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

Partner Webinar, May 20, 2020
Research conducted by Edge Research
With a focus on parents and guardians who have been traditionally underserved by the public education system, we work with partners to help parents:

- Develop a complete and accurate picture of their children's development and achievement.
- Know what is expected of their children in the current grade, the next grade, as well as in and after high school.
- Understand what actions they can take to advocate on behalf of their children's educational success.
Responding to Parent Mindsets

☆ 13 national surveys
☆ 200+ qualitative sessions
☆ Focus on low income parents & parents of color
☆ All in English & Spanish

Dark blue states represent locations where qualitative research was conducted by Learning Heroes
With a focus on parents and guardians who have been historically underserved, this research explores:

☆ How has remote schooling impacted parents’ perceptions of their children’s achievement?

☆ 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?
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 show up differently next school 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 – 92% report their children are at/above grade level in reading and math. It is closer to 37% (2019 NAEP).

RELATIONSHIP REDEFINED

This is a moment to establish clear expectations for parent, teacher relationships grounded in a shared understanding of the child’s progress and academic achievement.
**Methodology**

**NATIONAL ONLINE PARENT/GUARDIAN 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.

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

**WITH ADDITIONAL DATA FROM:**

- Learning Heroes 2019 Parent Survey
  - Indicate statistically significant changes from 2019
Parent/Guardian Context
<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>
During COVID-19 Closures, Education a Top Priority

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

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?**

- African Americans: 73% (2019), 76% (2020)
- Hispanics: 87% (2019), 87% (2020)
- Whites: 69% (2019), 72% (2020)

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

- African Americans: 65% (2019), 73% (2020)
- Hispanics: 73% (2019), 74% (2020)
- Whites: 62% (2019), 72% (2020)

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

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

Higher Among...
- African Americans: 77%
- Hispanics: 77%
- Whites: 69%

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

Say they have heard from their child’s teacher(s) 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%

Lower Among...
- $100K+ HH Income: 58%

Higher Among...
- HH Income $37k or less: 75%
Even with More Engagement, 92% of ALL Parents Think Their Children are At/Above Grade Level

**Believe Child is At/ Above Grade Level**

- **Math**: 92%
- **Reading**: 93%

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

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

- **83%**

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

**36% Agree**
Reflection

Cornelia Calliste,  
Director of Partnerships  
Learning Heroes

Gloria Corral,  
President & CEO  
PIQE
Experience with Remote Schooling
Majority of Parents Feel Prepared to Support Remote Learning

How prepared do you feel to support your child while they are doing schoolwork at home?

- 54% Completely/Very Prepared
- 30% Somewhat Prepared
- 24% Not too Prepared
- 13% Not prepared at all

Completely/Very Prepared

- African Americans: 68%
- Hispanics: 53%
- Whites: 50%

Higher Among...

- Income $100k+: 58%
- Reliable internet all the time: 56%
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

- 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%
Less Than a Quarter Seeking Materials Outside of Their School

Only 23% are using resources they 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%
Yet, Less Than Half of Parents Haven’t Received Key Resources from Schools

<table>
<thead>
<tr>
<th>Received Key Resources?</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>Service</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</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>
Open End | Non-School Resources Most Helpful

- YouTube: 14%
- ABCmouse.com: 9%
- Khan Academy: 8%
- Google: 7%
- Scholastic: 3%
- IXL Learning: 2%
- Zoom: 2%
- Education.com: 1%
- AV Adventure Academy: 1%
- K12: 1%
- PBS: 1%
- General Websites: 24%
- Books/Workbooks/Worksheets: 11%
- General Apps: 4%
- Libraries/Museums: 3%
- Portals: 2%
- Not sure/Don't Know: 4%

n=623, excluding responses captured as “Other” or “None”
Personalized Tools Represent the Biggest Gaps Between Use and Helpfulness

**Received Resources?**

- **Yes**
  - Personal technology: 53%
  - Personal guidance for how to best support your child: 47%
  - Regular access to your child’s teacher(s): 44%
  - Option for remote one-on-one time/tutoring with a teacher: 44%
  - Printed versions of class materials: 43%
  - Remote classes delivered online/over the phone LIVE: 42%
  - Videos from teachers with tips for supporting learning at home: 42%
  - Clear expectations for daily/weekly schoolwork: 41%
  - A hotline to call/email/chat for questions about how to help support schooling at home: 39%
  - Video lessons or video instruction: 37%
  - Online resources that you can use for guidance: 35%
  - Access to mental health services and support: 34%
  - Digital versions of class materials: 33%

- **Extremely Helpful**
  - Received Resources? [Bar Graph]

**Ranked by extremely helpful**
Parents Find Texts and Phone Calls Most Effective, But Few Say Teachers are Using Those Modes of Contact

**Communication Channels**

- **Received**
  - Text messages: 80%
  - Phone calls: 80%
  - Online messaging: 79%
  - Email: 77%
  - Video conferences: 75%
  - School mobile app: 72%
  - Online portal: 69%
  - School website: 67%

- **Effective (top 2 box)**
  - Text messages: 62%
  - Phone calls: 57%
  - Online messaging: 22%
  - Email: 21%
  - Video conferences: 20%
  - School mobile app: 19%
  - Online portal: 18%
  - School website: 17%
56% of 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: 6%
- Engaging with friends or family online: 7%
- Going outside to play or exercise: 6%
- Hobbies or activities without screens: 8%
- Reading books or magazines: 16%
- Chores/helping around the house: 12%
- 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.
Children Spend 4+ Hours Daily on School Work

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%**
Parents Are Spending 10+ Hours Weekly on Remote Schooling

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**
Reflection

Cornelia Calliste,
Director of Partnerships
Learning Heroes

Sara Martinez,
Senior Research Associate
WestEd
Looking Forward | Parent Actions
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

*Higher Support Among…*

African Americans
Hispanics

Completely/very prepared to support learning at home
Missing device or internet

---

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

- **FAVOR**: 29%
- **NEUTRAL**: 35%
- **OPPOSE**: 23%
- **OPPOSE**: 7%

Starting the 2020-21 school year early…

- **FAVOR**: 20%
- **NEUTRAL**: 26%
- **OPPOSE**: 22%
- **OPPOSE**: 14%
- **NEUTRAL**: 17%

Extending the 2020-21 school year into next summer…

- **FAVOR**: 16%
- **NEUTRAL**: 23%
- **OPPOSE**: 22%
- **OPPOSE**: 17%
- **NEUTRAL**: 22%

*Darker shading = stronger intensity*
Parents Activated to Redefine Relationships Between Schools & Homes

## Likelihood to Do During Upcoming School Year…

<table>
<thead>
<tr>
<th>Activity</th>
<th>Somewhat likely</th>
<th>Very likely</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a better understanding of what my child is expected to learn at his/her new grade level.</td>
<td>33%</td>
<td>73%</td>
<td>80%</td>
<td>81%</td>
<td>69%</td>
</tr>
<tr>
<td>Find more time to talk to my children about their everyday assignments.</td>
<td>33%</td>
<td>72%</td>
<td>80%</td>
<td>80%</td>
<td>69%</td>
</tr>
<tr>
<td>Seek a better understanding of where my child is academically.</td>
<td>32%</td>
<td>69%</td>
<td>81%</td>
<td>80%</td>
<td>64%</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>
<td>64%</td>
<td>72%</td>
<td>73%</td>
<td>61%</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>
<td>60%</td>
<td>66%</td>
<td>72%</td>
<td>55%</td>
</tr>
<tr>
<td>Demand a better understanding of where my child is academically.</td>
<td>25%</td>
<td>57%</td>
<td>65%</td>
<td>67%</td>
<td>53%</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>
<td>45%</td>
<td>56%</td>
<td>58%</td>
<td>39%</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>
<td>34%</td>
<td>35%</td>
<td>46%</td>
<td>32%</td>
</tr>
</tbody>
</table>
Q & A

Bibb Hubbard, Founder and President
Learning Heroes

David Park, Senior Vice President, Strategy and Communications
Learning Heroes

Howard Winchester, Communications Manager
Learning Heroes

Adam Burns, Chief Operations Officer
Edge Research
Contact

David Park
SVP, Communications & Strategy, Learning Heroes
dpark@learningheroes.org

Howard Winchester
Manager, Marketing, Learning Heroes
hwinchester@learningheroes.org