The COVID-19 Pandemic and Ohio Parents of School-Age Children
This research explores among parents of children attending a public school in Ohio the impact of the COVID-19 pandemic.
Methodology
Using an online panel, data were collected from a random sample of 501 Ohio parents with at least one child enrolled in a public school.

The Margin of Error (MoE) for this sample is \( \leq \pm 4.4 \) percentage points at the 95 percent level of confidence.

In addition to the random sample, the study includes two “oversamples” – one of African American parents, the other of Hispanic parents – bringing the total number of survey respondents to 704. This figure includes 209 African Americans and 68* Hispanics.

Data were collected from Tuesday, September 29, 2020, through Tuesday, October 20.

The interviews averaged approximately five minutes in length, with a range of less than two minutes to more than ten.

*Due to the small size of this number, percentages involving Hispanic parents should be interpreted cautiously.
Parents comprising the random sample are similar demographically to the target population, as the tables below reveal.

<table>
<thead>
<tr>
<th></th>
<th>Ohio: Actual*</th>
<th>Random Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Female</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>African American</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Married</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Bachelor’s or higher</td>
<td>32%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ohio: Actual*</th>
<th>Random Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 25</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>35 to 44</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>45 to 54</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>55 to 64</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Older than 64</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*SOURCES: National Center for Educational Statistics, EDGE and U.S. Census Bureau / American Fact Finder
These parents are similar, as well, geographically.

Ohio: Actual*  
- Central: 19%  
- Northeast: 36%  
- Southeast: 6%  
- Southwest: 27%  
- Northwest: 12%

Random Sample  
- Central: 19%  
- Northeast: 35%  
- Southeast: 8%  
- Southwest: 25%  
- Northwest: 13%

*SOURCES: National Center for Educational Statistics, EDGE and U.S. Census Bureau / American Fact Finder
• To minimize respondent fatigue, parents with more than one child attending a public school in Ohio were instructed to focus their responses on a specific child, chosen at random using a digital algorithm.

• Approximately half of these children (47%) are enrolled in grades PreK through 5. Older children are split almost evenly between middle school (25%) and high school (28%).
Modes of Instruction
When the school year began, roughly one child in three (35%) attended school always in person. An almost identical figure (36%) attended always remotely. The remaining children (28%) experienced a blended approach.
Currently, three out of ten children (29%) attend always in person, down slightly from when the school year began (35%). The other modes are up slightly.

Three out of four children (76%) attend currently as they had when the school year began.

Seven out of ten children (70%) attend remotely either every day or only some days.
Among children who attend school remotely, a majority (60%) are attending entirely online. One out of three (33%) is using print materials, as well.

Q7: Which of the following describes your (____) child’s remote learning? (Parents of children learning remotely.)
Across all parents, eight out of ten (82%) are satisfied with the mode of instruction their child is currently using. A plurality (43%) are very satisfied.

Q8: Whether in person, remote, or a combination, how satisfied are you with the approach your (____) child’s school is currently using?
Satisfaction is highest among parents of children who attend school always in person (94%). It is lowest (but still high) among parents of children who attend both in person and remotely (75%).

Q8: Whether in person, remote, or a combination, how satisfied are you with the approach you (____) child’s school is currently using?
Eight out of ten parents (83%) are satisfied with how their child’s school is engaging students. Again, a plurality (44%) are very satisfied.

Q9: How satisfied are you with how your (_____) child’s school has engaged students?

<table>
<thead>
<tr>
<th>Category</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Amer.</td>
<td>61%</td>
<td>84%</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>79%</td>
<td>88%</td>
</tr>
<tr>
<td>Elementary</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>Rural / Town</td>
<td></td>
<td></td>
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</tbody>
</table>

Engaging Students

- Very satisfied: 44%
- Somewhat satisfied: 39%
- Not sure: 2%
- Very dissatisfied: 5%
- Somewhat dissatisfied: 10%
Two out of three parents (67%) would face challenges if instruction was delivered online for the rest of the year. The challenge mentioned most often involves the cost of an internet connection (27%).

Q11: What challenges, if any, would you face if your (_____) child was required to attend school online for the rest of the year? (Click all that apply.)

- High cost of internet connection: 27%
- Too many children and/or adults using the internet at once: 22%
- Poor internet connection: 20%
- Lack of childcare: 16%
- No or limited access to an internet device (e.g. computer, tablet): 11%
- No internet connection: 5%
- Child needs to be in school for academic help or social reasons (volunteered): 2%
- Other: 1%

67% would face challenges
33% would not face challenges

76% African American
63% White
Nine out of ten parents (92%) want an assessment of their child’s academic progress at the end of the current school year.
Among parents who want an assessment, most (85%) want that assessment based on a statewide test.

Q13: At the end of the current school year, will you want an assessment based on a statewide test, which would enable you to compare the progress of your (_____) child with the progress of other students in the same grade?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, definitely</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>No, definitely not</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

**Want Assessment Based on a Statewide Test**

- **African Amer.**: 81%
- **Hispanic**: 87%
- **White**: 85%
- **Men**: 91%
- **Women**: 80%
- **Elementary**: 85%
- **Middle School**: 86%
- **High School**: 83%
- **Urban**: 89%
- **Suburban**: 81%
- **Rural / Town**: 82%
Most parents (86%) agree that their child’s school provides enough information to know how their child is progressing academically.

Q14: Do you agree or disagree with the following statement? “My (____) child’s school provides me with enough information to know how he or she is progressing academically.”
More than eight out of ten parents (84%) want public reporting on student learning during the current school year.

Q15: Do you want public reporting on how well Ohio’s students are learning during the current school year?
For most parents (92%), having ODE’s annual school report card is either very (59%) or somewhat (33%) important.

Q16: How important to you is having the report card, prepared each year by the Ohio Department of Education (ODE), that describes the performance of the public school your (____) child attends?
Most parents (92%) also value ODE’s annual district report card.

Q17: How important to you is having the report card, prepared each year by the Ohio Department of Education (ODE), that describes the performance of your (____) child’s public school district?
Impact
A plurality of parents (42%) believe the disruptions caused by COVID-19 have had a positive impact on their child’s academic progress. Fewer (31%) describe the impact as negative.

**Impact of COVID-19: Academics**

- **Very positive**: 23%
- **Somewhat positive**: 19%
- **No impact**: 25%
- **Somewhat negative**: 7%
- **Very negative**: 2%
- **Not sure**: 2%

**Q18:** At this point in the school year, what impact, if any, have disruptions caused by the COVID-19 pandemic had on your (____) child’s academic progress?
The perceived impact of COVID-19 on social-emotional progress splits almost evenly between positive (39%) and negative (37%).

Q19: At this point in the school year, what impact, if any, have disruptions caused by the COVID-19 pandemic had on your (____) child’s social and emotional progress?
The perceived impact of COVID-19 on academic and social-emotional progress varies by mode of instruction, with the strongest outcomes among students who attend school always in person and the weakest among students who attend always remotely.

Impact on Academic Progress
- **Always In Person**: 50% Very pos, 29% Somewhat pos, 26% No impact, 42% Somewhat neg, 31% Very neg, 36% Not sure
- **Both In Person + Remotely**: 42% Very pos, 31% Somewhat pos, 35% No impact, 41% Somewhat neg, 35% Very neg, 36% Not sure
- **Always Remotely**: 36% Very pos, 35% Somewhat pos, 48% No impact, 28% Somewhat neg, 48% Very neg, 35% Not sure

Impact on Social-Emotional Progress
- **Always In Person**: 53% Very pos, 26% Somewhat pos, 26% No impact, 41% Somewhat neg, 35% Very neg, 36% Not sure
- **Both In Person + Remotely**: 41% Very pos, 35% Somewhat pos, 35% No impact, 41% Somewhat neg, 35% Very neg, 36% Not sure
- **Always Remotely**: 28% Very pos, 48% Somewhat pos, 26% No impact, 41% Somewhat neg, 35% Very neg, 36% Not sure
According to three out of four parents (73%), the disruptions of COVID-19 have created a need in children for additional support. Among the options tested, interest is strongest, though not by much, in an increase in one-on-one academic opportunities (39%).
Half the parents of children in middle or high school (49%) believe that Ohio students may need an extra year, prior to graduation, to compensate for the disruptions caused by COVID-19.
Almost as many of these parents (45%) believe that their child may need an extra year, prior to graduation, to make sure he or she has the knowledge and skills required for life after high school.

Q22: Because of the COVID-19 pandemic, do you believe that your (___) child may need an extra year of schooling, prior to graduation, to make sure that he/she has the knowledge and skills to be successful after high school? (Parents of students in middle or high school, only.)
Three out of four parents (76%) are likely to believe that COVID-19 may render education after high school more important than ever. Only a handful (17%) disagree.

Q23: Do you believe the COVID-19 pandemic has made education after high school (e.g., an apprenticeship, certification, or college degree) even more important?

- Yes: 76%
- Probably: 39%
- Not sure: 7%
- Probably not: 12%
- No: 5%

By Race:
- African Amer.: 73%
- Hispanic: 61%
- White: 76%
- Men: 84%
- Women: 71%

By Gender:
- Elementary: 73%
- Middle School: 73%
- High School: 79%
- Urban: 83%
- Suburban: 71%
- Rural / Town: 73%

By Education:
- Men: 84%
- Women: 71%

By Urbanicity:
- Urban: 83%
- Suburban: 71%
- Rural / Town: 73%
Key Findings
• Currently, three out of ten children (29%) attend school always in person, down slightly from when the school year began (35%).

• Seven out of ten children (60%) attend school remotely, either every day (38%) or some days (32%).

• Across all parents, eight out of ten (82%) are satisfied with the mode of instruction their child is currently using. Satisfaction is highest (94%), however, among parents whose children attend school always in person. Satisfaction is lowest (75%) among parents of children who attend both in person and remotely.

• Most parents (83%) also are satisfied with how their child’s school is engaging students. In fact, a plurality (44%) are very satisfied.
• Two out of three parents (67%) would face challenges if instruction was delivered online for the rest of the year. A common challenge is financial.

• Nearly all parents (92%) want an assessment of their child’s academic progress at the end of the current school year – and they want that assessment based on a statewide test (85%).

• More than eight out of ten parents (86%) agree that their child’s school provides enough information to know how their child is progressing academically.

• Most parents want public reporting on student learning during the current school year (84%) in addition to both ODE’s school (92%) and district (92%) report cards.
• A plurality of parents (42%) believe the disruptions caused by COVID-19 have had a positive impact on their child’s academic progress. Almost as many (39%) were equally sanguine about their child’s social-emotional progress.

• The preceding findings notwithstanding, the disruptions caused by COVID-19 have been especially hard on the social-emotional progress among children who attend school always remotely.

• Nearly half the parents of children in Grade 6 or above believe that extra schooling, prior to graduation, may be needed to compensate for the disruptions of COVID-19; they believe this for students throughout Ohio (49%), including their own student (45%).

• Finally, most parents (76%) also believe that COVID-19 may render education after high school more important than ever.