process	How must schools shift their engagement efforts to meet the needs of families?	I predict that because this study will result in caregivers having a higher level of self-efficacy when supporting their child academically, it will be an indicator to schools that this type of communication is effective and can be employed as a way to engage families.

3.0 Methods

It is our beliefs about our abilities that affect what we choose to engage with and how we direct our efforts. The purpose of the PDSA cycle is to determine if the efficacy of a caregiver can be impacted with the provision of information about long-term goals, the impact of their involvement, and tangible, aligned activities to complete at home. In order to assess if the intervention is successful, I will use surveys and interviews before and after the intervention.

3.1 PDSA Cycle Description

The study will begin with a pre-survey that will be administered to the caregiver of every kindergarten student at Southeast Academy. If there are multiple caregivers in the house, only one will need to complete the survey but the same person will need to do the post-survey. The pre-survey will ask families to rate their knowledge about what skills and outcomes their child is expected to have by the end of the year and their comfortability with supporting their student with achieving their kindergarten academic goals. The survey will also ask families questions about their kindergarten child's previous schooling experiences and that of any other siblings in the home. At the end of the survey, caregivers will be asked if they are willing to participate in further discussion about their kindergarten child's school year goals. Based on the answers to these questions, select families will be chosen to have individual interviews with me via zoom. I will choose between six and eight families depending on the number of caregivers who indicate they would be willing to talk further.

During the individual caregiver interviews, a variety of questions will be asked with some being more in depth than those asked on the survey. The purpose of the interviews is to gain a deeper understanding into the self-efficacy a caregiver has and, where appropriate, why they hold certain beliefs. I also want to gain insight into how the school is communicating with them about long-term goals and their satisfaction with the correspondence. My goal is to see if the intervention I use will be seen as favorable so as to inform future communication.

After administering the surveys and completing the interviews, all caregivers for kindergarten students will be sent a series of six videos with each one being two minutes long or less. These videos will provide information about the expected end-of-year goals and expected skills for their kindergarten child. The videos will also provide ideas for activities that families can do at home to support learning.

At the end of the video series, a post-survey will be administered to the caregivers of every kindergarten student at Southeast Academy and those who participated in the pre-interview will be invited to follow-up. The post-survey will ask families to rate their knowledge about what skills and outcomes their child is expected to have by the end of the year and their comfortability with supporting their student with achieving end-of-year kindergarten academic goals. During interviews, families will be asked about how the videos impacted their involvement, confidence, and knowledge with regard to supporting their scholar..

3.2 Site and Participant Selection

Friendship Southeast Academy currently has 65 kindergarten students enrolled. For this study, all caregivers of kindergarten students will have equal opportunity to engage in the pre- and

post-survey. Additionally, all of the caregivers will be sent the videos at the same time using the ClassDojo platform already in use by the school. Families who select that they would be open to discussing their involvement and kindergarten readiness more may be invited to participate in pre- and post-interviews.

3.3 Data Collection

There are three questions guiding my work toward understanding the self-efficacy of caregivers and how it can be impacted by the communication of school staff. The inquiry questions, also mentioned above, are as follows:

1. How is a caregiver's self-efficacy impacted by the acquisition of skills, knowledge of end-of-year goals, and/or awareness of their impact? How does the use of videos influence their self-efficacy?
2. How must schools shift their engagement efforts to meet the needs of families?
3. How well do caregivers understand what is expected of their kindergarten child at the beginning and end of the year?

In order to answer the inquiry questions, I will gather both qualitative and quantitative data. The quantitative data will be gathered through the use of pre- and post-surveys. These surveys will give insight into questions one and three. The qualitative data will be collected during the interviews. These interviews will give insight into the same questions but may also inform question two. The interviews will be recorded via Zoom and transcribed.

3.4 Data Analysis

After gathering the data from the pre- and post-surveys, I am going to do a comparison. Within the survey responses, I am going to be evaluating whether the implementation of the new form of communication made a difference for caregivers. Namely, I am going to determine if they felt more efficacious (or capable) of supporting their child with academics. Additionally, I want to determine if their knowledge increased as a result of engaging with the targeted communication.

The interviews will also be used to compare the effectiveness of the intervention. The surveys will provide a quantitative analysis while the interviews will provide more qualitative information. Through the use of thematic coding, I will be able to gather insight into not just if the intervention was effective but why. From this, I will gain information to inform my professional practice as an administrator.

3.5 Reliability and Validity

FSEA is one school in a large district. Though there are 16 schools, we all generally serve the same population and are facing similar successes and difficulties with regard to achievement. For that reason, I believe that the population of the caregivers with kindergarten students specifically at FSEA is a reflection of the whole. Important to note, however, is that FSEA serves the children in Ward 8, which is one of the lowest socioeconomic communities in Washington D.C. Not all schools in the district are located within this ward and may not have the same context as FSEA.

The information gathered in the pre- and post-surveys will be available for viewing. Information from the interviews that is not confidential or having specific identifiers will be made available as well.

4.0 Results

The aim of the study was to assess if implementing a different type of communication than what families typically received would have an impact on their overall self-reported efficacy. Both quantitative and qualitative data were gathered. Pre- and post-surveys were used to gather quantitative data from families. Interviews were also conducted to gather more insight into that data and greater understanding about the experiences of the caregivers and their scholars at Friendship Southeast Academy.

4.1 Pre-Survey

Respondents were given three opportunities to complete a pre-survey. The pre-survey was sent out twice before the school's Winter Break (December 21st). It was sent out at the end of November and two weeks later in December. Due to the low response rate prior to Winter Break, the survey was sent out once more in January. Pre-Surveys were sent via ClassDojo, which is the communication tool used by each Kindergarten teacher. This tool was used because families are used to receiving and sending information via the platform. Survey data was collected using Qualtrics.

In total, there were 40 participants in the pre-survey. Five of those participants opened the survey but did not complete any questions. These five participants were excluded from the data set. Therefore, the data explained includes the responses of 35 participants. Participants had the

option to disengage from the survey at any point. If participants answered any questions, they were included in the data set even if they did not answer all questions.

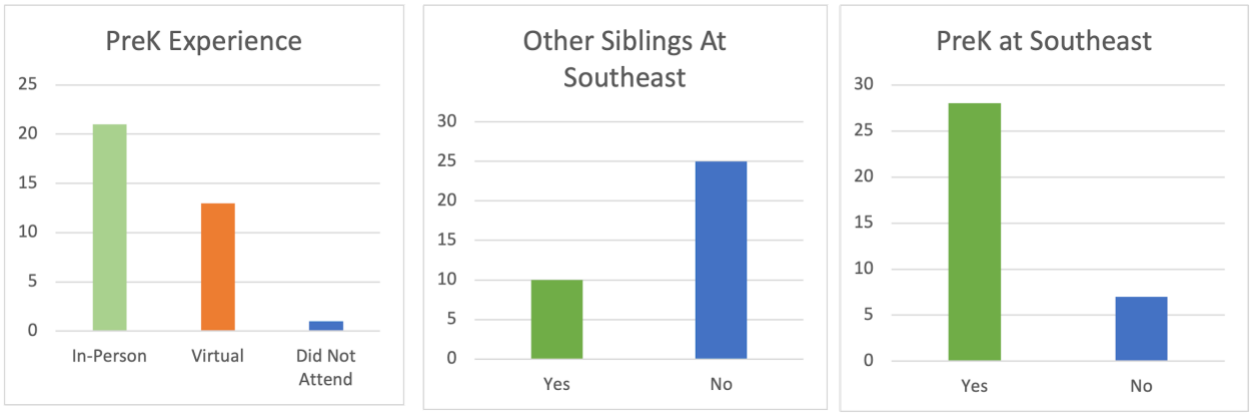


Figure 2 . Demographics of 2021-2022 Southeast Kindergarten Scholars

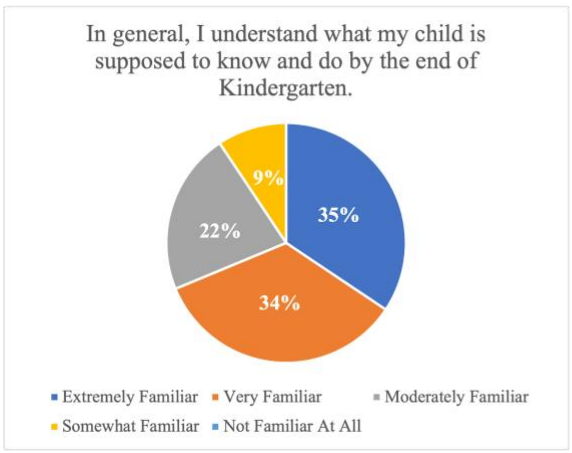
At Friendship Public Charter Schools, students are referred to as "scholars". The terms "students," "scholars," and "children" will, therefore, be used interchangeably. During the 2020-2021 school year, families who wanted their scholar to attend Pre-Kindergarten had two choices for enrollment. Due to the pandemic, families could opt for their scholars to attend virtually via Zoom. However, Friendship Public Charter Schools opened "learning hubs" at each location in the district to give families with limited childcare options a space for their child to learn. Families at Friendship Southeast who elected for this option sent their scholar to the school building each day from 8:00 - 3:30. These scholars were considered to be "in-person". Scholars who attended in-person logged on to the same Zoom as their peers who elected to remain at home for their learning.

Last year, over half of the participants (60%) elected to use the learning hubs while 37% chose to remain at home and access instruction virtually. One family chose to not enroll their child in Pre-Kindergarten. In the District of Columbia, preschool and Pre-Kindergarten is available to

all children for free but families do not legally have to send their child to school until the age of five.

Of the 35 pre-survey participants, the majority (70%) of them attended Pre-Kindergarten at Southeast. Eighteen percent (7 participants) did not attend Southeast. This includes the scholar who did not attend pre-Kindergarten at all during the 2020-2021 school year. Twenty-five of the participants (71%) stated they did not have any other children that attended Friendship Southeast prior to the focal scholar for this study. This can be interpreted as their children attend other schools besides Southeast. This could also mean that they are a first time caregiver and their Kindergarten scholar's experience is the first they have had. These results can be seen in Figure 2.

Caregivers' efficacy around their children's learning could be impacted by how much they believe they understand about the end of year goals as well as how much they feel they are part of the learning process for their scholar. To better understand these beliefs, they were asked two questions specifically pertaining to the school's year end goals and feelings around inclusion in their children's at school learning. . These results can be seen in Figure 3. Eleven caregivers (34%) said they were "extremely familiar" and the same amount stated they were "very familiar" with the end of year goals for Kindergarten. Seven participants (22%) said they were moderately familiar. The remaining one percent of the participants said they were somewhat familiar with the end of year Kindergarten goals. There were no participants who stated they had no familiarity. Then, participants were asked to rate how often they felt included in what their child was doing in school. Eighty-four percent of participants were evenly split between "always", "often", and "sometimes". The remaining 16% stated that they rarely felt included. There were no participants who felt like they were never included.



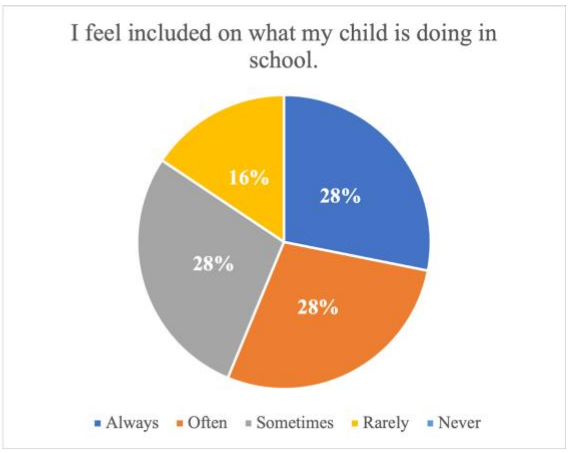


Figure 3. Caregiver Ratings around Understanding of Goals and Feelings of Inclusion

The questions in Figure 4 directly relate to the series of videos that caregivers were shown following the pre-survey in an effort to see if the communication type was effective at increasing their knowledge and efficacy. Caregivers were asked to answer a series of questions about their knowledge and efficacy pertaining to their Kindergarten scholar. Participants used a 5-point Likert scale to answer seven questions. They could respond to each question with "Strongly Agree", "Somewhat Agree", "Neither Agree Nor Disagree", "Somewhat Disagree", or "Strongly Disagree". Not all participants answered every question. If participants answered any question, they were included in the sample.

The majority of participants (84%) either strongly or somewhat agreed that their involvement makes a difference for their child while nine percent either somewhat or strongly disagreed. All but three caregivers strongly agreed that attendance affected how well their child performed academically. The amount of caregivers who strongly agreed with a statement more than tripled those who somewhat agreed. However, when it came to knowledge about how to create learning opportunities at home, the results differed. This question had the lowest response rate with only 25 caregivers opting to answer. Fifty-two percent of those caregivers that responded

strongly agreed that they knew how to create learning opportunities at home and 40% of them stated they somewhat agreed. Caregivers overwhelmingly stated they could support their scholar with their schoolwork (84%). There was more variance in caregivers' feelings about getting support for their scholar. At least one caregiver responded for each of the options. On the inverted questions, the majority of responses were consistently “strongly disagree” indicating that the previous questions were valid.

4.2 Pre-Interviews

As part of the surveys, families were able to indicate if they were willing to have a follow-up conversation about their experience - and that of their scholar - with communication and supporting their scholar academically at Southeast. They self-identified by putting the name of their scholar in a field on the survey. Eight caregivers responded affirming that they would be interested in a follow-up. Of the eight, seven were able to be scheduled. Scheduling with the eighth caregiver was attempted via phone and email but those attempts were unsuccessful.

The seven caregivers were scheduled via phone call, text or email depending on what was most convenient for them. Upon agreement, each participant was sent a zoom link and calendar invite for the date and time they chose. The semi-structured pre-interviews (see Appendix A) were about 20-30 minutes long and were recorded for the purposes of being transcribed later. The DeScript software was used to transcribe the interviews. They were reviewed by the primary investigator for accuracy. Each caregiver and scholar pair were given matching pseudonyms (i.e. Caregiver A and, where applicable, Scholar A) to protect their anonymity and no identifying information was used.

There were varying characteristics across caregivers (see Table 3). Of the caregivers interviewed, five were mothers, one was an adoptive guardian, and one was a father. Three were working professionals outside of the home, two were in school, and two were stay-at-home caregivers. Caregiver A is mother of multiple children who currently attends Friendship Southeast. She is currently in school while caring for her youngest child who is not of school age. Each of her children including the current scholar in Kindergarten has attended Friendship Southeast since PK3. Caregiver B, an educator, was the mother of two scholars at Friendship Southeast. Unlike Caregiver A, her kindergartener is the oldest making this her first time learning about Kindergarten expectations and standards. Caregiver C is a stay-at-home mom whose only child attends FSEA. Caregiver D, stay at home mom, is the adoptive guardian of the kindergarten scholar and also has another child who attends the school. Caregiver E was an educator with two children. Only one of those children, the kindergartner, attends Southeast. Caregiver F, like Caregiver A, is in school. This mother has three children but her oldest are at least 10 years older than her Kindergarten scholar. Caregiver G is a working father who cares for his Kindergarten scholar independently. He is also a first-time parent.

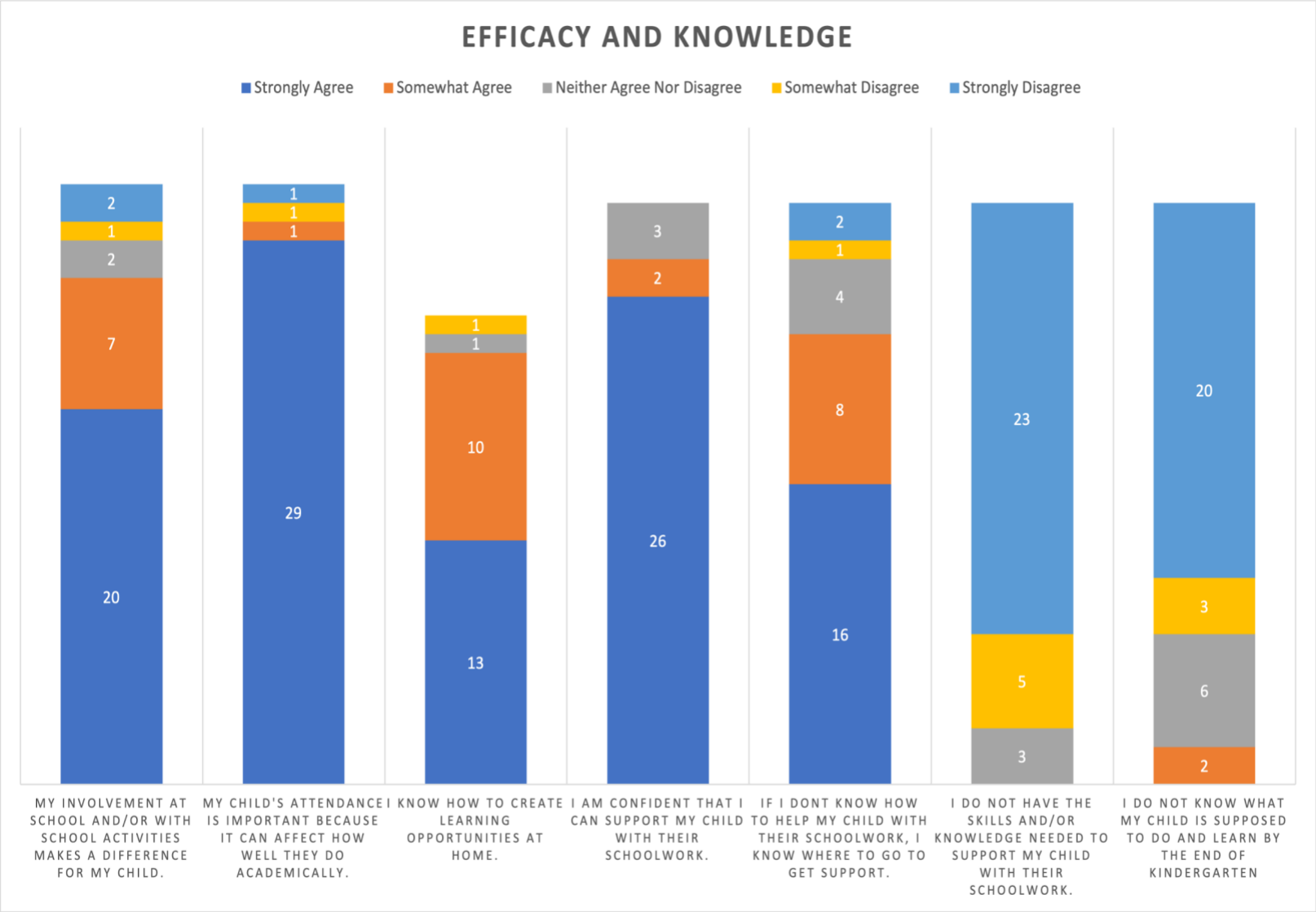


Figure 4. Caregiver Ratings of Efficacy and Knowledge, Pre-Survey

Table 3. Caregiver Characteristics

Caregiver Characteristics			
Caregiver	Profession	Relationship to Kindergartener	Children
Caregiver A	Student/Stay-at-Home Parent	Mother	Four Children (3 at Southeast, 1 at Home)
Caregiver B	Working Outside the Home	Mother	Two children (both at Southeast)
Caregiver C	Stay-at-Home Parent	Mother	First-time parent
Caregiver D	Stay-at-Home Parent	Adoptive Guardian	Four Children (3 at Southeast, 1 newborn)
Caregiver E	Working Outside the Home	Mother	Two Children (1 at Southeast, 1 High School)
Caregiver F	Student/Stay-at-Home Parent	Mother	Three Children (1 at Southeast, 2 adult children)
Caregiver G	Working Outside the Home	Father	First-time parent

4.3 Thematic Framework

After the data set was reviewed, initial codes were developed. An example of what this looks like can be found in Figure 5, which displays the theme, the types of data included, and an example of a quote provided by a caregiver. In order to reduce the data into more manageable sections, various quotes and words aligned to the codes were extracted from the transcripts to create a codebook (Appendix B).

Out of the coding process developed six different themes: Preparing for Kindergarten, Beliefs and Mindsets, Milestones, Communication, Learning at Home, and Efficacy. Preparing for Kindergarten contains information about how caregivers prepared their scholars before entering kindergarten. This included academic, behavioral, and socioemotional teaching or preparation. Beliefs that caregivers held either about Kindergarten or Southeast Academy were coded under Beliefs and Mindsets. Extractions under Milestones fell into two categories. The first was beliefs that caregivers had about what their child should know by the end of the year. This section also included their understanding of the milestones that Friendship Southeast defined for Kindergarten scholars. Communication was also a multi-faceted category. Any information that caregivers provided about how they wanted to be communicated with and what they wanted communication

about was included here. Additionally, reflections about their satisfaction with the communication they've received were entered as well. Learning at Home involved information about how caregivers created learning at home. This included but was not limited to activities they chose and their reasoning behind the activities they picked for their child. The last theme was Efficacy. The guiding questions for this theme were: "how empowered do families feel when supporting their child academically? Do families believe they have the knowledge and skills to support their scholar? Do families know where to go if they need support?"

Theme	Description	Example
Learning at Home	How parents create learning at home. This can include what activities they choose as well as how/why they choose certain activities.	"Cooking…he like getting on the subway…buying things…we try to expose him to things that we feel he needs to know and be aware of…" (Caregiver B)

Figure 5. Sample Codebook

4.3.1 Preparing for Kindergarten

Caregivers were asked questions about how they prepared their scholars for Kindergarten. Some answers were limited to academic preparation while others included behavioral or socioemotional things they did to get their child ready for Kindergarten. Caregivers were also asked to expound on any of the ways they prepared themselves for the transition their child was about to make.

4.3.1.1 Before Kindergarten Schooling

One of the ways caregivers described preparing their child for Kindergarten was through their academic preparation in preschool (for age 3) and pre-kindergarten (age 4). Caregiver E

stated, “he went to Pk3 and Pk4. I enrolled him in Pk3 to get that knowledge…and understanding the feel of how school operates, to get the learning techniques down. So he would be prepared and be ready for kindergarten”. Caregiver A echoed this sentiment regarding preparation.

4.3.1.2 Non-School-Based Academic Skills

Caregiver G made mention of some academic skills he engaged his scholar in as a way to prepare him for Kindergarten. He stated, “by [having] him write his name and alphabet and numbers.” Caregiver F spoke of how she used flashcards to teach her scholar.

4.3.1.3 Non-Academic Skills.

One caregiver talked about non-academic skills they felt were important for their child’s preparation. In addition to sending her child to preschool and pre-Kindergarten as a way of academic preparation, Caregiver A also discussed several non-academic approaches that she valued. First, she talked about how she spoke to her children stating, “I explain to them [what something is] in layman's terms. I don't really use baby language. I’ve always been straightforward with them then they’ll grasp more stuff when they go to school.” For her, the language she used was directly tied to their comprehension in school. Unlike in previous years, caregivers had to consider COVID-19 and any applicable safety protocols when preparing their children. Caregiver A specifically spoke to this as well. “We had to work on why it's important to keep the mask on…work on hand sanitizer…teaching them you can't get up close.” This highlights a difference in how caregivers have to approach preparation in light of pandemic. Preparation now goes beyond academic and socioemotional skills and must include anecdotes and lessons about safety.

4.3.1.4 Non-Preparation

Three out of the seven caregivers alluded to either not doing anything or not doing enough to prepare their child for Kindergarten. Caregiver D stated, “I didn't do anything…because I thought he was a little behind as far as growth.” All three of these caregivers mentioned that they believed their child was behind where they “should" have been at the start of the year but did not do anything in particular to intentionally prepare their scholar for Kindergarten. This could be because they were unsure of which direction to take but should not be regarded as an indicator of care, concern, or involvement. Each caregiver expressed immense care for the well-being and development of their scholar. Overwhelmingly, throughout the interviews, caregivers expressed a desire to know more so they could do more. If anything, this indicates that schools may be able to support higher outcomes by engaging families who consider their scholar “behind” with more direct suggestions, activities, and opportunities.

4.3.2 Beliefs and Mindsets

The narratives given by families provided some insight into the beliefs that they held about Kindergarten and their child’s learning. Also reflected within this section are beliefs they held about Southeast Academy. Responses that were affirming and non-affirming were included in the analysis because both can influence how a caregiver engages with their scholar and the school.

4.3.2.1 Beliefs about Southeast

Families generally expressed that they were satisfied with Friendship Southeast. Both Caregiver A and Caregiver E expressly stated how much they like the school with the former specifically discussing the high expectations at FSEA compared to other schools she experienced.

Similarly, families felt overwhelmingly positive toward their child's teacher saying things like "I got really lucky with my teachers" (Caregiver A). Not only did they mention liking the teacher but they attributed their child's growth directly to them as well. "I think he's almost got *Green Eggs and Ham* by himself…that experience, I attribute to you guys" (Caregiver F). Notably, caregivers were not asked any specific questions about their beliefs or feelings about Southeast. These responses were each offered without prompting.

4.3.2.2 Beliefs Impacting School-Based Instruction

Some beliefs that caregivers hold can be a support to what is happening inside the school. For example, Caregiver A talked about attendance saying, "the less attendance they have, the less they are learning, the more they will fall behind the charts." The more a caregiver is able to get their child in school every day, the more access to instruction they will have, thereby allowing more opportunities for improved outcomes.

Caregiver B spoke of the importance of a strong school-to-home partnership. She stated,

> I just want to make sure…I foster and the school system fosters [and] makes sure the social emotional well being is met as the whole child….They spend majority of their time in school so I'm going to make sure they're getting what they're supposed to at school.

Caregiver B also expressed some dislike for the "Common Core" approach to math and asserted that she would teach it the way she most remembered. This is an example of how caregivers can hold beliefs that are supportive and antithetical to the aims of the school.

4.3.3 Milestones

Friendship Southeast has outlined the milestones that scholars should meet by the end of their kindergarten year in order to be considered "ready" for first grade. Caregivers were asked about the knowledge they held regarding these milestones. Caregivers were also asked to share any personal milestones they had for their child. Specifically, what did they expect their child to know and do by the end of the year?

4.3.3.1 Understanding Southeast Milestones

All caregivers at Friendship Southeast Academy are invited to a beginning of the year orientation as well as Quarterly Learning Conferences (QLCs) three times a year. This is a time for both teachers and caregivers to express thoughts and concerns they have regarding scholars. Two caregivers reflected that they had been told about the end-of-year goals during their QLC. "[The milestones] were somewhat explained…I don't fully remember all of them but I know he had to reach certain milestones…to be prepared…for the first grade" (Caregiver D). One of which was able to name a few of the milestones outlined by Southeast. Caregivers B and G both stated they hadn't been told about any specific milestones. Caregiver B along with C expressed that they would seek out the internet for information.

4.3.3.2 Caregiver-Established Milestones

Two out of the seven caregivers stated that they had no milestones or expectations of what their scholars were to know by the end of the year. Caregiver A stated, "the path changes so much" before explaining that what her current second grader needed to know in kindergarten seems so vastly different from what her current scholar is learning. Caregiver D was the only caregiver to

explicitly state a goal for the scholar. Caregiver D hoped that by the end of the year her scholar would be able to read a book.

4.3.4 Communication

One of the primary purposes of this research is to learn more about how communication can impact the efficacy of caregivers. This theme explores the types of communication that caregivers have received either from the school or the teacher directly as well as their level of satisfaction with what they receive. Here, caregivers also asked about their communication preferences as well as the type of information they want to receive.

4.3.4.1 Types of Communication

Generally, caregivers seemed open to various times of communication and offered suggestions for how to best communicate with them. Overall, people felt positively about the school's primary communication tool: ClassDojo. This platform provided enough opportunities for two-way communication for caregivers to feel satisfied. There were no instances of caregivers speaking negatively about the platform or the teachers' use of it. Two caregivers (D and G) mentioned text messaging as an effective means of communication. Caregiver G also mentioned the afternoon pick-up time as a positive way that staff had communicated with him about the day or any concerns for the day.

A few caregivers offered suggestions for how different types of communication could be used. Caregiver A suggested the use of videos through youtube or zoom so that she and others could watch problems being done live and ask questions in the moment. Caregiver B stated that she would like a newsletter so that she can know what to work with her son on at home and what

they have previously done in class. Caregiver F mentioned that another told her she received videos about what was going on in class. She expressed that this would be nice for her to receive as well.

4.3.4.2 Desired Communication

Though caregivers were satisfied with the means by which educators chose to communicate, more than half stated that they needed or wanted more communication in some regard. Caregiver B, C, and E all stated that they wanted more information about how their child was doing academically outside of parent-teacher conferences. “Sometimes it’s like it won’t be a conversation unless it’s a parent teacher conference” (Caregiver C). Caregiver D noted that she felt unaware of the struggles her scholar was having prior to reading comments on his report card. “When was I going to be notified”, she stated. Similarly, Caregiver G had questions about whether or not his scholar was performing above or below the school standard. “I think without me asking, it should be put on the table”. Moreover, he didn't want to have to ask about how his scholar was doing. He wanted it to be readily shared. Caregiver F expressed significant concerns stating, “I don't know what’s going on at your school. I don't know how to express that. I don't know how things go in your school. I don't know how to even reinforce what is being done”. This was undergirded by her expressly stating she wanted to know so that she could best support her scholar. Unlike the others, Caregiver A was fine with being notified solely at conferences. She felt that with multiple children it would get overwhelming if it was more often.

4.3.5 Learning at Home

In addition to their communication preferences and desires, families discussed how they create learning at home for their scholar. Caregivers shared the types of learning they engaged

their child(ren). They also talked about how they chose the activities for their scholar(s). This learning could be academically-focused but it did not have to be in order to be included in the data set.

4.3.5.1 Academic Learning

Three caregivers focused on academic learning at home. Both Caregiver A and C talked about books they had purchased from the Dollar Store to help build their scholar's skills regarding letters and numbers. Caregiver A expounded saying that for her youngest scholar, it was less about getting the answers right and more so about building her capacity to hold a pencil and write. Caregiver C went on to say that she doesn't typically plan things for the scholar to do outside of the book. Instead, she follows his lead. If he wants to do 10 pages, he can. Similarly, if he only wants to do one page, that is permitted. She listens to the questions he asks and chooses what to do or talk about with him from there. Caregiver D said she also doesn't plan and mostly relies on any homework the teacher sends to create learning at home.

4.3.5.2 Non-Academic Learning

The idea of following the lead of the scholar is not solely related to academic skills.

> I try to keep the stuff he [wants] to do. I just pay attention to his interests. I pay attention to what he pays attention to…I got him in boxing right now [but] he[s played baseball…soccer (Caregiver G).

For this caregiver, the important learning happening in these spaces was related to discipline. Just like with Caregiver G, when asked how they chose the learning activities at home, majority of those who responded talked about the interest of the child being the guiding light. Caregiver E planned her vacation around the incorporation of animals because that is what her scholar enjoys. There was also effort put towards ensuring scholars had the experiences that the

caregiver felt were important as well. For example, Caregiver B shared how she created learning at home: “Cooking...he like getting on the subway…buying things…we try to expose him to things that we feel he needs to know”. Caregiver A focused on the importance of having pretend play-based areas in her home. Her approach focused on a system that was gender-fluid, organized, and imaginative for her children.

4.3.6 Efficacy

If families believe they have the skills and knowledge necessary to support their child academically, it could have a positive impact on how they engage their child’s learning. Caregivers were asked about their comfort level toward supporting their child academically at home. They were also asked to speak on their support structures, at home and within the school community, that they would utilize if they needed help. How empowered do families feel when supporting their child academically?

4.3.6.1 Support with Efficacy

In general, caregivers expressed that they felt capable of supporting their child’s learning and identified ways that they were able to support. Caregiver B felt that her background as an educator helped her to navigate the school setting and where she didn't feel particularly adept - due to her speciality being older children - she felt she had a strong network of early childhood educators in her family on which to lean. Caregiver D felt she was capable of supporting her scholar’s learning as long as there was homework sent home. Caregiver E felt she was more efficacious because of what had been explained to her during conferences. Knowing what her scholar needed to know by the end of the year made her feel more capable of supporting him.

4.3.6.2 Caregiver Needs to Improve Efficacy

While Caregiver D believed she was capable of supporting her child's learning, she felt that she was less efficacious if there wasn't the guide of homework. Without it, she resorted to screen time. "We try to set limits as much as possible but he really has nothing to do when he gets home now versus his first two years we were able to implement some type of learning" (Caregiver D). She noted the differences between his virtual learning experience where learning took place in the home by nature and his schooling now happening with the school building. Caregiver G also noted helping with homework as a way that he supported his son. Caregiver F stated,"I would like much more [communication]. I want to support my son. So if I have more information about…his personal progress and what I'm supposed to be working on with him…then I'll do it." For her, the support she could offer her child was bolstered by the communication and support she received from the school. Caregiver B felt that supporting her scholar in Kindergarten wasn't a concern but acknowledged that there may be more of a challenge as he got older.

4.4 Video Series

After each pre-interview was held, all families regardless of their participation in the surveys or interviews were sent a series of six videos entitled "Keeping Up With Kindergarten". The videos were sent via ClassDojo. This platform was used because throughout the year, it has served as the primary form of communication between school staff and Kindergarten families. The videos were sent over the course of three weeks and no more than two videos were sent in a week's time. The six videos were:

1. Chronic Absenteeism

2. Caregiver Engagement
3. Is Your Scholar Ready for First Grade?
4. Creating Learning At Home: Reading and Math
5. A Day in the Life of a Southeast Kindergarten Scholar
6. Creating Learning at Home: Language and Communication

Each video was made from scratch using Final Cut Pro and averaged between one- to two-minutes long. Videos were sent at various times of day in an effort to impact viewer engagement. For example, some were sent during the week in the evening while others were sent during the morning on the weekend. Each video topic was chosen because it aligned with the pre-survey questions.

4.5 Post-Survey

After the video series concluded, families were sent a post-survey to complete. Families were sent the survey via ClassDojo twice. Due to the low response rate, families also received a personal text message as a reminder to complete the survey. This did not yield a significantly higher response rate; therefore, families were also sent the survey by email. Ultimately, 21 families opened the survey and 17 completed it.

Caregivers were asked the same demographic questions from above. They were also asked the same questions regarding their efficacy and knowledge. In addition to those questions, they were asked to identify how many of the six videos they watched.

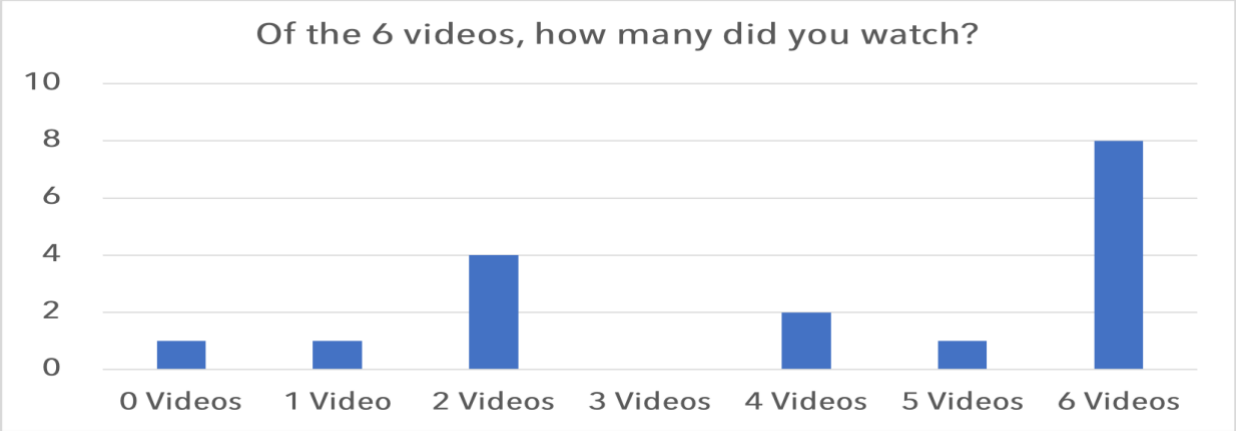


Figure 6. Number of Videos Participants Watched

Figure 6 reveals that the majority of the survey respondents (eight) watched all six of the videos. Three additional respondents watched between four and five videos. The rest watched less than half of the available videos.

There were some differences noted in the responses to the efficacy and knowledge questions on the post-survey as seen in Figure 7. In the pre-survey, there were three caregivers who disagreed with the statement about their involvement making a difference. On the post-survey, there were zero caregivers who disagreed with the statement. The number of respondents who did not agree or disagree with how attendance affected a child's academic performance grew. However, the majority of the responding caregivers agreed that attendance affected how well their child did academically on the pre- and post-survey. "I know how to create learning opportunities at home" had the most participants skip when responding to the pre-survey. Only 25 of the 32 participants answered it. On the post-survey, all participants responded and agreed that they could create learning opportunities at home for their scholar(s).

In the post-survey, all respondents felt confident that they could support their child's learning at home. In the pre-survey, there were three respondents who could not say whether they agreed or disagreed with this statement. About a fourth of the respondents could not identify where

they could get support if they needed it on the pre-survey. All but one on the post-survey felt they knew where to get support.

Responses to the inverted questions were about the same on both surveys. In response to the statement, “I do not have the skills and/or knowledge needed to support my child with their schoolwork, most participants disagreed with a small number (fewer than five) neither agreeing or disagreeing. On both surveys, the largest number of variance was with the last question: “I do not know what my child is supposed to do and learn by the end of the year”. Responses fell into all 5 categories. Notably, all but one participant who fell in the strongly agree, somewhat agree, or neither agree or disagree categories, watched less than half of the videos in the series.

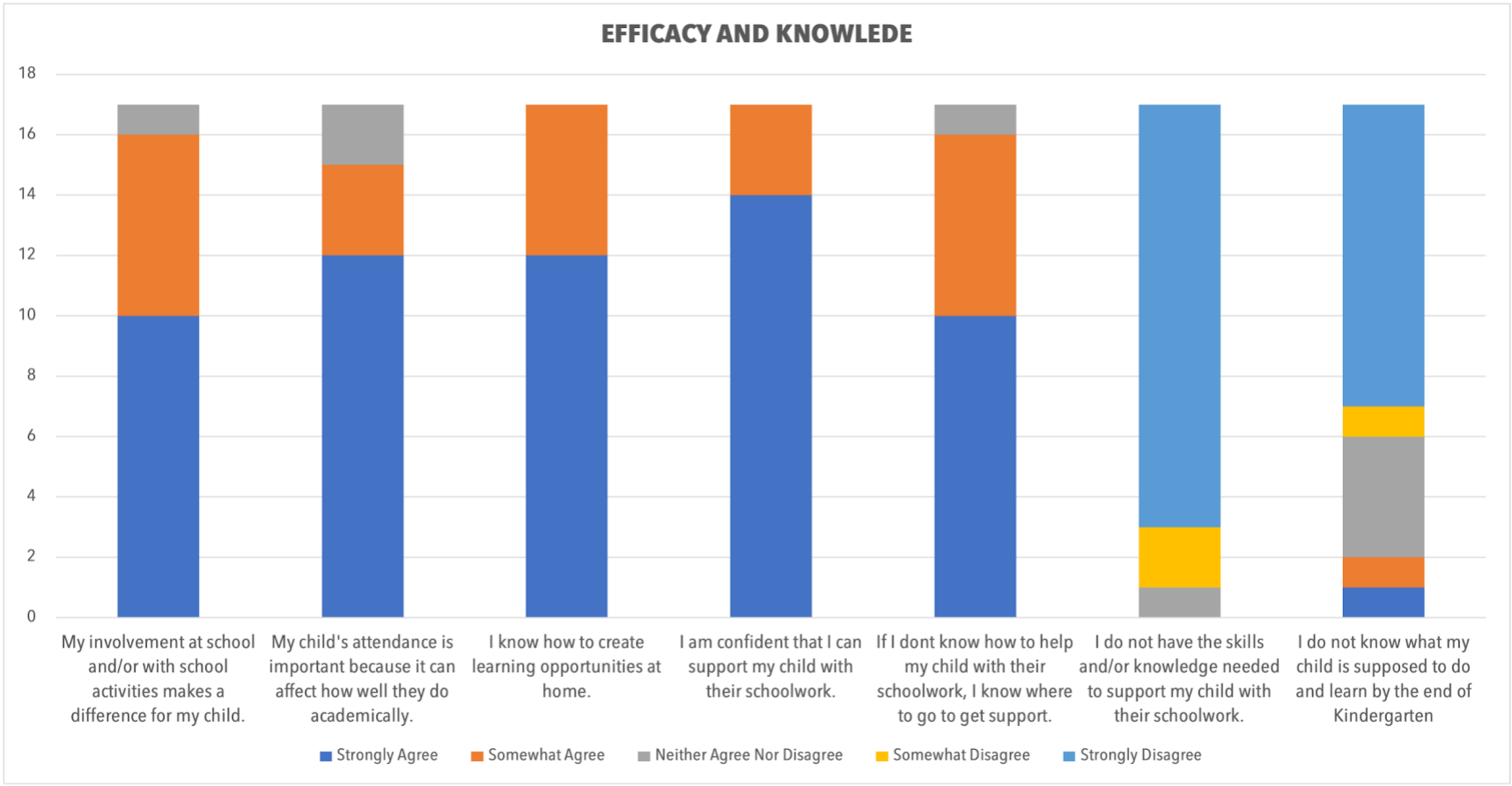


Figure 7. Caregiver Ratings for Efficacy and Knowledge, Post-Survey

4.6 Post-Interviews

Each caregiver that participated in a pre-interview was contacted for a post-interview following the video series. At the start of each interview, they were given time to complete the post-survey. Survey results were not viewed until the end of the data collection window in order to protect the anonymity of the participants. A semi-structured post-interview protocol (see Appendix C) was used to gain insight into the experience caregivers had with the video series.

Caregiver A watched all of the videos made available on ClassDojo. For her, ClassDojo was a convenient place for the videos to be posted because she was already in the habit of checking the platform for homework each afternoon. She made sure to "like" each video because she believed they held valuable information and doing so would boost the video to the top of the page. She felt that the videos helped her to know what was going on in the school since now she was not able to enter the building due to COVID restrictions. She spoke about how each video impacted what she did as a caregiver to support the learning of her scholar(s). Specifically, she stated that she did not understand how much attendance mattered for her scholar and, coupled with the video, A Day In The Life of Southeast Kindergarten Scholar, she realized just how critical one day of school was for her child. She believed the videos and the accessibility to them on her own time would have a positive affect on her engagement and ability to support her child. She added that she would like the video platform to be used in the future and provided some ideas for what could be included in the videos.

Caregiver B did not watch any of the videos in the series. For her, time was a factor. She did not feel she had enough time in her day to engage with the videos. She felt that with Spring Break approaching she would have more time. Most of the planned questions were not able to be

asked due to her not watching. However, she was asked if there were topics she would be interested in receiving a video about from the school. She wanted to know more about what her child's schedule was throughout the day. Upon hearing that this was one of the provided videos, she expressed that she would plan to watch the following week. She was provided information for how to provide any feedback she had. However, she did not elect to use this platform.

Caregiver C echoed the sentiments of Caregiver A in that sending videos via ClassDojo was best because it provided her the flexibility to view them on her own time. She watched all of the videos and felt very satisfied with the content in the series with the most meaningful being the information she was given about the end-of-year milestones. This provided her the opportunity to check in with her scholar and see how close or far away he was to being "first grade ready." Getting a glimpse into the classrooms and seeing what they do on a daily basis was also helpful for her because not getting to come into the building has been challenging for her. For Caregiver C, her becoming more efficacious is tied to her receiving adequate information from the school. Her hope is that she can receive this type of information at the start of the year in the years to come so she can better support her scholar's learning.

Caregiver D watched each video and appreciated the flexibility she had to return to the platform to watch them at her leisure. She felt the videos helped her figure out what she needed to work on at home with her scholar. Previously, she was dependent upon homework being sent home. Seeing videos about how she could create learning at home provided her additional insight on how to support her scholar's development outside of school. Like others, she mentioned how hard it has been not to be in the building. Moreover, she found the video that took her through her scholar's school day particularly insightful. Here is where she learned that there is no nap time in Kindergarten. She felt the videos were particularly helpful because she was aware that educators

did not have time to communicate with every parent about every detail of the day on a daily basis.

Caregiver E was unable to be scheduled for a post-interview. After the first post-interview was scheduled and missed, attempts were made via phone, text, and email.

Caregiver F appreciated the length of the videos. She described them as “quick and pretty concise.” For her, this made them more accessible and allowed her to rewatch them when it was time to execute some of the ideas within the video. She mentioned watching them in the grocery store or listening to them on the way home. She watched each video in the series. One of the ideas she implemented was directly from the Creating Learning at Home: Language and Communication video. Instead of asking her scholar “how was your day,” she used the five day challenge talking prompts in an attempt to elicit more response from him. She found that to be successful and beneficial. She added that the video showing what they did each day was helpful and more videos of that nature would be meaningful to her practice as a parent. “Where my son falls short is where I fall short.” She believed knowing more would allow her to support his learning at home.

Caregiver G watched two of the videos. Though ClassDojo was something he occasionally accessed, he depended on most of his communication from the school coming directly from the teacher via text or in-person during drop-off and pick-up. Moreover, when he was within the app, he would view what was there but wouldn't scroll to see what he had missed. He found the videos he did watch to be interesting and felt that sending videos would impact parenting positively. He watched the Creating Learning at Home: Reading and Math but did not attempt any of the activities. However, he mentioned a skill he was currently working on with his son and engaged in dialogue about it during the post-interview. He also watched Creating Learning at Home: Language and Communication and discussed how he used some of the conversation prompts with

his child. This indicated a willingness to increase efficacy. He also added in ideas of videos that could benefit him as a parent and others.

5.0 Discussion

Ultimately, caregivers and educators want the same thing for scholars: the very best. This same sentiment is shared no matter which of these stakeholders is part of the conversation. One of the ways schools can facilitate cohesive efforts between caregivers and educators is to establish effective lines of communication that work for both parties. Research has indicated that the provisions of knowledge can lead to skill acquisition which can increase the efficacy that people believe they have. Research also suggests that communication efforts be initiated by school staff. Using these two ideas, it would seem that school-initiated communication could be used to increase the knowledge that caregivers have thereby improving their efficacy as it pertains to supporting their child in school. The purpose of this research was to determine if a specific type of communication, videos, could have an effect on the self-reported efficacy of caregivers. There were three initial research questions posed at the start of the study.

1) How is a caregiver's self-efficacy impacted by the acquisition of skills and knowledge? How will the use of videos influence their self-efficacy?
2) How must schools shift their engagement efforts to meet the needs of families?
3) How well do caregivers understand what is expected of their kindergarten child at the beginning and end of the year?

This chapter discusses the findings and any implications of the surveys and the interviews, the limitations of the study, and the recommendations for future research and practitioners.

5.1 Discussion of Findings

Alshahrani and Rasmussen Pennington (2018) stated, “The benefits of using social media for knowledge sharing includes the removal of space and time constraints that are inherent in traditional methods” (p. 1274). Through platforms like Facebook, Instagram, Twitter, and TikTok, users create bite-size videos to share information. These users range from organizations posting from newsrooms and business offices to individuals creating content from the privacy of their own homes. In a time where social media is used to communicate our news, current events, and trending topics of conversations, it brings to light the question, are schools using these outlets to their maximum benefit? Educators across the country have been using these platforms to share knowledge about their techniques, expertise, thoughts, and feelings, with others within the profession. Can this approach be used to create dialogue and share knowledge with caregivers? The results from the research provide some, though not all inclusive, insight into how techniques used in social media can be beneficial in the school setting. Namely, how short, informational videos can be used as a medium to get information to a large group and impact their efficacy.

5.1.1 Personal Engagement Gives Better Results

Caregivers had two different opportunities to give feedback about the video series. The first was through surveys and the other was interviews - for those who elected to engage in this way. If the study had only included the survey option as a way to provide feedback, ultimately it would have been concluded that video communication did not make a significant difference for families. Response rates were low on the first survey and even lower on the second. This was despite multiple and varied attempts to get caregivers to engage. Throughout the year, kindergarten

teachers have lamented that caregivers are not as engaged as they want them to be, and they have discussed the difficulties they have had connecting with them. However, speaking with caregivers during interviews provided more insight into their experiences with the video series.

During interviews, caregivers shared the ways that the videos were meaningful for them. Caregiver F expressed repeatedly during her pre-interview about how sad and disheartened she was by the feelings of disconnectedness she had this year. She expressed immense joy about the video, "A Day in the Life of a Southeast Kindergarten Scholar" because it was the first time she was able to see inside the school. Her excitement was palpable.They were also able to identify ways that the videos supported them in growing their capacity to support their scholar(s). Caregiver E expressed how she learned more about sight words and how to support her scholar with practicing and writing them at home.

This survey may serve as an example of how using surveys or impersonal means of feedback as a way of gauging involvement may lead schools to fall short of their communication efforts. As the primary investigator, it was sometimes discouraging to see the low response rates on the survey. It felt like the work didn't matter or that I had, perhaps, missed the mark on what was important to families. In talking to families during the post-interviews, however, I realized just how far off this perception was from the truth. Caregivers were excited about what they had learned and grateful for the opportunity to engage and grow in their efficacy. This indicates that more personal interactions with caregivers could not only yield more engagement with videos but also allow schools to gain more insight into the impact of their communication.

5.1.2 Care is Not a Monolith

There is a spectrum of caregiver involvement. Some caregivers may want to be in the classroom volunteering every week. They bake the cookies, they staple the papers, they make the copies. They are like Caregiver F who prided herself on being a "classroom mom" in her older childrens' classrooms (prior to the pandemic). Others may never step foot inside the school but will send supplies for the classroom and buy teachers appreciation gifts. There are some caregivers that attend every parent-teacher conference but whose engagement ends there. And, alas, there are even those that some educators struggle to get to answer the phone. Luckily, at Southeast, this type of caregiver is not common. Their commitment to their children and families is inspiring. At Southeast, care looked like Caregiver E who planned an entire vacation around seeing animals because she knew that's what her son truly loved. Caregiver G is a working professional and single parent who works up until the very minute he has to pick up his son from school. He prides himself on always making time to speak to the teacher during dismissal. For him, this is a way to make it clear that he is in partnership with the teachers and they can count on him for support. Caregivers who did not participate in the interviews were not absent in their care. They brought cupcakes and treats for their children's birthdays, they engaged other caregivers in dialogue when conflict arose between their children, and they showed up to the events we had at the school via Zoom. Regardless of where families land on this spectrum of engagement, it must be restated that what can be seen is not always an indicator of the love and concern a caregiver has for the wellbeing of their scholar - regardless of perception. Practitioners must be mindful not to generalize beliefs about "care to a whole group lest it may bias their own actions.

Lavizzo (2016) states, "low-income minority parents…are often dictated to, given prescriptions of involvement based on a dominant culture, upper middle class model" (p. 21). We

reduce what involvement is and then place judgements on those caregivers who cannot meet the expectations of that small box. There is a vast amount of research that shows how Black caregivers are perceived to care less about the well-being and academic success of their children. Thankfully, there is also an abundance of research, like this study, that suggests this is unequivocally false. Furthermore, just as "care" is not a monolith, Black parenting is not either. What "parenting" looks like varies greatly among caregivers. Some caregivers will choose to use positive or gentle parenting approaches while some decide to employ strategies they learned from the school. For example, Caregiver G mentioned how she uses a sticker chart at home for her son because she knew that his teacher did the same.

Caregiver A stated she loved the school because of how high the expectations were for her scholar. Caregiver G repeatedly stated, "I just want the best for him" in reference to his son and named countless ways he was attempting to provide him with opportunities to be his best self. Caregiver E couldn't be scheduled for a post-interview. Some could perceive that as she didn't care enough to schedule it. However, during her pre-interview, she discussed the multitude of things she was doing to engage her scholar academically at home, how she was cultivating his interests, and how much she cared about knowing what was going on each day at school. Without a doubt, Caregiver E does care and it is okay that she couldn't be scheduled for a post-interview because care is not a monolith. It doesn't look just one way. Southeast caregivers are a prime example of how the spectrum of involvement can look different but not negatively impact the care and concern one has for their child.

Aforementioned research (Barnard, 2004) suggests that the mere perception of better participation from a caregiver led to better outcomes for a child. It is these perceptions about involvement that also affected how competent caregivers were perceived to be by educators

(Christianakis, 2011). This is problematic when educators view care as being one singular thing that can only be expressed in a few outlined ways. It is critical that educators not allow a monolithic view of what involvement is - or is not - to affect how they engage in the work they do with scholars. By and large, the dialogue that happened during the interviews suggested that caregivers not only care deeply about their scholars and their academic progress, they yearn to know more and do more to support them.

When schools focus on improving the way they communicate, they will positively impact the efficacy that caregivers feel. This study showed small, incremental change in efficacy and knowledge. This study also spanned the course of six weeks. Imagine what could occur if a school started at the beginning of the year. That type of choice rooted in the notion that caregivers care deeply about their children could lead to significant increases in efficacy as well as knowledge.

5.1.3 Flexibility in Knowledge Acquisition

More than half of caregivers who responded to the post-survey watched all of the provided videos in the series. This could be an indicator that caregivers will engage with relevant content when given the opportunity. When asked about any benefits or barriers they faced with the way content was presented, four caregivers stated that the use of videos posted on ClassDojo was not only useful, it was convenient. ClassDojo is the platform that was being used throughout the year to communicate with families. Therefore, the continued use of the platform was familiar.

Though videos were posted at different times in hopes of facilitating increased viewership, caregivers reported that this technique didn't actually add value. Instead, them being able to access content whenever they were able to made the approach more beneficial for families. This could be because of the way that information is processed in general via social media. On social media

platforms, users can log on at their convenience and catch up on any updates they missed. Caregivers reported that this structure, being able to view the videos during times that were most optimal for their after-school time, worked best and was an added benefit. This was emphasized by Caregiver F who stated she was able to watch the videos in the grocery store. It was not just about reminders to access the content but the continuous availability of the videos. Again, this approach was most effective when coupled with some sort of personal touchpoint between the educator and caregiver.

5.2 Limitations

There are some limitations that exist with this study that should be noted. First, there was a small sample size for the surveys. On the post-surveys, all families agreed that they could create learning at home and had the ability to support their scholar academically. Though this is what was hypothesized, it cannot be said whether these results apply to the entire population. The response rate represented about a third of the population.

Additionally, the video series was chosen as a means of communication because content production is a particular skill I possess. In order for schools to adopt this approach, it does require someone who is familiar with planning and editing content. Each video took about four to six hours to produce. Therefore, it should be noted that time is also a necessary resource if this approach is considered.

Lastly, results from the interviews suggest that this is a valuable approach that schools can and should use to get information to caregivers and increase their capacity. Caregivers who participated in the interviews were able to note how the content of the videos impacted their

practice and specific actions they took as a result of the video series, However, caregivers who participated in the interviews self-elected to do so. Therefore, it could be stated that their willingness to engage in something additional is correlated with the fact they already do "additional" things for their child.

5.3 Recommendations

The purpose of this study was to determine if a different type of communication than was typically employed by a school could yield improved information access and efficacy reported by caregivers. In order to have a positive impact on the efficacy that caregivers have toward supporting their scholar(s) academically, schools can begin by improving their access to information, knowledge, and skills. Collectively, those two things can lead to an increase in student outcomes, which is a shared goal between caregivers and educators. Ultimately, stakeholders across the board want what is best for scholars. Qualitative and quantitative data gleaned from the study revealed that communication can have some effect on the self-efficacy reported by caregivers. Below are recommendations for how this approach can be strengthened.

5.3.1 Recommendation 1: Make It Personal

Throughout most interviews, caregivers stated they wanted to know more and do more for their scholars. While there were a few who felt like they didn't have the time to do more, most others felt as though they just didn't know what to do. Using the video series could be a great way for families to learn about what is happening at school. This study showed, however, that posting

the videos without a personal touch from teachers had less viewership.

One of the kindergarten teachers made it a point to highlight the videos posted each week for caregivers or would ask them to leave a comment for the scholars to have extra recess. Overall, that class had the highest viewership. This indicates that a personal touch from the teacher makes a difference and should be leveraged. This particular video had higher levels of viewership as compared to other videos. This could indicate that incentivizing participation is a way to increase this type of engagement. Caregivers continuously stated that the pandemic had created a dynamic that made them feel disconnected from their child's teacher. This could be why a simple reminder to watch the video or comment yielded more engagement.

Caregivers also want more personal connections with the school. Those who were interviewed stated the videos made them feel more connected to and aware of what was happening in the school day. Caregivers felt more positively about their child's experience even though none of the videos highlighted any particular child. Families should hear information from both school staff and their child's teacher.

5.3.2 Recommendation 2: Start Early, Avoid Engagement Fatigue

As a result of the video series, caregivers overwhelmingly stated they had a clearer picture of how to support their scholars at home. Only two videos in the series highlighted this topic. If schools began this work at the start of the year and aligned highlighted activities to what was happening in the curriculum, it could lead to greater connections between home and school, and ultimately better outcomes for the scholars. At the start of the year, it is recommended that schools introduce the video series as a means of communication they are using to connect with families. One caregiver gave the feedback that there were a lot of videos in a short amount of time. This

could have led to reduced engagement over time. Instead of sending all the videos within the course of a month, it is recommended that schools plan a sequence for the videos and distribute them throughout the year.

There was a missed opportunity by Friendship Southeast - and others I would imagine. As schools were doing the work to keep communities safe from COVID-19, it also allowed COVID-19 to create a gap between two major stakeholders: educators and caregivers. At FSEA, one major change that bolstered this gap was caregivers no longer being allowed in the building. In almost every interview, caregivers expressed feeling disconnected from the school. The reality is that the pandemic has changed the way schools operate. It may be that this change (adults not being able to come into the building) continues into next year. Schools cannot predict what will occur. What schools can do is maximize opportunities to connect and inform. During interviews, caregivers expressed that the videos gave them insight into what their child was doing each day and how they could support them. Friendship Southeast, and any other school, can improve partnership and efficacy by starting videos like those in the series at the start of the year. Schools cannot afford to have a gap in partnership especially not in the earliest years of a child's schooling. Engagement at an early age affects the way caregivers are engaged for the entirety of a child's academic career (Englund, 2004).

5.3.3 Recommendation 3: Clarify and Reiterate End-of-Year Goals

While most of the questions pertaining to efficacy and knowledge showed some change on the post survey, there was one question that was generally the same on both. On both the pre- and post-survey there was still a wide variance of responses to the statement, "I do not know what my child is supposed to do and learn by the end of kindergarten." During interviews, there were also

varied answers to this question. This indicates that explaining them once a year during conferences or even creating one video about it will not lead to caregivers having enduring understanding and knowledge about this topic.

Instead, schools may need to figure out ways to embed the topic of milestones and end-of-year goals into multiple discussions and videos. Caregivers understanding where their child should be, according to FSEA, could have a great impact on their actions. For example, if a caregiver understands that by the end of the year, their child should know how to count to 100, they may choose to count with their child each morning on the way to school. Not knowing may yield the opposite effect. Therefore, it is critical that schools drive home these goals throughout the year so that the work of the caregiver and the school has more alignment.

5.4 Implications for Practitioners

How we communicate with caregivers has a great impact on their feelings of efficacy. Over and over again, caregivers expressed during interviews that they wanted to know how to best support their child and that they cared deeply about them. As a researcher, having this understanding of the perspective of caregivers was a guiding principle of my work I did. It impacted the way I discussed the study and it invigorated me during long nights of video editing. Their passion for their children was palpable, and it made the work I was doing critical.

This relates to research that has been discussed several times throughout this chapter. The belief that an educator has about engagement/involvement of caregivers impacts how their perceptions of their efficacy. I believed caregivers not only wanted the information but that they would do something with the videos they received that would lead to better outcomes for scholars.

But, what if I didn't believe it? What if I didn't create any videos? There would at least be five parents still feeling completely disconnected from their child's schooling experience.

For this reason, it is critical that schools, as a place of practice, regularly have these conversations with school staff. At times, educators fall prey to the misconception that "care" is a monolith and create narratives about the intentions of caregivers based upon whether their actions align to what is expected. This bias is pervasive and it is an "elephant in the room" that is, all too often, not discussed. Biases, however, must be addressed or else it could lead to individuals making choices based upon false pretenses. Leaders have a significant role to play in how this, among other things pertaining to care, is addressed. Leaders are able to set the tone for how educators engage and respond to families; and, they are able to set the requirements for communication. If a leader fails to establish expectations around communication and create dialogue about perception, it could have a negative effect on the relationship between educators and families as well as student outcomes. The research shows that just by an educator perceiving that a caregiver was less involved, a child was more likely to drop out of school. We all want what is best for children. Therefore, we must make time to address these misconceptions and then we must plan for how we can better communicate to improve efficacy.

Appendix A Pre-Interview Protocol Questions

Thinking back to before your child started kindergarten, what did you do to prepare your child for kindergarten? (Depending on responses, there were probes/follow-ups: did your child attend formal programming? Did you do particular things at home? What did those activities look like?)

Prior to your child beginning Kindergarten, did you receive information from the school about what would be expected of you as a parent/caregiver? About what was expected of your scholar? What information did you receive about what was going to be expected of you as a caregiver/parent? Do you remember any primary takeaways? About what was expected of your scholar?

There are certain milestones and goals that every kindergarten student is expected to meet by the end of the year at Southeast Academy. How were those explained to you?

Do you have your own goals and milestones for your child to achieve by the end of Kindergarten? What do you think your child should know or be able to do?

What do you believe your scholar should know as a Kindergartener by the end of the year?

What kind of activities do you do at home and outside of school to support your child's learning? How do you create learning outside of home? How do you choose these activities?

How comfortable are you supporting your child's learning at home? Do you have any support with learning that takes place outside of school (like family or programs)? Are there other supports you wish you had?

What kind of communication do you receive from school about your child's experience and progress in kindergarten? How satisfied are you with communication from the school about your child's experience in Kindergarten? What do you want to hear more about? What is the best way for you to receive information?

That's my last question, but is there anything I didn't ask about your child's preparation, learning and experience in kindergarten that you would like to share?

Thank you so much for taking the time to talk with me today. If I have any additional questions, may I follow up with you?

Appendix B Codebook

Code	Description	Example
Learning at Home	How parents create learning at home. This can include what activities they choose as well as how/why they choose certain activities.	"Cooking…he like getting on the subway…buying things…we try to expose him to things that we feel he needs to know and be aware of…" (Caregiver B) "Some of it goes through…what they're interested in at the time and using that to teach them" (Caregiver B) "I'm a big fan of books at the dollar store…they have alphabets, coloring, numbers…when [my oldest] started doing homework, I bought [my younger girls] prek books…they got used to holding the pencil"(Caregiver A) "I have a room specifically for them to play in. They have a lot of imaginative play. Because it's 4 of them, I have four different things available. They have a tub full of books and [bins of toys]. We're…gender fluid. It's really just letting them choose. They have school supplies in a bucket." (Caregiver A) "Say they are at home and they are supposed to be in school, then we do try to make sure we do at least one reading activity and one math activity (unless they are really sick)" (Caregiver A) "I actually went and bought one of those first grade comprehension books. It won't hurt for him to be ahead. And he's more eager now than he was last year" (Caregiver C)

		"I don't pre-plan anything. Most of the time it's him that triggers things like asking questions…which will promote me to ask other questions" (Caregiver C) "We really don't do as much…maybe because we usually rely on him getting homework assignments. Sometimes he goes through the books. He knows all his sight words. We just got the notification that…he mastered all 100 sight words" (Caregiver D) "We read. He always brings these books. He loves to read. He loves animals. He has a little desk area. We have the sight words. We write them down or spell them. Sometimes I let him choose, 'what do you want to do. I love that he loves animals. I try to do like a lot of hands on things with the different activities that he likes" (Caregiver E) "You can see this little section when I open…these are his books…[there's like a] whole classroom type environment and his desk is there. I do what I can and make it his own area..his little space" (Caregiver F) "His attention has to be kept. He has to be entertained…The reward system works very well." (Caregiver F) "I got him in sports. I try to keep the stuff he [wants] to do. I just pay attention to his interests. I pay attention to what he pays attention to". I got him in boxing right now. He's played baseball…soccer. [There, he learns} discipline and stuff like that." (Caregiver G) "I just put it together that he has a photographic memory versus being able to actually know the words or sound out words". (Caregiver D)

Preparation for Kindergarten	What did parents do to prepare their child for Kindergarten? This includes how caregivers prepared them at home or any formal/informal schooling they had their scholar participate in.	"Life experiences and taking him places…that helps foster growth and development" (Caregiver B) "She went to preschool, PreK, and then Kindergarten" (Caregiver A) "I try to buy certain toys, sing the alphabet, teach them certain things..explain to them [what something is] in layman's terms. I don't really use baby language…i've always been straightforward with them..then they'll grasp more stuff when they go to school" (Caregiver A) "We had to work on why it's important to keep the mask on…work on hand sanitizer…teaching them you can't get up close" (Caregiver A) "I don't think I did anything to prepare for kindergarten…I didn't know what to expect. I knew he was behind" (Caregiver C) "I didn't really do anything…because I thought he was a little behind as far as growth" (Caregiver D) "He went to Pk3 and Pk4. I enrolled him in Pk3 to get that knowledge…and understanding the feel of how school operates, to get the learning techniques down. So he would be prepared and be ready for kindergarten. The year was cut short. We were home together doing virtual learning so I was hands on with him." (Caregiver E) "I didn't do enough…I'm used to being a classroom mom [but] I was in a situation where I had to go back to work 8 week after I had him. There are several teachers and professors in my family. There was no getting around education in

		my family. So I can say that I felt like I dropped the ball" (Caregiver F) "He has flashcards. He knew all of his colors, numbers. Where I dropped the ball was…making my son write. Wasn't so much as making him write, it was getting him comfortable. He should color. He should draw. He should paint. Trying to accomplish the motor skills" (Caregiver F) "By [having] him write his name and the alphabet and numbers. He was already wearing a uniform. Manners. " (Caregiver G)
Milestones	Caregiver beliefs about what their child should know by the end of the year. Caregiver understanding of the end-of-year goals defined by the school.	"I don't think I had any [personal milestones]…that's something that I need to know…I didn't receive anything on milestones…I could take it upon myself…but i'm so busy" (Caregiver B) "They should be able to read on a Level H, know their first and last name, know their numbers to 100, form complete sentences…[i would be expected] to donate a few supplies and make sure they have at least 90% attendance" (Caregiver A) "In the beginning, I didn't [have milestones of my own] because the path changes so much" (Caregiver A) "I didn't receive anything about what he would know by the end. I know throughout the year she's been telling me…gave me a list of 100 words…I honestly don't know. I was thinking about googling what do first graders know" (Caregiver C) "The [milestones] were somewhat explained during parent teacher conferences. I want to say [it was also]

		emailed and mailed through the mail. I don't fully remember all of them but i know he had to reach certain milestones…to be prepared…for the first grade" (Caregiver D) "[i want him] at least reading a book [by the end of the year] but it's kind of hard to know what he knows, if he knows things from sounding out the words versus memorizing the words" (Caregiver D) "I wouldn't say they were explained to me but I [can] see something is working for my son. I can tell that he's learning…at school. I think the work is easy for him. I've been trying to figure out…my next move…getting him something advanced" (Caregiver G)
Beliefs and Mindsets	What enduring beliefs do families hold about kindergarten? What do they believe about Southeast?	"I could say all this stuff is trying to…ease them into Common core" (Caregiver B) "[they, her children] like school and I just want to make sure as a parent that I foster and the school system fosters [it]...make sure their social emotional well being is being met as the whole child because it's more to school than just academics. They spend majority of their time in school so iIm going to make sure they're getting what they're supposed to at school" (Caregiver B) "The less attendance they have, the less they are learning, the more they will fall behind the charts" (Caregiver A) "…being at Southeast, their expectations are kind of already high. The math is a little more up there at Friendship [compared to other schools]. That's why i like that school…they have better curriculums and their expectations are

		higher" (Caregiver A) "I got really lucky with my teachers" (Caregiver A) "The teacher he has now is excellent. He's grown tremendously…being in the school compared to virtual made a big difference" (Caregiver C) "I feel like it [what is expected] has shifted…I believe he is doing a good job with it" (Caregiver E) "I love the school overall. That's why I sent them back there." (Caregiver E) "He has to have good behavior…I have to get a good report for him to do anything on the weekend…If you messed up…we have to talk abou that…I need you to know that when you fall…get back up...if [you ask] my son the number one rule, [he will say] listen and pay attention." (Caregiver F) "Your first year of school sets the tone for how you feel about school" (Caregiver F) "He's got lots of books. I think he's almost got green eggs and ham down by himself. There are so many sight words in Dr. Seuss books. Once your kid reads a book, it's like 'I can read!'. That experience, I attribute to you guys." (Caregiver F) "I just want the best for him". (Caregiver G) "I look forward to being a classroom mom and being there for him in his journey. Like you not doing this by yourself. We doing this together." (Caregiver F)

Communication	How do caregivers want to be communicated with? What do they want communication about? Where are caregivers satisfied or not with communication?	"I would like a newsletter so that i know what to work with him [on] and what they've done…i would like a little more feedback [about] academics…not just from parent teacher conferences" (Caregiver B) "Teacher as really diligent in helping me find somewhere that accepted [her] glasses prescription" (Caregiver A) "Classdojo is the best thing. I get a response typically within 30 minutes. [my oldest's teacher] will send me youtube links." (Caregiver A) "I wish we could do more youtube stuff. Even if it had to be one zoom…where parents can watch it in motion and ask questions in the moment. Seeing it live action, we will get a clearer understanding" (Caregiver A) "I don't get any [information] until it's like progress reports or the MAP test. [I'm satisfied] because the test in between. I think having too many would put too much pressure because there are lot of them [her children]" (Caregiver A) "I don't recall getting any information [about what was expected of me as a parent" (Caregiver C) "He was doing stuff I didn't even have an idea he could do. I would say [my son] doesn't know something and she would send me videos" (Caregiver C) "The only person I receive anything from is [his teacher]. Most of the time she will say something on classdojo. I think I could use a little more communication. Sometimes it's like it won't be a conversation unless it's a parent-teacher conference…I know she gives us the

		sight words but other than that, what else?" (Caregiver C) "Before the report cards came out, I didn't know he wasn't completing work. When was i going to be notified" (Caregiver D) "Any type of way. Class dojo or email or text. If I was able to go in the building, I'm asking questions. I'm not able to see his teacher and I don't want to be a pest. I don't try and make it seem like only my child needs more but really, yes, he needs more" (Caregiver D) "They said they would need [parents] involved, hands on. They just told us….we would need parents to stay focused on the kids, help us on your end at home" (Caregiver E) "Only conversation I had with [his teacher] is when it's parent teacher conference. That's the only issue im having with this school year…parents like me…im very hands-on with my child and not being able to get in contact with his teacher or talk to her when needed…I have an issue with that" (Caregiver E) "They actually broke it [academic expectations] down to me and told me what I would need to help him with at home. It would have been helpful [to know expectations before the year started] but it's not a burden. But, [the teacher] actually broke it down to me at parent teacher conferences. She told me different things he would have to know…what he will be expected to know as he is leaving kindergarten" (Caregiver E) "[In] December…I received something...I

		dont know whats going on at your school. I don't know how to express that. I don't know how things go in your school. I don't know how to even reinforce what is being done " (Caregiver F) "I love…Classdojo. I respond and ask questions. [another] parent told me she gets videos…that would be nice. That's gotta make you feel a little bit more comfortable" (Caregiver F) "They gave us the expectations at orientation. What i caught was preK - Kindergarten was different than the rest of the school as far as COVID [testing]...where they enter and release from school" (Caregiver G) "We do quarterly meetings through class dojo. We keep in contact that way. If he's not acting right, they've reached out to me {and] if he's doing good. I think it's [the communication] is professional. I am old school. I like one-on-one [or] phone" (Caregiver G) "I think without me asking [if he needs advancement], it should be put on the table" (Caregiver G)
Efficacy	How empowered do families feel when supporting their child academically? Do families believe they have the knowledge and skills to support their scholar? Do families know where to go if they need support?	"Thats [supporting scholar] not a problem…that's going to be a challenge when he gets older" (Caregiver B) "I think…with…an education background, I can kind of gauge the development. For elementary, I go to the experts like my mom because she is early childhood…I have people in my corner or a support system where people [have] their areas of expertise" (Caregiver B) "I'm very comfortable. The teachers are very open"

		"Not just 'work on comprehension' but what is comprehension. She will say certain things and I'll have to google it. Examples of what we can do would help" (Caregiver C) "I think im able to do that pretty good if he is bringing homework home. I don't try to divert away from what he is learning because I'm not really sure what he is learning. We try to set limits as much as possible but he really has nothing to do when he gets home now versus his first two years we were able to implement some type of learning" (Caregiver D) "I took him on certain trips because I know he loved animals" (Caregiver E) "I walked away pretty knowledgeable once they broke it [MAP scores] down to me" (Caregiver E) "I need his handwriting to get better. I've looked into something call 'Grooved'" (Caregiver F) "I would like much more [communication]. I want to support my son. So if I have more information about…his personal progress and what I'm supposed to be working on with him…then I'll do it." (Caregiver F) "I support him. I help him. I sit down and help him do his homework" (Caregiver G)

Appendix C Post-Interview Questions

How many of the videos did you have an opportunity to watch? Did anything prevent you from engaging with the videos?

How satisfied were you with the content of the videos? Which video was the most meaningful for you and why?

What beliefs of yours have changed as a result of watching the videos?

How would this form of communication impact your engagement as a caregiver?

How did the videos impact your ability to support your scholar academically?

Did you have an opportunity to engage in any of the learning activities from the video? How did your scholar engage with those activities? How easy was it for you to try the activities?

Previously, we discussed the milestones and end-of-year goals for Kindergarten scholars. After watching the video about the Kindergarten goals, how closely did what you believe your scholar should know align to the goals outlined in the video?

What kind of additional information would you be interested in receiving via this form of communication?

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