United States

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mmtutoring: Experiment 2017

Study Documentation

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Metadata Production

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mmtutoring: Experiment 2017

Overview

Identification	mmtutoring_Nesstar_090922

Abstract
Data from an experiment run on a general population sample in the US in December 2017 to elicit people's preferences regarding how society should distribute educational resources.

Unit of Analysis	Individual

Scope & Coverage

Keywords	Human capital investment, Preferences, Inequality, Experiment, Education
Countries	United States

Geographic Coverage
US

Universe
General population from the US (18+ years old)

Producers & Sponsors

Primary Investigator(s)	Ranveig Falch, NHH Norwegian School of Economics

Sampling

Sampling Procedure
The participants were recruited in December 2017 using the data-collection agency Research Now. The participants were sampled from the Research Now online panel, managed to be jointly representative of the US population with respect to gender, age, and broad regions in the US.

Weighting
No weights applied.

Data Collection

Data Collection Mode	Online experiment

Depositor(s)	

Files Description

Dataset contains 1 file(s)

tutoring_release	
# Cases	2001
# Variable(s)	32

Variables List

Dataset contains 32 variable(s)

File tutoring_release

#	Name	Label	Type	Format	Valid	Invalid	Question
1	startdate	StartDate	discrete	character-19	2001	0	-
2	enddate	EndDate	discrete	character-19	2001	0	-
3	recorded ..	RecordedDate	discrete	character-19	2001	0	-
4	responseid	ResponseId	discrete	character-17	2001	0	-
5	distribu ..	DistributionChannel	discrete	character-20	2001	0	-
6	userlang ..	UserLanguage	discrete	character-13	2001	0	-
7	consent	Consent	discrete	numeric-10.0	2001	0	-
8	female	Female	discrete	numeric-10.0	2001	0	What is your sex? – Male – Female
9	age	Age	continuous	numeric-10.0	2001	0	How old are you? – 16/17/.../99
10	state	State	discrete	numeric-10.0	2001	0	In which state do you currently reside? – Alabama/Alaska/...list of all states in the US/I do not reside in the US.
11	educ	Highest level of completed education	discrete	numeric-28.0	2001	0	What is the highest level of education you have completed? – Less than High School – High School/GED – Some College – Associate's Degree – Bachelor's Degree – Master's Degree – Professional Degree (JD, MD) – Doctoral Degree
12	income	Household combined yearly gross income	discrete	numeric-19.0	2001	0	What is your household's combined yearly income (gross income before taxes are deducted)? – Less than $29,999 – $30,000 - $59,999 – $60,000 - $99,999 – $100,000 - $149,999 – $150,000 or more
13	republican	Political party you would vote for?	discrete	numeric-10.0	2001	0	Which political party would you vote for if there was an election tomorrow? – Republican – Democratic – Other
14	child	Do you have children?	discrete	numeric-10.0	2001	0	• Do you have children? – Yes/No
15	t1	Base treatment, two girls. Hours to quick.	discrete	numeric-10.0	254	1747	t1 question details
16	t2	Efficiency treatment, two girls. Hours to quick.	discrete	numeric-10.0	247	1754	t2 question details
17	t3	Motivation treatment, two girls. Hours to quick.	discrete	numeric-10.0	252	1749	Equal to t1 except for the added sentence below. The quick learner is a highly motivated student.
18	t4	Efficiency and Motivation treatment, two girls. Hours to quick.	discrete	numeric-10.0	250	1751	Equal to t2 except for the added sentence below. The quick learner is a highly motivated student.
19	t5	Base treatment, two boys. Hours to quick.	discrete	numeric-10.0	246	1755	Equal to t1 except that the two learnes are described as two boys instead of two girls.
20	t6	Efficiency treatment, two boys. Hours to quick.	discrete	numeric-10.0	246	1755	Equal to t2 except that the two learnes are described as two boys instead of two girls.

File tutoring_release

#	Name	Label	Type	Format	Valid	Invalid	Question
21	t7	Motivation treatment, two boys. Hours to quick.	discrete	numeric-10.0	255	1746	Equal to t3 except that the two learnes are described as two boys instead of two girls.
22	t8	Efficiency and Motivation treatment, two boys. Hours to quick.	discrete	numeric-10.0	251	1750	Equal to t4 except that the two learnes are described as two boys instead of two girls.
23	main	Main reason for your choice (raw)	discrete	character-244	2000	-	What was the main reason for your choice? Please explain.
24	mot	Beliefs about the relative motivation levels between the two students	discrete	numeric-44.0	2001	0	mot question details
25	impr	Beliefs about the students' relative improvement with the same amount of tutorin	discrete	numeric-45.0	2001	0	impr question details
26	ind	Which of the individuals do you think has more welfare loss in life?	discrete	numeric-48.0	2001	0	ind question details
27	soc	More welfare loss to society associated with quick or slow behind?	discrete	numeric-78.0	2001	0	soc question details
28	support_5	Support for helping low-performing children in school	discrete	numeric-97.0	2001	0	support_5 question details
29	uid	-	continuous	numeric-10.0	2001	0	-
30	reason	Main reason for your choice (categorized)	discrete	numeric-55.0	1630	371	-
31	gsmn_mat ..	Average School District Level Standardized Test Scores in 3rd Grade in 2013	continuous	numeric-9.0	1984	17	-
32	nonwhite ..	Share of People who are not white 2010	continuous	numeric-9.0	1987	14	-

Variables Description

Dataset contains 32 variable(s)

File : tutoring_release

startdate: StartDate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

enddate: EndDate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

recordeddate: RecordedDate

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

responseid: ResponseId

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

distributionchannel: DistributionChannel

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

userlanguage: UserLanguage

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

consent: Consent

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]

Value	Label	Cases	Percentage
0	No	0	
1	Yes	2001	100.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

female: Female

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	What is your sex? – Male – Female

Value	Label	Cases	Percentage
0	Male	983	49.1%
1	Female	1018	50.9%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

age: Age

Information	[Type= continuous] [Format=numeric] [Range= 18-84] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-] [Mean=45.646 /-] [StdDev=16.468 /-]
Literal question	How old are you? – 16/17/.../99

File : tutoring_release

state: State

Information	[Type= discrete] [Format=numeric] [Range= 1-52] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	In which state do you currently reside? – Alabama/Alaska/...list of all states in the US/I do not reside in the US.

Value	Label	Cases	Percentage
1	AL	53	2.6%
2	AK	6	0.3%
3	AZ	60	3.0%
4	AR	12	0.6%
5	CA	209	10.4%
6	CO	31	1.5%
7	CT	17	0.8%
8	DE	3	0.1%
9	DC	2	0.1%
10	FL	147	7.3%
11	GA	77	3.8%
12	HI	9	0.4%
13	ID	9	0.4%
14	IL	80	4.0%
15	IN	45	2.2%
16	IA	11	0.5%
17	KS	10	0.5%
18	KY	30	1.5%
19	LA	22	1.1%
20	ME	16	0.8%
21	MD	33	1.6%
22	MA	32	1.6%
23	MI	84	4.2%
24	MN	20	1.0%
25	MS	9	0.4%
26	MO	35	1.7%
27	MT	8	0.4%
28	NE	6	0.3%
29	NV	30	1.5%
30	NH	11	0.5%
31	NJ	39	1.9%
32	NM	13	0.6%
33	NY	111	5.5%
34	NC	73	3.6%
35	ND	4	0.2%
36	OH	91	4.5%
37	OK	11	0.5%
38	OR	37	1.8%
39	PA	115	5.7%

File : tutoring_release

state: State

Value	Label	Cases	Percentage
41	RI	5	0.2%
42	SC	33	1.6%
43	SD	4	0.2%
44	TN	53	2.6%
45	TX	133	6.6%
46	UT	9	0.4%
47	VT	3	0.1%
48	VA	47	2.3%
49	WA	51	2.5%
50	WV	20	1.0%
51	WI	30	1.5%
52	WY	2	0.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

educ: Highest level of completed education

Information	[Type= discrete] [Format=numeric] [Range= 1-8] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	What is the highest level of education you have completed? – Less than High School – High School/GED – Some College – Associate's Degree – Bachelor's Degree – Master's Degree – Professional Degree (JD, MD) – Doctoral Degree

Value	Label	Cases	Percentage
1	Less than High School	73	3.6%
2	High School/GED	596	29.8%
3	Some College	418	20.9%
4	Associate's Degree	209	10.4%
5	Bachelor's Degree	456	22.8%
6	Master's Degree	182	9.1%
7	Professional Degree (JD, MD)	32	1.6%
8	Doctoral Degree	35	1.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

income: Household combined yearly gross income

Information	[Type= discrete] [Format=numeric] [Range= 29999-150000] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	What is your household's combined yearly income (gross income before taxes are deducted)? – Less than $29,999 – $30,000 - $59,999 – $60,000 - $99,999 – $100,000 - $149,999 – $150,000 or more

Value	Label	Cases	Percentage
29999	Less than $29,999	555	27.7%

File : tutoring_release

income: Household combined yearly gross income

Value	Label	Cases	Percentage
45000	$30,000 - $59,999	560	28.0%
80000	$60,000 - $99,999	499	24.9%
125000	$100,000 - $149,999	252	12.6%
150000	$150,000 or more	135	6.7%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

republican: Political party you would vote for?

Information	[Type= discrete] [Format=numeric] [Range= 1-3] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	Which political party would you vote for if there was an election tomorrow? – Republican – Democratic – Other

Value	Label	Cases	Percentage
1	Republican	753	37.6%
2	Democrat	762	38.1%
3	Other	486	24.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

child: Do you have children?

Information	[Type= discrete] [Format=numeric] [Range= 0-1] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	• Do you have children? – Yes/No

Value	Label	Cases	Percentage
0	No child	721	36.0%
1	Child	1280	64.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t1: Base treatment, two girls. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=254 /-] [Invalid=1747 /-]
Literal question	In contrast to traditional survey questions that are about hypothetical situations, we now ask you to make a choice that may have real consequences for two children. We ask you to distribute educational resources between two middleschool students from the US. The two students are both girls from economically disadvantaged families. One of them learns quickly, the other takes more time and learns slower. We ask you to distribute 12 hours of one-to-one tutoring between these two students. We will randomly select some of the choices from this survey to be implemented. The students will receive the resources allocated to them without any information about the survey. Your decision is completely anonymous. Please state which of the following alternatives you choose: • The quick learner receives 12 hours of tutoring and the slow learner receives 0 hours of tutoring. • The quick learner receives 10 hours of tutoring and the slow learner receives 2 hours of tutoring. • The quick learner receives 8 hours of tutoring and the slow learner receives 4 hours of tutoring. • The quick learner receives 6 hours of tutoring and the slow learner receives 6 hours of tutoring. • The quick learner receives 4 hours of tutoring and the slow learner receives 8 hours of tutoring. • The quick learner receives 2 hours of tutoring and the slow learner receives 10 hours of tutoring. • The quick learner receives 0 hours of tutoring and the slow learner receives 12 hours of tutoring

File : tutoring_release

t1: Base treatment, two girls. Hours to quick.

Value	Label	Cases	Percentage
0		14	5.5%
2	2 hours	56	22.0%
4	4 hours	117	46.1%
6	6 hours	38	15.0%
8	8 hours	11	4.3%
10	10 hours	9	3.5%
12	12 hours	9	3.5%
Sysmiss		1747	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t2: Efficiency treatment, two girls. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=247 /-] [Invalid=1754 /-]
Literal question	Equal to t1 except for the added sentence below and the resulting change in the allocation alternatives Please note that if you choose to increase the amount of tutoring to the slow learner by 1 hour, the amount of tutoring to the quick learner is decreased by 2 hours. Please state which of the following alternatives you choose: • The quick learner receives 12 hours of tutoring and the slow learner receives 0 hours of tutoring. • The quick learner receives 10 hours of tutoring and the slow learner receives 1 hours of tutoring. • The quick learner receives 8 hours of tutoring and the slow learner receives 2 hours of tutoring. • The quick learner receives 6 hours of tutoring and the slow learner receives 3 hours of tutoring. • The quick learner receives 4 hours of tutoring and the slow learner receives 4 hours of tutoring. • The quick learner receives 2 hours of tutoring and the slow learner receives 5 hours of tutoring. • The quick learner receives 0 hours of tutoring and the slow learner receives 6 hours of tutoring.

Value	Label	Cases	Percentage
0		19	7.7%
2	2 hours	119	48.2%
4	4 hours	51	20.6%
6	6 hours	14	5.7%
8	8 hours	11	4.5%
10	10 hours	14	5.7%
12	12 hours	19	7.7%
Sysmiss		1754	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t3: Motivation treatment, two girls. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=252 /-] [Invalid=1749 /-]
Literal question	Equal to t1 except for the added sentence below. The quick learner is a highly motivated student.

Value	Label	Cases	Percentage
0		15	6.0%
2	2 hours	30	11.9%
4	4 hours	113	44.8%
6	6 hours	59	23.4%

File : tutoring_release

t3: Motivation treatment, two girls. Hours to quick.

Value	Label	Cases	Percentage
8	8 hours	13	5.2%
10	10 hours	6	2.4%
12	12 hours	16	6.3%
Sysmiss		1749	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t4: Efficiency and Motivation treatment, two girls. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=250 /-] [Invalid=1751 /-]
Literal question	Equal to t2 except for the added sentence below. The quick learner is a highly motivated student.

Value	Label	Cases	Percentage
0		30	12.0%
2	2 hours	107	42.8%
4	4 hours	68	27.2%
6	6 hours	10	4.0%
8	8 hours	11	4.4%
10	10 hours	9	3.6%
12	12 hours	15	6.0%
Sysmiss		1751	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t5: Base treatment, two boys. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=246 /-] [Invalid=1755 /-]
Literal question	Equal to t1 except that the two learnes are described as two boys instead of two girls.

Value	Label	Cases	Percentage
0		19	7.7%
2	2 hours	40	16.3%
4	4 hours	106	43.1%
6	6 hours	50	20.3%
8	8 hours	12	4.9%
10	10 hours	7	2.8%
12	12 hours	12	4.9%
Sysmiss		1755	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t6: Efficiency treatment, two boys. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=246 /-] [Invalid=1755 /-]
Literal question	Equal to t2 except that the two learnes are described as two boys instead of two girls.

Value	Label	Cases	Percentage
0		25	10.2%

File : tutoring_release

t6: Efficiency treatment, two boys. Hours to quick.

Value	Label	Cases	Percentage
2	2 hours	121	49.2%
4	4 hours	55	22.4%
6	6 hours	9	3.7%
8	8 hours	14	5.7%
10	10 hours	5	2.0%
12	12 hours	17	6.9%
Sysmiss		1755	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t7: Motivation treatment, two boys. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=255 /-] [Invalid=1746 /-]
Literal question	Equal to t3 except that the two learnes are described as two boys instead of two girls.

Value	Label	Cases	Percentage
0		16	6.3%
2	2 hours	49	19.2%
4	4 hours	106	41.6%
6	6 hours	51	20.0%
8	8 hours	7	2.7%
10	10 hours	10	3.9%
12	12 hours	16	6.3%
Sysmiss		1746	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

t8: Efficiency and Motivation treatment, two boys. Hours to quick.

Information	[Type= discrete] [Format=numeric] [Range= 0-12] [Missing=*]
Statistics [NW/ W]	[Valid=251 /-] [Invalid=1750 /-]
Literal question	Equal to t4 except that the two learnes are described as two boys instead of two girls.

Value	Label	Cases	Percentage
0		29	11.6%
2	2 hours	94	37.5%
4	4 hours	77	30.7%
6	6 hours	17	6.8%
8	8 hours	8	3.2%
10	10 hours	15	6.0%
12	12 hours	11	4.4%
Sysmiss		1750	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

main: Main reason for your choice (raw)

Information	[Type= discrete] [Format=character] [Missing=*]
Statistics [NW/ W]	[Valid=2000 /-]
Pre-question	We will now ask you a few questions regarding the choice you just made.
Literal question	What was the main reason for your choice? Please explain.

File : tutoring_release

mot: Beliefs about the relative motivation levels between the two students

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	If you had to guess, how do you think the level of motivation differs between the quick and the slow learner? • The quick learner is much more motivated. • The quick learner is somewhat more motivated. • They are equally motivated. • The slow learner is somewhat more motivated. • The slow learner is much more motivated.

Value	Label	Cases	Percentage
1	The quick learner is much more motivated	480	24.0%
2	The quick learner is somewhat more motivated	476	23.8%
3	They are equally motivated	857	42.8%
4	The slow learner is somewhat more motivated	127	6.3%
5	The slow learner is much more motivated	61	3.0%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

impr: Beliefs about the students' relative improvement with the same amount of tutorin

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	Compared to each other, how do you think the two students would improve their school performance if they were given the same number of hours of tutoring? • The quick learner would improve much more. • The quick learner would improve somewhat more. • The would improve equally much. • The slow learner would improve somewhat more. • The slow learner would improve much more.

Value	Label	Cases	Percentage
1	The quick learner would improve much more	458	22.9%
2	The quick learner would improve somewhat more	615	30.7%
3	They would improve equally much	477	23.8%
4	The slow learner would improve somewhat more	288	14.4%
5	The slow learner would improve much more	163	8.1%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

ind: Which of the individuals do you think has more welfare loss in life?

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Pre-question	We will now ask you questions regarding a different set of individuals, for whom you did not make a distributive choice. Please consider two individuals who who have finished their education. One of them learns quickly, the other takes more time and learns slower. Neither of them have achieved their full learning potential and both are equally far away from it.
Literal question	Which of the individuals do you think has more welfare loss in life? Is it more welfare loss to the quick learner or the slow learner when they do not reach their full learning potentials? • The quick learner has much more welfare loss. • The quick learner has somewhat more welfare loss. • They have the same amount of welfare loss. • The slow learner has somewhat more welfare loss. • The slow learner has much more welfare loss.

Value	Label	Cases	Percentage
1	The quick learner has much more welfare loss	174	8.7%
2	The quick learner has somewhat more welfare loss	251	12.5%

File : tutoring_release

ind: Which of the individuals do you think has more welfare loss in life?

Value	Label	Cases	Percentage
3	They have the same amount of welfare loss	907	45.3%
4	The slow learner has somewhat more welfare loss	451	22.5%
5	The slow learner has much more welfare loss	218	10.9%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

soc: More welfare loss to society associated with quick or slow behind?

Information	[Type= discrete] [Format=numeric] [Range= 1-5] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	Please consider again two individuals who have finished their education. When do you think there is more welfare loss to society? Is it more welfare loss to society associated with the quick learner or the slow learner not reaching his/her full learning potential? • Much more welfare loss to society when the quick learner does not reach it. • Somewhat more welfare loss to society when the quick learner does not reach it. • The same amount of welfare loss to society for each of them not reaching it. • Somewhat more welfare loss to society when the slow learner does not reach it. • Much more welfare loss to society when the slow learner does not reach it.

Value	Label	Cases	Percentage
1	Much more welfare loss to society when the quick learner does not reach it	197	9.8%
2	Somewhat more welfare loss to society when the quick learner does not reach it	320	16.0%
3	The same amount of welfare loss to society for each of them not reaching it	976	48.8%
4	Somewhat more welfare loss to society when the slow learner does not reach it	350	17.5%
5	Much more welfare loss to society when the slow learner does not reach it	158	7.9%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

support_5: Support for helping low-performing children in school

Information	[Type= discrete] [Format=numeric] [Range= 1-10] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-]
Literal question	We now want you to indicate to what extent you agree with the following statement. 1 means that you agree completely with the statement on the left, 10 means that you agree completely with the statement on the right, and the numbers in between indicate the extent to which you agree or disagree with the statements. 1: The US government should have a particular focus on helping lowperforming children in school. 10: The US government should not have a particular focus on helping lowperforming children in school.

Value	Label	Cases	Percentage
1	The US government should have a particular focus on helping low-performing children in school	559	27.9%
2		181	9.0%
3		273	13.6%
4		191	9.5%
5		263	13.1%
6		134	6.7%
7		87	4.3%
8		96	4.8%
9		70	3.5%

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support_5: Support for helping low-performing children in school

Value	Label	Cases	Percentage
10	The US government should not have a particular focus on helping low-performing children in school	147	7.3%

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

uid

Information	[Type= continuous] [Format=numeric] [Range= 198633223-199814437] [Missing=*]
Statistics [NW/ W]	[Valid=2001 /-] [Invalid=0 /-] [Mean=198738840.423 /-] [StdDev=286863.5 /-]

reason: Main reason for your choice (categorized)

Information	[Type= discrete] [Format=numeric] [Range= 1-34] [Missing=*]
Statistics [NW/ W]	[Valid=1630 /-] [Invalid=371 /-]
Definition	The answers to variable 'main' were coded according to pre-determined categories based on 100 random responses. Two research assistants who did not know the aim of the study coded all responses independently before merging their categorizations, discussing differences where necessary. Out of the 2001 responses, 1622 participants had answers which fit uniquely to one of the four categories: i) Reducing inequality in outcomes, ii) Reducing inequality in inputs, iii) Efficiency concerns in terms of maximizing human capital and societal welfare, and iv) Own experience as slow or quick learner.

Value	Label	Cases	Percentage
1	Reducing inequality in outcomes	1139	69.9%
2	Reducing inequality in inputs	363	22.3%
3	Efficiency concerns	67	4.1%
4	Own experience	53	3.3%
12	Reducing inequality in outcomes and inputs	1	0.1%
13	Reducing inequality in outcomes and efficiency concerns	2	0.1%
14	Reducing inquality in inputs and own experience	3	0.2%
24	Reducing inequality in inputs and own experience	1	0.1%
34	Efficiency concerns and own experience	1	0.1%
Sysmiss		371	

Warning: these figures indicate the number of cases found in the data file. They cannot be interpreted as summary statistics of the population of interest.

gsmn_math_g3_2013: Average School District Level Standardized Test Scores in 3rd Grade in 2013

Information	[Type= continuous] [Format=numeric] [Range= 0.200000002980232-5.59999990463257] [Missing=*]
Statistics [NW/ W]	[Valid=1984 /-] [Invalid=17 /-] [Mean=3.162 /-] [StdDev=0.866 /-]
Definition	This variable from the Opportunity Atlas dataset were rounded off to two digits to ensure anonymity. I convert the participants' reported ZIP-codes to corresponding census tracts, and match the census tracts with neighborhood characteristics for each participant in the main data collection, using data from the Opportunity Atlas data set (”Neighborhood Characteristics by Census Tract”). gsmn math g3 2013: Mean third-grade mathematics test scores in 2013. Obtained from the Stanford Education Data Archive and measured at the district level. A crosswalk is created from districts to tracts by weighting by the proportion of land area that a given school district covers in a tract. https://opportunityinsights.org/ https://opportunityinsights.org/wp-content/uploads/2019/07/Codebook-for-Table-9.pdf

nonwhite_share2010: Share of People who are not white 2010

Information	[Type= continuous] [Format=numeric] [Range= 0.00999999977648258-1] [Missing=*]
Statistics [NW/ W]	[Valid=1987 /-] [Invalid=14 /-] [Mean=0.355 /-] [StdDev=0.279 /-]
Definition	This variable from the Opportunity Atlas dataset were rounded off to two digits to ensure anonymity.

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# **nonwhite_share2010: Share of People who are not white 2010**	
	I convert the participants' reported ZIP-codes to corresponding census tracts, and match the census tracts with neighborhood characteristics for each participant in the main data collection, using data from the Opportunity Atlas data set ("Neighborhood Characteristics by Census Tract"). nonwhite share2010: One minus the share of non-Hispanic white residents in the county, measured in the 2010 Decennial Census. https://opportunityinsights.org/ https://opportunityinsights.org/wp-content/uploads/2019/07/Codebook-for-Table-9.pdf