UnderStandingAmericaStudy

UAS 567: EDUCATION-RELATED EXPERIENCES AND NEEDS

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Contents

1 INTRODUCTION

This UAS panel survey, titled ”UAS 567: Education-related experiences and needs”, asks questions about the education-related experiences and needs of respondents' children. This survey is no longer in the field. Respondents were paid $8 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 did not include any experiments. 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 2,346 households with K-12 aged children and 2,550 randomly selected households.

As such, this survey was made available to 4896 UAS participants. Of those 4896 participants, 3905 completed the survey and are counted as respondents. Of those who are not counted as respondents, 69 started the survey without completing and 922 did not start the survey. The overall response rate was 79.76%.

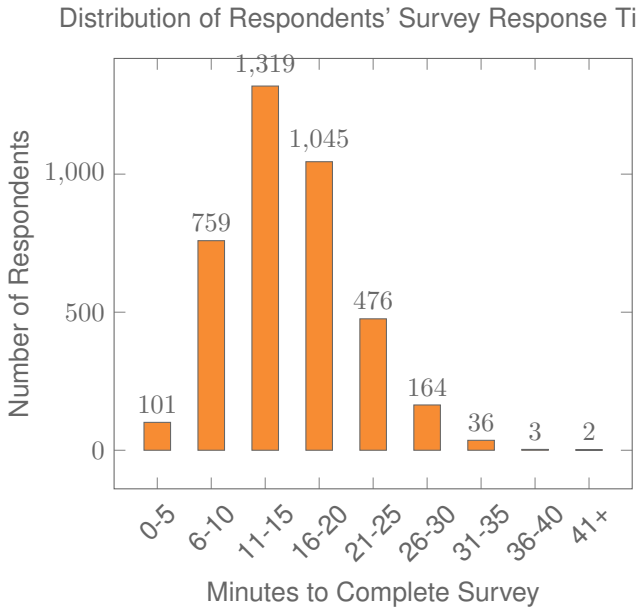
Note: We are unable to provide sample weights for a small number of UAS members (see the Sample and weighting section below for details). If they completed the survey, these members are included in the data set with a weight of zero, but accounted for in the computation of total sample size and survey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

The detailed survey response rate is as follows:

UAS567 - Response Overview	
Size of selected sample	4896
Completed the survey	3905
Started but did not complete the survey	69
Did not start the survey	922
Response rate	79.76%

2.2 Timings

The survey took respondents an average of 16 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
35. MSG 2025/02

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.
- **hisplatino**: 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 hisplatino, 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.
- **lf_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, lf_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.
- **hhmembernumber**: 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 'hhmembernumber' 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.

In addition, data sets created after May 8, 2025 include an urbanicity variable. It is based on panel members' current census tract of residence and the 2010 Rural-Urban Commuting Area (RUCA) codes released by the US Department of Agriculture's Economic Research Service. To preserve confidentiality, the UAS collapses the 10 primary RUCA codes to 4 levels: Metropolitan, Micropolitan, Small/Rural, and Unknown. The Metropolitan level corresponds to primary RUCA codes 1-3, the Micropolitian level corresponds to RUCA codes 4-6, and the Small/Rural UAS classification corresponds to RUCA codes 7-10.

For detailed information and definitions of the 10 primary RUCA codes, please visit the USDA ERS Rural-Urban Commuting Area Codes site. Surveys conducted completely prior to May 8, 2025 will have an urbanicity data set available on request.

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

sectioncnt := 6
currentsection := 1

intro1 (intro in section Base)
In this survey, we ask you to tell us what you think about education 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!

/* This survey asks a set of questions related to the purpose of public education. After that three blocks of questions in random order are asked followed by some final background questions. The order of the three blocks is set per variable block_order with values:

- 1 Block 2, 3, 4
- 2 Block 2, 4, 3
- 3 Block 3, 2, 4
- 4 Block 3, 4, 2
- 5 Block 4, 2, 3
- 6 Block 4, 3, 2

Where the blocks are:

- Block 2: Market related questions
- Block 3: Limits and LGBTQ/Sex/Race related questions
- Block 4: Control related questions

*/

IF block_order = EMPTY THEN
  block_order := mt_rand(1,6)
END OF IF

/* The questions in block 3 are asked in random order per variables scenario_order with values:

- 1 LGBTQ, Sex, Race
- 2 LGBTQ, Race, Sex
- 3 Sex, LGBTQ, Race

- 4 Sex, Race, LGBTQ
- 5 Race, LGBTQ, Sex
- 6 Race, Sex, LGBTQ

Note: the limits related questions are always asked first. */

```
IF scenario_order = EMPTY THEN
  scenario_order := mt_rand(1,6)
END OF IF
```

/* Each set of limits, LGBTQ, Sex and Race questions consists of two forms, one of which is asked of respondents per variable form_randomizer. */

```
IF form_randomizer = EMPTY THEN
  form_randomizer := mt_rand(1,2)
END OF IF
```

Start of section **Purpose**

/* The pu001 and pu002 series is asked in random order per variables pu001_order and pu002_order with values:

- 1 Offering free education to every child
- 2 Protecting U.S. democracy
- 3 Teaching children subjects like reading, writing, and math
- 4 Teaching children about government, the constitution, laws, civil rights, and other civics topics
- 5 Encouraging children to be active citizens in adulthood by voting, engaging in politics, volunteering, and/or being active in their local communities
- 6 Positioning children to have a financially secure future
- 7 Helping children have a better life than their parents
- 8 Helping children to find happiness and fulfillment
- 9 Creating a strong community
- 10 Teaching children the importance of embracing differences
- 11 Helping immigrant children learn English and American culture
- 12 Offering meals and other supports to children from low-income families

*/

IF sizeof(pu001_order) = 0 THEN

pu001_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))
pu002_order := pu001_order

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

pu_intro (Section Purpose)
When thinking about the purposes of public education in the US, how important are each of the following to you?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 12

IF pu001_order(cnt) = 1 THEN

pu001a (Offering free education to every child in section Purpose)
Offering free education to every child

ELSEIF pu001_order(cnt) = 2 THEN

pu001b (Protecting U.S. democracy in section Purpose)
Protecting U.S. democracy

ELSEIF pu001_order(cnt) = 3 THEN

pu001c (Teaching children subjects like reading, writing, and math in section Purpose)
Teaching children subjects like reading, writing, and math

ELSEIF pu001_order(cnt) = 4 THEN

pu001d (Helping children have a better life than their parents in section Purpose)
Teaching children about government, the constitution, laws, civil rights, and other civics topics

ELSEIF pu001_order(cnt) = 5 THEN

pu001e (Encouraging children to be active citizens in adulthood by voting, engaging in politics, volunteering, and/or being active in their local communities in section Purpose)
Encouraging children to be active citizens in adulthood by voting, engaging in politics, volunteering, and/or being active in their local communities

ELSEIF pu001_order(cnt) = 6 THEN

pu001f (Positioning children to have a financially secure future in section Purpose)
Positioning children to have a financially secure future

ELSEIF pu001_order(cnt) = 7 THEN

pu001g (Helping children have a better life than their parents in section Purpose)
Helping children have a better life than their parents

ELSEIF pu001_order(cnt) = 8 THEN

pu001h (Helping children to find happiness and fulfillment in section Purpose)
Helping children to find happiness and fulfillment

ELSEIF pu001_order(cnt) = 9 THEN

pu001i (Creating a strong community in section Purpose)
Creating a strong community

ELSEIF pu001_order(cnt) = 10 THEN

pu001j (Teaching children the importance of embracing differences in section Purpose)
Teaching children the importance of embracing differences

ELSEIF pu001_order(cnt) = 11 THEN

pu001k (Helping immigrant children learn English and American culture in section Purpose)
Helping immigrant children learn English and American culture

ELSEIF pu001_order(cnt) = 12 THEN

pu001l (Offering meals and other supports to children from low-income families in section Purpose)
Offering meals and other supports to children from low-income families

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

pu002_flag := 1

pu002 (most important three purposes in section Purpose)
Which three purposes from the list **you just answered about** are the most important to you?
1 Offering free education to every child
2 Protecting U.S. democracy
3 Teaching children subjects like reading, writing, and math
4 Teaching children about government, the constitution, laws, civil rights, and other civics topics
5 Encouraging children to be active citizens in adulthood by voting, engaging in politics, volunteering, and/or being active in their local communities
6 Positioning children to have a financially secure future
7 Helping children have a better life than their parents
8 Helping children to find happiness and fulfillment
9 Creating a strong community
10 Teaching children the importance of embracing differences
11 Helping immigrant children learn English and American culture
12 Offering meals and other supports to children from low-income families

End of section **Purpose**

IF block_order = 1 THEN
currentsection := 2

Start of section **Block2**
Start of section **Market**
/* The mk004 series is asked in random order per variables mk004_order with values:
- 1 Competition for students ultimately makes public schools better
- 2 Competition for students makes public schools more careful in how they use resources
- 3 Students in private schools generally learn more than students in public schools
- 4 If too many students leave public schools for other types of schools, the quality of public schools will get worse
- 5 Charter and private schools tend to take higher-performing students, leaving public schools with fewer of them
- 6 Sending students to charter or private schools increases segregation among students

*/

IF sizeof(mk004_order) = 0 THEN
mk004_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6))
END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

mk004_intro (Section Market)
The number of students attending a school has important consequences for school operations, especially since public school funding is based on student attendance. When private or charter schools enter the community, they create competition because parents now have choices about where to enroll their child.

How much do you agree/disagree with the following statements?

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 6

IF mk004_order(cnt) = 1 THEN

mk004a (Competition for students ultimately makes public schools better in section Market)
Competition for students ultimately makes public schools better

ELSEIF mk004_order(cnt) = 2 THEN

mk004b (Competition for students makes public schools more careful in how they use resources in section Market)
Competition for students makes public schools more careful in how they use resources

ELSEIF mk004_order(cnt) = 3 THEN

mk004c (Students in private schools generally learn more than students in public schools in section Market)
Students in private schools generally learn more than students in public schools

ELSEIF mk004_order(cnt) = 4 THEN

mk004d (If too many students leave public schools for other types of schools, the quality of public schools will get worse in section Market)
If too many students leave public schools for other types of schools, the quality of public schools will get worse

ELSEIF mk004_order(cnt) = 5 THEN

mk004e (Charter and private schools tend to take higher-performing students, leaving public schools with fewer of them in section Market)
Charter and private schools tend to take higher-performing students, leaving public schools with fewer of them

ELSEIF mk004_order(cnt) = 6 THEN

mk004f (Sending students to charter or private schools increases segregation among students in section Market)
Sending students to charter or private schools increases segregation among students

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

mk005_intro (Section Market)
Which statement do you agree with more? If you don't have enough information to choose one or the other, please use the third response option.

mk006 (allow public schools pick and choose students and staff based on beliefs, values, or educational philosophy in section Market)
1 Public schools **should** have the freedom to select students and staff based on beliefs, values, or educational philosophy
2 Public schools **should not** have the freedom to select students and staff based on beliefs, values, or educational philosophy
3 Not sure/don't know

END OF GROUP

mk008 (best use of federal education dollars in section Market)
Considering limited federal funding for public school, which option do you think is best for using those education dollars?

If you are not sure or you don't know, please use that response option.
1 Giving money to low-income families so they can pay for their children to go to private school
2 Giving money to public schools to improve their quality

3 Not sure/don't know

End of section **Market**

End of section **Block2**

currentsection := 3

Start of section **Block3**

Start of section **Limit**

/* The limit related questions are asked in random order per variables lm_order with values:

- 1 I worry that reading or learning about gay people in school might make children think about whether they are, or want to be, gay
- 2 It's good to assign books about the experiences of lesbian or gay people because this might make children understand that lesbian and gay relationships are normal
- 3 It is good to expose all children to stories with LGBTQ main characters so that LGBTQ children see main characters who are like them
- 4 Learning about sex and sexuality in school is likely to help children make better and safer choices
- 5 Most U.S leaders have been White so it's reasonable that children's history courses focus on White people
- 6 Children should read books written by people from racial minority groups because those books provide different experiences and perspectives
- 7 Children should learn about the ways White people have been racist historically in the U.S. even if that makes them feel guilty
- 8 I worry that reading or learning about transgender people in school might make children think about whether they are, or want to be, transgender
- 9 Including LGBTQ topics in school takes too much time away from academic topics like math and science
- 10 I worry that learning about sex or sexuality in school might make children more likely to become sexually active
- 11 It's important to include LGBTQ characters, books, and lessons in school because it can make all children more accepting of different sexual and gender identities

- 12 Sex education in school helps to prevent unwanted pregnancies and/or sexually transmitted infections
- 13 Children learning about minority individuals/groups in school takes away time they should spend learning about more important things
- 14 White authors have written most of the important books over time, so children should mostly read books written by White authors

Note: Variable form_randomizer determines which questions are considered for setting the lm_order variables. If form_randomizer equals 1, questions 1 to 7 are asked in random order. Otherwise, questions 8 to 14 are asked in random order. */

```
IF sizeof(lm_order) = 0 THEN
  IF form_randomizer = 1 THEN
    lm_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7))
  ELSE
    lm_order := shuffleArray(array(1 →8, 2 →9, 3 →10, 4 →11, 5 →12, 6 →13, 7 →14))
  END OF IF
END OF IF
```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

lm_intro (Section Limit)
Rate the extent to which you agree or disagree with each of the following statements.

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 7

IF lm_order(cnt) = 1 THEN

lm001a (I worry that reading or learning about gay people in school might make children think about whether they are, or want to be, gay in section Limit)
I worry that reading or learning about gay people in school might make children think about whether they are, or want to be, gay

ELSEIF lm_order(cnt) = 2 THEN

lm001b (It's good to assign books about the experiences of lesbian or gay people because this might make children understand that lesbian and gay relationships are normal in section Limit)
It's good to assign books about the experiences of lesbian or gay people because this might make children understand that lesbian and gay relationships are normal

ELSEIF lm_order(cnt) = 3 THEN

lm001c (It is good to expose all children to stories with LGBTQ main characters so that LGBTQ children see main characters who are like them in section Limit)
It is good to expose all children to stories with LGBTQ main characters so that LGBTQ children see main characters who are like them

ELSEIF lm_order(cnt) = 4 THEN

lm001d (Learning about sex and sexuality in school is likely to help children make better and safer choices in section Limit)
Learning about sex and sexuality in school is likely to help children make better and safer choices

ELSEIF lm_order(cnt) = 5 THEN

lm001e (Most U.S leaders have been White so it's reasonable that children's history courses focus on White people in section Limit)
Most U.S leaders have been White so it's reasonable that children's history courses focus on White people

ELSEIF lm_order(cnt) = 6 THEN

lm001f (Children should read books written by people from racial minority groups because those books provide different experiences and perspectives in section Limit)
Children should read books written by people from racial minority groups because those books provide different experiences and perspectives

ELSEIF lm_order(cnt) = 7 THEN

lm001g (Children should learn about the ways White people have been racist historically in the U.S. even if that makes them feel guilty in section Limit)
Children should learn about the ways White people have been racist historically in the U.S. even if that makes them feel guilty

ELSEIF lm_order(cnt) = 8 THEN

lm001h (I worry that reading or learning about transgender people in school might make children think about whether they are, or want to be, transgender in section Limit)
I worry that reading or learning about transgender people in school might make children think about whether they are, or want to be, transgender

ELSEIF lm_order(cnt) = 9 THEN

lm001i (Including LGBTQ topics in school takes too much time away from academic topics like math and science in section Limit)
Including LGBTQ topics in school takes too much time away from academic topics like math and science

ELSEIF lm_order(cnt) = 10 THEN

lm001j (I worry that learning about sex or sexuality in school might make children more likely to become sexually active in section Limit)
I worry that learning about sex or sexuality in school might make children more likely to become sexually active

ELSEIF lm_order(cnt) = 11 THEN

lm001k (It's important to include LGBTQ characters, books, and lessons in school because it can make all children more accepting of different sexual and gender identities in section Limit)
It's important to include LGBTQ characters, books, and lessons in school because it can make all children more accepting of different sexual and gender identities

ELSEIF lm_order(cnt) = 12 THEN

lm001l (Sex education in school helps to prevent unwanted pregnancies and/or sexually transmitted infections in section Limit)
Sex education in school helps to prevent unwanted pregnancies and/or sexually transmitted infections

ELSEIF lm_order(cnt) = 13 THEN

lm001m (Children learning about minority individuals/groups in school takes away time they should spend learning about more important things in section Limit)
Children learning about minority individuals/groups in school takes away time they should spend learning about more important things

ELSEIF lm_order(cnt) = 14 THEN

lm001n (White authors have written most of the important books over time, so children should mostly read books written by White authors in section Limit)
White authors have written most of the important books over time, so children should mostly read books written by White authors

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

End of section **Limit**

IF scenario_order = 1 THEN

Start of section **Lgbtq**

/* The LGBTQ related questions are asked in random order per variables lg_order with values:

- 1 A lesson about standing up for others when you see them being harmed
- 2 A teacher having a picture of their same-sex spouse on their desk
- 3 An assignment with a book about a boy and girl who fall in love
- 4 A book assigned in class about two male penguins adopting a baby penguin
- 5 Talking about different types of families, like same-sex couples
- 6 Talking about how some people's gender identities may not match their biological sex
- 7 Discussing how people in the US can marry the person they love, no matter their gender identity or sexual orientation
- 8 Having a classroom teacher who openly identifies as transgender to students
- 9 An assignment with a book by a lesbian author sharing her experiences "coming out of the closet" to her family
- 10 A teacher using a transgender student's preferred pronouns and chosen name at school without asking the student's parents first
- 11 A reading assignment that includes a short intimate scene between two consenting partners – one woman and one man
- 12 Talking about why transgender girls (i.e., people with "male" on their birth certificate who identify as girls) should be allowed to play on girls' sports teams
- 13 Talking about being kind to others and why it matters
- 14 Having LGBTQ-friendly decorations in the classroom, like rainbow flags or

pride stickers

- 15 A history unit about important LGBTQ Americans
- 16 Talking about a book's lesson that love can be between people of the opposite gender or the same gender
- 17 Talking in science class about same-sex relationships in the animal kingdom
- 18 A book on a classroom bookshelf featuring two female main characters who fall in love with each other
- 19 A teacher asking all students to share their preferred pronouns
- 20 An assignment with a book by a non-binary author sharing their experiences growing up as a non-binary person (non-binary people do not identify as male or female)
- 21 Talking about why people should be allowed to fully live as the gender they identify with, even if it's not their birth gender
- 22 Talking about why people should be allowed to use the bathroom that matches their gender identity
- 23 A reading assignment that includes a short intimate scene between two consenting adult males
- 24 Discussing why trans youth (youth who identify as a different gender than their sex, or who don't identify with either gender) should have access to medical care that helps them be the gender they identify with, not the one assigned at birth

Note: Variable form_randomizer determines which questions are considered for setting the lg_order variables. If form_randomizer equals 1, questions 1 to 12 are asked in random order. Otherwise, questions 13 to 24 are asked in random order. */

```
IF sizeof(lg_order) = 0 THEN
    IF form_randomizer = 1 THEN
        lg_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))
    ELSE
        lg_order := shuffleArray(array(1 →13, 2 →14, 3 →15, 4 →16, 5 →17, 6 →18, 7 →19,
        8 →20, 9 →21, 10 →22, 11 →23, 12 →24))
    END OF IF
END OF IF
```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

lg_intro (Section Lgbtq)
To what extent do you agree or disagree that each of the following scenarios are appropriate in public school classrooms? Answer separately for elementary schools (generally grades K - 5) and high schools (generally grades 9 - 12).

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 12

IF lg_order(cnt) = 1 THEN

lg001a (k-5 A lesson about standing up for others when you see them being harmed in section Lgbtq)
A lesson about standing up for others when you see them being harmed

lg002a (9-12 A lesson about standing up for others when you see them being harmed in section Lgbtq)
A lesson about standing up for others when you see them being harmed

ELSEIF lg_order(cnt) = 2 THEN

lg001b (k-5 A teacher having a picture of their same-sex spouse on their desk in section Lgbtq)
A teacher having a picture of their same-sex spouse on their desk

lg002b (9-12 A teacher having a picture of their same-sex spouse on their desk in section Lgbtq)
A teacher having a picture of their same-sex spouse on their desk

ELSEIF lg_order(cnt) = 3 THEN

lg001c (k-5 An assignment with a book about a boy and girl who fall in love in section Lgbtq)
An assignment with a book about a boy and girl who fall in love

lg002c (9-12 An assignment with a book about a boy and girl who fall in love in section Lgbtq)
An assignment with a book about a boy and girl who fall in love

ELSEIF lg_order(cnt) = 4 THEN

lg001d (k-5 A book assigned in class about two male penguins adopting a baby penguin in section Lgbtq)
A book assigned in class about two male penguins adopting a baby penguin

lg002d (9-12 A book assigned in class about two male penguins adopting a baby penguin in section Lgbtq)
A book assigned in class about two male penguins adopting a baby penguin

ELSEIF lg_order(cnt) = 5 THEN

lg001e (k-5 Talking about different types of families, like same-sex couples in section Lgbtq)
Talking about different types of families, like same-sex couples

lg002e (9-12 Talking about different types of families, like same-sex couples in section Lgbtq)
Talking about different types of families, like same-sex couples

ELSEIF lg_order(cnt) = 6 THEN

lg001f (k-5 Talking about how some people's gender identities may not match their biological sex in section Lgbtq)
Talking about how some people's gender identities may not match their biological sex

lg002f (9-12 Talking about how some people's gender identities may not match their biological sex in section Lgbtq)
Talking about how some people's gender identities may not match their biological sex

ELSEIF lg_order(cnt) = 7 THEN

lg001g (k-5 Discussing how people in the US can marry the person they love, no matter their gender identity or sexual orientation in section Lgbtq)
Discussing how people in the US can marry the person they love, no matter their gender identity or sexual orientation

lg002g (9-12 Discussing how people in the US can marry the person they love, no matter their gender identity or sexual orientation in section Lgbtq)
Discussing how people in the US can marry the person they love, no matter their gender identity or sexual orientation

ELSEIF lg_order(cnt) = 8 THEN

lg001h (k-5 Having a classroom teacher who openly identifies as transgender to students in section Lgbtq)
Having a classroom teacher who openly identifies as transgender to students

lg002h (9-12 Having a classroom teacher who openly identifies as transgender to students in section Lgbtq)
Having a classroom teacher who openly identifies as transgender to students

ELSEIF lg_order(cnt) = 9 THEN

lg001i (k-5 An assignment with a book by a lesbian author sharing her experiences ”coming out of the closet” to her family in section Lgbtq)
An assignment with a book by a lesbian author sharing her experiences ”coming out of the closet” to her family

lg002i (9-12 An assignment with a book by a lesbian author sharing her experiences ”coming out of the closet” to her family in section Lgbtq)
An assignment with a book by a lesbian author sharing her experiences ”coming out of the closet” to her family

ELSEIF lg_order(cnt) = 10 THEN

lg001j (k-5 A teacher using a transgender student’s preferred pronouns and chosen name at school without asking the student’s parents first in section Lgbtq)
A teacher using a transgender student’s preferred pronouns and chosen name at school without asking the student’s parents first

lg002j (9-12 A teacher using a transgender student’s preferred pronouns and chosen name at school without asking the student’s parents first in section Lgbtq)
A teacher using a transgender student’s preferred pronouns and chosen name at school without asking the student’s parents first

ELSEIF lg_order(cnt) = 11 THEN

lg001k (k-5 A reading assignment that includes a short intimate scene between two consenting partners - one woman and one man in section Lgbtq)
A reading assignment that includes a short intimate scene between two consenting partners - one woman and one man

lg002k (9-12 A reading assignment that includes a short intimate scene between two consenting partners - one woman and one man in section Lgbtq)
A reading assignment that includes a short intimate scene between two consenting partners - one woman and one man

ELSEIF lg_order(cnt) = 12 THEN

lg001l (k-5 Talking about why transgender girls (i.e., people with ”male” on their birth certificate who identify as girls) should be allowed to play on girls’ sports teams in section Lgbtq)
Talking about why transgender girls (i.e., people with ”male” on their birth certificate who identify as girls) should be allowed to play on girls’ sports teams

lg002l (9-12 Talking about why transgender girls (i.e., people with ”male” on their birth certificate who identify as girls) should be allowed to play on girls’ sports teams in section Lgbtq)
Talking about why transgender girls (i.e., people with ”male” on their birth certificate who identify as girls) should be allowed to play on girls’ sports teams

ELSEIF lg_order(cnt) = 13 THEN

lg001m (k-5 Talking about being kind to others and why it matters in section Lgbtq)
Talking about being kind to others and why it matters

lg002m (9-12 Talking about being kind to others and why it matters in section Lgbtq)
Talking about being kind to others and why it matters

ELSEIF lg_order(cnt) = 14 THEN

lg001n (k-5 Having LGBTQ-friendly decorations in the classroom, like rainbow flags or pride stickers in section Lgbtq)
Having LGBTQ-friendly decorations in the classroom, like rainbow flags or pride stickers

lg002n (9-12 Having LGBTQ-friendly decorations in the classroom, like rainbow flags or pride stickers in section Lgbtq)
Having LGBTQ-friendly decorations in the classroom, like rainbow flags or pride stickers

ELSEIF lg_order(cnt) = 15 THEN

lg001o (k-5 A history unit about important LGBTQ Americans in section Lgbtq)
A history unit about important LGBTQ Americans

lg002o (9-12 A history unit about important LGBTQ Americans in section Lgbtq)

A history unit about important LGBTQ Americans

ELSEIF lg_order(cnt) = 16 THEN

lg001p (k-5 Talking about a book's lesson that love can be between people of the opposite gender or the same gender in section Lgbtq)
Talking about a book's lesson that love can be between people of the opposite gender or the same gender

lg002p (9-12 Talking about a book's lesson that love can be between people of the opposite gender or the same gender in section Lgbtq)
Talking about a book's lesson that love can be between people of the opposite gender or the same gender

ELSEIF lg_order(cnt) = 17 THEN

lg001q (k-5 Talking in science class about same-sex relationships in the animal kingdom in section Lgbtq)
Talking in science class about same-sex relationships in the animal kingdom

lg002q (9-12 Talking in science class about same-sex relationships in the animal kingdom in section Lgbtq)
Talking in science class about same-sex relationships in the animal kingdom

ELSEIF lg_order(cnt) = 18 THEN

lg001r (k-5 A book on a classroom bookshelf featuring two female main characters who fall in love with each other in section Lgbtq)
A book on a classroom bookshelf featuring two female main characters who fall in love with each other

lg002r (9-12 A book on a classroom bookshelf featuring two female main characters who fall in love with each other in section Lgbtq)
A book on a classroom bookshelf featuring two female main characters who fall in love with each other

ELSEIF lg_order(cnt) = 19 THEN

lg001s (k-5 A teacher asking all students to share their preferred pronouns in section Lgbtq)
A teacher asking all students to share their preferred pronouns

lg002s (k-5 A teacher asking all students to share their preferred pronouns in section Lgbtq)

A teacher asking all students to share their preferred pronouns

ELSEIF lg_order(cnt) = 20 THEN

lg001t (k-5 An assignment with a book by a non-binary author sharing their experiences growing up as a non-binary person (non-binary people do not identify as male or female) in section Lgbtq)
An assignment with a book by a non-binary author sharing their experiences growing up as a non-binary person (non-binary people do not identify as male or female)

lg002t (9-12 An assignment with a book by a non-binary author sharing their experiences growing up as a non-binary person (non-binary people do not identify as male or female) in section Lgbtq)
An assignment with a book by a non-binary author sharing their experiences growing up as a non-binary person (non-binary people do not identify as male or female)

ELSEIF lg_order(cnt) = 21 THEN

lg001u (k-5 Talking about why people should be allowed to fully live as the gender they identify with, even if it's not their birth gender in section Lgbtq)
Talking about why people should be allowed to fully live as the gender they identify with, even if it's not their birth gender

lg002u (9-12 Talking about why people should be allowed to fully live as the gender they identify with, even if it's not their birth gender in section Lgbtq)
Talking about why people should be allowed to fully live as the gender they identify with, even if it's not their birth gender

ELSEIF lg_order(cnt) = 22 THEN

lg001v (k-5 Talking about why people should be allowed to use the bathroom that matches their gender identity in section Lgbtq)
Talking about why people should be allowed to use the bathroom that matches their gender identity

lg002v (9-12 Talking about why people should be allowed to use the bathroom that matches their gender identity in section Lgbtq)
Talking about why people should be allowed to use the bathroom that matches their gender identity

ELSEIF lg_order(cnt) = 23 THEN

lg001w (k-5 A reading assignment that includes a short intimate scene between two consenting adult males in section Lgbtq)
A reading assignment that includes a short intimate scene between two consenting adult males

lg002w (9-12 A reading assignment that includes a short intimate scene between two consenting adult males in section Lgbtq)
A reading assignment that includes a short intimate scene between two consenting adult males

ELSEIF lg_order(cnt) = 24 THEN

lg001x (k-5 Discussing why trans youth (youth who identify as a different gender than their sex, or who don't identify with either gender) should have access to medical care that helps them be the gender they identify with, not the one assigned at birth in section Lgbtq)
Discussing why trans youth (youth who identify as a different gender than their sex, or who don't identify with either gender) should have access to medical care that helps them be the gender they identify with, not the one assigned at birth

lg002x (9-12 Discussing why trans youth (youth who identify as a different gender than their sex, or who don't identify with either gender) should have access to medical care that helps them be the gender they identify with, not the one assigned at birth in section Lgbtq)
Discussing why trans youth (youth who identify as a different gender than their sex, or who don't identify with either gender) should have access to medical care that helps them be the gender they identify with, not the one assigned at birth

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

End of section **Lgbtq**

Start of section **Sex**

/* The sex related questions are asked in random order per variables sx_order with values:

- 1 A discussion about the importance of consent and rights over your own body
- 2 Teaching students about safe sex, including birth control choices
- 3 A class discussion about the fact that both egg and sperm are required to create human life
- 4 Books on a classroom bookshelf with pictures of male and female anatomy that are age-appropriate (e.g., cartoons for younger students; medical drawings for older students)
- 5 A sex education lesson with hands-on materials like condoms, IUDs, and anatomically accurate models of male and female reproductive systems
- 6 Talking about differences between boys' and girls' bodies
- 7 Teaching students about abstinence
- 8 Teaching students about safe sex, including sexually transmitted infections
- 9 A lesson on human anatomy covering reproductive systems and changes during puberty
- 10 A lesson about sexual health and safety for LGBTQ students

Note: Variable form_randomizer determines which questions are considered for setting the sx_order variables. If form_randomizer equals 1, questions 1 to 5 are asked in random order. Otherwise, questions 6 to 10 are asked in random order. */

```
IF sizeof(sx_order) = 0 THEN
  IF form_randomizer = 1 THEN
    sx_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5))
  ELSE
    sx_order := shuffleArray(array(1 →6, 2 →7, 3 →8, 4 →9, 5 →10))
  END OF IF
END OF IF
```

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

sx_intro (Section Sex)
Sex education scenariosTo what extent do you agree or disagree that each of the following scenarios are appropriate in public school classrooms? Answer separately for elementary schools (generally grades K - 5) and high schools (generally grades 9 - 12).

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 5

IF sx_order(cnt) = 1 THEN

sx001a (k-5 A discussion about the importance of consent and rights over your own body in section Sex)
A discussion about the importance of consent and rights over your own body

sx002a (9-12 A discussion about the importance of consent and rights over your own body in section Sex)
A discussion about the importance of consent and rights over your own body

ELSEIF sx_order(cnt) = 2 THEN

sx001b (k-5 Teaching students about safe sex, including birth control choices in section Sex)
Teaching students about safe sex, including birth control choices

sx002b (9-12 Teaching students about safe sex, including birth control choices in section Sex)
Teaching students about safe sex, including birth control choices

ELSEIF sx_order(cnt) = 3 THEN

sx001c (k-5 A class discussion about the fact that both egg and sperm are required to create human life in section Sex)
A class discussion about the fact that both egg and sperm are required to create human life

sx002c (9-12 A class discussion about the fact that both egg and sperm are required to create human life in section Sex)
A class discussion about the fact that both egg and sperm are required to create human life

ELSEIF sx_order(cnt) = 4 THEN

sx001d (k-5 Books on a classroom bookshelf with pictures of male and female anatomy that are age-appropriate (e.g., cartoons for younger students; medical drawings for older students) in section Sex)
Books on a classroom bookshelf with pictures of male and female anatomy that are age-appropriate (e.g., cartoons for younger students; medical drawings for older students)

sx002d (9-12 Books on a classroom bookshelf with pictures of male and female anatomy that are age-appropriate (e.g., cartoons for younger students;

medical drawings for older students) in section Sex)
Books on a classroom bookshelf with pictures of male and female anatomy that are age-appropriate (e.g., cartoons for younger students; medical drawings for older students)

ELSEIF sx_order(cnt) = 5 THEN

sx001e (k-5 A sex education lesson with hands-on materials like condoms, IUDs, and anatomically accurate models of male and female reproductive systems in section Sex)
A sex education lesson with hands-on materials like condoms, IUDs, and anatomically accurate models of male and female reproductive systems

sx002e (9-12 A sex education lesson with hands-on materials like condoms, IUDs, and anatomically accurate models of male and female reproductive systems in section Sex)
A sex education lesson with hands-on materials like condoms, IUDs, and anatomically accurate models of male and female reproductive systems

ELSEIF sx_order(cnt) = 6 THEN

sx001f (k-5 Talking about differences between boys' and girls' bodies in section Sex)
Talking about differences between boys' and girls' bodies

sx002f (9-12 Talking about differences between boys' and girls' bodies in section Sex)
Talking about differences between boys' and girls' bodies

ELSEIF sx_order(cnt) = 7 THEN

sx001g (k-5 Teaching students about abstinence in section Sex)
Teaching students about abstinence

sx002g (9-12 Teaching students about abstinence in section Sex)
Teaching students about abstinence

ELSEIF sx_order(cnt) = 8 THEN

sx001h (k-5 Teaching students about safe sex, including sexually transmitted infections in section Sex)
Teaching students about safe sex, including sexually transmitted infections

sx002h (9-12 Teaching students about safe sex, including sexually trans-

mitted infections in section Sex)
Teaching students about safe sex, including sexually transmitted infections

ELSEIF sx_order(cnt) = 9 THEN

sx001i (k-5 A lesson on human anatomy covering reproductive systems and changes during puberty in section Sex)
A lesson on human anatomy covering reproductive systems and changes during puberty

sx002i (9-12 A lesson on human anatomy covering reproductive systems and changes during puberty in section Sex)
A lesson on human anatomy covering reproductive systems and changes during puberty

ELSEIF sx_order(cnt) = 10 THEN

sx001j (k-5 A lesson about sexual health and safety for LGBTQ students in section Sex)
A lesson about sexual health and safety for LGBTQ students

sx002j (9-12 A lesson about sexual health and safety for LGBTQ students in section Sex)
A lesson about sexual health and safety for LGBTQ students

END OF IF

END OF LOOP

END OF SUBGROUP

END OF GROUP

End of section **Sex**

Start of section **Racesection**

/* The race related questions are asked in random order per variables rc_order with values:

- 1 An assignment asking students to write about slavery as the main cause of the Civil War
- 2 A discussion about whether people should be treated the same regardless of

their skin color

- 3 A discussion about whether race should be considered in college admissions
- 4 A teacher beginning the school year by acknowledging that the classroom sits on land once belonging to Native American tribes
- 5 A math project where students study national data on how often students of different races get sent to the principal's office
- 6 Discussion of the ways White people benefited from slavery
- 7 Assigning students to read a story about a Black man who was wrongly accused of sexually assaulting a White woman
- 8 A lesson where students learn about some of the reasons why there are wealth gaps between people from different racial groups
- 9 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have negatively impacted Black and Hispanic Americans
- 10 Talking about legal marriage in the U.S. including that people are allowed to marry the person they love regardless of their race
- 11 A lesson on the harmful impacts of American colonists on Native American populations
- 12 A discussion about whether groups that have been treated unfairly in history should receive special treatment
- 13 A classroom activity where students act out important moments of the Civil Rights movement, like restaurant sit-ins and Rosa Parks' bus refusal
- 14 Including a book in the classroom about an unarmed Black teenager who was shot and killed by the police
- 15 Discussion of the ways some White people were against the civil rights movement
- 16 Discussion of how current criminal justice policies affect Black and Hispanic Americans more negatively than White Americans
- 17 Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to some groups of people
- 18 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have benefited White Americans

Note: Variable form_randomizer determines which questions are considered for setting the rc_order variables. If form_randomizer equals 1, questions 1 to 9 are asked in random order. Otherwise, questions 10 to 18 are asked in random order. */

IF sizeof(rc_order) = 0 THEN

IF form_randomizer = 1 THEN

rc_order := shuffleArray(array(1 →1, 2 →2, 3 →3, 4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9 →9))

ELSE

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

END OF IF

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

rc_intro (Section Racesection)
Race scenariosTo what extent do you agree or disagree that each of the following scenarios are appropriate in public school classrooms? Answer separately for elementary schools (generally grades K - 5) and high schools (generally grades 9 - 12).

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 9

IF rc_order(cnt) = 1 THEN

rc001a (k-5 An assignment asking students to write about slavery as the main cause of the Civil War in section Racesection)
An assignment asking students to write about slavery as the main cause of the Civil War

rc002a (9-12 An assignment asking students to write about slavery as the main cause of the Civil War in section Racesection)
An assignment asking students to write about slavery as the main cause of the Civil War

ELSEIF rc_order(cnt) = 2 THEN

rc001b (k-5 A discussion about whether people should be treated the same regardless of their skin color in section Racesection)
A discussion about whether people should be treated the same regardless of their skin color

rc002b (9-12 A discussion about whether people should be treated the same regardless of their skin color in section Racesection)
A discussion about whether people should be treated the same regardless of their skin color

ELSEIF rc_order(cnt) = 3 THEN

rc001c (k-5 A discussion about whether race should be considered in college admissions in section Racesection)
A discussion about whether race should be considered in college admissions

rc002c (9-12 A discussion about whether race should be considered in college admissions in section Racesection)
A discussion about whether race should be considered in college admissions

ELSEIF rc_order(cnt) = 4 THEN

rc001d (k-5 A teacher beginning the school year by acknowledging that the classroom sits on land once belonging to Native American tribes in section Racesection)
A teacher beginning the school year by acknowledging that the classroom sits on land once belonging to Native American tribes

rc002d (9-12 A teacher beginning the school year by acknowledging that the classroom sits on land once belonging to Native American tribes in section Racesection)
A teacher beginning the school year by acknowledging that the classroom sits on land once belonging to Native American tribes

ELSEIF rc_order(cnt) = 5 THEN

rc001e (k-5 A math project where students study national data on how often students of different races get sent to the principal's office in section Racesection)
A math project where students study national data on how often students of different races get sent to the principal's office

rc002e (9-12 A math project where students study national data on how often students of different races get sent to the principal's office in section Racesection)
A math project where students study national data on how often students of different races get sent to the principal's office

ELSEIF rc_order(cnt) = 6 THEN

rc001f (k-5 Discussion of the ways White people benefited from slavery in section Racesection)
Discussion of the ways White people benefited from slavery

rc002f (9-12 Discussion of the ways White people benefited from slavery in section Racesection)
Discussion of the ways White people benefited from slavery

ELSEIF rc_order(cnt) = 7 THEN

rc001g (k-5 Assigning students to read a story about a Black man who was wrongly accused of sexually assaulting a White woman in section Racesection)
Assigning students to read a story about a Black man who was wrongly accused of sexually assaulting a White woman

rc002g (9-12 Assigning students to read a story about a Black man who was wrongly accused of sexually assaulting a White woman in section Racesection)
Assigning students to read a story about a Black man who was wrongly accused of sexually assaulting a White woman

ELSEIF rc_order(cnt) = 8 THEN

rc001h (k-5 A lesson where students learn about some of the reasons why there are wealth gaps between people from different racial groups in section Racesection)
A lesson where students learn about some of the reasons why there are wealth gaps between people from different racial groups

rc002h (9-12 A lesson where students learn about some of the reasons why there are wealth gaps between people from different racial groups in section Racesection)
A lesson where students learn about some of the reasons why there are wealth gaps between people from different racial groups

ELSEIF rc_order(cnt) = 9 THEN

rc001i (k-5 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have negatively impacted Black and Hispanic Americans in section Racesection)
An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have negatively

impacted Black and Hispanic Americans

rc002i (9-12 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have negatively impacted Black and Hispanic Americans in section Racesection)
An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have negatively impacted Black and Hispanic Americans

ELSEIF rc_order(cnt) = 10 THEN

rc001j (k-5 Talking about legal marriage in the U.S. including that people are allowed to marry the person they love regardless of their race in section Racesection)
Talking about legal marriage in the U.S. including that people are allowed to marry the person they love regardless of their race

rc002j (9-12 Talking about legal marriage in the U.S. including that people are allowed to marry the person they love regardless of their race in section Racesection)
Talking about legal marriage in the U.S. including that people are allowed to marry the person they love regardless of their race

ELSEIF rc_order(cnt) = 11 THEN

rc001k (k-5 A lesson on the harmful impacts of American colonists on Native American populations in section Racesection)
A lesson on the harmful impacts of American colonists on Native American populations

rc002k (9-12 A lesson on the harmful impacts of American colonists on Native American populations in section Racesection)
A lesson on the harmful impacts of American colonists on Native American populations

ELSEIF rc_order(cnt) = 12 THEN

rc001l (k-5 A discussion about whether groups that have been treated unfairly in history should receive special treatment in section Racesection)
A discussion about whether groups that have been treated unfairly in history should receive special treatment

rc002l (9-12 A discussion about whether groups that have been treated unfairly in history should receive special treatment in section Racesection)

A discussion about whether groups that have been treated unfairly in history should receive special treatment

ELSEIF rc_order(cnt) = 13 THEN

rc001m (k-5 A classroom activity where students act out important moments of the Civil Rights movement, like restaurant sit-ins and Rosa Parks' bus refusal in section Racesection)
A classroom activity where students act out important moments of the Civil Rights movement, like restaurant sit-ins and Rosa Parks' bus refusal

rc002m (9-12 A classroom activity where students act out important moments of the Civil Rights movement, like restaurant sit-ins and Rosa Parks' bus refusal in section Racesection)
A classroom activity where students act out important moments of the Civil Rights movement, like restaurant sit-ins and Rosa Parks' bus refusal

ELSEIF rc_order(cnt) = 14 THEN

rc001n (k-5 Including a book in the classroom about an unarmed Black teenager who was shot and killed by the police in section Racesection)
Including a book in the classroom about an unarmed Black teenager who was shot and killed by the police

rc002n (9-12 Including a book in the classroom about an unarmed Black teenager who was shot and killed by the police in section Racesection)
Including a book in the classroom about an unarmed Black teenager who was shot and killed by the police

ELSEIF rc_order(cnt) = 15 THEN

rc001o (k-5 Discussion of the ways some White people were against the civil rights movement in section Racesection)
Discussion of the ways some White people were against the civil rights movement

rc002o (9-12 Discussion of the ways some White people were against the civil rights movement in section Racesection)
Discussion of the ways some White people were against the civil rights movement

ELSEIF rc_order(cnt) = 16 THEN

rc001p (k-5 Discussion of how current criminal justice policies affect Black and Hispanic Americans more negatively than White Americans in section Racesection)
Discussion of how current criminal justice policies affect Black and Hispanic Americans more negatively than White Americans

rc002p (9-12 Discussion of how current criminal justice policies affect Black and Hispanic Americans more negatively than White Americans in section Racesection)
Discussion of how current criminal justice policies affect Black and Hispanic Americans more negatively than White Americans

ELSEIF rc_order(cnt) = 17 THEN

rc001q (k-5 Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to some groups of people in section Racesection)
Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to some groups of people

rc002q (9-12 Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to some groups of people in section Racesection)
Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to some groups of people

ELSEIF rc_order(cnt) = 18 THEN

rc001r (k-5 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have benefited White Americans in section Racesection)
An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have benefited White Americans

rc002r (9-12 An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have benefited White Americans in section Racesection)
An assignment asking students to reflect on how discriminatory US policies, like unfair housing practices and unequal access to healthcare, have benefited White Americans

END OF IF

END OF LOOP

| END OF SUBGROUP

END OF GROUP

End of section **Racesection**

ELSEIF scenario_order = 2 THEN

/* LGBTQ, Race, Sex questions are asked in that order. */

ELSEIF sx_order(cnt) = 3 THEN

/* Sex, LGBTQ, Race questions are asked in that order. */

ELSEIF scenario_order = 4 THEN

/* Sex, Race, LGBTQ questions are asked in that order. */

ELSEIF scenario_order = 5 THEN

/* Race, LGBTQ, Sex questions are asked in that order. */

ELSEIF scenario_order = 6 THEN

/* Race, Sex, LGBTQ questions are asked in that order. */

END OF IF

End of section **Block3**

currentsection := 4

Start of section **Block4**

Start of section **Control**

/* The ct001 series is asked in random order per variables ct001_order with values:

- 1 Keep their child home from school that day
- 2 Request that the teacher allow the child to leave the room during the lesson
- 3 Contact the teacher and explain why they disagree with the lesson
- 4 Ask the teacher to change the lesson
- 5 Ask the teacher to consider changing the lesson in future years
- 6 Attend a school board meeting to talk to leadership about why the lesson should not be taught
- 7 Talk to their child at home about the lesson and why they disagree with it
- 8 Share with other parents why they disagree with the lesson
- 9 Organize a protest at the school

- 10 Permanently remove the child from the school (e.g., enroll them in another school or homeschool them)
- 11 Something else

Note: 'Something else' is always presented last. */

IF sizeof(ct001_order) = 0 THEN

ct001_order := shuffleArray(array(1 →1, 2 →2, 3 →3,4 →4, 5 →5, 6 →6, 7 →7, 8 →8, 9 →9, 10 →10))
ct001_order(11) := 11

END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ct_intro (Section Control)
A parent learns that an upcoming school English lesson will include content they disagree with. Which of the following actions are appropriate for parents to take? Select yes for all actions you think are appropriate, and no for all actions you think aren't appropriate.

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO 11

IF ct001_order(cnt) = 1 THEN

ct001a (Keep their child home from school that day in section Control)
Keep their child home from school that day

ELSEIF ct001_order(cnt) = 2 THEN

ct001b (Request that the teacher allow the child to leave the room during the lesson in section Control)
Request that the teacher allow the child to leave the room during the lesson

ELSEIF ct001_order(cnt) = 3 THEN

ct001c (Contact the teacher and explain why they disagree with the lesson in section Control)
Contact the teacher and explain why they disagree with the lesson

ELSEIF ct001_order(cnt) = 4 THEN

ct001d (Ask the teacher to change the lesson in section Control)
Ask the teacher to change the lesson

ELSEIF ct001_order(cnt) = 5 THEN

ct001e (Ask the teacher to consider changing the lesson in future years in section Control)
Ask the teacher to consider changing the lesson in future years

ELSEIF ct001_order(cnt) = 6 THEN

ct001f (Attend a school board meeting to talk to leadership about why the lesson should not be taught in section Control)
Attend a school board meeting to talk to leadership about why the lesson should not be taught

ELSEIF ct001_order(cnt) = 7 THEN

ct001g (Talk to their child at home about the lesson and why they disagree with it in section Control)
Talk to their child at home about the lesson and why they disagree with it

ELSEIF ct001_order(cnt) = 8 THEN

ct001h (Share with other parents why they disagree with the lesson in section Control)
Share with other parents why they disagree with the lesson

ELSEIF ct001_order(cnt) = 9 THEN

ct001i (Organize a protest at the school in section Control)
Organize a protest at the school

ELSEIF ct001_order(cnt) = 10 THEN

ct001j (Permanently remove the child from the school (e.g., enroll them in another school or homeschool them) in section Control)
Permanently remove the child from the school (e.g., enroll them in another school or homeschool them)

END OF IF

END OF LOOP

ct001k (Something else in section Control)
Something else: You selected 'Yes' for 'Something else', but you did not describe any other action(s) in the text box.You specified other action(s) in the text box, but did not select 'Yes'.

END OF SUBGROUP

ct001k_other (specify something else in section Control)
Something else
STRING

END OF GROUP

optout := 2

IF ct001a = 1 OR ct001b = 1 OR ct001c = 1 THEN
optout := 1
END OF IF

/* Question ct002 asks either about 3rd or 10th grade. It also includes or excludes the text "But the teacher believes that all students should participate, because learning about content they might not otherwise hear or learn about helps them. They may see a new perspective, learn to be a critical thinker, or simply learn an important new fact. And, it can be hard for a teacher to accommodate every parent's wishes for every lesson for every child." The randomization is captured in variable ct002_randomizer with values:

- 1 3rd grade, no extra text
- 2 10th grade, no extra text
- 3 3rd grade, with extra text
- 4 10th grade, with extra text

*/

IF ct002_randomizer = EMPTY THEN
ct002_randomizer := mt_rand(1,4)
END OF IF

ct002 (allow child to opt out or not in section Control)
A (3rd/10th) grader's parent in a local public school learns that her daughter's teacher plans to teach a history lesson including content that she disagrees with. The parent asks the teacher to find a different activity for her daughter to do during that lesson.

But the teacher believes that all students should participate, because learning about content they might not otherwise hear or learn about helps them. They may see a new perspective, learn to be a critical thinker, or simply learn an important new fact. And, it can be hard for a teacher to accommodate every parent's wishes for every lesson for every child.

The teacher brings this issue to the principal. The principal must decide how to proceed. Which of the following most closely reflects your opinion:
1 The teacher should provide a different activity
2 The child should participate in the lesson

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ct003a (school response to parent disagreement in section Control)
Sometimes, parents disagree with a lesson being taught in school and communicate their disagreement to teachers and principals.

When this happens, how should the school react? Select the response below that you believe is the best response for the school to take.
1 The school should teach with the lesson as planned
2 The school should modify the lesson to keep certain key parts while also accommodating the parent
3 The school should cancel or completely change the lesson
4 I don't know
5 Other:

ct003a_other (other school response to parent disagreement in section Control)
STRING

END OF GROUP

IF ct003a != 1 THEN
GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ct003b (parents have say school response to parent disagreement in section Control)
If parents have a say over what is taught in schools, there may be times when two or more parents disagree with a lesson the school is teaching AND disagree with each other about what lessons the school should teach.

When this happens, how should the school react?
1 The school should teach the lesson as planned
2 Teachers or the school principal should listen to the complaints and make a final decision about whether/how to teach the lesson
3 The elected school board should hear arguments for and against the lesson and

decide on whether/how the lesson is taught
4 All parents in the class should vote on whether/how the lesson is taught
5 The school should eliminate the lesson
6 I don't know
7 Other:

ct003b_other (other parents have say school response to parent disagreement in section Control)
STRING

END OF GROUP
END OF IF

End of section **Control**

End of section **Block4**
ELSEIF block_order = 2 THEN
/* Block 2, 4, 3 are asked in that order. */
ELSEIF block_order = 3 THEN
/* Block 3, 2, 4 are asked in that order. */
ELSEIF block_order = 4 THEN
/* Block 3, 4, 2 are asked in that order. */
ELSEIF block_order = 5 THEN
/* Block 4, 2, 3 are asked in that order. */
ELSEIF block_order = 6 THEN
/* Block 4, 3, 2 are asked in that order. */
END OF IF

currentsection := 5

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

ed001_flag := 2

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 2023-2024 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

ed001b (Elementary school in section Background)
Elementary school

ed001c (Middle school or junior high in section Background)
Middle school or junior high

ed001d (High school in section Background)
High school

ed001e (College or trade school in section Background)
College or trade school, including four-year colleges, community colleges, technical institutes, and vocational schools

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)
(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.

)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.

Are you a parent?

IF ba001 = 1 THEN
ba003 (number of school-aged children in household in section Background)
How many school-aged children are in your household? Include students in grades Kindergarten through 12.
RANGE 0..9223372036854775807

IF ba003 > 0 THEN
GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ba004_intro (Section Background)
Please indicate for each child whether they are enrolled in a public, private, charter or virtual school for the 2023-24 school year, whether they are homeschooled, or whether they are neither enrolled or homeschooled:

SUBGROUP OF QUESTIONS

LOOP FROM 1 TO BA003

ba004 (type of enrollment in section Background)
Student

END OF LOOP

END OF SUBGROUP

END OF GROUP
END OF IF
END OF IF

GROUP OF QUESTIONS PRESENTED ON THE SAME SCREEN

ba005_intro (Section Background)
For each of the individuals or groups below, let us know if any have ever attended or currently attend a private school in any grade from kindergarten through grade 12 (do not include attending private colleges in your response):

SUBGROUP OF QUESTIONS

ba005a (Yourself ever attended or currently attending private school in section Background)
Yourself

ba005b (One or more of your children ever attended or currently attending private school in section Background)
One or more of your children

ba005c (Any close family members or your children's friends ever attended or currently attending private school in section Background)
Any close family members or your children's friends

ba005d (Any of friends' children not included yet ever attended or currently attending private school in section Background)
Any of your friends' children not included in the above

END OF SUBGROUP

END OF GROUP

End of section **Background**

currentsection := 6

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. */