

UnderStandingAmericaStudy

UAS 414: EDUCATION-RELATED EXPERIENCES AND NEEDS



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1 INTRODUCTION

This survey, titled "UAS 414: Education-related experiences and needs", asks questions about the education-related experiences and needs of your children. This survey is no longer in the field.

1.1 Topics

This survey contains questions (among others) on the following topics: Education, Social Attitudes And Values, Covid-19. A complete survey topic categorization for the UAS can be found [here](#).

1.2 Experiments

This survey includes experiment(s) of the following type(s): Auxiliary Randomization. Please refer to explanatory comments in the Routing section for detailed information. A complete survey experiment categorization for the UAS can be found [here](#).

1.3 Citation

Each publication, press release or other document that cites results from this survey must include an acknowledgment of UAS as the data source and a disclaimer such as, 'The project described in this paper relies on data from survey(s) administered by the Understanding America Study, which is maintained by the Center for Economic and Social Research (CESR) at the University of Southern California. The content of this paper is solely the responsibility of the authors and does not necessarily represent the official views of USC or UAS.' For any questions or more information about the UAS, contact Tania Gutsche, Project and Panel Manager, Center for Economic and Social Research, University of Southern California, at tgutsche@usc.edu.

2 SURVEY RESPONSE AND DATA

2.1 Sample selection and response rate

The sample selection for this survey was:

A custom selection of active respondents who answered questions about their child in the Covid-19 Tracking survey OR never participated in the Covid-19 Tracking survey.

As such, this survey was made available to 3904 UAS participants. Of those 3904 participants, 2649 completed the survey and are counted as respondents. Of those who are not counted as respondents, 16 started the survey without completing and 1239 did not start the survey. The overall response rate was 67.85%.

Note: We are unable to provide sample weights for a small number of UAS members (see the Sample weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey response rate.%.

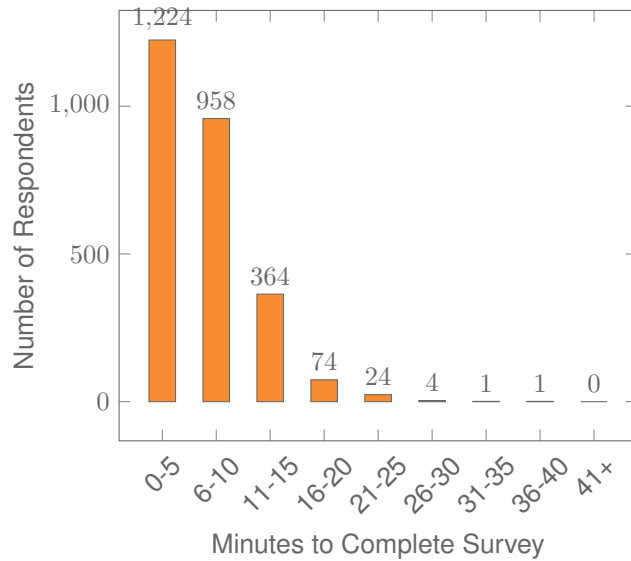
The detailed survey response rate is as follows:

UAS414 - Response Overview	
Size of selected sample	3904
Completed the survey	2649
Started but did not complete the survey	16
Did not start the survey	1239
Response rate	67.85%

2.2 Timings

The survey took respondents an average of 7 minutes, and the full distribution of survey response times is available in the figure below. Times per question are available upon request.

Distribution of Respondents' Survey Response Times



2.3 Sample & Weighting

Sample weights for this survey are computed following the general UAS Weighting Procedure. Specifically, we use a two-step process where we first compute base weights, which correct for unequal probabilities of sampling UAS members, and then generate final, post-stratification weights, which align the sample to the reference population along certain socio-economic dimensions. These are gender (male/female), race and ethnicity (White/Black/Other/Hispanic/Native American), age (18-39/40-49/50/59/60+), education (High school or less/Some college/Bachelor or more), Census regions (Northeast/Midwest/West, excl. CA/CA, excl. LAC, LAC). Benchmark distributions for these variables are derived from the 6 most recent available Current Population Survey (CPS) Basic Monthly Survey with respect to the survey's completion date. The reference population considered for the weights is the U.S. population of adults age 18 and older.

This survey dataset may contain respondents with a weight of zero. These respondents belong to a small group of UAS members for whom sample weights cannot be computed due to non-probability recruitment for special projects. Hence, while they are accounted for in the total number of survey respondents, they do not contribute to any statistics using sample weights. More information is available from the UAS Weighting Procedure. Please contact UAS staff with any questions.

3 STANDARD VARIABLES

Each Understanding America Study data contains a series of standard variables, consisting of individual, household and sample identifiers, language indicator, time stamps and a rating by the respondent of how much he or she liked the survey:

- **uasid**: the identifier of the respondent. This identifier is assigned to a respondent at recruitment and stays with the respondent throughout each and every survey he/she participates in. When analyzing data from multiple surveys, the 'uasid' can be used to merge data sets.
- **uashhid**: the household identifier of the respondent. Every member is assigned a household identifier, stored in the variable 'uashhid'. For the primary respondent this identifier equals his or her 'uasid'. All other eligible members of the primary respondent's household (everyone who is 18 or older in the household) who become UAS respondents receive the 'uasid' of the primary respondent as their household identifier. The identifier 'uashhid' remains constant over time for all respondents. Thus it is always possible to find the original UAS household of an UAS panel member (even after they, for example, have moved out to form another household).
- **survhhid**: uniquely identifies the household a UAS panel member belongs to in a given survey. For instance, if the primary respondent and his/her spouse are both UAS members at the time of a given survey, they both receive the same 'survhhid' identifier for that survey. If they subsequently split, they receive two different 'survhhid' in subsequent surveys. They, however, always share the same 'uashhid'. The identifier 'survhhid' is set to missing (.) if no other household members are UAS panel members at the time of the survey. Since individuals can answer the same survey at different points in time (which can be relatively far apart if the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, household members have different 'survhhid' reflecting different household compositions at the time they answered the survey. For instance, suppose that the primary respondent and his/her spouse are both UAS members. If the primary respondent answers the survey when he/she is living with the spouse, but the spouse answers the survey when the couple has split, they receive different 'survhhid'. Hence, the variable 'survhhid' identifies household membership of UAS panel members, at the time the respondent answers the survey. Note: in the My Household survey 'survhhid' is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.
- **uasmembers**: is the number of other household members who are also UAS panel members at the time of the survey. Since individuals can answer the same survey at different points in time (which can be relatively far apart is the survey is kept in the field for a prolonged time), it may be possible that, within the same data set, the primary respondent of a household has a value of '0', whereas the second UAS household respondent has a value of '1'. Therefore 'uasmembers' should be interpreted as the

number of household and UAS panel members at the time the respondent answers the survey. Note: in the My Household survey 'uasmembers' is set to unknown (.u) for respondents who last participated in the My Household survey prior to January 21, 2015.

- **sampleframe**: indicates the sampling frame from which the household of the respondent was recruited. All UAS recruitment is done through address based sampling (ABS) in which samples are acquired based on postal records. Currently, the variable 'sampleframe' takes on four values reflecting four distinct sample frames used by the UAS over the year (in future data sets the number of sample frames used for recruitment may increase if additional specific populations are targeted in future recruitment batches):
 1. U.S. National Territory: recruited through ABS within the entire U.S.
 2. Areas high concentration Nat Ame: recruited through ABS in areas with a high concentration of Native Americans in the zip-code. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
 3. Los Angeles County: recruited through ABS within Los Angeles County.
 4. California: recruited through ABS within California.

Note: prior to March 6, 2024 this variable was called sampletype and had the following value labels for the above list in UAS data sets:

1. Nationally Representative Sample: recruited through ABS within the entire U.S.
 2. Native Americans: recruited through ABS in areas with a high concentration of Native Americans. Within these batches, individuals who are not Native Americans are not invited to join the UAS.
 3. LA County: recruited through ABS within Los Angeles County.
 4. California: recruited through ABS within California.
- **batch**: indicates the batch from which the respondent was recruited. Currently, this variable takes the following values (in future data sets the number of batches may increase as new recruitment batches are added to the UAS):
 1. Prob Sample, ASDE 2014/01
 2. Prob Sample, ASDE 2014/01
 3. Prob Sample, ASDE 2014/01
 4. Non-Prob Sample, 2015/05
 5. Prob Sample, MSG 2015/07
 6. Prob Sample, MSG 2016/01
 7. Prob Sample, MSG 2016/01
 8. Prob Sample, MSG 2016/01
 9. Prob Sample, MSG 2016/02

10. Prob Sample, MSG 2016/03
11. Prob Sample, MSG 2016/04
12. Prob Sample, MSG 2016/05
13. Prob Sample, MSG 2016/08
14. Prob Sample, MSG 2017/03
15. Prob Sample, MSG 2017/11
16. Prob Sample, MSG 2018/02
17. Prob Sample, MSG 2018/08
18. Prob Sample, MSG 2019/04
19. Prob Sample, MSG 2019/05
20. Prob Sample, MSG 2019/11
21. Prob Sample, MSG 2020/08
22. Prob Sample, MSG 2020/10
23. Prob Sample, MSG 2021/02
24. Prob Sample, MSG 2021/08
25. Prob Sample, MSG 2021/08
26. Prob Sample, MSG 2022/02
27. Prob Sample, MSG 2022/02
28. Prob Sample, MSG 2022/08
29. Prob Sample, MSG 2022/11
30. Prob Sample, MSG 2022/11
31. Prob Sample, MSG 2023/01
32. Prob Sample, MSG 2023/06
33. Non-Prob Sample, MSG 2023/09
34. Prob Sample, MSG 2023/10

Note: prior to March 6, 2024 this variable had the following value labels for the above list in UAS data sets:

1. ASDE 2014/01 Nat.Rep.
2. ASDE 2014/01 Native Am.
3. ASDE 2014/11 Native Am.
4. LA County 2015/05 List Sample
5. MSG 2015/07 Nat.Rep.
6. MSG 2016/01 Nat.Rep. Batch 2
7. MSG 2016/01 Nat.Rep. Batch 3

8. MSG 2016/01 Nat.Rep. Batch 4
9. MSG 2016/02 Nat.Rep. Batch 5
10. MSG 2016/03 Nat.Rep. Batch 6
11. MSG 2016/04 Nat.Rep. Batch 7
12. MSG 2016/05 Nat.Rep. Batch 8
13. MSG 2016/08 LA County Batch 2
14. MSG 2017/03 LA County Batch 3
15. MSG 2017/11 California Batch 1
16. MSG 2018/02 California Batch 2
17. MSG 2018/08 Nat.Rep. Batch 9
18. MSG 2019/04 LA County Batch 4
19. MSG 2019/05 LA County Batch 5
20. MSG 2019/11 Nat. Rep. Batch 10
21. MSG 2020/08 Nat. Rep. Batch 11
22. MSG 2020/10 Nat. Rep. Batch 12
23. MSG 2021/02 Nat. Rep. Batch 13
24. MSG 2021/08 Nat. Rep. Batch 15
25. MSG 2021/08 Nat. Rep. Batch 16
26. MSG 2022/02 Nat. Rep. Batch 17 (priority)
27. MSG 2022/02 Nat. Rep. Batch 17 (regular)
28. MSG 2022/08 Nat. Rep. Batch 18
29. MSG 2022/11 LA County Batch 6
30. MSG 2022/11 Nat. Rep. Batch 20
31. MSG 2023/01 Nat. Rep. Batch 21
32. MSG 2023/06 Nat. Rep. Batch 22
33. MSG 2023-09 Native Am. Batch 3
34. MSG 2023-10 Nat. Rep. Batch 23

- **primary_respondent**: indicates if the respondent was the first person within the household (i.e. to become a member or whether s/he was added as a subsequent member. A household in this regard is broadly defined as anyone living together with the primary respondent. That is, a household comprises individuals who live together, e.g. as part of a family relationship (like a spouse/child/parent) or in context of some other relationship (like a roommate or tenant).
- **hardware**: indicates whether the respondent ever received hardware or not. Note: this variable should not be used to determine whether a respondent received hardware at a given point in time and/or whether s/he used the hardware to participate in a survey. Rather, it indicates whether hardware was ever provided:

1. None
 2. Tablet (includes Internet)
- **language**: the language in which the survey was conducted. This variable takes a value of 1 for English and a value of 2 for Spanish.
 - **start_date (start_year, start_month, start_day, start_hour, start_min, start_sec)**: indicates the time at which the respondent started the survey.
 - **end_date (end_year, end_month, end_day, end_hour, end_min, end_sec)**: indicates the time at which the respondent completed the survey.
 - **cs_001**: indicates how interesting the respondent found the survey.

4 BACKGROUND DEMOGRAPHICS

Every UAS survey data set includes demographic variables, which provide background information about the respondent and his/her household. Demographic information such as age, ethnicity, education, marital status, work status, state of residence, family structure is elicited every quarter through the “My Household” survey. The demographic variables provided with each survey are taken from the most recent ‘MyHousehold’ survey answered by the respondent. If at the time of a survey, the information in “My Household” is more than three months old, a respondent is required to check and update his or her information before being able to take the survey.

The following variables are available in each survey data set:

- **gender**: the gender of the respondent.
- **dateofbirth_year**: the year of birth of the respondent.
- **age**: the age of the respondent at the start of the survey.
- **agerange**: if the respondent’s age cannot be calculate due to missing information, ‘agerange’ indicates the approximate age. Should a value for both the ‘age’ and ‘agerange’ be present, then ‘age’ takes precedence over ‘agerange’.
- **citizenus**: indicates whether the respondent is a U.S. citizen.
- **bornus**: indicates whether the respondent was born in the U.S.
- **stateborn**: indicates the state in which the respondent was born. This is set to missing (.) if the respondent was not born in the U.S.
- **countryborn**: indicates the country in which the respondent was born. This is set to missing (.) if the respondent was born in the U.S.
- **countryborn_other**: indicates the country of birth if that country is not on the drop down list of countries shown to the respondent’.
- **statereside**: the state in which the respondent is living.
- **immigration_status**: indicates whether the respondent is an immigrant. It takes one of the following values: 0 Non-immigrant, 1 First generation immigrant (immigrant who migrated to the U.S), 2 Second generation immigrant (U.S.-born children of at least one foreign-born parent), 3 Third generation immigrant (U.S.-born children of at least one U.S.-born parent, where at least one grandparent is foreign-born), or 4 Unknown immigrant status.
- **maritalstatus**: the marital status of the respondent.
- **livewithpartner**: indicates whether the respondent lives with a partner.

- **education**: the highest level of education attained by the respondent.
- **hisplativo**: indicates whether the respondent identifies him or herself as being Hispanic or Latino. This variable is asked separately from race.
- **hisplatinogroup**: indicates which Hispanic or Latino group a respondent identifies him or herself with. This is set to missing (.) if the respondent does not identify him or herself as being Hispanic or Latino.
- **white**: indicates whether the respondent identifies him or herself as white (Caucasian).
- **black**: indicates whether the respondent identifies him or herself as black (African-American).
- **nativeamer**: indicates whether the respondent identifies him or herself as Native American (American Indian or Alaska Native).
- **asian**: indicates whether the respondent identifies him or herself as Asian (Asian-American).
- **pacific**: indicates whether the respondent identifies him or herself as Native Hawaiian or Other Pacific Islander.
- **race**: indicates the race of the respondent as singular (e.g., '1 White' or '2 Black') or as mixed (in case the respondent identifies with two or more races). The value '6 Mixed' that the respondent answered 'Yes' to at least two of the single race categories. This variable is generated based on the values of the different race variables (white, black, nativeamer, asian, pacific). This composite measure is not conditional on hisplativo, so an individual may identify as Hispanic or Latino, and also as a member of one or more racial groups.
- **working**: indicates whether the respondent is working for pay.
- **sick_leave**: indicates whether the respondent is not working because sick or on leave.
- **unemp_layoff**: indicates whether the respondent is unemployed or on lay off.
- **unemp_look**: indicates whether the respondent is unemployed and looking for a job.
- **retired**: indicates whether the respondent is retired.
- **disabled**: indicates whether the respondent has a disability.
- **If_other**: specifies other labor force status.
- **laborstatus**: indicates the labor force status of the respondent as singular (e.g., '1 Working for pay' or '2 On sick or other leave') or as mixed (in case the respondent selects two or more labor statuses). The value '8 Mixed' indicates that the respondent answered 'Yes' to at least two of the single labor force status variables. This variable is generated based on the values of the different labor status variables (working, sick_leave, unempl_layoff, unempl_look, retired, disabled, If_other).

- **employmenttype**: indicates the employment type of the respondent (employed by the government, by a private company, a nonprofit organization, or self-employed). This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **workfullpart**: indicates whether the respondent works full or part-time. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hourswork**: indicates the number of hours the respondent works per week. This is set to missing (.) if the respondent is not currently working or currently on sick or other leave.
- **hhincome**: is the total combined income of all members of the respondent's household (living in their household) during the past 12 months.
- **anyhhmember**: indicates whether there were any members in the respondent's household at the time he/she answered the survey as reported by the respondent.
- **hhmembervnumber**: indicates the number of household members in the respondent's household at the time of the survey as reported by the respondent. It may be that 'anyhhmember' is 'Yes', but 'hhmembervnumber' is missing if the respondent did not provide the number of household members at the time of the survey.
- **hhmemberin_#**: indicates whether a household member is currently in the household as reported by the respondent. Household members are never removed from the stored household roster and their information is always included in survey data sets. The order of the roster is the same order in which household members were specified by the respondent in the 'MyHousehold' survey. The order is identified by the suffix _# (e.g., _1 indicates the first household member, _2 the second household member, etc.).

As an example, if the first household member is in the household at the time of the survey, 'hhmemberin_1' is set to '1 HH Member 1 is in the HH'; if he/she has moved out, 'hhmemberin_1' is set to '0 HH member 1 is no longer in the HH'. Since information of other household members (stored in the variables listed below) is always included in survey data sets, information about 'hhmemberin_1' is available whether this person is still in the household or has moved out.

- **hhmembergen_#**: indicates the gender of another household member as reported by the respondent.
- **hhmemberage_#**: indicates the age of another household member. The age is derived from the month and year of birth of the household member as reported by the respondent.
- **hhmemberrel_#**: indicates the relationship of the respondent to the other household member as reported by the respondent.

- **hhmemberuasid_#**: is the 'uasid' of the other household member if this person is also a UAS panel member. It is set to missing (.) if this person is not a UAS panel member at the time of the survey. Since this identifier is directly reported by the respondent (chosen from a preloaded list), it may differ from the actual (correct) 'uasid' of the UAS member it refers to because of reporting error. Also, this variable should not be used to identify UAS members in a given household at the time of the survey. This is because the variables 'hhmemberuasid_#' are taken from the most recent 'My Household' and changes in household composition involving UAS members may have occurred between the time of the respondent answered 'My Household' and the time the respondent answers the survey. To follow UAS members of a given household, it is advised to use the identifiers 'uashhid' and 'survhhid'.
- **lastmyhh_date**: the date on which the demographics variables were collected through the 'My Household' survey.

5 MISSING DATA CONVENTIONS

Data files provide so-called clean data, that is, answers given to questions that are not applicable anymore at survey completion (for example because a respondent went back in the survey and skipped over a previously answered question) are treated as if the questions were never asked. In the data files all questions that were asked, but not answered by the respondent are marked with (.e). All questions never seen by the respondent (or any dirty data) are marked with (.a). The latter may mean that a respondent did not view the question because s/he skipped over it; or alternatively that s/he never reached that question due to a break off. If a respondent did not complete a survey, the variables representing survey end date and time are marked with (.c). Household member variables are marked with (.m) if the respondent has less household members (e.g. if the number of household members is 2, any variables for household member 3 and up are marked with (.m)).

UAS provides data in STATA and CSV format. Stata data sets come with include variable labels that are not available in the CSV files. Value labels are provided for single-response answer option. In STATA these labels will include the labels 'Not asked' and 'Not answered' for (.a) and (.e), and will show in tabulations such as 'tab q1, missing'. For multiple-response questions a binary variable is created for each answer option indicating whether the option was selected or not. A summary variable is also provided in string format reflecting which options were selected and in which order. For example, if a question asked about favorite animals with options cat, dog, and horse, then if a respondent selected horse and then cat, the binary variables for horse and cat will be set to yes, while the overall variable would have a string value of '3-1'. If no answer was given, all binary variables and the summary variable will be marked with '.e'.

Questions that are asked multiple times are often implemented as so-called array questions. Supposing the name of such question was Q1 and it was asked in 6 different instances, your data set would contain the variables Q1_1_ to Q1_6_. To illustrate, if a survey asked the names of all children, then child_1_ would contain the name of the first child the respondent named and so on.

More information about the UAS data in general can be found on the UAS Data Pages web site.

6 ROUTING SYNTAX

The survey with routing presented in the next section includes all of the questions that make up this survey, the question answers when choices were provided, and the question routing. The routing includes descriptions of when questions are grouped, conditional logic that determines when questions are presented to the respondent, randomization of questions and answers, and fills of answers from one question to another.

If you are unfamiliar with conditional logic statements, they are typically formatted so that **if** the respondent fulfills some condition (e.g. they have a cellphone or a checking account), **then** they are presented with some other question or the value of some variable is changed. If the respondent does not fulfill the condition (e.g. they are not a cellphone adopter or they do not have a checking account), something **else** happens such as skipping the next question or changing the variable to some other value. Some of the logic involved in the randomization of questions or answers being presented to the respondent is quite complex, and in these instances there is documentation to clarify the process being represented by the routing.

Because logic syntax standards vary, here is a brief introduction to our syntax standards. The syntax used in the conditional statements is as follows: '=' is equal to, '<' is less than, '>' is greater than, and '!= ' is used for does not equal. When a variable is set to some number N, the statement looks like 'variable := N'.

The formatting of the questions and routing are designed to make it easier to interpret what is occurring at any given point in the survey. Question ID is the bold text at the top of a question block, followed by the question text and the answer selections. When a question or variable has associated data, the name links to the appropriate data page, so you can easily get directly to the data. Text color is used to indicate the routing: **red** is conditional logic, **gold** is question grouping, **green** is looping, and **orange** is used to document randomization and other complex conditional logic processes. The routing is written for a computer to parse rather than a human to read, so when the routing diverges significantly from what is displayed to the respondent, a screenshot of what the respondent saw is included.

The name of the randomization variables are defined in proximity to where they are put into play, and like the question ID the names of the randomization variables can be used to link directly to the associated data page.

7 SURVEY WITH ROUTING

Start of section **Preload**

End of section **Preload**

Start of section **School**

mainintro_survey (Section School)

This survey ask some questions are about experiences and opinions related to K-12 education. Depending on your experiences, you will earn between \$2 and \$7 for completing it.

educationreward := '2'

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ed001_intro (Section School)

How many members of your household are enrolled in preschool or daycare, primary school, middle school, high school, or post-secondary school in the 2021-2022 school year? Count yourself if you are enrolled in school.

SUBGROUP OF QUESTIONS

ed001a (preschool or day care in section School)

Preschool or day care

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ed001b (elementary school in section School)

Elementary school

0 0

1 1

2 2

3 3

4 4
5 5
6 6
7 7
8 8
9 9
10 10

ed001c (middle school or junior high in section School)

Middle school or junior high

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9
10 10

ed001d (high school in section School)

High school

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9
10 10

ed001e (college or trade school in section School)

College or trade school, including four-year colleges, community colleges, technical institutes, and vocational schools

0 0
1 1
2 2
3 3
4 4
5 5

```
6 6
7 7
8 8
9 9
10 10
```

END OF SUBGROUP

END OF GROUP

/* Respondents who have one or more children in K-12 are asked a series of questions about a random child. This random child is the one from previous surveys if variable preload_selectedchild is not empty AND they are still in K-12 now per variabel sl055. Otherwise, respondents are asked for the names of the child(ren) in K-12 and a child is randomly selected. If no random child is present, respondents skip to question series sl095. */

IF ed001b \geq 1 OR ed001c \geq 1 OR ed001d \geq 1 THEN

```
totalk12 := ed001b + ed001c + ed001d
preload_selectedchild := getUASPreloadByCovidSuidBySurveySubset("selectedchild",
array(344,346,348))
```

IF preload_selectedchild = RESPONSE THEN

```
preload_selectednames := getUASPreloadByCovidSuidBySurveySub-
set("selectednames", array(344,346,348), 2)
```

sl055 (random selected child still in k-12 in section School)

Over the past few months, you have answered questions about **(previous survey k-12 selected names(preload_selectedchild))**'s school experiences. Is (previous survey k-12 selected names(preload_selectedchild)) still a student in elementary, middle, or high school for the 2021-22 school year?

1 Yes
2 No

IF sl055 = 2 THEN

```
haveselectedchild := 2
selectedchild := empty
```

ELSE

```
selectedchild := preload_selectedchild
selectednames := preload_selectednames
haveselectedchild := 1
```

END OF IF

END OF IF

IF selectedchild = EMPTY THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl015b_intro (Section School)

You said that (total number of kids in elementary, middle, or high school()) household members are currently in grades K-12. What are their first names or nicknames? Just first names or nicknames will do.

LOOP FROM 1 TO TOTALK12

sl015b (name student in section School)

STRING

END OF LOOP

END OF GROUP

LOOP FROM 1 TO TOTALK12

IF sl015b(checkcnt) = EMPTY THEN

IF totalk12 > 1 THEN

checkntwarning (Section School)

You said that (total number of kids in elementary, middle, or high school()) household members are currently in grades K-12. Please go back and give all of their names or nicknames OR click "Next" to continue.

ELSE

checkntwarning_single (Section School)

You said that (total number of kids in elementary, middle, or high school()) household member is currently in grades K-12. Please go back and give their name or nickname OR click "Next" to continue.

END OF IF

END OF IF

END OF LOOP

counter := 1

LOOP FROM 1 TO TOTALK12

IF sl015b(namecnt) = RESPONSE THEN

```

selectednames(counter) := sl015b(namecnt)
counter := counter + 1

END OF IF

END OF LOOP

IF selectedchild = EMPTY THEN
  LOOP FROM 1 TO 50

    selectedchild := mt_rand(1, sizeof(selectednames))

    IF selectednames(selectedchild) = RESPONSE THEN
      |
    END OF IF

  END OF LOOP

END OF IF

END OF IF

IF selectedchild = RESPONSE AND selectednames(selectedchild) = RESPONSE
THEN
  sl056 (grade of selected child in section School)
  In what grade is ((selectedchild)) this year (the 2021-2022 school year)?
  0 Kindergarten
  1 1st grade
  2 2nd grade
  3 3rd grade
  4 4th grade
  5 5th grade
  6 6th grade
  7 7th grade
  8 8th grade
  9 9th grade
  10 10th grade
  11 11th grade
  12 12th grade

  sl057 (selected child in different school in section School)
  Does ((selectedchild)) attend a different school than they did in 2020-21?
  1 Yes
  2 No

```

IF sI057 = 1 THEN

sI042a (change influenced by covid in section School)

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

END OF IF

sI079 (type of child selected child in section School)

What type of school is **((selectedchild))** attending in the 2021-22 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

IF sI079 != 5 THEN

sI060a (percent currently attending in person in section School)

Approximately what percent of the students at **((selectedchild))**'s school are currently attending school in person?

RANGE 0..100

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sI061a (how currently attending school in section School)

How is **((selectedchild))** currently attending school?

- 1 In-person only
- 2 Remote only
- 3 Both in-person and remote (hybrid)
- 4 Other, please specify:

sI061a_other (other how currently attending school in section School)

STRING

END OF GROUP

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl062a (how prefer attending school in section School)

Given the state of the COVID-19 pandemic in your area and your school's safety protocols, how would you prefer **((selectedchild))** to attend school right now?

- 1 In-person only
- 2 Remote only
- 3 Both in-person and remote (hybrid)
- 4 Other, please specify:
- 5 Unsure

sl062a_other (other how prefer attending school in section School)

STRING

END OF GROUP

IF sl079 != 5 THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl096_intro (Section School)

Is **((selectedchild))**'s school using any of the following COVID-19 mitigation strategies?

SUBGROUP OF QUESTIONS

sl096a (School policy requires students to wear masks at all times in section School)

School policy requires students to wear masks at all times.

- 1 Yes
- 2 No
- 3 Unsure

sl096b (School policy requires teachers to wear masks at all times in section School)

School policy requires teachers to wear masks at all times.

- 1 Yes
- 2 No
- 3 Unsure

sl096c (School policy requires students 12 and over to be vaccinated in section School)

School policy requires students 12 and over to be vaccinated.

- 1 Yes
- 2 No
- 3 Unsure

sl096d (School policy requires teachers to be vaccinated in section School)

School policy requires teachers to be vaccinated.

- 1 Yes
- 2 No
- 3 Unsure

END OF SUBGROUP

END OF GROUP

END OF IF

IF sI079 != 5 AND (sI060a > 0 OR sI061a IN (1,3)) THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sI087_intro (Section School)

How clear are **((selectedchild))**'s school's policies/procedures for the following potential events:

SUBGROUP OF QUESTIONS

sI087a (Quarantine policies/procedures if child positive in section School)

Quarantine policies/procedures for **((selectedchild))** if s/he tests positive for COVID

- 1 Not at all clear
- 2 A little clear
- 3 Mostly clear
- 4 Very clear

sI087b (Quarantine policies/procedures if positive in classroom in section School)

Quarantine policies/procedures for **((selectedchild))** if there is a positive COVID case in your child's classroom

- 1 Not at all clear
- 2 A little clear
- 3 Mostly clear
- 4 Very clear

sI087c (Quarantine policies/procedures if positive in family/friends in section School)

Quarantine policies/procedures for **((selectedchild))** if there is a positive COVID case among your family or friends

- 1 Not at all clear
- 2 A little clear
- 3 Mostly clear
- 4 Very clear

| END OF SUBGROUP

| END OF GROUP

END OF IF

IF sI079 != 5 THEN

sI088 (how many days missed school due to potential or actual covid exposure in section School)

How many days did **((selectedchild))** miss school during the last two weeks due to actual or potential COVID exposure?

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

sI089 (school offering virtual learning in section School)

Is **((selectedchild))**'s school offering virtual learning on days when students can't go to school (either for exposure or being sick with covid)?

1 Yes

2 No

3 I don't know

sI090 (how satisfied with virtual learning in section School)

If your child has had to participate in remote learning this year due to quarantine, how satisfied were you with the learning provided to **((selectedchild))** while quarantining at home?

1 Very unsatisfied

2 Unsatisfied

3 Satisfied

4 Very satisfied

5 Not applicable

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

| **sI066_intro** (intro in section 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 **((selectedchild))**'s school in each of the following

areas using the same grading scale with A being the highest grade and F the lowest:

SUBGROUP OF QUESTIONS

SI066a_fall2020 (fall 2020 quality of education in section School)

Quality of education

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F

SI066a_fall2021 (fall 2021 quality of education in section School)

Quality of education

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F

SI066b_fall2020 (fall 2020 quality of feedback from teacher(s) in section School)

Quality of feedback from teacher(s)

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F

SI066b_fall2021 (fall 2021 quality of feedback from teacher(s) in section School)

Quality of feedback from teacher(s)

- 1 A
- 2 B
- 3 C
- 4 D
- 5 F

SI066c_fall2020 (fall 2020 keeping selected child engaged in section School)

Keeping ((**selectedchild**)) engaged

- 1 A
- 2 B

3 C
4 D
5 F

sl066c_fall2021 (fall 2021 keeping selected child engaged in section School)
Keeping **((selectedchild))** engaged

1 A
2 B
3 C
4 D
5 F

sl066d_fall2020 (fall 2020 students' relationship(s) with teacher(s) in section School)

((selectedchild))'s relationship(s) with teacher(s)

1 A
2 B
3 C
4 D
5 F

sl066d_fall2021 (fall 2021 students' relationship(s) with teacher(s) in section School)

((selectedchild))'s relationship(s) with teacher(s)

1 A
2 B
3 C
4 D
5 F

sl066e_fall2020 (fall 2020 quality of instruction in science in section School)

Quality of instruction in science

1 A
2 B
3 C
4 D
5 F

sl066e_fall2021 (fall 2021 quality of instruction in science in section School)

Quality of instruction in science

1 A
2 B
3 C
4 D

5 F

SI066f_fall2020 (fall 2020 quality of instruction in mathematics in section School)

Quality of instruction in mathematics

1 A

2 B

3 C

4 D

5 F

SI066f_fall2021 (fall 2021 quality of instruction in mathematics in section School)

Quality of instruction in mathematics

1 A

2 B

3 C

4 D

5 F

SI066g_fall2020 (fall 2020 quality of instruction in English Language Arts in section School)

Quality of instruction in English Language Arts

1 A

2 B

3 C

4 D

5 F

SI066g_fall2021 (fall 2021 quality of instruction in English Language Arts in section School)

Quality of instruction in English Language Arts

1 A

2 B

3 C

4 D

5 F

SI066h_fall2020 (fall 2020 keeping students healthy in section School)

Keeping students healthy

1 A

2 B

3 C

4 D

5 F

sl066h_fall2021 (fall 2021 keeping students healthy in section School)

Keeping students healthy

1 A

2 B

3 C

4 D

5 F

sl066i_fall2020 (fall 2020 creating a positive school climate in section School)

Creating a positive school climate

1 A

2 B

3 C

4 D

5 F

sl066i_fall2021 (fall 2021 creating a positive school climate in section School)

Creating a positive school climate

1 A

2 B

3 C

4 D

5 F

sl066j_fall2020 (fall 2020 clear disciplinary processes in section School)

Clear disciplinary processes

1 A

2 B

3 C

4 D

5 F

sl066j_fall2021 (fall 2021 clear disciplinary processes in section School)

Clear disciplinary processes

1 A

2 B

3 C

4 D

5 F

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl091_intro (Section School)

Now that school is back in session, how satisfied or unsatisfied are you with **((selectedchild))**'s school's efforts to:

SUBGROUP OF QUESTIONS

sl091a (Assess where child is academically at the start of the year in section School)

Assess where **((selectedchild))** is academically at the start of the year?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

sl091b (Adjust classroom teaching/learning for child to catch up on any losses from last year in section School)

Adjust classroom teaching/learning to catch **((selectedchild))** up on any losses from last year?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

sl091c (Provide additional academic supports to help child when struggling in section School)

Provide additional academic supports to help when **((selectedchild))** is struggling?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

sl091d (Meet child mental health needs in section School)

Meet **((selectedchild))**'s mental health needs?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied

5 Not applicable

sl091e (Meet child needs for social interaction with peers in section School)

Meet **((selectedchild))**'s needs for social interaction with peers?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

IF sl056 > 8 THEN

sl091f (Ensure child is on track for graduating on time in section School)

Ensure **((selectedchild))** is on track for graduating on time?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

END OF IF

sl091g (Encourage child daily attendance in section School)

Encourage **((selectedchild))**'s daily attendance?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

sl091h (Assist family with transportation needs in section School)

Assist our family with transportation needs?

- 1 Very unsatisfied
- 2 Unsatisfied
- 3 Satisfied
- 4 Very satisfied
- 5 Not applicable

END OF SUBGROUP

END OF GROUP

sl063 (school provided tutoring in section School)

Has **((selectedchild))**'s school provided **tutoring or additional small group instruction** to help **((selectedchild))** 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

/* Respondents are asked about what they would like to see different in schools per variable sl092_sl093_randomizer with values:

- o 1 Academics and student learning
- o 2 Health and safety

*/

IF sl092_sl093_randomizer = EMPTY THEN

sl092_sl093_randomizer := mt_rand(1,2)

END OF IF

IF sl092_sl093_randomizer = 1 THEN

sl092 (one thing school do more for academics and learning in section School)

What is one thing you want to see **((selectedchild))**'s school doing more of, or differently, related to academics and student learning?

STRING

ELSE

sl093 (one thing school do more for health and safety in section School)

What is one thing you want to see **((selectedchild))**'s school doing more of, or differently, related to health and safety?

STRING

END OF IF

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

se007_intro (Section School)

How concerned or unconcerned are you about each of the following now, in fall 2021?

SUBGROUP OF QUESTIONS

se007a (child psychological well-being in section School)

((selectedchild))'s psychological well-being

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007b (child relationships with peers in section School)

((selectedchild))'s relationships with peers

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

IF sl079 != 5 THEN

se007c (child relationships with teachers in section School)

((selectedchild))'s relationships with teachers

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

END OF IF

se007d (child missing out on school-sponsored extracurricular activities in section School)

((selectedchild)) missing out on school-sponsored extracurricular activities

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007e (child amount learning in section School)

The amount **((selectedchild))** is learning this year compared to a typical school year

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007f (child how engaged in section School)

How engaged **((selectedchild))** is in school this year

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007g (child doing socially in section School)

How **((selectedchild))** is doing socially

- 1 Not at all concerned
- 2 A little concerned

- 3 Concerned
- 4 Very concerned

se007h (child doing emotionally in section School)
How **((selectedchild))** is doing emotionally

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007i (child progress in math in section School)
((selectedchild))'s progress in math

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007j (child progress in science in section School)
((selectedchild))'s progress in science

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

se007k (child progress in reading/language arts in section School)
((selectedchild))'s progress in reading/language arts

- 1 Not at all concerned
- 2 A little concerned
- 3 Concerned
- 4 Very concerned

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl094_intro (Section School)

How much do you worry about the following when **((selectedchild))** is in school:

SUBGROUP OF QUESTIONS

sl094a (Their risk of exposure to COVID during the regular school day in section School)

Their risk of exposure to COVID during the regular school day?

- 1 I don't worry about this
- 2 I worry a little bit about this
- 3 I worry some about this
- 4 I worry a lot about this
- 5 Not applicable

sl094b (Their risk of exposure to COVID during transportation to/from school in section School)

Their risk of exposure to COVID during transportation to/from school?

- 1 I don't worry about this
- 2 I worry a little bit about this
- 3 I worry some about this
- 4 I worry a lot about this
- 5 Not applicable

sl094c (risk of missing school due to covid in section School)

Their risk of missing school due to Covid?

- 1 I don't worry about this
- 2 I worry a little bit about this
- 3 I worry some about this
- 4 I worry a lot about this
- 5 Not applicable

END OF SUBGROUP

END OF GROUP

END OF IF

ed018 (internet access children in section 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)

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl095_intro (Section School)

States are considering several policies in the wake of the COVID pandemic. Do you oppose or support each of the following policies?

SUBGROUP OF QUESTIONS

sl095a (Canceling all standardized tests for the 2021-22 school year in section School)
Canceling all standardized tests for the 2021-22 school year

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095b (Vaccine mandates for teachers in section School)
Vaccine mandates for teachers

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095c (Vaccine mandates for children 12 and over in section School)
Vaccine mandates for children 12 and over

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095d (Vaccine mandates for children under age 12 when approved in section School)
Vaccine mandates for children under age 12 when approved

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095e (Required masks for all unvaccinated students and teachers in section School)
Required masks for all unvaccinated students and teachers

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095f (Required masks for all students and teachers regardless of whether vaccinated in section School)
Required masks for all students and teachers regardless of whether vaccinated

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095g (Withholding money from schools that enforce mask mandates in section School)

Withholding money from schools that enforce mask mandates

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

sl095h (Withholding money from schools that enforce vaccine mandates for students who are eligible to receive a vaccine in section School)

Withholding money from schools that enforce vaccine mandates for students who are eligible to receive a vaccine

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

END OF SUBGROUP

END OF GROUP

IF ed001b \geq 1 OR ed001c \geq 1 OR ed001d \geq 1 THEN

IF selectedchild = RESPONSE AND selectednames(selectedchild) = RESPONSE THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

se002_intro (Section School)

Do you support or oppose the following changes for the 2021-2022 school year?

SUBGROUP OF QUESTIONS

se002a (Longer school days in section School)

Longer school days

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support

5 Unsure

se002b (A longer school year (more days of instruction, fewer days off) in section School)

A longer school year (more days of instruction, fewer days off)

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

se002g (A shorter summer vacation in section School)

A shorter summer vacation

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

se002c (No longer requiring tests like the SAT or ACT to get in to college in section School)

No longer requiring tests like the SAT or ACT to get in to college

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

se002d (Sending students on to the next grade level even if they do not meet requirements for advancing in section School)

Sending students on to the next grade level even if they do not meet requirements for advancing

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support
- 5 Unsure

se002f (Using pass/fail for grades instead of A-F letter grades in section School)

Using pass/fail for grades instead of A-F letter grades

- 1 Strongly oppose
- 2 Oppose
- 3 Support
- 4 Strongly support

| 5 Unsure

| END OF SUBGROUP

| END OF GROUP

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sl074_intro (Section School)

To what extent do you agree with the following statements?

SUBGROUP OF QUESTIONS

sl074a (the country would be better off if we just sent students back to school in person in section School)

The country would be better off if we just sent students back to school in person.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

sl074e (children are NOT at serious risk of health effects from COVID-19. in section School)

Children are NOT at serious risk of health effects from COVID-19.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

sl074d (school closures are more harmful for children than the risk of COVID-19 in section School)

School closures are more harmful for children than the risk of COVID-19.

- 1 Strongly disagree
- 2 Disagree
- 3 Agree
- 4 Strongly agree

| END OF SUBGROUP

| END OF GROUP

END OF IF

/* Respondents are compensated differently depending on the number of questions they were asked. */

```
IF ed001b ≥ 1 OR ed001c ≥ 1 OR ed001d ≥ 1 THEN
| IF selectedchild = RESPONSE AND selectednames(selectedchild) = RESPONSE THEN
| | educationreward := '7'
| ELSE
| | educationreward := '3'
| END OF IF
ELSE
| educationreward := '2'
END OF IF
```

End of section **School**

Start of section **Closing**

CS_001 (HOW PLEASANT INTERVIEW in section Closing)

Could you tell us how interesting or uninteresting you found the questions in this interview?

- 1 Very interesting
- 2 Interesting
- 3 Neither interesting nor uninteresting
- 4 Uninteresting
- 5 Very uninteresting

CS_003 (comments in section Closing)

Do you have any other comments on the interview? Please type these in the box below. (If you have no comments, please click next to complete this survey.)

STRING

```
IF educationreward > 0 THEN
```

```
| dummy := setEducationExtraPayment(414, educationreward)
```

```
END OF IF
```

End of section **Closing**

/ Please note that although question CS_003 is listed in the routing, the answers are not included in the microdata in the event identifiable information is captured. Cleaned responses are available by request. */*