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Most Parents of K-12 Students Learning Online Worry About Them Falling Behind

Parents of children attending school in person are largely satisfied with steps to prevent coronavirus spread but still concerned about exposure

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How we did this

Pew Research Center conducted this study to understand how parents of children in K-12 schools in the United States assess the impact of the coronavirus outbreak on their children's education amid changes in instruction this fall. The study also explores concerns among parents of K-12 students and younger children in light of the pandemic. This analysis is based on 2,561 U.S. parents of children younger than 18 who live in their household. The data was collected as a part of a larger survey conducted Oct. 13-19, 2020. Everyone who took part is a member of the Center's American Trends Panel (ATP), an online survey panel that is recruited through national, random sampling of residential addresses. This way, nearly all U.S. adults have a chance of selection. The survey is weighted to be representative of the U.S. adult population by gender, race, ethnicity, partisan affiliation, education and other categories. Read more about the [ATP's methodology](#).

See here to read more about the [questions used for this report](#) and the report's [methodology](#).

Terminology

“Parent” is defined here as the parent or guardian of a child under age 18 who lives in the household.

“Middle income” is defined here as two-thirds to double the median annual family income for panelists on the American Trends Panel. “Lower income” falls below that range; “upper income” falls above it. See the [methodology](#) for more details.

Most Parents of K-12 Students Learning Online Worry About Them Falling Behind

Parents of children attending school in person are largely satisfied with steps to prevent coronavirus spread but still concerned about exposure

As school districts across the United States [continue to grapple](#) with the best way to provide instruction amid the [coronavirus outbreak](#), most parents of students in K-12 schools express concern about their children falling behind in school because of disruptions caused by the pandemic. There are large divides between parents whose children are going to school fully in-person and those whose children are engaged in online learning when it comes to their assessments of and concerns about the education their kids are currently receiving, according to a new Pew Research Center survey.

Parents of K-12 students who are getting only in-person instruction are the most likely to say they are very satisfied with the way their children's school is handling instruction amid the pandemic: 54% say this, compared with 30% of those whose children are getting online instruction only and 27% of parents whose children are getting a mix of in-person and online instruction.¹ Still, large majorities of parents across these instruction types say they are at least somewhat satisfied with the way their children's school is handling instruction.

Parents of children attending school fully in person are more likely to be satisfied, less likely to be concerned about their education

% of parents of K-12 students who are getting in-person only or at least some online instruction saying ...

They are ___ with the way their children's school has been handling instruction this fall

	Very satisfied	Somewhat satisfied	Net
In-person instruction only	54	36	90
At least some online instruction	29	47	76

They are ___ about their children falling behind in school as a result of any disruptions caused by the coronavirus outbreak

	Very concerned	Somewhat concerned	Net
In-person instruction only	21	34	56
At least some online instruction	32	36	68

Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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¹ Throughout this report, analyses of views of parents of K-12 students exclude those who say they have different types of instruction for different children (4%) or whose children are being home-schooled (7%). Only parents of elementary, middle and high school students who live in their household are included.

Concerns about children falling behind in school are particularly common among parents of K-12 students who are getting at least some online instruction this fall; those whose children are getting a mix of in-person and online instruction are the most concerned. Seven-in-ten parents whose children are getting online instruction – either fully or in combination with in-person learning – say they or another adult in their household is providing at least some additional instruction or resources to their children beyond what is being provided by the school. This is significantly higher than the share among parents whose children are getting only in-person instruction (52%).

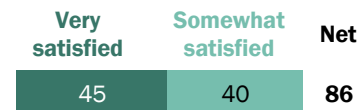
Among those whose children are attending school in person, 45% say they are very satisfied with the steps their children’s school is taking to prevent the spread of coronavirus, and this is especially so among parents whose children are receiving in-person instruction only (52% vs. 39% of those whose children are getting a mix of in-person and online instruction). Still, parents whose children are attending school in person express some concern about their children being exposed to coronavirus at school: 62% are at least somewhat concerned, with 20% saying they are *very* concerned.

The survey also finds some differences by income. For example, parents of K-12 students with lower incomes (72%) are more likely than middle-income (63%) and upper-income parents (55%) to say they are very or somewhat concerned about their children falling behind in school as a result of disruptions caused by the pandemic.² And lower-income parents (72%) are more likely than those in the upper-income tier (58%) to say they or another adult in their household is providing at least some additional instruction or resources to their children beyond what is being provided by the school. In turn, upper-income parents are the most likely to say they have *hired* someone to

Most parents of students getting in-person instruction are satisfied with steps to prevent virus spread, concerned about exposure

% of parents of K-12 students whose children are getting at least some in-person instruction saying ...

They are ___ with the steps their children’s school is taking to prevent the spread of coronavirus



They are ___ about their children being exposed to the coronavirus at school



Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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² Family incomes are based on 2019 earnings and adjusted for differences in purchasing power by geographic region and for household size. Middle income is defined here as two-thirds to double the median annual family income for all panelists in the [American Trends Panel](#). Lower income falls below that range; upper income falls above it. For more detail, see the [methodology](#) section of the report.

provide additional instruction or resources (19% vs. 7% of middle-income and 8% of lower-income parents).

These are among the key findings of a Pew Research Center survey of 10,332 U.S. adults conducted Oct. 13-19, 2020, using the Center's [American Trends Panel](#).³ The survey, which includes 2,561 parents with children younger than 18 living in the household, also explores broader concerns of parents of children in K-12 schools and younger about the impact of the coronavirus outbreak on their children's development and well-being.

Lower-income parents of K-12 students are more likely to say their children are getting online instruction only

With the fall semester underway, 46% of parents with children in elementary, middle or high school in their household report that their children are receiving online instruction only from their school; 20% say they're getting only in-person instruction, and 23% say their children are getting a mix of online and in-person instruction (4% say they have different situations for different children).

A plurality of parents of K-12 students say their children are getting online instruction only

% of parents of K-12 students saying their children are getting each type of instruction from school right now

	In-person instruction only	Online instruction only	A mix of in-person and online instruction	Children are home-schooled	Different situations for different children
All parents of K-12 students	20	46	23	7	4
Upper income	23	40	30	2	5
Middle income	22	45	21	9	4
Lower income	16	53	21	6	3

Note: Based on parents with children in elementary, middle or high school in their household. "Different situations for different children" was only offered to parents who indicated they have more than one child in elementary, middle or high school in the household. Share of respondents who didn't offer an answer not shown. Family income tiers are based on adjusted 2019 earnings.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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³ For more details, see the [methodology](#) section of the report.

The share of parents with children in K-12 education who say their children are being home-schooled has risen significantly since the spring: 7% this fall, compared with [3% in April](#). Lower- and middle-income parents are more likely than upper-income parents to say their children are being home-schooled (6% and 9% vs. 2%, respectively). In April, similar shares of parents across income levels said this.

Parents of K-12 students receiving only in-person instruction are more satisfied than those whose children are learning online

Among parents of K-12 students who are all getting the same type of instruction in school, 35% say they are very satisfied with the way their children's school has been handling instruction; 44% are somewhat satisfied, while 21% are not too or not at all satisfied. Similar shares of parents across income levels say they are at least somewhat satisfied with the way their children's school is handling instruction this fall.

Parents whose children are receiving in-person instruction only are, by far, the most satisfied with the way their children's school has been handling instruction this fall: 54% of these parents say they are very satisfied, compared with 30% of parents whose children are getting online instruction only and 27% of those who say their children are getting a mix of in-person and online instruction. Still, three-quarters or more in each of the three groups say they are at least somewhat satisfied with the way their children's school has been handling instruction.

Parents of K-12 students who are getting in-person instruction only are the most satisfied

% of parents of K-12 students saying they are ___ with the way their children's school has been handling instruction this fall

	Very satisfied	Somewhat satisfied	Net
Parents of K-12 students	35	44	79

Among those whose children are getting ...

In-person instruction only	54	36	90
Online instruction only	30	46	76
A mix of in-person and online instruction	27	48	75

Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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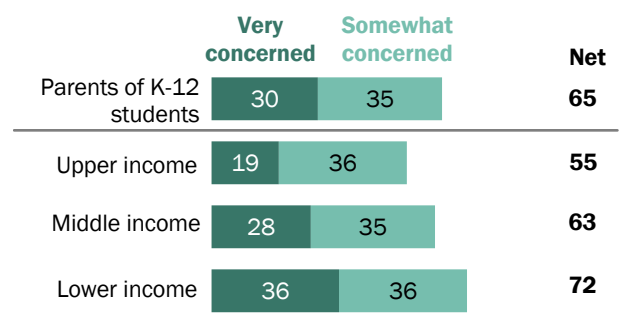
Most parents of K-12 students are worried about their children falling behind in school because of pandemic-related disruptions

Amid disruptions caused by the coronavirus outbreak, a majority of parents of K-12 students (65%) express at least some concern about their children falling behind in school, with three-in-ten saying they are *very* concerned. Parents with lower incomes (72%) are more likely than middle-income (63%) and upper-income (55%) parents to say they are concerned about their children falling behind in school as a result of disruptions caused by the pandemic.

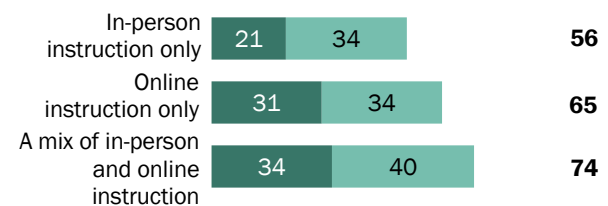
Parents whose children are getting a mix of in-person and online instruction are the most likely to be concerned about their children falling behind in school, and those whose children are getting in-person instruction only are the least likely to be concerned. About three-quarters of parents whose children are getting a mix of instruction (74%) say they are very or somewhat concerned about their children falling behind, compared with 65% of those whose children are getting online instruction only and 56% of those whose children are getting in-person instruction only.

Lower-income parents of K-12 students are the most concerned about their children falling behind in school

% of parents of K-12 students saying they are ___ about their children falling behind in school as a result of any disruptions caused by the coronavirus outbreak



Among those whose children are getting ...



Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding. Family income tiers are based on adjusted 2019 earnings. Source: Survey of U.S. adults conducted Oct. 13-19, 2020. "Most Parents of K-12 Students Learning Online Worry About Them Falling Behind"

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Most parents of K-12 students say they or someone else in their household is providing additional instruction beyond what schools are providing

About two-thirds of parents of K-12 students (66%) say they or another adult in their household is providing additional instruction or resources to their children beyond what is being provided by the school. This is similar to the share [who said this in April](#), when K-12 schools in all 50 states were closed because of the pandemic.

Parents whose children are receiving online instruction only (72%) or a mix of in-person and online instruction (66%) are more likely than those whose children are receiving in-person instruction only (52%) to say they or another adult in their household is providing at least some additional instruction or resources to their children. Among lower-income parents, 72% say they or another adult in their household is providing additional instruction or resources, compared with 58% of upper-income parents; 65% of middle-income parents say the same.

Parents of K-12 students getting only in-person instruction are least likely to be providing additional instruction

% of parents of K-12 students saying they or another adult in their household is providing ___ additional instruction or resources to their children beyond what is being provided by the school

	A lot of	Some	Net
Parents of K-12 students	20	46	66
<i>Among those whose children are getting ...</i>			
In-person instruction only	11	41	52
Online instruction only	21	51	72
A mix of in-person and online instruction	27	39	66

Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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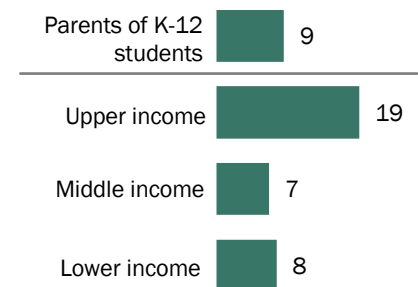
Upper-income parents of K-12 students are the most likely to say they have hired someone to provide additional instruction for their children

While many parents of K-12 students say they or another adult in their household is providing additional instruction or resources to their children beyond what is being provided by the school, a relatively small share (9%) say they have *hired* someone to do this. Parents whose children are getting a mix of in-person and online instruction are the most likely to say they have hired someone to do this (14% vs. 8% of those whose children are getting online instruction only and 6% of those whose children are getting in-person instruction only).

Among upper-income parents, 19% say they have hired someone to provide additional instruction or resources beyond what is being provided by their children's school. Far smaller shares of those with lower (8%) or middle (7%) incomes say they have done this.

About one-in-five upper-income parents have hired someone to provide additional instruction

% of parents of K-12 students saying they have hired someone to provide additional instruction or resources beyond what is being provided by the school



Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Family income tiers are based on adjusted 2019 earnings. Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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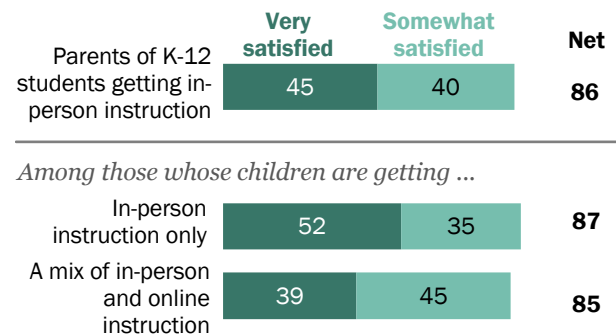
Most parents of K-12 students attending school in person are satisfied with steps to prevent virus spread, but majority are still concerned about children's exposure

More than four-in-ten parents of K-12 students who are attending school in person (45%) say they are very satisfied with the steps their children's school is taking to prevent the spread of the coronavirus; another 40% say they are somewhat satisfied. Parents whose children are getting in-person instruction only (52%) are far more likely than those whose children are getting a mix of in-person and online instruction (39%) to say they are very satisfied with the steps their children's school is taking.

At the same time, 62% of parents of K-12 students who are getting at least some in-person instruction express concern about their children being exposed to the coronavirus at school; 20% say they are very concerned. Similar shares of those whose children are getting in-person instruction only and those whose children are getting a mix of in-person and online instruction say they are very or somewhat concerned about this.

Most parents of K-12 students getting in-person instruction are satisfied with steps to prevent coronavirus spread

% of parents of K-12 students whose children are getting in-person instruction only or a mix of in-person and online instruction saying they are ___ with the steps their children's school is taking to prevent the spread of coronavirus



Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Figures may not add to subtotals due to rounding.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020. "Most Parents of K-12 Students Learning Online Worry About Them Falling Behind"

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Majorities of parents of K-12 students more concerned now than before pandemic about screen time, social connections, emotional well-being, access to extracurricular activities

Majorities of parents of K-12 students say that, compared with before the coronavirus outbreak, they are more concerned about each of the following for their children: having too much screen time (63% say they are more concerned about this now than before the outbreak), maintaining social connections and friendships (60%), their emotional well-being (59%) and having access to extracurricular activities (58%). About half (52%) say they are more worried about their children

not getting enough exercise than they were before the coronavirus outbreak, while 31% say they are now more worried about their children spending too much time unsupervised.

For many parents of K-12 students, concerns about various aspects of their children's lives have grown since the coronavirus outbreak

% of parents of K-12 students saying they are more concerned than before the coronavirus outbreak about each of the following for their children

	Having too much screen time	Maintaining social connections and friendships	Their emotional well-being	Having access to extracurricular activities	Not getting enough exercise	Too much time unsupervised
Parents of K-12 students	63	60	59	58	52	31
Upper income	72	71	67	70	49	36
Middle income	65	60	61	60	51	32
Lower income	59	55	53	51	55	26

Among those whose children are getting ...

In-person instruction only	52	49	47	50	34	18
Online instruction only	68	64	63	61	60	33
A mix of in-person and online instruction	62	60	60	59	53	37

Note: Based on parents with children in elementary, middle or high school in their household who are not being home-schooled and are all getting the same type of instruction (among those with more than one child in K-12 schools). Family income tiers are based on adjusted 2019 earnings.

Source: Survey of U.S. adults conducted Oct. 13-19, 2020.

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Parents' concerns vary considerably depending on the type of instruction children are getting from their K-12 school. In particular, on five of the six items, parents whose children are getting at least some online instruction are more likely than those whose children are getting in-person instruction only to say they are more concerned than they were before the coronavirus outbreak. For example, 64% of parents whose children are getting online instruction only and 60% of those whose children are getting a mix of online and in-person instruction say they are now more

concerned about their children maintaining social connections and friendships; 49% of parents whose children are getting in-person instruction only say the same.

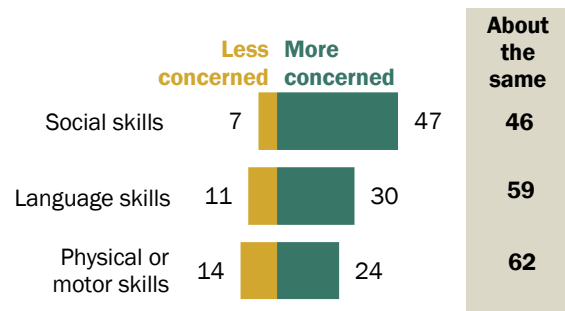
Upper-income parents of K-12 students are more likely than those with middle or lower incomes to say they are now more concerned than they were before the coronavirus outbreak about their children maintaining social connections and friendships and having access to extracurricular activities; and upper-income parents are more likely than lower-income parents to say they are now more concerned about their children having too much screen time and about their children's emotional well-being.

Amid coronavirus disruptions, parents of young children express more concern about development of social skills than about language or physical skills

Parents of children who are not yet school age, much like parents of school-age children, have concerns about their children's development as a result of disruptions caused by the coronavirus outbreak. Some 47% of parents of children who are preschool age or younger say they are more worried now than before the outbreak about their young children falling behind in developing social skills. Smaller shares say they are more concerned now than before about their young children falling behind in developing language skills (30%) and physical or motor skills (24%). Majorities of parents of children who are not yet school age say they are about as concerned as they were before the coronavirus outbreak about their children's development when it comes to physical or motor skills (62%) and language skills (59%); 46% say the same about social skills.

Many parents of young children are worried about their kids falling behind in developing social skills

Among parents of children who are preschool age or younger, % saying that, compared with before the coronavirus outbreak, they are ____ about their children falling behind in developing ...



Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. adults conducted Oct. 13-19, 2020.
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Among parents with children in child care settings, 47% are very satisfied with the steps their day care or preschool is taking to prevent the spread of coronavirus; 34% are somewhat satisfied, while 17% are not too or not at all satisfied. Overall, 36% of parents with children who are preschool age

or younger say their children currently regularly attend a day care or preschool, while 64% say their children do not.

Acknowledgments

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Methodology

The American Trends Panel survey methodology

Overview

The American Trends Panel (ATP), created by Pew Research Center, is a nationally representative panel of randomly selected U.S. adults. Panelists participate via self-administered web surveys. Panelists who do not have internet access at home are provided with a tablet and wireless internet connection. Interviews are conducted in both English and Spanish. The panel is being managed by Ipsos.

Data in this report is drawn from the panel wave conducted Oct. 13 to Oct. 19, 2020. A total of 10,332 panelists responded out of 11,779 who were sampled, for a response rate of 88%. This does not include three panelists who were removed from the data due to extremely high rates of refusal or straightlining. The cumulative response rate accounting for nonresponse to the recruitment surveys and attrition is 5%. The break-off rate among panelists who logged on to the survey and completed at least one item is 1%. The margin of sampling error for the full sample of 10,332 respondents is plus or minus 1.6 percentage points.

Panel recruitment

The ATP was created in 2014, with the first cohort of panelists invited to join the panel at the end of a large, national, landline and cellphone random-digit-dial survey that was conducted in both English and Spanish. Two additional recruitments were conducted using the same method in 2015 and 2017, respectively. Across these three surveys, a total of 19,718 adults were invited to join the ATP, of whom 9,942 (50%) agreed to participate.

In August 2018, the ATP switched from telephone to address-based recruitment. Invitations were sent to a random, address-based sample of households selected

American Trends Panel recruitment surveys

Recruitment dates	Mode	Invited	Joined	Active panelists remaining
Jan. 23 to March 16, 2014	Landline/ cell RDD	9,809	5,338	2,188
Aug. 27 to Oct. 4, 2015	Landline/ cell RDD	6,004	2,976	1,246
April 25 to June 4, 2017	Landline/ cell RDD	3,905	1,628	622
Aug. 8 to Oct. 31, 2018	ABS/web	9,396	8,778	5,909
Aug. 19 to Nov. 30, 2019	ABS/web	5,900	4,720	2,337
June 1 to July 19, 2020	ABS/web	1,865	1,636	1,276
	Total	36,879	25,076	13,578

Note: Approximately once per year, panelists who have not participated in multiple consecutive waves or who did not complete an annual profiling survey are removed from the panel. Panelists also become inactive if they ask to be removed from the panel.

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from the U.S. Postal Service’s Delivery Sequence File. Two additional recruitments were conducted using the same method in 2019 and 2020, respectively. Across these three address-based recruitments, a total of 17,161 adults were invited to join the ATP, of whom 15,134 (88%) agreed to join the panel and completed an initial profile survey. In each household, the adult with the next birthday was asked to go online to complete a survey, at the end of which they were invited to join the panel. Of the 25,076 individuals who have ever joined the ATP, 13,578 remained active panelists and continued to receive survey invitations at the time this survey was conducted.

The U.S. Postal Service’s Delivery Sequence File has been estimated to cover as much as 98% of the population, although some studies suggest that the coverage could be in the low 90% range.⁴ The American Trends Panel never uses breakout routers or chains that direct respondents to additional surveys.

Sample design

This study featured a stratified random sample from the ATP. The sample was allocated according to the following strata, in order: tablet households, U.S.-born Hispanics, foreign-born Hispanics, high school education or less, foreign-born Asians, not registered to vote, people ages 18 to 34, uses internet weekly or less, non-Hispanic Black adults, nonvolunteers and all other categories not already falling into any of the above.

Questionnaire development and testing

The questionnaire was developed by Pew Research Center in consultation with Ipsos. The web program was rigorously tested on both PC and mobile devices by the Ipsos project management team and Pew Research Center researchers. The Ipsos project management team also populated test data which was analyzed in SPSS to ensure the logic and randomizations were working as intended before launching the survey.

Incentives

All respondents were offered a post-paid incentive for their participation. Respondents could choose to receive the post-paid incentive in the form of a check or a gift code to Amazon.com or could choose to decline the incentive. Incentive amounts ranged from \$5 to \$20 depending on whether the respondent belongs to a part of the population that is harder or easier to reach. Differential incentive amounts were designed to increase panel survey participation among groups that traditionally have low survey response propensities.

⁴ AAPOR Task Force on Address-based Sampling. 2016. “[AAPOR Report: Address-based Sampling.](#)”

Data collection protocol

The data collection field period for this survey was Oct. 13 to Oct. 19, 2020. Postcard notifications were mailed to all ATP panelists with a known residential address on Oct. 13, 2020.

On Oct. 13 and Oct. 14, invitations were sent out in two separate launches: Soft Launch and Full Launch. One hundred and fifty panelists were included in the soft launch, which began with an initial invitation sent on Oct. 13, 2020. The ATP panelists chosen for the initial soft launch were known responders who had completed previous ATP surveys within one day of receiving their invitation. All remaining English- and Spanish-speaking panelists were included in the full launch and were sent an invitation on Oct. 14, 2020.

All panelists with an email address received an email invitation and up to one email reminder if they did not respond to the survey. All ATP panelists that consented to SMS messages received an SMS invitation and up to two SMS reminders.

Invitation and reminder dates

	Soft Launch	Full Launch
Initial invitation	10/13/2020	10/14/2020
First reminder	10/16/2020	10/16/2020
Final reminder	10/19/2020	10/19/2020

Data quality checks

To ensure high-quality data, the Center's researchers performed data quality checks to identify any respondents showing clear patterns of satisficing. This includes checking for very high rates of leaving questions blank, as well as always selecting the first or last answer presented. As a result of this checking, three ATP respondents were removed from the survey dataset prior to weighting and analysis.

Weighting

The ATP data was weighted in a multistep process that accounts for multiple stages of sampling and nonresponse that occur at different points in the survey process. First, each panelist begins with a base weight that reflects their probability of selection for their initial recruitment survey (and the probability of being invited to participate in the panel in cases where only a subsample of respondents were invited). The base weights for panelists recruited in different years are scaled to be proportionate to the effective sample size for all active panelists in their cohort.

To correct for nonresponse to the initial recruitment surveys and gradual panel attrition, the base weights for all active panelists are calibrated to align with the population benchmarks identified in the accompanying table to create a full-panel weight.

For ATP waves in which only a subsample of panelists are invited to participate, a wave-specific base weight is created by adjusting the full-panel weights for subsampled panelists to account for any differential probabilities of selection for the particular panel wave. For waves in which all active panelists are invited to participate, the wave-specific base weight is identical to the full-panel weight.

In the final weighting step, the wave-specific base weights for panelists who completed the survey are again calibrated to match the population benchmarks specified above. These weights are trimmed (typically at about the 1st and 99th percentiles) to reduce the loss in precision stemming from variance in the weights. Sampling errors and test of statistical significance take into account the effect of weighting.

Weighting dimensions

Variable	Benchmark source
Age x Gender	2018 American Community Survey
Education x Gender	
Education x Age	
Race/Ethnicity x Education	
Born inside vs. outside the U.S. among Hispanics and Asian Americans	
Years lived in the U.S.	
Census region x Metro/Non-metro	
Volunteerism	2017 CPS Volunteering & Civic Life Supplement
Voter registration	2016 CPS Voting and Registration Supplement
Party affiliation	Average of the three most recent Pew Research Center telephone surveys
Frequency of internet use	ATP 2020 ABS recruitment survey
Religious affiliation	

Note: Estimates from the ACS are based on non-institutionalized adults. The 2016 CPS was used for voter registration targets for this wave in order to obtain voter registration numbers from a presidential election year. Voter registration is calculated using procedures from Hur, Achen (2013) and rescaled to include the total U.S. adult population. The ATP 2020 ABS recruitment survey featured 1,862 online completions and 2,247 mail survey completions.

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The following table shows the unweighted sample sizes and the error attributable to sampling that would be expected at the 95% level of confidence for different groups in the survey.

Group	Unweighted sample size	Plus or minus ...
Total sample	10,332	1.6 percentage points
Parents of children under age 18 who live in the household	2,561	3.0 percentage points
Parents of children in elementary school, middle school or high school who live in the household	2,092	3.4 percentage points
Parents of children preschool age or younger who live in the household	942	5.1 percentage points

Sample sizes and sampling errors for other subgroups are available upon request. In addition to sampling error, one should bear in mind that question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of opinion polls.

Dispositions and response rates

Final dispositions	AAPOR code	Total
Completed interview	1.1	10,332
Logged onto survey; broke-off	2.12	78
Logged onto survey; did not complete any items	2.1121	95
Never logged on (implicit refusal)	2.11	1,270
Survey completed after close of the field period	2.27	1
Completed interview but was removed for data quality		3
Screened out		N/A
Total panelists in the survey		11,779
Completed interviews	I	10,332
Partial interviews	P	
Refusals	R	1,446
Non-contact	NC	1
Other	O	
Unknown household	UH	
Unknown other	UO	
Not eligible	NE	N/A
Total		11,779
$AAPOR\ RR1 = I / (I+P+R+NC+O+UH+UO)$		88%

Cumulative response rate	Total
Weighted response rate to recruitment surveys	11%
% of recruitment survey respondents who agreed to join the panel, among those invited	73%
% of those agreeing to join who were active panelists at start of Wave 77	65%
Response rate to Wave 77 survey	88%
Cumulative response rate	5%

Adjusting income and defining income tiers

To create upper-, middle- and lower-income tiers, respondents' 2019 family incomes were adjusted for differences in purchasing power by geographic region and for household size. "Middle-income" adults live in families with annual incomes that are two-thirds to double the median family income in the panel (after incomes have been adjusted for the local cost of living and for household size). The middle-income range for the American Trends Panel is about \$38,900 to \$116,800 annually for an average family of three. Lower-income families have incomes less than roughly \$38,900, and upper-income families have incomes greater than roughly \$116,800 (all figures expressed in 2019 dollars).

Based on these adjustments, among respondents who provided their income and household size, 31% are lower income, 45% are middle income and 19% fall into the upper-income tier. An additional 4% either didn't offer a response to the income question or the household size question.

For more information about how the income tiers were determined, please see [here](#).

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