Topline Report Prepared for Children's Defense Fund of Ohio

Baldwin Wallace University Community Research Institute

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Executive Summary

Overview

A new statewide survey shows robust parent support for the state's "Whole Child Framework," which is aimed at meeting students' social-emotional, physical and safety needs, in addition to academics. The broad parent affirmation of school nutrition services, mental health support, life skills and safety programs is important because the comprehensive, "whole child" approach relies on parents to partner with their school district and community to meet the needs of students.

While there were some small differences in support by party affiliation, geographic location, race, education, income and other factors, no fewer than 7 in 10 parents agreed with each of nearly 40 statements on the value of their children's education, including nutrition and mental health services, social emotional learning and equity. In many cases, support was at or above 90%.

"As Ohio works to meet our children's developmental needs, especially in the wake of the pandemic's impact, continued parent support and partnership is key and this means raising awareness of what the 'whole child' framework includes," said Tracy Nájera, the Executive Director for the Children's Defense Fund of Ohio. "We know that a child's development and learning is hampered if their basic needs are not met, and we know student success begins at home."

The survey was commissioned by the Children's Defense Fund-Ohio and carried out by Baldwin Wallace University's Community Research Institute (BW CRI) in May. To examine parents' attitudes towards Ohio's Whole Child Framework, BW CRI partnered with SurveyUSA to interview a total of 1,370 Ohio parents of K-12 students from May 9–28, 2022.

One area where the data shows more work remains is to better familiarize all Ohio parents with the concept of "social-emotional learning (SEL)." One in four parents say they've never heard the term, which is part of "Whole Child Framework." Still, parents who know even a little about SEL support their children learning SEL skills in "self-awareness, self-management, social awareness, relationship skills and responsible decision-making." That support was greater among parents who said they knew about SEL and was high across the board when parents were asked about teaching such skills without the SEL label.

Parents across all demographics expressed confidence in their own ability to be a leader and partner in their child's education and reported high trust in their childrens' teachers to model and foster the life skills students need to succeed and thrive.

"In announcing Ohio's Whole Child Framework, which was created in partnership with hundreds of parents and educators throughout Ohio, the ODE reflected back what the state's school districts, communities and parents wanted for their children – to embrace an 'approach to education that goes beyond academics to ensure students are healthy, safe, engaged, supported and challenged,' " Nájera said. "This new statewide survey confirms and captures the voice of parents who broadly approve of the specific methods and strategies within the Whole Child Framework regardless of their geographic region or political party affiliation."

Select results by the numbers

The survey results demonstrated that Ohio parents of K-12 students are in broad agreement with most ideals for social-emotional learning and educational equity in schools. Key findings include the following:

School nutrition needs

Most parents recognize the value of ensuring students do not go hungry. The survey included four items related to nutrition in schools.

- 64% of Ohio parents said their child ate a lunch their school provided at no cost at least once in the past week, with a near majority (46%) reporting their child ate a school-provided lunch all five days.
- 93% agreed that schools should offer a variety of breakfast and lunch menu options that address a student's dietary needs (e.g., dietary restrictions, medical, or cultural accommodations).

- 87% agreed that schools should provide school meals at no cost to all students, regardless of the student's ability to pay.
- 82% agreed that school meals are helpful to their families.

Mental health matters

It may be no surprise with the distinctive pressures of the pandemic and other current societal stressors, that 33% of parents said mental health concerns are a big concern at the school their child attends; another 38% said they are somewhat of an issue; just 22% said they aren't a concern at all. Parent responses addressing mental health include:

- 93% agreed that their child's school should teach students how to live healthy lifestyles (e.g., smoking and drug abuse prevention, etc.). There was broad agreement across subsets.
- 84% agreed that their child's school should teach students how to be aware or more aware of their own mental health. Again, there was broad agreement across subsets.
- 83% agreed that their child feels a sense of belonging in their school.
- 73% agreed that their child's school needs more service providers available on-site to provide mental health services.
- 71% agreed that more funding is needed to provide access to mental health services at their child's school. There was greater agreement among parents with a bachelor's degree or more and Democrats.

Participants were asked several open-ended questions later in the survey (see the analysis of those questions below for more details). In answering those questions, participants often included thoughts related to other subject matters included on the survey, including mental health. These two quotes, derived from those answers, exemplify many of the concerns regarding mental health.

> "I believe that school/home/community are all intricately interconnected in the education of a child. This includes academics, emotional health, working with others and finding one's place among others (contributions) as well as mental health. None of these can be successfully accomplished in a vacuum (exclusive of the other components)."

> "Mental health is a serious issue right now and we want to make sure our children are socially and emotionally prepared."

Beyond the basics

There was agreement among parents that school districts and communities should join forces to support educational programs that go beyond basic academics and provide customized, relevant support for the whole student.

- 91% agreed that preparing students for lifelong success is a community-wide effort.
- 90% agreed that schools should focus beyond academics to also support the health and wellness of students. There was broad agreement across subsets.
- 90% agreed schools should customize their teaching to accommodate for differences in students' abilities.
- 87% agreed that schools should use evidence-based curriculum and instruction to educate students.
- 85% agreed that schools should use curriculum and instructional materials relevant to the life experiences, cultures, and languages of their students.

In the open-ended questions, parents discussed preparing students for lifelong success being a community-wide effort, with about 4% (57) of them discussing their support for their child's school's or teachers' help with their child. One parent wrote:

> "Sometimes the teacher can teach social emotional learning skills in a way that we as parents cannot. And if my son sees that his friends are interested in learning oh, then he himself would be more intentional about learning the lessons from the teachers."

Another stated:

"I support the teaching of social-emotional learning skills at school because my child has some of these set backs [sic], and the school has helped me identify them. Together we have formed a gane [sic] plan that is focused on how he needs to learn and ways to help him through situations."

Parents' support for schools focusing beyond academics was also reflected in their responses to open-ended questions. For example, one parent wrote:

"They [the schools] have them [my children] more than I do during the week when their brains are crucially developing. They don't need to know math science and history more than they need to understand how to function in society."

Some parents recognized that teachers have resources to better support the teaching of skills beyond basic academics. One said:

"Teachers are given a specific curriculum on how to teach 'social emotional learning skills' unlike us parents. Although we may have our own techniques I think it's important they get another view on the skill."

Must-have skills to teach

What skills do parents think schools should teach their children before they graduate from high school? Below is the combined percentage of respondents who "agreed somewhat" or "agreed strongly" with each statement. Results show widespread agreement by gender, age, educational attainment, race/ethnicity, household income, urbanicity (e.g., urban vs. suburban vs. rural communities), and party affiliation unless otherwise noted. Percent agreeing (somewhat or strongly) with each skill in descending order:

- 97%: How to seek help and support when needed
- 97%: How to demonstrate honesty and integrity
- 96%: How to communicate effectively
- 95%: How to develop positive relationships with others
- 94%: How to develop interests and a sense of purpose
- 94%: How to interact with people who are different from themselves
- 94%: How to evaluate the consequences of their actions
- 94%: How to resolve conflicts
- 93%: How to use information, data, and facts to make informed decisions
- 93%: How to identify solutions to personal problems
- 93% How to understand the way emotions and thoughts influence behavior.
- 92%: How to empathize with other peoples' feelings
- 91%: How to recognize strengths in others
- 90%: How to understand their civic duties and responsibilities
- 88%: How to identify solutions to community problems
- 85%: How to examine prejudices and biases

Parents as partners

Parents are largely confident in the role they play in their child's education.

- 96% agreed with this statement: "It's important to me that my child has the opportunity to learn life skills both at home and in school."
- 90% agreed with this statement: "If I have a question about what my child(ren) is learning, I feel comfortable reaching out to their teacher."
- 85% said they feel prepared to equip their children with the life skills they need to be successful in today's economy.

Trust in teachers

Nine in 10 parents said they see their child's teacher as "a positive role model" and similar percentages agreed that they trust their child's teacher to:

- Teach their child age-appropriate content (93%)
- Support their academic learning and success (92%)
- Have high expectations of their child (89%)
- Discipline fairly (87%)

High levels of support were echoed in the open-ended responses. As one parent stated, "I think it's important to support schools and how they educate our children. I think it's important to provide our children with everything we can to help them succeed." Similarly, another parent wrote, "I also am aware that I need help teaching my child and I trust teachers to have the knowledge to help my children."

Turning to equity

There was also broad agreement about the importance of equity to ensure all students achieve success.

- 93% of parents agreed that our society should do what is necessary to ensure equal opportunity to succeed.
- 92% of parents agreed that our society should provide more support for some children based on need so that all children can be successful in life.
- 90% said it is very important that schools prioritize equity, in a question including a definition of equity in education.

On Social-Emotional Learning, or SEL

As defined by the Ohio Department of Education, Ohio's K-12 Social and Emotional Learning Standards "provide a continuum of development across five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making." A little more than a quarter of parents said they don't understand the term "social-emotional learning (SEL)" at all. Those who know (even a little) about SEL say they support their children learning these skills.

- 19% said they have heard the term "social-emotional learning" extremely frequently recently; 25% said they've heard it somewhat frequently. Another 25% said they have heard it rarely; 27% haven't heard it at all.
- Just 20% said they understand the term extremely well; 22% said they understand it quite well; 27% somewhat well; 26% not at all.
- 68% supported schools teaching their children SEL skills.
- 86% said it is important that Ohio's voluntary state standards for social emotional learning be available as a resource to school districts.

In the open-ended responses, parents also stated that schools should teach SEL skills because they are equally important as academics. One parent said, "I support SEL because students need to develop positive behaviors which support their own well-being, as well as the well-being of others. Learning how to care for themselves and otherrs [sic] is equally as important as traditional academics." Another person wrote, "It SEL is going to play a bigger role in life rather than learning textbook stuff."

Finally, 87% of parents agreed that schools should provide age-appropriate sexual abuse prevention education (e.g. "good touch/bad touch", consent, dating violence, unhealthy relationships, etc.) to help students recognize signs of abuse.

Deeper dive

The full survey results and additional analyses follow. To determine whether relationships between or among subgroups were statistically significant, we estimated chi-square tests of significance. Below, we note differences that were statistically significant at $p < .05$ or less.

Methodology

This survey was conducted between 5/9/22 and 05/28/22 by Baldwin Wallace University's Community Research Institute in partnership with SurveyUSA.[1]

A total of $1,130$ Ohio parents of K-12 students were interviewed 05/09/22 through 05/28/22.[2] In addition, we oversampled an additional 120 Black parents, an oversample of 100%, and an additional 120 Hispanic parents, an oversample of 200%, to provide greater fidelity to these groups of parents, for a total of $1,370$ total interviews.

Parents were initially qualified and sorted by the number of K-12 students in their care, their grade level(s), and the type(s) of schools they attend.[3] Parents of three children were then randomly asked to focus on their youngest, middle, or oldest child, and parents of two or four or more children were asked to focus on their youngest or oldest child for the remainder of the survey.

The weighted data down-weights the oversampled Black and Hispanic parents to their Census-defined shares of the total population of Ohio. The research was conducted online, using samples provided by Lucid Holdings LLC of New Orleans, and weighted to US Census targets for gender, race, education, and home ownership in Ohio.

The following descriptive statistics for the sample reflect the weighted data.

- *Gender*: Gender was evenly split with about 52% of respondents identifying as female and about 48% identifying as male.
- *Age*: About 50% of respondents were 18-to-39 years old, and about 50% of respondents were 40 or older.
- *Race/Ethnicity*: About 81% of respondents identify as white . About 12% of respondents identified as Black, about 4% of respondents identified as Hispanic, and 3% as something else.
- *Education*: About 65% of respondents completed some college or less , and about 35% completed a four-year degree or more.
- *Income*: About 47% of respondents earned $50k$ or less, about 36% earned $50k$ to $100k$, and about 17$ earned $100k$ or more.
- *Party Affiliation*: The sample was slightly more Republican. About 30% identified as Democrats, about 30% identified as Independents, and about 34% identified as Republicans.
- *Region*: The regional breakdown is as follows: Toledo area 10%; Dayton area 10%; Cincinnati area 14%; Columbus area 21%; Cleveland area 38%; and southeast Ohio 6%.

Within the survey instrument, we assigned a credibility interval to each question. This approach better reflects the sampling uncertainties associated with gathering some percentage of respondent answers using non-probability samples.

For all questions, the sample sizes and confidence intervals are applicable only to overall results, indicated by highlighted columns in the following tables. Columns without highlighting refer either to demographic subgroups or to questions asked only of subgroups of respondents; consequently, such columns necessarily have wider confidence intervals. Total column percentages may not add to 100% due to rounding error.

For the purpose of this topline report, many response categories have been combined for clarity; for instance, "Strongly Agree" and "Somewhat Agree" were combined into a single "Agree" response. Questions 1-22 on the survey instrument asked only about demographic data and are not included as separate tables.

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[1] SurveyUSA is an independent, non-partisan, apolitical research company that conducts opinion surveys for media, academic institutions, commercial clients, non-profits, governments, agencies, and elected officials.

[2] Respondents were asked: "Please answer the following survey question based on all of the children in your household, including grandchildren, foster children, and any other children who may live with you some or all of the time. How many children are currently in your care who are in kindergarten through 12th grade?"

[3] A plurality of respondents (46%) had one child, followed by two children (33%), three children (14%), and four or more children (6%). 34% of those children were in kindergarten through second grade, 24% in third through fifth grade, 28% in sixth through eighth grades, and 42% in ninth through twelfth grades. Percentages do not add to 100% because more than half of the sample had multiple children. Most children (78%) attended public school. 10% attended private school, and 4% attended charter or community schools. Finally, 6% of children were homeschooled. Parents whose children were homeschooled did not continue with the survey, as most of the questions were not relevant.

Survey Responses

School Nutrition I

Q23: Free lunch

Last week, about how many days did this child eat a lunch that the school provided at no cost?

| Response | Overall | Gender | | Age | | College Deg | |
		M	F	18-39	40+	No	Yes
0 Days	24.0	25.6	22.6	17.0	30.9	20.6	30.5
1 Day	2.4	2.8	2.1	1.9	2.9	1.7	3.8
2 Days	3.7	4.8	2.7	3.7	3.6	3.2	4.5
3 Days	7.1	7.8	6.5	7.9	6.4	4.8	11.6
4 Days	5.5	5.8	5.2	5.8	5.2	5.3	5.9
5 Days	45.8	40.1	51.0	52.1	39.5	52.5	33.1
Unsure	3.8	5.0	2.7	4.4	3.3	3.8	3.9
Not Applicable	7.7	8.0	7.3	7.2	8.1	8.2	6.7

| Response | Overall | Race/Ethnicity | | | | Income (K$) | | |
		Wht	Blk	Hsp	SE*	<50	50-100	>100
0 Days	24.0	25.3	16.9	18.7	24.4	18.1	27.4	33.3
1 Day	2.4	2.4	2.1	5.1	NA	2.1	2.2	3.9
2 Days	3.7	3.3	4.0	7.2	8.2	2.2	5.1	4.9
3 Days	7.1	7.5	4.4	10.4	4.1	5.6	9.6	6.3
4 Days	5.5	5.2	6.6	5.1	8.3	5.2	5.0	7.4
5 Days	45.8	44.6	54.0	47.0	42.7	53.7	41.8	32.2
Unsure	3.8	3.6	6.1	1.7	4.0	4.9	2.5	3.5
Not Applicable	7.7	8.0	5.8	4.8	8.3	8.3	6.3	8.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

| Response | Overall | Urbanicity | | | Party ID | | | Religion* | |
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
0 Days	24.0	16.0	28.7	23.4	23.3	28.4	20.7	27.2	20.7
1 Day	2.4	1.8	3.0	1.9	4.7	2.2	0.5	2.6	2.5
2 Days	3.7	4.9	4.2	1.4	3.4	2.4	5.3	3.5	3.6
3 Days	7.1	8.4	6.8	6.5	9.5	6.1	6.5	6.9	6.2
4 Days	5.5	7.2	5.7	3.4	7.2	5.0	4.7	5.5	4.9
5 Days	45.8	51.1	40.8	49.7	44.2	43.6	48.3	42.5	51.2
Unsure	3.8	4.4	2.9	4.8	2.8	3.2	5.3	3.7	3.8
Not Applicable	7.7	6.1	7.8	8.9	5.0	9.1	8.6	8.1	7.1

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
0 Days	24.0	24.7	25.7	26.2	28.7	12.4	19.7
1 Day	2.4	2.4	1.6	3.0	1.6	4.6	2.5
2 Days	3.7	4.8	4.0	3.9	3.4	0.8	NA
3 Days	7.1	6.5	8.5	5.1	5.4	8.8	11.1
4 Days	5.5	6.5	6.4	4.9	0.4	6.8	3.7
5 Days	45.8	42.8	44.5	50.5	43.3	52.3	52.6
Unsure	3.8	4.2	3.9	1.3	6.5	3.8	2.5
Not Applicable	7.7	8.1	5.5	5.2	10.7	10.6	8.0

*seOH: Southeast Ohio

Analysis

During the 2020-2021 and 2021-2022 school years, the Ohio Department of Education worked with the U.S. Department of Agriculture to provide school-provided meals regardless of families' ability to pay. To measure the extent to which survey participants utilized this program, the first question asked parents the following:

> Q23: "Last week, about how many days did this child eat a lunch that the school provided at no cost?"

Parents reported a supermajority of children (64%) ate a school-provided lunch at no cost at least once in the past week, and a near-majority of children (46%) ate school-provided lunches all five days in the past week.

We examined the data two ways. First, we analyzed whether there were differences among parents who reported that their children ate a school-provided meal at no cost at least once in the past week to those who did not.

There were differences by age, education, race/ethnicity, income, urbanicity, and political affiliation. Younger parents, parents with an associate's degree or less, Black parents, parents with lower wages, urban and rural parents, and Independents were more likely to report that their child(ren) ate at least one school-provided meal in the past week. The following differences among subsets were statistically significant:

- 67% of women vs. 61% of men ($p = 0.0437$);
- 71% of younger parents vs. 58% of older parents ($p = 0.0000$);
- 67% of parents with an associate's degree or less vs. 59% of parents with a bachelor's degree or more ($p = 0.0017$);
- 74% of Hispanic parents vs. 71% of Black parents vs. 63% of white parents ($p = 0.0520$);
- 69% of parents who earn \$50k or less vs. 64% of parents who earn \$50k to \$100k vs. 55% of parents who earn \$100k or more ($p = 0.0001$);
- 74% of urban parents vs. 63% of rural parents vs. 60% of suburban parents ($p = 0.0004$);
- 69% of Democrats vs. 65% of Independents vs. 59% of Republicans ($p = 0.0076$); and
- 73% of parents in the Toledo area, followed by 70% of parents in southeast Ohio, 67% of parents in the Cincinnati area, 65% of parents in the Columbus area, 63% of parents in the Cleveland area, and 54% of parents in the Dayton area ($p = 0.0372$).

Second, we examined differences among parents who reported that their child(ren) ate school-provided meals five days in the past week. The following differences among subsets were statistically significant:

- 51% of women vs. 40% of men ($p = 0.0050$);
- 52% of younger parents vs. 40% of older parents ($p = 0.0000$);
- 53% of people with an associate's degree or less vs. 33% of parents with bachelor's degree or more ($p = 0.0000$);
- 54% of Black parents vs. 45% of white parents ($p = 0.0410$);
- 54% of parents who earned less than \$50,000$ vs. 42% of parents who earned \$50,000$ - \$100,000$ vs. 32% of parents who earned \$100,000$ or more ($p = 0.0000$);
- 51% of rural parents, followed by 50% urban parents, and 41% of suburban parents ($p = 0.0003$);
- 48% of Independents vs. 44% of Democrats vs. 44% of Republicans ($p = 0.0001$); and
- 53% of parents in southeast Ohio, 52% of parents in the Toledo area, 50% of parents in the Cincinnati area, 44% of parents in the Columbus area, and 43% of parents in the Dayton and Cleveland areas ($p = 0.0385$).

School Nutrition II

Q24: Meals are helpful

To what extent do you agree or disagree with the following statements? School meals are helpful to my family.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	81.8	82.5	81.3	85.0	78.8	82.9	79.9
Disagree	11.7	11.8	11.7	10.6	12.8	11.1	12.9
Haven't Thought About This	6.4	5.7	7.0	4.4	8.4	6.0	7.2

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	81.8	81.7	80.4	84.2	87.7	85.3	81.6	72.8
Disagree	11.7	11.6	13.4	12.6	8.2	9.2	11.8	18.5
Haven't Thought About This	6.4	6.7	6.2	3.2	4.2	5.5	6.5	8.7

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	81.8	86.7	81.4	77.8	84.2	81.9	79.6	80.9	84.5
Disagree	11.7	10.1	12.7	11.6	11.0	13.0	11.3	12.5	10.1
Haven't Thought About This	6.4	3.2	5.9	10.6	4.8	5.1	9.1	6.7	5.4

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	81.8	81.0	81.6	83.7	79.6	90.8	73.6
Disagree	11.7	13.2	11.8	12.0	12.4	3.3	14.2
Haven't Thought About This	6.4	5.9	6.6	4.2	8.0	5.9	12.2

*seOH: Southeast Ohio

Q25: No cost to all

To what extent do you agree or disagree with the following statements? Schools should provide school meals at no cost to all students, regardless of the student's ability to pay.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	87.4	85.4	89.3	93.5	81.4	90.6	81.4
Disagree	10.2	12.4	8.2	5.1	15.2	6.6	17.0
Haven't Thought About This	2.4	2.2	2.5	1.4	3.3	2.8	1.6

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	87.4	86.4	92.6	91.0	89.7	92.2	86.2	77.0
Disagree	10.2	11.1	5.3	7.5	8.3	5.9	11.3	19.7
Haven't Thought About This	2.4	2.5	2.2	1.5	2.1	1.9	2.6	3.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	87.4	92.5	82.8	90.9	92.6	83	86.9	85.1	92.5
Disagree	10.2	5.4	14.7	6.7	6.7	14	9.9	12.0	6.1
Haven't Thought About This	2.4	2.0	2.6	2.4	0.7	3	3.3	2.9	1.4

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	87.4	86.1	88.5	86.5	87.1	87.0	95.0
Disagree	10.2	12.2	9.9	10.8	8.2	8.4	3.7
Haven't Thought About This	2.4	1.7	1.7	2.8	4.6	4.6	1.2

*seOH: Southeast Ohio

Q26: Address dietary needs

To what extent do you agree or disagree with the following statements? Schools should offer a variety of breakfast and lunch menu options that address a student's dietary needs (e.g., dietary restrictions, medical, or cultural accommodations).

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	93.2	92.5	93.7	95.0	91.4	94.8	90.1
Disagree	5.0	5.7	4.3	3.4	6.5	3.4	7.9
Haven't Thought About This	1.9	1.8	1.9	1.6	2.1	1.8	2.0

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	93.2	92.9	95.9	93.7	87.7	94.9	94.0	86.5
Disagree	5.0	5.1	2.4	6.3	10.3	3.6	3.8	11.3
Haven't Thought About This	1.9	2.0	1.7	NA	2.0	1.5	2.2	2.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	93.2	94.8	91.7	94.3	94.5	92.1	92.3	93.3	93.3
Disagree	5.0	3.5	6.0	4.6	4.6	5.3	5.6	5.0	4.4
Haven't Thought About This	1.9	1.8	2.3	1.1	0.8	2.6	2.1	1.7	2.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.2	91.3	93.8	93	93.8	95.9	97.8
Disagree	5.0	6.8	5.4	4	3.8	1.3	2.2
Haven't Thought About This	1.9	2.0	0.8	3	2.4	2.8	NA

*seOH: Southeast Ohio

Analysis

Q24: To what extent do you agree or disagree with the following statement? "School meals are helpful to my family."

- 82% agreed that school-provided meals are helpful to their families.
- There were statistically significant differences by age, income, and urbanicity. Younger parents, parents with lower wages, and urban parents were more likely to agree.
  - 85% of younger parents agreed vs. 79% of older parents ($p = 0.0044$).
  - 85% of parents who earned \$50k or less agreed, followed by 82% of parents who earned \$50k-\$100k, and 73% of parents who earned \$100k or more ($p = 0.0017$).
  - 87% of urban parents agreed, followed by 81% of suburban parents, and 78% of rural parents ($p = 0.0014$).

Q25: To what extent do you agree or disagree with the following statement? "Schools should provide school meals at no cost to all students, regardless of the student's ability to pay."

- 87% agreed that schools should provide school meals at no cost to all students, regardless of the student's ability to pay.
- There were statistically significant differences by gender, age, education, income, urbanicity, and party affiliation. Women, younger parents, parents with an associate's degree or less, urban and rural parents, and Democrats were more likely to agree.
  - 89% of women agreed vs. 85% of men ($p = 0.0481$).
  - 93% of younger parents agreed vs. 81% of older parents ($p = 0.0000$).
  - 91% of parents with an associate's degree or less agreed vs. 81% of parents with a bachelor's degree or more ($p = 0.0000$).
  - 92% of parents earning \$50k or less agreed, followed by 86% of parents earning \$50k to \$100k, and 77% of parents earning \$100k or more) ($p = 0.0000$).
  - 92% of urban parents agreed, followed by 91% of rural parents, and 83% of suburban parents ($p = 0.0000$).
  - 93% of Democrats agreed, followed by 87% of Independents, and 83% of Republicans ($p = 0.0006$).

Q26: To what extent do you agree or disagree with the following statements? "Schools should offer a variety of breakfast and lunch menu options that address a student's dietary needs (e.g., dietary restrictions, medical, or cultural accommodations)."

- 93% agreed that schools should offer a variety of breakfast and lunch menu options that address a student's dietary needs.
- There were greater levels of agreement among younger parents, parents with an associate's degree or less, and parents with lower household incomes.
  - 95% of younger parents agreed vs. 91% of older parents ($p = 0.0308$).
  - 95% of parents with an associate's degree or less agreed vs. 90% of parents with a bachelor's degree or more ($p = 0.0027$).
  - 95% of parents earning less than \$50k agreed, followed by 94% of parents earning \$50k to \$100k, and 86% of parents earning \$100k or more ($p = 0.0001$).
- There were not statistically significant differences in attitudes by gender, education, race/ethnicity, party affiliation, nor region.

Mental Health I

Q27: Mental health issues

How much of a concern are children's mental health issues at the school this child attends?

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
A Big Concern	32.8	33.3	32.3	36.3	29.3	33.3	31.8
Somewhat Of a Concern	38.0	37.4	38.5	33.2	42.7	35.4	42.7
Not a Concern	21.6	23.2	20.2	22.3	20.9	22.3	20.3
Haven't Thought Much About This	7.7	6.2	9.0	8.2	7.2	8.9	5.2

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
A Big Concern	32.8	30.9	44.3	37.0	30.4	35.4	30.1	31.3
Somewhat Of a Concern	38.0	39.1	30.6	41.7	32.7	33.0	42.0	43.1
Not a Concern	21.6	22.3	17.2	16.2	26.7	23.8	19.7	19.5
Haven't Thought Much About This	7.7	7.7	7.8	5.1	10.2	7.8	8.3	6.1

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
A Big Concern	32.8	38.6	30.4	31.3	37.9	27.9	32.6	32.1	33.8
Somewhat Of a Concern	38.0	32.8	41.8	36.0	36.9	40.2	36.5	40.1	31.3
Not a Concern	21.6	19.3	20.6	25.7	17.9	26.2	20.5	21.1	25.0
Haven't Thought Much About This	7.7	9.3	7.1	6.9	7.3	5.7	10.5	6.7	9.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
A Big Concern	32.8	36.2	31.5	28.2	27.6	29.7	39.4
Somewhat Of a Concern	38.0	36.0	42.5	40.1	38.3	35.8	32.7
Not a Concern	21.6	20.0	20.2	29.1	20.1	24.6	17.4
Haven't Thought Much About This	7.7	7.8	5.7	2.6	14.0	10.0	10.4

*seOH: Southeast Ohio

Analysis

Q27: "How much of a concern are children's mental health issues at the school this child attends?"

- 71% of parents reported that mental health Issues were a 'big concern' or 'somewhat of a concern' at the school their child(ren) attend(s).
- 33% of parents said mental health concerns are a big concern at the school their child attends; 38% said they are somewhat of an issue. 22% said they aren't a concern at all.
- The following groups were more likely to report mental health concerns were a "big issue": younger parents, parents with an associate's degree or less, minorities, parents with lower household incomes, parents living in urban areas, Democrats, and parents in Southeast Ohio.
    - 36% of younger parents agreed vs. 29% of older parents ($p = 0.0043$).
    - 33% of parents with an associate's degree or less agreed vs. 32% of parents with a bachelor's degree or more ($p = 0.0200$).
    - 44% of Black parents agreed, followed by 37% of Hispanic parents, and 31% of white parents ($p = 0.0108$).
    - 35% of parents earning less than \$50k agreed, followed by 31% of parents earning \$100k or more, and 30% of parents earning \$50k - \$100k ($p = 0.0446$).
    - 39% of urban parents agreed, followed by 31% of rural parents, and 30% of suburban parents ($p = 0.0194$).
    - 38% of Democrats agreed, followed by 33% of Independents, and 28% of Republicans ($p = 0.0024$).
    - 39% of parents in southeast Ohio agreed, followed by 36% of parents in the Cleveland area, 32% of parents in the Columbus area, 30% of parents in the Toledo area, 28% of parents in the Cincinnati area, and 28% of parents in the Dayton area ($p = 0.0088$).
- There were no statistically significant differences by gender.

Mental Health II

Q28: Mental health funding

Do you agree or disagree with the following statements? My child's school needs more funding to provide access to mental health services.

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	71.4	71.3	71.5	71.3	71.5	69.7	74.4
Disagree	15.8	17.2	14.6	15.3	16.4	15.0	17.4
Haven't Thought About This	12.8	11.5	14.0	13.4	12.1	15.2	8.2

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	71.4	71.6	69.2	77.2	65.3	69.2	73.5	72.9
Disagree	15.8	15.8	14.1	14.5	24.6	15.3	14.9	19.1
Haven't Thought About This	12.8	12.5	16.7	8.2	10.1	15.4	11.5	8.0

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	71.4	71.9	70.8	72.0	78.1	66.6	71.7	71.6	68.7
Disagree	15.8	14.5	17.8	13.5	13.7	18.7	14.2	15.8	16.8
Haven't Thought About This	12.8	13.6	11.5	14.5	8.2	14.7	14.1	12.6	14.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	71.4	68.8	74.8	70.0	72.8	69.9	78.8
Disagree	15.8	18.8	14.1	17.4	13.4	14.7	6.0
Haven't Thought About This	12.8	12.4	11.1	12.6	13.8	15.4	15.2

*seOH: Southeast Ohio

Q29: Mental health services

Do you agree or disagree with the following statements? My child's school needs more service providers available on-site to provide mental health services.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	73.2	71.4	74.8	74.8	71.6	71.8	75.8
Disagree	15.1	17.0	13.3	13.9	16.2	15.0	15.3
Haven't Thought About This	11.7	11.6	11.9	11.3	12.1	13.3	8.9

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	73.2	73.1	74.7	76.0	65.3	71.4	76.1	72.1
Disagree	15.1	14.8	14.8	15.5	22.4	15.4	13.1	18.3
Haven't Thought About This	11.7	12.0	10.5	8.5	12.3	13.2	10.8	9.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	73.2	75.7	73.1	70.7	81.6	66.2	72.9	72.6	72.1
Disagree	15.1	13.8	16.1	14.6	10.0	22.1	12.5	15.5	15.6
Haven't Thought About This	11.7	10.5	10.8	14.7	8.5	11.8	14.6	11.9	12.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	73.2	71.3	75.4	73.8	73.0	71.5	78.9
Disagree	15.1	16.8	13.9	15.6	15.6	14.4	7.4
Haven't Thought About This	11.7	11.9	10.7	10.6	11.5	14.1	13.7

*seOH: Southeast Ohio

Q30: Sense of belonging

Do you agree or disagree with the following statements? My child feels a sense of belonging in their school.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	82.7	84.6	81.0	83.3	82.2	82.2	83.7
Disagree	14.2	12.7	15.6	13.6	14.9	14.2	14.4
Haven't Thought About This	3.0	2.7	3.4	3.1	3.0	3.7	1.9

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	82.7	83.2	81.7	81.8	73.7	80.8	84.6	84.2
Disagree	14.2	14.3	12.9	12.9	20.3	15.6	13.4	12.2
Haven't Thought About This	3.0	2.5	5.4	5.3	6.0	3.6	2.0	3.6

 *SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	82.7	84.9	84.0	78.1	82.9	87.3	77.8	85.2	79.3
Disagree	14.2	10.9	13.8	18.4	14.6	10.7	17.5	12.2	17.2
Haven't Thought About This	3.0	4.3	2.1	3.5	2.5	2.0	4.8	2.5	3.5

 *Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	82.7	81.9	81.3	83.6	88.5	84.0	78.9
Disagree	14.2	14.1	16.4	14.1	9.3	13.6	17.4
Haven't Thought About This	3.0	4.0	2.2	2.3	2.2	2.4	3.7

 *seOH: Southeast Ohio

Q31: Teach awareness

Do you agree or disagree with the following statements? My child's school should teach my child how to be aware or become more aware of their own mental health.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	84.2	84.1	84.3	85.1	83.3	84.2	84.2
Disagree	10.5	11.3	9.8	9.0	12.1	9.6	12.2
Haven't Thought About This	5.3	4.6	5.9	5.9	4.6	6.2	3.6

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	84.2	85.0	80.5	83.0	79.5	81.7	87.1	85.0
Disagree	10.5	10.2	12.1	11.9	10.3	11.4	9.0	11.3
Haven't Thought About This	5.3	4.8	7.3	5.1	10.2	6.9	3.9	3.7

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	84.2	86.8	84.3	81.5	87.6	82.3	83.5	83.4	84.9
Disagree	10.5	7.0	11.3	12.7	7.8	12.9	10.3	11.6	9.6
Haven't Thought About This	5.3	6.1	4.5	5.8	4.5	4.8	6.1	5.1	5.6

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	84.2	83.9	84.5	81.9	84.4	86.2	86.8
Disagree	10.5	10.3	10.7	13.7	7.9	11.1	8.0
Haven't Thought About This	5.3	5.8	4.8	4.4	7.7	2.7	5.2

*seOH: Southeast Ohio

Q32: Teach healthy lifestyles

Do you agree or disagree with the following statements? My child's school should teach students how to live healthy lifestyles (e.g., smoking and drug abuse prevention, etc.).

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	93.5	93.8	93.2	93.5	93.5	93.2	94.0
Disagree	4.3	4.7	3.8	3.8	4.8	3.8	5.2
Haven't Thought About This	2.2	1.4	3.0	2.7	1.7	3.0	0.8

Response	Overall	Race/Ethnicity Wht	Race/Ethnicity Blk	Race/Ethnicity Hsp	Race/Ethnicity SE*	Income (K$) <50	Income (K$) 50-100	Income (K$) >100
Agree	93.5	93.7	92.5	92.3	93.9	92.5	94.6	93.9
Disagree	4.3	4.4	4.1	3.6	2.1	4.1	3.8	5.6
Haven't Thought About This	2.2	1.9	3.4	4.1	4.0	3.3	1.6	0.4

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Urbanicity Sub	Urbanicity Rur	Party ID Dem	Party ID Rep	Party ID Ind	Religion* Chr	Religion* NRel
Agree	93.5	92.3	94.5	92.9	96.1	94.6	89.7	94.6	90.6
Disagree	4.3	4.3	3.5	5.7	2.7	4.2	6.2	3.7	6.6
Haven't Thought About This	2.2	3.4	2.0	1.4	1.2	1.2	4.1	1.7	2.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Region Cbus	Region Cin	Region Day	Region Tol	Region seOH*
Agree	93.5	93.4	93.3	94.2	92.7	94.4	93.0
Disagree	4.3	4.9	4.0	4.3	3.0	3.3	5.5
Haven't Thought About This	2.2	1.7	2.7	1.5	4.3	2.3	1.5

*seOH: Southeast Ohio

Analysis

Q28: To what extent do you agree or disagree with the following statements? "My child's school needs more funding to provide access to mental health services."

- Seven in 10 parents wanted more funding for mental health services at their child(ren)'s school.
- There was greater agreement among parents with a bachelor's degree or more and Democrats.
  - 75% of parents with a bachelor's degree or more agreed vs. 70% of parents with an associate's degree or less ($p = 0.0014$).
  - 78% of Democrats agreed, followed by 72% of Independents, and 67% of Republicans ($p = 0.0024$).

Q29: To what extent do you agree or disagree with the following statements? "My child's school needs more service providers available on-site to provide mental health services."

- Seven in 10 parents also affirmed that their child(ren)'s school needs more service providers available on-site to provide mental health services. There were higher levels of agreement among Democrats:
  - 82% of Democrats agreed, followed by 73% of Republicans, and 66% of Republicans ($p = 0.0000$).

Q30: To what extent do you agree or disagree with the following statements? "My child feels a sense of belonging in their school."

- Eight in 10 parents agreed that their child feels a sense of belonging in their school. There were higher levels of agreement among parents in urban and suburban areas, as well as Republicans:
  - 85% of parents in urban areas agreed, 84% of parents in suburban areas agreed, and 78% of parents in rural areas agreed ($p = 0.0184$).
  - Republicans were nine points more likely than Independents – and four points more likely than Democrats – to agree ($p = 0.0045$).

Q31: To what extent do you agree or disagree with the following statements? "My child's school should teach my child how to be aware or become more aware of their own mental health."

- 84% agreed that their child's school should teach students how to be aware or more aware of their own mental health. There was broad agreement across subsets.

Q32: To what extent do you agree or disagree with the following statements? "My child's school should teach students how to live healthy lifestyles (e.g., smoking and drug abuse prevention, etc.)."

- 94% agreed that their child's school should teach students how to live healthy lifestyles. There was broad agreement across subsets.

School Curriculum

Q33: Focus beyond academics

Do you agree or disagree with the following statements? Schools should focus beyond academics to also support the health and wellness of students.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	90.3	90.0	90.6	91.0	89.6	90.6	89.8
Disagree	7.7	8.6	6.8	6.7	8.6	7.1	8.7
Haven't Thought About This	2.1	1.4	2.6	2.3	1.8	2.3	1.6

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	90.3	90.4	90.3	88.4	89.8	89.5	92.2	88.4
Disagree	7.7	7.6	7.1	10.2	8.2	7.5	6.8	9.9
Haven't Thought About This	2.1	2.0	2.6	1.5	2.0	3.1	1.0	1.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	90.3	91.5	90.0	89.5	91.8	88.4	90.2	89.5	92.2
Disagree	7.7	5.5	8.4	8.6	6.8	9.8	6.5	8.3	6.1
Haven't Thought About This	2.1	3.0	1.6	2.0	1.5	1.8	3.3	2.2	1.7

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	90.3	87.9	91.1	92.4	91.7	92.6	91.8
Disagree	7.7	9.9	6.4	6.7	6.8	4.3	7.0
Haven't Thought About This	2.1	2.2	2.5	1.0	1.5	3.1	1.2

*seOH: Southeast Ohio

Q34: Lifelong success

Do you agree or disagree with the following statements? Preparing students for lifelong success is a community-wide effort (which includes but is not limited to: schools; families; businesses; faith and community-based organizations.)

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	91.2	90.6	91.8	90.6	91.9	90.6	92.5
Disagree	6.3	7.6	5.2	6.3	6.3	6.2	6.5
Haven't Thought About This	2.4	1.8	3.0	3.1	1.8	3.2	1.1

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	91.2	91.4	90.3	90.1	91.8	91.1	91.3	91.4
Disagree	6.3	6.5	5.2	6.0	6.2	5.7	6.6	7.3
Haven't Thought About This	2.4	2.1	4.5	3.9	2.0	3.1	2.1	1.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	91.2	92.1	92.8	87.5	93.8	90.2	90	92.5	89.1
Disagree	6.3	5.4	5.1	9.4	5.0	7.7	6	5.5	7.4
Haven't Thought About This	2.4	2.5	2.1	3.1	1.3	2.1	4	1.9	3.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	91.2	91.8	91.8	92.1	90.5	89.5	87.5
Disagree	6.3	6.6	6.2	5.1	6.9	5.3	8.3
Haven't Thought About This	2.4	1.6	2.0	2.8	2.6	5.2	4.2

*seOH: Southeast Ohio

Q35: Evidence-based curriculum

Do you agree or disagree with the following statements? Schools should use evidence-based curriculum and instruction to educate students.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	86.9	88.1	85.8	86.7	87.1	85.4	89.8
Disagree	6.8	6.8	6.8	7.9	5.7	7.6	5.3
Haven't Thought About This	6.3	5.1	7.4	5.4	7.2	7.0	4.9

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	86.9	86.9	86.2	86.2	91.8	84.6	87.9	91.4
Disagree	6.8	6.8	7.9	9.2	NA	8.2	7.0	2.7
Haven't Thought About This	6.3	6.3	5.9	4.6	8.2	7.3	5.1	5.9

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	86.9	86.0	86.9	88.0	89.7	87.8	83.8	86.9	87.2
Disagree	6.8	6.6	6.8	7.1	5.8	8.2	6.5	6.8	6.3
Haven't Thought About This	6.3	7.4	6.3	4.9	4.5	4.0	9.7	6.3	6.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	86.9	86.7	86.7	84.6	90.1	84.9	92.3
Disagree	6.8	7.5	6.1	9.3	3.7	7.2	3.7
Haven't Thought About This	6.3	5.7	7.2	6.1	6.3	7.9	4.0

*seOH: Southeast Ohio

Q36: Customize teaching

Do you agree or disagree with the following statements? Schools should customize their teaching to accommodate for differences in students' abilities.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	89.9	89.6	90.1	89.9	89.8	90.1	89.4
Disagree	7.3	8.9	5.8	7.3	7.3	7.2	7.4
Haven't Thought About This	2.9	1.5	4.1	2.9	2.9	2.7	3.1

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	89.9	89.7	90.1	94.2	87.8	89.1	90.1	91.3
Disagree	7.3	7.3	7.7	4.3	8.2	7.7	7.1	6.5
Haven't Thought About This	2.9	3.0	2.2	1.5	4.0	3.2	2.7	2.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	89.9	89.5	89.9	90.1	92.2	87.7	90.4	90.0	89.6
Disagree	7.3	7.6	6.9	7.6	6.0	9.0	6.8	7.0	7.1
Haven't Thought About This	2.9	2.9	3.1	2.3	1.8	3.3	2.9	2.9	3.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	89.9	88.5	90.1	89.1	92.9	91.9	90.8
Disagree	7.3	9.4	6.0	7.1	4.9	5.1	6.5
Haven't Thought About This	2.9	2.1	3.9	3.8	2.2	3.1	2.7

*seOH: Southeast Ohio

Q37: Relevant curriculum

Do you agree or disagree with the following statements? Schools should use curriculum and instructional materials relevant to the life experiences, cultures, and languages of their students.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	84.9	83.5	86.2	88.0	81.8	85.2	84.4
Disagree	9.8	11.6	8.2	7.3	12.3	8.9	11.6
Haven't Thought About This	5.3	4.8	5.7	4.7	5.9	6.0	4.0

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	84.9	84.2	90.1	86.7	81.7	87.0	84.2	80.5
Disagree	9.8	9.9	7.0	11.1	16.3	7.2	11.3	13.9
Haven't Thought About This	5.3	5.9	2.9	2.2	2.0	5.8	4.5	5.5

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	84.9	86.3	84.8	83.8	91.8	81.4	81.8	84.7	85.0
Disagree	9.8	8.1	10.5	10.4	5.3	13.4	10.6	9.9	9.6
Haven't Thought About This	5.3	5.7	4.8	5.9	2.9	5.2	7.6	5.3	5.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	84.9	83.8	86.2	86.3	87.4	82.4	84
Disagree	9.8	10.4	10.2	11.0	5.7	8.1	12
Haven't Thought About This	5.3	5.8	3.7	2.8	6.9	9.6	4

*seOH: Southeast Ohio

Analysis

Q33: To what extent do you agree or disagree with the following statements? "Schools should focus beyond academics to also support the health and wellness of students."

- Nine in 10 parents (90%) agreed that schools should focus beyond academics to also support the health and wellness of students. There was broad agreement across subsets.

Q34: To what extent do you agree or disagree with the following statements? "Preparing students for lifelong success is a community-wide effort (which includes but is not limited to: schools; families; businesses; faith and community-based organizations.)"

- Nine in 10 parents (91%) agreed that schools should focus beyond academics to also support the health and wellness of students.
  - 94% of Democrats agreed, followed by 90% of Republicans and Independents ($p = 0.0465$).

Q35: To what extent do you agree or disagree with the following statements? "Schools should use evidence-based curriculum and instruction to educate students."

- 87% agreed that schools should use evidence-based curriculum and instruction to educate students. Wealthier parents were more likely to agree, as were Democrats and Republicans:
  - 91% of parents who earn \$100k or more agreed, followed by 88% of parents who earn \$50k to \$100k, and 85% of parents who earn less than \$50k ($p = 0.0405$).
  - 90% of Democrats agreed, followed by 88% of Republicans, and 84% of Independents ($p = 0.0027$).

Q36: To what extent do you agree or disagree with the following statements? "Schools should customize their teaching to accommodate for differences in students' abilities."

- 90% agreed schools should customize their teaching to accommodate for differences in students' abilities. There were no statistically significant differences across subsets.

Q37: To what extent do you agree or disagree with the following statements? "Schools should use curriculum and instructional materials relevant to the life experiences, cultures, and languages of their students."

- 85% agreed that schools should use curriculum and instructional materials relevant to the life experiences, cultures, and languages of their students. Younger parents, parents who earned lower wages, and Democrats expressed higher levels of agreement.
  - 88% of younger parents agreed vs. 82% of older parents ($p = 0.0054$).
  - 87% of parents who earned less than \$50k agreed, followed by 80% of parents who earned \$100k or more, and 84% of parents who earned \$50k to \$100k ($p = 0.0356$).
  - 92% of Democrats agreed, followed by 82% of Independents, and 81% of Republicans ($p = 0.0001$).

Life Skills

Q38: How to use information

Schools should help my child(ren) learn the following skills before they graduate from high school: How to use information, data, and facts to make informed decisions.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	92.7	93.3	92.1	90.4	94.9	90.8	96.2
Disagree	5.1	5.4	4.9	6.8	3.4	6.1	3.2
Haven't Thought About This	2.2	1.3	3.0	2.7	1.6	3.1	0.5

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	92.7	93.2	88.4	94.7	91.9	90.9	93.0	96.8
Disagree	5.1	4.7	8.9	3.6	4.1	6.3	4.9	2.6
Haven't Thought About This	2.2	2.1	2.6	1.7	4.0	2.8	2.1	0.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	92.7	91.4	93.6	92.4	94.0	92.9	90.9	92.9	92.7
Disagree	5.1	4.8	4.9	5.8	4.5	5.8	5.0	5.3	4.1
Haven't Thought About This	2.2	3.8	1.5	1.8	1.5	1.3	4.0	1.8	3.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	92.7	93.1	93.1	93.5	91.6	92.8	88.1
Disagree	5.1	5.4	3.9	5.4	5.6	3.2	9.5
Haven't Thought About This	2.2	1.5	2.9	1.1	2.8	4.0	2.5

*seOH: Southeast Ohio

Q39: Evaluate consequences

Schools should help my child(ren) learn the following skills before they graduate from high school: How to evaluate the consequences of their actions.

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	94.1	94.0	94.2	92.4	95.8	93.3	95.6
Disagree	4.5	5.0	4.1	5.8	3.2	5.0	3.6
Haven't Thought About This	1.4	1.1	1.7	1.8	1.0	1.7	0.9

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	94.1	94.9	89.2	93.0	93.8	93.7	93.9	95.5
Disagree	4.5	3.9	8.2	5.6	4.2	4.7	4.4	4.2
Haven't Thought About This	1.4	1.2	2.6	1.5	2.0	1.7	1.6	0.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	94.1	92.6	95.0	93.8	93.6	94.8	93.7	94.5	93.5
Disagree	4.5	5.7	3.7	4.9	5.8	4.1	3.9	4.4	4.5
Haven't Thought About This	1.4	1.7	1.3	1.3	0.6	1.1	2.4	1.1	2.0

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	94.1	93.6	95.6	97.3	93.7	92.4	88.3
Disagree	4.5	4.8	3.4	2.2	4.7	4.9	10.5
Haven't Thought About This	1.4	1.6	1.0	0.6	1.6	2.7	1.2

*seOH: Southeast Ohio

Q40: Personal problem solutions

Schools should help my child(ren) learn the following skills before they graduate from high school: How to identify solutions to personal problems.

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	93.4	93.7	93.1	92.3	94.5	93.4	93.4
Disagree	4.8	5.0	4.7	5.6	4.1	4.5	5.5
Haven't Thought About This	1.8	1.3	2.2	2.1	1.4	2.1	1.1

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	93.4	94.0	91.5	93.5	85.6	93.8	93.0	93.3
Disagree	4.8	4.4	5.9	5.8	10.3	4.7	4.6	5.6
Haven't Thought About This	1.8	1.6	2.5	0.7	4.1	1.5	2.4	1.1

 *SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	93.4	92.8	93.6	93.8	93.8	93	93.4	93.5	93.7
Disagree	4.8	4.0	4.9	5.5	5.2	5	4.7	5.0	4.0
Haven't Thought About This	1.8	3.2	1.5	0.7	1.1	2	1.9	1.5	2.3

 *Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.4	93.6	92.7	95.0	94.4	91.6	92.3
Disagree	4.8	5.4	4.6	3.9	3.1	4.7	7.7
Haven't Thought About This	1.8	1.0	2.7	1.1	2.5	3.7	NA

*seOH: Southeast Ohio

Q41: Community problem solutions

Schools should help my child(ren) learn the following skills before they graduate from high school: How to identify solutions to community problems.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	88.2	86.6	89.8	90.3	86.2	87.9	88.8
Disagree	8.7	10.5	6.9	6.8	10.5	8.3	9.4
Haven't Thought About This	3.1	2.9	3.3	3.0	3.3	3.8	1.8

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	88.2	88.5	87.5	92.5	77.5	89.6	86.9	87.1
Disagree	8.7	8.5	8.6	5.1	18.5	7.7	9.4	9.6
Haven't Thought About This	3.1	3.0	4.0	2.4	4.0	2.7	3.6	3.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	88.2	88.9	88.8	86.4	91.8	86.2	86.3	88.5	88.1
Disagree	8.7	6.5	9.2	9.9	6.1	10.5	9.9	8.5	8.4
Haven't Thought About This	3.1	4.7	2.0	3.6	2.1	3.3	3.7	3.0	3.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	88.2	84.4	90.0	91.1	92.4	92.0	86.5
Disagree	8.7	11.6	8.1	7.5	4.8	2.7	10.5
Haven't Thought About This	3.1	3.9	1.9	1.4	2.8	5.3	3.0

*seOH: Southeast Ohio

Q42: Positive relationships

Schools should help my child(ren) learn the following skills before they graduate from high school: How to develop positive relationships with others.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	95.1	94.8	95.4	94.5	95.8	94.8	95.7
Disagree	3.7	4.3	3.1	3.9	3.5	3.7	3.6
Haven't Thought About This	1.2	0.8	1.5	1.6	0.7	1.5	0.6

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	95.1	95.7	92.8	94.0	89.8	94.4	95.5	96.2
Disagree	3.7	3.3	5.5	3.6	8.2	4.4	3.3	2.6
Haven't Thought About This	1.2	1.0	1.8	2.4	2.0	1.1	1.2	1.3

 *SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	95.1	94.1	96.5	93.5	95.4	95.1	94.8	95.0	95.2
Disagree	3.7	3.7	2.8	5.4	3.6	4.8	3.0	4.3	2.7
Haven't Thought About This	1.2	2.2	0.7	1.1	1.0	0.1	2.2	0.7	2.1

 *Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	95.1	94.6	95.3	96	96.3	96.0	92.3
Disagree	3.7	4.1	3.7	4	3.0	0.9	6.2
Haven't Thought About This	1.2	1.3	1.0	NA	0.7	3.1	1.5

*seOH: Southeast Ohio

Q43: Communicate effectively

Schools should help my child(ren) learn the following skills before they graduate from high school: How to communicate effectively.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	95.9	96.6	95.3	94.2	97.6	95.3	97.1
Disagree	3.0	3.0	2.9	4.3	1.7	3.3	2.4
Haven't Thought About This	1.1	0.4	1.8	1.5	0.7	1.5	0.5

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	95.9	96.6	93.2	95.4	87.8	95.4	95.2	98.7
Disagree	3.0	2.4	5.9	2.2	8.2	3.0	4.0	1.0
Haven't Thought About This	1.1	1.0	0.8	2.4	4.0	1.6	0.9	0.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	95.9	94.8	96.5	96.0	96.0	95.5	96.1	96.8	96.0
Disagree	3.0	2.7	2.8	3.6	3.6	3.2	2.5	2.5	2.7
Haven't Thought About This	1.1	2.5	0.7	0.4	0.5	1.4	1.4	0.8	1.4

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	95.9	96.1	95.1	96.5	97.3	95.9	94
Disagree	3.0	2.7	3.6	2.7	1.9	2.4	6
Haven't Thought About This	1.1	1.2	1.3	0.8	0.7	1.7	NA

*seOH: Southeast Ohio

Q44: Resolve conflicts

Schools should help my child(ren) learn the following skills before they graduate from high school: How to resolve conflicts.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	93.9	94.5	93.4	93.8	94.0	93.0	95.6
Disagree	4.0	3.9	4.0	3.3	4.6	4.8	2.5
Haven't Thought About This	2.1	1.6	2.6	2.9	1.4	2.3	1.9

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	93.9	94.1	92.8	94.2	91.9	94.6	92.3	95.3
Disagree	4.0	3.7	5.5	2.7	6.1	2.9	6.0	2.7
Haven't Thought About This	2.1	2.1	1.8	3.2	2.0	2.5	1.7	2.0

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	93.9	93.3	94.3	93.9	94.8	93.1	93.8	93.8	93.7
Disagree	4.0	2.9	3.8	5.3	3.4	5.1	3.4	4.2	3.5
Haven't Thought About This	2.1	3.8	1.9	0.8	1.8	1.8	2.8	1.9	2.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.9	92.7	95	96.5	94.5	92.2	93.5
Disagree	4.0	4.8	3	3.0	3.9	3.8	5.0
Haven't Thought About This	2.1	2.5	2	0.6	1.6	4.0	1.5

*seOH: Southeast Ohio

Q45: Seek help

Schools should help my child(ren) learn the following skills before they graduate from high school: How to seek help and support when needed.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	96.7	97.4	96.0	95.5	97.8	96.3	97.3
Disagree	2.3	2.0	2.6	3.0	1.7	2.5	2.0
Haven't Thought About This	1.0	0.6	1.4	1.5	0.6	1.2	0.7

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	96.7	97.1	94.4	96.6	93.8	96.1	97.1	97.3
Disagree	2.3	2.1	4.1	1.0	2.1	2.2	2.6	2.1
Haven't Thought About This	1.0	0.8	1.4	2.4	4.1	1.7	0.3	0.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	96.7	96.2	97.0	96.5	96.6	96.8	96.9	97.0	96.2
Disagree	2.3	1.5	2.4	3.0	2.5	2.8	1.6	2.2	1.9
Haven't Thought About This	1.0	2.4	0.5	0.5	0.9	0.5	1.5	0.8	1.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	96.7	97.1	96.1	96.8	96.5	96.3	96.5
Disagree	2.3	2.0	2.5	2.6	3.5	1.9	2.2
Haven't Thought About This	1.0	1.0	1.5	0.6	NA	1.8	1.2

*seOH: Southeast Ohio

Q46: Demonstrate honesty

Schools should help my child(ren) learn the following skills before they graduate from high school: How to demonstrate honesty and integrity.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	96.5	97.6	95.6	95.8	97.2	95.9	97.7
Disagree	2.8	2.2	3.4	3.3	2.4	3.2	2.1
Haven't Thought About This	0.6	0.2	1.0	0.9	0.4	0.9	0.2

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	96.5	97.2	93.4	95.2	94	95.8	97.4	96.9
Disagree	2.8	2.5	5.7	4.1	NA	3.1	2.3	3.1
Haven't Thought About This	0.6	0.4	0.9	0.7	6	1.1	0.3	NA

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	96.5	95.2	97.9	95.4	96.4	96.5	96.9	96.8	96.6
Disagree	2.8	3.2	1.8	4.4	2.9	3.3	2.2	2.8	2.5
Haven't Thought About This	0.6	1.6	0.3	0.2	0.7	0.2	0.9	0.5	0.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	96.5	96.2	97.3	97.9	97.6	93.8	95.8
Disagree	2.8	2.9	2.2	1.6	2.4	5.3	4.2
Haven't Thought About This	0.6	0.9	0.6	0.6	NA	0.9	NA

*seOH: Southeast Ohio

Q47: Develop interests

Schools should help my child(ren) learn the following skills before they graduate from high school: How to develop interests and a sense of purpose.

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	93.9	94.2	93.7	94.2	93.7	94.0	93.8
Disagree	3.9	4.3	3.6	3.6	4.2	3.4	4.9
Haven't Thought About This	2.1	1.5	2.7	2.2	2.1	2.6	1.3

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	93.9	94.3	92.1	90.6	95.9	94.2	93.6	93.8
Disagree	3.9	3.7	5.3	6.3	2.1	3.4	4.2	4.8
Haven't Thought About This	2.1	2.0	2.6	3.2	2.0	2.4	2.2	1.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	93.9	93.9	94.3	93.3	95.8	94.1	92.4	94.3	92.4
Disagree	3.9	3.1	4.0	4.8	2.9	3.9	4.9	4.1	4.2
Haven't Thought About This	2.1	3.1	1.7	2.0	1.4	2.0	2.7	1.6	3.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.9	92.8	95.7	95.5	94.9	90.8	94.5
Disagree	3.9	5.5	2.9	3.0	1.6	4.5	2.7
Haven't Thought About This	2.1	1.7	1.4	1.4	3.4	4.7	2.7

*seOH: Southeast Ohio

Q48: Examine prejudices

Schools should help my child(ren) learn the following skills before they graduate from high school: How to examine prejudices and biases.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	85.4	85.5	85.3	85.1	85.7	85.0	86.2
Disagree	9.6	10.9	8.4	9.3	9.9	9.2	10.4
Haven't Thought About This	5.0	3.6	6.3	5.6	4.5	5.8	3.5

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	85.4	85.4	86.4	87.1	77.6	86.1	84.5	85.4
Disagree	9.6	9.5	9.2	8.7	14.4	8.9	9.2	12.3
Haven't Thought About This	5.0	5.1	4.3	4.1	8.0	5.0	6.3	2.4

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	85.4	88.0	85.0	83.4	91.7	80.5	84.6	85.1	84.7
Disagree	9.6	6.5	10.0	11.9	5.2	13.3	9.4	9.4	11.1
Haven't Thought About This	5.0	5.5	4.9	4.7	3.1	6.2	6.1	5.5	4.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	85.4	84.5	83.7	89.2	92.0	83.1	81.1
Disagree	9.6	10.2	10.0	8.1	3.6	12.0	13.9
Haven't Thought About This	5.0	5.3	6.3	2.7	4.5	4.9	5.0

*seOH: Southeast Ohio

Q49: Influences on behavior

Schools should help my child(ren) learn the following skills before they graduate from high school: How to understand the ways emotions and thoughts can influence their own behavior.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	93.4	93.4	93.4	94.6	92.2	93.5	93.3
Disagree	4.9	5.4	4.4	4.0	5.7	4.6	5.4
Haven't Thought About This	1.7	1.3	2.2	1.4	2.0	2.0	1.3

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	93.4	93.7	92.2	92.5	91.9	93.8	93.6	91.8
Disagree	4.9	4.8	5.2	6.0	4.1	4.2	4.9	6.9
Haven't Thought About This	1.7	1.5	2.6	1.5	4.0	2.0	1.6	1.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	93.4	95.0	92.2	94.1	93.8	92.0	94.2	93.2	93.4
Disagree	4.9	1.9	6.1	5.5	5.0	6.4	3.0	5.4	4.3
Haven't Thought About This	1.7	3.1	1.7	0.4	1.2	1.5	2.7	1.4	2.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.4	91.7	92.5	94.6	97.1	93.7	97.5
Disagree	4.9	6.6	5.8	4.3	2.2	2.3	1.2
Haven't Thought About This	1.7	1.7	1.7	1.1	0.7	4.0	1.2

*seOH: Southeast Ohio

Q50: Interaction with others

Schools should help my child(ren) learn the following skills before they graduate from high school: How to interact with people who are different from themselves.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	94.0	93.8	94.3	93.7	94.4	93.9	94.4
Disagree	3.9	4.6	3.2	3.6	4.2	3.8	3.9
Haven't Thought About This	2.1	1.6	2.5	2.8	1.4	2.3	1.8

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	94.0	94.6	93.1	92.3	85.8	94.2	93.6	94.7
Disagree	3.9	3.6	3.8	4.6	10.2	3.5	4.7	3.1
Haven't Thought About This	2.1	1.8	3.1	3.2	4.0	2.3	1.7	2.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	94.0	93.3	93.6	95.6	95.5	93.3	92.9	94.1	94.2
Disagree	3.9	3.5	4.0	4.0	2.8	5.2	3.8	3.8	3.1
Haven't Thought About This	2.1	3.2	2.4	0.4	1.7	1.4	3.3	2.1	2.7

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	94.0	93.0	94.0	96.4	94.7	94.4	93.8
Disagree	3.9	4.8	4.1	3.1	2.5	2.3	3.7
Haven't Thought About This	2.1	2.2	1.9	0.6	2.8	3.2	2.5

*seOH: Southeast Ohio

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Q51: Empathize with others

Schools should help my child(ren) learn the following skills before they graduate from high school: How to empathize with other peoples' feelings.

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	91.7	91.6	91.7	90.6	92.6	90.5	93.7
Disagree	6.0	6.6	5.3	6.6	5.3	6.2	5.5
Haven't Thought About This	2.4	1.8	3.0	2.8	2.0	3.3	0.8

Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	91.7	91.5	91.8	93.2	91.8	91.2	92.7	90.7
Disagree	6.0	6.0	5.7	5.3	6.2	5.5	5.3	8.6
Haven't Thought About This	2.4	2.5	2.4	1.5	2.0	3.3	2.0	0.7

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	91.7	92.2	91.2	92.0	93.1	91.5	90.0	92.2	89.5
Disagree	6.0	4.5	6.8	5.9	5.6	5.9	6.6	5.3	7.6
Haven't Thought About This	2.4	3.3	2.0	2.2	1.3	2.7	3.4	2.5	2.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	91.7	90.7	91.5	94.3	92.9	91.6	89.8
Disagree	6.0	6.4	6.8	4.8	3.8	4.9	7.7
Haven't Thought About This	2.4	2.8	1.7	0.9	3.3	3.4	2.5

*seOH: Southeast Ohio

Q52: Recognize strengths

Schools should help my child(ren) learn the following skills before they graduate from high school: How to recognize strengths in others.

| | | Gender | | Age | | College Deg | |
Response	Overall	M	F	18-39	40+	No	Yes
Agree	90.9	90.4	91.3	89.9	91.8	90.6	91.4
Disagree	6.1	6.6	5.6	6.6	5.5	5.7	6.7
Haven't Thought About This	3.1	3.0	3.2	3.4	2.7	3.7	1.9

| | | Race/Ethnicity | | | | Income (K$) | | |
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	90.9	91.4	87.4	93.5	85.6	91.1	90.6	90.8
Disagree	6.1	5.7	9.6	3.4	6.3	5.8	5.4	8.1
Haven't Thought About This	3.1	2.9	3.0	3.2	8.2	3.1	4.0	1.1

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

| | | Urbanicity | | | Party ID | | | Religion* | |
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	90.9	90.9	90.4	91.7	91.4	91.0	89.6	90.1	91.5
Disagree	6.1	4.6	6.2	7.2	6.8	5.6	6.1	6.5	5.2
Haven't Thought About This	3.1	4.5	3.3	1.1	1.8	3.4	4.3	3.3	3.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

| | | Region | | | | | |
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	90.9	89.5	91.0	95.0	91.6	90.6	88.5
Disagree	6.1	7.4	5.8	4.4	2.8	5.2	9.0
Haven't Thought About This	3.1	3.1	3.2	0.6	5.6	4.2	2.5

*seOH: Southeast Ohio

Q53: Understand civic duties

Schools should help my child(ren) learn the following skills before they graduate from high school: How to understand their civic duties and responsibilities.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	90.2	89	91.3	89.7	90.7	89.4	91.8
Disagree	6.6	8	5.3	6.4	6.7	6.3	6.9
Haven't Thought About This	3.2	3	3.4	3.9	2.6	4.3	1.2

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	90.2	90.4	88.8	93.5	87.8	90.4	89.9	90.3
Disagree	6.6	6.4	7.8	4.3	8.2	6.0	6.6	7.9
Haven't Thought About This	3.2	3.2	3.4	2.2	4.0	3.6	3.5	1.8

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	90.2	89.7	90.5	90.3	91.5	89.3	90.0	90.3	90.1
Disagree	6.6	5.5	7.1	6.5	6.8	7.2	5.5	6.2	6.8
Haven't Thought About This	3.2	4.7	2.4	3.2	1.8	3.6	4.6	3.4	3.0

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	90.2	90.4	88.8	93.9	91.0	89.7	85.6
Disagree	6.6	7.3	6.6	4.0	5.7	5.5	10.7
Haven't Thought About This	3.2	2.4	4.6	2.1	3.3	4.8	3.7

*seOH: Southeast Ohio

Analysis

Q38-Q53: "Schools should help my child(ren) learn the following skills before they graduate from high school..."

Parents were presented with 16 statements about the skills schools should (or should not) help their child(ren) learn before they graduate from high school. Below we list the percentage of parents who agreed with each statement in descending order, followed by differences among subsets. Overall results show broad agreement on skills across all segments.

- 97%: How to seek help and support when needed (Q45)
- 97%: How to demonstrate honesty and integrity (Q46)
- 96%: How to communicate effectively (Q43)
- 95%: How to develop positive relationships with others (Q42)
- 94%: How to evaluate the consequences of their actions (Q39)
- 94%: How to develop interests and a sense of purpose (Q47)
- 94%: How to resolve conflicts (Q44)
- 94%: How to interact with people who are different from themselves (Q50)
- 93%: How to understand the way emotions and thoughts influence behavior (Q49)
- 93%: How to identify solutions to personal problems (Q40)
- 93%: How to use information, data, and facts to make informed decisions (Q38)
- 92%: How to empathize with other peoples' feelings (Q51)
- 91%: How to recognize strengths in others (Q52)
- 90%: How to understand their civic duties and responsibilities (Q53)
- 88%: How to identify solutions to community problems (Q41)
- 85%: How to examine prejudices and biases (Q48)

The following are some of the differences among subsets of the population:

- 97% of parents agreed schools should help their child(ren) learn how to seek help and support when needed.

  - Urban, suburban, and rural parents were equally likely to agree, but urban parents were more likely to report they "haven't thought much about this" ($p = 0.0265$).

- 97% of parents agreed schools should help their child(ren) learn how to demonstrate honesty and integrity.

  - 97% of white parents agreed, followed by 95% of Hispanic parents, and 93% of Black parents ($p = 0.0000$).
  - Suburban parents were three points more likely to agree than urban and rural parents (98% vs. 95%, respectively) ($p = 0.0043$).

- 96% of parents agreed schools should help their child(ren) learn how to communicate effectively.

  - Older parents were four points more likely to agree than younger parents (98% vs. 94%, respectively) ($p = 0.0077$).
  - White parents were three points more likely to agree than Black parents ($p = 0.0026$).
  - 2.5% of urban parents said they had not "thought much about this" vs. 0.7% of suburban parents vs. 0.4% of rural parents ($p = 0.0399$).

- 95% of parents agreed schools should help their child(ren) learn how to develop positive relationships with others.

  - 95% of Democrats, Independents, and Republicans agreed, but Independents were more likely than Democrats or Republicans to say they had not "thought much about this" ($p = 0.0221$).

- 94% of parents agreed schools should help their child(ren) learn how to evaluate the consequences of their actions.

- – Older parents were four points more likely to agree than younger parents (96% vs. 92%, respectively) ($p = 0.0315$).
- 94% of parents agreed schools should help their child(ren) develop interests and a sense of purpose. There was broad agreement across subsets.
- 94% of parents agreed schools should help their child(ren) learn how to resolve conflicts.
  - – 94% of suburban and rural parents agreed, followed by 93% of urban parents. Urban parents were more likely to say they "haven't thought much about this" ($p = 0.0374$).
- 94% of parents agreed schools should help their child(ren) learn about how to interact with people who are different from themselves. There was broad agreement across subsets.
- 93% of parents agreed schools should help their child(ren) understand the way emotions and thoughts influence behavior.
  - – Urban parents expressed the highest levels of agreement (95%), followed by rural and suburban parents (94% and 92%, respectively) ($p = 0.0018$).
- 93% of parents agreed schools should help their child(ren) learn how to identify solutions to personal problems. There was broad agreement across subsets.
- 93% agreed it was important to learn how to use information, data, and facts to make informed decisions.
  - – Older parents were five points more likely to agree than younger parents (95% vs. 90%, respectively) ($p = 0.0069$).
  - – Parents with a bachelor's degree or more were five points more likely to agree than those with an associate's degree or less (96% vs. 91%, respectively) ($p = 0.0003$).
  - – 97% of parents who earned $100k or more agreed, followed by about 93% of parents who earned $50k to $100k/year, and about 91% of parents who earned $50k or less ($p = 0.0495$).
  - – 94% of Democrats agreed, followed by about 93% of Republicans, and 91% of Independents ($p = 0.0460$).
- 92% of parents wanted schools to teach their child(ren) how to empathize with other peoples' feelings.
  - – Parents with a bachelor's degree or more were three points more likely than parents with an associate's degree or less to agree ($p = 0.0173$).
- 91% of parents wanted schools to help their child(ren) learn how to recognize strengths in others. There was broad agreement across subsets.
- 90% of parents wanted schools to teach their child(ren) how to understand their civic duties and responsibilities.
  - – 92% of parents with a bachelor's degree or more agreed vs. 89% of parents with an associate's degree or less ($p = 0.0155$).
- 88% of parents wanted schools to teach their child(ren) how to identify solutions to community problems.
  - – 92% of parents in the Toledo and Dayton areas agreed, followed by 91% of parents in the Cincinnati area, 90% of parents in the Columbus area, 87% of parents in southeast Ohio, and 84% of parents in the Cleveland area ($p = 0.0234$).
- 85% of parents want schools to teach their child(ren) how to examine prejudices and biases.
  - – 86% of men agreed, and 85% of women agreed, but women were two points more likely to say they "haven't thought much about this" ($p = 0.0360$).
  - – 92% of Democrats agreed, followed by 85% of Independents, and 80% of Republicans ($p = 0.0001$).

Parental Role

Q54: Equip with life skills

As a parent, how prepared do you feel to equip your child(ren) with the life skills they need to be successful in today's economy?

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Prepared	85.0	88.4	81.8	83.5	86.4	84.0	86.8
Not Prepared	13.7	11.1	16.2	14.7	12.7	14.2	12.8
Haven't Thought Much About This	1.3	0.5	2.0	1.8	0.8	1.8	0.4

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Prepared	85.0	84.9	87.5	82.7	79.5	83.1	86.1	87.6
Not Prepared	13.7	14.0	10.7	14.3	16.5	15.2	12.7	11.6
Haven't Thought Much About This	1.3	1.1	1.8	2.9	4.0	1.6	1.1	0.8

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Prepared	85.0	85.8	84.9	84.3	87.5	84.8	83.2	86.0	84.0
Not Prepared	13.7	12.5	14.1	14.3	12.3	13.6	14.5	12.8	14.5
Haven't Thought Much About This	1.3	1.7	1.0	1.5	0.3	1.6	2.3	1.2	1.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Prepared	85.0	84.9	84.2	86.2	83.2	90.6	79.6
Not Prepared	13.7	13.8	14.9	12.7	16.8	6.0	17.9
Haven't Thought Much About This	1.3	1.3	0.9	1.1	NA	3.4	2.5

*seOH: Southeast Ohio

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Q55: Learn at home and school

"It's important to me that my child has the opportunity to learn life skills both at home and in school."

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	95.6	96.8	94.5	94.1	97.1	95.0	96.8
Disagree	3.6	3.0	4.1	4.8	2.4	4.1	2.6
Haven't Thought About This	0.8	0.2	1.4	1.1	0.6	0.9	0.6

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	95.6	96.2	92.5	94.9	91.9	95.2	95.6	96.8
Disagree	3.6	3.2	5.5	3.7	6.1	3.4	4.0	3.0
Haven't Thought About This	0.8	0.6	2.1	1.5	2.0	1.4	0.4	0.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	95.6	93.1	96.2	97.1	95.1	95.9	95.7	95.5	95.8
Disagree	3.6	5.5	3.2	2.2	4.2	3.3	3.3	3.6	3.2
Haven't Thought About This	0.8	1.4	0.6	0.7	0.7	0.8	1.0	0.9	1.0

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	95.6	95.2	96.1	96.0	96.9	94.9	94.8
Disagree	3.6	3.7	3.7	3.5	3.1	3.8	2.7
Haven't Thought About This	0.8	1.1	0.3	0.6	NA	1.4	2.5

*seOH: Southeast Ohio

Q56: Comfortable reaching out

"If I have a question about what my child(ren) is learning, I feel comfortable reaching out to their teacher."

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	89.7	90.5	89.0	88.1	91.3	89.2	90.7
Disagree	7.9	7.6	8.1	9.4	6.4	8.1	7.4
Haven't Thought About This	2.4	1.9	2.9	2.5	2.3	2.6	2.0

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	89.7	90.2	89.2	88.2	81.7	91.1	86.8	92.0
Disagree	7.9	7.6	7.4	10.2	14.3	6.6	10.3	6.2
Haven't Thought About This	2.4	2.2	3.4	1.7	4.0	2.2	2.9	1.8

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	89.7	91.3	89.8	88.0	90.7	89.7	89.2	91.0	87.9
Disagree	7.9	6.7	7.7	9.3	8.2	7.8	7.8	6.8	9.2
Haven't Thought About This	2.4	2.0	2.5	2.7	1.2	2.5	3.0	2.3	2.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	89.7	87.7	90.4	91.4	96.7	90.2	83.6
Disagree	7.9	8.6	6.9	7.4	3.3	7.3	16.4
Haven't Thought About This	2.4	3.7	2.7	1.2	NA	2.4	NA

*seOH: Southeast Ohio

Analysis

Q54: "As a parent, how prepared do you feel to equip your child(ren) with the life skills they need to be successful in today's economy?"

- 85% of parents said they feel prepared to equip their child(ren) with the life skills they need to be successful in today's economy. Men were more likely than women to report they feel prepared.
  - 88% of men felt prepared vs. 82% of women ($p = 0.0012$).

Q55: To what extent do you agree or disagree with the following statement? "It's important to me that my child has the opportunity to learn life skills both at home and in school."

- 96% of parents agreed with this statement. Men were more likely than women to state this was important, and older parents were more likely than younger parents to state this was important.
  - 97% of men agreed vs. 95% of women ($p = 0.0270$).
  - 97% of older parents agreed vs. 94% of younger parents ($p = 0.0312$).

Q56: To what extent do you agree or disagree with the following statement? "If I have a question about what my child(ren) is learning, I feel comfortable reaching out to their teacher."

- 90% of parents said they feel comfortable reaching out to their child(ren)'s teacher(s). There were statistically significant differences by region.
  - 97% of parents in the Dayton area felt comfortable, followed by 91% of parents in the Cincinnati area, 90% of parents in the Toledo and Columbus areas, 88% of parents in the Cleveland area, and 84% of parents in southeast Ohio ($p = 0.0101$).

Trust in Teachers

Q57: Support learning/success

I trust my child's teacher to: Support their academic learning and success.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	91.6	91.3	91.8	91.8	91.4	91.0	92.7
Disagree	7.4	7.9	6.9	7.1	7.6	7.6	6.9
Haven't Thought About This	1.1	0.8	1.3	1.1	1.0	1.4	0.4

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	91.6	92.4	87.9	91.1	85.8	90.4	92.5	92.9
Disagree	7.4	6.7	10.7	6.3	12.2	8.4	7.2	4.8
Haven't Thought About This	1.1	0.9	1.3	2.7	2.0	1.2	0.3	2.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	91.6	91.2	92.1	91.1	92.7	92.9	88.2	92.2	91.9
Disagree	7.4	7.6	7.2	7.5	7.0	5.5	10.3	6.8	6.8
Haven't Thought About This	1.1	1.3	0.8	1.4	0.3	1.6	1.4	1.0	1.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	91.6	91.1	90.5	91.0	95.8	93.1	90
Disagree	7.4	7.8	8.6	7.7	2.7	5.5	10
Haven't Thought About This	1.1	1.0	0.9	1.2	1.5	1.4	NA

*seOH: Southeast Ohio

Q58: Positive role model

I trust my child's teacher to: Be a positive role model.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	90.3	90.0	90.6	88.9	91.7	89.9	91.2
Disagree	8.4	9.3	7.5	9.0	7.8	8.3	8.4
Haven't Thought About This	1.3	0.7	1.9	2.1	0.5	1.8	0.4

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	90.3	91.1	88.2	88.9	79.8	90.0	89.3	93.3
Disagree	8.4	7.9	10.1	7.5	14.2	8.4	9.4	6.1
Haven't Thought About This	1.3	1.0	1.7	3.6	6.0	1.6	1.3	0.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	90.3	91.2	89.9	90.1	89.7	92.5	88.6	91.7	89.5
Disagree	8.4	7.2	9.1	8.2	9.4	6.3	9.3	7.2	8.3
Haven't Thought About This	1.3	1.6	1.0	1.7	0.9	1.2	2.2	1.1	2.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	90.3	88.5	90.4	90.7	94.4	91.6	91.5
Disagree	8.4	10.0	8.6	7.9	5.6	5.6	7.2
Haven't Thought About This	1.3	1.5	0.9	1.4	NA	2.7	1.2

*seOH: Southeast Ohio

Q59: High expectations

I trust my child's teacher to: Have high expectations of my child.

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Agree	89.1	89.4	88.9	88.4	89.9	88.9	89.6
Disagree	9.4	9.5	9.4	9.6	9.2	9.0	10.2
Haven't Thought About This	1.4	1.1	1.8	2.0	0.9	2.1	0.2

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	89.1	89.6	88.5	87.6	81.7	87.8	89.2	92.8
Disagree	9.4	9.2	10.2	8.0	14.3	10.6	9.1	7.0
Haven't Thought About This	1.4	1.2	1.3	4.3	4.0	1.7	1.7	0.2

 *SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	89.1	90.7	90.5	85.1	90.2	90.7	86.1	90.6	87.4
Disagree	9.4	6.8	8.6	13.6	9.0	8.1	11.4	8.2	10.5
Haven't Thought About This	1.4	2.5	0.9	1.3	0.8	1.2	2.5	1.2	2.1

 *Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Agree	89.1	88.8	88.1	91.4	92.7	89.3	83.6
Disagree	9.4	10.2	10.6	7.1	4.7	8.7	15.2
Haven't Thought About This	1.4	1.1	1.3	1.5	2.5	2.0	1.2

*seOH: Southeast Ohio

Q60: Age-appropriate content

I trust my child's teacher to: Teach my child age-appropriate content.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	93.0	92.4	93.6	93.5	92.6	93.3	92.6
Disagree	5.8	6.3	5.3	5.2	6.3	5.6	6.1
Haven't Thought About This	1.2	1.3	1.1	1.3	1.1	1.1	1.3

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	93.0	94.0	91.1	87.2	83.6	93.7	91.9	93.6
Disagree	5.8	5.2	7.1	8.4	12.3	4.8	7.2	5.5
Haven't Thought About This	1.2	0.8	1.8	4.3	4.1	1.5	0.9	1.0

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	93.0	94.3	92.8	92.3	95.5	92.7	90.9	92.8	93.5
Disagree	5.8	4.6	6.2	6.2	4.3	6.4	6.7	6.1	4.9
Haven't Thought About This	1.2	1.2	1.0	1.4	0.3	0.9	2.4	1.1	1.5

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	93.0	92.7	93.1	92.0	96.0	93.6	91.3
Disagree	5.8	6.4	5.8	6.3	2.9	4.5	7.5
Haven't Thought About This	1.2	0.9	1.1	1.7	1.1	1.9	1.2

*seOH: Southeast Ohio

Q61: Discipline fairly

I trust my child's teacher to: Discipline fairly.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	87.4	88.0	87	87.7	87.2	86.5	89.3
Disagree	10.2	9.3	11	10.3	10.1	10.8	9.0
Haven't Thought About This	2.4	2.8	2	2.0	2.7	2.8	1.7

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	87.4	88.5	84.5	84.3	75.6	85.9	88.3	89.8
Disagree	10.2	9.3	12.4	11.3	22.4	10.9	9.7	9.1
Haven't Thought About This	2.4	2.2	3.1	4.3	2.0	3.2	2.0	1.1

 *SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	87.4	88.3	87.4	86.7	89.6	86.9	85.2	88.4	86.3
Disagree	10.2	8.3	10.6	11.3	8.0	11.1	11.9	9.1	11.4
Haven't Thought About This	2.4	3.4	2.0	2.0	2.4	2.0	2.9	2.5	2.3

 *Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	87.4	87.2	87.3	86.7	92.0	90.2	79.3
Disagree	10.2	10.4	9.4	13.3	6.4	7.5	14.9
Haven't Thought About This	2.4	2.4	3.3	NA	1.6	2.3	5.7

*seOH: Southeast Ohio

Analysis

Q57-Q61: To what extent do you agree or disagree with the following statements? "I trust my child's teacher to..."

- 92%: Support their child(ren)'s academic learning and success. (Q57)
  - 93% of Democrats and Republicans agreed, followed by 88% of Independents ($p = 0.0234$).
- 93%: Teach age-appropriate content. (Q60)
  - 94% of white parents agreed, followed by 91% of Black parents, and 87% of Hispanic parents ($p = 0.0031$).
  - 95% of Democrats agreed, followed by 93% of Republicans, and 91% of Independents ($p = 0.0236$).
- 90%: Be a positive role model. (Q58)
  - 92% of older parents agreed vs. 89% of younger parents ($p = 0.0289$).
  - 91% of white parents agreed, followed by 89% of Hispanic parents, and 88% of Black parents ($p = 0.0054$).
- 89%: Have high expectations of their child(ren). (Q59)
  - 90% of parents with a bachelor's degree or more agreed vs. 89% of parents with an associate's degree or less. Parents with an associate's degree or less are more likely to report they "haven't thought much about this" ($p = 0.0125$).
  - 91% of urban and suburban parents agreed, followed by 85% of rural parents ($p = 0.0058$).
- 87%: Discipline fairly. (Q61)
  - 88% of white parents agreed, followed by 85% of Black parents, and 84% of Hispanic parents ($p = 0.0284$).

Equity I

Q62: Ensure equal opportunity

Our society should do what is necessary to ensure equal opportunity to succeed.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	92.7	92.0	93.3	93.4	92.0	93.7	90.8
Disagree	5.5	6.8	4.3	4.4	6.6	4.3	7.8
Haven't Thought About This	1.8	1.2	2.4	2.2	1.4	2.0	1.4

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	92.7	92.9	92.5	90.1	91.7	92.3	93.9	91.2
Disagree	5.5	5.4	5.8	5.8	6.3	5.4	4.5	8.0
Haven't Thought About This	1.8	1.7	1.7	4.1	2.0	2.3	1.6	0.8

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	92.7	94.2	92.0	92.3	95.2	91.6	91.4	93.4	91.4
Disagree	5.5	4.1	5.6	6.8	4.1	7.0	5.7	5.4	5.8
Haven't Thought About This	1.8	1.7	2.4	0.9	0.8	1.4	2.8	1.3	2.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	92.7	91.2	94.3	94.2	94.8	93.0	88.6
Disagree	5.5	6.7	4.3	5.2	4.1	3.4	9.0
Haven't Thought About This	1.8	2.1	1.4	0.6	1.1	3.6	2.5

*seOH: Southeast Ohio

Q63: Support based on needs

Our society should provide more support for some children based on need so that all children can be successful in life.

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Agree	92.3	91.4	93.2	94.2	90.5	93.7	89.8
Disagree	5.4	6.8	4.1	3.3	7.5	4.0	8.0
Haven't Thought About This	2.3	1.8	2.7	2.5	2.0	2.3	2.2

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Agree	92.3	92.5	93.3	91.0	85.6	93.7	92.2	89.0
Disagree	5.4	5.4	4.0	6.5	10.4	4.2	5.4	8.8
Haven't Thought About This	2.3	2.1	2.7	2.4	4.0	2.1	2.5	2.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Agree	92.3	92.7	91.7	93.2	95.1	90.6	91.6	92.1	92.5
Disagree	5.4	4.5	6.1	4.9	3.5	7.1	5.1	5.9	4.5
Haven't Thought About This	2.3	2.8	2.2	1.9	1.4	2.3	3.3	2.0	2.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Agree	92.3	91.0	93.4	92.5	94.3	92.1	93.8
Disagree	5.4	6.8	5.4	5.4	4.3	2.1	3.7
Haven't Thought About This	2.3	2.2	1.2	2.2	1.5	5.8	2.5

*seOH: Southeast Ohio

Analysis

Q62: To what extent do you agree or disagree with the following statement? "Our society should do what is necessary to ensure equal opportunity to succeed."

- 93% agreed our society should do what is necessary to ensure equal opportunity to succeed.
    - Men and women were equally liked to agree (93% vs. 92%, respectively), but women were more likely to say they had not "thought much about this" ($p = 0.0429$).
    - 94% of parents with an associate's degree or less agreed vs. 91% of parents with a bachelor's degree ($p = 0.0216$).

Q63: To what extent do you agree or disagree with the following statement? "Our society should provide more support for children based on need so that all children can be successful in life."

- 92% agreed our society should provide more support for some children based on need so that all children can be successful in life.
    - 94% of younger parents agreed vs. 91% of older parents ($p = 0.0030$).
    - 94% of parents with an associate's degree or less agreed vs. 90% of parents with a bachelor's degree ($p = 0.0095$).

SEL

Q64: Heard term

How frequently have you heard the term "social-emotional learning" recently?

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Extremely Frequently	19.1	17.1	20.9	24.5	13.7	18.5	20.2
Somewhat Frequently	25.1	26.2	24.0	25.6	24.5	21.3	32.2
Rarely	24.6	25.0	24.1	23.1	26.0	26.7	20.6
Not At All	26.6	27.6	25.7	22.2	31.0	28.7	22.8
Haven't Given This Much Thought	4.6	4.1	5.2	4.5	4.7	4.9	4.1

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Extremely Frequently	19.1	17.4	29.6	19.6	22.2	21.7	14.1	22.4
Somewhat Frequently	25.1	25.2	21.7	30.0	28.7	21.9	28.5	26.5
Rarely	24.6	24.8	24.9	26.4	14.3	25.3	24.3	23.1
Not At All	26.6	27.6	21.0	20.3	30.9	26.0	28.5	24.7
Haven't Given This Much Thought	4.6	5.0	2.9	3.7	4.0	5.1	4.6	3.2

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Extremely Frequently	19.1	25.4	17.8	14.9	24.4	15.5	18.1	19.3	16.4
Somewhat Frequently	25.1	26.4	25.4	23.3	29.7	23.8	23.3	25.5	23.0
Rarely	24.6	22.5	25.3	25.3	20.2	25.5	27.4	24.1	25.8
Not At All	26.6	20.3	27.1	32.1	23.1	28.7	25.9	25.9	30.0
Haven't Given This Much Thought	4.6	5.4	4.4	4.4	2.6	6.5	5.4	5.2	4.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Extremely Frequently	19.1	20.3	19.6	13.4	17.2	19.7	24.4
Somewhat Frequently	25.1	26.2	24.9	21.8	25.6	21.2	30.9
Rarely	24.6	23.7	24.8	26.4	27.6	25.0	19.6
Not At All	26.6	25.4	28.0	31.5	26.5	26.1	19.8
Haven't Given This Much Thought	4.6	4.4	2.7	6.9	3.0	8.1	5.2

*seOH: Southeast Ohio

Q65: Understand term

How well do you understand what is meant by the term "social-emotional learning"?

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Extremely Well	19.8	20.2	19.4	23.4	16.2	17.3	24.3
Quite Well	21.8	22.3	21.3	23.2	20.4	20.4	24.4
Somewhat Well	27.2	25.6	28.6	27.0	27.3	28.0	25.8
Not At All	25.9	27.0	24.8	22.0	29.7	28.9	20.2
Haven't Given This Much Thought	5.4	4.8	5.9	4.3	6.3	5.4	5.2

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Extremely Well	19.8	18.4	27.0	23.0	22.4	21.0	17.0	22.1
Quite Well	21.8	21.2	23.9	28.3	20.1	20.8	22.8	22.3
Somewhat Well	27.2	28.0	23.8	24.2	22.6	26.6	28.2	26.7
Not At All	25.9	26.4	22.8	19.1	32.9	26.6	25.7	24.3
Haven't Given This Much Thought	5.4	5.9	2.4	5.4	2.0	4.9	6.3	4.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Extremely Well	19.8	25.9	17.7	17.5	27.5	16.9	16.5	21.9	14.6
Quite Well	21.8	26.8	21.3	17.6	25.6	18.2	22.7	20.1	21.4
Somewhat Well	27.2	23.4	29.6	26.6	23.6	30.0	27.2	28.2	27.4
Not At All	25.9	18.8	26.2	32.5	19.0	28.6	27.8	25.0	28.8
Haven't Given This Much Thought	5.4	5.1	5.2	5.8	4.2	6.3	5.8	4.8	7.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Extremely Well	19.8	22.7	19.1	19.1	16.1	15.4	18.5
Quite Well	21.8	20.5	22.8	20.2	16.4	29.6	27.0
Somewhat Well	27.2	27.2	26.1	28.6	29.9	22.2	30.6
Not At All	25.9	24.2	26.4	27.0	33.2	25.5	20.8
Haven't Given This Much Thought	5.4	5.5	5.6	5.1	4.3	7.3	3.0

*seOH: Southeast Ohio

Q66: Social-emotional skills

How much do you support or oppose schools teaching your child(ren) social-emotional learning skills?

		Gender		Age		College Deg	
Response	Overall	M	F	18-39	40+	No	Yes
Support	68.4	64.3	72.3	74.4	62.5	68.4	68.5
Oppose	11.1	14.5	8.0	8.7	13.5	10.1	13.0
Haven't Given This Much Thought	20.5	21.3	19.7	16.9	24.0	21.5	18.5

		Race/Ethnicity				Income (K$)		
Response	Overall	Wht	Blk	Hsp	SE*	<50	50-100	>100
Support	68.4	67.4	75.0	71.2	65.1	70.8	66.7	65.4
Oppose	11.1	11.0	9.1	16.0	16.5	9.7	10.8	15.6
Haven't Given This Much Thought	20.5	21.6	15.8	12.8	18.3	19.4	22.5	19.0

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

		Urbanicity			Party ID			Religion*	
Response	Overall	Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Support	68.4	77.2	67.2	61.9	79.1	59.4	69.4	67.2	69.2
Oppose	11.1	8.0	12.3	12.1	6.3	18.0	8.0	12.6	8.5
Haven't Given This Much Thought	20.5	14.9	20.5	26.0	14.5	22.7	22.6	20.2	22.3

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

		Region					
Response	Overall	Cle	Cbus	Cin	Day	Tol	seOH*
Support	68.4	71.0	66.0	66.3	69.4	62.2	73.6
Oppose	11.1	12.5	10.1	10.8	9.3	9.9	12.0
Haven't Given This Much Thought	20.5	16.5	23.9	23.0	21.3	27.9	14.4

*seOH: Southeast Ohio

Analysis

Q64: "How frequently have you heard the term "social-emotional learning" recently?"

- 19% said they have heard the term "social-emotional learning" (SEL) extremely frequently recently; 25% said they've heard it somewhat frequently. Another 25% said they have heard it rarely; 27% hadn't heard it at all. Some parents were more likely than others to report they heard about SEL "extremely often. The following differences among subsets were statistically significant:
  - 24% of younger parents vs. 14% of older parents ($p = 0.0000$);
  - 20% of parents with a bachelor's degree vs. 18% of parents with an associate's degree or less ($p = 0.0002$);
  - 30% of Black parents vs. 20% of Hispanic parents vs. 17% of white parents ($p = 0.0055$);
  - 22% of parents who earn $50k or more, as well as 22% of parents who earn $50k or less, vs. 14% of parents who earn between $50k and $100k ($p = 0.0397$);
  - 25% of urban parents vs. 18% of suburban parents, and 15% of rural parents ($p = 0.0065$); and
  - 24% of Democrats vs. 18% of Independents vs. 16% of Republicans ($p = 0.0009$).

Q65: "How well do you understand what is meant by the term 'social-emotional learning'?"

- Just 20% said they understand the term extremely well; 22% said they understand it quite well; 27% somewhat well; 26% not at all. Some subsets were more likely to report that they understood social-emotional learning "extremely well." The following differences among subsets were statistically significant:
  - 24% of younger parents vs. 16% of older parents ($p = 0.0008$);
  - 24% of parents with a bachelor's degree vs. 17% of parents with an associate's degree or less ($p = 0.0014$);
  - 27% of Black parents vs. 23% of Hispanic parents vs. 18% of white parents ($p = 0.0367$);
  - 26% of urban parents, followed by 18% of suburban and rural parents ($p = 0.0002$); and
  - 28% of Democrats, followed by 17% of Republicans, and 16% of Independents ($p = 0.0000$).

Q66: "How much do you support or oppose schools teaching your child(ren) social-emotional learning skills?"

- 68% of parents supported schools teaching their children SEL skills. There was greater support among women, younger parents, urban and suburban parents, and Democrats and Independents.
  - 72% of women supported schools teaching SEL skills vs. 64% of men ($p = 0.0005$)
  - 74% of younger parents supported schools teaching SEL skills vs. 63% of older parents ($p = 0.0000$).
  - 77% of urban parents supported schools teaching SEL skills, followed by 67% of suburban parents, and 62% of rural parents ($p = 0.0005$).
  - 79% of Democrats supported schools teaching SEL skills, followed by 69% of Independents, and 59% of Republicans ($p = 0.0000$).
- In addition, 91% of parents who said they understand SEL "extremely well" or "very well" supported schools teaching their children SEL skills ($p = 0.0000$). Support decreases as understanding of the term decreases with 73% of parents who understand SEL somewhat – and 34% of parents who don't understand SEL at all – supporting schools teaching their children SEL skills ($p = 0.0000$).

Equity II

Q67: Priortize equity

How important do you think it is that schools prioritize equity? (Equity in education is defined as: each student has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.)

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Important	90	88.3	91.6	91.8	88.3	91.4	87.5
Not Important	7	9.3	4.9	4.8	9.1	5.2	10.2
Haven't Given This Much Thought	3	2.4	3.5	3.4	2.6	3.4	2.3

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Important	90	89.9	91.9	87.4	87.7	91.1	89.4	88.2
Not Important	7	7.0	5.4	8.7	10.3	5.5	7.3	10.3
Haven't Given This Much Thought	3	3.0	2.7	3.9	2.0	3.3	3.3	1.6

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Important	90	94.5	88.7	87.9	95.3	89.6	86.5	90.5	88.2
Not Important	7	3.5	8.5	7.6	4.0	8.0	8.2	7.1	7.6
Haven't Given This Much Thought	3	2.0	2.8	4.4	0.8	2.4	5.2	2.4	4.2

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Important	90	88.2	92.9	89.9	93.0	89.8	86.6
Not Important	7	8.8	5.0	7.6	4.7	5.6	7.0
Haven't Given This Much Thought	3	3.0	2.1	2.5	2.2	4.5	6.5

*seOH: Southeast Ohio

Analysis

Q67: "How important do you think it is that schools prioritize equity? (Equity in education is defined as: each student has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.)"

- 90% of parents think it is important that schools prioritize equity.
    - 92% of women agreed vs. 88% of men ($p = 0.0049$).
    - 92% of younger parents agreed vs. 88% of older parents ($p = 0.0067$).
    - 91% of parents with an associate's degree or less agreed vs. 87% of parents with a bachelor's degree or more ($p = 0.0031$).
    - 95% of urban parents agreed, followed by 89% of suburban parents, and 88% of rural parents ($p = 0.0137$).
    - 95% of Democrats agreed, followed by 90% of Republicans, and 87% of Independents ($p = 0.0002$).

SEL standards

Q68: State standards

Ohio has voluntary state standards for social emotional learning that provide common definitions of social emotional learning skills by grade level to help school districts consider their own local implementation based on community needs and values. How important do you think it is that these standards for social emotional learning are available as a resource to school districts?

Response	Overall	Gender		Age		College Deg	
		M	F	18-39	40+	No	Yes
Important	86.4	83.4	89.1	88.2	84.6	87.1	85.0
Not Important	8.5	11.5	5.8	6.2	10.9	7.5	10.5
Haven't Given This Much Thought	5.1	5.1	5.1	5.6	4.6	5.4	4.5

Response	Overall	Race/Ethnicity				Income (K$)		
		Wht	Blk	Hsp	SE*	<50	50-100	>100
Important	86.4	86.4	88.7	87.9	75.2	88.5	84.2	85.2
Not Important	8.5	8.4	7.0	9.1	16.6	6.6	9.9	11.0
Haven't Given This Much Thought	5.1	5.2	4.3	2.9	8.2	4.9	5.9	3.9

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity			Party ID			Religion*	
		Urb	Sub	Rur	Dem	Rep	Ind	Chr	NRel
Important	86.4	91.9	85.1	83.2	94.2	81.3	85.7	85.9	87.2
Not Important	8.5	5.3	10.4	8.4	3.3	12.8	8.4	9.2	8.0
Haven't Given This Much Thought	5.1	2.8	4.5	8.5	2.5	5.9	5.9	4.9	4.8

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region					
		Cle	Cbus	Cin	Day	Tol	seOH*
Important	86.4	85.0	89.4	85.8	85.6	84.5	90.1
Not Important	8.5	9.8	7.0	8.5	9.1	7.6	6.5
Haven't Given This Much Thought	5.1	5.2	3.7	5.7	5.2	7.9	3.4

*seOH: Southeast Ohio

Q69: Abuse prevention education

Do you agree or disagree that schools should provide age-appropriate sexual abuse prevention education (e.g. "good touch/bad touch", consent, dating violence, unhealthy relationships, etc.) to help students recognize signs of abuse?

Response	Overall	Gender M	Gender F	Age 18-39	Age 40+	College Deg No	College Deg Yes
Agree	87.4	86.5	88.2	88.3	86.5	87.6	87.0
Disagree	9.5	11.2	7.9	8.1	10.9	9.3	9.8
Haven't Thought About This	3.1	2.3	3.9	3.6	2.7	3.1	3.2

Response	Overall	Race/Ethnicity Wht	Blk	Hsp	SE*	Income (K$) <50	50-100	>100
Agree	87.4	87.6	88.4	90.1	73.3	87.4	86.6	89.0
Disagree	9.5	9.7	6.7	5.8	18.6	9.1	10.3	8.7
Haven't Thought About This	3.1	2.6	4.9	4.1	8.1	3.5	3.1	2.3

*SE: Something Else, i.e. any race/ethnicity category other than White, Black or African-American, or Hispanic/Latino

Response	Overall	Urbanicity Urb	Sub	Rur	Party ID Dem	Rep	Ind	Religion* Chr	NRel
Agree	87.4	91.3	85.4	87.2	92.9	83.9	86.0	86.7	88.5
Disagree	9.5	6.2	10.7	10.6	4.5	13.2	9.7	10.0	8.7
Haven't Thought About This	3.1	2.5	4.0	2.2	2.6	2.9	4.3	3.4	2.9

*Chr: Christian, NRel: Not Religious (other groups had small sample sizes)

Response	Overall	Region Cle	Cbus	Cin	Day	Tol	seOH*
Agree	87.4	85.7	89.5	86.9	88.0	89.1	87.6
Disagree	9.5	11.0	7.7	9.8	9.2	6.8	9.9
Haven't Thought About This	3.1	3.3	2.7	3.3	2.8	4.0	2.5

*seOH: Southeast Ohio

Analysis

Q68: "Ohio has voluntary state standards for social emotional learning that provide common definitions of social emotional learning skills by grade level to help school districts consider their own local implementation based on community needs and values. How important do you think it is that these standards for social emotional learning are available as a resource to school districts?"

- 86% said it is important that Ohio's voluntary state standards for social emotional learning be available as a resource to school districts. There were statistically significant differences among the following subgroups:
  - 88% of younger parents vs. 85% of older parents ($p = 0.0100$).
  - 92% of urban parents vs. 85% of suburban parents and 83% of rural parents ($p = 0.0006$).
  - 94% of Democrats, followed by 86% of Independents, and 81% of Republicans ($p = 0.0000$).

Q69: "Do you agree or disagree that schools should provide age-appropriate sexual abuse prevention education (e.g. 'good touch/bad touch', consent, dating violence, unhealthy relationships, etc.) to help students recognize signs of abuse?"

- 87% agreed schools should provide age-appropriate sexual abuse prevention education (e.g. "good touch/bad touch", consent, dating violence, unhealthy relationships, etc.) to help students recognize signs of abuse.
  - Men and women were equally likely to agree (87% vs. 88%, respectively), but women were more likely to say they had not "thought much about this" ($p = 0.0465$).
  - 93% of Democrats agreed, followed by 86% of Independents, and 84% of Republicans ($p = 0.0003$).

Survey Demographics

Gender	n (raw)	% (raw)	% (wtd)
Male	590	43.1	48
Female	780	56.9	52

Age	n (raw)	% (raw)	% (wtd)
18-39	713	52	49.6
40+	657	48	50.4

Education	n (raw)	% (raw)	% (wtd)
High School	375	27.4	27.1
Some College	539	39.3	38.1
4-year College Degree	312	22.8	23.4
Masters	144	10.5	11.4

Race/Ethnicity	n (raw)	% (raw)	% (wtd)
White or Caucasian	960	70.1	81
Black or African-American	240	17.5	12
Hispanic / Latino	121	8.8	4
Something Else	49	3.6	3

Income	n (raw)	% (raw)	% (wtd)
< $30K	342	25.0	23.1
$30-$50K	344	25.1	24.1
$50-$75K	269	19.6	19.9
$75-$100K	206	15.0	15.8
> $100K	209	15.3	17.2

Urbanicity	n (raw)	% (raw)	% (wtd)
Urban	389	28.4	26.1
Suburban	648	47.3	48.1
Rural	333	24.3	25.8

Party	n (raw)	% (raw)	% (wtd)
Democrat	448	32.7	30.3
Independent	420	30.7	30.1
Republican	429	31.3	34.3
Not Sure	73	5.3	5.3

Region	n (raw)	% (raw)	% (wtd)
Toledo Area	137	10.0	9.6
Dayton Area	139	10.1	10.4
Cincinnati Area	189	13.8	13.9
Columbus Area	293	21.4	21.4
Cleveland Area	533	38.9	38.4
SE Ohio	79	5.8	6.2

Religion	n (raw)	% (raw)	% (wtd)
Christian	837	61.1	61.4
Jewish	21	1.5	1.6
Muslim	29	2.1	2.0
Hindu	6	0.4	0.3
Other	121	8.8	8.3
Not Religious	356	26.0	26.4

(Weighted) urbanicity of religious groups:

Urbanicity	Christian	Jewish	Muslim	Hindu	Other	Not Religious
Urban	24.1	29.8	57.4	45	35.8	24.8
Suburban	50.6	64.2	30.6	55	36.6	46.0
Rural	25.2	6.0	12.1	NA	27.6	29.2

Qualitative Analysis of Open-Ended Questions

Qualitative analysis was performed on the three open-ended questions included in the survey, where participants could type in whatever they desired. All participants had the option to answer these questions, and although they could have left these answers blank, a great majority of participants entered some sort of response to each question. The following is a summary of the analysis performed on these questions. It is important to note that we discovered there were potential issues with how participants read/interpreted the open-ended questions. Therefore, they were all analyzed for the content of their answer, and not directly for how they answered the question. Full explanation of this issue and of how the analysis was conducted can be found after the summary.

There are several other important things to note. First, as is typical for basic qualitative content analysis, the data are not weighted and quotes are presented exactly the way that participants typed them. Second, percentages reported in the analysis are calculated based on the number of valid responses (those that actually included an answer), and we excluded the blank responses in the calculation of percentages. The number and percentage of respondents who answered each open-ended question is presented after the question. The question regarding participants' thoughts on their support or opposition of their child's school teaching Social Emotional Learning had the highest amount of valid responses, with 93% of participants entering a response. The question asking about why they support a law that bans the teaching of race and racism had the lowest amount of valid responses, with 89% of respondents entering a response. Finally, the question asking about why they would support or oppose a law that bans the teaching of gender identity and sexual orientation included responses from 90% of participants.

1.) SOCIAL EMOTIONAL LEARNING (SEL): "Please provide a brief explanation of why you support or oppose the school your child(ren) attends teaching social-emotional learning skills."

$N = 1,276$ (93% of $1,370$ respondents answered)

When we asked respondents the following question, "How much do you support or oppose schools teaching your child(ren) social-emotional learning skills?," we found that 68% of parents supported schools teaching their children SEL skills. This is an important finding because parents were almost unanimous in their belief that schools should teach skills associated with SEL.

After this question, we asked parents: "Please provide a brief explanation of why you support or oppose the school your child(ren) attends teaching social-emotional learning skills."

Consistent with findings from the quantitative questions, the open-ended qualitative questions also suggest using the term "Social Emotional Learning" seems to have a slightly diminishing effect on support for its teaching. In short, the answers to this question revealed that participants were less explicit in their support or opposition of this teaching. To be fair, the nature of the wording of the question might have been responsible. Given that it is framed as a "why" question, participants might not have felt the need to rearticulate their support or opposition, since the preceding question asked about that. Still, there were quite a few respondents who chose to do so – with 241 (18.9%) indicating in their comments that they would fully support the teaching of these skills, another 34 (2.7%) indicating they would support it with some caveats (many related to what is being taught, who is teaching it, and how it is taught), and 22 (1.7%) indicating some level of support but not offering further details about the nature and extent of that support.

While many did not explicitly state they supported SEL, there were still comments that alluded to support, with 34 (2.7%) parents expressing seeing a personal benefit in their child learning SEL. One respondent expressed this pretty succinctly when they said, "I want my child to be able to walk through life smoothly and be prepared for challenges. I strongly feel like the social-emotional learning skills will help him with that."

Another 97 (7.6%) seemed to express support in their answers. However, their language was ambiguous Therefore, we were not able to specifically determine that they actually support SEL. Finally, 55 (4.3%) respondents chose that they "haven't given this much thought" but articulated comments that were indicative of leaning toward supporting the teaching of SEL, saying things such as "I think this could be beneficial to

many," and "I'm not sure what it is really, but if I make a guess I think I would support it. Emotional well being is extremely important."

In terms of more explicit opposition to teaching SEL, there were 17 (1.3%) respondents who said that schools should focus on academic subjects only (i.e., math, reading, spelling, etc.) and 4 (0.3%) who spoke of academic subjects being the first priority, then SEL could be taught after those are covered. Some respondents believed that it was the parents' responsibility to teach these subjects ($n = 59$ or 4.6%) or that teachers were not trained to teach these matters ($n = 15$ or 1.2%), expressing sentiments like, "School is for academics. Life lessons and emotional learning is not what they are trained to teach."

When they articulated reasons for supporting the teaching of SEL, respondents most often focused on emotions and children getting help with understanding them (184 or 14.4%), thinking that SEL would help children be successful in the future ($n = 177$ or 13.8%), that SEL helps with social interaction ($n = 160$ or 12.5%), and that SEL is very important with the current state of society ($n = 49$ or 3.8%).

When they were more opposed, it was because they felt that it is the parent's responsibility to teach these topics ($n = 59$ or 4.6%) or that teachers would not be adequately trained to teach children about this ($n = 15$ or 1.2%). There were 89 (or 7%) responses that suggested the participant misunderstood the nature of SEL, with comments ranging from it being rather benignly misinterpreted as counseling or mental health treatment to more negatively misinterpreted as "social engineering" or "another made up socialist bs word." Some participants also thought SEL involved teaching about gender identity or sexuality, emotional support classes, or the teaching of various political or religious ideologies. Some responses ($n = 38$ or 3%) indicated that participants were particularly suspicious about what SEL would involve, conveying fears of it being tied to a larger government agenda, fears of teachers pushing radical values/ideas on children, or SEL being tied to critical race theory. The following two quotes illustrate this thinking:

> "Schools are for the instruction of children in educational matters. They should teach math, logic, reading, job and life skills (home ec, finances, etc.) It is not their right to decide what values to impose on other people's children. They should not be teaching division by race or introducing children to ideologies by teaching them what to think instead of how to think. It is a direct attack on families. Schools need to support family values not [sic] dictate their values."

> "Teachers use their own beliefs and views to try and persuade children into a certain direction, instead of supporting and helping with growth of the childrens [sic] own family values and beliefs"

Lastly, there were participants ($n = 174$ or 13.6%) who admitted in their comments that they did not know what the term was or what it involved. "I neither support nor oppose this, I don't know what it is." One note: these thoughts did not necessarily align with the respondent choosing "haven't given this much thought" in the previous question.

1a.) RELATED TO SEL – "MASLOW BEFORE BLOOM":

Schools often use Bloom's Taxonomy in the planning and administering of their curricula. This taxonomy was developed by Benjamin Bloom and a group of educational measurement specialists and was originally published in 1956. It is a framework for learning, with learning objectives increasing in complexity and sophistication as one goes up the taxonomy. The taxonomy was popular for many years, and has since been slightly revised, but its basic premise remains - classifying educational goals, objectives, and standards (Krathwohl 2002). [4]

Related to the question about teaching SEL in schools is the consideration that children have basic needs that need to be met before other needs like love, belonging, and in this case learning, can be satisfied. This is the premise behind Maslow's Hierarchy of Needs. This hierarchy was developed by psychologist Abraham Maslow and introduced in 1943 as part of his theorizing on human motivation. Maslow suggested that our basic needs are the "starting point" for motivation theory, and are made up of our basic physiological needs like those for food, shelter, clothing, etc. (372). [5] Furthermore, Maslow suggests that if our basic needs are

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[4]Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. Theory into practice, 41(4), 212-218.
[5]Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396.

left unmet, we are unable to pursue other needs that are higher up on his hierarchy. Those needs include the need for safety, love, belonging, esteem, and realizing our full potential (Maslow 1943). In other words, things like love and belonging are secondary compared to the basic physiological needs like food.

Educational professionals and psychologists speak of children "needing Maslow before they can Bloom" (for example, see Berger 2020). [6] That is, learning cannot happen until a child's other needs are satisfied. Ohio's Whole Child Framework espouses this philosophy, stating: "When students are healthy, feel safe, have strong supportive relationships, are challenged and experience success, and are engaged in learning that is relevant and meaningful, they are more likely to enjoy learning, develop positive social skills and achieve greater academic success" (Ohio Department of Education 2020). [7]

Relatedly, a number of responses to the question about teaching SEL in schools were consistent with this sentiment, including 49 responses (3.8%) that expressed sentiments that learning SEL was as important as learning other subjects. Another 17 (1.3%) expressed that learning the skills associated with SEL helps children in learning in other areas. The following quotes illustrate these viewpoints nicely:

> "I think it is integral to their success in academics. Maslow's hierarchy would prevent success if the bottom rung isn't addressed."

> "All evidence suggests that it's important for students' success. Regurgitating memorized answers on tests can no longer be considered the benchmark of learning. How my child incorporates "book smarts" into his everyday life and interpersonal relationships is important."

> "I think schools should educate our children not only with maths [sic] or chemistry, but with what life is actually about. In the [sic] way, they can have a better idea of what's out there."

> "Why WOULDN'T we want out [sic] children, the leaders of tomorrow, to be educated about SEL. The tenants of SEL make for a well rounds [sic] individual who can see their world from multiple viewpoints and that person potentially has the ability to have empathy for someone who doesn't look, speak, learn, or move the way their typical peers might."

> "Learn more about the critical role that social and emotional learning plays in promoting student success,,Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation [sic] for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life"

> "I support my children learning anything that would benefit them in the future and make them more well rounded and happily adjusted adults. There is [sic] far more children need [sic] to learn beyond standard academics."

Finally, 9 responses (0.7%) went so far as to indicate they thought SEL was even more important than other academics. Here are some comments that reflect this idea:

> "academics are not as important if there are no social emotional skills"

> "Social-emotional learning skills impact children's every day [sic]interactions with other peers, teachers, and everyone else they come into contact with. Just learning facts learned in a book does not prepare children to be successful in college or on the career path. We need to be able to interact appropriately with others in all facets of life to be successful."

> "I think that it is more important for children to learn usable life skills in school than many of the things they currently learn that they won't actually use in life"

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[6] Berger, T. (2020). How to Maslow before Bloom, all day long. Edutopia. https://www.edutopia.org/article/how-maslow-bloom-all-day-long

[7] Ohio Department of Education. (2020). Ohio's Whole Child Framework: A Collaborative Approach to Learning and Wellness. https://education.ohio.gov/getattachment/Topics/Student-Supports/Ohio-Supports-the-Whole-Child/Whole-Child-Framework.pdf.aspx?lang=en-US

On the contrary, though, another 17 (1.3%) of responses expressed the view that schools should stick to teaching core academic subjects only. As was the case in other parts of this analysis, some of this seemed to stem from inaccurate views of what SEL actually is. Here are some of those thoughts:

> "School is for academics. Life lessons and emotional learning is not what they are trained to teach."

> "Schools need to focus on academics. They have failed in recent years to focus on academics which is why students in the US are one of the lowest performing in the developed world. Teachers and public schools have completely failed."

> "I definitely feel that public schools need to stay in their lane and focus on education. Social issues are more for families and parents to guide their kids through."

> "Academic [sic] are what teachers should teach. Emotional IQ is my job."

> "Schools are for the instruction of children in educational matters. They should teach math, logic, reading, job and life skills (home ec, finances, etc.) It is not their right to decide what values to impose on other people's children. They should not be teaching division by race or introducing children to ideologies by teaching them what to think instead of how to think. It is a direct attack on families. Schools need to support family values not dictate their values."

> "Schools should only teach facts, there is no room for opinions in school teachings"

> "School [sic] are slanted way to [sic] liberal and teach only one side and do not inject thinking or having an opinion, but only a liberal agenda, parents, churches etc.. should install these factors and schools stick to math, english etc.."

> "i [sic] would appreciate schools teaching more financial literacy, investments etc. What your [sic] talking about is another name for social engineering."

2.) GENDER IDENTITY & SEXUAL ORIENTATION: Please provide a brief explanation of why you support or oppose state law that would either prohibit or impose restrictions on curriculum and instructional materials on sexual orientation or gender expression in K-12 schools.

1,370 asked; 1,233 answered (90% answered)

Regarding the teaching of gender identity and sexual orientation, given that we purposefully did not elaborate on the subject matter in the question prompt, there were many different interpretations of what the teaching of that would involve. Some discussed it being related to sex ed, others listed topics they encountered elsewhere in the survey, like teaching good touch/bad touch and the need for prevention of sexual abuse, and yet others had concerns over teaching of values that conflict with their family's values and fears of potential indoctrination. Despite the differences in interpretation of the subject, some key themes emerged from the data.

Overall, the most common sentiment in respondents' answers involved a consideration of the age appropriateness of this teaching, with 205 answers (16.6%) reflecting a consideration of this matter. This is interesting, given that 93% had previously agreed that they trust their child's teacher to teach age-appropriate content. Many made a distinction between age levels, with concerns over this not being appropriate for younger children. When respondents did not fully outright support the teaching of these topics, age-appropriateness was the most cited caveat.

> "I believe k-3 may be too young, but I would support 4-12. It is important for young kids to feel like they belong and are accepted. Teaching this will teach others to be tolerant and to accept anyone different than them."

Other common caveats included considerations of what the curriculum would entail (what specific topics would be taught), if it could be taught in an unbiased way, and if the teacher was adequately trained to teach on those subject matters.

"I'm a little on the fence about how I feel about the sexual orientation or gender expression in school it all depends on how far they are willing to explain it."

"Also, if done right, discussing these things is healthy for children. Schools should be very careful about sexual topics the younger the children are, but if the teachers are well trained it should be allowed."

Of all three open-ended questions, this was the one most likely to elicit a response related to the participant feeling it was the responsibility of the parent to teach this topic or that it should be learned at home, with 145 (11.8%) expressing sentiments related to this. Here, we made a slight distinction between it being considered something the parents are responsible for teaching and participants outright saying that schools should not teach it ($n = 124$ or 10.1%). This was an important distinction, given previous quantitative questions regarding whether the respondents felt they were equipped to teach certain things themselves and because saying a school should not teach those things is qualitatively different from saying it is the parent's responsibility. In other words, we cannot assume that their lack of wanting the school to teach it implies that they automatically believe it is the parents' responsibility. When a respondent simply mentioned that children should not be learning that in school but nothing else, that response was coded as "Schools Should Not Teach" but not "Parent's Responsibility to Teach." If this is determined to be a significant distinction, future work should examine the relationship between feeling as though schools should not teach this material and parents teaching it instead.

Still others believed that some topics related to this subject are best for parents to cover, but schools can and should teach other topics related to it.

"I support this matter because we already have sex ed in middle school! So why not explain age appropriate sex ed to the children so they aren't just hit out of no where in middle school!"

"It seems logical to include it in a general sex education setting, but just stand alone would seem unnecessary."

"I oppose pushing gender and sexual orientation on minors and feel its the parents choice to educate their children. I do think basic sex Ed course is appropriate by puberty years with the consent of the parent."

There were additional participants who mentioned concerns over children not receiving this instruction at home ($n = 28$ or 2.3%), and those who were concerned that bringing attention to these subjects by teaching them would cause issues ($n = 38$ or 3.1%).

"Too many parents aren't right in their own mental capabilities and sometimes children become confused. This confusion would be compounded when schools begin to preach that biological boys are ok feeling like a girl and vice versa. I think if you put the idea in their head, they could run with it."

"Kids are not mature enough to understand these topics and the act if [sic] teaching can lead to brainwashing of minority sexuality beliefs, where would this stop?"

Relatedly, as one might predict, there were respondents who had larger concerns over this particular subject matter. Some of these concerns were related to conflicting values (i.e., that what would be taught at school would conflict with their moral and/or religious values). Other responses involved fears that teaching about these subjects might unduly influence their child's sexuality or gender identity. A very small number of participants also made specific mention of not supporting the idea of more than two genders/nonbinary gender, or homosexuality ($n = 46$ or 3.7%).

"I think that by overemphasizing this issue, we make it bigger than it really is. It's almost if [sic] we are trying to convince children that they should be something different than what they were born to be."

"Early school-age children shouldn't have to worry about 'gender expression'. There are two male and female, anything otherwise taught is not science but opinion."

Overall, however, respondents were more likely to say topics related to this subject were important to learn ($n = 173$ or 14%) and were more likely to clearly oppose a law that would ban the teaching of them ($n = 76$ or 6.2%) than to say they supported a law that would ban the teaching of them ($n = 25$ or 2%).

> "Anything that restricts this type of learning is rooted in racism and homophobia. There is nothing wrong with children learning to be empathetic or inquisitive any any [sic] age. Learning should never be stifled, just because adults are bigoted and prejudiced."

As with the other open-ended questions, there were an additional number of comments (68) that seemed to suggest support for the teaching of these topics, but these answers were slightly ambiguous in nature. Therefore, they were not interpreted as full support for teaching and deeper analysis of their content should consider their responses to other areas of the survey for context to produce more clear interpretations of their responses to these specific questions.

3.) RACE & RACISM: "Please provide a brief explanation of why you support or oppose state law banning certain instructional materials designed to support student learning about race and racism."

1,370 asked; 1,226 answered (89.4% answered; this is the least answered open-ended question)

As with the other open-ended questions, there was a fair amount of support for the teaching of concepts related to race and racism in schools and opposition to laws that would ban these topics. Some responses ($n = 137$ or 11.2%) explicitly stated the participants' opposition to a ban on teaching these concepts. Other responses did not explicitly state opposition to a ban on teaching but were framed in such a way as to suggest that the participant believed that teaching these concepts was important. The most common proxy for supporting these concepts being taught was that respondents felt that they are important for people to learn or should be taught, with nearly a third of respondents ($n = 392$ or 32%) discussing this in their answer. Another common proxy for being opposed to a ban on teaching race and racism was the expression of racism being an issue, which was discussed in 108 (8.8%) responses. In 93 responses (7.6%), participants supported teaching these subjects but with caveats (including what is taught and how it is taught), and in 51 (4.2%) they appeared to support the teaching of these subjects, but their explanations were a bit ambiguous. For example, a respondent says "I support that,'' but it is not clear whether they support the teaching or the banning of teaching because they said nothing else.

While it appears that participants generally support the teaching of concepts related to race and racism in school, there were a number of responses reflecting different opinions (although those were far outnumbered by those supporting the teaching of these concepts). There were just 5 (0.4%) responses that expressed explicit support for a ban on the teaching of race and racism. Other responses might not have been as explicit about supporting a ban on teaching, but they still offered some insight as to why the respondent was not as supportive of the teaching of these matters in schools. Those reasons include thinking that racism is a myth ($n = 16$ or 1.3%), that racism is no longer an issue ($n = 24$ or 2%), that everyone is equal, so it is unnecessary to teach ($n = 29$ or 2.3%), or that teaching about these topics causes more issues and/or division ($n = 67$ or 5.5%). Relatedly, 20 responses (1.6%) included concerns about or opposition to Critical Race Theory.

> "This is CRT – critical race theory – which is Marxism and it needs to be banned. CRT has nothing to do with teaching children history or teaching about race and racism. It is about dividing people and fostering guilt in whites and victimhood in blacks and other minorities."

> "Children don't need to learn critical race theory as it leads to racism. They need to be taught we're all members of the human race. Not black, white etc. I believe it causes more division."

Only 40 responses (3.3%) indicated that a parent should be responsible for teaching these subjects, a number considerably less than the number of responses indicating a parent should teach gender identity/sexual orientation ($n = 145$ of $1,233$ of respondents or 11.8%) and slightly less than SEL ($n = 59$ of $1,276$ respondents 4.6%).

Participants had other thoughts about the teaching of race and racism that were not necessarily indicative of support or opposition to a law banning the teaching of them, but still offer insight as to their thoughts on

these topics' relevance in schools and about the topics more generally. In terms of supporting the teaching of these topics, 54 responses (4.4%) expressed a fear that if these topics are not taught, history would repeat itself.

> "We must learn from our past in order to not make the same mistakes in the future."

> "Racism is real and relevant. You can't fix a problem if you don't know it's a problem. Denying our history will only doom them to repeat it."

There were instances where respondents seemed to approach their responses carefully, where their responses reflect some opposition to teaching and indicate that they feel these are "touchy subjects." This was the case in 15 (1.2%) responses, where they said things like "Not gonna go there." In other cases, their responses were a bit blunter, with some being very vitriolic in nature. Approximately 3% ($n = 37$) responses included thoughts conveying intense suspicion over what this teaching would involve. Another 30 (or 2.4%) responses conveyed a sense that the respondent was feeling discomfort or defensiveness about their own race. The following quotes illustrate these sentiments:

> "Racism was a minor issue until the race baiters got into power and pushed 'all whites are racists' so they can continue their race shakedown"

> "They are taking this race thing too far. My WHITE, straight child is being taught that SHE is the minority now. She's made to feel different because she is whits [sic] and heterosexual."

RELATED ISSUE: MENTAL HEALTH

Mental health and related concerns were considerations when participants were asked open-ended questions about their thoughts on the teaching of Social-Emotional Learning and Gender Identity & Sexual Orientation. Specifically, 73 respondents connected the need for Social Emotional Learning and learning about Gender Identity & Sexual Orientation with mental health concerns ($n = 48$ for SEL or 3.7% and $n = 25$ for Gender Identity & Sexual Orientation or 2%). The current state of society was another consideration for 81 respondents discussed how the current state of society influenced mental health and the need to teach these areas ($n = 49$ for SEL or 3.8%, and $n = 32$ for Gender Identity & Sexual Orientation or 2.6%), and 118 respondents (9.6%) discussed the importance of Gender Identity & Sexual Orientation learning on things like equality, inclusivity, and sensitivity toward others who might be different.

> "I support schools that teach emotional learning skills because with how the world is today, kids need help understanding their feelings in order to really learn. If a child doesn't feel comfortable in their environment then they won't want to learn."

> "Mental health is a serious issue right now and we want to make sure our children are socially and emotionally prepared"

> "I am a firm believer in "knowledge is power." Being "exposed" (ideally, educated) on this or any subject invokes critical thinking and a sense of community, appreciation and ultimately a healthy respect and acceptance for those that are not like us. Young children are exceptionally perceptive and having open, honest instruction on these topics would help them navigate the social-emotional concept at a young age of: the beauty of differences and cement the concept that what unites us as humans is always far greater than what divides us."

Related to mental health, some participants also addressed bullying in their answers. For the question on social-emotional learning, 12 (0.9%) discussed how SEL might reduce bullying:

> "I think it is important because kids these days are very antisocial and scared because of so much bullying going on. So I think it's important to teach social emotional learning skills, to make sure your [sic] becoming friends with the right person for the right reason!!"

> "Social-emotional learning is more than important right now. With the pandemic affecting children in ways of suicide and bullying and all the behavioral affects."

KEY FINDINGS IN QUALITATIVE RESPONSES & ANALYSIS:

Given the high levels of support in the quantitative survey questions and the reservations in the open-ended questions, it is clear that when respondents know more specifically about what is being taught in these areas (SEL, Race/Racism, and Gender Identity/Sexual Orientation) they are more at ease with teaching this material. There are outliers and exceptions, but by and large, there is fairly strong support for the teaching of these areas (even if there are some caveats and stipulations for how and when they are taught).

This is particularly true for Social Emotional Learning. As indicated in the findings above, when we pull out the key tenets of the Whole Child Framework (which includes SEL), there is overwhelming support for the teaching of those items, for making sure that children's needs are all met, and that schools are equitable places. However, when faced with just the SEL terminology, support diminishes a bit, with many ($n = 174$ or 12.7%) indicating that they do not understand the term or what it means in their open-ended responses to the question of their support or opposition to their child's school teaching it, and 26% indicating that they "do not understand SEL well at all" for the quantitative question. Furthermore, some may have expressed in the quantitative question that they understand SEL "extremely" or "quite well," but some of the qualitative open-ended responses suggest that there is some uncertainty about what the term is and what is taught in the SEL curriculum, or more significantly, that respondents harbor resentful attitudes toward something that is not what they think it is. As evidenced by the wording of their answers, some responses indicate that respondents have heard the term and some of the (inaccurate) political rhetoric surrounding it, which has caused them to have a negative view of it. Take, for example, these quotes from the SEL question:

> "I'm concerned as if the democrats [sic] want to teach hate in schools I personally [sic] Don't want my grandchildren taught anything the government offers."

> "School are slanted way to [sic] liberal and teach only one side and do not inject thinking or having an opinion, but only a liberal agenda, parents, churches etc.. should install these factors and schools stick to math, english etc.."

> "They should be taught their civic duties and not social liberal wokeness."

However, as evidenced by other responses earlier in the survey, when presented with what SEL actually is, they are favorable toward it, and it is the terminology, rhetoric, and lack of understanding what SEL really is that makes them think it is something it is not and have negative views. This also appears to be true for their perceptions of teaching of race/racism (conflating it with Critical Race Theory) and gender identity/sexual orientation (where many believe that young children are being corrupted by age-inappropriate teaching), although we did not test those teaching criteria specifically here.

Therefore, one strategy might focus on better educating parents and caregivers about the exact nature of the curriculum surrounding SEL, race/racism, and gender identity/sexual orientation. In fact, many participants did express not knowing about the curriculum entailed or wanting to be sure that the curriculum aligned with their views. Many of these responses demonstrate that these respondents would probably be surprised to know that it already does, and that perhaps their fears of it being contradictory or inappropriate for young children are misinformed.

All told, there seems to be greater support for the teaching of these subjects than opposition to them. Across all three open-ended questions, there were relatively few respondents who were greatly concerned about and outright opposed to the teaching of these subjects. Furthermore, when this data is considered along with the statistical analysis presented earlier, it appears safe to say that a broad majority of Ohioans support teaching SEL, especially when asked about the individual components of it. It is only when the terminology is used that support wanes, but not dramatically so, and their open-ended responses gave us insight into the nature of that support, or their hesitations in fully supporting, or their opposition to teaching SEL and other topics.

NOTES ABOUT QUALITATIVE METHODOLOGY:

The qualitative analysis of the open-ended question responses began with transferring the responses into N'Vivo, a premier qualitative and mixed-methods analysis software known for its ability to assist with the analysis of text from interviews, focus groups, surveys, and other various text sources and documents. We

knew that there were some issues with the questions that preceded those open-ended questions. These open-ended questions, and the related closed-ended questions that preceded them were toward the end of the survey. Fatigue and potential misunderstanding/misreading of the question, along with how the question was worded, could have lead to some discrepancies in how the respondents answered these follow-up open-ended questions. That is, they might not have read them carefully or exactly as written, so then their answers were not necessarily aligned with the question. For example, the second and third open-ended questions asked if the respondent would support or oppose a law that bans the teaching of certain topics. We suspect that some might have skipped over the "law that bans" part, and simply read it as "would you support or oppose the teaching of a certain topic," which was how the previous open-ended question on SEL was written. This was evidenced by some writing that they would support it, but then their reasoning for supporting it suggested they actually supported the teaching of it, not a ban. Because of this potential issue, we needed to be careful in our analysis of these answers. Therefore, we analyzed them more for general themes arising from the content of their answers, not necessarily for how they answered the question.

As is typical in qualitative analysis, the data (in this case, the various responses to the open-ended questions) were read over once in their entirety. During this first reading, we started our Audit Trail, which is essentially the step-by-step explanation of how analysis was completed, used for demonstrating transparency and objectivity in the analysis, and can be used for replication of results. In this Audit Trail, we began to make a list of relevant keywords that arise out of the responses. Once the initial reading was finished, we fine tuned these keywords by combining them into like themes where necessary (for example, "racism is a thing of the past" and "racism is no longer an issue" become one in the same because they speak to the same theme), dividing where necessary (for example, "parents should teach" and "schools should not teach" are two separate themes), and expanding others into greater detail where necessary (for example, "support teaching with caveats" gets expanded into greater detail by creating a separate sub-theme for the various caveats, like age-appropriateness). Those key words became what are known as "codes."

After the code list was generated, responses were read over a second time, line by line, making sure codes were appropriate and complete, and accurately captured what was happening in the data. If further fine-tuning (combining, dividing, or creating subthemes) was needed, it was done at this point.

Responses were then read through a third time, categorizing responses into the appropriate code(s). This was easily accomplished in N'Vivo, using highlighting and assignment of codes. Once they were branded with a particular code, N'Vivo kept track of the list of codes and the number of times each code was used. Each code was turned into its own document within the N'Vivo software, which can be exported into other word processing software as needed.

After each response was coded, we examined each of the individual codes. We checked each code's document for internal homogeneity (i.e., data in each code is consistent with and belongs in that specific code) and external heterogeneity (the code is not too similar or the same as another code; it is different and distinct from other codes.) This is part of assuring the quality of the analysis. Occasionally in qualitative analysis, new insight occurs during this process, whereby other subthemes are generated. If this is the case, the responses are examined an additional time, with the revisions to the codes. This happened several times during this analysis.

Once coding was completed, we had a pretty good idea about the overall themes that have emerged from the data. We then took what we have learned through this process and weaved it into a narrative analysis that included the main takeaways from the data, some quantification of the qualitative responses (how often each theme appears), and in this case, we thought about how our findings here related to the other quantitative parts of the survey. While all of this does take a significant amount of time, coding manually line-by-line is an important part of superior qualitative analysis. While there are programs that will automatically code text using key words or phrases, it is important in qualitative work for the researcher to manually code. This allowed us to become more intimately familiar with the data, which as mentioned above, provides tremendous insight for writing up the overall analysis.

It is important to note that while N'Vivo does track the number of times each code is used, allowing for us to somewhat quantify qualitative data, quantified responses for similar topics should not be added together to gauge total amount of support or opposition, due to the nature of open-ended qualitative responses. That is,

more than one code might apply to a single response. For example, a participant might have discussed both mental health implications and the current state of society in their answer, thus being represented in both codes' tallies. Both would be indications of support. As another example, a participant might clearly oppose a ban on the teaching of sexual orientation and gender identity but has thoughts about certain parts of it being taught in age-appropriate ways (support teaching but with caveats). Again, these sentiments would both be included in codes related to support for learning those topics. However, if we add the number of responses to try to obtain an amount of overall support, one response would be effectively treated as two, since it appears in multiple codes, thus artificially inflating the support (or opposition if that is the case).