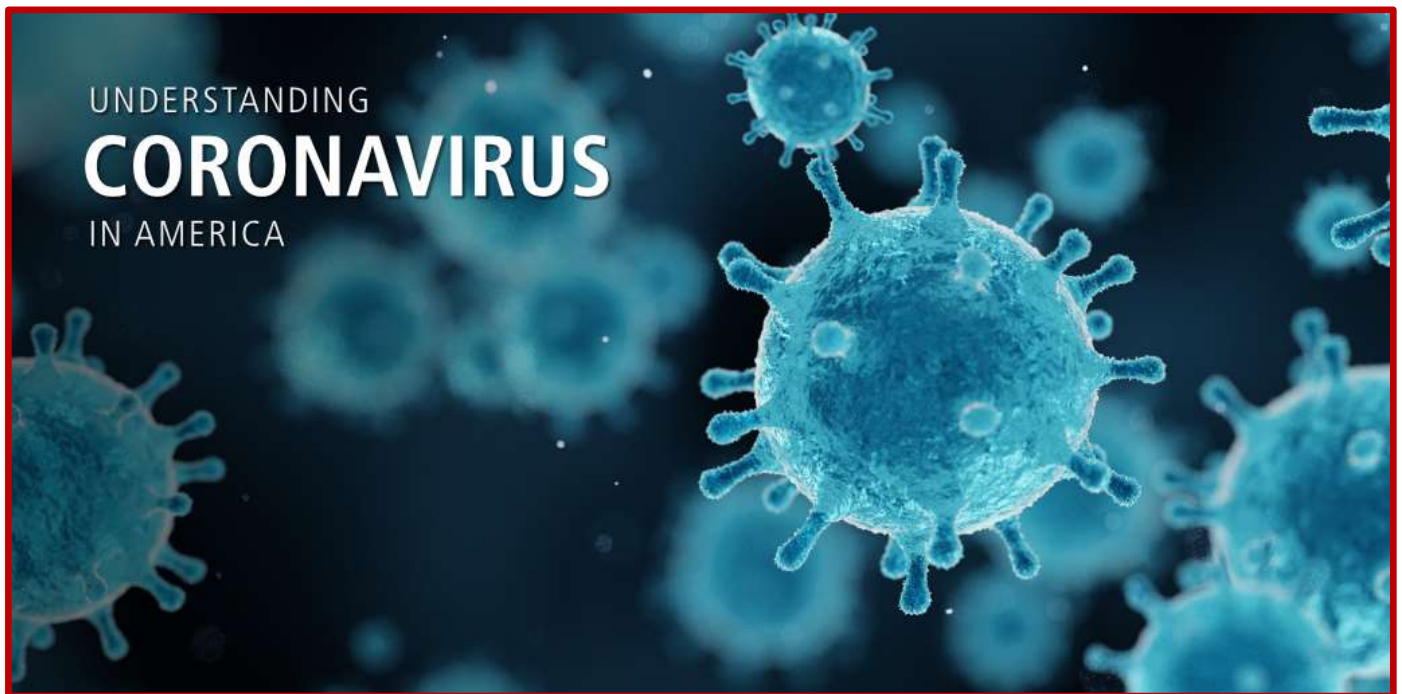


**Center for Economic and Social Research  
Understanding America Study**



**Coronavirus Tracking Survey  
Methodology and Select Topline Results**

**K-12 and Post-Secondary Data Tables \***

**UAS 250 – Wave 8  
June 24 – July 21, 2020**

**July 23, 2020 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 from the education modules included in the UAS.

This methodology and topline is associated with participants in Wave 8 of the UAS tracking survey, administered from June 24 to July 21, 2020. A total of 7,423 panel members were eligible to be included in the full weighted sample, resulting in a participation rate of 82% for this wave. The sample includes 81 who started but did not complete the survey. See the methodology and topline for the full tracking survey [here](#).

## Education Sample Information

A total of 2298 adult US residents with household members (usually their children) in preK-12 or higher education participated in this wave and are included in the final UAS250 data file. After unduplicating households with multiple respondents (see below), UAS250 includes responses from 1911 households. This sample is similarly-sized to those from previous administrations of the education portion of the UAS (see Table 1).

The margin of sampling error for the full sample of unduplicated households with children is +/- 2 percentage points, and +/-3 points for the full sample of unduplicated households with a member enrolled in postsecondary education. For questions with smaller sample sizes than the full sample, margins of sampling error are wider. All margins of sampling error are specified by question in the topline and crosstab results.

The full education sample is split into three subsamples for the analyses, and the subsamples are not mutually exclusive. Households could have been eligible for inclusion for more than one analytic subsample:

- Respondents with K12 school-aged children in any wave (SA sample)
- Respondents with either pre-school or K12 school-aged children in any wave (PSA sample)
- Respondents enrolled in postsecondary education or with a household member enrolled in postsecondary education as of UAS240, administered April 15-May 12 2020 (PS sample)

Table 1. Education Sample Sizes Across Waves				
Wave	UAS235	UAS240	UAS242	UAS250
Dates in field (all 2020)	Apr 1-Apr 29	Apr 15-May 12	Apr 29-May 26	Jun 24-Jul21

Unduplicated SA sample size	1296	1505	1533	1410
Unduplicated PSA sample size	1427	1658	1686	1550
Unduplicated PS sample size*	n/a	784 (907 individuals)	777 (901 individuals)	719 (795 individuals)

\*See the section *Special Considerations for Interpreting Findings from the Higher Education Sample*, below, for distinction between individuals and respondents in the PS sample.

## Method and Rationale for Unduplicating Households

Some households in the UAS education sample have multiple respondents who respond about the same individuals in K-12 or postsecondary education. For instance, in a household with two parents and one child, and both parents were included in the UAS panel and participated in a given wave, both respondents were asked the same education questions about their child's experiences. In Wave 8, 314 households (17%) in the PSA sample and 155 households (18%) in the PS sample had multiple respondents within a household. While the UAS is designed to capture information about American households, for the education modules, we are primarily interested in the characteristics and experiences of individual students, and duplication within households will over-represent the responses of households with multiple respondents. To eliminate this over-representation, we unduplicate households with the goal of maintaining respondent sample continuity across waves. The method is described in more detail below:

1. Most households already have a flag in the main UAS dataset identifying the "primary respondent," for example 1491 of Wave 8 households in the PSA sample and 690 in the PS sample. When the primary respondent flag exists, we defer to that designation by selecting that individual. For more information about the primary respondent flag, see <https://uasdata.usc.edu/index.php> ("default survey variables").
2. For households in which the flag doesn't already exist, we randomly designated one respondent per household as that household's "primary respondent" in the first UAS administration of education questions (UAS235) and retained those responses for the unduplicated sample.
3. If the "primary respondent" gives a response in any subsequent wave, we retain that response for that wave's unduplicated sample.
4. If that primary respondent is not available in a given wave, we randomly select another respondent from that household to retain for the unduplicated sample.

The unduplicating process yielded unduplicated household counts of 1550 in the PSA sample, and 719 in the PS sample (Table 1). Similar proportions of responses (available on request) were dropped in other waves.

## Randomly-selected child

Responses to questions asked of parents of preK-12th grade children who have more than one child might differ by child. For questions for which parents may have differing responses by child, starting with uas240 we programmed the survey instrument to randomly select a

single child and asked the respondent to respond for that child only. We retained this same randomly selected child over time for these questions, which permitted comparing responses about the same child longitudinally.

## Special Considerations for Interpreting Findings from the Higher Education Sample

While some questions about specific preK-12 students ask respondents to consider **one** (randomly-selected) preK-12 student in their household, the UAS asks the set of higher education questions about **each** household member enrolled in higher education, including the respondents themselves. Therefore, a single survey response may include information about multiple individuals enrolled in higher education as of April 2020.

Since each respondent can report on multiple individuals within a household, the PS sample sizes represent the number of individuals for which a selected panel member was responding, not the unique number of respondents. Across all waves, approximately 30% of individuals in the PS sample are responding about themselves (i.e. they are enrolled in an institution higher education) and 70% of individuals are reported upon by another household member, usually a parent.

The unduplication still occurs at the household level for the PS sample, since each respondent within a household reports upon each postsecondary student in that household. Since the UAS is weighted at the household level, for all postsecondary analyses we divide the UAS household weight by the number of individuals reported upon in that household. This prevents households with more postsecondary students from being over-weighted.

While allowing respondents to provide information on more than one individual in higher education allows us to report on a larger PS sample, it comes with an important limitation: demographic information (e.g., that used for cross-tabs) is only collected for the respondent, not for each individual enrolled in higher education. This affects interpretation of our results. For example, results by race (Black versus White) should be interpreted as “x% of higher education students in a household with a Black respondent versus y% of higher education students in a household with a White respondent.” They should *not* be interpreted as “x% of Black higher education students vs y% of White higher education students.”

## Special Considerations for Interpreting Findings on 11<sup>th</sup> and 12<sup>th</sup> graders

The UAS also includes questions about students’ postsecondary plans. These questions are offered to respondents whose households include high school 11th and/or 12th graders. These questions are structured similarly to the higher education questions, in which each respondent is asked the set of questions about each 11th and 12th grade student in their household. Findings about plans after graduating high school should be interpreted at the household level, not at the student level. For example, as “x% of households with high school juniors and seniors have at least one junior or senior who plans to attend a 4-year college,” *not* as “x% of high school juniors and seniors plan to attend a 4-year college.”

## Tracking Survey Design

Each panel member is 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 have 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. Most respondents (90%) participated on their assigned day of the wave, between June 24 and July 7, 2020, and earned the bonus incentive. The rest of the sample (10%) completed the survey after their assigned day but within their allotted 14-day window. Data for the full sample is thus not final until the end of a 28-day period. Microdata files are released after each full wave.

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

## Questionnaire

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

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

Table 2. Changes to Questions Across Waves		
Question	Changes starting in	Description of Change
cl006b, cl010aa, cl010bb, cl011b, cl013	UAS242	New answer option added: "[NAME]'s institution does not plan for in-person enrollment in the fall."
sl012, sl014	UAS250	New answer option added: "A national service program (e.g., Americorps, City Year)"
sl045, sl046	UAS250	In UAS250, a coding error affected data for these questions (description and recommendations for how to proceed are below)
ed015 / sl038	UAS250	This question asks about support for cancelling all standardized tests for the 2020-2021 school year. When asked prior to UAS250 (as part of sl038), respondents answered on a 5-point scale, with a neutral midpoint option. When asked in UAS250

		and beyond (as part of ed015), respondents answered on a 4-point scale, with no neutral midpoint option.
cl005ddd	UAS250	Prior to UAS250, respondents were instructed to pick one way their employment status had changed. Starting in UAS250, they were instructed to check all options that apply. (The set of options does not change across waves.)

Additionally, in UAS250, participants were given the option to opt into or out of the education questions, which they did not have in previous waves. 1428 of 1550 households (92%) in the PSA sample opted in and 659 of 719 households (92%) in the HE sample opted in.

## 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. Note that we did not recalculate weights to align to the characteristics of U.S. households with students in K-12 or higher education in particular.

## About the UAS Internet Panel

The Understanding America Study (UAS) is an ongoing national research panel that started in 2014. We recruit panel members in waves from Marketing Systems Group frames of all household addresses in the United States. To ensure full coverage of the U.S. population, we

provide internet-connected tablets to households that were not already online. Our panel includes U.S. residents who have cell phones, landlines, or no phone at all. It also includes a small number of respondents recruited from a listed sample, these participants are not included in weighted samples. Panel members are compensated for their participation.

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

## About CESR

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

## Survey Team

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

# Topline Report

Survey dates: June 24 to July 21, 2020

Sample sizes (before unduplication): 1695 (SA), 1864 (PSA), 874 (HE)

## National Sample Characteristics

Respondent Characteristic	SA Sample		PSA Sample		PS Sample**	
	Unweighted (%)	Weighted (%)	Unweighted (%)	Weighted (%)	Unweighted (%)	Weighted (%)
Male	34.7	40.7	34.8	41.1	36.6	42.0
Age 18-34	21.5	27.5	23.7	30.4	31.2	38.7
Age 35-54	65.5	62.2	63.8	59.9	47.3	44.3
Age 55-64	8.1	6.6	7.7	6.2	15.8	12.3
Age 65+	4.8	3.7	4.8	3.5	5.7	4.7
Education (HS degree or less)	24.7	38.8	23.2	36.4	17.9	30.6
Education (some college)	36.7	29.7	36.1	29.3	44.6	39.9
Education (BA or more)	38.6	31.5	40.7	34.4	37.6	29.6
HH income (\$24,999 or less)	19.1	21.4	18.7	20.9	19.5	21.2
HH income (\$25,000- \$49,999)	18.9	21.2	18.2	20.1	18.0	18.6
HH income (\$50,000- \$74,999)	16.6	16.6	16.3	16.4	17.0	18.7
HH income (\$75,000 or more)	45.3	40.8	46.9	42.6	45.5	41.4
Non-Hispanic White	57.8	55.7	57.5	55.6	48.9	47.9
Non-Hispanic Black	8.3	13.0	8.3	13.0	8.4	13.5
Non-Hispanic Asian	5.0	5.4	5.3	5.5	8.1	10.5
Non-Hispanic Other	6.7	4.3	6.5	4.1	5.8	4.1
Hispanic/Latino	22.3	21.6	22.4	21.8	28.8	24.0
Has child in preschool	17.4	19.1	24.9	27.2	n/a	n/a



Has child in elementary (PK-5)	57.8	62.6	52.6	56.3	n/a	n/a
Has child in middle school (6-8)	35.4	34.9	32.1	31.4	n/a	n/a
Has child in high school (9-12)	46.5	42.2	42.2	38.0	n/a	n/a
Received services through an IEP*	9.4	9.4	9.4	9.4	n/a	n/a
Received services through 504 plan*	4.4	3.9	4.4	3.9	n/a	n/a
Received free/reduced price lunch*	37.4	39.8	37.4	39.8	n/a	n/a
Received English Learner supports*	3.2	3.1	3.2	3.1	n/a	n/a
Public (district/magnet/charter)*	88.3	88.6	88.3	88.6	n/a	n/a
Private (religious/independent)*	7.0	5.2	7.0	5.2	n/a	n/a
Other (includes home school)*	4.7	6.2	4.7	6.2	n/a	n/a

\*These variables pertain to one of the respondent's PK-12 children (selected at random), not to the respondent. In the uas240, we asked respondents whether their child received services, and these percentages based on information the respondent provided. We note that they do not represent percentages of children who were eligible, e.g. for meal services due to federal poverty guidelines. Also note that we did not ask these questions about preschool children.

\*\*Because we allow respondents to provide data on more than one postsecondary student, these characteristics are for the respondent, not necessarily for the student. See "Special Considerations for Interpreting Findings from the Higher Education Sample" section, above, for more details.

## Survey introduction:

Thank you for agreeing to participate in our ongoing survey which focuses on the impact of the novel coronavirus (COVID-19). We will send you a reminder to check in once every fourteen days, on [day of the week], to let us know how the coronavirus epidemic is affecting you. Most of the questions in this survey were asked in previous surveys. Thank you for answering them accurately again, to ensure we always have the most updated information.

## 1 K-12 Module

**ed001:** How many members of your household are currently enrolled in preschool or daycare, primary school, middle school, high school, or post-secondary school? Count yourself if you are enrolled in school.

	N	0 0	1 1	2 2	3 3	4 4	5 5	6 6	7 7	8 8	10 10
ed001a preschool or day care	5994	90.7	6.5	2.1	0.3	0.1	0.1	0.0	0.0	0.0	0.0
ed001b elementary school	5986	80.8	12.1	5.5	1.2	0.2	0.1	0.0	0.0	0.0	
ed001c middle school or junior high	5984	89.3	8.6	1.6	0.2	0.0	0.1	0.1	0.1	0.1	
ed001d high school	5991	87.0	10.1	2.2	0.2	0.0	0.1	0.2	0.0	0.1	0.1
ed001e college or trade school	5998	86.4	11.1	2.0	0.3	0.1	0.1	0.1	0.0	0.0	0.0

MOSE = +/- 1

**ed003:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Do children in this household have access to the internet during the day to support learning?

	N	1 Yes	2 No	3 Unsure
ed003 children access to internet	1552	94.6	4.3	1.1

MOSE = +/- 2

**ed010:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Did your child(ren)'s school district provide you with any of the following:

	N	It was offered and I accepted	It was offered and I declined	It was not offered	Not sure
ed010_int_spring internet spring 2020	1545	12.8	20.1	47.5	19.5
ed010_int_summer internet summer 2020	1542	8.3	12.9	55.1	23.7
ed010_laptop_spring laptops spring 2020	1546	38.8	20.6	28.9	11.7
ed010_laptop_summer laptop summer 2020	1543	23.7	13.2	45.0	18.2

MOSE = +/- 2

**ed014:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Think about how your child's school provided instruction during COVID school closures at the end of the 2019-20 school year. If school is offered either fully remote or partially remote when the 2020-21 school year starts, should schools increase or decrease emphasis on each of the following:

	N	Increase a lot	Increase a little	Keep about the same	Decrease a little	Decrease a lot
ed014a The amount of time students spend receiving live instruction online with their t	1548	32.4	23.9	24.6	8.5	10.6
ed014b How much students are expected to learn	1547	14.8	21.4	39.1	17.7	7.0
ed014c The extent to which schools they rely upon internet-based instructional resource	1548	25.0	23.9	36.6	9.6	4.9
ed014d The amount of work expected from students	1546	13.7	23.1	40.9	16.3	6.1
ed014e The amount of feedback students get from teachers on their work	1548	23.5	28.9	33.0	8.9	5.6
ed014f Students grades	1544	10.8	19.9	55.4	10.3	3.6
ed014g The frequency of testing	1547	5.3	17.6	44.5	21.4	11.1
ed014h The amount of time spent interacting with school counselors	1548	10.3	23.3	42.0	11.8	12.7
ed014i The frequency of lessons or activities designed to promote students social and e	1548	17.9	28.7	33.1	11.0	9.2

MOSE = +/- 2

**ed015:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Schools are considering several policies in the wake of recent school closures. Do you oppose or support each of the following policies?

	N	1 Strongly oppose	2 Oppose	3 Support	4 Strongly support
ed015a Canceling all standardized tests next school year (i.e. 2020-21)	1545	9.7	31.6	37.4	21.2
ed015b Physically opening schools, splitting into two shifts to allow social distancing	1546	14.2	25.3	49.2	11.3
ed015c Physically opening schools, requiring students to wear face coverings all day	1542	23.6	32.2	35.0	9.2
ed015d Offering two options to students: one fully in-person option and one fully remot	1544	6.6	19.3	55.1	19.0
ed015e Conducting all instruction remotely and keeping schools closed for the entirety	1544	25.4	30.4	28.8	15.5
ed015f Extending the next school year - beginning early or extending into summer 2021	1546	19.8	37.2	36.1	6.9
ed015g Beginning the 2020-21 school year by re-teaching the end of the previous years c	1545	10.6	25.0	49.4	15.0

MOSE = +/- 2

**ed016:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] How strongly do you agree or disagree with each of the statements?

	N	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
ed016a learning skills through school that are necessary for effective political and ci	1545	10.5	34.5	45.4	9.6
ed016b have actively discussed how racial discrimination affects family	1546	5.4	25.9	45.9	22.8

MOSE = +/- 2

**cv001:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Which of the following activities have you engaged in over the last few weeks:

	N	1 Yes	2 No
cv001d Talked to my children about racism	1547	74.8	25.2
cv001e Talked to my children about how to behave around police to stay safe	1548	61.2	38.8
cv001f Purchased book(s) about racism for my children, to read to them or for them to r	1548	10.5	89.5
cv001g Made an effort to read more racism-related topics myself	1548	36.5	63.5

MOSE = +/- 2

**sl039:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] At the time you are completing this survey, is [name of selected child]'s school still in session as part of the 2019-20 school year?

	N	1 Yes	2 No
sl039 school still in session	1530	10.1	89.9

MOSE = +/- 3

**sl041:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Will [name of selected child] be attending a different school in 2020-21 than he/she attended in 2019-20?

	N	1 Yes	2 No
sl041 attend different school	1530	21.9	78.1

MOSE = +/- 3

**sl042a:** [If sl041 = 1] To what extent is this change influenced by experiences during COVID:

	N	1 Not at all	2 Very little	3 Somewhat	4 Very much
sl042a change influenced by covid	364	64.7	8.9	8.3	18.1

MOSE = +/- 5

**sl042b:** [If sl041 = 1] Is this change influenced by normal grade progression (e.g., moving from elementary to middle or from middle to high)?

	N	1 Yes	2 No
sl042b change influenced by normal grade progression	364	65.9	34.1

MOSE = +/- 5

**sl044:** [If sl041 = 1] What type of switch is your [name of selected child] making?

	N	0	1
sl0441 Moving from one public school to another public school	363	42.9	57.1
sl0442 Moving from a public school to a private school	363	95.7	4.3
sl0443 Moving from a private school to a public school	363	97.5	2.5
sl0444 Moving from any school to homeschooling	363	88.6	11.4
sl0445 Moving from homeschooling to any school	363	95.0	5.0
sl0446 Other	363	80.3	19.7

MOSE = +/- 5

**sl045:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] On a typical weekday over this past week, for approximately how much time does [name of selected child] engage in the following primarily academic activities:

	N	0 hours	Between 0 and 1 hours	More than 10 hours	Between 2 and 3 hours	Between 3 and 4 hours	Between 4 and 5 hours	Between 5 and 6 hours	Between 6 and 7 hours	Between 7 and 8 hours	Between 8 and 9 hours	Between 9 and 10 hours
sl045a Educational activities	1521	57.9	13.1	13.0	6.7	3.9	2.0	2.4	0.8	0.2	0.0	0.0
sl045b Receive instruction	1520	71.7	13.6	7.4	3.5	1.5	1.0	1.2	0.1	0.0		
sl045c Online math activities	1523	65.5	17.3	10.0	4.1	1.6	0.7	0.8				
sl045d Hands-on math activities	1520	62.2	20.2	10.3	2.6	2.1	0.9	1.5	0.3			
sl045e Online science activities	1520	66.6	18.8	9.8	3.2	0.6	0.3	0.6	0.0			
sl045f Hands-on science activities	1514	62.8	22.1	9.6	3.0	1.0	0.4	1.2	0.0			
sl045g Online engineering activities	1522	77.3	12.9	6.4	1.6	0.8	0.2	0.7	0.2			
sl045h In-person engineering activities	1524	62.7	16.6	12.0	3.8	2.4	0.8	1.4	0.4			
sl045i Read	1524	18.0	24.8	30.1	13.1	4.9	4.0	3.2	1.4	0.4	0.0	
sl045j Write	1524	28.1	31.0	25.7	9.1	2.3	1.7	1.8	0.4	0.0		

MOSE = +/- 3

**sl046:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] On a typical weekday over this past week, for approximately how much time does [name of selected child] engage in the following primarily non-academic activities:

	N	0 hours	Between 0 and 1 hours	More than 10 hours	Between 2 and 3 hours	Between 3 and 4 hours	Between 4 and 5 hours	Between 5 and 6 hours	Between 6 and 7 hours	Between 7 and 8 hours	Between 8 and 9 hours	Between 9 and 10 hours	More than 10 hours
sl046a Interact with peers virtually	1522	22.0	24.7	27.9	8.5	7.9	3.4	3.7	1.5	0.1	0.1	0.2	0.2
sl046b Passive screen time	1523	7.3	14.0	33.9	14.3	10.4	8.8	5.9	4.0	0.6	0.2	0.0	0.0
sl046c Interact with peers in-person	1523	33.3	17.3	24.5	7.8	6.9	3.8	3.1	2.2	0.1	0.1	0.9	0.9
sl046d Get physical activity	1523	7.6	17.1	36.2	12.1	9.7	7.4	6.0	2.0	0.1	0.5	0.6	0.6
sl046e Attend summer camp activities virtually	1522	89.7	5.8	1.5	1.6	0.5	0.3	0.6	0.0				
sl046f Attend summer camp activities in-person	1522	89.6	5.2	3.1	0.4	0.5	0.3	0.6	0.1	0.1	0.1		

MOSE = +/- 3

**sl031:** In February 2020, did [selected child] receive any of the following services?

	N	1 Yes	2 No	3 Unsure
sl031a were receiving gifted and talented instruction	1528	10.9	85.2	3.8
sl031b were receiving mental health services	1528	6.9	91.5	1.6
sl031c were receiving free or reduced-price meals	1528	39.8	58.7	1.6
sl031d were receiving extra support for English language learners	1528	3.1	94.8	2.2
sl031e were receiving extra support for struggling learners	1528	9.7	87.5	2.8

MOSE = +/- 3

**sl032:** A 504 plan is a plan to ensure that a child with disabilities receives accommodations that will allow the child to learn.

In February 2020, did [selected child] receive services under a 504 plan?

	N	1 Yes	2 No	3 Unsure
sl032 receive 504 plan services selected child	1528	3.9	90.4	5.7

MOSE = +/- 3

**sl033:** An individual education plan (IEP) is a plan to ensure that a child with disabilities receives specialized instruction and services.

In February 2020, did [selected child] receive services related to an IEP?

	N	1 Yes	2 No	3 Unsure
sl033 receive IEP services selected child	1528	9.4	86.7	3.9

MOSE = +/- 3

**sl034:** Is [selected child] still receiving any of these services now?

	N	1 Yes	2 No	3 Unsure
sl034a still receiving gifted and talented instruction	193	32.5	59.1	8.4
sl034b still receiving mental health services	103	53.8	41.0	5.2
sl034c still receiving free or reduced-price meals	572	46.1	46.6	7.3
sl034d still receiving extra instruction for English language learners	49	28.5	64.6	6.9
sl034e still receiving extra instruction for struggling learners	156	32.4	61.0	6.6
sl034f still receiving services under a 504 plan	67	46.2	53.0	0.8
sl034g still receiving services under an IEP	144	60.2	34.3	5.4

MOSE = +/- 8

**sl047:** Is the school [name of selected child] will be attending in 2020-21 providing any of the following?

	N	1 Yes	2 No	3 I dont know
sl047a Classes children can engage in over the summer (e.g. math or reading classes)	1526	19.8	52.2	28.1
sl047b Tutoring support children can access over the summer	1526	13.2	55.5	31.3
sl047c Non-academic resources children can access over the summer (e.g., mental health	1526	22.7	47.5	29.8
sl047d Guidance on how to support children over the summer months (academically, social	1525	16.7	51.5	31.8

MOSE = +/- 3

**sl051:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Has [name of selected child]'s school announced how the 2020-21 school year will be, in terms of fully in-person, fully remote, or partially in-person?

	N	1 Yes	2 No	3 Unsure
sl051 any school communication how school will be	1528	16.8	63.5	19.8

MOSE = +/- 3

**sl052:** [if sl051 = 1] What will the school year be?

	N	1 Fully in-person	2 Fully remote	3 Partially remote
sl052 how school year will be	277	44.1	10.6	45.3

MOSE = +/- 6

**sl053:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] If schools open fully or partially remote in the fall, how concerned or unconcerned are you about the following aspects of [name of selected child]'s school experiences for 2020-21?

	N	Not at all concerned	A little concerned	Concerned	Very concerned
sl053a The quality of the education the school will deliver	1523	20.1	35.9	23.6	20.4
sl053b Whether my child will start the year behind where he/she needs to be	1525	32.5	29.7	22.3	15.5
sl053c How my child will fare socially	1525	37.2	30.0	19.1	13.6
sl053d How my child will fare emotionally	1525	32.7	34.0	19.2	14.2

MOSE = +/- 3

**sl054:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] How prepared or unprepared do you think [name of selected child] will be in each of the following subjects at the start of the 2020-21 school year?

	N	1 Not at all prepared	2 A little prepared	3 Moderately prepared	4 Very prepared	5 Unsure
sl054a prepared math	1524	7.9	17.7	35.3	34.2	4.8
sl054b prepared science	1525	6.8	20.5	37.5	30.3	4.9
sl054c prepared reading/writing/language arts	1525	6.0	19.9	32.3	37.4	4.3
sl054d prepared social studies/history/civics	1525	8.5	21.7	36.2	28.2	5.4

MOSE = +/- 3

**sl056:** [IF ed001b >= 1 OR ed001c >= 1 OR ed001d >= 1] Right now, how concerned or unconcerned are you about each of the following for [name of selected child]?

	N	1 Not at all concerned	2 A little concerned	3 Concerned	4 Very concerned
sl056a psychological well-being	1522	45.8	35.9	10.7	7.6
sl056b activity levels	1524	52.0	27.8	13.5	6.8
sl056c physical health	1524	62.5	23.8	8.6	5.1
sl056d having enough food to eat	1524	86.7	7.0	3.3	3.0

MOSE = +/- 3

**sl011\_grade11:** [IF ed001d >= 1 ] How many household members are currently in Grade 11?

	N	0	1	2	3
sl011_grade11 how many household members are currently in grade 11	703	66.3	31.7	1.6	0.4

MOSE = +/- 4

**sl022\_grade11\_1\_:** [IF sl011\_grade11 > 0] Did [name of selected child in grade 11] graduate high school in the 2019-20 school year (or is [name of selected child in grade 11] on track to graduate in the 2019-20 school year?

	N	1 Yes	2 No
sl022_grade11_1_ grade 11 graduated or on track to graduate	235	15.4	84.6

MOSE = +/- 6

**sl012\_grade11:** [IF sl011\_grade11 > 0] What are [name of selected child in grade 11]'s current plans for after high school? Please mark all that apply.

	N	1 Yes	2 No	3 Unsure
sl012a_grade11_1_grade11 No plans	235	11.1	59.6	29.2
sl012b_grade11_1_grade11 Military	235	4.9	76.0	19.1
sl012c_grade11_1_grade11 Employment	235	39.1	41.2	19.7
sl012d_grade11_1_grade11 Technical training	234	20.7	56.0	23.3
sl012e_grade11_1_grade11 Community college	235	28.0	42.6	29.4
sl012f_grade11_1_grade11 Four-year college	235	52.5	21.5	26.0
sl012g_grade11_1_grade11 Remain in high school	235	9.8	74.3	15.8
sl012h_grade11_1_grade11 other	235	6.4	64.2	29.4
sl012i_grade11_1_grade 11 considering participation in a national service program	235	0.5	81.3	18.2

MOSE = +/- 6

**sl013\_grade11\_1\_:** [IF sl011\_grade11 > 0] Have [name of child in grade 11]'s plans changed because of the coronavirus epidemic or school closures?

	N	1 Yes	2 No	3 Unsure
sl013_grade11_1_grade11 plans changed	235	6.4	78.9	14.7

MOSE = +/- 6

**sl014\_grade11:** [IF sl011\_grade11 > 0 and IF sl013\_grade11[cntSL] = 1] What were [name of child in grade 11]'s previous plans for after high school? Please mark all that apply.

	N	1 Yes	2 No	3 Unsure
sl014a_grade11_1_grade11 previous No plans	20	1	12	7
sl014b_grade11_1_grade11 previous Military	20	1	17	2
sl014c_grade11_1_grade11 previous Employment	20	13	6	1
sl014d_grade11_1_grade11 previous Technical training	20	6	12	2
sl014e_grade11_1_grade11 previous Community college	20	12	4	4
sl014f_grade11_1_grade 11 previous Four-year college	20	8	10	2
sl014g_grade11_1_grade 11 Remain in high school	20	2	17	1
sl014h_grade11_1_grade 11 previous other	20	2	15	3
sl014i_grade11_1_grade 11 were considering participation in a national service program	20	1	17	2

Due to small sample size, observation numbers shown.

**sl013\_grade11:** [IF sl011\_grade11 > 0 and IF sl013\_grade11[cntSL] = 1] To what extent have each of the following contributed to [name of child in grade 11]'s change of plans?

	N	1 Not a contributor	2 Minor contributor	3 Major contributor
sl013_reason_a_grade11_1_change in familys finances	20	61.6	26.6	11.8
sl013_reason_b_grade11_1_change in perceived value of attending originally selected school	19	43.1	45.4	11.5
sl013_reason_c_grade11_1_gear for owns health	20	71.3	9.4	19.4
sl013_reason_d_grade11_1_fear for health of family members	20	68.3	12.9	18.7
sl013_reason_e_grade11_1_taking care of a family member	20	70.3	29.7	
sl013_reason_f_grade11_1_change in how selected school will be delivering instruction in fall 20	20	40.8	14.1	45.1
sl013_reason_g_grade11_1_logistical reasons (e.g., missed deadlines)	20	67.8	14.3	17.9
sl013_reason_h_grade11_1_other contributor	16	80.8	3.1	16.1

MOSE = +/- 25

**sl011:** [IF ed001d >= 1] How many household members are currently in Grade 12?

	N	0	1	2	3	4	10
sl011 how many household members are currently in grade 12	702	71.2	27.8	0.8	0.2	0.0	0.0

MOSE = +/- 4

**sl022\_1\_:** [IF sl011 > 0] Did [name of child in grade 12] graduate high school in the 2019-20 school year (or is [name of child in grade 12] on track to graduate in the 2019-20 school year?

	N	1 Yes	2 No
sl022_1_ grade 12 graduated or on track to graduate	192	94.3	5.7

MOSE = +/- 7

**sl012:** [if sl011>0: ask for each household member in Grade 12] What are [Name]'s current plans for after high school?

	N	1 Yes	2 No	3 Unsure
sl012a_1_ No plans	192	12.9	71.4	15.7
sl012b_1_ Military	192	7.6	79.8	12.6
sl012c_1_ Employment	192	45.6	46.2	8.2
sl012d_1_ Technical training	191	11.7	73.3	15.0
sl012e_1_ Community college	191	27.3	57.4	15.3
sl012f_1_ Four-year college	192	44.1	42.1	13.9
sl012g_1_ Remain in high school	192	1.4	92.7	5.9
sl012i_1_ grade 12 considering participation in a national service program	192	1.7	89.7	8.6

MOSE = +/- 7

**sl013\_1\_:** [if sl011>0: ask for each household member in Grade 12] Have [Name]'s plans changed because of the coronavirus epidemic or school closures?

	N	1 Yes	2 No	3 Unsure
sl013_1_ plans changed	192	14.9	79.5	5.6

MOSE = +/- 7

**sl014:** [if sl013=yes] What were [Name of selected child in grade 12]'s previous plans for after high school?

	N	1 Yes	2 No	3 Unsure
sl014a_1_ previous No plans	26	14.3	63.1	22.6
sl014b_1_ previous Military	26	4.0	63.8	32.2
sl014c_1_ previous Employment	26	49.4	43.0	7.6
sl014d_1_ previous Technical training	26	19.0	63.5	17.5
sl014e_1_ previous Community college	25	37.2	40.0	22.8
sl014f_1_ previous Four-year college	26	43.7	43.4	12.9
sl014g_1_ Remain in high school	26	10.7	89.3	
sl014h_1_ previous other	26	15.9	72.1	12.0
sl014i_1_ grade 12 were considering participation in a national service program	26	98.0	2.0	

MOSE = +/- 19

**sl013\_reason:** [if sl013=yes] To what extent have each of the following contributed to [name of child in grade 12]'s change of plans?

	N	1 Not a contributor	2 Minor contributor	3 Major contributor
sl013_reason_a_1_ change in familys finances	26	60.7	16.9	22.4
sl013_reason_b_1_ change in perceived value of attending originally selected school	26	37.7	36.2	26.1
sl013_reason_c_1_ fear for owns health	26	55.1	39.6	5.2
sl013_reason_d_1_ fear for health of family members	26	68.2	22.1	9.7
sl013_reason_e_1_ taking care of a family member	26	77.5	12.8	9.7
sl013_reason_f_1_ change in how selected school will be delivering instruction in fall 20	26	20.1	67.1	12.7
sl013_reason_g_1_ logistical reasons (e.g., missed deadlines)	26	66.1	17.5	16.4
sl013_reason_h_1_ other contributor	23	70.0	17.2	12.8

MOSE = +/- 20

## 2 Post-Secondary Module

**ed002:** [if ed001e >= 1] Are you currently enrolled in college or trade school, including four-year colleges, community colleges?

	N	1 Yes	2 No
ed002 R currently enrolled in college	794	42.3	57.7

MOSE = +/- 3

The following questions were asked of respondents who reported enrolling in a post-secondary program.

**r\_cl015:** [if ed002 = 1] You told us on [date of reference for school and higher ed[]] that you were enrolled in a post-secondary program. Are you still enrolled in a post-secondary program?

	N	1 Yes	2 No	3 Unsure
r_cl015 R still enrolled in higher ed	269	73.1	23.6	3.3

MOSE = +/- 6

**r\_cl015b:** [if r\_cl015 = 2] Did you finish your program since [date of reference for school and higher ed[]]?

	N	1 Yes	2 No	3 Unsure
r_cl015b R finished program	67	46.7	48.5	4.8

MOSE = +/- 12

**r\_cl006a:** [if R\_cl004 = 2 or [R\_cl015 = 2 and R\_cl015b = 2]] Has the coronavirus epidemic affected your decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
r_cl006a respondent corona affected decision to stop taking part in classes	150	35.3	61.5	3.2

MOSE = +/- 8

**r\_cl006b:** [if R\_cl006a = 1 ] How has the coronavirus epidemic affected your plans to stop taking part in classes now? Please mark all that apply.

	N	0 No	1 Yes
r_cl006bs1 It has changed my family care responsibilities	56	42	14
r_cl006bs2 It has changed my work responsibilities	56	45	11
r_cl006bs3 I have health and safety concerns about in-person classes	56	40	16
r_cl006bs4 It has changed my stable access to housing	56	54	2
r_cl006bs5 It has changed my stable access to food sources (such as a campus meal plan)	56	55	1
r_cl006bs6 It has changed my expenses for tuition, food, or housing	56	46	10
r_cl006bs7 It has changed my ability to pay tuition	56	47	9
r_cl006bs8 It has changed my employment status or work hours	56	46	10
r_cl006bs9 I am dissatisfied with the coronavirus response of my current institution	56	44	12
r_cl006bs10 It has changed my desire to be close to home	56	41	15
r_cl006bs11 Other, please specify: R_cl006b_other	56	45	11
r_cl006bs12 My institution does not plan for in-person enrollment in the fall	56	44	12

Due to small sample size, observation numbers shown.

**r\_cl006\_ddd:** [if R\_cl004 = 2 or [R\_cl015 = 2 and R\_cl015b = 2]] Has the quality of online courses affected your decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
r_cl006_ddd respondent quality of online courses affected decision	150	25.8	70.6	3.5

MOSE = +/- 8

**r\_cl006\_eee:** [if R\_cl004 = 2 or [R\_cl015 = 2 and R\_cl015b = 2]] Has access to computer equipment or internet affected your decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
r_cl006_eee respondent access to computer equipment or internet affected decision	150	10.5	89.4	0.1

MOSE = +/- 8

**r\_cl006\_fff:** [if R\_cl004 = 2 or [R\_cl015 = 2 and R\_cl015b = 2]] Has the ability to adjust to the online course format affected your decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
r_cl006_fff respondent ability to adjust to online course format affected decision	150	20.3	77.8	1.9

MOSE = +/- 8

**r\_cl002:** [If r\_cl015 = 1 and r\_cl015b = 2 ] What type of degree or certificate are you working on? Mark all that apply.

	N	0 No	1 Yes
r_cl002s1 A bachelors degree (usually four years)	235	46.6	53.4
r_cl002s2 An associates degree (usually two years)	235	78.5	21.5
r_cl002s3 A certificate or diploma of occupational training such as plumbing or cosmetolog	235	90.9	9.1
r_cl002s4 A graduate program such as a masters or PhD	235	79.5	20.5
r_cl002s5 Not working toward a degree or certificate	235	98.3	1.7

MOSE = +/- 8



**r\_cl005\_bbb:** [If r\_cl015 = 1 and r\_cl015b = 2 ] Have you experienced any changes in the following areas because of the coronavirus epidemic?

	N	1 Decreased	2 No Change	3 Increased	4 Unsure
r_cl005_bbb_1 Family care responsibilities	237	2.9	67.1	27.2	2.9
r_cl005_bbb_2 Work responsibilities	237	14.2	56.3	25.4	4.2
r_cl005_bbb_3 Stable access to housing	237	8.0	87.9	0.9	3.2
r_cl005_bbb_4 Stable access to food sources (such as a campus meal plan)	237	17.4	75.5	1.2	6.0
r_cl005_bbb_5 Expenses for tuition, food, or housing	237	10.3	70.5	16.7	2.5
r_cl005_bbb_6 Desire to be close to home	237	8.7	58.7	29.6	3.0

MOSE = +/- 6

**r\_cl005\_ccc:** [If r\_cl015 = 1 and r\_cl015b = 2 ] Has your employment status changed because of the coronavirus epidemic?

	N	1 Yes	2 No	3 Unsure
r_cl005_ccc respondent employment status changed	237	19.7	77.6	2.7

MOSE = +/- 6

**r\_cl005\_ddd:** [If R\_cl005\_ccc = 1] How has your employment status changed?

	N	0 No	1 Yes
r_cl005_ddd_checkalls1 I have become unemployed	52	68.6	31.4
r_cl005_ddd_checkalls2 I have found a new job	52	68.9	31.1
r_cl005_ddd_checkalls3 My job has reduced hours	52	83.0	17.0
r_cl005_ddd_checkalls4 I have been temporarily laid off or I am taking sick leave or other leave	52	62.0	38.0

MOSE = +/- 14

**r\_cl004:** [If r\_cl015 = 1 and r\_cl015b = 2 ] Are you still taking part in classes now?

	N	1 Yes	2 No	3 Unsure
r_cl004 respondent still taking part in classes	237	44.1	54.6	1.3

MOSE = +/- 6

**r\_cl005:** [If if R\_cl004 = 1] How are you primarily taking part in classes now?

	N	1 On campus	2 Online	3 A work site or other non-campus location
r_cl005 respondent how now taking part in classes	112	1.2	94.6	4.1

MOSE = +/- 9

**r\_cl006:** [If R\_cl004==2 OR 3] Is your school still offering classes in your program?

	N	1 Yes	2 No	3 Unsure
r_cl006 respondent still offering classes	125	84.4	5.3	10.3

MOSE = +/- 9

**r\_cl008a:** [if r\_cl015=1] Do you expect to continue taking classes in the fall?

	N	1 Yes	2 No	3 Unsure
r_cl008a respondent expect to continue taking classes	237	88.8	4.9	6.3

MOSE = +/- 6

**r\_cl010a:** [if r\_cl015=1] Has the coronavirus epidemic influenced your decision whether to continue taking classes in the fall?

	N	1 Yes	2 No	3 Unsure
r_cl010a respondent corona influenced decision to continue taking classes	237	16.3	77.9	5.8

MOSE = +/- 6

**r\_cl010aa:** [If R\_cl010a = 1] How has the coronavirus epidemic influenced your decision whether continue taking classes in the fall? Please mark all that apply.

	N	0 No	1 Yes
r_cl010aas1 It has changed my family care responsibilities	48	27	21
r_cl010aas2 It has changed my work responsibilities	48	38	10
r_cl010aas3 I have health and safety concerns about in-person classes	48	24	24
r_cl010aas4 It has changed my stable access to housing	48	44	4
r_cl010aas5 It has changed my stable access to food sources (such as a campus meal plan)	48	43	5
r_cl010aas6 It has changed my expenses for tuition, food, or housing	48	39	9
r_cl010aas7 It has changed my ability to pay tuition	48	36	12
r_cl010aas8 It has changed my employment status or work hours	48	38	10
r_cl010aas9 I am dissatisfied with the coronavirus response of my current institution	48	36	12
r_cl010aas10 It has changed my desire to be close to home	48	30	18
r_cl010aas11 Other, please specify: r_cl010aa_other	48	43	5
r_cl010aas12 My institution does not plan for in-person enrollment in the fall	48	33	15

Due to small sample size, observation numbers shown.

**r\_cl005c:** [If ed002 = 1 and R\_cl015 = 2 AND R\_cl015b = 1] As of February 2020, what were your plans after finishing your program?

	N	Find a job related to the program	Find a job unrelated to the program	Go back to school	Other	Unsure
r_cl005c respondent february 2020 plans after finishing	35	43.6	9.3	36.5	9.5	1.1

MOSE = +/- 17

**r\_cl005d:** [If ed002 = 1 and R\_cl015 = 2 AND R\_cl015b = 1] Has the coronavirus epidemic affected your plans after finishing your program?

	N	1 Yes	2 No	3 Unsure
r_cl005d respondent coronavirus changed plans after finishing	35	56.7	38.1	5.1

MOSE = +/- 17

**r\_cl005e:** [If ed002 = 1 and R\_cl015 = 2 AND R\_cl015b = 1] What are your current plans after finishing your program?

	N	Find a job related to the program	Find a job unrelated to the program	Go back to school	Other	Unsure
r_cl005e respondent current plans after finishing	35	40.5	9.3	23.6	23.7	2.9

MOSE = +/- 17

**r\_cl008b:** [If R\_cl008a==1] Where do you expect to continue taking classes in the fall?

	N	1 My current institution	2 A different institution
r_cl008b respondent where continue classes	208	92.8	7.2

MOSE = +/- 7

**r\_cl010:** [If R\_cl008a==1] Do you expect to take classes online or in person in the fall?

	N	1 Online	2 In person	3 Other	4 Unsure
r_cl010 respondent expect to take classes online or in person	208	52.9	30.0	2.4	14.7

MOSE = +/- 7

**r\_cl010b:** [If R\_cl008a==1] Has the coronavirus epidemic influenced your decision of how many classes to take in the fall?

	N	Yes: I will take more classes	Yes: I will take fewer classes	No	Unsure
r_cl010b respondent corona influenced decision how many classes to take	208	9.8	12.3	70.7	7.2

MOSE = +/- 7

**r\_cl010bb:** [If if R\_cl010b==1 OR 2] How has the coronavirus epidemic influenced your decision of how many classes to take in the fall? Please mark all that apply.

	N	0 No	1 Yes
r_cl010bbs1 It has changed my family care responsibilities	56	39	17
r_cl010bbs2 It has changed my work responsibilities	56	42	14
r_cl010bbs3 I have health and safety concerns about in-person classes	56	31	25
r_cl010bbs4 It has changed my stable access to housing	56	51	5
r_cl010bbs5 It has changed my stable access to food sources (such as a campus meal plan)	56	50	6
r_cl010bbs6 It has changed my expenses for tuition, food, or housing	56	47	9
r_cl010bbs7 It has changed my ability to pay tuition	56	47	9
r_cl010bbs8 It has changed my employment status or work hours	56	43	13
r_cl010bbs9 I am dissatisfied with the coronavirus response of my current institution	56	50	6
r_cl010bbs10 It has changed my desire to be close to home	56	44	12
r_cl010bbs11 Other, please specify: r_cl010bb_other	56	51	5
r_cl010bbs12 My institution does not plan for in-person enrollment in the fall	56	42	14

Due to small sample size, observation numbers shown.

**r\_cl011:** Has the coronavirus epidemic influenced your decision whether to transfer to another institution next term?

	N	1 Yes	2 No	3 Unsure
r_cl011 respondent corona influenced decision to transfer	208	2.4	94.9	2.7

MOSE = +/- 7

**r\_cl012:** [If ed002 = 1 AND R\_cl015 = 1] Has the coronavirus epidemic influenced your ability to complete your degree or certificate in a timely manner?

	N	1 Yes	2 No	3 Unsure
r_cl012 respondent corona influence able to complete degree or certificate	225	17.9	72.2	9.9

MOSE = +/- 7

**r\_cl013:** [if R\_cl012 = 1] How has the coronavirus epidemic influenced your ability to complete your degree or certificate in a timely manner? Mark all that apply.

	N	0 No	1 Yes
r_cl013s1 It has changed my family care responsibilities	41	30	11
r_cl013s2 It has changed my work responsibilities	41	31	10
r_cl013s3 I have health and safety concerns about in-person classes	41	29	12
r_cl013s4 It has changed my stable access to housing	41	38	3
r_cl013s5 It has changed my stable access to food sources (such as a campus meal plan)	41	40	1
r_cl013s6 It has changed my expenses for tuition, food, or housing	41	36	5
r_cl013s7 It has changed my ability to pay tuition	41	29	12
r_cl013s8 It has changed my employment status or work hours	41	35	6
r_cl013s9 I am dissatisfied with the coronavirus response of my current institution	41	34	7
r_cl013s10 It has changed my desire to be close to home	41	32	9
r_cl013s11 Other, please specify: r_cl013_other	41	32	9
r_cl013s12 My institution does not plan for in-person enrollment in the fall	41	34	7

Due to small sample size, observation numbers shown.

The following questions were asked of respondents who reported having household member(s) enrolled in a post-secondary program. Respondents provided answers on behalf of the person. [[]] indicates name of that person.

**cl015\_1\_:** [If ed002==1] You told us on [date of reference for school and higher ed [[]]] that [[]] was enrolled in a post-secondary program. Is [[]] still enrolled in a post-secondary program?

	N	1 Yes	2 No	3 Unsure
cl015_1_ hh member still enrolled in higher ed	505	77.8	16.8	5.4

MOSE = +/- 4

**cl015b\_1\_:** [if cl015 = 2] Did [[]] finish his or her program since [date of reference for school and higher ed [[]]]?

	N	1 Yes	2 No	3 Unsure
cl015b_1_ hh member finished program	80	60.5	33.9	5.6

MOSE = +/- 11

**cl006a\_1\_:** [If cl004 = 2 OR [If cl015 = 2 and cl015b = 2]] Has the coronavirus epidemic affected [ ]'s decision to stop taking part in classes now (in the summer)?

	N	1 Yes	2 No	3 Unsure
cl006a_1_ corona affected decision to stop taking part in classes	277	17.5	71.0	11.6
MOSE = +/- 6				

**cl006b:** [If if cl006a = 1] How has the coronavirus epidemic affected [ ]'s plans to stop taking part in classes now (in the summer)? Please mark all that apply.

	N	0 No	1 Yes
cl006b_1_s1 It has changed clselectednames[clcnt]'s family care responsibilities	50	47	3
cl006b_1_s2 It has changed clselectednames[clcnt]'s work responsibilities	50	37	13
cl006b_1_s3 clselectednames[clcnt] has health and safety concerns about in-person classes	50	32	18
cl006b_1_s4 It has changed clselectednames[clcnt]'s stable access to housing	50	48	2
cl006b_1_s5 It has changed clselectednames[clcnt]'s stable access to food sources (such as a	50	50	
cl006b_1_s6 It has changed clselectednames[clcnt]'s expenses for tuition, food, or housing	50	44	6
cl006b_1_s7 It has changed clselectednames[clcnt]'s ability to pay tuition	50	44	6
cl006b_1_s8 It has changed clselectednames[clcnt]'s employment status or work hours	50	34	16
cl006b_1_s9 clselectednames[clcnt] is dissatisfied with the coronavirus response of his or h	50	39	11
cl006b_1_s10 It has changed clselectednames[clcnt]'s desire to be close to home	50	40	10
cl006b_1_s11 Other, please specify: cl006b_other[clcnt]	50	40	10
cl006b_1_s12 clselectednames[clcnt]'s institution does not plan for in-person enrollment in th	50	37	13

Due to small sample size, observation numbers shown.

**cl006\_ddd\_1\_:** [if cl004== 2 OR 3] Has the quality of online courses affected [ ]'s decision to stop taking part in classes now (in the summer)?

	N	1 Yes	2 No	3 Unsure
cl006_ddd_1_ quality of online courses affected decision	277	12.5	70.2	17.3
MOSE = +/- 6				

**cl006\_eee\_1\_:** [if cl004== 2 OR 3] Has access to computer equipment or internet affected [selected student]'s decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
cl006_eee_1_ access to computer equipment or internet affected decision	277	7.7	88.5	3.8
MOSE = +/- 6				

**cl006\_fff\_1\_:** [if cl004== 2 OR 3] Has the ability to adjust to the online course format affected [selected student]'s decision to stop taking part in classes now?

	N	1 Yes	2 No	3 Unsure
cl006_fff_1_ ability to adjust to online course format affected decision	277	14.2	74.1	11.7
MOSE = +/- 6				

**cl002:** [If cl015 = 1 and cl015b = 2] What type of degree or certificate is [ ] working on? Mark all that apply.

	N	0 No	1 Yes
cl002_1_s1 A bachelors degree (usually four years)	476	187	289
cl002_1_s2 An associates degree (usually two years)	476	379	97
cl002_1_s3 A certificate or diploma of occupational training such as plumbing or cosmetolog	476	436	40
cl002_1_s4 A graduate program such as a masters or PhD	476	403	73
cl002_1_s5 Not working toward a degree or certificate	476	465	11

Due to small sample size, observation numbers shown.

**cl005\_bbb:** [If cl015 = 1 and cl015b = 2 ] Has [ ] experienced any changes in the following areas because of the coronavirus epidemic?

	N	1 Decreased	2 No Change	3 Increased	4 Unsure
cl005_bbb_1_1_ Family care responsibilities	475	2.6	72.9	18.3	6.1
cl005_bbb_2_1_ Work responsibilities	475	18.8	53.6	17.8	9.8
cl005_bbb_3_1_ Stable access to housing	473	4.5	79.2	6.7	9.7
cl005_bbb_4_1_ Stable access to food sources (such as a campus meal plan)	475	7.6	79.5	4.2	8.8
cl005_bbb_5_1_ Expenses for tuition, food, or housing	475	9.9	68.7	11.3	10.1
cl005_bbb_6_1_ Desire to be close to home	475	3.8	67.4	19.7	9.1

MOSE = +/- 4

**cl005\_ccc\_1\_:** [If r\_cl015 = 1 and r\_cl015b = 2 ] Has [[]]'s employment status changed because of the coronavirus epidemic?

	N	1 Yes	2 No	3 Unsure
cl005_ccc_1_ employment status changed	476	23.9	68.3	7.8

MOSE = +/- 4

**cl005\_ddd:** [If cl005\_ccc = 1] How has [[]]'s employment status changed?

	N	0 No	1 Yes
cl005_ddd__checkall_1_s1 has become unemployed	134	55.8	44.2
cl005_ddd__checkall_1_s2 has found a new job	134	82.4	17.6
cl005_ddd__checkall_1_s3 job has reduced hours	134	76.2	23.8
cl005_ddd__checkall_1_s4 has been temporarily laid off or is taking sick leave or	134	80.0	20.0

MOSE = +/- 8

**cl004\_1\_:** [If cl015 = 1 and cl015b = 2 ] Is [[]] taking part in classes toward his or her degree now (in the summer)?

	N	1 Yes	2 No	3 Unsure
cl004_1_ still taking part in classes	476	41.1	53.1	5.8

MOSE = +/- 4

**cl005\_1\_:** [If cl004 == 1] How is [[]] primarily taking part in classes now?

	N	1 On campus	2 Online	3 A work site or other non-campus location	4 Other
cl005_1_ how now taking part in classes	204	5.3	90.7	3.2	0.8

MOSE = +/- 7

**cl006\_1\_:** [If cl004 == 2 OR 3] Is [[]]'s school offering classes in his or her program (in the summer or fall)?

	N	1 Yes	2 No	3 Unsure
cl006_1_ still offering classes	272	61.3	13.8	24.9

MOSE = +/- 6

**cl008a\_1\_:** [If cl015=1] Does [[]] expect to continue taking classes in the fall?

	N	1 Yes	2 No	3 Unsure
cl008a_1_ expect to continue taking classes	476	81.8	8.8	9.4

MOSE = +/- 4

**cl010a\_1\_:** [if cl015=1] Has the coronavirus epidemic influenced [[]]'s decision whether to continue taking classes in the fall?

	N	1 Yes	2 No	3 Unsure
cl010a_1_ corona influenced decision to continue taking classes	476	9.5	73.7	16.8

MOSE = +/- 4

**cl010aa:** [If if cl010a = 1] How has the coronavirus epidemic influenced [[]]'s decision whether continue taking classes in the fall? Please mark all that apply.

	N	0 No	1 Yes
cl010aa_1_s1 It has changed family care responsibilities	55	47	8
cl010aa_1_s2 It has changed work responsibilities	55	45	10
cl010aa_1_s3 has health and safety concerns about in-person classes	55	36	19
cl010aa_1_s4 It has changed stable access to housing	55	50	5
cl010aa_1_s5 It has changed stable access to food sources (such as a	55	53	2
cl010aa_1_s6 It has changed expenses for tuition, food, or housing	55	45	10
cl010aa_1_s7 It has changed ability to pay tuition	55	51	4
cl010aa_1_s8 It has changed employment status or work hours	55	38	17
cl010aa_1_s9 is dissatisfied with the coronavirus response of his or h	55	37	18
cl010aa_1_s10 It has changed desire to be close to home	55	40	15
cl010aa_1_s11 Other, please specify: cl010aa_other[clcnt]	55	41	14
cl010aa_1_s12 institution does not plan for in-person enrollment in th	55	43	12

Due to small sample size, observation numbers shown.

**cl005c\_1\_:** [If cl015 = 2 and cl015b = 1] As of February 2020, what were [ ]'s plans after finishing his or her program?

	N	Find a job related to the program	Find a job unrelated to the program	Go back to school	Other	Unsure
cl005c_1_ february 2020 plans after finishing	48	55.8	2.8	27.0	5.2	9.1

MOSE = +/- 14

**cl005d\_1\_:** [If cl015 = 2 and cl015b = 1] Has the coronavirus epidemic affected [ ]'s plans after finishing his or her program?

	N	1 Yes	2 No	3 Unsure
cl005d_1_ coronavirus changed plans after finishing	48	40.9	57.5	1.6

MOSE = +/- 14

**cl005e\_1\_:** [If cl015 = 2 and cl015b = 1] What are [ ]'s current plans after finishing his or her program?

	N	Find a job related to the program	Find a job unrelated to the program	Go back to school	Other	Unsure
cl005e_1_ current plans after finishing	48	57.8	3.8	23.5	3.9	11.0

MOSE = +/- 14

**cl008b\_1\_:** [If cl008a = 1] Where does [ ] expect to continue taking classes in the fall?

	N	current institution	A different institution
cl008b_1_ where continue classes	400	92.3	7.7

MOSE = +/- 5

**cl010\_1\_:** [If cl008a = 1 ] Does [ ] expect to take classes online or in person in the fall?

	N	1 Online	2 In person	3 Other	4 Unsure
cl010_1_ expect to take classes online or in person	400	38.1	35.6	0.8	25.5

MOSE = +/- 5

**cl010b\_1\_:** [If cl008a = 1 ] Has the coronavirus epidemic influenced [ ]'s decision of how many classes to take in the fall?

	N	Yes, will take more classes	Yes, will take fewer classes	No	Unsure
cl010b_1_ corona influenced decision how many classes to take	400	6.3	4.9	64.9	23.9

MOSE = +/- 5

**cl010bb:** [If cl010b== 1 OR 2] How has the coronavirus epidemic influenced [ ]'s decision of how many classes to take in the fall? Please mark all that apply.

	N	0 No	1 Yes
cl010bb_1_s1 It has changed cselectednames[clcnt]'s family care responsibilities	54	47	7
cl010bb_1_s2 It has changed cselectednames[clcnt]'s work responsibilities	54	43	11
cl010bb_1_s3 cselectednames[clcnt] has health and safety concerns about in-person classes	54	40	14
cl010bb_1_s4 It has changed cselectednames[clcnt]'s stable access to housing	54	49	5
cl010bb_1_s5 It has changed cselectednames[clcnt]'s stable access to food sources (such as a	54	53	1
cl010bb_1_s6 It has changed cselectednames[clcnt]'s expenses for tuition, food, or housing	54	50	4
cl010bb_1_s7 It has changed cselectednames[clcnt]'s ability to pay tuition	54	51	3
cl010bb_1_s8 It has changed cselectednames[clcnt]'s employment status or work hours	54	46	8
cl010bb_1_s9 cselectednames[clcnt] is dissatisfied with the coronavirus response of his or h	54	43	11
cl010bb_1_s10 It has changed cselectednames[clcnt]'s desire to be close to home	54	43	11
cl010bb_1_s11 Other, please specify: cl010bb_other[clcnt]	54	42	12
cl010bb_1_s12 cselectednames[clcnt]'s institution does not plan for in-person enrollment in th	54	38	16

Due to small sample size, observation numbers shown.

**cl011\_1\_:** Has the coronavirus epidemic influenced [selected student]'s decision whether to transfer to another institution in the fall?

	N	1 Yes	2 No	3 Unsure
cl011_1_ corona influenced decision to transfer	400	3.3	86.5	10.3

MOSE = +/- 5

**cl012\_1\_:** Has the coronavirus epidemic influenced [selected student]'s ability to complete his or her degree or certificate in a timely manner?

	N	1 Yes	2 No	3 Unsure
cl012_1_ corona influence able to complete degree or certificate	448	13.7	69.6	16.7
MOSE = +/- 5				

**cl013:** [If cl012 = 1] How has the coronavirus epidemic influenced [selected student]'s ability to complete his or her degree or certificate in a timely manner? Mark all that apply.

	N	0 No	1 Yes
cl013_1_s1 It has changed clselectednames[clcnt]'s family care responsibilities	59	52	7
cl013_1_s2 It has changed clselectednames[clcnt]'s work responsibilities	59	48	11
cl013_1_s3 clselectednames[clcnt] has health and safety concerns about in-person classes	59	47	12
cl013_1_s4 It has changed clselectednames[clcnt]'s stable access to housing	59	56	3
cl013_1_s5 It has changed clselectednames[clcnt]'s stable access to food sources (such as a	59	57	2
cl013_1_s6 It has changed clselectednames[clcnt]'s expenses for tuition, food, or housing	59	53	6
cl013_1_s7 It has changed clselectednames[clcnt]'s ability to pay tuition	59	49	10
cl013_1_s8 It has changed clselectednames[clcnt]'s employment status or work hours	59	45	14
cl013_1_s9 clselectednames[clcnt] is dissatisfied with the coronavirus response of his or h	59	45	14
cl013_1_s10 It has changed clselectednames[clcnt]'s desire to be close to home	59	53	6
cl013_1_s11 Other, please specify: cl013_other[clcnt]	59	44	15
cl013_1_s12 clselectednames[clcnt]'s institution does not plan for in-person enrollment in th	59	41	18

Due to small sample size, observation numbers shown.

The following question was asked of all respondents.

**cl014:** Has the coronavirus epidemic changed how you perceive the value of post-secondary education?

	N	Yes, I now think post-secondary education is more valuable	Yes, I now think post-secondary education is less valuable	No	Unsure
cl014 change perceived value post-secondary education	5989	18.9	8.3	51.4	21.4
MOSE = +/- 1					