

Parents Speak: Ready for Bold Change in K-12 Education

May 18, 2021



Moderator and Co-Presenter



Christine Patterson
Senior Communications
Officers, K-12 Education
Walton Family Foundation

Co-Presenters



Tanya Rosbash
Director
Tyton Partners



Peri Lynn Turnbull, APR
Advisor
National Parents Union

Commentators



Gloria Corral
President & CEO & Founder
Parent Institute for Quality
Education



Staci Croom-Raley
President & CEO
Children's Equity Coalition



Adrian Pedroza
National Director of Strategic
Partnerships
Abriendo Puertas/Opening
Doors

Commentators



Keri Rodrigues
Co-Founder, Founding
President
National Parents Union



Lakisha Young
Co-Founder & CEO
The Oakland Reach

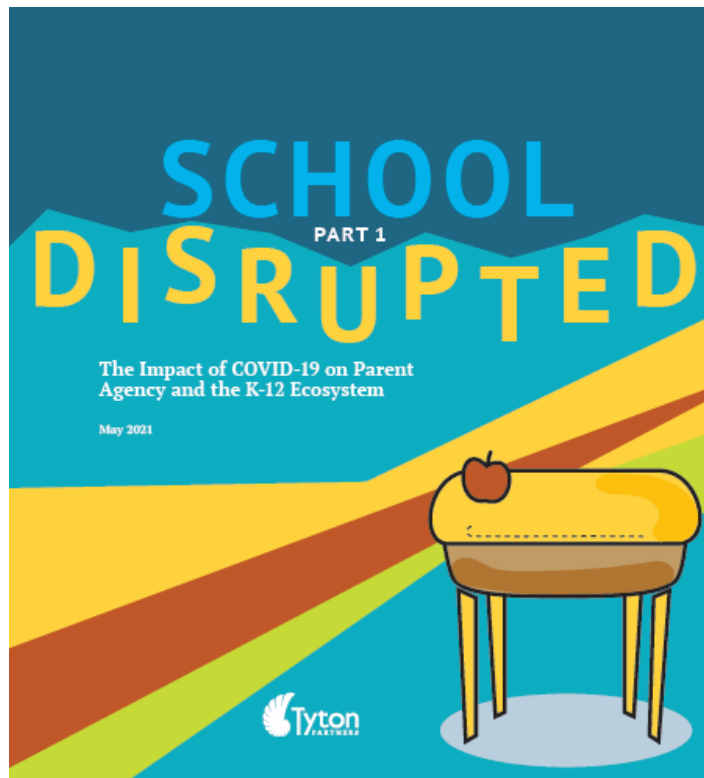
Impact of COVID-19 on Parent Agency and the K-12 Ecosystem



May 18, 2021

INVESTMENT BANKING + STRATEGY CONSULTING

“School Disrupted” is a longitudinal research effort to investigate the scale and scope of alternative education models and the future of K-12 in the wake of COVID-19



PART 1

- Survey 1– 3,000 parents across the country (Fall 2020)
- Key question – *“How has COVID-19 impacted parent agency and the broader K-12 ecosystem?”*

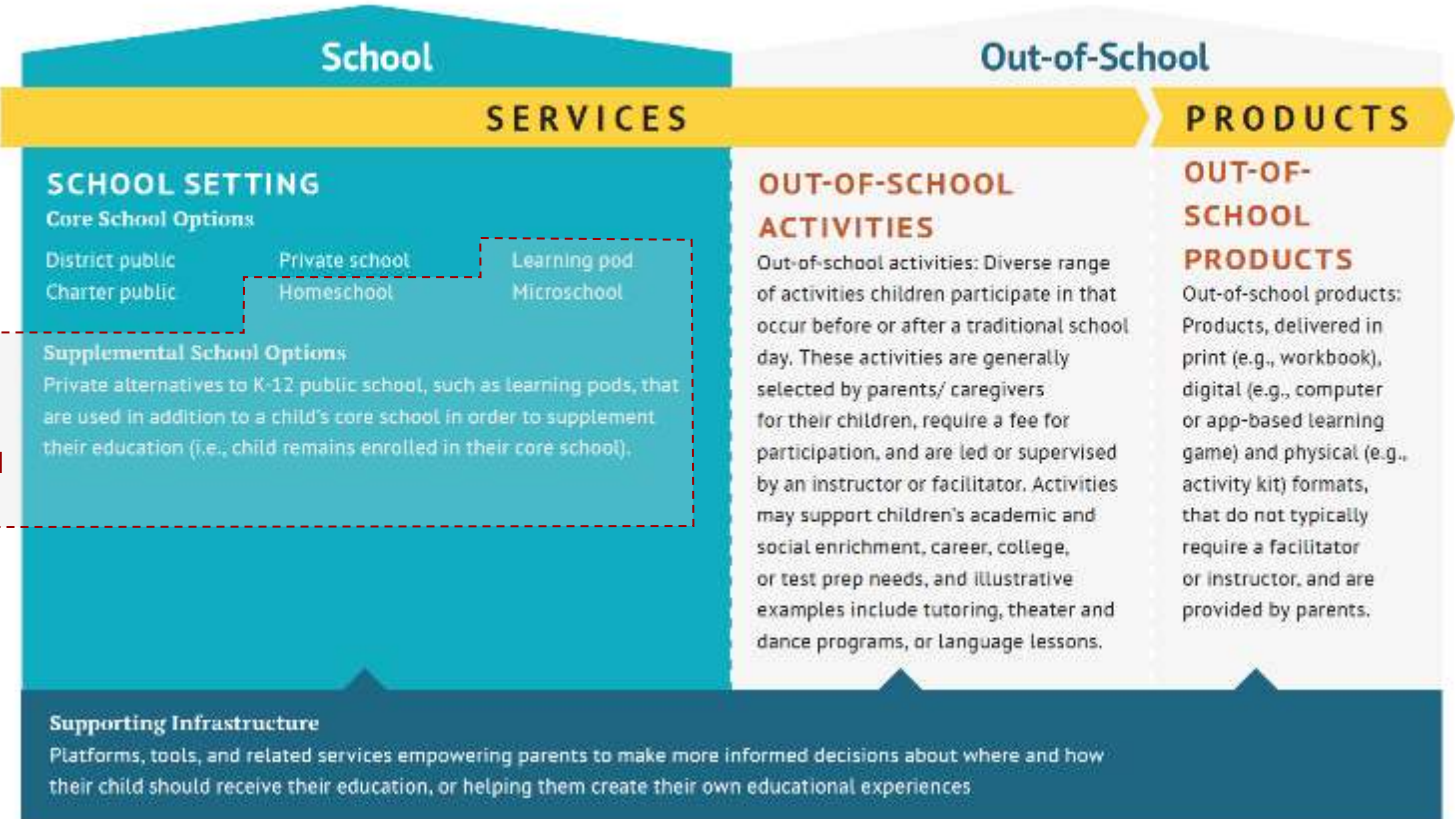
PART 2

- Survey 2 – 2,500 parents across the country (Spring 2021)
- Key question – *“Which COVID-19-driven shifts are durable will persist?”*

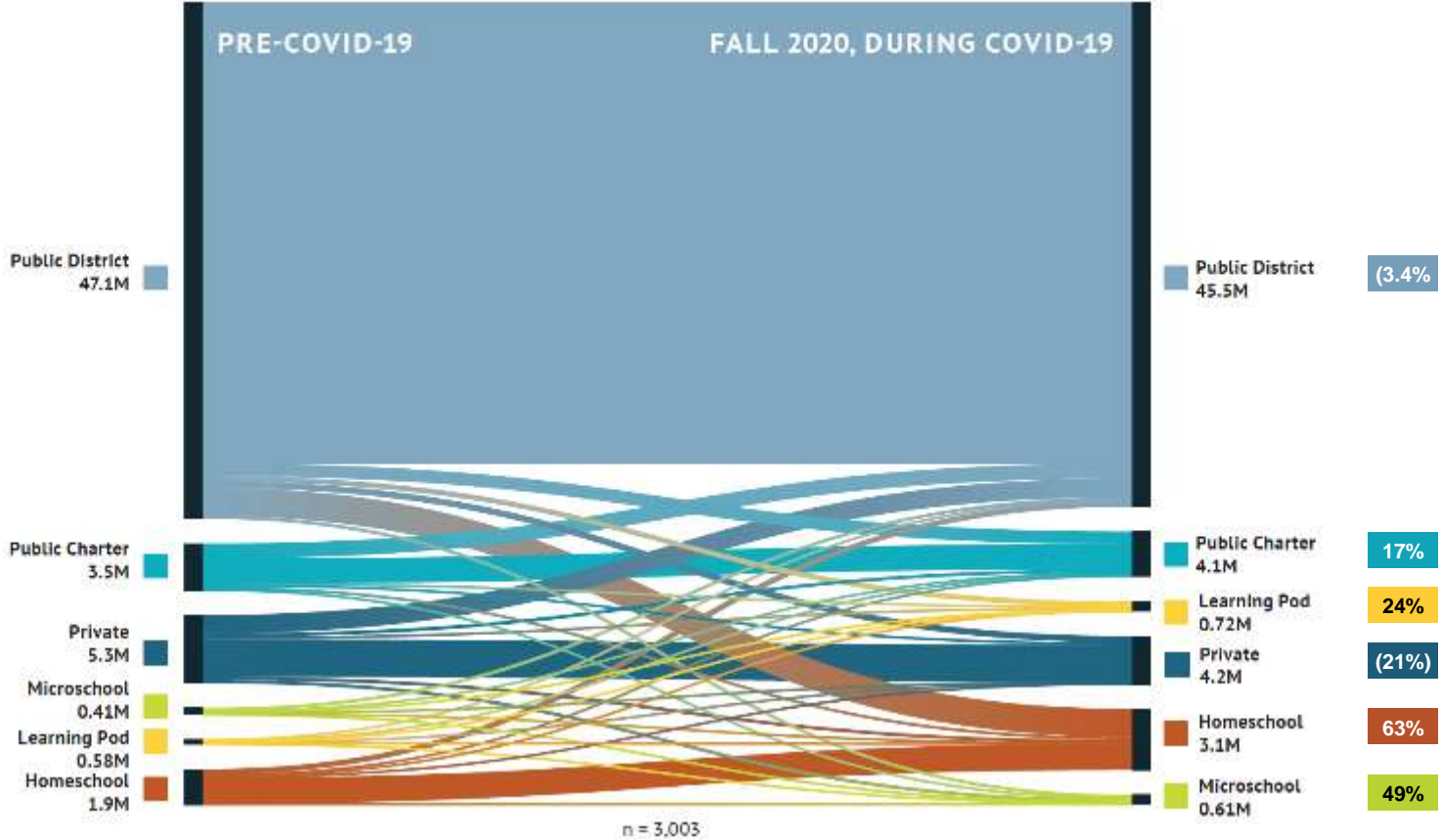
PART 3

- Survey 3 – TBD – Summer 2021

COVID-19 has catalyzed parents to explore and pursue alternatives to traditional education at higher rates



15% of parents changed their child's school for the 2020-21 academic year, which is 50% higher than behavior pre-pandemic behavior



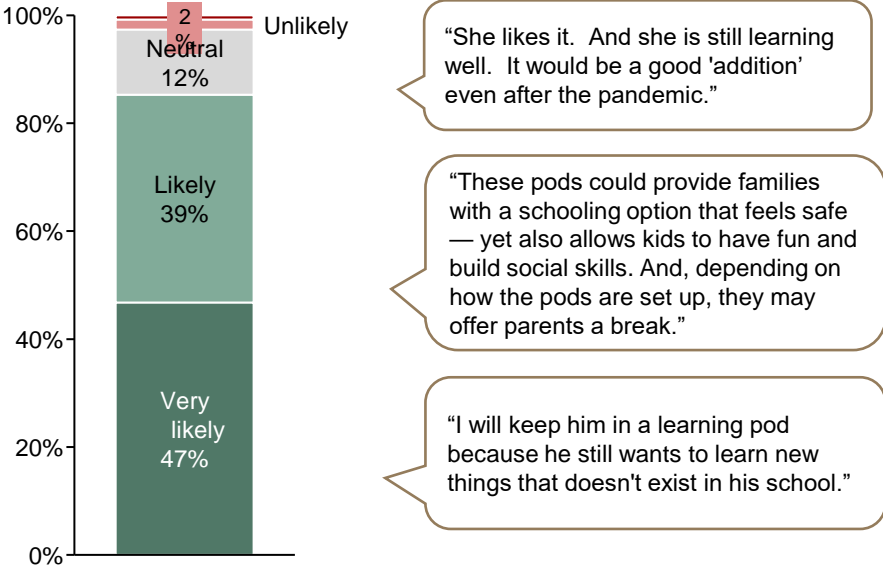
Sources: Tyton Partners Fall 2021 K-12 Alternative Models Survey, Tyton Partners analysis

12% of parents are using “supplemental learning pods” while keeping their child enrolled in a core school; this phenomenon is likely to remain in some fashion

Percentage using a supplemental learning pod during Fall 2020



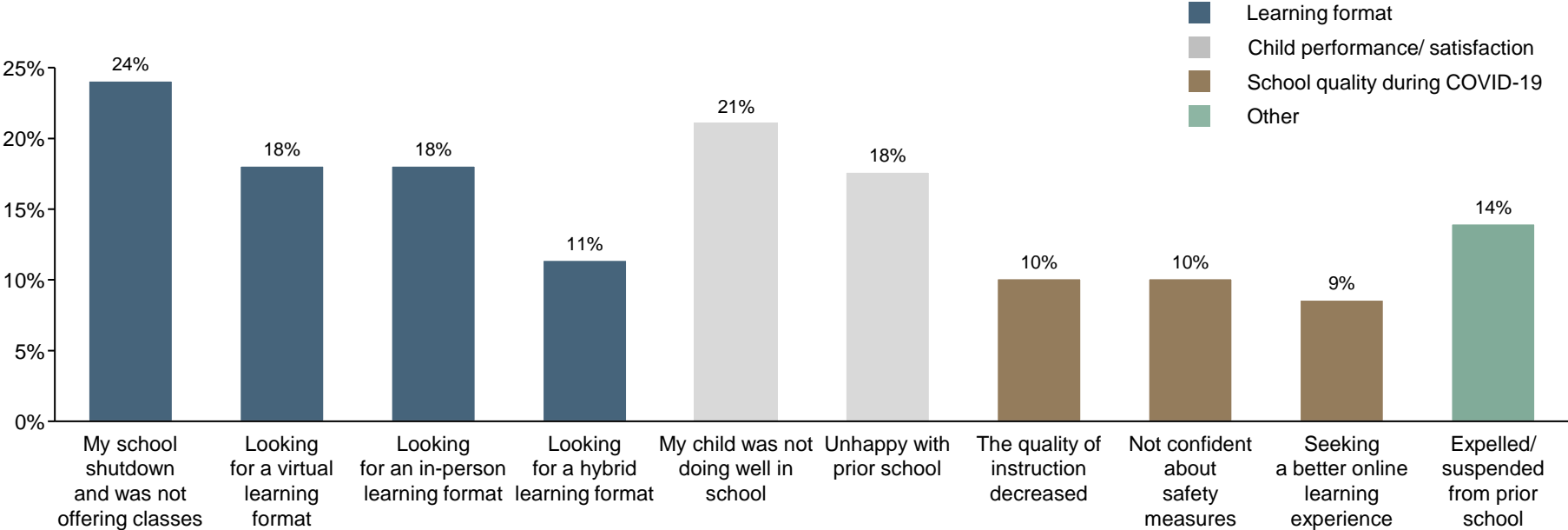
Likelihood to continue using supplemental learning pods in addition to their child’s main school next academic year – as of March 2021



Sources: Tyton Partners Fall 2021 K-12 Alternative Models Survey, Tyton Partners Spring 2021 K-12 Alternative Models Survey, Tyton Partners analysis

Parents were driven to seek new schools primarily by school shutdowns and their preferences around learning format

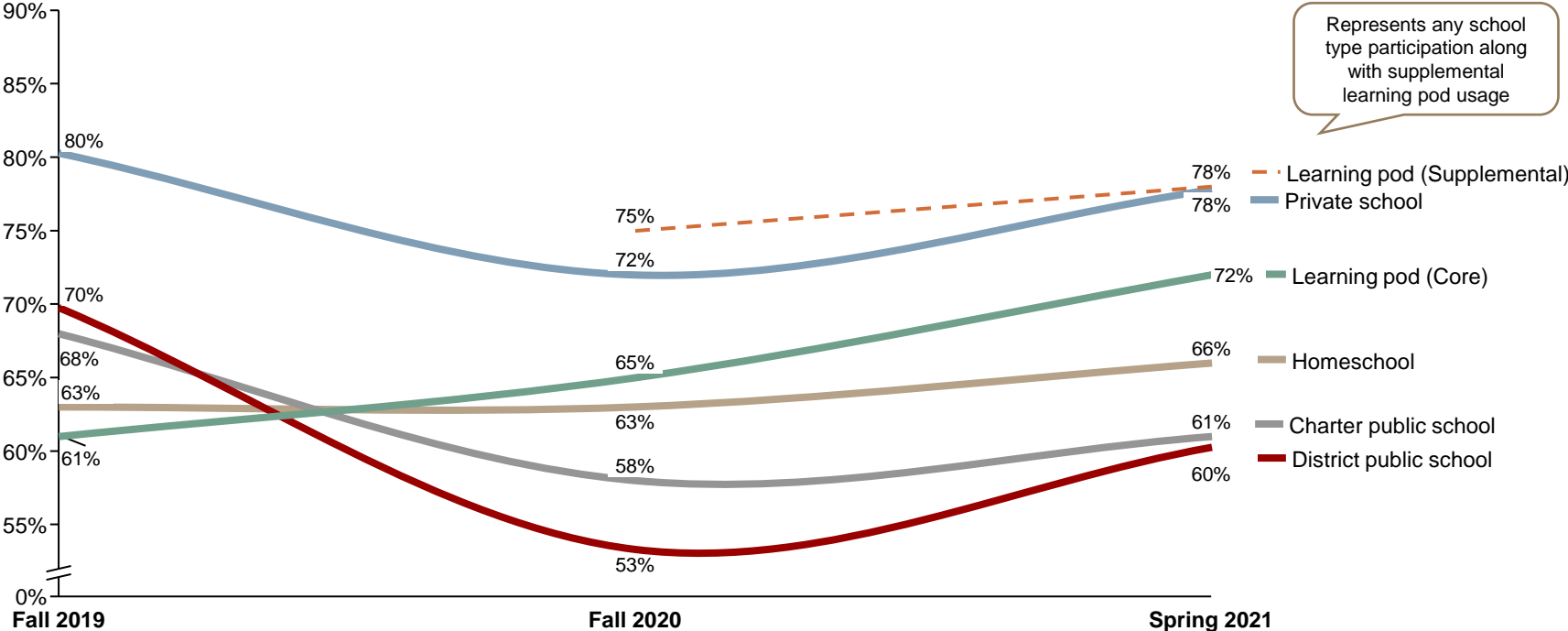
Parents' top reasons for changing their child's school, Fall 2019-Fall 2020



Question: "What were the top reasons why you changed your child's school from Fall 2019 to Fall 2020? Please select up to three." n= 465. Other answer choices included (in descending order of importance): Other; because I moved to a different area within my state; wanted my child to be with their friends; needed better social-emotional and mental health support for my child; because I moved to a different state; looking for smaller class sizes; to ensure my child could still participate in the after school activities of their choosing; planned to also enroll my child in a learning pod and wanted a school that would work better in combination with the learning pod; wanted a school that could better support my child's special learning needs; could no longer afford the school my child was attending; don't know
 Source: Tyton Partners Spring 2021 K-12 Alternative Models Survey, Tyton Partners analysis

While COVID-19 may have prompted parents to switch into learning pods, satisfaction with learning pod models is very high

Percent of parents satisfied with their children's education experience, Fall 2019-Spring 2021, by school type



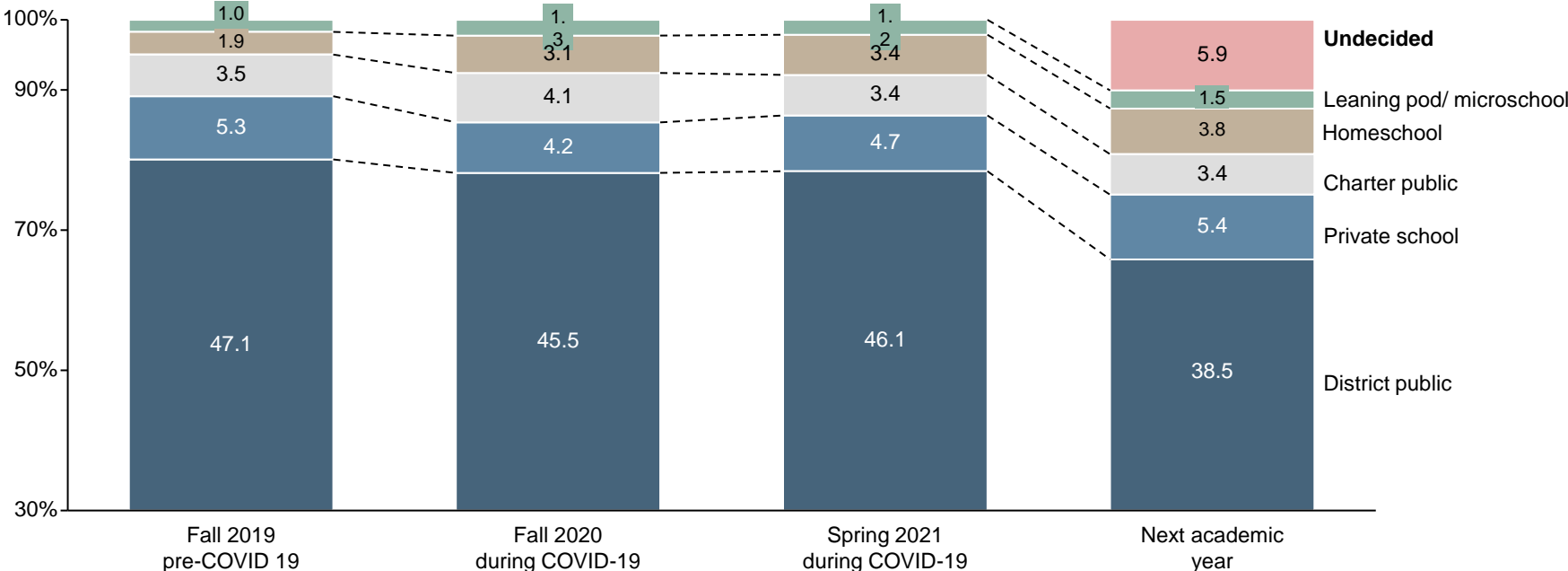
Question: "Please rate your satisfaction with your child's education experience at the following time frames." District public school n= 1,169-1,172, charter public school n= 127-128, private school n= 579-578, learning pod core n= 91-92, learning pod supplemental n= 454-455, homeschool n= 184-185

Note: Satisfaction was asked generally of the child's education experience and did not specifically reference usage of any core or supplemental school models, and the responses were then crosstabbd by school model usage to generate data

Source: Tyton Partners Spring 2021 K-12 Alternative Models Survey, Tyton Partners analysis

Switching patterns that began in Fall '20 continued into Spring '21 and are expected to continue next year, except for a reversal in private school; ~10% still undecided

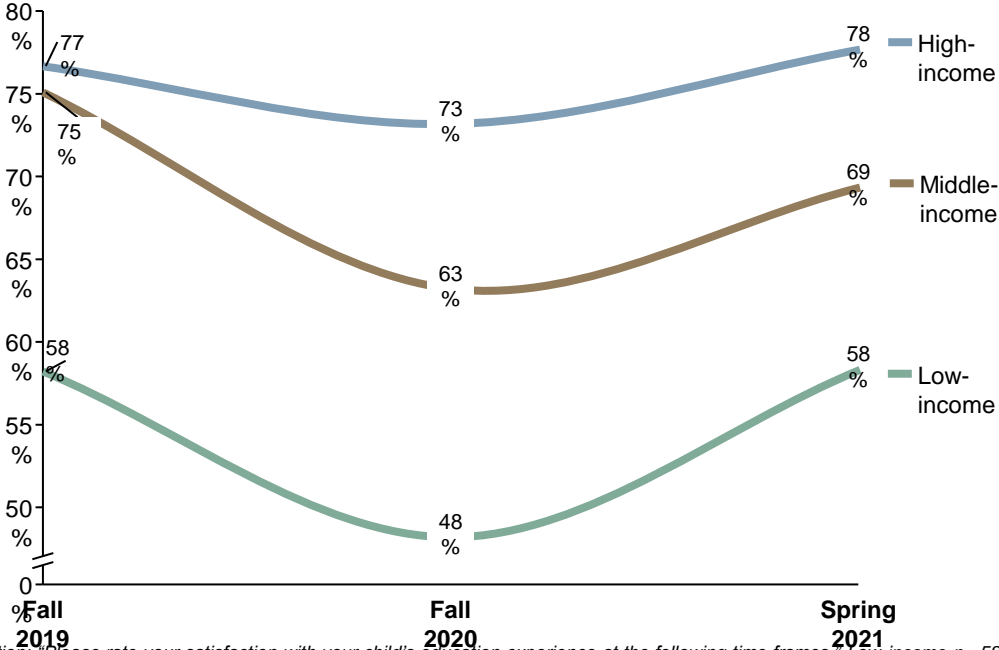
Estimated change in school enrollment, by time period



Questions: ******Please select the option that best describes the school your child attended for most of Fall 2019 (before COVID-19 hit)." n= 2,258; *******Please select the option that best describes the school your child attended for most of Fall (Sep to Dec) 2020, during COVID-19." n= 337; ********Please select the option that best describes the school your child has attended for the majority of the Spring 2021 (since Jan 2021) so far." n= 76; *********What type of school do you expect your child to attend next Fall?" n= 447
 Sources: Tyton Partners Spring 2021 K-12 Alternative Models Survey, Tyton Partners analysis

Unfortunately, the data also reveals persistent educational inequities that have been exacerbated by the pandemic

Parents' percent satisfaction with their children's education experience, Fall 2019-Spring 2021, by income



High-income parents **switch their child's school**, at rates 2.5 times higher than low-income parents

Learning pod awareness was 65% for high-income parents, compared to 41% for low-income parents

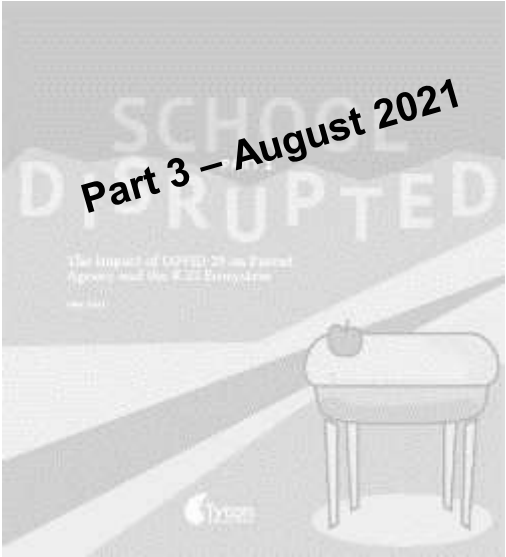
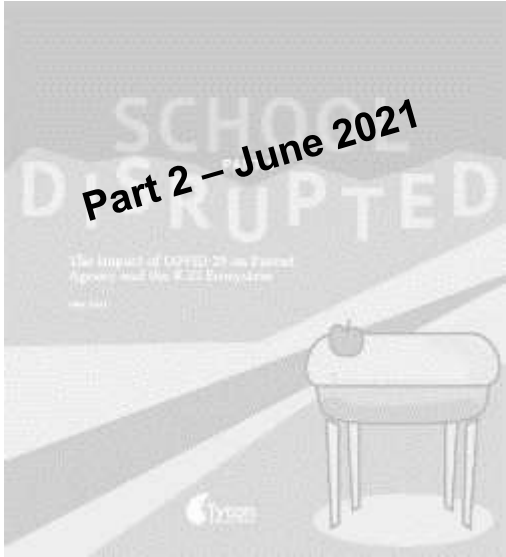
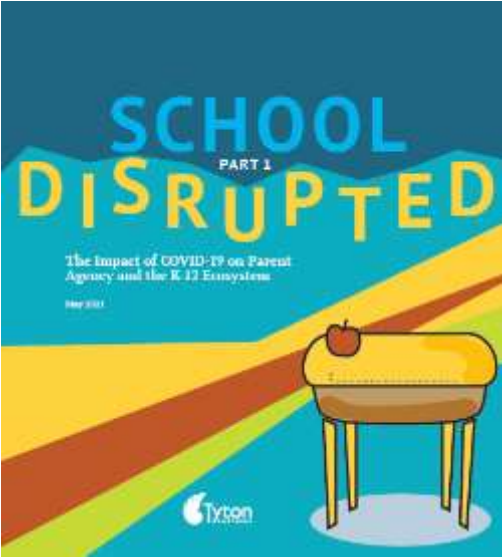
Supplemental learning pods were used 5x times more widely among high-income families than low-income families

High-income parents were also 20% more likely to enroll their child in **out-of-school activities**

Question: "Please rate your satisfaction with your child's education experience at the following time frames." Low-income n= 580-585, middle-income n= 1,526-1,530, high-income n= 397-398

Source: Tyton Partners Spring 2021 K-12 Alternative Models Survey, Tyton Partners analysis

Download our brief at www.tytonpartners.com and stay tuned for Part 2 and Part 3 coming this summer



THANK YOU

Tanya Rosbash

Director

trosbash@tytonpartners.com





National Parents Union Survey Of K-12 Public School Parents



Methodology

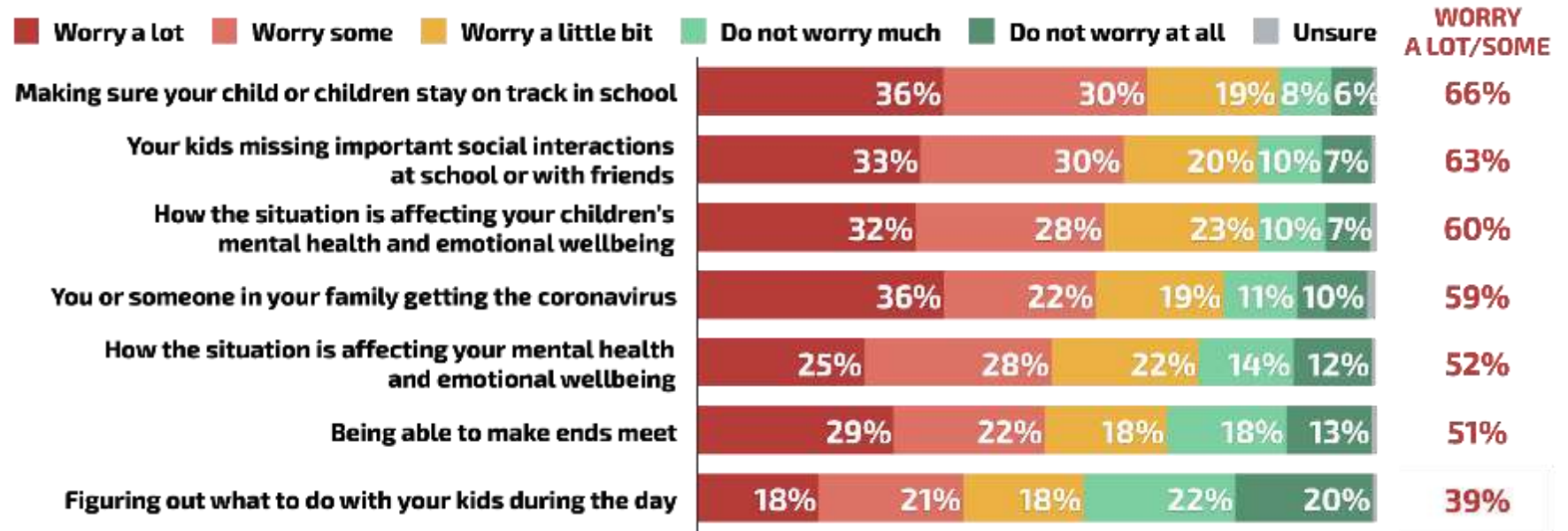
We are conducting monthly online surveys of parents of K-12 public school students throughout the 2020–2021 school year to better understand their experiences and challenges they may be facing, as well as their views on education and other issues affecting families. From April through June 2020, we conducted weekly surveys.

- **Results are weighted by gender, age, race/ethnicity, education, and region to reflect known population demographics.**
- **2020–2021 School Year Field Dates and Sample Sizes:**
 - **September 21–29, 2020 (N=1,140)**
 - **October 19–27, 2020 (N=1,000)**
 - **November 13–18, 2020 (N=1,000)**
 - **December 10–18, 2020 (N=1,008)**
 - **January 14–19, 2021 (N=1,001)**
 - **February 12–22, 2021 (N=1,002)**
 - **March 11–23, 2021 (N=1,029)**
 - **April 9–22, 2021 (N=1,151)**
- **Earlier 2020 Field Dates, N=500 Each Week:**
 - **Week 1: April 27–29, 2020**
 - **Week 2: May 4–5, 2020**
 - **Week 3: May 11–12, 2020**
 - **Week 4: May 18–20, 2020**
 - **Week 5: May 25–27, 2020**
 - **Week 6: June 1–3, 2020**
 - **Week 7: June 8–11, 2020**
 - **Week 8: June 15–18, 2020**



Top Concerns Are Children's Education And Social And Emotional Wellbeing, Someone In Family Getting COVID-19

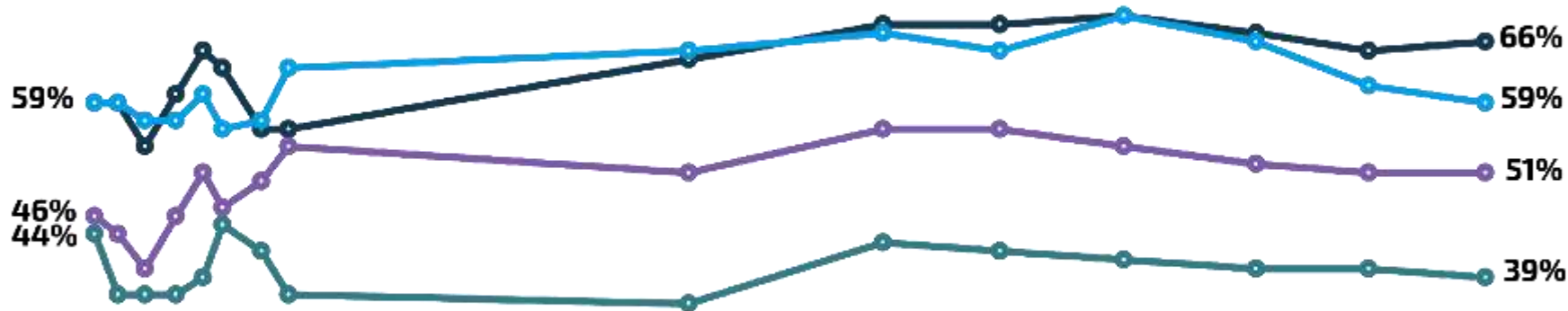
Q. With regard to the current coronavirus situation, how much do you worry about each of the following as a parent or guardian?



Concern About Kids Staying On Track In School Remains High; Concern About COVID-19 Down, But Still At Early Pandemic Level

% Worry A Lot/Some

- Making sure your child or children stay on track in school*
- You or someone in your family getting the coronavirus
- Being able to make ends meet
- Figuring out what to do with your kids during the day



Apr.
20



Apr. 21



Note: *From April through June 2020, wording was "Making sure your child or children stay on track in school so they are ready for the next grade."

Social And Emotional Concerns Still At Higher Level Than A Year Ago, But Slightly Lower Than Earlier This Spring

% Worry A Lot/Some

- Your kids missing important social interactions at school or with friends
- How the situation is affecting your children's mental health and emotional wellbeing
- How the situation is affecting your mental health and emotional wellbeing



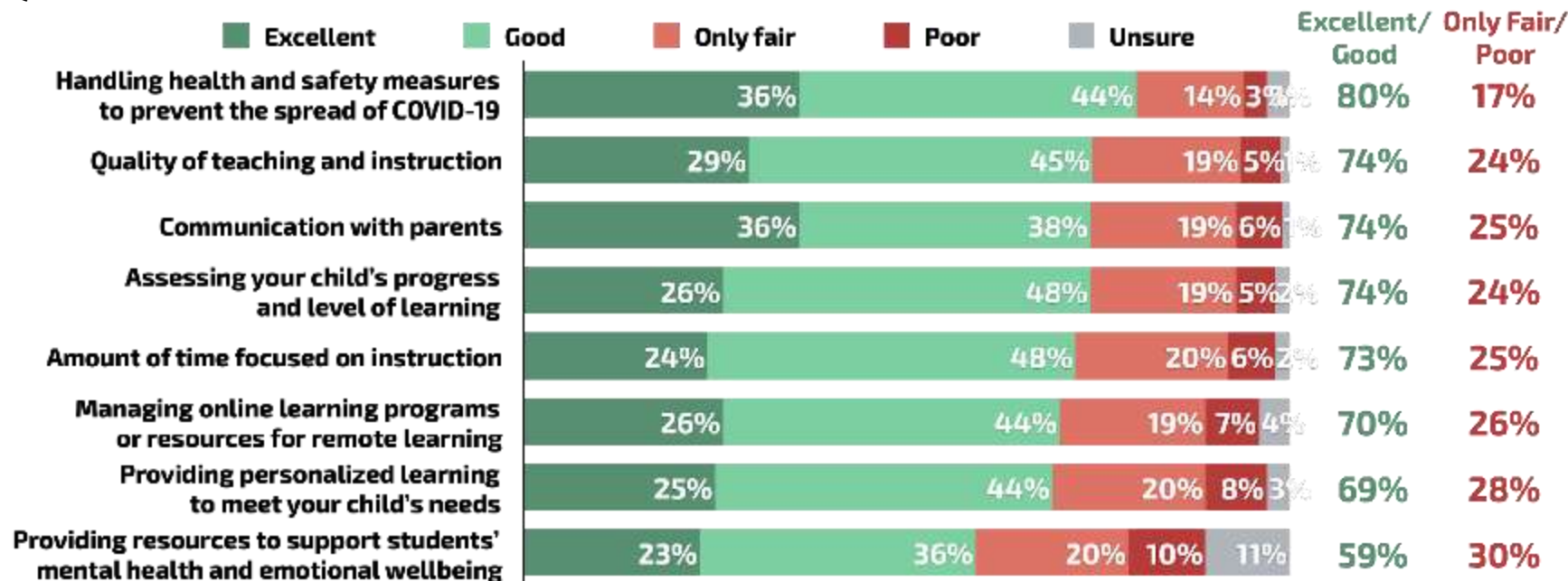
Apr.
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Apr. 21

As In Previous Months, Parents Least Positive About Schools Providing Resources To Support Mental Health And Emotional Wellbeing

Q. How would you currently rate how your child's school is doing on each of the following?



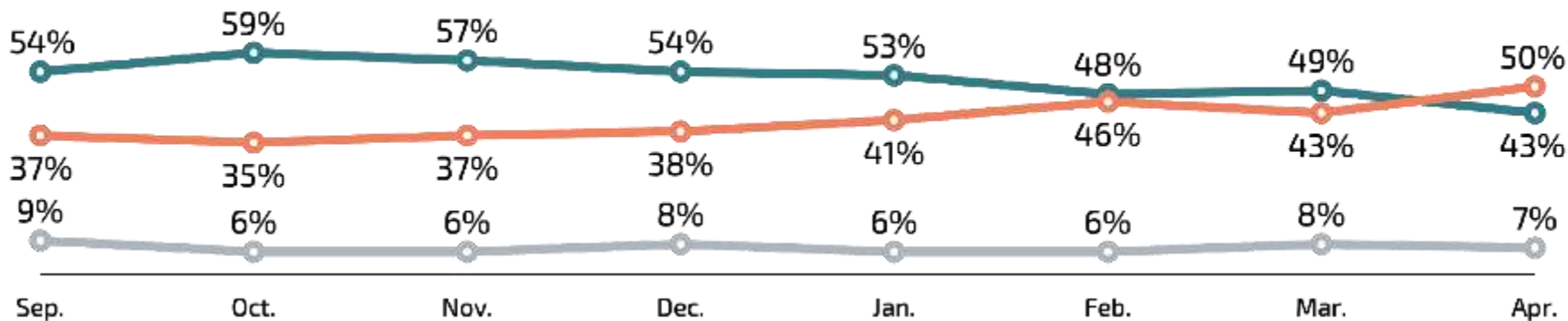
Half Now Say Priority Should Be Getting Back Into Classroom

Q. If you could send a message to people who make decisions about education policy and public schools, which of the following do you think they should prioritize this school year?

Providing access to consistent, high-quality remote or online learning for public school students this school year

Trying to get public school students back into the classroom this school year and implementing health and safety measures

Unsure



Majority Say Schools Should Offer Both In-Person And Remote And Allow Parents To Choose

Q. For the remainder of this school year (2020–2021), do you think public schools should . . . ?

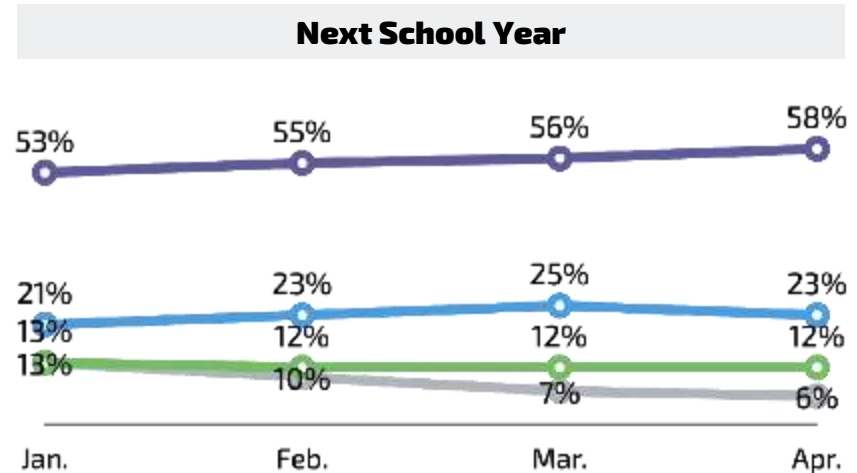
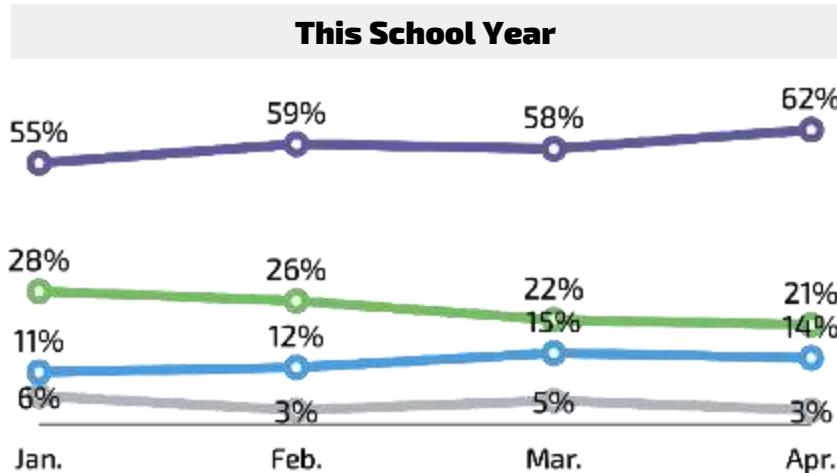
Q. Thinking about NEXT school year (2021–2022), do you think public schools should . . . ?

○ Only offer in-person learning

○ Only offer remote/online learning

○ Offer both in-person and remote/online learning options and allow parents to choose

○ Unsure



Majority Continue To Support Rethinking Education

Q. Even if neither one perfectly describes your views, which of the following statements do you agree with more?

Schools should be focused on trying to get back to the way things were before the COVID-19 crisis as soon as it is safe to do so.

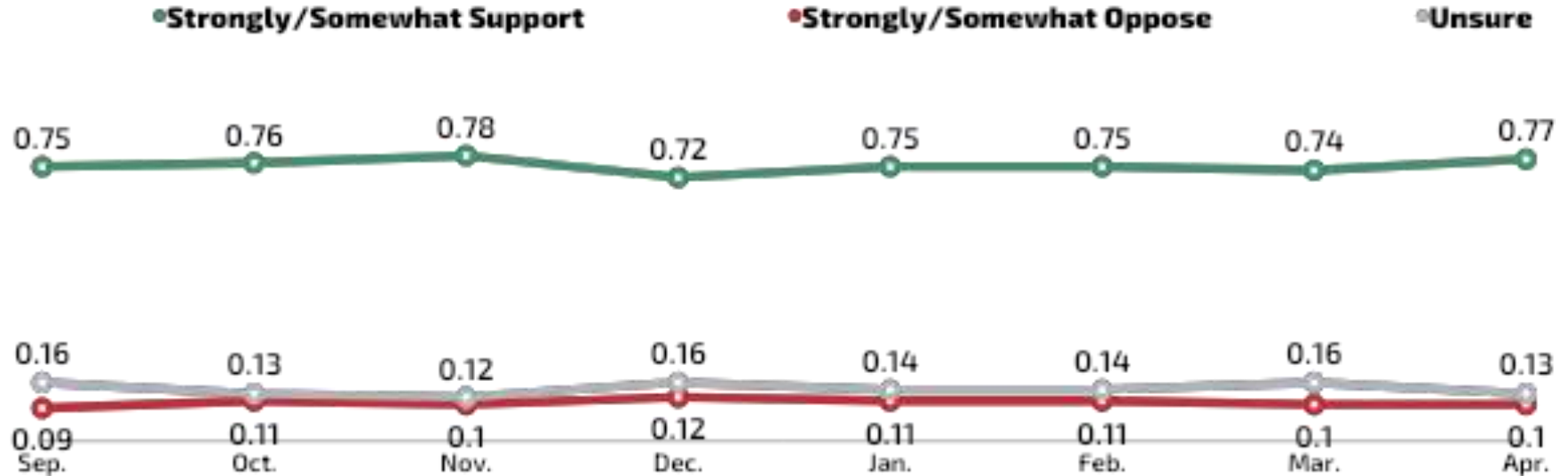
Schools should be focused on rethinking how we educate students, coming up with new ways to teach children moving forward as a result of the COVID-19 crisis.

Unsure



77% Support Making Quality Public Education A Civil Right

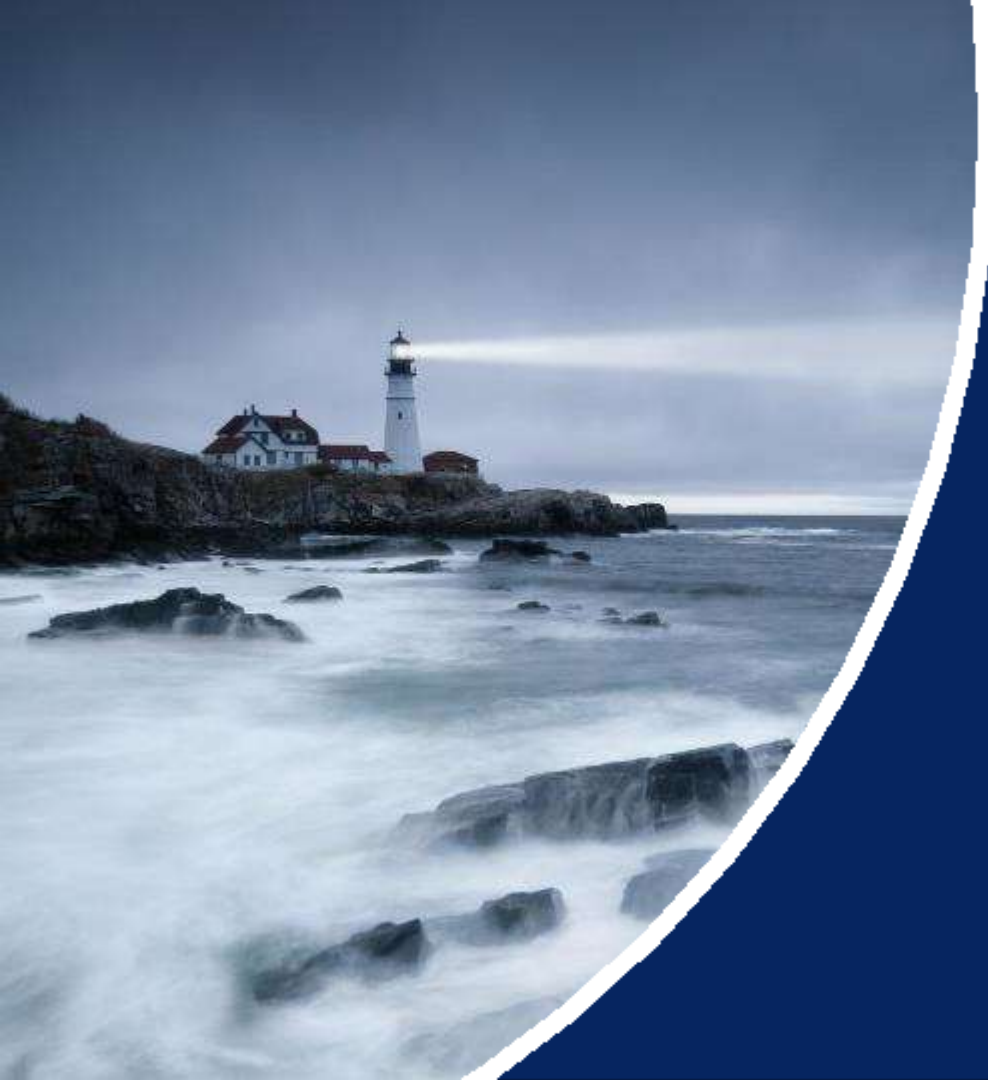
Q. Would you support or oppose changing laws to establish a right to quality public education as a civil right in the same way that the right to vote is, meaning the government would be obligated by law to provide every child access to a quality education, and that the government could be challenged in court if that right is infringed upon?





Full Poll Results at www.nationalparents.org

Peri Lynn Turnbull, Advisor NPU
perilynn@npu.org



A National Survey of Parents For the Walton Family Foundation

April 2021

About the Survey



Mode	Online
Sample	2,718 parents of children in grades K-12
Dates	April 2-11, 2021
Weighting	Sample was weighted to known demographics of K-12 parents by race, ethnicity, and region.
Margin of error	+/-1.9%
Note	Some data may not add up to 100% due to rounding

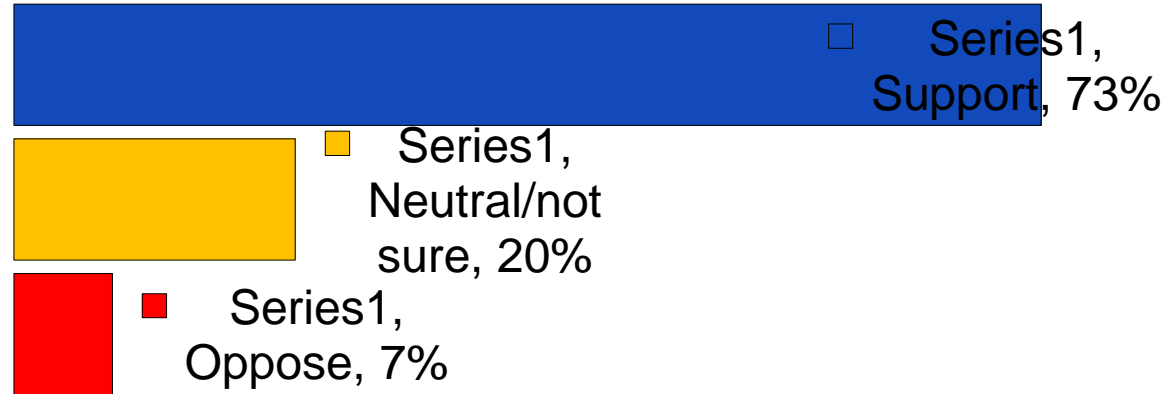


- There is widespread support among parents for the massive infusion in federal education funding included in the stimulus plans.
- A majority sees the influx of federal dollars as an opportunity to make 'bold changes' in education policy.
- 3-in-4 believe the increase in funding will provide direct benefits to them.
- Majorities say they would take advantage of new education options offered.
- Parents attach a high degree of importance to transparency about how this money will be spent, and measuring its impact on student performance.

Widespread Support Among Parents for American Rescue Plan



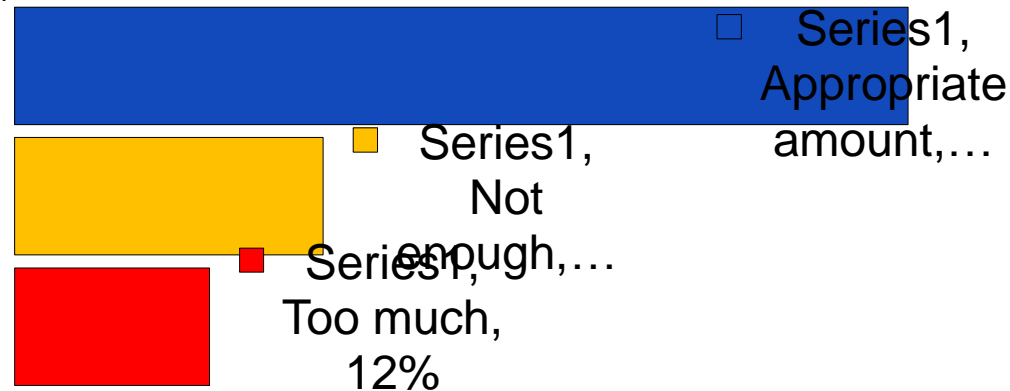
As you may know, Congress recently passed a major economic stimulus package known as the American Rescue Plan. Based on what you know, do you support or oppose this stimulus plan?



Parents Back Major Influx of New Federal Education Money



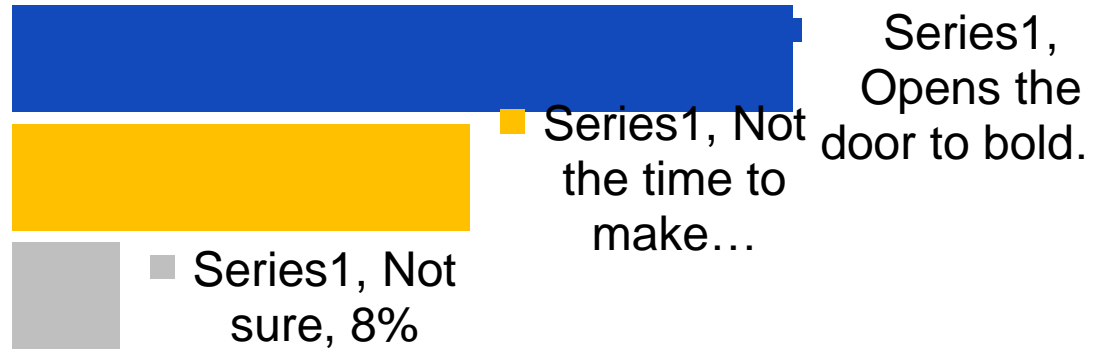
As part of stimulus packages, \$190 billion will be allocated to elementary, middle and high schools throughout the country to help them recover from the Covid crisis. This is over and above existing federal funding for education. It is a one-time infusion of funds intended to be used over the next couple of years to help schools reopen safely and support students struggling academically and mentally due to the pandemic. Does this seem like an appropriate amount to devote to this purpose, not enough for this purpose, or too much for this purpose?



Majority Sees Opportunity for 'Bold Changes'



Which of these two viewpoints are you more inclined to agree with: this major new influx in federal funds opens the door to making bold changes in public education; we should take advantage of this opportunity OR now is not the time to make major changes in public education; we should stick to funding existing programs and getting things back to normal.



Support for Bold Changes Cuts Across Demographic Lines



	Bold changes	Not the time		Bold changes	Not the time
<u>Race/ethnicity</u>			<u>Region</u>		
White	56%	36%	Northeast	59%	36%
Latino	57	35	Midwest	56	35
Black	68	26	South	57	35
Asian	58	33	West	61	33
<u>Household income</u>			<u>Area</u>		
Under \$50K income	54	35	Urban	64	30
\$50K-\$100K	57	37	Suburban	58	36
\$100K+ income	65	31	Small town/rural	48	40

Support for Bold Changes Exists Among All Types of Parents



	Bold changes	Not the time
Rate own child's school as excellent/good	60%	34%
Rate own child's school as fair/poor	54	37
Very concerned about Covid learning loss	60	35
Somewhat concerned	56	37
A little concerned/not concerned	57	32
Very concerned/school positive	63	34
Very concerned/school negative	55	39

What Policy Ideas Do Parents See as Potentially Effective?



- We tested the perceived effectiveness of 14 different policy prescriptions.
- List was informed by input from advocates, lobbyists, previous polling and focus group research.
- Topics ranged from academic recovery to better technology, mental health and teacher support.
- Parents were asked to rate how effective they thought each option would be in terms of helping students in their state, and then were asked which three ideas they thought would have the greatest positive impact on students and families.

Most Parents See Nearly All These Steps Having an Impact



<i>How effective would each of the following be in terms of helping students in your state – extremely effective, very effective, somewhat effective, or not that effective:</i>	% saying extremely or very effective
Offering more college credit/work-based learning/apprenticeships	76%
Providing teachers w/ better instructional materials/digital resources	74
Providing special funding for students w/ greater learning needs	74
Expanding broadband access to underserved areas/upgrading tech	73
Providing tools/support to meet students' emotional/mental health needs	73
Developing tools to help teachers w/ student academic/mental health	71
Improving online learning by providing teachers w/ more training	70
Expanding high-quality tutoring programs	69
Expanding free pre-K and childcare options for all children	68
Offering summer school instruction to any child who wants it	66
Creating more pathways into teaching to draw more diverse workforce	66
Creating more school options, like charter schools, learning pods	65
Providing direct grants to parents of \$500 per child	62
Expanding learning time through longer school day/school year	45

Which Would Have the Greatest Positive Impact?



	% rating each item as 1 of top 3
Offering more college credit/work-based learning/apprenticeships	22%
Providing teachers w/ better instructional materials/digital resources	22
Providing tools/support to meet students' emotional/mental health needs	21
Creating more school options, like charter schools, learning pods	21
Providing special funding for students w/ greater learning needs	20
Expanding broadband access to underserved areas/upgrading tech	20
Improving online learning by providing teachers w/ more training	19
Expanding free pre-K and childcare options for all children	19
Providing direct grants to parents of \$500 per child	19
Developing tools to help teachers w/ student academic/mental health	18
Expanding high-quality tutoring programs	18
Offering summer school instruction to any child who wants it	18
Creating more pathways into teaching to draw more diverse workforce	16
Expanding learning time through longer school day/school year	12

Differences By Race/Ethnicity in Top Choices



Rank	White parents	Latino parents	Black parents	Asian parents
1	College credits/CTE (22%)	College credits/CTE (24%)	Better teacher materials (24%)	College credits/CTE (25%)
2	Students w/ greater needs (22%)	Better teacher materials (23%)	College credits/CTE (21%)	Mental/emotional health (24%)
3	Mental/emotional health (21%)	More charter schools (23%)	Free pre-K/childcare (21%)	Better teacher materials (24%)
4	Better teacher materials (21%)	Broadband access (19%)	More charter schools (20%)	Direct \$500 grants (21%)
5	More charter schools (20%)	Mental/emotional health (19%)	Free tutoring (20%)	Broadband access (18%)
6	Broadband access (20%)	Summer school (19%)	Direct \$500 grants (20%)	Summer school (18%)

Differences By Income



Rank	Under \$50K	\$50K-\$100K	\$100K+
1	College credits/CTE (21%)	College credits/CTE (25%)	Improve online learning (22%)
2	Free pre-K/childcare (21%)	Better teacher materials (24%)	Students w/ greater needs (22%)
3	Mental/emotional health (21%)	Mental/emotional health (22%)	Innovative assessments (22%)
4	Better teacher materials (20%)	More charter schools (22%)	Better teacher materials (21%)
5	Direct \$500 grants (20%)	Free pre-K/childcare (19%)	College credits/CTE (21%)
6	Broadband access (20%)	Summer school (19%)	More charter schools (21%)

What Changes Would Parents Take Advantage Of?



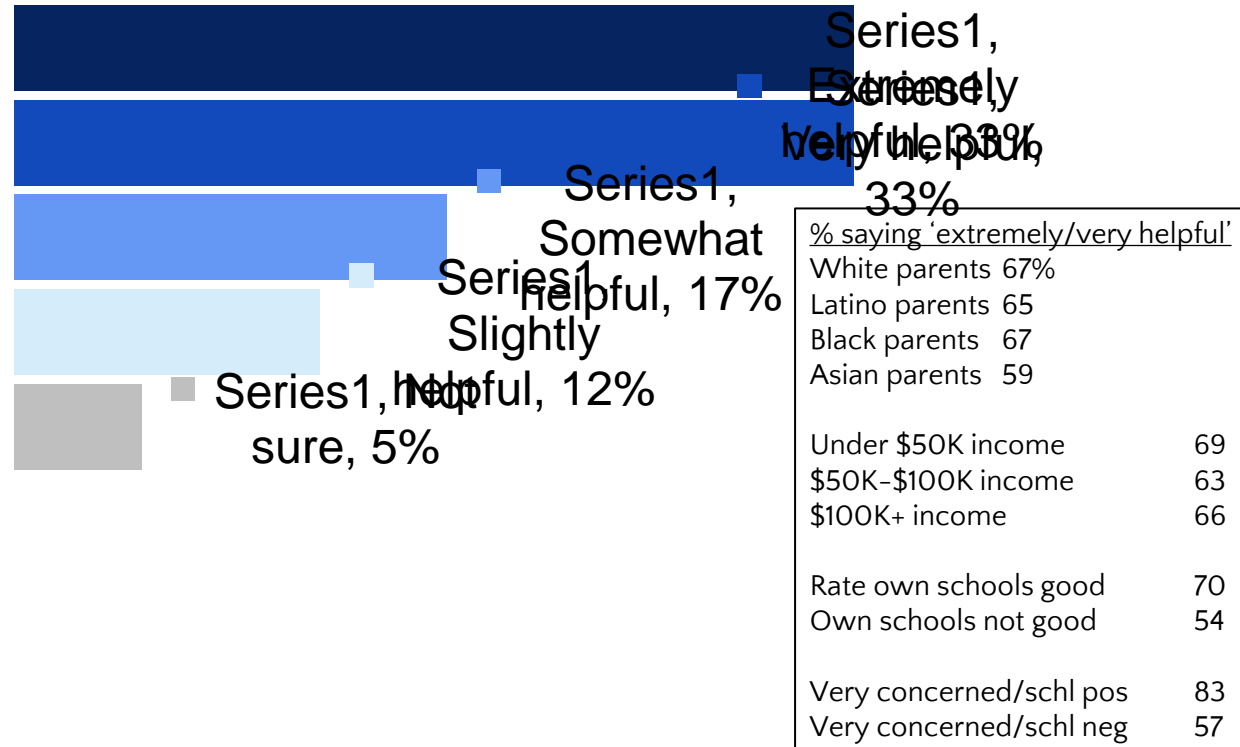
We asked parents specifically about their interest in using:

- Direct grants
- Better technology for the home
- Tutoring
- College credit/CTE options

Majority Sees Direct \$500 Grants as Very Helpful



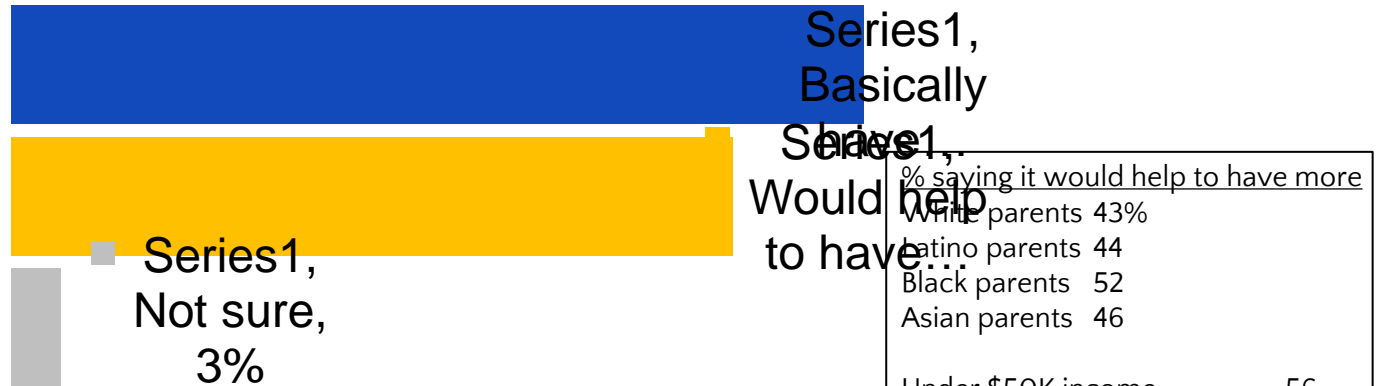
If all parents were provided with a one-time grant of \$500 per child for educational needs, how much impact would that have on your own child/children and their academic success?



More Than 40% Say They Would Benefit From Tech Upgrades



Thinking about the current level of technology in your own household – that is, computers, internet or wifi service, and things like that – do you basically have what you need for your child’s educational purposes or would it be of significant help to you to have more or better equipment?



% saying it would help to have more

- White parents 43%
- Latino parents 44
- Black parents 52
- Asian parents 46

- Under \$50K income 56
- \$50K-\$100K income 44
- \$100K+ income 29

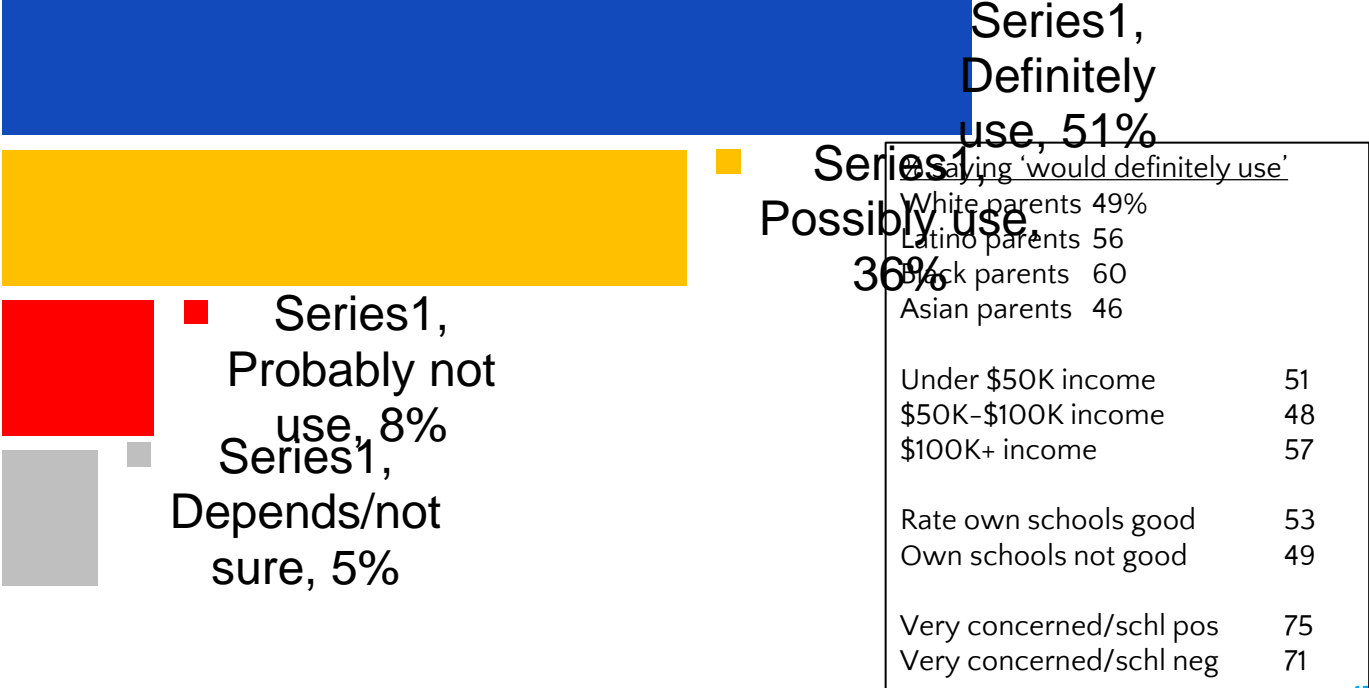
- Rate own schools good 41
- Own schools not good 55

- Very concerned/schl pos 36
- Very concerned/schl neg 56

Most Parents Say They Would Take Advantage of Free Tutoring



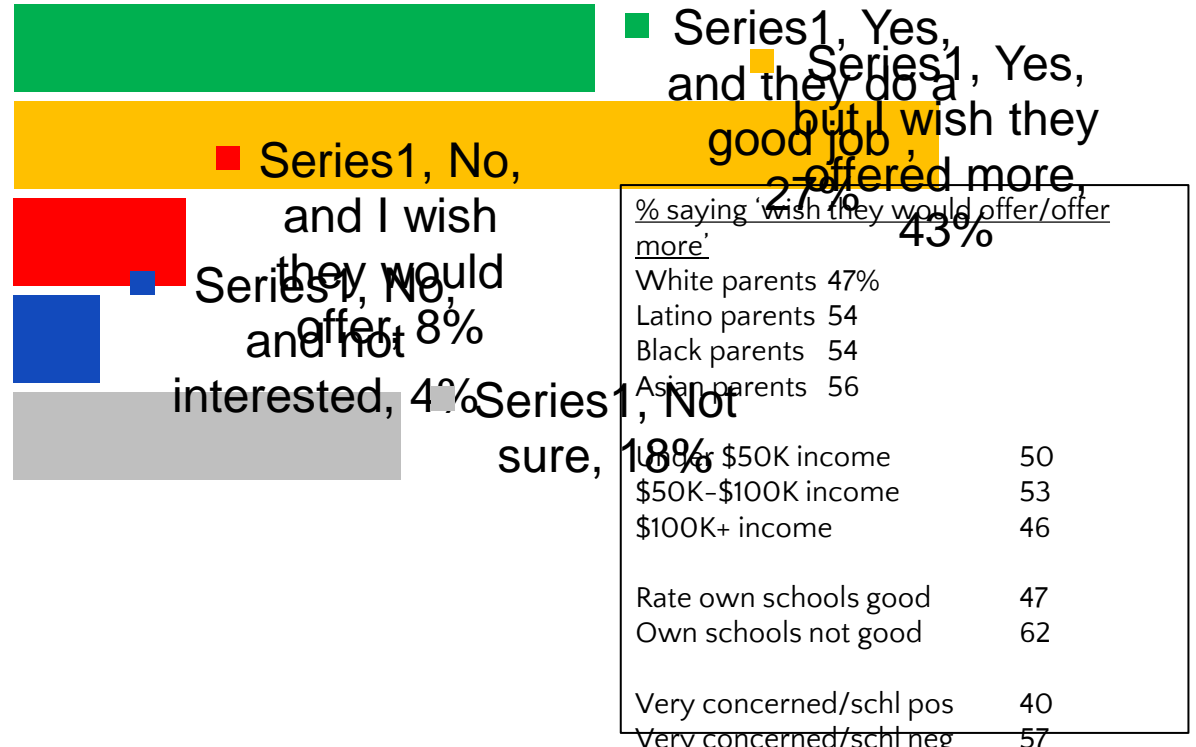
If there were a significant expansion of high-quality tutoring services available at your child's school for no cost to you, is that a service that you would definitely use, possibly use, or probably not use for your child/children?



Half of All Parents Would Like to See More CTE Options



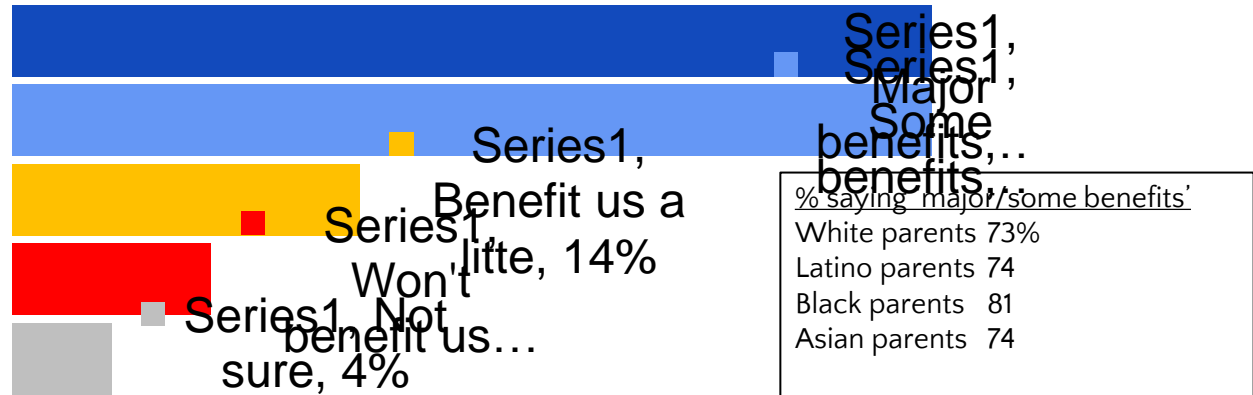
Do the schools in your community offer opportunities for high school students to earn college credits and/or participate in work-based learning programs or apprenticeships in various career fields?



3-in-4 Feel Education Stimulus Will Benefit Their Child



How much do you think this \$190 billion in additional funding will help you and your child/children: it should provide major benefits to us, it should provide some benefits to us, it may benefit us a little bit, or it probably won't benefit us at all?



% saying 'major/some benefits'	
White parents	73%
Latino parents	74
Black parents	81
Asian parents	74
Under \$50K income	71
\$50K-\$100K income	74
\$100K+ income	79
Rate own schools good	79
Own schools not good	62
Very concerned/schl pos	87
Very concerned/schl neg	64

Most Parents Want Transparency and Testing

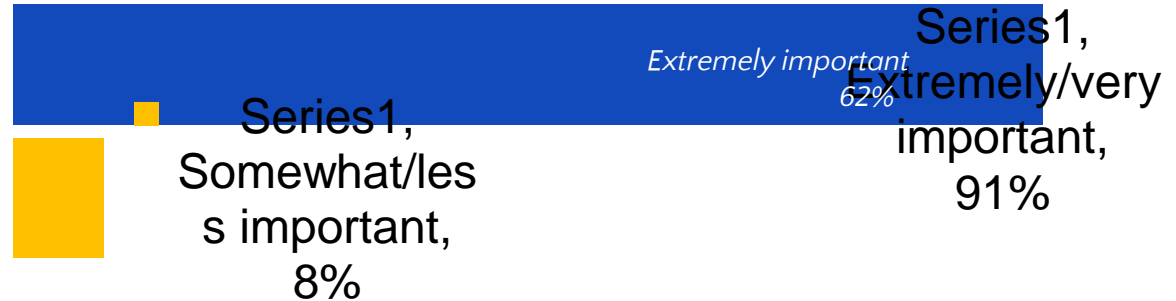


- Overwhelming majorities of parents want states to be transparent about how the education stimulus money is being used, and provide updates on the new funding's impact on student performance.
- The level of importance attached to transparency is very consistent across racial, ethnic, income and other demographic lines.
- Parents say it is very important that schools provide up-to-date assessments of how students are performing academically, and how much learning loss was suffered over the last year as a result of the Covid crisis.

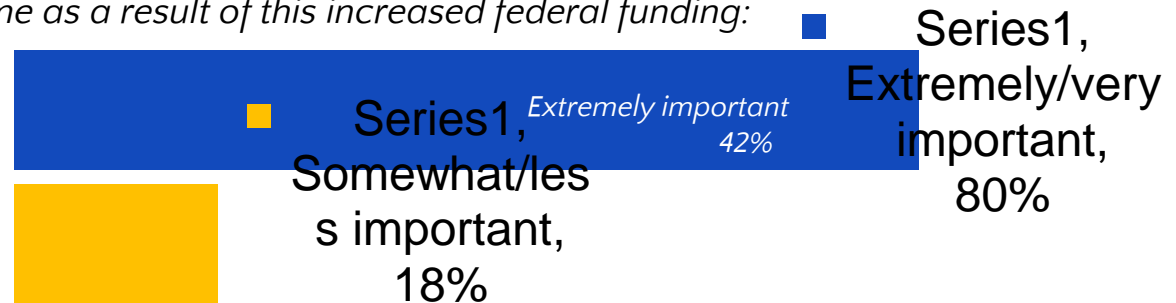
Parents Attach High Level of Importance to Transparency



[Sample A] How important is it for schools in your state to be transparent with the public about how these new federal funds are spent:



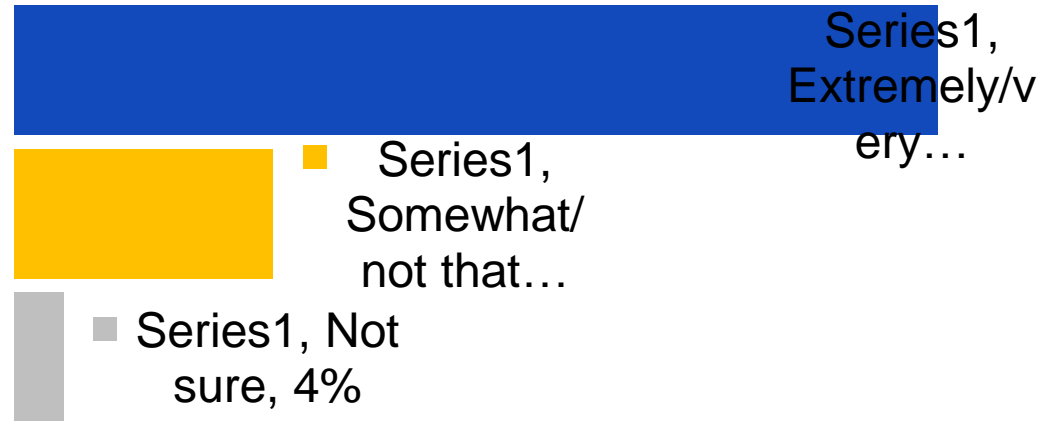
[Sample B] How important is it for schools in your state to provide regular updates on whether student performance is increasing over time as a result of this increased federal funding:



3-in-4 Want Up-to-Date Assessments of Covid Impact



As you may know, many states waived their annual academic testing during the last school year because of the coronavirus pandemic. As a result, teachers and schools did not receive up-to-date information on how students performed academically. How important is it to you personally to accurately understand student learning and learning loss as a result of Covid disruptions at your child's/children's school this year?



Commentary & Discussion

Questions & Answers

Upcoming GLR Learning Tuesdays Webinars:

PARTNER WEBINAR

Engaging Business Leaders As Multifaceted Champions for Grade-Level Reading
Tuesday, May 25, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Teachers Respond: Data Implications on the Composition of their 2021-2022 Classrooms
Tuesday, May 25, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Supply Side Perspective of Fall 2021-22 Classroom: Learning from Early Educators
Tuesday, June 1, 3 p.m. ET/12 p.m. PT

Please Join Us!

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