Center for Economic and Social Research

**Understanding America Study
Center for Applied Research in Education (CARE)**

**Education Tracking Survey
Methodology and Topline Results**

UAS 584

December 6, 2023 – February 4, 2024

March 26, 2024 Release

Methodology

Th USC Center for Economic and Social Research (CESR) Understanding America Study (UAS) internet panel includes participants with and without household members in K-12 schools. This document describes the methodology used to 1) identify households with members who were eligible to receive questions for this wave of the UAS and 2) administer this wave of survey question to them.

The following methodology and topline is associated with participants of a UAS survey administered from December 6, 2023, to February 4, 2024. Using demographic information from previous survey administrations and from the UAS MyHousehold survey (for households new to the UAS panel), we invited to participate 3742 households who had previously reported at least one K-12 child in their household. Of those, 2811 (75%) responded to at least one item and 2794 (99% of starters) returned the survey.

Sample Information

A total of 2,811 adult US residents with K-12 children in the household participated in this wave and are included in the final UAS584 data file.

The margin of sampling error for the full sample is +/- 2 percentage points. For questions with smaller sample sizes than the full sample, margins of sampling error are wider. We provide all margins of sampling error by question in the topline and crosstab results.

Note we only report topline and crosstab results for items with at least 100 responses. If certain items are missing (especially for particular subgroups) from the crosstab document), it is likely that there were fewer than 100 responses to that item from that group in UAS584.

Table 1. Education Sample Size Across Waves (unduplicated where applicable)		
Wave	Dates in the field	Sample size (Households with school-aged children)
UAS235	April 1 – April 28, 2020	1296
UAS240	April 15 – May 12, 2020	1505
UAS242	April 29 – May 26, 2020	1533
UAS250	June 24 – July 21, 2020	1411
UAS264	September 30 – October 27, 2020	1334
UAS270	November 11 – December 8, 2020	1432
UAS272	November 25 – December 22, 2020	1404
UAS274	December 9, 2020 – January 5, 2021	1449
UAS276	December 23, 2020 – January 19, 2021	1475
UAS278	January 6 – February 2, 2021	1510
UAS280	January 20 – February 16, 2021	1526
UAS282	February 3 – March 2, 2021	1556
UAS340	February 17 – March 30, 2021	1542
UAS342	March 17 – April 27, 2021	1507
UAS344	April 14 – May 25, 2021	1510
UAS346	May 12 - June 22, 2021	1473

UAS348	June 9 - July 19, 2021	1448
UAS414	September 30 - November 7, 2021	1582
UAS436	December 17, 2021 – February 6, 2022	1668
UAS351	February 1 – March 30, 2022	1696
UAS461	April 13– May 12, 2022	1572
UAS475	July 21 – August 28, 2022	1527
UAS479	August 15 – September 12, 2022	1653 (Plus 2098 additional respondents with no school-aged children in the HH)
UAS502	December 7, 2022 – January 15, 2023	1719
UAS559	May 24 – July 9, 2023	2043
UAS567	September 19 – October 29, 2023	2005 (Plus 1900 additional respondents with no school-aged children in the HH)
UAS584	December 6, 2023 – February 4, 2024	2479

Multiple Responses within a Household

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. In UAS584, 332 households (12%) in the sample of respondents with school-aged children had multiple respondents within a household. While the UAS is designed to capture information about American households, for the education modules, we are primarily interested in the characteristics and experiences of individual students, and duplication within households will overrepresent the responses of households with multiple respondents. To eliminate this over-representation, we unduplicate households with the goal of maintaining respondent sample continuity across waves. The method is described in more detail below:

1. Most households already have a flag in the main UAS dataset identifying the "primary respondent." When the primary respondent flag exists, we defer to that designation by selecting that individual. For more information about the primary respondent flag, see https://uasdata.usc.edu/index.php ("default survey variables").
2. For households in which the flag doesn't already exist, we randomly designated one respondent per household as that household's "primary respondent" in the first UAS administration of education questions (UAS235) and retained those responses for the unduplicated sample.
3. If the "primary respondent" gives a response in any subsequent wave, we retain that response for that wave's unduplicated sample.
4. If that primary respondent is not available in a given wave, we randomly select another respondent from that household to retain for the unduplicated sample.

The unduplicating process yielded an unduplicated household count of 2479 households with school-aged children (Table 1). Similar proportions of responses (available on request) were dropped in other waves.

Randomly-selected child

Responses to questions asked of parents of preK-12th grade children who have more than one child might differ by child. For questions for which parents may have differing responses by child, starting with uas240 we programmed the survey instrument to randomly select a single child and asked the respondent to respond for that child only. We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally.

For survey administrations that fall at the beginning of a new school year (UAS264, UAS414, UAS502, UAS584), we added a question asking whether the previous randomly selected child was still enrolled in K-12 education. If yes, we retained the same randomly-selected child. If no, we randomly selected a different child from that household to be part of the school-aged sample, if applicable. If a household had no randomly-selected child in our system (for example, because their only school-aged child had just started kindergarten this year), then we randomly selected a child beginning in that wave. Overall, 2002 respondents in UAS584 were responding about the same randomly selected child in 2023-2024 as in the previous school year. We recommend using survey question sl055 to restrict the sample for longitudinal analyses.

Tracking Survey Design

From the onset of the survey through Summer 2021, each panel member was randomized to respond on a pre-assigned day of the week, distributed so that our full sample is invited to participate over a 14-day period. Respondents had until their next assigned wave day (or 14 days) to complete the survey but receive an extra $1 incentive for completing the survey on their assigned day.

From Summer 2021 through the present, panel members were not randomized to respond on a pre-assigned of the week, but rather had the entire fielding period to complete the survey. There were no additional incentives offered to respondents to complete the survey on any particular day.

Questionnaire

Survey wording and question text are provided in this topline release, but for full wording including context, please refer to the associated codebook and questionnaire here http://uasdata.usc.edu/education. For most questions, we randomized the order of response options, and/or questions to minimize potential bias introduced by question order effects. Respondents participated via computer, mobile device or tablet, at any time of day or night during the field period. When households selected as UAS panel members through Address-Based-Sampling did not have a tablet and/or internet access we provided them. We conducted the survey in the respondents' choice of English or Spanish. For notes on survey questions that experienced slight changes or had any other abnormalities across UAS administration waves, see Table 2. (There were no such changes in UAS584.)

Table 2. Changes to Questions Across Waves		
Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: "[NAME]'s institution does not plan for in-person enrollment in the fall."
sl012, sl014	UAS250	New answer option added: "A national service program (e.g., Americorps, City Year)"
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and recommendations for how to proceed are below)
ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250 and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)

sl076, sl077	UAS264	"Other" is not an answer option for these, but was an answer option for the analogous questions in school year 2019- 2020, sl012 and sl014.
cl005	UAS264	"Unsure" answer option is new as of UAS264.
sl111	UAS436, UAS461	In UAS436, when this question was first asked, "prefer not to say" was coded as 8 but in UAS461, "prefer not to say" was coded as 9. We recommend recoding "prefer not to say" to 8 in all waves because starting in UAS475, "don't know or nor applicable" (a new response option in that wave) is coded as 9.
sl111, sl112	UAS436, UAS461	In UAS436, sl112 contains the information that sl111 contains in UAS461 and onward, a parent estimate of selected child's current overall grades. We recommend moving the data contained in sl111 in UAS436 (parent estimate of selected child's pre-covid grades) to a new variable named sl111_pre, then moving the data in sl112 in UAS436 to sl111. This leaves sl112-sl115 to denote subject-specific grades, starting in UAS475.

sl120, sc026	UAS475	Prior to UAS475, sl120 indicated the respondent's relationship to the randomly-selected child. Starting in UAS475, sl120 indicates academic areas the selected child was identified for extra support and sc026 indicates the respondent's relationship to the selected child. We recommend moving the data from sl120 prior to UAS475 to sc026, so sc026 denotes respondent's relationship to selected child and sl120 denotes academic areas for additional support.
cv001	UAS479	The items named cv001a, cv001b, cv001c, and cv001d in UAS479 were also asked in UAS250, but were named cv001d, cv001e, cv001f, and cv001g, respectively. We suggest moving the data from cv001a-d in UAS479 into cv001d-g to support comparison over time.
se007a, se007l	UAS559	As children's mental health becomes a more commonly-discussed construct in the wake of the Covid-19 pandemic, we decided to see whether asking about children's "mental health" (se007l) was approximately equivalent to asking about their "psychological wellbeing" (se007a). In UAS559, we asked both, and responses to the items were similar enough that we will

		be using se007l instead of se007a in future "caregiver concerns" batteries.
pu002	UAS567	For approximately the first 24 hours of survey administration, pu002 (asking which 3 of a list of possible purposes of education from the previous item were the most important) was missing one of the purposes from the previous item and included a purpose in its place that did not appear in the previous item. The pu002_flag variable indicates whether a respondent saw the correct or incorrect list of purposes when they responded to pu002. The variable pu002s9 (indicating whether "creating a strong community" was selected as a top-3 purpose of education) is missing for anyone who completed the survey in the first ~24 hours, and the variable pu002s13 contains responses for the purpose that subset of respondents saw instead.
pu001d	UAS567	pu001d is labeled "Helping children have a better life than their parents" but should be labeled "Teaching children about government, the constitution, laws, civil rights, and other civics topics." This is a labeling error – the data contained in pu001d correspond to the correct item.

lg002s	UAS567	lg002s is labeled "K-5 A teacher asking all students to share their preferred pronouns" but should be labeled "9-12 A teacher asking all students to share their preferred pronouns." This is a labeling error – the data contained in lg002s correspond to the correct item.
lg series, rc series, sx series	UAS567	See paragraph 2 in "questionnaire" section of UAS567 methodology for detail.

Weights

The method for creating sample weights for the tracking survey follows the general procedure for UAS surveys described in CESR's online methodology documentation. Sample weights are constructed in two steps. First, we calculate a base weight that corrects for unequal probabilities of selection of different households into the UAS. Second, we generate poststratification weights, which align sample distributions of key demographics, namely gender, race/ethnicity, age, education, and geographic location, with their population counterparts. Population benchmarks are derived from the Basic Monthly Current Population Survey (CPS). The sample weights bring the sample in line with the U.S. adult population (see Table 3). Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education.

Table 3: UAS sample respondent characteristics (n=2479), administration December 6, 2023- February 4, 2024		
	Unweighted (%)	Weighted (%)
Female	68	53
Male	32	47
Age 18-34	17	19
Age 35-54	72	50
Age 55-64	7	15
Age 65+	3	17
Education (HS degree or less)	22	38
Education (some college)	33	25
Education (BA or more)	45	37
HH income ($24,999 or less)	17	20
HH income ($25,000-$49,999)	17	20
HH income ($50,000-$74,999)	16	15
HH income ($75,000-$149,999)	30	29
HH income ($150,000 or more)	20	16
Non-Hispanic White	51	61
Non-Hispanic Black	11	11
Non-Hispanic Asian	8	6
Non-Hispanic Other	7	4
Hispanic/Latino	24	18

About the UAS Internet Panel

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

For more information about the UAS panel, including weighting details; panel sampling procedures; recruitment protocols, survey and recruitment response rates; panel attrition rates; panel management protocols; and microdata files (including nonresponse and paradata), please visit the Understanding America Study panel website at https://uasdata.usc.edu/index.php.

About CESR

The Center for Economic and Social Research (CESR), part of the USC Dornsife College of Letters, Arts and Sciences, conducts basic and applied research in economics, psychology, demography, education, and sociology. The center's name signifies the breadth of the research, which encompasses numerous disciplines, topics and methodologies. The Center's multi-disciplinary philosophy fosters a productive and innovative research environment focused on understanding and informing important societal issues.

Survey Team

Arie Kapteyn, Ph.D., is Professor of Economics and the Executive Director of the USC Dornsife College of Letters Arts and Sciences Center for Economic and Social Research (CESR).

Jill E Darling, MSHS, is Survey Director for the Understanding America Study at CESR.

Marshall Garland, MA, is a CESR CARE Research Scientist.

Michael Fienberg, MA, is a PhD student at the USC Rossier School of Education

Morgan Polikoff, Ph.D., is an Associate Professor at the USC California Rossier School of Education.

Salomé Otero Gutierrez is a Rossier PhD student.

Amie Rapaport, Ph.D., is a CESR CARE Research Scientist.

Anna Saavedra, Ed.D., is a CESR CARE Research Scientist.

Jacob Scollan-Rowley, Ed.M., is a Rossier PhD student.

Daniel Silver, Ph.D., is a CESR CARE Research Scientist.

For questions about this survey, please contact <u>uas-l@usc.edu</u>

Education Survey Items: Toplines

sc026: What is your relationship to ((selectedchild))?

	1 Parent	2 Grandparent	3 Sibling	4 Other family member (e.g., aunt, uncle, cousin)	5 Non-family member (e.g., friend, child-care provider)	6 Other, please specify: sc026_other	Obs	MOSE
sc026: relationship to selected child	68.9	20.8	3.8	2.6	1.0	2.9	*2150*	*+/- 2*

sc027: Are you the legal guardian of ((selectedchild))?

	1 Yes	2 No	Obs	MOSE
sc027: guardian to selected child	75.5	24.5	*2150*	*+/- 2*

sc028: [if sc026 = no or sc027 = no] Are you knowledgeable enough about ((selectedchild))'s school experiences to answer these types of questions?

	1 Yes	2 Not sure but Ill try	3 No	Obs	MOSE
sc028: willing to answer if not parent or guardian	67.8	29.1	3.1	*327*	*+/- 5*

sl056: What grade is ((selectedchild)) in this year (the 2023-2024 school year)?

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Obs	MOSE
sl056: grade of selected child past school year	4.2	5.9	6.8	7.3	7.1	7.9	6.6	8.9	8.6	7.8	10.0	9.1	9.8	*2137*	*+/- 2*

sl057a: Is ((selectedchild)) enrolled in a public, private, charter or virtual school for the 2023-24 school year, or are they homeschooled, or does some other situation apply?

	Enrolled in School	Homeschooling	Neither enrolled nor homeschooling	Other	Obs	MOSE
sl057a: homeschooled or enrolled in any type of school	95.5	3.4	0.3	0.8	*2139*	*+/- 2*

sl058a: [if sl057a = yes] What kind of school is ((selectedchild)) enrolled in?

	1 Public school	2 Private school	3 Charter school	4 Virtual School	5 Other	6 Unsure	Obs	MOSE
sl058a: kind of school enrolled in school year	84.7	7.1	5.8	1.8	0.2	0.4	*2049*	*+/- 2*

sd001: How old is ((selectedchild)) (in years)?

	Mean	Obs	MOSE
sd001: age selected child	12.1	*2135*	*+/- 2*

edu_sd001_range: Would you mind telling us ((selectedchild))'s age range?

	1 3 years or younger	2 4 to 10 years old	3 11 to 18 years old	4 19 years or older	Obs	MOSE
edu_sd001_range: age range selected child	0.1	38.2	61.2	0.5	*2140*	*+/- 2*

sd002: What is ((selectedchild))'s gender?

	1 Male	2 Female	3 Other/non-binary	Obs	MOSE
sd002: gender selected child	49.8	49.6	0.7	*2139*	*+/- 2*

sl112: Which best describes the overall grades ((selectedchild)) has earned in math in the fall 2023 semester?

	1	2	3	4	5	6	7	8 Dont know	Obs	MOSE
sl112: child math grades past school year	35.6	32.1	8.2	8.8	4.7	4.0	3.2	3.5	.	*+/- 2*

sl113: Which best describes the overall grades ((selectedchild)) has earned in reading/writing in the fall 2023 semester?

	1	2	3	4	5	6	7	8 Dont know	Obs	MOSE
sl113: child reading/writing grades past school year	35.6	32.8	10.3	8.9	4.2	3.0	2.2	3.1	.	*+/- 2*

sl114: Which best describes the overall grades ((selectedchild)) has earned in science in the fall 2023 semester?

	1	2	3	4	5	6	7	8 Dont know	Obs	MOSE
sl114: child science grades past school year	36.3	31.2	10.7	8.7	3.7	3.1	1.7	4.6	.	*+/- 2*

sl115: Which best describes the overall grades ((selectedchild)) has earned in social studies in the fall 2023 semester?

	1	2	3	4	5	6	7	8 Dont know	Obs	MOSE
sl115: child social studies grades past school year	35.8	31.6	10.7	7.7	4.2	2.5	1.5	6.1	.	*+/- 2*

sl140: In answering the last few questions about ((selectedchild))'s grades, how much of an influence were each of the following sources of information?

	1 Not an influence	2 A small influence	3 A big influence	Obs	MOSE
sl140a: Formal report cards (i.e., grades at the close of each quarter, semester, or gra	21.5	23.8	54.6	*362*	*+/- 5*
sl140b: Formal progress reports (i.e., notifications sent by the teacher or school in-be	19.7	29.3	51.0	*362*	*+/- 5*
sl140c: Grades on homework/papers you see come back from school	16.4	42.0	41.6	*362*	*+/- 5*
sl140d: Things child tells you about how they are doing in school or about the grades th	13.6	38.7	47.7	*361*	*+/- 5*
sl140e: A school portal or online system with grades or performance information	22.8	29.2	47.9	*362*	*+/- 5*
sl140f: Notes from school -such as emails, texts, handwritten notes - or conversations	20.9	35.4	43.7	*362*	*+/- 5*

				Obs	MOSE
sl140g: Child performance on state tests	31.2	35.8	33.0	*362*	*+/- 5*
sl140h: other influence	75.4	4.6	20.0	*130*	*+/- 9*

sl119: Was ((selectedchild)) identified by his/her teacher(s) or school as needing additional help or support in any subject area?

	1 Yes	2 No	3 I dont know	Obs	MOSE
sl119: child identified to need additional support	23.1	72.0	4.9	*2064*	*+/- 2*

sl120: In what subject area(s) was ((selectedchild)) identified by his/her teacher(s) or school as needing additional help or support?

	1 Yes	2 No	3 Dont know or not applicable	Obs	MOSE
sl120a: Math need support	73.3	23.1	3.5	*405*	*+/- 5*
sl120b: Reading/writing need support	61.6	33.4	5.0	*405*	*+/- 5*
sl120c: Science need support	36.8	53.8	9.4	*404*	*+/- 5*
sl120d: Social Studies need support	38.7	50.3	11.0	*404*	*+/- 5*

se010: For each of the following, did ((selectedchild))'s school offer the activity in fall 2023?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se010e: Mental health supports	46.4	34.2	19.4	*2063*	*+/- 2*
se010g: Tutoring	46.9	35.7	17.5	*2063*	*+/- 2*
se010j: Extra academic help other than tutoring (e.g., intervention groups, extra help/s	44.7	32.5	22.8	*2063*	*+/- 2*

se011: [if se010 = yes] Did ((selectedchild)) participate in these activities in fall 2023?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se011e: participating mental health supports	34.0	64.2	1.8	*965*	*+/- 3*
se011g: participating tutoring	27.5	70.4	2.0	*1025*	*+/- 3*
se011j: participating Extra academic help other than tutoring	36.3	61.8	1.8	*972*	*+/- 3*

se012: [if se010 = no] Would you have signed up ((selectedchild)) for fall 2023 participation for these activities if offered?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se012e: sign up mental health supports	18.0	62.6	19.3	*1097*	*+/- 3*
se012g: sign up tutoring	29.9	55.8	14.3	*1036*	*+/- 3*
se012j: sign up Extra academic help other than tutoring	27.8	55.4	16.7	*1090*	*+/- 3*

se013: [if se010 = yes and se011 = no or not sure] Were you interested in enrolling ((selectedchild)) in fall 2023 for these activities?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se013e: were interested mental health supports	9.5	85.9	4.6	*713*	*+/- 4*
se013g: were interested tutoring	9.2	84.1	6.7	*757*	*+/- 4*

se013j: were interested Extra academic help other than tutoring	9.1	87.9	3.0	*636*	*+/- 4*

se020: [if se011 = yes] How satisfied are you with these services?

	1 Very unsatisfied	2 Unsatisfied	3 Satisfied	4 Very satisfied	5 I dont know	Obs	MOSE
se020e: how satisfied mental health supports	10.4	11.5	44.5	27.5	6.1	*250*	*+/- 6*
se020g: how satisfied tutoring	13.2	3.4	50.5	30.3	2.6	*268*	*+/- 6*
se020j: how satisfied Extra academic help other than tutoring	13.1	8.1	43.8	33.1	1.9	*335*	*+/- 5*

se021: [if se011 = yes] To what extent do you think these services are helping ((selectedchild))?

	1 They are not helping	2 They are maybe helping a little bit	3 They are helping some	4 They are helping a lot	5 I dont know	Obs	MOSE
se021e: helping mental health supports	3.2	12.7	40.1	35.2	8.7	*250*	*+/- 6*
se021g: helping tutoring	0.7	7.7	34.5	53.1	4.1	*268*	*+/- 6*
se021j: helping Extra academic help other than tutoring	3.5	10.1	32.5	50.4	3.4	*335*	*+/- 5*

se022e: [if se011e = no] Which of the following are reasons for why you were not interested, or why ((selectedchild)) did not participate in mental health supports?

	1 Yes	2 No	Obs	MOSE
se022e_1: Mental health supports doesnt need it not participate	76.3	23.7	*1400*	*+/- 3*
se022e_2: Mental health supports doesnt want to go not participate	16.1	83.9	*1398*	*+/- 3*
se022e_3: Mental health supports wasnt offered it not participate	28.6	71.4	*1401*	*+/- 3*
se022e_4: Mental health supports having trouble getting the service not participate	3.7	96.3	*1400*	*+/- 3*
se022e_5: Mental health supports Scheduling conflicts not participate	9.2	90.8	*1398*	*+/- 3*
se022e_6: Mental health supports Transportation is needed not participat	5.1	94.9	*1400*	*+/- 3*
se022e_7: Mental health supports Stigma or embarrassment not participate	3.6	96.4	*1400*	*+/- 3*
se022e_8: Mental health supports other not participate	4.1	95.9	*968*	*+/- 3*

se022g: [if se011g = no] Which of the following are reasons for why you were not interested, or why ((selectedchild)) did not participate in tutoring?

	1 Yes	2 No	Obs	MOSE
se022g_1: tutoring doesnt need it not participate	72.8	27.2	*1377*	*+/- 3*
se022g_2: tutoring doesnt want to go not participate	20.3	79.7	*1376*	*+/- 3*
se022g_3: tutoring wasnt offered it not participate	24.6	75.4	*1375*	*+/- 3*
se022g_4: tutoring having trouble getting the service not participate	2.7	97.3	*1374*	*+/- 3*
se022g_5: tutoring Scheduling conflicts not participat	8.6	91.4	*1378*	*+/- 3*
se022g_6: tutoring Transportation is needed not participate	5.6	94.4	*1377*	*+/- 3*
se022g_7: tutoring Stigma or embarrassment not participate	2.9	97.1	*1378*	*+/- 3*
se022g_8: tutoring other not participate	3.1	96.9	*979*	*+/- 3*

se022j: [if se011h = no] Which of the following are reasons for why you were not interested, or why ((selectedchild)) did not participate in extra academic help?

	1 Yes	2 No	Obs	MOSE
se022j_1: Extra academic help other than tutoring doesnt need it not participate	70.8	29.2	1279	+/- 3
se022j_2: Extra academic help other than tutoring doesnt want to go not participate	15.3	84.7	1278	+/- 3
se022j_3: Extra academic help other than tutoring wasnt offered it not participate	20.0	80.0	1279	+/- 3
se022j_4: Extra academic help other than tutoring having trouble getting the service not p	2.6	97.4	1278	+/- 3
se022j_5: Extra academic help other than tutoring Scheduling conflicts not participate	7.4	92.6	1279	+/- 3
se022j_6: Extra academic help other than tutoring Transportation is needed not participate	5.6	94.4	1279	+/- 3
se022j_7: Extra academic help other than tutoring Stigma or embarrassment not participate	2.5	97.5	1280	+/- 3
se022j_8: Extra academic help other than tutoring other not participate	4.8	95.2	942	+/- 3

se007: How concerned or unconcerned are you about each of the following now, in fall 2023?

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	5 I dont know / Im not sure	Obs	MOSE
se007e: child amount learning	61.7	19.6	10.7	5.6	2.4	2137	+/- 2
se007f: child how engaged	62.8	18.5	10.7	6.2	1.9	2136	+/- 2
se007g: child doing socially	60.1	24.2	8.6	5.3	1.8	2136	+/- 2
se007i: child progress in math	60.2	22.6	9.7	5.2	2.4	2135	+/- 2
se007j: child progress in science	70.3	14.3	8.1	3.9	3.4	2135	+/- 2
se007k: child progress in reading/language arts	66.4	15.5	10.3	5.6	2.2	2135	+/- 2
se007l: child mental health	55.9	25.8	10.3	5.9	2.1	2135	+/- 2

sd003: For each item, please mark the box for Not True, Somewhat True or Certainly True. Please give your answers on the basis of ((selectedchild))'s behavior over the last six months or this school year.

	1 Not true	2 Somewhat true	3 Certainly true	Obs	MOSE
sd003a: Considerate of other peoples feelings	5.3	34.2	60.5	2121	+/- 2
sd003b: Restless, overactive, cannot stay still for long	55.1	32.5	12.4	2120	+/- 2
sd003c: Often complains of headaches, stomach-aches or sickness	73.4	20.7	5.9	2119	+/- 2
sd003d: Shares readily with other youth, for example books, games, food	10.5	35.7	53.8	2122	+/- 2
sd003e: Often loses temper	62.2	29.4	8.5	2122	+/- 2
sd003f: Would rather be alone	63.7	29.8	6.5	2121	+/- 2
sd003g: Generally well behaved, usually does what adults request	6.0	31.3	62.8	2114	+/- 2
sd003h: Many worries or often seems worried	62.1	31.7	6.1	2120	+/- 2
sd003i: Helpful if someone is hurt, upset or feeling ill	6.7	28.3	65.0	2121	+/- 2
sd003j: Constantly fidgeting or squirming	59.4	30.2	10.3	2121	+/- 2
sd003k: Has at least one good friend	5.5	21.3	73.2	2121	+/- 2
sd003l: Often fights with others or bullies them	89.2	9.2	1.7	2121	+/- 2

sd003m: Often unhappy, depressed or tearful	80.2	17.9	1.9	*2117*	*+/- 2*
sd003n: Generally liked by others	4.0	26.2	69.8	*2118*	*+/- 2*
sd003o: Easily distracted, concentration wanders	42.2	41.2	16.6	*2119*	*+/- 2*
sd003p: Nervous in new situations, easily loses confidence	47.9	41.7	10.4	*2119*	*+/- 2*
sd003q: Kind to younger children	4.5	20.0	75.4	*2119*	*+/- 2*
sd003r: Often lies or cheats	78.3	17.4	4.3	*2119*	*+/- 2*
sd003s: Picked on or bullied by others	73.2	22.0	4.8	*2115*	*+/- 2*
sd003t: Often offers to help others (parents, teachers, children)	9.2	36.5	54.2	*2117*	*+/- 2*
sd003u: Thinks things out before acting	17.5	55.1	27.4	*2116*	*+/- 2*
sd003v: Steals from home, school or elsewhere	91.8	6.5	1.7	*2118*	*+/- 2*
sd003w: Gets along better with adults than with others	55.7	33.2	11.1	*2118*	*+/- 2*
sd003y: Many fears, easily scared	70.1	23.8	6.1	*2119*	*+/- 2*
sd003z: Good attention span, sees work through to the end	19.7	46.2	34.1	*2119*	*+/- 2*

ab001: During this past semester (fall 2023) how many days of school has ((selectedchild)):

	0 days	1-5 days	6-10 days	more than 10 days	Obs	MOSE
ab001a: Been absent	22.8	62.0	10.6	4.5	*2055*	*+/- 2*
ab001b: Been officially late/tardy	56.4	36.5	4.3	2.9	*2056*	*+/- 2*

ab003: For each of the statements below, tell us how much the statement is true of ((selectedchild)) or your experience with ((selectedchild))'s school.

	1 Not at all true	2 A little true	3 Mostly true	4 Very true	5	Obs	MOSE
ab003a: R is concerned about frequency of ((selectedchild))'s absences	83.4	8.6	4.9	3.2	.	*2054*	*+/- 2*
ab003b: ((selectedchild)) struggles to catch up after an absence	75.7	17.0	4.6	2.7	.	*2052*	*+/- 2*
ab003c: missing school doesn't worry R because materials are online	45.5	22.2	20.0	12.3	.	*2053*	*+/- 2*
ab003d: ((selectedchild)) has at least one teacher who is frequently absent	84.4	10.9	3.4	1.3	.	*2053*	*+/- 2*
ab003e: ((selectedchild))'s school is too lenient about absences	83.0	11.8	3.1	2.0	.	*2053*	*+/- 2*
ab003f: ((selectedchild)) often wants to stay home because of anxiety	83.5	11.1	2.6	2.8	.	*2055*	*+/- 2*
ab003g: ((selectedchild)) often wants to stay home because of boredom	83.8	11.9	2.4	1.9	.	*2052*	*+/- 2*
ab003h: ((selectedchild)) misses too much school	81.8	11.7	3.7	2.8	.	*2053*	*+/- 2*
ab003i: R can't get ((selectedchild)) to school many days	90.6	5.6	2.2	1.6	.	*2053*	*+/- 2*
ab003j: COVID protocols lead to students missing more days than otherwise	84.8	8.2	4.0	3.1	.	*2054*	*+/- 2*
ab003k: ((selectedchild)) has learning disabilities so learning from home easier	88.3	6.1	3.3	2.2	.	*2051*	*+/- 2*
ab003l: ((selectedchild)) often absent from oversleeping or not getting out of bed	81.5	11.1	4.2	3.2	.	*2054*	*+/- 2*
ab003m: R wants ((selectedchild)) to prioritize job when job conflicts with school	26.4	2.3	1.2	0.6	69.5	*2053*	*+/- 2*
ab003n: ((selectedchild)) misses school more than before pandemic	62.5	8.4	3.7	2.9	22.5	*2053*	*+/- 2*

ab004: To what extent do you agree/disagree with the following statements:

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
ab004a: In-person attendance important even if materials online	4.6	4.7	31.6	59.1	2047	+/- 2
ab004b: Ok for kids to work from home if they want	32.8	38.2	24.1	4.8	2053	+/- 2
ab004c: Near perfect attendance, with few absences, is important to me	6.9	15.7	42.8	34.7	2053	+/- 2
ab004d: Schools are too strict about attendance	29.1	50.8	15.8	4.3	2053	+/- 2