2021 Back to School Study
Background

Understood and UnidosUS conducted an online survey among educators and parents of children ages 5–18 in the United States (referred to throughout as “parents”).

🌟 A total of 495 educators and 1,005 parents were surveyed about:

○ Preparedness for returning to school since COVID-19
○ Concerns with children’s academic and emotional development
○ What can be done to enhance virtual learning
○ Actions to take to address learning challenges

For the purposes of this survey, parents of “typical” children are defined as those whose children have not exhibited signs of learning differences or have not been diagnosed with a learning difference.

○ This is in contrast to parents of children who are symptomatic or have been diagnosed with a learning disability such as dyslexia or ADHD, referred to as learning and thinking differences

เสมอ The survey was conducted between July 23-30, 2021.
Despite feeling ready for a full-time return to the classroom, the ill effects of COVID-19 linger, and 90% of educators are concerned about challenges all kids might face from missing traditional education last year as a result of the pandemic.

- The top concerns are related to children’s academic development (73%), anxiety (65%), and social (63%) and emotional advancement (62%).
- Educators are so concerned with the upcoming year that they are dipping into their own pockets to help subsidize students with learning challenges, with 34% expecting to spend upwards of $200 this year.

Over half of educators have become more reliant on technology in the past year and had learned to reimagine their classrooms through creativity and innovation to connect with students.

- The top ways to improve classroom learning are by providing more hands-on activities (61%), reducing class size (57%), and afford students more one-on-one interactions with teachers (54%).
- About 80% of parents wish they had a tool to manage and track changes in their child’s behavior prior to being diagnosed.
Summary of findings

- Schools can help to support learning at home by offering advice to parents on how to support their children academically or emotionally (69%) and by making learning devices—including laptops, tablets, etc.—available to families who have more than one child in school (66%).
  - Parents can also enhance learning opportunities by designating a quiet work area for their child (72%), joining forces with the school to ensure the child’s progress (61%), clearly separating work and play on a calendar (60%), and spending more time helping their child on school assignments (58%).

- Consistent with educators who want to return to in-person learning, most parents (60%) are eager to send their child(ren) back to school full time in-person but 50% have concerns about learning difficulties their kids may experience as a result of the pandemic learning environment and not having the same education last year.

- Parents are unsure how to address these concerns, as more than 40% say they do not know how to engage teachers about learning challenges.
Learning challenges occur at a high rate among diverse students too.

- 71% of Hispanic/Latino parents and 65% of Black/African-American parents have witnessed their child experience a learning challenge in the past year, and about one-third of these parents attribute the challenge(s) to struggling to adjust to post COVID-19 rules in the classroom.
- Just under half of Hispanic/Latino (44%) and Black/African-American (46%) parents think their child may be experiencing a learning challenge but cannot afford to get it diagnosed.
- About 50% of Hispanic/Latino and Black/African-American parents feel unsupported by the community, and 63% of Black/African-American parents, along with nearly half of Hispanic/Latino parents (44%), struggle to find Spanish language resources.

Merely talking about their child’s learning challenges brings anxiety to 54% of Hispanic/Latino parents.

The top responses for actions around awareness of learning challenges are to request a new evaluation, especially among Black/African-American parents (42%), or to hire a learning specialist (39%).
Key findings from 2021 Back to School Study
Two-thirds of educators want to and expect to return to the classroom full time in person.

When the new school year begins, how do you expect your classroom to function?
If it were up to you, how would you prefer your classroom to function in the upcoming year?

Base: Total Educators (495)
Similarly, more than 60% of parents would prefer and expect their child(ren) to attend school in person full time.

When the new school year begins, how do you expect your child’s classroom to function? If it were up to you, how would you prefer your child’s classroom to function in the upcoming year? **Base**: Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503)
More than 90% of educators are at least “somewhat” concerned about the challenges children might face in the upcoming school year after missing traditional education last year.

Concern Level About Children Facing Challenges in Upcoming Year

- **29%** Extremely concerned
- **32%** Very concerned
- **32%** Somewhat concerned
- **6%** Not very concerned
- **1%** Not at all concerned

How concerned are you that children in your school will face challenges in the upcoming school year because they did not have the same education last year due to COVID-19? **Base:** Total Educators (495)
And despite their enthusiasm for in-person learning, 50% of all parents are worried about their child facing challenges because of not having the same education last year due to COVID-19.

**Concern Level About Children Facing Challenges in Upcoming Year**

<table>
<thead>
<tr>
<th>Top 2 Box: 50%</th>
<th>64%</th>
<th>36%</th>
<th>56%</th>
<th>52%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Parents</td>
<td>27%</td>
<td>18%</td>
<td>30%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Symptomatic or diagnosed</td>
<td>36%</td>
<td>28%</td>
<td>26%</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Typical</td>
<td>23%</td>
<td>33%</td>
<td>29%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Hispanic/Latino Parents</td>
<td>6%</td>
<td>16%</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Black/African-American Parents</td>
<td>6%</td>
<td>16%</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>White/Caucasian Parents</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
<td>9%</td>
<td>11%</td>
</tr>
</tbody>
</table>

How concerned are you that your child will face challenges in the upcoming school year because he or she did not have the same education last year due to COVID-19? **Base:** Total Parents, (1,005); Parents of Symptomatic or diagnosed child(ren), (502); Parents of "Typical" child(ren), (503); Hispanic Parents (300), Black Parents (186), White Parents (684)
Educators’ primary concerns are students’ academic development (73%), anxiety (65%), and social (63%) and emotional growth (62%).

Concerns for Students for Upcoming School Year

- Academic Development: 73%
- Anxiety: 65%
- Social Development: 63%
- Emotional Development: 62%
- Lack of Social Skills: 55%
- Transition to in-person learning: 53%
- Depression: 43%

What specific concerns do you have for students for the upcoming school year? I am concerned with students’...

**Base:** Total Educators (495)
Parents think mental health should be a priority and want more one-on-one meetings with teachers and continued empathy/flexibility.

What Would Change Regarding Interactions with Child’s Teacher

- Teachers should continue having more one-on-one interactions with students and parents:
  - Symptomatic or diagnosed: 58%
  - Typical: 60%

- Schools should continue to make mental health a priority and provide mental health services:
  - Symptomatic or diagnosed: 55%
  - Typical: 51%

- Teachers should continue to be more empathetic and flexible:
  - Symptomatic or diagnosed: 54%
  - Typical: 51%

- Teachers should continue to be more reliant on technology:
  - Symptomatic or diagnosed: 36%
  - Typical: 38%

What would you want to change regarding interactions with your child’s teacher in the 2021-22 school year? Select all that apply. **Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503)
And more than 90% of educators believe children with learning and thinking differences will face increased challenges this year; nearly 90% think the COVID impact will be felt by all children.

Impact of COVID-19 on Upcoming School Year

Students with learning and thinking differences will face even more challenges this year because of COVID-19

- Agree strongly: 46%
- Agree somewhat: 43%
- Disagree somewhat: 9%
- Disagree strongly: 2%

All students will face even more challenges this year because of COVID-19

- Agree strongly: 41%
- Agree somewhat: 45%
- Disagree somewhat: 12%
- Disagree strongly: 2%

Hispanic and Black/African-American students will face even more challenges this year because of COVID-19

- Agree strongly: 25%
- Agree somewhat: 40%
- Disagree somewhat: 23%
- Disagree strongly: 12%

Please indicate how much you agree or disagree with each of the following statements about the impact of COVID-19 on the upcoming school year. **Base:** Total Educators (495)
More than 65% of parents of a child with learning and thinking differences worry about their child falling behind academically and 75% are concerned with their child’s wellbeing and school accommodations.

Thinking about the impact that changes in schooling have had on your child’s development, how much do you agree or disagree with each of the following statements about the upcoming school year? **Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503).
More than 65% of parents of a child with learning and thinking differences worry about their child falling behind academically and 75% are concerned with their child’s wellbeing and school accommodations.

Attitudes towards upcoming year - agree / strongly agree

- I am concerned that my child will fall behind emotionally in the upcoming year and will not be able to catch up
  - Symptomatic or diagnosed: 68%
  - Typical: 42%

- I am concerned that my child will fall behind academically in the upcoming year and will not be able to catch up
  - Symptomatic or diagnosed: 68%
  - Typical: 41%

- I am afraid my child will not graduate on time
  - Symptomatic or diagnosed: 53%
  - Typical: 29%

Thinking about the impact that changes in schooling have had on your child’s development, how much do you agree or disagree with each of the following statements about the upcoming school year? **Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503).
Both children with and without learning and thinking differences have lost motivation since the pandemic, while a greater number of children with learning challenges have experienced additional challenges.

Experiences since pandemic

- **Lack of motivation**
  - Symptomatic or diagnosed: 39%
  - Typical: 39%

- **Difficulty paying attention in school**
  - Symptomatic or diagnosed: 42%
  - Typical: 24%

- **Inability to concentrate for long periods of time**
  - Symptomatic or diagnosed: 41%
  - Typical: 22%

- **Increased anxiety about going to school**
  - Symptomatic or diagnosed: 38%
  - Typical: 20%

- **Feelings of depression**
  - Symptomatic or diagnosed: 33%
  - Typical: 20%

Which, if any, of the following has your child(ren) experienced since the pandemic? Select all that apply.

**Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503),
Both children with and without learning and thinking differences have experienced challenges, particularly those with learning challenges.

Experiences since pandemic

- Mathematical challenges
  - Symptomatic or diagnosed: 32%
  - Typical: 18%
- Difficulty sitting still
  - Symptomatic or diagnosed: 33%
  - Typical: 15%
- Reading challenges
  - Symptomatic or diagnosed: 36%
  - Typical: 12%

Which, if any, of the following has your child(ren) experienced since the pandemic? Select all that apply. 

**Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503),
Reimagining the classroom
More than half of educators have relied more on technology in the past year and have had to reimagine their classroom through innovation and creativity.

Impact of COVID on Way Educators Teach

I have learned to focus mainly on the essentials that are still possible with distance learning – reading, writing, and mathematics

I spent more personal time reading and researching ways to drive engagement and participation

I had to shift my grading practices

I spent more money on resources and tools to engage students

I have become much more reliant on technology that I had not previously used as part of my classroom teachings

Remote learning has required me to reimagine the classroom and use innovation and creativity to connect with students

I had to shift traditional assignments in the “classroom”, homework and tests

Every minute of instruction now needs to be more meaningful and relevant

I have communicated with students and/or parents more either by directly reaching out or them reaching out

I needed to spend more time and effort on my lesson plans

How, if at all, has the COVID-19 pandemic impacted the way you teach students? Base: Total Educators (495)
About 60% of educators say they are “extremely” or “very” prepared to provide support around learning challenges. Only 5% feel unprepared.

How Prepared to Provide Support Around Learning Challenges

- Extremely prepared: 18%
- Very prepared: 41%
- Somewhat prepared: 36%
- Not very prepared: 4%
- Not at all prepared: 1%

How prepared are you to provide necessary support and to parents around learning challenges in the upcoming school year? **Base:** Total Educators (495)
When it comes to providing resources and guidance around learning challenges in the school year, the majority of educators feel they have it. Similarly, a majority of educators feel school administrators/superiors are supportive with resources for learning and thinking differences; a quarter do not.

Confidence in Resources

- **72%** have the knowledge and resources to provide necessary support and resources.
- **64%** school administrator has provided enough learning resources to help you.
- **63%** have the resources and readily available guidance if needed from superiors for potential issues this year.

Do you feel like you have the resources and readily available guidance, if needed, from your superiors to for potential issues this upcoming school year? **Base: Total Educators (495)**
To improve in-person learning, educators recommend steps such as offering more interactive activities (61%), smaller classrooms (57%), and more personal interaction with students (54%).

Steps That Would Improve Classroom Learning

- Help students develop critical thinking skills: 61%
- Provide hands-on activities instead of straight lecturing: 61%
- Smaller classrooms: 57%
- Create flexible learning environments: 55%
- Spend more time with students and communicate with them personally: 54%
- More funds to improve my lesson plans/technologies, e.g., education technology, school supplies, other hands-on learning resources: 49%
- There needs to be more focus on children with learning and thinking differences: 47%
- Incorporate movement into the classroom: 46%

What steps can be taken to improve learning in the classroom?
Base: Total Educators (495)
Parents believe that schools can also offer additional learning devices to families with multiple school-aged children and give parents advice on how to support their children.

How Schools Can Enhance Learning at Home

- Additional learning devices, such as laptops and/or tablets to households with more than one school-age child
  - Symptomatic or diagnosed: 54%
  - Typical: 57%

- Advice to parents on how to support their children academically and/or emotionally
  - Symptomatic or diagnosed: 49%
  - Typical: 51%

- Accommodations and modifications appropriate for virtual learning
  - Symptomatic or diagnosed: 41%
  - Typical: 47%

- Everyday school supplies (e.g. pencils, erasers, calculators, etc.)
  - Symptomatic or diagnosed: 44%
  - Typical: 38%

What do you believe schools can offer to enhance learning at home if in person learning is halted/virtual learning is arranged? Select all that apply. **Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503)
Parents believe that schools can also offer additional learning devices to families with multiple school-aged children and give parents advice on how to support their children.

How Schools Can Enhance Learning at Home

- Guidance to access social services and supports: 42% (Symptomatic or diagnosed), 40% (Typical)
- School-provided meals (breakfast and/or lunch): 39% (Symptomatic or diagnosed), 36% (Typical)
- Virtual tutoring or coaching in languages other than English: 40% (Symptomatic or diagnosed), 33% (Typical)

What do you believe schools can offer to enhance learning at home if in person learning is halted/virtual learning is arranged? Select all that apply. **Base:** Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503)
Impact of Back to School on Diverse Parents and Children
About two-thirds of total parents (71% of Hispanic/Latino parents and 65% of Black/African-American parents) have noticed their child experiencing learning challenges over the past school year.

<table>
<thead>
<tr>
<th>Identity</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Total Parents</td>
<td>64%</td>
</tr>
<tr>
<td>Symptomatic or diagnosed</td>
<td>83%</td>
</tr>
<tr>
<td>Typical</td>
<td>46%</td>
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<tr>
<td>Hispanic/Latino Parents</td>
<td>71%</td>
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<tr>
<td>Black/African-American Parents</td>
<td>65%</td>
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<tr>
<td>White/Caucasian Parents</td>
<td>64%</td>
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Have you noticed that your child has experienced learning challenges over the past school year? **Base:** Total Parents, (1,005); Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503); Hispanic Parents (300), Black Parents (186), White Parents (684)
73% of all parents believe that the academic gap for children with and without learning disabilities has widened since the pandemic, including 72% of Black parents and Hispanic/Latino parents. Additionally, 60% of Black parents’ and 64% of Hispanic/Latino parents’ friends and family believe their children’s learning and thinking challenges are a phase.

Agreement with Learning Challenges - Agree Strongly/Somewhat

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total Parents</th>
<th>Symptomatic or diagnosed</th>
<th>Typical</th>
<th>Hispanic/Latino Parents</th>
<th>Black/African-American Parents</th>
<th>White/Caucasian Parents</th>
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</thead>
<tbody>
<tr>
<td>Children learning challenges can be managed with the proper assistance</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>84%</td>
<td>81%</td>
<td>88%</td>
</tr>
<tr>
<td>Learning challenges will improve as children return to in-school learning</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>75%</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>I know how to get my child evaluated for a learning disability or ADHD</td>
<td>76%</td>
<td>80%</td>
<td>72%</td>
<td>71%</td>
<td>73%</td>
<td>79%</td>
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<tr>
<td>The academic gap between children with learning disabilities and those</td>
<td>73%</td>
<td>79%</td>
<td>67%</td>
<td>72%</td>
<td>72%</td>
<td>74%</td>
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<td>without has widened since the pandemic</td>
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<td>I sought help for my child’s learning disability symptoms during the</td>
<td>67%</td>
<td>75%</td>
<td>52%</td>
<td>64%</td>
<td>68%</td>
<td>69%</td>
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<td>pandemic</td>
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<tr>
<td>My family and friends believe that my child’s learning and thinking</td>
<td>59%</td>
<td>65%</td>
<td>54%</td>
<td>60%</td>
<td>64%</td>
<td>57%</td>
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<tr>
<td>challenges are just a phase and that he/she will grow out of it</td>
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</tr>
<tr>
<td>I have anxiety over talking about my child’s learning and thinking</td>
<td>50%</td>
<td>62%</td>
<td>38%</td>
<td>54%</td>
<td>53%</td>
<td>50%</td>
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<tr>
<td>difference because those around me don’t fully understand or accept it</td>
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Almost half (44%) of parents do not know how to engage with educators around learning challenges. Moreover, 46% of Black parents and 44% of Hispanic/Latino parents think their child may have a learning difference but cannot afford a diagnosis, and nearly 50% of Black and Hispanic/Latino parents say they lack community support.

**Agreement with Learning Challenges - Agree Strongly/Somewhat**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total Parents</th>
<th>Symptomatic or diagnosed</th>
<th>Typical</th>
<th>Hispanic/ Latino Parents</th>
<th>Black/ African-American Parents</th>
<th>White/ Caucasian Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child's teacher doesn't believe my child has a learning and thinking difference, so I've decided not to pursue diagnosis even though I still have doubts</td>
<td>46%</td>
<td>50%</td>
<td>41%</td>
<td>51%</td>
<td>51%</td>
<td>44%</td>
</tr>
<tr>
<td>I don't have people I can talk to in my community about my child's learning and thinking differences</td>
<td>45%</td>
<td>55%</td>
<td>36%</td>
<td>48%</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>I do not know how to start the conversations with educators around the learning challenges my child has experienced</td>
<td>44%</td>
<td>55%</td>
<td>34%</td>
<td>48%</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>I cannot find Spanish-language resources on learning and thinking differences</td>
<td>44%</td>
<td>53%</td>
<td>34%</td>
<td>44%</td>
<td>63%</td>
<td>42%</td>
</tr>
<tr>
<td>I have anxiety over getting my child diagnosed as I think it will reflect poorly on how I brought up my child</td>
<td>44%</td>
<td>55%</td>
<td>33%</td>
<td>47%</td>
<td>48%</td>
<td>43%</td>
</tr>
<tr>
<td>I suspect my child may have a learning disability or ADHD but I cannot afford a diagnosis</td>
<td>40%</td>
<td>53%</td>
<td>27%</td>
<td>44%</td>
<td>46%</td>
<td>38%</td>
</tr>
</tbody>
</table>

How much do you agree or disagree with each of the following statements about learning challenges. **Base:** Total Parents, (1,005); Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503); Hispanic Parents (300), Black Parents (186), White Parents (684)
Black/African-American parents (39%) are more likely than Hispanics/Latino parents (27%) to hire a learning specialist, and 42% of Black parents plan to request a new evaluation, compared to only 32% of Hispanic/Latino parents.

### Actions Will Take Since Noticing Learning Challenges

<table>
<thead>
<tr>
<th>Action</th>
<th>Total Parents</th>
<th>Symptomatic or diagnosed</th>
<th>Typical</th>
<th>Hispanic/ Latino Parents</th>
<th>Black/ African-American Parents</th>
<th>White/ Caucasian Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan on requesting a new evaluation for my child</td>
<td>36%</td>
<td>41%</td>
<td>27%</td>
<td>32%</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>I plan on hiring a learning specialist/educational therapist</td>
<td>30%</td>
<td>35%</td>
<td>21%</td>
<td>27%</td>
<td>39%</td>
<td>30%</td>
</tr>
<tr>
<td>I plan on speaking with my child’s pediatrician</td>
<td>28%</td>
<td>31%</td>
<td>24%</td>
<td>24%</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>I plan to reduce the number of hours I work</td>
<td>27%</td>
<td>28%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>I plan on requesting distance learning accommodations</td>
<td>26%</td>
<td>27%</td>
<td>24%</td>
<td>24%</td>
<td>32%</td>
<td>23%</td>
</tr>
<tr>
<td>I plan on hiring a private therapist/psychiatrist</td>
<td>25%</td>
<td>29%</td>
<td>17%</td>
<td>22%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>I plan to leave the workforce to focus on my child</td>
<td>19%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>3%</td>
<td>10%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>

What actions, if any, will you take for the upcoming year since you have noticed your child has experienced learning challenges over the past year? **Base:** Noticed Challenges, (648); Parents of Symptomatic or diagnosed child(ren), (415); Parents of “Typical” child(ren), (233); Hispanic Parents (213), Black Parents (121), White Parents (435).
Struggles without a physical classroom are most common overall. Black/African American parents attributed learning challenges to lack of access to academic resources and overcrowding of classrooms.

### Why Child is Experiencing Learning Challenges

<table>
<thead>
<tr>
<th>Reason</th>
<th>Total Parents</th>
<th>Symptomatic or diagnosed</th>
<th>Typical</th>
<th>Hispanic/ Latino Parents</th>
<th>Black/ African-American Parents</th>
<th>White/ Caucasian Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child struggles when he/she is not in a physical classroom</td>
<td>33%</td>
<td>32%</td>
<td>35%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>My child has a learning disability or ADHD</td>
<td>30%</td>
<td>42%</td>
<td>9%</td>
<td>25%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>My child struggled to adapt to post-COVID-19 rules and regulations in the classroom</td>
<td>30%</td>
<td>31%</td>
<td>28%</td>
<td>34%</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Classes are too crowded and my child does not receive enough one-on-one attention</td>
<td>21%</td>
<td>21%</td>
<td>22%</td>
<td>21%</td>
<td>28%</td>
<td>20%</td>
</tr>
<tr>
<td>The pace of the classroom is too fast and my child cannot keep up</td>
<td>21%</td>
<td>23%</td>
<td>17%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>My child is easily embarrassed or bullied in front of other students</td>
<td>20%</td>
<td>22%</td>
<td>18%</td>
<td>19%</td>
<td>21%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Struggles without a physical classroom are most common overall. Black/African American parents attributed learning challenges to lack of access to academic resources and overcrowding of classrooms.

Why Child is Experiencing Learning Challenges

<table>
<thead>
<tr>
<th>Reason</th>
<th>Total Parents</th>
<th>Symptomatic or diagnosed</th>
<th>Typical</th>
<th>Hispanic/ Latino Parents</th>
<th>Black/ African-American Parents</th>
<th>White/ Caucasian Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework is not adapted to the individual needs of students with learning disabilities</td>
<td>18%</td>
<td>23%</td>
<td>10%</td>
<td>14%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>My child struggles with new technology in the classroom</td>
<td>18%</td>
<td>19%</td>
<td>16%</td>
<td>16%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>My child does not have the same type of access to academic resources as other classmates</td>
<td>15%</td>
<td>17%</td>
<td>12%</td>
<td>16%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>The school does not have sufficient supplies for my child</td>
<td>12%</td>
<td>14%</td>
<td>9%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Appendix
## Demographics

### Gender

<table>
<thead>
<tr>
<th></th>
<th>LDS Parents</th>
<th>Typical Parents</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>57%</td>
<td>65%</td>
<td>74%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>35%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Age Range

<table>
<thead>
<tr>
<th></th>
<th>LDS Parents</th>
<th>Typical Parents</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>10%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>25-34</td>
<td>34%</td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td>35-44</td>
<td>38%</td>
<td>41%</td>
<td>14%</td>
</tr>
<tr>
<td>45-54</td>
<td>13%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>55+</td>
<td>4%</td>
<td>8%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Region

<table>
<thead>
<tr>
<th></th>
<th>LDS Parents</th>
<th>Typical Parents</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>46%</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td>Northeast</td>
<td>19%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Midwest</td>
<td>16%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>West</td>
<td>20%</td>
<td>18%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Employment Status

<table>
<thead>
<tr>
<th></th>
<th>LDS Parents</th>
<th>Typical Parents</th>
<th>Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>67%</td>
<td>62%</td>
<td>76%</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>15%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Homemaker</td>
<td>8%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>6%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Retired</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Student</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Base: Parents of Symptomatic or diagnosed child(ren), (502); Parents of “Typical” child(ren), (503); Educators (495).
LDS - Learning and thinking differences.*
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