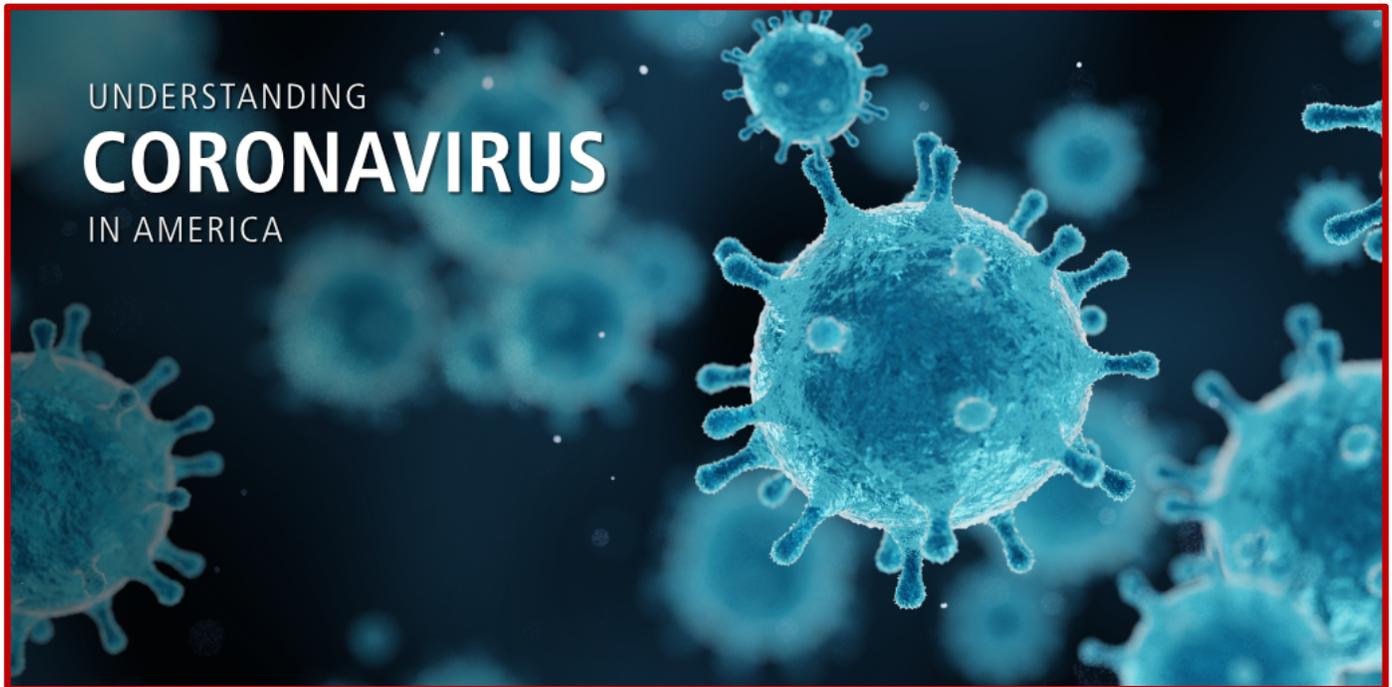


**Center for Economic and Social Research
Understanding America Study**



**Coronavirus Tracking Survey
K-12 Methodology and Topline Results***

**UAS 264 – Wave 27
April 14 – May 25, 2021**

June 8, 2021 Release

***K-12 crosstabs released separately**

Methodology

On April 1, 2020, USC’s Center for Economic and Social Research (CESR) invited all active members of CESR’s Understanding America Study (UAS) probability-based internet panel to participate in an ongoing coronavirus tracking survey. The panel includes participants with and without household members in K-12 or higher education. This document describes the methodology used to identify households with members who were eligible to receive questions from the education modules included in the UAS.

This methodology and topline is associated with participants in Wave 27 of the UAS tracking survey, administered from April 14-May 25, 2021. A total of 2702 panel members were eligible to be included in the full weighted sample, resulting in a participation rate of 65% for this wave. The sample includes 3 respondents who started but did not complete the survey. See the methodology and topline for the full tracking survey [here](#).

Education Sample Information

A total of 1758 adult US residents with household members (usually their children) in preK-12 participated in this wave and are included in the final UAS344 data file. After unduplicating households with multiple respondents (see below), UAS344 includes responses from 1510 households. This sample is similarly-sized to those from previous administrations of the education portion of the UAS (see Table 1).

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

Note that topline and crosstab results are only reported for items with at least 100 responses, unduplicated. If certain items are missing (especially for particular subgroups, in the crosstab document), it is likely that there were fewer than 100 responses to that item from that group in UAS344.

Wave	Dates in the field	Unduplicated SA sample size
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

Method and Rationale for Unduplicating Households

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. For instance, in a household with two parents and one child, and both parents were included in the UAS panel and participated in a given wave, both respondents were asked the same education questions about their child’s experiences. In UAS344, 248 households (14%) 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 over-represent 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 (1440 household in the UAS344 school-aged sample) 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 unduplicated an household count of 1510 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, we programmed the survey instrument to randomly select a single child and asked the respondent to respond for that child only (this started in with uas240).

We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally. For the survey administrations corresponding to the beginning of each new school year (for this sample, just uas264, the first administration of the 2020-2021 school year), we added a question asking whether the previous randomly-selected child was still enrolled in K-12. 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. At any time, if a household has no randomly-selected child (for example, if their only school-aged child had just started kindergarten), then we randomly selected a child from that household. For longitudinal analyses of data that stretch across school years, we recommend restricting the sample to only those families responding about the same randomly-selected child from one year to the next.

Tracking Survey Design

Each panel member is 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 have 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. Most respondents (90%) participated on their assigned day of the wave, between April 14 and May 25, 2021, and earned the bonus incentive. The rest of the sample (10%) completed the survey after their assigned day but within their allotted 14-day window. Data for the full sample is thus not final until the end of a 6-week period. Microdata files are released after each full wave.

Survey questionnaires, toplines, microdata files, and a press room specific to the UAS education samples are available on our UAS Covid19 data site at uasdata.usc.edu/page/Covid-19+Home.

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. For most questions, we rotated the order of response options, and/or questions to average out 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. The survey was conducted in the respondents' choice of English or Spanish.

A few survey questions experienced slight changes across UAS administration waves, summarized in Table 2.

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.

Two further notes specific to time-use questions (sl045 and sl046)

UAS 250 asks respondents to report on activities that SA children engaged in on a typical day in the last week. However, 10% of the SA sample (n=153) were still in school at the time they responded to the survey. We removed students still in school from the analyses of these questions and recommend other researchers do the same if examining how children spent time during “the summer.” (sl039 indicates whether school is in session during UAS250 administration).

There was also a programming error for these questions early in the administration of UAS250, such that any response greater than 7 hours in the last week was coded as 1-2 hours in the last week. Therefore, the “1-2 hours in the last week” category contains some responses of 1-2 hours in the last week and some responses of 7-8, 8-9, and 10 or more hours in the last week. While

the error was fixed during the administration window, we recommend using only the categories unaffected by the error, for example by using a binary indicator for “0 hours in the last week” versus “more than 0 hours in the last week.”

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. Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education in particular.

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>.

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

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For questions about this survey, please contact uas-l@usc.edu

The USC Dornsife Center for Economic and Social Research is a proud member of the American Association for Public Opinion Research’s Transparency Initiative. The survey was funded by the USC Dornsife College of Arts, Letters and Sciences.

Topline Report

Survey dates: April 14 to May 25, 2021

Respondent Characteristic	Sample Proportion (N=1758 before unduplication)	
	Unweighted (%)	Weighted (%)
Male	35%	40%
Age 18-34	20%	28%
Age 35-54	64%	60%
Age 55-64	10%	8%
Age 65+	6%	4%
Education (HS degree or less)	23%	37%
Education (some college)	37%	30%

Education (BA or more)	41%	32%
HH income (\$24,999 or less)	19%	22%
HH income (\$25,000-\$49,999)	19%	21%
HH income (\$50,000-\$74,999)	17%	17%
HH income (\$75,000-\$149,999)	31%	29%
HH income (\$150,000 or more)	14%	11%
Non-Hispanic White	57%	55%
Non-Hispanic Black	9%	14%
Non-Hispanic Asian	6%	5%
Non-Hispanic Other	6%	4%
Hispanic/Latino	23%	23%
Has child in elementary (PK-5)*	47%	51%
Has child in middle school (6-8)*	20%	19%
Has child in high school (9-12)*	34%	30%
Public (district/magnet/charter)*	86%	86%
Private (religious/independent)*	8%	7%
Other (includes home school)*	6%	7%

*these indicators are not mutually exclusive

K-12 Education

sl056: In what grade is [NAME] this 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	12.9	8.3	8.1	6.4	6.7	8.7	5.8	7.6	6.7	6.1	7.1	6.8	8.7	1424	+/- 3

sl057a: Is [NAME] enrolled in a public, private, charter or virtual school for the 2020-21 school year (even if currently attending school from home), or are they homeschooled, or does some other situation apply?

	Enrolled in School	Homeschooling	Neither enrolled nor homeschooling	Other	Obs	MOSE
sl057a: enrolled in any type of school	87.7	7.3	2.2	2.8	1434	+/- 3

sl058a: [if sl057a = yes] What kind of school is [NAME] 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	80.0	7.2	5.0	7.6	0.2	0.1	1276	+/- 3

sl060a: [if sl057=yes] Approximately what percent of the students at [NAME]'s school are currently attending school in person?

	Mean	Obs	MOSE
sl060a: percent currently attending in person	61.0	1273	+/- 3

sl061a: [if sl057a = yes] How is [NAME] currently attending school?

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl061a_other	Obs	MOSE
sl061a: how currently attending school	50.1	30.2	19.5	0.3	1276	+/- 3

sl062a: [if sl057a = yes] Given the state of the COVID-19 pandemic in your area and your school's safety protocols, how would you prefer [NAME] to attend school right now?

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl062a_other	5 Unsure	Obs	MOSE
sl062a: how prefer attending school	49.4	29.4	18.9	0.1	2.2	1276	+/- 3

sl063: [if sl060a > 0 or sl061a= in person or sl061a= hybrid] Is [NAME]'s school using any of the following COVID-19 mitigation strategies?

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl063a: School policy requires students to wear masks at all times	86.1	8.4	5.5	1134	+/- 3
sl063b: School policy requires teachers to wear masks at all times	88.0	6.3	5.7	1132	+/- 3
sl063c: School policy requires everyone on campus to have their temperature taken	51.9	25.4	22.7	1131	+/- 3
sl063d: School policy requires that everyone on campus remain six feet apart	66.9	18.2	14.9	1132	+/- 3
sl063e: Hand sanitizer is available in classroom(s)	83.6	2.1	14.3	1132	+/- 3
sl063f: School policy requires contact tracing if cases arise in the school	74.3	6.5	19.3	1134	+/- 3

se001: To what extent do you think schools should use each of the following practices during the 2021-22 school year ?

	1 Definitely should not	2 Probably should not	3 Probably should	4 Definitely should	Obs	MOSE
se001a: Remote school when weather is bad or when school buildings have to be closed for	11.3	15.7	43.7	29.3	1426	+/- 3
se001b: Tutoring students, or giving extra instruction to students, remotely (through zo	6.3	12.1	51.9	29.7	1430	+/- 3
se001c: use asynchronous learning	20.6	29.5	35.7	14.2	1428	+/- 3
se001d: Zoom or other video software for parents to meet with teachers	6.8	13.5	51.4	28.3	1430	+/- 3
se001f: more online reading materials than hard-copy books/textbooks	15.1	25.9	40.4	18.5	1431	+/- 3
se001g: Asking students to submit assignments online more than handing in work on paper	10.9	25.8	42.6	20.7	1431	+/- 3
se001h: Using online platforms (like canvas, google classroom) to store, organize and ha	9.1	17.8	49.2	24.0	1431	+/- 3
se001i: Students using email and other forms of electronic communication to talk to teac	7.4	17.5	50.0	25.1	1431	+/- 3

se002: Assume all students and schools are back to full-time in-person attendance for the next school year. Do you support or oppose the following changes for the 2021-2022 school year?

	1 Strongly oppose	2 Oppose	3 Support	4 Strongly support	5 Unsure	Obs	MOSE
se002a: Longer school days	32.2	38.5	13.9	4.8	10.6	1431	+/- 3
se002b: A longer school year (more days of instruction, fewer days off)	29.1	38.5	17.3	6.0	9.0	1432	+/- 3
se002c: No longer requiring tests like the SAT or ACT to get in to college	15.4	26.2	25.6	18.8	14.0	1432	+/- 3
se002d: Sending students on to the next grade level even if they do not meet requirement	29.4	43.1	11.6	3.5	12.4	1433	+/- 3
se002e: Offering students the option to repeat their 2020-21 grade level	7.7	14.6	51.0	13.2	13.6	1433	+/- 3
se002f: Using pass/fail for grades instead of A-F letter grades	20.1	34.4	22.2	7.2	16.1	1433	+/- 3
se002g: A shorter summer vacation	30.3	38.8	16.9	5.8	8.1	1432	+/- 3

se003: To what extent do the following teaching practices or strategies help [NAME] learn?

	1 Not at all	2 A little bit	3 Some	4 A lot	5 I dont know	Obs	MOSE
se003a: help lectures	14.6	19.7	36.8	18.0	10.8	1430	+/- 3
se003b: help projects	4.6	11.6	34.1	41.4	8.3	1428	+/- 3
se003c: help small groups of students discussing a topic, with the teacher walking around	6.0	10.5	31.9	40.3	11.3	1429	+/- 3
se003d: help large group class discussions, led by the teacher	8.4	14.8	38.8	27.5	10.5	1428	+/- 3
se003e: help technology in the classroom	3.9	7.9	34.0	46.0	8.2	1430	+/- 3
se003f: help oral presentations	7.2	14.6	38.0	29.4	10.8	1430	+/- 3
se003g: help debates	13.5	12.9	33.5	23.6	16.5	1431	+/- 3

se004: How important do you feel it is that students learn about the following topics in school?

	1 Not at all important	2 Slightly important	3 Important	4 Very important	Obs	MOSE
se004a: Political issues like immigration or gun control	14.6	24.1	35.6	25.6	1501	+/- 3
se004b: How the U.S. government system works (e.g. the three branches of the federal gov	2.9	11.9	39.4	45.8	1503	+/- 3
se004c: racism in the United States	10.2	20.6	33.4	35.9	1503	+/- 3
se004d: Requirements for voting	3.8	17.4	41.1	37.7	1499	+/- 3
se004e: Income inequality in the United States	12.2	24.2	34.4	29.2	1500	+/- 3
se004f: The United States leadership role in the world	5.0	21.8	42.5	30.7	1500	+/- 3
se004g: The federal governments influence over state and local affairs	4.5	23.3	42.3	29.9	1503	+/- 3
se004h: Benefits and challenges of social programs like Medicare and Social Security	9.7	25.8	39.6	24.9	1500	+/- 3
se004i: How students can get involved in local government or politics	5.8	23.4	41.2	29.5	1502	+/- 3
se004j: The contributions of historical figures who are racial and/or ethnic minorities	7.0	21.8	39.8	31.4	1504	+/- 3
se004k: The contributions of historical figures who are women	5.0	21.2	40.9	32.9	1504	+/- 3

se005: [If sl057a=1 (enrolled in school)] To what extent do you agree or disagree with the following statements about [NAME's] school...

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
se005a: Explains why they make the decisions they make	3.9	16.1	66.5	13.5	1270	+/- 3
se005b: Asks for parent input before making decisions	4.7	29.8	53.6	11.9	1269	+/- 3
se005c: Cares about the students	2.4	8.6	61.0	28.0	1271	+/- 3
se005d: Cares about all school staff (e.g., teachers, custodians, bus drivers)	1.4	8.9	64.1	25.6	1267	+/- 3
se005e: Cares about our school community	1.7	9.8	63.9	24.6	1267	+/- 3
se005f: Cares about minimizing racial inequities	2.1	15.4	64.4	18.1	1270	+/- 3
se005g: Listens more to the needs of some parents more than others	5.7	38.5	45.0	10.8	1269	+/- 3
se005h: Attends to the needs of students and families hardest hit by COVID-19	3.6	20.3	64.4	11.6	1268	+/- 3

se006: (if sl061a=remote only) Which of the following are reasons for why [NAME] is not attending in-person? Check all that apply.

	1 no	2 yes	Obs	MOSE
se006s1: Remote learning is safer for [NAME], my family, and/or my	55.9	44.1	448	+/- 5
se006s2: Too many adults at [NAME]s school are not vaccinated	93.0	7.0	448	+/- 5
se006s3: The safety measures in place at [NAME]s school are not enough	86.7	13.3	448	+/- 5
se006s4: The safety measures in place at [NAME]]s school are uncomfortable	94.3	5.7	448	+/- 5
se006s5: We like the remote learning schedule better	80.4	19.6	448	+/- 5
se006s6: [NAME]wants to stay home and attend school remotely	70.2	29.8	448	+/- 5
se006s7: Something, like scheduling, child care, or transportation, was too difficult or	91.2	8.8	448	+/- 5
se006s8: [NAME] was only offered a hybrid option which he/she/we di	91.5	8.5	448	+/- 5
se006s9: The in-person learning experience is no different than the remote experience (fo	95.6	4.4	448	+/- 5
se006s10: I, or my family, can be more involved in my child's education when [NAME]	90.4	9.6	448	+/- 5
se006s11: [NAME] is just as happy (or more happy) learning remotely	77.9	22.1	448	+/- 5
se006s12: [NAME] is doing just as well (or better) academically than	75.7	24.3	448	+/- 5
se006s13: [NAME]s school did not offer an in-person option	90.4	9.6	448	+/- 5
se006s14: I do not trust the school to protect my child from COVID	71.5	28.5	448	+/- 5
se006s15: Other. If the reason(s) are not listed here, in a few words, please explain why	90.3	9.7	448	+/- 5

se007: How concerned or unconcerned are you about each of the following now, in spring 2021:

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
se007a: child psychological well-being	38.8	29.4	17.7	14.0	1428	+/- 3
se007b: child relationships with peers	41.3	27.3	18.1	13.3	1429	+/- 3
se007c: child relationships with teachers	50.1	22.0	15.4	12.5	1269	+/- 3
se007d: child missing out on school-sponsored extracurricular activities	41.5	26.3	20.0	12.3	1431	+/- 3
se007e: child amount learning	35.6	23.8	21.6	19.0	1427	+/- 3
se007f: child how engaged	38.1	23.2	21.2	17.5	1426	+/- 3
se007g: child doing socially	41.7	23.6	20.1	14.6	1429	+/- 3
se007h: child doing emotionally	36.2	26.9	20.8	16.2	1427	+/- 3
se007i: child progress in math	46.0	21.3	18.3	14.3	1430	+/- 3
se007j: child progress in science	49.7	20.5	16.9	12.8	1430	+/- 3
se007k: child progress in reading/language arts	45.3	23.2	17.3	14.2	1430	+/- 3

se008: [if sl057a != 2 OR (sl057=2 AND se008a = 2) (not homeschooling or homeschooling and not planning to homeschool next year)] Are you planning to send [NAME] to school in-person at the beginning of the 2021-22 school year?

	1 Yes	2 No	3 Unsure	Obs	MOSE
se008: plan to send to school in person	77.0	9.5	13.6	1365	+/- 3

se009: Thinking about [NAME]'s school experiences during the COVID pandemic, how would you rate each of the following now compared to before the pandemic?

	1 Much worse now	2 A little worse now	3 Unchanged	4 A little better now	5 Much better now	6 Not applicable	Obs	MOSE
se009a: Communication between you and your child's teacher(s)	6.1	13.1	39.2	15.2	13.0	13.4	1426	+/- 3
se009b: Communication between you and the school principal (or assistant principal)	5.1	10.4	49.6	10.1	8.1	16.7	1427	+/- 3
se009c: How involved you are in your child's education	3.2	8.5	40.9	20.7	17.2	9.4	1426	+/- 3
se009d: child engagement with school	6.1	17.9	39.7	15.6	12.3	8.4	1426	+/- 3
se009e: child ability to complete school work	5.9	16.2	42.3	14.9	13.0	7.6	1426	+/- 3
se009f: child ability to do well in school	5.6	15.2	42.8	14.1	14.7	7.6	1425	+/- 3
se009g: child confidence	4.2	13.3	45.0	17.8	12.9	6.7	1425	+/- 3
se009h: child mental health	3.6	17.5	48.3	11.5	11.4	7.6	1425	+/- 3
se009i: child communication with teachers	4.8	12.1	43.4	17.7	12.8	9.2	1425	+/- 3
se009j: child how much learning	6.9	21.3	35.8	15.3	14.6	6.2	1427	+/- 3

se010: Is [NAME]'s school offering?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se010a: offering summer School	34.0	31.8	34.2	1319	+/- 3
se010b: offering in-person tutoring during school	26.9	35.4	37.8	1317	+/- 3
se010c: offering in-person tutoring after school	26.7	36.1	37.2	1317	+/- 3
se010d: offering learning pods	17.5	37.5	45.0	1319	+/- 3

se011: [If offering] Is [NAME] participating or signed up to participate?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se011a: participating summer school	25.4	68.8	5.8	461	+/- 5
se011b: participating in-person tutoring during school	34.5	58.8	6.8	347	+/- 5
se011c: participating in-person tutoring after school	29.4	65.5	5.1	332	+/- 5
se011d: participating learning pods	37.8	54.2	8.0	227	+/- 7

se012: [If not offering or don't know] Would you sign up [NAME] if offered?

	1 Yes	2 No	3 I dont know	Obs	MOSE
se012a: sign up summer school	15.9	62.8	21.3	858	+/- 3
se012b: sign up in-person tutoring during school	30.2	53.9	15.9	969	+/- 3
se012c: sign up in-person tutoring after school	25.1	56.3	18.6	983	+/- 3
se012d: sign up learning pods	25.5	52.3	22.2	1092	+/- 3