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Eagleton Institute of Politics
CENTER FOR PUBLIC INTEREST POLLING

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NIEER METHODOLOGY REPORT

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Eagleton Center for Public Interest Polling
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The Eagleton Center for Public Interest Polling (ECPIP), home of the Rutgers-Eagleton Poll, was established in 1971. Now celebrating five decades and publication of over 200 public opinion polls on the state of New Jersey, ECPIP is the first and longest continuously running university-based state survey research centers in the United States.

Our mission is to provide scientifically sound, non-partisan information about public opinion. ECPIP conducts research for all levels of government and nonprofit organizations with a public interest mission, as well as college and university-based researchers and staff. ECPIP makes it a priority to design opportunities for undergraduate and graduate students to learn how to read, analyze, design, and administer polls. We pride ourselves on integrity, quality, and objectivity.

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Methodology Statement

Ipsos Public Affairs (Ipsos) conducted the 2020 Home Learning Study on behalf of Rutgers, The State University of New Jersey.

The study collected data about life at home with young children during the COVID-19 pandemic. Respondents answered questions about a 3, 4, or 5 year-old child in their household, including items about the child's daily activities during the pandemic and the child's childcare, pre-school, or kindergarten program both before and during the pandemic.

The survey was conducted on KnowledgePanel®, a probability-based web panel designed to be representative of the United States.

Sample Definition, Field Period and Survey Length

The target population consisted of non-institutionalized U.S. adults age 18 and older with at least one child aged 3, 4, or 5 years old in the household.

Ipsos sampled U.S. adults with children in their household aged 3, 4, or 5 years old to obtain a total of 1,001 interviews. Selected panel members received an email invitation to complete the survey and were asked to do so at their earliest convenience. The survey was fielded in both English and Spanish.

The median completion time of the main survey was 11 minutes.

Sample	Field Start	Field End	N Fielded	N Completed	Completion Rate	N Qualified	Qualification Rate
Main Survey	5/22/20	6/05/20	2,609	1,357	52%	1,001	73.8%

Survey Cooperation Enhancements

Email reminders were sent to non-responders on Day 3 of the field period. An additional reminder was sent to the remaining non-responders on Day 5 of the field period.

Ipsos KnowledgePanel™ Methodology

KnowledgePanel is the first and largest online research panel that is representative of the entire U.S. population. It relies on probability-based sampling techniques for recruitment; hence, it is the largest national sampling frame from which fully representative samples can be generated to produce statistically valid inferences for study populations. Panel members are randomly recruited through probability-based sampling, and households are provided with access to the Internet and hardware if needed.

Ipsos recruits panel members by using address-based sampling (ABS) methods. Once household members are recruited for the panel and assigned to a study sample, they are notified by email for survey taking, or panelists can visit their online member page for survey taking (instead of being contacted by telephone or postal mail); households without Internet connection are provided with a web-enabled device and free internet service. This allows surveys to be fielded quickly and economically. In addition, this approach reduces the burden placed on respondents, since email notification is less intrusive than telephone calls and most respondents find answering online questionnaires more interesting and engaging than being questioned by a telephone interviewer. Furthermore, respondents have the convenience to choose what day and time to complete their assigned survey.

Sample Weighting

Data are typically weighted by the pool of active members to the geodemographic benchmarks secured from the latest March supplement of the U.S. Census Bureau's Current Population Survey (CPS) along several dimensions. Using the resulting weights as measures of size, a probability-proportional-to-size (PPS) procedure is used to select study specific samples. It is the application of this PPS methodology with the imposed size measures that produces fully self-weighing samples from KnowledgePanel, for which each sample member can carry a design weight of unity. Moreover, in instances where a study design requires any form of oversampling of certain subgroups, such departures from an EPSEM design are accounted for by adjusting the design weights in reference to the CPS benchmarks for the population of interest.

The geodemographic benchmarks used to weight the active panel members for computation of size measures include:

- Gender (Male/Female)
- Age (18–29, 30–44, 45–59, and 60+)
- Race/Hispanic ethnicity (White/Non-Hispanic, Black/Non-Hispanic, Other/Non-Hispanic, 2+ Races/Non-Hispanic, Hispanic)
- Education (Less than High School, High School, Some College, Bachelor and beyond)
- Census Region (Northeast, Midwest, South, West)
- Household income (under $10k, $10K to <$25k, $25K to <$50k, $50K to <$75k, $75K to <$100k, $100K to <$150k, and $150K+)
- Home ownership status (Own, Rent/Other)
- Metropolitan Area (Yes, No)
- Hispanic Origin (Mexican, Puerto Rican, Cuban, Other, Non-Hispanic)

Once all survey data have been collected and processed, design weights are adjusted to account for any differential nonresponse that may have occurred. Depending on the specific target population for a given study, geodemographic distributions for the corresponding population are obtained from the CPS, the U.S. Census Bureau's American Community Survey (ACS), or in certain instances from the weighted KnowledgePanel profile data. For this purpose, an iterative proportional fitting (raking) procedure is used to produce the final weights. In the final step, calculated weights are examined to identify and, if necessary, trim outliers at the extreme upper and lower tails of the weight distribution. The resulting weights are then scaled to aggregate to the total sample size of all eligible respondents.

Qualified respondents were weighted to represent U.S. adults ages 18 and older with at least one child age 3, 4, or 5 in the household. The needed benchmarks were obtained from the 2019 March Supplement of the Current Population Survey (CPS). Moreover, we used the 2018 American Community Survey (ACS) to obtain language proficiency benchmarks.

- Gender (Male, Female) by Age (18-29, 30-34, 35-39, 40+)
- Race/Ethnicity (White/Non-Hispanic, Black/Non-Hispanic, Other/Non-Hispanic, Hispanic, 2+ Races/Non-Hispanic)
- Education (Less than High School, High School, Some College, Bachelor's or higher)
- Census Region (Northeast, Midwest, South, and West) by Metropolitan Status (Metro, Non-Metro)
- Household Income (under $25K, $25-$49,999, $50K-$74,999, $75K-$99,999, $100K$149,999, $150K and over)
- Language Proficiency (English Proficient Hispanic, Bilingual Hispanic, Spanish Proficient Hispanic, Non-Hispanic
- Number of children ages 3, 4, 5 years old in the household (1, 2, 3+)

Weights were trimmed and scaled to sum to the unweighted sample size of respondents. This is weighting variable weight1; n=1,001. Weights were also trimmed and scaled to sum to the unweighted sample size of respondents using all the above benchmarks except number of children ages 3, 4, 5 years old in the household. This is weighting variable weight2.

Trimming:
weight1 = (1%, 99%)
weight2 = (1%, 99%)

The design effect is:
Weight1 = 1.8149
Weight2 = 1.7066

Detailed information on the demographic distributions of the benchmarks can be found in Appendix A.

Sample Weighting Benchmarks (2019) Compared to Early Childhood Program Participation Sample (2016)

The differences in the household income distributions between the Early Childhood Program Participation (ECPP) sample from the 2016 study (full report can be obtained from this link: https://nces.ed.gov/pubs2017/2017101REV.pdf) and the current study using KnowledgePanel (KP) sample conducted by Ipsos are due to *the differences in the population of interest.* The household income distributions of the ECPP sample from the report were based on children 0-5 YO whereas the KP sample was weighted to reflect the sample design and represent adults age 18+ who lived with a 3-5 YO in the households. Additionally, we have seen an increase in the last few years in the proportion of the US population with higher household income; this explains the larger percentage of people with higher household incomes, such as $100K and above, between 2016 and 2019, as shown in the tables below.

CPS	2016			2019			Difference
	household income	Frequency	Percent	household income	Frequency	Percent	2019 CPS % - 2016 CPS %
18+ YO with 3-5 YO in HH	Under $25,000	3044216	14.0%	Under $25,000	2095861	9.6%	-4.3%
	$25,000-$49,999	4323868	19.8%	$25,000-$49,999	3943183	18.1%	-1.7%
	$50,000-$74,999	4021988	18.4%	$50,000-$74,999	3713891	17.1%	-1.3%
	$75,000 and $99,999	3085375	14.1%	$75,000 and $99,999	3352072	15.4%	1.3%
	$100,000 and $149,999	3815726	17.5%	$100,000 and $149,999	4130098	19.0%	1.5%
	$150,000 and above	3526547	16.2%	$150,000 and above	4495852	20.7%	4.5%
	Total	21817720		Total	21730957		

	household income	Frequency	Percent	household income	Frequency	Percent	Difference
18+ YO with 0-5 YO in HH	Under $25,000	4872519	13.6%	Under $25,000	3492345	9.9%	-3.7%
	$25,000-$49,999	7463591	20.8%	$25,000-$49,999	6307846	17.8%	-3.0%
	$50,000-$74,999	6655647	18.6%	$50,000-$74,999	5992160	16.9%	-1.6%
	$75,000 and $99,999	5079952	14.2%	$75,000 and $99,999	5518734	15.6%	1.4%
	$100,000 and $149,999	6256772	17.4%	$100,000 and $149,999	6816253	19.2%	1.8%
	$150,000 and above	5544993	15.5%	$150,000 and above	7283145	20.6%	5.1%
	Total	35873474		Total	35410483		

	household income	Frequency	Percent	household income	Frequency	Percent	Difference
0-5 population	Under $25,000	4291517	18.0%	Under $25,000	3146426	13.3%	-4.7%
	$25,000-$49,999	5185431	21.8%	$25,000-$49,999	4658476	19.6%	-2.1%
	$50,000-$74,999	4178447	17.5%	$50,000-$74,999	3882703	16.4%	-1.2%
	$75,000 and $99,999	3052999	12.8%	$75,000 and $99,999	3454785	14.6%	1.8%
	$100,000 and $149,999	3833476	16.1%	$100,000 and $149,999	4207217	17.7%	1.6%
	$150,000 and above	3289554	13.8%	$150,000 and above	4372254	18.4%	4.6%
	Total	23831424		Total	23721861		

Sample Error

All surveys are subject to sampling error, which is the expected probable difference between interviewing everyone in a population versus a scientific sampling drawn from that population. Sampling error should be adjusted to recognize the effect of weighting the data to better match the population. In this poll, the simple sampling error for the weighted sample (weight1) of N=1001 U.S. adults with children in their household aged 3, 4, or 5 years old adults is +/-3.1 percentage points at a 95 percent confidence interval. The sample weighting design effect is 1.8149, making the adjusted margin of error +/-4.2 percentage points for the adult sample. Thus, if 50 percent of adults with children in this age group favor a particular position, we would be 95 percent sure that the true figure is between 45.8 and 54.2 percent (50 +/-4.2) if nationally all adults with children aged 3 to 5 years old had been interviewed, rather than just a sample.

A second weight (weight2) was provided which re-calculated the adult weight (for adults age 18+ who live with a 3-5 year old child) to include the number of 3 to 5 year olds in the household as a weighting variable. The sample weighting design effect is 1.7066, making the adjusted margin of error +/- 4.0 percentage points for the re-calculated adult weight.

Sampling error increases as the sample size decreases, so statements based on various population subgroups are subject to more error than are statements based on the total sample. Sampling error does not take into account other sources of variation inherent in public opinion studies, such as non-response, question wording or context effects.

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Final Programmed English Main Survey Questionnaire

Sample Specifications

Parents of children ages 3 to 5, *n* = 1,000 (plus an extra 25 for pre-test)

Sample Variables

xacslang: 1=English Proficient; 2=Bilingual; 3=Spanish Proficient; 4=Hispanic missing data; 5=Non-Hispanic
xspanish: 1=English, 2=Spanish

Main Questionnaire (including screener, if applicable)

Programming Notes:

- *Code all refusals as -99.*
- *Use default instruction text for each question type unless otherwise specified.*

CONSENT

CONSENT [DISP]
We at Rutgers University are asking for your help on an important national study that will enable us to learn more about pre-school aged children's learning experiences both inside and outside the home during this time. You have been randomly selected to share your thoughts. Your participation is very important to us. The survey should take around 15 minutes.

Your answers are confidential and will only be reported in combination with others. Your participation is voluntary, you may end at any time, and you may skip questions you do not want to answer without penalty. All data will be securely stored with access limited to members of our research team.

Confidential means that the research records will include some information about you, and this information will be stored in such a manner that some linkage between your identity and the response in the research exists. All data will be stored on independent secured sites with access limited to members of the research team. After information that could identify you has been removed, de-identified information collected for this research may be used by or distributed to investigators for other research without obtaining additional permission from you.

If you have any questions about this research project, you may contact Rutgers' Eagleton Center for Public Interest Polling director Dr. Ashley Koning at 848.932.8995 or via email at poll@eagleton.rutgers.edu.

If you have any questions about your rights as a research subject, please contact an IRB Administrator at the Rutgers University, Arts and Sciences IRB:

Institutional Review Board
Rutgers University, the State University of New Jersey
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New Brunswick, NJ 08901
Phone: 732-235-2866
Email: human-subjects@ored.rutgers.edu

CHILD DEMOGRAPHICS

Base: All respondents

Q1 [N; prompt once]
In this survey we would like you to ask you about one child age 3, 4, or 5 who is currently living in your household at least half of the time. You do not have to be the parent of this child.

To start, how many children age 3, 4, or 5 do you have currently living in your household? Please include any child in this age range who lives in your household, even if you are not the child's parent.

NUMBER OF CHILDREN: **[NUMERIC TEXTBOX, RANGE 0-10]**

Base: Q1=0 or REFUSED

TERM [DISP]
Thank you, but we are only speaking to individuals with children age 3, 4, or 5 years old in their household.

TERMINATE IF Q1=0 or REFUSED.

Base: All respondents

Q1c [S; prompt once]
[IF Q1=1: And are you the parent or guardian of this child?**] [IF Q1>1:** And are you the parent or guardian of any child age 3, 4, or 5 years old currently living in your household?**]**

1. Yes
2. No

Base: Q1>1

Q2 [DISP]

Please list the month and year of birth for each child age 3, 4, or 5 years old in the household. If you are unsure, please just take your best guess or take a moment to consult another household member.

Q2_month [DROPDOWN]

Response options

1. *January*
2. *February*
3. *March*
4. *April*
5. *May*
6. *June*
7. *July*
8. *August*
9. *September*
10. *October*
11. *November*
12. *December*

Q2_year [NUMERIC DROP DOWN, RANGE 2014–2017]

Child 1, Month: **[Q2_month_1]** Year**: [Q2_year_1]**

Child 2, Month: **[Q2_month_2]** Year**: [Q2_year_2]**

Scripter: If Q1>2, please continue to add rows like the above:

If Q1=3:
Child 3**, Month: **[Q2_month_3]** Day: **[Q2_day_3]** Year: **[Q2_year_3]

If Q1=4:
Child 4**, Month: **[Q2_month_4]** Day: **[Q2_day_4]** Year: **[Q2_year_4]

… etc.

Base: Q1=1

Q3 [DISP]

Please list the month and year of birth for this child. If you are unsure, please just take your best guess or take a moment to consult another household member.

Q3_month [DROPDOWN]

Response options

1. *January*
2. *February*
3. *March*
4. *April*
5. *May*
6. *June*
7. *July*
8. *August*
9. *September*
10. *October*
11. *November*
12. *December*

Q3_year [NUMERIC DROP DOWN, RANGE 2014–2017]

Month: **[Q3_month]** Year: **[Q3_year]**

Base: All respondents

DOV_ELIG [S]

DOV_ELIG=1

- if [(Q2_1_1<7 & Q2_1_3=4) OR (Q2_1_1>6 & Q2_1_3=1)]
- OR if [(Q2_2_1<7 & Q2_2_3=4) OR (Q2_2_1>6 & Q2_2_3=1)]
- OR if [(Q2_3_1<7 & Q2_3_3=4) OR (Q2_3_1>6 & Q2_3_3=1)]
- OR if [(Q2_4_1<7 & Q2_4_3=4) OR (Q2_4_1>6 & Q2_4_3=1)]
- OR if [(Q2_5_1<7 & Q2_5_3=4) OR (Q2_5_1>6 & Q2_5_3=1)]
- OR if [(Q2_6_1<7 & Q2_6_3=4) OR (Q2_6_1>6 & Q2_6_3=1)]
- OR if [(Q2_7_1<7 & Q2_7_3=4) OR (Q2_7_1>6 & Q2_7_3=1)]
- OR if [(Q2_8_1<7 & Q2_8_3=4) OR (Q2_8_1>6 & Q2_8_3=1)]
- OR if [(Q2_9_1<7 & Q2_9_3=4) OR (Q2_9_1>6 & Q2_9_3=1)]
- OR if [(Q2_10_1<7 & Q2_10_3=4) OR (Q2_10_1>6 & Q2_10_3=1)]
- OR if [(Q3_1_1<7 & Q3_1_3=4) OR (Q3_1_1>6 & Q3_1_3=1)]

DOV_ELIG=2

- All else

Base: DOV_ELIG=2

TERM2 [DISP]

Thank you, but we are only speaking to individuals with children age 3, 4, or 5 years old in their household.

TERMINATE IF DOV_ELIG=2.

Base: All respondents

Q1b [DISP]

[IF Q1>1: Please answer the following questions based on the child above whose birthday comes earliest in the calendar year, regardless of where their age falls in the 3 to 5 year-old range.**]**

First, some questions about household member interactions with the child.

If you are unsure about the answer to any question, please just take your best guess or feel free to take a moment to consult another household member or the child.

CHILD-FAMILY ACTIVITIES

Base: All respondents

Q4 [N]

How many times have you or another household member read to the child in the past week?

[NUMERIC TEXTBOX, RANGE 0-99] times

Base: All respondents

Q5 [G; banked]

In the past week, how many times have you or another household member done the following things with the child?

RANDOMIZE statements

A. Told the child a story
B. Sang songs with the child
C. Taught letters, words, or numbers to the child
D. Worked on arts and crafts with the child

Responses

1. Not at all
2. 1 or 2 times
3. 3 or more times

Base: All respondents

Q6 [G; accordion]

Thinking about last week, how often, if ever, did the child do each of the following activities, whether on their own or with someone else?

RANDOMIZE statements

A. Read or was read to or looked at a picture book
B. Watched TV
C. Watched DVDs or videos on a TV
D. Watched videos on a computer or mobile device (like a smartphone or tablet)
E. Played video games on a computer, handheld device, console, tablet, smartphone or other device (like a DS)
F. Listened to or played music
G. Made artwork or crafts
H. Played indoors with toys, games, or materials that did not use a digital device
I. Played outdoors

Responses

1. Several times a day
2. Once a day
3. Several times during the week
4. Once or twice during the week
5. Never

Base: All respondents

Q7 [G; *multi-punch* accordion]

Thinking about yesterday, please indicate whether or not the child did each of the following activities on their own, with you, with another adult in your household, or with another child in your household. Check all that apply.

RANDOMIZE statements

A. Read or was read to from a print book
B. Read or was read to on a tablet, phone, or e-reader
C. Played indoors with toys, blocks, games, or other materials not involving a screen (e.g., TV, phone, computer, tablet, etc.)
D. Made arts and crafts
E. Played outdoors
G. Listened to or played music
H. Watched TV on a TV set
I. Watched videos or TV shows on a computer, smartphone, or tablet
J. Played games on a video game player, computer, smartphone, or tablet
K. Used learning or teaching programs or apps on a computer, smartphone, or tablet
L. Skyped or video-chatted on a smartphone or tablet (e.g., Facetime, Google Hangout, Zoom, etc.)
M. Did anything else on a smartphone or tablet, such as took or looked at pictures or videos, looked up things, or used other types of apps not already covered **[ANCHOR]**

Responses

1. On their own
2. With you

3. With another adult in household
4. With another child in household
5. With someone else
6. Did not do this activity yesterday **[EXCLUSIVE]**

Base: If any of Q7_A_1-5=1, Q7_B_1-5=1, etc, through Q7_M_1-5=1

Q8 [G; Numeric]

Still thinking about yesterday, how much time did the child spend on each of the following activities, whether on their own or with you or someone else in the household? Record the approximate number of total minutes the child spent on each. Just take your best guess.

RANDOMIZE Q8_A-M in same order as Q7_A-M.

IF Q7_A_1-5=1, show Q8_A.
IF Q7_B_1-5=1, show Q8_B.
IF Q7_C_1-5=1, show Q8_C.
IF Q7_D_1-5=1, show Q8_D.
IF Q7_E_1-5=1, show Q8_E.
IF Q7_G_1-5=1, show Q8_G.
IF Q7_H_1-5=1, show Q8_H.
IF Q7_I_1-5=1, show Q8_I.
IF Q7_J_1-5=1, show Q8_J.
IF Q7_K_1-5=1, show Q8_K.
IF Q7_L_1-5=1, show Q8_L.
IF Q7_M_1-5=1, show Q8_M.

A. Read or was read to from a print book	**[NUMERIC, RANGE 1-999]** minutes
B. Read or was read to on a tablet, phone, or e-reader	**[NUMERIC, RANGE 1-999]** minutes
C. Played indoors with toys, blocks, games, or other materials not involving a screen (TV, phone, computer, tablet, etc.)	**[NUMERIC, RANGE 1-999]** minutes
D. Made arts and crafts	**[NUMERIC, RANGE 1-999]** minutes
E. Played outdoors	**[NUMERIC, RANGE 1-999]** minutes
G. Listened to or playing music	**[NUMERIC, RANGE 1-999]** minutes
H. Watched TV on a TV set	**[NUMERIC, RANGE 1-999]** minutes
I. Watched videos or TV shows on a computer, smartphone or tablet	**[NUMERIC, RANGE 1-999]** minutes
J. Played games on a video game player, computer, smartphone or tablet	**[NUMERIC, RANGE 1-999]** minutes
K. Used learning or teaching programs or apps on a computer, smartphone or tablet	**[NUMERIC, RANGE 1-999]** minutes
L. Skyped or video-chatted on a smartphone or tablet (e.g., Facetime, Google Hangout)	**[NUMERIC, RANGE 1-999]** minutes
M. Did anything else on a smartphone or tablet, such as took or looked at pictures or videos, looked up	**[NUMERIC, RANGE 1-999]** minutes

things, or used other types of apps not already covered **[ANCHOR]**	

PRE-SCHOOL/CHILD CARE ARRANGEMENTS

Base: All respondents

Q9 [S]

Now for a few questions about the child's childcare, pre-school, or kindergarten arrangements. **Remember, if you are unsure about the answer to any question, please just take your best guess or feel free to take a moment to consult another household member or the child.**

Did the child attend a childcare, preschool, or kindergarten program on a regular basis in the past six (6) months prior to any closure due to the coronavirus, also known as COVID-19? This includes regular care and early childhood programs, whether or not there is a charge or fee, but not occasional baby-sitting or backup care providers.

1. Yes
2. No

Base: Q9=1

Q10 [S]

In what type of childcare, preschool, or kindergarten program has the child spent the most time?

1. Head Start
2. A day care center
3. A nursery school
4. A preschool
5. A pre-kindergarten
6. A kindergarten
7. Something else (Specify) **[TEXTBOX]**

Base: Q9=1

Q11 [S]

Where is the program physically located?

1. Your home
2. Someone else's home
3. A church, synagogue, or other place of worship
4. A public school
5. A private school
6. Its own building
7. Some other place (Specify) **[TEXTBOX]**

Base: Q9=1

Q12 [N]

Think about the child's attendance before the coronavirus outbreak. On average, how many days each week did the child typically go to that program?

[NUMERIC; RANGE 1-7] days each week

Base: Q9=1

Q13 [N]

Think about the child's attendance before the coronavirus outbreak. On average, how many hours each week did the child typically go to that program?

[NUMERIC; RANGE 1-168] hours each week

Base: Q9=1

Q14 [S]

Which of the following best describes the current status of the child's childcare, preschool, or kindergarten program given the coronavirus outbreak?

1. The program's physical location is still open
2. The program's physical location is temporarily closed
3. The program's physical location is permanently closed

Base: Q14=1

Q15 [S]

Is the child still attending their childcare, pre-school, or kindergarten program in person?

1. Yes, on the same schedule as before the outbreak
2. Yes, but on a different schedule than before the outbreak
3. No, but they are attending a different program in person
4. No, they are not attending any program in person

Base: Q14=2 or 3

Q16 [DROPDOWN]

Approximately when did the child's childcare, pre-school, or kindergarten program close its physical location due to the coronavirus outbreak? Even if you do not know the exact date, take your best guess based on your recollection.

Q16_month [DROPDOWN]

Response options

1. *January*
2. *February*
3. *March*
4. *April*
5. *May*

Q16_day [NUMERIC DROP DOWN, RANGE 1–31]

Month: **[Q16_month]** Day: **[Q16_day]**

*If **[Q16_month=4 AND Q16_day=31]**, prompt: Please enter a valid date.*
*If **[Q16_month=2 AND Q16_day>29]**, prompt: Please enter a valid date.*

PRE-SCHOOL DISTANCE LEARNING

Base: Q14=2 or 3

Q17 [G; banked]

Have you or another household member received any of the following from the child's childcare, pre-school, or kindergarten program since it closed its physical location due to the coronavirus outbreak? *If the child's program has already come to an end for summer break, please answer based on what the child experienced remotely from the time their program's physical location closed to just before summer break.*

RANDOMIZE statements

A. Instructions on how to contact the child's teacher for questions or continued support
B. Written or paper-based support and/or activities from school
C. Worksheets (or web links to worksheets)
D. Digital support and/or online learning activities, programs, or apps for computer or mobile device based learning (e.g., digital books, learning games, Epic, ABCya!, BrainPOP Jr.)
E. Teacher communication with children (e.g., via phone, Zoom, or other type of audio or visual chat tool)
F. Pre-recorded video lessons
G. Meals
H. Something else (Specify) **[TEXTBOX] [ANCHOR]**

Response options

1. Yes
2. No

Base: Q14=2 or 3

Q18 [S]

Does the child's childcare, pre-school, or kindergarten program currently provide any distance learning classes or activities? *Remember, if the child's program has already come to an end for*

summer break, please answer based on what the child experienced remotely from the time their program was physically closed to just before summer break.

1. Yes
2. No

Base: Q18=1

Q19 [G; accordion]

How often does the child participate in each of the following distance learning classes or activities that may be provided by their childcare, preschool, or kindergarten program? *Remember, if the child's program has already come to an end for summer break, please answer based on what the child experienced remotely from the time their program was physically closed to just before summer break.*

RANDOMIZE statements

1. Listening to a story online, on audio, or on video
2. Learning apps or games on computer, tablet, smartphone or other digital device
3. Reading alone or with an adult or older sibling
4. Completing worksheets
5. Visiting with a teacher by video chat (such as Zoom, Google Hangouts, etc) one-on-one
6. Activities with classmates by video chat (such as Zoom, Google Hangouts, etc)
7. Math or science focused activities including experiments, measuring, counting, and collecting
8. Art (coloring, drawing, cutting, pasting, etc.) or crafts
9. Singing, playing or listening to music
10. Physical activity either indoors or outdoors (e.g., exercises, running, etc), playing games (e.g., Simon Says), or taking a nature walk
11. Something else (Specify) **[TEXTBOX] [ANCHOR]**

Response options

1. Every day
2. Several times each week
3. Once or twice a week
4. Less than once a week
5. Never
6. Not offered

Base: Q18=1

Q20 [S]

Has the child been assigned any mandatory remote assignments from their childcare, preschool, or kindergarten program? *Remember, if the child's program has already come to an end for summer break, please answer based on what the child experienced remotely from the time their program was physically closed to just before summer break.*

1. Yes
2. No

Base: Q20=1

Q21 [S]

How often has the child been assigned mandatory remote assignments from their childcare, preschool, or kindergarten program? *Remember, if the child's program has already come to an end for summer break, please answer based on what the child experienced remotely from the time their program was physically closed to just before summer break.*

1. Every day
2. Several times each week
3. Once or twice a week
4. Less than once a week

Base: Q20=1

Q22 [N]

On average, how much time does the child spend on mandatory remote assignments during a typical day? Just take your best guess and record the approximate number of minutes the child spends. Please enter "0" (zero) if the child does not spend any time on mandatory assignments. *Remember, if the child's program has already come to an end for summer break, please answer based on what the child experienced remotely from the time their program was physically closed to just before summer break.*

[NUMERIC TEXTBOX; RANGE 0-999] minutes per day

Base: Q20=1

Q23 [S]

Are you or another household member required to electronically send or upload these assignments back to the child's program once completed?

1. Yes
2. No

Base: Q20=1

Q24 [S]

Do you, another household member, or the child receive feedback from a teacher on these assignments?

1. Yes

2. No

Base: All respondents

Q25 [S]

Does the child have an Individualized Education Program (IEP) for special needs (e.g., speech therapy)?

1. Yes
2. No

Base: Q25=1

Q26 [S]

Does the child still receive services required by the IEP, whether or not their childcare, pre-school, or kindergarten program has been closed during the coronavirus outbreak?

1. Yes, receives full support
2. Somewhat, receives partial support
3. No, receives no support

Base: All respondents

Q27 [S]

Is the child of Spanish, Hispanic, or Latino origin?

1. Yes
2. No

Base: All respondents

Q28 [S]

Please choose one or more race(s) that you consider the child to be.

Select all answers that apply.

1. White
2. Black or African American
3. American Indian or Alaska Native
4. Asian
5. Native Hawaiian or other Pacific Islander
6. Some other race (specify) **[TEXTBOX]**

Base: All respondents

END [DISP]

That completes our survey. Thank you very much for your time and cooperation. If you have any questions, you may contact Dr. Ashley Koning *(pronounced Cone-ing)* at 848-932-8940. If you have any questions about your rights as a research participant, you may contact the administrator of the Rutgers Institutional Review Board at 732-235-2866.

End of Questionnaire; Insert QF1 KP close

Appendix A: Benchmark Distributions

18 + adults who live with 3-5 YO benchmark
Source: March 2019 CPS Supplement Data

v1	Frequency	Percent
Age 18-29 Male	1926835	8.87
Age 18-29 Female	3214032	14.79
Age 30-34 Male	2120514	9.76
Age 30-34 Female	2903820	13.36
Age 35-39 Male	2666731	12.27
Age 35-39 Female	2710794	12.47
Age 40 Male	3240176	14.91
Age 40 Female	2948055	13.57

ppethm	Frequency	Percent
White, Non-Hispanic	11633440	53.53
Black, Non-Hispanic	2688925	12.37
Other, Non-Hispanic	1953702	8.99
Hispanic	5170860	23.79
2+ Race, Non-Hispanic	284029.6	1.31

v3	Frequency	Percent
Northeast Metro	3227406	14.85
Northeast Non-metro	266294.4	1.23
Midwest Metro	3567118	16.41
Midwest Non-metro	843811.4	3.88
South Metro	7089218	32.62
South Non-metro	1230480	5.66
West Metro	4993134	22.98
West Non-metro	513496.1	2.36

ppeducat	Frequency	Percent
Less than HS	2820082	12.98
HS	5714140	26.29
Some college	5450031	25.08
Bachelor or higher	7746705	35.65

income6	Frequency	Percent
Under $25,000	2095861	9.64
$25,000-$49,999	3943183	18.15
$50,000-$74,999	3713891	17.09
$75,000 and $99,999	3352072	15.43
$100,000 and $149,999	4130098	19.01
$150,000 and above	4495852	20.69

numberkidsinHH3to5	Frequency	Percent
1	18717042	86.13
2	2741157	12.61
3+	272759.4	1.26

Age 18+ adults with kids 3-5 in HH ACS Benchmarks
Source: 2018 ACS data

xacslang	Percent
English Proficient Hispanic	4.94
Bilingual Hispanic	13.15
Spanish Proficient Hispanic	5.70
Non-Hispanic	76.21

Home Learning - KP Responders
Trimmed and Scaled: Weighted by weight1

v1	Frequency	Percent
Age 18-29 Male	78.14236	7.81
Age 18-29 Female	149.2494	14.91
Age 30-34 Male	98.98982	9.89
Age 30-34 Female	135.0641	13.49
Age 35-39 Male	124.4561	12.43
Age 35-39 Female	126.7248	12.66
Age 40 Male	150.6895	15.05
Age 40 Female	137.6839	13.75

ppethm	Frequency	Percent
White, Non-Hispanic	539.2345	53.87
Black, Non-Hispanic	124.7364	12.46
Other, Non-Hispanic	90.63437	9.05
Hispanic	233.1357	23.29
2+ Race, Non-Hispanic	13.25907	1.32

v3	Frequency	Percent
Northeast Metro	148.4393	14.83
Northeast Non-metro	12.44116	1.24
Midwest Metro	164.7793	16.46
Midwest Non-metro	39.3908	3.94
South Metro	330.3621	33
South Non-metro	56.87773	5.68
West Metro	224.7912	22.46
West Non-metro	23.91837	2.39

ppeducat	Frequency	Percent
Less than HS	128.3766	12.82
HS	259.1884	25.89
Some college	251.5797	25.13
Bachelor or higher	361.8553	36.15

income6	Frequency	Percent
Under $25,000	97.9647	9.79
$25,000-$49,999	181.9695	18.18
$50,000-$74,999	172.2926	17.21
$75,000 and $99,999	148.9401	14.88
$100,000 and $149,999	190.0105	18.98
$150,000 and above	209.8227	20.96

numberkidsinHH3to5	Frequency	Percent
1	860.0536	85.92
2	128.0498	12.79
3+	12.89656	1.29

xacslang	Frequency	Percent
English Proficient Hispanic	47.91817	4.79
Bilingual Hispanic	127.3697	12.72
Spanish Proficient Hispanic	57.84776	5.78
Non-Hispanic	767.8643	76.71

Home Learning - KP Responders
Trimmed and Scaled: Weighted by weight2

v1	Frequency	Percent
Age 18-29 Male	73.87547	7.38
Age 18-29 Female	150.5572	15.04
Age 30-34 Male	98.77833	9.87
Age 30-34 Female	136.2117	13.61
Age 35-39 Male	124.6009	12.45
Age 35-39 Female	127.2973	12.72
Age 40 Male	151.3295	15.12
Age 40 Female	138.3495	13.82

ppethm	Frequency	Percent
White, Non-Hispanic	542.8055	54.23
Black, Non-Hispanic	125.2193	12.51
Other, Non-Hispanic	90.98387	9.09
Hispanic	228.6682	22.84
2+ Race, Non-Hispanic	13.3232	1.33

v3	Frequency	Percent
Northeast Metro	149.2806	14.91
Northeast Non-metro	12.52746	1.25
Midwest Metro	165.8763	16.57
Midwest Non-metro	39.59997	3.96
South Metro	331.6272	33.13
South Non-metro	57.05912	5.7
West Metro	221.4158	22.12
West Non-metro	23.61355	2.36

ppeducat	Frequency	Percent
Less than HS	123.4442	12.33
HS	261.5667	26.13
Some college	252.4056	25.22
Bachelor or higher	363.5835	36.32

income6	Frequency	Percent
Under $25,000	98.4504	9.84
$25,000-$49,999	183.8321	18.36
$50,000-$74,999	166.5692	16.64
$75,000 and $99,999	150.7834	15.06
$100,000 and $149,999	190.9478	19.08
$150,000 and above	210.417	21.02

xacslang	Frequency	Percent
English Proficient Hispanic	48.27323	4.82
Bilingual Hispanic	122.2674	12.21
Spanish Proficient Hispanic	58.12755	5.81
Non-Hispanic	772.3318	77.16

Home Learning - KP Responders (N=1001)
un-weighted%

v1	Frequency	Percent
Age 18-29 Male	24	2.4
Age 18-29 Female	111	11.09
Age 30-34 Male	77	7.69
Age 30-34 Female	148	14.79
Age 35-39 Male	129	12.89
Age 35-39 Female	170	16.98
Age 40 Male	166	16.58
Age 40 Female	176	17.58

ppethm	Frequency	Percent
White, Non-Hispanic	688	68.73
Black, Non-Hispanic	80	7.99
Other, Non-Hispanic	48	4.8
Hispanic	169	16.88
2+ Race, Non-Hispanic	16	1.6

v3	Frequency	Percent
Northeast Metro	121	12.09
Northeast Non-metro	18	1.8
Midwest Metro	189	18.88
Midwest Non-metro	58	5.79
South Metro	306	30.57
South Non-metro	42	4.2
West Metro	253	25.27
West Non-metro	14	1.4

ppeducat	Frequency	Percent
Less than HS	61	6.09
HS	189	18.88
Some college	245	24.48
Bachelor or higher	506	50.55

income6	Frequency	Percent
Under $25,000	106	10.59
$25,000-$49,999	175	17.48
$50,000-$74,999	186	18.58
$75,000 and $99,999	170	16.98
$100,000 and $149,999	203	20.28
$150,000 and above	161	16.08

xacslang	Frequency	Percent
English Proficient Hispanic	50	5
Bilingual Hispanic	80	7.99
Spanish Proficient Hispanic	39	3.9
Non-Hispanic	832	83.12

numberkidsinHH3to5	Frequency	Percent
1	787	78.62
2	185	18.48
3+	29	2.9

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