

# Appendix

## Appendix A. Deltapoll Methodology

The Deltapoll methodology for this study is based upon an adapted version of our standard online quota sample approach, which, combined with a number of technical interventions sought a representative sample of U.S. adults aged 18–20.

### *Technical Details*

Quantitative research presents a wide range of unique challenges. Absolutely key to the success of this project will be the requirement that a representative sample is achieved.

When conducting representative internet-based surveys, Deltapoll uses *Active Sampling* techniques to draw a targeted sample from its partner panels of registered users.

Deltapoll's panel partners are the largest panel data companies in the world. Over the last 20 years they have built up a panels of just over 750,000 adults throughout the United Kingdom alone, with equally large proprietary panels in other major European countries and developed economies. Panel members have been recruited from a wide variety of different sources, ranging from invitations and pop-up advertisements via internet service providers to websites on subjects as varied as astrology and soccer. Specialist recruitment agencies along with a designated team of in-house staff are used to contact specific groups to ensure a wide demographic spread.

Although this pool is not an exact representation of the public in each country, it contains enough people in each major demographic group to draw samples that do represent the electorate as a whole. Deltapoll places all respondents from the panel into specific groupings based on a combination of factors including age, gender, region, past vote, and ethnicity. The resulting sample is specifically designed to deliver results that are representative of target populations.

From within each specific geo-demographic grouping, potential participants are selected using random start, fixed interval techniques to generate enough invites (combined with expected response rates) to meet the desired sample size. Respondents are invited via an email invitation, and typically around 50% of the panel members invited to a given survey take part. In those specific sampling groups where the response rates are slightly lower or higher the sampling is adjusted accordingly.

We then adopt a quota-based approach to interviewing to ensure that the sample profile matches that of the target population profile. In this case, quotas are applied to the following variables: gender, age, ethnicity, region, and college education. It is important to remember that for a population sample to be demographically and geographically representative, quotas do not need to be placed on every single demographic variable. Our proposed quota techniques will ensure a fully robust sample which is reflective of all the population by a host of demographic and other variables.

Respondents receive a small incentive for completing each survey. The purpose of this is to ensure that samples are both as representative as possible, through the encouraging of high response rates.

At analysis stage, data are weighted using iterative proportional fitting to the profile of all adults aged 18 and over including people without internet access. Data are weighted to several geo-demographic variables. These weights are applied simultaneously by rim-weighting. Data are weighted by age, gender, ethnicity, region, and college education. In all cases target percentages for both the quotas and the weights are derived from large national, random probability surveys and utilize national census data wherever possible.

## **Appendix B. Limitations and Suggestions for Future Research**

As with all empirical studies, the data and findings of this report are not without limitations. And, especially given the politically controversial and polarizing nature of the topic it addresses, it's important that we be transparent about them.

First, the cross-sectional structure of the data does not permit us to infer or demonstrate causal relationships. For instance, we cannot in any way conclude that greater exposure to CRT-related instructions *causes* increases in “woke” racial attitudes. Being able to do as much in the current data would require a) identifying and controlling for *all* (confounding) variables that cause both exposure and attitudes, and b) excluding the possibility of reverse causation (i.e., attitudes cause exposure). In the first case, while we did our utmost to identify and control for theoretically plausible confounds in our dataset (see Appendix C below), we cannot be sure that they exhaust the universe of possible confounds. Moreover, the possible confounding variables we do control for may be measured with substantial degrees of error. And, assuming they are actual confounds, controlling for them may consequentially leave spurious relationships “statistically significant.” In the second case, though we think it is far more plausible that exposure causes attitudes, we do not have the means to rule out the reverse possibility. What we can say is that the former causal pathway accords with findings from experimental research designs,<sup>1</sup> which allow researchers to exclude reverse causation. Beyond this, and towards the attainment of better or more direct causal evidence, we suggest that future research adopt a panel study design that tracks and measures CSJ exposure and attitudes among the same group of pre-college students across time. Alternatively, or in addition, it might be possible to conduct a natural or quasi-experimental design in which, for instance, the attitudes of students are measured both before and after their schools adopt or increase the extent of CSJ-infused instruction.

A second notable limitation is that our measures of students’ past learning experiences (including their exposure to CSJ-related concepts) unavoidably rely on respondent recollection. Consequently, the accuracy of these measures hinge on the ability of respondents to accurately recall and faithfully report past events. While the fact that we are asking respondents to recollect things from the very near (vs. distant) past augurs well for their ability to do so, at least some degree of misreporting is inevitable. For instance, some respondents may not have actually been taught a given concept in class but reported being taught it nonetheless (e.g. perhaps they learned it from somewhere else and misattributed it to the classroom). And still other respondents may have actually been taught a given concept in class but reported otherwise (e.g. perhaps they

simply forgot about it or paid little attention). Ultimately, the hope is that any overreporting and underreporting errors cancel out in the aggregate, thereby resulting in estimates that are not systematically biased. However, even assuming rates of overreporting exceed those of underreporting, rates of reported exposure to CSJ concepts are sufficiently high that the “true” level of exposure is unlikely to be negligible.

The above limitation, though, does compel us to reflect on the nature, meaning, and treatment of “don’t know” responses, the rates of which are not always trivial. For example, 20% of respondents gave a “don’t know” response when asked whether they had learned or class or heard about from an adult at school that “America is a patriarchal society.” How are we to interpret and treat such cases? One possible approach is to equate them with “no” responses and to treat them accordingly in statistical models. The assumption here is that “don’t know” responses generally mean that respondents have little to no memory of being taught a given concept, which, in effect, is equivalent to *not* being taught it. If this assumption holds, models that include “don’t know” respondents will retain maximal statistical power and resulting estimates will not be systemically biased. On the other hand, if “don’t know” responses are meaningfully different from “no” responses, combining them is likely to yield biased estimates.

A common and simple solution to this dilemma is to treat “don’t know” responses as missing data, thereby excluding them in statistical models. However, if the rate of “don’t know” responses is substantial (e.g. 10–20%), excluding them not only depletes statistical power, but it may also compromise the representativeness and generalizability of model estimates. In virtue of these costs and risks, researchers in these situations often opt to substitute missing or “don’t know” responses with responses that are imputed or extrapolated from respondents with identical or similar scores on other variables. But the validity of such imputation methods rests on the assumption that missing or “don’t know” responses occur at random (e.g. they are not systematically related to other responses)—an assumption that is violated in our data. In light of this, the only real solution—and the one we adopt in Appendix C—is to separately report estimates from models in which respondents who gave “don’t know” responses are included and excluded.<sup>2</sup> If the patterns of estimates from these models are substantively similar, we can be confident that the inclusion of “don’t know” responses does not meaningfully bias the estimates. In the end, and with few exceptions, this is the conclusion we reach in the data.

A final limitation we raise is that we cannot be sure that the zip codes and counties in which our respondents currently reside (or at least resided in at the time of the survey) are the same as those of the high schools they attended. For instance, some of our respondents may have relocated elsewhere for college or work and are thus no longer living in or near the area in which their high school is located. To the extent that such “relocators” are common, the measures of contextual variables (e.g. county rurality, zip code racial composition, local partisanship) we control for are likely to be biased, as will estimates from models in which they are featured. Yet we have reasons to believe that this is not, in fact, a major issue in our data.

First, according to data from the 2022 Current Population Survey, roughly 75% of U.S.-born respondents between the ages of 18 and 20 (the age bracket of our sample) report residing with one or both of their parents.<sup>3</sup> In other words, the overwhelming majority of our respondents are likely to still live at home. Additionally, our sample was recruited in mid-August, which is just before many college students leave for school. But even assuming most students have already

left by this point, there is no indication in the data that the effects of our contextual control variables on exposure meaningfully vary between respondents who have vs. have not attended college, nor any clear evidence that they significant differ by age (i.e., they are similar for 20 year-olds—who are more likely to have attended college or relocated—and 18 year-olds alike). As far as we can tell, then, the vast majority of our respondents still reside in their hometowns. Nonetheless, our failure to ask respondents to specify their high schools’ zip codes is an oversight that future research will have to correct.

## Appendix C. Baseline vs. Adjusted Results

### Appendix C.1 Effects of classroom CSJ exposure on probability of “We were taught that there are arguments but not respectable ones” response

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
1 (293/235)	0.277 (0.028)	0.309 (0.059)	0.344 (0.068)	0.353 (0.036)	0.388 (0.069)	0.409 (0.079)
2 (235/193)	0.338 (0.026)	0.375 (0.075)	0.412 (0.071)	0.412 (0.029)	0.467 (0.097)	0.483 (0.096)
3 (184/167)	0.358 (0.046)	0.387 (0.080)	0.429 (0.080)	0.391 (0.047)	0.428 (0.101)	0.454 (0.104)
4 (150/134)	0.433*** (0.037)	0.490*** (0.071)	0.530*** (0.080)	0.487** (0.040)	0.554** (0.079)	0.567** (0.090)
5 (140/119)	0.401* (0.047)	0.426* (0.072)	0.455* (0.075)	0.458† (0.048)	0.492† (0.093)	0.495 (0.092)
6 (91/87)	0.491*** (0.060)	0.517*** (0.074)	0.527** (0.082)	0.515** (0.058)	0.551** (0.075)	0.537* (0.088)
Pseudo R <sup>2</sup>	0.014	0.050	0.079	0.009	0.041	0.063
N	1,093			935		
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
1 (161/142)	0.299 (0.030)	0.303 (0.078)	0.361 (0.099)	0.348 (0.037)	0.366 (0.083)	0.406 (0.110)
2 (136/118)	0.356 (0.032)	0.350 (0.085)	0.420 (0.095)	0.417 (0.035)	0.445 (0.090)	0.493 (0.103)
3 (114/108)	0.397 (0.049)	0.397 (0.103)	0.477 (0.112)	0.414 (0.050)	0.437 (0.114)	0.502 (0.129)
4 (103/95)	0.468** (0.051)	0.488** (0.100)	0.555** (0.111)	0.513** (0.051)	0.564** (0.102)	0.591* (0.124)

5 (109/95)	0.416* (0.053)	0.397 (0.071)	0.473† (0.087)	0.467† (0.057)	0.478 (0.073)	0.512 (0.092)
6 (88/85)	0.512*** (0.062)	0.512** (0.102)	0.565** (0.114)	0.531** (0.059)	0.558** (0.095)	0.580* (0.118)
Pseudo R <sup>2</sup>	0.015	0.061	0.107	0.012	0.062	0.106
N	711			643		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID <sup>4</sup>			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported being taught 1 or more of the 6 CRT-related and gender-related concepts. These concepts consist of the following: 1. “America is a systemically racist country;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “America is a patriarchal society;” 6. “Gender is an identity choice, regardless of the biological sex you were born into.” Question prompt for outcome variable reads as follows: “When you were taught these concepts, what were you taught about arguments against these concepts? If this happened more than once, please think about the most recent time.” Margins indicate the probability of a “We were taught that there are arguments but not respectable ones” response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicating being taught only 1 of the 6 concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.2.1 Baseline and adjusted effects of being taught (vs. not taught) “In America, white people have white privilege” on probability of “Agree” response to “Being white is one of the most important sources of privilege in America”

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Not taught (340/319)	0.422 (0.029)	0.380 (0.081)	0.376 (0.079)	0.284 (0.069)	0.445 (0.030)	0.402 (0.086)	0.389 (0.084)	0.297 (0.071)
Taught (608/578)	0.571*** (0.022)	0.493** (0.078)	0.492** (0.081)	0.361* (0.078)	0.599*** (0.022)	0.512* (0.085)	0.502* (0.087)	0.369* (0.081)
Pseudo R <sup>2</sup>	0.015	0.076	0.097	0.166	0.017	0.078	0.097	0.171
N	948				897			
Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓

Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that ‘In America, white people have white privilege’ (respondents who gave a ‘Heard this from an adult at school’ response are excluded). Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: Being white is one of the most important sources of privilege in America”. Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)-(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.2.2 Baseline and adjusted effects of being taught (vs. not taught) ‘In America, white people have unconscious biases that negatively affect non-white people’ on probability of “Agree” response to ‘In America, white people have unconscious biases that negatively affect non-white people’

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Not taught (393/358)	0.449 (0.024)	0.579 (0.118)	0.599 (0.120)	0.581 (0.120)	0.482 (0.026)	0.595 (0.117)	0.593 (0.120)	0.575 (0.121)
Taught (507/486)	0.657*** (0.023)	0.759*** (0.094)	0.778*** (0.090)	0.774*** (0.093)	0.689*** (0.023)	0.773*** (0.090)	0.773*** (0.092)	0.765*** (0.096)
Pseudo R <sup>2</sup>	0.032	0.088	0.108	0.190	0.033	0.091	0.104	0.181
N	900				844			

Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that “In America, white people have unconscious biases that negatively affect non-white people” (respondents who gave a “Heard this from an adult at school” response are excluded). Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: In America, white people have unconscious biases that negatively affect non-white people”. Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)–(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.2.3 Baseline and adjusted effects of being taught (vs. not taught)

**“Discrimination is the main reason for differences in wealth or other outcomes between races or genders” on probability of “Agree” response to “Gaps in pay between Whites and Blacks are mainly due to discrimination”**

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Not taught (454/430)	0.506 (0.022)	0.491 (0.094)	0.487 (0.094)	0.462 (0.121)	0.534 (0.021)	0.522 (0.091)	0.506 (0.094)	0.482 (0.119)

Taught (747/723)	0.653*** (0.023)	0.628*** (0.093)	0.624*** (0.096)	0.589*** (0.123)	0.675*** (0.024)	0.653*** (0.090)	0.640*** (0.094)	0.610*** (0.121)
Pseudo R <sup>2</sup>	0.016	0.081	0.088	0.171	0.015	0.081	0.087	0.181
N	1,201				1,153			
Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: Gaps in pay between Whites and Blacks are mainly due to discrimination.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)–(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

#### Appendix C.2.4 Baseline and adjusted effects of being taught (vs. not taught) “America is built on stolen land” on probability of “Agree” response to “America is built on stolen land”

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)



Not taught (454/430)	0.451 (0.031)	0.647 (0.087)	0.627 (0.105)	0.648 (0.159)	0.500 (0.031)	0.667 (0.079)	0.644 (0.099)	0.664 (0.146)
Taught (747/723)	0.740*** (0.015)	0.871*** (0.045)	0.869*** (0.052)	0.878*** (0.073)	0.767*** (0.015)	0.877*** (0.041)	0.872*** (0.051)	0.878*** (0.068)
Pseudo R <sup>2</sup>	0.061	0.134	0.155	0.227	0.055	0.127	0.142	0.218
N	949				895			
Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that “America is built on stolen land” (respondents who gave a “Heard this from an adult at school” response are excluded). Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: America is built on stolen land.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)–(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.2.5 Baseline and adjusted effects of being taught (vs. not taught) “America is a patriarchal society” on probability of “Agree” response to “America is a patriarchal society”

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Not taught (364/300)	0.363 (0.026)	0.480 (0.101)	0.523 (0.104)	0.458 (0.136)	0.439 (0.032)	0.558 (0.107)	0.597 (0.108)	0.526 (0.142)
Taught (430/403)	0.601*** (0.032)	0.728*** (0.097)	0.771*** (0.088)	0.727*** (0.122)	0.641*** (0.030)	0.764*** (0.094)	0.803*** (0.084)	0.756*** (0.018)
Pseudo R <sup>2</sup>	0.041	0.105	0.122	0.185	0.030	0.098	0.121	0.184
N	794				703			
Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that “America is a patriarchal society” (respondents who gave a “Heard this from an adult at school” response are excluded). Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: America is a patriarchal society”. Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)-(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

**Appendix C.2.6 Baseline and adjusted effects of being taught (vs. not taught) “Gender is an identity choice, regardless of the biological sex you were born into” on probability of “Agree” response to “The gender we identify with is more socially given than determined by our biology”**

	Including “Don’t know” in outcome				Excluding “Don’t know” in outcome			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Not taught (364/430)	0.376 (0.027)	0.360 (0.085)	0.347 (0.086)	0.306 (0.084)	0.402 (0.028)	0.358 (0.083)	0.351 (0.084)	0.301 (0.084)
Taught (430/723)	0.497*** (0.024)	0.492*** (0.090)	0.489*** (0.093)	0.437*** (0.091)	0.533*** (0.025)	0.495*** (0.089)	0.493*** (0.093)	0.431*** (0.092)
Pseudo R <sup>2</sup>	0.011	0.062	0.084	0.126	0.012	0.062	0.078	0.124
N	960				895			
Sex		✓	✓	✓		✓	✓	✓
Race/ Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Samples are limited to respondents who reported either being taught or not being taught that “Gender is an identity choice, regardless of the biological sex you were born into” (respondents who gave a “Heard this from an adult at school” response are excluded). Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: The gender we identify with is more socially given than determined by our biology.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b)–(d). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who indicated that they were not taught the concept in question are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.3.1 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Agree” response to “White Americans are ultimately responsible for the inferior social position of Black people”

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index			
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
0 (261/218)	0.338 (0.030)	0.364 (0.067)	0.404 (0.071)	0.364 (0.068)	0.390 (0.033)	0.428 (0.074)	0.446 (0.077)	0.406 (0.073)
1 (314/283)	0.404† (0.032)	0.422† (0.061)	0.454 (0.060)	0.418 (0.061)	0.447 (0.033)	0.476 (0.070)	0.490 (0.069)	0.461 (0.066)
2 (254/244)	0.466** (0.030)	0.498** (0.067)	0.530* (0.069)	0.483* (0.070)	0.486* (0.031)	0.530* (0.074)	0.550* (0.077)	0.503† (0.075)
3 (219/209)	0.528*** (0.032)	0.539** (0.075)	0.566** (0.073)	0.499* (0.071)	0.555** (0.034)	0.581** (0.078)	0.593** (0.078)	0.524* (0.074)
4 (295/194)	0.578*** (0.046)	0.570*** (0.064)	0.599** (0.065)	0.526** (0.073)	0.600** (0.048)	0.602** (0.070)	0.617** (0.072)	0.541* (0.080)
5 (146/141)	0.771*** (0.033)	0.771*** (0.049)	0.791*** (0.050)	0.721*** (0.061)	0.795*** (0.034)	0.806*** (0.048)	0.817*** (0.050)	0.749*** (0.061)
Pseudo R <sup>2</sup>	0.046	0.085	0.095	0.135	0.041	0.077	0.083	0.120
N	1,399				1,289			
Reported # of CRT- related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index			
0 (130/123)	0.402 (0.032)	0.483 (0.074)	0.529 (0.075)	0.454 (0.075)	0.421 (0.035)	0.506 (0.078)	0.536 (0.078)	0.462 (0.078)
1 (204/198)	0.462 (0.041)	0.559† (0.069)	0.590 (0.065)	0.532 (0.068)	0.475 (0.041)	0.572 (0.073)	0.591 (0.069)	0.540 (0.070)
2 (175/172)	0.497† (0.032)	0.612* (0.068)	0.645* (0.067)	0.586* (0.069)	0.507† (0.032)	0.618* (0.072)	0.639† (0.070)	0.578* (0.070)
3 (151/147)	0.512† (0.043)	0.616* (0.066)	0.646† (0.067)	0.542 (0.066)	0.525 (0.046)	0.627† (0.070)	0.641 (0.073)	0.540 (0.071)
4 (160/155)	0.587*** (0.040)	0.656** (0.072)	0.688** (0.069)	0.597* (0.079)	0.598** (0.042)	0.664** (0.075)	0.683** (0.072)	0.590* (0.084)
5 (146/141)	0.771*** (0.033)	0.822*** (0.042)	0.846*** (0.039)	0.771*** (0.051)	0.795*** (0.034)	0.843*** (0.041)	0.857*** (0.039)	0.784*** (0.050)
Pseudo R <sup>2</sup>	0.038	0.091	0.083	0.148	0.040	0.097	0.108	0.152
N	966				936			
Sex		✓	✓	✓		✓	✓	✓

Race/Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: White Americans are ultimately responsible for the inferior social position of Black people.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.3.2 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Agree” response to “When I think of the manner in which Black people have been treated, I sometimes think white Americans are racist and mean”

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index			
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
0 (261/224)	0.423 (0.033)	0.463 (0.082)	0.507 (0.079)	0.532 (0.101)	0.474 (0.035)	0.509 (0.084)	0.528 (0.081)	0.557 (0.103)
1 (314/287)	0.509* (0.030)	0.531 (0.067)	0.576 (0.062)	0.616† (0.082)	0.554† (0.028)	0.571 (0.071)	0.599† (0.066)	0.642† (0.080)

2 (254/246)	0.537* (0.037)	0.580* (0.077)	0.620* (0.073)	0.632† (0.088)	0.554† (0.036)	0.588† (0.077)	0.612† (0.075)	0.627 (0.088)
3 (219/208)	0.625*** (0.035)	0.650*** (0.092)	0.691*** (0.082)	0.690** (0.101)	0.656** (0.036)	0.684** (0.090)	0.709** (0.082)	0.710** (0.099)
4 (205/199)	0.649*** (0.048)	0.666** (0.079)	0.707** (0.075)	0.695** (0.097)	0.667** (0.047)	0.685** (0.074)	0.711** (0.071)	0.698* (0.089)
5 (146/143)	0.730*** (0.032)	0.734*** (0.064)	0.765*** (0.057)	0.731*** (0.083)	0.744*** (0.032)	0.751*** (0.062)	0.771*** (0.058)	0.743** (0.078)
Pseudo R <sup>2</sup>	0.027	0.079	0.088	0.139	0.022	0.076	0.084	0.139
N	1,399				1,307			
Reported # of CRT- related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index			
0 (130/126)	0.487 (0.045)	0.563 (0.075)	0.571 (0.074)	0.550 (0.102)	0.498 (0.046)	0.580 (0.077)	0.578 (0.076)	0.563 (0.106)
1 (204/195)	0.531 (0.038)	0.579 (0.072)	0.597 (0.070)	0.604 (0.084)	0.553 (0.038)	0.608 (0.074)	0.617 (0.072)	0.627 (0.085)
2 (175/173)	0.547 (0.045)	0.621 (0.084)	0.630 (0.083)	0.610 (0.102)	0.553 (0.044)	0.625 (0.085)	0.622 (0.085)	0.604 (0.103)
3 (151/146)	0.659* (0.041)	0.721* (0.077)	0.735* (0.074)	0.690† (0.105)	0.680* (0.039)	0.749* (0.073)	0.755** (0.072)	0.713* (0.099)
4 (160/157)	0.658* (0.050)	0.708* (0.075)	0.719* (0.077)	0.681 (0.102)	0.669* (0.048)	0.727* (0.070)	0.728* (0.072)	0.689 (0.095)
5 (146/143)	0.730*** (0.032)	0.762*** (0.054)	0.769** (0.052)	0.696* (0.085)	0.744*** (0.032)	0.780*** (0.051)	0.781** (0.052)	0.712* (0.080)
Pseudo R <sup>2</sup>	0.022	0.086	0.095	0.159	0.022	0.094	0.104	0.171
N	966				940			
Sex		✓	✓	✓		✓	✓	✓
Race/Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓

Median zip code household income		✓	✓	✓		✓	✓	✓
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Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: When I think of the manner in which Black people have been treated, I sometimes think that White Americans are racist and mean.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.3.3 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Favor preferential hiring and promotion of Black people” response

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index			
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
0 (261/209)	0.166 (0.024)	0.119 (0.048)	0.118 (0.048)	0.076 (0.035)	0.202 (0.028)	0.153 (0.058)	0.143 (0.056)	0.090 (0.039)
1 (314/280)	0.255** (0.024)	0.186** (0.072)	0.173* (0.070)	0.124** (0.055)	0.284* (0.026)	0.216* (0.080)	0.194† (0.077)	0.137* (0.059)
2 (254/236)	0.369*** (0.035)	0.269*** (0.076)	0.248*** (0.072)	0.174*** (0.058)	0.397*** (0.037)	0.304*** (0.078)	0.274*** (0.075)	0.190*** (0.060)
3 (219/204)	0.384*** (0.032)	0.280*** (0.090)	0.251*** (0.087)	0.173*** (0.071)	0.411*** (0.031)	0.317*** (0.094)	0.281*** (0.093)	0.190*** (0.074)
4 (205/195)	0.364*** (0.038)	0.268*** (0.084)	0.244*** (0.080)	0.163*** (0.061)	0.383*** (0.036)	0.298*** (0.085)	0.266*** (0.083)	0.174*** (0.062)
5 (146/136)	0.443*** (0.035)	0.334*** (0.104)	0.310*** (0.102)	0.196*** (0.080)	0.475*** (0.036)	0.388*** (0.104)	0.355*** (0.104)	0.225*** (0.082)
Pseudo R <sup>2</sup>	0.033	0.071	0.082	0.112	0.027	0.067	0.073	0.107
N	1,399				1,260			
Reported # of CRT-related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index			
0 (130/121)	0.190 (0.034)	0.096 (0.038)	0.095 (0.039)	0.057 (0.026)	0.200 (0.035)	0.107 (0.043)	0.105 (0.043)	0.062 (0.029)
1 (204/196)	0.255 (0.031)	0.129 (0.050)	0.123 (0.051)	0.082 (0.035)	0.264 (0.032)	0.137 (0.057)	0.128 (0.057)	0.085 (0.040)
2 (175/173)	0.364** (0.041)	0.194** (0.057)	0.185* (0.057)	0.120** (0.044)	0.367** (0.043)	0.204* (0.062)	0.190* (0.063)	0.121* (0.048)
3 (151/144)	0.385*** (0.039)	0.213*** (0.077)	0.199*** (0.080)	0.127*** (0.056)	0.404*** (0.041)	0.233*** (0.087)	0.213** (0.090)	0.133** (0.063)
4 (160/154)	0.347** (0.045)	0.188** (0.056)	0.178** (0.057)	0.109** (0.041)	0.359** (0.044)	0.205** (0.062)	0.188** (0.064)	0.113** (0.045)

5 (146/136)	0.443*** (0.035)	0.256*** (0.081)	0.245*** (0.083)	0.142*** (0.058)	0.475*** (0.036)	0.299*** (0.091)	0.281*** (0.093)	0.164*** (0.068)
Pseudo R <sup>2</sup>	0.025	0.072	0.076	0.110	0.026	0.079	0.082	0.121
N	966				924			
Sex		✓	✓	✓		✓	✓	✓
Race/Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “Some people say that because of past discrimination, Black people should be given preference in hiring and promotion. Others say that such preference in hiring and promotion of Black people is wrong because it discriminates against Whites. What about your opinion—are you for or against preferential hiring and promotion of Black people?”. Margins indicate the probability of giving a “Favor” (vs. “Neither favor nor oppose” and “Oppose”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

#### Appendix C.3.4 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Feel that our government should help Black people” response

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index			
Reported # of CRT-related	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)



concepts taught in class								
0 (261/209)	0.356 (0.035)	0.254 (0.069)	0.261 (0.068)	0.240 (0.066)	0.418 (0.038)	0.288 (0.075)	0.278 (0.074)	0.242 (0.068)
1 (314/280)	0.422 (0.029)	0.298 (0.080)	0.296 (0.077)	0.272 (0.075)	0.460 (0.029)	0.307 (0.086)	0.293 (0.083)	0.263 (0.076)
2 (254/236)	0.501** (0.021)	0.372** (0.067)	0.361* (0.062)	0.328* (0.063)	0.524* (0.023)	0.373* (0.074)	0.356* (0.070)	0.314† (0.067)
3 (219/204)	0.520** (0.039)	0.373* (0.085)	0.358* (0.080)	0.295 (0.086)	0.545* (0.043)	0.380c (0.090)	0.356 (0.086)	0.279 (0.087)
4 (205/195)	0.536** (0.035)	0.375* (0.065)	0.366† (0.063)	0.300 (0.060)	0.567* (0.036)	0.389† (0.066)	0.370† (0.063)	0.291 (0.056)
5 (146/136)	0.744*** (0.030)	0.615*** (0.092)	0.608*** (0.088)	0.513*** (0.098)	0.794*** (0.031)	0.675*** (0.087)	0.661*** (0.088)	0.560*** (0.098)
Pseudo R <sup>2</sup>	0.034	0.080	0.093	0.142	0.032	0.081	0.091	0.139
N	1,399				1,285			
Reported # of CRT-related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index			
0 (130/121)	0.474 (0.048)	0.287 (0.091)	0.280 (0.085)	0.239 (0.075)	0.490 (0.049)	0.286 (0.097)	0.262 (0.086)	0.214 (0.075)
1 (204/196)	0.438 (0.034)	0.252 (0.087)	0.240 (0.080)	0.194 (0.071)	0.452 (0.034)	0.244 (0.097)	0.218 (0.087)	0.173 (0.073)
2 (175/173)	0.496 (0.031)	0.308 (0.084)	0.289 (0.077)	0.232 (0.062)	0.504 (0.032)	0.295 (0.096)	0.258 (0.085)	0.199 (0.064)
3 (151/144)	0.531 (0.052)	0.333 (0.088)	0.313 (0.079)	0.217 (0.077)	0.535 (0.052)	0.316 (0.098)	0.275 (0.087)	0.183 (0.077)
4 (160/154)	0.514 (0.041)	0.305 (0.071)	0.289 (0.069)	0.209 (0.051)	0.535 (0.042)	0.304 (0.080)	0.267 (0.075)	0.185 (0.053)
5 (146/136)	0.744*** (0.030)	0.554*** (0.117)	0.545*** (0.111)	0.415** (0.109)	0.794*** (0.031)	0.619*** (0.120)	0.589*** (0.121)	0.454** (0.119)
Pseudo R <sup>2</sup>	0.027	0.081	0.097	0.165	0.035	0.097	0.113	0.159
N	966				932			
Sex		✓	✓	✓		✓	✓	✓
Race/Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓

CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “Some people think that Black people have been discriminated against for so long that the government has a special obligation to help improve their living standards. Others believe that the government should not be giving special treatment to Black people. Where would you place yourself on this scale, or haven’t you made up your mind on this?”. Margins indicate the probability of placing above the middle/neutral (“Neither”) response category on a 7-point scale ranging from “I strongly feel that our government should not be giving special treatment to Black people” (1) to “I strongly feel our government should help Black people” (7) when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.3.5 Baseline and adjusted effects of CRT-related classroom exposure on probably of white “Agree” response to “I feel guilty about the social inequalities between White and Black Americans”

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index			
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
0 (112/103)	0.409 (0.034)	0.455 (0.091)	0.526 (0.100)	0.534 (0.143)	0.443 (0.038)	0.459 (0.085)	0.516 (0.095)	0.647 (0.165)
1 (124/118)	0.459 (0.045)	0.484 (0.084)	0.531 (0.095)	0.532 (0.138)	0.482 (0.047)	0.469 (0.080)	0.505 (0.091)	0.636 (0.149)
2 (86/81)	0.438 (0.053)	0.482 (0.097)	0.491 (0.095)	0.500 (0.116)	0.465 (0.053)	0.468 (0.096)	0.475 (0.093)	0.620 (0.141)
3 (60/58)	0.560* (0.063)	0.597† (0.090)	0.595 (0.110)	0.557 (0.156)	0.578† (0.066)	0.574 (0.088)	0.567 (0.108)	0.658 (0.147)
4 (66/63)	0.558† (0.074)	0.608† (0.110)	0.629 (0.111)	0.605 (0.145)	0.585† (0.075)	0.604 (0.115)	0.617 (0.114)	0.712 (0.152)
5 (46/44)	0.588* (0.073)	0.600 (0.122)	0.637 (0.136)	0.562 (0.181)	0.610† (0.074)	0.587 (0.128)	0.617 (0.139)	0.670 (0.191)
3, 4, 5 (Average)	0.569** (0.038)	0.602** (0.086)	0.621 (0.098)	0.575 (0.142)	0.591** (0.040)	0.588* (0.086)	0.600 (0.096)	0.680 (0.148)
Pseudo R <sup>2</sup>	0.018	0.096	0.141	0.195	0.011	0.100	0.134	0.188
N	486				461			
Reported # of CRT- related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index			
0 (64/63)	0.431 (0.057)	0.384 (0.163)	0.425 (0.163)	0.378 (0.226)	0.438 (0.058)	0.381 (0.161)	0.416 (0.166)	0.356 (0.229)

1 (83/81)	0.417 (0.054)	0.334 (0.144)	0.352 (0.135)	0.308 (0.173)	0.427 (0.053)	0.332 (0.139)	0.342 (0.136)	0.298 (0.178)
2 (69/66)	0.441 (0.057)	0.396 (0.180)	0.395 (0.155)	0.364 (0.201)	0.466 (0.058)	0.414 (0.171)	0.398 (0.152)	0.361 (0.198)
3 (42/42)	0.615† (0.073)	0.582† (0.153)	0.563 (0.156)	0.467 (0.217)	0.615† (0.073)	0.575 (0.148)	0.546 (0.157)	0.442 (0.219)
4 (54/53)	0.564 (0.084)	0.548 (0.191)	0.543 (0.190)	0.523 (0.239)	0.574 (0.086)	0.555 (0.188)	0.537 (0.192)	0.521 (0.238)
5 (45/43)	0.588 (0.073)	0.493 (0.196)	0.520 (0.206)	0.420 (0.259)	0.610† (0.074)	0.515 (0.192)	0.529 (0.206)	0.418 (0.265)
3, 4, 5 (Average)	0.589* (0.045)	0.541* (0.166)	0.542 (0.167)	0.470 (0.225)	0.600* (0.046)	0.548* (0.161)	0.537 (0.168)	0.460 (0.226)
Pseudo R <sup>2</sup>	0.018	0.121	0.154	0.240	0.018	0.127	0.161	0.247
N	357				348			
Sex		✓	✓	✓		✓	✓	✓
Race/Ethnicity		✓	✓	✓		✓	✓	✓
Age		✓	✓	✓		✓	✓	✓
Educational attainment		✓	✓	✓		✓	✓	✓
Household Income		✓	✓	✓		✓	✓	✓
Ideological self-ID				✓				✓
Party self-ID				✓				✓
Type of high school		✓	✓	✓		✓	✓	✓
Source of first exposure with concept			✓	✓			✓	✓
Census division		✓	✓	✓		✓	✓	✓
County rural %		✓	✓	✓		✓	✓	✓
County school segregation		✓	✓	✓		✓	✓	✓
County Partisanship		✓	✓	✓		✓	✓	✓
CES 2020 County Racial Liberalism		✓	✓	✓		✓	✓	✓
Zip code % white		✓	✓	✓		✓	✓	✓
Median zip code household income		✓	✓	✓		✓	✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Samples are limited to white respondents. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “To what extent do you agree with the following statements: I feel guilty about the social inequalities between White and Black Americans.” Margins indicate the probability of an “Agree” (vs. “Disagree” and “Neither agree nor disagree”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

#### Appendix C.4.A Baseline and adjusted effects of CSJ-related classroom exposure on “more shame than pride about America’s history” responses

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/138)	0.078 (0.017)	0.095 (0.029)	0.124 (0.040)	0.105 (0.023)	0.122 (0.036)	0.144 (0.049)
1 (230/200)	0.105 (0.020)	0.117 (0.040)	0.148 (0.054)	0.118 (0.022)	0.118 (0.038)	0.135 (0.050)
2 (237/211)	0.164** (0.024)	0.195** (0.056)	0.237** (0.068)	0.184* (0.029)	0.206* (0.056)	0.229* (0.068)
3 (177/159)	0.161** (0.022)	0.190** (0.054)	0.237** (0.063)	0.176* (0.025)	0.198* (0.050)	0.227* (0.059)
4 (178/163)	0.174** (0.029)	0.207* (0.068)	0.261** (0.081)	0.191* (0.033)	0.213† (0.069)	0.245† (0.078)
5 (135/125)	0.238*** (0.044)	0.298*** (0.088)	0.363*** (0.101)	0.253** (0.045)	0.301** (0.086)	0.340** (0.100)
6 (135/131)	0.290*** (0.050)	0.362*** (0.108)	0.408*** (0.124)	0.297*** (0.050)	0.354*** (0.107)	0.382*** (0.121)
7-8 (112/105)	0.329*** (0.044)	0.436*** (0.083)	0.493*** (0.091)	0.351*** (0.046)	0.454*** (0.079)	0.492*** (0.090)
Pseudo R <sup>2</sup>	0.043	0.097	0.106	0.035	0.097	0.107
N	1,399			1,232		
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (195/138)	0.045 (0.021)	0.048 (0.025)	0.055 (0.034)	0.052 (0.025)	0.055 (0.029)	0.060 (0.036)
1 (230/200)	0.098 (0.034)	0.106 (0.055)	0.125 (0.081)	0.100 (0.035)	0.100 (0.050)	0.110 (0.072)
2 (237/211)	0.122* (0.026)	0.133† (0.068)	0.166* (0.104)	0.129† (0.027)	0.132† (0.066)	0.155† (0.098)
3 (177/159)	0.157* (0.033)	0.149* (0.069)	0.179* (0.100)	0.166* (0.035)	0.148† (0.066)	0.166† (0.091)
4 (178/163)	0.159* (0.033)	0.194* (0.088)	0.232* (0.120)	0.165* (0.034)	0.186* (0.083)	0.208* (0.108)

5 (135/125)	0.247** (0.057)	0.285** (0.101)	0.334** (0.143)	0.249** (0.057)	0.271** (0.093)	0.301** (0.133)
6 (135/131)	0.234** (0.063)	0.267*** (0.138)	0.287* (0.172)	0.238* (0.064)	0.262* (0.127)	0.268* (0.160)
7-8 (112/105)	0.337*** (0.052)	0.424*** (0.110)	0.471*** (0.146)	0.358*** (0.054)	0.439*** (0.105)	0.474*** (0.147)
Pseudo R <sup>2</sup>	0.059	0.133	0.154	0.058	0.136	0.159
N	811			772		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Which one of the following best characterizes what you were taught in high school, college, or other educational settings about American HISTORY?”. Margins indicate the probability of giving a “More shame than pride” (vs. “More pride than shame,” “An even mix of pride and shame,” and “No pride or shame”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

#### Appendix C.4.2 Baseline and adjusted effects of CSJ-related classroom exposure on “more shame than pride about America’s society today” responses

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index	Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index
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Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/136)	0.149 (0.029)	0.117 (0.035)	0.121 (0.036)	0.201 (0.037)	0.154 (0.041)	0.150 (0.041)
1 (230/199)	0.190 (0.042)	0.169† (0.051)	0.176† (0.058)	0.217 (0.047)	0.184 (0.054)	0.183 (0.059)
2 (237/208)	0.253* (0.031)	0.230** (0.059)	0.230** (0.061)	0.292† (0.034)	0.251* (0.061)	0.244* (0.062)
3 (177/154)	0.272* (0.039)	0.236* (0.057)	0.242* (0.057)	0.308† (0.048)	0.255† (0.057)	0.253† (0.058)
4 (178/163)	0.213 (0.028)	0.198* (0.048)	0.198* (0.047)	0.235 (0.030)	0.206 (0.047)	0.199 (0.046)
5 (135/125)	0.306** (0.041)	0.281*** (0.064)	0.288*** (0.068)	0.327* (0.041)	0.298** (0.064)	0.294** (0.068)
6 (135/130)	0.326*** (0.043)	0.291*** (0.066)	0.300*** (0.073)	0.334* (0.045)	0.292** (0.067)	0.300** (0.074)
7-8 (112/105)	0.386*** (0.053)	0.364*** (0.074)	0.373*** (0.082)	0.411*** (0.055)	0.381*** (0.075)	0.383*** (0.081)
Pseudo R <sup>2</sup>	0.022	0.068	0.081	0.016	0.059	0.067
N	1,399			1,220		
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (74/65)	0.180 (0.056)	0.140 (0.061)	0.150 (0.067)	0.206 (0.060)	0.174 (0.067)	0.177 (0.071)
1 (124/119)	0.196 (0.050)	0.164 (0.064)	0.179 (0.075)	0.204 (0.053)	0.176 (0.065)	0.186 (0.077)
2 (118/112)	0.324† (0.038)	0.282† (0.088)	0.297* (0.099)	0.343† (0.042)	0.306 (0.089)	0.315† (0.101)
3 (100/93)	0.294 (0.057)	0.237 (0.084)	0.259 (0.097)	0.311 (0.060)	0.260 (0.084)	0.273 (0.097)
4 (100/97)	0.205 (0.054)	0.163 (0.062)	0.176 (0.073)	0.213 (0.058)	0.175 (0.063)	0.180 (0.074)
5 (88/86)	0.251 (0.042)	0.214 (0.070)	0.233 (0.085)	0.254 (0.043)	0.223 (0.070)	0.236 (0.086)
6 (97/93)	0.315† (0.051)	0.251† (0.067)	0.280* (0.085)	0.323 (0.054)	0.271 (0.070)	0.291† (0.087)
7-8 (101/95)	0.416** (0.053)	0.394** (0.101)	0.431*** (0.122)	0.441** (0.056)	0.430** (0.103)	0.456*** (0.125)
Pseudo R <sup>2</sup>	0.024	0.081	0.094	0.025	0.082	0.095
N	802			760		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓

Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Which one of the following best characterizes what you were taught in high school, college, or other educational settings about American SOCIETY TODAY?”. Margins indicate the probability of giving a “More shame than pride” (vs. “More pride than shame,” “An even mix of pride and shame,” and “No pride or shame”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.5.1 Baseline and adjusted effects of CSJ-related classroom exposure on probability of Republican and Democratic Party self-identification

Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index				Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index			
	Republican		Democrat		Republican		Democrat	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
0 (202/153)	0.258 (0.030)	0.287 (0.116)	0.198 (0.029)	0.113 (0.052)	0.331 (0.036)	0.214 (0.109)	0.253 (0.037)	0.064 (0.032)
1 (236/197)	0.230 (0.028)	0.325 (0.140)	0.282* (0.025)	0.144 (0.052)	0.274 (0.031)	0.227 (0.128)	0.336† (0.031)	0.086 (0.034)
2 (237/199)	0.196† (0.018)	0.245 (0.106)	0.290† (0.036)	0.164 (0.057)	0.228* (0.020)	0.152 (0.088)	0.338 (0.040)	0.095 (0.036)
3 (179/149)	0.179† (0.039)	0.274 (0.112)	0.341* (0.047)	0.163 (0.060)	0.210* (0.045)	0.179 (0.091)	0.401† (0.057)	0.096 (0.039)
4 (181/146)	0.155** (0.031)	0.188 (0.086)	0.379*** (0.035)	0.183† (0.075)	0.188** (0.035)	0.124† (0.073)	0.459*** (0.042)	0.116* (0.049)
5 (138/116)	0.128* (0.038)	0.165 (0.107)	0.412*** (0.037)	0.197* (0.077)	0.151** (0.044)	0.105 (0.086)	0.487*** (0.041)	0.133* (0.056)
6 (136/126)	0.070*** (0.023)	0.093** (0.052)	0.434*** (0.045)	0.211* (0.086)	0.075*** (0.025)	0.054** (0.033)	0.466** (0.047)	0.120† (0.054)

7-8 (113/101)	0.046*** (0.016)	0.075*** (0.044)	0.535*** (0.051)	0.243* (0.108)	0.051*** (0.017)	0.045*** (0.030)	0.593*** (0.050)	0.152* (0.078)
Pseudo R <sup>2</sup>	0.036	0.311	0.030	0.215	0.048	0.307	0.029	0.195
N	1,422				1,187			
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			
0 (80/73)	0.284 (0.046)	0.170 (0.105)	0.250 (0.056)	0.051 (0.031)	0.314 (0.049)	0.184 (0.113)	0.276 (0.059)	0.057 (0.034)
1 (131/119)	0.265 (0.037)	0.249 (0.163)	0.300 (0.037)	0.067 (0.036)	0.293 (0.039)	0.275 (0.173)	0.332 (0.040)	0.069 (0.039)
2 (120/109)	0.198 (0.032)	0.118 (0.091)	0.325 (0.043)	0.077 (0.041)	0.215 (0.032)	0.121 (0.092)	0.352 (0.043)	0.082 (0.044)
3 (103/93)	0.220 (0.048)	0.183 (0.104)	0.337 (0.061)	0.081 (0.046)	0.243 (0.052)	0.189 (0.108)	0.372 (0.070)	0.086 (0.050)
4 (103/90)	0.171† (0.036)	0.126 (0.091)	0.428* (0.055)	0.088 (0.051)	0.191† (0.040)	0.147 (0.102)	0.478* (0.058)	0.099 (0.058)
5 (90/81)	0.147† (0.048)	0.114 (0.100)	0.435* (0.064)	0.087 (0.042)	0.160† (0.052)	0.123 (0.107)	0.474* (0.064)	0.102 (0.049)
6 (98/92)	0.092*** (0.031)	0.053* (0.038)	0.443* (0.052)	0.098† (0.052)	0.096*** (0.033)	0.054* (0.037)	0.464* (0.052)	0.100 (0.055)
7-8 (103/94)	0.049*** (0.017)	0.037** (0.027)	0.554*** (0.054)	0.127* (0.072)	0.054*** (0.018)	0.040** (0.030)	0.601*** (0.053)	0.142* (0.082)
Pseudo R <sup>2</sup>	0.046	0.305	0.027	0.202	0.051	0.307	0.030	0.195
N	828				751			
Sex		✓		✓		✓		✓
Race/Ethnicity		✓		✓		✓		✓
Age		✓		✓		✓		✓
Educational attainment		✓		✓		✓		✓
Household Income		✓		✓		✓		✓
Sexual orientation		✓		✓		✓		✓
Marital Status		✓		✓		✓		✓
Fathers’ Party-ID		✓		✓		✓		✓
Mothers’ Party-ID		✓		✓		✓		✓
Type of high school		✓		✓		✓		✓
Census division		✓		✓		✓		✓
County rural %		✓		✓		✓		✓
County Partisanship		✓		✓		✓		✓
Zip code % white		✓		✓		✓		✓
Median zip code household income		✓		✓		✓		✓



Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Of the two major parties, which would you say you identify more with?”. Margins indicate the probability of giving a “Strong/Weak Democrat” or “Strong/Weak Republican” (vs. “Independent”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in columns (a), and covariate-adjusted margins in columns (b). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

## Appendix C.5.2 Baseline and adjusted effects of CSJ-related classroom exposure on probability of conservative and liberal ideological self-identification

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index				Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index			
	Conservative		Liberal		Conservative		Liberal	
Reported # of CSJ concepts taught in class	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
0 (202/153)	0.239 (0.023)	0.114 (0.067)	0.281 (0.043)	0.312 (0.066)	0.312 (0.032)	0.105 (0.066)	0.367 (0.052)	0.344 (0.081)
1 (236/197)	0.191 (0.029)	0.104 (0.059)	0.299 (0.029)	0.272 (0.058)	0.227† (0.036)	0.098 (0.058)	0.356 (0.032)	0.278 (0.066)
2 (237/199)	0.175† (0.026)	0.095 (0.055)	0.274 (0.025)	0.279 (0.069)	0.214† (0.033)	0.088 (0.055)	0.336 (0.026)	0.283 (0.077)
3 (179/149)	0.128* (0.037)	0.074 (0.046)	0.366 (0.053)	0.361 (0.107)	0.146* (0.042)	0.060 (0.041)	0.418 (0.059)	0.377 (0.113)
4 (181/146)	0.177 (0.029)	0.101 (0.058)	0.377 (0.031)	0.379 (0.079)	0.219† (0.035)	0.099 (0.056)	0.467 (0.037)	0.428 (0.088)
5 (138/116)	0.141* (0.036)	0.091 (0.062)	0.397** (0.045)	0.340 (0.067)	0.166* (0.041)	0.086 (0.056)	0.467† (0.049)	0.374 (0.084)
6 (136/126)	0.059*** (0.019)	0.038** (0.025)	0.542*** (0.038)	0.479* (0.084)	0.066*** (0.022)	0.030** (0.020)	0.609** (0.041)	0.500† (0.102)
7-8 (113/101)	0.034*** (0.011)	0.023** (0.013)	0.585*** (0.039)	0.462* (0.087)	0.037*** (0.012)	0.019** (0.011)	0.641*** (0.040)	0.483† (0.101)
Pseudo R <sup>2</sup>	0.036	0.216	0.033	0.193	0.049	0.238	0.031	0.171
N	1,422				1,170			
	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index				Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			
Reported # of CSJ concepts taught in class	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
0 (80/73)	0.244 (0.048)	0.072 (0.055)	0.409 (0.075)	0.249 (0.090)	0.273 (0.053)	0.092 (0.068)	0.456 (0.077)	0.297 (0.115)
1 (131/119)	0.187 (0.035)	0.066 (0.058)	0.334 (0.039)	0.202 (0.065)	0.199 (0.038)	0.075 (0.065)	0.356 (0.041)	0.220 (0.079)
2 (120/109)	0.208 (0.047)	0.060 (0.052)	0.317 (0.042)	0.195 (0.062)	0.227 (0.048)	0.074 (0.062)	0.347 (0.050)	0.221 (0.074)
3 (103/93)	0.159 (0.049)	0.057 (0.036)	0.361 (0.058)	0.231 (0.088)	0.173 (0.052)	0.067 (0.042)	0.392 (0.066)	0.271 (0.109)
4 (103/90)	0.180 (0.036)	0.059 (0.043)	0.424 (0.047)	0.265 (0.101)	0.204 (0.041)	0.079 (0.054)	0.482 (0.047)	0.323 (0.120)

5 (90/81)	0.158 (0.048)	0.055 (0.050)	0.413 (0.074)	0.210 (0.080)	0.169 (0.052)	0.067 (0.059)	0.443 (0.073)	0.249 (0.098)
6 (98/92)	0.066** (0.022)	0.018** (0.015)	0.565† (0.046)	0.351 (0.103)	0.072** (0.025)	0.020** (0.017)	0.619† (0.043)	0.401 (0.122)
7-8 (103/94)	0.032*** (0.012)	0.010*** (0.015)	0.604* (0.041)	0.352 (0.111)	0.035*** (0.013)	0.012*** (0.011)	0.656* (0.038)	0.407 (0.123)
Pseudo R <sup>2</sup>	0.046	0.273	0.030	0.176	0.049	0.278	0.035	0.173
N	828				755			
Sex		✓		✓		✓		✓
Race/Ethnicity		✓		✓		✓		✓
Age		✓		✓		✓		✓
Educational attainment		✓		✓		✓		✓
Household Income		✓		✓		✓		✓
Sexual orientation		✓		✓		✓		✓
Marital Status		✓		✓		✓		✓
Fathers' Party-ID		✓		✓		✓		✓
Mothers' Party-ID		✓		✓		✓		✓
Type of high school		✓		✓		✓		✓
Census division		✓		✓		✓		✓
County rural %		✓		✓		✓		✓
County Partisanship		✓		✓		✓		✓
Zip code % white		✓		✓		✓		✓
Median zip code household income		✓		✓		✓		✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. "America is a systemically racist society;" 2. "In America, white people have white privilege;" 3. "In America, white people have unconscious biases that negatively affect non-white people;" 4. "America is built on stolen land;" 5. "Discrimination is the main reason for differences in wealth or other outcomes between races or genders;" 6. "America is a patriarchal society;" 7. "Gender is an identity choice, regardless of the biological sex you were born into;" 8. "There are many genders, not just male and female." Owing to the small number of respondents who gave a "Been taught this" response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: "How would you describe your politics?". Margins indicate the probability of giving a "Very/slightly liberal" or "Very/slightly conservative" (vs. "Moderate") response when respondents who gave "Don't know" responses are included (i.e., coded as "0") and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in columns (a), and covariate-adjusted margins in columns (b). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.5.3 Baseline and adjusted effects of high school type on probability of Republican Party self-identification

	Including "Don't know" in outcome		Excluding "Don't know" in outcome	
	(a)	(b)	(a)	(b)

Public (1,169/974)	0.162 (0.011)	0.222 (0.088)	0.191 (0.013)	0.137 (0.068)
Private (170/147)	0.212 (0.044)	0.329† (0.124)	0.245 (0.050)	0.213† (0.109)
Parochial (28/22)	0.189 (0.099)	0.256 (0.146)	0.243 (0.124)	0.196 (0.122)
Homeschooled (55/44)	0.305* (0.081)	0.266 (0.118)	0.372* (0.103)	0.187 (0.096)
Pseudo R <sup>2</sup>	0.007	0.289	0.008	0.281
N	1,422		1,187	
Sex		✓		✓
Race/Ethnicity		✓		✓
Age		✓		✓
Educational attainment		✓		✓
Household Income		✓		✓
Sexual orientation		✓		✓
Marital Status		✓		✓
Fathers' Party-ID		✓		✓
Mothers' Party-ID		✓		✓
Type of high school		✓		✓
Census division		✓		✓
County rural %		✓		✓
County Partisanship		✓		✓
Zip code % white		✓		✓
Median zip code household income		✓		✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. Question prompt for outcome variable reads as follows: “Of the two major parties, which would you say you identify more with?”. Margins indicate the probability of giving a “Strong/Weak Democrat” or “Strong/Weak Republican” (vs. “Strong/Weak Republican” and “Independent”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable. Baseline margins are reported in columns (a), and covariate-adjusted margins in columns (b). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who reported attending a public high school are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.6.1 Baseline and adjusted effects of CSJ-related classroom exposure on probability of “Yes, I was fearful of this” response to “were you ever fearful of being SHAMED from school for voicing your opinions on controversial subjects?”

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/155)	0.292 (0.038)	0.403 (0.077)	0.384 (0.093)	0.348 (0.044)	0.468 (0.083)	0.416 (0.096)
1 (230/198)	0.405** (0.033)	0.526** (0.064)	0.489* (0.077)	0.467** (0.033)	0.591** (0.062)	0.533* (0.078)

2 (237/212)	0.519*** (0.030)	0.654*** (0.055)	0.625*** (0.072)	0.574*** (0.029)	0.710*** (0.053)	0.659*** (0.071)
3 (177/167)	0.480** (0.039)	0.609** (0.066)	0.570** (0.077)	0.508* (0.042)	0.640** (0.067)	0.581* (0.079)
4 (178/163)	0.511** (0.045)	0.652** (0.067)	0.626** (0.076)	0.564* (0.050)	0.706** (0.068)	0.655** (0.077)
5 (135/126)	0.452** (0.041)	0.574* (0.075)	0.539* (0.088)	0.484* (0.044)	0.616* (0.081)	0.555† (0.095)
6 (135/124)	0.527*** (0.054)	0.651** (0.097)	0.617** (0.109)	0.575** (0.059)	0.705** (0.095)	0.654** (0.110)
7-8 (112/107)	0.568*** (0.046)	0.691*** (0.074)	0.654** (0.084)	0.596** (0.047)	0.723*** (0.076)	0.670** (0.090)
Pseudo R <sup>2</sup>	0.021	0.049	0.073	0.018	0.048	0.062
N	1,399			1,252		
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (75/73)	0.350 (0.069)	0.395 (0.108)	0.336 (0.111)	0.360 (0.072)	0.411 (0.115)	0.342 (0.119)
1 (126/121)	0.430 (0.046)	0.502 (0.080)	0.434 (0.092)	0.447 (0.047)	0.528 (0.087)	0.457 (0.101)
2 (120/114)	0.536* (0.047)	0.613** (0.110)	0.549* (0.122)	0.560** (0.046)	0.655** (0.104)	0.583** (0.123)
3 (102/99)	0.479† (0.044)	0.544† (0.103)	0.473† (0.117)	0.494† (0.044)	0.573* (0.101)	0.492† (0.119)
4 (100/95)	0.523† (0.057)	0.587* (0.101)	0.519† (0.111)	0.55†1 (0.061)	0.633* (0.103)	0.558* (0.118)
5 (88/85)	0.489 (0.060)	0.532 (0.108)	0.465 (0.122)	0.502 (0.063)	0.557 (0.105)	0.481 (0.123)
6 (98/92)	0.584* (0.061)	0.675** (0.105)	0.624** (0.119)	0.624* (0.066)	0.717** (0.099)	0.659** (0.119)
7-8 (102/97)	0.577* (0.049)	0.660** (0.096)	0.597** (0.110)	0.607** (0.050)	0.699** (0.096)	0.633** (0.115)
Pseudo R <sup>2</sup>	0.015	0.073	0.086	0.018	0.082	0.082
N	811			776		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self- ID			✓			✓
Party self-ID			✓			✓
Sexual orientation		✓	✓		✓	✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓

County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being SHAMED from school for voicing your opinions on controversial subjects?”. Margins indicate the probability of giving a “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.6.2 Baseline and adjusted effects of CSJ-related classroom exposure on probability of “Yes, I was fearful of this” response to “were you ever fearful of being PUNISHED from school for voicing your opinions on controversial subjects?”

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/152)	0.239 (0.026)	0.270 (0.079)	0.261 (0.087)	0.293 (0.032)	0.316 (0.088)	0.286 (0.095)
1 (230/189)	0.298 (0.030)	0.340 (0.077)	0.313 (0.085)	0.367† (0.034)	0.407† (0.079)	0.365 (0.090)
2 (237/210)	0.407*** (0.035)	0.459*** (0.086)	0.437*** (0.093)	0.456*** (0.039)	0.503*** (0.085)	0.460*** (0.095)
3 (177/161)	0.443*** (0.033)	0.490*** (0.079)	0.468*** (0.093)	0.491*** (0.038)	0.530*** (0.077)	0.489*** (0.093)
4 (178/159)	0.428*** (0.035)	0.500*** (0.090)	0.482*** (0.095)	0.485*** (0.039)	0.548*** (0.079)	0.507*** (0.089)
5 (135/127)	0.462*** (0.040)	0.504*** (0.085)	0.482*** (0.095)	0.484*** (0.038)	0.524*** (0.079)	0.483*** (0.094)
6 (135/128)	0.442** (0.053)	0.504** (0.108)	0.490** (0.110)	0.458* (0.053)	0.516** (0.106)	0.485** (0.113)
7-8 (112/109)	0.546*** (0.053)	0.612*** (0.096)	0.591*** (0.102)	0.561*** (0.057)	0.629*** (0.095)	0.590*** (0.105)
Pseudo R <sup>2</sup>	0.026	0.059	0.073	0.018	0.052	0.063
N	1,399			1,235		

Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (75/72)	0.270 (0.055)	0.246 (0.094)	0.233 (0.100)	0.280 (0.057)	0.240 (0.092)	0.226 (0.095)
1 (126/119)	0.369 (0.043)	0.374 (0.103)	0.343 (0.109)	0.390 (0.045)	0.362 (0.101)	0.329 (0.107)
2 (120/112)	0.412* (0.046)	0.416* (0.109)	0.381† (0.107)	0.444** (0.047)	0.420* (0.105)	0.381* (0.103)
3 (102/96)	0.442* (0.044)	0.413* (0.107)	0.382† (0.118)	0.477** (0.043)	0.418* (0.104)	0.379* (0.117)
4 (100/97)	0.526*** (0.048)	0.540*** (0.108)	0.506** (0.110)	0.542*** (0.048)	0.516*** (0.106)	0.479** (0.107)
5 (88/85)	0.420† (0.049)	0.395† (0.112)	0.359 (0.120)	0.432* (0.046)	0.374† (0.104)	0.338 (0.113)
6 (98/94)	0.478* (0.060)	0.501* (0.119)	0.479* (0.129)	0.494* (0.061)	0.480* (0.112)	0.453* (0.124)
7-8 (102/99)	0.547*** (0.055)	0.579*** (0.107)	0.548*** (0.119)	0.564** (0.059)	0.573*** (0.108)	0.534*** (0.122)
Pseudo R <sup>2</sup>	0.020	0.083	0.083	0.020	0.081	0.093
N	811			774		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Sexual orientation		✓	✓		✓	✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being PUNISHED from school for voicing your opinions on controversial subjects?”. Margins indicate the probability of giving a “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.6.3 Baseline and adjusted effects of CSJ-related classroom exposure on probability of “Yes, I was fearful of this” response to “were you ever fearful of being EXPELLED from school for voicing your opinions on controversial subjects?”

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/153)	0.159 (0.029)	0.142 (0.055)	0.130 (0.055)	0.193 (0.033)	0.164 (0.063)	0.142 (0.060)
1 (230/202)	0.239† (0.028)	0.213† (0.058)	0.196 (0.055)	0.271 (0.030)	0.225 (0.063)	0.201 (0.057)
2 (237/217)	0.293** (0.028)	0.277** (0.083)	0.263** (0.087)	0.319** (0.032)	0.284** (0.089)	0.262** (0.091)
3 (177/167)	0.369*** (0.046)	0.365*** (0.093)	0.346*** (0.094)	0.392*** (0.050)	0.354*** (0.098)	0.329** (0.096)
4 (178/167)	0.388*** (0.039)	0.394*** (0.100)	0.383*** (0.103)	0.416*** (0.042)	0.387*** (0.106)	0.365*** (0.106)
5 (135/124)	0.301** (0.044)	0.287** (0.075)	0.278** (0.073)	0.322* (0.047)	0.295* (0.078)	0.278* (0.077)
6 (135/127)	0.349** (0.051)	0.364*** (0.086)	0.355*** (0.087)	0.367** (0.054)	0.361** (0.088)	0.349** (0.088)
7-8 (112/109)	0.437*** (0.036)	0.442*** (0.088)	0.430*** (0.094)	0.445*** (0.037)	0.431*** (0.090)	0.415*** (0.094)
Pseudo R <sup>2</sup>	0.027	0.106	0.120	0.021	0.109	0.118
N	1,399			1,266		
Reported # of CSJ concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (75/70)	0.111 (0.034)	0.066 (0.040)	0.061 (0.037)	0.118 (0.035)	0.065 (0.040)	0.062 (0.038)
1 (126/118)	0.271* (0.047)	0.207** (0.065)	0.189** (0.058)	0.288* (0.050)	0.205** (0.067)	0.192** (0.061)
2 (120/117)	0.307*** (0.046)	0.227** (0.101)	0.212** (0.103)	0.312*** (0.047)	0.216** (0.100)	0.209** (0.104)
3 (102/98)	0.387*** (0.060)	0.260*** (0.112)	0.246*** (0.117)	0.401*** (0.062)	0.250*** (0.113)	0.241*** (0.118)

4 (100/98)	0.385*** (0.050)	0.285*** (0.096)	0.273*** (0.098)	0.393*** (0.050)	0.270*** (0.097)	0.265*** (0.100)
5 (88/83)	0.268** (0.045)	0.181* (0.066)	0.171* (0.068)	0.277** (0.049)	0.177* (0.065)	0.172* (0.067)
6 (98/93)	0.371** (0.070)	0.283** (0.078)	0.281** (0.084)	0.387** (0.076)	0.279** (0.079)	0.284** (0.086)
7-8 (102/99)	0.435*** (0.040)	0.360*** (0.092)	0.356*** (0.095)	0.444*** (0.042)	0.348*** (0.092)	0.353*** (0.097)
Pseudo R <sup>2</sup>	0.035	0.132	0.138	0.023	0.131	0.137
N	811			777		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Sexual orientation		✓	✓		✓	✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being EXPELLED from school for voicing your opinions on controversial subjects?”. Margins indicate the probability of giving a “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.



**Appendix C.6.4 Baseline and adjusted effects of CSJ-related classroom exposure on probability of at least one “Yes, I was fearful of this” response**

	Including “Don’t know” in outcome + Including “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Including “Don’t know” in CSJ index		
Reported # of CSJ concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (195/166)	0.383 (0.036)	0.512 (0.082)	0.515 (0.089)	0.434 (0.040)	0.557 (0.086)	0.525 (0.096)
1 (230/212)	0.516* (0.034)	0.653** (0.071)	0.642* (0.074)	0.563* (0.032)	0.683* (0.072)	0.649* (0.079)
2 (237/227)	0.632*** (0.029)	0.760*** (0.056)	0.751*** (0.062)	0.661*** (0.029)	0.777*** (0.059)	0.747*** (0.069)
3 (177/172)	0.651*** (0.032)	0.777*** (0.060)	0.765*** (0.064)	0.670*** (0.030)	0.786*** (0.062)	0.758*** (0.070)
4 (178/171)	0.659*** (0.033)	0.791*** (0.055)	0.791*** (0.053)	0.689*** (0.035)	0.806*** (0.054)	0.783*** (0.059)
5 (135/131)	0.623*** (0.046)	0.742** (0.072)	0.735** (0.075)	0.637** (0.047)	0.751** (0.075)	0.724** (0.084)
6 (135/131)	0.636*** (0.046)	0.760*** (0.078)	0.747*** (0.077)	0.649** (0.047)	0.766** (0.083)	0.741** (0.086)
7-8 (112/112)	0.664*** (0.038)	0.786*** (0.060)	0.770*** (0.061)	0.664*** (0.038)	0.784** (0.064)	0.754** (0.069)
Pseudo R <sup>2</sup>	0.028	0.063	0.090	0.021	0.058	0.072
N	1,399			1,322		
	Including “Don’t know” in outcome + Excluding “Don’t know” in CSJ index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CSJ index		
0 (75/74)	0.419 (0.064)	0.486 (0.123)	0.458 (0.144)	0.421 (0.065)	0.479 (0.123)	0.449 (0.144)
1 (126/124)	0.552† (0.041)	0.644* (0.085)	0.603† (0.112)	0.564† (0.042)	0.640* (0.086)	0.599† (0.116)
2 (120/120)	0.639** (0.042)	0.727** (0.100)	0.690* (0.125)	0.639** (0.042)	0.715** (0.102)	0.675* (0.130)
3 (102/101)	0.677** (0.044)	0.751** (0.090)	0.713** (0.119)	0.687** (0.040)	0.749** (0.088)	0.706** (0.121)
4 (100/99)	0.705*** (0.044)	0.782*** (0.074)	0.753*** (0.095)	0.710*** (0.044)	0.775*** (0.076)	0.742*** (0.099)
5 (88/88)	0.633* (0.055)	0.698* (0.114)	0.667† (0.138)	0.633* (0.055)	0.688* (0.114)	0.654† (0.141)
6 (98/96)	0.711** (0.046)	0.795*** (0.082)	0.777*** (0.097)	0.722** (0.048)	0.793*** (0.083)	0.772*** (0.099)
7-8 (102/102)	0.666** (0.042)	0.762** (0.082)	0.729** (0.104)	0.666** (0.042)	0.752** (0.085)	0.715** (0.108)
Pseudo R <sup>2</sup>	0.024	0.099	0.119	0.025	0.097	0.110
N	811			804		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓

Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Sexual orientation		✓	✓		✓	✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 8 concepts comprising the CSJ index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Question prompt for outcome variable reads as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being [SHAMED/PUNISHED/EXPELLED] from school for voicing your opinions on controversial subjects?”. Margins indicate the probability of giving at least one “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CSJ index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 8 CSJ concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.7.1 Baseline and adjusted effects of CRT-related classroom exposure on 5-point White vs. Black schoolmate comfort scale differences

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index		
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (261/208)	0.207 (0.045)	0.177 (0.048)	0.183 (0.046)	0.232 (0.056)	0.179 (0.055)	0.185 (0.053)
1 (314/288)	0.241 (0.032)	0.202 (0.035)	0.204 (0.038)	0.251 (0.037)	0.215 (0.041)	0.215 (0.044)
2 (254/235)	0.333 (0.077)	0.386* (0.064)	0.395* (0.067)	0.336 (0.084)	0.395* (0.071)	0.405* (0.074)

3 (219/199)	0.422* (0.084)	0.435* (0.083)	0.434* (0.086)	0.436* (0.095)	0.445* (0.094)	0.444* (0.100)
4 (205/190)	0.543** (0.098)	0.564** (0.100)	0.561** (0.101)	0.575* (0.108)	0.610** (0.113)	0.608** (0.116)
5 (146/138)	0.758*** (0.130)	0.761*** (0.130)	0.734*** (0.129)	0.783*** (0.138)	0.783** (0.142)	0.757** (0.144)
Adjusted R <sup>2</sup>	0.018	0.044	0.047	0.018	0.047	0.050
N	1,399			1,258		
Reported # of CRT- related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index		
0 (130/121)	0.230 (0.071)	0.159 (0.074)	0.153 (0.072)	0.246 (0.074)	0.166 (0.075)	0.158 (0.072)
1 (204/197)	0.286 (0.050)	0.246 (0.046)	0.247 (0.045)	0.285 (0.050)	0.250 (0.047)	0.247 (0.047)
2 (175/167)	0.325 (0.110)	0.404* (0.085)	0.413* (0.087)	0.325 (0.112)	0.408† (0.090)	0.416* (0.091)
3 (151/141)	0.410 (0.123)	0.424† (0.111)	0.440† (0.116)	0.431 (0.133)	0.440† (0.124)	0.457† (0.129)
4 (160/151)	0.468* (0.088)	0.480* (0.097)	0.479** (0.094)	0.479* (0.087)	0.497* (0.104)	0.501** (0.101)
5 (146/138)	0.758** (0.130)	0.763** (0.133)	0.742** (0.136)	0.783** (0.138)	0.781** (0.145)	0.762** (0.151)
Adjusted R <sup>2</sup>	0.014	0.066	0.066	0.015	0.067	0.067
N	966			915		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self- ID			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from linear regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “How comfortable would you have been to criticize a [Black/White] schoolmate (if none, imagine if there were) during your school years?”. Margins indicate the average difference between respondents’ reported comfort with criticizing a white vs. black schoolmate on 5-point scales (1=Very uncomfortable, 5=Very comfortable) when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.7.2 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Uncomfortable” response to “How comfortable would you have been to criticize a Black school mate during your school years?”

	Including “Don’t know” in outcome + Including “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index		
Reported # of CRT-related concepts taught in class	(a)	(b)	(c)	(a)	(b)	(c)
0 (261/211)	0.306 (0.026)	0.354 (0.073)	0.409 (0.078)	0.364 (0.030)	0.421 (0.078)	0.460 (0.080)
1 (314/290)	0.419** (0.025)	0.467** (0.081)	0.519** (0.085)	0.455* (0.027)	0.513* (0.078)	0.546† (0.080)
2 (254/239)	0.347 (0.027)	0.412 (0.082)	0.452 (0.088)	0.364 (0.028)	0.446 (0.085)	0.472 (0.091)
3 (219/203)	0.382 (0.040)	0.442 (0.105)	0.490 (0.111)	0.410 (0.040)	0.490 (0.106)	0.519 (0.110)
4 (205/193)	0.464** (0.039)	0.515** (0.069)	0.568** (0.066)	0.494* (0.042)	0.558* (0.070)	0.588* (0.065)
5 (146/141)	0.494*** (0.047)	0.560** (0.086)	0.618*** (0.076)	0.514** (0.047)	0.601** (0.084)	0.642** (0.074)
Pseudo R <sup>2</sup>	0.012	0.068	0.804	0.009	0.068	0.080
N	1,399			1,277		
Reported # of CRT-related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index		
0 (130/125)	0.309 (0.041)	0.384 (0.075)	0.455 (0.086)	0.327 (0.043)	0.426 (0.078)	0.504 (0.088)
1 (204/198)	0.434* (0.035)	0.529* (0.075)	0.583* (0.084)	0.447* (0.035)	0.568* (0.076)	0.628* (0.081)
2 (175/173)	0.334 (0.039)	0.458 (0.078)	0.509 (0.088)	0.344 (0.040)	0.499 (0.081)	0.558 (0.092)
3 (151/149)	0.353 (0.050)	0.468 (0.104)	0.525 (0.119)	0.375 (0.053)	0.525 (0.107)	0.584 (0.122)
4 (160/152)	0.456* (0.037)	0.551* (0.081)	0.600† (0.081)	0.477* (0.039)	0.598* (0.080)	0.644† (0.079)
5 (146/135)	0.494** (0.047)	0.619** (0.089)	0.678** (0.079)	0.514** (0.047)	0.668** (0.085)	0.724** (0.074)
Pseudo R <sup>2</sup>	0.014	0.081	0.100	0.014	0.085	0.103

N	966			923		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self-ID			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “How comfortable would you have been to criticize a Black schoolmate (if none, imagine if there were) during your school years?”. Margins indicate the probability of an “Very/Somewhat Uncomfortable” (vs. “Very/Somewhat comfortable,” “Neither comfortable nor uncomfortable,” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.7.3 Baseline and adjusted effects of CRT-related classroom exposure on probability of “Comfortable” response to “How comfortable would you have been to criticize a White school mate during your school years?”

Reported # of CRT-related concepts taught in class	Including “Don’t know” in outcome + Including “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Including “Don’t know” in CRT index		
	(a)	(b)	(c)	(a)	(b)	(c)
0 (261/215)	0.276 (0.033)	0.209 (0.035)	0.157 (0.036)	0.325 (0.036)	0.238 (0.040)	0.174 (0.039)

1 (314/291)	0.282 (0.026)	0.202 (0.042)	0.156 (0.040)	0.305 (0.027)	0.213 (0.045)	0.160 (0.042)
2 (254/242)	0.419** (0.030)	0.342*** (0.061)	0.277*** (0.066)	0.438* (0.031)	0.344** (0.061)	0.278*** (0.067)
3 (219/203)	0.383* (0.026)	0.299** (0.052)	0.230* (0.053)	0.411† (0.028)	0.311† (0.056)	0.238* (0.056)
4 (205/194)	0.447*** (0.032)	0.376*** (0.061)	0.309*** (0.064)	0.475** (0.032)	0.397*** (0.063)	0.323*** (0.067)
5 (146/139)	0.456*** (0.053)	0.377*** (0.065)	0.278*** (0.059)	0.481** (0.056)	0.389** (0.063)	0.288** (0.059)
Pseudo R <sup>2</sup>	0.018	0.065	0.095	0.015	0.058	0.084
N	1,399			1,284		
Reported # of CRT- related concepts taught in class	Including “Don’t know” in outcome + Excluding “Don’t know” in CRT index			Excluding “Don’t know” in outcome + Excluding “Don’t know” in CRT index		
0 (130/123)	0.367 (0.050)	0.312 (0.066)	0.197 (0.058)	0.384 (0.050)	0.345 (0.072)	0.223 (0.065)
1 (204/198)	0.327 (0.036)	0.264 (0.056)	0.177 (0.047)	0.335 (0.038)	0.287 (0.065)	0.194 (0.054)
2 (175/172)	0.446 (0.038)	0.407* (0.074)	0.300** (0.078)	0.453 (0.037)	0.433† (0.077)	0.324* (0.080)
3 (151/143)	0.403 (0.031)	0.341 (0.060)	0.232 (0.059)	0.427 (0.031)	0.375 (0.066)	0.262 (0.064)
4 (160/155)	0.437 (0.047)	0.403 (0.080)	0.303* (0.079)	0.452 (0.045)	0.438 (0.079)	0.338* (0.081)
5 (146/139)	0.456 (0.053)	0.414† (0.084)	0.286* (0.076)	0.481 (0.056)	0.455† (0.082)	0.323† (0.079)
Pseudo R <sup>2</sup>	0.008	0.060	0.093	0.008	0.061	0.096
N	966			930		
Sex		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓
Age		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓
Household Income		✓	✓		✓	✓
Ideological self- ID			✓			✓
Party self-ID			✓			✓
Type of high school		✓	✓		✓	✓
Census division		✓	✓		✓	✓
County rural %		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓

Median zip code household income		✓	✓		✓	✓
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Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from logistic regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. The 5 concepts comprising the CRT index consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Question prompt for outcome variable reads as follows: “How comfortable would you have been to criticize a White schoolmate (if none, imagine if there were) during your school years?”. Margins indicate the probability of an “Very/Somewhat comfortable” (vs. “Very/Somewhat uncomfortable,” “Neither comfortable nor uncomfortable,” and “Don’t know”) response when respondents who gave “Don’t know” responses are included (i.e., coded as “0”) and excluded in the outcome variable and CRT index, respectively. Baseline margins are reported in column (a), and covariate-adjusted margins in columns (b) and (c). The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.8.1 Baseline and adjusted effects of high school type on volume of CSJ and CRT-related exposure

	All CSJ concepts: Taught (0–8)			CRT-related concepts: Taught (0–5)			Gender-related concepts: Taught (0–3)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Public (1,149)	3.04 (0.080)	3.05 (0.054)	3.04 (0.055)	2.14 (0.055)	2.15 (0.039)	2.14 (0.038)	0.899 (0.036)	0.906 (0.029)	0.903 (0.030)
Private (168)	2.94 (0.304)	2.83 (0.269)	2.85 (0.241)	2.10 (0.197)	2.05 (0.184)	2.06 (0.168)	0.835 (0.125)	0.785 (0.105)	0.793 (0.096)
Parochial (27)	1.92** (0.394)	1.77*** (0.329)	1.89** (0.354)	1.35** (0.258)	1.27*** (0.226)	1.37** (0.244)	0.566† (0.184)	0.502* (0.150)	0.525* (0.153)
Homeschool (55)	2.25*** (0.233)	2.37** (0.219)	2.50** (0.211)	1.76* (0.174)	1.84† (0.170)	1.94 (0.167)	0.494*** (0.105)	0.529*** (0.100)	0.561** (0.100)
Adjusted R <sup>2</sup>	0.007	0.076	0.0113	0.004	0.064	0.100	0.007	0.061	0.078
	All CSJ concepts: Taught/Heard (0–8)			CRT-related concepts: Taught/Heard (0–5)			Gender-related concepts: Taught/Heard (0–3)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Public (1,149)	4.42 (0.091)	4.43 (0.056)	4.42 (0.058)	3.10 (0.059)	3.11 (0.040)	3.10 (0.040)	1.31 (0.041)	1.32 (0.028)	1.32 (0.029)
Private (168)	4.61 (0.213)	4.52 (0.185)	4.53 (0.182)	3.21 (0.135)	3.18 (0.125)	3.18 (0.125)	1.39 (0.096)	1.34 (0.077)	1.35 (0.075)
Parochial (27)	3.43* (0.479)	3.22** (0.436)	3.31* (0.423)	2.32* (0.334)	2.19** (0.324)	2.27* (0.322)	1.11 (0.194)	1.02c (0.160)	1.05† (0.155)
Homeschool (55)	3.20*** (0.259)	3.34*** (0.278)	3.42*** (0.266)	2.44** (0.187)	2.55** (0.192)	2.61* (0.192)	0.759*** (0.129)	0.790** (0.147)	0.809** (0.141)
Adjusted R <sup>2</sup>	0.013	0.087	0.114	0.009	0.068	0.088	0.012	0.071	0.090
Sex		✓	✓		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓		✓	✓
Age		✓	✓		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓		✓	✓
Household Income		✓	✓		✓	✓		✓	✓
Ideological self-ID			✓			✓			✓
Party self-ID			✓			✓			✓
Census division		✓	✓		✓	✓		✓	✓

County rural %		✓	✓		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from linear regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. “All CSJ concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 8 concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” “CRT-related concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 5 concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” “Gender-related concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 3 concepts: 1. “America is a patriarchal society;” 2. “The gender we identify with is more socially given than determined by our biology;” 3. “There are many genders, not just male and female.” Margins indicate the average number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses for a given exposure index. The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who reported attending a public high school are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

## Appendix C.8.2 Baseline and adjusted effects of party-ID on volume of CSJ and CRT-related exposure

	All CSJ concepts: Taught (0–8)			CRT-related concepts: Taught (0–5)			Gender-related concepts: Taught (0–3)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Democrat (492)	3.58 (0.121)	3.31 (0.123)	3.20 (0.126)	2.50 (0.078)	2.33 (0.084)	2.25 (0.089)	1.08 (0.056)	0.980 (0.055)	0.954 (0.064)
Independent/DK (700)	2.84*** (0.111)	2.97† (0.098)	3.00 (0.106)	2.05*** (0.069)	2.14 (0.064)	2.16 (0.067)	0.788*** (0.049)	0.832† (0.045)	0.845 (0.050)
Republican (217)	2.17*** (0.135)	2.33*** (0.153)	2.46** (0.246)	1.49*** (0.093)	1.58*** (0.104)	1.69*** (0.098)	0.682*** (0.060)	0.756* (0.070)	0.771† (0.074)
Adjusted R <sup>2</sup>	0.048	0.113	0.115	0.045	0.095	0.099	0.026	0.085	0.083
	All CSJ concepts: Taught/Heard (0–8)			CRT-related concepts: Taught/Heard (0–5)			Gender-related concepts: Taught/Heard (0–3)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Democrat	4.91 (0.121)	4.56 (0.109)	4.52 (0.119)	3.41 (0.074)	3.19 (0.079)	3.16 (0.087)	1.51 (0.057)	1.37 (0.055)	1.36 (0.067)
Independent/DK	4.14*** (0.094)	4.32 (0.094)	4.33 (0.102)	2.96*** (0.058)	3.07 (0.058)	3.07 (0.065)	1.18*** (0.048)	1.26 (0.048)	1.26 (0.053)
Republican	3.96*** (0.152)	4.13† (0.164)	4.18 (0.185)	2.76*** (0.107)	2.87* (0.116)	2.92 (0.122)	1.20*** (0.064)	1.26 (0.071)	1.27 (0.085)
Adjusted R <sup>2</sup>	0.028	0.130	0.133	0.022	0.099	0.102	0.022	0.104	0.104
Sex		✓	✓		✓	✓		✓	✓



Race/Ethnicity		✓	✓		✓	✓		✓	✓
Age		✓	✓		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓		✓	✓
Household Income		✓	✓		✓	✓		✓	✓
Sexual orientation		v	✓						
Father's Party-ID		✓	✓						
Mother's Party-ID		✓	✓						
Ideological self-ID			✓			✓			✓
Census division		✓	✓		✓	✓		✓	✓
County rural %		✓	✓		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from linear regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. "All CSJ concepts" refers to indexes that add the number of "Been taught this" and/or "Been taught this/Heard about this from an adult at school" responses respondents gave across the following 8 concepts: 1. "America is a systemically racist society;" 2. "In America, white people have white privilege;" 3. "In America, white people have unconscious biases that negatively affect non-white people;" 4. "America is built on stolen land;" 5. "Discrimination is the main reason for differences in wealth or other outcomes between races or genders;" 6. "America is a patriarchal society;" 7. "Gender is an identity choice, regardless of the biological sex you were born into;" 8. "There are many genders, not just male and female." "CRT-related concepts" refers to indexes that add the number of "Been taught this" and/or "Been taught this/Heard about this from an adult at school" responses respondents gave across the following 5 concepts: 1. "America is a systemically racist society;" 2. "In America, white people have white privilege;" 3. "In America, white people have unconscious biases that negatively affect non-white people;" 4. "America is built on stolen land;" 5. "Discrimination is the main reason for differences in wealth or other outcomes between races or genders." "Gender-related concepts" refers to indexes that add the number of "Been taught this" and/or "Been taught this/Heard about this from an adult at school" responses respondents gave across the following 3 concepts: 1. "America is a patriarchal society;" 2. "The gender we identify with is more socially given than determined by our biology;" 3. "There are many genders, not just male and female." Margins indicate the average number of "Been taught this" and/or "Been taught this/Heard about this from an adult at school" responses for a given exposure index. The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who self-identified as "Strong/Weak Democrat" are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

### Appendix C.8.3 Baseline and adjusted effects of ideological self-placement on volume of CSJ and CRT-related exposure

	All CSJ concepts: Taught (0–8)			CRT-related concepts: Taught (0–5)			Gender-related concepts: Taught (0–3)		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Liberal (489)	3.53 (0.140)	3.28 (0.102)	3.15 (0.110)	2.47 (0.090)	2.32 (0.074)	2.23 (0.081)	1.06 (0.059)	0.962 (0.042)	0.919 (0.048)

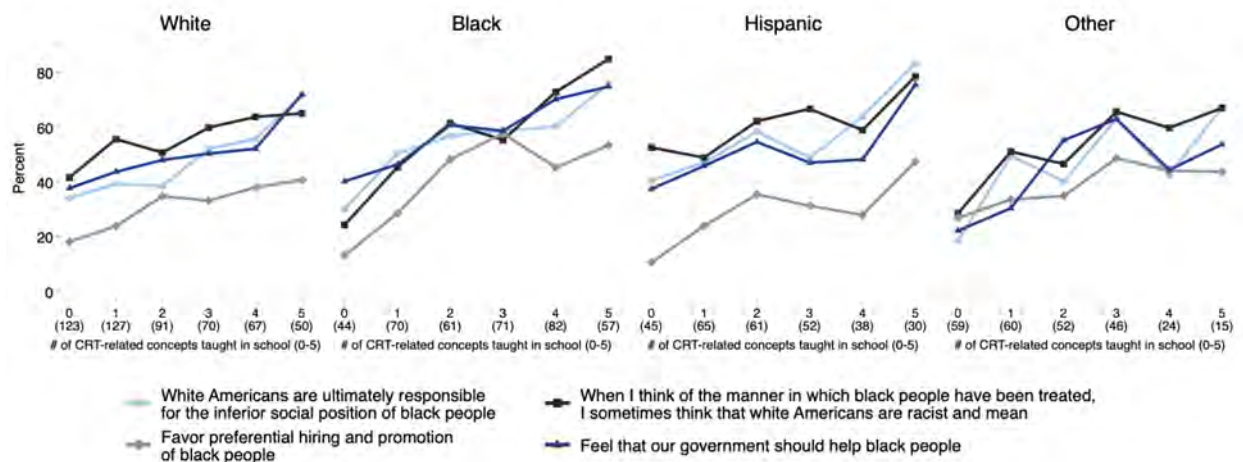
Moderate/DK (703)	2.80*** (0.087)	2.90** (0.068)	2.92 (0.069)	2.02*** (0.062)	2.07* (0.058)	2.08 (0.060)	0.779*** (0.038)	0.823* (0.032)	0.841 (0.036)
Conservative (207)	2.21*** (0.123)	2.49*** (0.142)	2.72* (0.130)	1.53*** (0.093)	1.70*** (0.109)	1.88* (0.103)	0.686*** (0.060)	0.793* (0.063)	0.838 (0.067)
Adjusted R <sup>2</sup>	0.042	0.109	0.118	0.038	0.090	0.100	0.024	0.084	0.086
	All CSJ concepts: Taught/Heard (0–8)			CRT-related concepts: Taught/Heard (0–5)			Gender-related concepts: Taught/Heard (0–3)		
Liberal (489)	4.77 (0.150)	4.48 (0.106)	4.39 (0.122)	3.31 (0.088)	3.14 (0.077)	3.08 (0.090)	1.47 (0.074)	1.34 (0.045)	1.31 (0.058)
Moderate/DK (703)	4.23** (0.103)	4.37 (0.085)	4.42 (0.083)	3.02** (0.076)	3.09 (0.069)	3.12 (0.074)	1.21** (0.038)	1.28 (0.039)	1.30 (0.044)
Conservative (207)	3.87*** (0.168)	4.12 (0.190)	4.19 (0.198)	2.71*** (0.119)	2.87 (0.141)	2.93 (0.139)	1.16** (0.072)	1.25 (0.072)	1.26 (0.083)
Adjusted R <sup>2</sup>	0.019	0.129	0.132	0.014	0.098	0.100	0.015	0.103	0.105
Sex		✓	✓		✓	✓		✓	✓
Race/Ethnicity		✓	✓		✓	✓		✓	✓
Age		✓	✓		✓	✓		✓	✓
Educational attainment		✓	✓		✓	✓		✓	✓
Household Income		✓	✓		✓	✓		✓	✓
Sexual orientation		✓	✓						
Father's Party- ID		✓	✓						
Mother's Party- ID		✓	✓						
Party-ID			✓			✓			✓
Census division		✓	✓		✓	✓		✓	✓
County rural %		✓	✓		✓	✓		✓	✓
County school segregation		✓	✓		✓	✓		✓	✓
County Partisanship		✓	✓		✓	✓		✓	✓
CES 2020 County Racial Liberalism		✓	✓		✓	✓		✓	✓
Zip code % white		✓	✓		✓	✓		✓	✓
Median zip code household income		✓	✓		✓	✓		✓	✓

Note: Data are weighted. Sample sizes are in parentheses in first column. Cell entries are predicted margins from linear regression models with state-clustered robust standard errors in parentheses. To facilitate comparisons between models, sample sizes are held constant across models. “All CSJ concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 8 concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” “CRT-related concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 5 concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” “Gender-related concepts” refers to indexes that add the number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses respondents gave across the following 3 concepts: 1. “America is a patriarchal society;” 2. “The gender we identify with is more socially given than determined by our biology;” 3. “There are many genders, not just male and female.” Margins indicate the average number of “Been taught this” and/or “Been taught this/Heard about this from an adult at school” responses for a given exposure index. The control variables included in each model are shown in the bottom rows. Respondents with missing data on control variables are excluded from the analysis. Respondents who self-identified as “Very/Slightly liberal” are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

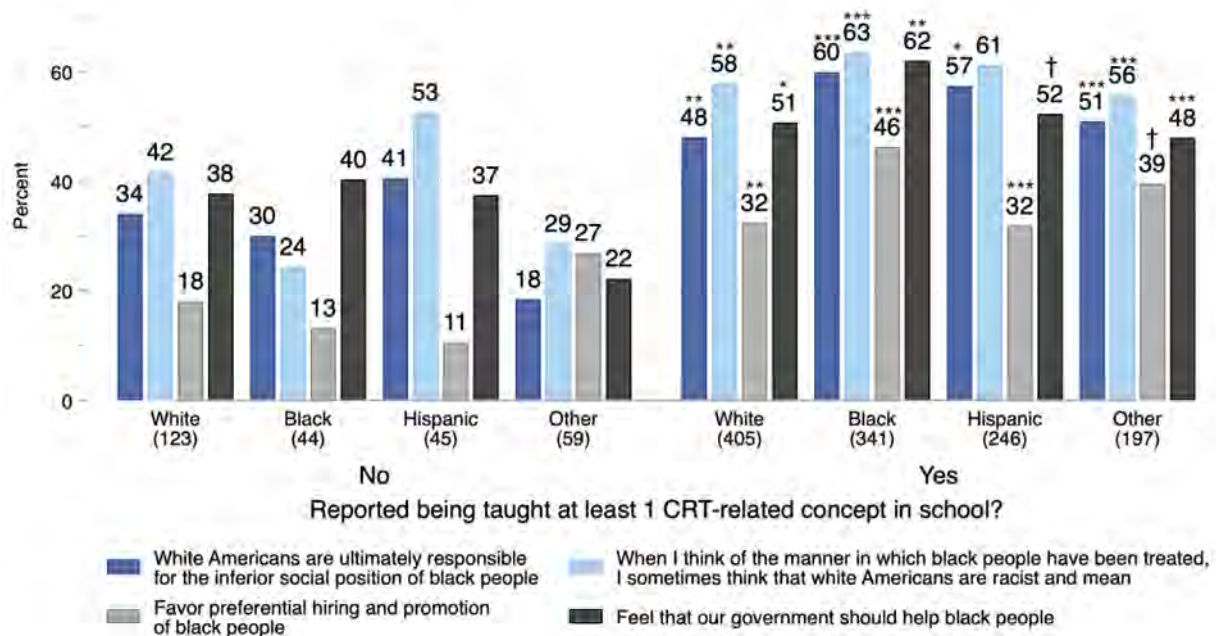
## Appendix D. Selected Graphs of Results By Race/Ethnicity

### Appendix D.1.1 Racial attitudes and policy preferences by volume of CRT-related exposure and race/ethnicity



Note: Data are weighted. Sample sizes are in parentheses. Lines represent the percent of respondents who gave “Strongly/Somewhat agree” (vs. “Strongly/Somewhat disagree,” “Neither agree nor disagree,” and “Don’t know”), “Favor” (vs. “Oppose,” “Neither favor nor oppose,” and “Don’t know”), and “Should help Black people” (vs. “Should not be giving special treatment to Black people,” “Neither,” and “Don’t know”) responses to the items listed in the legend. The 5 concepts comprising the CRT index (x-axis) consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.”

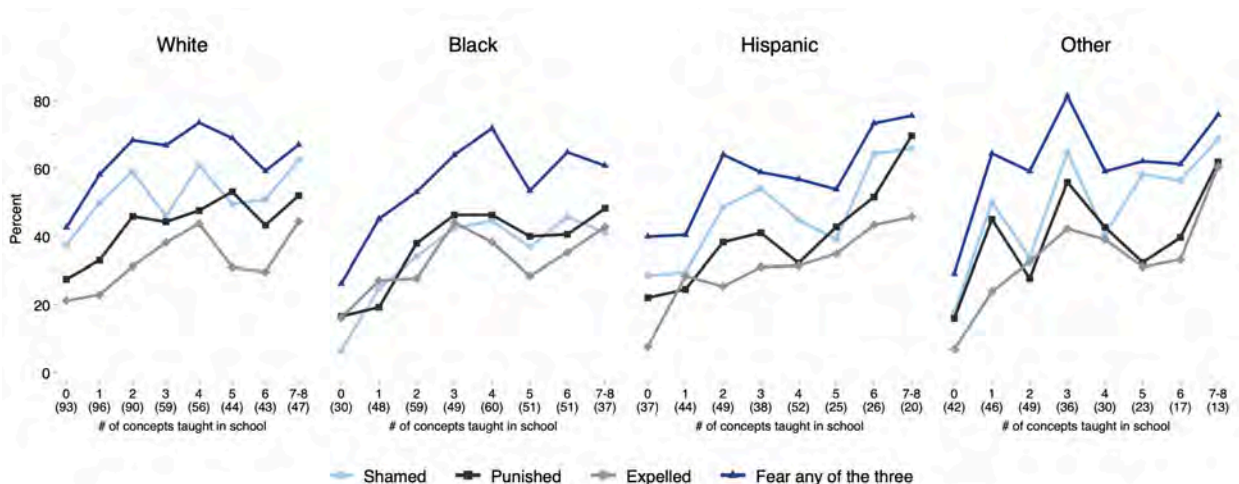
### Appendix D.1.2 Racial attitudes and policy preferences by CRT-related exposure (none vs. some) and race/ethnicity



Note: Data are weighted. Sample sizes are in parentheses. Bars represent the percent of respondents who gave “Strongly/Somewhat agree” (vs. “Strongly/Somewhat disagree,” “Neither agree nor disagree,” and “Don’t know”), “Favor” (vs. “Oppose,” “Neither favor nor oppose,” and “Don’t know”), and “Should help Black people” (vs. “Should not be giving special treatment to Black people,” “Neither,” and “Don’t know”) responses to the items listed in the legend. Predictor variable codes whether respondents reported being taught (1) or did not report being taught (0) 1 or more of the following 5 CRT-related concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.” Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

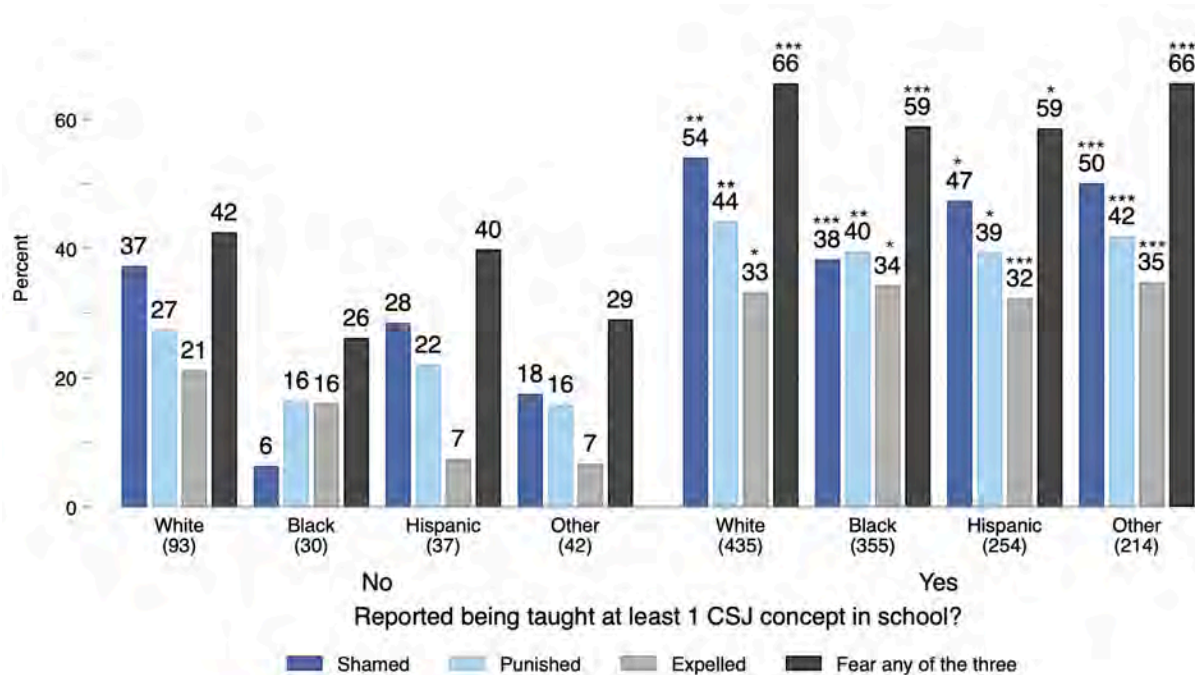
## Appendix D.2.1 “Fear” responses by volume of CSJ exposure and race/ethnicity



Note: Data are weighted. Sample sizes are in parentheses. Question prompts for outcome variables read as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being [SHAMED/PUNISHED/EXPELLED] from school for voicing your opinions on controversial subjects?”. Lines represent the percent of respondents who gave “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) responses to each and at least one of the 3 questions (dark blue lines). The 8 concepts comprising the CSJ index (x-axis) consist of the following: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders.”

“In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined.

## Appendix D.2.2 “Fear” responses by CSJ exposure (none vs. some) and race/ethnicity



Note: Data are weighted. Sample sizes are in parentheses. Question prompts for outcome variables read as follows: “Thinking generally about your time in high school, college, or other educational settings, were you ever fearful of being [SHAMED/PUNISHED/EXPELLED] from school for voicing your opinions on controversial subjects?”. Bars represent the percent of respondents who gave “Yes, I was fearful of this” (vs. “No, I was not fearful of this” and “Don’t know”) responses to each and at least one of the 3 questions (black bars). Predictor variable codes whether respondents reported being taught (1) or did not report being taught (0) 1 or more of the following 8 CSJ concepts: 1. “America is a systemically racist society;” 2. “In America, white people have white privilege;” 3. “In America, white people have unconscious biases that negatively affect non-white people;” 4. “America is built on stolen land;” 5. “Discrimination is the main reason for differences in wealth or other outcomes between races or genders;” 6. “America is a patriarchal society;” 7. “Gender is an identity choice, regardless of the biological sex you were born into;” 8. “There are many genders, not just male and female.” Owing to the small number of respondents who gave a “Been taught this” response to all 8 concepts, respondents who gave this response to 7 or more concepts are combined. Respondents who did not report being taught any of the 5 CRT-related concepts are the reference group for tests of statistical significance.

†p < 0.1, \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001.

## Appendix E. Externally Obtained/Merged Control Variables

Variable	Description	Source	Weighted Sample Mean (Standard Deviation)	Min, Max
County rural share	Percent of a county’s population living in rural area	2022 County Health Rankins/Census	20.3 (25.6)	0, 100

		Population Estimates (2010)		
County racial school segregation	The extent to which students within different race and ethnicity groups are unevenly distributed across schools when compared with the racial and ethnic composition of the local population. The index ranges from 0 to 1 with lower values representing a school composition that approximates race and ethnicity distributions in the student populations within the county, and higher values representing more segregation.	2022 County Health Rankings/National Center for Education Statistics	0.160 (0.094)	0, 0.48
Local partisanship	Difference between the proportions of a county that voted for Biden vs. Trump in the 2020 presidential election	MIT Election Data and Science Lab: County Presidential Election Returns 2000–2020	0.040 (0.289)	–0.773, 0.738
Zip code white composition	Percent of a zip code’s population that is white	2015–2019 American Community Survey	69.4 (22.4)	1.6, 100
Median zip code household income	Median household income in zip code of respondent	2015–2019 American Community Survey	63,990 (24,703)	12,025, 213,919
County racial liberalism	Z-scored averaged index of the following ordinal items, which are then aggregated and averaged by county: 1. Irish, Italians, Jews, and many other minorities overcame prejudice and worked their way up. Blacks should do the same without any special favors (1=Strongly agree, 5=Strongly disagree) 2. Generations of slavery and discrimination have created conditions that make it difficult for blacks to work their way out of the lower class (1=Strongly disagree, 5=Strongly agree) 3. White people in the U.S. have certain advantages because of the color of their skin (1=Strongly disagree, 5=Strongly agree) 4. Racial problems in the U.S. are rare, isolated situations (1=Strongly agree, 5=Strongly disagree)	2020 Cooperative Election Survey	–0.055 (0.390)	–1.83, 1.39

<sup>1</sup> See, e.g., Zachary Goldberg, “[Explaining Shifts in White Racial Liberalism: The Role of Collective Moral Emotions and Media Effects](#),” Chapter 7, PhD diss., Georgia State University, May 2, 2022.

<sup>2</sup> By “exclude,” we mean excluding any respondent who gave even a single “Don’t know” response to the exposure questions from the analysis. Doing this, of course, will substantially reduce statistical power for detecting statistically significant differences between respondents who reported being taught vs. did not report being taught

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CSJ and CRT-related concepts. But the importance is to compare the pattern of estimates from such models to that in which all information (or all “Don’t knows”) is retained. If very similar, the results from the latter or “complete data” models (which are more likely to be statistically significant) become more trustworthy.

<sup>3</sup> More specifically, 75% selected “Child” when asked to indicate their relationship to their residences’ householder. These data can be accessed and downloaded via, “[Current Population Survey Data for Social, Economic and health Research](#),” IPUMS CPS.

<sup>4</sup> If the reader is wondering, the purpose of controlling for ideology and party-ID in separate models relates to the questionability of using them control variables. Specifically, if exposure causally influences political identification—as we propose in the body of this report--then controlling for the latter is likely to result in downwardly biased estimates of the effect of exposure on attitudinal outcomes. Thus, models that control for political identification can be considered more exploratory.