

Speak UP Survey: Reopening LAUSD

This report analyzes data from 430 parent voices to highlight key takeaways and recommend plans of action for the fall. The report seeks to understand how specific groups of students experienced distance learning and how racial and socioeconomic disparities in virtual instruction threaten to widen existing performance gaps.



Speak UP's Reopening LAUSD survey was created by parents, for parents. Parent leaders representing every LAUSD Board District and each of Speak UP's advocacy campaigns on behalf of African American students, kids with special needs, and English Learners met to develop a set of recommendations for the fall. With this survey, Speak UP heard feedback on these recommendations from a large cross section of parents from every racial and socioeconomic demographic and from a wide range of public school models across the district.

We elevate the voices of a diverse population. For example, we heard from about 215 low-income families; 230 Black, Latino, and biracial families; 130 families with English Language Learners (ELLs); and 120 families with students who have Individualized Education Programs (IEPs). Approximately 81% of our survey respondents have kids who attend district schools, while 19% have kids who attend independent charter schools. Ultimately, our population of responses is large enough for us to understand the discrepancies in experiences and outcomes for families with different racial/ethnic backgrounds, income levels, and academic needs.

Executive Summary

Based on the data from the Reopening LAUSD survey, the district should consider the following when making plans to reopen schools in the fall:

- 1) **Online learning has been inconsistent at best and discriminatory at worst.** Reports of live instruction and teacher contact varied widely, and clear gaps exist that make the academic experiences of historically underserved populations worse than those of their White, neurotypical, and more affluent peers. White students were up to three times more likely than Black and Latino students to receive live online instruction every day, and Latino students were seven times more likely to have no interaction with teachers after schools closed. LAUSD must work with teachers and parents to set clear minimum guidelines for instruction and services that are fair for all students.
- 2) **Efforts to make devices and internet access free or affordable for all families must continue.** LAUSD's efforts to connect all families have largely paid off: Over 80% of the families who responded are connected, but low-income families are disproportionately affected by high internet bills or a lack of devices. LAUSD and local cable/internet companies need to continue to find solutions for an equitable distribution of high-speed services. Simply having devices and Wi-Fi is also not enough to bridge the digital divide. Parents also need to know how to use technology, which is why many are requesting technology training from the district and organizations like Speak UP. Over 90% of parents of English Language Learners (ELLs), Special Education (SpEd) students, low-income families, and Black and Latino families all consider parent technology training a top priority.
- 3) **Schools should not reopen until rigorous health and safety standards can be met.** While some parents are eager to return to work or give their kids a sense of normalcy, the vast majority of parents do not want to send their children to a campus if they risk contracting COVID-19. Black and Latino families in particular are much more concerned about reopening schools without strong safety measures in place, and these populations have been disproportionately experiencing infections and deaths during this pandemic. Even parents whose students are in dire need of extra academic support, such as ELLs and SpEd students, do not want to return to school campuses until safety can be assured. Any return to school buildings—even if optional—should include regular and required virus testing for students and staff, contact tracing at the ready to mitigate outbreaks, personal protective equipment for everyone in the building, and disinfecting capabilities for custodial staff.
- 4) **Parents want daily live instruction, including feedback and assessments.** Parents want to see daily live virtual instruction and interaction with teachers, regular feedback on student assignments and assessments of student growth, as well as universal technology training for parents and teachers. Parents with children in vulnerable populations are even more concerned about having consistent live (synchronous) online instruction and training to support their students.

Families and Their Online Learning Experiences

As a result of state waivers and local union agreements on distance learning, teachers had broad discretion on whether to teach any live online classes this spring. Due to the resulting differences in instruction, we found that inequities emerged for the most vulnerable students, including low-income kids, Black and Latino kids, kids with special needs, and English Learners.

Experiences with Online Learning

Key Takeaways:

- Experiences with live online instruction varied widely, with some students receiving live instruction daily and others not once in three months. The most vulnerable groups tended to experience less live instruction overall.
- Some students interacted with their teachers regularly via the internet, while others received only one-sided communications, if anything. Students from underserved populations had a particularly one-sided experience with their teachers.
- All students in the district need options for live instruction and interactive teacher contact. LAUSD must develop minimum guidelines for the frequency and quality of live online instruction and live student-teacher interactions so that all students can feel connected and receive meaningful feedback.

Live Online Instruction

There was no consistency in the experiences of our respondents when it came to online learning this spring. Reports varied widely in terms of the frequency of live online instruction—while two in every five students may have had live instruction every day, over 12% of our survey respondents never had the opportunity to participate in live, synchronous classes.

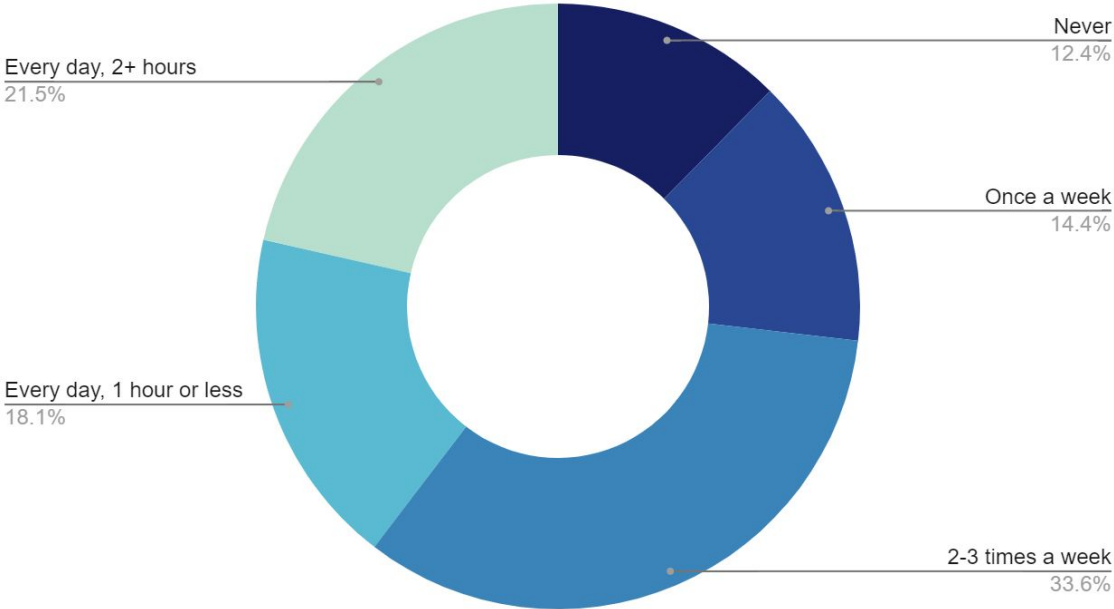


Figure 1. Frequency of live online instruction per student.

There were also some troubling patterns in our vulnerable populations:

- English Language Learners (ELLs) were almost twice as likely as non-ELLs to have received live online instruction once a week or less.
- Low-income students received live instruction once a week or less at triple the rate of their higher-income peers.
- Black and Latino students were also twice as likely to have never received live online instruction when compared to White students. White students were also two to three times more likely than Black or Latino students to have received live online instruction every day.

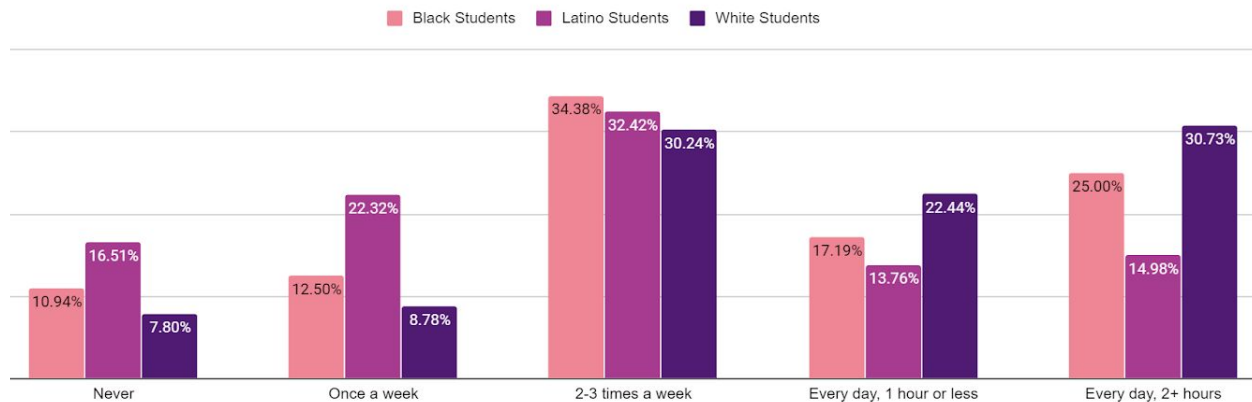


Figure 2. Frequency of online instruction received by students in each racial/ethnic group.

There is no excuse for such vastly different learning experiences within the same district. In the absence of a vaccine for COVID-19, distance learning will continue to be at least a component of instruction during the 2020-2021 school year. The state is in the process of determining minimum requirements for distance learning this fall, and the district's agreement with teachers on distance learning expires June 30. The state and the district must develop minimum guidelines for online instruction to guarantee a consistent, high-quality learning experience across all schools under their control. Parents want live online instruction on all days that students are learning from home, and we believe that three hours a day of live online instruction should be the minimum. The District should also make recorded lessons available for students and their parents to access later when there are schedule conflicts, internet connectivity challenges, or other issues.

Interactive Teacher Contact

Students had slightly better experiences with teacher contact than live instruction. While interactive contact with teachers occurred more frequently, one of every three students still only interacted with their teachers once a week or less. Furthermore, 9% of students experienced no interaction with teachers in the three months that schools were closed.

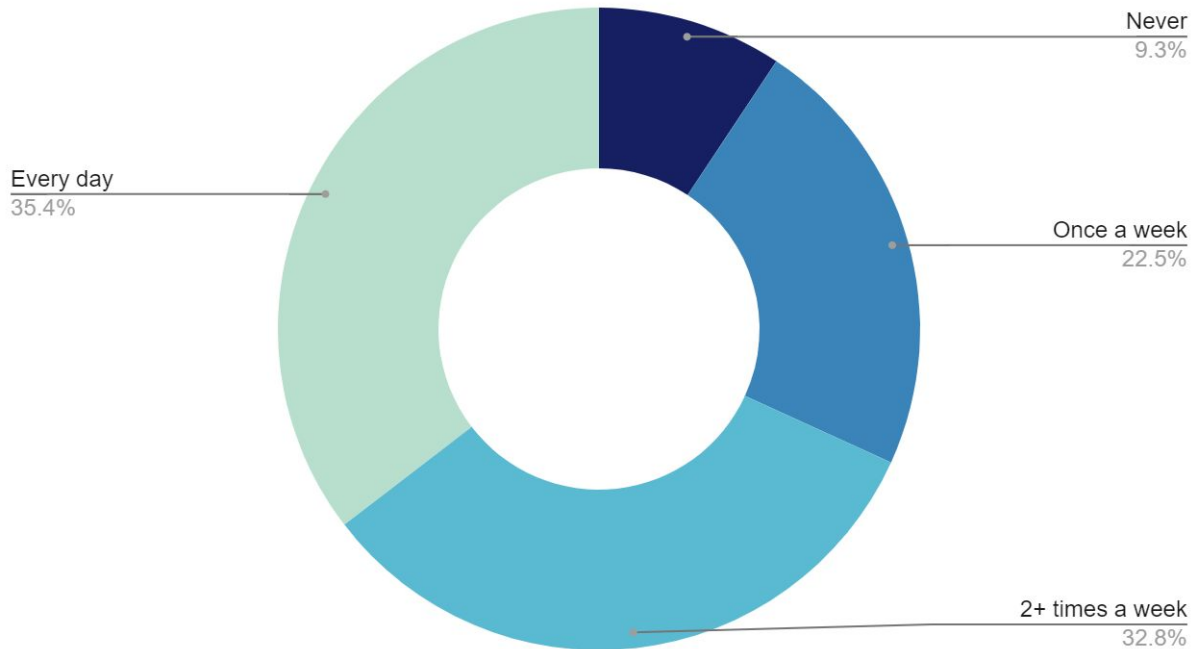


Figure 3. Frequency of interactive teacher contact per student.

This effect was again compounded in vulnerable populations:

- Students with Individualized Education Plans (IEPs) were 2.5 times more likely than their peers without an IEP to have *never* interacted with teachers since schools shut down.
- Low-income students missed out on teacher interaction at four times the rate of higher-income kids.
- Latino students were seven times more likely and Black students 3.5 times as likely to have never had interactive teacher contact when compared with White students.

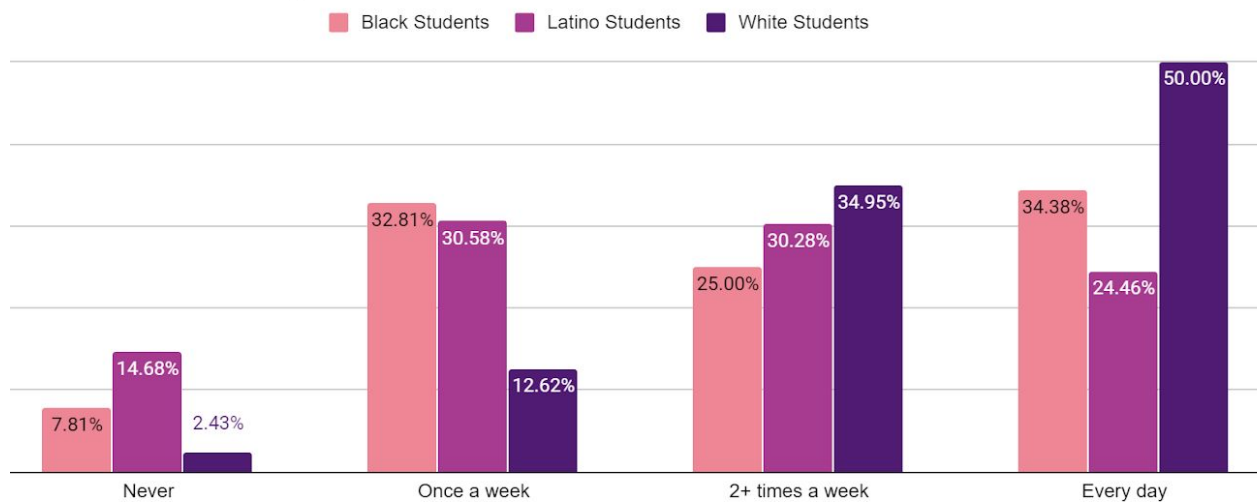


Figure 4. Frequency of teacher interaction experienced by students in each racial/ethnic group.

Parents know that regular contact and feedback from teachers is essential for students to stay engaged in their work. LAUSD must set an expectation for teachers to evaluate student work and repurpose some of the remaining school hours not being used for instruction to hold weekly office hours or regular individual check-ins for students to ask questions and receive feedback.

Experiences with Technology

Key Takeaways:

- Most of the families surveyed have devices and internet at home. However, some low-income families are still struggling to connect.
- The district should distribute clear information to parents about how to request new or replacement devices for children who do not have one or have a lost/broken device.
- LAUSD should also continue to advocate directly to local cable/internet companies and send information about discounts, special pricing plans, and funds available for low-income families.

Thanks in part to the efforts of LAUSD, the vast majority of families surveyed have access to digital devices and adequate Wi-Fi:

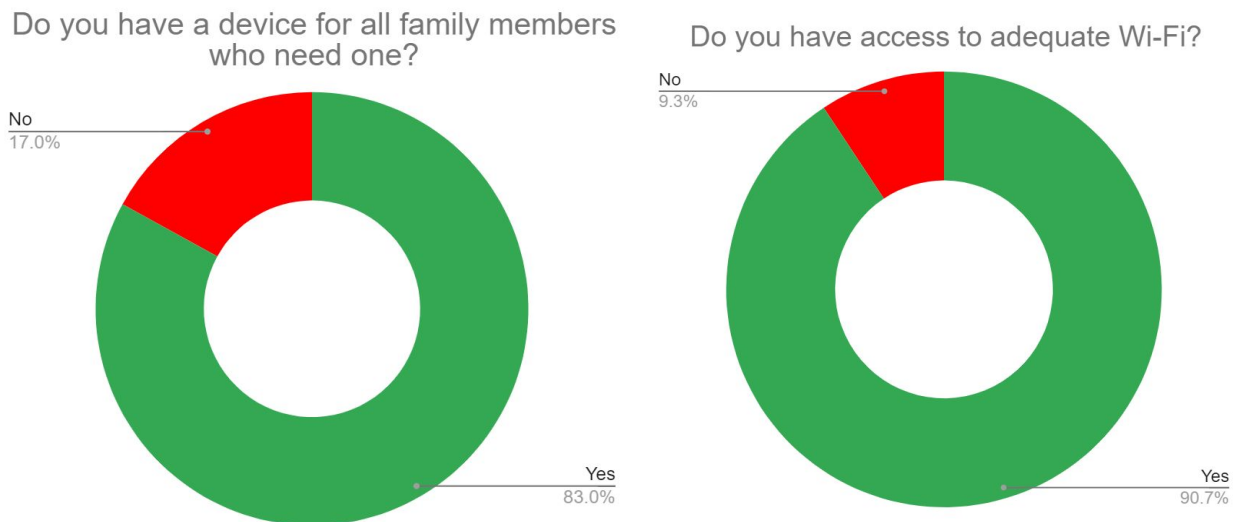


Figure 5. Access to digital devices (left) and internet connections (right) across all households.

However, those without access are disproportionately low-income:

- One in four low-income households reported insufficient access to devices for all who need them. This includes parents, as we have encountered many families whose children were learning on parents' smartphones. While the district may be under the impression that every child has a device, parents who are sharing their personal devices with multiple children may not agree.
- Low-income households were also over ten times more likely to report issues with or a complete lack of home internet connection, often citing high bills and pandemic-related unemployment as explanations.
- Low-income households who do have a Wi-Fi connection are often limited to the most basic plans, which lack bandwidth and slow down when multiple children are trying to work at once.

Many parents also reported internet providers throttling connections, poor service in their neighborhoods, and not having enough devices for multiple children to have their own. LAUSD will need to continue its efforts to equip every student with a device for academic purposes, and the district should collaborate with parents and advocacy groups to pressure local cable/internet companies into making discounts, special pricing plans, late fee forgiveness, and funds available for low-income families.

Demographic Information

Our respondents represent families from a variety of backgrounds. We surveyed our members via email, social media, and personal outreach. We heard from a diverse cross-section of families from every racial/ethnic background, socioeconomic status, and school model in LAUSD. While the numbers of respondents do not equally reflect the demographics of LAUSD, there are groups representing every demographic from LAUSD, and we used their responses to draw comparisons between groups.

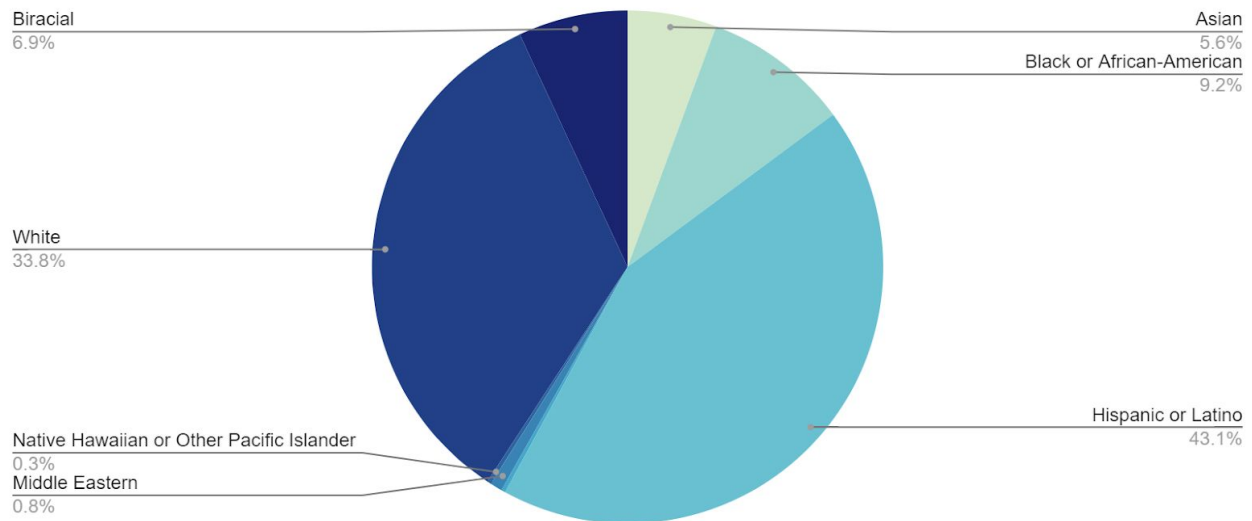


Figure 6. Racial/Ethnic backgrounds of our respondents. 39 respondents (9%) chose not to answer this question and are therefore not included in this graph.

Half of our respondents were parents of low-income families. About 81% of parents have kids attending LAUSD district schools, including traditional public schools, affiliated charter schools and magnet programs, while the remaining 19% sent their children to independent charter schools. Given the variety of experiences, we collected many comments on individual schools' approaches that worked and did not work this spring, as well as suggestions for how LAUSD schools can improve and learn from each other.

Type of school attended per child

"Other LAUSD" includes bilingual education programs, pilot schools, etc.

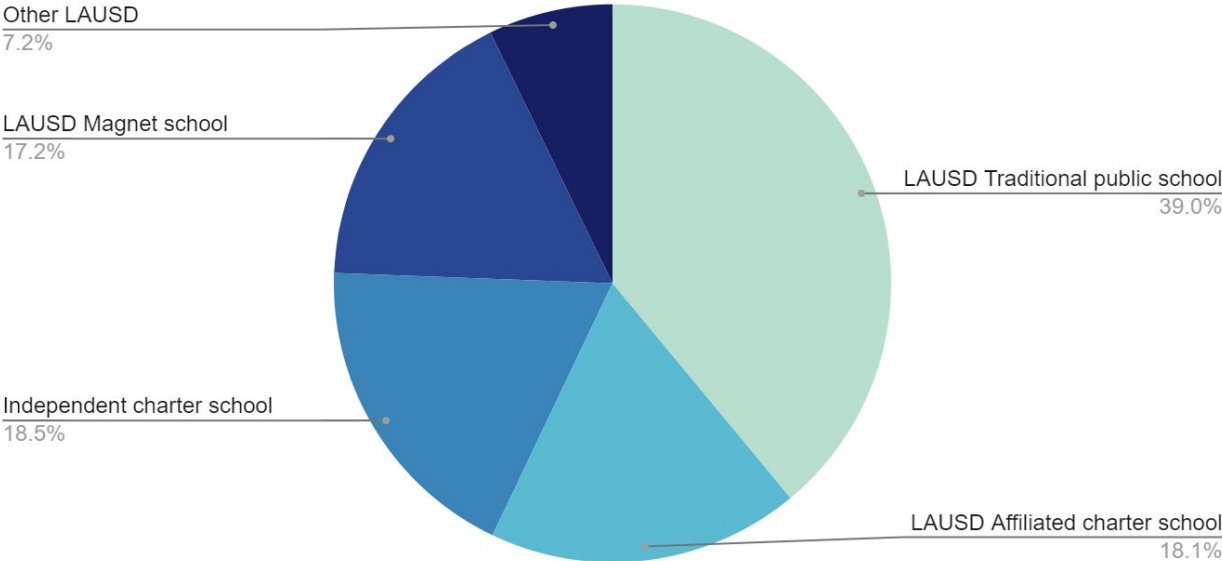


Figure 7. Type of school attended per child. "Other LAUSD" includes bilingual education programs, pilot schools, etc.

Parent Support for Fall 2020 Demands

The vast majority of parents surveyed support increased COVID-19 safety precautions and all 13 recommendations put forth by our parent leaders. Parents do not want their children to return to classrooms until the virus is no longer an issue, but neither will they tolerate inconsistent and poor-quality learning experiences or the lack of support many witnessed in the spring.

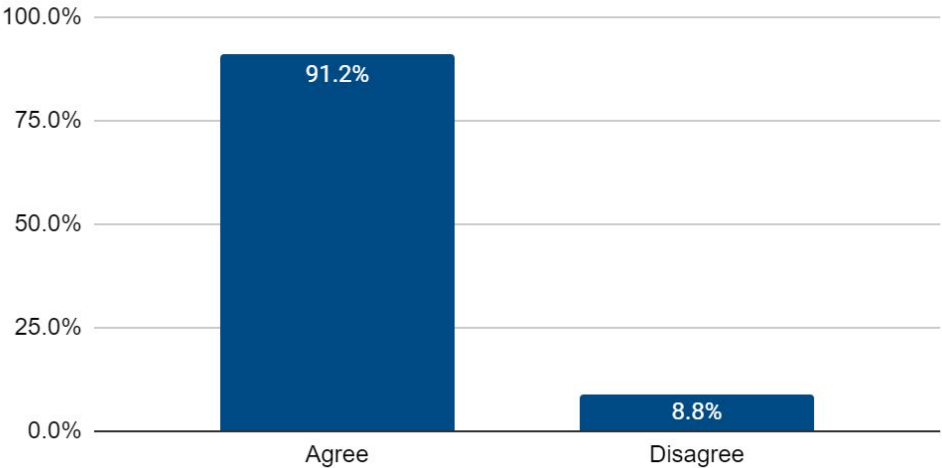
COVID-19 Precautions

Key Takeaways:

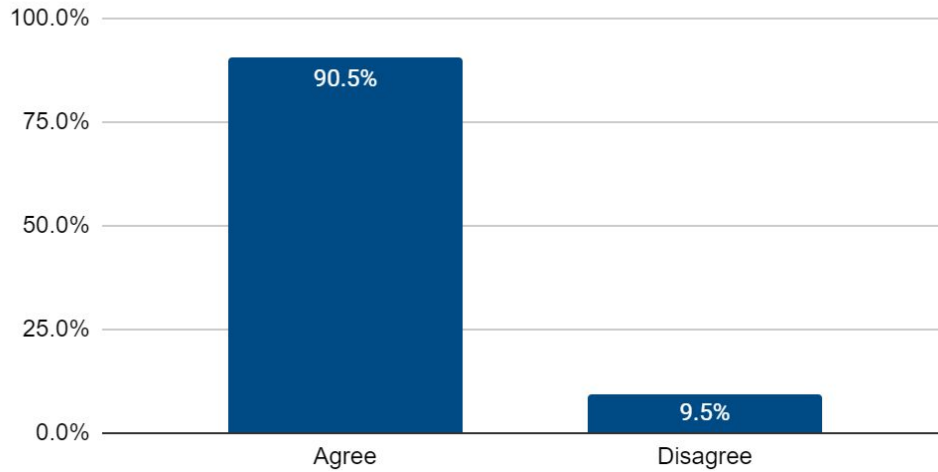
- Parents strongly agree with keeping schools closed until COVID-19 risks can be mitigated. Over 370 parents would rather deal with the difficulties of at-home learning than potentially expose their family to infection. This makes it imperative that LAUSD improve the quality of distance learning this fall.
- A small fraction of parents disagreed with the precautions because they were concerned about their ability to work, their children’s mental and emotional health, and the district’s ability to uphold rigorous academic standards virtually. These are serious concerns that must be addressed no matter what form school takes in the fall.
- Parents from more vulnerable groups voted for safety first. These more vulnerable groups are often the ones who would experience the most illness and death if COVID-19 infections increase, so their voices must be elevated to demand their safety from those in power. Black and Latino families in particular, populations who see double the rate of infection and death from COVID-19, were between three and seven times more likely to agree with these recommendations than White families.

We asked parents to rate their level of agreement with three health and safety criteria for reopening schools. Over 370 parents agreed with each of these measures:

Schools should not reopen unless we can ensure a high level of safety.



Schools should not reopen without widespread, reliable and regular testing of students and staff.



When schools reopen, students and staff should be required to wear masks and maintain social distancing at all times.

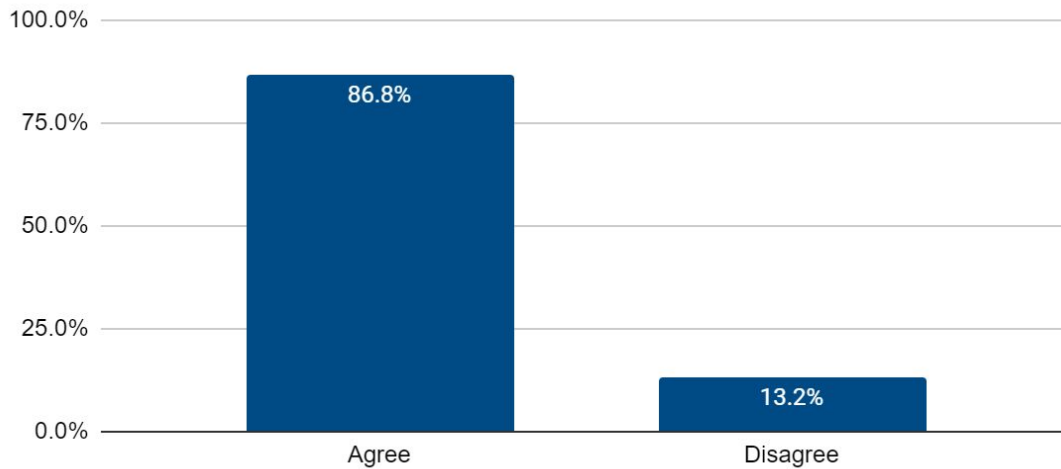


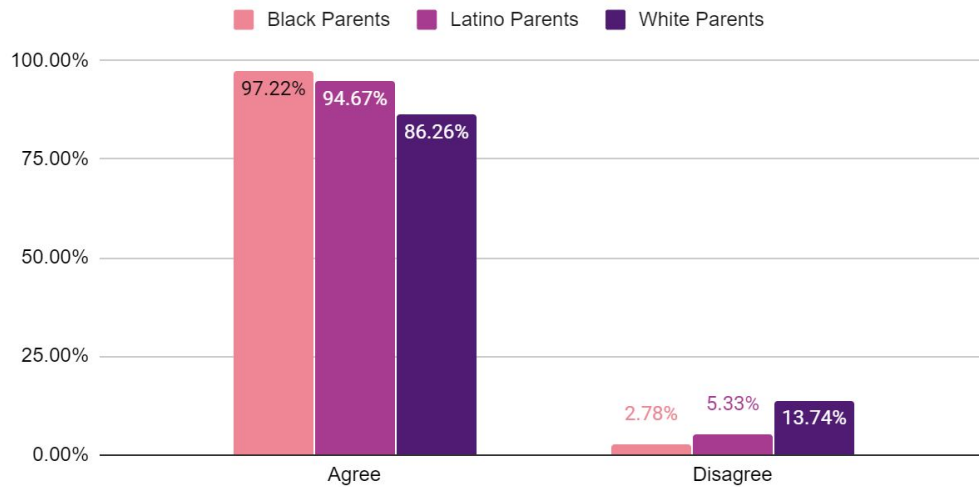
Figure 8. Parent agreement with three COVID-19 precautions.

Around 10% of parents disagreed with each precaution, however. Parents often mentioned concerns about their ability to work, their children’s mental and emotional health, and rigorous academic standards when disagreeing. These are all serious concerns: How will parents be able to provide for their families while also providing childcare and monitoring schoolwork? And how will our schools educate the whole child from behind a screen? These parents’ apprehensions cannot be ignored simply because they were outvoted. Regardless of what academics look like come fall, the district must also plan to support families and social-emotional learning from a distance.

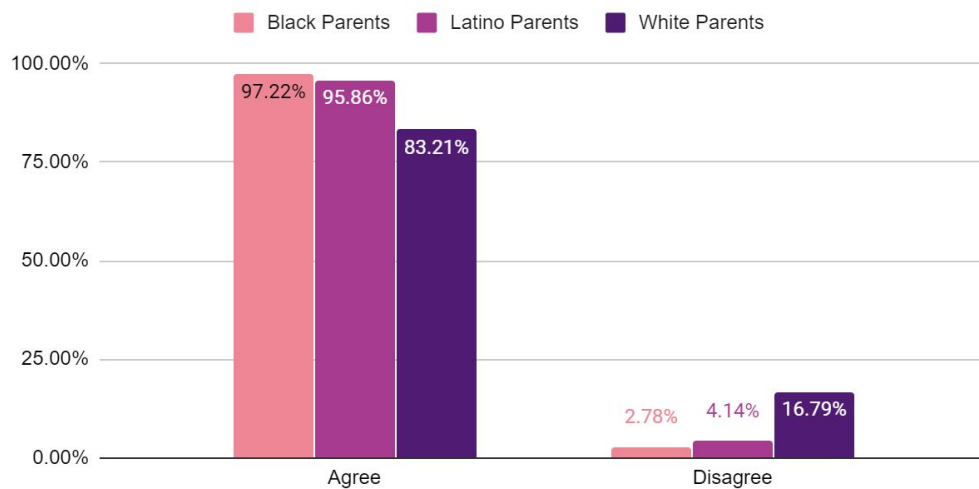
It is also important to note that parents of children in more vulnerable populations agreed more strongly with each of these recommendations:

- Parents of ELLs chose “Strongly Agree” 10-15% more often across all three safety criteria.
- Parents of low-income households strongly agreed 20-30% more with every COVID-19 precaution.
- On average, Black and Latino parents were almost five times more likely to agree with these demands than White parents.

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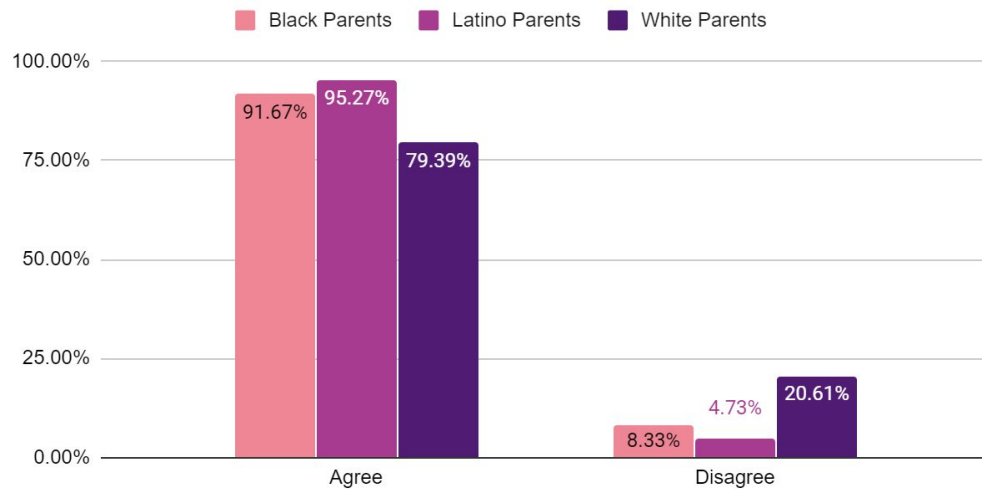


Figure 9. Parent agreement with three COVID-19 precautions by racial/ethnic group. On average, White parents were four times more likely to disagree than Black or Latino parents.

The fact that every one of the more vulnerable populations examined agreed more strongly with health and safety precautions—even if that means struggling through at-home learning for longer—tells us that protection from the virus is a top priority. Parents in more privileged positions may be more willing to send their children to school, but they also generally have more privileged access to health care: Latinos are uninsured at double the rate of White people in California, and one in five Latinos have no usual source of medical care (Source: [California Health Care Foundation](#)). Black families are also more prone to preexisting conditions and less likely to have health insurance, making them less willing to expose their family to health risks (Source: [Forbes](#)). We also received comments from many families with elderly parents or grandparents in the home and autoimmune disorders in the family, making them much less willing to take risks in favor of a sense of normalcy.

It is important to explain why most parents are concerned so those few parents who are not as worried can ally with their demands. At the time of this report, the most recent nationwide weekly mortality rate from symptoms related to COVID-19 was just under 10% (Source: [CDC](#)), but it has jumped as high as 28% in past weeks. Black people are also dying at over twice the rate of any other racial group (Source: [APM Research Lab](#)), and LA County now has the most COVID-19 cases in the nation (Source: [The Guardian](#)) with over 2,000 new cases daily (Source: [County of Los Angeles Public Health](#)). Based on the most up-to-date data from the county, the mortality rate in LA is approximately 4%. This means that if your child’s school reopens with the typical class sizes and sees COVID-19 begin to spread within the building, you can expect at least 1-2 children per classroom experience a death in the family, and this burden will be more unevenly placed on our Black families. Sending students to schools without protective measures cannot be an option until the virus is eradicated or a vaccine is developed.

Recommendations for Fixing the Fall

Key Takeaways:

- All 13 recommendations were deemed important by an overwhelming majority of our respondents. Parents especially want to see LAUSD solicit parent input, provide regular grades/feedback and assessments, and offer live online instruction.
- We learned that our more vulnerable populations often had different priorities when examined separately from the entire population.

Recommendations from the General Population

Parents were presented with a five-point scale and asked to rate 13 recommendations for reopening schools brainstormed by Speak UP's parent leaders. 1 was labeled "Not Important" and 5 was labeled "Very Important". Since a 3 was a neutral response, a parent choosing 4 or 5 considers the item important, while choosing 1 or 2 considers it to be less of a priority.

Every single recommendation was deemed important by over 75% of parents. The graph on page 16 displays every recommendation presented to parents as well as the percentage of parents who voted that recommendation to be a top priority for the fall.

A summary of the recommendations from the general population is presented below:

- Some of the parents' top recommendations to LAUSD express concerns about the quality of the learning experience provided through online learning. An average of 90% of parents want LAUSD to **mandate grades/feedback** and **administer assessments of student growth** to ensure that their children are engaged and challenged by work that is appropriate to their skill level.
- Other top recommendations include widespread calls for consistency, including **offering consistent live online instruction** and **daily interactive teacher contact** through a **consistent school-wide schedule**. Parents are frustrated after three months of minimal teacher contact and overlapping demands on their child's time, and LAUSD schools must use the summer to adapt to the new online environment to prevent these same issues from tarnishing the fall.
- Parents also prioritized basic support that LAUSD could easily provide. Over 85% of parents are asking the district to **include parent input** in reopening plans, **provide technology training** for teachers and parents, and **improve the commitment to free devices/internet** for all families. Speak UP is already providing parents with free technology training through our iFamily program, but the extent of parent agreement indicates that these needs are still great and programs such as these must be expanded to reach all stakeholders.
- About 80% of parents want flexibility built into the plans for the fall, including **use of outdoor spaces** to distance classes on campuses, **recorded class meetings** for students and parents to review online sessions, and **cross-campus enrollment** so kids can access college prep and elective classes that are not available at their own schools. These options were especially important to our low-income families, reflecting the lack of

rigorous academic options in their home schools as well as the scheduling and child care challenges that limit their ability to attend scheduled meetings.

- Over 80% of parents want to see **increased federal/state stimulus** for parents who cannot work or must pay for childcare while children are learning from home. Those who were neutral or deprioritized this item provided many comments questioning how feasible this item could be. If LAUSD and advocacy organizations like Speak UP can work to identify sources of funding and ask the California legislature and the federal government to make this a priority for low-income parents, we are confident that many of the respondents who sent neutral ratings now will actively support this item once it has a clear path forward and is targeted to those who need funds the most.
- We received the most negative feedback from **surveying parents bi-weekly**—and that was our mistake! All the comments disagreeing with this item reflected the frequency of surveys, especially when bi-weekly was interpreted as “twice per week” and not “every two weeks”. No parent left comments disagreeing with the idea of surveys, however, so going forward we will recommend *regular* parent surveys and encourage LAUSD and its individual schools to work out the frequency with their parents.

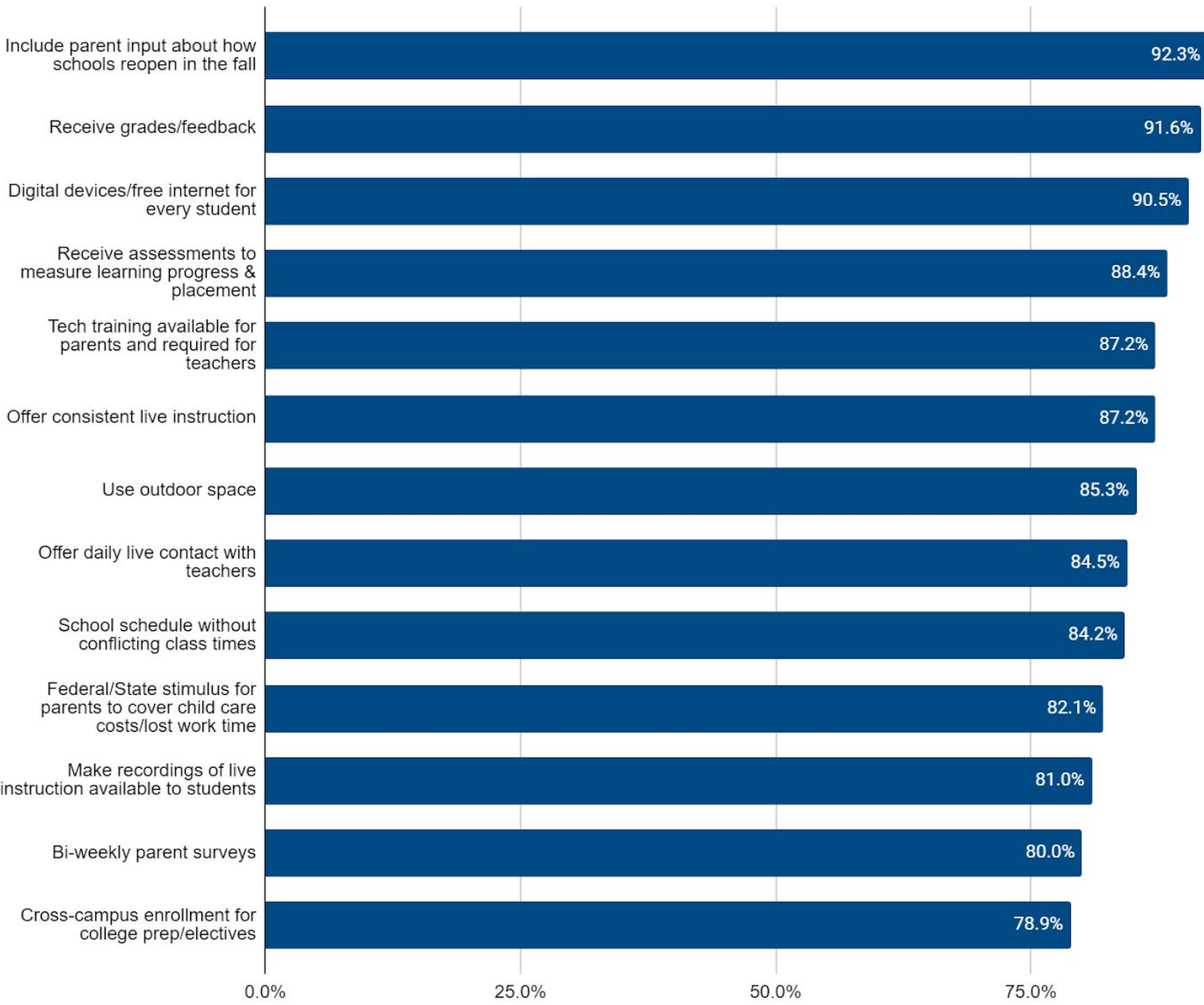


Figure 10. Percentage of parents rating each recommendation (4) “Important” or (5) “Very Important”.

Recommendations from Vulnerable Populations

One of the primary goals of this survey was to understand the discrepancies between experiences and outcomes for families of different backgrounds. By examining each of our more vulnerable academic groups, income levels, and racial/ethnic backgrounds, we hope to build a more nuanced understanding of how parents in the district are reacting to virtual schooling.

In each of the sections below, we explore how the more historically underserved populations among us prioritized these 13 recommendations differently. We begin by presenting our understanding of the population's current experiences to inform our investigation. We follow this up with the top three recommendations from each group as well as the recommendation with the biggest difference compared to the ratings of those not in the group, and we conclude with an interpretation of the data in terms of what these priorities may mean to these families.

Considering all the work the district has already done and continues to do surrounding free devices and Wi-Fi, we have omitted this recommendation from the lists below. We acknowledge that this is still a top priority—especially for low-income families who are still struggling to connect—but given that the district has already identified this as a priority, we have removed it to focus on the issues that LAUSD has not yet prioritized.

Special Education (SpEd) families

The data we have on SpEd students suggests that they are struggling more than non-SpEd students with online learning:

- Students with IEPs were slightly more likely than their peers without IEPs to have never experienced live online instruction—15% never participated in a class meeting.
- 17% of SpEd students never experienced interactions with their teachers since transitioning to virtual learning, making them more than twice as likely as non-SpEd students to be limited to occasional one-sided communications.

Parents of SpEd students ranked the following recommendations as their top three most important priorities:

1. Immediately develop a plan to **include parent input** and give parents a seat at the table during decision-making about how schools reopen in the fall, including the parameters for hybrid/distance learning. *(95.8% Important)*
2. Receive **grades and/or feedback** on assignments. *(93.3% Important)*
3. Offer **consistent live online instruction**. *(92.4% Important)*

Additionally, the biggest jump in ratings was seen with the recommendation about **universal technology training**, which an extra 16% of SpEd parents rated very important when compared to non-SpEd parents.

Taken together, these differences suggest that SpEd parents are focusing more on the quality of their children's education and opportunities for growth. By definition, students with IEPs need individual attention and interaction, but parents reported these students to have been *more*

isolated from their schools on average. Many parents have also shared with us that their kids did not receive necessary services such as speech therapy virtually. The boost from this group to consistent live instruction implies that SpEd parents want their children to be actively participating in classes and receiving live feedback. The large increase in importance for technology training also indicates that SpEd parents may want to learn how to better support their students at home. They also appear to expect schools to be able to provide better accommodations and services as well as high-quality assignments for their children.

English Language Learner (ELL) families

The data we have on ELL students suggests that they are struggling more than non-ELL students with online learning:

- A third of all ELL students were reported to experience live online instruction once a week or less, which is almost twice the rate of non-ELL students.
- ELL students were slightly more likely than non-ELL students to have had interactions with teachers once a week or less, with 13% never having contact with their teacher.

Parents of ELL students ranked the following recommendations as their top three most important priorities:

1. Immediately develop a plan to **include parent input** and give parents a seat at the table during decision-making about how schools reopen in the fall, including the parameters for hybrid/distance learning. *(95.4% Important)*
2. Make **universal technology training** available for parents and required for teachers. *(92.3% Important)*
3. Receive **grades and/or feedback** on assignments. *(92.3% Important)*

Additionally, the biggest jump in ratings was seen with the recommendation about **federal/state stimulus for parents**, which an extra 12% of ELL parents rated very important when compared to non-ELL parents.

Taken together, these differences suggest that ELL parents are more acutely concerned about their child's access to technology and feedback for online learning. ELL parents want training to support their student at home as well as feedback and progress reports from teachers to understand how their child is performing. With the majority of ELL families qualifying for free or reduced lunch, it is also no surprise that increased stimulus as well as free devices and internet access are essential to provide equitable opportunities for these students and their families. ELL parents are also twice as likely to have three or more children to attend to, so these families may feel the impact of childcare costs and unemployment even more strongly than the average non-ELL family.

Low-income families

The data we have on low-income students suggests that they are struggling much more than their higher-income peers with online learning:

- Students from low-income families were three times as likely to experience live online instruction once a week or less, and they were over twice as likely to have never received live online instruction at all.
- Low-income students were four times more likely than non–low-income students to have never interacted with their teachers in the past three months.

Parents of low-income students ranked the following recommendations as their top three most important priorities:

1. Immediately develop a plan to **include parent input** and give parents a seat at the table during decision-making about how schools reopen in the fall, including the parameters for hybrid/distance learning. *(92.1% Important)*
2. Receive **grades and/or feedback** on assignments. *(92.1% Important)*
3. Make **universal technology training** available for parents and required for teachers. *(90.2% Important)*

Additionally, the biggest jump in ratings was seen with the recommendation about **cross-campus enrollment**, which an additional 30% of low-income parents rated very important when compared to non–low-income parents.

These top-ranked recommendations for low-income parents are mostly the same as those of the general population. Overall, low-income parents are demanding a consistent and rigorous school experience for their children in the fall, one which includes regular teacher feedback and consistent training of parents and teachers. The large increase in support for cross-campus enrollment also suggests that low-income parents may be concerned about the college prep and elective classes that will be offered virtually through their home schools and want to ensure their child has access to equitable options.

It is also important to note that **improving the commitment to free devices/internet** was the number one priority for low-income families. The increased importance of free digital devices and internet access for this population in particular highlights the struggle of many of the low-income families we heard from to receive enough devices for every child and pay high internet bills and late fees. Based on the numbers reported to us by parents, low-income families are also 5.5 times more likely to have three or more children in the house, meaning the most affordable and basic internet plans are often insufficient for multiple students trying to participate in classes and complete online work throughout the day.

Black and Latino families

Black and Latino students' online learning experiences illustrate how the district's response to COVID-19 has reinforced existing inequities.

- The average White student was twice as likely as the average Black student and three times as likely as the average Latino student to receive live online instruction every day.
- 50% of White students were able to interact with their teachers every day, compared to only 34% of Black students and 24% of Latino students.

- White families are twice as likely as Black families and four times as likely as Latino families to have enough devices for everyone in their household, and White families are seven times more likely than Latinos to have access to adequate Wi-Fi in the home.

The data we received concerning Black and Latino students also suggest that they are experiencing slightly more frequent challenges with online learning when compared to all other demographics:

- Black students missed out entirely on live online instruction at about the same rate as their non-Black peers, but they were also slightly more likely to interact with their teachers once a week or less.
- Latino students were more than three times as likely as non-Latino students to have received live online instruction once a week or less, and about one in six Latino students never had live instruction at all.
- 45% of Latino students interacted with their teachers once a week or less, making the average Latino student over three times more likely than the average non-Latino student to miss out on teacher contact.

Black parents ranked the following recommendations as their top three most important priorities:

1. Make **universal technology training** available for parents and required for teachers. *(100.0% Important)*
2. Offer **consistent live online instruction**. *(94.4% Important)*
3. Mandate a **consistent school-wide schedule** without overlapping class conflicts. *(94.4% Important)*

The most significant differences for Black parents when compared to the non-Black population were with **offering recordings of live instruction** and **federal/state stipends**, which saw a 25% and 21% increase in strength of Black support, respectively.

The three top-ranked recommendations for Black parents are completely different from those of the general population, although over 80% of Black parents still think every recommendation is important. The shift in priority may indicate that Black families are experiencing and prioritizing issues at different rates from non-Black families, and Black parents may be more interested in holding schools accountable for quality of instruction and creating a consistent schedule for their children over most of the other concerns.

Having examined both the general population and the Black population, a glance at Latino parents' priorities reveals that their experiences might be halfway between the two groups:

1. Immediately develop a plan to **include parent input** and give parents a seat at the table during decision-making about how schools reopen in the fall, including the parameters for hybrid/distance learning. *(94.7% Important)*
2. Make **universal technology training** available for parents and required for teachers. *(94.7% Important)*
3. Receive **grades and/or feedback** on assignments. *(94.7% Important)*

The most significant difference for Latino families when compared to all non-Latino families was with **cross-campus enrollment**, which saw 27% stronger support among Latino parents.

Half of these recommendations supported by Latino parents mirror those of the general population, while the other two parallel the concerns raised by Black parents. This suggests that while Latino parents also want a say in the resources and plans developed by their schools, they, like Black families, want to take a more active role in advocating for and supporting their children's academic growth and educational experience within the home.

The wide gaps in experiences of Black and Latino families can only be explained by pervasive, systemic racial injustice that leads to an inequitable distribution of resources and support to families. Speak UP parents will continue to lift their voices and ensure that Black and Latino children get access to the educational resources they have identified as most important for their families.

Speak UP is a grassroots organization of parents who want a more powerful voice in education policy. Kids don't have lobbyists, and kids don't have a union. Kids have parents, and parents are the only people whose sole interest is the success of kids. Learn more or become a member at speakupparents.org

Do you need free technology training for software such as Zoom? Does your child need a volunteer tutor to assist them during distance learning? Check out our iFamily program [here!](#)