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

May, 2020
Research conducted by Edge Research
Our Focus

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?
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 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
# Parents Rising 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>65%</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>

*LEARNING HEROES: Parents 2020*
During COVID-19 Closures, 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%

(%) worry a lot/some
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:
  - 73% in 2019
  - 76% in 2020

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

2020:
- Absolutely essential/very important:
  - African Americans: 81% (82%)
  - Hispanics: 87% (87%)
  - Whites: 69% (72%)

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:
  - 65% in 2019
  - 73% in 2020

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

2019:
- Absolutely essential/very important:
  - African Americans: 72%
  - Hispanics: 73%
  - Whites: 62%

2020:
- Absolutely essential/very important:
  - African Americans: 80%
  - Hispanics: 74%
  - Whites: 72%

LEARNING HEROES: Parents 2020
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%

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

However...

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

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%

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... Lower Among...
Elementary School: 74% $100K+ HH Income: 58%
Completely/Very Prepared: 69% HH Income $37k or less: 70%
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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>92%</td>
</tr>
<tr>
<td>Reading</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

**36% Agree**

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.
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?

- Completely/Very Prepared: 54%
- Very prepared: 30%
- Somewhat prepared: 34%
- Not too prepared: 9%
- Not prepared at all: 13%

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%

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

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…
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%
**Received Key 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>
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</table>

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Open End | Non-School Resources Most Helpful

- YouTube: 14%
- ABCmouse.com: 9%
- Khan Academy: 8%
- Google: 7%
- Scholastic: 3%
- IXL Learning: 2%
- Zoom: 2%
- Google Classroom/Meets: 2%
- Adventure Academy: 1%
- Education.com: 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?

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<thead>
<tr>
<th>Resource</th>
<th>Yes</th>
<th>Extremely Helpful</th>
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<tr>
<td>Personal technology</td>
<td>53%</td>
<td>47%</td>
</tr>
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<td>Personal guidance for how to best support your child</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Regular access to your child's teacher(s)</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Option for remote one-on-one time/tutoring with a teacher</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Printed versions of class materials</td>
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<td>26%</td>
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Parents Find Texts and Phone Calls Most Effective, But Few Say Teachers are Using Those Modes of Contact
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: 6%
- Online/screen time without engaging with others: 6%
- Engaging with friends or family online: 5%
- Going outside to play or exercise: 7%
- 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%

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 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
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

*Dark shading = stronger intensity*

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

- Favor: 29%
- Neutral: 35%
- Oppose: 23% (7%)

Starting the 2020-21 school year early...

- Favor: 20%
- Neutral: 26%
- Oppose: 22% (14%)

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

- Favor: 16%
- Neutral: 23%
- Oppose: 22% (17%)

Higher Support Among...

- African Americans
- Hispanics

Completely/very prepared to support learning at home

Missing device or internet
Parents Activated to Redefine Relationships Between Schools & Homes

### Likelihood to Do During Upcoming School Year…

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very likely</th>
<th>Somewhat likely</th>
<th>(% very/somewhat likely)</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>73%</td>
<td>33%</td>
<td>African American: 80%, Hispanic: 81%, White: 69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Find more time to talk to my children about their everyday assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seek a better understanding of where my child is academically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Talk to the teacher about what I noticed regarding my child’s learning/schoolwork during the school closure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Develop a stronger relationship with my child’s teacher(s) than I’ve had in the past.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demand a better understanding of where my child is academically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demand that the school provide better support for students’ mental health and emotional well-being going forward.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower my academic expectations for my child due to this year’s disruption of my child’s education.</td>
</tr>
</tbody>
</table>

LEARNING HEROES: Parents 2020
Contact

Bibb Hubbard
Founder & President, Learning Heroes
bhubbard@learningheroes.org