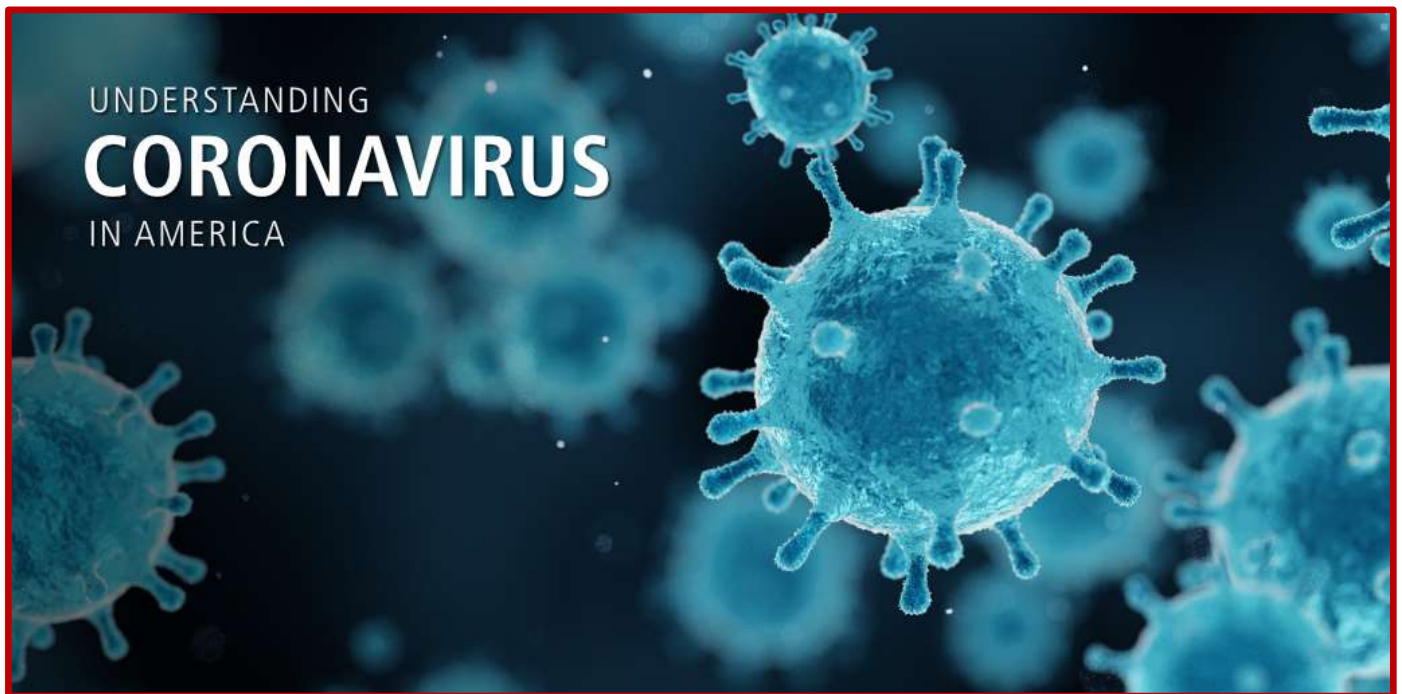


**Center for Economic and Social Research  
Understanding America Study**



**Coronavirus Tracking Survey  
Methodology and Select Topline Results**

**K-12 and Post-Secondary Data Tables \***

**UAS 264 – Wave 15  
September 30 – October 28, 2020**

**November 2, 2020 Release**

\* provided as a separate release

# 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 15 of the UAS tracking survey, administered from September 30 to October 29, 2020. A total of 7,769 panel members were eligible to be included in the full weighted sample, resulting in a participation rate of 78% for this wave. The sample includes 136 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 2167 adult US residents with household members (usually their children) in preK-12 or higher education participated in this wave and are included in the final UAS264 data file. After unduplicating households with multiple respondents (see below), UAS264 includes responses from 1808 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 +/- 3 percentage points, and +/-7 points for the full sample of unduplicated households with a member enrolled in postsecondary education. 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.

The full education sample is split into three subsamples for the analyses, and the subsamples are not mutually exclusive. Households could have been eligible for inclusion for more than one analytic subsample:

- Respondents with K12 school-aged children in any wave (SA sample)
- Respondents with either pre-school or K12 school-aged children in any wave (PSA sample)
- Respondents enrolled in postsecondary education or with a household member enrolled in postsecondary education as of UAS264, administered September 30-October 29, 2020 (PS sample)

Table 1. Education Sample Sizes Across Waves					
Wave	UAS235	UAS240	UAS242	UAS250	UAS264
Dates in field (all 2020)	Apr 1- Apr 29	Apr 15- May 12	Apr 29- May 26	Jun 24- Jul 21	Sep 30- Oct 29
Unduplicated SA sample size	1296	1505	1533	1410	1335

Unduplicated PSA sample size	1427	1658	1686	1550	1438
Unduplicated PS sample size*	n/a	784 (907 individuals)	777 (901 individuals)	719 (795 individuals)	709 (845 individuals)

\*See the section *Special Considerations for Interpreting Findings from the Higher Education Sample*, below, for distinction between individuals and respondents in the PS sample.

## 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 Wave 15, 281 households (16%) in the PSA sample and 154 households (18%) in the PS sample 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 already have a flag in the main UAS dataset identifying the "primary respondent," for example 1381 of Wave 15 households in the PSA sample and 679 in the PS sample. 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 household counts of 1438 in the PSA sample, and 709 in the PS sample (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.

Since UAS 264 was administered at the beginning of a new school year, 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 moved that child to the PS sample, asked about their current post-high school plans, and randomly selected a different child from that household to be part of the PSA 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 UAS264. Overall, 74% of respondents (n=993) in UAS264 are responding about the same randomly-selected child as in UAS250 and earlier. We recommend using survey question sl055 to restrict the sample to just these 993 for longitudinal analyses.

## Special Considerations for Interpreting Findings from the Higher Education Sample

While some questions about specific preK-12 students ask respondents to consider **one** (randomly-selected) preK-12 student in their household, the UAS asks the set of higher education questions about **each** household member enrolled in higher education, including the respondents themselves. Therefore, a single survey response may include information about multiple individuals enrolled in higher education as of April 2020.

Since each respondent can report on multiple individuals within a household, the PS sample sizes represent the number of individuals for which a selected panel member was responding, not the unique number of respondents. Across all waves, approximately 30% of individuals in the PS sample are responding about themselves (i.e. they are enrolled in an institution higher education) and 70% of individuals are reported upon by another household member, usually a parent.

The unduplication still occurs at the household level for the PS sample, since each respondent within a household reports upon each postsecondary student in that household. Since the UAS is weighted at the household level, for all postsecondary analyses we divide the UAS household weight by the number of individuals reported upon in that household. This prevents households with more postsecondary students from being over-weighted.

While allowing respondents to provide information on more than one individual in higher education allows us to report on a larger PS sample, it comes with an important limitation: demographic information (e.g., that used for cross-tabs) is only collected for the respondent, not for each individual enrolled in higher education. This affects interpretation of our results. For example, results by race (Black versus White) should be interpreted as “x% of higher education students in a household with a Black respondent versus y% of higher education students in a household with a White respondent.” They should *not* be interpreted as “x% of Black higher education students vs y% of White higher education students.”

## Special Considerations for Interpreting Findings on 11<sup>th</sup> and 12<sup>th</sup> graders

The UAS also includes questions about students' postsecondary plans. These questions are offered to respondents whose households include high school 11th (UAS250) and/or 12th graders (UAS240/242/250/264). These questions are structured similarly to the higher education questions, in which each respondent is asked the set of questions about each 11th and 12th grade student in their household. Findings about plans after graduating high school should be interpreted at the household level, not at the student level. For example, as "x% of households with high school juniors and seniors have at least one junior or senior who plans to attend a 4-year college," *not* as "x% of high school juniors and seniors plan to attend a 4-year college."

## 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 participated on their assigned day of the wave, between June 24 and July 7, 2020, and earned the bonus incentive. The rest of the sample 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 28-day period. Microdata files are released after each full wave.

Survey questionnaires, topline, 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](https://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,	UAS242	New answer option added: "[NAME]'s institution does not plan for in-person enrollment in the fall."

cl011b, cl013		
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.

Additionally, in UAS264, participants were given the option to opt into or out of the education questions, the same option they had in UAS250. 1218 of 1335 households (91%) in the PSA sample opted in and 646 of 709 households (91%) in the HE sample opted in.

## 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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## Topline Report

Survey dates: September 30 to October 29, 2020

Sample sizes (before unduplication): 1595 (SA), 1719 (PSA), 863 (HE)

### National Sample Characteristics

Respondent Characteristic	SA Sample		PSA Sample		PS Sample**	
	Unweighted (%)	Weighted (%)	Unweighted (%)	Weighted (%)	Unweighted (%)	Weighted (%)
Male	36.0	40.1	36.4	41.4	36.2	40.7
Age 18-34	21.3	29.6	23.3	31.3	28.8	38.3
Age 35-54	65.9	60.2	63.9	58.6	49.0	43.9
Age 55-64	8.7	7.3	8.7	7.2	16.9	13.5
Age 65+	4.1	2.9	4.1	2.9	5.3	4.3
Education (HS degree or less)	24.8	39.8	23.7	38.2	15.5	26.9
Education (some college)	35.3	29.2	35.0	28.6	43.0	38.3
Education (BA or more)	39.9	31.0	41.2	33.2	41.5	34.8
HH income (\$24,999 or less)	16.9	20.9	16.6	20.3	15.2	17.7



HH income (\$25,000-\$49,999)	20.6	23.0	20.4	22.3	19.6	18.5
HH income (\$50,000-\$74,999)	17.6	17.7	17.1	17.2	17.9	19.9
HH income (\$75,000 or more)	44.8	38.5	45.9	40.2	47.3	43.9
Non-Hispanic White	59.3	53.9	59.6	55.1	53.9	48.6
Non-Hispanic Black	9.2	14.2	9.2	14.0	8.1	13.0
Non-Hispanic Asian	4.6	4.3	4.7	4.3	7.0	9.0
Non-Hispanic Other	6.2	4.2	6.1	3.9	6.5	4.6
Hispanic/Latino	20.7	23.5	20.5	22.6	24.5	24.8
Has child in preschool	14.5	15.1	20.7	21.7	11.2	12.5
Has child in elementary (PK-5)	56.5	60.2	52.5	55.5	18.2	21.9
Has child in middle school (6-8)	33.8	34.5	31.3	31.8	14.7	16.7
Has child in high school (9-12)	46.5	43.4	43.1	40.1	30.4	29.7
Received services through an IEP*	9.6	10.5	9.6	10.5	8.3	5.6
Received services through 504 plan*	4.5	4.3	4.5	4.3	5.1	4.7
Received free/reduced price lunch*	36.5	41.6	36.5	41.6	38.0	41.6
Received English Learner supports*	3.4	3.3	3.4	3.3	3.7	4.1
Public (district/magnet/charter)*	77.0	75.9	71.4	70.0	36.5	37.0
Private (religious/independent)*	6.5	4.9	6.0	4.6	2.0	2.9
Other (includes home school)*	6.9	8.4	6.4	7.8	2.1	2.3

\*These variables pertain to one of the respondent's PK-12 children (selected at random), not to the respondent. We asked respondents whether their child received services (in UAS240 for most, in UAS264 for respondents with a new randomly-selected child starting in UAS264), and these percentages based on information the respondent provided. We note that they do not represent percentages of children who were eligible, e.g. for meal services due to federal poverty guidelines. Also note that we did not ask these questions about preschool children.

\*\*Because we allow respondents to provide data on more than one postsecondary student, these characteristics are for the respondent, not necessarily for the student. See “Special Considerations for Interpreting Findings from the Higher Education Sample” section, above, for more details.

## 11. K-12 EDUCATION

Now we'd like to ask you some questions about education.

**ed001: How many members of your household are enrolled in preschool or daycare, primary school, middle school, high school, or post-secondary school in the 2020-2021 school year? Count yourself if you are enrolled in school.**

	0	1	2	3	4	5	6	7	8	9	10	Obs	MOSE
ed001a: preschool or day care	92.9	4.5	1.7	0.6	0.0	0.1	0.0	0.0	0.0	0.0	0.2	5949	+/- 1
ed001b: elementary school	81.8	11.9	5.0	0.9	0.1	0.1	0.0	0.1	0.0	0.0	0.2	5945	+/- 1
ed001c: middle school or junior high	89.6	8.5	1.4	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.2	5936	+/- 1
ed001d: high school	86.9	10.5	2.0	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.2	5947	+/- 1
ed001e: college or trade school	86.2	11.3	2.0	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.2	5960	+/- 1

**ed017: [if >0 children in elementary, middle, or high school] Which of the following best describes your household?**

	1 We do not have a computer/device for children to participate in distance learning	2 School-aged children in our house must share computers/devices to participate in distance learning	3 We have one dedicated computer/device for each child that needs one for distance learning	4 Children are not participating in distance learning	Obs	MOSE
ed017: how many devices for kids	4.0	8.7	66.2	21.0	1455	+/- 3

**ed018: [if >0 children in elementary, middle, or high school] Which of the following best describes your household's internet access?**

	1 Students in our house do not have internet access to support learning at home	2 Students in our house have internet access to support learning at home but it is slow or drops frequently (there is not enough bandwidth)	3 Students have internet access to support learning at home and it works well (there is enough bandwidth)	Obs	MOSE
ed018: internet access children	2.5	20.8	76.7	1457	+/- 3

Begin questions about Randomly Selected Child

**sl055: Over the past few months, you have answered questions about [Name of randomly selected child]'s school experiences. Is [Name of randomly selected child] still a student in elementary, middle, or high school for the 2020-21 school year?**

	1 Yes	2 No	Obs	MOSE
sl055: random selected child still in k-12	94.9	5.1	1245	+/- 3

**sl056: In what grade is [Name of randomly selected child] 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	7.4	8.6	9.0	7.5	6.4	8.0	7.2	7.1	7.5	8.5	6.9	7.6	8.2	1441	+/- 3

**sl057: Does [Name of randomly selected child] attend a different school than they did in 2019-20?**

	1 Yes	2 No	Obs	MOSE
sl057: selected child in different school	25.7	74.3	1441	+/- 3

**sl042a: [if sl057=yes] To what extent was this change influenced by experiences during the COVID pandemic?**

	1 Not at all	2 Very little	3 Somewhat	4 Very much	Obs	MOSE
sl042a: change influenced by covid	54.3	6.2	9.9	29.6	352	+/- 5

**sl079: What type of school is [Name of randomly selected child] attending in the 2020-21 school year (regardless of whether in-person, hybrid, or fully virtual which we will also ask about)?**

	1 Neighborhood public school / other public school	2 Magnet public school	3 Charter school	4 Private or religious school	5 Home school	6 Other	Obs	MOSE
sl079: type of child selected child	77.3	2.8	5.0	5.5	7.5	1.9	1441	+/- 3

**sl058: [If sl079 is not home school] Is [Name of randomly selected child]'s school open for in-person learning in any way at the time you are completing the survey?**

	1 No - all students are remote	2 Yes - some students are going in-person	3 Yes - all students are going in-person	Obs	MOSE
sl058: school open for in-person learning	32.1	55.5	12.4	1441	+/- 3

**sl059: How is [Name of randomly selected child] attending school right now?**

	1 In-person only	2 Remote only	3 In-person/remote hybrid	4 Other, please specify: sl059_other	Obs	MOSE
sl059: how attending school right now	28.7	49.6	18.4	3.2	1441	+/- 3

**sl060: Is your child's mode of attendance right now based on a choice your school gave you?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl060: school mode based on choice	63.2	27.7	9.1	1441	+/- 3

**sl061: [If sl079 is not home school] Did [Name of randomly selected child]'s school district offer to provide internet access (e.g., through wi-fi hubs or wi-fi hotspots) for [Name of randomly selected child] to be able to participate in distance learning this fall?**

	1 Yes and I accepted	2 Yes and I declined	3 No they did not offer	4 Unsure	Obs	MOSE
sl061: school offered internet access	11.4	26.8	41.4	20.4	1441	+/- 3

**sl062: [If sl079 is not home school] Did [Name of randomly selected child]'s school district offer to provide a computer or other device for [Name of randomly selected child] to be able to participate in distance learning this fall?**

	1 Yes and I accepted	2 Yes and I declined	3 No they did not offer	4 Unsure	Obs	MOSE
sl062: school offered computer	58.8	18.5	14.0	8.7	1441	+/- 3

**sl063: [If sl079 is not home school] Has [Name of randomly selected child]'s school provided tutoring or additional small group instruction to help NAME catch up or to help stay on track this year?**

	1 Yes	2 No and it is needed	3 No and it is not needed	4 Unsure	Obs	MOSE
sl063: school provided tutoring	24.2	15.4	36.7	23.7	1441	+/- 3

**sl064: [If sl079 is not home school] Have any adults in your household acquired or provided any of the following tutoring or additional instructional supports named below to help [Name of randomly selected child] catch up or stay on track this year outside of what school is providing?**

	1 Yes	2 No	Obs	MOSE
sl064a: learning pods or pandemic pods	9.9	90.1	1438	+/- 3
sl064b: small group tutoring	9.0	91.0	1439	+/- 3
sl064c: one-on-one tutoring, in person or remote	17.4	82.6	1439	+/- 3

**sl065: On a typical school day, how much time does [Name of randomly selected child] spend (0-8 hours):**

	Mean	Obs	MOSE
sl065a: Going to school in-person	3.9	1429	+/- 3
sl065b: Participating in online, synchronous instruction	2.7	1421	+/- 3
sl065c: Participating in asynchronous educational activities without a teacher present	2.1	1421	+/- 3
sl065d: Outside of school activities, interacting with peers in-person	1.4	1434	+/- 3
sl065e: Outside of school activities, interacting with peers virtually	1.1	1432	+/- 3

**sl066a: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Quality of education**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066a_pre: pre-covid quality of education	57.1	31.7	9.4	1.5	0.3	1428	+/- 3
sl066a_spring: spring 2020 quality of education	27.6	26.4	23.8	14.7	7.5	1426	+/- 3
sl066a_fall: fall 2020 quality of education	39.0	33.0	19.2	6.2	2.5	1419	+/- 3

**sl066b: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Quality of feedback from teacher(s)**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066b_pre: pre-covid quality of feedback from teacher(s)	56.7	29.4	9.5	2.8	1.7	1422	+/- 3
sl066b_spring: spring 2020 quality of feedback from teacher(s)	32.6	28.1	22.2	9.8	7.3	1419	+/- 3
sl066b_fall: fall 2020 quality of feedback from teacher(s)	44.2	30.8	16.8	5.2	2.9	1415	+/- 3

**sl066c: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Keeping [Name of randomly selected child] engaged**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066c_pre: pre-covid keeping selected child engaged	59.2	26.1	10.7	3.3	0.8	1425	+/- 3
sl066c_spring: spring 2020 keeping selected child engaged	24.6	26.0	23.8	14.1	11.6	1422	+/- 3
sl066c_fall: fall 2020 keeping selected child engaged	39.1	32.3	17.3	6.9	4.3	1412	+/- 3

**sl066d: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Students' relationship(s) with teacher(s)**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066d_pre: pre-covid students relationship(s) with teacher(s)	65.3	22.1	8.6	2.9	1.1	1421	+/- 3
sl066d_spring: spring 2020 students relationship(s) with teacher(s)	37.9	23.8	21.5	8.9	7.9	1420	+/- 3
sl066d_fall: fall 2020 students relationship(s) with teacher(s)	44.6	30.5	16.0	5.9	3.0	1416	+/- 3

**sl066e: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Quality of instruction in science**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066e_pre: pre-covid quality of instruction in science	55.9	29.2	11.5	2.2	1.1	1419	+/- 3
sl066e_spring: spring 2020 quality of instruction in science	25.3	28.1	24.0	12.0	10.5	1420	+/- 3
sl066e_fall: fall 2020 quality of instruction in science	38.3	33.8	18.7	5.9	3.4	1415	+/- 3

**sl066f: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Quality of instruction in math**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066f_pre: pre-covid quality of instruction in mathematics	55.5	29.4	11.2	2.8	1.2	1419	+/- 3
sl066f_spring: spring 2020 quality of instruction in mathematics	28.8	25.8	24.2	10.5	10.7	1419	+/- 3
sl066f_fall: fall 2020 quality of instruction in mathematics	40.8	32.0	17.6	6.5	3.2	1414	+/- 3

**sl066g: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Quality of instruction in Language Arts**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066g_pre: pre-covid quality of instruction in English Language Arts	59.7	27.7	10.2	1.8	0.5	1423	+/- 3
sl066g_spring: spring 2020 quality of instruction in English Language Arts	28.2	28.3	23.0	11.0	9.4	1422	+/- 3
sl066g_fall: fall 2020 quality of instruction in English Language Arts	42.3	34.1	15.4	5.1	3.1	1423	+/- 3

**sl066h: [If sl079 is not home school] Students are often given the grades A, B, C, D and F to rate the quality of their work at school. How would you rate NAME's school in each of the following areas using the same grading scale: Keeping students healthy**

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066h_pre: pre-covid keeping students healthy	56.1	29.8	10.1	2.3	1.7	1424	+/- 3
sl066h_spring: spring 2020 keeping students healthy	50.2	24.3	14.1	5.4	5.9	1425	+/- 3
sl066h_fall: fall 2020 keeping students healthy	52.6	26.4	12.2	5.3	3.4	1426	+/- 3

**sl071: How concerned or unconcerned are you about the following aspects of [Name of randomly selected child]'s school experiences for 2020-21?**

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
sl071a: The quality of the education the school will deliver	32.5	34.5	16.6	16.5	1432	+/- 3
sl071b: If my child is behind where he/she needs to be academically	35.1	29.6	16.7	18.6	1433	+/- 3
sl071c: How my child is faring socially	32.8	31.0	20.1	16.1	1433	+/- 3
sl071d: How my child is faring emotionally	31.0	33.3	20.5	15.2	1434	+/- 3

**sl072: How prepared or unprepared was [Name of randomly selected child] in each of the following subjects at the start of the 2020-21 school year?**

	1 Not at all prepared	2 A little prepared	3 Moderately prepared	4 Very prepared	5 Unsure	Obs	MOSE
sl072a: prepared math	7.3	20.0	32.7	36.4	3.7	1433	+/- 3
sl072b: prepared science	6.9	19.4	36.9	32.3	4.4	1432	+/- 3
sl072c: prepared reading/writing/language arts	6.0	21.1	31.9	37.2	3.8	1433	+/- 3
sl072d: prepared social studies/history/civics	7.6	21.8	34.7	30.7	5.2	1433	+/- 3

**sl056: How concerned or unconcerned are you about each of the following:**

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
sl056a: psychological well-being	39.5	34.4	15.7	10.4	1432	+/- 3
sl056b: activity levels	45.0	27.7	16.2	11.1	1433	+/- 3
sl056c: physical health	54.7	24.9	11.9	8.5	1432	+/- 3
sl056d: having enough food to eat	86.3	6.1	3.7	3.9	1433	+/- 3
sl056e: relationship with peers	44.3	33.7	13.8	8.2	1432	+/- 3
sl056f: relationship with teachers	52.0	28.4	12.9	6.7	1431	+/- 3
sl056g: amount will learn	31.0	34.0	17.1	17.9	1433	+/- 3
sl056h: how engaged	35.0	31.0	19.4	14.6	1433	+/- 3

**sl067: [If sl079 is not home school] Has [Name of randomly selected child]'s school recently provided information about racial justice resources (e.g., anti-racism resources, racial healing practices)**

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl067: school provided information about racial justice	11.3	53.2	35.5	1433	+/- 3

**sl068: If [Name of randomly selected child] needs help with schoolwork, how able are you to provide needed help in each of the following areas?**

	1 I cant help at all	2 I can help a little	3 I can mostly help	4 I can help very much	5 Not applicable	Obs	MOSE
sl068a: help math	10.0	26.0	23.1	38.6	2.3	1433	+/- 3
sl068b: help science	5.8	25.2	27.7	38.9	2.4	1433	+/- 3
sl068c: help social Studies/History/Civics	5.2	23.3	29.9	39.0	2.5	1433	+/- 3
sl068d: help English Language Arts/Writing Math	4.2	21.8	28.1	43.9	2.0	1433	+/- 3

**sl031: In February 2020, did [Name of randomly selected child] receive any of the following services?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl031a: were receiving gifted and talented instruction	9.9	86.2	3.8	1434	+/- 3
sl031b: were receiving mental health services	6.0	91.3	2.7	1434	+/- 3
sl031c: were receiving free or reduced-price meals	41.6	55.9	2.5	1434	+/- 3
sl031d: were receiving extra support for English language learners	3.3	93.4	3.3	1434	+/- 3
sl031e: were receiving extra support for struggling learners	10.2	85.9	3.9	1434	+/- 3

**sl032: A 504 plan is a plan to ensure that a child with disabilities receives accommodations that will allow the child to learn. In February 2020, did [Name of randomly selected child] receive services under a 504 plan?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl032: receive 504 plan services selected child	4.3	89.2	6.5	1434	+/- 3

**sl033: An individual education plan (IEP) is a plan to ensure that a child with disabilities receives specialized instruction and services. In February 2020, did [Name of randomly selected child] receive services related to an IEP?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl033: receive IEP services selected child	10.5	85.4	4.1	1434	+/- 3

**sl070: [For each yes response to sl031, sl032, and sl033] Has [Name of randomly selected child] received any of these services you told us about since the start of the 2020-21 school year?**

	1 Yes	2 Yes, but not as much as in February 2020	3 No the school hasn't yet provided them	4 Not applicable	5 Not sure	Obs	MOSE
sl070a: receiving gifted and talented instruction	48.1	14.4	21.9	8.3	7.4	180	+/- 7
sl070c: receiving free or reduced-price meals	76.5	4.6	2.9	10.4	5.7	522	+/- 4
sl070e: receiving extra instruction for struggling learners	49.5	13.8	16.6	10.0	10.2	140	+/- 8
sl070g: receiving services under an IEP	61.5	19.3	13.5	3.8	1.9	138	+/- 8

**sl069: [For each yes response to sl070] How satisfied are you with [NAME OF SERVICE] provided by [Name of randomly selected child]'s school?**

	1 Not at all satisfied	2 A little satisfied	3 Mostly satisfied	4 Very satisfied	Obs	MOSE
sl069a: satisfaction receiving gifted and talented instruction	12.3	20.3	24.4	43.0	108	+/- 9
sl069c: satisfaction receiving free or reduced-price meals	6.5	14.9	29.9	48.7	423	+/- 5
sl069g: satisfaction receiving services under an IEP	11.7	16.6	22.7	49.0	117	+/- 9

End questions about Randomly Selected Child

**sl073: Schools are considering several policies in the wake of the COVID pandemic. Do you oppose or support each of the following policies?**

	1 Strongly oppose	2 Oppose	3 Support	4 Strongly support	Obs	MOSE
sl073a: Canceling all standardized tests for the 2020-21 school year	9.3	28.3	37.6	24.8	1447	+/- 3
sl073b: Sending all students back to school in-person	20.7	29.0	33.4	17.0	1447	+/- 3
sl073c: Sending some students back to school in-person, while others stay fully remote	12.5	25.4	51.6	10.6	1447	+/- 3
sl073d: Grouping students into cohorts and sending them to school on alternating days	15.6	28.6	48.6	7.2	1447	+/- 3
sl073e: Having students wear face coverings in school buildings all day	9.8	21.2	39.1	29.8	1448	+/- 3
sl073f: Conducting all instruction remotely and keeping schools closed for the entirety	30.8	28.8	24.0	16.5	1448	+/- 3

**sl074: To what extent do you agree with the following statements about COVID-related effects on education?**

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
sl074a: the country would be better off if we just sent students back to school in perso	24.1	31.3	30.5	14.1	1447	+/- 3
sl074b: children are at serious risk of health effects from COVID-19.	9.8	33.4	38.0	18.8	1448	+/- 3
sl074c: other countries are doing a better job managing their COVID responses so that ch	5.0	30.1	42.0	22.9	1448	+/- 3
sl074d: school closures are more harmful for children than the risk of COVID-19	16.1	37.5	31.5	14.9	1446	+/- 3

**sl011: [if >0 children in high school] How many household members are currently in Grade 12?**

	0	1	2	3	Obs	MOSE
sl011: how many household members are currently in grade 12	72.9	26.2	1.0	0.0	666	+/- 4



**sl075: Have [Name of randomly selected child]'s post-high school plans changed due to COVID?**

	1 Yes	2 No	Obs	MOSE
sl075: post high school plans changed due to covid	17.9	82.1	207	+/- 7

**sl076: Which of the following best represents NAME's post-high school plans before the COVID pandemic?**

	1 To attend a four-year college or university (regardless of whether also working full or part time)	2 To attend a two-year college (regardless of whether also working full or part time)	3 To attend a technical school or certification program (regardless of whether also working full or part time)	4 To work part or full time, but not to continue education	5 To join the military	6 To participate in a national service program like Americorp or City Year	7 To continue in high school (that is, s/he was not on track to graduate)	8 Undecided/No Plans	Obs	MOSE
sl076: plan post high school pre covid	57.8	13.1	8.7	3.9	3.3	0.0	2.3	11.11	202	+/- 7

12. Post-Secondary Module

**cl019: You told us previously that [Name of randomly selected child] was in the 12th grade during the 2019-20 school year. What is [Name of randomly selected child] doing now?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
cl019a: Attending a four-year college or university (regardless of also working)	39.4	60.1	0.6	192	+/- 7
cl019b: Attending a two-year college (regardless of also working)	18.3	80.9	0.8	192	+/- 7
cl019c: Attending a technical school or certification program (regardless of also working)	9.1	88.6	2.3	192	+/- 7
cl019d: Working part or full time, but not to continuing education	27.1	71.7	1.3	192	+/- 7
cl019e: Joined the military full time	3.0	94.1	2.9	192	+/- 7
cl019f: Participating in a national service program like Americorp or City Year	0.0	98.0	2.0	192	+/- 7
cl019g: Continuing high school (that is, s/he was not on track to graduate)	2.9	94.7	2.4	192	+/- 7
cl019h: Undecided/No plans	17.5	78.8	3.7	192	+/- 7

**ed002: Are you currently enrolled in college or trade school, including four-year colleges, community colleges?**

	1 Yes	2 No	Obs	MOSE
ed002: R currently enrolled in college	38.0	62.0	849	+/- 3

**r\_cl015: Respondent: You told us previously that you were enrolled in a post-secondary program. Are you still enrolled in a post-secondary program?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
r_cl015: R still enrolled in higher ed	82.8	14.6	2.6	191	+/- 7

**cl015: You told us previously that [Name of randomly selected child] was enrolled in a post-secondary program. Is [Name of randomly selected child] still enrolled in a post-secondary program?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
cl015: hh member still enrolled in higher ed	82.5	12.9	4.5	471	+/- 5

**r\_cl005\_bbb: Respondent: Have you experienced any changes in the following areas because of the coronavirus epidemic?**

	1 Decreased	2 No Change	3 Increased	4 Unsure	Obs	MOSE
r_cl005_bbb_1: Family care responsibilities	1.9	63.2	31.8	3.1	283	+/- 6
r_cl005_bbb_2: Work responsibilities	12.9	58.9	25.2	3.0	284	+/- 6
r_cl005_bbb_3: Stable access to housing	6.6	80.4	6.5	6.6	284	+/- 6
r_cl005_bbb_4: Stable access to food sources (such as a campus meal plan)	8.3	76.2	4.9	10.5	284	+/- 6
r_cl005_bbb_5: Expenses for tuition, food, or housing	10.7	66.7	18.5	4.1	284	+/- 6
r_cl005_bbb_6: Desire to be close to home	7.0	60.2	28.9	3.8	283	+/- 6

**cl005\_bbb: Has [Name of randomly selected child] experienced any changes in the following areas because of the coronavirus epidemic?**

	1 Decreased	2 No Change	3 Increased	4 Unsure	Obs	MOSE
cl005_bbb_1: Family care responsibilities	2.8	78.6	12.8	5.7	750	+/- 4
cl005_bbb_2: Work responsibilities	12.1	66.4	14.2	7.3	750	+/- 4
cl005_bbb_3: Stable access to housing	3.6	87.6	3.1	5.7	751	+/- 4
cl005_bbb_4: Stable access to food sources (such as a campus meal plan)	6.9	83.4	2.8	6.9	751	+/- 4
cl005_bbb_5: Expenses for tuition, food, or housing	5.7	74.2	12.4	7.7	750	+/- 4
cl005_bbb_6: Desire to be close to home	4.7	70.0	19.3	6.0	751	+/- 4

**r\_cl005\_ccc: Respondent: Has your employment status changed because of the coronavirus epidemic?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
r_cl005_ccc: respondent employment status changed	17.5	80.5	1.9	284	+/- 6

**cl005\_ccc: Has [Name of randomly selected child]'s employment status changed because of the coronavirus epidemic?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
cl005_ccc: employment status changed	17.8	74.6	7.6	751	+/- 4

**cl005\_ddd: [if cl005ccc=yes] How has your employment status changed?**

	Yes	No	Obs	MOSE
cl005_ddd_1: has become unemployed	51.9	48.1	146	+/- 8
cl005_ddd_2: has found a new job	29.0	71.0	146	+/- 8
cl005_ddd_3: job has reduced hours	19.1	80.9	146	+/- 8
cl005_ddd_4: has been temporarily laid off or is taking sick leave	14.9	85.1	146	+/- 8

**r\_cl002: Respondent: [if cl015=yes] What type of degree or certificate are you working on?**

	Yes	No	Obs	MOSE
r_cl002s1: A bachelors degree (usually four years)	49.5	50.5	258	+/- 6
r_cl002s2: An associates degree (usually two years)	19.5	80.5	258	+/- 6
r_cl002s3: A certificate or diploma of occupational training such as plumbing	10.0	90.0	258	+/- 6
r_cl002s4: A graduate program such as a masters or PhD	25.2	74.8	258	+/- 6
r_cl002s5: Not working toward a degree or certificate	2.9	97.1	258	+/- 6

**cl002: [if cl015=yes] What type of degree or certificate is [Name of randomly selected child] working on?**

	Yes	No	Obs	MOSE
cl002: A bachelors degree (usually four years)	20.6	79.4	3525	+/- 2

**r\_cl004: Respondent: [if cl015=yes] Are you taking part in classes toward your degree now (in the fall)?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
r_cl004: respondent still taking part in classes	90.1	9.8	0.1	261	+/- 6

**cl004: [if cl015=yes] Is [Name of randomly selected child] taking part in classes toward his or her degree now (in the fall)?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
cl004: still taking part in classes	81.0	13.2	5.9	705	+/- 4

**r\_cl005: Respondent: [if cl004=yes] How are you primarily taking part in classes now (in the fall)?**

	1 On campus	2 Online	3 A work site or other non-campus location	4 Other	Obs	MOSE
r_cl005: respondent how now taking part in classes	16.5	81.4	0.0	2.1	230	+/- 6

**cl005: [if cl004=yes] How is [Name of randomly selected child] primarily taking part in classes now (in the fall)?**

	1 On campus	2 Online	3 A work site or other non-campus location	4 Other	5 Unsure	Obs	MOSE
cl005: how now taking part in classes	28.9	68.2	1.6	0.4	0.9	602	+/- 4

**r\_cl005b: Respondent: [if cl015=yes] Do you expect to complete your program this year (i.e. 2020-21)?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
r_cl005b: respondent expect to finish program this year	38.8	55.3	5.8	261	+/- 6

**cl005b: [if cl015=yes] Does [Name of randomly selected child] expect to complete his or her program this year (i.e. 2020-21)?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
cl005b: expect to finish program this year	27.7	60.3	12.0	705	+/- 4

**r\_cl008b: Respondent: [if cl004=yes] Where are you taking classes in the fall?**

	1 My current institution	2 A different institution	Obs	MOSE
r_cl008b: respondent where taking classes	98.6	1.4	234	+/- 6

**cl008b: [if cl004=yes] Where is [Name of randomly selected child] taking classes in the fall?**

	1 Current institution	2 A different institution	Obs	MOSE
cl008b: where taking classes	96.3	3.7	601	+/- 4

**r\_cl010b: Respondent: [if cl015 = yes] Has the coronavirus epidemic influenced [Name of randomly selected child]'s decision of how many classes to take this fall?**

	1 Yes: I will take more classes	2 Yes: I will take fewer classes	3 No	4 Unsure	Obs	MOSE
r_cl010b: respondent corona influenced decision how many classes to take	15.7	14.1	66.6	3.6	261	+/- 6

**cl010b: [if cl015 = yes] Has the coronavirus epidemic influenced [Name of randomly selected child]'s decision of how many classes to take this fall?**

	1 Yes: will take more classes	2 Yes: will take fewer classes	3 No	4 Unsure	Obs	MOSE
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cl010b: corona influenced decision how many classes to take	6.7	10.1	67.6	15.6	705	+/- 4
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**r\_cl012: Respondent: [if cl015=yes] Has the coronavirus epidemic influenced [Name of randomly selected child]'s ability to complete his or her degree or certificate in a timely manner?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
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r_cl012: respondent corona influence able to complete degree or certificate	25.2	65.3	9.5	261	+/- 6
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**cl012: [if cl015=yes] Has the coronavirus epidemic influenced [Name of randomly selected child]'s ability to complete his or her degree or certificate in a timely manner?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
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cl012: corona influence able to complete degree or certificate	16.3	62.4	21.3	705	+/- 4
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**r\_cl017: Respondent: [if cl015=yes] Do you plan to complete the current term of your post-secondary program?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
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r_cl017: plan to complete current term	92.5	4.1	3.4	261	+/- 6
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**cl017: [if cl015=yes] Does [Name of randomly selected child] plan to complete the current term of his or her post-secondary program?**

	1 Yes	2 No	3 Unsure	Obs	MOSE
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cl017: household member plan to complete current term	74.8	9.7	15.5	705	+/- 4
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**r\_cl018: Respondent: [if cl015=yes] To what extent has the coronavirus epidemic influenced your decision whether to complete the current term of your post-secondary program?**

	1 Not at all	2 To a small extent	3 To a moderate extent	4 To a large extent	Obs	MOSE
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r_cl018: how corona affected plans to complete current term	64.6	22.6	8.1	4.7	261	+/- 6
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**cl018: [if cl015=yes] To what extent has the coronavirus epidemic influenced [Name of randomly selected child]'s decision whether to complete the current term of his or her post-secondary program?**

	1 Not at all	2 To a small extent	3 To a moderate extent	4 To a large extent	Obs	MOSE
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cl018: household member how corona affected plans to complete current term	67.6	18.9	6.9	6.6	705	+/- 4
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**cl014: Has the coronavirus epidemic changed how you see the value of post-secondary education?**

	1 Yes, I now think post-secondary education is more valuable	2 Yes, I now think post-secondary education is less valuable	3 No	4 Unsure	Obs	MOSE
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cl014: change perceived value post-secondary education	16.9	7.0	57.1	19.0	5952	+/- 1
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