

UnderStandingAmericaStudy

UAS 479: TOPICS IN SCHOOL



Survey author(s): Anna Saavedra

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1 INTRODUCTION

This survey, titled "UAS 479: Topics in school", asks questions about topics being taught in school, and what should be taught. This survey is no longer in the field. Respondents were paid \$5 to complete the survey.

1.1 Topics

This survey contains questions (among others) on the following topics: Education, Social Attitudes And Values. 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:

Custom selection of active respondents from 2,174 households with K-12 aged children and 2,174 households without K-12 aged children.

As such, this survey was made available to 4348 UAS participants. Of those 4348 participants, 3650 completed the survey and are counted as respondents. Of those who are not counted as respondents, 102 started the survey without completing and 596 did not start the survey. The overall response rate was 83.95%.

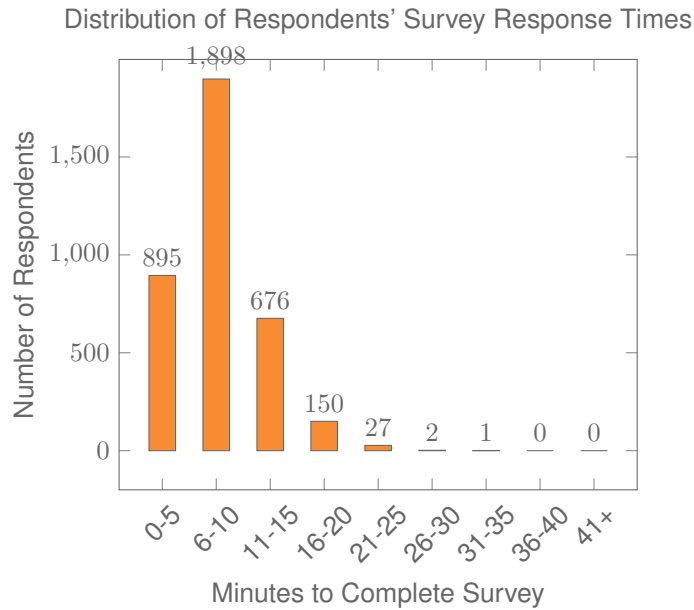
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey response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

The detailed survey response rate is as follows:

UAS479 - Response Overview	
Size of selected sample	4348
Completed the survey	3650
Started but did not complete the survey	102
Did not start the survey	596
Response rate	83.95%

2.2 Timings

The survey took respondents an average of 9 minutes, and the full distribution of survey response times is available in the figure below. Times per question are available upon request.



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. ASDE 2014/01
 2. ASDE 2014/01
 3. ASDE 2014/01
 4. Public records 2015/05
 5. MSG 2015/07
 6. MSG 2016/01
 7. MSG 2016/01
 8. MSG 2016/01
 9. MSG 2016/02

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

intro1 (intro in section Base)

There is a lot of talk in the news and on social media about what children are learning about in schools. In this survey, we ask you to tell us what you think about what is going on in schools today. You do not need to be a parent of a school-aged child to answer these questions - just tell us what you think!

Start of section **Topics**

/* Respondents are asked about whether topics are currently taught in school and whether they should be taught in school in random order per variables tp001_order with values:

- 1 Current topics related to immigrant rights, such as pathways to citizenship
- 2 Current topics related to limiting immigration, such as increasing border security
- 3 Current topics related to gun control, such as background checks and raising age limits for gun ownership
- 4 Current topics related to 2nd amendment rights, such as the rights of citizens to own guns and the right to protect oneself
- 5 The pro-choice position on abortion, including women's reproductive rights
- 6 The pro-life position on abortion, including the rights of unborn children
- 7 The need for criminal justice reform
- 8 Current topics related to voter rights, such as ensuring all have easy access to voting
- 9 Current topics related to election integrity, such as voter identification requirements
- 10 Current environmental topics such as changing weather patterns and their consequences
- 11 Current US economic topics such as inflation, taxation, and the federal budget
- 12 Topics related to gender identity, such as the existence of transgender, gender-fluid, or nonbinary identities
- 13 Topics related to sexual orientation, such as lesbian, gay, and bisexual orientations
- 14 Topics related to gay rights, such as marriage equality
- 15 Topics related to trans rights, such as access to gender neutral restrooms
- 16 Sex education, such as consent, safe sex practices, sexually transmitted infections

- o 17 Causes and effects of racial inequality in the United States
- o 18 Causes and effects of income inequality in the United States
- o 19 The contributions of the Founding Fathers
- o 20 Patriotism such as respect for the flag, love for country, appreciation for U.S. accomplishments
- o 21 How to be a critical thinker such as analyze a problem, think about solutions, and argue for a particular solution
- o 22 How students can get involved in local government or politics
- o 23 The historical contributions of women and persons of color
- o 24 The history and consequences of slavery in the U.S.

The answers are stored in these variables:

- o tp001 series: Elementary school: Are they learning?
- o tp003 series: Elementary school: Should they be learning?
- o tp002 series: High school: Are they learning?
- o tp004 series: High school: Should they be learning?

*/

IF sizeof(tp001_order) = 0 **THEN**

```
tp001_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9
→9, 10 →10, 11 →11, 12 →12, 13 →13, 14 →14, 15 →15, 16 →16, 17 →17, 18 →18,
19 →19, 20 →20, 21 →21, 22 →22, 23 →23, 24 →24))
tp002_order := tp001_order
tp003_order := tp001_order
tp004_order := tp001_order
```

END OF IF

```
tp001_questions := array(1 →"tp001a",2 →"tp001b",3 →"tp001c",4 →"tp001d",5 →"tp001e",6
→"tp001f",7 →"tp001g",8 →"tp001h",9 →"tp001i",10 →"tp001j",11 →"tp001k",12 →"tp001l",13
→"tp001m",14 →"tp001n",15 →"tp001o",16 →"tp001p",17 →"tp001r",18 →"tp001s",19 →"tp001t",20
→"tp001u",21 →"tp001v",22 →"tp001w",23 →"tp001x",24 →"tp001y")
tp002_questions := array(1 →"tp002a",2 →"tp002b",3 →"tp002c",4 →"tp002d",5 →"tp002e",6
→"tp002f",7 →"tp002g",8 →"tp002h",9 →"tp002i",10 →"tp002j",11 →"tp002k",12 →"tp002l",13
→"tp002m",14 →"tp002n",15 →"tp002o",16 →"tp002p",17 →"tp002r",18 →"tp002s",19 →"tp002t",20
→"tp002u",21 →"tp002v",22 →"tp002w",23 →"tp002x",24 →"tp002y")
tp003_questions := array(1 →"tp003a",2 →"tp003b",3 →"tp003c",4 →"tp003d",5 →"tp003e",6
→"tp003f",7 →"tp003g",8 →"tp003h",9 →"tp003i",10 →"tp003j",11 →"tp003k",12 →"tp003l",13
```

```
→"tp003m",14 →"tp003n",15 →"tp003o",16 →"tp003p",17 →"tp003r",18 →"tp003s",19 →"tp003t",20
→"tp003u",21 →"tp003v",22 →"tp003w",23 →"tp003x",24 →"tp003y")
tp004_questions := array(1 →"tp004a",2 →"tp004b",3 →"tp004c",4 →"tp004d",5 →"tp004e",6
→"tp004f",7 →"tp004g",8 →"tp004h",9 →"tp004i",10 →"tp004j",11 →"tp004k",12 →"tp004l",13
→"tp004m",14 →"tp004n",15 →"tp004o",16 →"tp004p",17 →"tp004r",18 →"tp004s",19 →"tp004t",20
→"tp004u",21 →"tp004v",22 →"tp004w",23 →"tp004x",24 →"tp004y")
```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

```
/* Topics 1 to 3 as determined by the random order in the variables tp001_order are
asked about. */
```

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

```
/* Topics 4 to 6 as determined by the random order in the variables tp001_order are
asked about. */
```

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 7 to 9 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 10 to 12 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 13 to 15 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 16 to 18 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 19 to 21 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp001_intro (Section Topics)

For each of the topics below, answer first if you think children **are learning** about these topics in school, and then if you think they **should be** learning about these topics in school.

SUBGROUP OF QUESTIONS

/* Topics 22 to 24 as determined by the random order in the variables tp001_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp005_intro (Section Topics)

Which of the following influences your views about what is being taught, or what should be taught, in America's schools?

SUBGROUP OF QUESTIONS

tp005a (newspapers influence on education thoughts in section Topics)

Newspapers (print or online)

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005b (television/cable news influence on education thoughts in section Topics)

Television/cable news

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005c (social media influence on education thoughts in section Topics)

Social media (e.g., Facebook, Twitter, TikTok, Instagram)

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005d (friends/family/word of mouth influence on education thoughts in section Topics)

Friends/family/word of mouth (but not social media)

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005e (your own personal experiences in schools influence on education thoughts in section Topics)

Your own personal experiences in schools (for example, with your own children, with teachers, principals or other school personnel you know personally, or experience working in a school)

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005f (communication from local schools influence on education thoughts in section Topics)

Communication from local schools

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005g (books read influence on education thoughts in section Topics)

Books I've read

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

tp005h (podcasts listened to influence on education thoughts in section Topics)

Podcasts I've listened to

- 1 Not an influence
- 2 A minor influence
- 3 A major influence

END OF SUBGROUP

END OF GROUP

/* Respondents are asked about whether children should be assigned to read books about certain topics and whether they should have access to such books in random order per variables tp006_order with values:

- o 1 Books that include the experiences of nonwhite people
- o 2 Books about the experiences of women
- o 3 Books that include the experiences of lesbian or gay people
- o 4 Books that include the experiences of transgender people
- o 5 Books that include the experiences of low-income people
- o 6 Books about slavery
- o 7 Books about racial inequality
- o 8 Books about America's Founding Fathers
- o 9 Books about the U.S. Constitution
- o 10 Books about evolution
- o 11 Books about the Holocaust

- o 12 Books that include depictions of sex between people of the opposite sex
- o 13 Books that include depictions of sex between people of the same sex
- o 14 Books that include depictions of families with same-sex parents
- o 15 Books that include profanity
- o 16 Books about, or that include depictions of, gun violence
- o 17 Books about the Civil War
- o 18 Books about the Civil Rights Movement

The answers are stored in these variables:

- o tp006 series: Elementary school: Assigned to read
- o tp008 series: Elementary school: Have access to read
- o tp007 series: High school: Assigned to read
- o tp009 series: High school: Have access to read

*/

IF sizeof(tp006_order) = 0 THEN

```
tp006_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9
→9, 10 →10, 11 →11, 12 →12, 13 →13, 14 →14, 15 →15, 16 →16, 17 →17, 18 →18))
tp007_order := tp006_order
tp008_order := tp006_order
tp009_order := tp006_order
```

END OF IF

```
tp006_questions := array(1 →"tp006a", 2 →"tp006b", 3 →"tp006c", 4 →"tp006d", 5 →"tp006e", 6
→"tp006f", 7 →"tp006g", 8 →"tp006h", 9 →"tp006i", 10 →"tp006j", 11 →"tp006k", 12 →"tp006l", 13
→"tp006m", 14 →"tp006n", 15 →"tp006o", 16 →"tp006p", 17 →"tp006r", 18 →"tp006s")
tp007_questions := array(1 →"tp007a", 2 →"tp007b", 3 →"tp007c", 4 →"tp007d", 5 →"tp007e", 6
→"tp007f", 7 →"tp007g", 8 →"tp007h", 9 →"tp007i", 10 →"tp007j", 11 →"tp007k", 12 →"tp007l", 13
→"tp007m", 14 →"tp007n", 15 →"tp007o", 16 →"tp007p", 17 →"tp007r", 18 →"tp007s")
tp008_questions := array(1 →"tp008a", 2 →"tp008b", 3 →"tp008c", 4 →"tp008d", 5 →"tp008e", 6
→"tp008f", 7 →"tp008g", 8 →"tp008h", 9 →"tp008i", 10 →"tp008j", 11 →"tp008k", 12 →"tp008l", 13
→"tp008m", 14 →"tp008n", 15 →"tp008o", 16 →"tp008p", 17 →"tp008r", 18 →"tp008s")
tp009_questions := array(1 →"tp009a", 2 →"tp009b", 3 →"tp009c", 4 →"tp009d", 5 →"tp009e", 6
→"tp009f", 7 →"tp009g", 8 →"tp009h", 9 →"tp009i", 10 →"tp009j", 11 →"tp009k", 12 →"tp009l", 13
→"tp009m", 14 →"tp009n", 15 →"tp009o", 16 →"tp009p", 17 →"tp009r", 18 →"tp009s")
```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

/* Types of book 1 to 3 as determined by the random order in the variables tp006_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

/* Types of book 4 to 6 as determined by the random order in the variables tp006_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

/* Types of book 7 to 9 as determined by the random order in the variables tp006_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

/* Types of book 10 to 12 as determined by the random order in the variables tp006_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

/* Types of book 13 to 15 as determined by the random order in the variables tp006_order are asked about. */

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

tp006_intro (Section Topics)

For each of the following, answer first whether you think children should be **assigned in school** to read such books; then answer if you think they should **have access** (such as in the school library, or on the bookshelves in their classrooms) to each type of book ?

SUBGROUP OF QUESTIONS

```
/* Types of book 16 to 18 as determined by the random order in the variables
tp006_order are asked about. */
```

```
END OF SUBGROUP
```

```
END OF GROUP
```

```
End of section Topics
```

```
Start of section Crt
```

```
/* Respondents who answered the cv001 series in UAS 250 are asked the same series
here. Note that for an initial group of respondents the preloading failed and as such a small
subset of respondents who should have been asked cv001a to cv001 were not.
```

```
Also note that the cv001 series in UAS 250 maps to the one here as follows:
```

- o cv001d – cv001a
- o cv001e – cv001b
- o cv001f – cv001c
- o cv001g – cv001d

```
*/
```

```
uas250_totalk12 := getUAS250Preload("totalk12")
```

```
IF uas250_totalk12 > 0 THEN
```

```
GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN
```

```
cv001_intro (Section Crt)
```

```
Which of the following activities have you engaged in over the past month?
```

```
SUBGROUP OF QUESTIONS
```

```
cv001a (talked to children about racism in section Crt)
```

```
Talked to my children about racism
```

```
1 Yes
```

```
2 No
```

```
cv001b (talked to children about how to behave around police to stay safe in
section Crt)
```

```
Talked to my children about how to behave around police to stay safe.
```

```
1 Yes
```

```
2 No
```

cv001c (purchased book(s) about racism for children, to read to them or for them to read in section Crt)

Purchased book(s) about racism for my children, to read to them or for them to read

1 Yes

2 No

cv001d (made an effort to read more racism-related topics myself in section Crt)

Made an effort to read more racism-related topics myself

1 Yes

2 No

END OF SUBGROUP

END OF GROUP

END OF IF

crt005 (parents should be able to opt-out children out of lessons that include content disagree with in section Crt)

Parents should be able to opt-out their children from lessons at school that include content they disagree with.

1 Strongly disagree

2 Disagree

3 Agree

4 Strongly agree

/* Respondents are asked to rank several groups by the amount of influence the group has on what, and how, things are taught in schools. Respondents could select only one rank per group, and once a certain rank was selected it could not be selected for another group. */

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

crt006_intro (Section Crt)

For the next two questions, we'd like you to think about who has the power to decide what, and how, things are taught in schools. Who makes decisions and influences curriculum and instruction?

Order each of the following groups from MOST INFLUENCE (=1) to LEAST INFLUENCE (=6) in terms of how much influence they have over what is taught in schools. Each group can only be assigned one rank. If you aren't sure, or don't know, just make your best guess. If you would like to change the order you enter, you can deselect your answer by clicking the option without text in the top of the drop down. After this, we are going to ask you how you think it SHOULD be, but for now, answer how you think it

ACTUALLY is:

How much influence do each of the following groups **currently** have over what is taught in schools?

SUBGROUP OF QUESTIONS

crt006a (current influence Parents in section Crt)

Parents

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt006b (current influence Local school boards in section Crt)

Local school boards

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt006c (current influence Teachers in section Crt)

Teachers

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt006d (current influence School and district leaders in section Crt)

School and district leaders (e.g., principals, superintendents)

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt006e (current influence State education leaders in section Crt)

State education leaders

1 1 Most influence
2 2
3 3
4 4
5 5
6 6 Least influence

crt006f (current influence National education leaders in section Crt)

National education leaders

1 1 Most influence
2 2
3 3
4 4
5 5
6 6 Least influence

END OF SUBGROUP

crt006f_script (Section Crt)

END OF GROUP

/* Respondents are asked to rank several groups by the amount of influence the group should have on what, and how, things are taught in schools. Respondents could select only one rank per group, and once a certain rank was selected it could not be selected for another group. */

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

crt007_intro (Section Crt)

How much influence should each of the following groups have over what is taught in schools? Remember, each group can only be assigned one rank. If you aren't sure, or don't know, just make your best guess. If you would like to change the order you enter, you can deselect your answer by clicking the option without text in the top of the drop down.

SUBGROUP OF QUESTIONS

crt007a (ideal influence Parents in section Crt)

Parents

1 1 Most influence
2 2
3 3
4 4
5 5

6 6 Least influence

crt007b (ideal influence Local school boards in section Crt)

Local school boards

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt007c (ideal influence Teachers in section Crt)

Teachers

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt007d (ideal influence School and district leaders in section Crt)

School and district leaders (e.g., principals, superintendents)

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt007e (ideal influence State education leaders in section Crt)

State education leaders

1 1 Most influence

2 2

3 3

4 4

5 5

6 6 Least influence

crt007f (ideal influence National education leaders in section Crt)

National education leaders

1 1 Most influence

2 2

3 3

4 4

5 5

| 6 6 Least influence

END OF SUBGROUP

crt007f_script (Section Crt)

END OF GROUP

crt_intro (Section Crt)

Critical Race Theory is being talked about a lot in the news these days. We are trying to understand how much people know about it. Please answer truthfully to each of the questions below - don't worry about being right or wrong, just tell us what you know.

crt001 (how much heard about Critical Race Theory in section Crt)
How much, if anything, have you heard about Critical Race Theory?

- 1 Nothing at all
- 2 I've heard about it but don't know what it means
- 3 I've heard about it and know a little about it
- 4 I've heard about it and know a lot about it
- 5 I know it so well I can explain it to others

/* Respondents are asked about a series of statements about Critical Race Theory in random order per variables crt003_order with values:

- o 1 Racism is central to U.S. life.
- o 2 In the U.S., people mostly succeed because of how institutions (e.g. government and corporations) help or hinder their progress
- o 3 The people who have power in U.S. society are those who own property.
- o 4 White people support social changes that benefit non-white people only when those changes also benefit them.
- o 5 In the U.S., people mostly succeed because of how hard they work.
- o 6 White people should feel guilty for the historical acts of their ancestors
- o 7 Our goal as a society should be to treat all people the same without regard to the color of their skin
- o 8 Some races are naturally superior to others (e.g., in terms of intelligence, physical abilities, etc.).

Note: an initial group of respondents received the items without randomization in the order as listed here. For those respondents variable crt_random takes a value of 2. For all other respondents it takes a value of 1. */


```
IF sizeof crt003_order = 0 THEN
```

```
  crt002_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8))  
  crt003_order := crt002_order
```

```
END OF IF
```

```
crt002_questions := array(1 →"crt002a",2 →"crt002b",3 →"crt002c",4 →"crt002d",5 →"crt002e",6  
→"crt002f",7 →"crt002g",8 →"crt002h")
```

```
crt003_questions := array(1 →"crt003a",2 →"crt003b",3 →"crt003c",4 →"crt003d",5 →"crt003e",6  
→"crt003f",7 →"crt003g",8 →"crt003h")
```

```
crt_random := 1
```

```
IF crt001 > 1 THEN
```

```
  GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN
```

```
    crt002_intro (Section Crt)
```

```
    Which of the following statements align with Critical Race Theory? Please don't guess  
    - use the don't know option as much as you need.
```

```
    SUBGROUP OF QUESTIONS
```

```
      LOOP FROM 1 TO 8
```

```
      /* Questions crt002a to crt002h are asked in random order per variables  
      crt002_order. */
```

```
      END OF LOOP
```

```
    END OF SUBGROUP
```

```
  END OF GROUP
```

```
END OF IF
```

```
GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN
```

```
  crt003_intro (Section Crt)
```

```
  To what extent do you agree with the following statements?
```

```
  SUBGROUP OF QUESTIONS
```

```
    LOOP FROM 1 TO 8
```

```
    /* Questions crt003a to crt003h are asked in random order per variables crt003_order.  
    */
```

| | END OF LOOP

| END OF SUBGROUP

END OF GROUP

crt004 (support teaching critical race theory in schools in section Crt)

To what extent do you support or oppose the teaching of Critical Race Theory in schools?

- 1 Strongly oppose
- 2 Oppose
- 3 Neither oppose nor support
- 4 Support
- 5 Strongly support

End of section **Crt**

Start of section **Background**

ba_intro (Section Background)

Thank you! We just have a few more questions.

party_affil (party affiliation in section Background)

Regardless of if or how you are registered to vote, are you more closely aligned with...

- 1 Democrats
- 2 Republicans
- 3 Independents (no political party)
- 4 Libertarians
- 5 Green party
- 6 Some other party
- 7 Not aligned with any political party

IF party_affil = EMPTY OR party_affil IN (3,7) THEN

| **lean_affil** (Leaned Party Affiliation in section Background)

| Generally speaking, do you lean more toward affiliating with Democrats or with Republicans?

- | 1 Lean toward affiliating with Democrats
- | 2 Lean toward affiliating with Republicans
- | 3 Do not lean toward either party

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

| **ed001_intro** (Section Background)

| How many members of your household are enrolled in preschool or daycare, primary

school, middle school, high school, or post-secondary school in the 2022-2023 school year? Count yourself if you are enrolled in school.

SUBGROUP OF QUESTIONS

ed001a (Preschool or day care in section Background)

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 Background)

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 Background)

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 Background)

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 Background)

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

totalk12 := '0'

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

totalk12 := ed001b + ed001c + ed001d

END OF IF

Fill code of question FLParent executed

ba001 (parent or not in section Background)

Are you a parent? There are many ways to define parenthood. Please use the definition

that feels right to you including adoptive parents, foster parents, etc. among other types of parent relationships.)

Your response here might be different from the previous question, which asked about children in your household. This question asks about children for whom you identify as a parent.)

1 Yes

2 No

IF ba001 = 1 THEN

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ba002_intro (Section Background)

Please indicate how many of your children are in each of the following age groups:

SUBGROUP OF QUESTIONS

ba002a (number parent infant - 4 years old in section Background)

Infant - 4 years old

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ba002b (number parent 5-11 years old in section Background)

5 - 11 years old

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ba002c (number parent 12 - 18 years old in section Background)

12 - 18 years old

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ba002d (number parent 19 - 25 years old in section Background)

19 - 25 years old

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ba002e (number parent 26 years or older in section Background)

26 years or older

0 0

1 1

2 2

3 3

4 4

5 5

6 6

7 7

8 8

9 9

10 10

ba002f (number parent other in section Background)

Other

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

END OF IF

End of section **Background**

Start of section **Closing**

cs_004 (how difficult questions to answer overall in section Closing)

How difficult were the questions in this survey to answer overall?

1 Very easy

2 Easy

3 Not easy or difficult

4 Difficult

5 Very difficult

CS_001 (HOW PLEASANT INTERVIEW in section Closing)

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

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

STRING

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. */