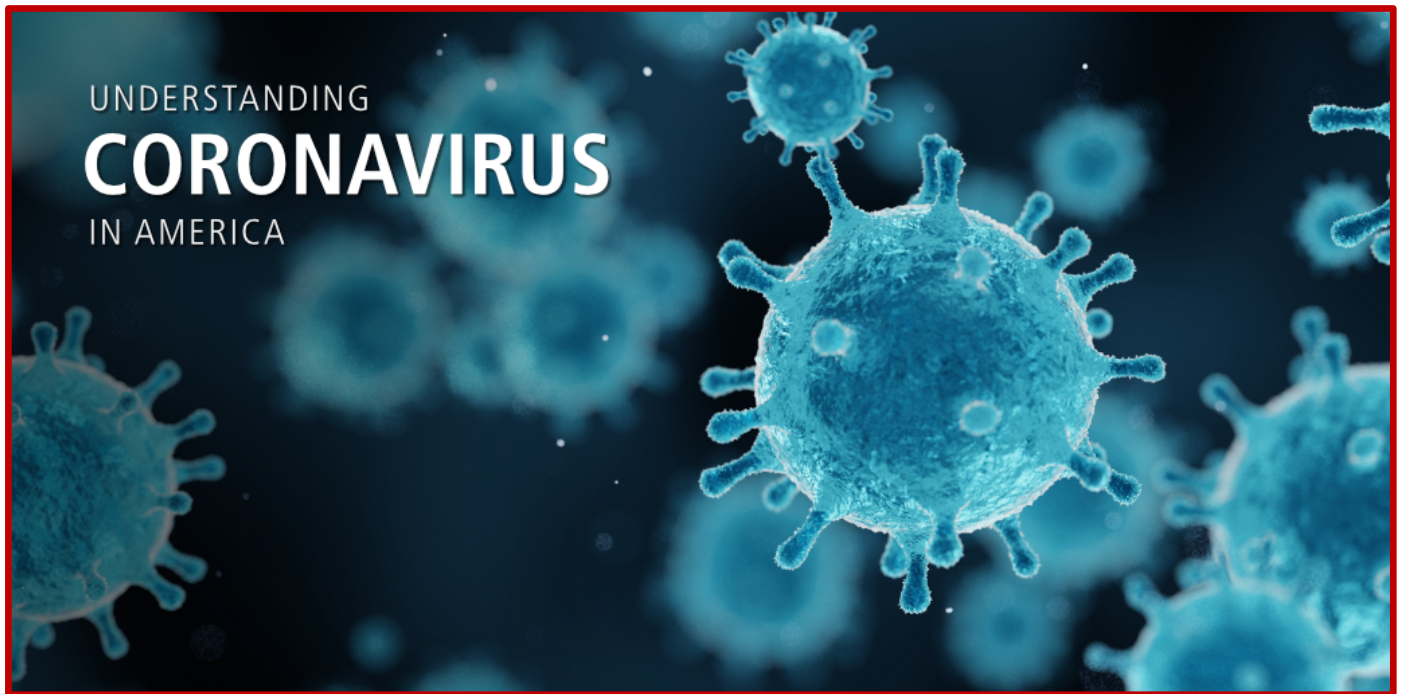


**Center for Economic and Social Research
Understanding America Study**



Methodology and Topline Results*

K-12 Data Tables *

UAS 414

September 30 – November 7, 2020

December 10, 2021 Release

***provided as a separate release**

Survey Introduction

Methodology

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

This methodology and topline is associated with participants in Wave 23 of the UAS tracking survey, administered from September 30, 2021 to November 7, 2021. A total of 2666 panel members were eligible to be included in the full weighted sample, of whom 2019 were part of the COVID sample we have been tracking since April 2020, resulting in a participation rate of 78% for this wave. See the methodology and topline for the full tracking survey [here](#).

Education Sample Information

A total of 1764 adult US residents with household members (usually their children) in preK-12 participated in this wave and are included in the final UAS414 data file. After unduplicating households with multiple respondents (see below), UAS414 includes responses from 1582 households. This sample is similarly-sized to those from previous administrations of the education portion of the UAS (see Table 1).

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

Note that topline and crosstab results are only reported for items with at least 100 responses, unduplicated. If certain items are missing (especially for particular subgroups, in the crosstab document), it is likely that there were fewer than 100 responses to that item from that group in UAS414.

Table 1. Education Sample Size Across Waves		
Wave	Dates in the field	Unduplicated SA sample size
UAS235	April 1 – April 28, 2020	1296
UAS240	April 15 – May 12, 2020	1505
UAS242	April 29 – May 26, 2020	1533
UAS250	June 24 – July 21, 2020	1411
UAS264	September 30 – October 27, 2020	1334
UAS270	November 11 – December 8, 2020	1432
UAS272	November 25 – December 22, 2020	1404
UAS274	December 9, 2020 – January 5, 2021	1449
UAS276	December 23, 2020 – January 19, 2021	1475
UAS278	January 6 – February 2, 2021	1510
UAS280	January 20 – February 16, 2021	1526
UAS282	February 3 – March 2, 2021	1556
UAS340	February 17 – March 30, 2021	1542
UAS342	March 17 – April 27, 2021	1507
UAS344	April 14 – May 25, 2021	1510
UAS346	May 12 - June 22, 2021	1473
UAS348	June 9 - July 19, 2021	1448
UAS414	September 30 - November 7, 2021	1582

Method and Rationale for Unduplicating Households

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. For instance, in a household with two parents and one child, and both parents were included in the UAS panel and participated in a given wave, both respondents were asked the same education questions about their child's experiences. In UAS414, 182 households (10%) in the sample of respondents with school-aged children had multiple respondents within a household. While the UAS is designed to capture information about American households, for the education modules, we are primarily interested in the characteristics and experiences of individual students, and duplication within households will over-represent the responses of households with multiple respondents. To eliminate this over-representation, we unduplicate households with the goal of maintaining respondent sample continuity across waves. The method is described in more detail below:

1. Most households (1582 households in the UAS414 school-aged sample) already have a flag in the main UAS dataset identifying the “primary respondent.” When the primary respondent flag exists, we defer to that designation by selecting that individual. For more information about the primary respondent flag, see <https://uasdata.usc.edu/index.php> (“default survey variables”).
2. For households in which the flag doesn’t already exist, we randomly designated one respondent per household as that household’s “primary respondent” in the first UAS administration of education questions (UAS235) and retained those responses for the unduplicated sample.
3. If the “primary respondent” gives a response in any subsequent wave, we retain that response for that wave’s unduplicated sample.
4. If that primary respondent is not available in a given wave, we randomly select another respondent from that household to retain for the unduplicated sample.

The unduplicating process yielded an unduplicated household count of 1582 households with school-aged children (Table 1). Similar proportions of responses (available on request) were dropped in other waves.

Randomly-selected child

Responses to questions asked of parents of preK-12th grade children who have more than one child might differ by child. For questions for which parents may have differing responses by child, starting with uas240 we programmed the survey instrument to randomly select a single child and asked the respondent to respond for that child only. We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally.

Since UAS414 was administered at the beginning of a new school year, we added a question in UAS414 asking whether the previous randomly selected child was still enrolled in K-12 education. If yes, we retained the same randomly-selected child. If no, we moved that child to the postsecondary sample (no questions in UAS414 pertain to this group), and randomly selected a different child from that household to be part of the school-aged sample, if applicable. If a household had no randomly-selected child in our system (for example, because their only school-aged child had just started kindergarten this year), then we randomly selected a child beginning in UAS414. Overall, 93% of respondents (n=1250) in UAS414 (school year 2021-2022) were responding about the same randomly-selected child as in UAS344 and earlier (school year 2020-2021). We recommend using survey question sl055 to restrict the sample to just these 1250 for longitudinal analyses.

Tracking Survey Design

From the onset of the survey through Summer 2021, each panel member was randomized to respond on a pre-assigned day of the week, distributed so that our full sample is invited to participate over a 14-day period. Respondents had until their next assigned wave day (or 14 days) to complete the survey but receive an extra \$1 incentive for completing the survey on their assigned day.

From Summer 2021 through the present, panel members were not randomized to respond on a pre-assigned of the week, but rather had the entire fielding period to complete the survey. There were no additional incentives offered to respondents to complete the survey on any particular day.

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

Questionnaire

Survey wording and question text are provided in this topline release, but for full wording including context, please refer to the associated codebook and questionnaire. For most questions, we rotated the order of response options, and/or questions to average out order effects. Respondents participated via computer, mobile device or tablet, at any time of day or night during the field period. When households selected as UAS panel members through Address-Based-Sampling did not have a tablet and/or internet access we provided them. The survey was conducted in the respondents' choice of English or Spanish.

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

Table 2. Changes to Questions Across Waves		
Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: “[NAME]’s institution does not plan for in-person enrollment in the fall.”
sl012, sl014	UAS250	New answer option added: “A national service program (e.g., Americorps, City Year)”
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and

		recommendations for how to proceed are below)
ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250 and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)
sl076, sl077	UAS264	“Other” is not an answer option for these, but was an answer option for the analogous questions in school year 2019-2020, sl012 and sl014.
cl005	UAS264	“Unsure” answer option is new as of UAS264.

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

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

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

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

Weights

The method for creating sample weights for the tracking survey follows the general procedure for UAS surveys described in CESR’s online methodology documentation. Sample weights are constructed in two steps. First, we calculate a base weight that corrects for unequal probabilities of selection of different households into the UAS. Second, we generate poststratification weights, which align sample distributions of key demographics, namely gender, race/ethnicity, age, education, and geographic location, with their population counterparts. Population benchmarks are derived from the Basic Monthly Current Population Survey (CPS). The sample weights bring the sample in line with the U.S. adult population. Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education in particular.

About the UAS Internet Panel

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

For more information about the UAS panel, including weighting details; panel sampling procedures; recruitment protocols, survey and recruitment response rates; panel attrition rates; panel management protocols; and microdata files (including nonresponse and paradata), please visit the Understanding America Study panel website at <https://UASdata.usc.edu>.

About CESR

The Center for Economic and Social Research (CESR), part of the USC Dornsife College of Letters, Arts and Sciences, conducts basic and applied research in economics, psychology, demography, education, and sociology. The center's name signifies the breadth of the research, which encompasses numerous disciplines, topics and methodologies. The Center’s multi-disciplinary philosophy fosters a productive and innovative research environment focused on understanding and informing important societal issues.

Survey Team

Arie Kapteyn Ph.D., is Professor of Economics and the Executive Director of the Dornsife College of Letters Arts and Sciences Center for Economic and Social Research (CESR) at the University of Southern California.

Marshall Garland MA, is a Senior Research Scientist at Gibson Consulting Group.

Michael Fienberg is a PhD student at the University of Southern California Rossier School of Education

Morgan Polikoff, Ph.D., is an Associate Professor at the University of Southern California Rossier School of Education.

Amie Rapaport, Ph.D., is the Director of Research at Gibson Consulting Group.

Anna Saavedra, Ed.D., is a Research Scientist at the Dornsife College of Letters Arts and Sciences Center for Economic and Social Research (CESR) at the University of Southern California.

Daniel Silver is a PhD candidate at the University of Southern California Rossier School of Education

Jill E Darling, MSHS, is Survey Director for the Understanding America Study at the Center for Economic and Social Research at the University of Southern California.

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

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

Topline Report

Survey dates: September 30, 2021 to November 9, 2021

Respondent Characteristic	Sample Proportion (N=1764 before unduplication)	
	Unweighted (%)	Weighted (%)
Male	33.6%	44.8%
Age 18-34	20.4%	24.3%
Age 35-54	67.7%	56.2%
Age 55-64	7.7%	10.7%
Age 65+	4.2%	8.8%
Education (HS degree or less)	22.6%	39.9%
Education (some college)	36.6%	26.5%
Education (BA or more)	40.8%	33.6%
HH income (\$24,999 or less)	19.3%	22.1%
HH income (\$25,000-\$49,999)	18.4%	20.2%
HH income (\$50,000-\$74,999)	16.7%	16.4%
HH income (\$75,000-\$149,999)	31.3%	28.5%
HH income (\$150,000 or more)	14.3%	12.8%
Non-Hispanic White	55.4%	56.4%
Non-Hispanic Black	8.9%	13.4%
Non-Hispanic Asian	4.9%	5.0%
Non-Hispanic Other	6.1%	4.2%
Hispanic/Latino	24.7%	20.9%
Has child in elementary (PK-5)*	43.6%	46.7%
Has child in middle school (6-8)*	22.9%	21.9%
Has child in high school (9-12)*	33.5%	31.4%
Public (district/magnet/charter)*	86.1%	85.8%
Private (religious/independent)*	7.7%	6.3%
Other (includes home school)*	6.1%	7.9%

*these indicators are not mutually exclusive

Education Survey Items: Toplines

sl056: In what grade is [NAME] this year?

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Obs	MOSE
sl056: grade of selected child	5.1	8.9	8.7	7.5	7.8	8.6	7.1	6.6	8.1	8.1	6.9	8.6	8.1	1599	+/- 2

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

	Mean	Obs	MOSE
sl060a: percent currently attending in person	89.4	1516	+/- 3

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

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl061a_other	Obs	MOSE
sl061a: how currently attending school	92.7	2.6	3.9	0.7	1520	+/- 3

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

	1 In-person only	2 Remote only	3 Both in-person and remote (hybrid)	4 Other, please specify: sl062a_other	5 Unsure	Obs	MOSE
sl062a: how prefer attending school	66.8	10.6	16.4	2.9	3.4	1600	+/- 2

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

	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned	Obs	MOSE
se007a: child psychological well-being	52.6	30.3	10.0	7.1	1592	+/- 2
se007b: child relationships with peers	59.3	25.6	9.2	6.0	1591	+/- 2
se007c: child relationships with teachers	67.8	21.0	7.2	4.0	1509	+/- 3
se007d: child missing out on school-sponsored extracurricular activities	63.3	22.8	8.7	5.3	1593	+/- 2
se007e: child amount learning	60.7	23.5	9.5	6.3	1592	+/- 2
se007f: child how engaged	62.0	20.8	10.2	7.0	1590	+/- 2
se007g: child doing socially	61.1	22.0	9.9	7.0	1588	+/- 2
se007h: child doing emotionally	52.2	30.0	10.0	7.9	1591	+/- 2
se007i: child progress in math	58.3	23.1	10.9	7.7	1591	+/- 2
se007j: child progress in science	62.0	23.3	8.9	5.8	1592	+/- 2
se007k: child progress in reading/language arts	60.0	22.9	10.1	7.0	1592	+/- 2

sl057: Does [NAME] attend a different school than they did in 2020-21?

	1 Yes	2 No	Obs	MOSE
sl057: selected child in different school	24.8	75.2	1602	+/- 2

sl042a: To what extent was the change in schools influenced by experiences during the COVID pandemic?

	1 Not at all	2 Very little	3 Somewhat	4 Very much	Obs	MOSE
sl042a: change influenced by covid	52.3	10.8	15.1	21.8	387	+/- 5

sl079: What type of school is [NAME] attending in the 2021-22 school year?

	1 Neighborhood public school / other public school	2 Magnet public school	3 Charter school	4 Private or religious school	5 Home school	6 Other	Obs	MOSE
sl079: type of child selected child	77.8	3.3	4.9	6.3	7.0	0.7	1602	+/- 2

sl096: Is [NAME]'s school using any of the following COVID-19 mitigation strategies?'

	1 Yes	2 No	3 Unsure	Obs	MOSE
sl096a: School policy requires students to wear masks at all times	71.6	25.3	3.1	1517	+/- 3
sl096b: School policy requires teachers to wear masks at all times	73.1	20.2	6.7	1518	+/- 3
sl096c: School policy requires students 12 and over to be vaccinated	13.3	67.4	19.3	1518	+/- 3
sl096d: School policy requires teachers to be vaccinated	23.4	39.5	37.1	1518	+/- 3

sl087: How clear are [NAME]'s school's policies/procedures for the following potential events?

	1 Not at all clear	2 A little clear	3 Mostly clear	4 Very clear	Obs	MOSE
sl087a: Quarantine policies/procedures if child positive	8.1	11.0	29.4	51.5	1493	+/- 3
sl087b: Quarantine policies/procedures if positive in classroom	9.9	13.7	30.4	46.0	1493	+/- 3
sl087c: Quarantine policies/procedures if positive in family/friends	9.8	15.4	28.5	46.3	1493	+/- 3

sl088: How many days did [NAME] miss school during the last two weeks due to actual or potential COVID exposure?

	Mean	Obs	MOSE
sl088: how many days missed school due to potential or actual covid exposure	0.7	1517	+/- 3

sl089: Is [NAME]'s school offering virtual learning on days when students can't go to school (either for exposure or being sick with COVID)?

	1 Yes	2 No	3 I dont know	Obs	MOSE
sl089: school offering virtual learning	43.7	30.2	26.1	1518	+/- 3

sl090: If your child has had to participate in remote learning this year due to quarantine, how satisfied were you with the learning provided to [NAME] while quarantining at home?

	1 Very unsatisfied	2 Unsatisfied	3 Satisfied	4 Very satisfied	5 Not applicable	Obs	MOSE
sl090: how satisfied with virtual learning	10.2	17.4	29.9	9.4	33.2	1518	+/- 3

sl066: Students are often given the grades A, B, C, D, and F, to rate the quality of their work at school. How would you rate [NAME]'s school in each of the following areas using the same grading scale with A being the highest grade and F the lowest

	1 A	2 B	3 C	4 D	5 F	Obs	MOSE
sl066a_fall2020: fall 2020 quality of education	37.2	32.4	21.0	6.2	3.2	1503	+/- 3
sl066b_fall2020: fall 2020 quality of feedback from teacher(s)	41.7	27.3	19.3	7.0	4.8	1506	+/- 3
sl066c_fall2020: fall 2020 keeping selected child engaged	37.0	28.6	17.4	10.3	6.6	1505	+/- 3
sl066d_fall2020: fall 2020 students relationship(s) with teacher(s)	49.0	23.8	16.8	6.2	4.1	1505	+/- 3
sl066e_fall2020: fall 2020 quality of instruction in science	37.2	31.5	19.2	7.1	4.9	1505	+/- 3
sl066f_fall2020: fall 2020 quality of instruction in mathematics	39.6	30.3	16.9	7.4	5.8	1507	+/- 3
sl066g_fall2020: fall 2020 quality of instruction in English Language Arts	43.2	30.0	17.0	5.5	4.3	1505	+/- 3
sl066h_fall2020: fall 2020 keeping students healthy	56.2	23.9	13.3	3.2	3.4	1508	+/- 3
sl066i_fall2020: fall 2020 creating a positive school climate	49.5	27.5	13.8	4.8	4.4	1508	+/- 3
sl066j_fall2020: fall 2020 clear disciplinary processes	46.8	24.9	15.9	6.6	5.7	1507	+/- 3
sl066a_fall2021: fall 2021 quality of education	51.0	37.0	9.8	1.6	0.6	1498	+/- 3
sl066b_fall2021: fall 2021 quality of feedback from teacher(s)	48.6	31.0	14.8	3.7	1.9	1502	+/- 3
sl066c_fall2021: fall 2021 keeping selected child engaged	51.2	32.9	10.7	3.4	1.9	1497	+/- 3
sl066d_fall2021: fall 2021 students relationship(s) with teacher(s)	58.1	28.2	10.3	2.0	1.3	1504	+/- 3
sl066e_fall2021: fall 2021 quality of instruction in science	48.0	36.5	11.3	3.1	1.1	1500	+/- 3
sl066f_fall2021: fall 2021 quality of instruction in mathematics	51.6	32.8	10.3	3.8	1.6	1506	+/- 3
sl066g_fall2021: fall 2021 quality of instruction in English Language Arts	53.1	34.5	9.5	1.5	1.3	1506	+/- 3
sl066h_fall2021: fall 2021 keeping students healthy	53.1	28.8	13.0	3.1	2.0	1503	+/- 3
sl066i_fall2021: fall 2021 creating a positive school climate	58.8	25.9	10.9	2.8	1.7	1506	+/- 3
sl066j_fall2021: fall 2021 clear disciplinary processes	53.5	28.6	10.4	4.3	3.1	1507	+/- 3

sl091: Now that school is back in session, how satisfied or unsatisfied are you with [NAME]'s school's efforts to:

	1 Very unsatisfied	2 Unsatisfied	3 Satisfied	4 Very satisfied	5 Not applicable	Obs	MOSE
sl091a: Assess where child is academically at the start of the year	4.6	8.3	47.7	37.7	1.6	1510	+/- 3
sl091b: Adjust classroom teaching/learning for child to catch up on any losses from last	4.2	12.3	45.1	29.7	8.7	1512	+/- 3
sl091c: Provide additional academic supports to help child when struggling	4.4	12.1	43.2	31.1	9.2	1511	+/- 3
sl091d: Meet child mental health needs	4.7	8.9	47.2	31.9	7.2	1513	+/- 3
sl091e: Meet child needs for social interaction with peers	5.2	7.1	47.2	37.9	2.6	1512	+/- 3
sl091f: Ensure child is on track for graduating on time	5.5	5.6	45.8	42.6	0.5	513	+/- 4
sl091g: Encourage child daily attendance	4.5	3.9	46.5	42.8	2.2	1513	+/- 3
sl091h: Assist family with transportation needs	4.5	5.9	34.4	25.3	30.0	1513	+/- 3

sl094: How much do you worry about the following when [NAME] is in school?

	1 I dont worry about this	2 I worry a little bit about this	3 I worry some about this	4 I worry a lot about this	5 Not applicable	Obs	MOSE
sl094a: Their risk of exposure to COVID during the regular school day	28.5	28.8	22.2	16.0	4.5	1591	+/- 2
sl094b: Their risk of exposure to COVID during transportation to/from school	39.5	18.5	13.0	10.0	19.0	1593	+/- 2
sl094c: risk of missing school due to covid	31.0	25.6	23.0	15.8	4.7	1593	+/- 2

ed018: Which of the following best describes your household's internet access?

	1 Students in our house do not have internet access to support learning at home	2 Students in our house have internet access to support learning at home but it is slow or drops frequently (there is not enough bandwidth)	3 Students have internet access to support learning at home and it works well (there is enough bandwidth)	Obs	MOSE
ed018: internet access children	4.2	17.3	78.4	1619	+/- 2

sl095: States are considering several policies in the wake of the COVID pandemic. Do you oppose or support each of the following policies?

	1 Strongly oppose	2 Oppose	3 Support	4 Strongly support	5 Unsure	Obs	MOSE
sl095a: Canceling all standardized tests for the 2021-22 school year	15.7	26.9	21.8	17.2	18.4	1622	+/- 2
sl095b: Vaccine mandates for teachers	20.7	17.3	20.9	29.4	11.7	1624	+/- 2
sl095c: Vaccine mandates for children 12 and over	27.3	16.8	20.4	22.7	12.7	1622	+/- 2
sl095d: Vaccine mandates for children under age 12 when approved	29.1	17.8	18.6	19.5	15.0	1625	+/- 2
sl095e: Required masks for all unvaccinated students and teachers	15.1	12.1	21.8	42.6	8.3	1625	+/- 2
sl095f: Required masks for all students and teachers regardless of whether vaccinated	17.3	12.8	27.4	32.2	10.2	1622	+/- 2
sl095g: Withholding money from schools that enforce mask mandates	48.5	22.9	9.8	6.9	11.9	1624	+/- 2
sl095h: Withholding money from schools that enforce vaccine mandates for students who ar	45.2	21.3	9.4	10.1	14.0	1624	+/- 2

se002: Do you support or oppose the following changes for the 2021-2022 school year?

	1 Strongly oppose	2 Oppose	3 Support	4 Strongly support	5 Unsure	Obs	MOSE
se002a: Longer school days	30.6	42.6	13.5	3.3	10.0	1592	+/- 2
se002b: A longer school year (more days of instruction, fewer days off)	27.5	38.3	20.0	4.5	9.7	1591	+/- 2
se002c: No longer requiring tests like the SAT or ACT to get in to college	15.8	29.1	23.5	14.4	17.2	1591	+/- 2
se002d: Sending students on to the next grade level even if they do not meet requirement	31.0	44.9	9.0	2.7	12.5	1592	+/- 2
se002f: Using pass/fail for grades instead of A-F letter grades	23.7	34.7	18.5	6.5	16.5	1592	+/- 2
se002g: A shorter summer vacation	29.1	37.7	19.6	4.1	9.5	1592	+/- 2

sl074: To what extent do you agree with the following statements?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
sl074a: the country would be better off if we just sent students back to school in perso	4.9	26.4	46.4	22.3	1615	+/- 2
sl074d: school closures are more harmful for children than the risk of COVID-19	14.6	35.5	32.8	17.0	1615	+/- 2
sl074e: children are NOT at serious risk of health effects from COVID-19.	25.4	42.9	21.4	10.3	1615	+/- 2