

# PUBLIC USE FILE CODEBOOK

## Widespread Public Concern about Children Falling Behind Due to Coronavirus

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PRESENTED BY:  
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University of Chicago



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## Study Methodology

This survey was conducted by the University of Chicago Harris School of Public Policy and The Associated Press-NORC Center for Public Affairs Research with funding from NORC at the University of Chicago. Staff from Harris Public Policy and The AP-NORC Center collaborated on all aspects of the study.

Data were collected using the AmeriSpeak Omnibus®, a monthly multi-client survey using NORC's probability-based panel designed to be representative of the U.S. household population. The survey was part of a larger study that included questions about other topics not included in this report. During the initial recruitment phase of the panel, randomly selected U.S. households were sampled with a known, non-zero probability of selection from the NORC National Sample Frame and then contacted by U.S. mail, email, telephone, and field interviewers (face-to-face). The panel provides sample coverage of approximately 97% of the U.S. household population. Those excluded from the sample include people with P.O. Box only addresses, some addresses not listed in the USPS Delivery Sequence File, and some newly constructed dwellings.

Interviews for this survey were conducted between February 25 and March 1, 2021, with adults age 18 and over representing the 50 states and the District of Columbia. Panel members were randomly drawn from AmeriSpeak, and 1,076 completed the survey—1,019 via the web and 57 via telephone. Interviews were conducted in English. The final stage completion rate is 23.8%, the weighted household panel response rate is 19.5%, and the weighted household panel retention rate is 75.0%, for a cumulative response rate of 3.5%. The overall margin of sampling error is +/- 4.1 percentage points at the 95% confidence level, including the design effect. The margin of sampling error may be higher for subgroups.

The overall margin of sampling error for the 273 completed interviews with parents of school-age children is +/- 7.8 percentage points at the 95 percent confidence level including the design effect.

Once the sample has been selected and fielded, and all the study data have been collected and made final, a poststratification process is used to adjust for any survey nonresponse as well as any noncoverage or under- and oversampling resulting from the study-specific sample design. Poststratification variables included age, gender, census division, race/ethnicity, and education. Weighting variables were obtained from the 2020 Current Population Survey. The weighted data reflect the U.S. population of adults age 18 and over.

A topline with full question wordings is available at [www.apnorc.org](http://www.apnorc.org). For more information, email [info@apnorc.org](mailto:info@apnorc.org).

## About The University of Chicago Harris School of Public Policy

One of the largest graduate professional schools at the University of Chicago, Harris Public Policy has been driven by the belief that evidence-based research, not ideology or intuition, is the best guide for public policy. For more than three decades, our exceptional community of scholars, students, and alumni have applied this exacting perspective to the world's most pressing problems using the latest tools of social science. Through our undergraduate and graduate programs, we empower a new generation of data-driven leaders to create a positive social impact throughout our global society. For more information, visit <https://harris.uchicago.edu>.

## About The Associated Press-NORC Center for Public Affairs Research

The AP-NORC Center for Public Affairs Research taps into the power of social science research and the highest-quality journalism to bring key information to people across the nation and throughout the world.

- The Associated Press (AP) is an independent global news organization dedicated to factual reporting. Founded in 1846, AP today remains the most trusted source of fast, accurate, unbiased news in all formats and the essential provider of the technology and services vital to the news business. More than half the world's population sees AP journalism every day.
- NORC at the University of Chicago is an objective and non-partisan research institution that delivers reliable data and rigorous analysis to guide critical programmatic, business, and policy decisions. Since 1941, NORC has conducted groundbreaking studies, created and applied innovative methods and tools, and advanced principles of scientific integrity and collaboration. Today, government, corporate, and nonprofit clients around the world partner with NORC to transform increasingly complex information into useful knowledge.

The two organizations have established The AP-NORC Center for Public Affairs Research to conduct, analyze, and distribute social science research in the public interest on newsworthy topics, and to use the power of journalism to tell the stories that research reveals.

**Index of Variables:** *Listed in the order they appear on the file*

#	Variable	Question	Type	Len	Label
1	SU_ID	N/A	Num	8	SU_ID: CaseID
2	FINALWT	N/A	Num	8	FINALWT: Post-stratification weights - 18+ general population (N=1,076)
3	WEIGHTPOP	N/A	Num	8	WEIGHTPOP: Post-stratification weights – 18+ general population
4	SURV_MODE	N/A	Num	8	SURV_MODE: Survey mode
5	CHILD1A	CHILD1	Num	8	CHILD1A: [Hard work] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
6	CHILD1B	CHILD1	Num	8	CHILD1B: [Parent income] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
7	CHILD1C	CHILD1	Num	8	CHILD1C: [Race and ethnicity] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
8	CHILD1D	CHILD1	Num	8	CHILD1D: [The amount of time children spend with a parent] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?

#	Variable	Question	Type	Len	Label
9	CHILD1E	CHILD1	Num	8	CHILD1E: [The talents children are born with] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
10	CHILD1F	CHILD1	Num	8	CHILD1F: [Schools they attend] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
11	CHILD1G	CHILD1	Num	8	CHILD1G: [Neighborhood they live in] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
12	CHILD1H	CHILD1	Num	8	CHILD1H: [Luck] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?
13	TECH1	TECH1	Num	8	TECH1: In general, would you say the use of technology to teach children has made the quality of education better, worse, or has it not made much of a difference?
14	TECH2	TECH2	Num	8	TECH2: In general, would you say the use of technology to teach children has decreased or increased inequalities in education between high and low income children in this country?



#	Variable	Question	Type	Len	Label
15	POLICY1A	POLICY1	Num	8	POLICY1A: [Pay parents to be able to take leave from work to care for children after they are born or adopted] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
16	POLICY1B	POLICY1	Num	8	POLICY1B: [Expand the federal income tax credit for parents to increase family income] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
17	POLICY1C	POLICY1	Num	8	POLICY1C: [Give low income parents tax-funded vouchers they can use to help pay for tuition for their children to attend private or religious schools of their choice instead of public schools] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
18	POLICY1D	POLICY1	Num	8	POLICY1D: [Make preschool available to all 4 year olds in the U.S. to help better prepare children for kindergarten] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?

#	Variable	Question	Type	Len	Label
19	POLICY1E	POLICY1	Num	8	POLICY1E: [Expand programs that fund nurses to visit parents' homes to help build parenting skills and connect parents to community resources] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
20	POLICY1F	POLICY1	Num	8	POLICY1F: [Provide students with laptop or tablet computers in order to help them complete their schoolwork at home] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
21	POLICY1G	POLICY1	Num	8	POLICY1G: [Provide summer school or tutoring for students who have fallen behind academically during the coronavirus pandemic] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
22	POLICY1H	POLICY1	Num	8	POLICY1H: [Send cash payments directly to families with children to increase family income] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?
23	KIDS	KIDS	Num	8	KIDS: Are you the parent or guardian of a child in daycare or kindergarten through grade 12, or not?

#	Variable	Question	Type	Len	Label
24	SCHL1A	SCHL1	Num	8	SCHL1A: [Your child/Children falling behind academically] As a result of the coronavirus outbreak, how concerned are you about each of the following?
25	SCHL1B	SCHL1	Num	8	SCHL1B: [Your child/Children falling behind socially] As a result of the coronavirus outbreak, how concerned are you about each of the following?
26	SCHL1C	SCHL1	Num	8	SCHL1C: [Finding/Parents finding child care] As a result of the coronavirus outbreak, how concerned are you about each of the following?
27	SCHL1D	SCHL1	Num	8	SCHL1D: [Your child/Children losing other services such as school lunches or counseling] As a result of the coronavirus outbreak, how concerned are you about each of the following?
28	SCHL1E	SCHL1	Num	8	SCHL1E: [Your child/Children losing activities such as school sports or other extracurriculars] As a result of the coronavirus outbreak, how concerned are you about each of the following?
29	SCHL1F	SCHL1	Num	8	SCHL1F: [Your/Parents' ability to handle your/their other responsibilities] As a result of the coronavirus outbreak, how concerned are you about each of the following?

#	Variable	Question	Type	Len	Label
30	SCHL1G	SCHL1	Num	8	SCHL1G: [Your child/Children not having access to technology needed for online learning] As a result of the coronavirus outbreak, how concerned are you about each of the following?
31	SCHL1H	SCHL1	Num	8	SCHL1H: [In-person school instruction leading to additional people being infected with the coronavirus] As a result of the coronavirus outbreak, how concerned are you about each of the following?
32	SCHL2A	SCHL2	Num	8	SCHL2A: [Requiring all students and staff wear face masks] How important are each of the following measures for K-12 schools to offer in-person instruction?
33	SCHL2B	SCHL2	Num	8	SCHL2B: [Requiring all students and staff to be tested regularly for COVID-19] How important are each of the following measures for K-12 schools to offer in-person instruction?
34	SCHL2C	SCHL2	Num	8	SCHL2C: [Limiting class sizes] How important are each of the following measures for K-12 schools to offer in-person instruction?
35	SCHL2D	SCHL2	Num	8	SCHL2D: [Requiring all teachers and staff to be vaccinated before returning] How important are each of the following measures for K-12 schools to offer in-person instruction?

#	Variable	Question	Type	Len	Label
36	POLITICS	PID1	Num	8	POLITICS: Do you consider yourself a Democrat, a Republican, an independent or none of these?
37	DEMO	PIDA	Num	8	DEMO: Do you consider yourself a strong or not so strong Democrat?
38	REPUBLIC	PIDB	Num	8	REPUBLIC: Do you consider yourself a strong or not so strong Republican?
39	INDEP	PIDI	Num	8	INDEP: Do you lean more toward the Democrats or the Republicans?
40	IDEO	D3, D4, D5	Num	8	IDEO: Generally speaking, do you consider yourself to be...?
41	URBAN	DM5	Num	8	URBAN: How would you describe the community you live in now?
42	MARITAL	N/A	Num	8	MARITAL: Marital status
43	AGEGRP	N/A	Num	8	AGEGRP: Age
44	EDUCATION	N/A	Num	8	EDUCATION: Educational attainment
45	GENDER	N/A	Num	8	GENDER: Gender
46	EMPSTATUS	N/A	Num	8	EMPSTATUS: Employment status
47	RACETH	N/A	Num	8	RACETH: Race/ethnicity
48	HHINCOME	N/A	Num	8	HHINCOME: Household income
49	STATE	N/A	Char	2	STATE: State of residence
50	CENSUS_REGION	N/A	Num	8	CENSUS_REGION: Census Region (4 regions)

Variable #40 is collapsed or recoded from original data, making the coding frame of this variable different from the survey questionnaire. This variable is derived from more than one question.

Variables #42-50 are AmeriSpeak Omnibus® profile variables. These variables are collapsed or recoded to minimize the risk of disclosing respondent privacy.

## Details of Variables

- “.” Or space: logic skip, respondent is not applicable to a specific question
- 99: missing, survey non-respondent

SURV_MODE: Survey mode			
SURV_MODE	Frequency	Weighted Frequency	Percent
Phone interview	57	61	5.65
Web Interview	1,019	1,015	94.35
Total	1,076	1,076	100.00

CHILD1A: [Hard work] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?			
CHILD1A	Frequency	Weighted Frequency	Percent
(1) Extremely important	516	511	47.54
(2) Very important	379	378	35.10
(3) Somewhat important	147	158	14.65
(4) Not very important	14	14	1.32
(5) Not at all important	9	7	0.67
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	8	0.72
Total	1,076	1,076	100.00

CHILD1B: [Parent income] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?			
CHILD1B	Frequency	Weighted Frequency	Percent
(1) Extremely important	156	154	14.27
(2) Very important	313	320	29.73
(3) Somewhat important	451	454	42.23
(4) Not very important	116	112	10.38
(5) Not at all important	26	24	2.21
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	14	13	1.18
Total	1,076	1,076	100.00

<b>CHILD1C: [Race and ethnicity] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1C</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	139	142	13.19
(2) Very important	217	215	19.96
(3) Somewhat important	346	363	33.69
(4) Not very important	222	203	18.90
(5) Not at all important	141	145	13.50
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	8	0.76
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>CHILD1D: [The amount of time children spend with a parent] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1D</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	431	431	40.06
(2) Very important	459	455	42.25
(3) Somewhat important	142	137	12.69
(4) Not very important	26	38	3.51
(5) Not at all important	6	5	0.43
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	12	11	1.05
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>CHILD1E: [The talents children are born with] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1E</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	147	144	13.37
(2) Very important	369	374	34.80
(3) Somewhat important	447	451	41.96
(4) Not very important	81	73	6.77
(5) Not at all important	21	26	2.39
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	8	0.72
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>CHILD1F: [Schools they attend] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1F</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	225	213	19.82
(2) Very important	468	470	43.70
(3) Somewhat important	325	340	31.56
(4) Not very important	40	38	3.50
(5) Not at all important	9	8	0.79
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	7	0.63
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>CHILD1G: [Neighborhood they live in] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1G</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	160	161	14.92
(2) Very important	362	364	33.80
(3) Somewhat important	415	413	38.36
(4) Not very important	98	103	9.57
(5) Not at all important	28	28	2.58
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	8	0.76
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>CHILD1H: [Luck] Some children grow up to be more successful than others. How important are each of the following to children's success in adulthood?</b>			
<b>CHILD1H</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely important	87	87	8.11
(2) Very important	176	192	17.83
(3) Somewhat important	449	460	42.70
(4) Not very important	237	209	19.44
(5) Not at all important	114	119	11.04
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	9	0.87
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>



<b>TECH1: In general, would you say the use of technology to teach children has made the quality of education better, worse, or has it not made much of a difference?</b>			
<b>TECH1</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Much better	132	142	13.24
(2) Somewhat better	434	419	38.98
(3) Has not made much of a difference	188	187	17.42
(4) Somewhat worse	233	231	21.50
(5) Much worse	72	69	6.43
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	17	26	2.43
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>TECH2: In general, would you say the use of technology to teach children has decreased or increased inequalities in education between high and low income children in this country?</b>			
<b>TECH2</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Significantly decreased	26	35	3.21
(2) Somewhat decreased	147	148	13.78
(3) Has not made much of a difference	331	333	30.94
(4) Somewhat increased	402	397	36.90
(5) Significantly increased	150	138	12.87
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	20	25	2.29
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1A: [Pay parents to be able to take leave from work to care for children after they are born or adopted] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1A</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	400	421	39.09
(2) Somewhat favor	292	285	26.46
(3) Neither favor nor oppose	199	191	17.72
(4) Somewhat oppose	106	104	9.62
(5) Strongly oppose	67	67	6.22
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	12	10	0.89
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1B: [Expand the federal income tax credit for parents to increase family income] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1B</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	275	293	27.18
(2) Somewhat favor	350	336	31.23
(3) Neither favor nor oppose	295	299	27.78
(4) Somewhat oppose	83	82	7.60
(5) Strongly oppose	63	58	5.38
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	9	0.83
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1C: [Give low income parents tax-funded vouchers they can use to help pay for tuition for their children to attend private or religious schools of their choice instead of public schools] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1C</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	239	263	24.48
(2) Somewhat favor	235	231	21.44
(3) Neither favor nor oppose	253	241	22.44
(4) Somewhat oppose	179	190	17.64
(5) Strongly oppose	157	139	12.96
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	11	1.03
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1D: [Make preschool available to all 4 year olds in the U.S. to help better prepare children for kindergarten] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1D</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	423	425	39.49
(2) Somewhat favor	318	295	27.40
(3) Neither favor nor oppose	213	227	21.09
(4) Somewhat oppose	67	80	7.43
(5) Strongly oppose	48	44	4.13
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	7	5	0.47
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1E: [Expand programs that fund nurses to visit parents' homes to help build parenting skills and connect parents to community resources] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1E</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	227	242	22.45
(2) Somewhat favor	375	361	33.57
(3) Neither favor nor oppose	299	304	28.24
(4) Somewhat oppose	102	97	8.97
(5) Strongly oppose	62	63	5.86
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	10	0.90
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1F: [Provide students with laptop or tablet computers in order to help them complete their schoolwork at home] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1F</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	387	388	36.09
(2) Somewhat favor	361	359	33.36
(3) Neither favor nor oppose	216	222	20.63
(4) Somewhat oppose	58	56	5.20
(5) Strongly oppose	45	44	4.11
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	7	0.62
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1G: [Provide summer school or tutoring for students who have fallen behind academically during the coronavirus pandemic] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1G</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	525	528	49.08
(2) Somewhat favor	352	347	32.24
(3) Neither favor nor oppose	138	134	12.43
(4) Somewhat oppose	30	38	3.56
(5) Strongly oppose	21	22	2.02
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	7	0.66
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLICY1H: [Send cash payments directly to families with children to increase family income] Do you favor, oppose, or neither favor nor oppose each of the following government-funded policies?</b>			
<b>POLICY1H</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Strongly favor	200	221	20.54
(2) Somewhat favor	220	247	22.97
(3) Neither favor nor oppose	277	275	25.58
(4) Somewhat oppose	191	157	14.57
(5) Strongly oppose	178	168	15.60
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	8	0.74
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>KIDS: Are you the parent or guardian of a child in daycare or kindergarten through grade 12, or not?</b>			
<b>KIDS</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Yes	273	269	24.99
(2) No	793	798	74.17
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	9	0.84
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL1A: [Your child/Children falling behind academically] As a result of the coronavirus outbreak, how concerned are you about each of the following?</b>			
<b>SCHL1A</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely concerned	303	320	29.78
(2) Very concerned	349	344	31.98
(3) Somewhat concerned	268	267	24.84
(4) Not very concerned	86	80	7.42
(5) Not at all concerned	61	58	5.42
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	6	0.56
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

SCHL1B: [Your child/Children falling behind socially] As a result of the coronavirus outbreak, how concerned are you about each of the following?			
SCHL1B	Frequency	Weighted Frequency	Percent
(1) Extremely concerned	241	249	23.11
(2) Very concerned	326	337	31.34
(3) Somewhat concerned	331	315	29.25
(4) Not very concerned	102	106	9.84
(5) Not at all concerned	65	61	5.65
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	9	0.81
Total	1,076	1,076	100.00

SCHL1C: [Finding/Parents finding child care] As a result of the coronavirus outbreak, how concerned are you about each of the following?			
SCHL1C	Frequency	Weighted Frequency	Percent
(1) Extremely concerned	152	165	15.29
(2) Very concerned	293	321	29.82
(3) Somewhat concerned	339	301	27.95
(4) Not very concerned	131	126	11.71
(5) Not at all concerned	150	157	14.56
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	11	7	0.67
Total	1,076	1,076	100.00

SCHL1D: [Your child/Children losing other services such as school lunches or counseling] As a result of the coronavirus outbreak, how concerned are you about each of the following?			
SCHL1D	Frequency	Weighted Frequency	Percent
(1) Extremely concerned	216	233	21.65
(2) Very concerned	271	256	23.76
(3) Somewhat concerned	312	312	28.96
(4) Not very concerned	154	156	14.47
(5) Not at all concerned	114	114	10.62
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	6	0.54
Total	1,076	1,076	100.00

<b>SCHL1E: [Your child/Children losing activities such as school sports or other extracurriculars] As a result of the coronavirus outbreak, how concerned are you about each of the following?</b>			
<b>SCHL1E</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely concerned	196	210	19.54
(2) Very concerned	308	303	28.18
(3) Somewhat concerned	355	350	32.53
(4) Not very concerned	136	138	12.86
(5) Not at all concerned	71	68	6.30
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	6	0.60
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL1F: [Your/Parents' ability to handle your/their other responsibilities] As a result of the coronavirus outbreak, how concerned are you about each of the following?</b>			
<b>SCHL1F</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely concerned	140	142	13.19
(2) Very concerned	315	316	29.39
(3) Somewhat concerned	383	384	35.68
(4) Not very concerned	147	136	12.61
(5) Not at all concerned	82	92	8.59
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	6	0.54
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL1G: [Your child/Children not having access to technology needed for online learning] As a result of the coronavirus outbreak, how concerned are you about each of the following?</b>			
<b>SCHL1G</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely concerned	188	210	19.47
(2) Very concerned	296	312	28.98
(3) Somewhat concerned	279	254	23.63
(4) Not very concerned	165	152	14.10
(5) Not at all concerned	138	142	13.19
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	10	7	0.63
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL1H: [In-person school instruction leading to additional people being infected with the coronavirus] As a result of the coronavirus outbreak, how concerned are you about each of the following?</b>			
<b>SCHL1H</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Extremely concerned	171	190	17.69
(2) Very concerned	240	231	21.48
(3) Somewhat concerned	346	336	31.19
(4) Not very concerned	190	195	18.14
(5) Not at all concerned	120	117	10.83
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	7	0.67
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL2A: [Requiring all students and staff wear face masks] How important are each of the following measures for K-12 schools to offer in-person instruction?</b>			
<b>SCHL2A</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Essential	696	667	62.02
(2) Important but not essential	212	233	21.68
(3) Not too important	84	88	8.18
(4) Not at all important	71	73	6.82
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	14	1.29
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL2B: [Requiring all students and staff to be tested regularly for COVID-19] How important are each of the following measures for K-12 schools to offer in-person instruction?</b>			
<b>SCHL2B</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Essential	434	442	41.05
(2) Important but not essential	362	358	33.26
(3) Not too important	178	165	15.34
(4) Not at all important	89	96	8.93
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	15	1.42
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL2C: [Limiting class sizes] How important are each of the following measures for K-12 schools to offer in-person instruction?</b>			
<b>SCHL2C</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Essential	529	495	46.05
(2) Important but not essential	374	397	36.93
(3) Not too important	106	108	10.07
(4) Not at all important	51	56	5.21
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	16	19	1.74
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>SCHL2D: [Requiring all teachers and staff to be vaccinated before returning] How important are each of the following measures for K-12 schools to offer in-person instruction?</b>			
<b>SCHL2D</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Essential	454	453	42.12
(2) Important but not essential	388	383	35.63
(3) Not too important	125	125	11.62
(4) Not at all important	96	97	9.02
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	13	17	1.61
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>POLITICS: Do you consider yourself a Democrat, a Republican, an independent or none of these?</b>			
<b>POLITICS</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Democrat	390	366	33.97
(2) Republican	286	309	28.71
(3) Independent	283	265	24.60
(4) None of these	108	125	11.60
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	12	1.13
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>



<b>DEMO: Do you consider yourself a strong or moderate Democrat?</b>			
<b>DEMO</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
.	686	710	66.03
(1) Strong Democrat	235	215	20.01
(2) Moderate Democrat	154	149	13.85
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	1	1	0.11
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>RE PUB: Do you consider yourself a strong or moderate Republican?</b>			
<b>RE PUB</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
.	790	767	71.29
(1) Strong Republican	153	164	15.28
(2) Moderate Republican	133	145	13.43
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>INDEP: Do you lean more toward the Democrats or the Republicans?</b>			
<b>INDEP</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
.	676	674	62.68
(1) Lean Democrat	126	111	10.29
(2) Lean Republican	119	120	11.17
(3) Don't lean	147	161	15.00
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	8	9	0.86
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>IDEO: Generally speaking, do you consider yourself to be...?</b>			
<b>IDEO</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Very liberal	125	114	10.58
(2) Somewhat liberal	119	112	10.44
(3) Moderate	491	493	45.81
(4) Somewhat conservative	191	208	19.29
(5) Very conservative	133	133	12.40
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	17	16	1.48
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>URBAN: How would you describe the community you live in now?</b>			
<b>URBAN</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Urban	285	236	21.95
(2) Suburban	523	556	51.71
(3) Rural	259	276	25.64
(99) DON'T KNOW/SKIPPED ON WEB/REFUSED (VOL)	9	8	0.70
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>MARITAL: Marital status</b>			
<b>MARITAL</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Married	541	538	49.98
(2) Widowed	40	40	3.71
(3) Divorced	103	82	7.60
(4) Separated	49	60	5.61
(5) Never married	274	294	27.37
(6) Living with partner	69	62	5.73
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>AGEGRP: Age</b>			
<b>AGEGRP</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) 18 to 29	166	222	20.66
(2) 30 to 39	241	187	17.37
(3) 40 to 59	313	344	31.96
(4) 60 to 64	120	90	8.34
(5) 65 or older	236	233	21.67
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>EDUCATION: Educational attainment</b>			
<b>EDUCATION</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) No HS diploma	52	105	9.77
(2) HS graduate or equivalent	200	300	27.84
(3) Some college	435	297	27.59
(4) BA or above	389	374	34.79
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>GENDER: Gender</b>			
<b>GENDER</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Male	561	521	48.45
(2) Female	515	555	51.55
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>EMPSTATUS: Employment status</b>			
<b>EMPSTATUS</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Employed	625	584	54.25
(2) Not employed	451	492	45.75
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>RACETH: Race/ethnicity</b>			
<b>RACETH</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) White, non-Hispanic	678	675	62.77
(2) African American, non-Hispanic	116	129	11.96
(3) Hispanic	188	179	16.66
(4) Other	94	93	8.62
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

<b>HHINCOME: Household income</b>			
<b>HHINCOME</b>	<b>Frequency</b>	<b>Weighted Frequency</b>	<b>Percent</b>
(1) Under \$10,000	55	52	4.87
(2) \$10,000 to under \$20,000	91	93	8.65
(3) \$20,000 to under \$30,000	114	122	11.33
(4) \$30,000 to under \$40,000	96	80	7.39
(5) \$40,000 to under \$50,000	103	96	8.96
(6) \$50,000 to under \$75,000	233	234	21.79
(7) \$75,000 to under \$100,000	136	158	14.66
(8) \$100,000 to under \$150,000	152	143	13.31
(9) \$150,000 or more	96	97	9.04
<b>Total</b>	<b>1,076</b>	<b>1,076</b>	<b>100.00</b>

STATE: State of residence			
STATE	Frequency	Weighted Frequency	Percent
(AK) Alaska	2	1	0.09
(AL) Alabama	9	14	1.31
(AR) Arkansas	9	13	1.24
(AZ) Arizona	30	18	1.70
(CA) California	130	117	10.84
(CO) Colorado	33	28	2.64
(CT) Connecticut	13	10	0.90
(DC) District of Columbia	2	1	0.14
(DE) Delaware	10	9	0.86
(FL) Florida	73	78	7.27
(GA) Georgia	30	30	2.79
(HI) Hawaii	4	9	0.83
(IA) Iowa	13	7	0.62
(ID) Idaho	8	5	0.50
(IL) Illinois	49	44	4.09
(IN) Indiana	14	10	0.96
(KS) Kansas	12	12	1.14
(KY) Kentucky	13	16	1.47
(LA) Louisiana	17	24	2.21
(MA) Massachusetts	24	29	2.71
(MD) Maryland	18	19	1.73
(ME) Maine	4	1	0.14
(MI) Michigan	31	29	2.66
(MN) Minnesota	20	14	1.29
(MO) Missouri	31	20	1.90
(MS) Mississippi	6	9	0.86
(MT) Montana	3	1	0.13
(NC) North Carolina	28	33	3.02
(ND) North Dakota	4	4	0.36
(NE) Nebraska	19	10	0.92
(NH) New Hampshire	6	6	0.54
(NJ) New Jersey	30	36	3.37
(NM) New Mexico	11	7	0.67
(NV) Nevada	17	10	0.89
(NY) New York	45	48	4.50
(OH) Ohio	42	44	4.04
(OK) Oklahoma	10	13	1.25
(OR) Oregon	16	20	1.81

(PA) Pennsylvania	37	51	4.75
(RI) Rhode Island	2	1	0.11
(SC) South Carolina	12	12	1.16
(SD) South Dakota	3	2	0.22
(TN) Tennessee	19	23	2.15
(TX) Texas	56	77	7.18
(UT) Utah	12	10	0.95
(VA) Virginia	33	30	2.74
(VT) Vermont	3	3	0.30
(WA) Washington	25	30	2.83
(WI) Wisconsin	27	27	2.53
(WV) West Virginia	10	7	0.64
(WY) Wyoming	1	1	0.07
Total	1,076	1,076	100.00

CENSUS_REGION: Census Region (4 regions)			
CENSUS_REGION	Frequency	Weighted Frequency	Percent
(1) Northeast	164	186	17.31
(2) Midwest	265	223	20.72
(3) South	355	409	38.02
(4) West	292	258	23.95
Total	1,076	1,076	100.00

## Map of Census Regions

