

# The Relationship Between School Type and School Setting on Student Services During COVID-19



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## Abstract

The COVID-19 pandemic caused nationwide school closures and impacted the lives of 55.1 million K-12 students sending them to virtual learning. This study aimed to examine the relationship between school type (i.e., public, private, charter) and school setting (i.e., urban, suburban, rural) on student support services during the COVID-19 pandemic. The present study draws from secondary data from the Kids Are Not Alright: School Counseling in the time of COVID-19 study, which included a sample of  $N=1,060$  school counselors and adjacent roles (e.g., college counselors, adjustment counselors, counseling directors) in 48 U.S. states and Puerto Rico. The study findings suggest a statistically significant relationship between school settings and student support services. Rural school settings spend the least amount of time on services. Study findings indicate a need for rural school social workers, especially during times of crisis. Future studies should consider examining rural schools' approach to student support services and funding into these programs to allow for better access.

## Introduction

### Significance of Study

**Purpose of Research:** To advance the existing literature related to school type and school setting on the provision on student support services during the COVID-19 pandemic.

**Research Question:** What is the relationship between school type (i.e., public, private, charter) and school setting (i.e., urban, suburban, and rural) on student support services during the COVID-19 pandemic?

## Literature Review

### School Types and School Setting

- In the United States, currently there are 91,276 public schools, 7,427 public charter schools, and 32,461 private schools
- Each of these school types operate differently and serves students and families in different ways.
- According to the NCES, 30.2% of schools are in urban areas, 39% are in suburban areas, and 18% are in rural areas.

### Student Support Services

- Provide services such as social emotional programs (i.e., counseling, referrals for outside counseling) and academic success programs (i.e., college and career readiness)
- Access to these services vary by school type and school setting depending on funding, number of students, and number of trained staff.

### Gaps in Literature

- Data on the COVID-19 pandemic is constantly changing as it is a present crisis, so the data does not reflect the full scope of the problem.

## Methods

### Research Design and Data Collection

- Cross-sectional quantitative secondary study
- Secondary analysis of the data from Kids Are Not Alright: School Counseling in the Time of COVID-19 study

### Sample and Sampling Methods

- Non-probability purposive sampling was utilized
- Total sample of participants included 1,060 counselors and educators in adjacent roles
- 84% were female and 15% were male
- Sampling recruitment occurred through professional organizations' listservs, social media outlets, and purchased contact details for counselors through MDR Education.

### Measures

- Kids Are Not Alright: School Counseling in the Time of COVID-19 utilized an 80- question survey titled National School Counseling Survey 2020

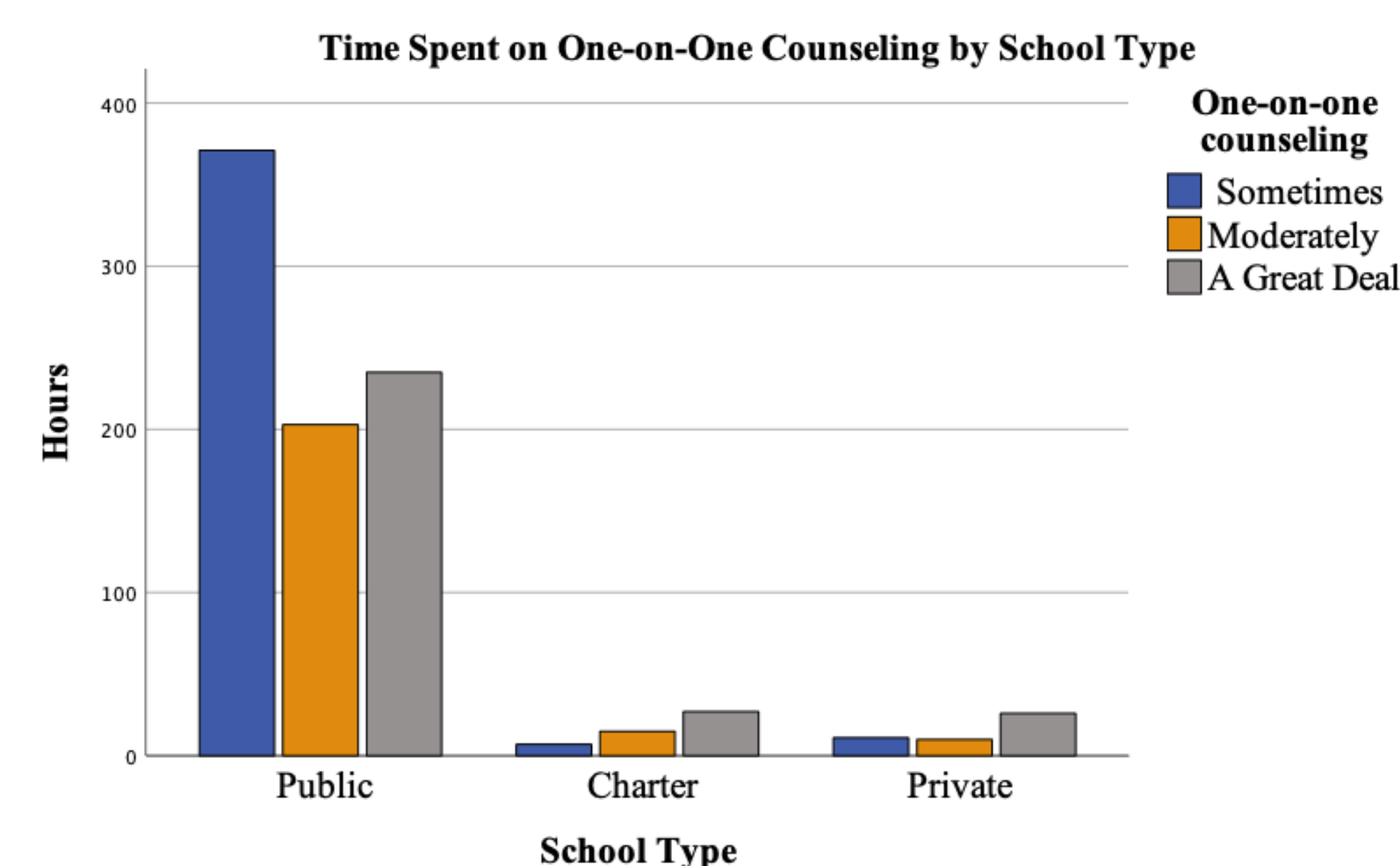
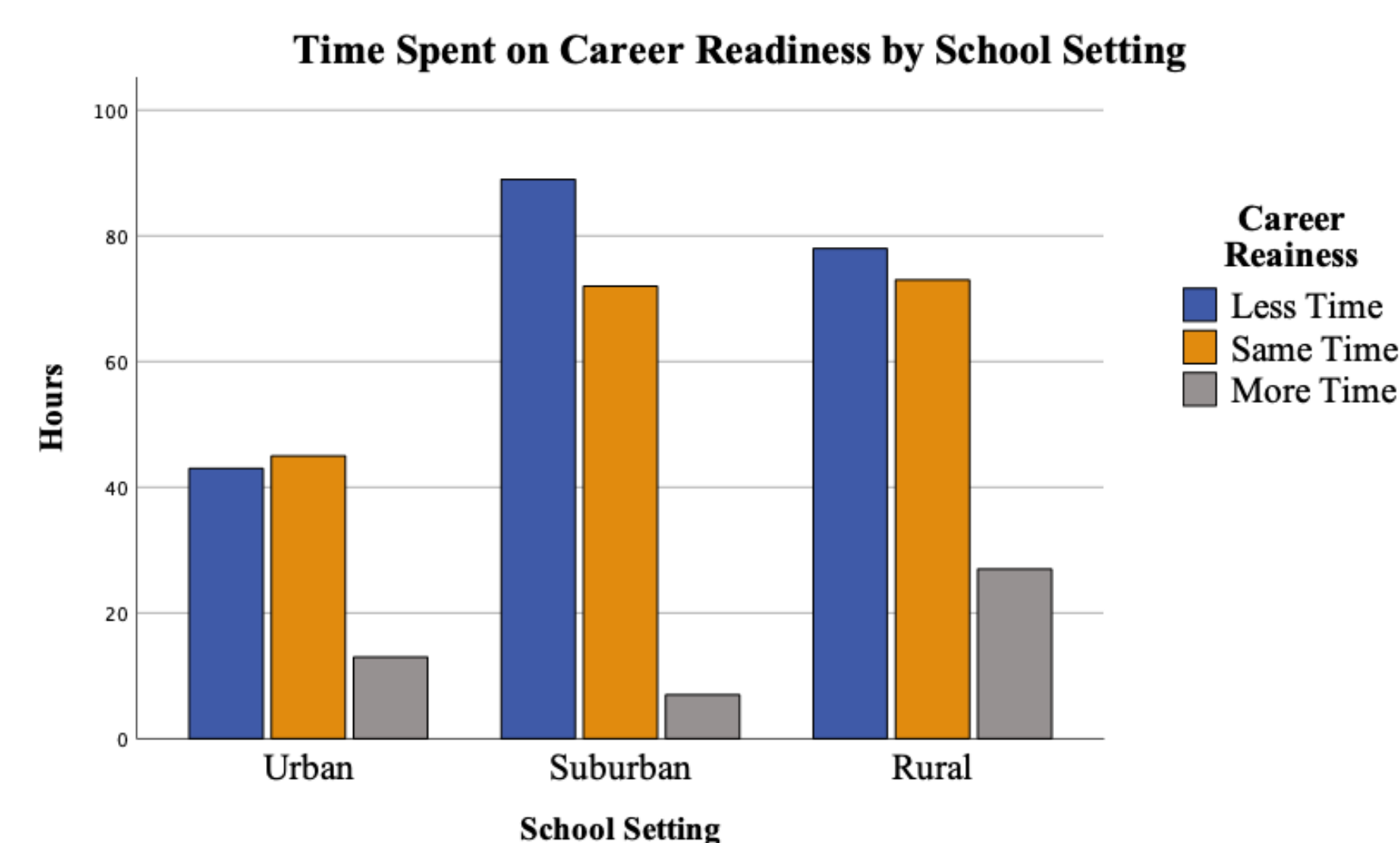
### Independent Variables

School Type and School Setting

### Dependent Variables

College readiness, Career readiness, use of one-on-one counseling, group counseling, connecting students to social services

## Results



### Chi-square Analysis:

- A chi square test was calculated comparing time spent on career readiness by school setting a significant association was found ( $\chi^2(4) = 12.9, p < 0.01$ ).

- A chi square test was calculated comparing time spent on one-on-one counseling by school type a significant association was found ( $\chi^2(4) = 34.45, p < 0.001$ )

## Discussion

### Key findings

- Public schools spend less time on one-on-one counseling and group counseling than private and charter schools. This is inconsistent with previous literature that states public schools provide more funding for social-emotional support.
- Charter Schools spend less time time connecting students and families to outside social services. It is plausible they are exempt from significant state or local regulations related to public schools.
- Suburban schools spend less time on career readiness, a plausible explanation is that there is not enough staff to meet the growing need of students who wish to pursue higher education. Also, college readiness heavily influences career readiness which decreased during the COVID-19 pandemic.
- Rural schools spent less time on one-on-one counseling, group counseling, and connecting students and families to outside social services.
- There is a lack of educational equity due to limited funding, access to resources and number of school social workers present.

### Strengths

- Diversity in sample
- Contributes to the limited literature on COVID-19 and its impact on social-emotional learning on various school settings

### Limitations

- Increased gender representation of staff
- Unaware of number of staff present at school sites
- Study cannot be generalized due to sampling method

### Implications for Future Research/Program Recommendation

- Future research should examine rural school's approach to student support services and funding into these programs.
- Also, future research should focus on school social workers' role in rural settings by examining caseloads, support services implemented, and connections to outside sources.
- Additional school social workers should be placed in rural settings.
- Students in rural settings should have increased access to resources that support social-emotional wellness.