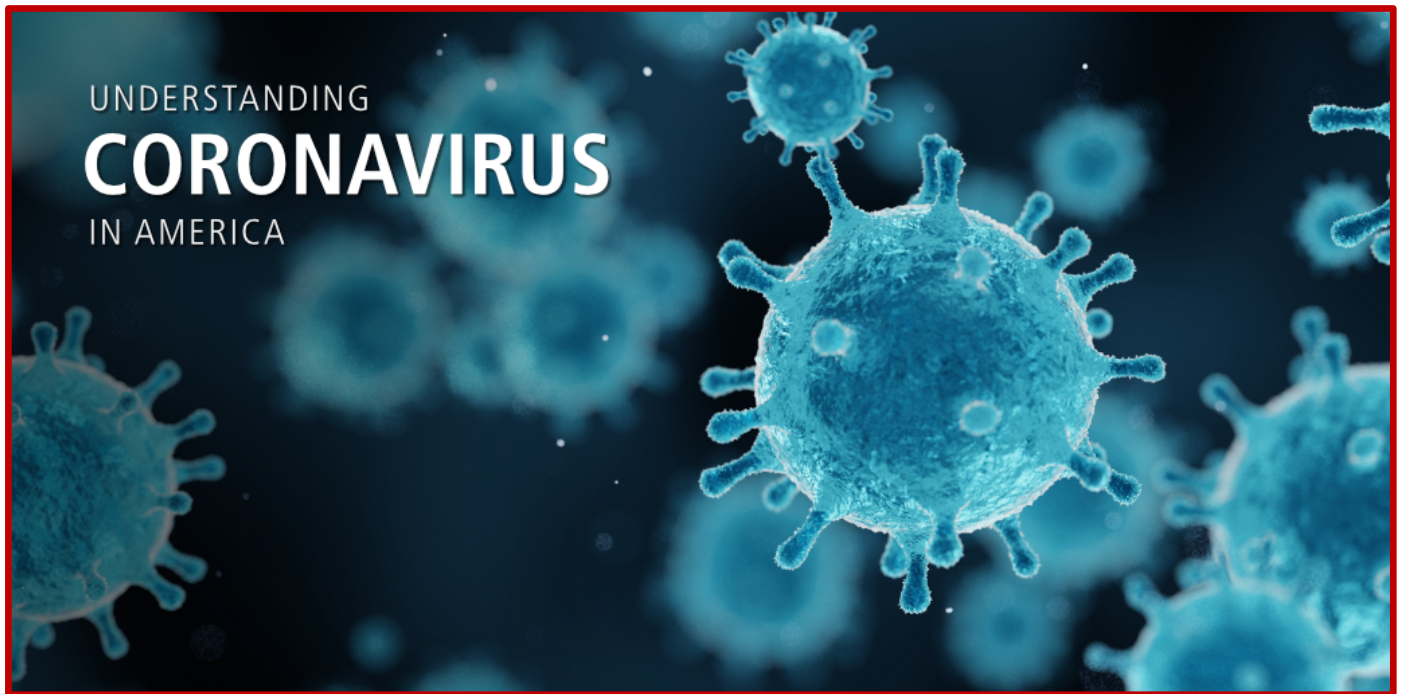


**Center for Economic and Social Research
Understanding America Study**



Methodology and Select Topline Results*

K-12 Data Tables *

UAS 479

August 15, 2022 – September 12, 2022

October 12, 2022 Release

***provided as a separate release**

Methodology

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

This methodology and topline is associated with participants in Wave 29 of the UAS tracking survey, administered from August 15, 2022 to September 12, 2022. Using data from the most recent Covid-tracking survey administered in the first quarter of 2022 and from the Education Survey administered in July 2022 (UAS475), we identified households with at least one K-12 child. We then invited all such households (N=2,174) and a randomly-selected sample of equal size (N=2,174) of households with no K-12 children. We invited a total of 4348 panel members to participate in the survey, of whom 3751 (86%) responded to at least one item. Of those who started, 3,649 completed the survey (97% of starters; 84% of invitees).

Sample Information

A total of 3,751 adult US residents with and without household members (usually their children) in K-12 participated in this wave and are included in the final UAS479 data file. Of those who responded to the survey, 2,098 (56% of sample) had no K-12 children in their household and 1,653 respondents did (44% of sample), resulting in response rates of 96% for households without K-12 students and 76% for households with K-12 students. The sample of respondents with household members in K-12 is similarly-sized to those from previous administrations of the education portion of the UAS (see Table 1), although the overall sample is larger due to our inclusion of those who do not have K-12 students in their household in this survey wave.

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

Note we only report topline and crosstab results for items with at least 100 responses. If certain items are missing (especially for particular subgroups) from the crosstab document, it is likely that there were fewer than 100 responses to that item from that group in UAS479.

Table 1. Education Sample Size Across Waves

Wave	Dates in the field	Sample size (Households with school-aged children)
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
UAS436	December 17, 2021 – February 6, 2022	1668
UAS351	February 1 – March 30, 2022	1696
UAS461	April 13– May 12, 2022	1572
UAS475	July 21 – August 28, 2022	1527
UAS479	August 15 – September 12, 2022	1653 (Plus 2098 additional respondents with no school-aged children in the HH)

Multiple Responses within a Household

In most UAS education waves, our questions focus on the experiences of a single, randomly-selected child within a household. Some households in the UAS sample have multiple respondents, which could result in overrepresentation of characteristics of children in such households. (E.g., for cases where a child's mother and father both report that their household's randomly-selected child is in third grade, we want to count that as one third grader, not two.) However, UAS479 does not ask questions about a randomly-selected child. Instead, the questions in this survey focus on the respondent's own knowledge and opinions about K-12 schooling and not their own children, so multiple responses within a household are not duplicated in the way they would be if respondents were answering about the experiences of the same randomly-selected K-12 child. Therefore, we did not unduplicate UAS479 responses. (See the UAS461 methodology document for more details about our typical unduplication procedure.)

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 day 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/education.

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 here <http://uasdata.usc.edu/education>. For most questions, we randomized the order of response options, and/or questions to minimize potential bias introduced by question 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. We conducted the survey in the respondents' choice of English or Spanish. A few survey questions experienced slight changes or have naming or other abnormalities 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.
sl111	UAS436, UAS461	In UAS436, when this question was first asked, “prefer not to say” was coded as 8 but in UAS461, “prefer not to say” was coded as 9. We recommend recoding “prefer not to say” to 8 in all waves because starting in UAS475, “don’t know or nor applicable” (a new response option in that wave) is coded as 9.
sl111, sl112	UAS436, UAS461	In UAS436, sl112 contains the information that sl111 contains in UAS461 and onward, a parent estimate of selected child’s current overall grades. We recommend moving the data contained in sl111 in UAS436 (parent estimate of selected child’s pre-covid grades) to a new variable named sl111_pre, then moving the data in sl112 in UAS436 to sl111. This leaves sl112-sl115 to denote subject-specific grades, starting in UAS475.

sl120, sc026	UAS475	Prior to UAS475, sl120 indicated the respondent's relationship to the randomly-selected child. Starting in UAS475, sl120 indicates academic areas the selected child was identified for extra support and sc026 indicates the respondent's relationship to the selected child. We recommend moving the data from sl120 prior to UAS475 to sc026, so sc026 denotes respondent's relationship to selected child and sl120 denotes academic areas for additional support.
cv001	UAS479	The items named cv001a, cv001b, cv001c, and cv001d in UAS479 were also asked in UAS250, but were named cv001d, cv001e, cv001f, and cv001g, respectively. We suggest moving the data from cv001a-d in UAS479 into cv001d-g to support comparison over time.

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.” (SI039 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 (see Table 3). Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education.

Table 3: UAS sample characteristics (n=3,751), administration August 15-September 12, 2022

	Unweighted (%)	Weighted (%)
Male	40%	49%
Age 18-34	16%	21%
Age 35-54	47%	40%
Age 55-64	17%	17%
Age 65+	20%	21%
Education (HS degree or less)	21%	39%
Education (some college)	35%	26%
Education (BA or more)	45%	35%
HH income (\$24,999 or less)	17%	22%
HH income (\$25,000-\$49,999)	19%	21%
HH income (\$50,000-\$74,999)	17%	18%
HH income (\$75,000-\$149,999)	30%	27%
HH income (\$150,000 or more)	16%	13%
Non-Hispanic White	65%	62%
Non-Hispanic Black	8%	12%
Non-Hispanic Asian	6%	5%
Non-Hispanic Other	6%	4%
Hispanic/Latino	15%	17%
Has school-aged child in HH	44%	42%
No school-aged child in HH	56%	58%

Data Quality

Because much of the subject matter of UAS479 could be particularly personally or politically sensitive (e.g., opinions about teaching about marginalized racial and/or gender identities in schools), we carried out additional, preliminary analyses to investigate the quality of data and flag any potential mischievous responders. First, we examined survey durations and found a similar proportion of UAS479 respondents to have very short survey durations (averaging about half a second per question) compared to other surveys that might be less susceptible to social-desirability bias. We also found that omitting these fast responders did not significantly change overall survey responses. Second, we checked for straight-lining (i.e., quickly clicking the same response option for each question on a page rather than thinking about each item individually) by flagging anyone who responded with identical responses on 75% or more of survey screens and who finished in the fastest 15% of survey respondents as a potential straight-liner. There were 50 individuals (out of 3751; 1%) who were flagged as potential straight-liners. However, since it was plausible that some or all of those flagged genuinely did respond the same way to all items after thinking about each individually, we chose not to omit them. Overall responses were not sensitive to their exclusion; point estimates tended to shift by less than 1 percentage point for most items.

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/index.php>.

About CESR

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

innovative research environment focused on understanding and informing important societal issues.

Survey Team

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

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Survey Introduction

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

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

UAS479 -- Teaching Controversial Topics: Toplines

cv001: Which of the following activities have you engaged in over the past month?

	1 Yes	2 No	Obs	MOSE
cv001d: Talked to my children about racism	62.4	37.6	956	+/- 3
cv001e: Talked to my children about how to behave around police to stay safe	54.5	45.5	956	+/- 3
cv001f: Purchased book(s) about racism for my children, to read to them or for them to r	14.0	86.0	956	+/- 3
cv001g: Made an effort to read more racism-related topics myself	27.1	72.9	957	+/- 3

tp001: Are students in elementary schools today learning about the following topics?

	1 Yes	2 No	3 I dont know	Obs	MOSE
tp001a: learning current topics related to immigrant rights elementary school	10.8	38.3	50.9	3698	+/- 2
tp001b: learning current topics related to limiting immigration elementary school	6.7	45.1	48.2	3697	+/- 2
tp001c: learning current topics related to gun control elementary school	7.7	46.2	46.1	3701	+/- 2
tp001d: learning current topics related to 2nd amendment rights elementary school	9.3	42.3	48.3	3692	+/- 2
tp001e: learning pro-choice position on abortion elementary school	7.3	45.8	46.9	3689	+/- 2
tp001f: learning pro-life position on abortion elementary school	5.6	47.4	47.0	3698	+/- 2
tp001g: learning need for criminal justice reform elementary school	7.9	43.6	48.5	3689	+/- 2
tp001h: learning current topics related to voter rights elementary school	13.2	38.4	48.4	3690	+/- 2
tp001i: learning current topics related to election integrity elementary school	9.4	42.5	48.1	3690	+/- 2
tp001j: learning current environmental topics elementary school	32.8	21.3	45.9	3684	+/- 2
tp001k: learning current US economic topics elementary school	8.4	46.0	45.6	3694	+/- 2
tp001l: learning topics related to gender identity elementary school	13.7	38.3	48.0	3695	+/- 2
tp001m: learning topics related to sexual orientation elementary school	13.2	39.3	47.5	3696	+/- 2
tp001n: learning topics related to gay rights elementary school	11.7	40.6	47.7	3695	+/- 2
tp001o: learning topics related to trans rights elementary school	13.1	37.8	49.1	3696	+/- 2
tp001p: learning sex education elementary school	14.7	41.1	44.2	3694	+/- 2
tp001r: learning causes and effects of racial inequality in the United States elementary	17.8	32.1	50.1	3698	+/- 2
tp001s: learning causes and effects of income inequality in the United States elementary	9.7	41.5	48.8	3695	+/- 2
tp001t: learning contributions of Founding Fathers U.S elementary school	44.0	16.1	39.9	3695	+/- 2
tp001u: learning patriotism elementary school	44.7	17.9	37.4	3694	+/- 2
tp001v: learning how to be critical thinker elementary school	28.5	25.3	46.2	3689	+/- 2
tp001w: learning how students can get involved in local government or politics elementar	14.7	37.0	48.3	3693	+/- 2
tp001x: learning historical contributions of women and persons of color elementary schoo	36.3	18.7	45.0	3695	+/- 2
tp001y: learning history and consequences of slavery in the U.S elementary school	30.6	25.8	43.6	3693	+/- 2

tp002: Are students in high schools today learning about the following topics?

	1 Yes	2 No	3 I dont know	Obs	MOSE
tp002a: learning current topics related to immigrant rights high school	32.4	18.0	49.6	3695	+/- 2
tp002b: learning current topics related to limiting immigration high school	25.8	22.5	51.7	3696	+/- 2
tp002c: learning current topics related to gun control high school	27.6	21.8	50.5	3694	+/- 2
tp002d: learning current topics related to 2nd amendment rights high school	36.5	17.3	46.2	3692	+/- 2
tp002e: learning pro-choice position on abortion high school	32.4	18.7	48.9	3692	+/- 2
tp002f: learning pro-life position on abortion high school	26.8	20.5	52.6	3698	+/- 2
tp002g: learning need for criminal justice reform high school	27.6	20.7	51.7	3684	+/- 2
tp002h: learning current topics related to voter rights high school	40.2	13.7	46.1	3686	+/- 2
tp002i: learning current topics related to election integrity high school	33.8	17.5	48.7	3685	+/- 2
tp002j: learning current environmental topics high school	46.7	11.3	42.0	3683	+/- 2
tp002k: learning current US economic topics high school	40.0	15.8	44.2	3692	+/- 2
tp002l: learning topics related to gender identity high school	29.7	20.4	50.0	3691	+/- 2
tp002m: learning topics related to sexual orientation high school	33.2	18.9	47.9	3692	+/- 2
tp002n: learning topics related to gay rights high school	31.7	19.2	49.1	3691	+/- 2
tp002o: learning topics related to trans rights high school	30.0	20.8	49.1	3697	+/- 2
tp002p: learning sex education high school	56.6	8.0	35.5	3695	+/- 2
tp002r: learning causes and effects of racial inequality in the United States high school	40.5	13.7	45.9	3697	+/- 2
tp002s: learning causes and effects of income inequality in the United States high school	31.4	18.0	50.6	3690	+/- 2
tp002t: learning contributions of Founding Fathers U.S high school	54.3	9.3	36.4	3695	+/- 2
tp002u: learning patriotism high school	44.2	15.8	40.0	3691	+/- 2
tp002v: learning how to be critical thinker high school	46.0	14.1	39.9	3684	+/- 2
tp002w: learning how students can get involved in local government or politics high school	43.1	12.9	44.0	3688	+/- 2
tp002x: learning historical contributions of women and persons of color high school	49.7	9.7	40.7	3689	+/- 2
tp002y: learning history and consequences of slavery in the U.S high school	52.2	11.1	36.8	3698	+/- 2

tp003: Should students in elementary schools today learn about the following topics?

	1 Yes	2 No	Obs	MOSE
tp003a: should learn current topics related to immigrant rights elementary school	50.2	49.8	3685	+/- 2
tp003b: should learn current topics related to limiting immigration elementary school	31.1	68.9	3676	+/- 2
tp003c: should learn current topics related to gun control elementary school	29.5	70.5	3676	+/- 2
tp003d: should learn current topics related to 2nd amendment rights elementary school	37.4	62.6	3686	+/- 2
tp003e: should learn pro-choice position on abortion elementary school	21.3	78.7	3675	+/- 2
tp003f: should learn pro-life position on abortion elementary school	20.6	79.4	3672	+/- 2
tp003g: should learn need for criminal justice reform elementary school	32.1	67.9	3670	+/- 2
tp003h: should learn current topics related to voter rights elementary school	50.2	49.8	3678	+/- 2
tp003i: should learn current topics related to election integrity elementary school	39.1	60.9	3673	+/- 2
tp003j: should learn current environmental topics elementary school	76.2	23.8	3669	+/- 2
tp003k: should learn current US economic topics elementary school	40.3	59.7	3680	+/- 2
tp003l: should learn topics related to gender identity elementary school	28.5	71.5	3681	+/- 2

tp003m: should learn topics related to sexual orientation elementary school	26.8	73.2	3672	+/- 2
tp003n: should learn topics related to gay rights elementary school	28.0	72.0	3683	+/- 2
tp003o: should learn topics related to trans rights elementary school	29.7	70.3	3680	+/- 2
tp003p: should learn sex education elementary school	34.2	65.8	3677	+/- 2
tp003r: should learn causes and effects of racial inequality in the United States elemen	60.7	39.3	3675	+/- 2
tp003s: should learn causes and effects of income inequality in the United States elemen	43.7	56.3	3678	+/- 2
tp003t: should learn contributions of Founding Fathers U.S elementary school	86.0	14.0	3683	+/- 2
tp003u: should learn patriotism elementary school	84.8	15.2	3678	+/- 2
tp003v: should learn how to be critical thinker elementary school	83.6	16.4	3678	+/- 2
tp003w: should learn how students can get involved in local government or politics eleme	55.1	44.9	3681	+/- 2
tp003x: should learn historical contributions of women and persons of color elementary s	85.0	15.0	3688	+/- 2
tp003y: should learn history and consequences of slavery in the U.S elementary school	74.9	25.1	3683	+/- 2

tp004: Should students in high schools today learn about the following topics?

	1 Yes	2 No	Obs	MOSE
tp004a: should learn current topics related to immigrant rights high school	86.9	13.1	3679	+/- 2
tp004b: should learn current topics related to limiting immigration high school	77.2	22.8	3675	+/- 2
tp004c: should learn current topics related to gun control high school	80.3	19.7	3690	+/- 2
tp004d: should learn current topics related to 2nd amendment rights high school	86.4	13.6	3675	+/- 2
tp004e: should learn pro-choice position on abortion high school	76.8	23.2	3676	+/- 2
tp004f: should learn pro-life position on abortion high school	74.9	25.1	3688	+/- 2
tp004g: should learn need for criminal justice reform high school	82.9	17.1	3673	+/- 2
tp004h: should learn current topics related to voter rights high school	92.6	7.4	3685	+/- 2
tp004i: should learn current topics related to election integrity high school	91.7	8.3	3676	+/- 2
tp004j: should learn current environmental topics high school	90.6	9.4	3670	+/- 2
tp004k: should learn current US economic topics high school	96.3	3.7	3687	+/- 2
tp004l: should learn topics related to gender identity high school	59.3	40.7	3681	+/- 2
tp004m: should learn topics related to sexual orientation high school	63.0	37.0	3677	+/- 2
tp004n: should learn topics related to gay rights high school	64.7	35.3	3681	+/- 2
tp004o: should learn topics related to trans rights high school	58.8	41.2	3678	+/- 2
tp004p: should learn sex education high school	93.5	6.5	3674	+/- 2
tp004r: should learn causes and effects of racial inequality in the United States high s	85.6	14.4	3683	+/- 2
tp004s: should learn causes and effects of income inequality in the United States high s	85.9	14.1	3681	+/- 2
tp004t: should learn contributions of Founding Fathers U.S high school	93.7	6.3	3675	+/- 2
tp004u: should learn patriotism high school	88.8	11.2	3678	+/- 2
tp004v: should learn how to be critical thinker high school	96.5	3.5	3669	+/- 2
tp004w: should learn how students can get involved in local government or politics high	94.2	5.8	3676	+/- 2
tp004x: should learn historical contributions of women and persons of color high school	94.0	6.0	3676	+/- 2
tp004y: should learn history and consequences of slavery in the U.S high school	94.5	5.5	3676	+/- 2

tp005: Which of the following influence your views about what is being taught, or what should be taught, in America's schools?

	1 Not an influence	2 A minor influence	3 A major influence	Obs	MOSE
tp005a: newspapers influence on education thoughts	42.9	42.5	14.7	3672	+/- 2
tp005b: television/cable news influence on education thoughts	28.8	39.0	32.2	3674	+/- 2
tp005c: social media influence on education thoughts	41.5	29.2	29.3	3669	+/- 2
tp005d: friends/family/word of mouth influence on education thoughts	21.7	49.0	29.3	3672	+/- 2
tp005e: your own personal experiences in schools influence on education thoughts	12.0	30.1	57.8	3674	+/- 2
tp005f: communication from local schools influence on education thoughts	32.4	41.1	26.5	3674	+/- 2
tp005g: books read influence on education thoughts	31.5	44.2	24.3	3675	+/- 2
tp005h: podcasts listened to influence on education thoughts	50.8	35.5	13.7	3676	+/- 2

tp006: Should students in elementary schools today be assigned to read books about/depicting the following topics?

	1 Yes	2 No	Obs	MOSE
tp006a: assigned read experiences of nonwhite people elementary school	62.7	37.3	3662	+/- 2
tp006b: assigned read experiences of women elementary school	58.6	41.4	3660	+/- 2
tp006c: assigned read experiences of lesbian or gay people elementary school	18.0	82.0	3653	+/- 2
tp006d: assigned read experiences of transgender people elementary school	16.3	83.7	3656	+/- 2
tp006e: assigned read experiences of low-income people elementary school	52.2	47.8	3658	+/- 2
tp006f: assigned read slavery elementary school	59.2	40.8	3659	+/- 2
tp006g: assigned read racial inequality elementary school	49.2	50.8	3656	+/- 2
tp006h: assigned read Americas Founding Fathers elementary school	77.7	22.3	3660	+/- 2
tp006i: assigned read U.S. Constitution elementary school	75.0	25.0	3660	+/- 2
tp006j: assigned read evolution elementary school	50.9	49.1	3661	+/- 2
tp006k: assigned read the Holocaust elementary school	46.0	54.0	3657	+/- 2
tp006l: assigned read depictions of sex between people of opposite sex elementary school	8.1	91.9	3658	+/- 2
tp006m: assigned read depictions of sex between people of same sex elementary school	7.3	92.7	3654	+/- 2
tp006n: assigned read depictions of families with same-sex parents elementary school	25.1	74.9	3661	+/- 2
tp006o: assigned read profanity elementary school	9.3	90.7	3657	+/- 2
tp006p: assigned read gun violence elementary school	14.6	85.4	3658	+/- 2
tp006r: assigned read The Civil War elementary school	68.9	31.1	3662	+/- 2
tp006s: assigned read The Civil Rights Movement elementary school	65.9	34.1	3662	+/- 2

tp007: Should students in high schools today be assigned to read books about/depicting the following topics?

	1 Yes	2 No	Obs	MOSE
tp007a: assigned read experiences of nonwhite people high school	76.4	23.6	3660	+/- 2
tp007b: assigned read experiences of women high school	77.1	22.9	3654	+/- 2
tp007c: assigned read experiences of lesbian or gay people high school	38.3	61.7	3656	+/- 2
tp007d: assigned read experiences of transgender people high school	35.6	64.4	3647	+/- 2
tp007e: assigned read experiences of low-income people high school	72.6	27.4	3658	+/- 2
tp007f: assigned read slavery high school	84.2	15.8	3659	+/- 2

tp007g: assigned read racial inequality high school	73.1	26.9	3657	+/- 2
tp007h: assigned read Americas Founding Fathers high school	87.7	12.3	3660	+/- 2
tp007i: assigned read U.S. Constitution high school	91.3	8.7	3662	+/- 2
tp007j: assigned read evolution high school	68.6	31.4	3656	+/- 2
tp007k: assigned read the Holocaust high school	82.9	17.1	3661	+/- 2
tp007l: assigned read depictions of sex between people of opposite sex high school	34.1	65.9	3655	+/- 2
tp007m: assigned depictions of sex between people of same sex high school	28.4	71.6	3656	+/- 2
tp007n: assigned depictions of families with same-sex parents high school	41.2	58.8	3651	+/- 2
tp007o: assigned profanity high school	38.5	61.5	3657	+/- 2
tp007p: assigned gun violence high school	47.9	52.1	3653	+/- 2
tp007r: assigned read The Civil War high school	90.7	9.3	3660	+/- 2
tp007s: assigned read The Civil Rights Movement high school	87.1	12.9	3653	+/- 2

tp008: Should students in elementary schools today have books about/depicting the following topics available to read? (e.g., in the school library)

	1 Yes	2 No	Obs	MOSE
tp008a: access to read experiences of nonwhite people elementary school	82.5	17.5	3663	+/- 2
tp008b: access to read experiences of women elementary school	79.1	20.9	3655	+/- 2
tp008c: access to read experiences of lesbian or gay people elementary school	37.7	62.3	3654	+/- 2
tp008d: access to read experiences of transgender people elementary school	36.9	63.1	3655	+/- 2
tp008e: access to read experiences of low-income people elementary school	76.8	23.2	3649	+/- 2
tp008f: access to read slavery elementary school	82.1	17.9	3651	+/- 2
tp008g: access to read racial inequality elementary school	72.7	27.3	3655	+/- 2
tp008h: access to read Americas Founding Fathers elementary school	91.5	8.5	3658	+/- 2
tp008i: access to read U.S. Constitution elementary school	90.5	9.5	3656	+/- 2
tp008j: access to read evolution elementary school	73.4	26.6	3660	+/- 2
tp008k: access to read the Holocaust elementary school	72.0	28.0	3656	+/- 2
tp008l: access to read depictions of sex between people of opposite sex elementary school	20.1	79.9	3659	+/- 2
tp008m: access to read depictions of sex between people of same sex elementary school	18.0	82.0	3654	+/- 2
tp008n: access to read depictions of families with same-sex parents elementary school	52.7	47.3	3657	+/- 2
tp008o: access to read profanity elementary school	22.7	77.3	3656	+/- 2
tp008p: access to read gun violence elementary school	33.7	66.3	3652	+/- 2
tp008r: access to read The Civil War elementary school	88.2	11.8	3660	+/- 2
tp008s: access to read The Civil Rights Movement elementary school	85.5	14.5	3655	+/- 2

tp009: Should students in high schools today have books about/depicting the following topics available to read? (e.g., in the school library)

	1 Yes	2 No	Obs	MOSE
tp009a: access to read experiences of nonwhite people high school	91.4	8.6	3651	+/- 2
tp009b: access to read experiences of women high school	93.3	6.7	3645	+/- 2
tp009c: access to read experiences of lesbian or gay people high school	68.4	31.6	3656	+/- 2
tp009d: access to read experiences of transgender people high school	67.2	32.8	3643	+/- 2

tp009e: access to read experiences of low-income people high school	91.2	8.8	3649	+/- 2
tp009f: access to read slavery high school	95.0	5.0	3647	+/- 2
tp009g: access to read racial inequality high school	89.8	10.2	3650	+/- 2
tp009h: access to read Americas Founding Fathers high school	96.0	4.0	3656	+/- 2
tp009i: access to read U.S. Constitution high school	96.8	3.2	3642	+/- 2
tp009j: access to read evolution high school	87.1	12.9	3654	+/- 2
tp009k: access to read the Holocaust high school	94.7	5.3	3655	+/- 2
tp009l: access to read depictions of sex between people of opposite sex high school	63.3	36.7	3646	+/- 2
tp009m: access to depictions of sex between people of same sex high school	56.7	43.3	3653	+/- 2
tp009n: access to depictions of families with same-sex parents high school	72.7	27.3	3646	+/- 2
tp009o: access to profanity high school	61.7	38.3	3650	+/- 2
tp009p: access to gun violence high school	72.9	27.1	3643	+/- 2
tp009r: access to read The Civil War high school	97.2	2.8	3648	+/- 2
tp009s: access to read The Civil Rights Movement high school	96.1	3.9	3651	+/- 2

crt001: How much, if anything, have you heard about Critical Race Theory?

	1 Nothing at all	2 Ive heard about it but dont know what it means	3 Ive heard about it and know a little about it	4 Ive heard about it and know a lot about it	5 I know it so well I can explain it to others	Obs	MOSE
crt001: how much heard about Critical Race Theory	35.5	14.5	35.3	10.9	3.7	3653	+/- 2

crt002: Which of the following statements align with Critical Race Theory?

	1 Yes	2 No	3 I dont know	Obs	MOSE
crt002a: Racism is central to U.S. life	53.1	18.5	28.4	2504	+/- 2
crt002b: people mostly succeed because of how institutions help or hinder their progress	51.1	16.5	32.5	2502	+/- 2
crt002c: The people who have power in U.S. society are those who own property	39.5	23.1	37.4	2501	+/- 2
crt002d: White people support social changes benefit non-white people only when changes a	42.3	20.7	37.0	2504	+/- 2
crt002e: In the U.S., people mostly succeed because of how hard they work	29.3	48.1	22.6	2504	+/- 2
crt002f: White people should feel guilty for the historical acts of their ancestors	31.5	43.6	24.8	2502	+/- 2
crt002g: Our goal as a society should be to treat all people the same without regard to t	62.3	16.3	21.4	2504	+/- 2
crt002h: Some races are naturally superior to others	15.6	57.4	27.1	2502	+/- 2

crt003: To what extent do you agree with the following statements?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
crt003a: agree Racism is central to U.S. life	20.2	33.3	34.2	12.3	3641	+/- 2
crt003b: agree people mostly succeed because of how institutions help or hinder their pr	9.3	35.3	43.5	11.9	3638	+/- 2
crt003c: agree The people who have power in U.S. society are those who own property	9.9	36.8	41.8	11.5	3646	+/- 2

crt003d: agree White people support social changes benefit non-white people only when cha	17.2	41.0	33.4	8.3	3644	+/- 2
crt003e: agree In the U.S., people mostly succeed because of how hard they work	8.4	24.9	43.5	23.1	3644	+/- 2
crt003f: agree White people should feel guilty for the historical acts of their ancestors	43.2	36.1	15.4	5.3	3645	+/- 2
crt003g: agree Our goal as a society should be to treat all people the same without regar	3.1	4.8	21.1	71.0	3645	+/- 2
crt003h: agree Some races are naturally superior to others	52.9	28.7	15.3	3.2	3645	+/- 2

crt004: To what extent do you support or oppose the teaching of Critical Race Theory in schools?

	1 Strongly oppose	2 Oppose	3 Neither oppose nor support	4 Support	5 Strongly support	Obs	MOSE
crt004: support teaching critical race theory in schools	18.4	9.9	49.7	13.4	8.6	3644	+/- 2

crt005: To what extent do you agree that parents should be able to opt-out their children from lessons that include content they disagree with?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	Obs	MOSE
crt005: parents should be able to opt-out children out of lessons that include content d	10.6	25.1	38.4	25.9	3663	+/- 2

crt006: How much influence do each of the following groups currently have over what is taught in schools?

	1 1 Most influence	2 2	3 3	4 4	5 5	6 6 Least influence	Obs	MOSE
crt006a: current influence Parents	20.0	7.1	12.7	13.1	11.7	35.3	3638	+/- 2
crt006b: current influence Local school boards	19.2	17.9	21.4	23.2	12.4	5.8	3630	+/- 2
crt006c: current influence Teachers	12.6	21.4	18.9	17.5	21.2	8.4	3623	+/- 2
crt006d: current influence School and district leaders	11.3	20.2	27.6	23.8	11.5	5.6	3617	+/- 2
crt006e: current influence State education leaders	16.3	22.0	12.4	14.9	25.9	8.4	3612	+/- 2
crt006f: current influence National education leaders	20.7	11.8	7.4	7.4	16.9	35.8	3584	+/- 2

crt007: How much influence should each of the following groups have over what is taught in schools?

	1 1 Most influence	2 2	3 3	4 4	5 5	6 6 Least influence	Obs	MOSE
crt007a: ideal influence Parents	35.5	12.6	17.1	9.6	8.8	16.4	3630	+/- 2
crt007c: ideal influence Teachers	21.5	27.1	20.7	15.2	10.6	4.9	3628	+/- 2
crt007b: ideal influence Local school boards	7.8	21.7	22.9	22.6	15.0	10.1	3624	+/- 2
crt007d: ideal influence School and district leaders	10.6	15.2	23.8	32.7	11.1	6.6	3618	+/- 2
crt007e: ideal influence State education leaders	9.7	15.4	10.2	13.6	41.7	9.5	3615	+/- 2
crt007f: ideal influence National education leaders	14.9	8.3	5.6	6.4	12.8	52.0	3610	+/- 2