

Summary of Parent Polling on Education

April 2021

*Final Summary
Based on 70
Sources*

PUBLIC IMPACT



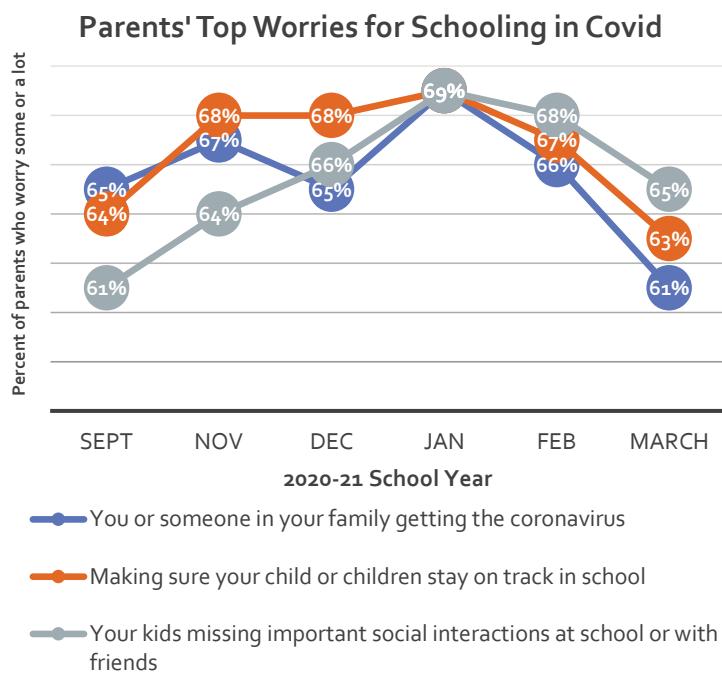
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1. Landscape

At Covid's height, parents' top concern was the health and safety of students and teachers in the classroom.

- 23% of parents have at least 1 child with underlying health concerns. (EdChoice March)
- 58% of parents with a child at a higher health risk are extremely or very likely to choose online learning, compared to 39% of families with no one at high risk. (EdChoice 1)
- Only 8%, 10%, and 12% of Black, Hispanic, and Asian parents felt comfortable sending children back to school in person, full time in fall 2020, compared to 24% of white families. (Pew 2)



Families and teachers agree that students are best served via in-person classrooms...

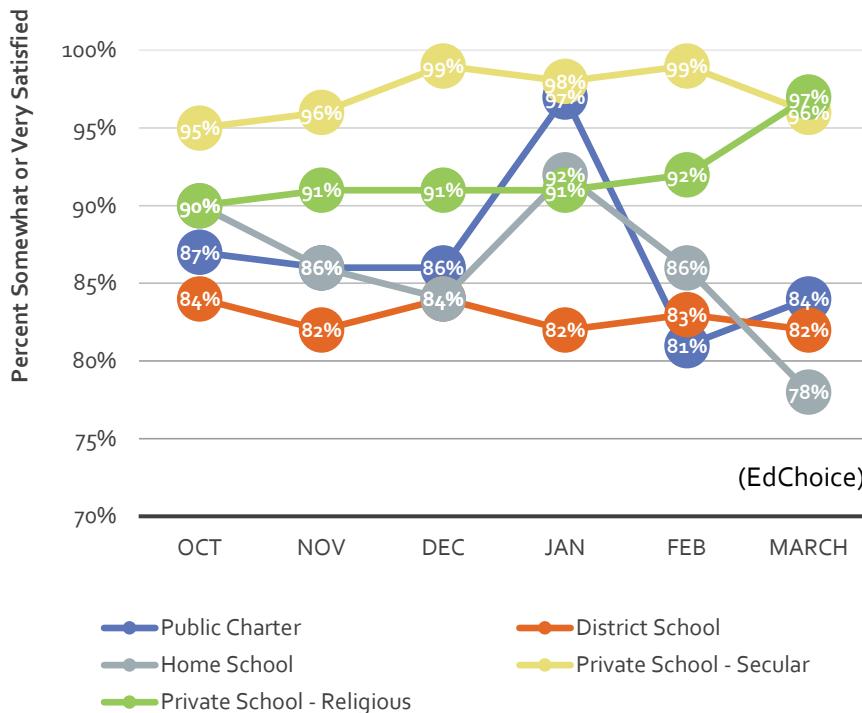
- For teachers back in the classroom, 61% feel comfortable with in-person learning, compared to 40% of those teaching remotely. (AXIOS)
- 88% of teachers would be comfortable returning in person with adequate precautions. (AFT)
- 56% (+10 percentage points from Jan) of parents are comfortable sending students back in person. (EdChoice March)

...and students falling behind is quickly becoming the top priority.

- Only 62% of teachers say they're teaching at/above grade level this year; 40% expect major reteaching next year (HQIM).
- Catching Covid-19 no longer the top concern: 63% (-1 percentage points from Nov) of families worry that their child is missing important social interactions at school, followed by making sure their child is on track academically (65%) (-3) (NPU Feb)

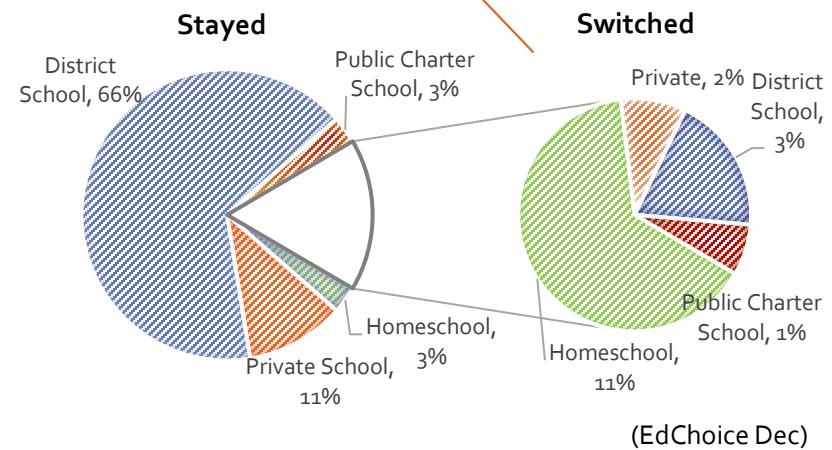
As satisfaction with various schooling options changed over the course of the school year...

To what extent are you satisfied or dissatisfied with your child's/children's experiences with the following types of schooling?



...many families found temporary solutions by switching school sectors.

Almost 80% of parents expect their students to return to their original school in the next school year, while 11% report no intention to return. (Tyton)



- For parents switching from private to public sector in 2020-21, 44% cite health and safety, 32% cite familiarity with the school, and 26% cite cost of school (Tyton)
- Families with higher income were 10-15% more likely to switch their child's school than other income brackets. (Tyton)



2. Family and Educator Need & Push for Change

Percentage point changes noted below are all changes since February



Social and Emotional Health

Families

23% of parents report child is progressing poorly in social development. (-9), 23% in emotional development (-7). (EdChoice March)
61% of parents are worried about the pandemic's toll on their child's mental and emotional health. (NPU March)



Communication

Educators

Compared to a typical school year, **89% of educators** report they are **more concerned about their students' mental health.** (Barriers to Bridges)



Burnout

33% of teachers have been in contact with 80% or less of their students/families this school year. Only **23% of educators received training** from their district to **engage with families at home.** (Rand)



Rethinking Education

44% (-3) of adults have lost income since the onset of Covid; **17% (-6) expect a loss** within the next four weeks. **40% (-1) of adults are not living in households in which someone is able to replace their work with telework.** (Census March)

80% of teachers report burnout; 97% agree even the best are struggling to keep students engaged and learning. (HQIM) PLUS: Even pre-Covid, major concerns about looming teacher shortage.

58% (-2) of all parents, 67% (-7) Black parents, 59% (-7) parents of color, 57% (+2) white parents want schools to rethink how they educate students. (NPU March) **57% of parents want hybrid instruction for their students following the pandemic. (+13)** (EdChoice March) **19% of teenagers rank education reform as a priority issue.** (EdChoice Teen)

57% of teachers report a need for major changes to support students in 2021–22. 81% are more interested in adopting comprehensive instructional materials as a result of the pandemic. (HQIM)

3. Out-of-System Options Gaining Traction

Out-of-system options are poised to appeal to parents because they meet parents' greatest priorities/needs.

Advocates in 18 states are providing a range of support...

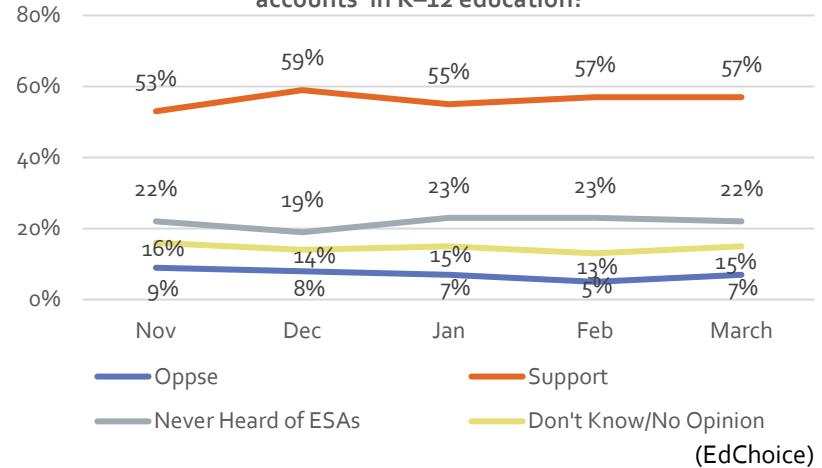
- Grants for savings accounts for low-income families to use on educational resources and internet access
- After-school tutoring resources
- Permanent high-speed broadband expansion into rural areas
- Statewide hiring of regional literacy specialists
- Free college admissions testing
- Investments in childcare health and academic resources
- Expanded online course access in public schools.

Source: Excel in Ed

...and parents' interest in pods and ESAs especially signals appeal of out-of-system options:

- As a result of the pandemic, **49% of families support more parental choice**. (Bellwether) **71%** of surveyed adults support school choice policies. (AFC)
- **76% of families** participating in a parent-organized pod are using them to **supplement learning** (vs. replacing their school). (+1 percentage point from Nov) Parents looking for a pod are more likely to want to use them to supplement their current schooling. (70% vs. 30%). (EdChoice March)
- Parents are willing to pay an average of \$524 per month for a pod. (EdChoice March) (+\$67 from Nov)
- **56% of parents support government subsidies for pods**, and support remains high even after a Covid vaccine is available (51%). (Luntz)
- Parents more strongly support ESA use during Covid than over the long term, and for their use "to support learning, not extracurriculars" available to all families. (Luntz)
- Although parents' views on financial supports split on political affiliation, **with increased communication and detail of the support, three-quarters of parents**, regardless of political affiliation, **support ESAs**. (EdChoice March)

Based on what you know, or have heard from others In general, what is your opinion of 'education savings accounts' in K-12 education?



Education Savings Accounts (ESAs)

"establishes for parents a government-authorized savings account with restricted, but multiple uses for educational purposes. Parents can then use these funds to pay for: school tuition; tutoring; online education programs; therapies for students with special needs; textbooks or other instructional materials; or save for future college expenses." (EdChoice)

Learning Pods and Micro Schools

"a small group of children meet in-person to do remote or online learning with an adult who helps them with their schoolwork or other educational activities." (NPU)

Using pods and micro schools during the pandemic offers...

Safer Social Experiences

- Parents with children in a pod are more likely to be worried about a family member getting Covid (76% versus 66%). (NPU Nov)
- 37% of families with students in remote learning report worsening emotional health as the pandemic lingers, compared to 27% of Americans overall. (Ipsos)
- 47% of parents with children participating in pods want their child to have opportunities for social interaction. (Luntz)
- During remote learning, pods offer a middle-ground option that reduces Covid exposure while offering social experiences.

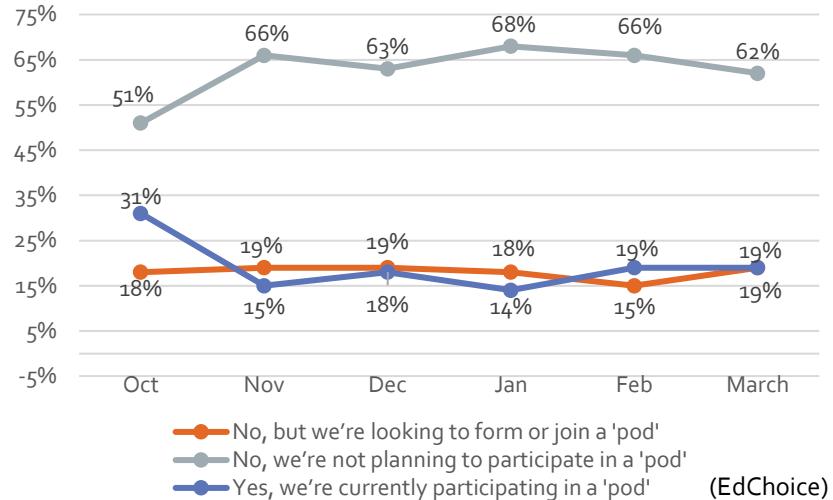
Personalized Academic Support

- Parents with children in a pod are more satisfied with the quality of teaching and instruction. (NPU Nov).
- 33% (-4 percentage points from Nov) of parents rate their school's personalized learning supports as fair or poor. (NPU March)
- Citing health concerns and personalized learning, families switching from private to public schools supplemented their child's education with pods 2x and 6x more often than those in private and public school, respectively. (Tyton)

Support for Working Families

- Families with lower incomes are using pods/micro schools as childcare at rates 4x higher than other incomes (Tyton)
- 44% (-3 percentage point from Feb) of adults have lost income since the onset of Covid; 17% (-6) expect a loss within the next four weeks. 40% (-1) of adults are not able to replace their work with telework. (Census March)
- Parents working outside home less satisfied with instruction and mental health supports. (NPU March)
- As remote learning continues, pods may gain popularity to relieve working mothers stretched too thin.

As a result of the coronavirus pandemic, are you currently participating in a 'pod' with other families?



...but awareness remains low and scalability is in question.

- As CRPE landscape analysis shows, pods can be organized by parents, districts and schools, or community-based organizations, but current parent polling focuses on parent-organized pods.
- Only 33% of surveyed teachers, principals, and district leaders have heard of pods. (Education Week 2)
- Families with lower income have lower awareness (40%) of pods or micro schools when compared to families with middle (55%) or upper incomes (65%). (Tyton)
- Families with higher incomes are 5x as likely to use supplemental pods (Tyton)
- Black parents (24%), parents making more than 75k (23%), special needs parents (33%), K-4 parents (23%), college educated parents (27%), and families in urban areas (28%), are most likely to be participating in a pod. (EdChoice March)

4. Pressure Points Yet to be Addressed

Remote learning deficiencies that drive parent concern...

...lead to families scrambling to find additional supports

Learning Loss

43% of parents report that their child is learning less than they normally would, more likely for hybrid and remote-learning families. (NPU March) When asked what would help most get back on track, 34% of parents want individualized learning plans, 30% say providing all students education tech, and 30% say providing after school tutoring. (NPU March)

70% of parents who are looking to join a pod want to use it to supplement their child's learning. (+3 percentage point from Oct) (EdChoice March)
43% of parents are likely to supplement their child's learning with tutoring. (-14 percentage point from Oct) (EdChoice March)

Social and Emotional Health

39% of parents report their school offering SEL resources, and 33% of parents rate the supports as fair or poor. (NPU March) Since the pandemic, 63% of teens report higher stress levels, 53% more anxiety, and 51% worse mental health. Female, Hispanic, white, hybrid, and online students report greater impacts. (EdChoice Teen)

47% of parents with children participating in pods want their child to have opportunities for social interaction. (Luntz) 87% of families support public schools providing counseling and mental health supports for students and staff. (NPU March)

Communication

Black and Hispanic students are half as likely as white students to have access to live interaction with teachers in fall 2020. (McKinsey) 28% of parents rate the current communication by their school as fair/poor. (NPU March)

When asked to choose top supports to help their child catch up: 9% chose more one-on-one time with teachers (10% parents of color vs. 7% white), 11% chose providing supplemental class time and instruction (13% parents of color vs. 9% white), 5% chose providing in-person classes and tutoring (6% parents of color vs. 4% white). (NPU March)

Burnout

66% of parents (and 72% of low-income parents) report an adult in their home providing additional instruction or other resources beyond what's provided by their school. (Pew 4) 51% of parents helping with remote learning report high stress levels. (Fairleigh Dickinson)

44% of families are utilizing or looking for a tutor, 38% of families are in or searching for a learning pod, 75% of parents supporting education savings accounts, and 69% of parents supporting school vouchers. (EdChoice March)

Without vigorous response, Covid will continue to drive wedges that increase opportunity gaps, making the future uncertain for lower-income students and students of color. Families of color / low-income families are ...

More likely to prefer online learning due to heightened Covid risks

- Black & Hispanic parents more concerned than white parents with risk that child will catch Covid. (NPU Nov)
- 52% (-23 percentage points from Sept) and 58% (-10) of Black and Hispanic parents report their child learning online-only at the start of the 2020-21 school year, vs. 37% (-11) 48% of white parents. (NPU March)
- Families of color are more likely to:
 - distrust institutions and face racial inequities exacerbated by Covid (Washington Post 2)
 - have an immediate family member who has contracted Covid (Populace)
 - have lost a job during Covid or face economic hardship (Populace)
 - want long-term change (64%) (-3 percentage points from Dec) vs. higher-income white parents (54%) (-3) (NPU March)
- **IMPACT: Students of color more likely to receive online instruction, which research has made clear is vastly inferior to in-person.** (CREDO)

More likely to lack supports for online learning

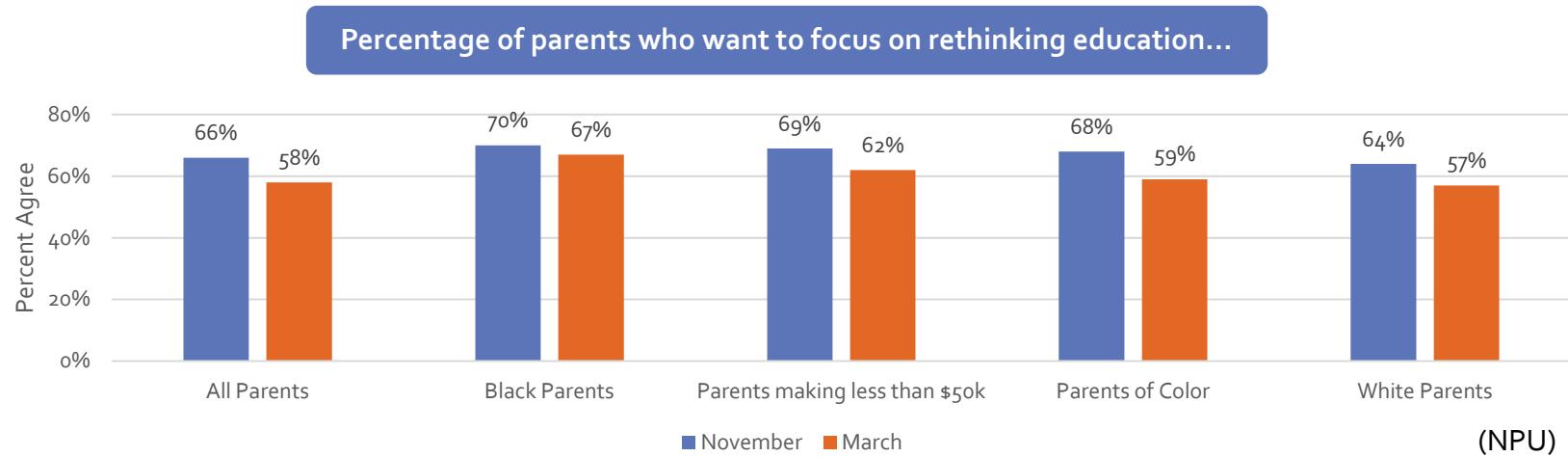
- Black and Hispanic students 40% more likely to be represented in online-only learning this fall. (McKinsey) NY state public school parents see racial gaps in device distribution. 53% of Black and 52% of Hispanic families indicate needing more assistance in ensuring their child has a device for school; only 37% of white parents report the same. (GSG)
- Since the spring, these gaps have narrowed, but students of color are still less likely to have access to a device or internet connection to support remote learning and are twice as likely to not have access to live instruction in the fall semester. (McKinsey)
- 36% of low-income parents report that the lack of a home computer means child could not finish homework, 40% must find public Wi-Fi spots, and 43% report child having to do schoolwork on a cellphone. (Pew 1)
- Compared to the content typically learned in the fall semester, students have learned only 67 percent of math, and 87 percent of reading—losing the equivalent of three months of learning in math, and one and a half months in reading. Schools serving predominantly students of color had even larger losses of 59 percent of math, and 77 percent of reading. Additionally, a quarter of participants did not show up on test day, representing large percentages of lower-income and students of color. (McKinsey)
- **IMPACT: The digital divide, conflated with higher chances of learning remotely, is leaving students of color behind, and we still do not understand by how much.**

Less likely to join a pod or hire a tutor

- 19% of upper-income families have hired a tutor, vs. 8% and 7% for low- and middle-class families. (Pew 4)
- Black & Hispanic families less likely to be in pods, more likely to want one. (Luntz)
- Lower-income families more likely to provide instructional supports themselves vs. upper-income families (72% vs. 58%). (Pew 4)
- **IMPACT: More-advantaged families can make up for some Covid learning loss while many families of color and low-income families can't.**

5. Beyond Covid-19

Looking beyond the pandemic, parents—especially parents of color and low-income parents—want substantial change...



...but there is tension between desire for change and attachment to current schools and teachers.

- 82% of parents who disenrolled their student in the 2020–21 school year plan to reenroll their students in their original school. (Civis)
- 71% of parents (**no change from Oct**) think the quality of education for their child at their current school is good or excellent. (NPU March)
- 49% (**-8 percentage points from Nov**) of parents want consistency and to avoid changing gears frequently due to Covid. (NPU March)
- 89% of parents trust teachers to make decisions for their child's education. (EdChoice March)
- 67% (**-4 percentage points from Nov**) of parents want multiple schooling options for their student at any given time. (EdChoice March)

Desire for long-term change sets up opportunities to address parents' concerns.

Opportunity A: Parents show increasing support for homeschooling.

Opportunity B: Addressing the digital divide can equitably capitalize on increased parental openness to tech innovations and virtual school options.

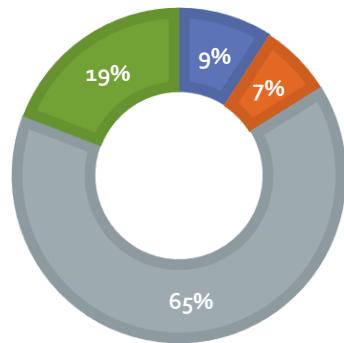
Opportunity C: New teacher-friendly school choice options could address both parents' and teachers' concerns.

Opportunity A: Parents show increasing support for homeschooling.

More families are homeschooling since Covid, increasing familiarity with homeschooling as an option even if post-pandemic rates decrease.

School Sector Switchers, Fall 2020

■ Private School ■ Public Charter ■ Home School ■ Public District School



17% of families switched schools this year. The largest percentage of these families moved to homeschooling, almost doubling the percentage of families homeschooling from 8% to 14%.
(EdChoice Dec)

The composition of families pursuing homeschooling has changed since Covid school closures.

The population of homeschooling families in 2007 was 77% white, 10% Hispanic, and 4% Black. In 2016, these shares changed to 59% white families, 26% Hispanic families, and 8% Black families. (NCES)

In 2016, homeschooling families were likely to be conservative, middle- and upper-class families able to afford a parent dedicating time to homeschooling. (NCES & The 74)

Since Covid, 57% (**-5 percentage point from Dec**) of all parents are more favorable to homeschooling, 51% of Black parents. (**-17 percentage point from Dec**) (EdChoice March)

Without expanded supports and opportunities, homeschooling families are least likely to return to the same format for the 2021-22 school year (Tyton)

Opportunity B: Addressing the digital divide can equitably capitalize on increased parental openness to tech innovations and virtual school options.

Families and teachers want technology to play a key role in education...

- Teachers (71%) and parents (75%) believe that effective use of technology is crucial for the future success of students. (Speak Up)
- 49% of parents believe the use of education technology to teach children has made the quality of education better. (UChicago Harris)
- Up 20 percentage points from 2009, 76% of parents say they are willing to have their high school student take coursework online. (EdNext)
- Since school closures, more parents say their child's teacher is using tech effectively to support learning (51%, up from 32%). (Speak Up)
- 56% (-2 percentage points from Oct) of parents believe that schools should continue to offer remote learning options even after Covid. (NPU March)
- Standalone virtual schools, operating with their own teachers and curriculum, are on the rise. (NYTimes)
 - 2 in 10 districts have adopted, plan to, or are considering virtual schools after the pandemic.
 - Fulton County Schools' virtual academy will enroll 1,000 new students in the fall of 2021.
 - State-approved virtual schools have more than doubled in Minnesota.

...but the digital divide creates a need for supports in quick shift to education tech

- Down nine percentage points from before the pandemic, 59% of parents report feeling very comfortable helping their child with remote learning. (Speak Up)
- 46% of parents believe that use of technology has increased the inequities between high- and low-income students (UChicago Harris)
- "I'm in tears. I'm crying. My babies come snotting and crying to me, and they're like 'Grandma, this is just too much.' And I said, 'I know it's too much because it's too much for me.'" (CNN)
- Several studies have found that virtual schools, predominantly virtual charter schools, have poorer education opportunities for students than their traditional public schools. (NYTimes)

Opportunity B: Addressing the digital divide can equitably capitalize on increased parental openness to tech innovations and virtual school options.

Efforts are underway to address the digital divide...

Supports provided

- States varied widely in setting requirements to provide supports for digital learning. (CRPE)
- Schools have used CARES Act and GEER funds as well as partnering with local and national entities to provide varied supports. (Excel in Ed)
- Districts that were able to purchase hotspots and devices distributed them to individual students learning remotely.
- ESAs/microgrants offer funding for families with digital needs. For example: Idaho families received up to \$3,500 to supplement learning with educational materials, technology, and services. (East Idaho News)
- Professional development and technical trainings provide teachers and families with digital literacy and help them to support their students' adaption to education technology. For example: Oakland REACH provides tech support, trainings, and workshops for families adapting to remote learning. (CNN)

Lack of resources led to creative alternatives

- Many districts unable to provide such supports placed school buses with mobile hotspots throughout their communities, partnered with internet providers to offer low-cost internet, and created district maps of publicly available Wi-Fi access spots. In districts without cellular internet access, school districts developed technology to broadcast files and videos to students through an affordable receiver and television antenna. (Future Ed)
- Pre-Covid, abysmal outcomes for virtual charter schools: national and GA, IN, and OH studies found students progressing dramatically less on state math and reading tests than their traditional public-school peers. (Chalkbeat 1)

Opportunity B: Addressing the digital divide can equitably capitalize on increased parental openness to tech innovations and virtual school options.

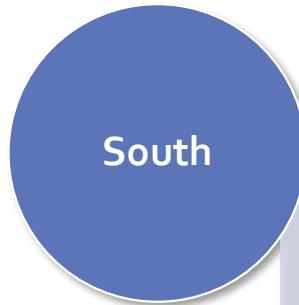
However, the scattered efforts noted on the previous slide leave many students wanting, based solely on where they happen to live.



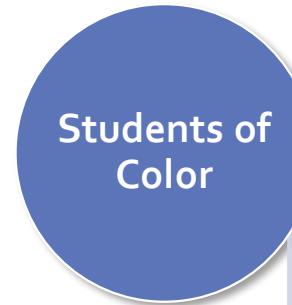
In fall 2020, rural students had less access to mobile Wi-Fi hotspots (28%) or devices (43%) compared to students in urban districts (48% and 84%). (Brookings 2)



58% of students below the federal poverty level have access to high-speed home internet, and 75% have access to an adequate device. (Education Commission)



In the South, fewer students have access to computers (75%) and Wi-Fi (71%) than their peers in the Northeast (83% and 83%) and West (82% and 75%). (Education Week)

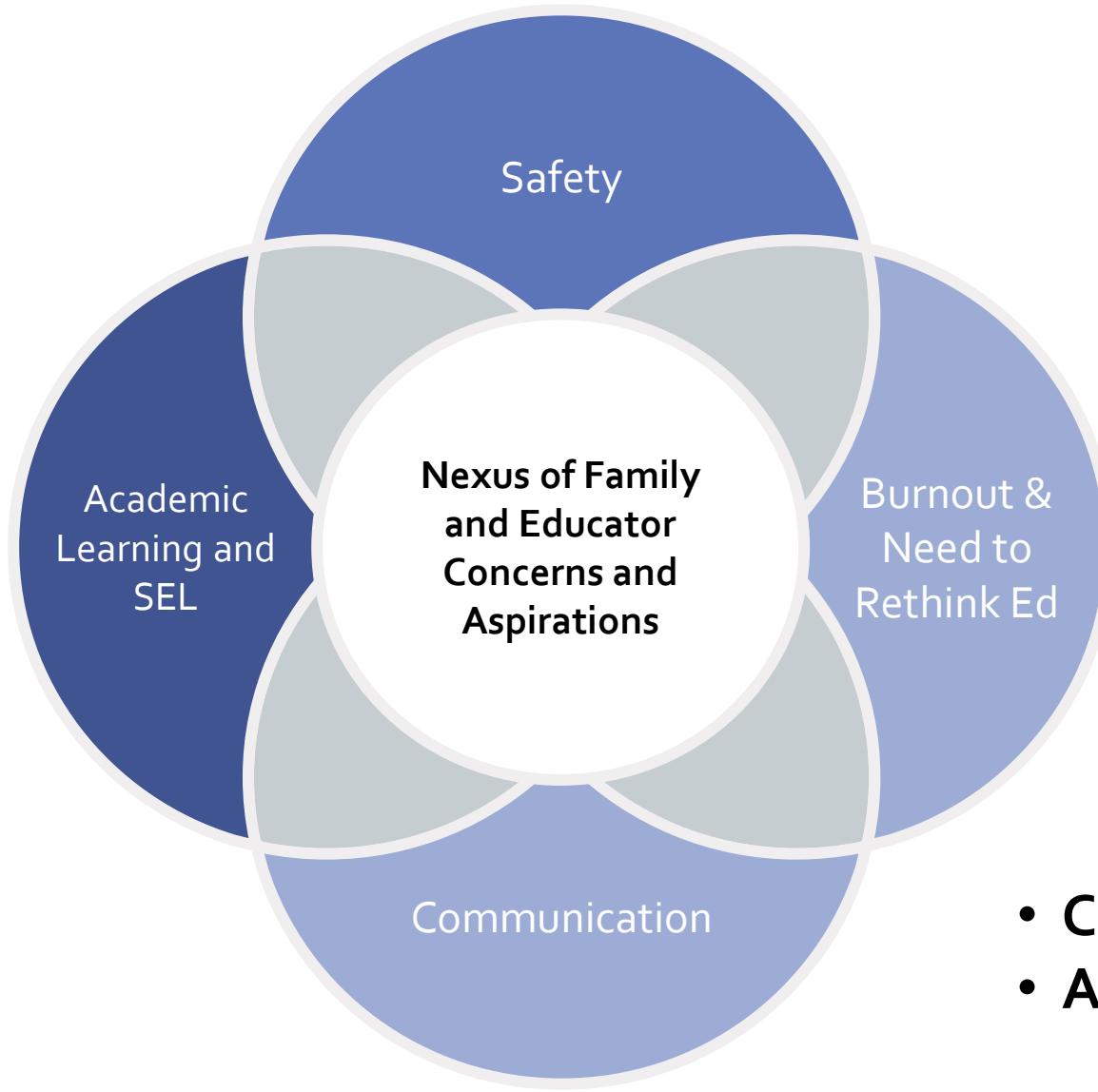


Only 54% of American Indian/Alaskan Native, 69% of Black, and 70% of Hispanic students have at-home internet, compared to 81% of white students. (Education Commission)

Opportunity C: New teacher-friendly school choice options could address both parents' and teachers' concerns.

See Next Section

6. Looking for Opportunities at the Nexus of Family and Educator Concerns and Aspirations



- **Coalitions for Change**
- **Appealing Innovations**

Families put the most trust in their teachers and regard teacher quality as key

In an unprecedented time in which families and educators have lost control of their day-to-day lives, people are putting their trust in their local communities and institutions to regain it.

- While a majority of parents, and 2/3 of parents of color, want schools to be very different post-Covid, they trust teachers and other close-to-the-ground actors to lead that change.
 - 89% of school parents trust teachers to make decisions for their child's education. (EdChoice March)
 - In February 2021, 79% of parents say that their school has responded and adapted to the pandemic well. (NPR/Ipsos)
 - 69% of parents want their child's curriculum to be controlled by their teacher, school, or school district. (EdChoice Feb)
 - When asked whom they trust to make good decisions about their child's education, 49% of families trust teachers "a lot," compared to the state legislature/governor (23%), and the U.S. Department of Education (32%). (EdChoice Feb)
- Teacher quality matters most to parents and is the top concern when choosing schools.
 - Top drivers of satisfaction are: (1) teacher quality, (2) academic content quality, and (3) the sense that their child is valued by their teacher. (Populace)
 - Despite the rapid changes, 74% of parents report that the quality of teaching and instruction in their child's school has remained good or excellent. (NPU Feb)

Coalitions for Change

How can change-oriented family & teacher interests coalesce?

- Parents are moderately favorable toward unions, but skeptical of their priorities when it comes to students, families, and communities:
 - *Moderately favorable:* 71% believe unions are helpful for teacher PD, 65% for student learning, and 65% for school operations. (EdChoice Feb)
 - *But skeptical:* Parents believe biggest priorities for unions are: all teachers (65%), teacher union members (46%), students (41%), schools (31%), families (26%), and local community (6%).
- Several organizations provide alternative outlets for teacher voice (for example, Teach Plus, Educators 4 Excellence)
- Whether via unions or alternative voices, local, state, and national coalitions of parent + teacher orgs could be powerful voices for change. Example focal points:
 - Closing digital divide
 - Upping schools' game with high-quality instructional materials, social-emotional supports to address instructional loss + trauma
 - Extending hybrid learning and new arrangements (such as pods) post-pandemic
 - Direct funding to teachers (supplies/classroom needs) and families (ESAs)
 - Community-driven priorities in localities and states
- Parent + teacher coalitions could be incentivized and fueled with philanthropy

Appealing Innovations

How can parent and teacher demands & insights drive innovations that improve schools for students AND educators?

New Supportive Tools

- Next-gen teacher-parent communication platforms
- Digital learning tools integrated with teacher-led instruction
- Portable repository of info about learner that is shareable with teachers and out-of-school ed providers

New Employment Models

- Part-time / Work-from-home
- Teach and lead over distance
- Differentiated roles—specialization, team leadership with higher pay
- Teach in different settings (pods, micro-schools)

Teacher-Founded Schools

- Capitalize on high parent trust in educators
- Give educators direct voice in creating education environments that work well for them and students
- Keep some educators in schools who would otherwise leave for other entrepreneurial pursuits

Other Innovations

- Use process like VELA Education Fund to identify and elicit more educator and educator/parent driven initiatives

Appendix

Covid effects go beyond K–12 to higher education, college students, and the future economy.

Higher education is facing enrollment declines due to Covid	<ul style="list-style-type: none">Across all sectors, there was a 2.5% drop in college enrollment this school year, with two-year colleges seeing a 10.1% decrease in enrollment in the 2020–21 school year (NSCRC 2). Enrollment of Black male students showed especially large declines. (NSCRC 3)36% of adults who had planned to take post-secondary classes this fall canceled their plans. (Census Pulse Nov)College enrollment dropped significantly in fall 2020, especially among students who graduated from low-income, high-minority, and high-poverty schools, who saw drops of 29.2%, 26.4%, and 32.6% in the 2020–21 school year, respectively. (NSC)Black students saw a drop of 11% in public four-year enrollment, 12% in private, nonprofit four-year enrollment, and 28% in public two-year enrollment. Hispanic students saw a drop of 15% in public four-year enrollment, 11% in private, nonprofit four-year enrollment, and 28% in public two-year enrollment. (NSCRC 1)Upper-income students were more likely to take a gap year, while lower-income students were more likely to work, sometimes classified as essential workers. (The 74 2 & Third Way)
Higher ed institutions are facing significant financial challenges	<ul style="list-style-type: none">Not only are higher ed institutions losing tuition revenue from students taking gap years or working through the pandemic, but they are also losing auxiliary revenue from housing fees, meal plans, and college-level sports. (Deloitte)Higher ed leaders reported losses of over \$120 billion in new expenses and lost revenue due to the pandemic. (ACE)The most recent Covid relief bill, leaders say, will not cover the financial duress, but they remain hopeful about prospects under the Biden administration. (ACE)The workforce supporting higher education systems is shrinking, by at least 7% since the beginning of the pandemic—an unprecedented drop not felt during the recessions of 2001 or 2008. (Chronicle of Higher Ed)
Enrollment is on the rise in for-profit institutions	<ul style="list-style-type: none">In a year in which public community college enrollment shrank by 9%, for-profit colleges saw a 3% gain. (Brookings 1)For-profit colleges already had 72% of students attending exclusively online prior to the pandemic, so their remote learning supports were already in place. (Brookings 1)Enrollment at for-profit higher education institutions is more likely to lead to worse economic outcomes for students. (Inside Higher Ed)
Declining enrollment leads to economic costs for students and the economy	<ul style="list-style-type: none">In the second quarter of 2020, unemployment continues to grow, with stark differences among races. Unemployment is highest among Black adults (17.4%), followed by Latinx (16.9%), Asian (13.3%) and white (10.8%) adults. (EPI 1)460,000 fewer students matriculated into higher education in 2020–21, representing a 2.5% decline. (NSCRC 2)International student enrollment declined 25% in the fall of 2020, resulting in an estimated \$25 billion in lost revenue. (Lane Traveler)Students who lose the opportunity to earn a college degree forfeit median lifetime earnings of \$1,727,000 for two-year graduates, and \$2,268,000 for four-year graduates. (Georgetown)With high unemployment, especially for people of color (EPI 1) and a third of high school students working more than one job (up 10 percentage points with Covid), having schools teach employable skills is more important than ever. 48% of employed students are “essential workers,” and students in lower-income families are much more likely to take “essential” work. (Equitable Futures)

Citations

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