

Tulsa SEED Study

STUDY OF SCHOOL EXPERIENCES AND EARLY DEVELOPMENT
GEORGETOWN UNIVERSITY & UNIVERSITY OF OKLAHOMA-TULSA

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FAMILIES' AND TEACHERS' EXPERIENCES DURING COVID-19: FINDINGS FROM THE TULSA SEED STUDY

The Tulsa SEED Study enrolled children growing up in families with low incomes in the Tulsa Public School District at age 3 or 4 to examine effects of public pre-K participation. In the Spring of 2020, when COVID-19 broke out and schools transitioned from in-person to distance learning, the children were in 1st grade. Their parents and teachers were surveyed then and again in the Spring 2021 (when the children were in 2nd grade) about their experiences during the COVID-19 pandemic.

What Have We Learned?

1 The strongest predictors of family disruption during COVID – such as household chaos, food insecurity, and parental depression – were pre-COVID levels of those factors.

- Households that were chaotic or that experienced food insecurity before COVID were more likely to experience chaos and food insecurity during COVID ([Johnson et al., 2021a](#)).
- Parents who experienced depression before COVID were more likely to experience depression during COVID. The same held true for teachers ([Martin et al., 2021](#)).



2 Disparities in food insecurity across racial/ethnic groups were exacerbated by COVID.



- Although the SEED Study sample did not have race/ethnic differences in rates of food insecurity before COVID, after COVID hit, food insecurity increased for Hispanic/Latinx, Native American, and Black families, but not for White families ([Partika et al., 2021a](#)).
- Among food-insecure families, families of Hispanic English learners, most of whom are immigrants, were the least likely to receive SNAP benefits during COVID ([Partika et al., 2021b](#)).

3 Children with greater family disruptions participated less in distance learning.

- Children facing barriers to learning, such as difficulty accessing the internet and not having a quiet place to work, participated less than other children ([Castle et al., 2021](#)).
- Children living in households with more chaos or a depressed parent also participated less than other children ([Castle et al., 2021](#)).



4 Pre-COVID classroom features predicted how teachers used their remote teaching time.



- Teachers who provided higher quality pre-COVID classroom instruction allocated more of their remote teaching time during COVID to live instruction ([Johnson et al., 2021b](#)).
- Teachers who provided higher quality pre-COVID classroom organization, those who had larger class sizes, or those who had more English learner students allocated more of their remote teaching time to communication with students and parents ([Johnson et al., 2021b](#)).

What are the Implications?

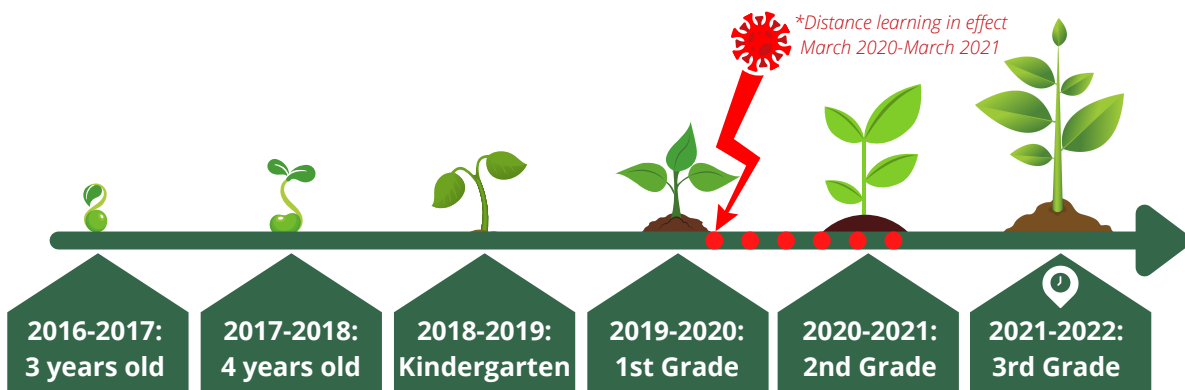
Any comprehensive pandemic response effort must: (1) attend to children's pre-COVID family and educational contexts, (2) give focused, culturally-responsive attention to minoritized and marginalized families, and (3) address home-based barriers to children's educational continuity.

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More About Tulsa SEED

The Tulsa SEED Study aims to understand the effects of pre-K on self-regulatory, education, and health outcomes and the role of classroom supports and context in explaining those effects. Since the COVID-19 pandemic began, the SEED Study Team has also begun to investigate questions about how the pandemic has impacted families and educators, including the effect of distance learning on children, parents, and teachers.



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