



2003 Public Opinion Survey on Education in Indiana

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January 26, 2004

Prepared by the Center for Evaluation and Education Policy
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¹ Molly Chamberlin completed her work on this project before beginning her legislative internship with the Indiana Department of Education during the 2004 legislative session.

I. Introduction

Recent years have seen the federal government take a more direct approach to public education reform through the No Child Left Behind Act. With it have come proposals for broad educational changes, leading to increased media and community attention to education issues, such as accountability and assessment, school choice, school funding, teacher competence, and the overall quality of public schools.

Organizations in several states have conducted opinion polls to gather data on public attitudes toward education. These polls have provided useful information about familiarity with the law and controversial issues such as teacher quality, school choice, and school funding. The 2003 Public Opinion Survey on Education in Indiana was conducted by the Center for Evaluation and Education Policy (CEEP, formerly the Indiana Education Policy Center) at Indiana University to assess public views on a wide variety of important educational issues.

The purposes of the 2003 Public Opinion Survey on Education in Indiana are to serve as a standardized approach for reliable measurement of public opinion, to allow for reliable comparisons to results of similar survey research projects, and to

provide a research methodology that facilitates replication in the future and comparisons of results across years. CEEP project staff plan to use 2003 as a benchmark and replicate the study over the next three years, in order to compare findings longitudinally. The 2003 Public Opinion Survey on Education in Indiana addresses the following topics:

- I. Overall Evaluation of Indiana Public Schools
- II. School Funding
- III. Core 40 and the P-16 Plan
- IV. ISTEP+ and State Standards
- V. School Choice
- VI. Teacher Quality
- VII. The No Child Left Behind Act and PL221

This report summarizes the findings of the 2003 Public Opinion Survey on Education in Indiana, conducted in late Fall 2003. Results are reported in summary for Indiana overall, and then, for comparison purposes, are shown disaggregated by northern, southern, and central Indiana regions, as well as by demographic categories.

II. Methodology

The Benchmark Survey for the Public Opinion Survey on Education in Indiana was conducted in November 2003. The survey reports 1,001 telephone interviews from a random sample of Indiana households.

Questionnaire

CEEP staff developed a 26-question survey for use in the study. Questions were based on current and pressing issues in education. Before formulating the questions, CEEP project staff consulted various education polls conducted in other states, and in order to ensure objectivity, project members sought advice from a wide variety of persons with diverse political and professional backgrounds. Original questions were subjected to several rounds of revision. Finally, questions were reviewed for clarity, brevity, and potential bias by Stone Research Services, the market research company hired to conduct the interviews, who also provided suggestions for survey introduction, screening, and qualifying questions, as well as demographic questions.

Sampling

Participant households were selected from an RDD (random digit dialing) sample prepared by Survey Sampling, Inc. The sample was drawn from all area codes and telephone exchanges serving Indiana. RDD sampling allows for the inclusion of both published and non-published

telephone numbers. Non-published numbers include new assignments, those that have not yet been published in telephone directories, and numbers that have been requested to be unlisted.

Participants were screened to be 18 years of age or older and a resident of Indiana. One adult per household was eligible to participate; minimum and maximum quotas for county of residence, age, and gender were used to insure that the mix of respondents was representative of Indiana's population. If a household was ineligible due to completion of its county quota, no interview was attempted. A random process was used to neutralize bias in respondent selection—interviewers asked to speak with the adult household member who had had the most recent birthday. A different adult in the household became eligible if the designated member represented a quota already completed.

The ratio of initial refusals to completed interviews was 2.3:1, which is lower than average for RDD samples. (See Table 1 for sampling statistics). Overall sampling error is approximately +/- 3%.¹

¹ Complete descriptive statistics are available upon request.

Table 1: Sampling Statistics

Sample records (separate telephone numbers) dialed	8041	
Not useable records (disconnect/wrong number/fax number)	1623	
Useable records	6418	100%
Households not screened		
Initial refusal	2328	36%
Eligible member not available/no answer/answering machine	2662	41%
Language barrier	58	1%
Households screened		
Households not qualified (no adult aged 18+/not resident of Indiana)	166	3%
Households qualified but not interviewed (terminated prior to finish/age, county, or gender quota filled)	203	3%
Households qualified and interviewed	1001	16%
Total dialings	14854	
Total dialings for useable numbers	13231	
Average dialings per useable number	2.1	
Maximum attempts per useable number	5	

Demographic Information

Those surveyed were comprised of 41% male and 59% female. The majority of participants (78%) have lived in Indiana for 21 years or more; 9% have lived in the state 11-20 years, 6% have lived in Indiana for 6-10 years, and 7% have lived in the state for 5 years or less.

Fifty-one percent of those surveyed have children under 18; 27% have children in pre-school or kindergarten, 61% have children in grade school, and 34% have children in high school. Additional demographic information is available upon request.

Interviewing

To minimize bias, interviews were conducted by professional market research interviewers employed and managed by Stone Research Services. Interviewing was conducted from the Stone Research Services Call Center in Bloomington, IN. Computer Assisted Telephone Interviewing (CATI) questionnaire administration and sample management maintained consistency of field procedures throughout the project.

Stone Research Services coded open-ended verbatim responses to Question 3 and tabulated all survey results. Results were tabulated in total for Indiana and were also disaggregated for northern, central, and southern Indiana regions.

III. Highlights of Findings

In this section, highlights of the findings of the Public Opinion Survey on Education in Indiana are presented in text format. Detailed findings and statistics are presented in Section IV and Appendices A and B.

The 2003 Benchmark Survey indicates that many Indiana residents are unfamiliar with initiatives that have been implemented by the state and local governments to improve education and increase accountability. To illustrate, about six in ten Indiana residents, even those with children in school, feel that they know only a little or nothing at all about the No Child Left Behind Act, and eight in ten Hoosiers feel they know a little or nothing at all about Indiana's PL221. Slightly more than six in ten Hoosiers rate themselves as either a little familiar or completely unfamiliar with the Core 40 high school curriculum, which architects of Indiana's P-16 plan have suggested making the default curriculum for high schools and a possible prerequisite for state financial aid for college. Among parents with school-age children, slightly more than half feel only a little familiar or completely unfamiliar with the curriculum. Though the number of charter schools has been on the rise in Indiana, nearly six in ten Hoosiers think themselves not very familiar or completely unfamiliar with these schools; similar results were obtained regarding vouchers.

There are some measures with which the public feels at least somewhat familiar; slightly more than half of Hoosiers consider themselves somewhat or very familiar with Indiana's academic standards; nearly seven in ten parents of school-age children feel familiar with the standards. About three-fourths of Indiana residents feel at least somewhat familiar with the ISTEP+ test, and a large majority of parents with children in school consider themselves familiar with the test.

In general, slightly more than half of Indiana residents have positive attitudes about public education in Indiana. A slightly larger percentage of Hoosiers with school-age children than those without rate public education, especially their local public schools, favorably. About two-thirds of Indiana residents rate public school teachers positively.

More than three-fourths of Indiana residents feel that school funding makes a difference in education quality, and over half of Hoosiers think that public schools are not currently receiving enough funding to meet their needs. Parents of school-age children are even more likely to feel this way; nearly 70% think that schools are under-funded. However, only slightly under half would be willing to pay higher taxes so that funding could be increased; over 50% of those with children in school would be prepared to pay higher taxes.

Public opinion indicates that for the most part, Hoosiers feel that ISTEP+ and standards are doing what they are supposed to, especially regarding accountability. The majority of Indiana residents familiar with state standards think that standards have helped improve the quality of schools at least somewhat. Of those who are familiar with ISTEP+, just a little over half think that the test has helped improve the quality of schools at least somewhat. A clear majority feels that the ISTEP+ holds schools accountable for student performance and provides parents with helpful information about a school's performance; parents with school-age children are distinctly more likely to agree with both statements than adults without children in school.

Public opinion appears to favor several measures proposed in Indiana's P-16 plan. Among Indiana residents who are familiar with Core 40, the majority favor making its completion a prerequisite for state financial aid for college. Additionally, the P-16 plan includes a goal of increasing the number of 8th graders who take algebra, and one way to achieve this goal would be to make algebra a requirement in 8th grade. Nearly six in ten Hoosiers favor such a requirement. Early childhood education, including kindergarten, is another important part of a solid P-16 school system. Even when provided with state data indicating that, though not mandatory, 90%-94% of children already attend kindergarten, a large majority of Indiana residents support making kindergarten mandatory. However, Hoosiers are split almost 50-50 on whether or not children

should attend full-day or half-day kindergarten; slightly more than half of parents with school-age children would support full-day kindergarten and are more likely to do so than parents without children in school. Less than half of those surveyed would support full-day kindergarten if taxes had to increase to support it.

One of the goals of the No Child Left Behind Act is to provide parents with increased options for their child's education. School choice is a complicated issue for Hoosiers. Nearly eight out of ten Indiana residents feel that parents should be allowed to send their children to another public school if their school fails to meet state performance standards; a greater percentage of those who have children in school favor such an option than those without school-age children. A majority favors the creation of charter schools as a school choice option (among those familiar with charter schools); a similar proportion supports the use of vouchers. About one-fourth and one-fifth, respectively, of Indiana residents are undecided as to whether or not they support or oppose charter schools or vouchers.

IV. Results

A. Overall Evaluation of Indiana Public Schools

A majority (56%) feel public schools provide an excellent or good education, compared to 40% who feel that it is only fair or poor. Those with children in school rate overall public education in Indiana excellent or good (59%), compared to 52% of those without children in school. Thirty-eight percent of respondents with children in school think schools are fair or poor, while 41% of those without school-age children rate the system negatively. There is also a slight difference based on region: 60% of those in the southern Indiana region consider public education excellent or good, compared to 57% in the northern region and 52% in the central region.

When considering their local public schools, Hoosiers are even more likely to rate them positively; 62% rate their local public schools as providing an excellent or good education, while only 32% rate them fair or poor. Those with children in school are more likely to think their local public schools are excellent or good (66%) than those without (60%). Additionally, more people in the southern region rate local schools excellent or good (69%) than those in the northern region (63%) or the central region (59%).

Although more Indiana residents rate local public schools favorably, 41% feel that the schools have not

changed for better or worse over the past five years. Thirty-two percent think they have changed for the better, while 15% think they have changed for the worse. Those with children in school are slightly more likely to rate public schools as having gotten better (34%) than those without school-age children (30%).

Of those who consider their local public schools to have gotten better, the majority (53%) feel that administrative and school system changes, such as the addition of more programs or activities or overall school improvement are the reasons behind the positive change. Interestingly, the majority of those who feel that their local schools have gotten worse (66%) feel that administrative and school system changes, such as budget cuts and larger class sizes, are to blame.

A. Overall Evaluation of Indiana Public Schools (continued)

Question-by-Question Results

(Percentages may not sum to 100% due to rounding. Number of respondents for each question is 1,001 except where otherwise indicated.)

1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

Excellent	Good	Fair	Poor	Don't know/ No answer
6.6%	48.5%	31.7%	8%	5.3%

2. What about the public schools in your community? Would you say that they provide an excellent, good, fair, or poor education?

Excellent	Good	Fair	Poor	Don't know/ No answer
17.3%	44.8%	26.3%	6%	5.7%

3A. Over the past five years, have the public schools in your community gotten better, worse, or stayed the same?

Better	Worse	Same	Don't know/ No answer
31.6%	15.1%	40.8%	12.6%

B. School Funding

Over three-fourths of Indiana residents (77%) consider school funding to affect the quality of education at least somewhat, while just 18% think that it has little or no effect. More than half of those surveyed (59%) feel that public schools are not currently receiving enough funding to meet their needs. Sixty-nine percent of those with children in school think that public schools do not receive enough funding, compared to 54% of those with no school-age children. Sixty-four percent of those in Indiana's central region think that public schools are underfunded, compared to 57% in the north and 4% in the south.

When asked whether or not they would be willing to pay higher taxes so that schools could receive more funding, there was no clear majority response; 49% said that they would be willing, while 45% said that they would not. However, 56% of those with children in school would be willing to pay higher taxes. Of those willing to pay higher taxes, a slight majority (51%) support an increase in sales tax, followed by 14% supporting income tax raises, 13% supporting an increase in personal property tax, and 13% supporting a real estate property tax increase.

Question-by-Question Results

4. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

A lot	Somewhat	A little	Not at all	Don't know/ No answer
48%	28.6%	12.9%	5.2%	5.4%

5. Overall, do you think the funding for public schools is enough to meet their needs, or not enough to meet their needs?

Enough	Not enough	Don't know/ No answer
31%	59.3%	9.7%

6. Would you be willing to pay higher taxes so that school funding could be increased?

Willing	Not willing	Don't know/ No answer
48.8%	44.7%	6.6%

6B. (If willing) What kind of tax increase do you think would be best: sales tax, income tax, real estate property tax, or personal property tax?

Sales tax	51%
Income tax	14.1%
Personal property tax	13.1%
Real estate property tax	12.9%
Don't know/No answer	8.8%

Total respondents: 488

C. Core 40 and the P-16 Plan

A clear majority of Indiana residents (62%) are unfamiliar with the Core 40 curriculum; 47% indicated that they had never heard of it, while 15% stated that they were not very familiar with it. Parents of school children are more familiar (44%) than those without (33%). Of those who have at least heard of Core 40, the majority (65%) do favor making it a prerequisite to receiving state financial aid for college. Interestingly, only 58% of those in the southern region of Indiana would favor the measure, while 67% in central Indiana and 66% in northern Indiana would.

Indiana’s P-16 initiative also includes a goal of increasing the number of 8th grade students who take algebra. One possible way of achieving this goal

would be to require 8th graders to take algebra. Over half of the residents of Indiana (60%) favor such a requirement, while 36% do not.

Early childhood education is also considered important in a P-16 system. Eight out of ten Indiana residents feel that kindergarten should be mandatory; only 18% do not support mandatory kindergarten. However, Hoosiers are split when considering whether children should attend full-day or half-day kindergarten; 46% favor full-day, and 47% favor half-day. The percentage in favor of full-day kindergarten stays about the same if taxes had to increase to support it; 46% say that they would still be for full-day kindergarten, while 49% say they would not.

Question-by-Question Results

7. Several years ago, Indiana adopted a high school curriculum called Core 40. The curriculum is more challenging than the traditional high school curriculum and includes more courses in areas like math, science, and social studies. How would you rate your familiarity with the Core 40 high school curriculum? Would you say very familiar, somewhat familiar, not very familiar, or have you never heard of it?

Very familiar	Somewhat familiar	Not very familiar	Never heard of	Don't know/ No answer
15.5%	21.5%	15.4%	47%	0.7%

8. (Ask those who have heard of Core 40) Do you favor requiring all high school students to complete the Core 40 curriculum as a prerequisite for receiving state financial aid for college?

Favor	Oppose	Don't know/ No answer
65.1%	26.9%	8%

Total respondents: 524

9. Indiana's P-16 plan for improving student achievement includes a goal to increase the number of eighth grade students taking algebra. Do you favor requiring all eighth grade students to take algebra?

Favor	Oppose	Don't know/ No answer
59.8%	36.1%	4.1%

10. According to state data, between 90% to 94% of children attend kindergarten, although kindergarten attendance is not mandatory in Indiana. Do you favor requiring all children to go to kindergarten?

Favor	Oppose	Don't know/ No answer
81.4%	17.8%	0.8%

11. Do you think children should attend full-day or half-day kindergarten?

Full-Day	46%
Half-Day	46.9%
Don't know/No answer	7.2%

12. Would you favor full-day kindergarten if taxes had to increase to support it?

Favor	Oppose	Don't know/ No answer
45.9%	48.7%	5.5%

D. ISTEP+ and State Standards

Indiana’s academic standards have been recognized as being among the best in the nation. Over half of Indiana residents are familiar with Indiana’s standards; 15% indicate that they are very familiar, and 40% feel that they are somewhat familiar. 29% of Hoosiers think that they are not very familiar with the standards, and 15.5% indicate that they have never heard of them. Of those who have at least heard of Indiana’s standards, a clear majority (64%) feel that they have improved the quality of Indiana’s schools. 12% think that they have improved the quality a lot, and 52% think that they have improved the quality somewhat. 22% think that quality has been improved only a little, while only 8% think that standards have done nothing.

The ISTEP+, Indiana’s standardized test, is an important part of Indiana’s efforts to increase accountability. ISTEP+ scores have received media attention, and perhaps as a result, a clear majority of Hoosiers (77%) are familiar with the ISTEP+. 37% consider themselves very familiar, and 40% feel that they are somewhat

familiar with the test. Only 15% consider themselves only a little familiar, and 8% have never heard of the test. Of those who have at least heard of ISTEP+, slightly more than half feel that the test has improved the quality of public education at least somewhat. 12% think that quality has been improved a lot, while 41% think that it has been improved somewhat. 22% think that the test has improved school quality only a little, and 18% do not think that the test has done anything to improve the quality of public schools.

A large majority of Hoosiers (71%) agree that the ISTEP+ is holding schools accountable for student achievement. 24% strongly agree, and 47% agree. Only 9% disagree, and only 7% strongly disagree. A slightly smaller majority (67%) agree that the ISTEP+ gives parents helpful information about a school’s performance; 25% strongly agree, and 42% agree somewhat. 12% disagree somewhat, and 9% strongly disagree that the ISTEP+ gives parents helpful information.

Question-by-Question Results

13. In an effort to outline what students should know and be able to do at every grade level, Indiana created academic standards for learning. How would you rate your familiarity with Indiana academic standards? Would you say very familiar, somewhat familiar, not very familiar, or have you never heard of them?

Very familiar	Somewhat familiar	Not very familiar	Never heard of	Don’t know/ No answer
15.2%	39.7%	29.2%	15.5%	0.5%

14. (Ask those who have heard of standards) Overall, do you think the Indiana academic standards have helped improve the quality of schools in Indiana a lot, somewhat, a little, or not at all?

A lot	Somewhat	A little	Not at all	Don't know/ No answer
11.9%	51.6%	21.8%	7.8%	6.9%

Total respondents: 841

15. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+? Would you say very familiar, somewhat familiar, not very familiar, or have you never heard of it?

Very familiar	Somewhat familiar	Not very familiar	Never heard of	Don't know/ No answer
37.1%	39.6%	14.8%	8%	0.6%

16. (Ask those who have heard of ISTEP+) Do you think that ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

A lot	Somewhat	A Little	Not at All	Don't Know/ No Answer
11.8%	40.5%	21.6%	17.9%	8.1%

Total respondents: 915

17. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement about the ISTEP+ test: The ISTEP+ test holds schools accountable for student achievement.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know/ No answer
24.2%	47.2%	9%	7.2%	3.9%

18. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the following statement about the ISTEP+ test: The ISTEP+ test gives parents helpful information about a school's performance.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know/ No answer
25.1%	42%	11.5%	8.7%	4.2%

E. School choice

The survey shows that Indiana residents have varying opinions on school choice, based on the type of school choice offered. Nearly eight out of ten Indiana residents feel that parents should be allowed to send their children to another public school if their child's current school fails to meet state performance standards. Only 17% feel that parents should not be allowed to do so.

The majority of Hoosiers are unfamiliar with vouchers. Only 39% rate themselves at least somewhat familiar with vouchers; 13% say that they are very familiar, while 26% consider themselves somewhat familiar. 28% of residents think they are not very familiar with vouchers, and 33% have never heard of them.

Of those that have at least heard of vouchers, a slight majority (57%) favor their use, while 25% are opposed and 18% are undecided.

Indiana has recently begun to implement charter schools. Much the same as vouchers, a majority of Indiana residents (60%) are unfamiliar with charter schools. Only 10% of Hoosiers are very familiar, and 30% are somewhat familiar. 37% of Hoosiers say that they are not very familiar with charter schools, and 23% say that they have never heard of them. Of those that have at least heard of charter schools, slightly more than half (54%) favor their creation, while 20% oppose it. 26% consider themselves undecided.

Question-by-Question Results

19. If a school fails to meet state performance standards, do you feel that parents should be allowed to send their children to another public school?

Yes— should be	No— should not be	Don't know/ No answer
79.7%	16.9%	3.4%

20. Vouchers are taxpayer-funded tuition credits redeemable at a school that a parent chooses. How would you rate your familiarity with vouchers? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of vouchers?

Very familiar	Somewhat familiar	Not very familiar	Never heard of	Don't know/ No answer
12.8%	26.4%	27.8%	33%	0.1%

20B. (Ask those who have heard of vouchers) Do you favor or oppose the use of vouchers?

Favor	Oppose	Don't know/ No answer
57.3%	24.5%	18.2%

Total respondents: 670

21. Charter schools are public schools that are open to all students and are free of many of the regulations placed on traditional public schools. How would you rate your familiarity with charter schools? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of charter schools?

Very familiar	Somewhat familiar	Not very familiar	Never heard of	Don't know/ No answer
9.6%	30.3%	36.8%	22.9%	0.5%

21B. (Ask those who have heard of charter schools) Do you favor or oppose the creation of charter schools?

Favor	Oppose	Don't know/ No answer
54.1%	20.3%	25.6%

F. Teacher Quality

A clear majority of Indiana residents (67%) rate public school teachers favorably. 10% rate them as excellent, and 57% consider them good. 25% think that the quality of public school teachers in the state is fair, while only 4% rate teachers as

poor. Indiana residents were also asked whether or not they would support paying teachers higher salaries as an incentive to teach in public schools identified as needing improvement. Nearly 70% of Hoosiers would; 24% say that they would not support such action.

Question-by-Question Results

22. How would you rate the quality of Indiana public school teachers overall? Would you say excellent, good, fair, or poor?

Excellent	Good	Fair	Poor	Don't know/ No answer
10.3%	56.5%	25%	3.5%	4.7%

23. In your opinion, should teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement?

Yes	No	Don't know/ No answer
69.2%	24.3%	6.5%

G. The No Child Left Behind Act and PL221

Although the No Child Left Behind Act has played a major role in public education in the recent past, most Indiana residents (64%) do not feel that they know much about the legislation. 26% say that they know only a little about it, and 38% feel that they know nothing at all about it. Only 11% feel that they know a great deal about it, and 25% think that they know at least some about it. Despite their lack of familiarity, 43% feel that the federal government's involvement in the schools will help school performance. 23% think that the government's involvement will

actually hurt schools, and 29% feel that it will make no difference at all.

In much the same way as Indiana residents feel they are unfamiliar with No Child Left Behind, an overwhelming majority consider themselves unfamiliar with PL221. 84% feel unfamiliar with the law; 71% of Hoosiers say that they know nothing at all about it, and 13% say that they know very little about it. Only 6% feel that they know a great deal about PL221, and 10% say that they know some about PL221.

Question-by-Question Results

24. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act? A great deal, some, a little, or nothing at all?

A great deal	Some	A little	Nothing at all	Don't know/ No answer
10.6%	24.7%	26.4%	37.7%	0.7%

25. Do you think the federal government's involvement in the schools will help, hurt, or make no difference in school performance?

Help	Hurt	Make no difference	Don't know/ No answer
42.5%	22.5%	28.7%	6.4%

26. Indiana has its own version of No Child Left Behind, called PL221. How much, if anything, do you feel you know about PL221? Would you say you know a great deal, some, a little, or nothing at all?

A great deal	Some	A little	Nothing at all	Don't know/ No answer
6.1%	9.7%	13.1%	70.8%	0.3%

Appendix A

Summary Tables for Open-ended Questions

Question-by-Question Results

3B. Why do you say that? (The public schools have gotten BETTER.)

(Open-ended responses coded by Stone Research Services.)

Total respondents: 316

School System/Administration	
Added more programs/activities/better curriculum	21.8%
Schools are good/better/education system good/more competitive	10.4%
Making changes for the better/changed format	4.1%
Programs for special needs students/gifted students	3.8%
Administration trying harder/working to improve/making changes	3.5%
Changes in administration/improvements in system	3.5%
Funding/economics/spending levels good/better	3.2%
Good/better administration/leadership/superintendent/principal	3.2%
More teachers/smaller classes	1.9%
Like new law about not leaving students behind	1.6%
Other school system/administration positive comments	2.2%
School system/administration negative comments	1.3%

Facilities	
Technology improved/computers in schools	9.2%
Added new schools/expanded schools	7.3%
School facilities improved/updated/better equipment	6.6%
Other facilities comments	0.3%

Teachers	
Teachers are good/better/doing better job/improving	9.2%
Teachers more attentive/involved/better relationship with students	5.4%
Teachers negative comments	1.3%

Students	
Students are smarter/learning more/better students	5.4%
Parent involvement/community participation/more parent involvement	5.1%
Graduation rate/student attitude toward school improving	2.5%
Other students positive comments	0.9%
Students negative comments	0.3%

Standards and Testing	
ISTEP has helped/better scores	10.8%
More emphasis put on academics/more testing	1.3%
Standards and testing negative comments	0.3%

Miscellaneous Comments	
Based on what I hear/read/not as many bad reports/hear better reports	4.1%
Other comments	4.1%
Don't know/no answer	4.4%

3B. (cont). Why do you say that? (The public schools have gotten WORSE?)?

Total respondents: 151

School System /Administration	
Budget concerns/cutbacks/reduced funding/poor fiscal management	13.2%
Fewer teachers/larger classes	12.6%
Doing a poor job/not as good as before	11.9%
Students not learning enough/advanced without learning	7.9%
Dropping classes/activities/curriculum poor/not good enough	7.3%
Education system is broken/system doesn't work well	6.0%
Drugs/gangs in schools	4.6%
Not enough focus on education	3.3%
Changes made are not for the better	2.6%
Need more help for special needs children	2.6%
Other schools/private schools better/teach more	2.6%
Too much emphasis on sports	2.6%
Need add'l classes in liberal arts/prep for college/vocational training	2.0%
Book rental fees/extra charges	2.0%
Other school system/administration negative comments	1.3%
School system/administration positive comments	0.7%

Facilities	
Closing schools/consolidating	2.6%
Other facilities negative comments	0.7%

Teachers	
Teacher performance poor/skills poor/need better teachers	6.6%
Teachers not involved/not attentive/don't care enough/as much	6.0%
Teachers not allowed to discipline/control students	4.0%
Teacher pay too low	4.0%
Teachers don't control students	2.6%
Teachers not have time to teach effectively	2.6%
Other teachers negative comments	1.3%

Students	
Student behavior is poor/too much violence	7.3%
Have/need security/guards/extra rules	6.0%
Parents don't cooperate/not involved/parent values/attitude poor	3.3%
Drop out rates high/students skipping school	2.6%
Not take advantage of programs/opportunities	2.0%

Standards and Testing	
ISTEP/SAT scores lower / not improved / too low / average	8.6%
Other standards and testing negative comments	0.7%
Standards and testing positive comments	0.7%

Miscellaneous Comments	
Hear/read negative reports	2.0%
Not notice any change/no difference/average/some good & some bad	2.0%
What I see/hear/the way it seems/my perception/no specific reason	2.0%
Other comments	7.3%
Don't know/no answer	1.3%

3B. (cont). Why do you say that? (The public schools have STAYED THE SAME?)

Total respondents: 408

School System/Administration	
Budget concerns/cutbacks/reduced funding/poor fiscal management	6.4%
Students not learning enough/advanced without learning	4.4%
Dropping classes/activities/curriculum poor/not as good	2.9%
Education system is broken/system doesn't work as well	2.7%
Curriculum has stayed the same/no improvement	2.7%
Fewer teachers/larger classes	2.7%
Other schools/private schools better/teach more	2.2%
Need more help for special needs children	2.0%
Not enough focus on education	1.5%
Other school system/administration negative comments	3.2%
School system/administration positive comments	15.4%
Schools are good/better/education system good/more competitive	2.5%

Facilities	
Facilities comments	2.5%

Teachers	
Not notice any change/no difference/average/some good/some bad	30.1%
What I see/hear/the way it seems/my perception/no specific reason	4.9%
No complaints/schools doing good	2.5%
Don't have children in school so firsthand knowledge limited	2.0%
Other comments	8.1%
Don't know/no answer	13.7%

Appendix B

Detailed Results

1. On the whole, would you say that public schools in Indiana provide an excellent, good, fair, or poor education?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	6.3%	47.3%	32.0%	7.8%	6.6%	410
Female	6.8%	49.2%	31.5%	8.1%	4.4%	591
Age						
18-34	6.1%	50.2%	32.3%	7.9%	3.6%	279
35-44	5.7%	46.9%	34.0%	8.1%	5.3%	209
45-54	9.5%	47.9%	28.9%	9.0%	4.7%	211
55-64	6.8%	50.7%	31.5%	6.8%	4.1%	146
65+	4.5%	46.2%	31.4%	7.7%	10.3%	156
Education						
HS or less	5.6%	52.7%	30.6%	7.3%	3.9%	412
Some college	7.0%	42.3%	33.8%	9.6%	7.4%	272
College grad or more	7.7%	48.4%	31.4%	7.4%	5.1%	312
Income						
<\$35K	6.5%	44.2%	37.4%	8.1%	3.9%	310
\$35K-\$50K	4.7%	53.4%	31.6%	6.7%	3.6%	193
\$50K-\$75K	7.0%	55.1%	27.0%	7.0%	3.8%	185
\$75K+	8.7%	47.5%	27.9%	7.8%	8.2%	219
Children in School						
Yes	6.1%	53.0%	30.4%	7.5%	3.0%	362
No	6.9%	45.9%	32.4%	8.3%	6.6%	639
Region						
Indiana Northern	5.7%	50.9%	29.8%	7.0%	6.5%	383
Indiana Central	5.3%	46.4%	33.8%	9.7%	4.8%	455
Indiana Southern	12.3%	48.5%	30.1%	5.5%	3.7%	163

2. What about the public schools in your community? Would you say that they provide an excellent, good, fair or poor education?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	15.4%	45.4%	26.6%	5.9%	6.8%	410
Female	18.6%	44.3%	26.1%	6.1%	4.9%	591
Age						
18-34	18.6%	39.8%	29.0%	7.2%	5.4%	279
35-44	15.3%	44.0%	28.2%	5.7%	6.7%	209
45-54	21.8%	48.8%	19.0%	5.7%	4.7%	211
55-64	17.8%	46.6%	26.0%	2.7%	6.8%	146
65+	10.9%	47.4%	28.8%	7.7%	5.1%	156
Education						
HS or less	13.3%	47.3%	26.9%	7.3%	5.1%	412
Some college	16.9%	39.7%	29.0%	6.2%	8.1%	272
College grad or more	22.1%	46.2%	23.4%	4.2%	4.2%	312
Income						
<\$35K	10.6%	45.2%	30.6%	7.1%	6.5%	310
\$35K-\$50K	14.5%	50.3%	25.4%	5.2%	4.7%	193
\$50K-\$75K	20.0%	45.9%	24.9%	4.3%	4.9%	185
\$75K+	28.3%	40.6%	19.6%	4.6%	6.8%	219
Children in School						
Yes	22.4%	43.6%	24.3%	6.4%	3.3%	362
No	14.4%	45.4%	27.4%	5.8%	7.0%	639
Region						
Indiana Northern	17.0%	45.7%	26.1%	6.8%	4.4%	383
Indiana Central	17.4%	41.8%	27.9%	5.3%	7.7%	455
Indiana Southern	17.8%	50.9%	22.1%	6.1%	3.1%	163

3. Over the past five years, have the public schools in your community gotten better, worse, or stayed about the same?

	Better	Stayed the Same	Worse	Don't know/ No answer	Number of Cases
Gender					
Male	32.4%	41.0%	13.9%	12.7%	410
Female	31.0%	40.6%	15.9%	12.5%	591
Age					
18-34	33.3%	39.4%	13.3%	14.0%	279
35-44	30.1%	42.6%	16.3%	11.0%	209
45-54	29.9%	42.7%	16.6%	10.9%	211
55-64	30.1%	40.4%	16.4%	13.0%	146
65+	34.0%	38.5%	13.5%	14.1%	156
Education					
HS or less	33.3%	39.1%	15.3%	12.4%	412
Some college	29.0%	41.5%	18.0%	11.4%	272
College grad or more	31.4%	42.3%	12.5%	13.8%	312
Income					
<\$35K	33.9%	40.0%	15.2%	11.0%	310
\$35K-\$50K	31.6%	39.9%	16.1%	12.4%	193
\$50K-\$75K	27.6%	44.3%	14.6%	13.5%	185
\$75K+	32.4%	37.9%	13.2%	16.4%	219
Children in School					
Yes	34.0%	37.8%	15.5%	12.7%	362
No	30.2%	42.4%	14.9%	12.5%	639
Region					
Indiana Northern	30.8%	40.5%	15.9%	12.8%	383
Indiana Central	31.4%	42.2%	14.1%	12.3%	455
Indiana Southern	33.7%	37.4%	16.0%	12.9%	163

4. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education? Would you say a lot, somewhat, a little, or not at all?

	A lot	Somewhat	A little	Not at all	Don't know/ No answer	Number of Cases
Gender						
Male	43.4%	30.0%	14.1%	6.6%	5.9%	410
Female	51.1%	27.6%	12.0%	4.2%	5.1%	591
Age						
18-34	51.3%	30.8%	9.3%	5.0%	3.6%	279
35-44	46.9%	28.2%	15.8%	3.8%	5.3%	209
45-54	50.7%	22.3%	15.6%	6.2%	5.2%	211
55-64	45.9%	32.9%	10.3%	6.2%	4.8%	146
65+	41.7%	29.5%	14.1%	5.1%	9.6%	156
Education						
HS or less	44.2%	28.4%	12.9%	5.8%	8.7%	412
Some college	51.1%	27.6%	12.1%	5.9%	3.3%	272
College grad or more	50.0%	29.8%	13.5%	3.8%	2.9%	312
Income						
<\$35K	41.6%	29.7%	14.5%	7.1%	7.1%	310
\$35K-\$50K	50.8%	28.0%	11.9%	5.2%	4.1%	193
\$50K-\$75K	53.5%	26.5%	13.0%	3.8%	3.2%	185
\$75K+	53.0%	29.7%	11.4%	2.3%	3.7%	219
Children in School						
Yes	51.7%	26.2%	12.2%	4.7%	5.2%	362
No	45.9%	29.9%	13.3%	5.5%	5.5%	639
Region						
Indiana Northern	48.8%	27.2%	12.3%	4.7%	7.0%	383
Indiana Central	47.0%	30.3%	13.0%	5.5%	4.2%	455
Indiana Southern	48.5%	27.0%	14.1%	5.5%	4.9%	163

5. Overall, do you think the funding for public schools in Indiana is enough to meet their needs or not enough to meet their needs?

	Enough	Not enough	Don't know/ No answer	Number of Cases
Gender				
Male	39.3%	51.0%	9.8%	410
Female	25.2%	65.1%	9.6%	591
Age				
18-34	26.2%	68.5%	5.4%	279
35-44	25.8%	65.6%	8.6%	209
45-54	28.0%	60.7%	11.4%	211
55-64	37.0%	54.1%	8.9%	146
65+	44.9%	37.8%	17.3%	156
Education				
HS or less	34.2%	53.2%	12.6%	412
Some college	27.2%	65.4%	7.4%	272
College grad or more	30.1%	62.2%	7.7%	312
Income				
<\$35K	34.2%	55.2%	10.6%	310
\$35K-\$50K	29.0%	63.2%	7.8%	193
\$50K-\$75K	29.2%	65.9%	4.9%	185
\$75K+	30.6%	59.4%	10.0%	219
Children in school				
Yes	23.8%	69.1%	7.2%	362
No	35.1%	53.8%	11.1%	639
Region				
Indiana Northern	30.5%	56.7%	12.8%	383
Indiana Central	28.8%	63.5%	7.7%	455
Indiana Southern	38.0%	54.0%	8.0%	163

6. Would you be willing to pay higher taxes so that school funding could be increased?

	Willing	Not willing	Don't know/ No answer	Number of Cases
Gender				
Male	46.6%	49.3%	4.1%	410
Female	50.3%	41.5%	8.3%	591
Age				
18-34	56.3%	37.3%	6.5%	279
35-44	53.1%	40.7%	6.2%	209
45-54	51.2%	41.7%	7.1%	211
55-64	43.8%	51.4%	4.8%	146
65+	30.8%	60.9%	8.3%	156
Education				
HS or less	42.5%	50.7%	6.8%	412
Some college	51.8%	40.1%	8.1%	272
College grad or more	54.5%	40.4%	5.1%	312
Income				
<\$35K	47.7%	46.1%	6.1%	310
\$35K-\$50K	51.8%	42.0%	6.2%	193
\$50K-\$75K	48.6%	43.8%	7.6%	185
\$75K+	58.0%	37.9%	4.1%	219
Children in school				
Yes	55.5%	37.8%	6.6%	362
No	44.9%	48.5%	6.6%	639
Region				
Indiana Northern	49.9%	42.8%	7.3%	383
Indiana Central	50.1%	43.3%	6.6%	455
Indiana Southern	42.3%	52.8%	4.9%	163

6b. What kind of tax increase do you think would be best - sales tax, income tax, real estate property tax, or personal property tax?

	Sales Tax	Income Tax	Personal Property Tax	Real Estate Property Tax	Don't know/ No answer	Number of Cases
Gender						
Male	55.5%	12.6%	14.7%	11.5%	5.8%	191
Female	48.1%	15.2%	12.1%	13.8%	10.8%	297
Age						
18-34	36.9%	17.2%	21.0%	17.2%	7.6%	157
35-44	56.8%	10.8%	9.9%	14.4%	8.1%	111
45-54	68.5%	9.3%	10.2%	4.6%	7.4%	108
55-64	51.6%	23.4%	3.1%	12.5%	9.4%	64
65+	43.8%	10.4%	14.6%	14.6%	16.7%	48
Education						
HS or less	50.9%	12.0%	14.3%	15.4%	7.4%	175
Some college	56.0%	13.5%	12.8%	9.9%	7.8%	141
College grad or more	47.1%	16.5%	12.4%	12.9%	11.2%	170
Income						
<\$35K	45.3%	14.9%	14.9%	15.5%	9.5%	148
\$35K-\$50K	60.0%	15.0%	13.0%	6.0%	6.0%	100
\$50K-\$75K	60.0%	13.3%	10.0%	7.8%	8.9%	90
\$75K+	42.5%	15.7%	14.2%	19.7%	7.9%	127
Children in school						
Yes	45.3%	17.9%	15.4%	14.4%	7.0%	201
No	55.1%	11.5%	11.5%	11.8%	10.1%	287
Region						
Indiana Northern	47.6%	13.6%	17.3%	13.1%	8.4%	191
Indiana Central	50.9%	16.2%	11.0%	14.0%	7.9%	228
Indiana Southern	60.9%	8.7%	8.7%	8.7%	13.0%	69

7. Several years ago, Indiana adopted a high school curriculum called Core 40. The curriculum is more challenging than the traditional high school curriculum and includes more courses in areas like math, science, and social studies. How would you rate your familiarity with the Core 40 high school curriculum? Would you say you are very familiar, somewhat familiar, not very familiar, or have never heard of it?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of It	Don't know/ No answer	Number of Cases
Gender						
Male	15.6%	19.5%	15.1%	48.8%	1.0%	410
Female	15.4%	22.8%	15.6%	45.7%	0.5%	591
Age						
18-34	17.9%	21.9%	10.8%	49.5%	0.0%	279
35-44	18.2%	20.1%	13.4%	48.3%	0.0%	209
45-54	21.8%	25.6%	19.0%	33.6%	0.0%	211
55-64	8.2%	26.7%	17.8%	47.3%	0.0%	146
65+	5.8%	12.2%	19.2%	58.3%	4.5%	156
Education						
HS or less	10.4%	13.8%	17.0%	57.3%	1.5%	412
Some college	17.6%	26.8%	10.7%	44.5%	0.4%	272
College grad or more	19.9%	27.2%	17.6%	35.3%	0.0%	312
Income						
<\$35K	8.4%	21.3%	16.1%	53.5%	0.6%	310
\$35K-\$50K	11.4%	17.1%	18.7%	52.3%	0.5%	193
\$50K-\$75K	22.7%	25.4%	14.1%	37.3%	0.5%	185
\$75K+	23.3%	26.5%	13.7%	36.5%	0.0%	219
Children in school						
Yes	19.6%	24.0%	11.3%	45.0%	0.0%	362
No	13.1%	20.0%	17.7%	48.0%	1.1%	639
Region						
Indiana Northern	13.8%	20.4%	17.2%	47.8%	0.8%	383
Indiana Central	15.6%	24.2%	14.5%	45.1%	0.7%	455
Indiana Southern	19.0%	16.6%	13.5%	50.3%	0.6%	163

8. Do you favor requiring all high school students to complete the Core 40 curriculum as a prerequisite for receiving state financial aid for college?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	69.9%	24.3%	5.8%	206
Female	61.9%	28.6%	9.4%	318
Age				
18-34	71.6%	24.1%	4.3%	141
35-44	63.9%	30.6%	5.6%	108
45-54	62.9%	34.3%	2.9%	140
55-64	61.0%	18.2%	20.8%	77
65+	62.1%	20.7%	17.2%	58
Education				
HS or less	64.7%	25.9%	9.4%	170
Some college	70.0%	22.7%	7.3%	150
College grad or more	61.4%	31.2%	7.4%	202
Income				
<\$35K	67.6%	26.1%	6.3%	142
\$35K-\$50K	56.0%	31.9%	12.1%	91
\$50K-\$75K	66.1%	27.0%	7.0%	115
\$75K+	69.1%	24.5%	6.5%	139
Children in school				
Yes	66.3%	29.1%	4.5%	199
No	64.3%	25.5%	10.2%	325
Region				
Indiana Northern	65.5%	26.9%	7.6%	197
Indiana Central	67.2%	25.5%	7.3%	247
Indiana Southern	57.5%	31.2%	11.2%	80

9. Indiana's P-16 plan for improving student achievement includes a goal to increase the number of eighth grade students taking Algebra. Do you favor requiring all eighth grade students to take Algebra?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	61.2%	34.9%	3.9%	410
Female	58.9%	36.9%	4.2%	591
Age				
18-34	69.2%	29.7%	1.1%	279
35-44	56.5%	38.8%	4.8%	209
45-54	51.7%	43.6%	4.7%	211
55-64	59.6%	37.7%	2.7%	146
65+	59.0%	32.1%	9.0%	156
Education				
HS or less	58.3%	35.9%	5.8%	412
Some college	62.5%	34.9%	2.6%	272
College grad or more	59.9%	37.5%	2.6%	312
Income				
<\$35K	58.1%	36.1%	5.8%	310
\$35K-\$50K	67.9%	29.0%	3.1%	193
\$50K-\$75K	56.8%	41.1%	2.2%	185
\$75K+	59.4%	38.8%	1.8%	219
Children in school				
Yes	58.6%	38.4%	3.0%	362
No	60.6%	34.7%	4.7%	639
Region				
Indiana Northern	57.7%	37.6%	4.7%	383
Indiana Central	64.4%	32.3%	3.3%	455
Indiana Southern	52.1%	42.9%	4.9%	163

10. According to state data, 90% to 94% of children attend kindergarten, although kindergarten attendance is not mandatory in Indiana. Do you favor requiring all children to go to kindergarten?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	74.9%	24.1%	1.0%	410
Female	86.0%	13.4%	0.7%	591
Age				
18-34	87.5%	12.5%	0.0%	279
35-44	81.3%	17.2%	1.4%	209
45-54	72.0%	27.0%	0.9%	211
55-64	87.7%	11.6%	0.7%	146
65+	77.6%	21.2%	1.3%	156
Education				
HS or less	83.3%	16.7%	0.0%	412
Some college	82.4%	16.9%	0.7%	272
College grad or more	78.2%	20.2%	1.6%	312
Income				
<\$35K	82.9%	16.5%	0.6%	310
\$35K-\$50K	82.9%	17.1%	0.0%	193
\$50K-\$75K	80.5%	18.4%	1.1%	185
\$75K+	76.7%	21.5%	1.8%	219
Children in school				
Yes	82.0%	16.9%	1.1%	362
No	81.1%	18.3%	0.6%	639
Region				
Indiana Northern	80.9%	18.5%	0.5%	383
Indiana Central	81.3%	17.4%	1.3%	455
Indiana Southern	82.8%	17.2%	0.0%	163

11. Do you think children should attend full-day kindergarten or half-day kindergarten?

	Full Day	Half Day	Don't know/ No answer	Number of Cases
Gender				
Male	39.5%	55.1%	5.4%	410
Female	50.4%	41.1%	8.5%	591
Age				
18-34	51.6%	41.6%	6.8%	279
35-44	49.8%	45.5%	4.8%	209
45-54	39.3%	51.2%	9.5%	211
55-64	50.7%	43.2%	6.2%	146
65+	35.3%	55.8%	9.0%	156
Education				
HS or less	46.4%	47.1%	6.6%	412
Some college	49.3%	44.1%	6.6%	272
College grad or more	42.9%	48.4%	8.7%	312
Income				
<\$35K	48.4%	46.5%	5.2%	310
\$35K-\$50K	46.6%	46.1%	7.3%	193
\$50K-\$75K	45.4%	46.5%	8.1%	185
\$75K+	43.8%	47.0%	9.1%	219
Children in school				
Yes	52.2%	40.6%	7.2%	362
No	42.4%	50.4%	7.2%	639
Region				
Indiana Northern	43.3%	51.4%	5.2%	383
Indiana Central	45.1%	45.5%	9.5%	455
Indiana Southern	54.6%	39.9%	5.5%	163

12. Would you favor full-day kindergarten if taxes had to increase to support it?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	39.5%	55.9%	4.6%	410
Female	50.3%	43.7%	6.1%	591
Age				
18-34	52.7%	43.0%	4.3%	279
35-44	46.4%	50.2%	3.3%	209
45-54	39.8%	55.5%	4.7%	211
55-64	48.6%	45.9%	5.5%	146
65+	38.5%	50.0%	11.5%	156
Education				
HS or less	44.4%	47.8%	7.8%	412
Some college	49.6%	46.7%	3.7%	272
College grad or more	44.6%	51.3%	4.2%	312
Income				
<\$35K	50.0%	45.2%	4.8%	310
\$35K-\$50K	42.0%	50.3%	7.8%	193
\$50K-\$75K	47.6%	48.6%	3.8%	185
\$75K+	47.0%	49.3%	3.7%	219
Children in school				
Yes	50.3%	46.1%	3.6%	362
No	43.3%	50.1%	6.6%	639
Region				
Indiana Northern	44.9%	48.6%	6.5%	383
Indiana Central	46.8%	48.6%	4.6%	455
Indiana Southern	45.4%	49.1%	5.5%	163

13. In an effort to outline what students should know and be able to do at every grade level, Indiana created academic standards for learning. How would you rate your familiarity with Indiana academic standards? Would you say very familiar, somewhat familiar, not very familiar, or have you never heard of them?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of Them	Don't Know/ No Answer	Number of Cases
Gender						
Male	11.2%	36.6%	34.9%	17.3%	0.0%	410
Female	17.9%	41.8%	25.2%	14.2%	0.8%	591
Age						
18-34	15.8%	40.9%	29.4%	13.6%	0.4%	279
35-44	20.1%	42.6%	24.4%	12.4%	0.5%	209
45-54	17.1%	42.2%	28.0%	12.3%	0.5%	211
55-64	13.0%	42.5%	29.5%	15.1%	0.0%	146
65+	7.1%	27.6%	36.5%	27.6%	1.3%	156
Education						
HS or less	7.5%	38.8%	33.7%	18.9%	1.0%	412
Some college	12.1%	44.5%	28.7%	14.7%	0.0%	272
College grad or more	28.2%	36.2%	23.7%	11.5%	0.3%	312
Income						
<\$35K	8.1%	41.9%	33.9%	15.8%	0.3%	310
\$35K-\$50K	11.4%	37.3%	30.6%	19.7%	1.0%	193
\$50K-\$75K	19.5%	45.4%	25.4%	9.7%	0.0%	185
\$75K+	26.0%	37.4%	24.7%	11.9%	0.0%	219
Children in school						
Yes	22.1%	46.1%	21.0%	10.2%	0.6%	362
No	11.3%	36.0%	33.8%	18.5%	0.5%	639
Region						
Indiana Northern	13.8%	37.1%	31.1%	17.0%	1.0%	383
Indiana Central	14.3%	44.8%	27.0%	13.8%	0.0%	455
Indiana Southern	20.9%	31.3%	30.7%	16.6%	0.6%	163

14. Overall, do you think the Indiana Standards have helped improve the quality of schools in Indiana a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not at All	Don't know/ No answer	Number of Cases
Gender						
Male	8.6%	53.7%	21.8%	10.0%	5.9%	339
Female	14.1%	50.2%	21.7%	6.4%	7.6%	502
Age						
18-34	11.7%	50.8%	25.0%	7.1%	5.4%	240
35-44	13.7%	50.5%	18.7%	8.2%	8.8%	182
45-54	8.7%	54.3%	21.7%	8.7%	6.5%	184
55-64	11.3%	50.8%	23.4%	10.5%	4.0%	124
65+	15.3%	51.4%	18.0%	4.5%	10.8%	111
Education						
HS or less	11.5%	52.1%	24.2%	6.7%	5.5%	330
Some college	12.1%	51.7%	20.7%	9.5%	6.0%	232
College grad or more	12.0%	51.3%	19.3%	8.0%	9.5%	275
Income						
<\$35K	12.3%	53.1%	22.3%	6.2%	6.2%	260
\$35K-\$50K	11.8%	54.2%	21.6%	6.5%	5.9%	153
\$50K-\$75K	12.6%	49.7%	18.0%	13.2%	6.6%	167
\$75K+	11.9%	50.8%	22.3%	5.2%	9.8%	193
Children in school						
Yes	12.1%	52.3%	21.4%	6.8%	7.4%	323
No	11.8%	51.2%	22.0%	8.5%	6.6%	518
Region						
Indiana Northern	11.8%	51.3%	23.9%	7.6%	5.4%	314
Indiana Central	10.2%	51.0%	22.4%	7.9%	8.4%	392
Indiana Southern	17.0%	54.1%	14.8%	8.1%	5.9%	135

15. The ISTEP+ test is Indiana's statewide standardized test. How would you describe your familiarity with ISTEP+? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of it?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of It	Don't know/ No answer	Number of Cases
Gender						
Male	35.1%	37.8%	15.6%	10.5%	1.0%	410
Female	38.4%	40.8%	14.2%	6.3%	0.3%	591
Age						
18-34	53.0%	28.3%	11.8%	6.8%	0.0%	279
35-44	45.9%	37.3%	9.6%	5.7%	1.4%	209
45-54	38.9%	42.7%	11.8%	5.7%	0.9%	211
55-64	23.3%	54.8%	14.4%	7.5%	0.0%	146
65+	7.1%	44.2%	31.4%	16.7%	0.6%	156
Education						
HS or less	31.3%	40.3%	17.0%	10.7%	0.7%	412
Some college	39.0%	39.0%	14.3%	7.0%	0.7%	272
College grad or more	43.3%	39.1%	12.2%	5.1%	0.3%	312
Income						
<\$35K	28.4%	42.9%	18.4%	9.7%	0.6%	310
\$35K-\$50K	33.7%	41.5%	15.0%	8.3%	1.6%	193
\$50K-\$75K	42.7%	40.5%	12.4%	4.3%	0.0%	185
\$75K+	47.9%	33.8%	11.4%	6.4%	0.5%	219
Children in school						
Yes	50.8%	35.9%	9.7%	3.6%	0.0%	362
No	29.3%	41.6%	17.7%	10.5%	0.9%	639
Region						
Indiana Northern	33.7%	40.5%	14.9%	9.9%	1.0%	383
Indiana Central	38.7%	41.3%	13.6%	5.9%	0.4%	455
Indiana Southern	40.5%	32.5%	17.8%	9.2%	0.0%	163

16. Do you think that the ISTEP+ has helped improve the quality of Indiana schools a lot, somewhat, a little, or not at all?

	A Lot	Somewhat	A Little	Not at All	Don't know/ No answer	Number of Cases
Gender						
Male	14.0%	38.3%	23.1%	17.9%	6.6%	363
Female	10.3%	42.0%	20.7%	17.9%	9.1%	552
Age						
18-34	16.9%	35.4%	23.8%	18.1%	5.8%	260
35-44	12.9%	42.8%	18.0%	18.0%	8.2%	194
45-54	5.6%	44.2%	21.3%	21.3%	7.6%	197
55-64	8.9%	47.4%	19.3%	18.5%	5.9%	135
65+	12.4%	34.9%	25.6%	11.6%	15.5%	129
Education						
HS or less	17.0%	40.5%	20.0%	14.5%	7.9%	365
Some college	9.6%	44.2%	19.9%	17.5%	8.8%	251
College grad or more	7.1%	37.6%	25.4%	22.4%	7.5%	295
Income						
<\$35K	16.2%	38.5%	23.7%	15.1%	6.5%	278
\$35K-\$50K	9.8%	43.7%	23.6%	14.9%	8.0%	174
\$50K-\$75K	10.2%	40.7%	22.6%	19.2%	7.3%	177
\$75K+	8.8%	45.1%	18.1%	20.6%	7.4%	204
Children in school						
Yes	12.9%	40.7%	22.1%	16.6%	7.7%	349
No	11.1%	40.5%	21.4%	18.7%	8.3%	566
Region						
Indiana Northern	11.7%	42.8%	19.9%	15.2%	10.3%	341
Indiana Central	12.0%	39.4%	23.5%	18.3%	6.8%	426
Indiana Southern	11.5%	38.5%	20.3%	23.0%	6.8%	148

17. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests hold schools accountable for student achievement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know/ No answer	Number of Cases
Gender						
Male	21.7%	46.1%	10.2%	6.3%	4.1%	410
Female	25.9%	47.9%	8.1%	7.8%	3.7%	591
Age						
18-34	26.2%	50.5%	9.7%	5.4%	1.4%	279
35-44	26.8%	47.8%	9.1%	7.2%	1.9%	209
45-54	25.1%	45.5%	11.4%	7.6%	3.8%	211
55-64	21.9%	47.3%	8.2%	11.0%	4.1%	146
65+	17.9%	42.3%	5.1%	6.4%	10.9%	156
Education						
HS or less	26.0%	45.6%	6.6%	5.8%	4.6%	412
Some college	26.8%	47.4%	8.5%	7.4%	2.2%	272
College grad or more	19.6%	49.7%	12.8%	8.7%	3.8%	312
Income						
<\$35K	22.3%	53.5%	5.2%	4.8%	3.9%	310
\$35K-\$50K	26.9%	45.6%	8.8%	5.7%	3.1%	193
\$50K-\$75K	28.6%	44.3%	11.4%	10.3%	1.1%	185
\$75K+	22.4%	47.0%	11.4%	8.2%	4.1%	219
Children in school						
Yes	30.1%	50.0%	8.0%	6.9%	1.4%	362
No	20.8%	45.5%	9.5%	7.4%	5.3%	639
Region						
Indiana Northern	23.0%	45.4%	9.4%	6.5%	4.7%	383
Indiana Central	25.7%	47.5%	9.7%	7.0%	3.7%	455
Indiana Southern	22.7%	50.3%	6.1%	9.2%	2.5%	163

18. Please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements about the ISTEP+ tests. - The ISTEP+ tests give parents helpful information about a school's performance.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know/ No answer	Number of Cases
Gender						
Male	23.9%	42.4%	10.7%	8.3%	3.2%	410
Female	25.9%	41.6%	12.0%	9.0%	4.9%	591
Age						
18-34	33.7%	37.6%	13.3%	7.2%	1.4%	279
35-44	27.3%	39.7%	12.0%	9.6%	4.3%	209
45-54	22.7%	44.1%	14.2%	10.9%	1.4%	211
55-64	20.5%	50.0%	6.2%	10.3%	5.5%	146
65+	14.1%	42.3%	9.0%	5.8%	11.5%	156
Education						
HS or less	28.6%	40.3%	9.2%	6.1%	4.4%	412
Some college	29.0%	41.2%	9.2%	8.8%	4.0%	272
College grad or more	17.0%	45.2%	16.7%	11.9%	3.8%	312
Income						
<\$35K	25.5%	43.5%	11.3%	5.5%	3.9%	310
\$35K-\$50K	31.1%	36.3%	10.4%	8.3%	4.1%	193
\$50K-\$75K	24.3%	42.2%	15.1%	11.9%	2.2%	185
\$75K+	22.8%	47.0%	10.0%	8.7%	4.6%	219
Children in school						
Yes	30.1%	42.8%	12.4%	9.1%	1.9%	362
No	22.2%	41.5%	11.0%	8.5%	5.5%	639
Region						
Indiana Northern	27.4%	37.1%	11.0%	8.9%	4.7%	383
Indiana Central	23.1%	45.9%	13.0%	7.7%	4.0%	455
Indiana Southern	25.2%	42.3%	8.6%	11.0%	3.7%	163

19. If a school fails to meet state performance standards, do you feel that parents should be allowed to send their children to another public school?

	Yes - Should be Allowed	No - Not Allowed	Don't know/ No answer	Number of Cases
Gender				
Male	79.5%	17.3%	3.2%	410
Female	79.9%	16.6%	3.6%	591
Age				
18-34	82.8%	14.7%	2.5%	279
35-44	80.9%	18.7%	0.5%	209
45-54	78.7%	18.0%	3.3%	211
55-64	76.0%	19.2%	4.8%	146
65+	77.6%	14.7%	7.7%	156
Education				
HS or less	81.8%	13.8%	4.4%	412
Some college	84.9%	13.2%	1.8%	272
College grad or more	72.4%	24.0%	3.5%	312
Income				
<\$35K	82.3%	12.9%	4.8%	310
\$35K-\$50K	82.9%	14.5%	2.6%	193
\$50K-\$75K	77.3%	20.5%	2.2%	185
\$75K+	74.0%	24.2%	1.8%	219
Children in school				
Yes	82.6%	15.5%	1.9%	362
No	78.1%	17.7%	4.2%	639
Region				
Indiana Northern	79.9%	17.0%	3.1%	383
Indiana Central	79.8%	16.7%	3.5%	455
Indiana Southern	79.1%	17.2%	3.7%	163

20. Vouchers are taxpayer-funded tuition credits redeemable at a school that a parent chooses. How would you rate your familiarity with vouchers? Are you very familiar, somewhat familiar, not very familiar, or have you never heard of them?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of Them/Not at all Familiar	Don't Know/ No Answer	Number of Cases
Gender						
Male	12.7%	32.7%	26.1%	28.3%	0.2%	410
Female	12.9%	22.0%	28.9%	36.2%	0.0%	591
Age						
18-34	9.0%	19.7%	27.6%	43.7%	0.0%	279
35-44	13.4%	23.0%	27.3%	35.9%	0.5%	209
45-54	15.2%	33.6%	27.0%	24.2%	0.0%	211
55-64	19.2%	33.6%	24.0%	23.3%	0.0%	146
65+	9.6%	26.3%	33.3%	30.8%	0.0%	156
Education						
HS or less	5.3%	17.7%	33.0%	43.9%	0.0%	412
Some college	10.3%	27.9%	28.7%	33.1%	0.0%	272
College grad or more	24.7%	36.9%	19.9%	18.6%	0.0%	312
Income						
<\$35K	5.5%	21.3%	33.9%	39.0%	0.3%	310
\$35K-\$50K	8.3%	26.4%	27.5%	37.8%	0.0%	193
\$50K-\$75K	15.7%	28.1%	25.4%	30.8%	0.0%	185
\$75K+	25.1%	33.8%	20.1%	21.0%	0.0%	219
Children in school						
Yes	13.5%	22.9%	27.1%	36.5%	0.0%	362
No	12.4%	28.3%	28.2%	31.0%	0.2%	639
Region						
Indiana Northern	12.0%	24.8%	28.2%	35.0%	0.0%	383
Indiana Central	12.5%	28.6%	26.6%	32.1%	0.2%	455
Indiana Southern	15.3%	23.9%	30.1%	30.7%	0.0%	163

20B. Do you favor or oppose the use of vouchers?

	Favor Use of Vouchers	Oppose Use of Vouchers	Don't know/ No answer	Number of Cases
Gender				
Male	60.8%	22.5%	16.7%	293
Female	54.6%	26.0%	19.4%	377
Age				
18-34	62.4%	15.3%	22.3%	157
35-44	59.4%	25.6%	15.0%	133
45-54	56.2%	23.8%	20.0%	160
55-64	54.5%	33.9%	11.6%	112
65+	51.9%	27.8%	20.4%	108
Education				
HS or less	54.1%	22.9%	22.9%	231
Some college	64.3%	15.4%	20.3%	182
College grad or more	55.5%	32.7%	11.8%	254
Income				
<\$35K	59.0%	18.6%	22.3%	188
\$35K-\$50K	57.5%	20.8%	21.7%	120
\$50K-\$75K	60.2%	25.0%	14.8%	128
\$75K+	56.6%	32.9%	10.4%	173
Children in school				
Yes	58.7%	21.7%	19.6%	230
No	56.6%	25.9%	17.5%	440
Region				
Indiana Northern	53.8%	26.9%	19.3%	249
Indiana Central	62.7%	21.1%	16.2%	308
Indiana Southern	50.4%	28.3%	21.2%	113

21. Charter schools are public schools that are open to all students and are free of many of the regulations placed on traditional public schools. How would you rate your familiarity with charter schools; very familiar, somewhat familiar, not very familiar, or have you never heard of them?

	Very Familiar	Somewhat Familiar	Not Very Familiar	Never Heard of Them/Not at all Familiar	Don't know/ No answer	Number of Cases
Gender						
Male	10.0%	33.4%	35.4%	21.0%	0.2%	410
Female	9.3%	28.1%	37.7%	24.2%	0.7%	591
Age						
18-34	8.2%	26.2%	38.0%	27.6%	0.0%	279
35-44	8.6%	29.2%	36.4%	24.4%	1.4%	209
45-54	12.8%	30.3%	35.5%	20.9%	0.5%	211
55-64	11.6%	39.7%	34.2%	13.7%	0.7%	146
65+	7.1%	30.1%	39.1%	23.7%	0.0%	156
Education						
HS or less	4.9%	21.4%	40.8%	32.0%	1.0%	412
Some college	6.6%	30.5%	43.0%	19.9%	0.0%	272
College grad or more	18.3%	42.0%	26.0%	13.5%	0.3%	312
Income						
<\$35K	4.5%	25.8%	38.1%	31.0%	0.6%	310
\$35K-\$50K	6.7%	25.4%	39.9%	27.5%	0.5%	193
\$50K-\$75K	9.2%	29.2%	45.9%	15.1%	0.5%	185
\$75K+	18.7%	44.3%	24.2%	12.3%	0.5%	219
Children in school						
Yes	9.9%	31.8%	35.6%	22.1%	0.6%	362
No	9.4%	29.4%	37.4%	23.3%	0.5%	639
Region						
Indiana Northern	7.8%	29.8%	36.8%	25.1%	0.5%	383
Indiana Central	10.5%	33.2%	37.8%	18.2%	0.2%	455
Indiana Southern	11.0%	23.3%	33.7%	30.7%	1.2%	163

21B. Do you favor or oppose the creation of charter schools?

	Favor	Oppose	Don't know/ No answer	Number of Cases
Gender				
Male	55.7%	20.7%	23.5%	323
Female	52.9%	20.0%	27.0%	444
Age				
18-34	57.9%	13.9%	28.2%	202
35-44	55.5%	19.4%	25.2%	155
45-54	56.0%	19.3%	24.7%	166
55-64	49.6%	24.8%	25.6%	125
65+	47.9%	29.4%	22.7%	119
Education				
HS or less	48.9%	20.3%	30.8%	276
Some college	54.6%	14.7%	30.7%	218
College grad or more	59.5%	24.2%	16.4%	269
Income				
<\$35K	53.8%	18.9%	27.4%	212
\$35K-\$50K	54.7%	16.5%	28.8%	139
\$50K-\$75K	51.9%	19.9%	28.2%	156
\$75K+	59.2%	22.5%	18.3%	191
Children in school				
Yes	57.5%	15.7%	26.8%	280
No	52.2%	23.0%	24.8%	487
Region				
Indiana Northern	51.2%	18.9%	29.8%	285
Indiana Central	60.4%	15.4%	24.3%	371
Indiana Southern	40.5%	40.5%	18.9%	111

22. How would you rate the quality of Indiana public school teachers overall? Would you say excellent, good, fair or poor?

	Excellent	Good	Fair	Poor	Don't know/ No answer	Number of Cases
Gender						
Male	9.3%	55.4%	27.1%	3.7%	4.6%	410
Female	11.0%	57.4%	23.5%	3.4%	4.7%	591
Age						
18-34	10.0%	55.9%	28.3%	4.3%	1.4%	279
35-44	9.1%	56.9%	24.9%	3.3%	5.7%	209
45-54	15.2%	55.0%	20.4%	4.7%	4.7%	211
55-64	8.2%	60.3%	26.0%	0.7%	4.8%	146
65+	7.7%	55.8%	24.4%	3.2%	9.0%	156
Education						
HS or less	9.0%	54.1%	28.2%	4.4%	4.4%	412
Some college	9.9%	55.1%	25.7%	3.7%	5.5%	272
College grad or more	12.2%	61.5%	20.2%	1.9%	4.2%	312
Income						
<\$35K	10.0%	52.9%	28.7%	3.9%	4.5%	310
\$35K-\$50K	8.3%	58.0%	27.5%	2.6%	3.6%	193
\$50K-\$75K	13.5%	57.8%	20.5%	3.8%	4.3%	185
\$75K+	10.5%	61.6%	21.0%	2.3%	4.6%	219
Children in school						
Yes	12.4%	56.9%	23.8%	2.8%	4.1%	362
No	9.1%	56.3%	25.7%	3.9%	5.0%	639
Region						
Indiana Northern	9.4%	59.8%	22.2%	3.1%	5.5%	383
Indiana Central	9.9%	54.3%	27.5%	3.5%	4.8%	455
Indiana Southern	13.5%	55.2%	24.5%	4.3%	2.5%	163

23. In your opinion, should teachers be paid higher salaries as an incentive to teach in public schools that have been identified as needing improvement?

	Yes	No	Don't know/ No answer	Number of Cases
Gender				
Male	65.4%	28.5%	6.1%	410
Female	71.9%	21.3%	6.8%	591
Age				
18-34	77.8%	18.3%	3.9%	279
35-44	72.7%	23.9%	3.3%	209
45-54	70.1%	22.3%	7.6%	211
55-64	65.1%	30.8%	4.1%	146
65+	51.9%	32.1%	16.0%	156
Education				
HS or less	63.1%	28.2%	8.7%	412
Some college	73.5%	21.7%	4.8%	272
College grad or more	74.0%	21.8%	4.2%	312
Income				
<\$35K	66.1%	26.1%	7.7%	310
\$35K-\$50K	66.3%	25.9%	7.8%	193
\$50K-\$75K	75.1%	22.2%	2.7%	185
\$75K+	77.2%	18.3%	4.6%	219
Children in school				
Yes	76.8%	18.0%	5.2%	362
No	64.9%	27.9%	7.2%	639
Region				
Indiana Northern	68.4%	23.8%	7.8%	383
Indiana Central	72.1%	22.6%	5.3%	455
Indiana Southern	63.2%	30.1%	6.7%	163

24. Legislation entitled the No Child Left Behind Act increases the federal government's role in decisions about schools. How much, if anything, do you feel you know about the No Child Left Behind Act? A great deal, some, a little, or nothing at all?

	A Great Deal	Some	A Little	Nothing at All	Don't know/ No answer	Number of Cases
Gender						
Male	8.3%	24.4%	27.6%	39.0%	0.7%	410
Female	12.2%	24.9%	25.5%	36.7%	0.7%	591
Age						
18-34	12.9%	20.8%	22.9%	43.0%	0.4%	279
35-44	10.5%	22.5%	29.2%	36.4%	1.4%	209
45-54	12.3%	24.6%	26.5%	36.0%	0.5%	211
55-64	9.6%	36.3%	26.7%	27.4%	0.0%	146
65+	5.1%	23.7%	28.2%	41.7%	1.3%	156
Education						
HS or less	3.6%	19.9%	26.0%	49.8%	0.7%	412
Some college	7.0%	25.4%	32.0%	34.6%	1.1%	272
College grad or more	23.1%	30.8%	22.1%	23.7%	0.3%	312
Income						
<\$35K	6.1%	22.9%	25.2%	45.2%	0.6%	310
\$35K-\$50K	8.3%	22.8%	28.0%	40.4%	0.5%	193
\$50K-\$75K	12.4%	25.9%	28.6%	31.4%	1.6%	185
\$75K+	18.7%	29.7%	26.5%	24.7%	0.5%	219
Children in school						
Yes	13.5%	24.6%	24.9%	36.2%	0.8%	362
No	8.9%	24.7%	27.2%	38.5%	0.6%	639
Region						
Indiana Northern	8.6%	23.5%	29.0%	38.6%	0.3%	383
Indiana Central	11.0%	26.4%	24.6%	36.7%	1.3%	455
Indiana Southern	14.1%	22.7%	25.2%	38.0%	0.0%	163

25. Do you think the federal government's involvement in the schools will help, hurt, or make no difference in school performance?

	Help	Make No Difference	Hurt	Don't know/ No answer	Number of Cases
Gender					
Male	38.3%	29.5%	26.6%	5.6%	410
Female	45.3%	28.1%	19.6%	6.9%	591
Age					
18-34	60.2%	26.2%	11.5%	2.2%	279
35-44	43.5%	25.8%	25.4%	5.3%	209
45-54	38.4%	28.9%	24.6%	8.1%	211
55-64	27.4%	36.3%	30.1%	6.2%	146
65+	28.8%	29.5%	28.2%	13.5%	156
Education					
HS or less	42.0%	29.6%	19.9%	8.5%	412
Some college	44.1%	29.4%	21.7%	4.8%	272
College grad or more	41.7%	26.9%	26.6%	4.8%	312
Income					
<\$35K	43.5%	29.7%	19.4%	7.4%	310
\$35K-\$50K	44.0%	29.0%	19.2%	7.8%	193
\$50K-\$75K	46.5%	27.6%	20.5%	5.4%	185
\$75K+	39.7%	28.8%	28.8%	2.7%	219
Children in school					
Yes	49.4%	25.1%	19.6%	5.8%	362
No	38.5%	30.7%	24.1%	6.7%	639
Region					
Indiana Northern	42.0%	26.4%	24.0%	7.6%	383
Indiana Central	45.7%	29.9%	19.1%	5.3%	455
Indiana Southern	34.4%	30.7%	28.2%	6.7%	163

26. Indiana has its own version of No Child Left Behind, called PL221. How much, if anything, do you feel you know about PL221? Would you say you know a great deal, some, a little, or nothing at all?

	A Great Deal	Some	A Little	Nothing at All	Don't Know/ No Answer	Number of Cases
Gender						
Male	3.4%	7.8%	15.1%	73.2%	0.5%	410
Female	8.0%	11.0%	11.7%	69.2%	0.2%	591
Age						
18-34	6.5%	8.6%	10.4%	74.2%	0.4%	279
35-44	6.7%	10.0%	14.4%	67.9%	1.0%	209
45-54	8.5%	7.1%	14.2%	70.1%	0.0%	211
55-64	4.8%	17.1%	15.8%	62.3%	0.0%	146
65+	2.6%	7.7%	12.2%	77.6%	0.0%	156
Education						
HS or less	1.2%	6.6%	11.2%	80.8%	0.2%	412
Some college	2.2%	9.6%	15.4%	72.8%	0.0%	272
College grad or more	15.7%	14.1%	13.8%	56.4%	0.0%	312
Income						
<\$35K	2.6%	6.8%	11.6%	78.7%	0.3%	310
\$35K-\$50K	1.6%	7.8%	14.5%	76.2%	0.0%	193
\$50K-\$75K	9.7%	12.4%	11.9%	65.9%	0.0%	185
\$75K+	11.9%	13.7%	15.1%	58.9%	0.5%	219
Children in school						
Yes	8.6%	8.6%	14.1%	68.5%	0.3%	362
No	4.7%	10.3%	12.5%	72.1%	0.3%	639
Region						
Indiana Northern	5.7%	8.9%	12.5%	72.8%	0.0%	383
Indiana Central	5.5%	9.5%	13.8%	70.5%	0.7%	455
Indiana Southern	8.6%	12.3%	12.3%	66.9%	0.0%	163