
Parents 2016: **Hearts & Minds of Parents in an Uncertain World**

SURVEY REPORT
APRIL 2016

Commissioned by
Learning Heroes

In collaboration with
Univision

In partnership with
National PTA
National Urban League
NCLR
UNCF

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Hart Research Associates

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At a time when America seems fractured across income, race, and political beliefs, a new poll suggests the opposite is the reality for millions of families across America when it comes to raising their children. Public school parents, irrespective of demographics and geography, share many of the same hopes, fears, concerns—and even optimism—about their children’s futures.

This report offers insights into the hearts and minds of America’s parents. There are deep areas of concern, including fears surrounding what they feel they cannot control, such as peer pressure, bullying, physical safety, and the Internet/social media. But much of what we heard is reassuring, especially the depth of parents’ engagement in their child’s education and emotional well-being. Most parents express high expectations for their child, take primary responsibility for their child’s success in school, and communicate frequently with their child’s teacher.

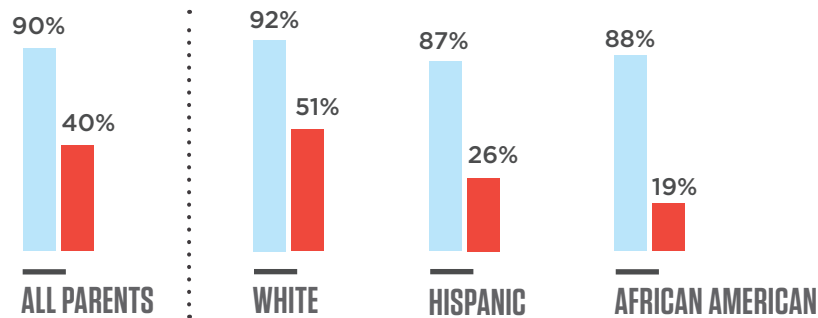
Learning Heroes, a non-profit organization established to help parents of children in grades K-8 support their child’s academic success commissioned Hart Research, in collaboration with Univision and in partnership with the National PTA, National Urban League, NCLR and UNCF, to conduct a national survey of more than 1,300 K-8 parents. The survey, including oversamples among Hispanic and African American parents, explores what keeps parents up at night, their aspirations as parents, how they view the importance of their role in their child’s academic and developmental success, and what they need to help their child succeed in school, and in life.

The survey found that three in four parents believe it is ‘very important’ or ‘absolutely essential’ for their child to attain a two- or four-year degree, and even larger proportions of Hispanic parents (90%) and African American parents (83%) feel this way. Parents express this aspiration in large numbers, though the majority in our survey attained a level of education below an associate’s degree, including 12% who did not graduate from high school.

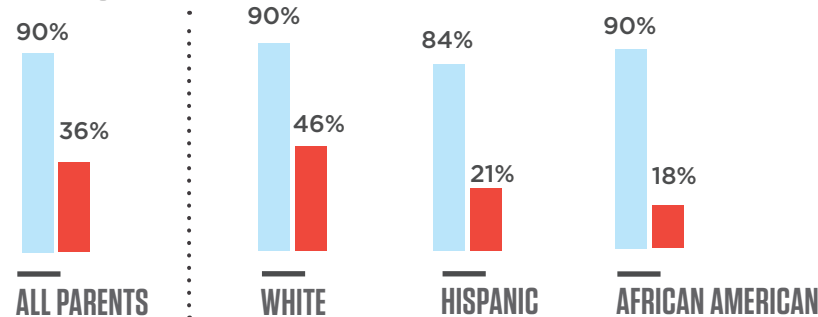
We found that parents are very confident in their child's progress in school. In fact, more than four in five parents say their children are on track in school and 90% believe the same thing when it comes to reading. Yet we know from the Nation's Report Card, issued by the U.S. Department of Education, that the majority of students are not keeping up with grade-level goals. In 2015, only 36% of 4th grade students scored at or above *Proficient* in reading; 40% scored at or above *Proficient* in math. By 8th grade, 34% were on grade level in reading and the percent of students *Proficient* or above in math had fallen to 33%.¹

Disconnect between parents' perceptions of their children's performance and student performance data

MATH



READING



- PARENTS SAYING THEIR CHILD IS ACHIEVING AT OR ABOVE GRADE LEVEL IN THIS AREA
- 2015 NAEP REPORTING GRADE 4 STUDENT PERFORMANCE AT OR ABOVE PROFICIENT IN THIS AREA

¹ "2015 Mathematics & Reading Assessments." *The Nation's Report Card*. U.S. Department of Education National Center for Education Statistics. Web.

This gap is a direct obstacle for parents' college aspirations for their children, as these are the skills required in college and in the workforce. And the current situation is much more challenging for Hispanic and African American students: in 2015, 18% of African American 4th graders and 21% of Hispanic 4th graders were at or above *Proficient* in reading. Only 19% of African American 4th graders and 26% of Hispanic 4th graders were at or above *Proficient* in math.

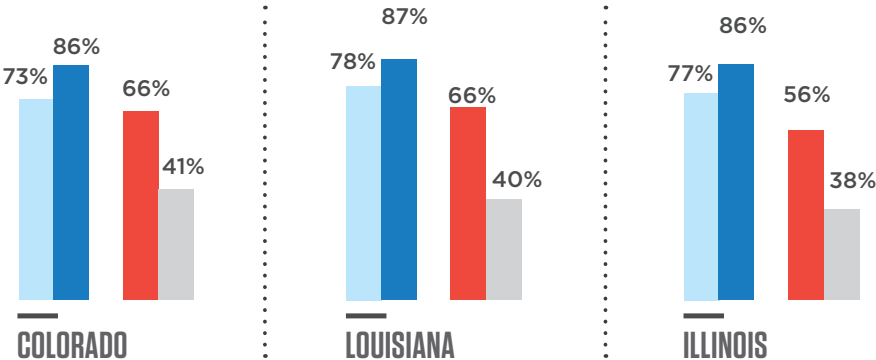
Disconnects between performance and aspirations could be attributed to the transition most states have made in moving to new standards and assessments. In 2014-15, a majority of states switched to a state test aligned with college expectations to more accurately assess students' mastery in analyzing, critical thinking, and problem solving in reading and math.

For example, in Colorado—one of three states in which we oversampled—66% of 8th graders scored *Proficient* in English language arts for the 2013-14 year, but that dropped to 41% in 2014-15 with the new test. In math, the 8th grade scores dropped from 52% to 19%.² Yet 86% of Colorado parents surveyed believe their child is on track to meet the goals and expectations for learning at his or her grade level.

Over the past few years, most states have upgraded their standards and the state standardized tests that measure student progress to align with the demands of college. As a result, scores have dropped sharply in many states.

State snapshot: as states implement college-aligned standards, gap between parent expectations and student performance comes into focus

- PARENTS WHO SAY IT IS ABSOLUTELY ESSENTIAL/VERY IMPORTANT THEIR CHILD GOES TO COLLEGE AND RECEIVES DEGREE
- PARENTS WHO BELIEVE THEIR CHILD IS READING AT OR ABOVE GRADE LEVEL
- STUDENTS WHO MET THE 2014 BAR FOR ENGLISH PROFICIENCY, BEFORE STANDARDS CHANGED
- STUDENTS WHO MET THE 2015 BAR FOR ENGLISH PROFICIENCY, AFTER THE STANDARDS CHANGED²



² Ujifusa, Andrew, and Catherine Gewertz. "Common Core's Big Test: Tracking 2014-15 Results." *Education Week. Web.*

It would follow that parents haven't yet had time to catch up and internalize what this new information means for their child, as they have just this year been exposed to the additional indicators that reflect a more accurate picture of their child's academic progress.

As you will read in the following pages, there is a significant gap between parents wanting their child to receive a postsecondary degree and the number of students who actually enroll and graduate. And although most parents say their child is meeting the expectations and goals for his or her grade level, two in five parents are not very confident that their child will be well prepared for success in college.

This suggests an opportunity to better inform parents about what it takes for young people to be ready for college – academically, emotionally, and financially. Indeed, many parents in the survey indicate that they would be receptive to information and resources to help them support their child's academic and social-emotional development and success, which will help their children along the path toward college.

What Keeps Parents Up at Night

- **Parents No. 1 worry: affording their child’s college education.**
- **Parents also worry about peer pressure, emotional health and happiness, and safe use of Internet and social media.**
- **Hispanic parents, especially Spanish-dominant, indicate higher levels of concern about their children across all areas.**

Parents express a wide set of concerns that keep them up at night. When asked to describe the things that make them worry and feel uncertain, parents talk about the unpredictability of the world and what happens outside the home and the school.

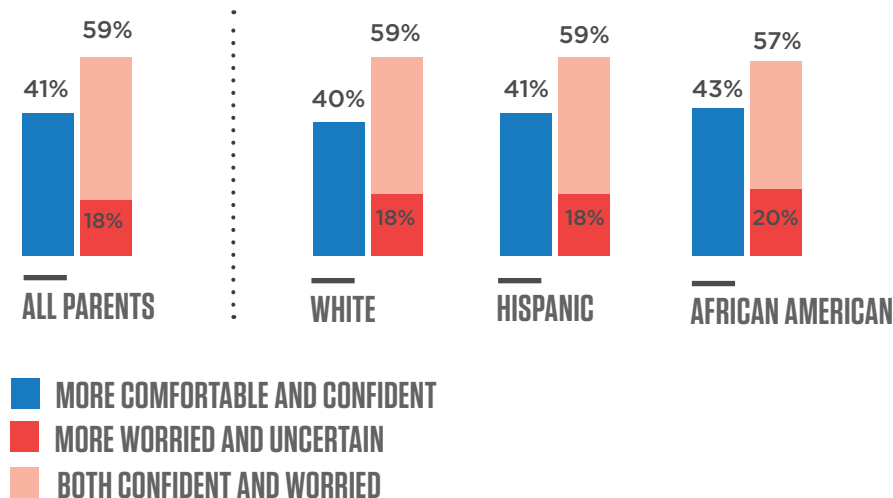
“Everything! The state of the world and the unrest in our country. Not being able to trust others, as there is so much evil and ill-will in our world today.”

“This is a tough world that we live in. Social media makes things very difficult. Peer pressure and bullying abound. Issues with drugs are very problematic.”

“I am not the parent of other kids and I can’t control what they learn or tell my child.”

The majority of parents are not comfortable and confident about raising their children in today’s uncertain world.

How do you feel when you think about parenting and raising your child today?



On a positive note, parents do believe they have instilled important values in their children. Peer pressure seems to be what parents most fear will erode the values they are trying to impart to their children. Parents are left to hope that when their child is out in the world, the child will make smart choices and resist pressure and negative influences.

When asked about specific issues, parents indicate that concern about paying for college and their children's emotional health are front and center, but they worry less about their child's academic progress; parents are positive about the education their children are receiving and most think their child is on track with expectations for learning. Hispanic parents, especially those who are Spanish-dominant, indicate much higher levels of concern across the board.

Parents' No. 1 worry: affording their child's college education

Parents place a high priority on their children obtaining a college degree. Three in four parents surveyed felt it was 'absolutely essential' or 'very important' that their child receive a two-year or four-year degree. Reasons to continue education past high school are obvious: over the past half-century, the added value of more education and training has grown rapidly with a more highly skilled workforce. By 2013, college-educated workers' incomes were more than twice what high school graduates earned.³

Difficulties in tackling the high costs of obtaining a postsecondary degree are intertwined with a recovering economy and a much publicized student loan debt crisis. Yet parents appear determined to try to overcome these significant hurdles to ensure their child has a chance at the American dream, even as exactly *how* to do this weighs heavily on them.

The college class of 2015 graduated with a record \$35,051 in average student debt, according to Edvisors, a financial aid website. And the total outstanding student loan debt in the United States exceeded \$1.2 trillion in the first quarter of 2016—the second highest level of consumer debt behind only mortgages.⁴ The student debt crisis has even captured the attention of presidential candidates who are vying for votes by proposing ways to make college more affordable.

More than half of parents (53% of all parents; 70% of Hispanic parents; 52% of African American parents) say they worry 'a lot' or 'some' about how to afford a college education for their child. The finding that paying for college ranks at the top of parental worries—above their child's emotional health and happiness—underscores how important college is for most parents.

³ Council of Economic Advisors. "Economic Report of the President." Whitehouse.gov. Feb. 2016. Web.

⁴ "Federal Student Aid Portfolio Summary First Quarter of 2016." Ed.gov. Web.

Parents in an uncertain world also worry about peer pressure, emotional health and happiness, and safe use of Internet and social media

Nearly half of parents worry ‘a lot’ or ‘some’ about their child’s social and emotional development in this “unpredictable world” with its “all-pervasive social media.” Based on open-ended comments about what makes them confident or worried about raising their child, parents express how the promotion of strong values in the home might minimize the negative influences.

“He knows the standards that we have striven to teach him at home. He knows how to listen to his conscience.”

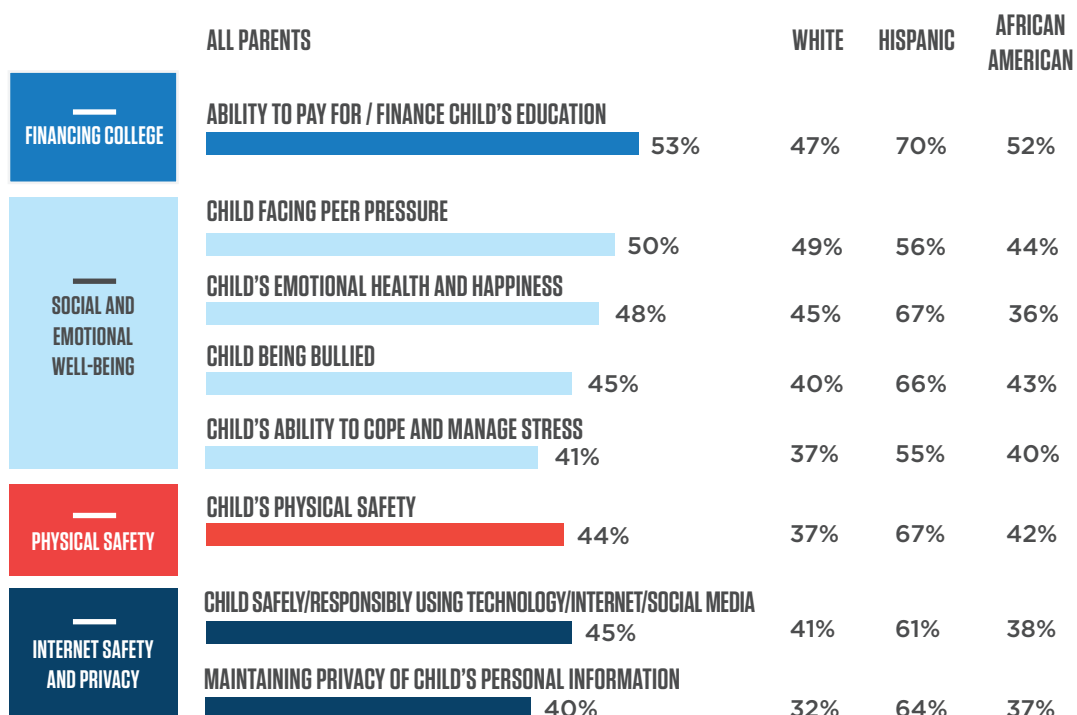
“I am teaching him good values and morals to help him face the evil things out there.”

“If your child really likes a friend, or someone they look up to, they are more willing to do something that they wouldn’t normally do. This makes me nervous. No matter how open and loving we are with our children, it scares me that it wouldn’t matter when they are with friends.”

Parents are concerned about their child facing peer pressure (50%), which might undercut what is learned at home or in school.

Parents’ top concerns about raising their children focus most on paying for college, social and emotional well-being, physical safety, and Internet safety

Proportions saying they worry a lot or some about each in raising their child



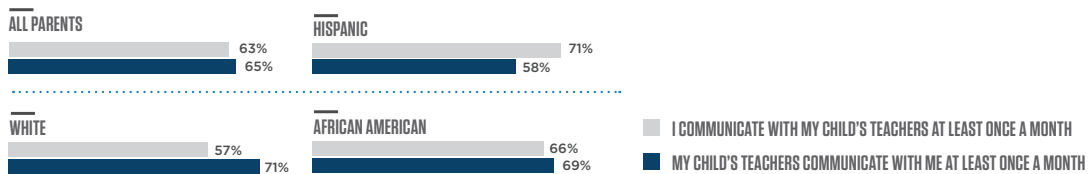
Hispanic parents, especially Spanish-dominant, indicate higher levels of concern about their children across all areas

While about half of white and African American parents say they worry ‘a lot’ or ‘some’ about their ability to pay for or finance their child’s college education, 70% of Hispanic parents express worries on this issue. Spanish-dominant Hispanic parents (80%) are particularly worried about financing college; indeed, they register higher levels of concern on all of the areas tested.

Hispanic parents are also highly committed to their child’s emotional health and happiness: four in five Hispanic parents express concern in this respect.

Hispanic parents say they are reaching out to teachers far more than teachers communicate with them. Seventy-one percent of Hispanic parents (and 73% of Spanish-dominant parents) say they communicate with their child’s teacher at least once a month. Only 58%, on the other hand, say that their child’s teacher communicates with them at least once a month. This raises important questions about enduring linguistic and cultural barriers that the U.S. educational system must tackle in its partnership with the nation’s Hispanic parents.

Parents’ level of communication with teachers does not always align with teachers’ level of communication with them



Hispanic parents, many of whom face language and cultural barriers to acting on what is a clear commitment to their children’s success, expressed heightened concerns compared to white and African American parents as they responded to survey questions. By a large margin, Hispanic (58%) parents are much more likely than white (31%) or African American (33%) parents to be worried about their child gaining the knowledge/skills needed for college. The same holds for their child being on track for their grade level and the impact of standardized testing.

The biggest divides between Hispanic parents and their white/African American counterparts are: concerns over the child becoming less connected to the family’s cultural heritage (43% Hispanic, 15% African American, 10% white); in maintaining the privacy of their child’s personal information (64% Hispanic, 37% African American, 32% white); and in terms of their level of concern about supporting their child’s learning/helping with homework (52% Hispanic; 26% African American, 20% white).

Parents are Engaged & Mostly Confident in Their Child's Education

- **Parents hold themselves accountable for their child's academic success.**
- **Parents feel positive about their child's education.**
- **Most parents feel that it is very important that their child receives a two-or four-year college degree, many remain less confident about their child's ability to succeed in college.**

When asked about the 'positive and encouraging' aspects of being a parent today, parents most often mention something about their child getting a good education and doing well in school (15%). African American parents (25%) and Hispanic parents (22%) are even more likely to cite this as something that makes them feel confident about raising their child.

Nearly three in five parents are 'extremely' or 'very' confident in their child being able to master grade-level skills and continue on a college-bound path. This confidence may stem from their deep involvement and their belief in the good education their child is receiving. However, 40% of parents expressed less confidence, which we explore later in this report.

Parents say they are assured of their child's performance by examining grades, communicating with their child's teacher, and helping with homework. Far fewer say that they rely on the results of standardized tests. As we learned, parents want to better understand standardized testing, its impact on their child, and how to accurately read the test scores, which may give parents a broader view of where their child may be on or off track in school.

Signs that might trigger worry, such as their child's lower standing on standardized testing or falling short of learning goals, may be difficult to decipher. As such, parents may consider test results less as they assess their child's academic progress.

Parents hold themselves accountable for their child's academic success

Our poll found that many K-8 parents of public school children believe that they are more responsible than the teacher in ensuring that their child thrives academically.

According to RAND Education, a teacher is estimated to have two to three times the impact of any other school factor when it comes to student performance on reading and math tests.⁵ However, despite identifying teachers as the most important in-school factor, RAND also asserts that compared with teachers, individual and family characteristics may have four to eight times the impact on student achievement, which underscores the important role parents play in their child's academic success.

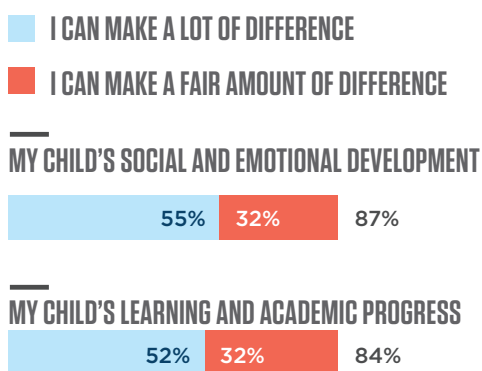
⁵ Hamilton, Laura S. "Teachers Matter: Understanding Teachers' Impact on Student Achievement." Rand.org. Web.

Parents' survey responses largely mirrored these findings. Forty-three percent of parents responded that they and/or the child's other parent have the greatest responsibility for their child's educational success. And 37% felt the child had the greatest responsibility. Sixteen percent felt the responsibility fell to the teacher—far more than for other school-based individuals like school district leaders and the school principal.

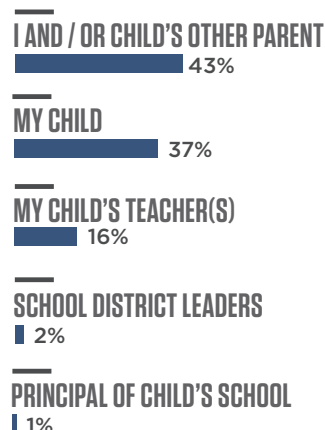
African American and Hispanic parents place themselves as the most responsible at even higher numbers: 51% and 54%, respectively.

Parents own the responsibility for both their child's emotional development and academic progress

PARENTS: HOW MUCH OF A DIFFERENCE DO YOU THINK YOU CAN MAKE IN THIS AREA OF YOUR CHILD'S LIFE?



PARENTS: WHICH TWO OF THESE HAVE THE GREATEST RESPONSIBILITY FOR YOUR CHILD'S SUCCESS IN SCHOOL?



Even in the media-enhanced chaos of today's world, parents believe they can assert themselves and make a difference in their children's development. Although the strongest family unit cannot protect a child against everything, parents generally feel responsible for keeping their child on track, both in school and in life.

In fact, parents believe they can equally make a difference in their child's learning and academic progress as in their social and emotional development.

Among all parents, 84% feel they can make 'a lot' or 'a fair amount' of difference in their child's learning and academic progress; 87% express the same confidence in their ability to personally make a difference in their child's social and emotional development.

Although African American parents were slightly more emphatic in their ability to make a difference for their child in school (88%), parents across the board are united in their sense of competence.

Parents feel positive about their child's education

Parents are mostly confident about the education their child receives in the classroom. In fact, three in four parents think their child is getting an 'excellent' or 'pretty good' education. Hispanic parents are only slightly less enthused (63%). Even more—four in five—say their child is on track in school. Yet we know from the nation's annual report card on education that only one-third of students grasp the basic grade-level skills year after year.

More than half of parents (58%) also think that the school's academic goals and standards are 'about right.' One in five parents say the academics are too demanding (21%) and slightly less (17%) believe the work is too easy. Yet it is important to consider the criteria that parents use to formulate these assumptions on the rigor of the work.

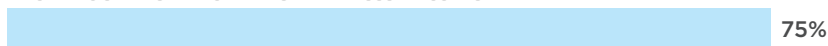
In a follow up question, parents who say the standards are 'about right' indicate that they base this largely on the performance of the teachers, the challenge of school, and whether the standards are obtainable for their child. Too much homework, emphasis of standardized testing (teaching to the test), and stress are mentioned most often by those parents who consider the academics too demanding. Too little homework, not being challenged, and the standards being too attainable are the concerns of those who feel school is too easy.

Sixty-three percent of parents feel they understand 'extremely well' or 'very well' the knowledge and skills their child is expected to learn at his or her current grade level. African American parents are more confident, with 80% believing they are in the know. Nearly half of parents (47%) say they find out about these expectations from teacher-provided information and meeting/talking with teachers.

Parents are positive about their children's academic progress

Proportions of all parents saying each

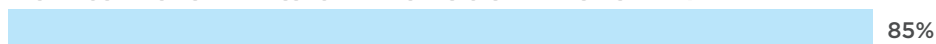
MY CHILD IS GETTING AN EXCELLENT OR PRETTY GOOD EDUCATION



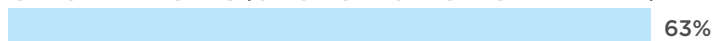
THE ACADEMIC GOALS AND STANDARDS MY CHILD'S SCHOOL EXPECTS ARE



MY CHILD IS ON TRACK TO MEET THE GOALS AND EXPECTATIONS FOR LEARNING AT GRADE LEVEL



I UNDERSTAND THE KNOWLEDGE / SKILLS MY CHILD IS EXPECTED TO LEARN EXTREMELY / VERY WELL



Although the majority say they understand what is expected of their child, that still leaves more than one in three parents who do not understand expected grade-level knowledge and skills very well. This is a substantial core of parents who acknowledge their lack of understanding about what is expected of their child.

More than four in five parents feel their child is on track to meet grade-level goals and expectations. And 90% believe their child is at/above grade level in reading, and a similar share thinks this about math, despite evidence to the contrary.

So how do parents know whether their child is on track? Among parents who think their child is on track, about one in three cites teacher feedback/communications as their source. One in four mentions grades/report cards/progress reports from the school as sources of information about their child's performance. Only 4% volunteer that they glean the information from standardized tests.

Consistent with other survey findings and not surprisingly, parents rank teachers as the most credible and trustworthy source of information to help their child. The 2014 PDK/Gallup Poll on public attitudes toward education found that 64% of public school parents say they have trust and confidence in teachers.

Nearly three in four parents think teachers are highly credible and trustworthy when it comes to getting information to help their child get the best possible education. Regular communications between teachers and parents likely plays a role in building this trust.

*At Learning Heroes, we're here to help parents get more details about how their child is doing academically. Parents can ask: *Is my child reading at grade level? He/she has been struggling with homework - what can I do to help? How does my child interact with his or her peers? How do I interpret their state test score report? With this knowledge, parents can access tools and resources to help their children in the areas where they may need more support or more challenge.**

As states continue to transition to learning goals to prepare students for success in college, both teachers and parents are just beginning to receive information that can add to a child's academic picture, helping to determine where a child might need more support and/or more challenging work.

Although most parents, regardless of race, income and education level, feel that it is very important that their child receives a two-or four-year college degree, a sizable share remain less confident about their child’s ability to succeed in college

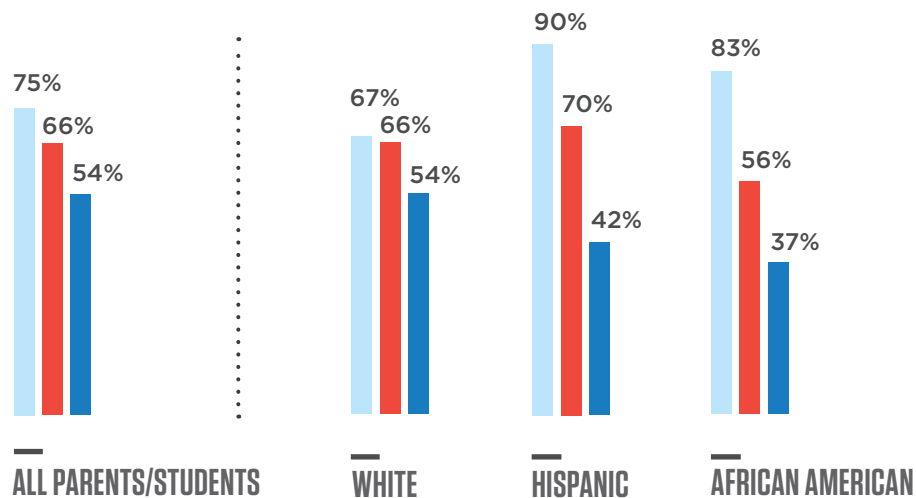
We see in the data that parents have high hopes and expectations for their children, but they would welcome information and helpful resources. Parents know what they want—a college education for their child—but do not necessarily have a deep understanding of what it takes to achieve this.

Parent aspirations for college vs. data on children getting to and through college

■ PARENTS SAYING IT IS ABSOLUTELY ESSENTIAL / VERY IMPORTANT THAT THEIR CHILD GOES TO COLLEGE AND RECEIVES DEGREE

■ 2013 DIGEST OF EDUCATION STATISTICS REPORTING OF HIGH SCHOOL GRADUATES WHO WERE ENROLLED IN COLLEGE THE OCTOBER AFTER GRADUATING⁶

■ PROPORTIONS OF STUDENTS WHO ENTER COLLEGE AND GRADUATE WITHIN SIX YEARS⁷



⁶ Radford, Alexandria Walton, Lutz Berkner, Sara C. Wheelless, and Bryan Shepherd. “Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years.” *Nces.ed.gov*. Dec. 2010. Web.

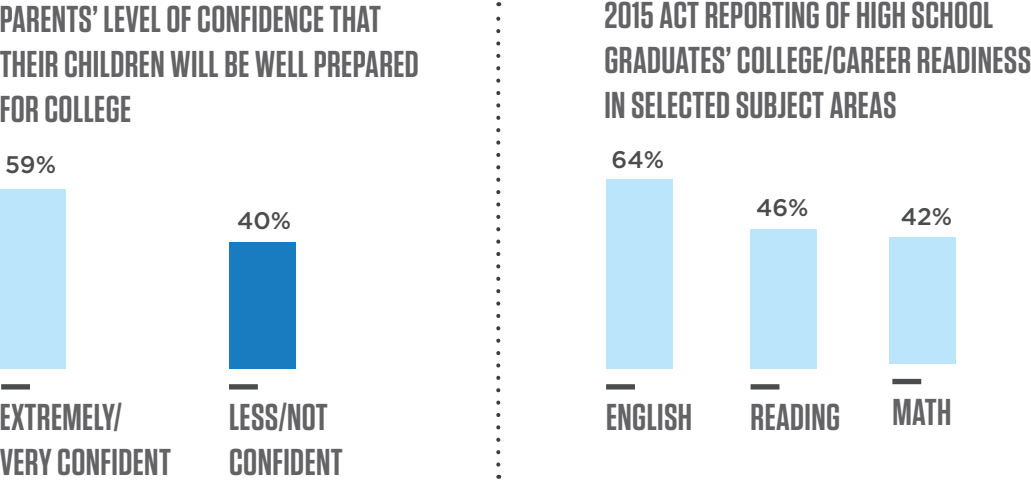
⁷ Shapiro, Doug, Afet Dundar, Jin Chen, Mary Ziskin, Eunkyong Park, Vasti Torres, and Yi-Chen Chiang. “Completing College: A National View of Student Attainment Rates.” *Studentclearinghouse.info*. Nov. 2012. Web.

Three in four of the K-8 parents surveyed think it is ‘very important’ or ‘essential’ that their child receives a two-year or four-year college degree. And that share is even higher among Hispanic (90%) and African American (83%) parents.

Although the majority of parents are highly confident that their children will be well prepared for college, two in five are less confident.

The confidence divide on whether their child will be ready for college is very similar among white (59%/40%); Hispanic: Spanish-dominant (62%/37%); Hispanic: English dominant (58%/42%); and African American (60%/40%).

College readiness: parents’ expectations vs. the data



Those 40% of parents who have less confidence about their child’s college path represent a chink in the optimism armor. Their doubts are well-grounded. Although in recent years two-thirds of all graduating high school students enroll in a two- or four-year college, only 54% graduate within six years. Among Hispanic (42%) and African American (37%) students, even fewer graduate in six years^{8,9}.

8 Radford, Alexandria Walton, Lutz Berkner, Sara C. Wheeless, and Bryan Shepherd. “Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years.” *Nces.ed.gov*. Dec. 2010. Web.

9 Shapiro, Doug, Afet Dundar, Jin Chen, Mary Ziskin, Eunkyong Park, Vasti Torres, and Yi-Chen Chiang. “Completing College: A National View of Student Attainment Rates.” *Studentclearinghouse.info*. Nov. 2012. Web.

Where's the Roadmap?

- Parents believe more information would be helpful in the areas they worry about the most: financing college and social-emotional issues.
- Parents believe that specific types of information and resources would help them support their child's education.

Parents, especially Hispanic parents, said they could use more knowledge and resources to help them support their children's success—academically and otherwise.

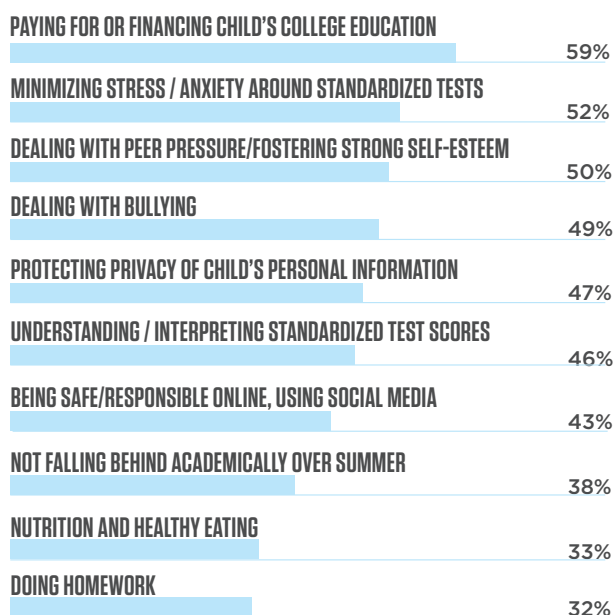
As described earlier, parents and teachers are already communicating regularly—with 63% of parents saying they communicate with their teachers at least one or two times a month and 65% of parents saying teachers communicate with them one or two times a month. The question then becomes, as parents, what more can be asked or learned about their child's readiness to help support their academic and emotional progress?

Parents would welcome more information in the areas they worry about the most: financing college and social-emotional issues

Nearly twice the number of all parents (59%) said they could use more knowledge and information on paying for or financing their child's education than could use the guidance in helping their child with homework (32%).

The areas in which parents feel they could most use more information tend to be the ones that they worry about most: financing college and social-emotional issues

Proportions saying they could use more information about this aspect



Half of parents expressed an interest in information that would help them handle the problem of peer pressure. This ranked slightly above their interest in information about safe use of the Internet and social media (43%) or dealing with bullying (49%).

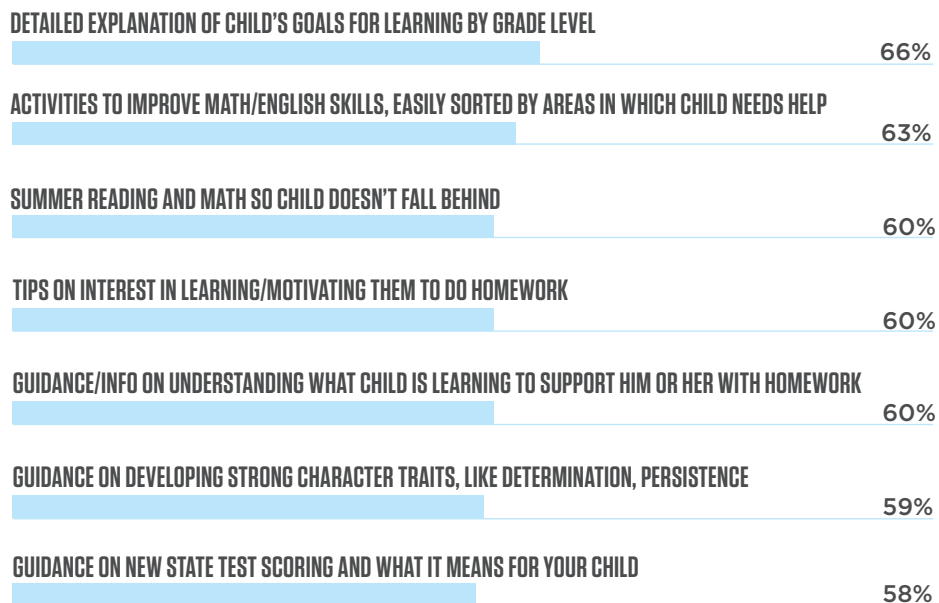
Thirty-eight percent think they could use more information to help their child not fall behind academically over the summer. According to the National Summer Learning Association, all young people experience learning losses when they do not engage in education activities during the summer.

Parents believe that specific types of information and resources would help them support their child's education

Many parents indicate that resources would help them help their children. Sixty-six percent of all parents would find a detailed explanation of their child's goals for learning by grade level to be extremely or very helpful; 80% of Hispanic and 77% of African American parents say the information would be helpful.

Many parents indicate that specific resources to support their children's learning would be helpful

Proportions saying each area of information/resources would be extremely or very helpful



Activities to improve their child's skills in English and math also met with enthusiasm by most parents, as did summer reading and math activities so that the child does not fall behind.

And many parents have experienced being unable to help their child with homework.

The data tells us that more than two in five parents have had the experience of not being able to help their child with his/her homework. This is particularly relevant to those with children in middle school (60%) and among Spanish-dominant parents (64%).

Parents of all education levels expressed some experience with homework difficulty, though it was more prevalent among those with a high school degree or less (54%). Still, nearly 40% of those with postgraduate education also admitted to being stumped by their child's homework.

Some specific resources that parents believe would help them support their child's success include tips/guidelines on how to keep children safe online (54%); as well as information on how schools/school systems maintain privacy of student data (51%).

And about half (46%) of parents would find value in a guide for talking with their child's teachers during parent teacher conferences.

Hispanic parents are particularly likely to believe that more information across the areas would help them support their children's success.

And, parents want more information on standardized tests, both to reduce the stress in taking the tests and in better interpreting the results.

More than half (52%) of parents said they could use more information to help them minimize stress/anxiety for their children around the taking of standardized tests. Nearly as many parents (46%) would welcome information to better interpret standardized test scores, which suggests that many parents do want to better understand their child's academic performance but are having difficulty interpreting what the results mean for their child. Indeed, 58% of parents say they would find helpful a guide that walks through the scoring of new state test and what it means for their child.

Conclusion: Dreams Within Reach, Follow the Roadmap

It's a new world for parents in guiding their children through both school and pivotal social/emotional points. Parents—and we know from our poll about the depth of their engagement—seek and deserve tools and resources that can help in navigating the series of mazes successfully. Getting through this involves having high-quality resources easily accessible and knowing the right questions to ask to ensure parents understand where their child might need additional support or challenge.

After listening to parents, Learning Heroes teamed up with Univision and the National PTA to provide parents with the *Readiness Roadmap*, which includes grade-by-grade breakdowns of expectations, tips on paying for college, emotional health and happiness, and conversation guides to ensure effective conversations with teachers and students.

The findings of this report expose the incredible challenges and hopes that parents carry with them in such uncertain times. College aspirations for their children are core to many parents, but getting there requires academic and financial acuity. Parents are not alone in this journey. Echoing among all parents are worries and concerns about things they cannot control, such as peer pressure and social media. We also heard how united parents are in their high expectations and dreams for their children: Learning Heroes and its partners are here to help parents help their children live up to their full potential.

Readiness Roadmap

Parents have big hopes and dreams for their children, which often include a college degree and a job that fuels their child's passions. But the road to success isn't easy, and many parents need help navigating the way.

Learning Heroes' mission is to inform parents about what's happening in their child's classroom and equip them to support their child's academic success.

The Readiness Roadmap was created by Learning Heroes and its partners to meet parents where they are. It is based on the findings of *Parents 2016: Hearts & Minds of Parents in an Uncertain World*, and provides parents with resources and tools including:

- Academic expectations by grade
- Tips on paying for college
- Information on emotional health and happiness
- Conversation guides to make the most of parent-teacher conferences as well as conversations with their child
- Tools to help parents understand where their child might need additional support
- Personalized resources to meet their child's individual needs

www.bealearninghero.org/readinessroadmap



Methodology

This national survey was conducted by Hart Research Associates among 1,374 parents and guardians of public school children in grades K-8. It includes a nationally representative survey of 802 elementary and middle school parents, as well as oversamples among Hispanics (to yield a total of 500 Hispanic parents) and African Americans (to yield a total of 265 African American parents). The online survey was conducted January 6 to 22, 2016 and was offered in both English and Spanish. It was administered by GfK, using their KnowledgePanel®, a probability-based Web panel designed to be representative of the United States. The survey has a margin of error of +3.2 percentage points for all parents. Sample tolerances for subgroups are larger.

Additionally, oversamples were conducted among parents of public school children in grades K-8 in three states to yield 324 parents in Colorado, 327 parents in Illinois, and 313 parents in Louisiana. The state surveys were conducted January 6 to February 1, 2016 and were administered by GfK, using their KnowledgePanel® and opt-in sample from a national panel. Findings from these state surveys are not included in this report, though responses among parents across the three states largely parallel the findings among parents nationally.

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For more information about this report or the work of Learning Heroes, please contact David Park at dpark@learningheroes.org.

Appendix 1:

Topline Survey Results with Hispanic
and African American Results

Learning Heroes Parents Online Survey

CONDUCTED BY HART RESEARCH

Interviews:

1,374 parents with children in grades K-8, including 500 Hispanics and 265 African Americans

1. When you think about parenting and raising your child today, would you say that you feel more comfortable and confident or more worried and uncertain, or do you feel both equally?			
	All Parents	Hispanics	African Americans
Feel more comfortable and confident	41%	41%	43%
Feel more worried and uncertain	18%	18%	20%
Both equally	41%	41%	37%
Refused	-	-	-

2a. When it comes to raising your child, what are the things that make you more comfortable and confident? What are the positive and encouraging things that make you feel confident and at ease?*			
	All Parents	Hispanics	African Americans
Child is a good student, does well in school, good grades, is getting a good education	15%	22%	25%
I am a good parent, I am doing a good job, am very involved, we are positive role models	9%	10%	9%
Child is well behaved, is a very good kid, respectful	8%	9%	7%
Child is smart, intelligent, loves to learn	7%	4%	7%
Strong Christian values, has a loving Christian home, we have God in our lives, faith in God	7%	5%	8%
We have a good support system, have good friends, good family support	5%	4%	4%
Child attends a good school, we both like the school child is attending	5%	5%	4%
Don't know; no response	6%	3%	3%

* Asked of one-half the respondents (FORM A).

2b. When it comes to raising your child, what are the things that make you more worried and uncertain? What are the concerns you have as a parent that keep you up at night? *			
	All Parents	Hispanics	African Americans
The world, the way the world is today, uncertainty in the world today	7%	2%	9%
Bullying, cyberbullying, mean kids	7%	7%	13%
Peer pressure, influence from friends	7%	5%	6%
Worry about everything, can't be with them at all times, can't be/won't be around to protect him/her	6%	8%	3%
Poor education, quality of education, teachers don't care	5%	7%	4%
Drugs	5%	8%	7%
Too much violence	5%	5%	10%
Nothing, don't know; no response	11%	6%	10%

* Asked of one-half the respondents (FORM A).

3a. When it comes to being a parent and raising your child, how much do you worry about each of the following?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY WORRY A LOT OR WORRY SOME

	Total Worry A Lot/ Some	Total Do Not Worry Much/ At All	Worry A Lot	Worry Some	Worry A Little Bit	Do Not Worry Much	Do Not Worry At All	Refused
Being able to pay for or finance your child's college education								
All parents	53%	53%	30%	23%	23%	16%	8%	-
Hispanics	70%	70%	49%	21%	19%	8%	3%	-
African Americans	52%	52%	31%	21%	24%	11%	13%	-
Your child facing peer pressure								
All parents	50%	50%	21%	29%	29%	15%	6%	-
Hispanics	56%	56%	31%	25%	28%	12%	4%	-
African Americans	44%	44%	25%	19%	27%	17%	12%	-
Your child's emotional health and happiness								
All parents	48%	48%	22%	26%	25%	19%	8%	-
Hispanics	67%	67%	45%	22%	19%	9%	5%	-
African Americans	36%	36%	22%	14%	26%	17%	21%	-
Your child safely and responsibly using technology, including the Internet and social media								
All parents	45%	45%	21%	24%	29%	17%	9%	-
Hispanics	60%	60%	35%	25%	24%	12%	4%	-
African Americans	38%	38%	21%	17%	25%	22%	15%	-
Your child being bullied								
All parents	45%	45%	22%	23%	28%	19%	8%	-
Hispanics	66%	66%	41%	25%	21%	9%	4%	-
African Americans	43%	43%	21%	22%	20%	22%	15%	-
Your child's physical safety								
All parents	44%	44%	22%	22%	26%	21%	9%	-
Hispanics	67%	67%	44%	23%	17%	11%	5%	-
African Americans	42%	42%	23%	19%	23%	18%	17%	-
Your child's ability to cope and manage stress								
All parents	41%	41%	17%	24%	31%	20%	8%	-
Hispanics	55%	55%	30%	25%	23%	16%	6%	-
African Americans	39%	39%	17%	22%	27%	17%	17%	-

(Q.3a cont'd)								
	Total Worry A Lot/ Some	Total Do Not Worry Much/ At All	Worry A Lot	Worry Some	Worry A Little Bit	Do Not Worry Much	Do Not Worry At All	Refused
Maintaining the privacy of your child's personal information								
All parents	40%	40%	19%	21%	28%	23%	9%	-
Hispanics	64%	64%	39%	25%	21%	11%	4%	-
African Americans	37%	37%	17%	20%	21%	26%	16%	-
Your child gaining the knowledge and skills needed to be ready for college								
All parents	38%	37%	19%	19%	25%	25%	12%	-
Hispanics	58%	19%	38%	20%	23%	11%	8%	-
African Americans	33%	44%	16%	17%	23%	24%	20%	-
Your child's health, nutrition, and eating habits								
All parents	37%	35%	16%	21%	28%	23%	12%	-
Hispanics	60%	19%	36%	24%	21%	12%	7%	-
African Americans	30%	47%	15%	15%	23%	23%	24%	-
Your child being on track with the academic expectations for (his/her) grade level								
All parents	35%	45%	16%	19%	20%	25%	20%	-
Hispanics	56%	25%	34%	22%	18%	16%	9%	-
African Americans	33%	52%	19%	14%	15%	24%	28%	-
The impact of standardized testing in your child								
All parents	34%	41%	14%	20%	25%	26%	15%	-
Hispanics	48%	23%	24%	24%	28%	18%	5%	-
African Americans	34%	42%	16%	18%	24%	25%	17%	-
Your ability to support your child's learning and help with (his/her) homework								
All parents	28%	50%	13%	15%	22%	29%	21%	-
Hispanics	52%	30%	31%	21%	18%	20%	10%	-
African Americans	26%	54%	10%	16%	20%	26%	28%	-
Your child becoming less connected to your family's cultural heritage								
All parents	20%	60%	8%	12%	20%	31%	29%	-
Hispanics	43%	30%	25%	18%	27%	20%	10%	-
African Americans	15%	69%	6%	9%	16%	35%	34%	-

3b. Thinking about this same list of issues, please indicate which three you worry about most. Please type a 1 next to the one that worries you the most, a 2 next to the one that worries you second most, and a 3 next to the one that worries you third most.

All Parents

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's physical safety	17%	27%	34%
Your child's emotional health and happiness	16%	29%	40%
Your child being bullied	10%	21%	30%
Being able to pay for or finance your child's college education	10%	18%	28%
Your child facing peer pressure	8%	17%	28%
Your child's health, nutrition, and eating habits	7%	15%	21%
Your child's ability to cope and manage stress	7%	15%	24%
Your child safely and responsibly using technology, including the Internet and social media	7%	16%	24%
Your child gaining the knowledge and skills needed to be ready for college	6%	12%	19%
Your child being on track with the academic expectations for (his/her) grade level	5%	10%	16%
Maintaining the privacy of your child's personal information	2%	6%	11%
The impact of standardized testing on your child	2%	5%	8%
Your child becoming less connected to your family's cultural heritage	2%	3%	6%
Your ability to support your child's learning and help with (his/her) homework	1%	4%	7%
Refused	-	1%	1%

Hispanics

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's emotional health and happiness	18%	31%	40%
Your child's physical safety	15%	25%	31%
Your child being bullied	12%	24%	34%
Being able to pay for or finance your child's college education	11%	24%	37%
Your child's health, nutrition, and eating habits	9%	18%	25%
Your child gaining the knowledge and skills needed to be ready for college	8%	16%	24%
Your child safely and responsibly using technology, including the Internet and social media	5%	13%	24%
Your child being on track with the academic expectations for (his/her) grade level	4%	9%	14%
Your child's ability to cope and manage stress	4%	10%	15%
Your child facing peer pressure	4%	10%	18%
Your child becoming less connected to your family's cultural heritage	3%	4%	8%
Maintaining the privacy of your child's personal information	2%	5%	9%
The impact of standardized testing on your child	2%	5%	7%
Your ability to support your child's learning and help with (his/her) homework	2%	5%	11%
Refused	1%	1%	1%

African Americans

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's physical safety	20%	27%	40%
Your child being bullied	15%	28%	37%
Your child's ability to cope and manage stress	10%	20%	28%
Your child facing peer pressure	8%	22%	37%
Your child's emotional health and happiness	8%	22%	31%
Being able to pay for or finance your child's college education	7%	15%	24%
Your child's health, nutrition, and eating habits	7%	13%	19%
Your child being on track with the academic expectations for (his/her) grade level	6%	9%	16%
Your child safely and responsibly using technology, including the Internet and social media	4%	8%	14%
Your child gaining the knowledge and skills needed to be ready for college	4%	10%	15%
The impact of standardized testing on your child	3%	7%	9%
Your ability to support your child's learning and help with (his/her) homework	3%	7%	10%
Your child becoming less connected to your family's cultural heritage	3%	5%	7%
Maintaining the privacy of your child's personal information	2%	8%	13%
Refused	-	-	-

4. How would you rate the education that your child is getting in (his/her) school?

	All Parents	Hispanics	African Americans
Excellent	23%	20%	25%
Pretty good	52%	43%	50%
Just okay	22%	33%	22%
Not so good	2%	3%	1%
Poor	1%	-	2%
Refused	-	1%	-
Total Excellent/Good	75%	63%	75%

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

	All Parents	Hispanics	African Americans
Excellent	20%	19%	27%
Pretty good	39%	41%	33%
Just okay	34%	31%	34%
Not so good	5%	7%	4%
Poor	1%	1%	2%
Refused	1%	1%	-
Total Excellent/Good	59%	60%	60%

6a. How often do you communicate with your child's teacher(s)?			
	All Parents	Hispanics	African Americans
Multiple times a week	14%	15%	21%
Once a week	17%	18%	25%
One or two times a month	32%	38%	20%
A few times a year	33%	27%	27%
Never	3%	1%	4%
Refused	1%	1%	3%

*Asked of one-half the respondents (FORM A).

6b. How often do your child's teacher(s) communicate with you? **			
	All Parents	Hispanics	African Americans
Multiple times a week	16%	9%	14%
Once a week	20%	16%	26%
One or two times a month	29%	33%	29%
A few times a year	30%	35%	25%
Never	4%	7%	6%
Refused	1%	-	-

** Asked of one-half the respondents (FORM B).

7a. Do you think the academic goals and standards your child's school expects your child to meet are...?				
	All Parents	Hispanics	African Americans	
Much too demanding	4%	5%	6%	CONTINUE
Somewhat too demanding	17%	21%	12%	
About right	58%	55%	64%	
Somewhat too easy	15%	8%	11%	
Much too easy	2%	2%	1%	Skip to Q.8a
I do not know enough about the academic goals and expectations to say	4%	8%	6%	
Refused	-	1%	-	
Total Too Demanding	21%	26%	18%	
Total Too Easy	17%	10%	12%	

7b. Why do you feel that way? What information, resources, or evidence gives you the sense that the academic goals and standards your child's school expects your child to meet are?			
(ASK ONLY OF RESPONDENTS WHO DO NOT SAY "DON'T KNOW" IN Q.7A)			
TOO DEMANDING			
	All Parents	Hispanics	African Americans
Too much homework, homework takes a great deal of child's time	23%	23%	23%
Too much emphasis on standardized testing, teaching the test	15%	8%	8%
Stressful, bad for the children, too much pressure on the kids, too much is expected of child, too many demands	14%	14%	14%
Teachers do not teach anymore, too much pressure on teachers to teach the test	6%	4%	4%
Common Core is too demanding, too much is expected with Common Core standards, CC is ridiculous	5%	5%	5%
Homework is too difficult, hard, child is not prepared, too hard to do homework	5%	2%	2%
Goals, standards are not fair, not fair to have same expectations for all students, not age appropriate	4%	1%	1%
Don't know; no response	7%	6%	6%

Q.7b (cont'd)

ABOUT RIGHT

	All Parents	Hispanics	African Americans
Teachers do a good job, are very strict, demanding, challenging my child	12%	15%	10%
Kids are challenged, good to be challenged, good to have high expectations	10%	8%	5%
Child is smart, intelligent, above the current standards, standards are attainable for child	9%	11%	5%
Child gets good grades, doing great in school, gets good reviews	9%	11%	8%
School has set the appropriate standards, standards are good, have a good track record	9%	5%	4%
Good communication with teacher, teachers, keep me informed, parent and teachers meetings	8%	8%	9%
Child is doing well in school, she is getting a good education, learning a lot	7%	7%	9%
Don't know; no response	9%	8%	14%

TOO EASY

	All Parents	Hispanics	African Americans
Little to no homework, done with homework very fast	16%	10%	1%
Child is not being challenged, not challenged enough, needs to be challenged more	14%	9%	2%
Child is smart, intelligent, above the current standards, standards are attainable for child	9%	16%	-
Standards have been lowered, far below what children learn, goals and standards are too easy	8%	5%	6%
Child complains of being bored, child is not challenged	7%	5%	5%
Homework is not challenging, child should be given more challenging assignments	6%	9%	2%
Child is always ahead, child is advanced, needs the opportunity to be pushed more, harder	6%	10%	6%
Other concerns	10%	5%	17%
Don't know; no response	4%	5%	4%

8a. How important is it to you that your child's school has high expectations for your child's learning and academic progress?

	All Parents	Hispanics	African Americans
Absolutely essential	29%	37%	37%
Very important	49%	53%	45%
Somewhat important	19%	8%	15%
Not that important	1%	1%	1%
Not important at all	1%	-	1%
Refused	1%	1%	1%
Total Absolutely/Very Important	78%	90%	82%

8b. How important is it to you that your child's school has high expectations for your child's social and emotional development?

	All Parents	Hispanics	African Americans
Absolutely essential	29%	37%	37%
Very important	49%	53%	45%
Somewhat important	19%	8%	15%
Not that important	1%	1%	1%
Not important at all	1%	-	1%
Refused	1%	1%	1%
Total Absolutely/Very Important	78%	90%	82%

8c. How important is it to you personally that your child goes to college and receives a 2-year or 4-year college degree?			
	All Parents	Hispanics	African Americans
Absolutely essential	41%	50%	53%
Very important	34%	40%	30%
Somewhat important	19%	7%	16%
Not that important	4%	1%	1%
Not important at all	2%	1%	-
Refused	-	1%	-
Total Absolutely/Very Important	75%	90%	83%

9a. Please indicate which two of the individuals listed below you think have the greatest responsibility for your child's success in school. Please type a 1 next to the option that you think has the greatest responsibility and a 2 next to the option that you think has the second greatest responsibility.

ALL PARENTS		
THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY		
	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	43%	75%
Your child	37%	68%
Your child's teacher(s)	16%	49%
Your school district leaders	2%	5%
The principal of your child's school	1%	3%
Refused	1%	-

HISPANICS		
THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY		
	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	54%	78%
Your child	27%	61%
Your child's teacher(s)	15%	47%
Your school district leaders	3%	8%
The principal of your child's school	-	4%
Refused	1%	1%

AFRICAN AMERICANS		
THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY		
	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	51%	75%
Your child	30%	65%
Your child's teacher(s)	14%	44%
Your school district leaders	3%	5%
The principal of your child's school	-	8%
Refused	2%	2%

9b. Realistically speaking, how much of a difference, if at all, do you think you personally can make in your child's learning and academic progress?			
	All Parents	Hispanics	African Americans
A lot of difference	52%	53%	64%
A fair amount of difference	32%	29%	24%
Just some difference	12%	13%	10%
Not much difference	3%	3%	1%
No difference	1%	1%	1%
Refused	-	1%	-
Total Lot/Fair Amount Of Difference	84%	82%	88%

9c. How much of a difference, if at all, do you think you personally can make in your child's social and emotional development?			
	All Parents	Hispanics	African Americans
A lot of difference	55%	59%	59%
A fair amount of difference	32%	28%	26%
Just some difference	10%	9%	11%
Not much difference	2%	2%	1%
No difference	1%	1%	2%
Refused	-	1%	1%
Total Lot/Fair Amount Of Difference	87%	87%	85%

10a. Please indicate how well you understand the knowledge and skills your child is expected to learn at (his/her) current grade level.			
	All Parents	Hispanics	African Americans
Extremely well	25%	18%	36%
Very well	38%	46%	44%
Somewhat well	31%	28%	19%
Not that well	4%	6%	1%
Not well at all	1%	1%	-
Refused	1%	1%	-
Total Extremely/Very Well	63%	64%	80%

10b. How do you find out about the knowledge and skills your child is expected to learn at (his/her) current grade level? From what people, organizations, or other sources have you gotten this information? **			
	All Parents	Hispanics	African Americans
Information from teachers, meeting, talking with teachers	47%	49%	43%
Information from school, information school sends, information provided by school	16%	19%	16%
Reading materials from school, websites, looking online, do my own research, educating myself	8%	5%	13%
Parents and teacher meetings, conferences, PTA	7%	5%	8%
School district, school district website	5%	3%	3%
Look at child's work, being with child while doing homework, checking his/her homework	5%	3%	2%
Friends, family members, parents of friends	4%	2%	5%
Don't know; no response	5%	9%	9%

** Asked of one-half the respondents (FORM B).

11a. Is your child on track to meet the goals and expectations for learning at (his/her) grade level, or not? If you do not know enough to say, please indicate that.				
	All Parents	Hispanics	African Americans	
On track	85%	76%	83%	CONTINUE
Not on track	8%	13%	8%	
Do not know enough to say	7%	11%	9%	Skip to Q.12
Refused	-	-	-	

11b. How do you know if your child is (INSERT RESPONSE FROM Q.11a)? What information and what sources do you rely on to know this about your child?
 (ASK ONLY OF RESPONDENTS WHO SAY CHILD IS ON TRACK OR NOT ON TRACK IN Q.11A)

ON TRACK			
	All Parents	Hispanics	African Americans
Communication from teacher, teacher sends emails, feedback from teacher	31%	35%	25%
Grades, child gets good grades, is above grade level in all areas	24%	27%	19%
Report cards	15%	15%	14%
Progress reports from school	11%	8%	12%
Parent teacher conferences	11%	8%	3%
Doing homework with child, review child's homework, make sure child gets things done	7%	7%	13%
Child is doing well, likes to study, is on track, tells me / he/she is doing well, I see the progress	6%	10%	6%
Don't know; no response	3%	2%	4%

NOT ON TRACK			
	All Parents	Hispanics	African Americans
Grades, child gets bad grades, child is not doing well, having a hard time, difficulty, below grade level	32%	33%	21%
Communication from teacher, teacher sends emails, feedback from teacher	23%	32%	16%
Progress reports from school	9%	2%	10%
Child has learning problems, child is a very slow learner	5%	7%	-
Report cards	5%	9%	5%
Child is doing well, likes to study, is on track, tells me he/she is doing well, I see the progress	5%	6%	18%
Parent teacher conferences	5%	2%	12%
Don't know; no response	2%	2%	5%

12. When it comes to each of the areas listed below, is your child achieving...?					
	Below Grade Level	At Grade Level	Above Grade Level	Do Not Know Enough To Say	Refused
Math					
All Parents	8%	50%	40%	2%	-
Hispanics	11%	54%	33%	2%	-
African Americans	8%	48%	40%	4%	-
Reading					
All Parents	8%	41%	49%	2%	-
Hispanics	13%	46%	38%	2%	1%
African Americans	7%	42%	48%	3%	-

13. When it comes to supporting your child in each of the areas below, please indicate whether you feel you have the knowledge and information you need, or whether this is an area in which you feel you could use more knowledge and information.					
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY THEY COULD USE A LITTLE OR LOT MORE KNOWLEDGE AND INFORMATION					
	Total I Could Use A LITTLE/LOT More Knowledge/ Information	Have The Knowledge And Information I Need	I Could Use A LITTLE More Knowledge And Information	I Could Use A LOT More Knowledge And Information	Refused
Being able to pay for or finance my child's college education, through saving and/or accessing financial assistance					
All parents	59%	41%	41%	18%	-
Hispanics	66%	33%	39%	27%	1%
African Americans	62%	37%	35%	27%	1%
Minimizing stress and anxiety around standardized tests					
All parents	52%	47%	43%	9%	1%
Hispanics	59%	40%	46%	13%	1%
African Americans	50%	49%	37%	13%	1%
Dealing with peer pressure and fostering strong self-esteem					
All parents	50%	49%	42%	8%	1%
Hispanics	54%	45%	41%	13%	1%
African Americans	45%	54%	36%	9%	1%
Dealing with bullying					
All parents	49%	50%	41%	8%	1%
Hispanics	53%	46%	37%	16%	1%
African Americans	43%	56%	33%	10%	1%
Protecting the privacy of your child's personal information					
All parents	47%	52%	40%	7%	1%
Hispanics	51%	48%	38%	13%	1%
African Americans	41%	58%	32%	9%	1%
Understanding and interpreting your child's standardized test scores					
All parents	46%	53%	37%	9%	1%
Hispanics	55%	44%	43%	12%	1%
African Americans	46%	53%	32%	14%	1%
Being safe and responsible when online and using social media					
All parents	43%	57%	35%	8%	-
Hispanics	46%	53%	31%	15%	1%
African Americans	37%	62%	28%	9%	1%

Q.13 (cont'd)					
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY THEY COULD USE A LITTLE OR LOT MORE KNOWLEDGE AND INFORMATION					
	Total I Could Use A LITTLE/LOT More Knowledge/ Information	Have The Knowledge And Information I Need	I Could Use A LITTLE More Knowledge And Information	I Could Use A LOT More Knowledge And Information	Refused
Not falling behind academically over the summer break					
All parents	38%	61%	32%	6%	1%
Hispanics	49%	50%	37%	12%	1%
African Americans	37%	62%	26%	11%	1%
Nutrition and healthy eating					
All parents	33%	67%	27%	6%	-
Hispanics	42%	57%	31%	11%	1%
African Americans	33%	66%	22%	11%	1%
Doing homework					
All parents	32%	68%	26%	6%	-
Hispanics	38%	61%	27%	11%	1%
African Americans	34%	66%	26%	8%	-

14a. Have you ever had the experience of being unable to help your child with (his/her) homework because you were not familiar enough with the subject matter or method?				
	All Parents	Hispanics	African Americans	
Yes	44%	56%	39%	CONTINUE
No	56%	44%	61%	Skip to Q.15
Refused	-	-	-	

14b. How did it make you feel when you were unable to help your child with (his/her) homework? (ASK ONLY OF RESPONDENTS WHO SAY YES IN Q.14A)			
	All Parents	Hispanics	African Americans
Frustrated	21%	28%	9%
Bad, felt bad, not good, upset, terrible	13%	20%	14%
Dumb, useless, uncomfortable, not very smart, uneducated, ignorant	8%	8%	10%
Different math, different from the way I was taught, times have changed	6%	4%	6%
Helpless, inadequate	6%	4%	4%
Had to look it up, had to learn how to do it, had to teach myself how to do it	6%	8%	5%
Felt stupid, like an idiot, worthless	5%	3%	3%
Don't know; no response	3%	1%	4%

15. What tools and resources do you have access to that help you support your child's learning and help with (his/her) homework? **			
	All Parents	Hispanics	African Americans
Internet	42%	57%	33%
My education, my background, my degree, I know what to do, my knowledge on the subject	18%	11%	12%
Books, reference books, textbooks	14%	17%	12%
Teachers	8%	6%	12%
Siblings, brother, sister, other family members	7%	9%	3%
Online information, online resources, courses	7%	2%	8%
Websites, sites provided by the school, recommended by school	6%	2%	9%
Don't know; no response	5%	3%	6%

** Asked of one-half the respondents (FORM B).

16. How would you rate the job that your child's teacher and principal are doing when it comes to each of the following?								
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXCELLENT OR PRETTY GOOD								
	Total Excellent/ Pretty Good	Excellent	Pretty Good	Just Okay	Not So Good	Poor	Does Not Apply	Refused
Communicating with you about what your child will be expected to do in standardized tests								
All parents	61%	25%	36%	23%	8%	3%	5%	-
Hispanics	58%	24%	34%	29%	6%	2%	4%	1%
African Americans	67%	32%	35%	20%	5%	4%	3%	1%
Helping you understand and interpret your child's standardized test scores								
All parents	60%	22%	38%	24%	7%	3%	6%	-
Hispanics	57%	22%	35%	27%	9%	2%	4%	1%
African Americans	68%	29%	39%	19%	4%	4%	5%	-
Communicating with you about the goals of standardized tests and how they are used by the school and teachers								
All parents	58%	22%	36%	25%	8%	3%	5%	1%
Hispanics	56%	22%	34%	31%	7%	2%	4%	-
African Americans	66%	30%	36%	22%	4%	4%	4%	-

17a. Next you'll read some specific information and resources that could be provided to parents to help them support their children's success. Please rate how helpful you would find that type of information.

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY HELPFUL

	Total Extremely/ Very Helpful	Extremely Helpful	Very Helpful	Somewhat Helpful	Not That Helpful	Not Helpful At All	Refused
A detailed explanation of your child's goals for learning by grade level							
All parents	66%	25%	41%	27%	4%	2%	1%
Hispanics	80%	34%	46%	15%	3%	1%	1%
African Americans	77%	34%	43%	18%	4%	1%	-
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help							
All parents	63%	26%	37%	28%	6%	3%	-
Hispanics	81%	42%	39%	14%	3%	1%	1%
African Americans	74%	35%	39%	21%	3%	2%	-
Summer reading and math activities so that your child does not fall behind							
All parents	60%	25%	35%	30%	7%	2%	1%
Hispanics	79%	39%	40%	16%	3%	1%	1%
African Americans	73%	36%	37%	23%	3%	1%	-
Tips on how to increase children's interest in learning and motivate them to do their homework							
All parents	60%	24%	36%	29%	7%	3%	1%
Hispanics	80%	39%	41%	15%	3%	1%	1%
African Americans	72%	35%	37%	22%	5%	1%	-
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework							
All parents	60%	23%	37%	31%	6%	2%	1%
Hispanics	80%	36%	44%	14%	4%	1%	1%
African Americans	69%	32%	37%	27%	3%	1%	-
Guidance on how to help your child develop strong character traits, such as determination and persistence in school							
All parents	59%	24%	35%	30%	8%	3%	-
Hispanics	78%	35%	43%	17%	4%	-	1%
African Americans	66%	30%	36%	27%	4%	3%	-
A guide that walks through the scoring of the new state tests and what it means for your child							
All parents	58%	21%	37%	32%	6%	3%	1%
Hispanics	74%	32%	42%	19%	5%	1%	1%
African Americans	69%	32%	37%	27%	3%	1%	-
Tips and guidelines for how to keep children safe online							
All parents	54%	21%	33%	34%	8%	3%	1%
Hispanics	74%	34%	40%	19%	5%	1%	1%
African Americans	66%	30%	36%	28%	4%	2%	-

17a. (cont'd)

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY HELPFUL

	Total Extremely/ Very Helpful	Extremely Helpful	Very Helpful	Somewhat Helpful	Not That Helpful	Not Helpful At All	Refused
Information on how schools and schools systems maintain the privacy of student data							
All parents	51%	19%	32%	33%	11%	4%	1%
Hispanics	74%	33%	41%	17%	6%	2%	1%
African Americans	67%	29%	38%	29%	3%	1%	-
Videos that walk you through the new state test and the impact it has on your child							
All parents	48%	17%	31%	33%	13%	5%	1%
Hispanics	72%	29%	43%	19%	7%	1%	1%
African Americans	62%	30%	32%	29%	7%	2%	-
A guide for talking with your child's teacher(s) during parent teacher							
All parents	46%	17%	29%	32%	14%	7%	1%
Hispanics	73%	31%	42%	19%	6%	1%	1%
African Americans	61%	30%	31%	26%	10%	3%	-

17b. Thinking about this same list of information and resources that could be provided to parents to help them support their children's success, please indicate which three you would be most interested in accessing. Please type a 1 next to the one of most interest, a 2 next to the one of second most interest, and a 3 next to the one of third most interest

ALL PARENTS			
THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN			
	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
A detailed explanation of your child's goals for learning by grade level	16%	27%	38%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework	13%	26%	37%
Tips on how to increase children's interest in learning and motivate them to do their homework	13%	24%	37%
Summer reading and math activities so that your child does not fall behind	13%	23%	35%
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	12%	26	38
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	11%	24%	34%
Tips and guidelines for how to keep children safe online	6%	12%	20%
A guide that walks through the scoring of the new state tests and what it means for your child	5%	12%	20%
Videos that walk you through the new state test and the impact it has on your child	4%	9%	13%
A guide for talking with your child's teacher(s) during parent teacher conferences	3%	8%	12%
Information on how schools and schools systems maintain the privacy of student data	3%	7%	12%
Refused	1%	1%	1%

17b. (con'td)

HISPANICS

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN

	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	23%	40%	50%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework	14%	26%	35%
Tips on how to increase children's interest in learning and motivate them to do their homework	13%	25%	43
Summer reading and math activities so that your child does not fall behind	11%	26%	38%
A detailed explanation of your child's goals for learning by grade level	11%	19%	25%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	9%	20%	32%
A guide that walks through the scoring of the new state tests and what it means for your child	5%	10%	18%
Tips and guidelines for how to keep children safe online	4%	9%	19%
A guide for talking with your child's teacher(s) during parent teacher conferences	3%	9%	15%
Videos that walk you through the new state test and the impact it has on your child	3%	8%	12%
Information on how schools and schools systems maintain the privacy of student data	3%	6%	10%
Refused	1%	1%	1%

AFRICAN AMERICANS

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN

	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	14%	25%	41%
A detailed explanation of your child's goals for learning by grade level	13%	25%	39%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework	12%	24%	36%
Summer reading and math activities so that your child does not fall behind	11%	24%	37%
Tips on how to increase children's interest in learning and motivate them to do their homework	11%	23%	30%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	9%	19%	26%
A guide for talking with your child's teacher(s) during parent teacher conferences	7%	14%	15%
A guide that walks through the scoring of the new state tests and what it means for your child	7%	13%	22%
Tips and guidelines for how to keep children safe online	6%	13%	21%
Videos that walk you through the new state test and the impact it has on your child	6%	13%	15%
Information on how schools and schools systems maintain the privacy of student data	4%	7%	19%
Refused	-	-	-

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE

18. Which of the following would you like to see in relation to your child's education? If your response is not listed below, please explain it in the space provided. Please select as many as apply.

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Most Interested
Advice on how I can help my child with (his/her) homework at home	49%
Advice on how I can foster a love of learning and motivate my kids to do well in school	47%
Clarity on what my child needs to do to succeed academically	45%
Clarity on what my child will be taught during the school year	43%
Easy-to-use information about the tests my child will take during the school year	37%
Easy-to-understand information about how my child's test scores will be used	35%
Fully bilingual interpreters for parents who prefer to communicate with teachers in Spanish	29%
More flexible scheduling for parent meetings with teachers	21%
More Latino teachers	19%
Opportunities for grandparents and other family members to be part of school activities	12%
Something else	2%
Refused	2%

19. When it comes to information about how you can help your child get the best possible education, how credible and trustworthy do you consider the following?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY CREDIBLE AND TRUSTWORTHY

		TRUSTWORTHY					
	Total Extremely/ Very Credible/ Trustworthy	Extremely Credible	Very Credible	Somewhat Credible	Not That Credible	Not At All Credible	Refused
Your child's teacher(s)							
All parents	73%	25%	48%	22%	3%	1%	1%
Hispanics	70%	23%	47%	26%	2%	-	2%
African Americans	75%	26%	49%	19%	3%	2%	1%
Award-winning teachers							
All parents	62%	18%	44%	31%	4%	2%	1%
Hispanics	57%	16%	41%	35%	6%	1%	1%
African Americans	64%	23%	41%	27%	5%	3%	1%
The principal of your child's school							
All parents	60%	16%	44%	31%	6%	2%	1%
Hispanics	58%	13%	45%	35%	5%	1%	1%
African Americans	65%	23%	42%	26%	4%	4%	1%
Latino students who are excelling in their own education							
Hispanics	54%	13%	41%	36%	7%	1%	2%
Your school district							
All parents	48%	11%	37%	40%	8%	3%	1%
Hispanics	49%	11%	38%	42%	6%	1%	2%
African Americans	55%	19%	36%	33%	7%	5%	-

Q.19 (cont'd)

TRUSTWORTHY							
	Total Extremely/ Very Credible/ Trustworthy	Extremely Credible	Very Credible	Somewhat Credible	Not That Credible	Not At All Credible	Refused
Latino journalists (e.g., Jorge Ramos and Maria Elena Salinas) who cover education issues							
Hispanics	46%	12%	34%	37%	11%	5%	1%
Church or faith leaders							
All parents	38%	12%	26%	35%	15%	11%	1%
Hispanics	37%	9%	28%	35%	20%	6%	2%
African Americans	53%	17%	36%	28%	9%	8%	2%
Child's school PTA or PTO							
All parents	37%	8%	29%	44%	13%	5%	1%
Hispanics	46%	9%	37%	41%	9%	3%	1%
African Americans	49%	14%	35%	36%	10%	5%	-
Your state department of education							
All parents	35%	9%	26%	47%	12%	5%	1%
Hispanics	47%	11%	36%	42%	8%	2%	1%
African Americans	54%	19%	35%	29%	9%	7%	1%
Other parents							
All parents	30%	6%	24%	52%	14%	3%	1%
Hispanics	31%	6%	25%	48%	16%	4%	1%
African Americans	39%	15%	24%	48%	8%	4%	1%

20. How often do you attend meetings held by parent organizations, such as the PTA or PTO at your child's school?

	All Parents	Hispanics	African Americans
Very often	10%	12%	19%
Fairly often	12%	17%	20%
Once in a while	21%	24%	23%
Not that often	24%	27%	20%
Never	33%	19%	18%
Refused	-	1%	-
Total Very/Fairly Often	22%	29%	39%

FACTUALS: These last few questions are for statistical purposes only

F1. How often do you attend church or religious services?

	All Parents	Hispanics	African Americans
More than once a week	9%	10%	16%
Once a week	26%	27%	24%
A couple of times a month	12%	11%	14%
Once a month	4%	6%	4%
A few times a year	21%	29%	19%
Not at all	28%	17%	22%
Refused	-	-	1%

F2. How would you describe the area in which you live?

	All Parents	Hispanics	African Americans
Urban	19%	37%	34%
Suburban	45%	26%	38%
Small town	20%	22%	16%
Rural	15%	14%	12%
Refused	1%	1%	-

F2a. Were you born in the United States or in another country?

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Hispanics
Born in the United States	36%
Born in another country	62%
Not sure/refused	2%
No answer	-

F2b. Were both of your parents born in the United States, both born in another country, or was one born here and one in another country?

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Hispanics
Both parents born in the United States	20%
Both parents born in another country	70%
One parent born here, one in another country	7%
Not sure/refused	3%
No answer	-

F2c. For how many years have you lived in the United States?

(ASK ONLY OF HISPANICS WHO WERE BORN SOMEWHERE ELSE OR NOT SURE IN Q.F2a)

	Hispanics
1-5	5%
6-10	18%
11-15	26%
16-20	24%
21-25	14%
26-30	6%
31 and over	6%
Refused	1%
Mean	17.0%

F2d. In what country were your parents or the majority of your ancestors born? Please select up to two.

(ASK ONLY OF HISPANICS WHO INDICATE THEY WERE BORN IN U.S. IN Q.F2a)

	Hispanics
Argentina	-
Bolivia	-
Brazil	-
Chile	-
Colombia	-
Costa Rica	-
Cuba	3%
Dominican Republic	3%
Ecuador	-
El Salvador	2%
Guatemala	1%
Honduras	-
Mexico	52%
Nicaragua	-
Panama	-
Paraguay	-
Peru	-
Puerto Rico	21%
Spain	6%
Uruguay	-
Venezuela	-
Other	11%
Not sure/refused	8%

F2e. In what country were you born?

(ASK ONLY OF HISPANICS WHO INDICATE THEY WERE BORN IN ANOTHER COUNTRY - NOT IN THE U.S. IN QF2a)

	Hispanics
Argentina	1%
Bolivia	-
Brazil	-
Chile	-
Colombia	4%
Costa Rica	-
Cuba	3%
Dominican Republic	1%
Ecuador	1%
El Salvador	7%
Guatemala	2%
Honduras	3%
Mexico	68%
Nicaragua	-
Panama	-
Paraguay	-
Peru	1%
Puerto Rico	5%
Spain	-
Uruguay	1%
Venezuela	1%
Other	1%
Not sure/refuse	1%

F2f. Which language do you speak MOST at home? Would you say you speak...?

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Hispanics
Only Spanish	15%
Mostly Spanish, but some English	33%
Spanish and English about equally	18%
Mostly English, but some Spanish	19%
Only English	14%
Refused	1%

F2g. Thinking about your sources for television news and entertainment, do you watch more Spanish-language television, more English-language television, or an even mix of the two?

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Hispanics
More Spanish-language television	29%
More English-language television	40%
Even mix of the two	30%
Refused	1%

F3. Please enter your date of birth.

	All Parents	Hispanics	African Americans
18-24	2%	2%	3%
25-29	10%	11%	19%
30-34	17%	25%	22%
35-39	24%	26%	23%
40-44	21%	18%	11%
45-49	14%	10%	12%
50-54	8%	5%	4%
55-59	3%	2%	5%
60-64	1%	1%	1%
65-69	-	-	-
70-74	-	-	-
75 and over	-	-	-
Refused	-	-	-

F4. This is about Hispanic ethnicity. Are you of Spanish, Hispanic, or Latino descent. (IF NO ASK:) Please indicate what you consider your race to be. We greatly appreciate your effort to describe your background using these categories. While they may not fully describe you, they do match those used by the U.S. Census Bureau. Please check one or more categories below to indicate what race(s) you consider yourself to be.

	All Parents	Hispanics	African Americans
White, non-Hispanic	57%	-	-
African American, non-Hispanic	10%	-	100%
Other, non-Hispanic	9%	-	-
Hispanic	23%	100%	-
Other races, non-Hispanic	1%	-	-
Refused	-	-	-

F5. What is the highest level of school you have completed?			
	All Parents	Hispanics	African Americans
No formal education	-	-	-
1st, 2nd, 3rd, or 4th grade	-	1%	-
5th or 6th grade	2%	8%	-
7th or 8th grade	1%	4%	-
9th grade	2%	7%	-
10th grade	2%	3%	3%
11th grade	2%	5%	8%
12th grade NO DIPLOMA	3%	5%	1%
HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent (GED)	26%	33%	30%
Some college, no degree	18%	16%	25%
Associate degree	10%	6%	9%
Bachelor's degree	20%	8%	15%
Master's degree	10%	3%	8%
Professional or Doctorate degree	4%	1%	1%
Refused	-	-	-

F6. We would like to get a better estimate of your total HOUSEHOLD income in the past 12 months before taxes. Was it...?			
	All Parents	Hispanics	African Americans
Less than \$5,000	3%	6%	6%
\$5,000 to \$7,499	2%	4%	4%
\$7,500 to \$9,999	1%	4%	4%
\$10,000 to \$12,499	2%	5%	5%
\$12,500 to \$14,999	2%	3%	3%
\$15,000 to \$19,999	3%	7%	7%
\$20,000 to \$24,999	5%	11%	11%
\$25,000 to \$29,999	5%	6%	6%
\$30,000 to \$34,999	5%	11%	11%
\$35,000 to \$39,999	5%	7%	7%
\$40,000 to \$49,999	6%	9%	9%
\$50,000 to \$59,999	7%	6%	6%
\$60,000 to \$74,999	10%	8%	8%
\$75,000 to \$84,999	7%	4%	4%
\$85,000 to \$99,999	7%	5%	5%
\$100,000 to \$124,999	14%	3%	3%
\$125,000 to \$149,999	6%	1%	1%
\$150,000 to \$174,999	4%	-	-
\$175,000 or more	6%	-	-
Refused	-	-	-

F7. Are you...?			
	All Parents	Hispanics	African Americans
Married	80%	78%	48%
Widowed	-	1%	-
Divorced	5%	4%	5%
Separated	2%	2%	3%
Never married	7%	7%	34%
Living with partner	6%	8%	10%
Refused	-	-	-

F8. Are you...?			
	All Parents	Hispanics	African Americans
Working - as a paid employee	61%	47%	63%
Working - self-employed	9%	12%	4%
Not working - on temporary layoff from a job	1%	1%	1%
Not working - looking for work	6%	9%	12%
Not working - retired	-	-	3%
Not working - disabled	4%	5%	9%
Not working - other	19%	26%	8%
Refused	-	-	-

REGION			
	All Parents	Hispanics	African Americans
Northeast	19%	13%	19%
South	34%	35%	55%
Midwest	21%	9%	17%
West	26%	43%	9%

This national survey was conducted by Hart Research Associates among 1,374 parents and guardians of public school children in grades K-8. It includes a nationally representative survey of 802 elementary and middle school parents, as well as oversamples among Hispanics (to yield a total of 500 Hispanic parents) and African Americans (to yield a total of 265 African-American parents). The online survey was conducted January 6 to 22, 2016 and was offered in both English and Spanish. It was administered by GfK, using their KnowledgePanel®, a probability-based Web panel designed to be representative of the United States. The survey has a margin of error of +3.2 percentage points for all parents. Sample tolerances for subgroups are larger.

Appendix 2:

State Survey Results in Colorado,
Illinois and Louisiana

Learning Heroes Parents Online Survey

CONDUCTED BY HART RESEARCH

Interviews:

324 CO parents, 327 IL parents, and 313 LA parents with children in grades K-8

1. When you think about parenting and raising your child today, would you say that you feel more comfortable and confident or more worried and uncertain, or do you feel both equally?

	All Parents	CO Parents	IL Parents	LA Parents
Feel more comfortable and confident	41%	41%	45%	44%
Feel more worried and uncertain	18%	17%	15%	19%
Both equally	41%	41%	40%	37%
Refused	-	-	-	-

2a. When it comes to raising your child, what are the things that make you more comfortable and confident? What are the positive and encouraging things that make you feel confident and at ease?*

	All Parents	CO Parents	IL Parents	LA Parents
Child is a good student, does well in school, good grades, is getting a good education	15%	21%	15%	16%
I am a good parent, I am doing a good job, am very involved, we are positive role models	9%	11%	10%	12%
Child is well behaved, is a very good kid, respectful	8%	9%	11%	11%
Child is smart, intelligent, loves to learn	7%	12%	6%	10%
Strong Christian values, has a loving Christian home, we have God in our lives, faith in God	7%	7%	7%	9%
We have a good support system, have good friends, good family support	5%	3%	5%	3%
Child attends a good school, we both like the school child is attending	5%	11%	10%	9%
Don't know; no response	6%	4%	4%	3%

* Asked of one-half the respondents (FORM A).

2b. When it comes to raising your child, what are the things that make you more worried and uncertain? What are the concerns you have as a parent that keep you up at night? *

	All Parents	CO Parents	IL Parents	LA Parents
The world, the way the world is today, uncertainty in the world today	7%	12%	6%	13%
Bullying, cyberbullying, mean kids	7%	8%	5%	5%
Peer pressure, influence from friends	7%	7%	8%	6%
Worry about everything, can't be with them at all times, can't be/won't be around to protect him/her	6%	3%	1%	3%
Poor education, quality of education, teachers don't care	5%	4%	6%	2%
Drugs	5%	9%	4%	2%
Too much violence	5%	3%	6%	5%
Nothing, don't know; no response	11%	8%	9%	5%

* Asked of one-half the respondents (FORM A).

3a. When it comes to being a parent and raising your child, how much do you worry about each of the following?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY WORRY A LOT OR WORRY SOME

	Total Worry A Lot/ Some	Total Do Not Worry Much/ At All	Worry A Lot	Worry Some	Worry A Little Bit	Do Not Worry Much	Do Not Worry At All	Refused
Being able to pay for or finance your child's college education								
All parents	53%	24%	30%	23%	23%	16%	8%	-
CO parents	60%	19%	29%	31%	21%	12%	7%	-
IL parents	64%	18%	37%	27%	18%	13%	5%	-
LA parents	59%	20%	39%	20%	21%	8%	12%	-
Your child facing peer pressure								
All parents	50%	21%	21%	29%	29%	15%	6%	-
CO parents	51%	21%	23%	28%	28%	17%	4%	-
IL parents	57%	19%	26%	31%	24%	15%	4%	-
LA parents	58%	17%	37%	21%	25%	12%	5%	-
Your child's emotional health and happiness								
All parents	48%	27%	22%	26%	25%	19%	8%	-
CO parents	50%	25%	20%	30%	25%	16%	9%	-
IL parents	55%	25%	28%	27%	20%	19%	6%	-
LA parents	58%	22%	36%	22%	20%	11%	11%	-
Your child safely and responsibly using technology, including the Internet and social media								
All parents	45%	26%	21%	24%	29%	17%	9%	-
CO parents	43%	30%	19%	24%	27%	20%	10%	-
IL parents	50%	24%	22%	28%	26%	17%	7%	-
LA parents	52%	25%	26%	26%	23%	10%	15%	-
Your child being bullied								
All parents	45%	27%	22%	23%	28%	19%	8%	-
CO parents	45%	27%	18%	27%	28%	18%	9%	-
IL parents	49%	22%	24%	25%	29%	17%	5%	-
LA parents	56%	22%	30%	26%	22%	12%	10%	-
Your child's physical safety								
All parents	44%	30%	22%	22%	26%	21%	9%	-
CO parents	46%	24%	21%	25%	30%	19%	5%	-
IL parents	57%	23%	27%	30%	20%	16%	7%	-
LA parents	56%	26%	36%	20%	18%	16%	10%	-
Your child's ability to cope and manage stress								
All parents	41%	28%	17%	24%	31%	20%	8%	-
CO parents	43%	26%	16%	27%	31%	21%	5%	-
IL parents	50%	24%	20%	30%	26%	18%	6%	-
LA parents	52%	23%	26%	26%	25%	14%	9%	-
Maintaining the privacy of your child's personal information								
All parents	40%	32%	19%	21%	28%	23%	9%	-
CO parents	43%	30%	16%	27%	27%	23%	7%	-
IL parents	48%	24%	13%	35%	28%	16%	8%	-
LA parents	51%	26%	30%	21%	23%	12%	14%	-

3a. When it comes to being a parent and raising your child, how much do you worry about each of the following?

	Total Worry A Lot/ Some	Total Do Not Worry Much/ At All	Worry A Lot	Worry Some	Worry A Little Bit	Do Not Worry Much	Do Not Worry At All	Refused
Your child gaining the knowledge and skills needed to be ready for college								
All parents	38%	37%	19%	19%	25%	25%	12%	-
CO parents	44%	36%	15%	29%	20%	26%	10%	-
IL parents	44%	30%	20%	24%	26%	21%	9%	-
LA parents	50%	32%	24%	26%	18%	15%	17%	-
Your child's health, nutrition, and eating habits								
All parents	37%	35%	16%	21%	28%	23%	12%	-
CO parents	39%	33%	16%	23%	28%	21%	12%	-
IL parents	45%	30%	19%	26%	25%	21%	9%	-
LA parents	48%	29%	28%	20%	23%	15%	14%	-
Your child being on track with the academic expectations for (his/her) grade level								
All parents	35%	45%	16%	19%	20%	25%	20%	-
CO parents	37%	39%	14%	23%	24%	24%	15%	-
IL parents	40%	35%	18%	22%	25%	21%	14%	-
LA parents	41%	37%	21%	20%	22%	18%	19%	-
The impact of standardized testing in your child								
All parents	34%	41%	14%	20%	25%	26%	15%	-
CO parents	29%	39%	9%	20%	32%	25%	14%	-
IL parents	38%	32%	13%	25%	30%	19%	13%	-
LA parents	42%	31%	27%	15%	27%	17%	14%	-
Your ability to support your child's learning and help with (his/her) homework								
All parents	28%	50%	13%	15%	22%	29%	21%	-
CO parents	24%	50%	10%	14%	26%	30%	20%	-
IL parents	32%	45%	14%	18%	23%	28%	17%	-
LA parents	36%	45%	18%	18%	19%	24%	21%	-
Your child becoming less connected to your family's cultural heritage								
All parents	20%	60%	8%	12%	20%	31%	29%	-
CO parents	16%	66%	6%	10%	18%	39%	27%	-
IL parents	28%	52%	11%	17%	20%	26%	26%	-
LA parents	26%	55%	9%	17%	19%	25%	30%	-

3b. Thinking about this same list of issues, please indicate which three you worry about most. Please type a 1 next to the one that worries you the most, a 2 next to the one that worries you second most, and a 3 next to the one that worries you third most.

All Parents

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's physical safety	17%	27%	34%
Your child's emotional health and happiness	16%	29%	40%
Your child being bullied	10%	21%	30%
Being able to pay for or finance your child's college education	10%	18%	28%
Your child facing peer pressure	8%	17%	28%
Your child's health, nutrition, and eating habits	7%	15%	21%
Your child's ability to cope and manage stress	7%	15%	24%
Your child safely and responsibly using technology, including the Internet and social media	7%	16%	24%
Your child gaining the knowledge and skills needed to be ready for college	6%	12%	19%
Your child being on track with the academic expectations for (his/her) grade level	5%	10%	16%
Maintaining the privacy of your child's personal information	2%	6%	11%
The impact of standardized testing on your child	2%	5%	8%
Your child becoming less connected to your family's cultural heritage	2%	3%	6%
Your ability to support your child's learning and help with (his/her) homework	1%	4%	7%
Refused	-	1%	1%

CO Parents

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's physical safety	23%	31%	41%
Your child's emotional health and happiness	15%	29%	29%
Your child facing peer pressure	11%	20%	30%
Being able to pay for or finance your child's college education	10%	17%	24%
Your child being bullied	9%	22%	29%
Your child's ability to cope and manage stress	7%	15%	24%
Your child being on track with the academic expectations for (his/her) grade level	4%	12%	16%
Your child safely and responsibly using technology, including the Internet and social media	4%	12%	19%
Your child gaining the knowledge and skills needed to be ready for college	4%	9%	16%
Your child's health, nutrition, and eating habits	4%	13%	26%
Maintaining the privacy of your child's personal information	3%	7%	11%
The impact of standardized testing on your child	3%	5%	9%
Your ability to support your child's learning and help with (his/her) homework	2%	5%	9%
Your child becoming less connected to your family's cultural heritage	1%	2%	6%
Refused	-	-	-

IL Parents

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's emotional health and happiness	18%	29%	41%
Your child's physical safety	17%	26%	37%
Being able to pay for or finance your child's college education	12%	22%	31%
Your child being bullied	10%	23%	31%
Your child facing peer pressure	7%	18%	30%
Your child gaining the knowledge and skills needed to be ready for college	7%	11%	20%
Your child's health, nutrition, and eating habits	7%	16%	24%
Your child's ability to cope and manage stress	6%	13%	21%
Your child safely and responsibly using technology, including the Internet and social media.	6%	12%	18%
Your child being on track with the academic expectations for (his/her) grade level	4%	12%	16%
Your ability to support your child's learning and help with (his/her) homework.	2%	6%	9%
Maintaining the privacy of your child's personal information	2%	5%	9%
The impact of standardized testing on your child	1%	4%	6%
Your child becoming less connected to your family's cultural heritage	1%	4%	7%
Refused	-	-	-

LA Parents

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE OF WORRIES MOST

	Worries Most	Combined Worries Most/ 2nd Most	Combined Worries Most/2nd Most/3rd Most
Your child's physical safety	22%	32%	39%
Your child's emotional health and happiness	17%	30%	42%
Your child being bullied	11%	24%	34%
Your child gaining the knowledge and skills needed to be ready for college	7%	12%	16%
Being able to pay for or finance your child's college education	7%	14%	24%
Your child facing peer pressure	7%	17%	32%
Your child being on track with the academic expectations for (his/her) grade level	7%	13%	16%
Your child's ability to cope and manage stress	5%	13%	21%
Your child safely and responsibly using technology, including the Internet and social media.	5%	14%	19%
Your child's health, nutrition, and eating habits	5%	14%	23%
Maintaining the privacy of your child's personal information	3%	7%	11%
The impact of standardized testing on your child	3%	6%	10%
Your child becoming less connected to your family's cultural heritage	1%	2%	6%
Your ability to support your child's learning and help with (his/her) homework.	-	3%	7%
Refused	-	-	-

4. How would you rate the education that your child is getting in (his/her) school?

	All Parents	CO Parents	IL Parents	LA Parents
Excellent	23%	21%	22%	30%
Pretty good	52%	59%	58%	47%
Just okay	22%	19%	16%	19%
Not so good	2%	1%	3%	4%
Poor	1%	-	1%	-
Refused	-	-	-	-
Total Excellent/Good	75%	80%	80%	77%

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

	All Parents	CO Parents	IL Parents	LA Parents
Excellent	20%	15%	17%	26%
Pretty good	39%	43%	39%	36%
Just okay	34%	37%	35%	30%
Not so good	5%	5%	6%	6%
Poor	1%	-	3%	2%
Refused	1%	-	-	-
Total Excellent/Good	59%	58%	56%	62%

6a. How often do you communicate with your child's teacher(s)?

	All Parents	CO Parents	IL Parents	LA Parents
Multiple times a week	14%	22%	18%	22%
Once a week	17%	20%	19%	23%
One or two times a month	32%	36%	35%	33%
A few times a year	33%	21%	27%	17%
Never	3%	1%	1%	4%
Refused	1%	-	-	1%

*Asked of one-half the respondents (FORM A).

6b. How often do your child's teacher(s) communicate with you? **

	All Parents	CO Parents	IL Parents	LA Parents
Multiple times a week	16%	17%	18%	18%
Once a week	20%	33%	23v	16%
One or two times a month	29%	24%	26%	31%
A few times a year	30%	23%	32%	33%
Never	4%	3%	1%	2%
Refused	1%	-	-	-

** Asked of one-half the respondents (FORM B).

7a. Do you think the academic goals and standards your child's school expects your child to meet are...?					
	All Parents	CO Parents	IL Parents	LA Parents	
Much too demanding	4%	3%	4%	6%	CONTINUE
Somewhat too demanding	17%	18%	16%	20%	
About right	58%	58%	61%	59%	
Somewhat too easy	15%	14%	15%	11%	
Much too easy	2%	3%	3%	3%	
I do not know enough about the academic goals and expectations to say	4%	4%	1%	1%	Skip to Q.8a
Refused	-	-	-	-	
Total Too Demanding	21%	21%	20%	26%	
Total Too Easy	17%	17%	18%	14%	

7b. Why do you feel that way? What information, resources, or evidence gives you the sense that the academic goals and standards your child's school expects your child to meet are?					
(ASK ONLY OF RESPONDENTS WHO DO NOT SAY "DON'T KNOW" IN Q.7A)					
TOO DEMANDING					
	All Parents	CO Parents	IL Parents	LA Parents	
Too much homework, homework takes a great deal of child's time	23%	23%	17%	13%	
Too much emphasis on standardized testing, teaching the test	15%	13%	13%	10%	
Stressful, bad for the children, too much pressure on the kids, too much is expected of child, too many demands	14%	12%	16%	16%	
Teachers do not teach anymore, too much pressure on teachers to teach the test	6%	8%	5%	4%	
Common Core is too demanding, too much is expected with Common Core standards, CC is ridiculous	5%	2%	22%	18%	
Homework is too difficult, hard, child is not prepared, too hard to do homework	5%	1%	1%	6%	
Goals, standards are not fair, not fair to have same expectations for all students, not age appropriate	4%	2%	5%	-	
Don't know; no response	7%	9%	-	8%	

ABOUT RIGHT					
	All Parents	CO Parents	IL Parents	LA Parents	
Teachers do a good job, are very strict, demanding, challenging my child	12%	11%	10%	10%	
Kids are challenged, good to be challenged, good to have high expectations	10%	13%	9%	14%	
Child is smart, intelligent, above the current standards, standards are attainable for child	9%	9%	9%	16%	
Child gets good grades, doing great in school, gets good reviews	9%	7%	9%	5%	
School has set the appropriate standards, standards are good, have a good track record	9%	6%	6%	7%	
Good communication with teacher, teachers, keep me informed, parent and teachers meetings	8%	8%	6%	11%	
Child is doing well in school, she is getting a good education, learning a lot	7%	1%	11%	3%	
Don't know; no response	9%	7%	8%	7%	

Q.7b (cont'd)				
TOO EASY				
	All Parents	CO Parents	IL Parents	LA Parents
Little to no homework, done with homework very fast	16%	14%	12%	9%
Child is not being challenged, not challenged enough, needs to be challenged more	14%	5%	11%	17%
Child is smart, intelligent, above the current standards, standards are attainable for child	9%	-	10%	13%
Standards have been lowered, far below what children learn, goals and standards are too easy	8%	7%	6%	-
Child complains of being bored, child is not challenged	7%	4%	8%	2%
Homework is not challenging, child should be given more challenging assignments	6%	2%	4%	4%
Child is always ahead, child is advanced, needs the opportunity to be pushed more, harder	6%	5%	9%	7%
Other concerns	10%	8%	7%	6%
Don't know; no response	4%	5%	2%	8%

8a. How important is it to you that your child's school has high expectations for your child's learning and academic progress?				
	All Parents	CO Parents	IL Parents	LA Parents
Absolutely essential	32%	36%	33%	43%
Very important	48%	49%	51%	43%
Somewhat important	18%	14%	15%	13%
Not that important	-	1%	-	1%
Not important at all	1%	-	1%	-
Refused	1%	-	-	-
Total Absolutely/Very Important	80%	85%	84%	86%

8b. How important is it to you that your child's school has high expectations for your child's social and emotional development?				
	All Parents	CO Parents	IL Parents	LA Parents
Absolutely essential	29%	27%	30%	39%
Very important	49%	55%	52%	47%
Somewhat important	19%	16%	17%	13%
Not that important	1%	2%	1%	1%
Not important at all	1%	-	-	-
Refused	1%	-	-	-
Total Absolutely/Very Important	78%	82%	82%	86%

8c. How important is it to you personally that your child goes to college and receives a 2-year or 4-year college degree?				
	All Parents	CO Parents	IL Parents	LA Parents
Absolutely essential	41%	35%	44%	38%
Very important	34%	38%	33%	40%
Somewhat important	19%	21%	19%	16%
Not that important	4%	4%	3%	4%
Not important at all	2%	2%	1%	2%
Refused	-	-	-	-
Total Absolutely/Very Important	75%	73%	77%	78%

9a. Please indicate which two of the individuals listed below you think have the greatest responsibility for your child's success in school. Please type a 1 next to the option that you think has the greatest responsibility and a 2 next to the option that you think has the second greatest responsibility.

ALL PARENTS

THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY

	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	43%	75%
Your child	37%	68%
Your child's teacher(s)	16%	49%
Your school district leaders	2%	5%
The principal of your child's school	1%	3%
Refused	1%	-

CO PARENTS

THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY

	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	47%	76%
Your child	31%	64%
Your child's teacher(s)	17%	49%
Your school district leaders	3%	5%
The principal of your child's school	2%	6%
Refused	-	-

IL PARENTS

THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY

	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	44%	72%
Your child	34%	64%
Your child's teacher(s)	16%	51%
Your school district leaders	3%	6%
The principal of your child's school	2%	4%
Refused	1%	1%

LA PARENTS

THIS TABLE HAS BEEN RANKED BY HIGHEST PERCENTAGE OF GREATEST RESPONSIBILITY

	Greatest Responsibility	Combined Greatest/ 2nd Greatest Responsibility
You and/or your child's other parent/guardian	40%	71%
Your child	32%	60%
Your child's teacher(s)	23%	56%
Your school district leaders	3%	7%
The principal of your child's school	2%	6%
Refused	-	-

9b. Realistically speaking, how much of a difference, if at all, do you think you personally can make in your child's learning and academic progress?

	All Parents	CO Parents	IL Parents	LA Parents
A lot of difference	52%	48%	47%	52%
A fair amount of difference	32%	36%	38%	32%
Just some difference	12%	15%	12%	12%
Not much difference	3%	1%	2%	3%
No difference	1%	-	1%	1%
Refused	-	-	-	-
Total Lot/Fair Amount Of Difference	84%	84%	85%	84%

9c. How much of a difference, if at all, do you think you personally can make in your child's social and emotional development?

	All Parents	CO Parents	IL Parents	LA Parents
A lot of difference	55%	56%	51%	55%
A fair amount of difference	32%	33%	39%	30%
Just some difference	10%	11%	9%	12%
Not much difference	2%	-	1%	1%
No difference	1%	-	-	2%
Refused	-	-	-	-
Total Lot/Fair Amount Of Difference	87%	88%	90%	85%

10a. Please indicate how well you understand the knowledge and skills your child is expected to learn at (his/her) current grade level.

	All Parents	CO Parents	IL Parents	LA Parents
Extremely well	25%	30%	26%	38%
Very well	38%	40%	43%	36%
Somewhat well	31%	27%	28%	22%
Not that well	4%	3%	3%	3%
Not well at all	1%	-	-	1%
Refused	1%	-	-	-
Total Extremely/Very Well	63%	70%	69%	74%

10b. How do you find out about the knowledge and skills your child is expected to learn at (his/her) current grade level? From what people, organizations, or other sources have you gotten this information? **

	All Parents	CO Parents	IL Parents	LA Parents
Information from teachers, meeting, talking with teachers	47%	47%	55%	44%
Information from school, information school sends, information provided by school	16%	13%	13%	14%
Reading materials from school, websites, looking online, do my own research, educating myself	8%	1%	-	4%
Parents and teacher meetings, conferences, PTA	7%	10%	8%	2%
School district, school district website	5%	7%	3%	5%
Look at child's work, being with child while doing homework, checking his/her homework	5%	7%	9%	7%
Friends, family members, parents of friends	4%	1%	1%	3%
Don't know; no response	5%	11%	5%	8%

** Asked of one-half the respondents (FORM B).

11a. Is your child on track to meet the goals and expectations for learning at (his/her) grade level, or not? If you do not know enough to say, please indicate that.

	All Parents	CO Parents	IL Parents	LA Parents	
On track	85%	86%	86%	87%	CONTINUE
Not on track	8%	9%	8%	10%	
Do not know enough to say	7%	5%	6%	3%	Skip to Q.12
Refused	-	-	-	-	

11b. How do you know if your child is (INSERT RESPONSE FROM Q.11a)? What information and what sources do you rely on to know this about your child?

(ASK ONLY OF RESPONDENTS WHO SAY CHILD IS ON TRACK OR NOT ON TRACK IN Q.11A)

ON TRACK

	All Parents	CO Parents	IL Parents	LA Parents
Communication from teacher, teacher sends emails, feedback from teacher	31%	42%	33%	26%
Grades, child gets good grades, is above grade level in all areas	24%	17%	19%	34%
Report cards	15%	12%	14%	13%
Progress reports from school	11%	12%	11%	13%
Parent teacher conferences	11%	8%	10%	3%
Doing homework with child, review child's homework, make sure child gets things done	7%	6%	8%	10%
Child is doing well, likes to study, is on track, tells me / he/she is doing well, I see the progress	6%	8%	10%	9%
Don't know; no response	3%	5%	3%	5%

NOT ON TRACK

	All Parents	CO Parents	IL Parents	LA Parents
Grades, child gets bad grades, child is not doing well, having a hard time, difficulty, below grade level	32%	25%	49%	48%
Communication from teacher, teacher sends emails, feedback from teacher	23%	31%	26%	10%
Progress reports from school	9%	6%	14%	7%
Child has learning problems, child is a very slow learner	5%	16%	21%	7%
Report cards	5%	-	2%	3%
Child is doing well, likes to study, is on track, tells me he/she is doing well, I see the progress	5%	3%	2%	3%
Parent teacher conferences	5%	-	-	3%
Don't know; no response	2%	8%	2%	6%

12. When it comes to each of the areas listed below, is your child achieving...?

	Below Grade Level	At Grade Level	Above Grade Level	Do Not Know Enough To Say	Refused
Math					
All parents	8%	50%	40%	2%	-
CO parents	10%	47%	42%	1%	-
IL parents	11%	49%	39%	1%	-
LA parents	8%	46%	44%	2%	-
Reading					
All parents	8%	50%	40%	2%	-
CO parents	10%	47%	42%	1%	-
IL parents	11%	49%	39%	1%	-
LA parents	8%	46%	44%	2%	-

13. When it comes to supporting your child in each of the areas below, please indicate whether you feel you have the knowledge and information you need, or whether this is an area in which you feel you could use more knowledge and information.					
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY THEY COULD USE A LITTLE OR LOT MORE KNOWLEDGE AND INFORMATION					
	Total I Could Use A LITTLE/LOT More Knowledge/ Information	Have The Knowledge And Information I Need	I Could Use A LITTLE More Knowledge And Information	I Could Use A LOT More Knowledge And Information	Refused
Being able to pay for or finance my child's college education, through saving and/or accessing financial assistance					
All parents	59%	41%	41%	18%	-
CO parents	61%	39%	41%	20%	-
IL parents	65%	35%	35%	30%	-
LA parents	63%	37%	34%	29%	-
Minimizing stress and anxiety around standardized tests					
All parents	52%	47%	43%	9%	1%
CO parents	53%	47%	42%	11%	-
IL parents	51%	49%	43%	8%	-
LA parents	57%	43%	40%	17%	-
Dealing with peer pressure and fostering strong self-esteem					
All parents	50%	49%	42%	8%	1%
CO parents	54%	46%	41%	13%	-
IL parents	52%	48%	39%	13%	-
LA parents	51%	49%	38%	13%	-
Dealing with bullying					
All parents	49%	50%	41%	8%	1%
CO parents	50%	50%	40%	10%	-
IL parents	55%	45%	42%	13%	-
LA parents	48%	52%	35%	13%	-
Protecting the privacy of your child's personal information					
All parents	47%	52%	40%	7%	1%
CO parents	51%	49%	41%	10%	-
IL parents	52%	48%	42%	10%	-
LA parents	41%	59%	29%	12%	-
Understanding and interpreting your child's standardized test scores					
All parents	46%	53%	37%	9%	1%
CO parents	47%	53%	36%	11%	-
IL parents	48%	52%	36%	12%	-
LA parents	43%	57%	31%	12%	-
Being safe and responsible when online and using social media					
All parents	43%	57%	35%	8%	-
CO parents	44%	56%	35%	9%	-
IL parents	44%	56%	36%	8%	-
LA parents	37%	63%	27%	10%	-

Q.13 (cont'd)					
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY THEY COULD USE A LITTLE OR LOT MORE KNOWLEDGE AND INFORMATION					
	Total I Could Use A LITTLE/LOT More Knowledge/ Information	Have The Knowledge And Information I Need	I Could Use A LITTLE More Knowledge And Information	I Could Use A LOT More Knowledge And Information	Refused
Not falling behind academically over the summer break					
All parents	38%	61%	32%	6%	1%
CO parents	42%	58%	34%	8%	-
IL parents	49%	51%	40%	9%	-
LA parents	41%	59%	30%	11%	-
Nutrition and healthy eating					
All parents	33%	67%	27%	6%	-
CO parents	33%	67%	27%	6%	-
IL parents	38%	62%	30%	8%	-
LA parents	34%	66%	25%	9%	-
Doing homework					
All parents	32%	68%	26%	6%	-
CO parents	40%	60%	33%	7%	-
IL parents	41%	59%	30%	11%	-
LA parents	32%	68%	23%	9%	-

14a. Have you ever had the experience of being unable to help your child with (his/her) homework because you were not familiar enough with the subject matter or method?					
	All Parents	CO Parents	IL Parents	LA Parents	
Yes	44%	49%	50%	46%	CONTINUE
No	56%	51%	50%	54%	Skip to Q.15
Refused	-	-	-	-	

14b. How did it make you feel when you were unable to help your child with (his/her) homework? (ASK ONLY OF RESPONDENTS WHO SAY YES IN Q.14A)				
	All Parents	CO Parents	IL Parents	LA Parents
Frustrated	21%	17%	14%	18%
Bad, felt bad, not good, upset, terrible	13%	12%	13%	18%
Dumb, useless, uncomfortable, not very smart, uneducated, ignorant	8%	13%	8%	13%
Different math, different from the way I was taught, times have changed	6%	3%	1%	5%
Helpless, inadequate	6%	11%	10%	15%
Had to look it up, had to learn how to do it, had to teach myself how to do it	6%	7%	4%	4%
Felt stupid, like an idiot, worthless	5%	6%	8%	5%
Don't know; no response	3%	3%	6%	5%

15. What tools and resources do you have access to that help you support your child's learning and help with (his/her) homework? **				
	All Parents	CO Parents	IL Parents	LA Parents
Internet	42%	36%	46%	38%
My education, my background, my degree, I know what to do, my knowledge on the subject	18%	5%	3%	4%
Books, reference books, textbooks	14%	7%	9%	11%
Teachers	8%	21%	15%	14%
Siblings, brother, sister, other family members	7%	1%	1%	2%
Online information, online resources, courses	7%	8%	8%	9%
Websites, sites provided by the school, recommended by school	6%	6%	9%	8%
Don't know; no response	5%	7%	5%	9%

** Asked of one-half the respondents (FORM B).

16. How would you rate the job that your child's teacher and principal are doing when it comes to each of the following?								
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXCELLENT OR PRETTY GOOD								
	Total Excellent/ Pretty Good	Excellent	Pretty Good	Just Okay	Not So Good	Poor	Does Not Apply	Refused
Communicating with you about what your child will be expected to do in standardized tests								
All parents	61%	25%	36%	23%	8%	3%	5%	-
CO parents	65%	28%	37%	20%	7%	4%	4%	-
IL parents	67%	31%	36%	21%	5%	4%	3%	-
LA parents	76%	41%	35%	12%	6%	4%	2%	-
Helping you understand and interpret your child's standardized test scores								
All parents	60%	22%	38%	24%	7%	3%	6%	-
CO parents	65%	27%	38%	23%	5%	2%	5%	-
IL parents	67%	29%	38%	20%	6%	4%	3%	-
LA parents	68%	33%	35%	18%	8%	2%	4%	-
Communicating with you about the goals of standardized tests and how they are used by the school and teachers								
All parents	58%	22%	36%	25%	8%	3%	5%	1%
CO parents	62%	25%	37%	24%	6%	4%	4%	-
IL parents	66%	30%	36%	21%	6%	4%	3%	-
LA parents	70%	34%	36%	15%	8%	5%	2%	-

17a. Next you'll read some specific information and resources that could be provided to parents to help them support their children's success. Please rate how helpful you would find that type of information.							
THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY HELPFUL							
	Total Extremely/ Very Helpful	Extremely Helpful	Very Helpful	Somewhat Helpful	Not That Helpful	Not Helpful At All	Refused
A detailed explanation of your child's goals for learning by grade level							
All parents	66%	25%	41%	27%	4%	2%	1%
CO parents	66%	22%	44%	29%	2%	3%	-
IL parents	74%	28%	46%	24%	1%	1%	-
LA parents	77%	43%	34%	20%	2%	1%	-

17a. (cont'd)

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY HELPFUL

	Total Extremely/ Very Helpful	Extremely Helpful	Very Helpful	Somewhat Helpful	Not That Helpful	Not Helpful At All	Refused
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help							
All parents	63%	26%	37%	28%	6%	3%	-
CO parents	62%	22%	40%	29%	5%	4%	-
IL parents	71%	27%	44%	23%	4%	2%	-
LA parents	72%	39%	33%	23%	4%	1%	-
Summer reading and math activities so that your child does not fall behind							
All parents	63%	26%	37%	28%	6%	3%	-
CO parents	81%	42%	39%	14%	3%	1%	1%
IL parents	74%	35%	39%	21%	3%	2%	-
LA parents	74%	41%	33%	21%	4%	1%	-
Tips on how to increase children's interest in learning and motivate them to do their homework							
All parents	60%	24%	36%	29%	7%	3%	1%
CO parents	66%	25%	41%	27%	4%	3%	-
IL parents	67%	28%	39%	28%	4%	1%	-
LA parents	74%	40%	34%	21%	5%	-	-
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework							
All parents	60%	23%	37%	31%	6%	2%	1%
CO parents	64%	20%	44%	29%	4%	3%	-
IL parents	72%	26%	46%	21%	5%	2%	-
LA parents	74%	40%	34%	22%	3%	1%	-
Guidance on how to help your child develop strong character traits, such as determination and persistence in school							
All parents	59%	24%	35%	30%	8%	3%	-
CO parents	63%	24%	39%	27%	7%	3%	-
IL parents	67%	27%	40%	24%	6%	3%	-
LA parents	75%	38%	37%	21%	4%	-	-
A guide that walks through the scoring of the new state tests and what it means for							
All parents	58%	21%	37%	32%	6%	3%	1%
CO parents	54%	18%	36%	35%	7%	4%	-
IL parents	67%	23%	44%	26%	6%	1%	-
LA parents	68%	36%	32%	25%	6%	1%	-
Tips and guidelines for how to keep children safe online							
All parents	54%	21%	33%	34%	8%	3%	1%
CO parents	54%	17%	37%	36%	7%	3%	-
IL parents	65%	22%	43%	29%	4%	2%	-
LA parents	66%	34%	32%	26%	7%	1%	-
Information on how schools and schools systems maintain the privacy of student data							
All parents	51%	19%	32%	33%	11%	4%	1%
CO parents	48%	15%	33%	34%	13%	5%	-
IL parents	58%	22%	36%	32%	8%	2%	-
LA parents	64%	33%	31%	27%	9%	-	-

17a. (cont'd)

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY HELPFUL

	Total Extremely/ Very Helpful	Extremely Helpful	Very Helpful	Somewhat Helpful	Not That Helpful	Not Helpful At All	Refused
Videos that walk you through the new state test and the impact it has on your child							
All parents	48%	17%	31%	33%	13%	5%	1%
CO parents	45%	16%	29%	35%	12%	8%	-
IL parents	61%	21%	40%	28%	8%	3%	-
LA parents	67%	32%	35%	24%	6%	3%	-
A guide for talking with your child's teacher(s) during parent teacher							
All parents	46%	17%	29%	32%	14%	7%	1%
CO parents	45%	12%	33%	35%	14%	6%	-
IL parents	55%	22%	33%	22%	15%	8%	-
LA parents	63%	28%	35%	25%	9%	3%	-

17b. Thinking about this same list of information and resources that could be provided to parents to help them support their children's success, please indicate which three you would be most interested in accessing. Please type a 1 next to the one of most interest, a 2 next to the one of second most interest, and a 3 next to the one of third most interest

ALL PARENTS			
THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN			
	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
A detailed explanation of your child's goals for learning by grade level	16%	27%	38%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework	13%	26%	37%
Tips on how to increase children's interest in learning and motivate them to do their homework	13%	24%	37%
Summer reading and math activities so that your child does not fall behind	13%	23%	35%
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	12%	26%	38%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	11%	24%	34%
Tips and guidelines for how to keep children safe online	6%	12%	20%
A guide that walks through the scoring of the new state tests and what it means for your child	5%	12%	20%
Videos that walk you through the new state test and the impact it has on your child	4%	9%	13%
A guide for talking with your child's teacher(s) during parent teacher conferences	3%	8%	12%
Information on how schools and schools systems maintain the privacy of student data	3%	7%	12%
Refused	1%	1%	1%

17b. (con'td)

CO PARENTS

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN

	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
Tips on how to increase children's interest in learning and motivate them to do their homework	15%	30%	42%
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	14%	29%	39%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	13%	25%	37%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework.	13%	24%	40%
Summer reading and math activities so that your child does not fall behind	12%	27%	37%
A detailed explanation of your child's goals for learning by grade level	11%	19%	29%
Tips and guidelines for how to keep children safe online	8%	15%	24%
A guide for talking with your child's teacher(s) during parent teacher conferences	5%	8%	16%
Videos that walk you through the new state test and the impact it has on your child.	4%	9%	10%
A guide that walks through the scoring of the new state tests and what it means for your child	3%	9%	15%
Information on how schools and schools systems maintain the privacy of student data	2%	6%	11%
Refused	-	-	-

IL PARENTS

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN

	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
Tips on how to increase children's interest in learning and motivate them to do their homework	13%	25%	36%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework	13%	26%	43%
Summer reading and math activities so that your child does not fall behind	12%	28%	39%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	12%	23%	33%
A detailed explanation of your child's goals for learning by grade level	11%	21%	31%
A guide that walks through the scoring of the new state tests and what it means for your child	10%	15%	20%
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	10%	22%	36%
Videos that walk you through the new state test and the impact it has on your child	6%	13%	19%
Tips and guidelines for how to keep children safe online	5%	11%	20%
A guide for talking with your child's teacher(s) during parent teacher conferences	4%	9%	13%
Information on how schools and schools systems maintain the privacy of student data	4%	7%	10%
Refused	-	-	-

17b. (con'td)

LA PARENTS

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE WHO SAY MOST INTERESTED IN

	Most Interested	Combined Most/ 2nd Most Interested	Combined Most/2nd Most/3rd Most Interested
Activities to improve your child's skills in English and math that can easily be sorted by the areas in which your child needs additional help	19%	34%	46%
Tips on how to increase children's interest in learning and motivate them to do their homework	14%	30%	41%
Guidance and information on how to understand the things your child is learning in school and how you can support them in doing their homework.	12%	24%	38%
Summer reading and math activities so that your child does not fall behind	12%	21%	32%
A detailed explanation of your child's goals for learning by grade level	11%	24%	34%
Guidance on how to help your child develop strong character traits, such as determination and persistence in school	9%	21%	32%
Tips and guidelines for how to keep children safe online	6%	12%	18%
A guide that walks through the scoring of the new state tests and what it means for your child	5%	12%	20%
A guide for talking with your child's teacher(s) during parent teacher conferences	5%	9%	15%
Information on how schools and schools systems maintain the privacy of student data	4%	6%	12%
Videos that walk you through the new state test and the impact it has on your child.	3%	8%	13%
Refused	-	-	-

THIS TABLE HAS BEEN RANKED BY THE HIGHEST PERCENTAGE

18. Which of the following would you like to see in relation to your child's education? If your response is not listed below, please explain it in the space provided. Please select as many as apply.

(ASK ONLY OF HISPANICS IN MAIN SAMPLE AND HISPANIC OVERSAMPLE)

	Most Interested
Advice on how I can help my child with (his/her) homework at home	49%
Advice on how I can foster a love of learning and motivate my kids to do well in school	47%
Clarity on what my child needs to do to succeed academically	45%
Clarity on what my child will be taught during the school year	43%
Easy-to-use information about the tests my child will take during the school year	37%
Easy-to-understand information about how my child's test scores will be used	35%
Fully bilingual interpreters for parents who prefer to communicate with teachers in Spanish	29%
More flexible scheduling for parent meetings with teachers	21%
More Latino teachers	19%
Opportunities for grandparents and other family members to be part of school activities	12%
Something else	2%
Refused	2%

19. When it comes to information about how you can help your child get the best possible education, how credible and trustworthy do you consider the following?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY CREDIBLE AND TRUSTWORTHY

TRUSTWORTHY

	Total Extremely/ Very Credible/ Trustworthy	Extremely Credible	Very Credible	Somewhat Credible	Not That Credible	Not At All Credible	Refused
Your child's teacher(s)							
All parents	73%	25%	48%	22%	3%	1%	1%
CO parents	75%	29%	46%	20%	4%	1%	-
IL parents	77%	31%	46%	19%	2%	1%	1%
LA parents	77%	39%	38%	18%	4%	1%	-
Award-winning teachers							
All parents	62%	18%	44%	31%	4%	2%	1%
CO parents	65%	23%	42%	30%	4%	1%	-
IL parents	68%	24%	44%	26%	5%	1%	-
LA parents	75%	36%	39%	20%	4%	1%	-
The principal of your child's school							
All parents	60%	16%	44%	31%	6%	2%	1%
CO parents	58%	15%	43%	34%	5%	3%	-
IL parents	66%	21%	45%	27%	5%	2%	-
LA parents	66%	30%	36%	26%	6%	2%	-
Your school district							
All parents	48%	11%	37%	40%	8%	3%	1%
CO parents	46%	11%	35%	38%	12%	4%	-
IL parents	54%	15%	39%	34%	9%	3%	-
LA parents	53%	21%	32%	31%	13%	3%	-
Church or faith leaders							
All parents	38%	12%	26%	35%	15%	11%	1%
CO parents	38%	13%	25%	33%	19%	10%	-
IL parents	46%	15%	31%	35%	12%	7%	-
LA parents	47%	28%	19%	33%	12%	8%	-
Child's school PTA or PTO							
All parents	37%	8%	29%	44%	13%	5%	1%
CO parents	37%	8%	29%	48%	11%	4%	-
IL parents	44%	12%	32%	44%	9%	3%	-
LA parents	49%	19%	30%	37%	11%	3%	-

Q.19 (cont'd)

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE OF ALL PARENTS WHO SAY EXTREMELY OR VERY CREDIBLE AND TRUSTWORTHY

TRUSTWORTHY

	Total Extremely/ Very Credible/ Trustworthy	Extremely Credible	Very Credible	Somewhat Credible	Not That Credible	Not At All Credible	Refused
Your state department of education							
All parents	35%	9%	26%	47%	12%	5%	1%
CO parents	36%	10%	26%	44%	14%	6%	-
IL parents	37%	11%	26%	42%	16%	5%	-
LA parents	42%	19%	23%	40%	12%	6%	-
Other parents							
All parents	30%	6%	24%	52%	14%	3%	1%
CO parents	34%	5%	29%	51%	12%	3%	-
IL parents	40%	9%	31%	47%	11%	2%	-
LA parents	40%	15%	25%	42%	13%	5%	-

20. How often do you attend meetings held by parent organizations, such as the PTA or PTO at your child's school?

	All Parents	CO Parents	IL Parents	LA Parents
Very often	10%	10%	12%	23%
Fairly often	12%	15%	16%	20%
Once in a while	21%	26%	31%	26%
Not that often	24%	28%	20%	15%
Never	33%	21%	21%	16%
Refused	-	-	-	-
Total Very/Fairly Often	22%	25	28%	43%

FACTUALS: These last few questions are for statistical purposes only

F1. How often do you attend church or religious services?

	All Parents	CO Parents	IL Parents	LA Parents
More than once a week	9%	5%	7%	13%
Once a week	26%	22%	22%	27%
A couple of times a month	12%	13%	12%	16%
Once a month	4%	4%	8%	5%
A few times a year	21%	21%	24%	19%
Not at all	28%	35%	27%	20%
Refused	-	-	-	-

F2. How would you describe the area in which you live?				
	All Parents	CO Parents	IL Parents	LA Parents
Urban	19%	24%	22%	16%
Suburban	45%	51%	46%	33%
Small town	20%	12%	19%	26%
Rural	15%	13%	13%	25%
Refused	1%	-	-	-

F3. Please enter your date of birth.				
	All Parents	CO Parents	IL Parents	LA Parents
18-24	2%	4%	4%	4%
25-29	10%	8%	7%	12%
30-34	17%	14%	17%	26%
35-39	24%	24%	26%	21%
40-44	21%	20%	16%	15%
45-49	14%	19%	16%	9%
50-54	8%	6%	9%	7%
55-59	3%	2%	3%	3%
60-64	1%	1%	2%	3%
65-69	-	2%	-	-
70-74	-	-	-	-
75 and over	-	-	-	-
Refused	-	-	-	-

F4. Please indicate what you consider your race to be. We greatly appreciate your effort to describe your background using these categories. While they may not fully describe you, they do match those used by the U.S. Census Bureau. Please check one or more categories below to indicate what race(s) you consider yourself to be.				
	All Parents	CO Parents	IL Parents	LA Parents
White, non-Hispanic	57%	61%	58%	56%
African American, non-Hispanic	10%	2%	11%	33%
Other, non-Hispanic	9%	2%	5%	2%
Hispanic	23%	32%	24%	7%
Other races, non-Hispanic	1%	3%	2%	2%
Refused	-	-	-	-

F5. What is the highest level of school you have completed?				
	All Parents	CO Parents	IL Parents	LA Parents
No formal education	-	-	-	-
1st, 2nd, 3rd, or 4th grade	-	1%	-	1%
5th or 6th grade	2%	-	-	-
7th or 8th grade	1%	1%	1%	1%
9th grade	2%	-	-	1%
10th grade	2%	-	3%	2%
11th grade	2%	-	2%	1%
12th grade NO DIPLOMA	3%	3%	1%	2%
HIGH SCHOOL GRADUATE - high school DIPLOMA or the equivalent (GED)	26%	28%	27%	34%
Some college, no degree	18%	19%	19%	25%
Associate degree	10%	10%	10%	8%
Bachelor's degree	20%	26%	23%	17%
Master's degree	10%	11%	11%	6%
Professional or Doctorate degree	4%	1%	3%	2%
Refused	-	-	-	-

F6. We would like to get a better estimate of your total HOUSEHOLD income in the past 12 months before taxes. Was it...?				
	All Parents	CO Parents	IL Parents	LA Parents
Less than \$5,000	3%	1%	1%	4%
\$5,000 to \$7,499	2%	1%	3%	3%
\$7,500 to \$9,999	1%	1%	1%	2%
\$10,000 to \$12,499	2%	-	3%	1%
\$12,500 to \$14,999	2%	1%	2%	2%
\$15,000 to \$19,999	3%	5%	2%	3%
\$20,000 to \$24,999	5%	2%	5%	4%
\$25,000 to \$29,999	5%	5%	5%	9%
\$30,000 to \$34,999	5%	4%	4%	4%
\$35,000 to \$39,999	5%	5%	7%	5%
\$40,000 to \$49,999	6%	10%	7%	8%
\$50,000 to \$59,999	7%	11%	11%	16%
\$60,000 to \$74,999	10%	12%	12%	13%
\$75,000 to \$84,999	7%	7%	10%	6%
\$85,000 to \$99,999	7%	9%	9%	7%
\$100,000 to \$124,999	14%	11%	6%	6%
\$125,000 to \$149,999	6%	5%	4%	2%
\$150,000 to \$174,999	4%	3%	2%	2%
\$175,000 or more	6%	5%	5%	1%
Refused	-	2%	1%	2%

F7. Are you...?				
	All Parents	CO Parents	IL Parents	LA Parents
Married	80%	80%	71%	67%
Widowed	-	-	3%	1%
Divorced	5%	10%	10%	7%
Separated	2%	-	3%	5%
Never married	7%	6%	6%	12%
Living with partner	6%	4%	7%	8%
Refused	-	-	-	-

F8. Are you...?				
	All Parents	CO Parents	IL Parents	LA Parents
Working - as a paid employee	61%	58%	63%	61%
Working - self-employed	9%	8%	8%	8%
Not working - on temporary layoff from a job	1%	1%	1%	1%
Not working - looking for work	6%	7%	7%	6%
Not working - retired	-	1%	2%	1%
Not working - disabled	4%	6%	4%	9%
Not working - other	19%	19%	15%	14%
Refused	-	-	-	-

REGION	
	All Parents
Northeast	19%
South	34%
Midwest	21%
West	26%

This national survey was conducted by Hart Research Associates among 1,374 parents and guardians of public school children in grades K-8. It includes a nationally representative survey of 802 elementary and middle school parents, as well as oversamples among Hispanics (to yield a total of 500 Hispanic parents) and African Americans (to yield a total of 265 African-American parents). The online survey was conducted January 6 to 22, 2016 and was offered in both English and Spanish. It was administered by GfK, using their KnowledgePanel®, a probability-based Web panel designed to be representative of the United States. The survey has a margin of error of +3.2 percentage points for all parents. Sample tolerances for subgroups are larger.

Additionally, oversamples were conducted among parents of public school children in grades K-8 in three states to yield 324 parents in Colorado, 327 parents in Illinois, and 313 parents in Louisiana. The state surveys were conducted January 6 to February 1, 2016 and were administered by GfK, using their KnowledgePanel® and opt-in sample from a national panel.