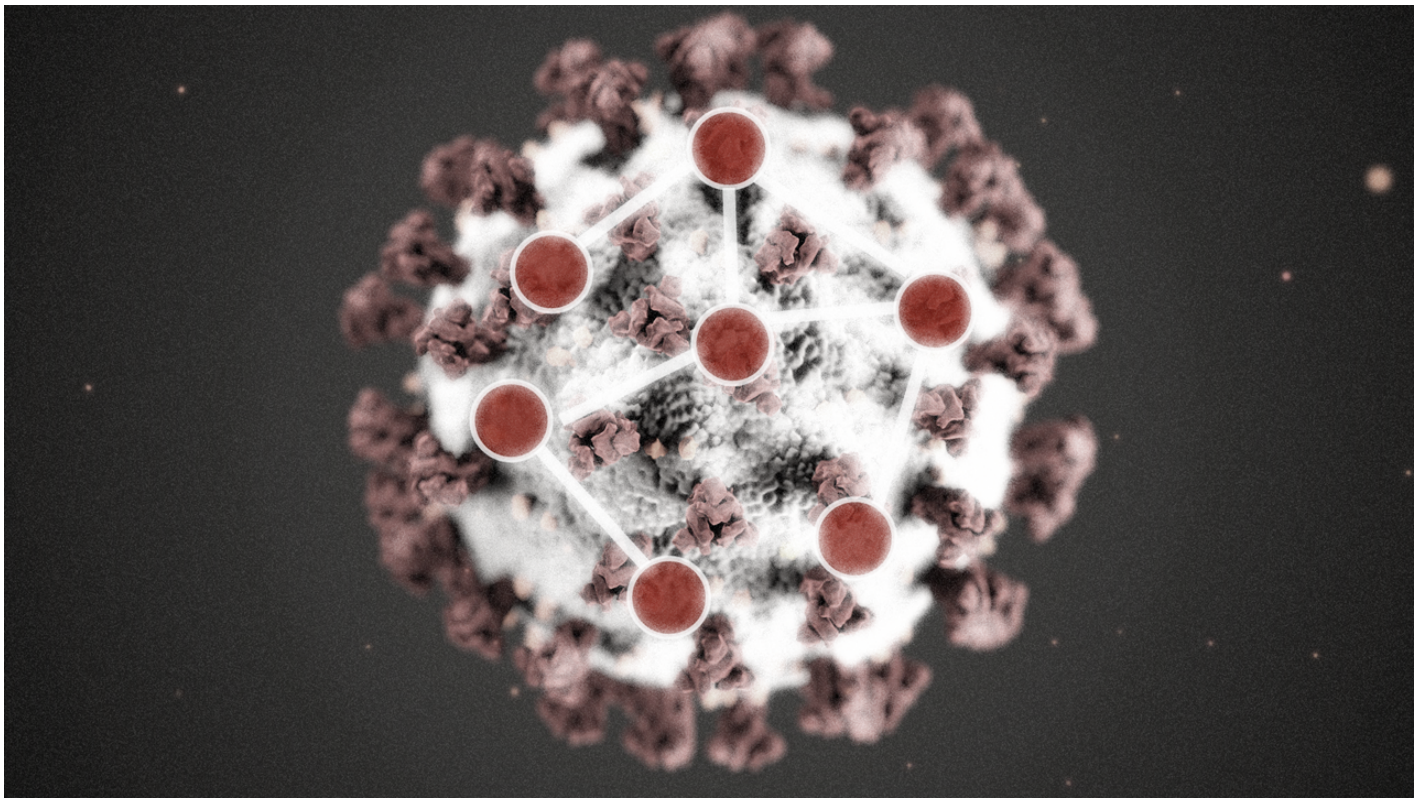


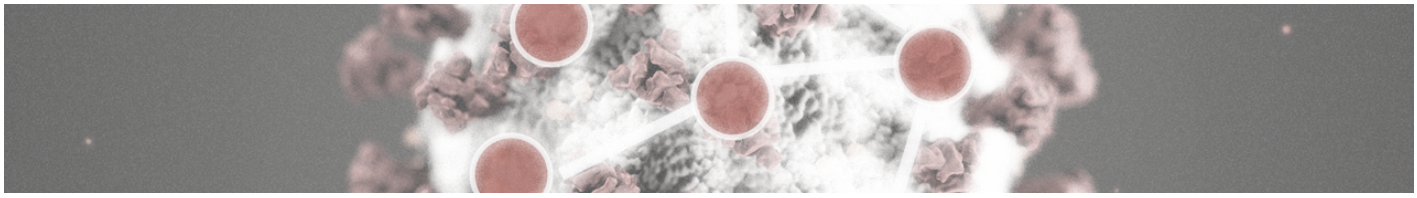
www.covidstates.org

THE COVID STATES PROJECT:
A 50-STATE COVID-19 SURVEY
REPORT #38: PUBLIC PERCEPTIONS OF EDUCATION DURING THE COVID-19 PANDEMIC

USA, February 2021

Matthew A. Baum, Harvard University
Roy H. Perlis, Harvard Medical School
Jon Green, Northeastern University
David Lazer, Northeastern University
Katherine Ognyanova, Rutgers University
Mauricio Santillana, Harvard Medical School
Alexi Quintana, Northeastern University
James Druckman, Northwestern University
Matthew Simonson, Northeastern University
Adina Gitomer, Northeastern University
Jennifer Lin, Northwestern University
Ata Uslu, Northeastern University

netsi Northeastern University Network Science Institute
HARVARD Kennedy School SHORENSTEIN CENTER on Media, Politics and Public Policy
HARVARD MEDICAL SCHOOL
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY
Northwestern University



Report of February 5, 2021, v.1

The COVID States Project

***From*:** The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States

A joint project of:
Northeastern University, Harvard University, Rutgers University, and Northwestern University

Authors: Matthew A. Baum (Harvard University); Roy H. Perlis (Harvard Medical School); Jon Green (Northeastern University); David Lazer (Northeastern University); Katherine Ognyanova (Rutgers University); Mauricio Santillana (Harvard Medical School); Alexi Quintana (Northeastern University); James Druckman (Northwestern University); Matthew Simonson (Northeastern University); Adina Gitomer (Northeastern University); Jennifer Lin (Northwestern University), and Ata Uslu (Northeastern University)

This report is based on work supported by the National Science Foundation under grants SES-2029292 and SES-2029297. Any opinions, findings, and conclusions or recommendations expressed here are those of the authors and do not necessarily reflect the views of the National Science Foundation.

This research was partly supported by a grant from the *Knight Foundation*.

We also received generous support from the *Russell Sage Foundation*.

Our data collection was supported in part by *Amazon*.

COVER MEMO

Summary Memo — February 5, 2020

The COVID States Project

From: *The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States*

Partners: Northeastern University, Harvard University/Harvard Medical School, Rutgers University, and Northwestern University=

Authors: Matthew A. Baum (Harvard University); Roy H. Perlis (Harvard Medical School); Jon Green (Northeastern University); David Lazer (Northeastern University); Katherine Ognyanova (Rutgers University); Mauricio Santillana (Harvard Medical School); Alexi Quintana (Northeastern University); James Druckman (Northwestern University); Matthew Simonson (Northeastern University); Adina Gitomer (Northeastern University); Jennifer Lin (Northwestern University), and Ata Uslu (Northeastern University)

From April 2020 through January 2021, we conducted multiple waves of a large, 50-state survey, some results of which are presented here. You can find previous reports online at covidstates.org.

Note on methods:

Between December 16, 2020 and January 11, 2021, we surveyed 25,640 individuals across all 50 states plus the District of Columbia. The survey was conducted by PureSpectrum via an online, nonprobability sample, with state-level representative quotas for race/ethnicity, age, and gender (for methodological details on the other waves, see covidstates.org). In addition to balancing on these dimensions, we reweighted our data using demographic characteristics to match the U.S. population with respect to race/ethnicity, age, gender, education, and living in urban, suburban, or rural areas. This was the latest in a series of surveys we have been conducting since April 2020, examining attitudes and behaviors regarding COVID-19 in the United States.
Note that several of the subgroup estimates – within the race/ethnicity breakdowns of the "quality of learning" analysis, below (Section 2) – are based on small samples and so should be interpreted cautiously. The precise sample sizes for these two sets of subgroup analyses are presented in Appendix Tables A3 and A4. In the main text, the several estimates based on sample sizes below 100 observations are denoted with asterisks.

Contact information:

For additional information and press requests contact:

- Matthew A. Baum at matthew_baum@hks.harvard.edu
- Roy H. Perlis at rperlis@mgh.harvard.edu
- David Lazer at d.lazer@neu.edu
- Katherine Ognyanova at katya.ognyanova@rutgers.edu
- Mauricio Santillana at msantill@fas.harvard.edu
- James Druckman at druckman@northwestern.edu

Or visit us at www.covidstates.org.

Contents

Public perceptions of education and the quality of learning during the pandemic

One of President Joe Biden's top pandemic-related policy priorities has been to get children back into schools. The president and his advisors have cited multiple reasons for the urgency of doing so, ranging from nutrition to mental health to the quality of K-12 learning during the pandemic. Since March of 2020, American school children have faced a variety of learning environments, varying by time and place, and ranging from all-virtual school, to hybrids of part-virtual and part-in-person school, to all-in-person school. Schools have reopened, only to close again in response to local outbreaks. As with other aspects of the pandemic, community response has often been vocal and polarized. Some parents have pressured local school boards to open their neighborhood schools to in-person learning; others have applied pressure for the opposite: all virtual schooling until local covid-19 transmission is brought down to manageable and safe levels.

In our December 2020 survey wave, we included a series of questions aimed at assessing the state of opinion regarding these topics. Some key findings are:

- Two thirds of respondents are at least somewhat concerned about the quality of the education they (if they are students) or their children (if they are parents) are receiving during the pandemic. This is true across partisan, racial, and income groups.
- A majority of parents of K-12 students indicate that their children learned less than they would have without the pandemic, including pluralities of primary school (grades K-5) parents and majorities of parents of middle (grades 6-8) and high (grades 9-12) school-age children. This also includes, at minimum, substantial pluralities, and in most instances, *majorities*, across all demographic groups across all grade levels.
- We find some evidence of a socio-economic divide, with wealthy Americans more likely than other income groups to believe their high school-age children are learning less during the pandemic than other income groups. But this pattern does not extend to younger children.

- Sizeable majorities of respondents support prohibiting in-person classes for K-12 schools, while slightly smaller majorities support requiring students to take the COVID-19 vaccine prior to returning to the classroom. Support for the latter requirement increases with income.

- Republicans are far less supportive than Democrats and Independents of either prohibiting in-person learning or requiring vaccines, while white respondents are less supportive than non-whites in both cases.

- Majorities of respondents in 46 out of 50 states, plus the District of Columbia, support prohibiting in-person teaching in K-12 schools, while majorities in 35 states, plus the District of Columbia, support mandatory COVID-19 vaccines for children before they return to school. (It is important to note here that current vaccine efficacy clinical trials have not evaluated the safety or efficacy of such vaccines in individuals younger than 16 years old.)

Current concern with the state of education during the pandemic

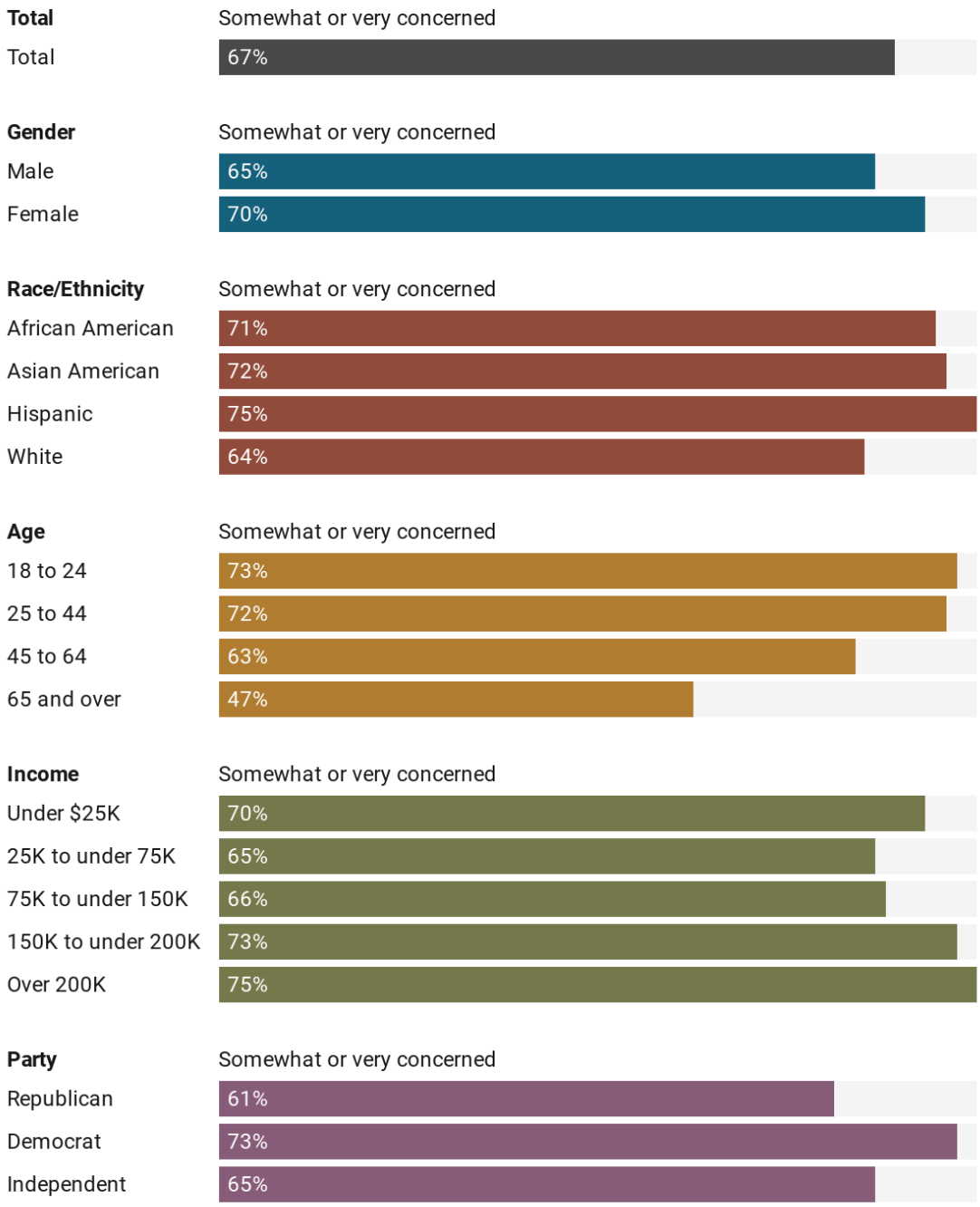
Overall, two-thirds (67%) of respondents indicate that they are "somewhat" or "very" concerned about "problems with your education or the education of your children." These concerns are fairly uniformly shared across all subgroups we compared (Figure 1). We find moderate partisan gaps on this question, with 73% of Democrats, 65% of Independents, and 61% of Republicans indicating concern over their education or that of their children (See Figure 1).

Most other differences between subgroups in our survey are relatively modest (see also Figure 1). Looking across racial/ethnic groups, the percentage expressing some concern is highest among Hispanic respondents (75%) and lowest among whites (64%), with African American (71%) and Asian American (72%) respondents falling within this range. Women, in turn, are modestly more concerned than men (69% vs. 65%).

Finally, looking across income groups, wealthier respondents (those earning $150,000 per year or more) are more likely than their less-wealthy counterparts to indicate concern over their education or that of their children (74% for the $150-199,999 group and 75% for those earning $200,000 or more, compared to 69% for respondents earning under $25,000 per year, 65% for those earning $25,000-$74,999 per year, and 68% for those earning $75,000-$149,999 per year).

Concern over education across social groups

How concerned, if at all, do you currently feel about the following:
- Problems with your education or the education of your children
[Percent respondents who say they are somewhat or very concerned]



National sample, N = 25,640, Time period: 12/16/2020-01/10/2021

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of: Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org
• Created with Datawrapper

FIGURE 1

Children's learning during the pandemic

In aggregate, **a majority of parents of K-12 students indicate that their children learned less than they would have without the pandemic. This encompasses a plurality of parents of primary school (grades K-5, 49%), and majorities of middle school (grades 6-8, 55%), and high school (grades 9-12, 52%) age children.** Interestingly, a small subset indicated that they believe their children have learned more as a result of school changes during the pandemic: (13% for primary school kids, 11% for middle school, and 10% for high-school.

Conversely, parents of pre-school children were most likely to indicate that their children had learned "the same" (47%) as they would have learned absent the pandemic and least likely to indicate that their kids had learned "less" (39%).

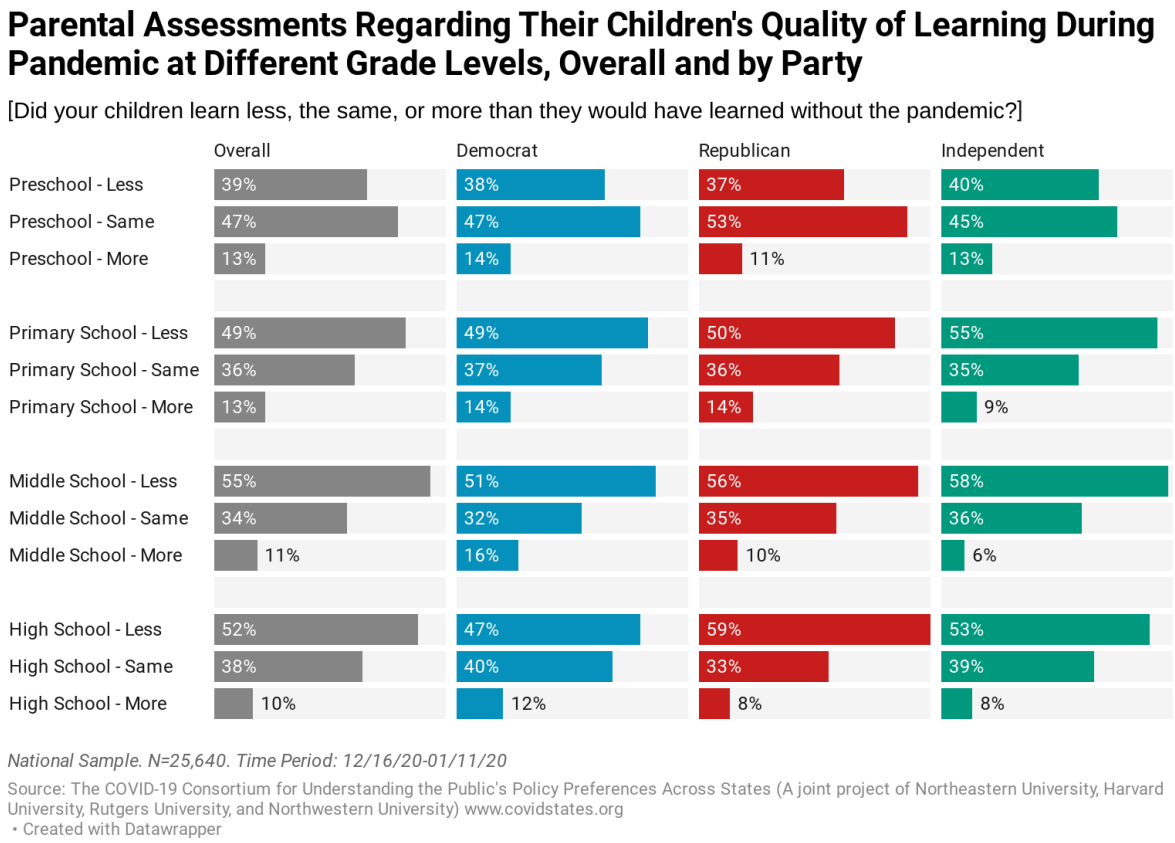


FIGURE 2

Children's learning by party

In the younger grades, we find little partisan difference in impressions of learning. Democrats and Republicans differ by only one percentage point in their likelihood of indicating that their pre-school or primary school children had learned less than would have been the case without the pandemic (38% vs. 37% for preschool, and 49% vs. 50% for primary school) (see Figure 2). Independents were slightly more likely to believe their children had learned less due to the pandemic (40% for preschool and 55% for primary school). Partisan differences in the probabilities of believing that children had learned "the same" during the pandemic are also small, with Democrats, Republicans, and Independents differing by 6 percentage points or less.

Partisan differences are also modest for middle school: 51% of Democratic parents believe their children learned less than they would have absent the pandemic, compared to 56% of Republican parents and 58% of Independent parents. We again find relatively modest partisan gaps in the likelihood of believing that middle schoolers had learned *the same* as they would have absent the pandemic: 32%, 35%, and 36% among Democrats, Republicans, and Independents, respectively. We see slightly larger partisan gaps in the likelihood of believing that one's children learned more than they otherwise would have: 16%, 10%, and 6% for Democrats, Republicans, and Independents, respectively.

The largest partisan gap (12 percentage points) emerges among parents of high school children, with 47% of Democrats, 53% of Independents, and 59% of Republicans believing that their children were learning less due to the pandemic. By comparison, 40% of Democrats, 39% of Independents, and 33% of Republicans, believed their children learned about the *same* as they would have without the pandemic, while 12%, 8%, and 8% of Democrats, and Independents, and Republicans, respectively, believed their children had learned *more* due to the pandemic.

Children's learning by gender

In general, women respondents are more likely to believe that their children are learning less during the pandemic (see Figure 2). This gap is modest (4 percentage points) for preschool-age children: 41% for women vs. 37% for men. Women are nine percentage points more likely than men to believe that their primary and middle school children have learned less due to the pandemic (56% vs. 47% for primary school and 59% vs. 50% for middle school). They are also 7 points more likely than men to believe their high school children have learned less (55% vs. 48%). We find only modest gender gaps across all grade levels in the probability of believing that their children are learning about the same or more during the pandemic.

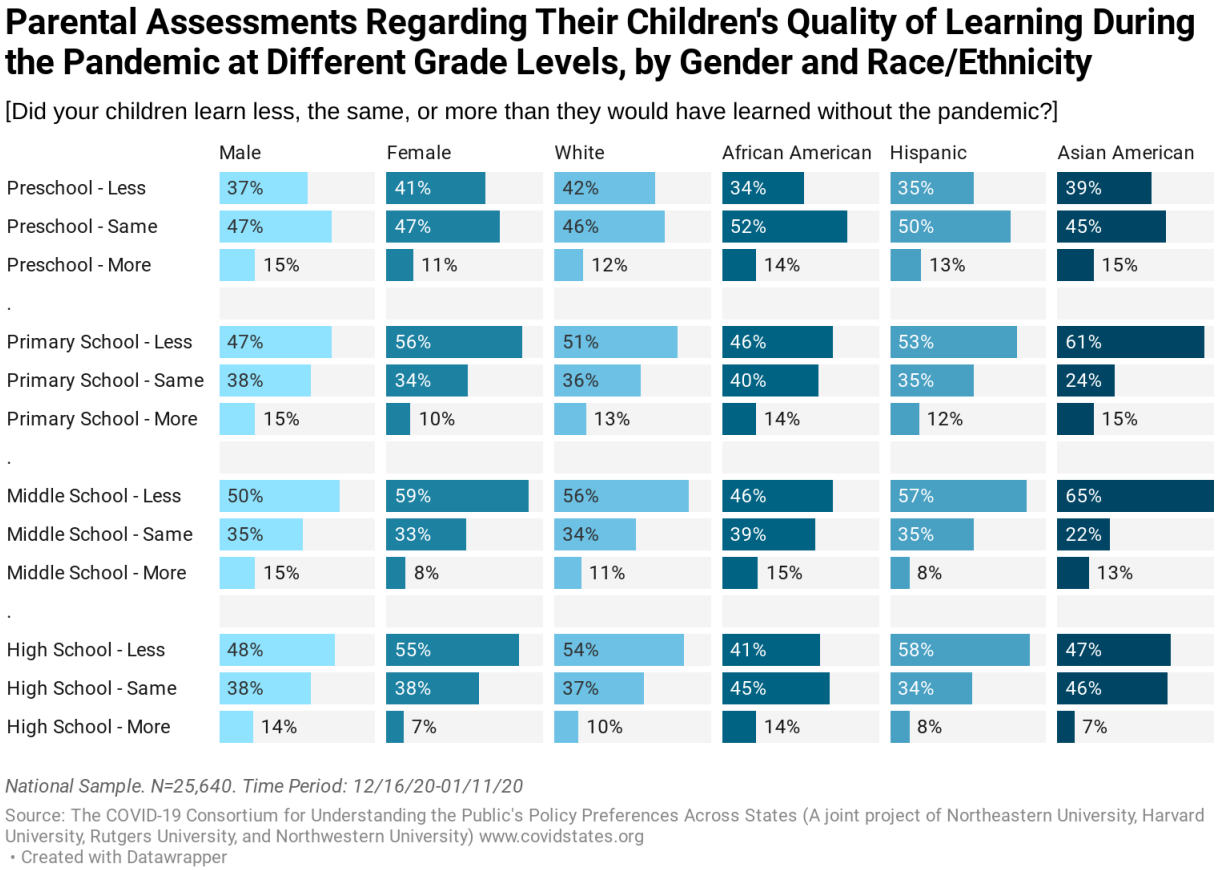


FIGURE 3

Children's learning by race

With only one (slight) exception, **pluralities of parents of primary, middle, and high school children across all racial and ethnic groups we surveyed believe their children are learning less due to the pandemic**, while fewer than one in six parents, again, across all groups, believed their children were learning more during the pandemic (see Figure 3).

In most, though not all, instances, we find relatively modest racial/ethnic gaps in beliefs of parents regarding their children's learning during the pandemic. Beginning preschool children, white parents of preschoolers were more likely than other racial/ethnic groups to believe that their children had learned *less* due to the pandemic (42%, compared to 34% for African Americans, 35% for Hispanics, and 39%* for Asian Americans). However, the four groups differed only modestly in their likelihood of believing that their preschool kids had learned *more* during the pandemic (15% for Asian Americans, 12% for whites, 14% for African Americans and 13% for Asian Americans). African American parents were the most likely group to believe their children had learned the *same amount* during the pandemic as would otherwise be the case (52%, compared to 46% for whites, 50% for Hispanics, and 45% for Asian Americans).

* Numbers followed by asterisk (*) are based on a small sample size and should be interpreted with caution.

Asian American parents of primary and middle school kids were more likely than the other groups to believe their kids had learned *less* (61% and 65% for primary and middle school, respectively, compared to 51% and 56%, respectively for whites, 46% for both primary and middle school kids among African Americans, and 53% and 57% respectively, for Hispanics,).The gaps in belief that kids had learned more during the pandemic are fairly small for primary and middle school: (13% and 11%, respectively, for whites, 14% and 15%, respectively, for African Americans, 12% and 8%, respectively, for Hispanics, and 15% and 13%, respectively, for Asian Americans. As with preschoolers, African Americans were the most likely group of parents of primary and middle school children to believe their kids were learning about the same during the pandemic (40% and 39%, respectively, compared to 36% and 34%, respectively, among whites, 35% for both primary and middle school among Hispanics, and 24% and 22%, respectively, among Asian Americans).

Turning to high school children, here Hispanics were most likely to believe their children were learning *less* (58%, compared to 54% among whites, 47% among Asian Americans, and a low of 41% among African Americans). Conversely, African Americans were the most likely parental group to report that their high school-age children were learning *the same* or *more* (47% and 14%, respectively, compared to 37% and 10% among whites, 34% and 8% among Hispanics, and 46% and 7% among Asian Americans).

Children's learning by Income

Overall, we find no consistent patterns when we look at parental beliefs regarding their children's learning, broken out by income groups (see Figure 4). We divided respondents into five income groups (those earning less than $25,000 per year, those earning $25,000-$74,999, those earning $75,000-$149,999, those earning $150,000-$199,999, and those earning $200,000 or more). In most instances the gaps across groups are relatively modest, while in a few they are fairly substantial, reaching as high as 16 percentage points in several instances. For example, among parents of preschool children, the lowest income group was most likely to believe that their children were learning *less* due to the pandemic (44%, compared to 34%, 42%, 39%*, and 42%*, respectively, as we move up the income ladder). Yet, at the same time, the lowest income group is also the second highest (16%, just behind the $150,000-$199,999 group, at 17%) to believe their kids were learning *more* due to the pandemic. At the opposite extreme, 10% of respondents in the $150,000-$199,999 group believed their kids were learning less. The $25,000-$74,999 income group has the highest likelihood (52%) of believing their preschool children were learning the same during the pandemic, while those earning under $25,000 were least likely to share this view (40%).

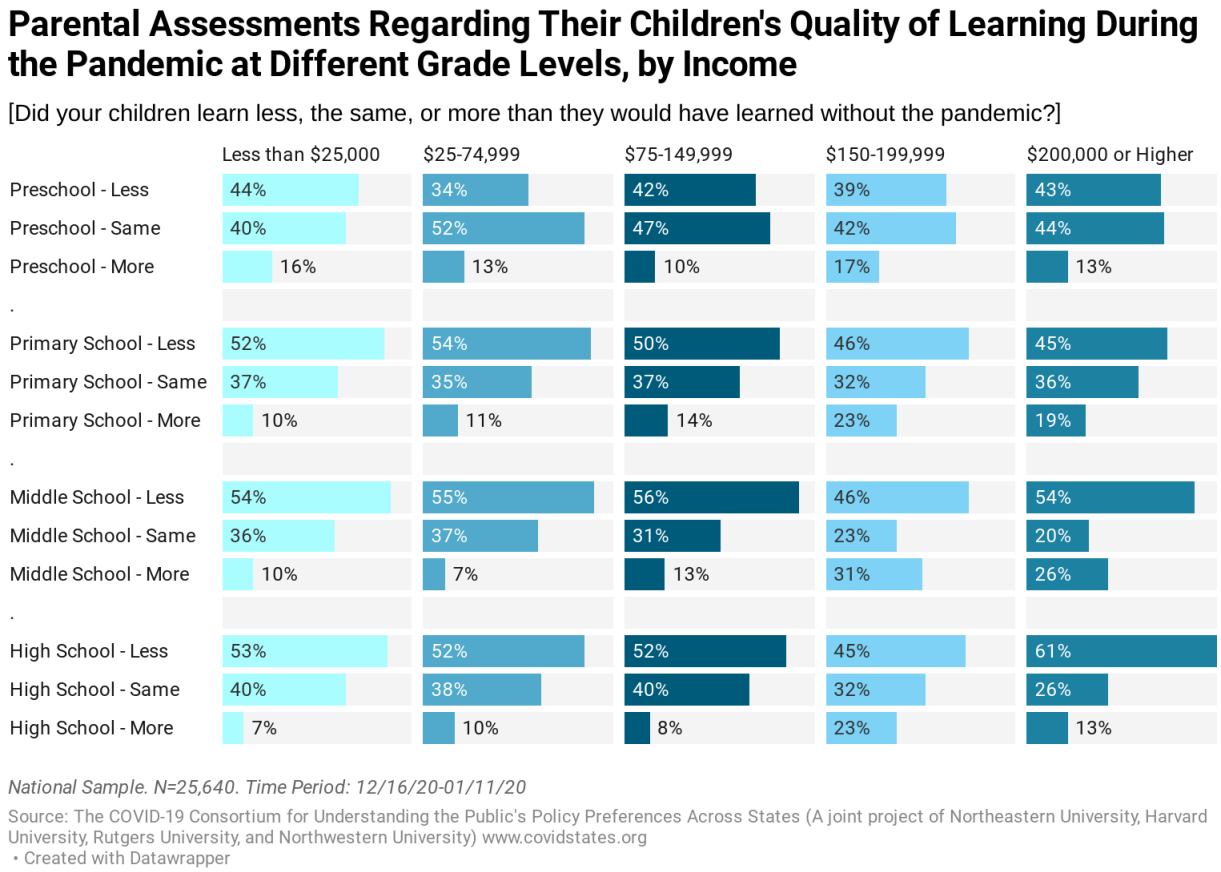


FIGURE 4

We also find few consistent patterns across income groups for primary, middle, or high school age children (see Figure 4). That said, **we do see some evidence of a socio-economic divide in perceived learning – favoring the wealthy in this case – among parents of primary school children. Majorities of those earning under $75,000 per year (54% for $25,000-$74,999 and 52% for less than $25,000) believe their primary school kids were learning *less* during the pandemic, with the corresponding percentages declining slightly as we move up the income ladder.** These two groups were least likely to believe that their primary school children were learning *more* during the pandemic (10% among those earning less than $25,000 and 11% among those earning $25,000-$74,999). **At the opposite extreme, parents earning $150,000 or more were most likely to believe their primary school children were learning *more* during the pandemic (23% and 19% of respondents who earn $150-$199,999 and $200,000 or more, respectively).**

The patterns are somewhat different among parents of older children (middle and high school grades). Here, one of the most noteworthy contrasts runs in the opposing direction: **the wealthiest respondents (earning at least $200,000) are most (high school) or second-most likely (middle school) to believe their children are learning *less* during the pandemic (54%* for middle schoolers and 61%* for high schoolers).**

Among parents of high school kids, in turn, the two wealthiest groups – those earning $150,000 or more – are *most* likely to believe their high school children are learning *more* during the pandemic (23% for those earning $150,000-$199,999 and 13%* for those earning at least $200,000), while the lowest income group is *least* likely to believe their children are learning *more* (7%). Finally, the largest gaps across income groups (16 points) emerge here, between the top-two wealth groups' probabilities of believing their kids were learning less (61%* for those earning over $200,000 vs. 45% for those earning $150,000-$200,000) and also for the probability of believing high schoolers were learning more, between the $150-$199,999 and less than $25,000 groups (23% vs. 7%).

Note that we also compared attitudes regarding learning across parents at different education levels. We found no consistent patterns and so do not discuss them further here. We nonetheless present these latter results in Appendix Figure A1.

Current support for prohibiting in-person K-12 classroom teaching

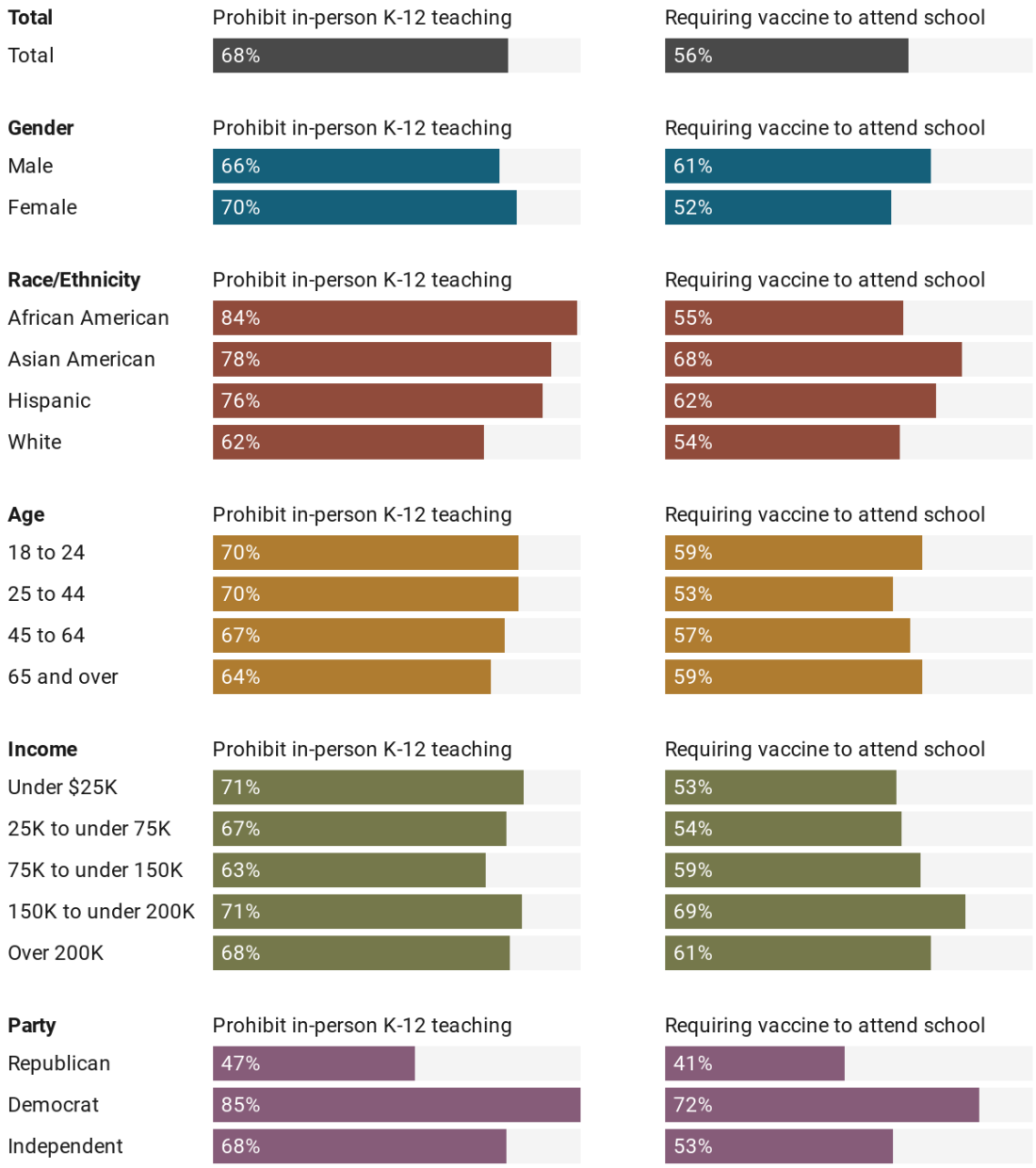
National Averages

While a majority of respondents believe that education has been affected by the pandemic, over two-thirds (68%) of respondents – including an identical percentage of respondents with and without school-age children in the home – also express approval (somewhat or strong) for keeping schools closed to in-person learning (see Figure 5). The largest subgroup gap on this question is partisan: Democrats are nearly twice as likely as Republicans to support prohibiting in-person teaching in K-12 schools (85% vs. 47%). Independents fall in between, at 68%.

Women are slightly more likely than men (70% vs. 66%) to support this prohibition (see Figure 5). Looking across racial/ethnic groups, in turn, white respondents are least supportive (62%), while African American respondents are most supportive (85%). The corresponding figures for Hispanics and Asian Americans are 75% and 79%, respectively. Finally, and somewhat unexpectedly, breaking support out by income level, we find the strongest support for keeping schools closed (72%) among the least wealthy group – those earning under $25,000 per year – closely followed by respondents at the opposite wealth extreme, those earning at least $200,000 per year (70%). The corresponding figures for the income groups between the extremes are 65% for those earning $25,000 to $74,999 per year, 62% for those earning $75,000 to $149,999 per year, and 68% among those earning $150,000 to $199,999 per year.

Public support for prohibiting in-person teaching and requiring COVID-19 vaccines to attend K-12 schools

Do you approve or disapprove of the following measures which federal, state, and local governments could take to prevent the spread of COVID-19 in the next 30 days?
- Prohibit K-12 schools from teaching in person
- Require children to get a COVID-19 vaccine in order to be allowed in school
[Percent respondents who say they "somewhat approve" or "strongly approve"]



National sample, N = 25,640, Time period: 12/16/2020-01/10/2021

Source: The COVID-19 Consortium for Understanding the Public's Policy Preferences Across States (A joint project of: Northeastern University, Harvard University, Rutgers University, and Northwestern University) www.covidstates.org • Created with Datawrapper

FIGURE 5

State level averages

We find a wide range of variation in the level of support across states for prohibiting K-12 schools from teaching in-person (see Figure 6 and Table A1), ranging from lows of 48% in Wyoming and 49% in North and South Dakota and Montana, to highs of 85% in Washington DC, 79% in California, 77% in Maryland, and 75% in New York. Given the very high overall national average noted above, it is perhaps unsurprising that **majorities of respondents in 46 out of 50 states support this policy. In fact, two-thirds or more respondents in a majority of states do so. That said, there is a clear partisan dimension to state-level attitudes on this question. The five states (plus DC) with the highest support levels are all solidly Democratic leaning, while the eight states with the lowest levels of support are all strongly Republican leaning.**

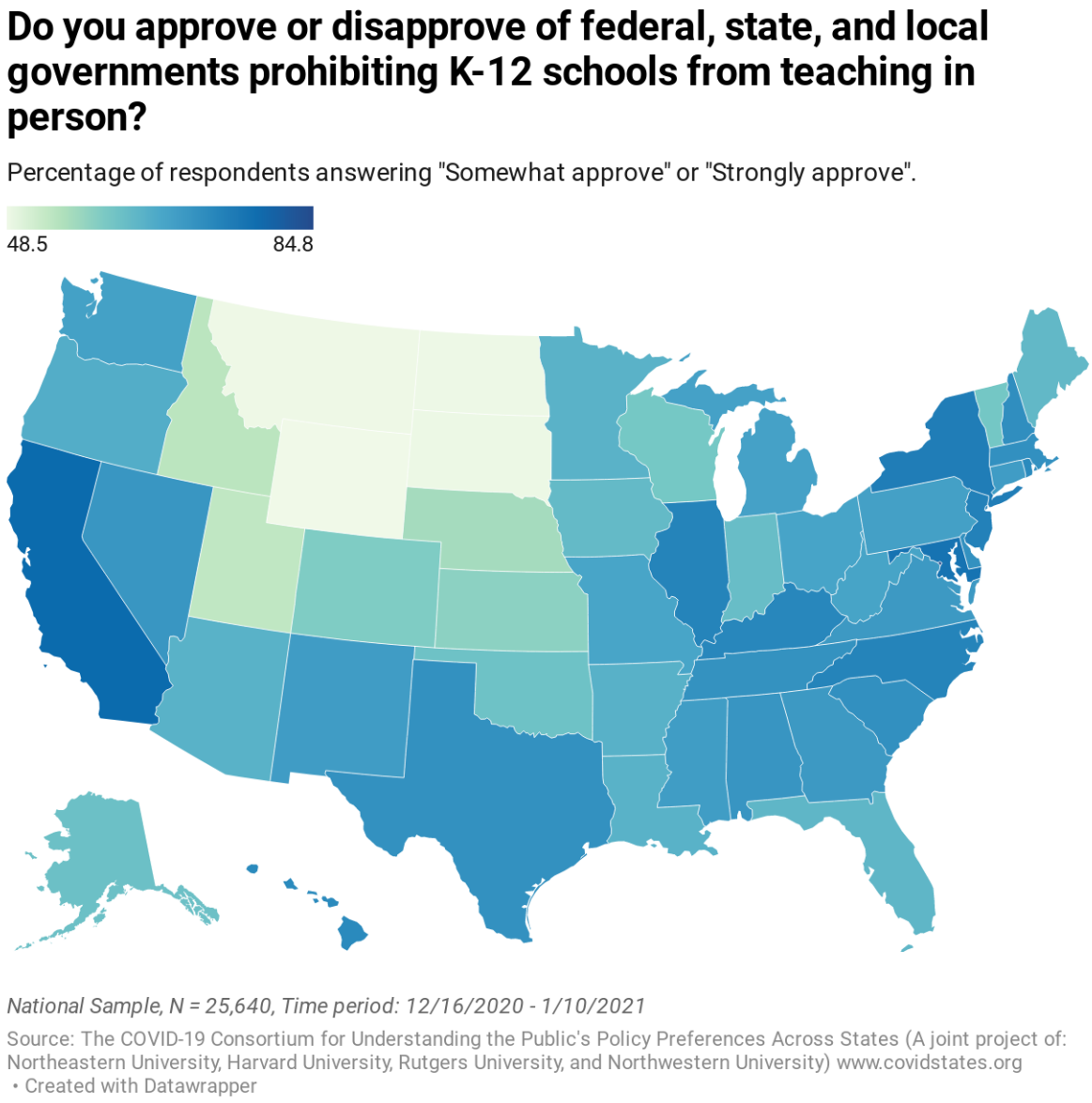


FIGURE 6

Should vaccinations be required to return to school?

National averages

Given the quite high levels of support for prohibiting in-person K-12 teaching (see Figure 5), it is perhaps unsurprising that **a majority of all respondents (56%) – including 58% of respondents with children in the home and 52% of those without children at home – indicated that they approve (somewhat or strongly) of requiring that children receive a COVID vaccine prior to returning to in-person schooling. That said, we find large partisan gaps on this question, with 71% of Democrats, compared to 53% of Independents and only 41% of Republicans, approving of such a requirement.**

We also find moderate racial/ethnic gaps on this question, with approval of requiring vaccines ranging from a low of 54% among whites to a high of 68% among Asian Americans. African Americans (55%) and Hispanics (62%) fall in between the extremes. Men, in turn, are more supportive than women of a vaccine mandate (61% vs. 52%). Finally, **majorities across all income groups also support a vaccine requirement for returning to school, though the magnitude of that majority increases with income: 53% among respondents earning less than $25,000 per year, 54% among those earning $25,000-$74,999 per year, 60% for those earning $75,000-$149,999, and 71% for those earning $150,000 or more per year.**

State level averages

When we look at state-level support for requiring vaccinations for children to return to the classroom, we find wide disparities across the states (see Figure 7 and Table A2). **The highest support levels for requiring vaccines in order to return to school emerge in some of the states with the largest populations, and in some cases also those hardest hit at the outset of the pandemic, in March – like New York and Massachusetts, where 68% and 67% of respondents, respectively, support mandatory vaccines for school children – and several hit hardest during the fall surge – like California and Illinois, where the corresponding support levels are 64% and 60%, respectively.** All told, support for mandatory vaccines for school children is 60% or higher in 13 states (including Washington DC, at 74%), all of which lean Democratic. The other 8 states in this group, from highest-to-lowest support levels, include Hawaii (63%), New Jersey (63%), Maryland (62%, Rhode Island (62%), Oregon (61%), New Mexico (60%), Connecticut (60%), and Washington (60%)

At the opposite end of the support spectrum, **fewer than half of respondents in 15 states somewhat or strongly support mandatory vaccines for children before returning to school. Notably, all 15 are Republican-leaning, while nearly all experienced pandemic surges during the second or third waves of the pandemic, in the summer or fall of 2020**. From highest-to-lowest support level, they include Alaska (49%), Mississippi (49%), Indiana (49%), Ohio (48%), West Virginia (47%), Missouri (47%), North Dakota (47%), Tennessee (47%), Oklahoma (46%), Louisiana (45%), Montana (45%), South Dakota (44%), Idaho (43%), Arkansas (41%), and Wyoming (41%).

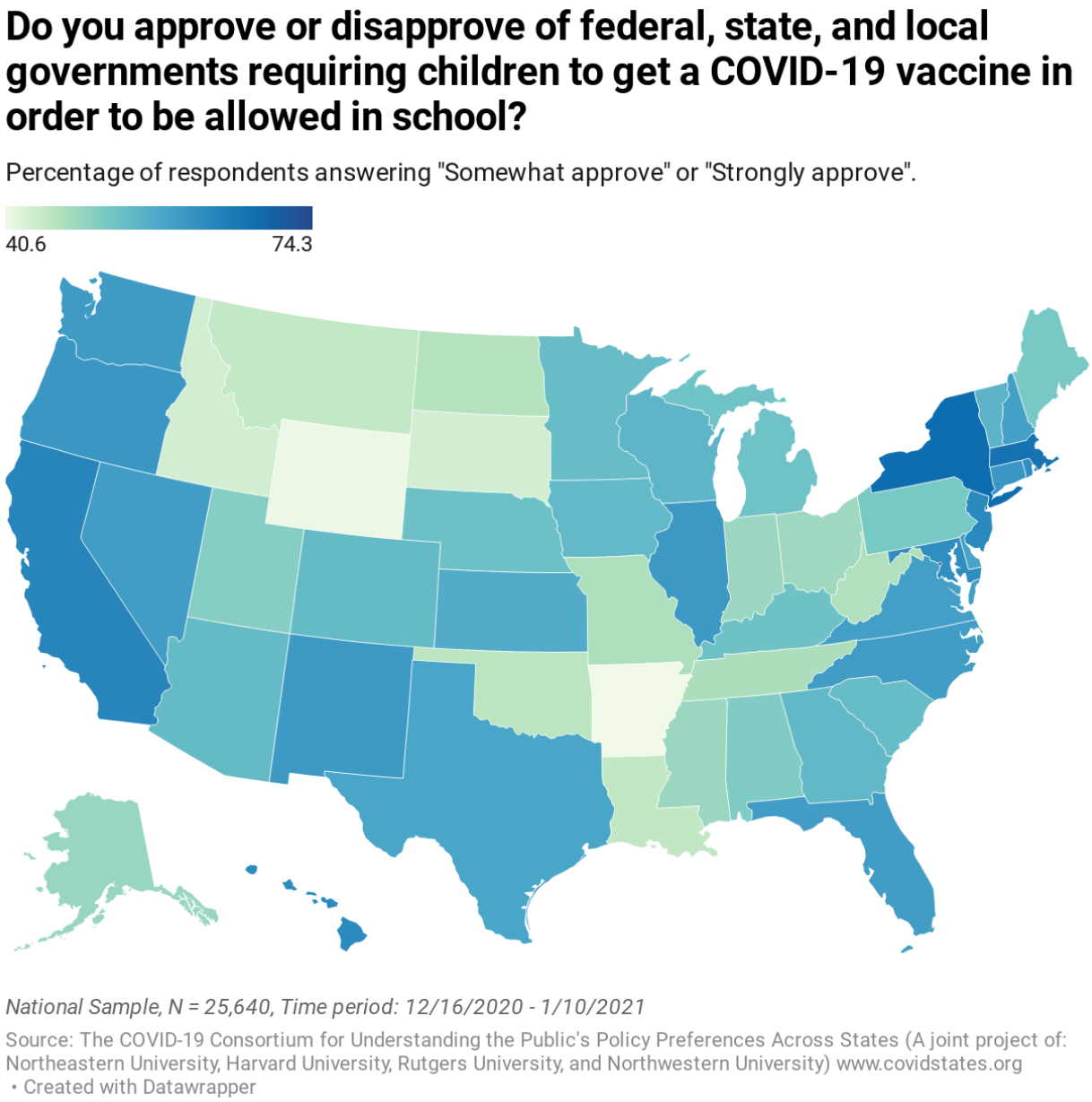


FIGURE 7

Appendix A

TABLE A1. Approval of prohibiting K-12 schools from teaching in person (error margin in parentheses)			
State	**Somewhat disapprove or strongly disapprove**	**Somewhat approve or strongly approve**	**N**
National	32 (1)	68 (1)	25,525
AK	38 (6)	62 (6)	406
AL	30 (5)	70 (5)	451
AR	35 (6)	65 (6)	470
AZ	35 (5)	65 (5)	468
CA	21 (4)	79 (4)	569
CO	40 (5)	60 (5)	502
CT	31 (5)	69 (5)	509
DC	15 (4)	85 (4)	436
DE	29 (5)	71 (5)	541
FL	36 (5)	64 (5)	547
GA	30 (5)	70 (5)	494
HI	27 (5)	73 (5)	603
IA	37 (5)	63 (5)	435
ID	46 (5)	54 (5)	570
IL	26 (4)	74 (4)	538
IN	37 (5)	63 (5)	483
KS	41 (5)	59 (5)	485
KY	27 (5)	73 (5)	444
LA	35 (5)	65 (5)	488
MA	29 (4)	71 (4)	518
MD	23 (4)	77 (4)	505
ME	36 (5)	64 (5)	598

MI	32 (4)	68 (4)	496
MN	35 (5)	65 (5)	514
MO	33 (5)	67 (5)	493
MS	31 (6)	69 (6)	510
MT	51 (5)	49 (5)	536
NC	26 (4)	74 (4)	530
ND	51 (5)	49 (5)	504
NE	44 (5)	56 (5)	594
NH	28 (4)	72 (4)	563
NJ	26 (4)	74 (4)	464
NM	31 (6)	69 (6)	481
NV	30 (5)	70 (5)	489
NY	25 (4)	75 (4)	522
OH	33 (5)	67 (5)	493
OK	38 (5)	62 (5)	501
OR	34 (4)	66 (4)	544
PA	32 (4)	68 (4)	481
RI	28 (5)	72 (5)	543
SC	29 (5)	71 (5)	451
SD	51 (5)	49 (5)	503
TN	29 (5)	71 (5)	518
TX	29 (4)	71 (4)	559
UT	47 (5)	53 (5)	490
VA	30 (5)	70 (5)	445
VT	39 (6)	61 (6)	412
WA	32 (4)	68 (4)	524
WI	39 (5)	61 (5)	514
WV	32 (5)	68 (5)	446
WY	52 (6)	48 (6)	345

TABLE A2. Approval of requiring children to get a COVID-19 vaccine in order to be allowed in school (error margin in parentheses)			
State	**Somewhat disapprove or strongly disapprove**	**Somewhat approve or strongly approve**	**N**
National	44 (1)	56 (1)	25513
AK	51 (6)	49 (6)	406
AL	49 (6)	51 (6)	452
AR	59 (6)	41 (6)	471
AZ	46 (5)	54 (5)	466
CA	36 (5)	64 (5)	570
CO	46 (5)	54 (5)	502
CT	40 (5)	60 (5)	508
DC	26 (5)	74 (5)	437
DE	42 (5)	58 (5)	539
FL	41 (5)	59 (5)	550
GA	45 (5)	55 (5)	493
HI	37 (5)	63 (5)	603
IA	45 (5)	55 (5)	436
ID	57 (5)	43 (5)	570
IL	40 (5)	60 (5)	537
IN	51 (5)	49 (5)	481
KS	43 (5)	57 (5)	486
KY	47 (5)	53 (5)	446
LA	55 (5)	45 (5)	488
MA	33 (5)	67 (5)	518
MD	38 (5)	62 (5)	505
ME	48 (5)	52 (5)	599
MI	47 (5)	53 (5)	496
MN	46 (5)	54 (5)	514
MO	53 (5)	47 (5)	492

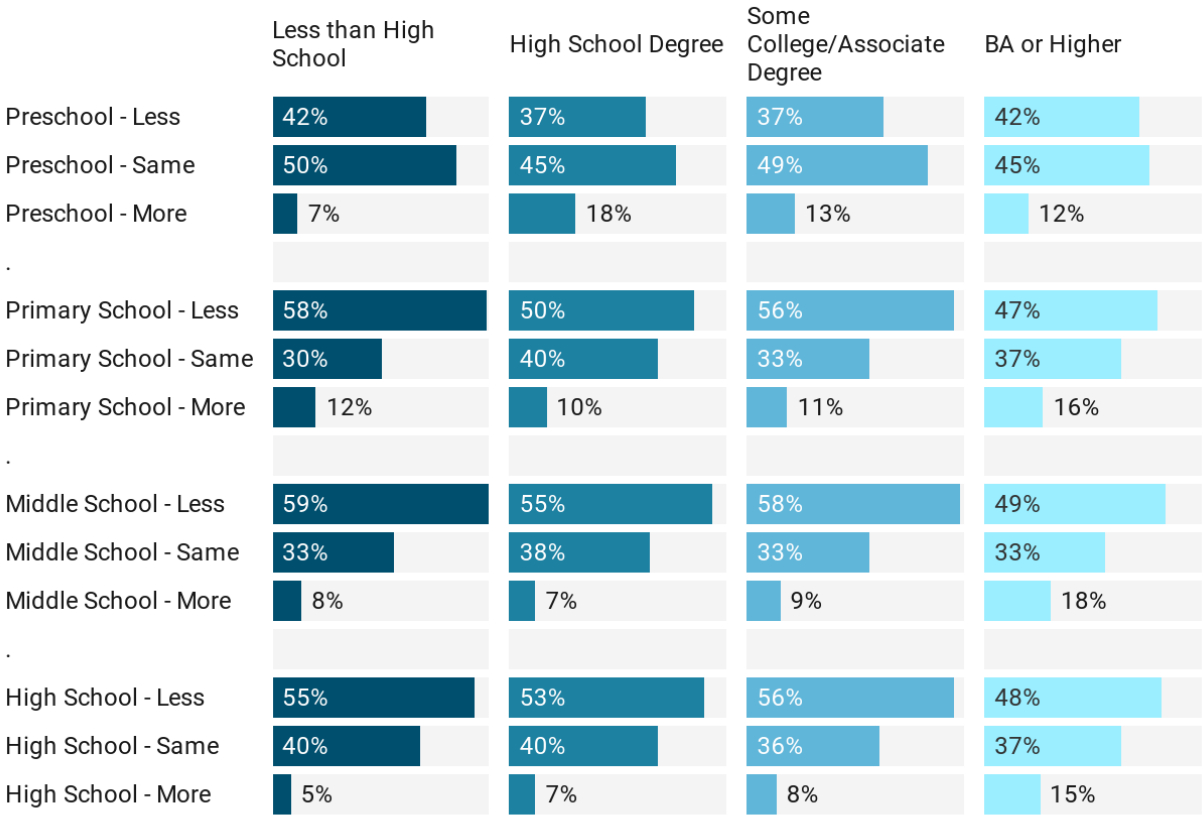
MS	51 (6)	49 (6)	510
MT	55 (5)	45 (5)	534
NC	41 (5)	59 (5)	528
ND	53 (5)	47 (5)	503
NE	47 (5)	53 (5)	593
NH	41 (5)	59 (5)	563
NJ	37 (5)	63 (5)	465
NM	40 (6)	60 (6)	480
NV	41 (5)	59 (5)	489
NY	32 (4)	68 (4)	520
OH	52 (5)	48 (5)	492
OK	54 (5)	46 (5)	498
OR	39 (5)	61 (5)	544
PA	48 (5)	52 (5)	480
RI	38 (5)	62 (5)	543
SC	46 (5)	54 (5)	451
SD	56 (5)	44 (5)	503
TN	53 (5)	47 (5)	517
TX	42 (5)	58 (5)	559
UT	50 (5)	50 (5)	490
VA	41 (5)	59 (5)	442
VT	45 (6)	55 (6)	412
WA	40 (5)	60 (5)	526
WI	45 (5)	55 (5)	514
WV	53 (6)	47 (6)	446
WY	59 (6)	41 (6)	346

TABLE A3. Sample Sizes for Figure 3 (Race/Ethnicity)		
Grade Level	**Race/Ethnicity**	**N**
nursery	White	607
nursery	Hispanic	227
nursery	Black	160
nursery	Asian Am.	76
primary	White	1934
primary	Hispanic	622
primary	Black	408
primary	Asian Am.	148
middle	White	1138
middle	Hispanic	353
middle	Black	197
middle	Asian Am.	113
high	White	1196
high	Hispanic	456
high	Black	275
high	Asian Am.	118

TABLE A4. Sample Sizes for Figure 4 (Income Levels)		
Grade Level	**Income Level**	**N**
nursery	$150,000-199,999	47
nursery	$200,000 or More	31
nursery	$25,000-$74,999	449
nursery	$75,000-$149,999	316
nursery	Less than $25,000	260
primary	$150,000-199,999	190
primary	$200,000 or More	100
primary	$25,000-$74,999	1315
primary	$75,000-$149,999	854
primary	Less than $25,000	732
middle	$150,000-199,999	94
middle	$200,000 or More	63
middle	$25,000-$74,999	809
middle	$75,000-$149,999	490
middle	Less than $25,000	390
high	$150,000-199,999	112
high	$200,000 or More	82
high	$25,000-$74,999	928
high	$75,000-$149,999	585
high	Less than $25,000	379

Parental Assessments of Their Children's Quality of Learning During the Pandemic at Different Grade Levels, by Education

[Did your children learn less, the same, or more than they would have learned without the pandemic?]



National Sample: N=25,640. Time Period: 12/6/20 - 1/11/21

Chart: Source: The COVID-19 Consortium for Understanding the Public's Policy Preference Across States (A joint project of Northeastern University, Harvard University, Rutgers University, and Northwestern University). www.covidstates.org • Created with Datawrapper

FIGURE A1