Parents 2020 | COVID-19 Closures
A Redefining Moment for Students, Parents & Schools

EMBARGIED UNTIL 12:01 am, May 20, 2020
Research conducted by Edge Research
Responding to Parent Mindsets

- 5 years of annual surveys
- 13 national surveys
- 200+ qualitative sessions
- All in English & Spanish
- Focus on low income parents & parents of color

Dark blue states represent locations where qualitative research was conducted by Learning Heroes
This research explores:

☆ How has remote schooling impacted parents’ perceptions of their children’s achievement, especially the parents who have been historically underserved?

☆ What keeps parents up at night?

☆ How are schools/teachers interacting with parents and their children during school closures?

☆ How will parents’ behaviors change as a result of this time?
Initial Insights: Opportunity to Redefine Relationships

PARENTS ARE ACTIVATED

From their new front row seat and despite significant challenges, parents are engaging deeply in their children's remote schooling and will ask more from schools next year.

PARENTS DESERVE AN ACCURATE PICTURE

Even with more hands-on time, parents still have an inflated view of their children’s grade level ability – 93% report their children are at/above grade level in reading and math. It is closer to 37%.

RELATIONSHIPS REDEFINED

This is a moment to establish clear expectations for parent, teacher relationships grounded in trust and a shared understanding of the child’s progress and academic achievement.
NATIONAL ONLINE PARENT SURVEY:

- Nationwide sample of **3,645 parents and guardians** with children in public school, grades K-12, including
  - 1,633 elementary school parents
  - 889 middle school parents
  - 1,123 high school parents
- **Oversamples among African Americans, Hispanics, those in transition grades (5th, 8th, and 11th/12th), and parents in California, New York, and Washington**
- Fielded April 14th-May 6th, 2020
- **Offered in both English and Spanish**
- Data were weighted to be representative of public school parents in the U.S.

WITH ADDITIONAL DATA FROM:

- Learning Heroes 2019 Parent Survey

Throughout this report, **blue/red** indicates statistically **higher/lower** differences between audiences

▲▼
Indicate statistically significant changes from 2019
Parent/Guardian Context
## Parents Rise to the Challenge

<table>
<thead>
<tr>
<th>Feeling this Way</th>
<th>African Americans</th>
<th>Hispanics</th>
<th>Whites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopeful</td>
<td>75%</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>Grateful</td>
<td>72%</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Anxious/worried</td>
<td><strong>65%</strong></td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td>Optimistic</td>
<td>65%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Safe</td>
<td>60%</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>Frustrated</td>
<td>58%</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Calm</td>
<td>58%</td>
<td>66%</td>
<td>61%</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>53%</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>
### Amidst COVID, Education a Top Priority

<table>
<thead>
<tr>
<th>Concern</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your kids missing important social interactions at school or with friends</td>
<td>59%</td>
</tr>
<tr>
<td>Someone in your family getting coronavirus</td>
<td>57%</td>
</tr>
<tr>
<td>Making sure your child stays on track so he/she is ready for the next grade</td>
<td>54%</td>
</tr>
<tr>
<td>School closures/changes will have a negative impact on your child's education</td>
<td>54%</td>
</tr>
<tr>
<td>Too much screen-time for your child</td>
<td>48%</td>
</tr>
<tr>
<td>Juggling your many responsibilities while everyone is at home</td>
<td>47%</td>
</tr>
<tr>
<td>Being able to pay the bills</td>
<td>40%</td>
</tr>
<tr>
<td>Figuring out what to do with your kids during the day</td>
<td>36%</td>
</tr>
<tr>
<td>Keeping your children calm during this time</td>
<td>35%</td>
</tr>
<tr>
<td>Being able to access instructional materials, beyond what your school provides</td>
<td>35%</td>
</tr>
<tr>
<td>Being able to access instructional materials from your child’s school</td>
<td>34%</td>
</tr>
<tr>
<td>Having enough food to feed your family</td>
<td>30%</td>
</tr>
<tr>
<td>Your child not having the technology they need to keep up with their schoolwork</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Higher Among…**

- Elementary school: 63%
- Hispanics: 61%
- Whites: 61%
In These Uncertain Times, Parents’ Aspirations are Even Higher

How important is it to you that your child goes to college?

- **Absolutely essential/very important**
  - **African Americans**: 73% (2019), 76% (2020)
  - **Hispanics**: 73% (2019), 74% (2020)
  - **Whites**: 62% (2019), 72% (2020)

- **“Absolutely Essential”**
  - Higher Among: High school parents, Income $100k+

How confident are you that your child will be well prepared for entrance into and success in college upon graduation from high school?

- **Extremely/very confident**
  - **African Americans**: 65% (2019), 73% (2020)
  - **Hispanics**: 65% (2019), 73% (2020)
  - **Whites**: 72% (2019), 72% (2020)

- **“Extremely Confident”**
  - Higher Among: Income $100k+, Reliable internet access “all the time”

LEARNING HEROES: [INSERT NAME OF PRESENTATION]
Parents Feel More Appreciation for Teachers, But Most Do Not Have Regular Access to Them

I now have a deeper appreciation for the work teachers do in the classroom. 71% Agree

African Americans: 77%
Hispanics: 77%
Whites: 69%

Higher Among…
Elementary School: 75%
Income $37k or less: 76%

Say they have heard from their child’s teacher in some way
95%

However…
Say they have regular access to their child’s teacher(s)
33%

African Americans: 28%
Hispanics: 27%
Whites: 36%
Parents Feel More Connected to Schooling and Want Answers for What Happens Next

I am more connected with my child’s day-to-day education now than ever before.

67% Agree

- African Americans: 65%
- Hispanics: 72%
- Whites: 66%

Higher Among...
- Elementary School: 74%
- Completely/Very Prepared: 69%
- HH Income $37k or less: 70%

I want to know what material my child is missing at the end of this year and how their school plans to make up that material.

70% Agree

- African Americans: 75%
- Hispanics: 75%
- Whites: 68%

Higher Among...
- HH Income $37k or less: 75%

Lower Among...
- $100K+ HH Income: 58%
Even with More Engagement, 92% of ALL Parents Think Their Children are at/above Grade Level

Believe Child is At/Above Grade Level

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>2020</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

African Americans: 93%
Hispanics: 92%
Whites: 92%

My child will need additional academic support to “catch-up” next year because of this situation

83% Of parents indicate their child is getting “mostly Bs” or better

36% Agree
Parents are Activated to Show Up Differently Next Year

<table>
<thead>
<tr>
<th>Likelihood to Do During Upcoming School Year…</th>
<th>(% very/somewhat likely)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
</tr>
<tr>
<td>Get a better understanding of what my child is expected to learn at his/her new grade level.</td>
<td>33%</td>
</tr>
<tr>
<td>Find more time to talk to my children about their everyday assignments.</td>
<td>33%</td>
</tr>
<tr>
<td>Seek a better understanding of where my child is academically.</td>
<td>32%</td>
</tr>
<tr>
<td>Talk to the teacher about what I noticed regarding my child’s learning/schoolwork during the school closure.</td>
<td>28%</td>
</tr>
<tr>
<td>Develop a stronger relationship with my child’s teacher(s) than I’ve had in the past.</td>
<td>25%</td>
</tr>
<tr>
<td>Demand a better understanding of where my child is academically.</td>
<td>25%</td>
</tr>
<tr>
<td>Demand that the school provide better support for students’ mental health and emotional well-being going forward.</td>
<td>20%</td>
</tr>
<tr>
<td>Lower my academic expectations for my child due to this year’s disruption of my child’s education.</td>
<td>12%</td>
</tr>
</tbody>
</table>
Remote Schooling
Parents are Split in Their Experiences with Remote Schooling

57% Of parents agree that their child’s remote schooling is working better than they expected

African Americans: 64%
Hispanics: 62%
Whites: 56%

52% Of parents agree that supporting their child while they are doing remote schoolwork is harder than they expected it to be.

African Americans: 47%
Hispanics: 59%
Whites: 51%

Higher Among…
Reliable internet all the time: 59%
HH income $37k-99k: 61%
Completely/Very Prepared: 68%

Higher Among…
Elementary School: 59%
Missing tech: 59%
Income $37k or less: 56%

Lower Among…
Completely/Very prepared: 44%
Have own tech in HH: 48%
Reliable internet all the time: 50%
Parents Rely on School-provided Materials for Remote Learning – Less Than a Quarter Seek Third-party Resources

Only 23% are using resources parents found on their own.

90% of parents say their child is using school-provided materials or resources to learn at home.

Using Other Resources

- African Americans: 26%
- Hispanics: 22%
- Whites: 24%

Higher Among...
- Those without reliable internet access: 41%
- Elementary parents: 29%
- Working from home: 26%
- HH with their own tech resources: 24%
## Most Parents Haven’t Received Resources from Schools

### Received Resources?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear expectations for daily/ weekly schoolwork</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Video lessons or video instruction</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Digital versions of class materials</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Online resources that you can use for guidance</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>Regular access to your child’s teacher(s)</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Personal technology</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Even Fewer Received Personalized Resources

<table>
<thead>
<tr>
<th>Received Resources</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed versions of class materials</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Remote classes delivered online/over the phone LIVE</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Videos from teachers with tips for supporting learning at home</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>Personal guidance for how to best support your child</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Option for remote one-on-one time/tutoring with a teacher</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>A hotline to call/email/chat for questions about how to help support schooling at home</td>
<td>12%</td>
<td>88%</td>
</tr>
<tr>
<td>Access to mental health services and support</td>
<td>11%</td>
<td>89%</td>
</tr>
</tbody>
</table>
**Personalized Resources Reflect Biggest Gaps Between Use and Helpfulness**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Received Resources?</th>
</tr>
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<tbody>
<tr>
<td>Personal technology</td>
<td>Yes: 30%</td>
</tr>
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<td>Personal guidance for how to best support your child</td>
<td>Yes: 33%</td>
</tr>
<tr>
<td>Regular access to your child's teacher(s)</td>
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<td>Option for remote one-on-one time/tutoring with a teacher</td>
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<td>Printed versions of class materials</td>
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<td>Remote classes delivered online/over the phone LIVE</td>
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<tr>
<td>Clear expectations for daily/weekly schoolwork</td>
<td>Yes: 41%</td>
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<tr>
<td>A hotline to call/email/chat for questions about how to help support schooling at home</td>
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<td>Yes: 34%</td>
</tr>
<tr>
<td>Received Resources?</td>
<td>Extremely Helpful: 47%</td>
</tr>
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</table>
Parents Find Texts and Phone Calls Most Effective, But Few Say Teachers are Using Those Modes of Contact

Communication Channels

- Text messages: Received 80%, Effective 28%
- Phone calls: Received 80%, Effective 26%
- Online messaging: Received 79%, Effective 22%
- Email: Received 77%, Effective 62%
- Video conferences: Received 75%, Effective 25%
- School mobile app: Received 72%, Effective 20%
- Online portal: Received 69%
- School website: Received 67%

LEARNING HEROES: [INSERT NAME OF PRESENTATION]
Parents Report 56% of Their Child’s “Awake Time” Involves a Screen

**Percent of Child’s Awake Time Spent on Each Activity**

- Offline work assigned by teachers: 15%
- Online work assigned by teachers: 19%
- Virtual school with teachers: 12%
- Online/screen time without engaging with others: 16%
- Engaging with friends or family online: 8%
- Going outside to play or exercise: 7%
- Hobbies or activities without screens: 6%
- Reading books or magazines: 6%
- Chores/helping around the house: 5%
- Instructional work you found independently of school: 4%
- Other: 2%

Of their child’s “awake time” is spent doing school-related activities, as assigned by the school/teachers.
Despite Significant Time Commitments – About One in Five Say Their Child Spends Less Than One Hour Per Day on Schoolwork

Parents report their child is spending approximately **4.2 HOURS** per weekday on schoolwork.

- African Americans: 4.1
- Hispanics: 4.1
- Whites: 4.2

**Higher Among...**
- High School: 4.5
- $100K+ Income: 4.6

**Lower Among...**
- Missing Tech: 3.5

However, **22%** Report their child spending less than one hour per weekday on schoolwork.

- African Americans: 24%
- Hispanics: 26%
- Whites: 21%

**Higher Among...**
- W/o reliable internet access: 45%
- Missing device or internet: 34%
- Parent working out of house: 27%
Despite Significant Time Commitments – About One in Five Say Their Child Spends Less Than One Hour Per Day on Schoolwork

Parents report spending approximately **2.5 HOURS** per weekday supporting their child with schoolwork.

- African Americans: 2.7
- Hispanics: 2.6
- Whites: **2.4**

Higher Among…
- Elementary School: **2.9**
- Completely/Very Prepared: **2.7**

Lower Among…
- $100K+ Income: **2.1**
Parent Actions This Summer and Next School Year
Most Parents Want the *Option* of Summer School Over Definitive Adjustments to the 20-21 School Calendar

To what extent do you favor/oppose the following options that schools/districts could offer

*Darker shading = stronger intensity*

Making academic summer school courses avail so students can catch up before next year

- **FAVOR**
  - 29%
  - 35%
  - 23%
  - 7%
  - 6%

Starting the 2020-21 school year early...

- **FAVOR**
  - 20%
  - 26%
  - 22%
  - 14%
  - 17%

Extending the 2020-21 school year into next summer...

- **FAVOR**
  - 16%
  - 23%
  - 22%
  - 17%
  - 22%

Higher Support Among...

- African Americans
- Hispanics

Completely/very prepared to support learning at home

Missing device or internet
However, Almost Half Say They Would Send Their Child to “Catch Up”

If school offers academic courses this summer to help your child catch up, how likely would you be to send your child?

**45%**

- Extremely likely: 22%
- Very likely: 22%
- Somewhat likely: 23%
- Not too likely: 14%
- Not at all likely: 14%

**Higher Among…**
- African Americans: 55%
- Hispanics: 58%
- Leaving home to go to work: 53%
Thank you!

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