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ABSTRACT

The COVID-19 pandemic has caused a world crisis of an unprecedented nature. In March 2020, due to closing of non-essential private and public educational institutions, early childhood professionals had to quickly adapt and respond to the demands for social distancing, hygiene, new protocols and transition to online education. Alternatively, educators engaged in distance teaching and learning, when the families they serve lacked technological resources for online modalities. The present study examines how early childhood teachers in the United States and several Latin American countries are facing the challenges presented by COVID-19. The study clearly reflects the relevancy of the challenges faced by educators of young children, such as lack of preparation for distance teaching and learning, deficiencies in the pre-and in-service trainings to address the educational needs of young children distantly, and the need to work differently with caregivers. Teacher training and development should include the knowledge, skills, and dispositions necessary to successfully reconsider and participate in distance teaching and learning.

Early education and child care have an important role in children's development, provide support to families, and impact children's wellbeing (Peisner-Feinberg 2007). The majority of young children now regularly attend child care and education programs prior to their entry into school. Recent estimates indicate that nearly two-thirds of all 3–5-year-old children in the United States, Latin America, and the Caribbean attend some form of childcare and education program (United Nations Children's Fund (UNICEF) 2020; USAFacts.org 2020). The interactions between children and their environment shape their development (Bronfenbrenner 1995). Participation in early childhood programs contributes to the development of cognitive and language skills, as well as social competency and emotional growth.

Bronfenbrenner (1995) posits individuals' surroundings including parents, friends, schools, and so on, as well as the environmental socio-historical events influence their

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experiences and development. There are many important characteristics of the traditional early care and education (face-to-face) classrooms that influence children's experiences and development. Learning environments where children play, learn to use their imagination, work together with peers, communicate, and think critically are preferred (Almon 2003). Additionally, there should be a warm and caring atmosphere where children feel valued. Developmentally appropriate preschool environments typically offer a building blocks area, dramatic play opportunities, a variety of art materials to explore, open-ended materials that can be used inside or outside, and opportunities to engage in small- and large-group activities. Teacher goals often include promoting learning, prioritizing the safety and success of all their students, setting expectations, and maintaining a positive and safe learning environment. These goals are particularly challenged by the COVID-19 pandemic, which has significantly altered the daily lives of children, families, educators, and society (Wang et al. 2020).

In this article, we are trying to understand how the different systems, of Bronfenbrenner' bioecological model, have been impacted by the event we call the COVID-19 pandemic. The components of Bronfenbrenner's (1995) PPCT model – process, person, context, and time are utilized as the framework for this study. The theorist asserted that the processes that characterize interactions between the individual and the environment drive development, furthermore these interactions are 'affected by characteristics of the developing person and of the environmental context in which the interaction takes place' (Bronfenbrenner 1995, 626). The interactions between the early childhood educators in the context of the schools and communities they serve during this time of the COVID-19 pandemic drive our interest as researchers. We discuss how a sample of teachers of young children in private and public educational settings in the United States and various countries of Latin America have responded to the challenges brought about by the COVID-19 pandemic. In March 2020, most governments mandated the closing of private and public businesses, educational institutions, and all non-essential services to control the spread of COVID-19. As a result, early childhood professionals had to quickly adapt and respond to the demands for social distancing, hygiene, and new protocols. While some were able to transition to online education, many more had to engage in distance teaching and learning as the families they serve lacked technological resources for online modalities.

The COVID-19 pandemic is a humanitarian crisis (United Nations 2020), which has worsened the situation of children living in poverty and has increased inequality. Children have experienced physical and psychological consequences (Pascal et al. 2020) that have greatly affected their lives and development, such as death of family members, fear of becoming ill, sheltering in place, malnutrition, physical estrangement, increased violence and abuse, inability to play with friends and participate in exercise, and exposure to increased screen time (Comité Ejecutivo Mundial de OMEP 2020). Wang and colleagues (2020) warn that the interface between the routine changes and psychosocial stress caused by sheltering in place could aggravate the negative effects on children's physical and mental health. Moreover, caregivers may themselves be experiencing distress, anxiety, fear of contagion, depression, and insomnia (Sher 2020). Caregivers have been required to balance family and work life, home schooling, and health challenges. In addition, many are struggling with economic difficulties, especially if unable to work outside the home, and lack of self-assurance and self-

efficacy in coping with the pandemic. The conditions are less than favorable for teaching and for a positive learning environment.

Our interest in understanding how early childhood teachers were coping with the changes brought by COVID-19 emerged as a result of casual conversations between some of the authors. The common question discussed was 'how are you managing?' As we listened to each other, we realized that the teachers in the 'trincheras' (the trenches) must be experiencing very different challenges than us. This led to conversations with colleagues and acquaintances interested in discussing each other's experiences, thus, developing into a research project.

Given the importance of early care and education in all domains of children's development, and given the fact that most educational institutions are still depending on distance education, we wanted to gain insight and share actions and narratives into the key challenges and opportunities the pandemic has afforded educators, children, and parents in public and private settings.

Methods

This qualitative, interview-based study explored the experiences of educators of 3–6-year-old children in public and private institutions from the United States and various Latin American countries to better understand early childhood teachers' experiences during the COVID-19 pandemic.

Participants

The convenience sample included 26 females ranging from 25 to 57 years of age and with 1 to 33 years of experience as educators. The participants' educational background included bachelor's degrees with and without teacher certification ($n=12$), two had earned a *licenciatura* degree, which is common in some Latin American countries and is characterized by 30–36 credit hours beyond the bachelor's degree yet considered an undergraduate level degree; and eight participants had earned master's degrees. The remaining four had completed a two-year degree in education. Participants were not offered incentives or compensation.

The sample included early childhood educators in Brazil ($n=5$), Costa Rica ($n=4$), Dominican Republic ($n=2$), Mexico ($n=3$), Nicaragua ($n=3$), Paraguay ($n=1$), Puerto Rico ($n=2$), and the United States mainland ($n=6$). The participants described the communities where they work as urban (85%), semi-urban (3%), and rural (12%). The families they serve were described as middle- and lower-middle-class families with limited economic resources, except for a private institution whose families were described as upper-class.

Interview questions

A pilot test of the interview questions was conducted with two key participants, which resulted in the determination that the questions yielded the information desired. Those two interviews were written out by two of the researchers, followed by member checking (Saldaña 2016) of the documents to validate the accuracy. Additional

participants were invited to share their experience via email (See Appendix for a copy of the guiding interview questions).

Interviews

Upon receiving approval of the IRB office of the first author's academic institution, the research team focused on identifying potential participants and contacting them. If participants agreed (all but seven replied expressing their interest in having a conversation with the researchers), they received the questions via email ahead of time, and an interview via Zoom or WhatsApp (video conferencing tools that allow users to meet online) was scheduled. Completion of the interview questions was a joint effort of each participant and one of the researchers. Interviews were not audio recorded, but researchers did take notes. Seven participants responded to the questions in writing, then made them available to the researcher who clarified responses and added notes to the interview responses during the interview. Another seven participants completed the interview while the researcher wrote down answers followed by the participants providing detailed responses in writing. There were ten participants who answered the interview questions but were not interviewed due to connectivity limitations identified by the participants.

Data analysis

Once all 26 interviews were completed, a member of the research team assigned them a number for coding purposes. A Microsoft Excel matrix was utilized to organize the data for coding, deidentifying the data to protect participants' confidentiality. It had been previously designed for this purpose and was available to all researchers via Google Sheets. Demographics of the participants were calculated using simple descriptive statistics and reported as aggregated data.

In addition to the descriptive statistics for the demographics, data were open coded using Saldaña's (2016) descriptive coding definition and analyzed by identifying recurrent themes within the responses to the guiding interview questions. For the first round of coding, and following collaborative coding procedures (Saldaña 2016), two of the researchers analyzed the data, discussed and came to a consensus with their coding, modified codes as necessary, and identified ten initial themes and quotes to support them. It was clear that there was a need to winnow the data (Creswell 2014), focusing on capturing the voices of the participants. For the second round of coding, two other researchers analyzed the initial themes and further narrowed the categories and quotes to those that were most representative of the voices of the practitioners. Like in the first level of coding, the two researchers again collaboratively coded and categorized the data, coming to agreement on their coding. In both cases, the categories were established inductively from the data. All five of the researchers reviewed and agreed with the final categories reported under findings.

Presentation of participant data

The researchers felt that capturing the voices of the participants was integral to the reporting of the findings. The data are in English, Spanish, and Portuguese depending

on the language spoken by the participants. Four of the researchers are native Spanish speakers who live in and or completed graduate education in the United States. Ethically, capturing and relaying the voices of the participants as accurately as possible required very careful translations of their words. The data in Spanish was translated by one researcher and checked by the three others for accuracy. The data in Portuguese was translated by one of the researchers who holds professional Portuguese-English translator credentials. We provide both the original quotation along with the English translation when necessary to best represent our participants' voices in the data.

Findings

The findings revealed a great deal of insight in relation to the open-ended questions asked, as well as some emergent themes. To understand those themes Bronfenbrenner's (1995) ecological systems model was used as the analytical framework. This model includes microsystems, which are the individual's involvement with the immediate environment such as family, school, and community. The links between those immediate environments are referred to as the mesosystem. For example, involvement between family and school teachers. The exosystem represents the links between direct and indirect settings so that the work environment stress affects the home environment. The macrosystem is the overarching cultural patterns of values, beliefs, resources, and expectations that influence child and family experiences. The recent government mandates related to COVID-19 are a good example of the impact of the macrosystem on all individuals. Bronfenbrenner then added the level of the chronosystem, which includes the role of time when events occur in a person's life that delineates the context for learning and development of children, teachers, and families. Teacher training (both before and after the transition to distance learning), types of technology used for distance teaching and to communicate with caregivers, access to educational materials, date to resume face-to-face classes, and the lessons teachers have learned during the pandemic all exemplify links between the different systems as impacted by a major event in the chronosystem, the pandemic.

Teacher training

Three out of the 26 participants received pre-service training to teach online. It is important to qualify that all three of them expressed that the trainings received were limited to the use of some platforms to teach online, such as Microsoft Teams; however, none were trained to effectively engage in online or distance education with young children.

When asked whether teachers were offered any training to teach online once schools closed in March 2020 due to the COVID-19 pandemic, half of the participants indicated they received some kind of training. Forty-four percent of the public-school teachers and 60% of the private school teachers responded they had participated in various trainings. They indicated that they attended courses, seminars, and Webinars by the Ministry of Education of their country about how to use online platforms, among others. Unfortunately, none were trained on how to effectively engage in online or distance education with young children.

Technology used for teaching

In terms of technology used, there was a difference between private and public school teachers. The majority of teachers at both types of institutions (65%) identified email as a valuable tool for communication. However, public school teachers used other, non-traditional methods of communicating with families and caregivers, such as WhatsApp, more than their private school counterparts. The educators in public institutions identified Microsoft Teams, Zoom, and Google Classroom as the least utilized applications as they were less accessible. On the contrary, the private school educators engaged with families via Zoom and Microsoft Teams, which allowed the educators to interact with their students as well as the caregivers, more closely replicating a classroom environment.

Notwithstanding the access to technology, 54% of the participants reported they had major internet connectivity problems that prevented them from working. The teachers who indicated that they had not experienced connectivity issues worked in urban areas. Furthermore, none of the teachers in the United States had experienced connectivity issues. Three teachers from Brazil who worked in public schools in the São Paulo area did not experience connectivity issues. The other three teachers who reported not having problems were all in private schools.

Technology used to communicate with caregivers

Communicating with parents and caregivers during the pandemic has been an important, yet challenging task for the participants. For this purpose, teachers identified a variety of platforms including email, Facebook, Google Classroom, Microsoft Teams, phone calls, WhatsApp, YouTube, and Zoom. However, it should be noted that WhatsApp (73%) was the most used application followed by emails (65%). The least popular applications and platforms were Teams (11.5%) and Zoom (15.3%), both used in private institutions, interestingly.

Access to educational materials

Ensuring that the families had the materials needed for the young children to complete activities and assignments was a concern of all teachers. Teachers prepared packets that included instructions for the caregivers as well as storybooks, paper, crayons, and all necessary materials, including, for example, soil and seeds for the children to plant. These packets were most often available for the caregivers to pick up at the schools. Occasionally, they were delivered along with food. Teachers also sent instructions to the caregivers via WhatsApp, email, and phone calls for lessons that utilized materials already available at the homes, such as bottle caps for counting. Nevertheless, teachers reported various levels of support and resources needed for the creation and delivery of lessons, instructions, and materials.

At the very minimum, all teachers incurred expenses associated with Internet connectivity. Several teachers indicated having to purchase a data plan, upgrading their data plans, and in one case moving in with her mother who had reliable Internet connectivity. None would receive reimbursement for these types of expenses. Beyond Internet connectivity, many teachers incurred expenses, such as paper, crayons, and other educational

materials to be included in the packets. Only two of the 26 participants said they would be reimbursed for anything they purchased for the students.

Return to face-to-face instruction

When asked about plans to return to face-to-face instruction, responses showed uncertainty and a variety of responses from one country to another. Recently, the government of Costa Rica announced that schools will continue distance teaching until the beginning of their next academic year, which is in February 2021 (Cruz Maduro 2020). Some programs in the United States returned to face-to-face instruction in August 2020, accompanied by a series of protocols such as wearing a mask, limiting number of visitors to the school, disinfecting surfaces often, and scheduling more hand washing. Some participants from other countries reported they are receiving training to return to face-to-face classes through establishment of protocols and their application in the classroom, around school, and when working with families, as well as the importance of a healthy life and hygiene workshops. The trainings are often offered with the help of health personnel and nurses who work in the institution. On the other hand, 48% of the participants indicated (at the time of the interview) that the institutions where they worked were not providing any trainings for the return to face-to-face care and education.

Additional themes

Beyond the responses to the open-ended questions addressed so far, the participants shared a great deal about the challenges and experiences they were facing. The data analysis revealed some common themes surrounding these challenges and experiences. Identification and discussion about those themes follow.

Teacher dedication

The most prevalent theme we identified was teacher dedication. One of the participants expressed 'it is NOT easy to teach, plan, create, cook, clean, mother all at the same time, something has to give'. Indeed, teachers of young children have to manage multiple roles beyond that of being a teacher. However, as we spoke with them, it was impossible to ignore the level of commitment to the children and families they served as exemplified by comments such as '[we] really do whatever we need to for our families when it comes down to all the chaos' and

> com muita vontade de ensinar e que as crianças aprendam porque é a nossa função e é isso que o professor deve fazer [very willing to do my best to teach children and that children learn something because this is the teacher's job, and that is what teachers should do].

Concern for students' and families' mental health

The commitment and concern for their students' wellbeing went beyond their teaching duties. Teachers were concerned about their students and their families' mental health. As one teacher stated, 'I think it is important to remember that we need to do what we can but remember that we work with children and their mental health needs to be taken into consideration as well'.

In some cases, due to the pandemic, caregivers lost their jobs and, therefore, their source of income, which led them to prioritizing finances and health services above the educational needs of their young children. A teacher commented that only about 50% of the caregivers of her students could work with their children. Another teacher said, 'it was a lot on the parents'. In order to support parents who were overwhelmed, teachers had to be flexible about requirements for work completion. One explained

> los lunes mandaba el trabajo de la semana y los padres ayudaban a los niños cuando podían. A veces completaban todas las lecciones en el fin de semana [on Mondays I would send the week's work and parents would help the children when they could. Sometimes they would complete all the lessons over the weekend].

This was echoed by another participant who stated, 'parents get stressed when they have to take on the role of 'teacher' they want to feel like they are doing a great job. Set them and the students up for success by keeping things simple'.

Concern about food insecurity

Concern about food insecurity was brought up by several of the participants. One expressed 'the first weeks' focus was meal deliveries … April came, we felt we had to do education'. One explained that in the community where she works 'choferes de escuelas llevan las comidas y los materiales [school drivers deliver meals and materials]'. The majority of the participants reported food distribution as an ongoing service during the pandemic. In some cases, the food was delivered to the students' homes and in others, caregivers picked up food supplies at designated places and times.

Concern about caregivers' efficacy and self-Esteem

The pandemic required embracing the caregivers as partners in their young children's education. This partnership presented many challenges as 'nadie nos asegura que los padres puedan ayudar a los hijos [no one assures us that parents can help their children]'. That particular teacher coped by doing two lesson plans: one for the children and a second one for parent–child activities. Private school teachers reported caregivers intervening in Zoom sessions and having many family members present. This is contrary to the report of several public school teachers who were working with caregivers who lacked the basic academic skills needed to help their child. Concerns over the caregivers' efficacy and self-esteem were evident in statements such as 'padres no tenían los conocimientos básicos para abrir un archivo. Yo decidí enviar fotos [parents lacked the basic knowledge to open a file. I decided to send pictures]'. The caregiver of one of the participants' students confessed he did not know how to read, and, therefore, he was concerned he could not help his child. This uncertainty and feeling of lack of preparedness to help with the educational needs of sons and daughters was the topic of an article published in Costa Rica (Murillo Delgado 2020). The teacher in this study proceeded to explain that he had lots of knowledge that he could transmit through oral storytelling and, in that way, help advance his child's knowledge and comprehension skills. Furthermore, that knowledge does not always come from books; thus, nourishing the father's self-esteem and helping him feel efficacious. The teacher stated, 'desigualdad e inequidad … cada uno enfrenta la situación como puede, con las herramientas que tiene [inequality and inequity … everyone faces the situation as they can, with the tools they have]'.

Inequalities impacting low-income students and families

Differences in educational outcomes that negatively impact racial minorities, students with disabilities, and students from low-income families among others is undisputed. However, the pandemic has brought to the forefront those inequalities impacting those from a low socio-economic status as highlighted by the following teacher comment: 'la desigualdad en todos los sentidos y la pobreza tiene grandes impactos en el proceso educativo y viceversa [inequality in every way and poverty have major impacts on the educational process and vice versa]'. To exemplify the disparity, consider how different the challenges experienced by two of the participants of the study. On the one hand, a private school teacher reported that it was difficult to work with the parents online. She was actually able to do synchronous online education. She explained parents or caregivers would join the online lesson with the student, and in an attempt to be helpful, were causing more disruption. She opted to develop and deliver lessons for the caregivers, so that they could in turn help their students with assignments that were completed offline. Eventually, she was able to convince the parents to let the child participate in the online lesson alone.

On the other hand, teachers expressed difficult decisions parents had to make to support all their children with very limited financial resources. 'Padres dejaban atrás a los preescolares para darle el tiempo y recursos limitados a los más grandes [parents left preschoolers behind to give limited time and resources to their older children]'. Another teacher working with disadvantaged families commented that she could only communicate with them through prepaid cell phones which depends on the families' ability to purchase mobile data.

Questioning the suitability of distance learning for young children

It is a known fact that children's early experiences have a profound impact on their development and learning. The early childhood years are considered a critical period for language development. Young children need stimulation and learning experiences that will help them develop the desired skills. As children grow their functioning becomes more complex not only in the language domain but in all of the developmental domains (National Association for the Education of Young Children 2009). Distance teaching and learning challenge educators trained to teach face-to-face, and therefore interacting and responding to children immediately.

The participants expressed a great deal of concern about how distance education would affect their ability to meet the goals of quality early childhood education.

> Cómo desarrollar los fines de la educación preescolar a través de un trabajo virtual, ya que la interacción, la socialización, la comunicación, el trabajo colaborativo y en equipo, entre otros propósitos no se cumplen con la educación a distancia [how to develop the purposes of preschool education through virtual work, since interaction, socialization, communication, collaborative and teamwork, among other purposes are not fulfilled with distance education].

Furthermore, they expressed the importance of the social interactions limited by the government mandates to remain in lockdown. 'Os pequenos precisam do convívio social contínuo para seu total desenvolvimento [little ones need ongoing social interaction to fully develop]'. Many of the remarks made by the teachers were related to how young

children are missing the interaction with their peers and teachers at the institutions they attend. A teacher who was able to teach online lamented,

> … mis niños aprenden, me siguen y se conectan, teniendo en cuenta que falta lo más importante que es el contacto físico y emocional que muchos de ellos necesitan [my children learn, they follow me and log on, considering that they are missing the most important thing, which is the physical and emotional contact that many of them need].

Conclusion and recommendations

The pandemic has challenged educators of young children more than anticipated. The early childhood teachers' interaction processes varied across the different contexts where they serve during this pandemic. Amongst the challenges are lack of preparation for distance teaching, including deficiencies in the pre- and in-service trainings to address the educational needs of young children distantly; lack of preparedness for the transition from in-person to distance teaching; and the need to work with caregivers who, at times, did not have the skills to help their young children. In response to the key challenges, the early childhood public and private sectors were able to address the needs of their students differently. For example, access to and use of Microsoft Teams and Zoom by private school educators more closely resembled the face-to-face experience their students had while the public school educators were struggling to maintain contact with families that may or may not have a phone or money to buy minutes for their 'pay as you go' or pre-pay plan for their cellular device. It is important to recognize that these findings, particularly about differences in the private and public sectors may differ greatly from one country to the next. In our sample, the educators we interviewed who worked in the private sector, enjoyed more resources with regards to knowledge of and access to technology both by the educators as well as the children and families they served. The participants we interviewed from the public sector, worked with poorly funded programs or programs serving low SES families as were the federally funded Head Start Programs in the United States. Generalizations to whole countries would be inappropriate. Nevertheless, these results provide insight regarding the many challenges early childhood educators are facing.

Recommendations are centered around pre- and in-service training for distance teaching and learning as well as institutional (such as providing computers to the educators and training them to use them) and personal initiatives (such as facilitating collaboration and support amongst teachers). These recommendations can inform and extend our understanding of the impact of the COVID-19 and how the early childhood sector might respond to the challenges raised.

As is to be expected, the pandemic has highlighted the limitations in professional preparation related to the use of technological tools. Many of the participants expressed a need for more training in teaching online. This training should include how to utilize the different platforms as well as how to work with families online. As recommended by a participant, 'The use of technology to complement face-to-face or virtual education is a great tool as long as you have the necessary knowledge for its implementation, hence the importance of training more on this subject'.

Teacher training and development should include the knowledge, skills, and dispositions necessary to successfully reconsider and participate in distance teaching and

learning. This training needs to be comprehensive and include not only how to plan developmentally appropriate activities that can be implemented distantly, but also how to work with caregivers with various levels of skills and education. Distance teaching and learning should take into consideration the families' ability to provide assessment data back to the educator. One of the participants explained that her biggest challenge was assessment. She expressed her inability to feel satisfied with evaluating the product without observing the process, evidencing the importance of a training that includes design of appropriate assessments of the educational goals.

Teacher preparation and professional development must address issues of mental health. They need to recognize when there is a need for referrals and be knowledgeable of services available in their communities. Additionally, they should have some basic skills to address issues of mental health and trauma that may manifest themselves in the classroom. It is pertinent to mention that educators need training to manage their own stress and balance their multiple roles and responsibilities in different countries and contexts to respond to the impact of the pandemic on their daily personal and professional lives.

> Ésta situación inédita mundialmente nos ha colocado a todos los sectores como aprendices, nadie estaba preparado para ello y hemos aprendido sobre el camino a paso veloz, ésta situación me ha hecho pensar en lo que realmente es importante de enseñar y de aprender en la escuela, a repensar en otro tipo de escuela, de maestros y de estudiantes y que así, como estamos viviendo esta pandemia, podrán venir otras situaciones para las que debemos preparar nuestro pensamiento y las actitudes ante el cambio y la posibilidad de evolucionar durante la incertidumbre. Necesitamos la ayuda y colaboración de todos en un movimiento de conciencia social urgente, repensando que nuestras acciones tienen repercusiones a corto y largo tiempo en nuestra salud, nuestra sociedad, el ambiente, la cultura etc. [This unprecedented situation worldwide has placed us all sectors as apprentices, no one was prepared for it and we have learned as we go at a fast-pace, this situation has made me think about what is really important to teach and learn in school, to rethink another type of school, teachers and students and in that way, as we are living this pandemic, other situations may come for which we must prepare our thinking and attitudes towards change and the possibility of evolving during uncertainty. We need the help and collaboration of all in an urgent social conscience movement, rethinking that our actions have short and long-term impacts on our health, our society, the environment, culture etc.].

These findings of this study mirror those that have been identified by the Economic Commission for Latin America and the Caribbean (ECLAC) and United Nations Educational, Scientific and Cultural Organization (UNESCO) (CEPAL & UNESCO 2020). However, these findings are unique in that they capture the voices of teachers who are not always heard, especially in this moment when COVID-19 is altering families, schools, and communities. Without seeing their words, we do not fully understand their feelings, points of view, and pure dedication to their students and their profession as they navigate the challenges brought about by the pandemic. This research attempts to highlight those voices.

Disclosure statement

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Appendix

Questions that will guide our conversations with practitioners

(1) What pre-service training did you have, if any, for online instruction?
(2) After March 2020, did you receive training (could have been webinars) or had trainings and support available to teach online?
(3) Describe any issues of connectivity to the web you experienced.
(4) How do you communicate with parents?
(5) What platforms do you and the parents of your students in your class have access to? (If they have any).
(6) What access do you and the parents of your students have to educational materials? If this is a barrier you have had to overcome, describe how.
(7) The purpose of this question is to describe the economic situation of teachers who have also had to contribute to perform virtual or remote education:
   • using or buying their own computers,
   • purchasing Internet service
   • purchasing land line or cellular telephony,

   Has the school district provided the necessary equipment and services to the educators? Teachers also mentioned that in order to distribute the guidance materials they have had to incur expenses such as transportation, photocopying and others. Will they be reimbursed?

(8) When will in school services resume – kids back to school in person?