

# IOWA STATE UNIVERSITY

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## Reaching Spanish-speaking Families With Virtual Education Programs\*

### INTRODUCTION

- There is a need for culturally aware prevention programs for parents aimed at reaching diverse families (Parra-Cardona, 2016).
- The recent COVID-19 pandemic created significant challenges for families who have historically had less access to educational programming.
- However, virtual education delivery has potential to reach diverse families, especially in rural areas.



### RESEARCH QUESTIONS

- 1) What is the experience and perspective of Latino families about the virtual parenting program?
- 2) How do the outcomes of pre-COVID Spanish language parent groups compare to the post-COVID group?
- 3) What are the barriers to participation and how can they be removed?

\*Parenting program is LENA Start ® delivered in Spanish, 10 weeks

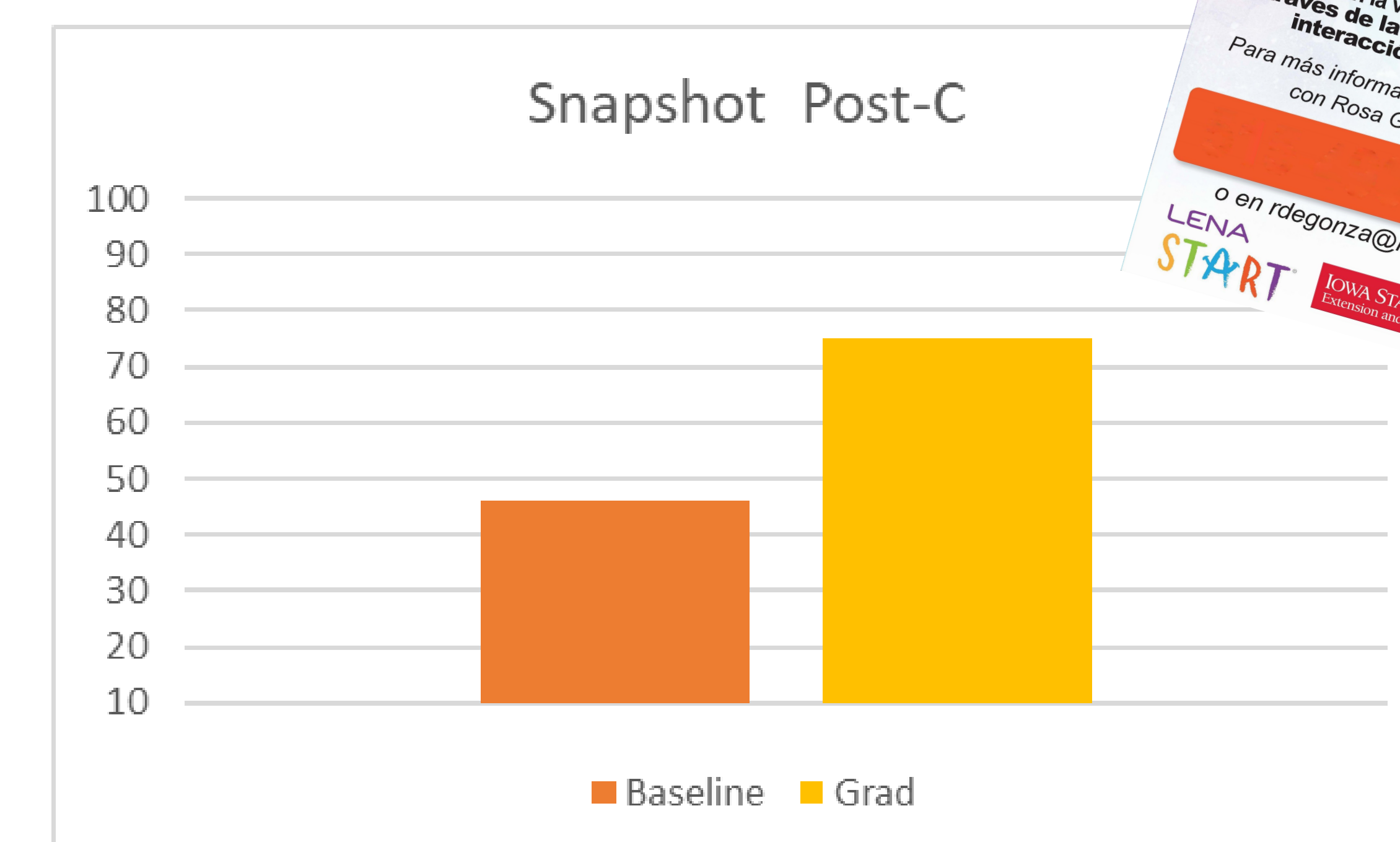
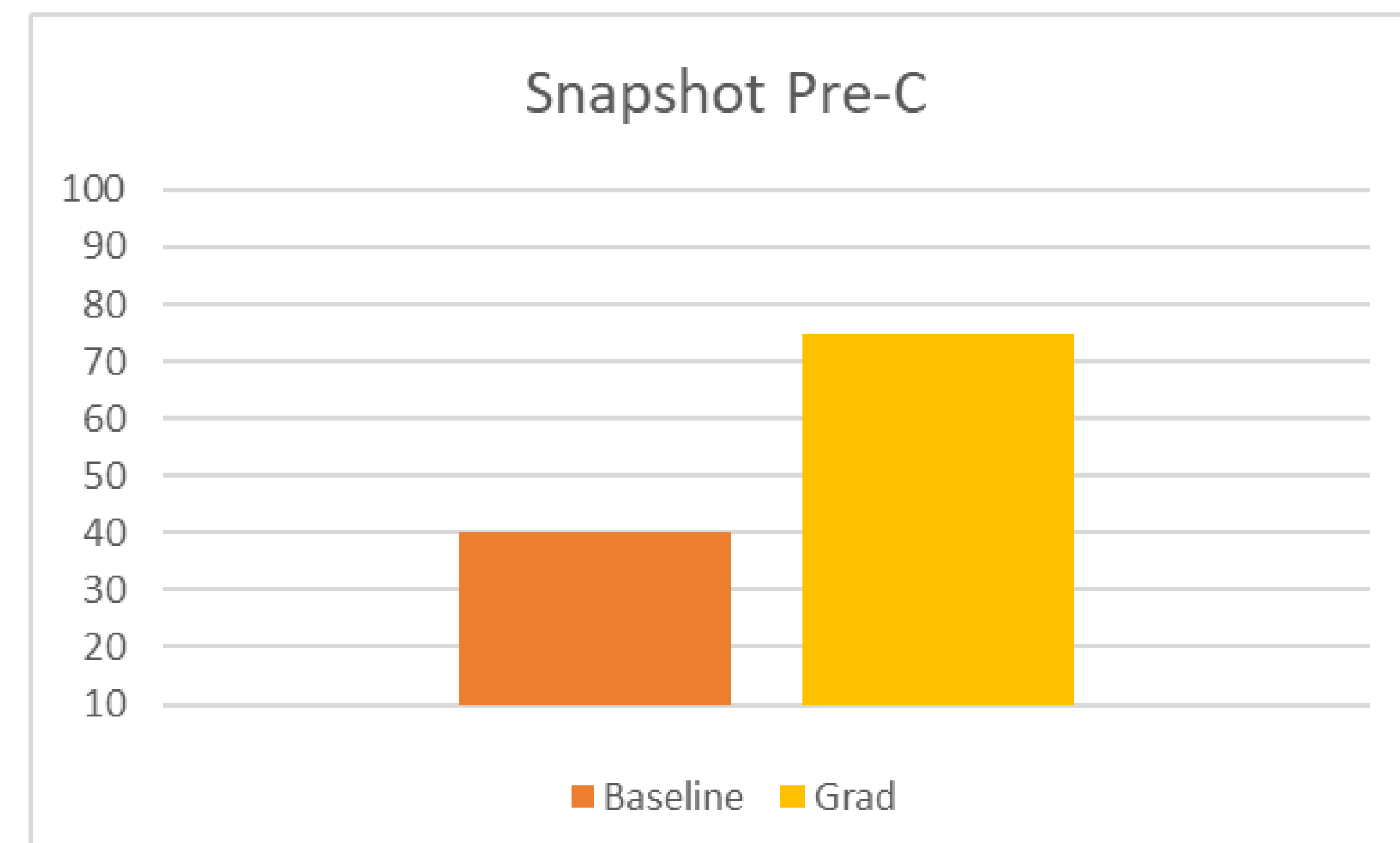
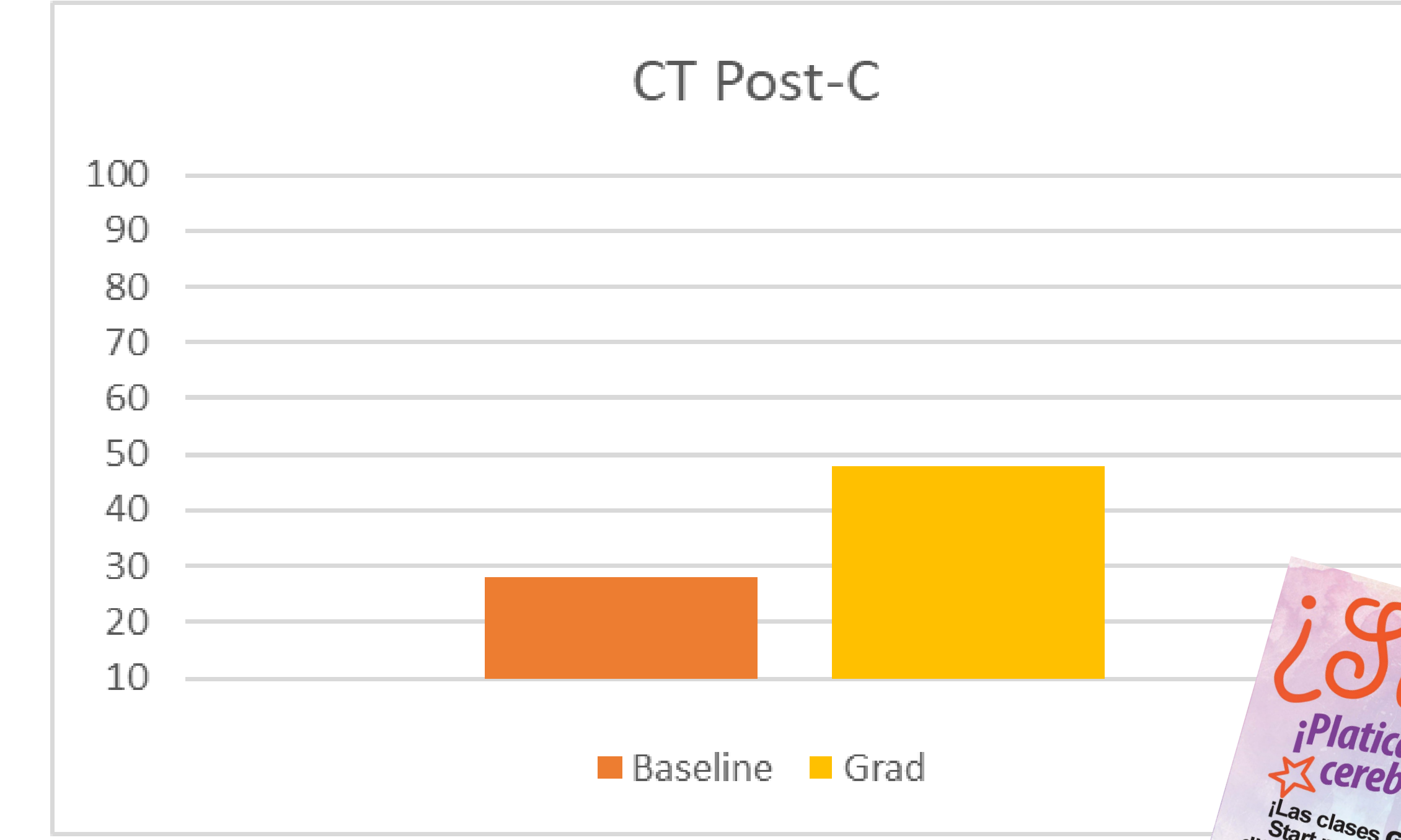
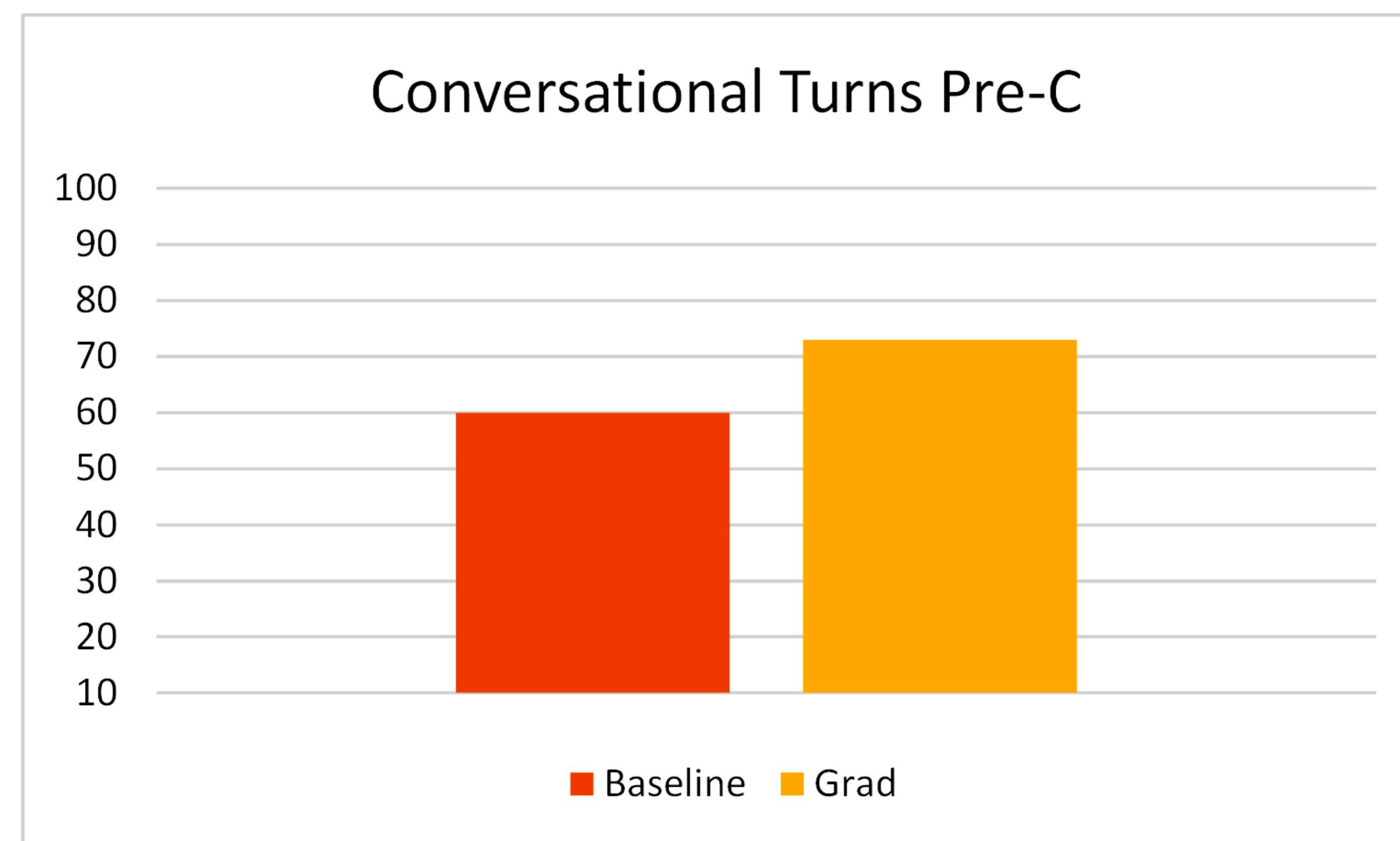
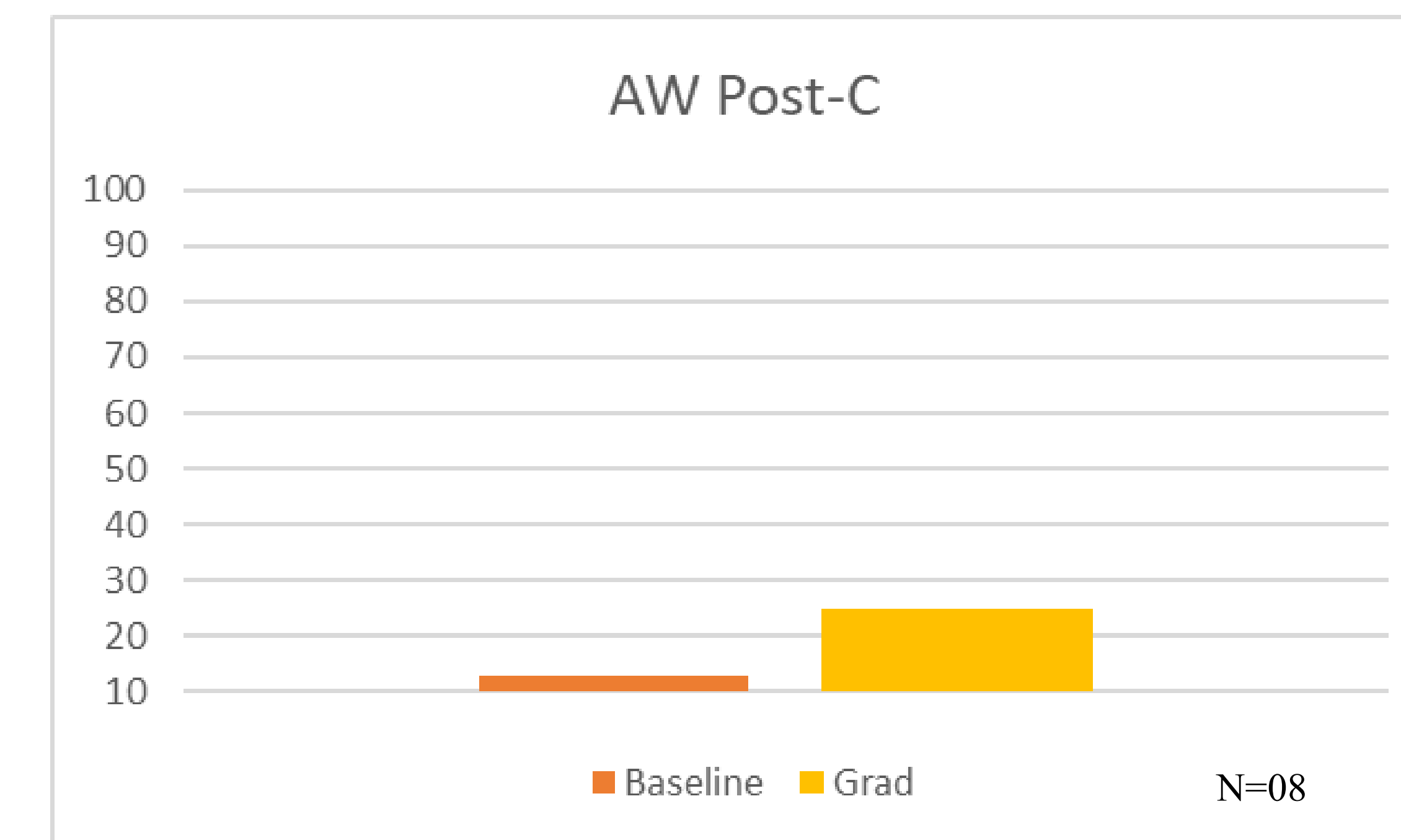
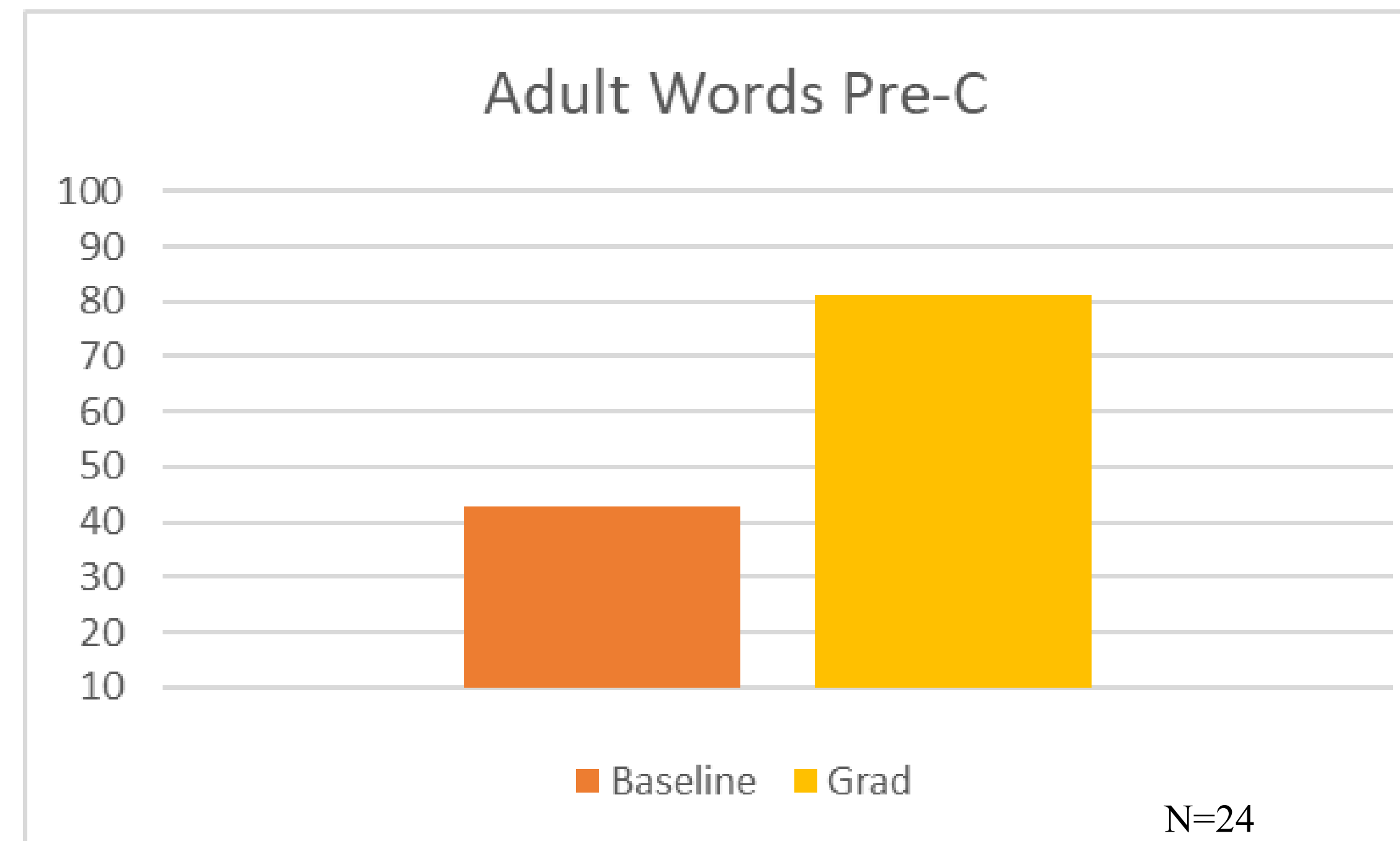
### MATERIALS & METHODS

|                | Pre-COVID  | Post-COVID  |
|----------------|--|---|
| Number         | 24 (3 cohorts)   | 8 (1 cohort)  |
| Locations      | Urban area and rural township  | Urban area and two rural townships  |
| Delivery Mode  | In person  | Online via Zoom   |
| Retention rate | 86%  | 87%   |
| Data source    | LENA system:<br>Adult words<br>Conversational turns<br>Snapshot<br>Post-survey | LENA system:<br>Adult words<br>Conversational turns<br>Snapshot<br>Post-survey<br>Focus group |

### QUALITATIVE RESULTS – RQ1 Themes

| New Knowledge  | Communication Preferences                                | Child Outcomes  | Virtual programs   | Where to find other families?                    |
|--|--|---|--|--|
| Learned the importance of talking more but also to listen and give child a chance to talk. | Many prefer Spanish, but some want English as well.      | Child increased talk and vocabulary.                          | Like the convenience but can be awkward.   | Make sure flyers are in Spanish.                 |
| How to incorporate talk into everyday routines.  | Prefer texting to email.                                 | Parents and child have a closer relationship.                 | Want facilitators to call on people so everyone talks – not just ask for volunteers. | Ask teachers to share information with families. |
| Learned more productive book sharing routines.   | Need materials in English and Spanish for the household. | No longer need for a referral for speech. Enjoys reading now. | Want opportunities to meet in person. Is good in the winter.                         | Clinics and pediatricians.                       |
| Using books to teach other skills like toileting.  | Need ways to easily communicate with daycare.            |   |  | Word of mouth                                    |

### RESULTS Q2



### In their words: What's the best part of this program?

“Que mi niño aprendió a usar los libros y tener sesión es así escuchar las opiniones de la demás gente”  
(That my child learned to use the books and also to hear the opinions of the other people)

“Que como grupo si llegamos ala meta de lectura y pudimos hacer mas.”  
(That as a group we did reach the reading goal and we were able to do more.)

“Aprender a hablar más con mi bebe para que ella también se enseñe a hablar.”  
(Learning to talk more with my baby so she can learn to speak.)



### STRATEGIES FOR PARTICIPATION OF SPANISH-SPEAKING FAMILIES IN RURAL AREAS

| CHALLENGE  | STRATEGY   |
|--|--|
| Lack of bilingual staff trained to facilitate evidence-based programs. | Host Zoom with bilingual staff who are trained and use local contacts in each location for everyday communication with families. |
| More difficult to engage over Zoom                                     | Host local playgroups at library, or arrange for recorder drop off in person<br>Use polls and interaction tools                  |
| Hard to find a time that works for everyone – inconsistent hours       | Text families' videos to watch ahead of time, use Zoom time for discussion<br>Schedule makeup sessions                           |

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