

Center for Economic and Social Research



**Understanding America Study
Center for Applied Research in Education (CARE)**

**Coronavirus Tracking Survey
Methodology and Topline Results**

UAS 567

September 19 – October 29, 2023

February 20, 2024 Release

Methodology

The USC Center for Economic and Social Research (CESR) Understanding America Study (UAS) internet panel includes participants with and without household members in K-12 schools. This document describes the methodology used to 1) identify households with members who were eligible to receive questions for this wave of the UAS and 2) administer this wave of survey questions to them.

The following methodology and topline is associated with participants of a UAS survey administered from September 19, 2023, to October 29, 2023. Using demographic information from previous survey administrations and from the UAS MyHousehold survey (for households new to the UAS panel), we invited 2601 households with at least one K-12 child who had participated in either the previous UAS education survey (UAS559) or the previous UAS “controversial topics in curriculum” survey (UAS479) and invited them to participate. We also invited a random sample of 2295 UAS respondents without a K-12 child in the household to participate. Of those 4896 invitees, 3974 (81%) responded to at least one item and 3905 (98% of starters) completed the survey. Of survey completers, 1900 (49%) indicated that they had no K-12 children in the household, leaving 2005 completers (51%) with one or more K-12 children in the household.

Sample Information

A total of 3905 adult US residents with and without K-12 children in the household participated in this wave and are included in the final UAS567 data file.

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 UAS567.

Table 1. Education Sample Size Across Waves (unduplicated where applicable)

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)
UAS502	December 7, 2022 – January 15, 2023	1719
UAS559	May 24 – July 9, 2023	2043
UAS567	September 19 – October 29, 2023	2005 (Plus 1900 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, UAS567 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 K12 child. Therefore, we did not unduplicate UAS567 responses.

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. For notes on survey questions that experienced slight changes or had any other abnormalities across UAS administration waves, see Table 2.

Because the "lg," "rc," and "sx" item series in UAS567 contain a large number of items, we split the items in these series into two forms with identical length and approximately-identical item-level controversiality, then randomly assigned respondents to one of the two forms. We found no evidence of differences between the pools of respondents who saw each form by gender, age, education, income, or race/ethnicity. Form A included: subitems a, b, c, d, e, f, g, h, i, j, k, and l from the lg001 and lg002 series; subitems a, b, c, d, e, f, g, h, and i from the rc001 and rc002 series; and subitems a, b, c, d, and e from the sx001 and sx002 series. Form B contained the rest of the items from each series. The variable `form_randomizer` indicates which UAS567 form each respondent saw. We also included the lm series of items (lm001a-lm001n) in Form A only. Forms A and B were identical outside of the lg, rc, sx, and lm series of items.

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.
se007a, se007l	UAS559	As children's mental health becomes a more commonly-discussed construct in the wake of the Covid-19 pandemic, we decided to see whether asking about children's "mental health" (se007l) was approximately equivalent to asking about their "psychological wellbeing" (se007a). In UAS559, we asked both, and responses to the items were similar enough that we will

		be using se007l instead of se007a in future “caregiver concerns” batteries.
pu002	UAS567	For approximately the first 24 hours of survey administration, pu002 (asking which 3 of a list of possible purposes of education from the previous item were the most important) was missing one of the purposes from the previous item and included a purpose in its place that did not appear in the previous item. The pu002_flag variable indicates whether a respondent saw the correct or incorrect list of purposes when they responded to pu002. The variable pu002s9 (indicating whether “creating a strong community” was selected as a top-3 purpose of education) is missing for anyone who completed the survey in the first ~24 hours, and the variable pu002s13 contains responses for the purpose that subset of respondents saw instead.
pu001d	UAS567	pu001d is labeled “Helping children have a better life than their parents” but should be labeled “Teaching children about government, the constitution, laws, civil rights, and other civics topics.” This is a labeling error – the data contained in pu001d correspond to the correct item.

lg002s	UAS567	lg002s is labeled “K-5 A teacher asking all students to share their preferred pronouns” but should be labeled “9-12 A teacher asking all students to share their preferred pronouns.” This is a labeling error – the data contained in lg002s correspond to the correct item.
lg series, rc series, sx series	UAS567	See paragraph 2 in “questionnaire” section of UAS567 methodology for detail.

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 respondent characteristics (n=3905), administration September 19-October 29, 2023

	Unweighted (%)	Weighted (%)
Female	63	51
Male	37	49
Age 18-34	17	21
Age 35-54	49	41
Age 55-64	16	15
Age 65+	18	23
Education (HS degree or less)	20	38
Education (some college)	35	26
Education (BA or more)	45	36
HH income (\$24,999 or less)	18	21
HH income (\$25,000-\$49,999)	18	20
HH income (\$50,000-\$74,999)	16	16
HH income (\$75,000-\$149,999)	30	28
HH income (\$150,000 or more)	18	14
Non-Hispanic White	61	61
Non-Hispanic Black	10	12
Non-Hispanic Asian	7	5
Non-Hispanic Other	6	5
Hispanic/Latino	17	17

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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Education Survey Items: Toplines

pu001: When thinking about the purposes of public education in the US, how important are each of the following to you?

	1 Not important	2 A little important	3 Important	4 Very important	5 I dont know what this purpose means	Obs	MOSE
pu001a: Offering free education to every child	1.9	4.5	21.8	70.3	1.6	3956	+/- 2
pu001b: Protecting U.S. democracy	3.3	9.7	29.9	50.7	6.5	3958	+/- 2
pu001c: Teaching children subjects like reading, writing, and math	0.6	0.8	10.9	86.3	1.4	3956	+/- 2
pu001d: Teaching children about government, the constitution...and other civics topics.	1.0	4.4	27.6	65.7	1.3	3957	+/- 2
pu001e: Encouraging children to be active citizens in adulthood by voting, engaging in	2.4	8.5	32.9	54.8	1.4	3956	+/- 2
pu001f: Positioning children to have a financially secure future	1.0	4.5	27.8	64.9	1.8	3958	+/- 2
pu001g: Helping children have a better life than their parents	3.5	9.3	33.9	50.0	3.3	3956	+/- 2
pu001h: Helping children to find happiness and fulfillment	2.3	7.3	31.0	57.8	1.5	3957	+/- 2
pu001i: Creating a strong community	1.1	6.8	33.2	57.2	1.7	3959	+/- 2
pu001j: Teaching children the importance of embracing differences	3.4	9.2	30.1	55.5	1.9	3955	+/- 2
pu001k: Helping immigrant children learn English and American culture	4.6	11.6	36.6	45.4	1.8	3953	+/- 2
pu001l: Offering meals and other supports to children from low-income families	2.1	7.2	29.1	60.4	1.2	3957	+/- 2

pu002: Which three purposes from this list are most important to you?

	1 yes (one of the 3 most imp)	2 no (not one of the 3 most imp)	Obs	MOSE
pu002s1: Offering free education to every child	39.1	60.9	3959	+/- 2
pu002s2: Protecting U.S. democracy	13.3	86.7	3959	+/- 2
pu002s3: Teaching children subjects like reading, writing, and math	61.0	39.0	3959	+/- 2
pu002s4: Teaching children about government, the constitution, laws, civil rights, and ot	30.4	69.6	3959	+/- 2
pu002s5: Encouraging children to be active citizens in adulthood by voting, engaging in	22.8	77.2	3959	+/- 2
pu002s6: Positioning children to have a financially secure future	32.1	67.9	3959	+/- 2
pu002s7: Helping children have a better life than their parents	15.5	84.5	3959	+/- 2
pu002s8: Helping children to find happiness and fulfillment	23.9	76.1	3959	+/- 2
pu002s9: Creating a strong community	13.5	86.5	3464	+/- 2
pu002s10: Teaching children the importance of embracing differences	21.6	78.4	3959	+/- 2
pu002s11: Helping immigrant children learn English and American culture	5.9	94.1	3959	+/- 2
pu002s12: Offering meals and other supports to children from low-income families	21.7	78.3	3959	+/- 2
pu002s13: Making the US economy stronger (incorrectly offered)	7.9	92.1	495	+/- 4

mk004: How much do you agree with the following statements?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
mk004a: Competition for students ultimately makes public schools better	6.8	27.9	30.6	10.8	24.0	3920	+/- 2
mk004b: Competition for students makes public schools more careful in how they use resou	4.9	20.2	40.8	10.4	23.7	3918	+/- 2
mk004c: Students in private schools generally learn more than students in public schools	6.4	24.0	36.3	15.2	18.1	3919	+/- 2
mk004d: If too many students leave public schools for other types of schools, the qualit	5.0	27.5	36.0	13.7	17.8	3921	+/- 2
mk004e: Charter and private schools tend to take higher-performing students, leaving pub	5.1	27.6	36.2	11.8	19.3	3919	+/- 2
mk004f: Sending students to charter or private schools increases segregation among stude	10.6	31.6	28.7	11.4	17.7	3920	+/- 2

mk006: Which statement to you agree with more?

	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/dont know	Obs	MOSE
mk006: allow public schools pick and choose students and staff based on beliefs, values	16.5	58.7	24.7	3921	+/- 2

mk008: Which statement to you agree with more?

	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/dont know	Obs	MOSE
mk008: best use of federal education dollars	11.1	73.0	15.9	3920	+/- 2

lg001: To what extent do you agree or disagree that each of the following scenarios are appropriate in public elementary school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
lg001a: k-5 A lesson about standing up for others when you see them being harmed	3.2	3.9	42.3	45.9	4.7	1926	+/- 2
lg001b: k-5 A teacher having a picture of their same-sex spouse on their desk	20.7	18.6	36.2	13.1	11.4	1917	+/- 2
lg001c: k-5 An assignment with a book about a boy and girl who fall in love	11.5	25.4	44.9	8.6	9.6	1919	+/- 2
lg001d: k-5 A book assigned in class about two male penguins adopting a baby	24.9	20.3	34.4	11.0	9.4	1924	+/- 2

penguin							
lg001e: k-5 Talking about different types of families, like same-sex couples	26.7	23.9	31.2	9.8	8.4	1926	+/- 2
lg001f: k-5 Talking about how some peoples gender identities may not match their biologi	37.4	27.4	19.9	5.3	10.0	1925	+/- 2
lg001g: k-5 Discussing how people in the US can marry the person they love, no matter th	29.1	24.1	26.7	10.4	9.6	1925	+/- 2
lg001h: k-5 Having a classroom teacher who openly identifies as transgender to students	33.1	22.7	21.8	8.4	14.0	1925	+/- 2
lg001i: k-5 An assignment with a book by a lesbian author sharing her experiences coming	36.4	33.7	15.5	3.7	10.8	1923	+/- 2
lg001j: k-5 A teacher using a transgender students preferred pronouns and chosen name at	38.0	26.7	16.2	8.4	10.7	1924	+/- 2
lg001k: k-5 A reading assignment that includes a short intimate scene between two consen	46.1	34.2	9.3	2.1	8.3	1923	+/- 2
lg001l: k-5 Talking about why transgender girls (i.e., people with male on their birth	41.2	29.1	13.0	3.7	13.0	1923	+/- 2
lg001m: k-5 Talking about being kind to others and why it matters	2.6	3.0	31.1	59.3	4.0	1983	+/- 2
lg001n: k-5 Having LGBTQ-friendly decorations in the classroom, like rainbow flags or pr	33.7	25.0	21.8	8.3	11.2	1980	+/- 2
lg001o: k-5 A history unit about important LGBTQ Americans	31.8	29.3	20.8	5.8	12.3	1978	+/- 2
lg001p: k-5 Talking about a books lesson that love can be between people of the opposite	31.0	28.0	23.6	7.8	9.6	1974	+/- 2
lg001q: k-5 Talking in science class about same-sex relationships in the animal kingdom	34.4	29.6	20.6	5.0	10.4	1980	+/- 2
lg001r: k-5 A book on a classroom bookshelf featuring two female main characters who fal	35.7	28.0	20.3	5.2	10.8	1978	+/- 2
lg001s: k-5 A teacher asking all students to share their preferred pronouns	38.3	28.5	15.5	5.5	12.1	1977	+/- 2
lg001t: k-5 An assignment with a book by a non-binary author sharing their experiences g	36.3	29.3	16.2	4.3	13.9	1980	+/- 2
lg001u: k-5 Talking about why people should be allowed to fully live as the gender they	36.1	28.8	18.0	6.2	10.9	1978	+/- 2
lg001v: k-5 Talking about why people should be allowed to use the bathroom that matches	35.1	24.0	21.3	7.1	12.6	1977	+/- 2
lg001w: k-5 A reading assignment that includes a short intimate scene between two consen	50.4	33.1	5.9	2.2	8.4	1978	+/- 2
lg001x: k-5 Discussing why trans youth (youth who identify as a different gender than th	43.0	29.4	11.2	4.8	11.6	1978	+/- 2

lg002: To what extent do you agree or disagree that each of the following scenarios are appropriate in public high school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
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Ig002a: 9-12 A lesson about standing up for others when you see them being harmed	2.6	2.2	37.6	53.7	3.9	1922	+/- 2
Ig002b: 9-12 A teacher having a picture of their same-sex spouse on their desk	14.5	13.9	42.7	18.6	10.3	1917	+/- 2
Ig002d: 9-12 A book assigned in class about two male penguins adopting a baby penguin	16.4	16.1	42.6	17.0	8.0	1922	+/- 2
Ig002e: 9-12 Talking about different types of families, like same-sex couples	14.0	14.3	44.8	20.1	6.8	1922	+/- 2
Ig002c: 9-12 An assignment with a book about a boy and girl who fall in love	4.4	5.2	64.0	20.4	6.1	1913	+/- 2
Ig002f: 9-12 Talking about how some peoples gender identities may not match their biolog	19.3	16.2	39.9	16.4	8.2	1921	+/- 2
Ig002g: 9-12 Discussing how people in the US can marry the person they love, no matter t	14.0	14.3	42.5	22.0	7.2	1922	+/- 2
Ig002h: 9-12 Having a classroom teacher who openly identifies as transgender to students	21.2	16.3	35.6	14.4	12.5	1920	+/- 2
Ig002i: 9-12 An assignment with a book by a lesbian author sharing her experiences comin	18.0	15.8	41.4	16.6	8.3	1914	+/- 2
Ig002j: 9-12 A teacher using a transgender students preferred pronouns and chosen name a	29.3	21.2	25.4	13.9	10.1	1922	+/- 2
Ig002k: 9-12 A reading assignment that includes a short intimate scene between two conse	16.1	20.2	43.7	11.9	8.1	1920	+/- 2
Ig002l: 9-12 Talking about why transgender girls (i.e., people with male on their birth	31.8	19.2	27.2	9.8	12.1	1923	+/- 2
Ig002m: 9-12 Talking about being kind to others and why it matters	2.6	2.3	31.6	59.9	3.6	1980	+/- 2
Ig002n: 9-12 Having LGBTQ-friendly decorations in the classroom, like rainbow flags or p	26.2	18.8	31.4	14.0	9.6	1981	+/- 2
Ig002o: 9-12 A history unit about important LGBTQ Americans	20.6	17.2	35.4	16.4	10.4	1983	+/- 2
Ig002p: 9-12 Talking about a books lesson that love can be between people of the opposit	17.2	15.7	40.7	18.5	7.8	1980	+/- 2
Ig002q: 9-12 Talking in science class about same-sex relationships in the animal kingdom	19.8	17.7	39.0	13.7	9.8	1983	+/- 2
Ig002r: 9-12 A book on a classroom bookshelf featuring two female main characters who fa	20.4	17.6	38.5	15.3	8.2	1983	+/- 2
Ig002s: k-5 A teacher asking all students to share their preferred pronouns	27.4	19.6	29.1	12.2	11.7	1982	+/- 2
Ig002t: 9-12 An assignment with a book by a non-binary author sharing their experiences	21.1	18.4	35.2	13.8	11.5	1987	+/- 2
Ig002u: 9-12 Talking about why people should be allowed to fully live as the gender they	22.0	15.4	36.6	16.2	9.8	1980	+/- 2
Ig002v: 9-12 Talking about why people should be allowed to use the bathroom that matches	26.8	16.0	31.7	15.5	10.0	1982	+/- 2
Ig002w: 9-12 A reading assignment that includes a short intimate scene between two conse	29.4	21.9	30.1	9.6	9.0	1979	+/- 2
Ig002x: 9-12 Discussing why trans youth (youth who identify as a different gender than t	26.4	20.6	27.5	14.7	10.8	1981	+/- 2

sx001: To what extent do you agree or disagree that each of the following scenarios are appropriate in public elementary school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
sx001a: k-5 A discussion about the importance of consent and rights over your own body	11.4	13.7	41.8	26.2	6.9	1924	+/- 2
sx001b: k-5 Teaching students about safe sex, including birth control choices	36.5	37.4	13.8	4.1	8.2	1923	+/- 2
sx001c: k-5 A class discussion about the fact that both egg and sperm are required to cr	20.3	35.4	27.3	6.4	10.6	1921	+/- 2
sx001e: k-5 A sex education lesson with hands-on materials like condoms, IUDs, and anato	43.8	37.8	8.5	2.3	7.5	1921	+/- 2
sx001d: k-5 Books on a classroom bookshelf with pictures of male and female anatomy that	23.1	24.6	33.1	9.4	9.9	1924	+/- 2
sx001f: k-5 Talking about differences between boys and girls bodies	11.5	20.2	48.4	12.9	6.9	1984	+/- 2
sx001g: k-5 Teaching students about abstinence	20.9	32.9	25.1	8.3	12.8	1984	+/- 2
sx001h: k-5 Teaching students about safe sex, including sexually transmitted infections	27.8	40.3	18.4	5.1	8.4	1984	+/- 2
sx001i: k-5 A lesson on human anatomy covering reproductive systems and changes during p	15.8	27.9	37.6	10.7	8.0	1984	+/- 2
sx001j: k-5 A lesson about sexual health and safety for LGBTQ students	35.4	35.1	14.2	3.8	11.5	1982	+/- 2

sx002: To what extent do you agree or disagree that each of the following scenarios are appropriate in public high school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
sx002d: 9-12 Books on a classroom bookshelf with pictures of male and female anatomy tha	4.4	7.5	53.1	29.1	6.0	1919	+/- 2
sx002a: 9-12 A discussion about the importance of consent and rights over your own body	3.4	3.3	41.6	49.2	2.5	1922	+/- 2
sx002b: 9-12 Teaching students about safe sex, including birth control choices	3.4	4.3	44.0	45.1	3.2	1923	+/- 2
sx002c: 9-12 A class discussion about the fact that both egg and sperm are required to c	1.4	2.6	52.3	40.8	3.0	1922	+/- 2
sx002e: 9-12 A sex education lesson with hands-on materials like condoms, IUDs, and anat	6.4	8.2	43.5	35.1	6.8	1923	+/- 2
sx002f: 9-12 Talking about differences between boys and girls bodies	3.3	3.1	52.3	37.7	3.7	1988	+/- 2
sx002g: 9-12 Teaching students about abstinence	5.4	7.8	48.6	31.8	6.3	1987	+/- 2
sx002h: 9-12 Teaching students about safe sex, including sexually transmitted infections	2.6	3.1	44.6	46.5	3.2	1987	+/- 2
sx002i: 9-12 A lesson on human anatomy covering reproductive systems and changes during	2.7	2.1	48.7	43.1	3.5	1989	+/- 2
sx002j: 9-12 A lesson about sexual health and safety for LGBTQ students	15.9	12.1	40.0	23.3	8.8	1990	+/- 2

rc001: To what extent do you agree or disagree that each of the following scenarios are appropriate in public elementary school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
rc001a: k-5 An assignment asking students to write about slavery as the main cause of th	16.4	27.8	34.1	8.4	13.3	1920	+/- 2
rc001b: k-5 A discussion about whether people should be treated the same regardless of t	4.0	3.4	40.8	48.2	3.6	1920	+/- 2
rc001c: k-5 A discussion about whether race should be considered in college admissions	28.9	40.3	15.3	4.5	11.0	1917	+/- 2
rc001d: k-5 A teacher beginning the school year by acknowledging that the classroom sits	12.0	16.3	45.5	15.1	11.1	1919	+/- 2
rc001e: k-5 A math project where students study national data on how often students of d	25.1	33.5	23.6	6.1	11.8	1918	+/- 2
rc001f: k-5 Discussion of the ways White people benefited from slavery	21.8	31.8	27.4	8.0	11.0	1919	+/- 2
rc001g: k-5 Assigning students to read a story about a Black man who was wrongly accused	35.3	36.2	13.9	4.3	10.3	1919	+/- 2
rc001h: k-5 A lesson where students learn about some of the reasons why there are wealth	17.5	33.0	27.5	8.8	13.2	1918	+/- 2
rc001i: k-5 An assignment asking students to reflect on how discriminatory US policies,	21.6	35.4	22.3	7.6	13.2	1918	+/- 2
rc001j: k-5 Talking about legal marriage in the U.S. including that people are allowed t	15.2	22.8	39.5	13.8	8.8	1974	+/- 2
rc001k: k-5 A lesson on the harmful impacts of American colonists on Native American pop	10.9	21.7	44.9	11.2	11.3	1978	+/- 2
rc001l: k-5 A discussion about whether groups that have been treated unfairly in history	20.8	33.6	25.9	7.2	12.4	1975	+/- 2
rc001m: k-5 A classroom activity where students act out important moments of the Civil R	11.8	24.6	41.2	11.7	10.7	1975	+/- 2
rc001n: k-5 Including a book in the classroom about an unarmed Black teenager who was sh	27.1	35.8	19.4	5.6	12.1	1977	+/- 2
rc001o: k-5 Discussion of the ways some White people were against the civil rights movem	14.8	25.0	38.5	10.8	11.0	1976	+/- 2
rc001p: k-5 Discussion of how current criminal justice policies affect Black and Hispani	22.2	32.4	24.9	7.8	12.7	1976	+/- 2
rc001r: k-5 An assignment asking students to reflect on how discriminatory US policies,	24.7	34.1	22.4	5.7	13.2	1974	+/- 2
rc001q: k-5 Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to s	19.1	28.9	33.8	7.8	10.4	1978	+/- 2

rc002: To what extent do you agree or disagree that each of the following scenarios are appropriate in public high school classrooms?

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	5 Im not sure	Obs	MOSE
rc002a: 9-12 An assignment asking students to write about slavery as the main cause of t	6.9	10.2	47.5	26.7	8.8	1915	+/- 2
rc002b: 9-12 A discussion about whether people should be treated the same regardless of	3.1	1.5	36.9	55.3	3.2	1914	+/- 2
rc002f: 9-12 Discussion of the ways White people benefited from slavery	12.0	12.8	41.7	25.2	8.2	1918	+/- 2
rc002c: 9-12 A discussion about whether race should be considered in college admissions	15.0	14.2	39.7	22.4	8.8	1915	+/- 2
rc002d: 9-12 A teacher beginning the school year by acknowledging that the classroom sit	7.9	10.6	47.1	24.9	9.5	1917	+/- 2
rc002e: 9-12 A math project where students study national data on how often students of	15.2	19.3	36.5	20.0	9.1	1914	+/- 2
rc002g: 9-12 Assigning students to read a story about a Black man who was wrongly accuse	10.1	14.1	45.2	22.2	8.5	1916	+/- 2
rc002h: 9-12 A lesson where students learn about some of the reasons why there are wealt	6.1	11.5	47.4	26.7	8.2	1911	+/- 2
rc002i: 9-12 An assignment asking students to reflect on how discriminatory US policies,	8.0	13.6	42.7	26.5	9.1	1918	+/- 2
rc002j: 9-12 Talking about legal marriage in the U.S. including that people are allowed	5.9	6.3	51.4	30.3	6.2	1976	+/- 2
rc002k: 9-12 A lesson on the harmful impacts of American colonists on Native American po	4.7	5.9	52.6	29.2	7.6	1982	+/- 2
rc002l: 9-12 A discussion about whether groups that have been treated unfairly in histor	13.4	17.2	41.1	18.5	9.7	1981	+/- 2
rc002m: 9-12 A classroom activity where students act out important moments of the Civil	5.8	9.7	50.6	24.8	9.1	1975	+/- 2
rc002n: 9-12 Including a book in the classroom about an unarmed Black teenager who was s	11.3	14.5	41.9	23.6	8.7	1979	+/- 2
rc002o: 9-12 Discussion of the ways some White people were against the civil rights move	5.6	6.4	52.0	28.3	7.7	1978	+/- 2
rc002p: 9-12 Discussion of how current criminal justice policies affect Black and Hispan	10.1	14.6	40.1	27.1	8.1	1978	+/- 2
rc002q: 9-12 Discussing why celebrating traditional U.S. Thanksgiving can be hurtful to	13.0	18.0	43.1	18.4	7.5	1979	+/- 2
rc002r: 9-12 An assignment asking students to reflect on how discriminatory US policies,	11.6	14.1	41.7	23.0	9.6	1980	+/- 2

lm001: Rate the extent to which you agree or disagree with each of the following statements?

	1 Strongly	2	3	4 Strongly	5	Obs	MOSE
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	disagree	Disagree	Agree	agree	Unsure		
Im001a: I worry that reading or learning about gay people in school might make children	23.4	26.5	22.5	14.3	13.3	1936	+/- 2
Im001b: Its good to assign books about the experiences of lesbian or gay people because	29.1	22.6	22.3	12.7	13.3	1938	+/- 2
Im001c: It is good to expose all children to stories with LGBTQ main characters so that	26.7	20.5	25.2	13.5	14.1	1939	+/- 2
Im001d: Learning about sex and sexuality in school is likely to help children make better	12.7	15.6	40.7	19.6	11.4	1937	+/- 2
Im001e: Most U.S leaders have been White so its reasonable that childrens history course	26.5	39.1	20.4	5.2	8.9	1936	+/- 2
Im001f: Children should read books written by people from racial minority groups because	6.0	10.2	46.8	27.3	9.6	1940	+/- 2
Im001g: Children should learn about the ways White people have been racist historically	15.7	17.2	36.0	21.3	9.7	1938	+/- 2
Im001h: I worry that reading or learning about transgender people in school might make c	17.4	27.0	23.1	20.6	11.9	2002	+/- 2
Im001i: Including LGBTQ topics in school takes too much time away from academic topics I	14.2	22.4	22.1	28.3	13.0	2002	+/- 2
Im001j: I worry that learning about sex or sexuality in school might make children more	20.7	39.5	19.7	9.9	10.2	2003	+/- 2
Im001k: Its important to include LGBTQ characters, books, and lessons in school because	25.5	20.9	26.3	14.6	12.8	2002	+/- 2
Im001l: Sex education in school helps to prevent unwanted pregnancies and/or sexually tr	6.3	15.4	44.3	24.8	9.1	2002	+/- 2
Im001m: Children learning about minority individuals/groups in school takes away time th	23.9	38.7	18.0	10.0	9.4	2003	+/- 2
Im001n: White authors have written most of the important books over time, so children sh	43.0	36.1	7.2	2.5	11.3	2003	+/- 2

ct001: A parent learns that an upcoming English lesson will include content they disagree with. Which of the following are appropriate actions for parents to take?

	1 Yes	2 No	Obs	MOSE
ct001a: Keep their child home from school that day	42.2	57.8	3921	+/- 2
ct001b: Request that the teacher allow the child to leave the room during the lesson	62.7	37.3	3920	+/- 2
ct001c: Contact the teacher and explain why they disagree with the lesson	80.8	19.2	3924	+/- 2
ct001d: Ask the teacher to change the lesson	41.5	58.5	3926	+/- 2
ct001e: Ask the teacher to consider changing the lesson in future years	58.9	41.1	3924	+/- 2
ct001f: Attend a school board meeting to talk to leadership about why the lesson should	78.6	21.4	3924	+/- 2
ct001g: Talk to their child at home about the lesson and why they disagree with it	91.3	8.7	3925	+/- 2
ct001h: Share with other parents why they disagree with the lesson	68.1	31.9	3922	+/- 2
ct001i: Organize a protest at the school	18.9	81.1	3920	+/- 2

ct001j: Permanently remove the child from the school (e.g., enroll them in another school)	23.8	76.2	3919	+/- 2
ct001k: Something else	14.4	85.6	2185	+/- 2

ct003a: When parents disagree with a lesson being taught and communicate their disagreement, how should schools react?

	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 dont know	5 Other: ct003a_other	Obs	MOSE
ct003a: school response to parent disagreement	34.2	28.6	4.3	17.5	15.4	3925	+/- 2

ct003b: Two or more parents may disagree with each other about a lesson being taught. 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 dont know	7 Other: ct003b_other	Obs	MOSE
ct003b: parents have say school response to parent disagreement	5.0	33.2	29.8	8.3	3.6	14.6	5.5	2523	+/- 2

ba001: There are many ways to define parenthood. Please use the definition that feels right to you. Are you a parent?

	1 Yes	2 No	Obs	MOSE
ba001: parent or not	75.4	24.6	3905	+/- 2

ba005: For each of the individuals or groups below, let us know if any have ever attended or currently attend a K-12 private school.

	1 Yes	2 No	Obs	MOSE
ba005a: Yourself ever attended or currently attending private school	25.2	74.8	3901	+/- 2
ba005b: One or more of your children ever attended or currently attending private school	22.8	77.2	3903	+/- 2
ba005c: Any close family members or your childrens friends ever attended or currently at	38.3	61.7	3903	+/- 2
ba005d: Any of friends children not included yet ever attended or currently attending pr	31.1	68.9	3901	+/- 2