“There must be a minimum standard for what districts do with technology as it relates to learning. Also, though inequities have been revealed during the pandemic, we always knew there were differences among districts. That is why many parents move to new places for better schools – the pandemic made those differences more obvious.”

Beth is from New Jersey and has two kids. Beth’s son, who was an A-student before the pandemic, has struggled academically since returning to school following months of remote learning. Beth believes her son’s difficulties came from teachers delivering content at the same pace as before the pandemic, and given that the remote learning experience left her son ill-equipped to return to classroom learning, the pace of content delivery felt a lot faster than usual, making her son’s learning experience more difficult.

Despite the weak spots COVID-19 highlighted within the American education system, Beth believes public education can deliver for children. However, she looks at education quality as more of a regional issue, noting that while someone in New Jersey may find their education system to be adequate, someone else in Florida may not believe that system meets their needs. When it comes to school funding, Beth believes that the mismanagement of funds is the primary issue to focus on; though increased funding is important, she mentioned that should the money must be spent wisely.

Beth’s wish list for public education includes infrastructure improvements, less overcrowding, fewer school districts (and less bureaucracy), and better technology to name a few. She is skeptical of her home state’s ability to effectively leverage the billions in federal relief dollars it is receiving to make these changes. She wants to see her kids be happy, and schools can play a role through providing a quality education focusing on the whole child.