

JONES INSTITUTE FOR EDUCATIONAL EXCELLENCE

KATE X

KANSANS' ATTITUDES
TOWARD EDUCATION

JUNE, 2004

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY

KATE X

Kansans' Attitudes Towards Education

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BACKGROUND OF THE STUDY

In the spring of 1980, The Teachers College at Emporia State University (ESU) conducted an intensive survey of the attitudes of Kansans toward public schools in their communities. Patterned after the national Gallup Poll on public education, the ESU project was named Kansans' Attitudes Toward Education (KATE).

A variety of organizations and institutions have provided funding to conduct the survey over the past two decades. KATE X was funded by Emporia State University, the Jones Institute for Educational Excellence, and the Kansas State Department of Education.

The response of the general public and special interest groups to the report of the original KATE project was such that university officials decided to periodically repeat the study. Thus, KATE I through IX were conducted (see Appendix B). This is the tenth KATE study to be completed and is overseen by the Jones Institute for Educational Excellence at Emporia State University.

The researchers of this study acknowledge the significant contribution of the Gallup Poll toward this project. Similarity with Gallup's annual nationwide survey on public education is most evident in the general areas of (1) conceptualization and (2) the replication and modification of certain questions. The KATE poll does depart significantly with regard to (1) data gathering methodology and (2) questions employed in the survey. Specifically, this KATE survey utilized a paper-and-pencil survey to ascertain attitudes while the Gallup poll often employs a personal interview technique over the phone. Also, most of the questions in the KATE survey were developed to focus on specific Kansas issues.

RESEARCH PROCEDURES

Certain questions in the KATE survey (see Appendix A) remain the same from year to year and others are altered each time the survey is done to reflect the changing interests in education. Questions remaining the same allow for comparisons of results across KATE surveys over the years. Newer questions – such as the ones related to the federal No Child Left Behind (NCLB) legislation – enable researchers to track more recent trends.

Once development of the survey was completed, Kansans' resident addresses were obtained through a statistical research company that provides U.S. Census-based data. A total of 3,000 random addresses were purchased. The KATE survey was then mailed in February 2004 to those addresses along with a cover letter (including information regarding informed consent) and pre-paid return envelopes. A total of 523 surveys (N = 523) were returned with usable data creating a response rate of 17.4 percent.

The mail-out method marks a departure from the phone survey method used in past KATE surveys. Sending it by post was more economical and produced roughly the same number of completed surveys as in past years when participants provided data through phone interviews. However, due to the mail-out method, the data may be more vulnerable to volunteer bias for those participants that chose to complete the survey and return it. This may help to explain some of the changes in both demographics and results from past KATE studies.

DEMOGRAPHICS

Demographic variables for this KATE study are listed by category and include the total number of survey respondents who responded that way (N) as well as their percentage in comparison to all categories for that variable (%). The last column represents the demographic percentage for the state of Kansas based on the 2002 American Community Survey Profile Census Data estimates (where applicable).

KATE X Composition of the Sample

Sample Composition (N = 523)

Gender			Occupation			Kansas Census Data		Respondents who went to Kansas K-12 schools		
	N	%	Kansas Census Data		N	%		N	%	
Male	227	43.4	49.0	Business/Professional/	118	22.6	21.7	Yes	377	72.1
Female	284	54.3	51.0	Administration	8	1.5	---	No	137	26.2
No Answer	12	2.3	---	Clerical	63	12.0	---	No Answer	9	1.7
Age			Education/			Kansas Census Data		Respondents with children in Kansas K-12 schools		
	N	%	Kansas Census Data		N	%		N	%	
18-24	11	2.1	---	Academics	7	1.3	---	Yes	379	72.5
25-34	59	11.3	12.8	Farming	25	4.8	---	No	135	25.8
35-49	161	30.8	---	General Labor	23	4.4	---	No Answer	9	1.7
50-64	155	29.6	---	Homemaker	61	11.7	---	Respondents with -		
65+	125	23.9	12.7	Sales	107	20.5	---		N	%
No Answer	12	2.3	---	Technical	9	1.7	---	Children in public schools	331	63.3
Race/Ethnicity			Other			Kansas Census Data		Children in private schools		
	N	%	Kansas Census Data		N	%		Children who are home schooled	4	0.8
Caucasian	457	87.4	82.2	Unemployed	1	0.2	4.4	Some combination of above	31	6.0
African American	12	2.3	5.9	No Answer	13	2.5	---	No children or No answer	133	25.4
Asian	3	0.6	2.0	Total Family Income (2003)			Area of Residence			
Hispanic	15	2.9	7.0		N	%		N	%	
Native American	14	2.7	0.8	Less than \$15,000	29	5.5		Northwest	33	6.3
Other	6	1.1	2.1	\$15,000-25,000	63	12.0		Southwest	23	4.4
No Answer	16	3.1	---	\$25,001-40,000	81	15.5		North Central	65	12.4
Education			\$40,001-60,000			Kansas Census Data*		South Central		
	N	%	Kansas Census Data*		N	%		N	%	
Some high school	10	1.9	12.5	\$60,001-85,000	107	20.5		Northeast	227	43.4
H.S. diploma or equal	91	17.4	30.9	More than \$85,000	103	19.7		Southeast	42	8.0
Some college	134	25.6	23.7	No Answer	20	3.8		No Answer	13	2.5
College degree	149	28.5	24.0	Political Affiliation			Community Size			
Advanced college degree	124	23.7	8.9		N	%		N	%	
No answer	15	2.9	---	Republican	162	31.0		Less than 2,500 people	78	14.9
* Only includes people 25 years of age and older				Democrat	242	46.3		2,501-10,000 people	100	19.1
Home Ownership				Independent	83	15.9		10,001-25,000 people	65	12.4
	N	%		Other	17	3.3		25,001-50,000 people	61	11.7
Yes	439	83.9		No Answer	19	3.6		50,001-100,000 people	48	9.2
No	76	14.5		Area of Residence				More than 100,000 people	160	30.6
No answer	8	1.5			N	%		No answer	11	2.1

GRADING THE PUBLIC SCHOOLS

Survey Questions 1-10

If the following were graded in the same manner that students are graded, on the quality of their work, what overall grade would you give to each of them? (Scale: A=excellent to F= failing performance)

Respondents graded public schools in their communities and the teachers in those schools more favorably than any other Kansas community group. The Kansas Legislature drew the worst grading response including the highest percentage of D (23.9 percent) and F (16.6 percent) grades.

	A %	B %	C %	D %	F %	Not Sure %
Kansas Totals						
Public schools in Kansas in general	7.1	45.5	36.3	4.2	1.1	5.2
Public schools in your community	22.9	43.8	24.3	4.8	1.9	1.9
Teachers in your public schools	22.0	49.9	20.8	3.3	1.0	2.3
Principals in your public schools	17.0	41.1	24.9	7.6	3.1	5.9
Superintendent of public schools in your community	15.1	36.5	22.2	12.2	4.2	8.0
Governor Sebelius on public education	12.6	26.0	32.9	12.8	5.2	10.1
Kansas Legislature on public education	2.7	14.0	34.0	23.9	16.6	8.0
Your local board of education on public education	9.4	32.1	30.4	14.9	6.9	5.5
Parents' involvement in your public schools	14.0	35.0	27.9	13.0	3.1	6.7
Community support in your public schools	12.6	35.4	34.2	10.3	2.1	4.8

Public Schools in Your Community

It should be noted that for the first time in over a decade (and four KATE surveys), the grades for "public schools in your community" improved after continual decline. However, this survey represented a switch from the traditional phone interviews of previous KATE surveys

to the mail-out surveys of KATE X that may be partially responsible for the results.

Comparison Across Years

	A %	B %	C %	D %	F %	Not Sure %
KATE X	22.9	43.8	24.3	4.8	1.9	1.9
KATE IX	15.4	36.0	30.5	7.7	3.0	7.3
KATE VIII	19.0	40.0	23.0	6.0	2.0	10.0
KATE VII	20.0	43.0	22.0	4.0	1.0	10.0

White/Caucasian respondents were more likely to give favorable grades towards the public schools in their community whereas non-whites were more likely to give a D or F.

By Race/Ethnicity

	A %	B %	C %	D %	F %	Not Sure %
White/Caucasian	23.9	44.2	24.9	3.9	1.1	2.0
All Other Racial/Ethnic Groups	17.2	42.2	20.3	10.9	7.8	1.6

There was a definite trend with families of higher income viewing public schools in their community more positively; over 80 percent of those in the \$85,000+ category gave A's or B's and no F's.

By Total Family Income

	A %	B %	C %	D %	F %	Not Sure %
Less than \$15,000	17.2	27.6	41.4	3.4	6.9	3.4
\$15,000-25,000	17.5	31.7	36.5	11.1	1.6	1.6
\$25,001-40,000	21.0	48.1	23.5	3.7	2.5	1.2
\$40,001-60,000	20.8	45.8	23.3	5.0	2.5	2.5
\$60,001-85,000	25.2	43.0	24.3	1.9	2.8	1.0
More than \$85,000	30.1	50.5	13.6	4.9	0.0	1.0

Results from the geographic breakdown of Kansas produced interesting results with Northwest and Northeast Kansas getting the highest percentage of A grades. Southwest Kansas garnered the highest percentage of B's but also the lowest percentage of A's.

By Area of Residence

	A %	B %	C %	D %	F %	Not Sure %
Northwest	25.0	53.1	18.8	3.1	0.0	0.0
Southwest	8.7	60.9	13.0	8.7	0.0	8.7
North Central	18.5	52.3	23.1	4.6	0.0	1.5
South Central	16.0	55.5	23.5	3.4	0.8	0.8
Northeast	29.1	46.3	17.6	2.6	1.8	2.6
Southeast	14.3	45.2	33.3	2.4	0.0	4.8

Respondents with children in public and private schools gave similar grades on “public schools in your community” with private school respondents giving a few more negative grades. Respondents who home-schooled their children gave only B and C grades.

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
By Respondents with -						
Children in public schools	25.1	43.8	24.8	4.2	1.6	0.6
Children in private schools	25.0	41.7	20.8	8.3	4.2	0.0
Children in home schools	0.0	50.0	50.0	0.0	0.0	0.0
No children in schools	19.3	43.0	23.0	5.9	3.0	5.9

Teachers in Your Public Schools

Respondents continued to give public school teachers favorable grades across the years. Almost 72 percent of the participants gave A’s or B’s to their local teachers.

Comparison Across Years

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
KATE X	22.0	49.9	20.8	3.3	1.0	2.3
KATE IX	17.7	40.7	23.9	4.3	0.9	12.4
KATE VIII	21.0	43.0	17.0	3.0	1.0	15.0
KATE VII	23.0	45.0	16.0	2.0	1.0	13.0

White and Non-White respondents were nearly identical in their grading of local public school teachers with White respondents giving slightly more positive A and B grades.

By Race/Ethnicity

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
White/Caucasian	22.0	51.6	21.1	2.4	0.4	2.4
All Other Racial/Ethnic Groups	23.4	40.6	20.3	9.4	4.7	1.6

While respondents in the lowest income category gave out a highest percentage of A’s, they also gave out the highest percentage of D’s and F’s. The highest income category gave out the highest percentage of good grades overall.

By Total Family Income

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Less than \$15,000	24.1	31.0	27.6	6.9	6.9	3.4
\$15,000-25,000	19.0	47.6	23.8	3.2	1.6	4.8
\$25,001-40,000	17.3	54.3	19.8	3.7	2.5	2.5
\$40,001-60,000	23.3	52.5	19.2	2.5	0.0	2.5
\$60,001-85,000	18.9	50.0	24.5	4.7	0.0	1.9
More than \$85,000	28.2	52.4	16.5	1.9	0.0	2.4

The percentage of A and B grades were almost identical for respondents who had been in the Kansas K-12 public schools as a child as well as those who had not attended Kansas K-12 public schools as a child. However, those who had never been exposed to the Kansas K-12 public schools as a child gave a higher percentage of A’s.

By Past K-12 Education

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Attended Kansas K-12 as child	19.7	52.5	21.6	2.9	1.3	1.9
Did not attend Kansas K-12 as a child	28.5	43.8	19.7	4.4	0.0	3.6

Principals in Your Public Schools

Respondents whose occupational status was farming, homemaker, education, or retired gave out the highest percentage of A grades to the principals in public schools. Individuals in sales and general labor gave principals the lowest percentage of A grades.

By Occupation

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Business/Professional/Administration	16.9	42.4	25.4	10.2	2.5	2.5
Clerical	12.5	37.5	37.5	12.5	0.0	0.0
Education/Academics	20.6	49.2	22.2	6.3	0.0	1.6
Farming	28.6	42.9	28.6	0.0	0.0	0.0
General Labor	6.9	44.8	34.5	6.9	6.9	0.0
Homemaker	36.0	32.0	16.0	4.0	8.0	4.0
Sales	4.3	56.5	17.4	13.0	0.0	8.7
Technical	14.8	39.3	26.2	6.6	1.6	11.5
Retired	20.6	41.1	18.7	6.5	4.7	8.4
Student	0.0	55.6	33.3	0.0	0.0	11.1
Other	13.6	28.8	32.2	10.2	3.4	11.9

White respondents gave a higher percentage of A and B grades when evaluating principals in their public schools and a lower percentage of D and F grades.

By Race/Ethnicity

	A %	B %	C %	D %	F %	Not Sure %
White/ Caucasian	17.5	42.7	24.5	6.8	2.8	5.7
All Other Racial/Ethnic Groups	14.1	31.3	28.1	14.1	4.7	7.8

Data analyzed by total family income did not present any definitive trend.

By Total Family Income

	A %	B %	C %	D %	F %	Not Sure %
Less than \$15,000	20.7	24.1	27.6	3.4	10.3	13.8
\$15,000 - 25,000	12.7	39.7	31.7	6.3	3.2	6.3
\$25,001 - 40,000	12.3	40.7	27.2	8.6	6.2	4.9
\$40,001 - 60,000	20.8	39.2	25.8	6.7	0.8	6.7
\$60,001 - 85,000	15.0	46.7	19.6	10.3	3.7	4.7
More than \$85,000	19.4	44.7	23.3	6.8	1.0	4.9

Superintendents in Your Public Schools

Grades for superintendents in public schools were very consistent across income levels with families with the two levels of highest income ranges giving the most A grades.

By Total Family Income

	A %	B %	C %	D %	F %	Not Sure %
Less than \$15,000	14.3	25.0	17.9	14.3	7.1	21.4
\$15,000 - 25,000	16.1	32.3	27.4	11.3	0.0	12.9
\$25,001 - 40,000	13.6	35.8	29.6	11.1	6.2	3.7
\$40,001 - 60,000	12.8	35.0	24.8	12.8	4.3	10.3
\$60,001 - 85,000	19.0	38.1	18.1	12.4	7.6	4.8
More than \$85,000	17.5	45.6	17.5	10.7	1.9	6.8

Governor Sebelius on Public Education

Democrats gave Governor Sebelius the most favorable grade percentages on public education while Republican and Independent respondents gave the lowest percentage of A's.

By Political Affiliation

	A %	B %	C %	D %	F %	Not Sure %
Republican	7.4	23.1	37.6	14.9	8.7	8.3
Democrat	22.8	30.2	27.2	7.4	2.5	9.9
Independent	8.4	25.3	38.6	12.0	1.2	14.5
Other	11.8	29.4	23.5	23.5	0.0	11.8

Kansas Legislature on Public Education

All respondents were harsh on the Kansas Legislature's work with public education. Less than 5 percent of each respondent political group gave out A grades.

By Political Affiliation

	A %	B %	C %	D %	F %	Not Sure %
Republican	2.1	14.1	38.2	24.1	15.8	5.8
Democrat	3.1	14.8	29.6	24.1	17.9	10.5
Independent	3.7	13.4	31.7	19.5	20.7	11.0
Other	0.0	11.8	41.2	35.3	5.9	5.9

Local Boards of Education and Your Local Public Schools

Participants with the most and the least amounts of education gave out the highest percentage of A's for local school boards. Individuals who never achieved a high school diploma gave the most positive marks.

By Education

	A %	B %	C %	D %	F %	Not Sure %
Some high school	40.0	30.0	10.0	0.0	0.0	20.0
H.S. diploma or equal	7.7	27.5	35.2	19.8	4.4	5.5
Some college	4.5	41.4	28.6	12.0	9.8	3.8
College degree	9.5	25.0	27.7	20.9	8.8	8.1
Advanced college degree	13.7	35.5	33.9	9.7	3.2	4.0

Parents' Involvement in Your Local Public Schools

White and Non-White racial groups had very similar grading in terms of how involved parents were in their public schools, though the most D's and F's for involvement were given out by Non-White groups.

By Race/Ethnicity

	A %	B %	C %	D %	F %	Not Sure %
White/ Caucasian	14.2	36.8	27.8	10.9	3.1	7.2
All Other Racial/Ethnic Groups	14.0	24.0	30.0	26.0	4.0	2.0

While the lowest income category gave the highest percentage of A grades, the highest percentage of A and B grades combined were given by the upper three income categories.

By Total Family Income

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Less than \$15,000	24.1	17.2	24.1	24.1	3.4	6.9
\$15,000 - 25,000	11.1	25.4	28.6	15.9	6.3	12.7
\$25,001 - 40,000	9.9	34.6	33.3	9.9	2.5	9.9
\$40,001 - 60,000	15.8	35.0	30.8	11.7	2.5	4.2
\$60,001 - 85,000	11.2	41.1	22.4	13.1	4.7	7.5
More than \$85,000	17.5	38.8	29.1	10.7	1.0	2.9

While no real pattern emerged here, the 25,001-50,001 community category had the fewest percentage of A and B grades combined.

By Community Size

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Less than 2,500	20.5	34.6	26.9	6.4	3.8	7.7
2,501-10,000	14.0	33.0	28.0	17.0	3.0	5.0
10,001-25,000	13.8	47.7	27.7	7.7	1.5	1.5
25,001-50,000	8.2	31.1	34.4	13.1	4.9	8.2
50,001-100,000	16.7	41.7	25.0	8.3	2.1	6.3
More than 100,000	11.9	30.6	27.5	18.1	3.1	8.8

Community Support for Your Public Schools

Smaller communities (communities with fewer than 25,000 people) gave the most favorable grades in terms of how involved the local community was in public schools.

By Community Size

	A	B	C	D	F	Not Sure
	%	%	%	%	%	%
Less than 2,500	14.1	37.2	30.8	6.4	2.6	9.0
2,501-10,000	17.0	39.0	27.0	12.0	3.0	2.0
10,001-25,000	15.4	43.1	32.3	6.2	3.1	0.0
25,001-50,000	6.6	31.1	42.6	14.8	1.6	3.3
50,001-100,000	8.3	39.6	39.6	8.3	0.0	4.2
More than 100,000	10.7	30.8	37.1	12.6	1.9	6.9

TEACHER SALARIES

Survey Question 11

Do you think that teacher salaries in the state are too high, too low, or about right?

Two-thirds (67.5 percent) of respondents felt Kansas teachers were not paid enough.

	Too High	Too Low	About Right	No Answer
	%	%	%	%
Kansas Totals				
Teacher Salaries	2.1	65.4	30.6	1.9

Over the past four KATE surveys there has been a definite increase in the number of people who feel teachers are underpaid. The most recent data presented here indicates the highest percentage of "Too Low" responses in over a decade.

Comparison Across Years

	Too High	Too Low	About Right	No Answer
	%	%	%	%
KATE X	2.1	65.4	30.6	1.9
KATE IX	2.3	63.6	23.1	11.1
KATE VIII	3.0	43.0	39.0	15.0
KATE VII	4.0	46.0	40.0	10.0

Older respondents seemed to be more inclined to believe teacher salaries were too high or about right. However, in even the 65-years-old and older category, well over 50 percent of the respondents felt teacher salaries were too low.

By Age

	Too High	Too Low	About Right
	%	%	%
18-24	0.0	81.8	18.2
25-34	0.0	78.0	22.0
35-49	2.5	64.2	33.3
50-64	3.3	68.6	28.1
65+	1.7	58.7	39.7

Racial categories seemed to have fairly similar views about teacher salaries. Well over 60 percent of both groups' responses indicated they believed teachers' salaries were too low.

By Race/Ethnicity

	Too High	Too Low	About Right
	%	%	%
White/Caucasian	1.8	67.0	31.2
All Other Racial/ Ethnic Groups	4.9	63.9	31.1

Over 50 percent of respondents living in communities in the 10,001-25,001 range indicated they believe teacher salaries are about right. However, over 75 percent of respondents from each of the two largest population categories agree teacher salaries are too low.

By Community Size

	Too High	Too Low	About Right
	%	%	%
Less than 2,500	1.3	62.8	35.9
2,501-10,000	4.0	64.6	31.3
10,001-25,000	0.0	49.2	50.8
25,001-50,000	5.0	61.7	33.3
50,001-100,000	4.3	76.6	19.1
More than 100,000	0.6	75.5	23.9

The most respondents who believed teacher salaries too low were from Northeast Kansas, while Northwest Kansans felt teacher salaries were the least low and closest to about right.

By Area of Residence

	Too High	Too Low	About Right
	%	%	%
Northwest	3.0	54.5	42.4
Southwest	0.0	60.9	39.1
North Central	6.2	61.5	32.3
South Central	0.9	64.1	35.0
Northeast	2.2	71.7	26.0
Southeast	0.0	65.9	34.1

There was a definite relation between respondents' education levels and teacher pay being perceived as progressively too low as one advanced in education.

By Education

	Too High	Too Low	About Right
	%	%	%
Some high school	10.0	50.0	40.0
H.S. diploma or equal	1.1	56.0	42.9
Some college	3.8	63.9	32.3
College degree	2.8	64.3	32.9
Advanced college degree	0.0	79.7	20.3

Between 60-73 percent of respondents from all income categories were in agreement that teacher salaries were too low.

By Total Family Income

	Too High	Too Low	About Right
	%	%	%
Less than \$15,000	6.9	72.4	20.7
\$15,000 - 25,000	1.6	63.9	34.4
\$25,001 - 40,000	3.8	60.0	36.3
\$40,001 - 60,000	1.7	67.8	30.5
\$60,001 - 85,000	1.9	64.2	34.0
More than \$85,000	1.0	69.3	29.7

HIRING AND RETAINING TEACHERS AND ADMINISTRATORS

Survey Questions 12-15

How difficult do you think it is for the public schools in your community to do the following?

Respondents were very similar in their grading across all four combinations of hiring and retaining teachers and administrators. Retaining teachers and administrators seems to be slightly more problematic as over 20 percent of respondents felt it was very difficult to keep those school personnel. Approximately two-thirds of respondents felt it was at least somewhat difficult (if not very difficult) to hire and retain both public teachers and administrators across the state of Kansas.

	Not at all Difficult	Somewhat Difficult	Very Difficult	Not Sure
	%	%	%	%
Kansas Totals				
Hire highly qualified teachers	27.3	53.7	13.6	3.4
Keep highly qualified teachers	20.5	46.1	27.9	3.1
Hire highly qualified administrators	25.2	48.2	18.0	6.1
Keep highly qualified administrators	25.2	44.2	20.3	7.5

Hiring Highly Qualified Teachers

Results were fairly consistent except for respondents from the 2,501-10,000 community sizes where almost 80 percent felt there was some level of difficulty in hiring qualified teachers.

By Community Size

	Not at all Difficult	Somewhat Difficult	Very Difficult	Not Sure
	%	%	%	%
Less than 2,500	31.6	46.1	17.1	5.3
2,501-10,000	17.3	65.3	14.3	3.1
10,001-25,000	28.1	56.3	14.1	1.6
25,001-50,000	36.1	47.5	14.8	1.6
50,001-100,000	33.3	54.2	8.3	4.2
More than 100,000	26.6	55.1	13.9	4.4

Results were fairly consistent except for respondents from the Southwest region of Kansas where almost 35 percent felt it was very difficult to hire qualified teachers.

By Area of Residence

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Northwest	33.3	51.5	15.2	0.0
Southwest	8.7	52.2	34.8	4.3
North Central	27.7	58.5	10.8	3.1
South Central	18.6	62.7	15.3	3.4
Northeast	31.1	54.1	10.4	4.5
Southeast	46.3	31.7	19.5	2.4

Keeping Highly Qualified Teachers

Respondents from communities of 25,001-50,000 felt the least concerned about being able to keep highly qualified teachers; the second least concerned group were respondents from the smallest communities.

By Community Size

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Less than 2,500	28.0	46.7	22.7	2.7
2,501-10,000	14.3	52.0	29.6	4.1
10,001-25,000	21.9	46.9	31.3	0.0
25,001-50,000	31.7	48.3	20.0	0.0
50,001-100,000	18.8	45.8	31.3	4.2
More than 100,000	17.2	45.9	31.8	5.1

Respondents in Southwest and Southeast Kansas had the highest percentage of respondents indicate it was very difficult to retain highly qualified teachers.

By Area of Residence

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Northwest	27.3	45.5	24.2	3.0
Southwest	9.1	40.9	45.5	4.5
North Central	24.6	49.2	23.1	3.1
South Central	16.2	47.9	33.3	2.6
Northeast	22.1	48.2	25.7	4.1
Southeast	30.0	32.5	37.5	0.0

Hiring Qualified Administrators

Respondents from communities of 25,001-50,000 found it the least difficult to hire qualified administrators. The two smallest community sizes' respondents indicated it was very difficult to hire qualified administrators.

By Community Size

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Less than 2,500	25.3	44.0	24.0	6.7
2,501-10,000	15.3	58.2	22.4	4.1
10,001-25,000	21.9	56.3	18.8	3.1
25,001-50,000	38.3	50.0	8.3	3.3
50,001-100,000	35.4	39.6	16.7	8.3
More than 100,000	26.1	47.8	17.2	8.9

The Southwest and Southeast sections of Kansas clearly believed it was very difficult to hire qualified administrators to their schools.

By Area of Residence

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Northwest	27.3	60.6	9.1	3.0
Southwest	22.7	36.4	36.4	4.5
North Central	24.6	56.9	15.4	3.1
South Central	17.1	54.7	19.7	8.5
Northeast	31.1	45.0	15.8	8.1
Southeast	27.5	42.5	30.0	0.0

Retaining Qualified Administrators

Respondents from communities in the 25,001-50,000 range found the least difficulty in retaining highly qualified administrators.

By Community Size

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Less than 2,500	27.0	43.2	24.3	5.4
2,501-10,000	19.6	49.5	25.8	5.2
10,001-25,000	26.6	54.7	15.6	3.1
25,001-50,000	36.7	48.3	11.7	3.3
50,001-100,000	27.1	39.6	22.9	10.4
More than 100,000	24.2	42.0	21.0	12.7

Forty percent of respondents from Southeast Kansas indicated it was very difficult to retain highly qualified administrators. Southwest Kansas respondents followed in that perception, with 27 percent indicating it was very difficult to keep administrators. Northwest Kansas respondents indicated the least difficulty in retaining administrators.

By Area of Residence

	Not at all Difficult %	Somewhat Difficult %	Very Difficult %	Not Sure %
Northwest	42.4	39.4	12.1	6.1
Southwest	27.3	40.9	27.3	4.5
North Central	29.2	47.7	20.0	3.1
South Central	17.9	51.3	20.5	10.3
Northeast	27.7	43.6	18.6	10.0
Southeast	22.5	37.5	40.0	0.0

IMPROVING PUBLIC EDUCATION

Survey Question 16

What approach do you think the state should use to improve public education?

There was very little difference on what respondents thought should be done about the existing education system based on home ownership.

The respondents were very clear here with a majority wanting to reform the existing system of public education rather than trying to find an alternative system. It should be noted that nearly a third of the participants were not sure on this issue.

By Home Ownership

	Reform existing system %	Find an alternative to existing system %	Not Sure %
Kansas Totals	51.4	12.2	31.7

	Reform existing system %	Find an alternative to existing system %	Not Sure %
Own home	53.0	13.1	33.9
Do not own home	58.7	10.7	30.7

PROBLEMS IN PUBLIC SCHOOLS

Survey Questions 17-30

How would you rate the seriousness of the following problems in the public schools in your community?

Open-ended Questions

Schools not having enough money was the problem receiving the highest percentage of “very serious” responses followed closely by lack of discipline and values among students. Buildings in poor condition, ineffective teachers, lack of student technology, and overcrowding were not perceived as primary problems in public education as those four categories received the fewest percentage of “very serious” responses.

If there are very serious problems in your community schools that are not on the list, what are they?

There were 121 respondents who provided an answer to this question. Several of the responses below were on the list provided and respondents chose to elaborate on their answers. Responses were coded into categories. Those categories where at least three individuals had similar responses were included below in no particular order:

	Not Serious %	A little Serious %	Somewhat Serious %	Often Serious %	Very Serious %	Not Sure %
Kansas Totals						
Lack of discipline and values	7.8	19.5	23.9	19.9	24.1	2.7
Crime, violence, and gangs	14.7	24.5	23.9	17.6	14.0	3.1
Lack of parent interest	11.5	20.8	28.7	18.5	15.5	3.1
Students who don't care	7.3	22.2	26.8	21.8	17.6	2.5
Drugs and alcohol	9.2	19.1	27.9	19.3	17.6	4.8
Schools don't have enough money	11.9	13.8	21.2	21.8	26.6	2.5
Lack of student technology	28.1	22.9	22.8	12.4	8.0	3.4
Students not taught basic skills	16.8	23.5	22.9	14.5	17.2	2.5
Ineffective administrators	20.7	21.8	24.3	13.2	12.2	5.4
Ineffective teachers	19.1	32.5	23.1	9.0	7.8	5.4
Buildings in poor condition	43.2	23.9	15.9	6.9	3.6	4.0
Overcrowding	37.1	21.4	15.9	7.1	9.0	6.1
Achievement gap in groups	13.2	21.4	26.0	14.9	11.7	10.3

- Excessive number of state assessments and/or education standards
- Too many non-English speaking students
- Excessive spending on things not relevant to education
- Lack of concern/opportunity for students with special needs (special education and gifted) or student with poor grades by teachers and administrators
- The removal of old school buildings and building of new ones is not done economically or efficiently
- Lack of interest/involvement by parents and community
- Excessive number of administrators with too high of salaries
- Too many undisciplined students disrupt school for all the rest
- Need more accountability by the schools for student performance and use of funds
- Students are not fully prepared when they graduate
- Overworked and underpaid teachers
- Lack of good communication between teachers, administrators, and parents
- Inability to get rid of poor teachers/administrators
- Too much drugs, alcohol, and teenage sex

PERCEPTIONS OF THE NO CHILD LEFT BEHIND LEGISLATION

Survey Questions 31-33

The federal government recently passed the No Child Left Behind Act (NCLB), which increases the federal government's involvement in schools, in an attempt to increase student achievement. How familiar are you with the No Child Left Behind Act?

Surprisingly, almost 50 percent of the respondents felt they either knew a great deal or a fair amount of information about NCLB legislation.

	Nothing at all	Know a little	Know a fair amount	Know a great deal
Kansas Totals	%	%	%	%
Familiarity with NCLB legislation	14.7	32.5	37.5	12.4

Based on what you have heard, how would you describe your opinion about NCLB?

Perceptions of NCLB seemed to be more negative than positive with over 45 percent giving some type of unfavorable response and only a little more than 30 percent of respondents giving some type of favorable response.

	Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable	Not Sure
Kansas Totals	%	%	%	%	%
Opinion about NCLB	6.9	24.3	23.9	22.2	7.6

Note. A total of 77 participants skipped this question as per instructions for Question 31.

Under the NCLB Act, schools are measured, in large part, on student performance on state math and language arts assessment. Do you think an assessment covering only English and math can provide a fair picture of how your community schools are performing?

Two-thirds of respondents did not feel math and English tests were sufficient to provide a fair picture of how community schools were performing in regard to NCLB.

	Yes	No	Not Sure
Kansas Totals	%	%	%
NCLB on English and math	19.7	66.0	11.3

PERCEPTIONS OF QUALITY PERFORMANCE ACCREDITATION

Survey Questions 34-36

To improve public schools in Kansas, the state implemented the Quality Performance Accreditation (QPA) to accredit schools and examine student performance. How familiar are you with QPA?

Respondents felt they knew considerably less about QPA than they did about NCLB legislation with little more than one-third of respondents indicating they knew a great deal or a fair amount in relation to QPA. More than one-third said they knew nothing at all about QPA.

	Nothing at all	Know a little	Know a fair amount	Know a great deal
Kansas Totals	%	%	%	%
Familiarity with QPA	35.0	27.5	24.1	10.9

Based on what you have heard and read, how would you describe your opinion about QPA?

Almost 33 percent of the respondents did not answer this question while another 12.4 percent were not sure. About one-third gave some type of favorable response to QPA while about 20 percent gave an unfavorable response.

	Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable	Not Sure
Kansas Totals	%	%	%	%	%
Opinion about QPA	3.6	30.6	13.6	6.5	12.4

Note. A total of 183 participants skipped this question as per instructions on Question 34.

Level of School Decision Making

At what level should most decisions about what to teach in public schools be made?

Almost 80 percent of respondents felt decision-making in regard to public teachings should be done at the state or local level with the state level being the clear favorite at almost 50 percent.

	Federal	State	Local	Not Sure
Kansas Totals	%	%	%	%
Level of school decision making	8.6	49.5	30.2	7.3

The results were fairly stable across age groups for level of decision-making

By Age	Federal %	State %	Local %	Not Sure %
18-24	9.1	36.4	27.3	27.3
25-34	10.5	57.9	24.6	7.0
35-49	11.0	50.6	31.8	6.5
50-64	7.5	48.6	35.6	8.2
65+	6.6	54.1	32.0	7.4

There was a preference by Non-Whites for decisions made at the federal level than White. However, both groups still preferred the state level the most for decision-making about public education.

By Race/Ethnicity	Federal %	State %	Local %	Not Sure %
White/Caucasian	8.2	52.6	31.7	7.5
All Other Racial/ Ethnic Groups	15.3	45.8	30.5	8.5

The results were fairly stable across community size categories for levels of decision-making in public school teaching.

By Community Size	Federal %	State %	Local %	Not Sure %
Less than 2,500	9.3	56.0	28.0	6.7
2,501-10,000	8.6	50.5	30.1	10.8
10,001-25,000	12.5	50.0	32.8	4.7
25,001-50,000	8.3	53.5	30.0	8.3
50,001-100,000	6.5	54.3	37.0	2.2
More than 100,000	8.4	50.0	33.1	8.4

The results were fairly stable across education levels for school decision-making.

By Education	Federal %	State %	Local %	Not Sure %
Some high school	11.1	33.3	44.4	11.1
H.S. diploma or equal	11.2	51.7	23.6	13.5
Some college	10.2	53.1	27.3	9.4
College degree	6.5	51.8	36.7	5.0
Advanced college degree	8.2	50.8	36.9	4.1

SUGGESTIONS FOR IMPROVING PUBLIC SCHOOLS

Survey Questions 37-49

There have been many suggestions for improving public schools, a few of which are listed below. Please indicate whether you would support or oppose each of the suggestions.

Four suggestions garnered over 75 percent of a supportive vote and were clearly viewed favorably. These four suggestions were:

- 1) offer more summer and after-school programs,
- 2) require mentoring programs for new teachers and teachers of poor quality,
- 3) giving parents more voice in school decision-making, and
- 4) offer higher salaries to teachers particularly in challenging locations.

The voucher system was most clearly opposed and was the only suggestion with a majority (55.6 percent) of the respondents against the idea. Basing teacher and administrator pay on student performance had a higher percentage of respondents oppose the idea (42.8 percent) than support it (40.5 percent).

Respondents were clearly not sure whether creating more or fewer districts was a better alternative as the two suggestions basically canceled each other out.

The results of the last suggestion presented is of particular note as there is general support for an increased state tax levy for school budgets.

	Support %	Oppose %	Not Sure %
Kansas Totals			
Spend more money on new buildings and repair old ones	58.5	25.2	13.0
Consolidate small districts into large districts	47.8	39.6	10.1
Divide larger districts into smaller districts	46.7	27.7	22.6
Base teacher & administrator pay on student performance	40.5	42.8	13.8
Implement a voucher system in all schools	32.7	55.6	9.8
Give parents more voice in school decision-making	77.6	11.3	8.4
Offer higher salaries to teachers for challenging locations	75.7	12.4	9.9
Offer more summer and after-school programs	88.0	6.9	3.1
Offer more preschool programs	67.9	21.2	8.6
Give awards to schools that reduce achievement gaps	64.4	19.1	13.4
Require mentoring and assistance for new/poor teachers	81.8	6.9	8.8
Increase state tax levy to better fund school budgets	47.4	36.1	13.2

Open-ended Questions

What other ideas for improving schools would you support?

There were 161 respondents who provided an answer to this question. Several of the responses below were on the list provided and respondents chose to elaborate on their answers. Responses were coded into categories. Those categories where at least three individuals had similar responses were included below in no particular order:

- Run schools like businesses with professional managers
- Reduce administrative bureaucracy and pay; administration is top heavy
- Eliminate teacher unions, the tenure system, and NEA/KNEA
- Implement a voucher system
- Run schools year round with periodic breaks and/or increase length of school day

- Reduce the amount of state testing and assessments and programs like NCLB
- Increase pay and benefits for teachers
- Reduce the amount of non-academic extra-curricular activities/courses but maintain art and music; less emphasis on sports
- Do not allow unqualified students to advance to the next grade (no social promotion)
- Generate programs that increase (or even require) parent involvement with schools; help educate parents about how to properly raise children
- Don't adopt federal or state programs unless they are fully funded
- More accountability for teachers and administrators; implement system to continually evaluate them and required continuing education
- Stop pouring money into the education system without fixing the existing problems
- Have smaller classrooms with fewer students per teacher

APPENDIX A

KANSANS' ATTITUDE TOWARD EDUCATION (KATE) X SURVEY—WINTER 2004

This is the tenth KATE survey conducted by the Jones Institute for Educational Excellence (JIEE) in connection with Emporia State University. The purpose of the survey is to obtain public opinion about the current state of education in Kansas and to determine what the public thinks about education improvement efforts. Please take a few minutes to complete the survey. Then return it to JIEE, in the provided envelope, by March 12, 2004.

Your opinions are very important to the success of the study. Responses to the items will be reported in aggregate form only and all individual responses will remain confidential. If you have any questions, please contact the Jones Institute at 620-341-5372. Thank you for your time.

If the following were graded in the same manner that students are graded, on the quality of their work, what overall grade would you give to each of them? (Scale: A=excellent to F=failing performance)	A	B	C	D	F	Not Sure
1. Public schools in Kansas in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Public schools in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teachers in the public schools in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The principals in the public schools in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The superintendent of the public schools in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Govenor Sebelius on her efforts in the last year to improve public education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The Kansas Legislature on its efforts in the last few years to improve public education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Your local Board of Education on its efforts in the last few years to improve public education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Parents for their involvement with the schools in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Your community members for their support of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Do you think that teacher salaries in the state are...
<input type="radio"/> A. Too high
<input type="radio"/> B. Too low
<input type="radio"/> C. About Right

How difficult do you think it is for the public schools in your community to do the following?	Not at all difficult	Somewhat difficult	Very difficult	Not sure
12. Hire highly qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Keep highly qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Hire highly qualified administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Keep highly qualified administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What approach do you think the state should use to improve public education?

A. Reform the existing public school system

B. Find an alternative to the existing public school system

C. Not sure

How would you rate the seriousness of the following problems in the public schools in your community?	Not serious	A little serious	Somewhat serious	Often serious	Very serious	Not Sure
17. Lack of discipline and values among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Crime, violence, and gangs in school (including bullying and harassment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Lack of parent interest in their children's education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Students who don't care and/or who don't want to be in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Drugs and alcohol in schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Schools not having enough money to function effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Lack of technology in schools for student use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Students not being taught basic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Ineffective administrators/school leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Ineffective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Buildings in poor condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Overcrowded buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. An achievement gap between different groups of children that exists from the time the children start public schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. If there are very serious problems in your community schools that are not on the list, what are they?

31. The federal government recently passed the No Child Left Behind Act (NCLB), which increases the federal government's involvement in schools, in an attempt to increase student achievement. How familiar are you with the No Child Left Behind Act?

A. I know nothing at all about it. (Skip to question 33)

B. I know very little about it

C. I know a fair amount about it

D. I know a great deal about it.

32. Based on what you have heard , how would you describe your opinion about NCLB? My opinion is...

A. Very favorable

B. Somewhat favorable

C. Somewhat unfavorable

D. Very unfavorable

E. Not sure

33. Under the NCLB Act, schools are measured, in large part, on student performance on state math and language arts assessments. Do you think an assessment covering only English and math can provide a fair picture of how your community schools are performing?
<input type="radio"/> A. Yes
<input type="radio"/> B. No
<input type="radio"/> C. Not sure

34. To improve public schools in Kansas, the state implemented the Quality Performance Accreditation (QPA) system to accredit schools and examine student performance. How familiar are you with QPA?
<input type="radio"/> A. I know nothing at all about it (Skip to question 36).
<input type="radio"/> B. I know very little about it
<input type="radio"/> C. I know a fair amount about it
<input type="radio"/> D. I know a great deal about it

35. Based on what you have heard and read, how would you describe your opinion about QPA? My opinion is...
<input type="radio"/> A. Very favorable
<input type="radio"/> B. Somewhat favorable
<input type="radio"/> C. Somewhat unfavorable
<input type="radio"/> D. Very unfavorable
<input type="radio"/> E. Not sure

36. At what level should most decisions about what to teach in public schools be made?
<input type="radio"/> A. Federal level
<input type="radio"/> B. State level
<input type="radio"/> C. Local level
<input type="radio"/> D. Not sure

There have been many suggestions for improving public schools, a few of which are listed below. Please indicate whether you would support or oppose each of the suggestions.	Support	Oppose	Not sure
37. Spending more state money for new school buildings, fixing and repairing existing buildings or buying new technology for school classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Consolidating some of the smaller school districts into larger ones to attempt to increase efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Dividing a few of the larger districts into smaller one to attempt to increase efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Basing teacher and administrator salary increases on improvements in student academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Implementing a voucher system to give parents with school-aged children a certain amount of state money, which would normally go to their children's assigned schools, to send their children to schools of their choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Giving parents and other community members more of a voice in decision making related to schools in their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Offering higher salaries to teachers who will teach in more challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Extending learning time for students who need more time to learn (e.g., before & after school programs & summer school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Offering more public school preschool programs to minimize the achievement gap at school entry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Giving awards to schools that reduce the achievement gap through meeting the needs of all student groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Requiring mentoring & other peer assistance programs for new teachers & for teachers who need to improve their instructional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Increasing the state tax levy to fund public school's general operation budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. What other ideas for improving schools would you support?

Please tell us a little about yourself.

50. What is your gender?
<input type="radio"/> A. Female
<input type="radio"/> B. Male

51. Did you ever attend a Kansas K-12 public school?
<input type="radio"/> A. Yes
<input type="radio"/> B. No

52. Do you currently have or ever had children in Kansas K-12 education?
<input type="radio"/> A. Yes
<input type="radio"/> B. No

53. If yes, what type(s) of school do they attend? Mark all that apply.
<input type="radio"/> A. Public school
<input type="radio"/> B. Private school
<input type="radio"/> C. Home school

54. In which area of the state do you live?
<input type="radio"/> A. Northwest (Hays, Goodland)
<input type="radio"/> B. Southwest (Dodge City, Garden City)
<input type="radio"/> C. North Central (Salina, Manhattan)
<input type="radio"/> D. South Central (Wichita, Hutchinson)
<input type="radio"/> E. Northeast (Topeka, Kansas City)
<input type="radio"/> F. Southeast (Pittsburg, Emporia)

55. Which one of the following best describes your political affiliation?
<input type="radio"/> A. Democrat
<input type="radio"/> B. Republican
<input type="radio"/> C. Independent
<input type="radio"/> D. Other (please specify)

56. Which one of the following best describes your racial or ethnic identification?
<input type="radio"/> A. Caucasian
<input type="radio"/> B. African American
<input type="radio"/> C. Asian
<input type="radio"/> D. Hispanic or Latin American
<input type="radio"/> E. Native American
<input type="radio"/> F. Other (please specify)

57. Which of the following best describes your age?
<input type="radio"/> A. 18-24
<input type="radio"/> B. 25-34
<input type="radio"/> C. 35-49
<input type="radio"/> D. 50-64
<input type="radio"/> E. 65 and older

58. Which of the following best describes your educational background?
<input type="radio"/> A. Some high school
<input type="radio"/> B. High school graduate or equivalent
<input type="radio"/> C. Some college
<input type="radio"/> D. College graduate
<input type="radio"/> E. Advanced college degree

59. Which of the following best describes your current occupation?
A. Business/Professional/Administration
B. Clerical
C. Education/Academics
D. Farming
E. General Labor
F. Homemaker
G. Sales
H. Technical
I. Unemployed
J. Retired
K. Student
L. Other (please specify)

60. Which of the following best describes your total family income for 2003?

A. Less than \$15,000

B. \$15,000-\$25,000

C. \$25,001-\$40,000

D. \$40,001-\$60,000

E. \$60,001-\$85,000

F. More than \$85,000

62. What is the size of the town/city in which you live (or, if living outside a community, the size of the nearest community)?

A. Less than 2,500

B. 2,500- 10,000

C. 10,001-25,000

D. 25,001-50,000

E. 50,001-100,000

F. More than 100,000

61. Do you own (or are you currently buying) the home in which you now reside?

A. Yes

B. No

Thank you for completing the survey!

APPENDIX B

Kansans' Attitudes Towards Education Publication Years

KATE I	May 1980	KATE VI	January 1990
KATE II	January 1982	KATE VII	February 1992
KATE III	January 1984	KATE VIII	February 1994
KATE IV	January 1986	KATE IX	April 2000
KATE V	January 1988	KATE X	June 2004





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