PARENT VIEWS ON EDUCATION
Brought to you by Pathways In Education and YouGov

PATHWAYS IN EDUCATION

YouGov®
What the world thinks

2015-2016
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ABOUT US

*Parent Views on Education* is proudly brought to you by Pathways In Education and YouGov.

**Pathways In Education** is a national network of free public education programs that help students earn their high school diploma and prepare for post-secondary success. Most Pathways In Education students are at-risk youth who struggle financially or socially and have faced challenges that prevented them from being successful in traditional school environments. Pathways’ blended learning approach – including small group classes, one-on-one tutoring, technology-rich learning, and job and life skills development – supports not only students’ academic achievement, but also their social and emotional well-being.

Student-teacher connection is at the core of the Pathways’ program. Our highly qualified teachers and staff work with students to form authentic, trust-based relationships that allow students to reach levels of academic and personal achievement that many, including themselves, may have considered impossible.

To learn more about Pathways In Education, visit www.pathwaysedu.org.

**YouGov** is a pioneer in online research with offices throughout the United States, the UK, Europe, the Middle East, Africa and Asia. YouGov’s custom research specialists conduct a full spectrum of quantitative and qualitative research, providing comprehensive market intelligence to the world’s leading businesses and institutions. YouGov was recently named one of the world’s top 25 research companies by the respected American Marketing Association Top 25 Report and has a proven published record of uniquely accurate data and actionable insights informing political, cultural and commercial organizations around the globe.

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Study Background

For the 2015-2016 school year, Pathways In Education set out to gain a better understanding of parents’ views on high school education in the United States. They commissioned YouGov to perform a national study exploring topics including:

- How parents determine or choose the right school for their child/children
- Views on education opportunity and equality among specific populations, including students of color, English Language Learners, low-income, students with disabilities, and those who struggle with emotional/social issues
- Freshman dropout awareness
- General dropout awareness
- Potential solutions for dropout prevention and reengagement

Methodology

YouGov partners with a third party panel provider to reach potential poll and survey respondents via e-mail. YouGov received completed surveys from 1,671 respondents for the Parent Views on Education study, all parents or guardians of a child or children between the ages of 6 and 21 living at home. To ensure desired representation, Parent Views on Education oversampled lower income families, with over 1,118 respondents coming from households with annual incomes under $50,000.
DEMOGRAPHICS

Respondent Age
- 47% Under 35
- 24% 35-44
- 22% 45-54
- 7% 55 and older
- 32% 65%
- 19% 16%

Respondent Gender
- Female: 68%
- Male: 32%

Race/Ethnicity
- White/Other: 65%
- Hispanic: 19%
- Black: 16%

Marital Status
- Married: 67%
- Widowed: 12%
- Divorced: 12%
- Separated: 7%
- Living with partner: 2%

Household Income
- Less than $25K: 21%
- $25K-Less than $50K: 23%
- $50K-Less than 100K: 26%
- 100K+: 25%
- Prefer not to say: 5%

Education Level
- Bachelor's degree: 22%
- High school diploma: 21%
- Associate's degree: 16%
- Graduate degree: 12%
- Some graduate work: 4%
- Some high school: 2%

Number of Children
- One child: 43%
- 2-3 children: 52%
- 4-5 children: 4%
- 6 or more children: 1%

Age of Children
- Ages 6-8: 28%
- Ages 12-24: 27%
- Ages 9-11: 26%
- Ages 15-17: 25%
- Ages 18-21: 16%

Gender of Children
- Female: 67%
- Male: 70%

67% of respondents have at least one female child living in their household.

70% of respondents have at least one male child living in their household.
KEY FINDINGS

Diversity
More than two thirds of respondents believe their local schools are diverse.

Q: Would you describe your local schools as racially/ethnically diverse?

- Yes: 72%
- No: 28%

School Selection
Based on a list of 16 attributes, parents were asked to state the importance of each when selecting a school for their child.

Q: Please indicate the importance of each of the following attributes when choosing a school for your children.

- 91% of parents identify qualified teachers as an essential or very important consideration.
KEY FINDINGS

Dropout Ubiquity
More than half of parents say that they personally know high school dropouts - usually family members or friends.

Q: Do you know any high school dropouts (select all that apply)?

- No: 46%
- Yes, other family members: 25%
- Yes, my friends: 23%
- Yes, myself or my spouse: 14%
- Yes, my colleague(s): 5%
- Yes, my children: 4%

Dropout Estimation
Parents estimate the national dropout rate to be significantly higher than it actually is.

Parents’ estimation of national dropout rate is 31%
The 2014 national dropout rate is only 6.5%
**KEY FINDINGS**

**Dropout Causes**

Most parents believe that the primary reason students drop out is because they don’t have a parent or teacher who cares about their future. High school can be a challenging environment for students, especially the initial transition into ninth grade. We know that having someone who cares about them - whether it’s a parent, guardian, teacher, or mentor - can make all the difference. In addition to teacher care, parents cited a lack of tangible diploma value, a lack of self-discipline, and the need to get a job to support themselves or their family as primary motivators for a student to drop out of high school.

Q: What do you think are common reasons for a student to drop out of high school?

Not having a **PARENT** or **TEACHER** who **CARES** about their **FUTURE** ranked as the #1 dropout reason.
KEY FINDINGS

Support for Dropout Reengagement Programs

Q: Do you think there should be special programs or services available to drop-outs who want to reenter school?

91% of parents think there should be special programs or services available to dropouts who wish to re-enroll

Reengagement Strategies

More so than any other measure, parents say that a teacher or staff member who pushes students to succeed would make the biggest difference in getting a student back on track to graduate. Many students who have dropped out or are at-risk of dropping out also have complicated home lives and responsibilities outside of school like a job, a sick parent, or a child or sibling to take care of, and often these duties conflict with high school class schedules. Unsurprisingly, the opportunity to have a flexible schedule ranked second as an effective means for getting students back on track to graduate.

The majority of parents believe that having a TEACHER or STAFF MEMBER who CARES ABOUT THEM and PUSHES them to SUCCEED would be the MOST EFFECTIVE way to reengage dropouts.

Q: What is most effective for getting current or at-risk dropouts back on track to graduate?

- A teacher or staff member who cares about them and pushes them to succeed: 32%
- A flexible schedule that allows them to tend to responsibilities outside of school: 17%
- Having a group of friends who are still in school: 15%
- Curriculum (that is, what is being taught and how it is being taught) that interests them: 14%
- Additional academic support like tutoring: 12%
- Educational integration of technology and/or social media: 6%
- The opportunity to play sports: 4%
KEY FINDINGS

Ninth Grade Transition

Q: How significant do you think a student’s adjustment to high school (their first semester in ninth grade) is as an indicator of whether or not they will drop out?

Support by Student Group

Q: Do you think schools provide enough support to students who struggle emotionally?

Q: Do you think schools provide enough support to students who come from low socio-economic backgrounds?

Parents from the lowest income households are the least likely to say that students with low socio-economic status receive enough support.

On average, ONLY 41% of all parents believe that students who struggle emotionally receive enough support.
Parents say that having qualified teachers is their primary concern when it comes to school selection.

Q: Please rank the following attributes in order of importance when choosing a school for your children, selecting the five you feel are most important.

- Qualified teachers: 29%
- Safe neighborhood: 12%
- Preparation for college: 11%
- Cost: 7%
- Secure, clean facilities: 7%
- One-on-One support from teachers: 7%
- Test scores and graduation rates: 7%
- Innovative teaching methods: 4%
- Distance from home/available modes of transportation: 3%
- STEM programs: 3%
- Integrated use of technology: 2%
- Availability of art, music, and language courses: 2%
- Job skills training: 2%
- English learning support: 2%
- Availability of extracurricular activities: 1%
- Access to counseling: 1%
### School Attributes

*Q: Please indicate the importance of each of the following attributes when choosing a school for your children.*

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Essential Consideration</th>
<th>Very Important Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified teachers</td>
<td>64%</td>
<td>27%</td>
</tr>
<tr>
<td>Preparation for college</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td>One-on-One support from teachers</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>Integrated use of technology</td>
<td>37%</td>
<td>42%</td>
</tr>
<tr>
<td>Distance from home/available modes of transportation</td>
<td>36%</td>
<td>37%</td>
</tr>
<tr>
<td>Innovative teaching methods</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>Availability of art, music, and language courses</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>Cost</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>Job skills training</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>Availability of extracurricular activities</td>
<td>29%</td>
<td>41%</td>
</tr>
<tr>
<td>Access to counseling</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>STEM programs</td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>English learning support</td>
<td>23%</td>
<td>27%</td>
</tr>
</tbody>
</table>

- **91%**: Essential Consideration
- **83%**: Very Important Consideration
- **79%**: Very Important Consideration
- **73%**: Very Important Consideration
- **72%**: Very Important Consideration
- **70%**: Very Important Consideration
- **65%**: Very Important Consideration
- **55%**: Very Important Consideration
- **51%**: Very Important Consideration
Important Attributes by Region

When it comes to school choice, parent priorities differ by region, particularly in regards to job skills training, but all regions agree that qualified teachers are the most important consideration.

Q: Please indicate the importance of each of the following attributes when choosing a school for your children.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Northeast</th>
<th>Midwest</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified teachers</td>
<td>88%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Secure, clean facilities</td>
<td>84%</td>
<td>91%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>One-on-one support from teachers</td>
<td>76%</td>
<td>86%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Distance from home/available modes of transportation</td>
<td>69%</td>
<td>70%</td>
<td>73%</td>
<td>77%</td>
</tr>
<tr>
<td>Cost</td>
<td>67%</td>
<td>71%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Job skills training</td>
<td>63%</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>English learning support</td>
<td>50%</td>
<td>45%</td>
<td>55%</td>
<td>49%</td>
</tr>
</tbody>
</table>
Important Attributes by Household Income

Parents from higher income households are more likely than those from lower income households to take qualified teachers and college preparation into consideration when choosing a school for their children, but less likely to consider job skills training, access to counseling, or English learning support.

Q: Please indicate the importance of each of the following attributes when choosing a school for your children.
Important Attributes by Race/Ethnicity

Black and Hispanic parents are more likely than White parents to cite one-on-one support from teachers, integrated use of technology, graduation rates, and innovative teaching methods as important considerations when choosing a school for their children.

Q: Please indicate the importance of each of the following attributes when choosing a school for your children.
Opinions & Assumptions

Parents were asked to provide the first word that comes to mind when they think independently about charter schools, private schools, and traditional public schools. The word cloud images below are representations of their collective responses, with the size of each word indicating the frequency of its use by respondents. Cost emerged as a primary theme with the words “costly,” “cost,” “rich,” “pricey” and “expensive” repeated most often in reference to private schools and frequently in reference to charter schools. It seems that many parents may be unaware that most charter schools are free to students and families. Words that parents associated exclusively with charter and private schools were “innovative,” “different” and “better.” Parents provided “good” more than three times as often as any other response when asked about traditional public schools, followed by “ok,” “poor,” “free” and “crowded.”

Q: Type the first word that comes to mind when you think of charter schools.
Opinions & Assumptions (cont.)

Q: Type the first word that comes to mind when you think of *private schools*.

**EXPENSIVE**

Q: Type the first word that comes to mind when you think of *traditional public schools*.
According to the Department of Education's Office of Civil Rights, just over 50% of Black students and two-thirds of Hispanic students attend schools that offer a full range of math and science courses (including Algebra, Biology, Calculus, and Chemistry), while more than 70% of White students have open access to these courses.* Pathways In Education sought to investigate the public's understanding of these disparities, asking parents across the country about diversity and the equity of opportunities afforded to students from various groups. Overall, Hispanic and Black respondents were less inclined to believe that students of color are afforded the same opportunities as their peers. Across all demographics, students who struggle emotionally were the lowest reported group to be receiving adequate support at school.


Summary

Diversity

Parent Perceptions of School Diversity

Q: Would you describe your local schools as racially/ethnically diverse?

- Yes: 28%
- No: 72%
Diversity

Diversity by Region, Household Income & Race/Ethnicity

The majority of parents from all US regions feel their local schools are diverse, with parents from the Northeast most likely to agree. Hispanic respondents from lower income households were, on average, more likely to say that local schools are diverse. As a group, Black parents across various regions and income levels were the least likely to report a sense of diversity among students in their community.

Q: Would you describe your local schools as racially/ethnically diverse?

*Displaying affirmative responses*
Opportunity

Parent Feelings about Educational Equality

Q: Do you feel that students of color are afforded the same education opportunities as their peers?

Parents from the Western region of the US are the most likely to feel that students of color are provided the same access to educational opportunities as their peers, and parents from the Northeast region are least likely to agree. White respondents were almost twice as likely to answer affirmatively as Black respondents.

Opportunity by Region, Household Income & Race/Ethnicity

Q: Would you describe your local schools as racially/ethnically diverse?

*Displaying affirmative responses*
Parent Perceptions of Student Support by Group

Parents were asked whether they think schools provide enough support to the following groups of students: English Learners, students who come from low socio-economic backgrounds, students with learning disabilities, and students who struggle emotionally. Parents were most likely to feel that English Learners are getting enough support from schools, and least likely to feel students who struggle emotionally are getting the support they need.

Student Support by Region

Parents from the Midwest are more likely than those from the South to feel that students from low socio-economic backgrounds are receiving enough support.
Student Support by Household Income

Those from the highest-income households are most likely to say that students with specific needs are getting enough support.

Q. Do you think schools provide enough support to English Learners/students who come from low socio-economic backgrounds/students with learning disabilities/students who struggle emotionally?

*Displaying affirmative responses

Student Support by Race/Ethnicity

White and Hispanic parents are more likely than Black parents to feel schools provide enough support to English learners, students with learning disabilities, students from low socio-economic backgrounds and students who struggle emotionally.

Q. Do you think schools provide enough support to English Learners/students who come from low socio-economic backgrounds/students with learning disabilities/students who struggle emotionally?

*Displaying affirmative responses
DROPOUT AWARENESS

Dropout Rates

More than half of parents say that they personally know high school dropouts - usually family members or friends.

Q: Do you know any high school dropouts (select all that apply)?

- No: 46%
- Yes, other family members: 25%
- Yes, my friends: 23%
- Yes, myself or my spouse: 14%
- Yes, my colleague(s): 5%
- Yes, my children: 4%
Dropout Relationships by Region

Parents in the South are most likely to know a dropout and to cite family members and their own children as dropouts. Parents in the West are least likely to know a dropout.

Q: Do you know any high school dropouts (select all that apply)?

<table>
<thead>
<tr>
<th>Region</th>
<th>No</th>
<th>Yes, other family members</th>
<th>Yes, my friends</th>
<th>Yes, myself or my spouse</th>
<th>Yes, my colleague(s)</th>
<th>Yes, my child or children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>49%</td>
<td>19%</td>
<td>25%</td>
<td>12%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Midwest</td>
<td>45%</td>
<td>24%</td>
<td>28%</td>
<td>15%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>South</td>
<td>40%</td>
<td>30%</td>
<td>22%</td>
<td>16%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>West</td>
<td>54%</td>
<td>22%</td>
<td>19%</td>
<td>12%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Displaying affirmative responses*
Dropout Awareness

Dropout Relationships by Household Income

Likelihood of knowing high school dropouts decreases as household income increases.

Q: Do you know any high school dropouts (select all that apply)?

- **Income: Less than $25K**
  - No: 30%
  - Yes, other family members: 38%
  - Yes, my friends: 27%
  - Yes, myself or my spouse: 29%
  - Yes, my colleague(s): 23%
  - Yes, my child or children: 5%

- **Income: $25K-Less than $50K**
  - No: 35%
  - Yes, other family members: 27%
  - Yes, my friends: 23%
  - Yes, myself or my spouse: 26%
  - Yes, my colleague(s): 18%
  - Yes, my child or children: 4%

- **Income: $50K-Less than 100K**
  - No: 29%
  - Yes, other family members: 16%
  - Yes, my friends: 22%
  - Yes, myself or my spouse: 17%
  - Yes, my colleague(s): 12%
  - Yes, my child or children: 5%

- **Income: 100K+**
  - No: 23%
  - Yes, other family members: 12%
  - Yes, my friends: 18%
  - Yes, myself or my spouse: 17%
  - Yes, my colleague(s): 4%
  - Yes, my child or children: 3%

*Displaying affirmative responses*
Dropout Relationships by Race/Ethnicity

Hispanic parents are the most likely to know someone who is a high school dropout, but Black parents are more likely to have a friend or family member who dropped out.

Q: Do you know any high school dropouts (select all that apply)?

*Displaying affirmative responses
Estimation of National Dropout Rate

Parents estimate the national dropout rate to be significantly higher than it actually is.

Q: What do you think the high school dropout rate is nationally?

Parents’ estimation of national dropout rate is

31%  >  6.5%

Dropout Estimation by Region, Household Income & Race/Ethnicity

The national dropout rate estimates of parents are similar across all regions of the US, but parents in lower income households estimate a higher national dropout rate than those from higher income households. Estimates by Hispanic parents are significantly higher than estimates from White parents.

Q: What do you think the high school dropout rate is nationally?
School Comparison

Most parents think their local high school dropout rates are about the same or slightly better than the national average.

Q: In your estimation, are the dropout rates and quality of education in your area better or worse than average nationally?

- Much better: 36%
- A little better: 21%
- The same: 24%
- A little worse: 17%
- Much worse: 8%

School Comparison by Region

Parents from the Northeast and Midwest are more likely to believe that their local high school dropout rates are much better than average.

Q: In your estimation, are the dropout rates and quality of education in your area better or worse than average nationally?

School Comparison by Household Income

Overall, estimated dropout rate responses, in comparison to national averages, are directly proportional to the household income of respondents – parents from the highest income households tend to believe that the quality of education at their local schools is much better than the national average.

Q: In your estimation, are the dropout rates and quality of education in your area better or worse than average nationally?

School Comparison by Race/Ethnicity

White parents are more likely than Black and Hispanic parents to believe the dropout rates in their areas are better than average.

Q: In your estimation, are the dropout rates and quality of education in your area better or worse than average nationally?
Most parents believe that the primary reason students drop out is because they don’t have a parent or teacher who cares about their future. High school can be a challenging environment, especially the initial transition into ninth grade. Having someone who cares about them - whether it’s a parent, guardian, teacher or mentor - makes all the difference. Without support and guidance, it is all too easy for students to fall behind and eventually drop out.

Q: What do you think are common reasons for a student to drop out of high school?
Dropout Reasons by Region

In comparison to other regions, parents from the Midwest are more likely to state that students drop out because they lack discipline, whereas parents from the West are more likely to say students drop out because they feel they don’t get enough support at school. Parents from the Northeast are least likely to say that students drop out because school coursework is too challenging. Parents from the South are least likely to say that students drop out because they lack discipline.

Q: What do you think are common reasons for a student to drop out of high school?
Parents from lower income households are more likely than those from higher income households to say students drop out to get a job to support themselves, to raise a child, because they feel like they don't fit in, or because they don't get enough support at school.

Q: What do you think are common reasons for a student to drop out of high school?

- To get a job to support themselves and/or their family
- To raise a child/focus on family
- They don't have a parent or teacher that cares about their future
- They lack discipline
- They don't see the value in a diploma
- They feel like they don't fit in at school
- They feel like they don't get enough support at school
- School coursework is too challenging

The chart shows the percentage of parents from different income levels (Less than $25K, $25K-Less than $50K, $50K-Less than $100K, $100K+) who believe in each reason.
Dropout Reasons by Race/Ethnicity

White and Black parents were significantly more likely than Hispanic parents to believe that children drop out because they don’t see value in a diploma or they lack discipline. Hispanic and Black parents were more likely than White parents to think that students drop out in order to raise a child or focus on family. Black parents were the most likely to believe that students drop out because school coursework is too challenging.

Q: What do you think are common reasons for a student to drop out of high school?
Many national studies over the last several years have indicated a dropout epidemic among students with only a ninth grade credit level. As part of the *Parent Views on Education* study, Pathways in Education focused specifically on the topic of transition from middle to high school in order to understand the unique challenges ninth graders face and potential strategies to increase ninth grade completion rates. According to the US Department of Education, a successful transition into ninth grade is a key indicator as to whether or not a student will end up graduating.* More than half of *Parent Views on Education* respondents agreed, believing that a student’s adjustment to high school (their first semester in ninth grade) is critical or very significant as an indicator of whether or not they will ultimately drop out.


Q: How significant do you think a student's adjustment to high school (their first semester in ninth grade) is as an indicator of whether or not they will drop out?
Parent Opinions on Helping Students Adjust to High School

When considering strategies that may be effective helping ninth graders transition to high school, parents believe extra assistance in core subjects like math would be most impactful, followed by smaller class sizes and pairing each student with a teacher or staff mentor their freshman year.

Q: Please indicate how impactful you think the following efforts would be in helping students adjust to high school.

- Providing extra assistance for challenging core subjects like math: 56%
- Smaller class sizes for freshman students: 76%
- Pairing each student with a teacher/staff mentor their first year: 73%
- Having every freshman student meet frequently with an advisor for course planning: 71%
- Providing access to therapy and/or counseling: 70%
- Pairing each student with a mentor for their first year: 68%
- Scheduling freshman students together for all classes their first year: 56%

Q: Considering only grades 9-12, what grade do you think students experience the most failed classes in?

- 9th Grade: 45%
- 10th Grade: 12%
- 11th Grade: 15%
- 12th Grade: 29%

Q: Considering only grades 9-12, what grade do you think students most commonly drop out from?

- 9th Grade: 40%
- 10th Grade: 35%
- 11th Grade: 14%
- 12th Grade: 11%
Worries and Concerns of Ninth and Twelfth Graders

When parents reflect on the greatest potential worries facing ninth graders, they most often cite not being cool enough, getting bullied, and not understanding schoolwork. Reflecting on the mental state of twelfth graders, parents overwhelmingly agree the top concern is a lack of vision or plan for the future.

Q: If you asked a ninth/twelfth grader about their worries and concerns, which of these do you think they’d be likely to say?

- Money/how I can help support my family: 15% (9th) / 37% (12th)
- I get scared that someone will bring a gun to school: 23% (9th) / 17% (12th)
- I don't know what the future looks like: 72% (12th)
- No one at school cares about me: 37% (12th)
- I don't get enough help with my schoolwork: 43% (9th) / 22% (12th)
- Testing gives me anxiety: 49% (9th) / 46% (12th)
- I don't understand my schoolwork: 52% (12th)
- I get bullied/picked on at school: 56% (12th)
- I'm not cool enough/don't fit in at school: 57% (12th)
Ninth Grade Concerns by Household Income

Parents from lower income households are more likely than those from higher income households to think ninth graders are concerned about getting bullied, guns in school, not getting enough help with school work, and supporting their families.

Q: If you asked a ninth/twelfth grader about their worries and concerns, which of these do you think they'd be likely to say?

Twelfth Grade Concerns by Household Income

Parents from lower income households are more likely than those from higher income households to think twelfth graders are worried about supporting their families and not getting enough help with their schoolwork, but less likely to say they are worried about what the future looks like.

Q: If you asked a ninth/twelfth grader about their worries and concerns, which of these do you think they'd be likely to say?
Support and Awareness for Dropout Reengagement Programs

While the high school dropout rate has decreased more than 50% since the 1960s, wide disparities continue to exist by race and income. Pathways In Education seeks to determine the public’s awareness of the resources/programs available to students that have dropped out and wish to reenter school. While respondents do agree dropout and recovery programs should exist, nearly two-thirds do not know if any such program exists in their local area.


Q: Do you think there should be special programs or services available to dropouts who want to reenter school?

91% of parents think there should be special programs or services available to dropouts who wish to re-enroll

Q: Are there programs or schools in your area that specifically work with dropouts?

24% Yes
61% No
16% Not Sure

Yes (91%) No (9%)
**Reengagement Support by Region, Household Income & Race/Ethnicity**

Parents in all regions agree there should be dropout reengagement programs, with parents in the Northeast being the least concerned. Those from the lowest income bracket are most likely to feel that there should be special dropout programs or services at their schools. Parents from all racial/ethnic groups strongly agree that there should be dropout reengagement programs in high schools, with Black parents being the most enthusiastic - nearly 100% of Black parents would like to have special programs or services for dropouts in their schools.

**Q: Do you think there should be special programs or services available to dropouts who want to reenter school?**

**Most Effective Measures toward Reengagement**

**Q: Which of the following do you think are most effective in getting current or at-risk dropouts back on track to graduate?**

- A teacher or staff member who cares about them and pushes them to succeed: 32%
- A flexible schedule that allows them to tend to responsibilities outside of school: 17%
- Having a group of friends who are still in school: 15%
- Curriculum (that is, what is being taught and how it is being taught) that interests them: 14%
- Additional academic support like tutoring: 12%
- Educational integration of technology and/or social media: 6%
- The opportunity to play sports: 4%
Reengagement Solutions by Region

Parents across all regions believe that having a teacher or staff member who cares about the student would be the most effective measure for getting current or at-risk dropouts to reengage.

Q: Which of the following do you think are most effective in getting current or at-risk dropouts back on track to graduate?

<table>
<thead>
<tr>
<th>Solution</th>
<th>Northeast</th>
<th>Midwest</th>
<th>South</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher or staff member who cares about them</td>
<td>26%</td>
<td>33%</td>
<td>36%</td>
<td>29%</td>
</tr>
<tr>
<td>A flexible schedule</td>
<td>23%</td>
<td>21%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Curriculum that interests them</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Having a group of friends who are still in school</td>
<td>16%</td>
<td>14%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>Additional academic support</td>
<td>8%</td>
<td>9%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Opportunity to play sports</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Integration of technology and/or social media</td>
<td>9%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Reengagement Solutions by Household Income

Parents from the lowest income households are more likely to say a flexible schedule would help current or at-risk dropouts to reengage, while parents from the highest income households are more likely than other parents to say having a group of friends who are still in school would make a difference.

Q: Which of the following do you think are most effective in getting current or at-risk dropouts back on track to graduate?

<table>
<thead>
<tr>
<th>Solution</th>
<th>Less than $25K</th>
<th>$25K-Less than $50K</th>
<th>$50K-Less than $100K</th>
<th>$100K+</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher or staff member who cares about them</td>
<td>29%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>A flexible schedule</td>
<td>28%</td>
<td>17%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Curriculum that interests them</td>
<td>13%</td>
<td>17%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Having a group of friends who are still in school</td>
<td>11%</td>
<td>11%</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Additional academic support</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Opportunity to play sports</td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Integration of technology and/or social media</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Reengagement Solutions by Race/Ethnicity

Black parents are the least likely to say that having a group of friends who are still in school would make a difference. Hispanic parents feel more strongly than other parents that additional academic support would be helpful. White and Hispanic parents are more likely than Black parents to feel that if the students had more flexible schedules it would help them reengage.

Q: Which of the following do you think are most effective in getting current or at-risk dropouts back on track to graduate?