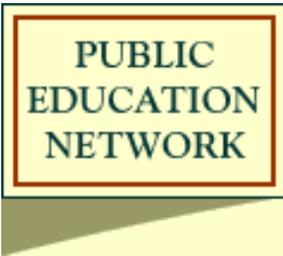


Public Education Network and *Education Week*

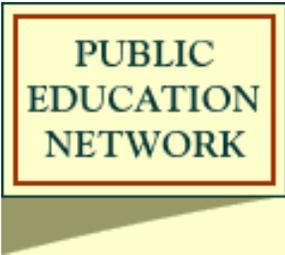
Presentation of findings from focus groups and a nationwide survey among 800 registered voters with oversamples of 125 registered African-Americans and 125 registered Latinos

February 2003



Survey Methodology

- ❖ **2003:** Lake Snell Perry & Associates designed and administered this survey which was conducted by phone using professional interviewers. The survey reached 1,050 registered voters ages 18 or older nationwide. The survey was conducted between January 22nd and January 28th, 2003. Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The sample was stratified geographically by state based on the proportion of voters in each region. The interviews consisted of a base sample of 800 registered men and women voters with oversamples of 125 registered Latino voters and 125 registered African-American voters. The oversamples were weighted into the base sample so that each respondent in these groups reflect their actual contribution to the total population of registered voters. The sample size with these weights applied is 800 cases. Data were weighted by party identification, education and marital status to reflect the attributes of the actual population of registered voters. The margin of error is +/-3%.
- ❖ **2002:** Lake Snell Perry & Associates designed and administered this survey which was conducted by phone using professional interviewers. The survey reached 1,050 registered voters ages 18 or older nationwide. The survey was conducted between January 15th and January 21st, 2002. Telephone numbers for the survey were drawn from a random digit dial sample (RDD). The sample was stratified geographically by state based on the proportion of voters in each region. The interviews consisted of a base sample of 800 registered men and women voters with oversamples of 125 registered Latino voters and 125 registered African-American voters. The oversamples were weighted into the base sample so that each respondent in these groups reflect their actual contribution to the total population of registered voters. The sample size with these weights applied is 800 cases. Data were weighted by race and education to reflect the attributes of the actual population of registered voters. The margin of error is +/-3%.
- ❖ **2001:** Lake Snell Perry & Associates designed and administered this survey which was conducted by phone using professional interviewers. The survey reached 1,175 registered voters ages 18 or older nationwide. The survey was conducted between January 8th and January 15th, 2001. Telephone numbers for the survey were drawn from a random digit dial sample (RDD) for the base sample and oversample of African-Americans and from listed samples for the oversamples of 18-24 year-olds and Latinos. The sample was stratified geographically by state based on the proportion of voters in each region. The interviews consisted of a base sample of 800 registered men and women voters with oversamples of 125 registered Latino voters, 125 registered African-American voters, and 125 registered 18-24 year-olds. The oversamples were weighted into the base sample so that each respondent in these groups reflect their actual contribution to the total population of registered voters. The sample size with these weights applied is 800 cases. Data were weighted by age and education to reflect the attributes of the actual population of registered voters. The margin of error is +/-2.9%.



Focus Group Methodology

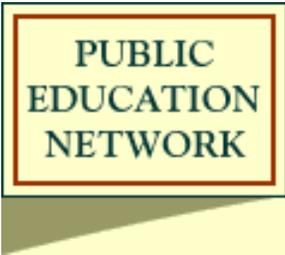
- ❖ Lake Snell Perry & Associates conducted three focus groups in Richmond, Virginia on November 25, 2002 as preparation for the nationwide poll.

Richmond, Virginia – November 25, 2002

White Voters (Mixed Gender)

African-American Voters (Mixed Gender)

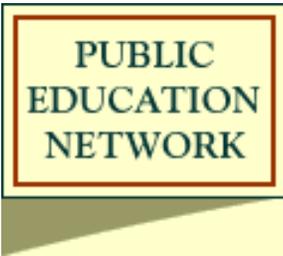
Latino Voters (Mixed Gender)



Strategic Summary

The Context

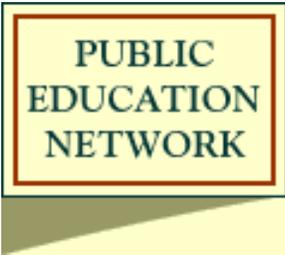
- There is tremendous saliency for education. In tough budget times voters would protect education, but there is rising competition from health care. Older voters are less supportive of education because of the competition with health care. Quality public education is a basic value for most Americans across all groups.
- There is support for raising taxes for education, particularly if the money is 'earmarked' for education. However, voters are tax sensitive and want accountability. Just a bare majority would support raising taxes for a failing school.
- At the same time, voters are not particularly wedded to tax cuts and solidly feel they would be more impacted by cuts in education and health care than by rising taxes.
- Within education, voters prioritize early childhood education, teacher quality and class size reduction. Early childhood education has pulled even farther ahead as an area to be protected from cuts, while class size reduction has receded slightly.



Strategic Summary

Voting Issues

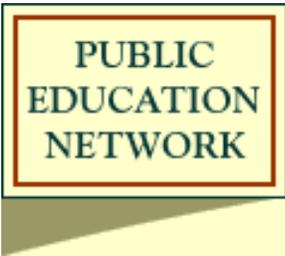
- Voters want office holders at all levels to be held more accountable and to be more involved in education. They are particularly responsive to state legislators doing so, but assign responsibility to local, state, and national government.
- Voters look to re-elect officials who are informed about education and who will fight to protect funding.
- The voting agenda is diffuse, but includes protecting funding, getting federal funding, early childhood education, class size and teachers. Voters overall are less supportive of high-stakes testing. African-American voters are most sensitive to testing and Republicans are most test-oriented, but still rank funding and early childhood education equal to testing.
- Voters are not willing to blame students or teachers for the failures of schools, nor do they see teacher quality requirements as being punitive to teachers. All voters believe parents are the most responsible for successful schools.
- There is a partisan-driven split on vouchers with whites and Republicans being most supportive and Democrats being most opposed.



Strategic Summary

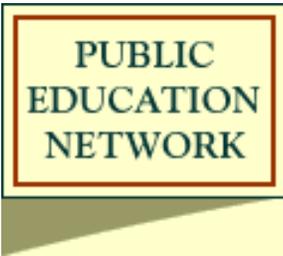
No Child Left Behind

- No Child Left Behind is complex and the feelings toward the law reflect this. The basic instinct by voters is to be supportive. However nearly half of the respondents have not heard of the law. A plurality believe the money for the requirements should come from the federal government.
- When voters learn that the federal government does not provide adequate or full funding for No Child Left Behind, support of the law is somewhat tempered, but still achieves majority support.
- Voters are not punitive toward or radical about failing schools. They say they are most willing to find out more information about why the school is failing. They are unwilling to shut down the failing school.



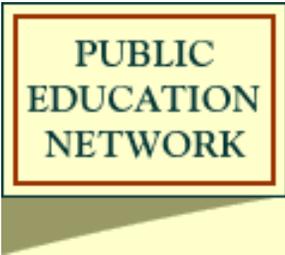
Executive Summary: Budget Cuts

- A majority of voters believe their state will likely face a serious deficit this year; one-quarter believe this will be an extremely serious deficit.
- Focus group respondents see their state as having a deficit.
- Focus group respondents also see states everywhere as having budget deficits.
- Two thirds of voters see the budget cuts in their state as having at least some impact on them and their community now and in the future, though the intensity is low.
- Despite tough times, voters overwhelmingly volunteer that they want to see education protected from state budget cuts.
- Over the past year, education remains the top program to be protected, while health care has seen a big jump.



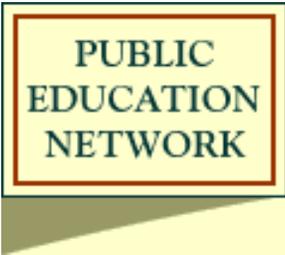
Executive Summary: Budget Cuts (cont.)

- Focus group participants say education should be protected from budget cuts.
- The more serious the state budget deficit is perceived to be, the more likely voters are to place education programs as those they want to see protected.
- Two-thirds of voters say education programs have been somewhat affected by budget cuts. They express more worry about future cuts. Three-quarters say they expect these programs to be affected.
- Focus group participants say they are concerned that budget cuts will lead to cuts in education on some level.
- By a two-to-one margin, voters say they are more worried about cuts to education and health care than their taxes going up. However, they are divided as to which would affect them more.



Executive Summary: Budget Cuts (cont.)

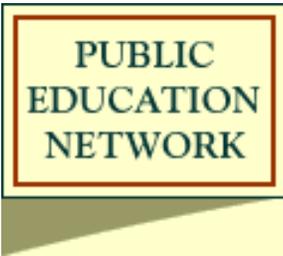
- Education and health care compete as the top funding priorities for federal and state funds. Tax cuts and transportation, roads and transit are of a lesser priority.
- Federal v. State budget priorities differ by race. Women, college-educated voters, parents, and younger voters place the highest priority on education.
- Voters show a willingness to increase taxes, but they are more willing to increase taxes if the money is specifically earmarked to improve public education.
- Earmarking the money particularly increases support among Republicans.
- Focus group participants also show willingness to pay more if they know it is going to the schools. Accountability is important in today's budget environment.



Executive Summary: Budget Cuts (cont.)

EDUCATION WEEK
American Education's Newspaper of Record

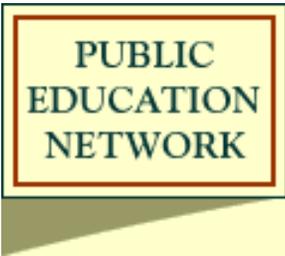
-
- Early childhood education has pulled farther ahead since last year as the area voters want to protect from budget cuts. Reducing class size has shown the biggest decline, but still ranks third.
 - Four in ten voters say raising teacher quality is the greatest priority to improve public education.



Executive Summary: No Child Left Behind

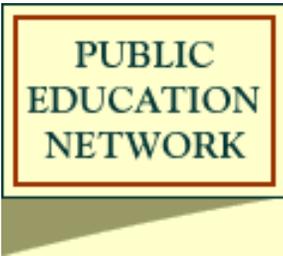
EDUCATION WEEK
American Education's Newspaper of Record

-
- Lack of parental involvement, shortage of resources and mismanagement are the top reasons voters give for a school to consistently perform poorly.
 - A majority of voters say they have seen, heard or read of the No Child Left Behind Act recently, but there are still 4 out of 10 who have not heard of it.
 - Initially, a plurality of voters say they are not sure if they favor or oppose the No Child Left Behind Act. However, after hearing more information, seven in ten voters favor the No Child Left Behind Act.
 - There is a net shift to favor No Child Left Behind after more information is given.



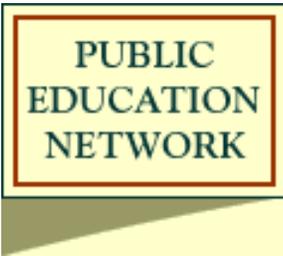
Executive Summary: No Child Left Behind (cont.)

- Republicans are more likely to favor No Child Left Behind initially, although half are unsure. After hearing more information about No Child Left Behind, support jumps for the new law across party lines. Even two-thirds of Democrats say they favor the law.
- Parents are more likely to favor No Child Left Behind initially than non-parents. Having heard more information, two-thirds of non-parents and three-quarters of parents support the No Child Left Behind Act.
- Focus group participants like the emphasis on state-set standards and the focus on core subjects like math and reading in the No Child Left Behind Act.
- Focus group respondents are doubtful about the implementation of the law, the emphasis on testing and the consequences if a school is declared 'failing.'



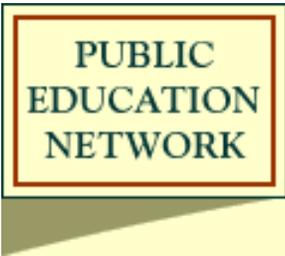
Executive Summary: No Child Left Behind (cont.)

- The image of No Child Left Behind is diffuse. Requiring teachers to be highly qualified and ensuring that all students from all groups are making progress stood out most from the description.
- Three-quarters of respondents believe schools will need more money to meet the requirements of No Child Left Behind.
- Voters divide about which level of government is most responsible to meet the provisions of No Child Left Behind.
- Learning that the federal government did not provide adequate or full funding to states for the requirements of No Child Left Behind lowers support, but a majority still favor it.
- At the end of the survey and after hearing the federal government does not provide adequate or full funding to states for the law's requirements, there is a net shift toward opposing No Child Left Behind, but a majority of voters continue to favor the law.



Executive Summary: No Child Left Behind (cont.)

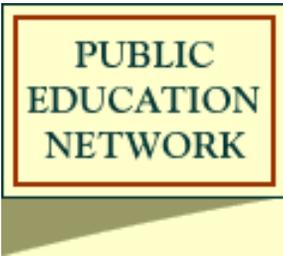
- After learning that the government did not provide adequate/full funding, support is somewhat tempered across party lines.
- After all the information about No Child Left Behind, both parents and non-parents continue to favor the law, with one third of parents favoring it intensely.
- While they see responsibility for all government levels in guaranteeing the provisions of No Child Left Behind are met, a plurality of voters, including Republicans and Democrats, believe the federal government should be responsible for any increased funding necessary to meet the requirements of No Child Left Behind.
- Focus group participants see the federal government as being at least partially, if not fully, responsible for funding No Child Left Behind.



Executive Summary: No Child Left Behind (cont.)

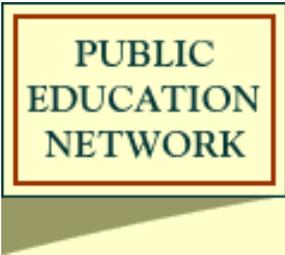
EDUCATION WEEK
American Education's Newspaper of Record

- A plurality of voters say they would be less likely to vote for a U.S. Senator or Congressperson who voted against a measure to provide significant federal funds necessary to implement No Child Left Behind.
- Voters of all parties are less likely to vote for a member who voted against providing significant funds.
- In order to improve teacher quality, an overwhelming majority of voters believe middle and high school teachers should be required to have a degree in the subject they teach. They are less favorable toward banning teachers with emergency licenses from teaching in low performing schools.



Executive Summary: Strong Schools & Personal Action

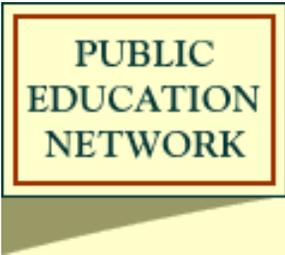
- Voters note high levels of parental involvement, strong leadership from officeholders to improve public education, a large and active PTA and a public knowledgeable of school board activities are most important for a community to have strong public schools.
- On a second tier, information about school performance, a business community that is active in education issues and large voter turnout for school board elections are seen as important in order for a community to have strong public schools.
- If a school in their community were designated as failing under this new law, voters would be most willing to find out more information about why the school is not succeeding. On a second tier, voters would write a letter to an officeholder, work to change the school's administration and join an organization to push for improvement.
- A majority of voters say they would pull their child out of the failing school and enroll them in another public school that is not failing and would support tax increases to improve school funding in the failing school. They are unwilling to work to shut down the failing school.



Executive Summary: Education, Accountability, & Officeholders

EDUCATION WEEK
American Education's Newspaper of Record

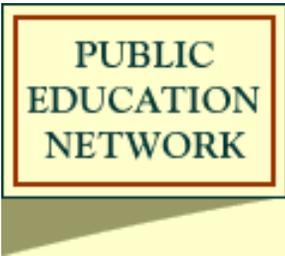
- Six in ten voters say education was one of the most important or a very important factor in the November elections for federal and state offices.
- Focus group respondents across racial lines say that education is a top tier issue for them.
- A majority of voters believe most officeholders aren't held accountable for their actions on education.
- Focus group participants see politicians as making promises on education, but not following through.
- Voters believe their Mayor or County Supervisor and their State Legislator should play a greater role in advocating for quality public education.
- Focus group participants see elected officials as having a responsibility to improve education.



Executive Summary: Education, Accountability, & Officeholders (cont.)

EDUCATION WEEK
American Education's Newspaper of Record

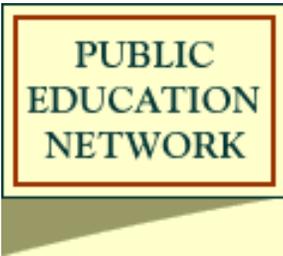
- Six in ten voters believe their State Legislator should play a big role in advocating for quality public education, while a plurality see a big role for their mayor.
- Knowing about education issues, fighting for more education funds and holding schools accountable for quality performance are given the highest priority for a mayor or county supervisor in order to make sure that low-performing schools succeed.
- Fighting for education resources and expanding after school programs are on a second tier, while voters don't see taking over the school district or giving schools to private management as priorities.
- Voters again prioritize knowing about education issues, fighting for more education funding and fighting for more education resources for their state legislator to make sure that low-performing schools succeed.



Executive Summary: Education, Accountability, & Officeholders (cont.)

EDUCATION WEEK
American Education's Newspaper of Record

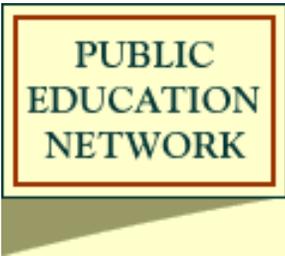
- Holding the schools accountable for quality performance and funding after school programs are on a second tier, while voters don't see taking over the school district or withholding funding from failing schools as priorities.
- Voters say they would be more likely to re-elect an official who fights for federal funds for education, supports providing more early childhood programs and protects education budgets from cuts.
- On a second tier, voters say they would be more likely to re-elect a candidate who supports getting tough on failing schools, votes to fund reducing class size, and supports investing more in teachers, including higher teacher pay.
- On a third tier, voters say they would be more likely to vote to re-elect an official who pushes for higher pay for teachers who work in low-performing schools, and who supports putting more money into low-performing schools. Items that barely get half or receive less than a majority of support include high-stakes testing, increasing taxes, and support of vouchers.



Executive Summary: Education, Accountability, & Officeholders (cont.)

EDUCATION WEEK
American Education's Newspaper of Record

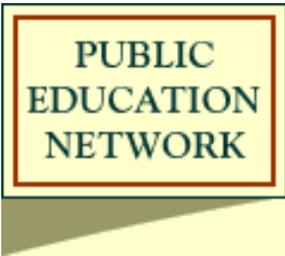
- There are distinct gender differences in when asked about re-election likelihood. Women are much more likely to re-elect a candidate who supports early childhood education and who votes to reduce school size. Men look at protecting education budgets.
- There are also differences between parties, with Democrats, Independents, and Republicans focusing on sharing federal funds and early childhood. Democrats and Independents also focus on education related budget cuts, while Republicans identify getting tough on failing schools as a reason to re-elect.
- While all three groups have the same top three reasons for re-electing an official, whites and African-Americans put fighting for their share of federal funds first, while Hispanics rate supporting early childhood programs as a top reason to re-elect.



Executive Summary: Education, Accountability, & Officeholders (cont.)

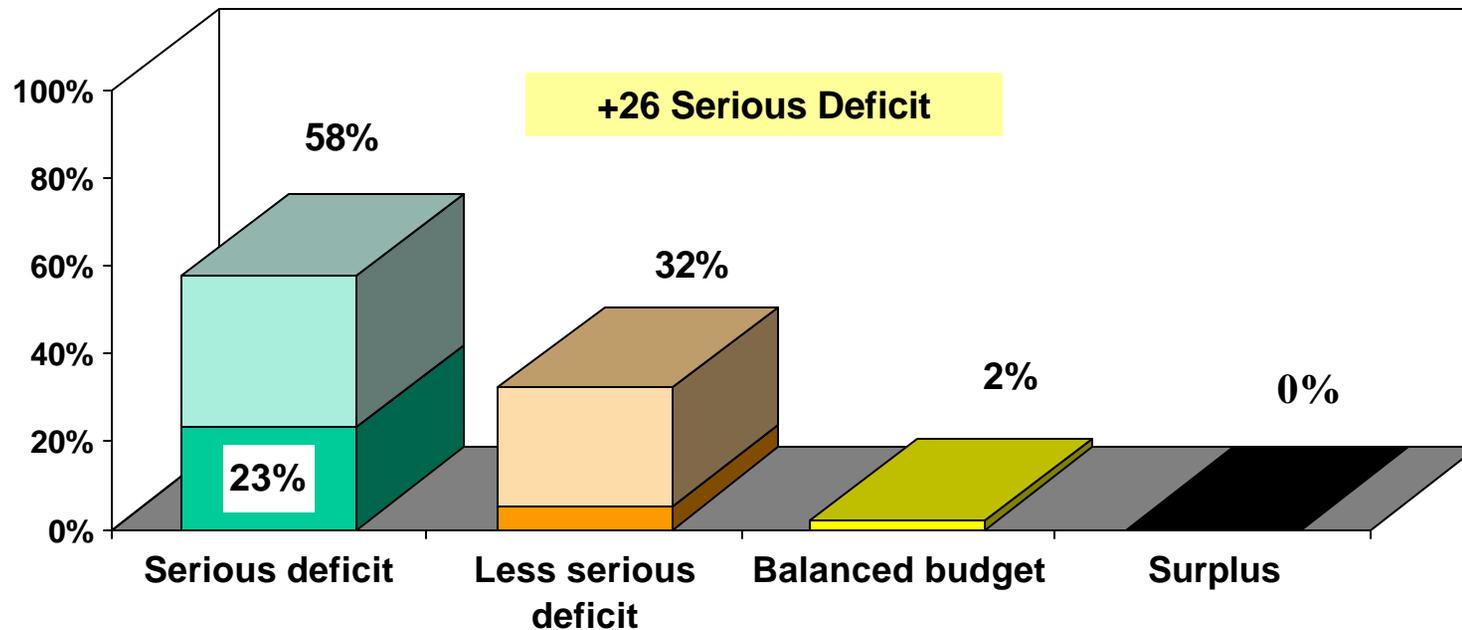
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- Voters of all age groups say they would be much more likely to re-elect an official who fights for their share of federal funds for education and supports more early childhood programs, but those under 45 focus more on protecting education from budget cuts while those over 45 are more concerned with getting tough on failing schools.
- While parents and non-parents seem to have similar interests in re-electing an official, parents place supporting more early childhood programs first, while non-parents focus on the fight for federal funds. Down the line, parents are more likely to re-elect on each point than non-parents.
- Voters in the focus groups say they keep up with their elected officials' actions on education through the media, firsthand experience and their voting record.

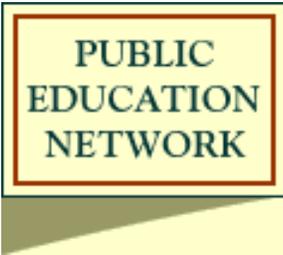


A majority of voters believe their state will likely face a serious deficit this year; one-quarter believe this will be an extremely serious deficit.

Is your state likely to face an extremely serious budget deficit this year, a very serious budget deficit, a somewhat serious deficit, a not so serious deficit, will your state have a balanced budget or will your state likely have a budget surplus?

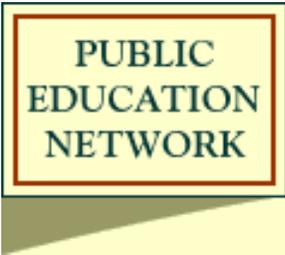


Latinos are more divided about the financial crisis facing their states. Forty-nine percent say their state faces a serious deficit (25% extremely serious) and 34% say their state faces a less serious deficit (5% not so serious). Among whites and African Americans, a majority see their state as having a serious deficit (59% and 54% respectively).



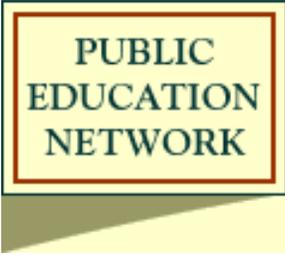
Focus group respondents see their state as having a deficit.

-
- **“I think we have a deficit.”** (*White man, Richmond*)
 - **“My teacher actually had to e-mail us some homework assignment because she didn’t want to waste the paper. I think that it’s sad. I think it’s very sad and, I mean, they’ve got to do something to raise money, something.”** (*White woman, Richmond*)
 - **“Tax revenue has gone down so our budgets are falling short.”** (*White man, Richmond*)
 - **“We have a deficit big time.”** (*Hispanic man, Richmond*)
 - **“It’s really bad out there right now.”** (*African-American man, Richmond*)



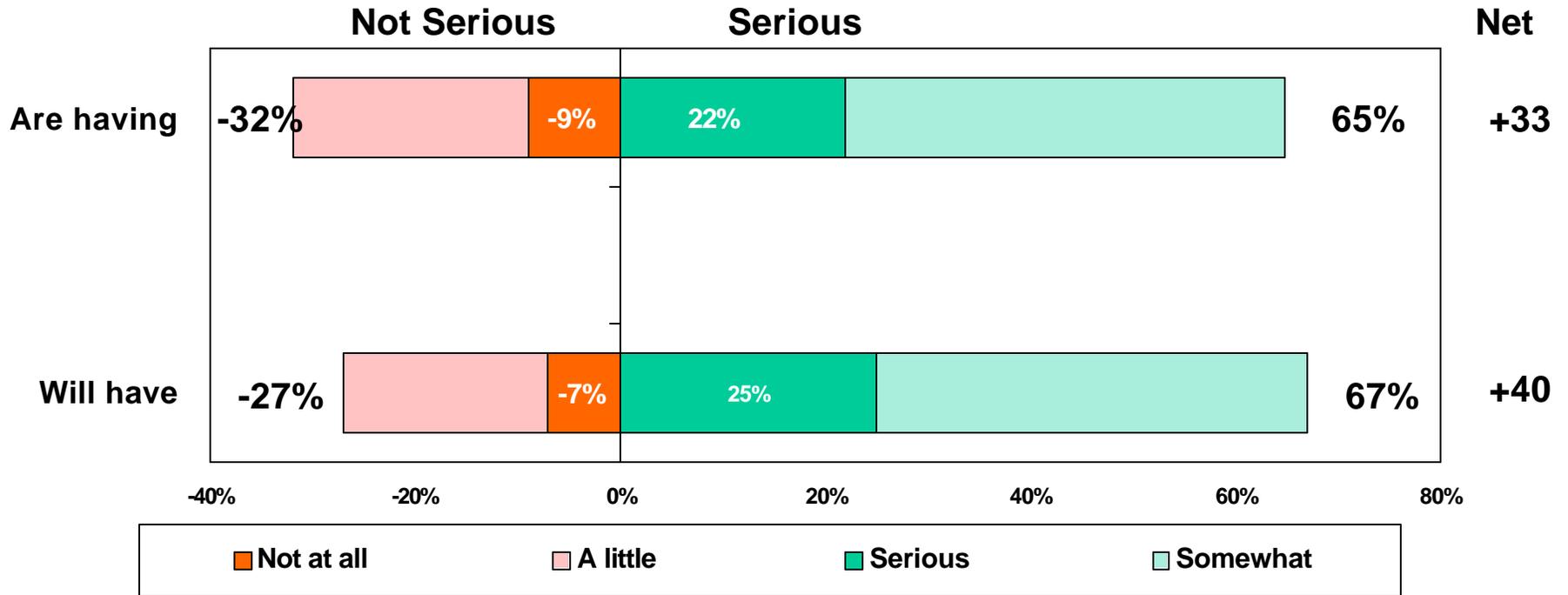
Focus group respondents also see states everywhere as having budget deficits.

-
- **“It seems like it is happening everywhere.”** (*Hispanic woman, Richmond*)
 - **“Because of the general economy of the United States.”** (*White man, Richmond*)
 - **“Tax revenue has gone down so our budgets are falling short.”** (*White man, Richmond*)
 - **“But then all states spend like there was no tomorrow.”** (*White woman, Richmond*)

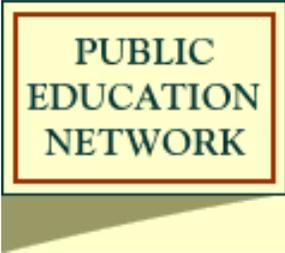


Two thirds of voters see the budget cuts in their state as having at least some impact on them and their community now and in the future, though the intensity is low.

Would you say budget cuts in your state are having **OR** will have a serious impact personally on you and your community, somewhat of an impact, a little impact, or no impact at all on you and your community? (Split Sampled Questions – Asked of only half of respondents).



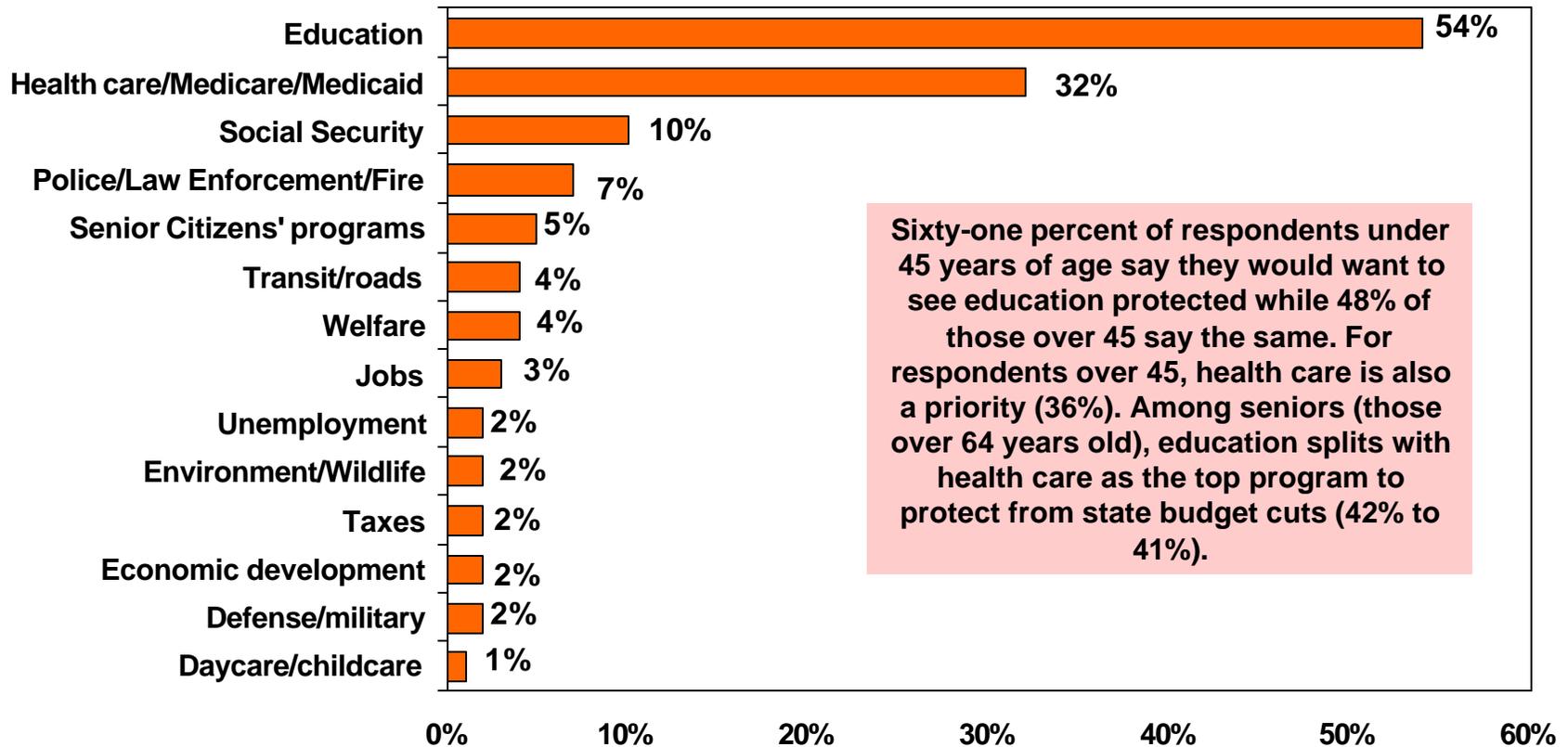
While both parents and non-parents believe the budget cuts in the state will have a serious impact on them and their communities, parents are more likely to think so in the future (77% will have serious impact and 63% will have serious impact, respectively).



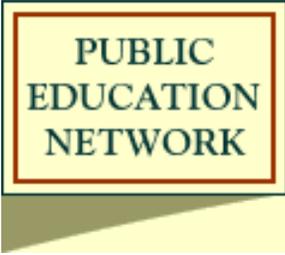
Despite tough times, voters overwhelmingly volunteer that they want to see education protected from state budget cuts.

If your state were to face budget cuts this year, what one or two institutions or programs would you want to see protected from being cut?

Save from budget cuts



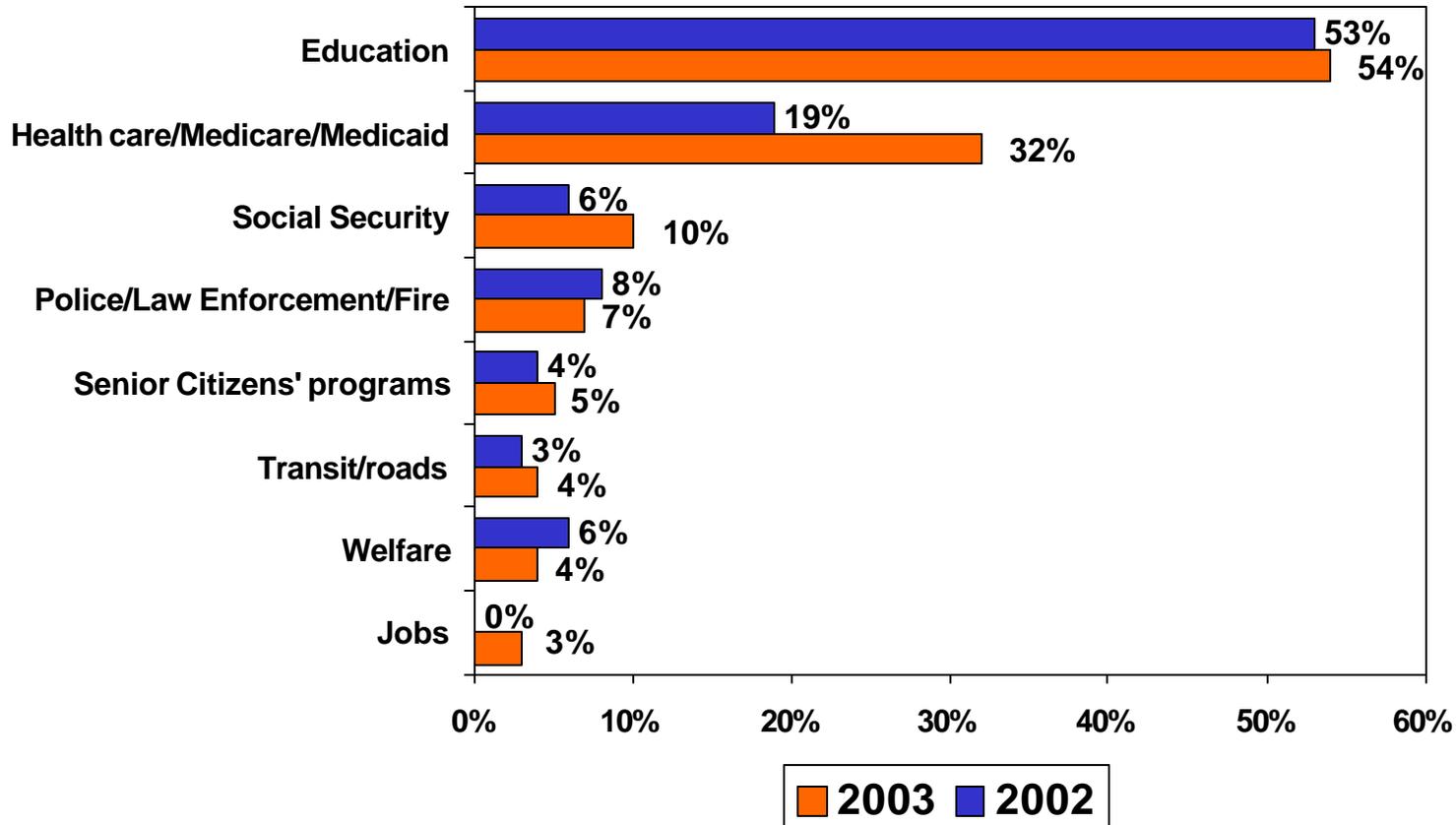
Sixty-one percent of respondents under 45 years of age say they would want to see education protected while 48% of those over 45 say the same. For respondents over 45, health care is also a priority (36%). Among seniors (those over 64 years old), education splits with health care as the top program to protect from state budget cuts (42% to 41%).

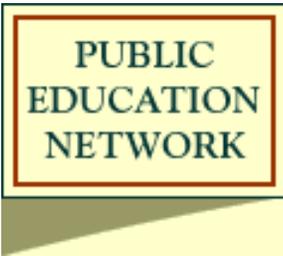


Over the past year, education remains the top program to be protected, while health care has seen a big jump.

If your state were to face budget cuts this year, what one or two institutions or programs would you want to see protected from being cut?

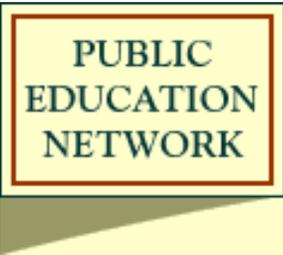
Save from budget cuts





Focus group participants say education should be protected from budget cuts.

-
- **“I don’t think any kind of education should be touched.”** (*White woman, Richmond*)
 - **“Core classrooms. Okay, so the football team doesn’t get any uniforms or the old goal post has to stay up one more year. You concentrate on the basics and if some of that other extracurricular stuff has to suffer, then that’s okay. I mean, that would be the place for it.”** (*White woman, Richmond*)
 - **“It should be safe. It’s the only thing, but I think it should be safe.”** (*African-American man, Richmond*)



The more serious the state budget deficit is perceived to be, the more likely voters are to place education programs as those they want to see protected.

EDUCATION WEEK
American Education's Newspaper of Record

If your state were to face budget cuts this year, what one or two institutions or programs would you want to see protected from being cut?

Extremely serious deficit

Education: 63%
Health care: 30%
Police/law enforcement/fire: 8%

Very serious deficit

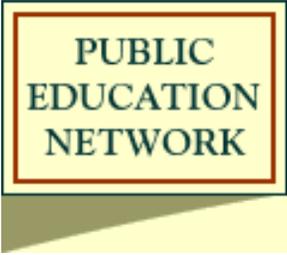
Education: 54%
Health care: 35%
Social Security: 14%

Somewhat serious deficit

Education: 51%
Health care: 32%
Social Security: 9%

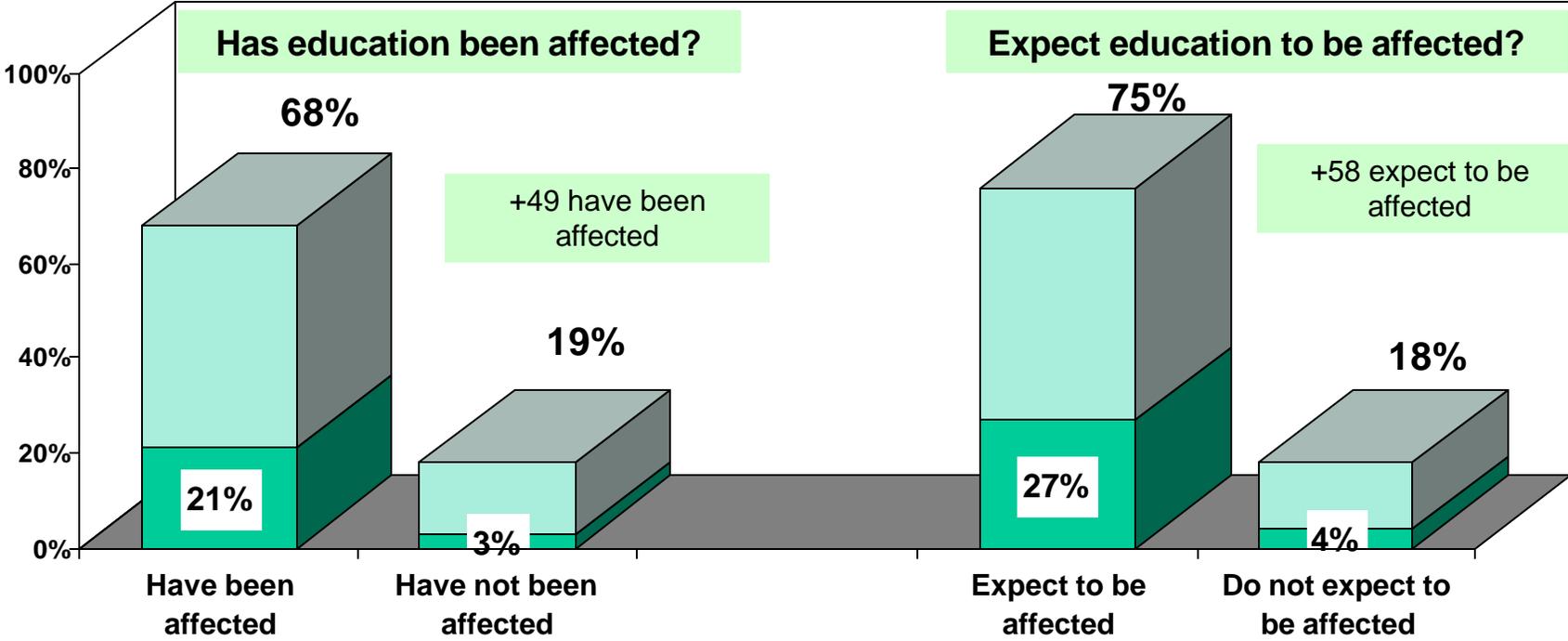
Not serious deficit

Education: 43%
Health care: 32%
Police/Roads
Environment: 7%

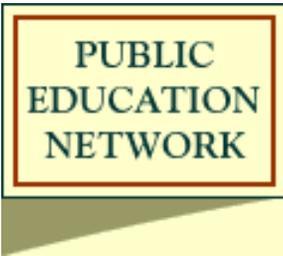


Two-thirds of voters say education programs have been somewhat affected by budget cuts. They express more worry about future cuts. Three-quarters say they expect these programs to be affected.

Have education programs in your state been seriously affected by budget cuts, somewhat affected, not very seriously affected or not at all affected by budget cuts **OR** Do you expect education programs in your state to be seriously affected by budget cuts, somewhat affected, not very seriously affected or not at all affected by budget cuts? (Split Sampled Question)



Darker colors signify intensity



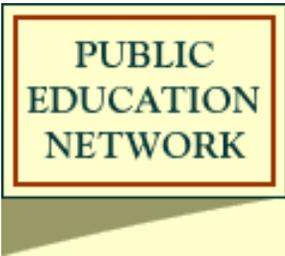
Focus group participants say they are concerned that budget cuts will lead to cuts in education on some level.

-
- **“And, to me, I don’t want to scapegoat the budget because I think there are a lot of dimensions relating there, but frankly, I’m very, very concerned about it and, specifically, when it comes to education.”** (*White man, Richmond*)

 - **“In the community college I know they have but I don't think there have been cuts in the public schools.”** (*Hispanic woman, Richmond*)

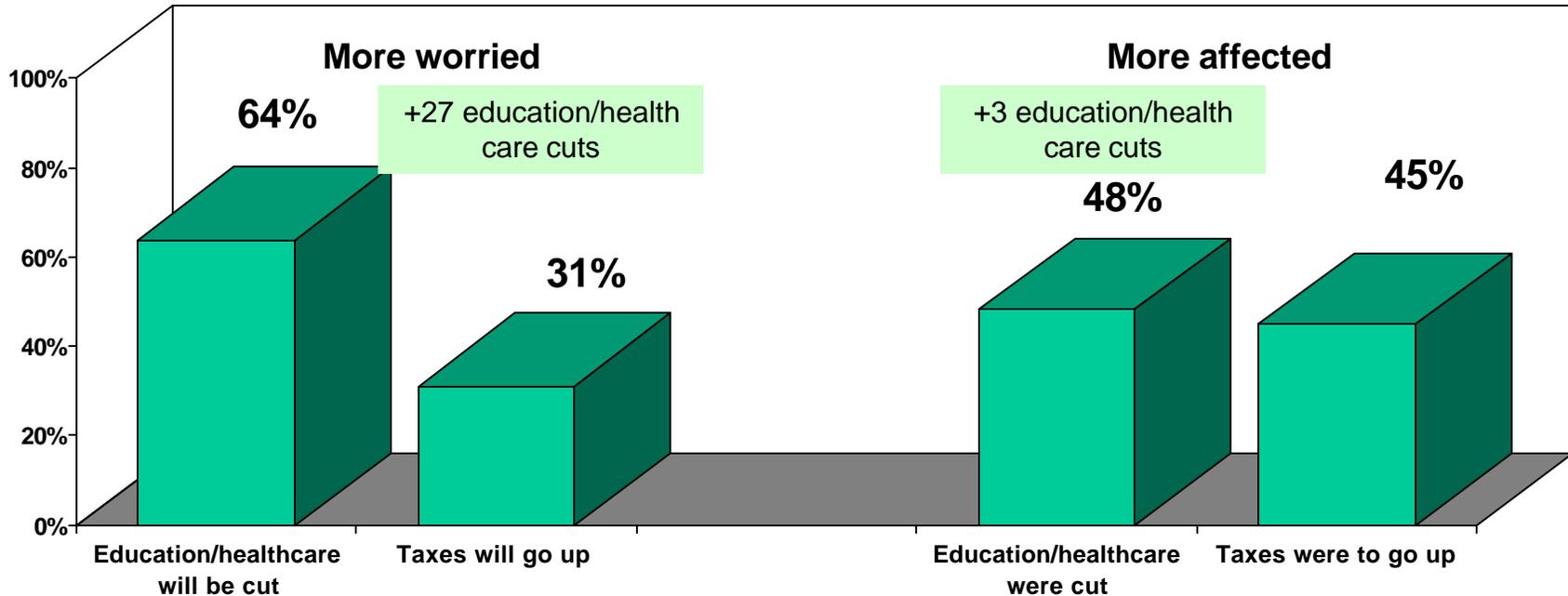
 - **“Maybe they are not hiring the teachers and filling in the positions that they might need. Teachers are hurting. They are underpaid and that is why there are not so many.”** (*Hispanic man, Richmond*)

 - **“There’s nothing you can do about it. They’re increasing the tuitions here at the state colleges, so hopefully that will keep them from cutting some of the—they’re cutting professors and just everybody.”** (*African-American woman, Richmond*)



By a two-to-one margin, voters say they are more worried about cuts to education and health care than their taxes going up. However, they are divided as to which would affect them more.

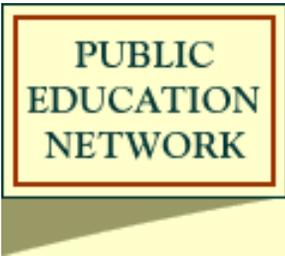
Given the current budget situation, are you more worried that education and health care will be cut or that your taxes will go up? **OR** Given the current budget situation, would you be more affected if education and health care were cut or if your taxes were to go up? (Split Sampled Question)



Even 53% of Republicans say they are more worried that education and health care will be cut than taxes will go up (43%). Seventy-seven percent of Democrats and 63% of Independents are more worried about health care and education being cut.

Retired women, older men, college men, Republican men, and African-American men are more likely to believe they will be more affected by taxes going up.

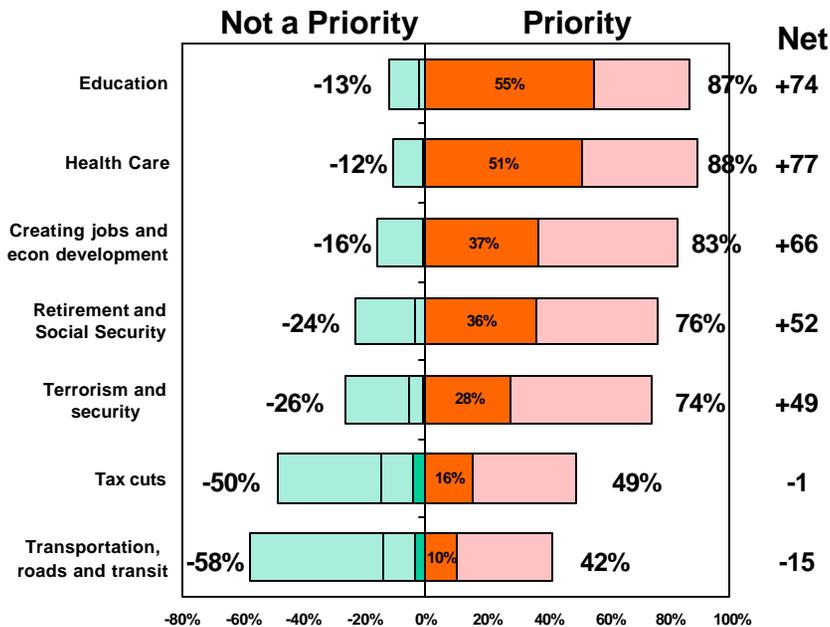
Older men, Republican men, and Hispanics show higher levels of concern about taxes going up than voters overall.



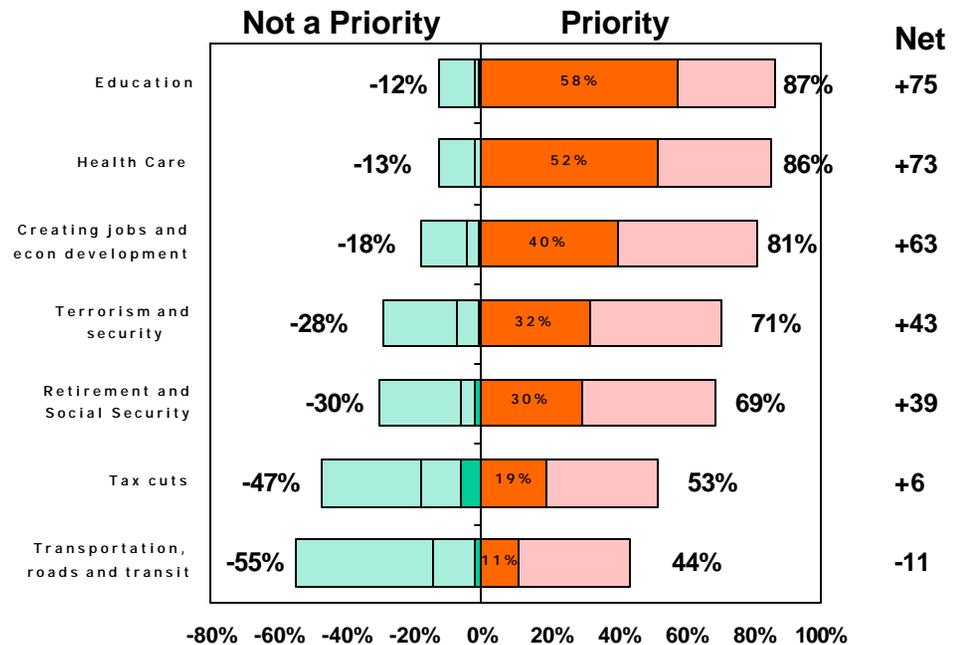
Education and health care compete as the top funding priorities for federal and state funds. Tax cuts and transportation, roads and transit are of a lesser priority.

Now I am going to read you some different issues that compete for federal funds. Please tell me what priority you place on each for receiving federal funds – top priority, high priority, somewhat of a priority, not much of a priority, or no priority at all. Now I am going to read you some different issues that compete for federal funds. Please tell me what priority you place on each for receiving state funds – top priority, high priority, somewhat of a priority, not much of a priority, or no priority at all. (Split Sampled Questions – Asked of only half of respondents).

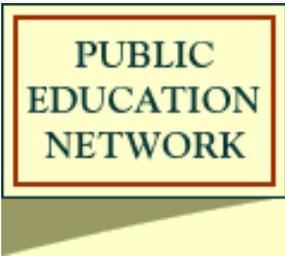
Federal Funds



State Funds

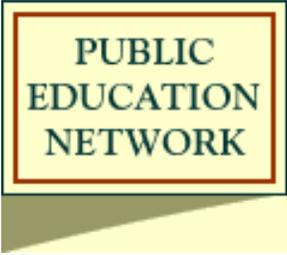


The more tax sensitive voters- older voters and Republicans- place more of a priority on tax cuts but only a slight majority prioritize tax cuts and they still place higher priority on education, health care, jobs, terrorism, and retirement.



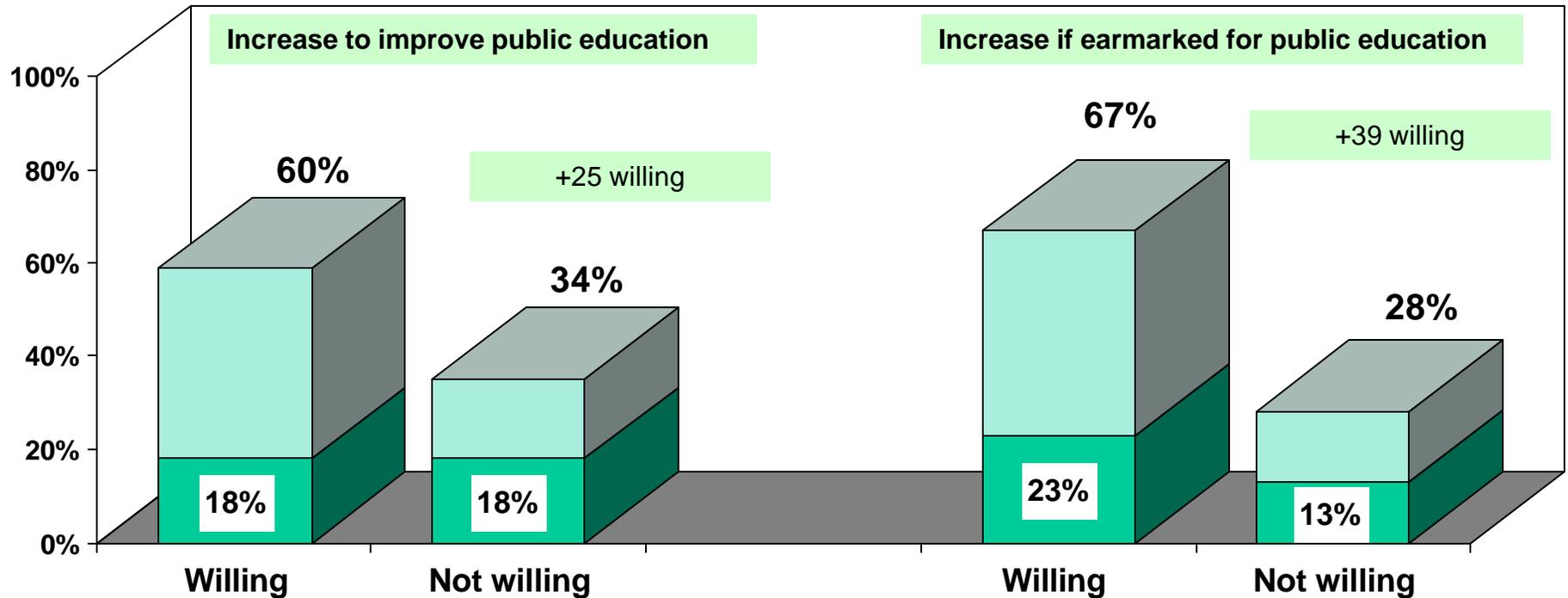
**Federal v. State budget priorities differ by race.
Women, college-educated voters, parents, and younger
voters place the highest priority on education.**

-
- Among women, education and health care are basically tied as the top priority for federal funds (58% education top priority; 57% health care top priority). Those most likely to prioritize education include, college graduates (61% top priority), parents (71% top priority), those under 45 years old (63% top priority), and those who favor No Child Left Behind (62% top priority).
 - For state funds, women rate education as a higher priority than health care (62% education top priority; 55% health care top priority). Those most likely to prioritize education include, retired women (64% top priority), college women (65% top priority), Hispanics (68% top priority), parents (66% top priority), and those who favor No Child Left Behind (66% top priority).
 - For federal funds, white and Latino respondents place education as their top priority (55% and 56% respectively), while African-Americans say health care is the top priority (70%).
 - White and Latino respondents place education as their top priority for state funds (58% and 68% respectively), while African-Americans say health care is the top priority (61%).

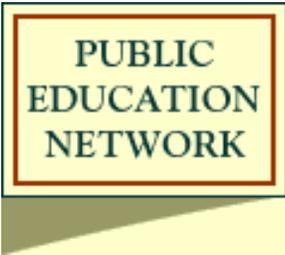


Voters show a willingness to increase taxes, but they are more willing to increase taxes if the money is specifically earmarked to improve public education.

How willing would you be to increase your taxes to improve public education – very willing, somewhat willing, somewhat unwilling or very unwilling **OR** How willing would you be to increase your taxes if the money was earmarked to improve public education? (Split Sampled Question)

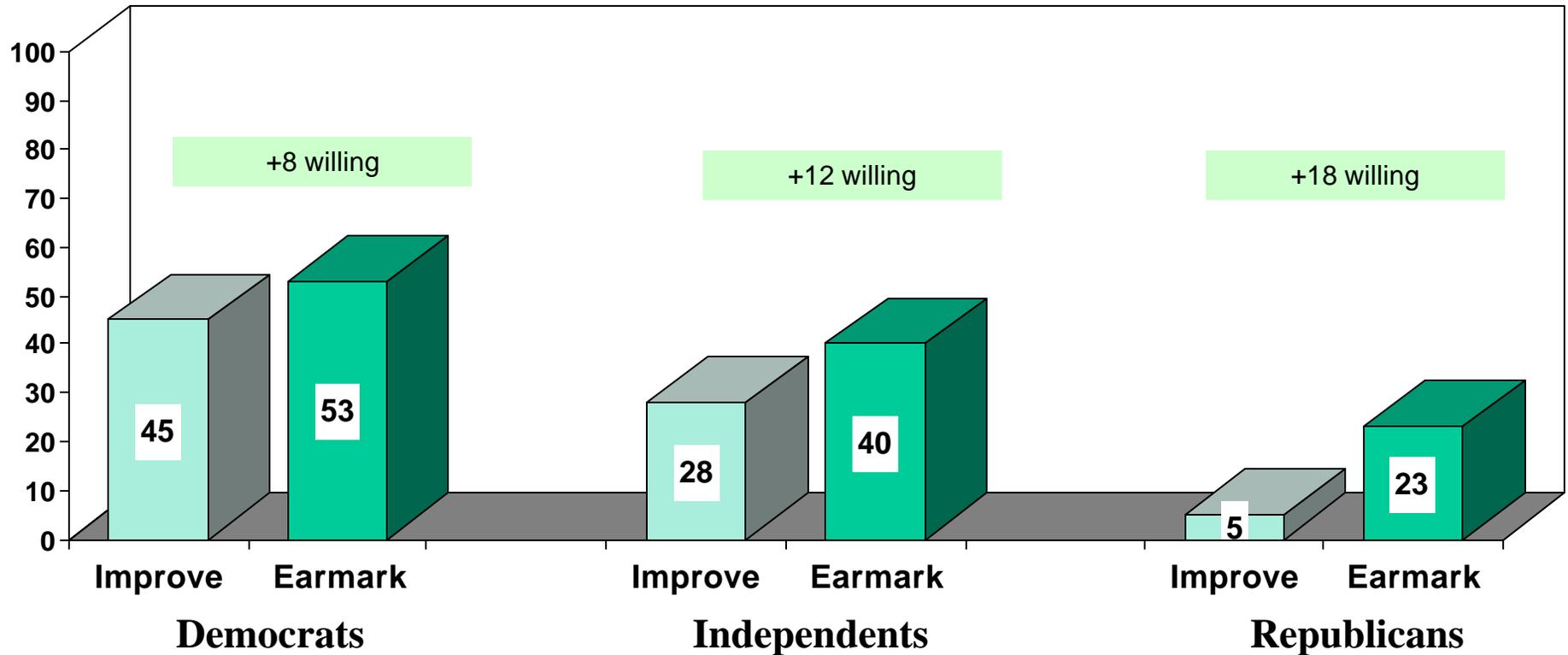


Even among traditionally tax-sensitive respondents - strong Republicans and white men - including the word 'earmarked' makes them more willing to increase taxes (62% willing and 63% willing, respectively).

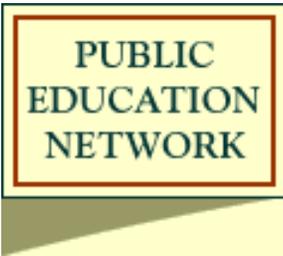


Earmarking the money particularly increases support among Republicans.

How willing would you be to increase your taxes to improve public education – very willing, somewhat willing, somewhat unwilling or very unwilling **OR** How willing would you be to increase your taxes if the money was earmarked to improve public education? (Split Sampled Question)



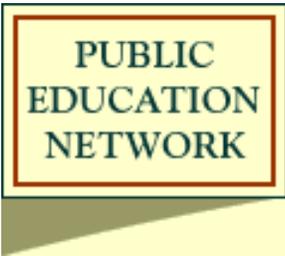
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Focus group participants also show willingness to pay more if they know it is going to the schools. Accountability is important in today's budget environment.

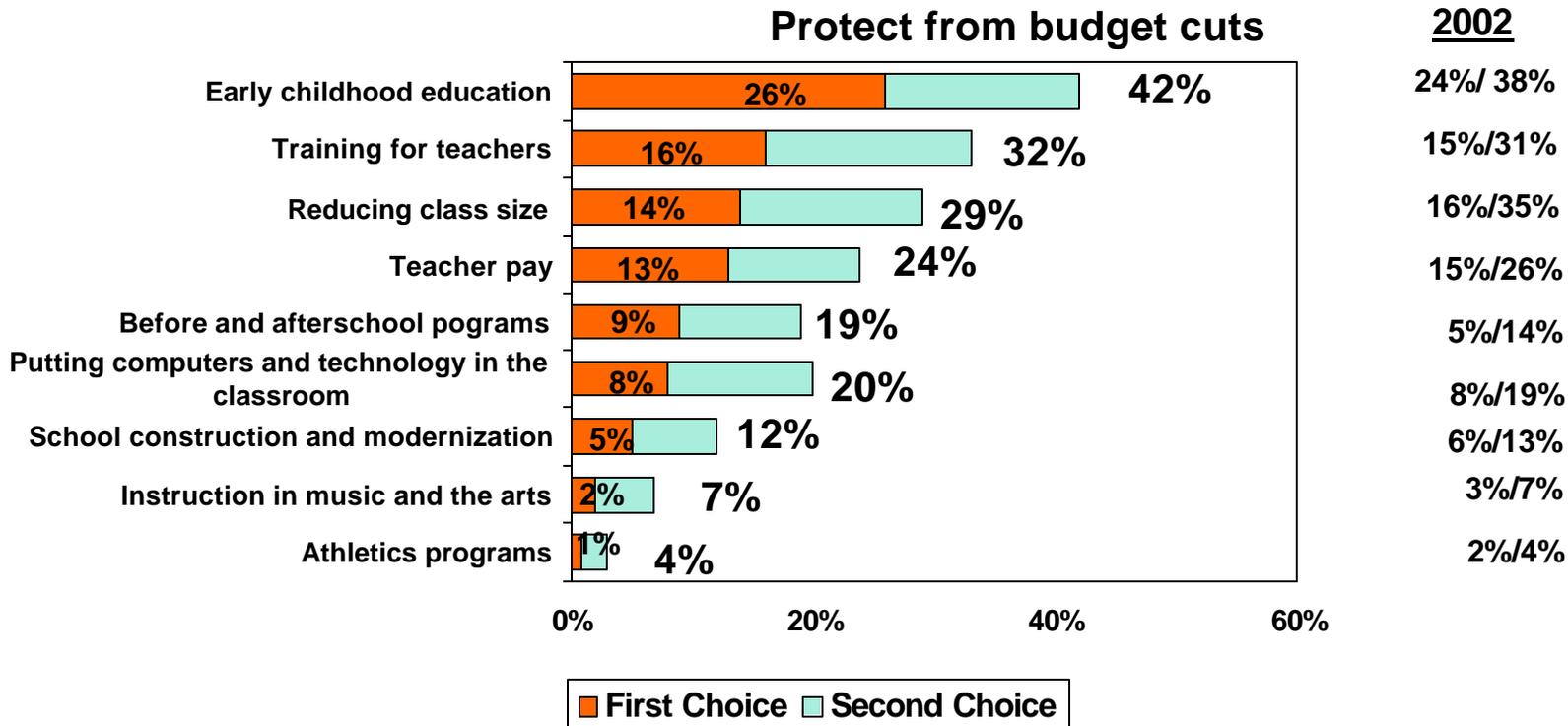
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- **“If there is a better accountability I am willing to raise taxes. If there is accountability to where the money is going, who is getting the money and the teachers get a pay raise that would be okay.”** *(Hispanic man, Richmond)*
 - **“If you knew for a fact that it was going to the schools.”** *(African-American woman, Richmond)*
 - **“If there was some way that they could say okay we are going to raise this but this percentage is going straight to the schools and they could ensure it would go to the schools then I would agree on that. If they are just going to raise taxes and the money is just going into the pot and then it is going to be distributed across the state according to where the needs are then we are defeating our purpose.”** *(Hispanic woman, Richmond)*
 - **“If I knew the money was going to the schools instead of to the community within the school district, you know, if I knew that my taxes in Henrico County went up and it was going to go towards books or computers directly to help Henrico County schools. If the money's going straight to the school, I wouldn't mind paying more taxes.”** *(White man, Richmond)*

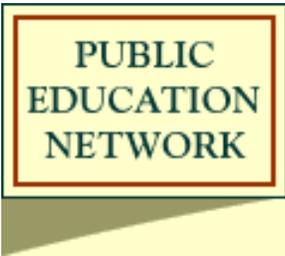


Early childhood education has pulled farther ahead since last year as the area voters want to protect from budget cuts. Reducing class size has shown the biggest decline, but still ranks third.

Thinking about the different areas that compete for school funding, which ONE of the following areas do you think it is most important to PROTECT from budget cuts? And which would be your second choice?



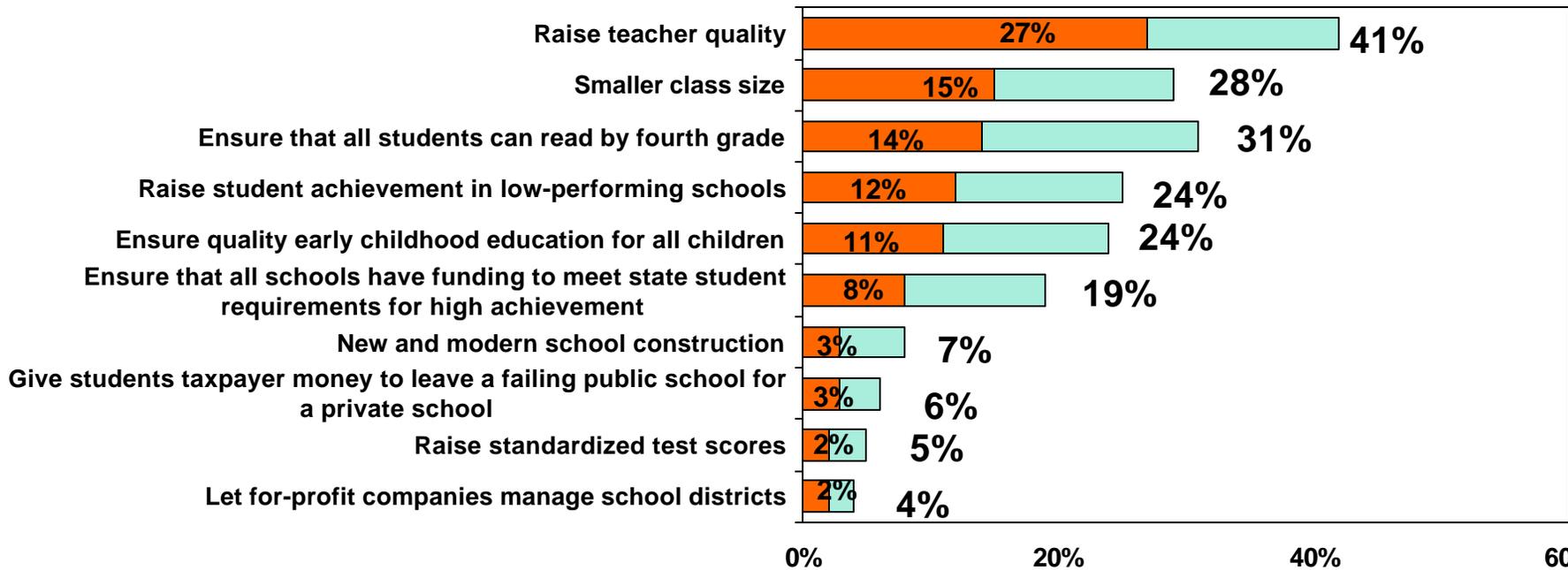
While most groups prioritize early childhood education, where it does compete it tends to be with teacher training. Nearly every group either has held steady or increased in their prioritization of early childhood education.



Four in ten voters say raising teacher quality is the greatest priority to improve public education.

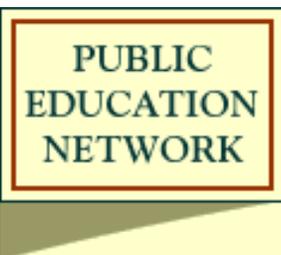
Which ONE of the following is the greatest priority for you in improving public education? And which would be the next priority?

Priority for improving public education

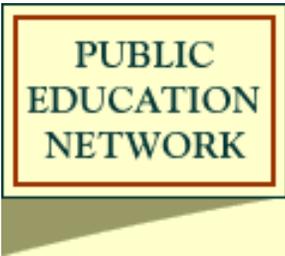


Raising teacher quality ranks first or ties for first among every subgroup, except for African-American women and moms who place class size first. Raising teacher quality is particularly strong among those who do not favor a tax increase (46%).

Darker colors signify intensity



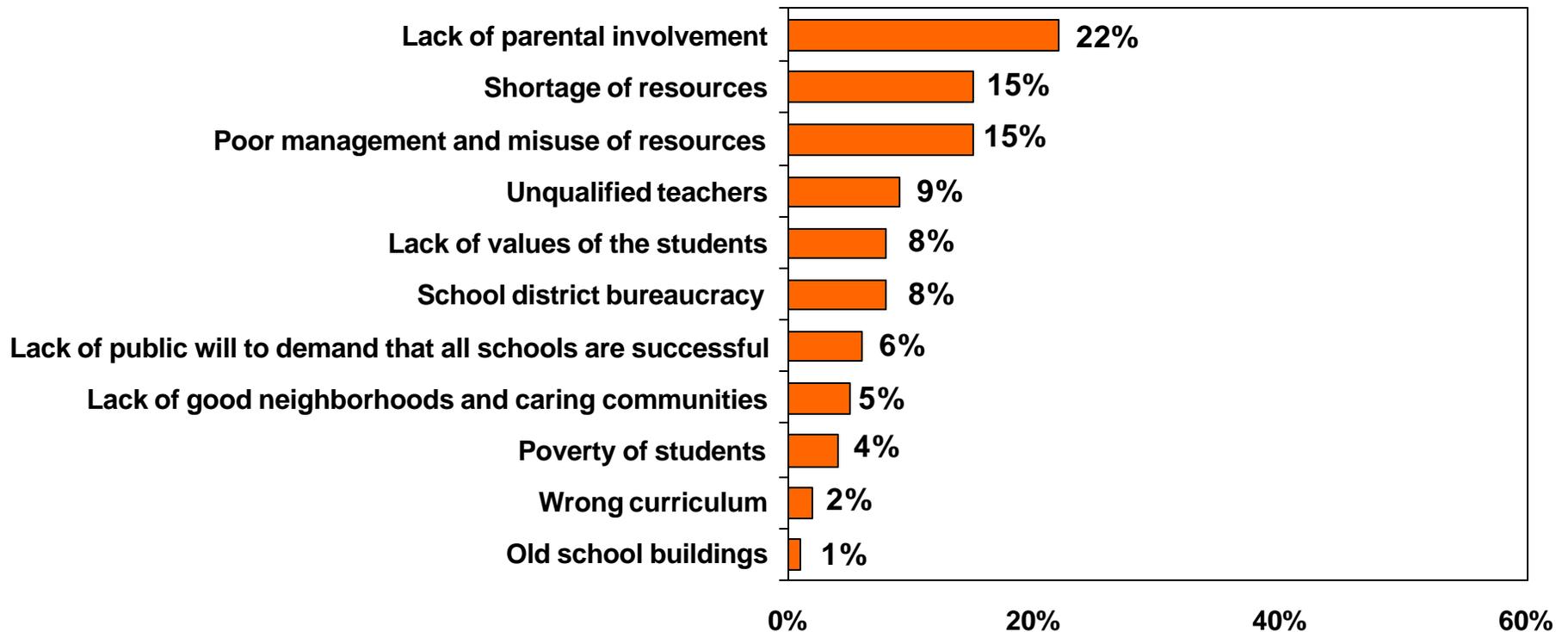
No Child Left Behind



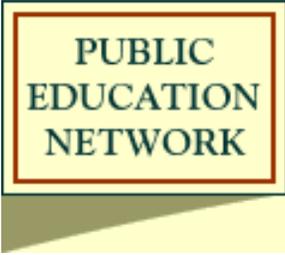
Lack of parental involvement, shortage of resources and mismanagement are the top reasons voters give for a school to consistently perform poorly.

Of the following, which ONE do you think is the biggest reason for a school to consistently perform poorly?

Priority for improving public education



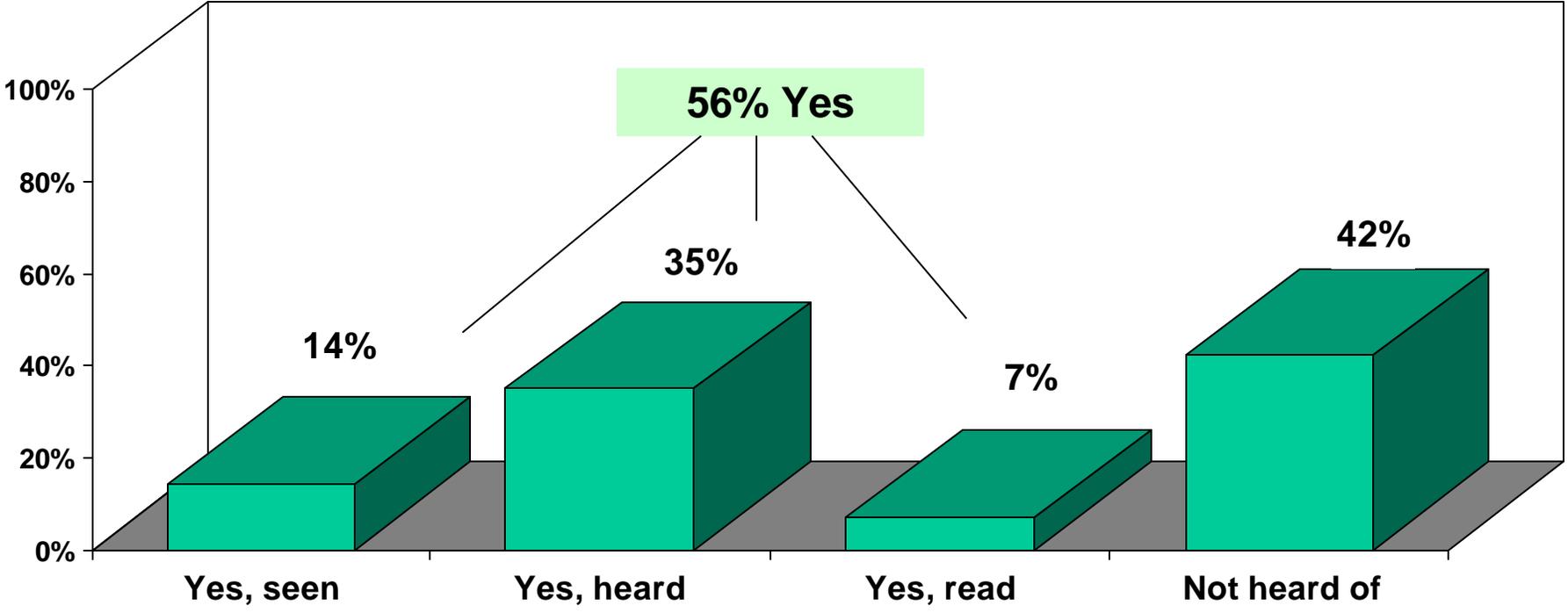
Lack of parental involvement is the top reason for all groups; older voters and those not willing to raise taxes say poor management is second; younger voters and those willing to raise taxes say that shortage of resources is second.

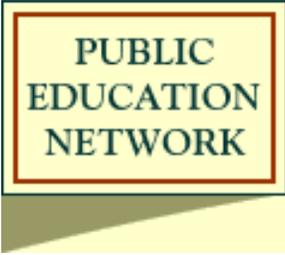


A majority of voters say they have seen, heard or read of the No Child Left Behind Act recently, but there are still 4 out of 10 who have not heard of it.

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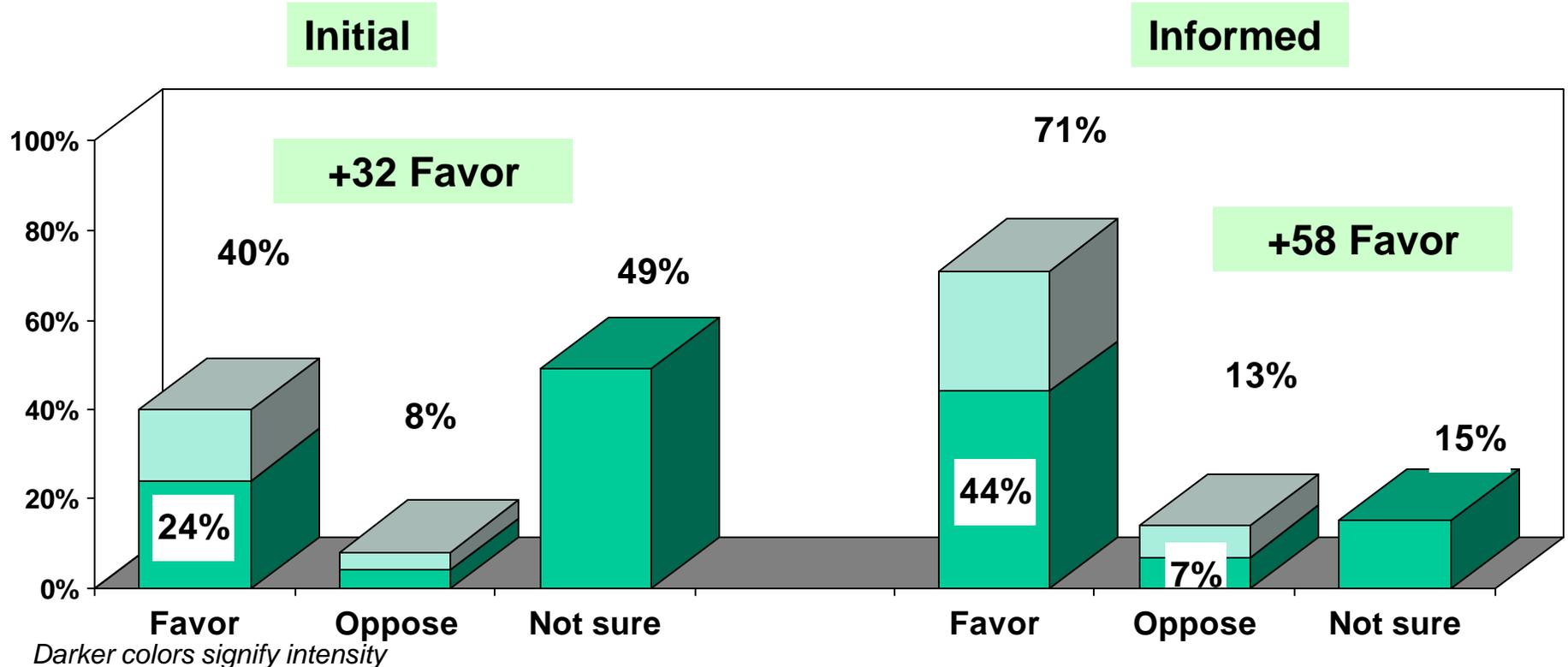
Have you seen, heard or read anything recently about the national education law called the No Child Left Behind Act or, like many, have you not heard of it?

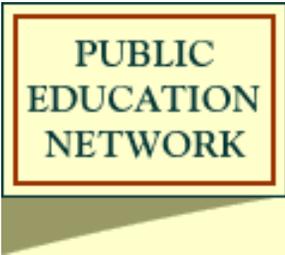




Initially, a plurality of voters say they are not sure if they favor or oppose the No Child Left Behind Act. However, after hearing more information, seven in ten voters favor the No Child Left Behind Act.

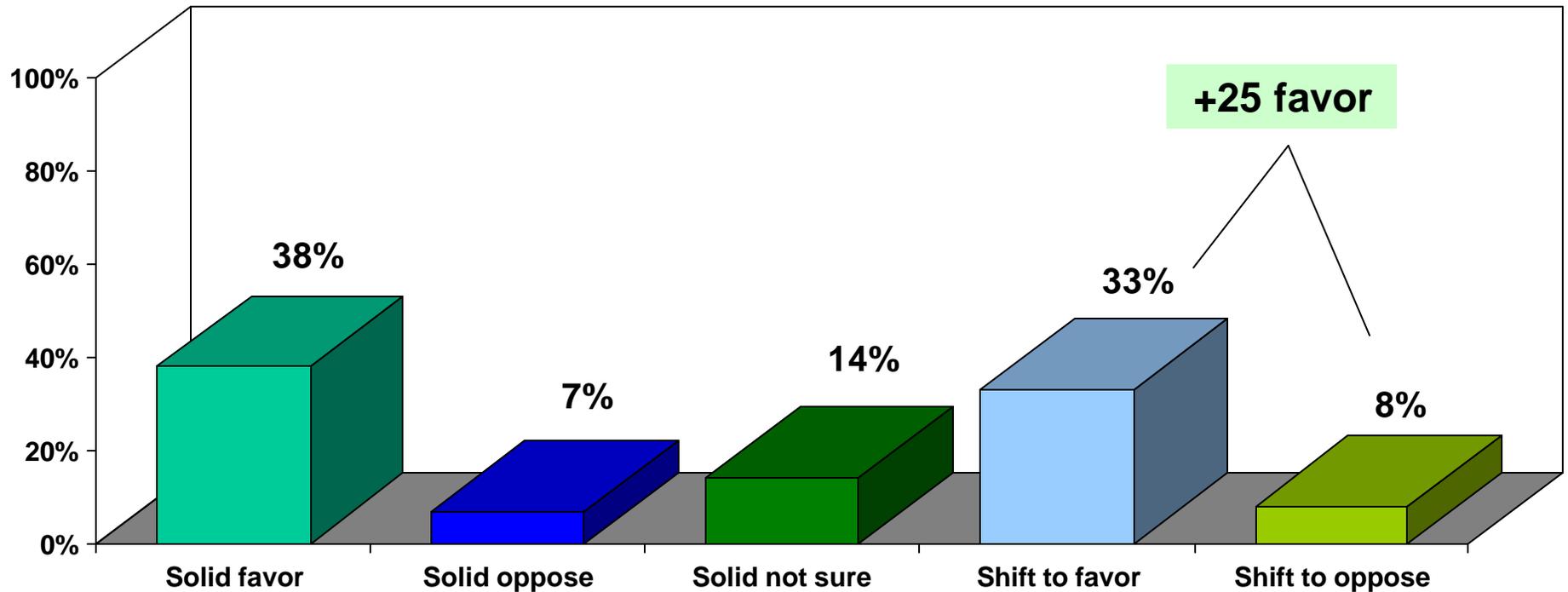
Initial question: Do you favor or oppose the No Child Left Behind Act or aren't you sure? Informed: Now let me read you something about this new law. On January 8, 2002, President Bush signed into law the No Child Left Behind Act, changing the government's role in kindergarten through grade 12 education by requiring states to develop annual testing in grades 3 through 8 in key academic subjects; requiring that all teachers in core subjects be highly qualified; testing to ensure that all students from all groups are making progress; taking steps to intervene in schools that are chronically failing; and requiring that within 12 years every student perform at their state's standards. Knowing this, do you favor or oppose the No Child Left Behind Act or aren't you sure?

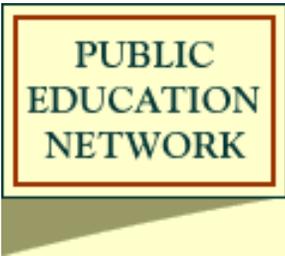




There is a net shift to favor No Child Left Behind after more information is given.

Now let me read you something about this new law. On January 8, 2002, President Bush signed into law the No Child Left Behind Act, changing the government's role in kindergarten through grade 12 education by requiring states to develop annual testing in grades 3 through 8 in key academic subjects; requiring that all teachers in core subjects be highly qualified; testing to ensure that all students from all groups are making progress; taking steps to intervene in schools that are chronically failing; and requiring that within 12 years every student perform at their state's standards. Knowing this, do you favor or oppose the No Child Left Behind Act or aren't you sure?

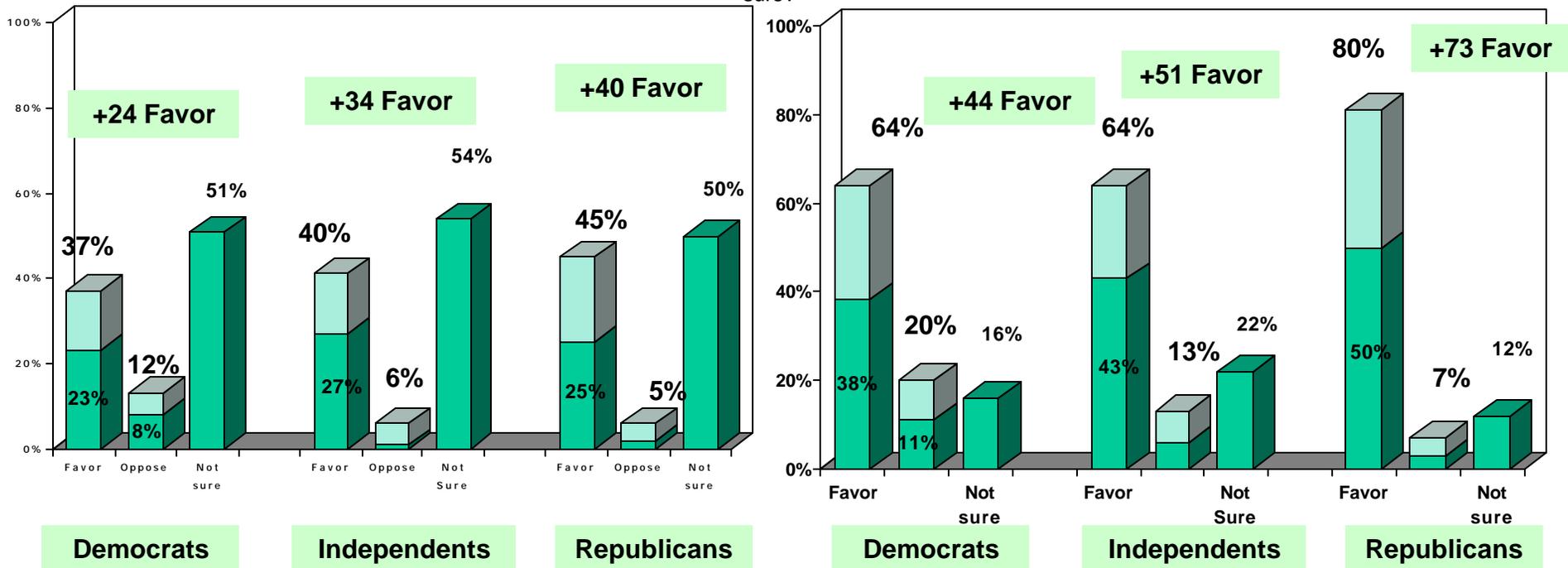




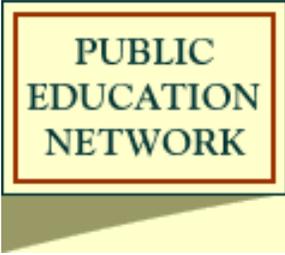
Republicans are more likely to favor No Child Left Behind initially, although half are unsure. After hearing more information about No Child Left Behind, support jumps for the new law across party lines. Even two-thirds of Democrats say they favor the law.

Do you favor or oppose the No Child Left Behind Act or aren't you sure?

Now let me read you something about this new law. On January 8, 2002, President Bush signed into law the No Child Left Behind Act, changing the government's role in kindergarten through grade 12 education by requiring states to develop annual testing in grades 3 through 8 in key academic subjects; requiring that all teachers in core subjects be highly qualified; testing to ensure that all students from all groups are making progress; taking steps to intervene in schools that are chronically failing; and requiring that within 12 years every student perform at their state's standards. Knowing this, do you favor or oppose the No Child Left Behind Act or aren't you sure?



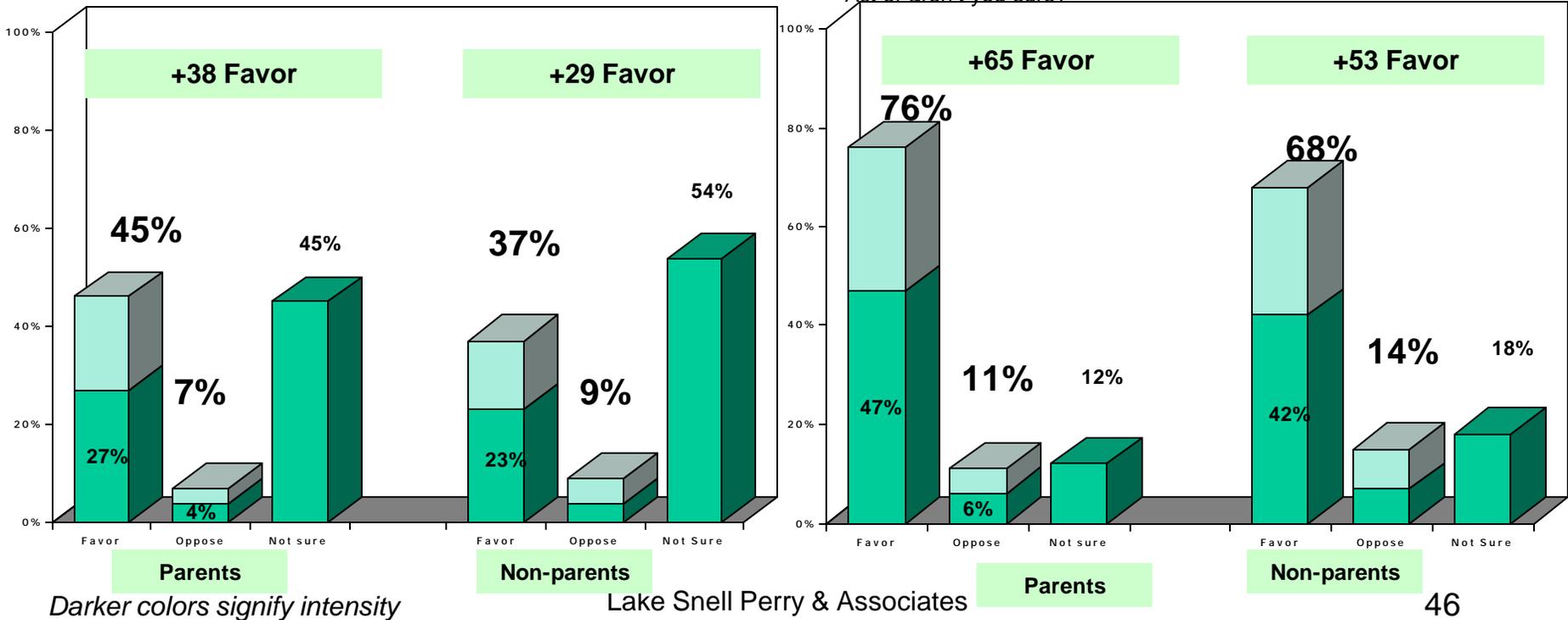
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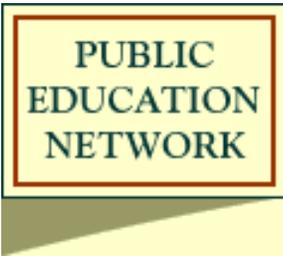


Parents are more likely to favor No Child Left Behind initially than non-parents. Having heard more information, two-thirds of non-parents and three-quarters of parents support the No Child Left Behind Act.

Do you favor or oppose the No Child Left Behind Act or aren't you sure?

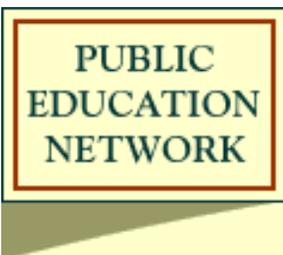
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Focus group participants like the emphasis on state-set standards and the focus on core subjects like math and reading in the No Child Left Behind Act.

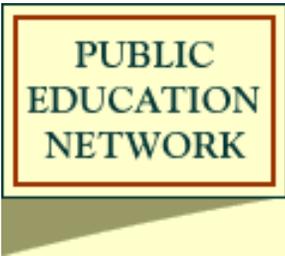
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- “I like the fact that, you know, hopefully not in a finger pointing way, but it would become clear, especially over two to three years, where the true problem areas are and we could isolate it and, you know, once you have a handle on something you can begin to fix it, where if it’s nebulous, it’s harder.” *(White woman, Richmond)*
 - “Math, reading and science are kind of the core and those are the ones that develop your knowledge and your ability to retain. The most important thing in education is being able to retain. If you cannot retain it does not matter what you read or what you learn if you cannot retain then you cannot apply it. The core subjects, math, English and science are builders of being able to retain so you can learn to retain a lot of stuff so they are very important.” *(Hispanic man, Richmond)*
 - “I like the annual reading and math. But I feel they should start it earlier than third, you know, in reading and math, and gradually go up because reading is your life.” *(White man, Richmond)*
 - “At least they are emphasizing math and reading which is important to be really successful after high school. You need to know those two subjects. I am more for the fact that the states should be responsible instead of the federal government. I think it is good that the states have to set the standards and maybe what they should have in here is a bottom standard nationwide, which I guess they are not putting in this law.” *(Hispanic man, Richmond)*
 - “I think these standards have to be set at the state level because the states are different. Mississippi efficiency is going to be different from New York. I think there was some good thought that went behind this.” *(African-American man, Richmond)*



Focus group respondents are doubtful about the implementation of the law, the emphasis on testing and the consequences if a school is declared 'failing.'

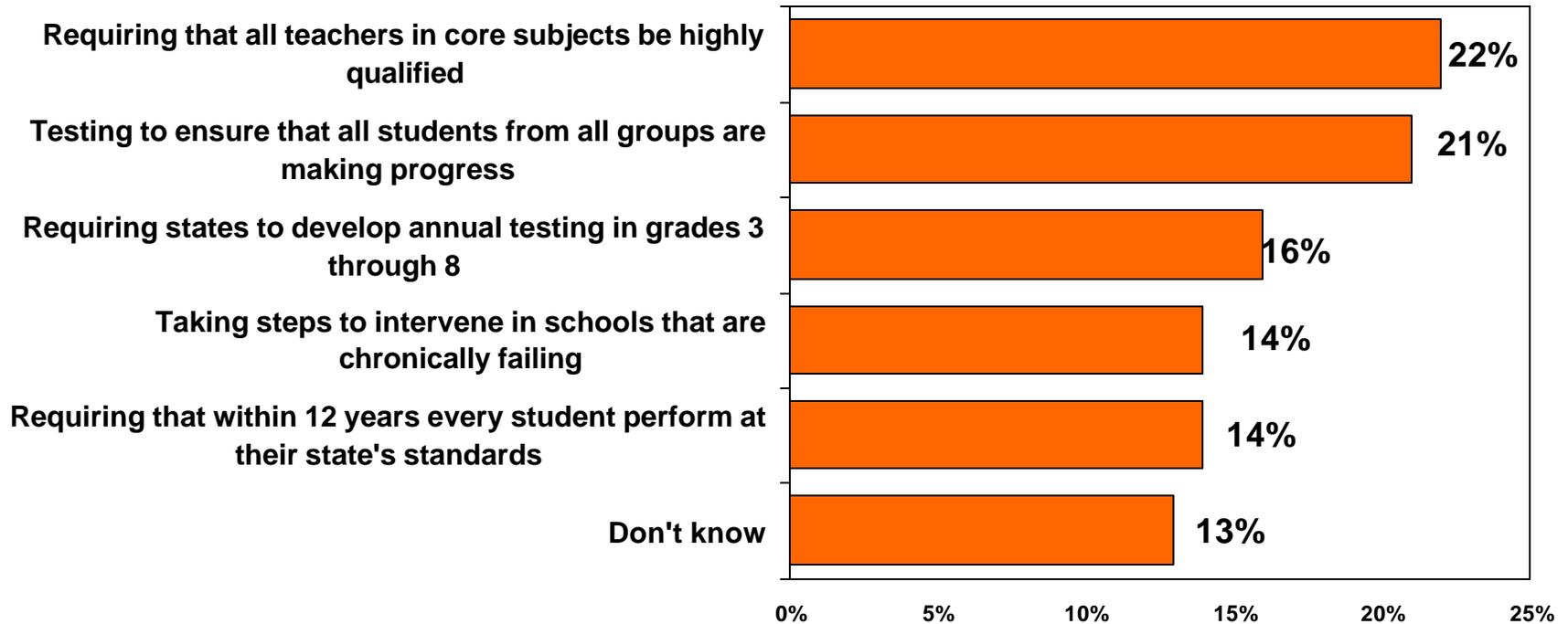
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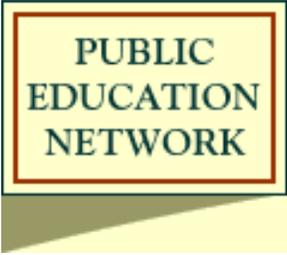
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- **“My issue with that one is why is it a failing school? It’s a failing school because of the teachers. So if all the parents are pulling their kids out, there are no kids in that school, those teachers are going to be reassigned to another school. So what’s going to happen to those schools where those teachers go?”** (*African-American woman, Richmond*)
 - **“I have a question about how this is going to be implemented.”** (*White man, Richmond*)
 - **“It is almost like a contradiction in some areas here. It says that the government is going to give the states the power to teach something or say what is proficient but then they are going to take a test and it has to be universal nationwide. That is kind of an oxymoron there. It is going back and forth. It says that all teachers must be highly qualified but the state is going to determine what is highly qualified. Jacqueline might be highly qualified in Virginia but if she goes to California she may not even make the grade. The children that she is teaching in Virginia are going to have to be up to par with the ones in California.”** (*Hispanic man, Richmond*)
 - **“I saw that also as a problem that if you can change schools for your child if the school is failing, there’s not going to be any children left in that school. And then what? You’re going to have more overpopulation in other schools and then those failing ones close.”** (*White woman, Richmond*)
 - **“I tell you what really concerns me about this thing are the consequences for schools that fail to meet the state expectations. There will be real consequences for those districts and schools, what does that mean? What kind of consequences? If you are not performing well we are going to take budget away from you so you can perform worse?”** (*Hispanic man, Richmond*)
 - **“This is a delicate line when they mention all the students and the academic expectations. The test is not a good measure of how well they are doing. We really have to focus on how much we teach them and how much they learn. The school could do very well but if you take the information and you present it as statistics you can come up with a few students that have a high grade but the others all fall into a lower category.”** (*Hispanic woman, Richmond*)



The image of No Child Left Behind is diffuse. Requiring teachers to be highly qualified and ensuring that all students from all groups are making progress stood out most from the description.

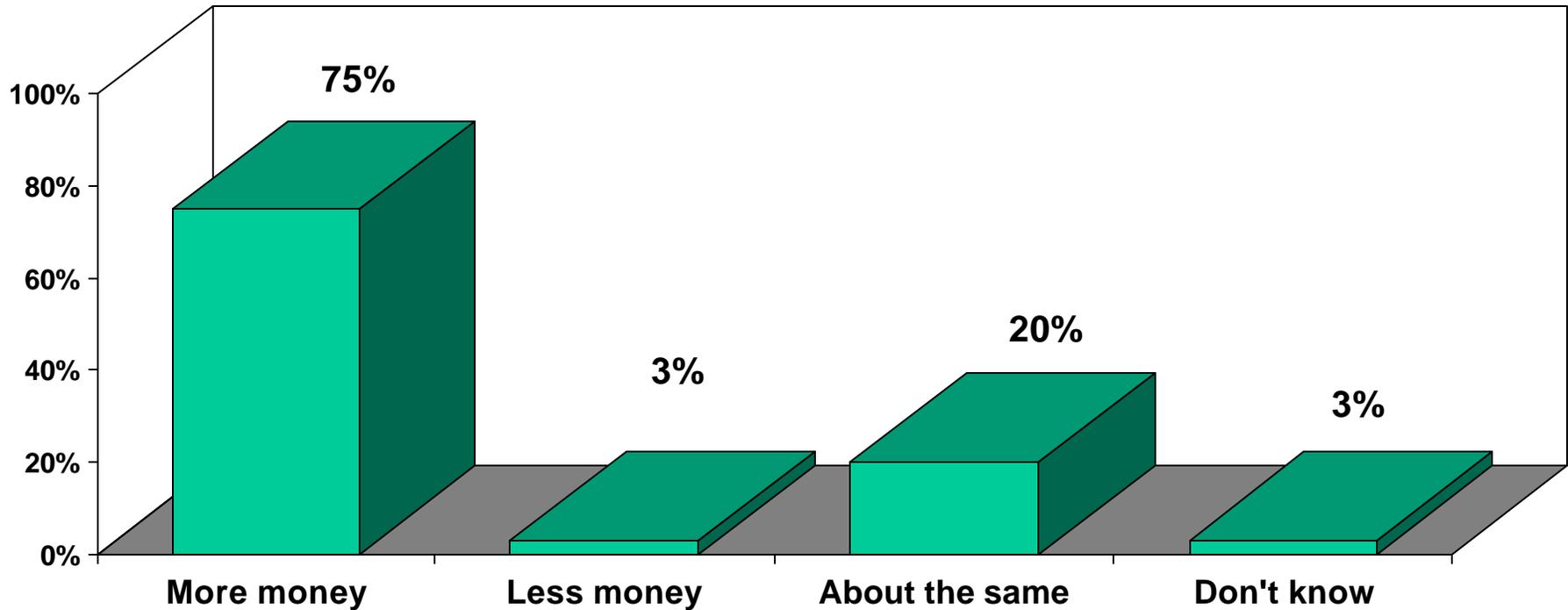
What stood out most to you from this statement?



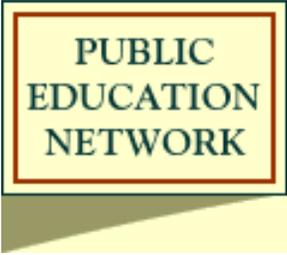


Three-quarters of respondents believe schools will need more money to meet the requirements of No Child Left Behind.

Do you think overall schools will need more money, less money or about the same money to meet the requirements of No Child Left Behind?

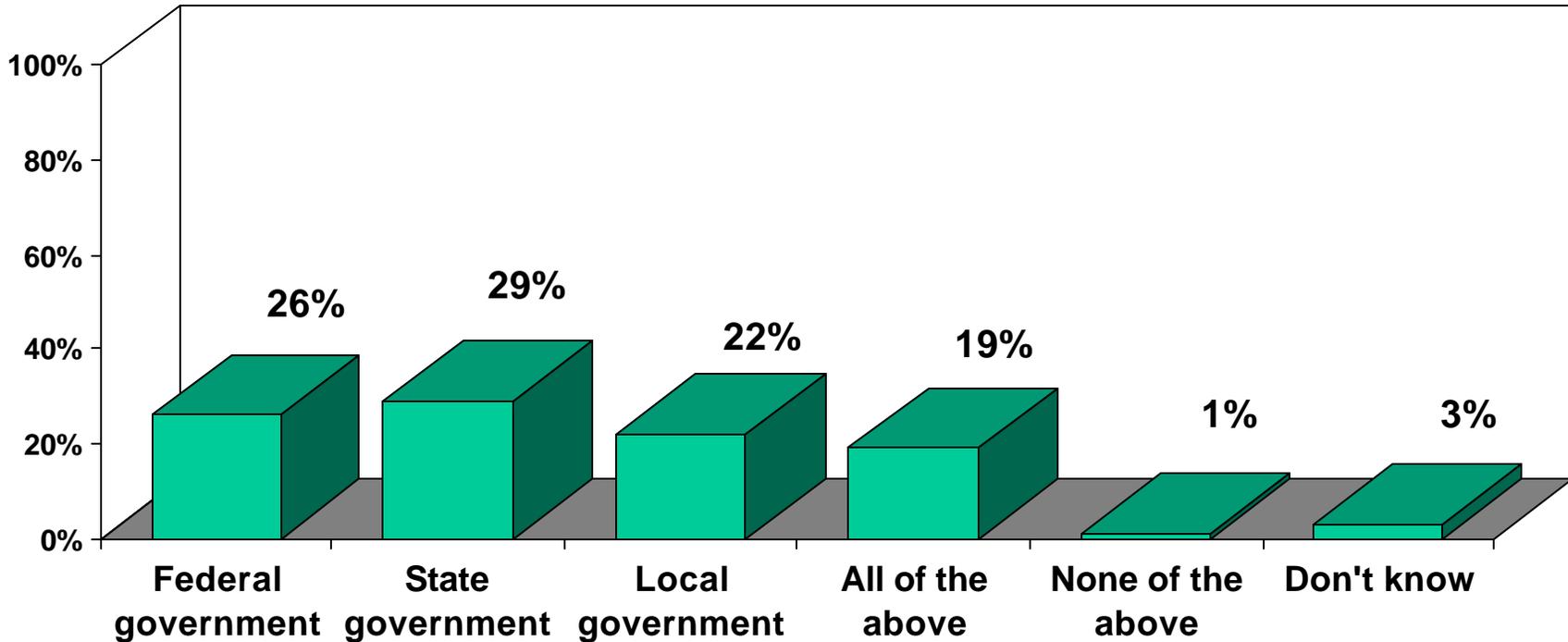


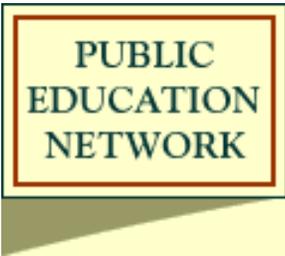
Even Republicans (68%) and those who oppose increasing taxes (61%) believe No Child Left Behind will take additional funds.



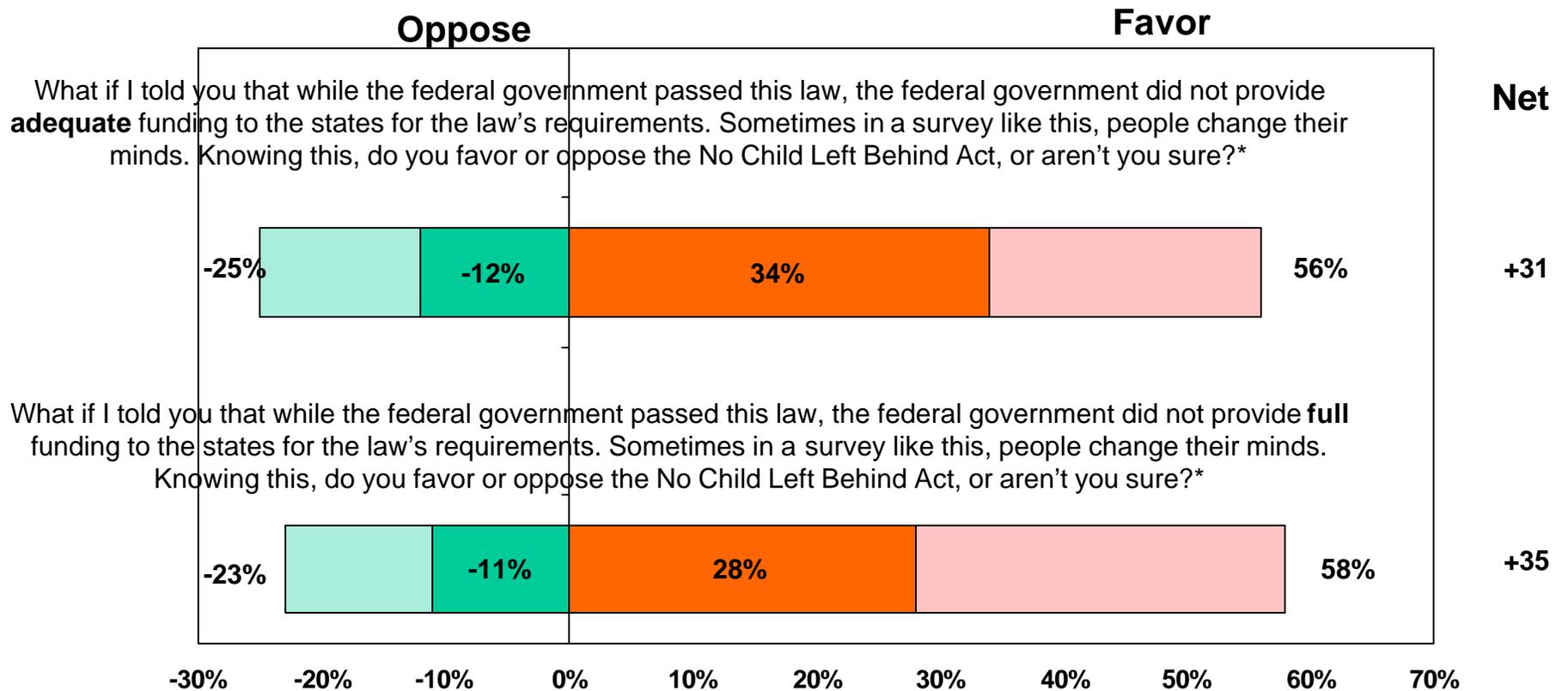
Voters divide about which level of government is most responsible to meet the provisions of No Child Left Behind.

Of the following, who do you think is MOST responsible for guaranteeing that the provisions of No Child Left Behind are met by school districts?

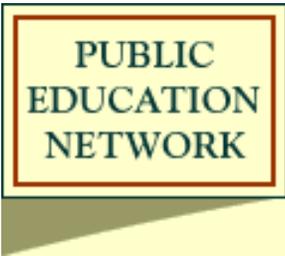




Learning that the federal government did not provide adequate or full funding to states for the requirements of No Child Left Behind lowers support, but a majority still favor it.

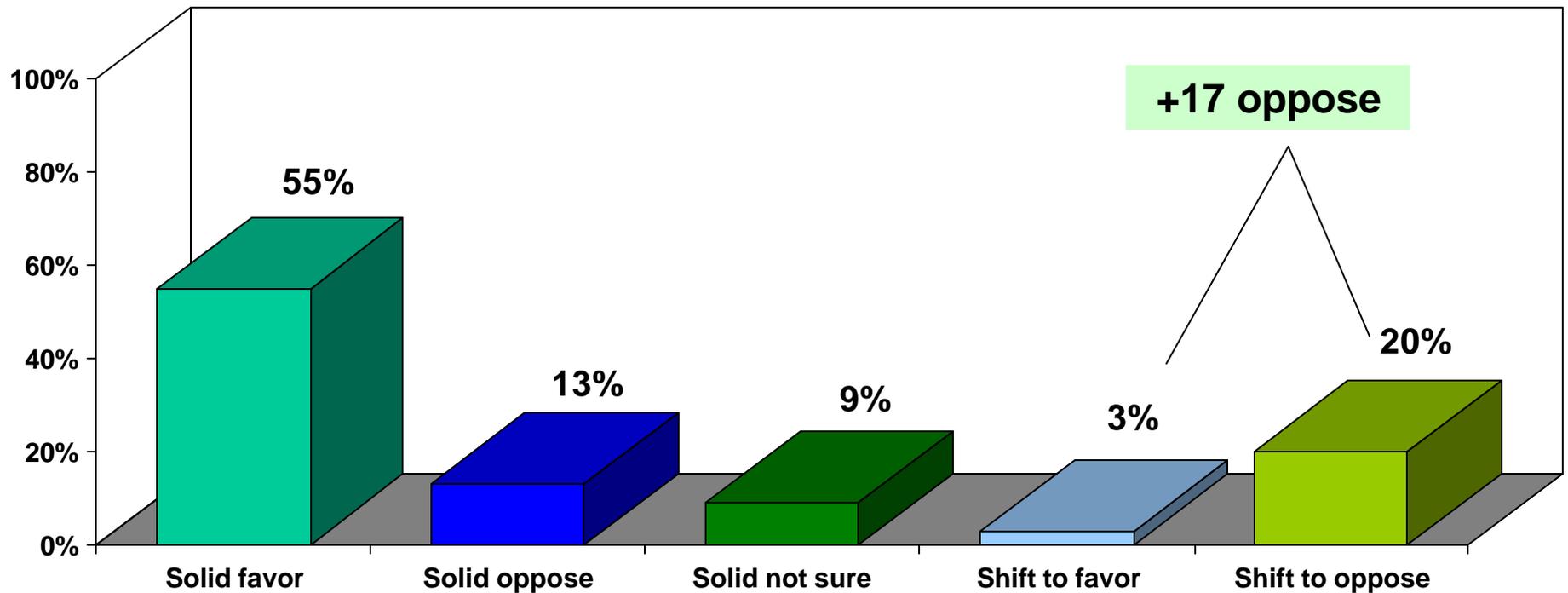


*Split sampled question

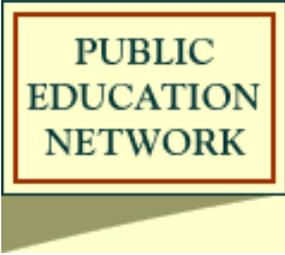


At the end of the survey and after hearing the federal government does not provide adequate or full funding to states for the law's requirements, there is a net shift toward opposing No Child Left Behind, but a majority of voters continue to favor the law.

What if I told you that while the federal government passed this law, the federal government did not provide full funding to the states for the law's requirements. Sometimes in a survey like this, people change their minds. Knowing this, do you favor or oppose the No Child Left Behind Act, or aren't you sure? (Combined data - split sampled question)

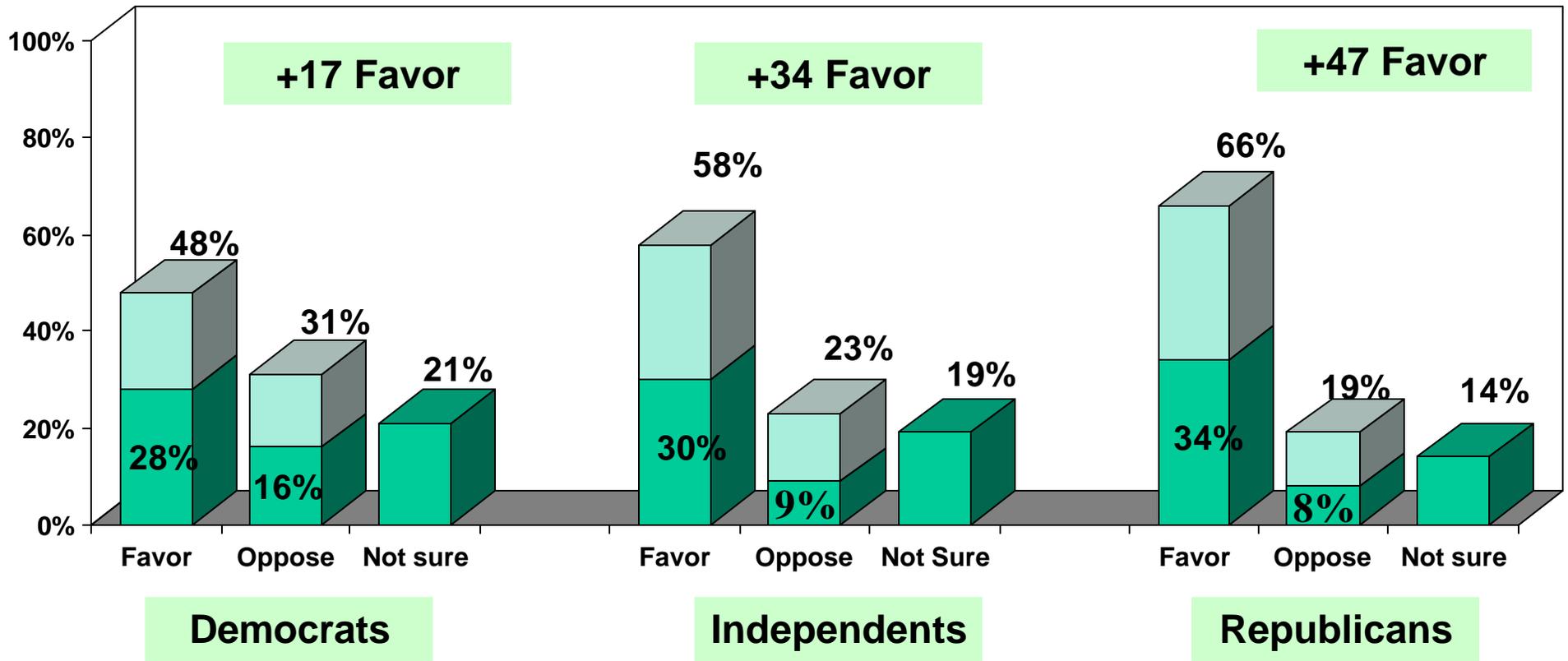


Those who shift most to opposition are working women, voters under the age of 30, non-college, African Americans, Hispanics, and weak partisans.

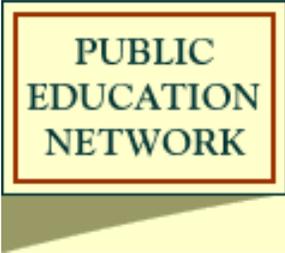


After learning that the government did not provide adequate/full funding, support is somewhat tempered across party lines.

What if I told you that while the federal government passed this law, the federal government did not provide adequate/full funding to the states for the law's requirements. Sometimes in a survey like this, people change their minds. Knowing this, do you favor or oppose the No Child Left Behind Act, or aren't you sure? (Combined data - split sampled question)

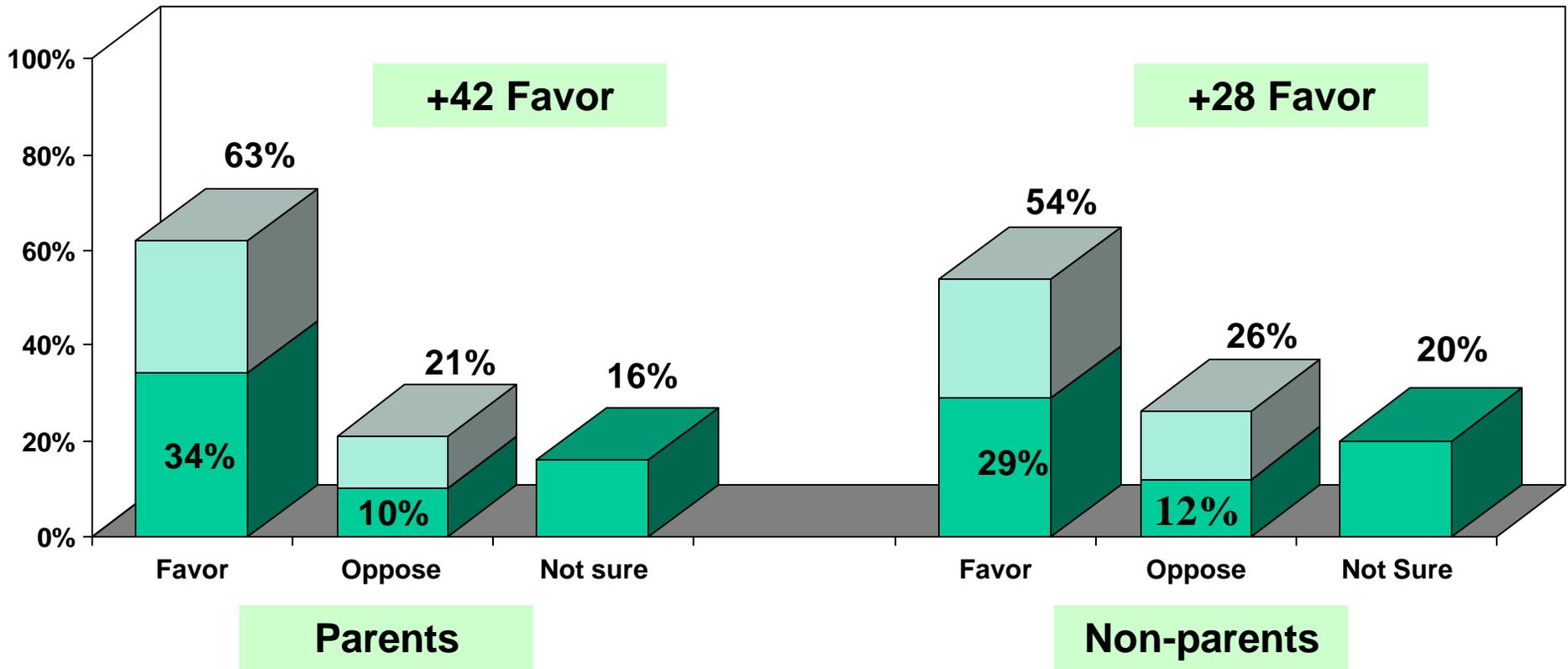


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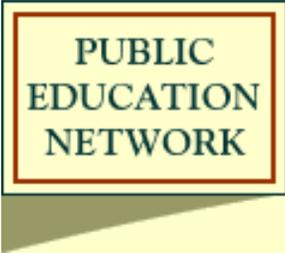


After all the information about No Child Left Behind, both parents and non-parents continue to favor the law, with one third of parents favoring it intensely.

What if I told you that while the federal government passed this law, the federal government did not provide adequate/full funding to the states for the law's requirements. Sometimes in a survey like this, people change their minds. Knowing this, do you favor or oppose the No Child Left Behind Act, or aren't you sure? (Combined data - split sampled question)

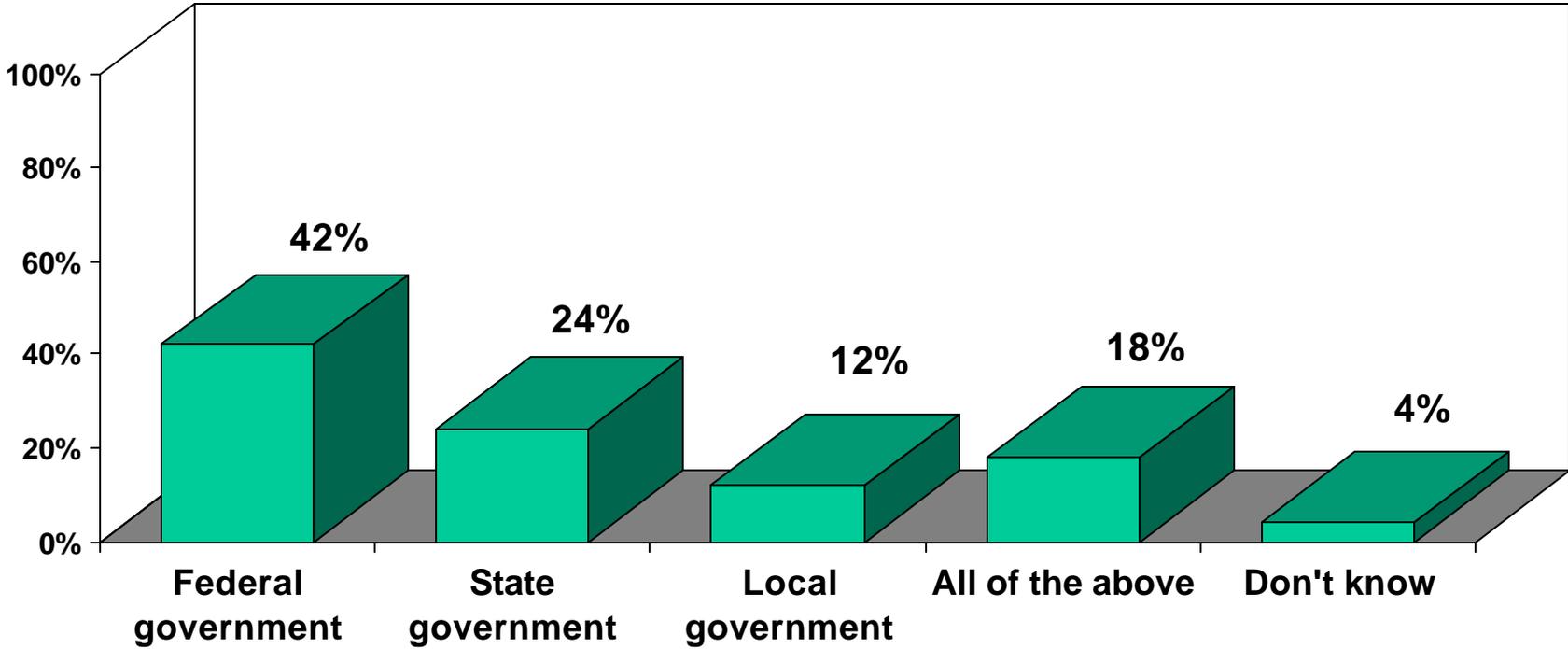


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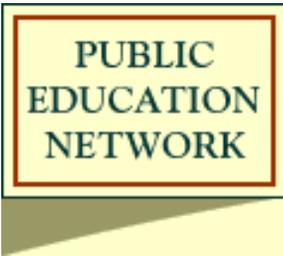


While they see responsibility for all government levels in guaranteeing the provisions of No Child Left Behind are met, a plurality of voters, including Republicans and Democrats, believe the federal government should be responsible for any increased funding necessary to meet the requirements of No Child Left Behind.

Who do you think should be responsible for any increased funding necessary to meet the requirements of No Child Left Behind – the federal government, the state government, or the local government?



Even among Republicans, a plurality (40%) say the federal government is responsible for any increased funding necessary to meet the requirements of No Child Left Behind. Among Democrats, 49% say the federal government and 33% of Independents say the same.



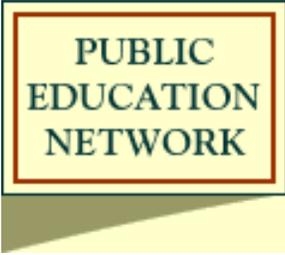
Focus group participants see the federal government as being at least partially, if not fully, responsible for funding No Child Left Behind.

-
- **“It sounds to me like in order for it to even work, it would have to be a joint effort, federal and state.”** (*White woman, Richmond*)

 - **“I think initially at a federal level.”** (*Hispanic woman, Richmond*)

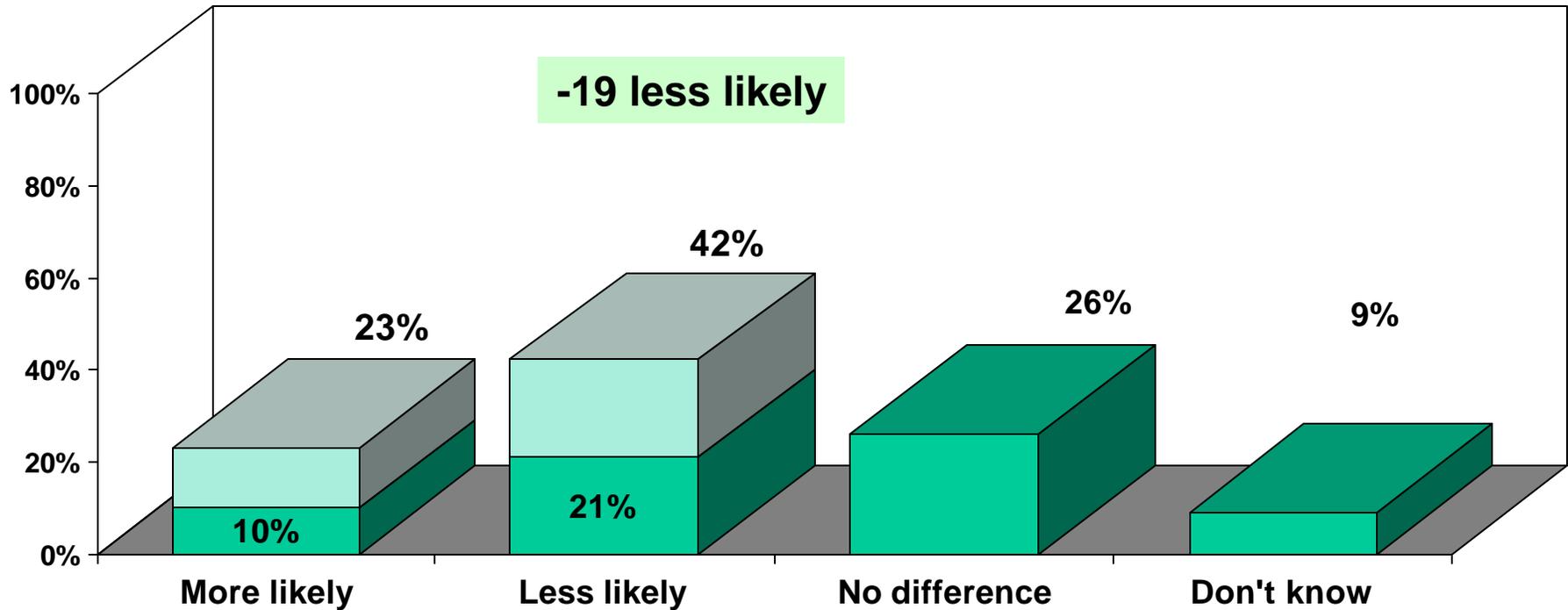
 - **“If some of these things are going to override what the states have running already the federal government should pay for it until it is a running program and then the states should take them over.”** (*Hispanic man, Richmond*)

 - **“The federal government.”** (*African-American woman, Richmond*)



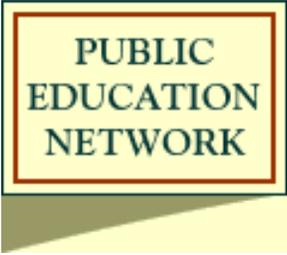
A plurality of voters say they would be less likely to vote for a U.S. Senator or Congressperson who voted against a measure to provide significant federal funds necessary to implement No Child Left Behind.

If your U.S. Senator or Congressperson voted against a measure to provide significant federal funds necessary to implement No Child Left Behind, would you be more or less likely to vote for them in the next election, or wouldn't it make a difference?



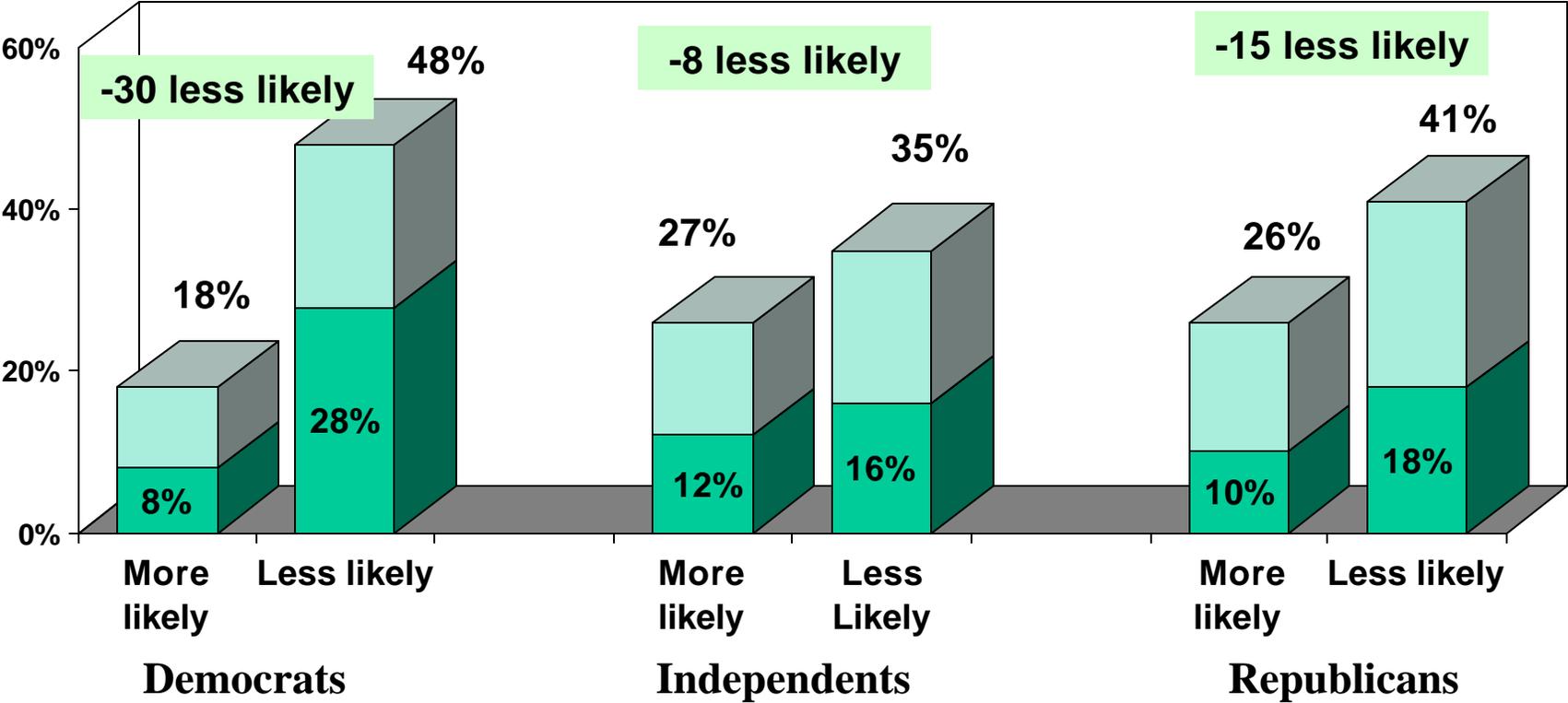
Parents are less likely to vote for a U.S. Senator or Congressperson who voted against a measure to provide significant federal funds necessary to implement No Child Left Behind (22% much less likely, 48% less likely) than non-parents (21% much less likely, 39% less likely).

Darker colors signify intensity

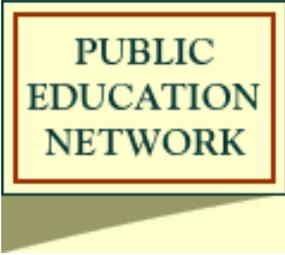


Voters of all parties are less likely to vote for a member who voted against providing significant funds.

If your U.S. Senator or Congressperson voted against a measure to provide significant federal funds necessary to implement No Child Left Behind, would you be more or less likely to vote for them in the next election, or wouldn't it make a difference?

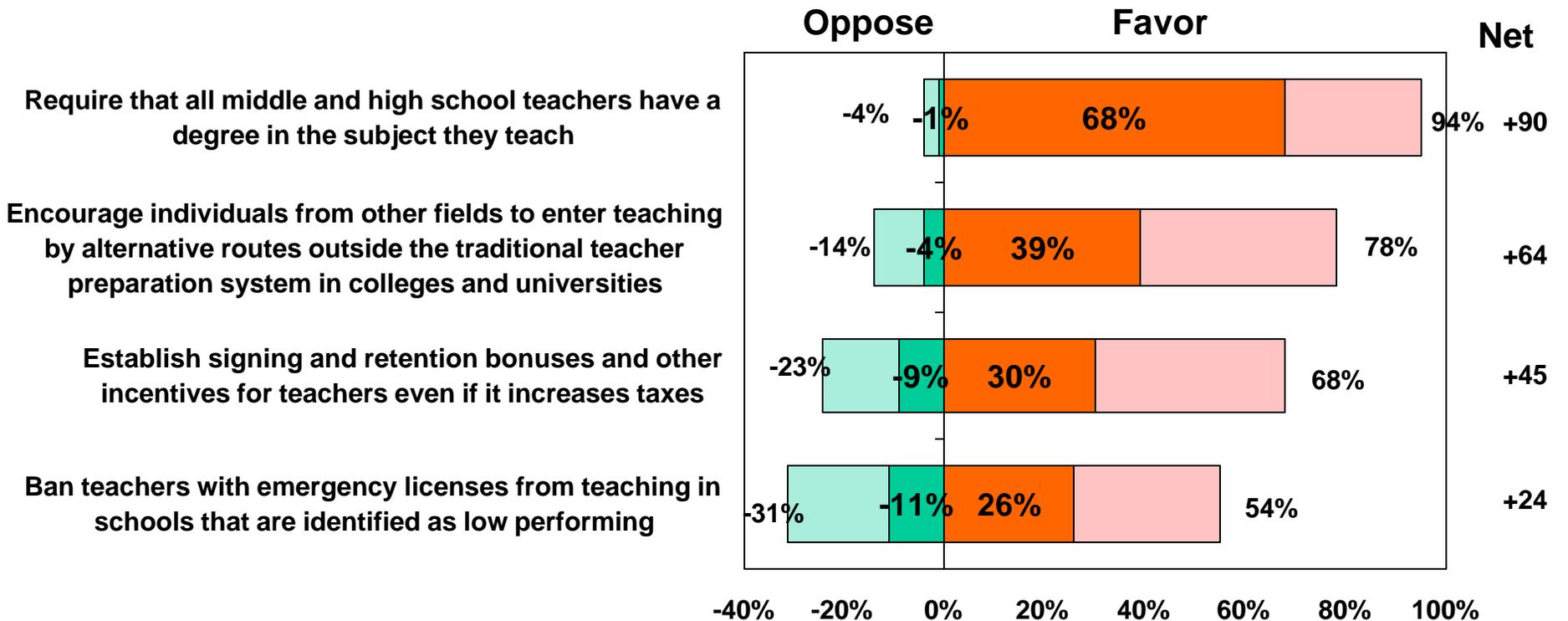


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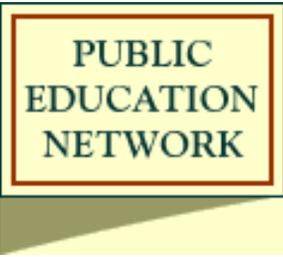
In order to improve teacher quality, an overwhelming majority of voters believe middle and high school teachers should be required to have a degree in the subject they teach. They are less favorable toward banning teachers with emergency licenses from teaching in low performing schools.

Now I am going to read you some possible state requirements to improve teacher quality. Please tell me if you favor or oppose each item.

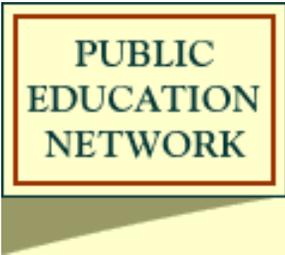


All demographic groups are most favorable toward requiring them to have a degree in what they teach, with at least six out of ten across groups strongly in favor.

Darker colors signify intensity

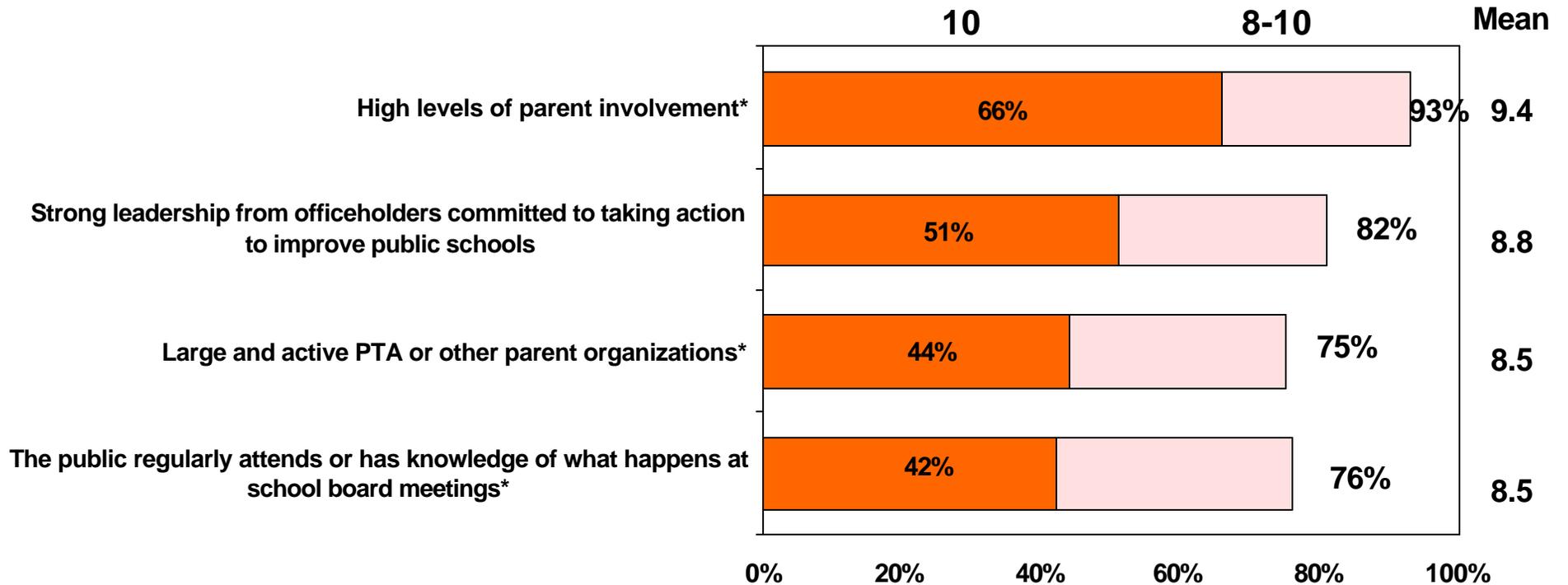


Strong Schools & Personal Action



Voters note high levels of parental involvement, strong leadership from officeholders to improve public education, a large and active PTA and a public knowledgeable of school board activities are most important for a community to have strong public schools.

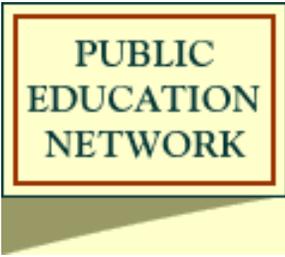
Now I am going to read you some different things people have said are important in order for a community to have strong public schools. Please tell me how important you think each is in order for a community to have strong public schools by rating it on a scale which goes from 0, not at all important in order for a community to have strong public schools to 10, extremely important in order for a community to have strong public schools and you can be anywhere in between.



Every group places high parental involvement as the top priority for strong community schools.

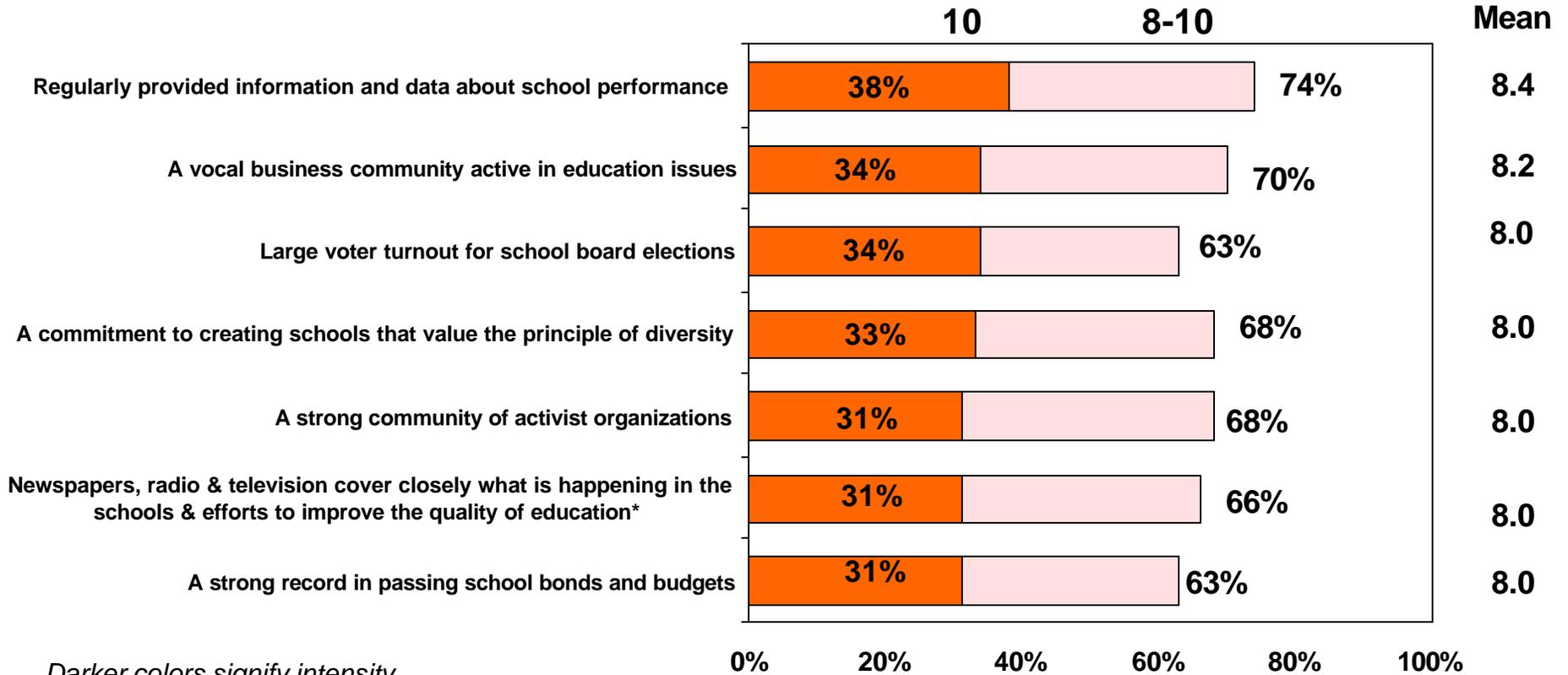
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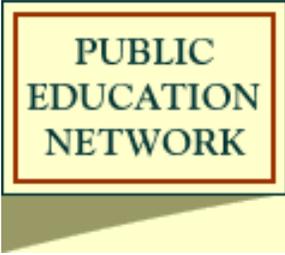


On a second tier, information about school performance, a business community that is active in education issues and large voter turnout for school board elections are seen as important in order for a community to have strong public schools.

Now I am going to read you some different things people have said are important in order for a community to have strong public schools. Please tell me how important you think each is in order for a community to have strong public schools by rating it on a scale which goes from 0, not at all important in order for a community to have strong public schools to 10, extremely important in order for a community to have strong public schools and you can be anywhere in between.



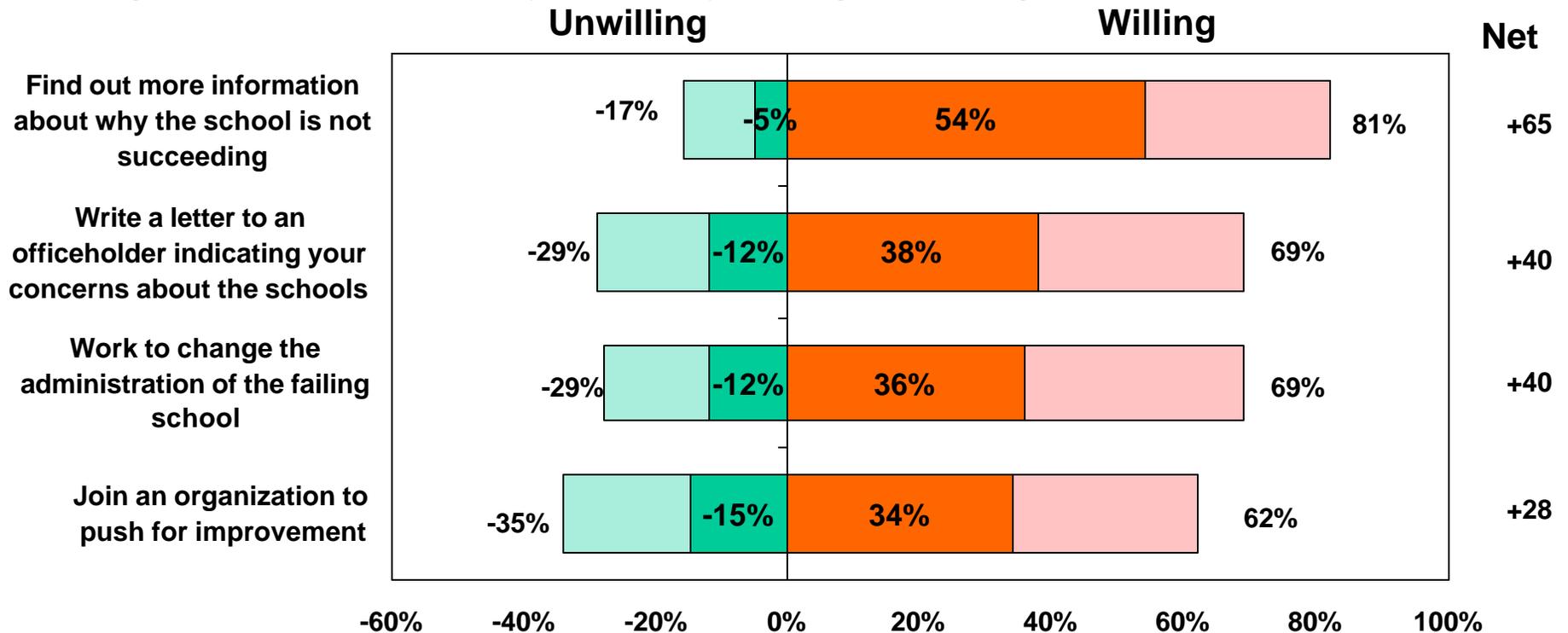
Darker colors signify intensity
**Split sampled question*



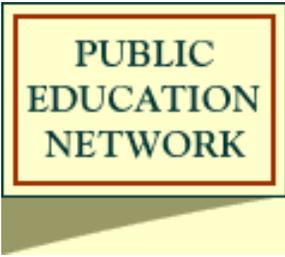
If a school in their community were designated as failing under this new law, voters would be most willing to find out more information about why the school is not succeeding.

On a second tier, voters would write a letter to an officeholder, work to change the school's administration and join an organization to push for improvement.

I am going to read you a list of actions some people have said they would take if a school in their community were designated as failing under this new law. For each one, please tell me if you would be very willing, somewhat willing, a little willing, or not at all willing to take that action if a school in your community was designated as failing under the new law?

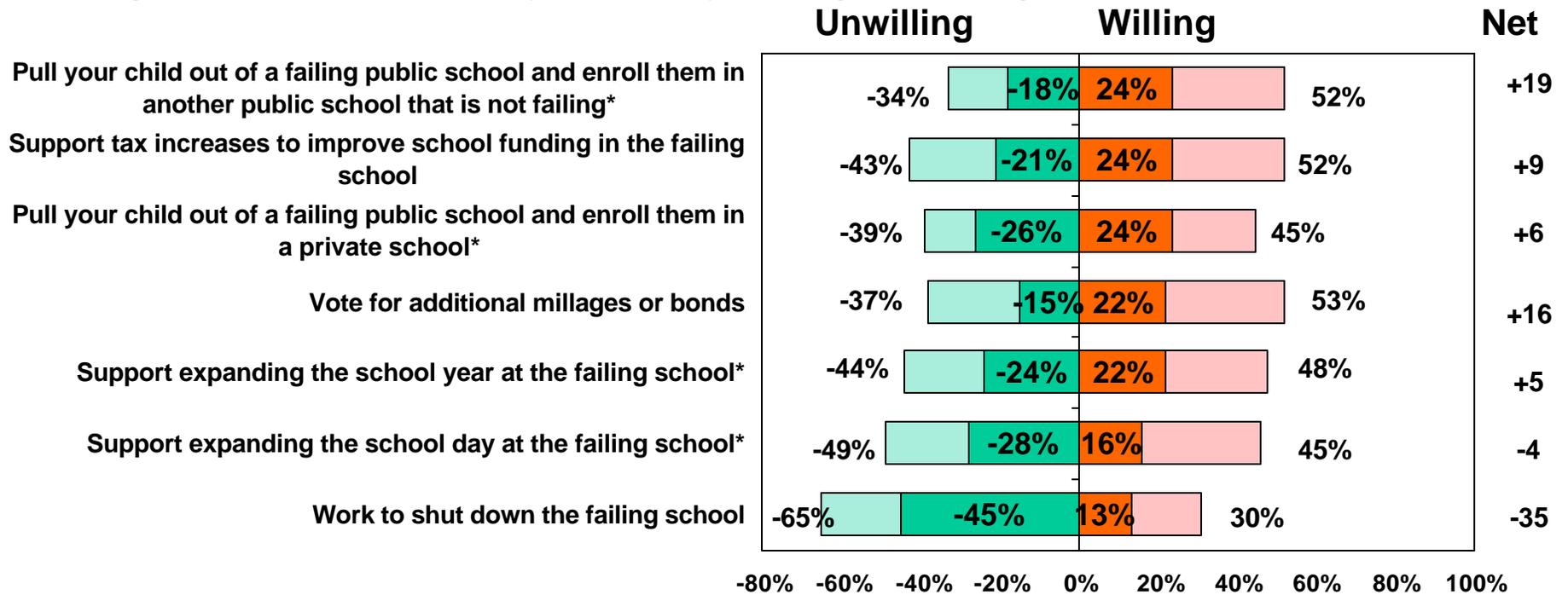


Parents are more intense in their willingness to find out more information (65% very willing), write a letter to an office holder (45% very willing), work to change the administration (41%) and joining an organization to push for improvement (41% very willing).



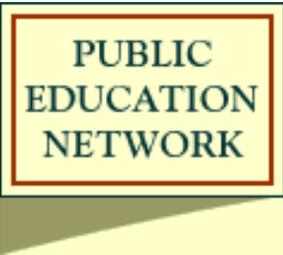
A majority of voters say they would pull their child out of the failing school and enroll them in another public school that is not failing and would support tax increases to improve school funding in the failing school. They are unwilling to work to shut down the failing school.

I am going to read you a list of actions some people have said they would take if a school in their community were designated as failing under this new law. For each one, please tell me if you would be very willing, somewhat willing, a little willing, or not at all willing to take that action if a school in your community was designated as failing under the new law?

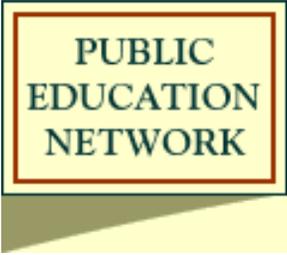


There is more power behind moving a child to another public school than moving to a private school. There is also more support for expanding the school year rather than the school day.

One of the biggest differences by party is the willingness to increase taxes: Democrats 59%, Independents 55%, Republicans 42% willing.

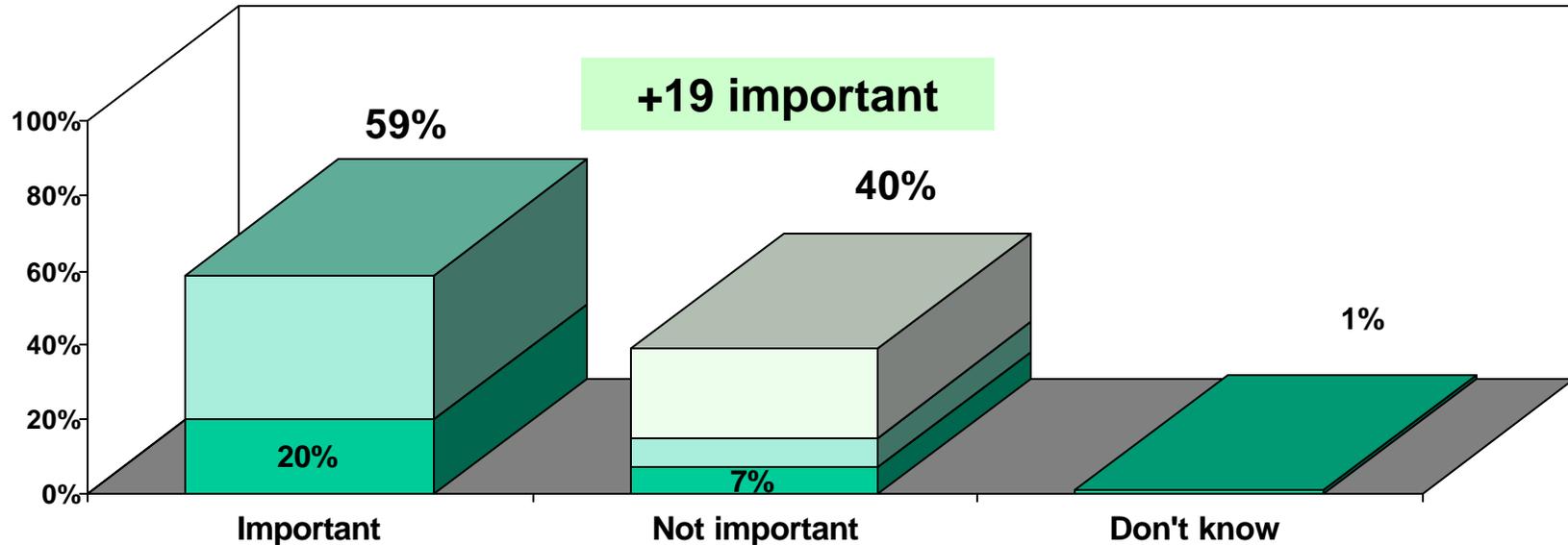


Education, Accountability, & Officeholders



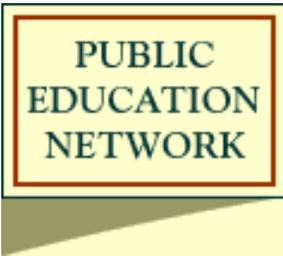
Six in ten voters say education was one of the most important or a very important factor in the November elections for federal and state offices.

Thinking back to the election in November for federal and state offices, how important a factor was a candidate's stand on education – one of the most important factors, very important, somewhat important, a little important, or was it not really a factor?



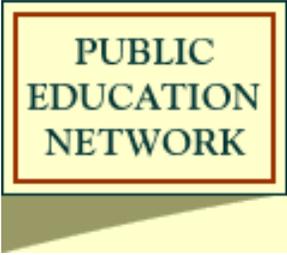
Education is more important to women, voters 30-49, college women, married women, dual income households, parents with children 6-12, attend public school, voters in the West N. Central, East S. Central and Mountain states. Voters under 45 are more likely to say education is important than voters over 45 (65% to 54% respectively).

Darker colors signify intensity



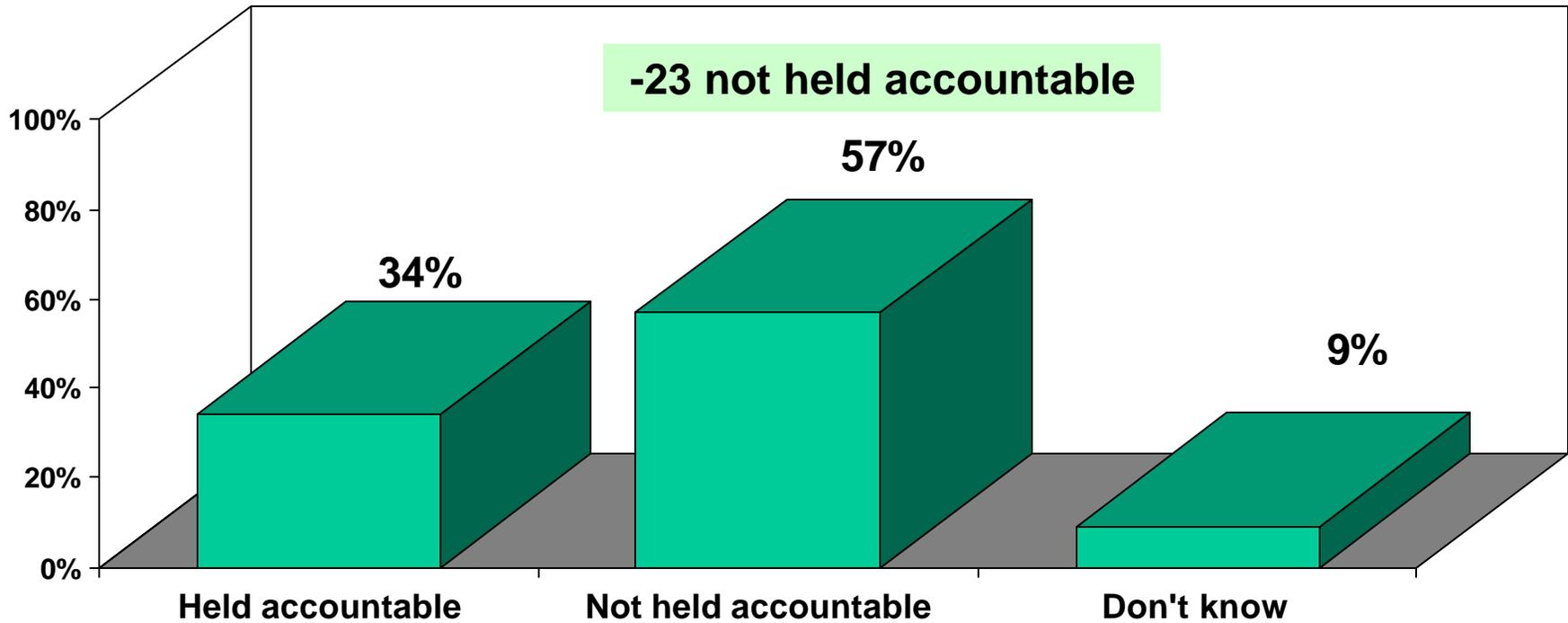
Focus group respondents across racial lines say that education is a top tier issue for them.

-
- “I mean, your career is based on what you learn, whether you choose to goof off through 12 years of school or learn through 12 years, you know, when you get out the real world hits you and you realize either I’m going to make it or I’m going to fold.” (*White man, Richmond*)
 - “A lot of the social problems or societies problems are caused by people that are not educated. We need to educate children for skills, subjects of racism, accepting people from other cultures and everything else.” (*Hispanic man, Richmond*)
 - “It’s the future. I mean, if we’re raising generations of poorly educated people who don’t have a sense of what came before, the context of the world in which they live, it’s a scary thought to me.” (*White woman, Richmond*)
 - “I consider it as high as it can go. If you think about it the children we are educating now are the ones that are going to support us. They are going to be, the future of the county and the state.” (*Hispanic man, Richmond*)
 - “[Education] should be first.” (*African-American man, Richmond*)

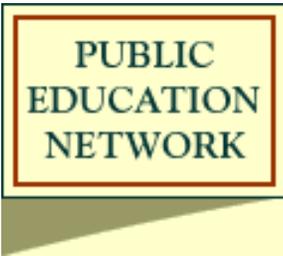


A majority of voters believe most officeholders aren't held accountable for their actions on education.

Do you think most officeholders are held accountable for their actions on education or are they not held accountable?

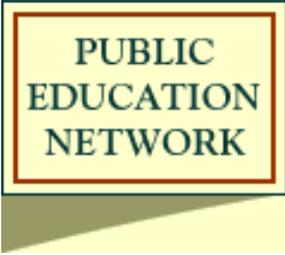


Every demographic group believes they are not held accountable.



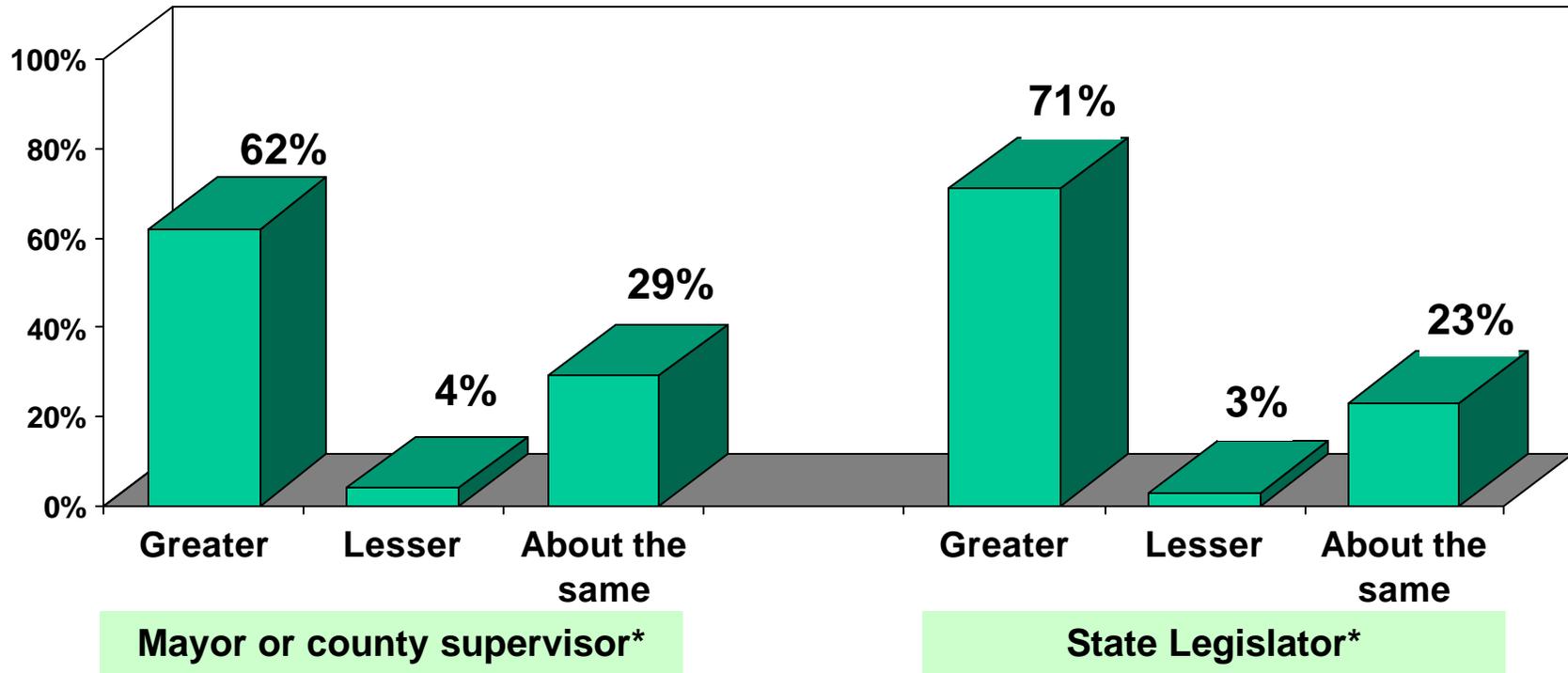
Focus group participants see politicians as making promises on education, but not following through.

-
- “You hear them saying they’re going to improve education, they may actually fund a little bit more money towards the school to allow them to update books, but that’s not helping to improve the school or your education. I mean, it is by getting you new books, but, you know, it goes back to I forgot who said, about the classes are overpopulated.” (*White man, Richmond*)
 - “And, well, my point is, or the point I want to make is we always talk, but we never put our money where our mouth is. Everyone in this room says, yes, we should pay teachers more. We should have a smaller teacher to student ratio. Everybody on earth says that. But when it comes time to actually fund it, it never happens. Not to any degree that truly makes any kind of difference. If we spent as much on education as we do on defense, good grief, we wouldn’t be here at all.” (*White woman, Richmond*)
 - “I think if they would do everything that they are saying that they are going to do with the bonds, then that’s a very positive thing, but you know it was like when they first brought the lottery to Virginia. I thought most of that money was going to be targeted towards the schools and I haven’t seen anything that was just major that has come from that.” (*African-American woman, Richmond*)
 - “I mean, basically, this is the way I feel about voting -- they tell you what you want to hear, they may have good intentions, but what they tell you, they’re not going to be able to follow through with it and they know that from the beginning.” (*White man, Richmond*)



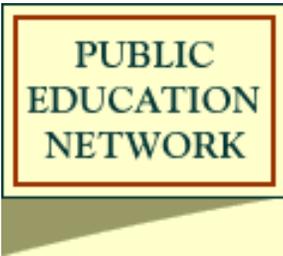
Voters believe their Mayor or County Supervisor and their State Legislator should play a greater role in advocating for quality public education.

Do you think your Mayor or county Supervisor OR State Legislator should play a greater role in advocating for quality public education, a lesser role or play about the same role?



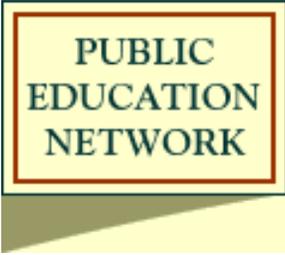
*Split sampled question

- African-American are more likely than Whites or Hispanics to want a greater role for their Mayor/County Supervisor (73%, 63%, 49% respectively) or State Legislator (76%, 71%, 63% respectively).
- Parents are more likely than non-parents to want a greater role for their Mayor/County Supervisor (69% v. 59% respectively) or State Legislator (75% v. 68% respectively).



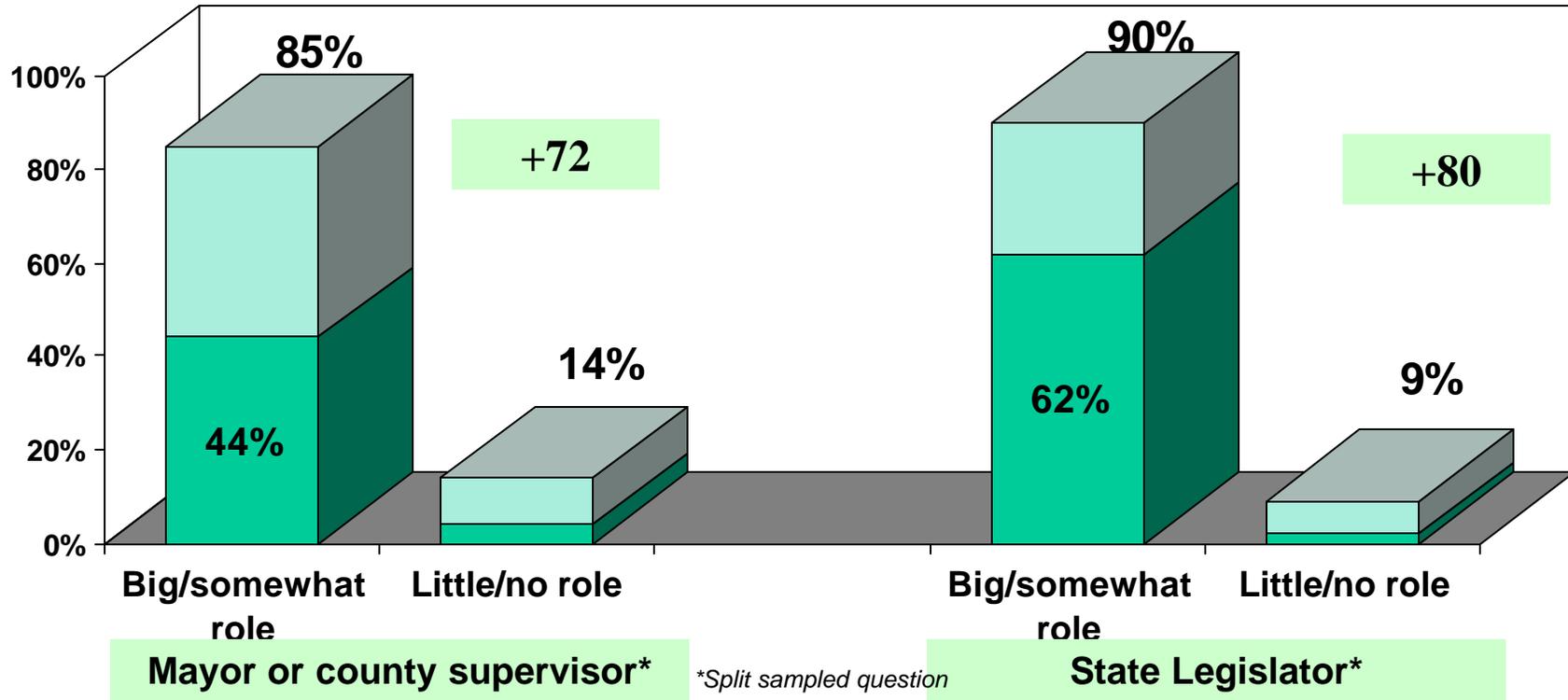
Focus group participants see elected officials as having a responsibility to improve education.

-
- **“It is their job is it not?”** (*Hispanic man, Richmond*)
 - **“They are hired officials elected by us and paid by us and one of their requirements is that they ensure us that our children are going to be educated. If they cannot do that then they don't need to be elected.”** (*Hispanic man, Richmond*)
 - **“I think they are responsible to a certain degree. We elected them maybe based on what they campaigned for but we as parents have a high role in that. Our job in the PTA is not only to raise funds but we have to make our voice be heard and let them know what is not working in the system. I think it is combined. We have to push them a little bit”** (*Hispanic woman, Richmond*)
 - **“I think they could push for more things for the kids, for more money.”** (*African-American man, Richmond*)



Six in ten voters believe their State Legislator should play a big role in advocating for quality public education, while a plurality see a big role for their mayor.

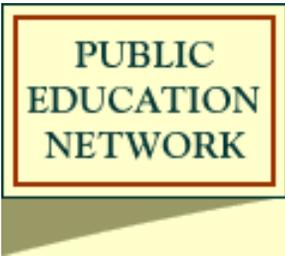
How big a role do you think your Mayor or County Supervisor **OR** State Legislator should play in advocating for quality public education – a big role, somewhat of a role, a little role or no role at all?



- Hispanics are more likely than Whites or African-Americans to see a big role for the mayor (51%, 43%, 42% respectively), while all see a big role for the State Legislator (63% for Hispanics and African-Americans, 61% for whites).
- While closer than when asked about a greater role, parents are slightly more likely than non parents to see a big role for the Mayor (88% v. 84% respectively) and for the State Legislator (94% v. 87% respectively).

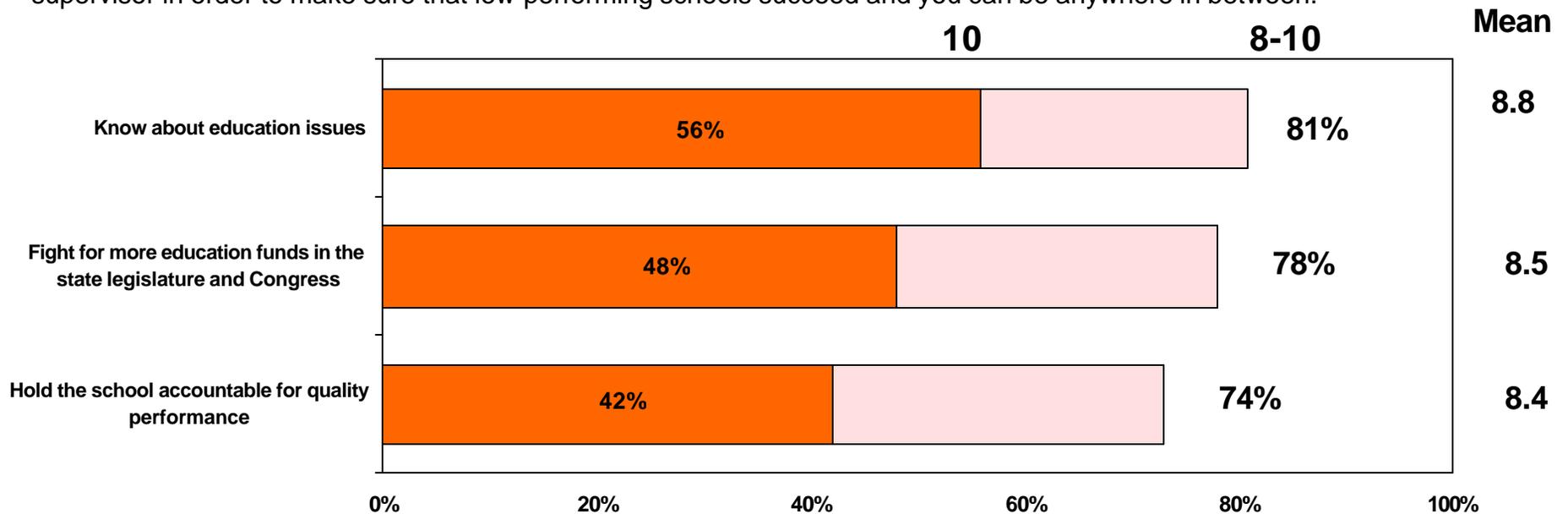
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Lake Snell Perry & Associates



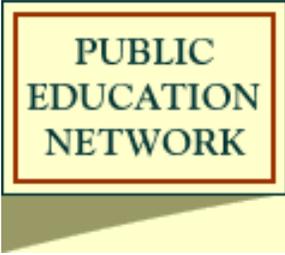
Knowing about education issues, fighting for more education funds and holding schools accountable for quality performance are given the highest priority for a mayor or county supervisor in order to make sure that low-performing schools succeed.

Now let me read you some different things people have said a mayor or county supervisor could do to make sure that low performing schools succeed. For each one please tell me how much of a priority it should be for the mayor or county supervisor by rating it on a scale which goes from 0, not a priority at all, to 10, the highest priority for a mayor or county supervisor in order to make sure that low-performing schools succeed and you can be anywhere in between.*



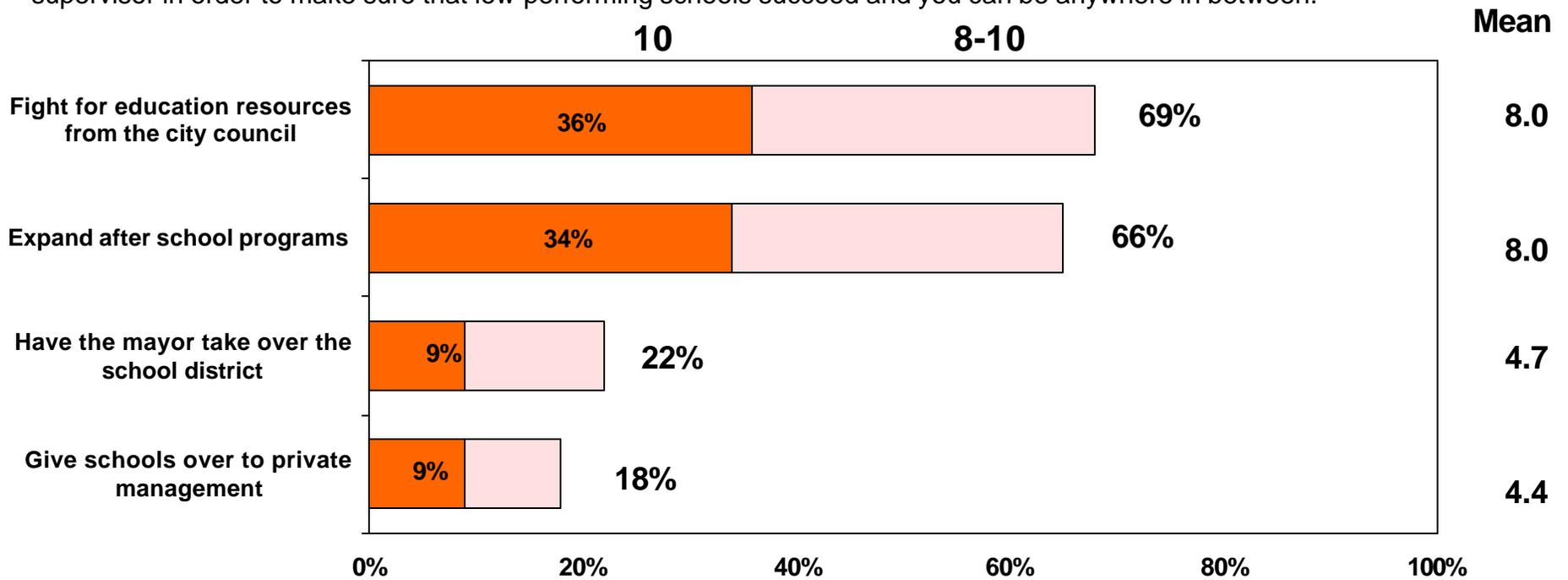
Nearly every group prioritizes knowing about education issues-while there is some variation it tends to tie with fighting for more funds.

Darker colors signify intensity
**Split sampled question*



Fighting for education resources and expanding after school programs are on a second tier, while voters don't see taking over the school district or giving schools to private management as priorities.

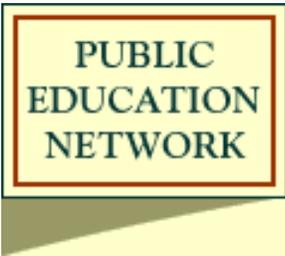
Now let me read you some different things people have said a mayor or county supervisor could do to make sure that low performing schools succeed. For each one please tell me how much of a priority it should be for the mayor or county supervisor by rating it on a scale which goes from 0, not a priority at all, to 10, the highest priority for a mayor or county supervisor in order to make sure that low-performing schools succeed and you can be anywhere in between.*



Republicans rank having the mayor take over the school district (11% highest priority, 25% high priority, mean 5.1) and giving schools over to private management (8% highest priority, 22% high priority, mean 5.0) higher than other partisans.

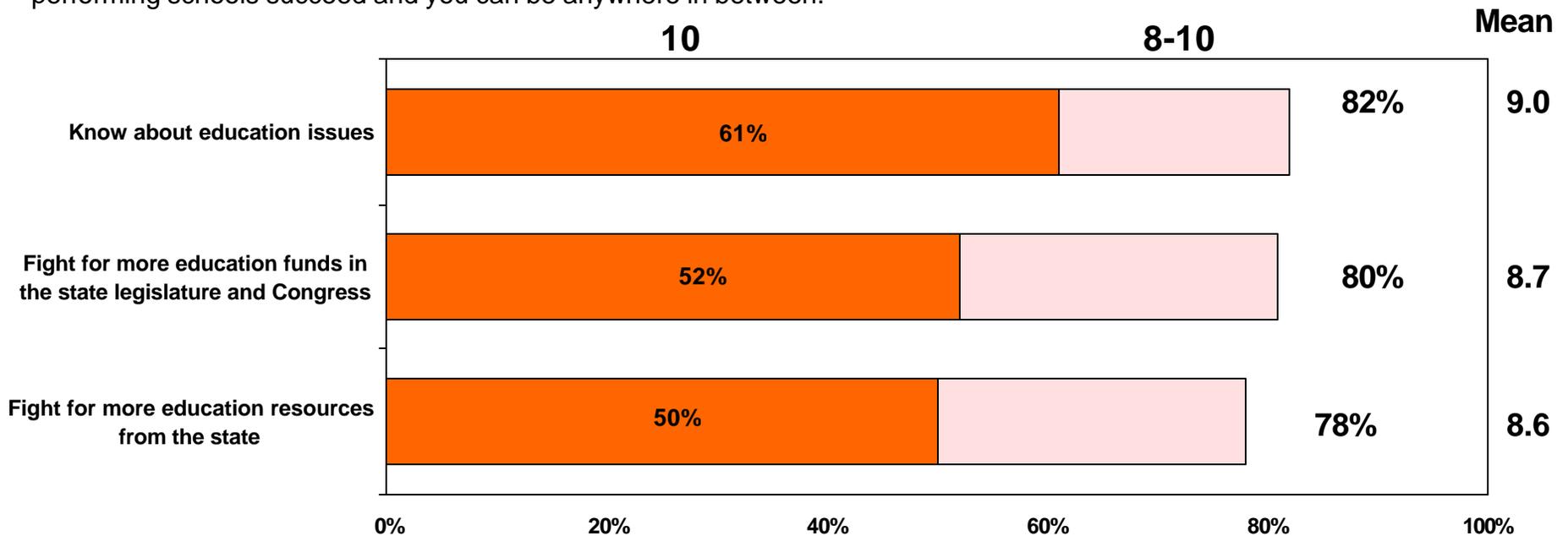
Darker colors signify intensity

*Split sampled question



Voters again prioritize knowing about education issues, fighting for more education funding and fighting for more education resources for their state legislator to make sure that low-performing schools succeed.

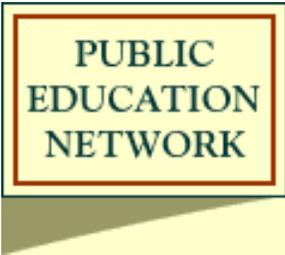
Now let me read you some different things people have said a state legislator could do to make sure that low performing schools succeed. For each one please tell me how much of a priority it should be for a state legislator by rating it on a scale which goes from 0, not a priority at all, to 10, the highest priority for a state legislator in order to make sure that low-performing schools succeed and you can be anywhere in between.*



Most voters across demographic groups place knowing about education issues at the top. Strong Republicans split between knowing about issues and holding schools accountable. African-American women split between knowing issues and fighting for education resources. Older Hispanics prioritize holding schools accountable.

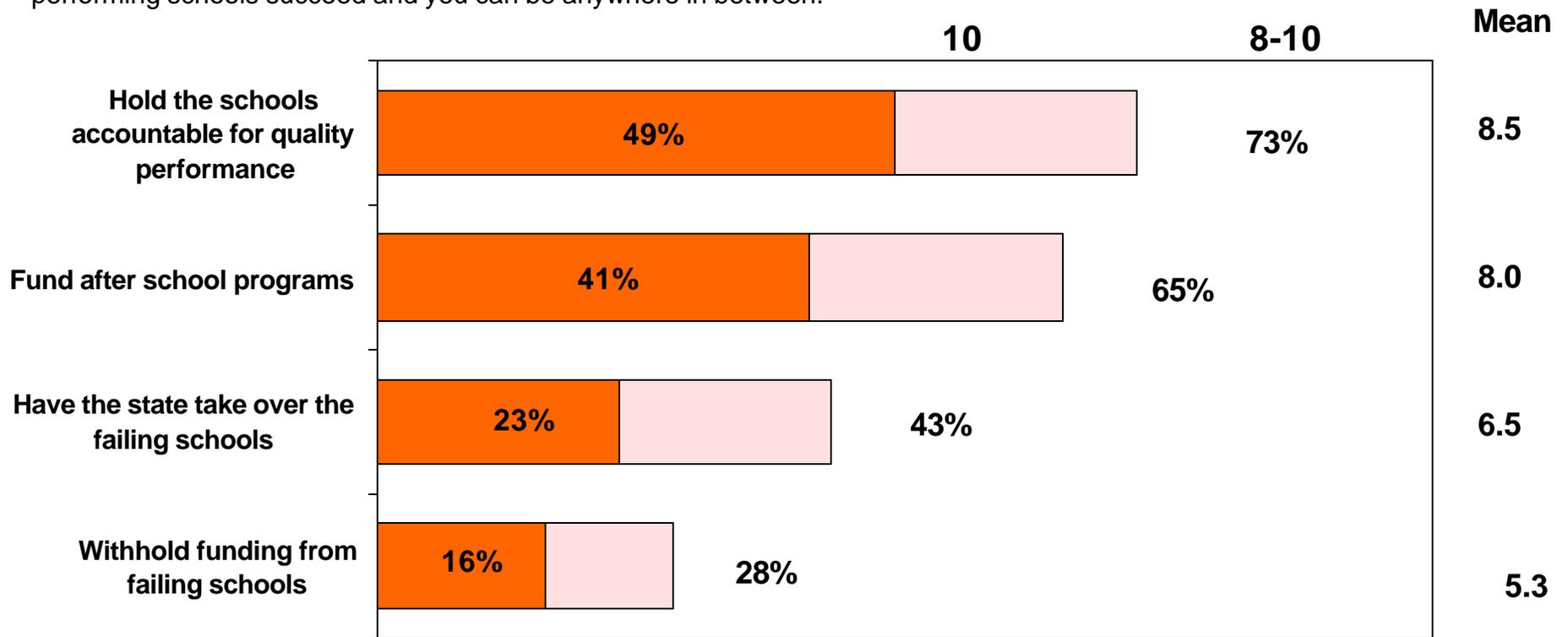
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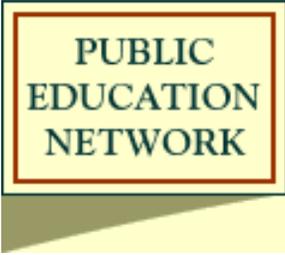


Holding the schools accountable for quality performance and funding after school programs are on a second tier, while voters don't see taking over the school district or withholding funding from failing schools as priorities.

Now let me read you some different things people have said a state legislator could do to make sure that low performing schools succeed. For each one please tell me how much of a priority it should be for a state legislator by rating it on a scale which goes from 0, not a priority at all, to 10, the highest priority for a state legislator in order to make sure that low-performing schools succeed and you can be anywhere in between.*

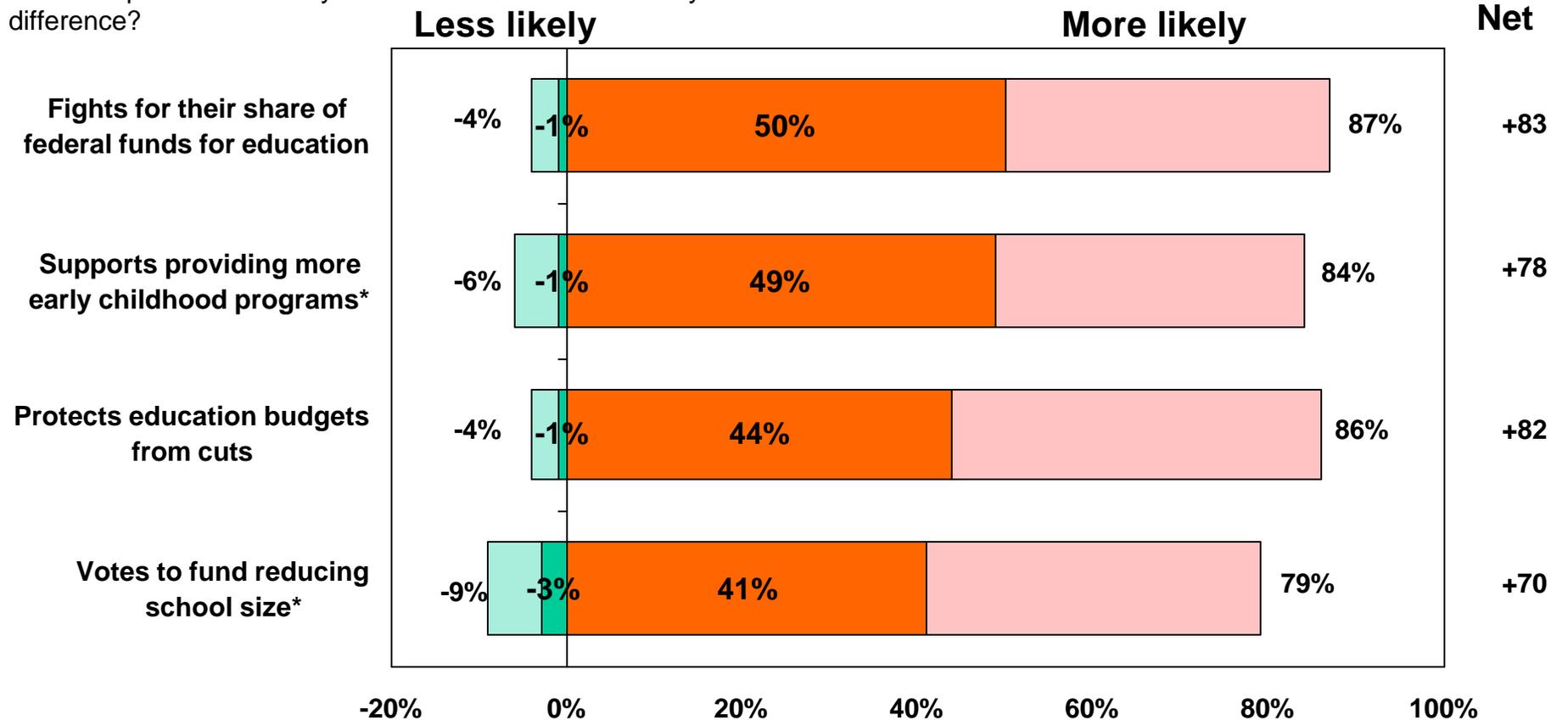


Darker colors signify intensity
*Split sampled question

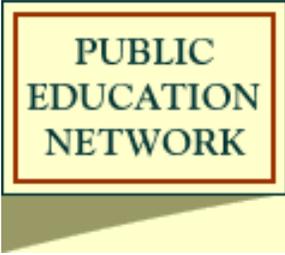


Voters say they would be more likely to re-elect an official who fights for federal funds for education, supports providing more early childhood programs and protects education budgets from cuts.

Now I am going to read you a list of items that elected officials may do now that they are in office regarding education. For each one please tell me if you would be more or less likely to re-elect an official who took this action or wouldn't it make a difference?

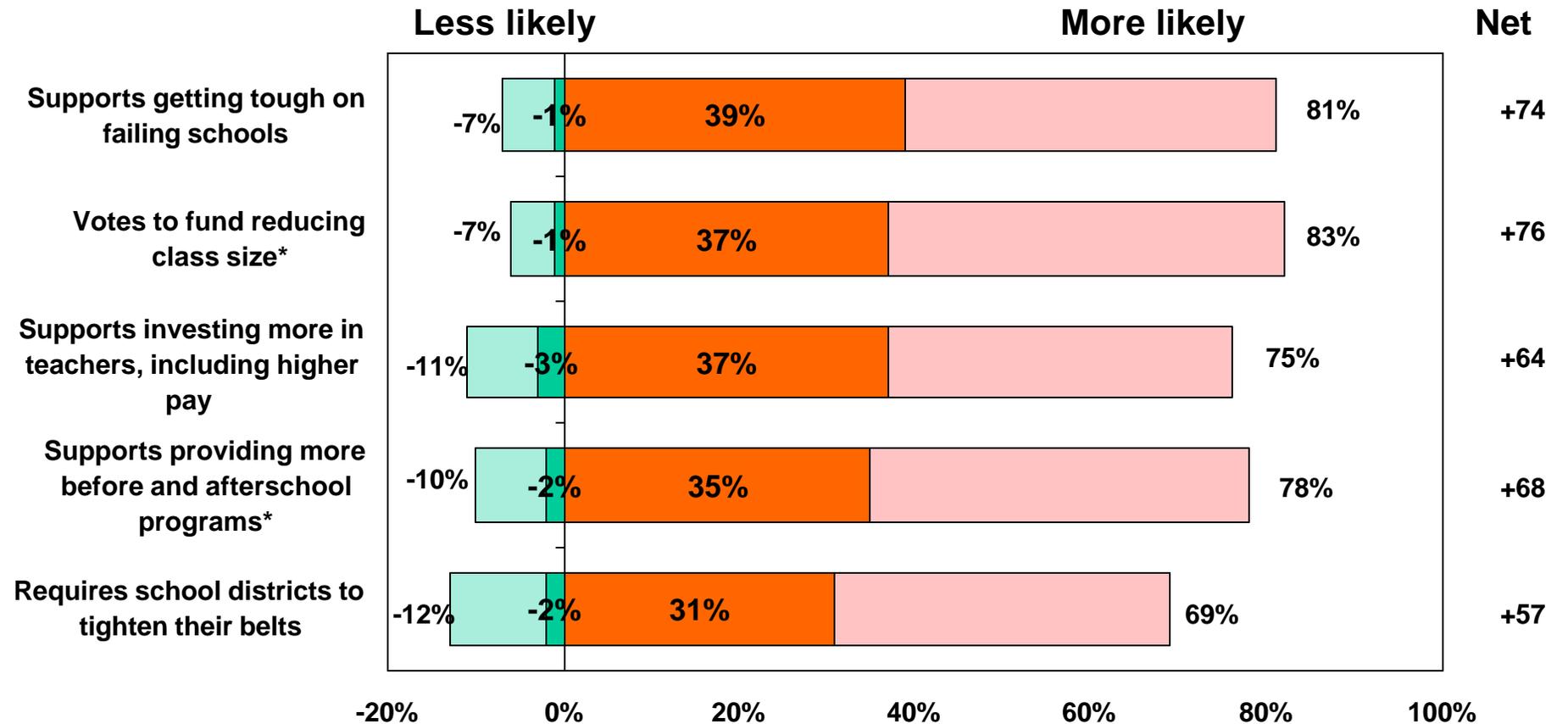


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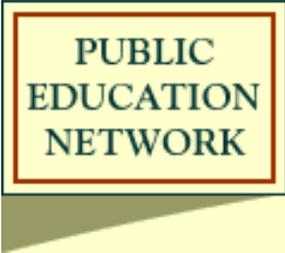


On a second tier, voters say they would be more likely to re-elect a candidate who supports getting tough on failing schools, votes to fund reducing class size, and supports investing more in teachers, including higher teacher pay.

Now I am going to read you a list of items that elected officials may do now that they are in office regarding education. For each one please tell me if you would be more or less likely to re-elect an official who took this action or wouldn't it make a difference?

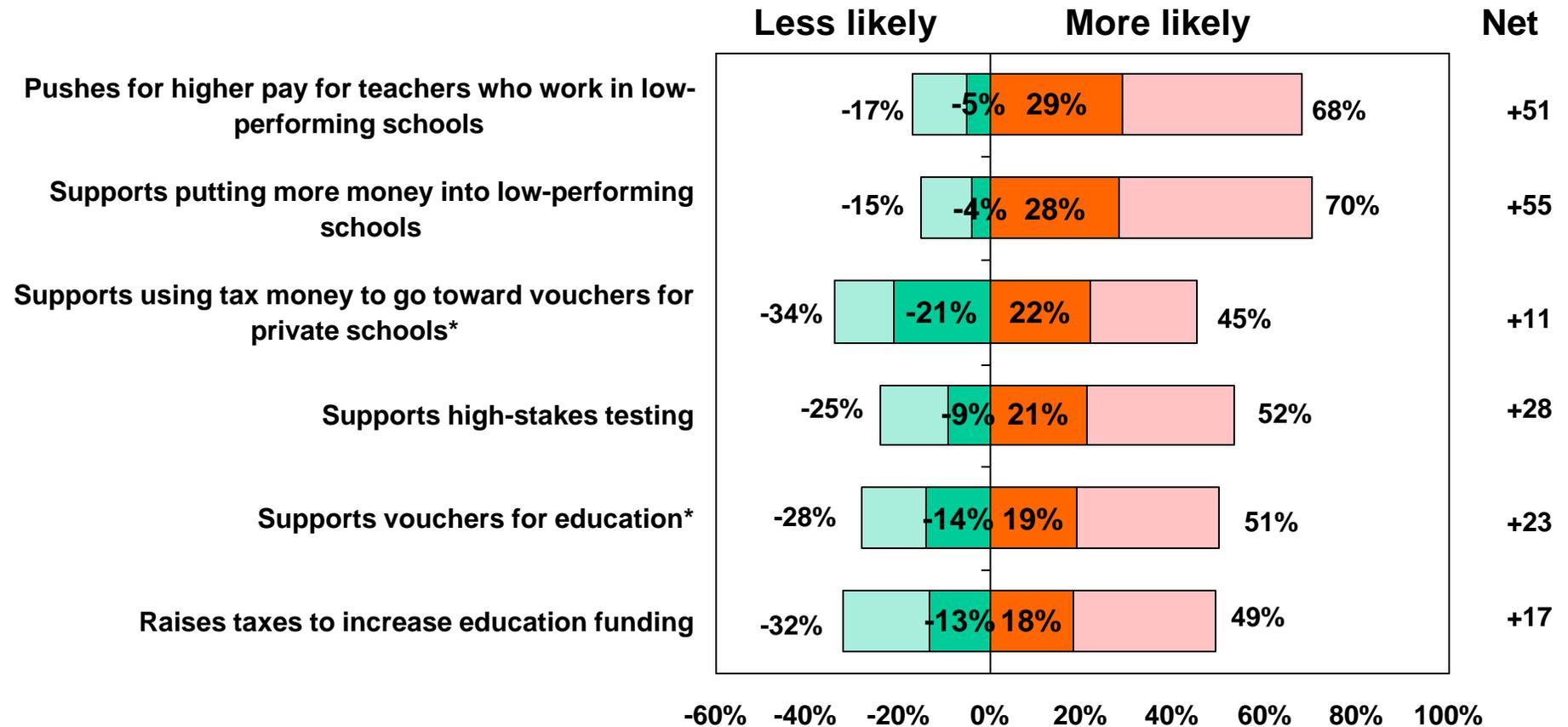


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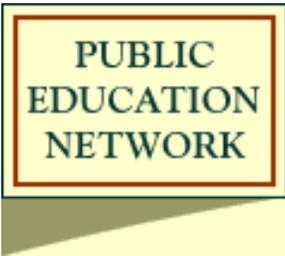


On a third tier, voters say they would be more likely to vote to re-elect an official who pushes for higher pay for teachers who work in low-performing schools, and who supports putting more money into low-performing schools. Items that barely get half or receive less than a majority of support include high-stakes testing, increasing taxes, and support of vouchers.

Now I am going to read you a list of items that elected officials may do now that they are in office regarding education. For each one please tell me if you would be more or less likely to re-elect an official who took this action or wouldn't it make a difference?



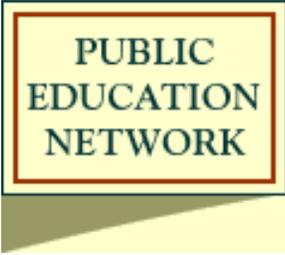
*Split sampled questions



There are distinct gender differences in when asked about re-election likelihood. Women are much more likely to re-elect a candidate who supports early childhood education and who votes to reduce school size. Men look at protecting education budgets.

Re-election likelihood – ranked by those saying they would be much more likely to re-elect an official who took this action	Total	Men	Women
Fights for their share of federal funds for education	50% (1)	49% (1)	51% (2)
Supports more early childhood programs*	49% (2)	43% (2)	54% (1)
Protects education from budget cuts	44% (3)	42% (3)	46% (4)
Votes to fund reducing school size*	41% (4)	34% (7)	47% (3)
Supports getting tough on failing schools	39% (5)	39% (4)	39% (5)
Supports investing more in teachers	37% (6)	35% (5)	38% (7)
Votes to fund reducing class size*	37% (7)	35% (6)	39% (6)
Supports more before and afterschool programs*	35% (8)	32% (8)	38% (8)
Requires school districts to tighten their belts	31% (9)	32% (9)	30% (9)
Higher pay for teachers in low-performing schools	29% (10)	28% (10)	30% (10)
Supports putting more money into low-performing schools	28% (11)	26% (11)	30% (11)
Supports using tax money for private school vouchers*	22% (12)	23% (12)	21% (12)
Supports high-stakes testing	21% (13)	22% (13)	19% (13)
Supports vouchers for education*	19% (14)	22% (14)	16% (14)
Raises taxes to increase education funding	18% (15)	16% (15)	19% (15)

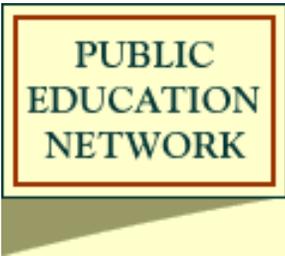
*Split sampled questions



There are also differences between parties, with Democrats, Independents, and Republicans focusing on sharing federal funds and early childhood. Democrats and Independents also focus on education related budget cuts, while Republicans identify getting tough on failing schools as a reason to re-elect.

Re-election likelihood – ranked by those saying they would be much more likely to re-elect an official who took this action	Total	Democrat	Independent	Republican
Fights for their share of federal funds for education	50% (1)	60% (1)	46% (3)	42% (2)
Supports more early childhood programs*	49% (2)	57% (2)	59% (1)	39% (3)
Protects education from budget cuts	44% (3)	57% (3)	42% (3)	36% (4)
Votes to fund reducing school size*	41% (4)	48% (5)	41% (4)	33% (6)
Supports getting tough on failing schools	39% (5)	38% (8)	32% (6)	44% (1)
Supports investing more in teachers	37% (6)	50% (4)	30% (8)	29% (8)
Votes to fund reducing class size*	37% (7)	47% (7)	35% (5)	32% (7)
Supports more before and afterschool programs*	35% (8)	48% (6)	31% (7)	26% (9)
Requires school districts to tighten their belts	31% (9)	32% (11)	23% (17)	36% (5)
Higher pay for teachers in low-performing schools	29% (10)	37% (9)	29% (10)	22% (14)
Supports putting more money into low-performing schools	28% (11)	33% (10)	27% (11)	24% (10)
Supports using tax money for private school vouchers*	22% (12)	17% (14)	30% (9)	24% (11)
Supports high-stakes testing	21% (13)	18% (13)	20% (13)	24% (12)
Supports vouchers for education*	19% (14)	14% (15)	16% (15)	25% (13)
Raises taxes to increase education funding	18% (15)	24% (12)	17% (14)	12% (15)

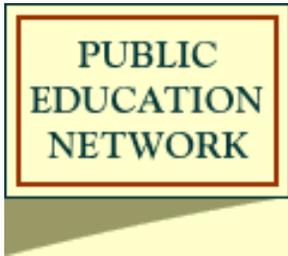
*Split sampled questions



While all three groups have the same top three reasons for re-electing an official, whites and African-Americans put fighting for their share of federal funds first, while Hispanics rate supporting early childhood programs as a top reason to re-elect.

Re-election likelihood – ranked by those saying they would be much more likely to re-elect an official who took this action	Total	White	African-American	Hispanic
Fights for their share of federal funds for education	50% (1)	51% (1)	55% (1)	41% (2)
Supports more early childhood programs*	49% (2)	48% (2)	54% (2)	44% (1)
Protects education from budget cuts	44% (3)	44% (3)	49% (3)	41% (3)
Votes to fund reducing school size*	41% (4)	40% (4)	42% (7)	39% (4)
Supports getting tough on failing schools	39% (5)	41% (5)	31% (10)	29% (8)
Supports investing more in teachers	37% (6)	36% (6)	47% (5)	34% (5)
Votes to fund reducing class size*	37% (7)	36% (7)	48% (4)	31% (7)
Supports more before and afterschool programs*	35% (8)	34% (8)	45% (6)	34% (6)
Requires school districts to tighten their belts	31% (9)	32% (9)	24% (11)	27% (11)
Higher pay for teachers in low-performing schools	29% (10)	29% (10)	36% (18)	27% (10)
Supports putting more money into low-performing schools	28% (11)	28% (11)	32% (9)	29% (9)
Supports using tax money for private school vouchers*	22% (12)	23% (12)	18% (14)	18% (12)
Supports high-stakes testing	21% (13)	22% (13)	14% (15)	17% (13)
Supports vouchers for education*	19% (14)	20% (14)	19% (12)	10% (15)
Raises taxes to increase education funding	18% (15)	19% (15)	19% (13)	12% (14)

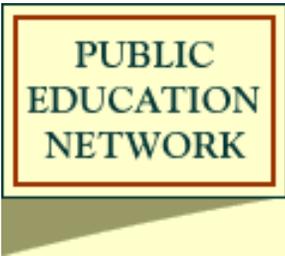
*Split sampled questions



Voters of all age groups say they would be much more likely to re-elect an official who fights for their share of federal funds for education and supports more early childhood programs, but those under 45 focus more on protecting education from budget cuts while those over 45 are more concerned with getting tough on failing schools.

Re-election likelihood – ranked by those saying they would be much more likely to re-elect an official who took this action	Total	Under 45	Over 45
Fights for their share of federal funds for education	50% (1)	55% (2)	45% (1)
Supports more early childhood programs*	49% (2)	57% (1)	42% (2)
Protects education from budget cuts	44% (3)	53% (3)	36% (4)
Votes to fund reducing school size*	41% (4)	47% (4)	35% (5)
Supports getting tough on failing schools	39% (5)	40% (8)	38% (3)
Supports investing more in teachers	37% (6)	43% (6)	31% (7)
Votes to fund reducing class size*	37% (7)	46% (5)	30% (8)
Supports more before and afterschool programs*	35% (8)	42% (7)	29% (9)
Requires school districts to tighten their belts	31% (9)	31% (11)	32% (6)
Higher pay for teachers in low-performing schools	29% (10)	33% (9)	26% (10)
Supports putting more money into low-performing schools	28% (11)	32% (10)	24% (11)
Supports using tax money for private school vouchers*	22% (12)	22% (13)	23% (12)
Supports high-stakes testing	21% (13)	22% (14)	19% (13)
Supports vouchers for education*	19% (14)	22% (15)	16% (14)
Raises taxes to increase education funding	18% (15)	23% (12)	14% (15)

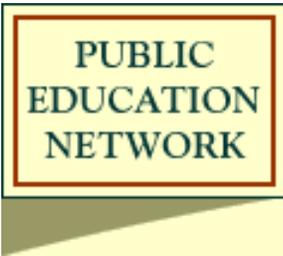
*Split sampled questions



While parents and non-parents seem to have similar interests in re-electing an official, parents place supporting more early childhood programs first, while non-parents focus on the fight for federal funds. Down the line, parents are more likely to re-elect on each point than non-parents.

Re-election likelihood – ranked by those saying they would be much more likely to re-elect an official who took this action	Total	Parents	Non-Parents
Fights for their share of federal funds for education	50% (1)	55% (2)	47% (1)
Supports more early childhood programs*	49% (2)	59% (1)	43% (2)
Protects education from budget cuts	44% (3)	55% (3)	38% (3)
Votes to fund reducing school size*	41% (4)	45% (6)	38% (5)
Supports getting tough on failing schools	39% (5)	41% (8)	38% (4)
Supports investing more in teachers	37% (6)	45% (5)	32% (6)
Votes to fund reducing class size*	37% (7)	48% (4)	31% (8)
Supports more before and afterschool programs*	35% (8)	44% (7)	30% (9)
Requires school districts to tighten their belts	31% (9)	29% (11)	32% (7)
Higher pay for teachers in low-performing schools	29% (10)	34% (9)	26% (11)
Supports putting more money into low-performing schools	28% (11)	30% (10)	27% (10)
Supports using tax money for private school vouchers*	22% (12)	21% (15)	23% (12)
Supports high-stakes testing	21% (13)	25% (12)	18% (13)
Supports vouchers for education*	19% (14)	24% (13)	16% (14)
Raises taxes to increase education funding	18% (15)	24% (14)	15% (15)

*Split sampled questions



Voters in the focus groups say they keep up with their elected officials' actions on education through the media, firsthand experience and their voting record.

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- **“How we know is through media.”** *(White woman, Richmond)*
 - **“Yes, well, and your own kids, I guess, and what your experience is, or what your community’s experience is, which is including firsthand or secondhand, whether it’s working or not.”** *(White woman, Richmond)*
 - **“You can listen to the news and read the paper but they will only cover what they think the people want to hear. There are issues that are not covered that people want to know about and we really will never know whether or not they are doing it.”** *(Hispanic woman, Richmond)*
 - **“You can look at the record. You know, you can go, I mean, it’s all public information. None of us ever bother, but you could go and look at their voting record and how they voted and all this kind of stuff.”** *(White woman, Richmond)*
 - **“You can go in and see if you see any improvements within the school systems. You would see some visual improvement.”** *(African-American woman, Richmond)*